



# Teacher Quality and Improvement

*e-Newsletter of the CCSSO Teacher Quality Network*

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The Teacher Quality and Improvement e-newsletter is a free publication from CCSSO focusing on efforts at the state and district level to strengthen teacher quality and school leadership, particularly in high-poverty, low-performing schools. The purpose of this newsletter is to provide links to recent reports, studies, legislative action, and news articles related to teacher quality and improvement efforts.

To submit a news item relevant to teacher quality and improvement at the state or district level, provide feedback, or subscribe/unsubscribe, contact Cindy Prince at [cindyp@ccsso.org](mailto:cindyp@ccsso.org). If you are having problems reading this file, the PDF version of this newsletter is available at <http://www.ccsso.org/content/pdfs/TQINewsletter15Apr05pdf>. All previous issues are posted on the CCSSO website at [http://www.ccsso.org/whats\\_new/newsletters/teacher\\_quality\\_and\\_improvement/index.cfm](http://www.ccsso.org/whats_new/newsletters/teacher_quality_and_improvement/index.cfm).

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## SOME OF THE TOP STORIES

### **Study finds Teach for America recruits yield significantly lower student achievement gains than similarly experienced certified teachers**

*Those who eventually became certified compared favorably to other certified teachers, but nearly all TFA recruits in the study had left teaching by their 3<sup>d</sup> year*

- [Does Teacher Preparation Matter? Evidence about Teacher Certification, Teach for America, and Teacher Effectiveness](#)  
Darling-Hammond, L., Holtzman, D., Gatlin, S.J., & Vasquez Heilig, J., Stanford University School of Education, April 2005
- Stanford University, School of Education. ["New study shows certified teachers produce stronger student achievement than teachers without preparation, including Teach for America recruits."](#) Press release, April 15, 2005.

### **North Carolina State Board of Ed proposes alternative ways for out-of-state teachers to gain certification while still keeping teacher standards high**

- Silberman, T. ["Education board vows high standards."](#) *The (Raleigh, N.C.) News & Observer*, April 7, 2005.
- Silberman, T. ["Teacher recruiting rules eased."](#) *The (Raleigh, N.C.) News & Observer*, April 8, 2005.

- News & Observer editorial staff. [“OPINION: Right test for teachers.”](#) *The (Raleigh, N.C.) News & Observer*, April 10, 2005.

### **Shortage of math teachers may prevent Oregon from raising math requirement for high school graduation from two years to three**

- Carter, S. [“Will graduation bill fail math?”](#) *The Oregonian*, April 5, 2005.

### **Study reveals that less than half of middle school teachers and only 30% of special ed teachers hired last year in Philadelphia were fully certified**

- [The Quest for Quality: Recruiting and Retaining Teachers in Philadelphia](#)  
Curran Neild, R., Useem, E., & Farley, E., Research for Action, 2005, 49 pp.
- Mezzacappa, D. [“Some Phila. teachers fail to meet the grade.”](#) *Philadelphia Inquirer*, April 3, 2005.
- Dean, M. [“Report: Certified teachers are needed.”](#) *Philadelphia Daily News*, April 5, 2005.
- Mezzacappa, D. [“Many new teachers assigned to poorest schools.”](#) *Philadelphia Inquirer*, April 5, 2005.
- [Highly Qualified Teachers in Pennsylvania: School Year 2003-04, Preliminary report](#)  
Pennsylvania Department of Education, January 2005

### **Superintendent reports that one-fourth of DC teachers are not fully certified**

- Haynes, V.D. [“25% of city teachers short on credentials, Janey says.”](#) *Washington Post*, April 5, 2005, B01.

### **Poll finds majority of Americans support changing the way teachers are paid**

- [Americans' Commitment to Quality Teaching in Public Schools](#)  
The Teaching Commission, April 2005, 24 pp.
- [Executive summary](#), 3 pp.
- The Teaching Commission. [“Poll shows strong public support for combining better teacher pay with market incentives, rewards for achievement gains, new accountability.”](#) Press release, April 6, 2005.
- Gerstner, L., edited by Peterson, T. [“OPINION: No great teacher left behind.”](#) *Business Week*, April 7, 2005.
- Bernstein, A. [“Lou Gerstner's classroom quest.”](#) *Business Week*, April 7, 2005.
- Keller, B. [“Poll finds support for changes in teachers' pay.”](#) *Education Week*, April 13, 2005.
- [Chart: Teacher compensation](#)

## FEDERAL UPDATE

- Honawar, V. "[News in Brief: A Washington Roundup – Education Department to hold summer teacher workshops](#)," *Education Week*, April 6, 2005.
- Goeller, A. "[Loan program aims to lure key teachers to urban schools](#)." *The (Lafayette, Ind.) Journal and Courier/Associated Press*, April 10, 2005.

## IN THE NEWS

### Teacher preparation, higher ed

- *Richmond Times-Dispatch* staff. "[VCU seeks applicants for teacher program](#)," *Richmond Times-Dispatch*, March 26, 2005.

### Alternative routes to teaching

- Boston Globe editorial staff. "[OPINION: School-wise teachers](#)," *Boston Globe*, March 30, 2005.
- Leonard, G. "[Career change program benefits local schools](#)," *The Gazette* (suburban Maryland), March 31, 2005.

### Teacher certification and licensure

- Sherwood, A. "[Award sums up new teacher's skills](#)," *Baltimore Sun*, April 3, 2005.

### Teacher recruitment and hiring

- Stoppa, B. "[Mat-Su schools hunt for teachers](#)," *Anchorage Daily News*, April 2, 2005.
- Associated Press. "[Teach in Virginia matches teachers, schools](#)," *Richmond Times-Dispatch*, April 11, 2005.
- Hooper, K. "[Minority teachers sought](#)," *Indianapolis Star*, April 15, 2005.

### Teacher assignment, distribution

- Hardy, D. "[Educator calls for more funding, better teachers](#)," *Philadelphia Inquirer*, April 4, 2005.

### Principal recruitment and training

- Sanders, T. "[COMMENTARY: Preparing school leaders – Shared responsibilities](#)," *Education Week*, April 6, 2005.

### Teacher retention

- Associated Press. "[Raise can help keep teachers, union says](#)," *Honolulu Advertiser*, April 4, 2005.

### Teacher mentoring, induction, support, coaching

- Pieper, L. "[New teachers look to mentors for support](#)," *Des Moines Register*, April 7, 2005.
- Hannah-Jones, N. "[Mentors to take aim at attrition](#)," *The (Raleigh, N.C.) News & Observer*, April 13, 2005.
- Teacher Leaders Network. [TLN Voices: Why would new teachers resist a mentoring & support program?](#)

## Professional development

- Lexington Herald-Leader staff. [“Skills improved quickly for class.”](#) *The Lexington (Ky.) Herald-Leader*, April 3, 2005.
- Gewertz, C. [“Training focuses on teachers’ expectations.”](#) *Education Week*, April 6, 2005.
- Saulny, S. [“Chalkboards? Try using chess boards.”](#) *New York Times*, April 12, 2005.

## Teacher and principal compensation, incentives

### ☆ California

- Fouhy, B. [“Public school failures raise questions of political leadership.”](#) *San Francisco Chronicle/Associated Press*, April 4, 2005.

### ☆ Denver

- Poppen, J. [“Dispute with teachers may threaten pay plan.”](#) *Rocky Mountain News*, April 7, 2005.
- Keller, B. [“Denver union unrest may cloud future of pay plan.”](#) *Education Week*, April 13, 2005.

### ☆ Florida

- Date, S.V. [“Class sizes, raises for teachers form divide.”](#) *Palm Beach Post*, April 7, 2005.

### ☆ Houston

- Spencer, J. [“HISD has incentives to change merit pay.”](#) *Houston Chronicle*, April 4, 2005.

### ☆ Iowa

- Roos, J. [“State’s plan to aid teachers draws complaints.”](#) *Des Moines Register*, April 5, 2005.

### ☆ Kentucky

- Associated Press. [“State considers paying teachers more based on job performance.”](#) *The Lexington (Ky.) Herald-Leader*, April 7, 2005.

### ☆ Louisiana

- Honawar, V. [“La. district to bus teacher recruits in comfort.”](#) *Education Week*, April 13, 2005.

### ☆ Massachusetts

- Boston Herald editorial staff. [“OPINION: Teachers the key to science success.”](#) *Boston Herald*, April 4, 2005.

### ☆ Montana

- Farrell, A. [“Rural districts need incentives.”](#) *Helena (Mt.) Independent Record*, April 1, 2005.

### ☆ Nashville

- Long, D. [“Incentive pay for teachers difficult topic to negotiate.”](#) *The Tennessean*, April 10, 2005.

☆ **New York City**

- Gootman, E. [“Panel on school funding pushes raises and training for teachers.”](#) *New York Times*, April 11, 2005.

☆ **Virginia**

- Nuckols, C. [“Kilgore proposes tying teacher pay to job performance.”](#) *The (Hampton Roads) Virginian-Pilot*, March 29, 2005.
- Stallsmith, P. [“Kilgore’s education plan puts focus on teachers.”](#) *Richmond Times-Dispatch*, March 29, 2005.
- *The Virginian-Pilot* editorial staff. [“OPINION: Merit pay hits the campaign trail.”](#) *The (Hampton Roads) Virginian-Pilot*, March 31, 2005.
- Edds, M. [“OPINION: Grading teachers gets a new look.”](#) *The (Hampton Roads) Virginian-Pilot*, April 3, 2005.
- Bellantoni, C. [“Kilgore tests plan for teachers.”](#) *Washington Times*, April 4, 2005.

**Substitute teachers**

- Poppen, J. [“DPS makes plea to parents to substitute.”](#) *Rocky Mountain News*, April 1, 2005.

**Teacher tenure**

- Rossi, R. [“1,116 city teachers flunk out.”](#) *Chicago Sun-Times*, April 15, 2005.

**Teacher turnover, mobility**

- Thompson, L. [“Teacher turnover an issue.”](#) *Seattle Times*, March 30, 2005.
- Blanchard, J. [“Poor schools have tough time keeping teachers.”](#) *Seattle Post-Intelligencer*, April 6, 2005.
- Mathews, J. [“When all the fourth-grade teachers quit.”](#) *Washington Post*, April 12, 2005.

**Teachers of hard-to-fill subjects and specializations**

- Shapira, I. [“Foreign teachers a quick fix.”](#) *Washington Post*, April 3, 2005, C03.
- Fortt, J. [“English learners face hurdles.”](#) *The (San Jose) Mercury News*, April 7, 2005.

**Teachers in high-poverty, low-performing, and hard-to-staff schools**

- Richard, A. [“Trophy case.”](#) *Education Week*, April 6, 2005.
- Freedman, S. [“Experiment begun in New York is transformed in Miami schools.”](#) *New York Times*, April 13, 2005.
- Helfand, D. [“Parents use newfound clout to demand school improvements.”](#) *Los Angeles Times*, April 14, 2005.
- Teacher Leaders Network. [Special Feature: Assuring teaching quality in high poverty, low performing, and hard to staff schools](#)
  - [What do accomplished teachers believe about quality teaching and high-need schools? 12 insights from the front lines](#)
  - [What incentives and supports are needed to assure that high-need schools have highly effective teachers?](#)
  - [Is it ethical for teachers to refuse to teach in high-poverty schools?](#)

- [What teacher attributes are necessary to succeed in high-poverty schools?](#)
- [What issues do expert teachers and teacher coaches face when they are "inserted" into high-need schools?](#)
- [National Board Certified Teachers and hard-to-staff schools](#)

## RECENT BOOKS, ARTICLES, AND REPORTS

### Teacher preparation, higher ed

- [Trends in the Graduation of African Americans from Schools of Education, In Pennsylvania, 2002-2004](#)  
Andrews, S., Frost, S., Wolff, L., Kronley, A., & Taylor, C., Pennsylvania ACORN (Association of Community Organizations for Reform Now), April 2005, 6 pp.
- Snyder, S. "[Action urged to add minority teachers](#)," *Philadelphia Inquirer*, April 6, 2005.

### Professional development

- [Excerpts from Inside the Black Box: School District Spending on Professional Development in Education](#)  
Hawley Miles, K., Odden, A., Fermanich, M., & Archibald, S., The Finance Project, 2005, 18 pp.

### Teacher quality

- [The Challenge of Teacher Quality](#)  
Hurwitz, N., & Hurwitz, S., *American School Board Journal*, April 2005, pp. 38-41

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on the major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

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