

Update on Piloting of Alternative Accreditation Activities for NCATE-Accredited PACT Institutions

June 2009

Overview of this Report

This agenda item continues the conversation about the possibility of some institutions participating in alternative accreditation activities that was begun at the April 2009 COA meeting, <http://www.ctc.ca.gov/educator-prep/coa-agendas/2009-04/2009-04-item-23.pdf>. Some National Council for Accreditation of Teacher Education (NCATE) accredited California institutions which adopted the Performance Assessment for California Teachers (PACT) as their teaching performance assessment model are interested in proposing a pilot to both NCATE and the COA. The May 2009 COA agenda item presented some specifics on the proposals from the two institutions for the COA to review <http://www.ctc.ca.gov/educator-prep/coa-agendas/2009-05/2009-05-item-20.pdf>. The purpose of this agenda item is to provide an update to the COA on the California's activities with NCATE and on the most current thinking from the two institutions which have developed draft NCATE proposals as of this time.

Staff Recommendation

This is an information item only.

Background

In communications with NCATE, it is clear that NCATE is interested in working with any interested NCATE-accredited institution on either a continuous improvement or transformational initiative (<http://www.ncate.org/public/proposedRedesign.asp>). At the May 2009 COA meeting, staff suggested that all California NCATE-accredited institutions should be contacted and apprised of the NCATE Redesign and the options to pilot parts of the Redesign process.

Based on information from the May 2009 NCATE Clinic (addressed in more depth in agenda item 12 of this meeting) staff has conducted a number of activities:

1. The Commission posted and distributed PSA 09-07, *Information on National Accreditation*, (<http://www.ctc.ca.gov/educator-prep/PS-alerts/2009/PSA-09-07.pdf>) on May 29, 2009. The program sponsor alert notified all approved educator preparation programs of the NCATE Redesign. The PSA briefly described NCATE's Redesign process, provided links to additional information on the NCATE web page, and invited any NCATE accredited institution that is interested in participating in the pilot to contact Teri Clark, Administrator of Accreditation.
2. Staff has held phone calls with the two institutions that have expressed interest in piloting aspects of the NCATE Redesign
3. Staff is working with other NCATE-accredited California institutions and possible pilots of aspects of the NCATE Redesign to ascertain if additional institutions are interested in piloting one or more aspects of the NCATE Redesign.

Next Steps

In working with the University of San Diego and the University of the Pacific, staff has suggested that each institution develop a conceptual proposal (as were presented in the May 2009

agenda item and an updated proposal from UOP is included in Appendix A of this agenda item) and a specific proposal on which of NCATE's` Redesign options the institution would like to pilot. The information as to which of the options each institution would like to pilot will be presented in an August COA agenda item for the COA to discuss.

Appendix A

CTC/NCATE/PACT Proposal for Focused Inquiry Gladys L. Benerd School of Education University of the Pacific

Program Description

The Gladys L. Benerd School of Education’s teacher credential program at the University of the Pacific is a four-year undergraduate and M.Ed. program fully accredited by the CTC and NCATE (2004). Our teacher preparation faculty piloted the Performance Assessment for California Teachers (PACT) beginning in 2006-2007 and has used that process to guide program revision.

The current teacher education program has been designed to include the following:

- Course and course-related fieldwork experiences that help pre-service teachers examine their prior beliefs about teaching and learning. These beliefs are based typically on their prior schooling experiences (Lortie, 1975). Through carefully planned university classroom and related K-12 classroom experiences, pre-service teachers develop a professional belief system grounded in theory, research-based best instructional practices, and reflective practice.
- Well structured, supervised, and developmentally appropriate course-related field experiences, tightly connected to coursework, in order to provide pre-service teachers with multiple opportunities to observe, understand and, ultimately, demonstrate the relationship between theory and practice in K-12 classrooms.
- Development of reflective habits of mind that support pre-service teachers’ ability to handle the complexities and uncertainties of teaching and learning (Darling-Hammond & Bransford, 2005; Snow, Griffin & Burns, 2005).

For most pre-service teachers, coursework is sequenced across four consecutive semesters (that may – for M.Ed. students include summer coursework). In an effort to create a developmentally appropriate, coherent curriculum, guiding concepts were identified across each of the four semesters as illustrated in Figure One below.

Figure 1. Guiding Concepts	
<p>Semester I Focus on establishing a solid knowledge base and on developing productive “habits of mind” to guide and inform future work</p>	<p>Semester II Focus on using assessment data and knowledge about learning and “best practices” to build productive, inclusive learning communities and to design and deliver “research/evidence-based” instruction</p>
<p>Semester III Focus on using assessment data, knowledge about learning, and “best practices” to build productive, inclusive learning communities and deliver effective “research/evidence-based” instruction that accounts for the ways learning environments and instructional</p>	<p>Semester IV Focus on demonstration of knowledge, skills, and competence of the capacity to create and maintain productive, respectful, inclusive learning environments, and of the capacity to plan, deliver and assess instruction that has a positive impact on student</p>

Figure 1. Guiding Concepts

practices can and do affect student learning	learning. The expectation is that candidates will demonstrate high levels of competence and professionalism
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As illustrated above, the BSE program is guided not only by CTC, NCATE, and PACT requirements but also by our faculty vision for our program.

BSE Assessment System

The BSE incorporates a two-tiered assessment system which reflects the trajectory of teacher development over four semesters. The two tiers consist of 1) data collected from coursework, including ESAs, CATs, and the capstone PACT TE and 2) out-of-class, program assessments (most likely captured in a portfolio) based on the Guiding Concepts.

These data will be assessed using a standardized four-point rubric in which average scores of two to four are considered passing. If a student scores a one on a particular component, the student will be asked to revise and resubmit his or her work.

Research Focus

Our faculty and administration have elected to focus on the proficiency of our students in meeting student learning outcomes at key transition points as our research focus. Our goal is to determine whether students/candidates performing proficiently on key transition point assessments. For students who are not meeting proficiencies, we will determine what remediation is needed for the student and identify and implement programmatic changes that are necessary to support all students.

Rationale

Since our 2004 program assessment, the BSE Teacher Education faculty has analyzed course and assessment data (e.g., syllabi, course assignments, course products, student/cooperating teacher/administrator surveys, PACT pilot data, as well as instructor feedback) and identified areas in need of improvement. Design changes reflect our efforts to address the identified areas of improvement and the related goal of preparing teachers to become “adaptive experts” (Darling-Hammond & Bransford, 2005). Toward that end we analyzed and revised our curriculum using a mutually agreed upon framework that reflects general principles of learning (Bransford, Brown, & Cocking, 1999) and which are applied to teacher learning specifically (Darling-Hammond & Bransford, 2005).

While the summative PACT assessment and integrated formative assessments (Embedded Signature Assessments or ESAs, Content Areas Tasks or CATs) will assist in gauging the effectiveness of these programmatic changes and student performance, we are using key transition point assessments based on the guiding concepts above. These assessments occur *outside* of courses and are typically conducted at the end of a learning cycle/semester. They are designed with the intent of helping us determine whether students are synthesizing and applying knowledge and skills learned *inside* courses and course-related fieldwork through analytical writing and presentation of evidence.

The opportunity to participate in the COA’s project will allow us to further develop and fully implement a central component of our assessment system, potentially yield assessment data that other measures may not capture or provide complementary data, while also potentially contributing to alternative considerations of ways of meeting state and national assessment objectives.

Methodology

There is one overarching research question and two sub research questions.

Research Question

- Are BSE students/candidates performing proficiently on key transition point assessments?

Data collection

For this research question will include four point rubrics from the following assessments:

Figure 2. BSE Assessments

	Term I	Term II	Term III	Term IV
Coursework, ESAs, & CATs	PACT ESA#1: Ethnography (MS, SS)	PACT ESA#2: Lesson Plan Narrative PACT ESA #3: Science Assessment (MS) ----- PACT ESA#2: Unit Plan w/ Scaffolded Reading Experience PACT ESA #3: Academic Language Lesson Plan Narrative (SS)	PACT ESA #4: Integrated Lesson Plan PACT ESA #5: Literacy Reflections (MS) ----- PACT ESA #4: Assessment Case Study (SS)	- Reflective Lesson Plans (MS & SS)
Key Transition Point Assessments	Advancement to Candidacy, Panel Interview, Analytical Essays	Science & Math Panel Interview, Analytical Essays & Documentation	Language Arts & Social Studies Panel Interview, Analytical Essays & Documentation	PACT Teaching Event, Student Teaching Exit Interviews

MS: Multiple Subject, SS: Single Subject

Data analysis

Quantitative analysis (details to follow at a later date) will be conducted to evaluate data across the rubrics.

Sub Research Question 1a

- If a student/candidate is not performing proficiently, what remediation is provided?

Data Collection:

- Progress report forms for each candidate who is not considered proficient (these forms will note the areas that need improvement, and document remediation).

Data Analysis:

- Constant Comparative Analysis (Glaser & Strauss, 1967) will be conducted to identify themes which emerge from these data.
- Data triangulated with data from Sub Research Question 1b.

Sub Research Question 1b

If students are not performing proficiently, what programmatic revisions are implemented to foster student success?

Data Collection:

- Minutes from faculty meetings
- Programmatic documents which reflect revisions

Data Analysis:

- a. Constant Comparative Analysis (Glaser & Strauss, 1967) will be conducted to identify themes which emerge from these data.
- Data triangulated with data from Sub Research Question 1b.

Specific Standards to be Addressed in the Proposed Focused Inquiry:

All of California's Common Standards and NCATE Unit Standards (2006) will be met by the institution. Specific standards to be addressed in the proposed focused inquiry are drawn from the CTC and NCATE Crosswalk (October 2007):

- NCATE Unit Standard 1: Candidate Knowledge, Skills, and Professional Dispositions (1a, 1c, 1d, 1f, 1g)
- NCATE Unit Standard 2: Assessment and Unit Evaluation (2a, 2b, 2c)
- NCATE Unit Standard 3: Field Experiences and Clinical Practice (3b, 3c)
- NCATE Unit Standard 4: Diversity (4a, 4d)

Timeline

The following timeline lists highlights of the current accreditation cycle with the inclusion of steps related to the proposed study.

Fall 2008

- Biennial Report to CTC; evidence of adequate candidate performance (October 15, 2008)
- Data Gathering and Analysis at Site
- Faculty Retreats and Decision-Making

2008-2009

- Program Assessment documentation submitted January, 2009, to CTC
- Data Gathering and Analysis at Site
- Appointment of Assessment Team
- Assessment Decisions made at Faculty Retreats, Meetings, Technology-Assisted Discussions
- Development of Master's Level Program Student Learning Outcomes and Rubrics Modeled after PACT

- Initiate 4-year Focused Inquiry Process

2009-2010

- Revise Program Assessment documents; submit Biennial Report to CTC with evaluation, to date, of Focused Inquiry Process
- Conduct Self-Study; Data Gathering and Analysis at Site
- Prepare NCATE Institutional Report

2010-2011

- Submit NCATE Institutional Report and CTC Preconditions and pertinent standards in the Common Standards
- Revise Credential program documents
- Host Joint Accreditation Site Visit with CTC and NCATE (Spring, 2011)
- Continue Focused Inquiry Process
- Provide CTC's Committee on Accreditation and NCATE's Board of Examiners with a status report on the progress of Focused Inquiry

2011-2012

- Provide follow up information to CTC and NCATE if necessary
- Continue Focused Inquiry Process
- Plan for new accreditation cycle based on preliminary evaluation of Focused Inquiry Process

2012-2013 (Seven Year Cycle, New Year 1)

- Review past years of the Focused Inquiry Process and plan for new cycle
- Provide CTC's Committee on Accreditation and NCATE's Board of Examiners with a final evaluation of Focused Inquiry Process, including next steps and plans for dissemination of program evaluation to appropriate audiences

References

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