



The College of
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Brian Kelly, Editor
U.S. News and World Report
1050 Thomas Jefferson Street, NW
Washington, DC 20007

Kate Walsh, President
National Council on Teacher Quality
1420 New York Avenue, NW, Suite 800
Washington, DC 20005

Dear Mr. Kelly and Ms. Walsh,

Since receiving your January 18 letter announcing your partnership to conduct a comprehensive rating of teacher education programs, faculty and staff within our School of Education have reviewed the information provided on your websites and in your responses to statements from different education groups, such as Deans of AAU institutions. We also participated in your webinar last week. After careful deliberation, and with full support of President Taylor Reveley and Provost Michael Halleran, we have decided that William and Mary will not actively participate in your proposed study.

As a nationally accredited and nationally ranked School of Education, we have carefully aligned our programs with standards of the Commonwealth of Virginia, the National Council for Accreditation of Teacher Education (NCATE), the Interstate Teacher Assessment and Support Consortium (InTASC), the Carnegie Program on the Education Doctorate (CPED), the Council for Accreditation of Counseling and Related Professions (CACREP), and 12 different specialty professional associations (SPAs). As is the norm in professional fields, these standards were developed with attention to the existing research base and validation of the professional communities. In our estimation, the 17 standards created by NCTQ do not adequately represent research, best practice, and consensus of the profession.

William and Mary is strongly committed to educational assessment and accountability. We regularly collect and report data to the Virginia Department of Education, State Council of Higher Education for Virginia, the U.S. Department of Education, the American Association of Colleges for Teacher Education (AACTE), NCATE, CACREP, CPED, and other organizations, including U.S. News & World Report. Additionally, we led a statewide effort to create a comprehensive data system for teacher quality in Virginia. Currently, we are preparing for an NCATE continuing accreditation review. It is critical that we use our limited resources to gather and report data most relevant to our needs, as well as the needs of the Commonwealth and the profession. Unfortunately, the methods proposed for your review will focus only on input information and therefore produce ratings of limited usefulness to consumers and the public at large.

We hope that you will consider making some changes to your standards and methodology in the future that might encourage more active participation.

Sincerely,

Virginia L. McLaughlin
Dean and Chancellor Professor