



U.S. Department of Education -- Planning and Evaluation Service

## **The Evaluation of the State and Teacher Recruitment Programs of Title II HEA**

### **Purpose**

The purpose of this evaluation is to assess the impact, strengths and weaknesses of the State and Teacher Recruitment Programs of Title II HEA. Specifically, the evaluation will measure the impact of 1999 State grants in raising standards for initial teacher certification, holding institutions of higher education accountable for the quality of their graduates, creating alternative routes to certification, and recruiting new teachers. The evaluation will also measure the ability of Recruitment grants to recruit and support high-quality future teachers; Recruitment grants are awarded to both states and partnerships of colleges of education, colleges of arts and sciences, and school districts.

### **Key Research Questions**

1. What do new state standards for initial teacher certification look like? What strategies and models have states used in reforming standards? What is the quality of new standards, and what has been their impact on certification rates in the states?
2. What types of alternative routes to initial certification have been created, and what types of individuals are being targeted for these programs? How successful have graduates of alternative programs been in obtaining certification, receiving placement in fields in which they have content knowledge, and remaining in the classroom over several years?
3. What strategies have states used to hold institutions of higher education accountable for the quality of their future teachers? How have state strategies affected the structure and content of teacher training programs, the number and types of individuals preparing to become teachers and graduating from programs, and the quality of those newly minted teachers in the classroom?
4. What have been the specific goals of state and partnership recruitment efforts? Who is the targeted population? What kinds of strategies have been put in place to promote sustainability of reform efforts?
5. What types of support services are offered to preservice students, and which services are most effective in retaining students and encouraging their retention over time?
6. What collaboration takes place among school districts, schools of education and schools of arts and sciences to support future teachers? What kinds of follow up services do graduates receive once they enter the classroom?
7. Have recruitment efforts increased the percentage of highly qualified and certified new teachers in high-need areas in the district? How will reform efforts be sustained over time?

## **General Evaluation Design and Data Collection Activities**

The evaluation will include the following key tasks:

- 1) Review of research, documents and annual performance reports
- 2) Case studies of a sample of State and Recruitment grantees
- 3) Baseline and follow-up Project Participant surveys
- 4) Baseline and follow-up District and School surveys
- 5) Two final reports on findings

## **Timeline**

The evaluation is being conducted from April 2000 through late summer 2003.

## **1999 Grantees**

### **State Grantees**

Alabama  
Arkansas  
California  
Connecticut  
Georgia  
Indiana  
Maryland  
Massachusetts  
Nebraska  
Nevada  
New Mexico  
North Carolina  
Ohio  
Oregon  
Rhode Island  
South Carolina  
Tennessee  
Texas  
Utah  
Vermont  
Washington  
West Virginia  
Wisconsin  
Wyoming

### **Teacher Recruitment Grantees**

Armstrong Atlantic State University (GA)  
Bank Street College of Education (NY)  
California State Univ. at Monterey Bay  
Colorado Partnership for Ed'l Renewal  
Connecticut Board of Governors  
Hawaii Department of Education  
Indiana University  
Kean University (NJ)  
LA Unified School District (CA)  
Lehman College (NY)  
Mercy College (NY)  
Milwaukee Public Schools (WI)  
Montclair State University (NJ)  
National Hispanic University (CA)  
Oakland Unified School District (CA)  
San Diego State University (CA)  
San Jose State University (CA)  
Southwest Texas State University  
Troy State University (AL)  
University of California at Los Angeles  
University of Delaware  
University of Idaho  
University of Missouri  
University of North Dakota  
University of Tennessee-Chattanooga  
University of Texas, Pan American