

The NEGP WEEKLY

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A Weekly News Update on America's Education Goals and school improvement efforts across America from the National Education Goals Panel

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STATE POLICY NEWS

ENDING SOCIAL PROMOTION: A PLAN FROM GEORGIA

(Goal Three: Student Achievement)

Georgia Governor Roy Barnes urged the end of social promotion in his State of the State address earlier this month (ATLANTA JOURNAL-CONSTITUTION, 2/9). While details are sparse, he plans to tie promotion in part to student scores on the state exam called the Criterion-Referenced Competency Tests (CRCT). The tests began in grades 4, 6 and 8 last spring, but now are being expanded into other grades.

Barnes also hopes to use President Bush's education plan to combine Georgia's K-5 remedial programs and federal Title 1 funds to develop a "comprehensive improvement effort that could include longer school days," with the intention of boosting student achievement.

For more information, visit the Georgia Department of Education at <http://www.doe.k12.ga.us>.

CHANGING TIMES: GOVERNOR LOCKE'S NEW IDEAS

(All Goals)

Rules and regulations featured in the two-inch thick Common School Manual would become obsolete under Washington Governor Gary Locke's "bold" education reform plan, writes the SEATTLE TIMES (2/8). "We need to give our schools greater flexibility,"

Check out the NEGP's latest publication: Promising Practices: Progress Toward the Goals, 2000 to see what states and districts across America are doing to reach the Goals. Available on the NEGP's web site!

—Promising Practices: Progress Towards the Goals, 2000
(www.negp.gov/promprac/promprac00/promprac00.pdf)

The NEGP WEEKLY is a publication of:
The National Education Goals Panel
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What is the National Education Goals Panel?

The National Education Goals Panel is a unique bipartisan body of state and federal officials created in 1990 by President Bush and the nation's Governors to report state and national progress and urge education improvement efforts to reach a set of National Education Goals.

Who serves on the National Education Goals Panel and how are they chosen?

Eight governors, four state legislators, four members of the U.S. Congress, and two members appointed by the President serve on the Goals Panel. Members are appointed by the leadership of the National Governors' Association, the National Conference of State Legislatures, the U.S. Senate and House, and the President.

What does the Goals Panel do?

The Goals Panel has been charged to:

- Report state and national progress toward the National Education Goals.
- Work to establish a system of high academic standards and assessments.
- Identify promising and effective reform strategies.
- Recommend actions for state, federal and local governments to take.
- Build a nationwide, bipartisan consensus to achieve the Goals.

The annual Goals Report and other publications of the Panel are available without charge upon request from the Goals Panel or at its web site www.negp.gov. Publications requests can be made by mail, fax, e-mail, or on-line.

said Locke. "Let's strip away the regulations that hinder us."

To begin his quest for education reform that works, Locke recommends two demonstration projects to help state leaders decide what policies should drive the new school manual. The projects are: a flexibility-grant program that would give a district "carte blanche" in operating schools; and a change in the way teachers are paid, giving districts resources to develop a pay system based on teacher performance and skills and knowledge. Locke wants to spend \$8 million to jumpstart these pilot programs for two years.

Locke's plan is being debated in the state legislature.

For more information, visit the state of Washington at <http://www.access.wa.gov> and click on Education.

COMMUNITY AND LOCAL NEWS

TEACHER CONTRACT: MORE PAY, MORE RESPONSIBILITY IN MONTGOMERY COUNTY, MARYLAND

(Goal Four: Teacher Education and Professional Development)

A new teacher contract announced last week in Montgomery County, Maryland, calls for teachers to receive 5 percent raises in each of the next three years, coupled with an enhanced role in curriculum decisions and academic planning (Perez-Rivas, WASH POST, 2/9). Four additional days will be added to the work year for teachers to participate in professional development.

Union and school leaders agree that the new contract is a "model plan that will strengthen Montgomery's hand in the midst of a teacher shortage that has heightened competition among districts in the region to hire and retain quality teachers," writes the paper.

For more information, visit the Montgomery County public schools at <http://www.mcps.k12.md.us>.

The National Education Goals Panel

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RECRUITING: CHICAGO STYLE

(Goal Four: Teacher Education and Professional Development)

Facing a teacher shortage, Chicago public schools leaders embarked on an aggressive teacher recruiting campaign in the U.S. and abroad that, according to EDUCATION WEEK, is a success (Johnston, 11/1/00). Chicago targets students at Big Ten universities and other regional colleges, reports the paper. The number of new teachers coming to Chicago from Big Ten schools has more than doubled in recent years.

"In the past, we weren't even on their radar screen," said Gery Chico, school board president.

Chicago and other major urban districts also are looking overseas for new recruits. The city's Global Educators Outreach Program already has recruited and hired 36 teachers from more than 20 countries to teach in "high-need" areas, including math and science, notes the paper. These recruits are required to earn a master's degree in education within three years. However, Mildred Hudson, head of Recruiting New Teachers, a Belmont, Mass.-based group, cautions that international recruits may not remain in teaching for the long term. "We've not seen one study about how long they stay, or how well students gain," she added.

According to ED WEEK, Chicago officials plan to spend \$5.7 million to hire 3,000 teachers for next year.

For more information, visit the Chicago public schools at <http://www.cps.k12.il.us>

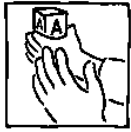
FEDERAL POLICY NEWS

TEACHER QUALITY: A FRIST PROPOSAL

(Goal Four: Teacher Education and Professional Development)

U.S. Senator Bill Frist (R-Tenn.) re-introduced legislation last month that would promote teacher quality and encourage quality teachers to stay in the classroom. A Million Quality Teachers Act (S 195) would support state efforts to recruit, retain and retrain highly qualified teach-

THE NATIONAL EDUCATION GOALS



Goal 1: Ready to Learn



Goal 2: School Completion



Goal 3: Student Achievement and Citizenship



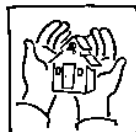
Goal 4: Teacher Education and Professional Development



Goal 5: Mathematics and Science



Goal 6: Adult Literacy and Lifelong Learning



Goal 7: Safe, Disciplined and Alcohol- and Drug-free Schools



Goal 8: Parental Participation

ers. He first introduced the legislation during the last Congressional session.

Frist's bill would support a competitive grant program to fund many state incentives, including teacher signing bonuses, performance bonuses, stipends for additional certification, teacher testing and merit pay programs, as well as scholarships for teachers to pursue advanced coursework and mentoring programs.

The bill also features a loan forgiveness program that would help repay federally subsidized or guaranteed loans on a graduated bases so that the longer a qualified teacher remains in the field the more of their student loan would be forgiven. Alternative certification stipends would be offered to help students gain the necessary certification for teaching.

For more information and a copy of the legislation, visit <http://thomas.loc.gov/cgi-bin/query/z?c107:S.195>.

FAITH-BASED GROUPS: INCLUDED IN BUSH'S AFTER-SCHOOL PLANS (All Goals)

President George Bush is trumpeting the inclusion of faith-based groups in helping to solve the nation's social ills, including several education-related issues (Walsh, EDUCATION WEEK, 2/7). After-school programs is one area in which Bush hopes to involve religious groups.

"I want to fully open up the after-school program, called 21st Century Learning Centers, to all after-school programs, including faith-based groups," said Bush.

In his first weeks in office, Bush has promoted the inclusion of religious groups in education through a series of executive orders and proposed legislation, including:

- > Creating through executive order a White House Office of Faith-Based and Community Initiatives;
- > Ordering five Cabinet departments, including Education, to create their own centers for faith-based initiatives to work to eliminate regulatory barriers to the participation of religious organizations in providing social services in federal programs;
- > Calling for President Clinton's AmeriCorps to direct some of its participants to work in literacy and after-school pro-

grams sponsored by religious groups.

For more information, visit the White House at <http://www.whitehouse.gov>.

RESEARCH AND EDUCATIONAL PRACTICES

VOCATIONAL VISION: STATE LEADERS IDENTIFY KEY PRINCIPLES

(Goal Three: Student Achievement and
Goal Six: Adult Literacy and Lifelong Learning)

State vocational education leaders late last month developed a “vision statement” that describes five key principles that provide the foundation for all types of workforce education. EDUCATION DAILY writes that “whether it’s called vocational, technical, career, occupational, applied, professional-technical or workforce training,” the education provided is a critical component of America’s education system (Learner, 1/26).

The five principles defined by the National Association of State Directors of Vocational Technical Education Consortium call for career and technical education to:

- > draw its curricula, standards and organizing principles from the workplace;
- > be an integral component of the total education system and offer career-oriented benefits for all students;
- > be a critical component of the workforce development system and provide the essential foundation for a thriving economy;
- > maintain high levels of excellence by adhering to academic and workplace standards by measuring performance and by placing high expectations on students; and
- > be robust and flexible and respond to the needs of multiple educational settings, customers and levels of specialization.

For more information, visit the National Association of State Directors of Vocational Technical Education Consortium at <http://www.iris.org/~nasdvtec>.

THE FUTURE OF CHILDREN: A PACKARD REPORT

(Goal Three: Student Achievement)

Classroom technology use is the focus of a report published by The David and Lucile Packard Foundation based in Los Altos, California. The Future of Children argues that our nation must better support research into the best classroom uses for technology. Margie Shields, a Packard policy analyst, explains that educators must know what technology applications work best for children at all grade levels and with various learning styles, reports EDUCATION DAILY (1/26).

Positive impacts of technology noted by the researchers include the learning and creative opportunities offered by some educational software and Web sites; the chance to communicate online with friends and others with common interests and some academic gains.

However, the researchers also note some negative effects of technology, including how too much time spent in front of a computer can heighten a child's chances of becoming obese, to withdraw socially and, if engaged in violent computer games, to demonstrate more aggressive behavior.

For more information and a copy of the report, visit <http://www.futureofchildren.org>.

FEATURE STORY

INVESTING IN TEACHING: GOOD BUSINESS SENSE

(All Goals)

Responding to nationwide concern over student achievement, business groups unveiled a report that underscores the importance of a quality teacher heading every classroom. Investing in Teaching is the report developed by The Business Roundtable (BRT), National Alliance of Business (NAB), the National Association of Manufacturers (NAM) and the U.S. Chamber of Commerce.

"Teaching is one of the most vital roles in our society," said Keith Bailey, president, chairman and CEO of Williams, chairman of NAB and a member of the BRT's Education Task Force. "We must ensure that teachers go through rigorous training and exacting standards from the credentials to practice. In return, teachers should receive higher financial, social and professional rewards for success. This is what we mean when we talk about elevating teaching to a profession."

In the report, the business groups acknowledge that higher student achievement will not come with standards and assessments alone. They clearly state that teachers can make the critical difference in whether or not a student succeeds. According to the report, improving academic achievement for all children requires supporting teachers by improving teacher preparation, professional development, compensation, employment conditions and the school environment.

Investing in Teaching makes a series of recommendations that aim at bringing significant financial and professional reward to teachers, while raising the bar for the performance of all teachers. The report calls for action in three areas:

- > Create a rigorous new model for teacher preparation and professional development. For example, raise the bar for admission to teacher preparation, require all preparation programs to be accredited and establish a performance-based licensing system.
 - > Create a new model of pay tied to performance and a new employment compact. Ideas noted in Investing in Teaching include enhancing career opportunities for teachers with progressive steps, increase salaries and tie pay to performance and spell out expectations for performance, improvement and evaluation.
 - > Create a new school environment that provides teachers with the freedom and flexibility to achieve results.
-

To create such an environment, Investing in Teaching recommends the decentralization of authority, budget decisions and personnel decisions. The report also argues for making teacher licenses portable so teachers can move freely from one state to another, which gives them more flexibility for career progress and helps stem the tide of teacher shortages.

Investing in Teaching includes several state and local examples in which educators already are achieving progress through approaches similar to the report's recommendations. A databook that includes state-specific information on teaching also is available.

For more information and a copy of the report, visit either The Business Roundtable at www.brt.org or the National Alliance of Business at <http://www.nab.org>.

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