NCATE GENERAL PARTNERSHIP ELEMENTS

1. Describe how representatives of teacher education institutions, practitioners, and other members of the education community were involved in the design and development of the Partnership.

State Response:

The design and development of the ISBE/NCATE Partnership Agreement actively engaged representatives of Illinois' education community, including public and private higher education institutions, the Illinois Board of Higher Education, public school administrators and teachers, Regional Offices of Education administrators, community representatives, and the Illinois business community.

A number of the representatives also serve on the Illinois State Board of Education and the State Teacher Certification Board. The State Board of Education includes representatives appointed by the Governor. The State Teacher Certification Board includes five representatives of the Illinois Education Association, five representatives of the Illinois Federation of Teachers, five representatives of higher education, including NCATE-affiliated and non-NCATE affiliated institutions, three public school administrators, and a regional superintendent of schools.

The ISBE/NCATE Partnership Committee included staff members of the State Board of Education, the Illinois Board of Higher Education, the Illinois Community College Board, and 14 representatives of the 57 NCATE-affiliated and non-NCATE Illinois approved professional preparation higher education institutions. Higher education representatives were nominated by the Illinois Association of Colleges of Teacher Education (IACTE) and the Illinois Association of Teacher Educators Private Colleges (IATEPC) and were involved in all development phases of the Partnership agreement and protocol. The Committee met twice to review drafts of the agreements, which they shared with their constituents, and committee members were invited to comment electronically on various drafts. The draft Partnership Agreement and protocol were also presented and discussed on October 11, 2002, at the annual fall meeting of the teacher education associations.

The State Board of Education, in consultation with the State Teacher Certification Board, reviewed the Partnership agreement and protocol throughout its development. It was approved by the State Board of Education on (date).

Attachments:

- Illinois Partnership Committee List
- ISBE/NCATE Approval Process and Timeline
2. Describe how the state will work jointly with NCATE to collect, analyze, and share relevant data on candidate performance for purposes of the NCATE accreditation and state approval reviews. Be specific about how states will share Title II information about institutions’ candidate performance, encourage the institution to submit accurate and complete Annual Joint Data Collection Reports to NCATE, and ensure the completion of the annual State Profile survey distributed by NCATE State Relations.

State Response:

To ensure that Illinois prepares high quality educators who are prepared to help all students learn, professional education candidates must demonstrate the competencies defined by State and NCATE standards.

State accreditation of education units is aligned with the standards, policies and procedures of the National Council for Accreditation of Teacher Education. Illinois requires institutions to provide data on candidate performance as defined by the NCATE 2000 Standards. The requirements are defined in the Illinois Administrative Code (Section 25.115, Section 25.125, and 25.127) which can be found at [http://www.isbe.net/rules/archive/pdfs/25ark.pdf](http://www.isbe.net/rules/archive/pdfs/25ark.pdf).

Candidate performance data will be collected, analyzed, and shared through the fifth-year institutional accreditation and program approval processes, as well as, annually through the Title II State Report Card. The Title II federally mandated report includes a comparison of the professional preparation institutions’ program completers’ pass rates on the State certification examinations. The State examinations include the Illinois Test of Basic Skills, the program-specific content-area tests, and beginning October 1, 2003, teacher candidate performance on the Assessment of Professional Teaching. This new test of pedagogy will measure candidate competencies defined by the Illinois Professional Teaching Standards (IPTS), which are aligned with the INTASC standards, the Technology Standards for all Teachers, and the Language Arts Standards for all Teachers. ([http://www.isbe.net/rules/archive/pdfs/24ark.pdf](http://www.isbe.net/rules/archive/pdfs/24ark.pdf))

NCATE will be notified when the Illinois annual Title II report is available on the ISBE website [www.isbe.net/teachers/Title_II/](http://www.isbe.net/teachers/Title_II/).

Illinois professional preparation programs must demonstrate that all candidates recommended for certification meet the program-specific Illinois Content-Area Standards. Teacher candidates must also meet the core professional education standards for teachers (IPTS), and administrators must meet the Illinois Professional School Leader Standards. NCATE-accredited institutions and those seeking NCATE accreditation must also demonstrate that programs and candidates meet the standards defined by the “Specialized Professional Associations” (SPAs) that are recognized by NCATE. The results of the State’s program approval process, including the outcome of the institutional review by the national SPAs and State program approval panels will be shared with NCATE, as well as any changes in the State’s program approval expectations and the status of an institution’s program(s).
The process for the fifth-year program review follows:

- Two years prior to the scheduled on-site visit, ISBE will notify each institution as to which of its program reports must be submitted to NCATE and which are to be submitted to ISBE. For each program submitted to a SPA, an Illinois content-area panel has identified which State content-area standard(s), if any, must be addressed through a State addendum to the SPA program report. The addendum is submitted to ISBE to ensure that the State content-area standards are addressed. Institutions will be apprised of any addenda that must be filed with the State Board. The analysis of State and the SPA standards will be shared with NCATE.

- Institutions seeking first (initial) or continuing NCATE accreditation will submit a program report to each relevant SPA recognized by the State Board of Education. Institutions seeking first (initial) accreditation by NCATE will submit their relevant program reports to the SPA(s) eighteen months prior to the review visit. Approximately one year before the visit (February 1 and September 15), program reports are to be submitted. The specific timelines for the program reports are identified in IAC Section 25.127 (h-k). The Illinois timelines are parallel to those of the NCATE SPAs. ([http://www.isbe.net/rules/archive/pdfs/25ark.pdf](http://www.isbe.net/rules/archive/pdfs/25ark.pdf))

- The results of Illinois' program reviews for each institution preparing for an on-site review will be shared with NCATE no later than 60 days prior to the scheduled review [IAC Section 25.127 (k)].

NCATE-affiliated institutions will submit the NCATE Annual Joint Data Collection Report to NCATE. ISBE requires the annual submission of an Institutional Data Report that displays information about enrollment, productivity, faculty, and resources. [IAC Section 25.115 (e)]

In addition, Illinois institutions must submit an Annual Report to the State and NCATE by October 1 that describes any changes in the unit or its program(s), updates any information previously provided if needed, and/or documents how the unit has addressed any applicable standard(s) identified during the most recent review of the unit and its programs as not met or met with weakness/areas for improvement. ISBE staff must review and comment on this report each year. ISBE piloted an electronic response form for the Annual Reports in fall 2002. NCATE-accredited institutions submit the same Annual Report to NCATE and the State if the findings of the fifth-year review are identical. If the accreditation findings of the State Board of Education and the Unit Accreditation Board are different, the institution will address the specific findings for NCATE and submit an addendum to the State for the findings that differ.

Attachments:

Illinois Title II Report: [www.isbe.net/teachers/Title_II/](http://www.isbe.net/teachers/Title_II/)
TEAM ELEMENTS

1. Supply documentation for the state's process of selecting, training, evaluating, assigning, and updating state reviewers. Briefly describe the contents of the documentation you are providing.

The documentation includes the applicable sections of the Illinois Administrative Code, as well as materials used to train, evaluate, and update State Board of Education team members.

State Response:

Illinois accreditation procedures require that institutions meet the standards enumerated in the Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education published by the National Council for the Accreditation of Teacher Education (NCATE) [IAC Section 25.115(b)]. The accreditation of education units and approval of the unit’s programs are conducted every five years [IAC Section 25.115 (d)]. This timeline may change if an institution “decides to seek NCATE accreditation” outside the established cycle; in such an event, the unit becomes “subject to NCATE’s initial review cycle.” (http://www.isbe.net/rules/archive/pdfs/25ark.pdf)

To ensure that State and joint ISBE/NCATE accreditation reviews meet the expectations defined by the State of Illinois and NCATE, the State Board of Education selects, trains, evaluates, assigns, and updates State review team members [IAC Section 25.125 (d)].

The Illinois State Board of Education continually seeks to identify potential new team members by requesting recommendations from its educational partners, including the approved professional education higher education institutions, the State Teacher Certification Board, the Illinois Board of Higher Education, the Illinois Community College Board, the Illinois Education Association, the Illinois Federation of Teachers, and other professional education associations.

Illinois review team members include representatives of public and private, NCATE-accredited and non-NCATE-accredited higher education institutions, public school administrators, teachers, and school service personnel, Regional Offices of Education, the Board of Higher Education, and community colleges. In addition to ensuring that the team members represent the diverse professional education community of the State, the selection process takes into consideration diversity based on gender, ethnicity, race, language, and geographical area. State chairs must be experienced team members who have a record of high performance, leadership skills, and interest in being a chair.

ISBE Division of Professional Preparation and Recruitment staff has been trained onsite by NCATE administrators and the NCATE 2000 training developer. State Board staff also has attended the national training conducted by NCATE, and they utilize the NCATE web-based training site.

ISBE conducts an annual four-day intensive training for new team members, which includes a simulated review on the campus of an Illinois institution that can provide access to updated exhibits, simulated interviews with key constituents, computer labs, and team meeting space. Trainings have been conducted on the campuses of Illinois
State University, Northeastern Illinois University, and Concordia University. These institutions had recently undergone joint ISBE/NCATE accreditation reviews.

The training materials replicate those used by NCATE at its national trainings and address Illinois’ expectations.

During the training, ISBE staff evaluates individual team members on their abilities to prepare for the review, conduct interviews, evaluate evidence, use technology, write in the prescribed format, and work collaboratively with others. Only individuals who have demonstrated that they have the required abilities are asked to serve as team members and chairs. New team chairs participate in a specialized one-day training before they chair their first visit.

Team membership is determined by the ISBE staff, in consultation with the Division of Professional Preparation and Recruitment administrator. A master list is maintained of all ISBE-trained review team members, including contact information, times served, and “conflict-of-interests.” This list is updated regularly to ensure that the information is current. In addition, continuing membership is based on the outcomes of the written evaluations of each team member. Evaluations are completed by the co-chairs, team members, the ISBE State consultant, and the institution following a review. The evaluations are reviewed and retained by the division administrator of the Division of Professional Preparation and Recruitment. [IAC Section 25.125 (d) (2)]

The joint ISBE/NCATE teams include an equal number of ISBE and NCATE team members who share equally in the responsibilities of the review. The number of team members depends on several factors including the type of review (full review or focused visit), the number of programs, number of candidates, size of faculty, and levels of preparation.

Unit reviews are co-chaired by a State chair appointed by the State Board of Education and a member of NCATE’s Board of Examiners [IAC Section 25.125 (d) (2)]. The co-chairs work collaboratively and in consultation with the ISBE State consultant to prepare the institution and team members for the review, conduct the review, prepare the team report for submission to the State Board of Education and the Unit Accreditation Board within the established timelines, and, if needed, prepare the response to the rejoinder report for the respective Boards.

ISBE requires team members and chairs to attend retraining sessions every three years. In July 2000, ISBE conducted a two-day retraining session for team members who had been trained in 1998. In June and July 2001, ISBE sponsored two three-day retraining sessions for all Illinois review team members to ensure that they were familiar with the NCATE 2000 standards, policies and procedures before the standards were implemented in fall 2001. Currently approved NCATE Board of Examiner members who have participated in NCATE’s training are also eligible to serve on State Board of Education review teams. Individuals scheduled for retraining cannot serve as a reviewer until they participate in a retraining session. Changes in State or NCATE policies and procedures are discussed during the orientation meeting of each review to ensure that all team members are current. Significant changes in standards and/or procedures require the retraining of the entire member pool. This was the case when Illinois adopted the NCATE 2000 Standards and procedures. The selection and training of new State chairs and team members will be conducted in the summer of 2003.
Attachments:


2. Supply documentation for the state's reviewer conflict of interest policy and ethical conduct policy. Briefly describe the contents of the documentation you are providing.

ISBE team members represent the State of Illinois and are held to the “Code of Conduct” that has been adapted from the NCATE “Code of Conduct” to reflect the expectations of the State of Illinois. This code is reviewed and discussed during the orientation meeting of each review.

In addition, State chairs and team members complete a “conflict-of-interest” statement following their training to verify in which institutional reviews they may participate during the coming two years. ISBE consults the “conflict-of-interest” statements prior to confirming team assignments. The unit is also required to formally confirm that conflicts-of-interest are avoided. Institutions are allowed to veto nominated team members if a potential conflict of interest exists.

Attachments:

ISBE Code of Conduct
Sample “conflict-of-interest statement”