Techniques for Creating Quality Assessments

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Presentation Overview

- Lewin's Change Model
- Accreditation Focused to Continuous Improvement Focused
- Process Map
- Process of Alignment of Standards
- Development and Implementation of Assessments
- Next steps—Evaluation of Outcomes
- Future goal—Recommended Programmatic Improvements
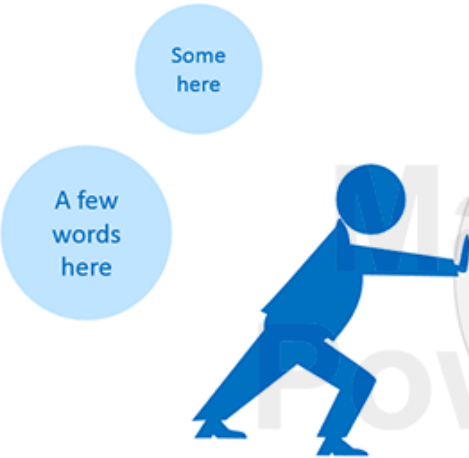
Lewin's Change Model

Lewin's Change Model—Make it Relevant to Your Current Situation

Accreditation Focused vs. Continuous Improvement

	Accreditation Focused	Continuous Improvement
INTENT	To demonstrate to external agency that you deserve to be validated	To improve the educational practices and programs within your organization
FREQUENCY	Every renewal cycle (2-3 years prior to visit)	Ongoing (examine what is being done and discuss how to improve)
BENEFICIARY	Primary: Institution Secondary: Faculty and Students	Primary: Students and Faculty Secondary: Institution
REVISIONS	Made only upon the recommendation of the accrediting body	Data informed and made to reflect better results continuously
COMMITMENT BY INSTITUTION	Budget approval only provided in years related to accreditation visit	Continual commitment because data inform that this is best practice
ULTIMATE RESULT	Reaffirmation of accreditation	Reaffirmation of accreditation, better prepared students, well-informed faculty

Process Map

THE QUALITY CYCLE

of the European Quality Assurance Reference Framework for Vocational Education and Training

1. Purpose and Plan

Set up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources.

2. Implementation

Establish procedures to ensure the achievement of goals and objectives (e.g. development of partnerships, involvement of stakeholders, allocation of resources, and organisational or operational procedures).

4. Review

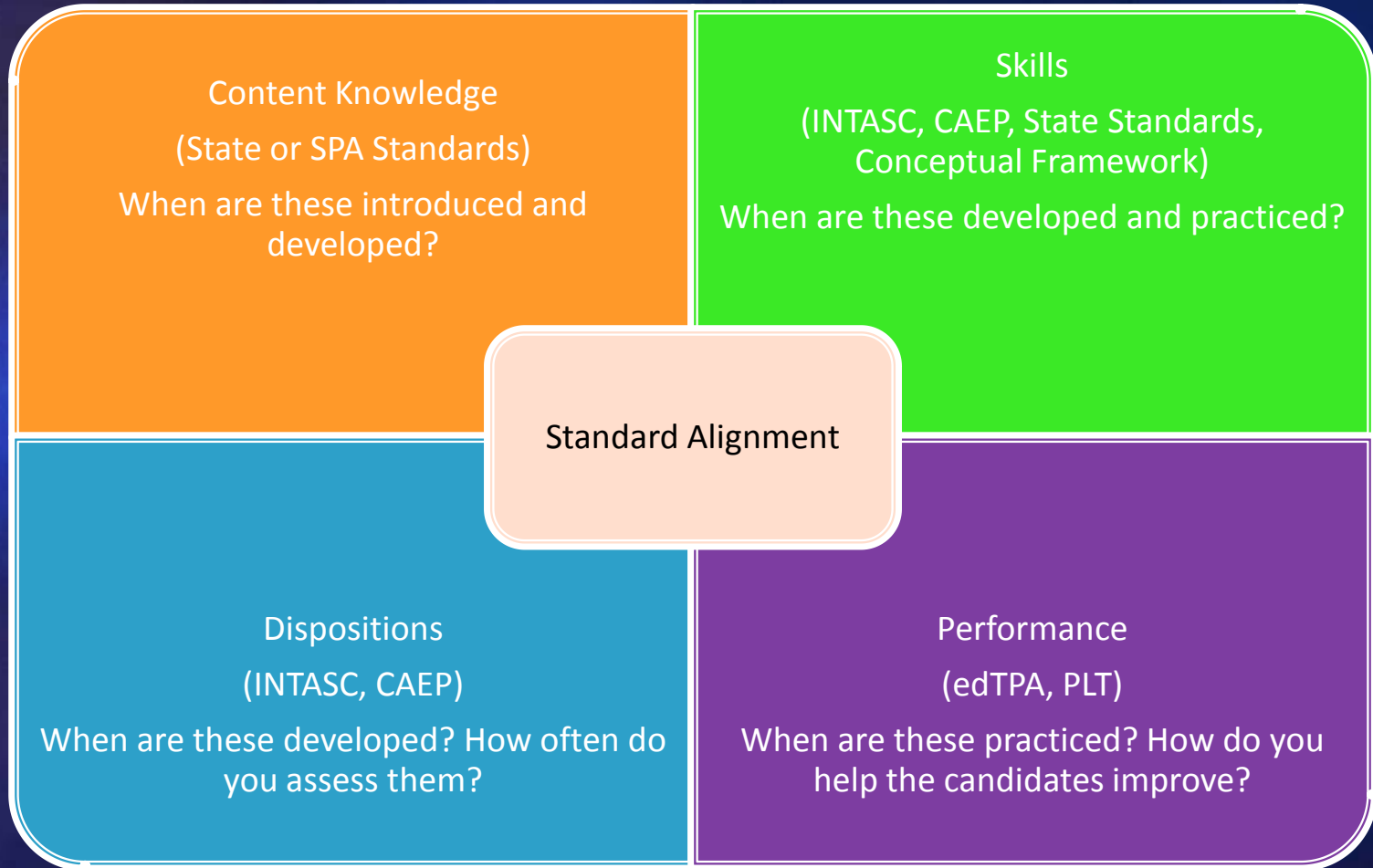Develop procedures in order to achieve the targeted outcomes and/or new objectives; after processing feedback, key stakeholders conduct discussion and analysis in order to devise procedures for change.

3. Assessment and Evaluation

Design mechanisms for the evaluation of achievements and outcomes by collecting and processing data in order to make informed assessment.

Planning · Implementation · Evaluation · Review

Alignment of Standards

Content Knowledge (State or SPA Standards) When are these introduced and developed?	Skills (INTASC, CAEP, State Standards, Conceptual Framework) When are these developed and practiced?

Standard Alignment

Dispositions (INTASC, CAEP) When are these developed? How often do you assess them?	Performance (edTPA, PLT) When are these practiced? How do you help the candidates improve?

Blank Curriculum Map

Development and Implementation of Assessments

- What type of assessment are you using?
- Objective—tests (Item Analysis)
- Performance Based Assessment—subjective (Rubric)

- Inter-rater and Intra-rater reliability
- Content and criterion validity

Evaluation of Outcomes

- MUSTS:
    - Examine performance on a continuous basis
    - Provide ongoing training to the faculty
    - Structure training as if faculty don't understand research fundamentals
    - Provide a means for faculty to access training materials continually
    - Keep the reason for assessment and evaluation at the front of everyone's mind
    - Reward faculty for their efforts

Recommended Programmatic Improvements

- Informed by the Research and the Data
- Aligned with Current Standards
- Reflective of the Needs of the Profession
- Designed to Strengthen the Program for All Learners
- Done in Committees
- Should be Fluid and Flexible
- Celebrate Successes
- Allow for Failures

Question and Answer Segment