

The Alignment of NCATE's Unit Standards and TEAC's Program Quality Principles and Standards¹

NCATE Unit Conceptual Framework Requirement: shared vision, coherence, professional commitments and dispositions, commitment to diversity, commitment to technology, and candidate proficiencies aligned with professional and state standards.

- **TEAC *Inquiry Brief*: Introduction**

The introduction to the TEAC *Inquiry Brief* provides a brief context and overview of the program. It gives the program's age, general history, distinguishing features, requirements, a table of some straightforward demographics about the institution and the program (number of students, graduates, number of program faculty, etc.), the program's place in the institution. The introduction also describes the train of reasoning behind the program: the theories, literature, thinkers, arguments, experiences, and traditions that the faculty members rely on to support their beliefs about the program. In addition, the introduction describes how the local market and political contexts have shaped the program.

- **TEAC *Quality Principle II*²**

2.1 Rationale for the links. TEAC requires that the program faculty has a rationale for its assessments that makes reasonable and credible the links between assessments and (1) the program goal, (2) the faculty claims made about student learning, and (3) the program's features.

- **TEAC *Quality Principle I*: Evidence of Student Learning**

Increasingly, the tools of a liberal arts education are based on technology. Special attention should be given to assure that the technologies that ease the teacher's work and the pupil's learning are firmly integrated into the teacher education curriculum. TEAC requires evidence that graduates have acquired the basic productivity tools of the profession.

¹ For a more detailed comparison of NCATE and TEAC processes for accreditation of teacher education see, the following document prepared by the American Association of Colleges of Teacher Education (AACTE): http://www.aacte.org/Other_Professional_Issues/ncateteacchart.pdf

² See the last two pages of this document for the complete TEAC framework, to which the names and numbers of TEAC elements, components, and sub-components described here refer.

NCATE Unit Standard 1. Candidate Knowledge, Skills, and Dispositions: Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

- **TEAC Quality Principle I: Evidence of Student Learning**

The core of TEAC accreditation is the quality of the evidence the program faculty members provide in support of their claims about their students' learning and understanding of the teacher education curriculum. TEAC requires that the program faculty members address the following general components of their program in ways that *also* indicate that the faculty has an accurate and balanced understanding of the academic disciplines that are connected to the program under accreditation review:

Subject matter knowledge. TEAC requires evidence that the candidates have acquired and understood these subject matters they hope to teach.

Pedagogical knowledge. TEAC requires evidence that the candidates have learned how to convert their knowledge of a subject matter into compelling lessons that meet the needs of a wide range of pupils and students.

Caring, teaching skill. Above all teachers are expected to act on their knowledge in a caring and professional manner that would lead to appropriate levels of achievement for *all* their pupils.

- **TEAC Curriculum Capacity Standards 4.0**

TEAC has three standards for the capacity of the overall professional curriculum for quality:

- **4.1.1** Reflects an appropriate number of credits and credit hour requirements for the components of *Quality Principle I*. An academic major, or its equivalent, is necessary for subject matter knowledge (1.1) and no less than an academic minor, or its equivalent, is necessary for pedagogical knowledge and teaching skill (1.2 and 1.3).
- **4.1.2** Meets the state's program or curriculum course requirements for granting a professional license.
- **4.1.3** Does not deviate from, and has parity with, the institution's overall standards and requirements for granting the academic degree.

NCATE Unit Standard 2. Assessment System and Unit Evaluation: The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

- **Quality Principle III: Institutional Learning**

Quality Principle III requires that the program has in place a system of faculty inquiry, review, and quality control: a means, in other words, by which the faculty secures the evidence and informed opinion needed to initiate or improve program quality. TEAC expects that the faculty will systematically and continuously improve the quality of its professional education programs and provide evidence about the following two issues in its ongoing processes of inquiry and program improvement.

3.1 Program decisions and planning based on evidence. TEAC requires evidence that the information derived from faculty's research and inquiry into *Quality Principle I* and *Quality Principle II* has a role in the improvement of the program, and that it will have such a role in the future.

3.2 Influential quality control system. The faculty must have a quality control system in place to examine and evaluate the components of the program's capacity for quality, including, its curriculum, students recruitment policies, faculty expertise, program and course requirements, facilities, resources, publications, and feedback from students. TEAC requires evidence, based on an *internal audit* conducted by the program's faculty, that the system functions as it was designed, that it promotes the program's continual improvement, and that it yields evidence that supports the first and second quality principles.

- **TEAC Quality Principle II**

2.2 Evidence of valid assessment. The faculty must satisfy itself and TEAC that its rationale and the inferences from its assessments are also credible empirically. TEAC requires empirical evidence about the trustworthiness, reliability, and validity of the assessment method, or methods, the faculty employs.

NCATE Unit Standard 3. Field Experiences and Clinical Practice: The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

- **TEAC Quality Principle I: Evidence of Student Learning**

The core of TEAC accreditation is the quality of the evidence the program faculty members provide in support of their claims about their students' learning and understanding of the teacher education curriculum.

1.3 Caring, teaching skill. Above all teachers are expected to act on their knowledge in a caring and professional manner that would lead to appropriate levels of achievement for *all* their pupils.

- **TEAC Capacity Standard 4.3**

4.3.1 The program must demonstrate that it has appropriate and adequate budgetary and other resource allocations for program space, equipment, and supplies to promote success in student learning as required by *Quality Principle I*.

- **TEAC Quality Principle II**

2.2 Evidence of valid assessment. The faculty must satisfy itself and TEAC that its rationale and the inferences from its assessments are also credible empirically. TEAC requires empirical evidence about the trustworthiness, reliability, and validity of the assessment method, or methods, the faculty employs.

NCATE Unit Standard 4. Diversity: The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

- **TEAC Quality Principle I: Evidence of Student Learning**

Multicultural perspectives and understanding. Included in the liberal arts is the knowledge of other cultural perspectives, practices, and traditions. TEAC requires evidence that the candidates for the degree understand the implications of con-firmed scholarship on gender, race, individual differences, and ethnic and cultural perspectives for educational practice. For all persons, but especially for prospective teachers, the program must yield an accurate and sound understanding of the educational significance of race, gender, individual differences, and ethnic and cultural perspectives.

1.3 Caring, teaching skill. Caring is a particular kind of relationship between the teacher and the student that is defined by the teacher's unconditional acceptance of the student, the teacher's intention to address the student's educational needs, the teacher's competence to meet those needs, and also by the student's recognition that the teacher cares

- **TEAC Capacity Standard 4.6**

4.6.1 Admissions and mentoring policies must encourage the recruitment and retention of diverse students with demonstrated potential as professional educators, and must respond to the nation's need for qualified individuals to serve in high demand areas and locations.

- **TEAC Quality Principle II**

2.2 Evidence of valid assessment. The faculty must satisfy itself and TEAC that its rationale and the inferences from its assessments are also credible empirically. TEAC requires empirical evidence about the trustworthiness, reliability, and validity of the assessment method, or methods, the faculty employs.

NCATE Unit Standard 5. Faculty Qualifications, Performance, and Development: Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

- **TEAC Capacity Standard 4.2**

The standard for quality of the program faculty is the presence of the following attributes in the faculty:

4.2.1 Faculty members must accept the *Inquiry Brief* and that the preparation of *competent, caring, and qualified educators* is their own goal for the program.

4.2.2 The *Inquiry Brief* must demonstrate the faculty's accurate and balanced understanding of the disciplines that are connected to the program.

4.2.3 Faculty members must be qualified to teach the courses in the program to which they are assigned, as evidenced by advanced degrees held, scholarship, advanced study, contributions to the field, and professional experience. TEAC requires that a majority of the faculty members must hold a graduate or doctoral level degree in subjects appropriate to teach the education program of study and curricula. The program may, however, demonstrate that faculty not holding such degrees are qualified for their roles based on the other factors stated above.

4.2.4 Faculty qualifications must be equal to or better than the statistics for the institution as a whole with regard to the attributes of the members of the faculty (e.g., proportion of terminal degree holders, alignment of degree specialization and program responsibilities, proportions and balance of the academic ranks, and diversity). See also 4.4.4.

- **TEAC Capacity Standard 4.4**

4.4.2 The program must demonstrate that there is an appropriate level of institutional investment in and commitment to faculty development, research and scholarship, and national and regional service. Faculty workload obligations must be commensurate with the institution's expectations for promotion, tenure, and other program obligations.

NCATE Unit Standard 6. Unit Governance and Resources: The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

- **TEAC Capacity Standard 4.2**

Faculty. TEAC requires that there is a faculty that is responsible for the oversight and coordination of the curriculum of the professional education program. The term *faculty* denotes the administrative department, school, program, center, institute, or group that is responsible for the program. It may be as large as the entire college or university or as small as a committee of faculty and staff who have direct authority and responsibility for those aspects of the program that pertain to TEAC's quality principles. The *faculty*, in other words, is the entity within the institution that is held accountable for the quality of the program.

- **TEAC Capacity Standard 4.3**

Capacity components for program quality: Facilities, Equipment, and Supplies. The program must demonstrate that the facilities provided by the institution for the program are sufficient and adequate to support a quality program as follows:

- **TEAC Capacity Standard 4.4**

Capacity components for program quality: Fiscal and Administrative. The program must have adequate and appropriate fiscal and administrative resources that are sufficient to support the mission of the program and to achieve the goal of preparing competent, caring, and qualified educators

TEAC's Accreditation Framework

2001-2005 (2008)

Note: The numbers in this outline correspond to TEAC's elements, components, and subcomponents.

2001-2005 (2008)

0.0 Requirements for Candidate Status

- 0.1 Commitment to comply with TEAC's standards for the preparation of competent, caring, and qualified educators
- 0.2 Agreement to disclose the program's accreditation status
- 0.3 Willingness to cooperate and provide information to TEAC
- 0.4 Regional accreditation or the equivalent
- 0.5 Graduates' eligibility for a professional license

00.00	1.0	Quality Principle I: Evidence of Student Learning
00.01	1.1	Evidence of students' subject matter knowledge
00.02	1.2	Evidence of students' pedagogical knowledge
00.03	1.3	Evidence of students' caring and teaching skill
00.04		Each component of element 1.0 includes three cross-cutting liberal education themes: learning how to learn, multicultural perspectives and accuracy, and technology.
00.05	2.0	Quality Principle II: Valid Assessment of Student Learning
	2.1	Statements explaining links between assessments and the program goal, claims, and requirements
	2.2	Evidence of valid interpretations on the assessments
	3.0	Quality Principle III: Institutional Learning
	3.1	The program faculty's decisions and planning are based on evidence of student learning
	3.2	The program has an influential quality control system
00.06	4.0	Standards of Capacity for Program Quality
00.07	4.1	Curriculum
	4.1.1	Quality Principle I components
	4.1.2	Professional license requirements
	4.1.3	Institutional degree requirements
	4.2	Program faculty
	4.2.1	Accept TEAC goal and program's <i>Inquiry Brief/Inquiry Brief Proposal</i>
	4.2.2	Have an accurate and balanced understanding of the field
	4.2.3	Are qualified for their teaching assignments
	4.2.4	Have parity with their counterparts across the institution

TEAC's Accreditation Framework, continued

- 4.3 Facilities, equipment, and supplies
 - 4.3.1 Program has adequate resources for *Quality Principle I* outcomes
 - 4.3.2 Program has a quality control system that monitors and enhances resources
 - 4.3.3 The program has parity with the rest of the institution regarding its facilities

- 4.4 Fiscal and administrative capacity
 - 4.4.1 Evidence that the institution is financially sound
 - 4.4.2 Evidence of adequate resources for faculty development
 - 4.4.3 Quality control system that monitors financial and administrative resources
 - 4.4.4 Evidence of adequate resources for *Quality Principle I* outcomes and parity with the institution

- 4.5 Student support services
 - 4.5.1 The program has adequate student support services for *Quality Principle I* outcomes
 - 4.5.2 The program has a quality control system that monitors student support services
 - 4.5.3 There is parity with institutional student support services

- 4.6 Recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising
 - 4.6.1 Admissions: policies encourage diversity and service in high demand areas
 - 4.6.2 The academic calendar is accurate and complete
 - 4.6.3 Advertising is accurate and consistent with information and claims in *Inquiry Brief* or *Inquiry Brief Proposal*
 - 4.6.4 The program promotes fair grading policies

- 4.7 Student feedback
 - 4.7.1 Evidence that student opinion and complaints are sought and resolved
 - 4.7.2 Evidence of parity with respect to complaints in other programs