

The Hillsdale Approach to Teacher Education

By Robert C. Hanna



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Hillsdale College in Hillsdale, Michigan, was founded as an independent liberal arts college in 1844. Its Mission Statement reads, in part, “By training the young in the liberal arts, Hillsdale College

prepares students to become leaders worthy of that legacy.” Throughout the years, the faculty, administration, and Board of Trustees have taken this statement one step further by preparing only the most qualified students to become leaders who teach the liberal arts within the elementary and secondary grades.

Hillsdale College’s Teacher Education Program is fully approved by the Michigan State Department of Education, as are thirty-one other programs throughout the State. However, many of Hillsdale College’s Program requirements exceed State standards and thereby make the Program unique.

First, no students are ever permitted to major in education. Our students major among the disciplines of art, biology, chemistry, English, French, German, history, Latin, mathematics, physical education, physics, science, and Spanish. The choice of minors we permit is slightly expanded, to include computer science and early childhood education, with early childhood education requiring the additional of a minimum of two liberal arts minors, one of which must be English, history, mathematics, or science. This results in our students learning much more about what they will teach than if they took most of their college credits in education courses. At Hillsdale College, “how to teach” has never necessitated the credit hours comparable to those demanded by an academic major.

Only the most qualified students are accepted into our Teaching Education Program. Specifically, students must achieve and maintain a minimum cumulative grade point average of 3.00 on a 4.00 scale. (Students with a GPA between 2.70 and 3.00 can petition to be admitted to

the Program by the College’s three academic Deans, the Provost, and the Certification Officer, but such approval is by no means automatic.) Students whose GPAs declined below these standards while they are in the Program are not permitted to student teach and therefore cannot become State-certified teachers.

No students are exempt from any courses on the basis of placement tests or on any other basis. This Hillsdale College standard applies equally to College core liberal arts courses, teacher education courses, and teaching major and minor total credit hour requirements. In other words, students who can demonstrate proficiency in an area of study are simultaneously demonstrating readiness for learning at a higher level of study in that area, whether for the benefit of the students they will be teaching or for the benefit of their own liberal arts education.

Our small number of education courses include “Foundations of Education,” “Explicit Phonics Reading Instruction,” “The Teaching of Reading to the Exceptional and ESL (English as a Second Language) Child,” and “Contemporary Problems in Education.” In general, the problems we identify in the latter course are the solutions advocated by other teacher education programs.

Two other ways in which we exceed State standards involve student teaching. While all student teachers in Michigan must spend a minimum of 180 hours in a school, Hillsdale College’s student teachers must spend a minimum of 180 hours teaching within their teaching majors and/or minors in a school. Then, when our students have reached the 180 hours, they continue adding on more teaching hours until the semester has ended. Our students spend an entire semester in their host schools, Monday through Friday, following their schools’ hours and days of operation.

Although the State Department of Education does not designate specific books that future teachers must read and study, we do. In our education courses, students read from such great works of antiquity as *The Odyssey* by Homer, Plato’s *Dialogues*, *The Aeneid* by Virgil, and *On the Good Life* by Cicero, and modern books including *Talks to Teachers on Psychology* by William James, *How to Read a Book* by Mortimer Adler, *Why Johnny Can’t Read* by Rudolf Flesch, and *Why Johnny Can’t Tell Right from Wrong* by William Kilpatrick.

Our education courses also include examples from the K-12 content of the College’s Hillsdale Academy. Hillsdale Academy K-12 curriculum was selected in its entirety by two

of Hillsdale College’s education professors, both experienced elementary and secondary school teachers and administrators. The College’s Provost then employs a headmaster who ensures that the curriculum’s scope and sequence are implemented in full. This benefits not only the county’s children enrolled at Hillsdale Academy but also our Teacher Education Program students, who are able to observe the teaching of this curriculum by Academy teachers who have already completed Hillsdale College’s Teacher Education Program or who are in the process of doing so. In the words of a State evaluator

of our Program, “The fine cooperation between the unit [Hillsdale College’s Teacher Education Program]...and the Hillsdale Academy is laudable and a fine model of the type of collaboration other schools and school districts desire.” This includes our placing student teachers at Hillsdale Academy every semester.

In addition to the approval of the Michigan State Department of Education, Hillsdale College’s Teacher Education Program’s effectiveness is recognized by other independent sources.

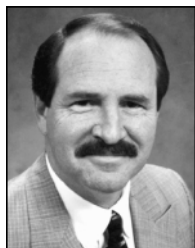
★ ★ ★ ★ ★
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When is Enough, Enough?

What the NEA Isn't Telling Americans about Education Funding

A Word from our Executive Director, Gary Beckner—



Gary Beckner

Last November, right after the elections, the National Education Association (NEA) released a letter claiming “cuts” will occur in education. The letter omitted a number of basic facts about education funding

under President Bush. Americans appear to agree with President Bush that high standards and accountability for results—not just spending increases—are essential to ensuring no child is left behind in education.

Below are the facts the NEA left out about potential education funding.

What the NEA says: “Critical programs such as Title I remain underfunded”

What the NEA didn't mention:

- Less than a year ago, President Bush signed legislation providing an historic **\$1.6 billion increase** in federal Title I grants to states and local schools. This funding level is maintained with the continuing resolution passed by the House in the last session.
- The President's FY2003 budget proposal calls for an **additional \$1 billion increase** in Title I grants to states and local schools.
- Based on the FY2003 budget proposal, **under the first two years of President Bush's presidency, Title I funding will receive a larger increase than in the previous seven years combined under President Clinton.**

What the NEA says: The President's proposed FY2003 budget will “freeze funding for Teacher Quality”

What the NEA didn't mention:

- Less than a year ago, the President signed legislation providing a **38 percent increase in federal funding for teacher quality—an increase of \$787 million over President Clinton's last budget, to a record \$2.85 billion.**
- The President's proposed FY2003 budget maintains this historic funding for teachers, a level higher than at any other time in American history.

What the NEA says: The President's proposed FY2003 budget will “provide no increase in the Pell Grant maximum award for the first time in 10 years”

What the NEA didn't mention:

- The President's proposed FY2003 budget provides funds to serve **55,000 additional students** under the Pell Grant program.
- The Pell Grant maximum award is at the **highest level in history—\$4,000 per student.**

What the NEA says: “Increased accountability and teacher quality requirements in the new ESEA law...necessitate further education funding increases.”

What the NEA didn't mention:

- To help states cover the costs of the reform law's annual testing requirement,

\$387 million was provided by the President and Congress in 2002 for states to use in designing their accountability systems. The President's proposed FY2003 budget would provide another \$387 million—on top of last year's allocation—to help states build their accountability systems.

- The No Child Left Behind Act and the increased accountability and teacher quality requirements came along with **the largest single-year increase in elementary and secondary education funding in history—an increase of \$4.8 billion.**

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“...historic funding for teachers, a level higher than at any other time in American history.”

It is clear that President Bush and Congress are attempting to show that education is a priority by providing historic increases in education funding—far greater than did the NEA's “Friend of Education” award winner, Bill Clinton. What isn't clear is whether these “historic” increases will bring the results everyone is hoping for. History has also shown us that just pouring more money into the system hasn't helped all that much. In fact, many conservatives are calling on the President to fix the system *before* increasing the budget. However, the President's education advisors are confident that the administration's plan, with anticipated Congressional and state support, can “fund it and fix it” at the same time. Here's hoping they're right.

Since the NEA is continually lobbying for more money, one would think that President Bush might be the next recipient of its annual “Friend of Education” award. He did, after all, out fund President Clinton. I'm sure you can detect a touch of sarcasm in that suggestion, but seriously, why wouldn't they? The truth is the NEA will never be satisfied until it gets everything on its wish list.

In a report issued by the Alexis de Tocqueville Institute (www.adti.net), John Berthoud shows that if the NEA got its way it would bankrupt America. The report entitled “The NEA's Fiscal Agenda—Bad News for Kids,” says that if not funded by more deficit Congressional spending, the NEA legislative agenda would translate into an annual tax increase of \$10,554 on a family of four. The report concludes that it would not only increase taxes, but also “increase deficits and greatly add to the coming crisis of our major entitlement programs. The net result is devastation for America's children.” **EM**

“See, I'm an American!”

In an interview for Ken Burn's PBS film on Thomas Jefferson, columnist George Will commented on the importance of citizens knowing the opening words of the Declaration of Independence.

“[W]e have a civil religion in this country. And [Thomas Jefferson] provided a catechism. Want to be an American? Here's what you will believe. No one knows how you become French. No one knows where Germany comes from—it sort of emerges from the mists. We know when we started. We know the afternoon: July 4, 1776. And we know how to become an American: You come here and you assent. Then you're an American, just as American as anybody whose family has been here for ten generations. You're in. You're it! That's what an American is.

“What Jefferson did was, he said, ‘Here's your catechism. We hold these truths to be self-evident: All men are created equal, endowed by their Creator with certain unalienable rights—life, liberty, and the pursuit of happiness; that all just governments derive their justice and their legitimacy from the consent of the governed.’ You go down the list and at the end of the day say, ‘I ticked them off, put them on the refrigerator door, and...see, I'm an American.’” **EM**

It's Greek to Me

By JoAnn Brown



JoAnn Brown

I never took a foreign language in high school. I'm so old that high school accreditation was then probably just a hypothesis of some college professor hoping to get published. All the high schools were pretty good back then, and I loved being able to choose art and home economics over something like French or Latin that had a textbook and homework.

Upon arrival at college, all my friends continued with the foreign languages they had begun in high school, and I continued with my lack of one. I was pleased to know that my final choice of a major didn't require a foreign language.

When I became a mother and got into the Sesame Street scene, the Spanish words that were taught along with the alphabet were my first experience with learning a foreign language. As my children got older and I got back into education, I found a new foreign language that seemed to lurk in every textbook, professional journal, and articles. I had to learn this language and it was too late to change my major. I call this language "Education Jargon." I had a hard time learning this new language, with its double meanings and hidden agendas, but gradually, after much practice, became accustomed to its usage. My current age and experience have taught me that education is much like a wheel rotating in and out of popular theories and studies, and then back to basics, round and round in a cycle. The older teachers accept this and advise younger teachers that this too shall pass. Their advice is to just endure and keep teaching what, in your heart, you know the children really need, in addition to the latest craze.

All those "new found" educational breakthroughs seem to have at least one bit of useful information that I have filed and used in my teaching. I am now at peace with this "language" and in spite of it all can call myself fluent.

But in the long run, there is no peace. There is now a new language that has risen over the horizon and is casting its glaring light over every phase of education, and there is no shade tree to hide under. You have probably experienced its long-reaching effects. It is called "technology." When I went to college, we took a "new" class called Educational Media and Technology. It consisted of hands-on learning about eight millimeter projectors, overhead projectors, and filmstrips. We were all systematically

terrified of the worst possibilities that could happen to a teacher. For example, the chance of burning out an expensive \$10.98 projector bulb, if certain precautions were not carefully followed, or of how to mend a 8MM film when broken. I remember the power I felt my first year of teaching, when I actually knew how to do all that stuff without the help of a student. (Some things never change.)

But then the language we used was English and the terminology fit the equipment. A light bulb was still recognizable as a light bulb. In our present technology language, it seems like the people who named all the thousands of options we now have in the computer world were somehow alien to the former meaning of the language.

If you have invented something new and it fits into a whole new world (technology to be exact), please don't recycle English words. Invent new words and don't just use initials. Since you have a New World, please let it have its own language. Instead of A Drive, let it have a name, one I can remember, and that differentiates it from C Drive. Now icon and delete are strictly "techie" words that make some sense because we don't usually use them in our everyday speech. On the other hand, "save" can mean anything, usually "lost forever."

"Save as," what is that? It gives you too many options and who can remember where you saved it "as," so thus another lost document flies into cyber heaven, or hell, depending on your circumstances.

Our schools have a media specialist now. This is a former teacher who actually understands this language and speaks it fluently. What these people don't seem to understand is that when they speak their language, especially fast, we get that "It's Greek to me" feeling. I am gradually getting more fluent as I am immersed in this world's culture and more and more of its language has come to have meaning. But part of me still longs for

the simpler days of sending a message to another teacher by a student. A "Student Pony Express" if you will, with the student waiting patiently for a reply. It is a terrible feeling and one full of doubt as to what steps to take after your E-mail tells you that your message has been read, but there is no reply. Are there no manners in Cyberworld? Or is it simply that there is even less time now that we have stepped into this strange new world, but still linger with one foot in the old. And sometimes when the power goes awry, we are glad we did.

Jo Ann Brown is an AAE member and teaches in Homewood, AL. **EM**

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Are there no
manners in
Cyberworld?

What Teachers Make

The dinner guests were sitting around the table discussing life. One man, a CEO, decided to explain the problem with education.

He argued, "What's a kid going to learn from someone who decided his best option in life was to become a teacher?"

He reminded the other dinner guests what they say about teachers, "Those who can, do. Those who can't, teach."

To corroborate, he said to another guest, "You're a teacher, Susan. Be honest. What do you make?"

Susan, who had a reputation of honesty and frankness, replied, "You want to know what I make?"

"I make kids work harder than they ever thought they could. I make a C+ feel like a Congressional Medal of Honor, and an A- feel like a slap in the face if the student did not do his or her very best. I can make kids sit through 40

minutes of study hall in absolute silence. I can make parents tremble in fear when I call home. You want to know what I make?"

"I make kids wonder. I make them question. I make them criticize. I make them apologize and mean it. I make them write. I make them read, read, read. I make them spell definitely beautiful, definitely beautiful, definitely beautiful over and over and over again, until they will never misspell either one of those words again. I make them show all their work in math and hide it all on their final drafts in English.

"I make them understand that if you have the brains, then follow your heart and if someone ever tries to judge you by how much you make, you pay them no attention.

"You want to know what I make?"

"I make a difference."

"What about you?" **EM**



No Americans in Maryland?

A Marylander says his sixth-grade son has to do a family tree for English class. There is no writing involved. There are no grammar or punctuation lessons. But what really bugs the dad is this instruction for the verbal presentation: "Do not refer to yourself as an American unless you are an American Indian."

The kid's mom has a couple of American Indian great-grandparents, but the family doesn't want their son to think that's the only way to qualify as an American.

"We have already helped our son a little with what he is going to say. I expect he will not get an A." **EM**

Source—*Joanne Jacobs*, Fox News, a former Knight-Ridder columnist and San Jose Mercury News editorial writer, now blogs at JoanneJacobs.com while writing a book, *Start-Up High*, about a San Jose charter school.

Pennsylvania Adopts Sensible Teacher Quality Reforms

Eliminating a major barrier to classroom entry for recent college graduates and career-switchers, the Keystone State's board of education last month voted to deem "qualified" those teachers who receive training from Teach for America and other national alternative programs. The board also decreed that elementary-certified teachers who instruct seventh- and eighth-graders must pass tests in their subjects in order to be considered highly qualified. For the full story, go to www.philly.com/ml/inquirer/4522887.htm. **EM**

Source—The Education Gadfly, news and analysis from the Thomas B. Fordham Foundation. Website: www.edexcellence.net/gadfly.

Texas Charter Schools to Close for Poor Academic Performance

Texas education commissioner Felipe Alanis has ordered five charter schools in the Lone Star State (including two in Houston) to close by the end of the school year because they have failed for three years in a row to meet state standards. The closures would be the first

to occur for purely academic reasons since the legislature authorized charters in 1995.

This is a belated sign of a healthy accountability system incorporated into the charter school concept. Too bad traditional (nonchartered) schools aren't held to the same accountability system! **EM**

Source—Houston Chronicle

New Teachers Say Standards Help Them Teach Better

A recent article in the Phi Delta Kappan suggests that new teachers might be benefiting from the implementation of standards-based reform in schools. When interviewed about the state's Standards of Learning (SOL) tests, new teachers in Virginia told a researcher that the existence of the tests had fostered collaboration within their department, provided consistency and structure in the curriculum, and allowed them to exercise pedagogical freedom while still knowing they were teaching what students needed to learn. Because experienced teachers have sometimes complained about losses of autonomy and professionalism as a result of testing, the advantages of standards for new teachers may have gone overlooked—but properly implemented, standards-based reform need not result in a backlash from veteran teachers. More experienced teachers have an important role to play in showing younger teachers how to implement standards-based instruction. Schools need to strike a balance between ensuring that teachers cover the material in the state's academic standards (in part by providing time for teachers to collaborate by grade level or subject matter so that they can plan a strategy for implementing standards-based reform in a school) and allowing veteran teachers some freedom and flexibility with regard to daily instructional decisions. **EM**

Source—National Council on Teacher Quality (NCTQ) publication, *Teacher Quality Bulletin*, a weekly e-mail newsletter. For more information, visit www.nctq.org.

U.S. House Passes Resolution Recognizing the Importance of Teaching Our Nation's History

The U.S. House of Representatives has passed a resolution, sponsored by Education & the Workforce Committee Members Ron Kind (D-WI) and Tom Osborne (R-NE), recognizing the importance of history in a child's curriculum.

"Learning history is a critical part of becoming an informed and engaged United States citizen. History teaches young people

about our common identity and experiences as Americans," Osborne said. "Too few students today benefit from the important lessons of our nation's past."

"We're asking a lot of our nation's teachers, and they deserve our full support," Education & the Workforce Committee Chairman John Boehner (R-OH) said. "President Bush and House Republicans have provided a landmark increase in teacher quality funding to help states put a qualified history teacher in every classroom."

The No Child Left Behind Act also addresses the history and civics learning gap by authorizing the Civic Education program, which supports the Center for Civic Education to encourage instruction on the principles of our constitutional democracy, the history of the Constitution and the Bill of Rights, and how the Congress functions on a day-to-day basis. **EM**

More States Requiring School Pledge

The patriotic atmosphere following the Sept. 11 attacks—together with a backlash against a federal court ruling—has prompted more and more states to require that the Pledge of Allegiance be said in school.

Twenty-eight states require public school classes to recite the pledge, according to the Education Commission of the States, a national association of state education officials. Seven more encourage schools to conduct the pledge.

Sixteen states had passed laws during the 2002 session or had legislation pending that required or encouraged reciting the pledge in schools, according to the National Conference of State Legislatures.

Three of those states—Tennessee, Illinois, and Missouri—enacted laws requiring or encouraging the Pledge of Allegiance since an appeals court declared the phrase "under God" in the pledge unconstitutional last June.

The 9th U.S. Circuit Court of Appeals in California on June 26 barred the practice of reciting the pledge in school because of the phrase, which Congress inserted in 1954. The court blocked its own decision from being enforced to allow for appeals.

"Since Sept. 11 especially, it's been an issue that legislators really rallied behind and it seems that it's something that most of them can agree on," said Greta Durr, an education-policy analyst with the council.

Civil libertarians are urging caution about the trend. "Unfortunately, too many people allow them to wave the flag and forget that they haven't done anything to improve the public schools with all this flag-waving," said Larry Frankel, legislative director of the Pennsylvania chapter of the American Civil Liberties Union.

Despite the push to require the pledge,

court rulings still guarantee students the right not to participate. A landmark U.S. Supreme Court decision, *West Virginia State Board of Education v. Barnette*, affirmed this right in 1943, and later rulings guaranteed students the right to sit during the pledge. **EM**

Source—The Associated Press.

Massachusetts Approves Controversial History Guidelines

In October, the Massachusetts' Board of Education unanimously approved new K-12 history standards despite criticism that the guidelines were rushed and weighted more heavily toward facts than concepts. The state maintains that the public had ample time to offer input, as the standards' two-year development included numerous meetings with teachers and community groups. The standards—which take effect immediately although the statewide history exam won't be administered until 2005-06—place greater emphasis on Western civilization. **EM**

Source—The Education Gadfly, news and analysis from the Thomas B. Fordham Foundation, www.edexcellence.net/gadfly.

Education Department Praised for Moving Forward on Plans to Enforce Law Requiring Equal Access for Boy Scouts

The U.S. Department of Education has begun accepting public comments to consider prior to proposing regulations that will enforce a provision in the bipartisan No Child Left Behind Act (H.R. 1) prohibiting federally funded elementary and secondary schools from denying Boy Scouts organizations equal access to school campuses. The House leadership praised Secretary Rod Paige for ensuring the Department follows through with enforcement of the new law.

"This common-sense provision passed the House and Senate with overwhelming bipartisan support, and I commend Secretary Paige for following through with plans to ensure that it is enforced," said House Education & the Workforce Committee Chairman John Boehner (R-OH).

Under a provision authored by Rep. Van Hilleary (R-TN) that was included in the No Child Left Behind Act, Boy Scouts groups cannot be denied the right to conduct a meeting on the campus of any public school that accepts federal education funds and permits other outside youth or community groups to meet on campus.

Rep. Hilleary led House efforts to ensure the inclusion of the provision in the No Child Left Behind legislation, offering an amendment to H.R. 1 on the House floor that was adopted on voice vote with no recorded opposition. **EM**

Calling the ACLU!

In its issue of November 27, 2002, *Education Week* described the efforts being made by public schools to accommodate the religious needs of Islamic pupils. This includes, in some schools, setting aside a room where students can pray together during school hours and making special arrangements for students who are fasting during Ramadan.

Public schools across the nation, to the extent that their enrollment includes Muslim students, are facing similar issues. In New York City, for example, a number of schools have designated a room in which Muslim students can worship.

As one reads about these accommodations, one is reminded of the Sherlock Holmes story about the dog that didn't bark. In this instance, the dog is the American Civil Liberties Union. The ACLU has traditionally been vigilant in taking legal action against any acknowledgment of religion in the public square and, specifically, in the public schools. Civil liberties lawyers have sued to remove all religious activities and symbols from schools and to ensure that they remain resolutely secular.

Thus it is indeed surprising that the ACLU has not voiced a peep about public schools that set aside special prayer rooms for Muslim students. Would they be equally silent if public schools set aside special rooms where Catholic students could say the Rosary, where Protestant students could pray together, or where Jewish students could study the Torah? **EM**

Source—Diane Ravitch is a Research Professor at New York University and a trustee of the Thomas B. Fordham Foundation. "Schools Adapting to Muslim Holy Month," by Nashiah Ahmad, *Education Week*, November 27, 2002, www.edweek.org/ew/ewstory.cfm?slug=13ramadan.h22&keywords=Islam.

Thirty Years Later, Some Members Still Dislike Union's Unified Structure

Anytime teacher unions survey their members, you are sure to learn something. The NEA post-election survey won't be ready for some time yet, but a summertime survey of the members of the Alabama Education Association (AEA) recently surfaced. And while most of the results are what you would expect from members inclined to respond to such a survey (e.g., 75 percent believe public education in Alabama is on the right track, upwards of 90 percent are satisfied with AEA services), there were a few surprises. Of the

members surveyed, 59 percent described themselves as active in their local union.

Their political affiliation was comparable to national figures for NEA: 52 percent Democrat, 34 percent Republican, and 10 percent independent.

Only 35 percent had ever had contact with UniServ staff, and only 20 percent had ever received services from UniServ staff.

NEA technology folks take note: 61 percent of Alabama members have never visited the AEA web-site.

Only 5 percent of AEA members describe it as a "labor union," but that's up from 2 percent in 1998.

Asked to choose the single most important reason to be a member of AEA, 57 percent chose reasons related to security (support and protection, legal representation, liability insurance, and job security). Nothing else came close. If Alabamans are representative of all teachers, this may explain the demise of new unionism. Teachers demand protection from their union; all other considerations are secondary.

Mirroring the 2000 NEA post-election survey, AEA members were given a list of twenty-two programs and were asked: "What priority should AEA give to the following programs over the next four years?" The choice "oppose voucher programs" ranked 18th. Protecting the retirement fund was 1st.

Finally, the AEA survey has a unique question. It deals with NEA's unified dues structure. Established in the early 1970s when NEA made the shift from professional association to labor union, the policy dictated that NEA members must become members and pay dues at all levels—local, state and national. AEA asked its members if, given a choice, they would choose to belong to both AEA and NEA, or just AEA alone. A majority (57 percent) like the current structure just fine, but a surprising 38 percent said they would opt out of NEA if allowed. It bears mentioning that Alabama is a right-to-work state, so it is safe to assume that many potential members don't join for the very same reason.

It is amazing that the unified dues issue has such longevity. It was thirty years ago this month that the Missouri State Teachers Association refused to enforce the unified dues structure, leading NEA to disaffiliate it. In 1975, independent organizations in Georgia and Texas were formed and built on dissenting members when state organizations decided to affiliate with NEA. Today, those independent associations are still the largest teachers' organizations in their respective states. **EM**

Source—The Education Intelligence Agency (EIA) Communiqué. EIA conducts public education research, analysis, and investigations. Director: Mike Antonucci, PO Box 580007, Elk Grove, CA 95758. Phone: 916-422-4373. Web-site: www.eiaonline.com.

Abuse or Neglect: What Is a Teacher to Do?

By La Rae G. Munk, AAE's Director of Legal Services

Child abuse or neglect suspected under any circumstance can create a difficult situation for anyone to handle. However, in a school setting, matters may be complicated by the relationship between the teacher, the child, and the parent. Despite the need for parents to be able to confide in teachers so as to meet the needs of a child, school administrators and teachers have certain legal obligations that must be followed to prevent personal liability.

Generally, each state has certain legal requirements that an educator must follow. If you have not been given those requirements by your administration, please take the time to ask for a copy of the district's written policy and the state requirements. The state guidelines should be available in each school district central office.

Here are some basic guidelines to follow when you suspect a child has been abused or is being neglected:

Get a co-worker or school administrator to be present as a witness during any

questioning of the child regarding a bruise or action that prompted your concern.

Be aware of the definitions of child abuse and neglect so that you understand the legal considerations. Good overall definitions are:

- a) "Child abuse" means harm or threatened harm to a child's health or welfare by a parent, a legal guardian, or any other person responsible for the child's health or welfare, or by a teacher or teacher's aide, that occurs through nonaccidental physical or mental injury; sexual abuse; sexual exploitation; or maltreatment.
- b) "Child neglect" means harm or threatened harm to a child's health or welfare by a parent, legal guardian, or any other person responsible for the child's health or welfare that occurs through either of the following:
 - (i) Negligent treatment, including the failure to provide adequate food, clothing, shelter, or medical care.

- (ii) Placing a child at an unreasonable risk to the child's health or welfare by failure of the parent, legal guardian, or other person responsible for the child's health or welfare to intervene to eliminate that risk when that person is able to do so and has, or should have, knowledge of the risk.

Document with specific facts (and with pictures if possible) any suspected abuse or neglect and report it immediately to the appropriate school officials. Keep copies for your own records.

Continue to document and report each occasion of suspected abuse or neglect to prevent any personal liability even if officials do not take steps necessary to protect the child or remove the child from the abusive or neglect situation.

Where there may be a substantial risk of harm, contact the local law enforcement agency for direction and guidance. **EM**

The Hillsdale Approach to Teacher Education

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The Mackinac Center for Public Policy in Midland, Michigan, writes, "[W]hile Hillsdale may be virtually alone in its diagnosis of the modern educational disease, it is confident that the future of teaching lies in the practices of the past." *The National Monitor of Education* in Alamo, California, writes, "The Hillsdale approach to teacher training is solid meat and potatoes, a practical approach opposed to theoretical pie-in-the-sky doctrines often advocated in teacher training programs. There would be few, if any, failures of new teachers in the classroom if as student teachers they had the opportunity to participate in programs similar to Hillsdale's."

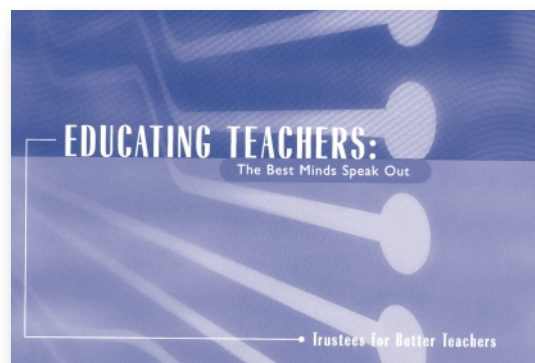
As of this writing, Hillsdale College has a six-year 100 percent placement rate for those students who graduate with a teaching certificate and seek to start their teaching careers the following school year. According to the College Registrar, if the students admitted to the Teacher Education Program were collectively considered as having one and the same major, the Teacher Education Program would be designated as having more students than does any other major that the College

offers. Some of these students' placements are in the very schools, public and private, in which the students complete their student teaching. Will Carlton Academy, a local charter school, hires our students, as does Hillsdale Academy. This is not to suggest that all our students teach in Michigan, for our students have been recruited from as far away as Arizona. On a related note, our education professors have advised schools from North Carolina to Nebraska to California on how to identify competent teachers and how to retrain those just out of college. Hillsdale College even operates a Center for Teacher Excellence and provides full scholarships so that other teachers can improve their classroom effectiveness. While Hillsdale College's Teacher Education Program graduates tens of liberal arts teachers each year as opposed to the hundreds of education major teachers from state universities, our teachers do not need to be retrained and are effective in the classroom starting on their first day.

We welcome visitors to all our education courses on campus, and we can arrange for guest observations of our student teachers off campus. We also keep Hillsdale Academy open for tours, and we make available for consultation the education professors responsible for the Academy's curriculum.

The faculty, administrators, and Board of Trustees of Hillsdale College actively implement the College's Mission Statement. By preparing liberal arts teachers, Hillsdale College's Teacher Education Program is always providing the next two generations, that is, teachers and their students, with the wisdom and value of a liberal arts education. **EM**

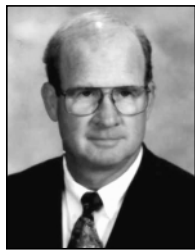
Robert C. Hanna, Ph.D., is director of teacher education and an associate professor of education at Hillsdale College in Hillsdale, Michigan. Dr. Hanna is also an adjunct scholar with the Mackinac Center for Public Policy.



Source—The above article is part of a series of articles on *Educating Teachers: The Best Minds Speak Out*, published by Trustees for Better Teachers, and the American Council of Trustees and Alumni, www.goacta.org.

Professionalism Puts Priority on Pupils

By Jim Hawkins



Jim Hawkins

At least when it comes to teachers, the ones who are most remembered as our best or favorite teachers possessed the characteristics of compassion and sensitivity, plus the ability to make each child feel like they were

number one in priority. That ability is still possessed by many of our teachers today, but sadly has not been exhalted as it should be by many in the school business. It is also believed by many that the unionization of teachers has been detrimental to the “children first” professionalism that is so desperately needed. Most likely it occurred without members of the unions even realizing it, but by definition, their labor union is organized to advocate what is best for its members and many times it happens at the expense of students.

In March 2000, the Los Angeles teachers union called for a strike to protest a pay increase for teachers whose students show improvement. L.A. officials wanted to give all teachers a 10 percent pay bump, but give an extra 6 percent to those whose students did better on test scores. The union objected and wanted a 15 percent across the board raise for all teachers instead. Keep in mind that no jobs were in jeopardy, but those who got results would earn more. Iowa also tried this with the Phase III plan and it is also meeting solid resistance. Iowa’s new teacher compensation package has reward elements in it, but likewise meets resistance unless the reward is for *teachers* passing more tests or earning more degrees. Of themselves these are worthy requirements, but the teacher who holds a bachelor’s degree and nothing else can still prove to be a more effective teacher than those with the advanced degrees. There is no resentment for those who have earned higher education credentials, as I, too, have done, but I know many who are excellent teachers who have concentrated solely on doing what is best for their classes, and did not find the time to pursue advanced degrees.

Have you ever heard of a union going on strike to increase student performance? When 7,200 teachers in Detroit went out on strike two years ago, just what do you think that the 172,000 students were doing? For those teachers to claim to be professionals, while carrying picket signs, and sending children home is shameless, and takes crass spin to justify. Those teachers were earning in the \$50,000 plus range and teach in a state where strikes are supposed to be illegal.

Pennsylvania has had as many as thirty strikes at one time under the teacher union leadership. Out of this self-serving union chaos grows a movement of independent teachers in nonunion professional associations from predominately Right to Work states. These 250,000 plus “independent” teachers strive to do what is best for *children*. Doing what is best for children is also what is best for teachers, but doing what is best just for teachers may not always be best for children. Therein lays a major difference between the unions and the independent professional associations on this issue. Professionals know that what they say and do is important both in and out of the classroom. Likewise, what is not said and not done is equally important. Militant and self-serving labor union actions and attitudes are damaging to teachers in gaining the status they deserve along with that of other professions. Militant attitudes, actions, and massive political campaign contributions can force laws and policies, but will never gain

respect for the profession. It is time for educators to accept their job as role models and not just disseminators of information.

Historically teachers were held in high esteem within the communities. The association I represent, Professional Educators of Iowa, endeavors to bring that high esteem back to our members. As a professional association, we work hard to promote character, and professional conduct, and above all else we measure our success by how it impacts our children. For us it is just like the old Dial soap line, “Don’t you wish everybody did?” **EM**

Jim Hawkins is the State Director for Professional Educators of Iowa (PEI), an AAE state affiliate. Jim has over twenty-eight years of experience as a teacher and administrator. He has written articles for the State of Iowa, and the Iowa Association for Supervision and Curriculum Development. Contact PEI at 1228 Sunset Drive, Suite C, Norwalk, IA 50211, 515-981-4511, proedia@aol.com.

Florida Board of Education Leads the Way in Supporting American Board Certification

Under the effective leadership of Secretary Jim Horne, the Florida Board of Education is the first state board of education to lend its support to the American Board for Certification of Teacher Excellence. The American Board will begin working closely with the State of Florida to address state policy issues relevant to teacher certification and the No Child Left Behind Act.

“The Florida Board of Education applauds the American Board for its efforts,” said Secretary Horne, “and intends to fully consider American Board Certification tests as a mechanism for certifying teachers within the state.” American Board President Dr. Kathleen Madigan said, “The American Board is eager to begin work with the State of Florida and its prospective and veteran teachers.”

To date, Departments of Education in Colorado, Minnesota, Pennsylvania, and

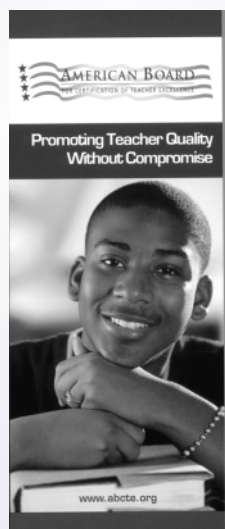
Tennessee have also begun discussion with the American Board on how to fully acknowledge the Board’s Passport and Master Certifications as state-recognized certification methods. **EM**

Editor’s Note—

We invite you to learn more about the American Board for Certification of Teacher Excellence. Our own Tracey

Bailey is on ABCTE’s National Advisory Panel, along with other notables like E.D. Hirsch, Jr., Diane Ravitch, and Lew Solmon. Teachers in today’s mobile society should be very interested in the new Passport Certification, and the Master Teacher Certification.

For more information on American Board Certification Programs, log onto: www.abcte.org or contact Buffy DeBreaux-Watts, Director of Marketing & Outreach at bdebreaux-watts@abcte.org, or at (202) 261-2637.



Accountability Works Refutes Claims of Inadequate Federal Funding for Testing

New testing requirements in the No Child Left Behind Act (NCLB) are affordable, and federal funding for testing purposes is adequate, says a recent cost study by the Washington, D.C.-based Accountability Works. The study refuted a previous analysis by the National Association of State Boards of Education (NASBE) that asserted that new testing requirements would cost states as much as \$7 billion.

“This cost study reveals what opponents of meaningful assessment and education reform don’t want you to know—namely, that new testing requirements will not bankrupt states and school districts around the nation and are, in fact, affordable,” said Lisa Graham Keegan, CEO of the Washington, D.C.-based Education Leaders Council (ELC).

Examining Real Costs

ELC commissioned the cost study when Jim Nelson, former Texas Commissioner of Education, and ELC board chairman, suggested it might be useful to take a look at the real costs associated with new testing requirements. The capacity of states to implement this key provision of the legislation is critical, given the central role of test-based accountability in the new act.

The study found the annual cost increase for the fifty states and District of Columbia to comply with NCLB testing requirements is projected to be between \$312 million and \$388 million, while the federal appropriation is nearly \$360 million in FY 02 and is expected to increase in future years.

Accountability Works found the average state is projected to face annual cost increases between \$6.1 million and \$7.6 million and receive \$7.1 million in federal funds for this purpose.

NCLB requires that all children be tested in reading and math in grades 3 through 8 plus once in high school and that children be tested in science at least once in elementary, middle, and high school. Prior law had required only that children be tested in reading and math at least once at elementary, middle, and high school levels. NASBE argued in a cost analysis last fall that new requirements for testing children in grades 3-8 annually would be cost-prohibitive and urged policymakers to reconsider the requirement.

Theodor Rebarber, Accountability Works president, disputed that conclusion. “Cost should not be an obstacle for the great majority of states in implementing the new testing requirements so long as they use reasonably efficient practices. The widely cited study by NASBE, which suggested a large disparity between federal resources and requirements, contained significant flaws.”

The study revealed that the NASBE cost estimates, which received considerable attention during the congressional debate on NCLB, used misleading figures and comparisons to inflate the estimated cost of testing requirements and magnify the difference between federal resources and state costs.

Brenda Welburn, NASBE executive director, said NASBE stood by its report and that its findings had

been taken out of context in the Accountability Works cost study. The report is available on ELC’s web-site at www.educationleaders.org. **EM**

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 “Cost should not be an obstacle for the great majority of states in implementing the new testing requirements.”



Newspaper Headlines in the Year 2035

- Spotted Owl Plague Threatens Northwestern United States Crops and Livestock
- Baby Conceived Naturally... Scientists Stumped
- Authentic Year 2000 “Chad” Sells at Sotheby’s for \$4.6 Million
- Castro Finally Dies at Age 112; Cuban Cigars Can Now Be Imported Legally, but
- President Chelsea Clinton has Banned Smoking
- George Z. Bush Says He Will Run for President in 2036
- Postal Service Raises Price of First Class Stamp to \$17.89 and Reduces Mail Delivery to Wednesday Only
- 35-Year Study: Diet and Exercise are the Keys to Weight Loss
- Massachusetts Executes Last Remaining Conservative
- Supreme Court Rules Punishment of Criminals Violates Their Civil Rights
- Congress Authorizes Direct Deposit of Illegal Political Contributions to Campaign Accounts
- IRS Sets Lowest Tax Rate at 75%
- Ozone Created by Electric Cars Killing Millions in the Seventh Largest Country in the World, California



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