Assessment Update

Preparing for Our Accreditation Visit

2009 GSE Faculty Retreat
September 23, 2009
Countdown to Accreditation Visit

38 days to go

October 31–November 4
**It’s been a busy summer**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>July-Aug.</td>
<td>Development of website</td>
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<tr>
<td>Aug. 26</td>
<td>Submitted IR to NCATE</td>
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<tr>
<td>Aug. 27</td>
<td>Copies mailed to BOE team members</td>
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<tr>
<td>Sept. 1</td>
<td>Previsit with BOE co-chairs</td>
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<tr>
<td>Sept. 8</td>
<td>CD mailed to visiting team</td>
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<tr>
<td>Sept. 14</td>
<td>TSPC evidence document completed</td>
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Work still to do

Serap

Evidence by program
Graduate School of Education

The visit

Sat., Oct. 31  Arrival in Portland
Sun., Nov. 1  Orientation to GSE & our assessment system
              Dinner & reception
Mon., Nov. 2  Interviews with Pres., a.m.
              Provost, Vice Provosts,
              Teacher Ed Committee
              Visit to Helen Gordon Ctr.
The visit (continued)

Mon., Nov. 2  Open faculty meeting  C. Council
   p.m.       Interviews with supervisors, CTs, and Fld Exper Office

Tues., Nov. 3  Interviews with program faculty, DPC, & Sarah Beasley
               Other as needed
The visit (continued)

Wedn., Nov. 4
a.m. Wrap-up report
     Exit interview
p.m. Flights home
Preparing for the Visit

Your role:

- Read the report (online)
- Know our mission, philosophy and goals
- Be ready for questions about your program
Read the report

www.pdx.edu/gse_assessment

Overview
Conceptual Framework
Standard 1  Candidate knowledge, skills and dispositions
Standard 2  Assessment system
Standard 3  Field experience
Standard 4  Diversity
Standard 5  Faculty qualifications
Standard 6  Governance and resources
Find it on the website

www.pdx.edu/gse_assessment

Why did they call us “the college that wouldn’t die”?
Know our mission, philosophy and goals

GSE Vision:

Preparing ___________ to meet our _________ communities’ ___________ educational needs
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Know our mission, philosophy and goals

Original Guiding Principles:

1. Diversity and inclusiveness
   We create and sustain educational environments that serve all students and address diverse needs

2. Quality
   We encourage and model exemplary programs and practices across the life span
Original Guiding Principles (continued):

3. Urban Community
   We build our programs on the human and cultural richness of the university’s urban setting

4. Ethical Convictions
   We challenge assumptions about our practice and accept the risks inherent in following our convictions

5. Collaboration & Professionalism
   We model professionalism and develop collaborative efforts that foster our mission
Original Guiding Principles (continued):

6. Democracy & Social Justice
   We develop our programs to promote social justice, especially for groups that have been historically disenfranchised.

7. Sustainability
   We strive to understand the relationships among culture, curriculum, and practice and the long-term implications for ecological sustainability

8. Inquiry
   We model thoughtful inquiry as a basis for sound decision making.
Our conceptual framework:

- Diversity and Inclusiveness
- Evidence-informed Decision Making
- Research-based Practices and Professional Standards
- Impact on Learning and Development

Preparing professionals to meet our diverse communities’ lifelong educational needs
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Diversity and Inclusiveness

PREPARING PROFESSIONALS TO MEET OUR DIVERSE COMMUNITIES’ LIFELONG EDUCATIONAL NEEDS.

Impacting Learning & Development

Evidence-driven Decision-making

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Refinements to CF

- Reflecting non-teaching roles
- Making *leadership* more prominent
- Including reference to *technology*
- Including reference to *professionalism*
- Including reference to *standards*
- Including *critical* analysis of research and standards
Dr. Yuhang Rong

“\textit{I expect to see the conceptual framework on every syllabus.}”
Be ready for questions about your program

Example:

How does PSU ensure that candidates have the **content knowledge** delineated in state and national standards?
content knowledge

Knowledge of the subject matter or discipline they are being prepared to teach.

Also professional field of study, e.g., ESL, special education
PSU ensures that candidates have the **content knowledge** they need through:

a. Praxis II exam  
b. Pearson/ORELA exam  
c. Field experience evaluations  
d. Program-specific key assessments  
e. All of the above.
Be ready for questions

Example:

How does the GSE assess candidates’ pedagogical knowledge and skills?
Quiz

Which of the below does the GSE use to assess candidates’ pedagogical knowledge and skills?

a. Field experience evaluations
b. Work samples
c. Employer survey
d. All of the above.
Be ready for questions

Example:

What do data from GSE assessments indicate about candidates' pedagogical knowledge and skills in their content areas?
Be ready for questions

1. Think what the answer might be.
2. Share answer with table partners.
3. Search for verification on website or briefing sheet.
A question they might ask:

1. In what ways does the GSE regularly and systematically use data to evaluate its programs? What data-informed changes have you made?

Think-Share-Search

www.pdx.edu/gse_assessment

Standard 2–Use of Data
A question they might ask:

2. What kind of resources and support does the GSE provide for faculty to model and teach instructional uses of technology?

*Think-Share-Search*

[www.pdx.edu/gse_assessment](http://www.pdx.edu/gse_assessment)

Standard 6–Unit Budget, Unit Resources
A question they might ask:

3. How does the GSE ensure that candidates have the necessary dispositions to be education professionals?

Think-Share-Search

www.pdx.edu/gse_assessment

Standard 1–Professional Dispositions
A question they might ask:

4. What proficiencies related to diversity are candidates expected to develop and demonstrate?

*Think-Share-Search*

[www.pdx.edu/gse_assessment](http://www.pdx.edu/gse_assessment)

Standard 4–Curriculum
A question they might ask:

5. How does the GSE collaborate and maintain relationships with its district partners?

Think-Share-Search
www.pdx.edu/gse_assessment

Standard 3–Collaboration
A question they might ask:

6. What do candidates in your program do particularly well in regard to professional knowledge and skills?

Think-Share-Search
www.pdx.edu/gse_assessment

Standard 1–Look for your program
Preparing for the Visit

Summary:

1. Read the report (online)
2. Know our mission, philosophy and goals
3. Be ready for questions about your program
Preparing for the Visit

4. Assess your syllabi. Do they:
   - Address conceptual framework?
   - Address relevant state and national standards?
   - Address diversity and inclusiveness?

Send electronic copy ASAP!
Preparing for the Visit

Does your syllabus reflect what we value?

☑ Syllabus Toolkit
  - Conceptual Framework
  - Course Objectives Table
  - Checklist for Diversity
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Prepare to celebrate!

- Successful accreditation visit
- What we’ve learned about ourselves and our programs
- The positive changes we’ve made
Accreditation

Q & A

Randy and Steve answer all your questions  :-)