



MEDIA ADVISORY

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CEP OFFERS RECOMMENDATIONS FOR IMPROVING THE TEACHER QUALITY PROVISIONS OF THE NO CHILD LEFT BEHIND AND HIGHER EDUCATION ACTS

WASHINGTON – February 7, 2007 – As part of its comprehensive, multiyear study of state and local implementation of the No Child Left Behind Act, the Washington, D.C.-based Center on Education Policy hosted two meetings last fall with leaders from nearly two dozen education organizations in Washington, D.C. to address potential improvements to the teacher provisions of NCLB.

The recommendations that received the broadest support during the two roundtable sessions are included in *Principles for Reauthorizing the Teacher Provisions of the No Child Left Behind Act and the Higher Education Act*, which is intended to offer policymakers a set of principles to consider as they undertake reauthorization efforts; they include:

- Encourage states to develop methods to measure teacher effectiveness which could be incorporated into teacher certification and licensure systems for veteran teachers; and refine the NCLB definition of a highly qualified teacher to address the unique circumstances of certain kinds of teachers, such as special education teachers and teachers in rural areas who teach multiple subjects;
- Support a comprehensive approach to recruiting and retaining teachers in high-need schools by offering financial incentives, high-quality residency programs, improved professional development and working conditions; and
- Provide resources to states to develop and implement comprehensive data systems that can help to better understand which conditions contribute to teacher and student success and how to support teachers.

The principles are available on the Web at www.cep-dc.org, and more information about the meetings, the participating organizations, and the proposals can be found at www.cep-dc.org/nclb/hqt/.

Based in Washington, D.C. and founded in 1995 by Jack Jennings, the Center on Education Policy is a national, independent advocate for public education and for more effective public schools. The Center works to help Americans better understand the role of public education in a democracy and the need to improve the academic quality of public schools. The Center does not represent any special interests. Instead the Center helps citizens make sense of the conflicting opinions and perceptions about public education and create conditions that will lead to better public schools.

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