August 20, 2009

TO: Dr. Frank Murray, President
    Teacher Education Accreditation Council

FROM: James Raths, Accreditation Panel Chair

RE: TEAC Accreditation Panel Recommendation for the Brigham Young University
    Undergraduate Teacher Education Licensure Program

On August 13, 2009, the TEAC Accreditation Panel met in Philadelphia, PA at the Doubletree Hotel to consider the Inquiry Brief submitted by Brigham Young University for accreditation of its Undergraduate Teacher Education Licensure Program.

Members of the TEAC Accreditation Panel participating in the deliberation and making this recommendation included:

- James Raths, Professor Emeritus, University of Delaware, Newark, DE
- Kurt Geisinger, Director, Buros Center for Testing and W. C. Meierhenry Distinguished University Professor of Educational Psychology, University of Nebraska-Lincoln, Lincoln, NE
- Denise Gelberg, Teacher (retired), South Hill School, Ithaca City School District, Ithaca, NY
- Mark LaCelle-Peterson, Chair (on leave), Education Department, Houghton College, Houghton, NY and Vice President, TEAC, Washington, DC
- Elizabeth Soslau, Teacher, School District of Philadelphia, Philadelphia, PA
- Diana Rigden, TEAC, non-voting member of the panel

Nancy Wentworth, representing the Brigham Young University Undergraduate Teacher Education Licensure Program, observed the deliberations and answered questions from the Panel about the program’s case for accreditation.

TEAC staff members Frank Murray, Rebecca Pelton, Diana Rigden, and Christine Carrino Gorowara also observed the Panel’s deliberations.

1. Recommendation. The Accreditation Panel reviewed the Inquiry Brief, the Audit Report, the Case Analysis and confirmed by a vote of five (5) in favor and zero (0) opposed, with zero (0) abstaining, to forward the following recommendation to the TEAC Accreditation Committee:

   Brigham Young University should be granted Accreditation (5 years) for its Undergraduate Teacher Education Licensure Program.
2. Justification. In reaching this conclusion and recommendation, the Accreditation Panel evaluated the Brigham Young University Undergraduate Teacher Education Licensure Program Inquiry Brief and Audit Report and assessed whether the evidence presented in the Brief satisfied TEAC’s requirements for accreditation as outlined in TEAC’s Guidelines for the Preparation of an Inquiry Brief and an Inquiry Brief Proposal.

While generally pleased with the materials representing Brigham Young University’s case, the Panel raised a number of measurement issues with the program’s representative. The issues included problematic interpretations of the Rasch procedures, the holistic nature of some of the measures used, and the reliance on outside groups, in this case the Renaissance Group, for reliability and validity information. The program representative was not a specialist in measurement and so the Panel did not press these issues strongly at the session. After discussion, the Panel decided its concerns did not rise to the level of a weakness because the program faculty were assessing well the TEAC quality principles, whereas most of the measurement concerns had to do with ten more finely-grained constructs. The faculty representative stipulated that the measurement concerns raised by the Panel were appropriate, and promised to relay them to her colleagues.

3. Feedback about the program’s performance with respect to student achievement.

Section §602.17(f) of the U.S. Department of Education’s recognition of accreditors regulations requires that each accreditor recognized by the Secretary of Education, as TEAC is, provide the program with a detailed written report that assesses—

(1) *The institution's or program's compliance with the agency's standards, including areas needing improvement; and*
(2) *The institution's or program's performance with respect to student achievement.*

TEAC complies with the first requirement through the citation of weaknesses and stipulations below as well as its recommendation for an accreditation status.

TEAC complies with the second requirement with the TEAC Case Analysis, previously sent to the program, that gave a detailed account of the evidence in the Brief and audit report that was consistent and inconsistent with the program claims of student achievement in the areas of subject matter knowledge, pedagogical knowledge, and caring teaching skill and the embedded themes of learning to learn, multicultural understanding and technology, as well as any alternate accounts of the evidence.

4. Weaknesses.
None

5. Stipulations.
None
On July 1, 2013, NCATE merged with the Teacher Education Accreditation Council (TEAC), which was also a recognized accreditor of teacher-preparation programs, to form the Council for the Accreditation of Educator Preparation (CAEP). The American Association of Colleges for Teacher Education (AECTE, which formerly accredited teachers colleges). The National Education Association (NEA). The National School Boards Association (NSBA). The National Association of State Directors of Teacher Education and Certification (NASDTEC). The Council of Chief State School Officers (CCSSO). National Education Association.

Accreditation Accreditation refers to the statutory power of the Teaching Council to review and accredit programmes of teacher education and training provided by institutions of higher education and training in the State. Further Education and Further Education Sector

The term “further education” embraces education and training which usually occurs outside of post-primary schooling but which is not part of the third-level system.