



American Association of State Colleges and Universities

# Teacher Education

## Scan of Issues, Roles, Activities, and Resources



AASCU developed this report to promote greater understanding of underlying teacher education issues, in connection with continuing state-level activity and the pending reauthorization of the Higher Education Act.

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*This paper offers a brief overview of five interrelated topics pertaining to teachers: teacher preparation, licensure and certification, employment issues, professional development, and accountability. Organized by topic, it provides some background and context, outline of the policy-related issues, governmental roles, examples of organizational activities, and key resources offering 50-state data. Three appendices serve as companion pieces, organizing the material for ready reference. Appendix A: Guide to Organizations offers greater detail on organizations mentioned in this scan; it describes organizational purposes and activities in a more holistic way, crosscutting the five topics. Appendix B: Checklist of Organizations, a one-page table, offers a concise summary of organizational activity by topic. Appendix C: Recent Reports on Teacher Education highlights selected reports on these topics published in recent months.*

### Teacher Preparation

#### Context

In recent years, there has been growing consensus that teacher quality is the biggest school factor affecting student learning, and that developing a highly qualified teaching force is central to achieving greater student learning and, ultimately, a more competent, competitive U.S. workforce. Education policy is set primarily at the state level. State agencies responsible for teacher preparation program approval—state departments of education or specialized credentialing boards—exert primary influence over teacher preparation policy and use this authority to address key issues. State higher education agencies increasingly play a significant role, particularly as policymakers recognize the interdependence of P-12 and postsecondary education and as P-16 relationships have been forged in many states. Within the context set by state policy, institutions develop their own policies and practices related to teacher preparation.

Finally, the federal government has a potential role in this area, but one not yet realized. One objective of the 1998 Amendments to the Higher Education Act (HEA) was to provide

resources to states and partnerships (involving higher education institutions and K-12 schools) to improve teacher preparation programs. However, resources have primarily been directed toward improving K-12 instruction, not teacher preparation. It is likely that the pending reauthorization of HEA will provide funds for the improvement of teacher preparation programs.

#### Issues

Key teacher preparation issues include:

- Implementing reform of traditional, college-based teacher preparation programs, using best practices such as:
  - Making the whole institution responsible for teacher preparation, not just colleges of education.
  - Promoting closer contact between higher education faculties and school district personnel.
  - Recognizing the need for more field experience earlier on, as well as the importance of sequencing of courses.
  - Improving technology skills for teachers.
  - Connecting programs to state student content standards, so that teachers are equipped to teach what students need to know.
  - Establishing induction programs as essential components of teacher preparation.
- Assessing and ensuring program quality, including how to assess the impact of programs on teacher quality.

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- Developing and disseminating best strategies for alternative routes to certification.
- Determining appropriate roles for community colleges: in the first two years, transfer and articulation issues, newest role in granting baccalaureate-level teaching degrees.
- Gauging the growth and impact of alternate providers, e.g., for-profit providers.
- Reviewing the role of accreditation and how it shapes programs.
- Recognizing teacher preparation as component of state P-16 initiatives (i.e. need for collaborative work among different entities in the state).

### Organizations/Resources

An abundance of associations has developed over the years to support state and institutional policymaking related to teacher preparation. These organizations track and analyze legislation and policies, conduct research, develop collaborations and convene meetings, and provide resources and technical support, both for their own constituencies, narrowly defined, and for the wider community. Appendices A and B provide background and details on organizations involved in teacher preparation efforts. A few examples are provided here for purposes of illustration.

The National Commission on Teaching and America's Future (NCTAF), formed in 1994, presented a seminal report challenging the nation to provide qualified teachers for every student by 2006 (*What Matters Most: Teaching for America's Future*); it offered a blueprint for change and has developed a state partnership network through which it now works with 22 states. The Standards-based Teacher Education Project (STEP), supported by the American Association of Colleges of Teacher Education (AACTE), assists institutions in preparing teachers who can help P-12 students meet

academic standards. The Holmes Partnership, a network of universities, schools, community agencies, and national organizations, focuses on the reform of schools of education and has promoted the Professional Development School, a new setting to serve professional education the way teaching hospitals serve medical education. Others include the Center for the Study of Teaching and Policy at the University of Washington, and the Southeast Center for Teaching Quality are advancing research and policy analysis related to teacher preparation.

A number of organizations offer comprehensive web resources containing 50-state information on teacher preparation. Described in Appendix A, these include AACTE, the Education Commission of the States (ECS), the National Conference of State Legislatures (NCSL), and the National Governors Association (NGA). ECS also offers TQ Source, a 50-state database on traditional and alternative preparation policies, with state-by-state information on program requirements, special community college roles, and program approval/accountability. Additionally, the National Association of State Directors of Teacher Education and Certification's (NASDTEC) Manual on the Preparation and Certification of Educational Personnel is a comprehensive resource on teacher preparation institutions and approved programs, including:

- Standards used by states for the approval of teacher education institutions and/or certification programs.
- Approved teacher education institutions, types of accreditation, and types of programs.
- Performance-based standards.
- Costs associated with program approval.
- Beginning teacher support systems.
  - Components
  - Policies and practices pertaining to selection and evaluation of teachers, and funding of programs
  - Status (e.g. state mandates)

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### Licensure and Certification

#### Context

Every state has the responsibility of licensing beginning teachers, and licensure requirements are set either by the state department of education or by a separate credentialing agency. The traditional process generally requires completion of a bachelor's degree, completion of teacher preparation program requirements, and passage of tests of subject matter and/or pedagogical skills. In response to the need for more teachers, the concept of alternative routes to certification has emerged and expanded considerably over the past 20 years. Candidates in these programs generally begin with a bachelor's degree, engage in on-the-job training, and pick up required courses while teaching. A long-standing, related process has been the issuance of emergency licenses for hard-to-fill positions; emergency credentials may lead to permanent licensure.

Licensure requirements vary across states, and individuals wanting to teach in a new state must meet the receiving state's licensure requirements. There is growing interest in finding ways to promote licensure reciprocity across states to reduce attrition stemming from these obstacles. To foster teacher mobility, some states, on a case-by-case basis, have worked out systems for recognizing other states' licenses. Moreover, in 2001, the U.S. Department of Education awarded funding to launch a national effort to establish a new pathway to state licensure; this route is based solely on passage of a standardized national test. To date, a few states have formally adopted this national test as an alternative route to a state license.

There is also growing interest in systems of staged licensure in which the initial, sometimes provisional, teaching license is followed

by some form of regular license and/or master certification, based on demonstrated performance as a teacher. National efforts to define these stages have occurred, and some states are accepting national certification in lieu of state standards for experienced teachers.

The federal government has influence in this area through state grants to reform teacher licensure requirements, as part of Title II of HEA and the No Child Left Behind Act (NCLB). These two programs allow states to use grant funds to reform licensure requirements to ensure that teachers have the necessary teaching skills and academic content knowledge in subject areas in which they teach.

#### Issues

Major discussions related to licensure and certification focus on the following issues:

- Examining the degree to which licensure equates to competency—are we getting high quality teachers?
  - Are states setting cutoff scores too low?
  - Is there a proper balance between subject matter and pedagogical competencies?
- Assessing program quality (traditional vs. alternative routes).
  - Traditional: Too much emphasis on pedagogy? Adequate grounding in subject matter? Too many obstacles?
  - Alternative: Too little emphasis on pedagogy? Inability to relate to level of student? Underqualified?
- Determining whether licensure is aligned with program approval, standards-based curricula, and professional development.
- Identifying and remedying inconsistencies in requirements and pass rates across states (e.g. need for license reciprocity and/or national standards).
- Promoting the concept of staged licenses—beginning, regular, advanced.

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### Organizations/Resources

Many organizations address teacher licensure policy as part of a broad perspective on teacher quality while others have a more specialized focus. Described in Appendices A and B, a few examples are presented here. The Interstate New Teacher Assessment and Support Consortium (INTASC) takes a broad approach, arguing that the teacher licensing system should be aligned with the state's P-12 student standards, program approval process, and professional development requirements. INTASC works to develop model policy that states can use as a resource as they design their own licensure systems. For its part, the National Board for Professional Teaching Standards (NBPTS) focuses more narrowly on standards for what accomplished teachers should know and be able to do and has developed a national voluntary system for certifying teachers who meet these standards. To the extent that state policies embrace NBPTS certification, it offers individuals opportunities for more pay and greater mobility across states. Other initiatives promoting greater interstate mobility are the Mid-Atlantic Regional Teachers Project (MARTP) and NASDTEC's Interstate Contract. Finally, where it has been adopted, the American Board for Certification of Teacher Excellence (ABCTE), funded by a grant from the U.S. Department of Education, offers individuals an alternative path to licensure that is portable across states.

Important 50-state resources on licensure and certification include the following:

- Education Week's annual Quality Counts report, which contains 50-state summary data on: whether the state requires minimum degree/coursework in subject area for beginning license, percent who majored in subject they teach, whether/how much clinical experience is required, alternative routes, types of required written tests for beginning-teacher license and second state of certification, whether evaluations must be tied to student achievement, and whether the state provides incentives for National Board certification.
- The NASDTEC Manual, a comprehensive resource on state licensure requirements and interstate mobility, contains state-by-state information on certification agencies, stages and titles of certificates, requirements for each (academic, assessment, field experience, and student teaching), and brief statistical profiles of the states. This includes requirements for the initial teaching certificate, as well as for the second stage of teacher certification. Also, for each state that has signed the NASDTEC Interstate Contract, it indicates those states for which the contract applies.
- The National Center for Education Information's Alternative Teacher Certification: A State-by-State Analysis, includes a listing of state requirements for different types of alternative routes to certification and provides 50-state trend data on alternative certification (number of licenses, by race/ethnicity, gender, and age; primary activity before entering alternative program; types of community; number of emergency licenses; etc.).

### Employment Issues: Recruitment, Retention, Compensation, Working Conditions

#### Context

Traditionally, local school districts have been responsible for the terms and conditions of employment of school personnel, and state and federal governments have not been significantly involved in these matters. In recent years, however, finding better ways to attract and retain teachers has become a front-burner issue for policymakers at all levels, due to:

- Public awareness of the importance of having more highly qualified teachers.

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- The well-documented need for more classroom teachers, due to enrollment increases, class-size reduction, high attrition rates, and an aging teaching force.
- Difficulties in staffing large urban school districts and remote rural schools.
- Inequities in the way schools are staffed, negatively impacting schools serving low-income, minority, and non-English speaking students.
- Shortages in certain subject areas—math and science, special education, and bilingual education.
- Limited contract options due to collective bargaining and other teacher union issues.

#### Issues

Entities beyond local districts are increasingly focused on:

- Gathering and using better supply and demand data.
- Identifying ways to attract more high school students to teaching careers.
- Attracting more underrepresented groups to teaching careers.
- Improving teacher compensation; exploring alternative compensation systems (e.g. pay-for-performance).
- Linking prospective teachers with employers (e.g. online job databases).
- Increasing pension portability to promote teacher mobility.
- Finding means to support teachers to reduce attrition and raise the professionalism of teaching.

For example, state legislatures have developed scholarship and loan forgiveness programs for teachers, signing bonuses, programs to recruit minority teachers, and some actions to support pension portability. For its part, the federal government has gotten involved through the Higher Education Act. Support includes

efforts to increase the number of teachers from underrepresented and non-traditional teaching populations (Title II), loan forgiveness for teachers (Title IV), and state grants to develop policies related to merit pay (Title II).

#### Organizations/Resources

A significant number of associations are addressing issues related to employment of teachers, with a wide range of activities that include analyzing and advocating policies, conducting research, developing collaborations, and providing resources and technical support; following is a sample. The Southern Regional Education Board (SREB), for example, has developed a methodology for analyzing supply and demand. Also on a regional basis, MARTP addresses supply and demand and pension portability. The National Association of State Boards of Education (NASBE) has studied the effectiveness of state recruitment programs. The Urban Network for the Improvement of Teacher Education (UNITE) focuses on conditions in urban schools, and ECS has projects on hard-to-staff schools. Recruiting New Teachers has a National Teacher Recruitment Clearinghouse that links prospective teachers with districts through over 850 job banks. Teachers-Teachers.com, whose partners include AACTE and NEA, offers a similar online recruitment service. Finally, the American Association for Employment in Education (AAEE) and the American Association of School Personnel Administrators (AASPA) have started Project Connect, a web-based job placement system linking school districts, teacher preparation institutions, and teachers.

In terms of data resources, ECS's TQ Source contains 50-state information on state policies related to recruitment and retention. Education Week's Quality Counts annually provides 50-state summary data on average teacher salaries, states with policies on pay-for-performance, and related information. Another resource on alternative

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compensation systems is the Consortium for Policy Research in Education's (CPRE) Teacher Compensation Project; in addition to conducting research, CPRE maintains a clearinghouse on state and district compensation reform initiatives. Finally, the National Education Association's Rankings and Estimates provides annual 50-state comparisons on salaries, student-teacher ratios, financial resources, and other information related to teaching conditions.

### Professional Development

#### Context

With growing consensus about the role of teachers in affecting student learning, serious attention is finally being paid to the importance of professional development to achieving a highly qualified teaching force. Although nearly all states have traditionally required continuing education for license renewal, there has heretofore been little attention paid to the content or usefulness of that education; often, it has taken the form of one-shot continuing education courses or district-sponsored seminars. Now, however, there is a growing body of research on and developing commitment to the idea that professional development must be an integral part of the teacher development continuum, from beginning teacher preparation, through induction and mentoring, to ongoing development of working professionals. AASCU, for example, endorses the National Staff Development Council concepts of best practices for professional development; the council supports results-driven, standards-based, job-embedded, and content-rich practices.

Different state agencies—licensing boards, departments of education, and higher education agencies—all have a role to play in improving professional development in their states.

Additionally, colleges and universities have important roles to play as primary providers of continuing education. School districts also can make the commitment to create better opportunities and incentives for teachers to seek further learning. Finally, the federal government provides resources for professional development through HEA and NCLB; this money is awarded to partnerships involving K-12 districts and higher education institutions.

#### Issues

Policy discussions related to professional development center around the following:

- Improving commitment and capacity of teaching institutions to provide high-quality professional development.
- Determining appropriate roles for community colleges and alternate providers.
- Finding adequate resources for professional development.
- Providing incentives for teachers to seek professional development and/or advanced certification.
- Aligning professional development programs with K-12 standards.
- Increasing collaboration between higher education and K-12.
- Improving district capacity to implement policies that meet local needs; need for data-driven plans.

#### Organizations/Resources

It has become more common for organizations to address professional development issues in conjunction with other aspects of teacher preparation and support. Appendix A describes these interrelationships, and Appendix B identifies involved organizations. For example, the Education Trust, believing that student achievement will rise to the level of teacher assignments, has developed the Standards in Practice (SIP) approach for teacher professional

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development. SIP offers an onsite, team-based approach, and serves as a quality-control tool to ensure a high level of classroom activity.

Regarding data, the NASDTEC Manual contains information on professional development requirements in the states, including whether the state has such a requirement, its purpose, whether the state issues a permanent or life certificate, and whether there are professional development requirements to renew the second-stage certificate. Education Week's Quality Counts annual report provides 50-state summary data on ways that states encourage professional development, including the existence of state professional development standards, the existence of state requirements for districts/schools to set aside time for professional development, and the existence of state financing for professional development.

### Accountability

#### Context

There are multiple layers of accountability related to teachers, and these accountability systems are not necessarily in sync with one another. The two primary strands relate to: (1) accountability of higher education institutions for the teachers they produce, and (2) accountability of schools and districts for the teaching and learning that occurs at the K-12 level. In both cases, data can be aggregated to the state level, but comparisons across states are problematic due to lack of comparable definitions and measures.

On the first strand (higher education-focused), the 1980s saw the emergence of and the 1990s saw the expansion of state higher education report cards, brought about through state legislative action or initiatives of state higher education agencies. These reports contain a variety of indicators, some reflecting educational

inputs and others reflecting outputs. Although not a primary focus, information on pass rates of professional licensure exams became one component of some state higher education report cards. The reauthorization of Title II of the Higher Education Act in 1998 took this to the federal level with a set of reporting requirements imposed on states, including the reporting of institutional pass rates on each assessment used by states for licensing teachers. Discussion is currently underway pertaining to the pending reauthorization of the Higher Education Act; some expect that federal accountability efforts will move further in the direction of mandating value-added assessments of programs. Such an approach goes beyond just pass rates on tests and entails holding institutions accountable for how much the students of their graduates actually learn.

On the second strand (K-12-focused), the 1990s saw the growth of state student content standards, assessments, and accountability reports for the K-12 sector. Today, state department of education websites contain detailed state, district, and school-level information on student assessments, but everything is state-specific and data cannot be compared across states. NCLB expanded the federal role in these matters and required schools and districts to be more accountable. Specifically, by 2005-06, all teachers must be "highly qualified" as defined in the act, and school districts must address the disproportionate assignment of inexperienced, unqualified, and out-of-field teachers to disadvantaged students. Furthermore, "Adequate Yearly Progress" in student learning must be reported, and specific levels of disaggregation are required. Currently, states and districts are scrambling to meet these new requirements, and numerous resources to help them are emerging. While this act addresses accountability at the school/district level, it has major implications for higher education

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institutions that provide pre-service preparation and professional development for teachers.

#### Issues

Focusing on the higher education institutional strand, current issues related to accountability include:

- Determining what “pass rates” really mean and the absence of comparable information across states.
- Developing data systems that link K-12, postsecondary, and other data systems to answer important questions.
- Promoting collaboration to develop more data consistency across states.
- Establishing ways to measure the contributions of teaching to learning at both the K-12 and higher education levels (i.e. methodologies for “value-added” assessments).
- Exploring potential uses for value-added assessments.

#### Organizations/Resources

As accountability demands have grown, associations have engaged in many activities to address members’ interests. These include analyzing policies and providing information on what others are doing, promoting collaboration and collective problem-solving, and providing technical assistance to enhance data and reporting capacities. AASCU, for example, addressed the issue of 100 percent pass rate scores arising from HEA reporting requirements to minimize the necessity for a federally-mandated study of the issue. The Council of Chief State School Officers (CCSSO) provides a number of resources to states to

help in developing their accountability systems, including those related to NCLB. Additionally, the Education Commission of the States and the National Governors Association do the same for their constituencies. In a sense, the associations provide a middle ground and a place for discussion between the entities imposing the accountability requirements and the entities upon which they are imposed, and help articulate for the public what all the numbers mean.

Fifty-state information related to accountability includes:

- *Education Week’s annual Quality Counts*, providing 50-state summary data on types of teacher information included in school/district report cards and means by which states hold teacher education programs accountable.
- CCSSO’s annual State Education Accountability and Indicator Reports, providing 50-state information and links on K-12 state report cards, AYP links, and school/district report cards.
- A National Center for Educational Accountability (NCEA)/CCSSO collaboration that has identified nine key data elements that all states need to have in place to meet federal and state reporting requirements, and has collected state-by-state data on the availability of each.
- ECS’s No Child Left Behind website, which includes a national grid on how each state is doing on all requirements, and links to state materials for all states.
- The U.S. Department of Education’s Title II website, containing 50-state data required under Title II of HEA.



# Appendix A

## Guide to Organizations

This guide offers brief descriptions of organizations involved in one or more of the following topics: teacher preparation, licensure and certification, employment, professional development, and accountability. It includes organizations that track and analyze legislation and policies, provide policy leadership, conduct research, convene meetings and work collaboratively, and provide resources and technical support. The guide emphasizes organizations that are national in scope and involved in policy discussion; it excludes higher education institutions, state-level organizations, and government agencies. It includes both organizations that are wholly focused on teacher issues and those that address them as part of a broader policy agenda. Though the guide attempts to be comprehensive, it is by no means exhaustive.

### **American Association for Employment in Education (AAEE)**

AAEE is a professional association that addresses the staffing needs of education; members include colleges and universities (career services officers) as well as school districts (personnel administrators). Project Connect, begun in 1993 and jointly sponsored by AAEE and the American Association of School Personnel Administrators, is a web-based job placement system linking school districts, teacher preparation institutions, and teachers. [www.aaee.org](http://www.aaee.org)

### **American Association of Colleges for Teacher Education (AACTE)**

AACTE represents institutions that prepare over two-thirds of the nation's new school personnel

each year, promoting high quality preparation and professional development for all personnel. It gathers and disseminates data, proposes and analyzes public policy, supports professional advancement, and represents the teacher education community before state and federal governments. AACTE is one of the partners in the Teachers-Teachers.com website, an online recruitment service linking job candidates with school systems. The Standards-based Teacher Education Project (STEP) assists institutions in preparing teachers who can help P-12 students meet academic standards. The AACTE Education Policy Clearinghouse contains brief summaries and links on education policy and teacher quality, including daily news articles, new research, teacher quality research, legislative tracking, state information, research relevant to No Child Left Behind (NCLB), and research relevant to testing. [www.aacte.org](http://www.aacte.org)

### **American Association of State Colleges and Universities (AASCU)**

AASCU represents more than 430 public colleges, universities, and systems of higher education in the U.S. AASCU institutions enroll 56 percent of students at all public institutions, and a majority of undergraduate students preparing for a teaching career. Teacher Preparation, Development, and Support is one of eight policy areas where AASCU attempts to lead and to shape public policy at the state and federal levels. The association's Public Policy Agenda addresses HEA, Title II reauthorization; federal student loan forgiveness for teachers; federal appropriations; state performance standards; teacher recruitment/retention; and

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professional development. AASCU provides support for members involving the preparation and professional development of teachers and supports collaborative efforts to improve teacher preparation. AASCU recently completed a report to Congress on the validity of 100 percent pass rate scores on teacher licensure exams, reported as required under Title II of the Higher Education Act. [www.aascu.org](http://www.aascu.org)

#### **American Board for Certification of Teacher Excellence (ABCTE)**

Funded by the U.S. Department of Education, ABCTE was created in 2001 to increase the supply of highly qualified teachers to help meet the requirements of NCLB. It offers an alternative certification process (Passport to Teaching Certification) that is nationally recognized, portable from state to state, and based on passing two ABCTE tests: professional teaching knowledge and subject area knowledge. Master Teacher Certification is also available; ABCTE believes that state bonus programs and other incentives should be directed to exemplary teachers with a proven record. While this program is too new to assess outcomes, it is noteworthy that ABCTE requests that all individuals certified in its program participate in a three-year longitudinal study of student academic achievement. [www.abcte.org](http://www.abcte.org)

#### **American Federation of Teachers (AFT)**

AFT is a trade union representing one million workers, including teachers, school support staff, higher education faculty and staff, and others. Initially pioneering collective bargaining for teachers, it has since supported a number of education reforms designed to strengthen the teaching profession. In particular, it promotes union-sponsored professional development, and it has developed a set of principles for its affiliates to use to help improve professional development programs. AFT conducts research (e.g. annual teacher salary survey), tracks legislation on issues of concern to members,

and provides resources for teachers and policymakers on its teacher quality website. Its website addresses what is currently being done in relation to: teacher recruitment, preparation, licensure, induction, professional development, evaluation and compensation, and National Board certification. [www.aft.org](http://www.aft.org)

#### **Business Roundtable (BR)**

The Business Roundtable is an association of the chief executive officers of leading U.S. corporations, advocating public policies that promote economic growth, a dynamic global economy, and a well-trained and productive workforce. Emphasizing the role of business leadership in promoting education reform efforts, its Education and the Workforce Task Force works to improve education performance and workforce competitiveness. BR supported passage of NCLB and is now actively involved in its implementation. In recent years, BR has also developed position statements and reports on issues related to teaching, such as pay-for-performance. [www.businessroundtable.org](http://www.businessroundtable.org)

#### **Carnegie Corporation of New York**

Founded in 1911 as a grant-making foundation, the corporation has maintained a focus on efforts to improve teaching and learning; currently, education is one of its four main program areas. Within the education program, teacher education reform is one of three areas of focus, and the corporation supports major restructuring of teacher education. Teachers for a New Era (TNE) is a major long-term initiative involving 11 higher education institutions chosen to be standard-bearers for this teacher education reform effort. [www.carnegie.org](http://www.carnegie.org)

#### **Carnegie Foundation for the Advancement of Teaching**

Founded in 1905, the Carnegie Foundation for the Advancement of Teaching is a major national and international center for research and policy studies about teaching. Its primary mission is to

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address how teachers can best succeed in the classroom, how best to achieve lasting student learning, and how to assess the impact of teachers on students—in public schools, colleges, and universities. Programs include the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) K-12 Program for Teachers and Teacher Educators, and the Carnegie Initiative on Teacher Education. [www.carnegiefoundation.org](http://www.carnegiefoundation.org)

#### **Center for the Study of Teaching and Policy, University of Washington (CTP)**

CTP is a consortium of several major universities that focuses on the system-wide improvement of teaching and learning, and the development of a highly capable, committed teaching force. In particular, CTP examines how the quality of teaching and learning are shaped by the environments in which they take place, including the working environment of the school, the professional environment for teachers, the community environment, and the policy environment. Many policy briefs, research reports, and other papers are available from the CTP website. [www.ctpweb.org](http://www.ctpweb.org)

#### **Consortium for Policy Research in Education (CPRE)**

CPRE is a consortium of five research institutions (Harvard University, Stanford University, the University of Michigan, the University of Pennsylvania, and the University of Wisconsin-Madison) aiming to improve student learning in elementary and secondary schools through practical research; over the years, several projects have addressed teacher issues. At the University of Wisconsin-Madison, a focal point is the Teacher Compensation Project that explores alternatives to traditional teacher compensation systems. Many studies and policy papers are available, and CPRE at Wisconsin maintains a clearinghouse on state and district compensation reform initiatives, searchable by state. At the University of Pennsylvania, CPRE researchers have looked at a number of teacher issues,

including teacher turnover, shortages, and out-of-field teaching.

[www.wcer.wisc.edu/cpre](http://www.wcer.wisc.edu/cpre) (Wisconsin)

[www.cpre.org/index\\_js.htm](http://www.cpre.org/index_js.htm) (Pennsylvania)

#### **Council of Chief State School Officers (CCSSO)**

CCSSO is an organization of public officials who head state departments of education around the country. As part of its support of standards-based education systems, it supports high quality professional teacher preparation and development programs. CCSSO is heavily involved in working with state education agencies on data and accountability issues, and conducts an annual survey tracking state accountability and indicator reports for the 50 states. CCSSO has expanded its resources and technical assistance to states to help meet accountability requirements under No Child Left Behind. The organization's Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies and national organizations dedicated to the reform of the preparation, licensing, and ongoing professional development of teachers. Specifically, it argues that the teacher licensing system should be aligned with the state's P-12 student standards, and that the state's program approval process, licensing assessments, and professional development requirements should be aligned with teacher licensure standards. INTASC works to develop model policy that states can use as a resource as they design their own licensure systems. [www.ccsso.org](http://www.ccsso.org)

#### **Education Commission of the States (ECS)**

ECS works to improve public education by bringing together key state policymakers and education leaders from all levels—governors, state legislators, chief state school officers, state and local school board members, superintendents, higher education officials, and business leaders. ECS addresses a wide set of policy issues, with teaching quality as one focus

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area; it gathers, analyzes, and disseminates information about issues, trends, and innovations in policy and system designs. ECS has a particular focus on hard-to-staff urban and rural schools. ECS's Teaching Quality website is a comprehensive resource on teaching quality overall, and on sub-issues including certification/licensure, compensation, evaluation, hard-to-staff schools, induction/mentoring, professional development, professional standards boards, recruitment/retention, and teacher preparation/education. TQ Source is a new 50-state database containing details on teacher preparation policies (traditional and alternative) and recruitment and retention policies. Finally, ECS offers many resources on its No Child Left Behind website, including a NCLB database which provides a national grid on how each state is doing on all requirements and offers more detailed information and links to state materials for all states. [www.ecs.org](http://www.ecs.org)

#### **Education Trust (Ed Trust)**

Ed Trust works for the high academic achievement of students at all levels, from kindergarten through college, with a focus on low-income students and students of color. Ed Trust widely disseminates data on achievement patterns among different groups of students, and provides advocacy, analysis and expert testimony, research and writing, and technical assistance. Believing that student achievement will rise to the level of teacher assignments, Ed Trust has developed the Standards in Practice (SIP) approach for teacher professional development: this on-site, team-based approach is used to align assignments to content standards and to increase the rigor of assignments, thereby increasing student achievement. Ed Trust offers publications related to teacher issues, as well as resources on No Child Left Behind.

[www.edtrust.org](http://www.edtrust.org)

#### **Educational Testing Service (ETS)**

ETS, a private educational testing and measurement organization, plays a primary role in the teacher preparation process through the administration of the Praxis Series, assessments used by the majority of state education agencies to license teachers. These tests are used by states in varying ways (i.e., different cutoff scores) and are used to facilitate both traditional and alternative forms of certification. ETS also conducts research related to assessments and is involved in policy analysis; many studies are available on the ETS website. [www.ets.org](http://www.ets.org)

#### **Holmes Partnership**

The Holmes Partnership is a network of universities, schools, community agencies, and national organizations working to create high quality professional development and significant school renewal to improve teaching and learning. Its origins are in the Holmes Group, a consortium of 96 research universities, who noted in the 1980s the decline of schools of education relative to other professional schools, and set out to construct a true profession of teaching. They emphasized the need to reform schools of education (curriculum, faculty, pedagogy, students, instructional settings and groups, research and scholarship, and partnerships), and designed the Professional Development School (PDS), a new setting designed to serve professional education the way teaching hospitals serve medical education. The Holmes Partnership calls for simultaneous renewal of public K-12 schools and teacher education programs. [www.holmespartnership.org](http://www.holmespartnership.org)

#### **Mid-Atlantic Regional Teachers Project (MARTP)**

MARTP is a regional collaboration among the mid-Atlantic states to address data-driven policy impacting teacher quality and the region's teacher supply and demand. MARTP addresses issues such as regional license reciprocity, mentoring programs, common regional standards

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for alternative certification, and regional pension portability. Formerly housed at the Council for Basic Education (CBE), it is now managed by the American Association of Colleges for Teacher Education (AACTE). [www.martp.org](http://www.martp.org)

#### **Milken Family Foundation (MFF)**

Founded in 1982, MFF aims “to discover and advance inventive and effective ways of helping people help themselves and those around them lead productive and satisfying lives.” Education is one of two program areas through which MFF advances its mission. (The other is medical research.) Among its education initiatives, the Teacher Advancement Program (TAP) is a school-based improvement program to attract, retain, and motivate teacher talent. TAP is built on five principles: multiple career paths, market-driven compensation, performance-based accountability, ongoing applied professional growth, and expanding the supply of high quality educators. [www.mff.org](http://www.mff.org)

#### **National Association of Community College Teacher Education Programs (NACTEP)**

Founded in 2002, NACTEP promotes the community college role in the recruitment, preparation, retention, and renewal of preK-12 teachers and advances quality teacher education programs in the community college. [www.nacctep.org](http://www.nacctep.org)

#### **National Association of State Boards of Education (NASBE)**

NASBE represents the nation’s state boards of education and works to strengthen state leadership in education policymaking. NASBE provides public policy updates for its members, conducts original research, speaks on behalf of its members to influence education policymaking, and provides technical assistance on policy issues such as No Child Left Behind. Recent reports have addressed a variety of teacher topics, including attracting, preparing, and retaining teachers; effectiveness of state

recruitment programs; support of quality alternative certification programs; and building a coherent teacher preparation system.

[www.nasbe.org](http://www.nasbe.org)

#### **National Association of State Directors of Teacher Education and Certification (NASDTEC)**

NASDTEC represents the professional standards boards, commissions, and state departments of education that are responsible for preparation, licensure, and discipline of educational personnel in the states. NASDTEC promotes high standards for teachers and mobility across state lines, and specifically encourages states to include performance-based standards in the program approval process. The annual NASDTEC Manual is a comprehensive manual on certification requirements and practices in the states, and contains information on professional development requirements, examinations and assessments, interstate mobility, and support systems for beginning teachers. The NASDTEC Interstate Contract is an agreement that facilitates the movement of teachers among member states. The contract makes it possible for a teacher who completed a program or who holds a certificate or license in one state to earn a certificate or license in another. Receiving states may impose special requirements that must be met in a reasonable period of time.

[www.nasdtec.org](http://www.nasdtec.org)

#### **National Board for Professional Teaching Standards (NBPTS)**

NBPTS’ mission is to advance the quality of teaching and learning by maintaining high and rigorous standards for what accomplished teachers should know and be able to do, providing a national voluntary system certifying teachers who meet these standards, and advocating related education reforms. To date, NBPTS has developed standards in 27 fields and a process for assessing accomplishments for each. National Board certification complements, but does not replace, state licensing, and

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depending on state and district policies, offers individuals opportunities for more pay and greater mobility across states. NBTPS also collects data related to Board certification and supports a research program that investigates the impact of National Board certification on teachers, students, public policies, and educational reform. [www.nbpts.org](http://www.nbpts.org)

#### **National Center for Education Information (NCEI)**

For many years, NCEI has been tracking alternative routes to teacher certification, and in 1991 developed a classification system to distinguish among the types of routes states have identified as alternatives to traditional certification. *Alternative Teacher Certification: A State-by-State Analysis* is an annual compilation of detailed state requirements and summary statistics on alternative teacher certification.

[www.ncei.com](http://www.ncei.com)

#### **National Commission on Teaching and America's Future (NCTAF)**

NCTAF was formed as a blue ribbon panel in 1994; its first report *What Matters Most: Teaching for America's Future*, was a seminal work challenging the nation to provide qualified teachers for every student by 2006. Arguing that what teachers know and can do has the greatest influence on what students learn, it offered a blueprint for recruiting, preparing, and retaining good teachers as a central strategy for improving schools. Additional research-based reports have followed, most recently, *No Dream Denied* (2003), addressing the crisis in teacher turnover and attrition. In order to implement its goals, NCTAF has developed a state partnership network that currently has 22 state partners. NCTAF offers resources to partners who, in turn, agree to fulfill certain expectations such as undertaking a policy inventory and analyzing a common core of information related to recruitment, preparation, selection, induction, evaluation, professional development and

rewards. NCTAF defines its stakeholders as members of the business community, federal and state government, teacher preparation institutions, classroom teachers, national and state education organizations, and parent and community groups. [www.nctaf.org](http://www.nctaf.org)

#### **National Conference of State Legislatures (NCSL)**

Funding education is a primary activity of state legislatures. NCSL's Education Standing Committee is one of 15 standing committees, and its Education Program collects and analyzes information on education policy and provides resources for legislators. NCSL also provides technical assistance to states regarding Title II grants. NCSL maintains a Teacher Quality website with information on recruitment and compensation, preparation, licensure and certification, induction, and professional development. Its Legislative Information Summary Service (LESS) tracks a variety of teacher issues, searchable by issue, jurisdiction, date, bill type, and other means, with brief descriptions of bills. [www.ncsl.org](http://www.ncsl.org)

#### **National Council for Accreditation of Teacher Education (NCATE)**

Authorized by the U.S. Department of Education, NCATE is a national accrediting body for schools, colleges, and departments of education; NCATE-accredited schools produce over two-thirds of the nation's new teacher graduates. Through 2000, accreditation was largely based on curriculum quality and delivery. Since then, NCATE has developed performance-based accreditation standards. NCATE also promotes the Professional Development School (PDS) as a model of good practice for teacher preparation and professional development; it has developed standards for PDSs and offers resources on its PDS website. NCATE's State Partnership Program is designed to integrate state and national professional teacher preparation standards and reduce the duplication of effort when states and

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NCATE conduct separate reviews. Currently, NCATE has partnerships with 48 states.

[www.ncate.org](http://www.ncate.org)

#### **National Council on Teacher Quality (NCTQ)**

NCTQ recognizes the growing body of evidence that teacher quality greatly affects student achievement, and it notes that disadvantaged students are most likely to be assigned the most poorly educated, unqualified teachers. Therefore, it advocates for reforms in a broad range of teacher policies at the federal, state, and local levels, including raising standards for entry into the profession and eliminating obstacles that keep many from considering a career in teaching. NCTQ urges a market-sensitive approach to encourage a more equitable distribution of the most qualified teachers. NCTQ aims to foster public understanding of a “common sense” approach to teacher quality by measuring success in terms of improved student achievement. Its policy reports and Teacher Quality Bulletin examine teacher preparation and licensure, evaluation and compensation, the teaching career, NCLB, and other issues, and a searchable archive of state news and activities is available on its website. [www.nctq.org](http://www.nctq.org)

#### **National Education Association (NEA)**

NEA is a trade union representing 2.7 million workers at every level of education; its mission includes promoting the cause of public education and advancing the interests of the profession of teaching. NEA conducts research, engages in lobbying at the state and national levels, supports innovative projects, works with other organizations, and provides training and technical assistance. For example, NEA is one of the partners in the Teachers-Teachers.com website, an online recruitment service linking job candidates with school systems. Also, it offers resources on No Child Left Behind. NEA Research produces the annual Rankings and Estimates report comparing salaries, student-

teacher ratios, financial resources, etc. across 50 states. The NEA Foundation for the Improvement of Education (NFIE) has produced a number of policy reports focusing on supporting and improving teacher induction programs and professional development. [www.nea.org](http://www.nea.org)

#### **National Governors Association (NGA)**

The NGA Center for Best Practices Education Division, one of five divisions, is designed to support governors as they address education issues at all levels. The Center provides technical assistance, policy analysis and reports, and information on best practices related to teacher quality, addressing recruitment, preparation, licensure and certification, induction, professional development, and compensation, and linking with higher education and K-16 partnerships. Currently, NGA has two projects in this area, one, in conjunction with NCSL, addressing teacher quality primarily through teacher preparation, and the other designed to improve teacher recruitment and retention. These projects involve working with a small number of states as they take policy action to improve teacher quality. NGA also provides resources to governors to help implement No Child Left Behind, including information on best practices from some states. Resources and publications are available from the NGA Center for Best Practices Education Division website. [www.nga.org](http://www.nga.org)

#### **National Partnership for Excellence and Accountability in Teaching (NPEAT)**

NPEAT is a partnership of nearly 30 organizations dedicated to the improvement of teaching as “what matters most” in improving schools. NPEAT aims to develop a knowledge-based consensus on effective policies and practices and to facilitate their implementation. It addresses a wide range of issues, including standards and assessments for teacher preparation and professional development, the

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teacher career continuum, and recruitment and retention. [ed-web3educ.msu.edu/npeat](http://ed-web3educ.msu.edu/npeat)

#### **Public Education Network (PEN)**

PEN is a national association of local education funds (LEFs)—community-based organizations that work with, but are independent of, their local school systems—working to advance public school reform in low-income communities. PEN views public engagement as the basis for education reform, and it brings the community voice into local, state, and national debates on quality public education. Teacher quality is one of PEN’s three major initiatives, each of which incorporates data collection, coalition building, community organizing, and strategic communications. This initiative addresses teacher compensation, working conditions, and skills and capacities. [www.publiceducation.org](http://www.publiceducation.org)

#### **Recruiting New Teachers (RNT)**

Established in 1986, RNT works to raise esteem for teaching, expand the pool of qualified teachers, and promote strategies for effective teacher recruitment, development, and retention. It conducts research; serves as a resource for research, data, trends, and programs; educates the public; informs prospective teachers; helps districts learn about promising recruitment and induction practices; and advises community leaders, educators, and decision makers about policies and practices that make a difference. The National Teacher Recruitment Clearinghouse links prospective teachers with districts hiring personnel through over 850 job banks; it also provides information on how to become a teacher, licensure and certification requirements, teacher shortage areas, financial aid, alternative routes, and background information.

[www.mt.org](http://www.mt.org)

#### **Regional Education Laboratories Network**

With support from the U.S. Department of Education, the Regional Education Laboratories

Network consists of 10 educational research and development organizations serving specific geographic areas of the country. These organizations work as resources for and partners with state and local educators, community members, and policymakers to improve education. Teacher topics are among the varied education issues addressed by the labs through conducting research and policy analysis; information, training, and technical assistance; community events; collaboration; and publications. The Mid-Continent Research for Education and Learning (McREL), for example, has done policy work on teacher quality, alternative routes to certification, teacher supply and demand, alternative pay structures, and No Child Left Behind, and has developed a guide for transforming teacher preparation. The North Central Regional Education Laboratory (NCREL) has looked at the impact of alternative routes to certification in the Midwest, recruitment and retention strategies, professional development, teacher mobility, and teacher quality.

[www.relnetwork.org](http://www.relnetwork.org)

#### **The Renaissance Group**

The Renaissance Group is a national consortium of colleges and universities that have made a significant commitment to the preparation of America’s teachers. The group strives to achieve quality and develop best practices in teacher education by affirming a set of guiding principles. These principles include: recognizing that teacher education is a campus-wide responsibility; fostering a campus culture that values and models quality teaching; creating partnerships with classroom teachers; stressing the importance of diverse field experiences; adhering to high standards and accountability; focusing on student learning; utilizing technology effectively; and developing teachers as creative and innovative leaders.

[www.emporia.edu/rengroup](http://www.emporia.edu/rengroup)

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#### **Southeast Center for Teaching Quality (SECTQ)**

Established in 1999 at the University of North Carolina and an independent entity since 2003, the Center was launched in conjunction with the efforts of NCTAF and was informed by NCTAF's initial report *What Matters Most*. By conducting research, informing policy, and engaging leadership, the Center aims to enhance opportunities for students to have competent, caring, and qualified teachers. The Center's current cutting-edge research includes a national study of alternative certification and a study of the impact of National Board certification on low-performing schools in three states. Policy work has included initiatives related to pay for performance, the impact of NCLB teacher quality mandates, teacher mobility, teaching quality indicators, teacher working conditions, and recruitment and retention strategies. The Center also supports a teacher leadership network to give a voice to accomplished teachers in shaping teaching policy. [www.teachingquality.org](http://www.teachingquality.org)

#### **Southern Regional Education Board (SREB)**

SREB, the nation's first multi-state compact for education, works to improve every aspect of education—from early childhood to doctoral degrees and beyond. SREB compiles information, shares resources, develops demonstration programs, and convenes meetings. One of its goals is to assure that every child is taught by qualified teachers, and activities related to teacher quality crosscut many of its activities. In particular, SREB has worked on teacher supply and demand issues, teacher salaries, integrating technology into the classroom, and No Child Left Behind. [www.sreb.org](http://www.sreb.org)

#### **State Higher Education Executive Officers (SHEEO)**

SHEEO is an association of the chief executive officers serving statewide coordinating and governing boards of postsecondary education. As part of its broader mission to enhance state capacities to improve higher education,

it conducts policy analysis and implements projects focusing on the role of the state higher education agency in improving teacher quality. In many cases, this role is conceptualized as part of the P-16 agenda of states. SHEEO recently completed a major initiative on *Enhancing the Teaching Profession: The Importance of Mobility to Recruitment and Retention*, resulting in several products. The *Compendium of Resources on Teacher Quality (2003)* is an online searchable guide to national, regional, and state resources related to teacher supply and demand, preparation, compensation, hiring and recruitment, induction, professional development, licensure requirements and credential reciprocity, pension portability, and general teacher quality resources. *Data Systems to Enhance Teacher Quality (2003)* examines the capacity of state data systems to address teacher pipeline issues. [www.sheeo.org](http://www.sheeo.org)

#### **Teacher Education Accreditation Council (TEAC)**

TEAC, founded in 1997, is a nonprofit organization dedicated to improving academic degree programs for professional educators; its primary work is accrediting undergraduate and graduate professional teacher education programs. TEAC's unique approach to accreditation is based on the questions each program's faculty asks about the program and its performance within the context of the program's mission. TEAC's academic audit verifies evidence that student learning meets high expectations and that the program is following processes that produce quality. TEAC also conducts meetings to share information about innovation in program design and effectiveness, and is an advocate for improvements in professional education programs based on research. [www.teac.org](http://www.teac.org)

#### **Teacher Education Council of State Colleges and Universities (TECSCU)**

TECSCU represents over 180 public institutions with teacher preparation programs, providing

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policy development, direction, and services for its institutional representatives—the chief administrators of schools, colleges, and departments of education. It offers a communications system and networking opportunities for members, addresses issues and problems related to teacher preparation programs, produces position papers and proposes recommendations, and represents the teacher preparation community before policy-making groups. [muweb.millersv.edu/-tecscu](http://muweb.millersv.edu/-tecscu)

#### **Thomas B. Fordham Foundation**

The Fordham Foundation supports research, publications, and action projects in elementary/secondary school reform, espousing a free market approach to the “re-invention” of K-12 education. It is critical of the traditional teacher certification system, with what it describes as low entrance standards, poor certification procedures, and bureaucratic hurdles. Instead,

it espouses alternative paths to certification, scrapping tenure, differential compensation and pay for performance, and evaluations that emphasize knowledge and performance rather than college transcripts. The foundation also offers a number of publications that support its philosophy. [www.edexcellence.net](http://www.edexcellence.net)

#### **Urban Network for the Improvement of Teacher Education (UNITE)**

This confederation of schools and colleges of education located in urban settings is dedicated to recruiting, educating, and retaining competent and caring teachers for urban schools. Now an integral part of the Holmes Partnership, this expanded network acknowledges that stronger teacher preparation programs by themselves will not greatly improve the quality of teaching and learning unless constraining practices and conditions in P-12 schools are addressed simultaneously. [www.urbannetworks.net](http://www.urbannetworks.net)

# Appendix B

## Checklist of Organizations by Topic

	Teacher Preparation	Licensure/Certification	Employment Issues	Professional Development	Accountability
American Association for Employment in Education			X		
American Association of Colleges for Teacher Education	X	X	X	X	X
American Association of State Colleges and Universities	X	X	X	X	X
American Board for Certification of Teacher Excellence		X	X		
American Federation of Teachers	X	X	X	X	X
Business Roundtable			X		X
Carnegie Corporation of New York	X				
Carnegie Foundation for the Advancement of Teaching	X			X	
Center for the Study of Teaching and Policy, University of Washington	X		X	X	
Consortium for Policy Research in Education			X		
Council of Chief State School Officers	X	X	X	X	X
Education Commission of the States	X	X	X	X	X
Education Trust				X	X
Educational Testing Service		X			
Holmes Partnership	X		X	X	
Mid-Atlantic Regional Teachers Project	X	X	X	X	
Milken Family Foundation			X	X	X
National Association of Community College Teacher Education Programs	X		X	X	
National Association of State Boards of Education	X	X	X	X	X
National Association of State Directors of Teacher Education and Certification	X	X	X	X	
National Board for Professional Teaching Standards		X		X	
National Center for Educational Information		X			
National Commission on Teaching and America's Future	X	X	X	X	
National Conference of State Legislatures	X	X	X	X	X
National Council for Accreditation of Teacher Education	X	X	X	X	X
National Council on Teacher Quality	X	X	X	X	X
National Education Association	X	X	X	X	X
National Governors Association	X	X	X	X	X
National Partnership for Excellence and Accountability in Teaching	X	X	X	X	X
Public Education Network	X		X		X
Recruiting New Teachers			X		
Regional Education Laboratories Network	X	X	X	X	X
Renaissance Group	X		X	X	X
Southeast Center for Teaching Quality	X	X	X	X	X
Southern Regional Education Board	X		X	X	X
State Higher Education Executive Officers	X	X	X	X	X
Teacher Education Accreditation Council	X	X			
Teacher Education Council of State Colleges and Universities	X			X	
Thomas B. Fordham Foundation	X	X	X		X
Urban Network for the Improvement of Teacher Education	X		X	X	

# Appendix C

## Reports on Teacher Education



*This appendix highlights recent reports that address teacher education issues. These reports are presented as illustrative of key policy analysis currently being done, and AASCU does not endorse the specific content of any report.*

**Alliance for Excellent Education, *Tapping the Potential: Retaining and Developing High-Quality New Teachers*, June 2004.** American schools spend more than \$2.6 billion annually replacing teachers who have dropped out of the teaching profession. This report cites comprehensive induction, especially in a teacher's first two years on the job, as the single most effective strategy to stem the rapidly increasing teacher attrition rate.  
[www.all4ed.org/publications/TappingThePotential/TappingThePotential.pdf](http://www.all4ed.org/publications/TappingThePotential/TappingThePotential.pdf)

**Education Commission of the States, *ECS Report to the Nation: State Implementation of the No Child Left Behind Act*, July 2004.** This report examines the progress states made between March 2003 and March 2004 on 40 requirements of the No Child Left Behind Act (NCLB). It also explores the issues and remaining challenges, examines some of the policy approaches states are using to meet requirements, and offers recommendations for fine-tuning the law.  
[www.ecs.org/ecsmain.asp?page=/htm/special/nclb/reporttothenation/reporttothenation.htm](http://www.ecs.org/ecsmain.asp?page=/htm/special/nclb/reporttothenation/reporttothenation.htm)

**Education Trust, "The Real Value of Teachers: If Good Teachers Matter, Why Don't We Act Like It?" *Thinking K-16*, Volume 8, Issue 1, Winter 2004.** How does "value-added" work?

Is it fair to teachers? How can value-added data improve the way we prepare teachers and support them once they're in the classroom? This report reviews existing research on teacher effectiveness—often referred to as "value-added," offering answers to these questions. It lays out an ambitious policy agenda, identifying actions for state policymakers, higher education, district policymakers and administrators, teachers, and federal policymakers.  
[www2.edtrust.org/NR/rdonlyres/5704CBA6-CE12-46D0-A852-D2E2B4638885/0/Spring04.pdf](http://www2.edtrust.org/NR/rdonlyres/5704CBA6-CE12-46D0-A852-D2E2B4638885/0/Spring04.pdf)

**The Finance Project, *The Delivery, Financing, and Assessment of Professional Development in Education: Pre-Service Preparation and In-Service Training*, April 2004.** The context in which pre-service preparation and in-service training are delivered and financed has changed significantly in recent years, but there remains a disjuncture between discussions in policy and research circles and what is actually happening in the field. This report synthesizes information on what pre-service and in-service professional development is required and how it is delivered, financed, and assessed, aiming to help reconcile policy, research, and practice.  
[www.financeprojectinfo.org/Publications/ProfDev\\_ExecSum.pdf](http://www.financeprojectinfo.org/Publications/ProfDev_ExecSum.pdf)

**Mathematica Policy Research, Inc., *The Effects of Teach for America on Students: Findings from a National Evaluation*, June 2004.** Students of Teach For America (TFA) teachers outscored their schoolmates on math achievement tests, and matched their average performance in reading, according to this first national evaluation

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of the impact of TFA teachers on student learning. The large-scale study, which compared the performance of TFA corps members to that of other novice and veteran teachers in the same elementary schools, also found differences in classroom management and teacher backgrounds.

[www.mathematica-mpr.com/publications/PDFs/teach.pdf](http://www.mathematica-mpr.com/publications/PDFs/teach.pdf)

**Southeast Center for Teaching Quality, *Unfilled Promise: Ensuring High Quality Teachers for Our Nation's Students*, August 2004.** Based on a study of high-need schools in four southeastern states, this study offers evidence of the potential of No Child Left Behind, as well as its current shortcomings in design and implementation, as described by classroom teachers, school principals, and district administrators. It offers three primary findings, as well as a series of

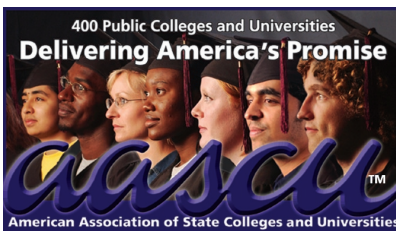
recommendations for the federal government, state government, and local school districts, essential to help ensure high quality teaching in every classroom.

[www.teachingquality.org/resources/pdfs/NCLB\\_PublishedReport.pdf](http://www.teachingquality.org/resources/pdfs/NCLB_PublishedReport.pdf)

**Southern Regional Education Board, *Resolve and Resources to Get A Qualified Teacher in Every Classroom*, July 2004.** Every student deserves qualified teachers, but states do not have enough qualified teachers for every subject in every school. This report documents SREB states' progress toward getting a qualified teacher in every classroom, highlighting the essential policies that SREB states should resolve to develop and to support with adequate resources.

[www.sreb.org/main/Goals/Publications/04E11-Reslove\\_Resources.pdf/](http://www.sreb.org/main/Goals/Publications/04E11-Reslove_Resources.pdf/)

The American Association of State Colleges  
and Universities represents more than  
430 public colleges and universities and systems  
of higher education throughout  
the United States and its territories.



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