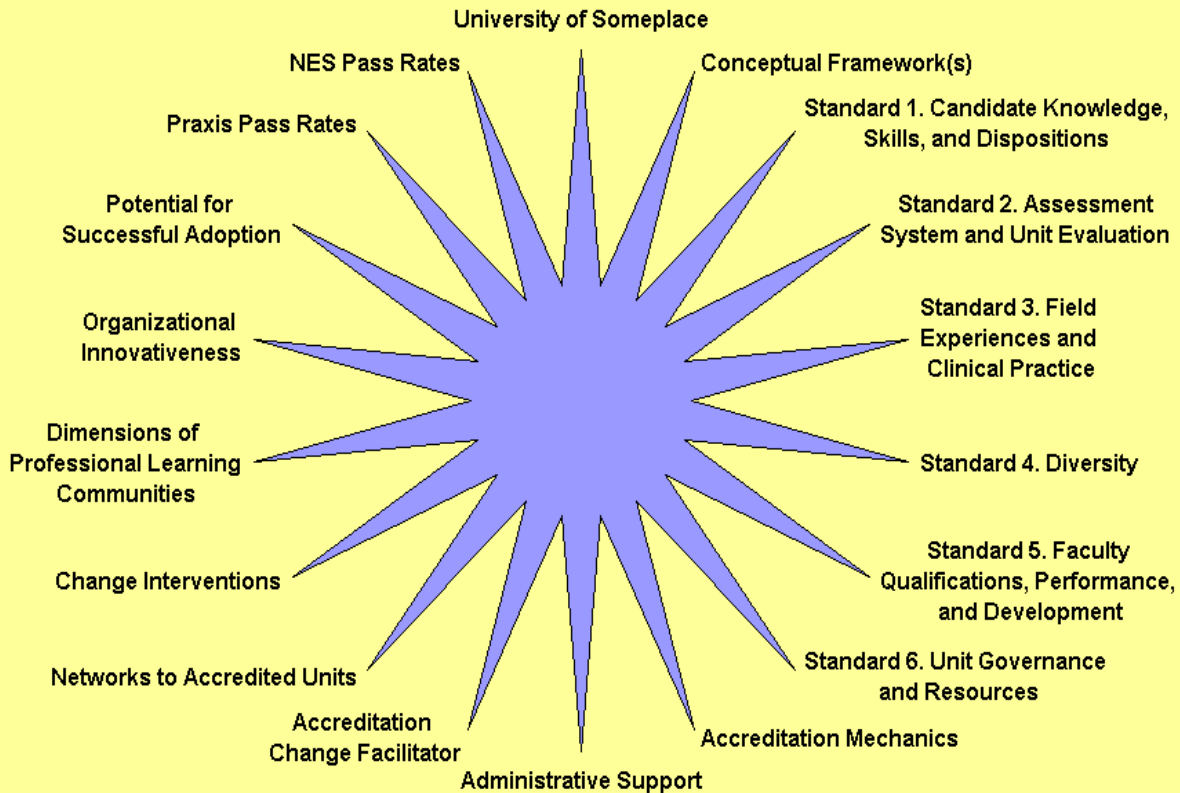


Institutional Accreditation Readiness Model (IARM)



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Institutional Accreditation Readiness Model

The accreditation of teacher preparation units is a multidimensional process that takes place over time. The actual accreditation review is the summation of a long process involving many individuals and groups both from within and outside the institution. The preparation for the visit is perhaps as critical as the visit itself. The Institutional Accreditation Readiness Model (IARM) model is based upon the experiences with the Partnerships for Excellence in Teacher Education (PETE) project with 68 institutions as they prepared for their accreditation visits.

The PETE project of the American Association of Colleges for Teacher Education (AACTE) was created in 1998 to improve the quality of teacher education units in the United States. The project, funded by the Ford Foundation, provided technical assistance to institutions preparing for initial professional accreditation of their teacher education units. The technical assistance took several forms but the major form was through the appointment of an experienced consultant who worked with the institution as it moved through the accreditation process. The overall purpose of the project was to “increase the number of institutions that are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the improvement of teacher education” (American Association of Colleges for Teacher Education, 1998).

The typical PETE institution in the project took 3.6 years to move through the accreditation process. Since many of these institutions had been working on accreditation prior to joining the PETE project, the total time for institutions just starting is probably something well in excess of four years. Many of the institutions preparing for accreditation in the future will be starting at the very beginning point and will likely need even more time.

The work with the PETE institutions showed that the accreditation process has a number of dimensions. Some of these dimensions include the existing quality of the teacher preparation program, familiarity with accreditation, support from administrators, an effective leader, state requirements, and a desire to change.

Types of Institutions

There appear to be several potential types of institutions that are seeking NCATE accreditation. One type of institution already has a high quality teacher preparation unit and the accreditation process is largely a documentation of the unit. The documentation process will likely result in reflection by the participants that result in minor improvements to the unit. The role of the consultant is largely to guide the institution through the NCATE accreditation process. The consultant may assist with tasks such as the preparation of the institutional report and explaining the documentation needed for the exhibits room. At some point in the process, this consultant will likely conduct a mock Board of Examiners (BoE) visit, assess the standards met and not met by the institution, and identify the strengths and weaknesses of the unit. The consultant for this type of institution should be thoroughly familiar with the NCATE accreditation process.

Another type of institution may need major changes to the teacher preparation program such as a new conceptual framework, revised course requirements, new courses, and additional field experiences. The list of needed changes could include any aspect of the unit. The consultant, in this situation, needs to first determine that the institution is not ready for accreditation and then work with the faculty and administrators to revise the curriculum. This requires a very different set of skills than the documentation of the unit described in the last paragraph. This consultant must function as a change agent/facilitator to introduce new ideas to the institution and assist the administrators in leading that change effort.

A third type of institution may not be totally aware of the accreditation process or may have mixed opinions about accreditation among the faculty members and administrators. There may be a small group pushing for accreditation while a larger group does not see the need for accreditation. An example of this might be a dean and some key faculty members championing accreditation while the provost and president see accreditation as an unnecessary expenditure of time and resources. The consultant for this institution must have strong interpersonal skills and the ability to interact effectively with various groups including central administration.

Another type is the institution that is being forced to become accredited by an external agency. Many of the institutions in New York may fall into this type. Twenty other states also have requirements for some or all of the teacher preparation programs to be accredited by NCATE. The institutions no longer have a local choice to become accredited by NCATE. Once the institution has decided to offer a teacher preparation program, they must go through the accreditation process. There may be no one in the institution with a real commitment to accreditation who can lead the process. There is also likely to be no one at the institution with NCATE experience. This consultant will need strong organizational skills along with the ability to move the institution through the process.

The examples given above describe extremes along various continua. An institution may be a mixture of several types to varying degrees. The consultant must be prepared to deal with these various dimensions. As the institution moves through the process, the needs for the consultant are also likely to change. For this process to be effective, the consultant needs to have regular and continuing contacts with the institution via phone and email in addition to the on campus visits.

Over the course of the PETE project it became clear that the consultant was performing a number of different roles depending upon the institutional needs. The Institutional Accreditation Readiness Model (IARM) provides a means to identify and track these various dimensions, thereby guiding the institution through the accreditation process.

Purpose of the Model

Part of the PETE project was to develop a model showing the readiness of an institution to become accredited by NCATE. The IARM model is based upon the PETE project experiences with 68 institutions as they prepared for their accreditation visits. The model was built both inductively by analyzing the common experiences across the institutions and deductively by investigating the

underlying research on accreditation and the change process. The IARM is designed to ascertain the potential for an institution to become an accredited institution. The IARM was developed largely from the evaluation of the PETE project through the use of consultants' reports, institution reports, interviews with principal parties, and the analysis of institutional characteristics.

The purpose of the IARM model is to provide a resource for use by consultants with institutions as they monitor the accreditation process. The model is designed as both an initial assessment tool and as a tool for monitoring the progress of the institution as they move through the accreditation process. There are a number of things that the consultant for the institution can do to improve the readiness of the institution and the model is designed to identify those elements that can be changed by the consultant and the institution. There are a number of other things related to accreditation that the institution cannot change. A consultant must be aware of these factors but also be aware that these factors cannot easily be changed. These factors include things like the overall size of the institution, the Carnegie classification for the institution, control of the institution (public or private), or the size of the teacher preparation program relative to the rest of the campus.

The model, although designed for use by consultants and institutions, may have uses in other settings. The model could easily be used by institutions outside the PETE project who are seeking initial NCATE accreditation. The model also could be used by the institutions preparing for a continuing NCATE accreditation visit. Although some of the factors for those institutions would be different, the basic process and preparation for the accreditation visit would be very similar to that of institutions seeking initial accreditation. This model may also have application in a wider arena when working with institutions to bring about other kinds of change. This would entail entering the major components of the innovation on the right hand side of the model and removing the NCATE standards.

Model Explanation

The graphic in the model is a multi-pointed star that represents the multiple dimensions of the accreditation process. The model is designed to provide a conceptual understanding of this complex process. The model is also dynamic and changes as an institution improves its preparation for accreditation.

The basic Institutional Accreditation Readiness Model (IARM) is a star with 18 arms. The model in the simplest form has arms of equal length and is presented in Figure 1. Seventeen of the arms of the star represent a factor that must be considered in the process of preparing for accreditation. The label for each factor is at the end of each arm. The eighteenth arm is a summation of all the other arms and points to the name of the institution.

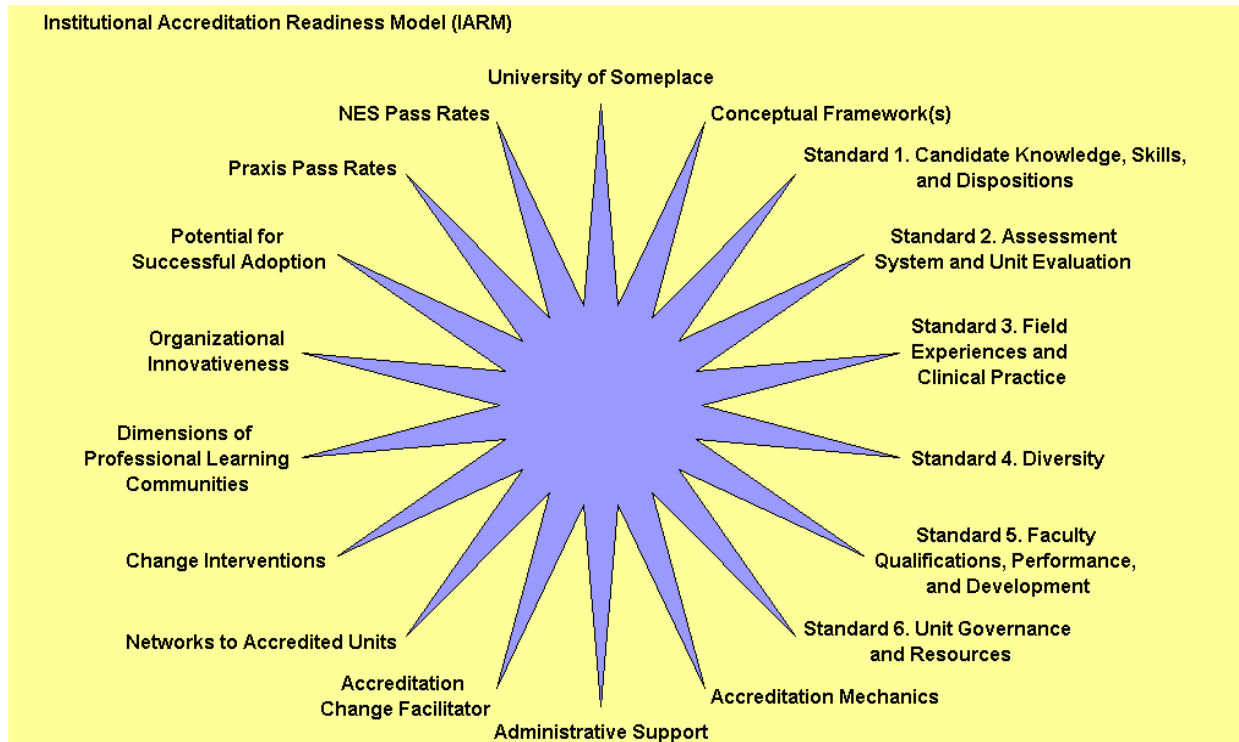


Figure 1. Basic Version of Institutional Accreditation Readiness Model (IARM)

The factors on the right side of the model include the *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education, 2002 Edition* (NCATE, 2002) and the Conceptual Framework. The factors on the left side of the model represent the institutional factors that are necessary for successful accreditation. These factors will be explained in the following sections.

The shape of the star will vary depending upon the readiness of the institution for accreditation. If an institution is not prepared on a given factor then the arm of the star will be very long. If an institution is fully prepared on a given factor then that arm of the star will disappear. If an institution is somewhat prepared on a given factor then the length of an arm will be in direct proportion to the level of preparation.

The model presented in Figure 2 shows a sample PETE institution that is well-prepared in some areas but ill-prepared in other areas. The institution, referred to as Trout Stream University, needs major work on NCATE Standards 2 and 6, Dimensions of Professional Learning communities, Potential for Successful Adoption, and Praxis Pass Rates. This institution is in reasonably good shape on NCATE Standard 4 and Accreditation Mechanics.

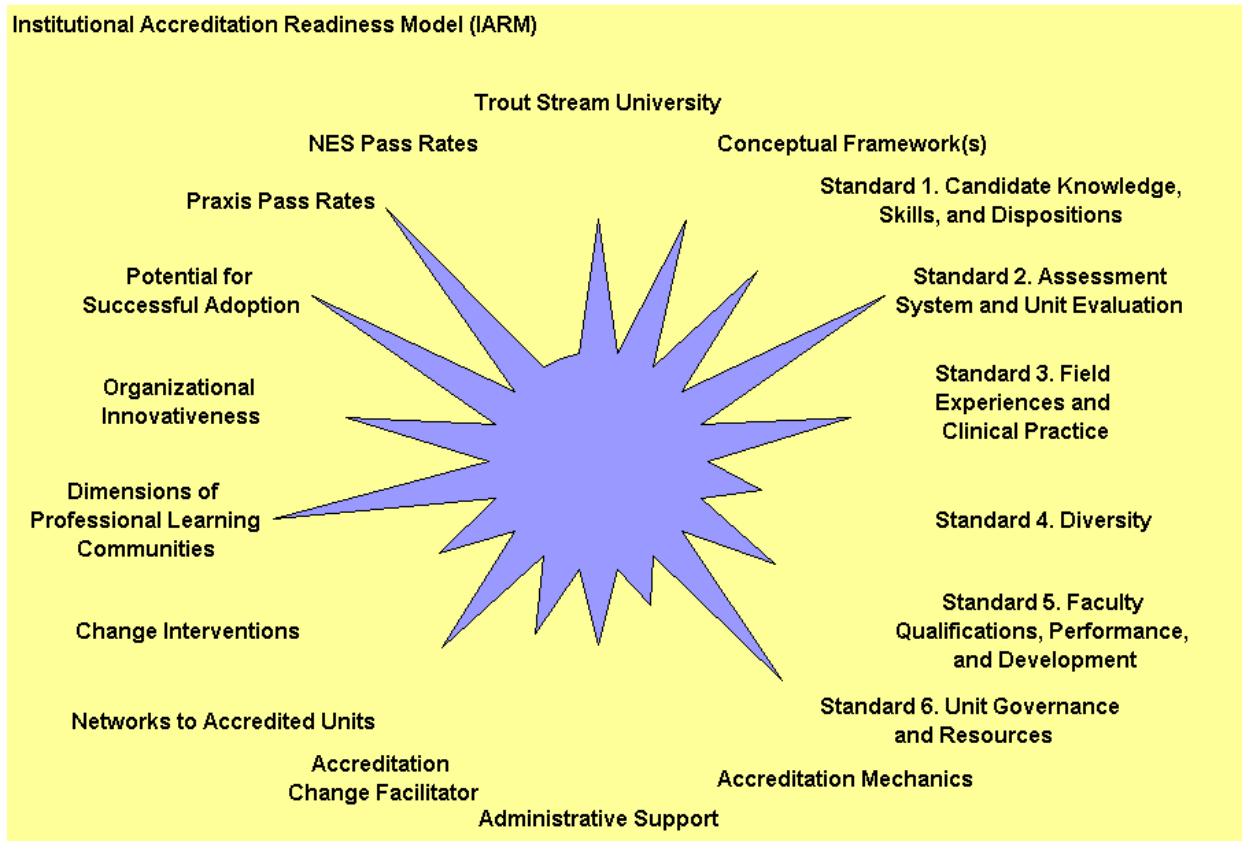


Figure 2. IARM Model for Trout Stream University

The readiness of an institution determines the shape of the IARM star. Thus, an institution that is completely unprepared will have an IARM model with all arms at the maximum length. For an institution that is completely prepared, the star will evolve into a circle. The institution that is prepared in some areas but not prepared in other areas will have an unbalanced star with arms of varying lengths.

The IARM is dynamic and interactive with the shape of the star changing based upon the responses to questions. The IARM utilizes Microsoft Excel to provide the interactivity, thereby making it available to a large number of individuals with personal computers. For each factor and arm of the star there are several questions. There are two possible sets of responses used in the model. The first is a three level rating of a) unacceptable, b) acceptable, and c) target. The other questions do not use a three level response but use a simple “yes” or “no” response. A few questions have the possibility of “not applicable” for items that are not appropriate for a particular institution. Any item marked “not applicable” is dynamically removed from the plotting of the IARM star.

The software for the IARM model is included with this manual. The user of the IARM model must have Microsoft Excel installed on their computer. This is a very popular spreadsheet

package that is part of the Microsoft Office Suite. When the IARM model software is opened within Excel, there will be two displayed windows as shown in Figure 3. The window on the left contains all of the IARM subfactors with spaces to respond to each. The window on the right contains the actual IARM star. If only one window appears on the screen, click on the “restore down icon” on the second row in the upper right-hand corner of the screen. This is the icon that looks like two overlapping pages in the middle of the three icons. There is a third window that contains only formulas and the end user does not need to do anything with that window.

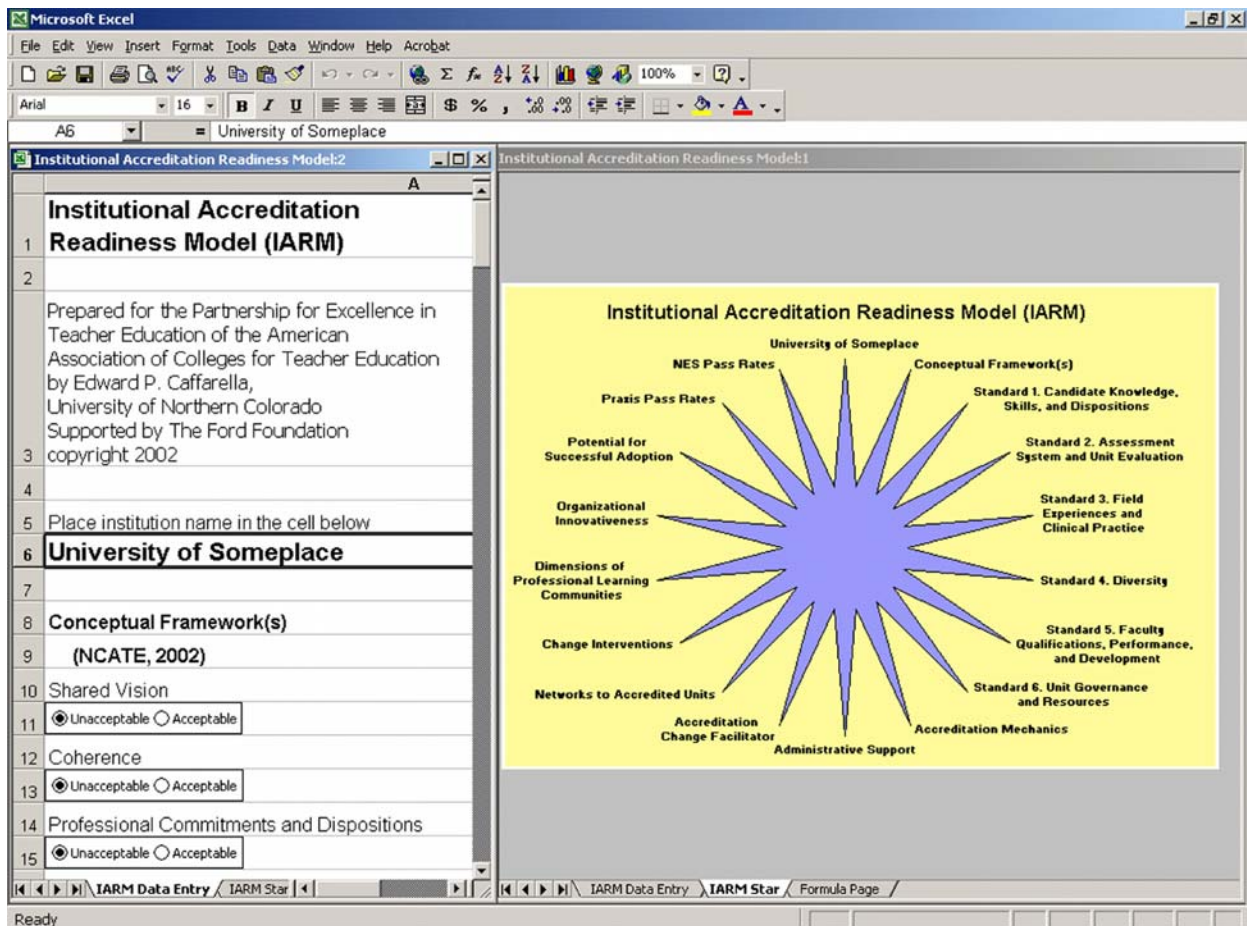


Figure 3. IARM Operating within Excel

To operate the model make the left window active by clicking anyplace in the left window. In row number 6, enter the name of the institution. Under each of the subfactors there will be two or three buttons to select the appropriate response for that subfactor. For example in row 11 there are unacceptable and acceptable buttons for the shared vision within the conceptual framework. To select a particular response simply click in the circle to the right of the appropriate term. All buttons are initially set to either unacceptable or no. As the responses are changed to a different response,

the shape of the IARM star in the right window will dynamically change. The criteria for each subfactor are described later in this manual.

The IARM star for the institution can be printed by clicking anyplace in the IARM Star window to make it active. Then use the print option under the file pull down menu as would be done with most programs. Select landscape orientation for the paper so that the star prints in a horizontal orientation. To print the data entry items, make the left window active and select print under the file pull down menu. You can create a blank work sheet by printing the data entry window before any data is entered on the form.

The IARM was developed inductively through the evaluation of the work of the PETE consultants with 68 institutions that were preparing for NCATE accreditation. The IARM was built deductively based upon the research reported in *Implementing Change* by Hall and Hord (2001) and in *Diffusion of Innovations* by Rogers (1995). The specific sections of these books are noted under the appropriate IARM factor. Users of the IARM are encouraged to read the full descriptions of the research supporting the factors in these books.

Conceptual Framework

The Conceptual Framework(s) factor is based upon the Conceptual Framework as described in *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education, 2002 Edition* (NCATE, 2002). The Conceptual Framework is evaluated through the use of the six indicators of evidence. For planning purposes the Conceptual Framework is evaluated as a separate entity within the IARM. During an actual Board of Examiners visit the Conceptual Framework is evaluated within the context of each of the six NCATE standards.

Conceptual Framework Subfactor A: Shared Vision

Unacceptable	Acceptable
The indicator at the right has not been met.	The unit's conceptual framework(s) describes the vision and purpose of a unit's efforts in preparing educators to work in P-12 schools. It is well articulated, knowledge-based, and consistent with the institution's mission.

Conceptual Framework Subfactor B: Coherence

Unacceptable	Acceptable
The indicator at the right has not been met.	The unit's conceptual framework(s) provides a system for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate's program.

Conceptual Framework Subfactor C: Professional Commitments and Dispositions

Unacceptable	Acceptable
The indicator at the right has not been met.	The unit's conceptual framework(s) clearly articulates its professional commitments to knowledge, teaching competence, and student learning. It has outlined the dispositions that the faculty value in teachers and other professional school personnel.

Conceptual Framework Subfactor D: Commitment to Diversity

Unacceptable	Acceptable
The indicator at the right has not been met.	The unit's conceptual framework(s) reflects the unit's commitment to preparing candidates to support learning for all students and provides a conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

Conceptual Framework Subfactor E: Commitment to Technology

Unacceptable	Acceptable
The indicator at the right has not been met.	The unit’s conceptual framework(s) reflects the unit’s commitment to preparing candidates who are able to use educational technology to help all students learn; it also provides a conceptual understanding of how knowledge, skills, and dispositions related to educational and information technology are integrated throughout the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

Conceptual Framework Subfactor F: Candidate Proficiencies Aligned with Professional and State Standards

Unacceptable	Acceptable
The indicator at the right has not been met.	The unit’s conceptual framework(s) provides the context for developing and assessing candidate proficiencies based on professional, state, and institutional standards.

NCATE Standards

The six NCATE standards are reflected in the next six factors within IARM model. These six factors are as follows:

- Standard 1. Candidate Knowledge, Skills, and Dispositions
- Standard 2. Assessment System and Unit Evaluation
- Standard 3. Field Experiences and Clinical Practice
- Standard 4. Diversity
- Standard 5. Faculty Qualifications, Performance, and Development
- Standard 6. Unit Governance and Resources

Under each standard are the elements for that standard. The rubrics in the *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education, 2002 Edition* should be used to determine the appropriate level of unacceptable, acceptable, or target. In addition, the *PETE Institution Self-Study Guide* (PETE, 1999) and *Self Assessment Worksheets* (PETE, 2000) can also be used to access the rating for each of the subfactors under the six NCATE standards.

Accreditation Mechanics

The Accreditation Mechanics factor deals with process issues needed in the overall NCATE review process. These are based upon the NCATE *Initial Accreditation: Timeline* available at <http://www.ncate.org/accred/initial/timeline2000.htm>.

Accreditation Mechanics Subfactor A: Submit Intent to Apply for NCATE Accreditation

Yes	No
Date intent was submitted / / .	Intent has not been submitted.

Accreditation Mechanics Subfactor B: Submit program reviews

Yes		No
Program areas requiring program reviews have been completed and submitted.		One or more program reviews have not been submitted.
Program area	Date submitted	

Accreditation Mechanics Subfactor C: Submit proposed dates for the on-site visit

Yes	No
Proposed dates submitted on / / for the on-site visit.	Proposed dates for on-site visit have not been submitted.

Accreditation Mechanics Subfactor D: Invite third-party testimony

Yes	No
Third party testimony advertised on / / in _____.	Third party testimony has not been invited.

Accreditation Mechanics Subfactor E: Prepare institutional report

Yes	No
Institutional report completed on / / .	Institutional report not complete.

Since each of these items is required for a successful accreditation visit, they are rated as either yes or no.

Administrative Support Factor

The Administrative Support Factor deals with the support for NCATE accreditation by various individuals at the institution. The preparation for NCATE accreditation requires substantial support throughout the entire administrative structure of an institution. Strong support from all administrators will facilitate the process while lack of support from one or more administrators can slow down or even stop the process. This factor is based upon the Change Facilitator work of Hall and Hord (2001, p. 126+) and Innovations in Organizations work of Rogers (1995, p. 371+).

Hall and Hord describe three styles of administrators that are typically found in educational institutions. The initiator style has clear visions for the future of the institution, is regularly articulating that vision, and making decisions that will move the institution to achieve that vision. Administrators with a manager style run the school with efficiency with everything in its place and all reports completed before the deadline but they tend to be present oriented rather than future vision oriented. The last administrator style, responder, reacts to the environment rather than leading the institution. The responder is always listening but seldom takes a stand nor initiates new innovations.

Rogers has found that organizations with centralized control tend to be less innovative than organizations with decentralized control. The more innovative organization tends to empower individuals through a decentralized organization structure that encourages the initiation of innovations. When administrative control is highly centralized and proceduralized the institution tends to change very slowly.

Administrative Support Subfactor A: Does the president support accreditation of the teacher education unit?

Yes	No
<p>The president verbally supports the accreditation of the teacher education unit. The president has made statements in public forums supporting NCATE accreditation. The president has supported the accreditation of other professional program areas. The institution has other accredited profession programs. The president has initiated the move toward accreditation.</p>	<p>The president has openly not supported the accreditation of the teacher preparation program. The president supports accreditation in public forums but does not provide support behind closed doors. The support for accreditation varies depending on the audience. The president has made no statement about the accreditation of the teacher preparation program. Accreditation is supported only because it is required by an outside body such as the state department of education.</p>

Administrative Support Subfactor B: Does the provost/vice-president support accreditation of the teacher education unit?

Yes	No
<p>The provost/vice-president verbally supports the accreditation of the teacher education unit. The provost/vice-president has made statements in public forums supporting NCATE accreditation. The provost/vice-president has supported the accreditation of other professional program areas. The institution has other accredited profession programs. The provost/vice-president has initiated the move toward accreditation.</p>	<p>The provost/vice-president has openly not supported the accreditation of the teacher preparation program. The provost/vice-president supports accreditation in public forums but does not provide support behind closed doors. The support for accreditation varies depending on the audience. The provost/vice-president has made no statement about the accreditation of the teacher preparation program. Accreditation is supported only because it is required by an outside body such as the state department of education.</p>

Administrative Support Subfactor C: Has the president, provost, and/or vice-president provided financial support for the accreditation of the teacher education unit?

Yes	No
<p>The president, provost, and/or vice-president have provided financial resources where needed to enable the institution to meet accreditation standards. The administrator(s) have taken actions such as reducing the number of adjunct faculty members by increasing the number of tenure-track lines within the unit. The administrator(s) have provided new facilities and equipment to the unit.</p>	<p>Requests for new resources to meet accreditation needs have not been funded by the president, provost, and/or vice-president. The resources, including budget, faculty, and facilities, for the unit have recently been reduced by the administrators. The budget for the teacher preparation unit is proportionally less than other programs within the institution. Significant “one time” monies have been provided to meet accreditation needs but will be removed after accreditation is achieved.</p>

Administrative Support Subfactor D: Does the dean support accreditation of the teacher education unit?

Yes	No
<p>The dean has verbally supported the accreditation of the teacher education unit. The dean has made statements in public forums supporting NCATE accreditation. The dean is familiar with the NCATE standards and the accreditation process. The dean has taken overt actions to become familiar with the accreditation of teacher preparation units and programs.</p>	<p>The dean has openly not supported the accreditation of the teacher preparation program. The dean supports accreditation in public forums but does not provide support behind closed doors. The support for accreditation varies depending on the audience. The dean has made no statement about the accreditation of the teacher preparation program. The dean knows very little about NCATE accreditation and has taken no steps to fill this void.</p>

Administrative Support Subfactor E: Does the department chair support accreditation of the teacher education unit?

Yes	No
<p>The department chair has verbally supported the accreditation of the teacher education unit. The department chair has made statements in public forums supporting NCATE accreditation. The department chair is familiar with the NCATE standards and the accreditation process. The department chair has taken overt actions to become familiar with the accreditation of teacher preparation units and programs.</p>	<p>The department chair has openly not supported the accreditation of the teacher preparation program. The department chair supports accreditation in public forums but does not provide support behind closed doors. The support for accreditation varies depending on the audience. The department chair has made no statement about the accreditation of the teacher preparation program. The department chair knows very little about NCATE accreditation and has taken no steps to fill this void.</p>

Administrative Support Subfactor F: Is there an individual responsible for the accreditation efforts?

Yes	No
<p>There is a designated individual (or group of 2-3 individuals) who is (are) responsible leading the institution through the accreditation process. This individual may be a formal leader such as an associate dean or an informal leader such as a senior faculty member. The designated individual is thoroughly familiar with the NCATE accreditation process. The designated individual has taken overt actions to be familiar with the current NCATE accreditation process including recent changes.</p>	<p>The designated individual does not understand the NCATE accreditation process. The designated individual claims to know about NCATE but in fact has very little knowledge. There is no one individual who is leading the effort toward accreditation. Everyone is responsible for moving the unit toward accreditation.</p>

Accreditation Change Facilitator

The Accreditation Change Facilitator factor deals with the informal leadership of the accreditation process. Successful accreditation requires support within the faculty of the unit and informal leadership within the faculty to support accreditation efforts. The support for this factor in the change literature is the same as that for the previous factor. This is found in work of Hall and Hord (2001, p. 126+) and Rogers (1995, p. 371+). There are three items under this factor.

Accreditation Change Facilitator Subfactor A: Is there a "champion(s)" for accreditation at the institution?

Yes	No
Enter the name for the individual who is championing the movement toward accreditation. _____	No person is championing the efforts toward accreditation of the unit.

Accreditation Change Facilitator Subfactor B: Is there a change facilitator(s) who supports accreditation of the teacher education unit?

Yes	No
Enter the name of the individual(s) who is formally charged with moving the institution toward accreditation. _____	No person is formally charged with leading the accreditation efforts.

Accreditation Change Facilitator Subfactor C: Is there an opinion leader(s) who supports accreditation of the teacher education unit?

Yes	No
Enter the name of the individual(s) who is informally leading or supporting the move toward accreditation of the unit. _____	No person is informally leading or supporting the move toward accreditation of the unit.

Networks to Accredited Units

Most accredited units have strong networks to other accredited units. These networks may be formal ties between the institutions or may be personal networks among the administrators and faculty members. Rogers (1995, p. 281+) provides extensive support for both informal and formal networks in the diffusion of innovations. He emphasizes “the importance of interpersonal network influences on individuals both in their coping with the uncertainty of new ideas and in convincing them to adopt innovations” (p. 281). Rogers provides several examples where innovations, such as accreditation, moved through diffusion networks as they were adopted by individuals and institutions. The networks provide a resource for the unit to understand the various aspects of accreditation and to see how accreditation actually works within an institution. The networks also provide an invaluable resource for answering questions and solving problems for units new to the NCATE accreditation process.

Networks to Accredited Units Subfactor A: Does the unit head have regular contact with the head of an accredited unit?

Yes	No
The unit head regularly has contact with the heads of other accredited units through groups such as professional associations, state groups, and national organizations.	The unit head does not have contact with the heads of other accredited units.

Networks to Accredited Units Subfactor B: Does the unit have regular contacts with other accredited units?

Yes	No
The unit as a whole has regular contact with other accredited units through vehicles such as regional associations, religious affiliation, athletic conference, or a consortium.	The unit does not have contact with other accredited units.

Networks to Accredited Units Subfactor C: Do faculty members in the unit actively participate in professional associations?

Yes	No
Many faculty members within the unit are active members and officers in national and state professional associations.	Many faculty members are members of state and national professional associations but are not actively involved in the activities of the association.

Networks to Accredited Units Subfactor D: Are there other accredited units within the same general area?

Yes	No
There are other NCATE accredited units within 100 miles of the institution. There are several NCATE accredited units within the state.	There are very few NCATE accredited units within the general area of the institution.

Networks to Accredited Units Subfactor E: Does the unit have contact with other accredited units with the same state?

Yes	No
The unit as a whole has regular contact with other accredited units in the state or general area.	The unit does not regularly associate with other NCATE accredited units within the general area.

Change Interventions

A change intervention is any “action or event that influences the individuals involved or expected to be involved in the process” (Hall & Hord, 2001, p. 105). Successful adoption of an innovation requires numerous interventions by the administrators, change leaders, and others. Some interventions will be major events but most will be relatively short in duration. There are six functions of interventions including:

- I. Developing, articulating, and communicating a shared vision of the intended change
- II. Planning and providing resources
- III. Investing in professional learning
- IV. Checking on progress
- V. Providing continuous support
- VI. Creating a context supportive of change

Interventions take many forms ranging from a “one legged conference” between two individuals while passing in a hallway to a formal meeting among the faculty and administrators. Interventions should be regarded as continuous and ongoing. Interventions are not one time events. The administrators and change facilitators need to regularly support the change efforts. Hopefully, most interventions influence the change in positive directions but some interventions may have a negative effect.

Change Interventions Subfactor A: Is the institution developing, articulating, and communicating a shared vision of the accreditation process?

Yes	No
The unit holds regular meetings to introduce, discuss, and work on the move toward a shared vision of accreditation. The leaders of the accreditation efforts hold regular meetings with individuals and small groups encourage the accreditation process. The unit uses vehicles such as newsletters and web sites to communicate a shared vision.	There is no shared vision of the accreditation of the unit.

Change Interventions Subfactor B: Is the institution providing planning and resources for the accreditation process?

Yes	No
The unit provides a variety of resources such as clerical support, space, and technical assistance.	There are very limited resources to support the preparation for accreditation of the unit.

Change Interventions Subfactor C: Is the institution investing in the professional learning for the accreditation process?

Yes	No
The unit has engaged in activities to expand the faculty and administrator knowledge about accreditation. Faculty members have been sent to accreditation workshops and other training. The faculty and administrators have made site visits to other accredited units. The faculty members serve on groups such as the Board of Examiners and Speciality Program Area readers.	There are very limited avenues available for faculty members to learn more about NCATE accreditation.

Change Interventions Subfactor D: Is the institution checking on the progress toward accreditation?

Yes	No
The unit regularly monitors its progress toward accreditation through use of vehicles such as Gantt Charts, Pert Charts, and check off lists. The unit administrators regularly listen to faculty members to ascertain the progress toward the accreditation of the unit.	The unit has no means to measure and track the progress toward accreditation.

Change Interventions Subfactor E: Is the institution providing continuous assistance in the move toward accreditation?

Yes	No
The unit is providing incrementally appropriate assistance as the unit moves through the accreditation process. The unit provides time for the faculty to complete the various tasks necessary for the unit to become accredited by NCATE.	The unit provides minimal assistance for those preparing for NCATE accreditation. The faculty members are expected to complete the accreditation tasks in addition to their regular responsibilities.

Change Interventions Subfactor F: Is the institution providing a context supportive of becoming accredited?

Yes	No
The institution is encouraging excellence in the teacher preparation program. Faculty members are encouraged to become involved in the preparation for accreditation and are rewarded for their efforts. The program has high standards and attracts many of the “best and brightest” students.	The teacher preparation program is viewed as a less than desirable program. The program is largely a “cash cow” for the institution or a “dumping ground” for low achieving students.

Dimensions of Professional Learning Communities

The Dimensions of Professional Learning Communities factor is based upon the need to provide a context that supports the faculty members’ professional endeavors and nurtures their collaborative efforts. This factor is described more fully in Hall and Hord (2001, p. 197+). In a professional learning community “all the staff share the leadership role, although the nominal leader remains the point person. . . . Everyone contributes ideas for change, and everyone contributes to the interventions needed for high-quality implementation” (Hall & Hord, 2001, p. 200).

Dimensions of Professional Learning Communities Subfactor A: Does the unit reflect shared values and visions?

Yes	No
<p>There is full understand of the unit Conceptual Framework. The faculty and administrators have the same goals for the unit and its graduates. The Conceptual Framework is reflected in decision making such as curriculum changes and budget allocation.</p>	<p>Most faculty members are unaware of the unit Conceptual Framework. The Conceptual Framework is not used in decision making. The courses are isolated entities with little or no relationship to other courses.</p>

Dimensions of Professional Learning Communities Subfactor B: Does the unit reflect collective learning and application?

Yes	No
<p>The faculty members work together on a variety of projects. The faculty members regularly share their knowledge with their colleagues. Many senior faculty members are mentoring junior faculty members.</p>	<p>There is little or no communication among the faculty members. The senior faculty have “distanced” themselves from the day-to-day operation of the unit. The leadership of the unit rests largely with junior faculty members.</p>

Dimensions of Professional Learning Communities Subfactor C: Does the unit have supportive and shared leadership?

Yes	No
<p>Collaborative decision making is the norm throughout the unit. The members of the unit are open to divergent thought and support the free flow and discussion of ideas.</p>	<p>Meetings tend to be administrator led with most communication originating with the administrator and being received by the participants. The communication is largely one way.</p>

Dimensions of Professional Learning Communities Subfactor D: Does the unit provide supportive conditions?

Yes	No
The unit provides an environment that supports a learning community. The unit provides facilities such as lounge areas for informal discussions, central coffee pots, and faculty lunch rooms.	The members of the unit are largely isolated from each other. The unit makes no effort to encourage the establishment of learning communities within the unit.

Dimensions of Professional Learning Communities Subfactor E: Does the unit reflect shared personal practice?

Yes	No
There is evidence of peers supporting other peers within the unit. Faculty members visit others classrooms and discuss their observations after the visit. There is mutual trust and respect throughout the unit. Faculty members regularly team teach classes and provide guest lectures in classes.	Faculty members regularly make negative comments about others in the unit. Faculty members are unaware of the actual content of other classes except at a very global level.

Organizational Innovativeness

The Organizational Innovativeness factor is based upon five organizational structure variables that are related to the innovativeness of an organization from Rogers (1995, p. 379+). Rogers found that there are five characteristics of organizational structure that are directly related to organizational innovativeness. Three of the characteristics are positively related to organizational innovativeness and two characteristics are negatively related to innovativeness. Users of the IARM model are cautioned that subfactors A and C are stated in the negative form.

Organizational Innovativeness Subfactor A: Is the power and control of the institution NOT concentrated in the hands of a few individuals?

Yes	No
There is collaborative decision making throughout the unit. New ideas are introduced to the unit by faculty members, students, and administrators. The organizational structure is very “bottom up.” The faculty is fully empowered to make decisions.	The dean, provost, and/or president make most decisions and expect the faculty to carry out those decisions. The organizational structure is very “top down.” The organization is “rule bound.”

Organizational Innovativeness Subfactor B: Do the faculty and administrators possess a high level of knowledge of accreditation?

Yes	No
The members of the unit are knowledgeable about accreditation and the process for preparing for accreditation.	Many of the key people in the unit have little or no knowledge about NCATE accreditation.

Organizational Innovativeness Subfactor C: Does the organization NOT emphasize the following of rules and procedures?

Yes	No
The unit may have rules but will make exceptions to the rules when appropriate.	The established rules and procedures take precedence in all decisions. If there is not a rule to cover a particular situation then many times a new rule is created to meet that need.

Organizational Innovativeness Subfactor D: Are the members of the unit linked by interpersonal networks?

Yes	No
The members of the unit regularly associate with each other in small groups. The members participate in activities such as sports teams or community service projects. The members regularly have lunch together and visit with colleagues in social gatherings.	Many of the faculty members do not know the other faculty members within the unit. Faculty members tend to keep to themselves, stay in their offices, and teach their classes.

Organizational Innovativeness Subfactor E: Does the unit have uncommitted resources?

Yes	No
The unit has some “slack” resources that can be moved to new projects. The unit creatively uses resources such as salary savings and grant incentive dollars to enhance the unit.	There are no resources available for new activities. There are insufficient resources to support even the current program.

Organizational Innovativeness Subfactor F: Is the unit relatively large when compared to other teacher preparation programs?

Yes	No
The teacher preparation program represents a large percentage of the institution enrollment when compared to other units within the institution. The unit has a large number of faculty members and students. The unit has multiple faculty members who are prepared to teach the same course. Faculty members can become specialists in very narrow areas.	The teacher preparation unit is a very small part of the total institution either proportionally or in numbers. The unit has a small number of faculty members. A faculty member may need to teach in several very different areas.

Potential for Successful Adoption

The Potential for Successful Adoption factor utilizes *The Trouble Shooting Checklist for Higher Educational Settings* developed by Manning (1976). The checklist is a 100 item questionnaire that provides an estimate of the likelihood that a department will successfully adopt a new innovation. The instrument has an overall score as well as five sub-scale scores that provide the basis for the items under this factor. *The Trouble Shooting Checklist* is part of the ERIC

microfiche collection as ERIC Document Reproduction Service No. ED 126 833. This document also includes the instructions for administering and scoring the instrument.

Potential for Successful Adoption Subfactor A: Is the Organizational Climate scale score equal to or above 74?

Yes	No
Organizational Climate scale score equal to or above 74.	Organizational Climate scale score less than 74.

Potential for Successful Adoption Subfactor B: Is the Organization Staff scale score equal to or above 92?

Yes	No
Organization Staff scale score equal to or above 92.	Organization Staff scale score less than 92.

Potential for Successful Adoption Subfactor C: Is the Communication scale score equal to or above 76?

Yes	No
Organization Staff scale score equal to or above 92.	Organization Staff scale score less than 92.

Potential for Successful Adoption Subfactor D: Is the Innovative Experience scale score equal to or above 84?

Yes	No
Organization Staff scale score equal to or above 92.	Organization Staff scale score less than 92.

Potential for Successful Adoption Subfactor E: Is the Students scale score equal to or above 71?

Yes	No
Students scale score equal to or above 71.	Students scale score less than 71.

Praxis and National Evaluation Systems Pass Rates

The last two factors deal with pass rates on the Praxis or National Evaluation Systems (NES) tests. These two families of tests are used to assess the competence of graduates from preservice teacher preparation programs. States typically require one test or the other test. Some states require neither test but no states require both tests. The Praxis test is a family of standardized national tests with the same tests used in several states. The NES tests are customized for individual states to meet the standards and requirements of the particular state. Therefore, the NES tests vary from state to state.

The Praxis test includes a) Praxis Basic Skills test, b) Praxis Professional Knowledge of Teaching, and c) Praxis Subject Area Knowledge. The National Evaluation Systems (NES) tests typically include a) Basic Skills Exam, b) Professional Knowledge Exam, and c) Subject Matter and Pedagogy Exam. When using the IARM, the test not used by the institution's state should be set to "not applicable." The factor will then be eliminated from the IARM.

Praxis Pass Rates Subfactor A: Are the Praxis Basic Skills test pass rates above 90%?

Yes	No	Not Applicable
Praxis Basic Skills test pass rates above 90%.	Praxis Basic Skills test pass rates less than or equal to 90%.	The Praxis Basic Skills test is not used in this state.

Praxis Pass Rates Subfactor B: Are the Praxis Professional Knowledge of Teaching test pass rates above 90%?

Yes	No	Not Applicable
Praxis Professional Knowledge of Teaching test pass rates above 90%.	Praxis Professional Knowledge of Teaching test pass rates less than or equal to 90%.	The Praxis Professional Knowledge of Teaching test is not used in this state.

Praxis Pass Rates Subfactor C: Are the Praxis Subject Area Knowledge test pass rates above 90%?

Yes	No	Not Applicable
Praxis Subject Area Knowledge test pass rates above 90%.	Praxis Subject Area Knowledge test pass rates less than or equal to 90%.	The Praxis Subject Area Knowledge test is not used in this state.

NES Pass Rates Subfactor A: Are the NES Basic Skills Exam pass rates above 90%?

Yes	No	Not Applicable
NES Basic Skills Exam pass rates above 90%.	NES Basic Skills Exam pass rates less than or equal to 90%.	The NES Basic Skills Exam is not used in this state.

NES Pass Rates Subfactor B: Are the NES Professional Knowledge Exam pass rates above 90%?

Yes	No	Not Applicable
NES Professional Knowledge Exam pass rates above 90%.	NES Professional Knowledge Exam pass rates less than or equal to 90%.	The NES Professional Knowledge Exam is not used in this state.

NES Pass Rates Subfactor C: Are the NES Subject Matter and Pedagogy Exam pass rates above 90%?

Yes	No	Not Applicable
NES Subject Matter and Pedagogy Exam pass rates above 90%.	NES Subject Matter and Pedagogy Exam pass rates less than or equal to 90%.	The NES Subject Matter and Pedagogy Exam is not used in this state.

Summary

The shape of the IARM star should change over time as the unit prepares for accreditation by NCATE. Initially an institution will likely have a very pointy star with several very long arms. As the subfactors with a long arm are successfully addressed, the arm will gradually get shorter and shorter until it eventually disappears. The IARM should be completed at the beginning of the preparation for NCATE accreditation. The IARM should be regularly updated to show the progress of the institution as it moves toward accreditation. An initial star with many arms is appropriate for the institution just starting the preparation for accreditation. As the institution addresses various accreditation concerns, the arms of the star will get shorter and shorter. The institution that is ready for an NCATE accreditation visit will have an IARM star that looks more like a ball with a few small bumps.

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