

Section 7 Accreditation Pathway – Continuous Improvement

Prior to our 2013 NCATE Accreditation visit we chose Standard 2 - Assessment System and Unit Evaluation as our target standard. We had developed an in-house data system called Teacher Education Data (TED) to collect data on teacher education candidates at multiple times and from multiple sources. The summer after our visit the Nebraska Department of Education piloted a state-wide student teacher evaluation system that was based on a 4-point scale. Our TED system was based on a 5-point scale. As a result of the NDE initiative we re-invented our TED system as a 4-point Teacher Assessment Data (TAD) system. We have begun looking at the data of which we now have two years worth with the goal of a more robust analysis leading toward program improvement. The TAD system is aligned with CAEP, InTASC standards, and NDE standards as well as our EPP Conceptual Framework. Early analysis indicates a need to strengthen the areas of assessment and classroom management as well as working with students with academic and behavior challenges. Two new courses are being developed for classroom management and academic/behavior challenges. An increased emphasis is being placed on assessment for learning and assessment of learning within the context of the Understanding by Design teaching model that we use in our programs. We believe that the assessment system we are using will provide robust data that can be used to strengthen our program. Our ongoing process of analysis and evaluation has become a higher priority for us as an EPP and for including our stakeholders in the discussion. Considering the nature of our institution and its location in a small community (Seward, NE, population 7000) with a strong school system we believe that significant progress can be made in moving toward a higher quality educator preparation program.