Program Logic for a Teacher Education Accreditation Council Accredited Program in Educational Leadership

Glenn L. Koonce and John C. Hanes

ABSTRACT

Utilizing a program logic model allowed us to plan and guide our successful Teacher Education Accreditation Council (TEAC) national accreditation for our educational leadership program. The model integrates the six principal Interstate School Leaders Licensing Consortium (ISLLC) standards with TEAC's Quality and Processing Principles and with the specific elements of the TEAC Inquiry Brief where evidence is emphasized and the accreditation process is focused. Faculty members' contributions enhanced the structure and operation of the model.

PROGRAM LOGIC FOR A TEACHER EDUCATION ACCREDITATION COUNCIL ACCREDITED PROGRAM IN EDUCATIONAL LEADERSHIP

The boards of the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) voted on October 22, 2010 to consolidate teacher education accreditation under a new organization, the Council for the Accreditation of Educator Preparation (CAEP). Under CAEP, universities will have four options for educational leadership program accreditation. Programs currently in their national accreditation process are grandfathered into that process. National accreditation involves a great deal of planning to assure that high quality standards and principles are met and maintained. This article addresses one of the four CAEP options, the TEAC Inquiry Brief.

Regent University in Virginia Beach, VA made the decision for national accreditation after initial inquiries and attendance at the January 2005 American Association of Colleges for Teacher Education **(**AACTE**)** meeting, a follow-up meeting with the Teacher Education Accreditation Council (TEAC) in July, 2005, and additional comprehensive TEAC training in March 2006. During this time period, the faculty adopted the TEAC process for national accreditation of all School of Education state licensure programs including endorsement in Administration and Supervision PreK-12 (Virginia Department of Education, 2007). The educational leadership program, that housed Administration and Supervision PreK-12 endorsement, was required to complete a separate TEAC Inquiry Brief apart from the TEAC Inquiry Brief required for the combined teacher licensure programs. Prior to that time no separate educational leadership TEAC Inquiry Brief existed from any university. Regent University was one of the early programs in the nation pursuing TEAC accreditation. The faculty embarked on a new journey in planning for its educational leadership Inquiry Brief. As the program logic was being discussed and written, there was a need for a model within a single diagram that would provide direction for the faculty's planning and actions. The program logic model evolved and was developed as the faculty engaged in the TEAC Inquiry Brief process. To be successful, the faculty had to learn the TEAC process and plan accordingly while being engaged at the same time in that process.

Founded in 1997, the Teacher Education Accreditation Council (TEAC), has 200 members, including 185 institutions of higher education, "88 are already accredited and 83 are candidates for accreditation" (Teacher Education Accreditation Council, 2010, p. 1). TEAC membership also includes 13 affiliate institutions and 16 professional associations who support the TEAC process of accreditation. Recognized by the Council for Higher Education Accreditation (CHEA) and by the U.S. Department of Education (USDOE), TEAC's entire accreditation process is built around the program's case that it prepares competent, caring, and qualified professional educators. TEAC requires the program to have evidence to support its case, and the accreditation process examines and verifies the evidence. TEAC's membership represents education programs within a broad range of higher education institutions, from small liberal arts colleges to large research universities (TEAC, 2009).

Much of the decision for selecting TEAC rested with distinctive features found in the California State University Monterey Bay accreditation by the Western Association of Schools and Colleges. The accreditation "resembled design research, a process through which, with careful experimentation and

testing, a stronger more effective institutional model would emerge" (Driscoll & Noriega, 2006, p. 3). Regent University educational leadership faculty liked this model and used their own evidence and artifacts (e.g., measurements, documents, databases) along with third party assessment (e.g., School Leaders Licensure Assessment) to determine that they accurately and fairly described the program. Using TEAC's standards and principles, outlined in the required TEAC Inquiry Brief, the faculty determined that the program had made a convincing case for national accreditation. The Inquiry Brief is a research monograph that "includes the claims a faculty makes for its graduates, a rationale for the assessment of those claims, a description of the psychometric properties of the evidence that is presented to support the claims, the findings related to the claims, and a discussion of what has been learned from the data" (TEAC, 2005, p. 149).

Program faculty was resistant to change in the beginning choosing stability over change. Instead of managed change, accreditation brought a new complex process that included a time constraint. With invincible political power Virginia passed new regulations in 2007 that required national accreditation for state educational leadership program approval. TEAC was an external force to the Regent University educational leadership program required to obtain both national accreditation and state program approval for its existence. Empirical-rational and power-coercive strategies of change focus on outside forces having the greatest impact on change (Owens & Valesky, 2007). Regent University's educational leadership program faculty became the target of external forces for change when they chose to pursue accreditation. School of Education (SOE) leadership at Regent University agreed. With those in power consenting, the motivation to change traditional concepts and well established practices was heightened. These are constructivist frames of references that would be needed to make the changes (Cunningham & Cordeiro, 2006) necessary for TEAC accreditation to be successful. The faculty and SOE leadership believed they could achieve accreditation through TEAC and this paper helps explain planning as well as elements in the process.

TEAC requirements resulted in continuous planning from educational leadership faculty. They established their own claims for the program within the standards and constraints of TEAC quality principles and cross-cutting themes. The faculty looked at their data, interpreted that data, and provided evidence for the claims made. Accreditation for the Regent University faculty was a comprehensive exercise closely aligned with writing a combined quantitative and qualitative doctoral dissertation. TEAC awarded the program Initial accreditation on January 9, 2009. The faculty chose as its claims the Interstate School Leaders Licensure Consortium (ISLLC) standards partially due to faculty leadership who redesigned the program in all aspects by integrating the ISLLC standards in program curriculum and assessment. TEAC acknowledges and recommends adopting the ISLLC standards to organize the Inquiry Brief process (TEAC, 2005).

Educational leadership preparation programs use program logic and program logic models to bring together planning, evaluation, and actions for improvement. Program logic is based on a guiding philosophy and orientation of the program (TEAC, 2005). A program logic model is "a systematic, visual way to present a planned program with its underlying assumptions and theoretical framework" (W.K. Kellogg Foundation, 2000, p. 33). Although, a single diagram visual plan of why and how the faculty believed the program would work was not required by TEAC, a program logic model was designed and utilized by program faculty to understand TEAC's Inquiry Brief accreditation mandate and to plan and implement the array of activities that were to follow.

PURPOSE

This paper illustrates the use of program logic and a program logic model designed with ISLLC standards to plan for and meet TEAC principles and standards for successful national accreditation of an educational leadership preparation program. A description of the program logic is discussed followed by an overview of the faculty's accreditation journey, ISLLC standards, TEAC process, Inquiry Brief, assessment, and concludes with a description of the completed program logic model. The proceeding items must be reviewed to understand the program logic model.

PROGRAM LOGIC

The program logic begins with a brief introduction to a key program goal, the moral imperative of school leadership, PreK-12 student achievement (Fullan, 2003). A description of the faculty's planning and leadership role in the accreditation journey follows. Regent University is a Christian university and the program logic is an introduction to the planning process and provides an overview for the program logic model.

The Regent University Educational Leadership Program's Mission includes preparing the competencies, attributes, and performances for improving PreK-12 student achievement (Educational Administration Sub-committee, 2007 Section 1, p. 1). One goal is to utilize the ISLLC standards to teach and assess the program's learning outcomes and another goal is to integrate faith and learning.

Leadership is first and foremost a moral act (Burns, 1978) that creates a learning environment where educational leaders search for truth and explore the moral dimensions of their own learning (Cunningham & Cordeiro, 2006). Authors of the ISLLC standards state "effective school leaders are moral agents for the children and the communities they serve" (Council of Chief State School Officers [CCSSO], 1996, p. 5). Fullan (2003) declared that the moral imperative of school leadership is lowering the achievement gap between high and low performing students. Eliminating the achievement gap allows for successful learning environments. This type of learning environments requires effective leadership for improved student academic achievement (Reeves, 2006, p.1). These environments are a moral craft comprised of three distinct dimensions: the heart—one's beliefs and values; the head—one's theories of practice; and the hand—one's decisions and actions (Sergiovanni, 1992). All three are important in the academic preparation and effective actions of school leaders. Leadership preparation never ends and becomes a life-long journey. Lifelong learning should be present in all educational leadership preparation programs utilizing the ISLLC "standards to focus on key issues that form the heart and soul of effective leadership" (Ubben, Hughes, & Norris, 2006, p. xix).

THE FACULTY'S ACCREDITATION JOURNEY

The landscape of national accreditation in higher education can be daunting for a university program faculty particularly the first time being engaged in the planning and execution processes. Who will be taking the lead role? What does that role look like in the higher education culture? The answers to those questions become more complex upon learning there are two national accrediting bodies whose standards and processes are very different. This section presents key elements that challenged the educational leadership faculty on the journey to acquire national accreditation and provides experiences that support empirical-rational and power-coercive strategies of change.

Effective September 21, 2007, new higher education program approval regulations became effective in Virginia. These regulations state, "professional education programs shall obtain national accreditation from the National Council of the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education" (Code of Virginia, 2007). In Virginia, TEAC became the new kid on the block. The option for the university's national accreditation decision was between NCATE and TEAC. Both NCATE and TEAC are recognized by the U.S. Department of Education (DOE) and the Council of Higher Education Accreditation (CHEA) for teacher and leadership preparation programs.

"Accreditation happens when an outside, non-profit organization studies the programs offered at a college or university and after finding the school meets prescribed educational standards, grants the school a quality stamp of approval" (GuideToOnlineSchools, n.d., p.1). Most, if not all, professionals and professional organizations (e.g. architecture, engineering, medicine, law, business, psychology, and human services) have built their reputations or their organization's reputation on being accredited. "Accreditation can be seen as a sort of educational insurance" (GuideToOnlineSchools, n.d., p.1). Most students earning degrees would not attend a school that is not accredited. Accreditation is a way of knowing the education provided has met standards set by both the government and experts in the field of post-secondary education (Alstete, 2004).

The new and or revised processes for accountability are directly connected with accreditation. The most important evidence for accountability is not found in attaining the degree or acquiring a school

leadership position. For graduates who have acquired a school leadership position, what evidence can be gathered from their success or lack of success in PreK-12 student achievement can be attributed to their leadership preparation at their university. As one who just completed attempts, both successful and unsuccessful, to gather this type of data, the author is keenly aware of the hurdles, from confidentiality to discernment. No matter what thoughts may come to mind, it is evident that the accountability placed on PreK-12 leaders in the field is also an accountability measure at the university level, to include those in the professorate who have been or are now preparing school leaders.

The leadership for Regent University's School of Education made the decision for national accreditation after initial inquires and attendance at the January 2005 American Association of Teachers of College Educators (AATCE) meeting by a faulty member. The faculty met with TEAC at a July 2005 meeting in Charlottesville, Virginia and a larger TEAC training meeting March 2006 in Washington D.C. Much discussion and planning by faculty followed these meetings. During this process, the school of education faculty and dean adopted the TEAC process for national accreditation of all licensure programs: Educational Leadership, Elementary Education, Special Education, Career Switcher, and Teaching English to Students of Other Languages (TESOL). What resulted was a flurry of emotions; positive, negative, or somewhere between the two in the hallways, offices, and meeting rooms of the university. In the era of accountability, there was no doubt that the small group of faculty initially involved realized that gaining national accreditation was crucial to the viability of licensure programs in the School of Education. The faculty were also attuned to the fact that they were about to be studied, in a comprehensive manner, the way in which they were preparing the teachers and leaders for the nation's schools. Not only the fact that an outside agency was going to study programs, but the faculty themselves were about to embark on not only an accreditation journey, but a comprehensive planning and assessment journey. It was not clear where the lead role for the extensive planning process would evolve. Being selected, appointed, or by job title inherit the responsibility assigned for leading the accreditation effort, all faculty became involved in the process. The program chair and faculty planned and took action aligning curriculum, instruction, and assessment with the Interstate School Leaders Licensure Consortium (ISLLC) standards to design plans and implement the process of meeting TEAC Inquiry Brief requirements.

Driscoll & Noriega (2006) from the California State University Monterey Bay (CSUMB) accreditation stated, "one of the distinctive features of the entire evaluation was that it resembled design research, a process through which, with careful experimentation and testing, a stronger more effective institutional model would emerge" (p. xiii). What happened at CSUMB was that their accreditation process allowed them to work with their "own evidence and exhibits (e.g., documents, databases, and assessments) to determine if they accurately and fairly described the institution and then, using the commission's standards, to determine if the institution had made a convincing case in meeting the principles and standards required for accreditation" (p. xiii).

TEAC allowed for this type of accreditation/assessment process for the educational leadership faculty to establish its own claims within the standards and constraints of the TEAC Inquiry Brief process. The process was not so prescriptive, that faculty could not look at their data interpret that data and provide evidence for claims made regarding the program' graduates. It was a comprehensive planning and execution exercise.

The task of curriculum alignment and implementation was just slightly ahead of the TEAC accreditation process. The planning and its execution were continual. The faculty came to understand the processes for implementing both at relatively the same conjecture. The task was arduous. A caring and collaborative faculty was a plus, but change in any culture takes buy in from the constituents, it takes planning and implementation, and it takes a great deal of time. Empirical-rational and power-coercive strategies of change can come from the outside as well as the inside (Cunningham & Cordeiro, 2006). At times the SOE leadership or chair can provide some of the strategies, at other times the faculty themselves add impetus to the change.

For chairs and their faculty, there are five requirements for TEAC eligibility: the program is committed to TEAC's goal and quality principles; the program faculty understands that TEAC may disclose the member's accreditation status; the program faculty will provide any information that TEAC may require; the institution giving the program has regional accreditation or its equivalent; and the program's

graduates are eligible for the state's professional teaching license (TEAC, 2005). The most difficult for all is related to the first requirement. Specifically, TEAC's goal is to prepare caring, competent, and qualified educators, and the principles are; evidence of student learning, valid assessment of student learning, institutional learning, and capacity for program quality. Again, it is a change in the academic culture from the way things were done prior to engaging the TEAC process. With any change, it takes the conveyance of new information (Cunningham & Cordeiro, 2006), in this case, the TEAC goal, principles, and philosophy. Attitudes will be formulated that influenced positive attitudes through planning, collaboration, and shared decision-making. With positive outcomes, positive change to accomplish the TEAC mission will also come. If attitudes are negative or heading that way, change is unlikely and the process compromised. In implementation of both curriculum alignment and assessment strategies while building the case for the TEAC Inquiry Brief, faculty soon visualize, each at their own pace, the requirements needed to meet TEAC required deadlines.

Where does the TEAC process begin? Certainly it begins with having comprehensive planning skills and working knowledge of the TEAC process and being a practitioner of effective leadership strategies, including collaborative discussions and in-service with faculty regarding the process. The next step is to write Section 1: Program Overview of the Inquiry Brief and begin to collect data that would provide evidence for the claims the faculty would make about the program. The Inquiry Brief is built upon the claims the faculty make about the program based on the available evidence to support the claim for each of the Quality Principles and Crosscutting Themes. For a chair, it means taking the lead in planning for the development of claims and providing evidence for those claims. In assessing the measurements available certain types of evidence linked to Quality Principle 1 are outlined by TEAC. They include (non-inclusive): student grades, student scores on licensure assessments (e.g., School Leaders Licensure Assessment); student scores on admissions tests; third part ratings of program's students; ratings on field experiences; rates of program completion; graduates' job placement; graduates' advanced professional study; graduates 'leadership roles; graduates' self-assessment of accomplishments; third party recognition of graduates; employer' evaluations of graduates; graduates' authoring of textbooks; curriculum materials; and case studies of the graduates' learning (TEAC, 2005).

The faculty then proceeded through the remaining planning and execution of TEAC Brief requirements, Section 2 through Section 5. Section 2 of the brief is developed, analyzing the claims made by the program faculty about the accomplishments of its students and graduates. Also in Section 2 is the rationale for the assessments, which is the credibility of each assessment the faculty uses in supporting each claim associated with TEAC (2005) Quality Principle 1, student learning. Basically, this is the faculty's "persuasive argument that shows how the program's assessment procedures measure the program's goal of preparing competent, caring, and qualified leaders and the program's claims about the accomplishments of graduates with regard to Quality Principle 1" (TEAC, 2005, p. 45).

Section 3, titled Methods of Assessment, are the "methods by which the faculty found the evidence that supported or failed to support, its claims of student learning and accomplishment" (TEAC, 2005 p. 25). Included in this section are the categories of evidence indicated earlier in the Section 1 overview and validity and reliability procedures. In Section 4, the faculty reports the results of their investigation, followed by Section 5, titled Discussion and Plan, where the faculty announces its conclusions about each of the claims, and what the results mean for program planning and improvements.

The faculty must have a good conceptual basis for implementing, monitoring, and assessing the ISLLC standards and the TEAC accreditation process. In addition, understanding the differences between the development, assessment, results, and discussion regarding the claims and conducting the internal audit of the quality control system, the faculty can take leadership roles and produce a quality Inquiry Brief for the TEAC audit visit and follow-up accreditation decision steps. Strong planning skills and experiences are crucial in accomplishing the completion of a TEAC auditable Inquiry Brief.

With guidance and faculty leadership, the faculty realizes that the evaluation and improvement of the program and the TEAC accreditation process is, and will continue to be an ongoing process. Evidence can become stronger as data taken to develop the current Inquiry Brief is enhanced and new methods of assessment designed, especially those that can capture data on graduates' performance in the field of practice in PreK-12 student achievement (Arroyo, Koonce, & Hanes, 2007).

To conclude, accreditation is about many things, it is about change and it is about purpose. Let us never lose the insight for the ultimate purpose that engenders the time and energies of those in academia. The ultimate purpose for attaining national accreditation, regional accreditation, or state program approval for an educational leadership preparation program is PreK-12 student achievement.

ISLLC STANDARDS OVERVIEW

The Regent Educational Leadership Program is designed to respond to Fullan's (2003) moral imperative by accomplishing its ultimate mission, radically improved PreK-12 student achievement, by developing leaders for the schools (Educational Administration Sub-committee, 2007). Leaders for the schools include all educational leadership positions from assistant principal to superintendents and personnel specialist to business managers and their equivalents (TEAC 2005). The Interstate School Leaders Licensure Consortium (ISLLC) agreed, noting that their six standards for school leaders not only apply to principals but for nearly all formal leadership positions in education (CCSSO, 1996). "The field of school leadership in the United states is coalescing around the ISLLC Standards" (e-Lead, n.d., p. 1). The reform movement in school leadership preparation program redesign can be linked to adoption of the ISLLC Standards (Hessel & Holloway, 2002). The impact "The efforts of ISLLC have moved standards to the next level to form a framework that provides an excellent base for the organization of school leader preparation programs" (Ubben, Hughes, & Norris, 2006, p. xix). Most states have adopted the ISLLC standards for their educational leadership preparation programs (Owens & Valesky, 2007 and McCloud, 2007). The Mid-continent Research for Education and Learning (Marzano, Waters, & McNulty (2005) indicates that 40 states have ISLLC standards incorporated into policies for principal licensure. Murphy (2005) states that to reground the profession was a key goal of the ISLLC standards. The National Association of State Boards of Education (NASBE) and other organizations have recommended their membership use the ISLLC Standards (e-Lead, n.d.). TEAC (2005) recommends the ISLLC standards be used as a means for addressing Quality Principle 1 and for developing the Inquiry Brief. At the same time faculty were engaged by empirical-rational and power-coercive strategies of change (Owens & Valesky, 2007) brought on by the TEAC process, they were also moved to change because of the integration of the ISLLC standards into curriculum and assessment.

Preparation programs for school leaders must provide more evidence oriented to outcomes (Murphy & Vriesenga, 2004). This evidence would logically be enhanced student achievement in PreK-12 schools across the nation. Assessment outcomes for the Regent University Educational Leadership Program will be identified later in the assessment overview and in the program logic model that follows.

The ISLLC produced six standards where the success of students is paramount. The ISLLC standards are a commendable achievement by its architects (Engler, 2004, p. x). They were revised as national standards adopted by the National Policy Board for Educational Administration in 2008 (CCSSO, 2007). These standards call for six areas of school leadership focus:

1. Setting a widely shared vision for learning;
2. Developing a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the political, social, legal, and cultural context (p. 6)

"The new ISLLC standards are designed to serve as broad national policy standards for states that use them as a national model for developing their own standards" (Beyer, 2009, p 5). With 183 knowledge, disposition, and performance indicators under the broad categories, the standards are difficult for

new students to grasp. For the benefit of students, the faculty developed an acronym for learning these six important standards: VIMCEP (see Figure 2 under Outcomes - ISLLC). V, is for vision for learning; I, is for instructional program; M, is for management; C, is for community; I, is for integrity, and P, is for politics.

The ISLLC standards must be applied through problem-based learning in order to have any true meaning (Engler, 2004). The problems students must resolve are found in simulations, in-baskets, vignettes, scenarios, role-playing, and case studies. These problem-based learning techniques allow students to understand and seek appropriate solutions they will confront as school leaders, (Hessel & Holloway, 2003). The standards are not set up to be memorized but to be applied to principal knowledge and skills. University educational leadership preparation programs should be planned and designed utilizing problem-based learning outcomes for entry level positions as well as attaining a passing score on the School Leaders Licensure Assessment (SLLA). A passing score on the SLLA is required by many states for licensing school leaders (assistant principals, principals, superintendents).

The ISLLC standards are research-based with the knowledge, dispositions, and performances necessary for exemplary school leadership (Engler, 2004). When taken as a whole, they focus on four broad themes: a vision for success, a focus on teaching and learning, an involvement of all stakeholders, and a demonstration of ethical behavior (Hessel & Holloway, 2002). These themes do not work in isolation, but in concert, with successful school leaders. These four broad themes can be used for assessment purposes.

Incorporating ISLLC Standards into educational leadership preparation programs offers guidance and a shared vision of what school leaders should know and do (Ricken, 2007 and Hoy & Tarter, 2008). By the fall of 2004, policy makers in at least 40 states had incorporated the ISLLC standards into principal licensure policies (Waters & Grubb, 2004; Murphy, 2005; and Olsen, 2008); and Collaboration for Academic, Social, and Emotional Learning. Furthermore, many university programs are moving to a standards-driven program and away from being course-based (Green, 2005). A graduate program for preparing transformational leaders should be a program and not a series of disparate courses (Senge, 2000, p. 319). Using a standards-based program is the fairest way to assess human performance whether it is in the classroom, the executive suite, the performance stage, the boardroom, or the principal's office (Reeves, 2002).

The Pathwise Framework provided by ETS to link the ISLLC Standards to practice states that the "standards promise to occupy a central position in the fight to reshape the profession around learner-centered leadership" (Hessel & Holloway, 2002, p. 9). Through extensive planning, the ISLLC Standards became a part of the Regent University Educational Leadership program in 2003.

The Regent University Educational Leadership program utilized the ISLLC Standards to address each claim (the six ISLLC Standards) in the TEAC Inquiry Brief. Assessments are addressed as a collective body, using the same instruments for each claim to gather data and provide evidence. Strategic planning is crucial to incorporating the ISLLC standards as the program's learning outcomes. The faculty designed a Leadership and Learning matrix to align ISLLC standards and state competencies with course learning outcomes. This matrix became the centerpiece for the program's curriculum and curriculum assessment. This curriculum guide is a component of continuous planning for program improvement.

TEAC OVERVIEW

A nonprofit organization, the Teacher Education Accreditation Council (TEAC), was founded in 1997. Designed to improve academic degree programs for PreK-12, TEAC's main goal is to support the creation of caring, competent, and qualified educators. TEAC also conducts meetings and workshops for its members in order to improve program design and effectiveness.

Accreditation is awarded to the education program within the organization – not the entire organization. Members include higher education, research, and professional organizations. TEAC is recognized by the Council for Higher Education Accreditation and by the U.S. Department of Education. Additional information can be found at www.teac.org.

Eligibility requirements for accreditation are that the institution has regional accreditation or its

equivalent; that the program faculty understands that TEAC may disclose the member's accreditation status; the faculty are committed to TEAC's goals and quality principles and will provide any information that TEAC may require; and that the program's graduates are eligible for the state's professional teaching license. TEAC accreditation standards and principles are outlined in the Appendix: TEAC's Accreditation Standards and Principles.

INQUIRY BRIEF OVERVIEW

The Inquiry Brief is a 50 page research monograph which provides evidence that the educational program supports TEAC's three quality principals and standards for capacity. The Inquiry Brief also addresses the program's standards for capacity for quality.

The Inquiry Brief is based mostly on existing documents and should be produced and approved by all faculty members of the program. TEAC provides a guide to producing an Inquiry Brief so that the faculty members will develop a comprehensive document and be prepared for the audit process. Both include important planning functions (TEAC, 2005).

The Inquiry Brief includes:

1. Claims the faculty make about the knowledge and skills of the program's graduates
2. Rationale for assessments of the claims
3. Description of the psychometric properties of the evidence given in support of the claims
4. Discussion of the interpretation of the evidence
5. Efforts to evaluate the quality control system
6. Adequacy of program capacity

Required elements of the Inquiry Brief include:

1. Verifiable authorship and faculty endorsement
2. Brevity and linguistic precision (50 pages or less)
3. Seven required components:
   a. Program Overview – this section includes overall logic in terms of philosophy, program areas, levels, options, history, and program demographics, which include numbers and types of students.
   b. Claims and Rationale – The claims section includes a statement of the claims that are consistent with claims in the program's literature, arguments to support the links between the claims and the components of the first quality principle of evidence of student learning. This section also includes cross-cutting themes of learning to learn, multicultural perspectives and the technology. The rationale section includes justification that the assessments are linked to goals, claims, and program requirements.
   c. Method – this section includes assessments used for the evidence, descriptions of those assessments, criteria for achievement or success, published information about the reliability and validity of the assessments, arguments for the content validity of the assessments and sampling procedure and procurement of evidence.
   d. Results – this section includes results of the investigation into the reliability and validity of the assessments and the results of the assessments.
   e. Discussion and Plan – this section includes a discussion of the meaning of the results and the steps to be taken to improve the program as well as new investigations based on the results and evidence of student learning.
   f. References – this section includes any works cited.
   g. Appendices – this section covers five areas – an internal audit report, capacity, qualification of the faculty, program requirements, and full disclosure of all relevant and available evidence (TEAC, 2005).

ASSESSMENT OVERVIEW

Assessment is the methods used by the faculty to support the evidence presented for program claims (TEAC, 2005). The faculty assessment procedure ensures that students are assessed continuously in their program and in multiple ways as required by TEAC in the Inquiry Brief (Arroyo, Koonce, & Hanes, 2007). Faculty members take part in the assessment at various points, and the evidence includes both quantitative and qualitative data. The faculty also acknowledges that program claims are interrelated and connected. A clear picture of how the program is preparing competent, caring, and qualified leaders is not possible without discussing assessment results as a whole. It is critically important to note that the ISLLC Standards are not taught in isolation but as a body of knowledge, dispositions, and performances that connect together for understanding of the complexities of school leadership. Where the assessments can be directed specifically at a particular standard (claim) it is presented in order to identify the program's uniqueness.

The faculty (Arroyo, Koonce, & Hanes, 2007) determined that the following measures would be used to assess the six program claims: (a) the School Leaders Licensure Assessment (SLLA), (b) Internship Mentor's Assessments, (c) alumni survey results, (d) case study from the Executive Leadership Cohort, including an interview using the alumni survey and employee ratings from the partnering school division, (e) student cumulative grade point averages (CGPA's), and (f) Course Power Objectives (CPO's). The following rationale will briefly describe these assessments. Each will be seen as a visual in the program logic model found in the next section.

The SLLA is derived from the Interstate School Leaders Licensure Consortium (ISLLC) standards. It is designed to measure whether entry-level principals and other school leaders have the relevant knowledge believed necessary for competent professional practice (Educational Testing Service, 2006).

The Internship Mentor Assessment is a 24 item Likert scale instrument. This assessment is derived from the framework of the ISSLC standards, (Hessel & Holloway, 2002).

Surveys were sent to alumni in the Educational Leadership program. The surveys included several items that addressed the alumni's perceived degree of success in meeting the ISSLC standards, the TEAC QP1 components, the program goal of being competent, caring and qualified teachers, and the TEAC crosscutting themes.

A case study of documenting the 2005 Executive Leadership cohort of students from a public school system demonstrated the degree to which these program graduates are competent, caring, and qualified leaders practicing in the field as full time assistant principals. In a similar vein, the employee survey was completed by supervising principals from this school division. The division's performance evaluation form is designed to assess the degree in which cohort graduates exhibit the six ISSLC standards, therefore directly addressing all of our claims.

Cumulative grade point averages (CGPA's) are a general indicator of how students have progressed in meeting the various course competencies. These competencies are linked to program claims, the VDOE requirements for endorsement, and the ISSLC standards.

Course power objectives (CPO's) are key objectives within the program that most indicate the level of competence every student is demonstrating in the various indicators found in the ISLLC Standards and link the six standards to professional knowledge, strategic decision making, and caring leadership. In general, the courses each have one power objective with a corresponding assessment piece.

Improving PreK-12 student achievement requires self-examination and a commitment to lead with character, becoming a servant leader "who has shaped the creed of the school and collaboratively developed clear priorities for learning" (Williams & Taylor, 2003, p. 51). Character is transforming values into action (Covey, 1988), which connects well with the moral mission of leadership for the schools (Smith & Piele, 1996) and to ISLLC learning outcomes and TEAC principles and standards in the Regent Educational Leadership Program. The faculty is committed to the program logic, to continuously plan for program improvement, and to graduate competent, caring, and qualified leaders for the schools.

PROGRAM LOGIC MODEL

To help guide the planning endeavor and to help our implementation and evaluation processes, we built a program logic model that attempted to address the various pieces of the accreditation puzzle in a concise manner. We intentionally constrained our expression of this model to a single 8½ by 11 sheet of paper. One of us had produced a General Program Evaluation Logic Model (Hanes, 1998) for the Center for the Study of Social Issues at the University of North Carolina-Greensboro, and Figure 1 shows this fairly traditional structure.

Initially, we outlined what we believed were the essential elements for the SOE's Educational Leadership program beginning with societal educational Needs that we interpreted in the broadest sense as radically improved K-12 education. Following the traditional structure model above, this led us to sources, inputs, activities, outputs, outcomes, and a feedback loop (Figure 2).

As a Christian institution, we placed Christ, as the foundation for all that we do, on the left hand side of the model. Although we have many sources that help to provide for our program inputs, we felt that Regent University, our local school systems, our faith, the TEAC organization, and our various partnerships within the community (including schools) were among the most important. To aid our planning for the accreditation task before us, we integrated the various sections and parts of the TEAC Inquiry Brief with the Logic Model. Note that Section 1 of the brief is an introduction to Regent University, and we placed this in abbreviated form directly under the Sources block labeled "Regent University."

For Inputs, we selected the seven TEAC Principle 4 Standards of Capacity for Program Quality: Curriculum; Faculty; Facilities, equipment, and supplies; fiscal and administrative strength; student support services; recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising; and student feedback mechanisms. As shown in Figure 2, the Inquiry Brief devotes Appendix B to establishing parity for each of these seven standards between the Educational Leadership program and the university as a whole. Also, Appendix C and Appendix D address the program curriculum and faculty, respectively.

Between the Inputs (Capacities) and the Activities, we enter the Internal Audit Arena. Within this arena, the faculty develops both a narrative and a schematic picture of the program's quality control system. From overarching questions about the quality control system, the faculty then generates an audit plan that includes a focus and point of entry, such as a randomly selected student folder. Various faculty sub-committees utilize probes to investigate selected audit targets to check the integrity of the quality control system. These endeavors produce an audit trail and lead to the Internal Audit Report that is contained in Appendix A of the Inquiry Brief. This report links Quality Principle 3.2 to the Capacities or Inputs (Figure 2).

Our Activities components also focus on quality in three different ways. Per TEAC's Quality Principle 2, we must offer evidence that our assessments are reasonable, credible, reliable, and valid. We also must demonstrate that our planning is based upon solid evidence that the faculty as a whole has assessed and warranted (Quality Principle 3.1). Furthermore, the faculty must establish that the Quality Control System influences program decisions (Quality Principle 3.2). We note that Sections 3-5 of the Inquiry Brief address these principles and that Appendix F allows us to include any validity and reliability documentation for our locally developed assessment instruments.

As we prepare and equip our students to lead in schools and other educational venues, we move into the Service Arena where the program interfaces with the SOE students. For Internal Audit and future analysis purposes, we collect data on incoming students with a special interest in their entry assessments. Although unrelated, we also note at this point in our model that Section 6 of the Inquiry Brief contains all references in APA format, and we intended to use the university's server-based RefWorks bibliographic engine for this purpose.

The outputs for the program consist of credit hours completed by our students, our graduates, course quality ratings by our students, and surveyed student satisfaction with the program. After the Outputs, we introduce data related to both prior cohorts of Regent students and current cohorts at other institutions. We do this partially in planning mode because Quality Principle 3 suggests each program should always be asking the question, "Compared to what?" about all aspects of its data. This essential relates best to two of the three levels of program claims that TEAC emphasizes: value added and causal

claims. The third and lowest level is status claims, and this is what most of the TEAC programs utilize at the current time because of the difficulties in substantiating value-added or cause and effect.

For our Outcomes, we do propound status claims which constitute Section 2 of the Inquiry Brief. We claim that our graduates are competent practitioners utilizing the six main ISLLC standards which we package with the VIMCEP acronym. TEAC's Quality Principle 1 requires us to tie our ISLLC claims to their quality components of student learning in terms of professional knowledge, strategic decision-making and caring leadership skills. Three cross-cutting themes (technology, multicultural perspectives and understanding, and learning how to learn or life-long learning) complement the quality components. We make the connections via a crosswalk that links the ISLLC and TEAC elements of our Outcomes.

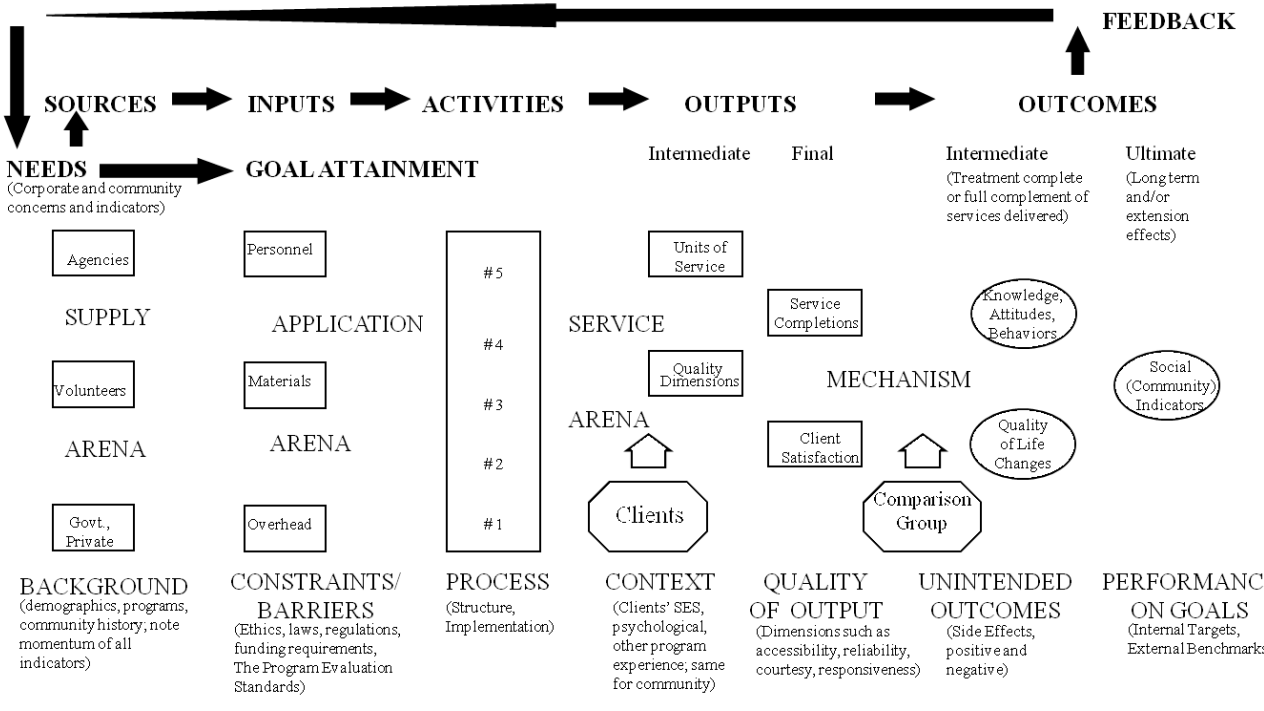
Note that we add a set of ultimate outcomes that may be difficult to substantiate initially, but they should hold our attention as we plan for the future. Because we seek to radically improve PreK-12 education, this goal should be ultimately reflected by increasing PreK-12 achievement, closing achievement gaps among various groups, and a faith based conceptual framework component for our graduates that involves seeking knowledge, seeking wisdom, serving others, and edifying others (hopefully their students and colleagues). We do note at this point in the model that we need to be constantly aware of any unsupported claims that may have been expressed on our website or in marketing materials distributed by the SOE. This reminds us to always plan for the unexpected occurrence of things that we may have to defend or retract.

Each of the claims requires supporting evidence that depends on triangulation and replication for its integrity. TEAC presents a program with an inventory of twenty measures and indicators that comprise Appendix E of the brief (Figure 3). We re-grouped these pieces of evidence to apply to our graduates as they exit the program, after they are in the field, and as they contribute to the payoff that is represented by our ultimate outcomes. Within the payoff structure, we have included the possibility of futures evaluation, and this prompts our planning process.

Overall, at the bottom of the model, we seek to maintain consistency internally in terms of both approach and organization with the SOE's other Inquiry Brief for the general licensure programs and externally with multiple reporting agencies representing the state and the Educational Testing Service. When TEAC performs its on-site audit, they will have access to multiple reporting sources, and we need to assure consistency across the data.

We have tried to concisely and comprehensively unite TEAC's accreditation requirements with our own program specifications within a single diagram that can direct our planning and execution of a relatively complex process. We sense that there will be an evolution in our thinking as we move forward, but we do have an explicit map that can be readily adjusted as plans and events change.

General Program Evaluation Logic Model



Evaluation ■ Merit vs. worth; grading, ranking, scoring, apportioning; may include explanation, recommendations, comparison, generalization.

Over Time ■ Variables Change; Seek to Increase Program Merit, Worth, Empowerment, Proactivity, and Utilization.

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Figure 1: General Program Evaluation Logic Model

TEAC Logic Model Leadership Education

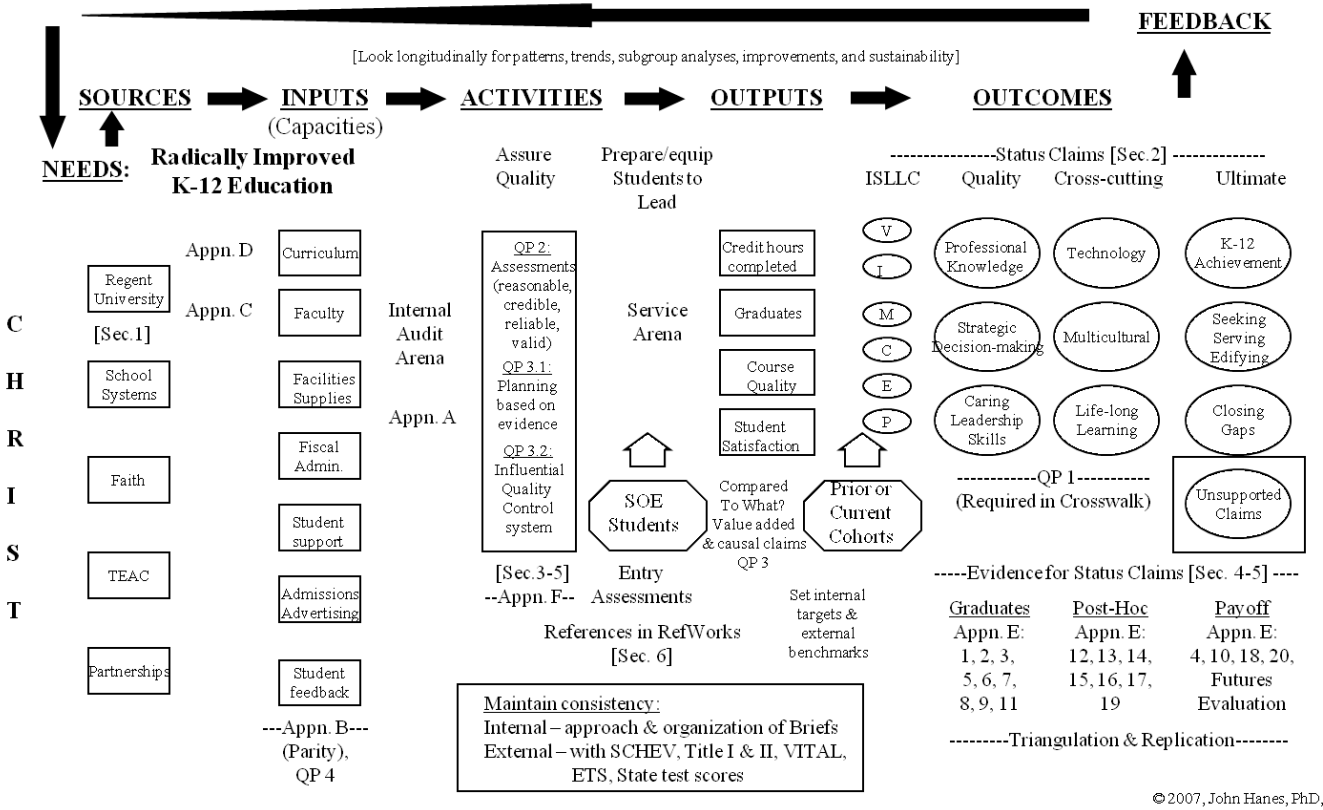

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Figure 2: TEAC Logic Model Leadership Education

Figure 3: Twenty Measures and Indicators That Comprise Appendix E of the Inquiry Brief

1. Student grades and grade point average(s)
2. Student scores on standardized license or board examinations
3. Student scores on admission tests of subject matter knowledge for graduate study
4. Standardized scores and gains of the program graduates' own pupils
5. Ratings of portfolios of academic and clinical accomplishments
6. Third-party rating of programs' students
7. Ratings of in-service, clinical, and PDS teaching
8. Ratings, by mentoring administrators and university supervisor, of practice candi dates' work samples
9. Rates of completion of courses and program
10. Graduates' career retention rates
11. Graduates' job placement rates
12. Rates of graduates' professional advanced study
13. Rates of graduates' leadership roles
14. Rates of graduates' professional service activities
15. Evaluation of graduates by their pupils
16. Alumni self-assessment of their accomplishments
17. Third-party professional recognition of graduates
18. Employers' evaluations of the program's graduates
19. Graduates' authoring textbooks, curriculum material, etc.
20. Case studies of graduates' learning and accomplishment

SUMMARY

This article has provided insights into the Teacher Accreditation Council Inquiry Brief process for national accreditation of an educational leadership preparation program. Program logic is a critical component of the planning process that includes resources, talents, and active participation by all faculty members in the program, particularly school and faculty leadership. Understanding the Interstate School Leaders Licensure Consortium (ISLLC) standards anchor the program and the claims the program makes about its graduates. Knowledge of ISLLC standards, leads to greater understanding of the Inquiry Brief process for educational leadership preparation programs. The program logic model and its one page charted layout details the entire process. This model can benefit new programs to TEAC and be an informative planning tool to implement the steps necessary to achieve national accreditation.

APPENDIX

TEAC's ACCREDITATION STANDARDS AND PRINCIPLES (TEAC, 2005)

The purpose of the TEAC accreditation process is to test the claims that the faculty make in the Inquiry Brief about the quality of their teacher preparation program. The Inquiry Brief is the document that provides evidence to TEAC that the educational program produces graduates who are competent, caring and qualified educators. Two key factors in whether TEAC approves a program are the quality of the evidence and the system that produced the evidence. A great deal of planning goes into assuring this happens.

An academic audit to review the information presented in the Inquiry Brief is performed by a team of two to four trained auditors over a two to three day period. After a panel evaluates the evidence, a committee of TEAC's board of directors reviews the case and makes the accreditation decision.

TEAC's Philosophy of Accreditation: Four Process Principles

Four principles guide TEAC's accreditation process:

1. Improvement is a continuous process.
2. The accreditation process must by inquiry driven by the program faculty.
3. The accreditation process includes evidence from academic audits.
4. The process is not intended to burden the program with unnecessary activities or costs.

Process Principle 1: Continuous improvement to advance quality

This principle reflects an understanding that improvement is a process that leads to many different paths to excellence rather than a focus on a particular model or template for education programs. It includes creating constancy of purpose for improvement which is balanced with short and long-term results, knowledge and action. This principle includes linking program improvement to student learning and improving every system in the program to enhance the quality of teaching, learning, research, service activities, and outcomes. This principle also seeks to eliminate misleading and superficial numerical quotas and indicators.

Process Principle 2: Inquiry-driven accreditation

Since institutions of higher education take a scholarly approach to their work, the accreditation process is driven by the same quality of inquiry. The questions that drive the inquiry should reflect the mission of the program and the TEAC goal of creating caring, competent, and qualified educators.

Process Principle 3: Audits to ensure quality

An academic audit is an investigative review of how a program produces the three TEAC Quality Principles. This audit verifies the processes – not the quality of the program itself. When the institution and the program demonstrate accountability to the public for solid evidence of student learning, then this process principle has been accomplished.

Process Principle 4: Frugality

The accreditation process is designed to be efficient and use minimal resources necessary to make timely decisions. The process should be part of the normal quality control systems that the programs currently use. The Inquiry Brief is based on existing documents and is of reasonable size – 50 pages – about the size of a research monograph – and focuses on what the program faculty wants and needs to know about the program's performance.

TEAC's Quality Principles and Standards of Capacity

"TEAC's goal is to support the preparation of competent, caring and qualified professional educators" (2005, p.2). Accreditation is accomplished by the faculty of a program presenting the case for succeeding in this endeavor by describing, in the Inquiry Brief, how the program meets TEAC's three quality principles as well as standards of capacity.

The three quality principles represent the core outcome, the core value and the core activity of the accreditation process. They are evidence of student learning, valid assessment of student learning, and institutional learning. Additionally, TEAC uses a system of heuristics to determine whether a programs' "evidence of student learning and other matters is trustworthy and sufficient (2005, p. 2).

Quality Principle 1: Evidence of Student Learning

This principle represents the core outcome of the TEAC accreditation system, student learning. For educational leadership programs, this evidence includes the following components:

1. Professional knowledge – includes knowledge of organizational theory and development; human resource management; school finance and law; instructional supervision; educational policy and politics; and data analysis and interpretation. The graduates must be prepared to create or develop an ethical and productive school culture, an effective instructional program, comprehensive professional staff development plans, a safe and ef-

ficient learning environment, a profitable collaboration with families and other community members, the capacity to serve diverse community interests and needs and the ability to mobilize the community's resources in support of the school's goals.

2. Strategic decision making – educational leaders must learn how to make decisions fairly and collaboratively, informed by relevant research and evidence; to formulate strategy to achieve school goals; and to articulate and communicate an educational vision that is consistent with the school's mission and the nation's democratic ideals.
3. Caring leadership skills – educational leaders must demonstrate a caring and professional manner that is defined by unconditional acceptance of the staff and students, and an intention to address staff's and student's professional and education needs. Recognition by the student and staff that the leader cares also demonstrates caring leadership skills on behalf of the educational leader.
4. Cross-cutting themes – this category includes several components related to liberal arts in terms of being well-informed individuals, such as oral and written rhetorical skills, critical thinking, and the qualitative and quantitative reasoning skills that foster independent learning, as well as knowledge of other perspectives and cultures and the modern technological tools of scholarship and administration. The main concerns of the TEAC accreditation process for cross-cutting themes are: learning how to learn , multicultural perspectives and understanding, and technology.

Quality Principle 2: Valid Assessment of Leader Learning

This principle represents the core value of the TEAC accreditation system, valid assessment of student learning.

For educational leadership programs, faculty demonstrate this principle in both their rationale for the links made between assessments, the program goals, the claims made about student learning, and the program's reasonable and credible features as well as in presentation of evidence of valid assessment.

Quality Principle 3: Institutional Learning

This principle represents the core activity of the accreditation process, institutional learning.

TEAC'S Capacity for Quality

Besides the three quality principles, TEAC also requires that the faculty demonstrate that the program has the capacity to provide for the program's quality of instruction and student learning. Components of capacity include the curriculum, faculty, facilities, fiscal and administrative strength, student support services, recruiting and admissions practices, and student feedback mechanisms. These components constitute the focus of the internal audit.

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