



Teacher Quality and Improvement

e-Newsletter of the CCSSO Teacher Quality Network

March 15, 2005, Vol. 2, No. 5

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. If you are having problems reading this file, the PDF version of this newsletter is available at <http://www.ccsso.org/content/pdfs/TQINewsletter15Mar05.pdf>. All previous issues are posted on the CCSSO website at http://www.ccsso.org/whats_new/newsletters/teacher_quality_and_improvement/index.cfm.

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PROFESSIONAL DEVELOPMENT OPPORTUNITY

- *Teaching Verbal Behavior in the Classroom: An Overview*
For professionals, educators, parents, and anyone working with children with autism
Sponsored by the Greater Rochester Chapter of SAFE (Schools are For Everyone)
March 30-31, 2005, 9:00 am – 4:00 pm, Rochester Central Library, Rochester, NY

For further information, contact:
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SOME OF THE TOP STORIES

New report finds majority of preparation programs for principals and superintendents “inadequate to appalling”

- *Educating School Leaders*
Levine, A., The Education Schools Project, Teachers College, Columbia University, March 2005
 - [News release](#), 3 pp.
 - [Executive summary](#), 9 pp.
 - [Full report](#), 89 pp.

- Teachers College, Columbia University. [“Filling the school leadership vacuum.”](#) News release, March 14, 2005.
- Feller, B. [“Study: School leaders poorly educated.”](#) *Boston Globe*/Associated Press, March 14, 2005.

Also:

- Feller, B. [“Study: School leaders poorly educated.”](#) *Richmond Times-Dispatch*/Associated Press, March 14, 2005.
- Toppo, G. [“Training programs for principals inadequate,”](#) *USA Today*, March 14, 2005.
- *USA Today* editorial staff. [“OPINION: Principals pass – then fail,”](#) *USA Today*, March 14, 2005.
- Winter, G. [“Study finds poor performance by nation’s education schools,”](#) *New York Times*, March 15, 2005.
- Gottlieb, R., & Waldman, L. [“Study criticizes Ed.D. program,”](#) *Hartford Courant*, March 15, 2005.

New report from Southeast Center on Teaching Quality finds significant relationships between teacher working conditions and student achievement, teacher retention

Examples of key findings from the report:

- “For every one point increase in satisfaction with **professional development** on the survey, schools are four times more likely to achieve AYP...”
- For every one point increase on the survey in all schools on the **facilities and resources** domain average, schools were three times more likely to achieve AYP...
- For every one point increase on the Working Conditions Survey results in the area of **leadership**, middle schools were 6.7 times more likely to achieve AYP.”
- *Teacher Working Conditions are Student Learning Conditions: A Report to Governor Mike Easley on the 2004 North Carolina Working Conditions Survey*
Hirsch, E., Southeast Center on Teaching Quality, 2005
 - [Full report](#), 53 pp.
 - [Summary of findings](#), 4 pp.
 - [Recommendations](#), 2 pp.
 - [Executive summary](#), 2 pp.
 - [About the North Carolina Teacher Working Conditions Initiative](#), 2 pp.
 - [Resources and Response for Teacher Working Conditions Data](#), 2 pp.
 - [In-Depth Analysis of Five Teacher Working Conditions Areas](#), 4 pp.
- State of North Carolina, Office of the Governor. [“Gov. Easley announces research findings on the 2004 N.C. Teachers Working Conditions Survey.”](#) Press release, March 10, 2005.

N.C. educators fear that new federal requirements and stringent state standards may make it even harder to find enough qualified teachers

- Smolowitz, P. "[Law may intensify teacher shortage.](#)" *Charlotte (N.C.) Observer*, March 13, 2005.

Also:

- Associated Press. "[Teacher shortage may worsen.](#)" *The (Raleigh, N.C.) News & Observer*, March 15, 2005.

FEDERAL UPDATE

[Early Childhood Educator Professional Development Grants](#) – applications due **April 22, 2005**

Purpose: "to provide high-quality professional development programs to improve the knowledge and skills of early childhood educators and caregivers who work in early childhood programs located in high-poverty communities and who serve primarily children from low-income families in order to promote school readiness and better learning outcomes for these children."

For further information, contact: Rosemary Fennell, U.S. Department of Education, (202) 260-0792, eceprofdev@ed.gov.

INTERNATIONAL UPDATE

- Buckingham, J. "[Principals to have more say in staff recruitment.](#)" *The Australian*, February 21, 2005.

IN THE NEWS

Teacher preparation, higher ed

- Jacobson, L. "[A class education.](#)" *Education Week*, March 2, 2005.

Alternative routes to teaching

- Kopp, W. "[OPINION: America needs teachers.](#)" *The (UMass Amherst) Daily Collegian*, January 27, 2005.

Teacher certification and licensure

- Samuels, C. "[News in Brief: A State Capitals Roundup – Ohio newspaper reviews charter teachers' licensure.](#)" *Education Week*, March 9, 2005.

Teacher recruitment and hiring

- Selden, R. "[Montana needs tribal teachers.](#)" *Indian Country Today*, February 10, 2005.
- Krause, L. "[OPINION: Let's search the globe to solve teacher shortage.](#)" *Honolulu Star-Bulletin*, February 13, 2005.
- Dodd, D.A. "[Gwinnett Schools: Hunt on for 1,500 teachers.](#)" *Atlanta Journal-Constitution*, February 28, 2005.

- Dodd, D.A. [“Hopefuls flock to schools’ job fair,”](#) *Atlanta Journal-Constitution*, March 1, 2005.
- Olson, L. [“Pilot project will enable districts to compare effectiveness,”](#) *Education Week*, March 2, 2005.
- Bethea, A. [“School districts move efforts out of state to find teachers,”](#) *Charlotte (N.C.) Observer*, March 7, 2005.
- Méndez, T. [“How do the new teachers measure up?”](#) *Christian Science Monitor*, March 8, 2005.
- Mask, T. [“Making the cultural connection: More districts look to add minority teachers,”](#) *Detroit Free Press*, March 11, 2005.
- Samuel, Y. [“Clergy urge more minority leaders for Hazelwood schools,”](#) *St. Louis Post-Dispatch*, March 14, 2005.
- Helmer, J. [“Needed in class: A few good men,”](#) *Christian Science Monitor*, March 15, 2005.

Principal recruitment and training

- Gewertz, C. [“New Leaders group to train principals in Baltimore,”](#) *Education Week*, March 2, 2005.

Teacher assignment, distribution

- Doss Helms, A. [“Four more CMS schools to join Equity Plus list,”](#) *Charlotte (N.C.) Observer*, February 25, 2005.
- Doss Helms, A. [“CMS set to enter plea for funds,”](#) *Charlotte (N.C.) Observer*, March 7, 2005.
- Doss Helms, A. [“Pughsley testifies today, high schools now focus,”](#) *Charlotte (N.C.) Observer*, March 8, 2005.
- Doss Helms, A. [“Pughsley vows ‘progress’ for CMS: Testimony stresses need for strong teachers,”](#) *Charlotte (N.C.) Observer*, March 9, 2005.

Teacher retention

- Essoyan, S. [“Teacher retention figures plummet,”](#) *Honolulu Star-Bulletin*, January 22, 2005.

Teacher evaluation

- Anderson, L. [“Carciari unfolds ‘ambitious’ bills,”](#) *Providence Journal*, February 11, 2005.
- Mezzacappa, D., & Languard, C. [“Teachers feel heat of accountability,”](#) *Philadelphia Inquirer*, March 6, 2005.

Professional development

- **Albuquerque**
 - Schoellkopf, A. [“APS reading instruction program intense,”](#) *Albuquerque Journal*, February 16, 2005.
- **California**
 - California Department of Education. [“State schools chief O’Connell announces winners of \\$20.3 million in grants to improve teacher quality.”](#) News release, February 22, 2005.
 - Williamson, K. [“Schools get grants for math, science: Funds will go to teacher training,”](#) *San Francisco Examiner*, February 23, 2005.

- McDonald, R. "[Grant aims to make engineering more diverse; Funds to bolster math, science preparation in K-12 education.](#)" *The (U.C. Berkeley) Daily Californian*, February 24, 2005.
- Louie, E. "[Local school districts get cash infusion.](#)" *Contra Costa Times*, February 25, 2005.
- Louie, E. "[Area school districts among grant recipients.](#)" *Contra Costa Times*, March 1, 2005.
- **Illinois**
 - Illinois State Board of Education. "[Illinois State Board of Education announces Mathematics and Science Partnership grants.](#)" News release, February 18, 2005.
- **Kentucky**
 - Associated Press. "[Math, reading help funded.](#)" *Cincinnati Enquirer*, March 9, 2005.
- **New Jersey**
 - Mooney, J. "[N.J. looks to revamp teachers' training.](#)" *The (New Jersey) Star-Ledger*, March 3, 2005.
- **Oklahoma**
 - Molina, S. "[Midwest City school receives teaching grant.](#)" *The Oklahoman*, March 12, 2005.
- **South Carolina**
 - South Carolina Department of Education. "[New coalition will improve K-12 math, science education with major help from state businesses.](#)" News release, March 9, 2005.
- **Washington, DC**
 - Haynes, V.D. "[Janey plans to retool schools: New curricula, books, training sought by fall.](#)" *Washington Post*, March 6, 2005, C01.

Working conditions

- Thevenot, B. "[Teachers give F's to Amato and board.](#)" *The (New Orleans) Times-Picayune*, March 1, 2005.

Teacher and principal compensation, incentives

☆ California

- California Department of Education. "[State schools chief Jack O'Connell comments on new study of teacher quality by Ed Trust-West.](#)" News release, February 15, 2005.
- Chorneau, T. "[Schwarzenegger backs initiatives for special election.](#)" *Contra Costa Times/Associated Press*, March 1, 2005.
- Folmar, K. "[Governor's reform deadline draws nearer for legislators.](#)" *Contra Costa Times*, March 1, 2005.
- Englander, M. "[OPINION: Education Reform: What the governor should learn about teachers.](#)" *San Francisco Chronicle*, March 3, 2005.
- Salladay, R. "[Governor's agenda losing traction.](#)" *Los Angeles Times*, March 3, 2005.

- Jacobson, D. [“OPINION: Forget merit pay, focus on how to educate kids.”](#) *Sacramento Bee*, March 6, 2005.
- McCown, G. [“OPINION: Listen up, Democrats: Change the way teachers are paid.”](#) *The (San Jose) Mercury News*, March 10, 2005.

☆ **Charlotte-Mecklenburg, North Carolina**

- Dodd, S. [“CMS seeking \\$52 million budget increase.”](#) *Charlotte (N.C.) Observer*, March 11, 2005.

☆ **Florida**

- Associated Press. [“Study: Florida schools among worst in nation.”](#) *St. Petersburg Times*, February 27, 2005.
- deLuzuriaga, T. [“Teachers balk at pay idea.”](#) *Orlando Sentinel*, March 3, 2005.

☆ **Georgia**

- MacDonald, M. [“House OKs certification reward bill.”](#) *Atlanta Journal-Constitution*, February 24, 2005.
- Barnes, R. [“OPINION: Maintain top teachers’ incentives.”](#) *Atlanta Journal-Constitution*, March 2, 2005.

☆ **Indiana**

- Neal, A. [“OPINION: Make the teachers better and the students will follow.”](#) *Indianapolis Star*, March 2, 2005.

☆ **Kansas**

- Leal Unmuth, K. [“Incentive-based pay for teachers gets look.”](#) *Wichita (Kan.) Eagle*, January 31, 2005.

☆ **Minnesota**

- Letters to the editor. [“OPINION: Alternative pay plans: Not cheap or quick.”](#) *Education Week*, March 9, 2005.

☆ **Texas**

- *Austin American-Statesman* editorial board. [“OPINION: The right way to give teachers a pay raise.”](#) *Austin American-Statesman*, February 7, 2005.

☆ **Virginia**

- Carroll, H. [“Version of teacher pay scale proposed.”](#) *The Richmond Times-Dispatch*, March 9, 2005.

☆ **Wyoming**

- Associated Press. [“Teachers rally for pay raise.”](#) *Billings (Mt.) Gazette*, February 16, 2005.

Teacher absenteeism

- Carter, S. [“Schools could save on teacher absences.”](#) *The Oregonian*, March 1, 2005.
- Yettick, H. [“Teachers miss more classes.”](#) *Rocky Mountain News*, March 7, 2005.

Substitute teachers

- Sherry, A. [“Substitute shortage a struggle for DPS.”](#) *Denver Post*, March 2, 2005.
- Grimes, M. [“Schools hope higher pay attracts subs.”](#) *Fairbanks Daily News-Miner*, March 10, 2005.

Teacher turnover, mobility

- Tareen, S. [“For most, \\$5,000 may not be enough to quit teaching.”](#) *The Oregonian*, March 1, 2005.
- Viadero, D. [“Long commutes seen influencing teacher job choices.”](#) *Education Week*, March 2, 2005.
- MacDonald, C. [“200 Detroit teachers to go in April.”](#) *Detroit News*, March 10, 2005.

Teacher residency rules

- Mihalopoulos, D. [“Daley hopes cash turns teachers into home buyers.”](#) *Chicago Tribune*, March 9, 2005.

Teachers of hard-to-fill subjects and specializations

- Fellow, J. [“Applicants still needed for dual licensing scholarships.”](#) *The (Provo, Ut.) Daily Herald*, February 8, 2005.
- California Department of Education. [“O’Connell releases new report on special education statistics; shows gains, but need for more teachers and improved services.”](#) News release, February 10, 2005.
 - [Pocketbook of Special Education Statistics, 2002-03](#)
California Department of Education, 2005, 27 pp.
- Herrera, N. [“Schools look to Spain for bilingual teachers.”](#) *Kansas City Star*, March 5, 2005.
- Wertheim, M. [“OPINION: Let’s shoot for quality teachers, not for Mars.”](#) *Los Angeles Times*, March 7, 2005.

Also:

- Wertheim, M. [“OPINION: Shortest route to Mars leads through classroom.”](#) *The (Minneapolis) Star Tribune*, March 10, 2005.

Rehiring retired teachers and principals

- Kossan, P. [“More educators retire but stay on job.”](#) *Arizona Republic*, March 1, 2005.

Teachers in high-poverty, low-performing schools

- Smith, M. [“OPINION: Benwood schools continue to show steady improvement.”](#) *The Chatanooga*, January 25, 2005.
- Chenoweth, K. [“OPINION: Poor children, poorer teachers.”](#) *Washington Post*, February 27, 2005, B08.
- Manzo, K.K. [“State of the States: North Carolina – Governor will seek boost in school aid.”](#) *Education Week*, March 2, 2005.
- Solochek, J. [“Lures added for teachers at poorest schools.”](#) *St. Petersburg Times*, March 3, 2005.

State progress toward the goal that all teachers will be highly qualified

- Davis, M. [“News in Brief: A State Capitals Roundup – Utah teachers OK’d as ‘highly qualified.’”](#) *Education Week*, March 2, 2005.
- Lynn, R. [“Lawmakers may yet defy No Child law.”](#) *Salt Lake Tribune*, March 2, 2005.
- Jacobson, L. [“Federal officials say N.D., Utah teachers ‘qualified’ after all.”](#) *Education Week*, March 9, 2005.

RECENT BOOKS, ARTICLES, AND REPORTS

Teacher preparation, higher ed

- [《Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do》](#) Darling-Hammond, L., & Bransford, J. (eds.), Jossey-Bass, February 2005, 624 pp.
 - Jacobson, L. [“Book spells out ‘core curriculum’ for teacher training.”](#) *Education Week*, March 2, 2005.

Teacher evaluation

- [《Value-Added Assessment of Teacher Quality As an Alternative to the National Board for Professional Teaching Standards: What Recent Studies Say》](#) Cunningham, G., & Stone, J.E., *Education Consumers Clearinghouse*, posted February 14, 2005, 17 pp.
 - Seebach, L. [“OPINION: Experts question effectiveness of teacher certification.”](#) *Detroit News*, March 8, 2005.

Teacher recruitment and retention

- [《Minority Teacher Recruitment, Development, and Retention》](#) Torres, J., Santos, J., Peck, N., & Cortes, L., The Education Alliance at Brown University, 2004
- [《Report and Recommendations from the State Board of Education Teacher Retention Task Force》](#) North Carolina State Board of Education, February 2005, 115 pp.
 - North Carolina Department of Public Instruction. [“Teacher retention task force issues recommendations.”](#) News release, February 2, 2005.

Teacher assignment, distribution

- [《On Closing the Teacher Gap》](#) Pughsley, J., Center for American Progress, *State Progress*, February 28, 2005
- [《Sharing the Wealth: National Board Certified Teachers and the Students Who Need Them Most》](#) Humphrey, D., Koppich, J., & Hough, H., *Education Policy Analysis Archives*, 13(18), March 3, 2005

Teacher mentoring, induction, support, coaching

- [《Instructional Coaching: Professional Development Strategies That Improve Instruction》](#) Annenberg Institute for School Reform, 2004, 13 pp.

- [*The Effect of New Teacher Induction Programs on Teacher Migration and Attrition*](#)
ASCD ResearchBrief, 3(5), March 1, 2005
- [*Grooming Great Urban Teachers*](#) (abstract – scroll down)
Foster, M., Lewis, J., & Onafowora, L., *Educational Leadership*, 62(6), March 2005
- [*Literacy Coaching for Change*](#) (abstract – scroll down)
Blachowicz, C., Obrochta, C., & Fogelberg, E., *Educational Leadership*, 62(6), March 2005

Professional development

- [*Professional Learning Communities: Professional Development Strategies That Improve Instruction*](#)
Annenberg Institute for School Reform, 2004, 16 pp.
- [*Science Teachers, Under Construction*](#) (abstract – scroll down)
Harcombe, E., *Educational Leadership*, 62(6), March 2005

Quality preschool teachers

- [*Achieving a High-Quality Preschool Teacher Corps: A Focus on California*](#)
Calderón, M., National Council of La Raza, *Issue Brief*, 14, February 2005, 24 pp.
 - National Council of La Raza. ["NCLR report shows urgent need for qualified preschool teachers in California."](#) News release, February 25, 2005.

Teachers in high-poverty, low-performing schools

- [*Is It Ethical for Teachers to Refuse to Teach in High-Poverty Schools?*](#)
Teacher Leaders Network discussion group, supported by the Southeast Center for Teaching Quality, February 2005

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.

Our mission statement: The Council of Chief State School Officers, through Leadership, Advocacy, and Service, assists chief state school officers and their organizations in achieving the vision of an American education system that enables all children to succeed in school, work, and life.

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