



Teacher Quality and Improvement

e-Newsletter of the CCSSO Teacher Quality Network

Welcome to the Teacher Quality and Improvement e-newsletter, a new bi-weekly publication 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. The PDF version of this newsletter is available at <http://www.ccsso.org/content/pdfs/TQINewsletter25Feb04.pdf>.

RESEARCH STUDIES OF INTEREST

Coming attractions: Watch your mail in March for a survey from the Urban Institute about your state's efforts to meet the new paraprofessional requirements of No Child Left Behind (NCLB). The Urban Institute will be conducting this survey on behalf of Recruiting New Teachers (RNT), which is heading an initiative designed to help paraprofessionals, school districts, and states comply with the new federal requirements. It is critical to the success of the RNT initiative that information be gathered about the problems that these new requirements pose for states.

Therefore, the Urban Institute will be surveying all U.S. states (and the District of Columbia) and a sample of low-income urban and rural districts to assess the degree of compliance with NCLB, the problems faced by districts and states that do not meet the new requirements, and the strategies that are being used to comply with NCLB. The goal of this survey is to provide an understanding of the issues surrounding NCLB implementation. Based on these findings, RNT intends to prepare a guidebook and information briefs to assist districts and states.

We encourage you to participate in this important study. For more information about the survey, contact Clemencia Cosentino at the Urban Institute, at CCosenti@ui.urban.org.

IN THE NEWS

Alternative routes to teaching

- Distad, L. OPINION: "[New teacher-preparation system, requirements must build on existing successes.](#)" *St. Paul (Minn.) Pioneer Press*, February 24, 2004.
- eSchool News staff and wire service reports. "[Teachers leery of online education certification program.](#)" *eSchool News* online, February 17, 2004.
- Snyder, S. "[The hits and misses of Teach for America.](#)" *Philadelphia Inquirer*, February 11, 2004.

- Keller, B. [“Alternative teacher-licensing exam has setback in Pa.”](#) *Education Week*, January 28, 2004.

Teacher certification and licensure

- Keller, B. [“Georgia panel eases path to becoming a teacher.”](#) *Education Week*, February 25, 2004.
- Stutz, T. [“Instant teacher plan heads for vote: Perry favors temporary certificates; professional groups oppose them.”](#) *Dallas Morning News*, February 21, 2004.
- Livingston, D. [OPINION:“Does training make the teacher? YES: Short cuts will raise turnover in the long run.”](#) *Atlanta Journal-Constitution*, February 9, 2004.
- Rossi, R. [“400 teachers told to certify by June.”](#) *Chicago Sun-Times*, February 5, 2004.

Teacher testing

- Okamoto, L. [“Legislators rap teacher-testing idea.”](#) *DesMoines Register*, February 5, 2004.
- Silberman, T. [“Hurdle removed for teachers: A shortage of teachers leads the State Board of Education to eliminate tests for those licensed in other states.”](#) *The (Raleigh, N.C.) News and Observer*, January 9, 2004.

HOUSSE requirements

- Keller, B. [“Rigor disputed in standards for teachers.”](#) *Education Week*, January 14, 2004.

Teacher compensation, incentives

- Freeman, M. [“Teachers, district to discuss new merit pay plan.”](#) *(Florida) Sun-Sentinel*, February 22, 2004.
- *Sun-Sentinel* staff. [“Climbing the teacher ladder.”](#) *(Florida) Sun-Sentinel*, February 22, 2004.
- Mitchell, N. [“Teacher pay plan backed.”](#) *Rocky Mountain News*, February 11, 2004.
- Havner, R. [“Teacher incentive program adopted.”](#) *Mobile Register*, February 11, 2004.
- Mathews, J. [“A move to invest more in effective teaching.”](#) *Washington Post*, February 10, 2004.
- *Fort Worth Star-Telegram* staff. [“Do financial incentives motivate teachers?”](#) *Arizona Republic*, February 3, 2004.
- Blackford, L. [“Teacher training incentive being cut.”](#) *Lexington Herald-Leader*, February 3, 2004.
- Kaplan, T., & Palmer, G. [“Teacher housing crisis a myth.”](#) *The (San Jose) Mercury News*, February 2, 2004.
- USA Today staff. [OPINION: “Merit pay worth a look.”](#) *USA Today*, February 1, 2004.

Urban teachers and principals

- Rossi, R. [“Becoming a principal could become much tougher.”](#) *Chicago Sun-Times*, February 21, 2004.
- Associated Press. [“Quality rating of Philly’s teachers rises.”](#) *Philadelphia Daily News*, January 28, 2004.

Rural teachers and principals

- Moe, R.M. [OPINION: "Federal law penalizes rural schoolteachers."](#) *Detroit News*, February 17, 2004.
- Batt, T. ["Congressman aims to loosen class restrictions on teachers."](#) *Las Vegas Review-Journal*, February 6, 2004.

Teacher supply and demand

- Silberman, T. ["Teacher shortage gets long look."](#) *The (Raleigh, N.C.) News & Observer*, February 12, 2004.

Teacher recruitment and retention

- Helms, A.D. ["How do you grow good principals?"](#) *Charlotte Observer*, February 17, 2004.

Higher education, teacher preparation

- Cronin, M. ["Indian-teacher-training program attacked."](#) *Salt Lake Tribune*, February 12, 2004.

Teacher shortages in high-demand subject areas

- Olsen, P.R. ["Schools seek private firms to teach foreign tongues."](#) *New York Times*, February 18, 2004.
- Associated Press. ["Visa rules may force teachers to leave."](#) *St. Petersburg Times*, February 15, 2004.

Teacher quality in hard-to-staff schools

- Dean, M.M. ["Teacher assignments questioned."](#) *Philadelphia Daily News*, February 19, 2004.

RECENT BOOKS AND REPORTS

Teacher quality

- ["Teacher Quality: Understanding the Effectiveness of Teacher Attributes"](#)
Rice, J.K., Economic Policy Institute, 64 pp., 2003

Teacher compensation, incentives

- ["Investing in Learning: School Funding Policies to Foster High Performance"](#)
Committee for Economic Development, 73 pp., 2004
- ["Teaching At Risk: A Call to Action"](#)
The Teaching Commission, 68 pp., January 2004
- ["Taking Action to Improve Teacher Quality: Addressing Shortcomings in the Teaching Commission Report"](#)
Berry, B., Southeast Center for Teaching Quality, Inc., 23 pp., January 2004

Teacher recruitment and retention

- [*Role of Principal Leadership in Increasing Teacher Retention: Creating a Supportive Environment*](#)
Charlotte Advocates for Education, 67 pp., (Executive Summary, 4 pp.), February 2004

Paraprofessionals

- [*AFT Midterm Report on the Status of State Efforts to Assist Paraprofessionals in Meeting No Child Left Behind Requirements*](#)
AFT, January 2004

State progress toward the requirement that all teachers must be highly qualified

- [*From the Capital to the Classroom: Year 2 of the No Child Left Behind Act*](#)
Center on Education Policy, 253 pp., January 2004
- [*Telling the Whole Truth \(Or Not\) About Highly Qualified Teachers: New State Data*](#)
The Education Trust, 12 pp., December 2003

Rural teachers

- [*Recruiting and Retaining High-Quality Teachers in Rural Areas*](#)
AEL Policy Brief, 8 pp., December 2003

The Council of Chief State School Officers (CCSSO) is a bipartisan, 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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