

## EVIDENCE USED IN ACCREDITATION

[Pending copyright use approval. Weinberg, M. (2006). *Evidence in teacher preparation: establishing a framework for accountability*. In *Journal of Teacher Education*, v57i1 p. 51]  
**(Summary By Emerson Elliott)**

The article reports on a survey of 400 AASCU institutions that enroll 55% of all public 4-year higher education students and confer half of the undergraduate degrees in education. Topics surveyed were: how institutions assess the content knowledge, classroom performance, and P-12 student learning of their graduates; how programs track the retention of graduates; what data collection and analysis procedures are used; what mandates institutions are under to collect and report information; and what issues exist in relation to accessing data. 65% of institutions responded. The study found that “institutions are using similar measures and instruments to collect effectiveness data, such as work samples and surveys.” Most institutions “are struggling to respond to outside mandates for evidence of program effectiveness. . . they do not appear to be able to organize and interpret the data in ways that would provide an effective response to outside mandates.” It was also not clear that there are structures in place to use the data to inform ongoing change. The study found “that great amounts of data are collected, but not how “the different types of evidence are aggregated or how they are used to demonstrate effectiveness” (p. 5). Many institutions address validity and reliability issues superficially or not at all (p. 6 and p. 8). Only 50% track graduates after program completion (p. 9). “Institutions are not able to access the P-12 scores of their graduates’ students because of privacy regulations” (p. 10). Conclusions: data collection is idiosyncratic to individual institutions; most student achievement data focus on only narrowly defined outcomes, usually on math and language arts skills. “A transparent framework” is needed, with “student learning (as) the centerpiece” to guide evidence that institutions use to promote a culture of evidence on campuses.