



TEAC's Goal and Reorganized Accreditation Principles

Goal: Preparing competent, caring, and qualified educators

To achieve TEAC program accreditation, an education faculty must make the case that its program has satisfied the following three quality principles:

Quality Principle I: Evidence of program candidate learning

The core *outcome* of the programs that TEAC accredits is evidence that the graduates are competent, caring, and qualified educators. TEAC accreditation is based on the validity of the evidence that the program faculty relies on to support its claims about its graduates' understanding of the professional education curriculum, especially their subject matter knowledge and their teaching and leadership skills.

The core *value* in TEAC accreditation is that the faculty's interpretation of the evidence upon which it relies to support its claims about its graduates is valid. This means that the faculty must document the reliability and validity of their assessments.

Quality Principle II: Evidence of faculty learning and inquiry

The core *activity* of the programs TEAC accredits is the faculty's learning and inquiry. TEAC accreditation is based in part on the faculty's system of quality control. This system is the means by which the faculty finds the evidence for *Quality Principle I*, inquires into ways to improve the program's quality, makes decisions based on evidence, and monitors and enhances the program's capacity for quality.

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

TEAC defines a quality program as one that has credible and consistent evidence that it satisfies the first two quality principles. However, TEAC also requires the program faculty members to provide evidence that their institution is committed to the program and that the program has adequate capacity for quality with regard to its curriculum, faculty, resources, facilities, publications, student support services, and policies.