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by governor.state.ms.us; Tue, 30 Jul 2002 16:12:38 -0500
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by e3000b.state.ms.us (8.10.0/8.10.0) with SMTP id g6UL5QN01302
for <governor@governor.state.ms.us>; Tue, 30 Jul 2002 16:05:26 -0500 (CDT)
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by mailr.state.ms.us (8.11.6+Sun/8.10.0) with ESMTP id g6UL29b12614
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t SMTPSVC(5.0.2195.2966);
Tue, 30 Jul 2002 17:04:56 -0400
From: "The Council of State Governments" <alindon@csg.org>
To: "members" <alindon@csg.org>
Date: Tue, 30 Jul 2002 17:04:57 -0400
Subject: CSG's Trends Forecast Report
Reply-To: alindon@csg.org
Organization: The Council of State Governments
MIME-Version: 1.0
Content-Type: multipart/alternative;
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July 2002

Urgent Changes Needed to Improve Teacher Quality

=93There is a need =96 indeed an urgency =96 to do things differentl=
y,=94 states=20

Michael Poliakoff, president of the National Council on Teacher Quality. =
=93Existing=20

regulations for teacher certification in almost every state include great=
er or=20

lesser (usually greater) amounts of seat-time in teacher education course=
s. These=20

regulations are weak at screening prospective teachers for mastery of the=
ir subjects=20

and often require a battery of education courses that discourage promisin=
g candidates=20

from entering teaching.=94=A0

Poliakoff continues, =93School personnel policies make staffing even=
more=20

difficult. Schools have traditionally had few tools at their disposal to =
attract=20

teachers to hard-to-staff subjects, like math and science, or to rural an=
d urban=20

schools. Once teachers are hired, they are locked into a single salary sc=
ale=20

that does not distinguish between good, bad and indifferent performance. =
The=20

good news is that receptivity to new ways to improve the teaching force h=
as never=20

been higher. We have a great opportunity to do a lot of good for the scho=
ol children=20

of America.=94=20

The full article, "The Path to Teacher Quality from Regulation to Local R=
esponsibility"=20

appears in the Summer 2002 issue of=A0Spectrum: The Journal of State Gove=
rnment.

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Improving Teaching

The last several years have seen states develop a large number of policies and programs to address the issue of teaching quality. These include measures to recruit and retain teachers more successfully, prepare them more soundly, certify and insure their competence more reliably, and provide more effectively for their continuing professional growth.

Michael Allen, program director for the Education Commission of the States, believes that what works is never only a matter of a particular kind of policy or program but also depends upon the specific details of the program design, its political and financial support, the skill and determination of those who administer it, and the other factors that determine the manner and success of its implementation. The full article, "Improving Teacher Preparation, Recruitment and Retention," appears in the Summer 2002 issue of

Spectrum: The Journal of State Government.

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Improving Teacher Quality

There is an irony in demonstrating that teachers are important by showing that students' academic achievement is dependent on the teachers they are assigned, according to Grover J. Whitehurst, Assistant Secretary for Education Research and Improvement for the U.S. Department of Education. In other fields, substantial variation in performance among professionals delivering the same service is seen as a problem to be fixed. For example, we would not tolerate a system in which airline pilots varied appreciably in their ability to accomplish their tasks successfully, for who would want to be a passenger on the plane with the pilot who is at the 10th percentile on safe landings? Whitehurst continues, "The American system of public education is built on what Richard Elmore has called the ethic of atomized teaching: autonomous teachers who close the doors to their classrooms and teach what they wish as they wish. The graphs from the value-added studies tell us what happens when a child has the bad luck to be assigned to a teacher whose approach doesn't work. Variation in teacher effectiveness needs to

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substantially if our schools are going to perform at high levels.=94=20
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Ensuring Quality Education=A0

The role of the states in regulating teacher licensure differs in de-
gree=20
and complexity from state regulation of other professions. Although state=
boards,=20
for example in law and medicine, require demonstration of competency, the=
state=20
is not directly responsible for delivering legal and medical services. In=
these=20
instances, oversight is often delegated by the state to the legal and med=
ical=20
communities. In education, however, states mandate school attendance and =
contribute=20
to school financing. According to Thomas Houlihan, executive director of=
the=20
Council of Chief State School Officers, =93The states need policy and cap=
acity=20
to ensure that students receive a quality education. One way for states t=
o accomplish=20
this is to take a direct role in the oversight of the teaching profession=
.=94=20

The full article, "State Collaboration and Teacher Preparation Reform" ap=
pears=20

in the Summer 2002 issue of=A0

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The Summer 2002 issue of Spectrum: The Journal of State Government includ=
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symposium section examining the trends in education reform. Other issues =
explored=20
include new demographic divisions, a new compact on adult offender superv=
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across the nation. The information in this monthly report is condensed fr=
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quarterly journal, Spectrum: The Journal of State Government. For more in=
formation=20
on the contents of this report or Spectrum, please contact CSG, PO Box 11=
910,=20

Lexington, KY 40578-1910; (859) 244-8220; or alindon@csq.org. If you wo=

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Improving Teacher Quality

Improving Teacher Quality

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Arial"><o:p>
</o:p>

<p align="center">The full article, "Improving Teacher Quality" appears in the Summer 2002 issue of
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<td width="100%" background="http://www.statesnews.org/Marketing/bluebar.gif" valign="middle" align="center" height="31">Ensuring

new demographic divisions, a new compact on adult offender supervision and Nevada's successful efforts at collecting data.

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