

# **Use the Free Market To Land the Best Teachers for America's Children**

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## **Executive Summary**

State departments of education and collegiate schools of education have put in place over the years a system for certifying schoolteachers that rewards process over substance. Requirements for mind-numbing courses in the intricacies of professional education deter many bright young people, as well as career-switchers, from becoming teachers.

The National Commission on Teaching and America's Future (NCTAF), funded by the Carnegie and Rockefeller commissions, sharply criticized the existing system, but advocates in its place a system even more beholden to special education interests, notably including the two major teacher unions, the NEA and AFT. NCTAF would put in the hands of an NEA puppet – the National Council for Accreditation of Teacher Education (NCATE) – exclusive authority for certifying all schools of education in the nation.

NCATE has an ideological agenda – i.e., seeking to inculcate a "multiculturalist" world-view in all new teachers – as is evident from its links not only to the NEA but to a variety of other radical organizations. In any event, handing NCATE absolute power would make public education even more of a monopoly than it is now.

An alternative embracing true reform would allow principals, in consultation with their teachers, to hire the brightest individuals available, whether they were education majors or degree-holders in disciplines like English, history, mathematics, and science. A promising approach would combine thoughtful reforms now underway in New Jersey and Tennessee. New Jersey permits schools to hire teachers from outside the ed-school track and then puts them under the tutelage of mentor teachers to learn on the job such duties as preparing lesson plans. Tennessee has instituted a system called value-added assessment, a sophisticated statistical tool making it possible to show how well each teacher is helping his or her students advance academically.

A combination of New Jersey's alternative certification and Tennessee's value-added assessment could get the brightest possible teachers in the classrooms and then base rewards or penalties on documented evidence of how much they were helping raise the level of student achievement. That would be a vast improvement over the current system, which barely takes achievement into account at all.

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## **Use the Free Market To Land the Best Teachers for America's Children**

State departments of education and collegiate schools of education largely control entrance to teaching careers in America's public schools. Off stage left, teacher unions influence this process by flexing their political muscle to secure places on state advisory boards on teacher certification and licensing.

This is a collaboration dedicated to the use of government power to standardize and centralize education. J.E. Stone, founder of the Education Consumers Clearinghouse, has called this, in the economist's parlance, "regulatory capture."<sup>1</sup> In other words, government licensing agencies that are charged with protecting the public interest are effectively controlled by the interests – in this case, the teacher-trainers – they are supposed to be regulating.

As a result, an aspiring teacher typically must complete a state-approved regimen of teacher education that too often is heavy on pedagogical murk like "managing classroom diversity" and woefully light on intellectual substance. In 1991, Rita Kramer took a year-long tour of leading schools of education from Teachers College at Columbia to the University of Washington and reported in *Ed School Follies* on the intellectual emptiness of teacher preparation – hours spent on how to teach Tootles the Locomotive with the proper attitude, but precious little depth in history, mathematics, science, or literature. The effect of this mind-numbing ordeal – dubbed "Mickey Mouse 101" by survivors – is to discourage many bright students from going into teaching.<sup>2</sup>

The current system does allow for a semblance of public accountability. At least in theory, citizens – by their votes for governors and state legislators, and in some states, the state education boards and superintendents of public instruction – can pressure education bureaucrats to adopt more sensible rules for preparing and employing teachers. One recent example of a state political process yielding reform is Georgia, where Democratic Governor Roy Barnes this year won legislative approval for eliminating seniority-based teacher tenure.<sup>3</sup>

### **On the NCATE Front**

Now the National Education Association, the nation's largest teacher union, is leading the charge to "reform" the system by stripping control of teacher certification from the state departments of education. But this movement, which the NEA calls "professionalization," is hardly in the direction of reform. Touted as self-regulation by teachers or benign-sounding "peer review," the changes touted by the NEA actually would centralize control of the system more than ever. The only difference is, it would put the NEA and its sister union, the American Federation of Teachers, in the catbirds'

seats, along with the omnipresent teacher trainers. In truth, notes Stone, a professor of education at East Tennessee State University, "the parties serving up these bold proposals represent the interests that have governed teacher training and licensure all along. Since publication of *A Nation at Risk* in 1983, teacher training and licensure have undergone repeated rewrites, none of which has produced any noticeable improvements in schooling."<sup>4</sup>

On November 3, 1999, NEA President Bob Chase officially launched a new offensive to turn control of teaching over to a cartel dominated by the unions, their front groups, and allies. Chase of course didn't state the objective in such blunt terms but he advocated a virtual ban on hiring non-government-certified teachers in U.S. schools.<sup>5</sup>

The NEA wishes to anoint the National Council for Accreditation of Teacher Education (NCATE) the OPEC of public education, the controller of the supply of new teachers. Under the NEA's scheme, all teachers would have to graduate from a teacher-training program certified by NCATE, which been tightly linked to the NEA since its founding in 1954. (In fact, the NEA was one of the handful of NCATE's founding organizations.) NCATE's director, Arthur E. Wise also heads the NEA's 31-year-old nonprofit subsidiary, the National Foundation for the Improvement of Education (NFIE). Meanwhile, NEA President Chase chairs the Executive Committee of NCATE. The teacher-certification cartel has very much the look of an interlocking directorate.

### **The Collaboracionists**

Before proceeding, let's examine that interlocking directorate and sort out the alphabet soup of organizations in the would-be teacher-education cartel. This is critical to an understanding of how closely a national elite guards the gate to a public-school teaching career in the USA. Some of the key links are:

- NCTAF: the National Commission on Teaching & America's Future.
- NCATE: the National Council for Accreditation of Teacher Education.
- NBPTS: the National Board for Professional Teaching Standards.
- NFIE: the National Foundation for the Improvement of Education.

Despite the word "national" in its title, NCTAF is a private entity without any official standing. It actually is the latest incarnation of a Carnegie Foundation commission – the first was the 1986 Carnegie Task Force on Teaching as a Profession – advocating a centralized, national system of teacher licensing controlled by a few self-interested private organizations. NCTAF, with North Carolina Governor James Hunt as its chairman and Linda Darling-Hammond as its director, issued its report, "What Matters Most: Teaching for America's Future," in 1996. (The Rockefeller Foundation joined Carnegie in bankrolling the Commission.) NCTAF drew uncritical raves in the press for its "action

agenda" to reform the training and certifying of teachers. Little ink went toward exploring the deeper implications of nationalizing control of teaching.

The National Board for Professional Teaching Standards, the NBPTS, was an outgrowth of the 1986 report, which led to Carnegie Foundation outlays of several million dollars for a NBPTS launch. In the 1990s, the federal government began subsidizing the NBPTS heavily, at the urging of President Clinton. The NBPTS is a key element in today's strategy to "professionalize" and nationalize teaching. Located just outside Detroit, the privately operated NBPTS confers national certification on teachers who submit portfolios (videotapes of the teaching, lesson plans, samples of student work) for evaluation. (The teachers also must pay a \$2,000 application fee, but sometimes their school boards pay it for them.)

The NBPTS purports to identify excellence through this process, but economists Dale Ballou and Michael Podgursky – who have carefully analyzed so-called professionalization – have pointed out that there has been no evidence to show that students of NBPTS-certified teachers learn any more than students of other teachers.<sup>6</sup> The process of evaluation is largely subjective. In addition, researchers at the Consortium for Policy Studies at the University of Wisconsin/Madison recently found that NBPTS-certified teachers tend to become more reflective about their teaching, but their principals found it was difficult to link any improvements in student achievement to the teachers' national certification.<sup>7</sup>

In March, 1998, researchers at The Foundation Endowment tracked the remarkable layering of interests within the directorate.<sup>8</sup> This came at a critical period when the NCTAF was laying the public-relations groundwork for the movement. While there have been a few changes since then (for example the NEA's Chase is now chairman of the NCATE Executive Board, not just a member) the overlapping of officers, directors and members holds true today:

<b>Name</b>	<b>NCTAF</b>	<b>NCATE</b>	<b>NBPTS</b>	<b>NEA</b>	<b>AFT</b>
Bob Chase	Member	Executive Board	Board of Directors	President	
Antonio Cortese		Executive Board	Board of Directors		Vice President
Sandra Feldman	Member	Executive Board			President
Keith Geiger	Member			Former President	
Linda Darling-Hammond	Executive Director		Board of Directors	NFIE Board	
Governor Jim	Chairman		Chairman		

Hunt			of Board		
Barbara B. Kelley			Vice Chairman	Board of Directors	
James Kelly	Member	Executive Board	President & CEO		
Dennis van Roekel		Executive Board		Sec/Treasurer	
Theodore Sanders		Executive Board		NFIE Board	
Reg Weaver		Executive Board		Vice President	
Arthur Wise	Member	President	Board of Directors	NFIE Chairman	

The Hunt Commission, NCTAF, called for, among other things:

- Mandatory accreditation by NCATE of all teacher-training programs in the country.
- NBPTA certification of more than 100,000 "master" teachers.
- Formation of "independent" professional boards in each state to set policies on teacher preparation, testing, and licensing in tune with the nationalized policy.

The conflicts of interest are blatant. Arthur Wise, president of NCATE, sat on a national commission, NCTAF, that would hand NCATE the control of teacher accreditation that it has not been able to gain on a voluntary basis (in dealing with states and education schools one on one) over the past 40 years. Only a dozen states have chosen to mandate NCATE accreditation, and only 500 of 1,300 teacher-training institutions have affiliated with NCATE. Meanwhile, the NEA and AFT would benefit enormously from this centralized scheme. As Ballou and Podgursky write, "The activities over which the profession seeks control — accreditation of teacher education programs and teacher licensing — are well-recognized means of restricting supply," which puts upward pressure on salaries.<sup>9</sup> They add there can be no doubt that teacher unions see the professionalization movement "as a means to increase salaries." And yet there's NEA chief Bob Chase serving as a member of NCTAF, which seeks to greatly augment NCATE, on which Chase is a major power — and all this adding economic muscle to the NEA.

### **The PR Offensive**

This looks suspiciously like a cozy relationship of vested interests, but NCTAF was remarkably successful using the rhetoric of reform to convince business leaders and the media that its program actually was a "scathing indictment" of the system for training

and certifying teachers. However, at least one major publication — *The New Republic*, a liberal journal of opinion — saw through the NCATE gambit: "Forcing teachers," *TNR* commented, "to attend NCATE certification programs that douse them with pedagogical blather (NCATE's 'vision of quality' seeks to promote 'equity' and 'diversity' but says nothing about academic achievement) will likely scare off math and science specialists in droves."<sup>10</sup>

The NEA stepped up the propaganda campaign in spring 2000. Chase and Company spared no hyperbole at a Washington, D.C., press conference unveiling revised NCATE standards for accreditation. NCATE said that schools of education it accredits will have to meet "rigorous new performance-based standards" in order to win NCATE accreditation. What was left unsaid was the power grab to make NCATE accreditation mandatory for all teacher-training institutions.<sup>11</sup>

By focusing on "candidate performance," said NCATE president Wise, the "standards represent a revolution in teacher preparation." But skeptics wonder how "revolutionary" it is to assess candidates — either aspiring teachers or students in today's classrooms — largely according to videotaped activities, portfolios of projects, personal journals, or their compatibility with a team. That's the emphasis, remember, of the NBPTS, another Carnegie creation that NCTAF pushes as a national model. But portfolio assessment relies heavily on subjective judgment, as opposed to testing a teacher's knowledge of the subject being taught.

"In spite of claims to the contrary," commented Michael Podgursky, professor and chairman of economics at the University of Missouri (Columbia), "at present there exists no reliable evidence indicating whether or not graduates of NCATE-accredited teacher training programs are better teachers."

Although several states are caving to pressure to mandate NCATE accreditation, Podgursky added, "mandatory accreditation would almost certainly restrict the supply of teachers and exacerbate teacher shortages, yet its effect on the teacher quality pool is uncertain. It may also stifle promising state-level experiments with alternative teacher certification and the entry of new teacher-training institutions into the market."<sup>12</sup>

For his part, Wise asserted: "As more institutions meet NCATE's national professional standards, more qualified teacher candidates will be available, since candidates from accredited institutions pass licensing examinations at a higher rate than do those from unaccredited institutions or those with no teacher preparation."<sup>13</sup>

Wise based that claim on a recent Educational Testing Service (ETS) study of the rates at which teacher candidates pass the PRAXIS II licensing exams. He neglected to point out that the same study shows that the SAT and ACT scores of NCATE graduates who passed licensing exams are lower than those of non-NCATE peers. But Podgursky noted that the released ETS data are so flawed as to make any comparisons problematic. For

instance, 14 percent of the sample of PRAXIS II test-takers never enrolled in a teacher-training program, yet the researchers sorted them into NCATE categories based on the colleges they attended. The study also failed to take into account wide variations in how states test prospective teachers.<sup>14</sup>

The new standards condense NCATE's 1995 version from 20 categories into six. Examiners will look at teacher-candidates' knowledge, skills, and "dispositions"; the school's assessment system; the inclusion of field experience and clinical practice; the institution's devotion to "diversity"; how faculty model "best practices"; and unit governance, including the wise use of information technology.

An intriguing part of the teacher-training interlocking directorate identified by The Foundation Endowment in 1998 was personified by one Donna Gollnick, who served as vice president both of NCATE and the National Association for Multicultural Education (NAME). The worldviews of the two organizations appear virtually identical. NCATE's guidelines for approving schools of education include a mandate that the school imbue new teachers with "multicultural and global perspectives." And at a 1997 NAME conference in Albuquerque, NCATE representatives presented the following multiculturalist training guidelines it requires both for teacher educators and student teachers:

*Teachers and faculty who provide education that is multicultural:*

- *Critically analyze oppression and power relationships to understand racism, sexism, classism, and discrimination.*
- *Critique society in the interest of social justice and equality.*
- *Participate in collective social action to ensure a democratic society.*<sup>15</sup>

Such guidelines suggest the overseers of teacher training have a political agenda, as opposed to simply concentrating on a teacher's ability to impart knowledge in an objective manner. Nevertheless, Wise told the press conference, "We expect it (the standards) will be much more challenging. We are prepared to stay the course."<sup>16</sup>

Actually, notes Professor Stone, the ballyhooed "new" standards implement largely the old ideas about teaching from existing standards. As for the portfolios, classroom observations, and emphasis on PRAXIS II, "performance on these various assessments reflects nothing more than a grasp of the same old faulty teaching practices that education professors have been espousing right along."<sup>17</sup>

Most parents, the primary consumers of education, want schools to stress academic achievement. However, as a Public Agenda survey has shown, many education professors believe "best practice" is a teacher not teaching, but facilitating, while unlettered children construct their own meaning. "Social justice" is valued more highly than achievement. This is the ideology behind NCATE's standards. It would be far more

productive, Professor Stone believes, to use value-added assessment that would rate teachers according to how much they help raise their students' achievement.<sup>18</sup>

As Podgursky and Ballou note in a new Brookings Institution paper, public education already is a regulated monopoly.<sup>19</sup> In most school districts, parents have little or no choice of their children's schools or teachers. In addition, unlike the situation in medicine or other service markets, education consumers lack the protection of antitrust or malpractice lawsuits. Within this structure, the NEA and AFT already exercise enormous economic power as their well-organized affiliates bargain with fragmented local school boards.

If, next, the teacher unions win absolute control of the gates to teaching through such front organizations as NCATE, they will possess "market power not enjoyed by producers or unions in any major industry in our economy." That would not bode well for efforts to expand consumer choice and to get fresh blood into the teaching profession.

Moreover, when a monopoly can restrict supply, prices will rise – meaning, in this case, not gasoline but teacher salaries. That would fulfill a primary objective of the teacher unions, without any guarantee whatever of increased quality.<sup>20</sup>

### **The Alternative: A Free Market for Teachers**

What kind of persons might be attracted to teaching were the doors to teaching careers open to a people with a wide variety of backgrounds that didn't necessarily include sitting through hundreds of hours of education courses, whether NCATE-accredited or not? Suppose principals could operate in a free market to hire their own teaching staffs without having to follow slavishly the credit-hours prescribed without rhyme or reason by education bureaucracies?

Well, there then would be more teachers like Scott (Taki) Sidley, who indeed taught English at T.C. Williams High School in Alexandria, Va., the past three years, but soon will be no more because he has not taken the additional prescribed courses the state bureaucracy insists he must have to be "certified." In a piece of Sunday commentary in *The Washington Post*, long-time teacher Patrick Welsh lamented the "bureaucratic narrow-mindedness" that pushes people like Sidley out of teaching.<sup>21</sup>

Welsh notes that Sidley has won acclaim from students and parents, is a University of Virginia graduate who has served in the Peace Corps, and is "one of our [T.C. Williams'] finest teachers." But now he must leave the young people he was teaching so well because he lacks on his resume 30 credit-hours that educrats insist he must have – one being a low-level composition course, even though he took 48 graduate hours in creative writing at U.Va. and the university exempted him from introductory composition because of his Advanced Placement English score in high school.

Many young teachers like Sidley, Welsh notes, "see the petty adherence to the certification rules as symptomatic of a pervasive problem." For an alternative vision, he quoted Dave Keener, head of the school's science department and the 1998 Virginia winner of the Presidential Award for Excellence in Science and Mathematics Teaching: "The process of getting the best has to be streamlined. Individual high schools should be given the power to advertise positions and do their own recruiting . . . Principals, with advice of teachers, should be able to do all the hiring on the spot without having to get approval from the central office, which often takes weeks. De-emphasize the education courses. Once we get the kind of people we want, we could train them in the schools."<sup>22</sup>

That's the sensible approach that one kind of education reform – the charter school – facilitates. Organizers of charter schools – often teachers with a common vision – receive waivers from certification and other bureaucratic rules. In exchange for independence, they agree to be accountable for academic results. Many charter schools freely hire teachers who know their subjects but haven't been through the education-school mill. Only a small fraction of charter schoolteachers choose to belong to the national teacher unions.

In its 1996 report, the National Commission on Teaching and America's Future (NCTAF) gave the impression with its sharp attack on the current state-controlled certification system that it wanted a thoroughgoing reform that would bring bright young teachers into the classroom. But as Professors Ballou and Podgursky observe, NCTAF focuses not on recruiting more talented individuals but on beefing up the system of teacher training — and shifting its control from political bodies to private, self-interested organizations like the NEA and its front groups, like NCATE.<sup>23</sup>

There are a few small-scale programs designed to deepen the pool of teaching talent by going outside the certification routine. One is Teach for America, which places liberal arts graduates in high-need urban and rural districts. Another is Troops to Teachers, which assists retiring military personnel in becoming teachers. In both instances, the newly minted teachers obtain provisional certification and then work toward obtaining enough professional education credits to gain full certification.

New Jersey is one state that has taken seriously the desirability of offering alternative routes to teaching. In 1984, the state reduced the number of education courses required for traditional certification, while putting new teachers under the tutelage of a mentor teacher. At the same time, it allowed teachers to recruit liberal arts graduates who hadn't been through education school at all. These teachers were also put under the tutelage of a mentor. They would get on-the-job training in applied teaching. The new approach has resulted in higher scores on licensing tests, a lower attrition rate, and a more diverse teaching force, according to Leo Klagholz, a former New Jersey Commissioner of Education.<sup>24</sup>

Such programs are fine as far as they go – but they don't go nearly far enough nationwide. Strict regulation of K-12 teaching has yielded pervasive mediocrity. It is time to deregulate and to emphasize results. Instead of screening teachers according to courses taken and degrees earned, why not let principals hire the most intellectually promising material – English majors to teach English, history majors to teach history – and then let the schools assimilate them in the nitty-gritty of preparing lesson plans and monitoring lunchrooms?

In the early 1960s, the State of Tennessee adopted an accountability system that has great potential for reforming how teachers are selected, retained, and rewarded. It's called value-added assessment. Developed by Dr. William Sanders at the University of Tennessee, value-added assessment is a sophisticated statistical analysis that pinpoints gains in student achievement. The Tennessee Value-Added Assessment System (TVAAS) generates annual reports of gains in student achievement produced by each teacher, school, and school district. Progress is broken down by core subject, and gains are compared to national, state, and local benchmarks.<sup>25</sup>

Professor John Stone explains the significance of using a system like this:

"By comparing each student's current achievement to his or her past performance and aggregating the results, value-added assessment statistically isolates the impact of individual teachers, schools, and school systems on the average progress of the students for which they are responsible. Not incidentally, value-added assessment can also be used by education's decision-makers to isolate and assess the effectiveness of everything from the latest curricular innovations, to the preparedness of novice teachers, to the quality of the programs in which teachers were trained."<sup>26</sup>

## **Conclusion**

Here, in short, is a real-world way to assess the performance of teachers, as opposed to the paperwork realm of NCATE, which deems credentials and licensure hoops to be the equivalent of quality assurance.

The most thoroughgoing reform of teacher licensing and hiring could come through a combination of the New Jersey and Tennessee approaches. Schools could hire teachers with liberal-arts educations and/or valuable working-world experiences, then give them on-the-job mentoring, and finally evaluate their teaching prowess according to a value-added assessment.

We know from research and common sense that teachers can make a profound difference in students' lives. Alternative certification combined with value-added assessment could bring an infusion of fresh talent into teaching, and provide a basis for rewarding those teachers who do the most to help their children learn. Such a system

also could quickly identify teachers who needed extra training, or those who ought to be pursuing a different line of work.

## Addendum

### Could These People Teach in Your Neighborhood Public School?

**William Hubbs Rehnquist**  
**Lawyer**

BA, MA, Stanford University  
MA, Harvard University  
LLB, Stanford University

**Milton Friedman**  
**Economist, Educator Emeritus**

AB, Rutgers University  
AM, University of Chicago  
PhD, Columbia University  
Nobel Prize in economics, 1976

**Richard Wilson Riley**  
**Public official**

BA, Furman University  
JD, University of South Carolina

**Comer Vann Woodward**  
**Historian**

PhB, Emory University  
MA, Columbia University  
PhD, University of North Carolina

**Henry Alfred Kissinger**  
**Statesman**

AB, *summa cum laude*, Harvard University  
MA, Harvard  
PhD, Harvard  
Nobel Peace Prize, 1973

**Steven Weinberg**  
**Physics educator**

BA, Cornell University  
Postgraduate: Copenhagen Institute of  
Theoretical Physics  
PhD, Princeton University  
Nobel Prize in physics, 1979

Could Richard Riley, the U.S. Secretary of Education, be officially state-certified to teach civics in that public school down your street?

Could Milton Friedman teach high school economics? Or what about another Nobel laureate, Steven Weinberg, a physicist? Both Nobel laureates have been distinguished teachers at some of the most prestigious institutions of higher learning in the world. But what about America's secondary schools? Are they qualified to teach economics and physics in them?

Could Vann Woodward, famed historian, be fully certified to teach history? Could William Rehnquist, Chief Justice of the United States Supreme Court, be deemed fully

qualified to teach U.S. government? What about famed diplomat, Henry Kissinger? Could he receive a state certificate to teach children about 20<sup>th</sup> century world history?

The answer to all these questions is *No*. Not as teacher preparation is currently structured and controlled by state departments of education and schools of education, with growing influence from the teacher unions. In some states, would-be teachers may receive temporary or "emergency" licenses. But to stay in good graces and employed, they must take a lot of state-approved courses in the mechanics of teaching in the professional schools of education. In addition, as you will see in the following excerpts from standards for teachers, they also have to clear any number of checkpoints for "correct" attitudes. This is the American K-12 education monopoly at work.

### **Sample Certification Requirements**

Here are some examples of the obstacles placed in front of would-be teachers:

#### **Teachers College, Columbia University**

Social Studies programs leading to an MA degree and recommendation for New York State teacher certification (grades 7-12):

Candidates must complete 38 points (credits) and "an integrative project."

Among the required courses are ones in:

- The Teaching of Social Studies.
- "Diversity and the Social Studies Curriculum."
- The History of Social Studies Since 1880.
- A course in special education.
- A course in cognitive development.
- Attendance at child abuse and drug/alcohol lectures.
- Three courses in "professional development" outside the teaching field, such as development and cognitive psychology, and bilingual/"bicultural" education.
- A course in multicultural diversity to which Teachers College "has a special commitment."

#### **Longwood College, Virginia**

In Virginia, Longwood College's state-approved teacher-training program lists the following course requirements, totaling 31 credits, for certification at the secondary level, above and beyond what the student takes in his or her major subject:

- Introduction to the Teaching Profession.
- Human Growth and Development.
- Principles of Secondary Education.

- Methods course in the student's major.
- Practicum I.
- Practicum II.
- Directed Teaching in the Secondary School.
- Measurement and Evaluation.
- Media and Computer Technology.
- Education Seminar.
- Classroom Management
- Survey of Exceptional Children.

### **Kentucky Department of Education, "New Teacher Standards for Preparation and Certification"**

Besides course requirements, the Kentucky Department of Education enforces a set of required "performance criteria" for aspiring teachers that appear to have little to do with whether a teacher knows English or history and can teach English or history to her students.

Here are some sample standards:

- **"Designs/plans instruction"**

*The teacher designs/plans instruction and learning climates that develop student abilities to use communications skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

Among the 11 "performance criteria" are:

- Incorporate strategies that address physical, social, and cultural diversity and shows sensitivity to differences.
- Establishes physical classroom environments to support the type of teaching and learning that is to occur.
- Proposes learning experiences that are "developmentally appropriate" for learners.
- Integrates skills, thinking processes, and content around disciplines.

- **"Creates/maintains learning climates"**

*This has virtually the same definition as 'designs/plans instruction' in the italics above.*

Among the "performance criteria" are:

- Establishes and maintains standards of mutually respectful classroom interaction by establishing the importance of shared expectations during individual and group responsibilities.
- Shows consistent sensitivity to individual academic, physical, social, and cultural differences and responds to all students in a caring manner.
- Shows flexibility and modifies classroom processes and instructional procedures as the situation demands.
- Organizes materials and equipment to create a media-rich environment, including technology.

- **Knowledge of Content**

*The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.*

Among the "performance criteria" under this limited ("sufficient") standard for grasp of content are:

- Incorporates a multicultural/global perspective in content presentations.
- Utilizes technology related to the certified academic areas.
- Connects knowledge of the certified academic areas to real-life situations.

**The University of Kansas College of Education, Assumptions behind curriculum framework for teacher education**

"Assumptions/Principles/Issues"

*Social Justice and issues of equity are infused into major topics: Self-reflection, learning, instruction, curriculum, assessment, schooling and professionalism.*

"Student Outcomes"

By completion of the Alpha Block, would-be teachers should be able to:

- Demonstrate basic skills in non-judgmental observation, critical inquiry, self-awareness, and reflective practices.
- Be aware of the national organizations and standards that impact {sic} policy in teacher education and the schools.
- Have identified with teaching as a career path and a 'noble profession.'
- Demonstrate an awareness of the demographic variables, which {sic} impact {sic} the nature of schools.
- Demonstrate an awareness and interest in the issues and practices of education on a global basis.

Clearly, the wisest men and women in the country would not have an easy time clearing the hurdles set in the paths of those who want to teach in America's elementary and secondary schools. They know their subjects and they have valuable experience in government and the private-sector, but they lack the required credits in subjects like "The History of Social Studies since 1880," as well as the attitudinal indoctrination the teacher cartel requires of all who would teach.

### Notes

1. "Teacher Education Reform: Who Benefits?", p. 3, The Foundation Endowment, Alexandria, Va., March 1998.
2. Rita Kramer, *Ed School Follies* (this title is out of print, but may be found by Amazon.com through used bookstores).
3. "State-by-State Roundup," *The Friedman Report*, p.2, Issue 3, 2000.
4. "Teacher Education Reform: Who Benefits?", op. cit.
5. "NEA/NCATE Presidents Put Spotlight on Problem of Under-Prepared Teachers in Nation's Classrooms," NEA news release, November 3, 1999, (may be found at [www.nea.org](http://www.nea.org)).
6. Dale Ballou and Michael Podgursky, "Some Unanswered Questions Concerning National Board Certification of Teachers," *Education Week*, June 10, 1998.
7. "Teaching & Learning: National Board Certification Shows Little Ripple Effect, Study Finds," *Education Week*, May 3, 2000.
8. "Teacher Education Reform: Who Benefits?", p. 7, op. cit.
9. Dale Ballou and Michael Podgursky, "Teacher Unions and Education Reform: Gaining Control of Professional Licensing and Advancement," paper presented to conference on "Teacher Unions and Educational Change," Harvard University, September 23-25, 1998.
10. "Class Bias," *The New Republic*, p. 10, November 29, 1999.
11. Ann Bradley, "NCATE Unveils Standards Based on Performance," *Education Week*, May 24, 2000.
12. Michael Podgursky, letter to editor of *Education Week*, June 9, 1999.

13. "Groundbreaking Teacher Preparation Standards To Be Used Beginning Next Year," NCATE press release, May 15, 2000, (may be found at [www.ncate.org](http://www.ncate.org)).
14. Podgursky, op. cit.
15. "Teacher Education Reform: Who Benefits?", op. cit.
16. Bradley, op cit.
17. J.E. Stone, "Teacher Training and Pedagogical Models," paper presented to Hoover/PRI Teacher Quality Conference, Hoover Institution, Stanford University, May 12, 2000.
18. Ibid.
19. Dale Ballou and Michael Podgursky, "Gaining Control of Professional Licensing and Advancement," chapter in "Conflicting Missions? Teachers Unions and Educational Reform," edited by Tom Loveless, Brookings Institution Press, Washington, D.C.
20. Ibid.
21. Patrick Welsh, "Great Ones Don't Always Fit the Mold," *The Washington Post*, June 25, 2000.
22. Ibid.
23. Ballou and Podgursky in "Conflicting Missions," op. cit.
24. Leo Klagholz, "Growing Better Teachers in the Garden State: New Jersey's 'Alternate Route' to Teacher Certification," Thomas B. Fordham Foundation, January, 2000.
25. J.E. Stone, "What Is Value-Added Assessment and Why Do We Need It?", The Foundation Endowment, Alexandria, Va., No. 99-II.
26. Ibid.