

The AASL NCATE Program Reviewer Perspective

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What do program reviewers look for?

- Alignment, alignment, alignment
- Specificity, specificity, specificity
- Quality of assessments, especially in terms of specifying performance levels
- Understandable data
- Interpretation of results

What common problems have been identified by reviewers across Specialty Professional Associations (SPAs)?

- Missing sections or items
- Failure to respond to the requirements of the report
- Results not explained
- Use of generic assessments
- Use of grades as an assessment
- Lack of specificity in scoring guides/rubrics
- Data not presented in a useful way (i.e. disaggregate elements for discussion in Section IV)

What are the current decisions?

- Nationally Recognized
- Nationally Recognized with Conditions (insufficient data only)
- Decision Deferred
- Not Nationally Recognized

What is the role of the audit committee in the NCATE process?

Resources for Program Reviewers:

NCATE Program Reviewer Resources:

<http://www.ncate.org/subhomepage.asp?audience=program%20review>

NCATE Guidelines for Reviewers:

<http://www.ncate.org/documents/GuidelinesforReviewers102604.doc>

AASL Resources:

<http://www.ala.org/ala/aasl/aasleducation/schoollibrarymed/schoollibrary.htm>

A specific program evaluation guide is currently being developed and reviewed by the AASL NCATE Coordinating Committee. This document is based on a document developed by the International Reading Association (http://www.reading.org/downloads/resources/NCATE_prog_eval_guide_112004.pdf). Examples of AASL Assessments (and related documents) are also being developed.

NAEYC Annotated Program Report

<http://www.naeyc.org/faculty/pdf/samplesPacket.doc>