



## DRAFT SCHEDULE

### AACTE Quality Support Workshop - Midwest

[Hyatt Regency Minneapolis](#)

1300 Nicollet Mall  
Minneapolis, MN 55403

### Day 1 – Thursday, August 10, 2017

<b>12:00 – 1:00 pm</b>	Registration Open
<b>1:00 – 2:00 pm</b>	<b>Opening Session</b>
	<p><b>Welcome and Introductions</b></p> <p><i>Presenter: Lynn M. Gangone, AACTE</i></p> <p><b>Facilitated Questions: BIG Ideas / BIG Questions</b></p>
<b>2:15 – 3:45 pm</b>	<b>Concurrent Sessions</b>
	<p><b>edTPA Session 1: Equitable Teaching Practices</b></p> <p><i>Facilitators: Andrea Whittaker, Stanford Center for Assessment, Learning, and Equity (SCALE); Randa Suleiman, Alverno College</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 your own program’s mission and values and identify examples of equitable teaching practices from your 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><b>Advancing Systems Thinking and Systems Learning: Performance Measurement for Highly Effective Program Development</b></p> <p><i>Facilitators: Jacob Easley II, Eastern Connecticut State University; Valeisha Ellis, Spelman College</i></p> <p>This interactive session seeks to advance program effectiveness by exploring a systems approach to performance measurement. Participants will examine data management and use from their respective institutions to formulate systems of practice. Central to this approach is collective and coordinated action for evidence-based decision making. Collaborate with peers, share feedback, and develop solutions to institutional challenges for performance measurement.</p> <p>The facilitated interactions will model systems learning. While improving program effectiveness through performance measurement is the goal, you will develop essential tools that are readily commutable across related functions for continuous improvement. You will also be invited to design, apply, and report on the progress of a systems approach for performance measurement during a follow-up webinar, with the session facilitators providing feedback.</p>
	<p><b>Developing a Quality Assurance System &amp; Examining the Validity and Reliability of Performance Assessments (Part 1 of 3)</b></p> <p><i>Facilitators: Cynthia Conn, Kathy Bohan, and Suzanne Pieper, Northern Arizona University</i></p> <p>The purpose of a quality assurance system is to demonstrate alignment to overarching standards or learning outcomes in concert with an efficient, sustainable process for systematic review of assessment instruments and data for continuous improvement of programs and/or the unit. For EPPs seeking CAEP accreditation, the development of an efficient and comprehensive system for collecting, reporting, and interpreting data from multiple measures is a critical component of CAEP Standard 5: Provider Quality, Continuous Improvement, and Capacity.</p> <p>In this first of three interactive workshops, you will explore the purpose and discuss strategies for developing a comprehensive quality assurance system. Get an overview of components such as analysis and assessment planning, assessment policies and procedures, and data tools and human resources. Work in small teams to discuss approaches that would work on your campus for conducting a high-level needs analysis, an initial step in developing a quality assurance system.</p>
	<p><b>Team Block/Work Room</b> – Debrief today’s lessons with your team.</p>

4:00 – 5:30 pm	Concurrent Sessions
	<p><b>Integrating High-Leverage Practices Into Teacher Preparation Programs: Leading Group Discussion and Modeling Content</b></p> <p><i>Facilitators: Laura Jones, University of Michigan; Mark Olson, Oakland University; Travis Rodgers, Educational Testing Service</i></p> <p>Learn how to integrate high-leverage teaching practices (HLPs) into your program while sharing challenges and potential solutions with other participants. In this workshop, you will—</p> <ul style="list-style-type: none"> <li>• Focus on two critical HLPs involved in teaching content: leading a group discussion and explaining and modeling content, practices, and strategies.</li> <li>• Hear about the work at Oakland University and at the University of Michigan to integrate HLPs into course work and field experiences, including practical challenges.</li> <li>• Work with other participants to start planning how your program can better integrate HLPs, including thinking about courses and specific activities as well as potential obstacles.</li> </ul> <p>The session will begin with an overview of HLPs, focusing on leading a group discussion and modeling content. Next, Laura Jones (University of Michigan) will provide examples of how her program integrated HLPs into the curriculum, including challenges. You will then work in small groups to identify common questions, key players on campus who can support or hinder change, possible approaches, challenges to those approaches, and first steps for the incorporation of HLPs into the curriculum. The small groups will share their responses with the larger group. The intended outcome is to document the first steps that are needed when participants return to their campuses.</p> <p><i>Note: This workshop is parallel to and compatible with the other Integrating HLPs workshop (Saturday morning), 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>
	<p><b>The Quality Assurance System: What Is It &amp; How Do We Create It? (Part 1 of 3)</b></p> <p><i>Facilitators: Carol Ryan, Northern Kentucky University; Debbie Rickey, Grand Canyon University</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>

	<p><b>Preparing for Accreditation Visits: A Step-By-Step Guide for EPPs</b>  <i>Facilitator: Patricia Hoffman-Miller, Prairie View A&amp;M University</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. What happens, however, if major problems with evidence, stakeholder participants, and senior leadership turnover occur prior to the scheduled accreditation visit? This scenario-planning interactive workshop will assist you in preparing for site visits under less-than-optimal circumstances, including which stakeholders should be involved (and how and why) as well as 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 planning the visit.</p>
	<p><b>Team Block/Work Room</b>          Debrief today's lessons with your team.</p>
<p><b>5:30 – 7:00 pm</b></p>	<p><b>Opening Reception</b></p>

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## Day 2 – Friday, August 11, 2017

<b>8:00 – 9:00 am</b>	Breakfast / Roundtable Discussions
<b>9:00 – 10:30 am</b>	<b>Concurrent Sessions</b>
	<p><b>edTPA Session 2: Examining Program-Level edTPA Data Using ResultsAnalyzer®</b></p> <p><i>Facilitators: Chris O’Neal, Evaluation Systems Group of Pearson; 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 <b>bring their ResultsAnalyzer login information</b>. 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><b>The Quality Assurance System: What Is It &amp; How Do We Create It? (Pt. 2 of 3)</b></p> <p><i>Facilitators: Carol Ryan, Northern Kentucky University; Debbie Rickey, Grand Canyon University</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><b>Creating and Sustaining Authentic Clinical Partnerships</b></p> <p><i>Facilitator: Joe Lubig, Northern Michigan University</i></p> <p>Review a successful clinical partnership model and use the model to develop or refine your own clinical partnership plans. Learn how on-site and technology-based opportunities can include multiple performance-based assessments at key points within the program to demonstrate candidates’ development of knowledge, skills, and professional dispositions.</p>
	<p><b>Team Block/Work Room</b></p> <p>Debrief today’s lessons with your team.</p>

10:45 am – 12:15 pm	Concurrent Sessions
	<p><b>Advancing Systems Thinking and Systems Learning: Continuous Improvement for Highly Effective Program Development</b></p> <p><i>Facilitators: Jacob Easley II, Eastern Connecticut State University; Valeisha Ellis, Spelman College</i></p> <p>Continuous program improvement does not occur by serendipity, but is established by design. Resilience and sustainability are the hallmarks of continuous improvement. Yet systems thinking and systems learning are needed to guide the design. This session will draw on your program’s needs to address specific challenges and concerns for systemic, continuous improvement for highly effective program development.</p> <p>Collaborate with peers and provide feedback and support for the development of unique strategies for the continuous improvement of your programs. The facilitated interactions will model systems thinking. Explore problem solving for resiliency toward the sustainability of effective program development. Scenario planning is one strategy to be used for addressing resiliency. You will also be invited to design, apply, and report on the progress of a systems approach for continuous improvement during a follow-up webinar, with the session facilitators providing feedback.</p>
	<p><b>Diversifying the Teacher Workforce: Best Practices for Attracting, Supporting, Retaining, and Successfully Graduating Diverse Candidates (Part 1 of 2)</b></p> <p><i>Facilitators: Seth Weiner, Laura Goe, and Travis Rodgers, Educational Testing Service; Allison Smith, University of Nevada - Las Vegas</i></p> <p>This first segment of a two-part session will highlight challenges and successful approaches to attracting and retaining teacher candidates from underrepresented groups. ETS researchers will present emergent themes from their study of successful practices, and an EPP representative will share examples of promising practices.</p> <p>After a brief introductory presentation, you will participate in guided, collaborative discussions about attracting and retaining teacher candidates from underrepresented groups. (The second session will address supporting candidates during preparation and through initial licensure.) Small groups of participants will work through a set of guiding questions to identify common questions, possible solutions, challenges to those solutions, first steps for the design and implementation of programs to attract and retain diverse candidates, and possible ways to track and measure outcomes. The small groups will share their responses with the larger group. The intended outcome is not to design a solution but to document the first steps that are needed when participants return to their campuses. This session is appropriate for EPPs that have already taken initial steps in attracting and retaining teacher candidates as well as EPPs that are in the beginning stages of their efforts.</p>

	<p><b>Developing a Quality Assurance System &amp; Examining the Validity and Reliability of Performance Assessments (Part 2 of 3)</b></p> <p><i>Facilitators: Kathy Bohan, Cynthia Conn, and Suzanne Pieper, Northern Arizona University</i></p> <p>In this second of three interactive workshops, you will explore three additional strategies for developing a comprehensive quality assurance system: completing an assessment audit, identifying and implementing data tools, and developing assessment policies and procedures. Facilitators will guide you in considering approaches and using templates for documenting work related to each of the strategies.</p>
	<p><b>Using Networks for Building Better Teacher Preparation Programs</b></p> <p><i>Facilitators: Stacy Duffield, North Dakota State University; Mark Baron, University of South Dakota; Joel Traver, Winona State University; Sally Baas, Concordia University, St. Paul</i></p> <p>In this workshop, learn from members of the Network for Excellence in Teaching (NExT) about the power of building a network of institutions for sharing and interpreting data and translating them into program improvement. Facilitators will describe their data-sharing process, how they organize sharing to maximize trust, and how they sustain the network for the greater good of the group. They will also briefly explain how North Dakota and Minnesota moved into statewide adoption of common metrics. Participants will discuss potential networks within and outside of their institutions, consider how they can employ common metrics for continuous improvement, and explore data carousels to develop questions and opportunities of their own.</p> <p><i>This workshop will be repeated at 3:15 p.m.</i></p>
	<p><b>Team Block/Work Room</b></p> <p>Debrief today's lessons with your team.</p>
<p><b>Lunch on your own - 12:15-1:30 pm</b></p>	

1:30 – 3:00 pm	Concurrent Sessions
	<p><b>edTPA Session 3: Equitable Teaching Practices (Continued from Day 1)</b>  <i>Facilitators: Andrea Whittaker, SCALE; Randa Suleiman, Alverno College</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, <b>bring your own edTPA data</b>, 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>
	<p><b>The Quality Assurance System: What Is It &amp; How Do We Create It? (Pt. 3 of 3)</b>  <i>Facilitators: Carol Ryan, Northern Kentucky University; Debbie Rickey, Grand Canyon University</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>
	<p><b>Analyzing and Presenting Evidence: Meeting the Standards for Accreditation</b>  <i>Facilitator: Patricia Hoffman-Miller, Prairie View A&amp;M University</i></p> <p>Accreditation standards necessitate a paradigm shift in the presentation of evidence 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 <b>bring a minimum of one assessment</b> 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>
	<p><b>Team Block/Work Room</b>  Debrief today’s lessons with your team.</p>



3:15 – 4:45 pm	Concurrent Sessions
	<p><b>Advancing Systems Thinking and Systems Learning: Quality Assurance for Highly Effective Program Development</b></p> <p><i>Facilitators: Jacob Easley II, Eastern Connecticut State University; Valeisha Ellis, Spelman College</i></p> <p>Highly effective program development is dependent upon systems thinking. In turn, quality assurance rests at the heart of systems learning. This interactive workshop will focus on the specific challenges for quality assurance identified by participating programs. Attention will be given to mining the cultural and structural constraints that impede overall program effectiveness pertaining to quality assurance.</p> <p>The facilitated interactions will model systems learning. While improving program effectiveness through quality assurance is the goal, you will also develop essential tools that are readily commutable across related functions of program development such as performance measurement and continuous improvement. You will also be invited to design, apply, and report on the progress of a systems approach for quality assurance during a follow-up webinar, with the session facilitators providing feedback.</p>
	<p><b>Assessing Clinical Partnerships and Taking Action</b></p> <p><i>Facilitator: Joe Lubig, Northern Michigan University</i></p> <p>Review clinical partnership data (surveys, focus groups, course feedback, and state data) from a regional/state program and use these data to reflect on and plan for your own clinical partnership assessments, data collection, and review protocols. An emphasis will be placed on mutually agreeable expectations for candidate entry, preparation, and exit; the theory-to-practice connection; and shared responsibility for candidate outcomes.</p>
	<p><b>Using Networks for Building Better Teacher Preparation Programs</b></p> <p><i>Facilitators: Stacy Duffield, North Dakota State University; Mark Baron, University of South Dakota; Joel Traver, Winona State University; Sally Baas, Concordia University, St. Paul</i></p> <p>In this workshop, learn from members of the Network for Excellence in Teaching (NExT) about the power of building a network of institutions for sharing and interpreting data and translating them into program improvement. Facilitators will describe their data-sharing process, how they organize sharing to maximize trust, and how they sustain the network for the greater good of the group. They will also briefly explain how North Dakota and Minnesota moved into statewide adoption of common metrics. Participants will discuss potential networks within and outside of their institutions, consider how they can employ common metrics for continuous improvement, and explore data carousels to develop questions and opportunities of their own.</p> <p><i>This workshop was also offered at 10:45 a.m.</i></p>

	<p><b>Diversifying the Teacher Workforce: Best Practices for Attracting, Supporting, Retaining, and Successfully Graduating Diverse Candidates (Part 2 of 2)</b></p> <p><i>Facilitators: Seth Weiner, Laura Goe, and Travis Rodgers, Educational Testing Service; Allison Smith, University of Nevada - Las Vegas</i></p> <p>This second segment of a two-part session will begin by reviewing the outcomes from the first session, including a brief review of ETS research and an example of promising practices from the EPP partners for supporting and successfully graduating teacher candidates from underrepresented groups.</p> <p>The main focus of the session will be guided, collaborative discussions among participants to address ways of supporting candidates during preparation and through initial licensure. (The first session addressed attracting and retaining candidates.) Small groups of participants will work through a set of guiding questions to identify common questions, possible solutions, challenges to those solutions, first steps for the design and implementation of programs to support diverse candidates, and possible ways to track and measure outcomes. The small groups will then share their responses with the larger group. The intended outcome is not to design a solution but to document the first steps that are needed when participants return to their campuses. This session is appropriate for EPPs that have already taken initial steps in supporting and successfully graduating teacher candidates as well as EPPs that are in the beginning stages of their efforts.</p>
	<p><b>Team Block/Work Room</b> Debrief today's lessons with your team.</p>
4:45 – 6:00 pm	Networking Reception

**Day 3 – Saturday, August 12, 2017**

**8:00 – 9:00 am**      Breakfast / Roundtable Discussions

**9:00 – 10:30 am**      **Concurrent Sessions**

**edTPA Session 4: Improving PK-12 Partnerships – edTPA Constructs as a Bridge to Induction**

*Facilitators: Andrea Whittaker, SCALE; Mark L’Esperance, East Carolina University; Patrick Conetta, North Carolina New Teacher Support Program*

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.

*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.*

**Quality Programs Through Continuous Improvement**

*Facilitators: Carol Ryan, Northern Kentucky University; Debbie Rickey, Grand Canyon University*

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.

**Developing a Quality Assurance System & Examining the Validity and Reliability of Performance Assessments (Part 3 of 3)**

*Facilitators: Suzanne Pieper, Kathy Bohan, and Cynthia Conn, Northern Arizona University*

In Part 3 of this series of interactive workshops, you will explore a model for examining locally *developed performance assessments as a basis for building a validity argument* for the interpretations and use of the assessment data. This Validity Inquiry Process (VIP) Model, which assists in gathering evidence via strategies and instruments, is aligned to eight validity criteria outlined in the literature: domain coverage, content quality, cognitive complexity, meaningfulness, generalizability, consequences, fairness, and cost and efficiency.

Facilitators will guide you in using the VIP instruments and discussing strategies for implementing calibration trainings and determining inter-rater reliability.

**Integrating High-Leverage Practices Into Teacher Preparation Programs:  
Eliciting Student Thinking and Diagnosing Patterns of Thinking**

*Facilitators: Laura Jones, University of Michigan; Mark Olson, Oakland University; Travis Rodgers, Educational Testing Service*

Learn how to integrate high-leverage teaching practices (HLPs) into your program while sharing challenges and potential solutions with other participants. In this workshop, you will—

- Focus on two critical HLPs involved in teaching content: eliciting and interpreting individual students’ thinking and diagnosing particular common patterns of student thinking.
- Hear about the work at Oakland University and at the University of Michigan to integrate HLPs into course work and field experiences, including practical challenges.
- Work with other participants to start planning how your program can better integrate HLPs, including thinking about courses and specific activities as well as potential obstacles.

The session will begin with an overview of HLPs, focusing on eliciting and interpreting individual students’ thinking and diagnosing particular common patterns of student thinking. Next, Mark Olson (Oakland University) will provide examples of how his program integrated HLPs into the curriculum, including challenges. You will then work in small groups to identify common questions, possible approaches, key players on campus who can support or hinder change, challenges to those approaches, and first steps for the incorporation of HLPs into the curriculum. The small groups will share their responses with the larger group. The intended outcome is to document the first steps that are needed when participants return to their campuses.

*Note: This workshop is parallel to and compatible with the other Integrating HLPs workshop (Thursday afternoon), which targets the HLPs of leading a group discussion and modeling content. You can participate in either or both sessions.*

10:45 am – 12:00 pm	Closing Session
	<p><b>Leveraging Teacher Leadership to Bridge Preservice and In-Service Individualized Support</b></p> <p><i>Facilitators: Anne Marie Fenton, Georgia Professional Standards Commission; EPP Partners TBD</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>
12:00 pm	To-Go Boxed Lunches Available

Updated 7/17/17