

Increasing Teacher Quality:

Improving the Quality, Recruitment and Retention of Teachers

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Recruitment and
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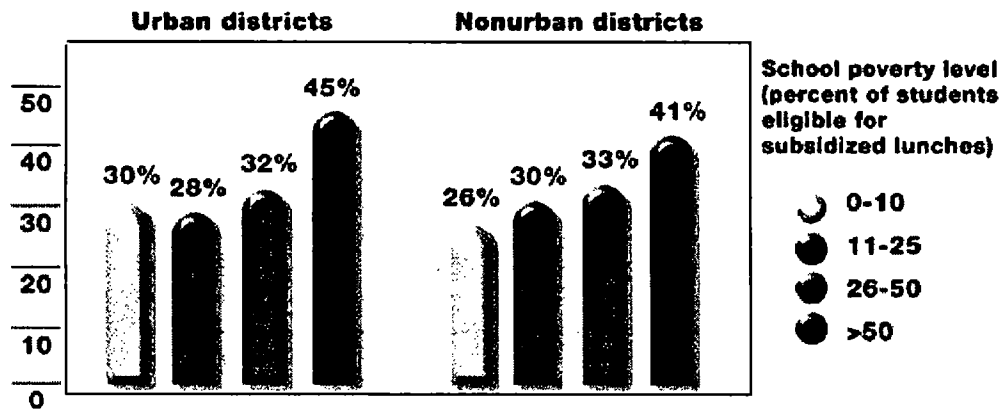
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Teaching Out of Field*Secondary mathematics teachers without college major or minor in math*

SOURCE: Education Week analysis based on U.S. Department of Education's 1994 Schools and Staffing Survey.

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Teacher Quality is Job One

Why States Need to Revamp Teacher Certification

Stephanie Soler

Backgrounder
January 1999

In the spring of 1998, 1800 prospective teachers in Massachusetts took the first ever Massachusetts Teacher Test, a high school level test of skills. Despite the fact that Massachusetts is home to some of the best teacher education programs in the country--including those at Harvard University, Boston College, and Boston University--59 percent of the teachers failed. Thirty percent failed a basic reading and writing test, and failure rates on subject matter tests ranged from 18 percent in physical education to 63 percent in mathematics. Spelling errors included "integraty," "serching," "corrupt," and "messures." Similarly, last year only 202 out of 758 teaching applicants in a suburban New York district passed a reading comprehension test drawn from the state's high school Regents English exam. If teachers cannot pass high school level tests, how can we expect their students to do it?

Around the country, recruiting and retaining high quality teachers is becoming a major concern. As states and districts enact higher standards for promotion and graduation, it is critical for teachers to have a solid grasp of the subjects they teach. Yet just as we are expecting more from teachers, fewer and fewer of the most talented college graduates are entering the profession. There is also growing concern that schools of education are ineffective. Critics maintain that they emphasize pedagogy at the expense of rigorous academic content and lack connections to real world classrooms.

Some states no longer accept undergraduate degrees in education for teacher certification. Instead, they require a liberal arts undergraduate degree plus one or two years of additional graduate study. Although this approach ostensibly has the advantage of ensuring that teachers have both solid academic backgrounds and teaching skills, it also has the negative effect of deterring those unwilling to spend additional years and money in graduate school, especially since many education graduate programs have mediocre reputations. Even more troubling, because of low academic standards in many universities, a liberal arts college graduate may not necessarily have mastered his subject. Rather than prescribing the means of training teachers, states should demand that teachers demonstrate subject mastery through rigorous exams and hold them, and those making hiring decisions, accountable for classroom performance.

Back in 1983, the National Commission on Excellence in Education reported in *A Nation at Risk* that not enough "academically able" students were being attracted to teaching as a career option.¹ Student performance was clearly suffering. Fifteen years later, test results indicate the trend continues.

Teachers Can't Teach What They Haven't Studied: Teacher Training in the United States

Increasingly, students are expected to pass high-stakes tests for promotion and graduation and they must have teachers who have the knowledge and teaching skills to help them pass. Unfortunately, state teacher certification policies actually *discourage* potential teachers from studying academic subjects, so it should come as no surprise that teachers lack deep subject matter knowledge. Although requirements vary across states, there are three basic components states use to determine who is qualified to teach: formal education, student teaching, and standardized tests. In practice, states issue teacher licenses primarily based on hours of study--not demonstrated proficiency in a subject or in the classroom. The problem is not that teachers are not certified. The vast majority of public school teachers--over 90 percent--are indeed certified to teach. The problem is teacher certification simply does not translate into teacher quality, especially when it comes to subject matter mastery.

Teacher Testing: What Do Teachers Know?

The United States is one of the few countries participating in the Third International Math and Science Study (TIMSS), a math and science education study of 41 countries, that does not uniformly require teachers to pass a test for certification. Testing requirements for new teachers vary greatly among states. Despite rigid certification requirements, many teacher education programs are producing graduates with poor basic skills. In general, the teaching profession loses the brightest college graduates who are lured by more lucrative careers. According to Harvard University's Richard Murnane, "College graduates with high test scores are less likely to become teachers, licensed teachers with high test scores are less likely to take teaching jobs, employed teachers with high test scores are less likely to stay, and former teachers with high test scores are less likely to return."² A bold strategy is necessary to reverse this trend.

Many states require teachers to take some type of certification test. Many states employ the Praxis tests for initial certification which were developed by the Education Testing Service (ETS) in 1993. The consensus view is that these tests are not particularly difficult. (One sample question from a Praxis general knowledge test asks prospective teachers to list the following events in chronological order: The beginning of the Great Depression, The First World War, The New Deal, and the Korean War.) In Virginia, nearly one-third of aspiring teachers did not pass the Praxis test of basic skills in reading, writing, and math this year. If the twenty other states issuing the test had used Virginia's cutoff, about one-half of the test takers would have failed.

Education school professors and others argue against testing teachers. One argument is that minority teachers tend to fail such tests at a higher rate than white teachers. In 1996, a federal judge upheld the California Basic Educational Skills Test (CBEST) after a group of minority educators claimed the test was a "discriminatory selection device" that prevented qualified minorities from obtaining a teaching credential. As a result of the suit, state officials removed difficult geometry and algebra questions from the test. In Massachusetts, only 31 percent of African American prospective teachers passed the literacy portion of the test, compared to a 51 percent passing rate for all racial and ethnic groups.

Recruiting minority teachers has become a public policy priority, since there are far more minority students than teachers. One-third of K-12 students are black, Hispanic, or Asian, while 87 percent of teachers are white. Nearly one-half of all schools do not have a single minority teacher.³ A major barrier to recruiting more minority teachers is that minority students are less likely than white students to enroll in and graduate from college. But the story is much more complicated. As minorities have made socioeconomic gains in recent decades, they are pursuing more lucrative professional careers. The result is that fewer well-educated minorities are entering the teaching profession. In the 1940s, 79 percent of female, African American college graduates became teachers; that figure has dropped to just 23 percent.

Another criticism of teacher testing is that the research link between test scores and classroom performance has not been definitively established. Yet, there is also no evidence that teachers who graduate from accredited teacher programs are more effective than teachers who do not. Test scores in and of themselves will not ensure quality teaching; neither will rigid certification requirements. However, some measure of basic competence is necessary to prevent the grossly incompetent from teaching children. A solid foundation in basic skills and in the subject one teaches must be a prerequisite to entering a classroom. Teachers, like students, should not be "socially promoted."

Teachers Can't Teach What They Haven't Learned

A surprisingly large number of teachers have not actually studied their subjects. For example, although most social studies teachers in grades 7 through 12 are certified, only 20 percent of them majored or minored in history (which is what comprises most of "social studies" at the secondary level). Fourteen percent of these teachers hold a degree in "social studies education," and another 65 percent have an education degree unrelated to an academic discipline. Overall, the majority of today's public school teachers majored in education as undergraduates rather than any specific subject area.

Secondary school teachers are less likely to have majored in general education; only 20 percent of teachers at the secondary level majored in general education, compared with 69 percent of teachers at the

elementary level.⁴ However, this is not to say that most secondary teachers hold "subject matter" majors. Prospective teachers are often segregated academically from liberal arts students. An aspiring scientist studies chemistry or biology, usually in the college of arts and sciences, while an aspiring science teacher studies "science education" in the college of education.

The phenomenon of out-of-field teaching is more common in schools with higher proportions of low-income students and minorities as well as in certain subject areas like math and science. For example, in secondary schools where 40 percent or more of the student population is eligible for a free or reduced-price lunch, over 40 percent of students in math classes are taught by teachers without an undergraduate major in the field. Fully 73 percent of students in physics classes are taught by teachers without an undergraduate major in the field.⁵

Meanwhile, in most states professionals with strong backgrounds in an academic field are barred from the classroom. Even college professors can not teach high school students; last year, Wyoming had to actually pass new legislation to allow university and community college instructors to teach high school classes without attaining certification. Common sense dictates that a college math professor should be eligible to teach high school geometry, but in most states that is not the case.

Students taught by teachers with no undergraduate degree in the field.
• 32% of students in math classes • 33% of students in biology classes • 45% of students in chemistry classes • 68% of students in physics classes
<i>U.S. Department of Education, Schools and Staffing Survey, 1993-94</i>

As it has become clear that teachers should master the subject they intend to teach, some states have changed their policies. Ten states now require all new teachers to hold a major in a specific subject field other than education. An additional 19 states and the District of Columbia require only secondary school teachers to hold a major in an academic subject. Recent data shows that a shift is indeed taking place in teacher training. Newer teachers are more likely to have majored in academic subjects.

Education Schools: How Are Teachers Trained?

Schools of education have long been objects of criticism. In general, they are not as competitive as other professional graduate programs. For example, Columbia University Teachers College--the top-ranked school of education in the country--accepts 61 percent of all applicants to its master's program. Meanwhile, Columbia's highly ranked business school only accepts 13 percent of applicants. Many graduates of top education schools choose not to teach: overall, 25-40 percent choose not to teach, and the percentage is even higher at the top education schools.

According to a recent report from Public Agenda Foundation, the priorities of education school professors differ drastically from those of parents and the public. The majority of Americans want public schools to place more emphasis on the basics: reading, writing, math, good work habits, and discipline. Yet professors place more emphasis on developing a "love for learning" than on the basics. For example, only one-third of professors think that students should be required to know the names and locations of the fifty states before receiving a diploma. As a Los Angeles professor put it, "Why should they know [the fifty states]? They need to know how to find out where they are. When I need to know that, I go look it up. That's the important piece, and here is what's hard to get parents to understand." There is no doubt that developing lifelong learning skills is crucial in the New Economy. However, students must master the basics before they can think critically.

The same report found that 57 percent of professors believe that it is absolutely essential for teachers to be deeply knowledgeable about the content of the specific subjects they will be teaching, while 82 percent think it is absolutely essential for teachers to be committed to teaching kids to be active learners.

A mere 12 percent of professors think it is absolutely essential for teachers to expect students to be neat, on time, and polite, and only 19 percent think that stressing correct spelling, grammar, and punctuation is absolutely essential for teachers. It comes as no surprise then to find that 17 percent of education school professors have never been K-12 classroom teachers, and that 51 percent of the rest have not been K-12 teachers for over fifteen years.

Education professors themselves report serious problems. Over 80 percent say that their programs need to do a better job weeding out unsuitable teachers, 63 percent admit that education programs often fail to prepare teachers for the challenge of real-world teaching, and 75 percent find that their students have trouble writing essays free of grammar and spelling mistakes.⁶

In the past decade, teacher training practices have shifted somewhat. Several prominent reports recommended that teachers use their undergraduate years to study academics and study education in graduate school. Subsequently, several states now require one or two years of graduate level education for teacher certification. Although this is a step in the right direction, there is not one particular method of training and certification that will always guarantee teacher quality. In fact, mandatory training requirements will hinder innovation in training. Rather than regulating the means of educating teachers, states should concentrate instead on ensuring that students have qualified teachers in their classrooms. Student performance, not seat time in education school, must be the bottom line.

Putting Talented Teachers in the Classroom

Since school administrators simply cannot leave teaching positions vacant, some schools must scramble to put warm bodies in front of classrooms during the first week of school. In California, 21,000 of the state's 250,000 teachers are working with emergency permits in the most troubled schools. A growing student population and class size reduction will only exacerbate this problem. Facing a teacher shortage in the 1980s, New Jersey was the first state to offer prospective teachers an alternative route to certification. Unlike emergency permits, which open the doors to teaching to anyone with a college degree, alternative certification programs generally require the passage of a competency test and ongoing professional development. Now 41 states and the District of Columbia have some form of alternative certification, although the promise of such programs has not been realized because they are often designed as stopgap emergency measures, not as systemic ways to lift teacher quality.

Alternative credential programs go beyond the typical "approved college teacher education route." To qualify for many alternative teacher credential programs, applicants must have a baccalaureate degree and at least one year of work experience, demonstrate experience with children (i.e., through volunteer work), and complete an extensive number of hours in training and management. Successful completion of standardized Praxis I tests along with a minimum college GPA are additional requirements set up by alternative credential programs.⁷ The growing number of teachers entering the profession through alternative routes supports the claim that there are many college graduates interested in teaching who are deterred by traditional requirements.

California has made great use of its Teacher Internship Program since the state reduced class size to 20 in grades K-3 two years ago. The internships are the products of local partnerships between districts and universities. They offer candidates a full-salary teaching position upon completion of 120 hours of pre-service training and passage of the state's teacher assessments. The streamlined process attracts a greater number of teacher candidates who specialize in particular fields or demonstrate special skills.

One of the greatest benefits associated with alternative teacher certification programs is the practical experience and maturity that these people have gained in another job that they can then bring to the classroom. Instead of teaching immediately upon graduation from college, alternative programs attract people who have already established themselves in a previous career. Not only do these candidates have college majors in science, math, and the liberal arts, they may bring a critical perspective to students as to the necessary skills required in the workplace. The mean age for the California program is 38. Alternative certification programs also attract a higher proportion of minority teachers than traditional programs.

Alternative programs have shown high retention rates. Less than three-fourths of California's traditional teacher education graduates actually become teachers. An astonishing 75 percent of teachers with emergency permits leave after 2 years, while 88 percent of interns are still in the classroom.

While alternative certification programs bring many benefits, traditional teacher credential programs continue to overshadow alternative ones. And although they offer a streamlined entry into the profession, most states require candidates to complete course work in schools of education during the first few years of teaching.

Policy Implications

There is clearly a problem in the way teachers are certified, hired, and rewarded. States and districts will not be able to raise their standards unless they have a larger applicant pool. Maryland is a telling example. That state requires teachers to take exams in the subjects they plan to teach, but in high shortage disciplines, such as chemistry and physics, the exams are given on a "no fault" basis. That is, teachers must take the exam, but there is no requirement that they actually pass it. Meanwhile, many talented people are barred from public classrooms because they lack education course work, choosing instead to teach in private schools or enter other professions.

Of course, someone who masters a subject area will not necessarily have the skills to teach it. Most new teachers will need training in classroom management, instruction, and other teaching skills, but states should not prescribe a particular way to do this.

Alternative routes into the teaching profession should not be reserved for the most desperate situations. The field should be open to those with traditional education training and those with a liberal arts background or relevant professional experience. To ensure teacher quality, schools should require new teachers to demonstrate mastery of the subjects they will teach, hold teachers accountable for classroom performance, dismiss poor teachers, and reward excellent teachers. Only by boosting teacher expertise can we expect students to excel.

Recommendations

To meet these policy challenges, PPI proposes the following:

- ***States should develop assessments for new teachers based on established student standards.*** Most states have developed standards for what students should know and be able to do. The next logical step is for states to create tests for new teachers that are aligned with student standards. All new teachers should be required to pass challenging state competency examinations.
- ***States should modernize teacher certification.*** States should not prescribe a particular method of teacher training. A principal should be able to hire any candidate who passes the state competency exam.
- ***States should promote alternative teacher education programs.*** Although states should not dictate teacher education, most teachers will need training. Schools of education will continue to train teachers, but government should also support other forms of teacher training. For example, public schools could follow the example of many private schools and place inexperienced teachers with a mentor as a paid assistant. More states could implement teacher internship programs, similar to the one in California, which place professionals as full-time teachers after a summer of training and provides them with ongoing professional development. In order to receive government funding and accreditation, states should require that all teacher education programs ensure that a high percentage of students pass the state competency exam.
- ***Districts should recruit teachers in shortage areas with higher pay.*** In today's society, a solid background in math and science is valuable. It is not surprising to find that there is a nationwide shortage of math and science teachers. According to the California Commission on Teacher Credentialing, that state has never (in forty years of keeping records) filled its math and science

teaching positions with fully credentialed teachers. At the same time, there are four to seven times as many social studies teachers as positions. Allowing professionals with math and science backgrounds to enter the profession more easily would help ease the situation, but the reality is that districts will have to pay math and science teachers more. Likewise, it is difficult to recruit teachers into high poverty urban and rural areas. Rather than scrambling to put warm bodies in classrooms during the first week of school and lowering teacher test score cutoffs, school districts should recruit workers like other segments of the labor market: by raising salaries.

- ***Teacher-shortage districts should offer "signing bonuses" to teachers who relocate.*** Some areas, especially those with many colleges and universities, have teacher surpluses. Conversely, areas without a well-educated population often have a hard time finding well-educated teachers. Teachers who relocate should, like other professionals, receive financial incentives to move.
- ***The federal government should provide incentives for teachers to teach in high poverty areas.*** Since high poverty areas face financial constraints, the federal government should help level the playing field by expanding loan forgiveness programs. Such programs should target teachers who pass the state competency exam and teach in high- poverty, teacher-shortage areas.
- ***States should repeal teacher tenure laws.*** The way to improve teacher quality is to hold teachers accountable for performance. Tenure laws prevent principals from firing incompetent teachers. Firing a teacher can take years and cost a school system thousands of dollars. Not surprisingly, schools rarely make the effort. In the 1997-1998 school year, ten of Boston's 46,000 teachers were recommended for dismissal, the largest number ever. Not a single teacher faced dismissal the prior year. As in any profession, teachers should have protection from discrimination, but they should be dismissed if they are ineffective.
- ***Schools should reward educators for high performance.*** When teachers and administrators succeed in boosting student performance, they should receive bonuses and other recognition. Currently, performance incentives are rare in public schools, but experiments have occurred in Kentucky, South Carolina, and the Charlotte-Mecklenburg school district in North Carolina. In New York City, the business community has adopted a district in the East New York section of Brooklyn and plans to raise \$29 million to reward effective teachers, principals, and superintendents. Compensating high performance should not be an isolated event.
- ***Schools must be attractive workplaces.*** There are deeper problems surrounding teacher recruitment and retention beyond certification and salaries (which are outside the scope of this paper). High-poverty schools face shortages in large part because they are unsafe, because bureaucratic red-tape interferes with teachers' efforts to do their jobs, and because teachers often do not have the necessary supplies and resources. Larger reform efforts that empower teachers will go a long way in making the profession more attractive. For example, Washington, DC, has a general teacher shortage, yet attracted hundreds of interested candidates to its charter school fair this spring. Although the new charter schools will serve at-risk students and are not located in the best facilities, prospective teachers were attracted to the prospect of working in an innovative, non-bureaucratic school. All teachers should work in such an environment.

Conclusion

Teacher quality is not the only component of effective schooling, however it is a crucial one. Quality teachers are as important to academic achievement as high standards, adequate resources, and accountability. It is imperative that states consider teacher quality when developing their educational strategies and teacher certification policies.

Notes

1. Findings from the Condition of Education, "America's Teachers Ten Years After a Nation at Risk."
2. Richard Murnane, et al., *Who Will Teach? Policies that Matter*. (Cambridge, MA: Harvard

University Press, 1991): 10.

3. U.S. Department of Education, *Schols and Staffing in the United States: A Statistical Profile, 1993-1994* (Washington, DC: U.S. Government Printing Office, 1993-1994).

4. *America's Teachers: Profile of a Profession, 1993-1994* (Washington, DC: National Center for Education Statistics, 1997).

5. U.S. Department of Education, *Schools and Staffing Survey, 1993-1994* (Washington, DC: US Government Printing Office, 1994).

6. *Different Drummers: How Teachers of Teachers View Public Education*, (Washington, DC: Public Agenda Foundation, 1997).

7. Emily C. Feistritzer, "Alternative Teacher Certification: An Overview" (1998).

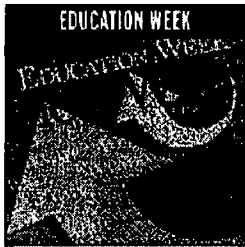
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Tenure and Teaching Portfolios

By James M. Cooper

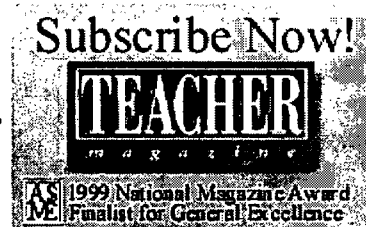
News coverage of education over the summer has pointed to the continuing public concern that revolves around the issue of tenure for public school teachers. ("In Push for Accountability, Tenure Becomes a Target," June 25, 1997.) At present, teachers in most states acquire tenure after completing a three- to five-year

We need deliberate decisionmaking, not merely a default process.

probationary period of teaching in the same district. Even some supporters of maintaining tenure argue that too often principals who evaluate probationary teachers don't do an adequate job of weeding out the incompetent or marginal teachers, thus sticking the district with inadequate or mediocre teachers for years to come.

Given the expense and time required to follow due process to fire incompetent teachers, a more stringent procedure for acquiring tenure would seem to be warranted.

One of these more rigorous alternatives would be to require teachers to apply for tenure and to be reviewed by a school's tenure committee, consisting of the principal, a group of tenured teachers, and perhaps parents. Teachers seeking tenure would have to prepare a teaching portfolio for review by this committee. Guidelines for what the portfolio would contain and how it would be evaluated could be developed by each district. Portfolios generally would have evidence of the teacher's work and the results of that work. For example, they might contain such items as videotapes of teaching performance, course outlines, lesson plans, examinations constructed by the teacher, examples of students' work, evaluations conducted by classroom observers such as the principal and other teachers, evidence of professional growth, and other materials that would assist the tenure committee in judging the teacher's worthiness for a continuing, rather than time-limited, contract.



There would be several advantages to this procedure for awarding tenure as compared with the current system. A major one would be that by requiring teachers to apply for tenure and to complete a rigorous review, the quality of the tenured teaching force would improve over the years. Another advantage would be to make the acquisition of tenure a much more professional, meaningful, and prestigious experience. Granting tenure under this procedure would also be easier for school boards to defend to the public as a deliberate decision rather than a default process, thus satisfying some of the public demand for accountability.

During the initial years of probationary teaching, teachers would be signed to single-year contracts. If their probationary teaching was satisfactory, they could then be hired for three- or five-year contracts that could be renewed indefinitely. Whether or not to seek tenure would be a decision left entirely to each teacher.

Commentary



The use of teaching portfolios in evaluating teacher performance is expanding, having been given particular attention by the National Board for Professional Teaching Standards, which requires teachers seeking national certification to submit portfolios to assessors for examination. Under the new system for attaining tenure, it might also be desirable to extend the time period before which tenure could be sought from three years to five or six years, thus allowing more time for teachers to collect and compile examples of their work and their students' work.

School politics could influence tenure deliberations, but the same point could be made about almost any meaningful decision affecting the school.

Arguments against this proposal might include concerns that teachers would not have time to prepare teaching portfolios; that the principal and other teachers would not have time for the significant review the tenure procedure would require; that school politics would influence the deliberations; that there would be too much subjectivity in the decisionmaking process; and that many experienced teachers would be teaching without tenure, thus making them vulnerable to arbitrary dismissals.

On the time concern, one could argue that the construction of the portfolio could and should be spread out over several years. All teachers would know that such an undertaking was required for tenure, so they could compile materials over several years of teaching. Such an important decision is worth whatever time and effort are needed to construct a portfolio and have others carefully assess it. Certainly, the National Board for Professional Teaching Standards believes the time and effort are worth the results of national certification.

School politics could influence the tenure deliberations under this plan, but the same point could be made about almost any meaningful decision affecting the school, including the current process used to grant tenure. By involving teachers in the decisionmaking, along with the principal (and perhaps some parents), teachers would assume a significant professional responsibility, one entirely consistent with the precepts of site-based decisionmaking. Determining whether or not one's colleagues warrant continuing contracts is a serious and professional responsibility that should be a positive force in the professionalization of teaching.

Concern about the subjectivity of the decisionmaking process can be addressed by developing guidelines on what materials would go into portfolios and how those items would be evaluated. Clearly, the context in which the applicant was teaching, including the students' abilities and the difficulty of the teaching situation, would have to be taken into consideration. Some would argue that subjectivity is being reduced, rather than increased, by requiring a teacher to prepare his or her own best case for receiving tenure. In any event, the current process, in which the principal alone evaluates the teacher, is fraught with subjectivity.

It is true that this proposed plan would result in many teachers who in the old system would have had tenure teaching under multiyear contracts, making them potentially vulnerable to capricious or arbitrary dismissal. That is why thought would have to be given to creating safeguards against

dismissals based on such reasons as wanting to hire teachers with lower salaries or disagreements over educational policy. Teachers need and deserve such protection.

The procedure I am suggesting is quite similar to what happens in higher education. A teacher (an assistant professor) is reviewed by peers and by administrators, using materials provided by the applicant and administrators, to determine the applicant's qualifications for tenure. Such a procedure has much to commend it and with carefully constructed safeguards could work well in public school systems. I also believe that the process itself would contribute to teacher professionalism, increased accountability, and better teaching for the students in our schools.

James M. Cooper is a commonwealth professor and a former dean of the Curry school of education at the University of Virginia, Charlottesville, Va.

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[Introduction](#) | [Page 1](#) | [Page 2](#) | [Page 3](#) | [Page 4](#) | [Methodology](#) | [Notes](#)

Efforts To Improve Teacher Quality

KEY:

(O) indicates that the written assessment for incoming teachers is optional for some basic/basic skills
 gen'l general knowledge ped pedagogy subj subject matter subj-ped subject-specific pedagogy
 Program indicates state has adopted teacher competency standards but holds teacher training programs rather than individual
 teachers responsible for them.

color safe			State has adopted standards for new teachers (1998)	State has assessment(s) to measure whether new teachers meet standards (1998)	State requires and funds an induction program for new teachers (1998)
North Carolina	93	A	yes	basic, ped., subj.	yes
Connecticut	93	A	yes	basic, subj., (ped.)	yes
South Carolina	92	A-	yes	basic, ped., subj.	yes
Oklahoma	92	A-	yes	gen'l, ped., subj.	yes
Kentucky	89	B+	yes	basic, subj.	yes
Louisiana	86	B	yes	basic, gen'l, ped., subj.	yes
Michigan	86	B	yes	basic, (ped.), subj.	unfunded
California	85	B	yes	basic, (ped.), (subj.)	partial
Massachusetts	85	B	yes	basic, subj.	no
New York	85	B	yes	gen'l, ped., subj.	no
Florida	84	B	yes	basic, ped., subj.	no
Indiana	84	B	yes	basic, gen'l, ped., subj.	yes
West Virginia	84	B	program	basic, ped., subj.	yes
Missouri	84	B	program	basic, subj., (ped.)	local
Colorado	83	B	yes	basic, gen'l, ped., subj.	unfunded
Minnesota	83	B	yes	basic	pilots
Maryland	83	B	program	basic, subj., subj-ped.	no
Virginia	83	B	program	basic, subj.	partial
Wisconsin	83	B	no	basic	partial
Rhode Island	82	B-	no	basic, gen'l, ped.	local
Tennessee	81	B-	program	basic, ped., subj.	no
Georgia	81	B-	program	basic, subj.	no
Ohio	80	B-	yes	gen'l, ped., subj.	no
Vermont	79	C+	program	none	no
Arizona	78	C+	yes	ped., subj.	no
New Jersey	78	C+	no	(basic), (subj.)	unfunded
Texas	78	C+	yes	ped., subj.	no
Delaware	78	C+	yes	basic	partial
New Mexico	78	C+	program	basic, gen'l, ped.	unfunded
New Hampshire	77	C+	program	basic, subj., subj-ped.	no
Alabama	76	C	program	basic	no
Washington	76	C	yes	none	partial
Hawaii	76	C	yes	basic, ped., subj.	no
Maine	75	C	no	basic, gen'l, ped.	yes
Nevada	75	C	no	basic, ped., subj., (subj.-ped.)	no
Mississippi	75	C	no	basic, ped., subj.	no
Kansas	75	C	program	ped.	no

Utah	74	C	no	none	no
Nebraska	73	C	program	basic	no
Iowa	73	C	no	none	no
Arkansas	73	C	yes	basic, ped., subj.	no
Montana	73	C	no	basic	no
Pennsylvania	73	C	no	basic, gen'l, ped., subj.	local
Oregon	72	C-	program	basic, ped., subj.	no
South Dakota	72	C-	program	none	no
North Dakota	72	C-	no	none	pilots
Illinois	69	D+	no	basic, subj.	no
Alaska	69	D+	program	basic	no
Wyoming	66	D	program	none	no
Idaho	66	D	no	none	yes
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[Introduction](#) | [Page 1](#) | [Page 2](#) | [Page 3](#) | [Page 4](#) | [Methodology](#) | [Notes](#)

Efforts To Improve Teacher Quality, cont'd.

State	State requires assessment of the classroom performance of new teachers (1998)	State provides incentives for teachers to seek national board certification (1998)				Number of national-board-certified teachers (1998)
		License portability	License renewal	Fee supports	Pay supplement	
North Carolina	yes	X	X	X	X	536
Connecticut	yes			X		26
South Carolina	yes			X	X	14
Oklahoma	yes	X		X	X	39
Kentucky	yes	X			X	12
Louisiana	yes					8
Michigan	no	X	X	X		70
California	no	X			X	129
Massachusetts	no		X	X*		21
New York	yes					38
Florida	no	X	X	X	X	22
Indiana	no					21
West Virginia	no					1
Missouri	yes			X		17
Colorado	no		X			43
Minnesota	no		X	X		90
Maryland	yes		X	X		13
Virginia	no		X	X		28
Wisconsin	yes			X	X	2
Rhode Island	no	X		X		6
Tennessee	yes		X	X		6
Georgia	no	X	X	X	X	29
Ohio	no		X	X	X	337
Vermont	no					1
Arizona	yes	X	X			16
New Jersey	yes					14
Texas	no					7
Delaware	no			X	X	18
New Mexico	yes	X	X			67
New Hampshire	no					1
Alabama	no	X		X	X	24
Washington	no					12
Hawaii	no					0
Maine	no					2
Nevada	no					0
Mississippi	no		X	X	X	62

Kansas	no			X			12
Utah	yes						1
Nebraska	no						2
Iowa	no	X	X	X	X		14
Arkansas	no	X		X			1
Montana	no	X	X				6
Pennsylvania	no						4
Oregon	no						0
South Dakota	no						0
North Dakota	no						0
Illinois	no		X	X			36
Alaska	no						7
Wyoming	no			X			1
Idaho	no						17
U.S.	14	14	17	24	13		1833

NOTE: States are ranked by number grade to the nearest decimal; ties are ranked by alphabetical order.

* Clarification: The National Board for Professional Teaching Standards publication, "State & Local Action Supporting National Board Certification," November 1998, incorrectly identified Massachusetts as not having fee supports for National Board Certification. Massachusetts will pay for half of the certification fee of a limited number of candidates in 1998-1999. This does not affect the state's grade.





[Introduction](#) | [Page 1](#) | [Page 2](#) | [Page 3](#) | [Page 4](#) | [Methodology](#) | [Notes](#)

Efforts To Improve Teacher Quality, cont'd.

	% secondary teachers who hold a degree in the subject they teach (1994)	State requires time for professional development (1998)	State provides professional development opportunities (1998)	State provides funds for local professional development activities (1998)
North Carolina	66	yes	yes	yes
Connecticut	74	yes	yes	yes
South Carolina	63	yes	yes	yes
Oklahoma	61	yes	yes	yes
Kentucky	53	yes	yes	yes
Louisiana	50	yes	yes	yes
Michigan	67	yes	yes	yes
California	51	yes	yes	yes
Massachusetts	72	yes	yes	yes
New York	75	no	yes	yes
Florida	62	yes	yes	yes
Indiana	70	yes	yes	yes
West Virginia	60	yes	yes	yes
Missouri	65	no	yes	yes
Colorado	66	yes	yes	no
Minnesota	81	yes	yes	yes
Maryland	72	no	yes	yes
Virginia	61	yes	yes	yes
Wisconsin	63	yes	yes	yes
Rhode Island	76	yes	yes	yes
Tennessee	55	yes	yes	no
Georgia	68	yes	yes	yes
Ohio	61	yes	yes	yes
Vermont	73	yes	yes	yes
Arizona	58	yes	yes	no
New Jersey	69	yes	yes	no
Texas	51	yes	yes	yes
Delaware	71	no	yes	yes
New Mexico	52	no	yes	yes
New Hampshire	71	yes	yes	yes
Alabama	63	no	yes	yes
Washington	61	yes	yes	yes
Hawaii	67	no	yes	yes
Maine	59	no	yes	yes
Nevada	66	yes	yes	yes
Mississippi	61	yes	yes	no
Kansas	60	yes	yes	no
Utah	62	no	yes	yes
Nebraska	75	yes	yes	no
Iowa	70	yes	yes	yes
Arkansas	60	no	yes	no

Arkansas	60	no	yes	no
Montana	64	yes	yes	no
Pennsylvania	72	no	yes	yes
Oregon	59	yes	yes	yes
South Dakota	59	yes	yes	no
North Dakota	76	yes	yes	no
Illinois	72	no	yes	no
Alaska	64	yes	yes	no
Wyoming	72	no	no	no
Idaho	56	no	yes	no
U.S.	63	36	49	35

NOTE: States are ranked by number grade to the nearest decimal; ties are ranked by alphabetical order.





[Introduction](#) | [Page 1](#) | [Page 2](#) | [Page 3](#) | [Page 4](#) | [Methodology](#) | [Notes](#)

Efforts To Improve Teacher Quality, cont'd.

KEY: * Teacher preparation programs in the state require an academic subject major for prospective secondary teachers.

	State requires an academic major for certification of secondary teachers (1998)	State requires K-12 standards be used in teacher education (1998)	% new graduates from NCATE-accredited institutions (1997)	State requires early and varied field experiences prior to student teaching (1998)	State has a student teaching requirement (1998)
North Carolina	yes*	yes	100	yes	yes
Connecticut	yes	yes	79	yes	yes
South Carolina	yes	yes	97	yes	yes
Oklahoma	yes	yes	100	yes	yes
Kentucky	yes	yes	93	yes	yes
Louisiana	no	yes	98	yes	yes
Michigan	yes	yes	82	programs req	yes
California	equivalent	yes	81	yes	yes
Massachusetts	yes	yes	96	yes	yes
New York	yes	yes	79	yes	yes
Florida	yes	yes	91	yes	yes
Indiana	no	no	100	yes	yes
West Virginia	no	yes	100	no	yes
Missouri	equivalent	yes	77	yes	yes
Colorado	yes	yes	88	yes	yes
Minnesota	yes	yes	99	no	yes
Maryland	no	yes	100	yes	yes
Virginia	yes	yes	99	yes	yes
Wisconsin	yes	yes	68	yes	yes
Rhode Island	yes	yes	62	yes	yes
Tennessee	yes	yes	87	programs req	yes
Georgia	equivalent	yes	92	programs req	yes
Ohio	yes	yes	91	yes	yes
Vermont	yes	yes	100	yes	yes
Arizona	yes	no	0	yes	yes
New Jersey	yes	no	73	yes	yes
Texas	yes	yes	49	yes	yes
Delaware	no	no	100	yes	yes
New Mexico	equivalent	no	100	programs req	yes
New Hampshire	yes	no	100	yes	yes
Alabama	equivalent	yes	97	yes	yes
Washington	no	no	98	yes	yes
Hawaii	yes	yes	0	yes	yes
Maine	yes	yes	100	programs req	yes
Nevada	yes	no	77	programs req	yes
Mississippi	yes	no	95	yes	yes
Kansas	no	yes	96	yes	yes
Utah	yes	yes	95	programs req	yes

Nebraska	equivalent	yes	97	yes	yes
Iowa	equivalent	no	35	yes	yes
Arkansas	no	no	98	yes	yes
Montana	equivalent	no	100	yes	yes
Pennsylvania	no	no	90	no	yes
Oregon	no	yes	100	no	yes
South Dakota	yes	yes	100	yes	yes
North Dakota	yes	no	100	yes	yes
Illinois	no	no	74	yes	yes
Alaska	yes	no	0	yes	yes
Wyoming	yes	yes	0	yes	yes
Idaho	no	no	100	no	yes
U.S.	38	33	85	38	50

NOTE: States are ranked by number grade to the nearest decimal; ties are ranked by alphabetical order.

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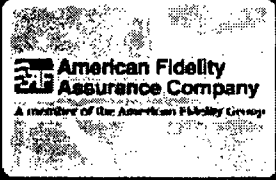


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Teachers Tackle Testing: The Scoop on Teacher Assessment

A Harvard graduate, a Boston University graduate, and an MIT Ph.D. failed the Massachusetts new-teacher assessment test. How do you think you would do on it?

*A registration process so cumbersome that it takes 45 minutes to complete
Fees ranging from \$70 to \$200
Two four-hour exams, with only a 15-minute break
Desks too small for the average adult's body
And your job depends on your performance!*

TEACHER RESOURCES

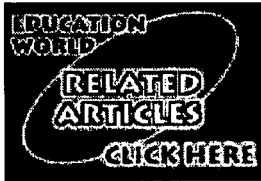
Does that describe an inhumane situation too archaic to be true -- or just the latest installment in the saga of teacher assessment?



**Professional
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"I know students who lost jobs because of the test," said Salem State University professor Clark Fowler ("Teacher Exam Authors Put to the Test," *Boston Globe*, October 7, 1998).

In Massachusetts, teacher applicants are asked to write in cursive using upper- and lowercase writing; write from dictation; rewrite a 500-word essay using only 250 words; compose an original 300- to 500-word essay; read six or seven texts of approximately 400 words and answer multiple choice questions on the contents; and provide grammar and word definitions. Test takers do this for four hours, take a 15-minute break, and then take another four-hour exam. And -- *surprise!* -- many fail. Among those who failed were graduates from Harvard and Boston University and an MIT Ph.D.

In Massachusetts last October, 45 percent of prospective teachers failed the assessment test, slightly lower than the percentage who had failed the last two exams. Of those who retook all three parts of the exam, 92 percent flunked again.

National Evaluation Systems Incorporated, the organization that constructed the Massachusetts test, provides teacher-assessment tests to seven other states. Alabama stopped using the test after minority candidates who had failed sued successfully in 1989. Teachers in California and New York are also challenging the test.

TEST QUALITY: A KEY ISSUE?

Frequently, the greatest question in the minds of many teachers is not whether they should be assessed, but whether the test used to do so is fair.

"I don't mind testing teachers to see if they're qualified," aspiring teacher Michael Kane told Education World, "but I'd prefer it be a national not a state test. Most of my schooling is in North Carolina, and what you have to take in college there to be a teacher is completely different from what you need to be a teacher in Louisiana, so if I take a teacher-assessment test, I might not pass it. If there was only one test, there would be consistency in teacher preparation."

Currently, seven states use the National Evaluation System's tests, 27 use the National Teachers Exam, 43 ask new teachers to pass basic skills tests, and 32 require teachers to demonstrate proficiency in the subjects they teach. Teachers have not done well on those tests. Failure rates are between 20 and 30 percent on the basic skills and proficiency tests and 50 to 55 percent on the National Teachers Exam.

Do the high failure rates exist because the assessment tests are flawed, the cut-off scores are too high, or the states' teacher training requirements are different?

ARE THERE OTHER FACTORS?

Those are certainly factors, but many think other issues are at play too. Rampant grade inflation in recent years has allowed poorly prepared students to graduate not just from high schools but also from colleges. As the preparation of the students entering colleges declines, college standards decline. Many believe, too, that the average student in education might not be the college average; the most highly qualified students just do not gravitate toward education.

Right now, nearly one-third of math students in South Carolina are taught by teachers who did not even minor in math. But South Carolina isn't the only state; eight states have even worse records. Additionally, because of a teacher shortage that is especially acute in science, math, foreign languages, and special education, some classroom teachers do worse than 95 percent of the nation on teacher-assessment tests. But do we really want people who score in the bottom fifth percentile teaching our children? What can be done?

WEED OUT LOW PERFORMERS EARLIER

Kathleen Kelly, president of the Massachusetts Federation of Teachers, suggests teacher-qualifying exams be required earlier in a students' course of study so that those who seem headed toward problems could be redirected to other fields. She would like subject matter emphasized and undergraduate classes in education eliminated. In addition, if teachers are required to earn a master's degree immediately rather than within five years as now permitted, they may be better prepared when they first enter the classroom, Kelly feels.

Stanley Z. Koplik, Massachusetts state chancellor, suggests raising the minimum SAT scores necessary for entrance to teacher-education programs from the current score of 1000 to 1100. He also proposes closing college programs in which fewer than 80 percent of the students pass the assessment tests for two consecutive years. In the most recent test in Massachusetts, only Wellesley College and Harvard met the 80 percent pass rate!

Because schools of education -- even those in excellent colleges -- are often not required to be accredited, many are quite poor. Koplik wants to close them, but if we do not have enough teachers to meet our needs, what good would closing those schools do? Who will teach our children?

Some suggest fast-tracking alternative certification for second career professionals, but others wonder, *Even* if the career professionals know their subjects, can they teach them?

Another option is to offer high-achieving students who want to become teachers direct financial incentives, especially those interested in teaching in areas of greatest need. Some school systems are also investigating innovative ways to retain and reward the outstanding teachers they have. They provide outstanding teachers with scholarships to cover most or all of the \$2,000 application fee for National Board Certification, considered by many as the highest honor available to teachers. Besides the accolades, teachers who pass this often are offered financial remuneration. For example, one school district gives \$1,000 bonuses to teachers for each year they hold the certification. Those excellent teachers can also be used to mentor new teachers, helping them achieve success in the classroom.

"Qualified teachers should be appropriately compensated," long-time Florida teacher Bev Heller told Education World. "I feel it is a national disgrace that we as a society place a greater value on garbage pickup than on the personnel entrusted with the education of our children."

TEACHER QUALITY *DOES* MAKE A DIFFERENCE!

Harvard professor Ron Ferguson researched data from 900 Texas school districts. Ferguson noted that the quality of the teacher (as determined by test scores, level of education, and experience) accounts for 43 percent of the difference in math scores of students in grades 3 to 5.

In North Carolina, the results of research by Robert Strauss of Carnegie-Mellon were similar. He found that for every 1 percent increase in a teacher's certification score there is a 3 percent drop in the number of students who cannot perform at their grade level in reading and math. Both researchers confirm what teachers have known for years: the single most important factor accounting for a student's high test scores is the quality of the teacher in front of the room.

Linda Darling Hammond, executive director of the National Commission on Teaching and America's Future said, "We used to think we could teacher-proof education, that we could somehow change the curriculum, change the textbooks, change the management system and that would fix schools. And what we've learned in research over the last couple of decades is that in fact you can't improve education without investing in teachers who know a lot."

Many people seem to be looking for quick answers, but they are just not there. In order to improve schools, we must weed out poor teachers and attract and retain good ones. Whether the teacher-assessment tests are poorly constructed or not, whether the pass rate is too high or not, if we cannot attract a higher caliber candidate to the field of education, we will have to use the candidates we have.

ON-LINE TEACHER TESTING RESOURCES

- Grading the Graders In this September 15, 1998, Online Newshour story, experts discuss pros and cons of the Massachusetts new-teacher assessment test.
- Testing Out the New Test for Would-Be Teachers A *Christian Science Monitor* story about the controversy surrounding the Massachusetts new-teacher test.
- Bad Idea Back in Bay State This NEA Today article describes problems associated with the Massachusetts new-teacher test.
- State's Teacher Test One of Nation's Easiest This *Greenville News* story explains why some states accept candidates with low scores on teacher-assessment tests.
- Testing Pushes Teachers to Limits This *Arizona Republic* article explains what is required for teachers to earn National Board Certification, one of the highest distinctions available to them.
- Less Truth Than Error? An Independent Study of the Massachusetts Teacher Tests A paper published in the February 1999 issue of the journal, *Education Policy Analysis Archives*. Using data from state and academic reports from the April and July test dates, an ad hoc committee of nationally-known researchers has now been able to make a preliminary assessment of the exams. The committee focused on the Communications and Literacy exam that was required of all prospective teachers regardless of grade level or subject area. The paper concludes that "scores on the Massachusetts Teacher Tests of reading and writing are highly unreliable."

OTHER RESOURCES USED TO COMPILE THIS STORY

- "Massachusetts Test Aftershocks Continue," *Education Week*, September 9, 1998
- "A Dunce Cap on Teachers," *Boston Globe* editorial, September 14, 1998
- "Teacher Exam Authors Put to the Test," *Boston Globe*, October 7, 1998

- "The 20-Point Plan: Massachusetts Unveils Teacher Improvement Agenda," *National Education Goals Panel Weekly*, October 21, 1998
- "Teacher Hopefuls Again Test Poorly," *Boston Globe*, November 10, 1998
- "What is the Massachusetts Teacher Exam Really Testing?" *Boston Globe*, December 9, 1998

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SPECIAL REPORT

In Push for Accountability, Tenure Becomes a Target

By Kerry A. White

Critics refer to it as lifetime teacher tenure, while teachers, and the unions that represent them, use such terms as "fair dismissal" and "job protection."

However they are described, the state laws that provide the ground rules for teacher dismissals have again come under scrutiny this year in legislatures across the country.

"The tenure conversation has been going on for quite some time," said Kathie Christie, an analyst at the Denver-based Education Commission of the States. "But there's been a rash of proposals [to reform tenure] over the last few years."

The tenure debate arose as part of "a growing public demand for accountability at every level" in schools, said Anne L. Bryant, executive director of the National School Boards Association in Alexandria, Va. "It's a time when everyone is being challenged to accomplish more."

The prominence of the issue can also be attributed to gains by Republicans in the governorships and legislatures in recent years. Many in the gop resent the pro-Democratic tilt of most teachers' unions and believe that the unions put a higher value on job security than on school improvement. ("Union Interests Under Attack in Statehouses," May 17, 1995.)

The job-security provisions known as teacher tenure describe the protection teachers have against unjust dismissals.

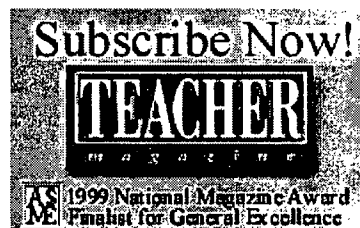
Typically, after completing a three- to five-year probationary period, a teacher remains employed by a district unless he or she is given a notice of nonrenewal or dismissal, a reason for doing so, and due process protections if he or she wants to contest the action.

State Action

Advocates for teacher tenure say that it guards qualified teachers from arbitrary dismissals. Before tenure, they say, teachers could be fired when school officials disagreed with their political leanings, when officials wanted to give a teaching job to a friend or relative, or when they wanted to save money by firing a senior teacher and hiring a rookie replacement.

"These laws do not give teachers a right to lifetime employment," said Michael D. Simpson, the assistant general counsel for the National Education Association. "Bad teachers are easily and frequently fired."

But opponents of teacher tenure argue that such laws make dismissing incompetent teachers prohibitively complicated and expensive--an



argument that resonated this year in Florida, and played out in legislative proposals in, among other states, Colorado, New Hampshire, and New York.

In Florida, Democratic Gov. Lawton Chiles recently approved a bill that reduces from one year to 90 days the amount of time a poor-performing teacher has to improve.

The law is a compromise between the state teachers' unions and lawmakers in the majority Republican legislature, many of whom wanted to replace the system with renewable three-year contracts.

Commissioner of Education Frank T. Brogan, a Republican who is a zealous proponent of abolishing tenure, derisively refers to the new measure as "tenure lite."

A bill requiring teachers in New Hampshire to pass subject competency tests and renew their contracts every three years passed in the Republican-controlled House and Senate this spring, but Democratic Gov. Jeanne Shaheen vetoed the measure last week.

After a Colorado plan to abolish teacher tenure failed to gain momentum in the legislature, lawmakers there agreed to create a special task force to study the issue this summer.

A proposal being debated in the New York legislature would require teachers and school administrators to renew their licenses every five years.

Louis Grumet, the executive director of the New York State School Boards Association, has endorsed the plan. In an interview, he cited a 1994 association study showing that, under New York's tenure system, it takes an average of 455 days and \$177,000 to dismiss a teacher. With an appeal, the average price jumps to \$317,000.

"Teachers should not be such a protected class," Mr. Grumet said. "Incompetent and mediocre teachers should not be in the classroom."

More Moderate Reform

Others are calling for the reform, not abolition, of teacher tenure. They say that too many schools fail to regularly monitor teachers and document performance deficiencies.

The debate should focus on "improving teacher preparation programs, professional development, and evaluation procedures," Ms. Bryant of the NSBA said. "We need to promote an environment where teachers can achieve at the highest levels.

"No one wants to protect bad teachers," she said.

Even the head of the NEA--an institution portrayed by opponents of tenure as the political Goliath to their David--agreed recently that the process for dismissing bad teachers should be "streamlined."

"No one believes it should take four or five or six years to either get rid of a teacher who is ineffective or, and very importantly, to exonerate a

teacher who has been falsely accused or falsely charged," NEA president Bob Chase said in speech in February. "If there is a bad teacher in one of our schools, then we must do something about it."

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**PRESIDENT CLINTON:
HONORING TEACHERS OF THE YEAR**

April 19, 1999

"Eight hours a day, five days a week, nine months a year, teachers hold the future of America in their hands...The best way we can honor American's teachers is for the rest of us to give them the tools to succeed with our children in the 21st century."

President Bill Clinton
April 19, 1999

Today, in an annual ceremony at the White House, the President honored the National and State Teachers of the Year and discussed his initiatives to strengthen the quality of teaching in our nation's schools.

Recognizing Excellence in Teaching. The National Teacher of the Year program began in 1952 and continues as the oldest and most prestigious national honors program focusing public attention on excellence in teaching. The National Teacher of the Year is chosen from among the State Teachers of the Year by a national selection committee representing the major education organizations. The 1999 National Teacher of the Year, Andrew Baumgartner, a kindergarten teacher from Augusta, Georgia, will spend the year traveling nationally and internationally as a spokesperson for the teaching profession. Fifty-five Teachers of the Year were represented at today's ceremony.

Calling for Initiatives to Ensure High-Quality Teaching. President Clinton reiterated the call he made in his State of the Union Address for Congress to enact legislation to:

- * ensure that states and school districts require new teachers to pass performance exams;
- * phase out the use of teachers with emergency certification; and
- * require secondary school teachers to have a major or minor in the subject they teach.

The President also discussed several initiatives announced earlier this year to help schools meet these higher standards and to attract talented, well-prepared teachers into our classrooms:

- * a second installment of \$1.4 billion for the President's Class Size Reduction Initiative to hire 100,000 teachers to reduce class size in the early grades to a national average of 18. To ensure that this initiative supports high-quality teaching, school districts may spend up to 15% of these funds for teacher training and other related activities;
- * \$35 million in funding -- up from \$7.5 million last year -- to provide scholarships to 7,000 outstanding students who commit to teaching in high-poverty urban and rural public schools;
- * an \$18 million initiative to build on the successful Troops-to-Teachers program to train and place thousands of retired military personnel and other mid-career professionals as new teachers in public schools, especially in high-need subject areas like math and science and in high-poverty schools;
- * a \$10 million initiative to begin recruiting and training 1,000 teachers who commit to teach in schools with high concentrations of Native American students; and
- * \$18.5 million for the National Board for Professional Teaching Standards -- a nonprofit, nonpartisan, and nongovernmental body devoted to strengthening the teaching profession by developing rigorous standards of excellence in teaching; recognizing and rewarding outstanding teachers; and keeping our best teachers in the classroom where they are most needed.

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TEACHING TO HIGHER STANDARDS: NEW YORK'S COMMITMENT

July 20, 1998

Table of Contents

	Page
I. Introduction.....	3
GAP 1: New York does not attract and keep enough of the best teachers where they are needed most.	
II. Proposed Solution to Close Gap 1	7
Attracting and Keeping the Best Teachers.....	8
GAP 2: Not enough teachers leave college prepared to ensure that New York's students reach higher standards.	
III. Proposed Solutions to Close Gap 2.....	13
i. Teacher Standards.....	14
ii. New Teacher Certification System.....	15
iii. New Certificates for Classroom Teachers.....	19
iv. Standards for Teacher Education Programs.....	23
v. Professional Standards and Practices Board	26
GAP 3: Not enough teachers maintain the knowledge and skills needed to teach to high standards throughout their careers.	
IV. Proposed Solutions to Close Gap 3	28
i. Ensuring Continuing Competence.....	29
ii. Improving Local Accountability.....	33
GAP 4: Many school environments actively work against effective teaching and learning.	
V. Proposed Solution to Close Gap 4	36
Improving the School Environment.....	37
VI. Evaluation Plan	39
VII. Appendices	
i. Appendix A - Select Temporary Licenses Issued Versus Initial Certificates Issued.....	40
ii. Appendix B - Standards for Teacher Education Institutions.....	41
iii. Appendix C - Timelines.....	43

INTRODUCTION

Teaching to Higher Standards

In 1996 New York began a sweeping reform of elementary, middle and secondary education. No less dramatic reform is needed in teaching – in the way we recruit, prepare, certify, and continue to educate teachers.

High standards must drive this reform. We are requiring higher standards of learning from students and from schools. Now we must require higher standards from teachers and from all those who train and support them.

To set higher standards of learning, New York adopted stronger graduation requirements for students, more rigorous tests, and annual School Report Cards. To ensure that students achieve those standards, we must also dedicate ourselves to building educational capacity where it counts the most – in the classroom, starting at the front of the classroom. The importance of good teaching cannot be overstated. Efforts to establish higher learning standards will only work if they are embraced by committed professionals who are ready and willing to help students meet the standards.

A majority of teachers already meets those qualifications. Virtually all adults can remember teachers who enhanced their love of learning or taught them crucial skills and interests that they continue to use. But the system that produces and evaluates teachers is not adequate to ensure that all teachers reach higher standards of excellence. And that must be our goal. New York has a unique opportunity to take new steps that will enable us to meet this goal. Within the next decade, more than half of all public school teachers will become eligible to retire. Within the next two decades, about 70 percent will retire. We can improve the system to attract, train, approve, support, and keep the best teachers – if we act now.

What Are We Looking For?

Teachers have a greater influence on students than anyone else outside of their families. We must create an educational system in which caring and competent professionals enable all of our students to master the knowledge and skills they will need to be successful in the next century.

To achieve this goal, we must create a system of teaching and teacher preparation that ensures:

- All public school students have appropriately certified teachers who have met the high standards of rigorous teacher education programs.
- All teacher education programs produce high quality teacher candidates.
- The teaching force reflects the State's diversity.
- Programs are in place to ensure that hard-to-staff areas have access to highly qualified teachers.
- All teachers regularly participate in professional development linked to the learning needs of their students.

- Poorly performing teachers are given opportunities and assistance to improve their teaching, and where unsuccessful, are removed from the classroom in a timely manner.
- All schools have educational leaders prepared to meet the challenges of school improvement.
- The state of teaching and teacher education is continually reviewed by all stakeholders; needed changes are made in a timely manner.

Closing the Gaps

New York has a lot of work to do to achieve this ideal. Right now, many students, especially those most in need of extra help, do not learn to their full potential. The School Report Cards for 1998 do show significant gains in reading, mathematics, and other subjects. But just over half as many students in high poverty, high minority schools pass Regents Exams and perform well on other State tests as do students in the rest of the State. This astonishing disparity has many causes. Some of them relate to teaching and stem from several critical gaps in New York State education.

Gap 1: New York does not attract and keep enough of the best teachers where they are needed most.

The students who perform most poorly are in schools with the least experienced teachers and the most teachers with temporary licenses, with the lowest teacher salaries and the highest teacher turnover. These schools typically attract less qualified teachers because they are also the schools that spend less money than others. One significant barometer: teacher salaries in the high-need schools are 17 percent lower than in the rest of the State.

In addition, the teaching force is not diverse enough. Minority teachers serve as role models for **all** students, and often bring critical understandings and perspectives to the classroom. Forty-four percent of the State's public school children are minorities, but only 15 percent of the teachers are minorities. And few teachers are required through their college courses to understand how to meet the needs of students from diverse backgrounds.

Furthermore, teacher education programs in such critical areas as mathematics, the sciences, special education, English as a second language, and bilingual education are producing too few qualified graduates to meet the need in all areas of the State.*

Gap 2: Not enough teachers leave college prepared to ensure that New York's students reach higher standards.

Statewide, one-sixth of would-be teachers fail one or more of the State's certification exams. Almost one-third of candidates taking the exams in New York City fail. The quality of teacher training varies greatly. As few as 30 percent – and as many as 100 percent – of the graduates of some colleges pass the certification exams.

* See Appendix A for comparison of temporary licenses issued versus initial certificates issued. This comparison identifies two important issues. For some certificate titles, too few graduates are available to meet local need and, in other cases, the graduates are not located in the high-need areas.

Gap 3: Not enough teachers maintain the knowledge and skills needed to teach to high standards throughout their careers.

Continuing professional development is frequently inadequate and not focused on student needs. Recent surveys show that some teachers get as many as 30 hours per year related to high standards of learning, but many others get inconsequential amounts or none.

Gap 4: Many school environments actively work against effective teaching and learning.

The schools with the highest needs usually have the fewest resources to solve those needs. The students most at risk try to learn in classrooms that are overcrowded, in poor condition, and equipped with outdated textbooks. Most schools in high need districts, for example, are over 50 years old and require significant repair or replacement.

These gaps, although reviewed separately here, are all related. Minorities are seriously underrepresented in the teaching profession. In addition, the teaching profession does not attract and keep enough of the best and brightest where they are needed most, because of lower salaries and poor working conditions. A significant number of those who do become teachers are not well enough prepared and do not get enough continuing professional development. Teachers too often work in decaying schools that are crowded and have the least adequate books and technology. The result: too many students do not get the extra help they need to overcome poverty and learn to their full potential.

Taking Action Now

What should New York do to reform the teaching profession and help close these gaps? We must take prompt action in seven major areas:

- **Adopt clear, rigorous standards for teachers.**

Teachers must demonstrate the knowledge, skills, and understanding required to teach to the higher student learning standards adopted by the Board of Regents and must meet new, more rigorous rules for certification.

- **Recruit and keep the best teachers where they are needed the most.**

A State-funded recruiting package of financial, educational, workplace and other incentives will attract and keep the best talent in hard-to-staff school districts and subject areas.

- **Enforce high standards for teacher education programs.**

All teacher education programs must meet more demanding standards, including rigorous accreditation, and be held accountable for meeting those standards.

- **Require school districts to develop a plan to provide substantial professional development for all teachers. Require all new teachers to maintain their teaching certificates in good standing by periodically demonstrating continuing competence through professional development.**

School districts must provide all teachers with enough professional development to ensure they meet the needs of their students. All new teachers must maintain their teaching certificates in good standing every five years by demonstrating they have completed ongoing professional development that meets the needs of their students.

- **Increase accountability for the quality of teaching in local schools.**

The State will establish more rigorous criteria and training that school administrators must use to evaluate teachers, require teachers who are rated unsatisfactory to undertake an improvement plan, and report the results of teacher evaluations in the School Report Card.

- **Maintain high standards and accountability through a “Professional Standards and Practices Board.”**

The Board of Regents will appoint a board of outstanding educators and public representatives to help achieve high standards in resolving all critical issues, including mentoring, professional development, certification requirements, and accreditation of teacher education programs.

- **Advocate more funding for high need schools.**

Making schools better places in which to learn requires a commitment to increase and target funding effectively. The State needs to focus new money where it matters most, in the highest need schools: to repair or replace decaying classrooms, buy more books and other learning tools, and raise standards and achievement in the classroom. Various proposals by the Regents and others will help solve these problems. The need to act is urgent.

This call to action must not be viewed as disparaging the teachers in our classrooms. Most of them are dedicated and able individuals who have chosen this profession for the best of reasons. Far-reaching change is required because the expectations, standards and challenges for teachers are growing dramatically. We must respond with efforts that enable current teachers to enjoy success and new teachers to enter the profession with all necessary skills and sensitivities.

Proposed Solution to Close Gap 1

Gap 1

New York does not attract and keep enough of the best teachers where they are needed most.

Solution

Attracting and Keeping the Best Teachers

Attracting and Keeping the Best Teachers

Purpose:

New York faces a shortage of qualified teachers. Already, more than 10,000 adults teach with temporary licenses - most of them in New York City and other urban settings and in fields with shortages. Within the next decade, more than half of the 202,000 currently certified and practicing teachers will become eligible to retire. As we raise standards, finding enough teachers could become more difficult. To attract, prepare, and keep the best teachers where they are needed the most, New York needs a package of financial, educational, and workplace incentives.

Recommendations:

A. Recruitment

1. To more closely **align teacher supply with demand**, the Commissioner will continually monitor available positions by teaching field and the supply of teachers in relation to current and projected hiring needs, and publish this information. An attempt will be made to distinguish actual shortages from the effects of inefficient hiring practices.
2. The Regents will ask the Governor and Legislature to support a competitive **Teacher Incentive Program** to attract or prepare well-qualified, certified teachers in certification areas and schools with shortages:
 - Qualified* **undergraduates** will be awarded \$4,000 scholarships annually for a maximum of four years with the obligation to teach in an eligible school one year for each annual award.
 - Qualified **graduate students** will be awarded a \$10,000 scholarship for one year with an obligation to teach three years in an eligible school.
 - Qualified **certified applicants** will receive a \$10,000 bonus with the obligation to teach three years in a high-need eligible school. They will be required to have Permanent or Professional Certificates and strong recommendations from the most recent employing school, and to meet other screening requirements.
 - Awards will be indexed to adjustments in the consumer price index.
3. The Regents will submit legislation to support a **College/University Incentive Program**. This will be a competitive program providing a minimum of two-year grants to colleges, working in collaboration with local schools, to improve teacher preparation and attract qualified individuals to teaching. Example: a college initiative that provides tuition relief, special coursework, and other support for qualified paraprofessionals and/or teachers with temporary licenses working in

* The Regents will establish in regulations criteria for qualified applicants including academic achievement and other factors such as commitment to serve in high need and low wealth districts.

local school districts to help them earn degrees and state certification. Another example would be the development of an integrated bachelor's/master's program for teacher preparation.

4. The Regents will submit legislation to support a **Business/Industry Challenge Program**. This program will provide matching grant funds to a community to help address issues that hinder teacher recruitment. State funds, which must be matched with private and/or local government funds, can address issues relating to safety, parking, work environment, housing and any other issues identified as impediments to teacher recruitment and retention. Local governments must be partners in this program to ensure a coordinated effort in removing barriers to teacher recruitment and retention.
5. The Regents will submit legislation to support a **Master Teacher Program**. This program will help outstanding teachers with Permanent or Professional Certificates to achieve advanced certification from the National Board for Professional Teaching Standards (NBPTS). Teachers, with the support of the school district, can apply to the Commissioner for grants to support application fees, preparation time, and substitute teachers. Teachers achieving NBPTS certification with State support will agree to provide help such as mentoring and other forms of peer assistance, and will be considered for membership on the Professional Standards and Practices Board.
6. The Regents and the State Education Department will initiate a campaign to encourage students to choose teaching as a profession. The Regents will seek external funding to help support this initiative.
7. Through program registration, the Commissioner will actively promote cooperation between two-year and four-year colleges to streamline the preparation of teachers. The use of jointly registered programs and other institutional agreements will eliminate duplication and ease student transfer.
8. The Commissioner will remove any unnecessary barriers to certifying qualified teachers from out-of-state. The Commissioner will no longer require candidates holding valid certificates from states with comparable assessment requirements, or candidates with NBPTS certification, to achieve qualifying scores on the New York State Teacher Certification Examinations.
9. Current authority under section 3006(1)(d) of Education Law and section 80.33(c) of Commissioner's Regulations to issue temporary licenses to visiting practitioners who present unusual qualifications in a specific subject to supplement the regular program of instruction will be used to create additional instructional capacity where needed and appropriate. Persons with extraordinary backgrounds will be able to add to a district's instructional program.

B. Temporary Licenses

1. Effective September 1, 2003, the Commissioner will no longer issue temporary licenses. Prior to the 2003 termination date, the following limitations will apply:
 - the number of temporary licensed teachers employed in a district will be reduced according to a schedule established by the Commissioner based on projected teacher supply and demand data;
 - only districts that have hiring procedures allowing them to recruit and fill all positions by the start of the school year will be eligible to apply for temporary licenses; and
 - effective September 1, 1999, no new teachers with temporary licenses will be employed in schools under registration review (SURR).
2. To increase the accountability of districts employing teachers with temporary licenses, effective September 1, 1999, the School Report Card will include the number of teachers with temporary licenses and the subjects in which those teachers are providing instruction. The report card will also include data for the previous five years regarding employment of teachers with temporary licenses.
3. The Regents and the Department will continue to monitor the availability of teachers and take appropriate steps if the supply of certified teachers falls significantly below the demand.

Rationale:

The need to focus new financial resources on teacher availability and recruitment is well supported by the facts. A shortage of qualified teachers already exists in critical areas. Although New York State newly certifies many more teachers than it hires (i.e., in 1996-97, 21,500 teaching certificates issued compared with 5,900 newly certified teachers hired), most certificates are issued for teaching fields in lower demand. Of the 202,000 public school teachers statewide in 1996-97, up to **9,067** in New York City were teaching with temporary licenses. Elsewhere in the State, **1,185** teachers held temporary licenses.

The vast majority of teachers with temporary licenses are in communities with the highest number of at-risk students. In 1997, 12 percent of teachers in schools with a high percentage of minority students were not certified in the field in which they were teaching, compared to 5.4 percent in schools with a low percent of minorities. The New York City SURR schools had the highest percent of uncertified teachers at 16.4. Overall, 11 percent of New York City's teachers were not certified in their teaching area. In the four other large cities, 7 percent were not certified. In the rest of the state, 4.5 percent were not certified. The least qualified teachers are teaching the students most at risk.

Adding to this problem, almost half of current teachers are expected to retire within the next decade. Other factors, such as increased enrollment, new universal pre-kindergarten programs and a reduction in the student-to-teacher ratio in the early grades will require virtually all districts to increase the number of teachers. For example, because of student enrollment, retirements and new program mandates, New York City alone expects to hire approximately 8,000 new teachers in each of the next four years.

We also need to increase the diversity of the teaching force. Minority teachers serve as role models for **all** students, and often bring critical understandings and perspectives to the classroom. In 1997, 44 percent of students statewide were minorities, but only 15 percent of teachers. In New York City, 84 percent of students and 35 percent of teachers were minorities.

By recruiting certified teachers immediately to hard-to-staff areas, the **Teacher Incentive Program** will address the critical shortages that exist now. Through financial incentives to undergraduate and graduate students, this program will help create a pool of highly qualified, certified teachers to work in hard-to-staff schools. *The National Commission on Teaching and America's Future* reported that "wealthy districts that pay high salaries and offer pleasant working conditions rarely experience shortages in any field. Districts that serve low-income students tend to pay teachers less and offer larger class sizes and pupil loads, fewer materials, and less desirable teaching conditions, including less professional autonomy. For obvious reasons they have more difficulty recruiting teachers." Overall, we anticipate that the proposed **Teacher Incentive Program** can add approximately 1,500 new teachers in the first year (up to 3,500 new teachers per year after six years) for hard-to-staff geographic and subject matter areas.

The proposed **Teacher Incentive Program, College/University Incentive Program and Master Teacher Program** will have as priorities improving the number and status of certified minority teachers. Together they will increase the number of certified minority teachers employed in the State, increase the number of paraprofessionals and minorities receiving State certification, and increase the number of outstanding teachers, including minority teachers, who qualify for advanced certification and recognition by the National Board for Professional Teaching Standards. These individuals will then be expected to provide valuable service as mentors and as leaders within the teaching profession.

The **College/University Incentive Program** will also help prepare qualified **paraprofessionals** for certification. This is an excellent way to increase the supply of certified teachers and diverse teachers in our urban classrooms. David Haselkorn, president of Recruiting New Teachers and co-author of *Breaking the Class Ceiling*, a pioneer study of paraeducator-to-teacher programs, notes that "paraeducators (paraprofessionals) are seasoned classroom veterans whose maturity, comprehensive training, and experience helps them excel -- and remain -- in America's most challenging classrooms." The record of the Teacher Opportunity Corps at the State University College at Buffalo confirms this. In 1996, 70 percent of the paraprofessionals who graduated during the previous decade were still teaching in the Buffalo Public Schools. New York City's Career Training Program, a collaboration with the United Federation of Teachers, has turned more than 7,000 paraprofessionals into teachers, with 1,650 entering teaching in just the past four years.

We need to do more. Paraprofessionals often have serious academic and life issues that serve as barriers to degree completion and certification. Successful State programs such as the Higher Education Opportunity Program and the Liberty Partnerships Program show that such serious barriers can be overcome and students can achieve their goals. The **College/University Incentive Program** will provide needed resources to build upon past successes and expand our efforts to assist paraprofessionals to achieve certification.

The **Business/Industry Challenge Program** will provide an incentive to communities that are willing to address the problems in recruiting and retaining qualified teachers. Business, industry, and local governments have an important stake in a sound educational system. They must be strong partners in New York's reform effort. Business and industry should use their resources to help support initiatives to improve the work environment for teachers in their communities. Local government should commit their support and resources to resolve issues relating to building codes, zoning laws, the use of municipal property, and cutting through "red tape." These will be critical factors in whether recruiting efforts will succeed. Proposals funded under the **Business/Industry Challenge Program** must demonstrate that local governments are ready and willing to make these proposals work.

Proposed Solutions to Close Gap 2

Gap 2

Not enough teachers leave college prepared to ensure that New York's students reach higher standards.

Solutions

1. Teacher Standards
2. New Teacher Certification System
3. New Certificates for Classroom Teachers
4. Standards for Teacher Education Programs
5. Professional Standards and Practices Board

Teacher Standards

Purpose:

New York must clearly identify the knowledge and skills a teacher must have to meet the learning needs of students. These teacher standards will help shape our teacher education programs and guide preparation of teacher certification examinations.

Recommendations:

Teacher standards will include the following:

1. The teacher promotes the well-being of all students and helps them learn to their highest levels of achievement and independence, demonstrating an ability to form productive connections with students with diverse characteristics and backgrounds, students for whom English is a new language, students with varying abilities and disabilities, and students of both sexes.
2. The teacher has a solid foundation in the arts and sciences, breadth and depth of knowledge of the subject to be taught, and understanding of subject matter pedagogy and curriculum development.
3. The teacher understands how students learn and develop.
4. The teacher effectively manages classrooms that are structured in a variety of ways, using a variety of instructional methods, including educational technology.
5. The teacher uses various types of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students.
6. The teacher promotes parental involvement and collaborates effectively with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students.
7. The teacher maintains up-to-date knowledge and skills in the subject taught and in methods of instruction and assessment.
8. The teacher is of good moral character.

Rationale:

As a first step in setting standards for teachers, the Regents reviewed the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC), of which New York State is a member, and the standards and principles developed by others, including the National Board for Professional Teaching Standards (NBPTS). The standards proposed parallel these nationwide efforts and will serve to support achievement of the New York State student learning standards. These teacher standards, therefore, should be the basis for developing standards for the approval of teacher education programs, more detailed requirements for specific teaching certificates, and guidelines for professional development.

New Teacher Certification System

Purpose:

Higher standards for students require higher standards for teachers. New York must begin by giving future teachers strong academic preparation in rigorous teacher education programs. Prospective teachers must then complete a master's degree program and pass all State certification exams before receiving their initial certificate. We must help new teachers to be successful in the classroom by providing them with a mentor during their first year of service. Finally, teachers should receive a professional certificate only after they have successfully completed three additional years of teaching beyond the mentored experience.

Recommendations:

1. Beginning February 2, 2003, the Commissioner will issue an **Initial Certificate**, valid for up to five years,* upon evidence that the candidate has:

- completed an approved program of teacher education;
- earned a bachelor's degree and a master's degree** and received a recommendation for certification from an authorized institution awarding the master's degree (Study in the subject matter area and study in teaching methods may occur at the undergraduate or graduate level or both.); and
- achieved qualifying scores on the revalidated Liberal Arts and Sciences Test (LAST), Assessment of Teaching Skills (ATS), and Content Specialty Test (CST).

A teacher candidate completing all requirements for the initial certificate with the exception of a master's degree will receive a transitional certificate for up to two years provided that the first year is mentored teaching. A transitional certificate will allow an individual to teach for up to two years while completing the master's degree. The Regents will monitor this provision to determine the feasibility of phasing out the transitional certificate.

2. Beginning February 2, 2003, the Commissioner will issue a **Professional Certificate**, upon evidence that the candidate has:

- completed the equivalent of one year of mentored teaching; and
- completed three years of satisfactory teaching experience beyond the mentored experience which will include annual professional reviews as set forth in the section, *Improving Local Accountability*.

* Current regulations relating to the renewal of a provisional certificate will be carried forward for an initial certificate.

** An exception applies to certificates for teachers of certain occupations, e.g., vehicle repair or cosmetology, who are not required to earn bachelor's and master's degrees.

3. When the new teacher certification system is fully implemented, the Regents will ask the Professional Standards and Practices Board to monitor the knowledge base of teachers as they progress from the initial certificate to the professional certificate, including the examination of teachers' portfolios. The Board will report back to the Regents on whether an advanced content specialty test is needed as a requirement for a professional certificate to ensure the competency of the teacher.
4. The Commissioner will require teachers holding Professional Certificates to maintain their certification in good standing based on satisfactory professional development, as described in the section, *Ensuring Continuing Competence*.
5. In certain limited cases, the Commissioner will issue certificates to candidates lacking a college recommendation if they:
 - meet all other certification requirements and are certified by states with comparable assessment requirements;
 - have New York State teaching certificates and seek additional certificates; or
 - hold an advanced certificate from the National Board for Professional Teaching Standards (NBPTS).

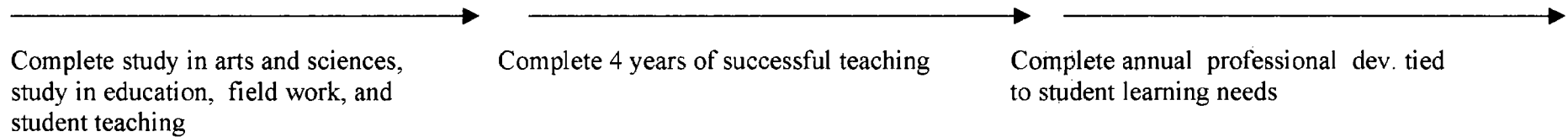
Teachers coming from other states and certified New York State teachers seeking an additional certificate may substitute two years of satisfactory teaching for the mentored experience based on evidence of satisfactory performance evaluations, as determined by the Commissioner. The Regents will ask the Professional Standards and Practices Board to examine the need to allow transcript evaluation for teacher candidates seeking certification in hard-to-staff subject matter areas.

6. In order to qualify for certification, individuals wishing to teach after preparation for other careers will be expected to apply to approved teacher education programs for evaluation of their preparation and development of an individualized study plan.
7. Effective September 2000 for individuals who do not hold any certificate, the Commissioner will issue a Professional Certificate in place of the existing Permanent Certificate based on the requirements for the Permanent Certificate.* This will continue until the new requirements for the Professional Certificate become effective in 2003.

* Teachers with a Provisional Certificate issued prior to the enactment of new regulations will continue to be eligible for a Permanent Certificate.

OPTIMAL TIMELINE FOR INDIVIDUAL MOVING THROUGH PROPOSED NEW CERTIFICATION SYSTEM*

1999/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
Start college program			Earn Baccal. degree	Earn Master's degree; Pass 3 cert. exams; Get Initial Cert.	Begin first year of employed teaching, with mentoring			Receive Prof. Cert. after 4 years of successful teaching					Teacher demonstrates completion of professional development to maintain certificate in good standing



* Some teacher education candidates may take longer to complete bachelor's and master's degrees.

Rationale:

Today a new teacher can get a provisional certificate and begin work with only a bachelor's degree and without passing the Content Specialty Test, a certification exam that measures knowledge of the subject to be taught. Teachers can receive permanent certificates after two years of experience without receiving any mentoring to help them succeed. This system is not adequate. New York needs to strengthen certification so that it ensures teachers have achieved high standards.

By adopting the recommendations outlined above, this State will require all certified teachers to begin employment with a demonstrated record of academic preparation that is unequalled in the nation. No longer will children have teachers with uneven levels of knowledge and skill. We will eliminate the current provision that allows teachers to work for five years or longer before obtaining a master's degree. Instead, all ~~teachers will go~~ into the classroom with master's ~~degrees~~ achieved through the more rigorous teacher education programs proposed elsewhere in this report. Challenging programs will equip teachers with more knowledge and skills about student developmental levels, more preparation in the liberal arts and sciences, diverse student teaching experiences and a better understanding of special education and second language acquisition. Requiring all academic preparation prior to entering the classroom will provide sufficient time for teachers to acquire the academic content and teaching methods that are needed. We have tempered our recommendations by providing the option for some teacher candidates to complete their master's degree in up to two years while teaching. We recognize that, with increasing teacher retirements and the added expense of a graduate program to the student, such a provision may be necessary. The Regents will monitor this provision to determine the feasibility of phasing out the transitional certificate.

An accomplished professional will also mentor all new teachers. Mentoring is an effective means of easing the transition into the profession for new teachers, and increases the likelihood of their retention. For this reason, we have recommended increased State funding to support the development of mentoring programs in more districts.

Finally we must allow other, equally rigorous ways of achieving certification. Thus, the Commissioner may accept transcript certification for candidates who come from a state with comparable requirements, who already hold a New York State certificate in another teaching field, or who are certified by the National Board for Professional Teaching Standards.

New Certificates for Classroom Teachers

Purpose:

Research shows that teachers must understand students' developmental levels in order to meet their learning needs. To ensure teachers have sufficient knowledge and skills, certification requirements should reflect students' developmental levels. This will require adjustments for teacher education programs, school districts, and teachers themselves. However, the potential academic gain for students justifies the change.

Recommendations:

1. Effective February 2, 2003, the following certificates, extensions, and annotations for classroom teachers will be established. Teacher education institutions should modify their programs accordingly by September 2000.

- a. CERTIFICATES:^{*}

- Early Childhood Education, Birth to Grade 2 – Common Branches
- Childhood Education, Grade 1 to Grade 6 - Common Branches
- Middle Childhood Education, Grade 5 to Grade 9 – Subject or Interdisciplinary
- Adolescence Education, Grade 8 to Grade 12 - Subject (e.g., mathematics)
- Special Education,^{**} Early Childhood, Birth to Grade 2
- Special Education,^{**} Childhood Education, Grade 1 to Grade 6
- Special Education,^{**} Middle Childhood, Grade 5 to Grade 9 – Subject or Interdisciplinary^{***}
- Special Education,^{**} Adolescence, Grade 8 to Grade 12 – Subject^{***}
- Teaching Deaf or Hearing Impaired Students,^{**} Birth to Grade 12
- Teaching Blind or Visually Impaired Students,^{**} Birth to Grade 12
- Teaching Students with Speech and Language Disabilities,^{**} Birth to Grade 12^{****}

^{*} The Regents will examine the report from the Foreign Language Implementation Committee to determine if additional changes to the certification structure are warranted.

^{**} Special Education teachers must have depth and breadth of knowledge and practice in the general education curriculum for early childhood, childhood, middle childhood, or adolescence education, sufficient to qualify the candidate for one of those certificates in addition to the special education certificate.

^{***} The Special Education, Middle Childhood and Adolescence teachers will be able to provide instruction in resource rooms and special classes and serve as consultant teachers for all subject matter teachers, but only teach credit courses in the subject matter of the certificate.

^{****} Nothing in this plan will supersede the 1993 NYSED/USDE agreement regarding the certification of teachers of students with speech and language disabilities.

- Work Force Preparation, Grade 5 to Grade 12 (e.g., agriculture, business ed., avionics, electronics and computer programming)
- Special Subject, Birth to Grade 12 – Subject or Interdisciplinary (e.g., music, health education)
- Teaching English as a Second Language, Birth to Grade 12 – (with enhanced preparation for teaching reading, writing, mathematics, science, and social studies, Birth to Grade 6; and teaching reading, writing, and literature, Grade 5 to Grade 12)
- Literacy (listening, speaking, reading and writing), Childhood , Birth to Grade 6
- Literacy, Adolescence, Grade 5 to Grade 12
- Educational Services, Birth to Grade 12 (educational technology, library services, etc.)

b. EXTENSIONS (required):

An **extension** signifies that the certified teacher has satisfactorily completed additional coursework and/or field experience needed to extend an existing certificate to either another subject area or a different grade level. For example:

An **extension** of a certificate will be **required** for the holder of that certificate to teach **bilingual education**.

An **extension** of an Adolescence Education Certificate (Grades 8-12) will be **required** for the holder of that certificate to teach the subject of the Grades 8-12 certificate in Grade 5 to Grade 7.

An **extension** of an Early Childhood Education Certificate (Birth to Grade 2) will be **required** for the holder of that certificate to teach a subject or interdisciplinary field in Grade 3 to Grade 6.

An **extension** of a Childhood Education Certificate (Grades 1-6) will be **required** for the holder of that certificate to teach a subject or interdisciplinary field in Grades 7-9.

c. ANNOTATIONS (voluntary):

An **annotation** signifies that the certified teacher has satisfactorily completed additional, advanced study in one of the following areas to develop **special expertise beyond what is required for the certificate the teacher holds**:

Gifted and Talented Students
At-Risk Students
Students with Severe Disabilities
Students at a Developmental Level (Early Childhood, Middle Childhood, etc.)

2. The proposed new certification structure (Birth to Grade 2, 1-6, 5-9 and 8-12) is not aligned with tenure areas. The Regents and Commissioner will discuss with the key stakeholders how to address this nonalignment.

Rationale:

During the past decade, distinguished national commissions have emphasized the importance of recognizing the needs of students at different developmental levels and then preparing staff and planning curriculum and instruction accordingly. For example, the Carnegie Council in *Turning Points: Preparing American Youth for the 21st Century*, recommended staffing middle schools with teachers who are expert at teaching young adolescents and who have been specially prepared for assignment to the middle grades. Nineteen states have already put in place certificates for early childhood education, a critical developmental level. New York's new certificate structure will respond comprehensively to the new research by establishing a framework

Promotion and Retention Rates

In recent years, the issue of "social promotion," in apparent contrast to promotion for achievement, has been debated extensively. Most researchers generally oppose the idea of retention, arguing that retention in grade is not a particularly attractive alternative. According to a study by John Hattie at the University of North Carolina at Greensboro, retention in grade was the worst of 41 innovations introduced to improve achievement, and was one of the few that actually had negative results. A Johns Hopkins study of inner-city Baltimore students found, however, that those who repeated a grade in elementary school saw their grades, test scores, and self-esteem improve.

One alternative for students who are at risk of grade retention (or simply achieving well below their peers), is to provide extra assistance before promoting.

When children are retained, they seldom blossom the next year into high achievers. They do better as they repeat the material for a second year, but they often struggle. One alternative for students who are at risk of grade retention (or simply achieving well below their peers) is to provide extra assistance before promoting. The extra assistance might occur in school, after school, during summer school, or even during weekends. Some researchers contend that schools should be flexible enough to give all children the instructional depth and time they require to make progress.

Teacher-Based Indicators

Percentage of Teachers with Majors or Minors in Teaching Areas

Teachers cannot teach what they do not know. While subject knowledge needs to be augmented by skills in pedagogy, teachers must first know the subject matter. Unfortunately, many teachers do not have even a minor in the subject they teach. At the secondary level, 23 percent of teachers do not have even a college minor in their main teaching field. The problem is exacerbated in high-poverty schools—one-third of public school teachers in high-poverty areas are without a minor in their main field, compared with only eight percent of teachers in low-poverty schools. (For further discussion of this issue, see *What Matters Most: Teaching for America's Future*, a 1997 study from the National Commission on Teaching and America's Future.)

While possessing a major or minor in a subject area other than education is no guarantee of a high-quality teacher, teachers who have majored in a subject are likely to be more committed to it and to bring more enthusiasm to its teaching. Different considerations may exist at the elementary school level, of course. There, teachers often need expertise in many subject areas but may not necessarily need a minor in mathematics, for example, to teach that subject at a third-grade level.

Percentage of Teachers Attaining Regular Certification

This indicator of achievement is currently controversial in some quarters. Some hold an "anyone can teach" belief, while others contend that training in pedagogy is absolutely crucial. Even within the ranks of those who believe that certification is necessary, many argue that the certification process is badly flawed. Perhaps the most thoughtful report on this issue is *What Matters Most: Teaching for America's Future*, which critiques the teacher preparation and certification process:

Although no state will permit a person to fix plumbing, guard swimming pools, style hair, design a building, or practice medicine without completing training and passing an examination, more than 40 states allow districts to hire teachers on emergency licenses who have not met these basic requirements. States pay more attention to the qualifications of veterinarians treating the nation's cats and dogs than to those of teachers educating the nation's children and youth (p. 14).

The National Commission on Teaching and America's Future, together with many other education organizations, support a "three-legged stool" approach to help ensure teacher quality: accreditation, licensing, and certification. The National Council for Accreditation of Teacher Education has developed standards for teacher education programs. Under the auspices of the Council of Chief State School Officers, a consortium of more than 30 states and professional organizations has created performance standards for initial teacher licensing. And the National Board for Professional Teaching Standards has established standards and assessments for certifying accomplished teachers. School board members may want to learn more about these organizations' standards, which could help guide local teacher hiring and evaluation policies.

Teacher Expertise and Experience

Relatively few teachers have access to sustained, intensive professional development about their subject matter, teaching methods, or new technologies. . .

Although several studies have found no relationship between teacher education levels and student outcomes, a quantitative review of 46 studies—all of which employed data averaged over schools or districts—concluded that there is a positive relationship between levels of teacher education and levels of student test scores (Greenwald, Hedges, and Laine 1996). Another study, published by the New York City Board of Education, which compared high-achieving and low-achieving schools that had similar demographics, found that differences in teacher qualifications accounted for a substantial portion of the variation in student achievement in reading and mathematics. Additional studies, conducted at the classroom level, will be required to determine the precise magnitude of the relationship between teacher expertise and student achievement.

In many districts, the most inexperienced teachers often get the toughest assignments. Seniority rules frequently allow more experienced teachers a choice of assignments, and many elect to work with the most academically advanced students or in schools or classes with fewer disciplinary and related problems. Board members might wish to assess the presence of this policy in their district and, if it exists, to assess its impact on teacher competency and morale as well as on student achievement. School boards may also want to review whether or not their recruitment policies are effective in attracting experienced teachers.

Professional Development Activities for Teachers

The history of professional development in this country has often not been a particularly happy one. Nationally, relatively few teachers have access to sustained, intensive professional development about their subject matter, teaching methods, or new technologies, according to "Doing What Matters Most: Investing in Teaching Quality." Often, professional development activities are short-term and may not be what teachers want or need. This situation is exacerbated in some schools where there is intense pressure to keep teachers in their classrooms during the school day. This pressure often forces staff development activities to take place in the evenings or weekends.

Many districts, however, are trying new approaches to professional development which connect teachers to each other through in-school teams and professional committees that include teachers from all schools in a district. These professional development opportunities, described in *What Matters Most*, share certain features. They are connected to teachers' work with their students, linked to concrete teaching tasks, organized around problem solving, informed by research, and sustained over time by ongoing conversations and coaching. The Key School in Indianapolis, for example, devotes every Wednesday afternoon to a faculty planning and evaluation meeting. While students listen to presentations from community members in the auditorium, faculty members discuss a wide range of problems and make long- and short-term plans.

Board members might want to explore the possibility of evaluation meetings in their districts and discuss with teachers ways to create more effective professional training opportunities.



Parent- and Community-Based Indicators

Parental Involvement

Parental involvement has long been recognized as an important indicator of a school's success. In its 1997 publication, "National Standards for Parent/Family Involvement Programs," the National PTA notes that research findings document the "profound and comprehensive benefits for students, families, and schools, when parents and family members become participants in their children's education...."



One—but certainly not the only—measure of involvement is the proportion of parents attending PTA and other parent organization meetings. Unfortunately, this indicator is highly sensitive to demographics and outside realities. In some districts, for example, working parents who are extremely committed to their children's education may find it very difficult to attend PTA meetings at night, when they are exhausted from working long days and want to spend time with their children. Schools will need to be sensitive to the real-world demands on families when scheduling back-to-school nights, parent-teacher conferences, and other school-related events.

Many school districts have found a variety of successful ways to involve parents in their children's education. The Niles (Illinois) Elementary School District, as just one example, has extensive family and community involvement programs which feature family education nights in math and other curricular areas, parent workshops on issues ranging from discipline to school readiness, and family field trips to local museums. The district's Family Resource Center lends parents grade-level "skill boxes," which contain activities that reinforce the school curriculum. Its school volunteer program allows parents and community members to make either a one-time or sustained commitment, and its regularly published newsletter keeps parents informed of school events.

Improving the Quality, Recruitment and Retention of Teachers

I. Administration Position

- Accomplishments Document
- Talking Points (4/19/99)
- WH Education Press Release (5/19/99)
- Press Briefing by Bruce Reed (2/2/99)
- POTUS Remarks to National Assoc. of School Boards (2/1/99)
- WH Education Press Release (1/21/99)
- Article "*Riley Outlines Licensure Plan for Teachers*" (2/24/99)
- President's Call to Action: Talented Teachers in Every Classroom

II. Department of Education/ Programs and Policies

- Documents on HEA Act of 1998: Legislative/Programming Effects on Teacher Quality, Recruitment & Retention

III. ESEA

- Theme in Brief: Improving Teacher Quality
- Theme in Brief: Teaching to High Standards
- Title I: Supporting Academic Excellence in High Poverty Schools
- Title IIB- Recruiting and Retaining High Quality Teachers
- Title IIC- Early Childhood Educator Professional Development
- Title IID- Technical Assistance: Building Capacity to Improve Our Schools
- Title III- Using Educational Technology to Improve Teaching and Learning
- Title VI- Class Size Reduction
- Title VII- Helping Students Learn English and Reach High Standards

IV. NEA/AFT

- Article "*Grading Teachers*" (5/17/99)
- Article "*Peer Review Programs Catch Hold as Unions, Districts Work Together*" (6/3/98)

V. Studies

- Documents/ National Commission on Teaching and America's Future
- Report/ Promising Practices: New Ways to Improve Teacher Quality (DOE 9/98)
- Document/ Good Teaching Matters: How Well Qualified Teachers Can Close the Gap (Education Trust, *Thinking K-16*, 9/98)
- Press Release: California Poll on Teachers (11/17/98)
- Press Release/Riley Remarks/General Info: Teacher Quality: A Report on the Preparation of Public School Teachers (1/28/99)

VI. General News Articles

- "*On Teacher Quality: Hard Won System Begins to Pay Off*" (5/19/99)
- "*On Teacher Quality: The View From Teachers*" (5/19/99)
- "*States' Uneven Teacher Supply Complicates Staffing of Schools*" (3/10/99)
- "*New Teachers Abandon Field at High Rate*" (3/17/99)

- "Out of Field Teaching is Hard to Curb"* (3/31/99)
- "Crackdowns on Emergency Licenses Begin as Teacher Shortages Loom"* (4/7/99)
- "Texas Study Links Teacher Certification, Student Success"* (5/12/99)
- "Why So Many Underqualified High School Teachers"* (11/4/98)
- "Students Fortunes Rest with Assigned Teacher"* (2/28/98)
- The Teaching Challenge/ Quality Counts 98 Ed Week
- "Report Suggests Alternative Paths As Solutions to Teacher Shortage"* (10/21/98)
- "Study Finds Alternative Teachers Less Qualified, But Meeting Needs"* (9/10/97)
- Teaching as A Profession/Ed Week Issues Cover Page
- "Two Education Experts Discuss Recent Attacks on Teacher Tenure"* (7/3/97)

VII. HRC Involvement/ Events and Columns

- Qualified Teachers in Every Classroom Event (1/20/99)
 - brief
- Teachers College Lecture (4/19/99)
 - brief
 - information on NY education
- Shanker Award (4/21/99)
 - brief
 - information on Shanker
 - information on NY AFT
 - information on NY's ed progress
- Column on Teachers (4/21/99)

Administration
Position

CLINTON/GORE ACCOMPLISHMENTS IN EDUCATION
IMPROVING THE QUALITY, RECRUITMENT AND RETENTION OF TEACHERS

PAST ACCOMPLISHMENTS/Budget Wins as updated 5/99

***More high quality teachers with smaller class sizes-** last year the administration fought for and won a \$1.2 billion down payment on the President's initiative to hire 100,000 well prepared teachers which will help school districts reduce class size in grades 1-3 to the national average of 18 (\$1.2 billion= approx 30,000 teachers).

***Getting good teachers to undeserved areas-** the FY99 budget contained \$75million for new teacher quality initiatives—programs that will help recruit and prepare thousands of teachers to teach in high-poverty urban and rural communities while strengthening teacher preparation programs across the country.

***Training new teachers to use technology effectively-** the FY99 budget provided \$75 million to train new teachers in how to use technology to improve student achievement.

***Reauthorization of the Higher Education Act: Title II/ Teacher Quality-** Title II of the redeveloped higher education act successfully focused energy on increasing the quality of America's teachers by creating a teacher enhancement competitive grant program from which states can apply for monies to improve teacher education and recruitment. Monies can be used to strengthen teacher certification standards, redesign teacher preparation programs, establish alternate pathways to teacher certification and recruit teachers to high need areas.

CURRENT INITIATIVES

FY2000 Budget Initiatives

***More qualified teachers-** requests \$1.4 billion as the second installment of the President's plan to help recruit, hire, and train 100,000 new teachers by 2005 as a means to reduce class size and improve learning in the early grades. To ensure this initiative results in high quality teaching, school districts may spend up to 15% of these funds for teacher training and similarly related activities.

***Technologically Literate Teachers-** FY 2000 seeks to ensure teachers are able to effectively integrate technology into their instruction by providing \$450 million for the Technology Literacy Challenge Fund; \$65 million for Community-Based Technology Centers; \$75 million for the Pre-Service Teacher Training in Technology Initiative; and \$30 million for a new Middle School Teacher Training Initiative.

***Teacher Preparation and Recruitment-** requests \$115 million to improve the quality of teacher preparation programs at colleges and universities, including \$35 million for teacher recruitment grants to provide scholarship and support to 7,000 prospective teachers willing to teach in high poverty schools.

***National Board for Professional Teaching Standards-** FY 2000 requests \$18.5 million for the NBPTS, a nonprofit, nonpartisan, nongovernmental body devoted to strengthening the teaching profession by developing rigorous standards of excellence; recognizing and rewarding outstanding teachers; and keeping teachers in the classroom, where they are needed most.

ESEA

ESEA addresses teacher quality by holding States accountable for stronger enforcement of their own certification and licensure requirements, while providing substantial support for professional development. As written it requires states to adopt performance exams for all new teachers and phase out over four years emergency certification and the practice of assigning teachers out of their subject area. Also within four years, 95% of teachers will need to be fully certified or working towards certification. In the meantime, federal officials will offer states help in strengthening their teacher certification standards, in testing new teachers, in training teachers, and in providing incentives to recruit high-quality teachers. Other specific proposals:

Title II/ the Teaching to High Standards Initiative- helps move challenging educational standards into every classroom by providing teachers with sustained and intensive high quality professional development in core academic subjects, supporting new teachers during their first three years in the classroom, and ensuring that all teachers are proficient in relevant content and knowledge skills.

Title III/ Technology for Education Initiative- expands the availability of educational technology as tool to help teachers implement high standards in the classroom, particularly in high poverty schools.

Title VII/Bilingual Education Proposal- helps ensure all teachers are well trained to teach students with limited English proficiency.

Expanded Class Size Reduction Initiative -aims to continue to hire and train 100,000 new teachers to be placed in grades 1-3.

CALLS FOR EXCELLENCE/GOALS

In his State of The Union President Clinton called for legislation that :

- ensure states and school districts require new teachers to pass performance exams
- phases out the use of teachers with emergency certification and strengthens teacher certification standards
- requires secondary school teachers to have a major or minor in the subject that they teach.

Basic 3 Point Plan

- Provide teachers with the tools and training they need to teach to high standards (increase support for teacher training, increase monies for professional development)
- Expand teacher recruitment and retention efforts
- Ensure qualified teachers in high poverty schools (100,000 new teachers)

FLOTUS EVENTS/RELATED EVENTS

1/20/99	Qualified Teachers in Every Classroom Event
4/19/99	Teachers College Speech
4/20/99	Albert Shanker Award Speech

**PRESIDENT CLINTON:
HONORING TEACHERS OF THE YEAR**

April 19, 1999

"Eight hours a day, five days a week, nine months a year, teachers hold the future of America in their hands...The best way we can honor American's teachers is for the rest of us to give them the tools to succeed with our children in the 21st century."

President Bill Clinton
April 19, 1999

Today, in an annual ceremony at the White House, the President honored the National and State Teachers of the Year and discussed his initiatives to strengthen the quality of teaching in our nation's schools.

Recognizing Excellence in Teaching. The National Teacher of the Year program began in 1952 and continues as the oldest and most prestigious national honors program focusing public attention on excellence in teaching. The National Teacher of the Year is chosen from among the State Teachers of the Year by a national selection committee representing the major education organizations. The 1999 National Teacher of the Year, Andrew Baumgartner, a kindergarten teacher from Augusta, Georgia, will spend the year traveling nationally and internationally as a spokesperson for the teaching profession. Fifty-five Teachers of the Year were represented at today's ceremony.

Calling for Initiatives to Ensure High-Quality Teaching. President Clinton reiterated the call he made in his State of the Union Address for Congress to enact legislation to:

- * ensure that states and school districts require new teachers to pass performance exams;
- * phase out the use of teachers with emergency certification; and
- * require secondary school teachers to have a major or minor in the subject they teach.

The President also discussed several initiatives announced earlier this year to help schools meet these higher standards and to attract talented, well-prepared teachers into our classrooms:

- * a second installment of \$1.4 billion for the President's Class Size Reduction Initiative to hire 100,000 teachers to reduce class size in the early grades to a national average of 18. To ensure that this initiative supports high-quality teaching, school districts may spend up to 15% of these funds for teacher training and other related activities;
- * \$35 million in funding -- up from \$7.5 million last year -- to provide scholarships to 7,000 outstanding students who commit to teaching in high-poverty urban and rural public schools;
- * an \$18 million initiative to build on the successful Troops-to-Teachers program to train and place thousands of retired military personnel and other mid-career professionals as new teachers in public schools, especially in high-need subject areas like math and science and in high-poverty schools;
- * a \$10 million initiative to begin recruiting and training 1,000 teachers who commit to teach in schools with high concentrations of Native American students; and
- * \$18.5 million for the National Board for Professional Teaching Standards -- a nonprofit, nonpartisan, and nongovernmental body devoted to strengthening the teaching profession by developing rigorous standards of excellence in teaching; recognizing and rewarding outstanding teachers; and keeping our best teachers in the classroom where they are most needed.

PRESIDENT CLINTON AND VICE PRESIDENT GORE: QUALITY TEACHERS FOR AMERICA'S FUTURE

January 21, 1999

"Teaching our children is patriotic work, and we must do more to recruit our best people and train them to excel as teachers. The four proposals I have laid out will move us towards that goal. But the best way to recruit committed new teachers is to show them that their efforts will make a difference, and to do that, we must make every school in America a center of excellence. That is the path we are now on, a path that will lead to a better, more prosperous, more secure America in the 21st Century."

President Bill Clinton
January 21, 1999

Today, President Clinton joins First Lady Hillary Rodham Clinton to unveil an education agenda to help provide highly qualified teachers in every classroom in America, including, funding to reduce class size and allow local school districts to hire 8,000 more teachers, provide 7,000 scholarships to students committed to teaching in high-poverty public schools, extend a program to train and place 3,000 retired military personnel in schools, and a new initiative to recruit and train 1,000 Native American teachers committed to teach in schools with high concentrations of Native American students. Vice President Gore will be in Florida to announce a plan to help schools build and renovate schools nationwide.

A Presidential Plan To Hire 100,000 Well-Prepared Teachers. Studies show that smaller classes enable teachers to give personal attention to students, which leads to their getting a stronger foundation in the basic skills. That is why President Clinton and Vice President Gore fought to win funding in last year's budget to begin hiring 100,000 teachers to reduce class size nationwide in grades 1-3 to an average of 18. In his 2000 budget proposal, President Clinton will:

- * **Request funding to allow local school districts to recruit, hire, and train an additional 8,000 teachers**, while continuing to pay for the 30,000 teachers hired with funds from last year's budget. To ensure that this initiative supports high-quality teaching, school districts may spend up to 15 percent of these funds for teacher training and other related activities.

Recruiting Teachers For High-Poverty Schools. Poor and minority students often have the least access to well-prepared teachers. To address this challenge, the President will propose:

- * **Funding to provide scholarships to 7,000 outstanding students** who commit to teaching in high-poverty public schools. These scholarships were first proposed by President Clinton last year and enacted by Congress as part of the reauthorization of the Higher Education Act;
- * **Preserving and Expanding the Troops-to-Teachers program begun in 1994**, which has helped train and recruit 3,000 retiring military personnel to teach in high-poverty areas. The President's budget proposal calls for scholarships and other support for training and placing an additional 3,000 retiring military personnel and other mid-career professionals in high-poverty schools.

Recruiting 1,000 New Native American Teachers. Only two-thirds of Native American students successfully complete high school. To address this challenge, the President is proposing \$10 million to begin training and recruiting 1,000 new teachers for areas with high concentrations of American Indian and Alaska Native students.

A Plan To Modernize America's Schools. Meanwhile, Vice President Gore tours Ventura Elementary School in Orlando, Florida and announces an Administration proposal to help states build and renovate public schools nationwide. The Vice President is calling on Congress to approve this plan, which includes:

- * \$22 billion in School Modernization Bonds available over two years for construction and renovation of public school facilities;
- * \$2.4 billion in Qualified Zone Academy Bonds over two years for building renovation and school construction

related to certain public school-business partnerships in low-income schools;

- * The Secretary of Interior would allocate \$400 million in School Modernization Bonds to tribes or tribal organizations for the construction and renovation of Bureau of Indian Affairs funded schools.

1999 White House Education Press Releases and Statements

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THE WHITE HOUSE AT WORK

Wednesday, May 19, 1999

PRESIDENT CLINTON AND VICE PRESIDENT GORE: PROMOTING EDUCATIONAL ACCOUNTABILITY AND EXCELLENCE

"Nothing will more surely unite our people and strengthen our nation than giving all of our children a high-quality education. It is time to put that as a condition of success in the investment of federal aid in every child in America."

President Bill Clinton
May 19, 1999

Today, at the White House, President Clinton announced that this week he will send to Congress his proposal to reauthorize the Elementary and Secondary Education Act (ESEA). This proposal will strengthen accountability, improve teacher quality, increase school safety, expand public school choice, promote secondary school reform, and reauthorize programs such as Title I (aid to disadvantaged students), bilingual education, magnet schools, and programs that support technology in schools.

Accountability for Results. The President's ESEA proposal includes accountability measures he announced in his State of the Union Address. Under the President's plan, school districts and states will be held accountable for real results for the first time. The federal government spends about \$15 billion a year on our public schools -- the President's proposal will fundamentally change the way we spend that money, to support what works and stop supporting what doesn't. The legislation will require states and school districts to:

- **identify failing schools and intervene to turn them around** with steps such as intensive teacher training, extended learning opportunities, and other proven approaches to school reform;
- **empower parents by issuing school report cards** which would include information on student achievement, teacher qualifications, class size, school safety, and attendance and graduation rates;
- **put qualified teachers in the classroom** by requiring performance examinations for all new teachers, strengthening teacher certification standards, and providing teacher training;
- **adopt and enforce sound, fair discipline policies;** and
- **end social promotion and help all students meet challenging standards** by supporting students who need extra help; hiring 100,000 new teachers to reduce class size; and providing after-school and summer school learning programs.

Ensuring Teacher Quality. The President's proposal includes several measures to improve teacher quality and put more highly trained teachers into America's public schools, including:

- providing teachers the tools and training they need to teach to high standards;
- expanding teacher recruitment and retention efforts; and
- ensuring qualified teachers in high-poverty schools.

Safe, Disciplined and Drug-Free Schools. The President has challenged states, communities, and schools to take steps to restore order and safety, such as adopting school uniforms, enforcing truancy laws, and imposing curfews, and has sent Congress common-sense legislation to keep guns out of the hands of criminals and young people. This proposal would take additional steps, including:

- strengthening the Safe, Disciplined and Drug-Free Schools program;
- requiring assessment and counseling for students bringing guns to school;
- reporting to parents on gun and drug incidents; and
- providing a federal emergency response plan to violence.

END

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ED HOME

Last Updated -- May 23, 1999, (mjj)

1999 White House Education Press Releases and Statements

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THE WHITE HOUSE

Office of the Press Secretary
(Boston, Massachusetts)

For Immediate Release

February 2, 1999

**PRESS BRIEFING
BY
ASSISTANT TO THE PRESIDENT FOR DOMESTIC POLICY,
BRUCE REED**

**Jackson Mann Elementary School
Brighton, Massachusetts**

3:17 P.M. EST

MR. REED: Okay. We came here to Boston today to make two main points. First, that the balanced budget that the President put forward yesterday includes substantial new investments in education, including a \$200 million accountability fund, which will go to states and school districts, to identify and turn around the lowest performing schools; \$600 million for after-school programs, with a priority for communities that end social promotion, which is tripling that program over last year; \$1.4 billion for the 100,000 teacher program to reduce class size in the early grades, which is up from \$1.2 billion the year before; and reissuing the proposal for a tax credit to build or modernize 5,000 schools.

And as the President will point out today, over the last six years we've wiped out a \$300 billion deficit and at the same time nearly doubled investments in educational training.

The second point that the President is going to make today, in more detail than he has in the past, is that we welcome the great debate we're going to have in Congress this year on which way the country should go with education. As I said to some of you earlier, it may be Groundhog Day, but that doesn't mean that the new Congress has to repeat the old debate about education. We believe that smaller classes and modern school buildings and qualified teachers ought to be national priorities. There are some in Congress who don't share that view. We're happy to have that debate and we're going to keep pressing to ensure that no child in America is taught by an unprepared teacher or trapped in a failing school.

All the proposals that the President has put forward are based on initiatives around the country that we know work. And we have a responsibility to the taxpayers and to the school children of America to invest in what works and stop investing in what doesn't.

So let me stop there. Questions? Come on, bring it on. (Laughter.)

Q Bruce, how are you going to decide who is an unprepared teacher? How are you going to judge that?

MR. REED: We're not going to tell states and school districts what to teach, how to teach it, what standards to set. They set their own standards. All we're saying is that whatever standards they set for their students and teachers, they have to make sure that the students and teachers meet those standards.

So, for example, there's about 50,000 teachers around America who are on what's called emergency certification, which takes place where school districts have waived their own rules -- they've put an unqualified teacher in the classroom, someone who doesn't even measure up to the standards that the state and school district have set. And our proposal says that has to stop.

Q Yes, but, Bruce, the reason they do that is because they have a teacher shortage. I mean, how do you address the teacher shortage that is creating this?

MR. REED: We think that you need a three-part strategy to address the shortage of teachers. First, we need to do a better job of providing teacher training. Our budget has got \$180 million as part of the class size proposal for teacher training and we have a 53 percent increase in teacher training funds, generally. Second, we need to expand the pool and reach out to attract more talent to the teaching profession, and that's why we've got a five-fold increase in teacher scholarships to young people who agree to teach in low-income neighborhoods where the real shortages are.

The President has also put forward an \$18 million Troops to Teachers program because we believe that mid-career military can make a real difference in our schools. And then the third thing you've got to do is make schools and classrooms more attractive. Lowering class size is a way to make teaching a more attractive profession. The same is true with enforcing school discipline and keeping schools safe.

Q Do state and local school administrators really want the federal government looking over their shoulder?

MR. REED: These are all common sense ideas. We didn't invent them in Washington. They come from schools and school districts around the country that are pioneering this kind of reform. We give them all kinds of flexibility, as I said. All we're saying is that whatever standards they set, they have to meet. And we think that this is a basic responsibility to the taxpayers. You know, I don't see any other \$15 billion a year programs that Congress is saying, we don't care about the results. We think it's time to insist on results from this one.

Q But how is this supposed to work, though? If they're setting their own standards and determining whether their schools are making them, where does the federal government come in and say, well, you're not getting any money because you're not? Do they have to self-report that they're not making or meeting their own standards?

MR. REED: We require them to do annual school report cards that tell what they're doing with class size, with teacher quality and so on. And they have to make this information public, as well as make it known to us.

We think that, with enough public pressure, this is what school districts around the country are going to want to do, but it's important -- it'll actually make it easier for them to do it, if we're pushing this agenda.

Okay? Thank you very much.

END
3:25 P.M. EST

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ED HOME

Last Updated -- February 4, 1999, (mjj)

1999 White House Education Press Releases and Statements

6

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

February 1, 1999

REMARKS BY THE PRESIDENT TO NATIONAL ASSOCIATION OF SCHOOL BOARDS

Grand Hyatt Hotel
Washington, D.C.

4:55 P.M. EST

THE PRESIDENT: Thank you very much. First of all, Barbara Wheeler, thank you for your remarks. You covered everything I was going to say. (Laughter.) You talked about the Capitol Steps. (Laughter.) I think they're funny, too, but -- (laughter) -- you must surely know, having heard them, that it is not the School Boards Association that is the Rodney Dangerfield in this town. (Laughter and applause.)

Let me say I'm delighted to be on this platform with Ann Bryant and your other leaders behind me, and to be here with all of you. I see Delegate member of Congress, Robert Underwood, from Guam here. I'm delighted to see him. I was in Guam with him recently. If you haven't been, I recommend it. (Applause.)

And I want to thank you for the wonderful, wonderful welcome you gave to Secretary Riley. We have been working on education together since we first met, over 20 years ago, and he is not only the longest serving, I think clearly the finest Secretary of Education this country ever had. (Applause.)

We've had a very good day at the White House today, and I thought I would tell you about something we did at the beginning of the day that does not directly, but surely will indirectly impact on you and what you do. This morning, I presented my budget for this coming year, and there are a lot of good things in it for education. But the point I want to make is that we were illustrating today that with last year's surplus and the surplus we project this year, that if the Congress will do what I recommend and set aside over 75 percent of this surplus for 15 years, so that we can secure the retirement of the baby boomers with Social Security and Medicare -- since we won't need the money while it's being set aside for about, in the case of Medicare 11 years, in the case of Social Security more -- we will, while we're saving it, be paying down the national debt.

Now, when I took office, the national debt was 50 percent of our annual income, and it was projected to grow to 80 percent. When I took office, we were spending over 14 cents on the dollar of every tax dollar just servicing the debt. It's now down to 44 percent of our annual income, the debt -- we're spending a little over 13 cents on the dollar. But if we set it aside for 15 years, we will take the debt down to seven percent of our annual income, a third of what it was in 1981 when we started this deficit binge, the lowest it's been since 1917 before we got into World War I. And it will only cost 2 cents of every tax dollar you pay to pay interest on the debt.

That will, as compared with now, free up another 11 cents on the tax dollar every year from then on, that we could be investing in our children, and in education, and in the future.

It's an amazing statistic. (Applause.) It will also keep interest rates low and free up trillions of dollars to invest in the economy. And all of you know, running local school boards, that if the economy is strong, then you'll have your tax revenues coming in at the local and state level.

So this is a compact among the generations. It's not simply a way to save Social Security and Medicare,

although that, too, is good for young people, because it means that when we baby boomers retire, our kids won't have to give money to us that they could be investing in their grandchildren -- in our grandchildren.

But it was a very good day. And it is a part of what I am trying to get our country to focus on, which is that we have opportunities now that people who came before us, over the last several decades, could only have dreamed of. And we have to decide how we're going to use those opportunities.

I think our most profound obligation is to say that, at a time like this -- with the economy running well, with the lowest peacetime unemployment rate since 1957, with all the economic indicators strong, but with trouble overseas which could affect our economy -- we have got to take this opportunity to deal with the long-term challenges our country faces -- finally, not only to have America working again, but to really build that bridge to the 21st century I've been talking about for so long.

And all of you know that education has to be a critical part of that. You know better than I all the problems that your President just mentioned. You know better than I that we have the largest group of school children we've ever had, and that it is more diverse in every way than it has ever been. The future of our whole country rests so much on how well we educate our children and you have been chosen in your communities to carry that torch into the new century. It is a great honor, and a heavy responsibility. And I thank you for assuming it.

I believe that here in Washington, our duty is to help to give you the tools you need to meet the challenge, and we've worked hard for six years, with all the economic challenges we faced at first, to do that duty.

In the last six years, while we have reduced the size of the federal government to its lowest point since President Kennedy was in office, and eliminated hundreds of programs in order to balance the budget, at the same time we have almost doubled our investment in education and training. We've helped states who adopted tougher standards; we've helped school districts to deal with the challenges of drugs and gangs and violence and guns. We've cut regulations in our federal programs affecting elementary and secondary education by two-thirds, thanks to Secretary Riley's efforts. We've granted dozens of waivers to states and school districts to give them the flexibility they need to try new approaches.

We've begun to organize an army of tutors, including young people in the America Reads program, from a thousand colleges to help in schools to make sure our young people can read at elementary school; and a new group of mentors in the Gear Up program to mentor middle school and high school students to prepare them for college and to make sure they know they can go.

We have increased our investment in early childhood, including Head Start, as Barbara said. We are making dramatic progress in connecting all our classrooms and libraries to the Internet by early in the next century. And this year the new E rate, the education rate, comes on line, and that should save about \$1 billion in the cost of hookups, something for which we've fought very hard. (Applause.)

Also, something I think is very important that all the high school seniors and juniors, and maybe even earlier, know that in many different ways, we have basically opened the doors of college. Millions of young people this year will get the HOPE scholarship tax credit, which is worth about \$1,500 for the first two years of school. There are tax credits for junior and senior years of college, for graduate school. We've increased the size and reach of the Pell grant program, lowered the cost of student loans, added hundreds of thousands of work-study positions and tried to basically put you in a position to say to the children in your school districts, look, if you make the grades, if you don't have any money you can still go to college; no matter what the cost is, you can still go.

Last year, we got the first big down payment on our goal of helping you to hire 100,000 highly-trained teachers to lower class sizes in the early grades. And that, plus what all of you have been doing, is really paying off. I mean, the SAT scores are up, the math scores are up almost everywhere in the country. We see in some of the most difficult learning environments dramatic turnarounds where the proper attention has been paid the school.

But if you look at the country as a whole, there are still some very challenging problems. Number one, reading scores haven't budged. Now, I think that's pretty explainable when you consider the increasing percentage of our children whose parents don't speak English at home. You couldn't expect aggregate reading scores to be going through the roof. That doesn't mean that we can give up on making sure those kids are fluent in English. It just means we have to work harder, we have to work smarter, we have to do better.

Even more troubling to me is the fact that our relative standing on these test scores goes down as the kids go up in school. Our 4th graders were ranked in the top of the world last year in comparative math and science scores. And keep in mind, when we engage in this, we take a representative sample of kids, by income, by race, by region -- every demographic category -- and they're doing well. Our 8th graders are about the international average and our 12th graders rank near the bottom. That tells us that there are things we have to do if we expect to be globally competitive that we're not doing. And I believe we can do better.

Probably most of you heard my State of the Union address, in which I said that we, in my judgment, in the federal government, should change the way we invest federal funds to emphasize what you have proved to us works, and to stop investing in things that don't work. We will have an opportunity -- and, again, I believe, an obligation -- to do that this year, because Congress must reauthorize the Elementary and Secondary Education Act. I intend to send them, later this year, an Education Accountability Act to require states and school districts receiving federal help to take five steps that most of you are probably already taking, and that, I think, all of us would admit, have been shown to work.

The components of this bill basically came to us from educators. From people like you -- from principals especially; from teachers, in some cases; and from our own on-site observation -- not just mine and Secretary Riley's, but all of us -- of what we have seen working.

We believe that every district should have a policy of no social promotion, but not identifying the children as failures, and therefore, there should be after-school and summer school programs to support their continued learning. (Applause.) All over America, teachers' groups -- not just the national organizations, but grass-roots teachers' groups -- have pleaded with us to say, if you're going to invest federal money, say that every school district must have a reasonable discipline code, and it must be enforced.

} social
promotion

We believe that parents should get report cards on their children's schools. We believe there should be a strategy in every school district to turn around or shut down schools that fail.

I appreciated the comment you made about vouchers. You know, I have steadfastly opposed them. I believe -- (applause) -- I believed when I was a governor, I think we were the second state in the country after Minnesota to have a statewide public school choice bill pass the legislature, and I have steadfastly supported the charter school movement in America, and I still do.

But we must have a strategy that deals with failing schools. If you want to win the argument with people who don't do what you do every day -- on vouchers -- you must have a strategy that deals with failing schools. And it's very important. (Applause.)

I think we have to do more to ensure that all of our teachers are as well-trained as they possibly can be in the subjects they are teaching. Sometimes I think our teachers get a little bit of a bum rap with the schools exploding and all of you having to compete for bright people with other forms of work, not just teaching. It should hardly be surprising to people that we have, in many of our school districts, teachers teaching subjects which they don't have degrees in -- which they may not even have college minors in. But we have to do something about it. We have to do more to try to help support teachers. And the teachers, through their organizations, are clamoring for more investment to help develop skills and learning; to raise their qualifications in these academic subjects.

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I'm going up to Boston tomorrow and I'll be able to discuss some of this in greater detail. But what I

wanted to say to you today is we need your help. We need your help. We need Congress to understand that -- I do not believe the federal government should run the schools. I didn't wake up one morning and come up with these five ideas. (Laughter.) I believe that you were showing us what works, and that is what we should invest in. And I think that, both as taxpayers and as school board members, knowing the challenges we face, you should expect us to invest this money based on what you believe will work, and what you have seen will work.

Nothing we can do here involves picking this person or that person or the other person to teach; involves how you select your principals; involves how the climate of learning or the culture of the school is developed, school by school. We can't do any of that. But with limited federal funds, which I have done my best to increase, and an enormous challenge out there, we ought to be investing in what works and we ought to stop investing in what doesn't. And I ask for your help to persuade the Congress that that is in the interests of the local school districts of the United States. (Applause.)

Essentially, we ought to try to take what is common sense to all of you and make it common practice in all of our schools.

Today, as I said, I released my budget, and I wanted to talk a little bit about what it does. First of all, it calls upon Congress to invest \$1.4 billion to hire new, better-trained teachers to reduce class sizes in the early grades. This is a 17 percent increase over the budget I signed last fall, and it brings us another step closer to our goal of 100,000 new teachers. We have to make sure that Congress continues this financial support.

I might say there were some people who didn't want to do that, but the arguments I heard about this were the same arguments I heard in 1994 against my crime bill, when local police officers said, Mr. President, the violent crime rate has tripled in the last 30 years and the police forces have increased by 10 percent. It was not rocket science to think that if you have more police officers and they were walking the streets and working with neighborhood groups and others, that they could prevent crime from happening in the first place, catch criminals when they commit crimes, and drive the crime rate down. We now have the lowest violent crime rate in 30 years, the lowest overall crime rate in 25 years.

It is not rocket science to know that if you've got a teacher shortage now and a looming one in the future, that the federal government, if we have the resources, ought to be giving you the tools to hire more teachers. So I ask you to help us pass this through the Congress. (Applause.)

The budget also calls for investing \$35 million to provide 7,000 college scholarships for bright young people who commit to teach in places where the need is greatest -- in the poorest inner-city and rural schools. That's five times the investment that Congress made in these scholarships last year when we inaugurated the program. It increases by \$25 million funding to train bilingual and English as second language teachers. It contains \$30 million to train middle school teachers to use technology in the classroom. It calls for \$10 million to train 1,000 Native Americans to teach in Indian reservations and other public schools with large Native American enrollments. It has \$18 million to recruit and train retired military members to become teachers. (Applause.)

We had an event on this at the White House last week, and we had this marvelous retired Army sergeant who is teaching in the Baltimore schools come and make a presentation. He's a special education teacher in the Baltimore schools. It was an overwhelming, emotional event.

And I remember when I was in Korea recently I met a senior master sergeant there who gave me one of his little military coins. And I said, how long have you been in the service? And he said, 29 years. And I said, how much longer are you going to stay? He said, about a year. And I said, what are you going to do? He said, I'm going home to Kentucky to be a teacher. (Applause.) So I hope you will continue to support this.

The budget continues support for the master teacher program, to make sure our finest teachers get the recognition, the reward they deserve, and the opportunity to spread the skills they develop in going through the certification process with others in their schools. Our goal there is to try to get up to 100,000

board certified master teachers in the country, enough to make sure that, with your help, we can have one in every school building in America. And I think that would be a very good thing, indeed.

The budget increases by \$26 million funding to mobilize tutors and trained teachers, to make sure all of our 3rd graders can read adequately. It doubles funding for our efforts to provide middle school students with tutors, with mentors, to spark their interest -- and their capacity -- in going on to college.

We also, again, will try to pass the provision of the budget that would use tax breaks to enable us to build or modernize 5,000 schools, and that is very important, indeed. (Applause.) Again, I heard the argument last year, well, this is really not something that the federal government ought to be doing. Well, the federal government puts a lot of money into state highways, and this is our road to the future. (Applause.) } construct

I, frankly, wish we were doing more. I don't know how many schools I've been in where there were as many kids back in the house trailers as there were in the regular classrooms. I don't know how many I've been in where there were rooms closed off because the buildings were breaking down. We have school buildings in some of our cities now that are so old they literally cannot be hooked up to the Internet without a whole rewiring. (Applause.) I think this is very important.

But again, I say it's important that you understand that you've got to go out and talk to members of Congress of both parties and say, listen, this is not some cockamamie idea that the President had some person with a Ph.D. think up in a windowless office in the White House. (Laughter.) You know, you go out and stroll around the schools of America and it will come screaming back at you. we need some help here. (Applause.)

So I ask for your help. And finally, let me say, our federal after-school programs began just two years ago with \$1 million. That's all I could get for it. And we went to \$40 million. Then in the third year, in our last budget, that I signed just a couple of months ago, we went to \$200 million. This budget calls for \$600 million, and that's enough to keep one million children in school and off the streets, learning and safe, in after-school programs. I ask for your support for that. (Applause.)

So this budget comes from Secretary Riley and me, two old -- increasingly old -- (laughter) -- governors who believe deeply in education and its promise, who believe deeply in the leadership of people like you at the local level. We don't want to micromanage the schools. We don't want to take resources away from people who need it. But it is unconscionable to continue to support that which doesn't work and to fail to support that which does. So we ask for a partnership that will invest more in our public schools and to invest in ways that you, out on the front lines of change, have demonstrated will work so that our children will learn more. That's all we ask.

Again, I say, as I was thinking today when we started the day, Dick and I did, with the rest of the Cabinet and 31 members of Congress -- and we were looking at this line with the debt going down and what was going to happen in the future -- you just think about where America is and you think about people who were Presidents, Secretaries of Education, members of Congress, governors and school board members, 10 years ago, 15 years ago, 20 years ago. There were people who would have killed to have had an opportunity like this. This is a high-class dilemma we've got here. (Laughter.) You know? Why are we worried about the aging of America? Because before you know it our average life expectancy will be over 80 -- that's a big problem. I like it better as the days go by. (Laughter and applause.)

And the same thing with the surplus. But history is full of examples of people who had golden opportunities and squandered them because there was an easier, more well-trodden path to take. And so I ask you -- I don't think you know the influence you can have if you're determined to bring it to bear.

This is a time for decisive action. Don't just go up to Congress and ask them to reauthorize the act the way it was and give you as much more money as you can get. You've got 53 million kids out there. They're from 200 or more different racial or ethnic groups, every religion in the world, every linguistic background in the world. And they are America's gold mine for tomorrow as the world becomes smaller

and more and more interdependent.

This is a gift. It is a high-class challenge. And we have the resources and we have the knowledge to do what is right. We have to do it.

Thank you very much. (Applause.)

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5:20 P.M. EST

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Last Updated -- February 4, 1999, (mjj)

THE WHITE HOUSE AT WORK

Thursday, January 21, 1999

PRESIDENT CLINTON AND VICE PRESIDENT GORE: QUALITY TEACHERS FOR AMERICA'S FUTURE

Teaching our children is patriotic work, and we must do more to recruit our best people and train them to excel as teachers. The four proposals I have laid out will move us towards that goal. But the best way to recruit committed new teachers is to show them that their efforts will make a difference, and to do that, we must make every school in America a center of excellence. That is the path we are now on, a path that will lead to a better, more prosperous, more secure America in the 21st Century.

President Bill Clinton
January 21, 1999

Today, President Clinton joins First Lady Hillary Rodham Clinton to unveil an education agenda to help provide highly qualified teachers in every classroom in America, including, funding to reduce class size and allow local school districts to hire 8,000 more teachers, provide 7,000 scholarships to students committed to teaching in high-poverty public schools, extend a program to train and place 3,000 retired military personnel in schools, and a new initiative to recruit and train 1,000 Native American teachers committed to teach in schools with high concentrations of Native American students. Vice President Gore will be in Florida to announce a plan to help schools build and renovate schools nationwide.

A Presidential Plan To Hire 100,000 Well-Prepared Teachers. Studies show that smaller classes enable teachers to give personal attention to students, which leads to their getting a stronger foundation in the basic skills. *That is why President Clinton and Vice President Gore fought to win funding in last year's budget to begin hiring 100,000 teachers to reduce class size nationwide in grades 1-3 to an average of 18.* In his 2000 budget proposal, President Clinton will:

- *Request funding to allow local school districts to recruit, hire, and train an additional 8,000 teachers, while continuing to pay for the 30,000 teachers hired with funds from last year's budget. To ensure that this initiative supports high-quality teaching, school districts may spend up to 15 percent of these funds for teacher training and other related activities.*

Recruiting Teachers For High-Poverty Schools. Poor and minority students often have the least access to well-prepared teachers. To address this challenge, the President will propose:

- *Funding to provide scholarships to 7,000 outstanding students who commit to teaching in high-poverty public schools. These scholarships were first proposed by President Clinton last year and enacted by Congress as part of the reauthorization of the Higher Education Act;*
- *Preserving and Expanding the Troops-to-Teachers program begun in 1994, which*

has helped train and recruit 3,000 retiring military personnel to teach in high-poverty areas. The President's budget proposal calls for scholarships and other support for training and placing an additional 3,000 retiring military personnel and other mid-career professionals in high-poverty schools.

Recruiting 1,000 New Native American Teachers. Only two-thirds of Native American students successfully complete high school. To address this challenge, the President is proposing \$10 million to begin training and recruiting 1,000 new teachers for areas with high concentrations of American Indian and Alaska Native students.

A Plan To Modernize America's Schools. Meanwhile, Vice President Gore tours Ventura Elementary School in Orlando, Florida and announces an Administration proposal to help states build and renovate public schools nationwide. The Vice President is calling on Congress to approve this plan, which includes:

- \$22 billion in School Modernization Bonds available over two years for construction and renovation of public school facilities;
- \$2.4 billion in Qualified Zone Academy Bonds over two years for building renovation and school construction related to certain public school-business partnerships in low-income schools;
- The Secretary of Interior would allocate \$400 million in School Modernization Bonds to tribes or tribal organizations for the construction and renovation of Bureau of Indian Affairs funded schools.

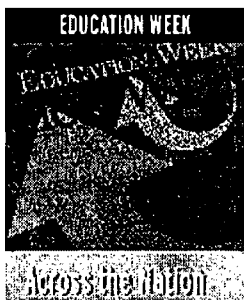
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FEBRUARY 24, 1999

EDUCATION WEEK on the WEB



IN CONTEXT | THE ARCHIVES | TEACHER MAGAZINE | THE DAILY NEWS | SPECIAL REPORTS | PRODUCTS & SERVICES

Riley Outlines Licensure Plan for Teachers

By Erik W. Robelen

Washington

Secretary of Education Richard W. Riley urged states last week to consider adopting a common framework for teacher licensing, raising hopes that his support could lend new urgency to ongoing efforts to improve teacher quality.

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Teacher certification
and Teacher licensure
defined.

In his sixth annual State of American Education Address, delivered Feb. 16 in Long Beach, Calif., Mr. Riley outlined what his department termed a "possible approach" to state licensure that would include "initial," "professional," and voluntary "advanced" licenses.

"This three-part approach ... seeks to strengthen teaching by linking it more closely to high standards. I ask you to consider it and join me in this national conversation," the secretary said, referring to state and local leaders.

Mr. Riley's proposal was just the latest in a series of high-profile education announcements by the Clinton administration in recent weeks. In his Jan. 19 State of the Union Address, President Clinton stressed the need to improve accountability in districts receiving federal dollars.

Education advocates said Mr. Riley hit on an important theme in last week's speech, particularly given estimates that American schools will need to attract more than 2 million new teachers over the next decade.

"I think he's put forward some very good ideas that I hope will have some resonance with the states," Sandra Feldman, the president of the 1 million-member American Federation of Teachers, said in an interview. "The proposals speak to quality and professionalism."

Under the plan Mr. Riley outlined last week at California State University-Long Beach, the Department of Education would encourage states to grant:

An initial license after a prospective teacher passed a written exam of content and teaching knowledge and an assessment of teaching performance. The initial license would not be renewable; new teachers should be able to meet the standards of a professional license within three years, according to the department.

A professional license based on clear standards developed by states for what teachers should know and be able to do. Earning this license would require teachers to be assessed on their performance through classroom observation by a panel of their peers and a supervisor. Teachers would need to renew the license periodically.

An advanced license, such as the voluntary certification now available

For background, past stories, and related Web links, please see our Issues Pages on Teaching as a Profession and Professional Development.

through the National Board for Professional Teaching Standards. An NBPTS certificate attests that a teacher has been assessed by peers to be accomplished, make sound professional judgments about student learning, and act effectively on those judgments.

'A National Dialogue'

The proposal also urges states and districts to base teacher pay on the type of license earned, as well as years of teaching experience and demonstrated knowledge and skills.

In a statement, Bob Chase, the president of the 2.4 million-member National Education Association, credited Secretary Riley with "shining a national spotlight on a huge issue for states and for our members."

And, Gordon M. Ambach, the executive director of the Washington-based Council of Chief State School Officers, applauded the secretary's focus on encouraging more rigorous standards for licensing, though he pointed out that the framework is not new. "The basic outline for what the secretary is proposing is very similar to what many, if not most, of the states already do," he said. ✓

Arthur E. Wise, the president of the Washington-based National Council for Accreditation of Teacher Education, suggested that Mr. Riley's comments might help broaden interest in teacher-licensure issues. ✓

"There has been a national dialogue within the profession," Mr. Wise said. "What there has not been is a national dialogue between the profession and the general public."

Mr. Riley outlined new steps the Education Department will take on the teacher-quality front, including creating a national job bank and clearinghouse for teacher recruitment; sponsoring a national conference on teacher quality; and establishing a National Commission on Mathematics and Science Teaching for the 21st Century, to be chaired by former Sen. John Glenn of Ohio. Mr. Riley also said the department has asked the National Academy of Sciences to assess the current state of teacher testing, recommend ways to improve existing tests, and suggest viable alternatives.

The secretary's focus on teacher quality comes as the issue has attracted increasing attention from policymakers at the local, state, and federal levels.

Framework Emerging

Just last week, former Secretary of Labor Elizabeth Hanford Dole, who is considering a bid for next year's Republican presidential nomination, discussed teacher quality in a speech to the American Council on Education. Ms. Dole urged "zero tolerance" for poor teaching and advocated greater efforts to place "the training of teachers at the center of our higher education system."

James A. Kelly, the president of the teaching-standards board, a privately organized group based in Southfield, Mich., said a tremendous amount of work has already been done in the area of strengthening teacher licensing.

"There is a common framework emerging," he said. "There's strong state cooperation and collaboration, but each state has to decide" how to handle licensure, he added, because the "circumstances are very different in different states."

Among the efforts under way is the Interstate New Teacher Assessment and Support Consortium, or INTASC, founded in 1987 to pool state expertise on teacher-licensing issues.

The consortium, a project of the Council of Chief State School Officers, includes representatives of more than 35 state education departments, as well as leading teaching organizations and others. The consortium has created a set of model standards for what every beginning teacher should know and be able to do and content-specific standards for licensure in core disciplines.

Rep. Bill Goodling, the Pennsylvania Republican who chairs the House Education and the Workforce Committee, has indicated that, in reauthorizing the Elementary and Secondary Education Act this year, House Republicans will look at options to encourage states to set higher teaching standards, create tougher teacher tests, and devise better teacher-training programs.

Last week, Mr. Goodling applauded the focus of Mr. Riley's new plan on teacher quality, but he also expressed some concerns.

"In principle, a new, uniform system of teacher licensing has merit, but anything the federal government does in the areas of teacher training, standards, and testing must respect the work of the states," he said in a written statement. "We must recognize regional needs and differences."

On the Web

Full text of Secretary Riley's State of American Education speech. Includes, Updating Teacher Licensure and Compensation and Steps to Address Accountability and Teacher Quality.

PHOTO: Tony Hicks of California's Compton Unified School District videotapes Secretary Richard W. Riley as he gives his sixth annual State of American Education Address in Long Beach last week.

--AP/Wide World

President Clinton's Call to Action for American Education in the 21st Century

Talented Teachers in Every Classroom

Every community should have a talented and dedicated teacher in every classroom and at least one master teacher certified by the National Board for Professional Teaching Standards in every school. Our most promising young people also must get encouragement and support to become teachers.

This nation faces several challenges in sustaining and upgrading the quality of our teachers. Two million teachers will be needed over the next ten years to replace retirees and accommodate rapidly growing student enrollment. This presents an enormous opportunity for ensuring teacher quality well into the 21st century, if we recruit promising people into teaching and give them the highest quality preparation and training.

As we demand higher levels of knowledge and skills from our students, we must honor and support our teachers in the classroom today, equipping and expecting them to help our students master the basics and be prepared for college, employment, and good citizenship. Without quality teachers and teaching, our most serious efforts to raise standards and improve schools will not succeed.

Everyone has a role to play in helping our teachers become the best in the world. Parents, schools, community leaders, universities, state leaders--and most important, current and future teachers themselves--can take many steps to address this challenge.

- **Identify and reward our most talented master teachers.** For many years, many educators, led by North Carolina Governor Jim Hunt and the National Board for Professional Teaching Standards, have worked hard to establish nationally accepted credentials for excellence in teaching. More than 500 of these master teachers have been certified since 1995. Under the President's budget, 100,000 more teachers over the next 10 years will be able to seek certification from the National Board as highly accomplished master teachers--enabling at least one teacher in every school to get certification from this board. States, school districts, and the private sector can also establish rewards for master teachers and other excellent teachers they identify in such ways as through teacher-of-the-year competitions. School districts can call on these master teachers to become mentors for other teachers.
- **Do more to challenge talented young people and mid-career professionals in other areas to become teachers and help them make the transition into a teaching career.** Communities can start middle and high school academies for students interested in becoming teachers, and states can establish centers for teacher recruitment that bring promising students into teaching. States can make it financially easier for young people to teach in high-need areas through fellowships and loan forgiveness programs. School districts can make sure that beginning teachers get support and mentoring from experienced teachers. The Clinton Administration proposes to change the tax law so that more students can use community or public service to repay their student loans without owing tax. It will continue working to make college and teacher preparation more affordable for young people who go into teaching.

Teacher Recruitment--Starting Early

School districts and universities can work together to create middle and high school programs that expose young people to the teaching profession. For example, the South Carolina Center for Teacher Recruitment has reached thousands of academically talented high school juniors and seniors through its Teacher Cadet Program, offered in more than 140 schools statewide. Teacher Cadets study education and have the opportunity to teach younger students under the tutelage of both school and university faculty. The center also targets minority middle school students, encouraging them to take rigorous courses in school and aspire to a career in teaching.

- **Reinvent teacher preparation for beginning teachers and improve professional development for more experienced teachers so they get the training they need to help students master the basics and reach high standards in the core academic areas.** Colleges, universities and school districts must provide current and future teachers ongoing, sustained opportunities to learn how to be more effective and upgrade their skills. The Clinton Administration has supported their efforts by increasing funding that may be used for sustained professional development, stronger teacher standards, and performance evaluation for teachers. The Eisenhower Professional Development program, Goals 2000, and the National Science Foundation's Teacher Enhancement Program also provide substantial support for high-quality professional development.
- **Expand efforts to help teachers become technology literate and to use technology to improve training available to teachers.** The President's technology initiatives will play a major role in helping teachers to become technology literate. For example, the President's Technology Challenge Grant program supports private-public sector partnerships to develop models for using technology in education, such as providing "electronic field trips" for new teachers to learn from expert teachers and mentors around the country. Moreover, the Technology Literacy Challenge Fund will leverage public funds to target school districts and schools committed to helping teachers integrate technology into the classroom. Finally, the 21st Century Teachers initiative will recruit thousands of technology literate teachers to upgrade their knowledge and help at least five of their colleagues learn how to use technology in the classroom.
- **Set high standards to enter teaching and find ways to help--or quickly and fairly remove--teachers who don't measure up.** School districts and teachers can help start and participate in peer assistance programs where they help identify, and then provide intensive assistance to, burnt-out or low-performing teachers. School districts can develop fair and faster processes for holding teachers accountable and assisting or removing teachers who are not making the grade. Educators and communities should not look the other way if a teacher is burned out or not performing up to standard. The Clinton Administration will share promising strategies for recruiting talented young people and others into teaching, rewarding good teachers, and quickly and fairly improving or removing teachers who don't make the grade. The Administration also will provide guidance to schools, districts, and states on how existing federal funds can be used to address these challenges.

Upgrading Teacher Skills: An Award Winning School

The Woodrow Wilson Elementary School, in Manhattan, Kansas, was established as a "professional development school" where current and future teachers can go for assistance in upgrading their skills and knowledge in math, science, and technology. The school helps teachers understand the widely acclaimed math standards developed by the National Council for Teachers of Mathematics, and prepares them to help students meet or exceed these standards. At the school, student test scores on the Kansas Mathematics Assessment Test have improved for the past three years, including especially strong gains for girls. The school recently was one of five schools to win a national award from the U.S. Department of Education for its efforts to give teachers the skills they need to help students succeed.

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[National Standards of Academic Excellence]



[America Reads Challenge]

Last Updated -- April 1, 1997, (pjk)

Department of Education
Programs and Policies

Improving Teacher Quality, Recruitment, and Preparation

"Every community should have a talented and dedicated teacher in every classroom?. [We have] an enormous opportunity for ensuring teacher quality well into the 21st century, if we recruit promising people into teaching and give them the highest quality preparation and training.?"

--President Clinton's Call to Action for American Education in the 21st Century

The Higher Education Amendments of 1998 respond to the Nation's critical need for high-quality teachers by enacting much of the Clinton Administration's proposal to improve teacher recruitment and preparation. Our Nation's schools will need to hire 2.2 million teachers over the next decade, more than half of whom will be first-time teachers. These teachers need to be well-prepared to teach all students to the highest standards.

Title II of the HEA provides new opportunities to invest in the recruitment, preparation, licensing, and support of teachers. The following new Teacher Quality Enhancement initiatives are funded at \$75 million in FY99:

Teacher Preparation Partnership Grants

This new initiative -- based on the Administration's proposal -- will provide grants to partnerships among teacher preparation institutions and high-need school districts. To ensure that new teachers can meet the many challenges of today's classrooms, the partners will work to strengthen teacher education through activities such as:

- **Implementing reforms that hold teacher education programs accountable** for preparing high-quality teachers.
- **Improving prospective teachers' knowledge of academic content** through increased collaboration between faculty at schools of education and schools of arts and sciences;
- **Ensuring that teachers are well-prepared for the realities of the classroom** by providing strong hands-on classroom experience and strengthening links between university and K-12 school faculties; and
- **Preparing prospective teachers to use technology** as a tool for teaching and learning and to work effectively with diverse students.

Teacher Recruitment Grants

This new recruitment initiative will support the efforts of States and school-university partnerships to reduce shortages of qualified teachers in high-need areas. Grant recipients may offer scholarships, high-quality preparation, and support services to prospective teachers who agree to teach in the high-need schools.

State Grants

These new grants encourage States to improve the quality of their teaching force through such reforms as:

- **Strengthening their teacher certification standards** to ensure that new teachers have the

necessary teaching skills and academic content knowledge;

- **Implementing reforms that hold institutions of higher education accountable** for preparing teachers who have strong teaching skills and knowledge of their content areas;
- **Establishing or strengthening alternative pathways into teaching** for highly qualified individuals, including mid-career professionals and former military personnel; and
- **Reducing shortages of qualified teachers in high-need areas.**

Accountability

The new law helps ensure accountability in teacher education by requiring states and institutions of higher education to prepare "report cards" on the quality of teacher preparation, including their students' performance on teacher licensing examinations.

If you have questions or comments, please call Louis Venuto (202-708-8847) or Vicki Payne (202-260-3291), send a FAX to (202) 708-9046, or send an e-mail to teacherquality@ed.gov.

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[Return to Teacher Quality Programs page](#)

ED HOME



Title II HEA Teacher Quality Programs

On October 7, 1998, President Clinton signed into law the Higher Education Amendments of 1998. Title II of the new law creates three Teacher Quality Enhancement Grant programs designed to increase student achievement through comprehensive approaches to improving teacher quality. The programs provide three types of competitive grants:

- State Grants to support comprehensive statewide reforms to improve teacher quality;
- Partnership Grants to bring about fundamental change and improvement in traditional teacher education programs; and
- Teacher Recruitment Grants to reduce shortages of qualified teachers in high-need school districts.

The Department has prepared application packages for prospective applicants. An application package for States explains how States may apply for State Grants and Teacher Recruitment Grants. An application package for partnerships explains how partnerships may apply for Partnership Grants and Teacher Recruitment Grants. Applications for State Grants and Teacher Recruitment Grants must be submitted to the Department on or before **April 16, 1999**. Pre-applications for Partnership Grants must be submitted to the Department on or before **April 2, 1999**.

The Department is offering technical assistance workshops for prospective applicants. Here you'll find dates and locations, the agenda, and the registration form for these workshops. The Department has also issued a request for peer reviewers for the Teacher Quality Enhancement Grant programs.

[[Summary of the Teacher Quality Programs](#) | [Questions & Answers](#) | [Final Application Package for States](#) | [Final Application Package for Partnerships](#) | [Applicant Information](#)]

-###-

[[Return to Teachers Web Page](#)]



ED HOME

This page last modified April 14, 1999 (saw)



Teacher Quality Enhancement Programs

Questions and Answers
December 1, 1998

Please note that the information contained in this document reflects the Department's initial assessment of the new Teacher Quality programs. Some interpretations may change as the Department gets ready to kick off the Teacher Quality programs.

Title II of the Higher Education Act

1. What are the goals of the new Teacher Quality programs in Title II of the Higher Education Act?

The new Teacher Quality programs provide an historic opportunity to effect positive change in the recruitment, preparation, licensing, and on-going support of teachers in America. The programs are designed to increase student achievement by implementing comprehensive approaches to improving teacher quality.

2. Why do we need to focus on teacher quality now?

More than ever before in our history, teaching is the profession that is shaping the Nation's future -- molding the skills of our future workforce and laying the foundation for good citizenship and full participation in community and civic life.

Accordingly, what teachers know and are able to do is critically important. Yet, we face daunting challenges as we seek to ensure a national teaching force of the highest quality. America's schools will need to hire 2.2 million teachers over the next decade, more than half of whom will be first-time teachers. As classrooms grow more challenging and diverse, these teachers will need to be well prepared to teach all students to the highest standards. Contemporary classrooms and social conditions confront teachers with a range of complex challenges previously unknown in the profession. New education goals and tougher standards, more rigorous assessments, site-based management, greater interest in parental involvement, the continuing importance of safety and discipline, and expanded use of technology increase the knowledge and skills that teaching demands.

The three new Teacher Quality Enhancement Grant programs in Title II of the Higher Education Act offer an opportunity to improve teacher quality in America by effectively addressing these challenges.

3. What programs are funded in Title II of the Higher Education Act, and what is their funding level?

Title II, entitled "Teacher Quality Enhancement Grants to States and Partnerships," consists of three complementary programs that focus on improving the quality of teaching in America. Congress

appropriated a total of \$75 million for the Title II programs for fiscal year 1999. According to the language in Title II (after a 1% set aside for peer review), 45% of the funds (\$33.4 million) will support State Grants for promoting reform activities; 45% (\$33.4 million) will support Partnership Grants for improving teacher education; and 10% (\$7.4 million) will support Teacher Recruitment Grants for high-need school districts.

4. When will the applications be available and the grants awarded?

The Department plans to make the applications for the three programs available in late January. The Department anticipates that applications for the State and Teacher Recruitment Grants will be due in mid-April and that awards will be made in late July. The timeline for awarding grants under the Partnership program will be longer because of the complexity inherent in building meaningful partnerships and the comprehensive teacher preparation activities that these partnerships will conduct. For the Partnership program, pre-applications will be due in April, full applications will be due in early summer, and awards will be made in late summer to early fall.

5. How does the Department propose to let educators know about these grant opportunities?

The Department is developing both an outreach strategy to the K-12 and higher education communities and a special website to provide information about these programs. The Department also will conduct pre-application workshops between mid-February and early March for potential applicants.

6. How will applicants be selected to receive grants?

Grantees will be selected by a rigorous peer review process that includes members of the higher education and K-12 communities. Selection will be based upon selection criteria stated in the application, such as the strength of the proposed partnership and the quality and potential significance of the proposed activities.

7. Whom can I contact at the Department of Education for more information about the new Title II programs?

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Title II Grants to States

1. What is the purpose of the State grants in Title II?

Competitive grants to States will support the implementation of comprehensive Statewide reforms to improve the quality of a State's teaching force. By law, State activities may include efforts to strengthen teacher certification standards; to hold institutions of higher education accountable for high-quality teacher preparation; to establish or strengthen alternative pathways into teaching; to recruit teachers for high-poverty urban and rural areas; and to address the problem of social promotion.

2. Who can apply for the State grants?

The legislation requires that the applicant be the Governor of a State or, in the case of a State whose constitution or law designates another individual, entity, or agency in the State to be responsible for teacher certification and preparation activity, that individual, entity, or agency. Because the goal of the program is to promote comprehensive, statewide reforms to improve teacher quality, successful applicants also may want to coordinate with other entities within the State that make and implement policies relating to the teaching profession.

3. How many State grants will be awarded, and what is their funding range and duration?

Depending on the number and quality of the applications, the Department anticipates awarding 15-20 grants on a competitive basis to states, with an average award range of \$1.7 million to \$2.5 million per year and a maximum award of \$5 million. Projects will be funded for up to three years.

4. What types of proposals are expected to be most promising?

State applicants are encouraged to determine the most appropriate focus for an effective statewide reform effort. For example, States may want to propose fundamental reforms in:

- teacher licensure, certification, and preparation policies and practices, including rigorous alternative routes to certification;
- wholesale redesign of teacher preparation programs, in collaboration with the schools and using models that include stronger academic content in teacher education programs;
- improved linkages between higher education institutions and K-12 schools, with more time spent in K-12 classroom settings by college faculty and teacher education students and the greater use of technology in the teacher education programs;
- the redesign and improvement of existing teacher professional development programs to improve the content knowledge, technology skills, and teaching skills of practicing teachers;
- the use of new strategies to attract, support and retain highly qualified teachers in high-poverty urban and rural areas;

- improved accountability for high quality teaching through performance-based compensation and the expeditious removal of incompetent or unqualified teachers while ensuring due process; and
- the development and implementation of efforts to address the problem of social promotion and to prepare teachers to deal with the issues raised by ending social promotion.

There are a number of examples of States that already have made a significant commitment to State- and system-wide reform of teacher preparation as one element of an overall strategy to ensure successful learning for all students. These States may seek additional support through this grant program to enhance their efforts.

States that have not yet done the groundwork to determine the most effective use of grant resources to improve teacher quality might propose to use State grant funds to conduct State-level analyses of their current system of teacher preparation —looking at program quality in light of State student achievement and school improvement goals—in order to identify the needs, identify all the players who must be involved in an effective statewide reform effort, and propose and implement a strategy for effective change.

5. Will the Department use priorities or competitive preferences in the awarding of State grants?

While the law authorizes funding to support a wide range of State activities, Congress designated three of these as priorities. Therefore, the Department will establish competitive preferences for applications that address one or more of the following three activities:

1. initiatives to reform State teacher certification requirements that are designed to ensure that current and future teachers possess the necessary teaching skills and academic content knowledge in subject areas in which the teachers are certified or licensed to teach;
2. innovative reforms to hold institutions of higher education with teacher preparation programs accountable for preparing teachers who have strong teaching skills and are highly competent in the academic content area in which the teachers plan to teach; and
3. innovative efforts to reduce the shortage of highly qualified teachers in high-poverty urban and rural areas.

6. Is there a matching requirement for the State grants?

As required by law, a recipient of a State grant must provide, from non-Federal sources, an amount equal to 50 percent of the amount of the grant (in cash or in kind) to carry out the grant activities.

Title II Grants to Partnerships for Improving Teacher Preparation

1. What is the purpose of the teacher preparation partnerships?

The purpose of the Partnership program is to bring about fundamental change and improvement in traditional teacher education programs - thereby increasing teachers' capacity to help all students learn to high standards. Designed to support highly committed partnerships that will accelerate the change process in teacher education, the program will strengthen the vital role of K-12 educators in designing and implementing effective teacher education programs and increase collaboration between departments of arts and sciences and schools of education.

The program is designed to make an important impact on teacher education and thereby to increase significantly the number of new teachers emerging from programs that have been redesigned to ensure that new teachers have the content knowledge and skills to be effective.

2. Who can apply for the teacher preparation partnership grants?

By law, an eligible grant applicant is a partnership that includes, **at a minimum:**

1. a public or private institution of higher education whose teacher education program is effective (as demonstrated by certain types of evidence stipulated in the statute);
2. a school of arts and sciences; and
3. a high-need local educational agency (LEA).

Because many entities contribute to the success of teacher education programs, partnerships may also include other school districts and higher education institutions (including community colleges), Governors, State boards of education, State educational agencies and agencies for higher education, nonprofit organizations, pre-school programs, teacher organizations, and the business community.

3. How many grants to partnerships will be awarded, and what is their funding range and duration?

Depending on the number, quality, and proposed activities of the applications, the Department anticipates awarding grants to 15-20 partnerships at a range of \$500,000 to \$3.5 million per year, with an average award of approximately \$2 million. Projects will be funded for up to five years.

4. What activities will be supported by the Partnership Grants?

The grants will support efforts to strengthen teacher education by:

- increasing collaboration between schools of education and departments of arts and sciences in order to improve prospective teachers' content knowledge;
- improving links to K-12 schools and providing high-quality,

intensive clinical experiences to ensure that prospective teachers learn effective teaching skills;

- integrating reliable, research-based teaching methods and technology into the curriculum; and
- creating opportunities for enhanced, sustained professional development.

Partnerships may also use grant funds to prepare teachers to work with diverse student populations, including students with disabilities and limited English proficiency, and to involve their parents; to broadly disseminate information on effective practices in teacher education; and to provide principals and superintendents with effective leadership skills.

5. What kinds of applications will be most promising?

The strength of applications will be assessed in terms of their quality, feasibility, sustainability, and potential significance. Reviewers must determine that an application is of high quality and can be sustained during and beyond the grant period. Once these tests are met, reviewers also may find a partnership's commitment to go beyond the minimum partnership requirements -- by including a number of teacher preparation institutions or high-need school districts, or by working within a State-wide reform effort -- to be an important consideration in determining the project's overall significance. While the size of a partnership may play a role in its significance, a partnership could also be judged significant by the meaningfulness of its collaboration and proposed activities. Therefore, a small, high-quality partnership might well be more competitive than a larger network whose partnerships and proposed activities were not meaningful.

One way that a partnership might choose to show positive results and make a broad impact on teacher education is to include one institution of higher education, involving both the school of education and departments of arts and sciences, and a number of school districts in the region. In this way, the partnership could reach a significant number of new teachers.

Another partnership might include more than one higher education institution. It is clear from any national assessment of teacher preparation that no institution of higher education has surmounted all of the barriers to producing high quality teachers, even though a number of them are working diligently to do so. A partnership including more than one institution of higher education might have each member take the lead on one element of teacher preparation reform--stronger undergraduate curriculum, infusion of technology into the curriculum, extended teaching experiences in public school settings by student teachers, or support for new teachers in the first one to three years of teaching, for example. Institutions concentrating on each area could share information with their partners through a technical assistance strategy that would result in all partners adopting and implementing each component of the reform program by the end of the grant period.

Of course, these are just two examples. School districts and higher education institutions will have many different ideas about the best ways to strengthen teacher preparation, and they may want to partner with other institutions, school districts, or organizations that have similar visions.

6. Since the Department seeks grantees that can make a significant impact, does this mean that only partnerships among large universities have a chance of receiving grants?

No. Reviewers will look for high-quality applications that will affect significant numbers of new teachers. This is one reason why applicants may want to consider partnerships that include a number of institutions or school districts. However, reviewers will also be looking for evidence that the institutions of higher education within a partnership demonstrate an institution-wide commitment to teacher preparation. Reviewers may find that partnerships made up of small teacher education institutions that have made teacher education a top priority are more competitive than partnerships of larger institutions that have not made teacher preparation a major focus.

7. What kinds of evidence does a partnership need to provide regarding the effectiveness of participating institutions of higher education at preparing teachers?

The law requires at least one institution of higher education in a partnership to provide evidence that its teacher education program either -

- Produces graduates who exhibit strong performance by (1) demonstrating an 80% or higher pass rate on all applicable State qualifying assessments for new teachers (including assessments of subject matter knowledge); or (2) ranking among the highest-performing teacher preparation programs in the State, as determined by the State; or
- Requires all students to participate in intensive clinical experience, to meet high academic standards, and to complete an academic major or demonstrate competence in relevant content areas.

8. What role will geographic distribution play in the selection process?

The law requires peer reviewers to take geographic distribution into consideration when making recommendations for awards. However, since partnerships can network across State and regional boundaries, geographic distribution could be accomplished in a number of ways. In addition, given the technology now available for communication, the Department anticipates that a partnership could involve partners from different areas of the country.

9. What is a "high-need" local educational agency?

A high-need LEA is a public school district with an elementary or secondary school located in an area in which there is a high percentage of individuals from families with incomes below the

poverty line, a high percentage of secondary school teachers not teaching in the content area in which the teachers were trained to teach, or a high teacher turnover rate. The Department is working to define "high-need" more clearly in order to help applicants apply this definition, and to promote consistency among applicants.

10. Why does the Partnership program target the preparation of teachers who will work in high-need communities?

Newly hired teachers in poor urban and rural areas are often among the least prepared and most inadequately supported -- while students in these areas often need the most highly qualified teachers. Improving the recruitment, preparation, and retention of high-quality teachers in high-need communities is an essential step in expanding access to quality education. In addition, identifying the best techniques for preparing teachers for our Nation's most challenging teaching assignments will provide a foundation for excellence in the preparation of all our teachers.

11. What is the role of elementary and secondary school districts in the partnerships?

Applications will be evaluated, in part, based on the extent of collaboration between the higher education institutions and school districts in the partnerships, including the important role elementary and secondary educators play in designing and implementing teacher education programs that respond to their needs. A promising applicant would include K-12 schools and school districts in the joint governance structure of the partnership and would provide for schools to receive a portion of funding from the grant. This is a customer-oriented focus to ensure that colleges and universities that train new teachers design and operate their programs in response to the needs of school districts and their students.

12. Will the Department use priorities or competitive preferences in the awarding of the partnership grants?

The Congress included a priority for partnerships that include businesses. Therefore, the Secretary will give a competitive preference to applications that propose a significant role for private businesses in the design and implementation of partnership activities.

13. Is there a matching requirement for the Partnership Grants?

By law, a recipient of a Partnership grant must provide, from non-Federal sources (in cash or in kind), an amount equal to 25 percent of the grant for the first year, 35 percent for the second year, and 50 percent for the third, fourth, and fifth years of the grant.

Title II Teacher Recruitment Grants

1. What is the purpose of the Teacher Recruitment Grants?

There is a great need, especially in high-poverty communities, to recruit and prepare more people to become teachers. The Teacher

Recruitment Grants - awarded either to States or to partnerships between LEAs and teacher preparation institutions -- are designed to reduce shortages of highly qualified teachers in high-need school districts.

Local partnerships between school districts and teacher preparation institutions have been found to be very effective at providing teachers for communities where they are most needed. The "grow your own" approach is also effective for these communities because individuals who are already members of a community are likely to remain there after they become teachers. The recruitment grants will allow individual communities to determine their needs for teachers and to recruit and prepare teachers who meet those needs.

States can also play an important role in ensuring that high-need school districts are able to recruit highly qualified teachers, and they can use the recruitment grants to develop and implement effective mechanisms to do so.

2. Who can apply for Teacher Recruitment Grants?

There are two kinds of eligible applicants for the Teacher Recruitment program:

- States (applicants eligible to apply for Title II State Grants); and
- Partnerships (applicants eligible to apply for the teacher preparation partnerships - e.g., partnerships among, at a minimum, teacher preparation institutions, schools of arts and sciences, and high-need LEAs).

3. How many grants will be awarded, and what is their funding range and duration?

The Department estimates that 20 awards will be made, with an average annual award of \$371,000 and a maximum award of \$500,000. Projects will be funded for up to three years.

4. What activities will a Teacher Recruitment Grant support?

Activities must focus on reducing shortages of highly qualified teachers who will teach in high-need school districts. States or partnerships between high-need school districts and teacher preparation institutions will carry out an assessment of the most critical needs of the school districts for teachers. They will then design and implement activities to recruit and prepare individuals who meet those needs. The partners might identify a particular need for science, special education, or minority teachers, or they might decide to recruit paraprofessionals, mid-career professionals, or former military personnel into teaching. (These are only examples. Applicants could choose any focus that responds to their needs.)

Funds may be used to award scholarships to help prospective teachers pay the costs of tuition, room, board, and other expenses, to provide support services during teacher preparation programs,

and to support new teachers during their first three years of teaching. Scholarship recipients must commit to teaching in the high-need school district after completing the teacher preparation program. Funds may also be used to develop and implement other effective mechanisms for meeting the needs of high-need school districts for well qualified teachers.

5. How will the program hold scholarship recipients accountable for fulfilling their commitment to teach in high-need schools?

As required by law, the Secretary will establish regulations to ensure that scholarship recipients who complete teacher education programs subsequently teach in a high-need school district, for a period of time equivalent to the period for which the recipients received scholarship assistance, or repay the amount of the scholarship.

6. Is there a matching requirement for Teacher Recruitment Grants?

Yes, but by law the requirement differs depending on the type of applicant.

- A State that receives a recruitment grant must provide, from non-Federal sources, an amount equal to 50 percent of the amount of the grant (in cash or in kind) to carry out the grant activities.
- A Partnership that receives a recruitment grant must provide, from non-Federal sources (in cash or in kind), an amount equal to 25 percent of the grant for the first year, 35 percent for the second year, and 50 percent for the third, fourth, and fifth years of the grant.

Student Financial Aid Provisions
Higher Education Act

1. Does the Higher Education Act provide loan forgiveness for teachers?

Yes. The Higher Education Act now provides new loan forgiveness opportunities for some teachers who teach in high-need areas.

2. Who is eligible for loan forgiveness, and how much can be forgiven?

The new loan forgiveness opportunities will attract and reward those who teach where the need is greatest by forgiving up to \$5,000 of student loans after a teacher teaches for five years in a low-income community.

The loan forgiveness provisions apply only to new borrowers on or after October 1, 1998.

Teachers who meet this requirement may obtain \$5,000 of loan forgiveness after they have been employed for five consecutive years in a school that is qualified for Perkins loan cancellation.

Secondary school teachers must teach in a subject area that is relevant to their major. Elementary school teachers must have knowledge and teaching skills in reading, writing, mathematics, and other areas of the school's curriculum. Defaulted loans are not eligible for forgiveness, and no payments will be refunded.

3. Whom can I contact at the Department of Education for more information about loan forgiveness?

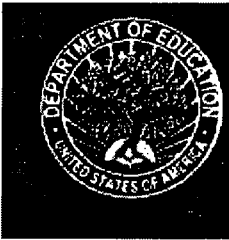
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[Fact Sheet]   [Return to Title II HEA Teacher Quality Programs]

This page last modified April 14, 1999 (saw)

ESEA



ES & A

Improving Teacher Quality Throughout the Elementary and Secondary Education Act

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

President Clinton
September 12, 1996

➤ Reauthorization
Home

➤ Fact Sheet

➤ Prospectus:
Title-by-Title
Description

➤ Publications on
ESEA Programs

Effective classroom instruction is essential to any successful effort to raise standards for all students. Research shows that well-qualified teachers are the most important in-school factor in the improvement of student achievement. Yet only 36 percent of teachers of the core academic subjects currently consider themselves "very well prepared" to implement state or district standards.

In order to improve teachers' knowledge and skills, the Clinton Administration's proposal to reauthorize the ESEA would:

- **Create a new program to support educators as they work to help all students meet challenging state standards.** The proposal would include a new Teaching to High Standards initiative, which would combine the most successful aspects of the Goals 2000, Title II (Eisenhower Professional Development) and Title VI (Innovative Education Program Strategies) programs in current law. Our proposal would focus support on the type of high-quality professional development--particularly in math and science--that research says teachers need most to improve instruction: professional development that is sustained, intensive, collaborative, and content-based. The proposal would also advance efforts to enhance teacher quality by supporting state and local initiatives to improve systems for licensing, hiring, supporting, evaluating, and rewarding teachers and principals, including support for innovative partnerships between school districts and institutions of higher education.
- **Expand and enhance the national effort to recruit teachers and administrators for the 21st century.** The initiative would provide national support for the recruitment, preparation, and retention of the next generation of principals and teachers for America's schools. These efforts would include the development and implementation of a national teacher recruitment clearinghouse and job bank. Due to increasing enrollments, continued attrition, and the retirement of veteran teachers, our schools will need to hire approximately 2.2 million new teachers over the next ten years. At the same time, 22 percent of all new teachers are leaving the profession in the first three years. Our proposal would continue the highly successful work of the Department of Defense's Troops to Teachers program in recruiting, placing and supporting former members of the military as



teachers in high-need areas. The proposal would also expand the model to recruit talented mid-career professionals from other fields into teaching.

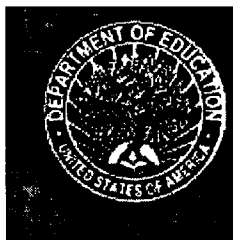
- **Improve the quality of teaching in high-poverty schools.** In Title I, the proposal would phase in a mandatory, district-level set-aside for sustained, intensive professional development. The set-aside would help teachers develop the skills they need to meet the challenges of teaching in high-poverty schools, especially teaching students with diverse learning needs, including students with disabilities and students with limited English proficiency. Because too many Title I students are taught by teachers' aides, the proposal would limit the use of, and raise the minimum qualifications for, teacher aides providing instructional help. The proposal would also support career ladders to help aides become certified teachers.
- **Provide early childhood educators in high-poverty communities with tools to prepare children for school.** Without high-quality early childhood education programs, children are less ready to attend school and learn to read, the foundation for nearly all later learning. The proposal would support local partnerships of entities that provide professional development for teachers (such as universities), and other agencies such as local school districts or Head Start agencies, to improve professional development opportunities for early childhood educators. Projects would focus on research-based early language, literacy, and reading development to enhance children's ability to read once they reach school.
- **Prepare more teachers to serve students with limited English proficiency.** Despite the growing number of students who are not proficient in English, only 20 percent of teachers consider themselves "very well prepared" to teach LEP students. As in current law, the Bilingual Education Teachers and Personnel Grants would increase the capacity of pre-service teacher education programs to prepare prospective teachers to serve LEP students effectively. The Training for All Teachers program, as well as Title I and Teaching to High Standards resources, would provide ongoing, intensive professional development to help ensure the provision of services to LEP students.
- **Help all teachers use technology.** Only 20 percent of full-time K-12 teachers consider themselves very well prepared to integrate technology in their classrooms. Title III provisions would increase the number of teachers who effectively use multimedia software, distance learning resources, and online applications to improve their teaching skills, remain current in their field, connect with fellow teachers and other experts, and engage students in challenging academic content. The Technology Literacy Challenge Fund would support teacher development through workshops, mentor programs, online assistance, virtual seminars, and support for on-site technology lead teachers.

Institutions that prepare new teachers would receive support through the Preparing Tomorrow's Teachers to Use Technology program to create comprehensive strategies and engage entire faculties in overhauling and integrating technology into the teacher education curriculum.

- **Prepare teachers to produce multilingual students for a linguistically diverse society.** Only a small percentage of public elementary schools have foreign language programs aimed at language proficiency. Our proposal would restructure the Foreign Language Assistance Program to encourage states and locals to work with teacher education programs to prepare much needed elementary school foreign language teachers. The Elementary School Foreign Language proposal would support partnerships that would train new and experienced teachers to be both proficient in a foreign language and qualified to teach the language at the elementary school level.

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Page last updated on May 25, 1999 by [pjk]



➤ **Reauthorization
Home**

➤ **Fact Sheet**

➤ **Prospectus:
Title-by-Title
Description**

➤ **Publications on
ESEA Programs**



TEACHING TO HIGH STANDARDS

"Our teachers need more support and collaboration than ever to get high standards in the classroom and address more diverse students, technology, and a growing list of other demands that we as a society place on them."

U.S. Secretary of Education Richard W. Riley
January 28, 1999

With Federal support, educators, legislators, and communities in all 50 states, the District of Columbia, and Puerto Rico have made great progress in establishing high academic standards in reading, mathematics, and other core academic subjects. The Teaching to High Standards initiative would focus on supporting educators across the country as they work to help all students meet or exceed those challenging standards. This new initiative would succeed the state reform efforts carried out under Goals 2000, ESEA Title II (Eisenhower Professional Development) and ESEA Title VI (Innovative Education Program Strategies) in current law. In fiscal year 1999, Congress appropriated a total of \$1.2 billion for those three programs.

The Administration's proposal to reauthorize the ESEA would:

- **Move challenging standards from the statehouse to the schoolhouse.** Our proposal would continue and advance the implementation of standards-based school reform at the state and local levels. States would continue to develop academic content and student performance standards and align local curricula and assessments with those standards. In addition, the proposal would support the development and purchasing of materials to support these efforts. The proposal would also encourage and support state partnerships to benchmark the quality of their standards.
- **Support professional development that works.** The centerpiece of Teaching to High Standards is an enhanced Federal investment in building the knowledge and skills of America's teachers. Research shows that qualified teachers are the most important in-school factor in improving student achievement. Teaching to High Standards would focus Federal funding on the type of professional development that teachers say they need most. In particular, our proposal would support ongoing professional development activities rather than activities condensed into a single workshop, as well as projects that incorporate active collaboration among teachers, rather than passive lectures disconnected from practice. The proposal would also continue to direct funds toward strengthening instruction in core academic content areas, rather than toward general strategies for improving classroom practice. In support of this goal, the first \$300 million of the program's annual appropriation would be reserved for professional development in the priority subjects of math and science.
- **Improve teacher quality and raise academic standards.** In addition to supporting high-quality professional development, our proposal would help enhance the overall quality of

America's teaching force by supporting state and local initiatives to improve systems for licensing, hiring, supporting, evaluating, and rewarding teachers and principals. These efforts could include the establishment, expansion, or improvement of alternative routes to state certification or licensure for qualified individuals outside the teaching profession. The proposal would also support national activities such as the development of teacher recruitment job banks, as well as initiatives to promote teacher mobility and improve portability of teacher credentials and pensions across state lines.

- **Promote activities to prepare principals to be leaders of reform.** States and school districts would be encouraged to use Teaching to High Standards funds to prepare new and experienced principals to serve as instructional leaders.
- **Support high-quality education for students in all schools.** The proposal would provide for the equitable participation of private school students and teachers in professional development and other activities supported by Teaching to High Standards.
- **Provide increased resources and greater flexibility.**
 - Teaching to High Standards funds would be allocated by formula to states. State Educational Agencies could retain up to 10 percent of those funds to support continued state reforms, including the development of content and performance standards and assessments.
 - An annual national total of \$60 million would be allocated to State Agencies for Higher Education to award competitive grants to colleges, universities, and nonprofit organizations (such as museums and libraries) to carry out innovative professional development activities in partnership with school districts. To help reduce high attrition rates among beginning teachers - more than 20 percent of whom now leave the profession in the first three years-states would give funding priority to applications for partnership proposals that emphasize support for new teachers.
 - The remaining funds would be distributed directly to school districts. Half of these funds would be allocated through a formula targeted toward high-poverty districts to ensure support for ongoing professional development; the other half would be distributed through a state-administered competition to promote quality and recognize model programs. Districts would apply for both formula and competitive funds through a single application.
 - Our proposal would promote national leadership efforts to make high standards a reality in every classroom by continuing two important efforts: the Eisenhower National Clearinghouse for Mathematics and Science Education

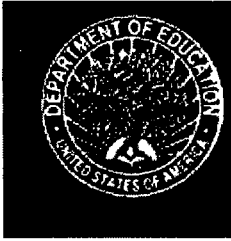
and the National Board for Professional Teaching Standards. In addition, the proposal would promote several new national initiatives to recruit and support the next generation of American principals and teachers.

- **Focus on recruitment and retention of high-quality teachers as national priorities.** Teaching to High Standards would also authorize several new national initiatives to recruit, place, and support the next generation of American teachers, including (1) the creation of a nationwide job bank for teaching positions; (2) support for efforts to increase the portability of teacher credentials, pensions and credited years of experience among states and school districts; and (3) the development and implementation of programs to recruit highly talented individuals to become classroom teachers and to retain them for more than three years.

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[Title I]    [Title II B]

This page last modified on June 10, 1999 (jls)



➤ Reauthorization
Home

➤ Fact Sheet

➤ Prospectus:
Title-by-Title
Description

➤ Publications on
ESEA Programs



TITLE I: SUPPORTING ACADEMIC EXCELLENCE IN HIGH POVERTY SCHOOLS THROUGH TITLE I

"More and more, our children come from very diverse populations in race, in religion, in culture, in income, in condition. And, yet, every one of them needs to have a world-class education and a world-class opportunity to make the most of his or her life."

President Clinton
January 8, 1999

Dedicated to helping over 11 million disadvantaged children in 45,000 schools, Title I is the largest Federal investment in elementary and secondary education. Title I acts as a catalyst for nationwide change by raising standards for all children. Nationally, 50 percent of small, poor districts and 47 percent of large, poor districts report that Title I is driving reform to a great extent.

There are encouraging signs of Title I's ability to improve the achievement of low-performing students in high-poverty schools. Over the past few years, reading and math performance among nine-year-olds in high-poverty public schools and among the lowest-achieving fourth-graders has improved significantly on the National Assessment of Educational Progress. States and districts report progress in the percentage of students in the highest-poverty schools meeting state and local standards for proficiency in mathematics and reading. However, a substantial achievement gap remains between students in the highest- and lowest-poverty schools.

The Administration's proposal continues its commitment to ensuring that all children achieve to challenging standards, while holding states and school districts responsible for student achievement and strengthening the federal commitment to improve failing schools. Specifically, the Administration's proposal to reauthorize the ESEA would:

- **Provide support for bringing challenging standards to the classroom.** The proposal would continue the commitment to helping ensure that poor children achieve to the same high standards as their wealthier peers. Consistent with the current timelines, Title I will require states to develop and implement assessments that are aligned to state standards and continue to make progress in using standards and assessments to improve student performance. As affirmed in a recent RAND report on educational progress in North Carolina and Texas, an aligned system of standards, curriculum, assessments, and accountability is key to improving our schools.
- **Improve the quality of teaching.** In the 1997-98 school year, 84 percent of principals in high-poverty schools reported that Title I students were being taught by teacher

aides. About 72 percent of paraprofessionals spent time teaching without the supervision of qualified professionals. The Administration would limit the use of, and raise the minimum qualifications for teacher aides providing instructional support, while encouraging career ladders to help teacher aides become certified teachers. In addition, over half (55 percent) of all teachers in high-poverty schools reported spending less than nine hours per year on training in the content areas. Over two-thirds (70 percent) reported receiving less than nine hours per year of professional development related to content and performance standards. The proposal would phase in a mandatory set-aside for ongoing professional development for teachers and teacher aides in high-poverty schools to obtain the skills they need to teach to high standards, and require newly hired teachers to be certified.

- **Strengthen accountability.** Although there is considerable overlap between schools identified for improvement under Title I and those identified through other state or local mechanisms, states report that they are having difficulty integrating the Title I requirements with their own systems. Only 23 state Title I directors report that the same accountability system is used for Title I schools as for other schools in their state. The proposal would encourage states to develop one rigorous, statewide accountability system for all public schools that requires annual, substantial gains in overall student performance and among the lowest-performing students. The proposal would require that states have one state-wide system for Title I school accountability. New state, district and school report cards would give Title I parents the information they need to evaluate the quality of the schools their children attend.
- **Help states turn around low-performing schools.** The Administration would reserve an initial 2.5 percent of the total Title I allocation, as a catalyst for state and local improvements in low-performing schools, with a priority for serving districts with chronically failing schools in need of strong interventions. The set-aside would increase to 3.5% in subsequent years. Schools that fail to improve would be subject to strong corrective action, including implementing new curriculum, restructuring to better meet the needs of low-achieving students, transferring students to other public schools, or even closing down and
- **Target funds to ensure that Title I resources go to the highest-poverty school districts and schools.** Title I is helping 95 percent of the nation's highest-poverty schools (where three out of every four students are from low-income families). The proposal will continue to support such targeting. In addition, because current law limits Puerto Rico's allocations relative to what the commonwealth would receive if it were a state, our proposal would require that Puerto Rico's allocations be determined on the same basis as allocations to states. This change would be phased in over five years to avoid disruption of current allocations.

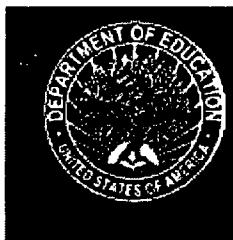
- **Prepare children for success.** The National Academy of Sciences (NAS) recently presented strong evidence that young children who receive support in language and cognitive development have much higher reading achievement latter in elementary and middle school. The NAS also highlighted the importance of early identification of children with reading difficulties. Our proposal would require Title I-funded preschool programs to include a focus on language and literacy development and would encourage the use of diagnostic assessments in the first grade to identify children with reading difficulties early.
- **Strengthen schoolwide programs.** The proposal would maintain current provisions that allow schools enrolling at least 50 percent poor children to use Title I funds to improve instruction for the entire school. The number of schools implementing schoolwide programs has tripled since 1995, from 5,000 to 15,000. The proposal would strengthen schoolwide efforts to improve education in high-poverty schools by requiring the use of research-based practices and incorporating other promising features of the Comprehensive School Reform Demonstration (CSRD) program.
- **Support the continuation of the Comprehensive School Reform Demonstration (CSRD) program** by extending the Title I and Fund for the Improvement of Education (FIE) demonstration authorities. The CSRD program helps schools implement research-based programs to strengthen the quality of education throughout the entire school.
- **Focus attention on students with limited English proficiency.** The proposal would support professional development efforts that help all teachers better serve the unique needs of students with limited English proficiency. In addition, Title I schools would be required to annually assess the progress of LEP students in learning English and use results to inform parents and improve instruction accordingly. The proposal would also strengthen provisions for including LEP students in state assessments and hold schools accountable for ensuring that LEP students learn English and achieve to high standards. States would assess LEP students who have been in U.S. schools for three consecutive years in English on the reading/language arts assessment.

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[Title II A]

This page last modified on June 11, 1999 (jls)



➤ **Reauthorization
Home**

➤ **Fact Sheet**

➤ **Prospectus:
Title-by-Title
Description**

➤ **Publications on
ESEA Programs**



TITLE II B RECRUITING AND RETAINING QUALITY TEACHERS

"These next few years are, in my opinion, critical for the future of American education. We must make some far-reaching decisions about how to elevate the teaching profession.... We can no longer fiddle around the edges of how we recruit, prepare, retain and reward America's teachers. We need a sea change in public thinking about the value of teaching."

U.S. Secretary of Education Richard W. Riley
February 16, 1999

As a result of increasing enrollments, teacher turnover, and the retirement of many veteran teachers, the United States faces the challenge of hiring more than two million teachers over the next ten years. High attrition rates further complicate the challenge of providing all of America's students with high-quality teachers. The problem of attrition is particularly acute among new teachers, more than twenty percent of whom continue to leave the profession after teaching for three years or less.

To respond to this problem, schools are forced to hire teachers who are not fully certified or who are teaching outside their field of expertise. This problem is especially prevalent among teachers in their first three years, 24 percent of whom are not fully certified. Further, high-poverty and high-minority enrollment schools especially suffer from a lack of certified and qualified teachers. Twenty-two percent of all high-poverty teachers are teaching outside of their field, and 18 percent of teachers in high minority enrollment are also teaching outside of their field. In addition, research shows that highly qualified teachers are not evenly distributed across geographic areas or academic disciplines, with the largest shortages concentrated in central cities and in mathematics.

To enhance and intensify the national effort to address the recruitment challenges facing America's schools, our proposal includes the Transition to Teaching initiative. This initiative complements a number of teacher recruitment projects initiated under the 1998 reauthorization of the Higher Education Act of 1965.

The Administration's proposal to reauthorize the ESEA would:

- **Provide national leadership in recruiting, preparing, and retaining educators for the 21st century.** The Transition to Teaching initiative would build on and expand the highly successful work of the Department of Defense Troops to Teachers program. Troops to Teachers was created in 1994 to help improve the quality of public education by bringing the talent, skills, and experience of military service members to high-poverty schools. To date, over 3,300 participants have been hired as teachers in high-need subject areas and school districts in 48 states and the District of Columbia.

Over 83 percent of program participants are still in the classroom today. The average participant is 41 years old, indicating that these teachers bring significant life experience to the classroom. In addition, teachers recruited through Troops to Teachers are twice as likely to teach mathematics, science, or special education and three times more likely to be a member of a minority group than are public school teachers in general. On surveys, these teachers also indicate a greater willingness to teach in inner cities or rural communities.

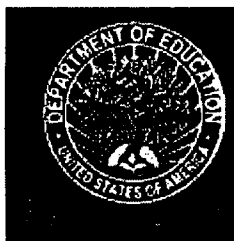
Transition to Teaching would continue the work of Troops to Teachers in recruiting and supporting former members of the military services as teachers, and would broaden the program to recruit a wide range of talented mid-career professionals into the teaching profession. Recent studies have found that a significant number of such mid-career professionals are interested in beginning a teaching career.

The proposal would also support state and local initiatives to improve systems for licensing, hiring, supporting, evaluating, and rewarding teachers and principals. These efforts could include the establishment, expansion, or improvement of alternative routes to state certification or licensure for qualified individuals outside the teaching profession. Finally, national activities would support efforts such as the development of teacher recruitment job banks, as well as initiatives to promote teacher mobility and improve portability of teacher credentials and pensions across state lines.

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[Title II A]    [Title II C]

This page last modified on June 11, 1999 (jls)



➤ Reauthorization
Home

➤ Fact Sheet

➤ Prospectus:
Title-by-Title
Description

➤ Publications on
ESEA Programs



TITLE II C EARLY CHILDHOOD EDUCATOR PROFESSIONAL DEVELOPMENT

"Our hope for the future surely begins by keeping a strong focus on the early years of childhood and schooling, where we have the most potential to make the greatest gains...I urge local and state leaders to help give child care providers much more extended training when it comes to early language and reading development."

U.S. Secretary of Education Richard W. Riley
February 16, 1999

America's first education goal affirms that all children should begin school ready to learn. Achieving this goal depends largely on the ability of child-care providers to prepare our children for the rigors of classroom learning. Nationally, only 14 percent of early child care and education programs are of high quality, while 5 percent are considered dangerous to the health, safety, and development of children. To help achieve this important goal and improve school readiness for children from birth through kindergarten, the Early Childhood Educator Professional Development (Title II, Part C) program would support ongoing, research-based training for teachers of young children. The proposal would especially support those children living in poverty and help to prevent them from encountering later reading difficulties by improving the knowledge and skills of early childhood educators.

The Administration's proposal to reauthorize the ESEA would:

- **Focus on building the foundation for school success.** Children's later success is built on the education and care they receive in their early years, particularly their access to high-quality early childhood education and meaningful family involvement. By directing attention and resources toward professional development for educators serving children in the years before kindergarten, this new initiative reflects research knowledge about the importance of early educational experiences for later development and learning, including language and literacy development. Support for high quality teaching in the early years supports later reading success, and other positive academic outcomes for children. The proposal would help ensure that children enter school on the path to reading by the end of the third grade and ready to learn to high standards throughout their lifetimes.
- **Target resources where they are most needed.** Excellent early childhood teachers are essential to the academic success of young children, especially those living in poverty. Poor children benefit more from high quality programs, and are more vulnerable to harm from poor quality programs, than their more advantaged peers. Yet programs taught by qualified educators who are knowledgeable about early language and literacy development are often unavailable in high-poverty communities. The proposal would support local

professional development partnerships; grantees would be required to serve children who live in high-need communities.

- **Support early childhood professional development that works.** Teachers' training and education directly influence the quality of the early education they provide. The proposal would support professional development activities that are grounded in the best available research on early language and literacy development and pedagogy, and targeted to the particular needs of the community's young children and families. Professional development must be delivered in ways that emphasize ongoing training, are consistent with research-based best practices, and are coordinated across community and school sites, as well as linked to clear goals and outcomes.
- **Build school-community partnerships.** Rather than duplicate existing professional development activities in communities, this proposal would strengthen and expand these efforts through competitive grants to local partnerships that provide professional development for teachers (such as universities) and other agencies such as local school districts or Head Start programs. In addition to leveraging existing professional development efforts, the proposal would provide incentives for the collaboration that is necessary to build a comprehensive system of early childhood professional development, tailored to local community goals. To help foster relationships that will strengthen school-community partnerships and help children move successfully from diverse early childhood settings into the public schools, the proposal would give priority to applications from partnerships that include one or more school districts.

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[Title II B]    [Title II D]

This page last modified on June 11, 1999 (jls)