



## Appendix E: Inventory of evidence

### Using the inventory

*What evidence does the program have to support its claims that its graduates are competent, caring, and qualified? On what evidence does the program rely on to assess its own progress toward the goal of preparing competent, caring, and qualified educators?*

Early in the process of preparing to write the *Inquiry Brief* or *Inquiry Brief Proposal*, program faculty should complete the inventory (see form below) as a way of taking stock: the program faculty asks, What is the status of our evidence? What measures and indicators for TEAC *Quality Principle I* are available to the program? What other evidence is available to the program? What evidence does the faculty rely on to support its claims? What might the program need to collect? What does it choose not to rely on?

Later in the process, the completed form becomes Appendix E of the *Brief*. TEAC's auditors are required to verify and find any evidence, whether reported or not in the *Brief*, that can corroborate or disconfirm the evidence that is cited in the *Brief*. The inventory that makes up Appendix E assists them in their work and makes their on-site audit more efficient and productive.

### What evidence should be used?

In supporting its claims that the program meets TEAC's quality principles, program faculty members are free to make their case for *Quality Principle I* with only the evidence on which the program truly relies. Not all the categories of evidence listed in the inventory may be relevant or useful to the program faculty. However, faculty must *fully report* all the available evidence that bears on its claims or that it has reported elsewhere in support of the quality of the program.

In the spirit of open inquiry, faculty must examine and explain all the evidence available to it that bears on the TEAC quality principles. However, if some evidence is not supportive of the program's claims, or seems to be unsupportive, the faculty would make the case, like any other researcher, that the contrary evidence should not be relied on for various reasons.

Thus, TEAC expects that any assessment results related to TEAC *Quality Principle I* that the program faculty uses elsewhere will be included in the *Inquiry Brief*. For example, evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the *Inquiry Brief*. Title II license pass rate results, grades (if they are used by the institution for graduation, transfer, admission), admission test results (if they are used by the institution), hiring rates (if they are reported elsewhere) would all need to be included in the *Brief* whether the program relied on them or not in making its case that its graduates were competent.

Available evidence that is *not* cited elsewhere or used in decisions, placements and the like, and which the program does *not* use to support its claims and which are unrelated to *Quality Principle I* can simply be identified as both "Available" and "Not used in the *Brief*."

Although program faculty may be making its case for candidate achievement with several novel measures, it will also need to disclose all the traditional measures available to it, such as the grades the students have earned, the results of the state's license test that is reported for Title II, and the results of any admission tests the institution requires. The faculty may hold these measures in low regard and see each as problematic for several reasons. If it does, the faculty would simply indicate that the measure was available, but that it was investigated and found to be problematic because it was unreliable or invalid for the program.

Some forms of evidence listed in the inventory may be perfectly acceptable to the faculty, but the evidence is currently unavailable. In that case, the faculty would indicate that the evidence is unavailable at the current time, but not problematic and that it may employ the evidence in the future. Or, the faculty may indicate that some evidence is both unavailable at the present time and so problematic, costly, etc., that the faculty would

not propose to examine it at any time in the future. The inventory affords the faculty the opportunity to indicate any of these possibilities with regard to each form of evidence (or any other forms of evidence) the faculty may wish to consider.

**APPENDIX E:**

Inventory: status of evidence from measures and indicators for TEAC <i>Quality Principle I</i>						
Type of Evidence	Available and in the <i>Brief</i> <sup>1</sup>			Not Available and Not in the <i>Brief</i>		
Note: items under each category are examples. Program may have more or different evidence	Relied on		Not relied on		For future use	
	Reasons for including the results in the <i>Brief</i> Location in <i>Brief</i>		Reasons for not relying on this evidence Location in <i>Brief</i>		Reasons for including in future <i>Briefs</i>	
Grades		Page #		Page #		
1. Student grades and grade point averages						
<b>Scores on standardized tests</b>						
2. Student scores on standardized license or board examinations						
3. Student scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude						
4. Standardized scores and gains of the program graduates' own pupils						
<b>Ratings</b>						
5. Ratings of portfolios of academic and clinical accomplishments						
6. Third-party rating of program's students						
7. Ratings of in-service, clinical, and PDS teaching						
8. Ratings, by cooperating teacher and college / university supervisors, of practice teachers' work samples.						
<b>Rates</b>						
9. Rates of completion of courses and program						
10. Graduates' career retention rates						

<sup>1</sup> Assessment results related to TEAC *Quality Principle I* that the program faculty uses elsewhere must be included in the *Brief*. Evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the *Brief*. Therefore, Title II results, grades (if they are used for graduation, transfer, admission), admission test results (if they are used), hiring rates (if they are reported elsewhere) would all be included in the *Brief*.

11. Graduates' job placement rates						
12. Rates of graduates' professional advanced study						
13. Rates of graduates' leadership roles						
14. Rates of graduates' professional service activities						
<b>Case studies and alumni competence</b>						
15. Evaluations of graduates by their own pupils						
16. Alumni self-assessment of their accomplishments						
17. Third-party professional recognition of graduates (e.g., NBPTS)						
18. Employers' evaluations of the program's graduates						
19. Graduates' authoring of textbooks, curriculum materials, etc.						
20. Case studies of graduates' own pupils' learning and accomplishment						