Accreditation by Design: Creating a Survey to Measure Completer Perceptions

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38th Annual TED Conference November 4-7, 2015
Phoenix, Arizona
Overview

• Background

• Methods

• Pilot

• Implications
Problem

• Accrediting bodies require educator preparation programs (EPP) to quantitatively report teacher candidates satisfaction with program quality.

• In addition, EPPs are required to provide evidence related to teaching standards (i.e., InTASC) addressed by EPP programs.

• The EPP at the University of Northern Colorado developed a tool to address both requirements.
Purpose

Design and validate a new instrument to assess teacher candidates’ perceptions of the quality of the educator preparation program using InTASC standards.
Conclusions

• Process

• Results
Background

• UNC’s Educator Preparation Programs
  ▫ Special Education

• Accreditation
  • CAEP
    ▪ InTASC
## InTASC Standards

<table>
<thead>
<tr>
<th>Category</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Learner and Learning</td>
<td>Learner Development</td>
</tr>
<tr>
<td></td>
<td>Learning Differences</td>
</tr>
<tr>
<td></td>
<td>Learning Environments</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>Content Knowledge</td>
</tr>
<tr>
<td></td>
<td>Application of Content</td>
</tr>
<tr>
<td>Instructional Practice</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td>Planning for Instruction</td>
</tr>
<tr>
<td></td>
<td>Instructional Strategies</td>
</tr>
<tr>
<td>Professional Responsibility</td>
<td>Professional Learning and Ethical Practice</td>
</tr>
<tr>
<td></td>
<td>Leadership and Collaboration</td>
</tr>
</tbody>
</table>

*Source. Council of Chief State School Officers (2011)*
Methods Overview

- Review Standards
  - Created a test bank
    - First item review
    - Item consolidation
  - Second item review
    - Item revision
    - Pre-pilot and focus group
    - Item revision
    - Pilot
The Team

• Importance

• Composition
Test Bank

- Start with the indicators
- Translate indicators
- Tracking sources
- Cross-classification of items
## Creation of an Item: Example I

<table>
<thead>
<tr>
<th>InTASC Standard</th>
<th>Indicator</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Differences</td>
<td>2(n). The teacher makes learners feel valued and helps them learn to value each other</td>
<td>My program taught me to make learners feel valued</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My program taught me to help learners value each other</td>
</tr>
</tbody>
</table>
### Creation of an Item: Example II

<table>
<thead>
<tr>
<th>InTASC Standard</th>
<th>Indicator</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Differences</td>
<td>2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</td>
<td>My program prepared me to address the needs of students with exceptionalities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My program prepared me to access resources to meet particular learning differences or needs.</td>
</tr>
</tbody>
</table>
Item Construction

174 indicators

203 items
Consolidation

• Reflect: standard by standard
  ▫ Pick 3
  ▫ Discuss
  ▫ Retain

• Reduce

• Rephrase
Item Construction

174 indicators → 203 items → 55 items
Pre-pilot

- Goal: To ensure survey items were easy to understand.

- Sample
  - EDSE 430: Exceptional Student in the Elementary Classroom (n = 21)

- Procedure
  - Team distributed survey
  - Participants completed
  - Focus group
2015 Pilot

• Pilot phase: CY 2015
  ▫ Distribution I: Spring 2015
    • Distributed to 484 students, 116 responded
    • Demographics
    • Distribution method
  ▫ Distribution II: Fall 2015

• Preliminary findings
Discussion

- Overall
  - 10 standards
  - 55 items

- Limitations
  - Interpretation risks
  - Limited pilot
  - Focus group
Implications

• Promising survey to be used for future program-wide dissemination within educator preparation programs.

• Future research
  ▫ Continued validation
  ▫ Wider dissemination
Questions?