

Box 8

National teachers corp
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Parental discretion

Parents bill of rights
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Patients bill of rights
Paul diamond
Peer intervention
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Pension
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Privacy news articles
Privacy notes
Procom
Progression
Property
Pub housing
Public policy management
Public service
Public schools
Puerto rico
Pulsenet

Teach for America
Survey.
TO: BIR

The National Teacher Corps

1.800.832.1230

Survey Results

In 1995, Kane, Parsons & Associates, a New York-based market research firm, conducted a survey of 302 principals and superintendents with experience with TFA corps members. These administrators, boasting an average of 23.9 years of experience in education, rated TFA Corps Members on a battery of traits which characterize excellence in teaching.

Responses are in comparison to other beginning teachers.

		Respondents indicating TFA Corps Members to be			
		much above average	above average	average	below average
	Interest in students	62.5%	26.8%	9.4%	1.3%
3	Intellectual ability	55.0	33.7	10.3	1.0
	Motivation, dedication to teaching	56.6	30.5	9.6	3.3
	Ability to work well with other teachers	54.8	27.2	13.3	4.7
	Commitment to continually improve as a teacher	48.8	30.7	15.5	5.0
u	Ability to motivate students	40.7	34.7	18.5	6.1
	Ability to positively impact students' academic growth	40.4	33.8	19.2	6.6
	Ability to work well with parents	41.6	31.7	22.1	4.6
	Leadership	33.4	38.7	21.9	6.0
	Knowledge of subject matter	36.9	32.9	26.2	4.0
	Ability to convey required skills and content knowledge	33.1	35.4	25.2	6.3
	Ability to develop and organize curricula for student growth and learning	34.1	31.1	25.8	9.0
6	Ability to create and manage a classroom environment conducive to student learning and growth	35.1	30.1	24.5	10.3
5	Ability to discipline students	28.9	31.6	26.2	13.3

Kane, Parsons, & Associates 1995

Additional Survey Data

- Overall, at least 60% of the principals rated TFA Corps Members as above average on all traits.
- When asked to identify a specific TFA Corps Member's greatest weakness as a teacher, 17.5% said the TFA CM they had worked with had no weaknesses.
- Overall, 76.7% of the principals rated TFA Corps Members as above average compared to other beginning teachers. Just 8% said they were below average.
- Compared to the overall teaching faculty at their schools (not just beginning teachers), 59.4% of the respondents rated TFA Corps Members as above average, and just 13.4% rated them below average.

Other Data

According to a variety of resources, nationwide attrition rates for first year public school teachers (defined as quitting before or at the end of their first year of teaching) fluctuate between 10% and 17%. Naturally, these fluctuations are different for different locations. For example, inner city areas generally have higher attrition percentages than wealthy suburban areas.

For TFA, first year attrition rates were:

- 11% in 1990
- 1991 (not available)
- 6.5% in 1992
- 6.1% in 1993
- 7.4% in 1994
- In New York City, attrition rates for first-year teachers are in excess of 20%. For TFA, the average attrition rate for Corps Members teaching in New York City is less than 6%.

Source for attrition rates: Internal TFA documentation

[Back to Chris Reynolds' TFA Page](#)
Last updated on April 21, 1996
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Survey.
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total school ethos - is called "**character education**," arguably the fastest-growing education reform movement in America today.

The last five years have produced a spate of books on **character education**; the emergence of several national organizations (the **Character Education Partnership**, the **Character Counts Coalition**, and the **Communitarian Network** among them) dedicated to putting character development at the top of the nation's educational agenda; congressional action to fund **character education** initiatives (million-dollar grants have been awarded to each of twelve states in the past three years); three **White House Conferences** on Character-Building for a Democratic, Civil Society; state mandates requiring that schools spend some time every day on **character education**; the creation of university-based centers and summer institutes to help school districts start character programs; and a flurry of media attention to the movement, including two New York Times cover stories (one in the Sunday Magazine, another in the "Education Life" section) in 1995.

Not everybody is on board, of course. Some liberals still worry that **character education** is a smoke screen for the "religious Right," although that fear has faded somewhat as public figures of all stripes, including liberal Democrats and conservative Republicans, have embraced the effort. Some parents, especially those of traditional religious conscience, worry that values like "tolerance" will be used to teach acceptance of homosexuality and other ideological views that may violate deeply held family beliefs. But this wariness, too, has been largely dissipated by making it clear that **character education** teaches non-controversial virtues (such as respect, caring, honesty, and self-discipline) in non-controversial ways (such as role modeling, developing a caring school community, and service learning), and by pointing out that many successful character initiatives have been spearheaded by evangelical Christians and other religious conservatives.

Some school administrators still suffer from the moral paralysis induced by the old question, "Whose values do we teach?" In addition to fearing community conflict over values, some educators are deterred by the moral relativism that continues to run deep in much of our culture - the idea that nothing is objectively right or wrong, that morality is an individual matter, relative to one's point of view or desires. A new contributor to societal moral relativism is the brand of multiculturalism that is taken to mean "multi-morality" - the belief that there are no moral universals, that we should eschew moral judgment and give equal "respect" to the values, beliefs, and lifestyles of all cultures and groups.

Given that many people in our society remain confused and ambivalent about morality, the first task facing character educators is to explain clearly what **character education** is and why we need it - why, in fact, educating for character should be at the center of all schooling, public or private, secular or religious. **Character education** can be defined as the intentional, proactive effort to develop good character. Qualities of good character are called virtues. Virtues - such as the cardinal virtues of prudence, justice, temperance, and fortitude advanced by the ancient Greeks - are objectively good human qualities. They are good for the individual (they help a person lead a fulfilling life) and they are good for the whole human community (they enable us to live together harmoniously and productively).

Character Counts.
any. Hall
Senator
NM



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LEVEL 2 - 1 OF 1 STORY

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Tikkun

January 11, 1997

SECTION: No. 1, Vol. 21; Pg. 22; ISSN: 0887-9982

IAC-ACC-NO: 19192435

LENGTH: 5262 words

HEADLINE: The case for **character education**.

BYLINE: Lickona, Thomas

BODY:

Two centuries ago, the public philosopher William Barr reminds us, the American founders saw us as embarking on a great experiment: Could a free people maintain a moral culture? Or would moral restraint and concern for the common good give way to "licentiousness" - the unbridled pursuit of personal appetites and self-gratification? While not all the evidence from that experiment is in, the founders would surely be discouraged by the lead article in a recent Philadelphia Inquirer series on the need to teach values in our schools.

The story told of eight students, ages twelve and thirteen, who had been caught in their New Jersey suburban middle school having sex in a locker room and a stairwell. When school administrators suspended the students for ten days, their parents protested that the punishment was unfair and threatened to sue the district for having failed to "ensure the safety and well-being" of the students.

That incident sums up much of what's wrong with contemporary society. Millions of young people, perhaps a majority, think the pursuit of happiness means the pursuit of pleasure, especially sexual pleasure. They absorb this notion daily from a mass media culture that often supplants parents, schoolteachers, and religious educators as the primary moral teachers. And their parents engage in denial, externalize blame, and try to prevent their children from suffering the corrective consequences of their wayward actions. The school, for its part, frequently finds itself in a narrow, reactive mode rather than a proactive, preventive mode - having failed to define, build consensus around, thoughtfully teach, and consistently enforce standards of respect, responsibility, and basic human decency of the sort that would reduce student misconduct and enable schools and families to deal more effectively with breaches of virtue when they occur.

There is, however, hope on the horizon. Increasing numbers of schools, with community support, have reached the conclusion that it's time for adults to get their ethical act together and teach kids right from wrong. The deliberate effort to teach right and wrong - through good example, the curriculum, and the



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introduced for this Congress → 96-97
104th (prior) → 95-96
94-95

103rd 92/⇒

House / Senate measure passed →

103-301-

Senator
Domenici, NM

Signed Aug 19, 1994

-95- Resolution - Sen = unanimous consent

~~declaration~~ introduced in beginning of Mar
Sen Res # 63 on 13 March

Cosponsors ⇒

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