Using Accreditation to Increase the Evidence Base of Teacher Education

Mary Brabeck

Rockefeller Institute of Government
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Agenda

I. Tensions Inherent to Accreditation

II. Outcomes and Accreditation: National Context

III. Where Things Currently Stand: TEAC, NCATE and RATE

IV. NYU TEAC Brief

V. Challenges to Implementing Outcomes Accreditation

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How I come to the topic:

APA site visitor, chair, Board of Ed Affairs
NCATE: 23 years BC
TEAC 3.5 years NYU

Steinhardt School of Culture, Education, and Human Development:
   Teacher Education
   School Administration,
   Professional Psychology (Counseling and School)
   OT, PT, Speech/Audiology, Public Health

Cartoon: Noah:

1. Conflicting interests in accreditation:
   a) Compliance vs. opportunity for improvement;
   b) Scientific inquiry vs. professional education.

2. Challenges of putting accreditation into practice:
   a) Costs in dollars and time;
   b) Practitioners underrepresented/over represented in the process.

3. Little (or no) evidence of "added value"

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I. Tensions Inherent to Accreditation

Little research on value of accreditation:

ECS, 2003: 8 Questions on Teacher Education

#7:   "What little research there is seems to suggest that accreditation of a teacher education program by the NCATE may increase the number of program graduates who become fully certified to teach."
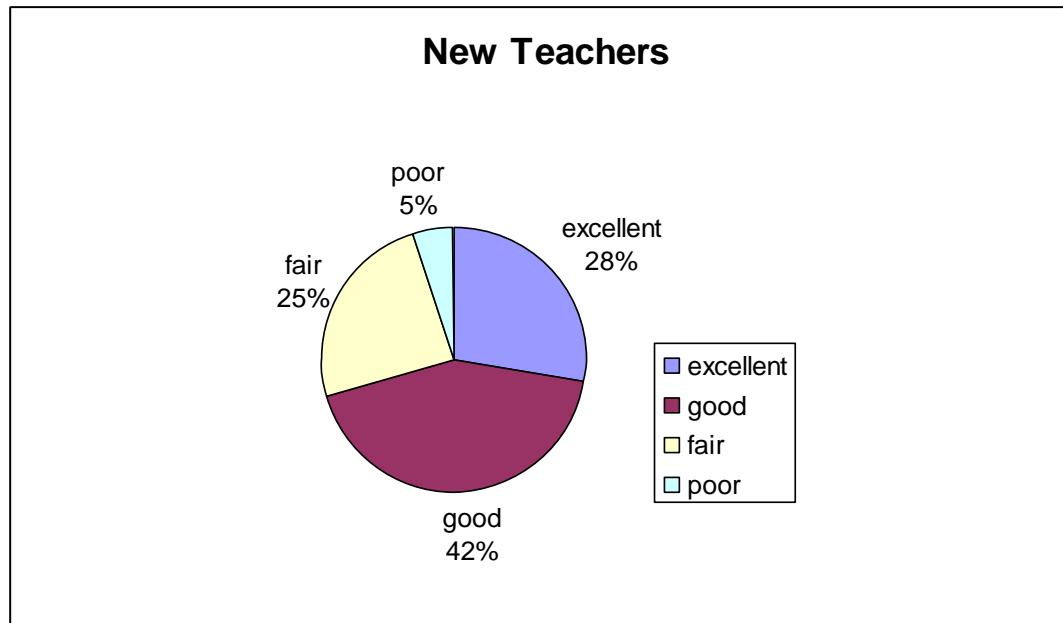
Can't say if accreditation is linked to effectiveness

No info on TEAC

No info on new NCATE standards

How good a job do teacher education programs do when it comes to preparing teachers for the classroom? (Farkas et. al. 2000: 30)

New Teachers

excellent 28%
good 42%
fair 25%
poor 5%

- excellent
- good
- fair
- poor

II. Tensions

How good a job do teacher education programs do when it comes to preparing teachers for the classroom? **(Farkas et. al. 2000: 30)**
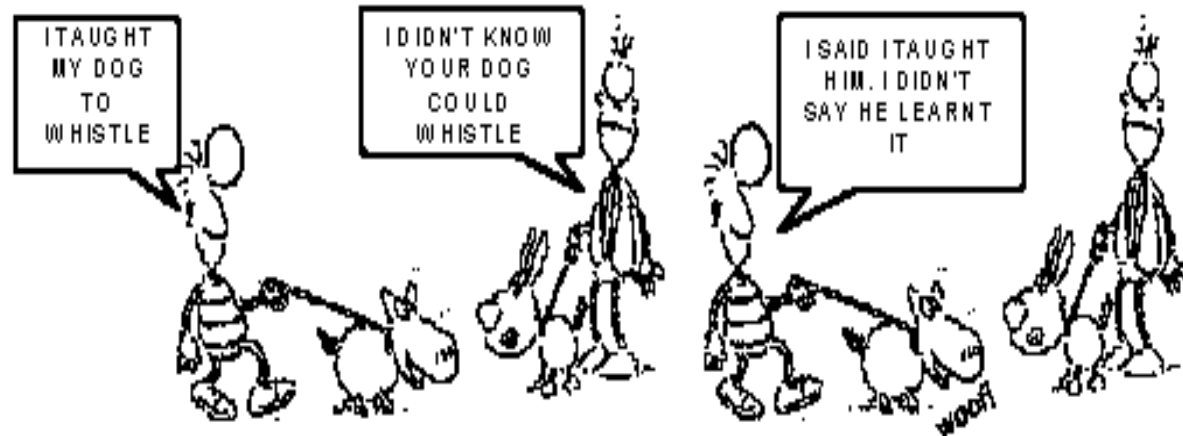

Superint. and Principals

poor 7%
excellent 6%
fair 38%
good 49%

excellent
good
fair
poor
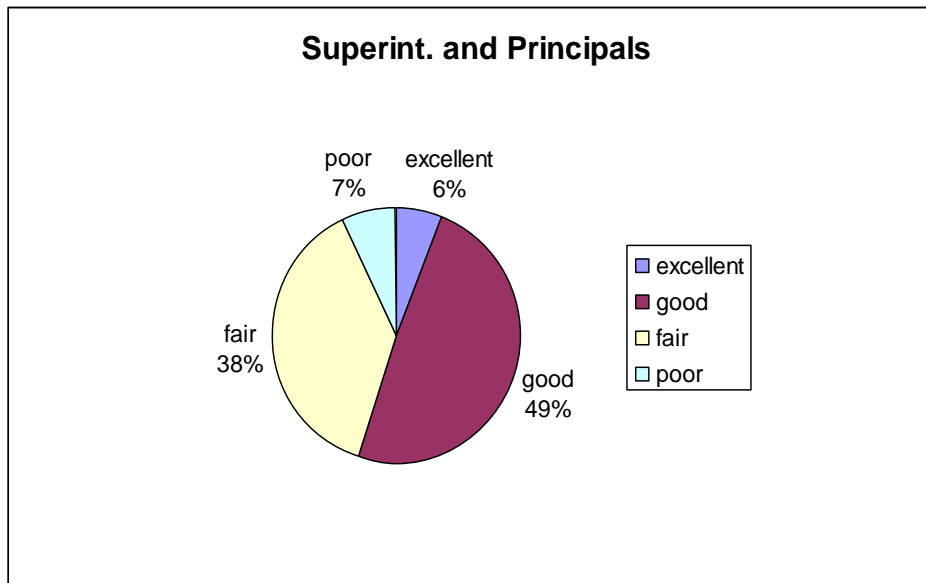
II. Tensions

- Curriculum
- Quality of faculty
- Conceptual framework
- Institutional resources
- Student quality
- Libraries
- Facilities, labs
- Technology
- Budgets
- Placements, internships

Ewelll, CHEA, 2001

II. Tensions

Edelfelt and Raths (1999, p. 26-27):

"The recommendations for improving teacher education are remarkably similar over 130 years: Brighter students, more competent faculty, more realistic classes, rigorous general education, serious [performance] evaluation, collaborative planning…"

II. Tensions:
Do we have serious [performance] evaluation"?

- Deep subject matter knowledge

- Understand how children learn

- Teaching skills to teach all children

- Integrate and use technology

- Pedagogical content knowledge

- Experience: pre-service

- Flexibility, adaptability, repertoire

- Variety of assessment strategies

- Instill passion for learning

(NCTAF, 1996;2003)

Examples: Nursing and Occupational Therapy

– Commission on Collegiate Nursing:

- graduation rates
- NCLEX-RN pass rates
- certification examination pass rates
- job placement rates

– Accreditation Council for Occupational Therapy Education:

- progression through program
- graduates' performance on National Board for Certification in Occupational Therapy exam
- graduate job placement and performance based on employer satisfaction

Business Schools (Henninger, 1994)

- Early 1970s began review of accreditation process, looking specifically at the role of outcomes;
- The process led to Outcome Measurement Project in 1976;
- Suggested measures include:
  - Tests
  - Job placements
  - Peer/student/employer/alumni surveys
  - Student presentations/thesis/project (Henninger, 1994)

The Case of Psychology

- APA: PhD guidelines for assessment of student achievement include:
  - number of years to complete program
  - % of students withdrawing from the program
  - % of students accepted into an APA approved internship
  - % of students who are authors/coauthors of articles in professional/scientific journals
  - % of students who are authors/coauthors of papers or workshops at professional meetings
  - % of students passing national licensure exam

The Case of Teacher Education: NCATE

National Council for Accreditation of Teacher Education

- Shift from Institutional Inputs to outcomes (Standard I: Candidate Knowledge, Skill and Disposition and Standard II: Assessment Process)

- Currently State Licensing test scores (80% pass rate)

- Suggested categories of evidence:
  - grades,
  - Job placement rates
  - scores on standardized tests, 80% pass rate
  - ratings of employers, state program reviews

    AACTE Comparison of NCATE and TEAC Processes for Accreditation of Teacher Education, August, 2003

The Case of Teacher Education: TEAC
Teacher Education Accreditation Council

- Requires empirically based evidence of outcomes
- Requires at least two measures to avoid misleading evidence of content learning, pedagogical knowledge and teaching skill
- Requires reports on validity and reliability of measures
- Suggested categories of evidence:
  - grades,
  - scores on standardized tests,
  - ratings of employers
  - Alumni follow up
  - Job placement data
  - student work samples; portfolios

The Case of Teacher Education: RATE

Regents Accreditation of Teacher Education

- Requires demonstration of candidates "skills & knowledge." Assessment of candidate achievement:
  - The institution has a comprehensive plan and program to assess its effectiveness
  - Assessment of the outcomes:
    - Outcome data on student persistence
    - scores on standardized tests, licensing exam
    - Job placement rates
    - Graduation rates
    - Record of student complaints

  - Other information pertaining to an institution's compliance with the standards

Measuring effectiveness
- Need for value added measures
  - How to quantify change in students: entering, to exiting
  - How to account for outcomes of transfer students
- Need for valid and reliable measures
  - Grades
    - How are grades given; what they measure
    - How to identify grade inflation
  - Job placement
    - Can be influenced by the job market and different hiring rates
  - Passing rates on standardized exams
    - What are passing rates on the exam in general
    - What is the minimum score to pass
  - Surveys of graduates
    - What is known about the qualifications of the evaluator
  - Valid and reliable observational tools
  - Pupil achievement

Steinhardt:

1400 students
In four departments
75 FT faculty; adjuncts
Differentiated staffing

Tenure, Clinical, Master Teacher

Steinhardt:

Center for Research on Teaching and Learning (CRTL)

Phoenix Database

V. NYU Steinhardt Inquiry Brief

Claim 1: NYU Teachers have <u>integrated their subject matter</u> knowledge with their <u>evidence-based understanding</u> of how their subjects are most <u>effectively taught and learned</u>: 23 criteria

Claim 2: NYU Teachers have <u>integrated their pedagogical knowledge</u> with their <u>understanding of their pupils' developmental levels</u>, <u>individual differences</u>, and sociocultural <u>backgrounds</u>: 26 criteria

Claim 3: NYU Teachers have integrated their capacity to function as <u>caring and skilled teachers</u> with their ability to <u>reflect on their teaching and use it to grow</u>: 20 criteria

Cross cutting Theme: Liberal Arts Education

V. NYU Steinhardt Inquiry Brief

	Measures	Cohort	Subjects
Claim I: Subject Matter Knowledge	Core GPA	Classes of '04 & '05	All BA Members
	NYSTCE Exam LAST for Elem. Cert. for Sec. E	Classes of '04 & '05	All Tested Students
	Student Teacher ETFQ	Classes of '04 & '05	All Respondents
	FTEPQ	Classes of '04 & '05	All Fast Track
	One-Year Follow-Up Survey	Class '05	All Respondents
	DRSTOS	Class of '05	Stratified Sample
	Portfolio Subscore	Class of '04	Stratified Sample

V. NYU Steinhardt Inquiry Brief

Claim II:

Pedagogical Knowledge

Measures	Cohort	Subjects
Core GPA	Classes of '04 &'05	All BA & MA
NYSTCE exam ATS W Exam	Classes of '04 &'05	All Tested Students
Student Teaching ETFQ	Classes of '04 &'05	All Respondents
FTEPG	Classes of '04 & '05	All Fast Track
1 year Follow up Survey	Class of "04	All Respondents
EBQ sub-score	Class of "05	All Respondents
DRSTO Sub score	Class of "05	Stratified Sample
Portfolio Subscore	Class of "05	Stratified Sample

V. NYU Steinhardt Inquiry Brief

Claim III:

Teaching Skill/ Caring

Measures	**Cohort**	**Subjects**
Student Teaching GPA	**Classes of '04 & '05**	**All BA and MA**
Student Teacher ETFQ	**Classes of '04 & '05**	**All Respondents**
FTEPQ	**Classes of '04 & '05**	**All Fast Track**
Follow up Survey	**Class of '04**	**All Respondents**
EBQ Sub-score	**Class '05**	**All Respondents**
DRSTO	**Class of '05**	**Stratified Sample**
Portfolio Sub-score	**Class of '05**	**Stratified Sample**

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Cross cutting
theme:

Liberal Arts
Education

Measure	Cohort	Subjects
Morse Academic Plan GPA	Classes of '04 & '05	All BA Students
NYSTCE Exam LAST for El	Classes of '04 & '05	All Tested Students
Total GPA	Classes of '04 & '05	All BA Members
Total DRSTO	Class of '04	Stratified Sample
Overall Portfolio	Class '05	Stratified Sample

V. NYU Steinhardt Inquiry Brief

- The Domain-Referenced Student Teacher Observation Scale-Revised (DRSTOS-R): observational framework and protocol for assessing student teachers.

- Based on Charlotte Danielson in an ASCD publication called *Enhancing Professional Practice: A Framework for Teaching (1996)*.
    - measure also drew from the INTASC standards,
    - the National Board for Professional Teaching Standards,
    - and recently has been aligned with the Professional Teaching Standards developed at Santa Cruz.

V. NYU Steinhardt Inquiry Brief

Claim 1: subject matter knowledge understanding of how their subjects are most effectively taught and learned:

17 Criteria met and 5 not met

Claim 2: Integrated their pedagogical knowledge with understanding of their pupils' developmental levels, individual differences, and sociocultural backgrounds:

24 criteria met and 2 not met

Claim 3: Integrated their capacity to function as caring and skilled teachers able to reflect on their teaching : 20 criteria

17 criteria met; 3 not met

Cross cutting Theme: Liberal Arts Education
9 criteria met; 3 not met

- Reflection on the evidence:
  - Self Study: Using evidence to inform teacher education (TNE guiding principles)
    - Internal audit; On-site Audit team iterative responses; Yearly reports; regular review
  - Tie student (candidate) learning to pupil Learning
    - Content knowledge/student acheivement
    - Arts and Science involvement
  - Follow the students into the practice:
    - Clinically based professional development
    - Mentoring and induction

- Do we have a <u>work force</u> among teacher educators to do the tough job of measuring effectiveness?
  - HLM skills
  - Matching questions with methods
  - Matching institutions (Research I?)

- Do we have <u>the will</u> to join together across ideological differences to claim a knowledge base for Teacher Education?

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