

Alternative Teaching Program

Teachers Corps:

AmeriCorps works w/ Council of Great City Schools in DC
to recruit college-age minorities + train to teach in
after school + summer prog
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Teacher Corps Programs:

Urban Ed'n Service Corps (Teacher Corps)

TEA

Recruiting New Teachers, Inc (RNT)

Urban Teacher Coll → see About Urb Ed Ser Co

Teacher Corps



About the Urban Education Service Corps

Mission

The mission of the Urban Education Service Corps (UESC) is to enhance the educational achievement of inner-city students by linking national service to improve urban teacher recruitment and professional development. Primary partners for the UESC are the Council of the Great City Schools (CGCS), Council of the Great City Colleges of Education (CGCCE), and Recruiting New Teachers, Inc. (RNT). Together these organizations form the Urban Teacher Collaborative. UESC is funded by the federal government through the Corporation for National and Community Service (AmeriCorps). The CGCS serves as the parent organization for the project.

The Urban Education Service Corps (UESC) builds on existing partnership between public school systems, colleges of education and community groups in five cities: Philadelphia, Long Beach, Omaha, Denver, and Toledo. Each local partnership addresses school success by:

1. broadening the range of school services to increase educational achievement for urban students who lack basic academic skills;
2. expanding and diversifying the pool of teachers for urban schools; strengthening school improvement/teacher development partnerships among urban school districts, colleges of education, and community groups;
3. enhancing the skills of AmeriCorps members in community service and civic responsibility, and providing training for future teachers.

UESC Corps members and volunteers will be drawn from groups that vary by race, age, gender, ethnicity, and educational level. Activities to be performed by the Corps members include: literacy tutoring; recruiting community volunteers; and developing and managing a tutoring program.

UESC projects are underway and should have Corps members chosen and in school sites by October.

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1301 Pennsylvania Avenue, N.W., Suite 702
Washington, D.C. 20004
(202) 393-2427, (202) 393-2400 (fax)



UESC Project Descriptions

Denver

Teams of Corps members will help develop students' literacy skills at two elementary Professional Development Schools. One group of corps members will use the Success in Early Reading tutoring program, taught in English and Spanish at one school; at the other school another team of Corps members will implement and coordinate a reading/writing project. Ten full-time Corps members will be recruited for the project.

Long Beach

Teams of Corps members trained in the Early Literacy Inservice Course (ELIC) model of literacy development will be assigned, in groups of ten, to three schools. They will assist classroom teachers trained in the ELIC methods by working directly with elementary or middle school students on listening, speaking, reading and writing skills. Thirty Corps members will be recruited for the project.

Omaha

Teams of Corps members will tutor students in need of reading and mathematics remediation at three elementary schools. Members will contribute to program planning, application of specific learning strategies, and periodic evaluation and refinement. This project will expand Omaha's well-established Minority Intern Program. Fifteen part-time Corps members will be recruited for the project.

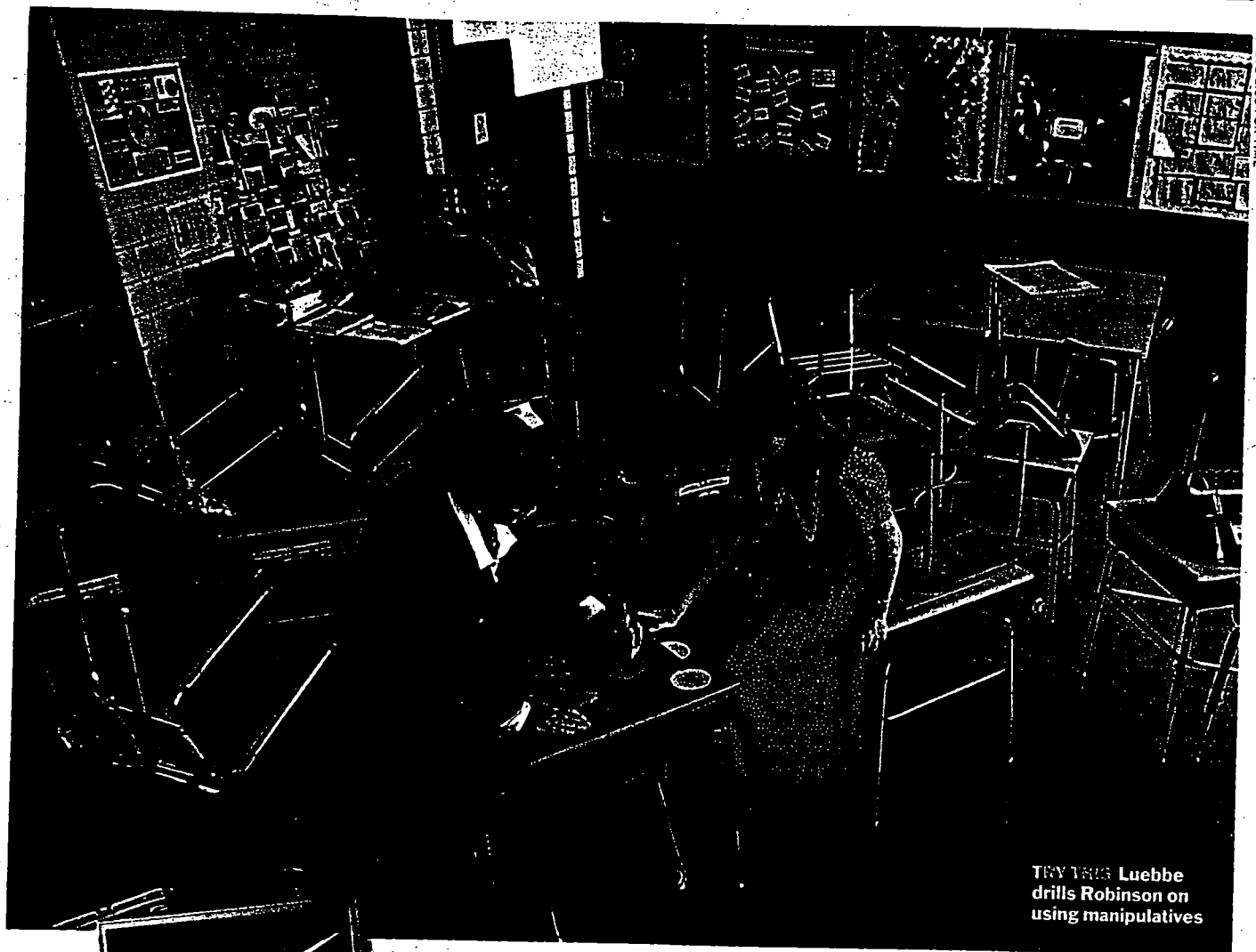
Philadelphia

Teams of Corps members will engage in either direct service (i.e., tutoring, mentoring, social and cultural activities, homework support) or the development and management of a tutoring program involving high school students and parent/community volunteers. Corps members will work in a Professional Development Cluster of five elementary and secondary schools in North Philadelphia, plus community-based locations. Eight full-time and 10 part-time Corps members will be recruited.

Toledo

Teams of Corps members will perform intensive reading and mathematics remediation services at four elementary schools on weekdays after school and will tutor and mentor K-8 grade students deficient in these subject areas during a ten-week 1996 summer institute. Volunteers from Toledo's EXCEL parent association will also be recruited. Thirty-two part-time Corps members will participate in the project.

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TRY THIS Luebbe drills Robinson on using manipulatives

A *new* LESSON PLAN

Neglected on most campuses, teacher education is the key to better schools. A bold new program in Cincinnati lets students learn by doing

By STEVE WULF

TRACY ROBINSON WAS LOSING THEM. The lesson for her fourth-grade class at Cincinnati's Vine Elementary School on this Friday afternoon was fractions, and as she stood at the front of the room with her textbook, explaining why $\frac{1}{2}$ is larger than $\frac{1}{4}$, she saw blank stares. No hands were raised. She drew shapes on the blackboard, shading in parts of them, but that didn't work either. The kids were wiggling in their seats. "I was getting so nervous," Robinson recalls. "I

was feeling like, 'O.K., now what do I do?'"

Despite their best efforts, American educators well know the sensation. New demands are being placed on teachers that make their jobs harder than ever. Students arrive at school with greater difficulties than in decades past, yet the public's expectations of what children should achieve increase each year. Tougher new academic standards are being instituted in schools around the country, and teachers are being held accountable for seeing that all children reach them. One survey found that 40% of public school teachers

would not go into teaching if they had to choose a career again. According to the federal Department of Education, 30% of new teachers leave the classroom within the first three years. Those who stay feel overworked, underpaid, underappreciated—and poorly prepared.

Six hundred experienced teachers surveyed in 1995 were brutal about the education they had received, describing it as "mind numbing," the "shabbiest psychobabble" and "an abject waste of time." They complained that fragmented, superficial course work had little relevance to

classroom realities. And judging by the weak skills of student teachers entering their schools, they observed, the preparation was still woefully inadequate.

It is little wonder, then, that educators worry about meeting the growing demand for teachers without drastically lowering the quality of teaching by hiring untrained recruits. In California more than 16,000 teachers were hired this year to accommodate state-initiated class-size reductions. Barbara Burch, former president of the American Association of Colleges for Teacher Education, has warned that unless the lesson plan for teachers is revised, "it is increasingly clear that we are indeed a profession at risk."

Tracy Robinson is part of one of the most promising efforts to remake teacher education—a unique collaboration among the University of Cincinnati, the Cincinnati public schools, the Cincinnati Federation of Teachers and the city's business community. Called the Cincinnati Initiative for Teacher Education, or CITE, this five-year program requires participants to obtain a bachelor's degree in humanities or the sciences, then spend a fifth year in the classroom, with pay, under the close guidance of a mentor teacher to earn a teaching diploma. What sets these CITE "interns" apart from traditional student teachers is that for the entire year they are the teachers of record, fully responsible for student behavior and achievement, but they receive lots of help from mentors who have been certified as exemplary teachers.

"The CITE approach makes great sense," says U.S. Secretary of Education Richard Riley. "Though you prepare for teaching by taking courses, the best preparation is teaching itself. To learn with the support of master teachers is absolutely critical, and I think teaching colleges are beginning to realize this."

Perhaps. But teaching colleges, which Riley calls the "forgotten stepchildren" of higher education, are known mostly for inertia and mediocrity. "The low status and general neglect of teacher education over the years have contributed to a kind of hardening of the arteries," says John Goodlad, director of the Center for Educational Renewal at the University of Washington, Seattle. It doesn't help that many education schools function as cash cows, a place in the university system to collect tuition, not spend money. Equally disadvantageous is the historic low es-

into a mid-19th century job description. Nor does it strike them as odd to then blame teachers for a job badly done."

The University of Cincinnati was a charter member of the Holmes Group. When it joined, in 1986, its College of Education was poorly funded and generally overlooked. The university asked Bob Yinger, an educational psychologist by training, to rethink the program and build a better bridge between academia's ivory tower and reality's classroom. Yinger recalls, "We looked at what we were doing in our old program, and we said, 'Let's re-



GETTING INTO THE FLOW Lab techniques are often overlooked in traditional teachers' colleges. At CITE, Professor Piyush Swami shows the interns how to demonstrate the physics of water displacement

team in which the profession is held, owing in large measure to its century-old roots as a female occupation.

Reforming this sorry situation has been the topic of many commissions and consortiums over the past two decades. A 1986 report, *Tomorrow's Teachers*, by the Holmes Group, a coalition of 100 leading universities, scolded, "If someone had argued that doctors should practice modern medicine with the terms of an 1850s job description ... he would be ridiculed by any audience. Yet most Americans think nothing of requiring teachers to carry out a late-20th century assignment when locked

design our entire program from the ground up. All new courses, all new experiences, taught in a completely new structure." The debate within the faculty was intense and at times divisive. But, according to Piyush Swami, a professor of science education, "people knew that what we were doing wasn't working. One day a well-respected faculty member said, 'I've got about 15 years left in my career, and I would like to make those years worthwhile. Let's give these new ideas a chance. The worst we can do is fail.'"

Fortunately, Yinger found willing allies in Cincinnati school superintendent Michael Brandt and teachers' union head Tom Mooney. As part of Brandt's reform-minded agenda, several schools decided to transform themselves into Professional Practice Schools. CITE interns learn to teach in these schools, which give teachers a greater voice in determining policy and

“Though you prepare for teaching by taking courses, the best preparation is teaching itself.” —Richard Riley



implementing change. Mooney persuaded his membership to give up certain job slots to CITE's fifth-year students. "As a union, we think of programs like this as the professionalization of teaching," he says. "We are not here to defend the weakest link, because if we do that, the chain will break."

The university faculty was worried about adding a fifth year, as competing education schools at nearby Xavier University and Northern Kentucky University could send their graduates out into the world after four years. But when Yinger took his five-year plan to high school students who had indicated an interest in teaching, he was encouraged by their response. "They could see the value added," he says. "They liked the idea of spending a full year in the classroom before going out to teach on their own, and the notion of getting two degrees." Teachers sometimes feel trapped in the profession because they don't have a degree in anything else. "In the old traditional programs," says Yinger, "we put a lot of teachers out there who already knew they didn't like teaching. I think that accounts for some of the burnout and failure."

Equally important, CITE interns study specific theories of learning, behavior and classroom management while testing them in real-world situations. In the typical teachers' college, such subjects are taught as large lecture classes in the first or second year.

WHEN THE BELL RANG AFTER HER UNSUCCESSFUL lesson in fractions, Robinson immediately sought out her lead teacher, Sandy Luebke. Lead teachers are considered the very best in the Professional Practice Schools, and they not only counsel the interns but also evaluate their performances. "Sandy is like a video camera," says Robinson, "observing me, saying 'O.K., this is working really well' or 'If you move your arms down to the side, you'll look more open and the kids will want to approach you.'" Luebke listened to Robinson's ac-

count of her ordeal and, referring to little colored bars used to convey the concept of fractions, said, "Manipulatives. You have to use manipulatives so they can do hands-on work to understand what you're teaching."

Robinson is the first in her family with a college degree, as are many teachers. She says she knew she wanted to be a teacher when she was in kindergarten. Like every other CITE intern, she is strongly encouraged to keep a journal of her year at Vine Elementary—whose students have the highest rate of poverty among the city's schools—to reflect upon her worries, her triumphs and her progress.

Often the lead teachers use the jour-



ON-THE-JOB TRAINING As Robinson conducts a lesson about weather for her fourth-graders at Vine Elementary, mentor Luebke keeps a watchful eye

nals in their mentoring. Early in the school year, Karon Jacob, another intern at Vine, wrote, "We try to get parent participation by sending home the weekly behavior charts of the students to be signed. However, no parents have sent their child's back. Also, homework given to the children is never brought back." In her response, mentor Cheryl Hilten wrote, "Offer bonus points, an incentive, or special privilege for kids who bring them back. Make a big deal about it."

Among the most hotly debated issues in the profession these days is how to certify those who come to teaching from another career. Not surprisingly, CITE takes a more rigorous approach than most to "alternative certification," which is sometimes just "a fancy name for emergency licensing,"

says Karen Zumwalt, dean of Columbia University's Teachers College. CITE offers a two-year program for those who choose teaching as a second career. Carolyn Toney, a fifth-grade intern at Vine, is a former research scientist for Procter & Gamble. She decided to enroll in CITE after her two children graduated from college. Toney spent one year taking education classes and substitute teaching. Now, in her second year, she is teaching fifth-graders, with the help of Luebke. "I'm working harder than I ever did in the corporate world because I'm working around the clock," says Toney. "My friends at P&G do not understand why

I'm doing this. There's no money, at least from their perspective. I tell them I get a greater sense of personal satisfaction right here than in the corporate world. It's a challenge every day."

CITE is a work in progress. Almost 10% of students have quit before completing their internship—some complaining that even with this innovative work-study model, they feel ill prepared to run a class. The interns' journals brim with fears and frustrations, and their mentors are still learning when to intervene and when to let interns learn from their mistakes.

BEFORE HER FOURTH-GRADE CLASS ON THE Monday after her Friday disappointment, Tracy Robinson loads the manipulatives—the little bars of different colors, each representing a different fraction—into plastic bags. When her students walk in, she distributes the bags. The book she was reading from on Friday is nowhere in evidence. She asks her pupils to use the bars to construct flat, box-shaped designs on their desks. Three of one color, they soon discover, will fill the same space as four of another. When each child has a mosaic on his or her desk, Robinson begins the verbal part of her lesson. She challenges them to come up with ways of figuring out which color is bigger and how many it would take of each to make a whole. Hands fly up. Voices have to be restrained. Soon the students are calling out the answers in unison.

The hands-on approach worked that day in a fourth-grade class at Vine Elementary. The same method seems to be working in Cincinnati. —Reported by Melissa Ludtke/Cincinnati



“In the old programs, we put teachers out there who already knew they didn't like teaching.” —CITE director Bob Yinger



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Title: HIRING AND HOLDING TEACHERS
Source: The New York Times, Late Edition - Final
Date: Tuesday Oct 1, 1996 Sec: A Editorial Desk p: 24
Length: Medium (511 words) Type: EDITORIAL
Subjects: EDUCATION & SCHOOLS; TEACHERS & SCHOOL EMPLOYEES; HIRING & PROMOTION; EDITORIALS; NEW YORK CITY

Abstract: An editorial says that the New York City Board of Education has begun to tackle teacher attrition through a creative recruitment program that could serve as a model for inner-city systems everywhere.

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Article Text:

New York City public schools are mainly known for crumbling buildings, crowded classrooms, security problems -- and vast numbers of teachers who quit the profession or leave for more attractive jobs elsewhere. Despite these disadvantages, New York's schools have maintained an edge over comparable systems -- like Los Angeles, Philadelphia and Chicago -- with higher math and reading scores and a college-matriculation rate that is twice the national average. Lately, the Board of Education has begun to tackle teacher attrition as well, through a creative program that could well serve as a model for inner-city systems everywhere.

The new recruitment and retention effort was begun three years ago by Ramon Cortines, then Schools Chancellor, who initiated a pilot program in District 23, in the Ocean Hill-Brownsville section of Brooklyn. The neighborhood had a bad reputation, and was a place many teachers might wish to avoid. The district would typically lose more than half its newly hired teachers within a few years, and the bulk of them quit right away.

For example, of the teachers the district hired five years ago, nearly 60 percent have quit or gone elsewhere. Of those hired since the pilot program began in 1993, however, more than 90 percent are still on staff. Subsequent classes of new teachers have followed a similar pattern.

The new recruitment strategy has several components. For starters, the Board of Education's office of teacher personnel has established recruitment centers on about 50 college campuses. College seniors who have taken the necessary courses are given the state licensing exams -- and actually hired before graduation. The city then gives the state a list of its new hires, expediting the licensing process. The new practice has helped the city compete with suburban districts, which tend to get their budgets earlier, snapping up the most desirable applicants.

In addition, several districts are giving special on-campus presentations and offering summer training sessions that familiarize recruits with their new schools and neighborhoods. The Board of Education is planning to offer college courses at the public schools, to help new teachers earn their master's degrees while they are working, expediting permanent certification.

The special recruitment and retention initiative has now been expanded from District 23 to 10 other districts. It has not been equally successful everywhere, but administrators say they are committed to making it work.

The Board of Education has also set up a toll-free information number, 1-800-TEACH-NY, advertised on subways and in college newspapers across the country. The new service came in handy over the summer, when the board had to fill nearly 3,500 vacancies as a result of an early-retirement

initiative that encouraged the highest-paid teachers to leave. More than 34,000 people inquired about the vacancies.

New York City schools are no cakewalk. But the numbers show that top-flight candidates will come -- and stay -- if the city competes for them.

Access No: 9300148627 ProQuest - The New York Times (R) Ondisc
Title: EDUCATION PANEL SEES DEEP FLAWS IN TRAINING OF NATION'S
TEACHERS
Authors: PETER APPLEBOME
Source: The New York Times, Late Edition - Final
Date: Friday Sep 13, 1996 Sec: A National Desk p: 1
Length: Long (1040 words)
Subjects: EDUCATION & SCHOOLS; TEACHERS & SCHOOL EMPLOYEES; STANDARDS
& STANDARDIZATION; HIRING & PROMOTION
Companies: NATIONAL COMMISSION ON TEACHING & AMERICA'S FUTURE
Abstract: According to a new report issued on Sep 13, 1996 by the
nonpartisan National Commission on Teaching and America's
Future, more than a quarter of newly hired teachers enter
their classrooms with inadequate teaching skills or
training in their subjects. The report also said that
fewer than half the US's 1,200 teacher's colleges met
professional standards of accreditation.

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Article Text:

More than a quarter of newly hired teachers enter their classrooms with inadequate teaching skills or training in their subjects, according to a new report issued today by a nonpartisan national education panel.

'States pay more attention to the qualifications of veterinarians treating the nation's cats and dogs than to those of teachers educating the nation's children and youth,' said the report by the National Commission on Teaching and America's Future, a nonpartisan panel of governors, educators and business leaders.

The report, 'What Matters Most: Teaching for America's Future,' also said that fewer than half the nation's 1,200 teacher's colleges met professional standards of accreditation and that in recent years more than 50,000 teachers who lacked the training for their jobs had entered teaching annually on emergency or substandard certification.

The report recommends setting strict accountability and licensing standards for teachers and the education schools that train them, reformulating teachers' education to include a yearlong internship, giving financial rewards to good teachers and making it easier to dismiss incompetent teachers and close substandard schools of education.

Coming as a new baby boomlet and an aging teaching population means the nation will need 2 million new teachers over the next 10 years, the report argues that efforts to upgrade American education have faltered over the last decade because they have consistently overlooked the most important element: the training, recruitment and quality of the nation's 3.1 million teachers.

'If we get the teachers right, everything else will fall into place,' said Gov. James B. Hunt Jr. of North Carolina, chairman of the commission, which was financed by the Rockefeller Foundation and the Carnegie Corporation of New York. 'We've focused on test scores and all these other things, but we've too often forgotten the single most important thing, which is the teachers.'

The commission itself has no formal authority, but seven states -- Indiana, Ohio, Illinois, Kentucky, North Carolina, Maine and Missouri -- have already agreed to work with it to implement its findings and others are likely to.

The report, issued against a backdrop of increasingly politicized debate about schools, indicates that the problems in education stem not from systemic flaws in American education like a lack of school choice or too-powerful unions but from a basic failing in recruiting, nurturing and training good teachers and giving them supportive work environments.

President Clinton, at a campaign stop at an elementary school in Fresno, Calif., praised the report, saying it 'makes it clear that we should have high standards for teachers, but that too often teachers are not rewarded when they do a good job.' He added, in a veiled dig at Bob Dole's repeated attacks on the National Education Association: 'We ought to find ways to identify and reward good teachers. We should be lifting our teachers up, not bashing them.'

Conservative critics, like Chester Finn, an Assistant Secretary of Education in the Bush Administration, said the report's panel of education experts, politicians, business leaders and teachers union representatives reflected the status quo and constituencies who benefited from it.

The commission included Governor Hunt, a Democrat, and Gov. Jim Edgar of Illinois, a Republican; the longtime heads of the two teachers unions, Albert Shanker of the American Federation of Teachers and Keith Geiger of the National Education Association; former Senator David Boren, now the President of the University of Oklahoma; prominent educators like James P. Comer of Yale University, and others including Hugh B. Price, President of the National Urban League.

'If you put out a 10-most-wanted list of who's killing American education, I'm not sure if you would have the teachers unions or the education school faculties higher on the list,' Mr. Finn said yesterday. 'That's basically what you have here, with a few token mild shaker uppers.'

But commission members said the recommendations, particularly those making it easier to dismiss incompetent teachers and close schools of education, represented anything but the status quo.

The report said that more than 40 states allowed districts to hire teachers who had not met basic education requirements and that more than 12 percent of new teachers nationwide began with no training at all.

It found that nearly one in four high school teachers did not take enough college courses to major or minor in their main teaching field and that more than half of high school students taking physical science were taught by teachers who had not specialized in the field.

As remedies, the commission called for states to establish professional standards boards that would set high, mandatory standards for teachers, to develop pay plans that would reward knowledge and skills and to establish licensing and review procedures that would make it easier to remove incompetent teachers. It also said American schools had too many administrative and support personnel and not enough teachers compared with other countries.

It put a \$5 billion price tag on programs to provide scholarships to recruit students to high-need areas and fields, improve teacher education including yearlong internships, establish new licensing assessments for beginning teachers and finance programs to improve the skills of current teachers.

Christine Gutierrez, a high school teacher in South-Central Los Angeles, and one of three teachers on the 26-member commission, said she felt the agenda was largely on track and was optimistic that it would play a significant role in improving education. But she cautioned that problems outside the schools could derail innovations in them.

'But what I'm afraid is that people will either underestimate or

oversimplify the challenges,' she said. 'The other big piece is the external forces working against the kids, the anti-intellectualism, the idea that it's O.K. to be stupid, the kind of entertainment they watch. You can't separate what you can do in the classroom with what goes on outside. Maybe we need another commission on that.'

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Title: A PROGRAM THAT TEACHES BLACKS TO BE TEACHERS
Authors: ROBERTA HERSHENSON
Source: The New York Times, Late Edition - Final
Date: Sunday Jan 14, 1996 Sec: 13WC Westchester Weekly Desk
p: 1
Length: Long (1278 words) Illus: Photo
Subjects: EDUCATION & SCHOOLS; BLACKS; TEACHERS & SCHOOL EMPLOYEES;
SPANISH-SPEAKING GROUPS (US); WESTCHESTER COUNTY (NY)
Companies: LEARNING FOUNDATION OF PUTNAM-NORTHERN WESTCHESTER

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(R) Service.

Article Text:

YORKTOWN HEIGHTS -- JEFFREY COLE considers himself an average student, but there is nothing ordinary about the sudden change in his life. Tapped last year for a new program to interest black and Hispanic students in becoming teachers, the Yorktown High School 11th grader has surprised himself with his own talents and won a bevy of fans.

'I didn't think I was a teacher -- I thought I was just helping them out,' Jeffrey said of a summer internship at a day-care center, which has become a paying job. 'They all say I'm doing good. It was weird -- I'm just doing what they're telling me to do.'

The soft-spoken teen-ager, who plays violin in the high school orchestra and was wearing an African-patterned tie given to him by children at the center, said he is now planning to become an elementary school teacher and is receiving scholarship offers from colleges. Besides his friendly, attentive manner and warm brown eyes, he will bring two valuable assets to the teaching market: he is a black male, a rare commodity in classrooms nationwide.

In Westchester, the number of black and Hispanic students has steadily increased in the last two years, while the number of black and Hispanic teachers has dropped slightly. Over all, according to the New York State Education Department, 35.9 percent of the county's public school students were black or Hispanic in the fall of 1994, compared with 35.3 percent the year before. The number of black or Hispanic teachers during that period dropped from 9.4 percent in 1993 to 9.2 percent in 1994.

In northern Westchester, non-white teachers are especially rare. Even in Peekskill, where nearly 60 percent of the students are non-white, less than 14 percent of the teachers come from minority groups.

Renee Gargano, Deputy Superintendent for the Board of Cooperative Educational Services of Putnam-Northern Westchester, said she had tried for years to attract black and Hispanic teachers to the organization's 18 school districts. Frustrated by failure -- even after visiting Southern black colleges, advertising in black publications and sponsoring recruitment fairs for black teachers -- she said she realized a new approach was necessary.

'We weren't getting to the heart of the matter,' Ms. Gargano said recently. 'It is hard to get people to relocate to this area -- where housing prices are high, to uproot themselves and move to a community where everyone is Caucasian, and to work in school districts that are primarily Caucasian. What we really need is to grow our own.'

Today's Students, Tomorrow's Teachers, which is sponsored by the Learning Foundation of Putnam-Northern Westchester, is gambling on the idea that students from minority groups who already feel at home in northern Westchester would be willing to resettle there as teachers -- provided they are interested in the profession and are given enough incentives.

The program began with a small group of students last year and now includes 29 students in four school districts: Bedford, Ossining, Peekskill and Yorktown. The participating students, who were recommended by their teachers and guidance counselors, attend teacher workshops, work year round in internships and are taken on visits to nearby colleges with education divisions.

The students also meet regularly with teachers who serve as mentors and receive career counseling and help with the college-application process. Once they are in college, they will also be assigned mentors there.

Perhaps the biggest incentive is that each student is promised a 50-percent reduction in tuition by each of the participating colleges. So far these include the College of New Rochelle, Iona, Manhattanville, Mercy, Pace University and Texas College in Tyler.

In return, the students must maintain good grades, and, most important, promise to teach for a year in a northern Westchester or Putnam County district.

The adults in the program are sanguine about young people's tendency to change their minds. 'Even if they decide not to go into teaching,' said Angelo Piccirillo, an Ossining High School science teacher who is serving as a mentor, 'they are having experiences now that are very positive.' Many of the students, for example, are visiting a college campus for the first time, several of the mentors said.

Telly Mangual, who on a recent afternoon was helping students do kitchen math at a Yorktown Middle School home economics class, said that the program had injected new energy into his life. 'It has given me more of a sense of responsibility,' the Yorktown High School 12th grader said. 'Before this, I would just go home and go to sleep. Now I come home, and I'm awake.'

He said he wanted to become a teacher to help change attitudes toward black children in the mostly white suburbs. 'I'm not half the person anyone thought I was when I came here,' said Telly, who moved from Yonkers in the 10th grade. 'I was different, and a lot of kids were amazed that all my classes were advanced.'

Renee McFarlane, an Ossining High School 12th grader who volunteers at a day-care center and a community center in Ossining, said she wanted to model herself after her third-grade teacher in Mount Vernon, who was black. 'To see your own color teaching you -- wow!' she said. 'You think, 'I can really do something. I can really make something of myself.' '

Mr. Piccirillo said: 'Minority students need someone to look up to. They look for heroes and models at the sporting figures, and this is something totally different. If I'm a first grader, I'm going to be terribly affected by the teacher. If I see someone I can relate to, it could make a tremendous difference.'

Even with its promising start, Today's Students, Tomorrow's Teachers faces difficult challenges. Students must first be persuaded that teaching has rewards beyond the novelty of internships. 'It all comes down to economics,' said Bettye Perkins, the project coordinator. 'Parents come in with students for a session, and we show them the salary structure. You should see how shocked they are to see that the first year they can make close to \$30,000 in some of these districts.'

Ms. Gargano said she realized someone may raise objections to the program for the same reasons that affirmative-action policies have come under fire nationally. While some white students may be jealous of the opportunities their black and Hispanic classmates are getting, however, so

far no one has complained. 'They recognize the need,' Ms. Perkins said. 'They can see it. They're in an environment where there are no teachers of color, and it's just part of the whole learning process to understand that there are other kinds of teachers.'

The program's most pressing need is money, Ms. Gargano said. This year's budget of \$141,000, which includes stipends to mentors and \$200 for each student's summer internship, is being financed by the Learning Foundation, businesses like M.B.I.A. of Armonk and General Electric and the Plan for Social Excellence of Mount Kisco. The Learning Foundation is an independent consortium of 18 school districts in northern Westchester and Putnam County, corporations and colleges.

Ms. Gargano said the project's goal was 90 students, 5 from each of the Board of Cooperative Education Services' 18 districts. The payoff will be, she said, when the newly trained teachers fulfill their pledge to work in the districts. 'We can't guarantee them a job,' she said, 'but we have promised to make special efforts.'

The program, she said, demands a long view. 'It's not a quick fix,' she said. 'When you grow your own, you must be patient. We need long-term funding. It's something you have to hang in with.'

Caption:

Photo: Jeffrey Cole helps middle school home economics students with 'kitchen math.' (Roberta Hershenson for The New York Times) (pg. 6)

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Article Text:

Five years after Teach for America began sending recent college graduates to some of the poorest urban and rural schools, the organization finds itself still trying to handle its growing pains with grace.

Teach for America, which sprang from the 1989 senior thesis that its founder, Wendy Kopp, wrote at Princeton University, has placed 3,000 teachers and gained both praise and strong criticism for its methods. Every year, after training 500 recruits -- many of them graduates of Ivy League colleges -- for five weeks, the program assigns them to two-year teaching posts in areas as varied as New York City, the Mississippi Delta and South Central Los Angeles.

Patterned after the Peace Corps, Teach for America has been hard hit by what its director of development, Richard Barth, calls a 'belt-tightening crisis.' In 1995 the recruiting staff was slashed from seven to two. (Overall, the organization employs about 80 people.) To maintain one of the program's essential components -- the on-site mentors who help new recruits get adjusted to teaching -- Teach for America has begun to seek

out partnerships with local universities and community colleges, as well as to rely more heavily on alumni to contribute time and expertise.

'We're stepping back from trying to take on all to the responsibility ourselves,' explained Ms. Kopp, 28, as she sat in her organization's headquarters in New York City's financial district.

In addition, Teach for America is struggling to rebut its critics.

In May, responding to several recent studies by educational groups criticizing its teacher training program. Teach for America released a report it had commissioned. According to the report, the majority of superintendents are happy with the teachers' work. 'In some areas we come out looking good,' Ms. Kopp said.

Sharon Mitchell, the placement coordinator in the Unified School District of Oakland, Calif., said: 'They're climate changers. They think out of the box.'

Teach for America is part of a larger trend that has emerged since the early 1980's, when states began to offer alternative licensing or certification programs for teachers. Such programs allow liberal arts graduates and others without education degrees to work as teachers in areas where there are teacher shortages. Most often these schools are found in poor districts. According to data collected by the National Center for Education Information in Washington, 40 states now offer such programs, up from 33 in 1990.

'If the school district provides adequate mentoring and support,' said Pat Dingsdale, the education committee chairwoman for the National Parent-Teacher Association, in Chicago, 'any alternate certification program can work.'

Yet many of Teach for America's critics argue that such support is not forthcoming. In 1991 Melissa McDonald graduated from Tufts University with a degree in American history. She then spent a turbulent nine weeks in a New Orleans school she described as 'a trash can' before reluctantly leaving Teach for America. She is now a manager at the Nature Company in Boston.

'I had 10-year-olds who had failed second grade three times,' said Ms. McDonald. She blames Teach for America for her quick departure because it placed her in the school and failed to give her support.

'The corps members who finished their two-year commitments had strong mentors -- and their schools wanted them there,' she said.

In New York City, first-year Teach for America teachers make about \$28,000, about \$4,000 less than first-year teachers with master's degrees. During their two-year commitment, program participants have the option of working toward their permanent licenses.

Supporters of Teach for America say that over the last five years the program has filled a gap in recruiting hard-to-find bilingual, special education and math and science teachers. According to the organization's statistics, the number of its teachers who finish the two-year commitment has risen from 70 percent in 1990 to 85 percent in 1993. The statistics also indicate that the organization does better than the education profession overall in recruiting minorities, who now make up 46 percent of all corps members. This figure includes 24 percent African-Americans, 8 percent Hispanics and 8 percent Asians. According to figures from the National Library of Education, 86.5 percent of all teachers nationwide are white and 7 percent are African-American, 4 percent Hispanic and 1 percent Asian.

According to Teach for America statistics on the first group of program teachers, who finished in 1992, some 55 percent are still teaching, although 72 percent remain in education. By contrast, only 7 percent of teachers with master's degrees nationwide have dropped out of teaching after three years.

Teach for America, however, says that in the areas where its teachers are employed, the overall turnover rate tends to be much higher, up to 50

percent. And Ms. Kopp says as much as training teachers, the program seeks to create leaders.

'I'd like people to someday talk about T.F.A. the way they talk about the Rhodes scholarship,' she said.

In the summer of 1993, President Clinton approved Teach for America as part of Americorps, his national service initiative. The program now receives about 21 percent of its \$5.2 million budget from Americorps, which also pays off participants' undergraduate loans and offers small grants for future education. The majority of Teach for America's money, however, still comes from corporations and individuals -- among them are the Lilly Endowment Corporation and Philip Morris.

Yet because of Teach for America's budget cutting, some of its most ambitious initiatives are being dropped, like the costly and time-consuming efforts to get states to accredit its five-week summer training program as an alternative route to teacher certification.

And two education divisions of Teach for America have left to become nonprofit companies. The two divisions are Teach, which focuses on recruiting people in other professions to become teachers, and The Learning Project, which helped design the Houston Summer Institute where Teach for America teachers are trained.

In addition, many educators in traditional graduate teacher-training programs remain skeptical about Teach for America's long-term impact.

'What Teach for America is doing would be more productive if they recruited for the long term instead of as a pit stop,' said Linda Darling Hammond, a professor of education at Teachers College at Columbia University in New York. By putting teachers into the neediest schools, she said, the program is cheating a generation of 'high risk' children.

Professor Darling Hammond also accused the program of taking jobs away from teachers who are more qualified.

'Districts can only legally hire us if they have a shortage,' Wendy Kopp responded.

But last year in Seattle, which has no teacher shortage, the Board of Education voted to hire 17 Teach for America teachers, even though Washington state certifies 2,500 teachers every year. Of these, half remain unemployed after receiving certification. 'The vote was controversial,' said Ted Andrews, the state's director of professional education and certification.

Most teacher educators critical of Teach for America say they do not oppose alternative certification as such, but what they characterize as the program's slapdash approach to training.

'The summer institute is a series of one-hour workshops with no curriculum,' said Robert Roth, a professor of education at the State University of California at Long Beach, who evaluated Teach for America's summer training institute in Houston for several states in 1993. 'The students could choose anything they wanted in any order,' he said. 'In five weeks you cannot train teachers to step into the classroom. We have difficulty doing that in four years.'

Teach for America, however, said the training institute's recruits teach at a summer enrichment program for students in Houston's public elementary schools. In the afternoons and evenings, according to program outlines, the trainees attend curriculum workshops. Veteran teachers and experienced corps members are asked to evaluate the performance of the new recruits on a daily basis.

'It was like educational boot camp,' said Catherine Schoeffler, who got a sociology degree at the University of Southwestern Louisiana before teaching at a tiny elementary school in Ruleville, Miss.

Pam Briskman, a Teach for America recruit from Stanford University in Palo Alto, Calif., said, 'I really don't think that anything can prepare you for the first day of class.'

Ms. Briskman, who has taught at Bret Harte Middle School in Oakland,

Calif., for three years, said she feels that the Teach for America approach is at least as effective as the traditional teacher-training education programs from which her colleagues graduated.

In New York, at P.S. 28 on West 155th Street in Harlem, Gina Laporta, an English major who graduated from Boston College in 1994, said her training was adequate, but her first year of teaching was still an enormous struggle.

'All of a sudden I was going to be responsible for 20 children who wanted to be educated.'

For several months she was in shock, she said, overwhelmed by a classroom where many of the students had emotional problems for which she had no training.

She was assigned two mentors -- one from Teach for America and the other a veteran teacher at the school. But even now, Ms. Laporta does not know if she will stay a third year. 'I change my mind every day,' she said.

David Gunderson had a different experience.

After graduating from Yale University in 1989 with a major in political science, he wanted to teach before medical school.

But because he didn't want to spend a year getting a degree in education, he found that Teach for America presented an ideal opportunity. Mr. Gunderson spent four years teaching life science at Compton High in South Central Los Angeles.

'It's the greatest education you'll ever have,' he said.

Now Mr. Gunderson intends to go back to medical school and to earn a master's degree in public health.

'In 10 years, I'd like to be living in a rural area where I can practice medicine half the time and teach the other half,' he said.

For Seth Kugel, who finished his two-year stint in the South Bronx in New York last year, academic critics of Teach for America miss the point.

Mr. Kugel, who is now a first-year student at the Kennedy School of Government at Harvard University, said: 'If you're a T.F.A. teacher, you don't have to worry about staying, about pension, about red tape, about getting the ideal job in the ideal school -- you don't have to worry about getting out of the South Bronx. You don't have to learn the system. If you're in T.F.A., you can just teach.'

Caption:

Photo: Wendy Kopp's Teach for America has put 3,000 recent college graduates into poor schools. (Andrew Lichtenstein for The New York Times)