

## NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS (NCTM)- 2012 STANDARDS FOR SECONDARY LEVEL

### Option A: Instructions on Completing SPA Program Review Template/Form

Educator preparation providers have widely used outcome assessments aligned to standards developed by specialized professional associations (SPAs) to monitor progress of candidates and evaluate programs. The purpose is to ensure that candidates are capable of applying content and pedagogical knowledge and provide evidence for CAEP [Component 1.3](#) (Initial Level Programs) or CAEP [Component A.1.2](#) (Advanced Level Programs). Programs selecting the SPA Program Review with National Recognition Option A use six to eight key assessments to provide evidence that SPA standards 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 NCTM SPA reports using NCTM Standards for Secondary Level?

Programs that are designed to prepare and recommend initial licensure in secondary mathematics education and are pursuing SPA National Recognition as part of CAEP accreditation will respond to these guidelines.

### 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 shell or template 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:*

The NCTM standards, in alignment with CAEP policy, does not require an 80% pass rate for the program completer cohorts reported taking the state licensure examination(s) in the content field. However, the candidate performance data on the licensure examination(s) must be reported in Section IV of the SPA report template as evidence for Assessment 1. 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 (#5) is filled out online. This information must be provided for initial, revised, and response to conditions reports.

The Faculty Information (#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.

*\*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 and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level they are collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

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;

The assessment documentation will include the following:

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide for the assessment; and
- g. 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

### **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.

### **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.

**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: CAEP staff may require programs 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 web site:**

CAEP has multiple resources on its web site to help programs to prepare SPA reports. These are available at <http://www.caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>.

## **Specific Guidelines for NCTM Review of Secondary Level Mathematics Education Programs**

### **NCTM National Recognition decision rules:**

NCTM program review decisions are based on the preponderance of evidence (an overall confirmation that candidates meet standards in the strength, weight, or quality of evidence) at the standard level. To receive national recognition more than 50% of the required elements of each standard must be met at the acceptable or target level. Additional information can be found on the NCTM web site at [www.nctm.org/CAEP](http://www.nctm.org/CAEP).

### **Additional assessment types (beyond the first 5 required types) required by NCTM:**

None.

### **Other specific information required by NCTM only:**

NCTM expects programs to provide information in Section I to adequately demonstrate that the program meets Standard 7 elements 7a and 7b.

### **Will NCTM accept course grades as one of the key 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 at: <http://caepnet.org/accreditation/caep-accreditation/program-review-options/grade-policy>

NCTM specific directions, examples, and other resources available on the NCTM web site at [www.nctm.org/CAEP](http://www.nctm.org/CAEP).