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LEXINGTON HERALD-LEADER

Published Monday, March 27, 2000, in the Herald-Leader

A tiny rural school, an aging building and eye-popping scores on state tests

Wrigley students' progress attracts national notice

By Linda B. Blackford
HERALD-LEADER EDUCATION WRITER

WRIGLEY Sometimes a car roars by, and once in a while children squawk around the playground, but mostly Wrigley Elementary sits in the deep silence of an Eastern Kentucky hollow, protected and isolated by high mountain ridges.

This old stone school, with fewer than 200 children, has become the name to drop in education circles, both in Kentucky and much further afield.

Cited by national publications such as Education Week, praised by such national organizations as the Education Trust, Wrigley has become the Little School That Could, living proof of the central tenet of the Kentucky Education Reform Act:

Poverty isn't a death sentence for student learning.

Wrigley, where 80 percent of the children receive free or reduced lunches, scored high enough on the state test in 1998 to place it among the top 10 elementary schools in Kentucky.

The students had reading scores second only to Anchorage Elementary, the wealthiest school in the state.

That news, and the high scores that have continued, have prompted a steady stream of researchers and policy-makers who want to know what a poor school like Wrigley is doing so right.

Principal Sandra Pellfrey is bemused, to say the least, by all the attention. Yes, Pellfrey has used the extra money that KERA produced to bring in academic programs and new books and supplies. She has tried to instill in her teachers KERA's philosophy that all children can learn. And she thinks her teachers are dedicated.

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But she doesn't have a 10-point plan that led to the school's success.

"I really can't say why we did well and others didn't," she said.

'You just get on board'

Wrigley sits near the intersection of state routes 7 and 711, roughly between West Liberty and Sandy Hook. The community could not even be called a hamlet, surrounded mostly by small frame houses, and farther out, homesteads with tobacco or vegetable gardens.

The school is old. Parents who went there as children now tramp in and out all day long as volunteers. It was built in 1936 by the Works Progress Administration in big blocks of creamy sandstone. The shiny wooden floors creak when students walk down the main hallway.

Wrigley's staff is small about 11 teachers and close-knit. Teachers are constantly talking about lesson plans, or this or that child's strengths and weaknesses.

"Everybody has the same mind-set," said teacher Carolyn Bishop.
"You just get on board; it's catching."

Teachers say Pelfrey cultivated that mind-set when she arrived as principal 10 years ago.

Pelfrey had spent 21 years at West Liberty Elementary as the kind of teacher who used to try to figure out how she could raise her students' IQ points by 20 points every year.

Her work led her to understand well before it was put into law that "given time, all children can develop," she said. "The No. 1 thing is expectations."

Pelfrey also saw KERA as a liberating, rather than inhibiting, guide for teachers.

"For years we were bound to the textbooks, and you had to use the textbooks the board adopted," she said. "With KERA, instead of teaching the textbooks, you teach the children. ... It gives you freedom."

But for that freedom, Pelfrey demands commitment. All the teachers had to sign a statement saying they were committed to getting the school where it wanted to be. "We were not going to be the excuses," Pelfrey said.

Wrigley has a type of primary program that randomly combines first- and second-graders, and second- and third-graders, then lets kids work to their abilities within that class.

Pelfrey has used some of the new money from KERA to train teachers to recognize the different ways children learn, and the different ways they need to be taught.

Becky Burton teaches a second- and third-grade classroom, where, she says, it's hard to tell who is in which grade. On a recent afternoon, she

worked with a child on second-grade vocabulary words, while another boy read a fourth-grade-level book.

"It makes you work a lot harder," Burton said.

Pelfrey doesn't mind being used as a poster child for KERA, if that's what it takes to show people that the reform act can succeed for poor children, for rich children and for everyone in between.

"Our children are better thinkers and better problem-solvers," she said. "It's a different way of learning than when we were in school, but they have different needs than we did."

E-mail this story to a friend.

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TO: Kris Balderston
FROM: Diane Rossi
Terry Peterson
SUBJECT: Proposal for Possible POTUS Two-day Education Tour
DATE: March 21, 2000

PRESIDENTIAL EDUCATION TOUR TO CONNECT WITH BUDGET MESSAGE

We believe that an education tour should reflect the President's education budget message and priorities. We know that the President's budget provides significant investments in key priorities that are essential to our nation's future, like helping to provide urgent repairs for 5,000 schools, and to hire 49,000 qualified teachers in public schools, essential to reducing class size.

Even more than the timing and the type of deliverables, it is important to highlight some of the overall budget themes in certain key areas to hit the point home that the President's budget is in line with what the American people want.

PROPOSED THEMES OF A PRESIDENTIAL EDUCATION TOUR

This education tour could center on the following mainstream messages:

- **School Modernization:** Help local communities go much further in renovating and building needed schools and address overcrowding and offering better technology.
- **Reducing Class Size:** Reduce class sizes, especially in grades 1-3 to a nationwide average of 18 to give children more personal attention and get them on the right track.

Other possible themes to include:

- **Teacher Quality Enhancement:** Help to fund the growing need to recruit better teachers, reward quality teaching achievements, pay higher wages, and provide continuous professional development to prepare teachers to teach a more accelerated curriculum.
- **Expanding After and Summer School Programs:** Help to fund after-school and summer programs with community partners as part of a community school.
- **Reaching and Completing College:** Provide students with the intellectual and financial tools to succeed in college.
- **Reading Excellence:** Help children learn to read well and independently by the end of the third grade.
- **Turning Around Failing Schools** and holding them accountable for poor performance.

TIMING OF AN EDUCATION TOUR

The timing of this tour could be in early May (specifically May 2,3 and 4), when there are already several significant and appropriate events scheduled. Here are some options for school visits and events that the President could host:

OPTIONS FOR THE PRESIDENT'S EDUCATION TOUR

I. SCHOOL CONSTRUCTION EVENT(S):

(A)

What: American Institute of Architects Conference, over 7,000 attendees
Where: Philadelphia, PA
When: already scheduled for May 3, 2000
Deliverable: Release a first time "Citizen's Guide" that is being created to provide a "how-to" manual that provides tips for engaging nontraditional partners in this process.

The POTUS could speak at this event to emphasize the need to invest in the construction of new schools and provide better educational facilities in his address entitled "Schools as Centers of the Community." Secretary Riley is already scheduled to speak, but could then join the President for his speech there.

(B)

What: Second National Symposium on School Design: Schools as Centers of Community, 350 attendees
When: May 3, 2000
Where: Philadelphia, PA
Deliverable: same as above

This symposium will educate approximately 20 state teams, composed of individuals who are responsible for school facilities, about the importance of the design process when building or renovating schools.

II. REDUCING CLASS SIZE EVENT(S):

What: Reducing class size is central to Columbus' efforts to turn around low performing schools, so the POTUS could do an event to highlight this message.
When: anytime
Where: Columbus, Ohio

Columbus has hired 58 new, fully certified teachers with its Class-size Reduction funds. The district placed these teachers in 13 high-poverty, low-performing schools, which reduced class size in grades 1-3 from 25 to 15.

III. IMPROVING TEACHER QUALITY EVENT(S):

(A)

What: The POTUS could address the new teachers who will be entering the Peer Assistance and review Program.
When: anytime
Where: Cincinnati, Ohio

The Peer Assistance and Review (PAR) program, developed by the Cincinnati Federation of Teachers in collaboration with the Cincinnati Public Schools, is an example of how a rigorous peer review system can help to ensure teacher quality in local school districts. PAR has two components--the intern program for all newly hired teachers and the intervention program for experienced teachers who are having difficulties in classroom teaching.

(B)

What: POTUS could address the graduating class of the University of Cincinnati and highlight the importance of developing and recruiting high quality teachers. (Commencement is scheduled for June 9th, this may be a good time to address them if possible. An invitation is not pending)
When: June 9, 2000
Where: University of Cincinnati

IV. EXPANDING AFTER-/SUMMER SCHOOL PROGRAMS EVENT(S):

What: "Stamping the Future" event
When: In early May, the US Postal Service (USPS) will be issuing a new "Stamping the Future" summer education kit. The kit includes, among many history and craft and design activities, the winning designs submitted by 8-12 year-old children around the world for new stamp.
Where: TBD
Deliverable: A new Summer Education kit. The POTUS, with USPS, could make this kit available to every 21st CCLC program (as well to as schools around the country). Right now, USPS plans to make it available sometime on their own, but it could be released together.

Partnership event with the 21st Century Community Learning Centers and the United States Postal Service about "Stamping the Future." This is a new partnership to increase after-school programs on both the national and local levels. The President could speak at this event and encourage more programs like this one to increase the number of schools with successful after-school and summer programs.

V. EXPANDING OPPORTUNITIES TO GO TO COLLEGE EVENT(S):

(A)

What: Chicago GEAR UP Alliance
When: anytime
Where: Chicago, Illinois at any of the schools in the project

This project is the largest Gear UP grant. Student academic improvement is keyed off of improved classroom instruction, after-school enrichment and summer enhancement programs, and teacher development services. Besides mentoring, tutoring, and college counseling, the project will offer education enhancement and computer courses for parents, leading to creation of a project website and tapping into the Chicago Cable Access Network for instruction, teacher development and student interaction, including bilingual services.

Funding Level: FY99- \$3,843,598; total over 5 years- \$31,303,371
Students: 12,085 students served over 5 years
Partners: Northeastern Illinois University (lead school); DePaul University; Truman College; Loyola University; Roosevelt University; City College of Chicago; Chicago Public Schools; Working in the Schools; I Have a Dream Foundation.

(B)

What: Visit to the Columbia College GEAR UP Project
When: GEAR UP grants will be awarded around May 17th, so this date would make for a good time to visit
Where: Columbia College, Chicago, IL

The Partnership serves students in two year-round Chicago schools beginning in grade six. The program is structured into three components: in-school, year-round services designed to emphasize mastery of new college prep curriculum; after-school services designed to reinforce in-school curriculum; and, summer services focused on academic preparation for the coming year and early orientation to college standards and the college experience.

Funding Level: FY99- \$284,044; Total over 5 years - \$3,039,200
Students: Number of students served over 5 years – 1,360
Partners: Columbia College Chicago; The Academy of Communications and Technology; Chicago Public Schools; Working in the Schools (WITS)

VI. READING EVENT(S):

(A)

What: The International Reading Association is having their major conference
When: Indianapolis, IN
Where: April 30-May 5th
Deliverable: (Possible). Could release a Title I document(s) that gives a checklist for teachers/schools on seeing if they meet up with standards so to speak found in Preventing Reading Difficulties study.

(B)

Other possible presidential events could take place at the following sites, which have effective reading programs.

- Northwestern University Evanston, IL has a great program—112 tutors
- The Eastern Michigan Program in Ypsilanti, Michigan – has 72 tutors
- University of Michigan – has 120 tutors.

OTHER SIGNIFICANT EVENTS TO CONVEY PRESIDENT'S EDUCATION MESSAGE

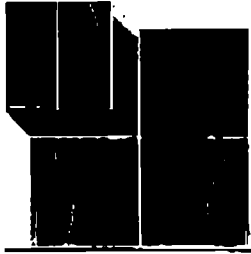
I. U.S. DEPARTMENT OF EDUCATION 20TH ANNIVERSARY EVENT:

What: A celebration and anniversary of American education and event could highlight the importance of education.
Where: U.S. Department of Education, Washington, DC
When: May 4, 2000

Secretary Riley is already scheduled to speak at a noon event marking the 20th anniversary of the Department. The event will be folded into an all-day cultural fair, sponsored as part of the Department's race initiative activities, and featuring youth choirs, dance groups and workshops.

II. BUSINESSES AND PARTNERS IN EDUCATION 2000 EVENT:

WHAT: 5,000 educators, business representatives, and community leaders from across the country are gathered together to talk about the importance of involvement in education. This would be a spin-off event of the **Raising Responsible Teenagers Conference** earlier that day in Washington and would continue the message of this conference.
Where: New York, NY – Museum of Modern Art
When: in the afternoon of May 2, 2000

**CENTER FOR ADVANCED RESEARCH & TECHNOLOGY**

2555 Clovis Avenue • Clovis, California 93612

Pat Wright, Chief Executive Officer

[E-mail: pwright@cart.org]

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[E-mail: achute@cart.org]

Telephone: (559) 291-0120

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FAXDate: March 14, 2000No. of pages including cover sheet: 12Andrew RotherhamSpecial Assistant to the President(202) 456-5581From: Alice ChuteExecutive AssistantPhone: (559) 291-0120Fax: (559) 291-0160**•Comments:**

Dear Andy,

Following please find correspondence and news articles from Pat Wright, Chief Executive Officer, which should provide you with some updated information on the Center for Advanced Research and Technology (CART).

Please do not hesitate to contact us if you need anything further.

Alice



A Joint Powers project of
Clovis Unified School District
Fresno Unified School District

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March 14, 2000

Andrew Rotherham
Special Assistant to the President on Education
The White House
Washington, DC 20502

Dear Andy,

Thank you for your call on Monday requesting updated information on the Center for Advanced Research and Technology, CART. We are on schedule to open the facility on August 28.

As you know, CART is a public/private model with a focus on combining rigorous academic standards with business and industry standards in selected, high-tech areas. We have successfully developed partnerships with Microsoft, Pacific Bell, Cisco Systems, Silicon Graphics, Lucent Technologies, IBM, Citrix, and a variety of engineering and design companies.

CART's twelve, high-tech laboratories will not only represent the nation's largest, most comprehensive, high school reform effort, but the CART facility itself will be the most sophisticated telecommunications center in the Central Valley of California. The telecommunications and technology design of CART will allow seamless connectivity via the Internet for stakeholders in the Fresno community and throughout the country.

CART's curriculum design has been completed, and we are in the process of creating templates for web-based curriculum and professional development. As of March 1, over 1200 students from fifteen area high schools have been accepted for the fall term.

The CART facility, the first in the country to utilize QZAB bonds, is scheduled for completion in mid May. Technology staging and integration will occur in the June-August timeframe.

CART pilot programs have been in beta for over two years. I would be pleased to arrange for several hundred CART students to be on hand in the facility to showcase the artifacts and evidence of project-based learning. Many of the projects completed by CART pilot programs have won regional and national awards.

Please find attached several recent articles concerning the CART initiative.

Sincerely,

David P. Wright
Chief Executive Officer

DPW:ac

Attachments

Schools chief praises new site

Fresno charter school set to open this fall is on the 'leading edge' of education, state superintendent says.

BY ANNE DUDLEY ELLIS
THE FRESNO BEE

Delaine Eastin, state superintendent of public instruction, whirled through several Fresno and Clovis schools Thursday, praising the Center for Advanced Research and Technology as "likely the most exciting new site in California."

It was her first trip to Fresno since the fall of 1998 and her first look at Clovis Unified School District campuses. Elected in 1994, Eastin periodically tours facilities throughout California as she grapples with the multitude of problems schools face in educating the state's children.

Eastin hailed the Center for Advanced Research and Technology an unusual charter school scheduled to open this fall as one of the promising trends in education.

"This is the leading edge, and this is where California should be headed for all its high schools," Eastin said. "For many kids, this hands-on kind of education is how we find the magic."

The juniors and seniors who will attend the Center for Advanced Research and Technology will select one of 11 labs for their studies, working on real-life research projects.

Business and industry is working closely with the school, operated jointly by the Fresno and Clovis school districts.

Eastin also briefly discussed with The Bee the release Jan. 25 of the Academic Performance Index, the state's first comprehensive ranking of schools based on last year's Stanford 9 test scores.



Delaine Eastin

"I hope it's going to help districts to focus on standards, making sure the right stuff's getting mastered," Eastin said.

Clovis Unified's excellent performance on the API "validates what a lot of us knew about Clovis," she said.

"They are on to something," Eastin said. "For some of the other districts, it's time to wake up and smell the coffee."

When asked about the Fresno Unified School District's generally poor showing on the API, even compared to schools with similar demographics, Eastin said: "They need to do better."

Along with the Center for Advanced Research and Technology, Eastin also visited Clovis Unified's Garfield Elementary School, Alta Sierra Intermediate School, Buchanan High School and Fancher Creek Elementary School. Eastin also stopped at Baird Middle School in Fresno Unified and the Fresno County Office of Education.

THE FRESNO BEE EDITORIAL • MONDAY, FEBRUARY 28, 2000

More praise for CART

Innovative high school draws praise from state's top education official.

Delaine Eastin, state superintendent of public instruction, joined a long list of admirers this week as she praised the Center for Advanced research and Technology as "likely the most exciting new site in California."

We knew that.

The CART charter school, scheduled to open this fall, has been destined for greatness from day one and has been named a national model, even though it will not open until September. It began as a partnership between Superintendent Walter Buster of the Clovis Unified School District and Carlos Garcia, Superintendent of Fresno Unified School District, which was an exciting accomplishment in itself. Pat Wright, a top-notch educator and eager innovator, was recruited to be the chief executive officer. More excitement followed and that very title he holds was an indication that this would be no ordinary high school.

The commitment has been impressive. It will cost about \$32 million to build and start the new 80,000 square foot school, still under construction just southeast of CART's headquarters in the old Grundfos pumps facility at Clovis and

Santa Ana avenues. The school will have 1,500 11th and 12th graders.

One of the most appealing aspects of the curriculum is the focus on real-world experience. The focus is technology and true-to-life experience. Studies will include the global economy, environmental and agricultural technology, chemical technology and biotechnology. Happiness for those students is never heaving to ask "What good will this do me in real life?" They will know exactly how their skills will be used in the workplace because all their lessons will be based on practical exercise. Students will attend regular high school for half a day and CART for three hours.

The school already has received millions in grants and appropriations from the government and from private businesses, including technology leader Microsoft.

At a time when so many of our schools have been measured and found lacking, it is heartening to hear such optimism for this project. The proof of its true success, of course, lies a few years down the line, when we measure its effect on the dropout rate, the reaction of the students, and, or course, those dreaded state test scores.

We await those results with great hope.

CART is on schedule

By Jeremy Bennett
Special to CUSD Today

Construction of the new facility for the Center for Advanced Research and Technology (CART) is proceeding on schedule and will be completed in May.

When CART opens in August, it will boast an 80 thousand square foot facility, 11 learning laboratories and state-of-the-art technology. The facility will accommodate 750 students each half day, with 75

students and three teachers in each of 11 learning laboratories.

The new CART facility is at the location of the old Grundfos pump plant on Clovis Avenue, but the remodeling has been extensive. "We're building an entirely new building. This is a major remodel, taken all the way down to the slab," said Rick Andreassen, project manager of the facilities department of the Fresno Unified School District.

A joint project of the Fresno and

Clovis Unified School Districts, CART will provide a half-day program for juniors and seniors interested in professional training and high technology. Instruction will be interdisciplinary and project-based, with emphasis on solving real-world problems. Besides offering an enriched curriculum, CART will offer students the opportunity to work in a professional environment.

The new CART building will underscore the commitment to new

technology, both functionally and aesthetically. "Each student will have his or her own computer, and there will be plenty of places to plug into the Internet," said Susan Fisher, CART's dean of curriculum and instruction.

"The overall look will be very high-tech and very striking," said Andreassen. "The communications cable system will be visible all through the lobby area. All the things

Please see CART, Page 8

CART application deadline

The Feb. 25 deadline for CART applications is fast approaching. Students are encouraged to get their applications to their counselor, CART site representative, or to the CART office as soon as possible.

The CART site representatives are:

Clovis High School	Laurie Hayes
lhayes@cart.org	294-1169
Clovis East High School	Andrea Hendrix
ahendrix@cart.org	294-1169
Clovis West High School	Susie Kelp
skelp@cart.org	294-1169
Buchanan High School	Scott Endler
sendler@cart.org	294-1169
Gateway High School	Leslie Texas
ltexas@cart.org	294-1169

Information meetings for students and parents will be held:
Feb. 22—Buchanan Lecture Hall at 6:30 p.m.
Feb. 24—CART site at 2555 Clovis Avenue at 7 p.m.

CART: Center to open on time

Continued from Page 1
that are usually hidden in the ceiling will be visible as you walk in."

Adaptability is another key function of the new building. "This facility is designed to be very flexible to adapt to ongoing technological change," said Fisher. "The furniture is easily movable, to alter classroom configurations for different needs."

"The learning laboratories vary in size, but they are all approximately 2,500 square feet each," said Andreassen. "All have an adjacent conference room. Students will be able to work on a variety of projects at the same time. There will also be a large demonstration area or theater where

students can show their projects, and that will have folding walls that open out onto the entire lobby area."

Construction for the new facility began in May 1999. The CART project has received support from such high-tech companies as Microsoft and Pacific Bell.

Each district will bus students from their home school to CART and back.

Students will be required to adhere to the dress code and rules of their home district, although students will be expected to dress in business attire appropriate to their individual discipline.

There will be no extra-curricular activities at CART.

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NO. 198
CART
3:43PM
MAR. 14. 2000



CUSD TODAY



Volume 1 No. 1

Clovis Unified School District Where CHARACTER COUNTS!

December

CART gets \$1 million

Radanovich lands federal funds

By Kelly Avants
CUSD Today

Congressman George Radanovich was at the Center for Advanced Research and Technology in early December and he came carrying a check for \$1 million.

The Congressman presented the check to CART CEO Pat Wright and members of the CART Board of Directors to signify a special allocation in the 2000 Federal Budget to the Center for Advanced Research and Technology.

"This is the largest infusion the CART program has received to date," Wright said, in thanking Radanovich for his work on behalf of the joint project of Clovis and Fresno unified school districts. The funding comes out of the federal budget for 2000, passed by President Clinton last month and will be used by CART for curriculum development.

According to Wright, the money will allow CART to open on schedule

"This is the largest infusion the CART program has received to date."

-- Pat Wright
CART CEO

in September 2000 with advanced curriculum for area high school students. "This money will allow us to do what has never before been done in public education," he said.

Those present at the ceremony were treated to an example of the high tech curriculum Wright has planned for CART. Using a laptop computer, Wright logged onto the Internet, entered the CART web site, and viewed environmental curriculum on the Pacific Northwest. The site includes self-directed study, audio-video format, and even an assessment system.

Please see CART, Page 12

Page 12 - CUSD Today, December 20, 1999



CUSD Today photo

Congressman George Radanovich brings a \$1 million grant to the Center for Advanced Research and Technology.

CART: Grant survived the budget process

Continued from Page 1

age and even an assessment system. "The curriculum combines all the sensory learning for students to get excited about a project," Wright said. "The curriculum is also aligned with the California standards and the standards of the other 49 states," he added.

This allows those not selected as part of the 2,000 students who will attend CART on a daily basis to still

have access to the technology and teaching used at the Center. According to Wright, students will be able to access these "virtual classrooms" from home, the library or even another classroom anywhere around the nation.

Radanovich first proposed the allocation to CART last summer and worked closely with the appropriations committee to ensure the money

came to the Center. According to Wright, when Radanovich first proposed the special allocation, he was told that chances were slim, since plans were already being made to cut the 2000 budget.

"For the project to make it through was remarkable, but I think the value of the project is clear. That is why it survived this incredibly difficult budget process," Radanovich said.

Editorials

A graduate with a guarantee

CART school innovations set an example for collaboration the entire world can learn from.

About 2,000 Valley students will hit the equivalent of the educational lottery next year at this time when the student body is selected for the Center for Advanced Research and Technology, a high school unlike anything this country has ever seen.

This is not high-tech high. Those gadget-heavy institutions are popping up all over America and despite millions poured into technology, they are failing dismally at moving the needle of accomplishment in the traditional areas we use to measure learning: test scores, dropout rates, attendance.

This institution is different. The center is a collaboration among the Fresno and Clovis unified school districts, the Central Valley Business Incubator, the Entrepreneurial Training Program, the State Center Community College District, California State University, Fresno, the Fresno County Office of Education and the University of California at Merced. It is also getting help from the Fresno Business Council.

David "Pat" Wright — not the principal but the chief executive officer — had a blunt reaction when he was considering the job here and saw all the groups that were going to be required to cooperate. "Yeah, right."

We understand. That is pretty much the reaction from most of us when education gurus go off on their next fad diet, always promising education with "more flavor, less filling."

But Wright, Clovis Superintendent Walter Buster and Fresno Unified Superintendent Carlos Garcia are sophisticated educators who don't really have a lot of interest in spending precious money testing out some graduate student's doctoral dissertation. All three men have seen behind the educational curtain and they realize that big learning gains will be made here only with radical new thinking about how students absorb and apply that information to the real world. The rest of the team is equally committed to real change.

Even the language and culture of CART is different. There are not classrooms, but technology laboratories — including environmental, agricultural, chemical and financial and telecommunications.

Students will work on real-world projects with businesses. The finance students, for instance, will run their own bank branch. Grades will be A, B, "not yet" and "maybe never." Forget those dreaded nine-week report cards. The CEO will be apprised of each per-

son's performance on a daily basis.

There will be no bake sales for CART. Microsoft has already taken notice to the tune of \$1.2 million; PacBell is investing \$125,000 cash and \$125,000 in in-kind services. There is ample opportunity for the Valley's corporate community to take on this challenge.

And CART graduates will come with guarantees. Teens who graduate from CART are guaranteed success in their next step — jobs or college, or they can return for more training free.



This school, designed to supplement classes in the last two years of high school, is a welcome development for average students, who have so long been underserved in education. Millions are poured into research for the "gifted," "talented," "at-risk" and "special needs" students, leaving a big swath in the middle ignored by com-

parison. For most of the highest-level students, there probably won't be time for CART because their schedules are already packed full of Advanced Placement courses.

CART will be most appealing to the student for whom a textbook is not enough, for that student who really needs to understand why algebra is worth her time, for that restless guy who learns best by doing. That's superb.

The best contribution for CART, if it is as successful as we expect, will be the example it will set for all public policy in the Valley. This demonstrates that there are visionaries among us who can help us accomplish good here that the global community can learn from.

A lot of very impressive and promising things are going on here. We have the brainpower to meet our own challenges.

Already Wright has spoken about CART to an international meeting of the National Association of Secondary School Principals in Helsinki, Finland. Even though the school is still a year away from opening, the NAASSP has given the project a rare endorsement.

Any time you are feeling a little insecure about the potential for greatness in the Valley, drive out to Clovis and Santa Ana avenues where the laboratories are being built or better yet, sign onto their Web site at www.cart.org and get a virtual tour. Watch the future under construction.

B6 MONDAY, JUNE 7, 1999 • THE FRESNO BEE

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Editorials

CART is model program

Technology academy will help Valley students learn high-tech skills and compete in the global economy.

A forward-thinking partnership between San Joaquin Valley educational institutions and the private sector will give students from Fresno and Clovis a head start in a variety of technological fields.

The Center for Advanced Research and Technology now operates out of the old Grundfos Pumps at Clovis and Santa Ana avenues. But ground was broken recently on CART's nearby 80,000-square foot facility that will serve as a technology academy for 11th- and 12th-grade students next year.

The center is a collaboration among the Fresno and Clovis Unified School districts, the Central Valley Business Incubator, the Entrepreneurial Training Program, the State Center Community College District, California State University, Fresno, the Fresno County Office of Education and the University of California at Merced.

The program also got a boost recently when Pacific Bell made a generous contribution of

\$250,000, with half coming in cash and half in in-kind donations to fund a telecommunications technology laboratory. The lab will feature computers and telecommunications hardware aimed at giving students a real-world understanding of the fast-developing telecommunications field. Pacific Bell has committed to hiring students after they have completed the training. That's good corporate citizenship.

The CART campus will have 11 technology labs that will focus on various disciplines. Local students are fortunate to have CART available to them. It has been called a national model for "redefining secondary education" and already has been honored by the National Association of Secondary School Principals.

The CART program not only will prepare our students for the technological world, its presence also should help attract high-tech business to the Valley and help the region compete in the global economy. That will benefit the entire Valley and should help make a substantial dent in our double-digit unemployment rate.

The CART partnership is also a model for the Valley, and shows what can be done when education and the business communities work together.

Microsoft grants \$1.2 million to new high-technology school

BY GIGI HANNA

THE FRESNO BEE

Microsoft has donated \$1.2 million to a high-technology program for high school students, Fresno and Clovis school officials announced Tuesday at a joint news conference.

The Center for Advanced Research and Technology, scheduled to open in 2000, will use the money to train students for the job market, said David "Pat" Wright, the director of CART.

In his first public appearance as chief executive officer of the high-tech school, Wright told a group of about 50 business people and educators that the money will help keep the school's programs up to date.

"If it works now, it's already obsolete," Wright said.

Microsoft and CART will work together to ensure that students are equipped with advanced technological skills and practical experiences that will help them in the business world. The grant includes software, training and support services.

CART will serve up to 1,400 Clovis and Fresno 11th- and 12th-grade students. The students will work on projects designed by the business community to challenge them with rigorous academic concepts.

The center will consist of 11 "working laboratories," where students will focus

on disciplines including biotechnology, manufacturing technology, agriculture, transportation and environmental technology. It will feature computers and digital communication equipment.

"Microsoft is stepping forward today to say, 'We believe in this project, we believe in the Central Valley,'" said Chuck Dietrick, general manager of the company's Northern California district.

Clovis Unified officials began meeting with Microsoft officials two years ago about participating in a different district program when they piqued the interest of a Microsoft employee, now based in Seattle, who had been raised in the Central Valley.

"They need a trained work force, one with a strong work ethic and strong basic skills," said Walter Buster, superintendent for Clovis Unified.

"This gives them the kind of workers they need. It is also good for us because it ensures that Fresno and Clovis students get the very best. 'I've rarely seen people in private enterprise so dedicated to education,' Buster said.

"I think it's long overdue," agreed Carlos Garcia, Fresno Unified superintendent. "We need to be more customer oriented. The customer is the student, and it's also the business community."

Officials also announced that PacBell donated \$10,000 to CART.

Pacific Bell \$125,000 gift brings CART nearer to goal

by Jenny McGill

Independent Staff Writer

Pat Wright's nights of tossing and turning could soon be over. More than half the money and supplies needed for startup of the Center for Advanced Research in Technology has been pledged, allowing the innovative new school to outfit 11 state-of-the-art technology laboratories. Wright, CART's chief executive officer, told board members earlier this year that he had lost sleep worrying about how to raise the approximately \$1 million needed for each laboratory. The school is continuing to receive money and in-kind donations and Wright said the school is "a little ahead of

schedule" in raising the needed funds. The Pacific Bell Foundation recently awarded CART \$125,000 and an equal amount of in-kind donations for school operations.

Wright said the donation will be used to design the school's telecommunications laboratory and for equipment.

Pacific Bell employees will help design the curriculum in the telecommunications area and lecture and mentor students. Pacific Bell's donation is similar to donations of equipment and expertise CART has received from other businesses.

"Access to technology is a must for any community to

succeed in today's global economy," Wright said. "Pacific Bell's grant will help ensure that our children have the technological expertise to lead California into the new millennium."

In each of the 11 laboratories, academic expectations will be combined with business-industry standards, Wright said.

CART, a joint project of the Clovis and Fresno unified school districts, is administered by a joint-powers board with representatives from each school district, the business sector and the community. The school, located in the former Grundfos Pump buildings on Clovis Avenue, will open in



Pat Wright

focused on areas including biotechnology, environmental technology, agriculture, multimedia and graphic design, telecommunication and information technology. The students will

September 2000 with 11th- and 12th-grade students from Clovis and Fresno.

The school will have 11 technology laboratories

have the opportunity to train in the laboratories using a curriculum designed by educators and the business community. The school has been named a National Model for Secondary Education by the National Association of Secondary School Principals.

CART students will work on projects designed by local, national and international businesses. The laboratories will allow students to become acquainted with the business sector and learn to apply other subject areas to their work in the laboratories. CART students will be qualified for entry-level technological jobs, industry-standard certified and eligible for

university or college admission upon graduation.

Other companies donating to CART are the Foundation for Clovis Schools, the Lawrence Livermore National Laboratory, AT&T Wireless and Microsoft. Other major national companies have pledged money and in-kind donations, but these have not been officially announced. They include \$600,000 from a financial institution for a financial technology lab and \$400,000 pledged by a local shopping center for a retail merchandising laboratory.

Recruitment for students is scheduled to begin in December, and orientation for students will be held in April and May 2000.

BUSINESS

CART receives \$250,000 gift from Pacific Bell

by Jenny McGill

Independent Staff Writer

A \$250,000 donation will be used to design a telecommunications laboratory and install state-of-the-art equipment at the Center for Advanced Research and Technology.

The Pacific Bell Foundation awarded CART \$125,000 and an equal amount in in-kind donations for the new school's operations. Pacific Bell employees will not only design the laboratory and develop the curriculum for the laboratory, but also lecture and mentor students.

"We will be combining academic standards with business-industry standards," said Pat Wright, CART chief executive officer.

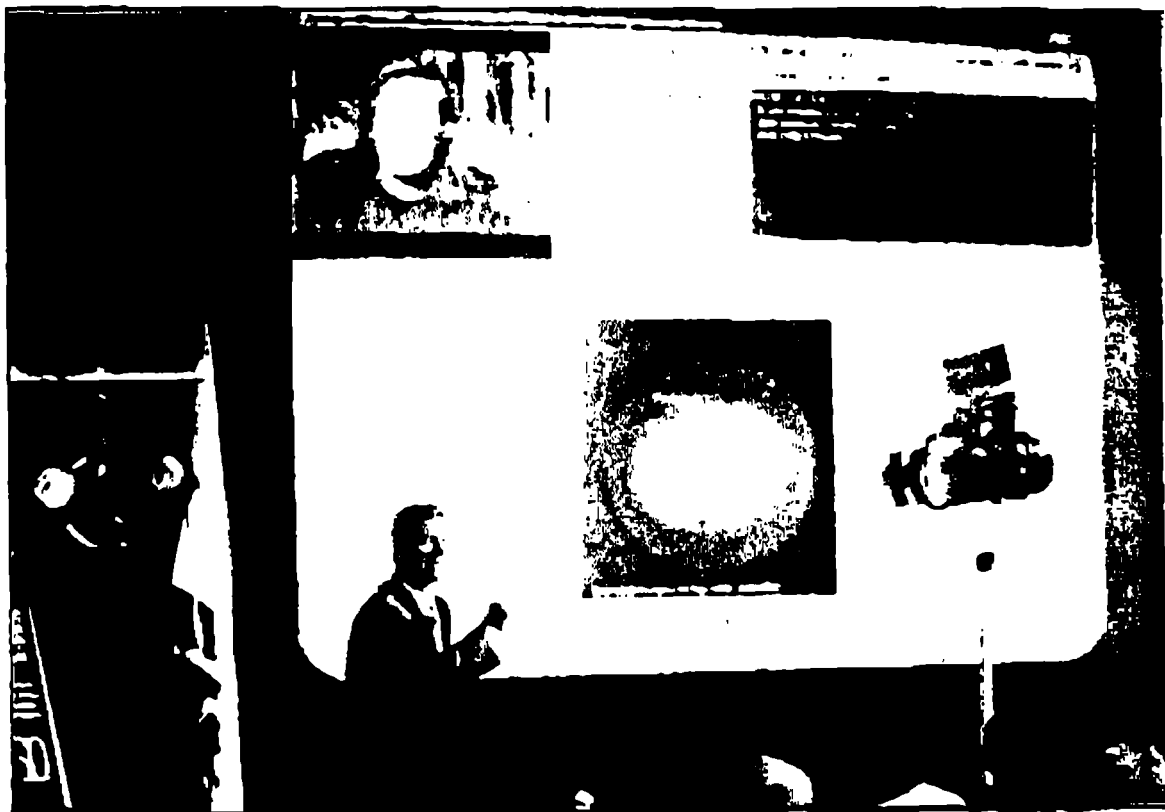
CART, a joint project of the Clovis and Fresno unified school districts, administered by a joint power board with representatives of each school district, the business sector and the community.

The school, located in the former Grundfos Pump buildings on Clovis Avenue, will open in September 2000 with 11th- and 12th-grade students from Clovis and Fresno.

The school will have 11 technology laboratories focused on different technology areas. The students will have the opportunity to train in the laboratories using a real work force curriculum designed by educators and the business community.

The school has been named a national model for secondary education by the National Association of Secondary School Principals.

"Pacific Bell has pledged to serve and support the people and communities in which it operates, and they've made good on that pledge," Wright said. "This donation embodies the spirit of Pacific Bell and its employees, and the funding will go a long way to-



During a recent renovation groundbreaking ceremony, Pat Wright, chief executive officer of the Center for Advanced Research and Technology, demonstrates how students will be able to get current information from the Internet rather than looking at old photos in a textbook.

ward making CART a success."

Pacific Bell representatives said the company has a history of supporting community organizations.

"This donation will help make it possible to teach students about the latest advancements in telecommunications technology, so they are better equipped to enter the work force or attend college - whatever their preference," said Eric Johnson, Pacific Bell external affairs executive director. "Pacific Bell is committed to local

communities like Fresno and Clovis where our own employees live and work, and where our children go to school."

While the telecommunications laboratory will offer communications training, other labs will focus on agriculture, biomedical, chemical, engineering and design, information, environment, finances, logistics, manufacturing and multimedia and marketing.

CART students will work on projects designed by local, national

and international businesses. The laboratories will not only allow students to become acquainted with the business sector but also how to apply other subject areas to their work in the laboratories. CART students will be qualified for entry-level technological jobs, and they will be industry-standard certified for university or college admission when they have graduated.

Pacific Bell has joined the Foundation for Clovis Schools, the Lawrence Livermore National Laboratory, AT&T Wireless and Microsoft in donating to CART. Other major national companies have pledged money and in-kind donations, but their offers have not been officially announced, Wright said.

"It is an exciting and challenging time," Wright said, in explaining the ongoing work to secure money and materials for the new school. He said that businesses "seem to like the approach we have taken" in the design of the school.

AT&T donates \$10k to CART

By Scott A. Mayee

Independent Staff Writer

AT&T Wireless Inc. has donated \$10,000 to the Center for Advanced Research and Technology. The CART board of directors honored AT&T for the donation at its monthly board meeting June 2.

No specific direction has been designated for the money at this time. The school is still 18 months away from its first semester.

"As we're getting ready to launch 11 different labs, AT&T was generous enough to step up to the plate and say, we want to be part of CART," said Kathy Eide, communications and grants consultant to the Clovis Unified School District. "They realize students [who attend CART] will have a higher education base than a standard high school curriculum."

CART board chairman Dick Johanson said the donation shows a definite relationship between business and education. "We're very grateful to AT&T, not only for a generous gift, but it emphasizes the relationship that's going to exist between business and education once the CART is operational," he said. "This is an example of the spirit between business and education we hope we'll continue to see as we go along. We're most appreciative of AT&T's generosity."

Richard Douglas, project manager for AT&T, said the company doesn't plan to make any specifications on the use of the money.

"We'd like to see it go to a telecommunications lab, but they will put the money wherever it's necessary to get things started. They need the ability to put the money wherever they need it to get [CART] off the ground."

Douglas said AT&T donated the money because they believe in what CART stands for. "It's right in line with AT&T's goals," he said, "education and technology development. We just believe in CART."

CART breaks ground on future of education

Pacific Bell donates \$250,000 to new facility

By Wendy Nugent
CUSD Today

It is education for the future as well as the future for education.

The Center for Advanced Research and Technology, a radical concept in combining academics with enterprise, was launched at a groundbreaking ceremony on May 28.

CART will be a state-of-the-art research and technology facility in which students work on real-world projects created by businesses. The goal of the venture is to prepare young people for the workplace or for university studies by providing actual hands-on assignments. Scheduled to open in August 2000, the facility is the first of its kind in the

"We're designing an environment that connects the classroom to the real world and brings all the tools of technology to teaching and learning."

—Pat Wright, CART CEO

United States and perhaps the world.

Two years in the making, CART is a joint effort of the Clovis Unified and Fresno Unified school districts. Other educational partners are the Fresno County Office of Education; State Center Community College District; California State University, Fresno; and University of California.

"This is an extremely exciting day, not only for the Clovis Unified School District and the Fresno Unified School District, but for the entire community," said Pat Wright, CART chief executive officer, on the day of the groundbreaking ceremony.

"We're making history here."

The center has formed partnerships with companies and business leaders who will provide guidance. These include the Fresno Business Council, Fresno Chamber of Commerce, Clovis Chamber of Commerce, Fresno Workforce Development Board, Lawrence Livermore National Laboratories, Microsoft, Pacific Bell, AT&T Wireless and PG&E. Other local, national and international businesses will support CART activities.

Eric Johnson, executive director of external affairs at Pacific Bell, presented a \$250,000 donation to CART.

He said that Pacific Bell's contribution is to help prepare students for the next century and to make the Fresno region economically diverse. The donation to CART is the largest contribution ever made in the San Joaquin Valley by Pacific Bell.

To be housed at Clovis and Santa Ana avenues in a former Grundfos Pumps building, the facility will cover 75,000 square feet. The building is shared by two more CART partners, the Entrepreneurial Training Program and the Central Valley Business Incubator. Planned are laboratories covering 11 subject areas (see box on Page 7).

There also will be information centers containing computer stations for conducting electronic research. A high-speed data/voice/video network with Internet access will link labs, common areas, offices and an amphitheater.

"We're designing an environment
Please see CART, Page 7



CUSD Today photo by Wendy Nugent

Pat Wright, Richard Lake, Dick Johnson and Carlos Garcia cut the ribbon to start construction on the new CART facility.

CART: Superintendent praises collaboration between two school districts

(Continued from Page 1)

that connects the classroom to the real world and brings all the tools of technology to teaching and learning," said Wright.

High school juniors and seniors and community college students will attend half-day classes taught by instructors from both education and the private sector.

"This is the fulfillment of many years of hard work and dedication on the part of the Clovis Unified School District and the Fresno Unified School District communities," said Walt Buster, superintendent of Clovis schools. "This is the start of wonderful opportunities for students. It can help revitalize the economy of Fresno."

"The CART is a good example of a partnership between education, business and the people of the Fresno Clovis area to help address education reform and to provide a strong workforce," said Eric Johnson, who serves as president of the Fresno Chamber of Commerce in addition to his position at Pacific Bell. "That workforce is what we need to attract businesses to the area and to address issues of unemployment."

In his remarks to the business and education leaders gathered in the cavernous building, Wright thanked the community for "sharing resources, ideas and enthusiasm."

The common themes of innovation, leadership and collaboration between business and education were echoed again and again by various speakers

CART laboratories

CART will house 11 state-of-the-art labs for a wide range of currently needed job skills.

Career Cluster	Laboratories
Professional Sciences	Biotechnical Environmental Technology Agricultural Technology
Engineering	Chemical Technology Engineering & Design
Advanced Communications	Multimedia & Graphic Design Telecommunication Technology Information Technology
Global Economics	Financial Technology Product Development Retail & Marketing Technology

representing the CART visionary team. CART was cited repeatedly as the catalyst for stimulating the depressed local business climate.

"This is the beginning of a new renaissance in Fresno's economy," said Buster. To build the Valley's economic base, "we need a talented workforce," he said.

Buster paid tribute to the "two extraordinary governing boards" of both Clovis Unified and Fresno Unified, who made the CART vision a reality.

Seconding those thoughts was Carlos Garcia, Fresno Unified

superintendent. He noted that two neighboring school boards put aside their competitive natures and worked together for a common goal.

"Whatever happens in Fresno affects Clovis, and whatever happens in Clovis affects Fresno," he said. "We're working for the same goal, and that is our children."

Garcia noted that CART will change the way high schools operate.

"CART represents the new millennium," said Garcia. "This is what the future is. CART is the future and the present."

"This is a groundbreaking for a new tomorrow in education for the entire nation," said Dick Johnson of Johnson Transportation Services, who serves as president of the CART Joint Powers Authority Board of Directors. He expects that CART will serve as a pilot model for similar facilities elsewhere in the country and around the world. The center, he said, will provide training in marketable skills.

Many Clovis Unified school principals were in the audience to witness the birth of a new system of teaching and learning. While geared toward high school and junior college students, the new facility likely will be visited by younger students as well. Sharon Ujenu, Valley Oak Elementary School principal, emphasized the importance of making children aware of job possibilities.

"It will be great to have elementary students exposed to career pathways," she said.

Internet access integral to CART's success

No highly advanced technology center would be complete without a sophisticated website to describe it. CART's website, at www.CART.org, is bursting with information about the new center.

It contains descriptions of the programs to be offered, lists of business and educational partners, and the physical layout of the building. Visitors can take a virtual tour of the facility, interested students and parents can request enrollment information

online.

Through an online service, students will be able to complete lessons and communicate with their instructor. They will be able to see information in real time instead of using often outdated textbooks.

Pat Wright, CART CEO, said that the computer capabilities will "lean down barriers of time, distance and location" and allow students to implement "anytime, anywhere learning."



American
Federation
of
Teachers

Teacher Peer Review

Cities

Boston
Cincinnati
Cleveland
Columbus
Hammond, Indiana
Minneapolis
New York City
Philadelphia
Pittsburgh
Ponway, CA
Rochester
Toledo
U.S. Virgin Islands

**Approximate list!

K-12 Teachers

Educational Issues Department



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Teacher Quality

Resolution on Improving Teacher Quality

The following resolution was passed in July 1998 at the biennial AFT convention.

"The AFT believes that it is the union's responsibility to work to improve teacher quality and enhance the teaching profession."

The Context

The goals of American education are to assure that children of all races, religions, classes and national backgrounds master a demanding core curriculum and other material to prepare them to assume their civic and social responsibilities in a democratic society, to compete in the global economy, and to benefit from postsecondary educational opportunities. Rising expectations about what all students should know and be able to do, breakthroughs in research on how children learn, and the increasing diversity of the student population have expanded the knowledge and skills teachers must have to achieve these ambitious goals.

These new demands on student learning put increasing demands on teacher unions to assist in assuring that all children are taught by qualified, competent and committed teachers. The AFT believes that teacher quality is an essential union responsibility, and so do our members.

The Teacher Development Continuum--A Need for Change

The quality of the teacher workforce is influenced by a number of factors, including, in particular: who is recruited into the teaching profession; the preparation recruits receive; the standards that are set for entry into the profession; the work environment of teachers; and the professional development available to them. A glance at the current process of teacher education, licensure and continuous professional development reveals a system in flux, generally devoid of high standards and in serious need of improvement.

Preservice Preparation. For the past decade, teacher education has been subject to much scrutiny, and there have been continual calls for reform. Too often, a four-year undergraduate education provides little time to educate prospective teachers deeply in both the discipline that they will teach and the knowledge and skills of the teaching craft that they will need to be successful. Furthermore, changes in student populations, changes in the workplace, new knowledge about how students learn, and the need to educate all students to high levels of achievement have all created a need for systemic changes in teacher preparation.

Entry-Level Standards. In America, each state sets its own standards for teacher preservice preparation and licensure. In most instances, these standards are not very high. Until a decade or so ago, teacher licensure, with the exception of a few southern states, was based almost entirely on "seat diplomas." State departments defined licensure by the number of credits taken by teacher candidates in required subject areas. Although the vast majority of states now require that prospective teachers take an examination to demonstrate content mastery, these examinations are not sufficient to assure a teaching force with deep subject matter knowledge. Often the content assessed is unchallenging, and the standard used to declare that teachers have mastered the content is too low. Yet, in the face of rising student enrollments, even these low-level entry standards are frequently waived by districts frantically seeking to hire staff to fill classrooms.

Induction Programs and the Granting of Tenure. If we look at countries with high-achieving school systems, we find that beginning teachers not only have solid liberal arts backgrounds, deep expertise in their subject areas, and sufficient education in pedagogy, but they also are inducted into the profession through a clinical, real-world training process. Inductees are able to develop and perfect their teaching skills by relying heavily on the expertise of their more experienced colleagues. As they become more expert, they assume more and more responsibility in the classroom.

By contrast, it is only in recent years, and in a few places, that anything resembling an induction system for new teachers has been put in place in the U.S. Induction is customarily a "sink-or-swim" event for the beginning teacher. New teachers get their teaching assignments -- often including classes or students that more experienced teachers are glad to avoid -- and they are told, "You're on your own."

Standards for granting tenure should be rigorous. Unfortunately, school districts are generally lax about initial assessments of teachers and often lack meaningful methods of teacher evaluation, as well as the personnel trained to do such evaluations.

Continuing Professional Development. Compared to practices in American business and in other countries, most school districts in the U.S. invest inadequate sums in professional development. Furthermore, the dollars that are spent are generally invested unwisely. They are often spent on one-shot workshops, unconnected to the needs of students and teachers. For professional development to be effective, it must offer meaningful intellectual content; take explicit account of the various contexts of teaching and experiences of teachers; offer support for informed dissent; and be ongoing and embedded in a meaningful way in the day-to-day work of teachers.

The Union Role in Assuring Quality Teaching

To assure a high-quality teaching force, the union must play a role in developing and/or implementing quality preservice teacher education, effective recruiting and hiring practices, strong induction and mentoring programs, high-quality professional development, meaningful evaluation, and, when necessary, fair, timely intervention and dismissal procedures. Many AFT affiliates around the country are doing just that.

Preservice Programs. Teacher unions are taking an active role in working with policymakers and the higher education community to strengthen teacher preparation. They work to ensure quality by advocating, at the state and local levels, for policies and programs in regard to teacher development, licensure and continuing professional development. Teacher preparation must include a firm foundation in subject matter, a clinical, field-based approach to pedagogical knowledge and rigorous assessment of both.

Hiring Practices. Setting high standards for teacher preparation and entry into the profession will be undermined if those standards are abrogated in the face of teacher shortages or ineffective teacher recruitment efforts at the district level. To assure teacher quality, unions must work with the administration to halt the practice of hiring uncertified staff and of assigning present staff to teach in areas for which they are uncredentialed. Unions around the country--for example, in Los Angeles, New York City, Rochester, N.Y., Cincinnati, Philadelphia, Seattle and Minneapolis--have bargained for rights to participate in the hiring process.

Peer Assistance and Peer Review. In the early 1980s, teacher unions began collective bargaining for peer assistance and/or review programs. These programs address many of the weaknesses in the teacher development continuum identified earlier and speak to teachers' expressed desire that unions play a role in the improvement of teaching. These programs recognize a legitimate role for teachers in establishing and/or enforcing standards in their own profession. Programs to assist beginning or struggling teachers have also been instituted in Toledo, Cincinnati and Cleveland, Ohio; New York City and Rochester, New York; Minneapolis, Minnesota; Pittsburgh and Philadelphia, Pennsylvania; Poway, California; the U.S. Virgin Islands and elsewhere.

These programs have much in common. First and foremost, they are all the product of collective bargaining agreements. In addition, they all:

- provide the union with at least an equal voice in the policies, practices and decisions involved in the implementation and

evaluation of the program;

- provide assistance and/or review to new teachers and/or tenured teachers who are not performing at acceptable levels;
- have a process for identifying and training qualified teachers to provide peer assistance and/or review;
- have resources dedicated to implementing the program; and
- of particular importance, they all have safeguards to due process, should dismissal or other disciplinary action be necessary.

The programs vary in regard to: who is served; the extent and kinds of services provided; whether peer assistance is confidential; whether peer assistance is mandatory; whether mentors evaluate as well as assist teachers; whether it is permissible to use such evidence in subsequent disciplinary procedures; and, whether mentors make recommendations regarding termination or continued employment.

The widespread adoption of joint union-administration-directed peer intervention programs to help weak teachers gain the skills they need or, if that is not possible, counsel them into other lines of work, would do a great deal to raise the status of the profession. In addition, it would help reverse the public misperception that the union, and its advocacy of due process and a fair tenure system, works to protect incompetent teachers.

Tenure and Quality. While the public and AFT members agree that the overall quality of the teacher workforce is good, both believe that weak or incompetent teachers threaten the reputation of the profession and the quality of education children receive. Unfortunately the existence of some failing teachers in our schools -- and the exploitation of this situation by the media, some school boards and anti-teacher forces -- has given the public the impression that tenure laws inherently protect and perpetuate poor teaching. The AFT believes such a conclusion is erroneous and distracts attention from the real reforms that must be undertaken.

One problem stems from the public's misunderstanding of tenure laws. For the education system to be effective, all teachers need a fair dismissal process -- one that protects them from capricious, political and intemperate firing. Tenure laws do not guarantee life-time employment: They neither protect teachers against lay-off due to lack of work, nor prevent firing for incompetence or misconduct. They are designed to protect teachers from arbitrary dismissal without just cause or due process.

Where dismissal proceedings are time consuming, costly and inefficient, they need to be streamlined. In some states and districts, streamlined due-process safeguards have been legislated and/or negotiated to protect both teacher quality and individual rights.

Protecting tenure and assuring high standards of teacher quality are not mutually exclusive sectors of union endeavor. Just as teachers must be defended against unfair, unreasonable, arbitrary and capricious threats to their employment, so too must the efficacy of the profession be maintained. Peer assistance and/or review programs are designed to do just that. Peer assistance programs benefit teachers and the public by reducing the incidences of tenure cases through successful interventions or counseling out of the profession.

No one knows the difference between good teaching and poor teaching better than the best teachers themselves. Peer assistance and/or review programs allow teachers in trouble to be evaluated by people with expertise in their teaching field, to get help and to be observed over time -- instead of the widespread evaluation practice of a single observation, usually by the principal or vice principal. Peer assistance and/or review programs provide a fairer and more comprehensive review system than most traditional teacher evaluation systems currently in use in school districts. Under peer assistance and/or review, the union balances the protection of individual teachers, the protection of the profession and the public interest.

But, some have questioned whether union involvement in peer evaluation programs, where teachers make judgments of other teachers, interferes with the union's responsibility to provide duty of fair representation to all of its members. This issue has been grappled with by affiliates involved in peer assistance and/or review. The union is not obligated -- with regard to any issue -- to take every grievance filed, nor is it obliged

to contest every dismissal or disciplinary action taken against a teacher. As long as unions apply consistent, reasonable and fair principles and procedures for determining whether to contest a grievance, and as long as they make an independent investigation of the grievance, it is well within their authority to reject a poorly performing teacher's request for union assistance in a termination for poor performance case. For example, the Cincinnati Federation of Teachers meets its imperative to protect individual rights and the competence of the profession by operating two parallel structures. One arm of the union participates in and governs the peer review process, another makes determinations about grievances including any that stem from the peer review process. Provided that no individual serves at the same time on both arms or that the union leadership does not arbitrarily weigh in on one side or the other, the union meets its obligation to members with regard to the duty of fair representation.

Recommendations

The AFT believes it is the union's responsibility to work to improve teacher quality and enhance the teaching profession. Therefore, we urge teachers and their unions to:

- work with universities to assure that preservice programs for teachers have high standards for entry and exit, require rigorous preparation in pedagogy and the academic disciplines, and have strong clinical components that involve exemplary teachers both at the field sites and on the clinical faculty of education departments;
- work with universities and preservice institutions and the organizations representing them, such as the National Council for Accreditation of Teacher Education, to support the development of a stronger core curriculum in teacher preparation tied to the best research knowledge about effective practice;
- work with licensing bodies and professional standards boards to require that entering teachers meet high standards that include knowledge of their discipline, knowledge of how students learn and knowledge of the liberal arts and sciences as measured by valid and reliable assessments;
- work with legislators and local school district policymakers to assure that beginning teachers are given a well-supervised induction period, that all new teachers have the opportunity to observe and be observed and mentored by highly accomplished teachers; and that only teachers who meet professional standards are awarded tenure;
- work through the collective bargaining process to develop programs that promote and assure teacher quality, such as: 1. Peer assistance programs that provide mentoring to new teachers and provide assistance to tenured teachers whose teaching has been identified as in need of improvement. 2. Internship programs that enable master teachers to assist new teachers, review their practice and recommend whether the quality of their teaching merits their being awarded tenure. 3. Peer review programs that assure that teachers who are not performing competently are identified in a fair, noncapricious manner, have the opportunity to improve their practice with intense help provided by expert peers, receive competent, fair review by peers and, if unable to meet the standards of competence, are counseled out of the profession or otherwise terminated following due-process proceedings. 4. Other methods to help assure the quality of teaching;
- negotiate contract provisions and advocate state policies that encourage teachers to seek National Board for Professional Teaching Standards certification by offering financial incentives and preparation programs; and
- support state tenure statutes that provide strong due-process safeguards, with an efficient process that ensures the protection of both individual rights and high standards for the profession.

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The Wrong Target

by AFT President Albert Shanker
September 15, 1996

Many people believe that getting tenure guarantees a teacher a lifetime job, even if the teacher's subsequent performance is lousy. So they listen sympathetically to calls for abolishing tenure. But tenure does nothing of the sort. It simply guarantees that there will be some form of due process before a teacher can be dismissed. The real problem lies in the evaluation process that leads to tenure and monitors the performance of tenured teachers.

Tenure decisions are typically based on evaluations made by an administrator. He probably pays a flying visit to a new teacher's classroom a couple of times a year, which gives him very little basis for deciding whether or not a teacher is doing a good job. As a result, novice teachers who need help don't get it; instead, they are likely to receive a *satisfactory* or even an *excellent* on their evaluations. After three or four years, when the probationary period is over, they probably get tenure.

Because evaluations of tenured teachers are even skimpier, administrators are also unlikely to notice that someone's teaching is not up to par. So they often don't have any firm basis for recommending that a tenured teacher be let go.

"Don't Let Teacher Evaluation Become a Ritual," an article directed to school administrators (*Executive Educator*, May 1988), minces no words in describing how worthless evaluations often are. The authors cite their survey of 35 school districts in eastern Pennsylvania, which showed that 98 percent of the teachers were given a perfect score of 80 by the administrators who evaluated them; 1.1 percent got scores between 75 and 79; and fewer than 1 percent scored below 74. Was there something in the Pennsylvania water that made for perfect teaching? The authors thought it more likely that the evaluations were sloppy--and they didn't think this was a local problem: "We suspect that inflated scores on teacher evaluations are common. And these scores are a sign that teacher supervision and evaluation are in trouble in many school systems."

Everybody loses with a system like this--other teachers, who have to live with the results of bad teaching by a colleague, as well as students. But there is an alternative that works. Peer review or peer intervention--it goes by various names--is a system developed by teacher unions, in collaboration with their school districts, in which experienced and excellent teachers observe probationary teachers and offer them help when they need it. At the conclusion of the probationary period, these master teachers make recommendations about who should be offered tenure and who let go. Peer review also includes assistance to tenured teachers who need help with their teaching and, in some cases, advice to quit the profession.

Toledo Federation of Teachers' peer review program, perhaps the first in the country, has been in operation since 1981. In Toledo, consulting teachers spend up to three years helping to train and evaluate new teachers, and they play a major role in deciding which new teachers will get tenure. Tenured teachers who are in trouble get the same kind of one-on-one help from colleagues, and it continues until the troubled teacher has either improved to the point of being successful or a termination is recommended.

But aren't teachers likely to be even easier on their colleagues than administrators? Both the Toledo Federation of Teachers and the Cincinnati Federation of Teachers, which has had a peer assistance and evaluation program since 1985, have found the opposite to be true. In the Cincinnati program's first year, consulting teachers rated 10.5 percent of their new teachers less than satisfactory, compared to 4 percent by administrators. And 5 percent of beginning teachers under peer review were recommended for dismissal as compared to 1.6 percent of those evaluated by principals. Results for subsequent years have been similar.

Cincinnati has an arrangement similar to Toledo's for veteran teachers whose teaching is not up to par. After two years of support and assistance, the consulting teacher makes a final report, recommending dismissal if necessary. This system salvages teachers who can be helped, but there is another important plus. It greatly reduces the number of dismissals that lead to lengthy and expensive disputes. According to Tom Mooney, president of the Cincinnati Federation of Teachers, this is because the teachers who are advised to leave can't blame their termination on sloppy or unfair procedures by management. They have been offered help by their colleagues and given a chance to improve. At best, the decision to terminate represents a consensus among the various parties. At the very least, the teacher sees that he won't have much of a court case.

Teachers (and teacher unions) don't hire, evaluate or tenure teachers: administrators do. But the whole process would be a lot better if teachers *were* able, as a profession, to take responsibility for themselves. The programs in Toledo and Cincinnati, and similar ones sponsored by the Minneapolis Federation of Teachers and the Rochester Teachers Association, show that this idea can work. Instead of getting rid of tenure, we should be moving to give teachers more say about who becomes--and remains--a tenured colleague.

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The Toledo Plan

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History

The Toledo Public School system has achieved national recognition for its Intern-Intervention Program. *The Toledo Plan* is an effective teacher performance tool based on peer coaching and evaluation. Boldly different from traditional evaluation procedures in use by other school systems, intern-intervention has generated considerable national and international attention for Toledo. This recognition has resulted in over 3000 requests for information from school systems and others interested in peer review and higher classroom performance standards.

This pacesetting program, which was started in 1981, provides a formula for professional development of beginning teachers and an evaluation system that detects and screens out those who show little aptitude for the classroom. Additionally, experienced teachers who are severely deficient in performance are given intensive peer assistance to bring their work to acceptable standards. This intensive system of evaluation is aimed at those most in need of professional help--beginners in our system and those experienced teachers in trouble. For these individuals, intern-intervention delivers the very finest professional help available--peers who are themselves excellent teachers.

The Intern Program

All teachers newly hired by Toledo Public Schools are subject to inclusion in the Intern Program. Each new teacher's status is determined by the co-chairs of the Intern Board of Review. Those designated as interns are assigned a consulting teacher (mentor teacher) for the purpose of professional development and evaluation. The Intern Program allows the consulting teacher the time to conduct a complete evaluation of the intern's progress and ultimate success (or lack thereof) in meeting the performance standards of the Toledo Public Schools.

The evaluation process is one of continuous mutual goal-setting using classroom observations and follow-up conferences where the intern and consulting teacher can analyze and set practical goals for improvement based on detailed evaluation criteria. A consulting teacher may use any of a number of methods to assist the intern in meeting the goals set such as demonstration lessons, video taping, observations of other teachers.

The consulting teacher assigned to each intern will have final responsibility for the evaluation of the intern. Evaluation reports are filed by each consulting teacher on or before December 20 and March 20. Evaluations are based largely on the intern's progress toward meeting specific goals as determined by the consulting teacher. At the last evaluation date, the intern consulting teacher recommends to the Intern Board of Review the future employment status of the intern teacher. This board accepts or rejects the recommendation of the consulting teacher. The nine member board is composed of five teachers and four administrators. Six votes are required to reverse a consulting teacher's recommendation.

Consulting Teachers

- Full-time mentors/evaluators who are limited to 3 years in the program
- Receive an additional \$5,165 in salary
- Minimum of 5 years of outstanding teaching service
- Conduct new-teacher orientation
- Provide workshops for interns on current teaching procedures and classroom management

techniques

- Submit periodic reports to the Intern Board of Review regarding the status of each intern
- Attend all meetings of the Intern Board of Review

Intern Board of Review

- Governs Intern Program
- Consists of 5 union representatives and 4 management representatives
- Chairmanship is rotated annually between the president of the Toledo Federation of Teachers and an assistant superintendent
- Assigns consulting teachers
- Approves applicable inservices
- Manages the budget
- Monitors and scrutinizes the work of each consulting teacher
- Accepts or rejects the evaluation recommendations of the consulting teachers

Evaluation Procedure

- Preliminary Conference is held between the consulting teacher and the intern teacher to discuss supervision, evaluation, and goal setting process.
- Goal-Setting Observation is made by the consulting teacher to observe and make assessment of the intern's teaching performance.
- Goal-Setting Conference between the consulting teacher and the intern teacher is held to establish specific performance goals.
- Growth Period is given to allow the intern teacher time to follow through on the performance goals identified during the Goal-Setting Conference.
- Summary Evaluation is completed using performance goals as a basis for overall evaluation.

Status Report of Intern Teachers

Resignations do not include normal transfers out of district. Resignations are result of interns failing to meet standards.

School Year	Teachers Placed	Non-Renewed	Terminated	Resigned	% Failure
1981-82	19	3	0	0	15.7
1982-83	49	1	0	0	2.0
1983-84	71	2	0	3	7.0
1984-85	83	3	0	1	4.8
1985-86	92	0	2	3	5.4
1986-87	163	2	0	4	3.6
1987-88	202	5	2	4	5.4
1988-89	151	6	1	4	7.3
1989-90	141	4	1	5	7.1
1990-91	170	8	0	9	10.0
1991-92	109	9	0	4	11.9
1992-93	249	5	3	17	9.6
1993-94	170	7	1	10	10.6
1994-95	160	6	2	8	10.0
1995-96	No Program	No Program	No Program	No Program	No Program
1996-97	175	7	2	8	9.7
1997-98	175	1	5	15	12.0

Performance Review/Intervention

Performance Review

A performance review is designed for teachers who have been identified as needing assistance in addressing serious teaching problems. A performance review will result in one of the three following actions:

1. Assignment to intervention component of the Toledo Plan.
2. Assignment to the School Consultation Program which is a mentoring and teacher assistance program.
3. No remediation needed.

Identification of a teacher in need of a performance review may take place in three different ways:

1. Both principal and Federation building committee may jointly identify and recommend.
2. Individually, a principal may identify and recommend.
3. A Federation building committee may independently identify and recommend.

Description of Intervention

The Intervention component is designed to assist non-probationary teachers who have been identified as performing in a way so unsatisfactory that improvement or termination is imperative. A system of checks and balances is used to avoid abuse of intervention by either union or management.

If intervention is recommended by the Intern Board of Review, the following procedures are used:

1. The teacher may file an appeal of the process within five (5) days of notification of placement in intervention to an impartial arbitrator.
2. If the impartial arbitrator determines that procedures have been correctly followed and that intervention is the proper program, intervention will proceed.
3. Confidentiality will be maintained at the school and at the Intern Board of Review.
4. Consultant works with teacher with the goal of bringing the teacher to satisfactory level of teaching performance.
5. There are no artificial time limits imposed.
6. The consulting teacher decides when intervention ends.
7. At that time, a status report is filed with both school management and the union.
8. Representation and due process rights and procedures exist for intervention teachers who are subject to termination.

For more information about Peer Review, please contact Dal Lawrence or Joan Kuchcinski at:

TFT Phone: (419) 535-3013

TFT Fax: (419) 535-0478

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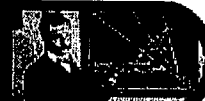


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Who Should Teach? The States Decide

Good teaching matters. Savvy parents have long known this, and research is confirming it. With U.S. schools needing to hire about 2 million teachers in the next decade, the push is on to make sure that the people who take those jobs are qualified to teach to the higher academic standards now expected of students.

States are not doing enough to attract, screen, and retain competent teachers.

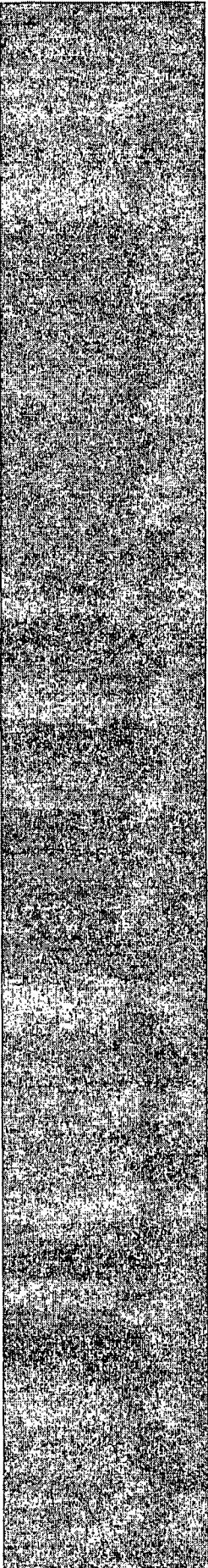
Quality Counts 2000, the fourth annual 50-state report by *Education Week*, looks at one of the most critical questions in education: What are states doing to attract, screen, and keep good teachers? The answer, based on the most exhaustive survey of state teacher policies to date: Not enough.

Despite universal agreement that teachers should have basic literacy skills and know the subjects they teach, *Quality Counts* found states playing an elaborate shell game. While they set standards for who can enter the profession on the front end, most keep the door cracked open on the back end. As a result, millions of students sit down every day before instructors who do not meet the minimum requirements their states say they should have to teach in a public school. And far too many teachers who have acquired basic credentials are not receiving the training, support, and encouragement they need to remain—and grow—in their profession. For example:

Thirty-nine states require prospective educators to pass a basic-skills test. But 36 of those states have loopholes that allow at least some people to teach who have failed such exams.

Twenty-nine states require high school teachers to pass tests in the subjects they plan to teach, and 39 require them to have a major, a minor, or an equivalent number of course credits in their subjects. Yet all of those states, except New Jersey, can waive those requirements, either by granting licenses to individuals who have not met them or by permitting districts to hire such people.

The situation is even worse for middle school teachers. Fewer than half the states expect middle school teachers to earn secondary licenses in the subjects they plan to teach. The rest allow them to



use "generic" elementary school certificates. Only nine states require all middle school teachers to pass tests in their subjects.

Moreover, even licensed teachers are often assigned classes for which they have not been trained, a practice known as "out of field" teaching. Eleven states do not require special permission for teachers to spend part of the day teaching outside their areas of expertise. Only 22 states have the authority to penalize schools or districts for having out-of-field teachers, such as by revoking accreditation or cutting state aid. Only one state requires notification of parents when their children are taught by out-of-field teachers. And no state has published information about out-of-field teaching on school report cards for the public.

Quality Counts 2000 also looked at the incentives states offer to attract bright college graduates into teaching. It found that most such incentives are weak and rarely focus on the schools or subjects where teachers are needed most.

Only Massachusetts offers "signing bonuses" to lure talented people into teaching. Maryland will begin doing so next school year.

Twenty-seven states have scholarship or loan-forgiveness programs for prospective educators. But only 18 target such programs to specific shortage fields, such as math and science. Only 10 aim those programs at candidates who are willing to work in urban or rural schools, schools in impoverished neighborhoods, or low-performing schools.

Forty states have programs that provide an accelerated pathway into teaching, particularly for career-switchers and liberal arts graduates. But with the exception of California, New Jersey, and Texas, such alternative routes serve few comers.

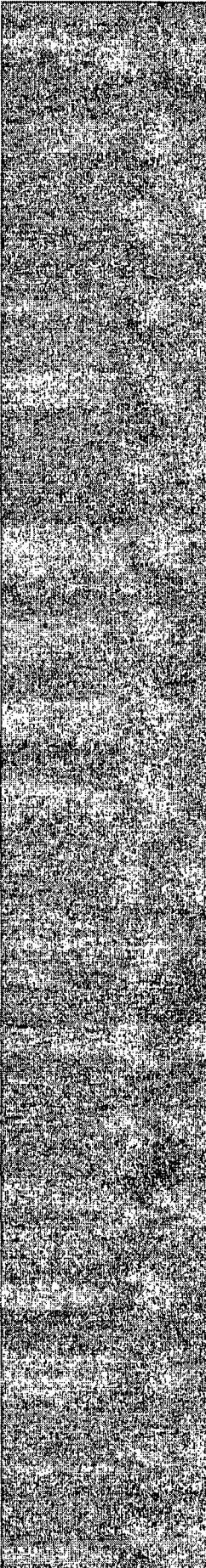
Twenty-seven states have Web sites that list teacher vacancies in their states, but most do not require all districts to participate. Only nine permit teachers to submit résumés, job applications, or related personnel information electronically.

Beyond such shortcomings in the "pipeline" for beginning teachers, states are not doing nearly enough to help teachers reach their full potential as educators and to keep them from quitting the profession.

A special study conducted for *Quality Counts*, based on data from the U.S. Census Bureau, found a growing salary gap between public school teachers and other college graduates.

Teachers ages 22 to 28 earned an average \$7,894 less per year than other college-educated adults of the same age in 1998. The gap is three times greater for teachers 44 to 50, who earned \$23,655 less than their counterparts in other occupations.

The gap is worst among those with master's degrees ages 44 to 50. Teachers in that category earned \$43,313 in 1998, compared with \$75,824 for nonteachers—a difference of \$32,511.



From 1994 to 1998, the average salary for master's-degree holders outside teaching increased 32 percent, or \$17,505, after adjusting for inflation; the average salary for teachers with master's degrees increased less than \$200.

Moreover, salaries alone won't keep teachers in the classroom, and studies show that far too many leave the profession within the first five years. Many states have induction programs that give new teachers support and advice from more experienced colleagues. But while 28 states have laws that require or encourage districts to offer such programs, only 19 states require districts to provide that help to all beginning teachers; of those states, only 10 foot some or all of the bill.

Though 27 states require principals or other individuals to observe and evaluate beginning teachers, only four states require that the evaluations be conducted by a team that includes someone outside the school. And only Connecticut and New York require novice teachers to pass a state-administered performance assessment.

Together, these piecemeal policies and lackluster incentives steer people away from teaching. The result is a teacher pipeline that more closely resembles a leaky faucet.

For *Quality Counts 2000*, *Education Week* conducted a special analysis of the first federal study to follow college graduates into the workplace.

Based on that analysis:

Nearly half (49 percent) of the 1992-93 college graduates who prepared to teach while in school had never worked in a K-12 public school four years later.

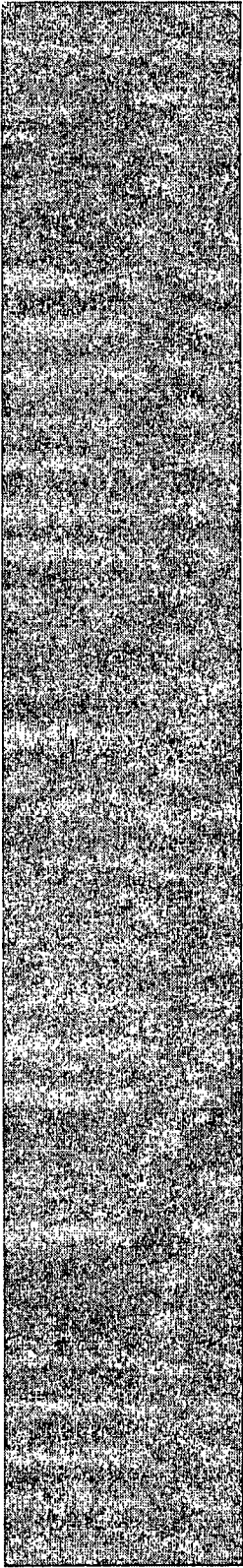
At every step of the way, the less academically able chose teaching, as measured by college-entrance exams. Both those who prepared to teach as undergraduates and those who went on to do so were less likely to have scored in the top 25 percent on such tests than their peers who chose other professions.

Of the college graduates who began teaching by 1993-94, nearly one in five had left within three years.

The brightest novice teachers, as measured by their college-entrance exams, were the most likely to leave.

Poor working conditions contribute to the high turnover. Teachers who did not participate in an induction program, who were dissatisfied with student discipline, or who were unhappy with the school environment were much more likely to leave than their peers.

This year's edition of *Quality Counts* also continues to chart the progress—or lack of progress—toward education improvement in the 50 states. In addition to the analysis of teaching policies, here is what *Education Week*'s reporting found:



Achievement— Seven states posted significant gains from 1992 to 1998 in the percentage of 4th graders reading at the "proficient" level or above on the National Assessment of Educational Progress: Colorado, Connecticut, Kentucky, Louisiana, Maryland, Minnesota, and Mississippi.

Standards, Assessments, and Accountability—Every state but Iowa has adopted academic standards in at least some subjects, and 44 have standards in all four core areas.

The number of states that administer tests matched to their standards in at least one subject climbed from 35 in 1997-98 to 41 this school year. The number of states that test whether students are meeting standards in all four of the core academic subjects rose from 17 to 21. Less movement occurred on the accountability front. For example, while California added monetary rewards for successful schools, Oregon and South Carolina killed funding for such programs.

School Climate— Since last year, three more states have passed laws permitting charter schools. And 29 states now allow parents to shop among public schools within a district or across the state. But few states have made noticeable gains in increasing parent or student involvement.

Resources—Forty-three states increased their per- pupil spending from 1997 to 1998. In 38 of those states, the increase was large enough to at least keep pace with inflation. Twenty-two states increased per-pupil spending by more than 5 percent, and eight had gains of more than 10 percent.

Quality Counts 2000 is divided into two sections. "Who Should Teach?" focuses on our theme for this year. "The State of the States" looks at student performance and more than 75 indicators of the health of each state's public education system. State-by- state updates relate state policy changes in education over the past year.

—The Editors

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Finding and Keeping Competent Teachers

By Lynn Olson

Rachel had been teaching for seven years in Massachusetts when she decided to move to New York City to be near her family. That's when the problems began.

Although the 34-year-old educator was fully licensed to teach in Massachusetts, with master's degrees in both teaching and public policy, she had to sit through 12 hours of testing to earn her professional license in New York state. She also had to submit a videotape of her classroom performance and, to work in the city, complete a course on how to recognize child abuse. All that to take a \$17,000 pay cut—from \$58,000 to \$41,000—to teach in the New York City schools.

Rachel began applying for her teaching license in October 1998, but by July of last year, she still had not completed the paperwork. And without proof of employment, she couldn't rent an apartment. "It was just a nightmarish process," she recalls.

"I know plenty of people go through it," adds Rachel, who requested that only her middle name be used, since she may still want to teach in the city someday. "But I wasn't a 25-year-old teacher anymore. I was a person in my mid-30s with a lot of experience. And it really made me angry."

Across the nation, districts are on the prowl for good teachers. Estimates are that schools will need to hire about 2 million public school teachers in the next decade. But far from enticing people into the profession, states erect hoops and hurdles for prospective candidates that can keep people like Rachel out of the classroom. And those hurdles often do not even achieve their goal of guaranteeing competence.

teacher quality

Finding & Keeping Competent Teachers

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Recruiting

Sweetening the Pot

Minority Teachers

A Different Road to Teaching

The Salary Gap

One State's Success

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**Building a
Stronger
Teaching Force**
**Attracting the
Best and
Brightest?**

As the ultimate arbiters of who is permitted to teach, states can help recruit and attract candidates. They can also keep good teachers in the classroom and weed out bad ones by providing support and evaluating performance.

But in each of those roles, states are falling down on the job. When it comes to teaching, many states play an academic shell game.

They raise standards for who can enter the profession on the front end, while keeping the door cracked open on the back end to ensure that every classroom will be staffed come September.

"Every kid, in some sense, will have a teacher," says Ken I. Wolpin, a professor of economics at the University of Pennsylvania and a member of the National Research Council's committee on assessment and teacher quality. But not every child will have someone who should be in the classroom.

While Rachel spent the summer filling out forms and taking tests, New York state permitted districts to hire thousands of teachers on temporary, or emergency, licenses, some of whom were much less qualified than she. In 1998-99, the state granted some 10,200 such licenses.

Meanwhile, the incentives most states offer prospective teachers and the support they give those who enter the profession are so weak that the country is losing many of its best candidates.

An analysis of federal survey data for *Quality Counts* found that about half the undergraduates who prepare for teaching careers have not entered the K-12 public schools four years later. Of those who begin teaching, about one in five leaves after three years in the classroom. And, the analysis shows, top undergraduates, as measured by their scores on college-entrance tests, are less likely to become public school teachers and more likely to quit, if they do.

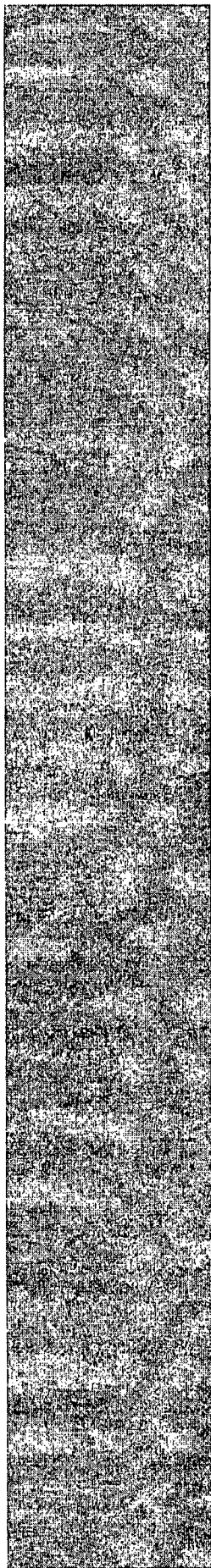
Teaching Matters

Quality Counts 2000, the fourth annual 50-state report card published by *Education Week*, focuses on attracting, screening, and keeping talented teachers for the nation's schools.

**Read a related
story:
"A Picture of the
Teacher
Pipeline:
Baccalaureate
And Beyond."**

About 2.8 million public school teachers are working in the United States. Clearly, every one of them is not going to be a nuclear physicist or come from the uppermost ranges of tested ability. But good teaching matters. And pressure to improve the quality of the teaching force has never been greater.

Today, research is confirming what common sense has suggested all along: A skilled and knowledgeable teacher can make an enormous difference in how



well students learn.

One Tennessee study found that students who had good teachers three years in a row scored significantly higher on state tests and made far greater gains in achievement than students with a series of ineffective teachers.

Another study by Linda Darling-Hammond, a Stanford University education professor, found that the strongest predictor of how well a state's students performed on national assessments was the percentage of well-qualified teachers: educators who were fully certified and had majored in the subjects they taught.

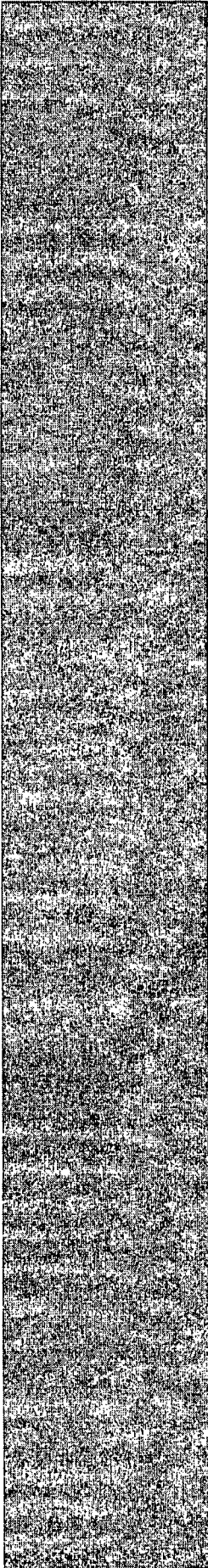
Such findings make sense to the public: Nine of 10 Americans say "ensuring a well-qualified teacher in every classroom" is the second most important step that could be taken to lift student achievement, outranked only by ensuring school safety, according to a 1998 public opinion poll conducted by Recruiting New Teachers, a nonprofit organization in Belmont, Mass.

As states expect more of students—and base promotion and graduation on how well they perform—policymakers have an obligation to ensure that teachers are up to the task. "We're raising the stakes for kids," says Patte Barth, a senior associate at the Washington-based Education Trust, "and we've got to make sure that our kids have teachers who can bring them to those high standards."

Unfortunately, the demand for more and better teachers couldn't come at a worse time. Enrollment in public elementary and secondary schools is projected to grow by 4 percent between 1997 and 2009, to 48.1 million. And 40 percent of those students will be members of minority groups, compared with only about 12 percent of the current teaching force. More than 20 percent of newly minted teachers leave the profession after four years, creating a constant demand for new hires. And with the average teacher now 44 years old, districts are bracing for a wave of retirements in the coming years.

All this at a time when job opportunities for women and minorities in other professions and fields are greater than ever. Schools are forced to compete for talent in ways they never have in the past, especially in high-demand subjects such as mathematics and science. Although the average salary for a nonteacher with a master's degree increased by \$17,505 from 1994 to 1998, after adjusting for inflation, the average salary for a teacher with a master's degree inched up by less than \$200.

The good news is that interest in teaching is on the rise. More than 10 percent of college freshmen say they want to teach in elementary or secondary schools, the highest percentage since the early 1970s. Applications to many of the nation's top graduate schools of education are climbing. And Teach for America, a nonprofit organization that recruits liberal arts graduates to teach in poor urban and rural schools, says applications have soared 37 percent since the program began 10 years ago.



Viewed in this light, states have a critical choice: They can take steps now to ensure a qualified teaching force for years to come, or they can scramble to fill classrooms with mere warm bodies and be stuck with the results of those lax policies for decades.

Research suggests that, at a minimum, teachers should have a solid general education and know their subjects. If states do nothing else, the experts say, they should guarantee that children have teachers who meet those requirements.

Studies have found that teachers with higher verbal ability, as measured by test scores, produce greater student learning. The evidence also shows that students whose teachers know their subjects perform better than students whose teachers lack subject-matter preparation. There is far less evidence that pedagogy—or knowing how to teach—is important, although part of the problem may be a lack of good measures of pedagogical skill.

Knowing Their Subjects?

To guarantee that teachers have basic cognitive skills, 39 states require prospective educators to pass a basic- skills test. But acing such tests is hardly a feat: In general, critics maintain, they measure verbal and mathematical achievement at about the 10th grade level. And many states set their passing scores so low that virtually anyone can succeed. Even so, 36 states provide loopholes that allow at least some people to enter the classroom even if they fail such exams.

When it comes to guaranteeing teachers' subject-matter knowledge, states have been most vigilant about high school teachers, generally taking steps along two lines:

Thirty-nine require high school teachers to have a major, a minor, or the equivalent number of college credits in the subjects they teach.

Twenty-nine require beginning high school teachers to pass tests in their academic disciplines.

Yet all but New Jersey turn around and waive those requirements, either by granting licenses to individual teachers who have not met them or by permitting districts to hire such candidates.

States are far less stringent about whether middle school teachers know their subjects. Only 17 states expect middle school teachers to obtain secondary-level licenses in the academic subjects they plan to teach. The rest permit middle school teachers to earn an elementary school certificate. Only nine states require all prospective middle school teachers to pass tests in their academic disciplines.

As a result, a substantial chunk of U.S. teachers lack a solid grounding in the subjects they teach. According to the National Center for Education Statistics, 66 percent of high school teachers have either an undergraduate or graduate major in an academic field, compared with 44 percent of middle school teachers and only 22 percent of elementary teachers.

Elementary educators also tend to be less academically able than

their middle or high school counterparts, and than other college graduates, as measured by college-admissions tests.

The same is true for college students majoring in education, instead of in academic disciplines. In 1992-93, 30 percent of college students graduating with education majors scored in the bottom quartile on their college-entrance exams, compared with 18 percent of humanities majors and 14 percent of those majoring in math, computer science, or the natural sciences.

Education Week's analysis of longitudinal data for *Quality Counts* looked at every major decision point in the pipeline: It identified which students chose a major in education, decided to student-teach, entered the classroom, and remained in the profession at the end of four years. In general, the less academically able candidates, as measured by SAT and ACT scores, were the ones still teaching after three years.

Through the Back Door

Of course, standards mean nothing if schools can wiggle around them by hiring people who don't meet the requirements whenever there's a spot to fill. As a result, millions of students sit down each day before teachers who don't have what their states consider the most basic requirements for being there.

**Standards mean
nothing if
schools can
wiggle around
them.**

That common practice—known by such euphemisms as "emergency" licensure, "incidental teaching," or "misassignment approval"—is used to fill classrooms when teachers in a particular subject can't be found, or when

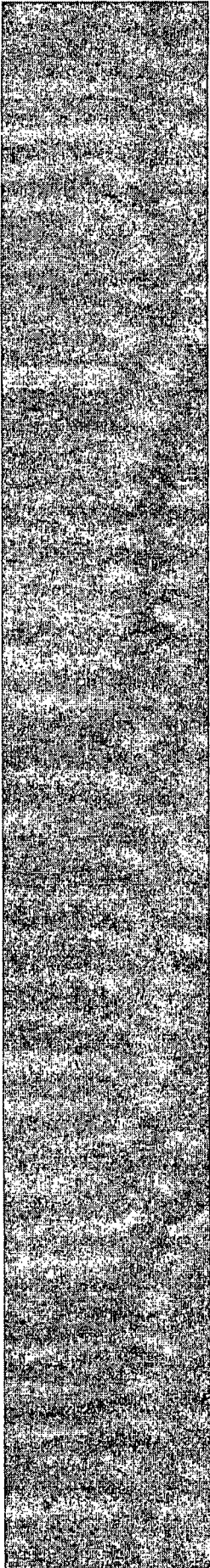
teacher-candidates haven't passed a test or finished their coursework.

More than one-fourth of teachers enter the profession without having fully met state licensing standards, according to the National Commission on Teaching & America's Future. Twelve percent of new teachers are hired with no license at all, while another 15 percent hold temporary, provisional, or emergency licenses.

Some states have started to crack down on the widespread practice. New York, for example, has decreed that by September 2003, schools will not be allowed to employ teachers with temporary licenses. New Jersey did away with emergency licensure, except in such fields as bilingual and special education, in 1985. And Maryland has set new limits on the number of years teachers can work without meeting all its requirements.

But in many other states, the gates are open wide. An unintended consequence of California's popular effort to reduce class sizes, for example, was an explosion in the number of unlicensed teachers.

"Americans wouldn't dream of entrusting our homes or our health to an unlicensed professional—or one with fly-by-night training," says Bob Chase, the president of the National Education Association. "Yet time and again, we entrust the education of our children to



teachers without adequate licensure. Such a lack of quality control would be considered criminally negligent in any other profession."

Moreover, emergency permits are not the only way unqualified teachers find their way into classrooms. More common is a practice known as "out of field" teaching, in which teachers are allowed to spend at least part of their day teaching subjects in which they have little or no training. About a third of U.S. teachers each year are assigned at least one class a day for which they have not been trained.

As with emergency licenses, such teachers are not distributed evenly across schools. Out-of-field teaching is more common in high-poverty schools and small schools, among beginning teachers, and for middle school students and children of all ages who are in lower-track academic classes.

Eleven states permit teachers to instruct students for part of the day outside their content areas without obtaining special permission. Only 22 have the authority to levy penalties against schools or districts that exceed limits on out-of-field teaching, such as a loss of accreditation or funding.

But given the high demand for teachers and widespread shortages even of substitute teachers, such policies are rarely enforced. Only Florida requires by law that parents be notified if children are enrolled in a class taught by an out-of-field teacher. And no state so far has put that information on school report cards released to the public.

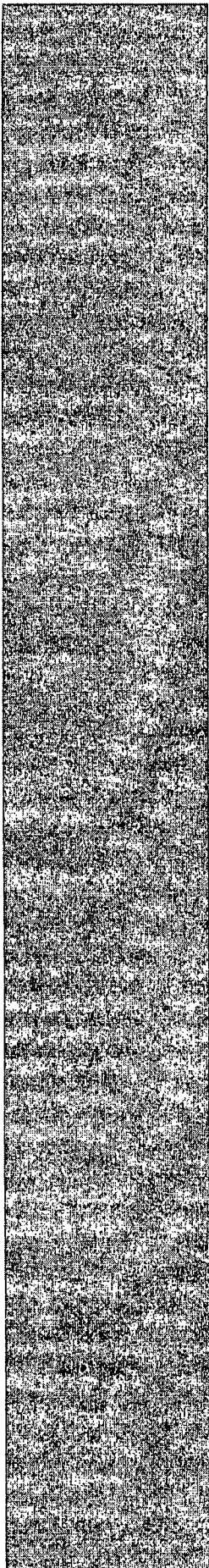
Tests, academic requirements, and other prerequisites for entering the profession are designed to shield children from incompetence. But from the perspective of a potential educator, they also cost time and money. The higher the barriers, the greater the investment a candidate must make before ever drawing a paycheck.

Some critics, moreover, challenge the idea that the convoluted licensing structures found in most states actually guarantee competence. And they suggest that many of the screens deter bright college graduates and would-be career-switchers—particularly requirements that lengthen the time and money it takes to become a teacher.

"I think that the new credentialing movement is wrong-headed," says Eric A. Hanushek, a professor of economics and public policy at the University of Rochester in Rochester, N.Y. "All of the actions are likely to reduce the supply of teachers but unlikely to increase student performance."

Scholarships, Signing Bonuses, and Stipends

To entice people into teaching, states and districts are dangling incentives that range from scholarship and loan-forgiveness programs to cash bonuses. Some offer housing and moving assistance, free graduate-level courses, and stipends for teachers who have earned certification from the National Board for Professional Teaching Standards, a national program designed to



recognize accomplished teaching. Massachusetts made headlines in 1998 when it decided to offer signing bonuses totaling \$20,000 over four years to about 60 people who otherwise might not have considered careers in education. The state plans to offer 125 signing bonuses this year.

Many states also are trying to retain their veteran, master teachers. Twenty-four states and about 85 districts provide extra money for teachers who have earned national-board certification. Thirteen states give cash awards to successful schools, although only about half allow the money to be used for staff bonuses.

Yet most incentives are small, piecemeal efforts that serve relatively few comers. Only a handful of states, for example, have created clearinghouses to coordinate their recruitment efforts. Only Massachusetts has created a permanent endowment fund—\$60 million—to support its incentives.

Few of the incentives are aimed at the areas where teachers are needed most: either by subject or in hard-to-staff schools or districts.

Contrary to popular belief, the United States does not have an overall "teacher shortage." But it does have problems of distribution in the supply of teachers.

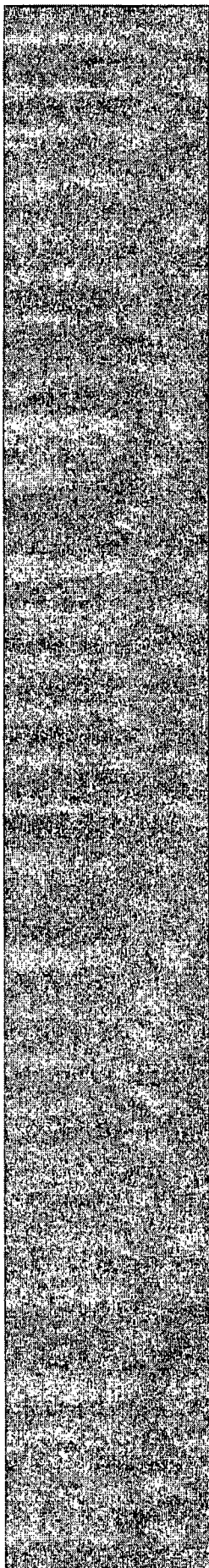
Too few teachers are available in such subjects as special education, bilingual education, mathematics, and science. And too few people are willing to work in schools that are underfunded or in rundown or isolated areas. Studies suggest that new teachers, especially, prefer to work near where they grew up.

In California, 24 percent of the state's schools do not have a single underqualified teacher. But in another 20 percent of the schools, more than one in five teachers is underqualified. Urban schools and those with many poor, minority, and limited-English-proficient students are far more likely to have high concentrations of such teachers.

"What's happened is the distribution of qualified teachers has been radically skewed," says Patrick M. Shields, a researcher at SRI International, a nonprofit research and consulting group based in Menlo Park, Calif. That, he adds, "has in some places started to tilt the scale to create an extremely dysfunctional system."

Although the state has initiatives to increase the supply of teachers, Shields says, "none of this is targeted at the places that are most in need."

Much the same could be said about teacher supply nationwide. While 27 states have scholarship or loan-forgiveness programs for prospective educators, only 18 target them to specific high-demand fields, according to a 50-state *Quality Counts* survey. And only 10 aim their programs at candidates willing to work in hard-to-staff schools or regions. Few states offer incentives for colleges and universities or districts to train or retrain teachers in subjects where educators are most needed.



Alternative routes permit candidates who already hold bachelor's degrees to become teachers without completing a traditional education program. Such candidates typically complete their initial coursework during the summer before assuming full responsibility for a classroom under the supervision of a mentor teacher.

Such programs have shown success in attracting more minority teachers, math and science teachers, and candidates willing to work in urban schools. Few data, however, are available on how such teachers actually perform in the classroom or their effect on student achievement. But they generally score at least as well as traditional candidates on teacher-licensure exams.

Forty states have created alternative-route programs. But most are small in scale and differ widely in the support they offer novice teachers.

Moreover, easing red tape and offering signing bonuses cannot overcome a bigger problem: Too many teachers make too little money to stay in the profession over the long haul.

Opportunity Costs

Research conducted by *Education Week* for *Quality Counts* suggests that there are long-term costs associated with going into teaching, and that those costs grow as teachers get older.

The gap between the average annual salary of a young teacher with only a bachelor's degree and a nonteacher with a comparable education was \$8,192 in 1998. But for those ages 44 to 50 with a master's degree, the gap ballooned to \$32,511—or \$43,313 for teachers vs. \$75,824 for nonteachers.

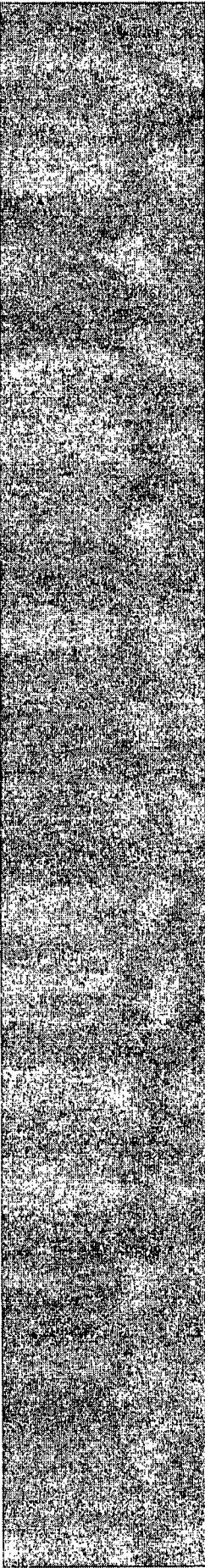
"You cannot be living in the United States in 1999 and not believe that teacher salaries are a great disincentive to educated people entering the profession," argues Sandra Feldman, the president of the American Federation of Teachers. A recent survey of AFT members found that 39 percent were working second jobs to make ends meet.

Recognizing the problem, some states have raised salaries across the board, while others are paying beginning teachers more.

But critics suggest that the basic salary structure for teachers is flawed. Rigid salary schedules, which pay teachers based on coursework and years of experience, fail to reward performance. And they do not reflect the demands of the labor market.

For example, mathematics and science teachers—who typically are in high demand—frequently do not earn any more than teachers of other academic disciplines.

Some experts believe states should pay extra for teachers in high-demand subjects; those willing to work in hard-to-staff schools or districts; those who graduate from better colleges or post higher test scores; and those who possess greater knowledge and skills or raise student achievement.



Richard J. Murnane, an education professor at Harvard University, suggests that taxpayers would be more likely to support significant pay hikes for teachers if the salary structure were tied to competence.

Keeping Teachers on the Job

Higher salaries might broaden the pool of potential teachers. But pay alone won't keep them in the classroom. Retention, rather than recruitment, may lie at the heart of the teacher-quality issue.

Research has found that new teachers improve dramatically during their first few years on the job. For that reason, experts say it is critical to retain teachers for at least five or six years so that they can reach their full potential.

"It doesn't really solve the problem to recruit thousands of new people into the occupation if, in a few short years, many of them leave," Richard M. Ingersoll, a sociologist at the University of Georgia, observes. "The data tell us that the vast majority of hiring that takes place in any given year is simply replacements for teachers who have just left."

Salaries are just one of the reasons teachers bail out. A *Quality Counts* analysis of data from a five-year federal study known as Baccalaureate and Beyond provides insights into the other reasons teachers stay or go.

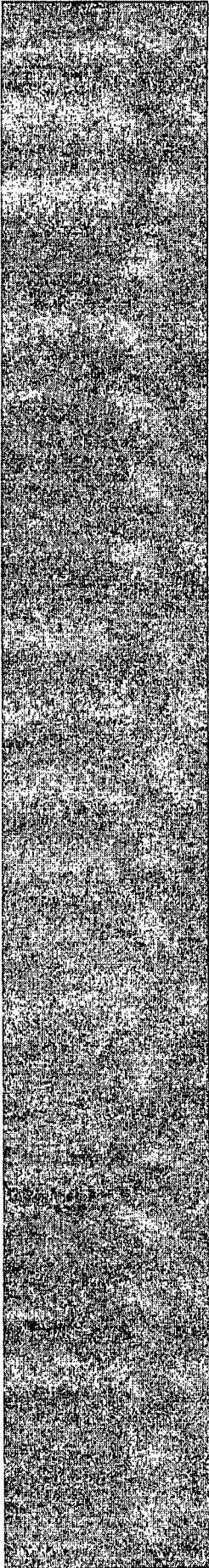
It shows that teachers leave schools that have discipline problems and ones where they perceive a poor overall school environment. Teachers get fed up with schools in which they are likely to be assigned to subjects they're unprepared for, and schools with poor administrative support.

The analysis found that nearly 20 percent of the 1992-93 college graduates who began teaching by 1993-94 had left after three years. Teachers who were dissatisfied with student discipline quit at twice the rate of those who were not. Teachers who were dissatisfied with the school environment also were twice as likely to leave.

Such findings come as no surprise to Irene. When she left her job in Prince George's County, Md., for neighboring Montgomery County, in 1999, she got nearly a \$5,000 pay hike and better benefits. But, on balance, says Irene, who asked that her last name not be used, it was the working conditions that drove her decision. In Prince George's County, the 2nd grade teacher had 28 children at all times. In Montgomery County, she has 21, and only 14 pupils for reading and language arts.

Her room is bigger, she has more supplies, and the roof doesn't leak. She has more planning time, and is free from lunch or playground duty.

"I wouldn't have remained in the classroom very long if I had stayed," says the four-year veteran. "Most people don't go into teaching to make a lot of money. The working conditions are



probably much more important than salary."

To support teachers during the crucial first few years, 28 states now require or encourage districts to create induction or mentoring programs for new teachers, in which veterans provide them with structured support while they gain experience. The analysis of Baccalaureate and Beyond data found that teachers who had not participated in such a program were nearly twice as likely to leave after their first three years of teaching.

But only 19 states mandate that districts offer induction programs to all beginning teachers, and, of those, only 10 foot some or all of the bill. Almost no state safeguards working conditions for novices by ensuring that they're not teaching out of field or assigned nonteaching duties. Only North Carolina requires that local boards adopt policies prohibiting new teachers from being assigned any extracurricular duties without their written permission.

Moreover, few states tie support for beginning teachers to assessments of their classroom performance to determine whether they should receive a license to remain in teaching.

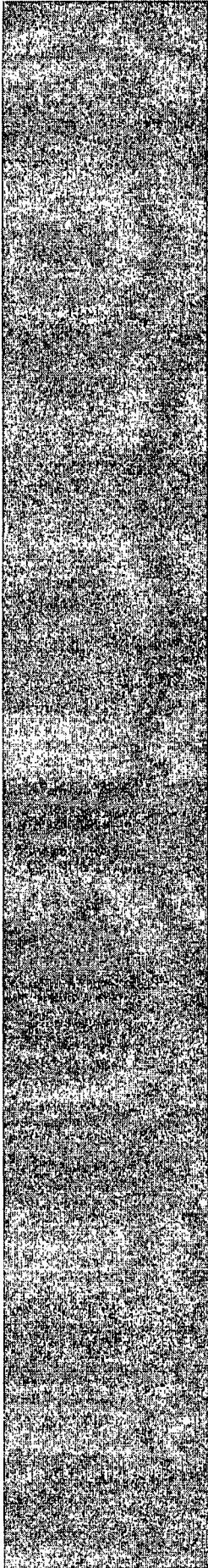
Twenty-seven states require the school principal or another individual to observe and evaluate new teachers. An additional four—Kentucky, Louisiana, Oklahoma, and South Carolina—require new teachers to be evaluated by teams that also include someone outside the school. And only Connecticut and New York require that the performance of novice teachers be assessed by independent, state-trained evaluators who do not work in the teachers' schools or districts. New York requires beginning teachers to submit a videotape of a classroom lesson, which is assessed using a common rubric. Connecticut requires novices to submit a portfolio of work—including videotapes of their teaching, evaluations of student work, lesson plans, and other elements—to the state.

Most experts suggest that such evaluations would be far more effective at judging teachers' competence than written exams.

Where Next?

But James W. Stigler, the co-author of *The Teaching Gap*, a 1999 book that compares videotapes of teachers' classroom instruction in the United States, Germany, and Japan, says the problem in the United States is not teachers but teaching. "When we look at videotapes, we do not see evidence of incompetent teachers," he says. "We do see teaching methods that are just less effective."

American teachers, for example, rely more on rote procedures and memorization, and are less likely to push students to solve problems or gain understanding of underlying concepts. The current emphasis on licensure, Stigler argues, won't address that gap. Instead, teachers' working conditions must be improved so that schools become places where teachers have the time and support to examine, share, and revise their lessons. "What we need to do is not identify special people to become teachers," Stigler says, "but figure out how to take the average teaching method and improve it."



Some observers say the existing system of teacher recruitment, assessment, and licensure is so cancerous it requires radical surgery.

"The paucity of solid evidence pointing to the effectiveness of teacher licensure is striking: There is little connection between licensing requirements and high-quality teaching," the Thomas B. Fordham Foundation concludes in a 1999 report, "The Quest for Better Teachers: Grading the States."

The report from the Washington-based research organization proposes keeping regulation to the barest minimum—by verifying that teachers are not criminals, have a solid general education, and know their subjects. Principals would be free to hire the people they wanted and pay them based on performance and marketplace demands. Accountability for school performance would ensure that they sought competent teachers.

Others take the opposite tack. The National Commission on Teaching & America's Future is working with a dozen states to improve teacher preparation, licensure, and assessment, by raising standards, encouraging more professional preparation, and providing more support for novices.

While the two approaches are widely divergent, they do share some common ground. Both agree that teachers need to know the subjects they teach. Both agree that more learning about how to teach should take place in real schools, under the supervision of master teachers.

And virtually everyone agrees that the existing system is broken. It fails to attract enough good teachers to the schools where they are needed. It does not screen out those who shouldn't work with children. And, too often, it does not keep good teachers like Rachel in the classroom.

And virtually everyone agrees that the existing system is broken.

After weeks of agonizing debate, Rachel decided not to take any of the jobs she was offered last year. Instead, she has gone back to school full time, working on her doctorate in education.

"The thing is that I love teaching," she says. "I was just tired of struggling. I think if the teaching profession were structured so that I could enjoy livable working conditions and make, at the very least, a lateral move, I would very happily have stayed."

on the Web

Read the report, "The Quest for Better Teachers: Grading the States," from the Thomas B. Fordham Foundation.

PHOTOS: Novice teacher Lisa Van Ness, left, at the Arthur S. Dudley Elementary School in Antelope, Calif., gets advice from veteran Suzi Culbert. Rich Pedroncelli



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need a job?

Dec. 1, 1999

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Teaching as a Profession

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Teaching has always been more an occupation than a profession. Traditionally, important decisions affecting classrooms have been made not by teachers, but by administrators and policymakers. They have determined the content of the curriculum and how it should be taught, selected textbooks and materials, and decided which standardized tests would be administered. Teachers exercised limited freedom, behind the closed doors of their classrooms.

To some degree, the low-status nature of teaching has prevailed because it has largely been women's work. Before the 1960s, a woman aspiring to a career had essentially two choices: nursing or teaching. Public schools had no trouble staffing their classrooms with women who were willing to work in unappealing conditions for low wages. Though women have more career options today, eight out of 10 beginning teachers are still female.

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And while many teachers find the profession challenging and rewarding enough to make up for low salaries and frustration, many leave the classroom for better pay--and better working conditions. After all, classroom teaching conditions are a lot like those of blue-collar workers. Teachers rarely have their own offices and lack the services that other professionals have access to, such as a secretary, telephone, typewriter, fax machine, or copier. The teacher's work day is highly structured, with little or no time for intellectual interaction with colleagues.

Since the early 1980s, when the current drive to improve American education began, teaching has been a central focus. Many policymakers have become convinced that schools will not be able to produce better educated students without highly skilled, knowledgeable teachers who are treated as professionals. As a first step, many states set stiffer requirements for entry into and graduation from teacher-preparation programs. They raised beginning teachers' pay, hoping to attract better-quality candidates. They also created incentives, such as forgivable loans, to encourage good high school students to pursue careers in teaching. And some states required experienced teachers to pass minimum-competency tests to retain their licenses.

In 1986, a landmark report issued by a task force of the Carnegie Corporation of New York called for radical changes in teaching to make it a true profession. The authors envisioned a different kind of

From the Archives

["Riley, Goals Panel Take Aim at Promoting Teacher Quality," Sept. 23, 1998.](#)

["New Teachers Are Hot Commodity," Sept. 9, 1998.](#)

["Math, Science Teaching Recruits Are Elusive," July 8, 1998.](#)

["Baltimore Offering Teachers Housing Bonuses," June 3, 1998.](#)

["'Agency Fee' Case Could Have Repercussions for NEA," April 1, 1998.](#)

Glossary

[accreditation](#)
[master teachers](#)
[merit pay](#)
[pay equity](#)
[teacher certification](#)
[teacher licensure](#)

Related Organizations
[American Association of Colleges for Teacher Education](#)
[American Association of Higher Education](#)
[American Federation of Teachers](#)
[Association of Teacher Educators](#)
[Carnegie Foundation for the Advancement of Teaching](#)
[Center for Education Renewal](#)
[National Board for Professional Teaching Standards](#)
[National Center for Innovation](#)
[National Center for Restructuring Education, Schools, and Teaching](#)
[National Council for Accreditation of Teacher Education](#)
[National Education Association](#)
[Teach For America](#)

a true profession. The authors envisioned a different kind of teacher--flexible, up-to-date, able to lead children into deeper learning. The next step was for teachers to be mentors and coaches rather than dispensers of facts. Students would take more responsibility for their own education, and teachers would collaborate with them in a search for knowledge and understanding. The school structure would change so that teachers would be deeply involved in decision-making: Within broad curricular frameworks, teachers would decide how best to meet their goals. They would participate in the development of new performance-based assessments. They would be empowered to make decisions that affect instruction, budget, personnel, and scheduling. At the same time, though, the teachers would be much better educated and would be eased into their jobs with help from experienced mentors.

Since the Carnegie report, there has been slow and steady work on a variety of fronts to improve the quality of the nation's teaching force. A consortium of 38 states is working together to devise new, rigorous standards for beginning teachers and to come up with new ways of measuring whether candidates deserve a license to teach. This is in contrast to the current system, which focuses on what coursework candidates have completed--a piece of information which tells little about their ultimate performance with students. The national organization that accredits education schools has stiffened its standards and is pressing programs to submit themselves to scrutiny. And the National Board for Professional Teaching Standards, an outgrowth of the Carnegie report, has begun setting standards of accomplished practice and certifying expert teachers who can meet them.

These steps, advocates say, eventually will put teaching on a similar footing with other professions, such as law, medicine, and architecture. In those fields, members of the profession set their own standards for entry into the field. In return for this relative freedom from outside regulation, their members strive to uphold high standards and discipline one another when they fail. In education, 11 states have created autonomous standards boards to set standards for teaching, rather than leaving the task to the state board of education.

Teaching is one of the country's most unionized occupations. The National Education Association, the nation's largest teachers' union, boasts 2.2 million members. Its rival, the American Federation of Teachers, has 900,000 members. And there are signs that the teachers' unions are interested in playing a greater role in ensuring that their members are well prepared for the job. A group of union leaders from both organizations is meeting regularly to discuss the future of teacher unionism, with an eye toward school quality rather than employee protections and benefits.

But in some cases, the unions are seen as an obstacle. Many people, including some teachers, are frustrated that pay scales are so rigid. But union opposition has stifled attempts to institute merit-pay programs, which would give administrators the ability to reward teachers they consider to be performing well. Union members believe that might result in arbitrary decisions.

And the next big educational battle may be over the issue of teacher tenure. Teachers usually earn tenure after two or three years of acceptable service, giving them tremendous job security. A district that wants to fire a tenured teacher must typically undergo a lengthy process of hearings and appeals. One purpose of tenure laws is to protect teachers from being

dismissed because of political or personal views. Opponents, however, argue that tenure makes it difficult for districts to fire unqualified teachers.

On a similar front, several studies are also now being conducted to examine ways to dramatically overhaul the entire teacher-compensation system--not just change a bit of it here or there.

Undeniably, much remains to be done. A major report issued in September by the National Commission on Teaching and America's Future offered a scathing indictment of current practices, including inadequate teacher education, bureaucratic hiring procedures, and the placement of unqualified teachers in classrooms.

The report set the price tag for remedying these problems within a decade at nearly \$5 billion a year in new federal, state, and local money which should be spent on upgrading teacher education, subsidizing people to teach in high-need fields and locations, reforming the licensing and induction process, and better professional development.

Please also see our Issues Page on **Professional Development**.

On the Web

"What Matters Most: Teaching for America's Future," September 1996, from the National Commission on Teaching & America's Future.

Talented Teachers in Every Classroom is the second point of President Clinton's 10-point plan for education in his second term.

Reinventing Teacher Compensation Systems. This September 1995 brief from the Consortium for Policy Research in Education presents a detailed argument about why and how teacher compensation should be restructured. The goal: wide worker acceptance, better employee morale, improved organizational performance, and higher individual salaries. See in particular "History of Teacher Pay Changes."

"Realizing New Learning for All Students Through Professional Development," from the North Central Regional Educational Laboratory's Pathways to School Improvement, sets out how schools can go about instituting succesful professional development programs.

"Excellent Teachers Rewarded: Re-Designing Compensation,"1995, from the Wisconsin Center for Education Research at the School of Education at the University of Wisconsin-Madison. Argues for "an objective standard of measuring excellence in teaching."

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Charter Schools

West of the Mississippi

State	Number	Enrollment
Alaska	16	2,047
Arizona	166	32,209
California	149	73,905
Colorado	59	13,911
Hawaii	2	790
Idaho	2	57
Kansas	15	1,545
Louisiana	11	1,598
New Mexico	5	4,601

The State of Charter Schools 2000 - Fourth-Year Report, January 2000

B. Basic Characteristics of Charter Schools

School Size | Grade Level Configuration |
Student to Teacher Ratio | Computers for Instruction

Enrollment by State

As in past years, charter schools enrolled a relatively small percentage of public school students nationwide. Only three states had 2 percent or more of their public school enrollment in charter schools, with the District of Columbia enrolling the greatest percentage of students in charter schools. However, the number of students enrolled in charter schools continued to grow, with California charter schools continuing to enroll the greatest number of students. As the number of charter schools increases and student enrollment in charter schools expands, their potential impact on public education also increases.

- In 1998-99, the Study estimated that charter school enrollment totaled 252,009 in the 27 states with open charter schools. This enrollment was 0.8 percent of all students in public schools in the 27 charter states.
- With 73,905 students in charter schools, California had the most charter school students of any state. More than half of all charter school students (52 percent) are enrolled in charter schools in three states: Arizona, California, and Michigan.
- The District of Columbia, with an estimated 3,364 students enrolled in charter schools, had more than 4 percent of its public school students enrolled in charter schools, the highest percentage of public school students enrolled in charter schools in all 27 charter states. Arizona had 4 percent of their public school students enrolled in charter schools, while Colorado had 2 percent.
- The percentage of public school students enrolled in charter schools increased in all 27 charter states in the 1998-99 school year as compared to the 1997-98 school year.

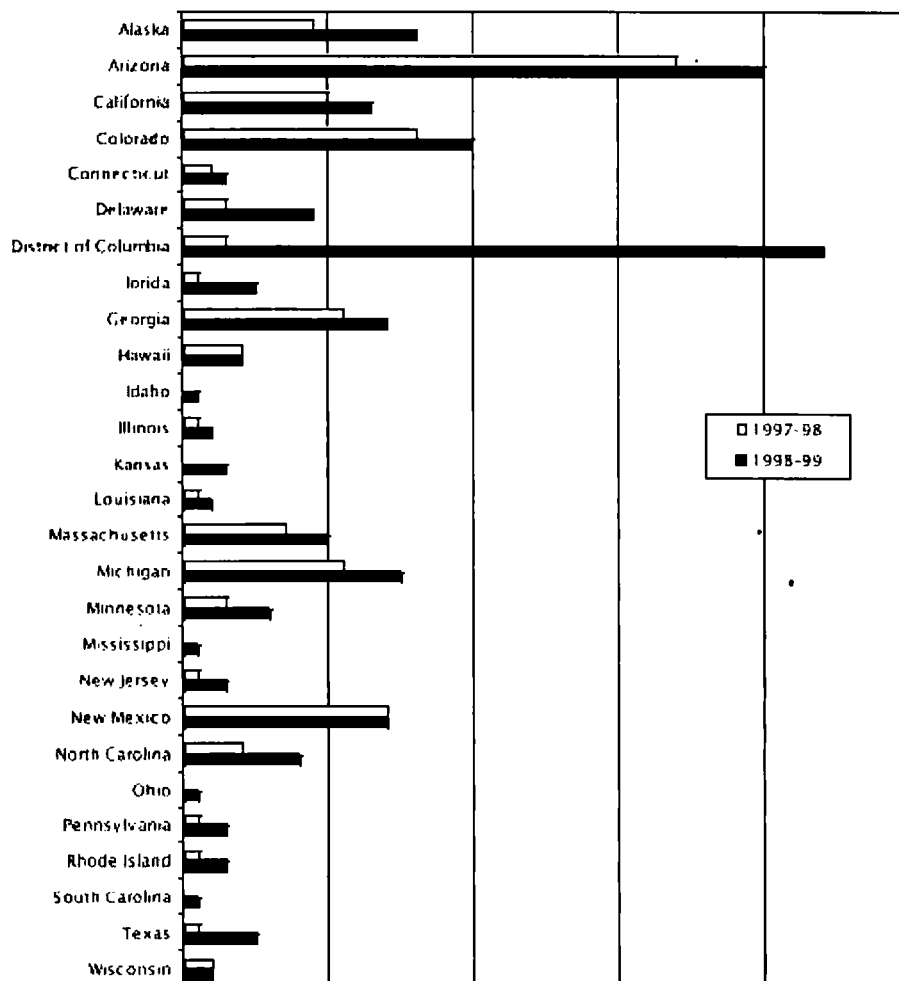
Estimated Enrollment in Charter Schools and All Public Schools in the 27 Charter States

State	Charter school enrollment, 1998-99	All public school enrollment, all 1997	% of public school students who are in charter schools
Total	252,009	31,526,771	0.8
Alaska	2,047	132,122	1.6
Arizona	17,209	815,385	4.0
California	73,905	5,728,341	1.3
Colorado	13,911	687,167	2.0
Connecticut	3,613	515,362	0.7
Delaware	988	111,960	0.9
District of Columbia	3,364	77,313	4.4
Florida	10,561	2,299,001	0.5
Georgia	18,811	1,375,980	1.4
Hawaii	790	189,887	0.4
Idaho	37	244,347	0.1
Illinois	3,333	2,608,519	0.2
Kansas	1,545	468,687	0.3
Louisiana	1,589	776,303	0.2
Massachusetts	9,673	949,006	1.0
Michigan	25,294	1,686,760	1.5
Minnesota	4,670	851,772	0.6
Mississippi	140	507,776	0.1
New Jersey	4,001	1,249,910	0.3
New Mexico	4,601	331,673	1.4
North Carolina	9,513	1,216,063	0.8
Ohio	2,509	1,871,193	0.1
Pennsylvania	5,474	1,835,351	0.3
Rhode Island	197	151,121	0.1
South Carolina	164	630,755	0.1
Texas	18,590	3,896,638	0.5
Wisconsin	2,060	481,780	0.2

NOTE: Charter school enrollment includes data for 1,010 charter schools and is based on responses from all 975 open charter schools that responded to the survey, supplemented with data from state departments of education.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data Survey, 1997-98.

Charter School Enrollment as a Percentage of Public School Enrollment, by State¹



Percentage of students in all public schools

¹We do not have 1998-99 data for Idaho, Mississippi, and Ohio because their charter schools were not open at the time of our 1998-99 survey. In 1997-98, the number of students enrolled in South Carolina charter schools was too small to register on the scale.

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A. States and Charter Schools

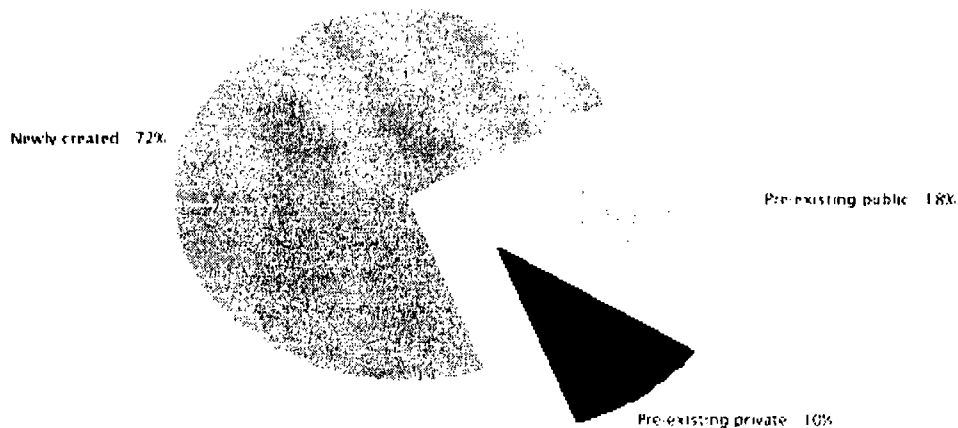


B. Basic Characteristics of Charter
Schools (cont'd)

*The State of Charter Schools 2000 - Fourth-Year Report, January 2000***A. States and Charter School Movement****Newly Created and Pre-Existing Charter Schools**

Charter school legislation allows charter schools to be created in several different ways. Groups of parents, teachers, and community members can start newly created schools. In addition, public and private schools may be able to convert to charter school status. Because the types of authorized charter schools vary state by state, characteristics of charter schools often differ from one state to another. Some states have many charter schools that were pre-existing public schools, while in other states there are few.

- As of the 1998-99 school year, 72 percent of all charter schools were newly created schools. An additional 18 percent had been pre-existing public schools before becoming charter schools, while 10 percent had been pre-existing private schools.
- Newly created schools continued to make up the majority of charter schools created in each year. Pre-existing public schools, which constituted 44 percent of all charter schools opened in the 1994-95 school year or earlier, constituted only 15 percent of charter schools opened in the 1998-99 school year. This decline in the percentage of charter schools that converted from pre-existing public schools were located in California and converted in the first years that California had a charter school law.
- Legislation in the 27 states with operating charter schools in 1998-99 permits the conversion of existing public schools to charter schools. In 26 of these states, state charter legislation allows the creation of new charter schools as well. Twelve states permit pre-existing private schools to become charter schools, although some states require that the private schools disband and reconstitute themselves before applying for a charter or limit the geographic areas in which private schools may convert to become charter schools.

Estimated Percentage of Charter Schools, by Creation Status

NOTE: These data are based on responses from all 975 open charter schools that responded to the survey. Although Nevada had one open charter school as of the 1998-99 school year, that school did not respond to the survey.

Estimated Number and Percentage of Newly Created and Pre-existing Charter Schools, by Year of

School Opening

	Number of charter schools	Newly created	Pre-existing public	Pre-existing private
Total in 1998-99	975	704	173	98
% of Total		72.2	17.7	10.1
Percentage of schools (%)				
Opened 1994-95 or earlier	94	53.2	43.6	3.2
Opened 1995-96	145	64.7	20.7	15.2
Opened 1996-97	171	66.7	17.5	15.8
Opened 1997-98	252	82.5	9.9	7.5
Opened 1998-99	313	76.4	15.0	8.6

Estimated Number and Percentages of Charter Schools, by Creation Status and State¹

	Total	Newly created		Pre-existing public		Pre-existing private	
	All schools	#	%	#	%	#	%
Total	975	704	72.2	173	17.7	98	10.1
Alaska	16	16	100.0	0	0.0	NA	NA
Arizona	166	119	71.7	15	10.8	29	17.5
California	129	85	57.0	61	43.0	NA	NA
Colorado	59	52	88.1	6	10.2	1 ²	1.7
Connecticut	16	16	100.0	0	0.0	NA	NA
Delaware	4	4	100.0	0	0.0	NA	NA
District of Columbia	15	10	66.7	3	20.0	2	13.3
Florida	65	58	89.2	2	3.1	5	7.7
Georgia	25	2	8.0	21	92.0	NA	NA
Hawaii	2	0	0.0	2	100.0	NA	NA
Idaho	2	1	50.0	1	50.0	NA	NA
Illinois	12	9	75.0	1	8.3	2 ³	16.7
Kansas	15	7	46.7	7	46.7	1	6.7
Louisiana	11	8	72.7	1	27.1	NA	NA
Massachusetts	34	30	88.2	4	11.8	NA	NA
Michigan	124	90	72.6	5	6.5	26	21.0
Minnesota	37	31	83.8	4	10.8	2	5.4
Mississippi	1	NA	NA	1	100.0	NA	NA
New Jersey	26	26	100.0	0	0.0	NA	NA
New Mexico	5	NA ⁴	NA	5	100.0	NA	NA
North Carolina	52	43	82.7	2	3.8	7	13.5
Ohio	7	7	100.0	0	0.0	NA	NA
Pennsylvania	21	19	82.6	0	0.0	3	12.4
Rhode Island	2	1	50.0	1	50.0	NA	NA
South Carolina	4	2	50.0	2	50.0	0	0.0
Texas	77	52	67.5	9	11.7	16	20.8
Wisconsin	26	16	61.5	7	26.9	3 ⁵	11.5

NOTE: These data are based on responses from all 975 open charter schools that responded to the survey.

¹ NA indicates that the state's legislation did not allow for that type of charter school when the schools that responded to our survey received their charters. Several states have since changed their laws to allow more types of charter schools.

² Colorado does not allow private schools to become charter schools, but one charter school was a pre-existing program for adjudicated youth.

³ Although Florida's law does not allow private schools to apply directly to become charter schools, private schools may disband, reincorporate as new organizations with new boards, and apply for charters if they agree to enroll students through a public lottery.

⁴ The original charter laws in Georgia, New Mexico, and Arkansas did not permit newly created charter schools, but legislative changes in 1998-99 have resulted in laws that now allow newly created charter schools.

⁵ Illinois charter legislation stipulates that a private school must cease operation as a private school before applying for charter status.

⁶ Kansas law does not allow private schools to become charter schools. We are still clarifying the status of one school that reported it was previously a private school.

⁷ New Mexico legislation was amended in 1999 to allow newly created schools, but this change was too early for newly created schools to be surveyed for this report.

⁸ Wisconsin's law allows for the conversion of private schools only in Milwaukee.

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A. States and Charters Schools (Part 2)



B. Basic Characteristics of Charter
Schools

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US CHARTER SCHOOLS P.S. 1

1062 Delaware Street
Denver , CO 80204
<http://www.ps1charterschool.org>

General Information

School Status:	Operating
Year of Opening:	1995
Mission Statement:	P.S. 1's mission is to enrich life in the urban core of Denver - to add to its attractiveness, increase its economic viability, enliven its cultural life and bring out its hospitality. P.S. 1 will make its contributions to this mission by enabling young people to work together as a learning community on challenging projects that make a difference in the quality of city life and, in the process, draw students toward higher and higher standards of character, conduct, work, academic achievement and community service.
Current Number of Students:	under 500
Current Grades Served:	5, 6, 7, 8, 9, 10, 11, 12
Geographic Area Served:	Denver Metro area
Facilities:	P.S. 1 is moving to a newly remodeled, historic building in August of 1998. Our new home includes 16 learning areas, a Community Action Center, a professional development center and plenty of space of community use. Stop by and see our beautiful new building if you are in Denver!
Principal or Lead Administrator:	Rexford Brown
Title:	Executive Director

Instructional Program & Students

Instructional Program Overview:	This school is designed as an urban learning community. Approximately 240 students attend from throughout Denver and the metro area. The school features open learning, an extended day, personal learning plans, and the city of Denver as the campus.
Student Assessment and Grading:	Portfolios, Degrees of Reading Power Test, ITBS reading and math, SCANSKILLS
Overview of Student Demographics:	P.S. 1 wants our student body to reflect the diversity of the city around us. Our student body is approximately 50% ethnic minority and 50% anglo.

**Percentage of
Limited English
Proficient Students:**

0 - 5

**Percentage of
Special Education
Students:**

11 - 15

School Organization & History

School Type: New School

Chartering Agency: District

**Name of Partner
Organization(s):** Colorado Youth at Risk

School Founded by: Rex Brown, Linda Reilly and 40 Founding Families

For General Inquiries About School

**General Contact
Person:** Robin Russel

Phone (303) 575-6690

Fax (303) 575-6661

E-Mail rbrown@usa.net

Additional Comments

**This Profile
Managed by:** [Linda Reilly, Profile Editor](#)

This School Profile Last Updated: Mon Feb 14 14:03:06 2000

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