

Teacher Education Accreditation Council

The Teacher Education Accreditation Council (TEAC), founded in 1997, is dedicated to improving academic degree programs for professional educators — those who teach and lead in schools, pre-K through grade 12.

TEAC accredits undergraduate and graduate programs, including alternate route programs, based on (1) the evidence they have that they prepare competent, caring, and qualified professional educators and (2) their capacity to monitor and improve the program's quality. TEAC believes that this is the soundest way to assure the public about the quality of college and university programs.

TEAC's membership represents a broad range of higher education institutions, from small liberal arts colleges to large research universities, and includes professional organizations and state education agencies.

As its principles and standards suggest, and as its workshops for members, state groups, and consortia demonstrate, TEAC is committed to improvement based on research and confirmed scholarship.

Since 2001 TEAC has been recognized 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, Teacher Education Council of State Colleges and Universities, and the National Association of State Directors of Teacher Education and Certification.

Eligibility Requirements for Initial and Continuing Accreditation

Candidates for initial or continuing accreditation must meet the following requirements:

- The institution giving the program must be accredited by one of the regional accreditation agencies, or the equivalent.
- The graduates of the program must have fulfilled the academic requirements for a professional license in education.
- There must be a commitment to and intent to comply with TEAC's standards and requirements (fees, annual reports, etc.).
- There must be an understanding of, and agreement to, the fact that TEAC, at its discretion, may make known the nature of any action, positive or negative, regarding the program's status with TEAC.
- There must be an agreement to disclose to TEAC, at any time, all such information as TEAC may require to carry out its auditing, evaluating, and accrediting functions.

TEAC's Accreditation Framework

TEAC's Principles and Standards

0.0 Eligibility for the program's candidate accreditation status

- 0.1 Institutional accreditation by one of the regional accreditation agencies, or the equivalent
- 0.2 Professional licensure available to graduates
- 0.3 Commitment to comply with TEAC's standards
- 0.4 Disclosure of any actions regarding the program's accreditation status
- 0.5 Willingness to cooperate and provide needed information to TEAC

1.0 Quality Principle I: Evidence of candidate learning

- 1.1 Evidence of candidates' subject matter knowledge
- 1.2 Evidence of candidates' pedagogical knowledge
- 1.3 Evidence of candidates' caring and effective teaching skill
- 1.4 Evidence of the cross-cutting liberal education themes
 - 1.4.1 Learning how to learn
 - 1.4.2 Multicultural perspectives and accuracy
 - 1.4.3 Technology
- 1.5 Evidence of valid interpretations of the assessments

2.0 Quality Principle II: Evidence of faculty learning and inquiry

- 2.1 Rationale for assessments
- 2.2 Program decisions and planning based on evidence
- 2.3 Influential quality control system
 - 2.3.1 Curriculum meets professional license requirements
 - 2.3.2 Faculty accept TEAC goal and program's *Inquiry Brief / Inquiry Brief Proposal* and have an accurate and balanced understanding of the field
 - 2.3.3 Candidates: admissions policies encourage diversity and service in high-demand areas and student services contribute to candidate success in learning
 - 2.3.4 Resources monitored and enhanced by the program's quality control system

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

- 3.1 Commitment (parity)
 - 3.1.1 Curriculum meets institutional standards and degree requirements
 - 3.1.2 Faculty qualifications are equal to or better than the statistics for the institution as a whole
 - 3.1.3 Facilities are proportionate to the overall institutional resources
 - 3.1.4 Fiscal and administrative resources adequate to promote candidate learning as required by *Quality Principle I* and in parity with the institution
 - 3.1.5 Candidate support equal to the level of support services provided by the institution as a whole
 - 3.1.6 Candidate complaints proportionally no greater or significant than the complaints by candidates in the institution's other programs
- 3.2 Capacity (sufficiency)
 - 3.2.1 Curriculum reflects an appropriate number of credits and credit hour requirements for the components of *Quality Principle I*
 - 3.2.2 Faculty are qualified for their teaching assignments
 - 3.2.3 Facilities are appropriate and adequate to promote success in candidate learning as required by *Quality Principle I*
 - 3.2.4 Fiscal and administrative: institution is financially sound and there is an appropriate level of institutional resources for faculty development
 - 3.2.5 Candidate support services are sufficient to support successful completion of the program
 - 3.2.6 Policies and practices are adequate for program quality and satisfy federal requirements

TEAC's Accreditation Process

TEAC's unique approach to accreditation helps programs improve and be accountable for their quality. TEAC's accreditation process starts with the faculty's questions about their program's effectiveness within the context of the program's mission. TEAC's academic audit verifies evidence that student learning meets the faculty's high expectations and that the program is following processes that produce quality.

To be accredited, an eligible program submits a research monograph, called an *Inquiry Brief*, in which the faculty and administrators present

- evidence of their students' learning,
- evidence that their assessment of student learning is valid,
- evidence that the program's continuous improvement and quality control is based on information about its students' learning, and
- evidence of the program's capacity for quality.

The *Inquiry Brief* should be meaningful to the program, and producing the *Brief* should be a seamless part of the program faculty's normal, collective activity to improve. The *Brief* is based primarily on existing documents, such as reports of ongoing inquiry, state program review, and institutional research and publications. It contains only information and analysis that make the case that the program prepares competent, caring, and qualified professionals.

TEAC accredits the program on the basis of its evidence. Through an academic audit, TEAC verifies the evidence presented in the *Inquiry Brief*, and TEAC evaluates whether or not the evidence is sufficient and trustworthy.

The quality of evidence and the quality of the system that produced it are the two key factors in the TEAC accreditation decision.



TEAC's Goal and Accreditation Principles

Goal: Preparing competent, caring, qualified professional educators

To achieve TEAC accreditation, an education faculty makes the case that its program has succeeded in preparing competent, caring, and qualified professional educators and meets TEAC's quality principles and standards of capacity.

Educational Leadership and Educational Administration preparation programs seeking TEAC accreditation must satisfy the same eligibility standards and *Quality Principle II* and *III* standards as teacher education programs must satisfy. The educational leadership / administration requirements for *Quality Principle I*, however, differ from teacher education requirements.

Quality Principle I: Evidence of candidate learning

For teacher education: Programs must provide sufficient evidence that candidates have learned and understood the teacher education curriculum in terms of subject matter knowledge, pedagogical knowledge, and caring and effective teaching skills. This evidence is verified through audit and evaluated for its consistency and sufficiency. Each component and cross-cutting theme of *Quality Principle I* must contribute to the overall goal of producing competent, caring, and qualified teachers.

For educational leadership: Programs must provide sufficient evidence that candidates have learned and understood the educational leadership curriculum in terms of professional knowledge, strategic decision-making, and caring and effective leadership skills. This evidence is verified through audit and evaluated for its consistency and sufficiency. Each component and cross-cutting theme of *Quality Principle I* must contribute to the overall goal of producing competent, caring, and qualified professionals.

Quality Principle II: Evidence of faculty learning and inquiry

There must be a system of inquiry, review, and quality control in place through which the faculty secures evidence and informed opinion needed to improve program quality. Program faculty should be undertaking inquiry directed at the improvement of teaching and learning, and they should modify the program and practices to reflect the knowledge gained from their inquiry.

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

The program faculty must make a case that overall it has the capacity to offer a quality program, and it does this by bringing forth evidence that the program's facilities, equipment, and supplies are proportionate to the overall institutional resources and the program's financial and administrative resources are proportionate to the overall institutional resources. In addition, the program must show that the curriculum is adequate to support a quality program that meets the candidate learning requirements of *Quality Principle I*; that faculty members are qualified for their assigned duties; that facilities, fiscal and administrative resources, and student services are sufficient and adequate to support a quality program.

Teacher Education Accreditation Council

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For more information about TEAC, see

www.teac.org

The logo for the Teacher Education Accreditation Council (TEAC) features the letters 'TEAC' in a large, bold, serif font. The 'T' and 'E' are green, while the 'A' and 'C' are blue. The logo is set against a background of a blue and green gradient with a white curved line.

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