

Update on NCATE Redesign and Transformation Initiative

June 2009

Overview of this Report

This agenda item discusses information about NCATE's plans for redesigning its accreditation process and the implications for the Commission's accreditation system.

Staff Recommendation

This is an information item.

Background

On May 15, 2009 the NCATE Executive Board approved a resolution that endorsed and authorized the initial implementation and pilot testing of a redesigned accreditation process for all institutions seeking continuing NCATE accreditation. Staff attended the NCATE Clinic for States and Specialized Professional Associations on May 20-22, 2009 in Louisville, Kentucky, at which the redesigned process was a central focus.

As explained by Jim Cilbulka, NCATE President, the impetus for the redesigned system is multifold. One impetus is to respond to the request from many institutional representatives to seek a more cost-effective and streamlined accreditation process. The second impetus is the need to "transform America's P-12 education system to one that supports higher levels of student learning and success across the spectrum of diverse learners."

The redesign comes in the form of two distinct NCATE accreditation options from which institutions may choose: 1) continuous improvement, and 2) transformation initiative. The *Proposal for the Redesign and Transformation of the NCATE Accreditation Process* has been included in this agenda item as Appendix A. This document includes an important introductory section that describes the rationale for the changes and the values and goals undergirding the NCATE redesign process. These goals include: 1) helping educator preparation programs attain excellence; 2) ensuring relevance in addressing the needs of stakeholders and the public; 3) recognizing that there are multiple pathways to the profession and ensuring that the accreditation process is inclusive of those diverse pathways; 4) fostering a more collegial effort to improve the quality of educator preparation and its graduates; and 5) improving the cost effectiveness and efficiency of the accreditation process.

Alignment with California's Redesigned Process

The continuous improvement process is designed to encourage institutions to move beyond the "acceptable" range for alignment with NCATE standards to the "target" range, thereby promoting excellence in educator preparation programs. While the Commission's process does not recognize a level above "standard met" that would be commensurate with the "target" level of NCATE, the overall approach of continuous improvement is closely aligned with the approach taken by the COA and the Commission in California's redesigned accreditation system. It is assumed that the majority of institutions in California would choose this particular option for NCATE accreditation.

The second option, transformation initiative, is intended to not only support continuous improvement for an institution's own programs, but to provide leadership for transforming educator

preparation to improve P-12 student learning. It includes a research-based initiative that is submitted three years in advance of a site visit simultaneously with the Institutional Report, and a site visit focused on the particular area of inquiry. This option is open to any interested NCATE accredited institution in good standing. Staff believes that there may be interest in this option in California, especially among institutions that have identified research as integral to their institutional mission.

The review of the IR in advance of the site visit (1 year to 6 months in advance in the continuous improvement model and 3 years in advance of the transformation initiative process) will result in a more focused site visit with a smaller team. This change is also consistent with the operational approach taken by the Commission and the COA in the revised accreditation system.

While there may some timing and logistical issues to be addressed in order to ensure the CTC and NCATE processes work seamlessly, staff does not anticipate any major changes to the current accreditation system. As the details of the redesign emerge over the next few months, staff will review the newly adopted protocol with NCATE to determine whether any changes will be necessary as a result of NCATE's redesigned process.

Timeline for Implementation of Redesign

Full implementation of the new system is scheduled for fall 2012. However, NCATE has indicated it is interested in having institutions begin piloting various aspects of the redesigned system as soon as possible.

On May 29, Commission staff distributed a PSA regarding national accreditation providing institutions with information about the NCATE redesign. One NCATE accredited institution with a visit in spring 2010 has expressed interest in possibly piloting the continuous improvement process however, given the timeline for submitting the Institutional Report (IR), it may not be possible. As of the writing of this agenda item, Commission staff intends to convene a discussion with NCATE and the institution to determine the feasibility of this institution's participation in a pilot.

In addition, Commission staff will be surveying those institutions with visits in 2010-2011 to determine whether there would be interest in piloting various aspects of the new system. Because of the timeline for submission of the IR to NCATE, it is imperative these institutions determine their interest soon. A draft form that the Commission plans to use to determine the level of interest in California NCATE accredited institutions who have visits prior to the full implementation period of 2012 is included as Appendix B.

In California, two institutions expressed interest in the "transformation initiative." Discussion of these proposals began at the COA meeting in May. Further discussions with COA and NCATE will continue with respect to these proposals.

Next Steps

The Commission staff will continue its close communication with NCATE throughout the summer as NCATE continues to establish revised processes and procedures related to the implementation of this revised accreditation system. An agenda item updating the COA on further developments and their potential impact on site visits for 2009-2010 and beyond will be provided at the next COA meeting.

**PROPOSAL FOR THE REDESIGN AND
TRANSFORMATION OF THE NCATE ACCREDITATION PROCESS**
National Council for Accreditation of Teacher Education
May 15, 2009

The Need for Change

The Environmental Context

NCATE, as all organizations, must be dynamic and respond promptly to changes in its environment. America has become a knowledge-based economy residing in a global marketplace during the 21st century. The rise of the global economy demands that teachers become even more effective in enhancing P-12 student learning to help maintain America's ability to compete in the world marketplace. Educator preparation programs, therefore, are under scrutiny as never before. For example, the effectiveness of their graduates is increasingly being tracked by states to help them make decisions on funding only the highest performing, and most cost-effective, programs.

Educator preparation programs in the United States must now respond to the following challenges, among others:

- The need for highly qualified and highly effective teachers for all of America's schools to help retain America's economic strength in a global marketplace.
- The pressing need for highly qualified teachers and other school professionals for high-needs schools.
- The need to improve P-12 student learning across diverse populations, as America becomes a more heterogeneous society.
- The need for more clinically-based programs for educator preparation (1) to help increase early school experience and effectiveness with diverse populations and (2) to provide coordinated approaches to the induction and retention of new teachers and other school professionals.
- The diversification of institutions that prepare educators, including increasing numbers of non-university providers, which respond to non-traditional candidates as well as to very specific school and district needs, and which often emphasize clinical experiences and recruitment in ways that could serve as models for all pathways to teaching.
- The recognition that educator preparation and school reform are inextricably bound together, requiring educators to be prepared both as individually skilled practitioners and as professionals oriented toward ongoing school improvement.

Feedback from Institutions

NCATE has received feedback from many institutions on how to improve the accreditation process. This information was the basis of a pilot project, initiated in spring 2008, designed to streamline NCATE's accreditation process. In order to obtain more systematic feedback from institutions, NCATE President James Cibulka commissioned an opinion research study in the fall of 2008. The survey, conducted by the McKinley Group, addressed the perceived strengths and weaknesses of the NCATE process. A summary of the survey results indicates that, while institutions perceive NCATE as a leader in educator preparation and see its efforts as strengthening the profession, they also perceive its documentation requirements as excessive. Institutions also report that they desire a

more collegial accreditation process. This extensive feedback has spurred NCATE to redesign its processes and in so doing, at the same time, help institutions move toward simultaneous transformation of educator preparation and P-12 schools through the mechanism of accreditation, particularly that of continuous improvement.

Values and Goals Undergirding the NCATE Redesign and the Transformation of Educator Preparation

NCATE has the dual challenge of addressing (1) its institutions' desire for a significantly simplified process to assess their performance in a rapidly changing environment and (2) the larger need to transform educator preparation to meet better the urgent demands of the nation's P-12 schools.

The proposed redesign process addresses both of these goals. NCATE's redesign and transformation process strives to create or reinforce five important values: (1) excellence, as defined by high standards, (2) relevance in meeting the needs of stakeholders and the public, (3) inclusivity of all institutions that meet high standards, (4) collegiality in the accreditation process, and (5) its cost-effectiveness.

NCATE has a special role to play in the policy arena as the standards-bearer for educator preparation. It can use its leverage through its standards and processes to ensure that preparation is relevant to the needs of P-12 schools and encourage preparation programs in their ongoing development to meet those needs.

Excellence

The NCATE accreditation process is designed to help educator preparation programs attain excellence.

Continuous improvement strategies are central to the redesigned process, to assist institutions in preparing educators who can help improve all dimensions of P-12 student learning. The redesigned NCATE expects all programs to address their progress in moving beyond the "acceptable" level to the "target" level of performance within the standards. This continuous improvement model helps assure that educator programs remain dynamic, and that they strive to meet high standards. Although NCATE was an early leader in moving accreditation to a performance basis, the ability to assess candidate—and P-12 student learning---has improved since then. An increased reliance on performance assessment continues to be a key feature of the redesigned NCATE accreditation system.

Goal:

- NCATE aims to ensure that accreditation holds educator preparation programs to high standards and creates a baseline for continuous improvement of programs. NCATE will employ continuous improvement strategies to help programs and candidates move from an acceptable level of performance to a target level of performance, with a continued focus on assessment of candidate and P-12 student learning. As the overall field improves, the concept of what is acceptable will rise accordingly.

Relevance

A central criterion in determining excellence is relevance in addressing the needs of stakeholders/publics. Excellence can only be obtained by designing programs to meet stated needs of the ultimate users.

Increasing P-12 student learning requires increasing the evidentiary base of the profession. Accreditation will be transformed as it provides incentives to strengthen research and development in the field. This in turn will increase knowledge of effective practice. NCATE's redesigned process will offer institutions seeking continuing accreditation an option to develop "transformation initiatives" that focus on R&D relating to P-12 urgent needs. NCATE will disseminate preparation programs' R&D via web technology and/or other approaches to encourage scaling up effective practice. As readers will see below, emphasis on continuous improvement processes will be coupled with simplified reporting for compliance purposes.

Further, educator preparation will undergo transformation along with P-12 education, as it aligns better with national, state, and local needs. The system will seek to strengthen partnerships with states, districts, schools, and other institutions as a means to assist both in the transformation of P-12 education and educator preparation programs.

Goal:

- NCATE will provide leadership in simultaneous transformation of P-12 and educator preparation through encouraging 'transformation initiatives' focused on urgent local, state, and national needs. Transformation initiatives will involve deeper engagement with the needs of P-12 schools. Through increased engagement with P-12 schools, educator preparation will be focused on increasing all facets of P-12 student learning and the base of knowledge upon which it rests.

Inclusivity

Accreditation exists in a mixed market of providers. The NCATE of the future will include providers of educator preparation outside of colleges and universities. Two non-university providers are candidates for accreditation; discussions are underway with a number of others. It is important that these organizations also meet high quality standards. Accrediting high quality alternative providers and forging partnerships among all providers and school districts must be encouraged and implemented. Recognizing high quality innovations that can be brought to scale should be part of the work of accreditation, whether the innovations exist within institutions of higher education or within other providers. Attempting to differentiate between 'alternate' providers and 'traditional' university providers leads to a false dichotomy, as many universities offer multiple pathways to the education profession. More partnerships between higher education and other providers in the future may contribute to building models of educator preparation that incorporate new practices in recruitment, preparation, mentoring, and other components of effective preparation.

Goals:

- NCATE will ensure that the procedures for first accreditation accommodate and are equally welcoming to university and non-university providers of educator preparation.
- NCATE will create a system in which continuing accreditation procedures and requirements support innovation and the development of new models for the preparation of educators.

Collegiality

A concern raised by accredited institutions in the 2008 survey was that the accreditation system was very compliance-oriented, rather than a collegial effort to improve the quality of educator preparation and its graduates. Accreditation must create perceived value for educator preparation to help leaders improve their programs. The system should systematically share knowledge and expertise. The redesigned process should eradicate a culture of fear of failure and avoidance of the admission of weaknesses, which magnifies the burden and reduces perceptions of value.

Goal:

- NCATE will emphasize the collegial and formative nature of the accreditation process, in particular, supporting and providing feedback to institutions from the time they are preparing preconditions through their visit, in order to implement a continuous improvement model and help programs attain excellence through a move to the target level of performance.

Cost-Effectiveness

Lastly, the burdensomeness of the accreditation process will be reduced. The effort, time, and cost that an organization places in an accreditation review must result in better programs. Going through accreditation must be perceived as worthwhile by participants in the process and other stakeholders.

Goal:

- Accreditation must be a cost-effective and cost-efficient enterprise for organizations, for NCATE, and for the profession that participates in the accrediting process. It should be focused on continuous improvement and not an every-seven-year event.

Overview of the Redesign and Transformation of the NCATE Accreditation Process

As the following proposal was developed, NCATE staff consulted widely with stakeholders. Over half of the accredited institutions provided feedback in the 2008 survey. President Cibulka sought feedback and recommendations from members of TECSCU, AILACTE, and CADREI as well as NCATE's member organizations. He has listened to policymakers and institutional representatives as he attended numerous meetings across the country since he became NCATE's president in July 2008. Drafts in various stages of development were shared for feedback with selected unit heads, NCATE coordinators, Board of Examiners (BOE) members, State Partnership Contacts, Specialty Professional Association (SPA) liaisons, CEOs of member organizations, and governance board members.

Based on the feedback received, the proposal for redesigning the NCATE accreditation system has been changed from the March 25th version that appeared on the website. The proposal addresses both unit and national program review for institutions seeking accreditation for the first time and those continuing their accreditation. In many cases, they provide options for units that wish to utilize the changes and for those that prefer a streamlined version of the current process. The major changes proposed for unit and program reviews are summarized below:

Unit Review

- Because an accredited unit was previously found to have met all standards at least at the acceptable level, the Institutional Report (IR) for continuing accreditation addresses changes since the previous review, rather than requesting the detailed requirements for earlier accreditation reviews, and focuses on the unit's progress toward the target level of one or more standards.
- An **accredited** unit has the following two options for its unit review:
 - Continuous Improvement (Option 1) that primarily focuses on the unit's self-assessment of its progress toward meeting the target level or
 - Transformation Initiative (TI) (Option 2) that includes an initiative that will both improve the unit and its programs and provide research for leadership in the field by meeting an urgent educational need, such as improving P-12 student learning.
- The organization of the IR for both first and continuing accreditation provides the choice of writing to standards or to their specific elements.
- The number of required exhibits is reduced.
- All IRs are reviewed electronically and substantially in advance of the visit for a more formative process that provides early feedback, gives greater opportunity to meet identified concerns, and allows more focus during the visit.
- As a result, on-site visits of only 3 days are conducted by a smaller team of 3-5.

National Program Review

- Programs have the option to select their own assessments and the manner in which to make the case for their validity and sufficiency of evidence.
- Program reports are submitted substantially earlier in the cycle, to provide greater opportunity to meet identified concerns and make the system more formative.
- Requirements for contextual information and years of data are reduced.
- Programs have the option in continuing national recognition to use their previous assessments as a baseline and document only those that are new or substantially changed, but they must still report current data on all assessments.
- Simplified processes are being developed for MAT-like secondary, low-enrollment and advanced programs, in collaboration with appropriate SPAs, states, and institutions; proposals for action are to be submitted this October.
- An SASB task force is developing common principles for SPA program standards to provide greater consistency across them; its report is to be submitted this October.

The next section includes details of the proposed changes, followed by a table that summarizes those changes and compares them to the current process.

Proposed Redesign and Transformation of the NCATE Accreditation Process

General Process for Unit Review (Applies to both First and Continuing Accreditation)

I.A Institutional Report.

- 1 **Organization.** The unit has the option to organize its IR around either whole

standards or individual standard elements.

- 2 **Units with Only One Program.** The focus of the IR for units with only one program, such as educational leadership, school psychology, music, or MAT-like secondary programs, will be the national program report or equivalent state report, supplemented by data and descriptions for Standards 2-6 in the IR.

I.B Exhibits. Reviewers will use documentation previously submitted by units in national program reports, annual reports, and Title II submissions. The number of exhibits on NCATE's list will be reduced.

I.C Electronic Review of IR. The streamlined IR is submitted substantially in advance of the scheduled visit. A new Previsit BOE Committee (PBOEC), which will include a representative from the state partner, electronically reviews the IR and other documents to provide feedback to the institution on areas of concern to be addressed at the on-site visit.

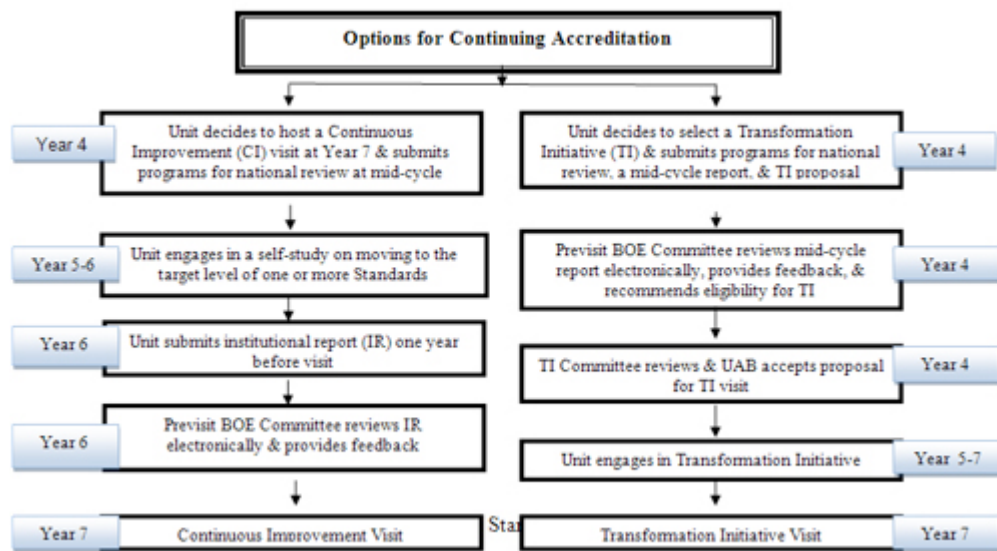
I.D On-site Visit

- 1 **Members of Visiting Team.** A formal procedure will be developed to allow an institution the opportunity for shared input on the selection of BOE team members, with the goal of providing institutions more comfort about team membership without jeopardizing the objectivity of the team.
- 2 **Scope, Length of Visit, and Size of Team.** The prior identification of areas of concern and the opportunity for the unit to respond and/or make changes allows for a substantially reduced visit. In a three-day visit, a BOE Team of three to five members will validate that standards are met (including a random sampling of data), focus on concerns raised by the PBOEC, address new matters that come to its attention during the visit, and perform the other functions specified for the particular type of visit.

I.E Annual Reports. Data in the existing AACTE/NCATE annual reports will be furnished to both the PBOEC and the on-site BOE Team as part of the documentation that unit standards are met. Also, if substantive changes raising questions related to standards have been reported in annual reports in accord with existing requirements, additional information will continue to be requested and reviewed by NCATE's Annual Report and Preconditions Audit Committee (ARPA) to determine if additional action should be recommended to the UAB between scheduled visits. No substantial additional information will be required in Parts B and C of the AACTE/NCATE annual reports at this time. Some changes may be made to the annual reports in 2009-2010.

II. Continuing Accreditation. The unit’s previous accreditation has validated its compliance with all NCATE standards and established a baseline for continuing accreditation. Although a finding of continued compliance with standards is necessary for any reaccreditation, units will have two options for their reviews. One is Continuous Improvement, in which the unit will report changes since the previous visit and focus its self-study on assessment of progress toward the target level of one or more of NCATE’s standards. The second option will focus on the unit’s continuous improvement system and a Transformation Initiative related to one or more standards that are designed to improve educator preparation at the institution and inform the work of the field at large. Figure 1 outlines the requirements for both options. The two options are discussed in greater detail below.

Figure 1



II.A Option 1: Continuous Improvement. Standard 2 (Assessment System and Unit Operations) requires accredited institutions to have “an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.” The Continuous Improvement Visit will validate both the maintenance of the baseline established by the unit’s previous accreditation and the effective operation of its assessment system by focusing on changes since the previous visit, particularly those that have enabled the unit to move above an acceptable level of performance towards the target level of one or more standards.

- 1. Content of the Institutional Report.** The unit writes a streamlined IR that is organized around standards, making the case that the unit continues to meet the standards at the acceptable level, but emphasizes (1) evidence related to Standard 1 that was not included in the mid-cycle program review (see IV.B.2, below), (2) substantial changes since the previous accreditation visit, and (3) the unit’s progress in moving to the target level of one or more of the standards

2. **Submission of the Institutional Report.** The unit selecting the Continuous Improvement Option submits its streamlined IR one year before the visit for review by the PBOEC.
3. **Report of On-site BOE Team.** In addition to reporting findings about the unit's continued meeting of standards at least at the acceptable level of performance, the BOE Team will comment on the unit's progress in moving toward the target level of one or more standards. A specific protocol will be developed for those comments that will recognize institutional efforts to do so.

II.B Option 2: Transformation Initiative. The TI supports continuous improvement through specific efforts to improve not only the institution's own programs, but to exercise leadership for transforming educator preparation to improve P-12 student learning. NCATE will encourage and support these research-based initiatives and then propagate their results for the benefit of the field. An individual institution may apply for this option, or a group of institutions may choose to collaborate on an initiative. The proposal is designed to be as supportive and flexible as possible.

- Clinical practice and moving educator preparation into school settings.
- Evidence of the value-added of accreditation in improving P-12 student learning.
- Overcoming barriers in educator preparation to ensure that candidates have the knowledge and skills to help all P-12 students learn.
- Recruitment of a diverse, highly talented candidate pool, especially for shortage areas.
- Systems for tracking candidate follow-up performance data and its effective use in improving educator preparation.
- Validity studies of assessments or other research on assessments and evidence of candidate ability to facilitate P-12 student learning.
- Partnerships with P-12 schools and school districts to address the transformation of student learning and the conditions that support learning, such as school organization, learning environments, community and family engagement, and other district/school/and student-specific issues of major magnitude.
- Partnerships with P-12 schools to assess and improve student learning and readiness for post-secondary education.
- Partnership with P-12 schools to improve the retention of educators in schools, including induction, mentoring, ongoing professional development, support for National Board Certification and other strategies.
- Candidates' ability to use formative assessment to design instruction and improve student learning.

In order to be eligible to submit a proposal for a TI, a unit must be accredited without qualifications and show evidence that it is intensively engaged in continuous improvement and continues to meet all unit standards. Steps 1 and 2 below will be used to determine eligibility for the TI Option. The TI itself is described in the following section.

1. Mid-cycle Institutional Report.

- a) **Content.** A Mid-cycle IR is organized around the unit's continuous improvement efforts and changes since the previous accreditation visit to make the case that all standards continue to be met. The report will include some form of crosswalk or indexing between

the discussion and NCATE standards or standard elements so that this determination can be made.

- b) **Submission.** The IR is submitted at mid-cycle (3 years before the visit). No additional IR will be required at the end of the accreditation cycle, but the unit may respond to the concerns raised at the mid-cycle review in writing and/or at the visit.
2. **Electronic Review.** In addition to its usual functions in an electronic review (see I.C, above), the PBOEC recommends eligibility for the TI option to the UAB based on the likelihood of the unit's continuing to meet standards at end of cycle.
 3. **On-Site Visit .** The on-site visit follows the new streamlined form (see I.D, above). Because of the greater elapsed time since the submission of the IR, however, the unit should be prepared to furnish on request new data under Standard 1 and further information about any substantial changes described in the unit's annual reports. The BOE team, which may include an expert related to the TI, will also provide feedback on the initiative.

A separate, but parallel, process is followed for the TI itself as described below.

1. **TI Proposal**

- o **Content .** The proposal shall not exceed 25 pages in length. NCATE is developing a proposal outline to be used by institutions.
 - o **Submission .** The proposal and the unit's Mid-cycle IR are submitted contemporaneously.
2. **Review.** A new Committee on Transformation Initiatives (CTI), which will be modeled on the Annual Report and Preconditions Audit (ARPA) Committee, will review the proposal, consult with the institution on any modifications to the proposal, and recommend approval to the UAB.
 3. **Consultant.** At the unit's request, NCATE may identify a consultant with expertise related to the particular TI, to review the unit's implementation of it. Consultant expenses will be covered by the unit.
 4. **On-Site Visit at the Completion of the TI.** A separate on-site visit is not required at the completion of the TI.³ If requested by the unit, an expert may join the BOE Team for the on-site visit to provide feedback on the TI.
 5. **Final Report.** When the unit finishes its TI, it submits a final report, including its own evaluation of the results. The designated consultant, if any, reviews the final report, reports to the CTI and UAB on the fidelity of plan implementation and recommends whether results of the TI should be propagated to the field. No summative judgment about the TI will be made.⁴
 6. **Propagation.** The results of Transformation Initiatives will be propagated by NCATE through its website, conferences, and other technologies. Institutions could be identified for additional recognition as appropriate. The letter sent to the CEO of the institution in which the unit is located at the end of the Initiative will include a commendation to the unit for exercising leadership in the field.

III. First Accreditation. The unit generally submits its response to preconditions 18-24 months before the visit. The number of preconditions has been reduced. A shorter time between the submission of preconditions and the visit may be negotiated with NCATE for special conditions,

such as an institution with only one program or an institution that has a well-developed assessment system and has been collecting and using data for a number of years. NCATE staff will provide assistance through web seminars, email and telephone communications. The general requirements in Section I outline the proposed changes for a first accreditation visit.

IV. National Program Recognition

Section omitted since California does the its own Program Review

V. Timelines

At this time, NCATE will begin work collaboratively with institutions that may be interested in volunteering to test parts of the proposed new system. These pilots will provide valuable information as the redesigned accreditation process is developed and refined over the next few years. Some institutions are testing streamlined processes in current visits and will continue to do so during the next academic year.

Institutions seeking first accreditation could begin testing parts of the redesigned accreditation system, beginning with preconditions submitted in September 2009. Institutions with visits in spring 2010 and before full implementation of the new system in fall 2012 may submit their IRs for review 6-12 months before their on-site visits. Some parts of the streamlined national program review system could be tested with selected institutions that are submitting program reports in September 2009. NCATE is already discussing the Transformation Initiative with a number of institutions. Several proposals for testing this option will be submitted in spring 2009.

Any institution that would like to test the redesigned process or one of the proposed options for continuing accreditation should contact NCATE staff to discuss the possibilities.

Appendix B
NCATE Redesign and California Institution Proposal Template

Process	NCATE Redesign Process	Plan to Pilot Process
Institutional Report	<p>Option to organize IR around (1) whole standards or (2) each element of standards.</p> <p>Reduced number of exhibits includes documentation previously submitted by units in national program reports, annual reports, and Title II submissions.</p> <p>For units with only one program (such as educational leadership, school psychology, or music), focused on programs report, supplemented by data and descriptions for Standards 2-6.</p> <p>Submitted substantially before visit (see continuing and first accreditations for specific times).</p>	
Electronic Review of IR	<p>Reviewed electronically by Previsit BOE Committee (drawn from BOE plus representative from partner state) to provide feedback & identify any areas of concern.</p>	
On-site Visit	<p>Unit may address any identified concerns in writing or at visit, but no additional IR is required before visit</p> <p>3-day visit conducted by a 3-5-member BOE team plus state representatives.</p> <p>Focus on areas of concern identified by PBOEC.</p> <p>Formal process to be developed for shared input on selection of BOE team members.</p>	
Annual Reports	<p>Reviewed by PBOEC to help determine that standards continue to be met; subsequent reports reviewed at visit.</p> <p>No changes now; some may be made for 2009-10.</p>	

Continuing Accreditation (in addition to General, above)

Process	NCATE Redesign Process	Plan to Pilot Process
<p>Option 1: Continuous Improvement</p>	<p>IR makes case for continued satisfaction of standards and organized around them but focuses on changes since the previous visit & progress toward target level of one or more standards.</p> <p>Submitted 1 year before visit (Could be 6 months for Spring 2010 site visits)</p>	
<p>Option 2: Transformation Initiative (TI)</p>	<p>IR makes case for continued satisfaction of standards but is organized around unit's continuous improvement system (with cross-walk to standards) and is accompanied by proposal for initiative related to one or more standards designed both to improve unit's educator preparation and provide leadership for field.</p> <p>Submitted mid-cycle.</p> <p>Eligibility for TI based on finding by PBOEC that unit likely to continue to meet standards at end of cycle.</p> <p>TI proposal reviewed by new Committee on Transformation Initiatives for approval. In consultation with unit, consultant identified to work with unit on TI.</p> <p>Findings of TI shared on NCATE's website and at conferences.</p>	