DOCUMENT RESUME

ED 416 277 UD 032 140

TITLE	Urban Education.
INSTITUTION	Recruiting New Teachers, Inc., Belmont, MA.
PUB DATE	1995-00-00
NOTE	14p.
AVAILABLE FROM	The National Center for Precollegiate Teacher Recruitment, Recruiting New Teachers, Inc., 385 Concord Avenue, Belmont, MA 02178; fax: 617-489-6005 (single copies, $2.95; one-year subscription, $12.95).
PUB TYPE	Collected Works - Serials (022) -- Reports - Evaluative (142)
JOURNAL CIT	Future Teacher; v2 n1 Fall 1995
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Black Students; *Cultural Awareness; Cultural Differences; Educational Change; Elementary Secondary Education; *Minority Group Teachers; *Multicultural Education; *Teacher Recruitment; *Urban Education; *Urban Schools; Urban Teaching; Urban Youth

ABSTRACT

The articles in this theme issue focus on urban education. The first essay, "The Changing Urban School" by Rosanne Bacon, notes the challenges of urban schools. As the nation's cities change to reflect a more diverse, multicultural, and multiethnic population, urban schools must meet the needs of a rapidly changing student population. Teachers are at the heart of efforts to make urban schools exciting places of learning and achievement. Ako Kambon, in "Recruitment of Minority Teachers Is Key to Improving Urban Schools," notes that minority students will comprise 33% of the U.S. school population by the year 2000. However, if present trends continue, minorities will be less than 5% of all teachers in the United States by that time. A number of factors contribute to diminishing interest in teaching on the part of minorities. Among these are the relatively low status of teaching as a profession and various economic factors, as well as the perception that urban schools are combat zones. The development of minority recruitment programs in teaching must be encouraged, to provide a supply of minority teachers for the schools of the future. "Urban Public Schools: Getting the Job Done" by Michael Casserly highlights successes in urban schools. Increasing numbers of black urban students are completing high school, and a majority of urban teachers report that they do not have trouble keeping order in their classrooms. "Wanted: Teachers with an Attitude" by Jerry Howland details the successes of three urban students who represent the possibilities an urban education can provide. Sidebars to this section present "Activities To Get Students Interested in Urban Teaching," "The Urban Teacher Collaborative" (a partnership of Recruiting New Teachers, Inc., the Council of the Great City Schools, and the Great City Colleges of Education), and "What It Takes To Teach in Urban Schools." (SLD)

The Changing Urban School.
Future Teacher; Volume 2, Number 1 Fall 1995

Recruiting New Teachers, Inc.

Issue Focus: Urban Education

VOLUME 2 ◦ NUMBER 1 ◦ FALL 1995

Future Teacher™

A Publication of **Recruiting New Teachers, Inc.** and its **National Center for Precollegiate Teacher Recruitment**

"Shaping the Profession that Shapes America's Future"

The Changing Urban School

For too many Americans, the very word "urban" conjures up visions of violence and peril, poverty and neglect. But those of us who have lived and taught in urban areas know that those visions, though often too real, are not the only reality.

Our urban schools are more often exciting, energetic, challenging places to work and learn. They are diverse, interesting, and stimulating, and if there are examples of failure there are more examples of triumph. In many instances urban schools are the very vanguard of education reform, forced by circumstances to be more creative than their more affluent suburbs.

Henry Cisneros, Secretary of HUD, conducted a forum I attended several years ago. The result of that forum was a report titled *Interwoven Destinies, Cities and the Nation.* I feel as if Secretary Cisneros is speaking directly to us as educators.

> *"All of us regularly interact with, depend on, and utilize cities for our livelihood and enjoyment. Even if we do not spend much time within city limits, urban vitality is essential for the entire country to generate the productivity, create the the opportunity, and achieve the promise of a better future for everyone. Our nation and our cities face a common destiny. The power to shape it is in our hands."*

This is our challenge. As our nation's cities change to reflect a more diverse, multicultural and multiethnic population, urban schools must meet the needs of a rapidly changing student population. Teachers are at the heart of efforts to make urban schools exciting places of learning and achievement.

Building on the success of reform efforts all around the country, urban schools are unleashing the creativity and drive of committed teachers to make themselves vital centerpieces of the communities they serve.

Reforms now in place in many districts mean that teachers are in the strongest position ever to make a positive impact on the students they teach. In this issue, we're highlighting what's new and working in urban schools and how your students can get involved. Features in this issue include:

- **Ako Kambon, Executive Director of the Ohio Commission on African American Males,** puts recruitment of minority and culturally diverse teachers front and center in the struggle to improve our nation's urban schools. His remarks start on page 2.
- **Deborah Meier on the Power of Urban Schools.** As leader of the innovative Central Park East, Deborah Meier is at the forefront of urban school renewal. Her 30 years as a teacher and education reformer have taught her to believe in high expectations for all students. Excerpts of her new book appear on page 6.
- **Teacher of the Year, Jerry Howland** talks about his successes teaching in urban schools for the past 25 years, and reveals what it really takes to teach in a city classroom—attitude! See page 4.
- **The Council of the Great City School's Michael Casserly** shares his perspective that urban schools are the great unsung success stories in American education: educating more students, more effectively than ever before. His article appears on page 3.

As you work during the new school year in your programs to nurture future teachers, keep in mind that some of teaching's greatest challenges and greatest rewards can be found in America's urban schools.

Rosanne Bacon, Director of the National Center for Precollegiate Teacher Recruitment

Voices

"Good teachers are, I believe, called to teaching because they really like people—as unique, unpredictable, complex, never fully knowable, and endlessly varied."
—Deborah Meier, Central Park East, New York City

Highlights

Mission

RNT's National Center for Precollegiate Teacher Recruitment seeks to help develop a more diverse, capable, and culturally responsive teaching profession through creative, service-oriented teaching exploration programs at the precollegiate level. (See page 12 for more information.)

Recruitment of Minority Teachers is Key to Improving Urban Schools

by Ako Kambon

In my work with the Ohio Commission on African American males, I'm often asked why I believe that the recruitment and retention of minority and culturally diverse teachers should be at the top of the list of priorities for those seeking reform and improvement of our educational system.

Obviously, there is no single magic solution to elevate the quality and effectiveness of education in America's urban schools, but I believe we can point to several key elements: understanding the importance of culture in the education process; recognizing that teachers must adapt to the learning styles of their students; and ensuring that teachers clearly and consistently communicate what they expect from their students.

R.L. Martinez, Jr., writing in the April 1991 issue of the *Vocational Education Journal,* offered the opinion that the lack of minority teachers could "contribute to the underachievement of minority students, provide little incentive for minority students to advance in school, and negatively affect their careers and life aspirations."

If Martinez's observation is accurate, then there is no single factor more essential to improving urban schools in America than vigorous recruitment, retention and nurturing of greater numbers of culturally diverse teachers—especially those of African American, Hispanic and other non-white origins.

It is estimated that minority students will comprise 33 percent of the U.S. school population by the year 2000. The American Association for Colleges for Teacher Education has predicted that, if present trends continue, minority teachers will represent less than five percent of all U.S. teachers by the year 2000.

A number of factors contribute to this troubling trend, including the decreasing number of minority students choosing education as a major field of study; the relatively low starting salaries of teachers; and the perception that urban school districts are "combat zones."

It is also an undeniable fact that the relative status of teaching as a profession has diminished over the past few decades. Teachers, to paraphrase Rodney Dangerfield, feel that they "don't get no respect" from society in general. This feeling of being undervalued leads many to leave the profession, and discourages many others from considering education as a career.

On the other hand, there are hopeful signs that the conditions and status of teaching are changing for the better. Site-based management has created new teacher roles, salaries have risen, enrollments in teacher education are on the upswing, and as Michael Casserly points out in this issue, the reality of urban schools is often far from the "combat zone" rhetoric in which they are often portrayed. In sum, there has never been a more challenging or rewarding time to be a teacher.

That's one reason why we must continue to encourage the development of innovative minority recruitment programs such as those in effect at a number of colleges and universities. At the local level, school boards and teacher associations should be creatively involved in such efforts as using retired minority teachers and administrators; joint venturing with private sector companies to use professional employees to teach specialized "real world" courses; mandating diversity training for all teachers and administrators and establishing a range of precollegiate programs such as those represented by *Future Teacher's* readers.

D.P. Skylark, in an article in the May, 1993 issue of *School Administrator,* reminds us that such a comprehensive effort will require more

Activities to get students interested in urban teaching

Segun C. Eubanks is currently the Director of Urban Initiatives for Recruitng New Teachers. Prior to joining RNT, he was Coordinator of the Louisiana Consortium on Minority Teacher Supply and Quality where he directed three pre-collegiate teacher recruitment programs in New Orleans. We asked Segun for his advice to assist you in getting your students interested in teaching in city schools.

Whether the participants in your program live in urban, suburban, or rural communities, they should be introduced to the unique challenges and rewards of urban teaching. Here are a few suggested activities for your program to consider:

1. **Involve urban teachers as mentors.** Mentoring can be a very powerful recruitment tool for young people, particularly in urban communities where too often there is a lack of good role models. An article entitled "Mentoring with Future Urban Teachers" (published in the October 1994 edition of the *Journal on Urban Education*), states that "Mentors can serve as personalized support systems for learning about the realities of teaching in urban schools." If your participants live in suburban or rural communities, develop a distance mentoring program (using letters, the telephone, video, etc.) through partnership with an urban school. HINT: the most important component to any mentoring program is selecting the right mentors—teachers who are truly enthusiastic about the profession.
2. **Read about the urban school experience.** Reading about the urban school experience provides an excellent launching pad from which to explore the challenges and rewards of urban teaching. I recommend two books which provide very different yet equally important perspectives: Jonathan Kozol's *Savage Inequalities,* a hardhitting account of inequalities between urban and suburban public schools, and Deborah Meier's *The Power of Their Ideas,* a true story of one of the most successful schools in America. HINT: We all know how difficult it is to get young people to read! Try group reading activities, field trips, and other activities that bring the reading to life. If all else fails, try a good documentary film such as "High School II", which is filmed at the same school profiled in the Deborah Meier book (contact Zipporah Films at (617) 576-3603 about rental or purchase).
3. **Explore Diversity.** Among the most significant rewards of urban teaching is the opportunity to work with incredibly diverse groups of students. Teaching your students to recognize diversity and multiculturalism not only as an attribute, but as a central objective in American education, is key to getting them excited about teaching in urban schools. Literally hundreds of books, films and activities addressing diversity and multiculturalism are available, so I will not attempt to list them here. Do a bit of research to find activities appropriate to your students. HINT: Every student, even those that live and learn in "diverse" environments, can benefit from curriculum and activities that teach the value of diversity and explore teaching in multicultural environments.

than good intentions: "Multicultural understanding," Skylark wrote, "will require much more than a plan. It will require people working together, joining hands and sharing in a collaborative effort unlike anything we have seen in public education."

Ako Kambon is Executive Administrator of the Ohio Commission on African American Males, a state agency dedicated to dealing with education, criminal justice, health and employment issues affecting black men and boys.

Urban Public Schools: Getting the Job Done

By Michael Casserly

In a recent editorial in *Education Week,* I shared some startling news about urban schools: they're working. Citing two studies from the U.S. Census Bureau, I reported that urban schools are keeping more kids in school and teaching them more effectively than ever before - against stiffer odds than almost any other kind of school, public or private. The litany of hurdles is now familiar: discrimination, poor housing and nutrition, broken families, crime and drug addiction, teen pregnancy, unemployment, and crushing poverty. Logic dictates that it takes more torque to drive this engine of change than it does a motor hauling a lighter load. In some ways, urban schools are the last frontier in the democratic ideal. Urban schools may not be able to remove all barriers to the American dream, but apparently they are making the playing field more level.

The facts are these: in 1993, the annual high school dropout rate for blacks was five percent compared with four percent for whites. Some 73 percent of blacks age 25 and over in 1994 had at least a high school education, against 51 percent in 1980. This is significant because it shows that urban schools, which nearly half of all African-American students attend, may be some of the most effective in the nation.

To what can urban schools attribute their success? [The commitment of teachers, administrators, counselors and others who have taken up the challenge to improve urban education and have created schools that work for the communities they serve.] These schools are working smarter and more efficiently, building up years of research and skill.

Funding (federal and state) for effective programs that invest in people have also gone a long way to improve urban education. And it's important to keep in mind that those investment dollars will be paying dividend for years to come.

In another myth-busting report, this one conducted in 1993 by Lou Harris for the Ford Foundation, urban teachers reported that they are not spending precious classroom time keeping unruly students under control. Contrary to what is reported about them, 76 percent of teachers surveyed say they "do not find it hard to keep order in their own classrooms." And 69 percent say they "do not have to give up individual attention in order to get order in the classroom."

The Urban Teacher Collaborative

". . . a collaborative effort unlike anything we have seen in public education."

This is the call made by Ako Kambon (in the article "Recruitment of Minority Teachers is Key to Improving Urban Schools," in this issue of *Future Teacher*) and is the ideal that the recently formed Urban Teacher Collaborative (UTC) hopes to achieve. This major new campaign brings together three groups committed to improving the quality, diversity, and cultural sensitivity of the nation's urban teacher workforce: Recruiting New Teachers, Inc.; the Council of the Great City Schools, a coalition of the nation's 50 largest urban public school systems; and the Great City Colleges of Education, which comprises more than 50 of the schools of education serving those cities.

The UTC partnership combines innovative recruitment efforts with improved teacher development policies and practices, significantly expanding coordination among higher education institutions that recruit and prepare urban teachers and the school districts which employ them. Currently, some 80 percent of the students in the nation's largest urban schools are African American, Hispanic, or Asian American, yet some 65 percent of urban teachers are white. The UTC is working to increase the numbers of teachers of color in the nation's major city schools. The initiative is also addressing critical teacher shortages in certain curricular areas (such as bilingual education and special education), which in urban schools are about four times the national average.

The first programs offered through the UTC are designed to provide needed resources, support, and guidance directly to prospective teachers at every stage of their progression along pathways into the profession. These programs include the following:

- **Outreach to Prospective Teachers for Urban Schools:** reaching prospective urban teachers through "localized" versions of RNT's successful public service ad strategies, direct mail, and outreach to community groups. A recent UTC direct mail campaign, targeted to 240,000 high school students of color who scored well on college entrance exams, attracted over 20,000 responses—an almost eight percent response which is unusually high for a direct mail effort. Moreover, five students from this pool were among the only 12 national winners of the National Basketball Association Teacher Scholarship Awards. This small success provides evidence of the potential impact of these efforts.
- **Assistance to Teacher Candidates:** providing immediate, personalized guidance to these teacher candidates through the RNT Urban Helpline's team of trained counselors and a sophisticated, dedicated computer database of resources, along with a range of other support programs. The UTC is currently working to develop an enhanced referral network in which names and background information on appropriate candidates will be provided to districts and colleges, with follow-up materials sent to those institutions and to the respondents themselves.
- **Precollegiate Teacher Recruitment:** The UTC is working with the National Center for Precollegiate Teacher Recruitment to help establish and improve existing urban programs designed to encourage precollegiate students to explore careers in teaching. In fact, this issue of *Future Teacher,* devoted to urban teaching, is an example of this collaborative effort.
- **Initiatives for Systemic Change:** The UTC is working towards the creation of comprehensive approaches to teacher development that enable teachers to surmount the extraordinary challenges they face in urban classrooms through on-going policy mobilization efforts and research studies designed to analyze the nature and effectiveness of teacher development in urban schools. The UTC is currently working on the first of such studies—an examination of new teacher induction practices in urban schools.

In addition to these initiatives, The Council of the Great City Schools, under the auspices of the UTC, was recently awarded a federal AmeriCorps grant to establish Urban Education Service Corp programs in five UTC cities. Taken together, these UTC initiatives form the foundation of a true "teacher pipeline" that will strengthen and diversify every phase of *urban teacher development.*

Innovations thrive in urban classrooms. Teachers and students are engaged in high stakes reform efforts such as inquiry-based instruction, alternative assessment, and other strategies that challenge students to meet higher standards of achievement and it's paying off.

Michael Casserly is the Executive Director of the Council of the Great City Schools.

Wanted: Teachers with an Attitude

by Jerry Howland

Any discussion we have these days about the future of teaching must focus on the importance of urban schools. For many students in urban classrooms, school represents their last hope for building productive lives. In urban settings, teachers are in a make or break situation to reach young people before it's too late. Because the stakes are so high, urban schools take more risks and savor success more sweetly than in any other educational setting.

Where do most people get their impressions of urban education? They may get them from the media, from standardized test scores or from movies like *Dangerous Minds* which promote dangerous stereotypes about the students we serve and the problems we face in urban classrooms.

My impressions of urban education come from teaching and working directly with students in inner city schools in Boston for 25 years. I have never seen a high school class like the one portrayed in *Dangerous Minds.* On the other hand, the success of the teacher in that film struck me as realistic. Why? *Because she had a positive attitude about the abilities of her students and she persisted until she found ways to engage her students in challenging educational activities.*

I teach two sections of Introduction to Law at Boston's English High School. Every student gets several opportunities during the year to argue legal cases in real courtrooms in front of judges or trial attorneys acting as judges. Over the past eight years I have seen this experience engage students who seemed indifferent to their own education. And I have watched it change their lives as it did for my students **Angie, Kashleigh, Hakim** and **Migdalia.**

We're doing new things at our school this year and it means a lot to me. Our new math program is really pushing me. I was alright in math. If I practiced, I could do it. But if I wanted to learn math someone really had to sit down and teach me. Mrs. Bennett's teaching was good because we weren't just in books. We worked in groups and on interesting projects. Mrs. Bennett's class showed us different ways to use math. She showed us how to use it in life. It's really changed my attitude.

Tara Merritt,

eighth-grade student, Hackett Middle School, Albany, New York

✦✦✦

English High School's mock trial team has won the Massachusetts mock trial tournament for three consecutive years in a competition involving over 100 public, private, and independent schools. Three of the six student attorneys who argued the championship trial in 1993 had been "kicked out" of other high schools. Two of them told reporters that they would have dropped out of school if not for the mock trial team experience. One of those students, **Angie,** is now entering her junior year on the Dean's list in the pre-med program at Howard University. The other, **Kashleigh,** just finished her freshman year at Boston College.

◇◇◇

"When I went to school in the city there were no black teachers, no role models for kids like me. Now my children see a lot of black faces in their classrooms: teachers, paraprofessionals, volunteers. I think this means a lot to them. It gives my children an identity. They look at these teachers and say 'yes, I could do this, I could be a teacher.' My son already says he's interested in being a teacher.

My children's school is a very exciting place these days. There are new programs being tried to improve academics and get the community more involved in the business of learning.

I'm a very active volunteer at the school. It's important for the kids that I do this. Parents often don't want to get involved. But I feel my son's education is just as much my responsibility as his teacher's. When something goes wrong, because I'm working with the school, I'm not just a person going in with a complaint. I think the teachers feel they know and respect me. Volunteering creates an enthusiasm, and teachers have a different outlook on your child when they know who you are. The relationship teachers build with a child's parent makes a difference."

Cathy Thomas,

parent volunteer, School #39, Rochester, New York

◇◇◇

Hakim, a member of the '93 and '94 teams, is an example of someone who was able to take what he was taught and raise it to an art form. At the 1993 state championship trial at Suffolk Law School, Hakim was brilliant in cross examining the expert witness from a suburban high school. After the trial he was approached by a gentleman who identified himself as someone who interviews applicants for Yale and strongly urged him to apply to Yale when he was a senior the next year. Hakim is a very bright young man who was a classic underachiever and did not have the grades or SAT scores for Yale. In fact, on the team of ten students that won the state championship that year, we did not have anyone with a combined SAT score over 1000. Yet they were able to win an academic competition that involved all of the important critical thinking skills with an emphasis on the ability to think on your feet. I know that Hakim could have done much better on his SAT's and grades if he had become a serious student earlier in his career but the fact remains that the most reli-

able indicator of how a student will do on the SAT is family income. A study published by the Education Testing Service indicated that the most reliable predictor of how a student will do in college is not SAT scores but rather persistence and leadership in extra curricular activities. Hakim clearly demonstrated his persistence and leadership that day at Suffolk Law School.

This year, **Migdalia,** a 15 year-old sophomore, delivered the closing arguments for EHS. She was the only student attorney who earned a perfect 10 from the judges in either the state semifinal or final trial. In fact, the semifinal judge awarded EHS two bonus points because of the exceptional quality of her arguments. At the national mock trial tournament in Denver, Migdalia received another perfect score with special commendation from the judges for her ability to deliver "the perfect combination of emotion and logic" in arguing a death penalty case.

Migdalia makes video tapes of her performances in the state and national tournaments to send to her father who lives in Puerto Rico. Migdalia has always wanted to become a lawyer but her father explained that no one in their family had ever been a lawyer so it would be more realistic for her to plan to be a paralegal or a legal secretary. But after watching her performance in this year's mock trial, her father wrote back to her that he had changed his mind—she should consider becoming a lawyer.

My courses teach instruction to law as a hand's on activity. Students are engaged in challenging assignments with clear and rigorous performance expectations. The same qualities of experiential learning, challenging subject matter, and high standards exist in many precollegiate teacher recruitment programs around the country. Many people, including, at times, parents and students themselves, do not have high expectations for inner city students and are surprised when they succeed. As a teacher and coach, I have received more recognition than I deserve for the achievements of my students. The truth is that there are more students like Angie, Kashleigh, Hakim and Migdalia in urban public schools than there are those who generate the negative headlines. The challenge of working in urban schools is in recognizing the talents of the students and providing opportunities for them to express those talents.

◇◇◇

"I grew up in the projects. I spent 25 years here. I came back [to teach] because I believe that is my role. There were not any positive black male role models here. That was something I had to do. It was always in my mind to come back and do something for the community. My family is very proud of what I'm doing. In my family, we have accountants and lawyers who are making nice money but it seems like I'm the one they always put on a pedestal. That makes me feel good, but I feel best when I see my children growing up and using the things I've taught them to try to make their lives better."

Dwight Brown,

fifth-grade teacher, Morton Elementary School, New Orleans

◇◇◇

A 1986 study of teachers who were successful in working with low income students revealed that all of these teachers had one thing in common: attitude. They had a positive attitude about the abilities of their students and everything they did implicitly conveyed this message to them.

What we need is to provide more opportunities for students like Hakim to display these qualities more often. The power to change student's lives begins with the attitude of the teacher. Preprofessional career awareness programs are a great opportunity to prepare students to make a difference for our nation's future.

Jerry Howland was the 1994 MA Teacher of the Year.

What it Takes to Teach in Urban Schools

While many would agree that all teachers should be prepared to teach in all environments, a growing body of research and practice suggests that the success of effective urban teachers can be attributed to clear ideologies and dispositions uniquely applicable to the urban classroom. Dr. Martin Haberman's Dimensions of Effective Teaching (as outlined in an article titled "Selecting Star Teachers for Children and Youth in Urban Poverty," published in the June 1995 *Phi Delta Kappan*) identifies seven characteristics which might be of interest to your students:

1. **Persistence:** Effective urban teachers believe it is their responsibility to engage all students in the learning process and they persist in trying to meet the individual needs of each student.
2. **Protecting learners and learning:** Star teachers bring their personal activities and interests into the classroom; involve students in learning that transcends curriculum, textbooks, and achievement tests; and see protecting and enhancing students' involvement in learning activities as their highest priority.
3. **Application of generalizations:** The ability to generate practical, specific applications of theories and philosophies and to connect day-to-day work to larger, long-range learning goals is key to the success of urban teachers.
4. **Approach to "at-risk" students:** Star teachers believe that, whatever the life conditions their students face, they as teachers bear a primary responsibility for sparking their students to learn. This approach, which does not blame the victim but instead identifies and tries to change the failures of the system is, according to Dr. Haberman, the most powerful predictor of future success with urban children.
5. **Professional versus personal orientation to students:** Genuine respect is the best way to describe the feelings star teachers have for their students. While they enjoy the love and affection of students when it occurs naturally, they neither crave it nor see it as a prerequisite for learning.
6. **Burnout: its causes and cures:** Effective urban teachers recognize the reality of burnout, determine the minimum things they must do to function in the bureaucracy, and develop support systems with like-minded colleagues.
7. **Fallibility:** The best teachers recognize and own up to not only common mistakes (spelling, etc.) but serious problems and ones concerning human relations.

How do we nurture and develop these qualities in our precollegiate students? Look for suggestions in the next issue of *Future Teacher!*

A Revolutionary at Work

For Deborah Meier, the well-worn reform maxim "all children can learn" is an idea she lived everyday as the leader of one of the most often praised public schools in the country, Central Park East (CPE) in New York City. With a commitment to the potential of all students, CPE is an exciting place for teaching *and* learning and an academic success story: 90 percent of all students graduate and 90 percent go on to college; an impressive achievement for any school, but especially significant for a school set in one of New York City's poorest neighborhoods.

To accomplish these stunning results, CPE embraced many of the "essential school" ideas of education reformer Ted Sizer who worked with Meier to establish this small high school that is meeting the needs of its students, families and the larger community. CPE's 450 high school students thrive in an atmosphere that supports students' inquiry into the world around them and sets high expectations for all. To meet high standards, the school uses innovative scheduling, portfolio assessments, and rigorous graduation requirements.This year, Deborah Meier published *The Power of Their Ideas: Lessons from a Small School in Harlem,* a moving account of her time creating, struggling, and leading Central Park East. Here are some excerpts from her book:

"... Good teachers are, I believe, called to teaching because they really like people—as unique, unpredictable, complex, never fully knowable, and endlessly varied."

Qualities for Prospective Teachers by Deborah Meier

"If I could choose five qualities to look for in prospective teachers they would be:

1. a self-conscious reflectiveness about how they themselves learn and about how and when they don't learn;
2. a sympathy toward others, an appreciation of differences, an ability to imagine one's own "otherness";
3. a willingness, better yet a taste, for working collaboratively;
4. a passion for having others share some of one's own interests;
5. a lot of perseverance, energy, and devotion to getting things done!"

RNT

Recruiting New Teachers, Inc., a non-profit organization based in Belmont, Massachusetts, has worked for eight years to create a more diverse, capable, and culturally responsive teaching profession for America's schools.

David Haselkorn
President

Michele Cody
Assistant Director

Elizabeth Fideler
Director of Policy

Jane Sullivan
Director of Outreach

Segun Eubanks
Director of Urban Initiatives

Kathleen Sullivan
Database Manager

Betty Synan
Administrative Assistant

Helen Suh
Administrative Assistant

Lisa Cella
Project Assistant

The National Center

The National Center for Precollegiate Teacher Recruitment is a project of Recruiting New Teachers, Inc., funded through the generosity of the DeWitt Wallace-Reader's Digest Fund, Ford Foundation, Tiger Foundation, Rockefeller Brothers Fund, and Mobil Corporation.

Rosanne K. Bacon
Executive Director
Nicole Stark
Staff Associate

Future Teacher *is a publication of RNT and the National Center.*

Future Teacher *is published five times per year by RNT and its National Center. Single copies: $2.95. One-year subscription: $12.95 (underwritten through the 1995–96 school year by grants from the foundations named above).*

Address all correspondence to the National Center for Precollegiate Teacher Recruitment, c/o Recruiting New Teachers, Inc., 385 Concord Avenue, Belmont, MA 02178. Phone: 617-489-6000. Fax: 617-489-6005.

Design: Hartwell Design

◇◇◇

A good school for anyone is a little like Kindergarten and a little like a good post-graduate program—the two ends of the educational spectrum, at which we understand that we cannot treat any two human beings identically, but must take into account their special interests and styles as we hold all to high and rigorous standards. A good Oxford education is more like my Kindergarten classroom than it is like the typical American high school or public college. We don't need research on this astounding proposition. The main difference between the advantaged and the disadvantaged is that the latter need such flexible schools even more. When people think "those kids" need something special, the reply we offer at CPE is, Just give them what you have always offered those who have the money to buy the the best, which is mostly a matter of respect.

I think we've created a framework at CPE for creating such a respectful setting, day by day. We don't create all the conditions that affect our students' lives; we can't stop the world our students live in while we do our work, a world that places crushing burdens on far too many of our young people. We have no guarantees to offer our kids, their families, or the wider public beyond trying our best to make CPE a place that at least temporarily makes life seem more interesting and more worth the effort.

◇◇◇

If we want children to be caring and compassionate, then we must provide a place for growing up in which effective care is feasible. Creating such intimate schools is possible even in an existing system of large buildings if we create smaller communities within them.

Caring and compassion are not soft, mushy goals. They are part of the hard core of subjects we are responsible for teaching. Informed and skillful care is learned. Caring is as much cognitive as affective. The capacity to see the world as others might is central to unsentimental compassion and at the root of both intellectual skepticism and empathy. "Any human being sufficiently motivated can fully possess another culture, no matter how 'alien' it may appear to be," argues noted African American author and literary critic Henry Louis Gates. "But there is no tolerance without respect—and no respect without knowledge." Such empathetic qualities are precisely the habits of mind that require deliberate cultivation—that is, schooling. If such habits are central to democratic life, our schools must become places that cultivate, consciously and rigorously, these moral and intellectual fundamentals.

◇◇◇

My own experiences over the past three decades have reinforced my optimism regarding the possibilities of making dramatic changes in the ways schools operate, changes that can transform the lives of children. All kids are indeed capable of generating powerful ideas; they can rise to the occasion. It turns out that ideas are not luxuries gained at the expense of the 3R's, but instead enhance them. And it turns out that public schools, in new and different forms, are the best vehicle for nourishing the extraordinary untapped capacities of all our children. The question is not, Is it possible to educate all children well? but rather, Do we want to do it badly enough?

Deborah Meier's Suggested Reading List

This is a partial list of books that Meier recommends in her book. We think they are a good resource for you about understanding children, urban education and school reform.

Cohen. Dorothy, The Learning Child (New York: Schocken, 1972)

Delpit, Lisa, Other People's Children: Cultural Conflict in the Classroom (New York: New Press, 1994)

Duckworth, Eleanor, The Having of Wonderful Ideas and Other Essays (New York: Teachers College Press, 1987)

Fine, Michelle, Chartering Urban School Reform: Reflecting on Public High Schools in the Midst of Change (New York: Teachers College Press)

Freeman, Samuel. Small Victories: The Real World of a Teacher (New York: HarperCollins, 1992)

Glickman, Carl, Renewing America's Schools (San Francisco: Jossey-Bass, 1993)

Howe, Harold, Thinking about Kids: An Agenda (New York: Free Press, 1993)

Kohl, Herbert, Thirty-Six Children (New York: NAL-Dutton, 1988)

Mitchell, Lucy Sprague, The Young Geographers (New York: Bank Street College of Education, 1991)

Paley, Vivan, Wally's Stories: Conversations in the Kindergarten (Cambridge, Mass, Harvard University Press, 1981)

Perrone, Vito, A Letter to Teachers: Reflections on Schooling and the Art of Teaching (San Francisco: Jossey-Bass, 1991)

Sarason, Seymour, The Culture of School and the Problem of Change (Boston: Allyn and Bacon, 1982)

Finding Your Way Through the Fundraising Maze

BY NICOLE STARK

For many of us, names like Ford, Carnegie and MacArthur come to mind when we think about fundraising. However, as you may have discovered, private foundations are just one of your funding options. Beginning with this issue on community foundations, the *Funding Forum* will publish a three-part series responding to questions on the role and interests of private, community, company-sponsored, and operating foundations across the country.

Do community foundations have an interest in precollegiate education?

There is a commonly held misperception that foundations' priority is higher education when in fact precollegiate education is at the top of the agenda at many community foundations. Jane Stern, Program Officer for Education at the New York Community Trust, says, "We have recently revised our guidelines and we're now focused on elementary and secondary public education, focusing on model programs that effect larger issues."

This is also the case at the Cleveland Foundation where Susan Lajoie, the Assistant Director, notes, "There are about 400 community foundations all with different guidelines, but I know of many discussions among funders that reflect more interest in precollegiate education. People recognize that success in higher education and the workplace is predicated by a solid precollegiate foundation."

I have never pursued our community foundation for funding because I thought that they only made very small grants.

There is tremendous variety in the size and wealth of community foundations, and that directly relates to the size of grants they are able to make. For example, as the third largest community foundation in the country, the Marin County Community Foundation has made grants ranging from a few thousand dollars, to support a professional development opportunity for teachers, to six-figure grants for larger school restructuring efforts.

According to the Council on Foundations, community foundations control almost $10 billion in assets, and in 1993 alone they made more than $730 million in grants. In fact, community foundations are the fastest-growing type of foundation in the country, now numbering more than 470. Read foundations' annual reports (which usually cite the size of grants) first so you can submit a realistic request.

Do community foundations ever make grants outside their community?

Generally, community foundations are designed to focus on one area, but some fund in more than one city or county. Contact the community foundations in your area and surrounding cities and ask them if you are eligible. Submit a proposal only if you are within the foundation's guidelines.

How do community foundations differ from local education funds?

Like community foundations, local education funds (LEFs) are supported by a variety of donors. However according to Howard Shaeffer of the Public Education Fund Network, where community funds support a range of causes (e.g. the environment, human services, etc.) LEFs focus their support solely on educational projects. "LEFs are exclusively interested in higher quality public education," uniting and mobilizing community resources to address "undergirding structural restraints to school reform," says Shaeffer. "We aren't interested in Band-Aid solutions that are a mile-wide and an inch deep. We want deep systemic reform."

LEFs often convene educational community members to strategize for school improvement, giving precollegiate programs an opportunity to access local contacts and participate in thoughtful discussion. There are about 2,000 LEFs across the country, with representation in every state. For more information, contact your local Chamber of Commerce, or the Public Education Fund Network at 601 13th St., NW, Suite 290, Washington, D.C. 20005; 202-628-7460.

How are community foundations responding to Federal cutbacks?

All funders are seeing an increase in the number of grant requests. In response, the philanthropic community is becoming more practical and directed in its grantmaking. Jane Stern says, ". . . cutbacks in public funds have required us to respond to the needs of programs in new ways. We know nonprofits are facing tremendous stress."

Susan Lajoie adds that, "Community foundations are looking to reposition and modify their thinking about what they can do. We aren't as interested in filling the gaps left by government cutbacks as collaborating on critical issues and working strategically."

How should I approach a community foundation?

As with any funder, you should conduct thorough research on the grantmaking practices, interests, and restrictions (especially geographic) of community foundations. For the Cleveland Foundation, the number of inappropriate applications they receive is "not insignificant," says Lajoie, who advises, "Don't overgeneralize, and do not assume that all foundations operate the same way. It's important to do your homework and look for a foundation with the capacity to match the scope and scale of the project."

Stephen Dobbs, president of the Marin County Community Foundation, adds that programs should focus on "modest and doable projects, establishing a track record and strong reputation." "There's an idealistic bent that says you can do something quickly. It's exciting, but it doesn't make sense. Strive for incremental change . . . we have zero tolerance for pie-in-the-sky. I'd rather have someone promise half as much and deliver, than someone who promises twice as much and doesn't come through."

How accessible are community foundations to discuss program ideas?
A major benefit of community foundations is their unique knowledge of local issues. Susan Lajoie finds that community foundations that are staffed often welcome meeting with prospective grantees to refine proposals, discuss new ideas, or help to create linkages with other organizations. She says, "Community foundations provide a higher level of accessibility and feedback so that we can identify potential problems, and make recommendations."

What is the likelihood of getting a grant from a community foundation?
Any proposal's success depends on how closely it matches a funder's grantmaking guidelines, so you must do the necessary research. Secondly, while it is true that you will not be competing against a national pool of grant applicants for community foundation dollars, the competition within even a small community can be considerable. Therefore, you need to be savvy about how you market your program. Every funder is a potential investor wanting to make the biggest impact possible.

Consider how you can link your work to new or existing efforts; continue to keep your program in the public eye; consult with business and industry leaders for their perspectives; and if possible once you have developed your plans, schedule an appointment to speak with your community foundation's program officer for his or her input. Remember that regardless of the type of foundation, the more funders you inform about the importance of precollegiate teacher recruitment and our children, the more we all benefit.

Community foundations operate in every state in the country. For additional information on community foundations, consult the Council on Foundations, 1828 L Street, NW, Suite 300, Washington, D.C. 20036; 202-466-6512.

In our next issue of the *Funding Forum,* we will look at the role of company-sponsored foundations in precollegiate education. If you have questions or comments that you would like to have addressed in the *Funding Forum,* please write or fax us at: Recruiting New Teachers, Inc., 385 Concord Ave., Belmont, MA 02178; FAX 617-489-6005.

Nicole Stark is a Staff Associate at Recruiting New Teachers, Inc.

Toolbox

These resources may be of interest to you in your funding search.

Business and the Schools is published by the Council for Aid to Education and overviews 120 school-business collaborations with program outlines and detailed contact information. The cost is $35 (plus $3 shipping). To obtain a copy, contact the Council for Aid to Education at 342 Madison Ave., Suite 1532, New York, NY 10173; 212-661-5800.

The Columbus Foundation's national annual survey of community foundations has recently been released, with asset and giving information on 476 foundations. Free copies of the report are available by *written* request to: Ms. Carey Daily, The Columbus Foundation, 1234 East Broad Street, Columbus, OH 43205.

Foundation Giving Watch, published by the Taft Group, is a monthly newsletter with foundation profiles and updates, articles on trends in giving, and lists of recent grants. Annual subscriptions are $149. The Taft Group also offers a free catalog of all of their publications, including a new line of CD-ROM products. Contact the Taft Group, Customer Services, P.O. Box 5477, Detroit, MI 48232-5477; 800-877-TAFT.

Grants and Awards for K-12 Students by Jacqueline Ferguson, is a 118-page resource guide to eighty educational support and enrichment opportunities for children and youth in subject areas including arts, citizenship, and computers. The cost of the guide is $37. To order, write or call: Capitol Publications, Inc., P.O. Box 1453, Alexandria, VA 22313-2053; 800-655-5597.

Grants for Elementary and Secondary Education lists more than 6,500 grants of more than $10,000 to precollegiate programs and schools for projects ranging from teacher education and training to programs for minority, gifted, and disabled children, to bilingual education. A geographic and subject index help readers better target their research. *Grants for Elementary and Secondary Education* is available from the Foundation Center for $74.50. To place an order, or to request a full catalog of Foundation Center resources, write or call the Foundation Center at 79 Fifth Avenue, New York, NY 10003; 800-424-9836.

Nonprofit Partners offers a free catalog of publications and resources on everything from program assessment, to direct mail, to nonprofit management, including Gary Messinger's *The User-Friendly Guide to Writing Grant Proposals* and Jeanette Smith's *The Publicity Kit.* Many of their resources are available on diskette. The fall catalog will be available in October. Call or write: Nonprofit Partners, 4502 Groveland Rd., P.O. Box 18937, University Hts., OH 44118-0937; 800-860-4490.

A Teacher's Guide to the U.S. Department of Education provides information on grants, publications, and additional resources available through the Department. Single copies are available free-of-charge from the Information Resource Center. To order, call 1-800-USA-LEARN.

Winning Grants Step by Step, by Mim Carlson, is the Support Centers of America's workbook for planning, developing, and writing successful proposals. In addition to sample letters of intent and advice on research and project planning, this book describes what happens to a proposal once it reaches the funder. Copies are available from the Jossey-Bass Nonprofit Sector Series for $24.95. For orders, contact Jossey-Bass at 350 Sansome Street, San Francisco, CA 94104; 415-433-1767; FAX 800-605-2665.

Upcoming Deadlines and Funding Information

The Universal Foods Foundation funds $500-$10,000 grants for K-12 education initiatives in areas of company domestic operations. They have a specific interest in assisting minorities; finding solutions to urban problems; and projects that help inner-city youth obtain advanced degrees, training, and scholarships and return as teachers to the inner-city community. Public and private schools, school districts, and higher education institutions are eligible. *They do not have grant deadlines.* Board meetings are held in January and July. Contact the Universal Foods Foundation, 433 E. Michigan Street., Milwaukee, WI 53202; 414-347-3895.

The Council on Foundations has recently merged its K-12 and higher education affinity groups to form Grantmakers for Education to provide interested funders with a more holistic view of the field. The group will support all levels of education.

The Education Department's Projects to Encourage Minority Students to Become Teachers program is open to higher education institutions, state or local education agencies, or community-based organizations that are working to increase the pool of elementary and secondary school teachers of color and support middle and high school students' interest in the teaching profession. The Education Department will make 12 grants of $120,000 to $300,000: eight for teacher partnership projects and four for teacher placement projects. Applications are now available; fax your request to 202-260-7615. Actual proposals must be postmarked by November 17. For more information, contact Vicky Payne, Education Department, 600 Independence Ave. SW, Portals Bldg., Suite C-80, Washington, DC 20202-5329; 202-260-3291.

How to Ask

Calling the Helpline is easy: just dial 1-800-969-TEACH. But if you'd rather not call, or if you want to see the answer (and your name) in print, there's another way to contact us. Simply write any question you have about teaching or becoming a teacher on a postcard with your name, address, school, and the name of the future teacher program you belong to (if you want to be anonymous, that's okay too!) and send it to: Ask the Helpline, c/o Recruiting New Teachers, Inc., 385 Concord Avenue, Belmont, MA 02178.

We promise to answer as many questions as we can in print. That doesn't mean every question; but we'll try to cover (in this column or elsewhere in Future Teacher*) all of the important topics we hear about through your letters. Thanks, in advance, for helping us to help you—and future teachers like you all across the country.*

What to Read

Some suggested readings for teachers and students to widen perspectives of life in urban areas and schools. The suggestions come from a wide variety of sources.

Readings about teachers and students for teachers and high school students:

Fiction—some old favorites:

- *To Sir, With Love, E.R. Braithwaite*
- *Up the Down Staircase, Bel Kaufman*
- *The Black Jungle: A Novel, Evan Hunter*

and some new additions:

- *Lila on the Landing, Sue Alexander*
- *Rise and Fall of a Teenage Wacko, Mary Anderson*
- *New York City Too Far From Tampa Blues, Bettancourt, TE*
- *THUMBB Holiday, Bettancourt, TE*
- *Casa Means Home, Wardi Campton*
- *My Brother Stevie, Eleanor Clymer*
- *Gancho, Gloria Gonzales*
- *Kwaanza and Me, Vivian Paley*
- *Voices After Midnight, Richard Peck*
- *The Mouse Rap, Walter Dean Myers*
- *Teacher Was A White Witch, Myrliss Hershey*
- *Wigwam in the City, Barbara Shencker*

Continued on page 11

Ask the Helpline

Question:

I'm considering teaching in an urban setting. How can I find out what it would be like? What should I expect? How can I best prepare myself?

Answer: Teaching in an urban setting can be a rewarding and challenging experience. With an ever-growing and ever-diversifying population of students, there are definite current and projected needs for teachers in these areas. The excitement of the diversity as well as the enrichment of multiculturalism can be very appealing. There are many steps you can take to find out what teaching in such areas might be like even if you do not live in an urban area.

There is no better way to find out about urban education than to immerse yourself in it! "How?" you ask. Well, here are a few suggestions:

- **Ask those who know!** To gain a more "human perspective" in learning what you can expect if you become a teacher in an urban area, speak to some of your current and past teachers, to a guidance counselor, and even to fellow classmates who may have had experiences in urban schools. Hey, and while you're at it, why not get permission from an urban school to visit an actual classroom and see a teacher and the students in action! You may get to know these people as invaluable and credible mentors as you explore your career options. Feel free to call on us at the Urban Helpline for some ideas about school systems near you that might be willing to show off their school programs.

- **Get involved!** Contact programs like Summerbridge and Upward Bound which will allow you to learn about and gain hands-on experience in the teaching field. You may wish to offer your time and services to local urban organizations such as the YMCA/YWCA, Boys and Girls Clubs, Big Brothers/Big Sisters of America, museums, libraries, and Science Centers (to name a few). These fun volunteer and work experiences will give you a chance to become better acquainted with children and the general atmosphere of an urban area. Get involved in peer counseling, honor societies, the Future Educators of America Chapter or any other group in your school which may allow you to actively explore issues and activities related to children and/or teaching.

- **Do some personal research!** You can find informational resources on urban teaching in your school library and career development office and yes—even in your local video store! Here are some important questions to ask when gathering information. These questions might include: What are the needs in urban areas? What current factors contribute to the high demand for teachers in urban areas? What a day in the life of an urban teacher like? What resources and support services are available to the teachers and students in urban areas? What have others done to prepare themselves for urban teaching?

Helpline Counselor Maria Luongo

Helpline counselors Veronica Williams and Lisa Cella

Conducting research, considering the viewpoints of those who know, and becoming involved are a few ways in which you can become better acquainted with urban teaching. Of course, another great resource for more information on all of the above and more, is the Urban Helpline! We can be reached Monday through Thursday 10-7 and Fridays 10-5, E.S.T.

Answered by Helpline Counselors, Lisa Cella, Maria Luongo, and Veronica Williams

A Celebration of Teaching

Recruitment program offers grants to "home grown" initiatives

How do we build a strong teacher workforce to teach America's children in the next century? One way is by supporting local precollegiate recruitment programs that focus on homegrown solutions. For nearly a decade a program from the Geraldine R. Dodge Foundation has done just that. *A Celebration of Teaching* awards small grants to schools, districts, local and regional collaborations which design precollegiate teacher recruitment programs. In 1996, the Dodge Foundation will again offer up to 50 grants of $1,000 each.

Since its inception in 1987, *A Celebration of Teaching* has grown from small local initiatives in northern New Jersey to a program that serves more than 12,000 students and 3,500 teachers from 44 states and three other nations. *A Celebration of Teaching* is clear about its intentions to work as partners with local educators to build a highly-skilled teacher workforce.

"We want to collaborate with you in creating and developing teachers who aspire to fulfill their highest calling—to teach with vigor and enthusiasm—and in the process help create a new and better world," says Co-Director Peter Schmidt.

A crucial part of *A Celebration of Teaching* is to increase the number of persons of color who pursue a career in teaching. Twenty-nine of the last year's celebrations focused on minority recruitment, including a program in Durham, North Carolina that is designed to recruit African-American males into the teaching profession. Another celebration program in Lubbock, Texas is a unique collaboration with five local universities and the area's largely Hispanic high schools that offer a one-day workshop on financial aid, admission requirements and other issues for students who wish to become teachers.

For more information about *A Celebration of Teaching* and to receive guidelines for writing a proposal for funding in 1996, write to:

Ruth Campopiano or Peter Schmidt
Geraldine R. Dodge Foundation
163 Madison Avenue P.O. Box 1239
Morristown, NJ 07962-1239

The deadline for receiving proposals for consideration for 1996 is December 15, 1995. All applicants will be notified about the status of their proposal by February 15, 1996.

What to Read

Continued from page 10

Non-fiction—somethings old; somethings new:

- *That All Children May Learn, We Must Learn; Looking Forward to Teaching, Monroe D. Cohen*
- *Teaching School: A Book For Anyone Who is Teaching, Wants to Teach, or Knows a Teacher, Eric Johnson (of NAIS)*
- *The Practice of Teaching, Philip W. Jackson*
- *In There With the Kids: Teaching In Today's Classrooms, David Kobrin*
- *The Dreamkeepers: Successful Teachers of African American Children, Gloria Ladson-Billings*
- *Teaching Strategies and Classroom Realities, Mildred McClosky*
- *A Primer for the Inner-City School, Harold Morine*
- *The Power of Their Ideas: Lessons from a Small School in Harlem, Deborah Meier*
- *Why Teach?, Delia Louise Sharp*
- *Nobody Can Teach Anyone Anything, Wilfred Rusk Wees*
- *The Boy Who Would Be a Helicopter, Vivian Paley*

Pre-school to grade 3—everything from picture books to poetry:

- *The Boy Who Didn't Believe in Spring, Lucille Clifton*
- *Some of the Days of Everett Anderson, Lucille Clifton*
- *All Us Come Across the Water, Lucille Clifton*
- *Hotel Boy, Kurt and Greta Kaufman*
- *City Seen From A-Z, Rachel Isadora*
- *Goggles, Ezra Jack Keates*
- *Taxi: A Book of City Words, Betsy Maestro*
- *Can't Sit Still, Karen Lotz*

As we go to press . . .

On November 12-14, the 1995 Goals 2000 Teacher Forum Teleconference, sponsored by the U.S. Department of Education, will focus on professional development as a key strategy to improve teaching and learning in the nation's classrooms. In order to reach as large an audience as possible, the Department is making the teleconference free of charge, via satellite, to all interested educators.

The Education Department recognizes that nothing has more impact on children's learning than the growth of teachers. The teleconference will support teacher leadership by providing an opportunity for teachers to share the knowledge, experience, and insight they have gained as classroom practitioners.

If you would like to participate in the teleconference contact your school district, public television station, or local Chamber of Commerce to secure a satellite downlink site or call 1-800-USA-LEARN for more information.

Services

Among the services offered by the National Center for Precollegiate Teacher Recruitment:

▷ ***Future Teacher.***
The Center newsletter will be published five times during the 1995-96 school year. The Center staff welcomes contributions and letters from future teacher program directors, faculty, student participants, and others.

▷ ***Research.***
The Center is working to develop a common program evaluation protocol for adaptation and use by future teacher initiatives nationwide. We welcome program directors who have instituted evaluation procedures to contribute to the project by sending relevant materials—survey forms, descriptions of methodology, evaluation reports—to the Center.

▷ ***Future Teacher Network.***
The Center is developing an on-line bulletin board for dedicated use by precollegiate teacher recruitment program directors, faculty, and students. The Network is currently being tested and should become available for general use shortly.

▷ ***Information Clearinghouse.***
The Center is assembling a growing library of materials relating to precollegiate teacher recruitment and maintains a database of more than 3,000 interested or participating educators nationwide. If you have a question related to any facet of precollegiate teacher recruitment—program design, curriculum, funding, student recruitment, college matriculation, evaluation, etc.—please call us at 617-489-6000. Ask for Nicole Stark. We will get back to you promptly with information that [illegible]elp.

Coming in January . . .

Special issue on RNT's Second National Precollegiate Survey

11th grader Kimberly Marques participating in the Pre-Teaching Magnet Program at Lincoln High School in Yonkers, NY. Over 87% of precollegiate programs responding to RNT's Second National Precollegiate survey are high school-based. Programs like Lincoln's work with local elementary and middle schools to provide teaching experiences for their students.

Be watching in January for a special edition of *Future Teacher* featuring highlights of our Second Precollegiate Survey. Of special interest to program directors, the survey findings will provide valuable information you can use to improve and develop suport for your programs. Highlights in this issue will include an overview of the changes programs have implemented since the last survey in 1992. This issue will also include an overview of the National Symposium which took place November 3-5, 1995 in Pasadena, CA.

Issue available January 1996

Future Teacher™

c/o The National Center for
Precollegiate Teacher Recruitment
Recruiting New Teachers, Inc.
385 Concord Avenue
Belmont, MA 02178

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

UD032140

I. DOCUMENT IDENTIFICATION:

Title: Future Teacher Newsletter; Volume 2, Number 1	
Author(s): Recruiting New Teachers, Inc.	
Corporate Source: Recruiting New Teachers, Inc.	Publication Date: tri-annual

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☐

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Naomi Housman	Printed Name/Position/Title: Naomi Housman Staff Associate, Recruitment Programs + Services	
Organization/Address: Recruiting New Teachers, Inc. 385 Concord Ave Ste. 103 Belmont, MA 02178	Telephone: 617-489-6000	FAX: 617-489-6005
	E-Mail Address: nhousman@rnt.org	Date: Feb. 6, 1998

(over)