



**DRAFT AGENDA**  
**AACTE Quality Support Workshop**  
[Renaissance Columbus Downtown Hotel](#)  
 50 North Third Street  
 Columbus, OH 43215

**Day 1 – Thursday, August 2, 2018**

<b>12:00 – 1:00 pm</b>	<b>Registration Open</b>
<b>1:00 – 2:00 pm</b>	<b>Opening Session</b>
	<p><b>Welcome and Overview</b>  <i>Lynn M. Gangone, President &amp; CEO, AACTE</i></p> <p><b>Keynote Speaker</b>  <i>Renée A. Middleton, Ohio University</i></p> <p>Middleton will address the intersection of quality, diversity, and inclusion in educator preparation and the importance of both diversifying the teaching workforce and improving the preparation of all teachers to work effectively with all learners.</p>
<b>2:15 – 3:45 pm</b>	<b>Quality Assurance Session 1</b>
	<p><b>Track A: Laying the Foundation for Quality Assurance and Stakeholder Engagement</b></p> <p><i>Facilitators: Carol Ryan, Northern Kentucky University; Joe Lubig, Northern Michigan University</i></p> <p>Participants will review successful partnership and data gathering models and the utilization of these models to benefit continuous improvement goals. The models will emphasize on-site and technology-based opportunities to include multiple performance-based assessments at key points within the educator preparation program.</p> <p><i>Materials:</i> Please bring any data collection plans, instruments, and tools used to assess candidate, completer, and program effectiveness. Bringing an outline or calendar that identifies when data review occurs and with whom would be helpful.</p>

	<p><b>Track B: Revisiting and Refining Your Quality Assurance Approach</b></p> <p><i>Facilitators: Kathy Bohan, Cynthia Conn, and Suzanne Pieper, Northern Arizona University</i></p> <p>A quality assurance system is an internal college or university structure designed for the purpose of evaluating the effectiveness of one or more degree programs. The purpose of a quality assurance system is to demonstrate alignment to overarching learning outcomes and develop an efficient, sustainable process for systematic review of instruments and data for continuous improvement. This advanced interactive workshop will provide strategies for further enhancing your institution’s quality assurance system, including becoming familiar with of a reflective practice framework for examining the quality of locally developed performance assessments, the Validity Inquiry Process (VIP) Model (Conn &amp; Pieper, 2014). For educator preparation providers seeking accreditation through the Council for the Accreditation of Educator Preparation (CAEP), 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><i>Materials:</i> This session is designed to allow you to work with documentation from your institution. If you have any of the following, please bring them with you. If you do not have documents from your institution to use, examples will be provided. If you are attending this session as part of a team, please bring copies of the selected document(s) for all team members.</p> <ul style="list-style-type: none"> <li>• Any quality assurance system documentation from your institution such as description of quality assurance system including data management tool(s), master calendar, assessment plan, flowchart, etc.</li> <li>• Performance assessment from an early or mid-program course including all assignment instructions provided to the candidates and scoring guide/rubric</li> <li>• Current procedures being used to address reliability of instruments and calibration training</li> </ul>
<b>4:00 – 5:30 pm</b>	<b>Quality Assurance Session 2</b>
	<p><b>Track A: Laying the Foundation for Quality Assurance and Stakeholder Engagement (Part 2)</b></p> <p><i>Facilitators: Carol Ryan, Northern Kentucky University; Joe Lubig, Northern Michigan University</i></p>
	<p><b>Track B: Revisiting and Refining Your Quality Assurance Approach (Part 2)</b></p> <p><i>Facilitators: Kathy Bohan, Cynthia Conn, and Suzanne Pieper, Northern Arizona University</i></p>
<b>6:00 – 7:00 pm</b>	<b>Opening Reception/Gallery Walk of Model Campus Materials</b>
<p><b>Share Your Experience on Social Media!</b></p> <p><b>#AACTE_QSW</b></p>	

## Day 2 – Friday, August 3, 2018

<b>8:00 – 9:00 am</b>	<p><b>Continental Breakfast</b>            Keynote Speaker: <i>Paolo DeMaria, Ohio Superintendent of Public Instruction</i></p> <p>DeMaria will discuss the essential knowledge and skills he is looking for in tomorrow’s teachers and offer his perspectives on how PK-12 and higher education can partner most effectively to advance high-quality teaching and learning.</p>
<b>9:15 – 10:45 am</b>	<b>Quality Assurance Session 3</b>
	<p><b>Track A: Laying the Foundation for Quality Assurance and Stakeholder Engagement (Part 3)</b>  <i>Facilitators: Carol Ryan, Northern Kentucky University; Joe Lubig, Northern Michigan University</i></p>
	<p><b>Track B: Revisiting and Refining Your Quality Assurance Approach (Part 3)</b>  <i>Facilitators: Kathy Bohan, Cynthia Conn, and Suzanne Pieper, Northern Arizona University</i></p>
<b>11:00 am – 12:30 pm</b>	<b>Problems of Practice Peer Consultation</b>
<b>12:30 – 2:00 pm – Lunch on your own/state team time</b>	
<b>2:00 – 3:15 pm</b>	<b>Concurrent Session 1</b>
	<p><b>Inquiry-Based Implementation of edTPA (Part 1 of 3)</b>  <i>Facilitators: Mel Horton, Sacred Heart University; Kellie Crawford, Evaluation Systems Group of Pearson</i></p> <p>The first session of this three-part series will begin with an overview of edTPA constructs as sources of candidate evidence related to <b>equitable teaching practices</b> within a multiple measurement assessment system. Discuss the alignment of edTPA constructs with InTASC standards and a demonstration of triangulation of edTPA rubric data with other measurements (e.g., observation instruments, internship evaluation). Review candidate summary data and analyze sample data sets to identify trends in performance and identify areas for program renewal. Presenters will also demonstrate the use of ResultsAnalyzer® as a tool for mining edTPA data.</p> <p><i>Appropriate for experienced edTPA users as well as those new to or interested in learning more about edTPA. Experienced edTPA users can choose to continue with one or more of the other sessions in the edTPA strand.</i></p>

	<p><b>Culturally Responsive Teaching</b></p> <p><i>Facilitators: Seth Weiner, Travis Rodgers, and Jennifer Klafehn, Educational Testing Service; EPP Partners TBD</i></p> <p>This session concerns integrating the art of culturally responsive teaching into your EPP’s curriculum and measuring the efficacy of your initiatives. For those undergoing CAEP accreditation, the session is relevant to Standard 5 (Continuous Improvement) and to elements of Standard 4 (Program Impact) that support Standard 5.</p> <p>The session is structured around three guided discussions:</p> <ol style="list-style-type: none"> <li>1. <i>What is cross-cultural competence?</i> This discussion will be led by an ETS Researcher who specializes in this construct.</li> <li>2. <i>How does cross-cultural competence manifest itself in the classroom as culturally responsive teaching?</i> This discussion will be led by an EPP partner and/or a K-12 leader and practitioner.</li> <li>3. <i>How can an EPP integrate cultural responsiveness into its curriculum and evaluate its candidates accordingly?</i> What elements of data, qualitative or quantitative, can be gathered from (1) structured observations during the clinical experience; (2) surveys of and interviews with district human resource professionals and administrators; (3) surveys of and interviews with recent graduates who have been hired? This discussion will be led by ETS and an EPP and/or K-12 partner.</li> </ol> <p>Share what you are already doing to incorporate culturally responsive teaching into your programs and how you are measuring the results. Discuss what kinds of tools might be developed to facilitate training in cultural competence and how such tools might yield data that could be used to evaluate teaching practices. Is there a minimally viable level of cross-cultural competence that can be identified and measured? How can EPPs use tools (training, development, assessment, or otherwise) to develop a plan for professional growth and development with each candidate that the candidate can apply in his/her first job? How can EPPs coordinate their efforts with school districts both in terms of clinical experience and in terms of communicating with the district human resources professionals?</p> <p><i>Materials:</i> If you have integrated culturally responsive teaching into your curricula, please bring descriptive materials about what you are doing and how you are measuring efficacy to share with colleagues from other EPPs.</p>
	<p><b>Connecting the Dots Between Quality Assurance and Accountability</b></p> <p><i>Facilitators: D. Mark Meyers, Xavier University</i></p> <p>Too often, assessment practices for faculty, accountability to outside groups, and quality assurance are seen as three separate operations. In this session, we explore means to connect these three dots to develop a coherent assessment attitude and establish the goal of a robust and ongoing assessment culture. Practical examples will be mixed with discussions of issues from a variety of institutions, including your own if you so desire.</p>

	<p><b>Developing a Continuous Improvement Plan That Demonstrates Successes, Identifies Areas of Improvement, and Is Valid and Reliable</b></p> <p><i>Facilitator: Beth Kubitskey, Eastern Michigan University</i></p> <p>In this session you will work on fine-tuning a continuous improvement plan that involves collecting reliable data about candidates and completers and using that data to identify successes, areas for improvement, and next steps. During this session we will examine methods for data collection and analysis and expand upon “closing the loop” to a spiral model of “continuous” improvement.</p> <p><i>Materials:</i> Bring a list of the evidence you are already collecting.</p>
<p><b>3:30 – 4:45 pm</b></p>	<p><b>Concurrent Session 2</b></p>
	<p><b>Inquiry-Based Implementation of edTPA (Part 2 of 3)</b></p> <p><i>Facilitators: Mel Horton, Sacred Heart University; Kellie Crawford, Evaluation Systems Group of Pearson</i></p> <p>Building on the previous edTPA session (see 2:00 p.m.), this session will focus on candidate performance relative to <b>leveraging assets</b> (knowledge of students) to plan, engage, and assess learners equitably and <b>analyzing student learning</b>. Facilitators will model an exercise to conduct with EPP faculty and P-12 partners to review candidate work samples and discuss partnership strengths and areas for growth. Presenters will provide national edTPA performance data related to equitable instruction as a backdrop for the analysis. Groups will work together to analyze and discuss candidate samples scored at a 2, 3, and 4 on key edTPA rubrics. Consider where candidates are succeeding, struggling, and/or misunderstanding the expectations of the rubrics, and discuss how these questions can be used to drive program improvement and address issues with accreditation.</p>
	<p><b>Understanding Integration of Content Knowledge for Teaching in the Preparation Curriculum</b></p> <p><i>Facilitators: Monique Cherry-McDaniel, University of Michigan/TeachingWorks; Jessica Tierney and Eric Steinhauer, Educational Testing Service</i></p> <p>Content knowledge for teaching (CKT) includes the specialized knowledge of the subject matter (e.g., mathematics) that teachers will apply in the work of teaching. It includes knowledge of the content that teachers will apply when, for example,</p> <ul style="list-style-type: none"> <li>• Modifying classroom activities to support particular instructional goals</li> <li>• Evaluating students’ work to identify how they are thinking about the content</li> <li>• Selecting examples and representations to introduce concepts to students</li> </ul> <p>In this session, participants will apply the framework of CKT to teacher preparation—specifically examining features of activities in courses on methods and/or content for teaching—to evaluate whether and how learning of CKT is integrated. The aim is for participants will come away with ways to evaluate—</p>

	<p>for program improvement—how well crucial content-focused parts of the preparation curriculum are supporting the specialized knowledge of the content that teachers must be ready to apply.</p> <p><i>Materials:</i> If possible, bring instructional artifacts from courses in methods and content for teaching. The artifacts should be representative of course work or activities that can be evaluated for focus on CKT. (Facilitators will share artifacts that allow participants without their own to engage in the work of the session.)</p>
	<p><b>Developing Clinically Based Partnerships: Creating and Maintaining Structures That Benefit ALL</b></p> <p><i>Facilitators: Christopher Kennedy, Marcy Keifer Kennedy, and Abigail Morgan (teacher candidate), Ohio University</i></p> <p>This workshop focuses on the continual development of clinically based educator preparation and the role that clinical partnerships play in this important work. Organized around the Proclamations and Tenets for Highly Effective Clinical Educator Preparation developed by AACTE’s Clinical Practice Commission, the session will identify elements of mutually beneficial clinical practice, collaborative structures that support this work, potential barriers, and how to overcome them. Utilize this developmental frame to consider ways to improve the progression of your clinical partnerships, as well as ways to capture partnership work as evidence for quality assurance. Perspectives of key stakeholders including university faculty, school partners, teacher candidates, and P-12 students will be shared. You will have the opportunity to share and reflect on your own clinical practice structures and to discuss supports that could help EPPs develop more clinically rich programming.</p>
	<p><b>Leveraging Quality Assurance for Accreditation – and Vice Versa</b></p> <p><i>Facilitators: Kathy Bohan, Cynthia Conn, Suzanne Pieper, and Nicole J. Bies-Hernandez, Northern Arizona University</i></p> <p>Accreditation has two primary purposes: 1) to assure quality and 2) to promote improvement of programs or institutions. The process provides advantages for developing stronger collaborative partners with internal and external stakeholders and the opportunity to leverage the work completed to further EPP priorities. In this session, participants will discuss how to use the accreditation process to enhance meaningful, impactful work for teacher preparation programs and the profession. Discuss how to leverage your university’s technical expertise, fully utilize technology tools and support, enhance partnerships, and pursue research and grants.</p> <p><i>Materials:</i> Come with examples or ideas of how quality assurance and accreditation work has been used by your institution or could be used to support continuous improvement and/or teacher preparation.</p>
<p><b>5:00 – 6:00 pm</b></p>	<p><b>Office Hours/State Team Time</b></p> <p>Opportunity for teams to meet with workshop faculty and work on their quality assurance plans.</p>

<b>Day 3 – Saturday, August 4, 2018</b>	
<b>8:30 – 9:30 am</b>	Continental Breakfast / State time, continued
<b>9:30 – 10:45 am</b>	<b>Concurrent Session 3</b>
	<p><b>Inquiry-Based Implementation of edTPA (Part 3 of 3)</b>  <i>Facilitators: Mel Horton, Sacred Heart University; Kellie Crawford, Evaluation Systems Group of Pearson</i></p> <p>This final session in the edTPA series will be a continuation of Session 2 with a specific focus on candidate performance relative to teaching toward <b>deeper learning</b> (beyond facts, skills, and procedures) and <b>differentiating and individualizing instruction</b> based on learner strengths and needs. Presenters will provide national edTPA performance data related to equitable instruction as a backdrop for the analysis. Groups will work together to analyze and discuss candidate samples scored at a 2, 3, and 4 on key edTPA rubrics. Consider where candidates are succeeding, struggling, and/or misunderstanding the expectations of the rubrics, and discuss the use of data analysis within the continuous improvement process.</p>
	<p><b>Culturally Responsive Teaching</b>  <i>Facilitators: Seth Weiner, Travis Rodgers, and Jennifer Klafehn, Educational Testing Service; EPP Partners TBD</i>            (Same session from Friday)</p>
	<p><b>Developing Clinically Based Partnerships: Creating and Maintaining Structures That Benefit ALL</b>  <i>Facilitator: Christopher Kennedy, Marcy Keifer Kennedy, and Abigail Morgan (teacher candidate), Ohio University</i>            (Same session from Friday)</p>
<b>11:00 am – 12:00 pm</b>	<b>Closing Session</b>
	<p><b>Where to Next on Quality Support? / Workshop Wrap-Up and Evaluation</b>  <i>Lynn M. Gangone, President &amp; CEO, AACTE</i></p>
<b>12:00 pm</b>	<b>To-Go Boxed Lunches Available</b>

**Thank you for attending the Quality Support Workshop!**  
 Please fill out our online evaluation.

*Last updated June 28, 2018*