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NCATE UPDATE

No. 1

January 1, 1979

The National Council for Accreditation of Teacher Education adheres to a policy whereby all actions taken by the Council which impinge upon the accreditation process are formally reported to accredited institutions as well as to constituent and associate member agencies. During each Council meeting a period of time is reserved to allow for the reconsideration of previous actions in accordance with responses of individuals, institutions, and organizations. To guarantee formal consideration, responses to Council actions published in this issue of the UPDATE should be postmarked no later than January 15, 1979, and addressed to NCATE UPDATE, Suite 411, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006.

NOTICE OF COUNCIL ACTIONS

At its fall meeting in Nashville, Tennessee, the Council approved the following changes:

INSTITUTIONS TO CHOOSE PROGRAMS TO BE SUBMITTED

The Council, since 1973, has prescribed that ordinarily newly-proposed advanced programs of an institution will be considered only if basic programs or existing advanced programs of that institution were reaccredited. The following Council action would permit institutions to present for accreditation whichever programs they might select, irrespective of the accreditation status of any other program that institution might offer.

PROPOSED POLICY

The Council respects the right of each institution to decide which teacher education programs it will offer and, within the bounds of sound professional practice, the relative emphasis it will give each of them. The Council further recognizes that each institution has the right to determine which of its programs will be put forward for initial and/or renewed accreditation. It should, however, be clearly understood that each program must stand on its own merits with regard to accreditation. Since the decision to present programs for initial and/or renewed accreditation is voluntary, the institution must plainly and publicly inform its constituency as to which of its programs are accredited by NCATE.

DEFINITION OF TERMS: STRENGTH, ADEQUACY, WEAKNESS

In an attempt to develop additional clarity in the process of accreditation decision making, the Council approved the following working definitions of the terms "strength", "adequacy", and "weakness":

Determination of conditions of strengths and weaknesses must be made in terms of each Standard, and not in terms of the local situation. For example, an element must not be identified as a strength merely because it is one of the best features of the program under study. In order to be determined a strength, the program element or feature must be seen in relationship to the Standard.

In reporting the findings for each Standard, the following shall be used:

1. If the program meets all of the component requirements of the Standard, it is considered *adequate* and no comment is necessary.
2. If, in addition to meeting the requirements of each component of the Standard, the program exhibits features or characteristics which add to the quality of the program, such features and characteristics are considered *strengths*.
3. If the program fails to meet some of the requirements for the components of the Standard, or exhibits features or characteristics which detract from the effectiveness of the program, such unmet component requirements and detracting features or characteristics are considered *weaknesses*.

CHANGE IN TEAM REPORT FORMAT

The Council approved the alteration of the visiting team report format to provide for the sequential estimate of the degree to which each standard is met. Responses to each standard shall include the following:

- | | |
|-----------------------------|-------------------------------------|
| a. Statement of validation. | c. Strengths and weaknesses. |
| b. Sources of evidence. | d. Degree to which standard is met. |

This resolution discontinues the process whereby evaluation teams determined the degree to which families of Standards were met.

MAILING OF TEAM REPORTS

In the past, team chairs have been directed to submit ten copies of each report to NCATE's Washington headquarters and two copies to the institution. NCATE is now asking for *all* copies of the team report to be sent to the Washington office, from whence all copies will be distributed. This alteration in procedure is a result of problems the office has experienced with mail service. Team reports and accreditation action letters are now sent through registered and certified mail to ensure that institutions are appropriately notified of team and Council actions.

BLANCHARD NAMED ASSISTANT DIRECTOR

An assistant director has been added to the NCATE staff. She is Dr. Yvonne Blanchard, presently assistant superintendent of Montclair, New Jersey, public schools. Dr. Blanchard has held this position since 1974, except for a one-year assignment through September, 1978, as special assistant to the associate commissioner of the Bureau of Elementary and Secondary Education, U.S. Office of Education.

Dr. Blanchard received her doctorate from the University of Massachusetts in educational policy and social psychology. She holds an M.Ed. in counseling from Loyola University and a bachelor of arts in education and psychology from Fisk.

A former teacher and counselor in the Los Angeles Unified School District, Dr. Blanchard in 1972 became director of the supportive services educational opportunities program of California State University at Northridge. During the 1973-74 academic year, Dr. Blanchard served as coordinator of activities for the University of Massachusetts' Upward Bound Program. She has also served as an educational consultant for the Educational Testing Service and as an advisor on minority group education for the USOE.

While assistant superintendent of the Montclair school system, Dr. Blanchard has generated more than \$1.2 million in federal aid for desegregation efforts. In her present assignment she has had full responsibility for affirmative action, counseling and health services, and has directly administered the departments of child study and special education for Montclair schools.

Dr. Blanchard has been active in the American Association of School Administrators and the American Personnel and Guidance Association. Included in her professional affiliations are the Association for Supervision and Curriculum Development, National Education Association, and National Urban League.



Dr. Blanchard

Dr. Blanchard has written numerous articles and a television program related to educational problems of minorities. She has also served as editor-in-chief of four publications of the National Alliance of Black School Educators.

The staff position Dr. Blanchard assumes was that vacated by the passing in 1977 of Dr. Bernard Rezabek.

ACCREDITATION OF ELEMENTARY AND SECONDARY PROGRAM SPECIALTIES

Accreditation of teaching specialties in elementary and secondary education has long been a matter of interest and concern to the Council. NCATE has a longstanding commitment to specialized program accreditation, but this concept has never been fully implemented, nor considered operational.

As a "next step" in the evolution of specialized program accreditation, visiting teams will evaluate specialized programs offered by a number of institutions being visited this spring. These specialized programs will not be subjected to this pilot evaluation without institutional approval and agreement. Specialized evaluations will be conducted in keeping with present NCATE Standards, procedures, and team size.

The Council will soon seek to establish an ad hoc committee of NCATE and NASDTEC (National Association of State Directors of Teacher Education and Certification) representatives to explore and discuss matters of mutual interest and concern. The development of criteria for the evaluation of specialized programs will constitute one of the principal issues of discussion. NASDTEC, one of the Council's constituent members, has recently developed criteria for the evaluation of secondary teaching majors.

DIRECTOR'S COLUMN

This initial issue of *NCATE UPDATE* marks a first step in an attempt to solve what may be NCATE's most formidable problem--communicating Council procedures, problems, and successes to institutions and agencies, as well as to constituent and associate members.

One of NCATE's greatest strengths is the diversity of its membership, for the Council now includes public representatives, practitioners, teacher educators, consumers, and an array of school support personnel and subject matter specialists. The potential this diversity creates for solving professional problems is truly stunning. Over 550 institutions are accredited by NCATE--institutions that prepare approximately 87% of American school personnel. Accredited are large and small colleges and universities and public and private schools offering both traditional and non-traditional programs. Yet the same diversity which accounts for much of the Council's strength also presents confounding problems of communication among institutions and agencies having diverse viewpoints and differing concerns.

In 1977, the Council approved an affirmative disclosure policy to advertise its actions to those affected by them. We are expanding this concept to include not only announcements of policy and procedural changes that affect the accreditation process, but also to present discussions of other issues of concern to those involved in accreditation.

We are also attempting to promote two-way communication between the Council and respective agencies and institutions. Toward that end has been created a question/answer column that enables organizations or individuals to direct questions to the NCATE staff for clarification and reaction. Representative questions will be publicly answered with each issue. Questions of interest to fewer persons will be answered individually.

These are particularly active times for NCATE. Consumer interest, enrollment declines, concerns for standards of instructional quality, changing emphases in teacher education and such social issues as special and multicultural education, have heightened awareness of both the need for and importance of professional accreditation. Increases in accreditation activity have prompted interest and concern and no small number of inquiries.

We sincerely hope that through this publication we can present needed information to all interested parties and respond to questions which eventually will effect all of us interested in the improvement of teacher education through the application and maintenance of high standards.



Lyn Gubser
NCATE Director

NEXT COUNCIL MEETING: FEBRUARY 17-19, 1979, DALLAS HILTON

QUESTIONS AND ANSWERS

Q: One of the more serious issues reported to be facing NCATE is the withdrawal from the accreditation process of many of the nation's leading universities. How serious is this problem?

A: There has been no decline in the number of institutions accredited by NCATE. In fact, there has been a net increase each year, and 1978-79 should prove no exception. There has also been no significant exodus of major institutions.

Over the past six years, NCATE has granted initial accreditation each year to an average of 14 institutions. In 1977-78, 13 institutions received initial accreditation. For 1978-79, 12 new institutions have applied. New applicants have included such diverse institutions as the University of New Orleans, Pan American University, Clemson University, and Howard University.

Departure from the ranks of NCATE-accredited institutions occurs both involuntarily and by institutional request. Since July 1, 1977, the Council has disaccredited all programs of 16 institutions, only three of which have elected to appeal. Five of these institutions have applied for immediate evaluation team visits as soon as deficiencies cited in their disaccreditation can be corrected.

During this same time period--since July 1, 1977--only one institution has asked to be dropped from the list of accredited institutions. Cornell College of Mt. Vernon, Iowa, in September of 1978, elected at that time not to seek reaccreditation review. The institution cited as its central problem a lack of "education staff time" due to a new "intensive format of instruction."

The College of St. Scholastica of Duluth, Minnesota, decided not to seek reaccreditation in early 1978 because of their small staff. They would prefer, they stated, to coordinate their NCATE evaluation with the Minnesota State Board of Teaching review scheduled sometime within 1979.

Some two years ago a major private institution, Stanford, decided not to seek reaccreditation from NCATE at the same time that it withdrew from AACTE. In February, 1977, in a letter to this office, the institution advised the Council that their action was "...not to be interpreted as a judgment about the value and appropriateness of [NCATE accreditation] for other institutions. We are expressing our conclusion only about its relevance to our particular situation and purposes."

Q: What is the present status of the in-depth study of NCATE procedures and practices?

A: The Institute for Research on Teaching (IRT) of the College of Education at Michigan State University was selected by NCATE's planning and liaison committee to be the principal investigator in an in-depth study of accreditation in general and the policies and practices of NCATE in particular. Their 115-page proposal, including a budget request for \$2½ million, has now been submitted to funding sources with which the IRT has been corresponding for the past several months. In addition to NCATE's Planning and Liaison Committee, a steering committee comprised of representatives from AACTE, NASP, NEA, and NCATE staff, has worked with project personnel to develop a meaningful study that should carefully analyze accreditation possibilities and indicate appropriate alternatives and future actions.

Q. *We are confused by the wording and intent of several of the new NCATE Standards, particularly the standard on multicultural education. Are institutions going to receive any assistance in finding out what the Council expects by way of compliance with these Standards?*

A: The Council is well aware that questions have arisen over some of the new Standards. As with any set of requirements, there must be careful explanation and precedent established with which to interpret these Standards before institutions may be expected to feel comfortable with them.

This month (January, 1979) the NCATE Standards Committee and the Process and Evaluation Committee will meet in Chicago to develop evidence questions relating to many of those Standards where interpretation and explanation appears needed. Guidelines and evidence questions have already been developed for the multicultural education standard by the Standards Committee in cooperation with the AACTE Commission on Multicultural Education. Questions and guidelines hopefully will be ready by March for distribution to institutions.

NEW COUNCIL REPRESENTATIVES

Nine new representatives will join the Council at its February meeting in Dallas. New representatives from AACTE include John R. Palmer, dean of education at the University of Wisconsin-Madison, and Richard James, dean of education at the University of the District of Columbia. They replace Catherine Coleman and Dale Scannell. Dean Scannell, as immediate past chair, will remain on the Council throughout this year.

Ernest B. Remondini, director of audiovisual instruction for Weymouth, Massachusetts, public schools, will replace Phyllis Black as an NEA Council representative.

A new representative from the National School Boards Association is Dennis J. Morrison, a member of the board of education of Pullman, Washington, public schools. Mr. Morrison is also a member of NSBA's board of directors, as well as that of the NSBA federal relations network. He is currently assistant to the president of Washington State University.

Two Council positions for general public representatives have been created. Initial representatives to these new seats are Mrs. Katherine Rozendaal of Schenectady, New York, and Mr. Frosty Troy of Oklahoma City, Oklahoma.

Mrs. Rozendaal is a member of the National Council on Crime and Delinquency as well as the Council on Postsecondary Education. A graduate of Smith College and Columbia University, Mrs. Rozendaal has for many years been a member of the Board of Trustees of Skidmore College.

Mr. Troy is editor of the *Oklahoma Observer*. He has been nationally prominent in many projects on behalf of public education and is a recognized authority on the relationship between education and the media.

New liaison representatives from constituent and associated organizations include Orrin Nearhoof, director of teacher education and certification of the Iowa Department of Public Instruction. Dr. Nearhoof is now president of NASDTEC and succeeds Tom Walker to the Council. John C. Brantley, director of the school psychology program of the University of North Carolina, has become NASP liaison representative to the Council. New AASA liaison representative will be Dr. William Spady, who formerly was with the National Institute of Education. Dr. Spady replaces Dr. Fenwick English who has joined a Washington, D.C., auditing firm.

MCDANIELS ASSUMES COUNCIL CHAIR

James R. McDaniels became NCATE chair on November 1st, replacing University of Kansas Dean Dale P. Scannell who had served as chairperson throughout the previous year. McDaniels, an NEA representative to the Council, is a Spokane, Washington, junior high school mathematics teacher.

Mr. McDaniels has taught elementary and junior high school students since 1950, and served as an elementary principal from 1952 through 1956. During 1971-72, McDaniels was Washington Education Association ACT President and the following year assumed a four-year term on the board of directors of the National Education Association. Mr. McDaniels received his baccalaureate at Eastern Washington University and his master's degree in administration at Whitworth College in Spokane. He and his wife, Delores, have a country home near Cheney, Washington. Mrs. McDaniels has been quite active in professional associations and has previously served on NCATE evaluation teams.

AASA BECOMES CONSTITUENT COUNCIL MEMBER

The American Association of School Administrators (AASA) became the latest constituent member of NCATE at an October meeting of the Coordinating Board in Washington. The AASA has been an associate member of the Council for the past year.

Fenwick English of the AASA staff has been AASA's liaison representative to the Council. He has left AASA to join the accounting firm of Peat, Marwick, Mitchell & Co. of Washington, D.C., as a specialist in school administration and finance. Dr. English has been replaced in both his assignment with AASA and as NCATE liaison by Dr. William Spady, formerly with the National Institute of Education.

APGA JOINS COUNCIL AS ASSOCIATE MEMBER

The American Personnel and Guidance Association (APGA) was accepted as a new associate member of NCATE at an October 24th meeting of the Coordinating Board. Charles Lewis, APGA executive vice president, earlier had presented the Association's petition to the NCATE staff on behalf of APGA President Betty Knox of Raleigh, North Carolina, and members of the APGA executive committee.

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NCATE, Suite 411
1750 Pennsylvania Ave. N.W.
Washington, D.C. 20006

ARCHIVES TO BE MICROFILMED

A new, state-of-the-art Bell & Howell micrographic system was installed in December in NCATE's Washington office. The microfilming of institutional and team reports, plus related documents, will be the principal function of this system.

Eventually, all of NCATE's archival records should be stored in an area representing a fraction of that space now required. In the past, due to space limitations, institutional and team reports were destroyed after three years. This procedure has created many problems for the staff, particularly since accreditation cycles have exceeded the longevity of reports by three to seven years. The loss of primary data containing significant information on the evolution of programs and standards has greatly distressed many persons interested in teacher education. Since July of 1978, no reports have been discarded.

It is hoped that funds can be acquired to enable cooperative efforts with institutional libraries to restore data that have been lost. The new micrographic system stores film on cassetts that are computer accessible. The system allows for immediate information retrieval in hard copy format. The research potential of such access to archival documents is apparent.

NEW APPEALS BOARD MEMBERS

Five professionals have recently joined the nine-member NCATE Appeals Board. They include new representatives from AACTE and NEA. New AACTE board members are Dean C. Corrigan, dean of education at the University of Maryland, Professor Margaret Lindsey of the University of Florida, and James D. McComas, president of Mississippi State. They join a fourth AACTE representative to the Appeals Board--Helen D. Berwald, chairperson of the Department of Education of Carleton College.

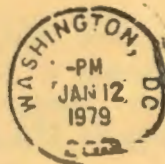
Two new NEA representatives to the Appeals Board include A. Donald Blakeslee of Rawlins High School, Rawlins, Wyoming, and Min Koblitz of Greenacres Elementary School, Scarsdale, New York. Willard McGuire, vice-president of the NEA is presently a member of the Board. A fourth NEA position is currently vacant.

Two Board members from other constituent groups are Brenda Kauffman, a teacher education student from the University of North Carolina at Wilmington, representing the SNEA, and Rev. George W. Smith, a member of the San Diego, California, Board of Education representing NSBA.

NCATE UPDATE

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Return Requested



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