



Inquiry and Evidence

An introduction to the TEAC system for accrediting educator preparation programs

3/15/12, 9:00-10:00a.m.



TEAC accreditation process at a glance

- ❑ Application and candidate status
- ❑ Formative evaluation (optional)
- ❑ *Inquiry Brief* submitted and declared auditable
- ❑ Call-for-comment and electronic survey of faculty, students, and cooperating teachers
- ❑ Audit visit and audit report
- ❑ Analysis of the case by panelists and staff
- ❑ Accreditation Panel recommendation
- ❑ Accreditation Committee decision
- ❑ Annual report



Criteria for TEAC candidate status

- 0.1 Regional accreditation (or equivalent)**
- 0.2 Graduates' eligibility for a professional license**
- 0.3 Commitment to comply with TEAC's standards**
- 0.4 Disclosure of accreditation status**
- 0.5 Willingness to provide information to TEAC**
- 0.6 Payment of annual indexed fees**



Two key questions for accreditation:

Key Question 1:

Do the program candidates demonstrate what the faculty claim they know and can do?

Key Question 2:

Are the faculty able to monitor and inquire into evidence of candidate learning to effectively maintain and improve program quality?



Program capacity and institutional commitment

In addition to answering the two *Key Questions*, the faculty must also establish that it has the necessary resources to sustain a quality program.



Logic of TEAC accreditation

Evidence of capacity for program quality



Evidence of candidate competence



**Evidence of a system of quality control
and monitoring**



Overall TEAC Goal

- **Public assurance that the program's graduates are**
 - **Competent**
 - **Caring**
 - **Qualified**
- **Public assurance that the faculty monitors and improves program quality**

Assurance based on evidence

What is the evidence the faculty relies upon:

- to support its claims that graduates are competent beginning professionals?**
- to know that its interpretations of the assessments are valid?**
- to convince itself that program changes and requirements improve the quality of the program?**



Generally available indicators of program quality

Grades – major, pedagogy, and clinical

Scores on standardized tests – candidates' entrance, exit, and license scores and perhaps graduates' own pupils' scores

Surveys – students, alumni, employers

Ratings – portfolios, work samples, cases

Rates – hiring/tenure, certification, graduate study awards, publications, NBPTS, etc.



TEAC accreditation based on three Quality Principles

Quality Principle I: Evidence of candidate learning

Quality Principle II: Evidence of faculty learning and inquiry

Quality Principle III: Evidence of institutional commitment and program capacity for quality



Answer to *Key Question 1* for teacher education programs

Program presents evidence of candidates':

1.1 Subject matter knowledge

1.2 Pedagogical knowledge

1.3 Caring & effective teaching skill

1.4 Cross-cutting liberal education themes

- 1.4.1 Learning how to learn (critical reflection)
- 1.4.2 Multicultural perspectives and accuracy
- 1.4.3 Use of technology



Answer to *Key Question 1* for educational leadership programs

Program presents evidence of candidates’:

1.1 Professional knowledge

1.2 Strategic decision-making

1.3 Caring & effective leadership skill

1.4 Cross-cutting liberal education themes

- 1.4.1 Learning how to learn (critical reflection)
- 1.4.2 Multicultural perspectives and accuracy
- 1.4.3 Use of technology



Supporting the answer to *Key Question 1*

1.5 Valid interpretations of the assessment evidence

The program must provide evidence regarding the trustworthiness, reliability, and validity of the evidence produced from the assessment method or methods that it has adopted.

Answer to *Key Question 2*

Program presents evidence of faculty learning, inquiry, and quality control:

2.1 A rationale for assessments showing why they were selected, how they are expected to be valid, and the faculty's pass/fail criterion for each

2.2 A record of decisions based on inquiry and evidence

2.3 A quality control and monitoring system for the curriculum, faculty, students, and resources that yields evidence of quality, influences decision making, and promotes inquiry



Evidence that faculty has the resources to sustain a quality program

3.1 There is parity between the program and other units at the institution in terms of curriculum, faculty, facilities, fiscal and administrative resources, support services, and policies and practices

3.2 There is sufficient institutional capacity in curriculum, faculty, facilities, fiscal and administrative resources, support services, and policies and practices



TEAC standards of evidence

- ❑ **Evidence is reliable:** chance is not a credible explanation for results
- ❑ **Evidence is valid:** rival explanations are not credible and evidence is consistent with claims
- ❑ **Evidence is of sufficient magnitude:** 75% guideline or heuristic is applied to the empirical maximum (the mean of the top ten percent) when no other guidance is available

Accreditation outcomes

Candidate Learning	Faculty Learning	Capacity	Accreditation Status
Above	Above	Above	Accreditation (7 years)
Above	Below	Above	Accreditation (2 years)
Below	Above	Above	Accreditation (2 years)
Above	Above	Below	Accreditation (2 years)
Below	Below	Above	Deny
Below	Above	Below	Deny



Anatomy of the *Inquiry Brief*

- ❑ Research article or monograph (50-pages)
- ❑ Persuasive case of the program's claims
- ❑ Internal academic audit of the quality control system (Appendix A)
- ❑ Documentation of capacity and commitment (parity and sufficiency)
- ❑ A plan for further study



Inquiry Brief: main sections

1. Introduction (description and demographics)
2. Claims and rationale for the assessments
3. Methods of assessment
4. Results
5. Discussion of results and plan for inquiry
6. References

Appendices

Appendices in the *Brief*

- A: Internal audit of quality control system**
- B: Evidence of program capacity and institutional commitment**
- C: Qualifications of the program faculty**
- D: Program requirements and alignment with state and/or professional standards**
- E: Inventory of evidence**
- F: Copies of local-developed assessments**
- G: Programs accredited by other agencies (if applicable)**



Guidelines for producing the *Brief*

- ❑ Review the TEAC process and requirements
- ❑ Gather information and prepare appendices
- ❑ Inventory available measures
- ❑ Conduct an internal audit of the quality control system
- ❑ Take stock
- ❑ Formulate claims
- ❑ Draft the *Brief*



TEAC Resources

- ❑ **Website (www.teac.org)**
- ❑ **Publications**
 - *Guide to Accreditation*
 - *Guide to the TEAC Audit*
 - *TEAC Operations Policy Manual*
 - *TEAC brochure*
- ❑ **Guidance and feedback**
 - Workshops
 - Formative evaluation