Chapter 10
Creating Electronic Evidence Rooms for NCATE Accreditation:
Using College LiveText Solutions

Natalie Johnson-Leslie
Arkansas State University, USA

ABSTRACT

For nearly a century the clarion call for more accountability at all levels of education across the USA has been made. As a result, we find accreditation bodies (national, regional and specialized), in the USA being independent of the Department of Education. In this chapter, the focus will be on creating electronic evidence rooms for The National Council for the Accreditation of Teacher Education (NCATE). NCATE was developed over 50 years ago requiring concrete evidence that teacher candidates are prepared rigorously to acquire the relevant body of knowledge and field experiences needed for them to be successful teachers. With technological advances, NCATE accredited institutions are given the charge to produce electronic evidence rooms as a means of show-casing tangible evidence of students, departments and colleges of education progress. This chapter will provide a comprehensive overview of how electronic evidence rooms are created using College LiveText Solutions for NCATE accreditation.

INTRODUCTION

In this chapter, student learning, as demonstrated by teacher candidates' is documented in the electronic evidence rooms for The National Council for Accreditation of Teacher Education (NCATE) accreditation. With the ubiquity of technologies electronic evidence rooms are created using a variety of media. The medium of focus for creating such electronic evidence room, for this chapter, is College LiveText Education Solutions™ (CLT™) (www.livetext.com). CLT™ features a repository of state standards and benchmarks to help educational institutions assess, measure, and report standards usages linked with student competencies outlined by NCATE. Part of the vision of any College of Education is the recognition that high-quality student learning is correlated with high-quality preparation that are attuned to simultaneous renewal strategies (Goodlad, 1994).

This renewal is akin to changes in knowledge and skills being made at all levels impacting the education of children, pre-service and in-service teachers. One critical aspect of the knowledge and skills teacher candidates are expected to leave college with include but is not limited to the; use, integration, and application of computer technology. Both faculty and students are expected to use technology inclusive of CLT™ to archive evidence for NCATE. Instructors use CLT™ to develop and assess student learning outcomes. Simultaneously, students use CLT™ to create artifacts including; projects, lesson plans, and their electronic portfolio sample. The administrators then collate reports that account for the overall evidence of teacher candidates' performance outlined in the teaching and learning standards guiding the curricular (see Figure 1).

Figure 1 shows the web of activities that are carried out by the various stakeholders involved with the accreditation process. Specifically, the four primary objectives of this chapter are: evaluating how electronic evidence rooms are created and utilized; establishing a historical contextualization of accreditation in the USA; outlining the general principles and policies of accreditation; and addressing the issues, problems, and current trends in creating electronic evidence room for

Figure 1. The electronic evidence room web of activities for NCATE accreditation

NCATE accreditation by using CLT™ to support technology leadership in teacher education.

BACKGROUND

What is an Electronic Evidence/ Resource Room?

An electronic evidence room is defined as a purposeful environment in cyberspace guided by a common set of rules, techniques and tools for collecting, examining, preserving, retrieving and presenting data that has been processed electronically and has been stored on computer media. An electronic evidence/ resource room makes it easy for the review of evidence anytime, anywhere instead of waiting to wade through and reviewing hard-copy evidence (Wong, 2007). In this chapter, electronic evidence rooms are the electronic sites created by teacher candidates, faculty and administrators that contain documents based on specific standards of achievement as directed by the university and NCATE standards.

The Creation of Electronic Evidence Rooms

The advent of widespread electronic document handling, including word processing as well as electronic and voice mail and facsimile transmission, has revolutionized the areas of business, criminology, finance, and education globally (Wong, 2007; Hamilton, 2009). Interestingly, there is a plethora of literature regarding the creation of electronic evidence rooms in business, finance, and criminology. However, the review of literature revealed a sacristy of documentation regarding electronic evidence rooms. This chapter is important in technology leadership in order to fill the gap in the literature. In electronic evidence rooms, documents at all stages of development are accessible in unprecedented quantities, iterations and timeliness. In education specifically,
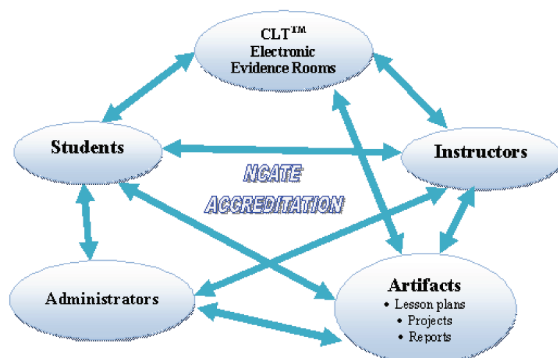
19 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/creating-electronic-evidence-rooms-ncate/44360

Related Content

Solfeggio Teaching Method Based on MIDI Technology in the Background of Digital Music Teaching

Shuo Shenand Kehui Wu (2023). *International Journal of Web-Based Learning and Teaching Technologies (pp. 1-18).*

www.irma-international.org/article/solfeggio-teaching-method-based-on-midi-technology-in-the-background-of-digital-music-teaching/331085

Understanding Idiomaticity in CALL

John I. Liontas (2018). *Applications of CALL Theory in ESL and EFL Environments (pp. 36-58).*

www.irma-international.org/chapter/understanding-idiomaticity-in-call/188176

National ETD Repository Evaluation Using Web Analyzer: A Webometric Analysis of Shodhganga, India

Rupak Chakravarty (2019). *International Journal of Web-Based Learning and Teaching Technologies (pp. 54-68).*

www.irma-international.org/article/national-etd-repository-evaluation-using-web-analyzer/214978

Bridging the Gap between Instructional Design and Double-Loop Learning

Howard Spoelstra, Ellen Rusman, Jan van Bruggenand Rob Koper (2010). *Novel Developments in Web-Based Learning Technologies: Tools for Modern Teaching (pp. 305-315).*

www.irma-international.org/chapter/bridging-gap-between-instructional-design/40546

Accessing Learning Management Systems With Smartphones: What Is the Effect on Learning Behavior and Student Engagement?

Bret Millerand Michael Thomas (2021). *eLearning Engagement in a Transformative Social Learning Environment (pp. 221-243).*

www.irma-international.org/chapter/accessing-learning-management-systems-with-smartphones/280625