Teacher-preparation institutions (TPIs) seeking approval from the National Council of Accreditation of Teacher Education (NCATE) face increased expectations for formal technology-rich systems of candidate assessment. Although numerous expensive commercial products are available, the College of Education at Coastal Carolina University elected to develop in-house with limited budget and personnel resources. After a year of development and piloting, the system went live this fall successfully.

The purpose of this presentation is to describe the evolution of the system architecture, from design to implementation, including summaries of needs analyses, infrastructure and tools selection, data aggregation models, relational database schemas, standards alignment issues, usability reports and implementation schedules. The presentation will conclude with a list of lessons learned from the project that could perhaps guide the practices of other TPIs, or any organization with portfolio data management needs.