

NETWORK NEWS

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Comments regarding *NETWORK NEWS* should be directed to:

Hans P. L'Orange, Project Director
Alene Bycer Russell, Research Associate
Dianne Peterson, Administrative Assistant
303-299-3687
sheeo@sheeo.org
<http://www.sheeo.org>

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FOCUS ON TEACHER PREPARATION

This issue of *Network News* highlights teacher education issues. Articles of interest include those on teacher supply and demand; teacher education issues in the Higher Education Reauthorization Act; the use of modern learning technologies; programs to support the training and retraining of elementary and secondary teachers, and national and state web sources on teacher preparation.

Critical Issues in Teacher Supply and Demand

President Clinton and Secretary of Education Riley have announced the need for two million new teachers over the next decade. What is driving this current push for more teachers, and where will teachers most likely be needed?

Projected increases and changes in the population of school-aged children. According to U.S. census projections, the elementary school-aged population is expected to grow 12 percent between 1990 and 2005 while the high school-aged population is projected to grow by 28 percent. Growth is particularly acute in two regions of the country, the South and West, due to increased births and migration.

By 2010, 40 percent of Americans aged 5 to 19 will be Latino, African American, Asian American, or American Indian. The backgrounds of many of these students include factors traditionally associated with high risk for poor student outcomes, such as poverty, single-parent families, low parent education level, and limited English proficiency. This creates increased challenges for education systems.

The available supply of teachers. In addition to growing enrollments, retirement and other attrition will also contribute to teacher shortages. Survey data indicate an annual attrition rate of about 7 percent for public school teachers, with the largest proportion of those who leave (30 percent) leaving for retirement. The "graying of America's teachers" will become an even bigger factor by the end of the next decade as teachers born during the baby-boom years begin to reach retirement age.

The current pool of college graduates may not fill the demand. Among 1992-93 bachelor's degree recipients, 26 percent entered the "teacher pipeline," defined as taking one or more steps toward a teaching career. (This includes those who taught, prepared to teach, or considered teaching.) However, fewer than half of those in the pipeline (47 percent) actually applied for a teaching position, and even fewer math and science majors in the pipeline (38 percent) applied to teach.

Identified shortages in education sectors and disciplines. The demand for teachers is not uniform. In general, there is higher need in secondary education. More specifically, shortages are greatest in mathematics and science, special education, and bilingual education, while several states show surpluses in elementary education, English, and social studies teachers.

Many teachers who are hired to fill mathematics and science vacancies are not fully qualified for the job. Survey data indicate about 75 percent of secondary mathematics teachers majored or minored in mathematics, and only 62 percent of science teachers majored or minored in a science-based discipline.

Recruitment in high-need areas. Urban public school districts that enroll a high proportion of low income and minority students have the most difficulty recruiting and retaining qualified teachers. Recruitment to remote rural areas is also challenging.

Some states are making special efforts to address current and future shortages. These include:

- providing incentives to recruit minority teachers, such as increased salary, cash bonuses, and offers to pay or reimburse the cost of education;
- offering incentive funding programs to public four-year institutions to recruit students in high demand areas; and
- developing alternative certificates that target professionals making career changes, military personnel facing retirement, former teachers who want to return to the classroom, and people who trained to teach but never entered the profession.

How well these programs are working remains to be seen. Program evaluations are needed to assess the effectiveness of states' investments in increasing the supply of teachers in these high demand areas.

*Most of this article is based on the SHEEO report *Preparing Quality Teachers: Issues and Trends in the States* by Esther M. Rodriguez, July 1998. Sources cited in that report include NCES' *Baccalaureate and Beyond Longitudinal Survey, Schools and Staffing Survey: 1993-94*, and *Teacher Follow-up Survey: 1994:95*, as well as data from the U.S. Bureau of the Census.*

The Teacher Development Continuum

Over the past decade, several national initiatives have addressed the need to develop a quality, professional teaching force. While focused on different stages in the teacher career, these efforts have come to share some common beliefs. First and foremost is the idea that there is a continuum of teacher development, and that consistent and rigorous standards and assessments should be in place throughout the stages of the teaching career. This means, in effect, that national organizations and state agencies who are involved in teacher prepara-

tion must work closely together in developing policies, standards, and assessments.

Pre-service teacher preparation. Traditionally, there have been few guidelines or standards for teacher preparation programs across the country. The result can be the production of teachers who are inadequately trained to help students meet high levels of academic achievement. One strategy to answer this challenge is through the professional accreditation of teacher preparation schools, colleges, and departments of education. For example, the **National Council for Accreditation of Teacher Education (NCATE)**, a coalition of teachers, teacher educators, content area specialists, and state education policymakers, recently announced plans to develop a new performance-based system of accreditation which will emphasize teaching skill rather than input and process measures. Through **NCATE 2000**, standards for accreditation and performance assessments will be developed, and these will be compatible with K-12 education standards, and standards for licensing and advanced certification. Close coordination with states will be sought as many states move toward performance-based licensing systems. NCATE has developed a State/NCATE Partnership program to eliminate duplication of effort, and currently has partnerships in place with 40 states.

Licensing. Licensing of new teachers is a state responsibility, and requirements vary widely across the states. In 1987, the Council of Chief State School Officers (CCSSO) created the **Interstate New Teacher Assessment and Support Consortium (INTASC)**, a consortium of state education agencies, higher education institutions, and national educational organizations dedicated to the reform of teacher education, licensing, and professional development. INTASC's mission is to promote standards-based reform through the development of model standards and assessments for beginning teachers.

To date, INTASC has developed model core standards for licensing beginning teachers; these principles apply to all subjects and grade levels and offer a framework for the systemic reform of teacher preparation and professional development. Standards for teaching mathematics were released in 1995, and a draft of standards in English language arts will soon be released. INTASC recently began development of standards for teaching science, and in the next five years will craft model standards for teaching in history/social studies, the arts, elementary education, and special education.

Induction. Without support, many teachers leave the profession within the first five years of practice. In recent years, there has been growing interest in the development of teacher induction programs, designed to provide support and guidance for beginning teachers and to help smooth the transition from

beginners to professionals. One part of this focuses on increasing the competency of inductees by improving their professional skills (*From Students of Teaching to Teachers of Students: Teacher Induction Around the Pacific Rim*, Jay Moskowitz and Maria Stephens, eds., U.S. Department of Education, 1997).

Common strategies for teacher induction programs include mentoring--pairing veteran teachers with beginning teachers to offer guidance and support, and instructional sessions--including workshops, seminars, in-service training, meetings, and external training activities. Many states have begun to implement such programs, as detailed in *The NASDTEC Manual on the Preparation and Certification of Educational Personnel*, published by the National Association of State Directors of Teacher Education and Certification (NASDTEC). The 1998-99 edition identifies 26 states and the District of Columbia which have Beginning Teacher Support Systems (BTSS) in place, plus two other states with such systems in progress.

Professional development. Nearly all states have in place some requirement for professional development, generally in the form of a specified number of credits or Continuing Education Units required within a given time period (*NASDTEC Manual*). However, these requirements are not necessarily linked to specific career or performance development goals, nor is there any assurance that the courses teachers are taking are helping them meet school and student achievement goals. In recent years, national and state programs have focused on professional development as a critical component of systemic reform efforts. For example, the federal **Eisenhower Professional Development Program** (Title II of the Improving America's Schools Act) is aimed at high quality professional development that strengthens teachers' content knowledge and pedagogical skills in line with state and local educational goals and standards. This program represents the biggest commitment by the federal government, in partnership with states, postsecondary institutions, and local school districts, for sustained and intensive high-quality professional development programs for elementary and secondary school teachers. (See related article on page 7)

Advanced certification. While state licensing systems set minimal standards for beginning teachers, the **National Board for Professional Teaching Standards' (NBPTS)** addresses the area of advanced standards for experienced teachers. NBPTS' mission is to establish high and rigorous standards for what accomplished teachers should know and be able to do, to develop and operate a national, voluntary system to assess and certify teachers who meet these standards, and to advance related education reforms. National Board Certification, designed to be a symbol of professional teaching excellence,

will complement, not replace, state licensing. Starting from a central policy statement, *What Teachers Should Know and Be Able to Do*, NBPTS has set advanced standards in over 30 certificate fields. Based on these standards, they are developing multi-part assessments. Teachers who apply for National Board Certification will need to demonstrate their skills, knowledge, and accomplishments. In return, in states supporting NBPTS, these certificates lead to promotions and increased salaries for teachers.

Teacher mobility. National Board Certification addresses in a limited way another critical issue in teacher careers, that of credential reciprocity. For example, the **National Commission on Teaching and America's Future** recommends that states "grant licenses to out-of-state entrants who have achieved National Board Certification" as one of ten top reform strategies. A more general approach is the **NASDTEC Interstate Contract** which is designed to assist teachers moving to another state by providing a vehicle for recognition of educational training. Currently 40 states have signed the contract, but contracts are limited to agreements among specific states. Details are provided in the *NASDTEC Manual*.

The NASDTEC Manual on the Preparation and Certification of Educational Personnel is an excellent reference on state policies pertaining to teacher certification requirements, professional development, examinations and assessments, interstate mobility, support systems for beginning teachers, and related topics. Copies are available from Kendall/Hunt Publishing Company by calling 1-800-228-0810.

**Recommendations from *What Matters Most: Teaching for America's Future*
National Commission on Teaching & America's Future, 1996**

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

STATE HIGHER EDUCATION POLICY TOOLS USED TO SUPPORT TEACHER PREPARATION

Program Review and Approval

The Colorado Commission on Higher Education used their program approval authority to collaborate with the State Board of Education in endorsing new teacher preparation programs that are linked with standards-based reform taking place at the K-12 level. Similarly, the Louisiana Board of Regents modified statewide policies for review of new and ongoing programs to ensure collaboration between academic subject and teacher education departments. The Maryland Higher Education Commission has recommended similar efforts in its Teacher Education Reform Task Force Report.

Development of Databases

Through Georgia's P-16 Initiative, the Georgia Board of Regents is developing a linked P-16 student database to monitor student progress from pre-school through postsecondary education programs.

State Policy and Funding Studies

The Governor's Commission on Educational Excellence for the 21st Century in Iowa has recommended that the Board of Regents conduct a cost-benefit analysis of different accreditation alternatives for its teacher education programs. The Maryland Higher Education Commission conducted a *State-wide Review of Teacher Education Programs* to encourage implementation of the 1995 *Teacher Education Task Force Report*. Similarly, a *Status Report on OSSHE's Response to Changes in the Education Profession: Serving Oregon's Growing Needs*, developed by the Oregon State System of Higher Education (now the Oregon University System), reflects state planning and coordination for preparing teachers.

Incentive Funding

The Missouri Coordinating Board for Higher Education's Funding for Results program rewards institutions that design programs aimed at attracting and preparing qualified students for the diverse challenges facing the state's teaching workforce. Similarly, the Quality Initiative Grants offered by the Oklahoma State Regents for Higher Education encourage

innovation and high quality in teacher education. Focused specifically on initiatives that attract students from underrepresented populations into teaching, the Ohio Projects for a Diversified Teaching Force, are jointly funded by the Ohio Board of Regents and State Department of Education. These grants allow colleges and universities in partnership with school districts to design programs that recruit students, incorporate knowledge and understanding for diversity in pre-service and in-service education, and strategies to increase student and teacher retention rates. The Georgia Board of Regents provides challenge grants to local councils to implement the P-16 goals, many of these grants have been used to redesign teacher education programs built around K-12 academic standards. The Louisiana Board of Regents has changed the criteria for evaluating proposals under its Support Fund Enhancement Program to reflect reforms in undergraduate education and teacher preparation programs.

Student Aid

In South Carolina, the State Department of Education and the Commission on Higher Education administer several joint programs that provide recruitment incentives and special loans to students who want to enter teaching careers. Many have specific targets, such as teachers' aides and technical college students (the South Carolina Program for the Recruitment and Retention of Minority Teachers) and rural students (the Minority Access to Teacher Education Program), while others focus on teaching careers in high demand areas, such as mathematics, science, and foreign languages.

Funding for Support Centers and Student Services

Early outreach centers such as the Oklahoma Minority Teacher Recruitment Center provide information and support services to promote student success in teaching. The Center for Innovative Teaching and Learning sponsored by the Louisiana Board of Regents will continue reforms in math and science teacher preparation programs started by the NSF's Collaboratives for Excellence in Teacher Preparation and extend those efforts to English and language arts, as well.

Source: Preparing Quality Teachers: Issues and Trends in the States, by Esther M. Rodriguez, State Higher Education Executive Officers, July 1998.

NCES Report on Teacher Quality and Preparation

This information is taken with permission from a Department of Education press release.

Only one in five teachers told a national survey they felt well prepared to work in a modern classroom. Specifically, only about 20 percent who responded to the National Center for Education Statistics (NCES), using its Fast Response Survey System (FRSS), said they were confident in using modern technology or in working with students from diverse backgrounds, with limited proficiency in English or with disabilities. Overall, less than half of American teachers reported feeling "very well prepared" to meet many of the challenges facing the nation's public school classrooms.

Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers was released by NCES in January 1999. The report's results come from a 1998 survey of 4,049 full-time public school teachers in the 50 states and the District of Columbia and focused on several indicators of teacher quality: preservice learning and teaching assignment; formal professional development; work environment; and teachers' feeling of preparedness.

While virtually all teachers reported participating in some professional development activities, those involved in short-term sessions (less than eight hours) gave these experiences low marks. However, those engaged in more than eight hours of training were far more likely to conclude that their teaching ability was improved "a lot." Likewise, teachers who were involved in frequent planning and collaboration with other teachers were more likely to report that it helped.

Other findings include:

- Though only 19 percent of teachers said they had been formally mentored by another teacher, 70 percent of them said mentoring at least once a week helped their teaching "a lot;"
- Some 18 percent of grade 7-12 teachers whose main assignment was math, neither majored, minored, nor received a graduate degree in the subject;
- New teachers were less likely than more experienced teachers to have regular certification;
- Two-thirds of America's teachers had not participated in a formal induction program when they first began teaching, although participation rates were higher for new teachers than for more experienced teachers.

Single copies of the report are available at no charge by calling 1-877-4ED-PUBS (1-877-433-7827). An on-line copy of the

report is also available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999080>

Higher Education Reauthorization and Teacher Quality

The recent passage of the Higher Education Reauthorization Act included language specifically related to Teacher Preparation programs. Title II of the Act is labeled "Teacher Quality" and is partly designed to pressure states and colleges into improving that preparation by linking teacher quality to federal funds. Last October, Congress authorized \$300 million for **three grant programs** aimed at improving teacher quality as part of the Higher Education Act, but lawmakers appropriated only \$75 million for fiscal 1999. The legislation also contains accountability language for teacher preparation programs and requires **state and institutional "report cards"** detailing the quality of their programs.

Multiple Grant Programs. The grant programs have several goals defined in the legislation. The legislatively-stated purposes are to:

- improve student achievement;
- improve the quality of the current and future teaching force by improving the preparation of prospective teachers and enhancing professional development activities;
- hold institutions of higher education accountable for preparing teachers who have the necessary teaching skills and are highly competent in the academic content areas in which the teachers plan to teach; and
- recruit highly qualified individuals, including individuals from other occupations, into the teaching force.

Federal funds are available for state grants, partnership grants, and teacher recruitment grants.

- **State grants** may be used to reform teacher preparation programs including reforming certification requirements, expanding alternative certification options, implementing programs to make it easier to remove unqualified teachers and easier to recruit highly qualified teachers, and promote performance-based compensation.
- **Partnership grants** are available for "eligible partnerships" that include an institution of higher education with a teacher-training program, a school of arts and sciences, and a high need local educational agency. These funds are to be used to implement reforms in the academic content areas in which the teachers plan to teach. The legislation also states that they are to be used to provide "sustained and high quality preservice clinical experience" and "opportunities for enhanced and ongoing professional

development that improves the academic content knowledge of teachers."

- **Teacher recruitment grants**, designed to attract new teachers, are also available to assist states and partnerships eligible for the grants described above. These funds can be used to award scholarships for teacher preparation programs, to provide support services to allow scholarship recipients to complete education programs, to provide followup services for former scholarship recipients, and to develop and implement mechanisms to assist local agencies and schools in recruiting highly qualified teachers.

States receiving any of these grants will be required to present annual program reports demonstrating that the funds are being used to improve student achievement and improve the quality of teachers. These grants also require an evaluation plan with performance objectives including increased student achievement, increased teacher retention in the first three years of a teacher's career, and increases in the pass rate for initial state certification or licensure. Other objectives include an increase in the percentage of core secondary school classes taught by teachers with an academic major in that area or demonstrated competence in the area, and an increase in the percentage of elementary school classes taught by teachers with an arts and sciences major or demonstrated competence.

Report Cards. All states with teacher preparation programs will also be required to present an annual "report card" describing the quality of their teacher preparation programs and using consistent definitions and reporting methods currently being developed by NCES. A consultative committee has been meeting in Washington to discuss the definitions that will be developed for these reports. Members were drawn from postsecondary institutions, state licensing agencies, professional associations, and other related groups. NCES is also holding regional focus groups to gather additional input from a broad range of interested parties.

Once the definitions are established, the Office of Postsecondary Education (OPE) will facilitate and collect annual reports from the states and institutions. These reports require each state to annually collect and disseminate information about the quality of their teacher preparation including:

- a description of their teacher certification and licensure assessments;
- the standards and criteria that prospective teachers must meet in order to obtain a license or teaching certificate;
- the pass rate of their graduates on teacher assessment exams;
- the extent to which teachers are given waivers of certification requirements including the proportion of these teachers distributed across high- and low-poverty school districts and across subject areas;

- a description of alternative routes to certification; and
- a description of proposed criteria for assessing the performance of teacher preparation programs.

A number of other groups are also looking at this legislation and the issues surrounding the implementation of the grants and report cards. One of these groups, sponsored by AASCU, SHEEO, and several other associations, has formed a series of working groups to address the definitional issues like defining program completers, content area, measuring competency, and alternative routes to certification. They are also discussing broader policy concerns like the tendency to compare state pass rates when the criteria for passing certification requirements may differ between states. This group anticipates providing a set of recommendations to NCES as input to the definition creation process.

The first state and institutional report cards are due in 2000.

More information about this issue including the full text of the legislation, an update on the NCES consultative process, and current NCES draft definitions can be found at <http://nces.ed.gov/surveys/teacherprep/index.htm>.

Preparing Tomorrow's Teachers to Use Technology

In August of 1999, the U. S. Department of Education will award \$75 million for grants to prepare tomorrow's teachers to use modern learning technologies. Teacher preparation efforts utilizing these grants will help future teachers learn to use the technology that will be found in their 21st Century schools. Three teacher preparation needs are being addressed:

- **Quantity** - The two million new teachers, who will enter our schools in less than a decade, need to be well prepared to use modern educational tools for improved learning.
- **Quality** - Educators can improve student achievement if they master the instructional strategies and new knowledge these technologies bring to the classroom.
- **Bridging the Digital Divide** - The need for educators is greatest in low-income communities. Students in these communities rely on their schools for access to modern learning technologies that can help them gain a strong education and future.

There will be three different types of grants used in this program:

- **Capacity Building Grants** - Approximately 200 awards averaging \$120,000 will be awarded to support the initial year of activity by colleges, schools, and other partners developing programs for full-scale teacher preparation improvement initiatives.
- **Implementation Grants** - Approximately 70 awards of up to \$400,000 a year for three years will go to institutions and consortia that are ready now to implement programs designed to develop technology-proficient teachers. Capacity Building grantees may apply for a second wave of Implementation Grants a year from now.
- **Catalyst Grants** - Approximately 30 awards averaging \$500,000 a year for three years are designed for regional or national groups who are organizing resources to support innovations and strategies for developing or certifying technology-proficient educators.

For more information call 1-800-USA-LEARN or visit the web site at www.ed.gov/offices/OPE/PPI/techttech/summary.html.

Eisenhower Program - Improving America's Teachers

The Eisenhower Professional Development Program, Title II, Improving America's School Act, provides resources to states, local school districts, and colleges and universities with teacher education programs to support the training and re-training of elementary and secondary teachers. Begun in 1985, the Eisenhower Program represents the largest federal initiative for using professional development strategies to improve teaching and learning. The original intent of the Program was to support professional development activities in mathematics and science. However, the 1994 amendments expanded beyond these two critical areas and provided resources for professional development in the other "core academic subjects" identified under Goals 2000. These subjects are: English, civics and government, foreign languages, arts geography, history, and economics. This fiscal year, in support of the America Reads Challenge Initiative, some funds are also specifically earmarked for professional development in reading, with a focus on literacy efforts.

For the 1998-99 academic year Congress appropriated \$335 million for state grants authorized under the Eisenhower Program. Most of the federal allocation is passed on to the states with 84 percent going to state departments of education to be distributed by formula to local school districts and 16 percent going to the state agencies for higher education to develop, fund, and administer competitive grants. The competitive program has allowed state higher education agencies to target dollars to specific state and local needs for teachers.

The key focus of the legislation is on sustained and intensive high-quality professional development programs for elementary and secondary schoolteachers. Thus, many of the professional development programs supported by state higher education agencies extend over one or more school years; often they are aligned with teacher pre-service programs in professional development schools or at the school site. Grounded in the research on effective teaching and learning, the programs also incorporate rigorous subject matter with pedagogical skills that support student-centered, inquiry-based, applied or "hands-on" instruction and authentic student assessment.

To promote and foster interstate sharing and dissemination of innovative and successful professional development programs being developed in the states, SHEEO and the state higher education Eisenhower coordinators formed a national network in 1994. The SHEEO/Eisenhower Network provides technical assistance to state higher education program administrators through access to state Eisenhower Program websites and electronic-mail dialogues. As part of its current strategic plan, the network has developed alliances with federal and state leaders and national organizations to strengthen teacher education and professional development programs. The Network has also used the *Teacher Success* strategy briefs and annual workshops to disseminate successful models and outcomes of the Eisenhower Program, and to support collaborative state initiatives committed to improving teaching and learning in K-12 and postsecondary education classrooms.

State higher education agencies have used the Eisenhower Program to support programs that improve teaching and learning in the classrooms, promote systemic reform in K-12 and postsecondary education, leverage innovation and change in teacher education programs, and provide opportunities for school-college collaboration. A selective sample of these state efforts is presented here.

California - A focus on diverse populations: Improving and facilitating the movement of students from secondary into postsecondary education and preparing them to succeed once in college serve as the foundation for the California Postsecondary Education Commission's administration of the Eisenhower K-12 faculty professional development program. The projects in California emphasize serving teachers and teacher candidates from schools and/or school districts with a large number of students identified as underrepresented in college-preparatory mathematics and science courses. The projects utilize a variety of vehicles to: (1) increase K-12 faculty pedagogical and content knowledge in the subject area; (2) increase K-12 faculty awareness of changing assessment strategies; and (3) increase K-12 faculty understanding of how to best serve a culturally diverse student population.

Georgia - A focus on aligning state K-12 and teacher education reforms: Georgia's Eisenhower Higher Education Program is a federally funded program under the Board of Regents of the University System of Georgia. In addition to funding projects which are designed to enhance mathematics and/or science teaching at the elementary, middle or high school level in public and private schools across the state, proposals also are accepted for projects designed to improve undergraduate teacher education programs at colleges and universities. The federal resources leverage statewide efforts to develop quality teachers. For example, summer workshops offer teachers in-depth content information about the scientific and mathematical principles involved in the new statewide initiatives. Instructors and mentor teachers present developmentally appropriate interdisciplinary teaching strategies. Teachers learn how to incorporate technology as an integral part of the classroom. Because teachers in the programs often are required to train others in their home or district schools, they are provided model lesson units and classroom kits designed to achieve the goals of the Quality Core Curriculum and the Georgia Framework

Minnesota - A focus on applied learning: Almost seven million dollars have been awarded in Minnesota through Eisenhower higher education grants over the past 13 years. Recent grants have focused on programs that help teachers and other staff have access to high-quality professional development programs in science, mathematics, geography, foreign languages and reading. The awards reflected the first effort to support projects in core academic areas other than mathematics and science.

Helping teachers and students understand the relationship between what is learned in the classroom and everyday life often requires that teachers look beyond textbooks for innovative ideas. A very popular Minnesota program has been the Monarchs in the Classroom Workshop at the University of Minnesota's St. Paul campus. This program is a two-week,

four-credit course for K-8 teachers offered during the summer. During the workshop, the teachers are introduced to a thorough study of monarch butterfly biology, exposed to current research on monarchs, and given the opportunity to practice basic laboratory and field techniques. Since the program aims to promote teaching science in ways that reflect inquiry methods of learning, practice using inquiry-based activities and experiments are covered in the workshop. The participants are given larvae to raise during the workshop, and for their students to use in their classrooms at the beginning of the year.

Oregon - A focus on meeting state and local priorities: To meet requirements for a Certificate of Initial Mastery (CIM) under the 1991 K-12 reform initiative, the Oregon Educational Act, the Oregon higher education program managed by the Oregon University System (OUS) has added foreign language as a priority to the core areas funded under Eisenhower. A recently funded summer institute for elementary school teachers develops their second language proficiency in Spanish or Japanese and builds their skills and experience in age-appropriate teaching methods. To help the state and districts better assess demands for professional development in this area and the effectiveness of this approach for teachers, the program includes an evaluation component. Outcomes from the evaluation will be used to help determine criteria for subsequent funding.

For more information, please visit the SHEEO web site at www.sheeo.org or contact Esther Rodriguez at 303-299-3657 or erodriquez@sheeo.org. Additional information may be obtained by contacting the state coordinators represented in this article: Linda Barton White, California Postsecondary Education Commission at lwhite@cpec.ca.gov; Edward Davis, University of Georgia, edavis@coe.uga.edu; Nancy Walters, Minnesota Higher Education Services Office at walters@heso.state.mn.us; and Holly Zarville, Oregon University System at zarvill@ous.edu.

A New Strategy Brief Coming Soon From SHEEO

Teacher Quality and P-16 Reform: The State Policy Context

Contact the SHEEO office at 303-299-3686 or visit our web site (www.sheeo.org) later in May.

Web Resources on Teacher Preparation	
NATIONAL	
American Assn of Colleges for Teacher Education	www.aacte.org
Council for Basic Education	www.c-b-e.org
Council of Chief State School Officers: Interstate New Teacher Assessment and Support Consortium	www.ccsso.org/intasc.html
Education Trust	www.edtrust.org
Eisenhower National Clearinghouse	www.enc.org
Eric Clearinghouse on Teaching & Teacher Education	www.ericsp.org/index.html
Holmes Partnership	www.udel.edu/holmes
National Board for Prof Teaching Standards	www.nbpts.org
National Center for Education Information	www.ncei.com
National Center for Education Statistics: -Home page -Products About "Teachers" - Schools and Staffing Survey - State report card on teacher preparation - <i>Teacher Quality</i> (1999 report)	nces.ed.gov nces.ed.gov/pubsearch/getpubList.idc?L1=49&L2=0 nces.ed.gov/surveys/sass.html nces.ed.gov/surveys/teacherprep/index.htm nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999080
Natl Commission on Teaching & America's Future	www.tc.columbia.edu/~teachcomm
Natl Council for Accreditation of Teacher Educ	www.ncate.org
Natl Network of Regional Educ Labs (Links)	www.nwrel.org/national/index.html
Natl Partnership for Excellence & Accountability in Teaching	www.npeat.org
National Science Foundation: -Collaboratives for Excellence in Teacher Prep -Systemic Initiatives (General) -Statewide Systemic Initiatives	www.ehr.nsf.gov/EHR/DUE/programs/cetp/cetp.htm www.ehr.nsf.gov/EHR/ESR/index.htm www.ehr.nsf.gov/EHR/ESR/ssi.htm
Recruiting New Teachers, Inc.	www.rnt.org
State Higher Education Executive Officers	www.sheeo.org
U.S. Dept of Educ: - FY1999 Major New Initiatives - Preparing Tomorrow's Teachers to Use Technology - Title II Teacher Quality Enhancement Grants for States and Partnerships	www.ed.gov/inits/FY99 www.ed.gov/offices/OPE/PPI/teachtech/index.html www.ed.gov/legislation/HEA/sec201.html
STATE	
CT: Consortium of Prof Dev Schools	www.ctdhe.commnet.edu/dheweb/PDSIntro.htm
GA: 1998 Teacher Preparation Initiative	www.peachnet.edu/admin/accaff/teachprep/index.html
MA: <i>Creating Tomorrow: Preparing the Next Generation of Teachers (Statewide Plan)</i>	www.mass.edu/academic.finalrep.pdf
MD: Partnership for Teaching and Learning (K-16)	mdk16.usmd.edu
MS: Partnership for Excellence in Teacher Prep in Math, Science, and Reading Education	www.ihl.state.ms.us/mep.htm
NC: Preparing for 21 st Century Schools	www.ga.unc.edu/21stcenturyschools
NY: Office of Teaching Home Page <i>Teaching to Higher Standards: NY's Commitment</i>	www.nysed.gov/tcert/homepage.htm www.higher.nysed.gov/ohpe/pdf/highstand.pdf
OK: <i>Teacher Supply and Demand</i>	www.okhighered.org/teachsupply.html
OR: Standards-based Teacher Education Project	pass-osshe.uoregon.edu/step/step.html
WI: Virtual Initiatives for Technology, Teaching, and Learning (P-16)	www.vital.wisconsin.edu