

Accreditation by Design: Creating a Survey to Measure Completer Perceptions

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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

Category	Standards
The Learner and Learning	Learner Development
	Learning Differences
	Learning Environments
Content Knowledge	Content Knowledge
	Application of Content
Instructional Practice	Assessment
	Planning for Instruction
	Instructional Strategies
Professional Responsibility	Professional Learning and Ethical Practice
	Leadership and Collaboration

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

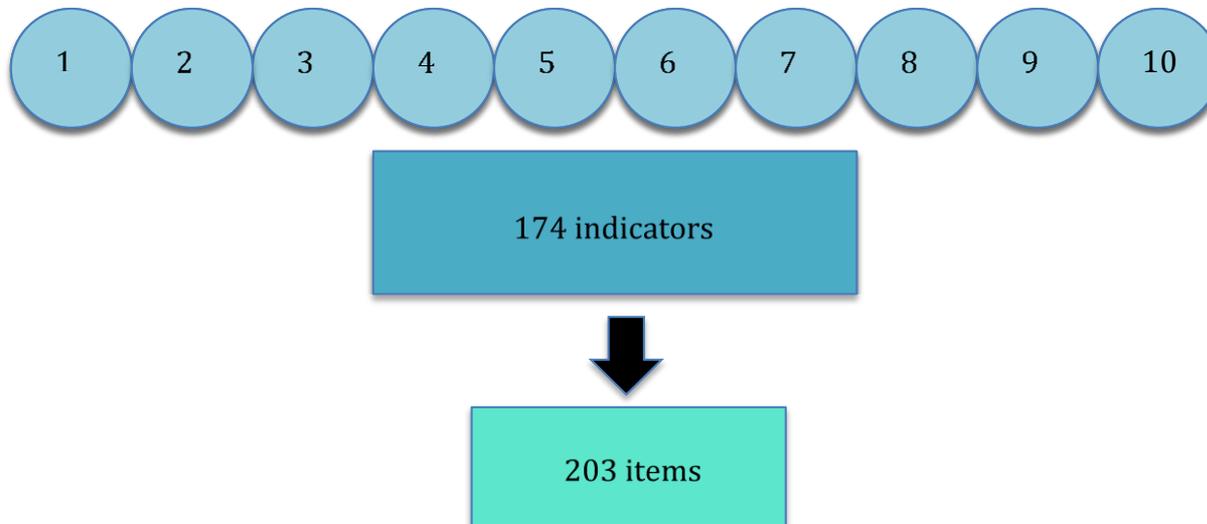
Creation of an Item: Example I

InTASC Standard	Indicator	Item
Learning Differences	2(n). The teacher makes learners feel valued and helps them learn to value each other	My program taught me to make learners feel valued
		My program taught me to help learners value each other

Creation of an Item: Example II

InTASC Standard	Indicator	Item
Learning Differences	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.	My program prepared me to address the needs of students with exceptionalities.
		My program prepared me to access resources to meet particular learning differences or needs.

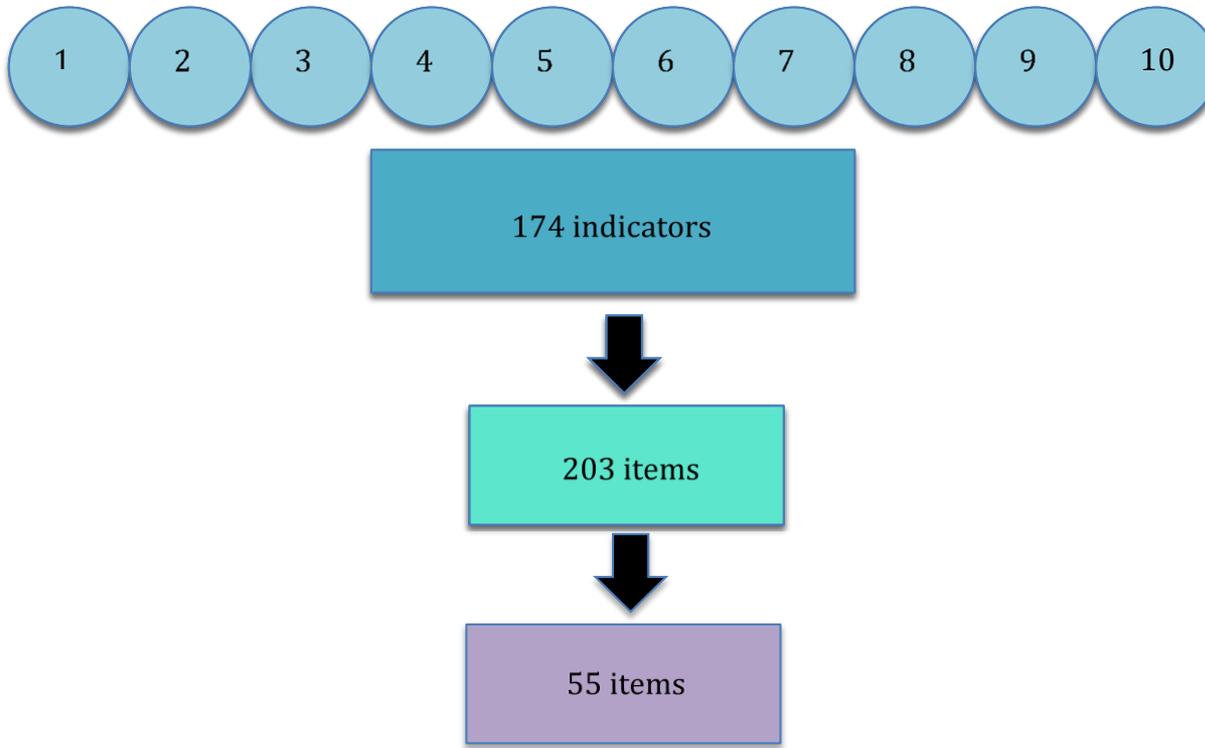
Item Construction



Consolidation

- Reflect: standard by standard
 - Pick 3
 - Discuss
 - Retain
- Reduce
- Rephrase

Item Construction



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?