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NEW DIRECTIONS:

**A REPORT OF THE TASK FORCE
ON TEACHER PREPARATION/PARTICIPATION**

Submitted to Governor Terry E. Branstad

December, 1988

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental procedures and the statistical analysis performed.

3. The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings of the research. The data shows a clear trend in the relationship between the variables studied.

4. The fourth part of the document discusses the implications of the findings. It highlights the potential applications of the research in various fields and the need for further investigation in this area.

5. The fifth part of the document concludes the study. It summarizes the key findings and provides a final statement on the significance of the research. The authors express their gratitude to the funding agency and the participants who made the study possible.

6. The sixth part of the document includes a list of references. It cites the works of other researchers in the field, providing a context for the current study. The references are listed in alphabetical order.

7. The seventh part of the document contains a list of appendices. These include additional data, figures, and tables that are not included in the main text. The appendices are provided for the reader's reference.

8. The eighth part of the document includes a list of abbreviations. It defines the symbols and acronyms used throughout the document, ensuring clarity for the reader.

9. The ninth part of the document contains a list of footnotes. These provide additional information and references that are not included in the main text. The footnotes are numbered and placed at the bottom of the page.

10. The tenth part of the document includes a list of acknowledgments. It expresses the authors' appreciation to the individuals and organizations that supported the research. The acknowledgments are placed at the end of the document.

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INTRODUCTION

Since their state's earliest days, Iowans have taken pride in their support of education and their commitment to quality schooling. Through the years, Iowa's teachers have played a major role in the continuing quest for improved educational quality for the benefit of Iowa's young people. Today's teachers must deal with responsible citizenship in an "information age" democracy, with economic interdependence in an expanding global economy, and with the desire for personal and professional fulfillment in an increasingly complex culture. The preparation of teachers and their continuing participation and professional growth will make a profound difference in the way citizens consider, and respond to, contemporary issues.

As one means of meeting such needs now and in the years to come, the Task Force proposes the creation of a Continuing Congress for Education. The concept emerged from discussions held in a series of forums conducted around Iowa in search of recommendations from a broad representation of Iowa citizens. The proposed Congress, in structure and purpose, appears to be unique in the United States. The outline of the proposal is presented on page 25 of this report.

BACKGROUND

In reviewing Iowa's past, the Task Force was impressed by the reform efforts recommended at the state and local levels, the actions taken, and the extent to which the structure and mechanisms are in place in Iowa for continued educational development. Iowa's educational reform and revitalization have at their center an interrelated educational enterprise. Teaching and teacher preparation are at the heart of the enterprise. Teacher participation recognizes that competent and committed people will be attracted to a profession that fosters opportunities for personal and professional growth and fulfillment.

Change emanates from the activities of the people at the place where the need for innovation and reform exists. The role of the Task Force was to review the literature, examine successful practices, synthesize and share opinions, explore ideas, develop insights and, finally, recommend promising initiatives. Four fundamental issues were identified:

- Ways to attract the best qualified persons into the profession
- Ways to keep the best educators in the profession and provide for their development
- Ways to enhance the quality and effectiveness of schools
- Ways to create standards for entry into the profession that are desirable and achievable

The Task Force, in the process of its deliberations, developed a series of belief statements addressed to the four basic areas that constituted its essential charge. To give vitality and meaning to its statements of belief and concurrently to sketch some potential action steps, the Task Force outlines some "Iowa Initiatives." These are presented as topics for further discussion and investigation with the hope that some of them may be worthy of becoming agenda items for development and progress in the improvement of the quality of education in Iowa. The Iowa initiatives, while broad and comprehensive, are neither exhaustive nor complete. It is hoped, however, that they may spur others to consider them for their intrinsic

value and add to them the ingredients, conditioned by time, place and need, that will produce change.

CONTEXT FOR CHANGE: A NATIONAL OVERVIEW

The early 1980's produced a new wave of reports that carried with them suggestions for reform in the nation's schools. A Nation at Risk, The Paideia Proposal, Horace's Compromise, and High School all became documents of debate and discussion in the arena of educational reform.

Although the first phase of education reform was well underway by the time of its publication, A Nation at Risk greatly stimulated discussion on the need for educational change and renewal. Some states took action within two years of the report's publication, and many sweeping reforms were proposed. Other states, including Iowa, sought to achieve change by means of small, but significant, steps. The process, of which this study is a part, continues.

In the next phase of educational reform, the Carnegie Forum report, A Nation Prepared, addressed this problem by pointing out that education is a complex, interlocking system. To change education, it was necessary to build on the strengths of the schools which comprise education, and it was necessary to make changes through a unified effort. A Nation Prepared proposed changes in compensation, certification, teacher preparation, and standards. Wisely and deliberately, it left the issue of changes in schools to schools themselves.

As the national reports were studied, a pattern of interrelated ideas emerged. The importance of attracting the best qualified persons into the profession was closely linked to increased compensation and the need to make the image of teaching as a career more attractive. Recognizing the homogeneity of the teaching force in a diverse public school population gives support to the need for an integrated teaching force which models competence, cooperation, and commitment. The anticipated renaissance in education may be dependent in part upon making teaching more attractive as a career.

Another major challenge in the preparation and participation of teachers is the retention of high quality professionals. Twenty-five percent of beginning teachers leave their jobs within two years of entry, according to an August, 1987, monograph by the Rand Corporation. It is worth noting that the largest pool of qualified teachers in a given year does not consist of those who can be brought into the profession or those who have left it, but those who are presently teaching. One of the continuing major issues on the national level is the need for increased understanding of the factors that influence teachers to enter and remain in teaching. Information about factors such as teacher recognition programs, incentives, and professional development programs is fragmented at best. Thus, more comprehensive data are needed not only on a national but on a state-wide basis.

A third theme emerging on the national scene is the linking of the teacher preparation process to effective schools. Collaborative efforts of the field-based and campus-based professionals provide opportunities to improve teaching and teacher education. The common elements that make a difference in effective schools include: (1) school climate, (2) academic focus, (3) monitoring of student achievement, (4) high expectations, (5) instructional leadership, (6) home-school relations, and (7) time on-task. Teacher preparation programs and teacher participation are inextricably linked to these elements of effective schools and to the organizational context of schools.

Finally, what is most apparent in the national overview of teacher preparation and participation is that the standards created for entry into the profession ultimately drive the

system. At a basic level, standards represent the characteristics and competencies that are assumed to be associated with good teaching. Standards serve not only as the criteria to be used in determining who should be allowed to enter the profession, but also as a basis for deciding who should be encouraged to consider teaching as a career, who should be admitted to teacher preparation programs, how such programs are structured, and how teachers are evaluated while part of those programs and later in their careers. There is no coherent national picture of teacher licensure; each state has its own wide variety and frequently changing rules. It is too early to know precisely what will be implemented across the nation, but a consensus on the need to proceed with enhancement of the profession of teaching has emerged.

In synthesizing the national overview it is apparent that at the heart of any renewal effort is the willingness to incorporate diversity and creativity in the development of policies and programs. The blending of practice and theory seemed to reinforce the need for a collegial atmosphere in a holistic approach to teacher preparation and participation. At this time there is no single solution to the issues raised about teacher preparation and participation. That may also be a strength, however, that results in creative efforts to improve both philosophy and practice.

A FOCUS FOR CHANGE: THE IOWA PROFILE

Throughout its history, Iowa has been committed to education that will prepare students for a lifetime of learning. As the nation struggled with its response to A Nation at Risk and a plethora of recommendations from other reports on how to make schools more effective, Iowa assessed the state of education at home. Notably, two documents gave credibility to Iowa's personal report card -- First in the Nation in Education (1984) and the Five-Year Plan of the State Board of Education, Renewing the Commitment: A Plan for Quality Education in Iowa (1986).

Educational reform continued in Iowa with the enactment of the Governor's three-phase Educational Excellence Fund. Alone among reform initiatives to that time, Iowa's legislation was the first to decentralize the responsibility for educational reform. While attending to increases in salary for beginning and experienced teachers, the bill also provided \$47.5 million for locally developed innovations in performance-based pay, professional development, and compensation for supplemental activities. For the first time, a model was introduced that financed educational change without requiring mandates.

Concurrent with the educational change came reports suggesting teacher demand and supply in Iowa may be reaching a balance. However, shortages continue to exist in specific areas, notably mathematics, science, foreign languages, and special education. Further, with a significant portion of the state's teaching force slated for retirement by the end of the century, the supply/demand balance may shift, creating shortages. Iowa has designed incentives to attract candidates into the teaching profession. The Iowa Education Foundation, the Supplementary Guaranteed Student Loan Program, Governor Terry E. Branstad's Educational Excellence Fund, and the State Board of Education's recommended initiatives have all given attention to the need to attract the best qualified persons into the teaching profession.

Iowa's commitment to keeping our best educators in the profession is best exemplified in the Phase III activities of the Governor's Educational Excellence Fund, as well as the annual Iowa Teacher of the Year recognition awards and participation in the National Teacher of the Year awards program. State funds have been appropriated to the College Aid Commission for a summer institute program to address teacher shortages in math and science teachers. In 1988, the General Assembly directed the Department of Education to develop criteria for the establishment of an internship and induction program for teachers. The State Board of

Education has been active in recommending the development of a model program and related materials for teacher education program evaluation and follow-up. In all areas there has been a commitment to promote collaborative planning and execution of research, data sharing, and linking of evaluation efforts.

In addition to attracting and keeping outstanding teachers in the profession, Iowa schools demonstrate the importance of a positive school climate as an essential element of school effectiveness. The FINE report recommended that the preparation of teachers must involve school districts, the teaching profession, and parents. The 1988 Iowa General Assembly mandated several new requirements for teacher preparation programs that provide opportunities for local schools and institutions of higher education to pursue partnerships in the preparation process. An appropriation of \$750,000 to the Department of Education in 1988 was earmarked for a variety of projects for teacher preparation program enhancement. For the most part, efforts to focus on school climate occur on an independent basis in local school districts. In addition, there has been legislation that indirectly influences school climate. Perhaps the paramount issue in enhancing the quality and effectiveness of schools is the interrelatedness of morale, school climate, leadership, and productivity. Thus, the individual school becomes the primary vehicle for change and improvement.

Just as the individual school is the primary vehicle for change, standards represent the focal point that relates to all other aspects of teacher recruitment, preparation, and practice. Iowa has discontinued the permanent professional teacher certification and at the same time adopted a five-year recertification process. Iowa has upgraded its entire certification program by reviewing and strengthening all certification requirements and basing certification on meeting quality standards of state approved teacher education programs. Recent legislation will require teacher education students to receive training in electronic technology for classroom instruction and to participate in 50 hours of field experiences and 12 weeks of student teaching. The increased involvement of teacher educators, teachers, departments and colleges of education, school systems, and state agencies in developing standards is in keeping with the focus on collaboration that is becoming apparent in education and reform.

Once again the theme of collaboration and cooperation in teacher preparation and participation became apparent. This approach -- based on trust -- is consistent with Iowa's venerated history of local control and autonomy for schools and teacher preparation programs. The confidence in field-based professionals and campus-based professionals is based on a record of substantial results. Once again, Iowa finds itself in a unique position to define excellence for those who enjoy the heritage of being First in the Nation in Education.

NEW DIRECTIONS: A PROLOGUE

It is appropriate to focus again on a heritage of excellence in education that has enhanced the quality of life for all Iowans. It would be remiss to say that there is no need for change; rather as the nation seeks direction for an ever changing society, so Iowa must determine the beliefs on which it may build a foundation for future excellence. Iowans take pride in the state's past because its educational system and institutions have helped form the foundation of much that is valued. The future of education in Iowa must recognize that "part of the appeal for those who teach is the opportunity to grow intellectually for a lifetime."

The Task Force offers no final answers, but its members are convinced that commitment comes from belief and belief is the basis for action. Such commitment, concern and sense of purpose will shape the future of teacher preparation and participation in Iowa. With its commitment to "New Directions," then, the Task Force offers belief statements with suggested initiatives that provide a blueprint for the future of education in Iowa.

TASK FORCE PROCESS

In 1987, Terry E. Branstad, Governor of Iowa, appointed the Task Force on Teacher Preparation/Participation. The Task Force was charged by the Governor to seek:

- Ways to attract the best qualified persons into the profession
- Ways to keep our best educators in the profession and provide for their development
- Ways to enhance the quality and effectiveness of schools
- Ways to create standards for entry into the profession that are desirable and achievable

To carry out its charge, the Task Force was to review state and national studies and other appropriate literature related to teacher preparation, induction, and participation. Governor Branstad encouraged the Task Force to hold public hearings around the state to solicit information from interested persons and to provide insight into educational issues of importance to Iowans. The recommendations for continuing development of education in Iowa were to be submitted in a report to the Governor by the end of 1988. The deliberations and recommendations of the Task Force were to be guided by the common goal of furthering the cause of education in Iowa and seeking diligently to enhance the educational opportunities for the young people enrolled in Iowa's schools.

The 23-member Task Force was composed of leaders from Iowa's educational institutions and organizations, selected members of the General Assembly, and key citizens of the state. A six-member Executive Committee was appointed to guide the work of the Task Force. See Appendix A for a list of the members appointed by the governor to the Task Force and Executive Committee.

At the meeting of the Task Force on November 30, 1987, four subcommittees of the Task Force and Executive Committee were formed and co-chairs for each were appointed. Each subcommittee scheduled meetings, determined its specific issues of study, formulated recommendations related to its issues of study, and submitted a working document to the Task Force.

In accordance with the suggestion of the Governor, the Task Force held public forums at four locations across the state. The forums were conducted in Ames, Cedar Falls, Iowa City, and Council Bluffs. Each of the four issues were discussed by participants in round table discussion groups. In total there were 69 round table discussion groups with 415 participants.

A number of resources and materials were helpful in preparing the final report of the Task Force. The Research Institute for Studies in Education (RISE), College of Education, Iowa State University, provided support services and technical assistance to the Task Force throughout its deliberations. Available upon request from RISE, these include the following:

- The reports of the four subcommittees which included recommendations and rationale for action in Iowa.
- A synthesis of major national and state education reports specific to each of the four issues that included a synopsis of national and state reports and recommendations as well as actions that have occurred in Iowa and other states.

- The summary reports of the comments and recommendations from each of the public forum discussion groups and the synthesis of these reports.
- Selected national and state reports that were released during the course of the activities of the Task Force as well as legislation from the 1988 session of the General Assembly.
- A matrix constructed for each of the four issues examined, which provided a summary of recommendations from national reports, actions in other states, recommendations from Iowa reports, actions in Iowa, recommendations from the public forums, and recommendations from the subcommittee reports.
- The results of a survey of members of the Teacher Preparation/Participation Task Force and Executive Committee, which was conducted to provide additional information about member attitudes and opinions toward topics related to each of the four issues examined by the Task Force.
- A comprehensive annotated bibliography of research related to each of the four issues addressed by the Task Force.

The chairs of the subcommittees met periodically to review and discuss the drafts of the final report of the Task Force. Following the incorporation of their recommended changes, the revised report was submitted to the full Task Force for review, discussion, and approval. See Appendix B for the schedule of events of the Task Force.

In any undertaking of this scope, there are those persons whose special skills have contributed to the quality of the final product. Joane McKay, Jan Sweeney, and Shirley Henry, staff at the College of Education, Iowa State University, served on the writing team; Richard Warren and Mari Kemis, RISE, Iowa State University, provided research assistance; Jim Sutton, Iowa State Education Association, and Mavis Kelley, Department of Education, refined the report; Dave Lendt, Director of Information at Iowa State University, edited the final manuscript; Sandra McJimsey and Jane Zaring provided initial research; and Lori Wheelock, our Macintosh expert without whom all of the words would never have taken form, typed the manuscript.

BELIEF STATEMENTS AND RECOMMENDED IOWA INITIATIVES

Introduction

The commitment to "New Directions" involves an analysis of what "we believe . . ." about the major issues in teacher preparation and participation. Belief statements provide a basis for identifying the goals and recommending initiatives and actions for Iowa education. This section of the report presents the belief statements and initiatives related to each of the four issues examined by the Task Force.

The Task Force submits the recommended initiatives for discussion, consideration, and appropriate action. No attempt has been made to present the initiatives in order of importance for action or implementation. The Task Force recognizes, however, that the initiatives are of different magnitude, require different forms of implementation, and are directed at different audiences.

Some of the recommended initiatives are broad and general, others are more limited and specific. Some are long range in nature, others require more immediate attention. Some necessitate dollars for implementation, others require mainly effort. Some are focused at the local level, others are directed at the state level. Some will need legislative mandate for implementation, others will demand local action.

The Task Force urges careful consideration of the proposed initiatives in the belief that implementation of these recommendations can make a difference in the way teachers teach and students learn.

ISSUE I: Attracting the Best Qualified Persons into the Teaching Profession

We believe...

*improved school environments will contribute to the attraction of
qualified individuals into the teaching profession.*

Recommended Iowa Initiatives

The Task Force recommends the following initiatives to improve working conditions that influence teachers' abilities to perform their jobs effectively and that enhance the intrinsic reward system that is important to those considering the profession of teaching:

- Provide through a designated budget allocation at the local level the necessary support services to enable teachers to focus their time and efforts on teaching, not on clerical or other non-instructional activities.
- Encourage teacher leadership through funded released time giving teachers opportunities to attend local, state, and national conferences and meetings.
- Encourage pilot projects for individual teachers or teams of teachers to design, implement, and evaluate innovative curricula or programs at the building level.
- Encourage teacher involvement in planning and implementing local inservice programs.
- Encourage local school districts to institute a semester professional development leave program for public school teachers who have taught seven or more consecutive years in the school district. This professional development leave program could promote a broad range of teacher experiences, including teacher exchanges with teacher preparation institutions, area education agencies, other districts, or businesses engaged in building partnerships with the public schools.
- Involve teachers in identifying professional rewards, recognition, and nonmonetary incentives to be provided by their local schools.
- Establish state-funded "pilot" programs to demonstrate and provide leadership in transforming the teaching/learning environment.

We believe...

compensation incentive programs enhance the attraction of qualified individuals into the teaching profession.

Recommended Iowa Initiatives

The Task Force recommends the following compensation incentive initiatives to make the teaching profession more attractive:

- Encourage districts to experiment with a variety of compensation systems through a local control model as provided by Phase III of the Educational Excellence Fund enacted through recent legislation.
- Provide additional state funds to establish a minimum salary whereby a teacher with a master's degree would not earn less than the average base master's salary in the nation.
- Establish teacher forgiveness loan programs in areas of subject matter shortages whereby loan obligations to the state are discharged by teaching one year in Iowa for each year the loan was received.
- Provide forgiveness loans to minority students whereby loan obligations to the state are discharged by teaching one year in Iowa for each year the loan was received.
- Revise the retirement programs for teachers to allow options for both early retirement and continued productive activity within teaching after the current maximum retirement age without penalty. Career counseling and other support should be made available by local districts, professional associations, and area education agencies (AEAs) to teachers who wish to leave the profession or wish to change careers. Although retirement programs may be discussed more appropriately in Issue II, *Keeping Our Best Educators in the Profession...*, they are also a significant factor in attracting qualified persons into the profession.
- Provide scholarships for additional preparation for current or former teachers who seek endorsement in additional content areas as identified by the State Department of Education.
- Establish at least 100 Distinguished Teaching Scholarships at a level of \$1,500 as identified by the State Department of Education.
- Continue to fund the Supplemental Guaranteed Student Loan Program as identified by the State Department of Education.
- Appropriate funds to the College Aid Commission for the Summer Institute Program which was established for the purpose of addressing teacher shortages.

We believe...

statewide coordinated efforts that focus on improving the image of teaching are necessary to attract qualified individuals, particularly minorities, into the teaching profession.

Recommended Iowa Initiatives

The Task Force recommends a coordinated statewide effort, among and between agencies, aimed at improving the image of teaching. The purpose of this effort would be attracting quality individuals into the teaching profession and emphasizing the need to increase the number of minority teachers in Iowa. To this end, the following are suggested:

- Identify and evaluate efforts for promoting teaching as an important career and develop a coordinated campaign which would involve school administrators, guidance counselors, and teachers.
- Implement a public information program to improve the image of teaching.
- Assist colleges and universities in attracting students by providing: (a) statewide data on the teaching profession including information on "supply and demand"; (b) assistance in developing campus outreach programs for teacher education institutions; and (c) grant information on available programs.
- Act as an information clearinghouse on teacher recognition activities and assist local districts in implementing recognition week activities in cooperation with established programs.
- Encourage programs to provide students the opportunity to explore career options in the teaching profession (e.g. Future Teacher Clubs and Teacher Cadet Programs).
- Employ strategies specifically designed to attract minority students into teaching, including the following:
 - a. Initiate programs designed to make earlier contacts in the public schools with minority students and provide advising and counseling to those who may be interested in teaching.
 - b. Encourage Summer Enrichment Programs for selected minority students to interest them in teaching as a career.
 - c. Encourage Visiting Scholars Programs to bring to Iowa campuses more minority National Merit and Achievement Scholars.
 - d. Develop a mentoring program specifically designed for minority students entering teacher preparation.
 - e. Increase numbers of minority faculty at the college level.

ISSUE II: Keeping Our Best Educators in the Profession and Providing for Their Development

We believe...

a system should be developed to recognize levels of teacher competency and experience, including recognition and reward for outstanding teachers.

Recommended Iowa Initiatives

The Task Force recommends the following initiatives as a means to recognize and reward teacher competency and experience:

- Implement the recommendations of the State Board of Education for increased career options within the teaching profession that were presented in A Plan to Encourage Students to Enroll in Teacher Education Programs.
- Implement the Recognition of Excellence program outlined in the State Board of Education's Five Year Plan, Renewing the Commitment: A Plan for Excellence in Iowa Schools. An element of this plan is the Department of Education's participation in the annual Iowa Teacher of the Year recognition award as well as the National Teacher of the Year Award.
- Recognize the Teacher of the Year through state funding of a \$10,000 award in addition to funding for a one-year professional development leave. A \$2,500 award should be made to each of the four runners-up.
- Provide tuition grants for 100 outstanding K-12 teachers to participate in a Governor's Summer Institute which would focus on teacher excellence. Teachers nominated as outstanding by their local districts would be eligible to apply for acceptance in the Institute.
- Recognize and encourage the mobility of teachers between districts and states through the following initiatives:
 - a. Conduct a feasibility study examining the impact of public policy in which teachers who move from one district to another within the state of Iowa receive credit on the salary schedule for total years of teaching experience.
 - b. Encourage a national initiative among the states that would address issues related to teacher mobility and portability of teacher retirement benefits.

We believe...

professional development occurs throughout a teacher's career and professional development opportunities should be provided systematically at all levels.

Recommended Iowa Initiatives

To provide systematic professional development opportunities for teachers, the Task Force recommends the following:

- Develop and implement a well-articulated statewide professional development plan that involves representatives from colleges and universities, AEAs, professional associations, local schools, and the Department of Education in identifying needs, establishing goals, and in delivering programs. The Department of Education, through involvement of its Development Council, should assume leadership in coordinating the development, implementation, and monitoring and assessment of the plan.
- Provide an assured and adequate source of state funds for professional development to each local school district. As provided by Phase III, funds for professional development should remain sequestered from general funds in local school budgets.
- Establish a professional development leave program for teachers in accordance with guidelines provided in 1987 legislation.
- Facilitate teacher participation in short-term professional growth opportunities by providing state funds to local schools to hire full-time substitute teachers.
- Establish a process for the dissemination of staff development programs used by local schools and area education agencies.
- Establish a program in which exemplary staff development programs are recognized and cited by the State Department of Education.
- Seek ways and means to provide incentives for teachers' growth and development. These incentives should be tied to teachers' contributions to improved student learning.
- Encourage peer consultation designed to facilitate communication, enhance professional growth, and improve education practice in the local school building/district.

We believe....

additional assistance should be provided to beginning teachers to enhance their development and to retain them in the profession.

Recommended Iowa Initiatives

To increase the likelihood that promising teachers will remain in the profession, the Task Force recommends the following:

- Provide state funds to develop, pilot, and disseminate exemplary teacher induction programs that will be developed on the basis of criteria established by the State Department of Education. The Task Force suggests these pilot programs be funded for no less than a three-year period. These pilot teacher induction programs should include but not be limited to the following components:
 - a. pilot testing of the programs at all three levels -- elementary, middle/junior high, senior high -- and in a variety of school settings.
 - b. an extensive evaluation component designed to determine the effectiveness of the programs.
 - c. incentives and support for experienced teachers who provide assistance to beginning teachers through participation in the induction program. The support may include a reduced teaching load.
- Encourage the use of Phase III monies to support mentoring and assistance programs. Consider the use of monetary rewards for mentor teachers underwritten by the state. Also consider implementation of an approach in which faculty from teacher preparation programs meet with first-year teachers in discussion groups on a regular basis to discuss problems and provide assistance.
- Establish a collaborative program of teacher preparation/participation whereby practicing teachers who are identified as outstanding teachers are provided professional development leaves through state funding. These outstanding teachers would be available through teacher preparation institutions and be available to make extended on-site visitations to local schools to assist beginning teachers in resolving classroom problems or concerns.
- Provide state funds to plan a support system for beginning teachers that is a collaborative effort involving local schools, area education agencies, professional associations, and teacher preparation programs. A mentoring program that utilizes a quality circles approach is an example of a collaborative effort to be included in this system. Participation by teacher preparation program faculty in these collaborative efforts should be included in their faculty workload, with appropriate recognition through promotion and tenure.

We believe...

increased understanding of the factors that influence teachers to enter and remain in teaching in Iowa is necessary to plan effectively and implement statewide education improvement efforts.

Recommended Iowa Initiatives

The Task Force recommends the following to provide information about the factors that influence the career paths of teachers in Iowa:

- Provide state funds to conduct a longitudinal study which identifies the factors that influence teachers to enter and remain in teaching in Iowa. The study should be designed as a collaborative effort involving researchers from public and private colleges and universities in the state, practitioners from local schools, representatives from professional associations, and staff from the Department of Education.
- Develop and implement a comprehensive longitudinal study of individuals in teaching careers beginning with their entrance into teacher education and at key stages in their careers when attrition is most likely to occur.

ISSUE III: Enhancing the Quality and Effectiveness of Schools

We believe...

effective schools have a positive climate that includes a common set of beliefs, values, and ethics in which teachers have a fundamental role.

Recommended Iowa Initiatives

The Task Force recommends the following strategies for providing information about school climate for the purpose of promoting change that would make local schools more effective places in which to work and to learn.

- Encourage schools to conduct climate studies and explore ways to incorporate the results of these studies into school practices.
- Encourage teachers and administrators to participate in staff development activities for the purpose of gaining knowledge about school climate, understanding the factors that influence it, and identifying strategies for developing a positive climate.
- Encourage the sharing of methods and procedures utilized by local schools in improving school climate.
- Provide state funds to support research and development efforts designed to improve the teaching-learning environment.

We believe...

school districts are partners with teacher preparation institutions in preparing and developing effective teachers.

Recommended Iowa Initiatives

To involve local schools in the teacher preparation process, the Task Force recommends the following:

- Encourage each college and university teacher preparation program in the state to collaborate with local schools to develop and implement reciprocal model(s) and program(s) for enhancing the preparation programs and promoting continuing professional development of teachers. Collaborative relationships between

campus-based and field-based professionals should address but not be limited to the following issues:

- a. Processes of teaching and learning, including the identification of areas where further research is needed, and their implications for teacher preparation.
 - b. Effectiveness of the preparation programs.
 - c. Providing each teacher preparation program with follow-up reports of their graduates through the first three years of teaching.
 - d. Exploration of new, more effective programs for preparing teachers.
 - e. Teacher induction process, including identification of the needs of new teachers and development of strategies to ease their transition into schools.
 - f. Assessment of the ultimate benefits of the collaborative efforts to the partners involved.
 - g. Dissemination of successful practices and programs.
 - h. Establishment of programs that promote increased collegial relationships between campus-based and field-based teachers.
- Provide opportunities for campus-based teachers to learn more effective ways to work with field-based teachers.
 - Encourage campus-based teachers to involve field-based teachers in on-going research designed to improve classroom practice.
 - Provide state funds to promote additional field-based experiences for students preparing to become teachers.

We believe...

there needs to be increased interaction between and among the schools, parents, business and industry, and community service agencies.

Recommended Iowa Initiatives

The Task Force recommends the following initiatives as a means to increase collaborative efforts:

- Study ways and means for the development of cooperative efforts for coordination of health, education, and welfare services to serve the students and schools more effectively.

- Urge teachers to seek ways to involve parents more actively in the education process as related to their own children and youth.
- Encourage teachers to seek ways and means to utilize the resources of a community including business and industry and its people with special skills and professional knowledge to add to the learning process in the classroom.

We believe...

teachers at the local level should be partners in establishing the mission, setting goals, solving problems, planning action, and evaluating programs in the local district.

Recommended Iowa Initiatives

Clear mission statements, collaborative planning, and goals are part of the reform efforts in effective schools. To this end, the Task Force offers the following recommendations:

- Initiate a program for planning and managing improvement and change in schools. The purpose of the program, which would be funded by the state and be coordinated by the Department of Education, would be to provide educators with the knowledge and skills needed to effect change collaboratively. The program would be charged with the responsibility for promoting the development of models for planning, managing, and evaluating change. Among the components to be included in the model(s) are the following:
 - a. Identification of the essential knowledge and skills that teachers and administrators need to initiate and manage change.
 - b. Strategies designed to help teachers and administrators acquire the necessary skills for managing change.
 - c. Assessment of the effectiveness of the program for the purpose of making necessary revisions.
 - d. Models for pilot projects that could be adapted or adopted in classrooms and schools.
- Provide opportunities for shared decision-making by implementing processes and strategies that enable teachers to participate in decisions that affect rules, evaluation, policies, procedures, goals, and planning.
- Enlist the full participation of teachers in the development of standards that go beyond basic accreditation requirements. Cite schools meeting these enhanced standards.
- Implement teacher-developed strategies aimed at reducing teacher isolation and improving collaboration.

We believe...

technology is important in the teaching/learning process and the citizens of the future must be technologically literate.

Recommended Iowa Initiatives

The Task Force recommends the following initiatives related to the use of technology in the educational process:

- Conduct research to determine more effective ways to utilize technology in the classroom and in the management of schools.
- Provide teachers with the skills necessary to deliver effective instruction using information technology, such as interactive telecommunications and to use the computer both as an information management tool and as an instructional tool.
- Support the development of a statewide computer networking system linking education agencies in the state (LEAs, AEAs, community colleges, teacher preparation institutions, professional associations, and State Department of Education) for the purpose of collecting and disseminating institutional and statewide educational data and information.
- Institute a computer-based networking system between and among faculty in local schools and teacher preparation institutions for the purpose of solving problems, sharing information, and providing assistance to field-based faculty, particularly beginning teachers.
- Promote the use of technology in providing for staff development.
- Provide state funding for a statewide interactive telecommunications network.

We believe...

teachers need to be prepared to deal more effectively with students' social/personal problems.

Recommended Iowa Initiatives

The Task Force may fall short of its mission to develop a comprehensive plan for teacher preparation and participation if the vital role teachers play in addressing social/personal issues of students is not included. Therefore, the Task Force proposes the following recommendations:

- Initiate educational programs to help teachers address students' social and personal problems including life coping skills (e.g., communication, decision-making, interpersonal relations, conflict resolution, positive self-esteem, and stress management).
- Involve school personnel, students, parents, and community leaders in social/personal problem analysis and determine the school's role in addressing social/personal problems.
- Involve teachers, administrators, and students where appropriate in the development and implementation of instructional programs to address social/personal problems.
- Involve personnel from AEAs and other appropriate agencies in providing staff development programs to assist personnel in local schools to address these issues.
- Provide knowledge about how to assess at-risk student needs and initiate special programs to address the identified needs. These programs should include, but not be limited to, substance abuse prevention and drop-out prevention.

ISSUE IV: Creating Standards for Entry into the Profession

We believe...

standards for licensure should be stated in terms of professional characteristics and competencies associated with quality teaching.

Recommended Iowa Initiatives

The development of professional standards and their implementation are important issues that need considerably more discussion before ultimate decisions can be made. This report seeks to outline some significant issues that form the nucleus of a continuing dialogue. The Task Force recommends the following initiatives related to standards.

- Adopt the term "licensure" to bring the terminology in teaching into conformity with other professions where the basic authorization to practice is a "license" and "certification" indicates an individual who has had additional specialized preparation and met standards established by an agency authorized to grant such status.
- Develop standards for licensure into the profession based on the following:
 - a. standards for entry into the profession should include those qualifications which can be shown to have a positive impact on classroom effectiveness and should not restrict access to teaching on the basis of race, religion, national origin, sex, age, or disability.
 - b. standards should be stated in terms of the full range of professional characteristics, competencies, attitudes, and values associated with quality teaching.
 - c. standards should be flexible enough to accommodate people who are changing careers to enter teaching.
 - d. procedures used to evaluate an individual's eligibility for licensure must involve use of a broad range of instruments, techniques, and strategies.

We believe...

completion of an approved teacher preparation program should continue to be a prerequisite for licensure.

Recommended Iowa Initiatives

A critical factor, insofar as the teacher preparation program is concerned, is what sort of mechanism is used to identify "approved" programs and what criteria should be used when making "approval decisions." The Task Force recommends the following:

- Evaluate preparation programs with the basic criterion that programs should be judged on their success in preparing students for licensure.
- Include an additional criterion in determining preparation program approval that addresses resources available to support a program able to help students meet the standards for licensure. This would include, but not necessarily be limited to, financial commitment of the institution to the program in relation to the commitment to other professions' preparation programs, number, and qualifications of faculty.
- Continue the development of an active advisory committee for each teacher preparation program. Teachers from local schools should be active participants in providing advice and counsel on these advisory committees concerning the development of the teacher preparation program to be submitted for approval.
- Continue to involve teachers actively in an advisory capacity at the state level in developing the standards for what shall constitute an approved program.

We believe...

teacher preparation programs should be structured to reflect the standards that enable students to develop the characteristics and competencies associated with quality teaching.

Recommended Iowa Initiatives

The two elements in the teacher preparation process are the program and the students who pursue that program. Although carefully developed performance standards are in order for licensure, those responsible for carrying out teacher preparation programs must be afforded flexibility in determining the specifics and structure of the programs they offer. While this can lead to considerable variability among approved programs, all would have to be structured in such a way as to help students acquire those characteristics and competencies associated with good teaching that are embodied in the standards in order to qualify their graduates for licensure. Some mechanisms and procedures for assessing the degree to which an individual

meets these standards are important, then, as an additional way to help maintain quality in the profession.

The second major element involved in the teacher preparation process centers on the characteristics of the students who enter the program. Although grade point average (GPA) is generally assumed to be an important factor to consider when making decisions about who shall be allowed to enter a teacher preparation program, it has, in fact, not been found to be a reliable predictor of teaching success by any of the many definitions of success in the research. This means other predictors to assist in making decisions about admission to teacher preparation must be identified.

On this basis, the Task Force offers the following recommendations:

- Encourage each teacher preparation program to develop a mission statement, formulate goals and objectives, conduct an annual program assessment to determine progress in relation to its mission, goals, and objectives, and submit an annual report detailing the results of the assessment.
- Conduct research to identify additional student characteristics that are useful predictors of success in teaching and that can be used to make decisions about who shall be encouraged to enter a teacher preparation program.
- Require each teacher preparation program to develop and implement a formal system for monitoring student progress throughout the preparation period. The monitoring would include the following elements:
 - a. A check on the student's progress as related to formal program and degree requirements as well as a check on the degree to which the student is acquiring those characteristics and competencies that will be required if he/she is to be licensed as a teacher.
 - b. Specific checkpoints to determine whether a student should be admitted into and allowed to continue in the preparation program. Suggested checkpoints include: (1) time of admission into the program; (2) a specified time early in the program following the opportunity to observe the student in a classroom setting; and (3) the semester prior to student teaching.
- Require each approved teacher preparation program in the state to implement ongoing program evaluation procedures to determine the effectiveness of the program to help students develop the characteristics and competencies for successful teaching reflected in the licensure standards. The results of the evaluation should be used to make necessary revisions and modifications in the program.
- Encourage teacher preparation programs to provide graduating students with an appraisal of their development and with some recommendation for their continued professional development.

We believe...

standards and procedures should reflect continuing professional development.

Recommended Iowa Initiatives

The Task Force recommends that in developing standards, the focus should be on identifying what teachers need to know and be able to do. These standards should guide development of the basic model(s) of teacher preparation for full entry into and continuation in the profession. The basic model(s) should include the following elements: (1) pre-collegiate identification and nurturing; (2) formal preparation process; (3) probationary period; (4) initial licensure; and (5) master's degree and full licensure. The standards should reflect the teachers' knowledge-based performance, and a system for monitoring and assessing what teachers need to know and be able to do.

- Adopt standards that establish formal criteria for admission to a teacher preparation program as well as a formal system for monitoring students' progress while in the program. Assessment instruments used to monitor students' progress must cut across multiple areas including teaching styles, communication, knowledge, and classroom management.
- Require a full semester of student teaching for licensure.
- Delineate the major and minor endorsement areas on the teaching license.
- Revise and expand the current standards for certification that include a two-year provisional certificate, a five-year educational certificate, and a five-year professional teacher's certificate. The latter certificate requires a master's degree plus four years teaching experience. Both the educational and the professional teacher's certificate are renewable with eight credits, or six credits if the individual has taught for two years on the certificate. Renewal credits must be academic credits or staff development credits from approved programs.

The Task Force recommends that the following changes be considered:

- a. Renewal of educational or regular license. The first five-year regular license could be renewed for an additional five years if the individual had completed six semester hours of graduate academic credit, or approved equivalent staff development credits, or some equivalent combination of the two.
- b. Licensure beyond the two five-year renewals. To be eligible for continuing licensure after the second five-year period of regular licensure, the teacher would have completed an approved master's degree from an accredited institution of higher education. This degree could be in some area of education or in another content area. The renewal would be for five years.

- c. License renewals after master's degree. Licensure renewed for five-year periods if the following two conditions were met: (1) six semester hours of graduate academic credit, approved equivalent staff development credits, or some equivalent combination of the two, and (2) evidence of other professional growth experiences.

We believe...

alternative preparation models should be available to persons interested in entering teaching.

Recommended Iowa Initiatives

The Task Force recommends that the standards for licensure for entry into teaching provide for alternative preparation models. More specifically, the following models are offered.

- Consider including in the performance standards a model(s) in which the professional education of teachers would be at the graduate level.
- Consider including in the performance standards a model(s) which would be designed for those people who want to enter teaching from some other profession and which would be piloted in teacher preparation institutions.
- Consider including in the performance standards for entry into the profession an alternative model which would combine formal education at a college or university with school-based clinical observation and experience.

We believe...

the development of the National Board for Professional Teaching Standards merits support.

Recommended Iowa Initiatives

Although state licensing authorities should continue to be responsible for licensing teachers to practice, the Task Force offers the following recommendations in reference to the National Board:

- Support the concept that certification by the National Board for Professional Teaching Standards is a voluntary process.
- Seek to establish cooperative arrangements with the National Board.

A PROCESS FOR CHANGE: A CONTINUING CONGRESS FOR EDUCATION

The Task Force recommends, as an "engine of progress," that the Governor put in place a Continuing Congress for Education. Broadly conceived, yet carefully focused, as a liaison between and among the public, existing education agencies, and business and industry in Iowa, the Congress would play a major role in continuing efforts to improve education in Iowa.

The Congress is conceived as an opportunity for continuing the dialogue that was begun during the past year by the Task Force together with the public forums conducted in several locations across the state. The matter of teacher preparation/participation would be a central and important segment of a broadened agenda to encompass all major facets of public education in Iowa.

Established for the purpose of improving public education, including teacher preparation and participation, the Continuing Congress for Education is intended to foster an atmosphere for dialogue and discussion that would maintain Iowa's reputation for educational leadership.

As a first stage in the establishment of the Congress, the Task Force recommends that a special planning group be appointed to determine the structure and responsibilities of the proposed Congress. In shaping the structure of the Congress, the Task Force urges that the planning group be sensitive to existing arrangements and organizations in the state that perform related functions.

A Continuing Congress for Education would recognize and reinforce the concept of the inter-relatedness of the educational enterprise. It would provide a process for communication and discussion across the state with participants from many segments of the total Iowa community.

APPENDIX A

MEMBERSHIP

TEACHER PREPARATION/PARTICIPATION TASK FORCE APPOINTED BY GOVERNOR TERRY E. BRANSTAD

Virgil S. Lagomarcino (Chair)
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The Honorable Ray Taylor
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Kenneth Tilp
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The Honorable Arthur Ollie
Chair, House Education Committee
Clinton, Iowa

**EXECUTIVE COMMITTEE
APPOINTED BY GOVERNOR TERRY E. BRANSTAD**

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APPENDIX B

SCHEDULE OF TASK FORCE EVENTS*

<u>Meeting</u>	<u>Date</u>	<u>Location</u>	<u>Task</u>
Executive Committee Meeting	November 3, 1987	State Capitol	Discuss Task Force charge, survey, and pilot models
Full Task Force Meeting	November 30, 1987	Iowa State University	Outline Task Force agenda and form subcommittees
Public Forum	November 30, 1987	Iowa State University	Solicit citizen input
Full Task Force Meeting	February 5, 1988	Iowa Department of Education	Report subcommittee progress, distribute materials
Executive Committee Meeting	March 11, 1988	State Capitol	Discuss Task Force progress to date and future plans
Public Forum	March 29, 1988	University of Northern Iowa	Solicit citizen input
Public Forum	March 31, 1988	University of Iowa	Solicit citizen input
Public Forum	April 25, 1988	Iowa Western Community College	Solicit citizen input
Full Task Force Meeting	May 16-17, 1988	Iowa State University	Discuss subcommittee reports
Task Force Subcommittee Chair Meeting	September 16, 1988	Iowa State University	Review and revise Task Force report
Task Force Subcommittee Chair Meeting	October 4, 1988	Iowa State University	Review and revise Task Force report
Task Force Subcommittee Chair Meeting	October 27, 1988	Iowa State University	Review and revise Task Force report
Task Force Subcommittee Chair Meeting	November 21, 1988	Iowa State University	Review and revise Task Force report
Full Task Force Meeting	December 9, 1988	Iowa State University	Discuss and approve Task Force report

* Does not include meeting dates of the individual subcommittees.

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APPENDIX C

NATIONAL OVERVIEW

INTRODUCTION

Teaching inadequacies were described in A Nation at Risk (National Commission on Excellence in Education, 1983) as one of the four aspects of the educational process that have contributed to decline in educational performance. In Tomorrow's Teachers, A Report of the Holmes Group (Holmes Group, Inc. 1986), it was stated that the "quality of education cannot be improved without improving the quality of teachers" (p. 3). These and other national reports stress that teaching must be made more attractive as a career. In addition, recruiting and retaining high quality professionals are major challenges to the educational community. The Carnegie Forum on Education and the Economy (1986) recommended that teachers have more time to reflect, plan, and discuss teaching innovations or problems by providing schools with technology, services, and staff essential to teacher productivity. Finally, teachers can and should have an active role in critical decisions concerning the standards for entry into the profession, initial teacher preparation, and provisions for continued professional development. This national overview outlines the actions and reform efforts that are being undertaken across the nation in teacher preparation and participation.

ISSUE I: Attracting the Best Qualified Persons into the Teaching Profession

Incentives

The need to provide incentives to attract and retain quality teachers has received major attention from policy makers across the nation. Low salaries are frequently cited as the major reason for not entering or remaining in teaching (Feistritzer, 1986). As a result, improved compensation has been one of the first incentive issues addressed nationally. Several states have mandated minimum beginning teacher salaries. For example, New Jersey, one of the leaders in minimum salary reform, has instituted a beginning teacher salary of \$18,500.

Incentives to enhance attraction of quality persons into the teaching profession have focused on more than the improvement of teacher salaries. More than twenty states have developed what they regard as broad-scale strategies for teacher recruitment or retention (National Governors' Association, 1987). North Carolina enacted a bill in June, 1988, proposing the allocation of state dollars to programs designed to increase the supply of teachers from the group of people with four-year credentials in fields other than education. Missouri offers nonrenewable \$2,000 scholarships to students in education who rank at or above the 85th percentile in their class or on scholastic tests; the state splits the cost with the college/university.

New Jersey's Teaching Scholars Program provides loans of up to \$7,500 a year to 100 college-bound seniors who have scored 1100 or higher on the Scholastic Aptitude Test (SAT). These loans are forgivable contingent on the recipient teaching four years in an urban New Jersey school, or six years in a suburban New Jersey school.

In Indiana tax incentives are available for businesses that employ math and science teachers during the summer. In Florida a visiting scholars program encourages people with doctoral degrees to teach a year in a public school. In conclusion, all over the nation, states are marshalling financial resources to provide support for individuals through loans, scholarships, tuition grants, and tax incentives to attract the "brightest and the best" to the profession.

Improving Image of Teaching

Major national reports seem to be in agreement that due to the wide choice of professions available, the image of teaching as a career needs to be made more attractive. In examining Teacher Education Policy in the States: 50-State Survey of Legislative and Administration Actions (State Issues Clearinghouse, 1985) and New Directions for State Teacher Policies (Bray and Falskus-Mosqueda, 1985), the following incentive programs are offered as examples of those used in various states. Kentucky offers scholarships to top students entering teaching, particularly in math or science. Virginia is proposing a budget request for support of Project TREE (Teacher Recruitment for Excellence in Education) which includes a minimum of 250 loans of \$3,000 per recipient for teachers in four shortage subject areas, selected geographic regions, and for the minority population. Georgia's Fiscal Year 1990 budget proposes to design and encourage partnership arrangements with the business community.

In addition, the national reports agree that the shortage of minority teachers is a special problem. This is forcefully articulated by the following statement:

"Students entering the public schools are more diverse than ever before in our history, yet the teaching force is largely homogeneous. The percentage of minority teachers is projected to be as low as 5% by 1990... Diversity is a living symbol of democracy. White and minority students are best served by an integrated teaching force which models competence, cooperation and commitment" (Joint Task Force on Teacher Preparation, 1987, p. 3).

The efforts of the Southern Education Foundation (SEF) support statewide recruitment campaigns to bring more minority individuals into the teaching profession and may provide a model for general promotional efforts. For example, the SEF provides a videoslides presentation made available to television stations. Virginia targets middle school students in Teacher Cadet Programs. Arkansas, Georgia, and Tennessee have Teacher Cadet programs to recruit secondary students. Future Teacher Clubs are being implemented statewide in Arkansas. Georgia and Tennessee have a variation of Future Teacher Clubs/Young Educator Organizations at the state level. Virginia is examining elements of certification that have negative impacts for older individuals who are either commencing college programs for the first time or are returning to college for a career change. South Carolina has instituted a teacher recruitment center.

ISSUE II: Keeping Our Best Educators in the Profession and Providing for Their Development

Recognition and Reward

Concern about declining levels of teacher satisfaction and the possible negative effect on teacher retention has caused educational policy makers to focus attention on efforts to improve those factors that have been cited as contributing to teacher dissatisfaction. Teachers enter the profession with a desire to work with children, but find that working conditions in the schools often prevent them from doing what gives them their greatest satisfaction, helping children learn (Cresap, McCormick, & Paget, 1984). These working conditions include such factors as large class sizes, lack of adequate facilities and materials, too many nonteaching duties, and inadequate preparation and teaching time (Darling-Hammond, 1984). Other factors that lead to teacher frustration and dissatisfaction include working conditions without opportunities for advancement or promotion and without opportunities for personal and professional growth (Amundson, 1987).

The focus on instructional leadership and on the creation of conditions for professional practice for teachers has caused teachers to examine their role in decision-making as a professional responsibility. Nationally, "nineteen states have passed master-teacher, career ladder or merit pay initiatives..." (Task Force on Education for Economic Growth, 1984, p. 21). Since the beginning of the decade, school districts have moved to reward outstanding teachers either through cash awards or mini-grants.

A recent study prepared by the National School Boards Association Commission on New Communication in Public School Educational Operations indicates that many schools across the United States have pursued educational improvements creatively. The study indicates that school districts benefit from the creation of collaborative partnerships that allow teachers, administrators, parents, taxpayers, and students all to feel they have a stake in the outcome of educational efforts. The findings of the Commission suggest that teacher recognition, incentive, and professional development programs are devices for enhancing communications within the school district. Decentralized decision-making was found to be a positive force in enhancing professional status and the effectiveness of teaching programs.

Actions designed to improve and enhance the teaching profession are a major focus of reform efforts. One-fourth of the 50 states have set performance as a criterion for advancement. The Carnegie Forum on Education and the Economy (1986) recommends tying salaries to job function, competence, seniority, and productivity. Recently, the issue of attractive compensation to recruit and retain good teachers has received central focus at the state level. In addition to Iowa, several states -- Idaho, Kentucky, Texas, and Virginia -- have established new compensation plans for teachers. "Rhode Island and Wyoming credit their competitive salaries with precluding teacher shortages" (National Governors' Association, 1987, p. 9). According to a 1986 Southern Regional Education Board report, some form of differentiated staffing among teachers has either been adopted or is under development in 18 states. "In at least one state, Utah, each local education agency has established its own career ladder program within state guidelines" (National Governors' Association, 1987, p. 11).

"Since 1981, 17 states have stepped up their programs to recognize and reward outstanding teachers by providing cash awards or minigrants to teachers, or by encouraging schools to develop local recognition programs" (Task Force on Education for Economic Growth,

1984, p. 21). To date, nearly one-half of all states have increased teacher salaries (Feistritzer, 1988).

During the last year, significant new reform efforts have been instituted in several states. Indiana's A+ Program for Educational Excellence is a comprehensive package that features performance-based rewards for schools as well as a Beginning Teacher Internship Program (National Governors' Association, 1987, p. 7).

Professional Development

One of the focal points of educational reform in the 1980's has been an increased emphasis on continuing professional development. The need for cooperative efforts in professional development is underscored in Teacher Induction: A New Beginning (Brooks, 1987). Brooks states, "Teacher preparation should be on-going from preservice to retirement and should receive funding and program support" (p. v). Educators have also recommended that teacher education "should be viewed as occurring across the professional continuum. The development of a strong teacher is a career-long process" (Hall, 1986, p. 2).

Many national and state reports view effective teaching as the most important ingredient in quality education. It would seem that modern supervision stresses collegiality among educators to collaborate in improving educational programs. Alfonso and Goldsberry (1982) emphasize that effective supervision recognizes the rich resources available among experienced teachers. Dull (1981) asserts that contemporary approaches to teacher evaluation are growth oriented as opposed to deficiency based.

Forty-five states have mandated staff development and annual evaluation as part of school reform (Task Force on Education for Economic Growth, 1984). In Massachusetts, the Commonwealth Inservice Institute funds inservice education programs designed by and for school staffs. A sampling of the programs funded include a supervision and evaluation program for administrators to help building officials define evaluation and supervision roles and develop communication and goal-setting strategies.

Several states have implemented plans to provide for staff development during nonschool periods. Connecticut funded summer training sessions, Florida funded summer institutes, Michigan provided summer programs to retrain math and science teachers. As an example of cooperation between business and education, Indiana offers tax incentives for businesses that employ math and science teachers during the summer. The Carnegie Forum (1986) recommends sabbaticals and opportunities to work in programs of graduate education as options for experienced teachers. States are also adopting intrinsic reward systems such as annual convocations to recognize excellence in teaching, creating summer symposia for outstanding teachers, and appointing teachers to boards and panels that deal with areas outside the education arena.

State agencies, educators, and local leaders are cooperating in public school reform. National organizations are providing information and leadership to both educators and business leaders. School/business partnerships, following the Adopt-A-School model used in large urban districts, are examples of collaboration in professional development. More than one-fourth of the states are proposing, or have funded, centers for professional development. These centers are often located in higher education institutions. Very few states leave inservice plans, or staff development, to the discretion of local education authorities. Other states mandate inservice and share costs with local education agencies (LEAs); still others fully fund inservice. Some states link inservice to recertification and accreditation. This Task Force's use of public forums to reach consensus on ways to keep the best educators in the profession and

provide for their development gives further credence to the diversity and the collaboration apparent today.

Teacher Induction

Beginning teacher programs, also called induction or mentor teacher programs, provide assistance to the novice teacher in making the transition from preparation to practice. One goal of such programs is retention. These programs guard against overloading new teachers with extracurricular duties and assigning novice teachers to fields for which they are not certified. Programs may be designed at the local or state level and may be tied to certification systems and/or to institutions of higher education. The District of Columbia, Florida, Georgia, Kentucky, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, South Dakota, and Virginia are implementing statewide teacher induction programs (Brooks, 1987). Kansas, Maine, Pennsylvania, Washington, West Virginia, and Wisconsin are instituting pilot teacher induction programs; an additional 15 states are planning teacher induction programs. The District of Columbia mentor teacher program selects experienced teachers in eleven subject areas to guide first-year teachers. A mentor teacher is available when a new teacher in that specialty area enters the system. All mentors receive instruction, an annual stipend, and money for materials.

The Illinois induction program focuses on novice teachers demonstrating outstanding classroom practices and on tying induction to certification. Beyond the Looking Glass (Hall, 1986) suggests that the development of policies for the induction phase should be based on collaboration of school systems, institutions of higher education, state education agencies, and other policy-making groups, as well as the private sector. Overall, educators concur that if effective induction is to occur, the state must marshal resources "to support a well-conceived, carefully designed, and continuing effort" (Hall, 1986, p. 19).

Systematic Data Collection

Policy makers concur that "accurate, timely education statistics are essential for developing state education policies..." (National Governors' Association, 1987, p. 62). Perhaps the recognition of inconsistencies in data collection, lack of standardized definitions, and incompatible data are all indicators of the need for a standard basis of reporting information.

While policy makers and the public demand increasing amounts of information on issues of teacher concerns (i.e., salaries, supply/demand, retirement systems, sabbatical programs, and career ladder incentives), there is no refined information base available on which judgments can be made. It should be pointed out, however, that efforts are underway to build an integrated data collection system.

"The Center of Education Statistics and the State Education Assessment Center of the Council of Chief State School Officers are both working with researchers, practitioners, and policy makers to develop and collect better indicators of the quality of education in the states and the nation" (National Governors' Association, 1987, p. 63).

ISSUE III: Enhancing the Quality and Effectiveness of Schools

Positive Climate

Johnston states, "Values are the bedrock of any institution. They articulate the essence of the organization's philosophy about how it goes about achieving success" (1987, p. 124). This view closely parallels the research of Peters and Waterman (1982) and Deal and Kennedy (1982) in which they detailed the power of values in leading organizations in the private sector to excellence. Research on the importance of values in schools is equally powerful. Brookover (1979), in a study of 68 elementary schools, succinctly summarized the need to address values, "... the more that teachers and administrators *believe* that their students, regardless of race and family background are capable of higher achievement, and the more their *belief* is translated into real and observable classroom and school behavior, the higher the resulting mean achievement is likely to be (p. 134) [emphasis added]. Rutter (1979), in a significant longitudinal study of secondary schools, noted that the climate or ethos was the most powerful factor in explaining what made a difference.

Despite the fact that there is considerable research pointing to the importance of climate in effective schools and its impact on the teacher in the classroom, and despite the consistent pleas to improve the conditions which surround teaching, there have been few systematic efforts specifically aimed at improving school climate. Efforts to change school climate are perceived as a local school concern; however, a number of state programs have been initiated that are likely to influence, directly or indirectly, school climate. Perhaps the most visible action has been incentive grants to improve the quality of education. Nearly one-third of the states offer such grants. Some funds are linked to outstanding teacher awards; others mandate specific action, e.g., reducing class size, providing teacher aides, disseminating effective strategies. Recipients may be an individual, a group of teachers, or a school. Virginia offers minigrants (\$300 average) on a competitive basis to teachers exploring new techniques and innovative approaches. Missouri's legislative initiative, "Incentives for School Excellence," awards grants to individuals, to groups of teachers, or to schools. Funds may be used for a variety of improvement projects, including teacher aides in K-3 and extended teacher contracts.

Collaboration

The goals of public schools and institutions of higher education are both similar and diverse. Maloy (1985) concluded that collaborative success results from the identification of ways of working together to achieve diverse goals. Cliff and Say (1988) found that there are five facets of collaboration for learning to teach: (1) the institutional arrangement or bureaucratic structure which promotes contact between the local school and college or university; (2) degree to which curriculum development is shared; (3) interpersonal contact between public school and college or university faculty; (4) role of knowledge production and dissemination; and (5) degree to which collaboration is ultimately beneficial to the partners involved.

Making Teaching a Major Profession issued by the Joint Task Force on Teacher Preparation of the Massachusetts Board of Regents of Higher Education and State Board of Education (1987), gives credence to the assumption that school districts must be involved in teacher preparation. "The heart of the teacher preparation process should be in the schools where teachers will practice their profession" (p. 3). The Holmes Group (1986) suggests that

schools must become places where both teachers and university faculty can systematically inquire into and improve practice. The Carnegie Forum (1986) suggests selecting and staffing "clinical schools" (analogous to teaching hospitals) whereby local schools can work closely with colleges of education in the preparation of teachers.

There is considerable activity in partnership development across the nation. Twenty-nine universities, funded by the Office of Educational Research and Improvement, are planning and implementing programs that include collaborative links between universities and public schools (Vaughan, 1986). Individual school systems are making unique efforts. In Pennsylvania the Pittsburgh public schools are giving high school teachers eight-week "mini sabbaticals," sending them to the Schenley High School Teacher Center to update their subject knowledge and refresh their teaching methods. The plan is funded in part by the Ford Foundation. New York's Queen's College and the New York City Board of Education have collaborated in establishing a model program at Louis Armstrong Middle School. College faculty, a dozen graduate interns, and 16 student teachers are part of the daily life of the school, and teachers serve as supervisors as well as adjunct professors at the college.

Mission, Goals, Action, and Evaluation

In a survey completed by the Network for Effective Schools (1987), eleven vitally needed reforms in American Education were derived. These reforms were based on the perspectives of practicing school educators. They strongly agreed that there must be a clear statement of philosophy, mission, and goals for public education. Effective school research and practices being implemented in more than 40 states by the National Effective Schools Center underscore that in addition to mission and goals, effective schools have action plans and progress evaluation (Lezotte, 1986). The Texas Education Agency identified major traits of excellent schools. Common to a majority of the studies reviewed were collaborative planning, clear mission statements, and goals (Lindahl, 1986).

The National Governors' Association (1986) proposed more autonomy for the local districts through "site-based management and professional discretion for instruction decisions" (p. 14). A review of Action in the States (Task Force on Education for Economic Growth, 1984) reveals that there is a national movement to improve school leadership and management. The focus of programs to assist in this improvement include principals' academies and institutes, pilot training programs, development of leadership teams, state-sponsored workshops, and collaboration with the business community to learn management techniques. Kansas City's School/Community Partnership is an example of the cooperative techniques being employed in learning management skills. The chief executive officers of 100 of the largest corporations in the Kansas City area assist in the training of school administrators in leadership skills.

States are beginning to waive regulations that restrict pilot projects at the local level. Colorado, Minnesota, Washington, and North Carolina have waivers in place to encourage pilot projects. Six states -- Alabama, Delaware, Massachusetts, Mississippi, Pennsylvania, and Texas -- are considering proposals that would encourage more local innovation through waivers of state regulation for experimental programs.

Technology

Technology is being suggested as a method for erasing school boundaries and state lines. Instructional television, satellite technology, laser discs, two-way communication lines, and other means of technology may be a key to reducing isolation in the teaching profession.

Technology may also be a source for bringing business and industry expertise to the schools. If future teachers learn about present technology as a requirement for entry into the profession, they may be better prepared for the innovations of tomorrow (Orlosky, 1988).

The Minnesota Educational Computer Consortium provides savings to education agencies on software, products, and service. Other examples of state activity in technology include New Hampshire's computers for Teachers and Technology in the classroom project, Missouri's satellite network to provide coursework in areas of teacher shortages, Michigan's two-way interactive television projects and video-based cooperative programs, and Maryland's department of education training in the use of instructional television.

Twenty-nine states report a training mix on educational technology. Five states (Georgia, New Jersey, Michigan, Oregon, and Wyoming) have developed specialized educational centers. Alabama, Washington, and New York have a specific technology focus in regional or intermediate service agencies (National Governors' Association, 1987).

Many of the state plans suggest what is needed to keep pace with the present; therefore, inherent in teacher preparation is the ever-present need to anticipate the future. Technology requirements as part of teacher preparation programs have become reality due to the information explosion. Not only technological advancement but societal changes, at-risk students, health concerns, and changing family structures point to the need for revision and updating of standards for the teaching profession.

Social Issues

The changing demographics of society will influence the way teachers are prepared. Changes in society require that the implications for schooling be faced. Orlosky (1988) addressed this issue:

A summary of what appears to be the consequences for schooling with respect to demographic changes includes the following:

1. More of the children in our public schools will come from minority backgrounds, single-parent families, and poverty households.
2. There will be a larger number of children who were premature babies, leading to more learning difficulties in school.
3. More "latch-key" children and children from "blended" families of remarried parents will be enrolled in public schools.
4. More children will be born to teen-aged mothers.
5. The percentage of workers with a college degree will increase.

These five consequences are based on low-inference information which makes their prediction highly accurate. The remaining consequences are likely to occur unless unforeseen developments alter their direction:

6. A continued drop nationwide in the number of high school graduates can be expected, particularly in the Northeast.
7. A major increase will occur in the number of part-time college students and a decrease of about one million full-time students. (Of approximately 12 million students, only about two million are currently full-time, on-campus residents 18-22 years of age.)

8. A continuing increase will take place in the number of college graduates who will get a job requiring no college degree (currently 20 percent of all college graduates).
9. There will be major increases in adult and continuing education outside college or university settings through business, government, non-profit organizations such as United Way, and for-profit "franchise" groups, such as Bell and Howell schools and the Learning Annex (Orlosky, pp. 28-29).

ISSUE IV: Creating Standards for Entry into the Profession

Full Entry into Profession

The National Commission for Excellence in Teacher Education (1985), the Southern Regional Education Board (1985), the Holmes Group (1986), and the Carnegie Forum on Education and the Economy (1986) all suggest that before admission to a teacher education program, candidates should demonstrate above-average college-level scholarship. These same reports recommend that secondary teachers should have academic specialization and significant graduate study in a major teaching field; elementary education majors should take some upper level courses in academic disciplines.

Traditionally, the development of standards has dealt with preservice training and has incorporated some continuing education to renew a certificate every five years or so. The Education Commission of the States reports:

Now state policy is expanding the focus to look more closely at actual classroom performance -- especially policies for internships for new teachers during induction, and in evaluation and focused staff development for veteran teachers (Bray and Flakus-Mosqueda, 1985, p. 57).

In 1987, the Carnegie Corporation made a grant totaling \$2,190,000 to Stanford University to conduct research on teacher assessment procedures. Similar research is underway in Pennsylvania. Illinois is exploring a further certification endorsement to verify that the holder has the requisite knowledge and skill to serve as a school-based mentor.

South Carolina's Education Improvement Act established Centers of Teaching Excellence and upgraded standards for approval of teacher education programs. In Beyond the Looking Glass, Hall recommends "there must be increased inter-organization of teacher educators, teachers, colleges of education, school systems and state agencies that has the shared agenda of supporting and improving preservice teacher education" (1986, p. 5).

Preparation Program Standards

The national reports focus on preparation program standards including admissions standards, course requirements, assessment through preparation, student teaching/field experiences, and collaboration of higher education institutions and public schools. Forty-eight states use "the approved program" route for certifying teachers. A person who graduates from a college or university education program approved by the state automatically qualifies for certification.

Every state except Alaska and Iowa either has adopted, or is in the process of adopting, some form of testing requirements for certification. (Rudner, 1987, p. 3). By 1986 eleven states (Florida, Georgia, Kentucky, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, South Dakota, and Virginia) and the District of Columbia had tied certification to a statewide teacher induction program. In 1987 the Illinois State Board of Education initiated an investigation of programs for new teachers. Subsequent recommendations were that the state exert its influence on requirements for teacher preparation programs and on standards for teacher certification by instituting and committing financial backing to the Initial Year of Teaching Program.

Virginia called for a "fundamental change . . . in how we educate our teachers" proposing to abolish the undergraduate degree in teacher education, educate all teachers broadly in the liberal arts, limit professional education course requirements to 18 semester hours and develop new kinds of 4-, 5-, or 6- year programs at the university level to prepare teachers.

Other recommendations include those issued by the Massachusetts Joint Task Force on Teacher Preparation (1987): (1) Phase One: the undergraduate program should offer a combination of college-based and school-based studies of learning, teaching, and child development. A minimum of 150 hours of supervised classroom experience will be required for provisional certification; (2) Phase Two: preparing teachers for full certification. A master's degree should be required for full teaching certification. Colleges should offer a master's program structured on a clinical model of teacher preparation.

Alternative Preparation

The recent teacher shortages, most notably in the areas of math and science, have led states to consider alternative preparation as a means to address this concern. Perhaps one of the notable changes in the teacher preparation pathway to professional standards has been the willingness to address alternative routes to licensure. By 1985 all but 18 states were examining alternative routes. The most notable change occurred in New Jersey, which passed a law allowing teaching certification without requiring the completion of a teacher education program. The state had more than 1,000 applicants for the alternative program the first time it was offered in 1984-85 (Goertz, 1986).

Twenty-three states are now implementing alternative teacher certification programs. This alternative certification provides for the increasing number of teacher applicants who have a college degree and are seeking "alternative routes" for licensure (Feistritzer, 1988).

Tennessee's approach is being tested at the University of Tennessee at Knoxville and at Memphis State University, with support from the Lyndhurst Foundation. Liberal arts graduates enroll in an intensive 10-week summer course in pedagogy. They then are assigned a nine-month internship with a two-thirds teaching load. A master teacher provides supervision and the faculty team continues to provide pedagogical training through seminars and consultations. Interns receive approximately two-thirds pay. Certification follows satisfactory performance in the internship.

Nebraska's comprehensive education bill of 1984 brought several changes in teacher certification: (1) prior to entry into teacher training, individuals have to pass a basic skills competency test; (2) prior to certification, teacher candidates must pass subject-matter competency tests; (3) all new teachers receive a nonrenewable apprentice certificate (Task Force on Education for Economic Growth, 1984, p. 35).

National Standards

The National Board for Professional Teaching Standards was a cornerstone recommendation contained in the Carnegie Forum's 1986 report, A Nation Prepared: Teachers for the 21st Century. The Board, according to the by-laws, "is the means by which the teaching profession and other educators, government officials responsible for education, and the public-at-large join to improve education in the U.S. by setting and maintaining high standards for teaching."

"The Composition of the National Board shall reflect a commitment to assure that the teaching profession itself has a dominant voice in determining the high standards for what teachers should know and be able to do. The composition...shall also reflect the public and governmental nature of elementary and secondary education by assuring that government officials responsible for education at state and local levels, the general public, and other educational professionals are represented on the Board."

The Board has two categories of members: (1) teaching professional members and (2) public and other education members. James Kelly, President and Chief Executive Officer of the Center for Creative Studies in Detroit, Michigan, is the president of the Board of Directors of the National Board.

As outlined in the certificate of incorporation, the Board is designed to:

- Serve as an instrument for advancing the public interest through improving the quality of education available to the people of the United States and through strengthening teaching as a profession by setting high standards for what teachers need to know and be able to do.
- Create and administer a system for determining who meets those standards.
- Issue certificates to those who meet standards set by the Board.
- Enable teachers, superintendents, principals, and school boards to restructure United States schools for improved performance.
- Conduct related activities that enable the Board to set and maintain high standards for the teaching profession.
- Provide such services to teacher education institutions and other organizations and individuals as may be necessary to promote the development of a teaching profession that is broadly representative of the people of the United States.

APPENDIX D

IOWA PROFILE

INTRODUCTION

In reviewing the Iowa Profile, the Task Force has focused on legislative mandates, Department of Education rules, and recommendations from statewide reports. It is important to note that in Iowa many of the reform efforts are at the local level; however, for the purpose of this profile, the Task Force focuses on statewide efforts.

ISSUE I: Attracting the Best Qualified Persons into the Teaching Profession

Incentives

Several incentives designed to attract candidates into the teaching profession have occurred in Iowa. The FINE report (Excellence in Education Task Force, 1984) recommended the establishment of the First in the Nation in Education (FINE) Foundation. Conceived as a joint public-private effort, the foundation was established by mandate in 1985 with one of its stated activities the development of support programs to attract able college students to teaching. In 1985, legislation also was enacted that required the State Board of Education to "... develop and implement a plan to encourage students to enroll ... [in teacher education programs]." The plan was completed and implementation begun during the 1987-88 school year. One aspect of the plan that was recommended and funded is the Supplementary Guaranteed Student Loan Program for teacher education graduates. Under this program, the state pays teacher education graduates who have a GSL \$500 per year for each year of teaching in Iowa to a maximum of six years. The program was approved for \$84,699 for the current fiscal year.

Improving Image of Teaching

Perhaps the most notable initiative in Iowa is the Educational Excellence Fund which was recommended in 1987 and implemented during the 1987-88 school year. These funds were allocated under a three-phase formula. During 1988-89, Phase I allocated \$11 million to allow each school district to bring the minimum salary for all certified teachers to \$18,000. Phase II provided \$38.5 million for teachers' salaries allocated to each district on the basis of actual student head count. Phase III, which emphasizes performance, made \$42 million available to be allocated to school districts on the basis of actual head count. The funds are used by the school districts in one of two ways: (1) a performance-based pay plan which provides salary increases earned by teachers demonstrating superior performance; or (2) a supplemental pay plan which is provided to teachers during any year in which they participated either in additional work assignments, specialized training, or attendance at workshops and other programs for service as cooperating teachers for student teachers.

ISSUE II: Keeping Our Best Educators in the Profession and Providing for Their Development

Recognition and Reward

The FINE report (1984) recommended "further study, research, and experimentation into merit pay and other alternative methods of compensating educators" (p. 36). The 1985 Iowa General Assembly directed the Department of Education to develop and implement a plan to encourage students to enroll in teacher preparation programs in Iowa higher education institutions. A key element in A Plan to Encourage Students to Enroll in Teacher Education Programs (Iowa State Board of Public Instruction, 1986) is the need to retain competent teachers. Recommended options to enhance retention included: (1) encouraging teachers to assume a wide variety of professional roles and providing schools with enough resources and flexibility to offer such opportunities; (2) instituting a career lattice so that professional progression may happen in many directions, which do not require that a teacher leave the classroom to progress through professional career stages; and (3) developing a scholarship/loan program for teacher retraining. Some of these options have been implemented through Phase III of the Governor's 1987 Excellence in Education Program.

The State Board of Education's Five-Year Plan, Renewing the Commitment: A Plan for Quality Education in Iowa (1986), recommends establishing recognition of excellence programs. The Department, in cooperation with the Governor's office, is to create a statewide program to recognize effective schools.

Professional Development

The FINE report (1984) stated a belief that the education of educators is a career-long process and that peers should play an integral role in the staff development of educators. The Iowa State Board of Education's Five-Year Plan provides for "the analysis of staff development activities" (1986, p. 12). The Department was directed to establish a staff development council to be activated by January, 1988. Another goal of the Five-Year Plan was "to provide for staff development programs" (p. 19). The specific recommendation states "the State Board will seek funding for implementing staff development programs" (p. 19).

An item included in the omnibus education improvement act of 1987 directed the State Board of Education to establish a sabbatical program for teachers if monies were appropriated by the General Assembly. Teachers with at least seven years experience could submit an application for a sabbatical for professional development. If granted, the state would cover the district's costs for the teacher's salary and benefits during the sabbatical. The monies to fund this program were not appropriated in either 1987 or 1988.

State funds have been appropriated to the College Aid Commission for a Summer Institute Program to attract math and science teachers. The level of funding in 1985 and 1986 was \$1 million; no additional funds were appropriated in 1987 and 1988, although unexpended dollars from earlier funded years could be used for funding the Institute.

The Department of Education proposed and adopted new rules for school accreditation as mandated by the 1986 Iowa General Assembly and further directed by the 1987 General Assembly. Included among the new standards is a requirement that each board adopt a performance evaluation process for school personnel, have a plan for staff development, budget

specified funds to implement the plan, and adopt a school calendar that identifies specific days for staff development and inservice time.

The administrative rules established to govern the evaluator approval programs (i.e., the programs that prepare administrators to evaluate teacher performance) include staff development as a necessary component of the evaluation process. It is specified that such training programs be designed to enhance the ability of an administrator to develop improvement plans which promote growth. In addition, the new certification rules set specific guidelines for requiring teachers and administrators to renew educational certificates every five years. Finally, one of the functions of the FINE Foundation, which was established by the 1985 General Assembly, is the dissemination of exemplary programs.

Teacher Induction

Some state efforts have occurred in the area of beginning teacher assistance programs. Included as part of the teacher preparation process, criteria for programs are to address provisional certification, reduced teaching load, assistance from an experienced teacher, and evaluation.

The 1988 Iowa General Assembly appropriated funds to the Department of Education that were designated for projects to improve teacher preparation and induction. One of the designated uses for the \$750,000 appropriation was a feasibility study of five-year preparation programs.

Systematic Data Collection

In A Plan to Encourage Students to Enroll in Teacher Education Programs, the Iowa State Board of Education (1986) recommended that the state establish and fund a statewide on-going supply and demand study in which employment and attitudinal data would be collected from the certified teachers in the state who are not teaching.

The State Board of Education also recommended the development of a model program and related materials for teacher education program evaluation and follow-up. Included among the elements of the model was a "network for evaluation of teacher education which would promote collaborative planning and execution of research, data sharing, and linking of evaluation efforts" (p. 11).

ISSUE III: Enhancing the Quality and Effectiveness of Schools

Positive Climate

For the most part, efforts to focus on school climate occur on an independent basis in local school districts, although there has been legislation that indirectly affects school climate. For example, legislation mandating that local schools conduct needs assessments, that teacher preparation programs work more closely with local schools, and Phase III collaborative efforts are all factors that are likely to influence climate.

Collaboration

The Final Report of the Task Force on Teacher Education and Certification (Iowa Department of Public Instruction, 1984) recommended that the preparation of teachers must involve school districts, the teaching profession, and parents. The 1988 Iowa General Assembly mandated several new requirements for teacher preparation programs that provide opportunities for local schools and institutions of higher education to pursue partnerships in the preparation process. The following requirements speak to partnerships:

- Students in teacher preparation programs are required to participate in at least 50 hours of field experiences that include observation and participation in teaching activities in a variety of school settings.
- Student teaching opportunities are to include interactive experiences involving preparation program personnel, student teacher, the cooperating teacher, and administrative personnel at the local school.
- Teacher preparation programs are to solicit annually the views of the education community, submit evidence of communication between the program and other departments at the institution, and submit evidence that the evaluation of the performance of a student teacher is a cooperative process involving the faculty supervisor and cooperating teacher.

Mission, Goals, Action, and Evaluation

The Iowa Code requires local school districts to develop a long-range plan on the basis of needs assessment and evaluation of their educational programs. The FINE report (1984) recommended amendments to this section of the Code in an effort to provide for greater accountability.

The State Board of Education's Five-Year Plan, Renewing the Commitment, recommends goals for students and the educational system. The introduction to the plan states, "Society, through state and local governing boards, has the right and responsibility to state its goals for schooling in terms of outcomes it expects for all who participate in its educational programs" (1986, p. 2).

Technology

The FINE report (1984) recommended that every school district have in place by 1990 a master plan for the teaching of computer skills and the use of computers in the educational process.

Under the new Department of Education rules for teacher preparation that are to be established, teacher preparation programs will be required to provide instruction in the use of electronic technology for instructional purposes.

Included among the Legislative appropriations to the Department of Education in 1988 were funds for projects that focus on technology. These include funding of a computer conferencing system in cooperation with a Regent institution to exchange information about effective teaching methods, as well as pilot projects to instruct teachers in the use of electronic technologies.

Social Issues

The General Assembly has mandated that AEA services develop program plans to assist school districts in the education of at-risk children. School districts are required to include "criteria and procedures for the identification and integration of at-risk children" in their procedures for admitting students into kindergarten programs.

Iowa has a multicultural nonsexist requirement for all teacher education students as well as teacher certification requirement in human relations. In addition, the topics of human sexuality, self-esteem, stress management, and interpersonal relationships have been added to the list of subjects required to be taught under the minimum education standard.

ISSUE IV: Creating Standards for Entry into the Profession

Full Entry into Profession

The new structure for certifying Iowa teachers and administrators, effective October 1, 1988, recognizes that teachers develop greater competence through professional experience. Iowa teachers certified after the October 1 date receive a provisional, educational, or professional certificate, depending on their qualifications.

Provisional certificates, valid for two years, are issued to graduates of approved teacher education programs. After evidence of two years of successful teaching based on a local evaluation, provisional certificate holders can apply for the five-year, renewable educational certificate.

Teachers with educational certificates and at least five years of teaching experience may apply for a professional teacher's certificate. This requires a master's degree in a recognized teaching endorsement area.

Educational and professional certificates may be renewed only if the teacher shows evidence of professional growth through continued education. To renew educational certificates, teachers must complete eight units through a combination of the following:

- One unit may be earned for each year of teaching experience, up to two.
- One unit may be earned for each semester hour of credit which leads to an advanced degree, adds greater depth to present endorsements, or leads to an endorsement not currently held.
- Up to five units may be earned by completing local district or area education agency staff development courses approved by the Department of Education.

Renewal of professional certificates is similar, but only six units are required. Continuing education courses must be related to the teacher's endorsement areas.

Temporary certification and endorsement will be issued after July, 1990, only if no certified teacher is available.

The issue of teacher testing has been addressed in Iowa. In conjunction with the Educational Testing Service in April, 1986, all Iowa teacher education colleges and universities administered tests to seniors in their programs. Students' general skills, pedagogical knowledge, and special area were tested. Student participation was voluntary; 75 percent of eligible students took part. Scores in each area were above national averages. The results did not support a recommendation for the institution of a mandate for testing.

Preparation Program Standards

Included in the legislation enacted in 1988 was a bill that adds several new requirements for teacher preparation programs in the state. The bill directs the State Board of Education Examiners to adopt rules by January 1, 1990, that cover a wide range of topics. These include requirements concerning field experiences and student teaching, teacher preparation

faculty involvement in local schools, curriculum content of preparation programs, annual workshops for prospective cooperating teachers, evidence that departments and colleges of education are communicating with other departments and colleges at their institutions, and evidence that the evaluation of student teachers is a cooperative process that includes cooperating teachers. The specific requirements are as follows:

1. Students in teacher preparation programs are to participate in at least 50 hours of field experiences that include observation and participation in teaching activities in a variety of school settings. At least 40 hours of those field experiences must occur after a student's admission to an approved teacher education program. The student teaching experience is required to be a minimum of 12 weeks during a student's final year of the teacher preparation program.
2. Faculty members in teacher preparation programs are to maintain ongoing involvement in activities in elementary, middle, or secondary schools, including at least 40 hours of team teaching every five years.
3. Teacher education programs must include instruction in classroom management; communicating and working with pupils, teachers, administrators, and parents; and skills for understanding the role of the board of education and other education agencies.
4. Student teaching experiences are to include interactive experiences involving the college or university personnel, the student teacher, and the cooperating teacher and administrative personnel at the local school.
5. Teacher preparation programs are to offer annually a workshop for prospective cooperating teachers which defines the objectives of the student teaching experience and reviews the responsibilities of the cooperating teachers.
6. Teacher education students are to receive instruction in the use of electronic technology for instructional purposes.
7. Teacher preparation programs are to solicit annually the view of the education community, submit evidence that the program is communicating with other departments at the institution for the purpose of integrating teaching methodology with other subject areas, and submit evidence that the evaluation of the performance of a student teacher is a cooperative process that involves a student teacher's faculty supervisor and the cooperating teacher at the local school.

The bill also establishes a 14-member advisory committee to the State Board of Educational Examiners concerning certification requirements for educators and directs the Board of Educational Examiners to adopt rules prescribing the process to evaluate the performance of teachers seeking the second certification level. Further, legislation enacted in 1988 directed the Department of Education to develop criteria for the establishment of an internship and induction program as part of teacher education.

Alternative Preparation

The Department of Education is studying the feasibility of five-year teacher education programs. Some experimentation with five-year programs is occurring in teacher preparation programs. The programs vary, but most add an internship, additional coursework, and expand the professional education sequence.

APPENDIX E

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