

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

GEORGIA: A CALL FOR HIGHER TEACHER STANDARDS

(Goal Four: Teacher Education and Professional Development)

Georgia's Board of Regents, the group that governs higher education policy, has called on the state's 15 public universities that offer teacher-education programs to set uniform, high passing rates on mandatory statewide teacher tests (Blair, EDUCATION WEEK, 4/25). However, the board does not have the authority to enforce the policy; that is up to the state's commission that establishes and implements certification policies.

The recommendation would require that the universities and colleges report an 80 percent passing rate for students of every racial, ethnic and gender group taking the Praxis II test by 2006.

The proposal met with controversy. "I had two black graduates last year that did not pass Praxis II on the first attempt, and this year they were named teachers of the year by their respective school districts," Wilburn Campbell, interim dean of the college of education at Albany State University, a historically black institution, told ED WEEK.

For more information, visit the Board of Regents, University System of Georgia at <http://www.usg.edu/>

FACT OF THE WEEK

Between 1992 and 1996, 39 states (out of 51) significantly increased the percentages of high school graduates who immediately enrolled in 2-year or 4-year colleges in any state.

—Promising Practices: Progress
Toward the Goals, 2000

The NEGP WEEKLY is a publication of:
The National Education Goals Panel
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202-724-0015

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.

SCHOOL READINESS: NORTH CAROLINA'S PROGRESS

(Goal One: Ready To Learn)

In September 1999, the North Carolina School Improvement Panel established the Ready for School Goal Team. The team's mission was twofold: define school readiness for the state of North Carolina and develop a plan to assess school readiness statewide.

A definition of school readiness was established: "the condition of children as they enter school and the capacity of schools to educate all kindergartners effectively." The team also recommended an ongoing, statewide assessment to describe over time both aspects of school readiness - children and schools.

For more information and a copy of the North Carolina School Readiness Assessment or Ready for School Goal Team report visit the North Carolina School Readiness Website at <http://www.fpg.unc.edu/~SchoolReadiness>

COMMUNITY AND LOCAL NEWS

CLASS SIZE: IT MATTERS IN L.A.

(Goal Three: Student Achievement)

A study from Vital Search found that class size boosts student learning in Los Angeles classrooms. Researchers from the Los Angeles-based firm presented their preliminary findings at an April meeting of the American Educational Research Association.

They examined test scores of 20,000 students who were enrolled in third grade in the 1998-1999 school year, two years after the state set policy to reduce class size in kindergarten through third grade to about 20 students. They then compared the test scores with the scores of students in third grade during the 1996-1997 school year, which was the last year before the small-class-size mandate.

Scores were higher for the students in the smaller classes, especially in math and language arts classes.

For more information, visit the Los Angeles Unified School District at <http://www.lausd.k12.ca.us>

The National Education Goals Panel

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FEDERAL POLICY NEWS

A CIVIC LESSON: AMERICA'S STUDENTS DO WELL (Goal Three: Student Achievement and Citizenship)

America's ninth-grade students outscored their counterparts in 27 countries in their use of civic-related skills and scored above the international average in total civics knowledge, according to a new report released by the National Center for Education Statistics (NCES). The report, *What Democracy Means to Ninth Graders: U.S. Results From the International Civic Education Study (CivEd)*, measures key civic principles that are universal across democracies.

The International Association for the Evaluation of Education Achievement conducted the Civic Education Study assessment. In the U.S., the assessment was administered to a nationally representative sample of ninth-grade students in October 1999.

Besides comparing the achievement of U.S. to other countries, the assessment focused on: the school and classroom context of civic knowledge; the demographic, socio-economic and out-of-school context of civic knowledge; the students' concepts of democracy, citizenship and government; their attitudes toward civic issues; and their current and expected political activities.

For more information and a copy of the report, visit NCES at <http://www.nces.ed.gov/pubsearchy/pubsinfo.asp?pubid=2001096>.

EARLY CHILDHOOD PROGRAMS: HARD TO EVALUATE IMPACT (Goal One: Ready To Learn)

A General Accounting Office (GAO) report revealed the difficulties researchers confront when trying to conduct impact evaluations of most early childhood programs (Cardman, EDUCATIONDAILY, 4/19). Impact evaluations are studies that compare participants in any given program with non-participants.

According to the GAO report, only 11 federal early child-

THE NATIONAL EDUCATION GOALS



Goal 1: Ready to Learn



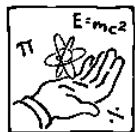
Goal 2: School Completion



Goal 3: Student Achievement and Citizenship



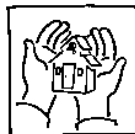
Goal 4: Teacher Education and Professional Development



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

hood programs that serve more than 25,000 children are currently engaged in impact evaluations: Head Start and Even Start. The report concludes that “for many of these programs, providing early childhood education and care is one of many allowable services, rather than the program focus,” which makes designing impact evaluations difficult.

The researchers list other reasons impact evaluations are hard to conduct: high costs and time constraints, and ethical issues that arise when the children are divided into two groups for study purposes and one group is intentionally denied services in order to make comparisons.

For more information and a copy of the report, Early Childhood Programs: The Use of Impact Evaluations to Assess Program Effects, visit the GAO at <http://www.gao.gov/cgi-bin/getrpt?gao-01-542>.

RESEARCH AND EDUCATIONAL PRACTICES

ALL TOGETHER NOW: A CALL FOR ECONOMIC INTEGRATION OF SCHOOLS

(Goal Two: School Completion and Goal Three: Student Achievement)

Public schools should be what Horace Mann called the “great equalizer,” writes Richard Kahlenberg in his book *All Together Now*, where the author champions economic desegregation as the key to school reform. Kahlenberg argues that current school reform models - from higher standards to charter schools - aim at “making ‘separate but equal’ schooling work better.” Kahlenberg’s approach to providing equal education opportunity centers on teaching disadvantaged and advantaged children together in one school.

He cites several examples where economic integration is working. For example, La Crosse, Wisconsin, school Superintendent Richard Swantz committed himself to equalizing opportunities offered at the city’s two high schools - Logan High School, which served disadvantaged students and offered mainly shop courses and Central, the college preparatory high school. Amid much controversy, Swantz moved the boundary line to both relieve overcrowding at Central and create economic balance between the two schools.

The change did not effect Central's high standards, but it did cause Logan to significantly improve. While La Crosse continues to have a relatively high rate of poverty, it also boasts a low high-school dropout rate, writes Kahlenberg.

All Together Now: Creating Middle Class Schools Through Public School Choice by Richard Kahlenberg is a Century Foundation Book published by Brookings Institution Press, Washington, D.C. It is available for \$29.95.

ENLACE: LINKING HISPANICS TO COLLEGE

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

Enlace, which means "link" in Spanish, is a nationwide initiative that links Latino/Hispanic students to colleges, schools and communities to ensure academic success. The overall goal of Enlace is to boost Hispanic enrollment in and completion of college.

The six-year \$28 million effort is funded by the W.K. Kellogg Foundation and Houston Endowment Inc. Enlace will create 13 partnerships in communities nationwide, including projects in Arizona, California, Florida, Illinois, New Mexico, New York, and Texas. Hispanic-serving universities and colleges are leading four-year plans that target urban, suburban, and rural populations. These higher education institutions belong to a network of 300 Hispanic colleges nationwide that serve 50 percent of all Latino students attending college, according to the W.K. Kellogg Foundation web site.

For more information, visit the W.K. Kellogg Foundation web site at <http://www.kkfeb.org> and click on "News and Trends."

FEATURE STORY

TEACHER AS LEADER: REDEFINING A PROFESSION

(Goal Four: Teacher Education and Professional Development)

School systems must be reorganized to treat teachers as leaders, concludes a new report issued by the Institute for Educational Leadership's (IEL) Task Force on Teacher Leadership. The task force, co-chaired by Mary Hatwood Futrell, dean of the Graduate School of Education and Human Development at The George Washington University, and James Kelly, founding president of the National Board for Professional Teaching Standards, addressed obstacles schools face to ensure that more teachers have a voice in decision-making that focuses on student learning and the classroom.

"Teacher quality and student achievement are concerns in every community, as well as hot political issues just about everywhere," said Michael Usdan, IEL's president and director of the two-year Teacher Leadership initiative. "So, we went directly to the teachers as well as experienced leaders from a variety of sectors to address the issue of teacher leadership."

The Task Force found that schools typically tap teachers for leadership positions in limited

ways. Teachers' best route to leadership exists in becoming leaders in their union, moving into school administration jobs or becoming activist teachers. Yet, there is little impact teachers have on school policy.

The report, *Leadership for Student Learning: Redefining the Teacher as Leader*, highlights several promising practices underway across the country. For example:

- > The Milken Family Foundation's TAP (Teacher Advancement Program) is piloting an effort in five Arizona schools to provide opportunities for professional growth and career advancement along with salaries competitive with those in other fields.
- > TURN (Teacher Union Reform Network) was launched by locals of the American Federation of Teachers and the National Education Association to promote new forms of union/management collaboration and recast unions to focus more of their work on student achievement and related instructional issues.
- > A growing number of teacher education programs that have developed alternative routes to teaching, such as: The Navaho Teacher Education Program; the California Math/Science Teacher Corps Project; and The Delta Effective Leaders in teaching at Arlington program of the George Washington University.

The report also includes a series of questions devised to drive local discussions. It calls on communities to examine teacher leadership issues by involving a broad spectrum of community participants in collecting data, gaining consensus and planning specific actions designed to strengthen the concept of teachers as leaders.

"Despite many impediments, the existing system is ripe for teacher-driven change from within - that is for 'teacher leadership' intrinsic to the role of teachers in the classroom, school and larger policy environment," writes the report.

Leadership for Student Learning: Redefining the Teacher as Leader is the third in a series of reports. The others are: *Leadership for Student Learning*; *Reinventing the Principalship* and *Leadership for Student Learning*; and *Restructuring School District Leadership*.

For more information on all the reports, visit the Institute for Educational Leadership at <http://www.iel.org>.

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