The State Board of Education, in accordance with the National Council for the Accreditation of Teacher Education’s transition plan, has identified the following levels at which the first two standards must be addressed at the time of a unit's on-site visit.** A plan of the unit's assessment system is required in the first year that the standards are effective. Greater implementation of the assessment system is required in each subsequent year. The following specific requirements will apply to units whose visits are in the semesters identified below. These yearly requirements apply to units undergoing initial and continuing accreditation. **All units should follow a similar schedule for the development and implementation of their assessment systems, regardless of the date of their next Fifth-Year Review.**

**Institutions with Visits in Fall 2001 & Spring 2002**

At a minimum, units with visits scheduled during fall 2001 and spring 2002 should have a well-developed plan for an assessment system that includes timelines and details about the system components. The plan should have been developed collaboratively by members of the professional community. The plan should provide a detailed description of the unit's design for collecting, analyzing, summarizing, and using candidate assessment information. It should include evaluation measures of outcomes that will provide evidence of candidate proficiencies in professional, state, and institutional standards. These standards and assessments should be clearly communicated to candidates. In addition, the plan should include provisions for data collection so that the unit is able to:

a. make decisions about candidate qualifications and performance at program admission, at appropriate transition points (including clinical practice entry and exit points), and at program completion.

b. demonstrate that admissions requirements are related to candidate success.

c. use the results from candidate assessments to evaluate and make improvements in the unit, its programs, courses, teaching, and field and clinical experiences.

d. use results from assessments of unit operations (e.g. faculty evaluations, graduate surveys, employee surveys) to evaluate and make improvements in the unit, its programs, courses, teaching, and field and clinical experiences.

The plan should clearly identify the types of assessments that will be used by the unit and at what point in the unit's programs the major assessments will occur. The State Board of Education expects units to employ multiple assessments. Examples of assessments include reflections, observations, teaching demonstrations, analytic work, student projects, and other forms of evaluative information demonstrating proficiency.

The plan should also indicate the sources of the assessment information. Some information will come from internal assessments and other information will come from external sources.

In addition to the plan of the assessment system, the unit should have available any performance assessment data that are currently being collected. These data might include assessments conducted internally by the unit and external data such as results of state certification tests.
Institutions with Visits in Fall 2002 & Spring 2003
At a minimum, the unit is implementing the first steps of its assessment system. It has developed collaboratively with the professional community some internal performance assessments based on professional, state, and institutional standards. Rubrics/criteria for scoring and tests for accuracy, consistency, and fairness are being developed and some data collection efforts have been initiated.

In addition to implementing the first steps of its assessment system, the unit should have available any performance assessment data that are currently being collected. These data might include assessments conducted internally by the unit and external data such as results of state certification tests.

Institutions with Visits in Fall 2003 & Spring 2004
At a minimum, the unit is in the second year of implementing its assessment plan. The unit is using internal performance assessment based on professional, state, and institutional standards to identify the competence of all candidates. A system for testing the accuracy, consistency, and fairness of the assessments has been developed and data management and analysis have begun.

In addition to implementing second year activities outlined in its assessment system, the unit should have available any performance assessment data that are currently being collected. These data might include assessments conducted internally by the unit and external data such as results of state certification tests.

Institutions with Visits in Fall 2004 & Spring 2005
The unit's assessment system is being implemented, evaluated, and refined. Performance assessments are being tested for accuracy, consistency, and fairness. Data on candidate performance from external and internal measurements have been compiled and are being used to improve programs.

* Adapted from the National Council for Accreditation of Teacher Education, June 2001.

** The State Board of Education expects units to provide evidence that Standards 3-6 are met at the time of the visit.