
Washington

equacy of resources for teaching.

For further information regarding the study just described, *Improving Student Achievement*, contact the RAND Corp., 1700 Main St., P.O. Box 2138, Santa Monica, CA 90407; phone: 310-451-7002.

Teacher Standards

Teacher education, which may have been considered to be impervious to change by many policymakers, may find itself in a position of not being able to avoid change in the future. Not only does the Higher Education Act start campuses down the road of requiring a greater degree of accountability from teacher education programs, but now major higher education groups are playing the same tune.

The American Council on Education and the American Association of State Colleges and Universities have issued statements on the subject of teacher education reform that sound more serious than previous efforts have tended to sound. Most importantly, however, the National Council on the Accreditation of Teacher Education (NCATE) has adopted a new set of standards that will be expected to be in place on campuses seeking accreditation by the fall of the year 2001. About half of the teacher education programs in the country are accredited by NCATE.

The new standards which will be imposed address both per-

formance-based assessment of candidates and the capacity of the teacher education program. With regard to the former, candidates for teaching or for other professional placements will have to "know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn." The program with which the candidate is involved will be required to have an assessment system that collects and analyzes data on the qualifications of applicants and the performance of candidates and graduates, and uses the data to improve programs.

The "capacity" measurement includes four additional standards: extensive field experiences and clinical practice; diverse experiences for candidates on campus, in their faculty, and in their preparation for P-12 students; strong faculty qualifications, evaluation of faculty based on candidate performance, and evidence of collaboration; and governance and resources that show the program has "the leadership, authority, budget, personnel, facilities, and resources to prepare candidates to meet professional, state, and institutional standards."

The NCATE statement includes descriptions of what accreditation teams will be looking for specifically, for the purpose of grading as unacceptable, acceptable, and target. 