

Quality Support Center

# ONLINE PROFESSIONAL SEMINARS



Your Resource for Assessment and Accreditation Support in Educator Preparation





“I think these courses are useful for a variety of individuals involved with assessment, but it seems most valuable to those responsible for creating an assessment plan and an assurance system. I especially appreciated the information on creating an assessment dashboard.”

### Supporting Assessment and Accreditation

Online Professional Seminars (OPSs) are 4-week courses that provide resources and support to educators engaged in the work of continuous improvement, assessment, and accreditation. The courses are open to faculty at AACTE member and nonmember institutions, undergraduate and graduate students, PK-12 teachers—or anyone involved in educator preparation. These courses are designed to:

- Support continuous program improvement efforts
- Support institutions as they pursue accreditation
- Promote professional development for individuals
- Promote organizational development for institutions
- Provide educational offerings on a flexible schedule

Sign up on your own, or build capacity across your program by enrolling with a cohort! Seminars may be taken in any order and have no prerequisites.

### REGISTRATION FEES

#### OPS #1 - OPS #2

**FREE!**

(two free short courses introduce the series)

#### OPS #3 - OPS #6

AACTE members

\$50 / Course

Nonmembers

\$125 / Course

\* 10% discount for groups of 6-10  
\*15% discount for groups of 11 or more

# “These courses help to ensure that our data collection procedures are on track for successful accreditation review.”

The short courses of AACTE’s Quality Support Initiative offer assessment and accreditation support in a convenient format: online, mobile-friendly, and asynchronous.

## OPS #1: Building Quality Assessments (FREE)

The OPS series opens with consideration of the challenges in creating quality assessments. Participants can exchange rubrics and surveys—share your own and learn from your colleagues. One of two free introductory courses, this seminar includes new approaches to assessments such as the minirubric with its at-a-glance presentation.

## OPS #3: Creating a Quality Assurance System\*

Does your program need a “fitness tracker”? Just like your personal tracker, a program dashboard can keep you apprised of progress on key indicators. This seminar covers quality assurance systems, dashboards, feedback loops, and other drivers for continuous improvement of programs. Take-aways include eight heuristic strategies you can download and use tomorrow.

## OPS #5: Preparing for Accreditation\*

The practical side of accreditation work is the focus of OPS #5. Committing to accreditation kicks off what may be a lengthy research stage. The readiness stage includes selecting key personnel and planning the calendar. With attention to best practices, participants learn about and share their own tips for managing teamwork, document control, and workload.

## OPS #2: Using Data for Improvement (FREE)

The OPS series include attention to assessment internationally. Looking to other countries for examples of assessment processes helps us to appreciate commonalities. Globally we see repeating patterns: the circle for the scientific method, assessment cycles reflecting similar steps, and completion steps to “close the loop.”The examples in OPS #2 remind us that continuous improvement is a universal goal.

## OPS #4: Making the Case for Accreditation: Standards and Evidence\*

This OPS makes a deep dive into both standards and evidence. The discussions include unintended consequences as well as intended near and far-term purposes. Participants work together on “Construction Strategies” for employer surveys, case studies, and measures of dispositions.

## OPS #6: Leveraging Accreditation for Quality Improvement

Learn how to prepare for an accreditation site visit—and how to leverage that preparation for continuous improvement. This seminar offers pragmatic advice on such strategies as mock visits and walk-throughs. Online discussions with colleagues address common questions that come up in the accreditation process.

\* Includes Q&A with CAEP

## Frequently Asked Questions

### What is an Online Professional Seminar?

An OPS is an online course featuring interactive asynchronous discussion among peers for 4 weeks. The discussion boards close after 4 weeks, but the course remains open for participants to access whenever they want. Each seminar features both content presentation and professional discussion and collaboration. The seminars are facilitated through a discussion board with an expert in the field. The interactive discussions offer an opportunity to reflect and to learn from peers. AACTE’s OPSs focus on questions relevant to program improvement.

### How much time is required for each OPS?

Each seminar is active for 4 weeks. The number of hours required per week varies from person to person. OPS #1 and OPS #2 are introductory courses, while seminars 3 through 6 are more in depth and will require more time commitment. Plan to set aside 2-4 hours per week in order to contribute on a high level, with less time required for the introductory seminars.

### Who should enroll in the OPSs?

Those who can benefit from OPSs include faculty in higher education (beginning or experienced faculty), assessment and accreditation coordinators, teachers in PK-12 settings, undergraduate or graduate students in education programs—or anyone else who has an interest in learning about assessment and accreditation. AACTE membership is not required.

### What is the format and content?

The OPS model is a collaborative learning space for professionals in the field of teaching and teacher preparation. The core activity of every OPS is the exchange of information among colleagues across the country. Participants often contribute sample materials from their own programs.

- Asynchronous discussion permits contributions at the times convenient to participants.
- Within the guideline of one week per discussion, participants have time for reflection before contributing to the conversation.
- Participants with varying levels of expertise can contribute.
- Special interest groups can form at the request of any participant.

The online format means you can access the course at any time convenient for you. Internet access is needed. No books are required; all resources are within the OPS or linked to web sites. Each OPS includes discussions, self-assessments, and interactive learning activities.

### Are there prerequisites?

No. The short courses are arranged in a logical sequence for those who want to build their knowledge from the ground up, but courses may be taken out of order, and no OPS has a prerequisite.

Course Title	Learning Outcomes
<p><b>OPS #1: Building Quality Assessments</b></p> 	<ul style="list-style-type: none"> <li>• Articulate the role of validity, reliability, and fairness in building quality assessments.</li> <li>• Exchange rubrics appropriate for use in evaluating performance.</li> <li>• Exchange of surveys appropriate for use with a selected audience.</li> </ul>
<p><b>OPS #2: Using Data for Improvement</b></p> 	<ul style="list-style-type: none"> <li>• Identify data sources and methods for improvement initiatives.</li> <li>• Exchange strategies for engaging stakeholders in the process of continuous improvement.</li> <li>• Exchange tools and methods for interpreting data to close the loop.</li> </ul>
<p><b>OPS #3: Creating a Quality Assurance System</b></p> 	<ul style="list-style-type: none"> <li>• Recognize models of assessment systems.</li> <li>• Examine the ethics involved in reporting to stakeholders.</li> <li>• Analyze strengths and weaknesses of assessment systems.</li> <li>• Differentiate between report writing and analysis of implications.</li> <li>• Review an institution's readiness to develop a quality assurance system.</li> <li>• Collaborate to describe components of a quality assurance system.</li> </ul>
<p><b>OPS #4: Making the Case for Accreditation: Standards and Evidence</b></p> 	<ul style="list-style-type: none"> <li>• Display examples of evidence with criteria for choices.</li> <li>• Analyze standards and evidence for implications.</li> <li>• Assess feasibility of accreditation for a selected institution.</li> <li>• Critique peers' evidence examples and displays.</li> </ul>
<p><b>OPS #5: Preparing for Accreditation</b></p> 	<ul style="list-style-type: none"> <li>• Articulate criteria for transparency and forthrightness of accreditation reporting.</li> <li>• Inventory the level of readiness for accreditation in stakeholders at a selected institution.</li> <li>• Compare methods and strategies for team work.</li> <li>• Demonstrate a quality assurance system at a selected institution.</li> <li>• Synthesize the process of preparing for accreditation.</li> </ul>
<p><b>OPS #6: Leveraging Accreditation for Quality Improvement</b></p>	<ul style="list-style-type: none"> <li>• Depict the ethical considerations of preparing for an accreditation site visit.</li> <li>• Analyze the tools, checklists, and protocols to support a site visit.</li> <li>• Critique the readiness of an institution for all components of a site visit.</li> </ul>

Visit [aacte.org/qualitysupportcenter](https://aacte.org/qualitysupportcenter)  
for course dates and to register