

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

Purpose

Due to increased national concerns around the issues of quality in non-traditional preparation programs, in 2004 the NAAC Board of Directors determined that development of Quality Indicators would be designated as a primary component of their strategic plan. This was made more important by the issues at the time with NCLB demands for high-qualified teachers, by the continuous increase in importance of student assessment data for school report cards, and by the increased number of non-traditional programs springing up around the nation.

The organization leadership realized there was no central mechanism that defined alternative certification, no substantial amount of valid research that was usable for establishing research-based criteria for approving non-traditional program, and no criteria for limiting the number or types of programs. McKinsey & Company had issued a statement that “the quality of an education system cannot exceed the quality of its teachers” (McKinsey & Company, 2007). Embracing this concept, the NAAC leadership approved the establishment of a National Quality Indicator Task Force and appointed two Co-Chairs to lead in developing tools and systems to better assure that teachers through alternative pathways were of the highest level of quality. The significant goal of this process is to develop verifiable Indicators that establish through assessment the validity and trustworthiness of particular non-traditional pathways to teacher certification.