



AACTE Quality Support Workshop - South
Sheraton Fort Worth Downtown Hotel
 1701 Commerce Street
 Fort Worth, TX 76102

Day 1 – Monday, April 24, 2017

12 – 1 pm	Registration Open – <i>Magnolia Foyer</i>
1 – 2:30 pm	Opening Session
<i>Magnolia I-IV</i>	<p>Quality Assurance in Education: What Should a Profession Expect?</p> <p><i>Presenters: Mark LaCelle-Peterson and Linda McKee, AACTE</i></p> <p>Is educator preparation reaching its potential and meeting its obligations? Are new teachers well-prepared, ready for the demands of the classrooms they enter? Do we have the evidence we need regarding program quality, ongoing improvement, and responsive innovation? Can the public be confident that its interests are served and its investments well-placed?</p> <p>Answering these and other challenging questions is the responsibility of the profession’s quality assurance system. Over the past decade, the field has developed compelling direct measures of candidate performance and better data systems. The opening session will explore the week’s conversation on how these recent developments allow us to build a framework for quality assurance to serve the profession and the public.</p>
2:45 – 4:15 pm	Concurrent Sessions
<i>Magnolia I-IV</i>	<p>edTPA Session 1: Equitable Teaching Practices</p> <p><i>Facilitators: Andrea Whittaker, Stanford Center for Assessment, Learning, and Equity (SCALE); Neporcha Cone, Kennesaw State University</i></p> <p>In this first workshop in the four-session edTPA strand, EPP teams will analyze edTPA constructs as sources of evidence for candidate performance related to equitable teaching practices. These include (a) leveraging assets (knowledge of students) to plan, engage, and assess learners equitably; (b) teaching toward deeper learning (beyond facts, skills, and procedures); and (c) differentiating and individualizing instruction based on learner strengths and needs. Presenters will provide national edTPA performance data related to equitable instruction as a backdrop for the analysis. Learn to unpack how the rubric constructs and performance levels are related to their own program mission and values and</p>

*Workshop Agenda is subject to change.

	<p>identify examples of equitable teaching practices from your own program’s clinical experiences and course work.</p> <p><i>Note: This first session of the edTPA strand is appropriate for both experienced edTPA users and those new to or interested in learning more about edTPA. Experienced edTPA users can choose to continue with one or more of the other three sessions in the edTPA strand. This first session is a prerequisite for Part 3 but also useful for Parts 2 and 4.</i></p>
<p><i>Magnolia V-VI</i></p>	<p>Curriculum Mapping for High-Leverage Practices: Eliciting Students’ Thinking and Diagnosing Common Patterns of Thinking</p> <p><i>Facilitators: Clyde Reese and Cathy Owens-Oliver, Educational Testing Service; Meghan Shaughnessy, University of Michigan</i></p> <p>Learn how to integrate high-leverage teaching practices (HLPs) into your program while sharing your learning and solutions with other participants. In this workshop, you will—</p> <ul style="list-style-type: none"> • Focus on two critical HLPs involved in teaching content: eliciting and interpreting individual students’ thinking, and diagnosing particular common patterns of student thinking and development in a subject-matter domain. • Engage in an activity of curriculum mapping: identify the critical aspects of these HLPs, where and how they are learned and evaluated within your program, and ways to support all teacher candidates in learning these practices in all paths through the program. <p>Facilitators will support these activities by providing (a) a proven curriculum mapping tool; (b) materials that decompose the targeted practices, including sample performance rubrics; and (c) sharing of experience from a program that was rebuilt around HLPs: the elementary education program at the University of Michigan.</p> <p><i>Note: This workshop is parallel to and compatible with the other Curriculum Mapping workshop (Tuesday afternoon), which targets the HLPs of leading group discussion and explaining and modeling content, practices, and strategies. You can participate in either or both sessions.</i></p>
<p><i>Cypress I</i></p>	<p>Quality Assurance: What Is It and How Do We Create It? (Part 1 of 3)</p> <p><i>Facilitators: Carol Ryan, Northern Kentucky University, and Nate Thomas, AccreditedED, LLC</i></p> <p>The quality assurance system relies on relevant and verifiable multiple measures that produce valid and reliable evidence, supports continuous improvement, and establishes priorities to improve completers’ impact on PK-12 student learning. What does all of this mean? What are multiple measures you might have in your quality assurance system? How do you ensure your assessments are valid and reliable? What are your priorities? How do you determine impact on PK-12 student learning? Part 1 will explore creation of a quality assurance system and allow time for you to work with your colleagues on building your own.</p>

4:30 – 5:30 pm	Team Blocks/Roundtables
<i>Magnolia V-VI</i>	Team Block Debrief today's lessons with your team.
<i>Magnolia I-IV</i>	Roundtables – Big Questions Dialogue Participate in a facilitated roundtable discussion.
5:30 – 7 pm	Opening Reception – Oak Room

AACTE on Social Media!
Please share your experience on Twitter and Facebook
#AACTE_QSW and #QSWSouth

Day 2 – Tuesday, April 25, 2017	
8 – 9 am	Breakfast – <i>Magnolia Foyer</i>
9 – 10:30 am	Concurrent Sessions
<i>Magnolia I-IV</i>	<p>edTPA Session 2: Examining Program-Level edTPA Data Using ResultsAnalyzer®</p> <p><i>Facilitators: Chris O'Neal, Evaluation Systems Group of Pearson, and Andrea Whittaker, SCALE</i></p> <p>ResultsAnalyzer provides a data dashboard for programs to view, filter, and download edTPA results. In this session, you will explore numerous “data overlays” that can be set up to present score information in a variety of ways. Working with your team, you will view individual candidate data, or filter and sort by content area, task, rubric, and other criteria. Presenters will also demonstrate several scenarios in which programs may use data to facilitate dialogue around candidate-performance trends, areas of strength or concern, etc.</p> <p><i>For this session, it is recommended that one member of the EPP team be the program's edTPA score report recipient, who will need to bring their ResultsAnalyzer login information. For programs new to edTPA or those whose report recipient cannot attend, presenters will provide a demonstration account for accessing ResultsAnalyzer and national edTPA data.</i></p>

<p><i>Magnolia V-VI</i></p>	<p>Diversifying the Teacher Workforce: Best Practices for Attracting, Supporting, Retaining, and Successfully Graduating Diverse Candidates (Part 1 of 2)</p> <p><i>Facilitators: Seth Weiner, Amanda Roth, Clyde Reese, and Cathy Owens-Oliver, Educational Testing Service; Christina D. Sinclair and Stacy Hendricks, Stephen F. Austin State University; Frank Lucido and Rose Zuniga, Texas A&M - Corpus Christi</i></p> <p>In this first segment of a two-part session, you will learn about and discuss various successful interventions and practices that EPPs have used to diversify their teacher candidate cohorts and to support diverse candidates going through their programs. ETS researchers will present findings from their study of successful practices, and EPP representatives will share examples of this work.</p> <p>Participants will then split into small cross-EPP groups to discuss questions such as these: How can we reach out to middle and high school students of color, and to students already at our college or university? What resources are available at our institution and in the community to provide social and emotional support to students from historically underrepresented backgrounds? What kinds of financial support are available—financial aid, scholarships, jobs, assistantships?</p>
<p><i>Cypress I</i></p>	<p>Quality Assurance: What Is It and How Do We Create It? (Part 2 of 3)</p> <p><i>Facilitators: Carol Ryan, Northern Kentucky University, and Nate Thomas, Accredited, LLC</i></p> <p>In this second session in the series on quality assurance systems, you will explore the concepts of validity and reliability in assessments. Apply what you learn by determining the validity and reliability of a sample EPP-wide assessment.</p>
<p><i>Cypress II</i></p>	<p>Preparing for Accreditation Visits: A Step-By-Step Guide for EPPs</p> <p><i>Facilitators: Patricia Hoffman-Miller, Prairie View A&M University, and Mark LaCelle-Peterson, AACTE</i></p> <p>Preparing for an accreditation site visit is often a daunting process for educator preparation providers, with multiple stakeholders involved and participating in the process. With revised accreditation and site visit requirements, EPPs face many challenges when preparing for site visits, particularly in coordinating, presenting and documenting evidence. This step-by-step interactive workshop will assist you in preparing for a site visit, including who, why, and how various stakeholders should be involved and how evidence should be presented. Attention will be given both to highlighting evidence in relation to the particular standards and to the logistical requirements of a smooth visit.</p>

10:45 am – 12 pm	Team Blocks/Roundtables
<i>Magnolia V-VI</i>	Team Blocks Debrief the morning's lessons with your team.
<i>Magnolia I-IV</i>	Roundtables – Big Questions Dialogue Participate in a facilitated roundtable discussion.
12 – 1:30 pm	Lunch (on your own)
1:30 – 3 pm	Concurrent Sessions
<i>Magnolia I-IV</i>	<p>edTPA Session 3: Equitable Teaching Practices (Continued from Day 1)</p> <p><i>Facilitators: Andrea Whittaker, SCALE, and Neporcha Cone, Kennesaw State University</i></p> <p>Session 3 of the edTPA strand builds on the experiences provided in Part 1 and will engage your team in a deeper dive into your own edTPA data to examine patterns of candidate performance related to equitable teaching practices. You will also use a curriculum inquiry process to identify courses and field experiences that support candidates to develop and practice equitable instructional strategies. Leave with a plan for engaging PK-12 stakeholders in modeling these practices with candidates.</p> <p><i>Note: Participation in Part 1 is a prerequisite for attending Part 3. For Part 3, bring your own edTPA data, summarized as mean performance by rubric (across all subject areas and by subject area). edTPA biennial reports sent out in July and January contain this summary information, and programs can also pull reports from ResultsAnalyzer. It is highly recommended that you also attend Part 2 to learn how to access your data in ResultsAnalyzer.</i></p>
<i>Magnolia V-VI</i>	<p>Curriculum Mapping for High-Leverage Practices: Explaining and Modeling Content and Leading Group Discussion</p> <p><i>Facilitators: Clyde Reese and Cathy Owens-Oliver, Educational Testing Service; Mark Olson, Oakland University</i></p> <p>Learn how to integrate high-leverage teaching practices (HLPs) into your program while sharing your learning and solutions with other participants. In this workshop, you will—</p> <ul style="list-style-type: none"> • Focus on two critical HLPs involved in teaching content: leading a group discussion and explaining and modeling content, practices, and strategies. • Engage in an activity of curriculum mapping: identify the critical aspects of these HLPs, where and how they are learned and evaluated within your program, and ways to support all teacher candidates in learning these practices in all paths through the program. <p>Facilitators will support these activities by providing (a) a proven curriculum</p>

	<p>mapping tool; (b) materials that decompose the targeted practices, including sample performance rubrics; and (c) sharing of experience from a program that was rebuilt around HLPs: the elementary education program at the University of Michigan.</p> <p><i>Note: This workshop is parallel to and compatible with the other Curriculum Mapping workshop (Monday afternoon), which targets the HLPs of eliciting and interpreting individual students' thinking and diagnosing particular common patterns of student thinking. You can participate in either or both sessions.</i></p>
<i>Cypress I</i>	<p>Quality Assurance: What Is It and How Do We Create It? (Part 3 of 3)</p> <p><i>Facilitators: Carol Ryan, Northern Kentucky University, and Nate Thomas, AccreditedED, LLC</i></p> <p>In this third session in the series on quality assurance systems, you will learn how to involve stakeholders, determine your program's impact, and test innovations. The session will conclude with a wrap-up of the three-part series to "put it all together." There will be time for discussion and questions.</p>
<i>Cypress II</i>	<p>Analyzing and Presenting Evidence: Meeting the Standards for Accreditation</p> <p><i>Facilitators: Patricia Hoffman-Miller, Prairie View A&M University; Mark LaCelle-Peterson, AACTE</i></p> <p>Accreditation standards require a paradigm shift in the presentation of evidence required to meet minimum sufficiency, and beyond, on key/signature assessments and assessment instruments required by accreditation agencies. This hands-on workshop will examine EPP evidence requirements for initial and advanced programs. <i>You are encouraged to bring a minimum of one assessment for review, analysis, and revision.</i></p> <p>The session will begin with a brief overview of the evidence requirement for each of the CAEP standards and lessons learned in early CAEP visits; the bulk of the session will build upon the evidence and the questions you and other participants bring from your own institutional contexts.</p>
3:15 – 4:30 pm	Team Blocks/Roundtables
<i>Magnolia V-VI</i>	<p>Team Blocks</p> <p>Debrief the afternoon's lessons with your team.</p>
<i>Magnolia I-IV</i>	<p>Roundtables – Big Questions Dialogue</p> <p>Participate in a facilitated roundtable discussion.</p>
4:30 – 6 pm	Networking Reception – Oak Room

Day 3 – Wednesday, April 26, 2017

8 – 9 am	Breakfast – <i>Magnolia Foyer</i>
9 – 10:30 am	Concurrent Sessions
<i>Magnolia I-IV</i>	<p>edTPA Session 4: Improving PK-12 Partnerships – edTPA Constructs as a Bridge to Induction</p> <p><i>Facilitators: Andrea Whittaker, SCALE; Mark L’Esperance, East Carolina University; Patrick Conetta, North Carolina New Teacher Support Program</i></p> <p>In this workshop, you will review and apply a program exit/induction planning tool that uses edTPA results and other sources of performance evidence to inform exit interviews/celebrations and induction planning. Hear from program faculty who have used the tool to inform program changes as well as communication with PK-12 partners during induction. Work with your team to develop a strategic plan for embedding the tool in your program infrastructure as a data source and communication process with PK-12 partners.</p> <p><i>This session is designed for experienced edTPA users. You do not have to attend the previous sessions of the four-part edTPA strand, although this session does build on ideas related to equitable teaching practices and inquiry using ResultsAnalyzer offered in Parts 1-3.</i></p>
<i>Magnolia V-VI</i>	<p>Diversifying the Teacher Workforce: Best Practices for Attracting, Supporting, Retaining, and Successfully Graduating Diverse Candidates (Part 2 of 2)</p> <p><i>Facilitators: Seth Weiner, Amanda Roth, Clyde Reese, and Cathy Owens-Oliver, Educational Testing Service; Christina D. Sinclair and Stacy Hendricks, Stephen F. Austin State University</i></p> <p>In this second segment of a two-part session, you will begin by reviewing your group discussions from Tuesday morning and reporting out to other groups. Participants will then divide into different small groups, this time with colleagues from their own EPP. Drawing upon the previous exercises, each group will discuss how it might enhance candidate diversification efforts already under way or implement an outreach program. You will consider the kinds of baseline data that would be useful for starting new initiatives—and where to find it—as well as the kinds of data you would want to collect and analyze in order to measure progress at agreed-upon milestones. Your group will develop an action plan for your own diversity outreach program and for measuring progress, and you will have an opportunity to share your work with other participants.</p>

<i>Cypress I</i>	<p>Quality Programs Through Continuous Improvement</p> <p><i>Facilitators: Carol Ryan, Northern Kentucky University, and Nate Thomas, AccreditedED, LLC</i></p> <p>This session will focus on developing a continuous improvement plan for your EPP. What is a continuous improvement plan? How do you include stakeholders? What does it mean to review and analyze data? How do you close the loop? Explore these and other questions with the full group and with your team to develop and/or update your program’s continuous improvement plan.</p>
10:45 am – 1 pm	Closing Session
<i>Magnolia I-IV</i>	<p>Leveraging Teacher Leadership to Bridge Preservice and In-Service Individualized Support</p> <p><i>Facilitators: Anne Marie Fenton, Georgia Professional Standards Commission; Doretha Allen, NBCT, Dallas ISD; Tiffanye Oliver, NBCT, Franklin Elementary; Tim Miller, Texas Education Agency</i></p> <p>How can you unleash the power of teacher leaders to connect preservice and in-service educators ... to enhance clinical partnerships between EPPs and PK-12 schools ... and to inform the quality of programs and practice across the continuum of teacher development?</p> <p>Discuss current practices and challenges, learn about successful models, and design new ways for teacher leaders to help meet the needs of individual candidates as well as partner schools. You’ll interactively examine the potential roles of teacher leaders to continuously improve the quality of teaching and impact on PK-12 learning across the professional continuum, including recruitment, preparation, induction, retention, and renewal of effective educators. A closing large-group synthesis activity will complete the session.</p>
1 pm	To-Go Boxed Lunches Available - <i>Magnolia Foyer</i>

Updated April 17, 2017