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EDUCATION REFORMS: DISCUSSING THE VALUE OF ALTERNATIVE TEACHER CERTIFICATION PROGRAMS

HEARING

BEFORE THE

SUBCOMMITTEE ON EARLY CHILDHOOD, ELEMENTARY AND SECONDARY EDUCATION

COMMITTEE ON EDUCATION AND THE WORKFORCE

U.S. HOUSE OF REPRESENTATIVES

ONE HUNDRED TWELFTH CONGRESS

SECOND SESSION

HEARING HELD IN WASHINGTON, DC, JULY 24, 2012

Serial No. 112–66

Printed for the use of the Committee on Education and the Workforce

Available via the World Wide Web:
http://www.gpoaccess.gov/congress/house/education/index.html
or
Committee address: *http://edworkforce.house.gov*

U.S. GOVERNMENT PRINTING OFFICE

75–109 PDF WASHINGTON : 2012

For sale by the Superintendent of Documents, U.S. Government Printing Office
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EDUCATION REFORMS: DISCUSSING THE VALUE OF ALTERNATIVE TEACHER CERTIFICATION PROGRAMS

Tuesday, July 24, 2012
U.S. House of Representatives
Subcommittee on Early Childhood,
Elementary and Secondary Education
Committee on Education and the Workforce
Washington, DC

The subcommittee met, pursuant to call, at 10:01 a.m., in room 2175, Rayburn House Office Building, Hon. Duncan Hunter [chairman of the subcommittee] presiding.

Present: Representatives Hunter, Kline, Petri, Biggert, Foxx, Noem, Roby, Kildee, Scott, Davis, and Woolsey.

Staff present: Katherine Bathgate, Deputy Press Secretary; Adam Bennot, Press Assistant; James Bergeron, Director of Education and Human Services Policy; Casey Buboltz, Coalitions and Member Services Coordinator; Heather Couri, Deputy Director of Education and Human Services Policy; Lindsay Fryer, Professional Staff Member; Krisann Pearce, General Counsel; Dan Shorts, Legislative Assistant; Alex Sollberger, Communications Director; Linda Stevens, Chief Clerk/Assistant to the General Counsel; Alissa Strawcutter, Deputy Clerk; Brad Thomas, Senior Education Policy Advisor; Tylease Alli, Minority Clerk; Meg Benner, Minority Education Policy Advisor; Kelly Broughan, Minority Staff Assistant; Jody Calemine, Minority Staff Director; Jamie Fasteau, Minority Deputy Director of Education Policy; Ruth Friedman, Minority Director of Education Policy; Kara Marchione, Minority Senior Education Policy Advisor; Megan O'Reilly, Minority General Counsel; and Julie Peller, Minority Deputy Staff Director.

Chairman HUNTER. Good morning. A quorum being present, the subcommittee will come to order. Welcome to our subcommittee hearing. I would like to thank our witnesses for joining us. We appreciate the opportunity to get your perspectives on the benefits of alternative teacher education—excuse me, certification programs.

Studies have repeatedly shown teacher quality to be one of the most influential factors on student academic achievement. As a father of three young children, I have seen first-hand how positively kids respond when inspired and motivated by an exceptional teacher. They work harder, enjoy learning and seem more fulfilled after a challenging day in the classroom.

Today we are here to discuss teachers who obtain their certification through alternative routes. Alternative certification programs allow individuals who already have a post-secondary degree to obtain certification to teach without having to go back to college to complete a traditional teacher education program. As a result, aspiring teachers can begin working with students faster and more efficiently.

The number of educators who obtain their certification through alternate routes has increased significantly over the years. According to the National Center for Policy Analysis, from 1996 to 2006 the number of alternative certifications issued nationwide increased from 4,000 to 60,000. Now approximately one third of the new teachers hired annually complete alternative certification programs.

Helping schools recruit, hire and obtain more effective teachers is a top priority in the Republican effort to reform elementary and secondary education law currently known as No Child Left Behind. Earlier this year the committee approved two pieces of legislation that would help schools identify the most talented teachers.

A key pillar in the legislation is a provision to eliminate the outdated and widely criticized highly qualified teacher requirements. Instead of focusing on an educator's ability to keep students engaged, motivated and learning, these prescriptive requirements place undue emphasis on credentials and tenure, ultimately restricting schools' ability to hire the best teachers.

Unless we repeal the highly qualified teachers' requirements, however, our neediest schools will always be prevented from hiring teachers certified through alternative pathways. As the president so often reminds us, this nation suffers from a shortage of good teachers. All the more reason we should continue to support policies that allow educators certified through alternative routes to stay in the classroom.

Rigorous studies have consistently shown alternatively certified teachers are equally as effective, if not more so, than traditionally certified educators. For example, a 2009 national randomized study commissioned by the Department of Education found that there is no statistically significant difference in performance between the students taught by teachers certified through alternative routes. Similarly, an American Education Research Association report determined there were no differences in teacher efficacy or teacher confidence to an alternatively and traditionally certified teachers.

We have seen the exceptional talent the educators from these programs can offer the nation's K through 12 schools. Alternative certification routes help address teacher shortages in particular geographic areas and subject matter, as well as strengthen the overall quality of the teaching profession.

While Republicans know there is no one size fits all federal solution to help put more effective teachers in the classroom, supporting the availability and acceptance of alternative certification programs is one way the public and private sectors can join together to ensure more students have access to a quality education from an extraordinary educator. I look forward to learning more about alternative teacher certification programs from our witnesses today.

And I will now recognize my distinguished colleague, Dale Kildee, for his opening remarks.

[The statement of Chairman Hunter follows:]

Prepared Statement of Hon. Duncan Hunter, Chairman, Subcommittee on Early Childhood, Elementary and Secondary Education

Studies have repeatedly shown teacher quality to be one of the most influential factors on student academic achievement. As a father of three young children, I've seen firsthand how positively kids respond when inspired and motivated by an exceptional teacher—they work harder, enjoy learning, and seem more fulfilled after a challenging day in the classroom.

Today we are here to discuss teachers who obtain their certification through alternative routes. Alternative certification programs allow individuals who already have a postsecondary degree to obtain certification to teach without having to go back to college and complete a traditional teacher education program. As a result, aspiring teachers can begin working with students faster and more efficiently.

The number of educators who obtain their certification through alternate routes has increased significantly over the years. According to the National Center for Policy Analysis, from 1996 to 2006 the number of alternative certifications issued nationwide increased from 4,000 to 60,000. Now approximately one third of the new teachers hired annually complete alternative certification programs.

Helping schools recruit, hire, and retain more effective teachers is a top priority in the Republican effort to reform elementary and secondary education law, currently known as No Child Left Behind. Earlier this year, the committee approved two pieces of legislation that will help schools identify the most talented teachers.

A key pillar in the legislation is a provision to eliminate the outdated and widely criticized "Highly Qualified Teacher" requirements. Instead of focusing on an educator's ability to keep students engaged, motivated, and learning, these prescriptive requirements place undue emphasis on credentials and tenure, ultimately restricting schools' ability to hire the best teachers.

Unless we repeal the Highly Qualified Teacher requirements, however, our neediest schools will be prevented from hiring teachers certified through alternative pathways. As the president so often reminds us, this nation suffers from a shortage of good teachers—all the more reason we should continue to support policies that allow educators certified through alternative routes to stay in the classroom.

Rigorous studies have consistently shown alternatively certified teachers are equally as effective, if not more so, than traditionally certified educators. For example, a 2009 national randomized study commissioned by the Department of Education found that there is no statistically significant difference in performance between students taught by teachers certified through alternative routes. Similarly, an American Educational Research Association report determined there were no differences in teacher efficacy or teaching competence between alternatively and traditionally certified teachers.

We have seen the exceptional talent the educators from these programs can offer the nation's K-12 schools. Alternative certification routes help address teacher shortages in particular geographic areas and subject matter, as well as strengthen the overall quality of the teaching profession. While Republicans know there is no one-size-fits-all federal solution to help put more effective teachers in the classroom, supporting the availability and acceptance of alternative certification programs is one way the public and private sectors can join together to ensure more students have access to a quality education from an extraordinary educator.

I look forward to learning more about alternative teacher certification programs from our witnesses today.

Mr. KILDEE. Thank you, Mr. Chairman. I also want to thank our distinguished witness panel for the participation in today's hearing. As a former teacher myself, I believe the conversation about teacher quality is a very important one, and one that we should continue to have discussion on because education is dynamic and not static. And so we really welcome you here today.

I look forward to your insights on the benefits and challenges of alternative certification and how it can be used as tool to provide a quality education for all students. Alternative certification of

teachers may provide one option to increase the supply of teachers, especially in the subject shortage areas and high needs schools.

However, we must be sure that teachers have both subject expertise and proper teaching methodology. States must ensure that alternative certification programs are high quality, and that teachers demonstrate sufficient pedagogical and academic knowledge before entering the classroom.

As I said, alternative certification is only one tool. It is not the answer by itself. We must focus on the issue of teacher quality at large. Both teachers who took the traditional route and those who went through the alternative certification need resources and support to be successful in the classroom. We must ensure quality and accountability for both types of programs through data systems that measure effectiveness.

Additionally, the teachers need high quality pre-service training, targeted professional development, mentoring and the support of parents and community partners. All of these strategies are necessary to create a system where teachers are ready when they enter the classroom, and have the encouragement to grow and improve.

What problems should we be concerned with as we consider the hoped for benefits of alternative certification? This is one question I hope to pursue in this hearing. And I want to thank the chairman for calling today's hearing, and look forward to the discussion.

[The statement of Mr. Kildee follows:]

Prepared Statement of Hon. Dale E. Kildee, Ranking Member, Subcommittee on Early Childhood, Elementary and Secondary Education

Thank you Mr. Chairman.

I also want to thank our distinguished witness panel for their participation in today's hearing. As a former teacher myself, I believe the conversation about teacher quality is an important one.

I look forward to your insights on the benefits and challenges of alternative certification, and how it can be used as a tool to provide a quality education for all students.

Alternative certification of teachers may provide one option to increase the supply of teachers, especially in subject shortage areas and high-needs schools. However, we must ensure teachers have both subject expertise and proper teaching methodology.

States must ensure that alternative certification programs are of high-quality and that teachers demonstrate sufficient pedagogical and academic knowledge before entering the classroom.

As I said, alternative certification is only one tool. It is not the answer by itself. We must focus on the issue of teacher quality at large. Both teachers who took the traditional route and those who went through alternative certification need resources and support to be successful in the classroom.

We must ensure quality and accountability for both types of programs through data systems that measure effectiveness. Additionally, teachers need high-quality pre-service training, targeted professional development, mentoring, and the support of parents and community partners.

All of these strategies are necessary to create a system where teachers are ready when they enter the classroom and have the encouragement to grow and improve. What problems should we be concerned with as we consider the hoped for benefits of alternative certification?

This is one question i hope to pursue in this hearing. I want to thank the Chairman for calling today's hearing, and look forward to the discussion.

Chairman HUNTER. Thank the gentleman from Michigan.

Pursuant to Committee Rule 7(c), all subcommittee members will be permitted to submit written statements to be included in the permanent hearing record. And without objection, the hearing record will remain open for 14 days to allow statements, questions for the record and other extraneous material referenced during the hearing to be submitted in the official hearing record.

It is now my pleasure to introduce our distinguished panel of witnesses. First, Ms. Jennifer Mulhern. Good? All right. Thank you. Is the vice president for New Teacher Effectiveness for TNTP where she oversees the Assessment of Classroom Effectiveness Screen, an effort to link teacher certification decisions to impact on student achievement.

Next, Ms. Maura Banta is the director of Citizenship Initiatives in Education at IBM. She oversees the company's community engagement efforts to improve educational opportunities.

Ms. CYNTHIa Brown is vice president for Education Policy at the Center for American Progress where she directs the Education Policy Program.

And Mr. Seth Andrew is the superintendent of Democracy Prep Public Schools, a network of six K through 12 charter schools in Harlem which he founded in 2005. He has also worked with special education students as a special education teacher and administrator for 11 years.

Before I recognize each of you to provide your testimony, let me briefly explain our lighting system. You will have 5 minutes when you start. When the light turns yellow you will have one minute. And when the light turns red I would ask you to wrap up your remarks as best as you are able. And after everyone has testified members will each have 5 minutes to ask questions of you.

I would now like to recognize Ms. Mulhern for 5 minutes.

STATEMENT OF JENNIFER MULHERN, VICE PRESIDENT FOR NEW TEACHER EFFECTIVENESS, TNTP

Ms. MULHERN. Kildee and committee members. I am Jennifer Mulhern. I serve as vice president to TNTP, a national nonprofit that has been working for 15 years to increase access to great teaching for high-needs students. Our work is driven by the knowledge that teacher quality plays a greater role in students' success than any other school-based factor. But the students who need great teachers most are often least likely to get them.

To address this challenge, TNTP partners with school districts across the country to streamline the path to teaching for accomplished career changers and recent graduates. To date, TNTP has recruited or trained approximately 49,000 teachers in partnerships with more than 200 districts in 31 states. We estimate that these teachers have influenced the education of approximately eight million students.

The majority of these teachers enter the profession through our Teaching Fellows program, which are among the most recognized and highly selective alternative certification programs in the country. In 2011 just 10% of all applicants to our programs were accepted, making them as difficult to get into as some Ivy League universities.

We start by aggressively recruiting top candidates and rigorously screening applicants to ensure they have the attitude, skills and expertise needed to be successful in the classroom. We then provide intensive pre service training to our fellows arrive on the first day of school having mastered specific foundational skills that enable them to be immediately effective as new teachers. Once the school year begins, teachers enroll in TNTP Academy to earn certification, attending biweekly evening seminars led by outstanding local teachers with a record of success raising student achievement.

Just as teachers set high standards for their students, TNTP Academy sets high—sets a high bar for earning certification, a proven track record of success in the classroom. While teachers' qualifications and training tell us something about the likelihood of teaching effectively, performance once in the classroom tells us much more. That is why we are among the first teacher preparation programs in the country to require participants to demonstrate effectiveness in order to be recommended for state certification.

TNTP uses the Assessment of Classroom Effectiveness, ACE, to ensure that all fellows are on track to become great teachers. Through ACE we strive to create the fullest possible picture of each teacher's performance using multiple measures such as principal evaluations, classroom observations, student surveys and where available student achievement data. I think the strongest evidence for the value of alternative certifications can be seen in the results our programs have achieved to date.

In Louisiana for 4 straight years, a state-sponsored study of traditional and alternate route teacher preparation pathways has found that TNTP-trained teachers are consistently among the most effective in the state. We have received more top ratings for individual subject areas than any other institution. And new teachers trained through our program have outperformed even experienced teachers in raising student achievement in several core subjects. In math our results have been particularly consistent and noteworthy with TNTP Academy teachers achieving a positive impact on student learning that may even outweigh the negative effects associated with poverty.

In New York City our 10-year partnership has profoundly transformed teacher quality in the nation's largest urban school district. More than 9,000 teaching fellows work in city schools, mostly serving low-income students. Fellows now account for more than 20 percent of New York's math, science and special education teachers. And a 2007 Urban Institute study found that fellows are largely responsible for a remarkable narrowing of the gap in teacher qualifications between high and low-poverty schools.

In addition, alternate route programs like ours are also instrumental to high-needs district in addressing critical staffing needs. We increase the diversity of the teacher workforce. For example, in our programs on average 37 percent of all 2010 teaching fellows are people of color, exceeding the national average.

In addition, we are a particularly important source of new math, science and special education where many schools face chronic shortages. Our programs alone have supplied 9,000 math, science and special education teachers since 2005.

Most importantly, rigorous research shows that teachers certified through alternate routes are as effective as traditionally certified teachers. As you mentioned a 2009 nationwide randomized study commissioned by the U.S. Department of Education found that there were no statistically significant differences in performance.

Ultimately what matters most is not how a teacher got into the classroom, but whether their students learn and grow. We should value teachers for their actual effectiveness in the classroom, not paper qualifications. The teachers we recruit and train are talented, dedicated, diverse and capable of delivering high quality instructions to the students who need great teachers most.

Unlike traditional route programs, alternate route programs like ours are also able to consider actual classroom performance before awarding certification and the privilege of making a career in the classroom. Sustaining alternative pathways to teacher certification remains essential to ensuring that all students have access to the most important resource in education, an effective teacher deeply invested in their academic success.

Thank you for your time and consideration.

[The statement of Ms. Mulhern follows:]

Prepared Statement of Jennifer Mulhern, Vice President, TNTP

Chairman Hunter, Ranking Member Kildee and committee members, I am Jennifer Mulhern, and I serve as Vice President of TNTP, a national nonprofit that has been working for fifteen years to increase access to great teaching for high-need students.

Our work is driven by the knowledge that teacher quality plays a greater role in student success than any other school-based factor. But the students who need great teachers the most are the least likely to get them, especially in chronic shortage areas like math, science and special education. To address this challenge, TNTP partners with school districts across the country to streamline the path to teaching for accomplished career changers and recent graduates, building a pool of talented teachers specifically for high-need schools and subjects.

To date, TNTP has recruited or trained approximately 49,000 teachers in partnership with more than 200 districts in 31 states. We estimate that these teachers have influenced the education of roughly 8 million students.

The majority of these teachers entered the profession through our Teaching Fellows programs, which are among the most recognized and highly selective alternative certification programs in the country. In 2011, just 10% of all applicants to these programs were accepted, making them as difficult to get into as some Ivy League universities.

Our Teaching Fellows benefit from rigorous training that is specifically designed for people without formal education backgrounds with a focus on mastering the fundamentals and a great deal of practice and coaching designed to lead to gap-closing performance. Our goal is to ensure that only Fellows with a proven ability to raise student achievement enter and remain in the classroom.

Our focus on effectiveness begins before Fellows enter the classroom. We start by aggressively recruiting top candidates and rigorously screening applicants to ensure that they have the attitudes, skills, and expertise needed to be successful in the classroom. Each candidate is assessed against both skills and essential traits through a three-phase selection process that includes a day-long interview and demonstration lessons.

We then provide intensive pre-service training so our Fellows arrive on the first day of school having mastered specific, foundational skills that enable them to be immediately effective as new teachers. Only candidates who demonstrate proficiency in these skills are granted the privilege of teaching students.

Once the school year begins, teachers enroll in TNTP Academy, attending biweekly evening seminars led by outstanding local teachers with a record of success raising student achievement.

At the heart of TNTP Academy is our unique Teaching for Results curriculum, which uses approaches proven to improve outcomes in high-need schools where students often lag several grade levels behind. Teaching for Results focuses on three

core areas of teacher proficiency: content, assessment and instruction. The curriculum is immediately relevant to teachers' work in the classroom, so they can apply what they learn in the evening with their students the very next day.

Just as teachers set high standards for their students, TNTP Academy sets a high bar for earning certification: a proven track record of success in the classroom. While teachers' qualifications and training tell us something about their likelihood of teaching effectively, performance once they get in the classroom tells us much more. We have a responsibility to track teachers' performance carefully, use what we learn to help them develop and make smart decisions early in their career. That is why we are among the first teacher preparation programs in the country to require participants to demonstrate effectiveness in the classroom in order to be recommended for state certification.

TNTP uses the Assessment of Classroom Effectiveness (ACE) to ensure that all Fellows are on track to become great teachers. Through ACE, we strive to create the fullest possible picture of each teacher's performance using multiple measures such as principal evaluations, classroom observations, student surveys, and—where available—student achievement data.

ACE helps Fellows be more successful by giving them insights on their practice. ACE observations identify each teacher's strengths and weaknesses so they can improve their teaching and take advantage of professional development opportunities that address their individual needs. Our staff also uses this information to provide targeted, personalized support through seminars and coaching sessions.

At the end of our Fellows' first year, we review evidence from ACE to assess Fellows' performance; only those teachers who earn a passing score and who successfully complete all program and state regulatory requirements are recommended for certification. Fellows who fall short but demonstrate potential are granted an extension year to continue improving. Fellows who struggle and show limited prospect of improvement are removed from our program without earning certification. We set high expectations, and we enforce them.

The strongest evidence for the value of alternative certification can be seen in the results our programs have achieved to date:

TNTP's ten-year partnership with the New York City Department of Education has profoundly transformed teacher quality in the nation's largest urban district. More than 9,100 Teaching Fellows—11 percent of New York's teaching force—work in the city's schools, most serving low-income students. Fellows now account for more than 20% of New York's math, science, and special education teachers, and a 2007 Urban Institute study found that Fellows are largely responsible for a "remarkable narrowing" of the gap in teacher qualifications between high- and low-poverty schools.

In Louisiana, for four straight years, a state-sponsored study of traditional and alternative route teacher-preparation pathways has found that TNTP-trained teachers are consistently among the most effective in the state. TNTP Academy has received more top ratings for individual subject areas than any other institution in the state, and new teachers trained through our program have outperformed even experienced teachers in raising student achievement in several core subjects. In math, results have been particularly consistent and noteworthy, with TNTP Academy teachers achieving a positive impact on student learning that may even outweigh the negative effects associated with poverty.

Alternate route programs like ours also provide instrumental support to high-need districts in addressing their most critical staffing needs and do so at scale. Twenty to thirty percent of all new teachers hired annually are trained by alternate route programs, bringing effective teachers into the classroom that would have otherwise been unable to join the profession. In fact, 54% of people who came to teaching as a career changer say they would not have become teachers if an alternate pathway to certification had not been available to them.

Alternate route programs increase the diversity of the teacher workforce. For example, in our programs, on average 37% of all 2010 Teaching Fellows are people of color. This exceeds the national average; nationwide, approximately 12% of all teachers are Black or Hispanic, according to 2004-5 data from the U.S. Census Bureau.

Finally, alternate route programs are also a particularly important source of new teacher talent in math, science, and special education, where many schools face chronic shortages. In Texas, for example, nearly 40% of individuals obtaining secondary mathematics certification and about 55% of individuals obtaining secondary science certification came through alternative certification programs in 2007. In contrast, about 20% of math teachers and 8% of science teachers entered the profession through traditional pathways. Our programs alone have supplied over 9,000 math, science and special education teachers since 2005.

Most importantly, rigorous research shows that teachers certified through alternate routes are as effective as traditionally certified teachers.

• A 2009 nationwide, randomized study commissioned by the U.S. Department of Education found that, "There was no statistically significant difference in performance between students of alternative route to certification teachers and those of traditional route to certification teachers."

• A 2009 analysis that compared educational outcomes in states with "genuine" alternative certification against those that have it in name only found that, "Students attending schools in states with genuine alternative certification gained more on the National Assessment of Educational Progress (NAEP) between 2003 and 2007 than did students in the other states. The finding holds, even when one adjusts for changes in the ethnic composition, free-lunch eligibility, class size, and education expenditures for each state."

Ultimately, what matters most is not how a teacher got into the classroom, but whether their students learn and grow. We should value teachers for their actual effectiveness in the classroom, not their paper qualifications. The teachers we recruit and train are talented, dedicated, diverse, and capable of delivering high-quality instruction to the students who need great teachers most. Unlike traditional route programs, alternate route programs like ours are also able to consider actual classroom performance before awarding certification and the privilege of making a career in the classroom. Sustaining alternative pathways to teacher certification remains essential to ensuring that all students have access to the most important resource in education: an effective teacher deeply invested in their academic success.

Thank you for your time and consideration.

Chairman HUNTER. Thank you. And you ended right on time.

Ms. BANTa is recognized for 5 minutes.

STATEMENT OF MAURA O. BANTA, DIRECTOR OF CITIZENSHIP INITIATIVES IN EDUCATION, IBM CORP.

Ms. BANTA. Good morning, Chairman Hunter, Ranking Member Kildee and committee members. I am Maura Banta from the IBM Company, and I thank you for inviting me to testify this morning about our model Transition to Teaching.

I helped design the program and have managed it since its inception in 2006. My plan is to share our experiences with you. But more importantly, to share why I think many companies could use this model to help students develop science, math, engineering and technology skills.

I want to thank the committee for taking the time to engage in thoughtful discussion about how we might attract more experienced professionals to move into the classroom to share their applied knowledge with students. At IBM we are most successful when we design initiatives that bring the skills of our people directly into the classroom, students, teachers and administrators to provide what we call smarter education.

The program that I am going to share with you today was developed out of our desire to help with the STEM teacher pipeline. We knew that not enough students were graduating with STEM degrees, and our theory was that if we could equip IBMers to become full-time K through 12 STEM teachers they could help math and science come alive in the classroom.

We believed that our employees would bring content expertise, real-world experience and the working understanding of problem-based learning to launch the next generation of innovators. More than 120 IBMers have participated in the Transition to Teaching program. Each person is a math or science professional with at least one degree in a STEM field.

The applicants are mature, accomplished professionals with a variety of IBM experiences. While most come from our engineering discipline, they literally come from every part of the company. As part of the program they participate in a range of teacher certification programs. And that depends on their expertise, prior coursework and the specific licensure agreements in those states.

Transition to Teaching is based on a number of proven methods and protocols. Teachers must have strong, in-depth backgrounds in the subject areas, so a bachelor's degree or higher in math and science. And because we believe that IBMers need to learn a crafted skill as well as classroom management, we reimburse their tuition costs for education preparation. So, that could be classes. It could be a leave of absence to do student teaching. And we give each participant up to $15,000 to enable that.

We know it is essential for individuals to have real K-12 classroom experience, to observe good teaching and to practice good teaching before they are responsible for a classroom. In our experience at least three challenges must be addressed in order to attract math and science professionals to education, and to prepare them to become exemplary teachers.

We would encourage policy leaders to focus on first the development of standards for both the pedagogical and instructional skills. Second, assurances that teacher candidates are placed in supportive practice environments under qualified instructors. And third, that systems will be developed to provide new teachers with mentoring and peer support during at least the first 2 years of their practice.

Many degree programs in education still do not meet this criteria. Often they do not give credit for career acquired competencies. They end up teaching—treating experienced professionals the same way they treat first-year college students. We clearly need to develop streamlined programs that provide second year teachers with effective and efficient means for entering the profession.

IBM's Transition to Teaching is one such effort. Thus far 31 IBMers have completed the program, left the company as fully accredited teachers and have taken math and science teaching positions across the nation. The retention rate for the second career STEM teachers is very high. They tell us that they love being able to help math and science come alive in the classroom through real life application.

But we know that a single program cannot compensate for national shortage of STEM teachers. If an additional 25 large companies established programs similar to Transition to Teaching, their combined efforts could provide a substantial number of new math and science teachers.

In parallel with addressing the STEM teacher shortage, broader corporate participation in teacher transition programs would help raise the reputation of teaching as a desirable career. However, the private sector alone cannot solve this problem. School districts will have to change the way they recruit, place and supervise teachers to retain the best professionals.

Feedback from participants and their supervisors is terrific. The net is the model is working.

In summary, to attract new talent to the teaching profession, we must take steps to open to qualified people at all stages of their working lives. This will require public-private partnerships that enable the recruitment of new members into the profession throughout their careers.

We should give professionals in many industries the opportunity to develop transferrable skills as part of their preparation to become teachers. Only in this way will we facilitate faster movement into the profession for those with the training, dedication and expertise that America desperately needs in our classrooms.

Thank you for the opportunity to provide testimony. And I look forward to taking your questions.

[The statement of Ms. Banta follows:]

Prepared Statement of Maura Banta, Director of Citizenship Initiatives in Education, IBM Corp.

Chairman Hunter, Ranking Member Kildee and committee members, I am Maura Banta from the IBM Corporation. Thank you for inviting me to testify about IBM's Transition to Teaching Program. I helped to design the program and have managed it since it's inception in 2006. My plan is to share with you our experiences and, more importantly, why we think Transition to Teaching is a model that many companies could use to help students develop science, math, engineering and technology skills.

I want to thank the Committee for taking the time to engage in thoughtful discussion about how we might attract more experienced professionals to move into the classroom to share their applied knowledge and experiences with students.

Over the last 20 years, IBM has been one of the leading corporate contributors of cash, technology and information technology services to non-profit organizations and educational institutions across the U.S. and around the world. We have learned that our most effective grants and partnerships are those that focus on IBM's unique offerings—not only our software, hardware and technical services, but the talent of IBMers. We are most successful when we design initiatives to bring the skills and experience of our employees into the classroom so they can interact directly with students, teachers and administrators to provide what we call "smarter education."

I don't need to review the growing body of research that shows the disconnect between twenty-first century labor market needs and employment opportunities and the shortage of high school graduates prepared for STEM careers. We all know that the U.S. is falling well behind other countries in the number and proportion of high school graduates who intend to pursue STEM careers. The relatively small number of students who eventually complete their post-secondary education in STEM fields further increases our competitive disadvantage in a global economy.

Clearly, our continued economic growth will require a base of scientists, engineers, and the next generation of innovators. To have the pipeline of science and engineering talent that we will need, we must focus on STEM education beginning at the elementary school level. Then, we must ensure that students in middle and high school are exposed to educational experiences that will stoke their enthusiasm for math, science, and problem solving. We also must maintain high academic standards, and provide students with the rigorous training they will need for the successful pursuit of scientific and technical degrees in college.

Beyond basic math and science, students also will need a range of workplace competencies—including the social skills to work in diverse, multi-disciplinary and global teams; the communication skills to work with customers, clients and co-workers; the ability to be inquisitive and analytical, and to recognize patterns when confronted with large amounts of information; and the adaptability to cope with ambiguity as leaders and innovators.

This is a very tall order. And while there are many components to effective school improvement, one critical factor is staffing our schools with excellent math and science teachers—teachers who have the content expertise, real-world experience, and working understanding of problem-based learning and the pedagogic practice to launch the next generation of innovators.

In 2006 IBM launched Transition to Teaching, our own initiative to address the K-12 STEM pipeline issues by facilitating retiring IBMers' moving into science and math education as a way of helping to encourage young people to enter STEM ca-

reers. This is just part of our portfolio of education initiatives including those aimed at bolstering early childhood education, strengthening middle school math skills, and designing an innovative grades 9-14 school model that confers both the high school diploma and a no-cost Associate's degree in Technology.

For the IBM Transition to Teaching program, we decided to leverage our greatest asset—IBM employees. Of course, many IBMers have backgrounds in math and science, whether they are currently working in software development, research, consulting or management. IBMers also are great volunteers.

Our research shows that most IBMers volunteer in schools—whether teaching hands-on science classes during National Engineers Week, serving as one of our 6,000 eMentors who provide online academic assistance to students, leading after-school programs for middle school students, or discussing STEM opportunities on Career Days. IBMers also run EX.I.T.E. camps—which stands for Exploring Interests in Technology and Engineering—for middle school girls to encourage them to pursue math and science careers. These IBMers tell us repeatedly that they have a passion for education, for helping young people, and for giving back to their communities.

At the same time that we are seeing a national decline in math, science and engineering education and competency, we also are witnessing another trend—the graying of the American labor force. With a large number of employees approaching the traditional age for retirement, but eager to continue contributing in their communities, IBM is reaching out to mature, experienced members of our workforce who are interested in a second career in teaching.

Many long-term IBM employees are already thinking about teaching as a second career. Others have the exact background and skills needed to strengthen STEM education in our schools, and we want to introduce them to the idea of teaching. We want to encourage all IBMers who are ready for their next challenge to help address the national teacher shortage in math and science.

More than 120 of our most experienced employees have participated in the Transition to Teaching program. Each person chosen for the program is a math or science professional with at least one degree in a STEM field. The applicants are mature accomplished professionals with a variety of IBM experiences. Most program participants have engineering backgrounds, but participants come from all parts of IBM's business. These IBMers also have extensive experience working with children, volunteering in one of IBM's many after-school programs, and with weekend and summer programs in their communities. As part of Transition to Teaching, they participate in a range of teacher certification programs—depending on their expertise, prior course work, and the specific licensing requirements and available graduate programs in their states.

Transition to Teaching is based on a number of proven methods and protocols. Teachers must have strong, in-depth backgrounds in their subject areas. We focus on IBMers who have Bachelor's degrees or higher in a math or science discipline. Because we believe that IBMers need to learn the craft and skill of teaching, classroom management, and instructional practice to be effective educators, we reimburse their tuition costs for education preparation. IBM provides stipends of up to $15,000 so those who are transitioning to teaching can take leaves of absence—while maintaining their benefits—to do student or practice teaching for up to one year. It is absolutely essential for individuals to have real-life K-12 classroom experience—to observe good teaching, and then practice good teaching, before taking responsibility for a class of children.

In our experience, at least three challenges must be addressed in order to attract math and science professionals to education, and prepare them to become exemplary teachers. We would encourage policy leaders to focus on:

1. The development of standards for the pedagogic and instructional skills and knowledge required and focus only on those education courses that are necessary for teacher certification.
2. Assurances that teaching candidates are placed in supportive practice environments under qualified instructors.
3. Systems that will provide new teachers with mentoring and peer support during their first two years to ensure that they are able to provide the highest quality education to their students.

Many degree programs in education still do not meet these criteria. First, too many programs include coursework that is neither relevant nor helpful to new teachers, while not providing enough practical, hands-on experience. Degree programs do not always give credit for career-acquired competencies, and often treat experienced professionals the same way they treat first-year college students. We clearly need to develop streamlined programs that provide second-career teachers with efficient and effective means for entering the profession.

IBM's Transition to Teaching is one such effort. Thus far, 31 IBMers have completed the program, left the company as fully certified teachers, and taken math and science teaching positions throughout the nation. The retention rate for these second-career STEM teachers is very high. They tell us that they love being able to help math and science come alive in the classroom through real-life applications. But we know that a single Transition to Teaching program cannot compensate for the national shortage of STEM teachers.

If an additional 25 large companies established programs similar to Transition Teaching, their combined efforts could provide a substantial number of new math and science teachers. In parallel with addressing the STEM teacher shortage, broader corporate participation in teacher transition programs could help raise the reputation of teaching as a desirable career. However, the private sector alone cannot solve this problem. It will take improvements in teacher training and professional development programs in every school district. In addition, school districts will have to change the way they recruit, place and supervise teachers to retain the best professionals.

In the meantime, both new teachers and their principals are commenting on the success of the IBM Transition to Teaching program:

"This is my dream! To become a math teacher."—Gary, who teaches 8th grade math in New York

And from a principal who supervises a Transition to Teaching graduate: "Jennifer has had an outstanding beginning as a teacher. Her experience as a mother and a former manager has enabled [her] to nurture and advance middle school students at this critical crossroad. She is exuberant and enthusiastic about math, and makes it come alive for her students. Undoubtedly, her professionalism comes from her IBM background, and her enthusiasm is contagious. I am very grateful that IBM's Transition to Teaching Program helped to add Jen to our team."

Transition to Teaching participants achieve their career aspirations while making significant contributions. IBM's preparation, financing, and benefits support smoothes the transition. The program also benefits IBM by enhancing the company's ability to recruit and retain top talent, and by reinforcing IBM's reputation for outstanding corporate citizenship. And in the long term, IBM's investment in Transition to Teaching strengthens our nation's economic competitiveness by helping to ensure a full pipeline of emerging STEM professionals.

IBM has shared the Transition to Teaching model with several companies that have replicated its principles. We also have worked with the State of California EnCorps STEM teacher transition and training program to share our best practices. Meanwhile, IBM continues to seek opportunities to influence other companies to embrace and deploy the Transition to Teaching model.

To attract new talent to the teaching profession, we must take steps to open it to qualified persons at all stages of their working lives. This will require public-private partnerships that enable the recruitment of new members of the profession throughout their careers. We should give professionals in many industries the opportunity to develop transferrable skills as part of their preparation to become teachers. Only in this way will we facilitate faster movement into the profession for those with the training, dedication and expertise that America desperately needs in its classrooms.

Thank you for the opportunity to provide testimony about the IBM Transition to Teaching model. I look forward to fielding questions on this important topic.

IBM and STEM education

Improving public schools around the world continues to be one of IBM's top social priorities. Through strategic initiatives, we're helping solve education's toughest problems with solutions that draw on advanced information technologies and the best minds IBM can apply. Because our efforts are focused on preparing the next generation of leaders and workers who will lead in the Innovation economy, a number of our projects focus on science, technology, engineering and math education.

Transition to Teaching

IBM's Transition to Teaching program is helping address the critical shortage of math and science teachers by leveraging the brains and backgrounds of some of its most experienced employees. Through Transition to Teaching, IBM is enabling its employees to become fully accredited teachers in their local communities when they choose to leave the company, providing tuition reimbursements up to $15,000, stipends during student teaching, and online mentoring and other support services in conjunction with colleges, universities and school districts. Transition to Teaching has 104 participants with 28 teachers at 24 sites.

Teachers TryScience (www.teacherstryscience.org)

Teachers TryScience, a collaboration between the New York Hall of Science, teachengineering.org, and IBM, is a site for teachers. Through Teachers TryScience, middle school teachers can improve their instruction of project-based learning, with a focus on engineering/design. Teachers are able to search for standards-based lessons that are linked to online professional development resources that will help them effectively implement lessons in the classroom. The site also provides social networking tools to enable educators to comment on and rate the lessons and professional development resources; submit their own teaching materials; and engage in focused discussions on relevant topics.

TryScience (www.tryscience.org)

TryScience, a collaboration of the New York Hall of Science, IBM, and the more than 600 member institutions of the Association of Science-Technology Centers, opens a world of science and discovery to students, who otherwise would have no access to the best museums around the globe. The site, which is available in nine languages, provides interactive exhibits, multimedia adventures, and live camera "field trips." TryScience also provides hands-on science projects that children, parents, and teachers can do at home or in school. A special view for teachers, compiled by the National Science Teachers Association Webwatchers' Team, correlates many of the TryScience experiments with National Science Education Standards and SciLinks codes.

MentorPlace (www.mentorplace.org)

Through MentorPlace, IBM employees around the world are providing students with online academic assistance and career counseling, while letting them know that adults do care about their issues and concerns. The program provides a meaningful and convenient way for IBM employees to volunteer their time and talents in schools. IBM works with teachers to determine what activities they would like their students to work on with their mentors. Activities cover all core academic areas, including science, engineering and math. Traditional mentoring conversations also take place. More than 6,000 IBMers in more than 35 countries are currently participating in the program.

On Demand Community

On Demand Community is a first-of-its kind initiative to encourage and sustain corporate philanthropy through volunteerism by arming employees and retirees with a rich set of IBM technology tools targeted for schools and nonprofit organizations. It sets a new standard for corporate volunteerism by combining the strengths and skills of our people with the power of innovative technologies and solutions. Participating members are able to magnify the impact of their volunteerism through IBM Community Grants, a new global program that provides cash and equipment grant awards to the schools and not-for-profit organizations where they volunteer.

On Demand Community offers IBMers with volunteer solutions that enable them to share their enthusiasm for math and science with students and introduce them to the range of exciting, profitable careers in engineering and IT. Presentations include: Encourage math and science education; Preparing for an IT career, Game Tomorrow, and Lego Robotics.

IBM Technology Camps

IBM's Technology Camps around the world are designed to foster a new generation of scientists and engineers and encourage the thousands of young people who have participated in these programs to pursue careers in math, science and engineering. There number of jobs requiring math is exploding and is a tremendous opportunity for future careers. From video games and virtual worlds to electronic healthcare records and congestion traffic systems, math is making them go. From May—November, programs are held across the United States, Asia, Latin America, Europe and Africa for middle school age girls taking part in IBM's EX.I.T.E. (EXploring Interests in Technology and Engineering) Camps; boys and girls involved in the company's IGN.I.T.E. (IGNiting Interesting in Technology and Engineering) programs, and People with Disabilities participating in IBM's S.T.E.M. (Science, Technology, Engineering and Math) Entry Point workshops.

Under the Microscope

IBM has designed a dynamic social networking site for the Feminist Press called Under the Microscope (underthemicroscope.com) to encourage women and girls' interest in science, math and technology. The site: collects stories and lessons from technical women, highlighting those experiences that were turning points for success and helpful advice for the difficult times; encourages teenagers to share their

stories, concerns and ideas with their peers and mentors; enables technical women to network with one another; feature blogs from experts and successful career women on topics such as the environment, alternative fuel resources, nutrition/health, career development, events, medical discoveries; and publishes noteworthy and interesting news from around the world.

Computer Science Curriculum (www.ibm.com/university) and (csta.acm.org)

IBM and the Computer Science Teachers Association are providing free access to computer science resources for high school teachers. Resources include basic programming and web design principles that teachers can incorporate into computer science, math and science classes.

The resources also include a professional development module focused on project-based learning that is designed to help teachers improve their own instructional strategies.

TryEngineering (www.tryscience.org)

IBM is the technology partner of TryEngineering, a web site owned by IEEE. Designed to appeal to a wide range of audiences, TryEngineering.org, aims to inform teachers, school counselors, parents, and students about engineering and what engineers do through a web site that combines interactive activities with valuable information on careers in engineering.

Pathways in Technology Early College High School (P–TECH)

In September 2011, the New York City Department of Education, The City University of New York (CUNY), New York City College of Technology ("City Tech") and the IBM Corporation opened Pathways in Technology Early College High School (P-TECH)—an innovative public school spanning grades 9-14. P-TECH's mission is to provide students with a personalized pathway towards mastery of the skills and knowledge that they will need to make the transition from education to industry. P-TECH students will graduate with a no-cost associate degree, and will be positioned to secure entry-level positions in the highly competitive Information Technology field(s) and/or complete their studies in a four-year higher education institution.

P-TECH opened in Brooklyn, New York with 104 students in the ninth grade, and will add a grade each year for six years. Students come from all boroughs of the city, but predominantly from the surrounding neighborhoods. They were not screened for admission, and no tests were required. However, students did have to demonstrate their interest in P-TECH by attending a school fair or a parent meeting. P-TECH is 67 percent male and 33 percent female, and many of the students will be the first in their families to earn a postsecondary degree.

P-TECH was never planned as a single or charter school serving a small number of fortunate students. The broader goal always has been to apply the knowledge and experiences developed in this pilot school to serve as a model for use by other traditional high schools in New York City, nationally and globally. P-TECH is designed to be the first in a series of similar institutions, and an exemplar of how K-12 schools, higher education institutions and public/private partnerships can substantially raise graduation rates, prepare greater numbers of students to fill good paying jobs in the IT or other fields, and enable more students to successfully pursue post-secondary education.

Components of the P-TECH Program

P-TECH provides students with a school-college-career continuum that helps them understand the direct links between what they are learning today and the worlds of college and work. The school's rigorous program is designed to inspire students to focus and strive. While P-TECH is a comprehensive school with a number of significant elements, the following provides a brief overview of the core components of the program.

Focus on Early College: Student learning is focused from grade nine on, through a six-year scope and sequence of high school and college coursework to ensure that students will earn an Associate in Applied Science degree in either Computer Science Technology or Electromechanical Engineering Technology, awarded by New York City College of Technology at CUNY, the school's lead college partner. The curriculum is also aligned with the Common Core standards as the foundation for learning in college, particularly higher education institutions with strong math, science and engineering programs. As part of creating the early college culture, students immediately participate in other aspects of the college environment, engaging with college faculty and students.

Focus on Careers: Students participate in an ongoing, sequenced Workplace Learning curriculum informed by current and future industry standards that in-

cludes career goals, mentoring, guest speakers, workplace visits and internships. Minimum requirements for entry-level IT jobs, as provided by IBM and other industry partners, have been mapped to the curriculum and are serving as academic benchmarks and targets. A coalition of industry advisors is assuring that the program aligns with industry needs as the IT field evolves. To serve as an added incentive to students, IBM also is making graduates first in line for entry-level jobs—thereby strengthening the continuum from school to college and career.

Focus on Personal Pathways: Each student moves through a personalized academic pathway that is closely monitored by his or her teachers and advisors, based on their individual needs and performance. While the school meets all state mandates for regents and courses, the pace at which the student moves through the high school and associate degree requirements is personalized, and the requirements sequences are intricately intertwined. While all students are expected to meet high school requirements and earn their associate degree in six years, some may proceed at an accelerated pace to earn their associate degree in a shorter time.

Extended Learning Time: In addition to extending college level coursework into what has conventionally been the high school years, the school day and year also are being extended beyond the traditional schedule to include even more individual support for students.

Specialized Staffing: In order to ensure that the model is adequately supported, both the college and industry partners have provided a full-time position to the school: an Early College Liaison and an Industry Liaison. These positions work directly with the leadership, staff and students. In this way the model is continually monitored to ensure effective practice.

Chairman HUNTER. Thank you, Ms. Banta.

Now, for Ms. Brown, who has lost her voice. I know there are many in this room that would wish her ailment on me. But it is not going to happen so I am sorry. So, Mr. Ayers is going to read your testimony. You have 5 minutes.

STATEMENT OF CYNTHIA G. BROWN, VICE PRESIDENT FOR EDUCATION POLICY, CENTER FOR AMERICAN PROGRESS

Mr. AYERS. Thank you, Chairman Hunter and Ranking Member Kildee for inviting my boss Cynthia Brown to testify on the value of alternative teacher certification. We at CAPAF believe that teacher effectiveness is critical to the success of education reform, which is why forward-thinking leaders are focused on reforming teacher certification.

Adding urgency is a growing consensus that the supply of new teachers is not meeting the demand, particularly for hard-to-staff schools and subjects. Alternative certification is a promising strategy for addressing that need. Yet we need to institute policies that ensure the programs are high quality.

To be sure, the same needs are true for traditional teacher preparation. The overwhelming majority of teachers continue to be trained by traditional programs which must also be reformed. Until our country becomes far more selective in recruiting, training and retaining top tier teachers, student achievement will continue to lag.

We would like to make three key points in our testimony today. First, teacher policy must focus on effectiveness more than qualifications, which frees us from some of the unproductive debates about alternative certification. Two, high quality certification is a promising strategy for increasing the supply of effective teachers, and much can be done to promote higher quality. Three, federal and state policies should be put in place to expand the pipeline of

talented teachers through robust alternative and traditional preparation.

To that end, we would recommend that Congress focus on three main policy levers. And we will elaborate more later. First, revise the Elementary and Secondary Education Act to focus on teacher effectiveness through the use of comprehensive teacher evaluations. Two, fund the development and expansion of high quality alternative certification programs, similar to the way Congress does with high quality charter schools. And three, increase accountability for all teacher training programs, alternative and traditional, so that outcomes improve and limited resources are spent wisely.

We would like to expand briefly on each of these points. First of all, teacher policy must focus on effectiveness. We know that inputs like credentials, certification, licensure, master's degrees do not necessarily predict solidly how well teachers will help students learn. So, it is time for policymakers to stop relying on these proxies and start insisting that states and schools and school districts use direct measures of effectiveness to assess teacher performance.

We know that high quality alternative certification is a promising strategy. Alternative certification generally targets applicants who already have an undergraduate degree and then streamline their coursework.

We know that some of these candidates are working in hard-to-staff schools or subjects, so as long as the programs are high quality this is a worthwhile strategy. Thus, policymakers should keep several things in mind as they seek to improve alternative certification programs.

One is to minimize the burden placed on participants. States should ensure that alternative certification programs are affordable to a wide range of non-traditional candidates by requiring only that coursework and learning experiences that are essential.

Two is to be selective in recruitment. Across the board the bar to entry is far too low actually.

Three, frequently assess. Teacher candidates currently get infrequent feedback on their progress and need ongoing information to help them improve and to control for quality.

Four is to provide mentoring and induction alternatively to certify teachers with condensed training could benefit even more from these comprehensive induction programs.

Five is to strengthen accountability programs to be judged by the performance of their graduates. And states could use that data to improve, reward or close programs.

Six is to allow multiple providers for preparation and certification. Nonprofits, charter schools and school districts should all be allowed to be providers, as long as they produce effective teachers.

In terms of federal policy CAPAF recommends that Congress take the following steps to improve teacher training, both for traditional and alternative preparation programs.

One is to revise ESEA to focus on teacher effectiveness more than on qualifications. Congress should require states to adopt comprehensive evaluation systems that inform professional development and personnel decisions. Title II of ESEA is ripe for an

overhaul. Title II funds could be used to tighten up teacher training based on the results of teacher evaluations.

Second, we encourage Congress to fund the development and expansion of high quality alternative certification programs, similar to the way Congress does with charter schools. Congress should authorize a competitive state grant program for increasing high quality alternative certification programs conditioned on the implementation of policies that ensure quality.

The program can take a tiered funding approach similar to the way that ESEA does. Programs showing the greatest evidence would receive larger amounts of funding. Those with less evidence, but promise, could receive less funding for startup.

Three, we recommend that you increase accountability for all teacher training programs. Congress should require states to measure the effectiveness of their teachers, link the data to training programs and use that information to reward, improve or shut down preparation programs regardless of their route. We believe effectiveness data should include impact on student achievement, but also persistence rates for up to 5 years and feedback surveys from teachers and school districts.

Our current teacher policies at all levels, federal, state and local are inadequate for the demands we are placing on schools. We must improve the supply and effectiveness of teachers if we are to raise standards, turn around low-performing schools, increase innovation and remain internationally competitive.

We thank the subcommittee for taking on this important issue, and focusing attention on improving the teacher pipeline, particularly for our nation's high-need schools.

[The statement of Ms. Brown follows:]

Prepared Statement of Cynthia G. Brown, Vice President for Education Policy, Center for American Progress Action Fund

Thank you, Chairman Hunter and Ranking Member Kildee, for inviting me to testify on the value of alternative teacher certification programs. My name is Cynthia Brown, Vice President for Education Policy at the Center for American Progress Action Fund.

Teacher effectiveness is critical to the success of education reform efforts, which is why forward-thinking leaders are focused on reforming teacher certification. Adding urgency to the effort is a growing consensus that the supply of new teachers isn't meeting the demand, particularly for subject shortage areas and hard-to-staff schools. Alternative certification programs are a promising strategy for addressing that necessity. Yet, to realize the benefits of these programs, we need to institute policies that ensure the programs are high-quality, innovative, and effective. To be sure, the same needs are true for traditional teacher preparation. The overwhelming majority of teachers continue to be trained by traditional programs, which must also be reformed.[1] Until our country becomes far more selective in recruiting, training, and retaining top-tier teachers, student achievement will continue to lag.

I want to make three key points in my testimony today—

1. Teacher policy must focus on teacher effectiveness more than on qualifications, which frees us from some of the unproductive debates around alternative certification.

2. High-quality alternative certification is a promising strategy for increasing the supply of effective teachers, and much can be done to promote higher quality.

3. Federal and state policies should be put in place to expand the pipeline of talented teachers through robust alternative certification and traditional preparation programs.

To that end, I would recommend that Congress focus on three main policy levers to improve the supply of effective teachers—

1. Revise the Elementary and Secondary Education Act (ESEA) to focus on teacher effectiveness through the use of comprehensive evaluation systems.

2. Fund the development and expansion of high-quality alternative certification programs, similar to the way Congress funds high-quality charter schools.

3. Increase accountability for all teacher training programs—alternative and traditional—so that outcomes improve and limited resources are spent wisely.

I would now like to expand on each of these points.

Teacher policy must focus on teacher effectiveness more than on qualifications. For too long our nation has assumed that teachers who obtain state certification are fit to teach, and that most would eventually excel in the classroom after gaining some experience. But research proved us wrong. Inputs and credentials like certification, licensure, master's degrees, experience, or teacher preparation coursework are not solid predictors of how well teachers will help students learn.[2] Some inputs like subject matter knowledge do matter, especially in the upper grades.[3] But it is time for policymakers to stop relying wholly on proxies and to start insisting that states and school districts use outputs—direct measures of effectiveness—to assess teacher performance and improve teaching and learning.

Pioneering states have begun to do this. In 2011, 26 states used student achievement measures as part of their evaluation systems.[4] When combined with other evidence of effective teaching, states are beginning to develop fair, comprehensive, and reliable systems of evaluation.

This is the right move to make, and federal policy should follow suit. It is fine to set a minimum bar to enter the classroom, such as requiring a college degree, subject matter competency, and some form of training.[5] But we should not pretend that this is a ceiling. It is a floor. If we focus on teacher effectiveness, that will free us from some of the interminable debates on the best route to preparing and certifying teachers. What matters most is how well teachers do in the classroom, not how they arrived there.

High-quality alternative certification is a promising strategy for increasing the supply of effective teachers for high-need schools, subjects, and areas. The overwhelming majority of teacher graduates (79 percent in 2010)[6] take a traditional path into teaching. That means they graduate from college, take a specified set of education courses, complete a practice teaching component, and pass an exam in order to obtain a certificate. Some states require them to earn an advanced certificate once they have taught for several years.

Alternative certification, by contrast, generally targets applicants who already have an undergraduate degree but need education coursework to meet state certification requirements. So alternative certification programs streamline or condense those requirements. For example, they may require shorter but more intensive practice teaching assignments or more targeted, practical coursework. And usually teachers in alternative certification programs assume duties in a classroom while they complete their program. However, they like all other teachers, earn certification. They just do it in a different way.[7]

The first alternative certification programs began in the early 1980s, the most notable of which was the New Jersey Provisional Teacher Program begun in 1985.[8] In 2010 (the most recent year with available data), 45 states plus DC approved some type of alternate route, and 21 percent of teacher graduates came from an alternative certification program.[9] Alternate routes have often been used to recruit candidates that would otherwise not enter teaching—candidates who are older and/or have knowledge of hard-to-staff subjects like math or science—and to recruit teachers for working in high-need schools and areas. Some programs, like the New York City Teaching Fellows, were created to replace teachers who had emergency credentials.[10]

Research shows that graduates of alternative certification programs, on average, perform at the same level as traditionally prepared teachers who work in similar schools.[11] There are some low-performing alternate routes for sure, and there are some that outshine traditional programs. But on average, teachers perform about the same. So, it is important to remember that the goal of alternate routes is to increase the supply of teachers by drawing from a different, sometimes larger pool of candidates than the traditional brick-and-mortar university. And evidence shows that many alternatively certified teachers do work in high-need schools or subjects.[12] Thus, as long as the programs are high-quality, they are legitimate and worthwhile approaches to improving teacher supply.

Several policies could be put in place to expand the pipeline of talented teachers through robust alternative certification programs. Policymakers at the federal and state level should keep several things in mind as they take steps to improve the effectiveness of alternative certification programs—

1. Minimize the burden placed on program participants. States should ensure that alternative certification programs are affordable to a wide range of nontraditional candidates by strategically requiring only coursework and learning experiences that

are essential. States can do this by defining what competencies teachers must obtain, rather than credit hours they must earn. The best programs select candidates who have already mastered their content area and only need training in teaching methods, and they minimize burden to entry in order to attract the largest possible pool.[13]

2. Ensure alternative certification programs are high-quality. Given the unevenness in quality and content of alternative certification programs,[14] several things could be done to strengthen their quality and rigor—

Be selective in recruitment. Across the board, the bar to entry is far too low. The best programs require a high minimum GPA and strong subject matter knowledge to participate. Relatedly, states should set higher cut scores for passing licensure or certification exams. Current pass rates on state certification exams are almost 100 percent and tell us little about how teachers will perform in the classroom.[15]

Frequently assess. Teacher candidates currently get infrequent feedback on their progress. Alternative certification could be strengthened by ensuring trainees get frequent, diagnostic, performance-based feedback throughout their training and into their first years of teaching. 25 states and 180 preparation programs have joined the Teacher Performance Assessment (TPA) Consortium, which has created a subject-specific, performance-based assessment for pre-service teacher candidates, centered on student learning.[16] A reliable, valid system of performance assessments based on common standards would provide consistency in measuring teacher effectiveness, track teacher progress, flag areas of need, and create a continuum of performance throughout a teacher's career.[17] It would also provide rich information for improving preparation programs and holding them more accountable.

Provide mentoring and induction. Many new teachers are left to sink or swim once in the classroom. Alternatively certified teachers with shortened or condensed training could benefit even more from high-quality induction programs that have been shown to improve retention, teaching practice, and student achievement.[18] A 2007 study by the New Teacher Center also found that every $1.00 invested in induction yields $1.66 in returns.[19]

Strengthen accountability. Programs should be judged by the performance of their graduates, not on their path to get teachers into schools. States could enhance alternative route programs substantially by creating and using robust data systems that measure teacher effectiveness, as well as retention rates, where teachers are placed, and feedback from districts and schools on how well the candidates perform.[20] States could then use that data to inform the improvement, reward, or closure of alternative certification programs. Feedback data will help ensure that alternative certification programs are meeting the needs of the schools that hire them.

3. Invest in innovation and growth. Alternative certification programs are sometimes stifled by political opposition, limited resources, or fallout from poor results. To encourage innovation and growth, policymakers can take several steps—

Strengthen accountability. As I just mentioned, policymakers would be wise to focus limited resources on programs that work and close those programs that do not.

Allow multiple providers of preparation and certification. Restricting preparation and certification to universities and states artificially constricts the teacher pipeline. Nonprofits, charter schools, and school districts can and should be providers as long as they produce effective candidates.

Invest in high-quality programs. States and the federal government should identify and expand effective programs. At the same time, they should invest in promising programs and require them to demonstrate results to receive continued funding.

As Members of Congress I know you are, of course, interested in what the federal government specifically can do to promote teacher effectiveness. CAPAF recommends that Congress take the following steps to improve teacher training overall, both for traditional and alternative preparation programs—

1. Revise the Elementary and Secondary Education Act (ESEA) to focus on teacher effectiveness, more than on teacher qualifications. We cannot know how well our preparation programs train teachers if we do not know how teachers perform in the classroom. Thus, Congress should require states to adopt comprehensive evaluation systems as a condition of receiving Title II funds. Title II is ripe for an overhaul. The current program, which funds teacher and principal training, is a grab bag of allowable uses that have not proven effective. Most states and districts spend this money on professional development and class-size reduction that have not shown substantial results.[21]

Evaluation systems should measure and improve the impact teachers make on student learning. Performance should be measured in multiple, objective, and valid ways that at least include measures of student achievement, classroom observations, and student feedback. Title II funds could then be used to tighten up professional

development based on the results of evaluations. Groundbreaking work by the Gates Foundation's Measures of Effective Teaching Project has involved over 3,000 teachers in seven large districts.[22] The project has shown how observations and feedback can accurately identify quality teaching and can be used alongside measures of student learning. We as a nation must shift the conversation toward measuring, rewarding, and improving teacher effectiveness, more than their qualifications, both during and after teacher training.

2. Fund the development and expansion of high-quality alternative certification programs, similar to the way Congress funds high-quality charter schools. There is a shortage of high-quality teacher candidates for our country's high-need schools. Thus, Congress should authorize competitive state grants for increasing high-quality alternative certification programs, conditioned on the implementation of policies that ensure quality. Congress does something similar now with the Replication and Expansion grants in the Charter School Program. The Replication and Expansion grants have funded 250 new high-quality charter schools in 17 states in just two years.[23] Congress could provide similar competitive grants to fund high-quality alternative certification programs. The program could take a tiered-funding approach similar to the Investing in Innovation Fund. That is, programs showing the greatest evidence would receive larger amounts of funding to support expansion, while those with less evidence but showing promise would receive less funding for start-up purposes. Low-performing programs would lose funding. Using a pay-for-success approach, some programs might receive small initial funding that would only continue or grow as programs demonstrate success. This would help ensure that limited federal resources are spent wisely.

3. Increase accountability for all teacher training programs—alternative and traditional. Current accountability for teacher training is woefully inadequate. Rarely do programs measure the impact of their graduates on student learning (only 28 states do so), where graduates teach, or how long they remain. The most common criteria programs use are inputs with little or no correlation to outcomes—like accreditation status, pass rates on notoriously weak certification exams, or program completion rates. Some programs even use criteria like student-faculty ratios, minimum hours devoted to student teaching, or adherence to state reporting requirements.[24] These are hardly outcomes-based indicators that measure the effectiveness of preparation programs.

Thus, Congress should require states to measure the effectiveness of teachers, link the data to training programs, and use the information to reward, improve, or shut down teacher preparation programs, regardless of their route. We believe effectiveness data should include impact on student achievement, persistence rates for up to 5 years, and feedback surveys from teachers and their employers (i.e., school districts). This requires robust data systems that include information from state education, labor department (or state insurance department), university, and school district data systems.[25] But measuring and reporting data is only one step. Acting on that data is the next step. States should annually identify and reward high-performing programs, provide guidance for improving low-performing programs, and eventually close chronically underperforming programs. In order to be fair and rigorous, such accountability should apply to all training programs in the state, including traditional and alternative programs.

There is leverage to accomplish this. Currently the Higher Education Act (HEA) requires states to assess the performance of teacher preparation programs and to identify and assist low-performing programs. But unfortunately, only 38 states identified low-performing programs in 2010, the most recent year with available data. Out of over 2,000 programs nationwide, a mere 38 (or less than 2 percent) were flagged as low-performing or at-risk of being low-performing. Fifteen were located in Texas alone.[26] The upcoming reauthorization of both ESEA and HEA will be ripe opportunities to strengthen accountability for teacher training.

Our current teacher policies at all levels—federal, state, and local—are inadequate for the demands we are placing on schools. We must improve the supply and effectiveness of teachers if we are to raise standards, turn around low-performing schools, increase innovation, and remain internationally competitive. High-quality alternative certification programs are a promising strategy to help improve the supply of teachers. With smart reforms and targeted investment they can be expanded to increase the pool of talented teachers. But they must also be accompanied by overall reforms to traditional preparation and state and district policies that impact hiring and placement, evaluation, career advancement, professional development, and personnel decisions.

I thank the Subcommittee for taking on this important issue and focusing attention on improving the teacher pipeline, particularly for our nation's high-need schools and areas.

ENDNOTES

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[24] U.S. Department of Education, "Preparing and Credentialing the Nation's Teachers."

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[26] U.S. Department of Education, "Preparing and Credentialing the Nation's Teachers."

Chairman HUNTER. Thank you, Ms. Brown through Mr. Ayers. And Mr. Andrew, you are recognized for 5 minutes.

STATEMENT OF SETH ANDREW, FOUNDER AND SUPERINTENDENT, DEMOCRACY PREP PUBLIC SCHOOLS

Mr. ANDREW. Thank you, Chairman Hunter, Ranking Member Kildee and members of the committee. Thank you for inviting us to speak here today about what we believe is one of the most significant challenges facing our democracy, recruiting a new generation of excellent teachers and leaders.

My name is Seth Andrew and I am the founder and superintendent of Democracy Prep Public Schools, a district of public charter schools in Harlem, New York. We educate 2,000 students from grades K through 12 for success in the college of their choice and a life of active citizenship.

Our scholars consistently outperform even wealthy Westchester County on high stakes regions exams. And just last week our first turnaround school, Harlem Prep was recognized for having the single highest literacy growth of any school in the entire state of New York.

I have a few of our amazingly hardworking scholars here. I am grateful to Jamie and Michael and Omar for joining me and giving me support. And they have helped to make Democracy Prep the highest performing management organization in New York City.

When I was their age I served as a congressional page. I was actually here and Congressman Kildee was on my page board in fact. And at the time I thought of ways that you could find bipartisan solutions to our profound educational problems. And today I think you have before this committee exactly that.

3989 and 3990 represent some of the best leverage opportunities to change federal education policy to increase the high quality of teachers by removing unproductive barriers to entry. We must level the playing field so that all excellent potential teachers, whether

traditionally certified, alternatively certified or wholly uncertified are able to teach the scholars who need the most, scholars like mine.

Some believe that our scholars are in fact the hardest to educate because our schools are all Title I schools. We are 100 percent African American and Latino. Twenty-two percent of our students enter with special needs and IEPs. Twelve percent of our students enter with English language learner status.

However working at Democracy Prep now 100 percent of our scholars are becoming prepared for college so they can change the world; and fundamentally we believe that the success of great schools like Democracy Prep is mostly a function of which adults are in our buildings, not which kids are in our buildings.

We hope to see the success we have had replicated, and we have opened our doors to researchers from universities, think tanks, both conservative and liberal. And they found the same thing. The Democracy Prep model is affordable, replicable and sustainable over time.

So, what is our secret? There is no secret. Our five core principles can be adopted by every school in America. We have more time, a longer school day, week and year. We have increased rigor, college prep for all scholars. We have a strong school culture; we are safe and supportive and joyous and disciplined. We use data in a robust way by offering frequent quantitative feedback to our teachers, scholars and parents.

But most of all, the single most important thing of our success is our talent. In fact, the talent is what makes Democracy Prep great more than anything else. We lose high quality potential teachers from the applicant pool when we have provisions in place like HQT. And in fact, the people that were hurting are not those potential applicants, but the scholars most in need of excellent teachers.

So, instead of trying to reform existing certification and HQT regulations, we need policymakers to relinquish this power to the leaders closest to the students: principals; principals who are in the best position to evaluate teacher candidates for their students. Principals in turn should be held to an extremely high standard of accountability for student outcomes.

Last year across the Democracy Prep district only 18 percent of our teachers were traditionally certified. Fifty-two percent were certified through a non-traditional route such as Teach for America, TNTP or the Match Teacher Residency in Massachusetts. And 30 percent of our teachers were wholly uncertified.

Despite this, each of our schools continued to post dramatic academic gains across all grade levels and all subjects. Quite clearly our students did not suffer on account of their teachers lacking traditional HQT credentials that currently guide federal policy. In fact, we believe that an HQT and traditional certification is inversely related with teacher quality on the whole.

The HQT standard practice places illogical restrictions on the talent pool. Under current policy, even if we could successfully use the House process to house all of the members of this committee, it is unlikely that I could hire any of you to teach physics or chemistry

at Democracy Prep because we have reached the 30 percent threshold allowed under New York State for uncertified teachers.

And even in my own case, despite the successes I have had as a special education teacher and special education administrator over more than a decade, I am still ineligible to teach in most schools in America because of certification rules in HQT.

This issue is not about traditional school districts versus public schools. In fact, ensuring that all principals have the laws in place so they can recruit the best and brightest teachers regardless of their route to certification would benefit all public schools as it already does for private schools. We need to encourage potential teachers by lowering the barriers to entry and making the process simpler for prospective educators and for career-switching teachers to be even considered for a teaching job.

Please understand, this does not mean that everyone can, should or be able to teach. Whether they are hired should be based on how suited their skills, knowledge and disposition is for any given school or role. High-performing schools like mine, if we were empowered to create our own residency based certification programs, I believe that could dramatically accelerate both the achievement gap closing work we do at Democracy Prep and attract stronger candidates to education and the pool as a whole.

So, in summary, we believe that 3989 and 3990 would improve the well-intentioned but ill-conceived HQT standards. And we believe that policies that prioritize the credentials of adults over the needs of students are fundamentally backwards.

Instead, we believe we need to roll out the welcome mat to all potentially excellent teachers in America, including the members of this esteemed committee if you would like to apply, and encourage you to enter the profession of teaching, while holding leaders accountable for the value-added outcomes of our scholars instead of merely the graduate school credits and inputs currently required under HQT.

Thank you so much for having me here today and I welcome any questions.

[The statement of Mr. Andrew follows:]

Written Testimony of Seth Andrew
Founder & Superintendent of Democracy Prep Public Schools
Harlem, New York

July 24, 2012

Chairman Hunter, Ranking Member Kildee and esteemed Members of The Subcommittee,

Thank you for inviting me here today to speak with you about what I believe to be the single most significant challenge our democracy faces: the need to recruit and grow a new generation of public school teachers and leaders who are excellently prepared for the rigors of becoming educators in the 21st century schoolhouse.

My name is Seth Andrew, and I am the Founder and Superintendent of Democracy Prep Public Schools, a district of seven public charter school campuses based in Harlem that serves 2,000 students in grades K-12. Our network was founded on the principle of ensuring that all of our scholars and our staff must work hard, go to college, and that they *will* change the world!

The legislation pending before this committee, which includes both H.R. 3989 and H.R. 3990, is a strong step in the right direction. As a K-12 product of NYC public education, a teacher, a principal, and now a superintendent, I believe that H.R. 3989 and 3990 are the single best leveraged changes to federal education policy to increase the quality of teachers by removing unproductive barriers to entry and to level the playing field so that all excellent teachers, whether traditionally certified, alternatively certified, or uncertified, are able to teach the scholars who need them most.

Unfortunately, most districts, states, and the federal government continue to use a course-based-certification model with a lock-step seniority pay system that deters the best and the brightest teachers from entering — and remaining in — the profession.

I have a few of our amazingly hard working scholars with me today who have helped Democracy Prep become the single highest performing Charter Management Organization in the City of New York over the past four years. These scholars represent a major milestone towards fulfilling Dr. King's dream, not just of equal access, but of a choice of excellent public schools for every student in America, regardless of which zip code he or she was born into. The education crisis for low-income scholars like Jaime, Michael, Omar, and Melia is the civil rights issue of our generation. From the time I first served as a Congressional Page from Harlem to this day, I have hoped that we could find bi-partisan solutions to our profound educational problems. Today, I believe that you have before this committee an opportunity to do just that.

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Democracy Prep Public Schools operate the highest growth middle schools in the city, and, just last week, our first turnaround elementary school, Harlem Prep, was recognized for having the single highest growth of any school in literacy in the entire State of New York, and the highest combined math and literacy proficiency growth in New York City. At the High School level, our scholars consistently outperform the wealthiest students in New York State, Westchester County, on the high-stakes Regents examinations.

What is most remarkable about these results is that our scholars are exactly those who many people have argued are the hardest to educate. Our schools are all Title-One school-wide programs, and:

- 100% of our scholars are African-American or Latino;
- 82% are eligible for Free or Reduced Price Lunch (FRPL);
- 22% enter our schools with Individualized Education Programs (IEPs);
- 15% enter our schools involved with the Administration for Children's Services;
- 12% enter our schools designated as English Language Learners (ELLs); and
- 5% of our students are in the homeless system.

And yet, I'm extremely proud to tell you that these scholars and 100% of their classmates are now college-bound.

Despite these notable achievements, some critics remain skeptical. They assume we benefit from educating children whose parents are simply more motivated. They suspect we raise substantial sums through private philanthropy. Failing all else, they feel certain that we will not be able to reproduce these results at scale.

This skepticism is entirely misplaced. At our turnaround elementary school, we had the same parents, poverty, and social challenges as the year before, and yet the proficiency results improved by more than 30%. At our middle schools, we have now become the de-facto "zoned" middle school for Harlem. Even though we have 5,000 people *outside* of Harlem apply to our schools, we no longer have a lottery for an entering 6th grader who lives in our Zone; each is now *guaranteed* a seat.

As for financing, we educate each scholar solely on the public dollars allocated to us by the city, state and federal government from day one. This amounts to a base-funding amount of $13,500 per student, which is significantly less than the New York City Public Schools receive for each student in a traditional public school.

We've grown from one grade of 125 students in 2006 to 2,000 in 2012, and each school has improved over time. But, more importantly, we've opened our doors to analysts from elite research universities — such as Harvard and Stanford — and from renowned think tanks — such as Brookings, AEI, The Manhattan Institute, and RAND — to conduct rigorous

studies including those that are done as a "random trial" on a lotteried-in/ lotteried-out basis. What they have all found is that the Democracy Prep model is in fact affordable, replicable, and sustainable over time.

So, how do we do it? What's the secret?

We attribute our success to the five core tenets that animate our organizational philosophy:

1) **Time:** By utilizing a longer school day, week, and year, we ensure our students attend school for at least 50% more time than do typical public school students.
2) **Rigor:** We hold our students to the highest academic expectations. To us, this is not just a buzzword; it is the norm. We not only offer Advanced Regents' Diplomas, APs, and Honors classes, we require them of ALL students.
3) **Culture:** By building a culture around our DREAM values that help us to develop strong citizenship and character, we create learning environments that feature a paradoxical blend of warm and strict, joy and discipline, as well as enthusiasm and maturity.
4) **Data:** We build our schools with a robust and real-time data loop. Principals, teachers, students, and families all receive thoughtful, targeted data that allow us to differentiate instruction and to meet students where they are, regardless of where they start with us

And most importantly, the reason we are here today:

5) **Talent:** The single largest challenge we face as a network, and that I face as a Superintendent, is finding, training, and sustaining amazing teachers and leaders. The success of great schools like Democracy Prep is mostly a function of which *adults* they have in their buildings, not which *kids* are in their buildings.

So how do we ensure each student has the benefit of learning from an excellent teacher, and each teacher from and excellent principal? What can other schools, districts, and states learn from the federal government? The answer lies in the concept put forward by Nerav Kingsland, head of an organization called New Schools for New Orleans. Instead of trying to *reform* the existing certification regulations, we need policy makers to *relinquish* this power and allow more decisions to be made by the people closest to the students. This relinquishment needs to be accompanied by meaningful and tough accountability for student outcomes rather than for adult inputs. States and districts need to hold principals and superintendents accountable while empowering them to make decisions regarding who is working in their classrooms and schools.

As a public charter school district, we have been fortunate enough to have some flexibility from the Highly Qualified Teacher (HQT) rules under New York State law. State law has

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relinquished to us the ability to create our own recruitment, compensation, hiring, evaluation, and retention systems at Democracy Prep.

According to research conducted by Dr. Roland Fryer, Director of the Education Innovation Laboratory (EdLabs) at Harvard University, the percentage of teachers who have obtained a Master's Degree or higher has increased from 27.5% in 1971 to 61.8% in 2006. This increase is largely due to local state and federal policy that places inordinate emphasis on such credentialing. One might expect that that this increase in the relative education level of each teacher would translate to a commensurate increase in student achievement. And yet, as we all well know, student achievement scores in reading and math remained stagnant for 9, 13, and 17 year-old students across that entire timespan. In fact, a multi-year study of New York City charter schools conducted by EdLabs revealed teacher certification to play a statistically negligible role in determining student performance.

Our own experience at Democracy Prep has confirmed this data. In fact, we believe that traditional HQT designation and certification may in fact be *inversely* related with teacher quality on the whole. Last year across our district, only 18% of teachers possessed traditional certification. 52% were certified through a non-traditional route, such as TFA, TNTP, or the MATCH Teacher Residency, and 30% were wholly uncertified. Despite this, each of our schools continued to post dramatic gains in student proficiency levels across all grade levels and all subjects. Quite clearly, our students did not suffer on account of their teachers lacking the traditional HQT credentials that currently guide federal policy.

Next year, I will be entrusted with the responsibility of overseeing the education of over 2,000 students. Given our insistence on an uncharacteristically long school day, week, and year, our students are in Democracy Prep classrooms for the bulk of their waking hours, and it is imperative that the teachers who stand before our students each day have the mettle to thrive in our demanding *no excuses* environment. It makes no sense whatsoever to charge me with ensuring these students continue to grow academically, socially, emotionally and as citizens for our democracy while simultaneously disempowering me from deciding who gets to work in our classrooms.

The HQT standard places the illogical restriction on the talent pool that my principals are permitted to access and unnecessarily hamstrings our search for the amazing teachers that our students need. Under current policy concerning HQT, it is a remarkable indicator that I could not hire any of the members of this committee to teach history or civics at Democracy Prep even with the benefit of the exemption in New York State Charter Law. Because I have already reached my 30% threshold of "uncertified" teachers, I cannot even use the HOUSSE provisions under HQT to make you eligible to teach at Democracy Prep.

This issue is *not* about traditional district schools versus public charter schools. Ensuring that all principals, Local Education Authorities (LEA's), State Education Authorities (SEA's)

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have the laws, regulations, and tools in place they need to recruit the best and the brightest teachers regardless of their route to certification is a public education national challenge for *all* schools. This is true regardless of whether they are traditional district, magnet, charter, or other forms of public education. However, in most states the situation is even more dire for traditional district schools, which aren't afforded the same flexibility as public charter districts like mine. Traditional districts are forced to turn away thousands of great candidates for teaching that charter districts are able to interview and hire.

Take my own personal case. I studied education as a major at Brown while pursuing my Bachelors Degree and received a Masters Degree in education from the Harvard Graduate School of Education. Nevertheless, I would be ineligible to be hired by most traditional public school districts in America because I do not currently hold a valid traditional teacher certification. Despite having received an alternative certification in 2001, having taught in traditional district public schools in Massachusetts, and having taught and led schools for the past decade, I am still ineligible to teach in most schools in America. When we lose high quality potential teachers from the applicant pool, the people we hurt most of all are our children most in need of an excellent teacher.

Professor Marcus Winters of the University of Colorado has written a book about this topic, in which he studied Democracy Prep's practices closely. What he concluded is that we need to "open the floodgates" to *potential* teachers by lowering the barriers to entry, and to make the process far simpler for prospective educators and career-switching teachers to even be *considered* for a teaching job.

Please understand, this does not by any stretch of the imagination mean that ***everyone*** can, or should, be permitted to teach. It simply means that everyone with a clean criminal history and a Bachelors degree should be able to be *considered* for a teaching position. Whether they are hired, and whether they should remain employed as a teacher, should be based on how suited their skills, knowledge, and dispositions are for any given role, school, and school leader.

Democracy Prep has pioneered this process of "opening the floodgates." In fact, for ~200 teaching positions available in our district last year, we received approximately 10,000 applicants. If we were to have used a strict HQT or certification standard, we would have had to eliminate nearly two-thirds of those applicants upon initial screening. Instead, we reviewed ***all*** of the applicants for the best potential fit through a rigorous screening process that includes a resume review, a phone interview, an in-person interview, a sample lesson, a feedback loop, a second sample lesson when necessary, and reference checks. Then and only then, would we begin to discuss with a candidate their certification status and HQT.

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Subsequently, because of HQT, our school leaders spend hundreds of hours of wasted time and energy to work with our human resource team in an effort to identify ways to ensure that we become compliant with the letter of the law, while practicing "creative non-compliance" with the spirit of the law. In fact, the only thing that HQT does for our staff is encourage us to waste time stretching the definition of HOUSSE as far as humanly possible.

Congress has deliberated for quite some time without coming to agreement on how best to develop new policies on teacher evaluation. Our evaluation model at Democracy Prep might be considered a blueprint for schools across the nation. Once a teacher or leader is hired through this rigorous hiring process at Democracy Prep, they receive training in our thorough performance- based, outcome-driven evaluation rubric that outlines for them exactly how they will be measured and evaluated over the course of the year. Teachers are observed by their principals at least once a week and given a formal review once every trimester. Our evaluation rubric is made up of five discrete categories, each worth one-fifth of a teacher's overall grade:

- 20% is based on demonstration of observable best practices in teaching and learning;
- 20% is based on demonstration of observable best practices in cultivating student citizenship, character, and behavior;
- 20% is based on demonstration of measurable outcomes in team-oriented behaviors, including communication with parents, students, and colleagues;
- 20% is based on student growth on internal assessments; and
- 20% is based on student performance on internal assessments.

Thus, 40% of a teachers' performance is measured on "tests" and "data." However, the measurement is focused on *growth*, and it actually isn't measured at all on state test *performance*, which we believe is a lagging indicator. Rather, we measure leading indicators established by the district that help us determine at an early stage whether a teacher is struggling or whether he or she is becoming a model for others to emulate. At the end of each trimester, a teacher receives a score that encompasses a full range of performance and does not fall along a simple binary scale, such as the New York's system of satisfactory/ unsatisfactory.

Teachers' final evaluation rubric score determines their raise year-over-year, which ranges from 0% for an underperforming teacher to 10% for a master teacher. Democracy Prep lead teachers earn base salaries starting at $65,500 per year (at least 25% more than the NYC Department of Education's starting salary). Consistently masterful teachers can earn up to $150,000 per year after just eight years at Democracy Prep. And yes, this salary system is sustainable exclusively on the public funds we receive as a charter.

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In addition to an evaluation system that is de-linked from HQT or "certification" completely, we ensure that our teachers and leaders receive regular, thoughtful evaluations and ratings that are linked most of all to student growth. We do not incentivize proficiency for its own sake. By focusing on growth or "value-added," we encourage our best teachers to work with our lowest performing students who have the most room to grow. Moreover, we incentivize our faculty to work with students in art, music, theater, civics and many other subjects that have been pushed out of the curriculum in schools where our only focus is ELA and Math proficiency.

If high-performing Local Education Authority (LEA)'s were empowered to create our own residency-based "certification" programs, based on outcomes not inputs, I believe that we could dramatically accelerate both the achievement-gap closing work of Democracy Prep and similar schools and to attract more and stronger candidates to the field of education. Our professional development program includes more than 300 hours each year of direct in-service training for all teachers, targeted to their specific areas of need. This approach would be far more valuable and effective in credentialing teachers than an on-line masters degree that serves as the current HQT route for many teachers each year. Approved school-based certification programs based out of the LEA would have a major impact on our ability to recruit, support, and retain great teachers for the profession.

In summary, enactment of H.R. 3989 and H.R. 3990 would mitigate some of the adverse consequences wrought by implementation of the well-intentioned, but ill-conceived, HQT standard. Some may contend that such action would constitute an unwarranted rollback of minimum standards for teachers. We believe that any policy that prioritizes credentials of adults over the needs of the students in low-performing classrooms is an affront to the principle of equality of educational opportunity. We must roll out the welcome mat to all potentially excellent teachers in America, including the members of this esteemed committee, and encourage them to enter the profession while holding principals, LEA district superintendents like me, and State Education Authorities accountable for the outcomes and results of those teachers, not their credentials and inputs.

Thank you for allowing me to join you today and for your attention to this extremely important matter.

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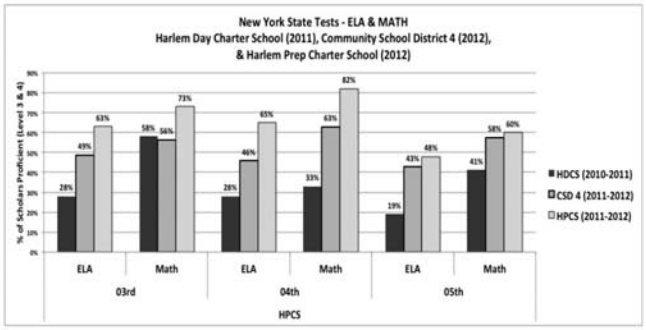
HARLEM PREP PROVES SCHOOL TURNAROUND IS POSSIBLE

Dramatic Improvements In Every Grade & Subject In Just One Year

Harlem Prep Charter School has become one of the single most impressive and exciting indicators of what is possible for America's lowest performing public schools. In less then one year, the teachers and leaders at Harlem Prep accomplished a challenge that many believed to be insurmountable for low-performing students: substantial turnaround in just 10 months. New York State ELA and Math Exam results released Tuesday show Harlem Prep's students improving tremendously, increasing overall proficiency scores by 34% in ELA and 28% in math and beating the district in every subject and grade level tested.

Just last year, the story was drastically different. *Harlem Day*, was the single lowest performing school of any kind in Harlem. By contrast, Democracy Prep (DPPS) ran some of the highest performing schools in New York and in March 2011 the SUNY Charter Schools Institute granted DPPS the state's first "Restructured Renewal" of a public charter school. DPPS began the transformation by changing the ten-year-old school's name to *Harlem Prep*, guaranteeing every student a seat to return, and requiring every staff member to reapply for a position. Harlem Prep was founded on the principle that every child will "*Work Hard, Go to College*, and *Change the World!*" Democracy Prep then replicated their proven formula for success: more time, better data, increased rigor, strong culture, and most of all, amazing teachers and leaders.



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Linda Easton, a former Trustee at Harlem Day, was elated to learn the results. "I'm just so thrilled for the children," she said with a tear. "These are the same students who were at the bottom of Harlem only a year ago. When Harlem Prep opened, they were told how hard they needed to work, and they did. Look at them now! They performed better than I could have possibly imagined."

"The breathtaking turnaround at Harlem Prep is a testament to great leadership by Principal Lindsay Malanga and Executive Director Katie Duffy," said Democracy Prep Public Schools Founder and Superintendent, Seth Andrew. "Turnaround is about getting great people on the bus, and Lindsay and Katie knocked the cover off the ball!"

When asked what she did that the ten prior leaders of Harlem Day hadn't, Duffy explained, "Our staff is a DREAM Team of educators and this was a 100% team effort. Ms. Malanga and the teachers demonstrated what we tell our scholars every day: Hard Work=Success."

Lindsay Malanga, Harlem Prep's Principal said, "This data only verifies what we already knew. Our citizen-scholars love coming to school every day. They enjoy art, music, physical education, civics, and so much more. That said, we are always keeping our eye on the prize of success in college and citizenship for each and every child who attends Harlem Prep, regardless of how far behind they may have started."

Malanga reminds visitors that after just one academic year, Harlem Prep is not yet fully turned around, "We will be serving East Harem for a long time to come, and Harlem Prep must continue to improve. Next year, we're opening a new Harlem Prep Middle School and we still have lots of work to do. Our scholars deserve nothing less!"

In order to share best practices, academic researchers, media outlets, teachers, and schools leaders are welcome to visit Democracy Prep at any time. To schedule a visit or to speak with our staff, teachers, families or scholars contact: SCunning@DemocracyPrep.org or for more information visit www.DemocracyPrep.org.

ABOUT DEMOCRACY PREP:
Democracy Prep Public Schools is a growing network of seven non-profit public charter schools serving more than 2,000 citizen-scholars in grades K-12. Over the past four years, Democracy Prep has been the highest performing Charter Management Organization on the Chancellor's Progress Report and in 2010 Democracy Prep Charter School was named the #1 middle school in the entire City of New York. Harlem Prep is the first in what DPPS intends to be a growing network of turnaround public charter schools that share the same goal of ensuring that all scholars "Work Hard. Go to College, and Change the World."

ABOUT CHARTER SCHOOL TURNAROUND:
According to a national study, only 16% of public charter schools nationwide achieve academic results better than traditional public schools, 53% achieve comparable results, and 31% achieve lower results than traditional public schools. With 84% of charter schools falling short of their goals, these schools must be held accountable, closed, or turned around.[1] The innovative "restructured renewal" model used at Harlem Prep is similar to recently thwarted efforts by the New York City Department of Education to turnaround 23 of the city's lowest performing schools.

[1] *Multiple Choice: Charter School Performance in 16 States.* Center for Research on Education Outcomes (CREDO), June 2009.

The mission of Democracy Prep is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

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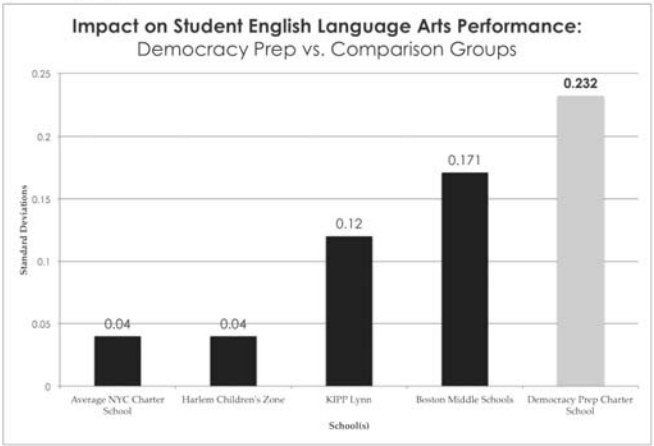
A Proven Track Record of Academic Success

Democracy Prep's DREAM Team of teachers and staff currently achieves remarkable academic growth for all of its 2,000 scholars in grades K-12, especially those with special needs.

Research-Proven Effectiveness

Dr. Roland Fryer, Macarthur "Genius," Harvard economist, and founder of the university's Education Laboratory, approached Democracy Prep to evaluate its impact on student achievement. Using the lottery to create a randomly assigned treatment group, the gold standard in research methodology, Fryer estimated that Democracy Prep's effect on achievement is "statistically indistinguishable from the highest impacts ever seen in math or ELA." Additionally, Democracy Prep's effect on English achievement was the highest ever estimated in this methodology (Dobby, 2012). The graph below shows Democracy Prep's impact on English scores compared to other high-performing schools.



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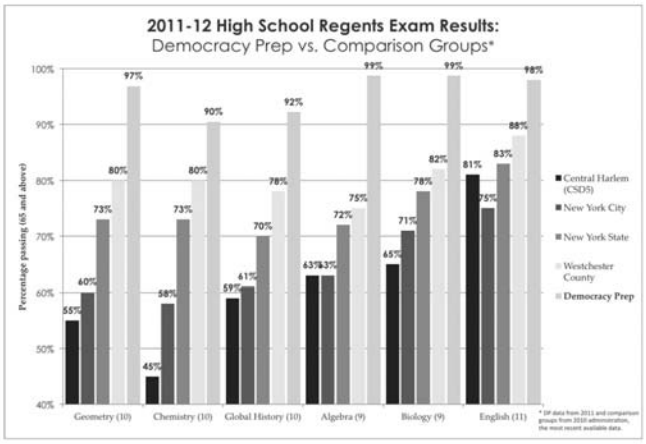
Comparative Graphics

As the opposite page illustrates, Democracy Prep has consistently outperformed the rest of Harlem, New York City, Westchester County, and other high-performing charter management organizations in a variety of subjects.



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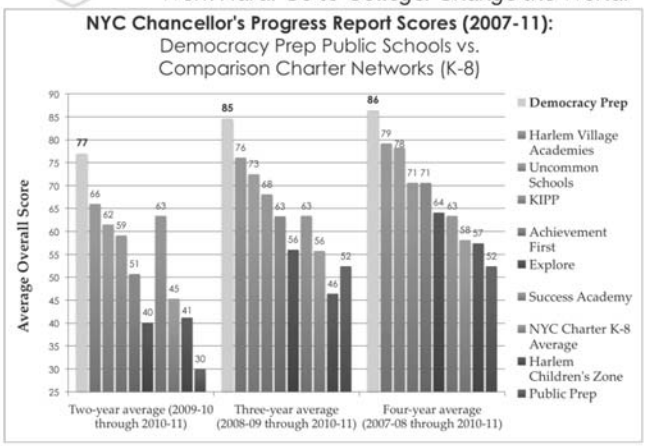

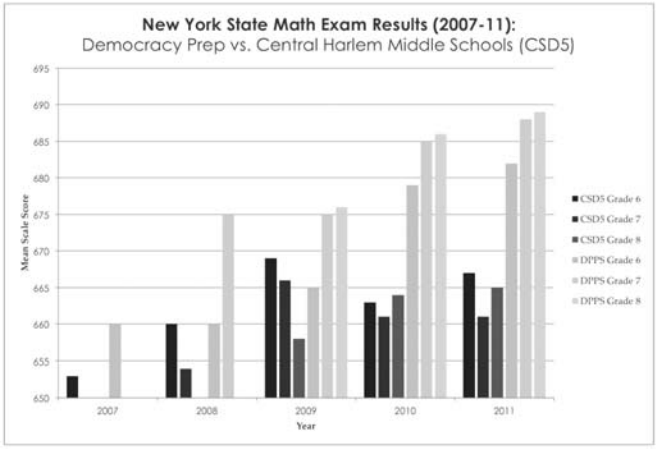

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Chairman HUNTER. Thank you, Mr. Andrew.

Thank you, panel, for being here with us. I have got a very simple question. You all seem to agree that there are other routes to becoming a teacher besides the one set forth in federal policy. So, what is the problem? I am actually curious. What happened in the first place to make—to make it so you could not do what you are talking about doing?

Why is there a 30 percent threshold in New York? I am just curious, Mr. Andrew. Why is there a 30 percent threshold in New York?

Mr. ANDREW. So, I am not a legislator and I cannot tell you the legislative intent——

Chairman HUNTER. That is why we expect honesty out of you.

Mr. ANDREW. But I can tell you that the New York State charter law puts the cap at 30 percent of uncertified teachers, and actually only five uncertified teachers per school. And so we maximize that limit every single year to find the best and the brightest.

An amazing statistic this year is that Democracy Prep Public Schools had 10,000 people apply for teaching roles at the organization for only 200 teaching spots. So, we do not have a problem of quantity in and of itself.

We have a problem of quality. And we need to find more quality people coming into the profession. And we need to be agnostic about how they got there. We need to be looking for the best and then recruiting and selecting the best and then retain them all the time.

Chairman HUNTER. Let me interrupt you. Who do you think is most qualified to make that quality decision?

Mr. ANDREW. I believe a principal is. A principal is the person in a building who knows the classroom, knows the students and knows the families. And that is the person who is most accountable for the value-added results of their scholars.

Chairman HUNTER. Let me ask you this. I think it was you, Ms. Mulhern, that mentioned the same statistic that I mentioned, that there was no statistical difference at all between an alternative route credential teacher and a standard route credential teacher. Why are things how they are? Does that make sense?

Ms. MULHERN. I think in general I think what you heard is a sort of consensus to shift to focus on effectiveness. So, that is what we see time and again is that qualifications do not tell you very much. And it is very hard to see who is going to be effective in the classroom until people start teaching.

That does not mean that how you recruit teachers and select teachers does not matter. It does. It is just a limited ability to sort of say who is going to have that positive impact on student achievement. And so what we feel very strongly is sort of given that finding we should be focused very much on supporting teachers in the classroom, training them rigorously, but then also very much holding ourselves accountable.

So, as a preparation program we feel very strongly about the quality of teacher we produce and holding ourselves accountable for that, the impact that they have. So, I think that is sort of an important shift that needs to happen overall is the shift from focused on sort of paper qualification to the actual outcome.

Chairman HUNTER. Let me ask you this. If you will have some argue that you are not qualified to teach until you are fully certified to teach. So, how do you counter the argument? And can you point to specific results from your program which contradict the claim that you have to be a fully certified teacher in order to be able to be effective with kids in the classroom?

Ms. MULHERN. Sure. So, as I shared in my testimony, we have been recruiting and training teachers in Louisiana and New York as some of our longest standing programs.

And what we have seen in Louisiana is that our teachers are exceeding the results that are gotten by a whole range of preparation programs. And sort of the same in New York that the introduction of our Teaching Fellows program there has really been instrumental to diminishing the gap in both performance and just in general background of access to high quality teachers there.

I think what we really focus on is first having a very rigorous screen up front. So, really looking up the attitudes, the skills, the expertise needed to be successful. We think about that in a couple of ways.

First, it is what does it take to be a successful professional in general, sort of focus on achievement, real sort of commitment to learning by all kids? We also really push that folks have a real content expert so they really know and understand math if they are going to teach math for example.

And then as we begin our pre-service training program, we do a couple of things. We focus very specifically on a set of skills that we think are essential to launching very successfully in the classroom. So, we really focus with our teachers on how they manage time, how they engage students. In particular are core skills that we think new teachers need.

And then what I think makes our program unique is that before the end of pre service training we assess our teachers for their mastery of those skills. And teachers who have not demonstrated mastery do not move into the classroom in the fall. So, I think that is something that makes us unique that at each point in time we are really looking at quality and then holding ourselves accountable for teachers' ability to meet that bar.

Chairman HUNTER. Thank you.

And I am out of time. I would like to yield to Mr. Kildee, ranking member from Michigan.

Mr. KILDEE. Thank you, Mr. Chairman.

First of all, a statement; I am leaving Congress this year after 36 years of service. It is the longest job I have ever held. I taught school for 12 years. But I am encouraged by the fact that we have in this committee some great people on both sides of the aisle. I am going to just mention one.

Judy Biggert has shown great love, great knowledge and great support for education, a real depth of all three of those. Both here in Washington, D.C., but also back in Illinois where she served in the Illinois House of Representatives.

And it is a pleasure to have her here in this group because we kind of like one another. We disagree on certain things. But we all like education. And frankly, we like one another. We get along quite well, very well here. And Judy Biggert is an example of that. I just wanted to mention that.

Mr. Andrew, Mr. Banta, and Ms. Mulhern or anyone else, many alternative route programs prepare teachers for shortage areas such as special education. Special educators require extensive preparation to learn both content and strategies for intervention.

When I taught we were not doing much at all in special education. I would try to devise on my own ways. What can those who are involved in teacher preparation either through the traditional

route or other routes do to help those who will maybe be involved in special education? We will start with Mr. Andrew.

Mr. ANDREW. Well, thank you, Ranking Member Kildee. This is very important to my own history. So, I have a learning disability and went through the New York City Public Schools with an IEP. And so from K to 12 finding great special education teachers is hard. And you needed to find somebody who really understood what dysgraphia was and how to work with it and how to handle that.

So, it is a thing very near and dear to my heart. And when I became interested in teaching after both my bachelor's and master's degree in education, but not in a teaching program, I actually still was not certified to teach. And so I was able to enter TNTP in Massachusetts at the time to get my alternative certification in special education. And that is the route that brought me into special education and also gave me that commitment to continue that work when I opened Democracy Prep to serve a disproportionately high number of special needs kids.

So, the question really is not exclusively about pre service training. It is also training in service. So, at Democracy Prep we provide our teachers with about 300 hours every year of high quality professional development over the course of the year, the course of the summer to make sure they are continuing to grow in their skillset and develop new skills and new tools.

That is especially important for special education teachers who are serving some of our most challenging students, and the ones who do not fit into the box very easily. And so you have to try different strategies and new out-of-the-box strategies for them. And I think actually having alternatively certified teachers and even uncertified teachers to provide services for students who think differently and behave differently and act differently is a very good way to get the right people with the kids that need the most.

Mr. KILDEE. Thank you very much.

Ms. Banta?

Ms. BANTA. Well, I think Mr. Andrew answered the question very well. I think it is really what happens once they are in the classroom. At the IBM program, as I mentioned, it's focused on STEM teachers. But whether you are a STEM teacher, French teacher or art teacher, the—also focusing on children with special needs both in your preparation and then what happens in the classroom is critical.

And I think in my own state, in fact I do not think. I know in my own state there is such an increased focus on this, as well as the need of English language learners, that we are getting much better than we were—than we did years ago. I hope you are going to go back into teaching when you leave Washington.

Mr. KILDEE. Well, that is an alternative I am considering if somebody will hire me.

Mr. ANDREW. Come to Harlem. We will have you.

Ms. BANTA. I am bidding in Massachusetts.

Mr. KILDEE. Ms. Mulhern?

Ms. MULHERN. So, when our teachers enter the classroom they enroll in TNTP Academy, which is our certification program that is a curriculum that is designed to both teach our teachers as well

as really embed them in the content that they are teaching. So, they are taught by existing teachers who are particularly high performing. And so we really focus the way we train our teachers embedded within content.

So, for our special education teachers there are core things, as has been said, that you need to be able to do for all students like planning, assessment and all of those sorts of pre key skills, and really as you think about instruction. But I think that what makes it unique is that we embed our instructors in that content and really embed our seminars organized around how do you teach special education, how do you teach math to them? We try to bring the two together in how we train teachers after the school year starts.

Mr. KILDEE. Thank you very much.

Thank you, Mr. Chairman.

Chairman HUNTER. I would like to thank the ranking member. I would now like to recognize the chairman of the full committee, Mr. Kline, for 5 minutes.

Mr. KLINE. Thank you, Mr. Chairman. Thanks to the panel for being here. Great testimony today; sounds like we are largely in almost violent agreement today. That does not always happen here.

I am struck. I thought for many years that we have somehow been missing the boat in the so-called traditional role of getting certified teachers because it always seemed to me it would be so much better if you had someone who had a deep understanding and a love of mathematics, for example, and wanted to share that, than a certified teacher who did not really much care or like math and had no ability to share that love.

So, I find it not surprising, but terrifically interesting when you look at Democracy Prep, for example, where you have 30 percent of your teachers are wholly uncertified and 52 percent had alternative certification through Teach for America or TNTP. And yet you are having these fantastic results.

Wonderful scholars, some of which you brought today. And thank you for doing that. And in fact, your testimony here today and your success makes me wonder if we should not go back to the speaker and bring the page program back. It seems to have been worked out pretty well for you.

So, let—I do not know. Ms. Mulhern, you talked about how you are making sure that your teachers are going to actually be able to perform. But clearly we have some really diverse groups of students that are everywhere. Students with special needs, and Mr. Andrew talked about that and his own challenges.

A lot of English language learners. I know in Minnesota we have in some school districts students with—they have over 20 different languages that they are trying to deal with. How do you specifically prepare your teachers to deal with that?

Ms. MULHERN. Sure. It starts with a couple of things. First during the pre-service we focus very hard on practicing. So, we focus on being able to engage students, which is at the core of being able to teach. And is equally applicable for all kids and especially important for special needs kids as well.

So, we work very hard at sort of deep practice at a set of techniques with our teachers, and just repeat and repeat and repeat because what we have found, as is true of much in life that practice

makes perfect. So, we really bring that approach to training during the summer in getting our teachers ready.

During the school year very much focused on the content piece is what we find as being able to be very effective is really knowing content very well. And that is critical to being able to reach out, in particular to special needs populations as well.

So, we again we match teachers who are in our training with content experts as their trainers. And then we have a pretty intensive coaching model throughout the year where our teachers are working with coaches, and where our coaches are both observing the progress that they are making as well as giving them feedback.

So, we work very closely to make sure that our teachers have the ability to take feedback and very rapidly put that into the field with their students so that what we really are looking for is ability to rapidly sort of get off to a very quick start and then improve very quickly based on feedback.

And then the last piece that we do to sort of really focus in here is that we both hold ourselves accountable as a program and also hold our teachers accountable. So, we look and observe our teachers regularly on a set of skills that we think are essential, especially being able to engage students and be able to work with diverse needs of students. And so our teachers know that they are going to be held accountable for them. And that is something that we, when we are conducting our observations, look at very closely.

Mr. KLINE. What does hold accountable mean?

Ms. MULHERN. So, one of the unique things about our program is that given that we are a—we do certify our teachers at the end of our training is that we are able to use our certification as truly a high bar. So, we are able to see actual performance before we give people a certificate, meaning before they are able to then continue teaching for a career in the classroom.

And so we use what we call the Assessment of Classroom Effectiveness to measure our teachers' impact at the end of the first year of teaching. And only teachers who meet our bar are recommended for certification.

Mr. KLINE. Thank you.

I see my time is about to expire. I yield back.

Chairman HUNTER. Thank the chairman.

I would like to recognize Mr. Scott for 5 minutes.

Mr. SCOTT. Thank you, Mr. Chairman.

I thank the witnesses for their information. We all want better teachers. And it has always occurred to me that if you want a better quality workforce one way to do it is to pay them more and the problem could probably cure itself if we had the salaries commensurate with what we are looking for.

Ms. Banta, one of the things that I did not hear from your testimony is what happens to the IBM employees who start teaching. What happens to their salary when they take a teaching job?

Ms. BANTA. Thank you for the question. They become classroom teachers of record. So, they officially separate from the IBM Company. If they are doing their student teaching we continue to pay their health benefits. Therein lies the crux. So, they might be moving from an engineering job to a $40,000 a year salary.

Mr. SCOTT. And what does the engineering job pay?

Ms. BANTA. It depends. It could be anywhere between $60,000, $80,000. It could be more than that.

Mr. SCOTT. So, we expect $60,000 employees to work for $40,000 and think we are going to solve the problem?

Ms. BANTA. We think that it is—teaching is a vocation, that it is not for everyone, and that you have to be at a certain point in your life when you decide to have a second career in teaching. We developed Transition to Teaching because we had a number of employees and focus groups telling us they wanted a second career in teaching.

So, they had thought about this. And we decided that this was the best contribution we could make by enabling them while they were still at IBM to become certified, or allowing them to leave and use an alternative route to certification.

Mr. SCOTT. Do you think that you might not have had the problem if the school system was paying the $60,000 that you were paying them?

Ms. BANTA. I think you are referring to the big study Tough Choices. And if I had my way, we would pay a lot more in the front end and less in the back end and we might change the face of teaching.

Mr. SCOTT. Thank you.

Mr. Ayers, did I hear you say that there might not be enough barriers to teach certification?

Mr. ANDREW. No. I believe we need to reduce the barriers to entry to the profession of teaching. And the reason is because there are great teachers who are not coming into the profession when they should. And it is not exclusively about money.

Mr. SCOTT. Well, Mr. Ayers, I think I was quoting——

Mr. ANDREW. Oh, I am sorry.

Mr. SCOTT [continuing]. Mr. Ayers in saying that. What are the courses in process of certification and the traditional route that is not necessary?

Ms. BROWN. Well—I am going to try and answer. We do not have a very good system of traditional education of teachers. It is done through big public universities. And generally speaking they do not have tough admission standards into who they let into the study for teaching. So, that you have a very uneven quality of teacher preparation programs.

And you often—sometimes you have people who spend their whole teacher preparation program in a school of education with not very much content education. This then becomes problematic when you are asking people to go teach in science and math and they have not been properly prepared.

Mr. SCOTT. Well, you could have somebody who knows math very well but just does not know how to teach. How hard is it to learn how to teach?

Ms. BROWN. It is—that is a skill also, and so that is what these programs are doing, working with people who have the content expertise and helping them get the instructional strategies to help them be effective in transmitting their strong knowledge.

Mr. SCOTT. Now, if you are teaching—if you are teaching middle school math does it make much difference whether you have a

bachelor's degree in math or a master's or a Ph.D? Or is it more important that you know how to teach?

Ms. BROWN. I will ask these educators.

Ms. MULHERN. So, what the research shows is that how you enter the profession does not impact effectiveness overall. So, what we know from sort of the big picture studies is that there is not an outcome difference there. I think clearly teaching skills are incredibly important.

So, we spent a lot of time building our selection process looking at what we think are the traits that make successful. We spend a lot of time before they enter the classroom training them on what we think are foundational teaching skills, and then a lot of time coaching once they are in the classroom. So, they are equally important and essential. But that sort of ability to know who is going to be able to bring those two things together, which are the keys to learning——

Mr. SCOTT. Is there a difference——

Ms. MULHERN [continuing]. Is something that you cannot——

Mr. SCOTT. Is there a difference in effectiveness depending on what kind of population you are teaching?

Ms. MULHERN. Not based on the research we have seen. When you look across the board at different demographic data that same——

Mr. SCOTT. A good teacher is a good teacher.

Ms. MULHERN. That is right.

Mr. SCOTT. Is that consistent with all of the witnesses?

Ms. BROWN. Yes. That has been confirmed by recent research.

Mr. SCOTT. Thank you, Mr. Chairman.

Chairman HUNTER. Thank you, Mr. Scott.

Mr. PETRi is recognized for 5 minutes.

Mr. PETRI. Thank you. And thank you all for your testimony. I cannot help but reflect that this problem of credentialism is not restricted to the teaching profession. I think there was a recent study that over the last 50 years, dozens if not hundreds of professions have suddenly required standards and certification of one kind or another to do beautician work or you name it.

Almost every group seems to want to form an association, and then the association lobbies state legislators to restrict access to that in hopes of raising the pay, and hopefully improving the quality of service to the public. At least that is the argument that is usually made.

But in your—all your testimony indicates that credentialism in and of itself is not the answer, as best as I can tell; that we really need to be focusing more on outcomes and trying to have a more dynamic system. What can we do at the federal level to deal with this I guess basic human instinct to band together and to restrict access to your profession?

It is not just the teacher organizations who I am sure are lobbying often at the state level. What is it really we can do on this? We did—we have a program that encourages charter schools nationwide. But then that as it goes through the state legislature gets tacked onto it various riders.

Should we be partnering with the teachers organizations more in trying to get them to take the lead? Individual teachers really do

like continuous improvement and advising and in-school training once they are credentialed. But a lot of able people do not want to go through the credentialing process. And it really does affect who gets into the profession.

That is sort of an open-ended question. What we can do about this most of the action is at the state level. And even if we do come up with regulations, might it not be taken over by the people who we are trying to—who put in the closed system that we are trying to open up? Does anyone have any——

Mr. ANDREW. I will just say that one of the big ideas, and charter schools have been mentioned a number of times, about charter schools is that it is a small percentage of the total number of schools and students in the country. But the concept behind charter schools is to trade autonomy for accountability, and to hold the schools and school leaders like me accountable for results and outcomes, but give us the autonomy to make decisions about who we have in the building, who we let go, the processes.

In fact I was going to tell Mr. Scott that we start our salaries at $65,000. That is a starting lead teacher salary at Democracy Prep. Our highest paid teachers can make more than six figures after just 5 years. So, what that means is that we are recruiting the best. But I have the autonomy to set those policies that are right for my schools and my students in Harlem, which may be different from those across the country. And so the tradeoff of autonomy for accountability is one that I hope you find central.

And the second idea is at the federal level, when you look for reform, you are very often going to miss the mark because it is just not what is happening in real schools and real classrooms. And so instead of reforming, I would hope that the committee and others look to relinquish; to relinquish those powers, those decisions to schools, school leaders, states, districts, LEAs to make the decisions closer to the children instead of in Washington.

Ms. BROWN. You have been taking some actions. What you need to do is make HQT a minimum and instead focus on teacher evaluations as a part of the accountability system that is built into ESEA once you reauthorize it. And these are important conversations. You do not have to be terribly descriptive about it, but you do need to—the federal government sending a message about the importance of looking at outcomes is powerful. And you are starting to see that change.

Indeed, the unions are talking about evaluations and about professional development based on evaluation results. So, I think—I think the federal government can have a huge influence without being stifling in the way Mr. Andrew outlined.

Ms. BANTA. I would just add that at 50,000 feet you can continue to honor the profession. It is the profession that creates every other profession. So, making it more fluid to get into it, particularly as a mature adult would be helpful; and recognizing and having firsthand knowledge of TNTP, Teach for America, Mr. Andrew's models, those are all important things the federal government can do.

Mr. PETRI. Thank you.

Chairman HUNTER. I thank the gentleman.

I recognize my friend and colleague from San Diego, Mrs. Davis, for 5 minutes.

Mrs. DAVIS. Thank you, Mr. Chairman.

It is good to have all of you here. In many ways I think what you are talking about is raising the bar and lowering the barriers all at the same time. So, that is a challenge that we have to face.

One of the things that you have not spoken about, with the exception of Mr. Andrew as the superintendent, is I am not sure that there is a federal role in terms of setting standards for principals, for instructional leaders. But in everything that you have spoken about, and certainly when we talk about teacher evaluations, which I believe are critically important if they are done right with the right kind of input from teachers.

How do you get to that, because a lot of principals come out of the teaching profession, but not all? That does not necessarily make for the best instructional leader in all cases. How can we do something about that? Or is there a federal role at all?

I think what you are saying is you want to in some ways get out of the way, not try and necessarily be reforming it. But in your experience, how do we get to that place? Because as I go around, and having been on a school board for a number of years in San Diego and continue to go to schools, when I see change at a school, I see some great teachers. But it is that instructional leader that has really made the tremendous difference.

So, where does that fit into what you are talking about? And particularly from a federal role, because what we are trying to do is obviously spread out—spread out the opportunities across the country really to scale up to the kind of basic I think qualifications and programs that make difference. Help me out there.

Ms. MULHERN. I think that you can start by focusing on effectiveness as sort of the crucial set of information that we need to know at every level. So that is why we focus on it at our programs. But I think it would be great if many more programs were sort of equally measuring their outcomes, and really at the individual teacher level, both using that information so that they can hold themselves accountable. But also so that it is really used in a developmental way with teachers so that they are getting that feedback.

Mrs. DAVIS. Is there a federal role in that in terms of providing a platform for that kind of——

Ms. MULHERN. I think they are sort of setting the standard there, right. So many states as a result of federal studies have implemented teacher evaluation systems. So, I think that is sort of an analogous role where many states have now adopted state evaluation systems that are creating this kind of focus on effectiveness and that kind of information at the individual teacher level so that you can both help teachers develop and also obviously hold folks accountable for outcomes for kids.

I think that that has sort of been a good template for the federal role. And as you think about sort of the preparation end of it, you could have a similar role where you really focus on the outcomes and say we are going to hold programs accountable to the outcomes that they are achieving.

Mrs. DAVIS. Thank you.

Ms. BROWN. You also need to emphasize principal evaluations. Principals make a huge difference as you said. Now, in the school improvement——

Mrs. DAVIS. That is part of—I know in our legislation it certainly included principals. But again that is't going anywhere——

Ms. BROWN. Well, it is very important the evaluation of principals to be really strongly emphasized. First of all, it sends a bad message to teachers if they are the only ones being evaluated and their principals are able to go forward without any consequences for you know ineffective behavior and leadership. On the SIG program you do have some of that, the School Improvement Program where principals are removed in some cases.

But there needs to be more incentive for looking at the qualities of principals. Principals need to be held accountable for how their whole school does, and that means responsibility for all their teachers.

Mr. ANDREW. As a principal I think that the best principals want to be held accountable for the performance of their students and the value added performance of their teachers and students. And so we need to build in incentives at the federal level to make the best teacher training and principal training programs supported and grown. So, what we saw with i3 and in race to the top were the incentives were in place for similar programs.

I did a leadership training program called Building Excellent Schools, which is a phenomenal leadership training program that got me ready to be a principal after having taught. And it was the thing that transformed me into a good leader.

We need federal incentives to help create more programs like that without, as you say—you know we need to raise the bar and lower the barriers at the same time. And I think creating the incentives without putting the onerous burden on the inputs is the best way to create that balance.

Mrs. DAVIS. Thank you.

If I have just another—I guess I do not have another moment. Okay. Maybe there will be another round. Thank you.

Chairman HUNTER. You really do not. Thank you, Mrs. Davis.

I would like to recognize Mrs. Biggert for 5 minutes.

Mrs. BIGGERT. I thank the chairman. And I certainly thank my good friend and colleague for his kind words. We have worked a lot together and I know that we are all going to miss him if we are still here in the next term because he has been such a part of this committee and is an important part of this committee, and has given such value to the committee.

So, I thank you. And now I have to live up to this by asking a good question. It is hard to do.

You know I think that education certainly is the most important role that we have, and that is to provide education to these kids so that all of our problems, our challenges could—a lot could be alleviated if everybody really got a good education and could work to be successful.

And I think that we are seeing a change, I think across the country in looking at this. I know the sciences were ranked what, 28th in the world. I think Finland is number one. And we just have to change that if we are going to compete in this global economy.

And I think that some of the schools, for example there is Aurora University of Illinois that has really developed a program for STEM. And they have two things that they have developed and one is traditional post baccalaureate certification only program for elementary and middle and high school teachers who want to—they have already received the bachelor's degree, but they want to improve themselves in another subject area.

And so they can take 32 credit hours of classes to complete. And that takes two summers plus one full year. And they meet at night once a year so that they can continue teaching but get that.

And second, probably more important to this discussion is a content based master's degree program in STEM. And this requires 40 credit hours to complete. And they partner with local research facilities like Argonne, National Lab, Fermilab, Caterpillar a company, and then another Packer Engineering company to provide real life experiences and application of various STEM subject matters. And I think this is so important whether it is a traditional or whether it is an alternative and how much this clinical experience that everybody has too.

And I know that you had—there are a couple questions on retention. Ms. Banta, I think you talked about—you mentioned the retention, but you did not talk about how—what are the numbers in that with your 31—well, maybe it is only the 31 former employees that are still there.

Ms. BANTA. We expect another 12 to enter the classroom in September. And we have lost two teachers. And in both cases it was because the jobs were eliminated. There are some states, believe it or not, who do not need STEM teachers. Vermont is a good example. They have a glut of math teachers. So, I am learning a lot about supply and demand managing this program.

Again, the feedback both from the teachers and from the principals is just over the top. It is just—you know they are applying all of what they learned at IBM as managers, as parents in their content field. They are excited about it. They are energetic. Some of these folks are as young as 31 or 32 because they have only been with IBM 10 years or more. Others are closer to 60, and there is really no difference in terms of their performance in the classroom.

Mrs. BIGGERT. Has anybody seen the urban teacher resident model that has been put into the traditional——

Ms. BANTA. Like the Boston Plan for Excellence, BPE. I am actually on the board of the Boston Plan and I love that model or I would not be on their board. And they—actually one of my IBM executives went through BTR training to be a math teacher in Boston.

Mrs. BIGGERT. So, again, that is a year-long program——

Ms. BANTA. It is terrific, yes.

Mrs. BIGGERT. And so this can be really either in the traditional or in the alternative too.

Ms. BANTA. Most of them use the alternative pathway because they find that being treated like a first—you know, an 18-year-old is too hard. Those that take 3 or 4 years to get certified will take different courses. But especially in places like Texas they use alternative certifications, same in North Carolina. And many of them

use a program that you described, a MAT, a 1-year master's after their baccalaureate.

Mrs. BIGGERT. And you think that, Ms. Mulhern, that there really is adequate clinical practice which is critical for teacher preparation?

Ms. MULHERN. I do. And I also think to the retention question what we see in our programs is that our retention looks as good as sort of the national urban average, and by 3 years we are actually outperforming it in terms of who stays. And what we find is it is pretty critical to not be that as a single number. And that is why we sort of have this certification screen where we hold ourselves accountable. Because what we really want is the right teacher staying. And so we focus very hard at that.

So, both at the end of our pre service training we screen our teachers to make sure they are meeting our bar and then again at the end of the first year because obviously retention is just a single number and it is about holding onto the right folks and we try to do that at both those points.

Mrs. BIGGERT. Thank you. I yield back.

Chairman HUNTER. Thank the gentlelady.

Ms. WOOLSEy is recognized for 5 minutes.

Ms. WOOLSEY. Thank you very much, Mr. Chairman. And thank you to this, our panel of witnesses. We obviously are all on the same song sheet with this one.

I want to tell a story when we are talking about bringing mature, experienced teachers—experienced professionals in business teaching profession. And it is personal.

I have been here 20 years. So, it has been at least 20 years, probably 25 years ago. And I was the human resources director for a high tech company that started with eight people. I was number six, and we had 800 eventually before I left. So, I did a lot of management training and bringing people along. And I knew my subject.

So, two of our schools, one was a community college and the other was a university, asked me to come and do guest—not guest speaking, but guest classes for a whole class. Well, I was very good on the platform. I knew my subject. But I did not know how to teach, and I did not know how to write a test.

I would write tests where yes and no on a—are true and false on a true and false question were both right. Yes. I mean that—and not one, but two on one test. I mean only Lynn Woolsey could do such a thing. But it was true. I did—nobody had taught me and I tried. I was working hard at doing this right.

I did not hurt my students because they were adult students in the first place, and they were not all afraid to challenge me on this, and we fixed it of course. But there is something about bringing an expert into a classroom no matter how they—good they are in their subject that has—there has—they have to learn how to teach and how to evaluate and how to reward. Because otherwise just bring them in to be the, you know experts. That is good, but the rest of it is important also.

So, that was this whole story about STEM program. I am the author of Go Girl. Before we even started talking about STEM I had brought Go Girl here to the House because I wanted girls who were

not—were dropping out of math and science classes to get involved and stay involved after the 6th and 7th grade, and their parents.

So, we put a lot of energy into that. And I would get on the elevator and particularly my Republican friends would all call out "go girl" the minute they would see me. But I loved it. I knew they got the deal.

Well, now I have expanded that to girls and underserved populations. So, I really want to talk to you about, Ms. Banta, about who—what happens and who suffers when we do not put that extra energy into our young people. Because it is chicken and egg; we cannot have good instructors if we do not—teachers if we do not have students interested in the first place. So, where are we going to go with that? It just seems like a closed circle and I am worried about it.

Ms. BANTA. Sure. So, we worry about it a lot as a company as well. And we are very excited when a lot of our Transition to Teaching participants are women, women of color who have STEM backgrounds and make it come alive. And you are absolutely right. They need to learn the pedagogy of how to teach.

We run camps at IBM for middle school girls in math and science, that we have lots of mentoring relationships. So, we really try to encourage young women. I would be the first to admit I failed with my own daughter. She was good in math. I had her on the right track. And then English and Spanish grabbed her head.

But I totally agree with you. When we are very focused both in the young females and communities of color to try and make sure more students stay that way. We really believe it is tied to relevancy. If they can see why it is important to understand algebra, if they can see physics in practice, they are going to get excited about it. So, put the relevancy back in education. You will have more children——

Ms. WOOLSEY. And from relevancy into these video games because girls are just not that interested in cutting somebody's head off.

Ms. BANTA. That is true.

Ms. WOOLSEY. And having competition. So, we need to get there with that also, and bringing parents along. I mean, there are generations of parents who would not know to support their daughter or their son in this field. Are you doing anything about that?

Ms. BANTA. Well, we try and spread the message that it is not for other people's children; that all parents need to be focused on their children staying with STEM disciplines. And we involve them in the camps. But there is not a particular effort——

Ms. WOOLSEY. Well, that is an effort. Thank you very much.

Ms. BANTA. Thank you.

Chairman HUNTER. Thank the gentlelady.

And I would like to recognize Mrs. Roby for 5 minutes.

Mrs. ROBY. Thank you, Mr. Chairman. And I apologize for my less than graceful entry this morning.

I appreciate you all being here very much and all of your testimony about this issue today. And Mr. Andrew, if you can just highlight for us the Highly Qualified Teacher provision that we are working under, under the current law under No Child Left Behind.

Talk to me about how that equates to measurable effectiveness in the classroom.

Mr. ANDREW. So, we believe that HQT is, if anything inversely related to high quality in the classroom. So, what we are looking for is outcomes in the classrooms of our teachers and of the student performance. And so HQT is really not a factor in the way that we select, recruit, retain teachers at all. It only becomes a barrier for us and a bureaucratic hurdle we have to face.

So, one of the things that we hope is that in the future we will be able to select from a wide pool of candidates and then go through an incredibly rigorous screening process before they even get in front of a student for a sample lesson. And that process includes interviews and activities and a sample lesson is the sort of culmination where we think somebody is ready to handle being in front of our teacher—our students.

Many of those teachers are not in fact at the time meeting HQT definition. Then we have to go through a process, the House process to identify whether or not they actually are HQT and what caused them to get there. So, really for school leaders it becomes more of a burden than a benefit.

Mrs. ROBY. Thank you for that. And it was brought to my attention in preparing for this hearing today about in Montgomery, Alabama where I am from we have recently—the Board of Education has approved a contract with Teach for America. And it has been highly successful in other areas of the state. And over the next 3 years there will be 45 teachers brought to work in our school system.

And you know in our school system in Montgomery County this could prove to be highly beneficial in certain schools within that district. And so I just want to again—I know we have kind of touched on it. But if you could—and this is for any of you, be very specific about you know is there evidence that shows that teachers that have gone through these alternative certification process or routes are less effective in producing positive outcomes.

Anybody can answer that or all of you.

Ms. MULHERN. Based on the evidence——

Mrs. ROBY. A resounding no.

Ms. MULHERN. I think in our programs what we see is that our teachers are able to meet or exceed that standard in the programs that we are running. So, we do not see evidence of that. And to your question about HQT, I think what is essential is that alternative route programs are able to continue and also really be measured by the outcomes that they achieve.

Mrs. ROBY. And is there any—I mean, on the flip side of that point, is there evidence that shows that teachers that have gone the traditional certification process are more effective?

Ms. MULHERN. What we see in the evidence is that often they sort of produce equal outcomes. And so overall what I think you have heard sort of a theme here today is that we should not be focused on one versus the other, but on the outcomes that they are getting. And so really focusing on what the programs are getting, those outcomes are doing well and sort of using that as a basis for building the field.

Ms. BROWN. The truth is that—the truth of the matter is traditional programs and alternative certification programs are very uneven in quality. And that is why we need to move to a system of judging the quality of preparation programs, whether they are traditional or alternative. Some are great. Some are—those that are not good should either be forced to improve or shut down.

Ms. BANTA. I would just add that in both cases participants should be encouraged to spend time in the schools of today. Some of them, they think they want to go into teaching; they are 18 years old. But they really should not go into teaching. Some of them are 40 years old and they think they remember what school was like and they probably should not go into teaching either. So, we really emphasize spending time in schools before you choose either route.

Mrs. ROBY. Well, thank you again for being here.

And Mr. Chairman, I yield back.

Chairman HUNTER. Thank the gentlelady.

I would like to recognize Mrs. Davis again.

Mrs. DAVIS. Thank you, Mr. Chairman. I appreciate that.

It would be difficult for me to sit here and have this wonderful group without asking you a little bit about National Board Certification. And having worked with that over the years I know obviously we are talking about teachers that have already been in the classroom. They cannot go for that unless they have been teaching for at least 3 years.

But what I have seen is that there are ways in schools, and I have seen this in San Diego State University and National University in San Diego where they try and embed the program for National Board Certification into early training of teachers so that there is kind of an expectation and a rigor and a way of sort of evaluating your progress and then being able to get that certification if in fact teachers wish to do that.

It seems to me what we are trying to do is find some way, and again not necessarily relinquishing the federal role, but to try and have a standard out there that states can look to or localities can look to. Could you—without necessarily evaluating the program per se. I am just wondering what your thoughts are about that, and if in some way that provides a model for the country or we could use some of the ways in which teachers move forward with National Board Certification to have a greater role, I guess, in trying to establish what is it that good teaching really looks like.

Ms. BROWN. What we really need to do is to build a system of career ladders for teachers, increasing responsibilities for those who are most effective. And having a National Board Certification—Shaw was a teacher—is a master teacher, is very effective. And it becomes a credential then for school districts to use when they decide that they want to set up career ladders with differential pay. Teachers who take additional responsibilities should be paid more. But you want to make sure they are effective, and I think the National Board provides a good standard.

Mrs. DAVIS. Anybody else want to—any other observations? No.

Ms. BANTA. I think you make a very good point. That is what we are trying to do. We are not trying to be Washington heavy, but we do need to come up with some standards. You can either start

with the evaluation part or the standards, but the two are—they are linked.

And you made a lot of points in your previous comments about the role of the leader, of the principal and how critical that is. I totally agree that unless we really have some models for—we have standards for principals and we have models for evaluation then everyone is going to roll it on their own. And they may roll a good model, and they may not. So, I——

Ms. BROWN. The other thing is that you have taken action to simulate this kind of change into career ladders with the Teacher Incentive Fund, the Teacher Leader Incentive Fund, which will incentivize school districts to move to new ways to setting up their human resource around teaching and principals.

Mrs. DAVIS. Unfortunately, as you know, at some levels, while they had provided some incentives, monetary incentives in many cases, budget constraints that means that you pull those out. But what I have found is that even absent the monetary incentives that it is still something that people want to do, that teachers want to do. And I think it is partly because it gives them an opportunity to play another role at that particular school.

That does not mean that 100 percent can play it well, even among their colleagues. But I have been a big supporter and I know that it is not a panacea either. But I think we need to try and at least look to something that has been tried throughout the country, and has had some really good and positive results in terms of outcomes for children, not necessarily the outcomes for the adults.

Ms. BROWN. There have been a few disappointments. Not enough of the board certified teachers going into the most challenging schools.

Mrs. DAVIS. Right.

Ms. BROWN. And that is where we need our most talented teachers. And if there is a way to help support the board to direct teachers in that way, I mean that would be a big benefit for the kids that need the most help.

Mrs. DAVIS. Yes. I agree with that, and it has been coupled with legislation but not necessarily always moving forward.

Thank you very much. Appreciate it.

Chairman HUNTER. Thank the gentleady.

Mrs. Foxx is recognized for 5 minutes.

Mrs. FOXX. Thank you, Mr. Chairman. And I want to thank all of the panel for being here today. And I agree with Congresswoman Davis, having observed a lot about the National Board Certification process in North Carolina. I think we have the second highest number of teachers who have gotten National Board Certification. And I think it has been a good program. And I think a lot more research needs to be done in what has worked, where those folks go, how they use their talent.

It seems to me that it is asking a lot though sometimes of them to take on additional challenges in terms of going into the most difficult schools because they have gotten a lot of preparation, worked very hard and want to be able to use all of their skills as best they can. And they do not always get the best support in those schools.

Mr. Andrew, I would like to bring up an issue we talk about a good bit here, and that is the disagreement about who should be responsible for education policy, the federal government or the states and the school districts.

Could you give us your opinion on the federal Highly Qualified Teacher provisions? And what value or bearing do they have on the effectiveness of a teacher in the classroom? Do you think that most states or districts are equipped to make decisions about teacher qualifications, licensure and certification for entry into the classroom?

Mr. ANDREW. So, I think with the right structure of accountability for principals then the incentives are properly aligned to have a principal identify the highest quality teacher be agnostic to the route of certification. And so if we had the authority as a public charter school district to certify our own teachers, then certification might mean something to me. But until we can be confident that the actual piece of paper that it is written on is worth value to our students, then it does not impact.

I have a couple of my students with me and we were on the train on the way down. And I was thinking about Representative Woolsey's comment. I asked my students a little bit about their favorite teachers. And Jamie said, oh Ms. Hurlihy. She is a 10th grade chemistry teacher at Democracy Prep. And she is wholly uncertified.

She does not have a piece of paper that says that she is a great chemistry teacher. And yet she is one of the best chemistry teachers and has led to some of the highest performing results in the state of New York on the chemistry reagents exam.

And so what I am looking for is excellence in outcomes, not in inputs. And so in finding people like Ms. Hurlihy who are just spectacular, we are able then to put the best people in front of the students like my guys in Harlem.

Mrs. FOXX. Great perspective. I have always said that in any elementary school you could ask almost all the second graders and they could tell you who the best teachers are in the school. The word gets around pretty quickly as to who the good teachers are. You do not need tremendously elaborate evaluations. The kids will tell you right away who the best teachers are. So, thank you for confirming something that I have said.

Ms. Banta, would you tell us what you think is the role of the private sector in providing alternative certification routes for teachers and strengthening the teacher profession? Say a little bit more about the unique contributions that the private sector can make in getting the best teachers into the classroom.

Ms. BANTA. Well, in my testimony I talked about the IBM program, and I thank you for the question. I am very serious that we need help getting more companies to use the model. IBM's program is small. If 25 large other companies emulated it, adapted it to their specific needs, we would get a lot—many more STEM teachers into the classroom.

We would also be saying to our employees teaching is a very important profession. We value teachers because they are the stewards of the next generation. So, creating models is important. Sharing what you know, helping the profession to be more fluid. Points

I am probably repeating a little bit, but I think those are roles that the private sector can play.

Mrs. FOXX. Thank you, Mr. Chairman. I yield back.

Chairman HUNTER. I thank the gentlelady.

And for the last question, Mrs. Biggert is recognized for 5 minutes.

Mrs. BIGGERT. Thank you, Mr. Chairman.

Talking about education again and how important it is, you know when we had Sputnik, the Soviet Sputnik and we went after science because we are a very competitive nation I think. What—let us say somebody came to you and said what can we do to create an environment like Sputnik or a Nation at Risk to really focus all our attention on education? What kind of program would you want to do? I mean, how can we get back this—this is what we are going to work on?

Mr. ANDREW. So, I will tell you just a little bit about our high school because it is inspired in part based on the experience I had teaching in Korea.

In Korea teachers are thought of as nation builders. This is the country with some of the highest performing public schools and is a country that just 50, 60 years ago came out of poverty and colonialism and has turned that around through high quality public schools. But the foundations were based in respect for teachers and high—holding them at the highest esteem.

The idea that effort equals success and that the harder our scholars and teachers work the more successful they will be. And that education is the highest value. And that if you have discretionary income, if you are committed to this idea that you will be able to in fact take education at the highest value for whatever you may have.

And so we have tried to imbue those values into our school in New York and had great results. And I think that what we are seeing right now across the world is that the respect for teachers as a profession at some of the highest performing countries is much higher. So, we need to really elevate the profession to the incredible people—and honor the incredible people that have chosen this line of work.

Mrs. BIGGERT. And how do you do that, besides emulate everything that you are doing in Brooklyn.

Mr. ANDREW. No, we are not perfect by any means. We have a long way to go.

And the ideas that I talk about, you know when you think about in Korea they are nation builders, we talk about being Democracy builders. And so we actually create an organization for our parents to become Democracy builders and to help to organize our parents so that they can become more engaged in our civic life and in our Democracy.

But at the end of the day, the quality of our public schools, and especially our lowest performing public schools, by raising the bar and lowering the barriers to the highest quality public schools, that is going to change the trajectory. When Jamie and Omar and Michael finish college and go out to change the world, they will be the next generation that fights hard in the same way that the Sputnik generation did.

Mrs. BIGGERT. Thank you. Anyone else?

Ms. BROWN. You know one of the things that is not discussed a lot is that in South Korea, in Finland, in Singapore, they are much more selective about who they let into teaching. And so—and those teachers get very good preparation and very good acculturation and become a part of the mission of nation building.

As you said, we need to do—I believe we need to start holding our preparation programs accountable for the products they produce. When you start doing that, they will start being more selective about who they let in.

Whether it is the traditional programs or alternative certification programs, they are very—TNTP, you heard her describe is very selective about who they let into the program. Drew is very selective about who you hire. And we just—we have just sort of been—you say if you want to be a teacher you can be a teacher in this country, no matter what your skill or training. And these other countries are not like that.

Mrs. BIGGERT. Well, is not it true, though that and I know that I think Mr. Ayers you talked about the fact that it is not all about money. But when you have got somebody, let us say an engineer who comes out of college, probably got debt. And maybe you think well teaching would be really good. But offered a job at a lot higher—in another—in a private sector than teaching; makes it really hard, does not it, to get you know what we would call the best and the brightest.

Unless, unless there was you know this esteem that teachers were held in. And I think that that is something that we really need to change because they are the ones that are going to solve these problems.

Ms. BROWN. But beginning salaries varies very widely across the country. In many urban and fairly affluent suburban districts starting salaries are quite good. Maybe not quite competitive with engineers, but for someone who is serious about teaching and in places like D.C. and some other places you can move up the career—up the salary chain much faster than you can in other places where salaries move in lockstep every few—based on years of service and credentials.

The irony is if you look at some of the high performing states in other parts of the country; say the Plains, say Vermont, say New Hampshire, say Maine. Ironically, teachers are not paid as well in those places. But they are probably held in high esteem. And you have—you do not have problems getting teachers in the Plains states. It is a culture. There is respect for teaching and learning.

It is hard to generalize about this. And I think it is very important that we set up incentives for systems to change where they are not getting effective results.

Mrs. BIGGERT. Thank you. I yield back.

Chairman HUNTER. Thank the gentlelady.

Ms. Woolsey is recognized for the really last, last question.

Ms. WOOLSEY. All right. Thank you. And it will be short.

Mr. Andrews—Mr. Andrew, Jamie, Omar and Michael—are they—is Jamie a female?

Mr. ANDREW. She is.

Ms. WOOLSEY. I want to thank you for including such a—are those the three you are referring to right there? Well, you are beautiful. Thank you for being so inclusive. And you have set an example for exactly how we need to talk about the young people of our future.

And because you are the future of this nation. And thank you very much for what you are doing.

Thank you, Mr. Chairman.

Chairman HUNTER. Now I would like to recognize Mrs. Foxx for 30 seconds. Once you open the door.

Mrs. FOXX. This is not a question, but it is very relevant to what we are talking about today. I have had a program in my office since my second year in Congress that I call the Teacher in Congress program. And I invite teachers from across my district to apply to come to Washington for 10 days. We pay them a very modest stipend and they shadow me and attend functions here, spend some time at the Library of Congress, the Historian's Office.

And my teacher in Congress, one of my teachers in Congress is here today, Tommy McKnight from Alleghany County. He is from my smallest county, Mr. Chairman. But I have to say, that county and the teachers there do so many extra things with their students. It is absolutely amazing the energy that exists in that little county and the effort that they put into working with their students and giving them lots of opportunities.

And Tommy is the first one from Alleghany County to be—I have 12 counties—to be in the program. And I just wanted to recognize him. He told me after spending the day with me yesterday he had no trouble going to sleep last night. But he has been here for the hearing today, and I am delighted we had a hearing he could participate in and hear these great witnesses.

Thank you, Mr. Chairman.

Chairman HUNTER. Thank the gentlelady.

I would like to thank the whole panel. This has been an extremely interesting discussion. I think it was beneficial for everybody.

Mr. Andrew, we could close here. You know we always ask kids—I ask my kids and kids come into the office and they say what would you like to tell your congressman. I do not think anybody here is your congressman in particular, but if you want to come up and tell us what you think. We would like to close with who this matters.

Ms. MCCOY. You want me to say what I think on the topic?

Chairman HUNTER. Yes.

Ms. MCCOY. Okay. Sorry.

Well, hi. My name is Jamie and I am an upcoming senior, and I feel that when—I feel that the message that Mr. Andrew is trying to present is not that certified teachers are not capable of teaching well, but there are also alternative certified teachers and uncertified teachers who are also teachers who can teach well—can also teach well.

And an example would be our chemistry teacher, Ms. Hurlihy, who is from London and I love her accent by the way. But she is a real—a rigorous teacher. She is a teacher that she brings passion because she is so passionate about chemistry and she wanted to

study chemistry more in depth that she brought that into the classroom. It almost makes you feel like a chemist when she is teaching you.

And this is an uncertified teacher. And who knows that if I was in public school and I would not be able to have such a wonderful uncertified teacher teaching me. I do not think I would have been as successful as I was in chemistry.

I did not imagine myself understanding chemistry the way I did and visioning atoms and distilling water and realizing that water—that salt cannot—salt is soluble. Like things like that. And I think that would be beneficial you know if other schools were able to have such like autonomy that Mr. Andrew has.

Chairman HUNTER. Thank you, Jamie. And you have already passed my level of chemistry. I did not know that salt was soluble.

Omar, Michael, anything you would like to add?

Mr. CUMMINGS. I—sorry. My name is Michael Cummings. I am also an upcoming senior at Democracy Prep Charter School. And I feel the same way.

I think that autonomy is something very important in schools. And I think that if you have—if teachers, or if principals I guess from this discussion, if principals were able to have the autonomy to choose what type of teacher that they allow to teach in their building and teach their students, then we could have—then students would be able to benefit from that.

But as well teachers who were not able to teach before would be able to teach and they could bring like so much more to the classroom because someone who, like for instance, Ms. Hurlihy or my Korean teacher, Ms. Lee, she is someone who went to school to be a librarian and instead she ended up teaching me Korean for the last 2 years. And so now I will know Korean from someone who otherwise if she was not able to teach she would have been a librarian and I would not know Korean.

So, I mean she is given an opportunity. I am given an opportunity. And I think it is just beneficial to everyone. And I cannot see why not. So.

Chairman HUNTER. Very well said.

Mr. CUMMINGS. Thank you.

Mr. TAVERAS. Well, my name is Omar, first.

Chairman HUNTER. Omar. Okay.

Mr. TAVERAS. Yes. Well, I believe that uncertified teachers—I think most of them are pretty good because they are like mostly passionate in what they are doing. And that kind of like motivates kids like me to do better in school because when you see somebody that loves something so much it makes you want to like it too in a way.

But, what was I going to say?

Chairman HUNTER. Sounds good to me. Sometimes shorter is better.

With that, I would like to recognize Mr. Kildee for any closing remarks he may have.

Mr. KILDEE. Well, I really cannot top that. That was, Mr. Chairman, a very novel and very effective way I think to close the hearing.

You are what education is all about, which is why we work at it. And I just—I just cannot top that. Thanks a lot. Thank you very, very much.

Chairman HUNTER. And there being no further business, the subcommittee stands adjourned.

[Questions submitted for the record and their responses follow:]

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August 14, 2012

Mr. Seth Andrew
Democracy Prep Public Schools
207 West 133rd Street
New York, NY 10030

Dear Mr. Andrew:

Thank you for testifying before the Subcommittee on Early Childhood, Elementary and Secondary Education at the hearing entitled, "*Education Reforms: Discussing the Value of Alternative Teacher Certification Programs,*" held on Tuesday, July 24, 2012. I appreciate your participation.

Enclosed are additional questions submitted by members of the subcommittee after the hearing. Please provide written responses no later than August 28, 2012 for inclusion in the final hearing record. Responses should be sent to Lindsay Fryer or Dan Shorts of the committee staff who can be contacted at (202) 225-6558.

Thank you again for your important contribution to the work of the committee.

Sincerely,

Duncan Hunter
Chairman
Subcommittee on Early Childhood, Elementary, and Secondary Education

Chairman Duncan Hunter (R-CA)

1. Is there any evidence that teachers who have gone through alternative certification routes are less effective in producing positive outcomes for all students, including students with disabilities, English Learners, or other students with unique needs? Conversely, is there any evidence that teachers who have gone through traditional certification routes are more effective educators?

2. What is the biggest obstacle states and school districts face in addressing teacher shortages and other related issues? How do alternative certification routes help, and are these teachers making a difference in the classroom?

Mr. Andrew's Response to Questions Submitted for the Record

What is the biggest obstacle states and school districts face in addressing teacher shortages and other related issues? How do alternative certification routes help, and are these teachers making a difference in the classroom?

The single largest challenge we face as a network, and that I face as a Superintendent, is finding, training, and sustaining amazing teachers and leaders. The success of great schools like Democracy Prep is mostly a function of which adults they have in their buildings, not which kids they have in their buildings.

Unfortunately, most districts, states and the federal government continue to use a course-based certification model with a lock-step seniority pay system that deters the best and the brightest teachers from entering—and remaining in—the profession. The HQT standard places the illogical restriction on the talent pool that my principals are permitted to access and unnecessarily hamstrings our search for the

amazing teachers that our students need. Under current HQT policy, it is a remarkable indicator that I could not likely hire any members of this committee to teach history or civics at Democracy Prep even with the benefit of the exemption of the New York State Charter Law. Because I have already reached my 30% threshold of "uncertified" teachers, I cannot even use the HOUSSE provisions under HQT to make you eligible to teach at Democracy Prep.

The issue is not about traditional district schools versus public charter schools. Ensuring that all principals, Local Education Authorities (LEAs), State Education Authorities (SEAs) have the laws, regulations, and tools in place they need to recruit the best and the brightest teachers regardless of their route to certification is a public education national challenge for all our schools. This is true regardless of whether they are traditional district, magnet, or public charter schools. However, in most states the situation is even more dire for traditional school districts, which aren't afforded the same flexibility as public charter districts like mine. Traditional districts are forced to turn away thousands of great candidates for teaching that charter districts are able to interview and hire. When we lose high quality potential teachers from the applicant pool, the people we hurt most of all are our children most in need of an excellent teacher.

At Democracy Prep, for approximately 100 teaching positions available in our district last year, we received nearly 10,000 applicants. If we were to have used a strict HQT or certification standard, we would have had to eliminate nearly two-thirds of those applicants upon initial screening. Instead, we reviewed all of the applicants for the best potential fit through a rigorous screening process that includes a resume review, a phone interview, an in-person interview, a sample lesson, a feedback loop, a second sample lesson when necessary, and reference checks. Then and only then, would we begin to discuss with a candidate their certification status and HQT.

If high-performing Local Education Authority (LEAs) were empowered to create our own residency-based "certification" programs based on outcomes, not inputs, I believe that we could dramatically accelerate the achievement-gap closing work of Democracy Prep to attract more and stronger candidates to the field of education. Our professional development program includes more than 300 hours each year of direct in-service training for all teachers, targeted to their specific areas of need. This approach would be far more valuable and effective in credentialing teachers than an online master's degree that serves the current HQT route for many teachers each year. Approved school-based certification programs based out of the LEA would have a major impact on our ability to recruit, support, and retain great teachers for the profession.

Is there any evidence that teachers who have gone through alternative certification routes are less effective in producing positive outcomes for all students, including students with disabilities, English Learners, or other students with unique needs? Conversely, is there any evidence that teachers who have gone through traditional certification routes are more effective educators?

As a public charter school district, we have been fortunate enough to have some flexibility from the Highly Qualified Teacher (HQT) rules under New York State law. State law has relinquished to us the ability to create our own recruitment, compensation, hiring, evaluation, and retention systems at Democracy Prep.

In spite of the high percentage of teachers at Democracy Prep who have no teaching certification, or have received certification through alternative pathways, Democracy Prep Public Schools operate the highest growth middle schools in the city, and our first turnaround elementary school, Harlem Prep, was recognized for having the single highest growth of any school in literacy in the entire State of New York, and the highest combined math and literacy proficiency growth in New York City. At the high school level, our scholars consistently outperform the wealthiest students in New York State, Westchester County, on the high-stakes Regents examinations.

Indeed, Harlem Prep Charter School has become one of the single most impressive and exciting indicators of what is possible for America's lowest performing public schools. In less then one year, the teachers and leaders at Harlem Prep accomplished a challenge that many believed to be insurmountable for low-performing students: substantial turnaround in just 10 months. New York State ELA and Math Exam results released recently show Harlem Prep's students improving tremendously. Harlem Day was the lowest performing school in Harlem, and yet last year overall proficiency scores by 34% in ELA and 28% in math and beating the district in every subject and grade level tested.

According to research conducted by Dr. Roland Fryer, Director of the Education Innovation Laboratory (EdLabs) at Harvard University, the percentage of teachers who have obtained a Master's Degree or higher has increased from 27% in 1971 to

61% in 2006. This increase is largely due to local state and federal policy that places inordinate emphasis on such credentialing. One might expect that this increase in the relative education level of each teacher would translate to a commensurate increase in student achievement. And yet, as we all well know, student achievement scores in reading remained stagnant for 9, 13, and 17 year-old students across that entire timespan. In fact, a multi-year study of New York City charter schools conducted by EdLabs revealed teacher certification to play a statistically negligible role in determining student performance.

Our own experience at Democracy Prep has confirmed this data. In fact, we believe that traditional HQT designation and certification may in fact be inversely related with teacher quality on the whole. Last year across our district, only 18% of teachers possessed traditional certification. 52% were certified through a non-traditional route, such as TFA, TNTP, or the MATCH Teacher Residency, and 30% were wholly uncertified. Despite this, each of our schools continued to post dramatic gains in student proficiency levels across all grade levels and all subjects. Quite clearly, our students did not suffer on account of their teachers lacking the traditional HQT credentials that currently guide federal policy.

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MARCIA L. FUDGE, OHIO

August 14, 2012

Ms. Jennifer Mulhern
The New Teacher Project
504 East Barney Street
Baltimore, MD 21230

Dear Ms. Mulhern:

Thank you for testifying before the Subcommittee on Early Childhood, Elementary and Secondary Education at the hearing entitled, "*Education Reforms: Discussing the Value of Alternative Teacher Certification Programs*," held on Tuesday, July 24, 2012. I appreciate your participation.

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Thank you again for your important contribution to the work of the committee.

Sincerely,

Duncan Hunter
Chairman
Subcommittee on Early Childhood, Elementary, and Secondary Education

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1. Is there any evidence that teachers who have gone through alternative certification routes are less effective in producing positive outcomes for all students, including students with disabilities, English Learners, or other students with unique needs? Conversely, is there any evidence that teachers who have gone through traditional certification routes are more effective educators?

2. What is the biggest obstacle states and school districts face in addressing teacher shortages and other related issues? How do alternative certification routes help, and are these teachers making a difference in the classroom?

Ms. Mulhern's Response to Questions Submitted for the Record

Is there any evidence that teachers who have gone through alternative certification routes are less effective in producing outcomes for all students, including students with disabilities, English Learners, or other students with unique needs? Conversely, is there any evidence that teachers who have gone through traditional certification routes are more effective educators?

Rigorous research proves that teachers certified through alternate routes are as effective as traditionally certified teachers.

• A 2009 nationwide, randomized study commissioned by the U.S. Department of Education found that, "There was no statistically significant difference in performance between students of alternative route to certification teachers and those of traditional route to certification teachers" (Constantine et al., 2009).

• A 2005 comprehensive study on teacher education research published by the American Educational Research Association found that, "there were no differences between alternatively and traditionally certified teachers in terms of teacher efficacy or in teaching competence as measured by classroom observations" (Cochran-Smith and Zeichner, 2005).

• A 2006 study examining the effectiveness of teachers entering New York City classrooms found that, "On average, the certification status of a teacher has at most small impacts on student test performance," and suggests that "classroom performance during the first two years, rather than certification status, is a more reliable indicator of a teacher's future effectiveness." (Kane et al., 2006).

The best alternate route to certification programs are producing teachers who are more effective than other teachers.

• A 2009 analysis that compared educational outcomes in states with "genuine" alternative certification against those that have it in name only found that, "Students attending schools in states with genuine alternative certification gained more on the National Assessment of Educational Progress (NAEP) between 2003 and 2007 than did students in the other states. The finding holds, even when one adjusts for changes in the ethnic composition, free-lunch eligibility, class size, and education expenditures for each state" (Nadler and Peterson, 2009).

• A 2010 study by the state of Louisiana found that new teachers trained by TNTP's alternative certification program outperform both new and experienced teachers in raising student achievement in 4 of 5 subjects studied. Over the past 3 years, the program has earned more top ratings for effectiveness than any other program in the state, including university providers (Gansle, Noell, Knox, and Schafer, 2010).

• According to the Tennessee State Board of Education's 2010 report card, Teach For America trains the most effective teachers of any of Tennessee's 42 colleges of education and teacher preparation providers. TFA teachers achieved the highest student scores among new teachers in reading, science and social studies.

What is the biggest obstacle states and school districts face in addressing teacher shortages and other related issues? How do alternative certification routes help, and are these teachers making a difference in the classroom?

When school districts face teacher shortages, several obstacles must be addressed to successfully recruit teachers. First, certification requirements can deter otherwise qualified and eager candidates from entering the field. For example, every year only 14,000 math majors graduate from college but more than 120,000 engineering and computer science majors complete their degrees. Yet, in many states, an experienced engineer without a math major cannot teach 7th grade geometry (National Center for Education Statistics). These barriers to entry limit the pool of potential teachers in our highest need subjects. In addition, high certification costs can also discourage applicants who are interested in changing fields but are concerned by the costs of licensure. Finally, there is insufficient focus on the effectiveness of teachers produced by preparation programs.

Decades of research show that nothing schools can do for students matters more than giving them great teachers. And the difference between a great teacher and an ineffective teacher can be up to a full year's worth of learning for students. Research shows that highly effective teachers have a lifelong impact on students, boosting college attendance and future earnings (Chetty, Friedman and Rockoff, 2012).

NCLB made a well-intentioned effort to ensure that every child was taught by a "highly qualified" teacher. But "qualified" does not always equal "effective." The true measure of a teacher is her ability to advance student learning. To promote real equality in education, policymakers should shift focus to accurately measuring and responding strategically to differences in teacher effectiveness. Among other things, this means:

• Replacing the current "Highly Qualified Teacher" definition with a new definition of an "Effective Teacher" that is based primarily in terms of the teacher's impact on student academic growth; require that states increase the percentage of effective teachers and decrease the percentage of ineffective teachers in Title I schools.

• Supporting the development and implementation of evaluation systems that produce legitimate information about teacher effectiveness based on multiple measures of performance including student academic growth, and require states to meaningfully differentiate teachers according to effectiveness.

• Encouraging states to tie evaluation data to critical decisions such as how teachers are hired, developed, paid and retained.

• Encouraging states to assess the effectiveness of their teacher preparation programs, including how their new teachers perform once in the classroom.

Currently, alternate route programs play a critical role in providing all students with effective teachers. All 50 states and the District of Columbia have at least some type of alternate route to teacher certification. Sixty thousand teachers were enrolled in alternative certification programs in 2010, and nationally about four out of 10 new public school teachers hired since 2005 came through alternative teacher-preparation programs (Feistritzer, 2011). In many states, alternative routes are providing a critical mass of teachers, including:

• Florida and Texas hire more than 50% of their teachers from alternative paths each year

• California, Georgia and New Jersey hire more than 40% of their teachers are from alternative paths.

• Mississippi hires more than one third of teachers from alternative pathways

Alternatively certified teachers are meeting a critical need in schools across the country.

• They are an increasingly important source of new teacher talent. Twenty to thirty percent of all new teachers hired annually are trained by alternate route programs (National Research Council, 2010).

• They bring effective teachers into the classroom who would have otherwise never considered the profession. 54% of people who came to teaching from another profession say they would not have become teachers if an alternate route had not been available. (Feistritzer, 2005)

• They produce significant numbers of teachers for math and science classrooms, where schools face chronic shortages of teachers. In Texas, for example, nearly 40% of individuals obtaining secondary mathematics certification and about 55% of individuals obtaining secondary science certification came through alternative certification programs in 2007. In contrast, about 20% in math and 8% in science came through traditional programs (Fuller, 2009).

• They increase the diversity of the teacher workforce. In 2004, only 14.1 percent of the nation's teachers were African American or Hispanic. (Nadler and Peterson 2009) Approximately 32 percent of alternate route teachers are non-White, compared to just 11 percent of the overall teaching population (Feistritzer, 2005).

• They are helping cities like New York improve educational equity. A 2007 study by the Urban Institute found that alternative certification programs serving New York City—in particular TFA and the NYC Teaching Fellows Program—were responsible for a "remarkable narrowing" of the gap in teacher qualifications between low- and high-poverty schools between 2000 and 2005 (Boyd et al., 2007). As a result, more than 9,100 NYC Teaching Fellows—11 percent of New York's teaching force—work in the city's schools and account for more than half of New York's annual hires in math and special education.

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[Whereupon, at 11:37 a.m., the subcommittee was adjourned.]