

**ORIENTATION : *NCATE***  
**ACCREDITATION PROCESS**

*Prof. Michelle Crespo Ortiz  
Accreditation Coordinator – NCATE  
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# ***Objectives of the Presentation***

- Provide orientation regarding the NCATE accreditation process for the UPR-Aguadilla Teachers' Preparation Program
- The following aspects will be considered:
  - What is NCATE?
  - What is accreditation?
  - What is NCATE accreditation?
  - Which are the NCATE accreditation benefits?
  - What is a Teacher Education Program?
  - NCATE accreditation phases
    - *NCATE* Preconditions
    - Program Review
    - Institutional Report - *NCATE Standards*
  - Acronyms



**NCATE**

The Standard of Excellence  
in Teacher Preparation

**N**ational **C**ouncil for **A**ccreditation  
of **T**eacher **E**ducation

# ***What is NCATE ?***

- ...a national accrediting body of schools, colleges, and departments of education authorized by the US Department of Education.
- ...determines which schools, colleges, and departments of education meet rigorous national standards in preparing teachers and other school specialists for the classroom.
- ...the professional quality control mechanism for teacher preparation.
- ...a coalition of 35 national education organizations, which represents teachers, teacher educators, subject matter specialists, and policy makers.

## ***What is Accreditation?***

- ...a process for assessing and enhancing academic and educational quality through voluntary peer review.
- ...informs the public that the accredited college or university operates at a high level of educational quality and integrity.

## ***What is **NCATE** Accreditation?***

- ...the process by which a professional education unit is recognized by the profession as meeting ***national standards*** for the content and operation of the unit.
  - The review is based on NCATE Unit Standards.

# **NCATE** *Accreditation Benefits*

- Professional accreditation of preparatory education programs is the bedrock upon which all professions have built their reputations.
- It assures that those entering the respective field have been suitably prepared to practice through assimilation of a body of knowledge and pre-service practice in the profession.
  - It provides assurance that the school's teacher preparation program has met national standards set by the teaching profession and has undergone rigorous, external, impartial review by professionals, policy makers, and representatives of the public.

# ***What is a Teacher Education Program ?***

- ...the sequence of courses and experiences in general and professional studies required by a college/university for the preparation of professional education candidates to teach a specific subject or academic area, to provide education services.

# ***Accreditation Phases***

- ***NCATE*** Preconditions
- Program Review (SPAs)
- Institutional Report -  
(***NCATE*** Standards)

# **NCATE** *Preconditions*

- ...a specified number of fundamental requirements that undergird NCATE's standards that must be met before a unit is permitted to advance to candidacy for first accreditation.
- ...documents that the institution must submit for approval in order to qualify for their first **NCATE** visit.

# **NCATE** *Preconditions cont.*

- **Precondition # 1**→ The institution recognizes and identifies a professional educational unit that has responsibility and authority for the preparation of teachers and other professional education personnel.
- **Precondition # 2**→ A dean, director, or chair is designated as head of the unit and is assigned authority and responsibility for overall administration and operation.
- **Precondition # 3**→ The unit has written policies and procedures that guide the operations of the unit.
- **Precondition # 4**→ The unit has a well developed conceptual framework that establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

# **NCATE** *Preconditions cont.*

- **Precondition # 5**→ The unit regularly monitors and evaluates its operations, the quality of its offerings, the performance of candidates, and the effectiveness of its graduates.
- **Precondition # 6**→ The unit has published criteria for admission to and exit from all teacher preparation and advanced programs and can provide summary reports of candidate performance.
- **Precondition # 7**→ The unit's programs are approved by the appropriate state agency or agencies, and, on states with educator licensing examinations and required pass rates, the unit's summary pass rate meets or exceeds the required state pass rate.

# **NCATE** *Preconditions cont.*

- **Precondition # 8**→ If the institution is located in a non-partner state or in a partner state that requires the submission of program reports for national review through NCATE, the unit commits to submitting program reports for each program for which NCATE has approved program standards.
- **Precondition # 9**→ The institution is accredited, without probation or an equivalent status, by the appropriate institutional accrediting agency recognized by the US Department of Education.

## ***Program Review - Specialized Program Associations (SPAs)***

- The national organizations that represent teachers, professional education faculty, and other school professionals who teach a specific subject matter, teach students a specific developmental level, teach students with specific needs, administer schools, or provide services to students.
  
- A nationally recognized program has been approved by its specialty professional association (SPA).
  - **ACEI** → Association for Childhood Education International
  - **TESOL** → Teachers of English to Speakers of Other Languages

# ***Institutional Review - NCATE Standards***

**NCATE's performance-based standards help ensure highly qualified teachers will staff our schools. They are written expectations for meeting a specific level of performance.**

## **Standard # 1:**

- Candidate Knowledge, Skills, and Professional Dispositions

## **Standard # 2:**

- Assessment System and Unit Evaluation

## **Standard # 3:**

- Field Experiences and Clinical Practice

## **Standard # 4:**

- Diversity

## **Standard # 5:**

- Faculty Qualifications, Performance, and Development

## **Standard # 6:**

- Unit Governance and Resources

# ***Standard # 1***

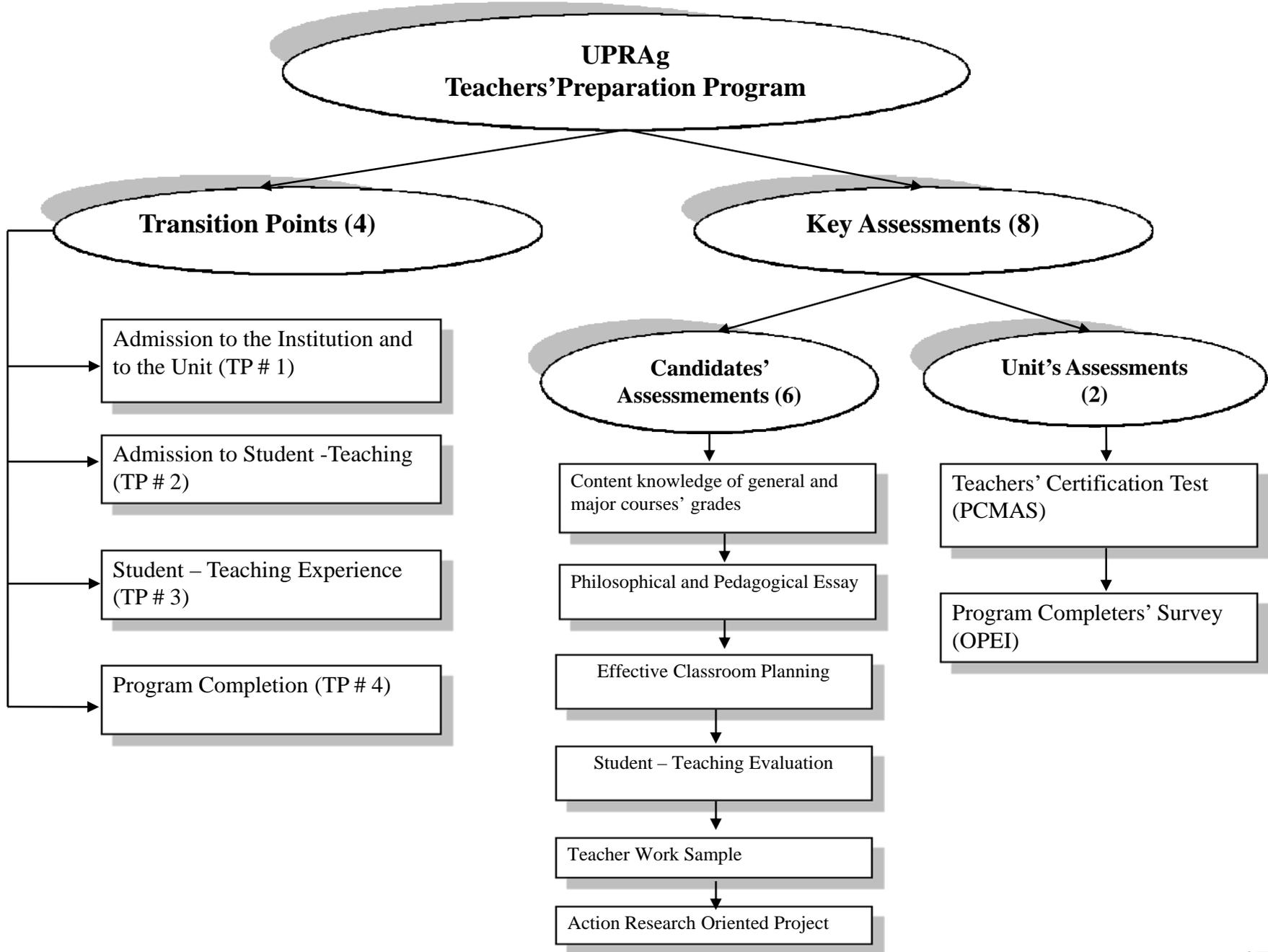
## ***Candidate Knowledge, Skills, and Professional Dispositions***

- Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.
- Assessments indicate that candidates meet professional, state, and institutional standards.

# ***Standard # 2***

## ***Assessment System and Unit Evaluation***

- The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.



# ***Standard # 3***

## ***Field Experiences and Clinical Practice***

- The unit and its school partners design, implement, and evaluate field experiences and clinical practices so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

# ***Standard # 4***

## ***Diversity***

- The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn.
- These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

# ***Standard # 5***

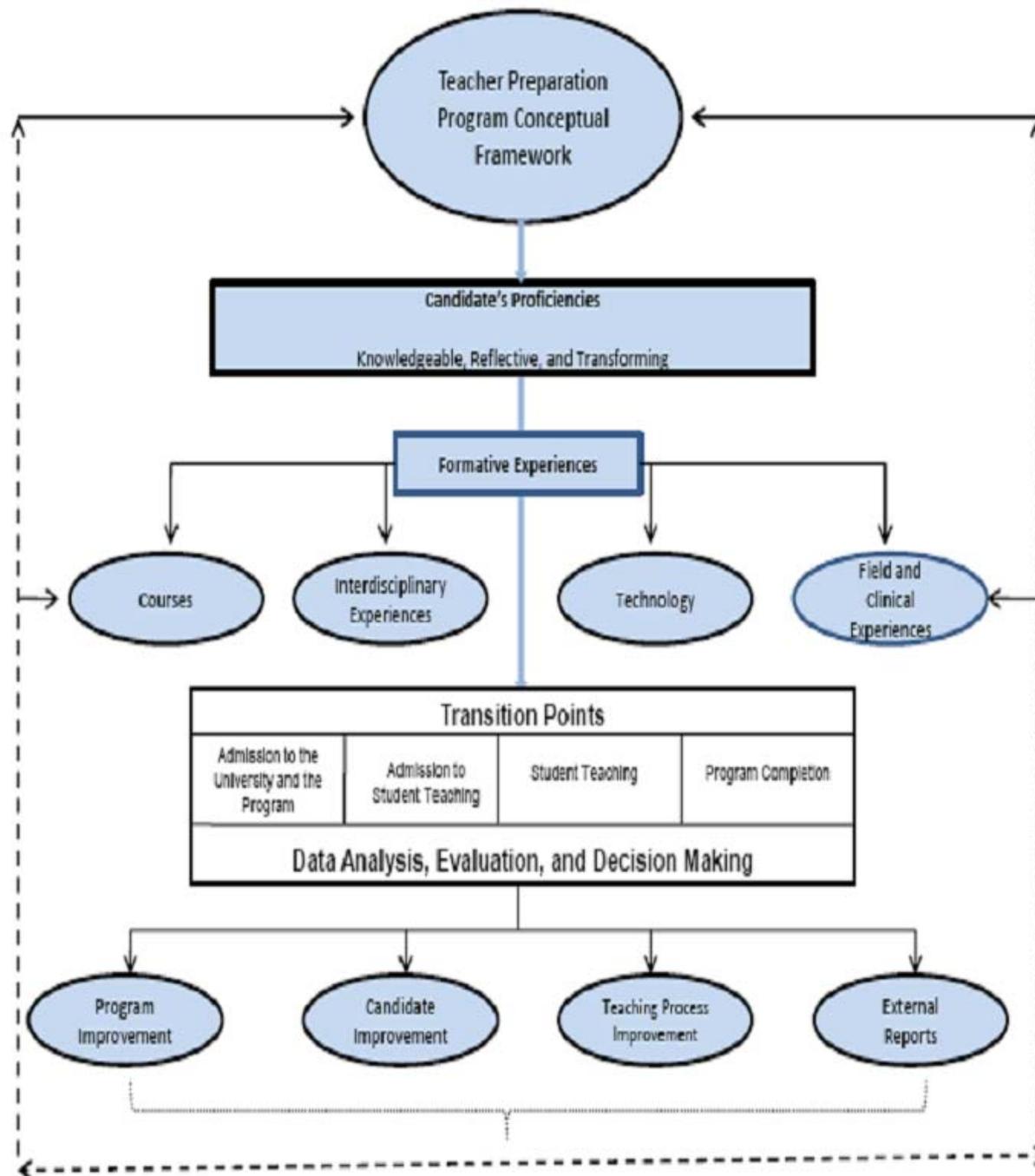
## ***Faculty Qualifications, Performance, and Development***

- Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance.
  - They collaborate with colleagues in the disciplines and schools.
  - The unit systematically evaluates faculty performance and facilitates professional development.

# ***Standard # 6***

## ***Unit Governance and Resources***

- The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.



# ***Acronyms***

- **NCATE** → National Council for Accreditation of Teacher Education
- **BOE** → Board of Examiners
- **COPPE** → Coalition of Organizations for the Professional Preparation of Educators
- **SPAs** → Specialized Professional Associations
- **UPRAg** → Universidad de Puerto Rico en Aguadilla
- **TPP** → Teacher Preparation Program
- **PPM** → Programa de Preparación de Maestros
- **TESOL** → Teachers of English to Speakers of Other Languages
- **ACEI** → Association for Childhood Education International

# Questions

