

EXECUTIVE SUMMARY

Title: State Evaluation Committee Teacher Education Program Approval Recommendations

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy #TCP-B-003
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Kathy Sullivan (Senior Policy Advisor, NC Education Cabinet)

Description:

The State Evaluation Committee on Teacher Education (SEC) is charged with reviewing reports of on-site program approval visits and recommending program approval actions to the State Board of Education. Attached is the SEC's recommendation related to the Brevard College Teacher Education Program based on a Spring 2009 follow-up visit.

Also attached are the SEC's recommendations related to the approval of revisioned teacher education programs. The revisioned programs are based on the standards for teachers adopted by the Board in June 2007 and the redesigned program approval process approved by the Board in January 2008. Over 700 programs submitted in June 2009 have been reviewed by panels of public school teachers, DPI staff, and higher education faculty.

Resources:

Approval does not involve resources.

Input Process:

In the case of Brevard College, members of the State Evaluation Committee considered reports by the institution and a review team, and discussions with an institutional representative at the SEC meeting. In the case of the revisioned program recommendations, the SEC considered the findings of the review panels.

Stakeholders:

Prospective Teachers, Colleges and Universities with Teacher Education Programs

Timeline For Action:

The recommendations are presented for discussion this month and will be presented for approval next month.

Recommendations:

It is recommended that the program approval recommendations from the State Evaluation Committee on Teacher Education be approved as presented.

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- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
 - Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
 - Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan (807-3608)

Follow-Up Report
BREVARD COLLEGE

In June 2008 the State Board of Education approved the recommendation from the State Evaluation Committee on Teacher Education relative to Brevard College that:

Temporary Authorization be extended through June 30, 2009 with a focused visit to occur in the Spring 2009 Semester. If the concerns identified by the team in Fall 2007 are not found to be adequately addressed by the focused visit, the institution not be authorized to admit students to the programs after the 2008-09 school year. The institution is to be reminded that it must earn national accreditation.

Based on the Fall 2007 visit, the concerns to be addressed across program areas focused on:

- limited input from others in the development of the conceptual framework.
- inconsistent application of program admission policies and not limiting candidate progression in the program prior to formal admission.
- the assessment system and use of data for program improvement.
- placement and evaluation of early field experiences.
- diversity of candidates, faculty, and field placements.

In addition, for the elementary program, there was limited evidence that candidates work with families.

A team reviewed the materials submitted by the institution to address these concerns and talked with institutional representatives. The team found the institution had addressed the concerns related to the conceptual framework, admission policies and limiting student progression in the program, assessment, and early field placements. The institution was attempting to address the concerns related to diversity.

In June 2009 Brevard College was granted initial accreditation by TEAC.

SEC Recommendation

Based on the information submitted by the institution, the report of the review team, and discussion with an institutional representative, the Committee recommends:

Full Approval of the Brevard College teacher education programs with the stipulation that the institution provide the State Evaluation Committee, on an annual basis, an update on the implementation and impact of its diversity plan.

Guidelines for Electronic Evidences

Teacher Preparation Programs

In January 2008, the State Board of Education approved in concept a new program approval process that focused on outcomes rather than inputs, eliminated barriers and obstacles that do not ensure quality, and allowed greater institutional flexibility based on increased rigor and accountability. The new program approval process is separate from the national accreditation process, with national accreditation becoming voluntary. For those institutions choosing to maintain national accreditation, the State will maintain partnership agreements with NCATE and TEAC.

In the new process, the seven-year on-site program review cycle will be replaced with an annual review of candidate evidence that they meet the standards for teachers based on a rubric that is aligned with the inservice teacher evaluation instrument. The annual reviews will be coordinated by the State Board of Education and utilize trained inservice educators and teacher educators. Random samples from each institution will be reviewed each year. Each specialty area program will be reviewed on a systematic basis when a critical mass of program completers is reached, but at least once every seven years.

Additionally, candidate on-the-job performance and institutional involvement with and service to the public schools will be considered in continuing program approval.

Institutions were required to submit to the State Board of Education by July 1, 2009 “blueprints” of their proposed programs that have been revisioned to meet the new standards for teachers adopted by the Board in June 2007 and the new specialty area standards adopted by the Board in January 2009. The “blueprints” (program proposals) were to include the following components:

- A. A description of how the proposed program has been revisioned to reflect the North Carolina Standard for Teachers and the 21st century knowledge, skills, and dispositions embedded in them **and** the rationale for the changes, i.e., how the new program is different from the current program, how it reflects the North Carolina Standards for Teachers and the 21st century knowledge, skills, and dispositions embedded in the standards, and why specific revisions are being made. (2-3 pages maximum)
- B. How public school partners were involved in the re-visioning of the program and how they will be involved in the delivery and evaluation of the program. (1-2 pages maximum)
- C. The electronic evidences the institution will use to demonstrate candidates meet the standards. It is to include:
 1. A brief description of the evidence and the descriptors of the element of the standards it addresses.
 2. A matrix showing where each descriptor of the elements of each standard is included in the key evidences.
 3. A detailed description of the evidence, how it specifically addresses the descriptors of the element for which it is cited, and how it is evaluated by the institution.
- D. The timeline for implementation. (1 page maximum)

In determining the electronic evidences that will be used for continuing program approval, each teacher preparation program was to identify 6-8 key evidences for each specialty area to demonstrate attainment of the North Carolina Professional Teaching Standards using the Teacher Candidate Evaluation Rubric. Six evidences were required; two additional evidences were optional. The evidences were to be performance-related

Institutions designed the specific evidences. However, the six required evidences had to address content knowledge, pedagogical and professional knowledge, skills, and dispositions, positive impact on student

learning, and leadership and collaboration as reflected in the following table. The *required* and *recommended* alignment of the descriptors of the elements with the evidences is also reflected in the table.

Evidence		<i>Required and Recommended Alignment of the Descriptors of the Elements of each Standard with the Evidence</i>
1	Content Knowledge: Evidence that demonstrates breadth of content knowledge in the specialty area ¹ .	Required: 3b.1
2	Content Knowledge: Evidence that demonstrates candidate depth of understanding and application of content knowledge in the specialty area.	Required: 3b.1
3	Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates effective design of classroom instruction based on research-verified practice.	Recommended: 1a.2, 2b.3, 2d.1, 3a.1, 3c.1, 3c.2, 3d.1, 4a.1, 4a.2, 4b.1, 4c.1, 4d.1, 4e.1, 4f.1, 5c.1
4	Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates knowledge, skills, and dispositions in practice. ²	Required: 1a.1, 1a.3, 1a.4, 1d.1, 1e.1, 2a.1, 2b.1, 2b.2, 2c.1, 2d.1, 2d.2, 3a.2, 3b.2, 3d.1, 4c.1, 4d.1, 4e.1, 4f.1, 4g.1, 4g.2, 4h.1, 4h.2, 5a.1
5	Positive Impact on Student Learning: Evidence that demonstrates impact on student learning.	Recommended: 1a.1, 4b.1, 4h.1, 4h.2, 5a.1
6	Leadership and Collaboration: Evidence that demonstrates leadership and collaboration.	Recommended: 1b.1, 1b.2, 1b.3, 1c.1, 1c.2, 2e.1, 5b.1

Institutions could choose to include two additional evidences and, except as noted in the table as *required*, could choose to align the descriptors differently. However, each element and all the *proficient-level* descriptors had to be addressed in the evidences.

Panels of public school practitioners, DPI staff, and higher education faculty reviewed the blueprints. The results of the reviews were discussed with the State Evaluation Committee on Teacher Education and recommendations for program approval are being submitted to the State Board of Education.

¹ This evidence MUST be a transcript or passing scores on the appropriate Praxis II test(s).

² This evidence MUST be the state-adopted LEA/IHE Certification of Teaching Capacity.

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