

Teacher Education Accreditation Council (TEAC)

1. Program overview

Overall logic: guiding philosophy and orientation of the program

Program areas, levels, specialties, and options

Brief history of the program

Program demographics

Table of enrollment trends, numbers and types of students, numbers of faculty and types, etc.

2. Claims and Rationale Claims

Statement of the claims (consistent with all relevant claims in the program's literature)

Arguments to support the links between the claims and components of *Quality Principle I*:

1.1 Subject matter

1.2 Pedagogy

1.3 Teaching skill

Cross cutting themes: learning to learn, multicultural perspectives, technology included in each

Rationale for the assessments:

Rationale for the assessments, justifying that they are reasonably and credibly linked to goals, claims, and program requirements

3. Method

Assessments used for the evidence

Detailed description of the assessments

Criteria for achievement or success

Published information about the reliability and validity of the assessments

Arguments for the content validity of the assessments

Sampling procedure and procurement of evidence

4. Results

Results of the investigation into the reliability and validity of the assessments

Evidence of stability and consistency of the measures

Evidence of relationship, convergence, triangulation with other measures or evidence

Results of the assessments

Presentation of the findings: issues

Significant digits

Range of the instrument and variance

Disaggregation

Accurate table headings

Sensitivity to insignificant differences

Full disclosure of available evidence (all of the program's cited evidence)

5. Discussion and Plan Discussion

Meaning of the results: Were the claims supported?

Implications of the results for the program's design

Plan

Steps to be taken: modifications to the program, quality control system (QCS), new investigations based on the results and evidence of student learning

6. References

A list of any works cited in the *Brief*.

7. Appendices

Appendix A: Internal audit report

Introduction: Auditors; faculty approval

Description: Schematic and mechanisms of QCS

Procedure: Audit plan and trail

Findings: Discoveries about 4.1–4.7

Conclusions: How well does QCS work?

Discussion: Needed modifications in QCS or future audit procedures

Appendix B: Capacity

Evidence that the quality control system monitors and promotes the quality of 4.1–4.7

Evidence that the program is supported on a par with other programs at the institution

Evidence that the program's capacity is sufficient and adequate to satisfy 4.1.1–4.7.2

Appendix C: Qualifications of the faculty (table or chart)

Current academic rank and title

Terminal degree, institution, field, and date

Number of years of service

Scholarly publications (number, type)

Assigned courses in the program

Awards, public school teaching, boards

Appendix D: Program requirements (aggregation)

Admissions requirements

Course requirements and standards

Course titles and descriptions

Program standards and requirements

Graduation requirements

State license requirements

Appendix E: Full disclosure of all relevant and available evidence (including any evidence cited elsewhere in support of, or about, the program)

Grades

Standardized tests (entrance, exit, and license) about the graduates or the graduates' own students

Surveys of students, alumni, employers

Ratings of portfolios, work samples, cases

Basis for rates: hiring/promotion, certification, graduate study, professional awards, publications, etc.

Reasons for neglecting or rejecting certain categories of evidence

Plan for inclusion of new categories of evidence in a subsequent *Inquiry Brief*

Appendix F: Full disclosure of any local assessment instruments along with instructions given to the assessors and any training that is provided to them

designed to increase the reliability and validity of the assessments.