

# Quality Assurance in Educator Preparation: Focal Point of a Profession

Iowa ACTE  
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**American Association of  
Colleges for Teacher Education**



**The Leading Voice in Educator  
Preparation**



## Who We Are

AACTE *is* 800+ institutional and 40+ affiliate members dedicated to quality, evidence-based preparation that assures educators are ready to teach all learners.

More than 1145 institutions are active in 46 state chapter affiliates.



## Our Mission

AACTE leads the field in advocating for and building capacity for high-quality educator preparation programs in a dynamic landscape.

# WHAT WE'RE ABOUT...

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## Advocacy

AACTE engages members in advocacy for federal and state policies that support institutions' continuous improvement and innovation in educator preparation.

# WHAT WE'RE ABOUT...

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## Quality

AACTE champions high-quality preparation by supporting members' efforts to ensure the effectiveness, diversity, and readiness of graduates to serve all students.

# WHAT WE'RE ABOUT...

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## Partnerships

AACTE promotes partnerships between educator preparation programs and PK-12 schools to ensure that preparation strengthens instruction, supports local schools, and reflects student needs.

# WHAT WE'RE ABOUT...

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## Innovation

AACTE highlights programs that prepare educators to meet the changing needs of PK-12 learners. Members of AACTE share innovative approaches, new technologies, and transformative practices.



# SERVICES

## Resources



AACTE provides its members with tools, programs, and services.

## Network



AACTE connects members to each other and to national, state, local leaders.

## Events & Training



AACTE offers meetings, professional development, and timely online events.

# SERVICES

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## Communications



AACTE provides regular updates on important education news and policies.

## Government Relations



AACTE, a respected voice on Capitol Hill, supports strong legislation and policy.

## Organizational Structure



AACTE's member-driven governance and dedicated staff work to meet members' needs.

# Quality Support Center

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Supporting performance assessment & quality assurance via:

- Implementation support for assessments that provide direct evidence of candidate performance (edTPA, PPAT, NOTE)
- Professional development via Online Courses (FutureLearn)
- **Coming in 2017: Regional Quality Support Workshops**  
Fort Worth, April 24-26,  
Minneapolis, August 10-12,  
Seattle, November

# Online Professional Seminars

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AACTE's Online Professional Seminars serve educators interested in assessment and quality assurance/accreditation.

Each seminar takes 3-4 weeks to complete, but the format is asynchronous.

**Now on the FutureLearn platform!**



# AACTE's Bortner Data Initiatives

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## Data aggregation:

- Leveraging existing data
- Correcting some persistent misconceptions
- Exploring creation of *links* among data systems
- Working toward development of dashboards
- Developing common and issue-focused surveys



# Data Sources and Data Systems

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## National, sample-based completer and employer surveys

- Representative surveys to provide national view
- Benchmarking through use of common surveys or items

*Exploring level of interest in creating common*

*new teacher and employer surveys: Iowa the first?*

# Quality Assurance in Educator Preparation

Can evidence bring a profession together?



# Do you remember when.....



... we wished policymakers would pay attention to educator preparation?





# Quality Assurance's Recent Past

Five years of overcast...or was it sixteen?

- Robust federal attention to ‘accountability’
- Perfect storm: state shortfalls and federal stimulus
- Accountability never happens—but quality assurance can

# Things I hear around DC....

*Teacher education hasn't changed in thirty years...*

*Deans don't like data—no interest in graduates' performance...*

*The field resists higher standards ...*

*EPPs and states only care about quality under federal pressure*



# Quality Assurance at an Inflection Point

## Current status/emerging trends

- Congressional Review Act (CRA) rescinds Teacher Prep Regs
- Changing guard, but persisting concerns over accreditation
- Uncertainty over Higher Education Act (HIA) reauthorization
- Keep baby, not bathwater (no new ideas, but some good ones)



# Quality Assurance Trends: Toward Unity?

## Current status/emerging trends

- 'Reset' on balance of state/federal roles in education policy
- Rapid adoption of direct measures of candidate performance
- New energy and ideas to strengthen clinical preparation
- National professional accreditation still finding its feet



# Quality Assurance: Shifts and Questions

## Current status, and what it means

- ESSA gives states more control
  - + Importance of state engagement/advocacy increases
- Accreditation seen as ineffective vis-à-vis ‘watch dog’ role
  - + Reassert ideal: quality control through peer review

*HEA reauthorization?*



# Quality Assurance: Promise and Possibility

## Current status, and what it means

- *Specialized accreditors are seen as advantaged due to:  
possibility of research-based consensus standards and  
possibility of direct measures of candidate performance*
- Experience of educator preparation is mixed, but the glass is  
is  
more than half full!



# Quality Assurance for the Professions

## Characteristics of Professional Accreditation

- Deep engagement with the profession (governance)
- Professional consensus on (research-based) standards
- Agreement on key trusted outcome measures
- Consistent, high-quality training of volunteers

# Quality Assurance in Professional Preparation



## AACTE Board's Principles of Quality Assurance

- Quality: Accreditation improves preparation
- Evidence: Research grounds the enterprise
- Consensus: Standard, policies, expectations are shared
- Service: Transparency, consistency, credibility for the public

as well as for the profession itself



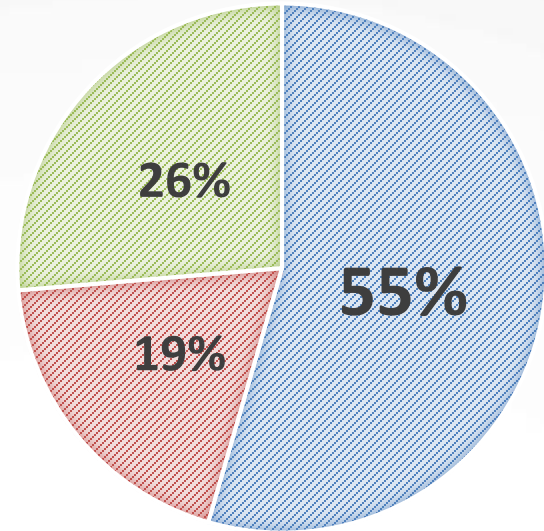


# Performance Assessment Adoption

In 2017-18, most teacher candidates will enroll in programs that implement a nationally-available performance assessment.

## ENROLLMENT

■ National TPA   ■ Other TPA





# Why performance assessments matter

Direct measures of outcomes in higher education rare

- Developed by the profession: Portfolios, TWS, PACT, NBPTS
- Manifest performance at the conclusion of preparation
- Scoring by P12 teachers and EPP faculty create **shared professional judgement of teaching.**



# Quality Assurance: New Data Sources

Efficacy surveys of new teacher and employers

- Useful, and (almost) universally attempted
- Varied in quality and content (challenge for employers)
- AACTE/Westat analyzed 13 state instruments
- Working with five states (**including Iowa!**) to pilot common survey instruments beginning spring

2017

How results are shared

# Quality Assurance: We're in this Together



## Clinical experience

- AACTE's Clinical Practice Commission: White Paper Coming!
- More states moving toward requiring 1-year residencies
- Policy asymmetry remains: no shared mandates/incentives
- Year-long, funded, co-teaching residencies using existing funds

(Bank Street [www.bankstreet.edu/sfp](http://www.bankstreet.edu/sfp))



# Quality Assurance: If a tree falls in the forest.

- Local and state-level advocacy is absolutely essential:
  - your representatives must visit, speak, meet, listen
  - your candidates and completers are your best advocates
- Use some steam to blow the whistle—a little does a lot
  - what's your communication plan around partnerships?
  - who do you invite to, how do you celebrate, successes?
- Leverage your national

# Quality Assurance: We're Better than Ever



Innovation the norm in programs, partnerships, and proof (evidence)

- Clinical partnerships have grown deeper and more effective
- TPAs—rigorous & objectively scored—are the new norm
- Many *quality* avenues for entry have been developed
- *All of these advances require and promote unity in the profession*

# Quality Assurance: the Iowa Story

What issues are currently most important in Iowa?

What, if anything should AACTE know, do, not do?



# Quality Assurance Resides in the Profession

Educators are optimists..... often *frustrated optimists*

Optimists in two senses:

Organic: patient, eager hope of learning as growth

Systemic: impatience to make our system better





US educational history is a hopeful, happy story *if* we emphasize what has *changed* over what 'was,' it's a comedy in many tragic chapters...

*... and the deck is stacked in our favor*



**Regional Quality Support Workshops—2017**

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**Thank you!**