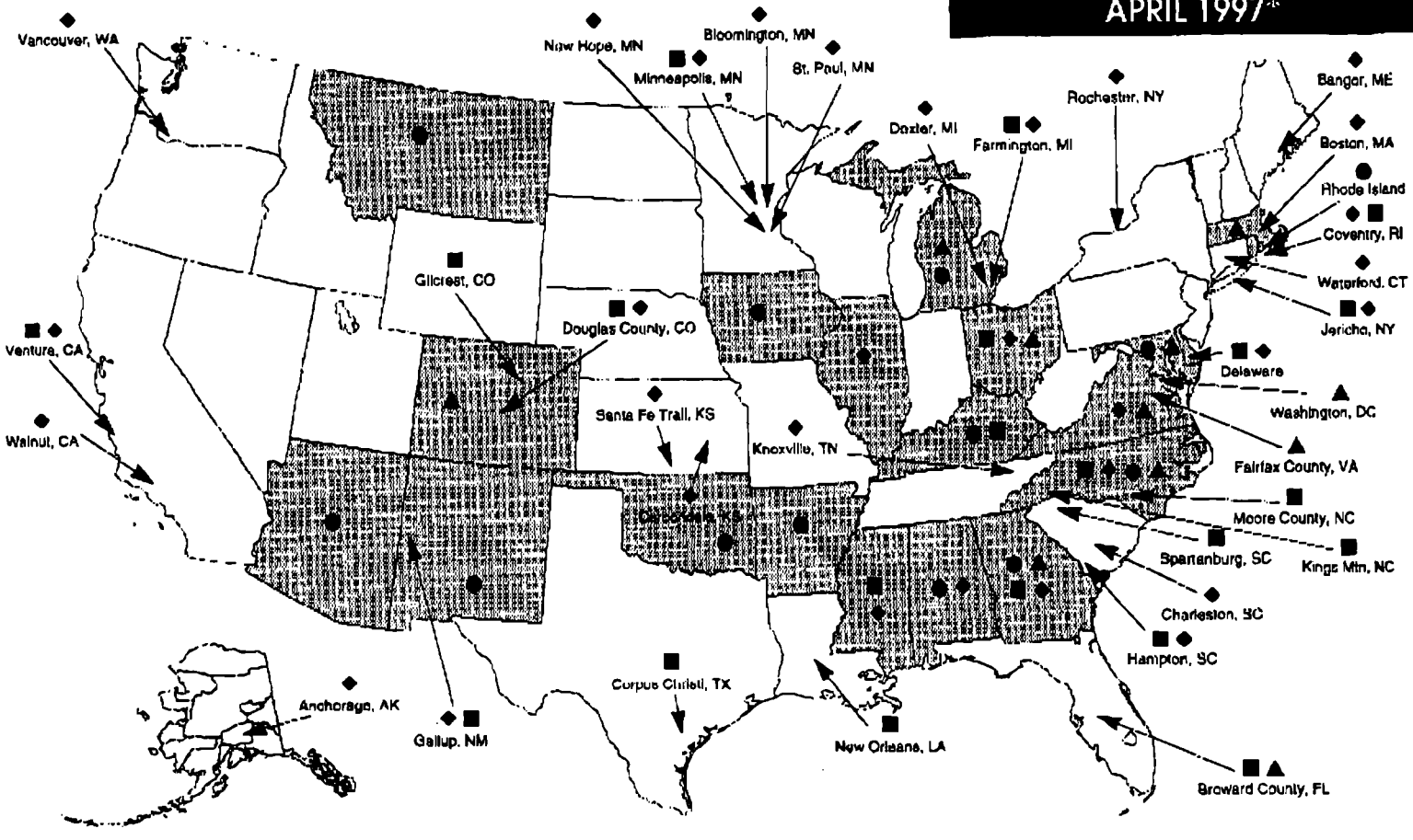
National Board Certification incentives and rewards

APRIL 1997*



■ SALARY SUPPLEMENTS

- Broward Co., Fla.
- Corpus Christi, Texas
- Delaware
- Douglas Co., Colo.
- Farmington, Mich.
- Gallup, N.M.
- Georgia
- Gilcrest, Colo.
- Hampton, S.C.
- Jericho, N.Y.
- Kentucky
- Kings Mountain, N.C.
- Minneapolis, Minn.
- Mississippi
- Moore County, N.C.
- New Orleans, La.
- North Carolina
- Ohio
- Spartanburg, S.C.
- Ventura, Calif.

▲ LICENSURE RENEWAL AND CONTINUING EDUCATION UNITS

- Broward Co., Fla.
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◆ FEE SUPPORTS

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- Corpus Christi, Texas
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- Delaware
- Dexter, Mich.
- Douglas Co., Colo.
- Farmington, Mich.
- Gallup, N.M.
- Georgia
- Hampton, S.C.
- Illinois
- Jericho, N.Y.
- Knoxville, Tenn.
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- Mississippi
- New Hope, Minn.
- North Carolina
- Ohio
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- Santa Fe Trail, Kan.
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- Vancouver, Wash.
- Ventura, Calif.
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- Walnut, Calif.
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● LICENSE PORTABILITY

- Alabama
- Arizona
- Arkansas
- Georgia
- Iowa
- Kentucky
- Maryland
- Michigan
- Montana
- New Mexico
- North Carolina
- Oklahoma
- Rhode Island

* *Incentives vary by state and locality. Please refer to the latest State & Local Action Report.*

THE WHITE HOUSE

WASHINGTON

September 12, 1996

MEMORANDUM FOR THE SECRETARY OF EDUCATION

SUBJECT: Promoting Excellence and Accountability in Teaching

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

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

- Recruit and retain the most talented people into teaching;
- Require tougher licensing and certification standards for teachers, invest in high-quality preparation and ongoing training to help teachers meet these standards, and increase dramatically the number of teachers who meet the demanding standards set by the National Board for Professional Teaching Standards;
- Remove incompetent teachers quickly, fairly, and at less cost than at present and for those teachers who need such assistance, try to restore their enthusiasm or counsel them out of the profession; and
- Create systems for identifying and rewarding good teachers for achieving outstanding levels of knowledge and skills, especially as reflected in National Board Standards or other standards of quality adopted by States or local school districts.

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

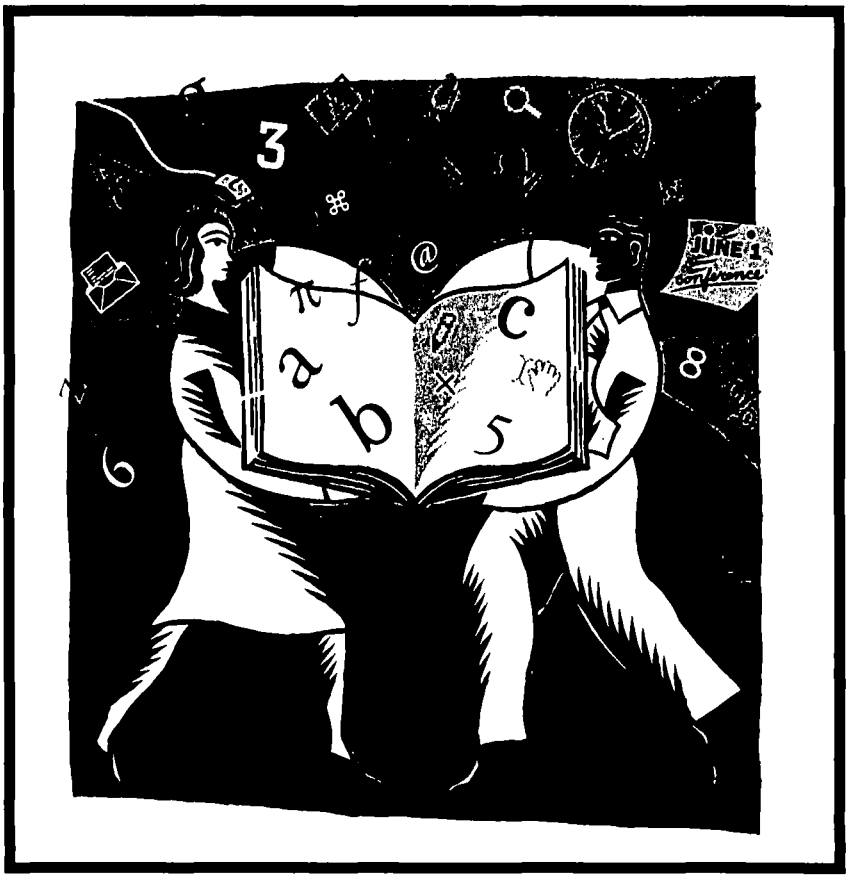
(1) Notifying State and local education officials within 90 days of the date of this memorandum of the Federal resources available to address these challenges; and

(2) Identifying and disseminating within 6 months promising State and local practices responding to each of these challenges.

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

William J. Clinton

APEC Education Forum



From Students of Teaching to Teachers of Students: Teacher Induction Around the Pacific Rim

APEC

chapter are based on responses to an exploratory survey. The following three chapters analyze, in detail, the teacher induction programs in each of three case study sites. The final chapter brings together the lessons learned and remaining challenges from both the brief preliminary look and the in-depth analysis of the case studies—the Northern Territory of Australia, Japan, and New Zealand.

Methodology

A planning group comprising Federal government staff and other experts from the lead member (United States) met in November 1994 to formulate a research design for the APEC Teacher Induction Study. The group decided that the project should focus both on aspects of the structure of the educational system and historical-cultural factors that affect teacher induction, and prominent features of successful practices or models of induction. The study was designed with two major components: Part I, the exploratory survey, and Part II, the case studies. The exploratory survey would compile a broad base of information about "typical" and "successful" models as well as background information relevant to understanding teacher induction. The case studies (with sites selected based on the information gathered in Part I) would collect and analyze more detailed information about teacher induction models that are viewed as successful.

Part I: The Exploratory Survey

The purpose of Part I of the APEC Teacher Induction Study was to identify and describe the different models of induction or induction practices currently in use in each participating APEC member, thus providing an overview of practice in 11 members and the necessary background with which to refine the research protocols and select sites for further exploration. Preliminary work consisted of a literature review and interviews with expert consultants in the area of teacher preparation and development. From the knowledge gained during the preliminary stage and following, where possible, the research questions proposed at the Washington, D.C., meeting (see Appendix A), research staff for the lead member designed a brief exploratory survey (see Appendix B).

The survey, *Exploratory Survey of APEC Members on Teacher Induction*, had 31 open-ended questions in eight issue areas: general strategies, programs and practices, participation, mentors or guidance teachers, government policies, financing, outcomes, and future plans. The respondents for the survey were either Education Forum representatives or issue-area experts for each APEC member.

The survey was administered in the summer of 1995. By the end of data collection (August 1995), 11 responses had been received.

Research staff summarized the responses and cataloged them by issue areas. This allowed greater ease in comparison of features across APEC member teacher induction programs—as the survey responses later identified potential sites for the case studies. Finally, staff briefly summarized all the information into one table (see Appendix C), highlighting a particularly promising or identifiable aspect of teacher induction in each member, and sent it to all members for their verification and approval. Further, responses to the exploratory survey were synthesized into the brief descriptions of practice in each member that appear in Chapter 2.

Part II: The Case Studies

The second part of the APEC Teacher Induction Study, the case studies, was to take a more in-depth look at several teacher induction models that appeared to offer the potential of providing APEC members with descriptions of particularly interesting and diverse approaches to teacher induction. The case studies involved several steps: selection of sites, development of protocols, site visits and data collection, and analysis and reporting of data.

Selection of Sites. Federal officials and other research staff from the lead member initiated the selection of up to four members to be recommended to the Education Forum as sites for the case studies. The original criterion for selection, established by the planning group, was that the program studied should be well-implemented for several years. The exploratory survey informed other criteria, such as perceived success (increased teacher retention or improved professional skills) and diversity (originality of approach or service to diverse populations). Originally six sites were under consideration as case study sites. Upon discussion and advice from the expert consultants, it was decided that the six would be narrowed to three case studies. Brief descriptions and potential merits for a study of the teacher induction programs in the proposed sites were mailed to members, and members were asked to approve selection.

The three sites finally selected were Australia's Northern Territory, Japan, and New Zealand. These sites were chosen because each has a well-implemented program of some duration that can inform other members on successful models of teacher induction. Also, the teacher induction programs in each of these sites differ on such key variables as level of governance from which they operate (the provincial level in Australia, and the member level in Japan and the school level in

New Zealand), and the culture—both among the three sites chosen (with Eastern and Western examples) and within them (with the Aboriginal and Maori populations of Australia's Northern Territory and New Zealand, respectively).

There were features of specific interest in each of the sites, as well. The *Northern Territory of Australia's* system of teacher induction focuses on improving support and teacher retention, especially in the more isolated areas and in those areas with predominantly Aboriginal schools. Features of the program include a series of in-services and orientations at the regional and school level, an extensive peer probation system that both evaluates new teacher progress and provides emotional and professional support, and extensive central office support. "Strangers in their Own Country," Chapter 3 of this report, explores the practice and features of teachers induction in the Northern Territory.

Japan demonstrates a strong commitment to the professional development of teachers. Its induction program is marked by close contact with new teachers, a strong mentoring system, and support time for planning, collaboration, and the general sharing of ideas. Japan was chosen for its strong national ethic regarding professional development and induction. See Chapter 4, "The Training Year," for an elaboration on the components and practice of Japan's teacher induction program.

New Zealand provides an interesting case study, for its teacher induction program is ongoing and part of a two-year period of provisional teaching. New Zealand uses an advice and guidance program, which relies heavily on release-time for the support and development of beginning teachers. There is a national framework for teacher induction, with programs implemented and tailored at the individual school level. "Teacher Induction in an Era of Education Reform," Chapter 5 of this report, examines the teacher induction program of New Zealand as it functions at the individual and school level.

Development of Protocols. The second step in Part II was to develop the protocols to be used during the case studies. During October and November 1995 staff designed six sets of questions to be used as guidelines during the site visit interviews. Each set was for a different audience within the teacher induction system. The interviewer could tailor the interview questions to the site, upon review of background materials, to cover all relevant information sought in the general set of questions.

United States

There are no member-level standards for teacher induction in the United States. Teacher induction—and all aspects of education—are the constitutional responsibility of the individual states. This responsibility is often is even further devolved to the school district (or local) level. With approximately 15,000 districts in 50 states and the District of Columbia, U.S. teacher induction programs vary widely in both intensity and content.

Systematic teacher induction programs began in the United States in 1980, when Florida mandated induction programs for all its beginner teachers. Throughout that decade and into the 1990s, the number of states implementing teacher induction policies and practices has increased rapidly. Currently, 21 states have teacher induction programs, with an additional 5 states piloting or planning programs. Individual districts in the remaining states may implement their own teacher induction programs, as well.

The rise of teacher induction programs in the United States may be attributed to several factors. First, many teachers experience "reality shock" or "burn-out" during their first years of teaching. Some of the reasons that it is especially difficult for beginning teachers to transition successfully into their new careers are: the lack of interaction among practitioners during the actual workday (i.e., teachers are isolated in their classrooms), the competing professional demands placed upon practitioners from the outset, and the dearth of practical training during preservice education. Second, the first few years of teaching are seen as a time critical for developing one's teaching style and one in which, if left to "sink or swim," teachers are especially likely to leave their new profession. Attrition rates among new teachers are often five times higher than those of more experienced teachers. This, coupled with fear of teacher shortages, makes attracting and retaining new teachers especially important. Teacher induction programs are increasingly seen as a way to provide new teachers with support necessary to ease their transition, help them develop professionally, and retain them in the profession.

The main purpose of teacher induction in the United States is to help ease the transition from "student of teaching" to teacher. Other objectives include:

- Improving teacher performance;
- Increasing the retention of teachers;

- Promoting the personal and professional well-being of beginning teachers and reinforcing positive attitudes toward themselves and their new profession;
- Satisfying mandated requirements related to teacher induction and certification; and
- Transmitting the culture of the educational system to beginning teachers.

Basic Features

The practice of teacher induction varies widely in the United States. Generally, states that require teacher induction programs issue a provisional license valid from one to three years, under the condition that the individual will go through a beginner teacher program before qualifying for full certification or continued employment.

Teacher induction programs in the United States are undergirded by one or both of the following principles: assist and assess. Assistance describes guidance, feedback, and emotional or professional support provided to new teachers. Assessment is the monitoring and evaluation of beginning teachers against certain criteria, the achievement of which are necessary for licensure.

Teacher induction in the United States traditionally has focused most heavily on assessment; and assistance where it exists is strongly linked to aiding new teachers to achieve the assessment criteria. For instance, both Florida and Connecticut have teacher induction programs that require new teachers to meet with mentor teachers who help them prepare for observations by administrators and achieve the state criteria for certification. Experts criticize these models—assessment and assistance for assessment—because they discourage "reflective, context-specific" teaching and seldom address teacher-initiated professional development issues.

In more recent years, however, several states have developed induction programs with an assistance component only. Michigan, Maine, and New York have implemented programs that require a personally developed professional growth plan, attendance in 15 days of in-service training, and participation in a mentor relationship, respectively. A few other states have implemented programs that have both the assist and assess components, with the assistance provided for its own sake and the assessment conducted for the teachers' own information rather than for licensure.

States employ varied strategies to accomplish their goals. Some of the most common strategies include: observing exemplary teaching practices; participating in in-service training; attending summer training; and attending certification programs conducted through collaboration of school districts and universities. The most commonly used strategy, which is in place in nearly all existing teacher induction programs, is mentoring.

In most states with induction programs, new teachers are matched with a more experienced teacher whose role it may be to: discuss school policy, curriculum, and discipline; evaluate and monitor the new teacher's progress; or allow the new teacher to observe his or her classroom. The dominant characteristic of all mentoring is assisting new teachers to understand the culture of their school, in addition to preparing new teachers for the assessment process.

Some states require that mentors have a minimum level of experience; other states reward mentors with a small stipend. Generally, however, the teachers who serve as mentors volunteer and receive no extra rewards. Several states (California, Connecticut, and Florida, for example) require that mentors be provided training for their roles as support providers or assessors.

Participation

It is difficult to gauge the overall participation in teacher induction. Roughly half the states have no direct involvement in teacher induction programs, and for those states that do have direct involvement, five are in the pilot or planning phase and at least two have not yet implemented their programs for all teachers. Thus, it is likely that less than 50 percent of all new teachers in the United States participate in teacher induction programs that are more than a brief school orientation.

Financing

Data are similarly sparse on the financing of teacher induction programs. A key variable in the method of funding is whether or not the program is mandated. Several states with mandated programs provide state money to the districts for program implementation, with districts supplying the rest. For instance, Indiana provides $600 of state money for each new teacher-mentor team, and the school districts supply up to $400 more for other induction activities. Voluntary teacher induction programs are often funded by state grants or by individual school districts. In Minnesota, districts currently apply to the state for a funding

grant—which they must match—to implement a state-recommended induction program. In general, statewide teacher induction programs do not exceed the cost of $1,000 per inductee. Programs that are implemented on a smaller scale may cost $4,000 to $6,000 per inductee.

The costs of teacher induction are mainly the compensation provided to mentors or administrators participating in the program. Another main cost is relief-time for new teachers and mentor teachers to participate in in-service and other professional development activities.

Future Directions in Teacher Induction

There have been few evaluations of teacher induction programs in the United States. The evaluations that have been conducted generally are confined to privately conducted studies of individual programs. For instance, one of the few studies that has been conducted concluded that a successful teacher induction program emphasized structure, careful selection of mentor teachers, and assistance, rather than the assessment of new teachers. This conclusion has important implications for U.S. programs that currently are assessment-focused.

It is difficult to discuss future plans as the system is decentralized and state programs vary widely. However, in general, in education, there is growing attention to the issue of the "professionalization of teaching" and to the idea of the school-university partnership, which aims at improving pre-service teacher training, new teacher induction, and in-service teacher education. One type of partnership receiving attention is Professional Development Schools, ". . . analogous to teaching hospitals, in which expert teachers join with university faculty to provide a structured internship for new teachers . . . ." This idea was originally proposed in the mid-1980s by the Carnegie Task Force and the Holmes Group. Although there is wide support for such schools, progress in this arena is slow.

An 'A' for creativity

Variety is on Teacher of the Year's lesson plan

By Tamara Henry
USA TODAY

Cincinnati teacher Sharon Draper teaches poetry outdoors, joins students in acting out Shakespeare plays and shakes up her class by assigning a major paper right before the senior prom.

Draper, who teaches English and Language Arts at Walnut Hills High School, says she constantly seeks "variety, spontaneity and creativity" to keep students enthusiastic about learning. Her search has made her one of the most popular teachers at the 100-year-old college preparatory high school and helped earned her the National Teacher of the Year title.

Draper will be honored by President Clinton Friday at the White House. A committee of 14 education organizations selected Draper from top teachers around the country and American schools abroad.

The 46-year-old award is sponsored by the Council of Chief State School Officers and Scholastic Inc.

A teacher for 25 years, Draper says, "I keep it interesting for them so that it stays interesting for me. Nobody likes to do the same thing every single day. We manage to cover the required curriculum, but there's nothing that says you can't do that in an interesting way."

For Draper, being a good teacher means getting her students "to understand that a powerful connection exists between historical and cultural events and the literary creations of the time."

Draper says teachers also must get to know their students individually. Instead of just talking or lecturing, she says, teachers must interact with students and care about what happens to them.

One student, Leila Sinclaire, agrees: "I am treated not as a void to fill with useless trivia, but as a living, breathing being possessing the will to learn, the need to learn, and the sincere love of learning."

Draper has a bachelor's from Pepperdine University, Malibu, Calif., and a masters from Miami University in Oxford, Ohio. Writing is her passion, and she started "writing with my students and for my students." The result has been five published books for young people, as well as many poems and stories.

She also is known for requiring a research paper during the final months of senior year. As students turn in the opus the day before the prom, Draper hands them an "I survived the Draper Paper" T-shirt.

In 1995, Draper was among the first group of teachers to be certified by the National Board for Professional Teaching Standards. In that same year, she was elected to its board of directors. She now helps other teachers in Ohio working toward board certification.

"I really, really believe passionately in teachers and the importance of teachers in our society," she says.

By Robert T. Ohr

A lifelong desire: 'I was probably born to be a teacher,' says Sharon Draper of Cincinnati, the National Teacher of the Year.

USA Today 4/17/97, p. 4D

Questions and Answers on APEC Study on Supporting New Teachers

Q: How were the countries selected for the APEC study?

A: The study was conducted in two parts. First, in 1995, a study was conducted to identify and describe the differnt models and practices of teacher induction used in each APEC Education Forum member. After a preliminary literature review, a survey of members on teacher induction was conducted, with respondents from the member governments or issue-area experts. APEC Research staff compiled an overview of the results and descriptions of each member's practices.

In the second part of the study, case studies were undertaken to provide a more in-depth look at some promising and diverse models of teacher induction. Sites were selected based on criteria that included: being well-implemented for several years, perceived success (increased teacher retention or professional skills), and originality of approach or service to diverse populations.

Q: What are the distinctive features of the APEC members selected for the study?

A: The Northern Territory of Australia's system of teacher induction focuses on improving support and teacher retention, especially in more isolated areas. Japan's program features close contact with new teachers, a strong mentoring system, and support time for planning, collaboration, and sharing of ideas. New Zealand's program stretches over the first two years of a teacher's career, and relies heavily on release time for support and development of beginning teachers.

Q: How many U.S. states currently have teacher induction programs? What are they like? What do they cost?

A: The study found that 21 states currently have programs, with an additional five states piloting or planning programs. The first state to establish a program on a statewide basis was Florida, in 1980. Individual districts operate teacher induction programs as well. The study further estimates that less than half of all new teachers in the U.S. participate in a teacher induction program that involves more than a brief school orientation. Programs in the U.S. tend to focus on assisting teachers to aid new teachers to meet the assessment criteria that states have for provisional teachers. The most common US strategy is mentoring, although new teachers also observe exemplary practices, participate in in-service and summer training, and attend certification programs conducted through colloaboration of school districts and universities.

The study found that statewide programs cost approximately $1000 per new teacher, with smaller-scale programs more expensive than that.

UNITED STATES
DEPARTMENT OF EDUCATION NEWS

FOR EMBARGOED RELEASE: 4 p.m. EDT
April 17, 1997

Contact: Jane Glickman (202) 401-1307
Stephanie Babyak (202) 401-2311

TEACHERS OF THE YEAR JOIN COLLEGE LEADERS IN NATIONAL FORUM: ATTRACTING AND PREPARING TEACHERS FOR THE 21ST CENTURY

For the first time ever, fifty of the nation's best teachers are joining U.S. Secretary of Education Richard W. Riley and education leaders from colleges that prepare many of the nation's teachers for a candid conversation on how this nation can do a better job in preparing the next generation of teachers.

"America needs to hire 2 million teachers in the coming decade," Riley said. "In the past, when our nation has needed large numbers of teachers, we have sometimes traded quality for quantity and paid the price by accepting mediocrity in our schools. We cannot allow this to happen this time around. Our colleges and universities simply have to do a better job of preparing new teachers. We are losing 30% of our new teachers in the first few years after they enter the profession and we can't afford this attrition rate."

Meeting Thursday and Friday at the Washington Hilton, the National Forum on Attracting and Preparing Teachers for the 21st Century brought together state teachers of the year, college and university leaders, and policymakers to participate in discussion groups and panel discussions around the issues of:

- how teacher preparation programs must change for the 21st century;
- how to break the barriers that inhibit change in teacher preparation programs; and
- how teaching the instruction of reading, science and math, and technology may be improved.

-MORE-

Thursday evening [8 to 9 p.m., EDT], a live, national satellite broadcast of a panel discussion with Riley and forum participants originating at the Washington Hilton will be downlinked to more than 120 sites across the country. Local participants and interested members of the public are invited to join this national discussion on the internet at:

www.ed.gov/comments/nationalforum.

With the upcoming reauthorization of the Higher Education Act, Riley said this dialogue will be especially useful for Education Department policy makers as they consider Title V, the section of the law that specifically addresses teacher recruitment, preparation and ongoing support.

In announcing plans for the forum on teacher preparation, Riley said in his 4th annual State of American Address, Feb. 18, 1997, "we are not as prepared as we should be for this enormous undertaking and there are several reasons why:"

> "We do not, for example, do a very good job of recruiting people to this demanding profession, and we have really failed to do justice to the task of recruiting talented minority candidates and males.
>
> Another reason: our colleges of education and departments of education are too often treated like forgotten stepchildren in our system of higher education. And when eager new teachers enter the classroom for the first time, we give them little, if any, help. As a result of this longstanding 'sink or swim' approach, we are losing 30 percent of our new teachers in the first three years. In addition, 25 percent of our nation's current teachers are now teaching out of their field.
>
> These are astonishing figures that will only grow as schools rely on hard-working substitute teachers to stem the tide of crowded classrooms. We will never have 'A' students if we can only give ourselves a 'C' as a nation when it comes to preparing tomorrow's teachers. We cannot lower our standards -- as we have in the past -- to meet the growing demand for new teachers.
>
> Now is the time to get it right -- to step back and rethink how we recruit, prepare and support America's teachers."

Friday afternoon, President Clinton will address the forum participants in the White House Rose Garden and honor the 1997 National Teacher of the Year, Sharon Draper of Cincinnati, Ohio. She was among the first group of teachers to be certified by the National Board for Professional Teaching Standards and was also elected to its board of directors. Riley said all new teachers "should have to prove that they are qualified to meet high standards before getting a license. This would mean that prospective teachers are able to pass a rigorous, performance-based assessment of what they know and what they are able to do."

The National Teacher of the Year program, in its 46th year, is sponsored by the Council of Chief State School Officers and Scholastic Inc. The state teachers of the year were selected on the basis of nominations by students, teachers, principals, and school administrators throughout their respective states.

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NOTE TO EDITORS: Background materials are available from the Office of Public Affairs, 600 Independence Ave., SW. Please call ahead if you are sending a courier to pick up or would like faxed summaries of: *Initial Ideas for Teacher Development and Reauthorization of Title V of the Higher Education Act*, a discussion paper; *Attracting, Preparing, and Supporting Teaching's Next Generation*, a discussion paper by David Haselkorn; and a new report, *From Students of Teaching to Teachers of Students: Teacher Induction Around the Pacific Rim*, which surveyed 11 participating APEC members and conducted case studies on Australia's Northern Territories, Japan, and New Zealand to examine promising teacher induction practices.

Also available by fax are a schedule of events, a list of participants, and satellite coordinates for the Thursday evening telecast.

To schedule interviews, please call Jane Glickman at (202) 401-1307 or Stephanie Babyak at (202) 401-2311.

cc: Bruce Reed
Elena Kagan
Mike Cohen
Christa Robinson

NATIONAL TEACHER OF THE YEAR PROGRAM

Contact: Jon Quam, Director
202-336-7047; 202-789-1792 fax
jonq@ccsso.org

EMBARGOED - FOR RELEASE ON 4-17-97

CAREER OHIO EDUCATOR NAMED 1997 NATIONAL TEACHER OF THE YEAR

Cincinnati, Ohio High School English/Language Arts Teacher to be Honored at the White House

Washington, DC --- Thursday, April 17, 1997. For more than twenty-five years Sharon Draper has shown her students in the Cincinnati public schools the beauty and power of language and learning. Today she is named 1997 National Teacher of the Year and will be honored by President Clinton in a ceremony at the White House Friday, April 19, which will also recognize all the 1997 State Teachers of the Year. At the conclusion of her current school term Ms. Draper will begin a year as spokesperson for education to the nation and the world.

The National Teacher of the Year Program is the oldest and most prestigious awards program to focus public attention on excellence in teaching. Now in its 46th year, the program is sponsored by the Council of Chief State School Officers and Scholastic Inc. The National Teacher of the Year is chosen from among the Teachers of the Year from the 50 states, five extra-state jurisdictions, the District of Columbia, and the Department of Defense Education Activities by a committee of the 14 leading education organizations in the nation.

"Sharon Draper exemplifies the professional qualities all our teachers must have if our nation is to build education second to none," said Gordon Ambach, Executive Director of the Council of Chief State School Officers. "She shows us how a great teacher, together with her students, continues to learn and create," said Ambach.

Inspired by the examples of excellent teachers in her school years, Draper entered the profession in 1970. Since 1978 she has taught literature and composition at Walnut Hills High School,

--more--

Cincinnati Public School's 100-year-old college preparatory High School. "I have learned as I taught, for I feel that an active learner is the best teacher," says Draper. "I want my students to understand that a powerful connection exists between historical and cultural events and the literary creations of the time," says Draper.

"In Sharon's classroom learning is real," said Dr. Ernest Fleishman, Senior Vice President of Education at Scholastic Inc. "Her ability to help students comprehend the complex relationships that exist in the world merits her selection as National Teacher of the Year." "Scholastic is proud to sponsor the National Teacher of the Year Program because we recognize how vital the role of teaching is to our nation's future," said Fleishman.

In Draper's classroom students read literature, discuss ideas from books and from world events and they write. "Getting cultural perspective is hard for students unless someone takes the time to show them the links," says Draper. "I tell parents that although I cannot guarantee some Rhodes scholar by the end of the school year, I can guarantee that their child will have improved in their writing skills," says Draper.

Writing is a passion for Draper and she has, to this point, published five books for young people along with many poems and stories. "I started writing with my students and for my students," says Draper. "Everything I become involved with seems to revolve around education and children." She has been honored by the American Library Association with its "Coretta Scott King Genesis Award" and the ALA award for "Best Book for Young Adults." Each year her students receive their own rewards in donning the class-designed "I Survived the Draper Paper" T-shirt commemorating the legendary research project that all her seniors must complete to graduate.

In 1995 Draper was among the first group of teachers to be certified by the National Board for Professional Teaching Standards. In that same year she was elected to the Board of Directors of that organization. "Although the National Board cannot singlehandedly transform schools, it can be a significant catalyst for change, says Draper. "Board-certified teachers are given both the responsibility and the opportunity to strengthen and improve the teaching profession." Draper now helps other teachers in Ohio working toward Board Certification in her role as an Associate at the Mayerson Academy for Human Resource Development, Cincinnati's nationally know professional development center.

To Draper teaching is essential and eternal. "Just as Plato instructed Aristotle, who taught countless others, as educators, the cycle of repeated learning and imparted wisdom is our burden

and our joy to continue," says Draper. "A child, unlike any other, yet identical to all those who have preceded and all who will follow, sits in a classroom today--hopeful, enthusiastic, curious," says Draper. "The touch of a teacher will make the difference!"

Draper is a graduate of Pepperdine University and has her Master of Arts from Miami University. She is the recipient of the National Council of Negro Women Excellence in Teaching Award and the Ohio Governor's Educational Leadership Award. Her essay, "The Touch of a Teacher," was published by the Center for Policy Research/National Governors Association in *What Governor's Need to Know About Education*. Draper and her husband, a high school science teacher, have four children.

Other finalists in the National Teacher of the Year program are Ian Mitchell, 1997 Iowa State Teacher of the Year and a teacher of the Language Arts at Marshalltown High School, Marshalltown, IA; Rosalind Hurley Richards, 1997 Kentucky State Teacher of the Year, a fifth grade teacher at Squires Elementary School in Lexington, KY; and George Abshire, 1997 Oklahoma State Teacher of the Year, a grade seven teacher of Mathematics at Jenks East Middle School in Jenks, OK.

The State Teachers of the Year have been selected on the basis of nominations by students, teachers, principals and school administrators throughout their states. The Teachers' applications are submitted to the Council of Chief State School Officers in Washington, D.C., where the national selection committee reviews the data on each candidate and selects four finalists. The selection committee then personally interviews each finalist before naming the National Teacher of the Year.

* * *

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Bill Kincaid

ORGANIZATION:

PHONE NUMBER:

FAX NUMBER: 456-7028

FROM: Jon Schnur, Kevin Sullivan

PHONE NUMBER: 401-3598

MESSAGE:

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OFFICE OF THE PRESIDENT

March 5, 1997

The Honorable Richard W. Riley
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Riley:

A few weeks ago, our Professor of French, Michael Kline, read a news article in the Report of the National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future*, which articulated the extraordinary demand for elementary and secondary teachers during the next decade. This led him to propose a new program at Dickinson College designed to make a small contribution toward meeting the challenge.

The Dean of the College, Lisa A. Rossbacher, and I were so impressed with the power of Professor Kline's proposal that we established a small task group to work out the details and start implementing the program.

Given the thoughtful and creative initiatives that President Bill Clinton and you have announced, perhaps there will be some utility in the concept for attracting other colleges and universities to do something similar. We believe that proper incentives will attract some of America's best high school graduates into elementary and secondary teaching. Our program is called Teachers for Tomorrow and will provide the following:

1) A $20,000 cash award from Dickinson to each student who graduates from the program and teaches four complete academic years within a six-year period from the date of their graduation.

2) Each teacher who fulfills this commitment will receive $10,000 for their personal use and $10,000 to use for their classroom.

We have begun to solicit nominations from high school counselors and other officials and plan to make a formal announcement in April. We will begin with up to 10 candidates this coming Fall and will build the program carefully to 20 entering freshmen each year.

We are in the process of forming a national council to encourage other colleges and universities to consider similar incentives, with the goal of providing several thousand especially gifted teachers each year for the next decade.

Should this fit within the context of your initiatives, we would be pleased to work with you and your staff.

Sincerely yours,

A. Lee Fritschler
President

ATTRACTING, PREPARING AND SUPPORTING TEACHING'S NEXT GENERATION

Discussion Paper

Prepared for the U.S. Department of Education

By

David Haselkorn

April 8, 1997

Attracting, Preparing, and Supporting Teaching's Next Generation

How can we attract the most able candidates into teaching, prepare them well, and support them through the earliest stages of their careers? What might this do to raise teacher quality and staunch the 30-50% attrition rates that are typical for teachers in their first five years on the job? How are these challenges connected to the quest to raise standards for students and their teachers?

The best prescription for attracting, preparing, and retaining good teachers starts with a strengthened profession overall. The good news is that we have more powerful tools for fostering excellence in the profession than ever before. The National Board for Professional Teaching Standards' (NBPTS), five core propositions articulate a succinct definition of quality teaching:

- Teachers are committed to students and their learning. This includes the belief that all students can learn at high levels.
- Teachers know the subjects they teach and how to teach those subjects to all students. A rich understanding of the subject being taught and a wide repertoire of teaching strategies are essential to accomplished practice.
- Teachers are responsible for managing and monitoring student learning. Board certified teachers must know how to create, enrich, maintain and alter instructional settings to capture and sustain student interest. They will use many methods to measure student growth and understanding.
- Teachers think systemically about their practice and learn from experience. NBPTS believes the best teachers are models of educated people, exemplifying the same virtues they seek to inspire in students -- curiosity, tolerance, honesty, fairness, respect for diversity, and appreciation for cultural differences. Every day all teachers must make hundreds of principled judgments about sound practice, based on both theory and experience. They must constantly seek to improve their practice.
- To do that teachers must be members of learning communities. The teachers who will earn National Board certification contribute to the effectiveness of their schools by working collaboratively with other professionals on instructional policy, curriculum improvement and staff development. They are partners with parents in educating their students.

The profession is developing new mechanisms for quality assurance in teaching by aligning appropriate developmental standards at key gateways across the career continuum.

- The Interstate New Teacher Assessment and Support Consortium (INTASC) has developed model standards for initial teacher licensure that are developmentally linked to NBPTS' vision of truly accomplished teaching.
- The National Council for the Accreditation of Teacher Education (NCATE) has aligned its program approval standards for teacher education with NBPTS' vision, as well.

Moreover, the National Commission on Teaching and America's Future provided the nation a practicable road map for recruiting, preparing, and supporting teaching's next generation:

1) **Get serious about standards, for both students and teachers.**
2) **Re-invent teacher preparation and professional development.**
3) **Fix teacher recruitment and put qualified teachers in every classroom.**
4) **Encourage and reward teacher knowledge and skills.**
5) **Create schools that are organized for student and teacher success.**

Taken together, these developments represent a quantum leap for strengthening teaching, based upon the incorporation of standards, accountability and support across the career continuum. What might a public school look like if the nation acted on their vision for a strengthened teaching profession? Lynn Stuart, Principal of the Cambridgeport Elementary School in Cambridge, Massachusetts (and a member of the Commission) provides one description:

First of all, the school of the future needs a vision of what it will become. I start with vision because we often fail to name our purposes, our commitments, and our hopes in school reform as we move too quickly to the structures of school life and content of the curriculum. So my vision starts with learning.

In our school learning is about curiosity, it is about knowing deeply, across discipline boundaries. It is about understanding. It is about doing. And it is about sharing with others what one knows and is able to do. It is about the skill to communicate ably. It is about joy and hard work. It is also about seeing in new ways, discovering beauty in the natural world, man-made objects and in relationships. And it is about developing social responsibility and a sense of belonging in a diverse multi-cultural community and world. Learning, in a nutshell, is complex and multi-dimensional.

From this definition of learning grows a definition of teaching. It, too, must emanate from making meaning and from a teacher's own demonstrations of what it means to be a learner. Being a learner, being a teacher are at once innate and developed. Innate because we're born with a curiosity to learn, but developed because one's potential is derived more from experience, opportunity and effort than birthright. As the Commission report notes, among the fatal distractions in our profession is the myth that "anyone can teach." A competent teacher develops over time. . . .

In our school, now and in the future, development is the springboard for both student and teacher learning. However, standards provide the direction and coherence for each of them. Standards for student learning are visible and known by students, families, and teachers alike. Standards are drawn from national organizations such as the NCTM and NCTE as well as state and locally defined standards. Benchmark skills are at once broad and multi-dimensional as well as specific. Standards are also derived from what we know about child development. And just as learning is meant to probe for deep understanding and skill, assessment of learning must do the same. Multiple sources of student accomplishment are measured through varied performances and evaluated by the student, teacher, parent, and wider community. No one task measures the worth of learning. . . .

The school of the future is small and personalized for each student, family, and staff member. It is structured to provide ongoing professional development, to provide a strong teaching team at each multi-grade level and to provide flexibility in what might be called *hyphenated roles* for teachers. Teaching is the hardest work one could ever do. We can not bury a teacher in this work alone, without help, without providing multiple avenues for work which include teaching and also such important roles as curriculum developer, mentor, researcher, college teacher,

practicum supervisor, teacher-leader. Hyphenated roles give outlets for teacher expertise, refresh the teaching soul, and provide genuine co-leadership for schools and colleges of education.

The principal will be an instructional leader. However, traditional hierarchies will be replaced by a more complex web of new relationships in which teachers and principals can weave in and out, up and down, building upon prior experience in developing skills, encouraged to take new risks and experiment, but scaffolded by and connected to the strong web-like structure which undergirds all our efforts. There are different kinds and levels of accomplishment in our schools, but there is always this strong web of interdependence. There is no longer the sink or swim, stand alone mentality; instead there is a new network of professionals linked in the school, to other schools and electronically to the profession around the world [as well as to parents in the community]. . . .

Schools like Lynn's exist today, but they are the exception not the rule. At the same time, we know more than ever before about the essential conditions for ensuring quality teaching and creating schools like hers. It's time to act on this knowledge on behalf of a strengthened profession overall.

Attracting the Most Able

- 2,000,000 teachers will be need to be hired over the next decade due to rising enrollments and a maturing teaching force;
  —A hiring challenge equivalent to replacing every doctor in this country more than two and a half times over.

- More than 50,000 people who lack training enter teaching annually on emergency or substandard licenses.

- The average annual earnings of physicians are generally six times that of a classroom teacher;
  — Yet, teaching tops the list of professions deemed of "most benefit to society" by the American public, beating out doctors by over two-to-one.

- The gap between the demographic composition of the nation's classrooms and its teachers is acute and growing.

As educators, school decision makers, and policy leaders are recognizing the urgency (and complexity) of the nation's teacher recruitment and development challenges, they are responding with a range of innovative programs to expand the pool and improve the preparation of prospective teachers, including:

- Efforts to introduce teaching as a potential career to school-age children in their middle and high school years;

- Initiatives to tap the substantial pool of school paraprofessionals and teacher aides;

- Enhanced efforts at traditional recruitment via teacher education institutions including: direct mail, teacher fairs, improved financial aid packaging, and strengthened selection procedures at the university level;

- Innovative outreach to prospective teachers of traditional and non-traditional age, including: public service announcements, teacher service corps, and loan forgiveness programs;

- Efforts to improve articulation among two-and four-year colleges, teacher education institutions, and the school districts they serve; and

- Efforts to attract potential mid-career students into teaching via post-baccalaureate pathways to licensure, including Peace Corps Fellows and Troops to Teachers programs; along with other rigorous alternative routes that collaboratively redefine the roles of school districts and colleges in teacher education.

These and other innovative "pathways to teaching" offer exciting possibilities for the future, not the least of which is their clear success in attracting a more demographically diverse pool of outstanding teachers, while preparing them to meet rigorous 21st century standards for the profession. Despite their promise, however, few initiatives can depend on reliable revenue streams and most are chronically underfunded. More detailed and comprehensive evaluations of such relatively new teacher recruitment efforts are needed, in part because they would provide policy makers a stronger evidentiary base for future funding decisions. It is also important to identify factors that influence teacher supply and demand; and disseminate information on high-demand fields and geographic areas more effectively to prospective teachers, school districts, states, and schools of education.

In addition, a substantially greater effort must be made to link the recruitment of new teachers with their preparation, selection/hiring, and induction, to ensure more effective career corridors into teaching. Networks that link these programs to each other would help disseminate both research and best practices in teacher recruitment. They would also develop a stronger set of stakeholders for teacher quality at the earliest stages of the professional continuum. Finally, greater effort needs to be made *at all levels* to broaden the demographic make-up of the profession (including teachers of color and males).

In sum, we know a lot about how to attract the most able candidates into teaching--and the profession's call to service is resonating with prospective new recruits of all ages more strongly now than at almost any other time in the past 20 years. Nonetheless, a number of important questions need to be considered in shaping future policy, including:

- How can we best use higher teaching standards to improve the prestige, image, working conditions, compensation and overall attractiveness of the profession?
- How can we find ways to lower unnecessary barriers and/or opportunity costs for entering teaching via loan forgiveness, work/study in the schools, national community service, and the like?
- How can we develop model career corridors that link school-age exploration of teaching careers via future teacher clubs, teacher cadet programs, teaching magnets and academies to high quality collegiate and post-graduate preparation programs (and, eventually, employment)? Might such corridors be set up in Professional Development Schools creating an inter-generational community of inquiry around teaching and learning?
- How can we reach out to potential career "influencers" such as teachers themselves, former teachers, guidance counselors, parents, clergy, and civic and community leaders to help cultivate teaching's next generation? How can teacher unions play a more prominent supportive role in and/or attracting teaching's next generation?
- How can we tap nontraditional pools for teaching (such as paraeducators, other school employees, youth workers, mid-career professionals, parent volunteers, males, etc.) and prepare them most effectively.
- And most important, what sorts of policy tools do states and districts need in order to ensure that their approaches to teacher recruitment and development are more coordinated, coherent, and effective?

Answering these questions will start America down the road toward meeting its teacher recruitment and development challenges.

Preparing Them Well

"The recent report on the National Commission on Teaching & America's Future, *What Matters Most: Teaching for America's Future* cited several areas of research that point to teacher expertise and preparation as powerful influences on student achievement:

- "In one of the largest-scale studies of the past decade, Ronald Ferguson found that the single most important factor influencing student learning was teacher expertise, measured by teacher experience and master's degrees as well as teacher performance on a statewide teacher examination. This study of more than 2,000 school districts concludes that every additional dollar spend on more highly qualified teachers netted greater improvements in student achievement than did any other use of school resources.

- "In a study that compared a group of exceptionally effective elementary schools to a group of low-achieving schools with similar student population, the differences in teacher qualifications and experience accounted for 90% of the variances in student reading and mathematics scores at grades three, six, and eight.

- "Another large group of studies has found that teacher preparation in both subject matter and teaching methods has a significant effect on student achievement. Teachers who are fully prepared and certified in both their discipline and in education are more highly rated and successful with a wide range of students than are teachers without preparation."[1]

Despite such evidence, criticisms of teacher education are legion. The litany is familiar: watered down methods courses; entrenched faculties; insufficient preparation for the practical realities of the classroom; educational faddism; lack of commitment to diversity; and more. Such indictments often contain more than a grain of truth. However, they can just as often come as cheap shots that simply blame the victim and fall wide of their mark.

[1]Linda Darling-Hammond's Press Conference Speech, National Commission on Teaching and America's Future (September 12, 1996)

Historically, schools of education have suffered from the same low societal status that the profession of teaching has had to endure. Their low societal standing is mirrored in the second-class status that schools of education are often accorded in the university -- looked down upon by colleagues in the arts and sciences; short-changed in university resource allocation decisions; or worse -- treated as cash cows to support other schools and departments that are deemed more prestigious by university officials and boards of trustees. Their status-poor and resource-strapped condition can also stand in the public's way of recognizing the important and innovative contributions that many teacher education programs make to school improvement.

Education schools are frequently first to be blamed for the disciplinary deficits of their graduates, even though many may actually have received their liberal arts preparation from arts and sciences faculties who disdained teacher preparation. Schools of education are faulted, as well, for their weak commitment to clinical supervision of student teachers and thin participation in the schools, when university-wide policies on tenure, promotion, and credit generation many times are the real culprits that militate against more extensive involvement in K-12 classrooms by education school faculty. But even the most ardent supporters of teacher education will also admit that when the conventional criticisms ring true the entire profession is weakened and that much must be done to put teacher education's collective house in order.

Either way, merited or not, the drumbeat of constant criticism has taken its toll: a growing number of states and districts have established alternative certification programs that bypass teacher education almost entirely. And yet we know that the job of teaching is more intellectually complex and demanding than at anytime in the history of the profession.

Our knowledge of the cognitive, social, and emotional development of children has expanded dramatically as has our understanding of how to monitor their development through multiple assessment measures. We have the knowledge basis to intervene more effectively to promote student achievement -- from their acquisition of basic skills and competencies to their attainment of the highest levels of academic proficiency. We must connect this evolving knowledge base to the preparation of new teachers and the continuous professional development of veteran teachers as well. Schools of education are an important bridge for making this connection across the career continuum.

Simply put, if we are to meet the goal of a caring, competent, and fully qualified teacher in every American classroom by the year 2006, teacher education can't be ignored. The nation will not meet this goal unless these "chronically status deprived" higher learning institutions are provided the resources and support they need to reinvent themselves, and wider recognition from the press and the public when they do.

Many already have begun the process: establishing more collaborative linkages with local school districts (and their colleagues in arts and sciences), five and six-year preparation programs, innovative post-baccalaureate teacher preparation models, programs for nontraditional and adult learners, and more. Professional development schools (PDSs) are also emerging as a new model for teacher preparation that blurs the line between pre-service teacher training and ongoing support, development, and assessment of both novice and veteran teachers (see below).

PDSs are usually partnerships between schools and universities designed to focus on: 1) professional preparation for novice teachers; 2) professional development for veteran teachers; and 3) practice-based research on school and instructional improvement. They seek to create learning communities for students as well as for their teachers, administrators, teacher educators, and parents; ensuring that all students are taught in a way that leads to deep understanding (The Holmes Group, 1990).

The importance of the PDS concept is that it institutionalizes the process of professional improvement across the *career continuum*, in line with a key recommendation of the National Commission on Teaching and America's Future to develop new models of teacher preparation that provide a more graduated assumption of teaching roles and responsibilities.

Finally, the National Commission has also called for all schools of education in America to meet rigorous accreditation standards by the year 2006 *or be closed.* The recommendation is controversial, but its intent is clear: to make slipshod teacher preparation a thing of the past and ensure that schools of education are provided the resources they need to do the job the nation demands of them. Some of the policy issues that might be considered further include:

- How can we develop a performance-based quality assurance system for teaching?
- How can we link teacher preparation with school improvement most effectively? How can we prepare new teachers to meet the needs of all learners, in demographically diverse classrooms and schools?
- How can we prepare teachers better in critical fields such as science and math, reading, teaching children with disabilities, and learning style differences, as well as in the use of the emerging technologies that are transforming both learning environments and society at large?
- What new models, resources, and incentives might foster stronger school/university/and community collaborations?
- How can we establish regular communication with parents? How do we build partnerships with other community institutions including -- museums, the arts, and scientific organizations -- to help children learn more.
- How can University-wide policies better support reinvented teacher education programs?
- How can teacher education fit more seamlessly into a strengthened career continuum for the profession?

At the same time a number of states that have beginning teacher support programs are revising their standards for new teachers, often in collaboration with INTASC. Most recently, INTASC has been codifying the expectations for beginning teachers -- based upon the framework for highly accomplished teaching established by the National Board for Professional Teaching Standards (NBPTS).

The National Council for the Accreditation of Teacher Education (NCATE) has already incorporated INTASC standards within its unit review standards and is exploring the creation of accreditation standards for PDSs. Both efforts create considerable impetus for the development of more coherent new teacher support programs for our public schools. But while these developments hold considerable promise, a number of key questions remain:

- What roles should schools of education play as individuals make the transition from being students of teaching to teachers of students? What roles should schools and school districts play? What roles should teacher unions play?
- What should new teacher orientation include and when should it occur?
- What should the first year or two look like for beginning teachers?
- What kinds of support should be provided? How much release time do novices and their mentors need and what should be expected in each role? Can the same mentor be expected to both support and assess a novice teacher simultaneously?
- How should mentors be selected, trained, and compensated? From where should the funding come?

Conclusion

Clearly, America's teacher recruitment, development and diversity challenges are daunting. At the same time, if you look around the country today, you can find effective programs for attracting teachers and improved programs for preparing them. There are a variety of effective and innovative ways to meet the challenges that the changing demographics of America's classrooms pose, hundreds of professional development schools which offer markedly improved preservice and induction experiences for new teachers; model peer assistance and evaluation programs for novice teachers; and more.

As a nation we excel at initiating such innovation, which all too frequently founders when the time comes to ramp it up to scale. What's been lacking in most districts, states, and at the national level are *frameworks* for policy and practice that comprehensively link all aspects of the teacher's career continuum into teacher development *systems* that are coherently linked to our education goals.

Only by viewing teacher development as a *system*, will we be able to invest adequately in teacher capacity, recapturing relatively less productive investments in teacher knowledge and skills (e.g., one-shot professional development workshops; salary increments staked to seat time in academe rather than teacher learning linked to student achievement goals; etc.) and redirecting them towards more effective ones.

Only by viewing teacher development as a *system* can we overcome the all too often splendid isolation of teacher education institutions from school districts; teacher education faculties from their colleagues in the arts and sciences; or get beyond the false dichotomies that fissure liberal and professional studies, theory and practice in the preparation of new teachers.

It's time to reassess the antiquated notion that teachers are "produced" by one set of institutions -- teacher colleges -- to be "consumed" by another set of institutions -- school districts. Only by viewing teacher development as a *system* will we be able to develop a new paradigm of shared vision and mutual responsibility for the continuous career-long development of teachers that can staunch attrition and strengthen the profession simultaneously.

It's also time to get beyond the myth that good teachers are born not made. Just as there is more to the practice of medicine than simply having a good bedside manner, quality teaching requires more than simply the desire to teach. The knowledge, skills, and dispositions reflected in NBPTS' five core propositions balance personal characteristics with the professional competencies and commitments that teacher quality demands, including in-depth knowledge of a discipline, a clear understanding of how children learn, and how to teach subjects to children so they can learn.

In sum, a systemic and career-long approach to teacher development not only makes substantive sense, given the developmental view of teacher performance from novice to expert; it is the only way that we are likely to find the resources necessary to develop teacher capacity in an era of rising costs and budgetary constraints, or overcome the chronic isolation, lack of coordination and coherence that characterizes far too many programs of teacher recruitment, preparation, and the initial years of teaching today.

Standards for student learning; standards for teaching excellence; better recruitment; improved teacher education, induction, and development; new incentives for continuous development of teacher knowledge and skills; schools organized for learning--these are the core building blocks for strengthening the profession that shapes America's future -- and the key elements for systemic reform in education. The federal government could play a catalytic role in helping states and districts put in place these building blocks themselves, provided we possess the national will and resolve to choose the future America's children deserve.

ABOUT THE AUTHOR

David Haselkorn is President of Recruiting New Teachers Inc., a national public service campaign on behalf of teaching. He also serves as a Senior Policy Advisor to the National Commission on Teaching and America's Future. Mr. Haselkorn is the author of *Attracting, Preparing and Supporting Teaching's Next Generation.*

He is also a major contributor along with Linda Quinn, the Principal in Residence at the U.S. Department of Education, of *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.*

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Bill Kincaid

ORGANIZATION:

PHONE NUMBER:

FAX NUMBER: 456-2857

FROM: Jon Schnur

PHONE NUMBER:

MESSAGE: Attached info on NTASC

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Interstate New Teacher Assessment & Support Consortium

INTASC Fact Sheet

What is INTASC?

The Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers, is a consortium of state education agencies, higher education institutions, and national educational organizations dedicated to reform in the education, licensing and on-going professional development of teachers. Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing and professional development. At the present time, thirty-eight states and territories, thirty-one of which are full paying members, are actively involved in INTASC projects.

What is INTASC's mission?

The mission of INTASC is to promote standards-based reform of teacher preparation, licensing, and professional development. To carry out this mission, INTASC provides a vehicle for states to work jointly on formulating model policy to reform teacher preparation and licensing and provides a mechanism for states to collaborate on developmental projects such as crafting new instruments to assess the classroom performance of a teacher. INTASC also sponsors a series of seminars annually, bringing together state education agencies, institutions of higher education, researchers, and professional associations committed to the principles of teaching and assessment endorsed by the Consortium. These seminars present the cutting edge work being carried out on these issues, and provide an opportunity for formal and informal networking among the participants.

What does membership in INTASC provide?

- Three trips per year in Washington D.C., travel and expenses covered by INTASC
- Professional development for state education agency personnel
- Opportunities to collaborate with other states to develop policy, programs, and tools such as assessment instruments to improve the professional development of teachers
- Access to national information and renowned speakers
- Access to assessment instruments, standards documents, and issue papers commissioned by INTASC
- A clearinghouse of the latest research on performance assessment and professional development for educators

What has INTASC accomplished so far?

INTASC has crafted model core standards for licensing beginning teachers and designed them to be compatible with standards of the National Board for Professional Teaching Standards. The core standards represent those principles which should be present in all teaching regardless of the subject matter being taught, and they serve as a framework for systemic reform of teacher preparation and professional development.

INTASC has translated these core standards into model licensing standards for teaching Mathematics, and will soon release a draft of standards in English language arts.

The Performance Assessment Development Project within INTASC represents a three-year commitment on the part of eleven states to collaborate in the development of prototype portfolio

assessments linked to INTASC standards in the specific subject areas of teaching. The participating states in this project are: Connecticut, Delaware, Illinois, Indiana, Kentucky, Louisiana, New York, Ohio, Pennsylvania, Rhode Island, and Texas.

Future directions

During the next three to five years, INTASC will continue crafting model standards in Science, Elementary Education, History/Social Studies, Special Education, and the Arts.

The INTASC assessment project will concentrate on developing and field testing assessments in Mathematics and English Language Arts, with the goal of producing the following:

- performance-based assessment in Mathematics and English Language Arts;
- materials and training designed to provide support to candidates who participate in the assessments;
- materials and training for scoring the assessments and providing feedback to candidates;
- evidence of the validity of the assessments and preliminary evidence of reliability, collected from all participating states.

INTASC will be developing a second instrument, the Test for Teaching Knowledge, to evaluate a teacher candidate's readiness to practice in an internship. In addition, INTASC also will work with local school districts and higher education to develop support systems for candidates producing portfolios, and for the current teaching staff to enhance their skills in relation to the INTASC core and content model standards.

INTASC Membership as of July 1996

States: Arkansas, California, Connecticut, Delaware, Florida, Georgia, Hawaii, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Missouri, New York, North Carolina, Ohio, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Texas, Vermont, Virgin Islands, Virginia, Washington, Wisconsin.
Professional Organizations: American Association of Colleges for Teacher Education (Represented by Alverno College and Michigan State University), American Federation of Teachers, National Association of State Boards of Education, National Association of State Directors of Teacher Education and Certification, National Board of Professional Teaching Standards, National Council for Accreditation of Teacher Education, National Education Association

Current Publications

- Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue
- Model Standards in Mathematics for Beginning Teacher Licensing and Development: A Resource for State Dialogue
- Next Steps: Moving Toward Performance-Based Licensing in Teaching

Jean Miller, Director of INTASC
Council of Chief State School Officers, One Massachusetts Avenue NW, Suite 700, Washington, DC 20001-1431
202/336-7048 phone 202/789-1792 fax internet:jeanm@ccsso.org

FACT SHEET
INTASC TEST FOR TEACHING KNOWLEDGE

What will the test do? It will assess a beginning teacher's professional knowledge and skills in areas such as child development, theories of teaching and learning, the role of student background in the learning process, etc.

Why another test? The performance based licensing system envisioned by the INTASC standards suggests three **kinds of assessments to make state licensure decisions:**

(a) **a test of the mastery of subject area content;**
(b) **a test of teachers' classroom performance;**
(c) **a test of teachers' foundational knowledge and skills essential to the profession of teaching.**

INTASC is currently developing assessments for evaluating a candidate's classroom performance in its portfolio project (b). This new project will address (c) above. It will provide the states an opportunity to ensure that a teacher candidate adequately understands and can apply the vision of teaching describe in the INTASC core standards.

How can the test be used? It will be an appropriate test for issuing a beginning (initial) license for the first or second year of teaching. It can serve as a screen to select candidates for an internship.

How long will it take to develop the test? Approximately three years.

How much will it cost? The estimated total cost is $1,500,000. We currently have $400,000 in a three year grant from the MacArthur Foundation to start development work. The cost per state could be **$15,000** per year for three years if 20 states invest in the project.

Who will do the test development work? The initial work to create test specifications will be done by a committee of state representatives from the participating states and a panel of national experts in the teaching field. The committee's assignment will be to reach consensus on the education foundation areas to be tested and to recommend the format that would be most useful for testing in that area, e.g. constructed response, essay, etc. The actual development of test items will be contracted out through an RFP process and closely monitored by the committee.

What does state participation in this project require? A state representative who will attend approximately 3 policy meetings per year for three years to oversee the work of the contractor. These meetings will dovetail with regular INTASC meetings when possible. State personnel will also be asked to review materials developed for the project and advise the contractor in the recruitment of candidates for pilot and field tests.

Who will own the test? The states who have invested in its development.

What will the test look like? This will depend on the recommendations of the committee, but the best thinking now is it will include pencil and paper and oral or demonstration activities that reflect a balance of theoretical and practical considerations.

When did the work start? In the fall of 1995.

When will state funds be needed? By September of 1996.

Jean Miller, Director of INTASC
(202) 336-7048 phone (202) 789-1792 fax internet:jeanm@ccsso.org
Council of Chief State School Officers, One Massachusetts Avenue, NW, #700, Washington, DC 20001-1431

FACT SHEET
THE INTASC PERFORMANCE ASSESSMENT DEVELOPMENT PROJECT
VALIDITY AND RELIABILITY RESEARCH AGENDA

The Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers (CCSSO), was established in 1987. It includes representatives of state boards of education and professional standards boards, with significant participation by institutions of higher education, researchers, and professional associations. Presently 36 states are actively involved in INTASC's work.

Ten of these states are partners in the Performance Assessment Development Project, a three year research and development effort with the goal of developing and field testing portfolio assessments in mathematics and English language arts. By the end of the third year the project will produce:

- performance-based assessments in mathematics and English language arts,
- materials and training designed to provide support to candidates who participate in the assessments,
- materials and training for evaluators who will review and evaluate the assessments and provide feedback to candidates, and
- preliminary evidence of the validity and reliability of the assessments for use with beginning teachers.

The validity and reliability research is an integral part of the development of the assessments; evidence of the authenticity of the assessments in their ability to recognize good teaching is necessary before states can implement the assessments. The project rests on its ability to ensure that the assessments are valid and reliable for all teacher populations. Proposed studies cover several broad categories:

- Content Relevance and Representativeness
- Candidates' Processes in Completing Portfolios
- Readers' Reliability and Processes
- Portfolio Generalizability
- Comparison of Evaluation Models
- Relationships to Other Variables/Triangulation Studies

The project plans to undertake the first three categories in 1996, the second year of the project. As the mathematics assessment is ahead of the English language arts assessment in development, the mathematics research will begin in 1996, whereas the ELA research will not begin until 1997.

Content Relevance and Representativeness

This research encompasses three separate studies, two of which will be conducted in 1996. The first is an equity review of the portfolio tasks and guidelines, evaluation criteria, content-specific standards, and benchmark performances. Its intent is to ensure that the portfolio is a fair assessment for all teachers with regards to candidates' opportunity to display their expertise despite differing backgrounds, environments, and resource levels. After an in-depth review of the summer sessions, based on the reviewed portfolios and readers' dialogue, this panel of 6 to 10 members will discuss the equity issues which arise from the portfolio materials and make any recommendations they deem necessary to make the assessment more equitable.

The second content relevance study is a commissioned literature review on the capabilities of beginning teachers. The project will commission three papers, one on the core standards and one on each of the content standards, to link the INTASC principles with empirical evidence and relevant theory on the preparation, experience, and development of beginning teachers.

The third component is a professional content review to demonstrate that the INTASC vision fits with good practice and will take place in 1997. A panel of experts in language, cognition, and pedagogy will review the assessments and relevant materials for their representativeness, relevance, criticality, and necessity to the competent performance of beginning teachers.

Reader Reliability and Processes

The second set of research studies will assess portfolio reader and reader pair reliability based on observation and case studies of readers. The case studies will have three components: telephone interviews before reviewer training, observation/documentation of the evaluation sessions, and on-site debriefing interviews. An ethnographer will first interview readers to understand their tacit beliefs about teaching and learning. During the evaluation sessions, she will observe the dialogue exchange, and afterwards will ascertain the changes in readers' views, as well as how the evaluation of the portfolios contribute to the validity of the interpretations of the teaching portrayed. To accomplish this study, portfolios will be double-scored in order to compare the evidence, interpretations, and justifications by different readers.

Candidates' Processes

The final study to be conducted in 1996 is a study of candidates' and their mentors' experiences in portfolio development. The first component is a survey distributed to all candidates and mentors prior to the completion of the portfolio. The survey will generate feedback on the portfolio process, as well as information about the candidate's teacher preparation program and support received during the portfolio process. The second component will be a telephone interview to gain more in-depth information about candidates' preparation and support and to get a sense of whether candidates felt they were adequately prepared to complete the portfolio, in terms of content, pedagogy, and support. This study will be conducted for both mathematics and English language arts.

For further information about the project or the research agenda, contact INTASC:
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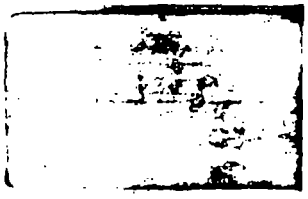
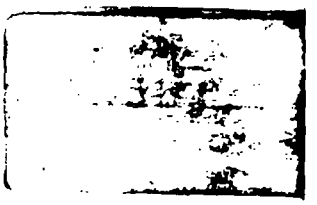


What Matters Most: Teaching for America's Future

Report of the National Commission on Teaching & America's Future

Summary Report

September 1996



Dedication

This report is dedicated to America's teachers: past, present, and future.

The National Commission on Teaching & America's Future

The work of the National Commission on Teaching & America's Future, formed in 1994, has been funded by the Rockefeller Foundation and Carnegie Corporation of New York. The mission of the Commission is to provide an action agenda for meeting America's educational challenges, connecting the quest for higher student achievement with the need for teachers who are knowledgeable, skillful, and committed to meeting the needs of all students. The Commission is dedicated to helping develop policies and practices aimed at ensuring powerful teaching and learning in all communities as America's schools and children enter the 21st century.

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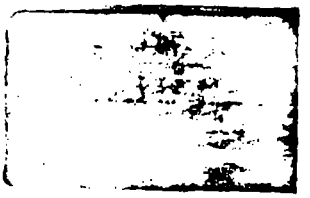
The National Commission on Teaching & America's Future



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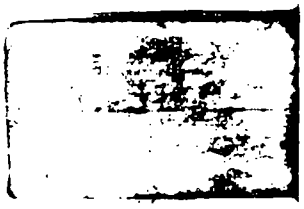


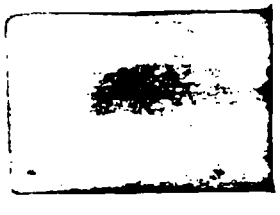
Foreword

When I was asked in 1994 to chair a new National Commission on Teaching & America's Future, I was delighted to accept. I am convinced that what matters most as Americans prepare for a new century is the quality of teaching in American schools. As the automobile executive Lee Iacocca once put it: "In a truly rational society, the best of us would be teachers, and the rest would have to settle for something less." This report explains how we can put teachers and teaching at the heart of school reform, where they belong.

This summary report is one of four produced by our Commission. The main report, *What Matters Most: Teaching for America's Future*, was developed for an audience of policymakers, educators, and analysts. Please refer to the main report for more detail on the Commission's findings, as well as citations that support its research. This summary report condenses the main report for easy access. A third document, aimed at educators and researchers interested in understanding and implementing reforms, provides a rich mine of information on model programs that exemplify our recommendations. A fourth volume includes the research papers commissioned for our work.

It has been my great privilege to work with an able and talented group of Commissioners. In combination, they brought many decades of wisdom and experience to our challenging task. I also want to acknowledge the work of our staff under the leadership of Executive Director Linda Darling-Hammond. The staff, like my colleagues on the Commission, never lost sight of the fact that what matters most to America's future is finding the best teachers, helping them develop their skills to the greatest extent, and rewarding them for their work on behalf of children and youth.

James B. Hunt Jr. (Chair)
Governor, State of North Carolina



We propose an audacious goal . . . by the year 2006, America will provide all students in the country with what should be their educational birthright: access to competent, caring, and qualified teachers.

With these words, the National Commission on Teaching & America's Future summarized its challenge to the American public. Following two years of intense study and discussion, the Commission concluded that the reform of elementary and secondary education depends first and foremost on restructuring its foundation—the teaching profession. The restructuring, we make clear, must go in two directions: toward increasing teachers' knowledge to meet the demands they face; and toward recognizing and using teachers' expertise in schools that are redesigned to support high-quality teaching and learning.

The Commission found a profession that has suffered from decades of neglect. By the standards of other professions and other countries, U.S. teacher education has historically been thin, uneven, and poorly financed. Teacher recruitment and hiring are distressingly ad hoc, and salaries lag significantly behind those of all other professions. This produces chronic shortages of qualified teachers in fields like mathematics and science, and the continual hiring of large numbers of people as "teachers" who are unprepared for their jobs.

Furthermore, in contrast with other countries that invest most of their education dollars in well-prepared and well-supported teachers, half of the educational dollars in the United States are spent on staff and activities outside the classroom. Lack of standards for students and teachers, coupled with schools organized for 19th-century learning, leave educators without an adequate foundation for constructing good teaching. Under these conditions, excellence is hard to achieve.

In more than a decade of school reform, America is still a very long way from achieving its educational goals. Instead of all children coming to school ready to learn, more are living in poverty and without health care than a decade ago. Graduation rates and student achievement in most subjects have remained flat or have increased only slightly. Fewer than 10% of high school students can read, write, compute, and manage scientific material at the high levels required for today's "knowledge work" jobs. Meanwhile, international tests continue to show U.S. high school students ranking near the bottom in mathematics and science.

This distance between our stated goals and current realities is not due to lack of effort. Many initiatives have been launched with positive effects in local communities. Nonetheless, we have reached an impasse in spreading these promising efforts to the system as a whole. It is now clear that most schools and teachers cannot produce the kind of learning the new reforms demand—not because they do not want to, but

because they do not know how, and the systems they work in do not support them in doing so.

When it comes to widespread change, we have behaved as though mandates could, like magic wands, transform schools. But successful programs cannot be replicated in schools where staff lack the know-how and resources to bring them to life. Wonderful curriculum ideas fall flat in classrooms where they are not understood or supported by the rest of the school. And increased graduation and testing requirements create only greater failure if teachers do not know how to reach students.

On the whole, the school reform movement has ignored the obvious: What teachers know and can do makes the crucial difference in what children learn. And the ways school systems organize their work makes a big difference in what teachers can accomplish. New courses, tests, and curriculum reforms can be important starting points, but they are meaningless if teachers cannot use them well. Policies can only improve schools if the people in them are armed with the knowledge, skills, and supports they need. Student learning in this country will improve only when we focus our efforts on improving teaching.

The Commission is clear about what needs to change. No more hiring unqualified teachers on the sly. No more nods and winks at teacher education programs that fail to prepare teachers properly. No more tolerance for incompetence in the classroom. No more wasting resources on approaches that cannot improve teaching and learning. Children are compelled to attend school. Every state guarantees them equal protection under the law and promises them a sound education. In the face of these state mandates and the obligations accompanying them, students have a right to competent, caring teachers who work in schools organized for success.

We are also clear about what needs to be done. Like the Flexner report that led to the transformation of the medical profession in 1910, the Commission examined successful practices within and outside the United States to describe what works. We concluded that children can reap the benefits of current knowledge about teaching and learning only if schools and schools of education are redesigned. Our recommendations describe how this can be achieved.

Recommendations in Brief

The Commission has put forth a challenging goal to the nation and its education leaders. But if the goal is challenging and requires unprecedented effort, it does not require new theory. Common sense suffices: American students are entitled to teachers who know their subjects, understand their students and what they need, and have mastered the professional skills required to make learning come alive.

This report offers what we believe is the single most important strategy for achieving America's education goals: a blueprint for recruiting, preparing, supporting, and rewarding excellent educators in all of America's schools. The plan is aimed at ensuring that all schools have teachers with the knowledge and skills they need to teach so that all children can learn, and all school systems are organized to support teachers in this work. If a caring, competent, and qualified teacher for every child is the most important ingredient in education reform, it should no longer be the one most frequently overlooked.

We recognize as well that such teachers must work in schools and school systems that are well designed to achieve their key academic mission: They must be focused on clear, high standards for students; organized to provide a coherent, high-quality curriculum across the grades; designed to support teachers' collective work and learning on behalf of their students; and structured to allow for ongoing parent engagement.

We note that this challenge is accompanied by an equally great opportunity: Over the next decade we will recruit and hire more than 2 million teachers for America's schools. More than half the teachers who will be teaching ten years from now will be hired during the next decade. If we can focus our energies on preparing this generation of teachers with the kinds of knowledge and skills they need to help students reach these goals, and on creating schools that use their talents well, we will have made an enormous contribution to America's future.

The Commission recommends five major interlocking changes:

- Get serious about standards, for both students and teachers.
- Reinvent teacher preparation and professional development.
- Overhaul teacher recruitment and put qualified teachers in every classroom.
- Encourage and reward teaching knowledge and skill.
- Create schools that are organized for student and teacher success.

Taken together, these steps can make the crucial difference in improving learning in our schools.

The Nature of the Problem

Good teaching is more important than ever before in our nation's history. Due to sweeping economic changes, today's world has little room for workers who cannot read, write, and compute proficiently; find and use resources; frame and solve problems with other people; and continually learn new technologies and occupations.

Blue-collar jobs that most people once held will comprise only 10% of total employment by the year 2000, and the "knowledge work" jobs that are replacing them require levels of knowledge and skill previously taught to only a very few students.

The education challenge facing the United States is not that its schools are not as good as they once were. It is that schools must help the vast majority of young people reach levels of skill and competence once thought within the reach of only a few, while also supporting a just and civil society that helps maintain our democratic life.

At a time when all students must meet higher standards for learning, access to good teaching is a necessity, not a privilege to be left to chance. All Americans have a critical interest in building an education system that helps people learn and work at high levels of competence, understand and respect other perspectives, take risks and persevere against the odds, and continue to learn throughout life. Lack of adequate education ultimately affects everyone. For example:

- Low levels of literacy are powerful predictors of welfare dependency and incarceration—and their high costs.
- More than half the adult prison population has literacy levels below those required by the labor market.
- Nearly 40% of adjudicated juvenile delinquents have treatable learning disabilities that were overlooked and went untreated in school.
- By the year 2010 there will be only three workers for every retiree on Social Security, as compared with 16 in 1950. If all these future workers are not capable and productive, our social compact will be in grave danger.

Growing prison populations, public assistance programs, and unemployment mean that a shrinking portion of American citizens must generate the economic base that supports the rest of the nation—the young, the old, the ill, and those who are not now productive. It is clear that if we do not invest in schools that can create adequate life chances for all our young people, the results will be disastrous for both individuals and the nation.

The Challenge for Teaching

A more complex, knowledge-based, and multicultural society creates new expectations for teaching. To help diverse learners master much more challenging content, teachers must go far beyond dispensing information, giving a test, and giving a grade. They must know their subject areas deeply, and they must understand how students think as well as what they know in order to create experiences that produce

learning. Moreover, as students with a wider range of learning needs enter and stay in school—a growing number whose first language is not English, many others with learning differences, and still others with learning disabilities—teachers need access to the growing knowledge that exists about how to teach different kinds of learners effectively.

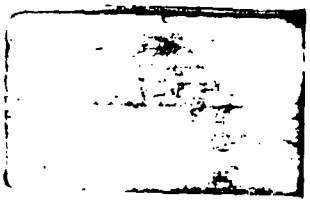
Developing the kind of teaching needed will require much greater clarity about what students must learn to succeed in the world that awaits them, and what teachers must know and do to help them achieve it. Standards that reflect these imperatives for student learning and for teaching are largely absent in our nation today. Although states are just now beginning to establish standards for student learning, most schools do not yet have the kind of high-quality, professionally informed curriculum guidance that will help them organize their work so that it adds up in a powerful way across the grades and within and across subjects.

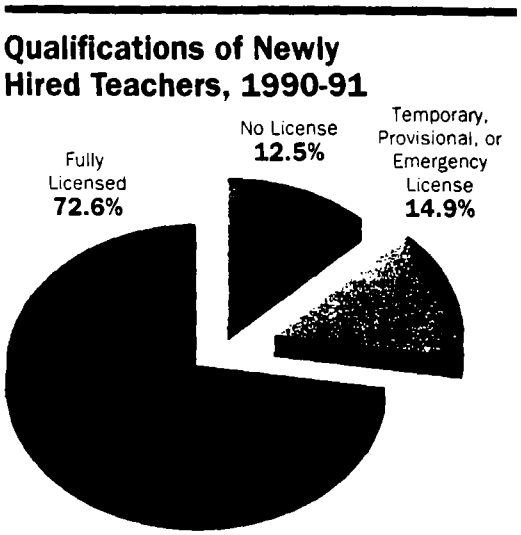
Standards for teaching are equally haphazard. Although parents might assume that teachers, like other professionals, are educated in similar ways so that they meet the same standards before they are admitted to practice, this is not the case. Unlike doctors, lawyers, accountants, or architects, teachers do not have the same training. Some teachers have very high levels of skills—particularly in states that require a bachelor's degree in the discipline to be taught; coursework in teaching, learning, curriculum, and child development; extensive practice teaching, and a master's degree in education. Others learn little about their subject matter or about teaching, particularly in states that have low requirements.

And while states have recently begun to require some form of testing for a teaching license, most are little more than multiple-choice tests of basic skills and general knowledge, widely criticized by educators and experts as woefully inadequate to measure teaching skill. Furthermore, in many states the cutoff scores are so low, there is no effective standard for entry.

These difficulties are barely known to the public. But the schools' most closely held secret amounts to a national shame: Roughly ¼ of newly hired American teachers lack the qualifications for their jobs. More than 12% of new hires enter the classroom without any formal training at all, and another 14% arrive without fully meeting state standards.

Although no state will permit a person to write wills, practice medicine, fix plumbing, or style hair without completing training and passing an examination, more than 40 states allow districts to hire teachers who have not met these basic requirements. Most states pay more attention to the qualifications of veterinarians treating America's cats and dogs than to those of the people educating the nation's children and youth.



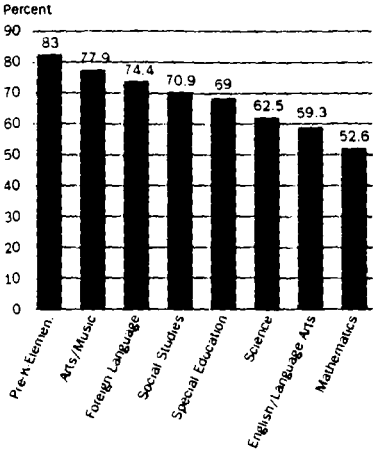


Source: U.S. Department of Education. Schools and Staffing Survey, 1990-91. Unpublished tabulations. National Data Resource Center. 1993

Will Rogers, the 1920's "cowboy philosopher," once remarked, "You can't teach what you don't know any more than you can come back from where you ain't been." This common-sense advice has been lost on many school districts. Consider the following:

- In recent years, more than 50,000 people who lack the training required for their jobs have entered teaching annually on emergency or substandard licenses.
- Nearly one-fourth (23%) of all secondary teachers do not have even a minor in their main teaching field. This is true for more than 30% of mathematics teachers.
- Among teachers who teach a second subject, 36% are unlicensed in the field and 50% lack a minor.
- Fifty-six percent of high school students taking physical science are taught by out-of-field teachers, as are 27% of those taking mathematics and 21% of those taking English. The proportions are much higher in high-poverty schools and in lower track classes.
- In schools with the highest minority enrollments, students have less than a 50% chance of getting a science or mathematics teacher who holds a license and a degree in the field he or she teaches.

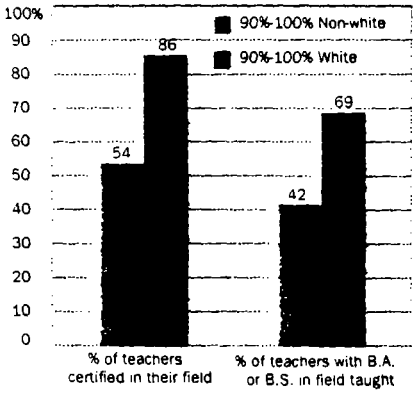
Percentage of Public School Teachers with a State License and a Major in Their Main Teaching Assignment Field: 1990-91



Source: U.S. Department of Education, Schools and Staffing Survey, 1990-91. Published in Marilyn M. McMillen, Sharon A. Bobbitt, and Hilda F. Lynch, *Teacher Training, Certification and Assignment in Public Schools: 1990-91*, paper presented at annual meeting of the American Educational Research Association, New Orleans, LA, April 1994)

Qualifications of Secondary School Mathematics and Science Teachers

By school racial composition



Source: Jeannie Oakes, *Multiplying Inequalities: The Effects of Race, Social Class, and Tracking on Opportunities to Learn Mathematics and Science* (Santa Monica, Calif.: RAND Corporation, 1990), p. 61

In the nation's poorest schools where hiring is most lax and teacher turnover is constant, the results can be disastrous. Thousands of children are taught throughout their school careers by a parade of teachers without preparation in the fields they teach, inexperienced beginners with little training and no mentoring, and short-term substitutes trying to cope with constant staff disruptions. It is more surprising that some of these children manage to learn than that so many fail to do so.

Current Barriers

It is quite clear that the challenges of improving teaching are long-standing and complex. There are no "silver bullet" solutions. Efforts to deal with these problems have often been stymied by a persistent set of myths that deflect attention from the hard work that is needed. Among the most destructive of these are: "Anyone can teach." "Teacher education makes no difference." "Teachers don't work very hard." "Tenure is the problem." And "teacher unions prevent change."

Like every myth, there is some truth to each of these statements, but a great deal

of error as well. They do a lot of damage by shortcircuiting needed change. First, the idea that anyone can teach is nonsense, as any parent who has tried to manage even a half-dozen children can attest. Research confirms what parents know: the best teachers understand their subjects, know how young people learn, and have mastered a range of teaching methods. Studies have found that teacher expertise is the single most important factor in determining student achievement and that fully trained teachers are far more effective with students than those who are not prepared. Second, contrary to many presumptions, American teachers work very hard. Not only do U.S. teachers teach more hours each day and year than those in other countries, but they also take more work home to complete at night, on the weekends, and on holidays. Finally, tenure is intended to protect teachers from arbitrary dismissal for reasons of politics or patronage, but it should not support incompetence. Teacher unions in many cities have worked with school boards to evaluate, assist, and dismiss teachers who are not successful, just as they have begun working nationally to upgrade the standards of the profession. Although more work needs to be done, these initiatives have shown that change is possible.

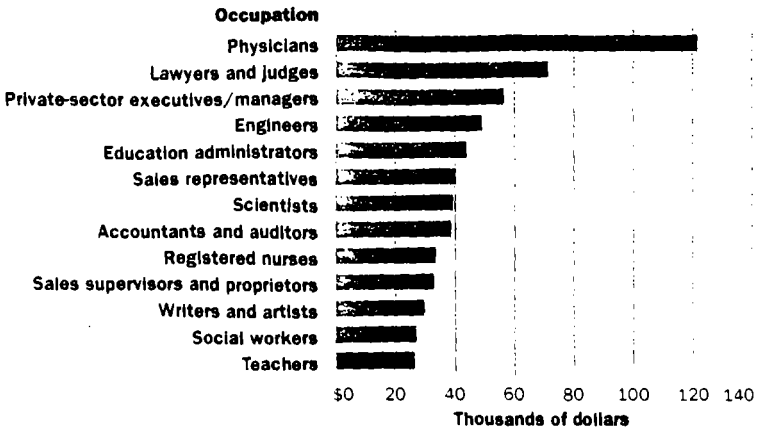
Aside from these distractions, there are real barriers to be addressed. Unequal resources and inadequate investments in teacher recruitment are major problems. Other industrialized countries fund their schools equally and make sure there are qualified teachers for all of them by underwriting teacher preparation and salaries. However, teachers in the United States must go into substantial debt to become prepared for a field that in most states pays less than any other occupation requiring a college degree.

This situation is not necessary or inevitable. The hiring of unprepared teachers was almost eliminated during the 1970s with scholarships and loans for college students preparing to teach, Urban Teacher Corps initiatives, and Master of Arts in Teaching (MAT) programs, coupled with wage increases. However, the cancellation of most of these recruitment incentives in the 1980s led to renewed shortages when student enrollments started to climb once again, especially in cities. Between 1987 and 1991, the proportion of well-qualified new teachers—those entering teaching with a college major or minor and a license in their fields—actually declined from about 74% to 67%.

Despite major advances in what is known about effective teaching, relatively few American teachers have access to the knowledge they need to teach. The problems stem from a view held over from the turn of the last century that schools could be run like factories and managed by top-down controls rather than by investing in teachers' capacities to make good decisions. Teachers, it was thought, needed to know little more than how to follow the book. They could be minimally prepared, given simple

Comparisons of Earnings by Occupation

Average annual earnings in the previous year, 1991



Source: U.S. Department of Education, National Adult Literacy Survey, 1992. Published in the *Condition of Education 1995* (Washington, D.C.: National Center for Education Statistics, 1995), p. 161.

tasks, and treated as semiskilled workers. Others would be hired to design teaching work and tell teachers what to do. Many states and districts spend more time and energy developing teacher-proof regulations than preparing teachers who can deliver top-flight instruction.

The result of this long-standing view is that there is no real system for recruiting, preparing, and developing America's teachers. Major problems include the following:

- **Inadequate teacher education.** Because accreditation is not required of teacher education programs, the quality of programs varies widely, with excellent programs operating alongside those that are out of touch with current knowledge and inadequately funded to do the job. Too many American universities still treat their schools of education as "cash cows" whose excess revenues are spent on the training of doctors, lawyers, accountants, and almost any other students than prospective teachers themselves. Many still do not offer the kinds of training needed to prepare teachers for today's new standards and changing student populations.

- **Slipshod recruitment and hiring.** Although the share of academically able young people entering teaching has been increasing, there are still too few in

some parts of the country and in critical subjects like mathematics and science. Federal incentives that once existed to induce talented people into high-need fields and locations have been largely eliminated. At a time of fast-growing demand—the nation will need to hire more than two million teachers over the next decade—there is no coordinated means for ensuring that qualified people will be available in all communities. In addition, school districts often lose the best candidates because of inefficient and cumbersome hiring practices, barriers to teachers' mobility, and inattention to teacher qualifications.

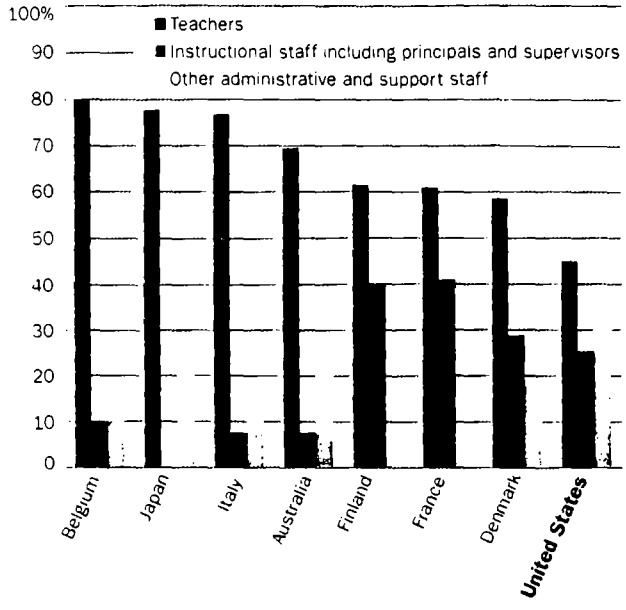
- **Sink-or-swim induction.** Beginning teachers who do get hired are typically given the most difficult assignments and left to flounder on their own, without the kind of help provided by internships in other professions. Isolated behind classroom doors with little feedback or help, as many as 30% leave in the first few years, while others learn merely to cope rather than to teach well.

- **Lack of professional development and rewards for knowledge and skill.** In addition to the lack of support for beginning teachers, most school districts invest little in ongoing professional development for experienced teachers and spend much of these limited resources on unproductive "hit-and-run" workshops. Furthermore, most U.S. teachers have only three to five hours each week for planning. This leaves them with almost no regular time to consult together or learn about new teaching strategies, unlike their peers in many European and Asian countries where teachers spend between 15 and 20 hours per week working jointly on refining lessons, coaching one another, and learning about new methods.

  The teaching career does not encourage teachers to develop or use growing expertise. Evaluation and tenure decisions often lack a tangible connection with a clear vision of high-quality teaching; important skills are rarely rewarded; and when budgets must be cut, professional development is often the first item to go. Historically, the only route to advancement in teaching has been to leave the classroom for administration.

  In contrast, many European and Asian countries hire a greater number of better-paid teachers, provide them with more extensive preparation, give them time to work together, and structure schools so that they can focus on teaching and come to know their students well. Teachers share decision making and take on a range of professional responsibilities without leaving

Comparisons of Educational Staff By Function



Source: Organization for Economic Cooperation and Development (OECD). *Education at a Glance: OECD Indicators* (Paris: OECD, 1995), table p31, pp. 176-177.

teaching. This is made possible because these other countries invest their resources in many more teachers—typically 60% to 80% of staff as compared with only 43% in the United States—and they hire many fewer non-teaching staff.

- **Schools structured for failure.** Today's schools are organized in ways that support neither student nor teacher learning well. Curriculum goals are not well defined. Students are passed off from teacher to teacher for short periods of time, which makes it hard for them to learn challenging material or to be well known by school staff. Teachers are isolated from one another so they cannot share knowledge or be responsible for overall student learning. Technologies that could enhance learning are not yet widely available, and few staff are prepared to use them. And too many people and resources are allocated to activities outside of classrooms, sitting on the sidelines rather than the front lines of teaching and learning.

The Commission's Recommendations

To address these problems, we challenge the nation to embrace a set of goals that will put the nation on a path to serious, long-term improvements in teaching and learning. By the year 2006,

- All children will be taught by teachers who have the knowledge, skills, and commitments to teach children well.
- All teacher education programs will meet professional standards, or they will be closed.
- All teachers will have access to high-quality professional development and regular time for collegial work and planning.
- Both teachers and principals will be hired and retained based on their ability to meet professional standards of practice.
- Teachers' salaries will be based on their knowledge and skills.
- Quality teaching will be the central investment of schools. Most education dollars will be spent on classroom teaching.

The history of American education overflows with suggested and attempted reforms. From the teachers' standpoint, many if not most of them are doomed to failure because they do not emphasize—or in some cases even consider—teaching. Indeed, the "reform du jour" mentality often forces teachers to ride out the latest fad on the well-founded assumption that it, too, will pass.

Education reform can succeed only if it is broad and comprehensive, attacking many problems simultaneously. But it cannot succeed at all unless the conditions of teaching and teacher development change. And the Commission confidently believes that when its recommendations are put in place, they will stanch the endless waves of fruitless reform because our schools will have developed the capacity to continually renew and improve themselves.

Our proposals provide a vision and a blueprint for the development of a 21st-century teaching profession that can make good on the nation's educational goals. The recommendations are systemic in scope—not a recipe for more short-lived pilot and demonstration projects. They describe a new infrastructure for professional learning and an accountability system that ensures attention to standards for educators as well as students at every level: national, state, local school district, school, and classroom.

We urge a complete overhaul in the systems of teacher preparation and professional development in this country to ensure that they reflect and act upon the mo

current available knowledge and practice. This redesign should create a continuum of teacher learning based on compatible standards that operate from recruitment and preservice education through licensing, hiring, and induction into the profession, to advanced certification and ongoing professional development.

We also propose a comprehensive set of changes in school organization and management that will provide the conditions in which teachers can use their knowledge much more productively to support student learning. And finally, we recommend a set of measures for ensuring that only those who are competent to teach or to lead schools are allowed to enter or to continue in the profession—a starting point for creating professional accountability.

For the first time in the history of education reform, a broad-based group of policymakers and educators—including those who will have to take courageous steps to put these recommendations in place—have issued a comprehensive agenda for change and have pledged to take the steps necessary to implement it. We understand that these recommendations are not easy to undertake and that the self-interest of various constituencies will be challenged in the process of bringing them to life. However, we are persuaded that these reforms are absolutely essential to guarantee every child a caring, competent, and qualified teacher . . . and to guarantee America a just and prosperous future.

To put teaching and teachers at the heart of school improvement, we offer these recommendations:

1. Get serious about standards, for both students and teachers.

The Commission recommends that we renew the national promise to bring every American child up to world-class standards in core academic areas and to develop and enforce rigorous standards for teacher preparation, initial licensing, and continuing development.

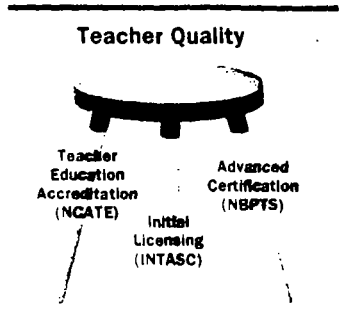
Standards for both students and teachers form the linchpin for transforming the way teachers work and schools operate. The goal of standards is to support student learning. Therefore, student standards need to be reinforced by incentives that encourage students to work hard, schools to support their efforts, and teachers to acquire greater knowledge and skill.

With respect to student standards, the Commission believes every state should work on incorporating demanding standards for learning—such as those developed by professional bodies like the National Council of Teachers of Mathematics—into curriculum frameworks and new assessments of student performance.

Implementation must go beyond the tautology that "all children can learn" to examine what they should learn and how much they need to know.

Standards should be accompanied by benchmarks of performance and clear examples of the kind and quality of work expected. With high-quality assessments that measure important abilities, teachers can teach more purposefully and make greater demands that students and parents can better understand and respond to. In addition, schools can better organize specific academic supports for students who need additional help.

Clearly, if students are to achieve high standards, we can expect no less from their teachers and other educators. The first priority is reaching agreement on what teachers should know and be able to do in order to help students succeed. Unaddressed for decades, this task has recently been completed by three professional bodies, the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (the National Board). Their combined efforts to set standards for teacher education, beginning teacher licensing, and advanced certification outline a continuum of teacher development throughout the career. These standards offer the most powerful tools we have for reaching and rejuvenating the soul of the profession.

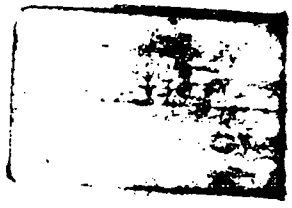


The assessments accompanying these standards examine the attributes of effective teachers: subject matter expertise coupled with an understanding of how children learn and develop; skill in using a range of teaching strategies and technologies; sensitivity and effectiveness in working with students from diverse backgrounds; the ability to work well with parents and other teachers; and expertise in assessing how well children are doing, what they are learning, and what needs to be done next to move them along. They reflect a teaching role in which the teacher is an instructional leader who orchestrates learning experiences in response to curriculum goals and student needs and who coaches students to high levels of independent performance.

To advance standards, the Commission recommends that states:

- Establish professional standards boards in every state.
- Insist on professional accreditation for all schools of education.
- Close inadequate schools of education.

The Three-Legged Stool of Teacher Quality



The three-legged stool of quality assurance—teacher education program accreditation, initial teacher licensing, and advanced professional certification—is becoming more sturdy as a continuum of standards has been developed to guide teacher learning across the career. When these standards have been enacted in policy, teacher preparation and professional development should be focused on a set of shared knowledge, skills, and commitments.

Accreditation: A rigorous new set of standards for teacher preparation programs has been developed by the National Council for Accreditation of Teacher Education (NCATE). NCATE-accredited institutions must show how they prepare teachers to teach to the student standards developed by professional associations such as the National Council of Teachers of Mathematics, one of NCATE's 30 professional organization members. They also must show how they prepare teachers to meet new licensing standards (see below) regarding content knowledge and skill in curriculum planning, assessment, classroom management, teaching strategies for diverse learners, and collaboration with parents and colleagues. To date, about 500 of 1,200 teacher education programs have received professional accreditation through NCATE.

Licensing: Under the auspices of the Council of Chief State School Officers, a consortium of more than 30 states and professional organizations has formed the Interstate New Teacher Assessment and Support Consortium (INTASC). This consortium has created a set of performance standards for beginning teacher licensing and is developing new examinations that measure these standards. The new examinations draw upon the pace-setting work of the National Board for Professional Teaching Standards (see illustration, opposite page) and evaluate teaching in terms of how well teachers can plan and teach for understanding, connect their lessons to students' prior knowledge and experiences, help students who are not initially successful, analyze the results of their practice on student learning, and adjust it accordingly. If new teachers can do these things, they will be prepared to teach for the new student standards that are emerging and to develop the more advanced skills of a Board-Certified teacher.

Certification: The National Board for Professional Teaching Standards was instituted in 1987 to establish rigorous standards and assessments for certifying accomplished teaching. A majority of the Board's 63 members are outstanding classroom teachers; the remaining members include school board members, governors, legislators, administrators, and teacher educators. Veteran teachers who participate in the Board's assessments complete a yearlong portfolio that illustrates their teaching through lesson plans, samples of student work over time, videotapes, and analyses of their teaching. They also take tests of content and pedagogical knowledge that tap their ability to create and evaluate curriculum materials and teaching situations. The Board's standards are being used by some school districts to guide ongoing professional development and evaluation as well as certification of accomplished practice.

The Commission recommends that this framework be used to guide education policy across the states so that every teacher prepares at an NCATE-accredited institution, demonstrates teaching competence as defined by INTASC licensing standards, and develops accomplished practice as defined by the National Board for Professional Teaching Standards.

- License teachers based on demonstrated performance, including tests of subject matter knowledge, teaching knowledge, and teaching skill.
- Use National Board standards as the benchmark for accomplished teaching.

II. Reinvent teacher preparation and professional development.

The Commission recommends that colleges and schools work with states to redesign teacher education so that the two million teachers to be hired in the next decade are adequately prepared and all teachers have access to high-quality learning opportunities.

More new teachers will be hired in the next decade than in any previous decade in our history. If they are adequately prepared at the beginning of their careers, most of the band-aids and stopgap efforts now required should prove irrelevant in the future. In addition, if teachers have continuous access to the latest knowledge about teaching and learning, they will be better able to respond to the toughest learning problems and the challenge of meeting ever higher standards. For this to occur, several changes are essential.

- **Organize teacher education and professional development around standards for students and teachers.**
- **Institute extended, graduate-level teacher-preparation programs that provide yearlong internships in a professional development school.**
- Create and fund mentoring programs for beginning teachers that provide support and evaluate teaching skills.
- Create stable, high-quality sources of professional development—then allocate 1% of state and local spending to support them, along with additional matching funds to school districts.
- Organize new sources of professional development such as teacher academies, school-university partnerships, and learning networks that transcend school boundaries.
- Make professional development an ongoing part of teachers' daily work through joint planning, study groups, peer coaching, and research.

If teachers are to be prepared to help their students meet the new standards being set for them, teacher preparation and professional development programs must consciously examine the expectations embodied in new curriculum frameworks and assessments and understand what they imply for teaching and for learning to teach.

Then they must develop strategies that effectively help teachers learn to teach in these much more demanding ways.

Over the past decade, many schools of education have changed their programs to incorporate new knowledge. Like those in other countries, more than 300 have developed extended programs that add a fifth (and sometimes a sixth) year of training to undergraduate preparation. These programs allow beginning teachers to complete a disciplinary degree in their subject and acquire a firmer grounding in teaching skills. They allow coursework to be connected to extended practice teaching in schools; often these are professional development schools that, like teaching hospitals in medicine, have a special mission to support research and training. Recent studies show that graduates of extended programs are rated as better prepared and more effective teachers—and far more likely to enter and remain in teaching than their peers from traditional four-year programs.

As teachers move into the profession, they should have support from an expert mentor during the first year of teaching. Research shows that such support improves both teacher effectiveness and retention. In the system we propose, teachers will have completed initial tests of subject matter and basic teaching knowledge before entry and will be ready to undertake the second stage—a performance assessment of teaching skills—during this first year.

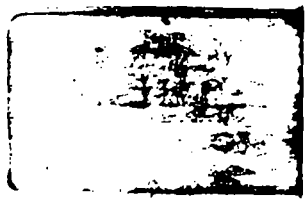
Throughout their careers, teachers should have ongoing opportunities to update their skills. In addition to time for joint planning and problem solving with in-school colleagues, teachers should have access to networks, school-university partnerships, and academies where they can connect with colleagues to study subject matter teaching, new pedagogies, and school change. These opportunities should offer sustained work on problems of practice that are directly connected to teachers' work and student learning. They should allow for in-depth inquiry, peer coaching, and sharing of knowledge so that real transformations of practice are possible.

III. Overhaul teacher recruitment, and put qualified teachers in every classroom.

The Commission recommends that states and school districts pursue aggressive policies to put qualified teachers in every classroom by providing financial incentives to correct shortages, streamlining hiring procedures, and reducing barriers to teacher mobility.

Although the nation each year produces more new teachers than it needs, shortages of qualified candidates in particular fields (e.g., mathematics and science) and

A Continuum of Learning



"The old paradigm of teaching was that you prepared a lesson, you taught it the best way you could, and you covered the curriculum," notes Pat Rice, principal of Withrow High School in Cincinnati, Ohio. A teacher who did those things, Rice explains, was a good teacher, no matter what students did. Now, good teaching is judged by how much learning occurs, and teachers' knowledge is ever more important. "Look at medicine," Rice suggests. "Doctors are learning more new surgical techniques all the time. If you're going to have a gallstone removed, wouldn't you rather they zap it with a laser than cut you open with a knife?"

In Cincinnati, Ohio, the collective efforts of the school district, teachers' union, university, and business have created a new continuum for teacher preparation, induction, and ongoing learning that gives teachers the tools to be more effective.

The University of Cincinnati has totally redesigned teacher education in collaboration with the schools. Candidates complete a five-year program that includes a bachelor's degree in their subject area as well as a master's degree in teaching. They engage in ongoing clinical experiences in professional practice schools, which involve selected local faculties as partners in the preparation of teachers and the redesign of schooling. Starting in their second year, candidates conduct classroom observations, research studies, and tutoring in these sites. By the fifth year, they complete a full-year internship that combines half-time teaching responsibility with coordinated seminars under the joint supervision of campus-based and school-based faculty.

Following this in-depth preparation, new teachers are assigned a mentor in Cincinnati's Career-in-Teaching program. They receive intensive help throughout their first year from an expert consulting teacher, selected through a rigorous evaluation process, who has released time to work with beginners on developing their practice. At the end of the year, the consulting teacher assesses their performace and recommends continuation or dismissal to a governing board of teachers and administrators. The program has resulted in lower attrition of beginning teachers, higher levels of competence, and greater selectivity in decisions about who remains in the profession.

As interns continue through a career continuum as residents, professional teachers, and—eventually—lead teachers, they have continuous opportunities to grow in their expertise and responsibilities. These are supported by the efforts of the Mayerson Academy, a professional development collaborative endowed by the business community, which offers courses, action labs, study groups, and seminars with and for educators. Notes executive director Michael Rutherford, "One thing we know about professional development is that it's not worth anything if there isn't ongoing follow-up and support. It can't be inconsistent and it can't be one-shot programs." Having taken this lesson to heart, Cincinnati has created a continuum of coherent, sustained learning for teachers that is focused on student success.

particular locations (primarily inner city and rural) are chronic. While some districts have long waiting lists of qualified teachers eager for work, others cannot find the applicants they need.

In large districts, logistics can overwhelm everything else. It is sometimes the case that central offices cannot find out about classroom vacancies, principals are left in the dark about applicants, and candidates cannot get any information at all. And large pools of potential midcareer teacher entrants—from "downsized" corporation employees, military and government retirees, and teacher aides already in the schools—lie for the most part untapped.

States and districts should aggressively overhaul teacher recruitment by providing financial incentives to correct shortages; streamlining hiring procedures; and reducing barriers to teacher mobility. Five principles are involved here:

- Increase the ability of financially disadvantaged districts to pay for qualified teachers and insist that school districts hire only qualified teachers.
- Redesign and streamline hiring at the district level, principally by creating a central "electronic hiring hall" for all qualified candidates and establishing cooperative relationships with universities to encourage early hiring of teachers.
- Eliminate barriers to teacher mobility by promoting reciprocal interstate licensing and by working with states to develop portable pensions.
- Provide incentives (including scholarships and premium pay) to recruit teachers for high-need subjects and locations.
- Develop high-quality pathways to teaching for recent graduates, midcareer changers, paraprofessionals already in the classroom, and military and government retirees.

IV. Encourage and reward knowledge and skill.

The Commission recommends that school districts, states, unions, and professional associations cooperate to make teaching a true profession, with a career continuum that places teaching at the top and rewards teachers for their knowledge and skills.

Schools have few ways of encouraging outstanding teaching, supporting teachers who take on the most challenging work, or rewarding increases in knowledge and skill. Newcomers who enter teaching without preparation are paid at the same levels as those who enter with highly developed skills. Entering novices take on exactly the same kind of work as 30-year veterans. Mediocre teachers receive the same rewards as outstanding ones. And unlicensed "teachers" are placed on the same salary schedule

as teachers licensed in two or more subjects. All of these incentives maintain a status quo in which knowledge and expertise have little currency.

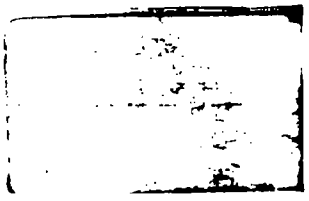
One indication that the existing system does not understand what it is doing is that it rewards experience with easier work instead of encouraging senior teachers to deal with difficult learning problems. As teachers gain experience, they can look forward to teaching in more affluent schools, working with easier schedules, dealing with "better" classes, or moving out of the classroom into administration. Teachers are rarely rewarded for applying their expertise to the most challenging learning problems or major system needs.

To address these issues, the Commission recommends that states and local education agencies:

- **Develop a career continuum** linked to assessments and compensation systems that reward knowledge and skill. These include the ability to teach expertly in two or more subjects, as demonstrated by performance-based licensing, as well as the ability to pass examinations of teaching skill, such as those offered by INTASC and the National Board.
- **Remove incompetent teachers** through peer assistance and review programs that provide necessary supports and due process.
- **Set goals and enact incentives for National Board Certification** in every district, with the aim of certifying 105,000 teachers—one for every school in the nation—during the next ten years.

If teaching is organized like other professions that have set consistent licensing requirements, standards of practice, and methods for assessments of expertise, the reward system can be tied to professional growth and development. A career continuum that places teaching at the top and supports growing expertise should (1) recognize accomplishment, (2) anticipate that teachers will continue to teach while taking on other roles that allow them to share their knowledge, and (3) promote continued skill development related to clear standards.

Some districts, like Cincinnati, Ohio, and Rochester, New York, have already begun to develop career pathways that tie evaluations to pay increments at key stages as teachers move from their initial license, through a period as a resident teacher under the supervision of a mentor, to designation as professional teacher. Tenure is a major step tied to a serious decision made after rigorous evaluation of performance in the first several years of teaching, incorporating administrator and peer review by expert colleagues. Advanced certification from the National Board for Professional Teaching Standards may qualify teachers for another salary step and/or for qualifi-



cation to serve as a lead teacher—a role that is awarded to teachers who have demonstrated high levels of competence and who want to serve as mentors, consulting teachers, and program developers.

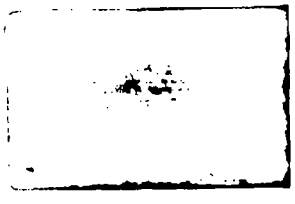
One other feature of a new compensation system is key. The central importance of teaching to the mission of schools should be acknowledged by a system in which the highest paid professional in a school system is an experienced National Board Certified teacher, who should be able to earn as much by teaching as by becoming an administrator. As in other professions, teaching and administrative roles should become less distinct. The jobs of teacher, consultant, supervisor, principal, curriculum developer, researcher, mentor, and professor should be hyphenated roles, allowing many ways for individuals to use their talents and expertise without abandoning the core work of the profession.

V. Create schools that are organized for student and teacher success.

The Commission recommends that schools be restructured to become genuine learning organizations for both students and teachers: organizations that respect learning, honor teaching, and teach for understanding.

Many experts have observed that the demands of serious teaching and learning bear little relationship to the organization of the typical American school. Nothing more clearly reveals this problem than how we allocate the principal resources of school time, money, and people. Far too many people sit in offices on the sidelines of the school's core work, managing routines rather than improving learning. Our schools are bureaucratic inheritances from the 19th century, not the kinds of learning organizations required for the 21st.

Across the United States, the ratio of school staff to students is 1:9. However, actual class sizes average about 24, reaching 30 or more in many cities. High school teachers generally see more than 100 students per day. This is because most staff are not classroom teachers, and teachers' work is organized like piecework on an assembly line. The organizational assumptions that led to this way of managing work are being abandoned in high-performance businesses that are flattening hierarchies, creating teams, and training employees so they can take on wider responsibilities. Many schools have proved that it is possible to restructure adult use of time so that more teachers and administrators actually work with students on a daily basis in the classroom, thus reducing class sizes while creating more time for teacher collaboration. They do this by creating teams of teachers who share students, engaging almost all

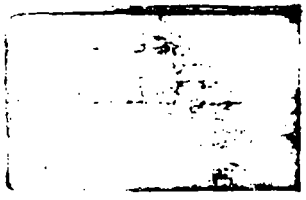


Restructuring Schools to Support Student and Teacher Learning

Across the country, schools are reorganizing their work to provide more time for student learning, more personalized relationships between teachers and students, and greater opportunity for teachers to work and plan together in teams. Providing teachers with the time they need to work with colleagues and keep up with advances in their profession depends largely on schools' willingness to rethink staffing patterns. A study of the allocation of teachers in the Boston public schools found that even with a pupil-teacher ratio of only 13:1, regular class sizes averaged 23 and went as high as 33, because of the assignment of many staff to pullout and specialist positions.

By combining all of the students into regular classroom groupings rather than using pullouts for Title I and special education, class sizes could drop to about 14 in elementary schools. By rethinking schedules, teachers also can have more time for joint planning. Boston schools like Lyons and O'Hearn elementary schools have recently done just that, sometimes teaming regular and special-education teachers to work together. At Ashley River Elementary in South Carolina, teachers have 80 minutes a day for planning with their grade-level teams, and class sizes were lowered by reducing the number of specialists and counselors; now 75% of staff are classroom teachers. At Hefferan Elementary School in Chicago, teachers teach four full days of academic classes each week and spend the fifth full day planning together with their multigrade teams while students rotate to "resource" classes in music, fine arts, computer lab, physical education, library science, and science lab. At Quebec Heights Elementary in Cincinnati, Ohio, teachers have found 5.5 hours a week to plan together and have lowered pupil-teacher ratios to 15:1 by creating multi-age clusters of students and teachers, integrating special education teachers into cluster teams, and eliminating separate Title I classes. In all of these cases, evidence shows that students are learning more as teachers develop their expertise.

In high schools, combining subject areas such as English, history, and writing can substantially reduce teaching loads and create time for teachers. This strategy has been used in many of the more than 100 new, small restructured high schools in New York City recently created to replace failing comprehensive high schools. The new schools often create interdisciplinary teams of teachers who share students, and they establish block schedules that reduce teachers' pupil loads while creating more shared planning time. In one model, each teacher teaches two classes (either humanities or math/science) that meet for nearly two hours daily, four times per week. With class sizes of around 20, this results in a total pupil load of 40. Virtually everyone in the school teaches: about 70% to 75% of all staff as compared with the usual 50% to 55%. Teachers have about seven hours a week to plan together in addition to five hours of individual "prep" time. The co-directors teach some classes and counsel students in advisories—small groups of students who meet weekly with teacher advisers. There are no guidance counselors, attendance officers, assistant principals, supervisors, or department heads, and few security guards are needed because students are so well known.



	Traditional High School	Restructured High School
Total students	3,380	450
Ratio of student to staff	13:1	10:1
% of Staff who are full-time teachers	58%	73%
Average class size	33	18
Average pupil load	167	36
Joint work time for teachers	45 minutes/week	7.5 hours/week

Studies have found that attendance, grades, graduation rates, and college-going rates are all higher in these restructured schools than in the traditional schools they are replacing.

By contrast, teachers in a traditional New York high school of 3,300 have class sizes of 33 and see 167 students per day, although student-adult ratios are only 13:1. Teachers have no joint planning time because the school's person-hours are consumed by the large number of non-teaching staff: 9 assistant principals, 11 guidance counselors, 13 secretaries, 10 school-based services specialists, 17 security guards, 22 nonteaching school aides, 14 paraprofessionals, and 3 librarians. Students and teachers experience the anonymity of the factory model school, which produces far less learning for them both.

Teams that include many kinds of expertise and share groups of students can plan more effectively for students and use time more productively. Resources are better used when they go directly to the classrooms, rather than sitting around the periphery of the school to be applied in brief encounters with students or in coordinative rather than teaching roles.

Sources: Linda Darling-Hammond, "Restructuring Schools for High Performance," in *Rewards and Reform: Creating Educational Incentives that Work*, edited by Susan Fuhrman and Jennifer O'Day (San Francisco, Calif.: Jossey-Bass, 1996); and Karen Hawley Miles, "Freeing Up Resources for Improving Schools: A Case Study of Teacher Allocation in Boston Public Schools," *Educational Evaluation and Policy Analysis* 17 (Winter 1995): 476-493.

adults in these teaching teams where they can share expertise directly with one another, and reducing pull-outs and nonteaching jobs.

To direct their energies around a common purpose, schools need to adopt shared standards for student learning that become the basis for common efforts of teachers, parents, and the community. Then schools must be freed of the tyrannies of time and tradition to permit more powerful student and teacher learning. This includes restructuring time and staffing so that teachers have regular time to work with one another and with groups of students; rethinking schedules so that students and teachers have more extended time together over the course of the day, week, and years; and reducing barriers to the involvement of parents so that families and schools can work together.

To accomplish this, the Commission recommends that state and local boards work to

- Flatten hierarchies and reallocate resources to invest more in teachers and technology and less in nonteaching personnel.
- Provide venture capital in the form of challenge grants that will promote learning linked to school improvement and will reward effective team efforts.
- Select, prepare, and retain principals who understand teaching and learning and who can lead high-performing schools.

If students deserve a qualified teacher as an inalienable right, teachers deserve a highly qualified principal as a right as well. If schools are to become genuine learning organizations, school leaders must have a deep understanding of teaching and learning for adults as well as children. The job began as that of a "principal teacher," and this conception is ever more relevant as schools refocus on academic achievement for students. Principals should teach at least part of the time (as do most European, Asian, and private school directors), and they should be well prepared as instructional leaders, understanding teaching and learning, curriculum and assessment, as well as how to lead organizations in which leadership and decision making are shared and where continual learning is fostered for staff and parents as well as students.

Next Steps

Developing recommendations is easy. Implementing them is hard work. The first step is to recognize that these ideas must be pursued together—as an entire tapestry that is tightly interwoven. Pulling on a single thread will create a tangle rather than tangible progress.

The second step is to build on the substantial work of educational reform under-

taken in the last decade. All across the country, successful programs for recruiting, educating, and mentoring new teachers have sprung up. Professional networks and teacher academies have been launched; many education school programs have been redesigned; higher standards for licensing teachers and accrediting education schools have been developed; and the National Board for Professional Teaching Standards has begun to define and reward accomplished teaching.

Finally, we must understand that everyone must shoulder his or her share of the burden of transforming American schools.

While much of what we propose can and should be accomplished by reallocating resources from uses that are currently unproductive, there are new costs. As the table below indicates, the estimated additional costs of our key recommendations total just under $5 billion annually—less than 1% of the amount spent on the federal savings and loan bailout several years ago. This is not too much, we believe, to bail out our schools and to secure America's future.

Type of Investment	Cost per Year
Scholarships for able teaching recruits in high-need areas	$ 500 million
Teacher education reforms	$ 875 million
Mentoring supports and new licensing assessments	$ 750 million
Professional development funding	$ 2.750 billion
TOTAL	**$ 4.875 billion**

A Call to Action

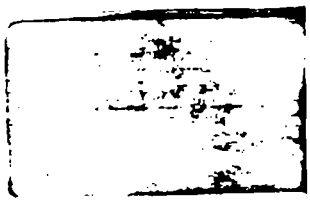
Defining the agenda outlined above is the easiest task. Setting it in motion and carrying it to completion will demand much of us all. The Commission calls on governors to create state professional boards to govern teacher licensing standards and to issue annual report cards on the status of teaching. We ask state legislators to set aside at least 1% of funds for standards-based teacher training. We urge Congress to put money behind the teacher recruitment programs it has already approved but never funded.

Moreover, we ask the profession to take seriously its responsibilities to children and America's future. Among other measures, we insist that state officials close the loopholes that permit unqualified people to be placed as teachers in the classroom. We call on university officials to take up the hard work of improving the preparation of new and practicing teachers. We ask administrators and teachers to take on the difficult work of developing teaching of ever higher quality. And we ask local school boards and

superintendents to play their vital role by streamlining hiring procedures, upgrading quality, and putting more staff and resources into the front lines of teaching.

There can be no doubt that the American people will support all these actions—and many more. The public has its educational priorities perfectly straight. A recent Public Agenda poll asked, "What is the most important thing public schools need in order to help students learn?" The top vote-getter by a large margin was "good teachers." And when the question was, "Whom do you trust to make decisions about schools?" teachers were only slightly behind parents as the runaway favorites—far outdistancing education experts, Washington bureaucrats, state officials, and every other category.

Those respondents from Main Street echo the words of ordinary and extraordinary people everywhere. World-famous violinist Jascha Heifetz put it best. "I remember my old violin professor in Russia," he once recalled. "He said that someday I would be good enough to teach." These insights underscore the Commission's crusade to make caring and competent teaching a fundamental student right.

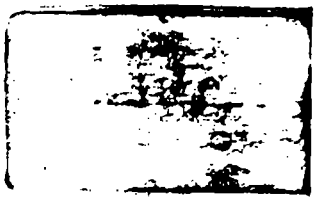


Good teachers are those who can transmit a passion for learning. They believe all children can learn, some may take a little longer, but will not stop until they have tried everything they can and then some. They understand that learning is a lifelong experience and let their children see they are still learning. . . . Good teachers care about their students as people, not just grades in a book.

— *Joanne Leavitt, parent, Santa Monica, California*

The most important contribution we as educators can make to the well-being of children is to enable them to deal effectively with their universe. . . . This is not, of course, a trivial task. It combines a number of concerns, ranging from teaching basic skills to readying students for the marketplace. In essence, it combines giving them the tools to analyze a situation to make an appropriate response, the self-confidence to use those tools, and the pride and motivation to use them with excellence.

— *John Snyder, computer science teacher, Advanced Technologies Academy, Las Vegas, Nevada*



Copies of this Summary and the Full report, *What Matters Most: Teaching for America's Future* are available from:
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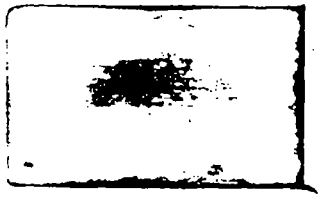

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Education Week, March 19, 1997

Professional-Development Schools Stir Debate

By Jeanne Ponessa

Touted as a significant system for grooming teachers, professional-development schools are receiving a critical look from teacher-educators now that they're not so new anymore.

In recent years, a growing number of universities and schools have set up these clinical schools, which link a college of education and an elementary or secondary school to create a learning and research environment for teachers-in-training and current teachers.

Several leading teacher education groups have hailed the approach as a route to improving teacher quality. And the National Council for the Accreditation of Teacher Education is in the midst of a two-year project to devise standards for professional-development schools.

But, as highlighted in a debate at the recent American Association for Colleges of Teacher Education conference in Phoenix, some educators are wondering how well the PDS concept works and whether it should be made universal.

"There's a good bit of people who are doing professional-development schools, whether they're doing them well or not, who are standing in judgment of people who are not doing them," said Mary E. Diez, the chairwoman of the education department at Alverno College in Milwaukee, who raised concerns about making the professional-development-school model universal during last month's AACTE debate.

The debate, said Ms. Diez, who also headed the planning committee for the conference, was staged as an attempt to "unpack" some of the issues about such schools.

Beyond the Campus

The idea of professional-development schools entered into the mainstream with the 1986 "Tomorrow's Teachers" report by the Holmes Group, a network focused on revitalizing teacher education, according to Ismat Abdal-Haqq, the coordinator for AACTE's clinical schools clearinghouse.

Although some clinical schools existed in various forms before the mid-1980s, the number of such partnerships has grown dramatically since then. Ms. Abdal-Haqq estimates that there are now more than 600 K-12 schools around the country that are organized on that model.

Ohio State University in Columbus is among those that operate professional-development schools. And its dean of education, Nancy Zimpher, spoke in support of the schools at the AACTE conference.

Learning to teach is a multidimensional process that should not be limited to a college campus, she argued. Professional-development schools, therefore, help enhance teacher education by showing teacher-educators real problems from the classroom, she said.

And the mutual benefits to the teacher and the classroom create a setting of "reciprocal renewal," added Ms. Zimpher, who is also the president and chairwoman of the Holmes Partnership, the new name for the Holmes Group.

But her adversary on the issue, Ms. Diez, expressed concern that creating such a model might lead universities to form professional-development schools with a structure in mind rather than a purpose. "Structure is simply too narrow a beginning focus and cuts off other possibilities," Ms. Diez said. "I think people have gotten stuck in what they think is the recipe from on high."

Moreover, Ms. Diez told the audience of teacher-educators, higher education also needs to shuck any "hubris" and make sure it undertakes projects that are not simply for its own benefit.

On some elements of the debate, the two educators were in concert. Ms. Zimpher, for instance, agreed that for higher education to consider its own interests alone does not meet the "full letter and intent of professional-development schools." But she disagreed that the structure of the schools was highly defined. "It's a misinterpretation to think that the model is so tight," she said.

Flexibility Questioned

Frank B. Murray, the dean of the education college at the University of Delaware in Newark, said that the debate highlights the changes that professional-development schools have brought into teacher education.

Such schools allow the K-12 voice to be heard on the university campus and enable university representatives to be considered the colleagues of K-12 educators, said Mr. Murray, who also serves as the executive director of the Holmes Partnership.

But the approach does not satisfy educators in some arenas. For example, Peter Murrell Jr., the director of the master's-in-teaching program at the Center for Innovation in Urban Education at Northeastern University in Boston, maintains that the PDS model does not give educators enough flexibility to deal with the problems that urban and minority students face.

Instead, he advocates an "anti-bureaucratic" collaboration that also gives parents and community members a voice. Such an effort can better pinpoint and address the particular problems of students, he said. With a collaborative model, Mr. Murrell argued, teacher-educators could avoid "that old sequential model of 'give them some tools, and hope that the tools match up with the challenges that confront them.'"

In general, Mr. Murrell added, he would advise teacher-educators: "Don't impose the structure and then look for ways of solving problems. There may be targets your artillery is not able to hit."

Standards Pursued

Marsha Levine, the director of the professional-development-school standards project for NCATE, said that the teacher-college accreditation group has arrived at a set of draft standards. They include definitions of the relationships between higher education and K-12 and a set of key attributes, such as collaboration and accountability.

Her organization is now examining how the new PDS standards will mesh with current NCATE standards. Professional-development schools are one of several clinical models that could satisfy the accrediting group's standards, Ms. Levine said.

Ms. Levine also said that she believes NCATE's standards for professional-development schools will alleviate most of the concerns that Ms. Diez expressed in the debate."

FROM COLLEGE TO FIRST-YEAR TEACHING

How the United States Compares to Several Other Countries

Up to one-third of new U.S. teachers leave the profession within three years, according to the recent report of the National Commission on Teaching and America's Future. One reason for this "wastage" of teaching resources, according to the Commission, is our typical "sink-or-swim" attitude toward teacher induction.

In contrast, new teachers in some other countries are provided with resources and guidance that help them to make a successful transition from being students themselves to becoming self-confident, skilled professional teachers. The United States can learn from their experience. **The U.S. Department of Education** recently worked with the Education Forum of APEC (Asia-Pacific Economic Cooperation) and with Pelavin Research Institute to carry out a cross-national study of teacher induction practices. The report from this study, ***From Students of Teaching to Teachers of Students***, includes case studies of teacher induction programs in Japan, New Zealand, and the Northern Territory of Australia.

These case studies show us that **teaching isn't any easier in other parts of the world. New teachers everywhere feel overwhelmed** by the challenge of their first year in charge of a class. One teacher in Australia's Northern Territory said: "It was like jumping in at the deep end. It is a very steep learning curve moving from the university to the real world." A teacher in Japan agreed, saying "This first year has been very difficult. I am much busier than I had expected to be. It is entirely different from my student teaching experience. Every day brings a new surprise."

Recognizing the challenge, these education systems have thought about and put into practice strategies that help teachers through that very tough first year. **Some of the weakest aspects of typical induction practice in the United States have been addressed relatively successfully by these other systems. This report shows that "successful" teacher induction programs, while rooted in the unique cultures of the country where they are found, have the following characteristics in common:**

1. ***New teachers are viewed as professionals on a continuum of growth where novice teachers are not expected to do the same job as experienced teachers without significant support.***

   -- In Japan and New Zealand, **new teachers are assigned to classes perceived as less difficult** or less critical to educational development, and they carry lighter teaching loads in order to participate in induction activities.

   -- In New Zealand, one principal stated "I assign new teachers to classes where I expect fewer discipline problems and parents who are easier to deal with." Assignment to more difficult classes is phased in over a three-year period.

-- In Japan, new teachers have reduced classroom hours and administrative duties.

-- In all three of the programs studied, the authors concluded that **new teachers are viewed as professionals** -- albeit ones who are at a different point on a continuum of development from experienced teachers -- whose contributions will grow over time, given appropriate support. The difference in skill levels between new and experienced teachers are acknowledged and built in to the school program.

How different from the typical situation in the United States, where new teachers all too frequently get the most difficult class assignments, the most educationally needy children, and extra duties.

2. ***New teachers are nurtured and not left to "flounder on their own;" interaction with other teachers is maximized.***

-- In the three sites in the APEC study, **schools and classrooms are set up to maximize interaction among teachers**--between new and experienced teachers, and among new teachers. In New Zealand, for instance, the location of a new teacher's class is viewed as important; when possible, it is next door to a "buddy teacher" or among other teachers of the same grade-level.

-- **New and experienced teachers move frequently between one another's classrooms** for visitations, observations, assessments, and advice. Both the students and the teachers are accustomed to this interaction, so it is not disruptive to the class nor confusing to the students. It's a natural part of the day The study calls this **"modeling good practice."**

-- In addition to observing and being observed, in these school systems interaction is facilitated by other structural components of induction programs. The school day or week includes **dedicated time for group planning, grade-level, and curriculum-development meetings, and team teaching**. These interactions help new teachers in planning, learning about and gaining access to resources, and building new relationships; they also let the beginner contribute to the group.

-- In Japan, **new teachers are provided with at least two periods per week to be observed or to observe other teachers' classes and at least three periods for consultations with guidance teachers**.

In the United States, by contrast, teachers are left to sink or swim. "Isolated behind classroom doors with little feedback or help, as many as 30 percent leave in the first few years, while others learn merely to cope rather than to teach well" (National Commission Report).

3. *Teacher induction is a purposive and valued activity.*

-- The induction programs provide "just in time" activities. New teachers receive information and support when they need it, rather than in lengthy pre-term orientations. For example, in Chiba City, Japan, time is set aside throughout the year for first-year teachers to come together, learn, and reflect on topics that are likely to become important to them at about that time in the academic cycle. Teachers attend a workshop on preparing for teacher-parent consultations at a time just before the first consultations occur.

-- In Japan, by law, new teachers must be provided with no less than **60 days** per year of in-school training (including observation and advice), under the leadership of the guidance teacher, and at least **30 days** of out-of school training per year.

-- In New Zealand, the Advice and Guidance program foresees release time equal to one day per week to spend on induction activities. For this purpose, schools with a new teacher are provided with 20 percent more than the cost of that teacher's slot; most of that funding goes for release time so that the new teacher and/or guidance teacher can participate in observation, consultation, and in-service training; the new teacher has a strong say in how the time is used.

-- In Australia's Northern Territory, the induction program promotes teacher retention in a difficult and remote environment. "Orientation" actually includes three components: (1) four days of **initial orientation** before the term begins; (2) **"recall orientation,"** when new teachers come back together for three days about four to six weeks into the term; and (3) **on-going school-level support**. So, again, attention is given when and where it is really needed.

In much of the United States, on the other hand, to the extent that they get special training, new teachers tend to get pre-term orientations or other induction activities at moments chosen more for their convenience to organizers than to inductees' needs.

4. *One finds a culture of shared responsibility and support, in which all or most of the school's staff contributes to the development and nurturing of the new teacher.*

-- In Japan, for instance, one of the principal's duties is to ensure that all teachers in the school cooperate with the guidance teacher to help the first-year teacher.

-- The frequent interaction between new and experienced teachers referred to earlier builds what we might call **"authentic" mentoring**.

-- Most mentors in these three systems do not receive additional compensation, but having served as a mentor may be a criterion used for promotion to senior teacher or school-level administrator

-- Sharing with mentors and other experienced teachers helps new teachers in all three countries cope with their initial, unrealistic expectations of themselves.

This support goes beyond the formal one-on-one mentoring relationship that is designed into teacher induction programs in many U.S. school systems.

5. ***Finally, the study found that in all three countries, assessment of new teachers is down-played.*** This does not mean that there is no attempt to "weed out" incompetent teachers. But the emphasis clearly is on helping new teachers to become better.

-- In Australia/Northern Territory, for example, the administration asks schools to perform as **few assessments** as are really required; but instead to spend **more time helping teachers prepare for assessment**. A teacher's failure is seen as a failure on the part of the administration.

-- The study researchers noted that the absence of serious concern by all participants in the induction program about meeting certification and registration requirements enhances the provision of assistance and support. Teachers do not seem to feel threatened or even uncomfortable about being observed, or about asking questions they fear will reveal professional inadequacies. **The frequent observation by fellow teachers is non-threatening assessment** that can help them improve.

This study found, however, that "teacher induction in the United States traditionally has focused most heavily on assessment; and assistance where it exists is strongly linked to aiding new teachers to achieve the assessment criteria."

6. ***Policy makers almost everywhere want to improve their teacher induction.***

Teacher induction is not perfect in any of these sites; in fact, all interviewed policy makers thought it could be improved. In all three sites, administrators at both **teacher-training institutions and in the schools say they want closer links with each other**. Formative and summative **program evaluation is virtually lacking**, so there is little hard evidence that the induction programs are working. And there is **some concern about equity**: teacher induction is seen to be more universally provided and more strongly supported in schools and communities with higher income levels. We also know there are some districts in the United States that are doing good things with their new teachers. ***Still, American schools could learn a lot about how they could better support their first-year teachers by taking a good look at what teacher induction means in Australia's Northern Territory, Japan, and New Zealand.***

High Standards for Teachers

The President's speech to the North Carolina legislature provides an ideal opportunity to outline his vision and plan for rewarding good teachers, getting incompetent or burnt-out teachers out of the classroom, and for getting talented and dedicated teachers into every classroom in America. The major announcement would be calling on state legislatures around the country to enact major pay incentives for master teachers who become certified by the National Board (such as the 12% bonus Governor Hunt has proposed to the North Carolina legislature), and explaining how the President's budget will help set this new national standard of excellence in teaching -- a standard which has already gained wide, bipartisan acceptance.

But the President can also use this announcement to stipulate that our students will not reach national standards without outstanding teachers, and to lay out -- in greater depth than he has so far -- his vision for raising teacher quality. The President can issue an appeal to honor and reward good teachers while refusing to tolerate failing teachers, challenge talented young people and other mid-career professionals to enter into teaching and give them the highest-quality preparation, and speak directly to parents and grandparents, asking them not to discourage their young family members from going into what will be the noblest and most important career of the information age. With 2 million teachers to be hired in the next ten years, the President can challenge the nation to immediately establish policies and an ethic for the teaching profession that will affect the quality of our children's education for decades.

For three reasons, the address to the North Carolina legislature will be an ideal opportunity for the President to focus on teacher quality. First, Governor Hunt has been spearheading a state and national effort to focus on raising teacher quality, providing a sensible context for the President to applaud Hunt's work in North Carolina, cite Hunt's proposal to provide a 12% bonus (serious $) to national board-certified "master teachers" as the basis for a national challenge, and describe the President's vision in context of a hard-hitting report on teaching released last fall by a bipartisan commission co-chaired by Hunt. Last week's announcement that North Carolina had the nation's largest increase in math scores can underscore the effectiveness of focusing on good teaching.

Second, a presidential focus on high standards for teaching is a natural immediate next step after addresses on challenging standards and tests for students. The public intuitively understands that the key to raising standards is good teachers, and the President can use this address to help show how to address this challenge. Timing is also ideal, coming the day after a North Carolina meeting on teaching that can foreshadow and generate interest in the President's speech. That meeting will be televised to educators around the state, and will include Governor Hunt, teachers, university leaders, and -- by satellite, at 4pm the day before the President's address -- Secretary Riley.

Third, the national board teaching standards -- championed by Hunt -- provide the best possible concrete illustration of how the President and his budget will help make high standards for teachers real. The President's budget contains $100 million over 5 years to help the national board complete its assessments in all major academic areas, and to provide seed money to help teachers undergo the board's intensive review. The board already has bipartisan endorsements from such leaders as Hunt and Voinavich, and unusual support from education groups who have traditionally opposed efforts to distinguish among teachers at different levels of quality.

Components of announcements/ major policy address on teaching standards:

- Call on state legislatures around the country to enact major pay incentives for master teachers who become certified by the National Board for Professional Teaching Standards (such as the 12% bonus Governor Hunt has proposed to the North Carolina legislature).

- Explain how the President's $100 million budget will help set this new national standard of excellence in teaching -- i.e., support for completion of teacher assessments in all academic areas and seed capital for master teachers to undergo an intensive board review, leading to a master teacher for every school in the nation within 10 years. Call on Congress to enact this budget.

- Invite "our nation's best teachers" -- the 50 state teachers-of-the-year and others -- to the White House South Lawn for a celebration of good teaching and announcement of the new national teacher-of-the-year during the week of April 15th (The scheduling office confirmed today that this event will take place, but it has not yet been made public). Call for a national day of recognition that day for America's best teachers.

- Announce details of a national forum on recruiting and preparing teachers to take place the day after the White House event. This forum will provide an opportunity for 50 teachers-of-the-year to discuss with higher education leaders how to do a better job at recruiting and preparing the highest quality teachers. Also announce opportunity for communities around the country to participate in the event by satellite, and to organize local discussions with their best teachers and university leaders about how to recruit and prepare outstanding teachers. (USA Today and other papers gave considerable coverage to the Secretary's announcement of this forum last month, but no details have yet been made public.)

- Challenge talented young people and mid-career professionals to go into teaching. Speak directly to parents and grandparents, asking them not to discourage young people from entering teaching.

- Announce national forum that would take place later in the year on rewarding good teachers and weeding out those teachers who are incompetent or burnt-out.

- Issue broad new challenge such as calling on states and communities to raise teacher salaries generally, or to offer tax incentives for young people who teach in high-need areas. Alternatively, challenge school districts and teacher unions to examine their contracts and find new ways to reward good teachers and weed out incompetent or burnt-out teachers quickly, fairly, and less expensively.

Best practices - speed up >

Below is the pasted-in copy:

Helping Ensure a Talented, Dedicated, and Well-prepared Teacher in Every Classroom

The highest standards on the books, the best facilities, and the latest technology will do little good if we do not ensure that every student has caring, competent, and qualified teachers. This assurance starts with the standards for quality the states sets for teaching candidates who wish to enter the profession.

The Challenge:

A recent report by the National Commission on Teaching and America's Future shows that we have a long way to go to ensure a talented, dedicated, and well-prepared teacher in every classroom. American schools will need to hire two million teachers in the next decade due to increased student enrollment and the retirement of an aging teaching force. The states and the nation will need to focus on improving the quality of entering teachers, as well as ensuring adequate numbers.

For example:

Although no state will permit a person to write wills, practice medicine, fix plumbing, or style hair without completing training and passing an examination, more than 40 states allow districts to hire teachers who have not met these basic requirements.

States vary on the cut-off scores they set for teaching candidates on national teaching exams, with the lowest scores generally set by southern states. Only one state, Oregon, comes close to setting its cut-off score for the core battery test of professional knowledge near the midpoint score for all candidates. Most states set their thresholds well below the national average range for performance.

with & NTE

Roughly one-fourth of newly hired teachers lack the qualifications for their jobs. ?

75% of urban districts admit hiring teachers without proper qualifications.

Nearly one-fourth (23%) of all secondary teachers do not have even a minor in their main teaching field. This is true for more than 30% of mathematics teachers. In schools with the highest minority enrollments, students have less than a 50% chance of getting a science or mathematics teacher who holds a license and a degree in the field he or she teaches.

The magnitude of these problems, coupled with the unprecedented turnover in the teaching force, provide an enormous opportunity to dramatically change the ways in which we recruit, prepare, induct, and support the ongoing learning of teachers and principals. We must insist on the highest standards for our teachers and ensure that they get the best training and ongoing support to teach to world-class standards.

Meeting the Challenge:

The Department has identified six critical areas on which it will focus to make a difference in teacher quality across the nation. These are:

1. Teacher recruitment -- encouraging and supporting talented Americans of all ages, particularly people of diverse backgrounds, to become teachers.

2. Preservice preparation of future teachers -- improving teacher education so that future teachers can teach all students to high standards and meet high certification and licensing standards.

3. Retention of new teachers -- encouraging and supporting special efforts to retain new teachers in their initial years of teaching.

4. Inservice professional development -- strengthening ongoing training of teachers and principals.

5. Licensing and certification requirements -- supporting more rigorous standards for teacher licensing, including the efforts of states to align licensing and certification requirements with challenging content standards and performance-based assessments.

6. Teacher incentives and accountability -- recognizing and rewarding good teachers and improving or removing incompetent ones.

Support for Raising Standards:

Public school teachers favor increasing the qualifications and preparation of entering and current teachers, according to the Metropolitan Life Survey of Public School Teachers (1995):

A significant percentage of teachers support requiring competency tests before obtaining certification (86% in 1995, 82% in 1984).

A large majority (62%) of teachers surveyed support periodic retesting of

teachers in their subject matter (57% in 1984).

While 57% of teachers agreed that the training and preparation teachers receive today equip them for the classroom, just 13% strongly agreed.

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