Professional Development Through Online Professional Seminars (OPS)
Today’s Panelists

Moderator:
• Linda McKee, AACTE, Sr. Director of Performance Measurement and Assessment Policy; OPS facilitator

Panelists:
• Tim Finklea, AACTE, Director for Member Engagement; OPS facilitator.
• Mark Meyers, Associate Professor of Education, Xavier University, OPS participant.
• Deborah L. Rickey, Assistant Dean, College of Education, Grand Canyon University; OPS participant.
• Sandra J. Doran, Principal, HigherEdLearning Consulting Group; OPS Technical Assistance.
AACTE leads the field in advocating for and building capacity for high-quality educator preparation programs in a dynamic landscape.
OUR CORE VALUES

- Serving all learners
- Equity
- High-quality learning
- Professionalism
- Diversity
- Scholarship and Knowledge Production
- Accountability
- Infusing Current Knowledge and Practices into Programs
AACTE Quality Support Center

- Performance Management Initiative
- Data Initiative
- Quality Support Initiative: Online Professional Seminars (OPS)
Quality Support Initiative
Goals:

- Support Profession in the work of Continuous Improvement
- Support for Achieving Accreditation
- Professional Development
- Organizational Development
- Flexibility for Participants
- Create corps of credentialed consultants
Online Professional Seminars

- Why
- How
- Learning Strategies
- Participants
OPS Course Inventory

OPS 1: Building Quality Assessments
OPS 2: Using Data for Improvement
OPS 3: Creating a Quality Assurance System
OPS 4: Making the Case for Accreditation: Standards and Evidence
OPS 5: Preparing for Accreditation
OPS 6: Leveraging Accreditation for Quality Improvement
AACTE Credentialed Consultants

Why?

OPSs as a foundation:

CC 1: Introduction to the Credential
CC 2: Leadership for Consultants
CC 3: Communication Competencies

Process for becoming an AACTE Credentialed Consultant?
Need the services of an AACTE Credentialed Consultant?

To engage the consultant that best suits your needs, please contact:

Mark LaCelle-Peterson, mlacelle-peterson@aacte.org
Linda McKee, lmckee@accte.org
Tim Finklea, tfinklea@accte.org
Building Quality Assessments

Online Professional Seminar

Start Here

AACTE's Quality Support Initiative provides resources and support to educators interested in assessment and accreditation.
OPS 3: Creating a Quality Assurance System

Quality Assurance System

- Data
- Continuous Improvement
- Assessments
- Holistic Review
- Monitoring & Reporting
OPS 3: Learning Outcomes

- Assessments
- Continuous Improvement
- Data
- Confidence
- Monitoring
- Processes & Products
- Trends
- Stakeholders
- Holistic Review

Quality Assurance System
EFQM: European Foundation for Quality Management

In roughly the same time span as the U.S., from the 1990s onward, European academics and business people made a concentrated effort to define excellence and establish standards that could work across industries. The formation of the European Foundation for Quality Management (EFQM) reflected principles from the PDCA/PDSA models and set the stage for cross-national attention to quality assurance. Eight fundamental concepts were articulated, along with the EFQM Model to apply to any organization.
Example of Quality Assurance Strategy Analyzed in OPS 3

---

**External Scan**
- **Scan:** Stakeholders, secondary databases, media sources
- **For:**
  - Trends
  - Opportunities
  - Challenges

**Internal Scan**
- **Scan:** Internal documents and resources (printed and online)
- **For:**
  - Mission statement
  - Shared values
  - Key resources
  - Threats and opportunities

**Quality Assurance System**
- **Scan:**
  - What is the scope of the trends? Impact? Likelihood? Urgency?
- **For:**
  - Priorities: What will we do?
  - Assessments: How will we measure what we do? How will we improve what we do?
Deborah.rickey@gcu.edu
Aug 19, 2015

Of course! My experiences with Baldrige and other models over the years really has come down to the implementation and the ability to help nurture the growing team/collaborative spirit. It did not seem to matter which model IF those other, and in my opinion, more important aspects were addressed and supported. What would occur, when done well, was that each model would end up "morphing" as well, fitting into the landscape and needs of the institution and the teaching/learning.

One way I know can help with any model is to make sure we are paying attention to getting the team and collaboration part down. Using things like Meizrow and Cranton and their work with transformational professional development and adult learning has always helped! Additionally helping groups understand a "change" process, learn and practice how to communicate, understand perspectives, and having facilitators who understand and can model good questioning are all parts of good team and collaborative development I have seen and used over the years. Just like our students, we have to help the teachers be ready to "learn" and use these models.
Patricia Parrish  
Aug 26, 2015

I was drawn to the European Foundation for Quality Management (EFQM) QA Model. I have seen the other models before, but EFQM was new to me. I really liked that it focused on more than just the organization. The fact that one of the foundational concepts (http://www.efqm.org/efqm-model/fundamental-concepts) is “creating a sustainable future” immediately connected with a sense of social justice, one of the hallmarks of my university. This sense was echoed in the model criteria (http://www.efqm.org/efqm-model/model-criteria), where results looked at people results, customer results, and society results, all of which lead to business results. This has important applications in higher education and in teacher preparation. Our “outputs” have impact beyond our course SLOs and beyond the degrees we grant.
Feedback

Participants told us through anonymous end of course surveys:

Content was appropriate

- Strongly Agree
- Agree
- Disagree

Content was useful

- Strongly Agree
- Agree
- Disagree
Feedback/ Participant Comments

Question: This OPS will be helpful to...

“Set the stage for developing a comprehensive viewpoint on assessment and related issues.”

“Guiding optimal practice as we review for CAEP and CACREP.”

“Connect with other educators; share resources and ideas about how to assess/evaluate pre-service teachers and the programs they are enrolled in.”

“Supporting our efforts to revising/building assessments to support our transition towards meeting CAEP standards.”
“I'm just beginning the process of being involved in the process of preparing for CAPE review. It was good to be able to access this information so that I go into it with a better understanding of what others have experienced in the past and will be discussing for the future as we review and update our assessments.

I can also translate some of this information into teaching my teacher candidates about developing rubrics to use with their own classes of K-12 students.”
“AACTE developed the OPS series in response to members’ interest in using data effectively to document success and drive improvement. We’re thrilled by the interest and participation we’ve received thus far and look forward to further engaging groups to participate in the new in-depth seminars”

Sharon P. Robinson, President and CEO, AACTE
OPS Participants

- OPSs first introduced in June 2015, 9 months ago.
- 854 participants as of February 1, 2016.
- 218 participants have opted to earn a Badge.
- April 18: OPS #1 begins new cohort.

AACTE.org has start dates and registration information for upcoming sections.
Today’s Panelists

Linda S. McKee, Moderator
Deborah L. Rickey
Tim Finklea
Mark Meyers
Sandra J. Doran
“As the single accredits in educator preparation, CAEP commends AACTE’s Quality Support Initiative for helping programs to achieve the rigorous, high standards for professional accreditation”

Christopher A. Koch,
President, CAEP
The Appendix includes the Learning Outcomes developed for each OPS.
OPS 1: Building Quality Assessments

Quality Assessment

Introduction

Rubrics

Surveys
OPS 1: Learning Outcomes

Building Quality Assessments

- The Instrument Development Process
- Locally Developed Instruments
- Steps in Writing Surveys
- Best Practices: Surveys
- Impact of Technology on Measurement
- Why Use Rubrics?
- Criteria for Rubrics
- Best Practices: Rubrics
- Alignment & Integration
OPS 2: Using Data for Improvement
OPS 2: Learning Outcomes

Data Use for Improvement

- Measuring Improvement
- Group Influence
- Improvement Science
- Baldrige Model
- Expectations for Change
- Findings
- Displaying Data
- Complex Assessment Cycles
- Data Privacy
We embrace the principles of improvement outlined in the Carnegie model (including the AACTE questions) in how we approach continuous improvement in educator preparation.

1. Make the work problem-specific and user-centered.
   - Are the right stakeholders on hand and ready to participate?
   - Can the problem be stated simply with consensual definitions?

2. Variation in performance is the core problem to address.
   - Do the data indicate patterns in performance?
   - Do the quantitative data produce a normal distribution?
   - Do the qualitative data provide context for the phenomenon?
   - Will improvement be measurable and allow comparison?

3. See the system that produces the current outcomes.
   - Have the stakeholders "visited" the setting?
   - Can the setting and processes be observed and described clearly?
   - Can observations pick up on what is not happening?
OPS 3: Creating a Quality Assurance System
OPS 3: Learning Outcomes

- Assessments
- Continuous Improvement
- Data
- Confidence
- Monitoring
- Processes & Products
- Stakeholders
- Holistic Review
- Trends
OPS 4: Making the Case for Accreditation: Standards and Evidence
OPS 4: Learning Outcomes

- Implications
- Evaluation of evidence
- SWOT
- Criteria
- Feasibility
- Standards
- Evidence

Making the Case for Accreditation
OPS 5: Preparing for Accreditation

Preparing for Accreditation

- Transparency
- Team Work
- Readiness
OPS 5: Learning Outcomes

- Inventory
- Transparency
- Readiness
- Forthrightness
- Teamwork
- Quality Assurance System

Preparing for Accreditation
OPS 6: Leveraging Accreditation for Quality Improvement

- Site Visit
- Leveraging Accreditation
- Procedures
- Ethics
OPS 6: Learning Outcomes

- Procedures
- Ethics
- Protocol
- Site Visit
- Mock Visit
- Tools
- Checklist

Leveraging Accreditation