

ATTRACTING AND PREPARING TOMORROW'S TEACHERS: INVESTING IN QUALITY FOR THE 21ST CENTURY

July 17, 1997

To have the best schools, we must have the best teachers...and, we should challenge more of our finest young people to consider teaching as a career.

-- President Clinton, 1997 State of the Union Address

Today President Clinton proposed a \$350 million initiative to attract talented people of all backgrounds into teaching at low-income schools across the nation, and to dramatically improve the quality of training and preparation given to our future teachers. This new initiative will help bring nearly 35,000 outstanding new teachers into high-poverty schools in urban and rural areas over the next five years -- nearly 10% of the number needed. In addition, it will support 10-15 national models of excellence for teacher preparation, and will help upgrade the quality of teacher preparation at more than 150 institutions of higher education in partnership with local schools. The President's initiative will help recruit and prepare teachers nationwide to help our neediest students succeed in the 21st century.

A NATIONAL CHALLENGE: RECRUITING AND PREPARING THE BEST TEACHERS FOR THE CLASSROOMS WHICH NEED THEM THE MOST.

Nationally, two million teachers must be hired over the next decade to accommodate rapidly growing student enrollment and an aging teaching force, according to the National Commission on Teaching and America's Future. The most severe shortages will be found in high-poverty urban and rural schools, which must hire 350,000 teachers over the next five years.

Urban and rural schools serving high percentages of poor students face especially serious challenges in their teaching forces, with many teachers arriving without the qualifications or preparation needed to succeed and with high rates of attrition. In urban districts, up to 50% of teachers leave the profession within the first five years. In high poverty schools across the U.S., one-third of students take math from teachers with neither a major nor a minor in mathematics. Meeting our national challenge requires providing a sufficient number of well-prepared teachers to fill the expected vacancies in urban and rural schools.

MEETING THE CHALLENGE: RECRUITING 35,000 OUTSTANDING NEW TEACHERS INTO HIGH-POVERTY SCHOOLS AND IMPROVING THE PREPARATION AND TRAINING OF FUTURE TEACHERS

National Teaching Fellowships to Help Talented People from All Backgrounds Teach in Our Nation's Poorest Schools. The President's initiative will provide five-year competitive grants to institutions of higher education with high-quality teacher preparation programs, in partnership with local schools and others, to offer scholarships and other support to prepare prospective teachers who commit to teach in underserved urban or rural schools for at least 3 years. Scholarships could cover costs of tuition, room, board, and other expenses of completing the teacher preparation program -- as well as some costs of mentorship or additional preparation for scholarship recipients in their first two years of teaching. The President's proposal will help

recruit nearly 35,000 teachers over five years, meeting nearly 10% of the need for new teachers in high poverty urban and rural communities.

Scholarships for young people and adults making a career change into teaching . Eligible scholarship recipients would include undergraduate and graduate students, former military personnel, education paraprofessionals or teacher aides desiring full teacher certification, and other mid-career professionals looking to enter into the teaching profession.

A commitment to bringing outstanding new teachers into high-poverty schools . Eligibility would be limited to those making a commitment to teach in high-poverty schools for at least three years. Scholarship recipients who do not complete the full three years would repay the institution of higher education from which they received their teaching credentials.

National Models of Excellence for Teacher Preparation That Will Provide Direct Assistance to Help 150 Institutions of Higher Education Better Prepare Tomorrow's Teachers.

The President's initiative will support 10–15 national lighthouse models of excellence to demonstrate world-class strategies for preparing future teachers . Five-year grants would be awarded through a highly competitive process to institutions of higher education operating the highest quality teacher education programs in partnership with local schools and others. These lighthouse models would set the highest standards for preparing new teachers.

Drawing on research and best practices, and holding institutions of higher education accountable for performance. Grant recipients would draw on research and best practice for preparing future teachers, including such critical strategies as: forging strong links between schools of education and their universities' departments of arts and science, providing future teachers with mentors and structured opportunities for teaching in elementary and secondary school classrooms, and incorporating the use of educational technology into teacher preparation. Continuation grants will be given to institutions making demonstrable progress toward clearly defined objectives.

Helping improve the preparation of future teachers at 150 institutions of higher education across the nation. Each institution receiving a lighthouse grant would commit to using a majority of these resources to help 8–15 other institutions of higher education and local school systems improve their teacher preparation programs.

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Attracting and Preparing Tomorrow's Teachers: Investing in Quality for the 21st century

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Nationally, two million teachers must be hired over the next decade to accommodate rapidly growing student enrollment and an aging teaching force. The most severe shortages, and the greatest challenges will be found in high-poverty urban and rural schools, which must hire 350,000 teachers over the next decade.

New teachers must have the knowledge and skills needed for the classrooms of the future:

The teachers we prepare today will teach in the schools of tomorrow. They will make a lasting impact on the quality of our schools, which will face an increasingly diverse student population, and higher standards of achievement for all students. More than ever, people who are preparing to enter teaching must be prepared well from the beginning. All new teachers must master their subject areas well, be able to motivate students to learn, maintain disciplined classrooms, involve parents in their children's education, and make effective use of technology in the classroom. *Our methods for recruiting talented people into the profession and preparing them well to teach But effective strategies for recruiting and preparing teachers are needed to ensure that the demand for many more teachers does not undermine quality.*

Urban and rural schools serving high percentages of poor students face especially serious challenges in their teaching forces, with many teachers arriving without the preparation needed to succeed. in ten teachers in urban schools leave the school within three years, and in ten math-teachers in urban schools neither have a college major or minor in math. Yet, students in poor urban or rural schools depend heavily on the quality and consistency of their teachers.

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The President's proposal will help recruit nearly 35,000 teachers over five years, meeting nearly 20% of the need for

new teachers in high poverty urban and rural communities.

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Strong local partnerships to prepare future teachers well. Scholarships would be awarded by partnerships involving institutions of higher education, local schools, and others that recruit and effectively prepare talented people of all backgrounds to teach in underserved schools. Partnerships would compete for five-year grants to support the scholarships and related activities.

Supporting national models of excellence for teacher preparation that will provide direct assistance to help 150 institutions of higher education better prepare tomorrow’s teachers.

Supporting 10-15 national “lighthouse” models of excellence to demonstrate world-class strategies for preparing future teachers. Five-year grants would be awarded through a highly competitive process to institutions of higher education operating the highest quality teacher education programs in partnership with local schools and others. These “lighthouse” models would set the highest standards for preparing new teachers.

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Meet our national challenge requires mandating a sufficient number of well prepared teachers to fill the expected vacancies in urban and rural schools

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Attracting and Preparing Tomorrow's Teachers: Investing in Quality for the 21st century

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A national challenge: bringing talented, dedicated, and well-prepared teachers to classrooms across the nation -- especially in our poorest schools.

This nation will need two million teachers hired over the next decade to accommodate rapidly growing student enrollment and an aging teaching force -- 350,000 of which will be needed in our highest poverty schools.. High-poverty urban and rural schools will experience the most severe shortages and present the greatest challenge in hiring new teachers.

This nation and the new economy will require our teachers to meet higher standards than ever. Because all of our students will need to achieve much higher standards than ever before in order to succeed in the new economy, our teachers must also meet higher standards than ever. Fortunately, we have learned a lot about what it takes to be a high-quality teacher -- good teachers know their subject areas well and understand how to meet such critical challenges as motivating students to learn, maintaining disciplined classrooms, helping students master basic skills and challenging academic material, involving parents in their children's education, and making effective use of technology in the classroom. But effective strategies for recruiting and preparing teachers are needed to ensure that the demand for many more teachers does not undermine quality.

Urban and rural schools serving high percentages of poor students face especially serious challenges in their teaching forces, with many teachers arriving without the preparation needed to succeed. ___ in ten teachers in urban schools leave the school within three years, and ___ in ten math teachers in urban schools neither have a college major or minor in math. Yet, students in poor urban or rural schools depend heavily on the quality and consistency of their teachers.

This nation has an opportunity to get it right: recruiting and preparing tomorrow's teachers can enhance the success of efforts to improve schools for decades. All of the most promising efforts to improve schools -- from raising educational standards to bringing technology into our schools to helping children to read by the end of the third grade -- depend on good teachers and good teaching. This nation has an important window of opportunity over the next few years to affect

educational quality for decades.

Meeting the challenge -- recruiting 35,000 outstanding new teachers into high-poverty schools across the nation and improving the preparation and training of future teachers nationwide. The President's proposal will help recruit nearly 35,000 teachers over five years; meeting nearly 20% of the need for new teachers in high poverty urban and rural communities.

"National Teaching" Fellowships to help talented people from all backgrounds go to teach in our nation's poorest schools. The President's initiative will provide grants to institutions of higher education with high-quality teacher preparation programs, in partnership with local schools and others, to offer scholarships and other support to prepare prospective teachers who commit to teach in underserved urban or rural schools for at least 3 years. Scholarships could cover costs of tuition, room, board, and other expenses of completing the teacher preparation program -- as well as some costs of mentorship or additional preparation for scholarship recipients in their first two years of teaching.

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In his call to action for American Education President Clinton called for American to insure that there is a talented, dedicated teacher in every classroom. [State of the Union Quota]

Attracting and Preparing Tomorrow's Teachers: Investing in Quality for the 21st century

President Clinton proposed today a \$350 million initiative to attract talented people of all backgrounds into teaching at poor schools across the nation, and to dramatically improve the quality of training and preparation given to our future teachers. This new initiative will help bring 35,000 outstanding new teachers into high-poverty schools in urban and rural areas [will create 10-15 lighthouse partnerships...] and will help upgrade the quality of teacher training and preparation at more than 150 institutions of higher education in partnership with local schools.

A national challenge: bringing talented, dedicated, and well-prepared teachers to classrooms across the nation -- especially in our poorest schools.

- ▶ This nation will need two million teachers hired over the next decade to accommodate rapidly growing student enrollment and an aging teaching force -- 350,000 of which will be needed in our poorest schools.. High-poverty urban and rural schools will experience the most severe shortages and present the greatest challenge in hiring new teachers.
- ▶ **This nation and the new economy will require our teachers to meet higher standards than ever.** Because all of our students will need to achieve much higher standards ~~than ever before~~ ^{as well} in order to succeed in the new economy, our teachers must also ^{meet} ~~meet~~ higher standards ~~than ever~~. Fortunately, we have learned a lot about what it takes to be a high-quality teacher -- good teachers know their subject areas well and understand how to meet such critical challenges as motivating students to learn, maintaining disciplined classrooms, helping students master basic skills and challenging academic material, involving parents in their children's education, and making effective use of technology ~~in the classroom~~. Yet, some school systems meet the demand for more teachers by compromising on quality: for example, more than ___% of math teachers did not even have a math major or minor in college.
- ▶ **Urban and rural schools serving high percentages of poor students face especially serious challenges in their teaching forces,** with many teachers arriving without the preparation needed to succeed. ___ in ten teachers in urban schools leave the school within three years, and ___ in ten math teachers in urban schools neither have a college major or minor in math. Yet, students in poor urban or rural schools depend heavily on the quality and consistency of their teachers.
- ▶ ^{successfully} **This nation has an opportunity to get it right:** ^{talented} ~~recruiting and preparing tomorrow's teachers can enhance the success of efforts to improve schools for decades.~~ All of the most promising efforts to improve schools -- from raising educational standards to bringing technology into our schools ~~to helping children to read by the end of the third grade~~ -- depend on good teachers and good teaching. This nation has an important window of opportunity over the next few years to affect educational quality for decades.

Meeting the challenge -- recruiting 35,000 outstanding new teachers into our poorest schools and improving the preparation and training of future teachers nationwide.

Promising Teacher
across the US
people
the President
high poverty
"Blue-Ribbon" Fellowships to help talented people from all backgrounds go to teach in our nation's poorest schools. This initiative will provide grants to institutions of higher education with high-quality teacher preparation programs, in partnership with local schools and others, to offer scholarships and other support to prepare prospective teachers who commit to teach in underserved urban or rural schools for at least 3 years. Scholarships could cover costs of tuition, room, board, and other expenses of completing the teacher preparation program -- as well as some costs of mentorship or *Follow-up activities?* additional preparation for scholarship recipients in their first two years of teaching.

diverse recipients
-- **Eligible scholarship recipients would include** undergraduate and graduate students, former military personnel, education paraprofessionals or teacher aides desiring full teacher certification, and other mid-career professionals looking to enter into the teaching profession. Scholarship recipients would need to be *why*

A commitment to low-income areas
-- **Eligibility would be limited to those making a commitment to teach in underserved schools for at least three years.** Scholarship recipients who do not complete the full three years would repay the institution of higher education from which they received their teaching credentials. *high pov*

strong local partnerships
-- **Scholarships would be awarded by partnerships involving institutions of higher education, local schools, and others that recruit and effectively prepare talented people of all backgrounds to teach in underserved schools.** Partnerships would compete for five-year grants to support the scholarships and related activities.

- ▶ **Supporting "lighthouse partnerships" of universities and school systems with world-class teacher preparation programs to help 150 institutions of higher education improve their teacher preparation programs.** Explain lighthouse partnerships and assistance here. Include elements of high-quality teacher prep programs, such as partnerships between arts and science (e.g., math) and school of education, spending time teaching in actual K-12 school with mentor and rigorous standards and evaluation.

-- national models demonstrating best practice, canon...

-- providing assistance to other schools of ed...

(Build in more focus on underserved schools into the challenge and meeting the challenge.)

The Department of Education's Proposal for the Reauthorization of Title V of the Higher Education Act

After months of internal discussion and consultation with teacher education experts across the country, the Department of Education proposes a targeted, strategic agenda for the reauthorization of Title V of the Higher Education Act. The proposal focuses on recruiting new teachers for high-poverty urban and rural areas, preparing them well, and supporting them during induction, the critical first years of teaching.

While the Federal government already addresses the professional development of current teachers, little has been invested in developing new teachers. Because our nation will be preparing more teachers than ever before, for increasingly challenging classrooms, a Federal investment targeted to teacher recruitment, preparation, and induction can make a significant impact. Our nation's goals in education will not be achieved without the development of an excellent teacher workforce.

Our proposal has two parts: recruitment of qualified teachers for high-need areas and support for the highest quality teacher preparation. Induction, the time period in which 30% of new teachers leave the field because of a lack of support and quality preparation, is a key component of the proposal.

Recruiting New Teachers for High-Poverty Areas: The current Minority Teacher Recruitment program, funded at \$2.2 million, is not a sufficient Federal investment, given the need to hire over two million teachers in the next decade and the gap between the diversity of our nation's students and their teachers. Urban and rural schools will experience the most severe teacher shortages. At the same time, students in those high-poverty areas need the most qualified teachers. The Federal government cannot solve these recruitment challenges alone, but it can be a catalyst that stimulates the recruitment of minority teachers and teachers in areas of high need. We propose a targeted program supporting partnerships between school districts in underserved areas and institutions of higher education. Together the partners would determine the needs of their communities -- such as the need for more minority teachers and the need for teachers in targeted subjects -- and recruit, prepare well, and work to retain teachers fitting those needs.

Lighthouse Partnerships for Teacher Preparation: The proposal addresses three critical needs in teacher preparation. First, as a nation, we must identify best practices in teacher education, especially in preparing teachers to teach in high-poverty schools. The research and evaluation of teacher education programs that would allow us to speak confidently about strong teacher preparation do not exist. As a result, teacher preparation programs vary widely in approach and quality. Second, when exemplary teacher education practices are identified, they must be disseminated and spread to other institutions; otherwise, good programs will remain islands of excellence. Third, because quality teacher preparation demands strong collaboration with the P-12 community, school districts and teacher preparation institutions must work together in real partnerships to prepare teachers. Our proposed lighthouse partnership program

would identify a variety of institutions that prepare teachers well in strong collaboration with school districts in high-poverty urban and rural areas, and provide for the spreading of their best practices to other institutions.

Dozier final
testimony



Sandra_Cook @ ed.gov
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To: William R. Kincaid

cc:

Subject: Final testimony

Statement by Terry Dozier
Special Advisor to the Secretary
U. S. Department of Education
before the House Committee on Education and the Workforce
Subcommittee on Postsecondary Education, Training, and Lifelong
Learning
July 15, 1997

I am pleased to appear before you to testify about the Department of Education's proposal for the reauthorization of Title V of the Higher Education Act of 1965. This reauthorization comes at a time when it is particularly important that we, as a Nation, do more to develop our teacher workforce. I care deeply about this issue. As a former National Teacher of the Year, I was invited to the Department to provide a teacher's perspective on the work that we do. I know first-hand the importance of good teaching and of providing teachers with high-quality preparation and support.

David Haselkorn, the President of Recruiting New Teachers, Inc., may have said it best: "Teaching is the essential profession that makes all other professions possible." The highest standards in the world, the best facilities, and the strongest accountability measures will do little good if we do not have talented, dedicated, and well-prepared teachers in every classroom.

As President Clinton emphasized in his Call to Action for American Education in the 21st Century, teachers must receive the education and support they need to help our children meet the challenges of the 21st century. Our Nation's goals in education will not be achieved without the development of an excellent teacher workforce. As a Nation, we face significant challenges in this regard.

One of our challenges is in teacher recruitment. If current trends continue, over the next decade we will need to hire more than 2 million teachers because of increasing teacher retirements and an enrollment boom that will bring more students than ever before into our classrooms -- a total of almost 55 million students by the year 2006. High-poverty urban and rural schools will experience the most severe teacher shortages. Of the 2 million teachers needed, approximately 15%, or 345,000, will be hired in central cities, in schools with large concentrations of low-income students. An additional 207,000 teachers will be needed in isolated, and often poor, rural areas.

In addition, a critical gap exists between the diversity of our nation's students and that of their teachers. While a third of America's students are minority, only 13% of their teachers are. That gap is growing and is most severe in urban and rural schools. Our nation's schools need a diverse and excellent teaching force that can bring distinctive life experiences and perspectives into the classroom, provide valuable role models for minority and non-minority students alike, enrich the curriculum, assessment, and school climate, and strengthen connections to parents and communities.

Teacher shortages will continue to be concentrated in our Nation's underserved communities. Students in high-poverty urban and rural schools --the very students who need the best teachers --often have teachers who are the least qualified. For example, 71% of physical science students and 33% of English students in high-poverty schools take classes with teachers who lack even a college minor in their field.

Quality of preparation is a key factor in teachers' ability to facilitate student learning. Unfortunately, many teachers report feeling unprepared for the challenges of today's classrooms. While we would never ask our doctors to perform surgery after only a few weeks of clinical experience, we often ask new teachers to enter classrooms after only a few weeks of in-classroom training. New teachers often lack the deep content knowledge and the knowledge of effective classroom practices that they need in order to help children learn. Many teacher preparation programs do not prepare teachers to use technology effectively in the classroom.

The need for effective teacher preparation in high-poverty settings is particularly great, given the complexity that poverty brings to the classroom. In urban school districts, rates of attrition can often reach fifty percent in the first five years of teaching, due in part to inadequate preparation and poor support --a "sink or swim" approach toward new teachers. Teachers in high-poverty settings face many daunting challenges for which they need to be prepared, such as the diversity of their students, inclusion of students with learning and physical disabilities, increasing numbers of students with limited English proficiency, and students in crisis because of their home situations.

Given these challenges, States, school districts, colleges and universities, and the Federal Government will have to work hard to achieve the President's goal of ensuring a talented, dedicated, and well-prepared teacher in every classroom. Title V of the Higher Education Act is one vehicle through which the Federal Government, for its part, can address teacher quality in America.

We began the development of our Title V proposal by examining teacher development across the continuum --beginning with recruitment and preparation, including the first critical years of teaching which educators call the induction period, and continuing through on-going professional development. We considered two questions: Where, in this continuum, can the Federal Government and Title V appropriately play a role? And how can Title V, through a targeted Federal investment, make a significant impact on teacher development in America?

In answering these questions, we have decided to focus Title V on three critical areas. Unlike the current Title V, which authorizes an array of disconnected programs, our proposal will focus on recruiting new teachers, preparing them well, and supporting them during the beginning stages of their career.

We chose this focus for several reasons. The Federal Government already makes a significant investment in on-going professional development for current teachers through programs such as the Eisenhower Professional Development program under the Elementary and Secondary Education Act of 1965. Those programs, however, are not adequate to promote the reforms that are needed to develop our future teaching force. The Federal Government's current efforts simply are not sufficient to address the teacher recruitment, preparation, and induction challenges that we face. In those areas, there is a critical gap in the Federal commitment to teacher development. Those are the arenas in which Title V can make a difference.

Furthermore, we have a window of opportunity now to make a difference in the development of our teaching force. Our Nation will be preparing more teachers than ever before to teach in increasingly challenging classrooms. By addressing the development of those teachers, we have a unique opportunity to make a substantial impact through the reauthorization of Title V.

We are considering a proposal that addresses the communities with the greatest needs -- areas with high concentrations of low-income students. The proposal would encourage the recruitment of a diverse and excellent teaching force and support the highest-quality teacher preparation. Our proposal would also address induction, the first critical years when 30 percent of new teachers leave the field in part because of poor support.

Recruiting New Teachers

The Federal Government, by itself, cannot solve all of our Nation's recruitment challenges. It can, however, be a catalyst that stimulates the recruitment of teachers where they are most needed.

Therefore, we are considering a program whose objective is to increase the number of students, especially minority students, who complete high-quality teacher preparation programs and teach in high-poverty areas.

In developing our proposal, we are keeping in mind several guiding principles of effective recruitment programs. For example, it is important that institutions of higher education work in partnership with elementary and secondary school districts to determine the teaching needs of the districts. The partnership should then identify a pool of potential teachers fitting those needs, recruit individuals from this pool, and design high-quality preparation and induction programs tailored to those individuals. According to local needs, recruitment efforts could focus on minorities, paraprofessionals, teachers in targeted subjects, or individuals with disabilities. Paraprofessionals can be very strong candidates for teacher recruitment; they already have classroom experience, and generally reflect the communities in which they serve. Recruiting minorities is very important because they are seriously underrepresented in the teaching profession and can serve as important role models. Above

all, however, teachers must be recruited for the areas where they are most needed.

While financial support can help teacher candidates afford their education, support services are also important, especially for individuals such as paraprofessionals for whom scholarships alone are often not enough.

A recruitment program based on those principles and targeted to communities with large concentrations of low-income students can help the nation to address its critical recruitment challenges.

Teacher Preparation

It is not enough to recruit new teachers. We must also ensure that they are well-prepared. However, we face major challenges in teacher preparation. Let me paint a picture for you of the diversity of teacher preparation programs in this country. There are 1,025 institutions that prepare teachers. They range in size from one graduate per year at Wagner College in New York State, to 1,933 graduates per year at Eastern Michigan University --our Nation's largest producer of teachers. In addition to this tremendous range in size, there is an equally large range in the quality of programs that prepare teachers.

Therefore, we face three critical needs in teacher preparation.

First, as a Nation, we must identify best practices in teacher education. There is no consensus in the nation about the best ways to prepare teachers. There is, however, little disagreement about what teachers need to know and be able to do in the classroom. Teachers must have in-depth content knowledge of the subject matter that they teach. They must understand how children learn and know the latest research on child development. Successful teachers must be able to use classroom management skills effectively. They must learn to work with diverse students and with parents. Teachers need to know a variety of approaches to working with students and then must be able to choose an appropriate strategy for different students and situations. Finally, prospective teachers need to be grounded in classroom practices that are based on the best available research, have records of demonstrated effectiveness in enabling students to achieve to high standards, and are replicable in diverse and challenging circumstances.

Even though we have all of this knowledge about what it takes to be an effective teacher, we do not have the research and evaluation of teacher preparation programs that would allow us to speak confidently about how best to prepare teachers. As a result, teacher preparation programs vary widely in approach and quality. In order to identify best practices for teacher education, we are proposing to focus on programs that prepare teachers for the most challenging settings --our schools with the highest concentration of low-income students. If we can identify, evaluate, and disseminate the most effective methods of preparing teachers for our most challenging classrooms, we know these practices will be adaptable for the preparation of teachers for any of our Nation's classrooms.

Second, when exemplary practices are demonstrated and identified, they must be disseminated and spread to other institutions. Too often in the past, excellent programs, once identified, have remained

islands of excellence.

Third, because high-quality teacher preparation demands the strong involvement of elementary and secondary schools, school districts and institutions of higher education must work together as true partners in preparing teachers. Unfortunately, many elementary and secondary schools feel they are not on an equal footing in their relationships with institutions of higher education, because the schools are often asked to help train student teachers and to hire them, without being given sufficient resources or a voice in how these teachers are prepared.

Therefore, we are considering a targeted program to improve teacher preparation that would respond to these needs by identifying and spreading best practices in teacher education for high-poverty areas. It would encourage the evaluation of different approaches to teacher education and provide resources and technical assistance to those institutions committed to working collaboratively with elementary and secondary schools to improve their teacher preparation programs.

Conclusion

A limited Federal investment in teacher recruitment and preparation can make a substantial impact in the development of new teachers. I look forward to working with you to ensure that the reauthorized Title V is a focused and effective answer to our Nation's challenges in teaching.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

NO. 2015 P. 1

Title V proposal

FAX TRANSMITTAL

TO: Mike Cohen, Bill Kincaid

ORGANIZATION: DPC

PHONE NUMBER: _____

FAX NUMBER: 456 - 7028

FROM: Heather Moore, Terry Dozier

PHONE NUMBER: 401-1078

MESSAGE: Here's a first draft summary of our proposal.
Also attached is a shorter version - a one-pager - that
I'd written earlier.
Absent still are budget figures + impact data.

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**New Incentives to Attract and Retain Well-Prepared Teachers
in High-Poverty Urban and Rural Areas
and to Improve Teacher Preparation**

President Clinton's *Call to Action for American Education in the 21st Century* emphasizes the need to put a talented, dedicated, and well-prepared teacher in every classroom in the nation. Because over the next decade our nation will be preparing more teachers than ever before to teach in increasingly challenging classrooms, we have a window of opportunity now to make a dramatic impact on the development of our teacher workforce. Our nation's goals in education will not be achieved without talented, dedicated, and well-prepared teachers. The following initiative, the Administration's proposal for the reauthorization of Title V of the Higher Education Act, is one way that the Federal government can help.

Teacher Recruitment: *The Challenge*

Our nation faces a significant teacher recruitment challenge. Over the next decade, we will need to hire over 2 million teachers because of increasing teacher retirements and an enrollment boom that will bring more students than ever before into our classrooms -- a total of 54 million students by the year 2006. High-poverty urban and rural schools will experience the most severe teacher shortages. Of the 2 million teachers needed, approximately 15%, or 345,000 (approximately 35,000 per year), will be hired in central cities, in schools with large concentrations of low-income students. An additional 207,000 (approximately 20,000 per year) will be needed in isolated, and often poor, rural areas.

These types of communities face the greatest difficulties in attracting and retaining qualified teachers. Urban areas in particular receive significantly fewer applications for positions than neighboring suburban districts, and teacher attrition rates in urban areas can often reach 30% to 50% in the first five years. Schools in these areas are therefore most likely to fill classroom vacancies with teachers who lack preparation, do not meet licensure requirements, or who are teaching out of field. As a result, the students in these communities -- who need the most qualified teachers in order to meet high academic standards -- often get exactly the opposite in the classroom.

In addition, a critical gap exists between the diversity of our nation's students and that of their teachers. While a third of America's students are minority, only 13% of their teachers are. That gap is growing and is most severe in urban and rural schools. Our nation's schools need a diverse and excellent teaching force that can bring distinctive life experiences and perspectives into the classroom, provide valuable role models for minority and non-minority students alike, enrich the curriculum, assessment, and school climate, and strengthen connections to parents and communities.

Teacher Recruitment: *The Initiative*

We propose a new program to help attract, prepare, and retain teachers, especially minority teachers, for high-poverty urban and rural schools.

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The program would award five year competitive grants to partnerships between school districts and institutions of higher education, in conjunction with other partners such as community colleges, unions, community organizations, and states, to recruit and prepare teachers to serve in high-poverty schools. The partnerships would work together to assess the teaching needs of their school districts. Having done this needs assessment, they would identify a pool of potential teachers fitting those needs, recruit individuals from this pool, and design high quality preparation and induction programs tailored to those individuals.

While partnerships would have the flexibility to design high quality programs to fit their needs, the funds are to be used for several specific purposes:

- **Recruiting, preparing, and retaining teachers for high-poverty areas.** Individuals recruited into the program would commit to teach for at least three years in high poverty. Grantees would be held accountable for this commitment; they would be judged by their success in placing and retaining new teachers in underserved communities. Thus, they would have strong incentives to prepare students well for the challenges of teaching in high-poverty urban and rural areas and to support them effectively during their first years of teaching.
- **Recruiting the types of teachers that are most needed.** The program would encourage a focus on recruiting minorities, paraprofessionals, males, teachers in targeted subjects, and individuals with disabilities. Because the recruitment of minorities is central to the program, special consideration would be given to minority-serving institutions.
- **Providing scholarships and support services.** The program would support scholarships for potential teachers and, equally important, support services that fit the needs of the potential teachers. These services, including academic counseling, mentoring, child care, and transportation, are especially critical for individuals such as paraprofessionals for whom scholarships alone are often not enough. School districts and their higher education partners would determine the amounts and types of financial and other support.

Improving the Preparation of Teachers for High-Poverty Urban and Rural Areas: *The Challenge*

Quality of preparation is a key factor in teachers' ability to facilitate student learning. Unfortunately, many teacher preparation programs in this country do not provide quality teacher education. For example, while we would never ask our doctors to perform surgery after only a few weeks of clinical experience, we often ask new teachers to enter classrooms after only a few weeks of in-classroom training. New teachers often lack the deep content knowledge and the knowledge of effective classroom practices that they need in order to help children learn. Many teacher preparation programs do not prepare teachers to use technology effectively in the classroom. We cannot continue to fail in preparing teachers if we want to educate our children to high standards.

The need for effective teacher preparation in high poverty settings is particularly great, given the complexity that poverty brings to the classroom. In urban school districts, for example, rates of attrition can often reach thirty to fifty percent in the first five years of teaching, due in part to inadequate preparation and poor support during the induction period. Teachers in high poverty settings face many daunting challenges for which they need to be prepared, such as the increasing diversity of their students, inclusion of students with learning and physical disabilities, increasing numbers of English as a second language students, and students in crisis because of their home situations.

Our nation faces three critical needs in teacher preparation.

First, as a nation we must identify best practices in teacher preparation, especially in the preparation of teachers for high-poverty schools. The research and evaluation of teacher preparation programs that would allow us to speak confidently about strong teacher preparation do not exist, and, as a result, teacher preparation programs vary widely in approach and quality. If we can identify the best practices in teacher preparation for high poverty areas, which are the most challenging settings, those practices will be adaptable to the preparation of teachers for all of our nation's classrooms.

Second, when exemplary practices are identified, they must be disseminated and spread to other institutions. Too often in the past, excellent programs, once identified, have remained islands of excellence.

Third, because quality teacher preparation demands the strong involvement of elementary and secondary schools, school districts and institutions of higher education must work together as true partners in preparing teachers. Unfortunately, P-12 schools are often exploited in their relationships with institutions of higher education because they are asked to provide clinical settings for student teachers and to hire them, without being given resources to do this or a voice in how they are prepared.

Improving the Preparation of Teachers for High-Poverty Urban and Rural Areas: *The Initiative*

Our innovative *Lighthouse Partnership* program would identify and spread best practices in teacher education for high-poverty areas. The proposed program would award five-year competitive grants to partnerships between institutions that are exemplary in preparing teachers for high-need areas, the school districts with which they collaborate, and a number of partner institutions that would like to improve their teacher preparation programs. Other partnership entities could include community colleges and State education agencies.

- **Identify "what works" in preparing teachers for high-poverty settings.** Exemplary institutions of various sizes and types would refine and evaluate their programs to identify best practices in teacher education for underserved areas. They would aggressively disseminate their findings to other institutions.

- **Improving teacher preparation in partner institutions.** Lead institutions would form strong partnerships with institutions committed to improving their teacher preparation. The lead institutions would provide financial resources and technical assistance to their partners to help those institutions improve their preparation of teachers for high-need schools.
- **Strong criteria for ensuring quality.** Partnerships would be chosen through a competitive, peer review process based on indicators of high quality teacher preparation, such as alignment with student and teacher performance standards, evidence that teachers are well-prepared, institutional commitment to preparing teachers well, strong clinical programs in partnership with elementary and secondary schools, integration of technology, and evidence that teachers have strong content knowledge and can use effective classroom practices.
- **Strong partnerships with elementary and secondary schools.** Quality teacher preparation must be done in the classroom setting. Lighthouse partnerships must include true collaboration between teacher preparation institutions and elementary and secondary schools. P-12 schools would help to design and implement programs to prepare teachers and would help to decide how grant funds would be spent.
- **Commitment to producing minority teachers.** Lead institutions and their partners must have a strong commitment to producing minority teachers.

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The Department of Education's Proposal for the Reauthorization of Title V of the Higher Education Act

After months of internal discussion and consultation with teacher education experts across the country, the Department of Education proposes a targeted, strategic agenda for the reauthorization of Title V of the Higher Education Act. The proposal focuses on recruiting new teachers for high-poverty urban and rural areas, preparing them well, and supporting them during induction, the critical first years of teaching.

While the Federal government already addresses the professional development of current teachers, little has been invested in developing new teachers. Because our nation will be preparing more teachers than ever before, for increasingly challenging classrooms, a Federal investment targeted to teacher recruitment, preparation, and induction can make a significant impact. Our nation's goals in education will not be achieved without the development of an excellent teacher workforce.

Our proposal has two parts: recruitment of qualified teachers for high-need areas and support for the highest quality teacher preparation. Induction, the time period in which 30% of new teachers leave the field because of a lack of support and quality preparation, is a key component of the proposal.

Recruiting New Teachers for High-Poverty Areas: The current Minority Teacher Recruitment program, funded at \$2.2 million, is not a sufficient Federal investment, given the need to hire over two million teachers in the next decade and the gap between the diversity of our nation's students and their teachers. Urban and rural schools will experience the most severe teacher shortages. At the same time, students in those high-poverty areas need the most qualified teachers. The Federal government cannot solve these recruitment challenges alone, but it can be a catalyst that stimulates the recruitment of minority teachers and teachers in areas of high need. We propose a targeted program supporting partnerships between school districts in underserved areas and institutions of higher education. Together the partners would determine the needs of their communities -- such as the need for more minority teachers and the need for teachers in targeted subjects -- and recruit, prepare well, and work to retain teachers fitting those needs.

Lighthouse Partnerships for Teacher Preparation: The proposal addresses three critical needs in teacher preparation. First, as a nation, we must identify best practices in teacher education, especially in preparing teachers to teach in high-poverty schools. The research and evaluation of teacher education programs that would allow us to speak confidently about strong teacher preparation do not exist. As a result, teacher preparation programs vary widely in approach and quality. Second, when exemplary teacher education practices are identified, they must be disseminated and spread to other institutions; otherwise, good programs will remain islands of excellence. Third, because quality teacher preparation demands strong collaboration with the P-12 community, school districts and teacher preparation institutions must work together in real partnerships to prepare teachers. Our proposed lighthouse partnership program would identify a variety of institutions that prepare teachers well in strong collaboration with school districts in high-poverty urban and rural areas, and provide for the spreading of their best practices to other institutions.

Specifications for HEA Title V: Educator Recruitment and Preparation

I. Findings and Purpose: Authorization of Appropriations

1. Findings

-- What teachers know and can do has a critical impact on student achievement, yet too often prospective teachers are not receiving the initial preparation they need in order to teach children from diverse backgrounds to challenging standards. While outstanding teacher preparation programs exist in different regions of the country, many prospective teachers do not receive high-quality preparation (aligned with challenging content and performance standards) in the subject areas they will teach, and in child development and teaching methods, in rigorous, clinically based programs.

-- A number of elementary and secondary schools throughout the United States are implementing educational reform strategies that are research-based, have records of demonstrated effectiveness in enabling students to achieve to high standards, are reliable in diverse and challenging circumstances, and are often supported by networks of researchers and experienced practitioners. Yet preparation to implement these strategies is not generally a central component of initial teacher preparation. The result is that most newly prepared teachers do not have a thorough grounding in the most effective classroom practices.

-- In the next decade, American schools will need to hire more than two million teachers to educate an increasing number of students and to replace current teachers who will retire or leave the profession. Recent trends in the number of people preparing to enter teaching indicate that the normal operation of the labor market, by itself, will not produce the number of qualified teachers schools will require.

Insert A - [Findings on preparation in math/reading - not yet measurable]

-- Schools are already having trouble recruiting qualified teachers. The National Commission on Teaching and America's Future found that 50,000 uncertified individuals annually enter teaching when schools, frequently those in urban and rural areas with large concentrations of children from low-income families, cannot find all the certified teachers they need. According to the Commission, 12 percent of newly hired teachers enter teaching without any relevant training, and an additional 14 percent enter without having met State licensure standards; fewer than three-quarters of all new teachers are fully qualified.

Insert B - [Findings on minority teachers - not yet available]

-- The Federal Government, by itself, cannot ensure needed improvements in teacher preparation or solve the problem of teacher shortages. However, the Government can make limited, targeted investments that: (1) encourage more institutions of higher education that operate teacher preparation programs, working in partnership with local educational agencies and States, to adopt the practices and strategies of the best programs; and (2) encourage more people to enter teaching, complete high-quality preparation programs, and teach in underserved

communities.

2. Purpose

It is the purpose of this title to--

-- Authorize support for partnerships between institutions of higher education that operate exemplary teacher preparation programs, other institutions of higher education seeking to improve their programs, public elementary and secondary schools, and States, in order to improve the quality of the initial preparation of teachers; and

-- Authorize support for partnerships to increase the number of students who enter teacher education programs, complete high-quality preparation programs, and teach in underserved urban and rural communities.

3. Authorization of Appropriations

There are authorized to be appropriated--

-- \$ _____ for FY 1999 and such sums as may necessary for the succeeding four years for Part A, "Lighthouse Partnerships"; and

-- \$ _____ for 1999 and such sums as may be necessary for the four succeeding years for Part B, "Recruiting New Teachers for Underserved Areas"

II. Part A: Lighthouse Partnerships

1. Definitions

A "lead institution" is an institution of higher education that: (1) operates an exemplary program of significant size in one or more areas of teacher preparation (which may include the preparation of education paraprofessionals or individuals with emergency teaching credentials who are seeking full teacher certification, of older students seeking new careers in teaching, and of educational administrators, in addition to more traditional teacher education programs); and (2) desires to assist other institutions of higher education in improving their programs and to serve as a national model for effective teacher preparation.

A lead institution must be either (1) a single institution that offers baccalaureate degrees and prepares teachers for their initial entry into teaching, or (2) such an institution, participating in consortium with one or more two-year colleges with which it has articulation agreements relating to teacher preparation.

A "partner institution" is an institution of higher education that: (1) prepares teachers for their

initial entry into the teaching profession; and (2) desires to improve its program with assistance from a lead institution.

A "lighthouse partnership" is a partnership of a lead institution, a group of partner institutions, and representatives of State and local educational agencies, that is dedicated to improving the quality of teacher preparation programs. Within each partnership, the lead institution shall act as the fiscal agent for the grant.

A "teacher preparation program" is a program operated by an institution of higher education that prepares students to obtain teacher licensure and to teach in elementary and secondary schools. Such program may also prepare students to become preschool teachers if the institution serves a State or school districts in which preschool education is provided as free, public education,

2. Grants to Lighthouse Partnerships

The Secretary shall carry out this program by making competitive grants to lighthouse partnerships. Each such grant shall be for a period not to exceed five years. The Secretary shall make the continuation awards, for the second through fifth years, only after determining that the partnership is making satisfactory progress in carrying out the grant and, in particular, shall conduct an intensive review, with the assistance of outside experts, before making the award for the fourth year of the grant.

A lighthouse partnership may receive a second such grant, on a noncompetitive basis, so long as it can demonstrate that it: (1) is succeeding in meeting the objectives of the program; and (2) has a plan for institutionalizing the activities it is carrying out under the program, over the second grant period, so that those activities will continue once the second grant has expired. The same Secretarial review provisions that govern the first grant (annual satisfactory progress, intensive review after year three) would apply. No partnership may receive more than two grants.

3. Applications

In order to receive a grant under this program, eligible partnerships shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.

The application shall include:

- A description of the teacher preparation program operated by the lead institution, including information on the curriculum, the faculty, and the number and types of students served;

- Evidence of the quality of the institution's teacher preparation program, covering the following areas:

-- The extent to which the institution provides a coherent program, in one or more areas of teacher education, that (1) is organized around a sound conceptual framework reflecting the best of what is known, from research and practice, on teacher education, and (2) prepares teachers to implement research-based instructional programs of demonstrated effectiveness and teach their students to high content standards, and (3) reflects high standards for teaching and teacher education;

s standards and the Interstate New Teacher Assessment and Support Consortium; such as the standards of the National Board for Professional Teacher

-- The commitment of the institution to its program of teacher preparation, which may include evidence on the role of teacher education within the overall mission of the institution, on the involvement of the institution's president, provost, or other top administrators in the teacher education program, on the extent to which the board of trustees supports the program, and on the financial commitment of the institution to its teacher preparation program (such as information on the funding provided per student enrolled in teacher preparation, compared to the funding provided for students in other programs, or on the endowment of chairs and professorships in teacher education compared to those endowments in other areas);

-- The connections between the institution's teacher preparation program and its departments or schools of arts and sciences, as demonstrated through such evidence as the course requirements in arts and sciences for prospective teachers and the involvement of arts and sciences faculty members in the teacher preparation program (such as through joint development and teaching of courses, arts and sciences faculty members' supervision of student teachers, or joint faculty appointments);

-- The extent to which the institution operates a clinically based teacher preparation program, through which prospective teachers participate in intensive, structured clinical experiences, with extensive faculty involvement, throughout their preservice education, and evidence of the extent to which those experiences are integrated into the curriculum;

-- The extent to which the institution's program offers continuing assistance to its graduates during their initial years in the classroom;

-- The extent to which the institution maintains other connections with elementary and secondary education (and particularly (1) with urban and rural schools and school systems that serve concentrations of students from low-income families and (2) with the education reforms underway in the institution's State), as demonstrated through such evidence as strong involvement of the faculty (including the arts and sciences faculty) and the administration in elementary and secondary education; involvement of elementary and secondary educators in the

the extent which those graduates demonstrate the knowledge and skills to teach diverse populations effectively

continuing development, improvement, and implementation of the teacher preparation program, and institutional policies that take into account, in faculty promotion and tenure decisions, service to elementary and secondary education.

-- The success of the institution in preparing teachers to teach diverse populations, as documented through such evidence as ~~course offerings and requirements~~, the extent to which graduates have taken teaching positions in urban and rural schools in communities with concentrations of students from low-income families, and the extent to which the institution recruits and serves students (such as education paraprofessionals) from those communities;

-- The extent to which the institution has incorporated the use of educational technology into its teacher preparation program and is preparing teachers to use technology to teach children to high standards;

-- The record of the institution's teacher preparation program in attracting a student body that reflects the diversity of the State or region served by the institution (including the recruitment and enrollment of individuals with disabilities), and of employing a similarly diverse faculty;

-- The procedures the institution uses to measure the quality of its teacher preparation program (including the extent to which graduates improve their subject matter knowledge and teaching ability as a result of their participation in the program) and to improve its program in response to information generated through those procedures;

-- The success of the program in graduating students who are fully qualified to teach to high standards in the State or region served by the institution;

-- The quality of the program's graduates, as documented through such evidence as the graduates' record of obtaining (and retaining) teaching positions and the opinions of school district officials, in the State or region, of the quality of those graduates;

-- If applicable, the quality of the institution's program for the preparation of school principals and other school administrators, and of the success of that program; and

-- Involvement (and, preferably, leadership) of the institution in national, regional, and State efforts to improve teacher education and licensure;

-- Evidence of the experience of the lead institution at creating or participating in networks with other institutions to improve the quality of teacher preparation programs, including

networks established for the support of research-based elementary and secondary education reform strategies;

-- A description of how the partnership will use a grant made available under this part, including:

-- A description of the governance structure that the partnership will establish (through a written partnership agreement) for the grant, which shall include the active involvement of high-level administrators of the lead institution and representatives of: (1) both the teacher preparation program and the school or department of arts and sciences in the lead institution; (2) the partner institutions involved with the grant; (3) local educational agencies served by the lead institution and one or more of the partner institutions; and (4) State officials with authority over teacher licensure and teacher preparation in the State in which the lead institution and one or more of the partner institutions are located;

-- A description of the procedures the lead institution will use, after receiving the grant, to recruit and select partner institutions, which shall give highest priority to institutions that provide teachers for urban and rural communities with concentrations of students from low-income families;

-- A description of how the lead institution in the partnership will use the grant for additional development, refinement, assessment, and dissemination of information on its program, and of how it will work with the partner institutions on improvement of the partner institutions' teacher preparation programs;

-- A description of how the partnership will fully engage local educational agencies (particularly those serving concentrations of students from low-income families) in the activities carried out under the grant, and of how those activities will benefit those agencies;

-- A description of how the partnership will allocate the funds it receives under the grant among the activities it proposes to carry out, including (1) further development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution(s); (2) technical assistance by the lead institution to the partner institutions; (3) subgrants to the partner institutions; (4) joint activities with the local educational agencies in the partnership and other LEAs (as set forth below); and (5) joint activities with States (as set forth below);

-- A description of how the activities undertaken with the grant will support, and be integrated with, the educational reforms underway in the States of the lead and the partner institutions, including a description of plans for coordinating activities

Paul -
include this
note →

Note: May not be needed, since
we will take this into consideration in
selecting applicants.]

carried out under the grant with activities carried out under the Eisenhower Professional Development program, the Technology Literacy Challenge Fund program (under ESEA section 3132), and the Goals 2000: Educate America Act; and

-- A description of the goals the partnership expects to achieve through the grant, and of the procedures the partnership will undertake to determine whether it is meeting those objectives.

4. Uses of Funds

Partnerships selected to receive grants shall use their grants for the following purposes:

-- Additional development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution, including activities that document, for other institutions nationally and for policy-makers, effective practices in teacher preparation;

-- Assistance by the lead institutions to the partner institutions in improving the partner institutions' teacher preparation programs (and, if applicable, their principal preparation programs), based on the experiences of the lead institutions and the particular needs of the partners; [School administrator?]

-- Making subgrants to the partner institutions for implementation of program improvements at those institutions. Each partnership shall use at least 40?? percent of its grant for this purpose;

-- Joint activities with the local educational agencies in the partnership, and other LEAs, that increase the involvement of classroom teachers and school administrators in the design and implementation of teacher preparation programs operated by the lead and partner institutions (and thereby make those programs more responsive to the needs of teachers and administrators), and other activities to improve teaching and administration in the schools of the LEAs.

-- Joint activities with States that result in the development and implementation of State policies to facilitate the improvement of teacher preparation programs (and, if applicable, principal preparation programs) within the States, as a component of comprehensive education reforms; [School administrator?]

-- Cooperation and interaction with other lighthouse partnerships and with other institutions, organizations, and public agencies, on activities aimed at the improvement of teacher preparation nationally, including improvement of teacher licensure and relicensure requirements; and

Please
bold these
words.

- Assessment of the effectiveness of the activities carried out under the grant, including the extent to which the grant is achieving its objectives.

5. Selection of Applications

The Secretary shall, using a peer review process, select applicants to receive funding on the basis of the quality of the teacher preparation program operated by the lead institution in a proposed partnership, the quality of the partnership's plan for carrying out activities under the grant, and the capacity of the lead institution and its partners to carry out the proposed activities successfully.

In making selections, the Secretary shall seek to ensure that lighthouse partnerships represent a variety of approaches to teacher preparation, that lead institutions represent a variety of institutions of higher education, and that there is an equitable geographic distribution of awards. In addition, the Secretary shall give priority to applications for (1) projects that are most likely to result in the improvement in the teacher preparation programs serving schools and school districts with high concentrations of children from low-income families; and (2) projects that are likely to result in improvement of teacher preparation in the areas of mathematics and reading.

The Secretary shall make the selections through a two-stage process. In the first stage, institutions desiring to serve as lead institutions shall submit a "pre-application," incorporating such of the requirements of #3 above as the Secretary prescribes. The Secretary shall designate the most promising of the pre-applicants to submit full applications. The institutions would then prepare final applications (incorporating all the elements of #3) in collaboration with all the members of the proposed partnership. (I.e., the partnership would not have to be identified and assembled prior to completion of the pre-application process, but the lead institutions would have to form their partnerships prior to submitting final applications. And the process of preparing a pre-application would be much simpler than preparing a final application -- the Secretary would request a much shorter application package.)

6. Evaluation

The Secretary shall provide for an evaluation of the program supported under this part. The evaluation shall assess such issues as:

- The extent to which the activities carried out through Lighthouse Partnerships result in significant and positive changes in the teacher preparation programs operated by partner institutions, as well as improvements in the programs operated by lead institutions;
- The extent to which Lighthouse Partnership grants result in improvements in the effectiveness, including the technological proficiency, as well as the diversity) of students completing teacher preparation programs in the institutions of higher education participating in the grants;

-- The involvement of elementary and secondary schools and school districts (particularly those serving concentrations of children from low-income families) in the grants; and the extent to which the grants result in benefits to those schools and districts, including, ~~if such information is available,~~ information on the extent to which involvement in the grants improves the instructional programs and the educational outcomes for those schools and districts.

7. National Activities

The Secretary may reserve up to 5 (?) percent of the appropriation for this part for:

- Peer review of applications;
- Evaluation of the program as called for under #6, and measurement of its effectiveness in accordance with the Government Performance and Results Act;
- Conferences of lighthouse partnerships, and other entities, in order to facilitate the exchange of information and ideas among the participating partnerships and other institutions, agencies, and individuals who are interested in the improvement of teacher preparation and parallel improvements in principal preparation;
- Other activities to enhance the success of the program carried out under this part or of teacher education more generally. ^[school administrator?]

III. Part B: Recruiting New Teachers for Underserved Areas

1. Program Authorized

From funds appropriated for this part, the Secretary shall make grants to eligible applicants for programs (1) that provide scholarships and, as necessary, support services for students seeking to complete teacher preparation programs and to teach in underserved geographic areas; and (2) that thereby increase the number of new teachers nationally and increase the ability of schools in underserved areas to recruit a qualified teaching staff.

2. Definitions

An "eligible applicant" is a partnership of: (1) an institution of higher education that grants baccalaureate degrees and prepares teachers for their initial entry into the teaching profession; and (2) one or more local educational agencies that are in underserved geographic areas. Such a partnership may also include: (1) two-year colleges that operate teacher preparation programs and maintain articulation agreements, with the baccalaureate-granting institution, for the transfer of credits in teacher preparation; (2) State agencies that have responsibility for policies related to teacher preparation and licensure; and (3) other public and private, nonprofit agencies and

organizations that serve, or are located in, communities served by the local educational agencies in the partnership, and that have an interest in teacher recruitment, preparation, and induction.

An "underserved geographic area" is a locality in which the percentage of children, ages 5-17, from families with incomes below the poverty level or ____ percent or the number of such children exceeds ____.

"Support services" include academic advice and counseling; tutorial services; instruction in study skills, test-taking skills, or other subjects as needed to enable students to succeed in higher education; mentoring; outreach to participants' families; and, if funding cannot be arranged from other sources, child care and transportation. Such services may also include follow-up services provided to former scholarship recipients during their first two (?) years of teaching.

3. Grant Conditions

Include same conditions as in #2 under Lighthouse program: peer review, five-year grants, mid-term review, one renewal if program is successful and institution has a plan to institutionalize.

Exceptions:

-- The Secretary shall have the authority to make planning grants to partnerships that are not yet ready to implement programs under this part. Each planning grant shall be for a period of not more than one year. Partnerships with planning grants will have to compete separately for regular program grants. The one-year planning grant period shall be in addition to the regular 5-year grant period.

-- Matching requirement -- The Federal share of the cost of activities carried out under a grant made under this part shall not exceed:

- 90 percent of the cost in the first year of the grant;
- 80 percent in the second year;
- 70 percent in the third year;
- 60 percent in the fourth year; and
- 50 percent in the fifth year and any succeeding year (including each year of the second grant, if an institution receives one).

These matching requirements shall not apply to planning grants. (I.e., they begin in the first year of a regular grant.)

The non-Federal share may be provided in cash or in kind, fairly evaluated, and obtained from any non-Federal public or private source.

4. Uses of Funds

Eligible uses of funds are:

- Under a planning grant, the costs of planning for the implementation of the grant;
- Scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program;
- Support services, if needed to enable scholarship recipients to complete postsecondary education programs or to help former recipients succeed in the classroom during their initial two (?) years of teaching;
- Payments to partner LEAs if needed to enable them to permit paraprofessional staff to participate in teacher preparation programs (such as the cost of "release time" for those staff); and
- If appropriate and if no other funds are available, paying the costs of additional courses taken by former scholarship recipients during their initial two (?) years of teaching.

5. Grant Applications

In order to receive a grant under this part, an eligible applicant shall submit an application at such time, in such form, and containing such information as the Secretary may require. The application shall include:

- A designation of the institution or agency, within the partnership, that will serve as the fiscal agent for the grant;
- Information on the quality of the institution's teacher preparation program, which may include the types of information described in section 5__ of this act [cross-reference the descriptions of institutional quality in the application for lighthouse schools];
- A description of the assessment the institution, the LEA partners, and other partners have undertaken to determine the most critical needs of the LEAs for new teachers (which may include teachers in particular subject areas or at certain grade levels (including the prekindergarten level), teachers who reflect the ethnic or racial makeup of the LEA's students, or teachers who are fluent in languages spoken by students in the LEA) and of how the project carried out under the grant will address those needs. The assessment must reflect the input of all significant entities in the community (including organizations representing teachers and parents) that have an interest in teacher recruitment, preparation, and induction ;
- A description of the project the partnership will carry out with the grant, including information on:

-- The recruitment and outreach efforts the partnership will undertake to publicize the availability of scholarships and other assistance under the program;

-- The number and types of students that the institution will serve under the program (which may include education paraprofessionals seeking to achieve full teacher certification; teachers who the partner LEAs have hired under "emergency certification" procedures, former military personnel, or American Corps or Peace Corps volunteers, who desire to enter teaching; other persons who already have completed baccalaureate programs and seek to enter teaching; or more traditional candidates preparing to enter teaching through regular 4- or 5-year programs), and the criteria that the partnership will use in selecting those students, including criteria to determine whether individuals have the capacity to benefit from the program and complete teacher certification requirements;

-- The activities the institution will carry out under the grant, including a description of, and justification for, any support services the institution will offer to participating students;

-- The amount of the scholarships the institution will provide to students; and

-- The procedures the institution will establish for entering into agreements with scholarship recipients regarding their fulfillment of the service commitment under this legislation (as set forth under #9 below).

-- A description of how the institution will use funds provided under the grant only to increase the number of students participating in its teacher preparation programs, or in the particular type or types of preparation programs that the grant would support; and

Or to change the demographic composition of those programs or types of programs

-- A description of commitments, by the partner LEAs, to hire scholarship recipients in the schools of the LEA and in the subject areas or grade levels for which the recipients will be trained, and a description of the actions the grantee institution, the LEAs, and the other partners will take to facilitate the successful transition of those recipients into teaching.

6. Selection of Applicants

The Secretary, using a peer review process, shall select applicants to receive funding on the basis of: (1) the quality of the program that would be carried out under the application; (2) the quality of the teacher preparation program offered by the institution; and (3) the capacity of the partnership to carry out the grant successfully.

In making selections, the Secretary shall seek to ensure that grantees, in the aggregate, carry out a variety of approaches to preparing new teachers and that there is an equitable geographic

distribution of awards.

In addition, the Secretary shall give priority to applications from historically black colleges and universities, Hispanic-serving colleges and universities, tribally controlled colleges, *[and other institutions that enroll significant numbers of minority students? -- probably need some consistency here with Title III]*

7. Amount and Duration of Assistance; Relation to Other Assistance

No individual may receive scholarship assistance under this program for more than 5 years of postsecondary education.

Scholarship funds awarded pursuant to this part shall be considered in determining eligibility for student assistance under Title IV.

No individual may receive an award under this program that exceeds the cost of attendance, as defined in section 4__ of this Act, at the institution the individual is attending. A scholarship awarded under this part shall not be reduced on the basis of the individual's receipt of other forms of Federal student financial assistance, but shall be taken into account in determining the eligibility of the individual for those other forms of Federal assistance.

Note: This provisions taken from section 524 of current law [re: Douglas Scholarships]

8. Scholarship Conditions

A recipient of scholarship assistance under this part shall continue to receive such assistance only as long as he or she is: (a) enrolled as a full-time student and pursuing a course of study leading to teacher certification; and (b) maintaining satisfactory progress as determined by the institution, except that the requirement to be enrolled full-time shall not apply to persons who are working in the public schools (as paraprofessionals, or as teachers under emergency credentials) while they are participating in the program.

9. Service Requirements

Each partnership receiving a grant under this part shall enter into agreement with the students to whom it makes scholarships that provides for the following:

-- Each recipient who completes a teacher preparation program under this authority shall, within 5(?) years of completing that program, teach for at least three years full time in a school in an underserved geographic area.

-- Recipients who do not complete the full three years shall make repayment, on a pro rata basis, plus interest, at a time or over a period determined by the partnership. Recipients who fail

to complete a teacher preparation program or to become certified teachers shall repay the full amount of the scholarship, plus interest. The partnership shall collect such repayments and provide them to the Department of Education at a time and in a manner established by the Secretary.

-- The partnership may establish procedures for temporary waivers of the service requirement, such as for periods when recipients are unable to obtain teaching positions in underserved areas or are temporarily disabled and unable to pursue a full-time teaching career.

10. Evaluation

The Secretary shall provide for an evaluation of the program supported under this part. The evaluation shall assess such issues as:

- Whether institutions taking part in the partnerships are successful in preparing scholarship recipients to teach to high standards;
- Whether scholarship recipients are successful in completing teacher preparation programs, becoming fully certified teachers, and obtaining teaching positions in underserved areas, and whether they continue teaching in those areas over a period of years;
- The impact of the program in assisting local educational agencies in underserved areas to recruit and retain teachers in the areas where they have the greatest needs;
- The long-term impact on the grants on teacher preparation programs conducted by grantees and on grantees' relationships with their partner local educational agencies and other partners; and
- The relative effectiveness of different approaches for preparing new teachers to teach in underserved areas, including their effectiveness in preparing new teachers to teach to high content and performance standards..

11. National Activities

The Secretary may retain up to 5 (?) percent of the appropriation for this part for:

- Peer review of applications;
- Conducting the evaluation required under #10;
- Activities to facilitate the exchange of information and ideas among participating partnerships, and other activities to enhance the success of the program carried out under this

Author: Thomas Corwin at WDCT02
Date: 7/9/97 9:14 AM
Priority: Normal
TO: Terry Dozier at WDCB02
CC: Heather Moore at WDCB01
CC: James Butler
Subject: Participation Projections for Recruitment Program

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

This is what Jim and I have come up with in projecting the number of students who would participate in the Title V recruitment program.

First, we have to make several assumptions about how the program would operate.

1. What will be the average per-student cost?

In the DeWitt Wallace program, I understand that the average cost has been \$9,140, but that sounds pretty high for our program. I don't think the programs will pay the full cost of education for most participants because (1) many will also be eligible for other student aid, (2) not all will attend full time; and (3) the grantees are likely to want to use the grant to leverage other resources and bring as many participants into the program as possible. For starters, let's assume an average cost of \$5,000.

2. How long will participants stay in the program?

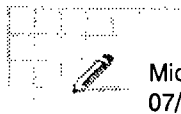
Many (e.g., the former military and Peace Corps people, the mid-career transition types) will probably need only a year to complete their studies. At the other end of the spectrum, some candidates will participate through a full 4- or 4-year program. Let's assume an average time of two years.

3. What will be the total budget for the program?

No decision yet, except for Terry P's indication that we'll increase Title V, in total, to \$100 million in the fifth year. Let's figure that we would want to hold competitions only every two years, so the jumps in appropriations would occur in the 3rd and 5th years. So let's assume appropriations of \$25 million the first two years, \$50 million in years 3 and 4, and \$60 million in year 5 (which would leave \$40 million for the lighthouse program).

Taking those 3 factors into consideration, we would reach 5000 people in year 1, the same 5000 the second year, 10,000 new people in years 3 and 4, and then 12,000 new people in year 5, for a total of 27,000 over the 5-year period. Given all the uncertainty built into these estimates, it would probably be better to express the projection as a range (say, 25,000-29,000).

But one additional factor that just occurred to me: we can go higher with these numbers by building in the effect of the institutional matching requirement. I'll take a shot at doing that shortly (maybe before the 1:00 meeting), but might as well send you this initial cut for now.



Michael Cohen
07/07/97 01:54:18 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP

cc: William R. Kincaid/OPD/EOP

Subject: OMB and Title V funding

I've talked to Ken Apfel and Barry White about Title V funding, and here is where things stand:

Ken and Barry more or less reluctantly agreed (Barry more reluctantly than Ken) to recommend to Frank Raines that he go along with POTUS announcing the Title V proposal at about \$65 million, even though it is out of the budget process and cycle, and that we worry later where the money comes from. Ken thinks the President ought to announce the one-year budget figure, and that the legislation that is sent up ought to authorize "such sums as are necessary" in the out years. However, if ED views the outyear costs as ramping up considerably as opposed to staying flat, he'd want to revisit this. I haven't seen budget figures from ED, but I don't believe they were planning on much higher outyear numbers. I'll check on that this afternoon.

Barry also wanted to make sure that ED doesn't ask for early budget commitments for any other parts of Title V. I don't think there are any other parts to worry about, but I'll check this out as well.

Ken will let me know how Frank reacts to this. He asked us to give him some time to get to Frank before this is raised at a 7:30 meeting by one of you.

*Alaron
married mid-oct*



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Mike Cohen

ORGANIZATION: DPC

PHONE NUMBER: _____

FAX NUMBER: 456-7028

FROM: Heather Moore/Terry Dozier

PHONE NUMBER: 401-1078

MESSAGE: Here are the latest draft specs.

Please share with others in your office who
should see them. Thanks!

CONFIDENTIALITY NOTICE

THIS TRANSMISSION IS INTENDED FOR AND RESTRICTED TO THE NAMED ADDRESSEE ONLY. IT MAY CONTAIN CONFIDENTIAL AND/OR PRIVILEGED INFORMATION. IF YOU RECEIVE THIS TRANSMISSION IN ERROR, YOU ARE NOTIFIED THAT YOU ARE PROHIBITED FROM READING, COPYING, OR DISSEMINATING THE TRANSMISSION. PLEASE CALL 202-401-3000 TO ARRANGE FOR RETURN OF ANY TRANSMISSION SET IN ERROR. THANK YOU.

15 **PAGE(S) TO FOLLOW**

DRAFT

7/7/97

Specifications for HEA Title V: Educator Recruitment and PreparationI. Findings and Purpose; Authorization of Appropriations1. Findings

-- What teachers know and can do has a critical impact on student achievement, yet too often prospective teachers are not receiving the initial preparation they need in order to teach children from diverse backgrounds to challenging standards. While outstanding teacher preparation programs exist in different regions of the country, many prospective teachers do not receive high-quality preparation (aligned with challenging content and performance standards) in the subject areas they will teach, and in child development and teaching methods, in rigorous, clinically based programs.

-- A number of elementary and secondary schools throughout the United States are implementing educational reform strategies that are research-based, have records of demonstrated effectiveness in enabling students to achieve to high standards, are reliable in diverse and challenging circumstances, and are often supported by networks of researchers and experienced practitioners. Yet preparation to implement these strategies is not generally a central component of initial teacher preparation. The result is that most newly prepared teachers do not have a thorough grounding in the most effective classroom practices.

-- In the next decade, American schools will need to hire more than two million teachers to educate an increasing number of students and to replace current teachers who will retire or leave the profession. Recent trends in the number of people preparing to enter teaching indicate that the normal operation of the labor market, by itself, will not produce the number of qualified teachers schools will require.

-- Schools are already having trouble recruiting qualified teachers. The National Commission on Teaching and America's Future found that 50,000 uncertified individuals annually enter teaching when schools, frequently those in urban and rural areas with large concentrations of children from low-income families, cannot find all the certified teachers they need. According to the Commission, 12 percent of newly hired teachers enter teaching without any relevant training, and an additional 14 percent enter without having met State licensure standards; fewer than three-quarters of all new teachers are fully qualified.

-- The Federal Government, by itself, cannot ensure needed improvements in teacher preparation or solve the problem of teacher shortages. However, the Government can make limited, targeted investments that: (1) encourage more institutions of higher education that operate teacher preparation programs, working in partnership with local educational agencies and States, to adopt the practices and strategies of the best programs; and (2) encourage more people to enter teaching, complete high-quality preparation programs, and teach in underserved

communities.

2. Purpose

It is the purpose of this title to--

-- Authorize support for partnerships between institutions of higher education that operate exemplary teacher preparation programs, other institutions of higher education seeking to improve their programs, public elementary and secondary schools, and States, in order to improve the quality of the initial preparation of teachers; and

-- Authorize support for partnerships to increase the number of students who enter teacher education programs, complete high-quality preparation programs, and teach in underserved urban and rural communities.

3. Authorization of Appropriations

There are authorized to be appropriated--

-- \$ _____ for FY 1999 and such sums as may be necessary for the succeeding four years for Part A, "Lighthouse Partnerships"; and

-- \$ _____ for 1999 and such sums as may be necessary for the four succeeding years for Part B, "Recruiting New Teachers for Underserved Areas"

II. Part A: Lighthouse Partnerships

1. Definitions

A "lead institution" is an institution of higher education that: (1) operates an exemplary program of significant size in one or more areas of teacher preparation (which may include the preparation of education paraprofessionals or individuals with emergency teaching credentials who are seeking full teacher certification, of older students seeking new careers in teaching, and of educational administrators, in addition to more traditional teacher education programs); and (2) desires to assist other institutions of higher education in improving their programs and to serve as a national model for effective teacher preparation.

A lead institution must be either (1) a single institution that offers baccalaureate degrees and prepares teachers for their initial entry into teaching, or (2) such an institution, participating in consortium with one or more two-year colleges with which it has articulation agreements relating to teacher preparation.

A "partner institution" is an institution of higher education that: (1) prepares teachers for their

initial entry into the teaching profession; and (2) desires to improve its program with assistance from a lead institution.

A "lighthouse partnership" is a partnership of a lead institution, a group of partner institutions, and representatives of State and local educational agencies, that is dedicated to improving the quality of teacher preparation programs. Within each partnership, the lead institution shall act as the fiscal agent for the grant.

A "teacher preparation program" is a program operated by an institution of higher education that prepares students to obtain teacher licensure and to teach in elementary and secondary schools. Such program may also prepare students to become preschool teachers if the institution serves a State or school districts in which preschool education is provided as free, public education,

2. Grants to Lighthouse Partnerships

The Secretary shall carry out this program by making competitive grants to lighthouse partnerships. Each such grant shall be for a period not to exceed five years. The Secretary shall make the continuation awards, for the second through fifth years, only after determining that the partnership is making satisfactory progress in carrying out the grant and, in particular, shall conduct an intensive review, with the assistance of outside experts, before making the award for the fourth year of the grant.

A lighthouse partnership may receive a second such grant, on a noncompetitive basis, so long as it can demonstrate that it: (1) is succeeding in meeting the objectives of the program; and (2) has a plan for institutionalizing the activities it is carrying out under the program, over the second grant period, so that those activities will continue once the second grant has expired. The same Secretarial review provisions that govern the first grant (annual satisfactory progress, intensive review after year three) would apply. No partnership may receive more than two grants.

3. Applications

In order to receive a grant under this program, eligible partnerships shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.

The application shall include:

- A description of the teacher preparation program operated by the lead institution, including information on the curriculum, the faculty, and the number and types of students served;

- Evidence of the quality of the institution's teacher preparation program, covering the following areas:

-- The extent to which the institution provides a coherent program, in one or more areas of teacher education, that (1) is organized around a sound conceptual framework reflecting the best of what is known, from research and practice, on teacher education, and (2) prepares teachers to implement research-based instructional programs of demonstrated effectiveness and teach their students to high content standards, and (3) reflects high standards for teaching and teacher education;

-- The commitment of the institution to its program of teacher preparation, which may include evidence on the role of teacher education within the overall mission of the institution, on the involvement of the institution's president, provost, or other top administrators in the teacher education program, on the extent to which the board of trustees supports the program, and on the financial commitment of the institution to its teacher preparation program (such as information on the funding provided per student enrolled in teacher preparation, compared to the funding provided for students in other programs, or on the endowment of chairs and professorships in teacher education compared to those endowments in other areas);

-- The connections between the institution's teacher preparation program and its departments or schools of arts and sciences, as demonstrated through such evidence as the course requirements in arts and sciences for prospective teachers and the involvement of arts and sciences faculty members in the teacher preparation program (such as through joint development and teaching of courses, arts and sciences faculty members' supervision of student teachers, or joint faculty appointments);

-- The extent to which the institution operates a clinically based teacher preparation program, through which prospective teachers participate in intensive, structured clinical experiences, with extensive faculty involvement, throughout their preservice education, and evidence of the extent to which those experiences are integrated into the curriculum;

-- The extent to which the institution's program offers continuing assistance to its graduates during their initial years in the classroom;

-- The extent to which the institution maintains other connections with elementary and secondary education (and particularly (1) with urban and rural schools and school systems that serve concentrations of students from low-income families and (2) with the education reforms underway in the institution's State), as demonstrated through such evidence as strong involvement of the faculty (including the arts and sciences faculty) and the administration in elementary and secondary education; involvement of elementary and secondary educators in the

continuing development, improvement, and implementation of the teacher preparation program, and institutional policies that take into account, in faculty promotion and tenure decisions, service to elementary and secondary education.

-- The success of the institution in preparing teachers to teach diverse populations, as documented through such evidence as course offerings and requirements, the extent to which graduates have taken teaching positions in urban and rural schools in communities with concentrations of students from low-income families, and the extent to which the institution recruits and serves students (such as education paraprofessionals) from those communities;

-- The extent to which the institution has incorporated the use of educational technology into its teacher preparation program and is preparing teachers to use technology to teach children to high standards;

-- The record of the institution's teacher preparation program in attracting a student body that reflects the diversity of the State or region served by the institution (including the recruitment and enrollment of individuals with disabilities), and of employing a similarly diverse faculty;

-- The procedures the institution uses to measure the quality of its teacher preparation program (including the extent to which graduates improve their subject matter knowledge and teaching ability as a result of their participation in the program) and to improve its program in response to information generated through those procedures;

-- The success of the program in graduating students who are fully qualified to teach to high standards in the State or region served by the institution;

-- The quality of the program's graduates, as documented through such evidence as the graduates' record of obtaining (and retaining) teaching positions and the opinions of school district officials, in the State or region, of the quality of those graduates;

-- If applicable, the quality of the institution's program for the preparation of school principals and other school administrators, and of the success of that program; and

-- Involvement (and, preferably, leadership) of the institution in national, regional, and State efforts to improve teacher education and licensure;

--Evidence of the experience of the lead institution at creating or participating in networks with other institutions to improve the quality of teacher preparation programs, including

networks established for the support of research-based elementary and secondary education reform strategies;

-- A description of how the partnership will use a grant made available under this part, including:

-- A description of the governance structure that the partnership will establish (through a written partnership agreement) for the grant, which shall include the active involvement of high-level administrators of the lead institution and representatives of: (1) both the teacher preparation program and the school or department of arts and sciences in the lead institution; (2) the partner institutions involved with the grant; (3) local educational agencies served by the lead institution and one or more of the partner institutions; and (4) State officials with authority over teacher licensure and teacher preparation in the State in which the lead institution and one or more of the partner institutions are located;

-- A description of the procedures the lead institution will use, after receiving the grant, to recruit and select partner institutions, which shall give highest priority to institutions that provide teachers for urban and rural communities with concentrations of students from low-income families;

-- A description of how the lead institution in the partnership will use the grant for additional development, refinement, assessment, and dissemination of information on its program, and of how it will work with the partner institutions on improvement of the partner institutions' teacher preparation programs;

-- A description of how the partnership will fully engage local educational agencies (particularly those serving concentrations of students from low-income families) in the activities carried out under the grant, and of how those activities will benefit those agencies;

-- A description of how the partnership will allocate the funds it receives under the grant among the activities it proposes to carry out, including (1) further development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution(s); (2) technical assistance by the lead institution to the partner institutions; (3) subgrants to the partner institutions; (4) joint activities with the local educational agencies in the partnership and other LEAs (as set forth below); and (5) joint activities with States (as set forth below);

-- A description of how the activities undertaken with the grant will support, and be integrated with, the educational reforms underway in the States of the lead and the partner institutions, including a description of plans for coordinating activities

carried out under the grant with activities carried out under the Eisenhower Professional Development program, the Technology Literacy Challenge Fund program (under ESEA section 3132), and the Goals 2000: Educate America Act; and

-- A description of the goals the partnership expects to achieve through the grant, and of the procedures the partnership will undertake to determine whether it is meeting those objectives.

4. Uses of Funds

Partnerships selected to receive grants shall use their grants for the following purposes:

-- Additional development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution, including activities that document, for other institutions nationally and for policy-makers, effective practices in teacher preparation;

-- Assistance by the lead institutions to the partner institutions in improving the partner institutions' teacher preparation programs (and, if applicable, their principal preparation programs), based on the experiences of the lead institutions and the particular needs of the partners;

-- Making subgrants to the partner institutions for implementation of program improvements at those institutions. Each partnership shall use at least 40?? percent of its grant for this purpose;

-- Joint activities with the local educational agencies in the partnership, and other LEAs, that increase the involvement of classroom teachers and school administrators in the teacher preparation programs operated by the lead and partner institutions (and thereby make those programs more responsive to the needs of teachers and administrators), and other activities to improve teaching and administration in the schools of the LEAs.

-- Joint activities with States that result in the development and implementation of State policies to facilitate the improvement of teacher preparation programs (and, if applicable, principal preparation programs) within the States, as a component of comprehensive education reforms;

-- Cooperation and interaction with other lighthouse partnerships and with other institutions, organizations, and public agencies, on activities aimed at the improvement of teacher preparation nationally, including improvement of teacher licensure and relicensure requirements; and

- Assessment of the effectiveness of the activities carried out under the grant, including the extent to which the grant is achieving its objectives.

5. Selection of Applications

The Secretary shall, using a peer review process, select applicants to receive funding on the basis of the quality of the teacher preparation program operated by the lead institution in a proposed partnership, the quality of the partnership's plan for carrying out activities under the grant, and the capacity of the lead institution and its partners to carry out the proposed activities successfully.

In making selections, the Secretary shall seek to ensure that lighthouse partnerships represent a variety of approaches to teacher preparation, that lead institutions represent a variety of institutions of higher education, and that there is an equitable geographic distribution of awards. In addition, the Secretary shall give priority to applications for (1) projects that are most likely to result in the improvement in the teacher preparation programs serving schools and school districts with high concentrations of children from low-income families; and (2) projects that are likely to result in improvement of teacher preparation in the areas of mathematics and reading. 

The Secretary shall make the selections through a two-stage process. In the first stage, institutions desiring to serve as lead institutions shall submit a "pre-application," incorporating such of the requirements of #3 above as the Secretary prescribes. The Secretary shall designate the most promising of the pre-applicants to submit full applications. The institutions would then prepare final applications (incorporating all the elements of #3) in collaboration with all the members of the proposed partnership. (I.e., the partnership would not have to be identified and assembled prior to completion of the pre-application process, but the lead institutions would have to form their partnerships prior to submitting final applications. And the process of preparing a pre-application would be much simpler than preparing a final application -- the Secretary would request a much shorter application package.)

6. Evaluation

The Secretary shall provide for an evaluation of the program supported under this part. The evaluation shall assess such issues as:

- The extent to which the activities carried out through Lighthouse Partnerships result in significant and positive changes in the teacher preparation programs operated by partner institutions, as well as improvements in the programs operated by lead institutions;
- The extent to which Lighthouse Partnership grants result in improvements in the effectiveness, including the technological proficiency, as well as the diversity) of students completing teacher preparation programs in the institutions of higher education participating in the grants;

-- The involvement of elementary and secondary schools and school districts (particularly those serving concentrations of children from low-income families) in the grants, and the extent to which the grants result in benefits to those schools and districts, including, if such information is available, information on the extent to which involvement in the grants improves the instructional programs and the educational outcomes for those schools and districts.

7. National Activities

The Secretary may reserve up to 5 (?) percent of the appropriation for this part for:

- Peer review of applications;
- Evaluation of the program as called for under #6, and measurement of its effectiveness in accordance with the Government Performance and Results Act;
- Conferences of lighthouse partnerships, and other entities, in order to facilitate the exchange of information and ideas among the participating partnerships and other institutions, agencies, and individuals who are interested in the improvement of teacher preparation and parallel improvements in principal preparation;
- Other activities to enhance the success of the program carried out under this part or of teacher education more generally.

III. Part B: Recruiting New Teachers for Underserved Areas

1. Program Authorized

From funds appropriated for this part, the Secretary shall make grants to eligible applicants for programs: (1) that provide scholarships and, as necessary, support services for students seeking to complete teacher preparation programs and to teach in underserved geographic areas; and (2) that thereby increase the number of new teachers nationally and increase the ability of schools in underserved areas to recruit a qualified teaching staff.

2. Definitions

An "eligible applicant" is a partnership of: (1) an institution of higher education that grants baccalaureate degrees and prepares teachers for their initial entry into the teaching profession; and (2) one or more local educational agencies that are in underserved geographic areas. Such a partnership may also include: (1) two-year colleges that operate teacher preparation programs and maintain articulation agreements, with the baccalaureate-granting institution, for the transfer of credits in teacher preparation; (2) State agencies that have responsibility for policies related to teacher preparation and licensure; and (3) other public and private, nonprofit agencies and

organizations that serve, or are located in, communities served by the local educational agencies in the partnership, and that have an interest in teacher recruitment, preparation, and induction.

An "underserved geographic area" is a locality in which the percentage of children, ages 5-17, from families with incomes below the poverty level or ___ percent or the number of such children exceeds ____.

"Support services" include academic advice and counseling; tutorial services; instruction in study skills, test-taking skills, or other subjects as needed to enable students to succeed in higher education; mentoring; outreach to participants' families; and, if funding cannot be arranged from other sources, child care and transportation. Such services may also include follow-up services provided to former scholarship recipients during their first two (?) years of teaching.

3. Grant Conditions

Include same conditions as in #2 under Lighthouse program: peer review, five-year grants, mid-term review, one renewal if program is successful and institution has a plan to institutionalize.

Exceptions:

-- The Secretary shall have the authority to make planning grants to partnerships that are not yet ready to implement programs under this part. Each planning grant shall be for a period of not more than one year. Partnerships with planning grants will have to compete separately for regular program grants. The one-year planning grant period shall be in addition to the regular 5-year grant period.

-- Matching requirement -- The Federal share of the cost of activities carried out under a grant made under this part shall not exceed:

- 90 percent of the cost in the first year of the grant;
- 80 percent in the second year;
- 70 percent in the third year;
- 60 percent in the fourth year; and
- 50 percent in the fifth year and any succeeding year (including each year of the second grant, if an institution receives one).

These matching requirements shall not apply to planning grants. (I.e., they begin in the first year of a regular grant.)

The non-Federal share may be provided in cash or in kind, fairly evaluated, and obtained from any non-Federal public or private source.

4. Uses of Funds

Eligible uses of funds are:

- Under a planning grant, the costs of planning for the implementation of the grant;
- Scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program;
- Support services, if needed to enable scholarship recipients to complete postsecondary education programs or to help former recipients succeed in the classroom during their initial two (?) years of teaching;
- Payments to partner LEAs if needed to enable them to permit paraprofessional staff to participate in teacher preparation programs (such as the cost of "release time" for those staff); and
- If appropriate and if no other funds are available, paying the costs of additional courses taken by former scholarship recipients during their initial two (?) years of teaching.

5. Grant Applications

In order to receive a grant under this part, an eligible applicant shall submit an application at such time, in such form, and containing such information as the Secretary may require. The application shall include:

- A designation of the institution or agency, within the partnership, that will serve as the fiscal agent for the grant;
- Information on the quality of the institution's teacher preparation program, which may include the types of information described in section 5__ of this act [cross-reference the descriptions of institutional quality in the application for lighthouse schools];
- A description of the assessment the institution, the LEA partners, and other partners have undertaken to determine the most critical needs of the LEAs for new teachers (which may include teachers in particular subject areas or at certain grade levels (including the prekindergarten level), teachers who reflect the ethnic or racial makeup of the LEA's students, or teachers who are fluent in languages spoken by students in the LEA) and of how the project carried out under the grant will address those needs. The assessment must reflect the input of all significant entities in the community (including organizations representing teachers and parents) that have an interest in teacher recruitment, preparation, and induction ;
- A description of the project the partnership will carry out with the grant, including information on:

- The recruitment and outreach efforts the partnership will undertake to publicize the availability of scholarships and other assistance under the program;
 - The number and types of students that the institution will serve under the program (which may include education paraprofessionals seeking to achieve full teacher certification; teachers who the partner LEAs have hired under "emergency certification" procedures, former military personnel, or Americorps or Peace Corps volunteers, who desire to enter teaching; other persons who already have completed baccalaureate programs and seek to enter teaching; or more traditional candidates preparing to enter teaching through regular 4- or 5-year programs), and the criteria that the partnership will use in selecting those students, including criteria to determine whether individuals have the capacity to benefit from the program and complete teacher certification requirements;
 - The activities the institution will carry out under the grant, including a description of, and justification for, any support services the institution will offer to participating students;
 - The amount of the scholarships the institution will provide to students; and
 - The procedures the institution will establish for entering into agreements with scholarship recipients regarding their fulfillment of the service commitment under this legislation (as set forth under #9 below).
- A description of how the institution will use funds provided under the grant only to increase the number of students participating in its teacher preparation programs, or in the particular type or types of preparation programs that the grant would support;
 - A description of commitments, by the partner LEAs, to hire scholarship recipients in the schools of the LEA and in the subject areas or grade levels for which the recipients will be trained, and a description of the actions the grantee institution, the LEAs, and the other partners will take to facilitate the successful transition of those recipients into teaching;

6. Selection of Applicants

The Secretary, using a peer review process, shall select applicants to receive funding on the basis of: (1) the quality of the program that would be carried out under the application; (2) the quality of the teacher preparation program offered by the institution; and (3) the capacity of the partnership to carry out the grant successfully.

In making selections, the Secretary shall seek to ensure that grantees, in the aggregate, carry out a variety of approaches to preparing new teachers and that there is an equitable geographic

distribution of awards.

In addition, the Secretary shall give priority to applications from historically black colleges and universities, Hispanic-serving colleges and universities, tribally controlled colleges, *[and other institutions that enroll significant numbers of minority students? -- probably need some consistency here with Title III]*

7. Amount and Duration of Assistance: Relation to Other Assistance

No individual may receive scholarship assistance under this program for more than 5 years of postsecondary education.

Scholarship funds awarded pursuant to this part shall be considered in determining eligibility for student assistance under Title IV.

No individual may receive an award under this program that exceeds the cost of attendance, as defined in section 4__ of this Act, at the institution the individual is attending. A scholarship awarded under this part shall not be reduced on the basis of the individual's receipt of other forms of Federal student financial assistance, but shall be taken into account in determining the eligibility of the individual for those other forms of Federal assistance.

Note: This provisions taken from section 524 of current law [re: Douglas Scholarships]

8. Scholarship Conditions

A recipient of scholarship assistance under this part shall continue to receive such assistance only as long as he or she is: (a) enrolled as a full-time student and pursuing a course of study leading to teacher certification; and (b) maintaining satisfactory progress as determined by the institution, except that the requirement to be enrolled full-time shall not apply to persons who are working in the public schools (as paraprofessionals, or as teachers under emergency credentials) while they are participating in the program.

9. Service Requirements

Each partnership receiving a grant under this part shall enter into agreement with the students to whom it makes scholarships that provides for the following:

-- Each recipient who completes a teacher preparation program under this authority shall, within 5(?) years of completing that program, teach for at least three years full time in a school in an underserved geographic area.

-- Recipients who do not complete the full three years shall make repayment, on a pro rata basis, plus interest, at a time or over a period determined by the partnership. Recipients who fail

to complete a teacher preparation program or to become certified teachers shall repay the full amount of the scholarship, plus interest. The partnership shall collect such repayments and provide them to the Department of Education at a time and in a manner established by the Secretary.

-- The partnership may establish procedures for temporary waivers of the service requirement, such as for periods when recipients are unable to obtain teaching positions in underserved areas or are temporarily disabled and unable to pursue a full-time teaching career.

10. Evaluation

The Secretary shall provide for an evaluation of the program supported under this part. The evaluation shall assess such issues as:

- Whether institutions taking part in the partnerships are successful in preparing scholarship recipients to teach to high standards;
- Whether scholarship recipients are successful in completing teacher preparation programs, becoming fully certified teachers, and obtaining teaching positions in underserved areas, and whether they continue teaching in those areas over a period of years;
- The impact of the program in assisting local educational agencies in underserved areas to recruit and retain teachers in the areas where they have the greatest needs;
- The long-term impact on the grants on teacher preparation programs conducted by grantees and on grantees' relationships with their partner local educational agencies and other partners; and
- The relative effectiveness of different approaches for preparing new teachers to teach in underserved areas, including their effectiveness in preparing new teachers to teach to high content and performance standards..

11. National Activities

The Secretary may retain up to 5 (?) percent of the appropriation for this part for:

- Peer review of applications;
- Conducting the evaluation required under #10;
- Activities to facilitate the exchange of information and ideas among participating partnerships, and other activities to enhance the success of the program carried out under this

15

part.

MEMORANDUM

RE: SOME UNSOLICITED THOUGHTS ON HEA TITLE V

TO: MIKE COHEN
BILL KINCAID

FROM: MEREDITH ELLIOTT

*Tracy
to
Tracy*

Introduction

After participating in this morning's meeting I had some thought about urban teacher placement and teacher preparation. Since I recently completed a teacher preparation program, and currently am in the process of trying to secure a position as an urban teacher; I thought it would be helpful offer my thoughts on this issue.

Reasons New Teachers Don't Go Into Underserved Areas

- *These areas are not friendly in their hiring practices.* The public school administration makes it nearly impossible to understand how to get a position in these schools. Every time you call you get a different answer. If you don't have every single form filled out correctly (and there are A LOT of forms) they will discard your application. They want you to travel to the area several times for many different interviews, instead of going through a series of interviews with all the necessary people on one day. So far I have spent between \$500 and \$800 trying to get involved in these districts. This includes the cost of travel, copying, mailing, telephone calls, and certification fees. I spent several days calling New York City only to get transferred repeatedly. Finally, I was told that I needed to make a personal appearance in NYC and bring three separate money orders (no checks, credit cards, traveler's checks, or cashier's checks accepted) and fill out a myriad of forms before I could even be considered for a preliminary interview. Then I would need to go to NYC again and interview with individual principals, at their schools. I still don't have a job and am tempted to go to the suburban districts that will hire me with a telephone interview. Because of my experience teaching in an urban setting, I feel like it is what I should do. However, there is little incentive for teachers to go into an urban school district with insane hiring practices, so they can deal with more problems, get paid less, and have a higher cost of living.
- *Many teachers (especially minority first generation college graduates) have student loans they are worried about.* Forgiveness of loans in exchange for teaching in urban schools with a lower salary (meaning enough to live on, but not much more) might be attractive to these students. This could be a good way to keep the teachers in the schools for the three years.

How to address?

- *This legislation might want to include partnerships between Universities and School Districts that are not geographically close to each other.* There is no way that BYU can place all of its education graduates in Utah. However, if there was some sort of relationship with the "lighthouse" institution and these underserved school districts that helped graduates cut through the red tape and personal investment there could be more placement in these districts. it does
for
lighthouse
- *Does any of the money in this legislation go to any teacher candidates?* They are the ones who need help the most. Most higher education institutions have a better fund raising ability than students, especially minorities. I think if we really want to get minorities and more quality educators in the classroom something needs to be done to make it attractive. Attracting
the
money

Attracting Teachers To Underserved Areas

- *Right now it seems the program will only help a few of the many teachers becoming certified.* To benefit from this legislation they will have to be attending a "lighthouse" institution or have some knowledge of the legislation. Most certification candidates don't spend too much time researching legislation and if their professors are not aware of this program, they will not apply for or benefit from it. Not many
- *One way to define "underserved areas" instead of poverty level would be to make the legislation apply to "teacher shortage areas."* Teacher shortage areas are determined by the state departments of education. This would be a neutral third party that would help both the Department and Universities know on which areas the legislation should focus. I am getting some more information about "teacher shortage areas" because I can get deferment on my Stafford loans if I teach there. However, they couldn't fax the information to me, and said I will receive it in 10-15 days. By using "teacher shortage areas" as the guideline then I think we would truly be getting the teachers where they are needed. how
better?
- *In order to assure that teachers stay in the "teacher shortage areas" for three years there are several options other than making it the Universities' responsibility.* There would be too much pressure on Universities and it is outside of the Universities' role to ensure that their graduates stay in underserved area for three years. The Universities should focus on excellent training and preparation and support, but not forcing a teacher to stay in a school. + LEA's

Teacher Preparation

- *One important aspect that I noticed missing from the improvement of teacher training programs is the advice of students who are in the process of the program and completing it.* The programs should be evaluated by the people who are going to use what they learn. Once they get in the classroom (through practice teaching and full time teaching) they will know what they wish they learned. This can bring more improvement and needed additions to the program.

- *Teacher preparation classes are too easy.* This is why teaching certificates and teachers are not respected. All Universities (lighthouse and partner) should show evidence of creating challenge and respect in their education programs. The ones that do garner respect (Columbia, Stanford, etc.) don't produce many teachers. ✓
- *Overall, teacher preparation is a tough thing.* There are some people who are not made to teach and no matter how challenging and supportive a program they complete, they will still be miserable in the classroom. ✓

SHAPING THE PROFESSION THAT SHAPES AMERICA'S FUTURE:

Initial Ideas for Teacher Development Across America and the Reauthorization of Title V of the Higher Education Act

Introduction

Teaching is the essential profession, the one that makes all other professions possible. Without good teachers, the highest standards in the world will not ensure that our children are prepared to be the nation's future scientists, doctors, and educators, or to be productive citizens engaged in the work of democracy. More than ever before in our history, education is the fault line between those who will prosper in the new economy and those who will be left behind. Because teaching is key to student learning, the preparation and on-going learning of teachers is of critical importance. Yet while we do not ask our doctors to perform surgery after just several weeks of clinical experience, students preparing to become teachers often receive only a few weeks of in-classroom training. While employees in high-performance industries have opportunities for professional growth and learning, many teachers do not receive the opportunities for continuous learning that they need to teach effectively. It is time we give teachers the education and support that they need to teach our children to the high standards that the challenges of the 21st century demand.

Today, we have a window of opportunity for making dramatic changes in the ways we recruit, prepare, support in the first few critical years, and provide for the ongoing learning of teachers and principals. The report of the National Commission on Teaching and America's Future, issued in September 1996, makes clear the urgency of addressing teacher quality. President Clinton has declared improving education his first priority for the next four years. His "Call to Action for American Education in the 21st Century" emphasizes the immediate need for talented and dedicated teachers in every classroom. None of our nation's other education goals for higher student achievement can be reached if we do not focus on the quality of our teaching force.

This paper will present first the challenges we face in improving education and our teaching force, and next our vision for teacher development in all of its phases: the recruitment of talented and diverse teachers; quality preparation of future teachers; licensing of and support for new teachers; and the ongoing learning of veteran teachers. It will then explain our decision to focus on the recruitment, preparation, and induction of preschool, elementary, and secondary teachers and principals in our proposal to reauthorize Title V of the Higher Education Act.

Challenges

As the new century approaches, education is key to a vibrant and prosperous America that

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Send comments to: Office of Postsecondary Education, Room 4050 ROB-3, US Department of Education, Washington, DC 20202;
or to the following internet address: reauth_1@ed.gov

embraces the richness and possibility that our nation's diverse makeup affords and seeks to maximize the potential and contributions of all its citizens. To achieve this future, we must set high standards for all students and seek to develop their potential through high expectations, organized effort, caring, commitment, and talented teachers in every classroom. However, America faces some daunting challenges in trying to achieve this vision.

We face, first of all, the demands that a changing society and economy place on our schools and teachers. Our nation must teach *all* children to high standards and instill in them critical thinking skills. It is no longer acceptable to educate only a select few to high standards, as this nation's schools did for most of this century. In the early 1900s, just 10% of the nation's jobs required a college-level education. School systems produced, through rote teaching and learning, what the economy of the age demanded: a reliable labor force for the industrial era's routinized assembly lines.

In contrast, more than half of the jobs that will be created between today and the 21st century will require some college, **and over seventy percent of all jobs require technological literacy.** In the new century, almost every adult will need to go to college or participate in specialized training throughout their lifetimes in order to navigate the rapidly changing times. Keen minds have replaced clever hands as the skills that society demands. Solid basic skills, critical thinking, lifelong learning, and technological literacy have become the new key to productivity in our knowledge-based society. With more people "thinking for a living," instructional practices are changing. Teaching for understanding is replacing low-level rote learning. Factory model schools are being restructured. New knowledge about how children develop and learn is transforming school organization. Inquiry and responsibility, not regimentation, are the new hallmarks of effective education. Teachers must learn how to respond to these changes.

Just as America's economic outlook depends on well-educated young people who can contribute to a modern, technologically complex economy, the nation's future also requires citizens capable of building a more vibrant, caring, and civil society for all our citizens by embracing diversity and participating in and protecting our democratic institutions. The challenge facing public education is to prepare children for each of these essential roles, while providing them the knowledge and skills necessary to lead productive and fulfilling lives as members of families and communities.

At the same time that societal changes are demanding more and more from our schools and teachers, we face major challenges in recruiting and preparing these teachers. This year a record number of students entered our nation's schools, pushing already overcrowded classrooms to their limits. By 2006, America will educate nearly three million more children than today -- a total of more than 54 million youngsters. These enrollment increases are occurring just as teacher retirements are beginning to accelerate due to the advancing length of service of many in the profession. This "demographic double whammy" means that over the next decade nearly two million teachers will need to be hired to fill our elementary and secondary classrooms. And, if we

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want to achieve our education goals, they will need to be the best prepared teachers our nation has ever known.

This need for teachers will not be distributed evenly among different students, disciplines, and regions. Teacher shortages have already reached critical proportions in many fields such as science, mathematics, bilingual education, and special education; in regions experiencing the greatest population increases (e.g., California, Nevada, Florida, and Texas, among others); in urban and rural schools; and for teachers from diverse racial, cultural, and linguistic backgrounds.

Teacher shortages are exacerbated by poor support for new teachers. Attrition rates for new teachers in urban districts can often reach 30% to 50% in the first five years of teaching because of inadequate preparation (particularly for those entering teaching on emergency permits or waivers), challenging assignments, and the paucity of high-quality mentoring and induction programs available for novice teachers.

When schools face shortages of qualified teachers, they are often forced to hire less qualified ones. In its recent report, *What Matters Most: Teaching for America's Future*, the National Commission on Teaching and America's Future found that more than 50,000 people who lack the training for their jobs enter the teaching profession annually on emergency or provisional licenses. Most fill vacancies in resource-strapped schools in high-poverty settings. As a consequence, America's most challenging classrooms are often forced to make do with the nation's *least qualified* teachers -- limiting educational opportunity for millions of school children who could benefit most from quality teaching. The Commission reported that students in the schools with the highest minority enrollments have less than a 50% chance of having a science or math teacher with a license or degree in the field he or she teaches. Furthermore, the Commission found that fewer than 75% of America's teachers can be considered fully qualified: i.e., having studied child development, learning, and teaching methods; holding degrees in their subject areas; and having passed state licensure requirements. Nearly one fourth of all secondary teachers do not have *at least* a college minor in their main teaching field. And this condition holds true for more than 30% of the nation's mathematics teachers.

Another challenge we face is in ensuring that our teaching force reflects the diversity of our student population. While a third of America's students are minority, only 13% of their teachers are, and that gap is growing. Teaching excellence and diversity are inextricably interconnected. Quality teaching in the 21st century means bringing distinctive life experiences and perspectives into the classroom; providing valuable role models for minority and non-minority students alike; enriching the curriculum, assessment, and school climate; and strengthening connections to parents and communities.

We also must remember that an important element of good teaching comes from the heart. Good teachers don't just empathize with their students' problems, they identify with their students'

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possibilities. That's why the "best and brightest for teaching" are not always found among academe's Ivory Tower elite. Who better to bridge the gap between classroom and community, school and family than individuals who have overcome disadvantage and adversity themselves to succeed both academically and in life?

Contemporary classrooms and social conditions confront teachers with a range of complex challenges previously unknown in the profession. At the same time, new education goals and tougher standards, site-based management, greater interest in parent involvement, the continuing importance of safety and discipline, more rigorous assessments, improved use of classroom technology, and more, increase the knowledge and skills that teaching demands.

Yet, the sad fact is that in far too many communities, we do not commit sufficient attention and resources to meeting these challenges. We've allowed our classrooms to become overcrowded, our curriculum outdated, our school bureaucracies bloated -- and we've underprepared our teachers. We're being out-classed and out-performed in the race for educational achievement in a number of areas that will define the winners and losers in the world economy of the 21st century.

We know that teacher preparation is more important than ever before, but in far too many cases we still fail to prepare our teachers well for today's classrooms. As the National Commission on Teaching and America's Future reported, the quality of teacher preparation programs varies widely because accreditation is not required of teacher education programs, as it is of many other disciplines. Many programs that prepare teachers simply are not adequately funded and are out of touch with current knowledge about the most effective ways to prepare teachers for the classroom. These programs have been viewed by critics of our current system as "cash cows" whose excess revenues are spent not on future teachers themselves, but on the training of doctors, lawyers, accountants, and others. Colleges and universities often relegate teacher education programs to a low status, thereby discouraging the best and brightest students from applying.

The lack of commitment to preparing teachers by many institutions of higher education is exacerbated by major disconnects between teacher education programs and the arts and sciences. This disjuncture means that future teachers often lack the deep content knowledge that they will need in order to help children learn, and that institutions do not adequately address the essential connection between content and pedagogical knowledge. Moreover, far too few teacher preparation programs prepare teachers to use technology effectively in the classroom, at a time when this is becoming more critical than ever. Unlike programs in disciplines such as business, engineering, and law, many education programs do not have the access to technology that they need in order to enable professors and students to use technology as a powerful tool in teaching and learning. It is in part for this reason that education faculty are behind in modeling the use of technology.

In addition, the faculty who prepare teachers often are disconnected from the schools and

communities in which teachers must teach. They often lack the kinds of professional development opportunities and first-hand experiences in today's schools that would keep them up-to-date on new developments in content and pedagogy. The incentive structure for faculty at colleges and universities contributes to this problem by emphasizing research at the expense of teaching and work in local schools. Even future teachers spend inadequate time working with students and teachers in real schools. Their student teaching opportunities often last only several weeks or consist of fragmented series of clinical experiences that are not well supervised. It is clear that our current system of teacher education is not sufficient to prepare teachers for the challenges they will face in the classroom.

As the nation seeks to develop an educational system of the highest quality in the world, islands of excellence in teacher education are simply not enough. Too often we have been content merely to identify and celebrate those teacher preparation institutions that are succeeding without providing any support or guidance to those which are falling short. Neither sufficient resources nor attention have been directed toward identifying the strategies and approaches that are most effective in preparing high quality teachers. Moreover, resources intended to support institutions seeking to adopt those methodologies have frequently been too dissipated to have a significant impact. There is a clear and undeniable need to figure out what approaches work and then concentrate the nation's efforts on facilitating their dissemination and adaptation to individual sites.

When teachers complete their preparation programs and begin their careers, we often fail to provide opportunities for professional growth and meaningful evaluation. Our nation simply does not allocate adequate resources to professional development throughout teachers' careers. Our schools still typically spend only 1% to 3% of their resources on teacher development, as compared to significantly higher expenditures by both American corporations and schools in other countries. In addition, because there are often no standards established for tenure, teachers are not evaluated based on rigorous performance standards, and tenure is often granted simply on the basis of the judgement of administrators.

The point is, by according insufficient attention to the quality, capacity, diversity, and cultural skills of its teaching force, the United States puts *all* its various education reform and restructuring efforts at risk.

A MODEL

A model for the development of a quality teaching force is a continuum beginning with recruitment, continuing through preparation, support, and licensing of new teachers, and encompassing ongoing professional development, teacher leadership, and preparation of school administrators. Such a model is rooted in the following beliefs:

- The overarching goal of *all* of the work done in *all* of our schools *all* of the time must be

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- improvement of student learning.
- The ability to improve the learning of all of our students is inextricably tied to the quality of the teachers and principals who work in our classrooms and schools.
- High quality teachers and principals make effective use of the best available research and practice related to teaching, learning and leadership.
- In order for teachers and principals to meet such measures of quality, preparation programs must be driven by rigorous performance standards, based upon best research, and clearly focused on real-life applications; and schools themselves must be professional communities in which all adults and students are continuously engaged in the fundamental process of learning.
- In order to make such a model possible, closer connections and new partnerships must be developed between the institutions of higher education that train teachers, and the schools and communities in which they will work; between teacher preparation programs and arts and sciences faculty; between preservice and inservice teachers; and between theory, content, and practice.

RECRUITMENT

The goal of any recruitment effort must be a talented teaching force that meets high standards and that reflects the diversity of the students who will be entrusted to their tutelage.

Teaching should be promoted as a career choice among middle, high school, and college students. Adolescents should be encouraged as early as middle school to aspire to careers in teaching and to take rigorous courses in school that will provide the foundation for success in college. This is especially important for students of diverse linguistic and ethnic backgrounds and for those with disabilities, who often do not consider teaching because of a lack of role models, low expectations, and inadequate exposure to the option of teaching as a profession. Tutoring peers or younger students, serving as teaching assistants and camp counselors, and completing classes in educational theory and practices can introduce students to the excitement of teaching and inspire young people to pursue a career in education. Articulation between schools and universities can result in smooth transitions for students among secondary school, teaching experiences, and teacher preparation programs.

The paraprofessionals currently working in our schools are also excellent candidates for teacher recruitment efforts. Many paraprofessionals bring valuable resources to the instructional setting, such as bilingualism, cultural sensitivity, and knowledge of their communities. They demonstrate commitment to their schools and communities and understand what it takes to work effectively with children. Because the paraprofessional workforce is heavily minority and these individuals are likely to remain in their communities, recruiting them is an effective strategy for alleviating the under-representation of minorities in teaching and the teacher shortages frequently found in urban and rural areas. Therefore, paraprofessionals should be provided with

A draft work in progress -- your comments and ideas are welcome.

Send comments to: Office of Postsecondary Education, Room 4050 ROB-3, US Department of Education, Washington, DC 20202; or to the following internet address: reauth_1@ed.gov

encouragement, incentives, and preparation programs leading to full teaching certification and educational leadership.

Likewise, people with disabilities often face significant barriers to entering the teaching profession. Those who have the desire to teach should be encouraged and accommodated. An increasing number of disabled students are being placed in general education classes, and disabled teachers can share similar life experiences with these students and bring this perspective to their work. In addition, in working with teachers from traditional backgrounds, teachers with disabilities can help ensure that all students are well served.

Additionally, recruitment efforts should target professionals from other fields to provide opportunities for mid-career women and men to pursue a career in teaching. But in all cases, our nation's goal should be a teaching force of the highest quality. Our children are the losers when talented individuals, whatever their backgrounds and ethnicities, dismiss careers in education.

Finally, it is clear from what is known about the current teaching force that efforts to improve teacher recruitment should focus first on expanding the pool of talented teachers committed to working in underserved areas. Equity and excellence for students in these communities depends on such recruitment efforts. Therefore, successful teacher education programs must provide incentives and appropriate support mechanisms to recruit new teachers for schools in high-poverty districts.

PRESERVICE PREPARATION

The preparation of teachers is one of the most important functions performed by our institutions of higher education. Therefore, the responsibility for preparing teachers must not be left entirely to the schools of education; it should be viewed as an important part of the mission of the entire institution. Schools of education must be given resources sufficient to provide the rich clinical experiences that are necessary to prepare teachers well.

Collaboration between school-based practitioners, teacher educators, and community representatives must be accepted practice in teacher preparation programs. Future teachers must see the connections between their course work and the realities of school life and be well-equipped to meet the challenges of working with real students in real classrooms.

In the design of an effective teacher preparation program, the bottom line should be, "How will this course or experience help teachers teach kids? How will this course help students learn?" Student content standards should guide what teachers learn. Arts and sciences faculty must work collaboratively with education faculty and K-12 educators to ensure that prospective teachers are firmly grounded in the content they must know in order to teach students to high standards. Just as rigorous pre-med and pre-engineering science courses are the accepted norm today, students

entering teaching need strong content preparation. In addition to a firm grounding in the subjects that they will teach, teachers need broader content knowledge of a variety of subjects so that they can stimulate student thinking and relate their lessons to other disciplines. Content must be balanced with subject specific pedagogy -- a balance that is best determined by the age of the student with whom the teacher will be working.

A successful preparation program integrates theory and practice. Collaboration among prospective teachers, veteran teachers, and university educators is essential. In fact, much of a teacher's preparation should take place in a school rather than at the college or university. The prospective teacher must spend a large proportion of his or her preparation program in field experiences under the tutelage of master teachers, culminating in a full-year internship. Field experiences should provide prospective teachers with opportunities to make connections among their content areas, education theory, and the classroom context.

Opportunities to work in many different settings and with diverse groups of students should be a part of every preparation program. In order to be effective in the classroom, prospective teachers must learn to work with parents, their communities, and colleagues. They must learn the skills needed to prevent discipline problems and to help schools be safe and drug-free. Pre-service teachers need to learn to work with all students, including students from diverse linguistic and cultural backgrounds and students with disabilities.

Teachers also must know how to use technology in order to be effective in teaching the skills that the 21st century demands. For that reason, technology must be a significant component of teacher preparation. Teachers must learn not only how to use technology, but also how to make the best use of available technology-based curricula and to integrate it into their teaching. And, if teachers are to learn how to use technology in their teaching, they must see the use of technology modeled in the classes that they are taking. The use of technology as a tool to prepare teachers can increase the flow of information; give exposure to diverse, innovative, exciting practices; offer multiple experiences; provide students with techniques from master teachers; and provide opportunities to study and reflect upon effective practices.

Teacher preparation programs for students who have just completed high school might look very different from those that prepare others to become teachers. Because different students have different needs, high-quality pathways to teaching should be designed for non-traditional students such as paraprofessionals and mid-career professionals. The bottom line, however, is that all teacher candidates, whether they complete traditional or non-traditional preparation programs, must be held to the same high standards.

The strength of teacher education programs must be evaluated in order to ensure that they prepare high quality teachers. This assessment should be based on data describing the effectiveness of beginning teachers and should come from a variety of sources, including administrators, teacher mentors, peers, and the new teachers. However, assessing the quality of

teacher education programs is only the first step. Those programs that demonstrate the greatest success in recruiting a diverse student body, in preparing new teachers to be effective in 21st century classrooms transformed by changing demographics and technology, and in training teachers to use innovative strategies to engage all students and develop their critical thinking skills must become national models. The approaches and techniques of these programs should be identified as “best practices” and widely disseminated. Other teacher education programs which are constantly striving for greater success should then be connected to these exemplary schools and supported in their improvement efforts. Resources should be targeted toward collaborative efforts between teacher education programs, school districts, and community-based organizations which will undertake specific efforts toward improvement. Every new teacher need not receive the same training, but all new teachers must receive excellent training.

INDUCTION

All teachers, however experienced they are, need opportunities to draw support from their colleagues and to reflect on their efforts. For beginning teachers, these opportunities are even more critical if we are to stem the tide of new teachers leaving the profession and provide settings in which they can develop into excellent educators.

During the first three years of teachers’ careers, schools and universities should focus on assisting and supporting them, rather than simply assessing their work. Preparation institutions and school systems must work collaboratively to design and implement comprehensive induction programs that provide new teachers with models and the necessary tools for beginning teaching careers. New teachers must have mentors and support groups to guide them in curriculum planning, classroom management, motivation, academic knowledge, and diverse teaching methods. Reorganizing schools around learning teams with common planning time can allow novice teachers to be authentically mentored by experienced teachers. In addition, beginning teachers must be placed appropriately and assigned reasonable workloads that acknowledge the difficulties of perfecting one’s practice, even in the most optimal settings. Mentors for new teachers should also be assigned reduced teaching schedules so that they have time to provide effective support, and faculty reward structures need to reflect the importance of mentoring new teachers. Induction programs should provide specific guidance aimed at helping new teachers meet performance standards for continued certification.

At the end of a three-year induction period, in which schools and universities have come together to help new teachers perfect their teaching, assessment of teachers’ performance is critical. This evaluation should be based on rigorous, widely-accepted standards for granting tenure and involve both administrators and teachers. One major focus of the evaluation will be an analysis of new teacher retention, both in the profession and in underserved communities. It is essential to understand how different elements of teacher education and induction support services contribute to keeping talented individuals in our most challenging classrooms. Effective strategies can then be shared throughout the higher education and elementary and secondary

education communities.

ONGOING PROFESSIONAL DEVELOPMENT

Learning has no finish line. In a true learning organization, all team members, from the beginning teacher to the veteran leader, must embrace learning as a fundamental and ongoing part of their work. All educators must have a long-term commitment to learning. The structures of schools and the policies that govern them must encourage and support adult learning as an essential part of the life of the organization. School staff need time during the work day for dialogue and collaborative planning. Forming and supporting networks within and among schools working to solve similar problems are very important. School personnel need ongoing development activities focused on specific standards to which their students will be held accountable and embedded in the day-to-day realities of their classrooms. They need to be held accountable to clear standards of quality in their own work as well as that of their students.

The professionalization of teaching means that teachers need to learn to be leaders in their field. School reform should provide teachers with opportunities to exercise leadership in multiple ways, such as designing curriculum, conducting research, and leading school teams.

RECRUITMENT, PREPARATION, AND INDUCTION OF PRINCIPALS

Since research shows conclusively that the quality of school leadership exhibited by principals and other administrators has a major impact on teaching and learning in the classroom, attention must be paid to developing an administrative force of excellence and diversity. New talent must be recruited and trained in the coming years because school administration, like teaching, faces the problem of an aging labor force. Teachers who choose to pursue a role in administration should be encouraged to do so. They must engage in coursework that provides them with the knowledge and skills needed to manage today's schools. Experienced teachers who want to become administrators should be "inducted" into the profession with mentoring by experienced administrators, just as beginning teachers should work with master teachers. In short, would-be principals and superintendents need to be recruited, encouraged, prepared and supported in the same fashion advocated for teachers.

CONCLUSION AND PRIORITIES FOR THE REAUTHORIZATION OF THE HIGHER EDUCATION ACT

The task is clear. Fundamentally, we must connect in a powerful way the quest for improved student achievement with the demand for increased teacher performance. The nation must move beyond its piecemeal and fragmented approaches to teacher development to create frameworks for policy and practice that comprehensively and coherently connect the different stages of a teacher's career (recruitment, preparation, induction, licensing, and ongoing professional

development) to national, state, and district education goals. Colleges and universities, schools, school districts, governors and legislatures, state departments of education, state higher education commissions, and the U.S. Department of Education all need to address teacher development as a priority issue.

The U.S. Department of Education, for its part, must address all of these issues of teacher quality. One medium through which we can advance our teacher development vision is the Higher Education Act, whose reauthorization is scheduled for this year. Title V of this law currently authorizes an array of disconnected programs, only one of which receives funding, relating to the professional development of teachers. We have the opportunity now to create a strong Title V. However, instead of addressing all aspects of teacher development in this title, our proposal for its reauthorization will focus on the front-end of the professional development continuum -- on the recruitment, preparation, and induction of preschool, elementary, and secondary teachers and principals.

A strong, effective Title V must be targeted in order to have an impact. Given limited federal resources, we must set priorities and focus on them, instead of diffusing our efforts across too many areas -- and thus diffusing the very impact that we are trying to make.

Title V of the Higher Education Act cannot do it all; nor should it. The Federal government already supports a substantial action agenda for strengthening standards in the teaching profession. The Eisenhower professional development program is designed to strengthen teaching while fostering school reform. Funded through the Improving America's Schools Act of 1994, the Eisenhower program promotes sustained and intensive high-quality professional development that is aligned to challenging state content standards and student performance standards. Under this program, school districts receive the bulk of the funding, which they use mainly to provide in-service professional development for teachers, administrators, and other school staff. The small allocations for State Higher Education agencies primarily fund partnerships with school districts for in-service professional development programs.

In addition to the Eisenhower program, states and districts have been given strong incentives via a combination of federal incentives (among others: the National Science Foundation's State, Rural, and Urban Systemic Initiatives; Title I and other federal categorical programs; and, of course, Goals 2000) to devote significantly greater resources to educator development.

None of these programs, however, are designed to promote the kinds of comprehensive reform strategies that are needed to address the development needs of our future teaching force. The Federal government's current efforts are simply not sufficient to deal with the teacher and principal recruitment, preparation, and induction challenges that we face. It is in these areas that there is a critical gap in the federal commitment to the professional development of our nation's teachers. It is in these arenas that Title V can make a difference.

Even more important, Title V must focus on the recruitment, preparation, and induction of teachers and school administrators because of the changing times in which we live. Never before has it been so important that our nation do a good job preparing teachers, for we will need to hire almost two million teachers during the next decade. We have a unique opportunity to make a substantial impact by improving the ways we prepare teachers for the classroom, just as more new teachers than ever before are preparing to enter our nation's classrooms. The reauthorization of the Higher Education Act provides a forum for advancing a significantly different vision of the recruitment, preparation, and induction of our teachers and principals. The stage has been set. The time is now.

Draft Proposal for Title V of the HEA

1. Teacher Preparation

- Goal: to identify and spread best practices in teacher education.
- Five-year competitive grants would be awarded to partnerships between institutions that do an excellent job preparing teachers, other institutions (including community colleges), State education agencies, and school districts. The partnerships would designate "lead" institutions as fiscal agents.
- After receiving the grants, each of these exemplary institutions would partner with a number of other institutions (that are not exemplary yet, but have made a commitment to improvement) to help them improve their teacher preparation programs.
- Criteria by which exemplary programs would be chosen include:
 - evidence that the teacher preparation program is aligned with student content and performance standards, standards for teaching excellence, and standards for teacher education programs; (like NCATE) NBPTS & INTAS
 - evidence of the production of quality teachers; - not how the prep just a few
 - institutional and financial commitment to preparing teachers;
 - strong partnership with K-12 schools and a joint governance structure that includes them;
 - strong clinical programs that include support through induction;
 - collaboration between the education program and arts and sciences;
 - evidence of coherent programs;
 - integration of technology;
 - production of minority teachers; and } not mandatory, but preferred
 - commitment to underserved areas.
- Program funding would be used for:
 - further development of the exemplary teacher preparation program, including work in partnership with K-12 schools;
 - evaluation and dissemination of best practices;
 - networking with the partner institutions; and 8-10?
 - improvement of teacher preparation at the partner institutions.
- Strong evaluation component in which institutions would be held accountable for:
 - improvement in the K-12 schools with which they are partners;
 - retention in teacher education programs and production of well qualified teachers who teach "in field;"
 - increase in the diversity of students, who teach willingly and effectively in underserved areas;
 - documenting institutional change in partner institutions, based on quality indicators;
 - the technological proficiency of their graduates.

2. Teacher Recruitment

- Goal: to increase the number of students, especially minority students, who complete high quality teacher preparation programs and teach in underserved areas.
- Five-year competitive grants would be awarded to partnerships between school districts and higher education institutions, in conjunction with entities such as community colleges, unions, community organizations, and states.
- Grantees would meet criteria for quality teacher preparation.
- Partnerships would assess the needs of their school districts and provide a focus on recruiting teachers to meet those needs.
- The legislation would encourage the targeting of minorities, paraprofessionals, males, teachers in shortage subject areas, and individuals with disabilities.
Math/Sci
- Individuals recruited into the program would commit to teach for three years in underserved areas. Grantees, not individual students, would be held accountable for this commitment -- for preparing and supporting students, during their preparation and first years of teaching, so that grantees' retention rates are high.
- The program would focus on immediate recruitment needs (college students, paraprofessionals) instead of middle and high school students.
would hold them
- The program would include a "special consideration" for minority-serving institutions (although other institutions would be eligible for grants, as well). *would hold in minority*
ver-cho
- Programs would provide scholarships as well as support services such as counseling, child care, and transportation.
- "Supplement, not supplant" provision would require institutions to increase the numbers and change the make-up of teachers produced.
- Strong evaluation component in which partnerships would be held accountable for:
 - evidence that grantees are meeting their recruitment goals;
 - evidence that students graduate, become certified, are placed in the classroom, and remain teaching in high need communities;
 - evidence that grantees increase the numbers of minority teachers and teachers in high poverty areas; and
 - evidence that the teachers teach to high standards.

Proposed Additions to Title V Draft

- (1) On page 1, following the first "Findings" paragraph, which ends with "rigorous, clinically based programs," insert the new paragraph:

--There exist in schools throughout the US a number of rigorous educational programs that are solidly based on research, have records of demonstrated effectiveness in improving student achievement of higher academic standards, are supported by networks of researchers and experienced practitioners, and are known to be replicable in diverse and challenging circumstances. However, a thorough knowledge of instructional programs meeting these criteria -- such as Success for All, Roots and Wings, Core Knowledge, Direct Instruction, College Preparatory Initiative, High Schools That Work, International Baccalaureate, and Advanced Placement -- is generally not a central component of teacher academic training. The result is that newly prepared teachers often do not have a knowledge base of effective classroom practices.

- (2) On page 3, at the end of the first paragraph, which ends with "education is provided as free, public education," add the following as part of that paragraph:

With respect to activities supported by this act, a teacher preparation program is one that includes as a central component of the training of teachers a thorough knowledge of instructional programs that are solidly based on research, have records of demonstrated effectiveness in improving student achievement of higher academic standards, are supported by networks of researchers and experienced practitioners, and are known to be replicable in diverse and challenging circumstances.

- (3) On page 3, above the last line, which begins with "The commitment of the institution...", insert the new paragraph:

--The extent to which the institution provides prospective teachers with a thorough knowledge of instructional programs that are solidly based on research, have records of demonstrated effectiveness in improving student achievement of higher academic standards, are supported by networks of researchers and experienced practitioners, and are known to be replicable in diverse and challenging circumstances.

- (4) On page 5, at the end of the paragraph which begins with "Evidence of the experience of the institution" and ends with "programs," add the additional words:

including networks established for the support of instructional programs solidly based on research, with records of demonstrated effectiveness in improving

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student achievement of higher academic standards, and known to be replicable in diverse and challenging circumstances.

- (5) On page 6 , insert at the top of the page a new paragraph:

--A description of how the institution will incorporate into its assistance to satellite institutions and local education agencies knowledge and experience concerning instructional programs that are solidly based on research, have records of demonstrated effectiveness in improving student achievement of higher academic standards, are supported by networks of researchers and experienced practitioners, and are known to be replicable in diverse and challenging circumstances.

- (6) On page 6, at the end of the paragraph that begins with "Assistance to their satellite institutions", add the words:

and incorporating knowledge of instructional programs solidly based on research, with records of demonstrated effectiveness in improving student achievement of higher education standards, with supportive networks of researchers and experienced practitioners, and known to be replicable in diverse and challenging circumstances.

- (7) On page 7, at the end of the paragraph that begins with "In making selections", add the words:

and a capacity to conduct training in teacher preparation activities supported by this act.



Terry_Dozier @ ed.gov
06/26/97 03:53:00 PM

Record Type: Record

To: Michael Cohen, William R. Kincaid

cc:

Subject: Another day, another draft

Here's a new set of draft specs that incorporates the changes we discussed yesterday. The trickiest part was, I thought, accommodating the flexibility to have consortia of lighthouse institutions, but I think I've got that worked out.

My feeling is that the draft is ready for sharing -- with our working group, with Assistant Secretaries, with Mike, with OMB. It will be critical to have a general agreement with OMB if we want to have something pretty definitive to say to Congress on July 17. I'll be glad to arrange a meeting with them when I get back.

It would also be a good idea to share the draft with Jack Kristy and Paul Riddle in OGC, so that they can begin thinking about the actual drafting of bill language -- and their technical comments are always the most thorough of anyone in the Department.

I'll bring you a paper copy, and a copy of the last draft with my scribbles on it, showing changes.

Tom

What are we buying?
How could we target more?
How can we place more emphasis
on standards / quality of
teaching?
What about incentives?
Should we strengthen support for
new teachers?
Alternative certification.

Now "Lighthouse"
"Underserved"

Specifications for HEA Title V: Educator Recruitment and Preparation

I. Findings and Purpose; Authorization of Appropriations

1. Findings

-- What teachers know and can do has a critical impact on student achievement, yet too often teachers are not receiving the initial preparation they need in order to teach children from diverse backgrounds to challenging standards. While outstanding teacher preparation programs exist in different regions of the country, too many prospective teachers do not receive high-quality preparation (aligned with challenging content and performance standards) in the subject areas they will teach, and in child development and teaching methods, in rigorous, clinically based programs.

-- In the next decade, American schools will need to hire two million teachers to educate an increasing number of students and to replace current teachers who will retire or leave the profession. Recent trends in the number of people preparing to enter teaching indicate that the normal operation of the labor market, by itself, will not produce the number of qualified teachers schools will require.

-- Schools are already having trouble recruiting qualified teachers. The National Commission on Teaching and America's Future found that 50,000 uncertified individuals annually enter teaching when schools, frequently those in urban and rural areas with large concentrations of children from low-income families, cannot find all the certified teachers they need. According to the Commission, 12 percent of newly hired teachers enter teaching without any relevant training, and an additional 14 percent enter without having met State licensure standards; fewer than three-quarters of all new teachers are fully qualified.

-- The Federal Government, by itself, cannot ensure needed improvements in teacher preparation or solve the problem of teacher shortages. However, the Government can make limited, targeted investments that: (1) encourage more institutions that operate teacher preparation programs, working in partnership with local educational agencies and States, to adopt the practices and strategies of the best programs; and (2) encourage more people to enter teaching, complete quality preparation programs, and teach in underserved communities.

2. Purpose

It is the purpose of this title to--

-- Authorize partnerships between institutions of higher education that operate exemplary teacher preparation programs, other institutions of higher education seeking to improve their programs, public elementary and secondary schools, and States, in order to improve the quality of the initial preparation of teachers; and

-- Authorize support for partnerships to increase the number of students who enter teacher education programs, complete high-quality preparation programs, and teach in underserved urban and rural communities.

3. Authorization of Appropriations

There are authorized to be appropriated--

-- \$ _____ for FY 1999 and such sums as may necessary for the succeeding four years for Part A, "Lighthouse Partnerships"; and

-- \$ _____ for 1999 and such sums as may be necessary for the four succeeding years for Part B, "Recruiting New Teachers for Underserved Areas"

II. Part A Lighthouse Partnerships

But name?

1. Definitions

A "lead institution" is an institution of higher education that: (1) operates an exemplary program of significant size in one or more areas of teacher preparation (which may include the preparation of education paraprofessionals or individuals with emergency teaching credentials who are seeking full teacher certification, of older students seeking new careers in teaching, and of educational administrators, in addition to more traditional teacher education programs); and (2) desires to assist other institutions in improving their programs and to serve as a national model for effective teacher preparation. A lighthouse institution must be an institution that offers baccalaureate degrees and prepares teachers for their initial entry into teaching, except that two-year colleges that otherwise meet the program requirements may participate, as lead institutions, in lighthouse partnerships with four-year colleges with which they have articulation agreements related to teacher preparation.

show we define initial recognition?

A "partner institution" is an institution of higher education that: (1) prepares teachers for their initial entry into the teaching profession; and (2) desires to improve its program with assistance from a lighthouse institution.

A "lighthouse partnership" is a partnership of one or more lead institutions, a group of partner institutions, and representatives of State and local educational agencies, that is dedicated to improving the quality of teacher preparation programs. Within each partnership, a lead institution that offers baccalaureate degrees and prepares teachers for their initial entry into teaching shall act as the fiscal agent for the grant.

A "teacher preparation program" is a program operated by an institution of higher education that prepares students to obtain teacher licensure and to teach in elementary and secondary schools.

Such program may also prepare students to become preschool teachers if the institution serves a State or school districts in which preschool education is provided as free, public education,

2. Grants to Lighthouse Partnerships

The Secretary shall carry out this program by making competitive grants to lighthouse partnerships. Each such grant shall be for a period of not to exceed five years. The Secretary shall make the continuation awards, for the second through fifth years, only after determining that the partnership is making satisfactory progress in carrying out the grant and, in particular, shall conduct an intensive review, with the assistance of outside experts, before making the award for the fourth year of the grant.

A lighthouse partnership may receive a second such grant, so long as it can demonstrate that it: (1) is succeeding in meeting the objectives of the program; and (2) has a plan for institutionalizing the activities it is carrying out under the program, over the second grant period, so that it those activities will continue once the second grant has expired. The same Secretarial review provisions that govern the first grant (annual satisfactory progress, intensive review after year three) would apply. No partnership may receive more than two grants.

3. Applications

In order to receive a grant under this program, eligible institutions shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.

The application shall include:

- A designation of the lead institution that will serve as the fiscal agent for the grant;
- For each lead institution in the partnership, a description of the teacher preparation program operated by the institution, including information on the curriculum, the faculty, and the number and types of students served;
- For each lead institution in the partnership, evidence of the quality of the institution's teacher preparation program, covering the following areas:
 - The extent to which the institution provides a coherent program, in one or more areas of teacher education, that is organized around a sound conceptual framework reflecting the best of what is known, from research and practice, on teacher education;
 - The commitment of the institution to its program of teacher preparation, which may include evidence on the role of teacher education within the overall mission of

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of these
get stronger
evidence?
looks like
I can't list*

the institution, on the involvement of the institution's president, provost, or other top administrators in the teacher education program, and on the financial commitment of the institution to its teacher preparation program (such as information on the funding provided per student enrolled in teacher preparation, compared to the funding provided for students in other programs, or on the endowment of chairs and professorships in teacher education compared to those endowments in other areas);

too great a focus on inputs?

-- The connections between the institution's teacher preparation program and its departments or schools of arts and sciences, as demonstrated through such evidence as the course requirements in arts and sciences for prospective teachers and the involvement of arts and sciences faculty members in the teacher preparation program (such as through joint development and teaching of courses, arts and sciences faculty members' supervision of student teachers, or joint faculty appointments);

-- The extent to which the institution operates a clinically based teacher preparation program, through which prospective teachers participate in intensive, structured clinical experiences, with extensive faculty involvement, throughout their preservice education, and evidence of the extent to which those experiences are integrated into the curriculum;

-- The extent to which the institution's program offers continuing assistance to its graduates during their initial years in the classroom;

strong enough? H

-- The extent to which the institution maintains other connections with elementary and secondary education (and particularly (1) with urban and rural schools and school systems that serve concentrations of students from low-income families and (2) with the education reforms underway in the institution's State), as demonstrated through such evidence as strong involvement of the faculty (including the arts and sciences faculty) and the administration in elementary and secondary education; involvement of elementary and secondary educators in the continuing development and improvement of the teacher preparation program, and institutional policies that take into account, in faculty promotion and tenure decisions, service to elementary and secondary education.

-- The success of the institution in preparing teachers to teach diverse populations, as documented through such evidence as course offerings and requirements, the extent to which graduates have taken teaching positions in urban and rural schools in communities with concentrations of students from low-income families, and the extent to which the institution recruits and serves students (such as education paraprofessionals) from those communities;

?

-- The extent to which the institution has incorporated the use of educational technology into its teacher preparation program and is preparing teachers to use technology to teach children to high standards;

-- The record of the institution in attracting a student body that reflects the diversity of the State or region served by the institution, and of employing a similarly diverse faculty;

-- The procedures the institution uses to measure the quality of its teacher preparation program (including the extent to which graduates improve their subject matter knowledge and teaching ability as a result of their participation in the program) and to improve its program in response to information generated through those procedures;

-- The success of the program in graduating students who are fully qualified to teach to high standards in the State or region served by the institution;

-- The quality of the program's graduates, as documented through such evidence as the graduates' record of obtaining (and retaining) teaching positions and the opinions of school district officials, in the State or region, of the quality of those graduates;

-- If applicable, the quality of the institution's program for the preparation of school principals and other school administrators, and of the success of that program; and

-- Involvement (and, preferably, leadership) of the institution in national, regional, and State efforts to improve teacher education and licensure;

-- For each lead institution, evidence of the experience of the institution at creating or participating in networks with other institutions to improve the quality of teacher preparation programs;

-- A description of the activities the partnership will carry out with a grant made available under this part, including:

-- A description of the governance structure that the partnership will establish for the grant, which shall include the active involvement of high-level administrators of the lead institution(s) and representatives of: (1) both the teacher preparation program and the school or department of arts and sciences in the lead institution(s); (2) the partner institutions involved with the grant; (3) local educational agencies served by the lead institution(s) and one or more of the partner institutions; and (4) State officials with authority over teacher licensure and

*Certification
process?*

teacher preparation in the State in which the lead institution(s) and one or more of the partner institutions are located;

-- A description of the procedures the lead institution(s) will use, after receiving the grant, to recruit and select partner institutions, which shall give priority to institutions that serve urban and rural communities with concentrations of students from low-income families;

-- A description of how each lead institution in the partnership will use the grant for additional development, refinement, assessment, and dissemination of information on its program, and of how it will work with the partner institutions on improvement of the partner institutions' teacher preparation programs;

-- A description of how the partnership will fully engage local educational agencies (particularly those serving concentrations of students from low-income families) in the activities carried out under the grant, and of how those activities will benefit those agencies;

-- A description of how the partnership will allocate the funds it receives under the grant among the activities it proposes to carry out, including (1) further development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution(s); (2) technical assistance by the lead institution(s) to the satellite institutions; (3) subgrants to the partner institutions; (4) assistance to the local educational agencies in the partnership and other LEAs (as set forth below); and (5) joint activities with States (as set forth below);

-- A description of how the activities undertaken with the grant will support, and be integrated with, the educational reforms underway in the States of the lead and the partner institutions, including a description of plans for coordinating activities carried out under the grant with activities carried out under the Eisenhower Professional Development program and the Goals 2000: Educate America Act; and

-- A description of the goals the partnership expects to achieve through the grant, and of the procedures the partnership will undertake to determine whether it is meeting those objectives.

4. Uses of Funds

Partnerships selected to receive grants shall use their grants for the following purposes:

-- Additional development, refinement, assessment of, and dissemination of information

What will
funds,
include
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Example -
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schools?
colloquia/
exchange?
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on, the teacher preparation programs operated by the lead institution(s), including activities that document, for other institutions nationally and for policy-makers, effective practices in teacher preparation;

-- Assistance by the lead institutions to the partner institutions in improving the partner institutions' teacher preparation programs, based on the experiences of the lead institutions and the particular needs of the partners;

-- Making subgrants to the partner institutions for implementation of program improvements at those institutions. Each partnership shall use at least ____ percent of its subgrant for this purpose;

-- Joint activities with the local educational agencies in the partnership and other LEAs, that increase the involvement of classroom teachers and school administrators in the teacher preparation programs operated by the lead and partner institutions (and thereby make those programs more responsive to the needs of teachers and administrators), and other activities to improve teaching and administration in the schools of the LEAs.

-- Joint activities with States that result in the development and implementation of State policies to facilitate the improvement of teacher preparation programs within the States, as a component of comprehensive education reforms;

-- Cooperation and interaction with other lighthouse partnerships and with other institutions, organizations, and public agencies, on activities aimed at the improvement of teacher preparation nationally, including improvement of teacher licensure and relicensure requirements; and

-- Assessment of the effectiveness of the activities carried out under the grant, including the extent to which the grant is achieving its objectives.

5. Selection of Applications

The Secretary shall, using a peer review process, select applicants to receive funding on the basis of the quality of the teacher preparation program(s) operated by the lead institution(s) in a proposed partnership, the quality of the activities the applicant desires to carry out under the grant, and the capacity of the applicant to carry out the proposed activities successfully.

In making selections, the Secretary shall seek to ensure that lighthouse partnerships represent a variety of approaches to teacher preparation, that lead institutions represent a variety of institutions of higher education, and that there is an equitable geographic distribution of awards. In addition, the Secretary shall give priority to applications for projects that are likely to result in improvement of teacher preparation in the areas of mathematics and reading.

Should these
4. with 2 more
points?

After making his selections, the Secretary shall withhold the portion of each grant that will be used for technical assistance and subgrants to partner institutions until the lead institution has [lead institutions have] recruited the satellite institutions and identified those institutions to the Secretary. The lead institutions shall complete this process in no more than 9 (?) months.

6. National Activities

The Secretary may reserve up to 5 (?) percent of the appropriation for this part for:

- Peer review of applications;
- Evaluation of the program, and measurement of its effectiveness in accordance with the Government Performance and Results Act;
- National conferences of lighthouse partnerships, and other entities, in order to facilitate the exchange of information and ideas among the participating partnerships and other institutions, agencies, and individuals who are interested in the improvement of teacher preparation;
- Other activities to enhance the success of the program carried out under this part or of teacher education more generally.

*glaciers
networks?*

III. Part B: Recruiting New Teachers for Underserved Areas

1. Program Authorized

From funds appropriated for this part, the Secretary shall make grants to eligible applicants for programs (1) that provide scholarships and, as necessary, support services for students seeking to complete teacher preparation programs and to teach in underserved geographic areas; and (2) that thereby increase the number of new teachers nationally and increase the ability of schools in underserved areas to recruit a qualified teaching staff.

valuation?

2. Definitions

An "eligible applicant" is a partnership of: (1) an institution of higher education that grants baccalaureate degrees and prepares teachers for their initial entry into the teaching profession; and (2) one or more local educational agencies that are in underserved geographic areas. Such a partnership may also include: (1) two-year colleges that operate teacher preparation programs and maintain articulation agreements, with the baccalaureate-granting institution, for the transfer of credits in teacher preparation; (2) State agencies that have responsibility for policies related to teacher preparation and licensure; and (3) other public and private, nonprofit agencies and organizations that serve, or are located in, communities served by the local educational agencies in the partnership, and that have an interest in teacher recruitment, preparation, and induction.

high pay

low income/isolated

Seems an odd
way to define
underserved

An "underserved geographic area" is a locality in which the percentage of children, ages 5-17, from families with incomes below the poverty level exceeds ___ percent. *[Note: Jim is obtaining Census data to analyze the impact of different poverty thresholds. Should have something by late in the week. It may be appropriate to include both a percentage threshold and a number (of poor kids) threshold.]* high
let?

"Support services" include academic advice and counseling; tutorial services; instruction in study skills, test-taking skills, or other subjects as needed to enable students to succeed in higher education; mentoring; outreach to participants' families; and, if funding cannot be arranged from other sources, child care and transportation.

3. Grant Conditions

Include same conditions as in #2 under Lighthouse program: peer review, five-year grants, mid-term review, one renewal if program is successful and institution has a plan to institutionalize.

Exceptions:

-- The Secretary shall have the authority to make planning grants to institutions that are not yet ready to implement programs under this part. Each planning grant shall be for a period of not more than one year. Institutions with planning grants will have to compete separately for regular program grants. The one-year planning grant period shall be in addition to the regular 5-year grant period.

-- Matching requirement -- The Federal share of the cost of activities carried out under a grant made under this part shall not exceed:

- 90 percent of the cost in the first year of the grant;
- 80 percent in the second year;
- 70 percent in the third year;
- 60 percent in the fourth year; and
- 50 percent in the fifth year and any succeeding year (including each year of the second grant, if an institution receives one).

These matching requirements shall not apply to planning grants. (I.e., they kick in in the first year of a regular grant.)

The non-Federal share may be provided in cash or in kind, fairly evaluated, and obtained from any non-Federal public or private source.

4. Uses of Funds

Eligible uses of funds are:

Identify
recruiting teacher
candidates?

- If needed, the costs of planning for the implementation of the grant;
- Scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program;
- Support services, if needed to enable scholarship recipients to complete postsecondary education programs;
- Payments to partner LEAs if needed to enable them to permit paraprofessional staff to participate in teacher preparation programs (such as the cost of "release time" for those staff); and
- If appropriate, paying the costs of additional courses taken by former scholarship recipients during their initial three (?) years of teaching. [John King's idea -- Do we want to include?]

valuation?
?

?
maybe do
other types
of
follow-on?

5. Grant Applications

In order to receive a grant under this part, an eligible applicant shall submit an application at such time, in such form, and containing such information as the Secretary may require. The application shall include:

- a designation of the institution or agency, within the partnership, that will serve as the fiscal agent for the grant;
- Information on the quality of the institution's teacher preparation program, which may include the types of information described in section 5__ of this act [cross-reference the descriptions of institutional quality in the application for lighthouse schools];
- A description of the assessment the institution, the LEA partners, and other partners have undertaken to determine the most critical needs of the LEAs for new teachers (which may include teachers in particular subject areas or at certain grade levels (including the prekindergarten level), teachers who reflect the ethnic or racial makeup of the LEA's students, or teachers who are fluent in languages spoken by students in the LEA) and of how the project carried out under the grant will address those needs. The assessment must reflect the input of all significant entities in the community (including organizations representing teachers and parents) that have an interest in teacher recruitment, preparation, and induction ;
- A description of the project the applicant will carry out with the grant, including information on:

mentor
-
Cent
Pgaw
Jov.

- The recruitment and outreach efforts the institution will undertake to publicize

the availability of scholarships and other assistance under the program;

-- The number and types of students that the institution will serve under the program (which may include education paraprofessionals seeking to achieve full teacher certification, teachers who the partner LEAs have hired under "emergency certification" procedures, former military personnel or Peace Corps volunteers who desire to enter teaching, other persons who already have completed baccalaureate programs and seek to enter teaching, or more traditional candidates preparing to enter teaching through regular 4- or 5-year programs), and the criteria that the institution will use in selecting those students, including criteria to determine whether individuals have the capacity to benefit from the program and complete teacher certification requirements;

-- The activities the institution will carry out under the grant, including a description of, and justification for, any support services the institution will offer to participating students; *or will require of institution sponsor*

-- The amount of the scholarships the institution will provide to students; and

-- The procedures the institution will establish for entering into agreements with scholarship recipients regarding their fulfillment of the service commitment under this legislation (as set forth under #9 below).

-- A description of how the institution will use funds provided under the grant only to increase the number of students participating in its teacher preparation programs, or in the particular type or types of preparation programs that the grant would support;

-- A description of commitments by the partner LEAs to hire scholarship recipients in the schools of the LEA and in the subject areas or grade levels for which the recipients will be trained, and a description of the actions the grantee institution, the LEAs, and the other partners will take to facilitate the successful transition of those recipients into teaching;

6. Selection of Applicants

The Secretary, using a peer review process, shall select applicants to receive funding on the basis of: (1) the quality of the program that would be carried out under the application; (2) the quality of the teacher preparation program offered by the institution; and (3) the capacity of the institution, and the partnership, to carry out the grant successfully.

In making selections, the Secretary shall seek to ensure that grantees carry out a variety of approaches to preparing new teachers and that there is an equitable geographic distribution of awards.

*Qual & aspect?
Ongoing
- partner
Specific
trainees?*

*Plans to
share info
w/ other
agencies?*

In addition, the Secretary shall give priority to applications from historically black colleges and universities, Hispanic-serving colleges and universities, tribally controlled colleges, *[and other institutions that enroll significant numbers of minority students? -- probably need some consistency here with Title III]*

7. Amount and Duration of Assistance; Relation to Other Assistance

No individual may receive scholarship assistance under this program for more than 5 years of postsecondary education.

Scholarship funds awarded pursuant to this part shall be considered in determining edibility for student assistance under Title IV.

No individual may receive an award under this program that exceeds the cost of attendance, as defined in section 4__ of this Act, at the institution the individual is attending. A scholarship awarded under this part may shall not be reduced on the basis of the individual's receipt of other forms of Federal student financial assistance, but shall be taken into account in determining the eligibility of the individual for those other forms of Federal assistance.

Note: This provisions taken from section 524 of current law [re: Douglas Scholarships]

8. Scholarship Conditions

A recipients of scholarship assistance under this part shall continue to receive such assistance only as long as he or she is: (a) enrolled as a full-time student and pursuing a course of study leading to teacher certification; and (b) maintaining satisfactory progress as determined by the institution, except that the requirement to be enrolled full-time shall not apply to persons who are will be working in the public schools (as paraprofessionals, or as teachers under emergency credentials) while they are participating in the program.

9. Service Requirements

Each institution receiving a grant under this part shall enter into agreement with the students to whom it makes scholarships that provides for the following:

-- Each recipient who completes a teacher preparation program under this authority shall, within 5(?) years of completing that program, teach for at least three years full time in a school in an underserved geographic area.

-- Recipients who do not complete the full three years shall make repayment, on a pro rata basis, plus interest, at a time or over a period determined by the institution. Recipients who fail to complete a teacher preparation program or to become certified teachers shall repay the full amount of the scholarship, plus interest. The institutions shall collect such repayments and

provide them to the Department of Education at a time and in a manner established by the Secretary.

-- The institution may establish procedures for temporary waivers of the service requirement, such as for periods when recipients are unable to obtain teaching positions in underserved areas or are temporarily disabled and unable to pursue a full-time teaching career.

10. Evaluation

The Secretary shall provide for an evaluation of the program supported under this part. The evaluation shall assess such issues as:

- Whether grantee institutions are successful in preparing scholarship recipients to teach to high standards;
- Whether scholarship recipients are successful in completing teacher preparation programs, becoming fully certified teachers, and obtaining teaching positions in underserved areas, and whether they continue teaching in those areas over a period of years;
- The impact of the program in assisting local educational agencies in underserved areas to recruit and retain teachers in the areas where they have the greatest needs;
- The long-term impact on the grants on teacher preparation programs conducted by grantees and on grantees' relationships with their partner local educational agencies and other partners; and
- The relative effectiveness of different approaches for preparing new teachers to teach in underserved areas.

11. National Activities

The Secretary may retain up to 5 (?) percent of the appropriation for this part for:

- Peer review of applications;
- Conducting the evaluation required under #10;
- Activities to facilitate the exchange of information and ideas among participating partnerships; and other activities to enhance the success of the program carried out under this part.

DRAFT
6/26/97

Specifications for HEA Title V: Educator Recruitment and Preparation

I. Findings and Purpose; Authorization of Appropriations

1. Findings

-- What teachers know and can do has a critical impact on student achievement, yet too often teachers are not receiving the initial preparation they need in order to teach children from diverse backgrounds to challenging standards. While outstanding teacher preparation programs exist in different regions of the country, too many prospective teachers do not receive high-quality preparation (aligned with challenging content and performance standards) in the subject areas they will teach, and in child development and teaching methods, in rigorous, clinically based programs.

-- In the next decade, American schools will need to hire two million teachers to educate an increasing number of students and to replace current teachers who will retire or leave the profession. Recent trends in the number of people preparing to enter teaching indicate that the normal operation of the labor market, by itself, will not produce the number of qualified teachers schools will require.

-- Schools are already having trouble recruiting qualified teachers. The National Commission on Teaching and America's Future found that 50,000 uncertified individuals annually enter teaching when schools, frequently those in urban and rural areas with large concentrations of children from low-income families, cannot find all the certified teachers they need. According to the Commission, 12 percent of newly hired teachers enter teaching without any relevant training, and an additional 14 percent enter without having met State licensure standards; fewer than three-quarters of all new teachers are fully qualified.

-- The Federal Government, by itself, cannot ensure needed improvements in teacher preparation or solve the problem of teacher shortages. However, the Government can make limited, targeted investments that: (1) encourage more institutions that operate teacher preparation programs, working in partnership with local educational agencies and States, to adopt the practices and strategies of the best programs; and (2) encourage more people to enter teaching, complete quality preparation programs, and teach in underserved communities.

2. Purpose

It is the purpose of this title to--

-- Authorize partnerships between institutions of higher education that operate exemplary teacher preparation programs, other institutions of higher education seeking

to improve their programs, public elementary and secondary schools, and States, in order to improve the quality of the initial preparation of teachers; and

-- Authorize support for partnerships to increase the number of students who enter teacher education programs, complete high-quality preparation programs, and teach in underserved urban and rural communities.

3. Authorization of Appropriations

There are authorized to be appropriated--

-- \$ _____ for FY 1999 and such sums as may necessary for the succeeding four years for Part A, "Lighthouse Partnerships"; and

-- \$ _____ for 1999 and such sums as may be necessary for the four succeeding years for Part B, "Recruiting New Teachers for Underserved Areas"

II. Part A: Lighthouse Partnerships

1. Definitions

A "lead institution" is an institution of higher education that: (1) operates an exemplary program of significant size in one or more areas of teacher preparation (which may include the preparation of education paraprofessionals or individuals with emergency teaching credentials who are seeking full teacher certification, of older students seeking new careers in teaching, and of educational administrators, in addition to more traditional teacher education programs); and (2) desires to assist other institutions in improving their programs and to serve as a national model for effective teacher preparation. A lighthouse institution must be an institution that offers baccalaureate degrees and prepares teachers for their initial entry into teaching, except that two-year colleges that otherwise meet the program requirements may participate, as lead institutions, in lighthouse partnerships with four-year colleges with which they have articulation agreements related to teacher preparation.

A "partner institution" is an institution of higher education that: (1) prepares teachers for their initial entry into the teaching profession; and (2) desires to improve its program with assistance from a lighthouse institution.

A "lighthouse partnership" is a partnership of one or more lead institutions, a group of partner institutions, and representatives of State and local educational agencies, that is dedicated to improving the quality of teacher preparation programs. Within each partnership, a lead institution that offers baccalaureate degrees and prepares teachers for their initial entry into teaching shall act as the fiscal agent for the grant.

A "teacher preparation program" is a program operated by an institution of higher education that prepares students to obtain teacher licensure and to teach in elementary

and secondary schools. Such program may also prepare students to become preschool teachers if the institution serves a State or school districts in which preschool education is provided as free, public education,

2. Grants to Lighthouse Partnerships

The Secretary shall carry out this program by making competitive grants to lighthouse partnerships. Each such grant shall be for a period of not to exceed five years. The Secretary shall make the continuation awards, for the second through fifth years, only after determining that the partnership is making satisfactory progress in carrying out the grant and, in particular, shall conduct an intensive review, with the assistance of outside experts, before making the award for the fourth year of the grant.

A lighthouse partnership may receive a second such grant, so long as it can demonstrate that it: (1) is succeeding in meeting the objectives of the program; and (2) has a plan for institutionalizing the activities it is carrying out under the program, over the second grant period, so that it those activities will continue once the second grant has expired. The same Secretarial review provisions that govern the first grant (annual satisfactory progress, intensive review after year three) would apply. No partnership may receive more than two grants.

3. Applications

In order to receive a grant under this program, eligible institutions shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.

The application shall include:

- A designation of the lead institution that will serve as the fiscal agent for the grant;
- For each lead institution in the partnership, a description of the teacher preparation program operated by the institution, including information on the curriculum, the faculty, and the number and types of students served;
- For each lead institution in the partnership, evidence of the quality of the institution's teacher preparation program, covering the following areas:
 - The extent to which the institution provides a coherent program, in one or more areas of teacher education, that is organized around a sound conceptual framework reflecting the best of what is known, from research and practice, on teacher education;
 - The commitment of the institution to its program of teacher preparation, which may include evidence on the role of teacher education within the

overall mission of the institution, on the involvement of the institution's president, provost, or other top administrators in the teacher education program, and on the financial commitment of the institution to its teacher preparation program (such as information on the funding provided per student enrolled in teacher preparation, compared to the funding provided for students in other programs, or on the endowment of chairs and professorships in teacher education compared to those endowments in other areas);

-- The connections between the institution's teacher preparation program and its departments or schools of arts and sciences, as demonstrated through such evidence as the course requirements in arts and sciences for prospective teachers and the involvement of arts and sciences faculty members in the teacher preparation program (such as through joint development and teaching of courses, arts and sciences faculty members' supervision of student teachers, or joint faculty appointments);

-- The extent to which the institution operates a clinically based teacher preparation program, through which prospective teachers participate in intensive, structured clinical experiences, with extensive faculty involvement, throughout their preservice education, and evidence of the extent to which those experiences are integrated into the curriculum;

-- The extent to which the institution's program offers continuing assistance to its graduates during their initial years in the classroom;

-- The extent to which the institution maintains other connections with elementary and secondary education (and particularly (1) with urban and rural schools and school systems that serve concentrations of students from low-income families and (2) with the education reforms underway in the institution's State), as demonstrated through such evidence as strong involvement of the faculty (including the arts and sciences faculty) and the administration in elementary and secondary education; involvement of elementary and secondary educators in the continuing development and improvement of the teacher preparation program, and institutional policies that take into account, in faculty promotion and tenure decisions, service to elementary and secondary education.

-- The success of the institution in preparing teachers to teach diverse populations, as documented through such evidence as course offerings and requirements, the extent to which graduates have taken teaching positions in urban and rural schools in communities with concentrations of students from low-income families, and the extent to which the institution recruits and serves students (such as education paraprofessionals) from those communities;

-- The extent to which the institution has incorporated the use of

educational technology into its teacher preparation program and is preparing teachers to use technology to teach children to high standards;

- The record of the institution in attracting a student body that reflects the diversity of the State or region served by the institution, and of employing a similarly diverse faculty;
- The procedures the institution uses to measure the quality of its teacher preparation program (including the extent to which graduates improve their subject matter knowledge and teaching ability as a result of their participation in the program) and to improve its program in response to information generated through those procedures;
- The success of the program in graduating students who are fully qualified to teach to high standards in the State or region served by the institution;
- The quality of the program's graduates, as documented through such evidence as the graduates' record of obtaining (and retaining) teaching positions and the opinions of school district officials, in the State or region, of the quality of those graduates;
- If applicable, the quality of the institution's program for the preparation of school principals and other school administrators, and of the success of that program; and
- Involvement (and, preferably, leadership) of the institution in national, regional, and State efforts to improve teacher education and licensure;
- For each lead institution, evidence of the experience of the institution at creating or participating in networks with other institutions to improve the quality of teacher preparation programs;
- A description of the activities the partnership will carry out with a grant made available under this part, including:
 - A description of the governance structure that the partnership will establish for the grant, which shall include the active involvement of high-level administrators of the lead institution(s) and representatives of: (1) both the teacher preparation program and the school or department of arts and sciences in the lead institution(s); (2) the partner institutions involved with the grant; (3) local educational agencies served by the lead institution(s) and one or more of the partner institutions; and (4) State officials with authority over teacher licensure and teacher preparation in the State in which the lead institution(s) and one or more of the partner institutions are located;

- A description of the procedures the lead institution(s) will use, after receiving the grant, to recruit and select partner institutions, which shall give priority to institutions that serve urban and rural communities with concentrations of students from low-income families;
- A description of how each lead institution in the partnership will use the grant for additional development, refinement, assessment, and dissemination of information on its program, and of how it will work with the partner institutions on improvement of the partner institutions' teacher preparation programs;
- A description of how the partnership will fully engage local educational agencies (particularly those serving concentrations of students from low-income families) in the activities carried out under the grant, and of how those activities will benefit those agencies;
- A description of how the partnership will allocate the funds it receives under the grant among the activities it proposes to carry out, including (1) further development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution(s); (2) technical assistance by the lead institution(s) to the satellite institutions; (3) subgrants to the partner institutions; (4) assistance to the local educational agencies in the partnership and other LEAs (as set forth below); and (5) joint activities with States (as set forth below);
- A description of how the activities undertaken with the grant will support, and be integrated with, the educational reforms underway in the States of the lead and the partner institutions, including a description of plans for coordinating activities carried out under the grant with activities carried out under the Eisenhower Professional Development program and the Goals 2000: Educate America Act; and
- A description of the goals the partnership expects to achieve through the grant, and of the procedures the partnership will undertake to determine whether it is meeting those objectives.

4. Uses of Funds

Partnerships selected to receive grants shall use their grants for the following purposes:

- Additional development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution(s), including activities that document, for other institutions nationally and for policy-makers, effective practices in teacher preparation;

- Assistance by the lead institutions to the partner institutions in improving the partner institutions' teacher preparation programs, based on the experiences of the lead institutions and the particular needs of the partners;
- Making subgrants to the partner institutions for implementation of program improvements at those institutions. Each partnership shall use at least _____ percent of its subgrant for this purpose;
- Joint activities with the local educational agencies in the partnership, and other LEAs, that increase the involvement of classroom teachers and school administrators in the teacher preparation programs operated by the lead and partner institutions (and thereby make those programs more responsive to the needs of teachers and administrators), and other activities to improve teaching and administration in the schools of the LEAs.
- Joint activities with States that result in the development and implementation of State policies to facilitate the improvement of teacher preparation programs within the States, as a component of comprehensive education reforms;
- Cooperation and interaction with other lighthouse partnerships and with other institutions, organizations, and public agencies, on activities aimed at the improvement of teacher preparation nationally, including improvement of teacher licensure and relicensure requirements; and
- Assessment of the effectiveness of the activities carried out under the grant, including the extent to which the grant is achieving its objectives.

5. Selection of Applications

The Secretary shall, using a peer review process, select applicants to receive funding on the basis of the quality of the teacher preparation program(s) operated by the lead institution(s) in a proposed partnership, the quality of the activities the applicant desires to carry out under the grant, and the capacity of the applicant to carry out the proposed activities successfully.

In making selections, the Secretary shall seek to ensure that lighthouse partnerships represent a variety of approaches to teacher preparation, that lead institutions represent a variety of institutions of higher education, and that there is an equitable geographic distribution of awards. In addition, the Secretary shall give priority to applications for projects that are likely to result in improvement of teacher preparation in the areas of mathematics and reading.

After making his selections, the Secretary shall withhold the portion of each grant that will be used for technical assistance and subgrants to partner institutions until the lead institution has [lead institutions have] recruited the satellite institutions and identified those institutions to the Secretary. The lead institutions shall complete this process in

no more than 9 (?) months.

6. National Activities

The Secretary may reserve up to 5 (?) percent of the appropriation for this part for:

- Peer review of applications;
- Evaluation of the program, and measurement of its effectiveness in accordance with the Government Performance and Results Act;
- National conferences of lighthouse partnerships, and other entities, in order to facilitate the exchange of information and ideas among the participating partnerships and other institutions, agencies, and individuals who are interested in the improvement of teacher preparation;
- Other activities to enhance the success of the program carried out under this part or of teacher education more generally.

III. Part B: Recruiting New Teachers for Underserved Areas

1. Program Authorized

From funds appropriated for this part, the Secretary shall make grants to eligible applicants for programs (1) that provide scholarships and, as necessary, support services for students seeking to complete teacher preparation programs and to teach in underserved geographic areas; and (2) that thereby increase the number of new teachers nationally and increase the ability of schools in underserved areas to recruit a qualified teaching staff.

2. Definitions

An "eligible applicant" is a partnership of: (1) an institution of higher education that grants baccalaureate degrees and prepares teachers for their initial entry into the teaching profession; and (2) one or more local educational agencies that are in underserved geographic areas. Such a partnership may also include: (1) two-year colleges that operate teacher preparation programs and maintain articulation agreements, with the baccalaureate-granting institution, for the transfer of credits in teacher preparation; (2) State agencies that have responsibility for policies related to teacher preparation and licensure; and (3) other public and private, nonprofit agencies and organizations that serve, or are located in, communities served by the local educational agencies in the partnership, and that have an interest in teacher recruitment, preparation, and induction.

An "underserved geographic area" is a locality in which the percentage of children, ages 5-17, from families with incomes below the poverty level exceeds ____ percent. *[Note: Jim is obtaining*

Census data to analyze the impact of different poverty thresholds. Should have something by late in the week. It may be appropriate to include both a percentage threshold and a number (of poor kids) threshold.]

"Support services" include academic advice and counseling; tutorial services; instruction in study skills, test-taking skills, or other subjects as needed to enable students to succeed in higher education; mentoring; outreach to participants' families; and, if funding cannot be arranged from other sources, child care and transportation.

3. Grant Conditions

Include same conditions as in #2 under Lighthouse program: peer review, five-year grants, mid-term review, one renewal if program is successful and institution has a plan to institutionalize.

Exceptions:

— The Secretary shall have the authority to make planning grants to institutions that are not yet ready to implement programs under this part. Each planning grant shall be for a period of not more than one year. Institutions with planning grants will have to compete separately for regular program grants. The one-year planning grant period shall be in addition to the regular 5-year grant period.

-- Matching requirement — The Federal share of the cost of activities carried out under a grant made under this part shall not exceed:

- 90 percent of the cost in the first year of the grant;
- 80 percent in the second year;
- 70 percent in the third year;
- 60 percent in the fourth year; and
- 50 percent in the fifth year and any succeeding year (including each year of the second grant, if an institution receives one).

These matching requirements shall not apply to planning grants. (I.e., they kick in in the first year of a regular grant.)

The non-Federal share may be provided in cash or in kind, fairly evaluated, and obtained from any non-Federal public or private source.

4. Uses of Funds

Eligible uses of funds are:

- If needed, the costs of planning for the implementation of the grant;
- Scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program;

- Support services, if needed to enable scholarship recipients to complete postsecondary education programs;
- Payments to partner LEAs if needed to enable them to permit paraprofessional staff to participate in teacher preparation programs (such as the cost of "release time" for those staff); and
- If appropriate, paying the costs of additional courses taken by former scholarship recipients during their initial three (?) years of teaching. *[John King's idea -- Do we want to include?]*

5. Grant Applications

In order to receive a grant under this part, an eligible applicant shall submit an application at such time, in such form, and containing such information as the Secretary may require. The application shall include:

- a designation of the institution or agency, within the partnership, that will serve as the fiscal agent for the grant;
- Information on the quality of the institution's teacher preparation program, which may include the types of information described in section 5__ of this act [cross-reference the descriptions of institutional quality in the application for lighthouse schools];
- A description of the assessment the institution, the LEA partners, and other partners have undertaken to determine the most critical needs of the LEAs for new teachers (which may include teachers in particular subject areas or at certain grade levels (including the prekindergarten level), teachers who reflect the ethnic or racial makeup of the LEA's students, or teachers who are fluent in languages spoken by students in the LEA) and of how the project carried out under the grant will address those needs. The assessment must reflect the input of all significant entities in the community (including organizations representing teachers and parents) that have an interest in teacher recruitment, preparation, and induction ;
- A description of the project the applicant will carry out with the grant, including information on:
 - The recruitment and outreach efforts the institution will undertake to publicize the availability of scholarships and other assistance under the program;
 - The number and types of students that the institution will serve under the program (which may include education paraprofessionals seeking to

achieve full teacher certification, teachers who the partner LEAs have hired under "emergency certification" procedures, former military personnel or Peace Corps volunteers who desire to enter teaching, other persons who already have completed baccalaureate programs and seek to enter teaching, or more traditional candidates preparing to enter teaching through regular 4- or 5-year programs), and the criteria that the institution will use in selecting those students, including criteria to determine whether individuals have the capacity to benefit from the program and complete teacher certification requirements;

-- The activities the institution will carry out under the grant, including a description of, and justification for, any support services the institution will offer to participating students;

-- The amount of the scholarships the institution will provide to students; and

-- The procedures the institution will establish for entering into agreements with scholarship recipients regarding their fulfillment of the service commitment under this legislation (as set forth under #9 below).

-- A description of how the institution will use funds provided under the grant only to increase the number of students participating in its teacher preparation programs, or in the particular type or types of preparation programs that the grant would support;

-- A description of commitments, by the partner LEAs, to hire scholarship recipients in the schools of the LEA and in the subject areas or grade levels for which the recipients will be trained, and a description of the actions the grantee institution, the LEAs, and the other partners will take to facilitate the successful transition of those recipients into teaching;

6. Selection of Applicants

The Secretary, using a peer review process, shall select applicants to receive funding on the basis of: (1) the quality of the program that would be carried out under the application; (2) the quality of the teacher preparation program offered by the institution; and (3) the capacity of the institution, and the partnership, to carry out the grant successfully.

In making selections, the Secretary shall seek to ensure that grantees carry out a variety of approaches to preparing new teachers and that there is an equitable geographic distribution of awards.

In addition, the Secretary shall give priority to applications from historically black colleges and universities, Hispanic-serving colleges and universities, tribally controlled colleges, *[and other institutions that enroll significant numbers of minority students? --*

probably need some consistency here with Title III]

7. Amount and Duration of Assistance; Relation to Other Assistance

No individual may receive scholarship assistance under this program for more than 5 years of postsecondary education.

Scholarship funds awarded pursuant to this part shall be considered in determining edibility for student assistance under Title IV.

No individual may receive an award under this program that exceeds the cost of attendance, as defined in section 4__ of this Act, at the institution the individual is attending. A scholarship awarded under this part may shall not be reduced on the basis of the individual's receipt of other forms of Federal student financial assistance, but shall be taken into account in determining the eligibility of the individual for those other forms of Federal assistance.

Note: This provisions taken from section 524 of current law [re: Douglas Scholarships]

8. Scholarship Conditions

A recipients of scholarship assistance under this part shall continue to receive such assistance only as long as he or she is: (a) enrolled as a full-time student and pursuing a course of study leading to teacher certification; and (b) maintaining satisfactory progress as determined by the institution, except that the requirement to be enrolled full-time shall not apply to persons who are will be working in the public schools (as paraprofessionals, or as teachers under emergency credentials) while they are participating in the program.

9. Service Requirements

Each institution receiving a grant under this part shall enter into agreement with the students to whom it makes scholarships that provides for the following:

- Each recipient who completes a teacher preparation program under this authority shall, within 5(?) years of completing that program, teach for at least three years full time in a school in an underserved geographic area.

- Recipients who do not complete the full three years shall make repayment, on a pro rata basis, plus interest, at a time or over a period determined by the institution. Recipients who fail to complete a teacher preparation program or to become certified teachers shall repay the full amount of the scholarship, plus interest. The institutions shall collect such repayments and provide them to the Department of Education at a time and in a manner established by the Secretary.

-- The institution may establish procedures for temporary waivers of the service requirement, such as for periods when recipients are unable to obtain teaching positions in underserved areas or are temporarily disabled and unable to pursue a full-time teaching career.

10. Evaluation

The Secretary shall provide for an evaluation of the program supported under this part. The evaluation shall assess such issues as:

- Whether grantee institutions are successful in preparing scholarship recipients to teach to high standards;
- Whether scholarship recipients are successful in completing teacher preparation programs, becoming fully certified teachers, and obtaining teaching positions in underserved areas, and whether they continue teaching in those areas over a period of years;
- The impact of the program in assisting local educational agencies in underserved areas to recruit and retain teachers in the areas where they have the greatest needs;
- The long-term impact on the grants on teacher preparation programs conducted by grantees and on grantees' relationships with their partner local educational agencies and other partners; and
- The relative effectiveness of different approaches for preparing new teachers to teach in underserved areas.

11. National Activities

The Secretary may retain up to 5 (?) percent of the appropriation for this part for:

- Peer review of applications;
- Conducting the evaluation required under #10;
- Activities to facilitate the exchange of information and ideas among participating partnerships, and other activities to enhance the success of the program carried out under this part.

MC 6/27

3pm
Monday
Alison

4:30

What is our vis study?

Jen

Tir

Cartier

MS

Shirley

Shirley

Echarita

Iberia

fixing schools

Jen - idea list

Against the credits for K-12

- pay for college
- vouchers

Rollout -

no documents on top page

T. He V - funded?

WTR - 98

UIS Comm

Srv

request
3.7

0

97

2.2

1.2

June 18, 1997

Proposal for Title V of the HEA**(Note: This is our direction in Title V; it is not a final proposal yet.)****1. Teacher Preparation**

- Goal: to identify and spread best practices in teacher education.
- Five-year grants to institutions that do an excellent job preparing teachers.
- Each of the exemplary institutions would partner with a number of other institutions (that are not exemplary yet, but have made a commitment to improvement) to help them improve their teacher preparation programs.
- Exemplary institutions would be chosen through a peer review process based on: evidence that the program is aligned with student content and performance standards, standards for teaching excellence, and standards for teacher education programs; evidence of the production of quality teachers; institutional and financial commitment to preparing teachers; strong partnership with K-12 schools; strong clinical programs; collaboration between the education program and arts and sciences; evidence of coherent programs; integration of technology; production of minority teachers; and commitment to underserved areas.
- Program funding will be used for: further development of the exemplary institution's teacher preparation program, including work in partnership with K-12 schools; evaluation and dissemination of best practices; networking with the partner institutions; and improvement of teacher preparation at the partner institutions.
- Strong evaluation component.

2. Recruitment

- Goal: to increase the numbers of minority teachers and teachers in underserved areas.
- Five-year grants to partnerships between school districts and higher education institutions, in conjunction with entities such as community colleges, unions, community organizations, and possibly states.
- Grantees would meet criteria for quality teacher preparation.
- A partnership would assess the needs of the school district and provide a focus on recruiting teachers to meet those needs.
- The program would target minorities, paraprofessionals, males, and teachers in shortage subject areas.
- Individuals recruited into the program would commit to teach for three years in underserved areas. Grantees, not individual students, would be held accountable for this commitment -- for preparing and supporting students, during their preparation and first years of teaching, so that grantees' retention rates are high.
- The program would focus on immediate recruitment needs (college students, paraprofessionals) instead of middle and high school students.
- The program would include a "special consideration" for minority-serving

institutions (although other institutions would be eligible for grants, as well).

- Programs would provide scholarships as well as support services such as counseling, child care, and transportation.
- “Supplement, not supplant” provision would require institutions to increase the numbers and change the make-up of teachers produced.
- Strong evaluation component; which models work best for which students?