



## 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>Quality Assurance in Education: What Should a Profession Expect?</b></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>
<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); EPP Partner TBD</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</p>

	<p>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, and 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>Preparing for Accreditation Visits: A Step-By-Step Guide for EPPs</b></p> <p><i>Facilitators: Patricia Hoffman-Miller, Prairie View A&amp;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. 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>

4:00 – 5:30 pm	<b>Concurrent Sessions</b>
	<p><b>Curriculum Mapping for High-Leverage Practices: Leading Group Discussion and Modeling Content</b></p> <p><i>Facilitators: Clyde Reese, Educational Testing Service; EPP Partner TBD</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"> <li>• Focus on two critical HLPs involved in teaching content: leading a group discussion and explaining and modeling content, practices, and strategies.</li> <li>• 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.</li> </ul> <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 (EPP to be determined).</p> <p><i>Note: This workshop is parallel to and compatible with the other Curriculum Mapping 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, and 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>
5:30 – 7:00 pm	<b>Opening Reception</b>

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## Day 2 – Friday, August 11, 2017

<b>8:00 – 9:00 am</b>	Breakfast
<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, 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 <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, and 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>10:45 am – 12:15 pm</b></p>	<p><b>Concurrent Sessions</b></p>
	<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, and 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, Clyde Reese, and Travis Rodgers, Educational Testing Service; EPP Partners TBD</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><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, Stanford Center for Assessment, Learning, and Equity (SCALE); EPP Partner TBD</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, and 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>Facilitators: Patricia Hoffman-Miller, Prairie View A&amp;M University, and Mark LaCelle-Peterson, AACTE</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>

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, and 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>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, Clyde Reese, and Travis Rodgers, Educational Testing Service; EPP Partners TBD</i></p> <p>This second segment of the two-part workshop will begin by reviewing and reporting out on the group discussions from the morning session. You will then divide into small groups again, this time with colleagues from your own EPP. Drawing upon the previous exercises, each EPP group will discuss how it might enhance candidate diversification efforts already underway 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. Each group will create an action plan for enhancing or newly implementing a diversity outreach program and for measuring progress. You will have an opportunity to share your work with other participants.</p>
4:45 – 6:00 pm	Networking Reception

**Day 3 – Saturday, August 12, 2017**

<b>8:00 – 9:00 am</b>	Breakfast
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<b>9:00 – 10:30 am</b>	<b>Concurrent Sessions</b>
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	<p><b>edTPA Session 4: Improving PK-12 Partnerships – edTPA Constructs as a Bridge to Induction</b></p> <p><i>Facilitators: Andrea Whittaker, SCALE; EPP Partner TBD</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>
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	<p><b>Curriculum Mapping for High-Leverage Practices: Eliciting Student Thinking and Diagnosing Patterns of Thinking</b></p> <p><i>Facilitators: Clyde Reese, Educational Testing Service; EPP Partner TBD</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"> <li>• 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.</li> <li>• 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.</li> </ul> <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 (EPP to be determined).</p> <p><i>Note: This workshop is parallel to and compatible with the other Curriculum Mapping workshop (Thursday 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>
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	<p><b>Quality Programs Through Continuous Improvement</b></p> <p><i>Facilitators: Carol Ryan, Northern Kentucky University, and Debbie Rickey, Grand Canyon University</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>
<b>10:45 am – 12:00 pm</b>	<b>Closing Session</b>
	<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>
<b>12:00 pm</b>	<b>To-Go Boxed Lunches Available</b>

Updated 5/17/17