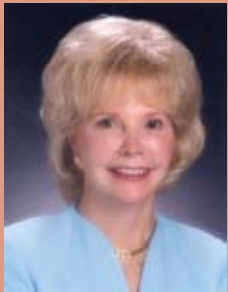


From the policy community:

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

