



Guidelines for producing the *Brief**

TEAC recommends that program faculty follow these steps to produce the *Brief*.

- 1. Review.** Study and understand the TEAC process and requirements. Know the requirements for the three quality principles and the required components of the *Brief*. Study the *Guide to TEAC Accreditation* and navigate the website (www.teac.org) for the most up-to-date information. Also review state standards and protocols as appropriate, especially for those states with which TEAC has a partnership agreement. When in doubt, ask TEAC staff (teac@teac.org).
- 2. Gather information and prepare appendices.** Invest time in examining the program thoroughly. We suggest that the program faculty gather and review all required information about the program, specifically — and in this order, from least to most complex — the information that will eventually appear in the program overview, the program requirements (Appendix D), the faculty qualifications (Appendix C), copies of any local instruments and rubrics used to assess candidate knowledge and skills (Appendix F), and the program's capacity (Appendix B). It would be appropriate to assemble and draft these appendices as the second step.
- 3. Inventory available measures.** Continuing the examination of the program, the program faculty should examine the inventory of evidence in the field (Appendix E), noting what evidence the program relies on, what it does not, and what it might collect in the future. Once faculty has formulated claims, it may need to revisit Appendix E to identify evidence it considers irrelevant to its claims.
- 4. Conduct an internal audit.** Next, the program faculty should describe its quality control system, conduct an internal audit of the system, and draft an internal audit report (Appendix A).
- 5. Take stock.** TEAC suggests that the program faculty now meet together to review what they have learned about their program from steps 1–4.
- 6. Formulate claims.** Draft a set of statements that makes clear what the faculty believes the program accomplishes with regard to TEAC's *Quality Principle 1* (for teacher education: graduates know their subject matter, have pedagogical knowledge, and have caring and effective teaching skills; for educational leadership: graduates demonstrate professional knowledge, strategic decision-making, and caring and effective leadership skills). These statements can be unique to the program and are often aligned with state or national standards. They must be consistent with any other public statement of the program's claims and be linked to the program's assessments.
- 7. Draft the *Brief*.** Analyze and interpret the results of the assessments identified in Appendix E, develop the case, and assemble a draft *Brief*. Review the draft, using the two checklists (at the end of Tab 1) for programs and formative evaluators. Submit a draft to TEAC.

*The word *Brief* is used to refer to both the *Inquiry Brief* and the *Inquiry Brief Proposal*.