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Presidents' Summit on Teacher Quality

The issues surrounding teacher quality and student learning are severe and urgent....Presidents should worry less about exactly what to do. The important thing is to do something, to try something.

--Recommendation of Summit participants

Few would disagree that ensuring well-prepared teachers is essential to the nation's goal of educating all children to high standards. But how does one translate a desire to improve teacher education into the actions that must be taken to achieve that goal?

On September 15 and 16, 1999, Secretary Riley convened almost sixty-five presidents and chancellors of the nation's institutions of higher education, representing forty states, to discuss their role in elevating the importance and improving the quality of teacher preparation on their campuses. A series of small group sessions, the central part of the Summit, provided the opportunity for college and university presidents to discuss specific issues around improving teacher education and to generate concrete action steps that they and their colleagues could take.

Presidents met in small groups, each facilitated by one of their peers and by an individual with a national perspective on the topic of discussion. Each session focused on one of three topics:

- mission and structure;
- partnerships; and
- accountability.

The pages that follow frame the importance of each of these three discussion themes and present challenges and critical questions, which Summit participants received in advance of the Summit. Next, for each theme—mission and structure, partnerships, and accountability—readers will find recommendations, generated by the presidents who attended the Summit, of actions that higher education presidents and chancellors might take to improve teacher education at their institutions.

These next steps do not represent consensus among Summit participants. The recommendations are provided in their entirety so that leaders of higher education institutions throughout the nation might find several ideas that they can implement on their own campuses.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO Kendra Brooks
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whole Summary Report is on its way

-H.

600 INDEPENDENCE AVE., S.W. WASHINGTON, D.C. 20202

Presidents' Summit on Teacher Quality: Summary Report

On September 15 and 16, 1999, Secretary Riley convened almost sixty-five presidents and chancellors of the nation's institutions of higher education, representing forty states, to discuss their role in elevating the importance and improving the quality of teacher preparation on their campuses. A series of small group sessions, the central part of the Summit, provided the opportunity for college and university presidents to discuss specific issues around improving teacher education and to generate concrete action steps that they and their colleagues could take.

The Summary Report

- The report is 15 pages long. It is ready in final form.
- For each of three topics discussed at the Presidents' Summit—mission and structure, partnerships, and accountability—the report lists the next steps proposed by the Summit participants. Here are some examples:

Mission and Structure

- Declare that the institution's main responsibility is to improve public schools.
- Make arts and sciences deans equally responsible for the success of teacher preparation programs.
- Institute university-funded scholarships for students who enter the teaching profession, sending a clear message about its value.
- Establish as a priority the equipping of education faculty with technology.
- Play a greater advocacy role to uncover the scandalous "dirty little secret" about underprepared teachers and states' willingness to grant waivers.

Partnerships

- Revise the reward system to provide incentives for faculty—arts and sciences as well as education—to get deeply involved in all aspects of teacher preparation.
- Examine the extent to which the program is meeting the needs of local schools for high quality teachers in each subject area, and make significant changes as a result.

Accountability

- Become actively involved in state teacher certification issues and in state or national efforts to strengthen accountability for teacher preparation program results.
- Guarantee the performance of new teachers to the school districts that hire them, with two conditions: the teachers must be teaching in the fields and at grade levels in which they prepared to teach.

The report's recommendations reinforce a number of Administration positions and programs:

- The reinforce the need for partnerships among teacher education programs, the arts and sciences, and K-12 schools—the cornerstone of the Teacher Quality Enhancement Grants in Title II of the HEA.
- They discuss the need for greater accountability and higher standards for teachers and for teacher preparation institutions.
- They address the need to end the practice of granting emergency licenses for teachers.
- They address the need to prepare new teachers to use technology—the cornerstone of the Administration's Preparing Tomorrow's Teachers to Use Technology program.

- This report stresses what this Administration has known all along: that
  : Accountability is essential to ~~and by standards~~ making sure that our schools are teaching @ high standards.

  : Class size reduction

Fairfax Superintendent

Dan Dominick -

1. How many teachers do you need hire as a result of class size mong. W
2. Which schools

→ Fixing failing school

3. You have a process for turning @ failing schools. Highlight a few schools that are being turned around w class-size, after school $?

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On September 15 and 16, 1999, Secretary Riley convened almost sixty-five presidents and chancellors of the nation's institutions of higher education, representing forty states, to discuss their role in elevating the importance and improving the quality of teacher preparation on their campuses. A series of small group sessions, the central part of the Summit, provided the opportunity for college and university presidents to discuss specific issues around improving teacher education and to generate concrete action steps that they and their colleagues could take.

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The pages that follow frame the importance of each of these three discussion themes and present challenges and critical questions, which Summit participants received in advance of the Summit. Next, for each theme—mission and structure, partnerships, and accountability—readers will find recommendations, generated by the presidents who attended the Summit, of actions that higher education presidents and chancellors might take to improve teacher education at their institutions.

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Mission and Structure

Declare that the institution's main responsibility is to improve public schools.

--Recommendation of Summit participants

The Importance

All of our nation's children need to be well educated—not only for moral reasons, but also because our country depends on it. Failure to provide all children with a sound education is unacceptable in this information age in which education is essential to both a sound economy and a viable democracy. The strong public schools that give us a healthy nation depend on quality teacher education. All our efforts to improve student learning depend on better teaching in schools throughout the country.

Institutions of higher education—the engines of education reform—have the power to produce better teachers. After all, since all teachers have college degrees, these institutions educate and train every school and college teacher in America. While the responsibility for improving education nationwide falls on many shoulders, colleges and universities play a particularly important role. It is time for higher education as a whole to accept the responsibility for teacher education that it abdicated to colleges of education earlier in this century.

For higher education institutions, the overarching challenge is to bring the preparation of teachers back to the position it once held in American higher education—as a core mission function that involves all segments of the campus and has the active support of top university leaders. Campus chief executives, provosts, and even trustees must be willing to create and sustain the changes in policy, structure, and practice that result in a focus on quality teacher preparation throughout an institution. To be successful in meeting the needs of students, teacher preparation reform must be comprehensive, must involve the entire college or university, and should be sustained over time by a set of campus-wide values that become embedded in the institution's culture.

The Issues

The following comments, intended to present a variety of viewpoints about the challenges that presidents face, helped to provoke thoughtful discussion among the Summit participants.

- Teacher education's history has led to many of its current weaknesses. During this century, we have seen the transition from Normal Schools to research institutions, as well as the states' increased reliance on colleges of education to shape teacher preparation.
- The preparation of teachers has been marginalized on many campuses, buried under the weight of other priorities that receive more support from faculty and from university leaders.
- Reforms come with political and financial costs. Inertia and built-in rigidities inhibit reforms.
- Schools of education have struggled unsuccessfully to earn respect within the higher education culture. They suffer from "prestige deprivation" and "second-class citizenship."
- Organizational barriers and incentive systems impede collaboration across the campus in preparing teachers. Teacher education operates from a position of a "splendid isolation" that is neither a splendid nor a useful isolation.
- Faculty involvement in K-12 schools, from education and from arts and sciences, is not recognized and rewarded. An emphasis on tenure, scholarship, and research have led to the neglect of K-12 schools, particularly those in the inner cities and rural areas.
- Higher education has not done enough to contribute the tremendous power of its research and scholarship to answer key policy questions faced by the K-12 schools near them.
- Teacher education programs are often cited as "cash cows" within universities. Traditional funding systems are inadequate.
- Schools of education often have higher student/faculty ratios than other schools.

Tough Questions to Consider

The following were the kinds of questions that presidents were asked to consider before coming to the Summit.

- Does teacher preparation—as a campus-wide function—have status on my campus consistent with other key mission functions?
- How is teacher education funded at my institution?
- Have I made commitment to high-quality teacher preparation a major factor in making policy decisions, setting budget priorities, and choosing deans and faculty at my institution?

- Does the tenure process at my institution reward faculty who teach undergraduates and undertake related work in K–12 schools?
- Do faculty members throughout my institution see educating teachers as one of their main missions?

Next Steps

These are complex issues central to the current debate over student achievement in the United States and the future of higher education. In discussing what can be done to address them, the presidents and chancellors at the Summit generated the following action steps. They are examples of steps that presidents have taken, or steps that presidents could take, to demonstrate their commitment to elevating teacher education on their campuses.

- Ask publicly whether the university wants to be committed to a strong college of education. If the answer is yes, be willing to support it with the resources it needs.
- Make arts and sciences deans equally responsible for the success of teacher preparation programs. Establish reporting lines to the provost or to the president that bridge the organizational barriers between discrete college units.
- Redefine scholarship on campus for promotion and tenure decisions and faculty merit salary rewards. Recognize that faculty assignments involving field activities with cohort groups of students take more time than teaching a campus-based class.
- Examine and revise the balance expected of all faculty in teaching, service, and research activities so that the expectations held by the university are consistent with its stated commitment to high quality teaching and teacher preparation.
- Examine the expectations of senior and junior faculty regarding the work of K-16 partnership building and outreach to the schools. If they are inadequate, make appropriate changes to teaching loads, reward systems, and budget allocations to departments and to colleges.
- Identify and implement ways to use the budget as an effective tool to leverage change at the college and department levels.
- Move the department of education to the "signature building" on campus. This relocation will give value to the department and will provide a powerful message to both the community and the institution regarding the importance of the department.
- Institute university-funded scholarships for students who enter the teaching profession, sending a clear message about its value.
- Define the mission of the institution in terms of service to the region in which it sits, and drive the teacher preparation programs toward this mission.
- Consciously take opportunities to be advocates for teacher preparation programs, which often suffer from low comparative prestige within universities. Stress their

critical role in serving society and their consequent centrality to the mission of a strong university.

- Declare that the institution's main responsibility is to improve public schools. As chancellor, give system presidents a "carte blanche" to reform, which can lead to a turnover of deans and the redesign of most programs. If programs are of poor quality, note this publicly.
- As chancellor, increase enrollment, secure more funding, and allocate it to teacher education. In order to receive increased funding, presidents within the university system will need to do more teacher education.
- Make a statement about how a president spends his or her time by making as many school visits as possible. Do not underestimate the symbolic value of what a president says and does.
- Announce up front that for the entire campus, teacher education is a priority. Most faculty have children and so are interested in the quality of the schools.
- Establish as a priority the equipping of education faculty with technology. This will give a strong message regarding the importance of the department.
- Institute a policy that education programs must be nationally accredited.
- Require faculty to develop an annual professional development plan that reflects their work with schools and children as well as with university students.
- Have a discussion with the provost regarding the mission of the institution.
- Compile data about children and education in the community and use them to captivate people and to raise their interest in supporting a focus on teacher education.
- Work to ensure a strong statewide system because improving teacher education cannot be sufficiently addressed one institution at a time in some states.
- Speak out about the need for a cultural shift in the appreciation of teachers, for higher teacher salaries, for higher standards, and for throwing out the current "byzantine" licensing requirements and creating better ones.
- Play a greater advocacy role in order to influence policy that affects teaching and to uncover the scandalous "dirty little secret" about underprepared teachers and states' willingness to grant waivers. (States would never waive requirements this way in the health professions.)
- Write an op-ed on public policy and teaching.
- Encourage colleges of education to declare charter schools of education. These are places that "go for broke" and depart from the pack.
- Use external funding as a catalyst for change.
- Invest in faculty development.
- Tweak the institution's governance so that it provides an overall structure that addresses long-term concerns.

Partnerships

Be a "door opener" for education as well as arts and sciences faculty. By taking faculty members with them on school visits, presidents will help them to become ambassadors for increased contact with schools.

-- Recommendation of Summit participants

The Importance

Preparing good teachers has never been more important or challenging than it is today. The changing demographics of the student body and increasing expectations for all students inevitably lead us to demand more of teachers. Preparing them to meet these higher expectations is a campus-wide challenge.

Schools of education cannot do this alone. Prospective teachers need sufficient content knowledge and the teaching skills to convey that knowledge to diverse students in increasingly challenging classrooms. Preparing teachers who are ready to meet these challenges successfully can only be accomplished through commitment of the entire university and its active involvement with local schools. In this sense, the preparation of teachers is a three-way responsibility of arts and sciences, education, and the schools. Too often, one of these partners is asked to shoulder the full load. Let us transform teacher education into a coordinated effort among K–12 school educators and faculty of both education and the arts and sciences at our institutions of higher education.

The Issues

The following comments, intended to present a variety of viewpoints about the challenges that presidents face, helped to provoke thoughtful discussion among the Summit participants.

- Parents, employers, and policymakers expect teachers to have strong academic preparation in the subjects they teach. An institutional commitment to strong teacher preparation means revamping the general curriculum to prepare teachers with the content they need to be successful. In particular, many elementary teachers do not receive the strong liberal arts background they need.
- During the last half-century, the traditional separation on higher education campuses of schools of education from the arts and sciences, as well as the "second-class citizenship" of education, have made collaboration among the two difficult. Making teacher education an important mission of the arts and sciences disciplines takes sustained leadership from many levels.

- Integrating the liberal arts and education can be expensive because it requires the development of a new set of courses.
- Over the years, schools of education have minimized their connection to local schools, especially as faculty sought recognition within the higher education culture rather than through involvement in schools. The result is that methods courses are generally taught exclusively on campus, and supervision of student teaching has been left to faculty adjuncts.
- Prospective teachers often do not get the extensive field experiences and real connections to schools that they need to apply and practice what they have learned.
- Reducing the high attrition rate for new teachers by supporting them as they begin their careers demands close working relationships between higher education institutions and local schools.
- Lack of partnerships among schools and higher education faculty can mean that the faculty are not well versed in standards for K–12 students. They need this knowledge so that they can expose their prospective teachers to the standards to which they will be asked to teach when they begin their careers.
- Deans and faculty members, hired within an established higher education culture, often are not chosen on the basis of their commitment to enhancing institutional and school district relationships.

Tough Questions to Consider

The following were the kinds of questions that presidents were asked to consider before coming to the Summit.

- How involved am I as president in building real partnerships with the schools where our students teach?
- To what extent is the teacher preparation program at my institution driven by local school improvement goals and student achievement challenges?
- What do I know about the adequacy of the content knowledge, teaching skills and clinical experiences of teachers who receive degrees from my institution? On whom do I rely for information about their training and their quality?
- How closely do the arts and sciences and education faculty members work together in the preparation of teachers?
- Can I list specific ways that my institution has made improving teaching and learning in local schools a main priority?
- Are hiring decisions for deans and faculty made on the basis of criteria consistent with our mission as a teacher training institution?

Next Steps

These are complex issues central to the current debate over student achievement in the United States and the future of higher education. In discussing what can be done to address them, the presidents and chancellors at the Summit generated the following action steps. They are examples of steps that presidents have taken, or steps that presidents could take, to demonstrate their commitment to partnerships on their campuses.

- Revise the reward system to provide incentives for faculty—arts and sciences as well as education—to get deeply involved in all aspects of teacher preparation.
- Put in place a process to ensure that campus teacher preparation and K–12 partnership priorities influence the selection of faculty members, deans, and department chairs.
- Examine the extent to which the program is meeting the needs of local schools for high quality teachers in each subject area, and make significant changes as a result.
- Insist on partnerships of equity and integrity. Exercise leadership to model such partnerships, establish personal relationships with superintendents, principals, and fellow presidents, require that grant applications and other program initiatives within the institution bring together cross-institutional resources and perspectives, and encourage collaborative, rather than competitive, relationships with other institutions in the region.
- Engage K–12 students, teachers, and administrators in evaluating the teacher preparation program.
- Lend personal support to the establishment and effective operation of a K-16 council that is chaired by the president or provost and includes a department chairperson, deans of education and the arts and sciences, and the superintendent in order to bring partners regularly to the table.
- Put in place an infrastructure that ensures that all the appropriate partners are at the table on a regular basis at both the state and the metropolitan levels.
- Build partnerships not just with arts and sciences, but also with the agriculture school, business school, and others. Partnerships need to be built *within* the university, first and foremost.
- Form a team between the school of arts and sciences and the school of education in order to ensure university cohesion and collaboration. Ensure that the undergraduate affairs department, deans, associate deans, and stellar faculty from both colleges are on board.
- Since presidents have discretion over the institution's budget, redirect funds to ensure that education gets its share.

- Find out what resources (including faculty) you have in your own institution with which to develop partnerships.
- Make it clear to appointed arts and science deans that they will be involved in teacher education, and that their duties will include collaborating with the college of education faculty and dean.
- Find out whether the education dean has the knowledge and skills needed to form partnerships. Ask, "Do I have an appropriate dean?" before committing oneself to further action as a president.
- Ensure that the provost is taking responsibility for ensuring that arts and sciences and education are partners.
- Insist that all research projects conducted at the institution—not just those within the education school—that deal with teaching or learning have a classroom teacher on the team that designs and implements the research.
- View partnerships with the arts and sciences as avenues for the recruitment of education majors and as ways to help overcome the negative reputation of education schools.
- Recruit the best deans and students into the college of education.
- Declare that there can be no unilateral decision-making with regard to teacher education. (Insist on conversations with arts and sciences and the local schools.)
- Think outside the box in strengthening the arts and science connection. If the education dean has impeccable credentials but no connection to schools, appoint a member of the arts and science faculty to be the dean of the education school.
- Create one college of the arts, sciences, and education under one roof.
- Experiment with ideas such as England's Open University and distance learning. Have faculty work in teams to create new programs.
- Build a strong partnership with public schools focused on meeting their needs. In turn, this will encourage the public school system to become a strong advocate for the college.
- Give faculty status to K–12 teachers who, as professional colleagues of the teacher preparation faculty, can serve as mentors to student teachers and new graduates.
- Seek the development of mechanisms and expectations that require education faculty to return to the public schools to teach from time to time (e.g., every five years) throughout their university careers.
- Establish an entrepreneurial rapid-response team that is capable of providing quickly developed, customized solutions to rapidly emerging problems. (Otherwise, the emergent needs of the schools will occur in quick time, as they usually do, while the processes of response from higher education will continue to occur in slow time.)
- Every year, spend two weeks of vacation time in the surrounding public schools.

- Be a "door opener" for education as well as arts and sciences faculty. By taking faculty members with them on school visits, presidents will help them to become ambassadors for increased contact with schools.
- Recognize that building quality teacher education programs at the university depends on extended clinical experiences, which require deep partnerships with schools. (One would not dream of neglecting a strong clinical component at the medical school.) Strong teacher education cannot happen by placing student teachers in schools for a few weeks.
- Establish, cultivate, and maintain a direct and personal relationship with the school district superintendent.
- Take the K–12 superintendent out for breakfast once a month.
- Be aware of and work to erase the snobbery that exists between university education professors and their K–12 partners.
- Involve a broad array of partners—broader than that to which presidents are accustomed. Include teacher unions, community and technical colleges, and businesses. There are very few partnerships that are strong throughout the continuum.
- Interact with a group of community members, enabling them to talk about the community that surrounds the institution. Emphasize the importance of bringing everyone together at the same time in order to alleviate the tendency to "pass the buck."
- Create school-to-work apprenticeships for teaching careers in local high schools.
- Open a public school in a university building on campus.
- Approach the governor and have a conversation about working for a common cause in support of a K–12 funding request.
- Be responsible for keeping graduates in a cycle of continuous education. Encourage the development of formal arrangements and programs that provide the opportunity for teacher graduates to continue to maintain an active relationship with their universities and to participate in continuing professional development and education programs. Invite graduates to return at no cost to utilize resources such as a technology center.
- Develop a mechanism through existing national associations to communicate information about effective practices, together with the data that demonstrates their success in enhancing student learning, so that other universities and school districts can replicate initiatives that have been proven to work.
- Engage retired teachers. Encourage schools of education to develop organized opportunities to engage them in innovative ways, such as mentoring prospective teachers, in their teacher education programs.
- Create summer employment opportunities for faculty by funding their proposals that involve innovative partnerships.

- Make a personal effort to assure that governors and state legislators are well informed about matters of teacher quality. Engage them and their staff in all of the key activities generated out of major school/university partnerships.
- Stress the value and status of teachers. Work with state governments to give teachers tax breaks, grocery discounts, etc.
- Speak out in the community about the importance of partnerships.
- Be willing to admit that presidents and their institutions do not have all the answers.
- Ensure that all parties have a say in the other's programs in order for partnerships to work.

Accountability

In partnership with the school districts and the state, agree on key elements of teacher quality and find ways to judge the institution's program in terms of its ability to develop these attributes in prospective teachers.

--Recommendation of Summit participants

The Importance

Improving the achievement of our elementary and secondary students is a national goal. States have been pursuing this goal by emphasizing the need for high educational standards and for student accountability systems reflecting those standards. Increasingly, however, the public is calling for higher standards and greater accountability for the teachers who work with our students. As a result, the policies and practices of the institutions of higher education that produce teachers, and the states that certify them, have come under scrutiny. States and the federal government are implementing new accountability measures and reporting requirements for states and for colleges and universities.

Institutions of higher education have started taking steps to improve and to be accountable for teacher education. But there is a need for leaders in higher education to take bolder action to ensure that America's new teachers are of the highest quality during the next decade when over two million new teachers will be hired. While state and federal accountability measures can be refined and improved over time, institutions of higher education have two choices. They can fight the new push for accountability and miss the chance to use these tools as an incentive to improve, or they can insist on playing a leadership role in finding meaningful and appropriate ways to measure the quality of teacher education.

Accountability is not just an external mandate. It can also be developed and institutionalized within the campus culture in ways consistent with a college or university's mission, and as a spur to continuous improvement. After all, if we believe in our responsibility to prepare teachers well, we must be willing to find appropriate ways to measure whether we have succeeded—and ultimately, whether our teachers are succeeding in their new classrooms.

The Issues

The following comments, intended to present a variety of viewpoints about the challenges that presidents face, helped to provoke thoughtful discussion among the Summit participants.

- Higher education institutions have traditionally judged the quality of the teachers they produce through course grades and a limited student teaching experience. Meanwhile, policymakers have shifted to a results-oriented, standards-based approach for students and, increasingly, for teachers and higher education institutions as well.
- States are becoming less satisfied that graduation from a teacher education program ensures that a new teacher is qualified to teach students well. There is a growing trend toward high-stakes testing in which teacher education program approval is based on teaching candidates' performance on standardized licensing exams.
- Many people question the validity of evaluating programs based on accreditation, degree completion, or pass rates on paper-and-pencil licensing exams. The classroom performance of teacher education graduates is a better guide to program quality.
- Accreditation judgments in general tend to be based on an examination of the institution rather than a focus on the enhancement of K–12 schools.
- Institutions of higher education and states tend not to act as partners in teacher preparation; they more often have adversarial relationships.
- Admissions standards for teacher education play an important up-front role in accountability, but they often are set too low or without consideration of the kinds of individuals we want to bring into the profession.
- Some critics are so convinced of the inadequacy of teacher education and state licensing requirements that they propose to do away with them altogether.

Tough Questions to Consider

The following were the kinds of questions that presidents were asked to consider before coming to the Summit.

- Are the standards used to judge teacher preparation programs and new teachers driven by concern about quantity or quality?
- Are the admissions and retention standards in my teacher preparation program high enough to ensure high-quality graduates?
- How does my institution *know* that our teaching candidates have strong content knowledge and good teaching skills?

- If teaching performance is the ultimate test of quality, how good is the clinical experience component of our program?
- Will preservice students and current K–12 teachers and administrators agree with the program assessment judgments of my teacher preparation faculty and administrators?
- What role can my institution play in determining the measures of accountability on which our graduates and we will be judged?
- How does the teacher preparation program at my school stack up against the best in the country on the measures included in the report card mandated by Title II of the Higher Education Act?

Next Steps

These are complex issues central to the current debate over student achievement in the United States and the future of higher education. In discussing what can be done to address them, the presidents and chancellors at the Summit generated the following action steps. They are examples of steps that presidents have taken, or steps that presidents could take, to demonstrate their commitment to strengthening accountability on their campuses.

- Become actively involved in state teacher certification issues and in state or national efforts to strengthen accountability for teacher preparation program results.
- Examine the extent to which teacher licensure pass rates for a teacher preparation program are real measures of quality, or artifacts of a weak test and low cut scores, as part of the implementation of a program improvement strategy.
- Convene a campus group of key faculty and administrators to set program quality goals and to develop good indicators that could be used to decide how well the institution measures up.
- Develop program goals and implementation strategies with a campus-wide group that includes K–12 teachers and administrators as full members.
- Guarantee the performance of new teachers to the school districts that hire them, with two conditions: the teachers must be teaching in the fields and at grade levels in which they prepared to teach.
- Set standards for the institution's graduates that are higher than the state standards for entering the teaching profession.
- Adopt a formal admissions process that includes an assessment of whether candidates have the basic skills needed to succeed in the program.
- Get serious about how the institution's products (teachers) are affected by what the institution does. Higher education is the only "industry" that does not know anything about the quality of its product.

- Ensure a process for evaluating student learning and individualized instruction, which can take place even in large universities. Insist on accountability throughout the entire process of teacher education. Develop something like the Ford process for building in accountability at each stage of the process.
- Adopt an accountability system for the institution and for its students, whereby an institution-wide commitment to teaching a specific set of knowledge and skills is established and candidates are assessed at regular intervals to measure their progress—and that of the program—in relation to those skills.
- In partnership with the school districts and the state, agree on key elements of teacher quality and find ways to judge the institution's program in terms of its ability to develop these attributes in prospective teachers. Institutions need to confirm to policymakers and the public that these qualities have in fact been exhibited at levels to justify the receipt of a state license.
- Work within and outside the institution to reach consensus about what the "end" of accountability is while allowing institutions to use different means in order to get there.
- Use multiple measures of performance that could include portfolios. The bottom line is: "Do our teachers have a positive impact on the learning performance of their students?"
- Shift the focus to exit standards instead of tests. What do the students know, and what are they able to do?
- Discuss the evaluation of the teacher education programs at school convocations and trustee meetings.
- Work in a group with other presidents to address accountability, including how well teachers teach in the K–12 schools and how well professors teach in the colleges of education and arts and sciences.
- Encourage faculty and academic administrators to develop ways of providing measurable results that demonstrate the impact on student learning of their various initiatives and programs.
- Use standardized tests for leverage, not as the only measure of accountability.
- Establish high expectations for deans of education and address how they are prepared.
- Form support systems with other presidents who are willing to take a stand for teacher education.
- Use the university's experts in assessment and evaluation to inform other faculty members in education and the arts and sciences.
- Promote teacher education, make it a university-wide enterprise, and make national accreditation mandatory.
- Increase the use of standardized testing as a barometer on the success of a program.
- Since institutions inevitably are going to be held accountable, embrace accountability and gain control of it.

"Every morning, I just want to stay in bed."

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Teacher Tracks in Virginia

Monday, November 1, 1999; Page A26

IN VIRGINIA, the shortage of math and science teachers is acute, because of the mushrooming of high-tech companies, which lure a huge proportion of those with a technical bent, and changes to the education degree requiring students to major in the subject that they will teach. Rather than ease that rule, though, the Virginia state education board this week took an opposite and, in many places, controversial tack: making it easier for people from other professions to become teachers later in life.

Alternative licensure has been hotly contested wherever it is proposed. Teachers' unions and schools of education hate it. Critics raise legitimate concerns about the need for safeguards when people who may have strong skills but no experience in applying them to children are steered directly into classrooms. One state, New Jersey, successfully has met those problems and, over 20 years, created a widely admired alternative certification route. New Jersey has no teacher shortage.

The Virginia proposal, given preliminary approval at a board meeting Thursday, has some points in common with this successful plan. It adds to the requirement for an undergraduate subject major an option for experience "equivalent to the degree" in a subject. Applicants would be required to pass the teacher exams that education graduates take; they would then take an intensive summer course on classroom skills. Schools that wished to hire them, through the regular hiring process, would give one-year provisional contracts and assign a mentor. Initially, the plan would be open only to military retirees -- a plentiful population in the state and one flush with engineers, navigators and others whose work experience can be judged substantially equivalent to an undergraduate degree in science or math.

The key here, as with most education policies, is alert supervision by individual principals, who must be ready to fire a provisional teacher who cannot make the transition to a classroom. Bringing in untested teachers with a richness of other experience can mean risk. Correctly handled, though, it is a risk with a big potential payoff.

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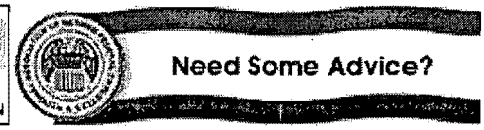
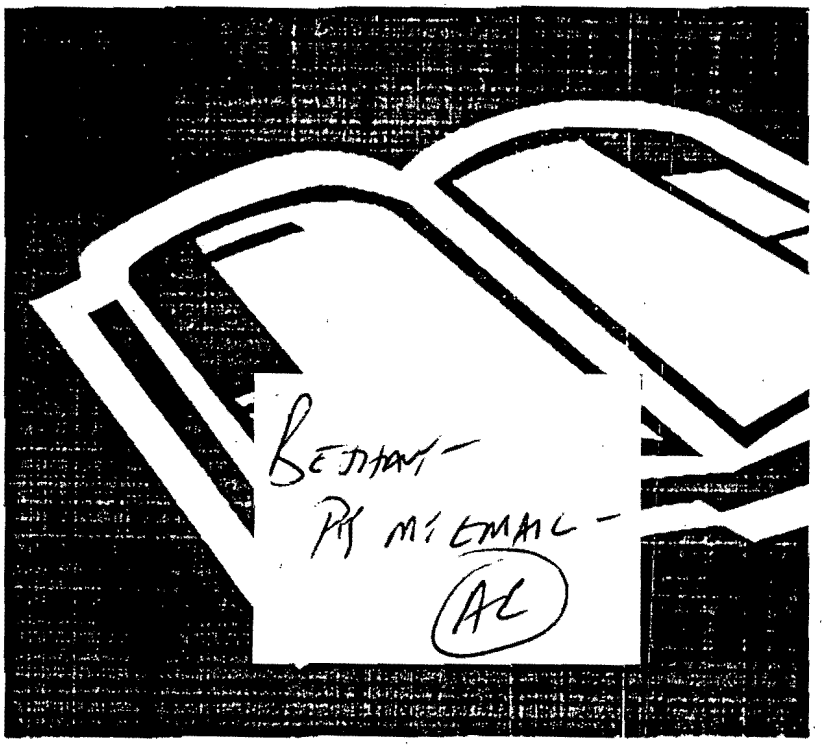


Reducing Class Sizes in America's Urban Schools



By the
Council of the Great City Schools
October, 1999

REPORT PREPARED BY

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Reducing Class Sizes in America's Urban Schools

By the

COUNCIL OF THE GREAT CITY SCHOOLS

INTRODUCTION

Ensuring that every class and every student has a qualified teacher providing instruction to the highest standards is one of the stiffest challenges facing American public education. This goal is becoming harder and harder to meet in the nation's urban schools, however, as enrollments rise, facilities age, and pressure for smaller classes mounts. But the research is getting stronger all the time that reducing class size pays concrete and long lasting benefits, particularly for poor children. Reducing class size gives every student more of the teacher's time, and allows children with learning challenges and individual needs more personalized attention and instruction. This report was prepared to give policymakers a better idea about how federal funding is being used to reduce class sizes and to spur academic achievement in America's urban schools.

WHAT DOES THE RESEARCH SAY?

Many education critics view efforts to reduce the number of students in American classrooms as a waste of money, claiming that student performance does not improve appreciably in smaller classes. Better and better studies over the last ten years, however, have shown that these claims are incorrect and that smaller class sizes can produce significant increases in student achievement and enhance parent and teacher satisfaction with the educational process.

The most definitive study linking achievement and smaller classes was Tennessee's Student Teacher Achievement Ratio, or Project STAR. The longitudinal Project STAR studied over 6,000 children from 1985 to 1989, during which time students progressed from kindergarten to fourth grade. Project students were placed in three types of classes: small (13-17 children), regular (22-25), and regular (22-25) with a full-time teacher aide. While no advantage was found in larger classes having a teacher aide, students in the smaller classes demonstrated significantly higher achievement on both standardized and curriculum-based tests than either of the large classes. Higher achievement began in the first grade, and continued through second and third grades. The results of Project STAR also showed that **the greatest benefits of smaller classes were found in inner-city schools with the poorest students.** Follow-up studies on participants in Project STAR found that children who were originally enrolled in smaller classes continued to outperform students who had begun in larger classes well after the third grade.

Another well-known effort involved the "Class Size Reduction (CSR)" program in California. Enacted in the summer of 1996, the California program mandated that all 1st and 2nd graders learn in classes of no more than 20 students. Kindergartners and third graders also benefited, with over 90% participation in the 1999-2000 school year. While logistical concerns arose regarding the quickly formed program, a preliminary evaluation shows positive results after the

first two years. Benefits for all students in CSR classes **and across-the-board achievement gains were found in the third grade**--the only grade where it was possible to compare learners in CSR and non-CSR classes. Teachers in CSR classes also reported spending more time with problem readers and students with individual needs and less time on discipline. Another positive finding in California involved **the satisfaction of parents, and increased contentment with the education** system due to more regular contacts with teachers. To date, California has placed over 1.6 million students in reduced-size K-3 classes.

A quasi-experimental study is currently being performed on the "Student Achievement Guarantee in Education (SAGE) Program" in Wisconsin. SAGE, a five-year pilot program, is designed to increase the academic achievement of high poverty students by reducing the student-teacher ratio to 15:1 in kindergarten through third grade. Results from the 1997-1998 school year showed that first and second grade students in the small SAGE classes tested higher in math, reading, and language arts. The 1997-1998 results also showed that **African-American students in the smaller classes outperformed African-American students in larger classes.** Qualitative research from the SAGE Program also reported that teachers knew their students better in smaller classes, required less time for management and discipline, and had greater opportunities for individualized instruction. Similar results were found in 1996-1997--the first year of the program. Since SAGE also promotes a rigorous curriculum, ongoing professional development, and before-and after-school activities, the positive findings demonstrate the success that trained teachers can achieve in small classes and supportive surroundings.

CLASS-SIZE REDUCTION PROGRAM (PL 105-277, SECTION 307)

Signed into law on October 21, 1998, the federal Class-Size Reduction Program aims to bring some 100,000 new, qualified teachers to America's classrooms. The law provides federal funds to local education agencies (LEA's) to reducing class sizes to 18:1 in Grades 1-3. At least eighty-two percent (82%) of the federal funds were to be used to recruit, hire (including salaries and benefits), and train certified classroom teachers. Up to fifteen percent (15%) of an LEA's federal allocation can be used to test new teachers to meet State certification requirements and to provide professional development for existing teachers. No more than three percent (3%) of the funds could be used for administrative costs.

An important component of the Class-Size Reduction program is its emphasis on helping the neediest children. The formula allocates 80% of the program's resources based on poverty, consistent with the research that showing that benefits are strongest among poor kids.

Federal funds for the first year (Fiscal Year 1999) of the Class-Size Reduction Program were set at $1.2 billion— with **almost $300 million dollars targeted to the neediest students in urban schools**. The initiative would allocate $12.4 billion over 7 years, reducing average class sizes in the early grades to 18 nationally, and meeting the goal of hiring 100,000 new teachers. The Clinton administration's request for the second year of the program, FY 2000, was $1.4 million.

WHAT THE CLASS-SIZE REDUCTION PROGRAM IS DOING IN URBAN SCHOOLS

Approximately one-quarter of the $1.2 billion distributed for the first year of the Class-Size Reduction program was allocated to the largest and neediest urban schools in the nation. In the 40 Great City School districts responding to this survey, the federal support was used to hire 3,558 new teachers, whose total salary and benefits equaled almost $168 million. The Class-Size Reduction program provided 1,074 new first grade teachers in urban schools, as well as 431 new second grade teachers, 465 new third grade teachers, and 481 new teachers in other grades. The new teachers are serving students in urban education's areas of greatest need, including literacy, mathematics, bilingual education and special education.

Figure 1
Total Number of New Teachers, Salaries and Benefits Provided with Federal Class Size Reduction Funds, by Grade in Urban Schools

	Grade One	Grade Two	Grade Three	Other	Total *
Teachers	1,074	431	465	481	3,558
Salary and Benefits	$45,004,094	$17,859,159	$20,366,595	$17,451,294	$167,788,761

*Individual grades do not sum to total since some districts were unable to provide a per-grade breakdown

Current teachers are also benefiting from the Class-Size Reduction program, with over $10.2 million in professional development services to 14,953 existing urban instructors. These teachers have received training to improve their current instructional practices, learn new technologies and information systems, and serve as mentors for new educators entering their schools. Ten school districts use the federal funds exclusively for the salaries and benefits of new teachers, using state and local funds for professional development and recruiting, showing a comprehensive and coordinated effort to provide more instructors in the early grades.

New Teachers

Of the 3,558 new urban teachers hired under the Class-Size Reduction program, only three districts employed instructors with emergency credentials, a total of only 404 teachers (11.4%). The remaining 3,154 new teachers, almost 90% of the total, have full certification. Cities were also able to combine federal resources with state aid. New York City, for instance, was able to supplement its state initiative by partially funding 788 teachers with federal money, bringing the number of classrooms affected by the program to well over 4,000. In addition, some 7,700 new urban teachers are receiving professional development with Class-Size Reduction money. Almost $7.9 million are being spent training 2,075 new first grade teachers, 1,276 second grade teachers, 1,133 third grade teachers, and 1,485 new teachers from other grades.

Figure 2
Number of Teachers Receiving Professional Development with Federal Class Size Reduction Funds, by Grade

	Grade One	Grade Two	Grade Three	Other	Total *
New Teachers	2,075	1,276	1,133	1,485	7,762
Current Teachers	3,696	1,922	3,169	5,562	14,953

*Individual grades do not sum to total since some districts were unable to provide a per-grade breakdown

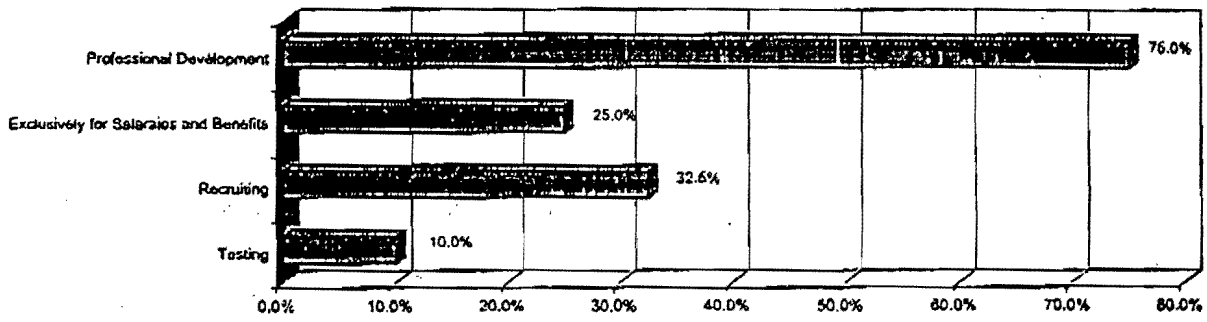
Current Teachers

The Class-Size Reduction program also assists existing educators, providing in-service training to 14,953 teachers already in the classroom. Over $10.2 million in federal CSR funds have been spent in urban schools improving the instructional practices of 3,696 first grade teachers, 1,922 second grade teachers, 3,169 third grade teachers, and 5,562 teachers from other grades. In all, almost $32 million of first-year Class-Size Reduction funds have been used to provide professional development to 22,255 new and current teachers in the nation's urban schools.

Recruiting

Funding under the Class-Size Reduction program can also be used to recruit new teachers and to test them on compliance with state standards. Just over $2.1 million in CSR funds has been spent by urban schools on recruiting costs, including $146,134 on advertising, $133,503 on travel, and $75,000 on hiring bonuses. The most popular recruitment tools have included attractive hiring packages (such as moving expenses, paying college tuition, etc.) on which school districts spent $761,800. Some $372,594 was spent on other activities, including the creation of staff recruitment positions and induction programs for potential hires.

Figure 3
Usage of Federal Class Size Reduction Funds, by Percentage of Urban Districts



DESCRIPTIONS OF FEDERAL CLASS-SIZE REDUCTION PROGRAMS IN THE GREAT CITY SCHOOLS

The Class-Size Reduction program is flexible enough to allow urban school districts to meet their very different needs and challenges, but focused enough to ensure that the important goal of hiring qualified teachers is met. The following is a description of the ways some urban school districts are using the federal class size reduction funds to improve student achievement.

Atlanta

With federal Class-Size reduction funds, the Atlanta Public Schools have hired 58 new teachers, who are now working in 41 low-performing schools in high poverty areas throughout the city. The federal funds support schools implementing the "Success for All" program and supplement the state-funded class size reduction program, "Georgia Special Instructional Assistance," and other reform efforts. Expansion of the program would enable the Atlanta Public Schools to reduce student-teacher ratios in a larger number of low-performing schools.

Birmingham

The Birmingham Public Schools have used its federal class-size reduction funds in schools under "Academic Alert" to ensure that all students are reading on grade level by the end of Grade 3. Both new and current teachers receive training with the federal funds. Future efforts will include expanding locations from which top teachers are recruited, providing targeted professional development in high need areas, offering stipends for mentor teachers to assist new hires, and focusing on recruitment and hiring of special education teachers.

Boston

The Boston Public Schools are using Class Size Reduction funds to supplement its "Transition Program." Boston helps its lowest performing students achieve a score of 2 or better on its proficiency exams, read benchmark text, and write level 2-4 responses to questions in English/Language Arts, Mathematics, History, and Science. The Transition Program, which is one part of a comprehensive literacy and math initiative, is funded mostly through local funds, but also receives support from Reading Excellence, Title I, Eisenhower grants, IDEA, and other external funds.

> **"Each participating school must select a research-based literacy program, and receives technical assistance and professional development in its implementation."**
>
> **-Boston Public Schools**

The building blocks of the Transition Program involve smaller class sizes in Grades 1-3, providing extra instructional services for students in transitional grades, and providing after-school and Saturday classes to tutor students in small groups. Instructors hired through the program are literacy/math specialists, who teach third grade for two-thirds of the school day, coach

other teachers for the remaining third, and work extended hours each day to tutor students after school. Specialists working in early learning centers focus on the first grade.

Broward County

The Broward County Public Schools are using its federal Class Size Reduction money in 75 first grade classes in 51 elementary schools throughout the district. The elementary schools were selected based upon test results on the Florida Comprehensive Achievement Test (FCAT) and their actual class size in the 1998-1999 school year. The district also uses Title I funds to reduce class sizes in an additional 58 elementary schools. Further support would ensure that all schools have the opportunity to participate and achieve.

Columbus

The number one goal of the Columbus Public Schools is to ensure that all students can read at or above grade level by the third grade. The federal Class-Size Reduction grant complements the district's reform efforts to achieve this goal. Funds were used to hire 58 teachers in 13 Title I elementary schools, further extending the district's smaller learning community philosophy. The Columbus program supplements a state effort to reduce class sizes in all kindergartens. The additional federally-supported teachers provide a student-teacher ratio of 15:1 in grades one through three, reducing the number of students per teacher by an average of 10.

"These funds allow the District to provide a smaller learning environment in our highest need schools, which will serve to facilitate language and communication skill development— the basis of all learning."

-Columbus Public Schools

Denver

In Colorado, the Denver Public Schools are using Class-Size Reduction money to fund its "Primary Lead Teacher Project". Project teachers attended training this past summer, and will continue to attend training twice a month this fall. Their responsibilities include group work and 2.5 hours each day with children in programs such as Reading Recovery, "Descubriendo La Lectura", and "Success in Early Reading."

The remainder of the day is used for staff development, planning and organizing, conducting demonstration lessons, and co-teaching in primary grade classrooms. Primary Lead Teachers also mentor new teachers, and provide release time for veteran teachers to work with their less-experienced colleagues. Primary Lead Teachers also gather assessment data, and help other classroom teachers (10 to 15 teachers a week) use the results to guide instruction.

Des Moines

In Des Moines, federal Class-Size Reduction funds are being used to increase the number of all-day kindergarten classes from 27 to 49. Over 83% of the elementary schools in Des Moines now provide all-day kindergarten, at 35 locations. In addition to reducing the pupil-

"The federal class size funds supplement allocations and a determined effort from the state and local level, which provide standardized district-wide diagnostic assessment, reporting to parents, instructional materials, and professional development."

-Des Moines Public Schools

teacher ratios in kindergarten classrooms, the Des Moines Public Schools are using federal funds to lower class sizes in grades one through three, establish more classes, and provide team teaching and student assessments—consistent with the "District Improvement Plan". The federal funds supplement state and local efforts.

Long Beach

California was one of the first large states to initiate its own class-size reduction program. The Long Beach Unified School District (LBUSD) uses federal CSR funds to support five internship programs to prepare and certify emergency teachers hired to meet state requirements to reduce all early-grade class sizes below 20 students. The internships lead to a Multiple Subject Credential, with courses being offered on school district campuses and incorporating LBUSD content standards. In addition, all interns perform at least 30 hours of classroom instruction in support of the State's reading initiative, while under the observation of a mentor teacher. Interns have a university advisor, as well as a New Teacher Coordinator and a New Teacher Support Provider, both of whom meet regularly with the intern, giving feedback after observing teaching sessions. Federal Class-Size Reduction funds help reimburse emergency-permit teachers receiving grades of "B" or better for the cost of tuition, textbooks, and related fees. The federal funds also provide materials and stipends to the New Teacher Support Providers for their coaching.

Miami-Dade County

In Miami, both new and current teachers participate in professional development activities supported with federal CSR funds designed to improve classroom instruction. Core professional development courses include Effective Tutoring Techniques, Classroom Management Practices, The Use of Data Analysis of Student Performance, and Co-teaching Methods. Class-Size Reduction funds are also used to supplement the district's Comprehensive Reading Plan by pairing new teachers with veteran teachers. This allows instruction to be delivered in a single classroom with a teacher-pupil ratio of 1 to 18.

Milwaukee

Like other Great City School districts, Milwaukee uses its federal class size reduction funds to focus on reading and literacy challenges. Teacher training, for both new or veteran instructors, includes attending Title I Literacy Conferences and workshops on How to Teach Reading/Language Arts and Working with Struggling Readers. The district is involved in a variety of reading reform efforts, including Target Teach, SAGE, Let's Read Milwaukee, Community Learning Centers, and Goals 2000. Class-Size Reduction works in conjunction with these programs. Federal funding in support of the teachers is also coordinated with Title VI and

Title I, and with reading, language arts, and with early childhood curriculum specialists. Class Size Reduction Subcommittees, composed of teachers, parents, school and central office staff, were also formed in Milwaukee, to ensure successful program implementation. Continued funding would allow Milwaukee to expand its efforts to hire more bilingual teachers for grades 1-3.

New Orleans

Over one hundred new teachers were hired by the New Orleans Public Schools with federal Class Size Reduction funds, and placed in twenty-six locations—mostly schools requiring Title I improvement plans. Intensive professional development is provided to these teachers with the federal funds. In addition, a team of highly trained individuals—mentors, consultants, and teacher liaisons—provides on-going support. Services include informal observations; diagnostic video taping and analysis; instructional demonstrations; curriculum and pedagogy skills development; before, during and after-school consultation and team meetings, and specialized

"Intense professional development will be provided to meet the teachers' needs, and to help them meet the students' needs."

-New Orleans Parish School District

training institutes based on student needs assessments. The designated schools use their Title II allocations to provide professional development in math, science, and reading—activities which are tailored to meet each school's specific needs.

New York City

Funding from the federal CSR program, along with State funding, is allocated to New York City's 32 Community School Districts and to the Chancellor's District. All districts were instructed to distribute funds to hire teachers to reduce class size or implement alternative models to provide smaller group instruction. Alternative models were to be used where additional space was not available for more classrooms. In order to supplement the already-existing State program, New York City was granted a waiver to use Federal funds in kindergarten, in addition to grades one through three. New York City uses its federal allocations to fund the full salaries of 808 new teachers, while partially-funding the salaries of an additional 788 new early grade teachers that were not covered by the State program. Approximately $9 million in Federal funds are used for the professional development of over 1500 new teachers, as well as in-service training for current teachers. The participation rate of current teachers in the federal program was unavailable, but all 80,000 teachers in the New York City schools are eligible. Funds are also used to set up district centers for instructional development, to expand early childhood and elementary education coordination, and provide early childhood professional development. New York City expects to reduce class size for approximately 90,000 students, or 27% of the K-3 enrollment.

Norfolk

Norfolk Public Schools used federal Class-Size Reduction funds to hire one additional teacher at each grade level in grades, one, two, and three at nine high-poverty schools in the dis-

"The new teachers hired were matched with experienced teachers to form instructional teams... Together they decide on a team teaching model that best suits their instructional styles and the needs of their students.
-Norfolk Public Schools

trict. The new teachers were matched with experienced teachers to form instructional teams responsible for all students in each class. Together they develop a team teaching model that best suits their instructional styles and the needs of their students. Several teaching models were presented for consideration by the teams at a professional development conference held prior to the opening of school. In subsequent workshops, teachers will be supported in their team efforts and trained in best instructional practices, including the latest brain research about how children learn. The teams plan lessons and resolve problems together, and experienced teachers model practices they have found to be the most effective.

Oklahoma City

The Oklahoma City Public Schools are spending the majority of their Class-Size Reduction funds on hiring new teachers in low-performing and/or high poverty schools. Professional development activities, as well as on-the-job support, are provided for these teachers to learn how to utilize lower class sizes to teach children more effectively. Professional development activities and in-service support are provided by teacher consultants—veteran teachers from the district who have special training as professional development trainers and mentors, and who are resident teachers in the Oklahoma City Public Schools. The district expects that CSR funds will increase student achievement, provide more individualized attention for students, reduce discipline problems, increase instructional time for reading and math, and increase teacher

"Class-Size Reduction funds are supplementing our reform efforts in establishing choice schools, and our implementation of effective school programs."
-Oklahoma City Public Schools

flexibility. The federal funds supplement other state and local funds. Where space is not available to establish new classes, the newly-hired teachers are teamed with other instructors to co-teach, ensuring that the benefits of a low student-teacher ratio are maintained with small instructional groups. These teachers will receive special training and assistance from teacher consultants in effective co-teaching strategies.

Omaha

All new teachers hired in Omaha with CSR funds are assigned to a veteran mentor teacher, with whom they must meet regularly. In addition to the typical training provided to new teachers before they enter the classroom, Omaha also provides professional development throughout the school year. Monthly sessions include workshops in Behavior Management Training, Classroom Management, Use of Assessment Data, Teaching For Mastery, and Effective Practices. At the conclusion of the first year, new teachers must meet with their mentors to discuss progress and next steps.

Philadelphia

The Philadelphia School District has designed an innovative approach to class size reduction to overcome two major obstacles—a shortage of space for additional classrooms and the difficulty in hiring certified teachers. The approach involves hiring recent college graduates who are intensely trained in early literacy development and partnered with veteran teachers, who will also receive intensive professional development. The district is designing a rigorous professional development program for approximately 280 new "Literacy Interns". The teams will be teaching in self-contained, reduced-size classrooms, delivering research-based literacy instruction in kindergarten and first grade. The professional development will include a nine-day Summer Institute on balanced approaches to literacy development, a two-week practicum where the Literacy Interns will work with students in a classroom staffed with an experienced teacher, a seminar with adjunct faculty drawn from local colleges and universities during the 1999-2000 school year, and Mentoring Workshops throughout the year. Philadelphia received a

> **"Philadelphia has focused on students in kindergarten and first grade, using federal funds to accompany their Early Literacy Framework. Funds for the second year...would afford the opportunity for more high poverty kindergarten and first grade classes to participate."**
>
> **-Philadelphia Public School District**

waiver from distributing funds solely to Grades 1-3, due to its continued efforts to provide a rigorous kindergarten experience in early literacy. Consequently, Philadelphia has focused its federal funds on the district's Early Literacy Framework for kindergarten and first grade students. Funds for the second year of the Class-Size Reduction program will allow more high poverty kindergarten and first grade classes to participate.

Salt Lake City

The Salt Lake City School District has directed its federal Class-Size Reduction funds to schools with the largest population of at-risk students in grade 1-3. Federal money is used to staff the district-wide literacy initiative, including improved instruction for English Language Learners. Plans for using the CSR funding emerged from site-based decision-making sessions, and included plans for additional regular classroom teachers, teachers for multi-age ESL classes in the primary grades, literacy specialists, and additional part-time teachers to reduce class sizes for reading/language arts.

Tucson

Tucson has been using its own funds to pay for recruiting costs and the professional development of current teachers, focusing federal Class-Size Reduction funds on salaries, benefits, and training of new teachers in Grades 1-3. Federal funds are used to hire additional teachers to implement the district's priorities on school-wide improvements, literacy, achievement gaps, and student performance in schools scoring below the 40th percentile.

Summary of Class-Size Reduction Efforts in the Great City Schools

The following figures represent aid that the Federal Class-Size Reduction funds have provided for the Great City Schools

Class Size Reduction funds directed to urban schools:	$281 million
Number of new teachers hired:	3,558
Cost of new salaries and benefits:	$168 million
Number of new teachers receiving professional development:	7,762
Number of current teachers receiving professional development:	14,953
Cost of professional development for all teachers:	$31.8 million
Recruiting costs:	$2.1 million
Testing costs:	$3.9 million
Areas of greatest need:	Literacy Mathematics Bilingual education Special education

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Council of the Great City Schools "Class-Size Reduction" Survey Results

School District	Federal Class Size Allocation	# of New Teachers	Total Salary and Benefits	# of Current Teachers Receiving Professional Development	Total Professional Development Costs for All Teachers	Total Recruiting Costs	Total Testing Costs	Area of Greatest Need
Anchorage	$1,845,702	40	$1,479,386	0	$86,105	$0	$0	Reading
Atlanta	$3,110,313	58	$3,110,313	0	$0	$0	$0	Reading/Math
Birmingham	$1,562,510	23	$810,195	55	$25,000	$38,000	$0	Reading/Math
Boston	$3,545,000	38	$2,670,420	304	$633,225	$0	$0	Literacy
Broward County	$4,132,500	74	$4,015,977	0	$0	$0	$0	Early Literacy
Cleveland	$4,981,000	82	$4,981,000	0	$0	$0	$0	Grade 1
Columbus	$3,037,137	58	$3,037,137	0	$0	$0	$0	Reading
Dallas	$5,171,868	75	$3,216,300	600	$775,780	$208,634	$75,000	
Denver	$2,583,983	12	$731,232	300	$1,826,267	$0	$0	
Des Moines	$854,694	29	$820,794	0	$0	$0	$0	Reading/Basic Skills
Detroit	$13,315,320	240	$12,591,360	0	$581,200	$0	$0	Reading/Math
El Paso	$1,700,000	51	$1,683,000	315	$17,000	$0	$0	Bilingual
Fort Worth	$2,513,796	58	$2,320,000	0	$52,688	$0	$0	
Houston	$8,379,760	167	$7,017,211	167	$143,440	$0	$0	Reading
Indianapolis	$2,649,205	32	$1,154,148	0	$0	$0	$0	
Jefferson County	$2,779,119	92	$2,734,700	0	$0	$0	$0	
Long Beach	$2,700,000	15	$727,000	1,518	$1,892,000	$0	$0	English/Math
Los Angeles	$26,300,000	203	$8,657,179	9,482	$7,800,000	$700,000	$3,800,000	Special Education/Math/English
Memphis	$3,861,000	76	$3,388,916	0	$240,000	$116,254	$0	
Mesa	$1,119,873	32	$1,119,873	0	$0	$0	$0	Reading
Miami-Dade	$10,718,155	207	$8,439,100	207	$1,546,658	$77,250	$0	
Milwaukee	$6,218,480	97	$5,491,406	300	$727,074	$0	$0	Reading
Nashville	$1,811,871	33	$1,496,748	NA	$272,001	$0	$0	
New Orleans	$4,520,913	108.5	$3,662,619	217	$581,289	$96,800	$8,138	Sp.Ed/Math/Science
New York City	$61,190,120	808	$50,400,000	NA*	$9,000,000	$0	$0	

School District	Federal Class Size Allocation	# of New Teachers	Total Salary and Benefits	# of Current Teachers Receiving Professional Development	Total Professional Development Costs for All Teachers	Total Recruiting Costs	Total Testing Costs	Area of Greatest Need
Norfolk	$1,393,861	27	$1,257,000	162	$74,407	$47,816	$14,500	Elementary High Poverty Schools
Oklahoma City	$1,482,261	41	$1,327,990	0	$146,701	$0	$0	High Poverty
Omaha	$1,508,098	30	$910,410	464	$226,214	$326,231	$0	
Orange County	$2,550,276	72	$2,438,064	0	$0	$26,281	$0	At-risk
Philadelphia	$12,795,416	288	$10,484,250	254	$1,919,000	$325,000	$0	Special Ed/Bilingual Ed./Math/Science
Pittsburgh	$2,365,675	42	$1,444,160	0	$300,000	$0	$0	Sp.Ed/Library Services/Foreign Lang.
Richmond	$1,200,000	25	$1,211,600	0	$0	$0	$0	Special Ed./Mathematics
Rochester	$2,376,000	41	$1,675,159	0	$462,791	$15,000	$0	Elementary Education
Sacramento	$1,900,000	31	$1,200,000	425	$700,000	$0	$0	Reading/Math
Salt Lake City	$661,092	20	$634,269	85	$13,607	$0	$0	ESL/Literacy
San Antonio	$2,886,204	46	$2,300,000	18	$432,931	$66,687	$0	Reading/Math
San Diego	$3,868,104	63	$2,800,507	0	$1,067,597	$0	$0	Literacy
San Francisco	$1,606,764	37	$1,574,629	80	$32,135	$0	$0	Math/Literacy
Seattle	$1,560,686	34	$1,273,000	0	$215,000	$100,000	$0	
Tucson	$1,604,269	52	$1,501,708	0	$54,433	$0	$0	
TOTALS	$220,361,025	3,558	$167,788,761	14,953	$31,844,543	$2,143,953	$3,897,638	

%

n= 40

* Available to over 80,000 existing teachers, although actual participatoin rate is currently unavailavble.

Council of the Great City Schools "Class-Size Reduction" Survey Results-- NEW TEACHERS

	# of New Teachers					New Salaries and Benefits				
School District	Grade One	Grade Two	Grade Three	Other	Total	Grade One	Grade Two	Grade Three	Other	Total
Anchorage	40				40	$1,479,386				$1,479,386
Atlanta		9	49		58	$0	$482,634	$2,627,679		$3,110,313
Birmingham		7	16		23		$115,742	$694,453		$810,195
Boston					38					$2,670,420
Broward County	74				74	$4,015,977				$4,015,977
Cleveland	82				82	$4,981,000				$4,981,000
Columbus	16	20	22		58	$864,000	$1,080,000	$1,093,137		$3,037,137
Dallas	75				75					$3,216,300
Denver	4	4	4		12	$243,744	$243,744	$243,744		$731,232
Des Moines	3	1	1	24	29	$70,283	$33,910	$31,222	$685,380	$820,794
Detroit	80	80	80		240	$4,197,120	$4,197,120	$4,197,120		$12,591,360
El Paso	18	17	16		51	$594,000	$561,000	$528,000		$1,683,000
Fort Worth	27	16	15		58	$1,080,000	$640,000	$600,000		$2,320,000
Houston	127	13	27		167	$5,336,442	$546,250	$1,134,519		$7,017,211
Indianapolis	4	19	8	1	32	$156,447	$632,596	$327,683	$37,422	$1,154,148
Jefferson County					92					$2,734,700
Long Beach				15	15				$727,000	$727,000
Los Angeles				203	203				$8,657,179	$8,657,179
Memphis	30	28	18		76	$1,337,730	$1,248,548	$802,638		$3,388,916
Mesa	9	6	3	14	32	$314,964	$209,976	$104,993	$489,940	$1,119,873
Miami-Dade	62	76	69		207	$2,527,653	$3,098,414	$2,813,033		$8,439,100
Milwaukee	89	7	1		97	$5,114,516	$296,029	$80,861		$5,491,406
Nashville	11	5	17		33	$498,916	$226,780	$771,052		$1,496,748
New Orleans	40	37	32		109	$1,345,127	$1,251,784	$1,065,708		$3,662,619
New York City*	NA	NA	NA	NA	808	NA	NA	NA	NA	$50,400,000
Norfolk	9	9	9		27	$419,000	$419,000	$419,000		$1,257,000
Oklahoma City	11	10	20		41	$356,290	$323,900	$647,800		$1,327,990
Omaha	9	9	12		30	$273,123	$273,123	$364,164		$910,410
Orange County					72					$2,438,064
Philadelphia	144			144	288	$5,192,250			$5,292,000	$10,484,250
Pittsburgh	10	20	12		42	$361,792	$610,048	$472,320		$1,444,160

School District	# of New Teachers					New Salaries and Benefits				
	Grade One	Grade Two	Grade Three	Other	Total	Grade One	Grade Two	Grade Three	Other	Total
Richmond	7	6	12		25	$350,000	$300,000	$561,600		$1,211,600
Rochester	13	14	13	1	41	$531,152	$571,998	$531,152	$40,857	$1,675,159
Sacramento				31	31				$1,200,000	$1,200,000
Salt Lake City	7	1	1	11	20	$269,009	$5,620	$38,124	$321,516	$634,269
San Antonio	46				46	$2,300,000				$2,300,000
San Diego					63					$2,800,507
San Francisco				37	37					$1,574,629
Seattle					34					$1,273,000
Tucson	27	17	8		52	$794,173	$490,943	$216,593		$1,501,708
TOTALS	1,074	431	465	481	3,558	0	$45,004,094	$17,859,159	$20,366,595	$17,451,294	$167,788,761

n= 40

* Federal CSR money fully funds 808 instructors, and also partially-funds an additional 788 teachers with the federal allocation.

Council of the Great City Schools

Council of the Great City Schools "Class-Size Reduction" Survey Results-- PROFESSIONAL DEVELOPMENT

School District	New Teachers: Grade One	Grade Two	Grade Three	Other	Total Number	Total Cost	Current Teachers: Grade One	Grade Two	Grade Three	Other	Total Number	Total Cost	All Teachers: Total Number	Total Cost
Anchorage	40				40	$86,105							40	$86,105
Birmingham		7	16		23		7	10	11	27	55		78	$25,000
Boston					38						304		342	$633,225
Dallas	75				75		200	200	200		600		675	$775,780
Denver					60	$84,000					300	$1,742,267	360	$1,826,267
Detroit	80	80	80		240	$581,200					-		240	$581,200
El Paso	18	17	16		51		125	105	85		315		366	$17,000
Fort Worth	27	16	15		58	$52,688					-		58	$52,688
Houston	127	13	27		167	$71,720	127	13	27		167	$71,720	334	$143,440
Long Beach				15	15					1,518	1,518		1,533	$1,892,000
Los Angeles	1,137	852	697	1,083	3,769	$1,560,000	2,653	1,141	2,440	3,248	9,482	$6,240,000	13,251	$7,800,000
Memphis	30	28	18		76	$240,000					-		76	$240,000
Miami-Dade	62	76	69		207	$773,329	62	76	69		207	$773,279	414	$1,546,658
Milwaukee	89	7	1		97	$363,537	100	100	100		300	$363,537	397	$727,074
Nashville	11	5	17		33	$24,038						$247,963	33	$272,001
New Orleans	80	74	63		217	$422,098	80	74	63		217	$159,191	434	$581,289
New York City*					1,598								1,598	$9,000,000
Norfolk	9	9	9		27	$44,600	9	9	9	135	162	$29,807	189	$74,407
Oklahoma City	21	18	20	169	228	$146,701					-		228	$146,701
Omaha	41	29	52		122		157	168	139		464		586	$226,214
Philadelphia	144			144	288	$1,419,000	125			129	254	$500,000	542	$1,919,000
Pittsburgh	16	14	12		42	$300,000					-		42	$300,000
Rochester	13	14	13	1	41	$462,791					-		41	$462,791
Sacramento				31	31					425	425		456	$700,000
Salt Lake City				5	5	$5,471	33	26	26		85	$8,136	90	$13,607
San Antonio	28				28		18				18		46	$432,931
San Diego					63	$1,067,597					-		63	$1,067,597
San Francisco				37	37					80	80		117	$32,135

School District	New Teachers						Current Teachers						All Teachers	
	Grade One	Grade Two	Grade Three	Other	Total Number	Total Cost	Grade One	Grade Two	Grade Three	Other	Total Number	Total Cost	Total Number	Total Cost
Seattle					34	$130,000					-	$85,000	34	$215,000
Tucson	27	17	8		52	$54,433					-		52	$54,433
TOTALS	2,075	1,276	1,133	1,485	7,762	$7,889,308	3,696	1,922	3,169	5,562	14,953	$10,220,900	22,255	$31,844,543

n= 30

*NYC unable to provide participation rates for current teachers, although all instructors, over 80,000, are eligible.

OCT-27-99 16:35 FROM:Great City Schools

Council of the Great City Schools

Council of the Great City Schools "Class-Size Reduction" Survey Results- RECRUITING

School District	Total	Advertising	Travel	Bonuses	Packages	Other	Description of Other
Birmingham	$ 38,000	$ 30,500	$ 7,500				
Dallas	$ 208,634	$ 38,634	$ 20,000	$ 75,000	$ 75,000		
Los Angeles	$ 700,000	$ 50,000	$ 50,000		$ 600,000		
Memphis	$ 116,254	$ 15,000	$ 32,000				
Miami-Dade	$ 77,250						
New Orleans	$ 96,800	$ 3,500	$ 6,500		$ 86,800		
Norfolk	$ 47,816	$ 1,000	$ 2,000			$ 44,816	Staff/Induction Program
Omaha	$ 326,231						Recruitment/training
Orange County	$ 26,281	$ 8,000	$ 15,503			$ 2,778	Postage/supplies
Philadelphia	$ 325,000					$ 325,000	Recruitment staff
Rochester	$ 15,000						
San Antonio	$ 66,687						
Seattle	$ 100,000						
TOTALS	$ 2,143,953	$ 146,634	$ 133,503	$ 75,000	$ 761,800	$ 372,594	

n= 13

APPENDIX A
CLASS SIZE REDUCTION PROGRAM
PL 105-277

Class Size Reduction Program
PL 105-277

SEC. 307. (a) From the amount appropriated for title VI of the Elementary and Secondary Education Act of 1965 in accordance with this section, the Secretary of Education -

1. shall make available a total of $6,000,000 to the Secretary of the Interior (on behalf of the Bureau of Indian Affairs) and the outlying areas for activities under this section; and
2. shall allocate the remainder by providing each State the greater of the amount the State would receive if a total of $1,124,620 were allocated under section 1122 of the Elementary and Secondary Education Act of 1965 of under section 2202(b) of the Act for fiscal year 1998, except that such allocations shall be ratably increased or decreased as my be necessary.

(b)(1) Each State that receives funds under this section shall distribute 100 percent of such funds to local educational agencies, of which -

1. 80 percent of such amount shall be allocated to such local educational agencies in proportion to the number of children, aged 5 to 17, who reside in the school district served by such local educational agency from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673 (2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data is available compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the State for that fiscal year; and
2. 20 percent of such amount shall be allocated to such local educational agencies in accordance with the relative enrollments of children, aged 5 to 17, in public and private nonprofit elementary and secondary schools within the boundaries of such agencies;

(2) Notwithstanding paragraph (1), if the award to a local educational agency under this section is less than the starting salary for a new teacher in that agency, the State shall not make the award unless the local educational agency agrees to form a consortium with not less than 1 other local educational agency for the purpose of reducing class size.

(c)(1) Each local educational agency that receives funds under this section shall use such funds to carry out effective approaches to reducing class size with highly qualified teachers to improve educational achievement for both regular and special-needs children, with particular consideration given to reducing class size in the early elementary grades for which some research has shown class size reduction most effective.

(2)(A) Each such local educational agency may pursue the goal of reducing class size through-

1. recruiting, hiring, and training certified regular and special education teachers and teachers of special-needs children, including teachers certified through State and local alternative routes;
2. testing new teachers for academic content knowledge, and to meet State certification requirements that are consistent with title II of the Higher Education Act

of 1965; and

3. providing professional development to teachers, including special education teachers and teachers of special-needs children, consistent with title II of the Higher Education Act of 1965.

2. A local educational agency may use not more than a total of 15 percent of the award received under this section for activities described in clauses (ii) and (iii) of subparagraph (A).
3. A local educational agency that has already reduced class size in the early grades to 18 or less children may use funds received under this section -
   1. to make further class-size reductions in grades 1 through 3;
   2. to reduce class size in kindergarten or other grades; or
   3. to carry out activities to improve teacher quality, including professional development.

1. Each such agency shall use funds under this section only to supplement, and not to supplant, State and local funds that, in the absence of such funds, would otherwise be spent for activities under this section.
2. No funds made available under this section may be used to increase the salaries or provide benefits, other than participation in professional development and enrichment programs, to teachers who are, or have been, employed by the local educational agency.

(d)(1) Each State receiving funds under this section shall report on activities in the State under this section, consistent with section 6202(a)(2) of the Elementary and Secondary Education Act of 1965.

(2) Each school benefiting from this section, or the local educational agency serving that school, shall produce an annual report to parents, the general public, and the State educational agency, in easily understandable language, on student achievement that is a result of hiring additional highly qualified teachers and reducing class size.

(e) If a local educational agency uses funds made available under this section for professional development activities, the agency shall ensure for the equitable participation of private nonprofit elementary and secondary schools in such activities. Section 6402 of the Elementary and Secondary Education Act of 1965 shall not apply to other activities under this section.

(f) ADMINISTRATIVE EXPENSES. - A local educational agency that receives funds under this section may use not more than 3 percent of such funds for local administrative costs.

(g)REQUEST FOR FUNDS.- Each local educational agency that desires to receive funds under this section shall include in the application required under section 6303 of the Elementary and Secondary Education Act of 1965 a description of the agency's programs to reduce class size by hiring additional highly qualified teachers.

This title may be cited as the "Department of Education Appropriations Act, 1999".

APPENDIX B
CLASS SIZE REDUCTION PROGRAM SURVEY

Council of the Great City Schools

"Class-Size Reduction" Program Survey

The following questions regard the funds your district received from the "Class-Size Reduction" program for the 1999-2000 School Year.

School District:_____ Phone: _____

Name of Person Responding: _____ Fax: _____

Note: Please provide projected or approximate numbers if actual amounts are not yet known.

1. Actual amount of district's "Class-Size Reduction" program (CSR) grant award: _____

2. Amount of CSR funds district has spent on recruiting costs: Total: _____

Advertising: _____

Travel to interview prospective teachers: _____

Hiring bonuses: _____

Hiring packages (paying for college tuition, moving expenses, etc.): _____

Other (please list activities below): _____

_____

_____

3. Please complete the table below for the new teachers that your district has hired, or plans to hire, with CSR funds. "Area of Greatest Need" represents the critical subject or shortage areas in your district (i.e. mathematics, special education, etc.).

New Teachers	*Number of New Teachers*	*Total Salary and Benefits*	*Area of Greatest Need*
Fully-certified			
Grade One			
Grade Two			
Grade Three			
Other (Grades _____)			
Emergency			
Grade One			
Grade Two			
Grade Three			
Other (Grades _____)			

4. Amount of CSR funds district has spent on:

Testing new teachers for academic content knowledge: _____

Testing new teachers to meet State certificate requirements: _____

Feel free to contact Manish Naik at (202) 393-2427 with any questions.
Please fax the completed 2-page survey no later than September 3, 1999 to Manish Naik at (202) 393-2400. Thank you.

5a. Amount of CSR funds district has spent on professional development:

New teachers: _____

Current Teachers: _____

5b. Please provide the number of current and new teachers who have received, or are planning to receive, professional development with CSR funds.

Grade Level	*# of New Teachers*	*# of Current Teachers*
Grade One		
Grade Two		
Grade Three		
Other (Grades_____)		
TOTAL		

6. Please list the CSR-related professional development activities for teachers in your district. Also indicate with an "x" whether the participants were new or current teachers (or both), and the total amount of CSR funds spent on each activity.

Activity	*Current Teacher*	*New Teacher*	*Total Cost*

7. How would your district spend a 15% increase in the annual CSR allocation funds if they became available to you for the 2000-2001 School Year?

_____

_____

_____

8. Which of your reform efforts aimed at turning around the lowest-performing schools will the federal CSR funds supplement?

_____

_____

_____

_____

Feel free to contact Manish Naik at (202) 393-2427 with any questions.
Please fax the completed 2-page survey no later than September 3, 1999 to
Manish Naik at (202) 393-2400. Thank you.