

Troops to Teachers

Army

Navy

Air Force

Marine Corps

Coast Guard

**DoD Civilian
Employees**



A Department of Defense Program assisting military personnel and civilian employees begin a second career in public education.

Information Packet

Contents:

- ☞ **Program Information**
- ☞ **Program Data**
- ☞ **Publicity**
- ☞ **Report Card**

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

Program Information

Divider Title: _____



DEPARTMENT OF DEFENSE
Defense Activity for Non-Traditional
Education Support (DANTES)



Troops to Teachers

Referral & Placement Assistance

PROGRAM OVERVIEW

Background

The Department of Defense Troops to Teachers program was established on January 19, 1994. Troops to Teachers is authorized by Public Law 102-484, the Defense Authorization Act for Fiscal Year 1993. Under this program, military personnel and Department of Defense (DoD) and Energy (DoE) civilian employees affected by the military "drawdown" have the opportunity to pursue a new career in public education. Coast Guard personnel may receive financial support to aid in the transition to public education. Troops to Teachers is managed by the Defense Activity for Non-Traditional Education Support (DANTES), Pensacola, Florida.

Goal and Objectives

The goal of this legislation is to help improve American education by providing mature, motivated, experienced, and dedicated personnel for the nation's classrooms. The three main objectives of the program are to: (1) assist military and civilian personnel impacted by military reductions enter a new career in public education; (2) provide positive role models for the nation's public school students; and (3) help relieve teacher shortages, especially in the subjects of math and science. Any school district in need may participate.

Program Function

The primary function of the program is *Referral and Placement Assistance*. DANTES provides counseling and assistance to help participants identify employment opportunities and teacher certification programs. Participants choose the area in which they want to teach. State Support Offices have been established in sixteen states to assist participants with both certification requirements and employment leads. A Troops to Teachers Home Page was established on the Internet to provide information and resource links to help participants transition to a second career in public education. An Internet Referral System has been established to allow participants to search for job vacancies "on-line". The Troops to Teachers Home Page include links to State Departments of Education, model resumes, and other job listings in public education.

Eligibility

Military personnel, veterans, Reserve component personnel, DoD and DoE civilian employees who were separated not earlier than 1 October 1990 may apply for referral and placement assistance. Military personnel must have served a minimum of 6 years; civilian members of the DoD and DoE must have 5 years of federal service. Those interested in 'academic' teaching positions must have a bachelor's degree from an accredited college. Those interested in teaching vocational subjects (e.g., electronics, computer, construction trades, etc.) are not required to have a college degree to apply, but must be able to document their skill level or expertise.

Coast Guard Personnel

The Coast Guard provides financial support for their personnel pursuing a second career in public education. Stipends of up to \$5,000 may be provided to support costs of teacher certification programs. Individuals receiving a separation bonus are not eligible for this stipend. An incentive grant of up to \$25,000 may be awarded to school districts that hire Coast Guard participants. Eligible school districts are those districts which qualify to receive funding under Chapter 1, Title 1, of the Elementary and Secondary Education Act. The incentive grant offsets a portion of the basic salary over a 2 year period. To be eligible, Coast Guard personnel must have a baccalaureate (for teacher applicants) or associate degree (for teacher aide applicants) at the time of application, at least 6 continuous years of active duty service, an honorable discharge, and apply within 1 year of separation from active duty.

Application

Those interested in Troops to Teachers may contact their base Education Center / Navy Campus office for an application or download an application from the Troops to Teachers Home Page. Military personnel targeting a second career in public education should also register in the Public and Community Service Personnel Registry (PACS) through the base Transition Office. PACS enables personnel to place a mini-resume on a network that is available to school systems throughout the country that are searching for teachers and teacher's aides.

Information

For more information about Troops to Teachers, write or call:

Address: DANTES Troops to Teachers
6490 Saufley Field Road
Pensacola, FL 32509-5243

Phone: 850-452-1241
Toll free: 1-800-231-6242
DSN: 922-1151
FAX: 850-452-1096

Home Page: <http://voled.doded.mil/dantes/ttt>

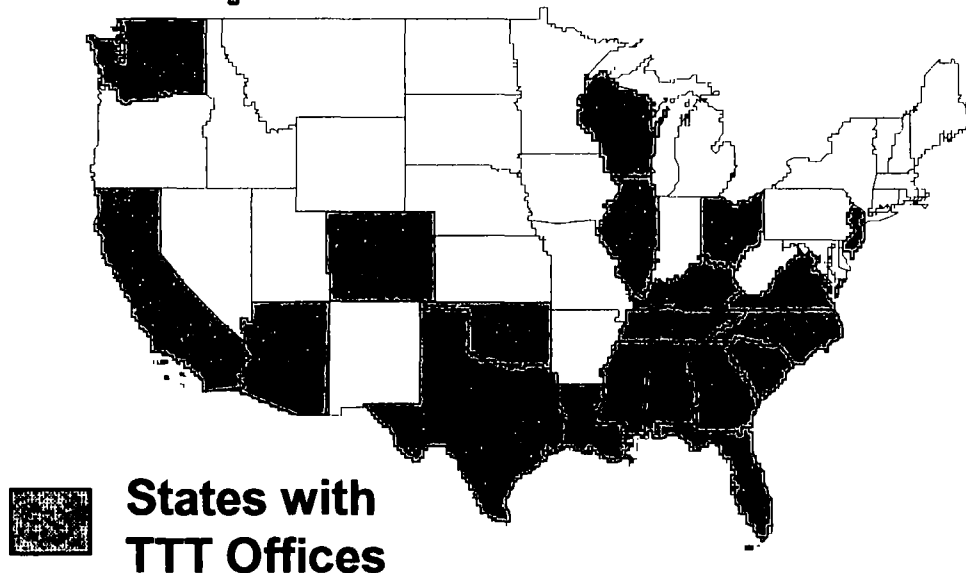
E-mail: ttt@voled.doded.mil

For a listing of the eighteen State Troops to Teachers Support Offices, call DANTES or visit the Home Page at the above address.

This document is for information only.

Laws and policies in effect at the time of application will be used in selection of participants.

Troops to Teachers State Offices

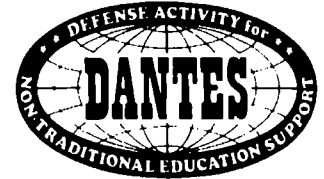


Twenty State Placement Assistance Offices have been established. These offices are key factors to the success of Troops to Teachers. They provide the “link” between individuals interested in teaching and school districts with a need for teachers. The State Program Managers also provide participants invaluable assistance with the teacher certification process and actively promote Troops to Teachers among the stakeholders in public education.

April 1998



Troops to Teachers State Placement Assistance Offices



STATE PROGRAM MANAGERS	PHONE/FAX/E-MAIL/HOME PAGE
ALABAMA Mr. Bruce C. Turner, Troops to Teachers Consultant Jennifer Jefferson, Administrative Assistant Division of Instructional Services Teacher Education and Certification 5202 Gordon Persons Building P.O. Box 302101 Montgomery, AL 36130-2101	Phone: (334) 353-5544 Toll free: 1-800-723-6841 FAX: (334) 242-0498 E-mail: bturner@sdenet.alsde.edu jennjeff@sdenet.alsde.edu Home Page: http://www.alsde.edu/troops/troops.html
ARIZONA Ms. Danielle Graser, Manager Arizona Troops to Teachers Arizona Dept of Education 1535 W. Jefferson Phoenix, AZ 85007	Phone: (602) 542-5258 Toll free: 1-800-830-2134 FAX: (602) 542-2560 E-Mail: troopstoteachers@mail1.ade.state.az.us Home Page: http://www.ade.state.az.us
CALIFORNIA Mr. Howard Giblin, Professional Services Division Ms. Jeannette Lee, Administrative Assistant Commission on Teacher Credentialing 1812 9th Street Sacramento, CA 95814	Phone: (916) 323-6511 Toll free: 1-800-984-9707 FAX: (916) 327-3166 E-Mail: hgiblin@ctc.ca.gov Home Page: http://www.ctc.ca.gov/profserv/trptea.html
COLORADO Mr. Joe Morgan, Program Manager Ms. Amy Saks, Program Assistant CU The Springs/School of Education Troops to Teachers, PO Box 7150 Colorado Springs, CO 80933-7150	Phone: (719) 262-4107 Toll free: 1-800-438-6851 FAX: (719) 262-4381 E-mail: colottt@brain.uccs.edu
FLORIDA Mr. Ron Burton, Program Manager Ms. Vania Llovera, Administrative Assistant Florida Education Center, Suite 124 325 W. Gaines Street Tallahassee, FL 32399-0400	Phone: (850) 488-6503 Toll free: 1-800-832-2435(<i>within Florida</i>) Toll free: 1-800-358-3224(<i>outside of Florida</i>) FAX: (850) 413-0026 E-Mail: burtonr@mail.doe.state.fl.us lloverav@mail.doe.state.fl.us Home Page: http://www.firn.edu/doe/bin00023/troopste.htm
GEORGIA Mr. Lennie Pickard, Program Manager Mr. Jeff Hodges, Administrative Assistant Georgia Department of Education Federal Programs, Suite 1852 Twin Towers East Atlanta, GA 30334	Phone: (404) 657-8300/5537 or (404) 656-2004 Toll free: 1-800-745-0709 FAX: (404) 657-5183 E-mail: lpickard@doe.k12.ga.us jhodges@doe.k12.ga.us Home Page: http://www.troops.org/stateinfo/georgia.html GA Certification Agency: http://www.gapsc.com Dept of Education Site: http://www.doe.k12.ga.us
ILLINOIS Ms. Donna Jacobs Illinois State Board of Education 100 N First Street Springfield, IL 62777	Phone: (217) 785-8777 FAX: (217) 524-1289 E-mail: djacobs@spr5.isbe.state.il.us

STATE PROGRAM MANAGERS	PHONE/FAX/E-MAIL/HOME PAGE
KENTUCKY Ms. June Forbes, Troops to Teachers Program Coordinator Kentucky Department of Education 1024 Capital Center Drive Frankfort, KY 40601	Phone: (502) 573-4606 x206 Toll free: 1-888-598-7667 FAX: (502) 573-1610 E-Mail: jforbes@kde.state.ky.us Home Page: http://www.kde.state.ky.us/tec/troops.html
LOUISIANA Joey Strickland, COL RET US Army State Director, Troops to Teachers Mr. Adrian Almodovar, Assistant Director Ms. Diana Wilson, Administrative Assistant PO Box 94004 Baton Rouge, LA 70804-9004	Phone: (504) 342-2202 /3002 /2151 Toll free: 1-800-761-3012 FAX: (504) 342-2464 E-Mail: joeystrickland@popalex1.linknet.net almodovar@juno.com dmlwilson@juno.com Dept of Ed. Web Site: http://www.doe.state.la.us
MISSISSIPPI Mr. Jerry Knight, Project Coordinator Mr. Chris Carey, Recruitment Coordinator Mississippi Troops to Teachers, Dept of Education PO Box 771 Jackson, MS 39205-0771	Phone: (601) 359-3459 Toll free: 1-800-647-7832 FAX: (601) 359-1728 E-Mail: mstroops@mdek12.state.ms.us Home Page: http://www.mdek12.state.ms.us
NEW JERSEY Ms. Ida Graham Office of Professional Development New Jersey State Department of Education, CN 500 Trenton, NJ 08625-0500	Phone: (609) 292-2045 FAX: (609) 633-0833
NORTH CAROLINA Mr. Alfred Mays, Project Coordinator Ms. Annie Gurley, Administrative Assistant North Carolina Dept of Public Instruction Division of Human Resource Management 301 N. Wilmington Street, Education Building Raleigh, NC 27601-2825	Phone: (919) 715-1148/ 2537 Toll Free: 1-888-878-1600 FAX: (919) 715-1153 E-Mail: AMAYS@smtp.dpi.state.nc.us Home Page: http://www.ofps.dpi.state.nc.us/OFPS/t3
OHIO Mark Sebastian, Program Manager, Troops to Teachers Ms. Rae Harriott, Educational Consultant Department of Professional Development and Licensure 65 S. Front Street Columbus, OH 43266-0308	Phone: (614) 466-5734/Mark (614) 752-9447/Rae Toll free: 1-800-852-6064 FAX: (614) 466-1999/Mark (614) 728-3058/Rae E-mail: TC_SEBASTIAN@A1.ODE.OHIO.GOV TC_HARRIOTT@A1.ODE.OHIO.GOV Dept of Education Home Page: http://www.ode.ohio.gov/
OKLAHOMA Mr. Donald Nichols, Director Ms. Valerie Payne, Administrative Assistant Oklahoma State Dept of Education 2500 N. Lincoln Blvd Oklahoma City, OK 73105-4599	Phone: (405) 522-4592 /4593 Toll free: 1-800-286-6513 FAX: (405) 522-0385 E-mail: Don_Nichols@mail.sde.state.ok.us Valerie_Payne@mail.sde.state.ok.us Home Page: http://sde.state.ok.us
SOUTH CAROLINA Ms. Veronica Whetsell, Coordinator South Carolina Commission on Higher Education Troops to Teachers 1333 Main Street, Suite 200 Columbia, SC 29201	Phone: (803) 737-2294 Toll free: 1-800-906-4532 FAX: (803) 737-2297 E-mail: vwhetsel@che400.state.sc.us Home Page: http://che400.state.sc.us State Dept of Ed: http://www.state.sc.us:80/sde/
TENNESSEE Mr. Geary Staton 710 James Robertson Pkwy 5th Floor, Andrew Johnson Bldg Nashville, TN 37243-0377	Phone: (615) 532-4889 Toll free: 1-800-286-5301 FAX: (615) 532-1448 E-mail: gstaton@mail.state.tn.us Home Page: http://www.state.tn.us/education/lic_troo.htm

STATE PROGRAM MANAGERS	PHONE/FAX/E-MAIL/HOME PAGE
TEXAS Mrs. Meryl Kettler, Coordinator Wayne Ewen, Troops to Teachers Database Manager Military Initiative/Troops to Teachers 5701 Springdale Road Austin, TX 78723-3675	Phone: (512) 919-5484/5477 Toll free: 1-800-810-5484 FAX: (512) 919-5374 /5437 E-mail: Meryl.Kettler@esc13.txed.net Wayne.Ewen@esc13.txed.net Home Page: http://ttt.esc13.tenet.edu/troop/tmittt.html
VIRGINIA Ms. Andria Forte-Turner Virginia Troops to Teachers, Old Dominion University Education Bldg, Rm 113 Norfolk, VA 23529	Phone: (757) 683-3327 Toll free: 1-800-560-4317 FAX: (757) 683-5941 E-mail: mctprog@odu.edu Home Page: http://www.odu.edu/~mctp
NORTHERN VIRGINIA Mr. Bill Perry N. Virginia Troops to Teachers, Old Dominion University Army Education Center 6001 3rd Street, Suite 2 Ft Belvoir, VA 22060	Phone: (703) 781-8203 FAX: (703) 806-4107 Home Page: http://www.odu.edu/~mctp
WASHINGTON Dr. George Willett, Coordinator Ms. Cara Charles, Administrative Assistant Washington State Board of Education PO Box 47206 Olympia, WA 98504-7206	Phone: (360) 664-4084/753-3222 Toll free: 1-800-743-2357 FAX: (360) 586-4699 E-mail: gwillett@ospi.wednet.edu ccharles@ospi.wednet.edu
WISCONSIN Mr. Joe Bertalan, Manager Ms. Zolanda Eubanks, Administrative Assistant Wisconsin Troops to Teachers Placement Assistant Office Wisconsin Department of Veteran Affairs PO Box 7843, 30 W. Mifflin St Madison, WI 53707-7843	(voice-mail only after duty hours) Phone: (608) 267-7329/264-6092 Toll free: 1-800-947-8387 FAX: (608) 267-0403 E-mail: jbertala@mail.state.wi.us Home Page: http://badger.state.wi.us/agencies/dva/
DANTES Troops to Teachers 6490 Saufley Field Road Pensacola, FL 32509-5243	Phone: (850) 452-1241 Toll free: 1-800-452-6616 FAX: (850) 452-1096 E-mail: ttt@voled.doded.mil Home Page: http://voled.doded.mil/dantes/ttt

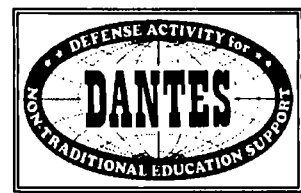
Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

Program Data

Divider Title: _____



TROOPS TO TEACHERS PROGRAM STATUS REPORT DATE: 20 April 98

14320 Applications Received to Date

- √ 3095 Applicants Selected as Funded Participants
- √ 2371 Applicants Referral Only
- √ 8822 Applicants not Selected or Withdrawn
- √ 32 Applicants Deferred

2207 Participants in Training Programs in 47 States

- √ 1546 Participants Receiving Stipend Payments
- √ 661 Participants Not Receiving Stipend Payments

2602 Participants Hired in 46 States

- √ 1120 Participants Hired under Incentive Grant
- √ 1435 Participants Employed in positions not eligible for Incentive Grant
- √ 47 Non Participant Hires

811 School Districts Employing Participants

20 States with TTT State Placement Assistance Offices

**PARTICIPANT PLACEMENTS AS
TEACHERS OR TEACHER'S AIDES**

STATE	NUMBER	STATE	NUMBER
Alabama	61	Oklahoma	63
Alaska	6	Oregon	11
Arkansas	16	Pennsylvania	27
Arizona	58	Rhode Island	3
California	233	South Carolina	87
Colorado	47	South Dakota	7
Connecticut	4	Tennessee	84
Delaware	6	Texas	423
District of Columbia	3	Utah	13
Florida	197	Vermont	3
Georgia	124	Virginia	268
Idaho	20	Washington	81
Illinois	56	Wisconsin	32
Indiana	13	West Virginia	1
Kansas	15	Puerto Rico	1
Kentucky	31	Overseas	3
Louisiana	57		
Maine	13		
Maryland	52		
Massachusetts	17		
Michigan	26		
Minnesota	7		
Mississippi	28		
Missouri	32		
Montana	14		
Nebraska	3		
Nevada	16		
New Hampshire	24		
New Jersey	27		
New Mexico	24		
New York	26		
North Carolina	194		
Ohio	44	TOTAL	2602

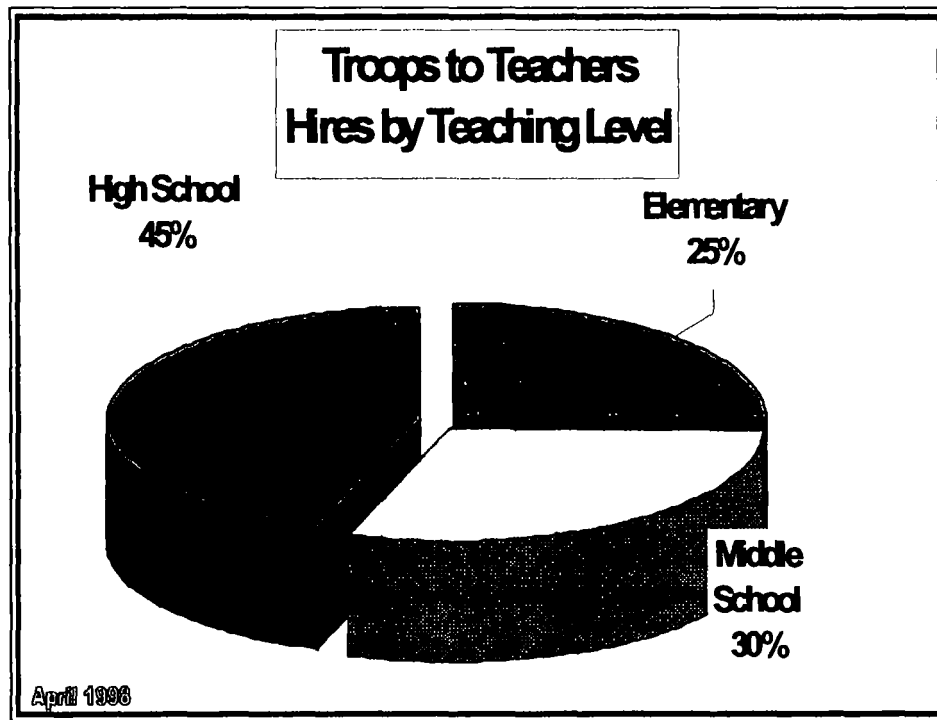
Troops to Teachers Hired by State

1 - 10
11 - 25
26 - 50
51 - 75
76 - 100
101 - 500

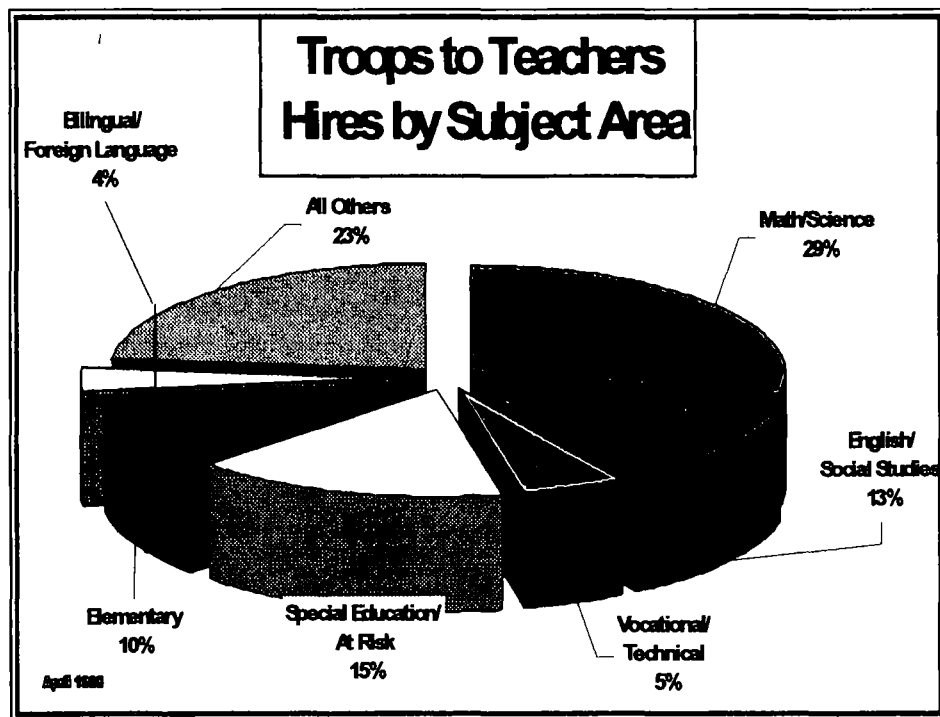
April 1998

Troops to Teachers Employment Data

Page	Chart Title
1	Teaching Level
2	Subject Area
3	Branch of Service
4	Age
5	Rank
6	Ethnic Background
7	Gender
8	Type of School System
9	Retention Rates

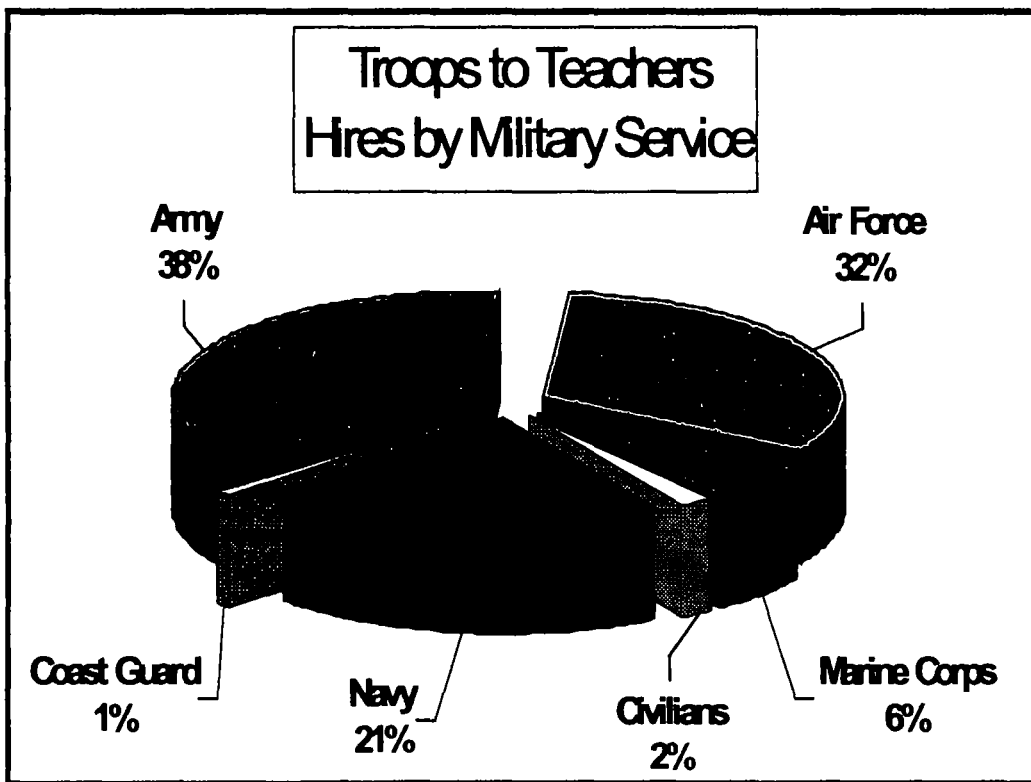


Over half of Troops to Teachers have been employed in grades 1 - 9. Many school districts are interested in employing more men in the elementary or middle school grades. There is a need for more positive male role models in public schools. Troops to Teachers participants help fill this need.

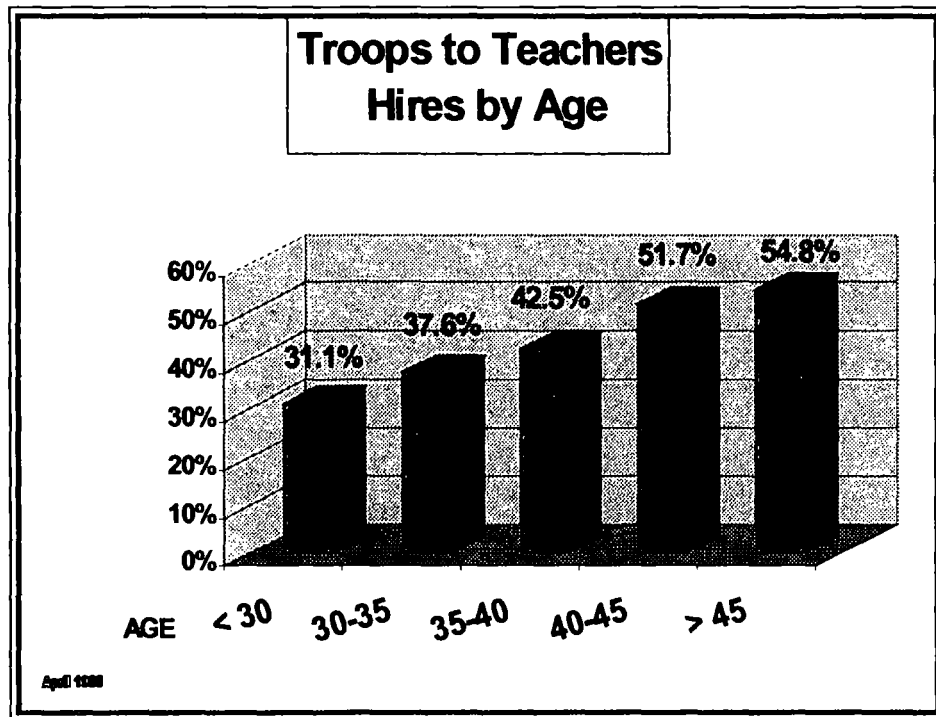


Troops to Teachers participants have been hired in a variety of different subject areas. Teachers of math and science find the greatest employment opportunities. Participants who do not have a math or science background, will generally find the best employment opportunities are in rural or inner-city school districts.

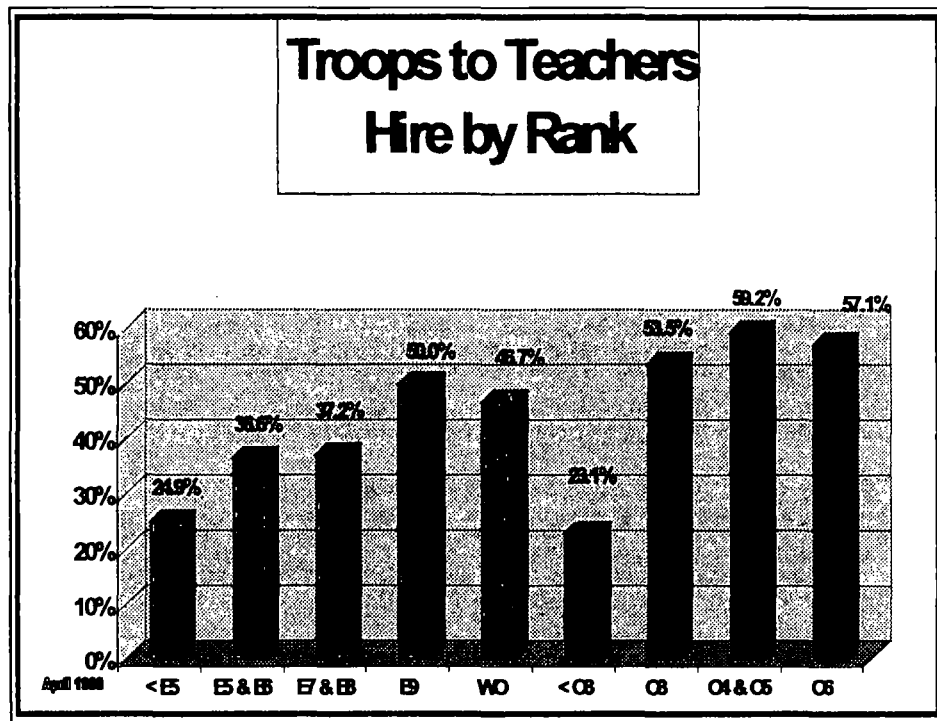
NOTE: There is a difference in the percentage of elementary school teachers from the previous chart. This is due to including those elementary teachers who teach a specific subject (i.e. Math) in the Subject area



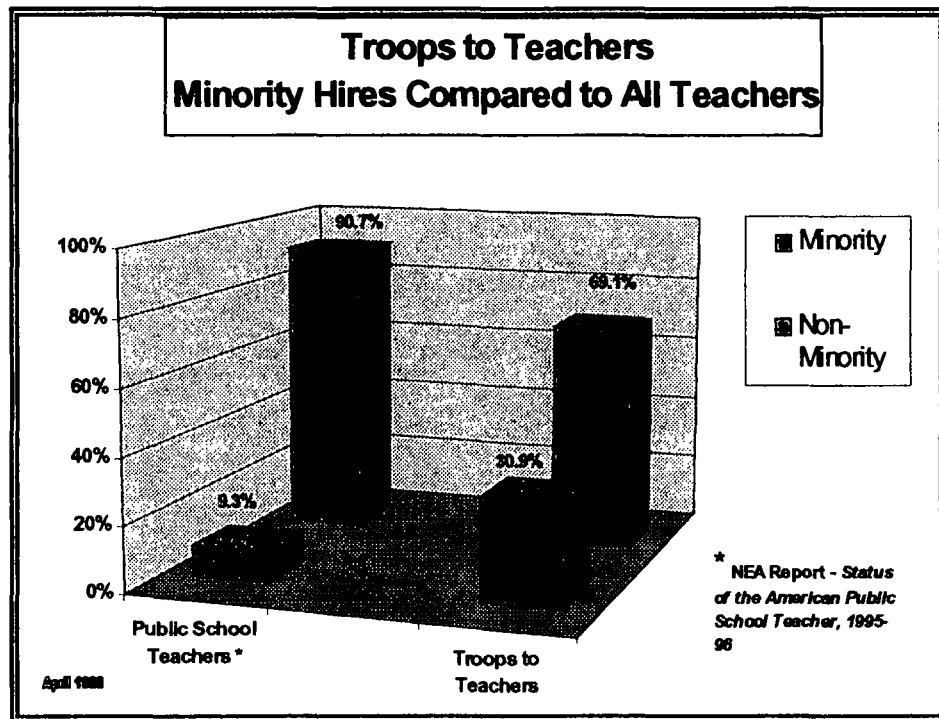
The percentage of participants hired is the same as the percentage of participants who applied from each service. There is a lower employment rate among civilian participants than among those from the active duty ranks. In general, civilian participants are not as willing to relocate in order to secure employment.



Troops to Teachers participants who are 40+ years old experience a higher employment rate than do their younger colleagues. Participants in this age range have retired from the military or civil service. This is an attractive group for school administrators because they are experienced veterans who serve as excellent role models for students and are able to relate education to the world at large.

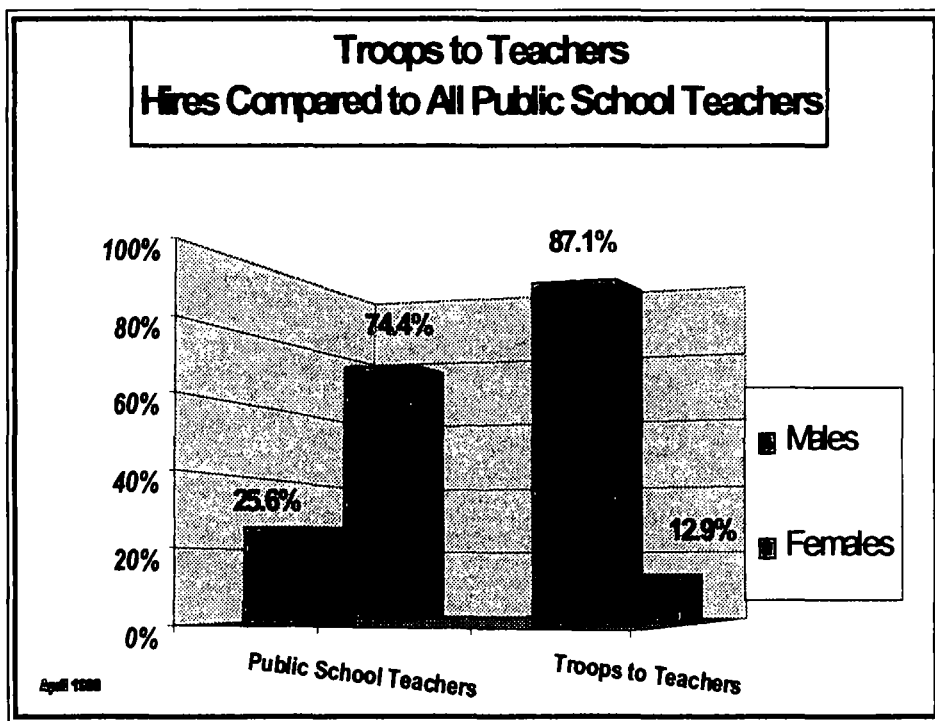


The higher the rank, the greater the employment opportunity. Senior NCOs and field grade officers are hired at a higher rate than participants of lower ranks. There is no solid data which would explain this trend. School district officials have noted that they are very interested in people from the military who bring maturity, leadership skills and a wide range of experiences to the classroom.



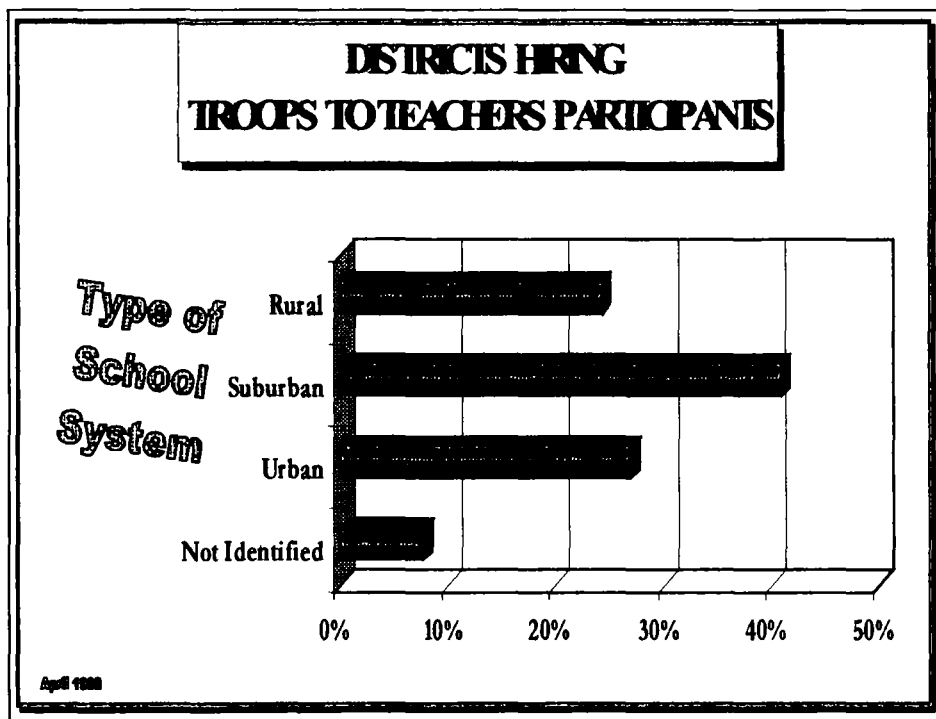
The National Education Association report, Status of the American Public School Teacher, indicates that less than 10% of public school teachers belong to a minority racial-ethnic group. At the same time, minority students represent over 30% of the total population.

Over 30% of the Troops to Teachers participants hired belong to a minority racial-ethnic group. Troops to Teachers is an excellent pool of potential teachers to help increase the diversity of school faculties.

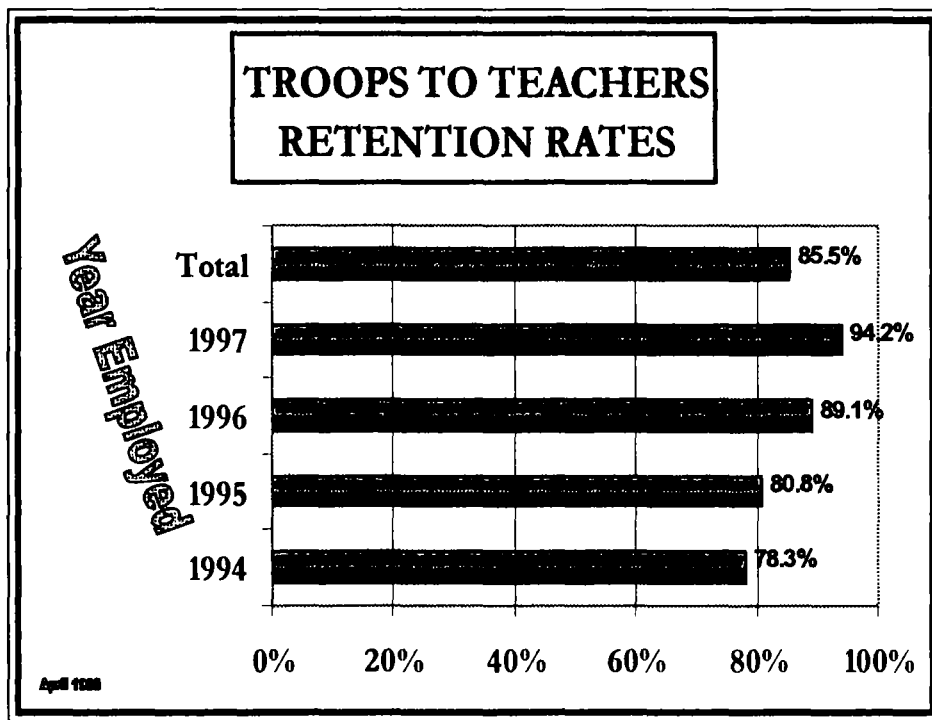


Current data indicates that barely 25% of all public school teachers are men. At a time when many students need positive male role models in their lives, there is a need for more men to enter the teaching profession.

The vast majority of Troops to Teachers participants are men. Troops to Teachers is an excellent pool of potential teachers for those school districts interested in increasing the number of men on their school faculty.



Troops to Teachers participants are teaching in 800+ school districts in 47 states. Although it is difficult determine the classification of school districts because of the diversity of communities served, our best data shows that approximately 1/2 of our veterans are teaching in either Urban or Rural settings. Almost 8% of the school districts could not be identified.



A review of the records of 1400 participants employed in Calendar Years 1994, 95, 96, and 97, show that 85% were still teaching at the beginning of 1998. Of the 189 employed in 1994, 41 (22%) have left the classroom before starting their fourth year of teaching. The data indicates that about 7% of the Troops to Teachers participants do not return to the classrooms each year. A study is planned to determine the reasons that participants do not continue teaching.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

Publicity

Divider Title: _____

The New York Times

SUNDAY, APRIL 5, 1998

The New York Times Education Life

The Changing Face of America's Teachers

From retired military officers to Ivy League graduates, a new group of educators now leads the classroom.

BY JACQUES STEINBERG

The lights went off inside the windowless, cinder-block room, and the television screen began to glow, filled with the grainy images of a Department of Defense video. As the 11 viewers took furious notes, the camera focused on a communications tower outside of Baghdad. Seconds later, the tower exploded, blown up by a bomb from the belly of an American plane.

As if leading a Pentagon briefing, the man at the front of the room noted the angle and speed at which the bomb had hit, his voice matter-of-fact, his cadence clipped from two decades in the Air Force. When the lights came up, the viewers began a series of calculations of their own.

But those being briefed were not in the military; they were 12th-grade physics students at Richmond Senior High School, in a small town 80 miles southeast of Charlotte, N.C. And although the speaker was an Air Force colonel who commanded 500 men and women in Operation Desert Storm in 1991, his career ended a lifetime ago. At least that's how it seems to him.

For four years now, Jay Gaskin has been a teacher.

While a 26-year military odyssey that stretched from the Nevada desert to the Far East is hardly the most direct path to the front of a classroom, experts say it will take tens of thousands of teachers like Mr. Gaskin - people who were well established in other careers, and who probably didn't take an education course in their undergraduate years - to help fill all the vacancies projected in the nation's public schools over the next decade.

The Department of Education predicted last fall that two million elementary and secondary



teachers will have to be hired and trained by 2007, a figure that is nearly three-quarters as large as the current workforce of 2.7 million public-school teachers. (And that doesn't include the 100,000 elementary-school jobs that would be created over the next seven years, under President Clinton's recently proposed effort to reduce class size.)

Most of the vacancies will come as a result of teacher attrition or enrollment growth. But the

current cast of teachers is a driving factor as well: today's teaching ranks are generally considered too white and too female, given the diversity among students in the nation's schools. And a third of all teachers are not trained in the subjects they teach.

As they have in the past, the nation's teaching schools, whether undergraduate or graduate, will produce most of the teachers who will fill these available slots. But they won't be able to do it

alone - especially in districts like Los Angeles and Houston, which are already short thousands of qualified teachers.

And so districts must get creative, looking in unusual places for candidates who can relieve shortages but who also bring to the classroom skills and a point of view that might not be taught in an education school.

There are currently more than 300 alternative teacher recruitment and training programs in the country - half begun since 1990, many catering to physicists, engineers and business people, among others, who are looking for a career change. At a time when education schools are striving to give prospective teachers better grounding in subjects like math and science, the alternative programs produce teachers who have used such skills in everyday life.

One program is Troops to Teachers, a four-year-old clearinghouse that has moved Mr. Gaskin and more than 2,000 other retiring military personnel out of their labs and barracks and into second careers in schoolhouses in impoverished communities that more experienced teachers have shunned.

Another venture, Teach for America, has strived over the last nine years to counter teaching's bad rap as a career choice. The organization's pitch - that teaching in the inner city is cool and rewarding - has been so persuasive that it has rerouted, or at least delayed, the career plans of 4,000 prospective bankers, doctors and software writers on the nation's most elite college campuses.

Janice Gordon, for instance, a Dartmouth College student who was planning to apply to law school until she was buttonholed by Teach for America in 1991, is finishing her sixth year at an elementary school in one of New York City's least affluent communities.

Looking closer to home, the DeWitt Wallace-Reader's Digest Fund has given nearly 2,000 classroom aides who were already working in urban districts the financial means to reach the major leagues: to be trained and promoted to full-time teachers. One recent graduate of the program, which began in 1989, is Kathy Moran, a teacher's aide in Pittsburgh who dreamed for two decades of presiding over her own classroom.

"It's not healthy - and it's not sufficient or realistic to just replace the next generation of teachers with only 23- and 24-year-olds from the suburbs who don't have much life experience," said David Haselkorn, the president of Recruiting New Teachers, a nonprofit resource center in Belmont, Mass. "These alternative-route programs draw from different talent pools and they connect, in many cases, much more directly to the needs of suburban and low-income classrooms."

Most of the new hires will be replacing an unusually high number of retirees: about one of every two teacher is 45 or older and is expected to leave the classroom by 2007, at or around age 55. The bulk of these teachers were hired to teach the baby-boom generation in the late 1960's and early 70's.

But other departing teachers have far less

experience. Nearly a third of the nation's newly minted teachers, by some estimates, have been quitting in their first, second or third years, discouraged, they say, by the low pay and an monumental task of prodding student achievement. Indeed, if everyone who received a teaching degree in recent years were in the classroom today, there would be surplus.

A major new movement has been creating a safety net for the most vulnerable educators by strengthening their teaching skills and pairing them with mentors. In Goose Creek, S.C., just outside Charleston, a new state mandated mentoring program may have already saved one fledgling teacher - Tammy Reynolds, 22 - who got rattled like a rookie starting pitcher in the early weeks of the school year.

New hires like Mrs. Reynolds are charged with relieving the effects of burgeoning enrollments, as the children of baby boomers advance through the nation's schools, joined, especially in California and New York City, by a continuing flood of immigrants. Over the next decade, the rolls of public schools are expected to grow by 4 percent, from 46.4 million to 48.3 million.

Some parts of the country have greater needs than others: In Texas, for example, the state's universities graduated 457 certified math teachers in 1996 - but the Texas public schools needed 2,500, according to Houston school officials.

And although other states, particularly Minnesota, Indiana and Wisconsin, are graduating tens of thousands more teachers each year than they can place in jobs, those rookies have been reluctant to relocate to areas where the needs are most great, like urban schools in Los Angeles, or depressed communities like Richmond County, N.C.

Desert Storm? Piece of Cake

Forgive Jay Gaskin if standing in front of a classroom in rural North Carolina did not sound like hardship duty.

After all, he spent four years in the 1980's testing and redesigning the F-117 Stealth fighter. And for the first year of that classified project, he left his home outside Las Vegas, Nev., every Monday morning and did not return until Friday night - never at liberty to tell his wife, Sandra, where he had been. (He was working from a hangar in the Nevada desert that only a few people knew existed.)

But nothing, he says, prepared him for what he encountered four autumns ago, on his first day as a science teacher at Richmond Senior High. Unfazed by the colonel's eagle once worn on his shoulder, his students never hesitated to tell him, "You stink!" or worse.

"There was a desperate feeling of helplessness," Mr. Gaskin, now 52, recalled, his face reddening. "I went from a situation where I could tell a person to go into certain death, and they'd do it, to a case where it was just the opposite. Nothing was obeyed blindly."

"I couldn't take their paycheck," he added. "I couldn't throw 'em in the brig. What could I do?"

Fighting the temptation to ball his hand into a fist, Mr. Gaskin says he learned, slowly,



to use charm instead of pulling rank.

"If they would walk up to me and say, 'You stink!' I'd say, 'That's funny, I thought I put on my deodorant today.'"

Coming from a stern-looking man with a brushy mustache and a midsection as trim as when he enlisted, the humor was disarming. Ralph Robertson, the principal of Richmond Senior High, said it was nothing short of a godsend to get a science teacher with the qualifications of Mr. Gaskin, who had hands-on experience with the most sophisticated engines in the world.

Although the school's football team is a perennial state champion, Mr. Robertson has had difficulty attracting teachers to this depressed, pine-studded county near the South Carolina border. Its most productive textile-manufacturing days came and went long ago. When the school's lone, longtime physics teacher announced his retirement in 1993, Mr. Robertson did not have an applicant for the job.

Then he heard about the Defense Department's Troops to Teachers program. Seeing Mr. Gaskin's resume on a Troops to Teachers circular, Mr. Robertson invited him for an interview.

The principal learned that four years earlier, Mr. Gaskin had begun to contemplate retiring after a quarter century in the military and was wondering what he should do next. He thought about joining an aerospace company, but he also thought of the words of his high school chemistry teacher, who had predicted that Mr.

Gaskin would make a wonderful teacher himself.

Although he had a bachelor's degree in geology and a master's degree in psychology, Mr. Gaskin knew he needed some education courses to satisfy the requirements in most states. So, during his last command, at Langley Air Force Base in Virginia, Mr. Gaskin enrolled in night school at Old Dominion University in Norfolk. He graduated two years later with a master's in education.

For Mr. Gaskin, who grew up in a South Carolina town not far from Richmond County, the chance to return to the region - and a student population he felt he could help - seemed perfect.

Now a veteran of four years in the educational trenches, Mr. Gaskin has looked to his military career for a trove of real-life examples to help his students grasp the concepts of chemistry and physics.

"Think if you were shooting artillery at Saddam Hussein," he said in class the other day, attempting to guide a student through a lab he had designed on the concept of ballistics.

At another point, he cautioned his students against trying the demonstration portion of the lab before calculating their anticipated results.

"You got to do the paperwork first," he said,

his voice a bark. "When I was in the Air Force, I hated paperwork. But you got to do it."

The principal says his prized teacher is getting results: the school's scores on standardized state physics tests have increased 25 percentage points over the last four years. The students have noticed a difference, too.

"He did this all his life," said Brandon Thrower, 17, a member of Mr. Gaskin's second-period, college-level physics class. "He used physics to plan bomber runs."

A classmate, Jaime Bolton, 17, added: "He makes it fun. When he talks about his military background, it's weird to think he was above all these people, and now he's just teaching us."

"But he's not scary at all," he said. "He's just Mr. Gaskin."

Ivy League Tweed

A quarter-century ago, one of the few career options open to Janice Gordon would have been teaching. But this is a different time, of course, and by the summer of 1991, before her senior year at Dartmouth College, Ms. Gordon had decided on a far different course: she would be an international lawyer.

Then she saw a Teach For America flier, and figured she might as well hear what the recruiter had to say.

Since 1989, Teach for America, a nonprofit venture, has been trolling for inner city teachers

on Ivy League and other elite campuses. Its pitch to economics, science and other majors has combined the hard sell of a visiting investment bank ("We're looking only for the best and the brightest") with the higher calling of the Peace Corps (the desperate need for qualified teachers in under-served neighborhoods). And hey, those accepted to the program need only commit to two years.

More than 4,100 graduating seniors, have signed on.

Ms. Gordon, who grew up in one of New York City's hardscrabble neighborhoods, East Flatbush in Brooklyn, says she has always been grateful to the teachers who guided her through the city's public schools, though she never imagined following in their footsteps.

Nonetheless, as she listened to the Teach for America presentation, she suddenly found herself reflecting on her sixth-grade teacher, Joan Diehl, at Public School 219, who taught her "probably all the vocabulary I needed to survive in life in that one year."

"I thought about what a good teacher can do for a student," she added. "I thought, 'Maybe I could teach for two years, and then go to law school.'"

Since she had never taken an education course, she spent two months that summer at a Teach for America boot camp at the California State University, at North Ridge, which taught her the basics of managing a classroom and assessing children's needs.

While there, she met Miriam Acosta Sing, the principal of the Mott Hall School, a magnet school populated almost entirely by first- and second-generation Dominican immigrants in the Washington Heights section of Manhattan. Impressed that Ms. Gordon had majored in Spanish - a language in short supply among New York City teachers - the principal offered her a job as a fourth-grade teacher.

That first year she was continually exhausted and anxious. Commuting 80 minutes each way on the subway from her mother's house in Brooklyn, she sometimes fell asleep on the ride home and missed her stop. In class, she peppered herself with questions: "How am I going to make sure I cover all these things? What is a fair test?"

By that spring, she was pulling out her law school applications again, she says. But on the last day of school, something happened. "I had 25 students," she said. "And each one sat in the lunchroom that day and cried that the school year was over."

"I said, 'I think I'm hooked.'"

Ms. Gordon, now 27 and in her sixth year, has since completed most of the coursework for a master's in education. She was also selected to be the pilot teacher in a program, partly sponsored by Microsoft, in which laptop computers are leased to students. In early March, the Microsoft chairman, William H. Gates, visited her class. "He seemed like the person from down the block, who just happens to be the richest man in the world," she said.

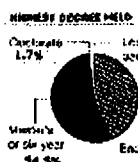
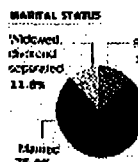
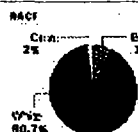
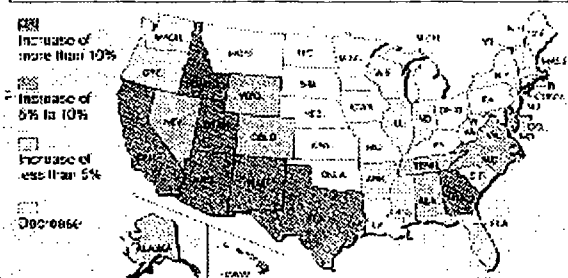
And how has Ms. Gordon coped with a salary that, this year, is about \$31,000? She's still living at home. And sometimes she wonders about all

A Casting Call for Teachers

The Department of Education estimates that 2.1 million public school teachers should be hired over the next 10 years. They will be needed to replace a large number of retirees among the current ranks of 2.7 million elementary and secondary school teachers; to accommodate rising enrollments; to offset shortages of math and science teachers; and to answer President Clinton's call to reduce class size by hiring 100,000 new teachers over the next seven years.

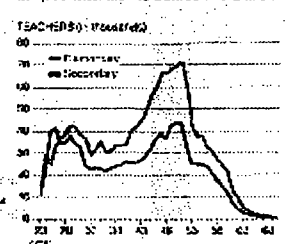
As Enrollment Increases . . .

By the year 2007, public elementary and secondary school enrollments are expected to increase by 4 percent nationally. Increases will be most notable among the western states, with California expecting the largest increase, 15.7 percent. Washington, D.C., expects the largest decline, 7.3 percent.



. . . The Work Force Ages

An unusually high number of teachers soon face retirement, which, for some, begins around age 55. This school year, about 394,000 teachers are between 45 and 53.

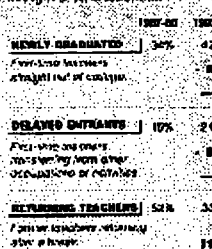


Notes: Age 20+ includes all teachers except ages 22 and 23. Age 22 includes all teachers ages 22-23.

Sources: U.S. Department of Education, National Center for Education Statistics, Current Education Statistics.

The New Recruits

There has been a shift from hiring nontraditional junior teachers to hiring 18-21-year-olds.



Notes: Age 20+ includes all teachers except ages 22 and 23. Age 22 includes all teachers ages 22-23.

the money she could make on Wall Street. But then she pulls out a stack of valentines from her students. "I don't think \$100,000 would make me feel as good as these do," she said.

Though her posture is ramrod straight and her clothes are Ivy League tweed, Ms. Gordon has encouraged her students to loosen up a bit as they learn. On a recent morning, she asked them to report on the status of their forthcoming presentations on the ancient kingdoms of Africa.

"We're still getting a rhythm for the rap we're going to do," said one boy from the group researching Nubia.

"Nubian rappers?" Ms. Gordon responded, her smile quizzical. "I wonder if they were around at that time?"

Her students say they appreciate that she speaks often of growing up in a poor neighborhood, not unlike theirs, the daughter of a single mother from Jamaica.

"She can relate to us," said Evelyn Perez, 11. "She's very determined to succeed. She has accomplished a lot. It's very encouraging."

A Dream Realized

If Teach for America has shown school districts the rich rewards of aggressive recruiting, then the DeWitt Wallace Readers Digest program has taught them that their most qualified candidates may have been under their noses all along.

That was true of Kathy Moran, who for 20 years labored virtually unnoticed as a teacher's aide in a succession of special education classrooms in inner city Pittsburgh.

About a half-million aides, or paraprofessionals, hold such jobs nationally, and their role is to ease the burden of the classroom teacher by, say, reading with a slower student or escorting the class to the playground.

Often, the heart of a classroom teacher beats within the teacher's aide. But more often than not, that ambition is squelched by the challenge of attending college - and, in many cases, returning to high school first - to collect the requisite degrees and education courses to be promoted.

Ms. Moran, now 41, was mired in just such a rut. The daughter of a mechanic and a school secretary who graduated to teaching herself, Ms. Moran grew up in Pittsburgh and dropped out of Indiana University in Indiana, Pa., in 1976. She had been there less than two years and had no idea what to do with her life.

Two years later, she found part-time work as an aide in a special education classroom in a Pittsburgh elementary school, and a light went on.

"Just seeing what they did," she said of the teachers and the pupils, who overcame any number of physical and emotional barriers, "enlightened me."

Although she then knew she wanted to lead her own classroom, she saw no easy way to get there. Married to a bank maintenance worker who, like her, was earning little more than minimum wage, she had no resources to pay for the 90 additional credits (or 30 courses) that she needed. And so Ms. Moran enrolled in a community college at night, taking one or two courses a year, as well as working full-time as a classroom aide and often part time as a

department store cashier.

"I was real frustrated," Ms. Moran said. "It was always not too far away. I could almost put my hand on it. But I couldn't."

"Still," she added, "I was determined to finish."

Fifteen years later, in 1993, she had 60 credits - 30 more than she had left college with, but still 60 shy of a degree.

Then, she said, fate finally smiled: she learned that Readers Digest was doling out millions of dollars to education schools to turn teachers' aides into teachers. All tuition was covered. And one such program was at Indiana University, the same school Ms. Moran had left. Ms. Moran was one of 85-paraprofessionals in the Pittsburgh schools who, applied for 36 available spots. To her delight, she was accepted.

Edwina Vold, who oversees the program at Indiana, said Ms. Moran and her classmates bring enormous gifts, because they are "unafraid of the inner city" and "have very few stereotypes about the children they working with."

One night last August - only three months after graduating with her degree in elementary education, Ms. Moran endured a sleepless night. She knew that the following morning, she would stride into classroom that was her very own - for the first time in her career.

"I was bouncing off ideas and writing notes," she said. "It was excitement."

The months since have been a challenge. Ms. Moran has sole responsibility for a classroom of 21 second graders at the Weil Technology Institute, a red brick fortress in the middle of the struggling Hill District. Only 4 of every 100 pupils at the school has two parents at home. From the window of Ms. Moran's classroom, she can see an overgrown, vacant lot filled with tall weeds.

Inside her class, behind its bright yellow door, the learning is often bumpy. Standing 5 feet 10 inches, but seeming far taller, Ms. Moran uses her booming voice as she patrols the rows of tan, open-top desks.

"Shawn, sit down!" she intoned the other day. "Turn your paper over and do it the right way!"

But a moment later, she had another boy clutched in a bear hug. "Tie your shoe," she told him softly. "Don't break your neck."

So far, the combination of good cop and bad cop seems to be working.

"If we're bad, she makes us stay after school and gives us a lot of work," Darren Scott, 8, related over a lunch of ham and cheese and fruit cocktail. "And every time we win a game, she gives us a treat."

Though imploring her students to improve has often been frustrating, Ms. Moran says she wouldn't ever want to return to her former, subordinate role.

"How can I put it?" she said the other day, the stern expression she shows her class finally dissolving into a smile. "This is a blessing for me."

A Guardian Angel

If Kathy Moran's path to the classroom seemed as long as a marathon, then Tammy Reynolds's was a sprint.

Mrs. Reynolds decided in her sophomore year at Ohio University that she wanted to be a

teacher. Over the next two years, she took more than a dozen traditional education courses, with titles like "Classroom Management" and "Multimedia in the Classroom," and even logged several months as a student teacher in a first-grade class.

Last spring, she and her professors believed she was ready, and she graduated with a bachelor's degree in elementary education.

But in August, after her first day as a seventh-grade mathematics teacher at Westview Middle School, in a middle-class suburb of Charleston, S.C., Mrs. Reynolds went home and wept. Lucky for her, her school district had assigned her a guardian angel.

Mindful that many teachers drop out of teaching early in their careers - many of them midway through the first year the South Carolina Legislature last year required districts to establish intensive mentoring programs for new teachers. While recruiting has been a high priority in many states for some years, it's only recently that states have begun to focus on the next steps: retention and staff development.

So many things had unnerved the 22-year-old rookie on her first day. At 5 feet 3 inches, she was shorter than most of her students, including several who played junior varsity football at the local high school. ("It was very threatening," she said.) When she gave out her first homework assignment, she said she was met with "rolled eyes."

"I missed the hugs of my first graders," she said. "I got a lot of sarcasm." Within weeks, Mrs. Reynolds was wondering whether she had made the right career choice.

To help her over such patches, Westview Middle School had made her well being the responsibility of Lee Ann Coleman, 33, a nine-year veteran who had known since the age of 13, when she all but received a vision in an evangelical church service, that her life's work was to teach.

Meeting before and after school, Mrs. Coleman tutored her pupil in any number of areas. She helped Mrs. Reynolds establish classroom rules, as basic as when her students would be permitted bathroom breaks. She guided her through the writing of a yearlong lesson plan. And she staged a mock evaluation interview, playing the role of the principal.

"There were little things she doesn't even know she did," Mrs. Reynolds said. "For example, I was always really tired all the time. My husband was like, 'You must be sick.' But Lee Ann said, 'That's normal. It's O.K. You're tired because of the stress and the workload and because your immune system is not used to being around all these kids.'"

Slowly, Mrs. Reynolds's confidence has grown. Last November, she was confronted with her most challenging behavioral problem: a student who insisted on banging his head against a cabinet as a way to get attention.

"I asked the rest of the class, 'Raise your hand if you want this student to be in the class,'" she recalled. "No one did."

"He felt bad," she said. "He asked if he could participate. So I said to him, 'Go and ask if anyone wants you in their group.' Finally, one person took him in."

There are still ups and downs, she says, but

with the encouragement of her mentor, Mrs. Reynolds no longer thinks much about truncating her career.

"Whenever I start to get so bogged down with

paperwork and I'm fed up with that one problem student," she said, "another student seems to come along and let you know how much you mean to him.

"There's more of those times than the bad times," she said. "I will hang in there."

TECHNIQUES

MAKING EDUCATION AND CAREER CONNECTIONS

FROM TROOPS TO TEACHERS

In 1994 Chief Petty Officer David Lavergne was about to embark on a brand new life-as a civilian. Having served in the U.S. Navy for nearly 20 years, Lavergne still remembers clearly that day in southern Louisiana when he enlisted. He had just graduated from high school.

"I was raised in an extremely poor family," says Lavergne, who is married with four adult children. "I didn't want to be poor my entire life. The Navy had the best schools and best advancement opportunities at the time."

During his military career Lavergne served on about five different ships. He completed basic electrical training courses, six months of nuclear power training and went on to complete advanced electrical training. Lavergne also completed the Navy's instructor training course and spent several years training recruits in electronics technology. So what's an experienced military electronics technology instructor to do when he leaves his government post? Join another troop, says John Gantz, program manager for Troops for Teachers (TTT);

The U.S. Department of defense created TTT in 1994 with the overall goal of improving American education. TTT aims to help military personnel move into public education, provide role models for public school students and help relieve teacher shortages. Gantz says it's an excellent opportunity for vocational education.

"We're starting to receive more and more feedback from school districts about the tremendous need for people with vocational-technical skills," Gantz says. "We've just recently started focusing on the vocational aspect. You have people in the military who were instructors with a dynamite background in a vocational area. To be able to bring those people into our schools is exactly what we want and what we need. Most military personnel retire when they're 40 to 45 years old. They're ready for another full career."

TTT reaches these potential teachers through military education centers and transition offices, which all the Armed Forces have. Applicants must have served for at least six years, have a bachelor's degree (to teach subjects such as math, English or science or military documentation of a vocational expertise to teach a vocational subject).

More than 800 school districts in 47 states have registered with TTT to receive a password that gives them access to an Internet database of more than 3,000 applicants. Any school district can get a password for free. Since its inception TTT has placed more than 2,500 military and civilian personnel in public education teaching positions.

Through TTT Lavergne was contacted by Truman Pew, director of the Russellville Area Vo-Tech center in Russellville, Arkansas. Pew was looking for an electronics technology instructor and Lavergne seemed a perfect fit. Lavergne says the center's electronics technology curriculum looked a lot like what he had done in Navy training courses.

Courtesy of TTT, Lavergne took nine credit hours - three at Arkansas Tech, three at the University of Central Arkansas and three through the Russellville School District - to be eligible to teach at the vo-tech center, which serves 17 area high schools.

In addition to Lavergne's outstanding technical experience, the Russellville School District had another attractive incentive to consider. As part of the program, TTT pays 50 percent of the new Teacher's salary the first year of employment. That figure decreases 10 percent over five years. The total salary compensation in Lavergne's case was capped at \$50,000.

"I was pretty lucky to fall into this," Lavergne says. "To me, the ideal person to have in a [vocational] classroom is someone who has [been working in that field] for 20 years. And with the military, that's what you have."

Lavergne was one of two TTT teachers to win a prestigious Milken Award for secondary educators last year. He also received the 1996-97 Technical and Industrial New Teacher of the Year award from the Arkansas Vocational Association.

His electronics technology students have placed first in VICA competitions for three years running.

For more information about TTT, call (800) 231-6242, or e-mail ttt@voled.doded.mil

The preceding article is an excerpt from Marlene Lozada's article "The Few. The Proud. The Employable?"¹

¹ Marlene Lozada. "The Few. The Proud. The Employable?" Techniques. February 1998. 32



HIGHLIGHTS & RECOGNITION



Troops to Teachers

Congratulations Joseph Gaskin III
Selected as the Southwest Region Teacher of the Year

Retired Air Force Colonel and Troops to Teacher participant, Joseph Gaskin III is One of Four Educators from North Carolina Receiving the Milken Family Foundation National Educator Award!

"These four individuals represent the best in teaching and educational leadership in North Carolina. "

North Carolina State Superintendent Dr. Mike Ward

Joseph Gaskin III retired from the U.S. Air Force in 1994 and began his career in public school education that same month. In the early years of what he hopes will be a long and rewarding career in education, Gaskin has received numerous awards and recognition, including the 1996 NC Technology Educator Award, 7-12. A physics and chemistry teacher, Gaskin has a prototype technology classroom and subsequently outfitted three additional science classrooms with the same computers, graphing calculators and other technology. He plans to spend the next five years developing new laboratory learning programs and placing his work on the Internet for others to use.



(Ret Col.) Joseph Gaskin III currently teaches at Richmond High School, Richmond County Schools. To date, the Richmond County School System has received \$33,431.65 in grants as a result of Mr. Gaskin's placement.

To date, the Department of Defense Troops to Teachers program has awarded more than 1.3 million dollars to NC school systems identified as low-wealth and employing one or more Troops to Teachers participants.

NOV 26 1997

Award winner took new route to teaching

BY JULIE STEWART
SPECIAL TO THE DEMOCRAT-GAZETTE

LEAD HILL — Four years ago Ed Proctor was a Navy lieutenant commander. Today he's a math and science teacher at tiny Lead Hill High School and says he's never been happier.

The icing on the cake came last month when Proctor learned he had won one of the most prestigious awards in American education: the Milken Family National Educator Award, which includes a \$25,000 cash prize.

Proctor was among four Arkansans to win the award this year. The foundation will fly the winners and their families to Hollywood, Calif., for an awards ceremony this summer.

Arkansas' alternative teacher licensure program allowed the 43-year-old Proctor to become a teacher without returning to college for an education degree. And the Department of Defense's Troops to



Arkansas Democrat-Gazette

Teachers Program has helped the 400-student Lead Hill School District pay his salary.

"I was looking for a change in my career, and I wanted to find something that was different and that I thought would be satisfying," Proctor said. "And it's turned out that way. I really enjoy it, and it's something I look forward to every day."

His students say they like their tall, lanky teacher.

"He's a good teacher," said

senior Eric Scouter, 18, who is enrolled in Proctor's physics class. "He's got one heck of a brain on him."

A native of Tallahassee, Fla., Proctor joined the Navy when he was 22. He already had an undergraduate degree in physics and a graduate degree in electrical engineering. During the next 16 years, he handled nuclear engineering and navigation on attack submarines.

Proctor planned to get in his 20 years, retire and buy a farm where his family could settle.

In 1989, he and his French-born wife, Flavie, visited friends who had retired to Pindall in Searcy County. The friends raved about Arkansas, and the Proctors were curious.

The Proctors liked the area, and Flavie Proctor fell in love with a farm just outside Lead Hill in neighboring Boone County. The farm was for sale, and Ed Proctor halfheartedly made an offer. The sellers went for it.

In 1991, Flavie Proctor took the couple's three daughters to live on the farm while her husband finished his Navy career.

She explained last week that she wanted her daughters "to have roots" and not be subjected to the frequent moves that are part of military life.

Proctor visited the Lead Hill farm as much as he could over

See TEACHER, Page 8B

the military mounted a massive downsizing program, which included offering early-retirement incentives.

In 1994, everything fell into place for Ed Proctor. He retired after 16 years' service and joined his family. He was accepted into in Arkansas' alternative teacher licensure program, a three-year program that allows qualified applicants to obtain teaching certifications without an education degree. He obtained a provisional teaching certificate that summer through the program and was hired that fall at Lead Hill, which was expanding its mathematics and science programs.

Former Lead Hill school Superintendent Chuck Archer, now superintendent at DeValls Bluff, hired Proctor. He praised Proctor's skills and the alternative licensure program that allows someone with Proctor's education and work background to become a teacher.

"It's a very good program," said Archer. "I'd recommend it."

Joyce Lee of the state Education Department's Alternative/Non-Traditional Teacher Licensure Office, said applicants must:

- Have a bachelor's degree.
- Pass the same basic skills tests required of students entering traditional teacher education programs.
- Complete a major in a certificate field or meet the minimum course requirements for traditional teacher certification in that field.
- Have a cumulative college grade-point average of 2.75, a 3.0 in the last 60 hours earned or "evidence of a strong academic background."
- Demonstrate successful work experience.
- Present three letters of recommendation.

The three-year program includes weekend and summer workshops and on-the-job mentoring. Participants also must pass the same licensure tests required by traditional teacher education programs.

Although statistics are not kept on how many people have completed the program, Lee said, nearly 1,000 have been approved for the program since it began in 1988.

The number of applicants accepted into the program has grown nearly every year. During the 1988-89 school year, 51 people were accepted. The number peaked at 185 during the 1994-95 school year. This school year had the second-highest number of successful applicants, nearly 150, she said.

Lee said applicants who get teaching jobs during their first year of the three-year program may qualify for a \$500 grant to pay the first year's training costs.

Proctor said he didn't enter

to help pay his salary.

Troops to Teachers incentive grants reimburse school districts for part of a teacher's salary over five years, said Mace Henderson, assistant chief of the Defense Department's Troops to Teachers in Pensacola, Fla.

"We quite literally have people who are pilots, navigators, people with tremendous experience in mathematics and physics" who have become educators, Henderson said.

The school district is reimbursed 50 percent of the teacher's salary the first year, or up to \$25,000, he said. After that, the reimbursement drops by 10 percent each year, from 40 percent the second year to 10 percent in the fifth and final year, he said.

About 2,500 former military personnel have found employment in public education since the Troops to Teachers program began in 1994, said John R. Gantz, chief of Troops to Teachers at Pensacola.

He said the program aims to help military personnel affected by downsizing and ease teacher shortages in public schools, particularly in math and science.

Troops to Teachers also operates a referral network for schools districts looking for educators.

An underlying goal was to put more men and minorities in the public schools. Gantz said the military is 85 percent male and 30 percent members of minority groups, while public school teachers are 75 percent female and 10-12 percent members of minority groups.

The program brings more men and more minority group members into the schools, Gantz said.

A recent survey also found that administrators are pleased with their trooper-teachers, he said. Principals who responded to the survey said the teachers are good student role models who successfully relate classroom work to real-world experiences.

Proctor, who teaches math, chemistry, physics and anatomy, said his military service has been a plus in the classroom.

"I've had a lot of work experience in a lot of different areas that I can bring directly into the classroom," he said. "And nowadays you always need to be talking about work and the future employment of your students."

Although there is resentment among some educators at teachers with alternative licensure, Proctor said he's received nothing but support from his colleagues at Lead Hill.

"Of everywhere we've lived, we like it here best of all," he said. "I'm proud to live in Lead Hill and I'm proud to be associated with the people and the school here."

NOV 26 1997



CORONADO -- Never, in his 52 years, has Don Crawford faced a greater challenge. Not in December 1967, when he began his 29-year career with the Navy's elite SEAL teams. Not in the three combat tours he pulled in Vietnam. Not in the postwar era, when he kept his skills honed to commando-knife-edge sharpness. "Skydiving, scuba diving, running around, shooting things," he said. "That was fun." Last September, though, Cmdr. Crawford won an assignment that would demand all his strength and cunning and intelligence. If he fails -- well, for the sake of our nation, let's hope failure is not an option. Mission: third-grade teacher.

Chaos theory

Have you visited a third-grade classroom lately? I recommend it, as long as you are not a heart patient. This environment can be described in many words, but you would never, ever use these two:

Military precision.

Third-graders are human proof of the chaos theory. Whirling in eccentric orbits, their minds running at warp speed, zooming far ahead of their pencils, these kids are the world's greatest untapped energy source.

"Find the definition of the word," Crawford says, pointing to the board in Room 801, Silver Strand Elementary School. There, he's printed "perseverance." "Mr. Crawford may or may not have spelled the word correctly."

Alexis raises her hand.

"Mr. Crawford, this is a weird word."

"A weird word? That's why we're looking it up," Crawford leans down to get a glimpse of the dictionary on Alexis' desk. "Hey, you're on the right page."

They know the drill

The kids check the word's spelling, silently count the syllables, use it in a sentence, note which page of the dictionary it appears on, and jot down the "guide words" on the top of that page.

They scribble quietly while Mr. Crawford conducts a reading-comprehension quiz with another student.

"OK," he says after the pupil reads a paragraph about Carol's hunt for employment. "What might *hinder* Carol in getting a job? Do you know what 'hinder' means?"

After retiring from the Navy in May, Crawford entered a new world. Classroom commando, he isn't. He's soft-spoken, an unabashed fan of Mark Twain's, a big person who is fascinated by little persons.

Clearly, you can take this man out of the SEALs. You just can't take the SEAL out of this man.

"SEAL team is performance-based," Crawford says. "It doesn't matter what color you are, where you came from, who you are. Same thing here. It just matters *where* you are. Then, let's move forward."

Second chances

Crawford's background may be different from the rest of Silver Strand's staff, but it's been an asset.

"So many of our families are in the military," said Joyce Montgomery, principal at Silver Strand. "SEAL team being an elite, the students really identify with it."

In fact, schools across the country want to make this same identification. Since 1994, the Pentagon has placed more than 2,600 ex-military personnel in classrooms as teachers.

"These are disciplined, drug-free men and women who tend to be talented with math and science," said Steve Beckman, a guidance counselor for the Pentagon's "Troops to Teachers" program.

"You come out of the military, you are too young to retire. You are looking at starting a second career."

A second career with key intangibles. "I was offered several jobs in the \$100,000-a-year range," Crawford said.

As a member of an elite corps, he needed something that money could not buy.

The few. The proud. The teachers.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

Report Card

Divider Title: _____

Troops to Teachers

Evaluations for

Teachers Beginning in the 1995/96 School Year

Background: Over 2,500 Troops to Teachers participants have been employed in public education since the beginning of the program in 1994. Feedback from Principals and Superintendents indicate former military personnel and DoD civilian employees are good teachers, excellent role models, and are more likely than other first year teachers to return to the classroom.

Purpose: Because most of the information regarding the classroom performance of participants is informal and anecdotal, a study was conducted to determine how effective Troops to Teachers participants are in the classroom. A survey was sent to school districts employing Troops to Teachers participants beginning in the 1995/96 School Year. A total of 429 survey forms were sent to 275 school districts in 35 states. The rate of return was 80 percent (342 completed and usable surveys). The vast majority of respondents were the Principals of the buildings in which our participants were teaching. The other respondents consisted of either Superintendents or Teacher Supervisors.

Survey: The survey requested participants be evaluated in comparison with other first-year teachers based on the following six factors: *a. Ability to establish a positive learning environment; b. Knowledge of subject matter; c. Effectiveness in classroom management; d. Willingness to learn from other teachers / administrators; e. Ability to motivate students; and f. Interest in students.* A seven point scale was used with the following ratings: 1 = Among the Worst; 2 = Well Below Average; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Well Above Average; and 7 = Among the Best. Additional questions asked were: Has this participant returned for the 1996/97 school year; Are you satisfied with the overall job performance of this teacher; and Given the opportunity, would you hire another Troops to Teachers participant?

Results: The results of the survey were overwhelmingly positive. Chart 1 provides the Mean, Mode, Median and Range for each of the six evaluation areas. Chart 2 provides data on the questions relating to Retention, Satisfaction and Willingness to Hire Again. This data indicates that when compared to other first- year teachers, Troops to Teachers participants are rated Above Average in all areas. Retention of our participants is very high, over 87 percent. The vast majority of Principals are satisfied with the performance of Troops to Teachers participants and are willing to continue hiring other participants.

Chart 1

 Troops to Teachers Evaluations - Class of 95 				
Compared to Other 1st Year Teachers				
	Mean	Mode	Median	Range
Establish a positive learning environment	5.4	5	5	1 - 7
Knowledge of subject matter	5.4	5	5	2 - 7
Effectiveness in classroom management	5.2	5	5	1 - 7
Willingness to learn from others	5.6	6	6	1 - 7
Ability to motivate students	5.2	5	5	2 - 7
Interest in students	5.8	7	6	2 - 7
OVERALL:	5.4	7	5.3	1 - 7

Chart 2

 Troops to Teachers Evaluations - Class of 95 			
Retention - Satisfaction - Hire Again			
			%
	No	Yes	Yes
Returned for 1996/97 School Year? **	44	298	87.1%
Satisfied with overall performance?	28	314	91.8%
Would you hire another Troop to Teacher?	12	330	96.5%
** One teacher died, 20 others either transferred to other schools within the district or accepted teaching positions in other school districts. Best data at this time indicates that 94% of those who started teaching in School Year 1995/96 returned to teaching in School Year 1996/97			

The high level of satisfaction with the performance of Troops to Teachers participants is also verified by the comments made by Principals and Superintendents on the survey forms. Over 270 surveys contained comments, of which most addressed the quality, effectiveness, and ability of participant. A few representative comments are provided in Chart 3.

Chart 3

	Troops to Teachers Evaluations - Class of 95	
Comments from Principals: <i>"The teachers that I have worked with who have been in the military are an excellent group. They are disciplined, handle students with care and concern, and are genuinely interested in the success of their students."</i> <i>"He is mature and hard working and goes above and beyond for the students."</i> <i>"The school division is very happy with all the teachers who have been hired from the Troops to Teachers program."</i> <i>"He is highly respected by his students and colleagues. He is an excellent role model for his students. He is a definite asset to our staff."</i>		

Conclusion: The conclusion which may be drawn from this study is that Troops to Teachers participants are excellent teachers, they have a high retention rate in the profession, and their supervisors are very pleased with the quality, effectiveness and dedication they bring to the classroom.

Scholarships and Loan Forgiveness for Prospective Teachers

There is no large, comprehensive national effort to recruit the types of teachers needed for the communities that need them. However, there are a number of smaller efforts throughout the nation to provide scholarships and loan forgiveness for those who seek a career in teaching.

National efforts

- *The Pathways to Teaching Careers program.* Perhaps the largest national effort and funded at \$42 million by the DeWitt Wallace-Reader's Digest Fund, the *Pathways* program supports over 40 sites across the country that provide scholarships, support services, and high-quality preparation for teachers in hard-to-staff schools. The program focuses on recruiting minorities, paraprofessionals, and returned Peace Corps volunteers into teaching.

State and local efforts

Two of the best-known state efforts are in North Carolina and California.

- *North Carolina Teaching Fellows.* Based on merit (unlike most state scholarship programs), The Teaching Fellows program provides scholarships for students who commit to going into teaching. The scholarships must be repaid if the recipients do not teach.
- *Assumption Program of Loans for Education (APLE) in California.* The program recruits K-12 teachers. Students who are at least juniors or are enrolled in a teacher credential program can apply for one of 4,500 annual warrants. The warrants provide a commitment from the state to make future loan payments if the student successfully completes the required teaching service. The maximum loan assumption is \$11,000, with \$2,000 paid after the first year of teaching and \$3,000 for each of three additional years. Participants must agree to teach in a designated subject shortage area or at schools serving a high proportion of students from low-income families.

Many states have some scholarship or loan forgiveness programs. They usually are targeted to shortage fields and/or high-need schools, and several programs also target minorities. A few examples:

- Florida Teacher Scholarship and Forgivable Loan Program
- Georgia HOPE Teacher Scholarships
- Minority Teachers of Illinois Scholarship
- Connecticut teacher loan program for critical shortage areas in academic fields
- Maryland student tuition assistance grants
- Maine student loan cancellation
- Pennsylvania Urban and Rural Teacher Loan Forgiveness
- Virginia Teaching Scholarship Loan Program
- Wisconsin teacher loan program for minority college students

In addition, there are some efforts at college and universities:

- Dickinson College in Pennsylvania. Dickinson offers its graduates who go into teaching a \$20,000 grant after they have taught for several years.

A possible federal role beyond the Teacher Recruitment Grants in the Higher Education Act (\$9 million in FY1999; \$35 million request for FY2000):

- Scholarships based on merit for individuals who commit to teaching in subject areas (math, science, bilingual education, special education, and foreign languages) for which there are nationwide shortages.

Teacher Pay

Averages

- The average teacher salary in the nation in 1997-98 was \$39,347. (American Federation of Teachers, *Survey and Analysis of Teacher Salary Trends 1998*)
- Connecticut reported the highest average salary at \$51,727. South Dakota reported the lowest average salary at \$27,839. (AFT)
- The average starting salary for teachers nationwide was \$25,735 in 1997-98. Alaska had the highest starting salary (\$33,162), and North Dakota had the lowest (\$19,146). (AFT)
- The highest salary on the salary schedule (for teachers with at least a master's degree and more than 20 years of experience) nationwide was \$40,517 in 1993-94. (NCES)

Merit Pay

Traditional merit pay systems that have used classroom observations to evaluate teachers against one another for a fixed pool of funds have generally not been successful in improving teacher practice and student outcomes. Emerging research suggests that merit pay systems that reward teams of teachers or whole schools for improved student performance, or that reward individual teachers for acquisition of clearly defined competencies may be more effective forms of merit pay for teachers. Any system of additional compensation cannot single-handedly transform instructional practices. Rather, any form of merit pay should be viewed as one piece of a larger educational improvement strategy that includes clear goals for students and teachers, a strong curriculum, and other important elements.

What Do We Know About Merit Pay for Teachers?

Merit pay is a compensation system that provides teachers with monetary awards for outstanding performance. Such systems aim to improve student performance by rewarding the best teachers and providing an incentive for all teachers to improve their practice.

Historically, most merit pay plans have provided compensation to individual teachers based on observations of their performance in the classroom. However, in recent years more states, districts and schools have been implementing merit pay systems that *reward whole schools* based on student performance, or that *reward individual teachers* for the attainment of certain *competencies*. As discussed below, the research suggests that compensation systems in the latter two categories may be more promising.

Merit pay for individual teachers based on observations of their classroom performance has not been a successful strategy for improving teaching and learning. A wide variety of merit pay programs for individual teachers have been tried in districts across the country. Although one study found districts that reported a few positive effects, most of the research on merit pay has concluded that the programs are fraught with problems and have not improved instructional practices:

Positive effects: In a 1994 study of 13 school districts with merit pay programs, Hatry and colleagues found that nine of the 13 districts reported that programs were associated with positive outcomes such as reduced teacher absenteeism and turnover; improved teaching practices among borderline teachers; or an increased concern among teachers about the weaknesses of their teaching practices. However, some districts also reported negative effects such as teacher dissatisfaction with the programs due to the perceived subjectivity of the performance reviews. In addition, few districts attempted to evaluate the effects of the plans on student achievement, and none of the districts reported significant gains in student achievement.

Problems and negative effects: Several prominent researchers (Murnane and Cohen, 1984) have argued that teachers' work does not satisfy the conditions under which performance-based compensation for individual workers is an effective motivator for improved performance. **In addition, most research has not found a relationship between merit pay for individual teachers and improved teaching and learning.** The lack of positive effects may be due to the following features:

- (1) Most merit pay plans have created competition among teachers by trying to identify a small percentage of the “best” or “excellent” teachers. This kind of program conflicts with the collegiality and cooperative culture found in the most effective schools. Therefore, merit pay plans can undermine rather than reinforce good school performance.**
- (2) There has been a lack of consensus about what qualifies as effective teaching, and many past merit pay programs have simply rewarded teachers for additional work performed outside of the classroom rather than for effective instructional practices.** “Excellent” teaching or the “best” teaching is difficult to define and research shows that most schools have not implemented effective, objective performance evaluations of teachers. In many merit pay programs that have been studied, teachers have been rewarded for doing work outside of the classroom -- work that often has had nothing to do with teaching. Therefore, many of these programs have not been true “merit pay” programs; they have been “additional pay for additional task” programs.
- (3) Districts and states have generally not provided stable funding for merit pay programs, and this lack of stability has undermined the incentives that such programs were intended to create.**

Individual merit pay programs have often been funded at low levels and have been defunded during times of fiscal stress.

(4) Many individual merit-pay programs have been associated with teacher morale problems stemming from the resulting competition among teachers, the perception of unfair evaluation practices, and the use of quotas in determining the number of teachers to receive awards. With a few exceptions, teachers and teacher organizations have generally opposed individual teacher merit-pay programs.

Collective merit pay for whole schools or groups of teachers (school-based performance awards) may be a more effective strategy for improving teacher performance and student outcomes. Many researchers and educators argue that group merit pay plans have the potential to motivate teachers to higher levels of performance while overcoming the problems associated with merit pay for individual teachers. These plans provide a monetary award to an entire faculty when school-wide student achievement reaches or exceeds expected levels of improvement. Kentucky, South Carolina and about 12 other states or districts have collective merit pay programs in place. Although more research is needed, there is emerging evidence that some of these programs are achieving the desired effects.

For example, in 1991-92 the Dallas school district implemented one of the most complete and sophisticated accountability systems of any big-city district in the country. The centerpiece of the Dallas program includes bonuses to the staff based on gains in students' test scores. All staff in the winning schools receive individual monetary rewards, and the school itself receives money for its activity fund. Clotfelter and Ladd (1996) found that when scores were evaluated against comparable school districts in Texas, the Dallas program had a positive impact on test results.

Preliminary findings from research conducted by the Consortium for Policy Research in Education (CPRE) indicate that some school improvement strategies that have included school-based performance awards have been associated with changes in teaching practice (Kelley, Milanowski, Heneman, 1998). However, the researchers view the school-based performance awards as one part of larger school improvement strategies that include other critical elements such as strong curriculum, aligned assessment systems, and other key supports. Nevertheless, the performance awards appear to be playing an important role. Preliminary observations indicate that the awards have helped teachers to focus their efforts in productive ways because they signal that the highest priority is to help students achieve in the core academic subjects (Odden, 1998).

Group merit pay plans can also have some downsides. For example, in Houston, Texas and Seiling, Oklahoma where group pay plans were used, some teachers who individually performed well did not receive an outstanding educational progress bonus because their schools did not meet the targeted test scores (Hatry, 1994). However, proponents of group incentives argue that over the long term, peer pressure within the group encourages poor performers to improve their practice.

A variation on the traditional form of merit pay -- additional pay for individual teachers who demonstrate certain professional competencies -- may be a more effective strategy for improving teacher performance and student outcomes. A variation of the traditional merit pay program is a program of competency-based pay that rewards teachers for developing and using knowledge and competencies described by external professional standards and valued by schools. In this system of pay, skill attainment is assessed relative to predetermined, clear-cut standards -- mastery of particular knowledge or sets of skills.

Programs that provide rewards to teachers based on the attainment of clearly specified skills avoid some problems found in many traditional merit pay programs -- the perception that the evaluations are unfair and subjective, and competition among teachers. Whereas traditional merit pay systems have used subjective measures of classroom observations to evaluate teachers against one another for a fixed pool of funds, competency-based pay systems signal the kinds of competencies a school wants its faculty to acquire in order to better educate students.

In addition, research shows that teachers are motivated by opportunities to engage in professional development and improve practice. Thus, a competency-based pay system can add an extrinsic reward to existing, intrinsic motivators. Finally, Allan Odden and Carolyn Kelley argue that competency-based pay “enables an organization to enhance overall capacity by investing in its people and thus expand its human capital.” (Page 76, Odden and Kelley).

Odden and Kelley argue that under a competency-based compensation system teachers can be rewarded for developing expertise in three broad areas: (1) depth of knowledge in content, curriculum and instruction; (2) breadth of skills in nonteaching functions, such as curriculum development or counseling; and (3) management skills necessary to work in site-based managed schools. Indeed, additional compensation for teachers who achieve National Board for Professional Teaching Standards (NBPTS) certification represents competency-based pay in the first broad area and can be viewed as a form of merit pay. Currently, a number of states and local school districts provide salary supplements to teachers who achieve National Board Certification.

Odden and Kelley argue that a local, state, or national skills assessment system could identify and assess additional milestones in skill, knowledge, and competency development between initial professional licensure and certification by the NBPTS. Local school districts could determine salary increases based on teacher performance on the competency assessments.

Future Research and Information: More research is needed on the effects of school-based performance awards and competency-based pay for individual teachers. In August of 1998, the CPRE Teacher Compensation project will be releasing a research paper on school-based performance awards in Kentucky and North Carolina. In addition, the Teacher Compensation team is involved with several projects that support school-based performance systems and competency-based pay systems. First, the team is developing a “curriculum” to use in design seminars at which district and state union and management teams can create both school-based performance awards and knowledge and skill pay elements. Second, the team is providing direct technical assistance in several cities engaged in developing changes in their teacher compensation systems. Finally, the team is working with members of the Teacher Union Reform Network (TURN) to identify different and new models of teacher salary schedules and is beginning to organize an annual conference on innovations in teacher compensation.

Conclusions: Traditional merit pay systems that have used classroom observations to evaluate teachers against one another for a fixed pool of funds have generally not been successful in improving teacher practice and student outcomes. Emerging research suggests that merit pay systems that reward teams of teachers or whole schools for improved student performance, or that reward individual teachers for acquisition of clearly defined competencies may be more effective forms of merit pay for teachers. Finally, any system of additional compensation cannot single-handedly transform instructional practices. Rather, any form of merit pay should be viewed as one piece of a larger educational improvement strategy that includes clear goals for students and teachers, a strong curriculum, and other important elements.

References

Clotfelter, C.T. & Ladd, H.F. (1996). Recognizing and Rewarding Success in Public Schools

in *Holding Schools Accountable: Performance-Based Reform in Education*. Washington, D.C.: The Brookings Institution.

Consortium for Policy Research in Education (CPRE). (1998, May). Website at <http://www.wcer.wisc.edu/cpre/>. Madison, Wisconsin.

Hatry, H.P., Greiner, J.M., & Ashford, B.G.. (1994). *Issues and Case Studies in Teacher Incentive Plans*, Second Edition. Washington, D.C.: The Urban Institute Press.

Kelley, C., Milanowski, A., & Heneman III, H.G.. (Draft paper, April 1998.) *Changing Teacher Compensation: Cross-Site Analysis of the Effects of School-Based Performance Award Programs*. Madison, Wisconsin: Consortium for Policy Research in Education, Wisconsin Center for Education Research.

Kelley, C. & Odden, A.. (1995, September). CPRE Finance Brief: *Reinventing Teacher Compensation Systems*. Madison, Wisconsin: The Finance Center, Consortium for Policy Research in Education.

Murnane, R.J. & Cohen, D.K.. (1986, February). Merit Pay and Evaluation Problem: Why Most Merit Pay Plans Fail and a Few Survive. *Harvard Educational Review*, Volume 56, 1, 1 -17.

National Board for Professional Teacher Standards. (April, 1998.) *State and Local Action Supporting National Board Certification*. Washington, D.C.

Odden, Allan & Kelley, Carolyn (December 1996). *Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies to Improve Schools*. Thousand Oaks, California: Corwin Press.

Odden, Allan, electronic communication to Liz Eisner on April, 28, 1998.

K:\PES\ESD\ISSUE\BRF\MERPAY.
May 20, 1998