



# Writing claims about candidates and graduates

- ❑ **Claims are statements the faculty makes about candidates and graduates**
- ❑ **Claims are supported by evidence**
- ❑ **The point of the TEAC accreditation process is to test whether the claims are supported by evidence**



# The Goldilocks Principle of Formulating Claims

- Claims need to be made at an appropriate level of generality**
- neither too broad for the evidence to be convincing**
  - nor too trivial to be convincing with regard to program goals**



# Guiding questions for writing claims

1. What evidence supports the claims?
2. What evidence makes us confident graduates are competent, caring, and qualified?
3. Are the claims in the *Brief* consistent with public statements on the website or program literature?
4. Do the candidates, faculty, cooperating teachers, and others in the program recognize the claims as true?

## Three steps for generating claims

1. Examine existing statements of the goals, objectives, promises, and standards of the program
2. Make sure that all the components of *Quality Principle 1* are part of the program and reflected in the claims
3. Identify at least two measures or categories of evidence for each claim



# Linking assessments to program claims

**Describe the faculty's rationale for relying on the assessments:**

- 1. The assessments supporting each claim are reasonable and their interpretations of the results are valid**
- 2. The standards or criteria of successful performance on several measures are clear and make sense**
- 3. The results from the assessments are reliable and stable**