



The Standard of Excellence in Teacher Preparation

NCATE's Mission

NCATE is the teaching profession's organization to help establish high quality teacher, specialist, and administrator preparation. Through the process of professional accreditation of schools, colleges and departments of education, NCATE works to make a difference in the quality of teaching, teachers, school specialists and administrators. NCATE believes every student deserves a caring, competent, and highly qualified teacher.

What is NCATE?

The National Council for Accreditation of Teacher Education is a non-profit, non-governmental alliance of **33 national professional education and public organizations representing millions of Americans** who support quality teaching.

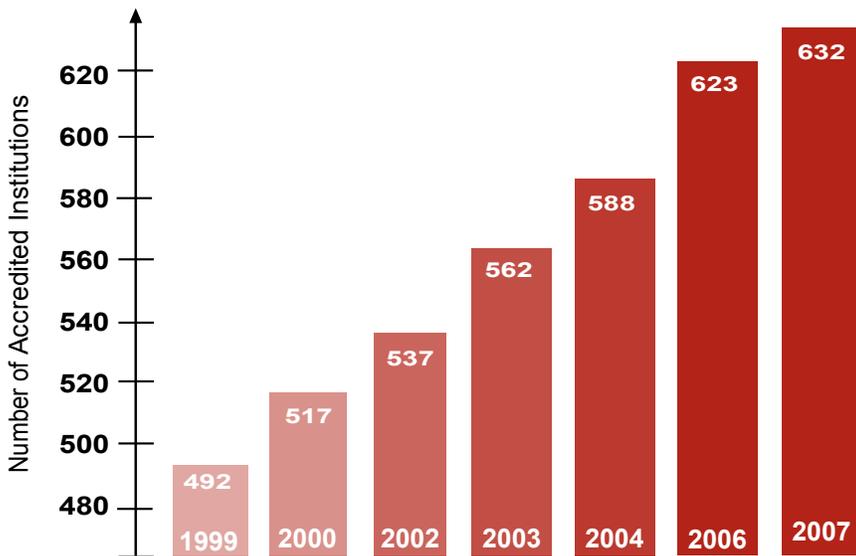
NCATE currently accredits **632 colleges of education with 78 more seeking NCATE accreditation**. NCATE accreditation is a mark of distinction, and provides recognition that the college of education has met national professional standards for the preparation of teachers and other educators.

In NCATE's **performance-based accreditation** system, institutions must provide evidence of competent teacher candidate performance. Teacher candidates must know the **subject matter** they plan to teach and **how to teach effectively so that all students learn**.

NCATE makes a difference in teacher preparation. Prepared teachers make a difference in P-12 student learning. Study after study indicates that student achievement increases when teachers are fully prepared and fully licensed.

The U.S. Department of Education and the Council for Higher Education Accreditation recognize NCATE as an accrediting body for schools, colleges, and departments of education.

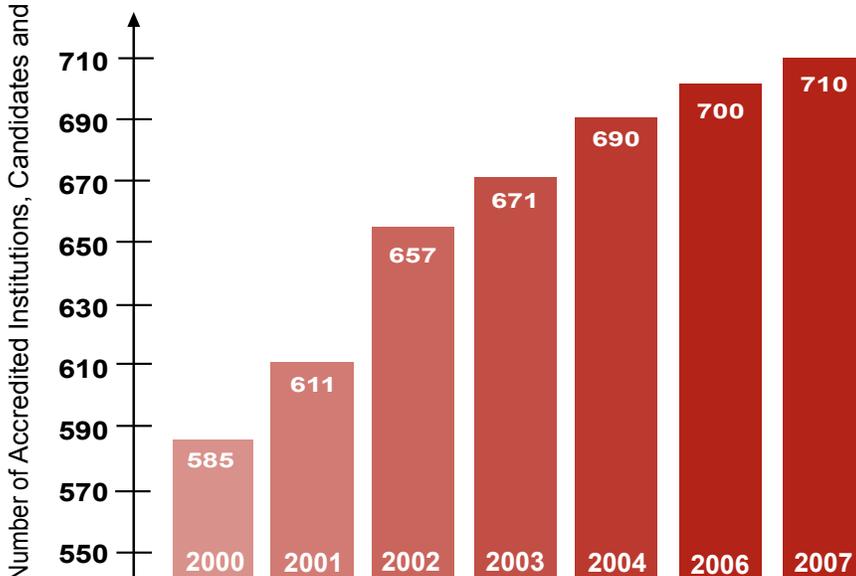
Steady growth in number of NCATE accredited institutions 1999–2007



Number of Accredited Institutions Rises Sharply

As of 2007, 710 institutions are a part of the NCATE system; 632 institutions are accredited and another 78 are candidates and precandidates for accreditation. In 1995, there were 32 candidates and precandidates and 478 accredited institutions in the NCATE system. The number of candidates has more than tripled in the past ten years, due to the ever growing demand for accountability from the states and the public, and the number of accredited institutions has risen steadily.

Total number of institutions in the NCATE system (accredited, candidates and precandidates) 1999–2007



Number of Institutions in the NCATE System

1991

500 accredited institutions, candidates and precandidates.

2007

710 accredited institutions and candidates and precandidates for accreditation; growing numbers of institutions applying for accreditation.



Teaching children to recognize letters, to read for the first time, to understand how a tree grows is one of the most important jobs in America. The nation's future depends, in large part, on how well it is done...

Why Should Schools of Education Be **NCATE Accredited**?

Professional accreditation of preparatory programs is the bedrock upon which all professions have built their reputations (e.g., architecture, engineering, medicine, law). Accreditation assures that those entering the respective field have been suitably prepared to practice through mastery of a body of knowledge and pre-service practice in the profession.

When a school of education is **NCATE accredited**, it provides assurance that the school's teacher preparation program has met national standards set by the teaching profession and has undergone rigorous, external, impartial review by professionals, policy makers, and representatives of the public.

- ★ NCATE's performance-based system of accreditation **fosters the development of competent classroom teachers, specialists, and administrators** who work to help all P-12 students learn.
- ★ **Graduates** from an NCATE accredited teacher preparation program are in high demand because they **are well-prepared** for initial licensing and advanced board certification. Candidate performance at NCATE institutions is thoroughly assessed throughout the program of study and before the candidate is recommended for licensure.
- ★ Many states have reciprocity agreements based on graduation from NCATE accredited schools, so graduates of NCATE-accredited schools will generally find it **easier to apply for a teaching license** when they move out of state.
- ★ Applicants to an NCATE accredited institution will have the **assurance that the institution's educator program has met national standards** and received the profession's 'seal of approval.'

Just the Facts

- ✓ NCATE accredited schools produce over **two-thirds of the nation's new teacher graduates** (Data compiled by Westat: www.title2.org, computed by NCATE).
- ✓ Graduates of NCATE accredited colleges of education **pass ETS subject matter and pedagogy examinations at a higher rate** than do graduates of unaccredited colleges of education and those who did not prepare. (Educational Testing Service, *The Academic Quality of Prospective Teachers*, 1999)
- ✓ The public expects that **colleges of education should be professionally accredited. Eighty-two percent** of the public favors requiring teachers to graduate from nationally accredited professional schools. (Public Opinion Poll, Penn and Schoen)
- ✓ Approximately **seventy percent** of the 189 doctoral granting institutions are NCATE accredited or candidates
- ✓ Fully prepared teachers are **more effective** in the classroom and their students demonstrate **greater achievement gains** than students whose teachers are not fully prepared. (Wilson, Floden & Ferrini-Mundy, Center for the Study of Teaching and Policy, 2001)
- ✓ First year **teachers with no preparation leave at twice the rate** of those who have been prepared; 25 percent vs. 12 percent—a **100 percent increase in attrition**. (*No Dream Denied* Report, National Commission on Teaching and America's Future, www.nctaf.org)
- ✓ Certified teachers' students experienced **20 percent more progress** in a ten-month school year. (Laczko-Kerr, Arizona Dept. of Education, & Berliner study)
- ✓ A 1996-97 study conducted by the University of Texas' Charles Dana Center showed that **student achievement increases when teachers are fully licensed in the subjects they teach.**

