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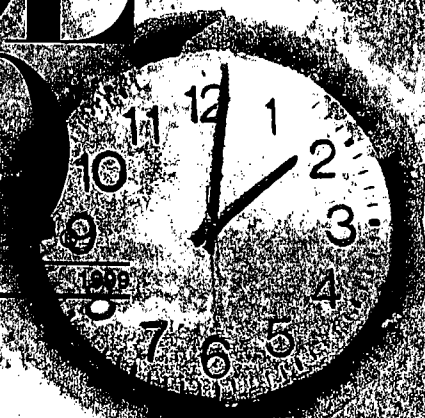
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Teacher Supply and Demand: Is There A Shortage?*

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This *Issue Brief* examines the reported demand for 2.2 million teachers by 2009, and finds that the demand results from a complex combination of factors. An effective solution requires comprehensive, coordinated, and deliberate strategies that address all aspects of teacher recruitment, development, and retention.

Summary



As we begin a new century, students, parents, employers, and educators know that public schools must do a better job of preparing students to compete in the new economy, both locally and globally. As Governors and other state policymakers seek to improve public education, they are confronted with competing interests and issues. The most significant area they can address is increasing the supply of highly qualified, well-trained teachers who are willing to teach. Recent research indicates that teacher ability is one of the most important factors affecting student achievement—more significant than poverty, race, parent education, or any other single factor.¹ However, the competing need to staff classrooms immediately sometimes forces local school officials to hire staff who are not the most qualified.

The nation's public school system is handicapped by an increasing demand for qualified teachers. School districts across the country are experiencing shortages of qualified teachers. Shortages are most acute in southern and western states, urban and rural schools, and in mathematics, science, English as a second language, and special education. Class-size reduction initiatives, high attrition rates among new teachers, and the upcoming retirements of baby boom teachers increase the number of job vacancies. On the other hand, some regions are oversupplied with teachers in areas where population and enrollment are decreasing, or in popular specialty areas like elementary education or English.

For that reason and others, some education experts and researchers are questioning the broad use of the term "shortage." Thousands of college graduates are prepared

each year to teach. Add to them those who already have teaching licenses but do not teach, and there are more than enough licensed teachers to fill the vacancies. However, viewing the number of licensed teachers only in the aggregate sense oversimplifies the issue, and still does not address the issues of teacher quality, district or school access to qualified teachers, and longevity of individuals in the profession. The need is for highly qualified teachers in particular subject areas or regions of the country that are well-prepared, well-supported, and likely to stay in the field for more than three to five years.

Ultimately, local schools and school districts make hiring decisions; however, state policies establish the laws, regulations, and guidelines under which those decisions are made. For states and school districts interested in addressing issues of teacher supply and demand, a comprehensive strategy of recruitment and retention is far more effective than haphazard, piecemeal initiatives that address one aspect or another of teacher supply or quality. A comprehensive strategy might include:

- statewide assessments of teacher supply and demand;
- kindergarten through college (K–16) collaboration to match graduates with jobs in high-demand areas;
- K–16 partnerships to improve teacher preparation;
- accountability measures and licensing changes to promote improved teacher preparation;
- mechanisms to broaden recruiting, streamline hiring, and facilitate teacher mobility;
- incentives for teachers to take jobs in subjects and geographical areas with shortages; and
- improved working conditions and ongoing support for teachers.

Governors and state policymakers may want to consider such strategies as they look for ways to solve teacher shortages and promote teacher quality. However, no one action can solve the complex problems at the root of the shortages. An effective solution requires comprehensive, coordinated, and deliberate strategies that address all aspects of teacher recruitment, development, and retention.

Doing the Math

Student Enrollment Adds Up

Currently there are 53.2 million students in public and private elementary and secondary schools, almost half a million more than last year. Increases in the student population will continue, resulting in 54.3 million public and private school students in 2008, according to the U.S. Department of Education. Student enrollment, among public schools, will rise from 47 million in 1999 to 48 million in 2008.²

Between 1999 and 2009, fifteen states will experience at least a 15 percent increase in public high school graduates. Nevada's increase is projected to be 77 percent, Arizona's 56 percent, and North Carolina's 40 percent. Unlike the post-World War II baby boom, which was followed by a sharp decline in birthrates in the early 1970s, the current increases will continue. The U.S. Bureau of the Census' long-range projections indicate the number of births will rise from 4.2 million in 2009 to 4.8 million in 2028.

The nation also is experiencing increased enrollments of minority students and students with limited English proficiency. The supply of minority teachers is not keeping pace with demographic changes.³ By 2010, 40 percent of Americans ages five to nineteen will be Latino, African American, Asian American, or Native American.⁴ These students pose unique challenges for teachers because their social and economic backgrounds include high-risk factors, such as poverty, low parent education level, and limited English proficiency. Students from such backgrounds are often ill prepared for school, and their teachers are often poorly equipped to address the challenges these students face.

Teachers Subtract Themselves

There are about 3.1 million teachers in public and private elementary and secondary schools—2.7 million in public schools alone.⁵ During the next ten years, according to the U.S. Department of Education, school districts will need to hire a total of 2.2 million

public elementary and secondary school teachers to accommodate increased student enrollment and to replace teachers who retire or leave the profession for other reasons. Because of increased student enrollment, education-related occupations are currently among the fastest growing occupations. From 1994 to 2005, education-related occupations are expected to grow by 27 percent, behind only health occupations with 33 percent expected growth, and engineering, natural science, mathematics, and computer science occupations with 28 percent expected growth.⁶

Surprisingly, the nation is not suffering from a lack of individuals entering preparation programs: more individuals are entering teaching than there are jobs. The number of new teacher graduates jumped by 49 percent from 134,870 in 1983 to 200,545 in 1998. There also is an increase in the number of institutions preparing teachers from 1,287 in 1984 to 1,354 in 1999.⁷ However, while adequate numbers of prospective teachers complete preparation programs, only about 60 percent of those trained take teaching jobs. In addition, 30 percent to 50 percent of new teachers leave the profession within the first five years.⁸

Teacher salaries play a significant role in teachers' decisions to leave teaching. Teachers with higher salaries stay in education longer than those with lower salaries.⁹ While many individuals are choosing not to teach because of lack of respect and low compensation, what most discourages top talent from becoming teachers and staying in the profession is the lack of career advancement opportunities.¹⁰

Contributing to the perceived shortage is the massive number of experienced teachers hired in the late 1960s and 1970s who are beginning to retire. In 1996, almost 26 percent of teachers were past the age of 50. This was up from 15.5 percent in 1976 and 21.2 percent in 1986.¹¹ Over the next ten years, about 700,000 teachers are expected to retire, accounting for about 28 percent of the hiring needs during that period.¹²

Not all of the 2.2 million projected hires will need to be twenty-two-year-old graduates of teacher preparation programs. Vacancies are often filled by former teachers returning to the profession, teachers moving from district to district, and teachers moving from private schools to public schools.¹³ Of the 139,000 "new" public school teachers hired in 1993–1994, 42 percent had just finished a college program and had not taught previously, and 24 percent were teaching for the first time but had been doing something other than going to college in the previous year. The remaining 34 percent of "new" teachers were actually former teachers returning to active practice.¹⁴ Further, an increasing number of individuals are becoming teachers as a second career. Within the past year, 55 percent of the candidates admitted into teacher preparation programs at the graduate level and 11 percent at the undergraduate level were entering teaching from career fields other than education.¹⁵

According to the U.S. Census Bureau, there were more than 6 million individuals holding bachelor's degrees in education in 1993 (more are licensed—only about three-fourths of current teachers have a bachelor's degree in education). Thus, not counting 2 million active teachers, at least 4 million people in the U.S. are trained to teach but choose not to.¹⁶

Class-Size Reductions Multiply Demand

Class-size reduction programs may offer significant benefits for student achievement, but those benefits are minimized if unqualified teachers lead classes of even the most beneficial sizes. State policymakers need, as with all policy decisions, to weigh the competing concerns within the local context. Many state and local class-size reduction programs have created an increased demand for teachers and can create pressure to get teachers into classrooms without strict attention to qualifications. Those efforts may also conflict with state efforts to improve teacher quality by raising teacher preparation and licensure standards. Further, if the federal class-size reduction program is extended through the sixth grade, districts will be under additional pressure to hire even more teachers. Participating school districts would need to hire an additional 200,000 teachers.¹⁷

Regional Differences Not a Zero-Sum Game

In 1998 approximately 42 million students attended public schools in the United States—38 percent in rural areas, 29 percent in central cities, and 33 percent in urban fringe areas.¹⁸ Enrollment in public elementary and secondary schools is expected to

surpass 48 million within ten years. For public and private schools, enrollment will exceed 54 million. This number is increasing rapidly due to high birth rates in certain regions of the country, particularly the southwest and the east coast.¹⁹ The growth in numbers of students is occurring so rapidly that these areas cannot fill schools fast enough with qualified teachers, even though there may be a surplus of teachers in other parts of the nation.

Most public school students live in rural and urban areas; unfortunately, they face the greatest shortage of teachers—qualified or unqualified. Urban schools in particular are faced with challenges that many experienced teachers no longer want to face, such as crime, high poverty, and overpopulated classrooms. These teachers seek the sanctity of suburban public schools that offer higher pay, smaller class sizes, and superior facilities. Consequently, urban and rural schools, often those with higher levels of students in poverty, are forced to hire the newest teachers with little or no experience.

Approximately 65 percent of school districts in high-poverty urban areas are forced to hire noncertified teachers or long-term substitutes for their classrooms.²⁰ Many of these teachers are not qualified because they have little or no knowledge of the subjects they teach. According to the U.S. Department of Education, low-income schools face the highest rates of out-of-field teaching—approximately 26 percent in English, 43 percent in math, 60 percent in history, and 65 percent in science.²¹

Rural areas face similar issues largely because they have a small number of prospective teachers within the community, and low salaries and substandard facilities make it difficult to attract and retain teachers from outside the community. Many qualified teachers leave rural schools for superior pay and better health benefits. Compared with other regions, teachers in rural areas lack the educational background of their peers, with only 37 percent having earned a Master's degree,²² compared with the national average of 45 percent for all teachers.²³

Subject Area Variables Create Inequalities

Many school districts lack qualified teachers in specific subject areas—math, science, special education, and English as a second language. There is a severe shortage in the math and science fields because many educators trained in those disciplines are lured into the private sector by jobs offering higher salaries. As a result, school districts are often forced to use teachers certified in other fields to teach courses in shortage areas—referred to as out-of-field teaching. This problem will continue with the increased enrollment of students with limited English proficiency and students with disabilities, two of the subject areas with the greatest shortages of teachers.²⁴

The demand for teachers is not as great in some subject areas, such as elementary education, English, and social studies, or in regions of the country where populations and enrollments are declining. There is a significant mismatch between the specialty areas teacher education students choose and the areas with the greatest need for teachers. Unfortunately, the oversupply that occurs in some areas has not been able to satisfy the high demand in others for a variety of reasons, including education schools that do not encourage students to match specialty areas with demand, inadequate job placement systems, lack of portability of teaching licenses and retirement benefits across state lines, and unwillingness among many teachers to move to other regions or to work in hard-to-staff districts and schools.

According to the National Center for Education Statistics, this problem affects high-poverty urban districts the most. It is estimated that close to half of all secondary math teachers in urban areas do not have a college degree in math. Overall, 77 percent of urban schools face teacher shortages in math, science, and special education.²⁵ This is not just an urban problem. Approximately 85 percent of school districts nationwide report a serious demand for special education teachers, 96 percent for science teachers, 67 percent for math teachers, and 64 percent for bilingual education teachers.²⁶

Hiring Issues and Immobility Create Complex Equations

Potential applicants for teaching positions often are turned off by a number of "bureaucratic" issues. The mismanagement of the hiring process in many districts, coupled with the sheer volume of applicants, makes it harder to match qualified teachers with schools in need. This problem is most common in larger districts that deal with a large quantity of applicants every year. With such a haphazard hiring

process, applications are lost or the process is prolonged, and applicants are discouraged and take jobs elsewhere. The process often leaves schools with vacancies they must fill on short notice, and often they must hire long-term substitutes or noncertified teachers with emergency teaching credentials to fill vacancies until a more qualified applicant endures the process. According to the National Commission on Teaching and America's Future, disorderly screening processes and delayed hiring decisions prevent many districts from attracting the best applicants.²⁷

A number of prospective teachers also are lured away from the public schools to private schools or the private sector by monetary incentives. According to a 1999 national survey by the American Federation of Teachers, the average starting salary in 1998 for new teachers was \$25,735. This is in stark contrast to salary offers made to graduates in other professions that require similar levels of education. The average salary offer for all other college graduates in 1998 was \$35,524, and graduates with degrees in computer sciences, engineering, and mathematics or statistics received average salary offers of more than \$40,000. Significant salary differences do not just occur at the entry level; they persist over the course of a teacher's career. The average salary for all teachers, new and veteran, in 1998 was \$39,347.²⁸ In 1998 the average salaries for full professors and attorneys exceeded \$70,000. Engineers earned an average salary of more than \$64,000 and programmers/analysts earned an average salary of more than \$63,000.²⁹

Along with lower salaries and the bureaucratic red tape, there are barriers across states and regions that also hinder the hiring process. According to the U.S. Department of Education's Initiative on Teaching, there is a lack of portability of teacher credentials, pensions, and credited years of experience across states and districts. As a result, teachers are not encouraged to move to schools where their skills and talents are needed.³⁰ Thus, while there may be an oversupply of teachers in one state and a critical shortage in another, lack of license or pension portability discourages willing teachers in one state from applying for jobs in a state that needs them. Many states have made progress on license portability, signing reciprocity agreements and recognizing national board certification. However, portability continues to be an issue for many teachers and schools.

It All Adds Up to One Complex Problem

Demographic trends in the United States, including increasing student enrollments, increasing minority and limited English-proficient student enrollments, the changing geographic distribution of students, and teacher retirements are creating significant teacher shortages, particularly in certain geographic and subject matter areas. However, additional factors, such as attrition among teacher education graduates and new teachers in their first three to five years of teaching, bureaucratic barriers to interstate hiring, and a poor match between the needs of school districts and the qualifications and specializations of education school graduates, significantly magnify the shortage. When the numbers are totaled—individuals earning teaching credentials; those taking teaching jobs; those reentering the profession; teachers needed to meet rising enrollments; the mismatch in supply and demand in different subject areas and geographic regions; and the effects of retirement, attrition, and class-size reduction efforts—American schools will be short approximately 870,000 teachers during the next ten years.³¹

The revolving door in the teaching profession leaves schools and school districts with constant turnover and inflates the demand for teachers despite the fact that millions are prepared to teach. Too many trained educators choose not to teach or cannot find jobs in the oversupplied subject fields or geographic areas they choose. A comprehensive strategy is needed for recruitment to particular fields or areas; long-term retention; and to address the issues teachers cite as reasons for leaving the profession, including better preparation, pay, advancement opportunities, and ongoing professional support. Otherwise, school districts will not satisfy the demand for the 2.2 million teachers they must hire during the next ten years.

Solving the Equation: Recommended Strategies

The issues surrounding teacher supply and demand have as much to do with retention as recruitment. In certain states, urban districts, and rural areas, and in some subject areas, there are significant shortages of qualified teachers. Enhanced recruitment efforts are necessary for such high-need areas, but these efforts should not focus only on drawing more individuals to the field. Recruitment efforts should specifically

address the mismatch between supply and demand and should encourage teachers to specialize in subject areas and seek jobs in geographic regions where there are shortages.

However, in many cases, supply and demand is more a function of long-term retention than initial recruitment. State strategies to address teacher shortages must focus on retaining teachers, particularly new teachers, in their first three to five years. New teachers are more likely to stay in the profession if they are better prepared and well supported on the job. Strategies addressing teacher shortages must be part of a comprehensive strategy for recruiting, preparing, licensing, supporting, and rewarding high-quality teachers in all subject areas and schools. Many states are making concerted efforts to attract and retain qualified teachers. The recommended actions described below include examples of those state efforts.

Assess State Needs

One strategy Governors might consider is assessing statewide supply and demand, examining factors such as the state's sources of teachers, rates of retention and attrition, and numbers of teaching vacancies by district, grade level, and subject area. To address supply and demand issues, state policymakers and school district officials need concrete data about the number of teaching vacancies, unemployed teachers, teacher education graduates, and job placement. Policymakers need information from their own states and from other states as well. The problem's scope may well require recruitment strategies that extend beyond one state's borders.

A few states have started to assess teacher needs and to help districts use the information locally. North Carolina's Excellent Schools Act of 1997 mandated a comprehensive study of teacher and administrator supply and demand to examine predicted trends during the next decade and to provide information about the effect of attrition rates on supply and demand.³² The state commissioned two studies, reported findings, and created an online calculator for districts to track local supply and demand. The online calculator allows districts to assess local supply and demand and to review and revise hiring strategies in response to assessed needs. The reports provide an analysis of student enrollment and teacher and administrator supply and demand in the nation and in North Carolina and the impact of federal, state, and local policies on the numbers. The authors recommended that state policymakers develop a comprehensive strategy to address teacher and administrator recruitment and retention.

Other states also are beginning to assess their teacher needs. As part of Title II of the federal Higher Education Act, the U.S. Department of Education awarded twenty-four state grants to address teacher quality and recruitment issues. Ohio and Oregon are planning to use part of their Title II grants to create new databases or to revise existing databases to quantify teacher supply and demand, retirement, and misassignments, and to develop strategies for addressing shortages and other quality issues.³³

Promote K-16 Collaboration to Match Supply and Demand

Governors also can consider initiatives that promote collaboration among institutions of higher education and elementary and secondary education. Institutions that prepare teachers should be aware of supply and demand issues in different grade levels and subject areas, particularly in the states, districts, and schools where their graduates primarily obtain teaching positions. Institutions should inform their teaching students about the supply and demand issues and help guide their decisions. By doing this, they help students become more employable. They can even help place students in actual jobs. As with other professions, graduates of teacher programs should be prepared for the realities of the job market they plan to enter.

As part of an accountability system for teacher education institutions, Texas awards commendations to teacher education programs that produce "commendable" percentages of teachers in state or regional high-need subject areas, including English as a second language, foreign languages, mathematics, science, special education, and technology applications. A program is commended if 50 percent or more of the program's candidates were certified in at least one state high-need subject area or if 40 percent or more of the program's candidates were certified in at least one regional high-need subject area. Texas offers similar commendations to programs that produce significant percentages of certified teachers who are African American, Hispanic, or members of other minority groups, such as Asian or Native American.³⁴

Promote K-16 Collaboration to Improve Preparation

Additionally, collaborative efforts or partnerships among institutions that prepare teachers and the elementary and secondary schools that hire teachers provide opportunities to improve teacher preparation, and better preparation programs boost retention rates for new teachers. To effectively prepare new teachers, teacher educators must know current curricula, instructional methods, student demographics, and working conditions in elementary and secondary schools. Teacher education curricula and assessments, as well as state licensing tests, must be aligned with the state academic standards for elementary and secondary students, and teacher educators should prepare teachers to teach to these standards. Not all teacher education graduates take jobs in the state where they are trained. Therefore, teacher preparation institutions also need to know where their graduates take jobs and to prepare them to teach to standards in a general sense.

Partnerships and collaborative efforts also afford teacher educators opportunities to offer new teachers continued support in their first years of teaching, to maintain contact with practitioners, and to spend time in schools. Future teachers need quality clinical experiences in schools and need the support of mentor teachers and program faculty. Teacher education faculty also benefit from classroom experiences that help them stay current with trends in elementary and secondary classrooms.

In 1985 the University of Southern Maine and six nearby rural school districts formed the Southern Maine partnership to facilitate collaboration between university education faculty and local teachers. The partnership has grown to include thirty-three districts, representing 201 schools, 6,700 teachers, and 82,000 students. Its staff has grown from one part-time university faculty member to fifteen full-time faculty members, five full- and part-time professional staff, and two assistants. The partnership provides teachers in rural school districts with networks of colleagues with whom they can share experiences and ideas. The partnership also benefits the university. Faculty members learn from their new relationships with classroom teachers and from experiences in schools and sometimes use feedback from the teachers in their own classrooms. The partnership provides schools and teachers with critical support through:

- information about research-based practices;
- support for groups of teachers called "critical friends groups" that share advice, review classroom techniques, and set goals and standards;
- lectures, seminars, conferences, and retreats;
- experts who visit schools to help with state test preparation;
- regular meetings of superintendents, principals, and teachers with education experts as speakers;
- teams that will review and evaluate a school's teaching strategies;
- online access to research, classroom methods, and materials; and
- forums to discuss the state's education reform program.

The partnership focuses on collaboration, networking, and problemsolving, avoiding controversial or politicized issues. Its success in improving student achievement is difficult to measure, but the teachers in the participating school districts believe it is improving their instructional practices and boosting morale.³⁵

The president of the University of Texas-El Paso and the superintendents of three El Paso school districts formed a partnership to improve professional development and teacher preparation. The university provides teachers and administrators in the El Paso schools with focused professional development and assistance in identifying high-quality curricula. In turn, school and district leaders have helped the university redesign its teacher preparation program so that new teachers are prepared to teach to state and local standards.³⁶

Strengthen Teacher Preparation

State policymakers may also consider efforts to improve teacher preparation. Teachers who enter the profession better prepared to teach are more likely to remain in the profession. According to a report by the National Commission on Teaching and America's Future, "states that want to develop a stable, high-quality teaching force can invest their training resources more wisely by emphasizing program models that prepare effective, career teachers."³⁷ Researchers have found that graduates of

extended, five-year preparation programs are more satisfied with their programs and are viewed by their colleagues, principals, and mentor teachers as better prepared. Further, graduates of five-year programs are as effective with students as more experienced teachers and are more likely to enter and stay in teaching than their peers from traditional four-year programs.

Researchers also have determined that—after taking into account the costs to states, universities, and school districts for preparation, recruitment, induction, and replacement due to attrition—the cost of preparing a teacher in the more intensive five-year programs is actually less than that of preparing a greater number of teachers in shorter programs who are less likely to stay in the profession and are less successful in the classroom.³⁸

Some of the most successful teacher preparation programs have several factors in common. Those factors include:³⁹

- a common, clear vision of good teaching that is apparent in all coursework and clinical experiences;
- well-defined standards of practice and performance that are used to guide and evaluate courses and clinical work;
- a rigorous core curriculum;
- extensive use of problem-based methods, including case studies, research on teaching issues, performance assessments, and portfolio evaluation;
- intensely supervised, extended clinical experiences; and
- strong relationships with reform-minded local schools.

Many of these factors require reforms in teacher education programs by education faculty and administrators, collaboration among education faculty and faculty in the arts and sciences, and partnerships with local school districts. Governors and other state policymakers also should consider actions such as accountability and licensing reforms.

Accountability

Accountability measures force institutions of higher education and their teacher education schools to improve or face consequences, such as the loss of accreditation. Since 1997 the Texas State Board for Educator Certification has implemented the performance-based Accountability System for Educator Preparation (ASEP). Under this system, teacher preparation programs are held accountable for the performance of their graduates. The board issues annual accreditation ratings based on the percentage of each class of graduates—all graduates and those in each ethnic or gender subgroup—who pass the state certification tests.

In 1998 the New York State Board of Regents passed regulations that require all public and private institutions of higher education to attain accreditation for their teacher preparation programs by the end of 2004. Institutions can obtain accreditation from a national body or from the state board of regents. The state retains the right to shut down schools of education where fewer than 80 percent of graduates pass one or more required certification tests.

Licensing

If teacher graduates cannot meet licensing requirements, preparation programs will face a choice of losing students or making changes to ensure graduates can earn licenses. Thus, Governors and other state policymakers may want to consider changing state licensing requirements to include more intensive clinical experiences, subject matter preparation, general and subject-specific pedagogical training, and rigorous assessments.

A number of states are turning to performance-based licensing, in which teacher candidates must demonstrate their knowledge and skills in content areas and teaching methods. Many states are cooperating through the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Interstate School Leaders Licensure Consortium (ISLLC) to create model standards and performance-based assessments for beginning teacher and administrator preparation and licensure. By 1998 thirty-three states were participating in the INTASC project, and by 1997 twenty-four states were participating in the ISLLC project.

Streamline Hiring Processes and Facilitate Teacher Mobility

Governors also can make teacher recruiting and hiring processes more efficient and wide-reaching. First, states can establish license reciprocity with other states or grant licenses to out-of-state entrants who have achieved national board certification. This will make it easier for teachers to move to states where jobs are in greater supply and teachers in greater demand. According to a report by the National Commission on Teaching and America's Future, "with more portable licenses, states that currently have shortages can take advantage of the fact that 60,000 newly prepared teachers each year do not find jobs in the states where they are prepared to teach."⁴⁰

The states participating in the INTASC and ISLLC projects are not only developing model standards and assessments, but are also creating common standards and assessments that will facilitate interstate license reciprocity. Forty states have signed an agreement to facilitate license portability by recognizing professional training completed in another state as long as the candidate completed a state-approved preparation program or is state-certified and has "adequate" experience. Further, at least twenty states now offer license portability or renewal to teachers who earn national board certification.⁴¹

Second, states can streamline hiring procedures and develop online information technologies for recruitment and hiring functions. Many states and districts are using new technologies to assess needs, maintain databases of applicants and jobs, make the application process easily accessible, and interview potential teachers. Some districts have established web-based application processes and satellite links to conduct long-distance interviews with prospective teachers nationwide. For example, in 1997 California policymakers established the California Center for Teaching Careers (CalTeach) to recruit qualified individuals to the teaching profession and alleviate the shortage of credentialed teachers in California.⁴²

The duties of CalTeach include:⁴³

- developing and distributing statewide public services announcements;
- developing, modifying, and distributing effective recruitment publications;
- providing information to prospective teachers on requirements for obtaining teaching credentials;
- providing specific information to prospective teachers on admission and enrollment into conventional and alternative teacher preparation programs;
- creating or expanding a referral database for qualified teachers seeking employment in public schools; and
- developing and conducting outreach activities for high school and college students.

CalTeach partners with the national organization, Recruiting New Teachers, Inc. (RNT), to provide "a one-stop information and referral recruitment center for individuals who may be interested in a teaching career" and to employers seeking to fill vacant teaching positions.⁴⁴

Create Incentives to Teach in Hard-to-Staff Districts and Subject Areas

Governors also might consider incentives to attract nontraditional candidates to the profession or to attract teachers to jobs in high-need geographic and subject areas. For example, Kentucky has a program that provides scholarships to minority and at-risk students who decide to become teachers. Potential teachers are identified through two separate programs—one for minority middle-school students and another for students considered at-risk. In both programs, students who graduate and apply to a teacher education program at a Kentucky state college or university can qualify for a scholarship of up to \$5,000 per year.

Mississippi created a number of incentives for teachers. One program offers low-interest loans to help teachers build homes in rural, low-income school districts. The new teacher must agree to teach in the region for three years or pay the state board of education a percentage of the amount borrowed. The state also offers full scholarships to full- and part-time college students who agree to teach in a part of the state with critical teacher shortages. Teachers already teaching in those areas can receive funding for advanced degrees at participating institutions. The state covers

moving expenses when teachers relocate to teach in areas with shortages.

Washington Governor Gary Locke has proposed conditional scholarships of up to \$3,000 annually for 200 outstanding teacher candidates in such shortage areas as math, science, and special education. Recipients must maintain a 3.0 or better grade point average and commit to two years of teaching in a public school for every \$3,000 received.

Provide Supportive Working Environments

Governors also might consider promoting supportive professional environments in schools. A variety of factors contribute to a productive and supportive work environment, including:

- a close-knit community of colleagues;
- time to reflect, plan, and collaborate;
- supportive leadership;
- access to resources and advice;
- ability to influence educational decisions in the school and classroom;
- opportunities for professional advancement and recognition; and
- a manageable workload of students, classes, and additional activities.

Data from a recent survey show that inadequate administrative support, low salaries, student discipline problems, and limited faculty input into school decisionmaking contribute to higher turnover rates. The converse is also true—teachers with more support from administrators, higher salaries, fewer student discipline problems, and higher levels of autonomy and influence over decisionmaking are more likely to stay, regardless of personal or school characteristics, such as age, gender, subject taught, school poverty, or school location.⁴⁷

Induction and mentoring

An increasingly popular and potentially more effective way policymakers can support teachers is by establishing induction programs that provide new teachers with direct support from a mentor or master teacher. Initial evidence indicates that induction programs help reduce attrition rates among new teachers. For example, pilot induction programs in California reduced teacher attrition rates by two-thirds.⁴⁸ Over five years, the attrition rate among new teachers participating in the induction program was 9 percent, compared with an attrition rate of 37 percent among new teachers in California who did not participate in the state pilot or a local induction program.⁴⁹ In a recent survey, schools with lower attrition rates had a higher proportion of teachers who agreed with the statement that "this school is effective in assisting new teachers" than did schools with higher attrition rates. "Where average agreement with the statement was high, the probability of departure dropped by about 10 percent." A number of school districts, including Cincinnati, Columbus, and Toledo, Ohio, and Rochester, New York, also have reduced the attrition rates of beginning teachers by more than two-thirds through effective new teacher induction programs.⁵¹

A study of the California pilot program found that effective induction programs provided trained mentors, time for interaction between a new teacher and a mentor teacher, and in-service training tailored to new teachers' needs.⁵² The U.S. Department of Education found that strong mentoring and support programs include:⁵³

- one-on-one mentoring between a novice and master teacher and time for interaction between them;
- mentors who are compensated and receive opportunities for professional growth, such as becoming adjunct faculty members at college campuses;
- orientation programs and training workshops for first-year teachers conducted before the school year begins;
- program designs aligned with state standards that include the knowledge and skill sets necessary for novice teachers;
- assistance with daily classroom issues; and
- alignment with licensure and certification requirements.

Other experts have suggested that induction programs are more effective if mentor

teachers receive training on how to support, assist, and constructively provide feedback to new teachers. Mentor teachers have indicated that they feel that both the training they receive and their experiences mentoring new teachers have resulted in greater professional growth and satisfaction for themselves and the new teachers.

Professional development

Ongoing professional development is crucial for new and veteran teachers alike to update subject and teaching knowledge and skills and to provide opportunities for professional collaboration. Researchers have found that effective professional development is related to what teachers do in their classrooms, directed by teachers, and focused on developing teachers' content knowledge and content-specific instructional skills.⁵⁴

State policymakers are taking a more active role in providing resources and opportunities for professional development that are useful and relevant to school-specific needs. For example, when Vermont instituted portfolio assessments for students, officials saw an opportunity to provide aligned, relevant professional development opportunities. The resulting initiative provides professional development linked to the state's academic standards and assessments. Teachers are trained in the grading of student portfolios. As a result, teachers statewide are collaborating on topics that help students meet the state's academic standards.⁵⁵ Vermont teachers have reported, and a 1994 study by the RAND Corporation has concurred, that the initiative is resulting in improved teaching.⁵⁶

Other examples include professional development schools, such as the Mayerson Academy in Cincinnati, Ohio, which focuses on effective professional development for new and veteran teachers; and the California Subject Matter Projects, which provide training in content and teaching methods through Saturday workshops, teacher-run leadership academies, newsletters, and a summer institute. Further, state policymakers are providing additional resources for local professional development, with financial support and time for teachers to spend on professional development or collaboration with colleagues.

Salaries

Teachers cite low salaries as one of the more significant reasons for leaving or considering leaving the profession, and college graduates cite low pay as a significant reason for choosing other professions. Low pay, difficult working conditions, and few opportunities for career advancement create significant barriers to attracting top-quality candidates to teaching. The state role in determining teacher salaries varies. Many states have statewide salary schedules that set minimum pay levels but allow districts to supplement those amounts; but in most states, teacher salaries are determined through local collective bargaining agreements.⁵⁷

A number of states passed legislation to raise teacher salaries across-the-board while others are offering one-time signing bonuses, assistance with home loans, or rewards for improved student performance. Connecticut offers an example of the benefits of raising teacher salaries. In 1986 the state raised salaries and equalized salary levels across districts in the state. As a result, the average teacher salary in Connecticut in 1996–1997 was \$51,181. Since 1986, Connecticut has virtually eliminated teacher shortages in urban and rural communities across the state.⁵⁸

Massachusetts is offering \$20,000 signing bonuses to attract quality teachers. In 2000 the state will award 125 such bonuses, up from 59 in 1999. The bonuses are payable over four years. To be eligible, new teachers must meet at least one of the following criteria: a ranking in the top 10 percent of their graduating class, a minimum 3.5 grade point average in the major or overall, a ranking at the 90th percentile or above on a nationally recognized exam, or a nomination from the dean of the college or university the teacher attended. Last year, 41 percent of the bonus recipients were mid-career professionals entering teaching for the first time.⁵⁹

Collaboration and local autonomy

In addition to induction programs, professional development, and salary improvements, state policymakers are acting to enhance school workplace environments in other ways. First, policymakers are encouraging mission development, planning, and collaboration among school staff. Such efforts often involve school-based plans for improving teaching and learning in which teachers play

a central role in making decisions about school programs, curricula, instruction, and even spending.

Second, state policymakers are devolving more authority to the school level by using waivers or exemptions from state regulations. In many cases, the process is still burdensome and complicated. Some states have turned to charter schools in a more dramatic effort to decentralize authority and eliminate burdensome regulations. In either case, the increase in teacher authority may not be significant, according to available research. Thus, the results of these efforts are not yet known.⁶⁰

A Comprehensive Strategy

Governors and state policymakers should consider a comprehensive strategy to recruit and retain qualified, competent teachers for the long term. Those efforts might include:

- conducting assessments of teacher supply and demand and attrition;
- promoting K–16 collaboration to match graduates with jobs in high-demand areas;
- facilitating K–16 partnerships to improve teacher preparation and increase clinical experiences;
- enacting accountability measures and licensing changes to promote improved teacher preparation;
- developing mechanisms to streamline hiring, recruit nationally for new teachers, and facilitate teacher mobility across state lines;
- creating incentives for teachers to take jobs in shortage subjects and geographical areas; and
- providing improved working conditions and ongoing support for new and veteran teachers.

No one measure can solve the demand for teachers as enrollments continue to rise and baby boom teachers begin to retire. However, comprehensive strategies to recruit and retain top-notch undergraduates, graduate students, paraprofessionals, and "career switchers" will make the numbers more manageable while simultaneously improving teacher quality. Ultimately, while schools need a qualified teacher in every classroom, quality matters more than quantity when the bottom line is improved student learning.

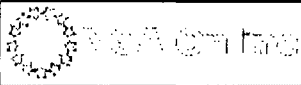
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Integrating Professional Development Schools into State Education Reforms

January 25, 2000—by Dane Linn
 Education Policy Studies Division, [NGA Center for Best Practices](#)



In this *Issue Brief*:

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- [PDSs and Education Policy and Reforms](#)
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- [Quality Teacher Preparation and PDSs](#)
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- [Recommendations for State Actions](#)
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This *Issue Brief* defines professional development schools and their role in state education reform efforts. The brief also discusses ways that PDSs can address state policymakers' concerns about improving teacher quality. Finally, the brief discusses how higher education can work with PDSs as a training ground to improve the quality of teachers.

Summary



The professional development school (PDS) has emerged as an important innovation in the quest to achieve excellence in America's schools. PDSs aim to achieve overlapping goals—improve teacher preparation and professional development, advance student learning, and foster professional inquiry. These schools are devised by partnerships of universities, schools, school districts, teacher organizations, and other institutions. Dozens of universities and school districts across the nation have collaborated to establish PDS sites. The number of professional development schools in the United States is growing. More than 1,000 PDSs are indexed in a PDS database maintained by the Association of American Colleges of

Teacher Education.

The professional development school movement has burst forth on the education landscape at a crucial time. Demands for school accountability, improved student achievement, and teacher quality are driving education policy and practice. Teachers need knowledge and skills to address new and complex challenges, including higher standards, rigorous assessments, campus-based decisionmaking, broader parent involvement, and increased technology use. Teacher preparation and professional development are among the targets for reform and improvement. Ensuring that the nation prepares teachers to meet the needs of all students in increasingly diverse classrooms requires innovative models of reform, including the professional development school.

Professional development schools, with their mission focused on teacher preparation and school-university–community collaboration, can play an important role in state reform efforts to improve teacher quality and student achievement. However, the impact of PDSs on student learning needs further evaluation, and state and local leadership capacity to support these schools requires more attention. The PDS concept has not yet been fully integrated into state education policy and practice, but the challenges of reform and the demands of stakeholders warrant greater consideration of this model.

PDSs and Education Policy and Reforms

Proponents of professional development schools must recognize and understand statewide education policy priorities and reform initiatives. PDS activities focus primarily on schools and classrooms, so staying abreast of multiple reforms across various education levels is a challenge, particularly in states whose policy environments are constantly changing. In October 1998, the National Governors' Association (NGA) and National Professional Development School Coalition hosted a two-day meeting of state policy advisors and PDS leaders in Washington, D.C. The participants affirmed that policymakers and education professionals share common concerns about the role of professional development schools and the lack of communication among policymakers, stakeholders, practitioners, and community members. Policymakers and practitioners have not paid much attention to professional development schools because they know little about them. The group agreed that policymakers and practitioners need to examine and seek understanding about:

- PDSs and the contexts in which they originated;
- the role of PDSs in state initiatives to improve teacher quality and accountability and the importance of supporting the current work on PDS standards;
- the effects of PDSs, particularly their impact on student learning; and
- state and local leadership capacity-building to support PDSs.

The Origins of PDSs

PDSs can trace their roots to a several contexts—teacher education, school-university collaboration, the professionalization of teaching, and school reform. PDSs have special historical antecedents, having been settings for teacher education and collaborative activities between teachers and university faculty for decades. Teacher corps and training-of-teacher trainers were programs that stimulated collaborative teacher preparation internships and faculty development in the late 1960s. More recently, the National Network for Educational Renewal's partner schools are steeped in collaborative practices. Past and current school-university partnerships offer useful information about PDS formation, governance, and finances.

Professional development schools are the sites of choice for simultaneous renewal of teacher education and the schools. In concept and mission, these neighborhood schools are not unlike teaching hospitals or agricultural field stations—they are laboratories dedicated to the improvement of school practice. They undertake the preservice training, induction, and professional development of teachers. PDSs reflect the demographic character of their local neighborhoods. They are organized around the concept of a learning community that is bound together by common ideas and ideals, even as their organizational structure and culture reflect each of their partners. PDSs have an inquiry orientation toward teaching and learning; everyone teaches and everyone learns. Technological applications in the professional development school can link its core learning community with innumerable others, including the university

campus, parents, and others in the immediate community and beyond.

Teacher Quality Initiatives and PDSs

Teacher quality is a priority of policymakers, parents, and professional educators. States and local communities have launched teacher quality policy initiatives that have implications for PDSs. The recruitment and induction of talented and diverse people into the teaching profession is an important policy issue in states, particularly when there is a dramatic shortage of teachers in the United States. **Colorado, South Carolina, and Virginia** are among the many states with teacher recruitment programs. The South Carolina Center for Teacher Recruitment was established by the state legislature and then-Governor Richard Riley in 1986. The center recruits highly qualified young people, especially minority students, into the teaching profession. Teachers design recruitment activities and conduct yearlong courses for interested students with good academic records. High schools that are PDSs offer rich learning environments for students interested in becoming teachers. Students can talk to teacher interns and mentor teachers about expectations and experiences associated with becoming teachers.

Connecticut and Delaware have focused their policymaking on teacher induction. All beginning teachers in Delaware are assigned a mentor teacher. The mentoring program is tied to professional teaching standards, drawing heavily on the work of the National Board for Professional Teaching Standards (NBPTS). Delaware has established several specifications for the mentoring program, including training, matching mentors and new teachers, and evaluating teachers. Professional development schools embrace mentoring, and highly qualified teachers mentor teacher training students. PDSs focus on professional inquiry supports collaboration and peer mentoring relationships.

Some state teacher quality initiatives are anchored to licensing and certification standards. **Connecticut, Indiana, New Jersey, North Carolina, and Ohio** are particularly active in developing policies for licensing and certification. Indiana's Professional Standards Board, created in 1992, developed strategies for establishing a new professional teacher system based on higher standards. The standards identify what effective educators should know and do, using the best knowledge available as part of its efforts to improve teacher quality. Indiana has also joined the Interstate New Teacher Assessment and Support Consortium (INTASC). States that are INTASC members accept the basic premise that the assessment of teachers' competencies should be based on classroom performance. School-based performance assessment of preservice teachers is a key tenet of professional development schools. Some PDSs have begun offering experienced teachers the opportunity to participate in NBPTS teacher certification; school-based performance assessment is an integral part of becoming board-certified.

Quality Teacher Preparation and PDSs

As states move to ensure high-quality teaching, expectations are heightened for achieving high-quality teacher preparation and professional development. Dozens of initiatives are under way nationwide to improve traditional teacher education programs. Many of the reform approaches in teacher training institutions seek to expand relationships with schools, particularly those supporting longer placement of preservice teacher candidates in classrooms. However, a small but growing number of programs are establishing structures and relationships that fundamentally change the way teachers are prepared to work in the complex environment of today's schools and communities. New teacher education models and approaches, like PDSs, are needed to meet standards for high-quality teaching.

Organizations interested in teacher education reform are working at the state and local levels to foster fundamental reforms in the way teachers are prepared and supported. Much of the effort is focused on the accreditation of teacher training institutions. The National Council for Accreditation of Teacher Education (NCATE) has rigorous standards for the accreditation of colleges of education, and more than 500 teacher education institutions are NCATE-approved. The National Commission on Teaching and America's Future is working with state policymakers and stakeholder groups to implement commission recommendations that identify how to prepare teachers for the

future. The aim of these and other organizations—to use standards as a tool to influence and shape quality teacher education—has implications for professional development schools. For example, teacher training institutions are partnering with school districts to establish professional development schools to meet accreditation standards requiring extended clinical experiences for students in teacher preparation programs.

Most states have not developed policies making PDSs key structures for teacher preparation. However, a national initiative focusing on PDS standards provides state and local policymakers with an opportunity to look more closely at the PDS concept. NCATE's Professional Development School Standards Project has drafted standards for PDSs, and it is examining the application of those standards at several of PDS sites. In the context of the NCATE draft standards, PDSs are partnerships that address the entire continuum of teacher development, student learning, and research.

The Effects of PDSs

Several attitudinal studies of teachers and students in PDSs have been conducted. A small number of studies have also focused on PDS processes, and there are guidelines and protocols for conducting evaluations of PDSs. However, systematic long-range studies of PDSs have yet to be conducted.

Evaluators and leaders in the PDS community are keenly aware of the demand for better student outcomes. Policymakers and their constituents want to know how well PDSs are working, particularly with respect to student achievement. They and others are asked to keep in mind an important point. To fully understand what works and what does not work, evaluations of PDSs must also focus on the implementation of program processes and activities. Much can be learned about the changes resulting from PDS initiatives—changes in the classroom, school climate, mentoring relationships, and teaching.

State and local policymakers pressing for evaluations to assess the impact of PDSs on student achievement are cautioned to remember that the study of student outcomes must be done carefully. A lesson from achievement studies since 1969 is that much variation in student achievement occurs *within* schools rather than *among* schools.

Another important issue is selecting measures to assess achievement. Evaluations of student achievement in PDSs should not assess achievement using only one measure; they must assess achievement using multiple measures. One of the few really well-designed evaluations of PDSs used multiple measures to assess effectiveness. The study looked at the classroom behaviors of student teachers and cooperating teachers using trained raters on a previously validated observation instrument. For comparison, the researcher used a control group of comparable student teachers in a traditional student teaching program. Followup interviews were done, and student achievements were compared. The researcher also looked at job placement data and principals' rankings of teachers' first-year performance. The study illustrates how multiple measures provide a more comprehensive picture of the effects of a PDS. It also suggests that evaluators of school and classroom practices in PDSs should consider using instruments and measures from a pool of reliable and validated observation instruments.

PDS Leadership Development and Capacity-Building

Leadership development and capacity building are important dimensions of PDSs. The PDS concept of leadership embraces principles of shared decisionmaking and distributed leadership among stakeholders. In PDSs, attention is given to traditional leadership roles as well as to new forms of leadership under which teachers, principals, professors, and others participate in program and policy discussions and guide practice. PDS leaders understand how to communicate, collaborate, connect resources, broker ideas, articulate alignment strategies, negotiate, and compromise.

In PDS partnership settings, leaders know how to collaborate, share decisions, be inclusive, take risks, make connections, and mentor. They understand the role of critical friendships and the importance of inquiry and reflection. They foster communities where learning, leading, and collaborating is interwoven.

Building leadership capacity to develop and sustain PDSs at the state and local levels requires more attention from state policymakers. In some states, leaders from varying

organizations and constituencies are coming together to share knowledge about PDS development and management. In Connecticut a stakeholder committee representing state agencies, universities, and schools has been established to explore PDS policy ideas. This group is identifying issues, strategies, and structural relationships to move PDS policy development forward. Members of the group played a key role in establishing an annual statewide PDS conference.

Recommendations for State Actions

There is a disconnect among policymakers, education professionals, and members of the school community about the role of PDSs in education. Recommendations for states on ways to reduce the disconnect have surfaced from the National Professional Development School Coalition and several meetings, including the one hosted by NGA and the coalition. These recommendations include the following:

- States should develop strategies for engaging policymakers, the public, and education professionals in discussions about PDSs. States can take these steps.
 - Assess the state education policy environment with respect to support for school-university-community partnerships.
 - Coordinate a needs assessment of PDS practices that aligns with the goals of school-university-community partnerships and state school reform efforts. State teams could develop strategies and delivery systems for addressing local PDS needs.
 - Identify existing state and local leadership capacity to support PDSs.
 - Initiate professional development activities addressing relevant topics. Topics could include the use of partnerships as a new paradigm in education; characteristics of partnership leaders; phases of PDS development; how to overcome obstacles at the beginning, developing, and mature stages of PDSs; how to sustain PDS resources, finances, policy support, and human resources; and strategies for engaging faculty and programs in the arts and sciences in PDS efforts to improve teacher preparation and development.
 - States should align existing resources, funding streams, and policy structures to foster partnership efforts among local school districts and universities, state and local education agencies, and university colleges and departments. States can take these steps.
- Assess whether school- and university-based practices support or constrain partnership efforts. Areas of assessment could include reward structures, time structures, the organization of responsibilities (i.e., faculty load), curriculum development, student achievement, and the recruitment and retention of teachers of color.
- Assess whether current initiatives of the state education agency support or constrain partnership efforts.

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6. Support for this publication was provided by the Rockefeller Foundation.

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Exploring Teacher Peer Review*

January 25, 2000—by Phillip Escamilla
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In this *Issue Brief*:

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This Issue Brief examines the role of teacher peer review in promoting teacher quality in the context of an evolving union perspective and state and local standards-based reform movements.

Summary



The quality of teachers in public elementary and secondary (K–12) schools is of great concern to parents, students, educators, community leaders, employers, legislators, and Governors. Governors realize that to improve student performance, schools need highly qualified teachers to implement raised standards and revised curricula. Many states have increased the testing and licensure requirements for prospective teachers, but consistent evaluation of teachers' ongoing performance remains problematic. Traditionally, principals evaluate teachers once or twice a year, awarding tenure based on observations that, because of time constraints and sketchy criteria, do not always capture what is actually happening in the classroom. Teacher peer review—teachers evaluating teachers—is not a new way of assessing teachers in K–12 schools, but it is receiving increased attention as an alternate way to identify and support teachers needing assistance.

Two recent national occurrences have raised the level of awareness of teacher peer

review programs: the National Education Association's recent vote to change its stance in favor of these programs, and California Governor Gray Davis' success in securing passage of legislation to implement a statewide peer review system. Governors should be aware of how other states and large urban districts are using peer review so they can make informed decisions on evaluating teachers. Standards-based reform makes it extremely important that teachers who need to improve their knowledge or teaching skills receive the help they need.

This *Issue Brief* examines the history of peer review programs, and explores the need for peer review and its role in promoting teacher quality under standards-based reform. It describes the evolution of teacher unions' position on peer review, highlights state and local initiatives mushrooming nationwide, and identifies information to be considered in expanding peer review programs.

What is Peer Review?

Peer review has its origins in peer assistance.¹ **Peer assistance** is a practice in which experienced teachers, often called consulting teachers, mentor new and veteran teachers to improve their knowledge and teaching skills. Participants in peer assistance programs are identified as experiencing pedagogical problems, or problems related to classroom management or curriculum design. Consulting teachers observe classrooms, sharing ideas and skills and recommending study materials to assist struggling teachers and improve teacher quality. Initially, peer assistance raised some eyebrows because it monitored veteran teachers as well as beginning teachers.

Although peer assistance programs have benefited from growing popularity and favorable reviews among teachers and administrators, **peer review** raised the stakes of these programs by permitting consulting teachers, in conjunction with the local teachers' union, to conduct formal evaluations and make recommendations for dismissal or further assistance. However, consulting teachers do not have the authority to make final decisions regarding employment; these decisions are made by the school district administrator. Peer review programs do not enjoy the same level of support as peer assistance programs. Frequently, approval to implement a peer review program depends on assurances that it will be inextricably linked to a peer assistance program.

Why is Peer Review Needed?

Historically, principals have been the primary evaluators of teachers. However, saddled with increasing administrative and managerial responsibilities, principals are not always effective instructional leaders. The result is teaching evaluations that are often cursory and lacking in constructive advice. Without a thorough understanding of classroom teaching, instructional methods, and what teachers must know to implement higher standards, principals do not have time to encourage teachers to improve the quality of their teaching. Under traditional teacher assessment systems, teachers with poor evaluations typically do not receive assistance or support, nor are they dismissed. Eventually, they acquire tenure, regardless of whether they are a superior, adequate, or poor teacher.

The peer review teacher assessment model has achieved noteworthy results. The National Commission on Teaching and America's Future claims that more teachers needing instructional assistance have been helped and more teachers needing career redirection have been dismissed under peer review than under traditional methods of evaluation.² According to the U.S. Department of Education, almost twice as many teachers were dismissed under peer review as under administrator evaluations in a Cincinnati program.³ However, peer review programs are rare or, as in California, new and untested, so there are no conclusive data on whether this model directly affects student achievement.

What Is the Role of Peer Review?

State policymakers and researchers believe that teacher quality is closely linked to student achievement, a belief reflected in the adoption of higher standards in most states. Peer review proponents assert that regular and formal support of struggling new and veteran teachers is merely one of the many factors that play a critical role in enhancing teacher quality. The theory is that teachers who know they are subject to peer review are more inclined to identify ways to improve their teaching.

Teacher Accountability

If states hold students accountable for what they are taught, they must also hold teachers and administrators accountable for their performance. There is an ongoing debate on whether peer review adequately achieves accountability. On the one hand, the National Education Association (NEA) and the American Federation of Teachers (AFT) claim that consulting teachers impose higher standards than principals do because these teachers directly suffer the consequences of incompetent colleagues.⁴ On the other hand, critics such as Myron Lieberman, author of *Teachers Evaluating Teachers: Peer Review and the New Unionism*, argue that while the reviewed teachers might be held more accountable under a peer review system, the consulting teachers are held accountable to no one.⁵

Teacher Tenure

Because of teacher tenure laws, an effort to dismiss one teacher can cost a district up to \$60,000 and take two to three years.⁶ Proponents of teacher peer review argue that struggling teachers who are evaluated, counseled, and mentored by their peers are more likely to improve or willingly leave the profession. Moreover, veteran teachers are less likely to contest meaningful evaluations by their colleagues. This could reduce the litigation spawned by tenured teachers whom principals or administrators seek to dismiss.

Teacher Performance

Increasingly, policymakers evaluate teacher performance directly by measuring and comparing the achievement of students for whom a teacher is responsible. No state has yet implemented a policy holding individual teachers accountable for the performance of their students, but several states have implemented performance-based assessments of teacher effectiveness. Tennessee's Value-Added Assessment System provides a longitudinal measure of the impact of individual teachers on individual students. The results prompt recommendations to individual teachers about their need for professional development. In Texas, one-eighth of every teacher's yearly evaluation is based on the schoolwide performance of students on statewide achievement tests. Colorado instructs school districts to use student performance data in teacher evaluations.

How Do Teachers' Unions View Peer Review?

Although peer review has been used since the 1980s, it returned to the spotlight recently when delegates to the 1997 National Education Association Representative Assembly voted to drop their long-standing opposition to peer review. The NEA, under the direction of president Bob Chase, has only recently begun to promote a "new unionism," a new, professional view of the union role in education that focuses on cooperative efforts to assume more accountability for teacher quality and student achievement through self-monitoring. The AFT has long supported peer review.

The unions are careful to distinguish between peer assistance and peer review. Although openly embracing peer assistance, they view peer review with a cautious optimism, particularly if the proposal allows for the evaluation of peers without providing ongoing mentorship or professional development. "Peer Assistance and Peer Review," an AFT and NEA handbook prepared for their recent joint conference on teacher quality, declares "Peer review without intensive peer assistance for the teachers in the program does not represent sound educational policy."⁷

Seeking to address criticism from within, the unions hasten to point out two conditions for approving peer review proposals, particularly as they apply to veteran teachers. First, intervention is intended only for teachers with instructional problems; substance abuse, absenteeism, and other conduct problems should be addressed by employee assistance programs and other means. Second, although the union and school district share the responsibility of reviewing teacher performance and making recommendations, final employment decisions should be made by the administrator and board of education. However, clarifying the consulting teacher's role in dismissal does not address two other chief concerns—collective bargaining rights and civil liability relative to the union's duty of fair representation.

What Are Examples of Peer Review?

Only a few school districts nationwide have full-fledged peer review programs. California not only is home to some of the lesser-known programs, but also recently enacted a statewide peer review law that is the first state initiative of its kind in the nation. Two cities in Ohio, Columbus and Toledo, have some of the more widely known district peer review initiatives. In Illinois, Chicago has a well-known peer review program.

California

California's new Teacher Peer Assistance and Review (PAR) law, enacted in March 1999, provides \$41.8 million in incentive funds for districts that implement peer review programs by July 1, 2000.⁸ On July 1, 2001, PAR will replace the existing California mentor teacher law, which currently funds support programs for new teachers. Districts implementing the PAR program by July 1, 2000, will receive \$2,800 per consulting teacher, while districts waiting until July 1, 2001, will receive a reduced amount of \$1,100. The old law will be repealed January 1, 2002, but districts have the flexibility to use the money provided under the new law to fund existing programs.

"Although California has had a strong support program for new teachers for more than a decade, we have now put in place a strong support program for veteran teachers as well," says Sue Burr, the state's undersecretary for education. Participation in the PAR program is voluntary, but there are sanctions for districts that elect not to participate by July 1, 2001. In what Burr acknowledges is a "heavy hammer," nonparticipating districts may lose up to \$413 million in mentor teacher and other professional development funds. In addition, they must report annually to the governing board on their rationale for not participating in PAR.

During the 1997 National Education Association Representative Assembly, the California delegation narrowly voted against a resolution in favor of peer review programs. Although the delegation eventually endorsed the approach last fall, divergent opinions on the proposal abound. The California Teachers' Association, the state's NEA affiliate, is calling for more guarantees of teacher professional development before dismissal is considered. It also wants peer review to be an optional component of any peer assistance program. Although teachers' groups "would prefer to go more slowly... what's at the core of this is trying to improve our teaching force, and we really can't wait on that," Burr says in response to the concerns.

Despite opposition, the peer review movement is gaining momentum in California. Poway has had a full peer review program for twelve years, and San Francisco recently began phasing in a peer assistance program for new teachers. Critics argue that a peer assistance program such as in San Francisco can accomplish desired objectives without a peer review component. The challenge for the state's peer review advocates is to point out that, in an era of swelling student enrollment and increased teacher retirement, teacher retention requires the accountability of all teachers as well as mentorship for new teachers. Although the old law achieves the mentorship objective, the new law will accomplish the accountability and mentorship objectives, ensuring a qualified, supported workforce.

Columbus, Ohio

Created in 1986, the Columbus Peer Assistance and Review (PAR) Program serves teachers that are new both to the profession and the district, as well as struggling experienced teachers referred by administrators for "intervention."⁹ Consulting teachers are released from the classroom for three years, and they receive a stipend of 20 percent of their base pay for making approximately twenty visits to the classrooms of new teachers and conducting one-on-one conferences with them.¹⁰ To date, 3,312 new teachers have participated in Columbus' new teacher program; and 3,094 have received satisfactory evaluations, a success rate of 93 percent.¹¹ About 85 percent of new teachers are teaching in Columbus five years later, compared with 50 percent for new teachers in other urban districts.¹² New teachers may participate in the program for one year.¹³ Out of a Columbus teaching force of 4,800, 178 veteran teachers entered the district's intervention program last year. Of veteran teachers who participated in PAR, 20 percent have left the school system.¹⁴

Toledo, Ohio

The Toledo Plan, created in 1981, is similar to the Columbus PAR Program, except that new teachers may continue to meet with their mentor during the second year of teaching. Over a sixteen-year period, fifty-two experienced teachers out of a 2,600-member workforce have been placed in intervention; all but twelve of these teachers have left the classroom.¹⁵ About 10 percent of the participating teachers are rejected for a second year of teaching. One controversial aspect of the Toledo Plan is that it does not provide for periodic principal evaluations.¹⁶ NEA and AFT argue that this is not a serious concern, because consulting teachers impose higher standards than principals do, knowing "full well that they suffer the consequences of incompetent colleagues in immediate and demoralizing ways." However, following a protest in 1998 by principals over the lack of consistent evaluations, the union agreed to allow principals to refer teachers for evaluation without obtaining prior union approval.

Chicago, Illinois

In 1999 Chicago implemented peer review as a program to "reengineer" a dozen of its most troubled high schools.¹⁷ An interesting program twist is that the principal is one of five members of the peer review team. Unlike Toledo, where principals vocalized concerns about the evaluation process, the Chicago Principals and Administrators Association supports the peer review program, believing it will streamline the identification and remediation of marginal teachers. The program calls for the school's central office and faculty to agree on a corrective action plan, with the peer review team referring struggling teachers for retraining in April and May. Referred teachers will complete an individualized improvement plan with support from a consulting teacher. If there is no improvement in teacher performance after five months, the peer review team or principal may unilaterally recommend dismissal.

What Are the Next Steps?

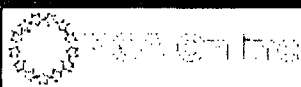
Peer review is not yet a common practice, but its use is on the rise. NEA recently joined AFT in endorsing peer review programs, provided they are linked to peer assistance programs and recommend dismissal only as a last resort. Although there is mixed support among some state teacher union affiliates and administrator associations for the peer review model, it continues to be endorsed by advocates of education reform as a critical catalyst for improving teacher quality. Peer review has been successful in increasing new teacher retention and struggling teacher dismissal rates, but conclusive data that student performance is ultimately improved by teacher quality enhancement provided under peer review is still needed. District initiatives and large-scale efforts, such as in California, should provide this information within the next few years. For now, new peer review programs should be explored whenever it is feasible to do so. The quality of teaching, and its impact on student achievement, is too important to leave the uncharted waters of peer review unexplored.

Notes

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2. *Ibid.*
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4. *Ibid.*
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7. AFT and NEA, *Peer Assistance and Peer Review: An AFT/NEA Handbook* (1998): 3.
8. Anita K. Cosgrove, "California Enacts First Statewide Peer Review Program," *Education Reform News* 1 (April 1999): 1.
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16. ERIC Digest 126 (May 1999).
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18. *This Issue Brief was written by Phillip Escamilla, Theresa Clarke, and Dane Linn in the Education Policy Studies Division of the National Governors' Association Center for Best Practices.

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Extra Learning Opportunities That Encourage Healthy Lifestyles

January 25, 2000—by Mark Ouellette
Education Policy Studies Division, NGA Center for Best Practices



In this *Issue Brief*:

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- [Education and Health](#)
- [Coordinated School Health Programs](#)
- [Extra Learning Opportunities](#)
- [Successful Examples of ELO Programs](#)
- [Notes](#)

This *Issue Brief* will examine eight extra learning opportunities programs that are encouraging healthy lifestyles for youths and, as a result, improving their ability to learn.

Summary



Good health is a prerequisite for learning. A recent article in the *Journal of School Health* stated, "unhealthy children are children with impaired learning."¹ If policymakers want to improve student outcomes, forces that negatively influence student learning must be addressed. The Centers for Disease Control and Prevention (CDC)

supports a coordinated school health program model to help youth become healthy adults.

Extra learning opportunities (ELOs) provide school-age children (ages five through eighteen) with recreational, academic, and development opportunities that supplement the education provided during a typical school day. Research indicates that ELOs improve the health of students and their ability to learn.

This *Issue Brief* will examine eight state ELO programs that are encouraging healthy lifestyles for youth and improving their learning skills. Several resources also will be

outlined to provide states with tools to design an ELO program that meets the academic and health needs of their students.

Education and Health

Learning requires a student's attendance, attentiveness, emotional and mental preparedness, and persistence. "Children who suffer from violence, hunger, substance abuse, too early pregnancy, depression, or hopelessness are not healthy children. Unhealthy children are children with impaired learning,"² said a recent article in the *Journal of School Health*. A 1991 report from the Council of Chief State School Officers concluded that factors such as hunger, physical and emotional pain, drug and alcohol impairment, and chronic illness set the stage for poor school performance and affect the potential for graduating.³

Good health is a prerequisite for good learning.

- A study by the Center on Hunger, Poverty, and Nutrition Policy showed that chronically undernourished children achieve lower scores on standardized achievement tests—especially language ability tests.⁴
- Research has shown that physically fit middle school students have higher grade point averages and higher levels of self-esteem than nonfit students.⁵
- The National Association of Secondary School Principals reported that drug use diminishes students' abilities to learn and remember and increases their likelihood of skipping school.⁶

If policymakers want to improve student achievement, more attention must be given to overcoming the forces that negatively influence student attendance, attentiveness, behavior, and persistence.

Coordinated School Health Programs

Forty-eight million children attend more than 110,000 schools each year. Schools are in a unique position to educate America's children about health issues. In fact, many states and local governments are turning to schools to help youth grow into healthy adults.

The CDC supports a model of coordinated school health programs that outlines eight interactive components of a health education system: health education; physical education; health services; nutrition services; counseling, psychological, and social services; healthy school environment; health promotion for staff; and family/community development. A Coordinated school health program will encourage healthy lifestyles and help reduce the risks of many medical problems by focusing on these components.

Health Education. A Kindergarten through grade twelve (K-12) health education curriculum includes topics such as personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse.

Physical Education. A K-12 physical education curriculum provides cognitive content and learning experiences in activity areas such as basic movement skills; physical fitness; rhythms and dance; games; team, dual, and individual sports; tumbling and gymnastics; and aquatics.

Health Services. These are services for students that appraise, protect, and promote health.

Nutrition Services. These services include meals that provide for the nutritional needs of all students. School nutrition services also educate students about nutrition and health education and serve as a link to other nutrition-related community services.

Counseling, Psychological, and Social Services. Counseling and psychological services education should help improve students' mental, emotional, and social well-being.

Healthy School Environment. The physical and aesthetic surroundings and the psychosocial climate and culture of the school affect learning. Factors that influence the physical environment include the school building itself and the area surrounding it; any biological or chemical agents that are harmful to health; and physical conditions such as temperature, noise, and lighting.

Health Promotion for Staff. These opportunities help school staff improve their own health through activities such as health assessments, health education, and health-related fitness activities.

Family/Community Involvement. All coordinated school health programs must include an integrated school, parent, and community approach for enhancing the health and well-being of students.

Extra Learning Opportunities

ELOs provide school-age children with recreational, academic, and development opportunities that supplement the education provided in a typical school day. Examples include organized sports, dance, or art activities; tutoring or homework help; mentoring; optional or mandatory full-day kindergarten; community service; or youth development activities.

ELOs enhance the coordinated school health program model established by CDC. Research from numerous resources concludes that ELOs help coordinated school health programs.

- Students who spend one to four hours per week in ELOs are 49 percent less likely to use drugs and 37 percent less likely to become teen parents than students who do not participate in extracurricular activities.⁷
- Students in mentoring programs are 46 percent less likely to experiment with drugs and alcohol, 33 percent less likely to act violently, and 50 percent less likely to skip school.⁸
- A 1995 study gauged the "healthiness" of communities by the prevalence of problems such as drug and alcohol use, sexual activity, depression, and school problems among youths, grades nine through twelve. In healthy communities, more than one-half of youths participated in ELO activities whereas only 39

- percent of youth participated in ELOs in the least healthy communities.⁹
- Studies found that school children that attend ELO programs have better peer relations, emotional adjustment, grades, and conduct compared to peers who are not in programs.¹⁰

Children enrolled in ELOs can acquire new skills and broaden their education. Although there is no standard ELO, most contain one or more of the following components: homework assistance, academic enrichment, recreational activity, volunteering opportunities, nutritional snacks, mentoring, and conflict resolution skills. These ELO components encourage healthy lifestyles by:

- encouraging parent and community involvement with students;
- promoting community and youth service opportunities;
- providing nutritious snacks/meals for students;
- sponsoring recreational activities and organized sports;
- providing counseling services for students; and
- teaching conflict-resolution skills.

Successful Examples of ELO Programs

The National Governors' Association Center for Best Practices has identified several programs that support one or more components of coordinated school health programs. Each of these programs is improving the health of students and, as a result, their ability to learn.

California's Sacramento START

Sacramento START is a three-hour, five-day-a-week program to improve academic performance in the city's most challenged elementary schools. The Sacramento START program develops education support through a unique combination of the following.

- *Homework and tutoring assistance. Students are not required to complete their homework during this time, but should be able to finish the assignment at home.*
- *Literacy reinforcement. Specific strategies designed to strengthen the processes of learning to read, reading to learn, and reading for recreation are woven into education enrichment activities.*
- *Enrichment and recreational activities. These are provided daily, including health, self-reliance, and nutrition programs. Examples are All About Me (Campfire Girls and Boys), Yes, I Can (American Medical Association), and Five-A-Day Power Play (California Department of Education Nutrition Division) or recreational activities such as dance, music, theater, sports, and other activities.*

In the 1999–2000 school year, the Sacramento START program will support 7,000 students and 360 staff at forty-two sites. A report on Sacramento START identified two positive impacts the program has had on students. First, the enrichment and recreational activities are providing measurable improvement in students' self-confidence, self-esteem, and self-expression, prompting a willingness to learn more and to acquire the skills necessary to achieve more. Second, neighborhoods are becoming reconnected with schools, opportunities for economic self-sufficiency are increasingly available for low-income families, and parents are becoming more effective partners in their children's education.¹¹

Sacramento START encourages healthy lifestyles by:

- encouraging parent and community involvement with students;
- providing nutritious snacks/meals for students; and
- sponsoring recreational activities and organized sports.

Contact: Andria Fletcher, 6005 Folsom Boulevard, Sacramento, California

95819. Phone: 916/277-6115.

Georgia's One-At-A-Time Middle School Mentoring

Georgia's One-At-A-Time Middle School Mentoring program assists schools and communities as they foster the development of one-to-one relationships between adult volunteers and at-risk middle school youth. Students in these programs receive mentoring from an adult who has been screened and trained. Schools select from a variety of mentoring models or develop their own model.

In operation since the 1995–1996 school year, the One-At-A-Time Middle School Mentoring program is currently located in sixty-nine schools and provides services to more than 600 students. Big Brothers/Big Sisters and Quantum Opportunities, two mentoring programs similar to the One-At-A-Time Middle School Mentoring program, also have reduced risky behaviors in adolescents. The One-At-A-Time Middle School Mentoring program is collecting data to determine if the program is reducing disciplinary problems during the school day.¹²

The One-At-A-Time Middle School Mentoring program encourages healthy lifestyles by:

- encouraging parent and community involvement with students; and
- providing counseling services for students.

Contact: John Rhodes, 1858 Twin Towers East, Atlanta, Georgia 30334. Phone: 404/656-4028.

Georgia's The 3:00 Project

The 3:00 Project is an after-school program designed for middle school youth. It transforms out-of-school-time from unsupervised, unstructured, and unproductive to one of challenge, commitment, and care. In addition to creating a safe and nurturing place for adolescents to go after school, The 3:00 Project seeks to provide social, emotional, intellectual, and physical growth for youth through a meaningful, balanced set of age-appropriate activities in four curriculum areas.

- *Community service learning allows youth to connect with their communities. Students bag supplies at local food banks, clean and refurbish streets, or help at senior citizen centers or day care centers.*
- *Academic enrichment strengthens academic achievement and school success through homework tutoring and enrichment exercises.*
- *Communication strategies provide students with opportunities to enhance their communication, conflict resolution, and interpersonal skills.*
- *Socialization/recreation activities promote socialization skills in a safe environment where students may explore a variety of athletic and recreational activities.*

Operating since January of 1995, The 3:00 Project is currently in twenty-six schools, providing services to more than 1,000 students. More than 75 percent of students have reported less risky behavior since enrolling in the program.

The 3:00 Project encourages healthy lifestyles by:

- encouraging parent and community involvement with students;
- promoting community and youth service opportunities;
- sponsoring recreational activities and organized sports;
- providing counseling services for students; and,
- teaching conflict resolution-skills.

Contact: Mercedes Smith, 246 Sycamore Street, Suite 252, Decatur, Georgia 30030. Phone: 404/373-7414.

Hawaii's After-School Plus (A+) Program

The A+ Program provides affordable, statewide after-school care with homework assistance, enrichment activities, and supervised recreational activities for latchkey students in Hawaii's public elementary schools. A+ services are available from the end of the school day until 5:30 p.m. The premises behind A+ site follow.

- *Child-oriented development. These are experiences that capitalize on children's natural characteristics and hunger for learning.*
- *Research-oriented strategies. These are activities that broaden and enrich the children's experiences with the world around them and that focus on strengthening cognitive and language skills;*
- *Community coordination and cooperation. A+ Programs require the cooperation of community agencies, organizations, and parents.*
- *"High touch." Enrollment priority is given to children of working parents so these students can develop close, caring relationships with model adults. To facilitate these relationships, the overall plan provides for an average ratio of twenty children to each service provider.*

The A+ Program began in 1990 with 15,000 students. In the 1998–1999 school year, approximately 22,500 students were enrolled at 178 public elementary school sites. Parent and A+ staff evaluations indicate a consistent 98 percent to 99 percent program satisfaction. More than 98 percent of parents surveyed said would recommend the A+ Program to a friend.¹³

The A+ Program encourages healthy lifestyles by:

- encouraging parent and community involvement with students; and
- sponsoring recreational activities and organized sports.

Contacts: Joanne Swearingen or Francine Grudzias, Systems Group, 641 18th Avenue, Room 201, Honolulu, Hawaii, 96816. Phone: 808/733-9143.

Illinois' Teen Responsibility, Education, Achievement, Caring, Hope (REACH)

Teen REACH provides structured activities for teens during nonschool hours to prevent their involvement in gangs, alcohol and drug use, sexual activity, teen pregnancy, and other problems. The program targets youth ages ten to seventeen who live in Illinois' neediest communities. The core program services in Teen REACH include academic enrichment, recreation and sports, positive adult mentors, and life skills training that provide abstinence education on a range of risky behaviors.

Programs provide homework time, tutoring in basic skills, outlets for trying new skills and interests, building friendships, and finding one's place in a group, opportunities for developing and maintaining positive, sustained relationships with adults, and abstinence education on risky behaviors.

Started in 1998, the Teen REACH program grew to seventy-three sites in sixty-eight communities by the end of 1999. An evaluation of the program is underway and preliminary results should be available by spring 2000.

Teen Reach encourages healthy lifestyles by:

- encouraging parent and community involvement with students;
- sponsoring recreational activities and organized sports; and
- providing counseling services for students.

Contact: Doris Garrett, Illinois Department of Human Services, Bureau of Community and Youth Programs, 535 West Jefferson, 3rd Floor, Springfield, Illinois, 62702. Phone: 217/557-8232.

Indiana's Safe Haven Education Program

Safe Haven education programs deliver after-school programs in schools to reduce substance abuse and violent behavior. Schools are encouraged to partner with

parents, community groups, businesses and community leaders to develop programs based on local needs. Each Safe Haven site must focus on: reducing alcohol, tobacco, and drug use; reducing violent behavior; and promoting education progress.

Examples of Safe Haven education programs include the following.

- Scott County School District Two increased communication between communities and schools through a reporting system called "Security Voice." A toll-free number allows anonymous reporting of inappropriate student behavior, such as drugs, weapons, gang activities, and other acts of violence.
- Western Boone Community Schools offers "A Positive Place for Kids," after-school clubs that provide conflict resolution, career exploration, drug awareness programs, and Drug Abuse Resistance Education (DARE).
- Indianapolis public schools offer a wide variety of activities, including conflict resolution, antiviolence education, "Success Without Drugs" promotion, recreational sports, arts and crafts, and tutoring and academic guidance.

Governor Frank O'Bannon established the Safe Haven education program in 1997 as part of his commitment to make Indiana's schools safer. In 1999 the program expanded to seventy Safe Haven education programs operating in more than forty Indiana counties. The Indiana Criminal Justice Institute will conduct a formal evaluation of the program in 2000.

The Safe Haven education program encourages healthy lifestyles by:

- encouraging parent and community involvement with students;
- promoting community and youth service opportunities;
- counseling services for students; and
- teaching conflict resolution-skills.

Contacts: Nicki Kincaid or Rick Erny, Indiana Criminal Justice Institute, 302 West Washington Street, E209, Indianapolis, Indiana 46204. Phone: 317/232-1233.

West Virginia's Energy Express

Summer learning and nutritional losses are greater for children living in rural and low-income communities. Energy Express provides summer learning focused on reading; serves two nutritious family-style meals each day; engages college students in community service activities as mentors; and develops strong partnerships among parents, schools, communities, state agencies, and organizations.

Energy Express was created as a six-week summer program at school children living in rural and low-income communities. Participants learn to make choices, assume responsibility, cooperate, and engage in-group discussions. Nutrition education is integrated into children's reading, writing, and art experiences.

Energy Express began in 1994 with two sites and thirteen volunteers and expanded in 1999 to seventy-six sites with 460 AmeriCorps members. In 1999 the program served 200,738 nutritious meals and volunteers contributed more than 69,125 hours.

Energy Express encourages healthy lifestyles by:

- encouraging parent and community involvement with students;
- promoting community and youth service opportunities;
- providing nutritious snacks/meals for students; and
- sponsoring active, noncompetitive recreation.

Contact: Ruth Ellen Phillips, West Virginia University, Extension Service, 706 Allen Hall, P.O. Box 6602, Morgantown, West Virginia 26506-6602. Phone: 304/293-3855.

Milwaukee, Wisconsin's, Safe & Sound, Inc

Safe & Sound, Inc. is an innovative anticrime initiative that relies on collaboration among Milwaukee public schools, local and federal law enforcement authorities, and

community organizations to address youth violence. Governor Tommy G. Thompson provided Safe & Sound, Inc. with a community Youth Grant of \$2,500,000 over the next two years through the 1999-2001 biennial budget. The partnership uses a comprehensive approach to redirect youth toward more positive paths using three interwoven components:

- a network of safe places that provide structured, positive alternatives and academic support during after-school, evening, weekend, and school vacation periods;
- intense cooperation among federal, state, and local authorities to target gangs, drug distribution networks, and weapons traffickers in the highest crime areas of Milwaukee; and,
- door-to-door organizing in targeted neighborhoods by community partners, who share information and help residents support law enforcement and neighborhood revitalization.

Started in 1998, Safe & Sound, Inc. has established forty-seven safe places with a goal of developing fifty Safe Places sites servicing 7,500 youth daily. In part due to Safe & Sound, Inc. activities, violent crime in Milwaukee fell 7 percent during the summer of 1998.¹⁴

Safe & Sound, Inc. encourages healthy lifestyles by:

- encouraging parent and community involvement with students; and
- sponsoring recreational activities and organized sports.

Contact: Nicolette Bautista, P.O. Box 1487, Milwaukee, Wisconsin 53201-1487.
Phone: 414/220-4798.

How NGA Can Help States Implement ELOs

Good health is a prerequisite to learning. As states and local governments turn toward schools for the development of youth, policymakers should know the role extra learning opportunities can play to support coordinated school health programs.

The National Governors' Association (NGA) Center for Best Practices can provide a variety of resources for policymakers looking to create ELOs. The Center is creating a database on what ELO programs states are using. The database will be completed this summer. The Center also has received funding from CDC to provide technical assistance to states wishing to link the health-related needs of their students to ELO activities.

For more information, see: www.nga.org/CBP/Activities/ExtraLearning.asp.

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FYI - Bethany Little

April 14, 2000

The White House
Eric Liu
2nd Floor
West Wing
Washington, DC 20502

Dear Eric:

Over the last two months, we have been meeting and speaking with several national organizations, agencies, foundations and corporations about developing a major national campaign for recruiting teachers in America. Everyone we have spoken with is excited about the prospect and yet, also pragmatic in their suggestions for execution.

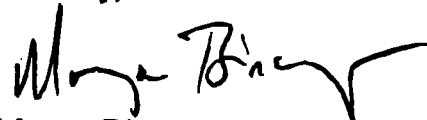
You have expressed an interest in joining this conversation and we would like to try and organize a meeting soon to see if the elements for a major national campaign could be cemented. Our conversations have focused on bringing together various public and private organizations to consider how a major campaign might be undertaken, what a driving coalition might look like and what our common expectations and goals would be.

Peter Wolff at Time/Warner is willing to host the meeting at their New York office at Rockefeller Center. **We wanted to suggest some possible dates to meet: May 16th, 17th, 19th or the week of May 22nd.** The meeting would last probably no more than two hours and would afford a small group the chance to begin discussing goals, resources and structure, if something were to be undertaken.

Everyone at the table has some kind of relative experience, expertise, funding capacity, distribution mechanism, or perspective that would be invaluable. Shannon Mabrey (310-288-4545) in my office will be calling or e-mailing (mkyddasst@caa.com) to follow up. We hope that you or a representative can attend.

All of us see teacher recruitment as an achievable, tangible goal which will best use multimedia to help support improved teaching and learning. We look forward to seeing you there.

Sincerely,



Morgan Binswanger