Status Report – Teacher Education Accreditation

Or, what we did last semester in an effort to improve our programs and address national standards for teacher education programs
Presentation Outline

• The Players
• Accomplishments
• Timeline – what needs to be done by when
• Organizational structure
• Pieces of the accreditation puzzle
• Initiatives for this semester
Accomplishments – Areas of Focus

• Strengthen relations with schools
• Faculty development
• Become expert on accreditation requirements
• Review and redesign programs
• Revise Organizational Structure
Accomplishments – Fall 2005

• A stronger sense of community
• A better sense of the purpose of accreditation and the requirements for attaining it
• A stronger sense of confidence
The Timeline

• Board of Regents says accreditation by Dec. 2006
• Visit by NCATE scheduled for late Oct. 2006
• Self-study due by Sept. 2006
• SPA reports submitted by Feb. 2006
• (TEAC self-study may be submitted when we’re ready)
Organizational Structure

- Unit Advisory Group – appointed after consultation with faculty
- Leadership Team = UAG + Chairs and Program Coordinators
- SPA Coordinators
- Consultants for SPAs and Unit
- Decision-making procedures
Guiding Principles

As education professionals, we are committed to nurturing among ourselves and our candidates:

1. Discriminating and Reflecting Minds
   - To explain what we do and why
   - To practice critical thinking and pursue continuous growth
   - To make informed decisions in complex situations

2. Effective Communication
   - To build relationships in diverse communities
   - To promote meaningful teaching and learning for all
   - To collaborate as problem-solvers and vision-builders

3. Application of Knowledge
   - To apply and advance knowledge through study, research and practice
   - To understand and develop the role of assessment in teaching and learning
   - To share our passion for and our commitment to learning
Guiding Principles, continued

4. Optimism for Human Potential
   • To build upon each individual’s unique backgrounds, interests and self-respect
   • To facilitate learning across all domains of personal and social development
   • To value each individual’s opinions and needs

5. Passion for Ethical Community
   • To promote respectful, safe and fair interactive learning environments
   • To encourage, model and protect openness to new ideas and the free expression of multiple perspectives
   • To recognize human interdependence and advocate collaborative decision-making

6. Dedication to Social Justice and Global Responsibility
   • To promote equity for all
   • To develop specific multicultural competencies
   • To realize that education is a fundamental gateway to individual and collective transformation
Conceptual Framework Model

Guiding Principles and Unit Outcomes

Initial and Advanced Programs

SPAs
Checkpoints

Admission to Program  Pre-Practicum  Practicum  Program Completion  Employment
### Unit Outcomes /Artifacts & Assessment/Checkpoints

<table>
<thead>
<tr>
<th>Guiding Principles</th>
<th>Initial and Advanced Program Outcomes</th>
<th>Checkpoint 1 Admission/Continuation Assessment / Evidence</th>
<th>Checkpoint 2 Pre-Practicum Assessment / Evidence</th>
<th>Checkpoint 3 Practicum Assessment / Evidence</th>
<th>Checkpoint 4 Program Completion Assessment / Evidence</th>
<th>Checkpoint 5 Employment Assessment / Evidence</th>
</tr>
</thead>
</table>

1. Discriminating and Reflecting Minds
   - To explain what we do and why
   - To practice critical thinking and pursue continuous growth
   - To make informed decisions in complex situations
SPA Assessment Template

1. Licensure Assessment (NYS)
2. Assessment of content knowledge (Program area)
3. Assessment of Candidate ability to plan instruction
4. Assessment of student teaching
5. Assessment of candidate effect on student learning
6-8 Additional assessments of SPA standards
Existing Quality Control Elements

- Tenure and promotion
- Position search process
- Admissions procedures
- Student grievance procedures
- Curriculum review process
- Checkpoints
- GPA requirements for program continuation
- Accreditation process
Initiatives for this Semester

Development of assessments
1. Identify and agree on what needs to be assessed, with reference to national standards and our guiding principles
2. Develop fair and consistent means of assessing those elements
3. Try out, review, and improve our means of assessment
4. Arrange the assessments around program checkpoints
5. Implement candidate and program assessment
Additional Initiatives

• Grading discussion – development of generic grading rubric
• Develop faculty mentoring program
• Present and use information from May 2 conference on “Schools of the Future”
• Infuse Service Learning in all courses
• Develop a coherent set of graduate research experiences
Initiatives, continued

- Develop a coherent set of graduate research experience
- Identify core elements in the graduate and undergraduate programs
- Establish reading/study groups
- Develop a narrative for the Guiding Principles
- Inform local school partners of our efforts and get feedback