

The History of



NASDTEC

National Association of State Directors
of Teacher Education and Certification

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About the Authors

WRITING THE EARLY YEARS...

Charles C. Mackey, Jr., was the Executive Coordinator in the New York State Education Department's Office of Teaching and served as secretary to the State Board of Regents' Teacher Education, Certification, Education and Practice Board. In these positions, he directed the development of the department's new teacher assessment programs, had responsibility for teacher practice and authored policy and regulations governing teacher certification. He was formerly director of teacher education and certification and state scholarship programs in the Rhode Island Department of Education, a teacher and administrator in Rhode Island secondary schools, and an adjunct professor of education in Rhode Island colleges and universities.

Dr. Mackey was active in NASDTEC for over 40 years, having served twice as vice-president of the Northeast Region (1965-67, 1989-91), as secretary (1982-83), and twice as president of the Association (1980-81, 1992-93). He was active in facilitating teacher mobility through his work with the Interstate Certification Project and the Northeast Common Market and in establishing the NASDTEC Educator Identification Clearinghouse—a system for tracking school professionals whose credentials have been revoked or applications denied because of questionable moral character.

Vere A. McHenry joined the staff of the Utah State Office of Education in 1965 as a specialist in teacher education and professional relations following a preliminary career as a public school teacher and administrator. In 1969 he became Administrator of the Division of Instruction and Support, which encompassed teacher education and certification. He served in this capacity for the next 18 years until his retirement from the Office of Education in 1987. He spent five post-retirement years as Professor of Education at Westminster College of Salt Lake City, including one year as chairperson of the Education Department.

Dr. McHenry was active in NASDTEC for more than 20 years, serving as vice-president of the West Region (1971-73) and as a member of the Executive Board (1974-78). He was president of NASDTEC (1975-76) and later served as chairperson of the NASDTEC Standards Committee (1978-81) and was later secretary of that same group (1983-86). He was a consultant to more than ten other states in teacher education and certification, program evaluation, and professional standards and practices.

WRITING THE LATE 1990S-2003 YEARS...

Roy J. Einreinhofer served as the executive director of NASDTEC from 1998-2012. Prior to joining the Association, Mr. Einreinhofer spent eight years at Boston University managing the Professional Development Seminar program and the Executive Master of Science program in Manufacturing Engineering. Prior to that role, he was involved in the high-tech industry, holding executive positions in software and services sales and marketing, high-tech publishing, conferences, and expositions. His experience in budgeting, even management and production, and overall business management helped the Association utilize technology to reduce costs as it moved into the 21st century.

WRITING 2004-2020...

Michael C. Carr served as the Director of the Division of Certification for the Kentucky Education Professional Standards Board (EPSB) from 2004-2013. During his tenure at the EPSB, the agency made a number of progressive changes in both the regulatory and practical aspects of the certification process for the state's school districts. Prior to his role on the state level, he served in a variety of roles during his 27 years in K-12 education, including work as an English and journalism teacher, middle and high school building-level administrator, and Director of Human Resources in the Fayette County Public Schools in Lexington, Kentucky. Mr. Carr also worked at the state level as deputy director of the Kentucky Association of School Administrators (KASA), where he filled a variety of roles ranging from member services to legislative liaison. Among his career accomplishments was being the recipient of the Kentucky Middle School Principal of the Year award in 1990 and the KASA William T. Nallia Educational Leadership Award in 2013.

Mr. Carr was active with NASDTEC for over 20 years, serving on the Executive Board (2008-13), Southern Region Director (2011-12), and vice-president (2012-13). He was appointed as NASDTEC's first Development Coordinator in 2013, a post in which he served until his retirement.

Foreword

Public education is a state responsibility. The Tenth Amendment to the United States Constitution gives the states those powers which are neither reserved to the federal government nor specifically denied to the states. Each state derives from that amendment the authority to determine the conditions under which schools will be established, the qualifications of individuals who staff the schools, and the school curriculum.

Traditionally, state education agencies have been given broad functional responsibilities by their respective state constitutions and statutes. The primary functions of state education departments are leadership, regulation, and service.

The regulatory function includes, among other things, the responsibility for approving or registering teacher preparation programs and for certifying qualified teacher candidates. This helps produce an educated public and helps assure the protection of the lives and health of the state's youth. The state, therefore, has the responsibility to establish minimal standards for teacher education and certification that are applicable within the state.

The issuance of teacher certificates has been a commonly accepted regulatory responsibility of state education agencies. Throughout this document, the term "teacher" is used in a generic sense to include any person for whom a credential, be it a license or a certificate, is required in order to be employed in a public school. The regulatory role of the state education agency has also come to include the prescription and application of minimum requirements for the preparation and employment of instructional staff.

General dissatisfaction with teacher certification practices has been expressed by varying segments of the population for almost 200 years. There seem to be many reasons for this, despite the fact that generations of these certificated teachers have staffed the nation's schools and have educated, among others, those individuals who have successfully transplanted human organs, implanted the artificial heart, and conquered space.

The actual credentialing of teachers had its inception in this country around 1825, when many local school districts and counties established agencies to examine and subsequently license individuals for teaching positions. It was not until the turn of the 20th century, however, that the state became the paramount force in this regard. This change came about primarily because nonstandard teacher examinations in force at the local level began to fall into disrepute. However, the uniform examination continued to be the classic method of the period for appraising teacher competence and maintaining control of certification.

The emergence early in the 20th century of legally constituted teacher examiners in the administration of schools was a milestone in the development of teacher certification procedures. In some instances, the examining authorities were not only empowered to administer the tests but to prepare the questions as well.

In other cases, the questions were developed by or under the direction of the chief state school officer. Gradually the system of statewide or uniform examinations became almost universal, with only those individuals who had completed an institution's teacher education program being exempt.

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During the late 1920s and early 1930s, this prevailing system of statewide teacher examinations slowly disappeared. This resulted primarily from the growing distrust of the written examination as an accurate measure of competence. Also, by this time, most states had concurrently developed minimum standards for teacher education that tended to prohibit the employment of teachers with inadequate preparation. Specialized study in pedagogy and in teaching content areas was assured either through the adoption of approved curricula in state normal schools or through the prescription of specified courses for graduates of other institutions of higher education. It was thus, during this period, that a major turning point occurred in the process of credentialing professionals for service in the public schools.

As standards and procedures for state regulation of teacher education and certification evolved, so did the role of the state official who oversaw the administration of these functions. Such individuals have, over the years, exercised considerable influence in the effort to improve the quality of teachers and teaching. This influence has been evident both individually in the various state education agencies and collectively through what has become the National Association of State Directors of Teacher Education and Certification (NASDTEC). It is to those individuals who hold and have held the office of State Director (or other title denoting similar responsibility) and to NASDTEC that this document is dedicated.

The text was developed initially by Charles C. Mackey, Jr, using earlier materials of a historic nature. It was later edited and updated by Vere A. McHenry. The next section, bringing NASDTEC into the 21st century, was done by Roy Einreinhofer, who at that time was Executive Director of the Association. The final section, covering the first two decades of this century, was written by Michael C. Carr, who served at that time as NASDTEC's Development Director, and who took the liberty of bringing forward the *Acknowledgement* statement found in the original document:

The National Association of State Directors of Teacher Education and Certification acknowledges with thanks the significant contributions of all those past and present members of the Association who are its legendary heroes and who have contributed so markedly to its growth, influence and leadership in teacher preparation, credentialing, and practice these past ninety-plus years.

Organization and Early Years

Although the association was formed in 1928, not much of the history or accomplishments of the first 20 years was maintained in a format that made gathering and writing about it possible. Research indicates that what was to become the National Association of State Directors of Teacher Education and Certification (NASDTEC) officially had its beginning in 1928. There may have been, however, unofficial contacts among state officials responsible for teacher certification before that date. In its infancy the members met in conjunction with the Department of Superintendents and the American Association of School Administrators (AASA). During these early years, the program announcing the annual meeting of state directors carried the following purpose:

To meet for discussion of problems concerned with the advancement of teacher education and certification. Out of these discussions there has developed a conviction that in the improvement of the quantity and quality of teacher education lies the hope of improving the American Public-School System.

No record exists of any meetings of the organization during the years of World War II, but it was Harold Bowers of Ohio, president of NASDTEC from 1948-50, who brought the Association from the brink of extinction and effected adoption of its original constitution in 1950. It was also during this period that the National Commission on Teacher Education and Professional Standards (NCTEPS) was established, and were it not for the potential that NCTEPS recognized in NASDTEC, it is conceivable that the Association would not have evolved into the organization that exists today. Certain members of NASDTEC, most notably Tim Stinnett of Arkansas believed the Association could also be instrumental in furthering the case of NCTEPS, and thus a symbiotic relationship came into being.

The Decade of the 1950s

An event with great future significance occurred at the Annual Meeting in Bloomington, Indiana, in 1950 when NASDTEC authorized the creation of an Accrediting Standards Committee and charged it to develop a proposed set of standards that might be employed by state education departments or agencies in the approval or recognition of institutions engaged in teacher education. With modest funding from the United States Office of Education and under the leadership of Henry Herge of the Connecticut Department of Education, assisted by Harold Bowers of Ohio and J. L. Blair Buck of Virginia, a document entitled *Proposed Minimum Standards for State Approval of Teacher Preparing Institutions* was produced. It was officially published as USOE Circular 351, and a fourth revision of the document was formally adopted by the Association at its Annual Meeting in Kalamazoo, Michigan, in June 1952.

Still another occurrence with significant future implications took place in the early 1950s when five individuals met in Washington, D.C., to plan for the convening of representatives from fifteen professional organizations to establish the National Council for Accreditation of Teacher Education (NCATE). Included in this group of five was F. Floyd Herr of Kansas, who was president of NASDTEC from 1950-52. Also present, as a representative of the American Association of Colleges of Teacher Education (AACTE), was Charles W. Hunt of the State College at Oneonta, New York, in whose name the Hunt Lecture by a distinguished educator has been and is still now given at each annual meeting of AACTE.

In 1954 NCATE was established as a twenty-one-member council which included a representative of NASDTEC. With the creation of NCATE, professional accreditation of teacher education was transferred from the American Association of Colleges of Teacher Education to the new Council. NASDTEC membership on the Council continued until 1980, when it was decided that the Association was unable to meet the newly established annual dues requirement of \$8500 from each constituent organization. Alternative proposals to continue NASDTEC representation on the Council were considered, but none was to be realized.

At the 1958 NASDTEC Annual Meeting in Bowling Green, Ohio, a declaration of policy on teacher education and certification was, for the first time, adopted by the Association. This action reflected the dynamic leadership efforts of state agency officials as reflected through NASDTEC which would directly affect public education. Included in the policy was a declaration of the necessity to increase funding to raise the economic status of teachers and to improve teaching conditions if competent teachers were to be attracted and retained. This subject, viewed by certification officials as critical at the time, continues as a priority item today.

At the same meeting in 1958, the Association adopted a comprehensive statement regarding the purposes and objectives of NASDTEC—a statement that would serve to establish the direction in which the organization would move over the next several years. This 30th Annual Meeting was also significant in that the state directors, in order to make accreditation by NCATE more useful in the certification of teachers, made specific recommendations with regard to the certification of applicants who received their preparation in a Council-accredited institution outside the state whose programs were, at the time of completion, fully accredited for the category covered by the certificate

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requested. Thus, began a system of certification reciprocity based on a candidate's having completed preparation at an NCATE-accredited institution. To a very limited degree, this system continues in operation today.

In 1959 the NASDTEC Constitution was amended to reduce the term for which the president is elected to one year, thus providing for more state officials to have the honor and opportunity to lead the organization. The number of regional vice presidents was, at the same time, reduced from five to four. Up to that time, the states had been regionalized in a manner paralleling that of the major regional accrediting associations. A dues structure of \$1.00 was established, and a proposal was offered that the Association incorporate in Washington, D.C., where a great deal of professional activity was and still is centered. It was also anticipated that the Association could more easily seek and qualify for foundation funding to achieve one or more of its stated purposes and objectives. To achieve these ends, it was also proposed that there be a central office from which all NASDTEC activity would emanate and that the office be staffed by an executive secretary. This would not be the last time the membership would face the task of achieving a reasonable solution to this desirable objective.

During the tenure of Bill Viall of New York as President of NASDTEC (1958-59) the Association was encouraged by the American Association for the Advancement of Science, with funding provided by the Carnegie Foundation, to embark on a cooperative study of the preparation and certification of secondary teachers of science and mathematics. The study was later expanded to also include the science and mathematics preparation of elementary school teachers. Additional studies focused on the preparation of teachers of English and of languages other than English. Collectively, these studies involved representatives of the profession at large and were enthusiastically endorsed by teacher preparatory institutions, employing officials, and interested professional associations. The latter studies, which involved cooperation with the National Council of Teachers of English and with the Modern Language Association, occupied a significant portion of NASDTEC's annual meeting agendas through the late 1960s and early 1970s.

At the Thirty-first Annual Meeting of NASDTEC, held in Lawrence, Kansas, in 1959, the Association discussed an invitation from the Council on Cooperation in Teacher Education to name four members to serve on an ad hoc committee on teacher examinations. This activity resulted in a proposal to the American Council on Education calling for a study of the possibility of using examinations as a part of the teacher certification process. NASDTEC would later create a Use of Examinations Committee whose responsibilities were subsequently incorporated into the work of the Committee on New Approaches to Teacher Education.

Development During the 1960s

In 1960 Edgar Fuller, Executive Secretary of the Council of Chief State School Officers, recommended that NASDTEC seek foundation money to support a part-time or full-time executive secretary and suggested that help in the achievement of this goal might also be available from the United States Office of Education (USOE). During the Annual Meeting of that year a resolution was adopted to establish a committee to study the need for an executive secretary to implement long-term and short-term NASDTEC programs and to promote closer relationships with other professional groups. A motion to raise the dues to \$5.00 was defeated, but a \$5.00 registration fee for the Annual Meeting was imposed.

Perhaps more importantly, however, at this same meeting the membership proposed that the USOE be invited to sponsor a project under the direction of NASDTEC to revise the Minimum Standards. The project was to involve a series of three 3-day meetings involving the six members of the NASDTEC “Standards Committee,” with involvement of invited consultants from other appropriate associations and agencies. The study group was to review existing documents including various state standards already adopted and to prepare a revised statement for consideration by the Association and ultimate publication by USOE. Results of the teacher preparation-certification studies were to be incorporated in the revision.

During the following year, a procedure was agreed upon for working with USOE to prepare a revised edition of the standards. A Circular 351 Committee was appointed with Mary Ellen Perkins of Georgia as Chair, and a draft of the revision was brought to the 36th Annual Meeting in 1964. Final adoption of the revised “Standards” by the Association came a year later. Since that time, the Standards have been subject to ongoing review by the Standards Committee, with input from relevant professional representatives and groups. Periodically, the Association published lists of institutions approved by the various states using the NASDTEC Standards or state standards that had been recognized as essentially equivalent. That listing was discontinued in the early 1980s with the Association’s introduction of the *Manual on Certification and Preparation of Educational Personnel in the United States* and the incorporation of this information in the section on teacher training institutions and approved programs.

The report of the Committee on Long-Range Program recommended in 1961 that NASDTEC incorporate and levy the necessary funds to establish the office of executive secretary. In 1964 Bill Viall, a former president of NASDTEC and at that time a member of the faculty at Western Michigan University, was appointed executive secretary for a period of one year. A statement of duties and specific working conditions was negotiated by the Executive Committee with officials at Western Michigan. Subsequent contracts were reviewed annually until 1972, when Dr. Viall indicated he did not wish a further extension.

In 1965 the Association met in conjunction with the World Fair in New York City and adopted Articles of Incorporation, which led directly to NASDTEC being incorporated in the State of Utah later that same year. Article III of the incorporation document stated that the primary purpose of the Association was to:

“exert leadership for the improvement of teacher education and certification by research and by the exchange of information through established channels of communication within the association and with related agencies.”

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There was another important resolution adopted at the 1961 meeting whereby the Association reaffirmed its recommended policy that the appropriate official in each state department of education be notified immediately, with complete identifying information, of the revocation of any certificate or of the reinstatement of a certificate previously revoked. It was further specified that each state also provide information, to the extent state laws would permit, regarding refusal to issue a certificate, after proper legal procedure, to any individual. A uniform reporting procedure was called for, but it was not until a year later that the Association achieved consensus on a nullification report form, the essence of which was used by the states for many years.

The Association maintained a Revocation Committee whose function was to highlight the critical importance of notifying colleagues of state action taken against applicants and/or certificate holders. A survey conducted in 1965 revealed that 36 states were reporting revocation of certificates to the other jurisdictions, with seventeen using the NASDTEC form and nineteen using an alternative form.

The states were again urged to adopt a uniform reporting form, and in 1967 such a form was adopted. A year later, in a related activity, the Revocation Committee conducted a survey to determine the nature of procedures used by state certification offices in screening applicants for certification. The results of the survey were distributed to the membership.

Although the Association had been meeting with NCTEPS for many years, it was determined in 1964 that NASDTEC needed to establish a closer working relationship with this organization. It was felt that this collaborative relationship could extend to (1) the production of a manual on certification on a three-year cycle, (2) the formation of a joint committee, also involving AACTE, Council of Chief State School Officers (CCSSO), and the Department of Classroom Teachers (DCT), to study and make recommendations regarding the establishment and function of professional standards boards, and (3) the identification of procedures for the induction of new teachers as a major concern of both groups.

In each instance, significant accomplishments were achieved. For many years, a certification manual was published by the National Education Association (NEA) as prepared by NCTEPS and based on information provided by the state directors under the direction of NASDTEC. While state agencies and NASDTEC have not generally supported the establishment of professional standards boards, several states have established such boards to oversee teacher education and certification. And in the area of new teacher induction, developments nationally and in the states have shown this to be an area closely linked to the improvement of teaching. The Beginning Teacher Evaluation Study, mentor teacher-internship programs, and the master teacher concept are illustrative of these efforts.

In 1965 a formal motion was adopted which called for NASDTEC to meet annually at the same time and place as NCTEPS. This action merely ratified a policy that had been unofficially in effect since the tenure of NASDTEC President Harold Bowers (1948-50). Also, at the 1965 meeting, action was taken to establish a one-day winter meeting in conjunction with AACTE. Winter meetings of the Association continued from that time until 1981, when, because of dwindling attendance, the NASDTEC Constitution was amended to provide for an Annual Meeting only.

About this same time a project was initiated that was destined to have significant implications for NASDTEC. In 1965 a proposal submitted under Title V of the Education and Professional Development Act (EPDA) resulted in the New York State Education Department being funded to develop and implement an Interstate Agreement on Qualification of Educational Personnel. Early in the following year, an invitation was issued to all states to meet for a discussion of ways in which a legal system of interstate reciprocity might be achieved. The first meeting was held in May 1966 in New York City. Subsequently, throughout the remainder of the sixties and into the early seventies,

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a series of national and regional meetings of state directors of teacher education and certification was held under the auspices of this project. Input was solicited from representatives of the USOE, major teacher organizations, the Council of Chief State School Officers, the Governor's Advisory Council, and the Council of State Legislators.

These working conferences of the Interstate Certification Project also facilitated meetings of NASDTEC, and close cooperation was clearly in evidence. It is a fact that this activity has been an extension of what has been a major purpose of NASDTEC over many years. Financing this project after the cessation of federal funding in 1982 has been a source of major challenges for the association. Despite this problem, however, the Interstate Certification Contract has gained widespread acceptance, as evidenced by the fact that at least 48 jurisdictions have passed enabling legislation and are currently party to one or more contracts implemented under the Interstate Agreement. As a result of contributed services of many states and individuals, the Contract has remained viable and continues to grow. It is hoped that at some point in the near future the structure which resulted in the development of a legal system to recognize preparation programs and certificates across state lines will result in similar arrangements in other areas, such as permitting the transfer of state retirement benefits as well.

In May 1966, the United States Office of Education hosted a major invitational conference in Seattle, Washington, on *The Role of the State Agency in Teacher Education and Certification*. A large contingent of NASDTEC members attended, as well as representatives of institutions of higher education, chief state school officers, and representatives of the major teacher organizations. Issues discussed carried over to the NASDTEC Annual Meeting in June 1967 in St. Paul, Minnesota, where Siquid J. Ode, Minnesota State Assistant Commissioner of Education, identified a number of solutions to the problems facing those involved with teacher education and certification, viz., internships, team teaching, increasing the status of teachers as professionals, master teachers, and increasing teacher salaries. While most of these issues have been addressed over the years, the call to action demanded has not been adequately responded to even today.

The use of examinations in teacher education continued to occupy time on the NASDTEC agenda. North Carolina, South Carolina, West Virginia, and Texas were all requiring teacher tests in 1967, with the latter using them primarily as a means for program evaluation.

In 1969 NASDTEC members were reminded by President Wendell Allen of Washington that they should not be viewed as "guardians of the gates" but rather as "openers of doors," Dr. Allen contended that we should encourage competent people to come into the profession rather than throw up barriers to keep them out. He stated:

"We are in the eye of the hurricane which is the atmosphere of educational change, and we should face up to the challenge. Let us help the old order in teacher education change, rather than defending the status quo and putting out brush fires. The Association must reevaluate its role in teacher education with the objective of making its role one of real leadership in the area."

The 1969 Annual Meeting of NASDTEC, which was held in Washington, D.C., was unique in that it was the first time a nominee from the floor for president-elect, Otto Ruff of Colorado, was elected over the nominee of the nominating committee, W. Cecil Golden of Florida. It was also at this meeting that the issue of the organization's financial condition received serious attention. It was contended that NASDTEC needed contact with other professional organizations without obligation. The Association needed to be able to finance the programs it wished to sponsor without relying on subsidies from other groups or agencies.

Strengthening NASDTEC in the 1970s

Lack of adequate finances continued to haunt the Association through the early 1970s. The registration fee for the annual meeting beginning in 1970 was set at \$15.00 with a \$5.00 fee for other meetings. In 1974 a \$200 annual state sustaining membership fee in addition to the annual meeting registration fee was proposed, but it was not until the following year that this fee structure was adopted and imposed. Since that time, the membership fee has been periodically adjusted upward, and the capability of the Association to finance short-term and long-term projects and activities has been markedly enhanced.

A motion was passed during the 42nd Meeting in 1970 directing the Executive Committee to have the history of NASDTEC brought up to date. It was noted that much had happened of significance since the earlier compilation by Floyd Herr of Kansas, but it would be several years before the history was actually updated.

Also, at this meeting and during a joint session of NASDTEC and NCTEPS state chairs and consultants, NASDTEC President Ted Boston of Maryland called for the development of a national teaching credential based on five years of preparation. He stated:

“This credential would represent an achievement of preparation and competency. It would not legalize employment in the respective jurisdictions but could be required by the profession for full-blown membership in the professional organization and advancement within its ranks.”

More than 20 years later a major initiative by the National Board for Professional Teaching Standards (NBPTS), initially supported by a grant from the Carnegie Foundation and now by private and federal funds, has developed a credential that at least partially accomplish this objective.

In 1971 NCTEPS merged with the National Education Association’s divisions of adult education and instruction and educational technology to form the new Division of Instruction and Professional Development within NEA, thus ending the era of joint meetings of NASDTEC and NCTEPS. With the demise of NCTEPS, NASDTEC elected to join the newly formed Associated Organizations for Teacher Education (AOTE). This action was consistent with and taken to effectuate the theme of its 1971 Annual Meeting in Kansas City, Missouri, viz., *Partnership in Educational Leadership*. AOTE’s major project at that time was a survey aimed at “Redesigning Teacher Education.” Membership in AOTE was dropped a few years later when NASDTEC failed to realize appreciable benefits from affiliation with that organization.

Anticipating the vacancy in the office of executive secretary one year hence, the Association discussed possible ways to fund the position on at least a part-time basis and to finance well-designed projects. It was also in 1971 that Al Rosebrock, a NASDTEC representative on the Council, became the first non-collegian to be elected to chair NCATE.

A statement of philosophy on The Role of the State Education Agency in Teacher Education was adopted at the 1972 Annual Meeting, and a motion was passed requiring the president to appoint chairs of the various NASDTEC committees, keeping in mind representation from the different regions. In selecting committee membership, nominees were to be submitted by the regional vice-presidents to assure that, as far as possible, all regions were represented on each committee.

In the absence of an executive secretary, the NASDTEC membership in 1974 endorsed the concept of a strong and active Executive Committee which would meet at least four times each year. Two

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of the meetings would be at NASDTEC expense and two—to coincide with the annual and winter meetings of the Association—at the state member’s expense. A resolution was also adopted permitting official business of the Association to be conducted at the winter meeting.

In accordance with the recommendation advanced at the 48th Annual Meeting (1975) and under the leadership of President Pat Goralski of Minnesota, a statement was adopted which outlined the specific functional role of each member of the Executive Committee. Further, a comprehensive survey was conducted of state directors of teacher education and certification regarding the status and orientation of NASDTEC. The results of this survey provided a rationale for amendments to the NASDTEC Constitution which were designed to make the Association more functional, responsible, and responsive.

The Constitution was again amended in 1976 to formalize earlier action and assure that all standing and annual committees had equal representation from each region, with the exception of the chair, who, at the discretion of the president, would be selected from the membership-at-large. That same year, the Association also adopted a position statement regarding the approval/accreditation of programs to prepare educational personnel.

The following year the Association again reviewed the advantages and disadvantages of joint and independent NASDTEC winter meetings. The National Council of States on Inservice Education (NCSIE) and the National Association on Standards and Practices of the Education Profession (NASPEP) were proposed as organizations with which NASDTEC might meet. The NASDTEC Time and Place Committee was charged to study the possibilities and make a recommendation at the following winter meeting. In the meantime, the Association would continue to meet with either the Association of Teacher Educators (ATE) or AACTE. Also, a NASDTEC committee was appointed to study the matter of either full or a new associate membership status in NCATE.

The matter of evaluating the efficacy of a winter meeting was held over in 1978 to the Annual Meeting in San Diego, California, in June 1979. At that meeting, Ann Lieberman of Teachers College, Columbia University, a noted researcher and authority on peer coaching and teacher centers, was a featured speaker. At this 51st Annual Meeting, the Association authorized an open-ended survey of the membership for the purpose of providing the joint NASDTEC—NCATE committee with accurate information regarding the degree of interest in possible cooperative/collaborative relationships between the two organizations. It was further stipulated that the survey be summarized and made available to each NASDTEC member. Sid Simandle of Kentucky supervised the conduct of the survey and summarized the responses which were received from 49 states and the District of Columbia. The findings provided significant information about the position of the NASDTEC membership regarding degree of interest, areas of possible cooperation, barriers to cooperation, state practices, and issues and areas for further exploration.



This appears to be the first logo developed by NASDTEC.

Coming of Age in the 1980s

At the 1980 winter meeting in Washington, D.C., NASDTEC came to grips with the question of its continued constituent membership in NCATE. A statement was approved directing President Lillian Cady to request associate status because of the Association's inability to pay the \$8500 annual assessment required for regular membership. It was clear, however, that at least a majority of the NASDTEC membership had serious reservations regarding the continued participation of NASDTEC, representing collectively the legal authorities of the states to accredit teacher education, in a non-legal voluntary accrediting system.

At the same meeting, the development of a manual on certification was discussed. This was to be a cooperative effort involving the Contract Administrators Association (CAA) of the Interstate Certification Project (ICP), and it was agreed to submit a proposal for funding to the National Center for Educational Statistics. Unfortunately, such funding was never obtained.

The 52nd Annual Meeting was held in Boston in 1980 and had as its theme *Assuring Qualified Educational Personnel for the Eighties—A Revolutionary Concept*. The featured speaker was Dr. Timothy Weaver of Boston University, whose address was entitled “*In Search of Quality: The Need for New Talent in Teaching*.” The proceedings of this meeting were printed and distributed widely in the first-of-its-kind publication by NASDTEC.

The final winter meeting of the Association was held in Dallas, Texas in 1981 in conjunction with ATE. Those in attendance were provided the opportunity to hear and react to the National Education Association's proposed paper entitled *Profiles of Excellence* in Teacher Education and to hear Donald Cruickshank of the Ohio State University speak on reflective teaching.

The following summer, at the Association's 53rd Annual Meeting in Williamsburg, Virginia, the members were treated to a provocative program which addressed the theme *Innovative Delivery Systems to Meet School Staffing Needs*. At this meeting, the membership was asked to approve (1) a one-year contract for the services of an executive secretary, (2) participation with Professor Donald Cruickshank in the submission of a proposal to the Exxon Foundation to study teacher preparation, and (3) the development with Educational Testing Service of a survey instrument to determine the extent of use by the various states of a variety of assessment/evaluation instruments in the teacher preparation and credentialing process. The Association sanctioned participation in all three activities, and again the proceedings of the meeting were published and widely distributed. Certainly, these actions provided clear evidence of the professional leadership role NASDTEC had come to offer. A contract was entered into with Andrews and Associates to provide several services on behalf of NASDTEC, but it stopped short of actually naming an executive secretary.

During 1981-82 NASDTEC participated in a series of exploratory meetings with representatives of the Contract Administrators Association of the Interstate Certification Project and of the National Council of States on Inservice Education. Because of the similar nature of their objectives and functions, not to mention their target populations, it seemed only natural that these common interests would provide fertile ground for future joint activities. Out of these meetings emerged a plan to incorporate the Contract Administrators Association and its functions into NASDTEC. Failure to find a permanent source of funding to support the activities of the CAA had placed the achievements and operation of the Interstate Certification Compact in serious jeopardy. With the strength of the NASDTEC organization, however, continuation of these activities under the Association umbrella would be assured. Amendments to the NASDTEC Constitution and Bylaws incorporating the CAA

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were adopted at the 1982 Annual Meeting of the Association in Lansing, Michigan. The theme of this meeting was *Translating Research into Educational Personnel Development Systems*.

Earlier that spring, NASDTEC had seized the opportunity to present testimony to the National Commission on Excellence in Education about teaching and teacher education. Nick Hobar of West Virginia, NASDTEC Southern Regional Vice President, represented the Association in this regard. His testimony was deemed to be of enough worth that the membership called for its publication and distribution. The resulting *Ensuring Excellence in Education Through Teacher Education and Certification*, published in November 1982, constitutes further documentation of the contribution NASDTEC has made to the strengthening of teaching and teacher education.

In this publication, the Association recognized that through formal and informal relationships with other professional organizations,

a collaborative approach to assisting state departments of education in meeting their constitutional mandate to establish standards which meet the state educational needs is the most appropriate means to enhance the needs of students thereby enhancing excellence in education through the quality of school personnel.

The Association further declared that since the responsibility for education rests with the individual states, “state departments of education must play the major leadership role in matters related to the initial preparation, continued development and certification of school personnel.”

A major objective of NASDTEC over the years has been the strengthening of the four NASDTEC regions to stimulate cooperation, interaction, and discussion as well as consideration of common problems. The Northeast Region has enjoyed a long history of dialogue among state representatives on teacher education and certification issues, and members from the Southern Region were able to meet at least once each year for several years. The Central and Far West Regions had greater difficulty in arranging for formal contact among members primarily because of the long travel distances involved, lack of financial resources, and failure to identify a vehicle through which they might be able to “piggy-back” meetings. The Far West Region has, however, been able to hold successful meetings for the past several years with a majority of the states of the region represented.

At the Annual Meeting in San Francisco, California in June 1983 the added visibility of the four NASDTEC regions was recognized. This meeting marked completion of the first cycle of rotating the location of the Annual Meeting among the regions, beginning in the northeast, and then moving in turn to the south, the central, and finally to the far west. In addition, the person serving as vice president of the region where the next Annual Meeting was scheduled usually became the nominee for president-elect of NASDTEC. As president-elect this person then served as program chair for the Annual Meeting held in that region of the country.

A major accomplishment of NASDTEC during the early 1980s was the development and publication in 1984 of the *Manual on Certification and Preparation of Educational Personnel in the United States*.

For several years, the National Education Association had published a similar certification manual and relied on the cooperation of the state director of teacher education and certification in each state to provide the data included in it. NASDTEC was the vehicle through which this information was gathered and made available to the NEA. When it was decided in the mid-1970s, following the general restructuring of divisions within NEA, to discontinue publication of this manual, the NASDTEC Executive Committee immediately began discussing the possibility of NASDTEC stepping into the breach and assuming responsibility for continuing to make this valuable information available to past and potential new users on a timely basis.

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Much of the credit for conceptualizing and developing the NASDTEC Manual belongs to the committee chaired by Richard Mastain, who was at that time Executive Secretary of the California Commission on Teacher Credentialing and Regional Vice President of NASDTEC's Far West Region. When the Manual was published in 1984, it was the most comprehensive compilation of data on teacher preparation and certification ever produced. The data, collected directly from each state director, included not only credentialing requirements state-by-state but also, among others, information on assignment/misassignment, suspension and revocation of certificates, substandard/limited/emergency credentials, examinations, state standards for the second stage of certification and for continuing education, and support systems for beginning teachers.

The NASDTEC Long-Range Planning Committee was established by the Executive Committee and the action ratified by the membership at the Annual Meeting in Seattle, Washington, in June 1987, and had a significant effect on activities of the Association during its existence. Originally, the committee was composed of Paul Hailey of Ohio, the outgoing president of NASDTEC, and one representative of each of the four NASDTEC regions appointed by the vice-president of that region.

At a meeting in Reno, Nevada, in January of the following year, the Long-Range Planning Committee outlined its task and established long-term objectives for itself and for the Association. From these considerations, the Committee recommended to the Executive Committee that NASDTEC:

1. Establish a centralized office to house appropriate NASDTEC records/materials, staffed by a paid part-time person to facilitate the work of the Association as governed by the Executive Committee.
2. Develop a handbook and brochure describing (a) NASDTEC as an association, (b) the role or function of the organization, (c) the Interstate Certification Compact and Contract Administrators Association, (d) the NASDTEC Standards, (e) the NASDTEC Educator Information Clearinghouse, (f) the development of official NASDTEC position(s) on issues of national concern, (g) the governance of the Association, (h) publications, (i) associate membership, and (j) relationships with other professional education organizations.
3. Establish a responsible financial basis to carry out the role and functions of NASDTEC.

During the subsequent year, the Executive Committee and membership addressed all and acted on most of the recommendations of the NASDTEC Long-Range Planning Committee.

Previously mentioned were the early efforts of NASDTEC to initiate informal and later formal processes for reporting among states the names of individuals whose certificates had been suspended or revoked or whose applications for credentials had been denied for cause. These efforts came to fruition at the Seattle meeting in 1987. A contract was signed between NASDTEC and ACADEM, a private organization, which established the NASDTEC Educator Identification Clearinghouse. This action followed two years of negotiation and development under the direction of a NASDTEC committee chaired by Charles Mackey of New York. Activities of the committee were jointly funded by NASDTEC and the Contract Administrators Association of the ICC. The purpose of the Clearinghouse was to assist in the improvement and maintenance of qualified educational personnel by furthering the identification in a timely manner of applicants for credentials who have had their applications denied or their credentials suspended, revoked, or otherwise adversely acted upon for cause in one or more other jurisdictions.

In the year following its establishment, only nine states had signed the Clearinghouse agreement. Others were reluctant to enter because of one paragraph of the contract containing a liability clause

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which had been interpreted to imply that states could be required to assume responsibility for the acts of officers of NASDTEC and/or officers and employees of ACADEM. At the 1988 Annual Meeting, the NASDTEC membership approved the recommendation of the Executive Committee to purchase an errors and omissions insurance policy which would make it possible to remove the liability language from the contract and thus make it possible for most states to become a part of the Clearinghouse almost immediately.

NASDTEC observed its 60th anniversary at the Annual Meeting in Cherry Hill, New Jersey, in June 1988. This meeting was significant not only for the resolution of the liability question, which allowed the Clearinghouse effort to move forward, but also because of another milestone in NASDTEC history.

Following several years of discussion and investigation, the membership at the Cherry Hill meeting approved an amendment to Article I of the Bylaws to increase the annual membership/service fee to \$1,000 per jurisdiction to become effective 1989-90. It further authorized the Executive Committee to establish a centralized office of NASDTEC and to contract with a part-time Executive Director who would provide appropriate services to the individual jurisdictions and facilitate the national leadership roles of the President and other elected officers as outlined in the NASDTEC Constitution. The duties and responsibilities of the Executive Director were to be outlined in a job description to be reviewed annually by the Executive Committee.

In taking this action the Association indicated its expectation that the Director and NASDTEC central office would (1) give the organization increased legitimacy; (2) provide more meaningful linkage with other professional education associations; (3) expedite the handling of office routine; (4) provide structure for incoming and outgoing communication; (5) improve the collection of current and relevant information from national and state sources about teacher education and certification and the dissemination of that information to the membership and other interested parties; and (6) enable the carrying out of other activities needed to assure NASDTEC's leadership position and to assist the states in their individual responsibilities.

With the approval of the membership, the Executive Committee duly appointed Donald Hair to be the first NASDTEC Executive Director since the resignation of Bill Viall in 1972. Dr. Hair had served as NASDTEC Treasurer from 1983 until his retirement from the Washington State Department of Education in 1988. His appointment as Executive Director was effective September 1988. The NASDTEC office was established in Seattle, Washington, and in the ten years that Dr. Hair served in that capacity, the operation of the office and the performance of the Executive Director more than fulfilled the expectations of the officers and members of NASDTEC.

...And Into the 1990s

In 1990 the NASDTEC regional vice-presidents were given portfolios officially enabling them to initiate activities for the mutual benefit of states and NASDTEC members within the region. They were also given responsibility for contacting new professional teacher education and certification personnel in any jurisdiction in their region to acquaint them with NASDTEC and its activities and to aid them in their state role and function.

All four NASDTEC regions were holding regular regional meetings to augment the Annual Meeting of the Association. The regional meetings not only focused on topics of interest to the representatives of the states within the region but were also used to stimulate dialogue enabling the region to take a more coordinated position on national issues coming before NASDTEC.

The Association had long maintained contact with the National Council for Accreditation of Teacher Education (NCATE) at both the Executive Board level and through the NCATE/NASDTEC Joint Task Force. Dialogue between the two organizations focused primarily on the NCATE state recognition process, relationships between the NCATE and NASDTEC program approval standards and processes, and the development of outcome-based standards and their utilization in program approval.

An ongoing liaison had also been maintained with AACTE, ATE, CCSSO, and NCSIE. In November 1990 in Washington, D.C., the NASDTEC Executive Committee met with the heads of several of these organizations, including NCATE and CCSSO. The purpose of the meeting was to discuss items of mutual concern, and NCATE was specifically invited to provide formal recognition of the NASDTEC Standards. NCATE agreed to undertake an in-depth study of the NASDTEC Standards, as had AACTE.

In 1991 NASDTEC opened discussion with National Public Radio on matters of current interest to the educational community. This dialogue was formalized at the NASDTEC Annual Meeting in Boston in 1992 and has continued intermittently since that time. Among the topics considered have been the downsizing of the United States military establishment and opportunities for second careers in education for former service personnel, e.g., the Troops to Teacher Program, increasing opportunities for minorities and other under-represented groups in teaching, maintaining a safe learning environment for children, and increasing the knowledge base of the teaching force on cultural diversity.

The NASDTEC Educator Information Clearinghouse, mentioned earlier, evolved to the point that all the member teacher licensing jurisdictions are now members. The significance of the Clearinghouse was recognized in an article in the Ladies Home Journal in October 1992 and later the Arsenio Hall television show. It was also featured in Education Week and on ABC's "Prime Time Live." Fox Broadcasting aired a program on child abuse and maltreatment, including educator involvement, and the Association's extensive role in helping to monitor and act on these issues. NASDTEC's leadership in this arena has been widely recognized in the media and has led to the sponsorship of national professional practice institutes about which more will be included later.

The Manual on Certification and Preparation of Educational Personnel in the United States, initially published in 1984 and extensively revised in 1988, was republished in 1991. NASDTEC surveyed each state in order to produce a totally updated edition. New sections on Support Services, Personnel, Alternative Teacher Certification and Administrative/Supervisory Certificates were

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added. Previous sections were revised and enlarged, and the contents were rearranged in order to make the Manual easier to use.

The 1994-95 publication, edited by Ted Andrews, the former Director of Teacher Education and Certification for the State of Washington, became available in January of 1994. It was designed to make the publication even more user friendly. This edition included new and additional information on the use of certification fees and policies related to revocation and suspension of education certificates. A new section entitled *Emerging Trends* provided information about policies, initiatives, and trends that were in the process of being developed or being implemented in the member jurisdictions.

The NASDTEC Information Network (NIN) was developed in 1990. NIN, a technologically advanced system at the time, provided instant access to information regarding teacher education, certification, and practice on floppy disk. These disks contained information about certification requirements, processes, testing requirements, application forms and related information in each of the licensing jurisdictions.

As further evidence of the effort to keep pace with changing conditions and new challenges, NASDTEC contracted with an independent consultant in 1992-93 to undertake an in-depth analysis and study of the Association. The purpose of the study was to make recommendations for needed changes in structure and organization to better meet the needs of the membership, fulfill its leadership role in education, and be responsive to the education community and the public at large. The perceptions and suggestions of NASDTEC members and leaders were gathered through interviews and two surveys (one of the general memberships and the other of the Executive Committee members). An extensive review of NASDTEC documents and interviews of leaders of various organizations and agencies concerned with teacher education provided additional data for the study.

In the Executive Summary of the study, it was noted that activities such as the Clearinghouse, the NASDTEC Communicator, and regional and national conferences were highly ranked in importance by members of the Association. The Certification Manual and contact with the NASDTEC office were also rated important, and there was a great deal of support for having the Clearinghouse and the Manual computerized in order to make the information contained therein available electronically.

The membership strongly supported the concept of NASDTEC being a central source of information on preparation, licensure, and practice, and the establishment of an information network on topics of interest to members. Nearly three-fourths of the membership indicated a desire to have NASDTEC be more active in formulating policy statements on critical issues in teacher education, licensure, discipline, assessment, and professional development.

While members of the Executive Board agreed with most of the opinions of the general NASDTEC membership, they also felt that NASDTEC was not sufficiently prominent and involved at the national level or appropriately connected to the major “movers” in the arenas for which the membership is accountable. The Board also expressed the opinion that the Association needed a full-time executive director, and that the association should be capable of deriving additional income from services and sales.

The study concluded that: “Moving forward should begin by capitalizing on existing accomplishments.” Initiatives suggested included increasing the association-related activities of the Executive Board, enlarging the leadership group, publishing a newsletter on a regular schedule, exploring possible sources of funds with greater diligence, computerizing the Certification Manual, promoting greater Association visibility and an improved image, getting better exposure for

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NASDTEC's story to the general public and to the profession at large, and helping to change the image of state certification officers to that of facilitator, counselor, helper, and colleague, rather than as "keepers of the gates" as it was referenced in a late 1960s Readers Digest article.

The efforts of NASDTEC to develop viable standards for the preparation of educational personnel were discussed earlier, but the development and refinement of the NASDTEC Standards took on a new dimension in 1992. The Standards were revised and were to be updated on a regular basis. With the assistance of a small grant from the Carnegie Foundation, the NASDTEC Standards Committee with the assistance of Nick Hobar, a former NASDTEC member from West Virginia and consultant to the Association, focused its efforts on the development of outcome-based standards. In 1992 the Association produced a document entitled *NASDTEC Outcome-Based Standards and Portfolio Assessment*, which included outcome-based standards for the preparation of elementary and middle-level teachers. The emphasis was thus shifting from input standards and processes to the prescription of what educators should know and be able to do in the schools of the 21st century.

Concurrently, the NASDTEC Standards Committee worked with the same consultant to develop outcome-based standards for the preparation of high school teachers. These were adopted by the membership at the Annual Meeting in Orlando in June 1993. A new document was subsequently published incorporating the outcome-based standards at all three levels. The Association then submitted a new proposal to the Carnegie Foundation to fund the development of an outcome-based portfolio assessment in teacher education and certification for middle-level school teachers which, although not successful, was subsequently incorporated in the Chief State School Officers Interstate New Teacher Support and Assessment Consortium (INTASC) effort.

In October 1993 NASDTEC embarked on a new initiative by convening a National Conference focusing on Outcome-Based Standards. This invitational conference, held in Ft. Mitchell, Kentucky, attracted some 350 participants from state education agencies, institutions of higher education, local school districts, professional associations, and business and industry. The meeting provided an opportunity to showcase the work of NASDTEC and the Standards Committee in producing the *NASDTEC Outcome-Based Standards and Portfolio Assessment*.

The success of this conference caused NASDTEC to consider further activities to provide additional services to its members and to the education community-at-large.

In the meantime, NASDTEC President Jayne Meyer of Alabama appointed a committee to plan a workshop in mid-summer 1994 to provide technical assistance and hands-on experience in developing models for implementing outcome-based standards for teacher education and certification with state leadership teams including state education agency personnel, higher education staff, members of the organized profession and representatives of other collaborating constituencies. It was expected that as a result of participating in the leadership training institute activities each state team would develop a customized state action plan, including tasks, timelines, resources and responsibilities for planning, implementing, and/or continuously improving a performance-based teacher education and certification system; and would use the customized state action plan as a strategy for adapting, adopting and/or implementing a performance-based teacher education and certification system in their respective jurisdictions after the conclusion of the leadership training institute. The President also set in motion the planning for a second NASDTEC sponsored conference focusing on Alternative Assessment of Teachers. This invitational conference, which was approved by the Executive Committee at its meeting in Toronto, Ontario, in February 1994, was held in St. Louis, Missouri, in October 1994, an effort to continue showcasing NASDTEC as a proactive organization and "mover" in providing leadership in matters of teachers and teaching.

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A primary feature of the Executive Committee's meeting in Toronto was a first-time meeting of NASDTEC officers with representatives of a majority of the provincial ministries of education responsible for the preparation and credentialing of professional school personnel in Canada. Highlighting this agenda were discussions on increased opportunities for collaboration between the provinces and the states, provisions for membership in NASDTEC and, from that, participation in the Education Identification Clearinghouse and the Interstate Certification Compact. It was expected that more opportunities for continuing this dialogue would be scheduled after these officials had an opportunity to report to their constituencies and reflect on the identified issues of common concern. In 1996 the Executive Director, Dr. Hair, proposed to the Executive Committee that another meeting in Canada with these same representatives within the next year would bear additional fruit. By the year 2000 three provinces, Alberta, British Columbia, and Ontario had become full voting members of the association. Most of the other provinces participate as associate members.

The Executive Board confirmed its intent to conduct a Summer Leadership Training Institute in Santa Fe during the summer of 1997. This institute, based around state teams addressing the implementation of outcome-based standards, was deemed a success according to the participant satisfaction feedback survey. Discussion also continued on the content of the NASDTEC Manual on the preparation and certification of school professionals and on the frequency of its publication.

NASDTEC's national visibility continued to be a priority agenda item at subsequent meetings of the Executive Board and its members throughout the 1990s. NASDTEC requested representation at the recently convened Interstate School Leaders Licensure Consortium, an extension of the Council of Chief State School Officers work with the Interstate New Teachers Assessment and Support Consortium. No formal response was provided, though NASDTEC as an organization was recognized through state representatives participating in the consortium. President Sue Bentz devoted significant amounts of time "selling" NASDTEC to critically important audiences across the country.

During this same time, the Executive Board made plans to conduct a national invitational conference on educator discipline during the next school year. This was viewed as a major leadership initiative for NASDTEC considering its singular achievement in establishing the Educator Clearinghouse, a project that was drawing increasingly heightened interest by many educational and non-educational interest groups both nationally and internationally. Considering the project's visibility, a NASDTEC Educator Clearinghouse Guidelines for Users brochure was designed by what was then called the Clearinghouse Committee, later renamed the Professional Practices Committee, with additional input from the membership-at-large. The purpose of the users' guide was to make certain that member jurisdictions fully understood the function and purpose of the Clearinghouse, how it could be accessed, and the greater assurance it brings to the public about the safety of our schools.

In 1995, the Association voted to amend the Interstate Certification Compact thereby providing for the issuance of a renewable certificate if the applicant from one member state present a valid renewable certificate to another member state, and, providing for the issuance of the highest level of certificate if the applicant from one member state held a valid certificate and National Board for Professional Teaching Standards certification to another member state. These addenda to the contract were set as options to participating jurisdictions and not as givens. At the same Annual Meeting in Whitefish, MT, the members voted to amend the Association Constitution and Bylaws, thereby creating voting and associate membership status that could result in an expanded membership base and greater opportunity for more professional constituencies to participate in forming the NASDTEC perspective on a host of issues.

The evolving recognition by the media of the Educator Clearinghouse as a significant NASDTEC activity brought with its increased demands on the Association's membership, leadership, and staff.

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While the Clearinghouse brought recognition to NASDTEC as a leader in ensuring a child's safety in the classroom, it nonetheless drew significant attention to issues such as future operations, contract implications, technology, formats, and security of information. In this regard, the membership at its 1996 meeting in Pittsburgh, PA, adopted a resolution asking member jurisdictions to develop and implement policies under which complete background checks, including fingerprint checks, be undertaken for all persons upon application for either certification or school employment. The recommendation was that the checks should be performed prior to certification since possession of a State credential carries with it an implied qualification, both of knowledge and of character.

Significant amendments to the Interstate Contract were made as a part of the effort to expand the number of participating jurisdictions in advance of issuing the 1995-2000 version of the contract, producing some note-worthy results. Although some 10,000 teachers use the Interstate Contract annually to facilitate their move into a new state, the Contract still does not provide for true and automatic reciprocity between and among participating jurisdictions.

The leadership potential of the Association was again demonstrated with the convening of the joint NASDTEC/Vermont National Town Meeting on Portfolios in March 1996. This invitational conference attracted a bevy of state teams interested in the Vermont experience in utilizing portfolios for maintaining ones' teaching credential. And in the fall of that year in Baltimore, MD, NASDTEC convened a conference entitled the *Impact of National Standards on Teacher Education and Certification*. Some 200 individuals representing state agencies and commissions, institutions of higher education, professional associations, and the organized profession attended this meeting and commenced a dialogue that continues unabated, especially as related to Title II of the Higher Education Act of 1998 amendments and state reports on the successes and failures of our respective teacher preparation programs. These discussions served as an impetus to the work of the Standards Committee redefining its role from that of articulating standards to that of providing technical assistance to the membership in working with teacher education institutions and providing technical and professional support more effectively, in the identification and utilization of existing standards, and the linking of program approval and continuing professional development to student learning.

Leadership continued to be a high priority for the Association during the 1990s as evidenced by the publication of a marketing materials describing NASDTEC, a NASDTEC Handbook for Officers and Committee Members, and an Interstate Contract brochure. This effort was further enhanced by focusing the 68th Annual Meeting on *Charting Our Course*. Laverne Cunningham, distinguished professor of educational leadership at the Ohio State University, facilitated this dialogue. Four unique and distinct strands were used to bring the full membership into the conversation and to lay the foundation for a more viable and proactive organization: (1) what we started out to do, what we are doing, and what we want to do; (2) grasping disparate points of view; (3) environmental scanning, and (4) identification of next steps.

Following the meeting Dr. Cunningham prepared three documents for consideration by the Executive Committee: *KIVA*, *Food for Thought* and a follow-up memorandum summarizing the information obtained from the members during the meeting, especially spotlighting NASDTEC's role — past, present, and future. The results of this report would subsequently lead not only to an articulation of the Association's vision, mission, and objectives, but also to a review and a substantial rewriting of the Association's Constitution and By-laws. At its annual meeting in Santa Rosa, California, in 1999 the membership adopted the proposed amendments, which had been addressed by the total membership through annual and regional meetings for almost three years. The revised documents provided for changing the Association's organizational structure and brought forth a vision and mission consistent with the needs of its publics as the 21st century came into focus.

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Realizing its potential for increased recognition, NASDTEC convened its first national Professional Practices Institute in Colorado Springs, Colorado, in the summer of 1996. This institute, modeled on a premise initiated by Adele Nore of Washington and Paul Longo of California and on subject matter that had been championed by Doug Bates and Don Hair and that had become an integral part of the Western States Certification Conference for a number of years, attracted a disparate group of individuals representing the legal profession, the lay public, state education agencies and commissions, the organized profession, institutions of higher education, and local education agencies. The institute filled a much-needed niche in the NASDTEC offerings and resulted in subsequent institutes in Tampa, Florida, Hartford, Connecticut, Minneapolis, Minnesota, San Diego, California, and Providence, Rhode Island. These institutes continued to build upon the early work of the Professional Practices Committee and defined an additional area of leadership for this Association.

In the late fall of 1996 NASDTEC conducted a National Meeting on Performance Assessment in Teacher Education and Certification. At this meeting invitees were provided an opportunity to view a prototype of the Internet-based NASDTEC Home Page and NASDTEC Clearinghouse. This would serve to launch the Association's use of technology as a means of providing increased service to the membership and conveying its vision, mission, and objectives to the general public.

An interesting problem surfaced in 1996 when, for the first time in the history of the Association, a sitting president retired from her position with the state agency mid-way through her elected term. The Executive Committee exercised its authority and foresight in requesting that the President complete the term of office even though no longer a state agency employee. This touched off a call for a re-examination of the association's constitution and Bylaws, resulting in the new documents that were adopted in June of 1999.

Also, during 1996 plans were formulated to conduct another National Meeting in 1997, titled "What Does the Future Hold for Our Children: Conversations on What Matters Most." The meeting was held in New Orleans in collaboration with the National Commission on Teaching and America's Future. Dr. Linda Darling-Hammond of the Commission assumed a critical role in the design of an interactive program with panel discussions, and active attendee involvement. Topics included alternative certification, professional development schools, performance assessment, and national accreditation. The Executive Committee and the membership, through regional meetings, devoted considerable time to the development of vision and mission statements as well as guiding principles for the Association. During the executive committee meeting held in conjunction with this conference, Executive Director Don Hair announced his intention to retire as of September 1998 after serving for ten years.

The work of the Professional Practices Committee and the continuing evolution of the Educator Clearinghouse continued to require significant time from many individuals. In 1997, under the leadership of a technical advisor to the Executive Committee on matters relating to the NASDTEC Clearinghouse, significant changes were made to the operation of this program through the updating of manual and electronic report forms; analysis and manipulation of data; on-line access to the data; security level clearances, and transition from the old system to the new. A new vendor, Data Solutions, received the contract to manage the Clearinghouse operation, and was directed to produce a standardized annual report based on NASDTEC directions and needs. The Professional Practices Committee made the decisions relating to the content of the report and how much of that report could be made public. The transfer of the operation of the database from ACADEM, the vendor servicing this project from its inception, went quite smoothly. During this same year, the status of *The NASDTEC Manual on the Preparation and Certification of Educational Personnel* came under

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serious review as the two-year publication cycle of the publication reduced its currency and usefulness.

In June of 1997, the annual meeting was held in Savannah, Georgia. This 69th Annual Meeting was titled *Navigating Our Future* and focused on technology, with particular attention to training on using the Clearinghouse. During this same meeting further consideration was given to the impending retirement of the Executive Director in September 1998 and the planning for the recruitment of his successor. Among the issues to be resolved were the following: (1) responsibilities of the position, (2) salary and benefits, (3) part-time or full-time, (4) identifying the recruitment field, and (5) the creation of an application package.

At the 1997 conference the Douglas F. Bates lecture was introduced, an event that would repeat itself annually in recognition of the significant contributions Doug Bates brought to the Association through his eleven-year affiliation as counsel and attorney. Over the period of eleven years, Doug served in a most critical and responsible position, but Doug was much more than that, he was also a beloved friend, confidant and legal advisor to the Executive Committee and the membership at large. In recognition of Doug's status within the organization, he was invited to deliver the first address, "Seeking Morality in Education."

Speakers invited to deliver subsequent Doug Bates Lectures were:

Paul Longo, California Commission on Teacher Credentialing, 1998, Rapid City, SD; Charlie Mackey, New York State Education Department, 1999, Santa Rosa, CA; Adele Nore of the Washington State Office of the Superintendent of Public Instruction, 2000, Portland, ME; Martin Bates of the Granite School District, UT, Alexandria, VA, 2001; and Gary Jones, Missouri Department of Elementary and Secondary Education, 2002, St. Louis, MO.

All these presentations served to preserve and promote the legacy of Doug Bates as a promoter of justice and security for all students in our schools.

During the 69th annual meeting the Standards Committee announced plans to prepare a directory to include program approval policies and "best practices" in all jurisdictions. A most ambitious undertaking, but one that would produce rewards as evidence of the Association's leadership role and commitment to increasingly higher standards. Also, the Professional Practices Committee, following up on the previously noted successes in transforming the Clearinghouse into a more valuable product, offered a series of intensive training session on program accessibility and utilization for state clearinghouse contacts. The presence at this meeting of an Associated Press reporter and photographer to profile the work of the Association in the operation of the Clearinghouse and related issues was further evidence of the value of this project

The Executive Director, during his annual report to the membership, noted the following items: the impending retirement of Orrin Nearhoof of Iowa, a former past president and 34 year member; that all jurisdictions with the exception of one had paid their annual dues, and that the Association had a cash balance, including investments, of \$134,000. The financial footing of the Association which had for so long been a major and continuing concern now appeared to be easing. While not magnificently endowed, a careful monitoring of financial resources by the Executive Committee appeared to be heading the Association into a period of increased financial stability.

At the conclusion of the Savannah meeting several concerns regarding the agenda were voiced by the members, notably: the meeting was deemed to be one day too long and that session topics needed to be timelier and more relevant. The Executive Committee agreed to address these items and to look at ways to involve newer members in the activities of the association in advance of the meeting to be held the next year in Rapid City, South Dakota.

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The membership also stressed the need to complete the revision of the NASDTEC Constitution and Bylaws to better align them with the newly defined vision, mission, and guiding principles. This project became a high-priority item for the tenure of President Van Brock Murray of North Carolina. Several initiatives directed toward this end were identified, staffed, and implemented. The aim was to have materials addressing each of the issues ready for discussion by the membership at the next Annual Meeting. Amendments made by the Executive Committee to the various committee recommendations were to be noted with an attendant rationale.

During the ensuing year, a task force was appointed that would result in the recruitment, selection, and appointment of a new executive director. Serving as advisor to the task force were the incumbent executive director, Don Hair, the Association's President, and Douglas F. Bates, the Association's attorney and counsel. A report including a job description, salary-benefit package, and a timeline for reaching closure on this effort was due prior to the September 1997 Executive Committee meeting.

The Executive Committee entertained and accepted an invitation from Dr. Ted Andrews, the Association's representative from the Washington Department of Public Instruction and a former President, to co-sponsor and organize a National Conference in Washington State during the 1998-99 school year utilizing the highly successful format of the earlier Vermont town meeting. The focus of this National Conference would be the link between teacher credentialing and student learning — a matter of increasing interest nationally and representing an effort to move professional credentialing to a performance base.

To improve its visibility and representation on the national scene, the executive Board voted to expand the effort to recruit new associate members and to increase the annual dues for associates to \$200 per year and to \$3,500 per year for voting members, thereby providing the Association a broader base of financial support on which to expand its influence in matters of teachers and teaching.

At the September 1997 meeting of the Executive Committee in Chicago, Dr. Bates reported that the Association's Utah representative and the registered agent for NASDTEC in the state in which the Association was incorporated in 1964, inadvertently caused the Association to be disincorporated when he notified the Utah Division of Corporations that NASDTEC's main office was in Seattle. In attempting to remedy this problem Dr. Bates was advised that rather than attempting to correct the problem it would be easier to reincorporate the Association in Utah. As a result of this process, NASDTEC then needed to ratify all actions taken since the disincorporation and readopt the NASDTEC Constitution, By-laws, and policies as governing instruments of the reincorporated entity.

At the December 1997 meeting of the Executive Board, held in conjunction with the National Conference in New Orleans, plans were finalized for the selection of a new executive director. The finalists would be invited for interviews to the Executive Board meeting in Tampa, Florida, the site of the second Professional Practices Institute. A decision as to the finalist, and a first runner-up, would be made by the Executive Committee by the following April 1. After a most deliberative search and interview process, and blessed with a handful of qualified candidates, it was decided to appoint Roy Einreinhofer of Boston University as the new Executive Director. At the 70th Annual Meeting and Conference in Rapid City, South Dakota in 1998, Roy was formally introduced to the membership, and commenced an intensive but relatively brief internship under the tutelage of the man he was to replace. Due to contractual commitments, he worked part-time during July and August and in September of that year he took the reins as the first full-time executive director for the association.

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At the Rapid City meeting, significant time in general sessions, regional breakfasts, and special focus groups was provided to deliberate, debate, and discuss the concerns of the membership as they related to the newly drafted Constitution and Bylaws. Doug Bates was the guiding force in this activity, helping to focus the discussion and to respond to questions regarding the implications of the changes on the structure of the Association, how NASDTEC would conduct its business, and the anticipated impact in effecting the goals of the organization, the election of officers, the budgeting process, and regional structures. At the conclusion of the meeting it was determined that the changes to the draft documents endorsed by the membership would be incorporated into these foundational statements and forwarded to each state's voting member with a mail ballot. The result was a near unanimous approval of the revised Constitution and Bylaws, a resounding endorsement of the efforts of so many dedicated individuals over an extended period.

Other matters before the Association at its 70th Annual Meeting in Rapid City included finalizing a contract for the new executive director. Dr. Bates reviewed the contract prepared in response to the Executive Board's request and provided a section by section overview of the salient components of the contract. Plans were also drawn for another National Conference to be held in Memphis, Tennessee, during November 1998.

One of the areas that generated a lot of discussion at the annual and regional meetings was the affiliation status of professional practices and standards boards to NASDTEC, the needs of such boards, the capacity of NASDTEC to satisfy those needs, and the involvement of board's staff in the NASDTEC organization. Incoming President Carolyn Logan of Michigan promised to make this a priority item during her administration.

The work of the Standards Committee continued with the distribution of a survey assessing the role of states in program approval. This information was compiled and a bulletin describing the procedures was distributed as a technical resource. The relationship of this committee work to that being done by NCATE and AACTE was seen as mutually beneficial and representatives of all constituencies agreed to maintain open channels of communication. The Committee also drafted a policy statement on NASDTEC's position linking new student learning standards with teacher preparatory standards. This statement was to be redrafted, based on input from the Executive Committee, and resubmitted for approval.

The Professional Practices Committee proposed development of a "best practices" document on professional practices, mandatory reporting requirements, fingerprinting, and the release of expunged records. It was felt that such a document would be useful to jurisdictions working with local policy makers in establishing statutes, regulations, or policies relative to these matters. The document was subsequently released as a Critical Issue Paper and distributed widely.

The Sonoma Valley and Santa Rosa, California provided a fertile site for the last Annual Meeting of the 20th century. The agenda for this meeting provided sufficient opportunity for Doug Bates to explain facets of the new Constitution and Bylaws to the membership:

- The new election process retains the provision that the president-elect (to be called the vice-president) rotates among the four regions. The procedure involves a nomination from the region with ratification from the membership. Members from the floor may nominate other people from that region.
- The offices of secretary and past president were eliminated as Board positions. Anyone elected to a term that bridged over the inception date for the new constitution would continue in that position until the term expires.
- The new bylaws provide for new class of honorary membership. A person may be nominated for designation as an honorary member of NASDTEC by a region or by the Executive Board.

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Honorary membership may be awarded to persons who have given exemplary service to NASDTEC or to education. A set of guidelines for nomination of honorary members was subsequently drafted and accepted by the Executive Board.

- The budget necessary to support NASDTEC activities/initiatives is determined by the goals and priorities set by the membership as a part of the regular two-year budget cycle.

At the 1999 meeting, and in accordance with the new Constitution and By-laws, honorary membership in the Association was awarded to Doug and Eva Bates, Don and Janet Hair, and Ted Andrews. Substantial discussion centered on the newly defined role of the executive director in accordance with the amended by-laws, to prepare a budget proposal that would provide for the implementation of the goals and priorities adopted during the 71st annual meeting. This was to be ready by October 1 and discussed at the Executive Board meeting in Hartford in the late fall. Upon review, modification, and approval as a preliminary budget of the Executive Board, the proposed budget was forwarded to the voting membership for review and discussion at regional meetings and voted upon by mailed ballot. The extensive involvement of the entire NASDTEC memberships in the budget process from the identification of priorities and “wish list” programs to the final adoption of the budget was given high commendations.

As the nineties were ending, and a new millennium was about to dawn, the following matters were before the Association:

The Association was preparing to produce its third Professional Practices Institute in Hartford, CT. The program committee under the guidance of the Professional Practices Committee designed a program that attracted more than 125 attendees. This Institute featured the noted forensic specialist Dr. Henry C. Lee, an attorney and medical doctor, who mesmerized the audience with stories about his role in investigations and trials concerning the famous, and the not- so-famous. Subsequent Institutes would be modeled on the format profiled in Hartford as it provided ample opportunity for interactive dialogue and critical professional development.

At its meeting in Hartford, in conjunction with the Institute, the Executive Board was informed by the executive director that he had experienced an increase in the number of calls from reporters trying to gain access to the Clearinghouse. He noted that the Clearinghouse had been identified in several articles in the media and had received a mention on CBS’s 20/20 on October 14, 1999. The executive director further indicated that with help from the Professional Practices Committee a “press kit” would be developed that could be used with reporters as a source of reliable information about the Clearinghouse.

During the year 2000, Mr. Paul Longo, who chaired the Professional Practices Committee during the aforementioned stewardship of both the Educator Clearinghouse and the Professional Practices Institute, was named to succeed Doug Bates as the NASDTEC attorney. Gary Jones of Missouri was appointed to chair the Professional Practices Committee.

Other matters related to the work of the Interstate Committee included leading the charge on the states to effectuate the contract approved at the Annual Meeting in Santa Rosa for a five-year period commencing October 2000. This effort followed successful efforts to better tailor and/or amend the existing contract to the needs of the potential jurisdiction signatory. Further, the extensive involvement of the membership in framing this document, with the advice and input of the Association’s attorney and counsel, made the new contract one deserving of serious consideration by all jurisdictions. However, there was concern among some jurisdictional representatives about the legality of requiring NASDTEC membership as a condition for entering into a contract, and whether a state can enter into a contract with a foreign government.

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Last but not least, with extensive stimulation by involved members of the Association, the Executive Board realized the need to respond on behalf of NASDTEC to the Federal Department of Education's emerging regulations to implement the new reporting requirements for states and institutions in Title II of the reauthorized Higher Education Act. This was deemed to be a matter of great importance to the membership and their respective state agencies. Under the authorship of the Executive Director of the California Commission on Teacher Credentialing, a well-documented and researched paper was prepared as an Association response and shared with a number of relevant educational and governmental constituencies. Title II reporting is an issue that continues to confront the members and one to which the Association must be ever ready to respond. With new legislation and regulation NASDTEC members can expect to be continually confronted and called upon to respond to matters relating to standards and accountability.



This logo was developed in 2012.

Moving into the 21st Century

With the dawning of the 21st Century, NASDTEC was operating under the Constitution and Bylaws that were approved by membership balloting in January 1999, and which became effective with Fiscal Year 2000 beginning on July 1, 1999. Under the provisions of the Constitution, minutes of the Executive Board meetings were made available to all member jurisdictions. Using e-mail, minutes of the association's business meetings, Executive Board meetings, and many other communications were distributed quickly and efficiently to all jurisdictions.

The 2000 annual meeting was held in Portland, Maine. The theme of the conference was *Back to the Future* and featured a presentation by Dr. William Sanders from SAS in-school that presented research material regarding the effect of teacher quality on students. This research later received wide recognition throughout the profession.

Under the terms of the Constitution the new budget preparation process established a 2-year budget for fiscal years 2001-2002, covering the period May 1, 2000 through June 30, 2002. That budget had been proposed to the membership during the regional meetings held during the first quarter of 1999 and subsequently approved by mailed ballot. The second budget cycle, establishing the budgets for fiscal years 2003-2004, began with regional meetings during early 2001, and continued as a part of the business meetings at the June 2001 annual conference in Alexandria, Virginia, and the Executive Board meeting after the Professional Practices Institute (PPI) in San Diego, California, in November of that year.

In October 2000, the Fourth Professional Practices Institute was held in Minneapolis, Minnesota, featuring a full day of training by Stan Walters. Through an arrangement with the University of Missouri, Continuing Education Units were awarded for that session, adding value to an already excellent program. Plans were announced to produce the Fifth PPI during the fall of 2001 with San Diego, California, as the site.

Under the presidency of Marilyn Scargall (1999-2000) of New Mexico, progress toward greater involvement by NASDTEC in national issues was confirmed as an organizational goal. A line item in the FY 2001 budget for "advocacy services" generated considerable debate. After a lengthy discussion it was determined that because NASDTEC had to serve its members' differing needs, lobbying could not be a part of this effort. The term "advocacy" was then redefined to mean that NASDTEC would enlist the services of an outside professional to gather and interpret information about pending federal legislation as it relates to public education and the effect of that legislation on the education profession. That information would be made available to all jurisdictions so that each could respond in a fashion that was politically correct for that jurisdiction. Additional discussion generated the assignment that our advocate should also find ways to increase awareness of NASDTEC's position as an information provider to state and federal legislators.

President Doris Anselmo (2000-2001) of Rhode Island made it a priority for her year in office to have two Critical Issue Papers published and distributed. The first was a best practices piece developed by the Professional Practices Committee and was designed to publicize NASDTEC's position on educator background checks, fingerprinting, and other measures designed to help protect school children. The second paper was authored by the Interstate Committee and helped clarify the definitions used in certification mobility. The paper also served as a notification to persons unaware

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of the Interstate Contract of exactly what the contract was designed to accomplish. Both papers received wide distribution and helped increase the public awareness of NASDTEC's role in these areas.

The Professional Preparation and Continuing Development Committee published its paper, *NASDTEC and Standards* during 2001. It was introduced to the membership at a conference session in Alexandria and released to the press that same day. This marked a milestone in the greater emphasis of getting publications to those who might have need for the material. Under President Thomas Elliott of Virginia, the Critical Issue Papers were made available to all through posting them on the expanded NASDTEC website and through delivery to targeted members of Congress.

The conference in Alexandria marked the first time the membership had assembled since the death of Doug Bates earlier that year and he was remembered through several tributes. The annual Doug Bates Lecture was given by Doug's son, Martin, who served as the Assistant Superintendent for Human Resources at the Utah Granite School District. The tribute to Mr. Bates became a tradition within the Association, and the annual Doug Bates Lecture format was modified after the 2007 conference. It was renamed the Doug Bates Award to honor individuals who have contributed to the field of professional practices, regardless of their involvement in NASDTEC. The presentation of the award was later moved to the Professional Practices Institute in the fall, rather than at the Annual Conference.

In June of 2002 Cindy Marose of Oklahoma assumed the leadership of the association at the conclusion of the Annual Conference in St. Louis, Missouri. During a period of economic turmoil, with many state budgets facing serious reductions, a new set of problems presented themselves. Although the organization was in the best financial condition ever, a series of questions regarding the future role of the association, the ability of members to travel to conferences and meetings around the country, and other related and serious questions began to be discussed. As a part of this examination of the future of the association, the Executive Committee opted to launch a strategic planning initiative dubbed "NASDTEC 2005" to plot a course of actions to ensure the continued financial viability and increased organizational involvement in important issues. The work on that initiative took place during the second half of 2002 and early 2003 and was presented to the membership at the 2003 Annual Meeting in Seattle, Washington.

With Sam Swafford of California serving as president, January 2003 saw the January edition of the Communicator as the first issue to be partially distributed electronically. Approximately one third of the 3300 copies went out via e-mail with the balance distributed via US mail. Electronic distribution was further phased in over time as was the distribution of special reports, conference promotional materials, and other NASDTEC documents. The phase-in was necessary because at that point, approximately 40%-50% of members had email addresses. 2003 also saw the Executive Board act to commission a committee to extend the electronic presentation methods for the NASDTEC Manual, which had been a print publication and was widely viewed as one of the greatest benefits provided by the Association to jurisdictional offices. This project took until 2005 to become partially operational due to various delays, many of which were related to the software construction, member input, and then the ability of every jurisdiction to find the time and personnel to complete the amount of data which initially had to be loaded. After the final step of needed orientations for each jurisdiction, printed manuals were finally discontinued after the 2006 edition.

Perhaps by necessity, technology became the signature project mid-decade under a series of presidents, including Virginia Pilato (MD), Rick Eiserman (GA), and Martha Gage (KS). It should be noted that during this decade, a huge amount of volunteer labor was given by a Board-commissioned group which became known as the Technology Committee, and no one dedicated more of that labor than Dr. Thomas Hall, the committee chairperson, who served as the technology

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director for the Georgia Professional Standards Commission. A look at the Executive Board's actions in this decade is replete with references to the many studies, contract reviews, reports, and hands-on work done by Mr. Hall, and these efforts were the backbone of the transition that the organization made from paper-based communication to electronic means.

NASDTEC was indeed fortunate to have Mr. Hall's leadership in the area of technology, and this legacy was continued by David Lajeunesse of Florida, until the need for a dedicated committee for technology ended in the early 2010s. A major advance in technology, came in 2005 when the *www.nasdtec.com* website was established as the site for information about upcoming conferences that provided online access to the agenda, registration forms, and details about the conference hotel, including a link to the hotel reservation system, airport transportation, and host city data. All updating of the website was handled through the NASDTEC office and provided another method of contact with the membership and the general public. The first conference for which the new site was used was the 2005 Professional Practices Institute.

President Pilato was also instrumental in securing and administering a major project on teacher mobility, which was funded by the Maryland State Department of Education (MSDE) through a federal Troops to Teachers Enhancing Mobility Grant. This project enhanced the Association's continuing leadership in reciprocity issues and funded a major improvement to the NASDTEC database for members. Also noteworthy during this time was the June 2005 Annual Conference in San Antonio, Texas, with a full agenda of timely topics including a look at foreign "degree mills," the No Child Left Behind Act, credential portability, and program approval. Attendance again topped the 250 mark, reflecting the increasingly important topics being covered. A "New Directors Workshop" was scheduled for Saturday afternoon preceding the opening day of the conference. With so many states having newly appointed directors, the workshop was designed to demonstrate to them how NASDTEC, and the contacts made at NASDTEC events, could help them more successfully perform their job responsibilities. Unfortunately, this event did not have a long lifespan, primarily due to severe budgetary/travel reductions by many jurisdictions during this time period.

In early 2007, for the first time in history and against the wishes of NASDTEC leadership and its jurisdictions, data from the NASDTEC Clearinghouse database was obtained and published by a media source. The Sarasota (FL) Herald-Tribune created a searchable database of the teachers' names after waiting for years to gain access to the list. The paper began seeking the material as part of its earlier reporting on teacher sexual misconduct in Florida, and it obtained the list from the Florida Department of Education via an Open Records request.

This event followed an earlier nationwide Associated Press (AP) investigation seeking five years of state disciplinary actions against teachers and the reasons behind them. In the years that the AP studied, 2001 to 2005, roughly one-quarter of all disciplinary actions against teachers involved sexual misconduct. In opposing the release of the information, Executive Director Roy Einreinhofer said the Clearinghouse agreement with states allowing for the collection of the names of disciplined teachers was based on a promise that the list would be kept confidential.

At the time, it was feared that this event would place a chilling effect on jurisdictions' willingness to continue placing these names into the database; however, this was not proven to be the case. Some argue that the release led to more liberal use of the information to bring awareness to the serious issues surrounding educator misconduct and a later decision by the Executive Board in the mid-2010s to share the data with local districts who become associate members of NASDTEC.

During the latter part of the decade NASDTEC remained a leader in the discussion of teacher mobility. At the 2008 Annual Conference, the official presentation of the NASDTEC Mobility Study

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“Teachers on the Move: A Look at Teacher Interstate Mobility Policy and Practice” occurred. The overall findings were not surprising; the debate about standards versus barriers continued, and a lack of state data systems prevented a full assessment of the state policies which impact teacher mobility. However, the report noted multiple successful practices and was a vehicle to promote ongoing dialogue and study in order to facilitate educator mobility without forfeiting standards. This remained a challenge even as NASDTEC began the decade of the 2020s. President Peter Donovan (MT) spearheaded this initiative, and this was further developed by Kathleen DeFelice (CT), who also oversaw a second major area of emphasis during this time: the need for improvements to NASDTEC’s fledgling online presence and its transition from printed materials, such as the NASDTEC Handbook.

The Technology Committee, still under the direction of David LaJeunesse of Florida, set as one of its goals to make the KnowledgeBase (KB) more efficient and effective for its users – members and subscribers alike. In its responsibility for oversight of the KB, the committee conducted a survey of member jurisdictions to obtain input about this obvious need. It was noted that the Topical Tables, which contained basic credentialing information for each jurisdiction, was the most viewed part of the webpage. Although it would be a few more years before funding was dedicated to more major transformations with the KB, this was the beginning of the attention (and funding) given it by the Executive Board. During the 2008-09 year, the Technology Committee did make the first of a series of improvements, including retaining row and column headers while scrolling, making footnote references more obvious, and developing an export feature for table data. Also added were an improved text editor as well as the new ability to edit and save an entire row of data, rather than performing cell by cell updates. During this same year, the Executive Board also created the Associate Members Advisory Committee to bring a voting representative to that body. Meredith Curley, of the University of Phoenix, agreed to serve as chair of this new committee.

Under the direction of President Vance Rugaard of Tennessee, the Executive Board began the transition from the Association’s long-time executive director, Roy Einreinhofer, to a new person ready to step in at the time of Roy’s retirement in June 2012. While the Association had a great period of growth under Roy, the Executive Board clearly began moving toward the broader goal of having NASDTEC become a key player at the national level in policymaking that affected the future of teacher preparation and certification, and nowhere was this more evident than in the job description of the future ED and the national search which was undertaken. Candidates for the position were screened with more focus on an education/teacher preparation background than was seen in previous leaders.

At the NASDTEC Conference in Jacksonville, Florida in June of 2009, the Interstate Agreement Committee introduced a new concept for the Interstate Agreement regarding "reciprocity" between jurisdictions. The major change was that the Executive Board adopted a new direction which stated that "Memorandum of Understanding (MOU)" more clearly identified the document. During the early part of the century, jurisdictions were working to comply with the federal No Child Left Behind Act’s "highly qualified teacher" requirements. This led all states to develop definition of an "HQT", and each definition was different, meaning that most teachers moved to a state with some additional requirements to meet, even with a full license from another jurisdiction. To more accurately reflect the "ancillary requirement" of the Interstate Agreement, the new MOU created the "Jurisdiction Specific Requirement Index" (JSR).

Adaptations were also made in 2009-10 to the Clearinghouse and the information that member jurisdictions could enter. The Association redoubled its efforts to ensure that the entries in the NASDTEC Clearinghouse were 100% accurate, so that it would remain as the only reliable national source for information on certificate actions across the country.

The New Decade Sees New NASDTEC Leadership

As the new decade began, President George Maurer of Iowa, began the development of the logistics with the solicitation of applications for the new executive director. The Executive Board also conducted a retreat during this period to more clearly define its goals in preparation for a new leader. This process continued with Vickie Chamberlain's (OR) presidency and the screening and interview process. The outstanding work culminated in the appointment of Dr. Phillip Rogers of Kentucky to be named as NASDTEC's new leader. Dr. Rogers' term began on July 1, 2012, and it marked the end of Roy Einreinhofer's fourteen years of service as the NASDTEC Executive Director.

Dr. Rogers began his tenure working closely with Brian Devine of Massachusetts, the new president, and improvements to the Clearinghouse continued with a new handbook having been developed after a year-long process of input, review and publishing under the direction of Staff Attorney Carolyn Angelo. The early 2010s also saw the development of the new NASDTEC Online Community (OC), which Phil saw as a top challenge entering his new role, along with becoming a partner with other national education organizations. The Executive Board placed major emphasis on adding value to membership by expanding the resources on the OC, and member registration on the OC increased exponentially during its first year and beyond. On perhaps a less significant note, the Association saw a change in its logo for the first time in recent memory, which helped brand the new OC, and NASDTEC established an office space in the nation's capital.

Another important development in the early part of the decade was the development of the National Independent Educator Standards Boards Association (NIESBA) to advocate for independent standards boards across the United States. This group has continued into the 2020s as the Professional Educator Standards Boards Association (PESBA). In 2019, PESBA became a special committee of NASDTEC and is now fully integrated into the NASDTEC organization. Pursuant to the NASDTEC by-laws, PESBA has a vote on the NASDTEC Executive Board, and its chair is appointed by the NASDTEC Executive Board chair.

As the decade moved toward its midpoint, 2013-14 saw two ground-breaking initiatives in a single year under the leadership of President Frank Servedio (AR). As a tribute to former president and legendary leader in NASDTEC, Ted Andrews (WA), the Executive Board moved to honor Ted's Western States Certification Conference by establishing the Ted Andrews Winter Symposium (TAWs). In a partnership with The Council of Chief State School Officers, TAWs became a third annual meeting for members, with an intentionally smaller attendance base and an emphasis on the deeper discussion of a single issue each winter. Planning duties for TAWs were assumed by the re-constituted Professional Education Committee, which was the evolution of the Professional Preparation & Continuing Development Committee.

The second initiative during that fiscal year was the development of national model standards/guidelines for educator conduct as an outgrowth of discussions by the Professional Preparation & Continuing Development Committee. In the spring of 2014, NASDTEC convened a national task force of educators from a number of stakeholder groups to "develop, adopt and distribute a framework that clearly defines the ethical and professional obligations of educators and that may serve as a model code of conduct for educators." This remarkable group met for a long weekend in Alexandria, Virginia, and crafted the core of an enduring document which was first called a

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Framework of Professional Ethics Guidance for Educators. The initial construction group was led by Anne Marie Fenton of the Georgia Professional Standards Commission, Troy Hutchings of the University of Phoenix, and Katherine Bassett of the National Network of State Teachers of the Year. This diverse group of educators volunteered extensive time and energy over the next few years to conduct a structured input process and refine the framework.

This resource became known as the *Model Code of Ethics for Educators (MCEE)*, and with it, NASDTEC sought to finally provide a model of best practice for the profession. NASDTEC first rolled out the MCEE at the National Press Club in Washington, D.C., in June 2015, which brought together NASDTEC's communication partners, as well as members of the press, to learn about the Code. The MCEE can be adopted or adapted to help ensure states, EPPs, and LEAs are effectively equipping educators in ethical understanding and decision making so as not to violate the boundaries of professional practice. This critical work has led to a more intentional emphasis (at national, state, and local levels) being placed on ethics and ethical preparation.

The MCEE lives on today aided by the efforts of The National Council for the Advancement of Educator Ethics (NCAEE), which was established by NASDTEC in June 2015. As a special committee of NASDTEC, the NCAEE serves to ensure that educators and prospective educators understand how professional decision-making can impact the safety and well-being of children, as well as the culture and mission of the school. This increased focus on examining, understanding, and informing best practice in educator decision-making has long been a critical part of the NASDTEC mission, and nowhere has this emphasis been embodied more clearly than with the MCEE and NCAEE.

The Association's virtual presence continued to grow under President D. T. Magee of Iowa. The Online Community (OC) permitted NASDTEC to share survey results, circulate white papers and reports, automate registration for conferences, engage more people in NASDTEC's interest groups, and disseminate conference materials. In addition, the OC gave the Association a more expandable and accessible platform for critical and long-standing NASDTEC member benefits by providing a shared portal for the KnowledgeBase, ensuring a central depository for the Interstate Agreement, and by greatly expanding the ability to quickly communicate across jurisdictions.

The OC began to see webinar offerings as part of its expanded services for members. Beginning in 2014-15, webinars were offered on educator ethics, social media misuse by educators, and the creation of online eLearning modules to address issues related to the professional practice of educators. The *NASDTEC Academy* provided interactive eLearning modules to be used by educators, jurisdictions, school districts, and educator preparation programs to strengthen the professional practices skills and knowledge of educators. Each module was built so educators could register, pay, and complete the training at their convenience. A new (and no cost) benefit via the OC was the offering of conference general (and some concurrent) sessions in audio form via the *Encore Series*, for the first time providing a resource to members who were not able to attend the conferences.

President Magee and Executive Director Rogers worked with the Executive Board to emphasize technology with an eye toward the future and employed a national company to complete a technology audit for NASDTEC to assess the technology resources currently available through the Association, then to project and plan for future expansion. Magee also led a Board retreat to reconfigure the Board and committees to best serve the needs of NASDTEC members.

The mid-decade also saw new outreach efforts to communicate with member jurisdictions for the benefit of the membership at large. A major effort was the initiation of the annual Member Satisfaction Survey. The electronic survey focused on the level of satisfaction members have with

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NASDTEC's services and resources, and they were also able to provide feedback regarding issues and ideas they believed would add value to their membership. NASDTEC staff also began the publishing of the NASDTEC Annual Report to provide a quick view of changes in each jurisdiction. Publication of the first NASDTEC Annual Report occurred in February 2015 when all members were sent the first compilation of update reports from each jurisdiction, which represented jurisdictions' reported changes as of late 2014. This report has since been published in January/February of each calendar year to provide all member jurisdictions with important changes across the landscape of certification/licensure, educator preparation, and educator misconduct, with 100% of NASDTEC jurisdictions participating. The Executive Board also developed guidelines for the composition and appointment of regular and special committee members to promote transparency in those appointments.

Yet another new effort was the piloting of a multistate educator lookup system (MELS), designed to allow NASDTEC member jurisdictions to exchange information which is commonly needed to validate credentials, program completion, and other information. This system would serve as a faster and more secure method than mail and/or phone contacts. Thanks to the efforts of state technology personnel Chuck McCampbell (GA) and Randall Kirk (WV), 2015 saw a successful prototype piloted in which data was exchanged between the two state data systems, and a data dictionary to provide a common "language" was developed. While a few other jurisdictions became interested, the wide-spread implementation of MELS was hampered by the lack of a major funding source for system development and the entry of the data by each jurisdiction. The project has tremendous value to members, though, and as the decade ended, NASDTEC contracted for consultant services for the development of a concept paper and eventual presentation to grant foundations to seek funding for this system.

NASDTEC conferences saw a major change with the phasing out of printed programs and a move toward an electronic conference app, which was piloted at the Ted Andrews Winter Symposium (TAWs) in San Diego in early 2015. The app, accessed via smartphone, tablet, or computer, presented more quantity and quality to attendees. Besides the basic session/speaker information, the app contained information for exhibitors, a social media link via Twitter, meeting room floor plans, local weather and activity links, hotel information, and a traditional printable agenda, as well as many other links. The Annual Conference also began the tradition of "Annual Regional Conversations," as a voluntary Saturday afternoon regional meeting for informal discussion of common concerns and ideas. This format was later expanded in some form and degree to all NASDTEC conferences throughout the year, and it was also a way to bring back a form of the "New Directors' Workshop," which was successful, but not sustainable, as a stand-alone portion of annual conferences in the mid-2000s.

The previously mentioned 2007 media release of NASDTEC Clearinghouse data by media sources brought national attention to the issue of teacher misconduct, and the media scrutiny repeated itself in another form in February 2016, this time via a year-long investigation into teacher misconduct by the *USA TODAY Network*. The report led to further investigations by other states, and NASDTEC took a proactive approach to the issue with a full audit of its data and extensive communication by NASDTEC Executive Director Phillip Rogers with the journalists involved with the investigation. This led to more consistency and regularity in jurisdictional reporting, which has improved the Clearinghouse as it remains as the only source of this information in the United States.

Coincidental to the *USA Today* report, President Elizabeth Keller (OR) and the Executive Board in October 2015 instructed the Professional Practices Committee "to explore the development of policies that would permit local school districts to have read-only access to the Clearinghouse." The policies were subsequently reviewed by the Board and adopted by the membership to amend

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NASDTEC's By-Laws, effective in July 2016. With this change, local school districts that become active associate members are granted access to this data, which details credential actions taken against educators as reported by NASDTEC jurisdictions. Under the leadership of President Nancy Pugliese of Connecticut, NASDTEC developed new agreement documents and a license agreement for local districts before accessing the Clearinghouse, and the Association began making school districts aware of the availability of the new data service.

President Pugliese's tenure also saw more virtual offerings via the *NASDTEC Academy*. The *Prevention and Correction: Overview* course was begun, emphasizing the environmental, educational and social demands that influence an educator's daily decisions. The course provided an option for licensing agencies and school districts to support those educators whose conflicting decisions have resulted in a need for intervention. Integrated into this course was an emphasis on ethics as informed by the NASDTEC Model Code of Ethics for Educators with a series of assessments checks for knowledge and understanding before permitting advancement to the next module.

President Anne Marie Fenton's presidency in 2017-18 saw many new initiatives within the Association, and it was only natural that many of them forwarded the Association's goal as being the national leader in educator ethics issues and education. A new video designed to highlight the need for the Model Code of Ethics for Educators (MCEE) was produced by the National Council for the Advancement of Educator Ethics (NCAEE). This tool stressed the importance of an intentional focus on ethical principles to guide decision across the educator continuum. A new electronic brochure was developed that included the full code and stressed the importance of its common language. The NCAEE, in collaboration with American Association of Colleges of Teacher Education (AACTE) and Educational Testing Service, conducted three focus groups at the annual AACTE conference. The focus groups provided information for a national survey later administered to educator preparation providers regarding pre-service instruction.

Other new initiatives during President Fenton's tenure were: first, the NASDTEC Mentoring Program, designed to connect experienced members of NASDTEC with new members, preferably from the same geographic region or with similar contexts and with the same role or previous experience/knowledge of the role. This was launched by the Professional Education Committee, chaired by Brian Devine (MA). Second was the beginning discussion, led by the president, of the *NASDTEC Forward Fund*, a philanthropic effort to give back to the education community.

NASDTEC marked its 90th year in existence in June 2018, and some interesting touchpoints about the scope of the Association upon this milestone are worth noting within this document for future reference:

- 113 organizations had Master Associate Memberships and 56 agencies had Master Jurisdiction memberships. A total of 955 individuals had established accounts under these "master" memberships on the NASDTEC Online Community web site.
- NASDTEC had established a Facebook page and a Twitter account, and it had 391 followers on its Twitter account: @NASDTEC.
- Analytics indicated that on average 15,000 unique people a month visited www.nasdtec.net.
- NASDTEC shared a complimentary membership with the American Association of School Personnel Administrators (AASPA) and had a similar arrangement with the National Association for Alternative Certification (NAAC).
- NASDTEC had established a *Google Advertisement* campaign that used search language related to teachers looking for information related to mobility. It directed them to the public

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NASDTEC page that provided the Interstate Agreement data map requirements for out-of-state applicants. About 2,500 people a month find NASDTEC through the *Google AdWords* campaign.

In looking at the 2010s, NASDTEC's member support efforts continued to grow, and the Executive Board added new part-time support staff positions during this time, with two former state directors of certification/licensing assisting Dr. Rogers and the Association as part-time employees. NASDTEC's first Conference Coordinator and Developmental Coordinator, respectively, were Linda Stowers (WY) and Mike Carr (KY). As the Association's virtual presence continued to grow via the *Online Community (OC)*, the Coordinator of Member Services was created and initially filled by Candace Lee in 2018.

As President Leah Breen of Michigan took office, the online version of the NASDTEC Clearinghouse was over 25 years old and very dated by "technology years." In 2018 the Executive Board approved a proposal from Fokus Partners, LLC to explore the best way to move forward on the retooling of the Clearinghouse. An ad hoc Steering Team dedicated many volunteer hours during that fiscal year to work on this project, and a new and improved NASDTEC Educator Identification Clearinghouse went live less than a year later. Training for both jurisdictions and local education agencies (LEAs) was conducted through webinars that were recorded for training purposes. New handbooks were made available to both the jurisdictions and the LEAs.

Both President Breen and 2019-20 president, Lynn Hammonds (HI), worked to ensure that The Model Code of Ethics for Educators (MCEE) continued to be a major emphasis for the association; the focus moved to raising awareness among jurisdictions and teacher preparation programs concerning the Code and how it can best be implemented in their work. (In fact, Hawaii became the first jurisdiction to embrace and adopt the MCEE for extensive use in the states.) The National Council for the Advancement of Educator Ethics (NCAEE) hosted a series of webinars to this end and worked in collaboration with other organizations such as the National Board for Professional Teaching Standards and the American Association of Colleges of Teacher Education. To gather information on future direction, the NCAEE conducted an extensive survey of Educator Preparation Providers (EPPs) on beliefs about ethics. The steering group worked to enhance the MCEE webpage and its resources, and helped to sponsor a first-ever Focus on Ethics regional workshop in Spring 2019, which was hosted by the Colorado Department of Education in collaboration with Colorado Springs School District 11 and Regis University.

The association saw steady interest in its offering of Clearinghouse access to local education agencies (LEAs). In the first two years of the operation, there were 191 LEAs across 27 jurisdictions participating in the Clearinghouse, and NASDTEC staff had responded to 383 requests for information from LEAs across 45 jurisdictions. This was supplemented by staff members visiting various conferences and jurisdictions as time permitted to publicize and explain the value of this service to LEAs. Because of the positive response to this program, the Executive Board voted to expand access to EPPs in 2020 under certain conditions.

In addition to this expansion, the association continued to add other resources related to the arena of professional practices. The most notable of these was the naming of Troy Hutchings as a part-time staffer in the role of Senior Policy Advisor in 2019. Dr. Hutchings was perhaps the leading national expert on the area of education ethics, previously holding positions at the university level and with the Educational Testing Service related to the topic. As mentioned earlier, he was a leader in the development of the MCEE, serving as the Subject Matter Expert on that project. Dr. Hutchings immediately had an impact on NASDTEC programming in the area of professional practices, preparing content for webinars, papers, and blogs for the webpage, presenting at

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association conferences, and serving as an advisor to all professional practices work within NASDTEC.

After many years of dormancy, 2019 saw the idea of regional interstate compacts to facilitate teacher mobility return. NASDTEC began cooperating with the Council of State Governments, and it also joined with the Council of Chief State School Officers (CCSSO) Certification and Licensure Collective (CLC) to explore this initiative. A variety of other national education groups joined in this effort with a series of regular meetings working to explore and develop this concept as the new decade began. NASDTEC was represented by NASDTEC Staff Attorney Carolyn Angelo, new NASDTEC consultant Mary-Dean Barringer, formerly of CCSSO, and Dr. Rogers.

Unfortunately, the beginning of the 2020's saw the unexpected end of the 91-year streak of the presentation of the NASDTEC Annual Conference. This was out of the control of the association due to the advent of the worldwide Coronavirus pandemic, which forced the Executive Board to cancel the meeting due to nationwide stay-at-home orders issued to prevent the spread of the disease. The Board was able to conduct its traditional June meeting and NASDTEC Business Meeting virtually, and NASDTEC negotiated a future annual conference to the Boston 2020 hotel site in 2022. While having to change minor details like the conference site and the regional host rotation for the first time in history, the Board and the Association reflected the resiliency and resolve to continue as a members-first group to serve its jurisdictions.

As this portion of NASDTEC's documented history is written in 2020, it is interesting to read the prophetic words of former Executive Roy Einreinhofer wrote in 2002 as he completed writing his portion of the association's storied past:

"NASDTEC is poised to continue its efforts on behalf of professional educators, those responsible for preparing them for the profession and those involved in the certification/licensure process. There will be no lack of challenges for the association...the real challenge will be to stay on or ahead of the leading edge of the needs of the profession and to develop and implement policies and procedures that can help member jurisdictions deal with those issues."

Beyond all the work detailed in this document, the history of NASDTEC has been that of a caring, member-driven association, larger well beyond its physical size in the camaraderie, support, and advice that it provides to its members. In recent years, NASDTEC has moved into a much more visible role on the national stage, largely due to the vision of the Executive Board and the extensive efforts of Dr. Rogers. This newfound prominence will serve the association well, as will all the continued projects it undertakes as it faces the future; however, beyond all, it is clear that NASDTEC is much more than an organization...It is a family.