

TEAC Teacher Education Accreditation Council

Precise Language in TEAC

Clear, specific claims
Solid evidence of student learning
Demonstration of continuous improvement

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... accreditation of teacher education through the audit of evidence of student achievement.

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“Our students acquire a deeply rooted matrix of the application of theory to practice.”

- How would you know?
- What does this mean?
- What evidence could make it wrong?

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“Our students leave the program with a caring attitude toward children.”

- How “caring” defined?
- How is “caring” measured?
- What does the word “attitude” mean?
- Is a “caring attitude” different from behavior?

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Inventory of Evidence – Appendix E

- Evidence the program relies upon
- Evidence available to the program
- Evidence reported elsewhere

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TEAC’s evidentiary matrix:

Subject Matter Knowledge	Pedagogical Knowledge	Caring and Effective Teaching Skill
Valid evidence from	reliable measures	(validated locally)
including capacity	for: independent	ongoing learning,
multicultural	perspectives and	competence, and
ability	to use technology	effectively

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What evidence is available?

Grades (content major, pedagogy, & clinical)
Scores on Standardized tests
(entrance, exit, and license scores; perhaps graduates’ P-12 students’ scores)
Surveys – students, alumni, employers
Ratings – portfolios, work samples, cases
Rates – hiring/tenure, certification, graduate study, awards, publications, NBPTS

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Local assessments – Appendix F

How you judge:

- student teaching
- portfolios
- reflections
- teacher work samples
- etc.

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CLAIMS

- What you say about your graduates
- Supported by evidence
- Address the components of *Quality Principle I*
 - Subject matter knowledge
 - Pedagogical knowledge
 - Effective teaching skill
 - Cross-cutting themes
- Links to state and national standards

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CLAIMS

Be consistent with public claims

Review program goals, objectives, promises, standards

Have at least two sources of evidence to support candidates' performance

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CLAIMS

Our graduates know their subject matter.

Our graduates have mastered Bloom's Taxonomy.

Our graduates are excellent teachers.

Upon graduation, our students will have a deep and abiding understanding of the subject matter they are prepared to teach.

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CLAIMS

"The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students."

INTASC Principle I

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RATIONALE

1. Why was the assessment selected?
2. What is the passing score for the assessment?
 - How was it determined? Why is it appropriate?
3. Why does the faculty think the assessment is reliable?
4. Why does the faculty think it can interpret the results validly?

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