

CAEP CON

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2015

A CONTINUOUS
IMPROVEMENT
MINDSET



2015 PROGRAM

SEPTEMBER 17-19, 2015 • WASHINGTON, D.C.

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Learn how LiveText can help your institution meet CAEP Standards 1-5.

PRODUCT THEATER

The Critical Role of High Quality Assessment in CAEP Accreditation: *A Personal Perspective*

Friday, Sept. 18

12:00 PM – 1:00 PM

Saturday, Sept. 19

7:15 AM – 8:15 AM



Presented by:

Dr. Lance J. Tomei, Ed.D., *President and CEO*, LT Consulting LLC

Topics will include context for the CAEP standards, a quick comparison of NCATE and CAEP standards, a closer look at the CAEP Standards and Components along with the implications for assessment, some thoughts about high quality assessment/evidence, and some suggested strategies and resources for transitioning from NCATE to CAEP.

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Welcome!



Welcome to the 2015 Fall CAEPCon in Partnership with AACTE!

We are honored to bring together so many educator preparation professionals committed to improving education for the next generation. Your shared dedication to continuous improvement is what drives the field forward, and we are encouraged by the growing national consensus about the importance of quality educator preparation, guided by the CAEP Standards.

Professional accreditation is a lever to cultivate widespread best practice and to promote innovation in the field. “A Continuous Improvement Mindset” is at the core of what CAEP represents and must be cultivated in order for higher education to thrive. With such a mindset, we can face facts and confront challenges, reflect on what matters most, and ultimately increase our capacity to prepare successful educators for P-12 students.

We extend a special welcome to our plenary panelists, Kim Walters-Parker, María del Carmen Salazar, Blake West, Reg Leichty, and Amy Starzynski, and to our esteemed keynote speaker, Anthony S. Bryk. You can read more about these speakers on pages 15 and 24.

Please join us in sharing ideas, learning from each other, and taking advantage of lessons offered by our expert presenters.

Enjoy the conference!

Christopher A. Koch
Interim President
CAEP

Sharon P. Robinson
President & CEO
AACTE

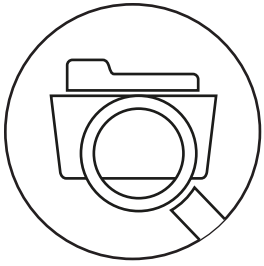


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@CAEPupdates #CAEPCon

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ETS is the largest nonprofit educational testing and measurement organization. ETS is committed to providing institutions of higher education who prepare teacher candidates with products and services that help transform students into teachers. www.ets.org

Tk20™

Tk20 offers comprehensive assessment and reporting solutions to help institutions manage accreditation and align teacher education activities with CAEP standards and expectations. With integrated tools for candidate applications, portfolios, field experience, and transition point management, showing evidence of continuous improvement at course, program, and unit levels has never been easier. tk20.com

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Chalk & Wire has provided expert coaching, value-added assessment systems, and an end-to-end accreditation solutions for CAEP/NCATE/TEAC for nearly two decades. An all-in-one package includes ePortfolios, Accreditation Management, report authoring (Exhibit Rooms and PDFoutput), EdTPA™, field placement, custom statistical reporting and analytics and real-time dashboards reporting progress over time. chalkandwire.com

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EDTHENA

Edthena enables programs to give feedback to teachers through recorded videos and specialized collaboration tools. Candidates securely upload videos and share to faculty and peers who provide feedback at specific moments in time. Perfect for methods courses, field placements, edTPA skill-building, and even teacher induction support. Edthena is an approved edTPA Platform Provider. edthena.com

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Teachscape provides observation training and assessment, teacher evaluation, and professional learning systems that result in measurable growth in teacher practice, school leadership, and student achievement. teachscape.com





CAEP Board of Directors

The Council for the Accreditation of Educator Preparation advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

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Interim Executive Director
Washington Office, National Council of
Teachers of English, DC

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Education Department,
McDaniel College, MD

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*Executive Vice Chancellor for Academic and
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The Woodrow Wilson National Fellowship
Foundation, NJ

Candy Olson

School Board Member
Hillsborough County Public Schools, FL (retired)

Welcome from the CAEP Board Chair

Dear Colleagues,

On behalf of the Board of Directors, welcome to the 2015 CAEP Conference, which is being held in partnership with AACTE. This fall's theme is **A Continuous Improvement**

Mindset. The vision behind CAEP is excellence in educator preparation. How better to achieve excellence than to cultivate a mindset of continuous improvement?

Evidence-based accreditation is not simply compliance—it is a process of continual improvement. This is a time of intellectual ferment about educator preparation, and many new ideas are springing up. Over the past few years I have been impressed by countless examples of innovation in our field. There is great collaboration, debate, and experimentation happening in education. And I believe the field is already embracing the change reflected in CAEP's standards.

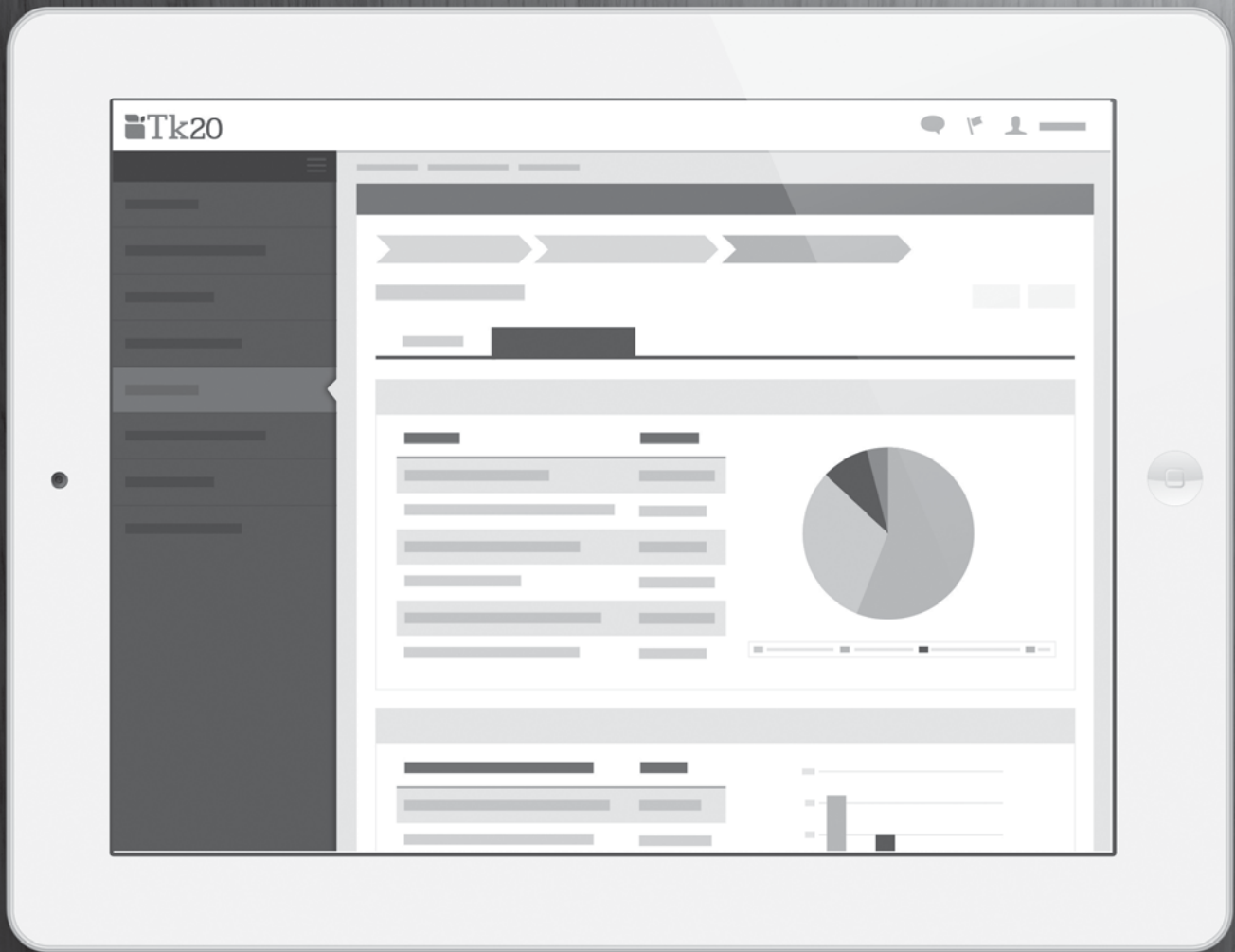
However, innovation, progress for its own sake, is not what continuous improvement is about. This is also a time of greatly expanded ways of thinking about, and inquiry into, how to improve educator preparation. Data capacity has grown exponentially and we have the ability to track our work, interpret the outcomes, and observe the impact we have on our candidates and their students. When EPPs become evidence-based, we really can focus our efforts on improving our programs. Only then can we harness the explosion of ideas about how to give aspiring teachers the training they deserve. This is what continuous improvement means.

This is truly an inspiring time in educator preparation. I have always contended that anything worth doing probably takes a group of people to do it. We need higher education, the states, schools, and communities to be on the same page. Raising teacher quality and P-12 achievement is work worth doing, and I believe the participants at this conference are up to the task.

I welcome all of you to this conference and have every confidence that you will leave with new ideas about the practice of continuous improvement. I also have confidence that you will leave the conference ready to equip your candidates with the knowledge, skills, and opportunities they need to be the best teachers possible.

Mary M. Brabeck
Chair
CAEP Board of Directors





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Come to our **Product Theater on Friday at noon in Lincoln Room West** or stop by **booth #11** to find a better way forward on your path to accreditation.



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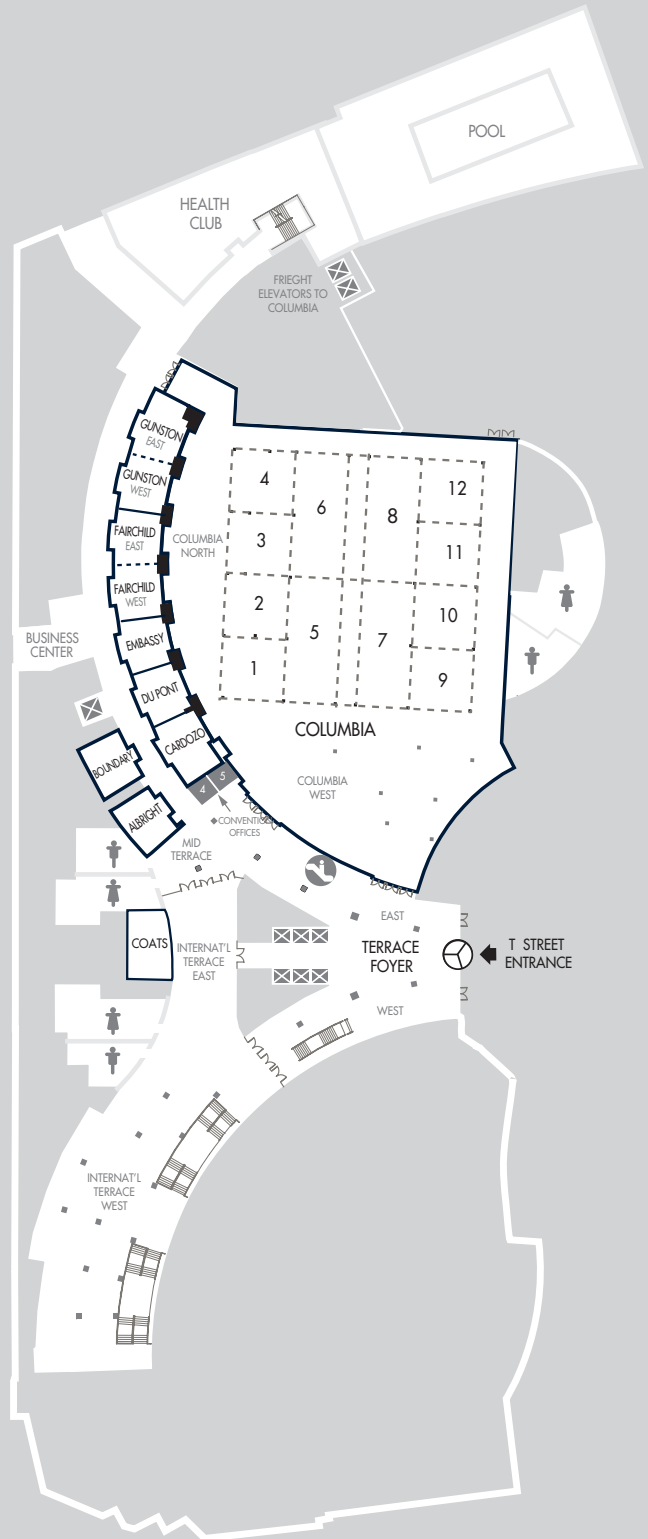


The Venue



MAPS: Floor Plans

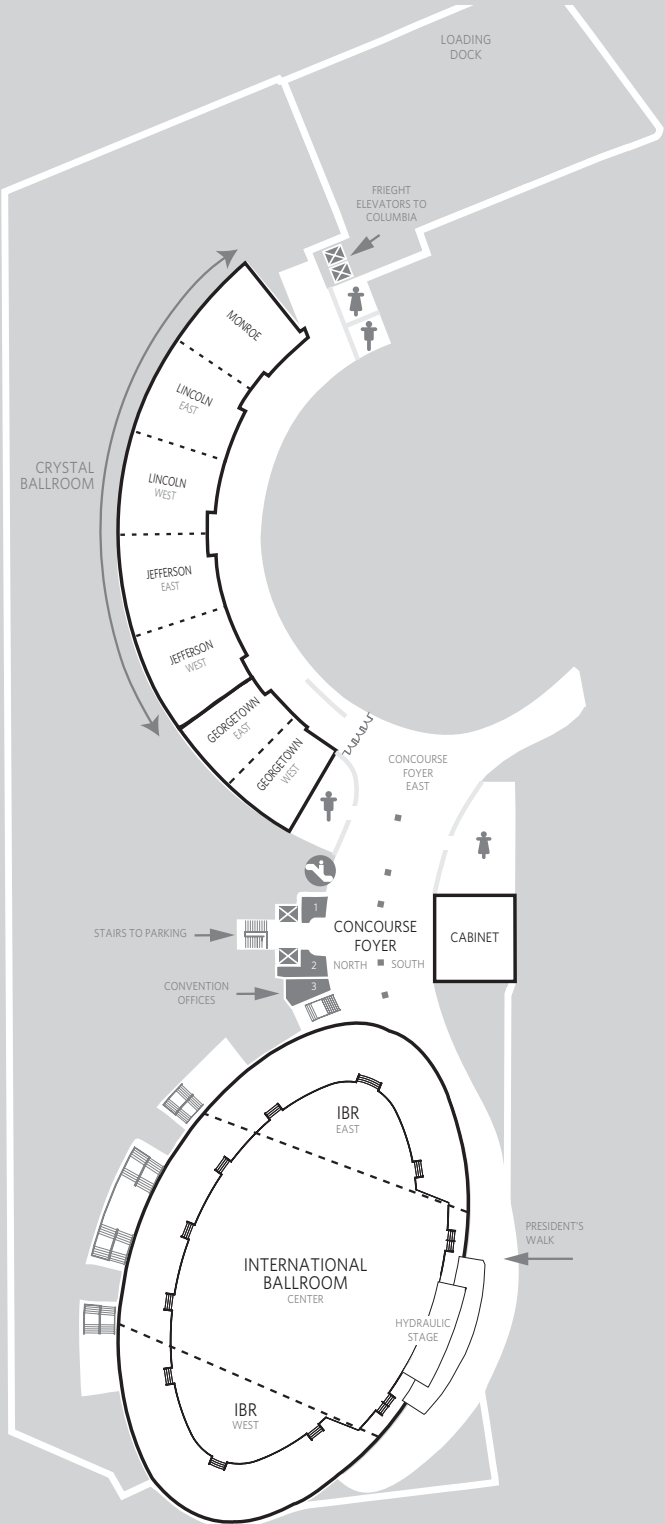
TERRACE LEVEL WASHINGTON HILTON

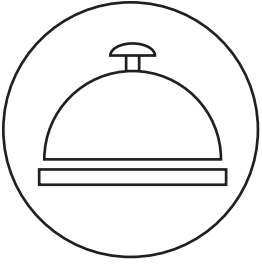


MAPS: Floor Plans



CONCOURSE LEVEL WASHINGTON HILTON





Conference Services

HOTELS

Conference Hotel

Washington Hilton Hotel
1919 Connecticut Ave, NW
Washington, DC 20009
202.483.3000

CONFERENCE MEETING ROOMS & HOTEL MAP

For floor plans of the meeting space, please see pages 9 – 10.

CONFERENCE PRESENTATIONS

Following the conference, presentations are available on the CAEP website at caepnet.org/CAEPConP

PHOTOGRAPHY NOTICE

By participating at the conference, you are automatically authorizing CAEP and its employees, agents, and assigns to use your name, photograph, voice, or other likeness for purposes related to the mission of CAEP, including but not limited to publicity, marketing, websites, other electronic forms or media, and promotion of CAEP and its various programs.

CONFERENCE EVALUATIONS

A link will be emailed to all conference participants to complete an evaluation of the overall conference. Please look for this information and complete the evaluation to help our continuous improvement efforts!

LOST AND FOUND

If items are turned in at conference registration, items will be given to hotel security.

Please call hotel security at #65 for assistance with missing items.

ACCESSIBILITY/ACCOMMODATIONS

If you have accessibility or accommodations needs not already attended to, please visit the onsite solutions desk for assistance.

BADGES

Badges must be worn at all times for entry to conference sessions.

CELL PHONES

In consideration of presenters and fellow attendees, please switch cell phones to silent during conference sessions and leave the room if you need to take a call.

SECURITY

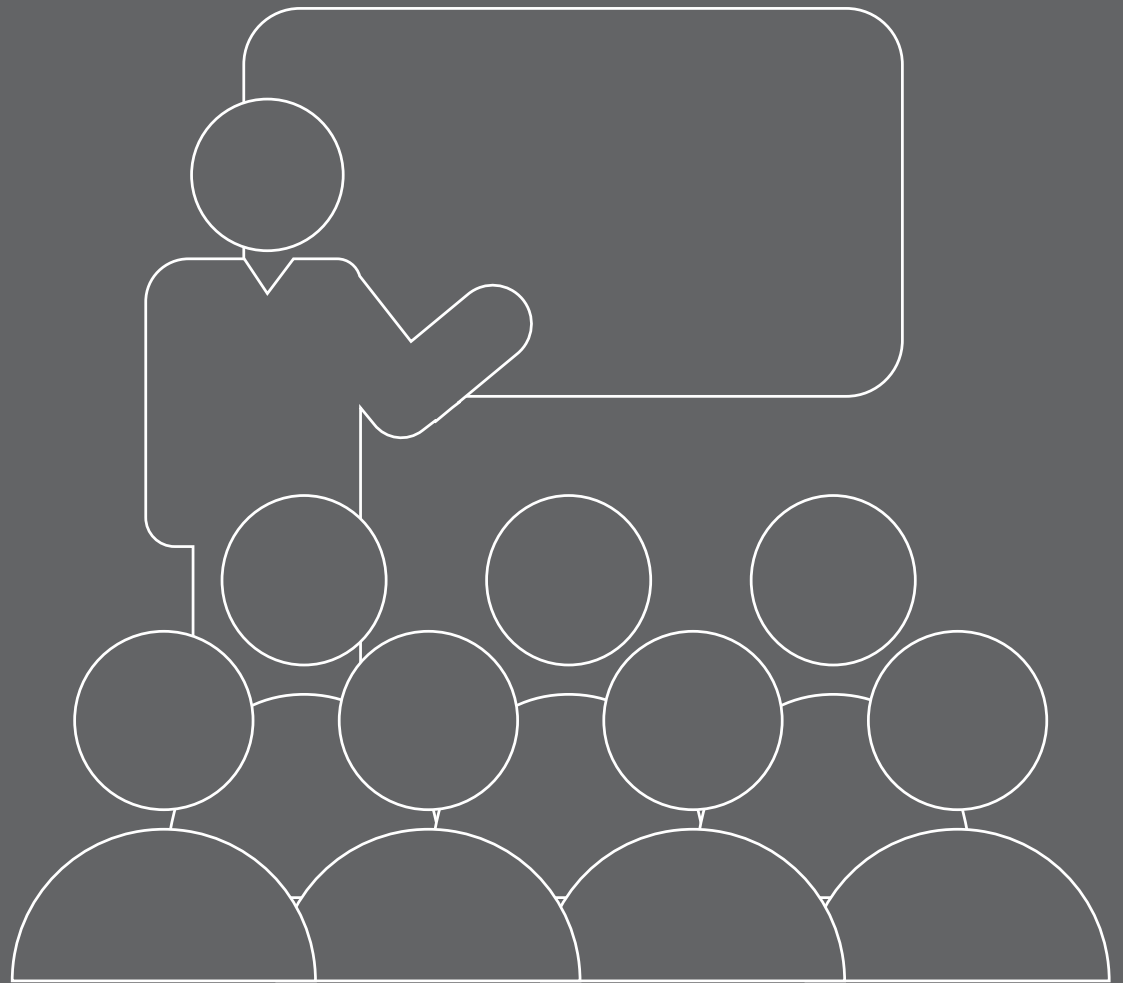
Please address any security issues to staff members at the conference onsite solutions desk.

SOCIAL MEDIA

Keep the discussion going! Follow @CAEPupdates and use #CAEPCon for all conference-related social media updates.

SEATING STATEMENT

We have tried to anticipate and plan for seating capacities for individual sessions, but it is likely that some rooms will fill up. We apologize in advance and recommend that you arrive as early as possible for key sessions on your personal itinerary. Room capacities are set by the Fire Marshal and must be complied with.



Speakers, Plenaries, Keynotes
and Program Sessions

Conference at a Glance

SCHEDULE SUBJECT TO CHANGE

Thursday, September 17, 2015

7:00 AM - 8:00 AM Continental Breakfast (IB, SI/TI and Using Data Workshops Only)

7:00 AM - 4:30 PM Registration Open

Preconference Workshops

(separate registration required)

8:00 AM - 11:00 AM Using Data for Programmatic Continuous Improvement and the Preparation of Data Literacy and Content Validity for Educators

8:00 AM - 3:00 PM Inquiry Brief Pathway (IB) Workshop*

8:00 AM - 3:00 PM Selected Improvement Pathway (SI)** and Transformation Initiative (TI) Pathway Workshop*

11:00 AM - 1:00 PM Lunch on your own

1:00 PM - 3:00 PM **BONUS WORKSHOP!**
Content Validity and Inter-rater Reliability

*Note: NCATE and TEAC legacy accreditation will not be covered

4:00 PM - 5:30 PM Welcome Remarks / Afternoon Plenary

5:30 PM - 6:30 PM Exhibits Open

5:30 PM - 6:30 PM Networking Reception

Friday, September 18, 2015

7:00 AM - 8:00 AM Continental Breakfast

7:00 AM - 4:45 PM Registration Open

7:00 AM - 4:45 PM Exhibits Open

8:00 AM - 9:00 AM Breakout I

9:00 AM - 4:45 PM Consultations (by appointment)

9:15 AM - 10:15 AM Breakout II

10:30 AM - 11:30 AM Breakout III

11:45 AM - 1:15 PM Lunch on Your Own

12:00 PM - 1:00 PM Product Theaters

1:15 PM - 2:15 PM Breakout IV

2:30 PM - 3:30 PM Breakout V

3:45 PM - 4:45 PM Breakout VI

Saturday, September 19, 2015

7:00 AM - 8:15 AM Continental Breakfast

7:00 AM - 8:15 AM Leadership Breakfast (by invitation)

7:15 AM - 8:15 AM Product Theaters

7:00 AM - 11:00 AM Registration Open

8:30 AM - 9:30 AM Morning Plenary

9:45 AM - 10:45 AM Breakout VII

11:00 AM - 12:00 PM Breakout VIII

12:00 PM End of Conference

EARLY ADOPTER LOUNGE

Hosted by Deb Eldridge, CAEP

Designed to meet the specific needs of Early Adopters who are hosting CAEP site visits in fall 2015 or spring 2016 using the CAEP standards. Join us for discussions, presentations by special request, and networking.

Thursday, September 17

8:00 AM - 4:00 PM

Fairchild, Terrace

Saturday, September 19

8:00 AM - 12:00 PM

Albright, Terrace

Friday, September 18

8:00 AM - 4:45 PM

Albright, Terrace

Preconference Workshops

Thursday, September 17, 2015

7:00 AM-8:00 AM

Continental Breakfast (for Data, IB, SI/TI Workshop registrants only)

Crystal Foyer • Concourse

7:00 AM-5:00 PM

Registration

Concourse Foyer • Concourse

8:00 AM-11:00 AM / Workshop

Using Data for Programmatic Continuous Improvement and the Preparation of Data Literacy for Educators

Ellen Mandinach, WestED; Edith Gummer, Kauffman Foundation

Lincoln, West • Concourse

The workshop will address two emerging issues that impact teacher preparation programs: the use of data to inform the continuous improvement of programs and the integration of data literacy as an essential skill set into teacher preparation. Rather than viewing data-driven decision making as a heavy-handed, accountability issue, schools of education can come to see that data can be helpful to facilitate improvement.

8:00 AM-3:00 PM / Workshops

Inquiry Brief Pathway (IB) Workshop

Jefferson, West • Concourse

Selected Improvement Pathway (SI) / Transformation Initiative (TI) Pathway Workshop

Workshop • Jefferson, East • Concourse

8:00 AM-6:00 PM

Early Adopter Lounge

Fairchild • Terrace

1:00 PM-3:00 PM / Workshop

BONUS WORKSHOP! Content Validity and Inter-rater Reliability

Maria Salazar, University of Denver; Stevie Chepko, CAEP

Lincoln, West • Concourse

Attendees will view teaching clips and attempt to establish inter-rater reliability using a common instrument. The second part of the session will share with attendees the Lawshe method for establishing content validity.



WE ARE GOING GREEN:
The 2016 Spring CAEPCon
program will be available
for download only.

Afternoon Plenary Panel

Thursday, September 17, 2015 | 4:30 p.m.

PART ONE: Progress, Process, and Partnership

This panel is ready to discuss key issues, share insights on CAEP, partnerships for quality teachers, and continued progress in positively impacting K-12 student learning.

PANELISTS:



DR. MARÍA DEL CARMEN SALAZAR

Dr. María del Carmen Salazar's research and scholarship center on transformative teacher preparation through empirical research and innovative practices. Her research and teaching fields include teacher education, culturally responsive teaching, and college readiness for

Latina/o students. Salazar has authored numerous journal articles and book chapters on humanizing pedagogies, equitable and effective teaching, and college access and success for Latina/o students. She has given over 30 scholarly presentations and 20 national keynote presentations on her research areas. In addition, she is the lead author of a widely circulated policy document titled, *The state of Latinos 2008: Defining an agenda for the future*. This document was presented to members of the U.S. Congress in 2008. Dr. Salazar served for three years on the Colorado Quality Teachers Commission. She served for four years on the Interstate Teacher Assessment and Support Consortium (InTASC), a national collaborative to revise model content standards and develop learning progressions for teacher licensure, assessment, and development.



DR. KIM WALTERS-PARKER

Dr. Kim Walters-Parker returns to teaching this fall after five years of service at the Kentucky Education Professional Standards Board (EPSB). During her time at EPSB, she played key roles in retooling nearly every aspect of educator preparation, from admission through

student teaching, and saw the state adopt literacy preparation standards for middle and high school certification programs. Prior to joining the EPSB, Kim taught in the Education Department at Georgetown College, was an English teacher and high school reading specialist in the Fayette County (KY) Public Schools for fifteen years, and taught developmental reading at Eastern Kentucky University. She serves on the CAEP Accreditation Council, is a former design team co-chair for the CAEP State Alliance for Clinical Preparation and Partnerships, and works with the Kentucky Network for Transforming Educator Preparation team. Kim received her Ph.D. in Educational Psychology from the University of Kentucky and her J.D. from the U.K. College of Law.



DR. BLAKE WEST

Blake West has been an educator for over 35 years mostly teaching high school mathematics and computer science. Outside his own classroom, he has helped teachers integrate technology into teaching 21st century skills and facilitated the preparation and induction of new

teachers in the profession. Dr. West has publications in the areas of computer science, teaching with technology and also the development of leaders in our schools. Since summer 2015, he has been applying his experiences as teacher, past KNEA President, and from various roles with both NCATE and CAEP in a new position as Senior Policy Analyst for Teacher Quality in NEA's Center for Great Public Schools. Blake currently serves as chair of the CAEP Accreditation Council and as a member of the CAEP Board of Directors.



DR. CHRISTOPHER A. KOCH

Dr. Christopher A. Koch was appointed as Interim President of the Council for the Accreditation of Educator Preparation (CAEP) May 2015. He served as Illinois State Superintendent of Education from December of 2006 until May of 2015. As State Superintendent,

Dr. Koch led efforts to bring coherence between state standards, curriculum, assessments and college entry requirements in Illinois. He has been a strong proponent of using data to inform policy and established a P-20 longitudinal data system. He supports the establishment of nationally and internationally benchmarked standards, as well as assessments common to all states so that fair and accurate comparisons about student performance between states and countries can be made. He obtained his master's and doctoral degrees in Educational Policy and Leadership from George Washington University in Washington, D.C.

PART TWO: HEA, ESEA, and Ed Policy Update

During this session, Reg Leichty and Amy Starzynski will draw on their education law and policy experience to offer insights and analysis of Congress's work to update the Higher Education Act, the Elementary and Secondary Education Act, and their reflections on the broader education policy landscape and outlook. The briefing will equip you with the latest information about federal educator policy developments and suggest advocacy strategies to achieve your policy goals.

REG LEICHTY

With over two decades of policy and legal experience, Reg advises national education associations, state education agencies, school districts, nonprofit leaders, and companies about federal education, student data privacy, and technology law. Among other areas, his work includes a focus on the Elementary and Secondary Education Act, the Family Educational Rights Privacy Act, and the Telecommunications Act of 1996. He also counsels a wide range of entities about how to work effectively with Congress, the U.S. Department of Education, and the Federal Communications Commission, and frequently speaks and writes about emerging policy and legal issues in education reform. Prior to co-founding Foresight Law + Policy, Reg practiced law for over a decade with two national law firms, and served as telecommunications, technology, and privacy counsel for U.S. Senate Commerce Committee Ranking Member Bill Nelson of Florida, and as a telecommunications and technology advisor to former Senator Bob Kerrey of Nebraska. Reg is a member of the Washington, D.C. and Virginia Bars, and the

International Association of Privacy Professionals and the Federal Communications Bar Association. [@RegLeichty](#)

AMY STARZYNSKI

Amy knows how public sector entities work, particularly state and local education agencies, and has spent many years helping policymakers and leaders at every level achieve their goals for improved student outcomes. As a former Congressional staff member, state-based policy institute executive, and senior member of a leading education law and policy practice, Amy has worked on issues that include statewide systems of assessment and accountability, student-centered approaches to learning, educator support and growth, school and district improvement, and capacity building. Prior to co-founding Foresight Law + Policy, Amy practiced law with a big 4 audit firm in Europe, served as Chief Operating Officer of the Georgia Department of Education, and was a senior advisor to Senator Johnny Isakson of Georgia during his tenure in the U.S. House of Representatives. Amy is a member of the Washington, D.C., Georgia, and Wyoming Bars. [@AmyStarzynski](#)

FEBRUARY 23-25, 2016
LAS VEGAS, NV

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AACTE'S 68TH ANNUAL MEETING

MEETING THE DEMANDS
OF PROFESSIONAL PRACTICE

TOUGH QUESTIONS
TOUGH CHOICES

Program Sessions

Friday, September 18, 2015

7:00 AM-8:00 AM

Continental Breakfast

Concourse Foyer • Concourse

7:00 AM-4:45 PM

Registration

Exhibits Open

Concourse Foyer • Concourse

8:00 AM-4:45 PM

Early Adopters Lounge

Albright • Terrace

Designed to meet the specific needs of Early Adopters who are hosting CAEP site visits in fall 2015 or spring 2016 using the CAEP standards. Join us for discussions, presentations by special request, and networking.

8:00 AM-9:00 AM / BREAKOUT I

Assessing and Evaluating Teacher Preparation Programs: APA Task Force Report

Frank C. Worrell, University of California, Berkeley

Lincoln, West • Concourse

The desire for evidence of program impact arises primarily from the acknowledged ethical and professional responsibility of teacher education programs to assure the public that they are preparing effective teachers for U.S. schools. This session is a presentation on the APA Task Force Report. The report assumes that the kinds of data and methods required to evaluate the effectiveness of teacher education programs ought to be informed by well-established scientific methods that have evolved in the science of psychology, which at its core addresses the measurement of behavior.

CAEP Application Process - First Steps to Achieving Accreditation

Stevie Chepko, CAEP; Richard Rice, CAEP

International Ballroom, East • Concourse

Is your EPP new to accreditation? This session will highlight terminology specific to the CAEP accreditation process as well as information about the Phase I and Phase II application process. Participants seeking accreditation for the first time will also learn about the accreditation timeline and evidence expectations.

Identifying and Assessing Characteristics of Effective Clinical Partnerships

Dorothy Erb, Marietta College; William Bauer, Marietta College; Carole Hancock, Marietta College; Cathy Mowrer, Marietta College; Amanda Knapp-Witt, Marietta College

Jefferson • Concourse

This session will describe the initial implementation of two instruments designed to identify and assess the strength of clinical partnerships between EPP's and P-12 schools. The process used to identify characteristics of effective partnerships and the developmental progression of partnership development will be shared along with examples from the field.

Navigating a Data-Driven Landscape: Let Your Mission Be Your Guide

Diane Newman, Bank Street Graduate School of Education; Amy Kline, Bank Street Graduate School of Education; Gretchen Adams, Bank Street Graduate School of Education

Lincoln East / Monroe • Concourse

This presentation shares our experiences with data gathering and use and engaging faculty in the process of enhancing student outcomes without compromising our mission of progressive education. Through discussion and interactive activities, we offer a perspective for working with faculty to develop meaningful, measurable program improvements that address accreditation demands.

Preparing Early Childhood Education Reports

Pamela Ehrenberg, National Association for the Education of Young Children

Georgetown, West • Concourse

This session provides an overview of the Program Review with National Recognition option for National Association for the Education of Young Children (NAEYC) review teams.

Preparing Special Education Program Reports

Deb Ziegler, Council for Exceptional Children

Georgetown, East • Concourse

An overview of the Program Review with National Recognition option for special educator preparation programs conducted by the Council for Exceptional Children (CEC) review teams.

The Heart of Transforming P-12 Education: Preparing Teacher Leaders

Ann Nutter Coffman, National Education Association; Blake West, National Education Association

International Ballroom, West • Concourse

Teacher leaders fostering a professional learning culture, advocating for positive education policy, and leading their profession – an ambitious goal of a collaborative project of the National Education Association (NEA), the National Board for Professional Teaching Standards (NBPTS) and the Center for Teacher Quality (CTQ). This session provides insights into years one and two of a three year national pilot.

Utilizing Licensure Performance Data to Increase Teacher Diversity and Improve Educator Preparation Programs

Jonathan Steinberg, Educational Testing Service; Seth Weiner, Educational Testing Service

Cabinet • Concourse

Admissions standards particularly for candidates of color represent one source of the existing diversity gap between U.S. students and the admitted candidate pools in educator preparation programs. Performance data will be shown for initial and selected subject-area licensure focusing on African American and Hispanic candidates relative to White candidates.

8:00 AM-4:45 PM / CONSULTATIONS

EPP Consultations

Columbia 1, 2, 5 • Terrace

Consultations allow the EPP to connect with a CAEP staff member to answer any questions they may have concerning the accreditation process.

9:15 AM-10:15 AM / BREAKOUT II

Educator Disposition Assessment: A Research-Based Measure of Teacher Dispositional Behaviors

Adrienne Wilson, The University of Tampa; Pattie Johnston, The University of Tampa; Gina M. Almerico, The University of Tampa
Lincoln, West • Concourse

This session will provide a discussion of research results involving the development of a valid and reliable research-based instrument to measure candidate dispositional behavior aligned to InTASC Standards and the Danielson and Marzano frameworks.

Participants will work in small groups to engage in meaningful dialogue of disposition indicators.

LCAS: A Window into Program Impact (CAEP Standards 2 and 4)

Douglas Smith, Coastal Carolina University; Patricia L. Jones, Coastal Carolina University; Tonya Kram, Coastal Carolina University
International Ballroom, West • Concourse

This session will show how data gathered through an online information system are used to foster communication between educator training programs and P-12 LEAs as well as to support institutional efforts to demonstrate P-12 program impact per CAEP (especially addressing standards 2 and 4). The institutional assessment plan using this process will also be briefly presented to provide context for the presentation. Participants will have the opportunity to browse the system in use. Please bring a laptop or other similar device to this session.

Making Your Case for Accreditation

Glenda Breaux, CAEP

International Ballroom, East • Concourse

This session will provide guidance on how to use data and evidence to make the case for a positive accreditation decision. Examples will be provided specific to conclusions that can and cannot be supported with data and evidence.

Measuring the Clinical Practice Component of Traditional Teacher Preparation Programs

Stephen J. Meyer, REL Central; Emma Espel, REL Central

Jefferson • Concourse

The Regional Educational Laboratory for the Central states (REL Central) at Marzano Research developed a survey for measuring clinical practice in traditional teacher preparation programs.

This presentation provides an overview of the survey and its development, the study for which it was developed, research informing the study, and related projects.

Preparing Educational Leadership Program Reports

Honor Fede, Educational Leadership Constituent Council

Georgetown, East • Concourse

This session provides an overview of the Program Review with National Recognition option for educational leader preparation programs conducted by Educational Leadership Constituent Council (ELCC) review teams.

Preparing Foreign Language Education Program Reports

Judith Shrum, American Council on the Teaching of Foreign Languages

Georgetown, West • Concourse

This session provides an overview of the Program Review with National Recognition option for foreign language educator preparation programs conducted by American Council on the Teaching of Foreign Languages (ACTFL) review teams.

Shared Needs: Partnering with Urban High Poverty Schools

Annie Bauer, University of Cincinnati

Lincoln East / Monroe • Concourse

Preparing teachers for urban, high poverty schools is a challenge augmented by the predominant gender (female), race (white), and class (lower middle to upper) of most of our candidates. The partnership described provides both early field experiences and supports schools struggling with the achievement gap.

Using Video Evidence to Support Teacher Learning Throughout the Teacher Education Program

Kenna Colley, Radford University; Sharon L. Gilbert, Radford University; Daniel Moore, Edthena

Cabinet • Concourse

This session focuses on how one teacher education program transitioned to using video evidence as a powerful means for documenting candidates' successful implementation of new skills and improvement of existing skills. Particular attention will be paid to supporting faculty needs. Specific implementation strategies will be discussed.

Program Sessions

Friday, September 18, 2015

10:30 AM-11:30 AM / BREAKOUT III

Draft National Elementary Education Standards

John Johnston, University of Memphis; Ava Belisle-Chatterjee, Columbia College Chicago

International Ballroom, West • Concourse

In this session the preliminary draft of the national elementary standards will be presented for general feedback.

Implementing a High Quality Clinical Model: Year One Reflections

Peggy C. Petrilli, Eastern Kentucky University; Nola Faye Deters, Eastern Kentucky University; April Blakely, Eastern Kentucky University; Ann Burns, Eastern Kentucky University; Ginni Fair, Eastern Kentucky University

Lincoln East / Monroe • Concourse

Meet the team from Eastern Kentucky University to hear first hand the work from design team to implementation of a full educator preparation clinical model. Professional core courses are designed to provide the content, pedagogical knowledge and professional responsibilities of a teacher candidate in the clinical experience. The design team focused on candidate knowledge, skills and professional dispositions throughout this process. Presenters will share the performance-based assessments used to demonstrate candidates' development of knowledge, skills and professional dispositions and the impact on learning and development of P-12 students.

Meeting the Challenges for Advanced Program Standards

Stevie Chepko, CAEP

International Ballroom, East • Concourse

This session will seek feedback on processes and procedures for submitting evidence for advanced level programs. This is an interactive session.

Preparing and Assessing Educators in Ethical Understanding

Anne Marie Fenton, Georgia Professional Standards Commission; Jessica Stern, Educational Testing Service; Troy Hutchings, Educational Testing Service

Lincoln, West • Concourse

In this interactive session, participants will explore the topic of preparing and assessing candidates in ethical understanding to guide professional decision making, including the use of a statewide instructional educator ethics assessment for Educator Preparation Program (EPP) candidates.

Preparing School Psychologist Program Reports

Enedina Garcia Vazquez, National Association of School Psychologists

Georgetown, East • Concourse

This session provides an overview of the Program Review with National Recognition option for the preparation of school psychologist programs conducted by Preparation of School Psychologists National Association of School Psychologists (NASP) review teams.

Preparing Technology Coaches, Technology Directors, and Computer Science Program Reports

Carolyn Sykora, International Society for Technology in Education

Georgetown, West • Concourse

This session provides an overview of the Program Review with National Recognition option for conducted by International Society for Technology in Education (ISTE) review teams.

Quantitative Analysis of Licensure Assessment Suite Utilized in Missouri Educator Preparation Programs, 2013-2015

Timothy Wall, Northwest Missouri State University; Daryl Fridley, Southeast Missouri State University; Alex Cuenca, Saint Louis University; Mike McBride, Northwest Missouri State University

Cabinet • Concourse

This symposium will be an opportunity for representatives from several Missouri public educator preparation programs to share quantitative assessment results from the new Missouri Educator Gateway Assessments (MEGA). These assessments, including a general education assessment, a work styles profile, a field experience assessment and a performance assessment, have been implemented in part since September 2013.

Utilizing P-20 Partnerships to Maximize the Transition from Pre-Service Candidacy to In-Service Teaching

Angie Gant, Georgia Professional Standards Commission; Paige Tompkins, Mercer University

Jefferson • Concourse

This interactive session will describe a regional approach to P-20 partnerships in Georgia. Institutions, P-12 school districts, and Regional Education Service Agencies (RESAs), along with state agencies, have joined together in an attempt to facilitate a seamless transition from pre-service to in-service.

12:00 PM-1:00 PM / PRODUCT THEATER

Progress Over Time: All the Time. See Chalk & Wire's Solution to Supporting, Tracking and Reporting on your Students' Progress in the classroom and beyond.

Georgetown, West • Concourse

Students are at the center of all we do at Chalk & Wire and this summer's latest release makes that even more apparent. We have also enhanced features to make your work with students more intuitive, more flexible and more insightful.

Our field experience module (free and included for use by all Chalk & Wire institutions) lets you create custom fields for tracking and reporting. Importing has been streamlined and field placements can be saved as a PDF for external use, review or record-keeping.

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Help keep your students on track by viewing track student content and submission progress at the page level for a given Table of Contents. Additionally, administrators can now see the type and size of files being uploaded to Chalk & Wire by each user. Admins can also at a glance see how the system is being used on any given day. This allows you to see if the planned use is in fact in progress on any given day, week...or any time span you choose.

Make sure you can get the answers you need BEFORE you need them. Learn more with Chalk & Wire.

Six Phases for Transitioning to Taskstream

Leslie Ward, The George Washington University

Georgetown, East • Concourse

Learn how one institution transitioned their education programs into Taskstream to manage a wide-range of educator preparation needs and streamline the process for accreditation visits. This presentation focuses on a 6-phase rollout for the transition that not only allows for transparency, it clarifies the process and expectations, reduces anxiety, and promotes faculty collaboration.

The Critical Role of High Quality Assessment in CAEP Accreditation - A Personal Perspective

Lance Tomei, Live Text

International Ballroom, East • Concourse

Topics will include context for the CAEP standards, a quick comparison of NCATE and CAEP standards, a closer look at the CAEP Standards and Components along with the implications for assessment, some thoughts about high quality assessment/evidence, and some suggested strategies and resources for transitioning from NCATE to CAEP.

The Little Unit That Could: The Story of Mississippi College's Successful Accreditation Visit

Rachel Peeples; Hilda White; Cindy Melton, Mississippi College; Austen Adair, Tk20; Alicia Villarreal, Tk20

Lincoln, West • Concourse

During the Fall of 2013, our Teacher Education unit at Mississippi College underwent (survived) an NCATE accreditation visit. Due to the extensive data collection and reports gathered from our Tk20 system, we were able to provide the team with ample information in order to pass and even exceed expectations. We want to share our story with others who are on the brink of an accreditation review. We will share how we set up our system to collect, assess, and report data that met accreditation standards, as well as address the changes we are implementing in preparation for our next visit. Tk20 will also be on hand to showcase their accreditation management module with a focus on alignment to CAEP's continuous improvement expectations.

Using Video and Observation Data for Coaching and Developing Aspiring Educators

Mitchell Welch, Teachscape; Kelly Clark, Gardner-Webb University

Cabinet • Concourse

Discover how many educator preparation programs are embracing technology for professional growth, reflective coaching, and instructional improvement. Join us to discuss strategies, best practices, and how to create a culture using video.

Rich Ideas and a Shoestring Budget: Developing a Home-Grown Assessments for Key College, State and Institutional Outcomes

Lillian Poats, Texas Southern University; Ingrid Haynes, Texas Southern University; Jones Mays, Texas Southern University

Lincoln East / Monroe • Concourse

This session will examine how a University chose to develop an in-house assessment system versus purchasing one out-of-the box. Emphasis will be placed on the pros and cons of in-house development. Including the substantial cost savings and the ability to get 100% unit buy in.

Program Sessions

Friday, September 18, 2015

1:15 PM-2:15 PM / BREAKOUT IV

Bringing the Margins to the Center of Teacher Preparation: Portrait of a TPP Weaving Diversity Across the CAEP Standards

Maria Salazar, University of Denver

International Ballroom, West • Concourse

This session will highlight the efforts of the University of Denver Teacher Education Program to design an integrated approach to prepare teachers to meet the needs of diverse learners. The presenters will describe how they meet the CAEP standards through a targeted focus on diverse learners in recruitment, admissions, curriculum, field experiences, and candidate evaluation.

Community-Engaged Clinical Field Experiences: Developing Culturally Responsive Teachers

John E. Jacobson, Ball State University; Patricia Clark, Ball State University; Eva Zygmunt, Ball State University

Georgetown, West • Concourse

This session explores an intensive, mutually beneficial, community-engaged clinical field experience for pre-service teacher candidates. Through active participation in community life, alongside host families and community leaders who serve as mentors, candidates acquire the cultural knowledge to effectively develop and implement culturally responsive content and pedagogy in the schools.

edTPA Local Evaluation: Involving our Partners and Improving Teacher Practice

John Seelke, University of Maryland College Park

Lincoln, West • Concourse

This session will discuss how the University of Maryland uses local evaluation of the teacher performance assessment edTPA as a means to engage partnering districts (through the use of mentor teachers, principals, and NBCT teachers as local evaluators) and to use this assessment as a tool to support teachers in their induction period.

On a Mission: Leveraging an Institutional Mission and Accreditation Standards to Transform Teacher Education

Todd Bates, Montclair State University; Nicole Barnes, Montclair State University; Charity M. Dacey, Montclair State University; Concetta E. Donvito, Montclair State University; Margaret J. Freedson, Montclair State University; Caroline C. Murray, Montclair State University

Jefferson • Concourse

Faculty, staff, and students from Montclair State University share how their institutional mission works together with accreditation standards to improve candidate selection, shape student assessment, and foster innovative co-teaching initiatives. They also discuss how the CAEP standards encourage development of discrete, measurable institutional standards that better articulate the institution's mission.

Preparing English/Language Arts Education Program Reports

Paul Yoder, National Council of Teachers of English

Georgetown, East • Concourse

An overview of the Program Review with National Recognition option for English/language arts educator preparation programs conducted by National Council of Teachers of English (NCTE) review teams.

Preparing Mathematics Program Reports

Judy O'Neal, National Council of Teachers of Mathematics

Cabinet • Concourse

This session provides an overview of the Program Review with National Recognition option for the National Council of Teachers of Mathematics (NCTM) review teams.

Promoting Academic Achievement of Diverse Candidates: Using Evidence-Based Approach from a Dean's Perspective

J. Michael Clyburn, Lincoln Memorial University; Edward L. Hill, Fort Valley State University; Scott Jackson Dantley, CAEP

Lincoln East / Monroe • Concourse

Educator Preparation Providers (EPPs) are committed to producing highly effective educator professionals who are equipped to have an impact on P-12 learning as well as engage a growing diverse student population of learners. Yet, strategies to equip candidates to be effective educators can vary based on numerous factors ranging from geographical influences to engaging first generation candidates to the entire notion of the college process/learning. Two Deans from very different EPPs but with similar challenges in educating diverse populations will provide perspectives on their effective strategies to overcome these barriers.

Transitioning from NCATE to CAEP

Monique Lynch, Walden University; Debbie Bechtold, Walden University

International Ballroom, East • Concourse

Presenters will share Walden University's approach to making the transition from NCATE to CAEP accreditation. Plans and actions to date will be discussed including helping faculty learn about CAEP standards, revising and recreating assessments, and preparing for the self-study.

2:30 PM-3:30 PM / BREAKOUT V

Common Metrics Surveys: Use of Data to Improve Educator Preparation Programs

Daria Paul Dona, Minnesota State University, Mankato; Mark Baron, University of South Dakota; Jon Pedersen, Minnesota State University, Winona; Jo Matson, University of Minnesota, Twin Cities; Robin White, FHI 360

Jefferson • Concourse

Presenters will share how 14 educator preparation programs have collaborated to create, test, and revise common metrics surveys administered to teacher candidates at program entry and exit, to completers after one year of teaching, and to completers' supervisors. Particular emphasis will be placed on how these institutions of higher education have used individual program and aggregate (14 institutions) survey data for improvement of their teacher preparation programs. The presenters will also discuss how the survey results were used to engage K-12 partners in formal data-sharing retreats and informal continuous improvement conversations.

Ensuring High Quality School-Based Experiences: Cooperating Teacher Training

Ann Nutter Coffman, National Education Association; Blake West, National Education Association

International Ballroom, West • Concourse

Cooperating Teachers are the linchpin to ensuring quality school-based experiences for teacher candidates during their preparation. In this presentation, the National Education Association (NEA) will share their work in developing training for cooperating teachers as well as share some of their initial experiences in developing partnerships with this work.

Great to Influential: Exemplary Teachers' Perspectives on the Impact of Teacher Leadership

Gretchen Weber, AIR; Catherine Jacques, AIR; Katherine Bassett, National Network of State Teachers of the Year

Cabinet • Concourse

Building on The 2014 Good to Great report, nine partner organizations have come together to further examine the impact of teacher leadership and its contribution to teachers' effectiveness. Presenters will discuss the results of focus groups with State Teachers of the Year and describe the role teacher leadership can play in developing effective educators.

International Perspectives on Accreditation and Quality Assurance

Judith Scharager Goldenberg, Agencia Acreditadora Qualitas; Greg Maffet, NCAAAA, Saudi Arabia; James Noble Rogers, UCET, United Kingdom

International Ballroom, East • Concourse

Preparing highly qualified teachers is a common goal that is shared by international communities and quality assurance agencies alike. Yet challenges remain in dealing with issues related to recruitment and selectivity, addressing shortage areas in science, mathematics, and other highly specialized fields, and measuring the impact of teachers on P-12 student learning. The panelist will provide their perspectives on teacher preparation in their country and ways they might approach the CAEP accreditation process/standards.

Preparing Physical Education Program Reports

Joe Halowich, SHAPE America

Georgetown, East • Concourse

This session provides an overview of the Program Review with National Recognition option for physical educator preparation programs conducted by Society of Health and Physical Educators (SHAPE America) review teams.

Preparing Science Reports

Jeanelle Day, National Science Teachers Association

Georgetown, West • Concourse

This session provides an overview of the Program Review with National Recognition option for the National Science Teachers Association (NSTA) review teams.

Report from AACTE: Professional Development Through Online Professional Seminars (OPS)

Trish Parrish, Saint Leo University; Linda McKee, AACTE; Mark Lacelle-Peterson, AACTE; Tim Finklea, AACTE; Lillian Chenoweth, HigherEdLearning Consulting Group; Mary Bold, HigherEdLearning Consulting Group

Lincoln, West • Concourse

In 2015, AACTE launched an on-going series of short courses on continuous improvement, accreditation, and assessment. Some of the courses are free to the public as introductory-level topics and attracted hundreds of participants from higher ed. Called Online Professional Seminars (OPS), each course runs for 4 weeks to support asynchronous conversations among colleagues. Topics include building quality assessments, using data for improvement, and creating quality assurance systems. The OPS are part of the larger Quality Support Initiative leading to a system of AACTE Consultants on accreditation and program quality. This session reports on analytics from the OPS offered to date as well as the issues identified by participants in their online discussions.

Program Sessions

Friday, September 18, 2015

3:45 PM-4:45 PM / BREAKOUT VI

2:1 Co-Teaching: Conceptualizing a New Model for Today's Teacher Education Programs

Christina M. Tschida, East Carolina University; Elizabeth Fogarty, East Carolina University

Lincoln East / Monroe • Concourse

Presenting the conceptual framework for a model of student teaching which pairs two teacher candidates with one cooperating teacher to build stronger collaboration skills. All three are trained to utilize co-teaching planning and strategies to meet student needs and provide more dynamic feedback than in traditional student teaching situations.

Preparing English as a Second Language Program Reports

Diane Staehr Fenner, Teachers of English to Speakers of Other Languages

Georgetown, East • Concourse

An overview of the Program Review with National Recognition option for English as a second language educator preparation programs conducted by Teachers of English to Speakers of Other Languages (TESOL) review teams.

Report from AACTE: Professional Development Through Online Professional Seminars (OPS) [Repeat Session]

Trish Parrish, Saint Leo University; Linda McKee, AACTE; Mark Lacelle-Peterson, AACTE; Tim Finklea, AACTE; Lillian Chenoweth, HigherEdLearning Consulting Group; Mary Bold, HigherEdLearning Consulting Group

Lincoln, West • Concourse

In 2015, AACTE launched an on-going series of short courses on continuous improvement, accreditation, and assessment. Some of the courses are free to the public as introductory-level topics and attracted hundreds of participants from higher ed. Called Online Professional Seminars (OPS), each course runs for 4 weeks to support asynchronous conversations among colleagues. Topics include building quality assessments, using data for improvement, and creating quality assurance systems. The OPS are part of the larger Quality Support Initiative leading to a system of AACTE Consultants on accreditation and program quality. This session reports on analytics from the OPS offered to date as well as the issues identified by participants in their online discussions.

Seeking the Seal of Approval: How CEEDAR Center TA States are Leveraging Program Approval to Improve Professional Learning Systems

Erica McCray, CEEDAR

Jefferson • Concourse

CEEDAR Center's mission is to improve college and career readiness for students with disabilities. Therefore, the staff assists states in examining and aligning the levers of the PLS (certification/licensure, teacher/leader development, and program evaluation/approval) to increase educator effectiveness. Presenters describes CEEDAR's approach to TA related to program approval and accreditation.

The Impact of Residency 1: Teacher Candidates' Perceptions of Field Experiences

Shannon Harmon, Middle Tennessee State University

Georgetown, West • Concourse

What are teacher candidates' perceptions of field experiences? How do their perceptions impact the decisions we make about field experiences? If you are asking yourself these types of questions and work with teacher candidates in the field, then join this session as we explore these ideas.

Translating Student Perception Surveys from the K-12 to the Education Preparation Classroom: Lessons Learned from the Field

Jessica Miranda, University of Hawaii at Manoa; Xan Tanner, Panorama Education; Jennifer Carinci, CAEP; Claire Jacobson, CAEP

International Ballroom, East • Concourse

Student perception surveys, which allow K-12 students to provide feedback on their teacher, are increasingly used for teacher's professional development and evaluation. While originally designed for in-service use, EPPs are now starting to use student perception surveys with their candidates because they provide feedback, potential to track completers' impact, and data for program improvement. Early users, including CAEP researchers, of these surveys will discuss benefits and challenges of translating student perception surveys to pre-service use.

UNC Teacher Quality Research Initiative: Collaborating for Program Accountability and Improvement

Kevin Bastian, University of North Carolina at Chapel Hill; Alisa Chapman, University of North Carolina at Chapel Hill

International Ballroom, West • Concourse

Since 2008, the Teacher Quality Research Initiative (TQRI), a partnership between education policy researchers, the UNC General Administration, and the Colleges of Education at UNC system institutions, has provided high-quality research evidence to further teacher preparation program (TPP) accountability and improvement efforts in North Carolina. This is a unique partnership between teacher educators and researchers, founded on a respect for evidence and with a goal to use research to improve the quality of teachers and school leaders prepared in North Carolina. In this presentation, we (1) detail the origins, structure, and goals of the TQRI; (2) summarize the key TQRI analyses, their findings, and their impacts on practice and policy in North Carolina; and (3) describe on-going efforts to connect research to program improvement and make research findings more accessible and transparent.

Program Sessions

Saturday, September 19, 2015

7:15 AM-8:15 AM / PRODUCT THEATER

Becoming a Program that Uses Video Evidence to Support Teacher Learning

Audra Parker, George Mason University; Adam Geller, Edthena Cabinet • Concourse

Learn how GMU coaches teacher candidates utilizing video evidence. See why EPPs implement Edthena for collecting data that goes beyond just tracking and compliance. Hear examples of how this video collaboration platform is used to support candidate growth and foster strong partnerships with districts. edTPA support will also be discussed.

The Critical Role of High Quality Assessment in CAEP Accreditation - A Personal Perspective

Lance Tomei, LiveText

International Ballroom, East • Concourse

Topics will include context for the CAEP standards, a quick comparison of NCATE and CAEP standards, a closer look at the CAEP Standards and Components along with the implications for assessment, some thoughts about high quality assessment/evidence, and some suggested strategies and resources for transitioning from NCATE to CAEP.

Keynote Presentation

Saturday, September 19, 2015 | 8:30 AM

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

ANTHONY S. BRYK

Anthony S. Bryk is the ninth president of the Carnegie Foundation for the Advancement of Teaching, where he is leading work on transforming educational research and development, more closely joining researchers and practitioners to improve teaching and learning. Formerly, he held the Spencer Chair in Organizational Studies in the School of Education and the Graduate School of Business at Stanford University from 2004 until assuming Carnegie's presidency in September 2008.

He came to Stanford from the University of Chicago where he was the Marshall Field IV Professor of Urban Education in the sociology department, and where he helped found the Center for Urban School Improvement, which supports reform efforts in the Chicago Public



Schools. He also created the Consortium on Chicago School Research, a federation of research groups that have produced a range of studies to advance and assess urban school reform.

He is a member of the National Academy of Education and was appointed by President Obama to the National Board for Education Sciences in 2010. In 2011, he was elected as a member of the American Academy of Arts and Sciences. He is one of America's most noted educational researchers. In his most recent work, *Learning to Improve* (2015), Bryk argues improvement science combined with the power of networks offers the field a new approach to reach ever increasing educational aspirations. Bryk holds a B.S. from Boston College and an Ed.D. from Harvard University.

Program Sessions

Saturday, September 19, 2015

8:00 AM-12:00 PM

Early Adopter Lounge

Albright • Terrace

9:45 AM-10:45 AM / BREAKOUT VII

Breaking Barriers to Effective Data Use in Teacher Preparation

Jessica Miranda, University of Hawaii at Manoa; Joel Harris, UPD Consulting; Laura Weeldreyer, UPD Consulting

Lincoln East / Monroe • Concourse

The University of Hawaii at Manoa has engaged key partners to access and link in-service teacher performance data back to individual preparation programs. Using the research of improvement science, participants will learn how to engage faculty in a process through which data are used as a guide for program improvement.

CAEP's Information Management Tool: AIMS

Frank Huang, CAEP

International Ballroom, West • Concourse

An overview of how to use CAEP's Accreditation Information Management System (AIMS) throughout the CAEP Accreditation process.

Identifying the Content Knowledge Needed for Effective Teaching: Implications for Teacher Preparation, Accreditation, and Assessment

Geoffrey Phelps, Educational Testing Service; Heather Howell, Educational Testing Service; Jamie Mikesa, Educational Testing Service

Lincoln, West • Concourse

This session will focus on a new generation of assessments of content knowledge for teaching (CKT). Participants will work through assessment questions in English language arts, mathematics and science. For each, validity results will be presented using cognitive interview data. Implications for teacher development, accreditation, and assessment will be discussed.

Selectivity – A Moral and Ethical Responsibility for Our Nation's Children

Carrie A. Pottinger, Western Governors University; Reigan Knotts, Western Governors University

Georgetown, East • Concourse

CAEP requires EPPs to measure and evaluate additional selectivity factors of teacher candidates' performance and effective teaching. While GPAs and test scores are the most commonly used measurements of high quality candidates, we argue that the development and demonstration of appropriate ethics, professional behaviors, and dispositions are even more critical.

The Model Code of Ethics for Educators: Embedding Ethics Instruction in the Preservice Curriculum

Phillip S. Rogers, NASDTEC; Anne Marie Fenton, Georgia Professional Standards Commission; Troy Hutchings, Educational Testing Service; Katherine Bassett, National Network of State Teachers of the Year

International Ballroom, East • Concourse

While preparing candidates, EPPs can proactively and intentionally focus on instruction in ethical understanding that fosters safe learning environments. Participants will interactively learn about the Model Code of Ethics for Educators' principles and performance indicators, discuss strategies to embed ethics instruction in the preservice curriculum, and examine their practice.

Understanding CAEP Fees and Accreditation Costs

Thanh Tran, CAEP

Georgetown, West • Concourse

A discussion of CAEP Annual EPP Fees and Accreditation Visit Fees and Expenses. This session will also provide relevant budgeting and logistical supports for those planning to host a CAEP visit.

Urban Teacher Center Theory of Action: Data Use and Feedback for Continuous Improvement

Cara Jackson, Urban Teacher Center

Jefferson • Concourse

This session will describe the theory of action in a residency-based teacher preparation program that incorporates ongoing evaluation for continuous improvement. It will provide the research basis for the model, and identify analyses conducted to assess data quality and the efficacy of the different elements of the model.

11:00 AM-12:00 PM / BREAKOUT VIII

A Reflective Practice Model for Examining the Validity of Performance Assessments

Cynthia Conn, Northern Arizona University; Suzanne Pieper, Northern Arizona University; Kathy Bohan, Northern Arizona University

Lincoln East / Monroe • Concourse

Performance assessments are one method of evaluating candidate learning. To address CAEP Standard 5, education preparation providers are seeking ways to provide evidence that these assessments are valid. This workshop will present a reflective framework developed to assist faculty in examining the validity of locally developed performance assessments.

Engaging Faculty in Data Rich Program Improvement: Strategies Tested a Transformation Initiative (TI)

Diana Lys, East Carolina University; Kristen Cuthrell, East Carolina University

Jefferson • Concourse

Even the most data-driven teacher preparation reforms struggle without faculty to drive them. Program improvement efforts need both--quality data and committed faculty--to be successful. Experience how one institution leveraged has its Transformation Initiative (TI) to engage faculty in data rich program improvement discussions and activities benefitting candidates and faculty.

Family and School Pedagogy: 3 Partners 2wards 1 Dream

Valeisha M. Ellis, Albany State University; Patricia Jenkins, Albany State University; Jennifer Johnson, Albany State University; Nekiela Wilson, Live Oak Elementary; Laytona Stephenson, Live Oak Elementary; Ruby Brown, Parent Facilitator; Claire Jacobson, CAEP, Moderator

Lincoln, West • Concourse

The panel will discuss the preliminary findings of the first PDSA Cycle in an effort to highlight the strengths, challenges, and how information that resulted from the Networked Improvement Community collaborative project will impact all participants. The panel will provide a variety of perspectives from the EPP Faculty, P-12 Administration, P-12 mentor teacher, parent, and EPP candidate. The enriched discussion will emphasize how the Networked Improvement Community (Bryk, Gomez, & Grunow, 2011) may be an effective collaborative effort that is mutually beneficial to all members, provide clinical conditions that facilitate candidate development, and demonstrate candidate effectiveness while meeting the needs of the P-12 partners and families in the communities we serve.

Measuring Readiness to Teach: Critical Challenges and Innovative Solutions

Teresa Egan, Educational Testing Service; Michaela Krug-Oneill, TeachingWorks; Sally Gillespie, Educational Testing Service; Alistair Bomphray, TeachingWorks; Barbara Weren, Educational Testing Service; Jason Moore, TeachingWorks

Georgetown, East • Concourse

There is growing consensus in the field of teacher preparation that candidates should be prepared in specialized content knowledge for teaching as well as in high leverage teaching practices that advance student success. This session examines issues related to assessing candidates' readiness through innovative performance assessment solutions.

Rethinking Recruitment with Educators Rising

Dan Brown, Educators Rising; Ashley Kincaid, Educators Rising

International Ballroom, East • Concourse

How can educator prep programs better scout teaching talent in high school students? What emerging models for P-20 partnerships can close gaps and boost recruitment? Join an interactive presentation with the Co-Directors of Educators Rising, a national network of pre-collegiate, aspiring educators for promising answers from the field.

Standard 3.1: A Case Study of Past, Present and Future Efforts to Diversify the Teacher Workforce

Heather Herrera, New York University; Yiqun Wang, New York University

International Ballroom, West • Concourse

In response to CAEP Standard 3.1, this presentation focuses on past, present and future efforts of NYU Steinhardt to diversify its teacher education programs and meet high need areas for teaching. The presentation features NYU Steinhardt's needs assessment methodology used to design recruitment benchmarks for attracting and graduating diverse candidates.

12:00 PM / 2015 Fall CAEPCon Concludes



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** The Educational Leadership Constituent Council (ELCC) is composed of three constituent member associations: ASCD, NAESP, and NASSP.

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