NCATE Unit Standards Revision

The revised NCATE Unit Standards will go into effect for all institutions in fall 2008. The most significant changes to the NCATE Unit Standards are identified below:

1. Conceptual Framework
   a. Eliminated the "evidences of the conceptual framework" section
   b. Integrated proficiencies related to diversity and technology into the structural elements
   c. Added a summary of the entire assessment system, and not just the section on candidate proficiencies, as a structural element

2. Introduction to the Unit Standards
   a. Decided not to change the order in which the standards are presented
   b. Added an introduction explaining the structure of the standards, the order of the standards, and the expected use of data in all of the standards
   c. Identified the programs for which the standards apply
   d. Eliminated division between candidate performance and unit capacity standards

3. Numbered the elements.

4. Standard 1: Candidate Knowledge, Skills, and Dispositions
   a. Changed the order of the elements, placing the elements for teachers first, the elements for other school professionals next, and finally the element that applies to both levels.
   b. Combined the elements on content knowledge and professional knowledge and skills for other school professionals
   c. Replaced the word "continuing" with the word "advanced" when referring to advanced programs for licensed teachers; replaced the words "other professional school personnel" with "other school professionals"
   d. Added statements to the rubrics addressing expectations for candidates in advanced programs for teachers
   e. Slightly re-worded the element on student learning
   f. Added additional expectations for beginning teachers under the element on professional and pedagogical knowledge (1c)
   g. Added the professional dispositions of "fairness and the belief that all students can learn," which are stated in Standard 4, to the dispositions element (1g) in Standard 1.
   h. Re-wrote sections of the supporting explanation
      i. Added the first paragraph
      ii. Updated the list of specialized professional organizations with standards
      iii. Clarified expectations for student learning

      iv. Clarified the role of the program review process in NCATE accreditation

5. Standard 2: Assessment System and Unit Operations
    a. Moved the phrase dealing with assessments as predictors of candidate success to the target level (element 2a)
    b. Added "and unit operations" to statement on fairness, accuracy, and consistency of assessments
    c. Added the expectation that the unit is able to disaggregate data for alternate route, off-campus, and distance learning programs (element 2b)
    d. Added the expectation that faculty have access to candidate assessment data and/or data systems (element 2c)
    e. Re-wrote the first paragraph of the supporting explanation
    f. Adjusted the statements in the supporting explanation of Standard 2 to be clearer about the connection between the unit and program review processes.

6. Standard 3: Field Experiences and Clinical Practice
    a. Added expectations for advanced programs for teachers and other school professionals to the rubrics (element 3b)
    b. Re-wrote paragraphs 2, 3, and 4 of the supporting explanation
    c. Added "for conventional and distance learning programs" in reference to clinical work (element 3b)

7. Standard 4: Diversity
    a. Added linguistic diversity to the rubrics
    b. Strengthened statements about assessing proficiencies in the wording of the standard
    c. Re-wrote portions of the first element
    d. Defined ethnic/racial groups by U.S. Census categories and indicated that units should have at least two types of diversity (elements 4b, 4c, and 4d)
    e. Re-wrote supporting explanation
    f. Added "in conventional and distance learning programs" to the elements at the request of the P&E Committee
    g. Added the following sentence to the supporting explanation for Standard 4:
    Candidates are helped to understand the potential impact of discrimination based on race, class, gender, disability, sexual orientation, and language on students and their learning.

    h. Changed the rubric at the target levels for elements 4b, 4c, and 4d to make the elements more inclusive

8. Standard 5: Faculty Qualifications, Performance, and Evaluation
    a. Combined elements on collaboration and service
    b. Added "few," "most," and "all" to the rubrics on scholarship and service

    c. Clarified which faculty members the standards are referring to in all of the elements

9. Standard 6: Unit Governance and Resources
    a. Added "with clinical components" to the element on budget
    b. Added "per semester or the equivalent" when referring to faculty load and clinical supervision in Standard 6
    c. Added "including class-size and on-line course delivery" to the rubric on personnel
    d. Added a sentence on resources for distance learning to the element on "unit resources, including technology"

10. Made additions and edits to the glossary
    a. Included several additional words and definitions
    b. Revised or added to some original definitions
    c. Added words and definitions related to the program review process
    d. The definition of *professional dispositions*: To be determined
    e. Added a definition of "fairness," which is one of the dispositions listed in NCATE Unit Standards 4 and 1. The definition reads:

    Fairness (professional disposition). The commitment demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.

    f. Added a sentence to the definition of diversity referring readers to the rubrics for the types of diversity that can be legally collected related to faculty, peers and P-12 students.