

August 20, 2008

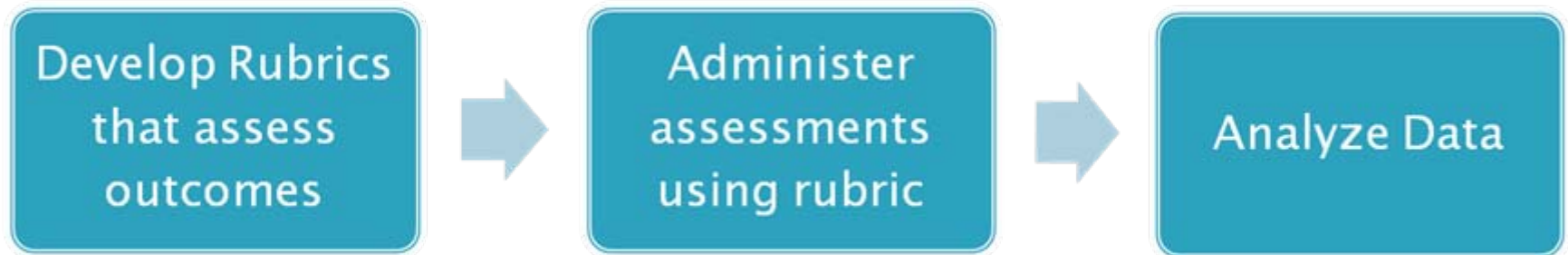
Whitlowe R. Green College of Education

Continuing NCATE Accreditation
Faculty and Staff Professional Development Retreat
Dr. Lucian Yates, III, Dean

Accountability: Where does it start?




Continuing the accountability process:




The conversations: Data, Data, Data




Assessment Questions: NCATE

- ▶ Who developed the unit's assessment system, and who is involved in evaluating and refining it?
 - ▶ How was the professional community involved in the development of the unit's assessment system?
 - ▶ What are the transition points?
 - ▶ What are the key assessments at each transition point?
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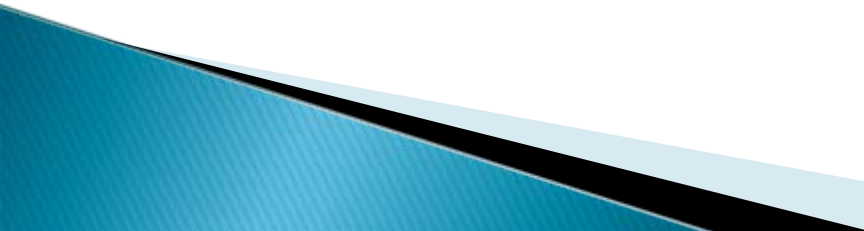
Assessment Questions: NCATE

- ▶ How are content knowledge, pedagogical content knowledge and skills, professional and pedagogical knowledge and skills, ability to assess student learning, and professional dispositions assessed throughout the initial and advanced teacher preparation programs?
 - ▶ How are knowledge and skills, ability to create positive environments for student learning, and professional dispositions assessed throughout the advanced education programs for other school professionals?
 - ▶ How does the unit's assessment system reflect the unit's conceptual framework?
 - ▶ How does the unit's assessment system reflect State, SPA, INTASC, NBPTS Standards?
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Assessment Questions: NCATE

- ▶ Who summarizes and analyzes program data and when?
 - ▶ Who summarizes and analyzes unit data and when?
 - ▶ How are assessment data shared with candidates, faculty, and other stakeholders?
 - ▶ What is the process used for making program and unit changes?
 - ▶ What are examples of changes made based on candidate performance data?
 - ▶ What are examples of changes made based on the assessment process or outside forces?
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Assessment Questions: NCATE


- ▶ What process has the unit adopted to ensure that its assessment procedures are fair, accurate, consistent, and free of bias?
 - ▶ Who collects the data and when?
 - ▶ Who enters the data into the database and when?
 - ▶ How is candidates' progress monitored at each transition point?
 - ▶ Who aggregates and disaggregates the data and when?
 - ▶ Who disseminates the data and to whom and when?
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True Outcomes

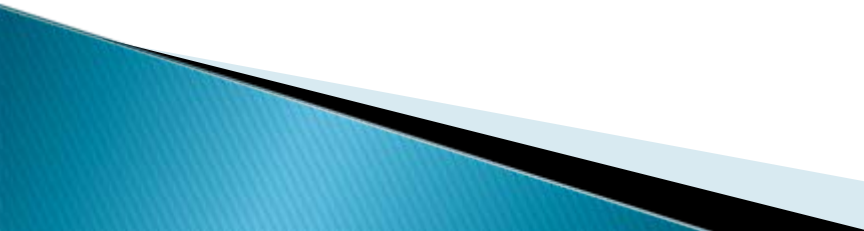
Roles and Responsibilities

- ▶ Artifacts/Assignments are relevant to the course outcomes;
- ▶ All professors teaching the same course, must use the same artifact; and grade the artifact using the same rubric;
- ▶ NCATA/SPA Standards are to be checked for all artifacts/rubrics;
- ▶ Results of data collected is to be discussed among professors teaching the same course and the department heads.

True Outcomes (continues)

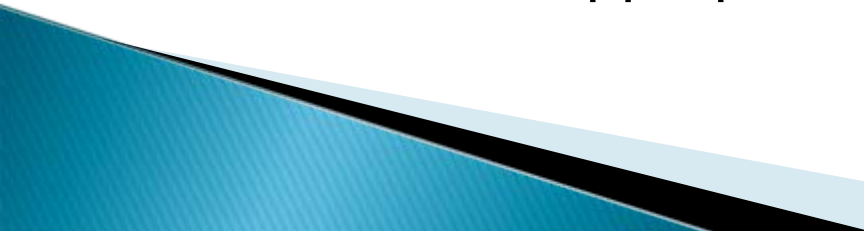
- ▶ Documentation of the “data conversations” are to given to the department head for documentation;
 - ▶ Department Heads will discuss course data conversations at departmental meeting to include the entire department;
 - ▶ Closing the Loop is to be completed by all professors: “Data Conversations” are essential in completing Closing the Loop;
 - ▶ Recommendations for the course should be supported by the data and the conversations with peers.
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Professional Disposition Questions

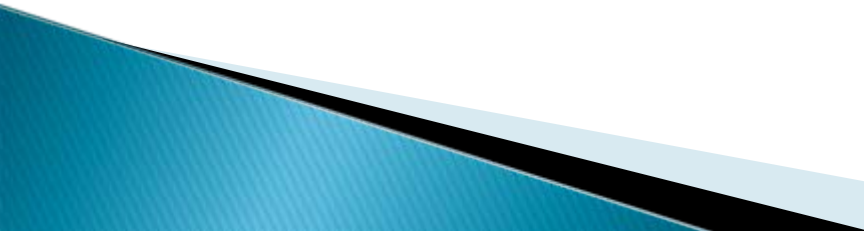
- ▶ What are the professional dispositions that candidates in the initial and advanced professional education programs are expected to develop and model?
 - ▶ When and where in the initial and advanced professional education program do candidates become familiar with the professional dispositions expected of educators?
 - ▶ How do the professional dispositions expected of candidates reflect the unit's conceptual framework, state, and professional standards?
 - ▶ How are the professional dispositions that are expected of candidates assessed in the initial and advanced education programs?
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Professional Disposition Questions

- ▶ When and by whom are candidates' professional dispositions assessed?
 - ▶ Who reviews the data on candidates' professional dispositions and when?
 - ▶ How are the data on candidates' professional dispositions used?
 - ▶ How does the unit know that candidates possess the professional dispositions related to fairness and the belief that all students can learn?
 - ▶ What assistance is provided to candidates who do not demonstrate appropriate professional dispositions?
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Professional Disposition Questions


- ▶ Has a candidate ever been removed from the education program because of inappropriate professional dispositions? If yes, give examples.
 - ▶ What do the data indicate about the professional dispositions that candidates possess?
 - ▶ Briefly explain the unit's conceptual framework.
 - ▶ What changes have been made to the conceptual framework since the previous NCATE visit, and what were the reasons for the changes?
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Professional Education Faculty

- ▶ Describe the unit's assessment system for initial and advanced professional education programs, for example:
 - transition points;
 - key assessments;
 - design for data collection, analysis, summary, and use;
 - monitoring candidates' progress; and
 - changes made based on candidate performance data.



Professional Education Faculty


- ▶ Give examples to show that the conceptual framework is reflected in syllabi, course assignments, field experiences/internships, assessments, faculty teaching, and candidate teaching.
 - ▶ How is the unit's assessment system evaluated and refined, and who is involved?
 - ▶ How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?
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Professional Education Faculty

- ▶ What assessments and evaluations are used to manage and improve the operations of the unit?
- ▶ In the initial and in the advanced teacher education programs, what key assessments provide the unit information about teacher candidates':
 - ▶ a) content knowledge as expected in professional, state, and institutional standards;
 - ▶ b) pedagogical content knowledge and skills as expected in professional, state, and institutional standards;
 - ▶ c) professional and pedagogical knowledge and skills;
 - ▶ d) ability to assess and analyze student learning, make appropriate adjustments to instruction, monitor student progress, and develop and implement meaningful learning experiences; and
 - ▶ e) professional dispositions?



Fall 2008 Faculty and Professional Staff Conference

- ▶ Theme: *Quality Without Compromise*
 - ▶ August 21–22, 2008
 - ▶ Houston Marriott Westchase
 - ▶ 2900 Briarpark Drive
 - ▶ Houston, TX 77042
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National Council of Accreditation of Teacher
Education
NCATE

- ▶ *A great educator leads and makes things happen that seem impossible*
 - ▶ Dr. Patricia A. Smith