



Teacher, Teacher, I Declare!

**A Handbook for Teachers About
Outcome Based Education**

by

Anita B. Hoge

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Forward

So, you wanted to be a teacher.

A Message

I dedicate this paper to teachers who have dedicated their lives to serve and teach children. As a teacher, you have already made the decision that you wanted to be with children... to teach them, to guide them, and to watch them grow. Next to parents, students spend the most time of each day with you. You relay the excitement of adventure, you help develop curiosity and motivation, and you direct children's lives when they are at school. You show them that knowledge is a noble pursuit, that knowledge can lead them in many directions and open many doors. But best of all... you love to teach, and that is what you do best.

Introduction

Take A Look Around

This paper reflects on the future of teaching as a profession. Methods, testing, and curricula are changing. Many experienced teachers are retiring. Multiple non-academic demands knock on your classroom door. Do you know why? Have you heard about Goals 2000, Improving America's School Act, or School To Work? If you haven't, please be introduced to the radical change of philosophy taking place in American education. It is called Transformational Outcome Based Education. It is the vehicle for remolding the entire American education system to focus on "human resources development," to make education an issue of "national security status." What does that mean? Our nation's President, in his State of the Union address in January 1997, announced that this country will forge ahead with national standards, national testing, and a national curriculum. He expounded on a national system of teacher certification called "master teachers." What does this mean to you? What is the difference between you and a master teacher? Would you qualify?

Have you heard about the manufacturing business model called TQM (Total Quality Management) being implemented in American education? Have you heard about the U.S. Department of Labor initiative called the SCANS [Secretary's Commission for Achieving Necessary Skills¹]? Have you heard that children are referred to as "human capital," and do you know what world class standards really mean? Do you have what it takes to be a "global processor of human capital?" Or, do you yearn to just teach?

¹See Appendix A for SCANS documents from the U.S. Department of Labor which explain teacher "employability skills" criteria and the new Certificate of Initial Mastery, a state diploma jointly developed by the University of Pittsburgh and the National Center for Education and the Economy.

This paper endeavors to supply you, the Teacher, with factual, documented information on the changes now taking place. You can then look to the future of education in the United States and decide if and how you will fit into that future.

A community's school board, elected by its citizens, used to be in charge of local education. Things have changed. New laws and regulations from the federal level are now regularly mandated for the individual school district. Many teachers have yet to feel the results of this federal-to-local, top-down management change. However, school districts in states which have already initiated statewide education reform have felt extraordinary negative pressure from their communities, including teachers, once the people heard about, understood and tried to implement the required changes. Some examples of the many problems local school districts have experienced bear scrutiny. Here are some simplified examples from Pennsylvania.

The Brownsville, Pennsylvania school district wholeheartedly embraced major reforms. The school district administration, in conjunction with the Tri-State Study Council and Charles Gorman of the University of Pittsburgh, introduced the controversial transformational outcome based education/mastery learning teaching process to area schools. (See Appendix B for comparisons of the OBE model strategic plan criteria formulated by the Tri-State Study Council). Dexston Reed, the Superintendent, provided a Working Document-Staff Development² to the teachers on December 15, 1988. The outcome based education system was to organize a delivery system of the institutional programs to assure success for every student. "Professionals in the schools now accept responsibility for the success of every student", the document read. Teaching was broken down into small bits with constant testing and re-testing to assess progress. Students who mastered the first formative test would be effectively "on hold" for extended periods of time. Enrichment activities would be developed in a "horizontal", rather than vertical, manner. [See Appendix C for re-testing graph and Brownsville articles] It was clear that brighter students would be held back so that "ALL" students could master the material.

The vigorous negative reaction by teachers and community members was unexpected. After trying to implement the new system for almost a year, teachers realized that the new program was not improving the education of their students. The Brownsville Education Association released a survey of the teachers on November 22, 1989 in which 121 teachers voted to get rid of OBE and 12 teachers voted to keep OBE. A grievance was filed by Union President Orlando D'Amico for the teachers. The complaint stated that, "the union had no other recourse (but) to oppose OBE." The teachers were on the front lines of the "reform," but Charles Gorman of the Tri-State Study Council, instead of addressing problems encountered by the teachers, criticized those teachers and complained that their salaries were too high for the product they were producing.

The teachers were not the only ones who realized the harm of the new system. A petition was circulated in the community by Parents Against Mastery Learning. That

²Reed, Dexston; Working Document-Staff Development; Brownsville, PA. December 15, 1988.

petition, containing 2000 signatures, was presented to the school board in November 1989. The controversy continued to polarize the whole community as the system remained in place.

On March 15, 1990, the Pennsylvania Economy League [PEL], a paid consultant for the Brownsville School District, presented the results of a study done to formulate recommendations for expanding school facilities. 617 surveys were returned to the PEL. Question Nine had space for general comments not covered by the questions. The following excerpts from the Pennsylvania Economy League final report are of note:

The League was surprised by the large number of negative responses regarding the OBE/Mastery Learning System presently being implemented in the district. Because the League was not informed or aware of this program at the onset of this study, and because it does not fall within the scope of the project, a question focusing on OBE was not included in the survey. However, while it was not the League's charge to evaluate curriculum, the League felt that, due to the overwhelming response to this question a brief discussion of OBE was warranted.

Over 95% of the 617 surveys returned contained comments about OBE. Hundreds of parents noted great dissatisfaction with the OBE system, the continuous modifications to the program, the frustration students experienced during testing and retesting, and the measures used by the district to implement the program."

As to the grievance filed by the teachers' union, the school district brought their own suit to block court consideration of the teachers' grievance. "Gorman said the district, perhaps, moved too quickly to implement OBE, saying the decision would certainly be "rethought" if officials were able to start again." The president of the Brownsville Education Association stated, " I'd like to look at different programs that work. We've spent a lot of time, manpower, and money, and we haven't accomplished a thing."³

The Brownsville saga occurred at the beginning of a big push in Pennsylvania to force outcome based education on school districts, parents, students and their teachers. A more recent incident of teacher revolt occurred in Ambridge, PA. On November 13, 1995 forty-nine high school teachers signed a petition stating that those teachers refused to teach OBE. The faculty addressed the divisive and self-destructive process whereby the teachers were required to assign responsibility for addressing the 53 Pennsylvania state outcomes to various departments. Two and one-half years had been spent wrestling with the dilemma of new outcomes versus old curriculum. Teachers attested to the fact that a unilateral decision by the unelected State Board of Education should not result in a watered down curriculum in their school. "The faculty of the high school has been

³Robbins, Richard; Greensburg Tribune; January 14, 1990.

through the wringer with this new set of mandates. Let us not allow a political mandate from desperate politicians to ruin our high school."⁴

The following list of basic OBE problems is taken from the Ambridge teachers' petition to their school board: 1. Unrealistic that ALL students meet all outcomes. 2. Students become "prisoners of time." 3. Costly. 4. Class size limitations. 5. Problems with student moral. 6. Problems with teacher moral. 7. No real time for remediation. 8. Students quitting early at jr. high. The teachers made recommendations and asked that they be acknowledged. The Superintendent scolded the teachers by writing a letter and stating that he could simply eliminate certain job positions. The pressure tactics to quiet the controversy had begun. Committees were formed to discuss issues. Minor corrections were made, but the primary focus of OBE in Ambridge High School continues unabated.

The school board in the Clearfield (Pennsylvania) School District had the same concerns in their area. A group of teachers wrote a letter to the editor of their local newspaper to voice support of their school board's concerns. School administrators, however, nipped the controversy in the bud by quickly forming endless and time consuming committees where the issues were talked to death without any action, and the focus and the energy of the real problem dissipated. Most people get tired when situations drag on and on, and teachers are people, too. Administrations have learned to stall when OBE issues are of great concern. Eventually, the people quit, but the problems do not go away.

Chapter 1 The Kentucky Experiment-KERA

What do teachers want? They want to be left alone so that they can do what they do well: teach. Teachers have long had the right to make the best decisions for an individual child based on their judgment through experience in their classroom, and they have often had the privilege to know that what they are teaching and how they are teaching is a job well done. Will you have that authority in the future? What will education restructuring do to you and your profession? What is your future? Will your talents, your academic knowledge to be taught and your hopes to teach well be squashed by the rules of OBE?

Let's look at Kentucky as a model reform state. The Kentucky Education Reform Act (KERA) was passed in 1990. The Commissioner of Education at the time, Tom Boysen, said about the education reform being implemented, "We're building the plane while we are flying it."⁵ Since then it is the teachers who have taken the brunt of criticism for the ineffective and wholesale changes instituted to promote *accountability*. After the first year of implementation of KERA, the Wall Street Journal reported that the impact of the state-wide reform was "brain drain"...teachers were fleeing the state because of extreme practices and pressures on those teachers. "First, the focus of the accountability was not

⁴Klaich, Alan; Analysis:OBE/Strategic Planning 11-13-95 Ambridge Teachers Petition.

⁵Adcock, Bill; *Classroom field-testing shows flaws in new system*, The Messenger, Kentucky, Jan. 11, 1994.

on students, but was instead placed on teachers and school administrators. Second, instead of a conventional standardized multiple choice item format, performance tests were to be used. The high stake consequences were draconian. Successful schools and teachers were to receive cash bonuses; the unsuccessful, public humiliation and perhaps the loss of jobs."⁶

Students took the KIRIS (Kentucky's state performance test which is based on the New Standards Project), though problems associated with the new testing, referred to as a shot-gun approach, were many. Scoring and rescoring results were not objective, but subjective. As of 1994, 30 million dollars had been spent to develop this performance test. Based on the students' test results the *teachers* of Kentucky were rated as either "consistent" or "inconsistent." Douglas Jenkins, a teacher at Warren Central High in Bowling Green, Kentucky, told the *Daily News*(paper) that "(t)he current proposal for restructuring high schools is a set of ideals based on 'sounds good' theology. It will be passed in September with no specific plans for carrying them out, or training for those charged to do so. Just like KERA, the burden on teachers and schools to implement it will be back breaking, both physically and mentally. Never before has so much been changed or so many (people been) affected."⁷

On January 24, 1994, the *Courier Journal* reported some of the stories of 75 Kentucky teachers from Jefferson County Public Schools who testified in public hearings about their experience trying to implement the 'education reforms.' Fairdale Elementary teacher Edith Yarbrough testified of the education restructuring that "(t)here are too many responsibilities that take way from the main (task) of teaching." Ann Walls, teacher at Cochran Elementary stated that "(t)he heavy emphasis on assessment and portfolios in elementary grades is too much for young children. It's professional malpractice. It's child abuse. We need to stop it." A teacher from Lassiter broke down, saying, "I can't do it anymore. I can't do more than I'm doing. I'd rather be flipping hamburgers at McDonald's. Something has to change, because you can't feel like a failure every day. Take it from teachers who are on the frontlines everyday- the KERA needs improvement. And teachers are beginning to wonder if anyone out there cares."⁸ It is the teachers who take the brunt of the problems when education reform like OBE is required as it is by KERA in Kentucky.

Education Week reported the results of an opinion poll taken on OBE by the Pritchard Committee for Academic Excellence, a Kentucky citizen's advocacy group. The strongest response from citizens had been that, "most people do not agree with the basic notion that all students can learn at high levels. Teachers and students alike, the report found, were the most likely to disagree that, 'all children can learn.' Members of the focus groups

⁶Cunningham, George K., Dr. The Kera Accountability System Questions and Criticisms, University of Kentucky. 1993, October. pg. 3.

⁷Jenkins, D.D. [note: In 1983, Jenkins, a science teacher, received the Presidential Award of Excellence for Science Teaching, Tandy Technology Scholar.] *Daily News, Implementation of KERA burdensome to teachers.* Jan. 1994

⁸Holland, Holly. "Teachers pour out Frustrations that Come From Reform." *Courier Journal.* 1994, January 24.

argued that schools should respond to the innate talents and abilities of students through tracking, adding that differing expectations should be expected in a stratified society."⁹

All teachers MUST acknowledge that educational reform WILL NOT happen without them. But just how vulnerable is a profession that can be punished from so many sides? Under transformational OBE the responsibility for student achievement now remarkably moves from student to teacher. Teachers are "manufacturing processors." A teacher's first obligation is to "make" them (students) come out right, no matter how long it takes. The student is no longer responsible to study, to be motivated, to reach goals, or to come to school. In Kentucky, teachers were also evaluated on non-cognitive factors such as student attendance, retention, and drop-out rates, all of which were out of the control of teachers.¹⁰ It is now the teacher who is responsible for ALL students to meet outcomes and "succeed."

The education reform, KERA, included a heavy emphasis of accountability. Kentucky teachers have complained that they had been forced to go along with reform efforts because they were driven by a fear of sanctions (such as losing funding, being fired, being labeled "inconsistent"). One must realize that teachers are in a lose/lose situation when the restructuring elite blame all problems in the schools on the traditional education process. Randy Schenkat, in his book *Quality Connections: Transforming Schools Through Total Quality Management* states that "problems aren't with individuals (students), but rather with systems (teachers)".¹¹

How does an idea which encounters such resistance with the teachers who are on the implementation firing line gain such acceptance and momentum at the administration level? Marketing is the name of the game. If we are to understand the answer to the question we need to use some common sense. What is the marketing philosophy used to get the public to accept these idealistic but unrealistic ideas? We need to ask the questions of what is happening and why?

In 1986, under the Bush administration, the heavy drum for education reform through the ideas in the America 2000 agenda beat more persistently. The idea that the end product of education, the student, needed to be prepared so that each student could be a productive member of society gained attention and acceptance in certain circles. It seems logical that to predict the outcome one must control the ingredients. Criteria for "what students should know and do" in order to graduate were sorted and selected. The manufacturing business model called Total Quality Management, or TQM, seemed to fit the framework for achieving a consistent student quality outcome. The TQM model was developed by W. Edward Deming through his business practices in Japan. The TQM model is used for quality control to assure that each widget produced at the factory will be

⁹Education Week, Lonnie Harp, Kentucky Study Reveals Public Resistance to School Change. October 20, 1993. pg. 17.

¹⁰Cunningham, George K. Dr. *The Kera Accountability System Questions and Criticisms*. 1993, October.

¹¹Schenkat, Randy. *Quality Connections: Transforming Schools Through Total Quality Management*. 1993. p 5.

the same as the next widget. Education TQM language in use today refers to the student as a product. The parents are the supplier. The client who will use the product is the employer. Is this really the model we want for American schools and the teachers who must deliver the product?

The criteria for the product of education, "what students should know and do" in order to be useful in the workplace, were now different from the objectives of traditional education. For example, the critical contemporary education issues became centered around more subjective outcomes such as self-concept, intrinsic motivation, co-operative learning, problem-solving, systems thinking, motivation, dealing with ambiguity, and conceptual change. Using these objectives as a "framework" for curriculum and exit outcomes the teacher's job has been redefined. How does a teacher measure or score self-concept or motivation? The transformation of the education process now begins to take shape and teachers can better see just what it is with which they must now deal.

Though research on this general idea had begun in the 1950's and 60's, there had not been the means for installing a system of controlled input throughout the American education system. In August 1986, at the National Governors' Association conference in Hilton Head, S.C., the governors released the study entitled "A Time for Results: The Governors' 1991 Report on Education." In choosing the "1991 Report" title, the governors pledged to use the document as a standard against which they would measure state progress in education reform in their own state over the next 5 years. This comprehensive agenda laid out the plans under America 2000 Restructuring in Education of the Bush administration, under the leadership of William Bennett. Lamar Alexander, chairman of the National Governors Association, was named chairman of the Nation's Report Card Study Group for national testing. You will also find that Hillary Rodham Clinton served on this committee.

Marc Tucker, executive director of the Carnegie Forum on Education and the Economy (renamed the National Center on Education and the Economy), was the keynote speaker at the Governors' conference. At the conference he was quoted: "Our agenda (the Carnegie Forum) has become their (governors) agenda." On the last day of the conference the governors approved a resolution endorsing the Carnegie Report, *A Nation Prepared: Teachers for the 21st Century*, which was released in May of that year. This was the genesis of the implementation of a national blueprint to expand the National Assessment of Educational Progress (NAEP, the national test) to state-by-state comparisons as each individual state incorporated the NAEP into its assessment test. National tests would have to be carefully crafted to sidestep the General Education Provisions Act (GEPA), a law stating that the federal government may not direct or supervise state curriculum. NAEP test items were therefore incorporated into each state assessment which circumvented the GEPA.

By 1987, with the issuance of the Nation's Report Card and the Commissioned Papers, then Secretary of Education William Bennett was able to expand the data system and idea of a national testing system through use of computers. The new and emerging computer

Chapter 3

A New Approach to Unionism: "It's Not Your Mother's NEA"¹⁷

I'm not concerned. Our union will protect us! Or will they?

Bob Chase, the new president of the NEA, spoke at the National Press Club in February 1997 and laid out his broad plan for a shift in the NEA's priorities. He emphasized a transfer in the NEA position from old style labor-management antagonism to professionalism and collaboration. Barbara Smith, president of the Oklahoma Education Association, applauded the new goals. She thought that teachers would not oppose Mr. Chase's pledge to purge inept teachers from the national education system. Gordon Ambach, executive director of the Chief State School Officers (the recipient of the federal grant to implement the national data bank retrieval system), stated that it was an important step that the union explicitly state its commitment to removing nonperforming teachers from classrooms across the country.

Upon reading the paragraph above, the question arises of just how will teacher performance be gauged? What criteria will be used: education, seniority, students passing courses, grades? Let's look at what your "new" union says about your "craft." The "new" NEA being created for public education is one directly connected to the national standards which President Clinton talked about in his State of the Union address on January 4, 1997. These standards are the blueprint around which all other systems revolve.

Bob Chase stated in a January 17, 1997 Washington Post paid advertisement that for teachers, "quality must begin at home, within our own ranks." He explained that "if a teacher is not measuring up in the classroom, we must do something about it." What would he do? He would have teachers who he considered to be "masters"... "serve as mentors to new teachers, as well as, intervening to assist veteran teachers who are experiencing difficulties in the classroom. This intensive assistance continues for an open-ended period of time, so long as the teacher is making progress. In most cases, the intervention is successful. But, in roughly 10% of cases, the consultants- who I emphasize are members of our local union-take the lead in *counseling the problem teacher out of the profession.*"¹⁸ (emphasis added)

What happens if your teaching style is different from the "consultant"? What kind of intervention will be done for you? Will this system of 'accountability' foster teachers "reporting" on each other rather than traditional, measurable teacher accountability? Do you have ownership of this new style of management?

¹⁷Ponessa, Jeanne; Seeking 'Reinvention' of NEA, Chase Calls for Shift in Priorities, Ed Week, Feb. 12, 97. p. 1

¹⁸Chase, Bob, Back to the Future, Our New Unions Are Rediscovering their "Craft" Roots, Washington Post, Jan. 12, 1997

Chapter 4

What Happens If You Don't Go Along?

The Malcolm Baldrige Award is a prestigious national award to honor quality in all its forms. Motorola, the company which built fine radios and whose motto was "The quality goes in before the name goes on," as well as Cadillac, the car builder, have both been recipients of the Malcolm Baldrige Award for their consistently fine quality products. There is now a new Malcolm Baldrige Award for TQM education systems. But isn't there a difference between a quality car or radio and a quality student?

There are guidelines for the Malcolm Baldrige education system award. Listed in "measures of progress" as "waste management: reduction or elimination" are teachers who do not produce to the specifications of the product. A continuous improvement cycle will always be in use, refining and fine tuning all activities to meet the ultimate goals. Data collection, or results are used (state assessment data) to channel actions (what teachers teach), to deliver a constantly improving product (children meeting state outcomes).

Those who are teachers by profession see this model as confining: it stifles individuality, it requires all methodology decisions to be made at a single source. So how will teachers be held accountable under this outcome based system? You must teach to the state outcomes and your students must meet those state outcomes. If you do not teach to the outcomes, and if your students do not meet the outcomes on the state/federal assessment test, you will soon have a visitor, a mentor, a consultant who will intervene in your classroom. So, comply and you stay. Rebel and you are eliminated.

Where is your union in this scenario? It appears that your union is not on the side of the traditional teacher. The union's job, which used to be to protect your economic security, has being changed. Now the union has announced its intention to support a *smaller number* of "master teachers" who would 'go along to stay along' and would be paid the highest wage to do so. This is the 'professionalism' and 'quality' that the NEA will require as the elimination process occurs. So here's the question. Is this true professional collaboration? Or is this extreme and artificial competition?

These tactics are no different than those used throughout history by totalitarian regimes which exert utter control over people through similar tactics. To become this "master teacher" who will be paid well, near \$75,000 or higher, and who will be identified by the state as a "professional," a teacher might well use "survival of the fittest" techniques to survive. Your friend or neighbor may be your new evaluator. Selections will have to be made. Will it be you or the teacher next door who will be the mentor? Will you be evaluated or will you be the evaluator?

Chapter 5

The Slippery Slope of Privacy... The Truth About Federal Data Banks

“Individually Identifiable Information : Any item, collection, or grouping of information pertaining to an individual and maintained by the National Center of Education Statistics or one of its contractors, including, but not limited to, the individual's education, financial transactions, medical history and criminal employment history, and containing the name, or an identifying number, symbol, or other identifying particular assigned to the individual, such as a fingerprint, voiceprint, or photograph.”¹⁹

Have you gotten a drivers license? Do you use a credit card? Did you go to college? Have you been a public school student? Do you have a social security number? If you said yes to any of these questions, there is a computer file on you.

When looking at legislation pertaining to privacy protection, it is important to carefully examine the words which detail just how that information about you and your family is protected. The first word to examine is "confidential." What does that mean? Confidential does NOT mean that information about you will not be collected. It means that those who already have that information will only share it with specific people or groups they have chosen. Unless you know the specific exceptions of restricted file use, you cannot imagine who does have access to your files. For example, the 1974 Privacy Act (federal) states that no one can access your (or your family's) file without your express written permission. That sounds as though you are protected. However, the numerous "exceptions" allow government authorized use of data. The U.S. Education Department personnel and researchers, for instance, may access your file without permission. The Privacy Act is a dinosaur law trying to protect high tech global communications. It is not working.

Another word commonly used to reassure the public in privacy issues is the word "anonymous." Usually, when information gathering is done with the promise of the "anonymous" use of that information, two files will be kept. One file will be personally identifiable. A second file would not identify you except by a computer code linked to the original file. Releasing of personal information will be at the discretion of DOE personnel to whomever the DOE has designated. Under what conditions does the Department of Education use information? The answer to that question is very interesting.

Let's look at an overview of the new technology transfer system currently being put into place with the help of Vice President Al Gore and his Information Super Highway. The SPEEDE/ExPRESS is an electronic transfer and standardized computer coding system. The system began in 1989 as the Education Implementation Project under the banner of the Bush's Administration, America 2000.

¹⁹National Center for Education Statistics (NCES), Field Restricted Use Data Procedures Manual; Definition of Terms March 31, 1993. p. B-2

In order to develop the national assessment test (the NAEP), extensive and long-term testing was done. The test question research included many behavioral/affective domain test items as well as reading and math questions. Individual states willing to use their school populations for this experimental testing were selected to develop NAEP test questions which would measure specific behavioral objectives. Regional variations such as rural/urban, rich/poor, white collar/blue collar, white /black/minority, single parent/family housing, job market, were taken into account. The term used to describe the collection of community variables is "environmental scan." Different states and cities from around the country were chosen to account to be matched in sampling efforts. The efficacious questions were then validated and included in a national 'test item bank.' Any state could then use these test questions to develop its "own" test, most of which became mini-NAEPS.

Most of the marketing documents found on the NAEP usually state that only reading and math are measured. However, Pennsylvania and Michigan were the two experimental states that heavily used the behavioral sciences to measure the values, attitudes, opinions, and beliefs of its students. The Pennsylvania Educational Quality Assessment, or EQA,²⁰ was the model for the NAEP in the area of values. The Quality Goals of Education in Pennsylvania, still in use to this day, area set of objectives that originally were developed by the National Education Association in 1918. Those NEA objectives include: worthy home membership; command of fundamental processes; worthy use of leisure time; vocation; citizenship; and ethical character. They are known as the Seven Cardinal Principles.²¹

The Seven Cardinal Principles were integrated into the 'new' test instruments of the EQA and the NAEP.²² Both tests were simultaneously developed by top behavioral scientists of the world (including Ralph Tyler and David Krathwohl) and the behavioral components such as psychological thresholds and/or locus of control used for that experimental research formed the basis for psychological and attitude testing in current extensive use.

'Indicators,'²³ the use of which would seem to predict student performance, were a component of the experimental testing. Those indicators were classified as 50 variables in three distinct areas: characteristics of students, characteristics of teachers, and school and community characteristics. These three areas were considered to be the conditions or variables which needed investigation so that accurate and predictable societal indicators could be simultaneously produced and replicated for major portions of the country. The collection of community characteristic types, their values and lifestyles, is called

²⁰Russell, Nolan; Getting Inside the EQA Inventory, Pennsylvania Department of Education, ED 109 199. 1975

²¹The Seven Cardinal Principles Revisited, NEA, Sept.-Oct. 1978

²²Educational Testing Service Contract with Pennsylvania Dept. of Ed., Highlights 1964.

²³Cooperative Accountability Project; Indicators and Statewide Assessment, Arthur Olson, Denver, CO March 1974 [CAP is a seven state, three year project initiated in April, 1972 financed under ESEA of 1965, (Public Law 89-10) Title 5, Section 505 with Colorado as the administering state.]

'psychographic' information. It is used to predict the reaction of the people in a specific region and is valuable as a marketing tool. One way to collect this type of information is through the school systems. That is one reason there so many personal questions about home and family asked at the beginning of state or national assessment tests. There is also a questionnaire in which the teachers are asked about themselves and what they teach. [See Appendix D for Teacher Questionnaire]

The coding of information for computer retrieval was developed in the mid 1970's and codified in handbooks maintained by the National Center for Education Statistics. In these handbooks are lists of information to be collected on students, curriculum, property, finances, and staff, among others. The definition for a microrecord format is "defined as a datum of an individual person or an individual entity." The federal handbook for teachers called, "Staff Data Handbook For Early Childhood, Elementary and Secondary Education,"²⁴ was updated in February 1994. [See Appendix E insert for examples of data collection on teachers used in federal data banks.]

The cross referencing capabilities within a government department (shifting data from one source to another to compare, make predictions and calculations) were recently developed through major breakthroughs in technology . However, with the added benefit of the 1996 President's Executive Order # 13011 which now also authorizes linking of data systems between federal departments of health, education, labor, and agencies within the Departments of Commerce, Transportation, Energy, and others. The Paperwork Reduction Act of 1995 helped to mandate that the information and records received by these departments will be matched by computer. "Matching programs compare our records with those of other federal, state, or local agencies. Many agencies may use matching programs to find or prove that a person qualifies for benefits paid by the federal government. The law allows us to do this even if you do not agree to it."²⁵

The ExPRESS system is the transmission conduit: the coding identifies which information will be on the electronic portfolio. An electronic portfolio is then easily transferred for any government request for data. The standardization of this system must be representative of each of the fifty states. Therefore, a technical assistance plan was drawn up for every state to bring their data systems into compliance²⁶ under Goals 2000. The Strategic Plan becomes the standardized blueprint to monitor outcomes and benchmarks.

This is how it works. Given a collection of teacher information and corresponding results from the assessment of student performance outcomes, "a cross pupil data element

²⁴Education Data System Implementation Project, Council of Chief State School Officers, National Center for Education Statistics, USDE. February, 1994.

²⁵Privacy Act/Paperwork Act Notice: Dept. of Health & Human Services, Social Security Administration, section 202(d) and 205(a)

²⁶National Center for Education Statistics: New Education Data Improvement Project (1988-1991) Hawkins-Stafford Education Improvement Amendments of 1988 (P.L. 100-297) involving state and federal governments in a mutual effort to produce state-comparable and nationally uniform data on public and private school systems.

tabulation or cross file tabulations are possible. For example, teacher characteristics can be linked - via course taking - to pupil performance. Thus a three-way tabulation could be produced from the linked microrecords of teacher characteristics by course type and by (that teacher's students') achievement. Such tabulations would form important information for consideration of certification of graduation requirements policies." If decisions are to be made for the "improvement of education quality which constitutes the focus of the new educational reforms... only microrecords for personnel, pupils, and activities can produce the kinds of analysis and reports necessary to inform and evaluate these new policy reforms."²⁷

With the cross referencing capabilities of computer technology, decision makers will know immediately if a teacher is teaching to the outcomes. This is teacher accountability to the state. The state assessment test will monitor whether children are meeting outcomes and whether teachers are teaching the outcomes. The results determine your future as a teacher.

Under a new proposal in Texas, teachers' annual evaluations will be based in part on schoolwide standardized test scores and student attendance/dropout rates. Renee Daily, a twenty year veteran teacher, a 5 year winner of the Teacher of the Year Award and recipient of a Smithsonian Institute Fellowship study award stated, "I think it's quite unfair. In education, there are teachers, and then there are teachers. I should not be affected by what someone else does or does not do." Under the old system which was abolished in Texas in 1993, teachers who received outstanding evaluations received merit raises. The commissioner's new plan would use evaluations to identify teachers who need extra training, not to reward exceptional teachers. Evelyn Malone said, "I think it's degrading to judge teachers on the TAAS [Texas Assessment of Academic Skills] scores. We have a lot of turnover in my school, and I'll get new kids in February that will take the test in March. Should I be blamed if they don't do well?"²⁸

In Arkansas, under the leadership of a new governor, House Bill 57 aligns teacher accountability, credentialing, and assessment. Section 4, 6-15-1004 states, there will be "Qualified teachers in every public school classroom. (b) In order to obtain a teaching license, Arkansas teachers will demonstrate the ability to increase student academic achievement by demonstrating competency in identified assessments of teaching methods that result in increased student achievement; and (c) In order for teachers to be able to renew their license, they must have participated in a continuing education and professional development program based on their school improvement plans, performance evaluation results, and student achievement scores and alignment with state initiatives." This controversial legislation is currently being debated on all sides of the aisle.

²⁷Hall, Jaeger, Kearney, Wiley. Alternatives for a National Data System on Elementary and Secondary Education, OERA, USDE. December 20, 1985.

²⁸Reinhard, Beth; Ed Week, Texas Proposal Ties Teacher Performance to School Scores. Feb. 12, 1997

Is this fair? No. However, perhaps it is time to acknowledge that some of the programs and techniques already in use on the children, cooperative learning and group grades for instance, had been marketed and used with good intentions, but they did not work.

Chapter 6

What are the "Outcome Based Standards" against which teachers will be measured?

The National Association of the State Director of Teacher Education and Certification (NASDTEC)²⁹ created high school standards in 1993. The intent was that these standards serve as a resource to assist states in the process of developing and implementing an outcome based approach to teacher education and certification. NASDTEC recognized that there are many programmatic, political and practical problems that states and teacher preparation institutions face when implementing outcome based standards for teacher education certification. Consequently, NASDTEC considered ways it would help states respond to needs, chart new expectations to respond to the needs of states in developing the criteria, tasks, instruments, and methods for determining whether or not prospective teachers have the knowledge, professional skills, and attitudes needed to teach children and youth. Also, NASDTEC envisioned that the new tools and approaches such as portfolio assessment models, multi-media professional development systems, and successful outcome based program models will be available to affirm that prospective teachers have demonstrated that they teach what students are expected to learn. The focus is on what the beginning teacher should be able to do, think, and feel; not on what the prospective teacher should study.

These efforts NASDTEC's efforts are also linked to those of the National Council for the Accreditation of Teacher Education (NCATE) and the National Board for the Professional Teaching Standards in their search for strong measures that impact licensure and that... "establish high and rigorous standards for what teachers should know and be able to do... to advance related education reforms for the purpose of improving student learning in American schools." In fact, their November 1994 handbook is called *What Teachers Should Know And Be Able To Do*.

²⁹Draft of Outcome Based Teacher education Standards for High School Level; Based on the Conceptual Framework and Format for NASDTEC OB Standards and Portfolio Assessment adopted by NASDTEC in June 1992. Orlando, Florida. June, 1993

"The NASDTEC outcome-based teacher education standards were developed at the transformational level of Spady and Marshall's hierarchy of outcomes." This means that "curriculum content is no longer the grounding and defining element of outcomes (Spady & Marshall)."³⁰

The Outcome Specification Model (WORKFORCE 2000, Inc. 1991) was used to develop the format for the NASDTEC outcome based teacher education standards. This model is based on the idea of "total quality," a client-driven approach for improvement. The client in education, you will remember, is the employer. Applied to education, "total quality" means organizing and targeting all resources (for example, text books, teachers, curriculum, software) to increase client satisfaction. The primary message of the approach is that, without exception, some kind of improvement must be made somewhere within the public school classroom and teacher education program every day. These NASDTEC outcome based standards, then, are being used to integrate the total quality movement into national standards for teacher education and certification.

The specific outcome areas include:

- **"Readiness for High School** was identified directly from America 2000 Goals and the priority being given to it by the Carnegie Foundation of New York as well as the significant body of data regarding the positive impact of early interventions on performance in school. The success of Headstart and its continued increases in funding by the federal government provides further impetus for moving in this area.
- **"Student Development** was identified because of the importance of education being more than academic performance in schools. Virtually every part of the reform efforts calls for developmentally appropriate education and a strong citizenry.
- **"Curriculum** was identified as crucial because of the need for teachers and school-based educators to recognize that schools are organizations and that each teacher must be a member of a team working for the good of the program and common learning goals. The standard does not identify all areas of curriculum, but assumes alignment with the national goals. Additional curriculum areas beyond those in the national goals should be identified by state departments of education, local school districts, and/or individual schools for the purpose of identifying programs to be delivered to students.
- **"Instruction** was selected since it is at the heart of the education system. The standard does not identify all areas of instruction, but assumes alignment with national goals. Additional instructional areas beyond those in the national goals should be identified by state departments of education for teacher preparation and certification purposes."

³⁰Developed by NASDTEC Standards Committee Draft Copy: pg. 6; 5-1-93

- **“Assessment** was recognized as a means of providing systematic feedback of the success of the total education program for purposes of adjustment, meeting standards, and continuous improvement.
- **School Improvement** was viewed as a means to achieve total quality in education. To achieve this mission, schools must work with professional educators, parents, the local community, and businesses. Schools must have the support of local communities, and to gain that support, communities must feel those schools are theirs.
- **“Support Services** was deemed essential insofar as it is crucial to coordinate the services of government agencies serving children, youth, and families. This is particularly important for the “At Risk” student whose socioeconomic status and/or lack of parental concern or home support system causes continuous interference with the learning process.
- **“Youth Service** was determined to be crucial in the context of helping students understanding that the quality of one's life is related to developing strong social relationships and the necessity of individuals to work together harmoniously within society.
- **“Home, School, and Community** was determined to be a crucial factor for establishing the important early relationships between and among these three groups. The support system for public education requires that home and community work together to reach common goals. All learning does not occur in the school, and therefore there must be a support structure beyond the school.
- **“Technology** was added as a result of discussions with teachers and school-based administrators who felt that technology must not be considered as a tool, but as a teacher, and that schools are not utilizing the full potential of technology for learning.
- **“Resource Management** was included because beginning teachers are confronted with an array of responsibilities involving people, activities, and resources. School-based educators suggested that beginning teachers become skilled in project management techniques in order to be successful in this area.
- **“Workplace Know-How** was determined to be essential because of the impact of the Secretaries' Commission on Achieving Necessary Skills (SCANS) on state and local programs for preparing students for the emerging high performance workplaces in business, education, and government.” [See Appendix A for SCANS documents]

The following graph shows how the TQM business model will be used in a “Client, Teacher Requirement, and Purpose” format that addresses the outcome based process:

**“OUTCOME SPECIFICATION MODEL”
“Definitions of Outcomes Specifications”**

- **“OUTCOME AREA:** A component of the beginning teacher's role that is identified through a job analysis.
- **“CUSTOMER:** A person who buys a product or experiences a service with certain needs and requirements in mind.
- **“CUSTOMER NEEDS/REQUIREMENTS:** The lack of anything requisite, desired, or useful.
- **“TEACHER:** The person who produces and delivers products and services on time to meet customer needs and requirements.
- **“CONTEXT/CONDITIONS:** The on-the-job professional setting in which the outcome standard must be demonstrated, assessed, and verified.
- **“TEACHER REQUIREMENTS:** The specific role performance(s) expected of the teacher while engaged in the substance.
- **“SUBSTANCE:** The tasks, content, procedures, and/or functions of the education profession provided through the outcome standard.
- **“PURPOSE:** The intended result of performing the outcome standard”

Developed by Workforce 2000, Inc. - 1991

[For Research Purposes Only]

Chapter 7

Why Does Teacher Certification Need to be Synchronized and Revolutionized?

"The nature of a revolution is to radically alter institutions by undoing the past in very substantial ways and establishing new standards and ways of doing things for the future. Such radical changes require a radical change in attitudes of those responsible for, and those served by, the institution. There is no institution with a more complex set of interconnecting agencies and groups than education. It is axiomatic that any substantial change in the way children are educated is going to require the most extensive reorientation about how many (people) think about teachers, schools, learning, and education, including most especially teachers and parents of children."³¹

All revolutions require pivotal acts or documents without which a transformed future is impossible. For teacher-centered education reform, that document is provided by the National Board for Professional Teaching Standards.

"The first challenge is to identify and reach agreement about the standards of knowledge and performance, which when met by teachers, would denote them as highly accomplished, at the top of their profession- the "master teachers." Those standards of accomplishment move implications for the standards to be applied for beginning teachers. What teachers ought to know and be able to do to meet the needs of this generation of students, has been a difference not simply of degree, but of kind. There is considerable effort underfoot to bring coherence to the system and align licensure of beginning teachers and approval of teacher education programs with the National Board for Professional Teaching Standards' vision of the skills, knowledge, and dispositions of a nationally board-certified professional teacher."³²

The NBPTS's intention is to create a revolution in reform. If, by receiving a NBPTS teaching certificate a teacher's credentials and qualifications become "beyond question," then the NBPTS will control the teacher variable. In other words, the authority of the NBPTS certified teacher would become unquestionable. That certificate, then would be an extremely marketable item. The result will ultimately work to revolutionize both the professional development of teachers and the conditions under which they will teach. " "Master teachers" are different in fundamental ways from all previous generations of teachers. They will see how such teachers are essential to restructuring schools and achieving goals of improved student learning through mastery of new curricula, new assessments, and high expectations for all students."³³

³¹Snowden, Conrad; "Preparing Teachers for the Demands of the 21st Century: Professional Development and the NBPTS Vision. October, 1993. pg. 19

³²Snowden, Conrad; 1993. pg 19

³³Snowden, Conrad; 1993. Pg. 4.

To justify revolutionizing the teaching profession from the top down, the education establishment and the NBPTS have portrayed the past and current teacher as not meeting standards worthy of "professional trust." The education establishment, which itself has changed the standards for curricula and testing and the rules and expectations for teachers, is blaming the teachers for not keeping up with those changes.

The "new breed" of teacher must now 'diagnose' the learning needs of the student and construct an education program which will address those individual needs. Because the new outcomes/performance standards are vague, subjective, and have 'mental health' overtones, teachers are being forced to 'practice' beyond their teaching expertise. The OBE/Spady movement [Spady/Marshall, 1991, integrated into Pennsylvania's Chapter 5 education regulations for total restructuring] has refocused the training of teachers to a new format called "future scanning."³⁴ This concept identifies key graduation competencies: students should be self-directed learners, problem solvers, perceptive thinkers, community contributors, and collaborative workers. These "future scanning" outcomes resemble those of the Department of Labor, SCANS, 1992, which calls for the reinvention of education and the preparation of a new global worker with world class standards.

These controversial standards have sparked debate across this nation. Who has determined, and what are the standards for required graduation competency levels of 'perceptive thinking' and 'community contributions'? How are these subjective 'competencies' taught, measured and scored? If a student does not meet these competencies, how will that child be remediated? The traditional uses of curriculum, referred to as "content covered-mania"³⁵ or an "intellectually sterile environment,"³⁶ are now considered by education reformists to be obstacles to an "all children can learn philosophy." This system requires that the emphasis be placed on the teacher. If all students in a class do not achieve A's, it is solely the teacher's responsibility. The student is no longer the variable.

Chapter 8

What Do Pennsylvania Teacher Regulations Have in Store For You?

Pennsylvania's Chapter 49 Certification of Professional Personnel is being revised. The final version of the April 1996 draft of these new standards was sent in March 1997 to the PA House Education Committee for review. Page 11 of the Draft explains one area that must be discussed, "(v) Institutions provide ongoing assessment of educator candidates' knowledge, skills, dispositions, and performance with which to identify needs for further study or clinical experience or dismissal from the program." What does this mean? Page 28 of the Draft (c) states: "Candidates certified by the National Board for Professional Teaching Standards will be granted the highest level certificate applicable." The highest certificate will also be paid the highest. These will be the "master teachers" who are identified by the federal system of teamplayers who will agree to teach to the

³⁴Schenkat, Randy. Quality Connections. 1993. pg. 42

³⁵Schenkat, Randy, 1993. pg. 15

³⁶Schnekat, Randy. 1993. pg. 64

federal guidelines presented through the NASDTEC criteria...or be dismissed from the program. You may request the proposed regulations to see for yourself the new requirements for the certification of all new teachers as well as for the new "master teachers" category.

These new regulations are aligned with the Chapter 5 OBE regulations which shift the responsibility for local graduation requirements where the teacher/elected school board sets the standard to a state diploma with standards controlled by the unelected state board. A state diploma called the Certificate of Initial Mastery, created by the Department of Labor, SCANS, has been proposed in Pittsburgh, Pa. but it is known as the Career and Academic Passport. [See Appendix F for flow charts of loss of local control with a standards based/performed based diploma. The basic philosophical tenet of the American way is local control. This CIM represents a major erosion of that tenet.]

In November 1991 the American Association of State Colleges and Universities adopted the Teach America Project, a new teacher education model designed to prepare in-classroom teachers for the education reform movement. The final model package was to be implemented in the fall of the 1994 school year at teacher training schools across the country. An article in the *Reading Eagle* (1992) reviewed a statewide conference at Kutztown State University where the Teach America Project was presented to education officials. Dr. U. Mae Reck, Dean of the College of Education at Kutztown said, "We have to be more definite about whom we allow into the teaching profession. We'll look at their personality types. Can they work in teams? Do they have compassion? Will they continue learning?"

One aspect of the Teach America Project is that partnerships will be developed between each program in a college of education and a public or private school so as to increase interaction and collaboration between the two on topics such as evaluation of program strengths or weaknesses, supervision of student teachers, and development of new projects. Once a student teacher graduates there will be formal follow-up. A new teacher must be supported. The new teachers will have to demonstrate their commitment to lifelong learning.³⁷ It appears that monitoring and follow-up must be the name of the new education game **IF** "all" students are to be monitored in meeting the state controlled graduation requirements. Systems management will be in place to monitor all the data and all performance of ALL involved. The use of technology will be used to manage information and control the decisions made throughout the education system.

The expression "quality schools" is another name for quality control, or TQM. It is management by objectives, or planning, programming, budgeting systems. There is a movement to apply ISO 9000, an international manufacturing/business model, as a standard for education components. In a manufacturing company using the ISO 9000 standard, all facets of the production of their 'widget,' to international specifications, are monitored by computer code. Applied to education, specifics such as how and what a

³⁷Young, Mary, *The Reading Eagle*; KU moves ahead on teacher-education reform. 1992

teacher would teach, and how and what each student will learn would be tracked and evaluated by computer code. Teachers will facilitate learning and draw up a individual plan based on assessment and the students' backgrounds.³⁸ Dr. Robert Shekletski, superintendent of the School District of Lancaster, Pennsylvania, is shepherding a pilot project in his district. The international coding of ISO 9000 is being applied to students, teachers, curriculum and community input. Dr. Shekletski said that his "greatest challenge was to transform ISO 9000's manufacturing focus to a setting where the products are ultimately members of the community."

Another example of using TQM in an educational setting to manage a student's total learning by computer was a design model for a "New American School" to the New American Schools Development Corporation [See Appendix 'Just in Time' Learning System-Individualized Curriculum for Cost Effective Education.] The commercially available computer database will be used to store information about every student in the program. The Knowledge Integration Module then matches a student with the data in the Student Information and Data Library Modules. It will offer to that student a customized collection of "learning nuggets," designed to produce the desired response in pursuit of the predetermined standard or objective. The response will be assessed at the student's current skill level. Students will then work with a teacher and the system will re-assess the student to determine the added knowledge and skills³⁹ in meeting objectives in the students' individualized plan.

Another component of the New American School is the BehaviorDyne. It will assess a student's values and learning style in the individualized student information system. Dr. Tondow, former Dean for Research and founder of the Educational Data Systems network, pioneered the use of computers in educational assessment. Dr. Len Donk, on the executive board of the Colorado Psychological Association, is a national leader in values assessment and subsequent changing of student behavior. This is a view of education technology not currently seen by many teachers.

In Pennsylvania the first school district Strategic Plan reviewed which incorporates the coding of community information as well as individual student learning outcomes and benchmarks was Canon McMillan School District, in Canonsburg, PA. This school received a grant from the Boeing Foundation to fund the computing system and all the coding to be put in place there.

Under TQM, there is a built-in assumption that the education delivered and the product of that delivery (what the student has learned) will all be monitored by computer in an ISO 9000 system or the "Just in Time Learning System". This dimension of education for the future, and what it implies, cannot be ignored. Teaching will become a mechanical process

³⁸r.b.i.; r. Bowen International, York, PA; Quality Systems Update, A Global ISO 9000 Information Service. School System Working To Implement ISO 9000. Vol. 4 No. 9 September, 1994

³⁹A Proposal to New American Schools Development Corporation. The New West Learning Community Project. Linking Resources Using Innovation and Technology. Center for the New West; New West Learning Center Design Team; Dr. Ed Lyell, Project Director. Denver, CO. 1992. pg. E3

for eliciting designed behaviors. This fundamental shift to training rather than academic instruction is not the exchange of knowledge to encourage an educated citizenry. Graduation becomes a demonstration of competencies, not of achievement and potential.

Chapter 9

What Can You Do?

Questions to Ask about your Future

We must look ahead and ask ourselves if what is planned is what we want, or if this plan will make education better. We must ask ourselves if this is worth fighting for or against? We must ask ourselves if this way is the American way. We must ask ourselves if this system almost in place gives us academic freedom or stifles both teacher and student individuality. What about our students? Will this new system allow students any freedom to choose their own path? Who or what will determine their future?

Do we want the government to make so many decisions for us? Will we allow other associates to control our futures and our profession? Could you really be forced out of your profession? Will you go voluntarily, or will you fight? Will teachers accept this burden of control? Will your union support you if you do not go along? Will your union be willing to fight for you, or do they already support the new system? What will happen to all of the traditional teachers? What will happen to you? Will you retire? Will any one care?

There are many researchers, citizens, parents, and communities who are willing to help teachers. We know that you will find yourself in situations where you may be held in insubordination if you do not 'go along.' This already happened in the Gateway School District, Monroeville PA, when the Pittsburgh Schoolwide Intervention Model (PSWIM - developed through Western Psychiatric Institute & Clinic and the University of Pittsburgh) was introduced. To participate in a study in which the administration had agreed to allow students to be studied (without full parental disclosure), teachers were REQUIRED to rank K-5 students on behavioral scales as well as make psychoanalytical evaluations with a minimum of in-service training. Many teachers were very uncomfortable evaluating children out of their realm of expertise and credentials. Parents have sued the school district.

Unfortunately, this is just the beginning of the changes affecting our American education system, once the envy of the world. Now American children are lagging behind in test scores and competition. We must join forces to preserve the idea of individual achievement which matures into a desire to help others in family, community, nation and the world over. We must not give up the fight for the rights outlined in the Constitution. Will you form another union if your union will, with no regret, simply eliminate you as a traditional teacher?

**Will you be strong and fight to survive the new un-American school, the new order?
We hope so.**

Appendix A

SCANS

LEARNING A LIVING:

A BLUEPRINT FOR
HIGH PERFORMANCE



A SCANS REPORT FOR
AMERICA 2000

THE SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS
U.S. DEPARTMENT OF LABOR
APRIL 1992



EXHIBIT K

HYPOTHETICAL RÉSUMÉ

Jane Smith
19 Main Street
Anytown
Home Phone: (817) 777-3333

Date of Report: 5/1/92
Soc. Sec.: 599-46-1234
Date of Birth: 3/7/73
Age: 19

SCANS Workplace Competency	Date	Proficiency Level
Resources	10/91	1
Interpersonal Skills	12/91	2
Information Technology	11/92	3
Systems	1/92	2
	4/92	3

Core Academic and Elective Courses	Date	Proficiency Level
English	11/91	3
Mathematics	12/91	3
Science	2/91	3
History	4/91	2
Geography	8/91	1
Fine Arts	11/91	4
Vocational/Industrial Education	4/92	2

SCANS Personal Qualities	Average Rating	No. of Ratings
Responsibility	Excellent	10
Self-Esteem	Excellent	10
Sociability	Excellent	8
Self-Management	Excellent	7
Integrity/Honesty	Good	6

Portfolios and Other Materials Available	Reference
1. Report on Grounds Keeping (Chemistry)	Mr. Kent
2. Video on Architectural Styles (Social Studies)	Ms. Jones
3. Newspaper Article Written	Ms. French

Extracurricular Activities	Role	Date	Reference
Newspaper	Reporter	9/89-1/90	Frank Jones (Adviser)
Basketball Varsity	Center	9/90-6/91	Dean Smith (Coach)

Awards and Honors	Date	Source	Reference
Teen Volunteer of the Year	6/91	Rotary Club	John Grove
Class Secretary	9/91-1/92	Lincoln High School	Emma Rice

★

SIDEBAR F

PIECES OF THE STANDARDS AND ASSESSMENT PUZZLE

Several groups, organizations, and states are already at work on major elements of a new assessment system. Among the projects in progress are the following:

New Standards Project. This effort, based at the University of Pittsburgh and the National Center on Education and the Economy in Rochester, New York, is funded by the John D. and Catherine T. MacArthur Foundation and the Pew Charitable Trust. It serves as a model for much of the national standard-setting and assessment activity. The project has begun work with 17 states and local school districts around the country to show how students can be helped to achieve high standards by setting clear targets for instruction and by providing the extra help and resources to those who need them to achieve the standards.

College Entrance Examination Board. The College Board is developing Pacesetter, an array of secondary-school syllabi, related assessments, and professional development activities for teachers. The syllabi spell out for all students standards to raise student expectations and improve performance. The program is being developed in cooperation with leading disciplinary associations and educational practitioners at all levels. The initial offering in mathematics is projected for 1993, to be followed by English, world history, science, and foreign languages.

Educational Testing Service. ETS is developing WORKLINK, an electronic information system linking local schools and employers. WORKLINK is an "employer friendly" record to make school performance count in the workplace. It provides to employers (1) a reformatted high school transcript that is easy to interpret; (2) work-skills assessment covering such aptitudes as reading and using manuals, everyday math, and writing skills; (3) information on job-related behavior, including punctuality, timely work completion, and willingness to follow directions; and (4) information on work experience and out-of-school training. Students will be able to use their records as a résumé, and employers will be able to locate potential employees from a computerized WORKLINK data base managed locally. (The résumé shown in Exhibit K is based, in part, on WORKLINK.)

American College Testing Service. ACT is developing Work Keys, a system for profiling, assessing, and teaching employability skills. The system includes a series of work-related assessments covering reading, writing, computation, problem solving, and reasoning; and SCANS-like interpersonal skills (e.g., negotiation, motivation, and oral communication). Employers will profile their jobs, individuals will be profiled on skills, and instruction will be provided, all based on a Work Keys skills matrix. Work Keys is being developed in cooperation with the American Association of Community and Junior Colleges, the National Association of Community and Junior Colleges, the National Association of State Directors of Vocational/Technical Education Consortium, the National Association of Secondary School Principals, and advisory panels from five participating states.

American Council on Education. ACE, which sponsors the GED tests that permit more than 400,000 adults each year to earn a high school diploma, is developing a new, competency-based, performance-driven, assessment effort to award diplomas, the national external diploma program (EDP). Expected to be available in 1992, EDP will permit adults to demonstrate skills acquired in work and life, including many of the SCANS foundation skills and competencies: communication; problem solving; teamwork; entry-level job skills; awareness of social, public, and scientific issues; technological competence; and the ability to manipulate, synthesize, and use data in context.

State and Local Initiatives. Along with these national efforts, many states and localities are developing their own standards and replacing statewide programs of testing with assessment systems. California is one of the leading states in these efforts, along with Connecticut, Kentucky, Maryland, New York, and others. The Council of Chief State School Officers has made the "School-to-Work Transition" a top priority for the next three years and established a national consortium of states to develop new assessment systems. One group is working on work readiness. Efforts are also proceeding in local districts. The Pittsburgh Public Schools, for example, have adopted a framework of Career/Life Skill Competencies similar to SCANS, and Los Angeles will warranty that all of its graduates are proficient in the SCANS know-how.

Certificate Initial Mastery OF

*Cottage Grove High School by authority of the Oregon State
Department of Education and the South Lane School District
presents this certificate to*

Jay Tennison

*In recognition of meeting standards for the Certificate of Initial
Mastery.*

*Involved Citizen
Quality Producer
Self-Directed Learner
Constructive Thinker
Effective Communicator
Collaborative Contributor*

June 16, 1994
Date

*Quantify
Apply Math/Science
Understand Diversity
Deliberate on Public Issues
Interpret Human Experience
Understand Positive Health Habits*

Steve Swisher
Superintendent

Ed Otton
Principal

Mary G. O'Fallon
MAP Teacher

The "New" State Diploma



Will your child need

THIS?

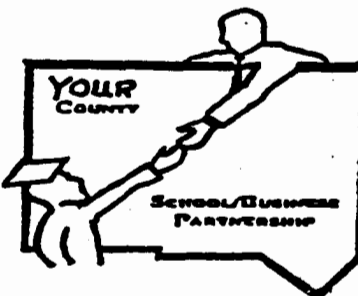


Job Card

Or

THIS?





YOUR COUNTY

SCHOOL/BUSINESS PARTNERSHIP

Your County
School/Business Partnership

This certifies that the student has met the qualifications established by the Partnership.

Name

School Phone #

Date

Principal

If your child does not get the
"New State Diploma"
 will they get a job or go to college?
 Will they be hired without a
"Job Card"?

If they do not meet the School-to-Work Competencies &
 the 53 student learning outcomes,

where does that leave your child?

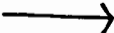
Don't you think Governor Ridge and Secretary Hickok have questions to answer?

May 3, 1994

For more information contact:
Rebecca Killian (412) 394-1200

 Subject: Commission named to launch Certificate of Initial Mastery
Linda Dickerson to chair CIM Commission

Release: Immediately

 PITTSBURGH -- Forty-one of the Pittsburgh/Allegheny County region's most influential individuals have joined together to develop and implement a "Certificate of Initial Mastery" that will improve how we prepare our high school students for work or further academic pursuit.


The Allegheny Policy Council for Youth and Workforce Development announces the formation of a Commission that will launch the Certificate of Initial Mastery.

Linda Dickerson, Publisher of Executive Report magazine and President of Riverview Publications, will chair the commission. An active civic leader, she recently was named chair of the Commission for the Regional Asset District (the commission that will distribute the revenues generated from the 1 percent increase on sales tax in Allegheny County). Dickerson will be joined by representatives of large and small business, labor unions, civic leaders and educators (A list of members is attached).

Policy Council President Felicia Lynch said the Commission was established to give the region's employers and schools a chance to get together and decide what is most important for its high school students to learn in school. The emphasis is on developing the high skills students will need to be able to get jobs — and to develop a skilled workforce that will respond to employer needs and in turn attract more employers, thus building the economic base in the region.

"We are fortunate to have the commitment of such an influential group. Their reputations levy much support throughout the region. I have no doubt the Certificate of Initial Mastery will become a successful reality for the region given this group's collective track record. The result will be more students will be prepared to enter the workforce upon graduation from high school or post-secondary school, and employers will know they can count on a skilled workforce," Lynch said.

The Policy Council believes all students should have the opportunity to achieve high standards that will prepare them to be lifelong learners and productive members of the workforce. A CIM represents a world-class standard of achievement. Once in place, it would have more worth than a high school diploma, which too often is little more than a certificate of attendance. The CIM would provide a solid credential that employers and colleges would demand before offering jobs or admissions.



To earn a CIM a student would have to show knowledge of core academic subjects as well as the capacity to apply that knowledge. Attainment of the certificate — for most students at age

16 — would assess whether a student possessed the skills and competencies necessary for further specialized education, training and successful employment.

Six states have enacted policy changes to require students to attain a CIM and many other states are in the early phases of planning a CIM.

The Commission will begin its work during an organizational retreat this weekend. Members will serve on three sub-committees. A Standards sub-committee will determine what skills and competencies should be assessed. An Assessment subcommittee will determine how student mastery of agreed-upon skills will be assessed; and an Outreach sub-committee will plan school and community outreach and implementation of the CIM.

The Certificate of Initial Mastery will be developed in three stages:

- o The CIM will be defined through a process involving schools and communities
- o The CIM will be refined, a prototype assessment developed, and the mechanisms for the administration of the CIM planned
- o A prototype will be field-tested and initial implementation of the CIM planned

Members of the commission and their affiliations include:

Chair, Linda Dickerson President and Publisher Executive Report	Jack Croushore President C.P. Industries	Carolyn Grady Director, PA Governor's School for Health Care Professions University of Pittsburgh Medical Center
Craig Andersson Vice Chairman Aristech Chemical Corp.	William Crum Teacher A.W. Beattie Vo-Tech School	Bud Harris President Pittsburgh Pro Sports
Margaret McCormick Barron Assistant to the Mayor Inner Governmental Affairs	James Daugherty Teacher Brashear High School	Reverend Toussant Hill Jr. Baptist Temple Church
Peter Benzing Retired Vice President Miles, Inc.	The Rev. Robert Duch Saint Barnabas Church CCAC Board Chair	Earl Hord President, Minority Enterprise Corp. of Southwestern PA.
Louise Brennen Superintendent Pittsburgh Public Schools	Gladys Edmunds Owner/President Edmunds Travel	Marleen Kasbee High School Program Director, Western School of Health and Business Careers
Joseph Calihan Managing Partner Bradford Capital Partners	Herb Ellish President Weirton Steel	
Raymond Christman President TDEC of Southwestern PA.	Jan Getz Manager of Special Projects KDKA-TV2	

Chet Kent Superintendent Keystone Oaks School District	Paul O'Neill Chairman and Chief Executive Officer, Aluminum Company of America	James Turner Consultant Allegheny Conference on Community Development
Joseph Lagana Executive Director Allegheny Intermediate Unit	Daniel Przybylek Dean Continuing Education CCAC	William Unitas Educational Coordinator Carpenters District Council of Western PA
Neville Lawrence Vice President Malca Valve and Gear, Inc.	James Rohr President, PNC Corp. President and Chief Executive Officer Pittsburgh PNC Bank	Clarence Walz Chairman, Community Services Committee Allegheny County Labor Council
Lynn Marlaskin School Support Services Connelley Technical Center	J. Todd Simonds President and Chief Executive Officer REDZONE Robotics	Richard White Executive Vice President, Miles Inc. President, Industrial Chemicals Division
James McDonald Manager of Community Affairs Mellon Bank Foundation	Gerald McGinnis President and Chief Executive Officer Respronics	Michael Snyder School-To-Work Coordinator PA. Department of Education
Barbara Moore President Anderson Transfer	Robert Nelkin Director, Allegheny County Department of Human Services	Helen Sobehart Assistant Superintendent Fox Chapel Area School District
Wayne Nelson Corporate Vice President of Human Resources Blue Cross of Western Pennsylvania	William Strickland Executive Director Bidwell Training Center	Andre Young Owner/President Sincerely Yours
	Larry Tripodi PA. Associate State Director AARP	

Allegheny Policy Council is a non-profit organization that develops public policy strategies for education and workforce development issues in the Pittsburgh/Allegheny County region. Corporate leaders and representatives of education, business, government and the philanthropic community serve on its board of directors and work together to reshape the region's education system and improve the quality of the workforce.

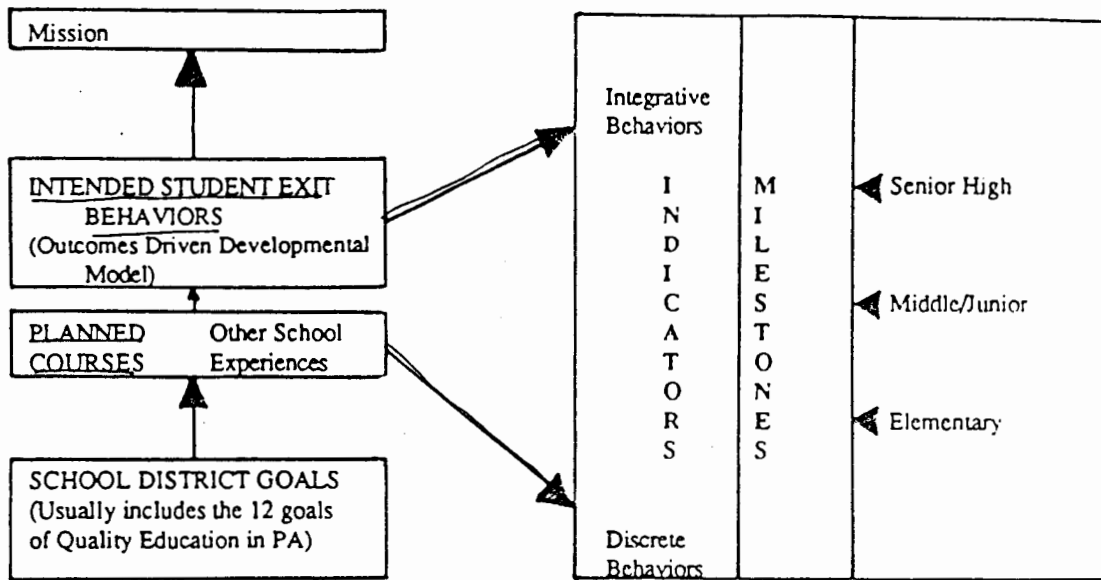
Appendix B

OBE Framework from Tri-State Study Council for Brownsville

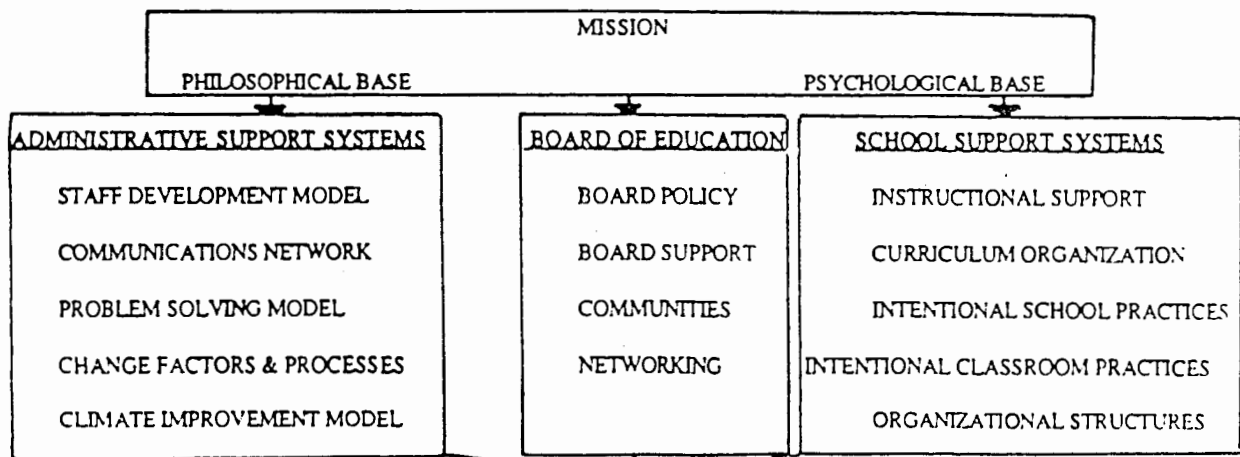
ITEM 1: District Goals

CONCEPTUAL FRAMEWORK FOR OUTCOME BASED EDUCATION

The relationships among Goals for Quality Education, district goals, Intended Student Exit Behaviors and Mission is illustrated below:



The Outcomes Driven Developmental Model used in this planning process is diagrammed on the next page.



INTENDED STUDENT EXIT BEHAVIORS FOR ALL GRADUATES

1. Use basic reading skills to function as a responsible member of society.
2. Have an awareness of the significance and application of science, mathematics and communication in their everyday life.
3. Have a sense of personal accomplishment and self-esteem.
4. Use acquired knowledge to maintain their physical and emotional well-being.
5. Interact with an open-minded and accepting attitude of respect for the dignity of all individuals in order to function harmoniously with others.
6. Be able to accept limitations and initiate change.
7. Have an understanding and respect for other people's ideas, opinions, cultures and beliefs.
8. Have acquired a sense of pride and responsibility to country, society and the environment.
9. Be able to accept responsibility for themselves and their actions.

Brownsville original Long Range Plan under OBE

The twelve goals of quality education serve as a foundation for the Intended Student Exit Behaviors which were identified by the professional staff as the focus for Outcomes Driven Developmental Model. The twelve goals and the nine exit behaviors are linked as follows:

Goals of Quality Education	Intended Student Exit Behaviors								
	1	2	3	4	5	6	7	8	9
1. Communication Skills	X	X		X	X				
2. Mathematics		X							
3. Science and Technology		X		X					
4. Citizenship	X				X		X	X	
5. Arts and Humanities				X			X		
6. Analytical Thinking						X			X
7. Family Living		X							
8. Work			X						
9. Health				X					
10. Environment						X		X	
11. Self-esteem			X						X
12. Understanding Others					X		X		

These linkages are illustrated to indicate probably relationships between educational goals of a school district and intended student outcomes. The connections indicated in the chart are not absolute for one could establish different associations depending on the interpretation assigned to both the goal statements and student outcomes.

The student learning outcomes are integrated into courses. The difference in an OBE system, is that curriculum no longer is the grounding for credit. Under Chapter 5 regulations, the 53 outcomes are now required for graduation.

AMBRIDGE AREA SCHOOL DISTRICT
PARK ROAD
AMBRIDGE, PA 15003

STRATEGIC PLAN
1993-1999

A. INTRODUCTION

The Long Range Plan of the Ambridge Area School District for 1987-1992 was evaluated by a committee of teachers and administrators who met several times during the 1991-92 school year. In 1987, the Long Range Plan was developed by using the Outcomes Driven Developmental Model (ODDM) as a conceptual framework. Seven student outcomes which were developed by the professional staff were used as the basis for a "results-driven" approach to education. Ambridge's outcomes were as follows:

All graduates of Ambridge Area will be expected to:

- communicate effectively as a reader, writer, speaker and listener
- use higher order and logical thinking skills
- recognize the importance of their personal welfare and safety as well as the welfare and safety of others
- clarify their values and beliefs about lifelong learning
- demonstrate respect for others
- accept responsibility for their own acts
- be law abiding citizens

The Final Evaluation Report included the following information regarding the next planning stage:

1. Needs

- a. Coordination of computer technology.
- b. More emphasis on the development of instructional skills as the strategy for improvement.
- c. Reduce classroom interruptions in order to increase instructional time.
- d. Address student absenteeism.
- e. Use time more effectively to focus on priorities.
- f. Time for professional staff to interact on the improvement agenda.

2. Constraints

- a. Development of student evaluation procedures for the new requirements of Chapter 5.
- b. Increased paperwork and regulations for the placement of students in Special Education.

3. implications for the Next Long Range Plan

- a. Documentation of activities and outcomes should become more important as the focus of the organization becomes results.
- b. The professional staff's opinions, beliefs and ideas about a student outcome focus should be addressed as the next plan is developed.
- c. The possibility of retirement by several members of the professional staff should be considered in both the Induction Program and the Continuing Professional Development Plan.
- d. The change in superintendency should be recognized as a factor which will influence the development of the strategic plan for 1992-96.
- e. State legislative initiatives such as school choice, financing schools, school mergers and the orientation of School Boards to their roles will continue to have implications on planning and implementation.
- f. Provisions of Chapter 3 (School Profile), Chapter 5 (Curriculum) and Chapter 6 (Vocational Education) will have an effect on the content and processes of the next plan.
- g. Participants in the strategic planning processes from the professional staff should have a strong commitment to the implementation of the plan.

DISTRICT-WIDE STAFF AND COMMUNITY INVOLVEMENT

Throughout the implementation of the Long Range Plan, the professional staff has been involved in the development of student performance indicators and standards. Teachers have been involved extensively in the evaluation of student compositions as evidence of outcomes. Mathematics teachers also emphasized this process of analyzing student performance on outcomes through evaluation processes in Mathematics. In addition, administrators and teachers met regularly in Instructional Leadership Seminars, Act 178 Committee meetings and other district-wide processes to focus on this plan.

Ownership of the 1987-1992 Long Range Plan by teachers was not extensive. The focus on student compositions in the plan was an extension of work that began before the plan was developed. Improvements in the mathematics programs were initiated in 1984 as a result of the TELLS program. While Ambridge Area student learning outcomes were developed by the staff, many teachers did not acknowledge these outcomes as the focus of the educational program.

However, community participation was not emphasized throughout the 1987-92 period. Annual meetings with the School Board were conducted on the Long Range Plan and Annual Reports of implementation were prepared by the Tri-State Area School Study Council of the University of Pittsburgh.

B. SPECIFICATIONS OF THE PLAN

1. Process used to develop the plan

A Steering Committee was formed as outlined on Charts 1 and 2. The functions of the Steering Committee are outlined on page 5.

TRI-STATE AREA SCHOOL STUDY COUNCIL
SCHOOL OF EDUCATION
UNIVERSITY OF PITTSBURGH

**STRATEGIC PLANNING FRAMEWORK
1994-1995**

Steering Committee

- Belief Statements, Mission, Strategic Issues
- Review Proposals from Technical Planning Committees
- Assemble the Strategic Plan, arrange for review and feedback, prepare the plan for presentation to the School Board
- Review implementation activities and developments

Technical Planning Committees

School District Identity

- Goals
- Outcomes
- Needs Analysis
- Priorities

Planned Course

- Curriculum
- Vocational
- Access
- Minority/ female participation

School District Assessment Plan

- Graduation Requirements
- School District Assessment
 - Criteria for Outcomes
 - Portfolio
 - Inform Public

Organizational and Personnel Development

- Organizational features such as time, structure, roles
- Professional Development Plan

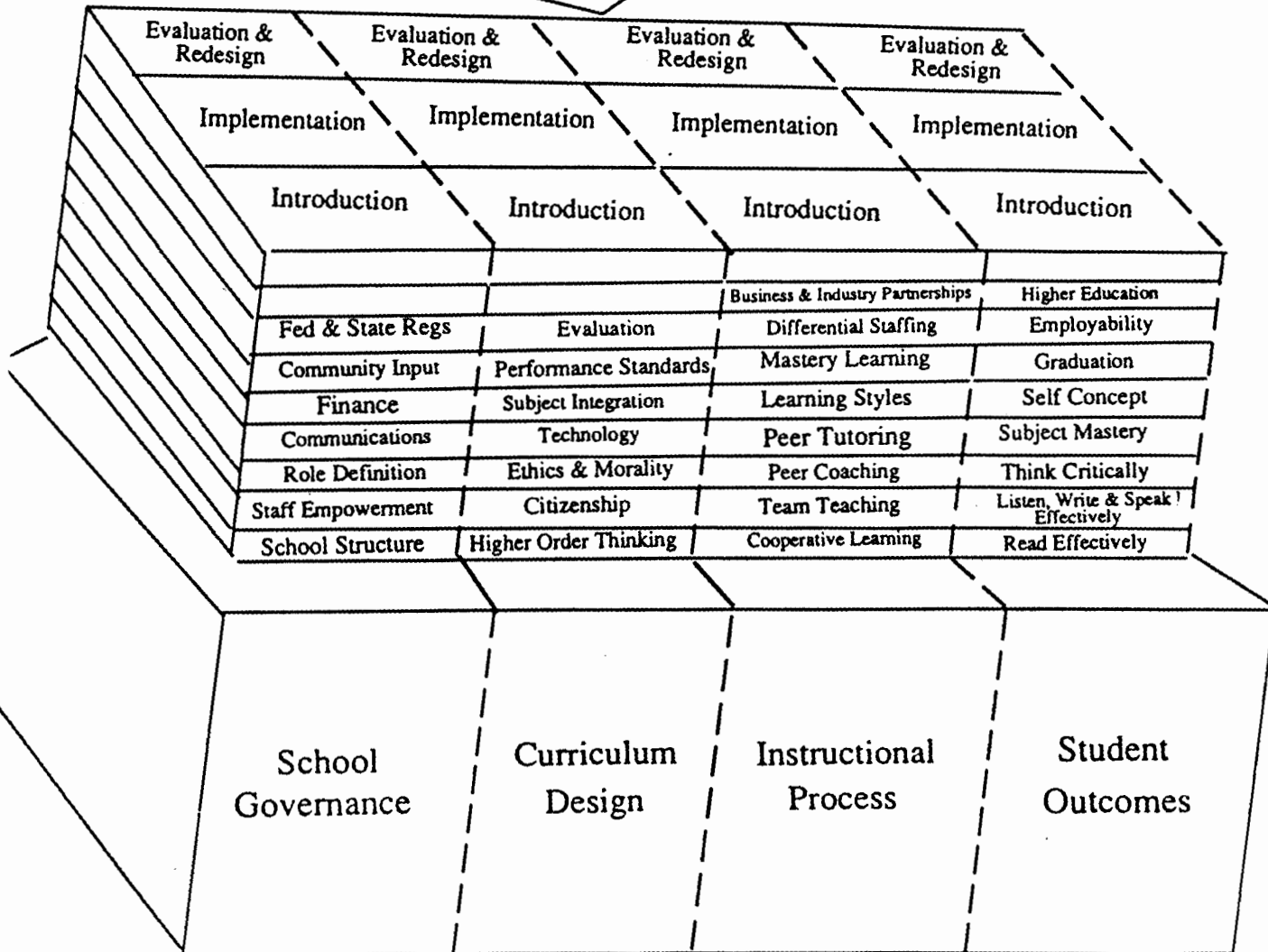
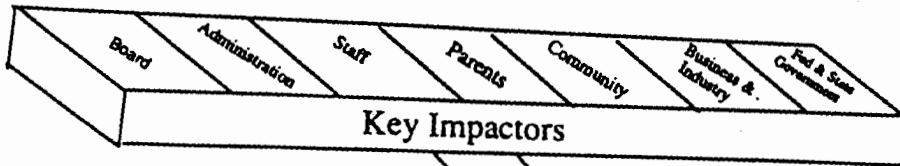
Exploratory Activity	
<u>.. Framework</u>	<u>.. Activities</u>
<ul style="list-style-type: none"> • Relate activity to goals/outcomes • Describe performance standards • Identify instructional practices • Implications for Planned Courses • Results 	<ul style="list-style-type: none"> • Projects • Portfolios • Performance Assessments • Exit Interviews • Writing • Scenarios • Community Service

↑

Action Plans With a Total Quality Management (TQM) Framework

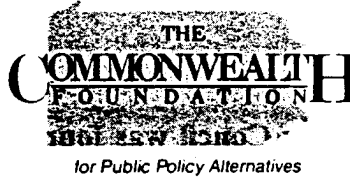
- Strategy
- Tactics
- Monitoring Implementation
- Budget
- Cycles and Organizational Culture

Total Quality Movement in Education



EXECUTIVE SUMMARY

600 North Second Street • Suite 300



Harrisburg, PA 17101 • 717-231-4850

THE TOTAL QUALITY MOVEMENT IN EDUCATION

There is little doubt that in the 1990s that the character of public education for the 21st Century will be forged. If "Quality" is to be a major player in the reform movement, its message must be applied throughout the entire educational program. Public educators cannot afford to continue in the vein of business as usual. Bold and dynamic steps must be taken to redirect the massive institution of public education. Within the parameters of Total Quality Management (TQM), new and bold possibilities exist.

Over the past decade, Americans have become painfully aware of the challenges we face as a nation in a fiercely competitive global marketplace. The Total Quality Movement began as a result of American economist W. Edward Deming's dream to permit the American economic system to maintain its edge in what he perceived as a growing global market. He envisioned that the key to the success of any organization rests with the optimization of its systems.

System optimization assures that everyone within the organization gains. The success of any organization depends totally upon its ability to know and fulfill the needs and expectations of its customers. In Deming's view, top management is responsible for the success or failure of any organization. Contrary to traditional thinking, Deming's view perceives that the worker has little control over the destiny of any organization. If workers in a organization are permitted to have a say in their destiny, the organization has a greater opportunity for success.

The success of the quality movement in education begins with its relationship to the key players affecting the system. This includes the school board, administration, staff, parents, community, business and industry as well as federal, state, and local governments. Each must understand the philosophy and beliefs which drive the quality program as well as the tools which allow quality to evolve. Deming's philosophy of management, his desire to systemize the process, his belief in the involvement of the participant, his desire to work in cooperative groups, and his insistence on satisfying the customer all take on new connotations for educators.

(Continued)

Executive Summary, Page 2

In July of 1987, the Erie Excellence Council was founded to bring the concept of Total Quality Management to the Greater Erie Region. As a result of this decision, Erie, Pennsylvania became the model for other Pennsylvania communities to emulate. Erie area businesses, governmental entities, and educational institutions designated the 1990s as the "Decade of Excellence." The groundwork was laid for what was expected to lead the greater Erie community toward a higher quality of life. In essence, the movement represented a total community revolution. All of the 17 school districts within the Northwest Tri-County Intermediate Unit have agreed to participate in this experiment in quality. Several districts now have trained teams in "Total Quality Teaching" (TQT). Many districts have developed their training to the extent that the entire staff is heavily involved in the process.

The Center for Total Quality Schools (CTQS) at Penn State University is the first university-based project devoted exclusively to providing K-12 teachers and administrators with the training, support, and research base needed to implement TQM principles and practices in the public schools of Pennsylvania. Seven key factors of the program are: a strong community quality council; active participation; strong commitment; innovative in-house training programs; a close working relationship between the university and the school district; the positive reputation of Penn State; and a grant by IBM to Penn State for the TQM program.

*The complete report, **The Total Quality Movement in Education**, by Dr. John A. Leuenberger and Dr. Seldon V. Whitaker, Jr., is available by contacting The Commonwealth Foundation. This report is also a chapter in **Educational Innovation: An Agenda to Frame the Future**, published by The Commonwealth Foundation and University Press of America.*

Appendix C

Fayette/Washington

Wednesday, November 15, 1989

Page—9

Brownsville board may table discussion of OBE

By CHRISTINE ENZERRA
Herald-Standard Staff Writer

BROWNSVILLE — A controversial education system could be tabled at Thursday night's Brownsville School Board meeting.

As expected, there was lengthy discussion at Tuesday's planning session regarding Outcome Based Education/Mastery Learning (OBE). During that discussion school board member Stella Broadwater made a motion for the board to consider tabling OBE at this time.

"I just feel that it is not a work-

able program and that we have been misinformed," Broadwater said. "I feel that the people have spoken in a loud voice against it. When you have 2,000 people signing a petition, they have spoken loud and clear."

The school board did bring in Dr. Charles Gorman, the executive secretary of the Tri-State Study Council at the University of Pittsburgh, to provide some background on OBE.

"Why are you here explaining OBE to us?" asked parent Nena Kaminsky. "We're telling you it's not working."

Parents in the audience cited problems with testing methods, the failure of students to get feedback on compositions, and problems coming up with a logical grading system for OBE, since students have the opportunity to take tests over again until they reach at least a minimum competency level.

Some felt that the policy of re-teaching skills until the students learn the material discourages them from learning it the first time around.

Gorman said that isn't how the system is supposed to work.

"This approach works. It gets

controversial because it focuses on the fact that a great number of students do not master certain skills," Gorman said. "It's trying to promote the mastery of some skills to all students...to help students understand a subject when at first they didn't."

Gorman noted that the average teacher in the Brownsville Area School District has 17-18 years of teaching experience and an education slightly above the master's level.

"Re-teaching is done at the undergraduate level. If the teachers are saying they are not trained for

re-teaching, what does that say for 17-18 years experience and the master's degree?" Gorman asked.

He also questioned the motives of the teachers in taking out newspaper advertisements opposing OBE.

"I take offense to someone coming up here and running my teachers down," said board member Robert Weaver. "The ones with 19-20 years experience, maybe they know it doesn't work."

Jeanne Keiper urged the school board to get more information about OBE.

"You can see with your own eyes that it is not working, that it is a

failure. But you have only heard the rhetoric of one side — the side that supports it," Keiper said.

She urged the school board to spend the money to bring in a national speaker who opposed OBE, Charlotte Iserbyt. No board members asked for that to be placed on Thursday's agenda, however.

Broadwater noted that she did not make the motion, because she is hoping OBE will be taken out of the district permanently.

"If it is not voted down, I believe there is a member of the board who will make the motion to bring her (See BOARD on Page 10)

In Brownsville

Controversial program okayed

By HARRY BRADFORD
 BROWNSVILLE — Despite protests Thursday night by roughly 80 parents and teachers, a controversial education system will continue to be used at all grade levels in the Brownsville Area School District.

After Board Director Stella Broadwater made a motion to cancel the entire long-range program for the Outcomes Based Education-Mastery Learning Program (OBE) on a permanent basis, the motion was defeated by a 4-4 stalemate at the regular monthly school board meeting.

Broadwater, Robert

Bakewell, Sam Bill and Robert Weaver voted in favor of the motion while James Lent, Pete Marucci, Herb Mitchell and Francene Petko were against it. Board Director Nancy Sealy was absent from the meeting.

Lent originally passed on the motion, and turned out to be the deciding vote on the OBE issue.

"This is the biggest decision I've made in 13 years on the school board," said Lent. "We have a lot of dedicated teachers, and two months ago, I voted in favor of continuing the program in August. I vote no."

The meeting featured a confrontation between a group of parents and teachers led by

Rev. Ronald Riffle and Donald Conte against Superintendent Dexston Reed and Dr. Charles Gorman of the Tri-State Study Council.

Riffle concluded a 30-minute speech to a standing ovation by presenting over 2,000 signatures from parents and teachers against OBE.

"It is time to begin listening to what the people are saying," said Riffle. "Tonight you are going to determine the future of our children, and education is a terrible thing to waste. We must go back to point zero, and develop another long-range plan. We don't need OBE to

(See Program, Page 4A)

Program

(FROM PAGE ONE)

accomplish that."

Gorman defended the implementation of OBE because of education problems in Brownsville and other school districts in Fayette County.

"Too many students were getting below average scores on tests," said Gorman. "Too many children were failing and the expectations of students in Fayette County were too low."

Jean Windsand, who is also associated with the Tri-State Study Council, cited improvements by students in different levels of writing used through the OBE system. Students were assigned a written subject, and summaries were evaluated on fluency, accuracy, appropriateness and cohesion.

Fayette/Washington

Page—B-2

Sunday,
December 10, 1989

Administration, teachers still at impasse over OBE

By COLLEEN GENTILCORE
Herald-Standard Staff Writer

BROWNSVILLE — In an attempt to get teacher feedback, the Brownsville Area School District superintendent has asked teachers to respond to a survey which outlines the objectives of Outcome Based Education.

Meanwhile, the president of the Brownsville Education Association (BEA) said a teacher vote last month to stop participating in steering committees — designed to work out problems with OBE — essentially closed the door on participation in revising the controversial educational program.

Superintendent Dexton Reed sent out the OBE guidelines on Nov. 22 as well as a notice asking teachers to volunteer to participate in the Learning Resource Centers after school hours to support the re-teaching and re-testing methods of OBE.

Reed said the centers will begin operations Monday, Dec. 11 at the high school and Redstone Middle School. The district's proposal is that the centers be staffed by five teachers in the areas of math, science, social studies, English and reading. The teachers will provide help to those who need it as well as enrichment for the advanced students.

Teachers will be compensated at the rate of \$15 per hour for the session. Reed said some teachers have volunteered to teach after school, although he could not say how many. A decision on how the centers will be handled will be

made after Reed speaks to participating teachers, he said.

There will be no centers in the elementary schools, Reed said this is because teachers' time have already been restructured so they will have time for re-teaching and re-testing during the day.

"We're still dealing with a lot of problems, but I think it's moving along as expected," said Reed. The outline of the program's goals and objectives were sent out because some teachers said those were not written down in black and white, said Reed.

The document asks teachers to sign indicating they have read the material and comment on whichever items they disagree with or are concerned about, said Reed. Many of the teachers, in the section for comments, chose instead to state that their signing in no way waived their right to a union grievance pending in the district.

"I don't understand what that means," said Reed. "A lot of them wrote the same thing." Reed said that statement essentially closed communication which he feels is essential.

The superintendent said he does not know what his next step will be.

"I thought this vehicle would open doors," said Reed.

Reed said he could have gone along with traditional education system, and not "rock the boat." However, he chose to implement changes to benefit all students, not just the high achievers.

"I'm not satisfied with the medio-

**"I'm not satisfied with the mediocre. I have a vision of what can be done."
— Superintendent Dexton Reed**

cre," said Reed. "I have a vision of what can be done."

Reed said he believes the opposition of OBE stems from two things — fear of change and teacher accountability.

"They (teachers) are now accountable for the kids who learn and don't learn."

Reed said he called some of the people who signed a petition opposing OBE. The petition was circulated by Parents Against Mastery Learning, a parents' group opposed to the OBE program. The petition, which contained about 2,000 signatures, was presented to the school board last month.

Many of those who signed the petition were misinformed, he said. One woman said she was asked if she wanted better schools, and if she did, she should sign, he said.

When asked if any more public meetings will be held on OBE, Reed said, "I don't reject the concept but I don't know how productive it will be."

Meanwhile, two parents, the Rev. Ronald Riffle and the Rev. Robert Shipman, have also pulled out of service on the steering committees. Reed said he

has not received notice of any other parent pulling off the committee, which will meet later this month.

BEA President Orlando D'Amico said teachers are obliged to teach using the OBE method. However, as the union has decided, the choice of teachers to give feedback or respond to the survey is their own.

"I think when the vote came out not to work on the committees, we (union) closed the door at that time. When the majority agrees, that is what we will do."

When asked if he believes OBE can be successful without the support of teachers, D'Amico replied, "I don't think any program will work without the cooperation of the people who are in it."

D'Amico questioned how five teachers can staff the learning resource center. He said there are many different reading levels, many different math classes

"If you have one student from each (level), how are they going to teach three different math?" asked D'Amico.

D'Amico said the union, under advisement from Daniel Scannell of the Pennsylvania State Education Association (PSEA), wrote a letter to the superintendent and school board President Robert Bakewell which stated, "please be informed that any cooperation by staff members regarding your survey dated Nov. 22, 1989 does not constitute a waiver of rights by either the individual or the Brownsville Education Associa-

tion under the collective bargaining agreement."

"There are some legal matters pending on this," said D'Amico. "We're not trying to be unreasonable, and at the same time, we're trying to protect ourselves."

Reed said between 60 to 70 of the 155 teachers represented by BEA met with Scannell on Nov. 29. Although the PSEA representative said filling out the survey would not jeopardize the grievance, some teachers chose to respond that way anyway, D'Amico said.

D'Amico said he cannot comment on the details of the grievance, pointing out that would be against union policy. However, he did confirm that the grievance is related to mastery learning. An arbitrator will meet with representatives of both sides on Feb. 7 to try to iron out the problem.

"It will be at least another 30 days after that before a decision is rendered," said D'Amico.

"By Feb. 7, we will have gone through almost a whole year," said D'Amico. "I feel that in terms of the committee itself, the students and the teaching staff, a lot of dissension has occurred."

"I think a lot of strain has been put on everyone. I just think this type of controversy isn't good and it doesn't help anyone."

"Even if it is solved, we've wasted a whole year and there will be a lot of scars left over. No one wins. We're in a no-win situation — those are my own personal feelings."

H-S Dec 12, '89

Officials from area schools to learn about OBE system

By CINDY EKAS-BROWN
Herald-Standard Staff Writer

The Outcome Based Education/Mastery Learning (OBE) program, which has generated controversy in the Brownsville Area School District, will be explained Wednesday night to officials from four local school districts.

Representatives of the University of Pittsburgh's Tri-State Study Council will meet with officials from the Brownsville Area, Albert Gallatin, Laurel Highlands and Uniontown Area school districts at 6:30 p.m. at the Uniontown Holiday Inn.

Dr. Charles Gorman, executive director of the Tri-State Council, said the workshop is not open to the public, but 20 representatives from each of the four school districts have been invited to attend. Those representatives will include administrators, school board members, teachers and parents.

Gorman and Dr. Jean Winsand, associate director of the Tri-State Council, will clarify the two approaches to education to officials from the four local school districts, which are in the process of implementing OBE programs.

As the controversy unfolds over the OBE program in Brownsville, Gorman said he believes that there are a number of misinterpretations about the program.

"I have a concern that there is a sense in the community that this approach to education has been somewhat damaging to the students," he said. "We are going to try to correct those misconceptions during the meeting."

OBE was introduced across the curriculum in the Brownsville Area School District this year after

being implemented in pilot math and reading classes during the 1984-85 school year.

The term "mastery learning" applies to a number of instructional methods. All define a level of performance in which students pass or master the material. The philosophy also allows those who have not mastered to be retaught and retested.

Some Brownsville area parents and teachers are not in favor of or do not understand OBE.

One of the most controversial points is retesting. Under OBE, if students do not master 70 percent of the subject material, they are re-taught then retested.

Many objectors say this slows down brighter students while teachers take time out to retest during class time. Administrators say students who have mastered the work should be going on to supplemental material.

Through the Tri-State Council, Gorman said OBE has been implemented in about 20 school districts in Western Pennsylvania.

Gorman said OBE is a concept that is always undergoing some changes because it is attempting to address the needs of all students.

The five major areas of the program include focusing on the outcome that the students acquire in the public schools, developing standards for student performance, linking the curriculum with the outcome, developing instructional procedures to achieve the outcome and redesigning organizational structures.

Gorman said the OBE program is tailored to suit each individual school system.

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OBE arbitration hearing delayed

By ROBIN ACTON
Herald-Standard Staff Writer

An arbitration hearing centering on the controversial Outcome Based Education program in the Brownsville Area School District has been postponed.

Attorney Herbert Margolis, during Motions Court Wednesday, told Fayette County Judge John F. Wagner Jr. that the district and the Brownsville Education Association (BEA) have agreed to continue the arbitration session, which had been scheduled for Feb. 7.

"The participants will discuss the matter further," said Margolis, who is representing the district along with attorney Joseph M. George.

Later in the day, Margolis explained that the court must still decide disputed issues in the case.

Earlier this month, the school

district filed a lawsuit against the BEA, which is the bargaining unit representing the district's teachers. Counsel for the BEA is the firm of attorney Ronald Watzman of Pittsburgh.

In the suit, the district asked the court to issue a preliminary injunction blocking the arbitration hearing.

"But, because both sides have agreed to postpone the hearing, there's no need for an injunction now," Margolis said.

The hearing was set up to determine a grievance filed by the BEA, which claims that the district instituted the OBE program in violation

of the current contract.

However, the district maintains that its adoption of the program through a school board vote is within its managerial policy.

In the lawsuit, the district states that the grievance fails to cite any action taken which adversely affects the wages, hours or other terms of employment guaranteed by the current pact.

Details of the grievance have not been released by the district or the teachers' union.

The OBE program, which involves reteaching and retesting methods, has drawn criticism since

the beginning of the school year from teachers and parents, including some parents who are members of the "Parents Against Mastery Learning" group.

The program defines objectives which each student must "master." Students in the Brownsville schools must master 70 percent of the material in order to pass. If they do not, they are retaught and subsequently, retested.

Critics of the program are saying that brighter students who have mastered the material are being held back while the rest of the class catches up with them.

H-S 1-24-90

Educator seeks effort to iron out differences over OBE school plan

By COLLEEN GENTILCORE
Herald-Standard Staff Writer

BROWNSVILLE — There must be more cooperation and exchange of information between teachers and the administration to iron out problems with Outcomes Based Education/Mastery Learning (OBE) in the Brownsville Area School District. *OUR RECOMMENDATION*

That was the recommendation Dr. Charles Gorman of the University of Pittsburgh's Tri-State Study Council gave to about 100 parents who attended a meeting at the Hiller Fire Hall Tuesday night.

The parents, many angry and frustrated about what they call problems OBE has caused in the district, seemed more concerned with how to get rid of the controversial program than fixing it.

"Out of desperation, we are pleading for help," Holly Winans told Gorman. "Look, we can't get it across to our board or our administration...please help us any way you can."

The group "Parents Against Mastery Learning" sponsored the meeting, inviting Gorman and Jean Winsand of the study council to talk to parents about OBE. School board member the Rev. Robert Spence Jr. moderated the meeting, which lasted more than 2 1/4 hours.

Since the program was introduced in the district this year. It has captured the interest of parents and teachers who say OBE slows down the brighter students while the rest of the class catches up. A number of other criticisms have surfaced as the school year unfolds. One parent said her child was watching cartoons, and not moving on to supplemental educational material in the classroom after she had "mastered" the material.

The program defines objectives which a student must master. In the Brownsville Area School District, students must "master" 70 percent of the material in order to pass. If they do not, they are retested.

A high school Learning Resource Center has opened and the administration had planned to open one for the middle school in December. That opening was delayed and is now scheduled for

school teachers are expected to conduct the retesting during class time.

Teacher Lydia Wargo said she has a classroom of 25 elementary students and must prepare nine lesson plans per day. In addition, she is expected to keep track of and retest those students who need it, correct tests and provide enrichment for those students who have moved on. It is the same four or five students who need retested every time, she said.

Gorman listened as numerous parents reported that their children were frustrated and that their grades had slipped. Other parents said their students have been held back while others catch up.

The Rev. Ronald Riffle began the meeting, outlining some of the problems parents, teachers and students are facing.

"I have to believe that you see that this isn't working," Riffle told Gorman. "It's due to an ill-planned faculty implementation by our administration. This has gone on too far already," he said. "Let's get our focus back on the education of our children."

He urged parents to attend future Parents Against Mastery Learning meetings and call school board members telling them to put OBE on the agenda to be tabled.

"You need five votes on the school board," said Riffle. "You have a school board that refuses to listen to the concerns of your parents."

"If you don't have the five votes, you might as well forget it," said parent Nena Kaminsky. Kaminsky asked Gorman if he would recommend to the board that the program be tabled if it wasn't working.

"I would not have a problem with that," said Gorman.

Gorman also agreed to Jeanne Keiper's request to debate OBE with a professional who is opposed to the program.

Both Gorman and Winsand told parents that things they were hearing should not be taking place and agreed that problems needed to be resolved.

Winsand said she had a meeting with about six teachers and the administration last week, which she felt was successful. She would con-

Survey: Brownsville teachers oppose OBE

By COLLEEN GENTILCORE
Herald-Standard Staff Writer

BROWNSVILLE — A member of the group "Parents Against Mastery Learning" said a teachers' survey conducted by that group shows overwhelming opposition to Outcome Based Education/Mastery Learning (OBE) in the Brownsville Area School District.

Meanwhile, Superintendent Dexston Reed said he believes the survey was biased and not a good indication of teachers' attitudes.

The Rev. Ronald Riffle, an organizer of the parents group, said the group sent out surveys to 120 district teachers. Sixty staff members — who were guaranteed confidentiality — responded.

Of those 60 that responded, 96 percent stated they were against OBE.

Teachers were asked how they rated this year's coverage of the academic material compared to years prior to introduction of OBE. Seventeen percent stated they were very far behind, 66 percent said they were behind and 1 percent said they were ahead in their work.

Ninety-three percent of teachers surveyed said the retesting system was not structured to meet their needs.

When asked if they were "teaching simply for the test itself," 74 percent responded affirmatively.

When asked — "Do you find yourself losing some students to boredom with the system?" — 87 percent of the 60 teachers responding to the survey said yes.

Riffle said teachers were also given the opportunity to elaborate on problems or benefits of mastery learning. Many did. However, those comments were only offered since teachers were told they would be guaranteed anonymity and Riffle

planned to honor that, he added.

"I really don't have much comment on it," Reed said of the survey.

Reed said teachers were asked closed ended questions such as if they were for or against OBE, rather than given the opportunity to compare it to any other program.

"What are they for," he asked, "the old way...another educational program?"

Responding to the question, "Are you simply teaching for the test itself," Reed said there is a difference between teaching the material that will be tested and teaching the actual test.

In all courses, students are expected to comprehend and be tested on material that is taught, he said.

Reed said the document is not representative of all teachers since only one-third of the entire staff responded.

He added that the Mid-Point Progress Committee is expected to present a report on April 26 of its recommendations to improve the program. That committee is made up of parents, teachers and members of the administration.

"It really serves no value to me," he said. "It's only good for what they're using it for." The superintendent said he believes only those against OBE would bother to respond.

Riffle, however, said the survey confirms the findings of a similar survey conducted by the teacher's union last year.

In November, 121 members of the Brownsville Education Association (BEA) voted against OBE while 12 voted in favor of it out of a membership of 158.

Teachers also took out a full page newspaper advertisement stating that position.

H-S 4-19-90

Teachers oppose education changes

By COLLEEN GENTILCORE
Herald-Standard Staff Writer

BROWNSVILLE — The results of a survey released Friday by the Brownsville Education Association (BEA) show the majority of teachers oppose Outcome Based Education/Mastery Learning (OBE).

Meanwhile, Superintendent Dexston Reed said the survey was done three weeks ago — before important adjustments were made to refine the system.

Association President Oriando D'Amico said the question "Are you in favor of the Mastery Learning in the Brownsville Area School District as it is?" brought 121 no votes and 12 yes votes from the district's teachers out of a membership of 158.

The program, introduced district-wide in Brownsville this year, has been a hot topic. School administrators said they introduced OBE so that all district students will have an equal chance at education.

According to an OBE handbook, "The entire goal of outcome-based education is academic success for every student."

In order to achieve that success, students are often re-taught and re-tested. Administrators said OBE raises the standards of education while concerning itself with students at risk.

The survey also included a section for comments. D'Amico said the teachers were in favor of some aspects of OBE. However, the majority of comments were unfavorable.

While admitting there may have been some positive changes among teachers since the survey was conducted, D'Amico said, "The total system as it is — they didn't really care for it. The teachers themselves felt the program would not function for the betterment of education."

D'Amico initially brought the teachers' opposition to light during a school board meeting shortly after classes began this fall.

At that meeting, he said teachers had received too little in-service training on the OBE philosophy. He asked that representatives from administration, parents and teachers meet to discuss the district's goals.

Shortly afterward, Reed formed a steering committee, and sub-committees of parents, students, administrators and teachers to meet and discuss OBE problems.

There are 24 teachers now serving on those committees.

Reed said two full-day meetings have been held since that survey was taken, on Oct. 25 and Oct. 30.

"That was three weeks ago and there have been a lot of adjustments since then," said Reed of the survey results. The superintendent added that the administrators were never given a copy of the survey.

On Wednesday, the BEA will hold a special meeting. At that time,

Teachers oppose education changes

(Continued from Page A1)

will continue to participate in steering and sub-committees set up by Reed.

The vote will indicate whether the teachers are satisfied with the adjustments in the program. D'Amico said.

"There has been progress. Whether the teachers are satisfied with the progress — that's hard to say."

"We've been trying to correct it," D'Amico added of problems with OBE. "That's why we're on the committees."

Meanwhile, the teachers union has also filed a grievance in connection with OBE.

D'Amico said, "The association has instituted some type of legal action," adding that he was not at liberty to give details.

Reed believes that grievance is the reason the results are now being released.

"In grievance procedures they are participating in, they stand a chance of weakening their position (if they now approve of OBE)," said Reed.

He added that the committees were formed because of D'Amico's request to the board and the BEA president is also on it.

"My only question is — how can you resolve things if you don't sit down and talk about them?" Reed

said.

D'Amico said the union really has no other recourse to oppose OBE since it does not have the power of a vote on it.

"It's board action," said D'Amico.

The union has not spoken to the board as an organization, although individual teachers have spoken to board members, he said.

"Everyone seems to be confused," D'Amico said of OBE. "It's a sad situation, educationally speaking."

Grading:

All students are administered Test A.

Students who score at or above the 80% level proceed to enrichment.

Students who score below 80% are retaught and retested on Test B.

Students who are retested are given the score of the second test (Test B) as a grade.

All students will be given a summative test at the conclusion of the unit, chapter or six weeks grading period.

EXAMPLE:

Student #1

Test (s) A
83%

Enrichment

Unit, Chapter
or
6 Weeks Test

Student #2

Test(s) A
63%

Reteaching

Test (s)B
80%

Unit, Chapter
or
6 Weeks Test

50% of Grade

50% of Grade

New Study: Mastery Learning Gets Low Marks For Poor Results

The controversial teaching method called "Mastery Learning" has not produced better student achievement and deserves reconsideration by schools which currently use it, according to a new study released earlier this year by Johns Hopkins University.

The most recent finding comes at the same time that parental complaints about Mastery Learning are on the rise. Parents in states including Arizona, Tennessee, and Maine have cited negative physical and emotional effects on children as the result of Mastery Learning, such as increased anxiety and depression.

Mastery Learning is the instructional process developed by Benjamin Bloom which requires students, and sometimes the class as a whole, to completely master a certain concept before proceeding to the next learning task.

According to Dr. Bloom, one of the goals of



"...the effects of Mastery Learning are essentially nil on standardized achievement measures."

"All students" can learn does not work!

Mastery Learning is to reduce the variation in student achievement and to reduce or eliminate any correlation between aptitude and achievement.

While critics said that Mastery Learning sounds good in theory, they said that it does not work in practice.

Professor Robert E. Slavin of the Center for Research on Elementary and Middle Schools at Johns Hopkins is the author of the new study entitled "Mastery Learning Reconsidered" which was funded by the U.S. Department of Education. As stated in the study, his review "focuses on the effects of Mastery Learning in practice, not in theory."

His analysis "found essentially no evidence to support the effectiveness of Group-Based Mastery Learning on standardized achievement measures."

By the researcher's own admission, "these conclusions are radically different from those drawn by earlier reviewers."

Analysis reveals method's weaknesses

Professor Slavin's study focused on the goals and results of Group-Based Mastery Learning, the most commonly used form of Mastery Learning in elementary and secondary schools. As defined in the study, in Group-Based Mastery Learning "the teacher instructs the entire class at one pace. At the end of each unit of instruction a 'formative test' is given, covering

in the range of 80-90 percent correct, is established for this test. Any students who do not achieve the mastery criterion on the formative test receive corrective instruction, which may take the form of tutoring by the teacher or by students who did receive the criterion level ... Following the corrective instruction, students take a parallel or 'summative' test. ... All students who achieve the mastery criterion at any point are generally given an 'A' on the unit, regardless of how many tries it took for them to reach the criterion score."

Professor Slavin examined and analyzed the most current research data available concerning the results of Group-Based Mastery Learning in schools across the country. He focused especially on 16 previous Mastery Learning experiments and on the corresponding students test scores. Those studies included student achievement scores from schools in cities including inner-city Philadelphia, suburban Chicago, rural Minnesota, suburban Houston, and Lorain, Ohio.

All the schools included in the study met the following criteria: (a) students were tested on their mastery of instructional objectives at least once a month, (b) before each formative test, students were taught as a group, (c) Mastery Learning was the only principal teaching method, (d) the Mastery Learning unit lasted at least 4 weeks.

Professor Slavin concluded that "the best evidence from evaluations of Group-Based Mastery Learning indicated that effects of these methods are moderate at best" on tests which were designed by the people conducting the experiment and thus closely tied to the objectives taught in the Mastery Learning class.

He also found that the effects of Mastery Learning "are essentially nil on standardized achievement measures" which test for a broader range of skills and knowledge.

"These findings," concluded Professor Slavin, "do not support the 'strong claim' [proposed by Mastery Learning proponents] that mastery learning is more effective than traditional instruction given equal time and fair achievement measures."

Professor Slavin's paper suggests the following reasons for the failure of Group-Based

Appendix D

TEACHER QUESTIONNAIRE

The Pennsylvania Department of Education

School Name: _____ District Name: _____

INSTRUCTIONS: Please respond to the following items by darkening the circles with a No. 2 PENCIL ONLY. The information you provide will be an important part of the school assessment report. Information received will be aggregated and reported for the group. No individual information will be reported. Break-outs by subject and grade will only be done at the state level.

1. I am a classroom teacher; that is, I spend more than 50% of my school time in classroom instruction.
- A Yes B No
2. In how many school buildings do you teach?
- A One C Three
 B Two D Four or more
3. In your teaching situation, how satisfied are you with your relationships with parents and parent groups?
- A Very Satisfied C Somewhat Dissatisfied
 B Somewhat Satisfied D Very Dissatisfied

4. On the average, my students have been absent this school year:
- A 0-3 days C 7-9 days
 B 4-6 days D 10 or more days
5. Which of the following best describes your level of formal education?
- A No degree
 B Bachelor's degree
 C Master's degree or equivalent
 D Master's degree plus one year or more
 E Doctorate

6. Most of my students are in the following grade levels: (Mark only one.)
- A K-3
 B 4-6
 C 7-9
 D 10-12
 E 7-12

7. Most of my school day is spent in teaching: (Mark only one.)
- A Self-contained elementary class
 B Business
 C English
 D Foreign language(s)
 E Mathematics
 F Reading
 G Social studies
 H Science
 I Health/physical education
 J Other

8. What is the average size of these classes?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

For items 9-56, the responses are: A - Very Often B - Often C - Sometimes D - Rarely or Never

In the classes you most typically teach as indicated above, choose the answer that represents your judgment about how often your students do each of the following:

9. Take risks as learners
10. Read and write for uninterrupted periods of time
11. Share ideas about experiences
12. Evaluate and critique their own work and work of their classmates
13. Give oral reports
14. Read and write whole texts, as opposed to fill in blanks on work sheets
15. Collaborate in problem solving
16. Learn to communicate in appropriate subject-matter language
17. Use tools of modern technology, such as calculators, computers and word processors
18. Use resources for acquiring information and conducting research of personal interest
19. View themselves as lifelong learners
20. View themselves as readers, writers and researchers

<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
A	B	C	D
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
A	B	C	D
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
A	B	C	D
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
A	B	C	D
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
A	B	C	D

In the classes you most typically teach as indicated in items 6 to 8, choose the answer that represents your judgment about how often you do each of the following:

A - Very Often B - Often C - Sometimes D - Rarely or Never

- | | | | | |
|--|---|---|---|---|
| 21. Read to your students | A | B | C | D |
| 22. View yourself as a writer and write when your students are writing | A | B | C | D |
| 23. Consider yourself a learner and learn along with your students | A | B | C | D |
| 24. Ask open-ended questions which challenge students to think | A | B | C | D |
| 25. Empower your students to be independent learners | A | B | C | D |
| 26. Encourage reflection on and discussion of new ideas | A | B | C | D |
| 27. Encourage students to take risks as learners | A | B | C | D |
| 28. Coordinate your instruction with other content area and grade level teachers | A | B | C | D |
| 29. Use portfolios to assess student work | A | B | C | D |
| 30. Request students to provide extended oral and written responses to questions | A | B | C | D |
| 31. Use essay tests | A | B | C | D |
| 32. Hold individual and small group student conferences | A | B | C | D |
| 33. View yourself as a lifelong learner | A | B | C | D |

For the classes you most typically teach as indicated in items 6 to 8, choose the answer that represents your judgment about how often your lessons do each of the following:

- | | | | | |
|---|---|---|---|---|
| 34. Respond to students' needs and interests | A | B | C | D |
| 35. Include practical "real-life" applications of content being presented | A | B | C | D |
| 36. Respond to real-world issues and events | A | B | C | D |
| 37. Offer opportunities for research on topics of significance to individual students | A | B | C | D |
| 38. Encourage integration of knowledge and interdisciplinary study | A | B | C | D |
| 39. Require application of knowledge and information | A | B | C | D |
| 40. Support learning together and sharing new knowledge and experiences | A | B | C | D |
| 41. Use a variety of resources to supplement textbooks and workbooks | A | B | C | D |
| 42. Use exercises and projects that you have created | A | B | C | D |
| 43. Encourage lifelong learning | A | B | C | D |

For the classes you most typically teach as indicated in items 6 to 8, choose the answer that represents your judgment about how often your classroom setting provides each of the following:

- | | | | | |
|---|---|---|---|---|
| 44. A seating arrangement that is conducive to cooperative learning | A | B | C | D |
| 45. A display of authentic, student-produced work | A | B | C | D |
| 46. A diversity of print materials, including books, magazines, newspapers, brochures, etc. | A | B | C | D |
| 47. A climate that contributes to learning | A | B | C | D |
| 48. A feeling that teacher and students form a community of learners | A | B | C | D |

For the current school year, choose the answer that best responds to each statement.

- | | | | | |
|--|---|---|---|---|
| 49. A positive feeling permeates this school. | A | B | C | D |
| 50. Staff meetings at this school result in getting things done. | A | B | C | D |
| 51. This school is run in an orderly fashion without being overly restrictive. | A | B | C | D |
| 52. I am encouraged to praise students for good performance. | A | B | C | D |
| 53. I receive recognition for a job well done. | A | B | C | D |
| 54. I read current professional literature. | A | B | C | D |
| 55. I attend professional workshops and conferences. | A | B | C | D |
| 56. I share professional ideas with colleagues. | A | B | C | D |

For the current school year, choose the answer that best tells how you feel about each statement.

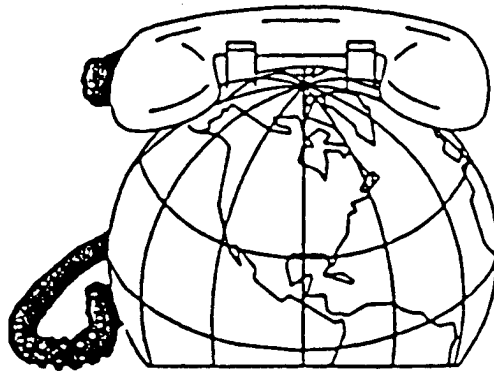
SA - Strongly Agree MA - Mostly Agree NN - Neither Agree nor Disagree
MD - Mostly Disagree SD - Strongly Disagree

- | | | | | | |
|---|----|----|----|----|----|
| 57. This school's instructional program is viewed positively by the community. | SA | MA | NN | MD | SD |
| 58. I am encouraged by others in this school to seek better ways of teaching. | SA | MA | NN | MD | SD |
| 59. I am proud to be teaching in this school. | SA | MA | NN | MD | SD |
| 60. There is a great deal of cooperative effort among staff members of this school. | SA | MA | NN | MD | SD |
| 61. I have been informed of the goals established for this school. | SA | MA | NN | MD | SD |
| 62. Rules of student behavior are consistently enforced in this school. | SA | MA | NN | MD | SD |

Appendix E

A GUIDE TO THE IMPLEMENTATION OF THE SPEEDE/EXPRESS ELECTRONIC TRANSCRIPT

Version 1



Developed by the

**COMMITTEE ON THE STANDARDIZATION OF
POSTSECONDARY EDUCATION ELECTRONIC DATA EXCHANGE (SPEEDE)
AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS
AND ADMISSIONS OFFICERS**

**EXCHANGE OF PERMANENT RECORDS ELECTRONICALLY
FOR STUDENTS AND SCHOOLS (EXPRESS)
NATIONAL CENTER FOR EDUCATION STATISTICS
COUNCIL OF CHIEF STATE SCHOOL OFFICERS**

March 31, 1992

EDUCATION DATA SYSTEM IMPLEMENTATION PROJECT

Council of Chief State School Officers
State Education Assessment Center
One Massachusetts Avenue, N.W., Suite 700
Washington, D.C. 20001-1431
(202) 408-5505 Telephone/(202) 408-8072 Fascimile

↓ The six National Education Goals developed by the nation's governors and the Administration in 1989 set targets and expectations that implied a greater need for comparable and reliable education data to measure their status and progress. Even before the establishment of the Goals and the subsequent America 2000 strategy, the National Cooperative Education Statistics Systems was established by the Hawkins-Stafford Education Improvement Amendments of 1988 (P.L. 100-297) to involve state and federal governments in a mutual effort to produce state-comparable and nationally-uniform data on public and private school systems. This System has been guided by the National Forum on Education Statistics which provides the leadership in anticipating data needs and developing ways to help state education agencies to provide the needed data. To achieve these, the Forum needs to implement an organizational infrastructure at both the state and national levels which can flexibly produce, add, edit, transmit, and utilize education data.

The National Center for Education Statistics (NCES) has been overseeing the progress of the above efforts toward the improvement of education data. In September 1991, NCES awarded a three-year contract to the Council of Chief State School Officers (CCSSO) to facilitate the implementation of a national education data system. During the course of this three-year project, titled Education Data System Implementation Project (EDSIP), the following distinct, but interrelated, activities will be conducted:

- 1) Continue to improve data elements on elementary and secondary education. Project staff will assist NCES in determining the extent to which states can provide new data elements proposed to be added to NCES's Common Core of Data surveys for the purpose of making the database more comprehensive and useful. Working with state education agency staff and others knowledgeable in the field, project staff will summarize current state activities and make recommendations for definitions and procedures for collecting new data. In addition, a model for future revisions to NCES data collection activities will be developed and pilot-tested.
- 2) ↓ Enhance state and local capability to electronically transfer student data. The project will administer an interstate student records transfer system, currently called ExPRESS--Exchange of Permanent Records Electronically for Students and Schools--the development of which has been funded by NCES for two years prior to EDSIP. This activity has included the development of standard data elements for inclusion in an electronic student transcript and a pilot exchange of student records across school districts and from districts to institutions of higher education. The system is now ready for further development, including the appointment of a Governing Board, making formal arrangements with a communications network for exchanging the records, and expansion to more sites. Project staff will provide training, as well as technical and administrative support for these activities.

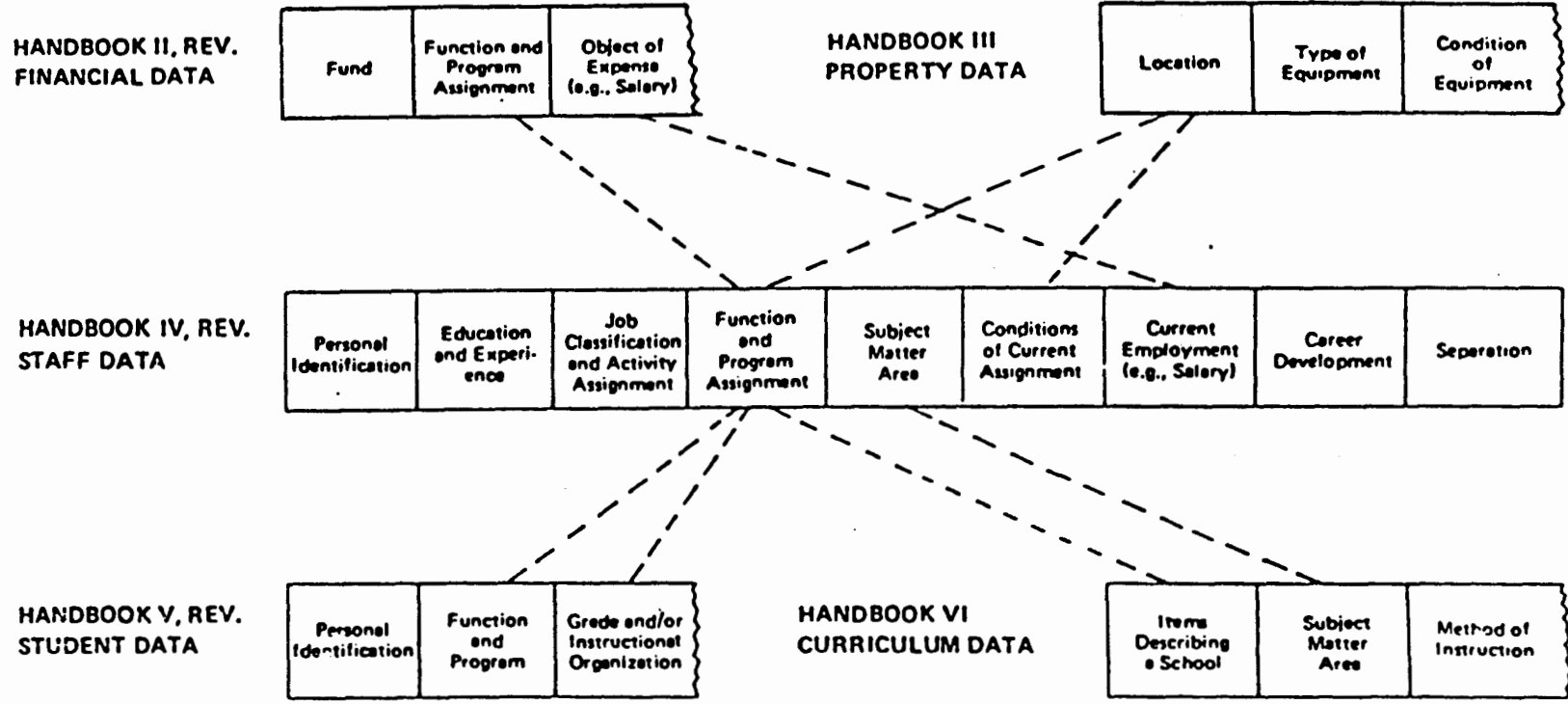
- 3) **Implement Personnel Exchange System for sharing state expertise in solving education data problems.** The project will continue to operate a Personnel Exchange System to enable state education agency staff to consult with staff from other states on various areas of concern. These may include: administrative management issues such as administration of state or local education agencies, finance, and teacher supply and demand; instructional management issues such as monitoring of pupil coursework, testing, and attendance; and geographic management issues such as student transfer and dropout information within and across school systems.
- 4) **Develop Information Referral System for sharing information to improve data systems across states.** The project will develop and maintain an electronic database of education data and directory information about state education agency staff involved in data collection activities. This database also will include information about education data collection activities conducted by federal agencies as well as other organizations. The system will provide information on ways to improve states' data collection, analysis, and dissemination. This consolidated database about education will be easily accessed by state agency personnel for their information and use.
- 5) **Develop student and staff data handbooks.** The project will develop two handbooks—one on student information and one on staff information. These handbooks will include an extensive and comprehensive description of an administrative record system and data element terms and definitions. Project staff will work closely with experts as well as federal, state, and local education agency personnel during the process.

The EDSIP builds upon two previous CCSSO projects also funded by NCES. These projects focused primarily on data elements related to the Common Core of Data. The Education Data Improvement Project (1985-1988) described state collection of data elements and analyzed each state's capacity to provide standard, comparable, and timely data to NCES on public elementary and secondary school and school district, staff, students, revenues, and expenditures. The project also recommended to the states and NCES ways to overcome observed deficiencies in the states' ability to produce the data requested on the Common Core of Data surveys. Last, but not least, the project established agreement across states on standard definitions of the data elements reported to NCES and prepared for successful negotiation of data plan agreements between NCES and each state.

The second project, also funded by NCES, was the New Education Data Improvement Project (1988-1991). Project staff facilitated the establishment of technical assistance plans for each state, which addressed the state's problems in responding to Common Core of Data requirements and recommended strategies and resources to remedy these problems. The plans addressed issues in all fiscal and nonfiscal data. Project staff negotiated changes in the state's data responses through various means. These included the chief state school officer's approval of the plan, consultation among state education agencies, and on-site technical assistance to states.

For more information about the newly-funded Education Data System Implementation Project and ExPRESS, please contact Barbara S. Clements, Project Director. EDSIP project staff also provide information about specific tasks. Lisa Solomon coordinates the tasks on improving the Common Core of Data surveys; Kathleen Fortney assists on the management of ExPRESS; Tom Tobin manages the Personnel Exchange System; and Oona Cheung coordinates both the Information Referral System and the development of student and staff data handbooks.

Figure 3.--Interrelationships among the handbooks in the series



NATIONAL CENTER FOR EDUCATION STATISTICS

**STAFF DATA HANDBOOK
FOR EARLY CHILDHOOD, ELEMENTARY,
AND SECONDARY EDUCATION**

**---Public Review Draft---
Not for Citation
or Distribution**

February 1994

**Prepared by:
Education Data System Implementation Project
Council of Chief State School Officers**

**for:
The National Center for Education Statistics
U.S. Department of Education**

C29	01	102	Credential Assessment Standard Indicator	ID	2	73	
C30	01	103	Credential Assessment Type	ID	2	73	
C31	01	104	Credential Assessment Content	ID	2	73	
C32	01	105	Credential Assessment Date	DT	8	74	
C33	01	106	Credential Assessment Score/Results	AN	80	75	
C34	06	011	Name of Individual	AN	45	44	Loop C34-C37 may be used for multiple entries.
C35	06	046	Complete Address	AN	60	55	Free form. This item may be used in lieu of 039, 040, 041, 042, 043, 044, 045.
C36	06	047	Telephone Status	AN	60	55	
C37	06	048	Telephone Number	AN	25	55	
			Credentialing Requirements				
C38	01	107	Oath of Allegiance Date	DT	8	74	
C39	01	108	Security Verification	ID	2	74	
C40	01	109	Security Verification Means	ID	2	74	
C41	01	110	Security Verification Date	DT	8	75	
C42	01	111	Credential Fee Amount	N	10	75	
C43	01	112	Credential Fee Payment Status	N	10	75	
C44	01	113	Credential Fee Payment Date	DT	8	75	
			Prior Experience				Loop C45-C55 may be use for multiple entries.
C45	07	012	Name of Institution	AN	60	44	

C46	07	046	Complete Address	AN	60	55	Free form. This item may be used in lieu of 039, 040, 041, 042, 043, 044, 045.
C47	07	047	Telephone Status	AN	60	55	
C48	07	048	Telephone Number	AN	25	55	
C49	01	114	Employment Beginning Date	DT	8	75	
C50	01	115	Separation Date	DT	8	75	
C51	01	116	Employer Type	ID	2	75	
C52	01	117	Separation Reason	ID	2	76	
C53	01	118	Nature of Prior Employment	AN	80	78	
C54	01	119	Teaching Field	AN	45	78	Multiple entries may be necessary.
C55	01	120	Instructional Level	AN	45	78	Multiple entries may be necessary.
			Years of Employment Experience				
C56	01	121	Years of Prior Teaching Experience	N	4	78	
C57	01	122	Years of Prior Education Experience	N	4	78	
C58	01	123	Total Number of Years of Prior Experience	N	4	78	
			Internship/Apprenticeship				Loop C59-C65 may be used for multiple entries.
C59	07	012	Name of Institution	AN	60	44	
C60	07	046	Complete Address	AN	60	55	Free form. This item may be used in lieu of 039, 040, 041, 042, 043, 044, 045.
C61	07	047	Telephone Status	AN	60	55	
C62	07	048	Telephone Number	AN	25	55	

D15	01	153	Time Expected to Work	N	10	86	
			Compensation				Loop D16-D33 may be used for multiple entries.
D16	01	154	Pay Grade	AN	60	86	
D17	01	155	Pay Range	AN	60	86	
D18	01	156	Base Salary or Wage	N	10	86	
D19	01	157	Pay Rate Basis	AN	60	87	
D20	01	158	Supplement for Cocurricular Activities	N	10	87	Multiple entries may be necessary.
D21	01	159	Supplement for Extracurricular Activities	N	10	87	Multiple entries may be necessary.
D22	01	160	Salary for Overtime	N	10	87	
D23	01	161	Overtime Identifier	N	10	87	
D24	01	162	Salary for Sabbatical Leave	N	10	87	
D25	01	163	Other Salary or Wage Rate	N	10	87	
D26	01	164	*Actual Total Salary Paid	N	10	87	Derived from constituent data elements: 156 Base Salary or Wage, 158 Supplement for Cocurricular Activities, 159 Supplement for Extracurricular Activities, 160 Salary for Overtime, 162 Salary for Sabbatical Leave, 163 Other Salary or Wage Rate.
D27	01	165	Pay Period Length	AN	35	88	
D28	01	166	Pay Period Duration	AN	35	88	
D29	01	167	Additional Compensation	N	10	88	
D30	01	168	In-Kind Compensation Type	AN	60	88	Loop D30-D31 may be used for multiple entries.

D51	09	185	Employer's Contribution	N	10	93	
D52	09	186	Payment per Pay Period	N	10	93	
			Beneficiary				Loop D53-D57 may be used for multiple entries.
D53	10	012	Name of Individual	AN	45	44	Free form. This item may be used in lieu of 001, 002, 003, 004.
D54	10	046	Complete Address	AN	60	55	Free form. This item may be used in lieu of 039, 040, 041, 042, 043, 044, 045.
D55	10	047	Telephone Status	AN	60	55	
D56	10	048	Telephone Number	AN	25	55	
D57	10	187	Relationship to Staff Member	AN	25	93	
			Attendance Status				Loop D58-D63 may be used for multiple entries.
D58	01	188	Leave Type	ID	2	93	
D59	01	189	Leave Payment Status	ID	2	94	
D60	01	190	Maximum Leave Allowed	N	5	95	
D61	01	191	Leave Accrued	N	5	95	
D62	01	192	Leave Taken Date	DT	8	95	Multiple entries may be necessary.
D63	01	193	*Leave Balance	N	5	95	Derived from constituent data elements 190 Maximum Leave Allowed, 191 Leave Accrued, and 192 Leave Taken Date.
			Grievances				Loop D64-D66 may be used for multiple entries.
D64	01	194	Grievance Description	AN	80	95	
D65	01	195	Grievance Date	DT	8	95	
D66	01	196	Grievance Action	AN	80	95	

F. EVALUATION AND CAREER DEVELOPMENT

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			Quality of Performance				Loop F1-F20 may be used for multiple entries.
F1	13	218	Evaluation Purpose	ID	2	152	
F2	13	219	Evaluation Periodicity	ID	2	152	
F3	13	220	Evaluation Date	DT	8	153	
F4	13	221	Evaluation Outcome	ID	2	153	
F4	13	222	Evaluation Score/Rating	AN	45	154	
F5	06	011	Name of Individual	AN	45	44	Free form. This item may be used in lieu of 001, 002, 003, 004.
F6	06	012	Name of Institution	AN	60	44	
F7	06	046	Complete Address	AN	60	55	Free form. This item may be used in lieu of 039, 040, 041, 042, 043, 044, 045.
F8	06	047	Telephone Status	AN	60	55	
F9	06	048	Telephone Number	AN	25	55	
F10	06	149	Job Title	AN	45	85	
			Career Development Alternatives				
F11	01	149	Job Title	AN	45	85	Loop F11-F15 may be used for multiple entries.
F12	01	197	Job Classification	ID	4	97	
F13	01	215	Program Type	ID	4	120	

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F14	01	217	Function Type	ID	4	132	
F15	13	223	Readiness for Assignment of Greater Responsibility	ID	2	155	
F16	13	224	Career Development Needs	ID	2	156	Loop F16-F20 may be used for multiple entries.
F17	13	225	Preparation Type	AN	45	156	
F18	13	226	Preparation Location	AN	45	156	
F19	13	227	Preparation Duration	AN	30	156	
F20	13	228	Preparation Funding	AN	30	156	

G. SEPARATION FROM EMPLOYMENT

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
G1	01	115	Separation Date	DT	8	75	
G2	01	229	Separation Type	ID	2	158	
G3	01	117	Separation Reason	ID	2	76	
G4	01	230	Reemployment Eligibility	ID	2	158	
G5	01	231	Reason Not Eligible for Reemployment	AN	45	159	

Back to the Future

Our New Unions Are Rediscovering Their "Craft" Roots

By Bob Chase, President, National Education Association

Education is the modern world's temporal religion, or at least an article of faith. So if we seek excellence in public education, why not draw inspiration from cathedrals?

Think about the superb craftsmanship still visible in Europe's great medieval edifices — the stone carvings, the iron grillwork, the stained glass windows. This high quality was no accident. It resulted from craft guilds' insistence on high standards of skill, professionalism, and product quality.

It is exactly this brand of "craft" consciousness that defines the new unions we are striving to create in public education. Bear in mind that many of our members are being thrust into challenging and often controversial new roles. Increasingly, teachers are actively collaborating in the management of their schools. In some public charter schools, teachers have gone one step further; they are managing their schools collegially, without a principal.

In their quest for quality, these educators are rebelling against the industrial-style division of roles within schools — a status quo that relegates school employees to the narrow role of production workers, with no say in organizing their schools for excellence.

Likewise, they are challenging the shibboleths of their own unions. They argue — correctly, I believe — that we must match our traditional emphasis on decent salaries, benefits, and working conditions, with a more aggressive commitment to professionalism and quality.

Most boldly, a growing cadre of NEA teacher-leaders is insisting that quality must begin at home,

within our own ranks. They say that it is not sufficient to collaborate with management on broader issues of school reform. The litmus test of our commitment to

"Quality must begin at home, within our own ranks."

quality is the willingness of local unions to take direct responsibility for the professionalism and competence of their members. In short, if a teacher is not measuring up in the classroom, we must do something about it.

Of course, in the eyes of traditional unionists, this is heresy — a threat to union solidarity. But pathbreaking NEA locals are challenging this conventional wisdom, and proving it wrong.

In Columbus, Ohio, for example, our local union designates senior teachers to serve as full-time consultants in the classroom. Under terms of the Columbus contract, these senior teachers — not unlike master craftsmen in a guild — serve as mentors to newly hired teachers. More critically, they intervene to assist veteran teachers who are experiencing difficulties in the classroom.

This intensive assistance continues for an open-ended period of time, so long as the teacher is making progress. In most cases, the intervention is successful. But in roughly 10 percent of cases, the consultants — who, I emphasize, are members of our local union — take the lead in counseling the problem teacher out of the profession.

This is courageous work. It



forces educators out of their comfort zone, and can entail political risk for teacher-leaders within their unions. As one member wryly observed: "Before, we could leave the tough calls to administrators. Eventually we might have to be the bad guys."

How else will we satisfy the public's impatience for higher quality schools, and thereby fulfill our essential duty as a union to protect the economic security of our members?

Centuries ago, medieval craft guilds were challenged to reinvent themselves for an industrialized, mass-production economy. Ironically, in today's post-industrial enterprises — above all in public education — unions are challenged to reconnect with their "craft" roots.

Superb public schools, like great cathedrals, require visionary builders. As educators continue to reinvent their unions for a new era, their vision for the future must encompass the best of the craft guild past. Quality — the professionalism of our members and the excellence of our product — must be our hallmark.

Appendix F

**GOALS 2000
SCHOOL TO WORK**



Governor



UNELECTED Commission
academic standards
(SB 1352)



State Board of Education
(Broad Authority to
evaluate programs &
compare school districts)

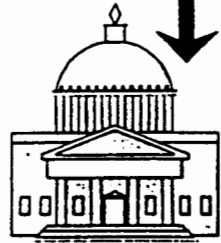
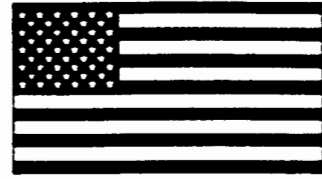


Strategic Planning



**State Assessment
Test**
(New Standards)

Constitution



Legislature

Created local school boards as
agents of the General Assembly



501 School Districts



Local School Board

Determines graduation
requirements/diploma



Student



Curriculum



Teacher

granted limited power

New State Diploma

(Chapter 5.214)

Mastery of the 53 Student Learning Outcomes to graduate

The Power - Shift of Control

What was...

PA elected General Assembly

Local elected School Boards

(Accountable to the Board & Principal)



Diploma



Teacher

(Creates the Standard)



Carnegie Unit



(Teaches content based on courses & earned grades)



(English, Math, History, Science)

Evaluate Program

Graduation

(Freedom to Choose Future)



Opportunity for Excellence

State Boards Authority

Compare School Districts

Achievement Test

Standardized Norm Tests



Individual Freedom

Locally elected School Board

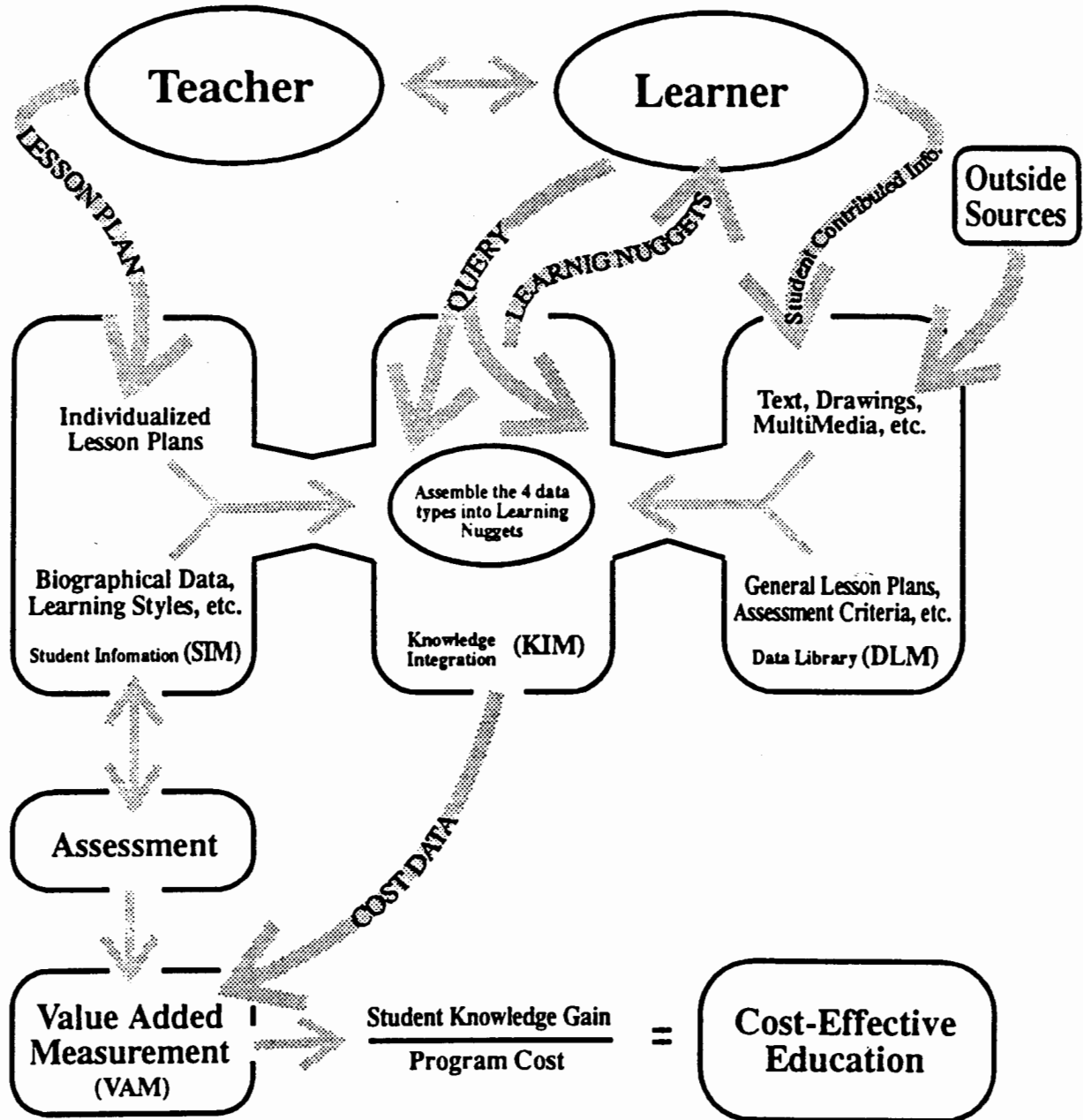
Maintains Control over

Curriculum & Diploma



Individualized Curriculum for Cost-Effective Education

The Just In Time Learning System



\$7.00

Teacher, Teacher, I Declare!

**A Handbook for Teachers About
Outcome Based Education**

by

Anita B. Hoge

Save Our Schools Network 80 Highland Avenue West Alexander, PA 15376
[http:// www. 3dresearch. com /hoge](http://www.3dresearch.com/hoge)