

Highly Qualified Teachers • No. 149 • 11/04

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General Articles

ED Relaxes Teacher Quality, Test Participation Mandates.

Education USA, Vol. 46, No. 4, April 2004, p. 1. (4 pages)

“The U.S. Education Department (ED) issued new rules easing the No Child Left Behind Act’s requirements governing test participation rates and “highly qualified” teachers. The new rules regarding teacher quality are aimed at making it easier for teachers who teach multiple subjects—particularly science teachers and those who work in rural school districts.”

Black, Susan. Research and Resources on Teacher Quality.

Journal of Staff Development, Fall 2002, p. 22. (5 pages)

Annotated resources “for learning more about teacher quality, with subtopics on recruiting new teachers; retaining new teachers; teacher induction programs; mentoring new teachers; staff development for new teachers; and teacher certification.” The materials were selected according to following criteria: research based, not opinion; highly regarded authors; information is grounded in theory and can be applied to practice; applies to all kinds of schools and teachers and districts; recommendations are sensible, realistic and likely to result in improvement.

Brownell, Mary T., Eric Hirsch and Soenjin Seo. Meeting the Demand for Highly Qualified Special Education Teachers During Severe Shortages: What Should Policymakers Consider? *Journal of Special Education*, Vol. 38, No. 1, 2004. p. 56. (6 pages)

The authors “acknowledge the dilemma that chronic teacher shortages and recent demands for a quality teacher for every child pose for securing sufficient numbers of special educators. [They] provide information about

current policies and programs...that hold promise for improving the supply of qualified special educators...[and] emphasize the importance of a comprehensive, statewide reform effort as the most viable mechanism for resolving teacher shortages.”

Keller, Bess. Rigor Disputed in Standards for Teachers.

Education Week, 1/14/04, Vol. 23, Issue 18, p.1. (4 pages)

“U.S. states have fashioned wildly different ways of judging whether teachers already in the classroom meet the federal standard of ‘highly qualified,’ raising the possibility that teachers in some states will not face the high hurdle that U.S. Congress intended. At least a dozen states have devised systems in which teachers rack up points from a variety of professional experiences usually including years in the classroom, training and coursework in the subjects they teach, extra duties such as mentoring a new teacher or writing curricula and pertinent honors.”

Kysilka, Marcella. No Child Left Behind: What Does It Really Mean? *Curriculum and Teaching Dialogue*, Vol. 5, No. 2, 2003, p. 99. (6 pages)

The article covers much more, but includes teacher qualifications. “Discusses the No Child Left Behind (NCLB) law in the U.S.; contents of the Title 1 of the Elementary and Secondary Education Act of 1965; approval of the funding allocations under the legislation; definition of highly qualified teachers based on the law; efforts of states to provide analysis and interpretation of the law.”

Manzo, Kathleen Kennedy. **States Making Some Gains in Teacher Quality, Study Says.** *Education Week*, 9/8/02, Vol 24, Issue 2, p.13 (2 pages)

“States of the U.S. have been making some progress over the past three years in improving teacher quality to meet the demands of the No Child Left Behind Act, says a federal report. But many states, it says, still have work to do to smooth paths to certification, raise academic-content standards for teachers, and get more highly qualified teachers into the hardest-to-staff schools.... Many states, for example, have raised licensing standards for teachers, particularly in the requirements for showing content knowledge, according to the report.”

Pre-Service Teacher Education

Kösters, Jacqueline and Magda Ritzen. **The Amsterdam Faculty of Education's Digital Portfolio.** *Assessment Update*, September-October 2000, Vol. 12, No. 5, p. 4. (3 pages)

Although aimed at teachers-in-training, the digital portfolio information contained in this article could be useful to those planning to use such portfolios for other evaluative purposes. The advice on portfolio structure and requirements could be broadened from this application. A link to sample student portfolios is included. A word of caution: don't expect professional-grade digital products on the demonstration website.

Quatroche, Diana J., Sharron D. Watkins, Kevin Bolinger, Valerie Duarte and Shelley B. Wepner. **Improving the Performance of Teacher Candidates: Developing Assessment Through Standards.** *Action in Teacher Education*, Vol. 26, No. 1, Spring 2004, p. 43. (10 pages)

“This article describes what one state [Indiana] has done to strengthen the preparation and careers of teachers, and what one university has done to subscribe to the state's new requirements. The first section describes stages of this state's career-long teacher licensure system from initial practitioner to accomplished practitioner. The next section explains and describes how one university had interpreted these new requirements for the elementary education program. The third section provides an example of how one faculty member revised a methods course to include performance tasks aligned to standards.”

Schmid, Karen and Susan J. Kiger. **Competence-Based Curricula and Assessment: The Case of Teacher Education in Indiana.** *Assessment Update*, January-February 2003, Vol. 15, No. 1, p. 6. (3 pages)

“Indiana's new system for teacher education is standards-driven and performance-based.... The standards [of INTASC – Interstate New Teacher Assessment and

Support Consortium] form the basis for all of Indiana's standards.” This article details lessons learned and continuing challenges of teacher education at the university level. Will these efforts prepare teacher candidates to better meet the task of improving K-12 student learning?

Sullivan, Joann Hammadou. **Identifying the Best Foreign Language Teachers: Teacher Standards and Professional Portfolios.** *Modern Language Journal*, Vol. 88, No. 3, 2004, p. 390. (13 pages)

“This study explored the differing perspectives of principals and foreign language department chairs on one state's teaching standards and the use of professional teaching portfolios as part of the hiring process.... Both groups strongly agreed with state teacher standards as accurate descriptors of good teaching and both reported confidence that teaching portfolios are helpful tools for evaluating teacher candidates.” Differences in approach are also discussed.

Thibodeau, Sally J. **Portfolios as Assessment of Prospective Teachers for Licensure.** *Assessment Update*, September-October 2000, Vol. 12, No. 5, p. 6. (2 pages)

To meet new Rhode Island requirements for teacher education, which use INTASC standards, Providence College instituted a portfolio-building process for educators in training. The process has three main parts: 1) portfolio development, 2) student support and 3) assessment. A reference is included to the website, which offers extensive information about the portfolio process.

Valli, Linda and Peter Rennert-Ariev. **New standards and assessments? Curriculum transformation in teacher education.** *Journal of Curriculum Studies*, 2002, Vol. 34, No. 2, p. 201. (24 pages)

Curriculum transformation was examined at seven universities in the USA that were developing ‘performance-based’ teacher-education programs. Four questions were focused upon. “1) Do the standards and performance assessments convey an image of a teacher as a professional who is engaged in intellectual work that requires careful deliberation? 2) Do they reflect the complex, integrated nature of teaching knowledge? 3) Do they evoke an image of teaching that is learner-centered and context-dependent? 4) Do they call for shared responsibility for assessing the quality of teaching in authentic settings. The paper concludes with lessons and dilemmas for teacher educators and policy makers involved in performance-based reform efforts.”

Performance-Based Licensure for Practicing Teachers

Ballou, Dale. **Certifying Accomplished Teachers: A Critical Look at the National Board for Professional Teaching Standards.** *Peabody Journal of Education*, Vol. 78, No. 4, 2003, p. 201. (18 pages)

Many states and districts offer incentives to teachers who are board-certified as “accomplished”. However, the Board’s criteria are not universally accepted and may conflict with local needs. This “outsources” evaluation efforts traditionally done by administrators. Secrecy surrounding the Board’s assessments makes it difficult for teachers to know how to improve. The author examines the certification process, asking, “Is it cost-effective to rely upon the Board rather than to improve local efforts?”

Buckner, Kermit. **No Teacher Is an Island.** *Journal of Staff Development*, Vol. 22, No. 1, Winter 2001, p. 63. (4 pages)

“North Carolina’s Performance-Based Licensure (PBL) Program was designed to support beginning teachers and hold them accountable for demonstrating that they have met state beginning teacher standards. Implemented in the 2000-2001 school year, PBL replaces a licensure process driven by the principal’s summative evaluation of beginning teachers. The lessons learned in North Carolina may be instructive as other states and districts struggle to raise teaching standards, retain teachers, and attract new teachers to the profession.”

Jacobson, Linda. **First Major Study Suggests Worth of National “Seal”.** *Education Week*, 3/17/04, Vol. 23, No. 27, p. 1 (2 pages)

A study by the Urban Institute covers 610,000 state test scores over 3 years. An average improvement of 7% more was found for students of teachers who achieved national board certification, as opposed to students of teachers who applied for, and failed to receive, the certification. Even more significant results were found for younger pupils and pupils from low-income families.

Kruse, Rae Ann and Carol Dwork. **Why You Should Become a National Board Certified Teacher.** *Techniques*, September 2002, p.32. (2 pages)

Details and timelines of the process of applying for National Board certification are discussed. Two teachers tell about the experience from their points of view and include tips on being a successful candidate for those who wish to become board-certified.

Manzo, Kathleen Kennedy. **Arizona Study Sees Benefits in National-Board Certification.** *Education Week*, 9/15/2004, Vol. 24, Issue 3, p. 12. (2 pages)

A second study by the National Board for Professional Teaching Standards has found that students of teachers who are board-certified show greater test gains. This verifies the results of an earlier study by the same body. Others criticize the validity of the study, saying the sample size is too small and the participants are self-selected.

Renfro, Lisa. **Teaching Out of the BOX.** *Teaching Music*, Apr 2004, Vol. 11, Issue 5, p. 22. (5 pages)

Describes the experiences of one music teacher who applied for (and received) National Board for Professional Teaching Standards certification as “highly accomplished”.

Richard, Alan. **Nationally Certified Teachers Thrive in South.** *Education Week*, 3/24/2004, Vol. 23, Issue 28, p. 18. (3 pages)

“The Southern states are leading the nation – by far - in shaping state policy to encourage teachers to become nationally certified. More than two-thirds of the more than 32,000 teachers certified by the National Board for Professional Teaching Standards came from Southern states as of December. About one-third came from three states: Florida and the Carolinas.” Some Southern states are re-thinking the incentive programs in place for encouraging certification. Do more affluent schools and districts benefit disproportionately from the board-certified teachers?

Thompson, Peggy Hopkins. **Data Help Newcomers Analyze Their Teaching.** *Journal of Staff Development*, Fall 2002, p. 57. (3 pages)

North Carolina’s Performance-Based Licensure (PBL) Program assists beginning teachers in learning to reflect upon their practice. The program uses a clear process that includes INTASC standards, mentoring and portfolios. The process is detailed in a handbook available for teachers.



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Websites about Teacher Excellence (accessed 10/28/04)

Council of Chief State School Officers. **Interstate New Teacher Assessment and Support Consortium (INTASC).**

<http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/>

“INTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers.... Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.” The website delineates INTASC projects.

National Board for Professional Teaching Standards. **Standards and National Board Certification.**

<<http://www.nbpts.org/standards/index.cfm>>

Teachers interested in obtaining National Board Certification, which is good for 10 years, are guided through the process at this website. Explanations of rationale, standards, and individual states' participation are available.

American Board for Certification of Teacher Excellence. **American Board Certification.**

<<http://www.abcte.org/>>

“The American Board for Certification of Teacher Excellence believes that all students are entitled to a quality education, and that a quality teacher with mastery in their subject area and professional teaching knowledge will make a difference in student learning.” The ABCTE offers recognition of teacher excellence for both beginning and experienced teachers.

Educational Testing Service. **The Praxis Series.**

<<http://www.ets.org/praxis/>>

This is the website for the Praxis series (“Professional Assessments for Beginning Teachers”), a set of rigorous and carefully validated assessments that provide accurate, reliable information for use by state education agencies in making licensing decisions.

University of California at Santa Cruz. **New Teacher Center.**

<<http://www.newteachercenter.org/links.shtml>>

The New Teacher Center addresses the pressing national need for new teacher and administrator induction programs, as well as quality professional development for educators at all stages of their careers. The focus of the NTC is staffing excellence and includes mentoring/coaching. The NTC works to develop classroom practices that close the achievement gap and support equitable practices.

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