



**Teacher Education Accreditation Council (TEAC)
Accreditation Workshops and Eleventh Annual Meeting**

**Thursday, February 18, 2010
Hyatt Regency Hotel, Atlanta, GA
Cairo/Hong Kong Room(s)**

A General Information Session will be run concurrently with three sessions on specific topics

- 9:00 - 12:00** **Everything You Wanted to Know About the TEAC Audit But Were Afraid to Ask**
Cairo/Hong Kong Room(s)
Frank Murray – TEAC President
Christine Carrino Gorowara – TEAC Vice President for Audits
- 9:00 – 10:00** **Value-Added Assessment of Student Impact**
Techwood Room at the Hyatt Regency Atlanta
Sandi Cohen – Director of the Curry School of Education, University of Virginia
Larry Baker – Dean of School of Education, Montana State University
The session will open with general information on the value-added concept to determine a working framework and will provide an opportunity to share information about value-added measures for program evaluation and accreditation. Participants are encouraged to bring any measures of how they determine value-added factors in their program and any questions they have about the topic and how to assess it.
- 10:00 – 11:00** **Continuing Accreditation – Continuous Improvement – What is needed?**
Techwood Room at the Hyatt Regency Atlanta
Mark LaCelle Peterson – TEAC Vice President
This session will present an overview of the elements TEAC expects in the second *Inquiry Brief* submitted for continuing accreditation, including what faculty has learned about the program since accreditation and how the program has improved as a result of continued inquiry.
- 11:00 – 12:00** **How the TEAC Accreditation Process Made Our Program Stronger**
Techwood Room at the Hyatt Regency Atlanta
Cathy Leogrande – Associate Professor, Le Moyne College, Syracuse, NY
Jerry Rivera Wilson – Senior Faculty Associate, Director of Clinical Training and Field Experiences, University at Albany, SUNY.
Critics of teacher education complain that accreditation often serves merely as a means for programs to gather data on superficial indicators of quality, while masking serious program and/or institutional flaws. Speakers will discuss the value of the TEAC process to teacher education programs, including greater linkage with liberal arts and science faculty and content majors, increased relationships with K-12 partners, cohesion across curricula, and connections between courses and field experiences. In addition, the impact of exploring the quality control system using an internal academic audit as a means to data-driven decisions and continuous improvement is presented. Participants will be invited to share their own experiences.

Lunch on your own

TEAC Annual Meeting

Thursday, February 18, 2010
Hyatt Regency Hotel, Atlanta, GA
Cairo/Hong Kong Room(s)

- 1:00 – 1:30** **Welcoming Remarks** – *Rebecca Pelton, TEAC Vice President for Membership*
Introduction of TEAC Staff
Update on the TEAC/NCATE Design Team – *Frank Murray, TEAC President*
- 1:30 – 2:30** **Keynote Address: Conceptualizing Difference: Preparing New Teachers for a Language Diverse World**
Speaker: *Donald Freeman, Director of Teacher Education, Associate Chair of Educational Studies, and Associate Professor of Education, University of Michigan, Ann Arbor, Michigan*
Introduced by *Jo Olsen, Dean, College of Education, College of St. Scholastica, Duluth, Minnesota*
- Increasing linguistic diversity continues to be a defining feature of the educational landscape in schools in the US and around the world. However, the profile of those entering the teaching profession, and to an even greater degree, the profile of those preparing the next generation of teachers, does not match the linguistic diversity and complexity in the schools. In short, many teacher educators have relatively limited experiential or academic background in languages and language learning to work effectively with language diverse students (English language learners and second dialect speakers from multiple language backgrounds), some who come with varied levels of experience with formal schooling. While there are pedagogical challenges, at its core the issue is one of how language diversity is conceptualized: *whether linguistic differences are viewed as a matter of degree or of kind*. Freeman will contrast the general approach, in policy and practice, in the US to think of language differences as *differences in kind*, with the approach in many other countries and regions of the world that frames language diversity as a *difference in degree*. He will trace some of the key implications of this difference in approach for the design and practice of teacher education programs, clinical practice settings, and school curricula.
- 2:30 – 2:45** **Break**
- 2:45 – 3:30** **TEAC Members Forum: Questions from the Trenches:**
Stipulation Removal, IBP Process, Annual Reports, TEAC-State Relations
Frank Murray, President
Mark Lacelle-Peterson, Vice President
Diana Rigden, Executive Vice President
Melanie Biermann, Vice President for State Relations
Christine Carrino Gorowara, Vice President for Audits
Lou Mosberg, Director of Formative Evaluation
Rebecca Pelton, Vice President for Membership
Jon Wergin, Director of the Accreditation Panel and Formative Evaluator
- 3:30 – 4:15** **Completing the Circle: Linking K-12 Student Achievement to Teacher Education through Accreditation**
Cathy Leogrande – Associate Professor, Le Moyne College, Syracuse, NY
Jerry Rivera Wilson – Senior Faculty Associate, Director of Clinical Training and Field Experiences, University at Albany, SUNY.

Teacher education accreditation has traditionally relied on data collected on candidates throughout the program, including the capstone student teaching experience. With attention now focused on the impact of teacher preparation programs on K-12 student achievement, speakers will address methods for collecting data from the classrooms, schools, and districts in which graduates are employed in order to make initial links between program components and K-12 student achievement.

When teacher education programs partner with the public schools in which they place their pre-service teachers for fieldwork and student teaching, a continuous feedback loop can be established. Five methods for collecting data related to student achievement (attendance and discipline data, state test scores, classroom test scores, report card grades, and student work samples) will be discussed along with critical issues related to data collection, validity and reliability.

4:15 – 5:00

Learning from Our K-12 Partners: Moving from Assessment of Learning to Assessment for Learning

Kate DaBoll-Lavoie, Chair, Inclusive Childhood Education, Nazareth College

Kerry Dunn, Assistant Professor, Inclusive Childhood Education, Nazareth College

The education department at Nazareth College has developed into a team of professionals who continually engage in analysis and question-asking and take action steps based on data to inform their understanding of how best to impact pre-service candidate learning and strengthen the teacher education programs. Speakers will discuss the view that assessment is not “other-imposed” but, instead, is a collaborative learning experience that allows faculty to assume the role of critical friend with each other. They will share the philosophical orientation that grounds their work, and the strategies and structures that support it.

5:00

Adjourn

Don't miss these three sessions featuring TEAC members at the 2010 AACTE Annual Meeting

Friday, February 19, 2:00 p.m. – 3:15 p.m., Hilton Atlanta – Grand Salon A

EARLY INDICATORS OF PROFESSIONAL AND ETHICAL BEHAVIOR

Presenters: Dr. Laura G. Dorow, Professor of Education, and Dr. Lois A. Fisch, Professor of Education and Director of Teacher Education, *Utica College, Utica, New York*

Saturday, February 20, 10:30 a.m. – 11:45 a.m., Hilton Atlanta, Grand Salon A

STRATEGIES FOR DEVELOPING COMMUNITIES THAT FOSTER A CULTURE OF INQUIRY

Presenters: *SUNY College at Plattsburgh, Plattsburgh, New York*

Dr. Robert Ackland, Associate Professor and Coordinator for the MST program areas

Dr. Aline Bobys, Associate Professor and Program Leader for Literacy Education

Dr. Heidi Schnackenberg, Associate Professor and Coordinator for the MSED program areas

Dr. David Hill, Dean of Education, Health, and Human Services

Saturday, February 20, 12:15 p.m. – 1:30 p.m., Hilton Atlanta, Grand Salon A

FOCUSING THE DIALOGUE ON PROGRAM REFLECTION

Presenter: Dr. Joe Lubig, Associate Professor of Education and Field Placement Coordinator, *Northern Michigan University, Marquette, Michigan*

**TEAC-sponsored sessions for the
2010 AACTE Annual Meeting
Hilton Atlanta, Atlanta, GA
February 19 – 20, 2010**

Friday, February 19, 2:00 p.m. – 3:15 p.m., Hilton Atlanta – Grand Salon A
EARLY INDICATORS OF PROFESSIONAL AND ETHICAL BEHAVIOR

Presenters: Dr. Laura G. Dorow, Professor of Education, and Dr. Lois A. Fisch, Professor of Education and Director of Teacher Education, *Utica College, Utica, New York*

Abstract. The presenters from a TEAC-accredited teacher preparation program will share and engage the participants in a critique of two instruments used by the program faculty to identify pre-service teachers' strengths and areas in need of improvement. The Teaching Strategy Survey identifies attitudes regarding appropriate instructional activities for inclusive classrooms. The Professional and Ethical Behavior Summary provides a framework for documenting students' ethical, caring, and competent professional behavior.

Saturday, February 20, 10:30 a.m. – 11:45 a.m., Hilton Atlanta, Grand Salon A
STRATEGIES FOR DEVELOPING COMMUNITIES THAT FOSTER A CULTURE OF INQUIRY

Presenters: *SUNY College at Plattsburgh, Plattsburgh, New York*

Dr. Robert Ackland, Associate Professor and Coordinator for the MST program areas

Dr. Aline Bobys, Associate Professor and Program Leader for Literacy Education

Dr. Heidi Schnackenberg, Associate Professor and Coordinator for the MSED program areas

Dr. David Hill, Dean of Education, Health, and Human Services

Abstract. Inquiry into the effectiveness of a teacher education program that leads to program improvements and contributes to the knowledge base on best practices in teacher education requires program faculty to work collaboratively. Faculty collaboration often runs contrary to the prevailing culture of a department organizational structure. This presentation will offer descriptions of several strategies for building a sense of community among teacher education faculty and departments that supports inquiry into the effectiveness of teacher education programs.

Saturday, February 20, 12:15 p.m. – 1:30 p.m., Hilton Atlanta, Grand Salon A
FOCUSING THE DIALOGUE ON PROGRAM REFLECTION

Presenter: Dr. Joe Lubig, Associate Professor of Education and Field Placement Coordinator, *Northern Michigan University, Marquette, Michigan*

Abstract: Understanding the processes by which faculty best reflect on the preparation of teacher candidates is critical to an authentic accreditation review. This session will present a self-study for program review emphasizing a collaborative conference protocol, emphasizing how successful program review can be conducted through the processes faculty model for teacher candidates and through the systems that teacher education programs have in place within the university and K-12 school settings.