CAEP: One Example of US Accreditation

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University of Jordan
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Accreditation is quality assurance through external peer review. When an institution or specialized program is accredited, it has demonstrated that it meets standards set by organizations representing the academic community, professionals, and other stakeholders. - CAEP (2018)

Overview and Learning Outcomes

Introduction: Who is responsible for quality education?
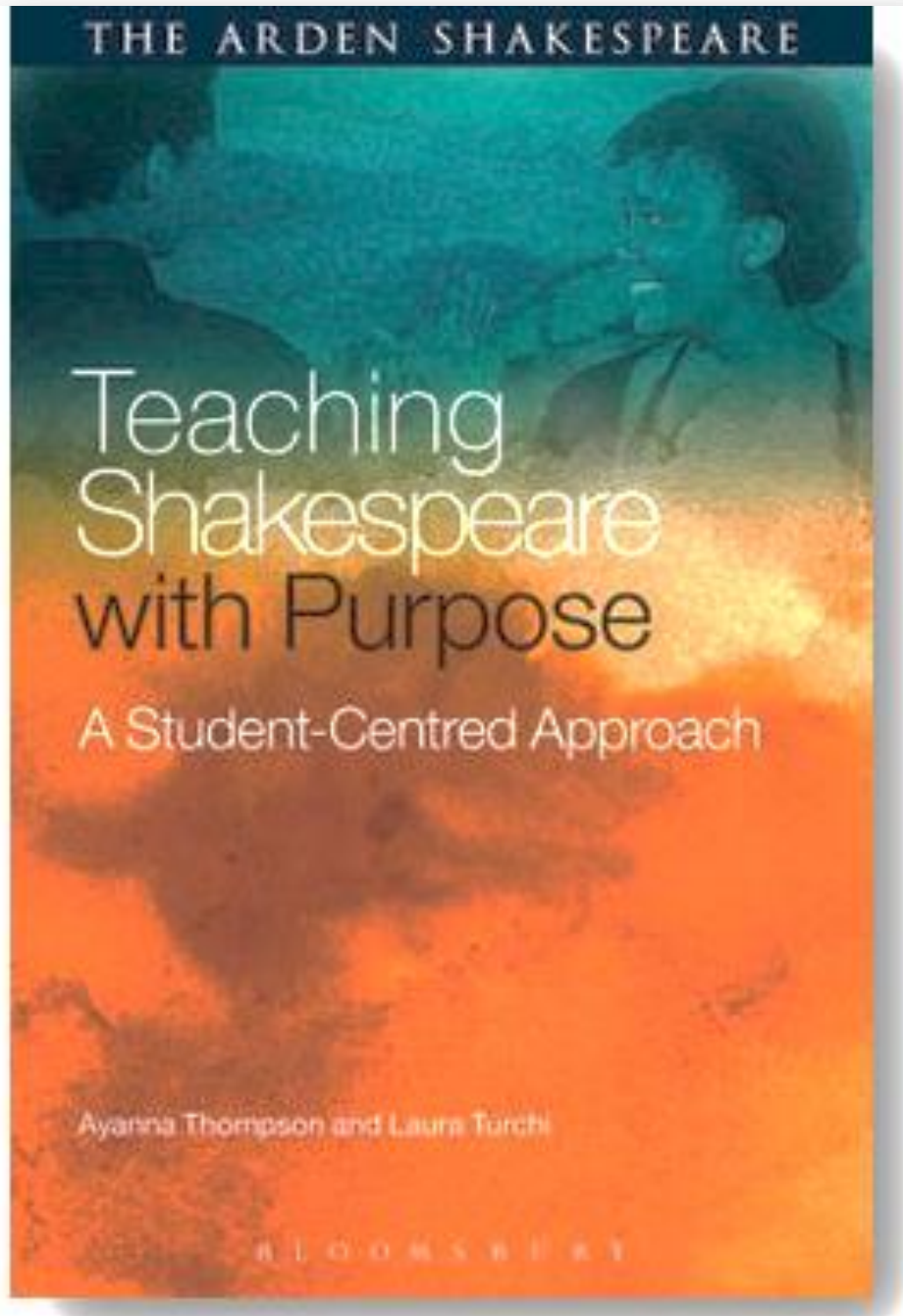
Why is accreditation valuable?

Key concepts: evidence and data-based decision making.

CAEP as an example – The Five CAEP standards

Applying for accreditation: design-based research and improvement science processes that can guide programs to higher quality

THE ARDEN SHAKESPEARE
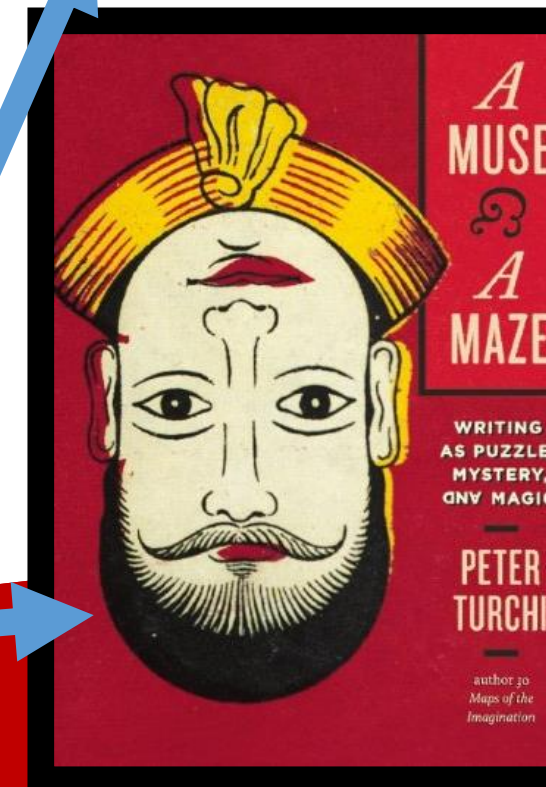
Teaching Shakespeare with Purpose

A Student-Centred Approach

Ayanna Thompson and Laura Turchi

BLOOMSBURY

About myself
- A teacher educator
- A specialist in English Language Arts in US *secondary* schools
- A scholar of Shakespeare Pedagogy

REED TURCHI

REED COVERS RANDY

A MUSE & A MAZE

WRITING AS PUZZLE, MYSTERY, AND MAGIC

PETER TURCHI

author 30 Maps of the Imagination

My son, a blues musician; my husband, a writer

New research: Digital Tools and Teaching Shakespeare Plays

About The University of Houston

- Founded in 1927
- The leading public research university in Houston
- Third largest university in Texas
- 46,324 students in 261 undergraduate and graduate academic programs (on campus and online)

The student body at UH ranks second in the nation among research universities for its ethnic diversity, with no majority race on campus, and is also very international in character, with students from more than 130 nations.

Who is responsible for future teachers?

In US teacher preparation,

there is a *shared* responsibility

of the humanities and sciences,

with the social sciences,

for the preparation of teachers for elementary, middle, and high schools.

UNIVERSITY of **HOUSTON** | EDUCATION

Why care about future teachers?

OUR CHILDREN

OUR FUTURE STUDENTS

OUR WORLD

UNIVERSITY of **HOUSTON**

Why seek accreditation?

The process identifies *shared goals* in a program.

The process identifies *shared responsibilities*.

The process requires increased *collaboration*.

Why is accreditation valuable?

Gain **leverage/resources** within the university

Gain **credibility** within the profession

Gain **prestige** outside the university

Evolving Requirements and Processes for Accreditation

In October 2010, the National Council for Accreditation of Teacher Education (NCATE) and Teacher Education Accreditation Council (TEAC) Boards voted to consolidate into one Accreditation body called the Council for Accreditation of Educator Preparation (CAEP)

Peer review, yes – but CAEP is also guided by external stakeholders and must respond to external expectations (policies and politics)

Offering my perspective as a peer reviewer

Team Leader/Reviewer

- National Recognition determination
- Specialized Professional Associations

National Council of Teachers of English

CAEP Assessment Reviewer

- Peer-to-peer reviews of assessment instruments

The University of Jordan's School of Educational Sciences

• Strong undergraduate programs for early childhood and elementary classroom teachers

• Strong partnerships for clinical training of these teachers

• Good systems for continuous improvement

• Sophisticated advanced programs (Master's and PhD) for supporting school specialists and school leadership

…. Potential partnerships within the university?

Specialized Professional Associations

American Council on the Teaching of a Foreign Language (ACTFL)

American Library Association (ALA) / American Association of School Librarians (AASL)

Association for Middle Level Education (AMLE)

Council for Exceptional Children (CEC)

Council for Exceptional Children (NAGC/CEC)/Gifted Education Professionals (NAGC/CEC)

National Policy Board for Educational Administration (NPBEA) - Educational Leadership Constituent Council (ELCC)/National Educational Leadership Preparation (NELP) Standards

National Association for the Education of Young Children (NAEYC)

National Association of School Psychologists (NASP)

National Council for the Social Studies (NCSS)

National Council of Teachers of English (NCTE)

National Council of Teachers of Mathematics (NCTM)

Teachers of English to Speakers of Other Languages (TESOL)

Learning Outcomes

Key concepts: Evidence and Data-based Decision Making.
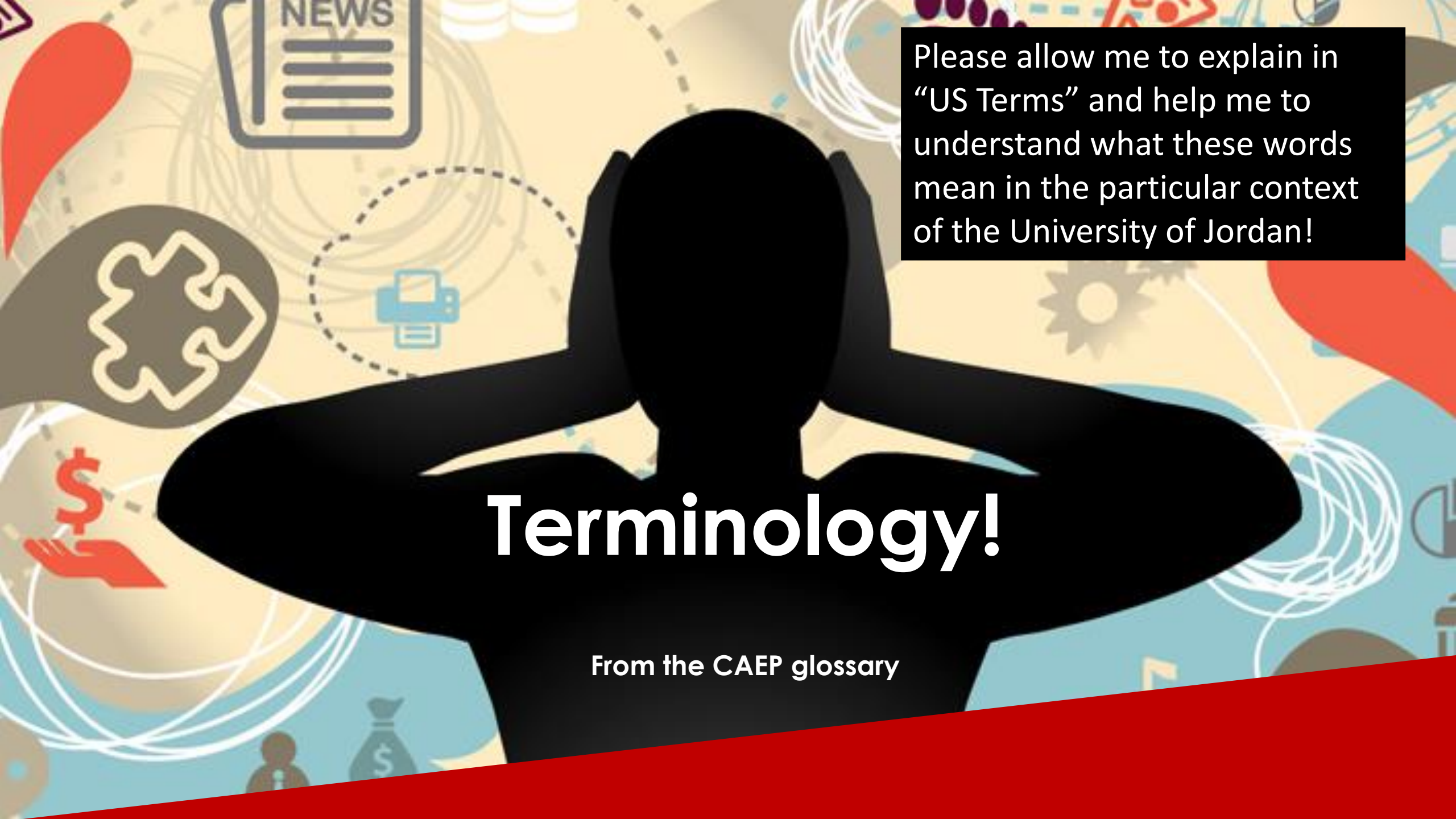
The "big picture"

CAEP will ask:

Does the School of Educational Sciences of the University of Jordan regularly measure the qualities of the programs and the graduates?

Do the programs reflect upon the data collected and use the information to make decisions about how to improve?

The focus is on how data collection is used to improve programs and outcomes

International Accreditation

Educator preparation providers (EPPs) incorporated in or primarily operating in countries outside of the United States may seek CAEP accreditation. International institutions must meet all of CAEP's standards and policies; however, *in some cases adaptation may be made to accommodate national or cultural differences while preserving the integrity of the CAEP process.*

Terminology!

From the CAEP glossary

Please allow me to explain in "US Terms" and help me to understand what these words mean in the particular context of the University of Jordan!

TEST YOURSELF!

Diversity Preparation
Rubric Knowledge Programs
Assessment System Practice
Content Clinical
Quality Educator
Stakeholder Site visit
Candidate Evidence
Initial-Level
visitor Provider Advanced-Level
Student Continuous
Improvement
Assurance
Dispositions
Educators

Evidence

The intentional use of documentation, multiple and valid measures, and analysis provided as support for and proof of an educator preparation provider's (EPP) claims related to CAEP's standards.

Continuous Improvement

A process of gathering information about all aspects of preparation activities and experiences, analyzing that information (looking for patterns, trends, making comparisons with peers), identifying what works and what seems to be troubled, making adjustments, and repeating the cycle.

Quality Assurance System

Mechanisms (i.e., structures, policies, procedures, and resources) that an educator preparation provider (EPP) has established to promote, monitor, evaluate, and enhance operational effectiveness and the quality of the educator preparation provider's candidates, educators, curriculum, and other program requirements.

Learning Outcomes

CAEP as an Example – The Five CAEP Standards

The CAEP standards

You can't scare me, I'm a teacher!

someecards
user card

5 CAEP Standards (initial and advanced programs)

Statement of what the EPP (The School of Educational Sciences) must ensure or provide

Components that must be addressed

CAEP Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Components

Candidate Knowledge, Skills, and Professional Dispositions

▸ 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)[1] in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities

▸ 1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

▸ 1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of *Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).*

▸ 1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards.

▸ 1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Middle and High School Teachers and Content Preparation – English Standards

▸ All students must **have the opportunities and resources to develop the language skills** they need to pursue life's goals and to participate fully as informed, productive members of society.

▸ **Literacy growth begins before children enter school** as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations.

▸ **Curriculum and instruction** should make productive use of the emerging literacy abilities that children bring to school.

▸ **Innovation and creativity are essential to teaching and learning.**

CAEP Standard 2: Clinical Partnerships and Practice

The provider ensures that **effective partnerships** and high-quality clinical practice are central to preparation so that candidates develop the **knowledge, skills, and professional dispositions** necessary to demonstrate positive impact on all P-12 students' learning and development.

CAEP Standard 3 Candidate Quality and Selectivity

The provider demonstrates that **the quality of candidates is a continuing and purposeful part of its responsibility** from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.

CAEP Standard 4: Program Impact

The provider **demonstrates the impact** of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

CAEP Standard 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Learning Outcomes

Applying for Accreditation:

Design-based Research and Improvement Science Processes that can

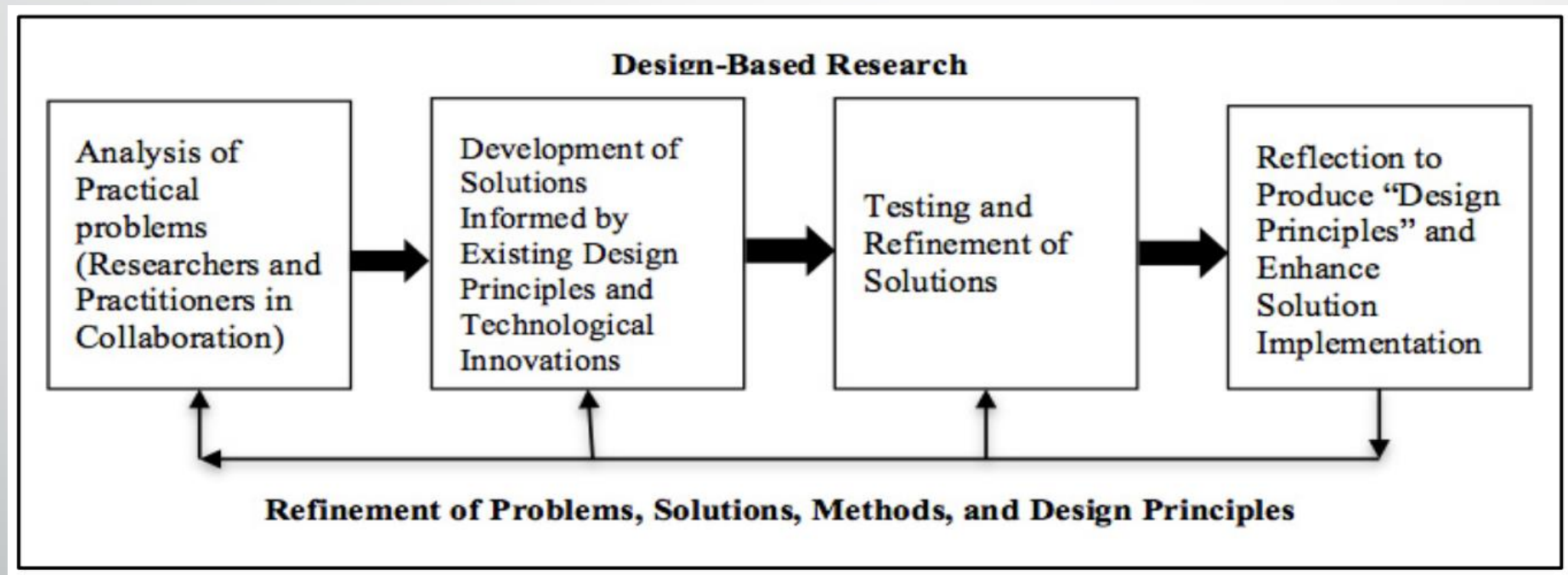**Guide Programs to Higher Quality**

Design-based Research

Improvement Science

With roots in industry and in health care, improvement science is a disciplined approach to educational innovation that supports teachers, leaders, and researchers in collaborating to solve specific problems of practice. Improvement science brings discipline and methods to different logics of innovation by integrating:

- Problem analysis

- Use of research

- Development of solutions

- Measurement of processes and outcomes

- Rapid refinement through plan-do-study-act cycles.

Learning to Improve: How America's Schools Can Get Better at Getting Better

Contrasting Ways of Knowing

Empirical Science

- Fidelity of implementation is everything
- Knowledge is "In" the program or intervention
- Validated tools can measure progress
- Best successes are in similar sites, so that tools are "foolproof"

Improvement Science

- **Expectation** of modification
- Knowledge is **in** the people and systems that use the program
- Practical measures lead to improvements and theory-building
- Organizational knowledge-building is important, as well as program fit
- Process includes knowledge-building, motivation, ownership, and customization

Educational Improvements (Lewis, 2015)

Core Principles (Carnegie) include:

Anchor practice improvement in disciplined inquiry.

- Engage rapid cycles of <u>Plan, Do, Study, Act (PDSA)</u> to learn fast, fail fast, and improve quickly. That failures may occur is not the problem; that we fail to learn from them is.

Accelerate improvements through

<u>networked communities</u>.

- Embrace the wisdom of crowds. We can accomplish more together than even the best of us can accomplish alone.

Example: Data Day

- Gather stakeholders
- Present information (data)
- Listen to suggestions and concerns
- Identify priorities
- Seek answers through collaboration
- Meet again to report and learn