

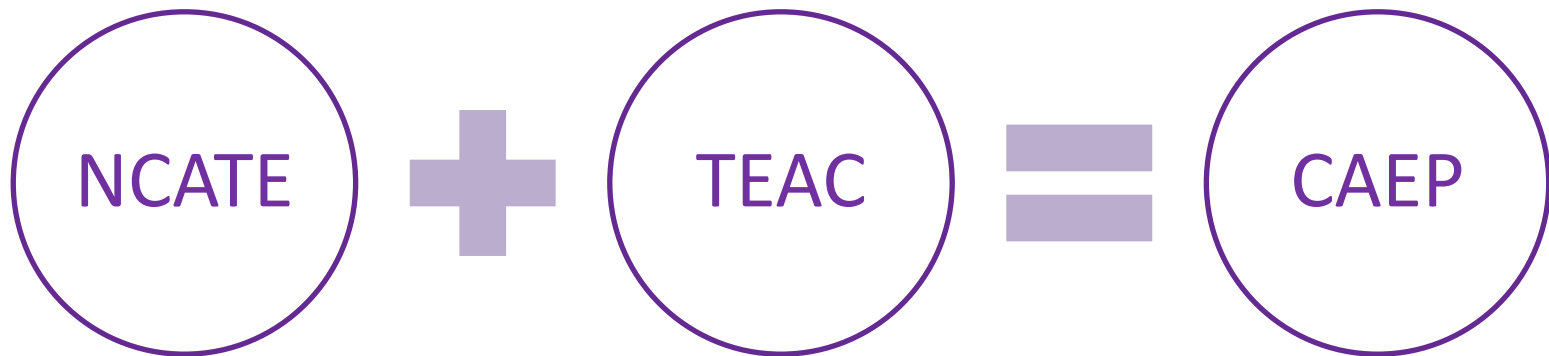
#CAEPisComing

CAEP Accreditation Visit February 8-10, 2015

COE Faculty & Staff Meeting
August 25, 2014

Who is CAEP?

- As of July 1, 2013 the de facto consolidation of the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) created the **Council for the Accreditation of Educator Preparation (CAEP)**.



When is CAEP Coming?

- February 8-10, 2015
- Will include CAEP team and NC DPI Representative(s)

CAEP Visit on NCATE Standards?

NCATE-Legacy Transformation Initiative Visit

- ECU's accreditation cycle was extended by one year - from Spring 2014 to Spring 2015 – when our TI was approved. As a result, ECU was allowed to complete this accreditation visit under the old NCATE Standards, not the newly approved CAEP Standards.

Transformation Initiative?

Pirate CODE:

Continuum of Developing Expertise

**A Research on Practice Model for Improving
Undergraduate Teacher Education**

Accreditation Pioneer

- ECU is one of only 24 EPPs nationally engaged in a Transformation Initiative
- ECU's TI Process and Innovations are the subjects of great interest on the teacher education landscape

AERA 2014 – 57.057
April 6, 2014

Transformative Initiatives in the Accreditation of Educator Preparation: Vision, Status, and Works in Progress

Dr. Linda A. Patriarca, Dean
Dr. Diana Lys, Director of Assessment & Accreditation
College of Education, East Carolina University

Foundation: Building Capacity

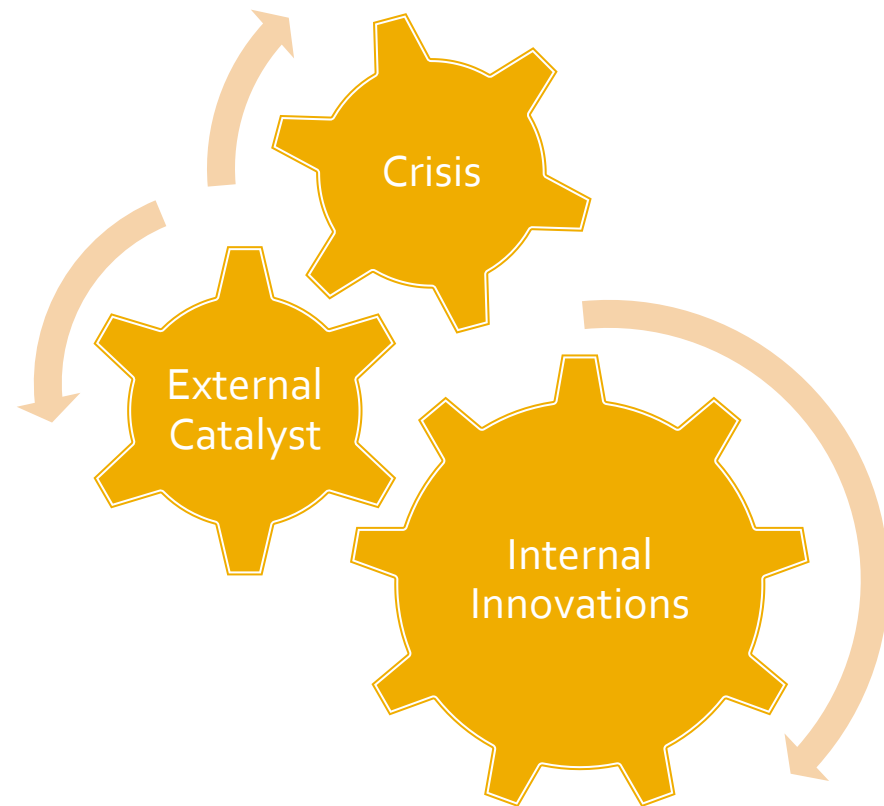
Research on Practice Model for Improving
Undergraduate Teacher Education Programs

Vision and Goals

- Create an infrastructure that facilitates the continuous improvement of teacher education and provides consistent outputs of knowledge production
- Create an set of innovations where teaching, research and service are inextricably linked and seamlessly integrated into the work of faculty
- Create a culture of collaborative research and program development around the enterprise of educator preparation rather than the individual project

Critical Ingredients and Contexts

- Must come up with an implementation strategy that allows faculty to work in “small groups” initially on individual projects of promise that—later can be “knit together” to form an “enterprise.”
- Must be at least ONE significant EXTERNAL catalyst for change. Examples: budget cuts, political pressures, accreditation requirements, etc.
- Must recognize the potential of negative circumstances to move the system. Never waste a crisis.



Using the Crisis or Catalyst to Launch the Work

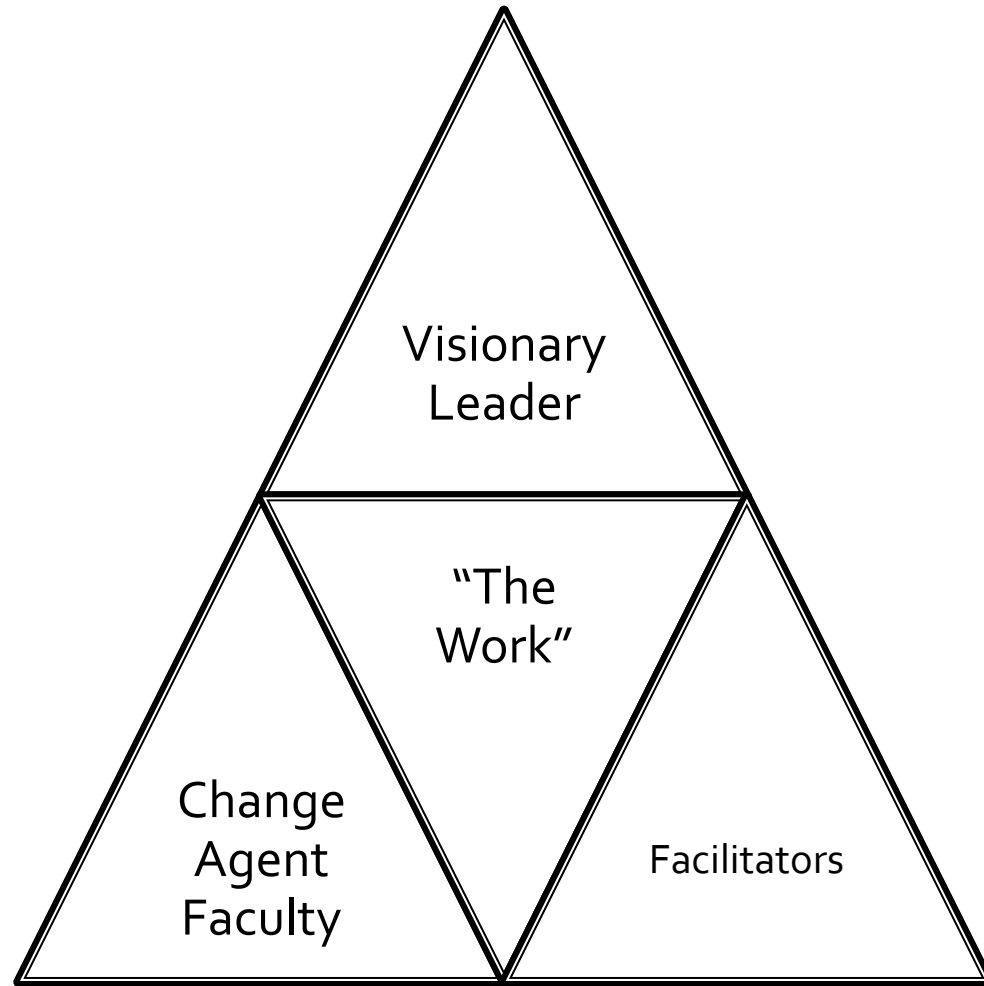
BUDGET CUTS

- North Carolina has absorbed budget cuts nearly every year for five years.
- To date, we have lost over 30 faculty lines and millions of dollars.
- The loss of resources allowed us to institute “faculty workload analysis” that allow us to see where we could recoup faculty time for new projects.

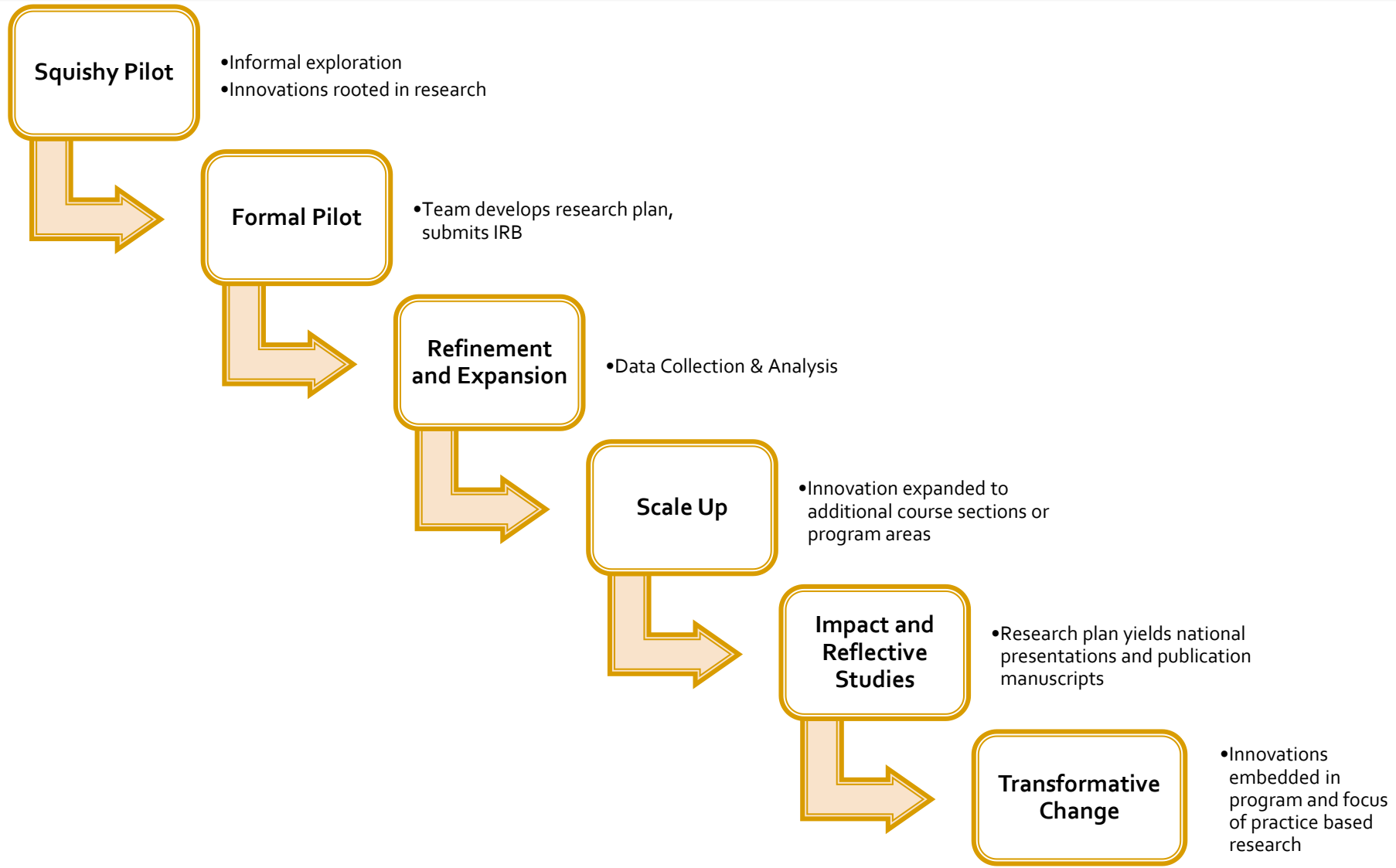
EXTERNALLY FUNDED GRANT

- Because of the budget cuts, worked to submit a proposal for TQP Funding.
- The scope and size of this grant created the type of catalyst for change.
- The grant ignited a new imperative to launch a deeper and more complex partnership between the teacher education and school partners.

People



Process



The TI: “Pirate CODE”



Pirate CODE is a
*Continuum of
Developing Expertise.*

Comprised of a series of individual innovations that are connected to improve teacher education.

Improvements Sought

What are the goals of the ECU TI?

Our Goal for the Pirate CODE

To produce high quality teachers where quality is defined – in large part – as increased PK-12 learning.

1. Engaging in Innovative Practices
2. Studying the Impact of those Practices
3. Embedding Practices in Programs

Pirate CODE as Catalyst

Going back to original Goals and Vision, the Pirate CODE will allow ECU to:

- Deepen and broaden the infrastructure from a singular focus on teacher preparation to educator preparation
- Enlarge the enterprise to other programs where teaching, research, and service are inextricably linked to other programs

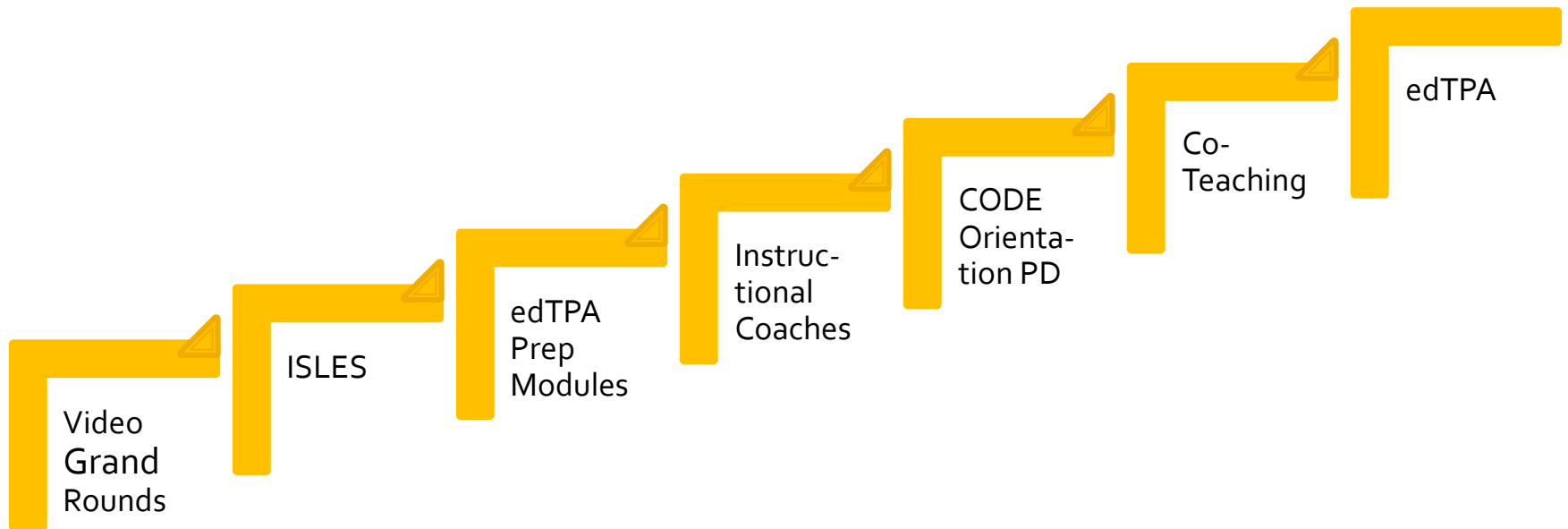
Pirate CODE Implementation

What are the innovations that comprise the ECU TI?

How are Pirate CODE innovations being embedded in programs?

What progress has been made to date?

Innovations Comprising the TI



Through the COE's integrated assessment system, candidate performance is tracked from pre-service to in-service settings and linked to PK-12 student achievement.

Video Grand Rounds

- Mentored observations of pre-selected classroom video snippets
- Guided observation protocol focused on common and content-specific elements

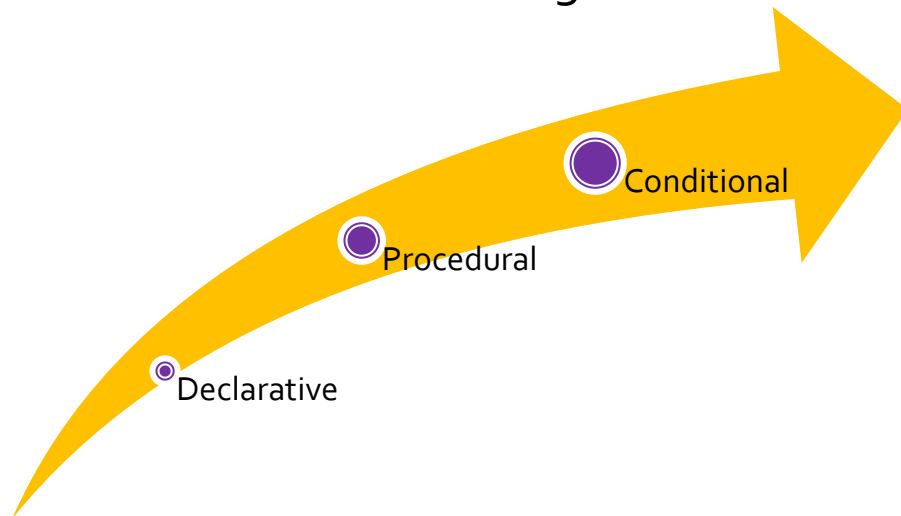
Update

- *Refinement & Expansion and Scale Up beyond teacher prep*
- Refined research methodology



ISLES Instructional Strategies

- Instructional Strategy Lessons for Educators Series
- Modules developed as part of the Teacher Quality Partnership Grant at ECU based 10 research-based instructional strategies



Update

- *Scale Up and Impact Studies*
- Assess usage of 10 ISLES strategies through evaluation of edTPA commentaries
- Shift in content delivery to iBooks in secondary programs
- Feedback from public school partners

edTPA Preparation Modules

- Developed using Instructional Strategy Design methodology.
- Design a set of Master modules addressing components of edTPA tasks into existing middle school education courses.
- Establish a “curricular trajectory” for student edTPA preparation.
- Assign integrative tasks in which edTPA-style lessons are developed, piloted, and refined.

Update

- *Project did not progress past squishy pilot phase.*
- Issues:
 - Unable to clearly link innovation curricular support with coursework
 - Developed outside of portfolio assessment system

edTPA™

Clinical Internship Support

- Model for observation and coaching teaching effectiveness.
- Hiring Instructional Coaches (IC) in Pitt and Greene Counties as part of TQP grant.
- ICs provide targeted professional development for interns based on classroom observations and clinical teacher feedback.

Update

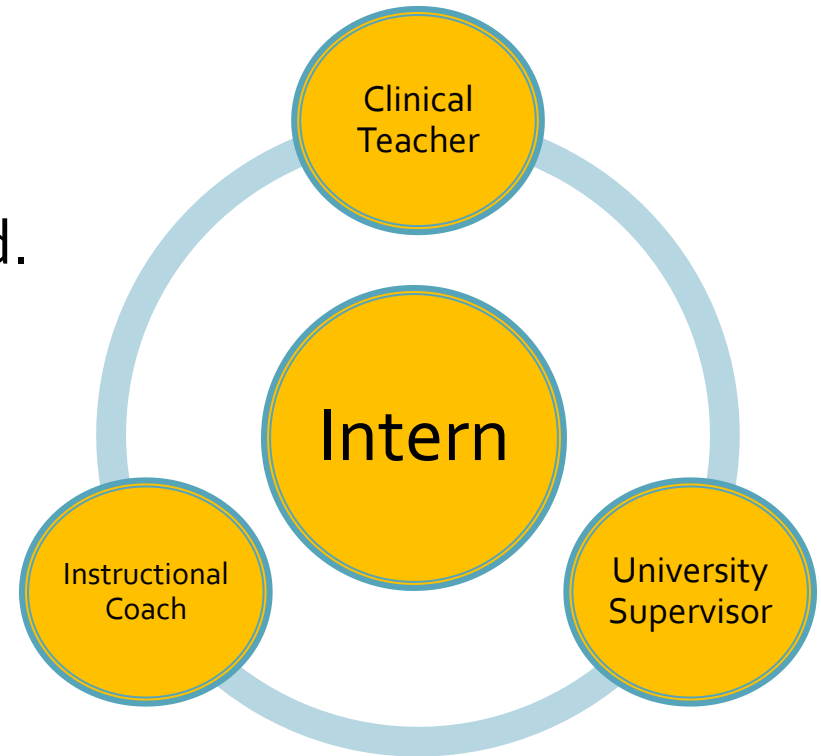
- *Refinement & Expansion*
- Short term:
 - Use TQP grant experiences with Instructional Coaching and link it to current knowledge base in ways that allow for a training model.
- Long term:
 - Shift roles of clinical teachers and university supervisors.
 - Refine and focus coaching language to make it more universal across the ECU programs..

Clinical Internship Professional Development

- Model for Pirate CODE Orientation and Training
- Enhance critical conversations among the student teaching triad.

Update

- *Squishy to Formal Pilot*
- Analysis of feedback led to:
 - Revision of clinical teacher training with more focus on communication about program changes and innovations.

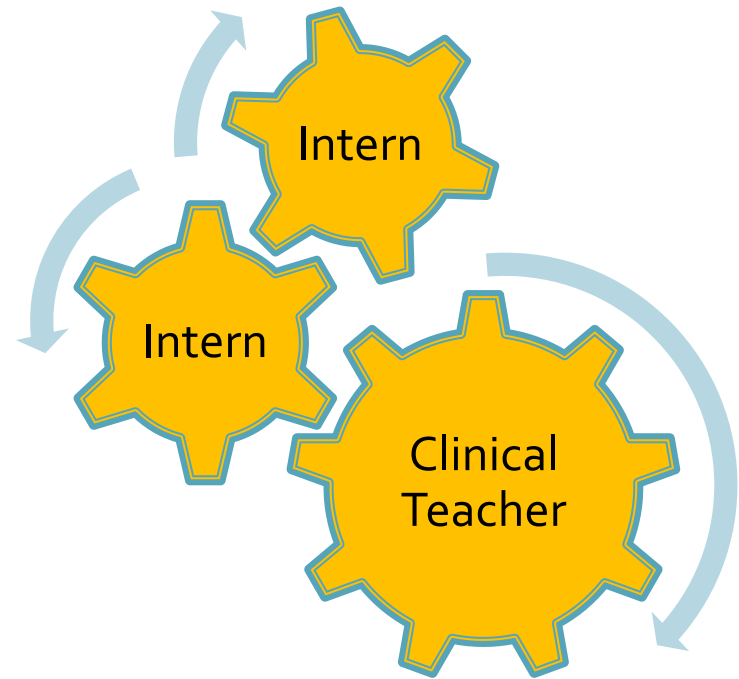


Clinical Internship Experience: Co-teaching

- Implemented in response to a need; shifting to a preferred practice
- ECU focusing on 2:1 model

Update

- *Formal Pilot and Refinement & Expansion*
- New programs and public school partners



Based upon Marilyn Friend's Co-teaching research and the Academy for Co-Teaching and Collaboration at St. Cloud State University

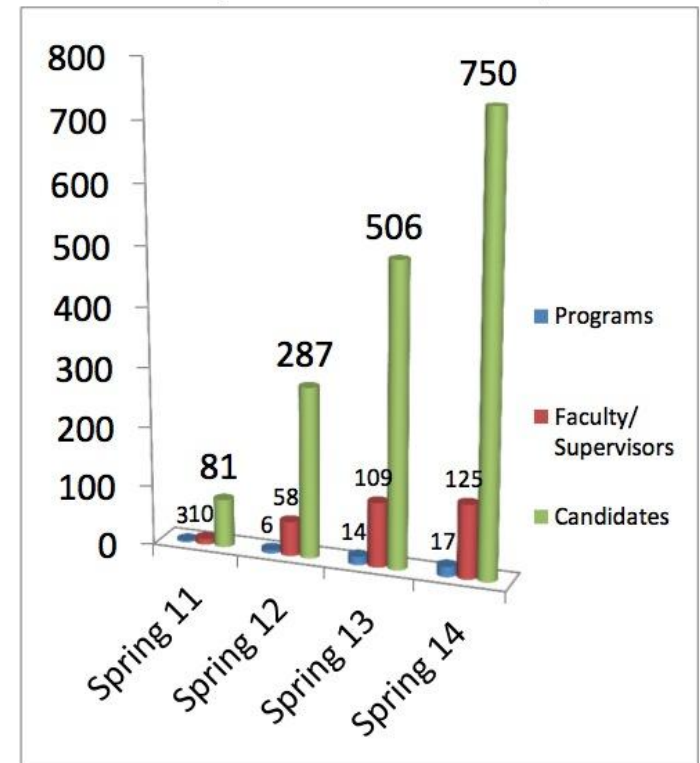
edTPA Administration

- Focus on Planning, Instruction, and Assessment
- Content specific Teacher Performance Assessment Portfolio

Update

- *Scale up complete*
- Used as summative assessment; language infused throughout many Pirate CODE innovations

ECU edTPA Implementation Timeline, 2011-2014



edTPA™

Evidence of Effectiveness: Expanding the Pirate CODE

What evidence do we have that our goals for creating an infrastructure, a set of innovations and a culture of collaborative research are being met?

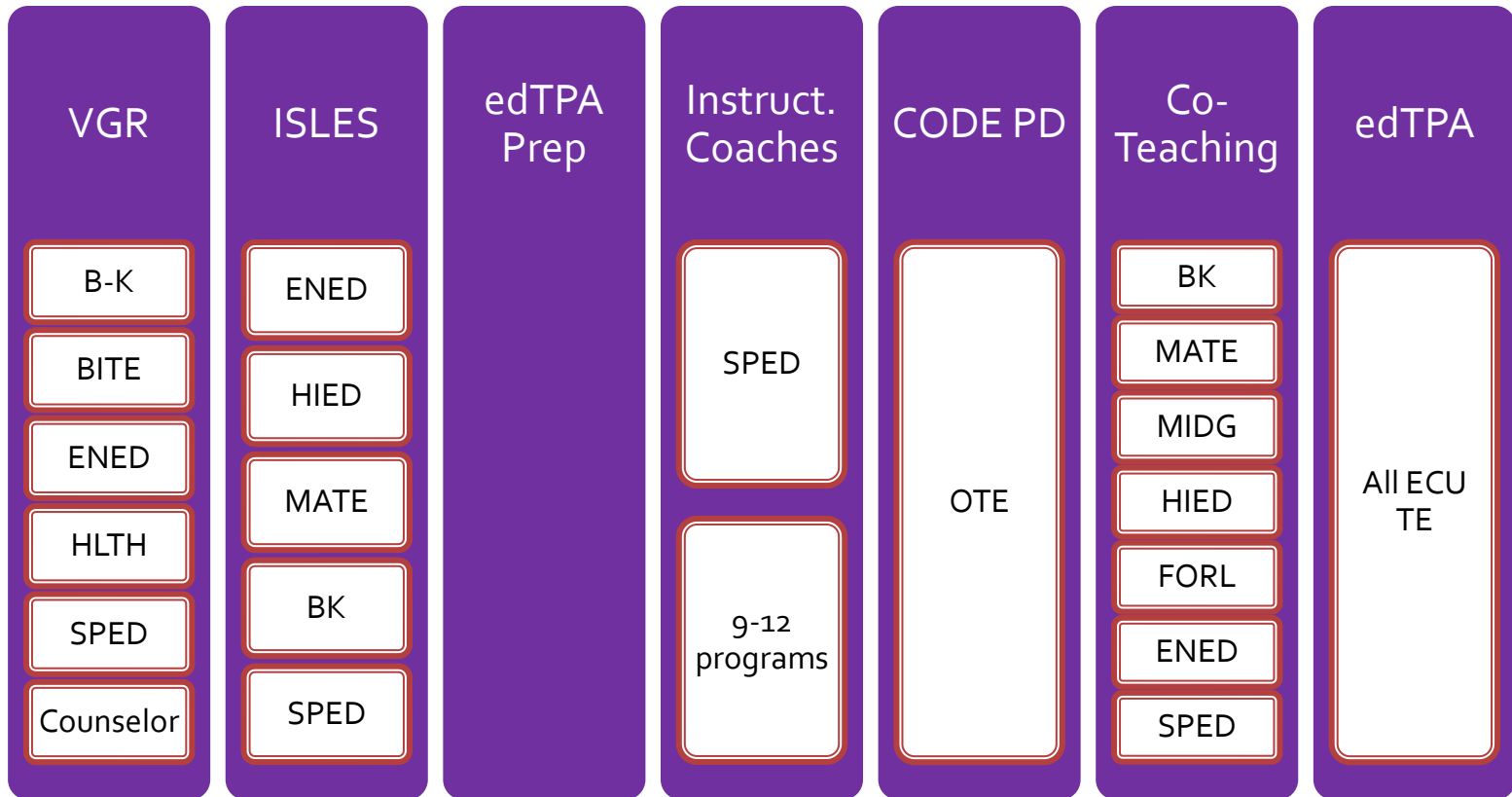
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Evidence of Effectiveness: Infrastructure

- beyond ELEM and MIDG



Evidence of Effectiveness

What evidence of effectiveness are we gathering, formatively, summatively, and during teacher induction?

What evidence exists that faculty are linking teaching, research, and service through these problems of practice?

Evidence of Effectiveness: Formative Data from Innovations

- Video observation protocol commentaries
- Declarative assessment of common set of instructional strategies
- Procedural assessment of lesson plan development
- Conditional assessment of infield instruction, including candidate critical reflection
- Innovation-level feedback surveys
- Focus group interviews

Evidence of Effectiveness: Summative Data for Innovations

- edTPA portfolios by content area
- Final internship observation instruments
- Dispositional Instruments
- Program Exit Surveys

Update

- Working to link preservice and inservice data in HLM₃ analysis

Evidence of Effectiveness: Collaborative Research

- National presentations
 - AACTE, CAEP, AERA
 - edTPA Implementation Conference
- Publications
 - Numerous
 - See [Pirate CODE](#) webpages for more detail

Practice to Research to Practice enterprise

Pirate CODE as Catalyst

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Preparing for CAEP

Council for Teacher Education

- CTE is the representative body of the EPP.
- CTE representatives are the primary communication conduit for the EPP.
 - Prior to the Site Visit, CTE representatives will bring timely and informative updates to the EPP faculty in your college.

Site Visit – February 8-10, 2015

- Once the Site Visit schedule is determined, invitations to meet with the Site Visit Team will go out to:
 - Individual faculty
 - Current candidates
 - Clinical teachers
 - University supervisors
 - Graduates
 - Other EPP stakeholders

Leading up to CAEP

Month	Topic
September	Pirate CODE Goals & Process
October	Pirate CODE Innovations
November	NCATE Standards and Conceptual Framework
December	Addressing 2006 Areas for Improvement <ul style="list-style-type: none">• St. 2 – Assessment System• St. 4 - Diversity
January	Last Minute Preparations

East Carolina University Educator Preparation Provider (EPP)

#CAEPis Coming

THANK YOU!

NCATE/CAEP Coordinator:

Dr. Diana Lys

Director of Assessment and Accreditation

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