

## TUTORIAL for the April 20-22, 2008 NCATE Focused Visit

<b>1</b>	<b>What is The Ohio State University Educator Preparation Unit?</b>
<p>The Educator Preparation Unit is the structure which houses all programs within the institution designed to prepare individuals to work in P-12 schools. The unit encompasses programs within the College of the Arts; College of Education and Human Ecology; College of Food, Agricultural, and Environmental Sciences; College of Social and Behavioral Sciences; and College of Social Work. Each of these colleges also house non-educator preparation programs.</p>	
<b>2</b>	<b>What are the preparation levels within the unit?</b>
<ul style="list-style-type: none"><li>• <b>Initial Teacher Preparation</b> – those seeking their very first license to teach</li><li>• <b>Advanced Teacher Preparation</b> – those who already hold a license to teach and who are seeking additional preparation, additional licensure, and/or an endorsement</li><li>• <b>Other Professional School Roles</b> – those seeking licensure as a principal, a school audiologist, a school counselor, a school psychologist, a speech-language pathologist, and/or a superintendent of schools</li></ul>	
<b>3</b>	<b>What is NCATE?</b>
<p>NCATE (National Council for Accreditation of Teacher Education) is one of two accrediting bodies for teacher education approved by the U.S. Department of Education. The other accrediting agency is TEAC (Teacher Education Accreditation Council).</p>	
<b>4</b>	<b>Why is Ohio State associated with NCATE rather than with TEAC?</b>
<p>The State Board of Education of Ohio requires all educator preparation units across the state to first meet the NCATE 2000 standards. Once those standards have been met, a unit may then choose to be associated with NCATE, TEAC, or both. At this time, The Ohio State University Educator Preparation Unit has not met the NCATE 2000 standards.</p>	
<b>5</b>	<b>What is our current accreditation status with NCATE?</b>
<p>The Ohio State University Educator Preparation Unit's current accreditation status with NCATE is "accreditation with conditions."</p>	
<b>6</b>	<b>Why was Ohio State issued the status of "accreditation with conditions"?</b>
<p>The Ohio State University Educator Preparation Unit was reviewed by the NCATE Board of Examiners (BOE) in November 2005. At that time, neither the Initial Level (initial teacher preparation) nor the Advanced Level (advanced teacher preparation and other professional school roles preparation) met NCATE Standard 2: Assessment System and Unit Evaluation.</p>	
<b>7</b>	<b>Why did Ohio State not meet NCATE Standard 2?</b>
<p>The following areas were deemed by NCATE as Standard 2 Areas for Improvement:</p> <ul style="list-style-type: none"><li>• The unit-wide assessment system has not been fully implemented.</li><li>• The unit does not systemically use assessments to make decisions about candidates, programs, and the unit.</li><li>• Candidates are not adequately informed across all programs about the evaluation criteria at each assessment point in the system.</li><li>• The unit does not require all candidates to meet criteria delineated within each transition point as a requirement for progressing to the next level.</li></ul>	

<b>8</b>	<b>What does “accreditation with conditions” status mean for Ohio State?</b>
<p>“Accreditation with conditions” means that if NCATE Standard 2 is not viewed as having been fully met by the NCATE Board of Examiners at the time of the focused visit on April 20-22, 2008, the state board of education will begin the process of withdrawing Ohio State’s authority to recommend candidates for licensure.</p>	
<b>9</b>	<b>Was NCATE Standard 2 the only standard for which concerns were expressed at the time of the November 2005 visit?</b>
<p>No. Areas for improvement were also noted for <b>NCATE Standard 1: Candidate Knowledge, Skills, and Dispositions</b>; however, Standard 1 was met. A yearly progress report must be sent to NCATE describing the progress made on the following two areas for improvement regarding Standard 1:</p> <ul style="list-style-type: none"> <li>• The conceptual framework is inconsistently articulated by candidates, unit faculty, and P-12 partners</li> <li>• The unit lacks sufficient documentation that all candidates develop meaningful learning experiences to help all students learn.</li> </ul>	
<b>10</b>	<b>Who are candidates?</b>
<p>NCATE uses the word “candidates” to describing those individuals enrolled in preparation programs and to distinguish these individuals from the P-12 “students” with whom candidates work in field placements.</p>	
<b>11</b>	<b>The title of this document is TUTORIAL for the April 20-22, 2008 NCATE Focused Visit. What is a Focused Visit?</b>
<p>NCATE requires all institutions receiving the status of “accreditation with conditions” to have a follow-up visit within two years of the official NCATE action taken regarding the last visit. NCATE officially identified Ohio State’s status as “accreditation with conditions” spring 2006; therefore, spring 2008 is upon us, as is our focused visit.</p>	
<b>12</b>	<b>What will be reviewed during the focused visit?</b>
<p>While there were only four areas for improvement as noted above, ALL of NCATE Standard 2 is open for review. Not only must we demonstrate that the four areas for improvement have been sufficiently addressed, but that we continue to meet all other components of the standard.</p>	
<b>13</b>	<b>What are the components of NCATE Standard 2?</b>
<ul style="list-style-type: none"> <li>• Element 1: Assessment System</li> <li>• Element 2: Data Collection, Analysis, and Evaluation</li> <li>• Element 3: Use of Data for Program Improvement</li> </ul>	

14	For those involved in interviews with members of the Board of Examiners (BOE), what are possible topics for discussion regarding Element 1: Assessment System?	
	POSSIBLE TOPICS	INFORMATION YOU MAY NEED
14a	How the assessment system was built with input from professional community	<i>The unit assessment system was originally designed by an ad hoc task force which included faculty from across the unit and school partners. In 2006, the task force was dissolved, and responsibility for the unit assessment system was transferred to the University Teacher Education Council (UTEC).</i>
14b	Assessment system reflects conceptual framework	<i>In 2003, one conceptual framework was written to address all three preparation levels (initial teacher preparation, advanced teacher preparation, and other professional school roles preparation). In early 2006, the conceptual framework was rewritten into three different documents, one for each preparation level, to more specifically address the respective programs within each level. Each assessment of the unit assessment system is aligned with the candidate proficiencies articulated in the respective conceptual framework. Review the respective conceptual framework at <a href="http://ehe.osu.edu/ncate">http://ehe.osu.edu/ncate</a>.</i>
14c	Assessment system reflects professional and state standards	<i>The candidate proficiencies of each conceptual framework are aligned with professional and state standards, and are therefore reflected in the assessment system because of its alignment with the candidate proficiencies.</i>
14d	Assessment system monitors candidate performance	<i>The unit assessment system monitors the performance of candidates across a program, and especially in designated field placements in the assessments systems for initial teacher preparation and other professional school roles preparation. Review the CRITERIA and PREVIEW FORMS tab of <a href="https://ncate.osu.edu">https://ncate.osu.edu</a>.</i>
14e	Assessment system data used to manage and improve operations	<i>Each spring, candidates, professional education faculty, field placement coordinators, mentors, and university supervisors are asked to complete a Unit Management and Operations assessment – specifically, questions related to standards 3-6 of NCATE which focus on field placements, diversity, faculty qualifications and performance, and governance of the unit.</i>
14f	Assessment system data used to manage and improve programs	<i>Aggregated data regarding the performance of candidates, Praxis III data of beginning teachers, Teacher Quality Partnership(TQP) data of preservice and inservice teachers, and follow-up data from school districts regarding the performance of program completers are used to manage and improve programs.</i>
14g	Assessment system includes multiple assessments at each decision point	<i>The initial teacher preparation assessment system has four decision points. Advanced teacher preparation and other professional school roles preparation each have three decision points. These decision points may be viewed within the CRITERIA and PREVIEW FORMS tab of <a href="https://ncate.osu.edu">https://ncate.osu.edu</a>.</i>

14h	Assessment system includes decision points at admission, at appropriate transition points, and completion	<i>Please see the decision points under CRITERIA and PREVIEW FORMS tab of <a href="https://ncate.osu.edu">https://ncate.osu.edu</a>.</i>
14i	Assessments are used to make decisions at each decision point	<i>Following the submission of candidate assessments at the conclusion of each quarter via the web-based data collection system (<a href="https://ncate.osu.edu">https://ncate.osu.edu</a>), assigned personnel are responsible for recording a decision for each candidate indicating whether he/she may move to the next decision point, needs to demonstrate further performance before moving on, or whether to withdraw the candidate from the preparation program. <b>If you are responsible for recording decisions, make sure that they are recorded prior to APRIL 15<sup>th</sup>. The BOE team will not look kindly upon uncompleted data!</b></i>
14j	Assessments are predictors of candidate success	<i>Praxis II and Praxis III data are used to determine whether assessments used across the decision points are predictors of candidate success.</i>
14k	Assessments are bias free	<i>As an assessment instrument is revised or a new one developed, a committee is formed to conduct a freedom-of-bias study by having committee members analyze each assessment item in terms of ethnicity/race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.</i>
14l	The fairness, accuracy, and consistency of assessments have been established	<i>Dr. William Loadman and his staff have conducted reliability studies for those assessments that were in place at the time of the November 2005 NCATE visit, and for the new assessments developed to align with the revised conceptual frameworks.</i>

<b>15</b>	<b>For those involved in interviews with members of the Board of Examiners (BOE), what are possible topics for discussion regarding Element 2: Data Collection, Analysis, and Evaluation?</b>	
	<b>POSSIBLE TOPICS</b>	<b>INFORMATION YOU MAY NEED</b>
15a	Assessment system provides data regarding applicant qualifications	<i>Decision point 1 for all three assessment systems (initial teacher preparation, advanced teacher preparation, and other professional school roles preparation) is Admission to the Program, thus gathering and providing data regarding applicant qualifications.</i>
15b	Assessment system provides data regarding candidate proficiencies	<i>For all three levels of preparation, the decision points beyond decision point 1 are aligned with the candidate proficiencies of the conceptual framework. Please view the conceptual frameworks at <a href="http://ehe.osu.edu/ncate">http://ehe.osu.edu/ncate</a> and the assessments under the CRITERIA and PREVIEW FORMS tab of <a href="https://ncate.osu.edu">https://ncate.osu.edu</a> for such alignments.</i>
15c	Assessment system provides data regarding competency of graduates	<i>Praxis III data provides data on the majority of graduates of initial teacher preparation. Follow-up data from school districts provide data regarding those graduates employed in Franklin County.</i>

15d	Assessment system provides data regarding unit operations	<i>Each spring, candidates, professional education faculty, field placement coordinators, mentors, and university supervisors are asked to complete a Unit Management and Operations assessment – specifically, questions related to standards 3-6 of NCATE which focus on field placements, diversity, faculty qualifications and performance, and governance of the unit.</i>
15e	Assessment system provides data regarding program quality	<i>Aggregated data regarding the performance of candidates, Praxis III data of beginning teachers, Teacher Quality Partnership(TQP) data of preservice and inservice teachers, and follow-up data from school districts regarding the performance of program completers are used to manage and improve programs.</i>
15f	Assessment data are collected from applicants	<i>Data are collected from applicants that align with the Professional Dispositions assessment at decision point 1.</i>
15g	Assessment data are collected from candidates	<i>Candidates are asked to conduct self-assessments on all assessments completed by university supervisors, faculty advisors, and mentors. Each spring, candidates are asked to complete a Unit Management and Operations assessment.</i>
15h	Assessment data are collected from recent graduates	<i>Through the Teacher Quality Partnership(TQP), recent graduates are asked to provide feedback regarding the quality of their preparation programs.</i>
15i	Assessment data are collected from faculty using internal sources	<i>All university supervisors and faculty advisors in advanced educator preparation programs are required to complete assessments regarding candidate performances. Each spring, professional education faculty, field placement coordinators, and university supervisors are asked to complete a Unit Management and Operations assessment.</i>
15j	Assessment data are collected from other members of professional community	<i>ETS state approved Praxis III assessors and school district personnel provide feedback regarding the performance of graduates.</i>
15k	Unit maintains a record of formal candidate complaints and their resolutions	<i>Please see the procedures under NOTE below.</i>
15l	Data are regularly and systematically compiled, summarized, and analyzed to improve candidate performance	<i>The web-based data collection system (<a href="https://ncate.osu.edu">https://ncate.osu.edu</a>) allows data to be compiled, summarized, and analyzed at any moment in time. These data are always accessible to data facilitators and program heads via the web site.</i>
15m	Data are regularly and systematically compiled, summarized, and analyzed to improve program quality	<i>The web-based data collection system (<a href="https://ncate.osu.edu">https://ncate.osu.edu</a>) allows data to be compiled, summarized, and analyzed at any moment in time. These data are always accessible to data facilitators and program heads via the web site. The data are formally aggregated for the annual educator preparation assessment retreat. For this retreat, data are compiled into Program Profiles for the purposes of making recommendations regarding programmatic changes.</i>

15n	Data are regularly and systematically compiled, summarized, and analyzed to improve unit operations	<i>The web-based data collection system (<a href="https://ncate.osu.edu">https://ncate.osu.edu</a>) allows data to be compiled, summarized, and analyzed at any moment in time. These data are always accessible to data facilitators and program heads via the web site. The data are formally aggregated for the annual educator preparation assessment retreat. For this retreat, data are compiled into a Unit Profile for the purposes of making recommendations regarding changes in the unit.</i>
15o	Unit maintains its assessment system through the use of information technologies	<i>Data are collected, compiled, and summarized through the use of the web-based data system.</i>

**NOTE:** Below are details regarding 15k above.

The unit maintains records of formal candidate complaints and their resolutions regarding issues for which there are no university level procedures. University grievance policies and procedures are in place for issues regarding disabilities discrimination, grade grievances, graduate student grievance review guidelines, grievance and solving problems, release of student education records, and sexual harassment. The following outlines the steps and procedures used by the unit to manage complaints and resolutions for which there are no University level procedures.

STEP	PROCEDURE
1	Candidate submits complaint in writing to the relevant party and/or program area head with whom the candidate has complaint.
2	If complaint is resolved, written documentation of such is placed in the office of the Dean of the College of Education and Human Ecology / Head of the Educator Preparation Unit.
3	If complaint is not resolved, complaint is forwarded to the respective section head (school director in College of Education and Human Ecology/ department chair in non-College of Education and Human Ecology programs).
4	If complaint is resolved, documentation of such is placed in the office of the Dean of the College of Education and Human Ecology/ Head of the Educator Preparation Unit.
5	If complaint is not resolved, complaint is forwarded to the Dean of the College of Education and Human Ecology/ Head of the Educator Preparation Unit or her/his designee.
6	If complaint is resolved, documentation of such is placed in the office of the Dean of the College of Education and Human Ecology/ Head of the Educator Preparation Unit.
7	If complaint is not resolved, complaint may be forwarded through procedures available at the university level.

In addition, candidates have access to seek guidance from the Student Advocacy Office and/or the College of Education and Human Ecology Office of Equity and Diversity at any point in time.

<b>16</b>	<b>For those involved in interviews with members of the Board of Examiners (BOE), what are possible topics for discussion regarding Element 3: Use of Data for Program Improvement?</b>	
	<b>POSSIBLE TOPICS</b>	<b>INFORMATION YOU MAY NEED</b>
16a	Unit uses candidate data to evaluate the efficacy of its courses	<i>Data regarding the performance of candidates on assessments and TQP data are aggregated into a Unit Profile and into Program Profiles for the annual educator preparation assessment retreat. These data are then used to make recommendations regarding course changes. In addition, SEI results are used by faculty to revise courses.</i>

16b	Unit uses graduate performance data to evaluate the efficacy of its courses	<i>Praxis III data, TQP data, and data collected from school district personnel regarding the performance of graduates are aggregated into a Unit Profile for the annual educator preparation assessment retreat. These data are then used to make recommendations regarding course changes.</i>
16c	Unit uses candidate data to evaluate the efficacy of its programs	<i>Data regarding the performance of candidates on assessments and TQP data are aggregated into a Unit Profile and into Program Profiles for the annual educator preparation assessment retreat. These data are then used to make recommendations regarding programmatic changes.</i>
16d	Unit uses graduate performance data to evaluate the efficacy of its programs	<i>Praxis III data, TQP data, and data collected from school district personnel regarding the performance of graduates are aggregated into a Unit Profile for the annual educator preparation assessment retreat. These data are then used to make recommendations regarding programmatic changes.</i>
16e	Unit uses candidate data to evaluate the efficacy of its clinical experiences	<i>Data regarding the performance of candidates on assessments and TQP data are aggregated into a Unit Profile and into Program Profiles for the annual educator preparation assessment retreat. These data are then used to make recommendations regarding changes in clinical experiences.</i>
16f	Unit uses graduate performance data to evaluate the efficacy of its clinical experiences	<i>Praxis III data, TQP data, and data collected from school district personnel regarding the performance of graduates are aggregated into a Unit Profile for the annual educator preparation assessment retreat. These data are then used to make recommendations regarding changes in clinical experiences.</i>
16g	Unit analyzes program evaluation and performance assessment data to initiate changes where indicated	<i>Individual program areas use program evaluation performance assessments to initiate changes. In addition, program areas use the data compiled into Program Profiles for the annual educator preparation assessment retreat to initiate changes.</i>
16h	Candidate assessment data are shared regularly with candidates to help reflect on their performance and improve it	<i>Candidates have access to their individual profiles housed on the web-based data collection system (<a href="https://ncate.osu.edu">https://ncate.osu.edu</a>).</i>
16i	Assessment data are regularly shared with faculty to help reflect on performance and improve it	<i>The web-based data collection system (<a href="https://ncate.osu.edu">https://ncate.osu.edu</a>) allows data to be compiled, summarized, and analyzed at any moment in time. Through this site, individual candidate data are accessible to faculty.</i>

**NOTE:** In discussions with the BOE team, please refer to the assessments as *assessments*, rather than as forms or questionnaires. A clear message needs to be sent that our unit assessment system does truly assess and monitor candidate performance and the management and operations of the unit and its programs. We need to communicate that the unit assessment system is certainly more than a series of surveys!

**AN ALERT:**

*The point must be undoubtedly made that we USE ASSESSMENTS and the CORRESPONDING ASSESSMENT DATA to MAKE DECISIONS. This was our downfall during the November 2005 visit which must be corrected. Provide as many examples as you possibly can about how data have been used to drive unit, program, and course changes.*