

NCATE at 50:



On the occasion of NCATE's 50th anniversary we have updated the "Decennial Report," published in 2001. As you will see, NCATE has continued to strengthen the accreditation process in order to facilitate the continuous reform of the institutions it accredits.

NCATE was created in 1954 as an independent accrediting body by five organizations broadly representing the teaching profession at that time: the Council of Chief State School Officers, the National Education Association, the National School Boards Association, the American Association of Colleges for Teacher Education, and the National Association of State Directors of Teacher Education and Certification. Since that time, an additional 28 national organizations representing educators, policymakers, and the public have joined NCATE as committed partners to help ensure high quality teacher preparation programs.

In 2001 NCATE began to implement a new performance-based system of accreditation. This system now enhances both accountability and improvement in educator preparation, as it requires compelling evidence of candidate performance for institutions to become accredited.

NCATE in 2004 has initiated a technology-based streamlining of its process. Institutions will submit reports electronically via web-based forms. Using these forms, institutions provide data on candidates in each program offered. New technology has spawned a data-driven accreditation system that yields rich information for program improvement.

NCATE's performance-based accreditation system is a direct response to policymaker concerns, and is a natural outgrowth of the standards movement of the 1980s and 1990s. The system requires change by all involved—institutions, the states, teachers, and candidates, and NCATE itself.

The states have examined NCATE's standards and have found them to their liking. In 2004 NCATE is working in partnership with states to conduct joint reviews of colleges of education. NCATE standards are increasingly the norm in teacher preparation, and NCATE serves as a resource to the states. The partnerships have led to an integration of state and professional standards that yields stronger candidate preparation.

Today, NCATE is part of a continuum of teacher preparation and development that begins with pre-service preparation, and continues with stages of teacher licensure and advanced professional development, including National Board certification. Standards in each phase of teacher development are aligned with each other for the first time, providing new coherence to teacher preparation and development. Testing companies are aligning assessments used for licensing purposes with the

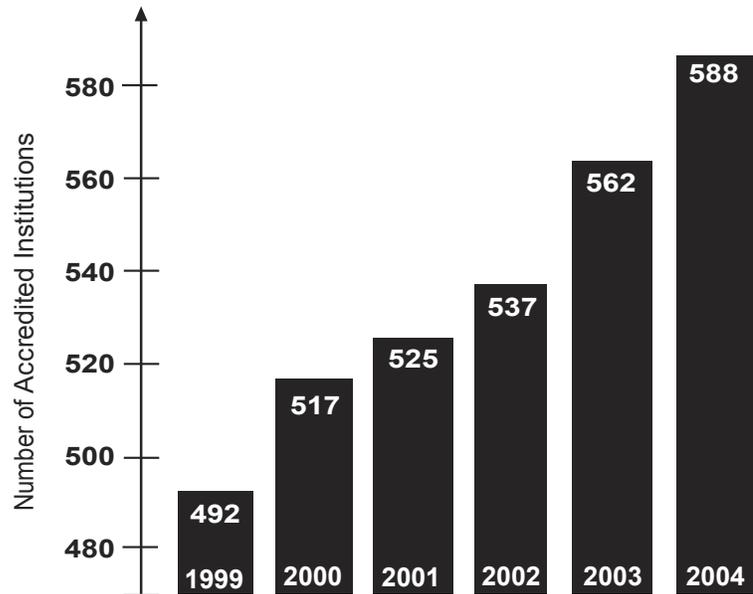
profession's standards.

As education leaders and NCATE supporters, you have experienced NCATE's growth. You have supported NCATE through your dues and fees as well as your professional expertise and commitment to develop NCATE into a strong accrediting body and a force for the reform of schools, colleges, and departments of education. You know that NCATE does not exist simply to provide recognition to institutions; it exists for the public good—to help protect schoolchildren, to help ensure competent teachers, and to help raise the standards of the entire profession.

Number of Accredited Institutions on the Rise

As of 2004, 690 institutions are a part of the NCATE system; 588 institutions are accredited and another 102 are seeking accreditation. In 1995, there were 32 candidates and pre-candidates and 510 accredited institutions in the NCATE system. The number of candidates has almost tripled in the past nine years, due to the ever growing demand for accountability from the states and the public, and the number of accredited institutions has risen steadily.

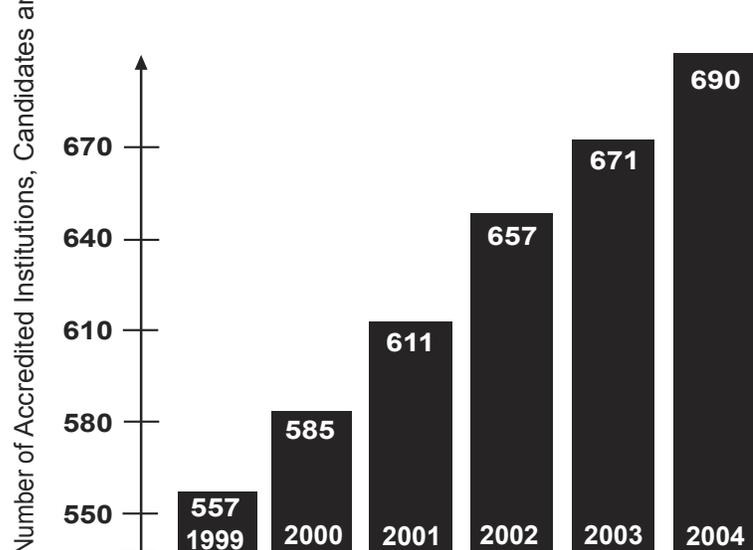
Steady growth in number of NCATE accredited institutions 1999–2004



An Ever-Growing NCATE Coalition

Thirty-three member organizations now help support and sustain NCATE—up from 27 in 1990. NCATE is the largest alliance of professional education and public organizations in the nation devoted to quality teaching, and one of the longest-standing national coalitions of stakeholders in the education community. Member organizations represent millions of Americans who support rigorous, high quality teacher preparation.

Total number of institutions in the NCATE system (accredited, candidates and precandidates) 1999–2004



Number of Institutions in the NCATE System
<p>1991</p> <p>500 accredited institutions, candidates and precandidates.</p>
<p>2004</p> <p>690 accredited institutions and candidates and precandidates for accreditation; growing numbers of institutions applying for accreditation.</p>

NCATE/ State Review
<p>1990</p> <p>NCATE and the states reviewed colleges of education separately. Very little relationship between NCATE and the states. Conducted separate processes that involved duplication of effort for institutions.</p>
<p>2004</p> <p>48 NCATE/State partnerships (including D.C. and Puerto Rico) which NCATE and the states conduct joint or concurrent review, saving institutions and states time and money.</p>

NCATE and the States: Partners in Excellence

NCATE currently works with states to integrate national professional standards and state standards in order to upgrade the quality of teacher preparation in the United States. States see NCATE as a resource in standards development and implementation. In 1990, there were just 19 partnerships, now NCATE has partnerships with 48 states, including the District of Columbia and Puerto Rico. In 31 of these partnership states, a majority of all the teacher education institutions are NCATE accredited and in 17 partnership states all public teacher education institutions are NCATE accredited.

National and State Policy Context
<p>1990</p> <p>No presence in national or state policy initiatives.</p>
<p>2004</p> <p>Recognized as essential component in continuum of teacher preparation and development in state reform efforts.</p>

Performance-based Accreditation Standards

At the start of the new millennium, NCATE ushered in performance-based accreditation, a system in which institutions must provide evidence of competent teacher candidate performance.

NCATE has strengthened its standards and procedures over the years—from an evaluation system oriented to the curriculum, to a new system oriented to candidate performance. NCATE began to make the transition from a system oriented to the curriculum to a system oriented to candidate performance at the beginning of the last decade of the 20th century.

In the early 1990s, NCATE required all of its specialty associations that produce program standards to revise those standards to be performance-based. NCATE provided technical assistance to associations to help them complete this task.

In the 1995 version of its standards, NCATE began the move to performance accreditation by placing greater emphasis on the competence of candidates. NCATE required institutions to use multiple measures of performance to demonstrate candidate ability.

In the late 1990s, NCATE devoted three years to developing performance-based accreditation standards. Today, NCATE accredited colleges of education are expected to ensure that teacher candidates know their subject and how to teach it effectively. It is no longer acceptable for the candidates simply to have been exposed to certain topics in the curriculum, or for a faculty member to say, “I taught the material.” Institutions must demonstrate that candidates know their subject and how to teach it effectively so that students learn.

Accreditation Standards and Process

1990

Traditional approach to accreditation, mainly through examination of curriculum, inputs, and processes.

2004

Performance-based accreditation. Requires compelling evidence of acceptable candidate performance using multiple assessments.

The standards are as follows (the full text may be viewed online or ordered from NCATE):

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.

Standard 2: *Assessment System and Unit Evaluation*

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

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.

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.

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.

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.

The NCATE system expects performance measures to include the candidate's impact on student learning. The focus on performance and student learning changes the type of evidence institutions must collect, aggregate, and analyze to demonstrate the effectiveness of their preparation program. A system change of this magnitude requires changes in program structure, staffing, data collection, and data analysis—of both NCATE and its accredited institutions.

NCATE: A Leader in Aligning Standards for the Teaching Profession

Prior to 1990, accreditation and licensing authorities did not coordinate their activities. The result was a cacophony of standards, meaning that there were no generally accepted standards for teacher preparation.

In 1993, NCATE outlined a continuum of teacher preparation and development, showing that important linkages between pre-service preparation, licensure, and professional development were needed in order to formulate a more coherent system of quality assurance. A more coordinated system of standards and assessments for the three phases of teacher development—pre-service preparation, licensure, and professional development—was needed to provide quality assurance for the teaching profession. Many states adapted the continuum, developing tiered licensing systems. All grew aware of the need to link accreditation and licensing standards, which led to an unprecedented degree of consensus between the profession and many states. The concept of teacher preparation and development as a continuum is now instantiated within states and institutions.

Standards Alignment

1990

Accreditation and licensing standards were not aligned with each other. Licensing examinations were not built around professional standards.

2004

NCATE accreditation standards are aligned with state teacher education and licensing standards and the ETS Praxis II teacher licensing examination. In collaboration with NCATE's content and subject matter organizations, ETS has revised its PRAXIS II Series to align the examinations with NCATE's program standards.

During the 1980s and early 1990s, several states launched an initiative to develop model state licensing standards that states could use to reform the licensing process. The licensing principles were developed by a task force called INTASC under the auspices of the Council of Chief State School Officers. In 1995, NCATE incorporated these model state licensing principles into its accreditation standards. This formally began the move to align accreditation and licensing standards. Since NCATE embraced the model state licensing principles, states could more readily accept the NCATE preparation standards. As states recognized NCATE's standards through State/NCATE partnerships, they began to match licensing requirements to the preparation standards.

NCATE and states hold colleges of education accountable for producing candidates with the same knowledge and skills for which the states hold individual candidates accountable. This symmetrical relationship strengthens both accreditation and licensing.

Since 2000, NCATE has utilized a performance-based accreditation system while the states operated on a parallel track, moving to licensing systems

that evaluate candidates' knowledge and skills, rather than systems based solely on coursework.

In addition, NCATE member organizations are working with the Educational Testing Service to ensure that licensing assessments are aligned with the profession's standards in the various subject matter areas and developmental levels. A next step is the development of professional benchmarks for candidate performance on the assessments.

NCATE standards are also congruent with National Board standards for advanced certification. Additionally, NCATE has aligned teacher preparation standards with national standards for P-12 students. NCATE expects national standards for teacher preparation in the various subject matter areas to be congruent with P-12 student standards. When teacher preparation standards and student standards are closely linked, system-wide reform moves forward, as teachers are more fully prepared to help students learn.

Career Ladder and Recognition for Quality Teaching

1990

National Board for Professional Teaching Standards just developed.

2004

NCATE and NBPTS standards are aligned and NCATE institutions are using National Board standards for their advanced programs, enhancing the ability of accredited institutions to assist candidates for advanced certification.

This alignment serves to further professionalize teaching, as the field engages in national debate and comes to some resolve about what is important in teacher preparation today. The NCATE standards, the model state licensing principles of INTASC, P–12 schools and the National Board standards are an expression of that resolve and consensus.

NCATE/State Partnerships: Integrating State and Professional Expectations

Until the late 1980s, NCATE and states did not collaborate in the review of teacher preparation programs. Each had separate systems with no overlap. In 1990, NCATE had no discernable presence in national or state policy initiatives.

In 1989, NCATE implemented a new state partnership program that spans the United States. Since then, forty-eight states, including the District of Columbia and Puerto Rico have integrated NCATE’s professional review of colleges of education with their own, thereby strengthening the review of teacher preparation at a growing number of institutions. In addition, NCATE is now recognized as an essential part of the continuum of teacher preparation and development in state reform efforts.

The number of partnerships increased from 19 in 1990, to 36 in 1995, to 48 in 2000. The partnerships eliminate duplication in an institution’s preparation for state program approval and professional accreditation. Joint review of the school of education is a central feature of partnership agreements. NCATE has designed a system that eliminates preparation for two separate visits and limits paperwork for accreditation. NCATE staff coordinate the agreements, handle state renewals, and facilitate cooperation between the accreditation and state approval processes.

A few states have moved to require national accreditation for colleges of education. While NCATE accreditation remains voluntary in most states, the outcome of the partnership program is a substantial increase in the number of new institutions seeking NCATE accreditation.

A crucial outgrowth of the partnership program and joint NCATE/State review has been increasing alignment of state and professional standards. Today, 39 states have adopted or adapted NCATE unit standards as the state unit standards. NCATE’s professional program standards have influenced teacher preparation in 48 states, the District of Columbia and Puerto Rico. NCATE standards have increasingly become the norm in teacher preparation.

NCATE Standards and the States

1990

Little acceptance of NCATE standards as state standards.

2004

- 39 states have adopted or adapted NCATE unit standards as the state unit standards for all institutions.
- 20 states rely on NCATE’s program review process in lieu of their own for the purposes of NCATE accreditation and state approval.
- All partnership states use NCATE’s program standards or standards closely aligned with them, as their state program standards.
- 14 states have specific policy granting licensing reciprocity to out-of-state graduates of NCATE accredited institutions (beyond the Interstate Compact).

Institutional Relations: Immediate Access

In 1993, NCATE increased its capability to assist institutions through the addition of a vice president for institutional relations. In 1999, NCATE hired an associate vice president for accreditation to work with pilot institutions, to conduct training, and to help develop NCATE's institutional database.

NCATE conducts in-depth orientations for institutions as they prepare for first time and continuing accreditation. These sessions cover the application of unit standards, program standards, and accreditation procedures. More than 4,000 institutional representatives have attended the orientations since their inception in 1991. NCATE launched its first compact disk explaining its performance-based standards in 2000. Today, training materials are available to conference attendees via the web and on CD.

NCATE and HBCUs
1990 40 percent of HBCUs are accredited.
2004 83 percent of HBCUs are accredited or working toward accreditation as candidates.

NCATE Training: Leading the Way

NCATE carries out the most comprehensive training of potential Board of Examiners members of any accrediting agency. Training modules for all six NCATE standards are now online to provide examiners with a way to practice interpreting the type of data they will be asked to look at before and during the site visit. Institutions also use these modules to help them prepare for the on-site visit. New BOE members attend a one-week, in-depth training session which includes a simulated visit to an institution that has agreed to have its faculty and staff interviewed for training purposes. The visit provides the experience team members need to discharge their responsibilities in a professional manner. Team chair training was instituted in 1993. Chairs prepare for joint visits with state personnel, and must be knowledgeable about state protocols in conjunction with the NCATE visit. In addition, NCATE staff trains state department of education staff in the application of NCATE standards and has developed a training manual for state department personnel.

Technology Reshapes Accreditation through a Faster, Smoother Process

As technology moves from the periphery to the center in P-12 schools, so must it move from the periphery to the center in teacher preparation. NCATE has come a long way in its use of technology—from its first fax machine in 1990 to the introduction of email in 1995, to the development of its website in 1997, to a completely revamped database and redesigned NCATE website of 2004.

Prior to the 1990s, NCATE standards were silent on technology. The 1995 version of the standards for the first time expected institutions to begin to develop the capacity to train teachers in the effective use of technology in instruction. In 1996, NCATE formed a Task Force on Technology and Teacher Preparation urging the central importance of technology. Today, technology has become an integral part of the accreditation process. NCATE expects institutions to fully incorporate technology into instruction for prospective and experienced teachers, so that they are able to use it effectively as an instructional tool. In addition, NCATE expects institutions to integrate technology in their strategic planning process. Some institutions are moving toward electronic

NCATE and Technology

1990

No serious technology expectations in the NCATE standards.

2004

Standards expect candidates to demonstrate the ability to use technology effectively as an instructional tool. NCATE leads the accreditation industry in the use of technology in the accreditation process. Program reviews now use web technology.

portfolios in which candidates can demonstrate their mastery of proficiencies. More institutions are now making some or all of their exhibits for the Board of Examiners visit available electronically. NCATE is serving as a lever to encourage, motivate, and influence institutions to continue to encourage innovative technology use in accredited colleges of education.

NCATE has succeeded in making the Internet instrumental in the accreditation process. In the 21st century, the business of accreditation will increasingly be conducted via the web, with interactive forms that institutions can complete online, material for the visit on a secure site for examiners to review, and passwords for institutions so that they can review their accreditation data and file. This will eliminate much of the cost of duplication and mailing of program review and other documents. A first step in the plan has been completed; as of 1999, institutions began submitting their annual reports to NCATE via web technology. Since 2001, electronic data collection has helped build an information bank that serves as a resource center in teacher preparation.

In 2004 NCATE broke new ground in the use of technology to streamline accreditation. An NCATE task force developed recommendations for streamlining the program review portion of the accreditation process. Institutions applying for or seeking to continue NCATE accreditation will use web-based forms to submit reports on individual programs of study within colleges of education. This new way of reporting also coincides with a change in evidence required to determine the quality of the program. The change, adds increased consistency to this part of the NCATE accreditation process by using aggregated performance data gathered on all candidates in a program. NCATE hired a new associate vice president to direct the change in program reviews.

The use of technology in accreditation signals the dawn of an era of accountability in teacher preparation.

Reaching All Corners of the Profession and the Public

NCATE had no communications program prior to 1990. That year, NCATE hired its first communications director. Since then, NCATE communications have grown to include national press events, webcasts, editorials in major news outlets, trade and constituent member communications via the web, and discussions with reporters across the country.

The advent of email and the Internet marked the beginning of a revolution in NCATE's communications with its constituents and the public. NCATE launched its first website in 1997, and by 1999, had developed its second-generation site. Many thousands of the public from across the world peruse the NCATE website to locate information on teacher preparation.

In 2000, NCATE held its first webcast in conjunction with the announcement of the performance-based standards and posted it on NCATE's website. The announcement of the new standards reached millions of Americans. NCATE's newest website, to be launched in late 2004, provides easier access to a wealth of information on teacher quality and accreditation standards and procedures.

NCATE and the Media

Since 2000, major media recognition of NCATE accreditation has reached a new level. High quality teacher preparation is increasingly being equated with NCATE accreditation. In 2001, *The New York Times* featured a column on NCATE. *U.S. News and World Report* now identifies colleges of education that are NCATE accredited in its widely-read publication, *Best Graduate Schools*. *U.S. News*' inclusion of NCATE accreditation signifies increasing public recognition of the importance of professional accreditation in teacher preparation. *Newsweek* provides NCATE with editorial space in its Teacher Training Showcase, and *Kaplan* includes NCATE in its college guides.

Financial Support Strengthens and Reshapes NCATE

In 1991, for the first time in NCATE's history, NCATE received foundation assistance to support its goals. Since that time, NCATE has received over \$10 million in foundation support, signaling the foundation community's commitment to improve and strengthen teacher preparation as a critical ingredient in developing competent, caring, and qualified teachers for the nation's children.

In 2004, the U.S. Department of Education allotted NCATE a \$4.5 million dollar grant in support of a new project known as the Reading First Teacher Education Network (RFTEN). The project is designed to help teacher educators and future teachers at minority-serving institutions teach reading using scientifically proven instructional strategies. NCATE is working in collaboration with the University of Texas' Reading and Language Arts Higher Education Collaborative, the National Institute for Child Health and Human Development and the U.S. Department of Education. Twenty-five institutions are involved in the project.

NCATE Performance-Based Accreditation

In the change to a new system, NCATE's staff needed additional resources to enable the organization to move forward on schedule. NCATE is able to implement performance-based accreditation more efficiently and more effectively as a result of foundation assistance. Grants have made possible work on the following—all necessary components of a performance-based accreditation system:

- the work of the Standards Committee as it conceptualized the performance-based standards;
- establishing qualities of assessment systems that can produce the candidate proficiency information required in the new performance-based system;

- establishing content standards in each major program area that are performance-based;
- establishing benchmark examples to illustrate the nature and levels of candidate proficiencies that are expected;
- establishing better linkages between content and pedagogical preparation;
- including effects on student learning among measures of candidate proficiency; and.
- supporting NCATE’s examiners and specialty organization program reviewers through a new training program as they perform their functions under the new system.

The following foundations have enabled NCATE to conduct the above research and development activities in support of NCATE 2000 performance-based accreditation:

- > **Carnegie Corporation of New York**
- > **The Ford Foundation**
- > **William and Flora Hewlett Foundation**

This important work has added depth and power to the NCATE standards, and is moving the field forward as it grapples with the outcome of the standards movement: assessing student and teacher performance.

Integrating National Board Standards Into Master’s Programs

NCATE received a grant from the **U.S. Department of Education**-funded National Partnership for Excellence and Accountability in Teaching consortium to provide technical assistance and a model for institutions to integrate the standards of the National Board for Professional Teaching Standards into advanced master’s programs.

Professional Development Schools

In 1996, NCATE received a grant from the **AT&T Foundation** to develop draft standards for professional development schools. This new entity in teacher preparation has helped to revitalize teacher preparation and to begin to bridge the gap between the “ivory tower” and the world of practice. State departments of education, institutions, and others have used the draft standards extensively, and states have asked for technical assistance in implementing the standards. NCATE’s Standards Committee drew heavily on the work of the professional development schools project to formulate the standards for field and clinical experience for the NCATE performance-based standards.

In 1998, NCATE received a grant from the **Wallace Reader’s Digest Funds** to continue the work begun and to pilot test the draft PDS standards. Twenty sites were selected. NCATE conducted the following tasks: selected and trained on-site examiners; developed procedural guide-

lines for examiners and institutions; had PDSs write self-studies matching themselves against the standards; evaluated the self-studies; conducted on-site visits; provided feedback to the institutions involved; revised the draft standards on the basis of data collected during the field test; and developed a report outlining learnings from the project and the benefits of professional development schools to the field at large.

In 2002, NCATE received a grant from the **Arthur Vining Davis Foundations** to work with professional development schools to build models that would bring PDSs to scale in urban school districts.

NCATE Member Organizations

The NCATE coalition represents millions of individuals committed to quality teaching.

Teacher Education Organizations

American Association of Colleges for Teacher Education (AACTE)
Association of Teacher Educators (ATE)

Teacher Organizations

American Federation of Teachers (AFT)
National Education Association (NEA)

State and Local Policymaker Organizations

Council of Chief State School Officers (CCSSO)
National Association of State Boards of Education (NASBE)
National School Boards Association (NSBA)

Specialized Professional Associations

Subject Specific–Organizations

American Council on the Teaching of Foreign Languages (ACTFL)
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)*
International Reading Association (IRA)*
International Technology Education Association (ITEA)*
National Council for the Social Studies (NCSS)*
National Council of Teachers of English (NCTE)*
National Council of Teachers of Mathematics (NCTM)*
National Science Teachers Association (NSTA)*
North American Association for Environmental Education (NAAEE)
Teachers of English to Speakers of Other Languages (TESOL)*

Child–Centered Organizations

Association for Childhood Education International (ACEI)*

Council for Exceptional Children (CEC)*
National Association for the Education of Young Children (NAEYC)*
National Association for Gifted Children (NAGC)
National Middle School Association (NMSA)*

Technology Organizations

Association for Education Communications and Technology (AECT)*
International Society for Technology in Education (ISTE)*

Specialist Organizations

American Library Association (ALA)*
National Association of School Psychologists (NASP)*

Administrator Organizations

American Association of School Administrators (AASA)
Association for Supervision and Curriculum Development (ASCD)**
National Alliance of Black School Educators (NABSE)
National Association of Elementary School Principals (NAESP)**
National Association of Secondary School Principals (NASSP)**

Other

National Board for Professional Teaching Standards (NBPTS)
Public Representatives
Student Representatives

* these organizations have submitted program standards that have been approved by NCATE for use in program review.

** the Educational Leadership Constituent Council (ELCC) provides program standards to NCATE. The ELCC is composed of three NCATE constituent member associations: ASCD, NAESP, and NASSP.