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### Websites:

AACC: <http://www.aacc.nche.edu>

ABCTE: <http://www.abcte.org/>

COUNCIL FOR HIGHER EDUCATION ACCREDITATION:  
<http://www.chea.org/>

INTASC: [http://www.ccsso.org/projects/Interstate\\_New\\_Teacher\\_Assessment\\_and\\_Support\\_Consortium/](http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/)

NAEYC: <http://www.naeyc.org/>

NASDTEC: <http://www.nasdtec.org/>

NBPTS: <http://www.nbpts.org/>; <http://www.nbpts.org/pdf/sidebyside.pdf>; [http://www.nbpts.org/pdf/nbpts\\_abcte\\_qa.pdf](http://www.nbpts.org/pdf/nbpts_abcte_qa.pdf)

NCATE: <http://www.ncate.org/>

TEAC: <http://www.teac.org/>

TEACHING QUALITY: <http://teachingquality.org/>

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## Welcome

Welcome to the newly formatted Policy Brief. This month's brief is a **Special Bulletin** that focuses on teacher certification and accreditation programs currently being offered nationwide.

## Introduction

The federal No Child Left Behind Act of 2001 requires that by the end of the 2005-06 school year, every teacher working in a public school must be "highly qualified." This means that a teacher must be certified and have demonstrated proficiency in his or her subject matter, by having majored in the subject in college, passing a subject-knowledge test or obtaining advanced certification in the subject. To ensure that teachers are well qualified to meet and exceed these teaching requirements, we must insist on high quality preparation for teachers, including rigorous accreditation, certification and licensure standards.

As well stated in, No Dream Denied, a Pledge to America's Children, "the key issue for the nation is not how new teachers are prepared but how well they are prepared and supported, whatever preparation path they may choose.

Developing high quality teachers is the responsibility of all who take on the task of teacher preparation, whether in colleges and universities, in programs sponsored by school districts, or in nonprofit organizations. Because all routes lead to the classroom, no matter who sponsors them, all who take those paths should meet the same high standards for teaching quality."

The focus of this brief will be on licensure, certification and accreditation standards for teacher preparation programs. The brief will also touch upon standards for Reading, Math and Science teachers. The underlying purpose is to inform the reader of the standards currently being utilized for teacher preparation and to synthesize this information to begin discussing the creation and initiation of standards for teacher preparation programs in the community college.

## Certification and Licensure

Although most professions distinguish between certification and licensure (licensure being required to practice, certification being voluntary), the K-12 teaching profession mixes these two concepts. As it is today, all fifty states currently license teachers. This licensing typically takes the form of required course work in an approved teacher preparation program. Certification, on the other hand, is voluntary. State governments do not prevent teachers who do not have a certificate from entering the labor market.

As is stated on the Education Commission of the States, Teaching Quality Website ([www.ecs.org](http://www.ecs.org)):

Certification and licensure requirements vary considerably from state to state. Once certified, teachers in most states must renew their certification or license periodically to ensure they are knowledgeable about new developments in their field. Increasingly, states are taking measures to ensure continuing certification requirements motivate teachers to pursue more directed, research-proven career growth activities.

(CONTINUED ON PAGE 2)

Education Week's annual report on state education policies, Quality Counts 2004, found that 34 states and the District of Columbia currently require high school teachers to pass a subject-knowledge test in order to receive beginning-teacher licenses. Twenty-eight states require all of their high school teachers to have majored in college in the subject they teach.



[www.nacctep.org](http://www.nacctep.org)



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## Certification and Licensure

(CONTINUED FROM PAGE 1)

In addition, states are beginning to require some sort of demonstrated performance as a requirement for teaching continuing licensure or certification. Many states are also aligning requirements for continuing certification with standards for high-quality professional development and standards for exemplary teaching. Some states grant recertification credit for a master's degree only if it directly enhances the teacher's content knowledge or teaching skill.

Another growing trend is "staged licensure," which confers a limited-time beginning or provisional license to new teachers who pass the requirements for initial certification, a regular or "professional" license to teachers when they demonstrate successful teaching performance, and then may grant an advanced or "master" license to teachers who demonstrate high levels of accomplishment. In some states, a teacher who receives certification from NBPTS (National Board for Professional Teaching Standards Certification) automatically qualifies for the highest level of licensure.

The teacher licensing and certifying authority itself varies from state to state. Whereas initial licenses in some states are granted by the college and university programs that prepare teachers, in other states the department of education grants all licenses, while still other states have established a separate and autonomous credentialing or licensing agency.

According to the National Commission on Teaching and America's Future (NCTAF), "teacher licensure remains a weak link in the chain of accountability for quality teaching, in large part because the content and quality of licensing standards across states is uneven and inconsistent. Further, the standards required for new teachers are not always aligned with student content standards." NCTAF advocates that all teachers be licensed on the basis of demonstrated performance, including tests of subject matter knowledge, teaching knowledge, and teaching skills that reflect the core competencies of a highly qualified beginning teacher.

## INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC)

INTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. The mission of INTASC is to provide a forum for its member states to learn about and collaborate in the development of:

- Compatible educational policy on teaching among the states
- New accountability requirements for teacher preparation programs
- New techniques to assess the performance of teachers for licensing and evaluation
- New programs to enhance the professional development of teachers

INTASC believes that all education policy should be driven by what we want our P-12 students to know and be able to do. Thus, all aspects of a state's education system should be aligned with and organized to achieve the state's policy as embodied in its P-12 student standards. This includes its teacher licensing system. Teacher licensing standards are the state's policy for what all teachers must know and be able to do in order to effectively help all students achieve the P-12 student standards. The teacher licensing standards become the driving force behind how a state's teacher licensing system (program approval, licensing assessments, professional development) is organized and implemented. Thus, a state's process for approving teacher preparation programs should be designed to verify that a program is aligned with the teacher licensing standards and provides opportunities for candidates to meet the standards. The state licensing assessments should verify that an individual teacher candidate has the knowledge and skills outlined in the licensing standards. The state's professional development requirements for re-licensing should document that in-service practicing teachers are receiving professional development that is aligned with and helping them reach the licensing standards.

## ALTERNATIVE CERTIFICATION

Alternative certification is an umbrella term for a wide range of programs that offer nontraditional routes to becoming a teacher. For example, there are teacher preparation programs for mid-career adults and paraprofessionals who want to become teachers and may have had valuable work experience in another field. There also are national programs that provide nontraditional routes to teaching for recent college graduates.

According to the National Center for Education Information, candidates who become licensed/certified through alternative routes usually have a bachelor's degree, go through a screening process, are trained on the job while taking courses, and meet high standards of performance.

For more background about alternative routes to teacher certification programs, visit the National Center for Education Information [www.ncei.com]. This organization offers data and up-to-date information about alternative certification programs across the country.

Additionally, the National Center for Alternative Certification [www.teach-now.org] has launched its website, which also serves as a one-stop, comprehensive, national clearinghouse of information about alternative routes to certification.

## SPECIAL EDUCATION CERTIFICATION

The Individuals with Disabilities Education Act in 1997, ensured children with disabilities would receive the free and appropriate public education to which they are entitled. Thus far, 46 states and the District of Columbia have statutes or regulations requiring teacher education programs provide some instruction on teaching children with special needs to students training for elementary or secondary education.

Each state varies as to the amount and content of special education instruction. For example, in some states, special education is embedded in other courses, whereas some states require students to complete at least one three-hour course in special education.

Other states do not require any training, yet measure competencies related to special education through licensing exams.

Alternative certification is an umbrella term for a wide range of programs that offer nontraditional routes to becoming a teacher. For exOther states do not require any training, yet measure competencies related to special education through licensing exams.

All states, however, require the completion of at least a bachelor's degree and an approved teacher preparation program in order to become a certified special education teacher. Additionally, according to a 2003 study conducted by the National Association of State Directors of Teacher Education and Certification (WWW.NASDTEC.ORG), every state and the District of Columbia have some form of certification specific to special education teachers.

## AMERICAN BOARD FOR CERTIFICATION OF TEACHER EXCELLENCE (www.abcte.org)

The American Board for Certification of Teacher Excellence (ABCTE) is known as a form of alternative certification. The American Board is committed to increasing the supply of highly qualified teachers essential for achieving success. ABCTE certification is available for individuals first entering the teaching field (Passport to Teaching Certification), as well as for experienced teachers (Master Teacher Certification). This certification is currently accepted in Pennsylvania and Idaho with several new states considering adoption in the next year. For more information visit: www.abcte.org.

## READING, MATH & SCIENCE STANDARDS

### International Reading Association - IRA (www.reading.org)

The organization is dedicated to promoting high levels of literacy for all by improving the quality of reading instruction, disseminating research and information about reading, and encouraging the lifetime reading habit. The organization develops Standards for Reading Professionals, a reference for preparation of educators and a critical component of IRA's partnership with NCATE. The International Reading Association serves its members with professional resources

designed to further five goals: Professional Development, Advocacy, Partnerships, Research and Global Literacy Development.

### Eisenhower National Clearinghouse for Mathematics and Science Education - ENC (www.enc.org)

ENC is a K-12 math and science teacher center. Visit [www.enc.org/professional/standards](http://www.enc.org/professional/standards) for sites and resources with information about or the complete text of state or national standards documents.

### National Council of Teachers of Mathematics - NCTM (www.nctm.org)

NCTM is a public voice of mathematics education, providing vision, leadership, and professional development to support teachers in ensuring mathematics learning of the highest quality for all students. NCTM's Principles and Standards for School Mathematics, provides guidelines for excellence in mathematics education and issues a call for all students to engage in more challenging mathematics. In 1998, NCATE approved the current program standards in mathematics. Institutions seeking NCATE accreditation are required to respond to NCTM's guidelines.

### National Science Education Standards (http://stills.nap.edu/html/nses)

The National Academy Press has the full text of science standards online that were created by the National Research Council, National Academy of Sciences.

### Benchmarks for Science Literacy - (www.project2061.org)

This is the full text of the Project 2061 Benchmarks, maintained by the American Association for the Advancement of Science.

### National Educational Technology Standards (http://cnets.iste.org)

The International Society for Technology in Education (ISTE), in partnership with a number of organizations and educators across the country, has developed standards defining what technological knowledge and skills students should learn. A national technology standards document for teachers has also been developed.

## RESEARCH LINKS NATIONAL BOARD CERTIFICATION WITH MORE EFFECTIVE TEACHERS

New research indicates that National Board Certified Teachers are more effective at raising student achievement than teachers who pursue, but fail to obtain, this certification. Utilizing a sophisticated value-added model built from 600,000 North Carolina elementary student test scores over a 3-year period, an independent research team has found that National Board Certified Teachers are more likely to improve student achievement as measured by the state's standardized testing system.

The research team pointed out that these findings "provide direct evidence that the National Board for Professional Teaching Standards (NBPTS) is identifying and certifying teachers who will raise student achievement" and they "could put to rest some of the controversy in education circles surrounding the national certification."

The end-of-grade test scores of students whose teachers have been certified by the National Board for Professional Teaching Standards improved an average of 7 percent in reading and math, compared to students whose teachers had tried, but failed, to earn the voluntary credential.

The study also found that nationally certified teachers are more effective with younger students and with those from low-income families. Reading gains were as much as 15 percent greater for low-income students.

To earn a certificate, a teacher must demonstrate strong teaching practices and solid knowledge of the content area and methods. About half of the teachers who apply for the credential earn it.

North Carolina teachers who are certified are rewarded with a 12 percent salary supplement, one of the most generous incentives paid by any state. The extra pay is one reason North Carolina claims more of the 32,000 certified teachers than any other state.

For a more complete analysis of the study, please visit: [http://www.teachingquality.org/resources/html/NBPTS\\_Goldhaber.htm](http://www.teachingquality.org/resources/html/NBPTS_Goldhaber.htm).

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS CERTIFICATION <a href="http://WWW.NBPTS.ORG">WWW.NBPTS.ORG</a>	
<b>Background</b>	National Board Certification is a voluntary, advanced teaching credential that goes beyond state licensure by creating national standards for what accomplished teachers should know and be able to do. The National Board certifies teachers who successfully complete its certification process.
<b>Purpose</b>	<ul style="list-style-type: none"> <li>Maintain high and rigorous standards for what accomplished teachers should know and be able to do.</li> <li>Provide a national, voluntary system to certify teachers who meet these standards.</li> <li>Advocate related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers</li> </ul>
<b>Target Audience</b>	<ul style="list-style-type: none"> <li>Experienced Teachers</li> <li>Bachelor's Degree required</li> <li>Three years of classroom experience in either a public or private school</li> </ul>
<b>Certificate Areas</b>	<ul style="list-style-type: none"> <li>Currently offered in 27 different certificate areas</li> <li>The developmental levels are Early Childhood (Ages 3–8), Early Childhood through Young Adulthood (Ages 3–18+), Middle Childhood (Ages 7–12), Early &amp; Middle Childhood (Ages 3–12), Early Adolescence (Ages 11–15), Adolescence &amp; Young Adulthood (Ages 14–18+), and Early Adolescence through Young Adulthood (Ages 11–18+).</li> <li>Standards Subject Areas are: Generalist, Art, Career and Technical Education, English as a New Language, English Language Arts, Exceptional Needs, Library Media, Mathematics, Music, Physical Education, School Counseling, Science, Social Studies-History, World Languages Other than English</li> </ul>
<b>Standards</b>	<p>The National Board has developed standards in 27 fields. All NBPTS standards are based on the National Board's Five Core Propositions for what accomplished teachers should know and be able to do.</p> <p>Five Core Propositions</p> <ol style="list-style-type: none"> <li>Teachers are committed to students and their learning.</li> <li>Teachers know the subjects they teach and how to teach those subjects to students.</li> <li>Teachers are responsible for managing and monitoring student learning.</li> <li>Teachers think systematically about their practice and learn from experience.</li> <li>Teachers are members of learning communities.</li> </ol> <p>Standards and certificate fields reflect the developmental level(s) of the students and the subject being taught (e.g., Early Childhood/Generalist, Adolescence and Young Adulthood/Mathematics, Early and Middle Childhood/Art).</p>
<b>States Accepting NBPTS</b>	As of March 2004, legislative and policy action creating incentives and recognition for National Board Certification has been enacted in all 50 states.

## Accomplishments

Using the above conceptual framework for state teacher policy, INTASC has been working to develop model policy that states can use as a resource as they work to align their own teacher licensing systems. So far INTASC has accomplished the following:

- Developed model "core" standards for what all beginning teachers should know, be like, and be able to do in order to practice responsibly, regardless of the subject matter or grade level being taught.
- Translated the core standards into model licensing standards in mathematics, English language arts, science, special education, foreign languages, arts, and are developing standards for elementary education and social studies/civics.
- Initiated development of a new licensing examination, the Test for Teaching Knowledge, which will measure a beginning teacher's knowledge and skill in the core standards.
- Developed and validated a model performance assessment in the form of a candidate portfolio in math, English/language arts and science that is linked to INTASC's standards.
- Developed principles for quality teacher preparation programs to guide teacher preparation programs on how to incorporate INTASC's performance-based standards.
- Hosts an annual professional development academy to help states develop capacity to implement a standards-based licensing system by teaching individuals to score INTASC portfolios, to serve as mentors for beginning teachers, and to reform teacher preparation programs so that they incorporate the model standards.
- Provides ongoing technical assistance to states as they implement standards-based licensing systems
- Commissioned papers on the legal implications of a standards-based teacher licensing system, and on assessment instruments for teacher licensing.

INTASC's role is one of consensus building among the states, and not decision making. All authority for state policy resides within each state's governance structure. The INTASC standards are "model" standards and intended to be a resource that all states can use to develop their own state standards.

[www.ccsso.org/projects/Interstate\\_New\\_Teacher\\_Assessment\\_and\\_Support\\_Consortium](http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium)

## THE NATIONAL ASSOCIATION OF STATE DIRECTORS OF TEACHER EDUCATION AND CERTIFICATION (NASDTEC) ([www.nasdtrec.com](http://www.nasdtrec.com))

The National Association of State Directors of Teacher Education and Certification is dedicated to licensing well-prepared, safe and wholesome educators for our nation's schools. NASDTEC represents professional standards boards, commissions and state departments of education in all 50 states, the District of Columbia, the Department of Defense Dependent Schools, the U.S. Territories, New Zealand, and British Columbia, which are responsible for the preparation, licensure and discipline of educational personnel. Associate members include Canadian provinces and representatives of other constituent groups with an interest in the preparation and certification of educational personnel.

## PHI DELTA KAPPA

Phi Delta Kappa is an international association for professional educators. The organization's mission is to promote quality education as essential to the development and maintenance of a democratic way of life by providing innovative programs, relevant research, visionary leadership, and dedicated service. A network of more than 649 chapters exists in the United States, Canada, and abroad. Approximately half of the chapters are based on college or university campuses that have graduate departments of education. For more information visit: [www.pdkintl.org](http://www.pdkintl.org).

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**ACCREDITING STANDARDS AFFECTING MID-LEVEL TEACHER EDUCATION PREPARATION IN THE COMMUNITY COLLEGE**

David G. Imig (President/CEO AACTE) and Mary Harrill-McClellan (Special Assistant to the President/CEO of AACTE)

As do 4-year colleges and universities, community colleges must now start looking at accrediting their teacher education programs. This means seeking accreditation from NCATE or TEAC. Before that can be done, however, it is important to define what constitutes a two-year teacher preparation program. Community colleges typically offer associate degrees, 2+2 partnership programs, programs that lead to licensure (baccalaureate and post-baccalaureate programs), and self-contained programs for paraprofessionals. Each program is structured differently, some offering a very cohesive program and some offering scattered courses without a cohesive program. Community college programs that lead to full licensure would be subject to NCATE/TEAC standards, whereas it would be more difficult to apply the same standards to two-year programs. Imig and Harrill-McClellan offer two potential models community colleges can use.

**Option 1:** NCATE develops an accreditation program for two-year institutions that would be separate from the accreditation that four-year institutions currently hold.

- Accreditation standards would still indicate the quality of the teacher preparation programs and the quality of the students produced.
- Standards would be based on those utilized to accredit four-year institutions, but would be accommodated to two-year programs.

ECS has compiled a 50-state comparison of School Administrator License Requirements, including license portability, waivers and alternative certification provisions. This can be found at: <http://www.ecs.org/00TQ487>.

**Option 2:** Recognize, but not fully accredit, quality two-year programs that are linked to four-year programs.

- These would include two-year programs that have formal articulation agreements with their four-year counterparts and two-year programs that are major feeders into four-year institutions without such agreements.
- A community college's eligibility would be directly linked to its relationship with a four-year NCATE or TEAC accredited teacher preparation program.

For more information, visit [www.gseis.ucla.edu/ccs/digests/digest0306.htm](http://www.gseis.ucla.edu/ccs/digests/digest0306.htm).

**NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (www.naeyc.org)**

NAEYC is the nation's largest and most influential organization of early childhood educators and others dedicated to improving the quality of programs for children from birth through third grade. Founded in 1926, NAEYC now has over 100,000 members and a national network of nearly 450 local, state, and regional affiliates. The purpose of NAEYC Accreditation is to improve the quality of care and education provided for young children in group programs in the United States. Accreditation provides a process through which early childhood professionals and families can evaluate programs, compare them with professional standards, strengthen the program and commit to ongoing evaluation and improvement. To be eligible for NAEYC accreditation, an early childhood program must:

1. Serve a minimum of 10 children within the age group of birth through 5 in part- or full-day group programs, 5- through 8-year-olds in before- and afterschool programs, with at least two adults present.

2. Be in operation for at least one year to request a validation visit.

3. Be licensed, or if exempt from licensing, demonstrate compliance with licensing requirements.

4. Include all program components that come under the eligibility criteria in the self-study and validation process.

**QUICK LINKS:**

**Community Colleges**

According to the American Association of Community Colleges ([www.aacc.nche.edu](http://www.aacc.nche.edu)), there are 1,173 Community Colleges in the United States and surrounding Territories, of which 997 are Public, 145 are Independent and 31 are Tribal.

[AACC's definition of a community college: an institution that is accredited (or undergoing accreditation) by one of the six regional accrediting bodies and primarily offers the associate degree as the highest degree. A community college may also be a campus that offers the associate degree as the highest award but is part of a regionally accredited, baccalaureate degree-granting institution.]

**U.S. Regional Accrediting Organizations 2003-2004**

Middle States Association of Colleges & Schools - Commission on Higher Education (accredits institutions in Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, & Virgin Islands) [www.msache.org](http://www.msache.org)

New England Association of Schools & Colleges - Commission on Institutions of Higher Education (accredits institutions in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, & Vermont) [www.neasc.org](http://www.neasc.org)

North Central Association of Colleges & Schools - Higher Learning Commission (accredits institutions in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, New Mexico, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, & Wyoming) <http://www.ncacihe.org/>

Northwest Commission on Colleges & Universities (accredits institutions in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, New Mexico, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, & Wyoming) [www.nwccu.org](http://www.nwccu.org)

Southern Association of Colleges & Schools - Commission on Colleges (accredits institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, & Virginia) [www.sacscoc.org](http://www.sacscoc.org)

	NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION <a href="http://WWW.NCATE.ORG">WWW.NCATE.ORG</a>	TEACHER EDUCATION ACCREDITATION COUNCIL <a href="http://WWW.TEAC.ORG">WWW.TEAC.ORG</a>
<b>Purpose</b>	NCATE's dual mission is accountability and improvement in teacher preparation. The NCATE accreditation process establishes rigorous standards for teacher education programs, holds accredited institutions accountable for meeting these standards, and encourages unaccredited schools to demonstrate the quality of their programs by working for and achieving professional accreditation.	TEAC's primary work is accrediting undergraduate and graduate professional teacher education programs. TEAC's accreditation process examines and verifies the evidence teacher education programs have to support their claims that they prepare competent, caring, and qualified professional educators.
<b>Standards</b>	<ul style="list-style-type: none"> <li>• Six Unit Standards                             <ul style="list-style-type: none"> <li>•Candidate knowledge, skills and dispositions.</li> <li>•Assessment system and unit evaluation.</li> <li>•Field experiences and clinical practice.</li> <li>•Diversity.</li> <li>•Faculty qualifications, performance and development.</li> <li>•Unit governance and resources.</li> </ul> </li> <li>• Program Standards                             <ul style="list-style-type: none"> <li>•NCATE's Specialty Areas Studies Board approved national guidelines for 20 program areas.</li> <li>•NCATE is currently in the process of redesigning the program review process.</li> </ul> </li> <li>• Standards for Professional Development Schools                             <ul style="list-style-type: none"> <li>•PDS partnerships have the potential power to support continuous improvement in both schools and universities.</li> <li>•Standards are meant to support PDS partnerships as they develop.</li> <li>•Standards and guidelines are designed to be used in an assessment process, to provide feedback to PDS partners about their work.</li> <li>•Policy makers at the national, state and local levels may also use the standards.</li> <li>•Standards can provide a critical framework for conducting and evaluating research that addresses the question of what outcomes are associated with PDS partnerships.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 3 Quality Principles                             <ul style="list-style-type: none"> <li>•Evidence of Student Learning [Each component includes these cross-cutting liberal education themes: Learning how to learn, multicultural perspectives and accuracy, and technology                                     <ol style="list-style-type: none"> <li>1. Subject matter knowledge</li> <li>2. Pedagogical knowledge</li> <li>3. Teaching skills</li> </ol> </li> <li>•Valid Assessment of Student Learning                                     <ol style="list-style-type: none"> <li>1. Statements explaining links between assessments and the program goal, claims, and requirements</li> <li>2. Evidence of valid interpretation of assessments</li> </ol> </li> <li>•Institutional Learning                                     <ol style="list-style-type: none"> <li>1. Program faculty's decisions and planning are based on evidence of student learning</li> <li>2. Program has an influential quality control system</li> </ol> </li> </ul> </li> <li>• Standards of Capacity for Program Quality (requires program faculty to address at least the following seven components)                             <ul style="list-style-type: none"> <li>•Curriculum</li> <li>•Faculty</li> <li>•Facilities, Equipment, and Supplies</li> <li>•Fiscal and Administrative</li> <li>•Student Support Services</li> <li>•Recruiting and Admissions Practices, Academic Calendars, Catalogs, Publications</li> <li>•Student Complaints</li> </ul> </li> </ul>
<b>Accredited Institutions/Programs</b>	Currently, 575 institutions are accredited and more than 100 others are candidates and precandidates for accreditation. As of 2003, 36 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 and the District of Columbia and Puerto Rico. Arizona and Alaska are the two states that do not have NCATE accredited schools.	Approximately seventy programs have satisfied TEAC's eligibility requirements and currently have candidate status in TEAC. Seven programs have been accredited by TEAC at the following institutions: University of Virginia, Texas Lutheran University, Fort Lewis College (Colorado), Hollins University (Virginia), Western State College of Colorado, and Rockhurst University (Missouri).
<b>Process</b>	The NCATE accreditation system is a voluntary peer review process that involves a comprehensive evaluation of the professional education unit (the school, college, department, or other administrative body within the institution that is primarily responsible for the preparation of teachers and other professional school personnel). The review is based on the NCATE Unit Standards. Accreditation requires an on-site review of the unit and a review of the individual programs within the unit. A group of examiners, known as the Board of Examiners (BOE), conducts an on-site visit and evaluates the unit's capacity to effectively deliver its programs.	To be accredited, an eligible program submits an <i>Inquiry Brief</i> , in which the faculty and administrators document: <ul style="list-style-type: none"> <li>•Evidence of their students' learning.</li> <li>•Evidence that their assessment of student learning is valid.</li> <li>•Evidence that the program's continuous improvement and quality control is based on information about its students' learning.</li> </ul> TEAC audits, or verifies, the system that produced the evidence presented in the Inquiry Brief and evaluates whether the evidence supports the program's claims about its students' accomplishments. TEAC accredits the program based on the audit and evaluation of this evidence.