

**Accountability and Accreditation Forum
Thursday, May 8, 2014**

10:30-3:00 pm
Commission Offices

10:30 a.m. **Welcome and Set the Context for the day**

Objectives for the day

Focus on all three components of the Commission’s Accountability System—see the text on the back page for how these topics were presented at the April 2014 Commission meeting

11:00 a.m. **Standards**—Define what the institution is held to during accreditation—what needs to be in the standards?

Common and Program Standards

MS/SS Program Standards (HO page 1-3)

Other Credential areas

Working Lunch—30 minutes during the day

1:00 p.m. **Outcomes data** (HO page 4)

Update on Completer Survey

Discussion of Employer Survey

Performance Assessment data—May 16 Stakeholder meeting

Other outcomes data

2:00 p. m. **Accreditation Processes**—how to streamline system yet maintain assurances that programs are providing what is essential and candidates know (HO page 5)

Biennial Reports

Program Assessment

Site Visit

3:00 p.m. Adjourn

Topics from the April 2014 Commission Agenda item 4D

1. Program standards should:
 - be clear, concise, and organized around educator performance expectations that define the knowledge, skills and abilities needed for successful beginning practice in the public schools
 - be aligned to the relevant academic content standards adopted by the State Board of Education
 - focus on the programs' ability to help each candidate meet performance expectations for licensure
 - require programs to present a coherent design, grounded in research on best practice
 - include a strong clinical component
 - enable flexible program design and innovation

2. Program outcomes data should be a key component of accreditation. Data to be considered include:
 - candidate assessment results
 - surveys of program completers and employers
 - other valid indicators of program quality might include program enrollment and completion data, job placement rates, retention rates

3. Accreditation should be cost effective, efficiently managed, and appropriately attentive to the evaluation of inputs (program documentation) as well as outputs. Ideas to increase efficiency and effectiveness include:
 - Reducing and setting parameters for the level of documentation needed to demonstrate alignment with standards
 - Increased reliance on program outcome data, as outlined above, to serve as additional sources of information about program quality
 - Targeting site visits based on issues arising in program document review as well as in data collected annually from surveys, candidate assessments and other relevant sources
 - Consistently poor performing programs should be closed
 - Consistently high performing programs should be recognized as exemplary

4. Information about programs should be publicly available. The Commission wants to develop a "data dashboard" that will provide consistent and transparent information about Commission-approved educator preparation programs. Data that could be included in such a data dashboard might include:
 - Number of candidates accepted in the program annually,
 - Demographic information on candidates accepted into the program,
 - Data from entrance examinations and entering GPAs,
 - Information on required courses,
 - Clinical experiences, including data on duration of supervised student teaching,
 - Data on program completion rates,
 - Data on entry and retention into the profession, including information on mobility and careers of graduates.