The United States Secretary of Education officially recognizes the National Council for Accreditation of Teacher Education (NCATE) as the national professional accrediting agency for schools, colleges, and departments of education that prepare teachers, administrators and other professional personnel.

Throughout the 1980s and 1990s, the nation reached consensus that American education must be transformed from its previous “factory” model geared to an industrial society, to one meeting the needs of an emerging information society. Preparing teachers to teach all students to meet society’s demands for high performance has created new goals for educators and policymakers. To meet these new goals requires high standards for the teaching force. Accreditation is one measure of quality assurance.

We now know that teachers who attend colleges of education do better on the PRAXIS exams than teachers who do not, and that teachers who attend colleges of education that are accredited by NCATE perform significantly better than teachers whose college of education are not accredited.

Other studies show that first year teachers who have attended NCATE accredited Colleges of education, report greater job satisfaction and fewer problems in the classroom than first year teachers without that preparation. Institutions that are accredited by NCATE have more applicants and applicants who are more highly qualified nationwide than colleges that are not.

**More about NCATE -important dates**

- College of Education Fall Meeting 10/8
- Capstone Instructors’ Portfolio 10/15
- Supervisors’ Portfolio Workshop 10/16
- EDUC Instructors’ Portfolio Workshop 10/28
- Course performance rubrics due 11/1
- NCATE Mock Visit 12/11
- 12/12

**How to reach us:**

- Call NCATE at (908) 737-4268
- E-mail NCATE at ncate@kean.edu
- Check the webpage at www.kean.edu
- Mary Jo Santo Pietro, NCATE Coordinator
- Gail Cooper Deutsch, NCATE Assistant Coordinator
- Angela Caruso, Assessment Specialist

**SOPHOMORES BRIEFED ON INTRODUCTORY FIELD EXPERIENCE**

On Tuesday, September 15, Professors Barbara Lee and Jo Hoffman introduced nearly 200 College of Education sophomores to new evaluation rubrics and the new mandatory educational portfolio in a workshop held in the University Center. The current Introductory Field Experience classes will be the first to be evaluated using a five-point assessment aligned to the pre-professional and professional field experience evaluations long used by the Teaching Performance Center.
Standard of excellence in teacher preparation

Accreditation — A process for assessing and enhancing academic and educational quality through voluntary per review. NCATE accreditation informs the public that an institution has a professional education unit that has met state, professional, and institutional standards of educational quality.

BOE Report — The report prepared by the Board of Examiners team that conducts the on-site accreditation review of a unit. The report describes how the unit meets the NCATE standards and cites any areas for improvement in relation to the standards.

Candidates — Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other professional school personnel. Candidates are distinguished from “students” in P-12 schools.

Students — Children and youth attending P-12 schools as distinguished from teacher candidates.

Rubrics — Written and shared criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

PDSs — Professional Development Schools. Specially structured schools in which the p-12 school and higher education faculty collaborate to 1) provide practicum, student teaching and internship experiences; 2) support and enable the professional development of school and higher education faculty; 3) support and enable inquiry directed at the improvement of practice; and 4) support and enhance student achievement. PDSs require the institutional commitment of universities, school districts, and teachers’ organizations.

SPAs — Specialized Professional Associations. The national organizations that represent teachers, professional education faculty, and other school personnel who teach a specific subject matter (e.g. early childhood, elementary, secondary), teach students with specific needs (e.g. bilingual education or special education), administer schools (e.g., principals or superintendents) or provide services to students (e.g. school psychologists)

Unit — The institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel. The Kean University College of Education.

NCATE Glossary of Necessary Terms

Have you sent us:
- Your resume?
- Your rubrics?
- Candidate data?
- Books and publications?
- Candidate names?
- Portfolios?
- Best wishes?

Mark these dates!
—December 12:
Mock Visit
—March 27-31:
NCATE Board of Examiners Visit

The NCATE Crew: on the go.
L-R: Angela Caruso, Gail Deutsch, Mary Jo Santo

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