

From the policy community:

On Professional Accreditation



“As testimony to Maryland’s high level of respect for NCATE, the General Assembly passed a law in 1998 requiring that all teacher education institutions with at least two thousand full time equivalent students become nationally accredited by July 1, 2004... Maryland applauds NCATE for its leadership in performance-based decisionmaking in the accreditation of teacher education institutions.”

*Nancy Grasmick, State Superintendent,
Maryland*

“NCATE has been a potent force for reform in teacher preparation in Hawaii. Keeping abreast of the profession’s consensus on what is central to teacher preparation today is critical for Hawaii institutions. NCATE is the means by which teacher preparation institutions in Hawaii are a part of that consensus. NCATE helps ensure that teachers are prepared to help children meet high standards needed in today’s global marketplace.”

*Carl Takamura, Executive Director,
Hawaii Business Roundtable, Inc.*



“Ohio educators and policymakers are active in NCATE’s performance-based system. NCATE’s Board of Examiners includes 27 members from Ohio. In addition, 36 specialists in content areas from Ohio review specific programs within colleges of education as part of the NCATE evaluation system. NCATE is all of us—teachers, specialists, and policymakers in the field of education, working to ensure quality in teacher preparation. NCATE’s national standards have functioned as an impetus for reform and improvement in our state.”

*Susan Zelman, Superintendent of
Public Instruction, Ohio Department of
Education*



“NCATE is bringing a new form of accountability not only to colleges of education but also to the colleges of arts and sciences with which they must collaborate. NCATE’s content standards and focus on assessment are provoking long-needed discussions within institutions. The result is grounded assessment of the content knowledge of teacher candidates and their readiness to teach. Meanwhile, university faculty are learning how to use assessment to improve learning and instruction.”

*Arnold Hyndman, President, New Jersey
State Board of Education and Dean,
Livingston College*

NCATE

The Standard of Excellence
in Teacher Preparation

The National Council for Accreditation of Teacher Education



“NCATE does important work to improve the quality of education, which is an urgent priority of the American people. Its accreditation process, based on rigorous national professional standards, helps ensure that teachers who graduate from accredited schools are well prepared to help increase student achievement. Our children deserve no less and we must work to ensure that all teachers meet these rigorous professional standards.”

Patricia McGinnis, President and CEO, The Council for Excellence in Government



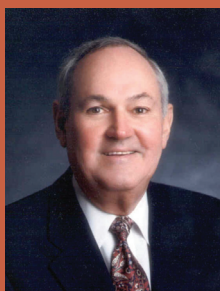
“NCATE has served, and continues to serve, as a valuable resource to the teacher preparation institutions and to our Department of Education.”

Susan Gendron, Maine Commissioner of Education

“Louisiana institutions have benefited from NCATE’s rigorous standards for teacher preparation. The state’s partnership with NCATE has provided a common set of standards in the teaching disciplines, thus helping ensure consistency in the preparation of all Louisiana teachers.

NCATE has helped teacher preparation programs focus their efforts on the development of the teacher knowledge and skill that it takes to help all children learn.”

Cecil J. Picard, State Superintendent of Education, Louisiana



“All of our institutions, regardless of their accreditation status, utilize the NCATE standards as part of the basis for state approval of their programs. The NCATE partnership has been vital to Nebraska.”

Doug Christensen, Commissioner of Education, Nebraska



“South Dakota’s partnership with NCATE has been of tremendous benefit to our state. NCATE’s leadership in standards development has been an important impetus for reform in teacher preparation. As a result of NCATE’s expectations, schools of education are now focused as never before on candidate performance and its effect on student learning.”

Rick Melmer, Secretary, South Dakota Department of Education and Cultural Affairs, and Chair, NCATE State Partnership Board

“The Rhode Island Department of Education recognizes NCATE accreditation as an indicator of quality educator preparation programs. Rhode Island institutions of higher education choose to participate in this rigorous self-study and accreditation process offered by NCATE concurrently with the Rhode Island Program Approval Process. The practice of a concurrent visit assures that Rhode Island graduates have met their respective institution’s guidelines for certification.”

Peter McWalters, Commissioner of Education, Rhode Island



from the field:

On Professional Accreditation



“NCATE continues to be a leader in supporting improvement in teacher education. NCATE’s focus on the learning of candidates and their pupils is helping to strengthen professional norms and knowledge. Its alignment of preparation standards with those used for student learning, teacher licensing, and accomplished practice is transforming a cacophony of standards into an emerging quality assurance system.

Linda Darling-Hammond, Charles Ducommun Professor of Education, Co-Director, School Redesign Network, Stanford University



“The NCATE standards that govern the preparation of new teachers are preparing them for leadership roles in diverse schools and districts. NCATE provides an invaluable set of national standards that continue to move the entire profession of teaching to a new place.”

Earl S. Richardson, President, Morgan State University

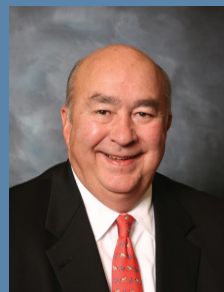
“The NCATE processes are effective, achieve their intended goals, and will continue to stimulate the college of education in the continuous assessment of our programs.”

David H. Monk, Dean, College of Education, The Pennsylvania State University



“NCATE is not just an accrediting agency; it is a force for the reform of teacher preparation. I know first-hand that, as institutions work to meet the standards of NCATE, they are reforming themselves. This reform will improve the quality of teaching and learning in our nation’s schools.”

Nancy L. Zimpher, President, University of Cincinnati



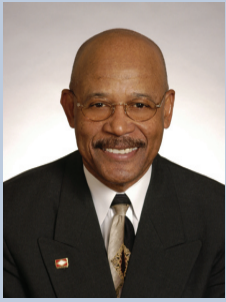
“The California State University and its campuses are proud of their partnership with NCATE. The NCATE standards provide a benchmark for institutions as they respond to increased policymaker calls for accountability and evidence of the ability of their teaching graduates to improve student achievement. NCATE’s requirement for an assessment system helps education schools provide policymakers with data on candidate performance. This partnership has helped raise the standards for California educators.”

Dr. Charles B. Reed, Chancellor, The California State University

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“The NCATE/Arkansas partnership is a key to quality assurance in teacher preparation in our state. It has provided a roadmap to help Arkansas produce highly qualified teachers and school specialists. The NCATE standards and process serve us well.”

Calvin Johnson, Dean, University of Arkansas-Pine Bluff and former Chair, House Education Committee, Arkansas General Assembly



“We appreciate NCATE’s effort at maintaining the high standard required for professional educator preparation programs in the United States. NCATE is to be applauded for its efforts on behalf of the children of this country.”

Thomas F. George, Chancellor and Professor of Chemistry and Physics, University of Missouri-St. Louis



“The NCATE standards and process have been a consistent road map for continuous improvement. With the NCATE standards and process as a guide, the Drury University teacher education program is making effective contributions. Our Title I neighborhood school partners are all in the International Baccalaureate Program. This will be one of the very few neighborhoods in America with a K-12 International Baccalaureate program. It all started as a result of the NCATE expectations for collaboration with P-12 school partners.”

Daniel Beach, Director of Teacher Education and Department Chair, Drury University



“Meeting national professional standards through the NCATE accreditation process informs and validates Clemson University’s institutional standards. NCATE’s national perspective is a unifying force in teacher preparation today, helping to provide consistency in the quality of preparation.”

James F. Barker, President, Clemson University

“Programmatic evaluation is an excellent opportunity for universities to value that which meets standards and work diligently to improve those areas that require attention. I view the whole [NCATE] process as being a window of positive opportunity for us. We look forward to a long and productive association with NCATE.”



Edwin H. Robinson, President, MidAmerica Nazarene University

“The NCATE standards have had a significant positive impact on preparation programs over the past two decades. Measuring ourselves against them gives us a sense of our quality, but equally important, when we take the time to invest in ongoing self-evaluation, these standards are a powerful means of program development. NCATE models a commitment to ongoing improvement, refining its processes to make them more effective for all stakeholders.”



Mary Diez, Graduate Dean, Alverno College