

Journal of Teacher Education

<http://jte.sagepub.com>

Standards in the New Millennium: Where We Are, Where We're Headed

Arthur E. Wise and Jane A. Leibbrand
Journal of Teacher Education 2001; 52; 244
DOI: 10.1177/0022487101052003007

The online version of this article can be found at:
<http://jte.sagepub.com/cgi/content/abstract/52/3/244>

Published by:

 SAGE Publications

<http://www.sagepublications.com>

On behalf of:



American Association of Colleges for Teacher Education (AACTE)

Additional services and information for *Journal of Teacher Education* can be found at:

Email Alerts: <http://jte.sagepub.com/cgi/alerts>

Subscriptions: <http://jte.sagepub.com/subscriptions>

Reprints: <http://www.sagepub.com/journalsReprints.nav>

Permissions: <http://www.sagepub.com/journalsPermissions.nav>

A STATEMENT FROM NCATE

STANDARDS IN THE NEW MILLENNIUM: WHERE WE ARE, WHERE WE'RE HEADED

Arthur E. Wise

Jane A. Leibbrand

National Council for Accreditation of Teacher Education

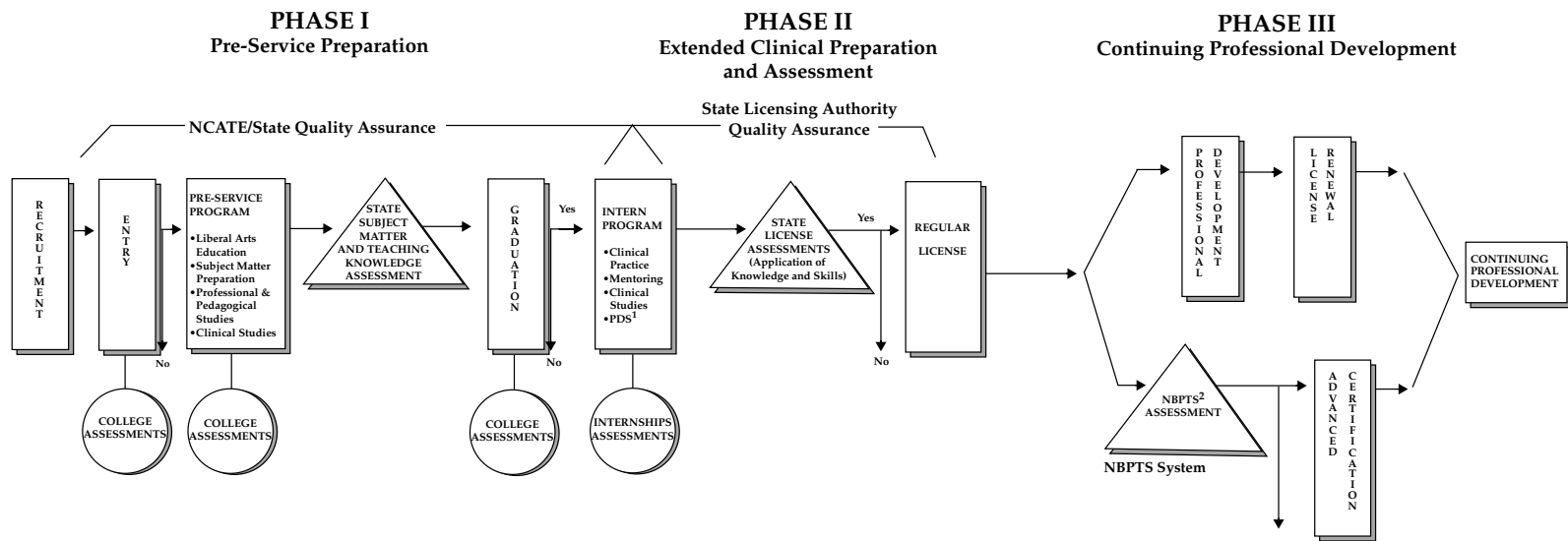
This statement from the National Council for Accreditation of Teacher Education (NCATE) explains efforts over the past decade to align standards for P-12 students, teacher candidates, licensing, and advanced certification. It highlights new NCATE expectations for teachers and other educators graduating from accredited institutions and discusses those expectations in light of the current policy environment. The article focuses on the next big challenge that is the logical outcome of the standards movement—assessment. Now that standards have been developed, states, institutions, and schools must determine whether teachers, colleges, and students meet them. What criteria should be used to make the decisions? What principles of assessment should guide their development? The article lays out some of the issues as well as guidelines NCATE has developed to assist institutions in creating assessment systems.

What is essential and important knowledge for American citizens in the 21st century? This question inspired the standards movement of the late 20th century in the field of education. It is no coincidence that the standards movement developed as the industrial economy gave way to the information economy. The new economy produced different demands on American society and American workers. Schools premised on the factory model—students in neat rows, empty vessels waiting to be filled, told what to do by a teacher—could not meet those new demands. The new economy demanded rigorous forms of learning that produce higher order thinking skills, analytical strategies, and problem-solving ability. As the computer began to revolutionize work processes, the expectations for literate Americans grew exponentially, but the structure of schooling had not changed substantially since the early 1900s. Thus, a discon-

nect developed between what the schools produced and what society needed. The advent of the World Wide Web only accelerated the disconnect. Learning had become an on-demand enterprise, and the high-tech boom had spurred the need for an unprecedented number of highly skilled workers.

Almost 20 years ago, *A Nation at Risk* (National Commission on Excellence in Education, 1983) laid out a challenge, and states and the profession began to reorganize and set a new course for students and teachers. First, standards were written subject by subject, serving as explicit statements about what P-12 students should know and be able to do. These were prepared by associations of educators in the academic subjects, ad hoc groups, scientific organizations, and states. Second, assessments were developed to ensure accountability for the achievement of the standards. It is a premise of

Teacher Preparation: A Continuum



NCATE
National Council for Accreditation of Teacher Education

¹Professional Development School
²National Board for Professional Teaching Standards

the standards movement that in well-functioning schools, teacher hiring and professional development, curriculum, and instructional methods are all aligned to enhance student mastery of the standards.

This article explains the National Council for Accreditation of Teacher Education's (NCATE's) efforts in partnership with professional organizations, states, and institutions to extend and perfect the standards and performance-based efforts to raise student achievement. The article highlights NCATE's expectations for teachers and other educators graduating from accredited institutions and discusses these expectations in light of the current policy environment. The article also discusses the next big challenge, which is the logical outcome of the standards movement—developing and using appropriate assessments. Now that standards have been developed, states, institutions, and schools must determine if teachers, colleges, and students meet them. What types of assessments should be used? How should proficiency levels be defined? What criteria should be used to determine them?

THE CONTINUUM OF TEACHER PREPARATION AND DEVELOPMENT: THE CRITICAL TASK OF ALIGNING STANDARDS

Teacher preparation standards must operate within the context of other systems and other sets of standards. To be useful to their intended audiences, complementary sets of standards for the teaching profession should be aligned with each other in a coherent system of quality assurance. In the early 1990s, NCATE produced a graphic representation of this system—the continuum of teacher preparation and development (see Figure 1).

For too long, preparation, licensing, and continuing development mechanisms in teaching operated independently, with no unifying standards or assessments. They were too often geared to low expectations. The history of established professions—architecture, law, medicine, and psychology, to name a few—indicates

that these professions have an agreed-on set of professional standards enacted through the accreditation process and enforced by the states. The birth and acceptance of standards for preparation and performance in the teaching field is occurring now, and the movement is still in its infancy.

A Vision of the Future

Many members of the teaching profession have been hard at work during the last decades of the 20th century to help ensure high quality in the profession. Currently, a system of quality assurance is being developed in which teacher preparation, licensing, and professional development standards are aligned with one another. NCATE, as the profession's preparation arm, the Interstate New Teacher Assessment and Support Consortium (INTASC), through the Council of Chief State School Officers, and the National Board for Professional Teaching Standards (NBPTS) are three organizations working together for the first time to develop a coherent and consistent set of expectations in the areas of preservice preparation, licensing, and continuing professional development. Changes in licensure standards and the creation of the new advanced certification standards have changed and will continue to change preparation standards. Colleges of education will have to reinvent themselves to prepare candidates to attain the proficiencies described in professional and state teacher performance standards, and they will have to document their candidates' attainment through clear assessments, including results on performance-oriented measures and mentoring year assessments.

Linking the standards involves linking the systems that develop them: higher education, state departments of education/standards boards, the teaching field through specialized associations, school districts, and the NBPTS. Working together instead of independently means new meetings, new procedures, and new policies for all of the organizations. Attempting change in one part of the system (e.g., licensing requirements via performance assessments)

will work only as well as the changes made in other parts of the system (e.g., candidate preparation for those assessments). States, professional associations, districts, and higher education leaders will have to work together as new standards are integrated into curriculum frameworks and as teacher preparation standards and structures change to emphasize candidate performance.

Parts of the emerging system of quality assurance are in place, and others are still taking shape. Standards have been developed for P-12 students through national standards projects and state efforts. NCATE has overhauled its accreditation standards for the preparation of teachers. Accreditation standards now incorporate P-12 student standards and INTASC model state licensing standards. In addition, NCATE, through its continuing collaboration with specialty professional organizations (e.g., National Council on the Social Studies), is in the midst of revising teacher candidate standards for each preparation program. These will complement the performance-based accreditation standards. Furthermore, individual states are developing state licensing standards for beginning teachers and are drawing on the work of INTASC to draft both model generic principles for beginning teachers and specific subject matter applications of these principles.

Tests of teacher knowledge were not common for licensing purposes until a decade ago. Private companies initially developed them with minimal input from the field. The best known of these are the teacher tests of the Educational Testing Service (ETS) and of National Evaluation Systems. These tests have changed over the past two decades as states increasingly asserted their needs. For example, the National Teachers Exam of the 1980s was upgraded by ETS into the PRAXIS series of teacher licensing tests to take advantage of new research on teaching and special studies on the actual responsibilities of new teachers. However, in its first edition, PRAXIS made no attempt to align its content with student or teacher standards because those were only beginning to develop in the early 1990s. NCATE has initiated an effort that will ensure

that the teaching profession's standards are the core of licensing examinations. ETS is collaborating with NCATE-member specialty professional associations to ensure that standardized assessments are aligned with the profession's standards. ETS has invited representatives of the specialty associations to review test specifications as well as the assessments themselves and provide feedback and advice. To revise its elementary assessment, ETS drew heavily on draft elementary education standards developed by a group of NCATE-member specialty associations in the various content areas. This alignment will play out in higher education institutions as the institutions ensure that their graduates will perform at an acceptable level. The alignment will eventually provide evidence of the common body of knowledge that all teachers should know as the assessments are revised to reflect the profession's standards.

During the decade of the 1990s, there were several other developments in assessment that are strengthening preparation and licensing. The methods that the NBPTS has developed, some of which drew on earlier work in Connecticut, have provided models for assessing the practice of teaching (in contrast with knowledge about teaching) that had not previously existed. INTASC has applied these methods to design portfolio assessments specifically for teaching content fields. The intent has been to create models that states could align with their own teacher and student standards, which would be administered during an initial teacher's 1st or 2nd year of mentored teaching experience. INTASC is also developing a test of teaching knowledge, which would complement state licensure content tests with a demonstration of the candidate's pedagogical knowledge. Meanwhile, Indiana has taken a leading role in insisting that teacher preparation programs gather and make available information about the knowledge and skills of candidates enrolled in and completing teacher education. This information would complement the state's licensure testing system by providing multiple measures of candidate proficiencies. Other states are moving in similar directions. Moreover, following

the lead of Rhode Island, eight of the INTASC states are creating portfolio assessments for preservice use that select from and adapt the mentoring year INTASC portfolios. An important element of the portfolios is a focus on student learning in the classroom of the teacher or candidate who is completing the assessment. If these portfolio assessments come into general use, they will fill a critical gap in teacher licensure testing—the current lack of evidence that the new teacher can teach effectively and meet the needs of children with diverse educational needs so that all students learn.

NBPTS has moved the entire field forward with the development of standards and assessments for experienced teachers. The teaching profession is reaping the benefits of the work of NBPTS, which has advanced the state of the art in assessing teaching performance. Those in the profession are now integrally involved in creating, critiquing, and validating licensing examinations. These collaborations will bring a new professionalism to teaching in the 21st century. They will provide evidence that teaching is a profession with a base of knowledge that licensed teachers know and apply. Alignment between licensing examinations and the standards may lead schools of education—including the unaccredited—to shape their curriculum to meet the standards. Revised examinations will be better measures of teacher knowledge than we have had in the past because they will reflect a professional consensus on important subject content and teaching knowledge. In addition, INTASC licensing standards and NCATE performance-based accreditation standards are aligned with NBPTS standards for experienced teachers and have been built in part on the work of the NBPTS in developing ways to assess teaching performance.

NCATE has provided leadership in encouraging institutions to redesign advanced master's degrees to incorporate the standards of NBPTS. This way, standards for advanced teacher development are increasingly aligned with NBPTS standards. This move is strengthening existing master's degrees. New and revised programs will focus on improving

teaching skills in specific subject areas. This dramatic and coming change in master's degree programs aligned with NBPTS standards means increased professionalism and competence among experienced teachers. As more teachers become acquainted with the standards of NBPTS, more will seek board certification. As accredited institutions revise their programs to align standards with those of the NBPTS, they will be prepared to help teachers who wish to move toward board certification.

TEACHER PREPARATION STANDARDS: NEW EXPECTATIONS FOR COLLEGES OF EDUCATION

As accreditation, licensing, and advanced certification standards are aligned with each other for the first time, it is useful to consider exactly what NCATE expects of a quality teacher preparation program in the 21st century. NCATE functions today as more than an accrediting agency—it is intended to be a force for the reform of teacher preparation. As institutions meet the standards of NCATE (see Figure 1), they often reform themselves. In some instances, NCATE's expectations for teacher preparation institutions are a radical change, requiring restructuring and rethinking on the part of the entire college of education.

Policy makers are searching for ways to scale up school and higher education reforms that are happening in small pockets across America. The U.S. Department of Education and private foundations fund reform projects at P-12 schools and institutions. Some of those reforms take hold, whereas others disappear once the funds are gone. The hope, of course, is that reforms that make a difference in student learning will be integrated into the culture of P-12 classrooms—and into higher education. Creating lasting change is a huge challenge. The advantage of the NCATE system is that it is intended to institutionalize reforms and to create new norms of behavior around reform ideas and concepts in teacher preparation. The following is a summary of the intent of the NCATE standards.

Candidate Knowledge, Skills, and Dispositions

In NCATE's performance-based system, accreditation is based on results—results that demonstrate that the teacher candidate knows the subject matter and can teach it effectively so that students learn. In the NCATE system, it is no longer good enough for a faculty member or a teacher candidate to say, "I taught the material." The focus is on showing that the candidate can connect theory to practice and be effective in an actual P-12 classroom. Performance-based accreditation answers the question, Is the institution preparing candidates with appropriate knowledge, teaching strategies, and dispositions to teach students so that they learn and achieve P-12 standards? Subject matter knowledge may be assessed by PRAXIS II or another content knowledge test, and this information will be used in the accreditation decision. But, other measures of candidate content knowledge will be used as well. How well the candidate can synthesize the content to help P-12 students understand it is also assessed.

Subject Matter Knowledge

The foundation of knowledge rests with each subject area/discipline. As knowledge is defined and codified, educators in each discipline come together to decide what should be emphasized, given the structure and tools of the discipline. Defining what P-12 students should know and be able to do in each discipline is the first step on the road to higher student achievement. Once this has been accomplished, student standards must then be integrated into teacher preparation standards, licensing standards, advanced certification standards, and finally standardized assessments.

There are various ways that the P-12 student standards are embedded into the fabric of teacher candidate preparation at accredited institutions. First, specialty professional associations in the teaching disciplines set standards for P-12 students in the relevant discipline as well as parallel standards for teacher prepara-

tion. NCATE expects those standards or state standards that are aligned with them to be used in the design and delivery of teacher preparation programs at accredited institutions. Thus, candidates at accredited institutions are grounded in what P-12 students should know and be able to do.

NCATE's Standard 1, Candidate Knowledge, Skills, and Dispositions, expects the education unit (school, college, or department of education) to ensure that candidates meet professional, state, and institutional standards. The professional standards are those set by NCATE and its member specialty associations. Thus, the unit helps ensure that programs meet professional standards. In those states that use state program standards for the NCATE review, NCATE has examined the program standards and has found them to be substantially aligned with the specialty association program standards. The profession's expectations for P-12 students are reflected in the expectations for teacher preparation programs (program standards). Thus are state standards influenced and shaped by professional standards. State and professional expectations have been integrated, giving increased rigor to standards for teacher preparation. As discussed previously, alignment between ETS and NCATE's specialty professional associations helps ensure that P-12 student standards are integrated into teacher preparation because licensing exams are being correlated with standards set by the profession.

Assessment System and Unit Evaluation

In addition, the college must have a system in place to assess the knowledge and skills of its candidates. This system must include assessments on entry, throughout the program, and on exit. Benchmarks for acceptable learning must also be set, and institutions must have evidence that candidates who are recommended for licensure have performed at acceptable levels. NCATE has established rubrics for institutions to use to help them determine satisfactory

levels of performance and will be developing additional rubrics in content areas. NCATE has established the following criteria for the development of assessment systems by programs or units:

1. The assessment system should be driven by a conceptual framework and program values that espouse assessment as a vehicle for both individual and program evaluation and improvement. The system should be considered a means to an end rather than an end in itself.
2. Assessment is a goal-oriented process linked to program purposes/goals and national standards.
3. Multiple measures are planned and administered on a systematic, ongoing basis through the program, beginning with the admission process. The system includes quantitative and qualitative measures useful for formative and summative assessment. One or more measures of positive candidate impact on students are included in the system.
4. The system includes one or more measures that have been created, reviewed, and/or scored by specialty professionals external to the program (whose responsibility is not to the program unit).
5. The system is clearly delineated. Measures and criteria or rubrics (including minimal proficiency levels) as well as policies and practices for obtaining and using results, are described in program documents and are available to candidates and other stakeholders. Candidates are aware of standards and assessment requirements and are provided with models and/or examples of performance expected.
6. Critical decision-making points are delineated in the system. Decisions reflect the use of relevant criteria and use of results in a manner that discriminates between acceptable and unacceptable performance.
7. The system includes policies and procedures for gathering, use, storage, and reporting of individual results.
8. The system includes a structure and procedures for sampling, analyzing, summarizing, and reporting aggregated results. Data are gathered on an ongoing basis and are summarized in a manner that reflects pass rates, the range of performances and/or the typical or average performance (e.g., mean, median, or modal performance) as appropriate to the types of measures. Summaries of results are provided to key stakeholders in a clear manner that acknowledges the sources and limitations of the data, data collection and reporting time frame, program strengths, and areas of needed or potential improvement.
9. Assessments are regularly reviewed in relation to program goals as well as to relevant state and national standards.

10. The system has a mechanism and procedures for evaluating and improving itself and its assessment methods. Evidence of the reliability and validity of the system and its measures is gathered and used to make decisions about ongoing program development and/or revision. Evidence should address the ability of the system to assess performance in a credible manner that is valid, fair, and unbiased. (NCATE, 2000)

NCATE's position is that sound assessment systems are integrated with learning experiences throughout teacher candidates' development and are not merely a series of off-the-shelf measures. They are embedded in the preparation programs and conducted on a continuing basis. Candidate monitoring is planned in response to faculty decisions about the points in the program best suited to gathering performance information. Typically, such information is gathered at candidate entry, during coursework, in field experiences, prior to the start of practice teaching, and at completion of the program. Institutions will usually begin their assessment planning around activities within the education unit. Examples of types of unit assessments include end-of-course evaluations, tasks used for instructional purposes such as projects and journals, observations by faculty, comments by cooperating teachers, samples of student work from the candidate's teaching, and other information. Information from the program can be complemented by performance data originating from external sources. Examples are candidate performance evaluations during induction years and follow-up studies; performance on state licensing exams that assess candidates' knowledge of subject matter and pedagogy; and academic subject knowledge, end-of-course examinations, projects, or other demonstrations of academic subject knowledge achievement. Together, the unit can draw on all information about candidates for continuous evaluation of candidate progress and program success.

Perhaps ideally from a measurement point of view, there would be commonly used evaluations that provide measures of absolute levels of subject knowledge and teaching accomplishment for teacher candidates. Moreover, there would be a consensus among professionals

about the levels of proficiencies that should be demonstrated by candidates on these commonly administered evaluations. Although such factors might be ideal for measurement purposes, they have not been fully developed in the teaching field. Instead, commonly used teacher licensure assessments examine only part of the knowledge and skills that new teachers should acquire. Even when common tests are used, states set their own pass scores. These scores are often more influenced by the need to staff classrooms than by an objective of ensuring competent teachers for children. How, then, will benchmarks be determined in the accreditation process?

NCATE, along with its member specialty professional associations, will create exemplar models of assessment tasks and scoring rubrics, each with descriptions indicating the level of proficiency that is appropriate to expect of candidates completing their program. NCATE will use these as comparison benchmarks of candidate performance to judge the quality of institutions and teacher preparation programs. The following steps are being taken as performance-based accreditation is implemented:

1. First, NCATE will identify exemplars of assessments with accompanying rubrics that define levels of performance. These will be made available on the NCATE Web site.
2. Institutions will determine the rubrics that define acceptable levels of performance for candidates on the assessments, knowing the exemplars that NCATE has made available.
3. NCATE reviewers will compare the assessments, rubrics, and resulting performance information provided by institutions with the benchmark exemplars. This format is one that has been used successfully by ETS, NBPTS, and other organizations to illustrate both the types of assessment tasks used and the rubrics. Examples of candidate work at more than one level and, sometimes, comments from reviewers explaining why the work was at a particular level are included.

The development of the benchmarks of candidate proficiencies in the various teaching areas is critical so that the field reaches some common agreement on the acceptable level of performance and knowledge in teaching. Institutions

will gather candidate proficiency information from a variety of sources: teacher preparation courses and field experiences, including samples of student work in classes in which candidates teach, and external sources such as state licensing exams and employer evaluations. NCATE reviewers will make holistic comparisons between the results from the institution and the proficiency benchmark levels identified by the profession.

Field Experiences and Clinical Practice

The clinical program in teacher preparation is changing rapidly, and NCATE has helped institute change in this area. The performance-based NCATE system requires university and P-12 school faculty to function as partners in the education of teacher candidates. The higher education and P-12 faculty must collaboratively design and implement the program for teacher candidates. The emphasis on interacting as partners is far-reaching and profound. Cooperating P-12 teachers and supervisors have traditionally been treated as peripheral in the higher education arena. Now they are expected to be central figures in the planning and implementation process. A change in culture is taking place in higher education and in P-12 schools. The Holmes Group started the movement when it fostered the idea of professional development schools. NCATE has integrated many of the concepts inherent in professional development schools into expectations for the clinical programs at accredited institutions and is mainstreaming the reform.

Faculty Qualifications, Performance, and Development

NCATE standards also expect teacher educators to model effective teaching. The traditional lecture alone is inadequate. Teacher educators must use strategies that they expect their candidates to use. Why? Teachers teach as they are taught. Teacher educators should model expert teaching.

Diversity

In addition, NCATE standards expect candidates to demonstrate that they can teach students of diverse backgrounds. Many sessions on working with diverse populations have been held at annual conferences, institutions routinely swap information on approaches to recruiting a diverse student population and a diverse faculty, and the new standards continue the expectation that candidates should be prepared to help all students learn.

Technology

Although not a standard in and of itself, the ability to use technology effectively as a teaching tool is an expectation woven throughout the NCATE standards. Just 5 years ago, technology was on the periphery of teacher preparation. In NCATE's 1995 standards, technology began to play an important role in the standards. In the past 5 years, deans have been preparing technology plans for their units, regional workshops on technology integration have been held, and institutions have come to know that technology is an essential teaching tool—it is here to stay. Now, NCATE standards expect the use of technology to be central to teacher preparation in 2000 and beyond.

NCATE also expects institutions to develop a technology plan that is an integral part of the unit-planning process. NCATE is modeling the use of technology in developing electronic program review capability, in having institutions complete reports (the annual report) online, and in encouraging institutions to send and receive accreditation documents electronically.

Unit Governance and Resources

NCATE expects the level of investment in teacher preparation to be adequate to support the programs offered and sufficient to support the development of candidates who meet the new standards. Unfortunately, the college of education has been the least well-funded professional school across all Carnegie classifica-

tions of colleges and universities. In fact, profits from the college of education have often been used to fund the needs of the other accredited professional schools on campus (Howard, Hitz, & Baker, 1998).

A powerful sign that these concepts are now embedded into the expectations of the field is that the language of the NCATE standards has been adapted and adopted as state standards in 28 states. Many institutions are not where they should be yet, but the direction in which they are headed is clear. Performance-based accreditation requires organizational change and development on the part of all involved. NCATE's expectations weave many of the reforms of the 1980s and 1990s into one piece of cloth—the concepts embedded in professional development schools, the measures of effective teaching in specific subject areas created by NBPTS standards, the alignment of licensing examinations with teacher preparation standards, making teacher preparation a real-world experience.

Policy makers can encourage unaccredited teacher preparation institutions to move toward meeting NCATE standards as a way to ensure better teacher quality and develop support and incentives for institutions to achieve professional NCATE accreditation. As more institutions meet NCATE's national professional standards, more qualified teacher candidates will be available because candidates from accredited institutions pass licensing examinations at a significantly higher rate than do those from unaccredited institutions or those with no teacher preparation. In this time of teacher shortage, encouraging schools of education to attain national professional accreditation will increase the supply of well-qualified teacher candidates who can improve student achievement.

The Policy Context Surrounding Standards and Assessments

The topic of teacher shortages is in the news weekly. Many states are circumventing or easing their own standards to hire someone—any-

one—to fill classrooms. Quality education for P-12 students is on everyone's mind. But, the quality of education students receive is only as good as that of their teachers. Most research demonstrates that effective teaching is the number-one factor in increasing student achievement.

States have implemented many reforms in the 18 years since the release of *A Nation at Risk* (National Commission on Excellence in Education, 1983). Thousands of pieces of legislation have been passed, often producing little of the intended effect. State policy makers responsible for education now realize that simply requiring more academic courses or adding more tests has not achieved the increases in student performance that they would like to see. They understand that the most important factor in improving student achievement is the quality of the teacher—his or her knowledge and ability to facilitate student learning. It is what the teacher does with his or her students and the curriculum he or she uses that leads to student achievement.

A vocal minority of scholars rebut professionalism and the research that supports it. These scholars advocate strongly for the deregulation of teaching, claiming that a college degree should be the only criterion for those interested in teaching. They believe that state licensing requirements keep competent teachers out of the classroom and that if people did not have to prepare, more highly qualified people would enter teaching. So far, this has not been the case—especially in a booming economy. Recent ETS research (Gitomer & Latham, 1999) indicates that those new teachers who have not prepared (a) have a significantly lower passing rate on ETS's PRAXIS II content knowledge exam than those who graduate from accredited teacher preparation institutions and (b) have less knowledge of content compared to teacher candidates in undergraduate programs. Large numbers of talented individuals who want to enter teaching without preparation have not yet appeared. States and districts are in crisis mode in some locations. They are employing whatever incentives they can to attract people to

teach. School administrators across the country are hiring individuals who are not licensed to teach and who may have no background or preparation. States are formulating programs for these recruits. For the foreseeable future, there are going to be people staffing classrooms who have just walked in off the street. Furthermore, there are going to be quick-fix providers who enlist these recruits in a few weeks of orientation prior to the 1st day of school.

There is likely to be a great disparity in performance between those teachers who have completed a program aligned with professional standards and those staffing classrooms who have come from other backgrounds and who have decided to try teaching. The latter are more likely to staff classrooms in low-performing schools, whereas the former will have their choice of more affluent districts. The performance disparity between rich and poor students will grow, with ever graver consequences for poor children as they face the new economy.

Deregulation sets in motion a chain of events that lowers the overall quality of the teaching force as it reduces the incentive for quality preparation. Why work hard to prepare when easy routes are available and compensation and treatment are the same?

Policy makers have three choices. First, they can choose to continue the haphazard strategies employed during the past century, but doing so will simply ensure that the shortages remain and that unqualified teachers staff classrooms. This strategy will engender more public consequences than ever before. As shortages increase and more unqualified individuals staff classes, more and more students will be shortchanged as unprepared people try out teaching jobs.

Second, states and districts can choose to increase salaries and incentives to the level necessary to attract and retain a sufficient number of candidates. However, although states are beginning to raise salaries, it will probably not be to the level necessary to attract and retain a sufficient number of qualified candidates.

Third, states and districts can choose to develop new staffing structures within the teaching force. In a differentiated staffing struc-

ture with corresponding levels of compensation, qualified teachers supervise those without proper qualifications. This is already occurring in a rudimentary way when NBPTS-certified teachers receive mentoring assignments. A staffing structure could include board certified teachers, fully licensed teachers, beginning teacher interns, teacher candidates, and those with little or no preparation—parateachers or instructors. Individuals would have distinct titles and different pay scales. This structure provides a career ladder for highly qualified teachers and gives districts a way to fulfill staffing needs with integrity. It provides accountability by ensuring that the responsibility for each child's instruction rests with qualified personnel. This strategy acknowledges the shortage of qualified personnel and provides a measure of quality control that is now lacking.

Just as the public knows the difference between a doctor, a nurse practitioner, a nurse, and a nurse's aide, it has a right to know who has prepared to teach and who has not. This information, when made public, will give us a clearer picture of who is teaching in our nation's schools and help us decide how much we want to invest to attain greater teacher quality.

Following are NCATE's accreditation standards in abbreviated form.¹

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 applicant qualifica-

tions, 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. (NCATE, 2001)

NOTE

1. The complete text of standards, rubrics, and supporting explanations may be found at www.ncate.org, or in the publication, *Professional Standards for Accreditation of Schools, Colleges, and Departments of Education*, published by NCATE.

REFERENCES

- Gitomer, D., & Latham, A. (1999). *The academic quality of prospective teachers: The impact of admissions and licensure testing*. Princeton, NJ: Educational Testing Service.
- Howard, R. D., Hitz, R., & Baker, L. J. (1998, Fall). A national study comparing the expenditures of teacher education programs by Carnegie classification and with other disciplines. *Action in Teacher Education*, 20(3).
- National Commission on Excellence in Education. (1983). *A nation at risk: The imperative of educational reform*. Washington, DC: U.S. Department of Education.
- National Council for Accreditation of Teacher Education. (2000). *Program standards for elementary teacher preparation*. Washington, DC: Author.

National Council for Accreditation of Teacher Education. (2001). *Professional standards for the accreditation of schools, colleges, and departments of education*. Washington, DC: Author.

Arthur E. Wise is the president of the National Council for Accreditation of Teacher Education in Washington, D.C. He previously served as the director of the Center for the Study of the Teaching Profession at the RAND Corporation and as associate dean of education at the University of Chicago. He helped create the U.S. Department of Education. He serves on numerous boards, including the National Board for Professional Teaching Standards.

Jane A. Leibbrand is the vice president for communications at the National Council for Accreditation of Teacher Education. She previously served as a senior manager in George Washington University's division of continuing education, was director of communications for the American Association for Adult and Continuing Education, and was a high school English teacher and college instructor.