

Ednc -
Teacher
Recruitment



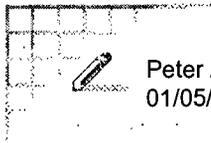
Barbara Chow
01/05/2000 03:14:27 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP@EOP, Eric P. Liu/OPD/EOP@EOP, Andy Rotherham/OPD/EOP@EOP
cc: Peter A. Weber/OMB/EOP@EOP, Larry R. Matlack/OMB/EOP@EOP, Jennifer E. McGee/OMB/EOP@EOP
Subject: Home Grown Teachers

Attached is an e-mail from Pete Weber (by the way he is from Omaha) describing the home grown teacher initiative. As you can see, there is good evidence that the program works, and has broad support. Most importantly, it meets the principles for an effective teacher recruitment strategy that ED itself has established.

----- Forwarded by Barbara Chow/OMB/EOP on 01/05/2000 03:07 PM -----



Peter A. Weber
01/05/2000 02:01:36 PM

Record Type: Record

To: Barbara Chow/OMB/EOP@EOP
cc:
Subject: Home Grown Teachers

The original concept of the Home Grown Teacher program came from a discussion that we had with Terry Dozier, a former teacher of the year at the Department of Education. She pointed us towards a "Promising Practices" article on the ED web site that argued that in a quality teacher recruitment program should 1.) begin as early as the middle grades, 2.) address under-represented minority groups, and 3.) use master teachers to mentor potential teachers. Terry also pointed out that one program in particular, South Carolina's Teacher Cadet Corps, started while Riley was Governor of South Carolina, was a good model for teacher recruitment. Based on this information and a number of other models, we devised the Home Grown Teacher program. Successes with these programs include:

- **Retention Rate.** South Carolina's Teacher Cadet Corps has at least a 35% retention rate. That is, 35% of student who complete the Teacher Cadet Program in High School either are teachers or are training to be teachers. There are currently over 2,000 Teacher Cadets teaching in South Carolina. Other programs, such as Wichita Public Schools' Grow Your Own Teachers Project where 58% of participants have become teachers, have even higher retention rates.
- **Quality of Home Grown Teachers.** An independent evaluation of the South Carolina program also reports that graduates of the Teacher Cadet Corps program 1.) reported at an above average rate that they would stay in the teaching profession; 2.) raised standards at colleges of education due to their previous experience, and 3.) were more realistic than other teachers about the conditions of teaching.

- **Proliferation of Programs.** At least 20 other states or districts have versions of a Home Grown Teacher Programs. With federal encouragement more needy districts could begin programs.
- **Other Indicators of Success.** In South Carolina, the program was particularly targeted towards increasing the number of minority teachers. Largely as a result of this program, South Carolina tripled its number of minority teachers over five years. During this same five year span, no other southeastern state showed any increase in the number of minority teachers.
- **Supporters.** Grow Your Own Programs have many supporters. Bob Chase, President of the NEA, has argued for "aggressive recruitment campaigns" including Grow Your Own Programs. In Blueprint, a DLC journal, Peter Mutchinson, President of Public Strategies Group Inc. and Louse Sundin President of the Minneapolis Federation of Teachers advocate Grow Your Own Programs.

Concerns from ED. We understand that ED had two major concerns regarding this proposed program:

- First, ED did not feel that it was wise to require students to go back to their home school districts. We intend for students to teach in high-poverty areas whether or not it is the same city in which they grew up. The idea is that students from high-need school districts will make the best teachers in high-need school districts, not that students have to return to the same city.
- Second, ED is concerned about the long term payoff of the program. As mentioned above, this is a proven method of recruiting teachers. Further, while an ideal program would begin in middle school, a program that started in high school could be very effective. In addition, while it would take several years for new teachers to enter the classroom, there would be early benefits to the program, such as encouraging students to attend college and choose a career.

Summary of Program

This program would provide competitive grants to high-poverty school districts to develop programs to "grow their own" teachers as a means of addressing the shortage of qualified teachers. Programs supported by this grant would begin to cultivate and recruit students as early as middle school and would intensify the recruitment and cultivation efforts as participants move through high school. Upon high school graduation, participants would attend universities to gain expertise and teacher certification in a high-need field. After college, the students would return to high-poverty districts to guaranteed teaching positions. Throughout the program, students would receive exposure and training experiences at summer camps and as teaching assistants. "Home grown" teachers would also receive salaries for work during high school and college, scholarships for tuition, recruitment signing bonuses, and high quality professional development. Finally, even before the first cohort of "home grown" teachers enters the classroom, a program will have been established that helps high-poverty school districts address general community needs, offer summer activities for students, and steer students from high-poverty districts toward college and a career.

Program Structure

Competitive grants for the "home grown" teacher program would be made to high-poverty school districts with shortages of qualified teachers. During the first phase, the program would fund summer training camps, community service activities, and salaries for prospective teachers who work at the training camps. During the college phase, the program will fund scholarships for a select group of participants per school district, and summer salaries for participants who work in summer programs. When the first cohort graduates from college the program will fund incentives including signing bonuses and national certification for an average of 250 new teachers per school district.



Matthew Miller <mattino@worldnet.att.net>
03/13/2000 03:38:30 PM

*Educ -
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Record Type: Record

To: Matt Miller <mattino@worldnet.att.net>

cc:

Subject: This week's Matt Miller column, fyi

MILLER

3/13/00

Charades -- Political Commentary by Matthew Miller

Gore AND BUSH PUNT ON THE TEACHER GAP

By Matthew Miller

As Al Gore and George Bush start to jockey for the quadrennial mantle of "education president," neither man is stepping up to the singular challenge facing American schools: the need to recruit 2 million new teachers in the next decade.

Two-thirds of today's teacher corps will need to be replaced, thanks to a coming wave of retirements and rising enrollments. Filling classrooms with top talent and not simply warm bodies is a tall order, especially in urban districts, where half the new teachers quit within three years.

With research showing that half the achievement gap facing poor and minority students is due not to poverty or family conditions but to systematic differences in teacher quality, the question of urban teacher recruitment is arguably the biggest issue in education.

Yet the teacher gap is either off the campaign radar screen or subject to misleading hype. Bush speaks of "the soft bigotry of low expectations" and the moral imperative to leave no student behind. Then he uses up the entire federal surplus by offering each of America's million-dollar earners a tax cut bigger than most veteran teachers earn in a year.

Al Gore's "plan" is better, but it's still more symbol than cure. Gore suggests a mix of college scholarships, loan forgiveness and bonuses for folks who teach in high-need areas. He'd use federal money for the first time to give a \$5,000 raise to most urban teachers.

But none of it adds up to anything that would make, say, a 22-year-old science grad in Los Angeles or Philadelphia swap the \$50,000 she could earn in a high-tech firm for \$28,000 at the local school.

There's a reason small raises won't suffice. Until the 1970s, schools got a huge hidden subsidy because many careers weren't open to women and minorities. Now, people who might once have taught science or English become doctors, lawyers and dot-com entrepreneurs.

If we really want to lure the best and brightest, we'll have to deal with pay, working conditions and prestige. Salaries start at \$26,000 and rise to \$39,000 on average. The obvious bargain would be to make more cash available for teachers in exchange for flexibility in how the money is doled out -- abandoning the ludicrous uniform pay scales that teacher unions defend as sacred. Why should a high school chemistry teacher with lucrative options be paid the same as a sixth-grade social studies teacher

with none?

Yet Sandra Feldman, president of the American Federation of Teachers, tells me teachers are so underpaid that we'd need to hike salaries across-the-board by 30 percent before she'd even discuss serious differentials. That's her opening offer, at least -- and it means the nationwide ante for intelligent pay policies could be \$40 billion.

Some experts say we could move in this direction within current spending levels by reallocating the huge chunk of school dollars now going to nonteaching personnel. In the inner cities, however, it's often working conditions that scare off recruits. Buildings are a mess. Violence is a risk.

Like Rodney Dangerfield, teachers also feel they get no respect. "That's probably the biggest party stopper in L.A.," one told me. "Tell them you're a teacher, and they're suddenly needed across the room."

The depressing reality underscored by our teacher woes is that today's high-profile education wars are largely a sideshow. Most of the oxygen in the Bush-Gore debate will be consumed by fights over structural innovations like charter schools and vouchers. But if we can't lure highly qualified teachers into the nation's toughest schools, all the "systemic" reforms in the world won't make much difference.

The irony is that a genuine crusade on behalf of teaching could answer the quest for "meaning amid prosperity" that's a staple of today's political culture. Most teachers suspect that the candidates, reflecting the all-important suburban voters, aren't serious.

"Each of us wants our own children to have the best we can get for them," a veteran L.A. teacher told me. "When it comes to other people's children, we don't feel that way."

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