

# AAQEP

Association for **Advancing  
Quality** in Educator Preparation



## The Accreditation Proposal: Reflection and Improvement

AAQEP Quality Assurance Symposium

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# The AAQEP Proposal

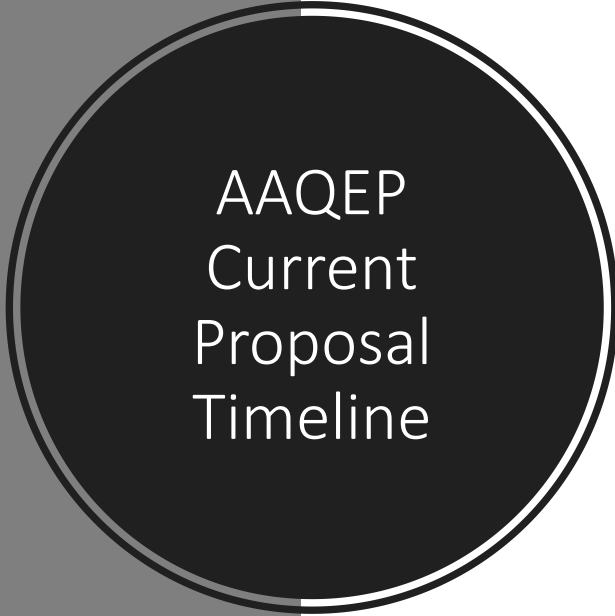
## Optional Opportunity for Providers

- Receive formative feedback from peer reviewers
- Record contextual challenges and innovations that may be pertinent to site review
- Ensure clarity of expectations
- Timeframe gives provider ability to make use of feedback
- Begin planning for Quality Assurance Report (QAR)

# AAQEP Proposal

- The Proposal includes:
  - Overview and Context
  - Contextual Challenges of Provider
  - Provider Innovations
  - Standard 1
  - Standard 2
  - Data Quality
  - Data collection instruments (optional)



A dark gray circle with a white border containing the text "AAQEP Current Proposal Timeline".

AAQEP  
Current  
Proposal  
Timeline

1. **Quarterly Proposal Submission Dates**- November 1, Feb 1, May 1, August 1- Submit about 2-3 years before site visit
2. AAQEP assigns **two trained volunteers** to review proposals
3. **Reviewers** have approximately two months to complete review.
  - a. Email you directly with written feedback on proposal review form
  - b. Peer review is separate- no collaboration between reviewers.
4. **Feedback exchange**- after receiving review, you can schedule meeting to discuss feedback with reviewers
5. AAQEP runs **completeness check**
  - a. Save it as part of your case record- to inform QAR
6. **Final Proposal** Communication and follow-up (evaluation of process)

<https://aaqep.org/new-quarterly-match-dates-for-accreditation-proposals/>

# Timeline for our Proposal

## 2017- 2018

- Accreditation Team Created
- Data Collection Instruments Developed/ Revised

## Feb-Mar 2019

- Writing the Proposal
- Share proposal with chairs, deans, provost for comments

## April 1 2019

- Proposal submitted to AAQEP

## May 2019

- Potential reviewer CVs submitted & approved
- Reviewers assigned late May

## End July 2019

- Feedback from both reviewers received

## August 2019

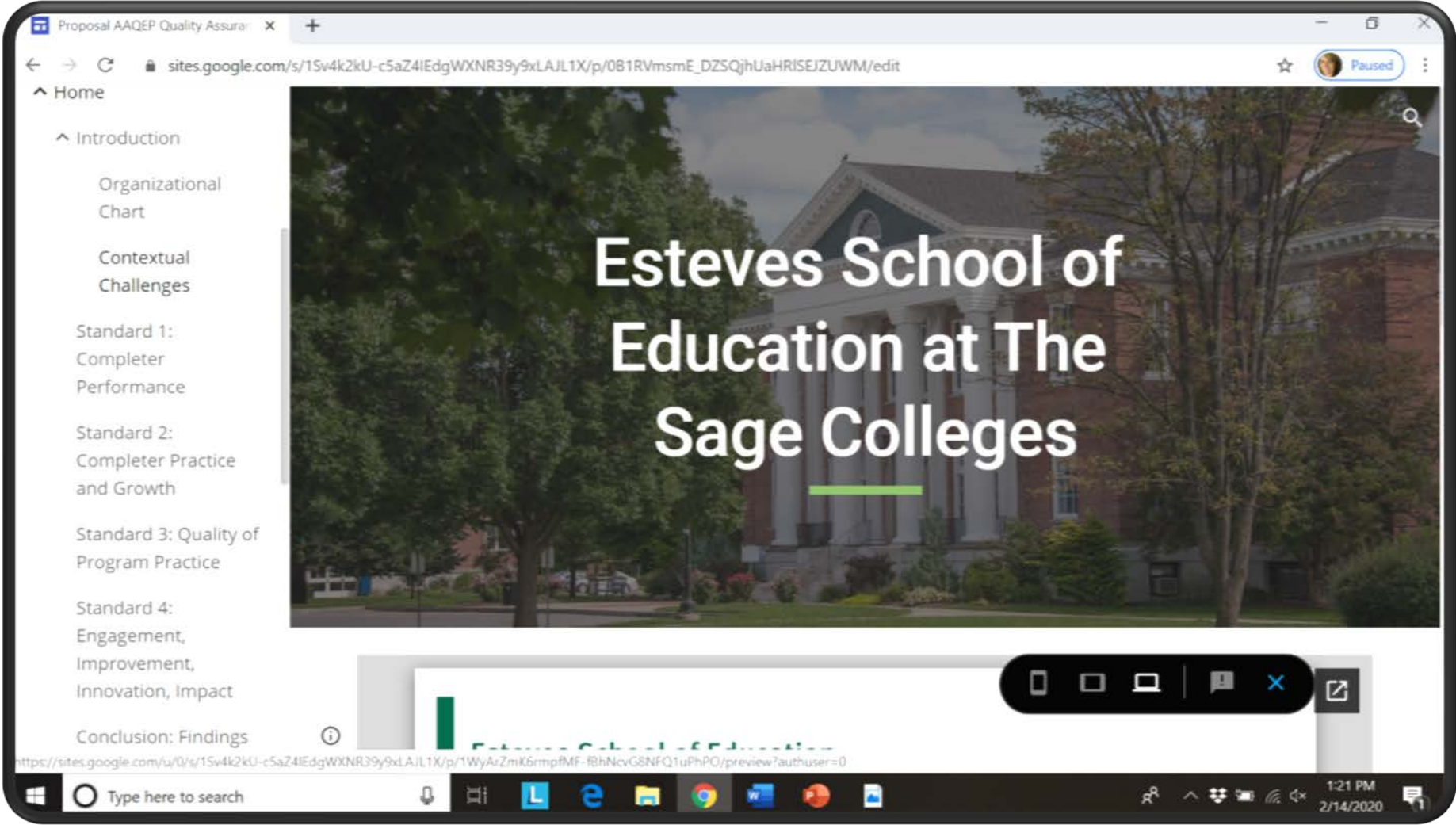
- Sage team reviews feedback. No additional clarification required.

## Oct 9, 2019

- Proposal deemed complete by AAQEP

# Proposal Site

## [Sage Proposal Site](#)



# Pros and Cons of Google Sites for Proposal

## Pros

- Google Sites is easy and intuitive to learn
- Helps provide context with photos and easy links to internal documents.
- Clearly delineates the sections and provides a table of contents for viewers

## Cons

- Not everyone has access to Google Suite products
- Requires site manager to allow access to everyone who is supposed to see it.
- Some at NYSED had IT issues with seeing the sites.

# Contents of Proposal

- **Home Page**- Letter introducing the proposal – 1 page
- **Introduction**- Intro to the Sage Colleges, The School of Education, and the two departments – 9 pages
  - **Organizational Chart** – 1 page
  - **Contextual Challenges and Innovations**- 7 pages
- **Standard 1**- Identification of Assessments linked to aspects of Standard 1- 13 pages
- **Standard 2**- Identification of Assessments linked to aspects of Standard 2- 12 pages
- Standard 3- Placeholder with AAQEP Expectations
- Standard 4- Placeholder with AAQEP Expectations
- Appendices
  - **Appendix G**- Data Quality- 2 pages- chart
  - **Appendix H**- Institution Created Instruments/Rubrics 5 documents (optional)



Standard 1:  
Mapped to  
Std 1  
Elements

Standard One Map to ESE Evidence

Standard One Elements	PEP and EDL Evidence					PEP Evidence		EDL Evidence			
	Key Course Grades	Alumni Survey	Dispositions	Employer Survey- TBD	Cumulative GPA	Student Teaching	Licensure Tests	Student Focus Group	Research Assessments	Executive Coach Assessments	Internship
1. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought;	X	X	X		X	X	X	X	X		X
2. Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory;	X	X	X		X	X	X	X	X		X
3. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual	X	X	X		X	X	X	X	X		X

Standard 1:  
Mapped to  
Perspectives

Standard One Map of Evidence to Perspectives

Perspectives	PEP and EDL Evidence					PEP Evidence		EDL Evidence			
	Key Course Grades	Alumni Survey	Dispositions	Employer Survey-TBD	Cumulative GPA	Student Teaching	Licensure Tests	Student Focus Group	Research Assessments	Executive Coach Assessments	Internship
Candidates			X			X		X			
Graduates		X					X				
Faculty	X		X		X	X			X		X
K-12 Partners			X	X		X				X	
Employers				X							
NYS							X				

# Standard 1: For each data collection instrument

## Dispositions Data

Assessment/Measure: Dispositions, Skills, Assessment and Rubric is created by ESE

Standard 1 Area Covered: 1, 2, 3, 4, 5, 6

Perspective: Faculty (PEP and EDL), Student (PEP), and Cooperating Teacher (PEP)

The ESE created dispositions rubric was collaboratively created and approved by faculty, chairs, and the dean in September 2017. The rubric is designed to utilize the ESE conceptual framework, Danielson Framework, the InTasc Standards, as well as AAQEP Standards 1 and 2 to determine if Sage candidates are meeting expectations for dispositions.

### *Data Collection*

<b>Program</b>	<b>2017-2018 SY</b>	<b>2018-2019 SY</b>	<b>2019-2020 SY</b>
Professional Education Programs (PEP)- All: PE, HE, SpEd, SCP, CE, Lit	Fall/Spring Semesters	Fall/Spring Semesters	Fall/Spring Semesters
Education Leadership (EDL)	Initial Cohort 10/4 Completer Cohort 9/3	Initial Cohort 11/5N/5Y Completer Cohort 10/4	Initial Cohort 12/6 Completer Cohort 11/5N/5Y

# Data Quality: A Closer Look

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Dispositions	Reliability	Validity	Fairness/Bias
Alumni Survey	<ul style="list-style-type: none"> <li>• Check data for inconsistencies</li> <li>• Address generalization of findings</li> </ul>	<ul style="list-style-type: none"> <li>• Face Validity</li> <li>• Content Validity</li> <li>• Long term, repeated use of measure</li> <li>• Triangulation with other sources</li> </ul>	<ul style="list-style-type: none"> <li>• Gather multiple perspectives</li> <li>• All alumni offered chance to participate</li> <li>• Survey checked for language and ethical considerations</li> </ul>
EDL Candidate Focus Group	<ul style="list-style-type: none"> <li>• Training and communication among faculty</li> <li>• Check data for inconsistencies</li> <li>• Address generalization of findings</li> </ul>	<ul style="list-style-type: none"> <li>• Face Validity</li> <li>• Content Validity</li> <li>• Long term, repeated use of measure</li> <li>• Triangulation with other sources</li> </ul>	<ul style="list-style-type: none"> <li>• Gather multiple perspectives</li> <li>• All students have opportunity to participate</li> <li>• Focus group questions and reports checked for language and ethical considerations</li> </ul>
Employer Survey	<ul style="list-style-type: none"> <li>• Check data for inconsistencies</li> <li>• Address generalization of findings</li> </ul>	<ul style="list-style-type: none"> <li>• Face Validity</li> <li>• Content Validity</li> <li>• Triangulation with other sources</li> </ul>	<ul style="list-style-type: none"> <li>• Gather multiple perspectives</li> <li>• Sample of employers given opportunity to respond</li> <li>• surveys checked for language and ethical considerations</li> </ul>
Student Teaching Assessments	<ul style="list-style-type: none"> <li>• Training and communication among faculty/P12 partners</li> <li>• Check data for inconsistencies</li> <li>• Address generalization of findings</li> </ul>	<ul style="list-style-type: none"> <li>• Face Validity</li> <li>• Content Validity</li> <li>• Member check with student</li> <li>• Long term, repeated use of measure</li> <li>• Triangulation with other sources</li> </ul>	<ul style="list-style-type: none"> <li>• Gather multiple perspectives</li> <li>• All students have opportunity for student teaching</li> <li>• Forms checked for language and ethical considerations</li> </ul>



# Reviewer Feedback

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## Evidence pertaining to aspects of Standard 1

Evidence shows that, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree, including:

**Aspect: Content knowledge relevant to credential; pedagogical knowledge relevant to credential**

**Strength of evidence related to this aspect:**

Numerous measures including both direct and indirect evidence. Perspectives include candidates, graduates, faculty, K-12 partners, and New York state (for PEP programs).

**Shortcomings, if any, in evidence related to this aspect: N/A**

**Comment:** Strong sources of data. Refer to my detailed comments about individual measures in General Comments section above. As most instruments/data collection strategies are indicated to measure all AAQEP aspects of standard 1 and 2, my comments about particular aspects are the same for each aspect below.

**Aspect: Learners, learning theory (including social, emotional, academic); application of learning theory in practice**

**Strength of evidence related to this aspect:** Numerous measures including both direct and indirect evidence. Perspectives include candidates, graduates, faculty, K-12 partners, and New York state (for PEP programs).

**Shortcomings, if any, in evidence related to this aspect: N/A**

**Comment:** Strong sources of data. Refer to my detailed comments about individual measures in General Comments section above.

# Outcomes from Proposal Process

The development of the proposal itself was helpful!

- Creation of a **timeline with dates**, **what** will be done, **who** will do it
- Helped us identify:
  - Where we **needed to do some more work** (ex. employer perspective, documenting the work we already do)
  - What **we were doing well** (ex. development of instruments and mapping them to standards)
- **Reflected** and realized where we could be **more innovative**
  - For example-Additional communication avenues- through social media, newsletters, executive committees for each department
- **Next Steps:** Development of QAR



# Begin Building Your Proposal

REMEMBER- MULTIPLE MEASURES FROM  
MULTIPLE PERSPECTIVES

Begin by listing the data collection tools you are using

Data Collection Tool	Who is Using It?	Data Cycle I	Data Cycle II	Data Cycle III
<b>Dispositions</b>	All programs in School of Education	2017-18	2018-19	2019-20
<b>Licensure Tests</b>	Program A	2017-18	2018-19	2019-20
<b>Student Teaching</b>	Department X	2017-18	2018-19	2019-20

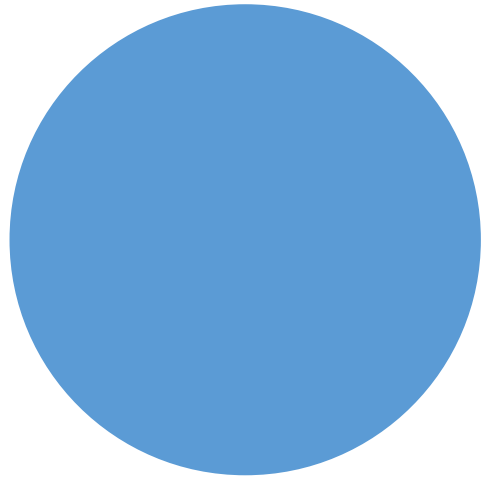


# Map Data Collected to Standard One Elements

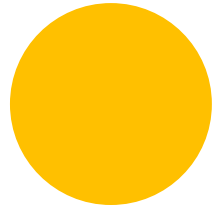
<b>Standard One Map of Elements to Data Collection</b>	<b>SOE</b>	<b>Dept X</b>	<b>Prog A</b>
<b>Data Collection Tools →</b>	<b>Dispositions</b>	<b>Student Teaching</b>	<b>Licensure Tests</b>
<b>Standard One Elements</b>			
Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought;		X	X
Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory;		X	X
Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning;		X	X
Assessment of and for student learning, assessment and data literacy, and use of data to inform practice;		X	
Creation and development of positive learning and work environments;	X	X	
Dispositions and behaviors required for successful professional practice.	X	X	

# Map Data Collected to Perspectives

<b>Standard One Map of Elements to Perspectives</b>	<b>SOE</b>	<b>Dept X</b>	<b>Prog A</b>
<b>Data Collection Tools →</b>	<b>Dispositions</b>	<b>Student Teaching</b>	<b>Licensure Tests</b>
<b>Standard One Elements</b>			
Candidates	X		
Graduates			
Faculty	X	X	
K-12 Partners		X	
Employers			
State/Other			X



# Questions?



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