

# Minnesota Association of Colleges for Teacher Education

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## A Move to Continuous Improvement

One of the action items on your agenda this morning is of great interest to MACTE. You will review the framework for a redesigned system for evaluating teacher licensure programs. Previously, the system was called Professional Education Program Evaluation Report, or PEPER, and you have heard much about PEPER over the past few years. The redesign represents a shift from a system based primarily on inputs to one based on both inputs and outputs. Along with Board of Teaching staff, representatives of MACTE institutions have spent a great deal of time over the past year participating in the redesign effort. The purpose of the redesign work was to place an emphasis on candidate competence and performance data, while streamlining the reporting requirements for institutions. Both the Board of Teaching and MACTE want the data from the redesigned process in order to engage in continuous improvement for the benefit of Minnesota's students. Although the basic structure is in place, the work is not yet done.

A set of measures for candidate competency data has been agreed upon. These are based on current research and promise to help institutions and the Board of Teaching move to using assessment data for continuous improvement. The new system should be somewhat less burdensome in terms of documentation of inputs; however, the forms for input will still require resources in terms of personnel. These requirements will be challenging in our current budget situation. The new system will also require a commitment of resources for developing and amending assessment procedures on our campuses. We will report new assessment data, including a survey of beginning teachers, a survey of employers, a reporting protocol for student teaching evaluation data, a work sample methodology, and reports of Pearson test scores. It will also be necessary to have a commitment from the Board to assist Board staff and institutions with the resources needed to establish assessment protocols, especially for the work sample. The Board needs to consider the costs to the Board and MACTE institutions as it makes decisions on accountability and accreditation procedures. We need a continuous improvement system that is reliable, valid, and reasonable.

For many institutions work sampling is a new approach. At this stage, there are many unknowns about the work sample approach. For instance, how do we ensure reliability across preparation programs so that a candidate performing at a particular level who achieves a certain score at one institution will be scored similarly to a candidate performing at that same level at another institution? Questions about how to train faculty, P-12 teachers, and supervisors as scorers from across the state and across institutions will need to be addressed to ensure inter-rater reliability. As you know resources in higher education are shrinking. The training and implementation of work sample assessments will be costly.

We wish to compliment the Board staff for their efforts to involve MACTE representatives in a serious manner. As we face the challenges ahead with implementation of the new program evaluation system, we want you to know that MACTE supports the move toward using assessment data to help both the state and institutions to focus on continuous improvement.

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