

Teacher Pre-service
Education

Author: teachers@inet.ed.gov at Internet
Date: 1/5/97 9:02 AM
Priority: Normal
BCC: William Kincaid at WDCT01
TO: teachers@inet.ed.gov at INTERNET
Subject: TEACHERS digest 886

----- Message Contents -----

Contents:

TEACHERS DIGEST 885 (steve.ricks@bbs.serve.org)
Thanks to Pam Burrish and to Disney/McDonald's (EFBlue@aol.com)
Re: TEACHERS digest 884 (dfisher@mittchell.net (Donna Fisher))
Accountability (Daniel Durbin <ddurbin@earthlink.net>)

Date: Sat, 04 Jan 97 10:28:50 -0400
From: steve.ricks@bbs.serve.org
To: teachers@inet.ed.gov
Subject: TEACHERS DIGEST 885
Message-ID: <9701041028.0EQ1J00@bbs.serve.org>

Bob Campbell's description of positive steps in teacher education brought joy to my eyes. Somehow it seems fitting that such exemplary practices are occurring in my favorite place to visit --Flagstaff AZ. I wish it were possible to load a bus full of instructors from our area and let them see firsthand what quality preservice education should look like.

Still, the senerio that Bob describes is by far a rare exception to teacher training in the United States. The recently released published "What Teachers Have to Say ABOUT Teacher Education," Perspective Council For Basic Education, Vol8, No 2, Fall 96 objectively validates the wide gulf that exists between what teachers need to be effective and what schools of education are currently providing them. While preservice programs have improved nationally over the last few decades, there is still much to be done.

This might be a good place to recount my own training in teacher education --it does make an interesting story and show that (at least in Alabama) practices are not as bad as they once were.

I entered science through the back door -already -having a B.S. and considerable post graduate work in science. A local university helped me receive my teaching certificate in one summer. I remember my methods class (taken AFTER my student teaching) had me prepare a unit on psychology--I was obtaining certification in General Science. Student teaching was for 5 weeks at one of the BEST high schools in Alabama. (So you don't get the wrong idea, I should point out that this school blows the top out of the Stanford test and its students regularly win at national academic competitions). My students were those students who were retained and taking summer school to pass. The local coach (with no science background) was hired to be my supervising teacher.

What did we do in a combined 7-8 grade general science class? Every day the coach brought in lawn mowers and we repaired them. He had me make up 3 lessons which I taught when my college supervisor (a social studies major) showed up. I made straight "A's" and received my certificate being able to repair any lawn mower, but without the vaguest idea of how to teach science.

Too many of our schools of education are still isolated from K-12. Most generate lots of paperwork explaining how they work with K-12 -but you just don't find the professors in the schools. In fact, it has been my experience that most professors in schools of ed. will admit that they entered the University to get AWAY from the K-12 schools.

Again Bob, my hat is off to the school in Flagstaff that is doing what needs to be done in teacher education. I am particularly interested in learning more about how they realistically relate theory to practice. That is a most critical area that seems lacking from most other training institutes.

Stevs Ricks AL TOY

Date: Sat, 4 Jan 1997 22:00:03 -0500
From: EFBBlue@aol.com
To: teachers@inet.ed.gov
Subject: Thanks to Pam Burrish and to Disney/McDonald's
Message-ID: <970104220003_1689474363@emout02.mail.aol.com>

I want to "publicly" say thank you to Pam Burrish for her kind remarks about me and about the Disney/McDonald's American Teacher Awards. I ended up winning in my category, which was Performing Arts. It was truly one of the most exciting events of my professional career.

The whole week and especially the awards ceremony was incredible. It was just like the Academy Awards (in fact, the same producer who does the Academy Awards and the Tonys does this one). It was taped at the Pantages Theatre in LA. The show was cablecast over the Disney Channel December 14th and repeated on December 15th.

The theatre was filled to capacity (all black tie and very snazzy). It was a star-studded affair with presenters like Jeff Goldblum, Jimmy Smits, Senator Bill Bradley, Terri Hatcher, singers, dancers and so forth. Howie Mandell introduced me and Annie Potts later announced me as the winner in my category and presented me with my award. I received a beautiful trophy and cash prizes for both my school and me.

The three performing arts teacher finalists got the extra bonus of being allowed to bring several of their students along to "show-off" their talent. My students are featured throughout the show doing backstage video interviews with the stars and the teachers. It was, without a doubt, an experience of a lifetime for them and for me.

Disney and McDonald's deserves the highest kudos for the time, financial support, and caring that they give to this event. They do an excellent job of honoring the entire teaching profession. The way all of the teachers are treated in every stage of the event is so very commendable. The awards show is also a magnificent testimony to the outstanding work being done every day by thousands of teachers in classrooms all across this country.

For those of you not familiar with the Disney/McDonald's American Teacher Awards, I would urge you to consider entering the contest this year. It is a first class event all of the way. They have 12 categories consisting of English, Social Studies, Science, Math, General Elementary, Early Childhood, Vocational, Foreign Language, Athletics, Physical Education, Performing Arts, and Visual Arts. A written application, along with recommendations from your principal and peers, is what is involved in the first stage of the contest.

Sixty semi-finalists are then selected and they get professional video

profiles made by the Disney Channel showing the selected teacher in action in his or her classroom. These profiles are shown on the Disney Channel every Saturday morning throughout the year following the contest.

Eventually 36 finalists are selected for the big event. Disney flies each teacher and their spouse to the taping site and treats them like royalty for a week. This year we were in L.A. The rumor is that next year the event may be taped in Maui!! Wow!!

At the end of the Teacher Awards Ceremony show, all 36 teachers vote to select the Overall Disney Teacher of the Year from among the 12 category winners. This year Phoebe Irby, an early childhood teacher from Florida, was selected. She is a wonderful choice and I feel she will represent all teachers in an extraordinary manner.

The address that I have for information about the awards contest is as follows:

The Walt Disney Company and McDonald's Present the American Teacher Awards/PO Box 9805/Calabasas, CA 91372.

Please feel free to write to me if you need more information.

Frank Bluestein
1994 TN Teacher of the Year
Chair, Dept. of Fine Arts
Germantown High School
7653 Old Poplar Pike
Germantown, TN 38138
efblue@aol.com
901-755-7775
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Date: Sat, 4 Jan 97 23:40 CST
From: dfisher@mittchell.net (Donna Fisher)
To: teachers@inet.ed.gov
Subject: Re: TEACHERS digest 884
Message-ID: <v01540b02aef5ff073b2f@[206.52.133.135]>

Dick, what a wonderful idea about websites. Lots of us use the net for information but I'd be curious to know how many of the teachers on this listserv have their own homepage. If you do, please post a message with your homepage address. We'd love to visit it.

Forum teachers, South Dakota needs your help. If your state forum has produced an introductory brochure explaining your state teachers forum, will you please send it to Becky Ekland, 1901 Orchard Drive, Brookings SD 57006 or FAX 605-696-4128. She's busy designing ours in preparation for officially organizing the SD Teacher Forum as a permanent structure and launching forum 97.

Did you see Bob Campbell's post on Arizona's work in preparing student teachers? Thanks, Bob! Have any of you initiated contact with teacher prep programs in your state and offered to utilize your forum experiences/TOY opportunities, etc.? What ideas do you have for initiating/strengthening the two-way school/university connection in both teacher preparation and in on-going professional development?

Donna Fisher January GM

Donna Fisher, Mitchell HS, 920 N Capital, Mitchell, SD 57301

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donna2303@aol.com or dfisher@mitchell.net

Date: Sun, 05 Jan 1997 11:17:29 -0600
From: Daniel Durbin <ddurbin@earthlink.net>
To: teachers@inet.ed.gov
Subject: Accountability
Message-ID: <32CFE1F4.198F@earthlink.net>

Greetings:

It has been a treat reading the input of so many committed educators. As the director of a forensics (speech and debate) program, I would appreciate any input on the subject of parent accountability. The 1996-97 debate topic is "Juvenile Crime" and how it can be addressed through parent involvement and improved schools. What is meant by "parent accountability?" How far is "too far" when holding parents accountable for the actions (or non-actions) of their young people? Should school curriculum focus on the topic of "civility?" What should the role of alternative schools be when dealing with "non-productive" students? Any input on these topics would be greatly appreciated.

On a related topic, I recently had the opportunity to serve as an advisor for the Indiana Professional Standards Board. Many of the suggested standards dealt with the teacher as "counselor," "public relations liaison," "curriculum expert," and "role-model." Although I did not disagree with the suggested standards, six big questions did remain unanswered:

- 1) How will teacher education programs be held accountable for preparing future teachers to meet the standards?
- 2) How will present teachers be trained to meet the standards?
- 3) Where will the funds come from for the needed staff development?
- 4) How will curriculum (grades K-12) be focused to help students meet higher standards?
- 5) How will curriculum be focused to reinforce basic "civility" and social ethics?
- 6) How will teachers be assessed to ensure they meet the new standards?

The new standards appeared "perfect." As usual, however, someone forgot to share ownership with all involved parties: parents, educators, students, communities, teacher preparation programs, and legislators etc.

Ownership is the key to answering the above questions. A big "Thank you!" to Secretary Riley and the department for allowing teachers to claim some ownership in the direction education is taking in our country.

Let's hope each state will follow their example.

Have a great year!

Dan

End of TEACHERS Digest 886

Schools / Programs to

Visit

Author: teachers@inet.ed.gov at Internet
Date: 1/4/97 9:02 AM
Priority: Normal
BCC: William Kincaid at WDCT01
TO: teachers@inet.ed.gov at INTERNET
Subject: TEACHERS digest 885

*+ call on
Paulhner*

----- Message Contents -----

Contents:

Preservice Teacher Education (Bob.Campbell@nau.edu)

Date: Fri, 03 Jan 1997 09:16:53 -0700 (MST)
From: Bob.Campbell@nau.edu
To: teachers@inet.ed.gov (Listserv)
Subject: Preservice Teacher Education
Message-ID: <1997Jan03.091653.1715168942@MAIL.CEE.NAU.EDU>

Hello from snowy Flagstaff Arizona! What a way to start the new year!

It seems that my visit here for a year has just become very important. Mr. Hicks was discussing at great length what is wrong with Educational Teaching at the collegiate level. I am very happy to say that over 60 percent of our students here at Northern Arizona University work almost daily with regular classroom teachers. This does not include the one semester student teaching assignment. A majority of our undergraduates actually attend the university at a school site. There they enjoy three hours of observation or teaching and three to four hours of classroom instruction from college professors who are assigned to that program and have a room on site! They are starting another high school site this next fall! They welcome visitors to see how well these programs have done. Most students wait an extra semester, just to get into the rotation for this type of learning experience.

Being a guest here on campus I teach a "Co-hort" group of students who take all their education courses together in block form. They do meet here on campus for their classes, but they also work at the nearby elementary school (required volunteer time) and we have regularly scheduled trips to the reservation schools so they can first observe and then teach lessons. All the time revising what they have learned.

Theory is taught as a part of understanding how to implement the materials available within the context that the student will find themselves. If you do not understand the way kids learn and grow, it is hard to prepare the right type of material. It helps to take away some of the trial and error problems I had.

I must confess though, my undergraduate work in the 70's was not enough. It took me a good year or two to really learn how to be an effective teacher. My student teaching time was a joke since I never really was given a chance to teach too many lessons. I just watched and graded papers. Steve, the times they are a changing and at least here at NAU, our students get theory, pedagogy, and experience before they receive that diploma!

Note for Secretary Riley: Thank you so much for your caring, earnest attempts to give importance back to education. You truly understand that it is the teachers in the classrooms that make the difference and have

possible solutions to educational needs. You are a positive teacher's voice
in answer to a confused public.

Bob Campbell 96' TOY AZ

End of TEACHERS Digest 885

NEA changes course, vows to lead way on school reform

By Carol Innerst
THE WASHINGTON TIMES

P. A4

The day after President Clinton asked for \$51 billion in education spending, the teachers union that helped put him back in the White House announced that it would "reinvent" itself and take the lead in the school-reform debate.

"We know we can do it because we did it once before," National Education Association President Bob Chase said yesterday in a speech at the National Press Club. "In the 1960s we took a rather

quiet, genteel professional association of educators and we reinvented it as an assertive — and, when necessary, militant — labor union."

The traditional, industrial-style teacher unions brought major improvements to public education but "adversarial tactics simply are not suited to the next stage of school reform," he said.

"After much soul-searching and self-criticism within NEA, we know that it's time to create a new union — an association with an entirely new approach to our mem-

bers, to our critics and to our colleagues on the other side of the bargaining table."

Echoing Mr. Clinton's remark that "we should quickly and fairly remove those few [teachers] who don't measure up," Mr. Chase conceded: "There are indeed some bad teachers in America's schools, [and] it is our job as a union to improve those teachers or — that failing — to get them out of the classroom."

"The fact is that, in some instances, we have used our power to

block uncomfortable changes — to protect the narrow interest of our members, and not to advance the interests of students and schools," he said.

Myron Lieberman, chairman of the Education Policy Institute and a union critic, said: "The NEA has been successful in identifying the union interest with the public interest. I'd like to know how they can take money from a teacher for dues and then not defend a teacher who is accused of not being competent. It's a lot of rhetoric."

THE BUFFALO NEWS

FEB 05 1997

BUFFALO SCHOOLS

Partnership to study issue of vouchers

By PHIL FAIRBANKS

News Staff Reporter

Buffalo's premier business group, at the urging of lawmakers and with the blessing of Mayor Masello, agreed Tuesday to oversee a study into the contentious issue of school vouchers.

The Greater Buffalo Partnership is moving ahead with the study despite likely opposition from the Board of Education and its teachers' union.

The Common Council approved the study in a 10-3 vote Tuesday, and Masello promptly endorsed the idea.

"The Council has an interest in an issue that is of interest to many cities," said Andrew J. Rudnick, president of the partnership. "To get the facts seems like an obvious next step."

If the city ever adopted a voucher system, it would provide students with taxpayer-financed subsidies to attend private schools and maybe even religious schools. City officials estimate that each voucher would be worth \$1,500.

Supporters see the Council vote as one more sign of the School Board's lack of credibility. Critics view it as an indication that the board is this year's political whipping boy.

"There's a temptation to politicize this issue," said Council Member at Large Barbara A. Kavanaugh, one of three members to vote against the study.

The partnership has never taken a position on vouchers, but Rudnick said the group is willing to study the pros and cons of using them in Buffalo.

Rudnick just returned from a business trip to Milwaukee — which, along with Cleveland, has experimented with vouchers — and said he has gathered information.

The Council wants the group to analyze the financial impact of vouchers on public school aid, review the voucher programs in Cleveland and Milwaukee, and provide details on how to legislate — through the state and the city — the use of vouchers.

Masello described the Council vote as an act of "anger and frustration" about the state of public education in Buffalo. He also indicated support for the study.

"I think everything should be on the table," he said.

The Council vote is almost certain to spark a public debate about vouchers.

Council President James W. Pitts, who opposed the study, is convinced that vouchers would mean less money for city schools. "It's like throwing a match on the smoldering fire," Pitts said.

TO: Margaret O'Keefe at WDCB01
TO: Laurence Peters at WDCR03
TO: Dang Pham at WDCC04
TO: Diana Phillips at WDCB01
TO: Shawnrick Polk
TO: Edward Prewitt
TO: Alfred Ramirez at WDCE03
TO: Jill Riemer at WDCA08
TO: Sandra Rinck at WDCB01
TO: Lidice Rivas
TO: Diane Rogers at WDCA01
TO: Billie Rollins
TO: Kim Ross at WDCE03
TO: Diane Rossi
TO: Larry Rubin at WDCI04
TO: Jonathan Schnur at WDCB01
TO: Katherine Signs at WDCB01
TO: Kathy Silva at WDCJ03
TO: Henry Smith at WDCE03
TO: Paul Smolarcik at WDCB01
TO: Kevin Sullivan at WDCB01
TO: Will Tanner at WDCE03
TO: Gayle Tauzin at WDCE03
TO: Amy Theobald at WDCE03
TO: Gabriela Uro at WDCJ01
TO: Josefina Velasco at WDCC04
TO: Leah Vosburgh
TO: Carole Wacey
TO: Eulada Watt at WDCE03
TO: Angela Wilkins at WDCL02
TO: Alex Wohl at WDCB01
TO: Jacqueline Woods at WDCC04
TO: Judy Wurtzel at WDCT01
TO: Theda Zawaiza at WDCE03
TO: James Zook at WDCB01
Subject: Education talking points

----- Message Contents -----

President Clinton: Meeting the Challenge of
Strengthening Educational Opportunity
September 12, 1996

Promoting excellence and accountability in teaching, and public school choice through charter schools. Today, President Clinton travels to Fresno, California, where he will highlight Presidential support for new recommendations announced today on promoting excellence and accountability in teaching, and new financial support for charter schools.

An urgent report on school standards and quality teaching. The National Commission on Teaching and America's Future issued a report today urging a renewed focus on the quality of teaching in this country. This report is particularly urgent because of the need for 2 million new high quality teachers in the classroom over the next ten years to meet record breaking student enrollment and the impending retirement of an aging teaching force. The panel of teachers, and business, education and elected leaders called for higher standards, rewards for greater skills, and a redesign of America's schools.

A Presidential Directive to raise school standards and quality

teaching. Citing this new report, the President is calling America's attention to four critical challenges to ensure that every child has the dedicated and high-quality teachers he or she deserves:

- * Recruiting and retaining the most talented people into teaching;
- * Requiring tough licensing and certification standards for teachers, and investing in high-quality preparation and ongoing training to help teachers meet those standards;
- * Remove incompetent teachers quickly, fairly, and at less cost than at present; and
- * Creating systems for identifying and rewarding good teachers for achieving outstanding levels of knowledge and skills.

President Clinton issued a directive to Secretary of Education Riley to help promote excellence and accountability in teaching and to assist states and local communities in meeting these challenges by:

- * Notifying state and local education officials within 90 days of the federal resources available to address these needs;
- * Identifying promising state and local practices which respond to these challenges, and disseminating these examples nationwide within six months; and
- * Reporting annually on how states and local communities are meeting these challenges.

Public school choice through charter schools. President Clinton also announced support to launch charter schools in California and throughout the nation. Charter schools empower parents and teachers to create new choices within public education, and encourages them to try out innovative and effective approaches to teaching and learning. Earlier today, Secretary Riley announced:

- * A Charter Schools grant to California of \$1.25 million, which, along with a \$727,423 grant last year, will be used to support the development of about 50 charter schools. These grants will be used to:
 - * Help charter schools raise standards. Existing charter schools will use grants to develop challenging academic standards, assessments, and performance benchmarks by which the schools will be held accountable;
 - * Provide seed capital for teachers, parents, community

PHOTOCOPY PRESERVATION

groups, museums and others to develop innovative new chartered public schools.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

September 12, 1996

September 12, 1996

MEMORANDUM FOR THE SECRETARY OF EDUCATION

SUBJECT: Promoting Excellence and Accountability in Teaching

Every child needs -- and deserves -- dedicated, outstanding teachers, who know their subject matter, are effectively trained, and know how to teach to high standards and to make learning come alive for students.

In order to make sure every child has the teachers he or she deserves, as a Nation we must:

Recruit and retain the most talented people into teaching;

Require tougher licensing and certification standards for teachers, invest in high-quality preparation and ongoing training to help teachers meet these standards, and increase dramatically the number of teachers who meet the demanding standards set by the National Board for Professional Teaching Standards;

Remove incompetent teachers quickly, fairly, and at less cost than at present and for those teachers who need such assistance, try to restore their enthusiasm or counsel them out of the profession; and

Create systems for identifying and rewarding good teachers for achieving outstanding levels of knowledge and skills, especially as reflected in National Board Standards or other standards of quality adopted by States or local school districts.

I hereby direct you to assist States and local communities in meeting these challenges by:

- (1) Notifying State and local education officials within 90 days of the date of this memorandum of the Federal resources available to address these challenges; and
- (2) Identifying and disseminating within 6 months promising State and local practices responding to each of these challenges.

Please report annually to me on how States and local communities are responding to these challenges.

WILLIAM J. CLINTON

#

September 12, 1996

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Please report annually to me on how States and local communities are responding to these challenges.

WILLIAM J. CLINTON

'TEACHING IS HOT'

Once shunned, the profession has new fans

COVER STORY

Common theme is behind new popularity: Service

By Tanya Albert
USA TODAY

A generation of college students shunned teaching because of poor pay and even less respect.

Politicians and the public openly questioned teachers' competency. Headlines screamed about the "rising tide of mediocrity." Teachers tried to educate angry, even violent, kids in schools with metal detectors at the doors and peeling paint on the walls.

Many of those problems remain, and one in six public school teachers quits the profession within the first year.

But a confluence of events has led to a palpable change nationwide: Teaching is back.

Salaries now are decent or better in most places. Teachers say they feel more respected. Midcareer professionals are ditching stale jobs for fresh challenges in the classroom. And a new survey finds more college freshmen interested

in teaching than at any time since the mid-1970s.

This attitudinal shift couldn't come at a better time.

Last week, in his annual State of American Education speech, Education Secretary Richard Riley said at least 2 million teachers will need to be hired in the next decade to replace the generation of teachers about to retire.

He plans to hold a national forum this spring to explore how to avert a nationwide teacher shortage and lure America's best and brightest into the classroom.

Some experts and educators say they may not need much convincing.

"In the 1980s, people wanted to go into professions to make money," says Evelyn Freeman, an associate professor of education at Ohio State University. "In the '90s, we are seeing a return to other values. People want to feel like they are

doing something to make a difference in society."

At the University of Florida, one of the nation's larger teaching colleges, enrollment in the College of Education increased 7% between 1993 and 1995, almost twice as fast as the university's overall enrollment. At Teachers College, Columbia University — considered one of the nation's top graduate schools — applications were up 54% over last year.

Why the increase?

"The emphasis today is on education being a top priority," explains Roderick McDavis, Florida's education dean. "It's a top concern of voters and the president, and the leadership in Congress are saying they are making it a top priority."

"Teaching is hot," says Arthur Levine, president of Teachers College, in New York City. "What we're experiencing now is a huge surge of people interested in teaching. The overriding theme ... is idealism."

The rewards are intrinsic

It should be no surprise that volunteering among young people is at an all-time high at the same time interest in teaching is up.

"Teaching is a venue where they can turn service into a career," Levine notes.

According to the nation's largest annual survey of college freshmen, a record 38% said they had spent one hour or more each week volunteering during the past year.

The survey, conducted by UCLA, was the same study that found more than 10% of freshmen expressed interest in going into teaching — the highest rate in 23 years.

"They're making a difference in their community as opposed to influencing the political scene," says Linda Sax, director of the Cooperative Institutional Research Program at UCLA, which ran the survey of more than 250,000 freshmen nationwide. "Teaching is a career where they feel they can make a difference in their community."

Those attitudes come through in talks with would-be teachers.

Qiana Maple, 17, is a high school junior in the Teaching Profession Magnet program in Shreveport, La. She volunteers at church tutorial programs and says she tries to help out whenever she can.

"If I can change a person's life for

the better," she says, "my life will be complete."

Christina Lucas, studying at the University of Florida to be an elementary school teacher, agrees.

"The rewards are intrinsic," says Lucas, 21. "Seeing the one problem child succeed makes you go on."

'Helping on the front end'

These days, though, it isn't just young people drawn to teaching.

There are grandfathers who were downsized after selling insurance all their lives. Chemists who were let go from jobs midcareer. Career military personnel looking for a new life after retiring.

The common theme: service.

"After spending two weeks in a classroom, I felt I had done more

public service ... than I had done in the past seven years," says Art Howard, 42, who spent 17 years as a St. Louis police officer before becoming a teacher last year. "I wasn't solving any problems putting people in jail."

Now, says the fifth grade teacher, he feels like he's giving something back to his community. "I'm helping on the front end as opposed to being

More...

'TEACHING IS HOT'

continued...

on the back end," Howard says.

Nationwide, about 25-30% of students enrolled in education programs are people who previously worked in another field.

That's a lot of career-switchers. But in addition to regular degree programs, experts agree that to avoid the looming teacher shortage, there need to be more non-traditional ways to get professionals into the nation's classrooms.

"There's always been an interest in teaching," says Michael Acosta, administrator of employment operation for the Los Angeles Unified School District, which already is short of teachers. "Universities and schools are going to have to look at different ways to prepare teachers."

"It's not a lack of individuals not willing to go into teaching," adds David Haselkorn president of Recruiting New Teachers. "It's a lack of societal will to put people into teaching."

Recruiting New Teachers, a non-profit group trying to draw more people to the profession, is in the process of collecting information on midcareer programs across the country. So far they have identified 324 of them.

Among them is Old Dominion University's Military Career Transition Program. Since 1988, it's moved 525 retired or downsized military personnel into teaching.

In addition, about 150 programs nationwide help teacher assistants become certified teachers. More than half began after 1991.

'Have to reach their hearts'

Often, though, the idealism that draws someone to teaching is shaken — even snuffed out — by the reality of many classrooms.

"We're not teaching just subject matter," says Sharon McCririe, an 8th-grade teacher at Thomas Jefferson Middle School in Arlington, Va.

"We have to reach their hearts," says the 35-year classroom veteran. "Sometimes that can be more difficult than new teachers realize."

Slightly more than 17% of public school teachers with less than a year of experience left teaching between the 1990-91 and 1991-92 school years.

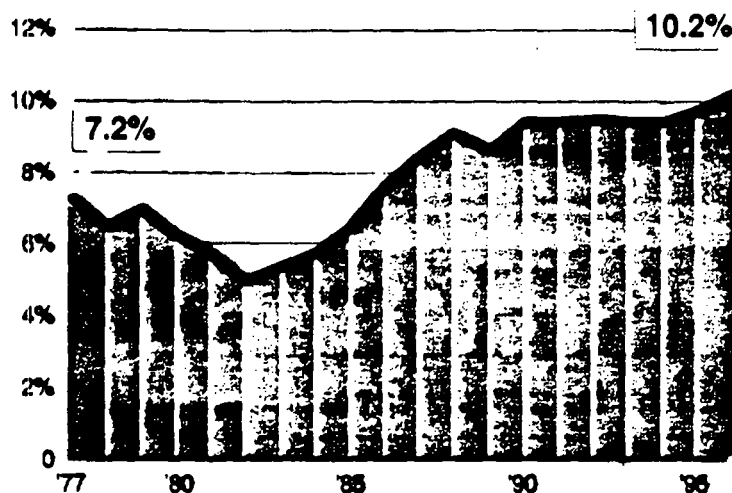
One of the biggest reasons behind that statistic, educators say, is the shock of classroom management.

New teachers go into the classroom only to discover that they can spend as much time on discipline problems as imparting information.

Teaching bounces back

Highest Interest in decades

10.2% of college freshmen last fall said they were interested in going into elementary or secondary education. That's the highest percentage in two decades.



Source: The American Freshman: American Council on Education; University of California, Los Angeles

Job growth in teaching

Demand for teachers is high and job growth in that field is projected to exceed overall job growth between 1994 and 2005:

	1994 employment	2005 projection	Increase
Elementary teacher	1,419,000	1,639,000	16%
Secondary teacher	1,340,000	1,726,000	29%
Special education teacher	388,000	593,000	53%
All occupations	127,014,000	144,708,000	14%

Source: U.S. Department of Labor, Bureau of Labor Statistics

Career-switcher Victor Guerrero, in his second year as a teacher at a San Diego grade school, survived the first year. But he was shocked the first time he entered a classroom as a teaching assistant.

"The first week was horrible," says Guerrero, 33, who holds a computer systems degree. "The kids were fighting. ... But after a while you realize the kids need someone to guide them."

Now Guerrero loves his job and says his only regret is not going into teaching earlier.

606,000 needed by 2005

Paths into teaching are becoming more available and more people are taking advantage of them. But there still aren't enough teachers.

The need will grow with the "baby boomlet" and large number of children of immigrants — a shortage that could push up the average teacher salary of nearly \$38,000.

And, though interest in teaching is up, there's only been a slight increase in the number of undergraduates receiving education degrees.

More...

TEACHING IS HOT' continued...

About 107,600 education degrees

were awarded in 1994 — just over 9% of all degrees that year. That's a far cry from the 1960s, when 20% of students got a degree in education.

Interest needs to reach that 20% mark again to meet the needs of a profession that's projected to add 606,000 new jobs by 2005.

Haselkorn, of Recruiting New Teachers, is optimistic.

His organization's 1-800-45-TEACH hot line has received more than 1 million phone calls since 1988.

"After the 1980s focus on making it big on Wall Street," Haselkorn says, "we've seen the pendulum swing to volunteerism and service."

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Report details crime rate on campus

WASHINGTON (AP) - Sixty-five students out of 100,000 were victims of murder, rape, robbery or aggravated assaults in 1994, a government survey of campuses said today.

The Education Department report also found that 257 students out of 100,000 were victims of burglary and vehicle theft.

The report is the first of its kind by the department, which was unable to say whether campus crime is on the rise. The report was required by the 1990 Student Right-to-Know and Campus Security Act, prompted by public concern over campus safety.

While it is difficult to draw conclusions from the report, the Justice Department previously has reported that in the nation as a whole there were 716 violent crimes and 4,656 property crimes for every 100,000 residents in 1964.

Crime rates were higher at institutions with on-campus housing, the Education Department said. There were 113 violent crimes per 100,000 students at institutions with campus housing, compared with 29 for those without.

The definition of campus also included private institutions such as cosmetology, x-ray technology and practical nursing schools with fewer than 200 students. Violent crime at those institutions struck 237 out of 100,000 students.

The study found a rate of one murder per 100,000 students; nine sexual assaults per 100,000 and 21 robberies and 35 aggravated assaults.

FBI crime figures for 1995, when the murder rate reached its lowest in a decade, showed 8 per 100,000 murders in the U.S. population at large.