

# **National Association for Alternative Certification Quality Indicators for Non-traditional Teacher Preparation Programs**

## **Current Limitations**

These Quality Indicators are designed to provide a framework to assist programs in conducting self-assessments. The rubrics are designed to guide programs to understand the scope and breadth of non-traditional teacher preparation. It is important to use the Quality Indicators as a formative measure. At this time, the purpose is to provide a tool to assist programs in their development. Several limitations exist:

1. The purpose of the Quality Indicators is not to evaluate programs, especially in quantitative terms.
2. The focus of the Quality Indicators is to assess programs not program candidates.
3. Because the Quality Indicators have not been fully field-tested, areas that might be important may be missing as well as evidence of inconsistencies or unnecessary indicators.
4. The plan to use LiveText as the support system has not been tested, so if programs do not have the capacity to use this system, alternate methods will need to be considered.
5. Given the variety of non-traditional teacher preparation program structures, it is possible that different forms of the rubrics will need to be developed to better accommodate program variations.

NOTE: This publication is supported in part by a Transition to Teaching federal grant funded through the No Child Left Behind Act of 2001. The opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.