

# NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE)

## 2021 NCTE Standards for the Initial Preparation of Teachers of English Language Arts 7–12 (Initial Licensure)

### *Instructions on Completing SPA Program Review Template/Form Option 1 (formerly Option A)*

**For use with:** Program-level plans to meet Specialized Professional Associations (SPAs) NCTE standards

**For use by:** EPP Program Report Compilers and SPA Program Report Reviewers

Educator preparation providers pursuing CAEP accreditation have widely used outcome assessments aligned to standards developed by SPAs to monitor and evaluate candidates' knowledge of content in their area of licensure and make programmatic improvements. The purpose is to gather evidence for CAEP Component R1.2 and CAEP Component RA1.2 ([2022 Revised Initial and Advanced Level Standards](#)).

Programs selecting the SPA Program Review with National Recognition [Option 1](#) use six to eight key assessments to provide evidence that SPA standards elements/components are met. In their entirety, the assessments and data required for submission should demonstrate the candidates have mastered the SPA standards.

#### **Which Programs Should Submit NCTE SPA Reports?**

Institutions which offer initial English language arts programs to prepare (1) middle school/junior high (2) senior high and/or (3) combined 6-12 teachers must respond to these guidelines. A separate program report must be submitted for each program to be reviewed.

#### **How to Complete the Program Report Template/Form**

SPA Program Review is conducted through CAEP's Accreditation Information Management System ([AIMS](#)). A program would request a template ("shell") through AIMS using institutional login information. Instructions on how to request shells are provided on the CAEP [website](#).

### **COVER SHEET**

(Must be completed for initial, revised, and response-to-conditions reports)  
Complete the entire section: Numbers 1-16.

*\*Question 16. State Licensure requirement for national recognition:*

**NCTE**, in alignment with CAEP policy, does not require an 80% pass rate for the program completers cohorts reported taking the state licensure examination(s) in the content field. However, the last three years of candidate performance data on the licensure examination(s) must be reported in Section IV of the SPA report template as evidence for Assessment 1 in initial review reports. Identify whether your state requires such a test.

- Yes
- No

## **SECTION I. CONTEXT**

Provide general information on the program as specified by the directions for this section. Each question that requires a narrative has a specific character limit. There is one attachment.

Note that the table for Candidate Information (question #5) is filled out online. This information must be provided for initial, revised, and response-to-conditions reports.

The Faculty Information (question #6) is provided during initial review. It includes all faculty in the AIMS Manage Faculty Information view. Pertinent faculty information is then imported into each program report.

## **SECTION II. LIST OF ASSESSMENTS**

Using the chart included in this report form, indicate the name, type, and administration point for each of the 6-8 assessments documented in this report. (Note that Section IV of the report form lists examples of assessments that may be appropriate for each type of assessment that must be documented in the program report.)

## **SECTION III. RELATIONSHIP OF ASSESSMENTS TO STANDARDS**

Using the chart included in this report form, indicate which of the assessments listed in Section II provide evidence of meeting specific program standards elements.

*\*When submitting a revised or response-to-conditions report, if a new assessment replaces one submitted in the initial review report to meet a SPA standard, Section III must be completed.*

## **SECTION IV. EVIDENCE FOR MEETING STANDARDS**

Follow the directions provided in Section IV of the template to develop information on the 6-8 key assessments. The key assessments should be required of all candidates. Assessments scoring guides/rubrics and data charts should be aligned with the SPA standards elements/components. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards elements/components. The data should be presented, in general, at the same level they are collected. For example, if a rubric collects data on 10 elements/components [each relating to specific SPA standard(s) indicators], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

**NCTE:** As noted below, the program must provide evidence of meeting both the Standard itself (and all of the components articulated within each standard) as well as all of the components listed in the Elements—the specifics detailed under each Standards. At the broad level of the Standard, the program must provide quantifiable data to support candidate performance on each of the components articulated in the standard. At the level of the Element, the program is ‘expected’ to offer some quantifiable data for a preponderance of those Elements; however, programs are not required to provide a data point for every component of a particular Element. For those component parts of the Elements that programs do not provide a measureable data point from a rubric, a specific narrative articulation must be included to explain how the program addresses that component within their teacher education program. This expanded narrative

analysis can be included as part of the data analysis of a specific assessment's documentation, or (since many element components are addressed across multiple assessments and/or outside the realm of an assessment category but still within the English Teacher Preparation Program, the narrative discussion of the Elements can be included in the program report as a separate stand-alone document.

For each assessment, attach **one document** that includes (1) a two-page narrative and (2) assessment documentation. The narrative includes the following:

- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
- b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
- c. A brief analysis of the data findings; and
- d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
- e. The assessment documentation will include the following:
- f. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- g. The scoring guide for the assessment; and
- h. Charts that provide candidate data derived from the assessment.

Note:

- a. One assessment is preferably presented as one file;
- b. There is a limit of 20 attachments
- c. Attachment size can be no larger than 2 MB

(3) **NCTE** As noted above, the program may (but is not required) to submit a separate narrative document providing a detailed discussion as to how the program addresses all of the components listed for each Element. While there is an expectation that many of these Element components will be present on the program's assessment rubrics, narrative is required for any component not supported by data. Programs are encouraged to use this narrative document to address ALL of the Element components even for those included on rubrics. The narrative report provides a larger and richer context from reviewers to understand the program.

### **SECTION V. USE OF ASSESSMENT RESULTS TO IMPROVE THE PROGRAM**

Describe how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and student learning.

### **\*SECTION VI. FOR REVISED AND RESPONSE-TO-CONDITIONS REPORTS ONLY**

Describe what changes or additions have been made in the report to address the conditions and concerns raised in the original recognition report. List the sections of the report you are resubmitting and the changes that have been made.

Specific instructions for preparing a Revised report are available on the CAEP web site at

<http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process/guidelines-for-submitting-revised-spa-pr>

Specific instructions for preparing a Response to Conditions report are available on the CAEP web site at

<http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process/guidelines-for-submitting-response-to-co>

## **General Guidelines on Documentation**

### **1. Attachments**

Sections I and IV include attachments. In Section IV, each attachment should be no longer than the equivalent of seventeen text pages. A program report can include no more than a total of 20 attachments. A single attachment cannot be larger than 2 MB. The files for each attachment should be prepared as Word, Word Perfect, Excel, or PDF documents. AIMS accepts documents that have been created in the newest version of Word and saved with a “.docx” extension. **NCTE:** Programs are **STRONGLY** encouraged to limit the number of attachments in order that reviewers are able to locate the information easily and reduce the chances of error. NCTE suggests **one file** for each Assessment 1-8 plus the optional Narrative document.

### **2. Character Limits**

Character limits have been set based on one page being equivalent to 4000 characters. Character counts include spaces, punctuation, numbers, etc.

### **3. Formatting Instructions**

Note that text boxes in Sections I, II, V, and VI are html-based and will not accept any formatting such as bullets, tables, charts, etc. Be sure that your responses are text-only. If you do need to include a table or a graph in a response to a question, then you must separate that into a unique file and attach in Section I. This restriction does not apply to the documentation for Section IV, since these documents are all uploaded as attachments.

**NOTE: Programs may be required to revise reports that are not aligned with the template instructions regarding format, page limits, or number of attachments. Please note that hyperlinks embedded in report documentation will not be read by reviewers and cannot be used as a means of providing additional information.**

### **Resources on the CAEP website**

CAEP has multiple resources on its website to help programs to prepare SPA reports. These are available at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process>

SPA-specific program review templates and resources are available at <http://www.caepnet.org/accreditation/caep-accreditation/spa-standards-and-report-forms>

## **Specific Guidelines for NCTE Review**

### **National Recognition Decision Rules**

**Additional Assessment Types (beyond the first 5 required types) required by NCTE:** None.

**Other Specific Information Required by NCTE Only:**

See specific information in Section IV. Evidence for Meeting Standards; Number three (3) under Program must submit the following documentation; and General Guidelines.

**Will NCTE Accept Grades as One of the Assessments?**

All SPAs will accept course grades as one of the 6 to 8 key assessments. Instructions for documenting course grades have been standardized for all SPAs. These instructions are on the CAEP website under the Program Review Policies and Procedures at

<http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process/documenting-grades-for-spa-review>

Other resources are available on the **NCTE** website at:

<https://ncte.org/groups/elate/ncte-caep-connection/>