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001. memo	To Micke Cohen from Monty Mayfield re: Title V meeting (partial) (1 page)	07/01/97	P6/b(6)
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RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

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

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

-- President Clinton, 1997 State of the Union Address

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

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

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

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

MEETING THE CHALLENGE: RECRUITING NEW TEACHERS INTO HIGH- POVERTY SCHOOLS AND IMPROVING THE PREPARATION OF FUTURE TEACHERS IN THOSE SCHOOLS

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

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

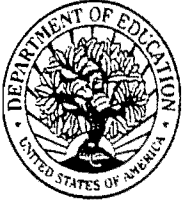
Scholarships for young people and adults making a career change into teaching. Eligible scholarship recipients would include undergraduate and graduate students, former military personnel, education paraprofessionals or teacher aides desiring full teacher certification, and other mid-career professionals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

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

Support for Institutions of Higher Education to Strengthen Preparation of Future Teachers in High-Poverty Schools

Improving teacher training in institutions of higher education placing graduates in high-poverty schools. The initiative will provide competitive five-year grants to 10-15 national "lighthouse" models of excellence -- institutions of higher education that operate the highest quality teacher education programs. Each institution receiving a "lighthouse" grants will use a majority of these resources to help 8-15 other institutions of higher education improve their teacher preparation programs, helping to improve the preparation of future teachers at 150 institutions of higher education across the nation. These institutions must place a large number of graduates in high-poverty urban or rural schools.

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



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

April 9, 1997

MEMORANDUM

TO: National Forum Participants

FROM: Terry Dozier *T. Dozier*
Special Advisor on Teaching

RE: Preparation for the National Forum

Secretary Riley and I are delighted that you will be joining us for the National Forum on Attracting and Preparing Teachers for the 21st Century. Enclosed you will find a draft agenda, directions to the Washington Hilton, and the questions that will form the basis of our discussions at the National Forum.

I also have enclosed the executive summary of *What Matters Most: Teaching and America's Future*, the report issued in September 1996 by the National Commission on Teaching and America's Future, a draft of the vision paper that the Department plans to use to guide its work during the reauthorization of Title V of the Higher Education Act, an excerpt from the Secretary's State of American Education speech, and a piece written by David Haselkorn, President of Recruiting New Teachers, Inc. These are intended to stimulate our thinking and discussions. In addition, we have provided a copy of Governor Hunt's proposal to the North Carolina legislature as an example of what policy makers can do to respond to the recommendations of the National Commission on Teaching and America's Future. Please read these materials carefully before the Forum and come prepared for candid, thoughtful discussions.

I look forward to seeing you next week and listening to your thoughts on how we can improve teacher preparation!

DISCUSSION QUESTIONS FOR THE NATIONAL FORUM ATTRACTING AND PREPARING TEACHERS FOR THE 21ST CENTURY

American schools will need to hire two million teachers in the next decade. To respond to this national challenge, we must encourage Americans of all ages to enter the teaching profession and create conditions that make the profession appealing.

Perhaps the first and most important way to attract people into teaching is by making it a true profession. One way to do this is by creating high-quality preparation programs that prepare teachers thoroughly for the realities of the classroom and provide the intellectual rigor that assures the public that there is a talented, dedicated, and well-prepared teacher in every classroom. In addition to strong preparation programs, attracting people into teaching will depend on support in the early years and dramatic improvements in the working conditions of all teachers.

The Department is currently working on the reauthorization of Title V of the Higher Education Act which addresses teacher education. This forum is designed to inform our work on Title V with input from those people who know best what knowledge and skills are needed for today's classrooms -- exemplary teachers -- and those individuals responsible for preparing the next generation of teachers. With this in mind, we would like to focus our discussions over the next two days on what must be done to strengthen the preparation and support of beginning teachers.

DAY ONE:

1. We know that schools, students, and society have changed in the past twenty years. With this in mind, what kinds of knowledge and skills do beginning teachers need to be effective in today's elementary, middle, and high school classrooms?
2. What would a preparation program look like that consistently produces the knowledge and skills in new teachers that you identified in the first question?
3. What should the first year or two look like for beginning teachers? What kinds of support should be provided? What role should schools of education play as individuals make the transition from being students of teaching to teachers of students?

DAY TWO:

We've talked about what strong teacher preparation programs that attract and support teachers should look like. Now, we'd like to focus on what needs to happen to bring about the changes you've identified.

4. What are the barriers to creating the ideal preparation programs and supports for beginning teachers?

DIRECTIONS TO THE WASHINGTON HILTON & TOWERS.

Coming Across KEY BRIDGE from Virginia

Take KEY Bridge to " M " street. Turn Right on "M". Then go to 22nd Street and take a Left (which will become FLORIDA Avenue). You will go about 10 blocks up to Connecticut Avenue (it is a busy main Street). Cross Connecticut and take the next left. You will be at our side entrance. We are 1919 Connecticut avenue.

Driving EAST on Route 66 from Virginia.

As you are entering D.C., you will be crossing a bridge over the Potomac River. You will see a sign that says "Constitution Avenue". After that sign, watch the streets coming in from your left. They will be ; 23, 22, 21, etc... Take a left on 17th (which will become Connecticut Avenue). On Connecticut there is a short tunnel. The Hotel is on the RIGHT 2 blocks after you come up from that tunnel. We are 1919 Connecticut Avenue.

Driving NORTH on I 95 from Richmond or anywhere South of us.

Take 95 North to 395 North. 395 will take you to a bridge that goes over the Potomac River as you enter D.C., When you are on the bridge, notice the sign that says Route 1. Stay in the left lanes and follow that sign off the bridge. After you get off the bridge, forget about Route 1 and just stay on that street (14th Street) for a little over 2 miles. Take a left on " R " Street (it is a one way street). Go about 10 blocks, you will come to Connecticut Avenue (it is a major intersection) Make a RIGHT and We are 3 blocks up on the RIGHT at 1919 Connecticut avenue.

Driving SOUTH I 95 from N.Y. Philadelphia, New Jersey or Baltimore.

Take I. 95 south to EXIT 27. That sign says : 495 West-Silver Spring. Go about 6 miles till you see EXIT 33. That sign says : Connecticut Avenue-Chevy Chase-Kinsington. Take that exit. At the bottom of the exit, check your milage, then take a LEFT, and proceed South on Connecticut 6.6 miles. Our Hotel will be on your LEFT. We are 1919 Connecticut avenue.

D R A F T

ATTRACTING AND PREPARING TEACHERS FOR THE 21ST CENTURY A NATIONAL FORUM

WASHINGTON HILTON HOTEL
Washington, DC

THURSDAY, APRIL 17

- 1:30-4:00PM **REGISTRATION** Concourse Level
- 4:00-4:30PM **ORIENTATION** International Ballroom West
Terry Dozier, Former National Teacher of the Year
Special Advisor to the U.S. Secretary Education
- 4:30-6:30PM **DISCUSSION GROUP BREAKOUTS**
(Conference rooms to be assigned)
- 6:30-6:45PM **BREAK** (move to dinner)
- 6:45-7:45PM **DINNER**
- 8:00-9:00PM **SATELLITE BROADCAST: *Opening & Panel Discussion*** (live)
Opening: U.S. Secretary of Education, Richard Riley
Moderator: Terry Dozier, Former National Teacher of the Year
Special Advisor to the U.S. Secretary of Education
Panelists: *National Teacher of the Year* - TBA
Higher Ed Representative - TBA
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FRIDAY, APRIL 18

- 7:30-8:30AM **BREAKFAST** International Ballroom West
- 8:30-9:00AM **OPENING** International Ballroom West
Moderator: David Longanecker
- 9:00-9:15AM **BREAK** (move to breakouts)
- 9:15-10:45AM **DISCUSSION GROUP BREAKOUTS**
(Conference rooms to be assigned)
- 10:45-11:00AM **BREAK**
- 11:00-11:30AM **CLOSING** International Ballroom West
Terry Dozier, Former National Teacher of the Year Special Advisor to Secretary Riley
David Longanecker, Assistant Secretary, OPE
National Teacher of the Year
Higher Ed Representative

EXCERPTS FROM:

RICHARD W. RILEY
U.S. SECRETARY OF EDUCATION

FOURTH ANNUAL STATE OF AMERICAN
EDUCATION ADDRESS

PUTTING STANDARDS OF EXCELLENCE INTO ACTION
The Carter Center, Atlanta Georgia
February 18, 1997

A Teaching Force for the 21st Century

Now, I want to talk to you about teaching. I urge sustained attention to the task of preparing America's future teachers. Improving American education happens classroom by classroom. There is no other way to get it done. And as a nation, we have a great task in front of us. In the next 10 years, we need to recruit two million teachers to replace a generation of teachers who are about to retire, and to keep up with rising enrollments.

But 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. This is why the recent report of the National Commission on Teaching and America's Future chaired by Governor Jim Hunt is a valuable road map to changing the status quo.

-- MORE --

New teachers -- like new lawyers and new doctors -- 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. And, once a new teacher is in a classroom he or she should be linked to master teachers during their first few years of teaching

Those who prepare America's teachers must rise to the demand for better teaching, and expect to be held accountable for the success of their students in achieving certification. Stronger public accountability will help, both in identifying where strengths and weaknesses lie and where special attention needs to be focused.

I encourage college and university leaders to strengthen links between your schools of liberal arts and schools of education. See this as an important part of your mission. Greater attention needs to be paid to the content of what future teachers need to know in their subject area. Rigorous pre-med and pre-engineering science courses are the accepted norm. The same cannot be said for the courses being taken by students who look forward to careers in teaching.

Teaching is a demanding profession, and it will be even more demanding in the future. That is why the President and I strongly support the National Board for Professional Teaching Standards and its goal of certifying over 100,000 master teachers in the next decade. I challenge every school in the nation to have at least one board-certified teacher on your faculty.

We can't adopt a hit-or-miss approach to improving teacher quality. We have to keep at it year in and year out. This is why I will issue a biennial report on teacher quality beginning next year. Just as we expect a great deal from our students, we have an obligation to expect a great deal of ourselves in supporting America's teachers. David Haselkorn -- the head of Recruiting New Teachers, Inc. -- may have said it best: "Teaching is the profession that makes all other professions possible."

Raise starting pay -- Raise pay for new teachers from \$21,330 to \$25,000 by the year 2000.

Raise pay for meeting tougher standards -- Provide salary increases at strategic points in a teacher's career: after earning a license to teach, getting a continuing license, renewing a license or getting tenure. Teachers that commit to stay an additional five years would earn a \$2,500 bonus set aside at year 8 and paid at year 13.

Raise pay for extra work -- Pay teachers extra for special assignments, like mentoring new teachers or helping students who are falling behind; or for professional development.

Highest pay for most experienced & qualified -- Top salary for most qualified, most experienced teachers -- with performance bonuses -- will be more than \$53,000 by the year 2000.

How are higher standards linked to higher pay?

Year 1: *Better Prepared Teachers*. Higher standards to enter and graduate from a school of education. Mentor teachers for all beginning teachers and extra days at the **beginning** of their first year for orientation. Higher standards to earn initial license to teach. Raise starting salary from \$21,330 to \$25,000 by the year 2000.

Year 3: *Higher standards to earn continuing license*. More rigorous, performance-based evaluations to earn a continuing license. Significant pay increase in year 3 (\$3,200 by the year 2000).

Year 4: *Higher standards to earn tenure*. More rigorous, performance-based evaluations to earn tenure. And the tenure process will be streamlined to make it easier to fire poor teachers. Significant pay increase in year 4 (\$950 by the year 2000).

Year 8: *Higher standards to get re-licensed*. More rigorous, performance-based evaluations to earn license renewal. (Renewal occurs every 5 years). Significant pay increase in year 8 (\$1,650 by the year 2000).

Year 13: License renewal Teachers again meet tough standards to earn the second license renewal.

To reward teachers for getting re-licensed and for staying in teaching, a \$2,500 bonus is set aside in year 8 and deferred until year 13.

Other Performance Pay Opportunities:

12% bonus for National Board Certification

10% bonus for Masters/Advanced Competencies by the year 2000

Up to \$ 1,000 bonus for student achievement under the ABC plan

Extra Pay for Extra Work:

- ▶ Extra pay for mentor teachers
- ▶ Extra pay for new teacher development
- ▶ Extra pay for professional development
- ▶ Extra pay for extra work days and extra responsibilities

Higher Pay for Most Experienced and Qualified:

Top pay increased to more than \$53,000 by the year 2000 (up from \$42,000 today)

Governor Hunt, Chair of the National Commission on Teaching and America's Future, has taken the Commission's recommendations to heart by proposing a bold state legislative initiative to support quality teaching in North Carolina. His proposal, summarized below, is one outstanding blue print to elevate the teaching profession and improve our schools.

Excellent Schools Act Summary

North Carolina's approach to improving education includes quality early childhood education, safer schools, increased technology and excellent teaching. While the budget before the Legislature includes all of these, the Excellent Schools Act focuses on teaching. It is a comprehensive effort to raise academic standards, raise teaching standards and raise teacher pay.

I. Raising Academic Standards

State Board of Education will be instructed to raise standards for student performance in reading, writing & math using the ABC initiative and the work of the Standards & Accountability Commission.

II. Raising Standards and Accountability for Teachers

Just as students are held accountable, the ABC education reform efforts holds teachers and schools accountable -- with consequences for failure and rewards for success.

The Excellent Schools Act would raise the bar for those seeking a license to teach, a continuing license, a renewal license and for tenure. Just as all teachers must meet higher standards, all teachers will earn a pay raise. Teachers who meet the very highest standards will get the highest pay increases. Those new standards include:

- 1. Better preparation for entry-level teachers* -- College students must meet higher standards to enter a school of education, complete a longer internship and meet higher standards to earn an initial license to teach.
- 2. Higher standards and support for beginning teachers* -- Every new teacher will have an experienced, well-trained mentor. To earn a continuing license, teachers before their third year must pass rigorous and performance-based evaluations by accomplished teachers and well-trained principals.
- 3. Tougher standards for tenure & tenure reform* -- Teachers must meet higher standards to earn tenure, and it will take longer to get tenure. The tenure process will be streamlined so that it's easier to fire poor teachers.
- 4. Continuous evaluations for career teachers* -- Renewal of teacher's license (every 5 years) will be made more meaningful and more difficult.

III. Higher Pay for Higher Performance

Pay for performance -- A key component of the Excellent Schools Act is performance pay rewarding teachers for achievement under the ABC plan (bonus of up to \$1,000); earning the rigorous National Board Certification (12% pay increase); and completing a more rigorous master's degree program (10% increase by the year 2000)

SHAPING THE PROFESSION THAT SHAPES AMERICA'S FUTURE:

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

Introduction

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

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

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

Challenges

As the new century approaches, education is key to a vibrant and prosperous America that embraces the richness and possibility that our nation's diverse makeup affords and seeks to maximize the potential and contributions of all its citizens. To achieve this future, we must set

high standards for all students and seek to develop their potential through high expectations, organized effort, caring, commitment, and talented teachers in every classroom. However, America faces some daunting challenges in trying to achieve this vision.

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

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

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

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

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

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

Teacher shortages have already reached critical proportions in fields such as science, mathematics, bilingual education, and special education; in regions experiencing the greatest population increases (e.g., California, Nevada, Florida, and Texas, among others); in urban schools; and for teachers from diverse racial, cultural, and linguistic backgrounds. In addition, attrition rates for new teachers in urban districts can often reach 30% to 50% in the first five years of teaching because of inadequate preparation (particularly for those entering teaching on emergency permits or waivers), challenging assignments, and the paucity of high-quality mentoring and induction programs available for novice teachers.

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

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

We also must remember that an important element of good teaching comes from the heart. Good teachers don't just empathize with their students' problems, they identify with their students' possibilities. That's why the "best and brightest for teaching" are not always found among academe's Ivory Tower elite. Who better to bridge the gap between classroom and community, school and family than individuals who have overcome disadvantage and adversity themselves to succeed both academically and in life?

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

challenges, the sad fact is that in far too many communities, we've allowed our teacher preparation to become outmoded, our classrooms overcrowded, our curriculum outdated, and our school bureaucracies bloated. For example, a recent eight nation study by the Organization for Economic Cooperation and Development found that the United States has by far the lowest ratio of core teaching staff to non-teaching staff of any industrial nation. Teachers make up only 43% of total school employment in the U.S. compared to 60% to 80% of school employment in other countries. We're being out-classed and out-performed in the race for educational achievement in a number of areas that will define the winners and losers in the world economy of the 21st century.

Despite these formidable challenges, the nation's schools still typically spend only 1% to 3% of their resources on teacher development as compared to significantly higher expenditures by both American corporations and schools in other countries. The point is, by according insufficient attention to the quality, capacity, diversity, and cultural skills of its teaching force, the United States puts *all* its various education reform and restructuring efforts at risk.

It's time to attend to the development of a teaching force of excellence that reflects the diverse makeup of America. Failing to do so will compromise not only our children's future but our nation's long-term interests, as well.

A MODEL

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

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

RECRUITMENT

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

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

Many of the paraprofessionals currently working in our schools are excellent candidates for teacher recruitment. Moreover, recruiting them is an effective strategy for increasing the number of minority teachers. Paraprofessionals frequently come from communities that are experiencing teacher shortages and are most likely to remain in their communities after certification. They already demonstrate commitment to their schools and communities and understand what it takes to work effectively with children. Paraprofessionals should be provided with encouragement, incentives, and preparation programs leading to full teaching certification and educational leadership.

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

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

PRESERVICE PREPARATION

The preparation of teachers is one of the most important functions performed by our institutions

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

Send comments to: Office of Postsecondary Education, Room 4050 ROB-3, US Department of Education, Washington, DC 20202;
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of higher education. Therefore, the responsibility for preparing teachers must not be left entirely to the schools of education; it should be viewed as an important part of the mission of the entire institution. Schools of education must be given resources sufficient to provide the rich clinical experiences that are necessary to prepare teachers well.

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

In the design of an effective teacher preparation program, the bottom line should be, "How will this course or experience help teachers teach kids? How will this course help students learn?" Student content standards should guide what teachers learn. Arts and sciences faculty must work collaboratively with education faculty and K-12 educators to ensure that prospective teachers are firmly grounded in the content they must know in order to teach students to high standards. Just as rigorous pre-med and pre-engineering sciences courses are the accepted norm today, students entering teaching need strong content preparation. Content must be balanced with subject specific pedagogy -- a balance that is best determined by the age of the student with whom the teacher will be working.

A successful preparation program integrates theory and practice. Collaboration between pre-service and veteran teachers, and between those veterans and university educators, is essential. The prospective teacher must spend a large proportion of his or her preparation program in field experiences under the tutelage of master teachers, culminating in a full-year internship. Field experiences should provide prospective teachers with opportunities to make connections among their content areas, education theory, and the classroom context.

Opportunities to work in many different settings and with diverse groups of students should be a part of every preparation program. In order to be effective in the classroom, prospective teachers must learn to work with parents, the community, and colleagues. They must learn the skills needed to prevent discipline problems and to help schools be safe and drug-free. Pre-service teachers also need to learn to work with all students, including students from diverse linguistic and cultural backgrounds and students with disabilities. As the number of students from diverse linguistic and cultural backgrounds increases and as more disabled students are placed in general classes, teachers also need to learn to collaborate with teachers in other disciplines in developing appropriate instruction for each student.

Technology must be a significant component of pre-service training in order to increase the flow of information; give exposure to diverse, innovative, exciting practices; offer multiple experiences; provide students with techniques from master teachers; and provide opportunities to study and reflect upon effective practices. Teachers must learn to use technology in order to be effective in teaching the skills that the 21st century demands.

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High-quality pathways to teaching should also be designed for non-traditional students such as paraprofessionals and mid-career professionals. However, in the end, teacher candidates in these programs should be held to the same high standards as those completing more traditional preparation programs.

Data on the effectiveness of beginning teachers should be used to provide quality control. In collecting such data, it is important to target "graduates" of all certification and licensing programs and to solicit evaluations from a variety of sources, including administrators, teacher mentors, peers, and the new teachers.

INDUCTION

In order to stem the tide of new teachers leaving the profession, a teacher induction program must provide beginning teachers with expert guidance, support, and opportunities to reflect on their efforts. Preparation institutions and school systems must work collaboratively to design and implement comprehensive induction programs that provide new teachers with models and the necessary tools for beginning teaching careers. These efforts must include mentors and support groups to guide new teachers in curriculum planning, classroom management, motivation, academic knowledge, and diverse teaching methods. They should provide specific guidance aimed at helping new teachers meet performance standards for continued certification. Simply reorganizing schools around learning teams with common planning time can allow novice teachers to be "authentically mentored" by experienced teachers. In addition, special care must be taken to place beginning teachers appropriately and to assign them reasonable workloads that acknowledge the difficulties of perfecting one's practice even in the most optimal settings.

ONGOING PROFESSIONAL DEVELOPMENT

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

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

RECRUITMENT, PREPARATION, AND INDUCTION OF PRINCIPALS

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

CONCLUSION AND PRIORITIES FOR THE REAUTHORIZATION OF THE HIGHER EDUCATION ACT

The task is clear. Fundamentally, we must connect in a powerful way the quest for improved student achievement with the demand for increased teacher performance. The nation must move beyond its piecemeal and fragmented approaches to teacher development to create frameworks for policy and practice that comprehensively and coherently connect the different stages of a teacher's career (recruitment, preparation, induction, and ongoing professional development) to national, state, and district education goals. Colleges and universities, schools, school districts, governors and legislatures, state departments of education, state higher education commissions, and the U.S. Department of Education all need to address teacher development as a priority issue.

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

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

Title V of the Higher Education Act cannot do it all; nor should it. The Federal government already supports a substantial action agenda for strengthening standards in the teaching profession. The Eisenhower professional development program is designed to strengthen teaching while fostering school reform. Funded through the Improving America's Schools Act of

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1994, the Eisenhower program promotes sustained and intensive high-quality professional development that is aligned to challenging state content standards and student performance standards. Under this program, school districts receive the bulk of the funding, which they use mainly to provide in-service professional development for teachers, administrators, and other school staff. The small allocations for State Higher Education agencies primarily fund partnerships with school districts for in-service professional development programs.

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

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

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

ATTRACTING, PREPARING AND SUPPORTING
TEACHING'S NEXT GENERATION

Discussion Paper

Prepared for the U.S. Department of Education

By

David Hasekorn

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.

¹Linda 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?

Supporting Novice Teachers More Effectively

- Attrition rates in first five years of teaching can average 30 percent--as high as 50 percent in urban classrooms.
- Approximately 27 states offer some form of teacher mentoring, support assessment program, but their quality and levels of funding vary widely.
- Approximately 50 percent of all new public and private school teachers have received some form of mentoring or support in 1991, but the quality and impact of these efforts is difficult to determine.

Professions such as law and medicine routinely provide an extended clinical preparation in which novices continue to hone knowledge and skills under the watchful eyes of more knowledgeable and experienced practitioners. At the same time, the novices -- fresh from their studies -- bring the latest theoretical perspectives to bear on professional practice in an environment where they can be put under experiential pressure by novice and veteran practitioners alike. Compare this to the sink or swim conditions for most novice teachers, often negatively reinforced by deeply embedded attitudes in the culture of teaching that emphasize conformity and self-reliance rather than risk-taking and collaboration.

For over a decade, a variety of national reform groups have called for more extended and closely supervised clinical experiences for novice teachers. An increasing number of states and school districts have developed policies, programs, and practices specifically designed to support, assess, and/or evaluate the performance of novice teachers or experienced teachers who are new to a school district, or local school, or certification area. However, these programs vary greatly in quality from state to state, and from school system to school system. Moreover, *all* programs, regardless of quality, seem highly vulnerable to shifts in school district leadership or funding cutbacks.

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*.

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July 18, 1997

The Honorable William J. Clinton
The White House
1600 Pennsylvania Avenue, N.W.
Washington, D.C. 20500

Dear Mr. President:

On behalf of the 53,000 members of the National Science Teachers Association (NSTA), we applaud your efforts to stimulate reform and innovation in the preparation of educators at all instructional levels. NSTA believes that identifying and replicating best practices, particularly in high poverty areas, is an important goal that will be endorsed by educators, parents and community leaders throughout the nation. The recruitment and preparation of a more highly trained workforce for urban, rural and suburban classrooms is an important federal undertaking. NSTA shares your commitment to encourage talented individuals to choose careers in education. We endorse your plan to award funds to exemplary institutions, local schools and their partners with a shared commitment to high quality teacher training programs.

Science teachers know the value of lifelong learning. Professional development opportunities allow teachers to keep pace with the information age, to adapt curriculum and instructional strategies to meet the intellectual challenge of the classroom. Student achievement is the true measure of our success as educators, but students cannot succeed unless their teachers are kept current through professional development opportunities.

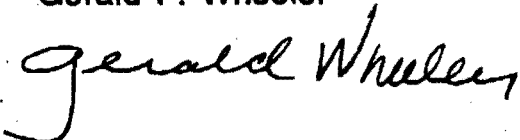
The first three years in the classroom make or break many aspiring educators. Education training grants would enable institutions and school districts to develop innovative strategies to ensure success at this critical juncture. Ask teachers who makes

careers in education what made the difference in the early years, and they will identify a colleague--a mentor or master teacher--who took the time to encourage, offer advice and support. NSTA strongly supports this aspect of your proposal.

Your recommendation to revitalize Title V of the Higher Education Act--Teacher Recruitment, Training and Development--compliments your commitment to national education goals and academic standards in the core curriculum areas. NSTA has actively endorsed those previous efforts and looks forward to working with Secretary Riley and key staff at the Department of Education to bring about this important legislation.

Sincerely,

Gerald F. Wheeler



Executive Director
NSTA

Fred Johnson



President
NSTA

Tulane Reworks Aid To Boost Enrollment (Cont.)

"The marketplace forced Tulane to hunt for students who need financial aid," said Whiteside, who spoke to administrators at a conference on student retention in Washington, D.C., last Friday, sponsored by USA Group, the nation's largest loan guarantor and servicer.

Sagging enrollment and poor retention are national problems at colleges and universities, according to statistics compiled by USA Group (ED, Nov. 14, 1996).

Since 1991, the rate of converting freshman inquiries into applications has dipped from 37 percent to 28 percent at public universities and 16 percent to 9 percent at private institutions, according to a survey by USA Group that traces enrollment woes to those factors.

The number of Tulane freshmen dropped from 1,472 in 1989 to 1,239 in 1995, while the cost of attendance more than doubled, from \$18,680 in 1989 to \$26,390 in 1995.

Tulane was competing against similarly expensive Ivy League schools for top students. Meanwhile, staff cuts caused by stagnant revenues hurt the effectiveness of some departments, Whiteside said. Faculty positions were not cut.

Financial Aid Changes

To lure top students above—and slightly below—the Ivy League cut, Whiteside retooled Tulane's financial aid program to help more students. Fewer full-tuition merit awards were granted, and instead, more eligible students received merit awards of about \$10,000, or about half of tuition.

The result of the process he calls "financial aid leveraging" was a savings of about \$1 million for Tulane, and increased access for students who might have gone elsewhere if not for the aid. The number of freshmen starting this fall is a resurgent 1,410.

Retention and Admissions Overhaul

But financial aid wasn't the only area to be overhauled. Nearly every facet of the school's operations was re-worked to boost retention and admissions, Whiteside said.

For example, the admissions department became more assertive with direct mail, promotions and high school relations, and faculty

were required to become more involved with student advising.

The increased revenue from greater enrollment is now being used to strengthen academic programs. In the long run, Whiteside said, investment in academics is far more important than administrative changes and aid flexibility. "The only thing that will keep that surge [of students] up is perception of value," he said.

For more information, contact Sara Murray-Plumer, USA Group Public Affairs, H769, P.O. Box 7039, Indianapolis, IN 46206-7039, (317)262-9823, or Richard Whiteside, Office of Undergraduate Education, Tulane University, New Orleans, LA 70118, (504)865-5000, ext. 5739. —Jonathan Fox

Congress Names Members Of College Cost Commission

The 10 congressional appointees to a commission charged with studying college costs were announced yesterday. The Education Department named its sole appointee last week.

The members of the National Commission on the Cost of Higher Education—six appointed by the Republican leadership, four by the Democratic leadership and one by ED—is to report to the education policy committees rewriting student aid programs within four months.

ED named Barry Munitz, chancellor of the California State University System (ED, July 7).

The other appointees are: George Waldner, president, York College; Jonathan Brown, president, Association of California Independent Colleges and Universities; Martin Anderson, fellow, Hoover Institute; Blanche Touhill, chancellor, University of Missouri; and William Massey, president, Morehouse College.

Also, Bill Hansen, executive director, Education Finance Council; Frances Norris, vice president, Dutko Group; William Troutt, president Belmont University; Robert Burns, political science professor, South Dakota State University; and Claire Cotton, president, Association of Independent Colleges and Universities of Massachusetts. —Rebecca S. Weiner

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

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

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

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

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

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

2. How long will participants stay in the program?

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

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

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

38,000
Taking those 3 factors into consideration, we would reach 5000 people in year 1, the same 5000 the second year, 10,000 new people in years 3 and 4, and then 12,000 new people in year 5, for a total of 27,000 over the 5-year period. Given all the uncertainty built into these estimates, it would probably be better to express the projection as a range (say, 25,000-29,000).

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

Specifications for HEA Title V: Educator Recruitment and Preparation

I. Findings and Purpose; Authorization of Appropriations

1. Findings

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

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

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

Insert A - [Finding on particularly need in math/reading - not yet measurable]

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

Insert B - [Finding on minority teachers - not yet measurable]

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

communities.

2. Purpose

It is the purpose of this title to--

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

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

3. Authorization of Appropriations

There are authorized to be appropriated--

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

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

II. Part A: Lighthouse Partnerships

1. Definitions

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

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

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

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

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

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

2. Grants to Lighthouse Partnerships

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

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

3. Applications

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

The application shall include:

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

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

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

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

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

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

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

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

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

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

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

- The success of the institution in preparing teachers to teach diverse populations, as documented through such evidence as ~~course offerings and requirements~~, the extent to which graduates have taken teaching positions in urban and rural schools in communities with concentrations of students from low-income families, and the extent to which the institution recruits and serves students (such as education paraprofessionals) from those communities;
- The extent to which the institution has incorporated the use of educational technology into its teacher preparation program and is preparing teachers to use technology to teach children to high standards;
- The record of the institution's teacher preparation program in attracting a student body that reflects the diversity of the State or region served by the institution (including the recruitment and enrollment of individuals with disabilities), and of employing a similarly diverse faculty;
- The procedures the institution uses to measure the quality of its teacher preparation program (including the extent to which graduates improve their subject matter knowledge and teaching ability as a result of their participation in the program) and to improve its program in response to information generated through those procedures;
- The success of the program in graduating students who are fully qualified to teach to high standards in the State or region served by the institution;
- The quality of the program's graduates, as documented through such evidence as the graduates' record of obtaining (and retaining) teaching positions and the opinions of school district officials, in the State or region, of the quality of those graduates;
- If applicable, the quality of the institution's program for the preparation of school principals and other school administrators, and of the success of that program; and
- Involvement (and, preferably, leadership) of the institution in national, regional, and State efforts to improve teacher education and licensure;
- Evidence of the experience of the lead institution at creating or participating in networks with other institutions to improve the quality of teacher preparation programs, including

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

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

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

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

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

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

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

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

Paul -
include this note →

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

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

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

4. Uses of Funds

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

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

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

please bold these words

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

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

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

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

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

5. Selection of Applications

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

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

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

6. Evaluation

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

-- The extent to which the activities carried out through Lighthouse Partnerships result in significant and positive changes in the teacher preparation programs operated by partner institutions, as well as improvements in the programs operated by lead institutions;

-- The extent to which Lighthouse Partnership grants result in improvements in the effectiveness, including the technological proficiency, as well as the diversity) of students completing teacher preparation programs in the institutions of higher education participating in the grants;

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

7. National Activities

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

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

III. Part B: Recruiting New Teachers for Underserved Areas

1. Program Authorized

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

2. Definitions

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

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

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

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

3. Grant Conditions

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

Exceptions:

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

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

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

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

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

4. Uses of Funds

Eligible uses of funds are:

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

5. Grant Applications

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

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

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

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

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

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

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

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

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

6. Selection of Applicants

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

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

distribution of awards.

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

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

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

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

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

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

8. Scholarship Conditions

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

9. Service Requirements

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

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

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

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

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

10. Evaluation

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

--Whether institutions taking part in the partnerships are successful in preparing scholarship recipients to teach to high standards;

-- Whether scholarship recipients are successful in completing teacher preparation programs, becoming fully certified teachers, and obtaining teaching positions in underserved areas, and whether they continue teaching in those areas over a period of years;

-- The impact of the program in assisting local educational agencies in underserved areas to recruit and retain teachers in the areas where they have the greatest needs;

-- The long-term impact on the grants on teacher preparation programs conducted by grantees and on grantees' relationships with their partner local educational agencies and other partners; and

--The relative effectiveness of different approaches for preparing new teachers to teach in underserved areas, including their effectiveness in preparing new teachers to teach to high content and performance standards..

11. National Activities

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

-- Peer review of applications;

-- Conducting the evaluation required under #10;

-- Activities to facilitate the exchange of information and ideas among participating partnerships, and other activities to enhance the success of the program carried out under this

part.

Recruitment

Approp. (m)	Appropriation				
	25 1999	25 2000	50 2001	50 2002	60 2003
First Award	25,000,000	25,000,000	25,000,000	25,000,000	25,000,000
1st match	27,777,778	31,250,000	35,714,286	41,666,667	50,000,000
Second Award			25,000,000	25,000,000	25,000,000
2nd match			27,777,778	31,250,000	35,714,286
Third Award					10,000,000
3rd match					11,111,111
w/match	27,777,778	31,250,000	63,492,063	72,916,667	96,825,397

	Students That Can Be Supported					Total
	1999	2000	2001	2002	2003	
Total	5,556	6,250	12,698	14,583	19,365	37,619
First year	5,556	694	12,004	2,579	16,786	
Second year	0	5,556	694	12,004	2,579	

Assumes 5,000/student

99	2000	2001	2002	2003
30				
30				
60	70	80	90	100
-	-	-	-	60

10-15

NEW INCENTIVES TO ATTRACT AND RETAIN WELL-PREPARED TEACHERS TO SERVE IN URBAN AND RURAL AREAS

We recommend that your Summit speech feature the announcement of a new initiative to help address a major challenge of the next decade: attracting and retraining well-prepared teachers for under served urban and rural areas. This initiative would combine your message on the value of public service with your Call to Action challenge to put a caring and well-prepared teacher in every classroom.

The Challenge: Over the next decade, the nation will need to hire some 2.3 million teachers. Of these, approximately 15%, or 345,000 (approximately 35,000 per year), will be hired in central cities, in schools with large concentrations of low income students. An additional 207,000 (approximately 20,000 per year) will be needed in isolated, and often poor, rural areas. These types of communities face the greatest difficulties in attracting and retaining qualified teachers. Urban areas in particular receive significantly fewer applications for positions than neighboring suburban districts, and attrition rates in urban areas can often reach 30% to 50% in the first five years. They are therefore most likely to fill classroom vacancies with teachers who lack preparation, don't meet licensure requirements, or who are teaching out of field. As a result, the students in these communities -- who need the *most* qualified teachers in order to meet higher academic standards -- often get exactly the opposite in the classroom.

The Initiative: We propose a new program to help attract and retain teachers into high poverty central city and rural schools. This new initiative would be a part of the Administration's proposal for the reauthorization of Title V of the Higher Education Act (HEA), to be transmitted to Congress later in the Spring or Summer. In order to allow for continued planning and consultation, we anticipate that the basic framework for this initiative be announced at the summit, while many of the details be further developed by the Education Department over the coming months.

This would be a competitive grants program, with grants provided to 100 local partnerships involving urban or rural school districts and institutions of higher education. Locally-designed programs are likely to vary considerably, according to local need and capacity. Variations in local program design will be encouraged, and will provide natural experiments that will enable us to learn about the most effective approaches. While the specific designs will vary, the funds are to be used for a combination of specific purposes:

- ▶ **Providing incentives for individuals to prepare to teach, and to remain, in under served schools.** These might include 2-3 year fellowships for undergraduate students (including for a "5th year" program that provide intensive and sustained classroom experience for undergraduates after they have acquired a strong liberal arts background); one-year graduate fellowships for post-baccalaureate students, including recent liberal arts graduate and mid-career professionals seeking to enter teaching; stipends for teachers' aides and other education paraprofessionals seeking to move up a career ladder into full teaching positions; or, 1-2-year "residencies" for beginning teachers that would provide a lighter teaching load coupled with additional time for class preparation, being

coached or mentored, or working in other ways with more experienced teachers.

Local communities might experiment with different ways of structuring incentives, from fellowships that cover tuition and fees (average \$3,500 at undergraduate public institutions) to forgivable loans, to salary supplements for beginning teachers.

▶ **Strengthening teacher preparation programs in institutions of higher education.**

These steps might include strengthening academic courses in the liberal arts schools in order to better prepare new teachers to teach rigorous content incorporated into state academic standards, or developing extended, year-long internship programs in professional development schools operated jointly by the local school district and an institution of higher education.

- ▶ **Providing strong systems of support, mentoring, and continued professional development for beginning teachers.** Research shows that a strong support system for beginning teachers can improve both teacher effectiveness and retention. Local efforts to provide support to beginning teachers might include creating year-long mentoring programs for beginning teachers that provide support and evaluate teaching skills, or establishing subject-focused learning networks for beginning and experienced teachers that help teachers share effective approaches to teaching particular subject matter

Other key features of this proposal include:

- ▶ **Partnerships between institutions of higher education and local school systems, selected competitively:** The new program would be competitive, aimed at fostering partnerships among local school districts (city or rural), institutions of higher education (both colleges of education and arts and sciences) and others as appropriate, including teacher unions and existing networks for recruiting and supporting teachers..

Successful competitors would demonstrate that they have a high quality teacher preparation program, and that the program fits into a comprehensive, thoughtful strategy for recruiting and retaining teachers. To qualify for funding, local partnership strategies would need to address the full range of teacher preparation, induction, and professional development, as well as leverage other local, state and federal resources in a strategic and coordinated fashion. As the details of this program are further developed, we will consider the feasibility and desirability of requiring matching funds from local partnerships.

- ▶ **Local flexibility:** School districts, working collaboratively with institutions of higher education that provide rigorous teacher preparation programs, would determine their greatest recruitment needs and the types of prospective teachers they wish to target (e.g., traditional-age college students, paraprofessionals, mid-career and post-baccalaureate candidates, etc.), and use the federal funds to most effectively support locally determined strategies. The variations in program approaches that will emerge as a result of this bottom up approach will provide a wide range of models that can be evaluated and, where effective, replicated elsewhere.

Budget estimates and likely impact: The Education Department proposes to fund this initiative at \$100 million a year for five years, beginning with the FY1999 budget. While the ultimate impact will be affected by local design decisions, the Education Department estimates that this initiative will help attract and retain at least 48,000 teachers into high poverty central city and rural schools. This is approximately 17% of the estimated need in those communities.

Illustrative Example:

The Philadelphia School District, in partnership with a local school of education, receives a \$5.6 million grant over five years -- supporting 480 student teachers and 120 teaching residents.

Through this grant, the local partnership:

- ▶ provides 280 \$3500 fellowships per year to undergraduate students for their junior, senior and 5th year (including 120 in the first year, and 40 new student teachers annually)
- ▶ provides 200 graduate students with a \$6,000 one-year fellowships (40 annually)
- ▶ provides 120 first and second year teachers with \$6,000 teaching residency fellowships (including 40 in the first year, and 20 new residents annually)

Teacher Preparation and Recruitment Proposal

1. Purpose of meeting

-- speed up review of this piece of HEA reauthorization so we can meet transmittal deadline

-- because of the focus of this proposal is on urban areas, we are particularly interested in this from the perspective of the race initiative

2. Overview of plan from ED: purpose, overall approach, likely impact

[isn't the overall purpose to get well prepared teachers to teach in urban/poor rural areas]

3. Teacher preparation questions:

-- can this be better targeted to urban and poor rural areas

-- are the partners all from same region, or scattered geographically

-- funding breakdown -- how much per institution, how distributed within partnership

-- grant activities--what do partners actually do? What are the incentives for "improving institutions" to be part of this? What will actually bring about improvement in the partner institutions

4. Recruitment

-- why "underserved" areas?-- if we mean high poverty

-- use of funds: can ihe's use \$ for outreach/recruitment and administration

-- why isn't this program part of the teacher preparation program; don't we want the best and improving institutions to be the places recruiting teachers for urban areas?

-- we need estimates of how many people will participate in this--estimate of impact

-- how will this actually increase the number of people going into teaching? How will we tell? How can IHE's show that the funds be used "only to increase the number of students participating in teacher preparation programs"?



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Mike Cohen

ORGANIZATION: _____

PHONE NUMBER: _____

FAX NUMBER: 456-5581

FROM: Monty Mayfield

PHONE NUMBER: 401-3079

MESSAGE: List of participants and specs.
Terry Dozier answered your other questions on
your voice mail. Call her if you have
any more questions (401-0607)

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13 PAGE(S) TO FOLLOW

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001. memo	To Micke Cohen from Monty Mayfield re: Title V meeting (partial) (1 page)	07/01/97	P6/b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13364

FOLDER TITLE:

Title V [1]

2012-0160-S
ry1224

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Memorandum

To: Mike Cohen

From: Monty Mayfield *MM*
(401-3079)

Subject: Title V meeting on July 2, 1997 at 10:00am in the OEOB, Room 211.

Participants from Education:

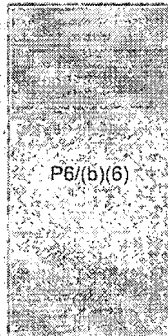
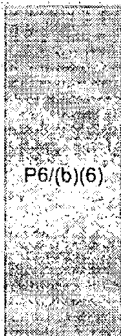
Terry Dozier

David Longanecker

Maureen McLaughlin

Susan Frost

Heather Moore



[003]

DRAFT
6/26/97

Specifications for HEA Title V: Educator Recruitment and Preparation

I. Findings and Purpose: Authorization of Appropriations

1. Findings

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

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

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

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

2. Purpose

It is the purpose of this title to--

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

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

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

3. Authorization of Appropriations

There are authorized to be appropriated--

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

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

II. Part A: Lighthouse Partnerships

1. Definitions

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

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

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

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

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

2. Grants to Lighthouse Partnerships

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

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

3. Applications

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

The application shall include:

-- A designation of the lead institution that will serve as the fiscal agent for the grant;

--For each lead institution in the partnership, a description of the teacher preparation program operated by the institution, including information on the curriculum, the faculty, and the number and types of students served;

-- For each lead institution in the partnership, evidence of the quality of the institution's teacher preparation program, covering the following areas:

-- The extent to which the institution provides a coherent program, in one or more areas of teacher education, that is organized around a sound conceptual framework reflecting the best of what is known, from research and practice, on teacher education;

-- The commitment of the institution to its program of teacher preparation, which may include evidence on the role of teacher education within the

*Evidence
Quality
- coherent
program

institution had
committed*

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

Link to Arts & Sciences

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

Clinical Program

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

- continuing assistance

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

ongoing fees school & school reform

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

diverse

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

technology

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

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

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

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

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

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

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

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

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

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

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

diverse student body

measurable results



*Must be
partner
involved
be for prep work
Maximum of 4
State officials
also hold*

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

4. Uses of Funds

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

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

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

5. Selection of Applications

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

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

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

no more than 9 (?) months.

6. National Activities

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

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

III. Part B: Recruiting New Teachers for Underserved Areas

1. Program Authorized

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

2. Definitions

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

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

understand?
- poor
- short term?

how well you know this?

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

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

3. Grant Conditions

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

Exceptions:

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

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

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

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

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

4. Uses of Funds

Eligible uses of funds are:

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

- Outreach
- Administration

-- Support services, if needed to enable scholarship recipients to complete postsecondary education programs;

-- Payments to partner LEAs if needed to enable them to permit paraprofessional staff to participate in teacher preparation programs (such as the cost of "release time" for those staff); and

7 -- If appropriate, paying the costs of additional courses taken by former scholarship recipients during their initial three (?) years of teaching. [John King's idea -- Do we want to include?]

5. Grant Applications

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

-- a designation of the institution or agency, within the partnership, that will serve as the fiscal agent for the grant;

-- Information on the quality of the institution's teacher preparation program, which may include the types of information described in section 5__ of this act [cross-reference the descriptions of institutional quality in the application for lighthouse schools];

-- A description of the assessment the institution, the LEA partners, and other partners have undertaken to determine the most critical needs of the LEAs for new teachers (which may include teachers in particular subject areas or at certain grade levels (including the prekindergarten level), teachers who reflect the ethnic or racial makeup of the LEA's students, or teachers who are fluent in languages spoken by students in the LEA) and of how the project carried out under the grant will address those needs. The assessment must reflect the input of all significant entities in the community (including organizations representing teachers and parents) that have an interest in teacher recruitment, preparation, and induction ;

-- A description of the project the applicant will carry out with the grant, including information on:

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

-- The number and types of students that the institution will serve under the program (which may include education paraprofessionals seeking to

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

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

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

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

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

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

6. Selection of Applicants

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

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

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

probably need some consistency here with Title III]

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

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

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

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

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

8. Scholarship Conditions

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

9. Service Requirements

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

year for year?

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

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

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

10. Evaluation

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

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

11. National Activities

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

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

2. Teacher Recruitment

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

SUPPS/qa's

10-15 partners
10-15 models

Draft Proposal for Title V of the HEA

1. Teacher Preparation

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

Identify best practice

School

elevate in impact



Reading + math

8-15 other models