



Surviving and Thriving: The CAEP Accreditation Process

MACTE Spring Conference

March 28-30, 2016

Topics for Today

- Visit Logistics
- Department Governance/Committee Structure
- Writing the Report
- Selected Improvement Plan

Visit Logistics

Work closely with the Lead Site Visitor to determine:

- Length of interviews
- Individuals/groups they want to talk to
- Amount of time needed for the Team to meet/write

Visit Logistics, continued

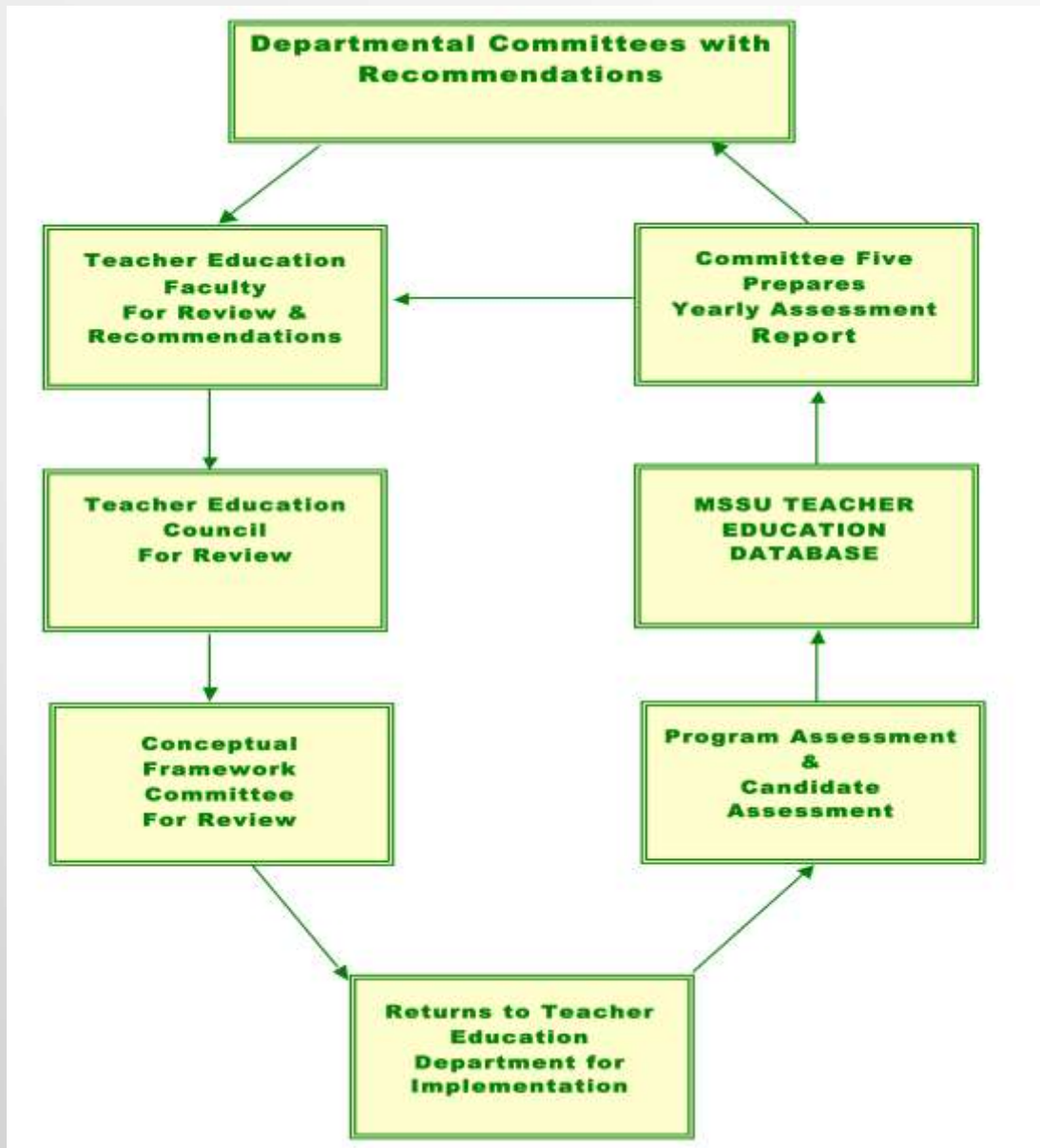
- Select your best!
- Communicate official business through the Lead Site Visitor.
- Don't provide fancy perk packages for the Team. Instead, stock their meeting room with a variety of snack foods, water/soda, and office supplies (stapler, clips, sticky notes, etc.).

Governance Structure

The Teacher Education Program consists of:

- The Teacher Education Department
- The Conceptual Framework Committee
- The Teacher Education Council
- Five CAEP sub-committees

Governance Structure



Committee Structure

The five committees are aligned with the five CAEP standards.

- 1. Content and Pedagogical Knowledge**
- 2. Clinical and Field Experiences**
- 3. Candidate Quality, Recruitment and Selectivity (Strategic Enrollment)**
- 4. Program Impact**
- 5. Provider Quality (Quality Assurance)**

Committee Structure

- Committees are comprised of the department chair, a faculty chairperson that leads the committee, faculty members from within our department, faculty members from our P-12 major areas on campus, and stakeholders from our area P-12 schools. Our P-12 partners are selected from our area schools and include teachers, administrators (both building level and district level), and Library Media Specialists. We seek input from stakeholders working in all facets of a school district.

Committee Meetings

- Each committee meets 2-4 times an academic year.
- Committee 1 focuses on Candidate Content and Pedagogical Knowledge.
- Our committee works a lot with triangulating assessment data and seeking input from P-12 partners on ways to better prepare our students for the field.
- Our faculty and P-12 partners work collaboratively to use quantitative and qualitative data to identify strengths and areas of improvement.

Meeting Agenda Template

Date: February 9, 2016	Meeting: Committee 1 Candidate Content & Pedagogical Knowledge	Start Time: 4:00 p.m.
Agenda Items:		
Selected Improvement Plan:		
Action Items: (include recommendation and data trigger)		

Committee Reporting

- At the end of each academic year, Committee Chairs complete a report documenting the committee's work for the year.
- Reports are shared with teacher education faculty and P-12 partners.

**Committee 1 Project Record for End of Academic Year
September 2014- May 2015
Report to MSSU Teacher Education Faculty and Committee I Members**

	Project Description	Year	Last Action	Action Taken	Status

How Committees Assisted with the Accreditation Visit

- Each Committee contributed to a Self-Study prior to the visit.
- My participation in the visit included participating in two team interviews and an all faculty interview.
- The interviews included questions pertaining to the preparation of our candidates, their performance in classrooms during clinical experiences and their performance when hired in area districts.
- Questions also included how data is used to make instructional decisions within our department as well as how our students are taught to use data to make instructional decisions.
- Common question themes during the interview were data, technology and diversity.

Advice for Writing and Submitting the Self Study

- Read through the AIMS site to get a feel for the report structure, how to represent the evidence, etc.
- Gather your evidence. Year-end reports from the committees and our database served as the backbone for US.
- Stay abreast of changes and ask questions.
- Look for areas that can inform your Selected Improvement Plan.

Selected Improvement Plan

1. Establish validity of internal assessments used during Field and Clinical Experiences.
2. Establish inter-rater reliability on assessments using during Field and Clinical Experiences.
3. Ensure that all candidates engage in clinical experiences in diverse settings.
4. Disseminate information regarding new guidelines for selection of Clinical Educators.

Selected Improvement Plan, continued

5. Create data base/matrix of School-based Clinical Educators.
6. Develop a field placement sequence guide for all program areas.
7. Evaluate level of implementation of the Co-Teaching model.
8. Expand the use of focus groups to evaluate field and clinical experiences.

Selected Improvement Plan, continued

9. Identify and implement curriculum changes through the collaboration with the Technology Task Force to better utilize technology to enhance instruction and P-12 learning during clinical experiences.
10. Identify and implement curriculum changes to embed instructional strategies and activities through differentiation for working with diverse learners.
11. Identify and implement curriculum changes to embed content literacy strategies within methods courses.