

**August 2006**

College of Education  
P.O. Box 5774, Flagstaff, AZ 86011  
<http://coe.nau.edu/aci/>

Office of Academic Assessment  
P.O. Box 4091, Flagstaff, AZ 86011  
<http://www.nau.edu/assessment>

# Northern Arizona University NCATE Update

## NCATE Timeline

### Fall 2006

Finalize list of programs that are part of NCATE review

Align Specialize Professional Association (SPA) or discipline standards with program requirements

Develop Assessment Plan, including procedures and any needed instruments or scoring guides/rubrics

Attend TaskStream and rubric development training

Pilot test any new scoring guides/rubrics, if possible

### Spring 2007 thru Fall 2007

Implement Assessment Plan; collect and analyze assessment data

### Spring 2008/February 1, 2008

Submit SPA Report or Assessment Report if SPA Report is not required

Continue implementation of Assessment Plan; collect and analyze data

### Summer 2008 thru Fall 2008

Continue implementation of Assessment Plan; collect and analyze data

Identify and gather evidence for site visit

## NCATE Timeline Adopted

After discussion between the NCATE Steering Committee, other faculty members, and Provost Grobsmith and President Haeger, a decision to request a Spring 2009 NCATE Board of Examiners site visit was made.

"NCATE accreditation continues to be a high priority for NAU," said Provost Grobsmith. "We see this as a wonderful opportunity to promote the programs in our university that prepare teachers and other educators. The accreditation process will

enhance collaboration among colleges at NAU, and it will lead to even stronger graduates."

All programs involved in the NCATE accreditation process will need to continue to work diligently to develop assessment plans this fall as well as pilot test any instruments that have been developed.

In order to be prepared for the Spring 2009 site visit, data collection must begin in earnest in Spring 2007,

as one year of data must be reported in the beginning of Spring 2008, when program level and some initial unit level reports are due.

The extended timeline will facilitate the broadening of faculty input and increase opportunities for carefully examination of programs and processes, and seek needed and appropriate avenues for improvement.

## Relationship of Program Assessments to Key Unit Standards

As part of the NCATE Accreditation process, a Unit Level Assessment System is being developed that includes a variety of data including demonstration of candidate knowledge, skills, and dispositions, operations data, and specific "transition" point data.

Academic programs that will be reviewed through the NCATE accreditation process are required to develop an assessment

plan and report on the results of the data either through a discipline specific SPA report or the Office of Academic Assessment's Annual Report process.

The data collected via program level assessment plans will be aggregated and integrated with other unit level data and included in the unit level report. Conversely, data collected at the unit level will be disaggregated

and made available to programs for their reports.

Table 1 (see page 2) illustrates key unit standards that program level assessment data will be needed for, as well as the several standards that unit level assessments will be administered in order to collect related data.

For assistance, please contact:

Kathy Hildebrand, Ph.D., Assistant Dean of Assessment & Continuous Improvement, College of Education  
[Kathy.Hildebrand@nau.edu](mailto:Kathy.Hildebrand@nau.edu), 523-7101

Assistance with: Aligning program level signature assessments with unit level assessment requirements, NCATE questions in general, and links between COE Departments, USTEC, NCATE Steering Committee, and COE and University resources.

Cynthia Conn, Ph.D., Associate Director, Office of Academic Assessment; Instructor, College of Education  
[Cynthia.Conn@nau.edu](mailto:Cynthia.Conn@nau.edu), 523-7624

Assistance with: Establishing a program level assessment portfolio, development of assessment plans, creating assessment procedures, review of rubrics/scoring guides, assistance with NCATE and SPA questions, and assistance with aggregating data from instruments delivered outside of TaskStream.

Paul Alley, Project Director, College of Education  
[Paul.Alley@nau.edu](mailto:Paul.Alley@nau.edu), 523-9434

Assistance with: Inputting key assessments into TaskStream for the development of program assessment portfolio templates, and supporting all TaskStream users through face-to-face and web-delivered training modules. Paul is also available for consultations regarding portfolio evaluation models.



**Table 1. Relationship of Program Assessments to Key Unit Standards**

Unit Standards	
<p>Standard 1: Candidate Knowledge/Skills/Dispositions</p> <ul style="list-style-type: none"> <li>• Elements 1/2: Content Knowledge</li> <li>• Element 3: Pedagogical Content Knowledge</li> <li>• Elements 4/5: Professional and Pedagogical Knowledge and Skills</li> <li>• Element 6: Dispositions</li> <li>• Elements 7/8: Demonstration of Student Learning*</li> </ul>	<p>Standard 1: Candidate Knowledge/Skills/Dispositions</p> <ul style="list-style-type: none"> <li>• Elements 1/2: Content Knowledge</li> <li>• Element 3: Pedagogical Content Knowledge</li> <li>• Elements 4/5: Professional and Pedagogical Knowledge and Skills</li> <li>• Element 6: Dispositions</li> <li>• Elements 7/8: Demonstration of Student Learning*</li> </ul>
<p>Standard 3: Field Experience and Clinical Practice</p> <ul style="list-style-type: none"> <li>• Element 2: Evaluation of Clinical Practice</li> <li>• Element 3: Candidates' Demonstration of KSD to Help Students Learn*</li> </ul>	<p>Standard 3: Field Experience and Clinical Practice</p> <ul style="list-style-type: none"> <li>• Element 2: Evaluation of Clinical Practice</li> <li>• Element 3: Candidates' Demonstration of KSD to Help Students Learn*</li> </ul>
<p>Standard 4: Diversity</p> <ul style="list-style-type: none"> <li>• Element 1: Design, Implementation, &amp; Evaluation of Curriculum and Experiences</li> </ul>	<p>Standard 4: Diversity</p> <ul style="list-style-type: none"> <li>• Element 1: Design, Implementation, &amp; Evaluation of Curriculum and Experiences</li> </ul>

\*These elements are seeking that same type of data; demonstration that our candidates are effecting student learning of their students.

**Program Reports/Assessments**

- To create an assessment portfolio for your program, submit the following information to Kathy Hildebrand (Kathy.Hildebrand@nau.edu):**
1. Name of academic program
  2. List of courses in which the six to eight signature artifacts will be collected; include information on when each course is taught
  3. Title and description of each signature assignment
  4. SPA, unit, state, or other standards addressed by each signature assignment
  5. Student prompt for each signature assignment (instructions)
  6. Evaluation rubric for each signature assignment
  7. \*Instructional resources/scaffolds for each signature assignment (\*optional)

**Electronic Portfolio Development Process**

Is your department or program planning to use TaskStream to collect and evaluate key assessments? To set-up a TaskStream program assessment portfolio, follow the instruction listed in the yellow box as well as a recommended timeline for implementing TaskStream.

**Fall 2006: Curriculum Alignment & Rubric Development**

Continue work on alignment of curriculum to SPA or discipline standards, identification of signature assessments, and development of rubrics; if possible, pilot test collection and analysis of data for one or more signature assessments

**Spring 2007 thru Fall 2007: Required Data Collection**  
Implement all signature as-

essments that are targeted for courses being taught during the specified term; Prioritize quality of assignment instructions and rubric; make any final revisions based on lessons learned during Fall 2006 pilot; Analyze data collected

**Spring 2008: Required Data Collection**

Continue implementation of all signature assessments that are targeted for courses being taught during the spring semester

**Summer 2008: Required Data Collection**

Continue implementation of all signature assessments that are targeted for courses being taught during the summer semester

*INSTRUMENT REVISIONS: If a rubric requires revisions, contact Kathy Hildebrand or Paul Alley to determine the best approach. Although a couple of options exist for revising rubric instruments, the best method for maintaining data(i.e., artifacts and reports) is to inactivate the current program portfolio and create a new program portfolio with the revised rubric. This approach requires students to re-enroll in the new program portfolio, and the old portfolio would become unavailable to students. However, any artifacts attached to the old portfolio would still be available to the student through TaskStream's file manager and individual student rubric results could be accessed by the TaskStream Administrator.*