

Welcome!

Dr. Diana Wagner
Director of Graduate Programs in Education
Assessment Fanatic
Salisbury (MD) University
dmwagner@salisbury.edu

Making the QM Case for Accredited Education Programs



Today's Plan

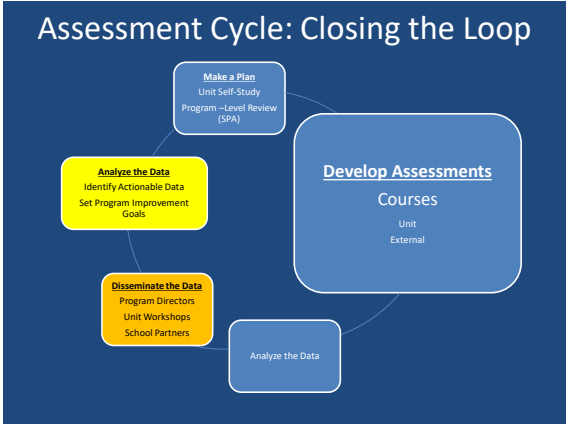
1. Discussion of Your Accreditation Needs
2. Assessment 101 Refresher
3. Looking at a graduate research course
4. Blending QM Standards 3 & 4 with your accreditation needs



Pair & Share

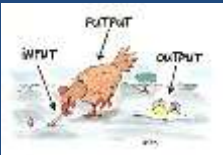
- What is the biggest accreditation issue on your mind today?
- If you could walk out of here in 50 minutes with ONE thing, what would it be?





Accreditation: A Little History

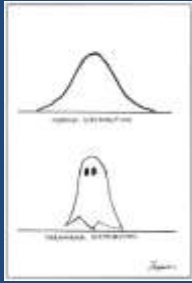
- Traditionally, accreditation followed an input model, focusing on resources going into programs
- DOE *Goals 2000* shifted American education toward an output model (beginning 1990s)
- QM allows for both inputs/outputs to be demonstrated
- 2014 QM Standards include competency-based courses



Technology Meets “Accountability”

- How do we distinguish between intuition and evidence?
- How do we know what student achievement looks like?
- How do we measure what our students know and can do?
- How are knowing and doing different?
- Can you grade with a rubric? (Yes!)

EDUC 502 Intro to Research



CAEP A1: Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills ... through:

- Applications of data literacy
- Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies
- Employment of data analysis and evidence to develop supportive school environments;

EDUC 502 Meets Quality Matters (cue the romantic violins!)



- 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
- 2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.
- 2.4 The relationship between learning objectives or competencies and course activities is clearly stated.
- 3.1 The assessments measure the stated learning objectives or competencies.

Applying QM Standard 2.2

(Design Standards, 5th edition, page 13)

Course Objective (CAEP Standard)	Module Objectives	Task
<ul style="list-style-type: none"> • Engage in applications of data literacy 	Locate and retrieve data from the NCES database in specified formats Present data in understandable formats Articulate context of data points (e.g., ELL numbers)	NCES Data Activity: <ul style="list-style-type: none"> • Retrieve building and district level demographics • Retrieve peer funding data • Retrieve special populations data • Reflect on the accuracy, usefulness of public data

Applying QM Standard 2.2

(Design Standards, 5th edition, page 13)

Course Objective (CAEP Standard)	Module Objectives	Tasks
<ul style="list-style-type: none"> Use research and apply their understanding of qualitative, quantitative and/or mixed methods research methodologies (literature review, research proposal) 	<ul style="list-style-type: none"> Locate and use published research to improve professional practice. Evaluate the validity, reliability, and usefulness of research designs, to judge their usefulness in informing professional practice. 	<ul style="list-style-type: none"> Use the library databases to identify a body of current research on your question Select 15 articles that give the best metaview of your topic

Applying QM Standard 2.2

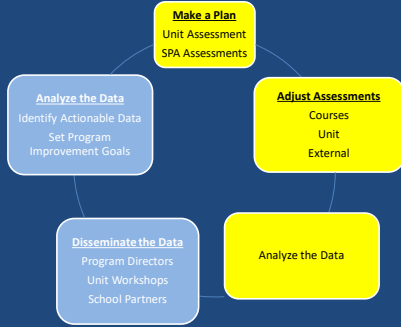
(Design Standards, 5th edition, page 13)

Course Objective (CAEP Standard)	Module Objectives	Task
<ul style="list-style-type: none"> Engage in data analysis and apply evidence to develop supportive school environments (literature review) 	<ul style="list-style-type: none"> Summarize and interpret statistical analyses Establish a knowledge base of terminology and methodology for quantitative and qualitative research. Apply research findings in relation to your research question 	<ul style="list-style-type: none"> Summarize each study's findings and apply back to your research question Apply correct terminology in data discussions

Live Canvas Demo: Common Rubrics



Return to the Assessment Cycle



Coming Back Round: Convincing Accreditors





Director of M.Ed. Programs
Salisbury University
1101 Camden Avenue
Salisbury, Maryland 21801
410-677-5490
dmwagner@salisbury.edu

DR. DIANA WAGNER
