

CENTRAL RESEARCH ACCREDITATION WITH PROCESSING METHOD

RAKSHITH K

Student, MCA
The oxford college of engineering
rakshithkma2024@gmail.com

SOWMYA J

Associate Professor, MCA
The oxford college of engineering
sowmyaj@theoxford.edu

ABSTRACT

Up to 50% of educator preparation programs (EPPs) in higher education seek to a national accreditation body as one means of demonstrating the caliber and rigor of their courses. Despite the fact that many EPPs see benefits in the In addition to the required self- study and external review, the national certification procedure itself can be challenging and time-consuming. Many turn to the literature or other schools' accreditation experiences as a source of guidance.

their individual path to accreditation. This article's goal is to talk about the experiences of one regional, all-inclusive EPP.

with national accreditation, having just had the National Council for Accreditation of Teachers visit the site Instruction. Best practices from the literature will be discussed in this essay.

Keywords

Higher education, social sciences, teacher preparation, educational administration, policy, leadership, and accreditation.

"It is now commonly acknowledged that educators are among the most, if not the most, important contributors to children's learning and the cornerstones of all forms of educational reform." (Page 1 of the American Educational Research Association [AERA], 2009).

While educators and stakeholders in

education agree that teachers and teacher quality are important, there has been much discussion and dispute about the best approaches to attract, develop, and retain these vital professionals (AERA, 2009). Many people believe that accrediting programs for teacher preparation improves the programs' quality and helps in recruiting and training new teachers.

This is evidenced, according to AERA (2009), by the fact that over half of the 1,300 educator preparation programs (EPPs) in the US looked to. Despite the fact that many EPPs believe the self-study to be beneficial

the national accreditation procedure itself can be difficult and time-consuming due to the external assessment and other requirements that come with it. (Levine, 2006; Brigham Young University, 2010). Erickson and Wentworth (2010) discovered that following faculty member interviews at fifteen universities—some of which were public, private, and Results were comparable among small, large, secular, and religious educational initiatives. Every organization conveyed its dissatisfaction and even nervousness about becoming accredited (Erickson & that (2010) Wentworth). Still, the same participants mentioned participating in authorized programs has improved their organizations and believed that the accrediting procedure improved the efficacy of their initiatives (Erickson & Wentworth, 2010).

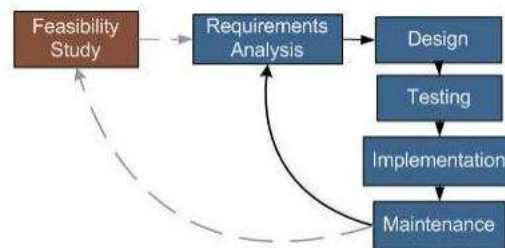
To fulfill the established national quality standards by accrediting organizations and to decrease any

annoyance that can Several EPPs depend on the accreditation procedure that comes with the data and firsthand accounts from different initiatives. These first-hand accounts can demonstrate how Several organizations successfully completed their own accreditation journeys and, ideally, may offer assistance to those who are now going through or getting ready for national accreditation Wentworth and Erickson, 2010).

This article's goal is to go over one comprehensive regional EPP's experiences with national accreditation. having just undergone an inspection by the National The NCATE, or Council for Accreditation of Teacher Education

THEORITICAL FRAMEWORK

This article is based on perspectives on self- study, which are thought to be derived from Dewey's experience theories (Dewey, 1938). In his 1938 discussion of the importance of experience in education, Dewey proposed that continuity and contact come together to produce experience. He thought that an individual's experiences—past and present—have an impact on his or her experiences in the future (continuity), and that the current experience is influenced by contextual factors (interaction; Dewey, 1938). This relates to this topic because this The most recent accrediting experience that EPP had was impacted by prior accrediting experiences in addition to present circumstances, which will subsequently influence experiences in the future with certification.



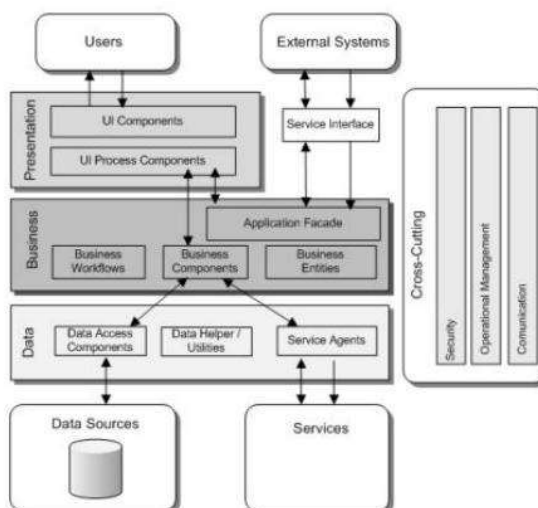
REVIEW OF RESEARCH

Standards and History of Accreditation In the US, there are several organizations in charge of EPPs; some are required, while others are voluntary (AERA, 2009). For instance, even though every state in the States in the US must approve EPPs before they may be implemented.

in order to be accredited nationally (AERA, 2009).

No federal or governmental organization authorizes or according to Feuer, Floden, Chudowsky, and Ahn (2013), accredits EPPs.

While it's not necessary, national accreditation need to be investigated since it is one of the systems for keeping an eye on quality of teachers (Levine, 2006). Greater than 50% of EPPs asking national accrediting organizations for an external examination, gaining knowledge about national accreditation and The method requires adherence to certain standards, which are necessary.



(AERA, 2009)

There have been two primary national certifying agencies for teacher education—also known as educator preparation—in recent years (Levine, 2006). The Teacher Education Accreditation Council and the NCATE were these organizations.

(TEAC). For a long while, TEAC and NCATE were the there are just two national education accreditation bodies, and both had been acknowledged by the Council for Higher Education Accreditation (CHEA; TEAC, 2014b) and the U.S. Department of Education (USDE).

Since its founding in 1954, NCATE has been in charge of a the majority of accreditation work at colleges and universities across the country using EPPs (Levine, 2006). NCATE (2014b) Their accreditation process is described as a "voluntary peer review" procedure that entails a thorough assessment of the professional education unit (the department, college, or another administrative entity that is principally in charge of the training of educators and other professionals working in schools)" (p. 1).

Both on-site and off-site assessments are conducted using NCATE's unit standards, which are highly regarded as research-based standards developed by a variety of teaching profession stakeholders (NCATE, 2014b). Conversely, TEAC was established in 2003 and has mostly been chosen by organizations like independent liberal arts colleges, research-intensive flagship universities, and organizations that "prefer TEAC's reliance on self-inquiry and perpetual enhancement (TEAC, 2014b, p. 1).

The program's ability to demonstrate student achievement was given weight

by the accreditation system, which can include described as a means via which the program shows that they are graduating and releasing qualified teachers into the domain (TEAC, 2014b). Universities, colleges, and programs that chose TEAC for accreditation expressed gratitude for and strong support for TEAC's audit methodology, according to TEAC (TEAC, 2014b). TEAC was led by principles of excellence rather than standards (TEAC, 2014b).

Despite the fact that both accrediting bodies intended for EPPs generating highly skilled teachers, there were variations in between the two bodies. As an illustration, per the The American Association of Teacher Education Colleges (AACTE; 2003), NCATE exclusively recognized units, although Programs recognized by TEAC.

To just a few, there were differences in governance, guidance philosophy, the basis for evaluation, the type of performance and content requirements, and the techniques used to gauge teacher candidate learning (AACTE, 2003). Despite the fact that some variations weren't enormous in extent, there were sufficient variations and worries to support a reorganization of the accrediting framework.

TEAC and NCATE collaborated in the summer of 2013 to establish a single, nationwide organization for teacher accreditation curriculum (NCATE, 2014a). The objectives of the recently established body, CAEP, is to "improve candidates' performance as practitioners in the country's P-12 educational system and to improve standards for the proof that the industry uses to back up its assertions of quality (p. 1 of TEAC, 2014a).

The five principles that underpin CAEP's objectives are: content and pedagogical knowledge; clinical relationships and practice; program impact; candidate quality, recruitment, and selectivity; and provider quality, confidence and ongoing development (CAEP, 2013).

Given that the recently formed body has been shifting the In the process of getting national certification, EPPs, which were previously separate entities, are now required to make adjustments. to a shift in requirements and the demand for more strictness (CAEP, 2013). EPPs are also facing the obstacle of CAEP's enhanced standards not being available for distribution until fall 2016(CAEP, 2015)

SELF STUDY

A self-study research methodology was applied in this article. First, self-study was defined by Hamilton and Pinnegar (1998) as "the study of one's self, one's deeds, one's beliefs, as well as on page 236 as the "not self." They added that independent studies Research encompasses autobiographical, historical, cultural, and political elements, requiring a careful examination of read books, personal experiences,

individuals recognized and concepts evaluated" (Hamilton & Pinnegar, (1998), page 236).

Feldman, Paugh, and Mills (2004) highlighted the emphasis on the word "self" as a way to differentiate self-study from other types of research. The personal or, for the purposes of this study, the corporate self, as perceived only through The two NCATE coordinators' lenses serve as the focal point of the study (Feldman and colleagues, 2004). As demonstrated in this study, researchers Samaras and Freese (2009) claimed Self-study participants rely on their own experiences as the foundation for their investigation. Because other institutions' self-study and accreditation experiences can act as models for how units can effectively complete their own accreditation process, many EPPs rely on them (Erickson & Wentworth, 2010). As an The research benefits from an authentic aspect of the event as well. The Two of the authors of this paper had a significant role in their EPP's accreditation process; one of them was an interim associate dean for evaluation, accreditation, and accountability, while further acting as the NCATE's co-coordinator, and the other Half-time service was provided by the author. Half-time NCATE coordinator and academic staff member.

Screenshot Login form



Test cases

Serial	Test-case-checked	Test-Input	Results-generated	Actual-results	Checked	Severity category
1	Admin control	Credentials	Login success	Settings are highlighted	Pass	Critical
2	Structure and virtual settings	Inputs	Settings rules to be added	Saved and implemented	Pass	Critical
3	Working	Regulations	Details added	Global teams and space system can be defined	Pass	Critical
4	Information	Settings	Selective methods	Implemented various methods	Pass	Critical
5	Survey	Settings and inputs	Added	Publish and design options provided	Pass	Critical
6	Cloud	Settings	Reference settings provided	Files and data on cloud is selected	Pass	Critical

Basic info

Project Type	Count
Active Projects	1
Completed Projects	0
Archived Projects	0
Total Projects	1

Metric	Value
Average	0
Min	0
Max	0

Stage	Average	Minimum	Maximum
Average	0	0	0
Minimum	0	0	0
Maximum	0	0	0

Adding project

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File management

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