



National Council of
Teachers of English

Helpful Guidance for Preparing NCTE SPA Reports

This brief document provides guidance to programs pursuing initial submission reports using the 2021 NCTE Standards for the Initial Preparation of Teachers of English Language Arts 7–12 (Initial Licensure) (see Appendix A).

All programs submitting reports for initial review by NCTE in the fall of 2023 must use the 2021 standards for program review.

The 2021 NCTE Standards include five standards, which are aligned with the following areas: Learners and Learning in ELA, ELA Content Knowledge, Instructional Practice: Planning for Instruction in ELA, Instructional Practice: Implementing Instruction in ELA, and Professional Responsibility of ELA Teachers. Each standard is elaborated by several components.

Programs should address the standards with evidence for candidates through six to eight key assessments. For each standard, NCTE requires programs to provide a preponderance of evidence that candidates have met the standard. Key assessments can address multiple standards, and standards can be addressed by multiple key assessments. The use of an assessment alignment chart by programs in preparation is advised to help in planning to ensure all standards are addressed (see Appendix B). The assessments and their data should demonstrate that candidates have successfully mastered all of the 2021 NCTE Standards.

During the review process, reviewers use the *preponderance of evidence principle* to determine whether each standard is met. Programs should provide evidence in key assessments at the component level, not the standard level.

Programs will use the 2021 standards shell provided by CAEP in the AIMS system to submit for review (see Appendixes C and D). If there is more than one program within an Educator Preparation Provider (EPP), a shell should be requested for each program.

For each assessment, the compiler should prepare one document that includes the following items:

- (1) Two-page narrative:
 - a. Brief description of the assessment and its use in the program (one sentence may be sufficient)

- b. Description of how this assessment specifically aligns with the standards it is cited for in Section III of the SPA Report Template (with SPA standards cited by number, title, and/or standard wording)
 - c. Brief analysis of the data findings
 - d. Interpretation of how the data provide evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording
- (2) Assessment documentation:
- e. Assessment tool itself or a rich description of the assessment (often the directions given to candidates)
 - f. Scoring guide/rubrics for the assessment
 - g. Charts that provide candidate data derived from the assessment

Responses for items e, f, and g in the preceding list should generally be limited to the equivalent of five text pages each; however, in some cases, assessment instruments or scoring guides/rubrics may go beyond five pages.

As much as possible, combine all documents for one assessment into a single file. For example, create one file for Assessment 4 that includes the two-page narrative (items a–d), the assessment itself (item e), the scoring guide (item f), and the data chart (item g). Each attachment should be no larger than 2 MB. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report, so it is crucial that you combine files as much as possible.

For each assessment, data from three applications of the assessments should be presented. Data should be presented in both aggregated and disaggregated form.

When preparing rubrics for key assessments, programs are encouraged to use either a three-level or a four-level rubric with indicators that reflect component language and intention while limiting to one component per rubric evaluation line.

NCTE provides in-person trainings at the NCTE Annual Convention each November for programs writing reports as well as for program reviewers. Additionally, individual virtual sessions for assistance are available to programs as they prepare their SPA report. Report writers are encouraged to become NCTE SPA program reviewers, not only to help with writing the report but also as a service to the English language arts educator community.