

TEACHER QUALITY PROPOSAL

The President's budget would provide \$1 billion in Federal funds to improve the qualifications of teachers nationally. The funds would be used to enable local school districts to recruit, train, and retain fully qualified teachers and school- and district-level administrators and to help districts reduce the percentage of uncertified or out-of-field teachers.

National Activities

Conference Bill:

Provides only \$38 million for the President's \$310 request for National Activities. The conference bill supports ongoing Federal activities such as the Math and Science Clearinghouse, the Regional Math and Science Consortia, and the National Board for Professional Teaching Standards.

Changes to Conference:

- **Consistent with the President's FY2001 budget request, add \$270 million under National Activities for competitive grants to support the development of innovative methods to help local districts to recruit, train, and retain fully qualified teachers and administrators.** This would support the following teacher quality initiatives: (1) School Leadership, to train superintendents and principals; (2) Early Childhood Educator Professional Development, to improve knowledge and skills of early childhood educators in high-poverty communities; (3) Hometown Teachers, to improve recruitment and retention of talented teachers in high-poverty school districts; (4) Transition To Teaching, to help mid-career professionals, including former military personnel, to become teachers; and (5) Talented Teachers, to recruit outstanding college graduates who have distinguished academic records into teaching.

Eisenhower Professional Development State Grants

Conference Bill:

Partially funds the President's request to provide much-needed professional development and training for teachers. The conference bill does not include provisions that were part of the Administration's Teaching to High Standards proposal to strengthen accountability or for States to develop and implement State content and performance standards.

Changes to Conference:

- **Full funding of the President's \$690 million request to strengthen the largest Federal program dedicated to improving the quality of teaching nationally.** Funding for the Eisenhower Professional Development State Grants program will help local school districts improve teaching within the district.

- **Strengthen the Eisenhower program's capacity to ensure local accountability.** Require any school district where a significant percent of its teachers are either uncertified, or providing instruction in a subject area in which they are not adequately prepared, to use all funds that it received above its fiscal year 2000 allocation to reduce the percentage of such teachers.
- **Provide \$50 million for continuing State reforms begun under Goals 2000.** With these funds, States would continue to develop, revise, adopt, and implement State content and student performance standards, and assessments and curriculum aligned to those standards.

Provided further, That any amount that a State receives under title II-B of the Elementary and Secondary Education Act of 1965 that is in excess of the allocation that it received under that part for the preceding fiscal year or the previous proviso shall be allocated to local educational agencies in accordance with section 2203(1)(B);

Provided further, That each local educational agency shall use all of those excess funds to reduce the percentage of teachers who do not have state certification or are certified through emergency or provisional means or who are teaching out of field if—

(1) less than 95% of the teachers in the local educational agency are fully certified (for the purpose of this paragraph, teachers with emergency or provisional certification shall not be considered to be fully certified); or

(2) less than 95% of the teachers are not teaching out of field in some or all of the subject areas and grade levels in which they teach;

Provided further, That each such local educational agency shall focus its efforts with those funds on its schools with the highest percentage of uncertified, emergency certified, and provisionally certified teachers, and of teachers teaching out of field in some or all of the subject areas and grade levels in which they teach;

Provided further, that each State educational agency shall provide the Secretary with a report at such time, in such form, and containing such information as the Secretary may reasonably require on activities in that State carried out with those funds that includes information on the progress made in meeting the requirements under this heading applicable to those funds and increasing the percentage of fully qualified teachers employed, within the State, each local educational agency, and school.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO Jon Schuur

PHONE _____

FAX 456-7028

FROM Heather Moore
Office of Terry Dozier, Special Advisor on Teaching

PHONE (202) 401-1078

FAX (202) 401-0596

Total number of pages: 3

Here's an explanation I just sent to Ann and
a summary I did of loan forgiveness options.

Hope this helps -
Heather

Moore, Heather

From: Moore, Heather
Sent: Tuesday, August 03, 1999 1:34 PM
To: O'Leary, Ann
Subject: loan forgiveness

Here is a one-page summary of available loan forgiveness options. Perkins loans may already be forgiven for teachers who teach in certain high-poverty schools; the new forgiveness options (new since the HEA was reauthorized), available in FFEL and Direct Loans, are available on loans taken out after Oct. 1, 1998. Clearly we haven't forgiven any yet under these provisions, since we have to wait for (1) students to take out eligible loans, which they've just begun doing, and (2) students to finish their programs and begin teaching.

I hope this helps. I'll fax this to Jon Schnur, too.

Heather



Loan Forgiveness
summary.doc

U.S. Department of Education Loan Forgiveness Opportunities for Teachers

Federal Family Education Loans (FFEL) and Direct Loans

The Higher Education Act, reauthorized in 1998, provides new loan forgiveness opportunities for teachers through the Department's two major student loan programs. These new opportunities will attract and reward those who teach where the need is greatest by forgiving up to \$5,000 of student loans after an individual teaches for five years in a low-income community.

The loan forgiveness provisions apply only to individuals who took out their loans on or after October 1, 1998. Teachers who meet this requirement may have up to \$5,000 of their loans forgiven after they have been employed for five consecutive years in an elementary or secondary school that serves a high percentage of low-income students. Secondary school teachers must teach in a subject area that is relevant to their major. Elementary school teachers must have knowledge and teaching skills in reading, writing, mathematics, and other areas of the school's curriculum. Defaulted loans are not eligible for forgiveness, and no payments will be refunded. A borrower cannot receive loan forgiveness under both this program and the Perkins Loan program.

Perkins Loans

The Perkins loan program continues to provide for the cancellation of a percentage of loan debt based on qualifying teaching service. Teachers qualify for this loan forgiveness if they are full-time teachers in an elementary or secondary school that serves a high percentage of low-income students, full-time staff in a preschool program under the Head Start Act, full-time special education teachers, or qualified professional providers of early intervention services. Teachers may also qualify if they teach in fields such as mathematics, science, bilingual education, foreign language, or other shortage fields designated by the state. Except for pre-school staff, the percent of a loan which may be canceled is 15 percent for the first and second years of service, 20 percent for the third and fourth years, and 30 percent for the fifth year. Pre-school teachers are eligible for loan forgiveness at a rate of 15 percent for each year of service. There is no cap on the amount of cancellation. A borrower must contact the school that made and services his or her Perkins Loan or the school's designated loan servicer for information on applying for the cancellation.

For more information about these loan forgiveness opportunities for teachers, please visit the Department of Education's website at: <http://www.ed.gov/studentaid> or call (202) 708-5217.



Nevada Appeal news Tuesday, June 30, 1998 11:37 AM

tahoe.com

Teacher Test Failure Rate Low, but State Discussing Performance Review, Official Says

By JOHN SAMMON

Would-be Nevada teachers apparently don't have a high failure rate when it comes to basic skills testing. However, an after-license performance review for teachers is being discussed as a possibility for the future, a state education official said Monday.

"We'll have more information later this year on the percentage of teacher applicants who fail basic testing," said Mary Snow, State Department of Education evaluation consultant. "We don't have a current figure, but a few years ago, the failure rate among a group of teachers was about five percent. I would use that figure today with caution."

Nevada is one of 20 states that use Praxis, a national test of basic teacher knowledge in subjects like reading, writing and mathematics.

Snow said there are different types of tests given to people applying for a teacher's license.

"There's a test in reading, writing and math called Basic Skills, also a how-to-teach test and a subject-area test to get a license," Snow said.

What tests are required differ based on the individual's background and experience.

Currently, state school officials are upgrading standards for students in elementary and middle schools, also high schools, to increase performance. Nevada in the past has ranked among the lowest of states in student proficiency scores.

Snow said testing for teachers is also being upgraded.

"New testing is being developed that is a little more in depth," she said. "There are more essay-style questions. Some claim we should have higher passing scores for teachers. But I think we're going pretty well (upgrading testing)."

Snow said there is no single percentage of pass rate for teachers. Each teacher's score is determined by a panel and a review board and differs, based on the subject matter.

She said a performance assessment is being discussed as a possibility by Nevada educators in which teachers who achieve their licenses are later evaluated in the classroom.

"In some states, you go into a classroom with a mentor, and you're evaluated before you achieve that license," she said.

Indiana is one state where a performance audit exists, Snow said.

Education officials nationwide are asking whether tests of general knowledge and specific subjects are rigorous enough to ensure that able people become teachers. Last October, a board of education in New Hampshire voted to adopt Praxis this fall after years of opening the profession to anyone with a college

teaching degree. The new requirement excludes teachers who already have jobs.

In Virginia, Governor James Gilmore recently reported that as many as one-third of would-be teachers in that state flunked a basic test of reading, writing and math.

Nevada Appeal E-mail: appeal@tahoe.com

[Visitors Guide](#) | [News](#) | [Diversions](#) | [Marketplace](#) | [Weather](#) | [Community](#)

Copyright, tahoe.com. Materials contained within this site may not be used without permission.

[About tahoe.com...](#)



Licensure

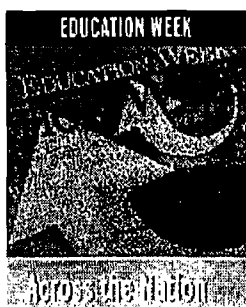
[Return to List](#)

Teacher candidates must earn a passing score on the NTE/Praxis, Core Battery Test of Professional Knowledge for program completion. On successful completion of the program ending in June, candidates will be eligible for a recommendation for an Oregon Teaching License. On initial completion of the advanced course work and program requirements, the degree master of Teacher education will be awarded.

The basic license is valid for a period of three years. On completion of three years of verified successful teaching experience and a plan for continuing professional development, the teacher will be eligible for an Oregon Continuing Teaching License, awarded by the Oregon Teacher Standards and Practices Commission. The Continuing License is renewable for a period of five years.

FEBRUARY 24, 1999

EDUCATION WEEK on the WEB


[IN CONTEXT](#) | [THE ARCHIVES](#) | [TEACHER MAGAZINE](#) | [THE DAILY NEWS](#) | [SPECIAL REPORTS](#) | [PRODUCTS & SERVICES](#)

Riley Outlines Licensure Plan for *Teachers*

By Erik W. Robelen

Washington

Secretary of Education Richard W. Riley urged states last week to consider adopting a common framework for *teacher* licensing, raising hopes that his support could lend new urgency to ongoing efforts to improve *teacher* quality.

There is still nothing
like paper
Subscribe to
Education Week



Teacher certification
and *Teacher*
licensure defined.

In his sixth annual State of American Education Address, delivered Feb. 16 in Long Beach, Calif., Mr. Riley outlined what his department termed a "possible approach" to state licensure that would include "initial," "professional," and voluntary "advanced" *licenses*.

"This three-part approach ... seeks to strengthen teaching by linking it more closely to high standards. I ask you to consider it and join me in this national conversation," the secretary said, referring to state and local leaders.

Mr. Riley's proposal was just the latest in a series of high-profile education announcements by the Clinton administration in recent weeks. In his Jan. 19 State of the Union Address, President Clinton stressed the need to improve accountability in districts receiving federal dollars.

Education advocates said Mr. Riley hit on an important theme in last week's speech, particularly given estimates that American schools will need to attract more than 2 million new *teachers* over the next decade.

"I think he's put forward some very good ideas that I hope will have some resonance with the states," Sandra Feldman, the president of the 1 million-member American Federation of *Teachers*, said in an interview. "The proposals speak to quality and professionalism."

Under the plan Mr. Riley outlined last week at California State University-Long Beach, the Department of Education would encourage states to grant:

An initial *license* after a prospective *teacher* passed a written exam of content and teaching knowledge and an assessment of teaching performance. The initial *license* would not be renewable; new *teachers* should be able to meet the standards of a professional *license* within three years, according to the department.

A professional *license* based on clear standards developed by states for what *teachers* should know and be able to do. Earning this *license* would require *teachers* to be assessed on their performance through classroom observation by a panel of their peers and a supervisor. *Teachers* would need to renew the *license* periodically.

An advanced *license*, such as the voluntary *certification* now available

For background, past stories, and related Web links, please see our Issues Pages on Teaching as a Profession and Professional Development.

through the National Board for Professional Teaching Standards. An NBPTS *certificate* attests that a *teacher* has been assessed by peers to be accomplished, make sound professional judgments about student learning, and act effectively on those judgments.

'A National Dialogue'

The proposal also urges states and districts to base *teacher* pay on the type of *license* earned, as well as years of teaching experience and demonstrated knowledge and skills.

In a statement, Bob Chase, the president of the 2.4 million-member National Education Association, credited Secretary Riley with "shining a national spotlight on a huge issue for states and for our members."

And, Gordon M. Ambach, the executive director of the Washington-based Council of Chief State School Officers, applauded the secretary's focus on encouraging more rigorous standards for licensing, though he pointed out that the framework is not new. "The basic outline for what the secretary is proposing is very similar to what many, if not most, of the states already do," he said.

Arthur E. Wise, the president of the Washington-based National Council for Accreditation of *Teacher* Education, suggested that Mr. Riley's comments might help broaden interest in *teacher*-licensure issues.

"There has been a national dialogue within the profession," Mr. Wise said. "What there has not been is a national dialogue between the profession and the general public."

Mr. Riley outlined new steps the Education Department will take on the *teacher*-quality front, including creating a national job bank and clearinghouse for *teacher* recruitment; sponsoring a national conference on *teacher* quality; and establishing a National Commission on Mathematics and Science Teaching for the 21st Century, to be chaired by former Sen. John Glenn of Ohio. Mr. Riley also said the department has asked the National Academy of Sciences to assess the current state of *teacher testing*, recommend ways to improve existing *tests*, and suggest viable alternatives.

The secretary's focus on *teacher* quality comes as the issue has attracted increasing attention from policymakers at the local, state, and federal levels.

Framework Emerging

Just last week, former Secretary of Labor Elizabeth Hanford Dole, who is considering a bid for next year's Republican presidential nomination, discussed *teacher* quality in a speech to the American Council on Education. Ms. Dole urged "zero tolerance" for poor teaching and advocated greater efforts to place "the training of *teachers* at the center of our higher education system."

James A. Kelly, the president of the teaching-standards board, a privately organized group based in Southfield, Mich., said a tremendous amount of work has already been done in the area of strengthening *teacher* licensing.

"There is a common framework emerging," he said. "There's strong state cooperation and collaboration, but each state has to decide" how to handle licensure, he added, because the "circumstances are very different in different states."

Among the efforts under way is the Interstate New **Teacher** Assessment and Support Consortium, or INTASC, founded in 1987 to pool state expertise on **teacher**-licensing issues.

The consortium, a project of the Council of Chief State School Officers, includes representatives of more than 35 state education departments, as well as leading teaching organizations and others. The consortium has created a set of model standards for what every beginning **teacher** should know and be able to do and content-specific standards for licensure in core disciplines.

Rep. Bill Goodling, the Pennsylvania Republican who chairs the House Education and the Workforce Committee, has indicated that, in reauthorizing the Elementary and Secondary Education Act this year, House Republicans will look at options to encourage states to set higher teaching standards, create tougher **teacher tests**, and devise better **teacher**-training programs.

Last week, Mr. Goodling applauded the focus of Mr. Riley's new plan on **teacher** quality, but he also expressed some concerns.

"In principle, a new, uniform system of **teacher** licensing has merit, but anything the federal government does in the areas of **teacher** training, standards, and **testing** must respect the work of the states," he said in a written statement. "We must recognize regional needs and differences."

On the Web

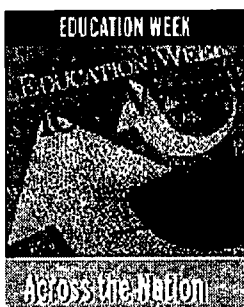
Full text of Secretary Riley's State of American Education speech. Includes, Updating **Teacher** Licensure and Compensation and Steps to Address Accountability and **Teacher** Quality.

PHOTO: Tony Hicks of California's Compton Unified School District videotapes Secretary Richard W. Riley as he gives his sixth annual State of American Education Address in Long Beach last week.

--AP/Wide World

MARCH 25, 1998

EDUCATION WEEK on the WEB



IN CONTEXT THE ARCHIVE

TEACHER MAGAZINE

THE DAILY NEWS

SPECIAL REPORTS

PRODUCTS & SERVICES

States Raising Bar for *Teachers* Despite Pending Shortage

By Jeff Archer

Thousands of would-be *teachers* will sit down this Saturday to take *tests* that will help screen those who can enter an education school or become a licensed educator. And in a growing number of states, the bar has never been higher.



Gary R.
Galluzzo



David
Haselkorn

The raising of standards for the next generation of *teachers* comes as forecasts warn of pending *teacher* shortages. Still, states appear to be resisting the urge to fall back on the law of supply and demand, at least when it comes to setting passing scores for the Praxis *tests*--the Educational *Testing* Service's *teacher* preparation and licensure exams to be given March 28 at hundreds of sites throughout the

country.

"We ought to be doing this [setting stricter requirements]," said Gary R. Galluzzo, the dean of the graduate school of education at George Mason University in Fairfax, Va. "Historically, every time we find ourselves pressed up against shortages, we haven't gone out and found more good *teachers*. We've lowered the bar, and we pay for that for the next 20 years."

Transition Periods

Many states are seizing the opportunity to set high cutoff scores as they switch from the old assessments once known as the National *Teacher* Examinations, which were born in the late 1940s, to the new Praxis series of *tests*, which the Princeton, N.J.-based *testing* service unveiled in 1993.

They're also switching at a time when a wave of retirements and record-high student enrollments mean the country will need to hire some 2 million *teachers* in the next decade, according to U.S. Department of Education estimates. Such predictions, and the shortages schools are already experiencing in high-growth regions and urban areas, prompted President Clinton in his State of the Union Address to propose spending \$7.3 billion in the next five years to help districts hire 100,000 new *teachers* and reduce class sizes.

Such states as Georgia, Ohio, and Pennsylvania are in the process of raising their cutoff scores on Praxis I and Praxis II. New Hampshire plans to use the *tests* for the first time next fall. Meanwhile, Virginia recently set the highest cutoff in the country.

Unlike the purely multiple-choice NTE, which the ETS also produces, the

COMPAQ

Read an accompanying piece, "Passing the *Teacher*," in This Week's News.

Read a related story, "Committee Cuts Funds for Teaching-Standards Board," in This Week's News.

For background, previous stories, and Web links, see our Issues Page on Teaching as a Profession.

Read our story, ["Accreditors Shift Toward Performance,"](#) Oct. 29, 1997.

Praxis exams also require **test**-takers to write essays and analyses and to respond to pedagogical questions about their fields.

Prospective **teachers** often take the preprofessional Praxis I **test**, which includes sections on mathematics, reading, and writing, as they're applying to a education school in the second year of college. The Praxis II exams include subject-area **tests**--ranging from biology to world history--and students usually take them as they're completing their **teacher** training program and seeking an initial **license** or **certificate**.

In our commentary, ["The Real **Teacher** Crisis,"](#) Oct. 29, 1997, Chester Finn argues that **teacher** shortages have "nothing to do with quantity and everything to do with quality."

Thirty-six states now include parts of Praxis in their licensure requirements. Ohio and California are piloting Praxis III as a way to evaluate new **teachers** once they're in the classroom. Rather than a paper-and-pencil exam, Praxis III involves classroom observations and reviews of **teachers'** and students' work.

A Confidence Booster

The transition to the new **tests**--which use different grading scales--has given states pause to look at their passing rates. In Pennsylvania, education officials found that more than 90 percent of prospective **teachers** were passing parts of the NTE on the first try. In some cases, students who got half the questions wrong on **tests** still could receive a **license**.

So when Pennsylvania Gov. Tom Ridge proposed raising standards for **teachers** last fall, the Republican called for setting higher cutoff scores on Praxis. The state estimates that the new passing scores it is phasing in will yield passing rates closer to 70 percent.

For background, previous stories, and Web links, see our [Issues Page on Teaching as a Profession.](#)

"We have in our state high standards for our accountants; law students have to take the bar exam, and medical students have to take exams that are very challenging," said Michael Poliakoff, the state's deputy secretary for postsecondary and higher education. "So why should we allow someone into a profession which arguably will have a bigger impact on our commonwealth without having a challenging exam?"

Education officials in New Hampshire, which hasn't required such **tests**, agree. The state school board last July approved a plan to begin phasing in a Praxis **test** requirement this fall. The board will consider setting cutoff scores later this spring.

Our special report ["Quality Counts '98"](#) rates the states on a variety of factors, including [Quality of Teaching](#)

"This is creating a confidence level among parents and the public that the people who want to teach have to at least have basic skills," said John Lewis, the school board chairman.

The Highest Hurdle

When Virginia began requiring prospective **teachers** to take the Praxis I **test** in 1996, it set the highest cutoff scores in the country--178 in math and reading, and 176 in writing. The **tests** are graded on a scale of 150 to 190. Other states' passing scores go as low as 168.

As a result of the higher cutoff, about one-third of the students **tested** in Virginia couldn't pass Praxis I the first time around.

"A lot of people I know failed one section out of the three," said Danna

Richardson, who is working on a master's degree in education at Virginia Commonwealth University in Richmond. "A lot of my friends are retaking the **test** this summer."

Having aced all three parts of the **test** on the first try, the 21-year-old said she agrees states should have high expectations for new **teachers**. But Ms. Richardson and many of her classmates also believe it was unfair of Virginia to set the bar higher than any other state did.

"We should have high standards because we will be the ones who are teaching others," she said. "But it should be a national standard, instead of one being set by the states. Why should we be judged differently in one state than in another?"

Virginia Gov. James S. Gilmore III, a Republican, expressed concern about the failure rate. ETS officials later pointed out that if all 19 states, plus the District of Columbia, that use Praxis I had the same high cutoff scores, nearly half the **test**-takers would have failed.

"Virginia students are actually doing quite well compared with the national standard," said Charlotte Solomon, who directs the **testing** service's Praxis program.

Although the ETS does not suggest cutoffs, it does recommend a process for setting them, and so far all states have followed its general outline, Ms. Solomon said. Typically, state officials convene **teachers** and academics in each field who compare the tests against the state's education standards and recommend what they believe is a fair passing score for a minimally competent **teacher**.

Minority Concerns

Many education school leaders praise their states' efforts to raise the profession's standards. But some also worry that the high cutoff might disproportionately affect minority students, at a time when the low representation of minorities in the teaching force is a widespread concern. Only about 7 percent of public school **teachers** are non-Hispanic blacks, for example, compared with nearly 17 percent among K-12 students in public schools, according to the U.S. Department of Education.

"This could have a major impact on the number of minority **teachers** that are entering the profession, if the figures hold as I have seen them," said John Oehler, the dean of the education school at Virginia Commonwealth. "We would be losing up to 70 percent of our persons of color."

Claims that a similarly used exam called the California Basic Educational Skills **Test** had such effects in the Golden State prompted a class action several years ago by minority **teacher**-candidates who had failed parts of it. ("Calif. Basic-Skills **Test** for **Teachers** Upheld," Sept. 25, 1996.)

A U.S. district court judge ruled against the plaintiffs in 1996, and a federal appeals court decision is expected soon.

But higher failure rates only point out the need to improve student preparation and recruitment, especially among underrepresented groups, said David Haselkorn, the president of Recruiting New **Teachers** Inc., a Belmont, Mass.-based organization that advocates improving

school-hiring practices.

"We're in a climate of raised standards for both students and *teachers*, and that's good," he said. "But we should not be blinded to assuming that all we have to do is raise the standards, and that everything else will fall into place."

On the Web

The Educational *Testing* Service's Web site contains detailed information about its Praxis *tests* that includes answers to frequently asked questions about the exam.

SUBSCRIBE	ABOUT THIS SITE	FEEDBACK	SEARCH THE SITE	JOBS	HOME
---------------------------	---------------------------------	--------------------------	---------------------------------	----------------------	----------------------

© 1998 Editorial Projects in Education



HOME
SEARCH
FEEDBACK

**QUICK
CLICKS**

* PUBLIC EDUCATION * STUDENTS * TEACHING * SCHOOLS
* PARTNERSHIPS * ABOUT NEA * PARENTS * NEWS * ISSUES

[Main Page](#)

[Table of Contents](#)

[Foreword](#)

NEA 1998-99 Resolutions

D-3. Teacher Preparation Programs: Admissions

The National Education Association believes that its affiliates should continue to improve standards for admission into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. Further, the Association believes that the appropriate agency within each state should regularly monitor and evaluate the teacher preparation programs within the state as to content and presentation to ensure quality and continuity.

Requirements for admission to college of education programs should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice.

Admission to any program should be based on multiple considerations, such as recommendations of faculty (liberal arts and education), grade-point average, personal interviews, portfolio reviews, and recommendations of persons in related fields, but standardized achievement test scores must not be the sole basis for admission. The selection process shall be a continuous and integral part of the candidate's educational program. Such process shall be nondiscriminatory.

The Association urges appropriate state agencies to monitor projected needs by certification areas and to inform teacher preparation institutions of those needs on a continuing basis. Teacher preparation institutions should counsel and prepare prospective teachers in numbers consistent with projected needs. (70, 95)

nea

1201 16TH STREET, NW
WASHINGTON, DC 20036
202.833.4000

Request for participation in INTASC TTK tryouts (fwd)

Bob McLaughlin (mclaughb@quark.vsc.edu)
Fri, 8 May 1998 10:23:17 -0400 ()

- **Messages sorted by:** [date][thread][subject][author]
- **Previous message:** Mark Kaufman: "TIMSS CD for teacher develo"
- **Next message:** Bob McLaughlin: "Teacher Summer Programs in math and science(fwd)"

This opportunity may be of interest -- Bob McLaughlin

----- Forwarded message -----

Date: Thu, 07 May 1998 16:02:15 -0400
From: "Helen d. Kahn" <lhkahn@ETS.ORG>
To: AERA-K@ASUVM.INRE.ASU.EDU
Subject: Request for participation in INTASC TTK tryouts

Request for participation in tryouts of the new Test for Teaching Knowledge

The Interstate New Teacher Assessment and Support Consortium (INTASC) continues to work with Educational Testing Service to develop a new assessment for beginning teachers. As many of you may know, INTASC is a group of states who have worked together to restructure teacher licensure under the general auspices of the Council of Chief State School Officers. The Test for Teaching Knowledge is designed to assess preservice teachers at or near the end of their preparation for teaching. Its particular focus is professional knowledge, both theoretical and practical, excluding subject specific pedagogy. This is a constructed response assessment and will be wholly simulation based, using authentic materials and scenarios as stimulus materials for candidate responses. The test is based on the INTASC Model Standards for Beginning Teacher Licensing and Development.

Throughout the development process, we are involving teachers, teacher educators, and teacher candidates in their last year of a teacher preparation program to ensure that the assessment exercises are grounded in the realities of the classroom and tap relevant and important knowledge and skills.

We are asking college professors involved in teacher preparation programs in the INTASC states to assist us in the development of the TTK by allotting one of their class periods to trying out some of the draft exercises. We will be conducting tryouts of TTK exercises in June, July, and August, ending the week of August 24, 1998. We are looking for teacher candidates, in the last year of their teacher preparation program to complete a 60 minute block of TTK exercises.

The teacher candidates will also be asked to complete a background questionnaire and to provide feedback on the exercises. This feedback combined with the candidate responses provides us with a better picture of the quality of the exercises. Please allow a total of approximately 75 minutes to administer the 60-minute block of TTK exercises. As their professor, we would also ask you to complete a background questionnaire, provide a profile of the teacher preparation program in your institution, and provide feedback on the exercises.

A \$75.00 honoraria will be paid to you to acknowledge your contribution.
If you are able to participate in the tryouts for the TTK, please E-mail
Clyde Reese at creese@ets.org or Ulli Arendt at uarendt@ets.org
Please indicate

- 1) approximate dates when you could administer the tryout
- 2) the number of students enrolled in the class
- 3) the teaching level of the students (elementary, middle school, high school, or mixed).

If you or your colleagues could conduct more than one tryout session,
please indicate the dates and number of students.

If you know of any colleagues who would also be interested in participating
in this tryout phase, please indicate their names and addresses.

If you are interested, please E-mail your name, institution, and
approximate number of students to Clyde Reese at creese@ets.org

If you have any questions, please contact Clyde at (800) 779-3339,
extension 5633, Helen Kahn at (800) 779-3339, extension 5489, or Ulli
Arendt at (800) 779-3339, extension 5707.

Helen D. Kahn
Mailstop 18-D
Educational Testing Service
Princeton, NJ 08541-0001
Voice: 609-734-5489 FAX: 609-734-5400
E-mail: hkahn@ets.org

Regional Alliance Professional Development Schools Network

This list is moderated by Bob McLaughlin <bbob_mclaughlin@terc.edu>
and by phone at (802) 223-0463

This list is a service of the Eisenhower Regional Alliance for
Mathematics and Science Education Reform.

To send mail to this list, address mail to ra-pds@list.terc.edu
(note: posting to this list is restricted to list members)

To unsubscribe from the list, send mail to ra_manager@list.terc.edu
In the body of the message: leave ra-pds

- **Previous message:** Mark Kaufman: "TIMSS CD for teacher develo"
- **Next message:** Bob McLaughlin: "Teacher Summer Programs in math and science(fwd)"

Expanding Training Opportunities for Teachers

Teachers will need new skills as educational reforms raise standards of achievement for students. However, while many teachers would like to pursue further studies in their fields, they lack the resources to do so. Still other teachers are not receiving the training they need to teach students in their designated subject areas. Indeed, so-called “out-of-field” teaching is becoming more the rule than the exception in certain areas:

- More than half of public school history teachers have neither a major nor a minor in history; similarly, more than half of the nation’s public school physical science teachers neither majored nor minored in any of the physical sciences.
- Out-of-field teaching is particularly noticeable in high-poverty areas, where an estimated 43 percent of math instructors are teaching out-of-field, versus 27 percent of those teaching in low-poverty schools.

Unfortunately, under the current regime, states do not have the flexibility to use federal funds to address their specific teacher training, recruiting and hiring needs. Federal funding for teacher training remains modest, with \$338 million in the Eisenhower professional development grant program. States also receive nearly \$500 million through the Goals 2000 program, which has failed to realize its goal of improving teaching and professional development, and \$1.2 billion in class size reduction money, of which only 25 percent can be used for teacher training.

To increase flexibility for states to address their specific teacher training and recruiting needs, Governor Bush will:

Increase by \$400 Million the Funding for Teacher Training and Recruiting: Existing federal funds for professional development, class size reduction, and the Goals 2000 program will be combined with \$400 million of new money into a single, flexible \$2.4 billion grant program to streamline certification, recruit and train teachers in their subject areas, and meet the specific needs of individual states. In return, states will be required to establish a teacher accountability system, which could include such measures as assessment of teachers based on student results, differential pay, and subject-specific teacher testing. States would also be encouraged to help teachers master methods of instruction that have been shown to boost student achievement.

Supporting Teachers Who Enforce Classroom Discipline

Research confirms that teachers have a tremendous impact on student achievement, particularly for low-income students. Yet, in too many cases, teachers are not working in an environment conducive to learning. Violence is a threat for some, while others lack the authority they need to maintain discipline in the classroom.

Between 1993 and 1997, teachers were victims of 1,771,000 nonfatal crimes at school, including 1,114,000 thefts and 657,000 violent crimes. Nearly 65 percent of public school teachers charge that discipline is a “serious” problem in their schools, and about 88

percent think that academic achievement would improve “substantially” if persistent troublemakers were removed from classes.

The problem of enforcing discipline has been compounded by the increasing incidence of lawsuits. In the last two years alone, almost one-third of all high school principals reported being involved in lawsuits or out-of-court settlements, compared with only 9 percent ten years ago. And 99 percent of principals say their policy on reporting bad behavior has been modified because of liability costs and concerns.

To help teachers enforce discipline and shield them from meritless lawsuits, Governor Bush will:

Require “Zero Tolerance” Policies for Violence and Persistent Misbehavior: Governor Bush has previously proposed that states and districts that receive federal school safety funds will be required to impose zero tolerance policies in all schools. While they will be free to design their own policies, at a minimum they will be required to give teachers the authority to remove from the classroom students who engage in violence or persistent misbehavior; these students will be permitted to return to class only with the teacher’s consent. - go where?

Enact the “Teacher Protection Act” to Shield Teachers from Meritless Lawsuits: The “Teacher Protection Act” will shield teachers, principals, and school board members acting in their official capacity from federal liability arising out of their efforts to maintain discipline in the classroom, as long as they do not engage in reckless or criminal misconduct.

Treating Teachers More Fairly

Lastly, many teachers find it difficult to do their jobs because they lack the necessary courseware material, and/or supplies. Indeed, the National Education Association estimates that the average teacher spends \$400 a year of his or her own money on classroom materials needed for education. However, unlike business owners who are able to deduct business expenses, teachers who pay out-of-pocket for classroom supplies, training courses, or school-related activities lack the benefit of a corresponding tax deduction.

In order to treat teachers more fairly, Governor Bush’s “Strong Teachers, Strong Schools” plan will:

Establish a Teacher Tax Deduction to Help Defray Out-of-Pocket Classroom Expenses: A new deduction will be established to cover expenses such as books, school supplies, professional enrichment programs and other training. All teachers would be able to deduct up to \$400 of these expenses on their federal tax return, recouping a portion of their personal expenditures.