

Status Report on TEAC for TEAC's Eleventh Year 2010

Membership and accreditation activity

- TEAC currently has 199 members, composed of 183 institutions and 16 professional associations.
- TEAC has now accredited 110 programs, given by 88 institutions across 21 states and has 82 institutions with candidate status that are pursuing accreditation for their programs.
- To date in 2009-2010, TEAC has made 19 accreditation decisions.
- Ten additional programs have been audited and are awaiting accreditation decisions by the end of 2010.
- TEAC has expanded its membership to institutions in Puerto Rico and the United Arab Emirates and is having discussions with institutions in Australia, Ireland, and Saudi Arabia who are seeking accreditation.

Progress with Regard to State Partnerships

TEAC has signed protocol agreements with thirteen states – California, Colorado, Louisiana, Massachusetts, Maine, Michigan, Nebraska, New Jersey, New York, Ohio, Utah, Virginia, and West Virginia. Agreements with Maryland, North Carolina and Pennsylvania are currently being reviewed by each state's officials, and protocol discussions are underway in 9 other states.

NCATE/TEAC Design Team

After more than two years of work the joint TEAC & NCATE Design Team has reached a consensus on a number of key points about how the two organizations will work together and these have been reported to the two boards for consideration at the May NCATE and June TEAC board meetings.

Those accredited by TEAC, as well as those currently unaccredited by TEAC and NCATE, will have the option and choice of pursuing accreditation in accordance with TEAC's principles, standards and processes. Choice and multiple pathways to accreditation are essential features of the Design Team's recommendations to the TEAC and NCATE boards, which are expected to adopt the recommendations in a joint meeting in October.

The Design Team has a plan to coordinate the work of TEAC and NCATE, to make common cause, to improve the accreditation of teacher education, to cooperate, to unify the profession, to raise the levels of civility in public and private discourse about accreditation, to learn from each other, to dispel notions that the field is in disarray, to convince the skeptical that the accreditation of all programs is an essential ingredient in building a true profession of teaching, to introduce economies of scale, to build a consensus around the standards for quality and the evidence needed to meet those standards, and to confer on teaching the benefits accreditation seems to bestow on the other professions that so far have eluded teaching.

Staff

TEAC now has a staff of 11: president, vice-president, executive vice president, assistant to the president, vice president for state relations, vice president for membership, vice president for audits, a staff auditor, formative evaluator, director of the accreditation panel and a research assistant. In addition it has 30 trained consulting auditors and 18 panelists, who are volunteers who assist in TEAC's accrediting work.

Facilities

At present, TEAC maintains offices at the University of Delaware and has the use of conference and office space at One Dupont Circle in Washington, DC, in the suite of the Council of Independent Colleges. Because most of TEAC's work is done on the campuses of those it accredits, its need for a central office is minimal. Currently the staff is based in offices in Delaware, Virginia, New York, and Missouri and convenes periodically for retreats, workshops, and staff meetings.

Revenue

TEAC's income is from annual dues, various fees (audits, workshops, and consulting), publication sales, gifts and grants (\$3m to date).

National Recognition and Memberships

Since 2001 TEAC has been recognized as one of the 80 accreditors in the country by the Council for Higher Education Accreditation (CHEA), and since 2003 it has been recognized by the United States Department of Education (USDE).

TEAC is a member of the Association of Specialized and Professional Accreditation, American Council on Education, Association of Teacher Educators, and the National Association of State Directors of Teacher Education and Certification.

Research

TEAC participates in the AERA Special Interest Group on accrediting research and has issued a number of research reports and articles on its findings from its accrediting activities. To date TEAC has found no evidence for the widely held view that teacher education programs are *cash cows* for their institutions and has found consistent evidence that teacher education students grades in arts & science courses are as good or better than arts & science students' grades in the same courses. TEAC's surveys of students, faculty, and cooperating teachers from the programs it has accredited invariably show that students have a *more than adequate to excellent* grasp of their teaching subjects, pedagogy, and caring and effective teaching skill. The evidence from program's accredited by TEAC gives a more encouraging picture of the health of teacher preparation than is commonly reported in the press and by some commentators.