Access to Quality Teaching

Number and Distribution of Emergency Permit Assignments in Texas Public Schools

by Albert Cortez, Ph.D.

Research validates that effective teaching is critical to all students' learning. Though one can question whether years of experience, number of degrees or other factors by themselves ensure quality instruction, few would question whether having a certificate to teach in a particular area provides some assurance of being prepared to work in a specific area of instruction.

During recent testimony before the Texas House Select Committee on School Finance, IDRA was questioned about the assumption that certification by itself assures quality teaching. We noted that while certification, by itself, does not guarantee a teacher is prepared to teach, it is highly likely that a certified teacher is more effective than someone who is not comparably prepared.

Certainly colleges of education and certification requirements in most states and the District of Columbia attest to the widespread belief that requiring teachers to be prepared in a manner that allows them to be certified to teach children is an important criteria for assigning teachers to classrooms.

Given this, many people assume that all teachers are certified. Unfortunately, that is not the case in Texas and many other states.

The Texas State Board for Educator Certification (SBEC) has recently published an assortment of information on its web site that provides some startling insights on the current status of the Texas teaching force. The Intercultural Development Research Association has analyzed these data. This article summarizes that information and assesses implications for Texas schools and the students they serve.

Unprepared Teachers in Texas

According to data compiled and published by the Texas Education Agency and later by the relatively new SBEC, teachers who are not fully credentialed to teach in specific areas have been part of the Texas teaching workforce for many years. *Emergency permits* granted to school districts allow them to hire personnel who have not earned a Texas teaching certificate or to assign teachers to teach in classes where they are not certified (i.e., a teacher who is certified to teach geog-

raphy is assigned to teach high school mathematics).

Moreover, data compiled by SBEC reveals that the number of "permit holders" working in Texas schools has been increasing at alarming rates in recent years. In 1995, 8,004 teachers were issued some type of emergency permit, but by 2001, that number had increased to 12,739. The growth is an increase of 4,735, which is 59.2 percent over that six-year span.

In 2002, those 12,739 permit holders constituted about 4 percent of the total Texas teaching population. Though the percentage seems small at first glance, it is not small when one considers that each of these individuals can impact an estimated 20 students at the elementary school level or as many as 150 students at the middle school or high school level.

For example, if each of the 12,739 emergency permit teachers taught an average of 20 pupils, this translates to a quarter of a million students who are taught by teachers who are either not fully certified or assigned to teach in an

If the number of teachers on permits is split evenly between elementary school and secondary schools, it means that almost 1 million students were taught by less than well prepared teachers in 2003.

area outside of which they were prepared. That is enough to fill a 20,000-seat football stadium more than 12 times.

If the number of teachers on permits is split evenly between elementary schools and secondary schools, it means that almost 1 million students were taught by less than well prepared teachers in 2003. See box on Page 14.

Certain Subjects More Likely to Lack Qualified Teachers

Analysis of the teacher permit data complied by SBEC is cause for even greater concern when considering the distribution across school levels and subjects. The area with the largest percentage of teachers on permits is bilingual education, where 2,493 of the teachers (23.6 percent of the teachers

are on emergency permits).

Other areas with notable shortages include special education with 8.7 percent on emergency permit, foreign languages with 6.8 percent on permits, and biology with 6.8 percent on permits. Texas students are required to pass an exit-level exam that includes math and science, yet 4.2 percent of teachers in math classes and 4.4 percent of those teaching science are assigned on emergency permits. See box on Page 15.

Minority Students Less Likely to Have Qualified Teachers

According to SBEC data, on a consistent basis and across almost all

In This Issue...

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Rethinking Professional Development as a Tool to Stimulate Teachers' Decision Making Authority

by Abelardo Villarreal, Ph.D.

The message is loud and clear. "When will we reach a point where professional development has equipped teachers with the capacity to have a greater affect on student achievement?" laments a policymaker.

"When will I be able to exercise my locus of control over my classroom?" cries a teacher who cannot link what is learned in professional development activities to his or her own classroom context.

"How can professional development for my teachers create this synergy inside and outside the classroom to create knowledge centers of excellence for *all* students?" bemoans a campus principal.

All these cries for help lead teachers and administrators to rethink professional development as a tool for increased teacher performance ultimately resulting in increased student achievement and success.

This article supports the continuation of professional development as a major contributing factor to student success, but questions the lack of emphasis on teachers' self efficacy and decision-making capacity and the heavy stress on collective decision making. Specifically, this article describes

IDRA's concept of the elements that shape teacher capacity.

IDRA's professional development approach fosters increased teacher capacity to enhance student achievement by juxtaposing knowledge, teachers' self efficacy and teachers' rational thinking processes essential to decision-making.

This is the first in a series of two articles. It describes IDRA's concept of teacher capacity and the building of it as a goal of professional development. The second article will describe the critical stages that illustrate the generic progression of professional development including opportunities to

learn, practice, reflect, evaluate and adjust teaching practice, and a logic model that describes and links inputs, outputs and outcomes in IDRA's professional development design. The second article will appear in an upcoming issue of the *IDRA Newsletter*.

Teacher Capacity

For purposes of this article, teacher capacity is defined as the sum of: a strong knowledge base of content and pedagogy; a sense of self efficacy; reasoning skills to make informed individual decisions; and ability to evaluate, reflect and adjust decisions. The box

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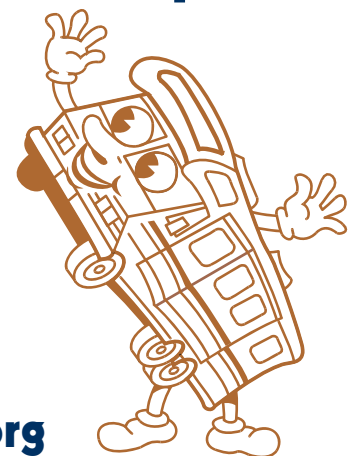
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on Page 5 shows the critical elements that define teacher capacity to influence student learning and success. These elements are the basis for IDRA's professional development approach.

It would be remiss not to acknowledge the strength and success of existing professional development models to equip teachers with new knowledge and create opportunities for collective action at the school and district levels. Consequently, this article does not focus on knowledge about content and how to deliver content. This absence does not insinuate nor suggest a diminishing of the importance of updating the school's knowledge base with research-based strategies for increasing student achievement and success.

Teacher Sense of Self Efficacy and Decision Making Ability

A historical and cultural norm of individualism guides everything that Americans do. For teachers, the expectation is no different. One would think that professional development regards this sense of individualism as a foundation on which to base its theory and application.

A review of the major professional development models reveals that strategies presently used focus on a collective decision-making approach in direct contrast to the individualistic sense of responsibility and action that is embedded in teachers. Decision making is about making informed choices for solutions to classroom problems and issues. It is about feeling capable to make these decisions. It is about teachers given a decision-making opportunity and getting the organizational support to successfully implement these choices.

Huberman reports that teachers experience a greater degree of satisfaction when allowed to make individual decisions about what happens in

Teachers enjoy the ownership that comes with professional decision making, the confidence to take risks without fear of repercussions and the conviction to be accountable for student achievement.

their classrooms rather than when participating in schoolwide decisions that require collective input (1989). Critics maintain that the individualistic norm is counterproductive to a standardized curriculum, a selected series of teaching strategies and a school-centered accountability system.

IDRA believes that teachers who operate within an individualistic norm are well intentioned and committed to student success and that informed individualism can foster classroom decisions and have a greater impact on student success.

Teachers' engagement in decision making can be defined at two levels: classroom level for individual judgments and school level for collective judgments. Their involvement requires both collective and individual decision-making capacity.

Rarely do we see professional development focus on strengthening the individual decision-making capacity to design and implement changes in instructional management and appropriate instructional strategies that match the characteristics of students in a particular classroom.

A substantial amount of research is pointing to a strong correlation among teacher self efficacy, teaching performance and student achievement (Goddard, et al., 2000; Hackett, 1995; Pajares, 1997). Self efficacy as defined by Bandura includes "beliefs in

one's capabilities to organize and execute the courses of action required to produce given attainments" (1977).

Tschannen-Moran and Woolfolk Hoy describe teachers' self efficacy as "judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (In Press).

Individualism and self efficacy coexist in successful teachers and create a culture of success among students in a classroom. Jabot acknowledges the close relationship between individual decision making and self-efficacy when he states, "The impact of an increase in teacher self efficacy in the classroom setting should be based on the pre-service teacher's choice of activities to be included as well as his or her understanding of the role of these activities in student learning" (n.d.).

The challenge to professional development is to strengthen teachers' self efficacy and nurture their sense of individualism and intercept them with research-based models of content delivery and knowledge of how students learn. Of great importance is the integration of these ideas into a comprehensive program designed to empower teachers to make a positive difference for students.

In addition to a strong knowledge base, successful decision makers possess reasoning skills essential to a process for making informed choices. Research shows that these reasoning skills can be learned and nurtured consistently in professional development programs.

The implications for professional development are many. For example, the decision-making process follows a logical series of steps that employ high levels of critical thinking skills. Significance of the issue, urgency of solution, and impact of the decision are some of the major factors that guide an educational decision.

Richetti and Tregoe outline the four major functions of decision making: (1) make informed choices among research-based strategies and techniques; (2) plan and organize to implement changes; (3) study and determine the reason for success, partial success or failure; and (4) study and analyze issues that act as barriers to or facilitate school success (2001).

The potential for professional development's impact on teacher self-efficacy, decision making capacity and student achievement has yet to be fully exploited. We live in an era of ambitious educational reform with admirable goals. The instructional capacity of teachers is critical to successful reform.

Strengthening Reasoning Skills through Decision Making Training

Informed individualism refers to teachers who have the critical knowledge and skills required for a classroom with diverse learners, can describe their instructional decision-making process, can present clear and logical reasoning for instructional decision making, know when to involve other peers or supervisors in instructional decisions, and feel supported and free to take risks.

Teachers enjoy the ownership that comes with professional decision making, the confidence to take risks without fear of repercussions and the conviction to be accountable for student achievement. Creating a culture of informed individualism becomes a major objective of a professional development program.

Teachers demonstrate appropriate application of decision-making skills when they can show the steps of making a good decision, support decisions with research-based knowledge or experience, demonstrate that alternative actions were considered, and show that preliminary assessments of a decision's probable impact on the particular classroom context were made prior to fully implementing them.

A review of decision-making models reveals eight major steps followed by teachers in making choices and implementing research-based strategies.

Step One: Define the problem (e.g., student achievement, student engagement, discipline, implementation of a research-based strategy, assessment, lack of parent involvement) that you as a teacher are facing and want to solve. This involves use of existing, relevant data to create a context for the decision.

Scenario: Teacher A has been trained on sheltered instruction practices. She comes back to her classroom and realizes that most of the training was with a class of English language learners. Her situation is that only three of her students are English language learners. Her problem is how should sheltered instruction practices be incorporated into the class.

Step Two: Create and consider various options and alternative responses to the issue or problem.

Scenario: The teacher considers various options: Option 1 – Teach the entire class and then use a grouping technique with English language learners while the others do seat work. Option 2 – Have a paraprofessional work with the English language learners while the teacher works with the rest of the class. Option 3 – Use sheltered instruction techniques with the entire class.

Step Three: Weigh the positive and negative consequences of the various options.

Scenario: The teacher charts the positive and negative consequences

Critical Elements of Teacher Capacity

Strong knowledge base in content and pedagogy

facilitates

nurtures

Decision making and risk taking tolerance

Teacher Capacity

Self efficacy

leads to

increases

Ability to reflect and evaluate

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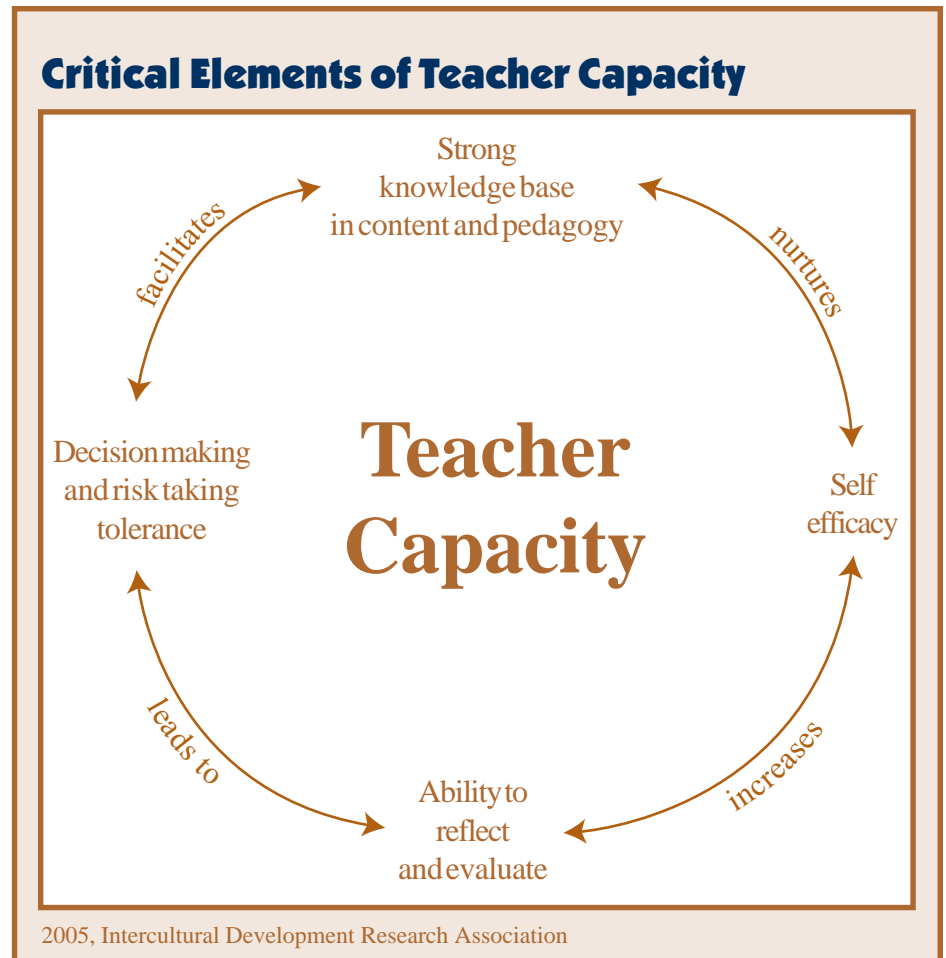
of the various options (see box on Page 6).

Step Four: Reflect on the stakeholders who will be affected by the alternatives.

Scenario: Option 3 benefits all students equally. No student is segregated for instruction. The teacher calibrates instruction to the various comprehension levels of students.

Step Five: Weigh all the options and select the one that has the most positive impact with the least amount of negative consequences to the various stakeholders.

Scenario: Option 3 should have the most positive impact on students' engagement and achievement, with the least amount of time spent on "busy" work.

Step Six: Develop the strategy to implement the decision.

Scenario: The teacher will assess or use existing data to group students according to reading comprehension levels in English. Instructional techniques will be selected to match the reading comprehension levels of the various groups. The goal of this strategy is to ensure comprehensive input.

Step Seven: Implement the decision, reflect on the consequences of the decision and adjust periodically to ensure major positive impact.

Scenario: The teacher observes the impact the decision is having on student engagement and achievement; reflects on observations, instructional techniques and engagement of students; and adjusts instruction accordingly. Teacher reflection occurs daily, weekly and at benchmarking dates.

Step Eight: Assess impact of the decision on the problem and identify lessons learned during the process.

Scenario: The teacher uses student achievement and teacher performance data to assess impact. He or she shares lessons learned with other teachers.

A professional development model must incorporate the articulation of an individual and a collective decision-making model that will be tested during the various phases of professional development. It must provide opportunities for guided practice in applying the selected decision-making model in every day classroom experiences and major curriculum decisions at the district or campus levels.

Efficacy-Building Strategies

A challenge for an effective

Sample Teacher Decision-Making Steps, Step 3: Weigh Positive and Negative Consequences of Options

Sample Issue: How should sheltered instruction-practices be incorporated into a classroom with only three English language learners?

Options	Positive Consequences	Negative Consequences
Option 1: Teach the entire class and then use a grouping technique with English language learners while the others do seat work.	• Grouping of English language learners for targeted instruction.	• Teacher divides the time between English language learners and non-English language learners. • Seat work can be meaningless. • Some students from the non-English language learners group could benefit from sheltered instruction.
Option 2: Have a paraprofessional work with English language learners while the teacher works with the rest of the class.	• The non-English language learners have the full attention of the teacher for the whole class period.	• English language learners do not benefit from the teacher's expertise. • Some students from the non-English language learner group could benefit from sheltered instruction.
Option 3: Use sheltered instruction techniques with the entire class.	• All students benefit from instruction calibrated to the student's proficiency level in English. • Grouping of students is based on reading comprehension levels of students. • English language learners are not segregated for instructional purposes.	• None is perceived by the teacher.

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professional development program is to incorporate opportunities that allow teachers to develop their self efficacy. The paucity of research that supports the validity and reliability of any efficacy-building strategy is a serious limitation of the four major sources hypothesized by Bandura (1986).

Influencing the self-efficacy of experienced teachers can be more challenging, but a long-term professional development program that integrates teachers as decision makers and contributors to school success will definitely have a positive impact on their self efficacy. The literature identifies self-efficacy as: "mastery experiences, vicarious experiences, social persuasion, and physiological or emotional arousal."

Mastery experiences refer to successful classroom experiences that are recognized and valued by others publicly. Teachers see many of their wonderful successes go unnoticed and ignored. Principals, peers and supervisors miss many opportunities on a daily basis to promote and enhance the self efficacy of teachers.
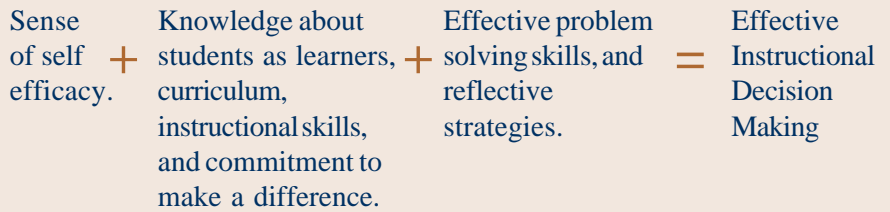
Vicarious experiences include opportunities for teachers to show their leadership ability by taking initiatives and sharing results with others. This sets trends and builds up a following by others.

Institutional Support

A professional development model must include a system of institutional support for teachers who are, by virtue of becoming decision makers, risk takers and innovators. Instructional support can have a negative or a positive impact on teacher performance. On the negative side, teachers have witnessed erosion of the benefits of a workshop by a supervisor who comes into their classrooms to stifle any creativity or attempt to improve instruction.

On the other hand, instructional sup-

Professional Development Paradigm

Sense of self efficacy.	+	Knowledge about students as learners, curriculum, instructional skills, and commitment to make a difference.	+	Effective problem solving skills, and reflective strategies.	=	Effective Instructional Decision Making

port that is designed as part of the professional development program with a set of premises that support creativity and individualism of teachers to make informed decisions can have a positive impact. Institutional support that includes peer mentoring, coaching and access to resources during predictable times of difficulty in the lives of teachers can have beneficial effects on student success.

Conclusion

Professional development is more than just a series of workshops or work sessions for teachers. It is a multifaceted process that must nurture teachers' self efficacy and knowledge base, equip them with the teaching skills and expertise to make informed decisions in the classroom, and provide the support that teachers need when they take risks associated with creativity and new knowledge.

Time is of the essence. Teachers cannot afford to take time for professional development activities that just meet certain requirements. Professional development must be targeted and supported by the school administration. Schools must provide the resources to implement a teacher support system that values teacher input and decision making. Informed action toward increased student achievement must be the order of the day.

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Effective Bilingual Teacher Preparation –
An Action Agenda

by Rosana G. Rodríguez, Ph.D., and Abelardo Villarreal, Ph.D.

As the number of Latino youth in the United States increases, there is a critical shortage of teachers who are certified and qualified to teach students, both in bilingual programs and in English as a second language (ESL) programs. The National Center for Education Statistics reports that one-third of teachers lack college preparation in the main subject areas they teach, and even fewer have preparation in their subject areas using ESL techniques.

As a result, less than half of the country's 3.8 million children who are learning English are being served in bilingual or ESL programs. And even fewer are enrolled in well-designed, well-implemented programs taught by certified teachers who speak their language. Not surprisingly, high poverty schools suffer the greatest need.

This action agenda offers insights and recommendations gathered from IDRA's and other's research, project experience and best practice regarding excellence in accelerated programs that prepare teachers to serve a changing student body. This article addresses changes needed at the institutional levels of K-12 and higher education as well as ongoing professional development and evaluation to bring positive practice to scale in high-needs communities.

An Action Agenda

The quality of teachers placed in classrooms has a profound effect on the economy and quality of life for all the nation's citizens. Colleges and universities have a pivotal role to play in the teacher preparation process and in engaging their local communities in this agenda. The most important action to be taken is to move the preparation of teachers to the forefront of the professional and institutional agendas in higher education.

Colleges and universities cannot act alone in solving the shortage of qualified teachers. Communities, K-12 schools, policymakers and others can take an active role that will result in identifying and supporting excellent teacher preparation programs for bilingual and bicultural teachers.

Colleges and universities also have a key role to play as conveners for a broader dialogue among key stakeholders. Acting together, they can create a critical mass of institutions committed to excellence in education, within states and across regions, particularly in Latino hyper-growth states where populations of English language learners are doubling or tripling in numbers.

Ultimately, college presidents, deans of education, faculty members and teachers themselves can outline agendas, define the issues, engage in research to inform, and recommend policies internal and external to their institutions, set priorities, create partnerships beyond the campus boundaries, and call for action that will lead to positive change. The following action steps are offered for discussion and action that can help in creating a critical mass of colleges and universities, schools, communities and opinion leaders committed to quality bilingual teacher preparation.

Action Steps for Effective Bilingual Teacher Preparation
Recruitment

Universities should adopt "Fitness to Teach" criteria for pre-identifying candidates. Each prospective participant would submit letters of recommendation from former employers and fill out a questionnaire that shows their fitness to teach. The fitness-to-teach criteria address personal qualities that are essential in a successful teacher. These criteria include:

- **Persistence** – propensity to work with students who present learning and behavioral challenges on a daily basis,

- **Organization and Planning** – how and why successful teachers plan and their ability to manage complex classroom organizations,
- **Values Student Learning** – degree to which prospective teachers reflect a willingness to make student learning the teachers' highest priority,
- **Theory to Practice** – respondent's ability to see the practical implications of generalizations as well as the concepts reflected by specific practices,
- **Students in At-Risk Situations** – likelihood that the respondent will be able to connect with and teach students of all backgrounds and levels,
- **Approach to Students** – way the respondent will attempt to relate to students and the likelihood this approach will be effective,
- **Survives in Bureaucracy** – likelihood that the respondent will be able to function as a teacher in large, depersonalized organizations,
- **Explains Teacher Success** – criteria respondent uses to determine teaching success and whether these are relevant to teachers in poor schools,
- **Explains Student Success** – criteria respondent uses to determine students' success and whether these are relevant in poor schools, and
- **Deals with Mistakes** – how teacher plans to deal with mistakes in the classroom.

Admission

Colleges and universities should improve the transfer and recruitment process between institutions. Since many teacher candidates begin in one institution and transfer, articles of articulation between institutions that enable students to move smoothly between institutions should be clear and strong. Ultimately, if colleges and universities can work together to strategically identify candidate pools and establish strong

cross-border and intra-state linkages, the quality of our teachers will improve.

Coursework

Institutions of higher education need to be committed to maintaining cutting edge, relevant and recent content and pedagogy that reflects a multicultural perspective and draws upon resources within communities. Being mindful to individual student needs is foremost, while maintaining a balance between depth and rigor, as well as length of preparation for accelerated programs.

Field-Based Course Emphasis

Teacher preparation work should include a combination of university-based courses, field-based courses and a teacher-enhancement program designed to prepare participants to address school-specific issues and concerns that impact the quality of educa-

tion provided to all students, particularly minority and low-income students. Field-based courses are those courses in which the primary activity is performance of some professional teacher activities by the university student who is interacting with master teachers, as well as with university faculty members in a school-related setting. These courses must include more than observation within a classroom; they must include classroom practice under the direction of a master teacher and team teaching with a master teacher.

Support Systems

Colleges and universities must ensure that multi-level support systems are in place to monitor and mentor quality teachers throughout and beyond the certification process. Coursework should be specialized to

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Good Schools and Classrooms for Children Learning English

Thirty years of research have proven that, when implemented well, bilingual education is the best way to learn English. New research by IDRA has identified the 25 common characteristics of successful schools that contribute to high academic performance of students learning English. This guide is a rubric, designed for people in schools and communities to evaluate five dimensions that are necessary for success:

- ❖ **school indicators**
- ❖ **student outcomes**
- ❖ **leadership**
- ❖ **support**
- ❖ **programmatic and instructional practices**

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provide support for retention and excellence in the classroom. Special needs, such as English proficiency and sociocultural elements of the U.S. system need to be addressed throughout coursework.

At the same time, schools of education can work toward dispelling negative myths about teachers certified in other countries. Some examples of this support are school-level new teacher support, including mentoring and ongoing professional development interfaced with existing school efforts, *Pláticas* for new teachers on key educational topics, university supervision, tutoring and buddy systems for course completion, academic advisement and test preparation and English language development for foreign-educated professionals.

Institutional Change

Institutions of higher education should place the teacher preparation agenda at the center of their institutions within a common vision that includes a well-integrated curriculum from multiple departments. Schools of education should not bear the sole responsibility for teacher preparation. The goal should be to move teacher education beyond a single department and raise it to the center of concern for shared accountability. Other key areas, such as arts and sciences can contribute greatly to the preparation of teachers and engagement with the broader community.

The commitment by presidents and boards must be in place to create a vision of excellent bilingual and bicultural teacher preparation that meaningfully engages communities and fosters cross-institutional communications. This commitment ensures sustainability and promotes positive bicultural and bilingual role models reflected among the faculty.

K-12 Placements and Internships

Universities should work with local schools and communities to identify placements early by developing a personal relationship with the receiving K-12 school as well as at the district-level human resources and bilingual education departments. Positive ongoing communication among schools and universities helps to foster positive internship experiences that set the stage for permanent placement afterwards. Shared accountability in finding the right "match" between school and candidate is key, as is incorporating the views of parents and community to help select, support and place good teachers in high-need areas. Efforts to promote partnership can help to avoid the blaming syndrome that can aggravate teacher shortages and it can create a win-win for schools, teachers and universities.

Engagement through Communication and Dissemination

Presidents should engage with other leaders to assess the effectiveness of their teacher preparation programs, share this information broadly and help shape public policy. The preparation of excellent teachers is an agenda for the broader community where much information and collective action is needed. Information is crucial for parents and other community members to be meaningfully engaged with their schools at all levels. Universities need to be visibly engaged and be vocal spokespersons and leaders who promote community involvement in the field of education.

An effective approach to replication and scale-up is to establish partnerships with school districts; secure the collaboration of other educational organizations and other institutions of higher education; connect with community; and create efficient and effective programs. College presidents are

respected leaders in their communities who can help build alliances, act as important framers of academic as well as public policy, and serve as catalysts for positive change within their local communities.

While this nation is facing some of the most challenging changes to date, preparing teachers is an investment in leadership for the future. We must learn how to partner better, and recognize and act upon the individual strengths of schools, communities, state departments of education, universities, intermediate service providers, employers in the preparation of teachers, and teachers themselves. Creating and sustaining stronger programs of continuing education, recruitment and support for teachers will help to attract and keep leaders committed to joint action that ensures access and excellence in education for all children.

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Transitions to Teaching

IDRA Programs
T-TExAS and Transitions

Accelerated Certification Programs

Earn a teaching certificate in 12-15 months while you are teaching and learning teaching skills.

Accelerated Certification is an Option

Two IDRA teacher certification programs can provide you:

◆ High-quality training and university coursework;
◆ Payment of tuition and related expenses up to $3,000;
◆ A paid teaching internship;
◆ Mentoring and other new teacher support; and
◆ Sustained training and professional development to help you succeed as a teacher.

Commitment

Your commitment will be to:

◆ Complete ACP courses and requirements in T-TExAS and Transitions cooperating universities;
◆ Be hired as a teacher of record and placed in a bilingual/ESL classroom in a high-need cooperating school district; and
◆ Work in a high-need school district for three years (year of internship and two additional years).

Transitions and T-TExAS Programs

Transitions and T-TExAS are certification programs funded under the *No Child Left Behind* Act. They are designed to increase the number of fully-qualified and credentialed ESL/bilingual teachers working with English language learners in "high-need" schools.

Eligibility

You can be eligible to participate, if:

◆ You are a recent graduate of an accredited college within the past three years and are interested in teaching in an elementary bilingual education classroom, or have completed an academic major in a core academic subject; or
◆ You are a mid-career professional seeking a second career and have substantial, demonstrable career experience.

Once accepted into either Transitions or T-TExAS, you will begin a teacher preparation and certification program and will become a teacher of record receiving a first-year teacher salary.

For more information, contact a participating university.

Institutions with Alternative Certification and Partner School Districts

T-TExAS universities and collaborating districts

◆ Houston ISD, ACP, 713-892-6833
◆ University of Texas at Brownsville, 956-982-0254, collaborating with:
  ✧ Brownsville ISD, 956-548-8000
  ✧ other Valley School Districts
◆ University of Texas Pan American, 956-381-2178, collaborating with:
  ✧ Austin ISD, 512-414-2751

Transitions universities and collaborating school districts

◆ Houston ISD, ACP 713-892-6833
◆ Texas A&M University Commerce, 903-468-8186, collaborating with:
  ✧ Mount Pleasant ISD, 903-575-2000
◆ Texas A&M University Kingsville, 361-593-4207, collaborating with:
  ✧ Corpus Christi ISD, 361-886-9057
◆ University of Texas at Brownsville, 956-982-0254, collaborating with:
  ✧ Brownsville ISD, 956-548-8000
  ✧ other Valley School Districts

Tools for

Quality Teaching

More than 15 years of research makes clear that quality teaching is "inextricably linked" with quality learning and student achievement (Barry and King, 2005). But what exactly does "quality" mean? Is subject knowledge sufficient? Is a college degree enough? Research by Darling-Hammond, et al., delivers a resounding "no." Darling-Hammond's examination of six years of data on fourth- and fifth-grade student achievement on six math and reading tests in Houston show that: (1) certified teachers "consistently produce significantly stronger student achievement gains than do uncertified teachers," and (2) alternatively certified teachers are "generally less effective" (Darling-Hammond, et al., 2005).

It is simply not enough to put professionals on a fast track to the classroom through emergency permits and waivers. But that is precisely what many states are doing, particularly in predominantly minority and low-income classrooms, and in "hard-to-staff" and low-performing schools. In fact, secondary students in low-performing schools are "twice as likely as those in high-performing schools to be taught by teachers who are not certified in the subjects they are teaching" (Humphrey, et al., 2005). And, while teaching experience leads to higher quality teaching, "teachers in high-poverty, high-minority schools are less likely to have teaching experience than their colleagues in low-poverty, higher-performing schools" (Humphrey, et al., 2005). The problem is exacerbated by education policies and school finance systems that under fund or inequitably fund recruitment, retention and comprehensive professional development and by accountability policies that give too little attention to instructional practice and the need for financial and technical assistance (Emerick, 2004).

Recognizing these gaps, IDRA has taken an unwavering stand for quality teaching for all students – teaching that is characterized by strong content knowledge and effective pedagogy, quality decision-making in the classroom, self-efficacy, innovation, capacity to teach diverse students, and is grounded in community and institutional support. IDRA's work is guided by the conviction that all students deserve success, and failure is never an option.

A Snapshot of What IDRA is Doing

Conducting Research – IDRA embeds research-based models of content delivery and pedagogy into every professional development training. In addition, research and evaluation of innovative models helps to inform teaching practices and professional development in the field. For example, IDRA's assessment of its Focusing on Language and Academic Instructional Renewal (FLAIR) professional development program, which combines proven reading strategies with professional development, has shown dramatic results in student reading levels.

Developing Leaders – Each month, IDRA works with more than 10,000 parents, educators, principals and school board members to expand educational leadership and effectiveness, and to increase community and institutional support for quality teaching. As examples of this work, IDRA's Transitions and T-TExAS initiatives, funded by the U.S. Department of Education, are providing accelerated teacher certification programs that increase the number of fully-qualified and credentialed ESL/bilingual teachers working with English language learners in "high-need" schools. IDRA's MathSmart! training offers secondary school math teachers innovative technology-based strategies to make math come alive in their classrooms.

Informing Policy – IDRA's ongoing analysis and testimony on school finance, teacher certification, bilingual education and English language learning has long been a resource to policymakers, community members and education leaders. In addition to informing public policy, IDRA works to improve education policy, for example, recommending actions that universities can undertake to recruit, teach, and certify bilingual education teachers and

Action

to foster their leadership in bilingual and bicultural education.

Engaging Communities – With input from families and community members in San Antonio, IDRA is creating an interactive, technology-based indicator system that will help community members assess institutional health and teaching quality in their schools. This system will provide links to positive action that community members can take to improve school success.

What You Can Do

Get informed at the local level, by finding out from school principals and teachers themselves, if teachers in your children's schools are certified in the subjects they teach. (For more information, see *Pláticas en Acción: Quality Teaching*, http://www.idra.org/pirc/platicas/qualityteaching.htm published by IDRA's Parent Information Resource Center).

To learn more about the status of teacher certification, see State Board for Educator Certification in Texas at http://www.sbec.state.tx.us/SBECOnline/default.asp. For a broader view, see *Education Week*'s *Quality Counts* report, a 50-state summary on teaching and licensing requirements in each state (http://www.edweek.org).

Get involved Promote teacher certification and quality instruction by working with your schools and public officials if teachers in your local area lack adequate training or certification and need additional training, preparation and support. Insist that the Texas Assessment of Knowledge and Skills (TAKS) not be the only indicator of whether students pass or fail a grade. Advocate teacher preparation that ensures teacher competence in teaching diverse students (for more information, see the Texas Latino Education Coalition's, "Overview of TLEC Issues" http://www.texans4fairfunding.org/about.html). If you are a teacher, join efforts to mentor newer teachers, giving them the benefit of your experience and the support to develop their own self-efficacy and leadership.

Get results At the national level, press for funding appropriations (e.g., under Title III of the *No Child Left Behind* Act) that constitute real financial commitment to quality education for diverse students in general and English language learners in particular. Ensure in your own state, that school budgets make maximum use of funding that is available to provide educational equity for all students (Villarreal, 2005). Take leadership to promote quality teaching in your own community. For a useful blueprint, see the Public Education Network's *A Community Action Guide to Teacher Quality* at http://www.publiceducation.org/tqguide.asp.

Additional Research and Resources

- Berry, B. and T. King. (2005). *Recruiting and Retaining National Board Certified Teachers for Hard-to-Staff, Low-Performing Schools; Silver Bullets or Smart Solutions.* The Southeast Center for Teaching Quality, Chapel Hill, North Carolina.
- Darling-Hammond, L., Holtzman, D.J., Gatlin, S.J., & Heilig, J. V. (2005). *Does Teacher Preparation Matter? Evidence about Teacher Certification, Teach for America, and Teacher Effectiveness.* Stanford University.
- Emerick, S., Hirsch, E., & Barnett, B. (2004, November). *Does Highly Qualified Mean High-Quality?* Infobrief. Number 39. NCLB and Teachers. Association for Supervision and Curriculum Development. Retrieved May 10, 2005 from www.teachingquality.org.
- Humphrey, D.C., Koppich, J.E. & Hough, H.J. (2005, March 3). *Sharing the wealth: National Board Certified Teachers and the students who need them most.* Education Policy Analysis Archives, 13 (18). Retrieved May 9, 2005 from http://epaa.asu.edu/epaa/v13n18/.
- Solis, A. (2004, June-July). *The Role of Mentoring in Teacher Quality and Retention. IDRA Newsletter.* Intercultural Development Research Association.
- Villarreal, A. (2003, April). *Quality Teaching: A School Reform Dilemma. IDRA Newsletter.* Intercultural Development Research Association.

subject areas, schools with higher proportions of minority students (75 percent to 100 percent) have the highest percentage of teachers on emergency permits or teaching out of area. The percentage of teachers on permits tends to increase as the percentage of a district's minority enrollment increases.

These differentials are especially important in subjects of high school English, algebra and geometry, as well as biology – all areas in which a certain level of performance is required for students to be eligible to receive their high school diploma. SBEC data indicate that in 2001, districts with 0 percent to 25 percent minority student populations average 4 percent of teachers on permits. And the figure increases to 6.2 percent in school districts with minority enrollments in excess of 75 percent. These numbers however vary across different subjects and grade levels.

Related data indicate that in the subject of English IV, districts with 75 percent White enrollments had only 14.4 percent of teachers assigned to

Schools with higher proportions of minority students have the highest percentage of teachers on emergency permits or teaching out of area.

classes outside of their field of preparation. In districts with 75 percent minority enrollment, 21 percent were assigned out of field. See box on Page 15.

In Algebra II, districts with 75 percent or more White enrollment have half the percentages of teachers assigned outside their field as do districts with 75 percent minorities.

In biology, high minority schools have one third more of their teachers on permits than schools with 75 percent or more White enrollments.

Other Disparities

Uneven concentrations of teachers who are provided emergency permits go beyond minority concentra-

tions. Certain urban and rural school districts are challenged by the need to hire a significant number of their teaching staff on an emergency permit basis, for a variety of reasons.

The listings in the box on Page 16 provide data on Texas school districts with 100 or more teachers on emergency permits, at least once, sometime between 1999 and 2002. It is evident from a cursory review that most are urban and central-city systems – ironically the same groupings that reflect higher levels of under-achieving students in Texas. Data compiled since 1999 reflect that this is not a unique trend in many of these Texas communities.

Conclusions

Texas is not unique in its struggles to attract and retain high quality teachers. At the national level, there is ongoing debate on how to attract and retain quality teachers where both sides of the debate agree that there are too

Emergency Permits, 1995 to 2001

Permit Type	1995	1996	1997	1998	1999	2000	2001	Change 1995-2001	
Local District Permit	na	194	135	53	112	318	305	111	57.2%
Emergency	1,244	1,312	1,367	1,271	1,012	1,107	1,278	34	2.7%
Emergency Certified	2,440	2,459	2,676	2,569	2,945	3,001	3,159	719	29.5%
Emergency Non-Certified	2,768	3,059	3,414	3,948	4,596	5,217	5,539	2,771	100.1%
Non-Renewable	1,761	1,726	1,770	2,160	2,363	2,462	2,893	1,132	64.3%
Temporary Exemption	71	90	97	57	36	13	0	na	na
Other	4	3	5	1	3	1	0	na	na
Total Number of Permit Holders	8,288	8,843	9,464	10,059	11,067	12,119	13,174	4,886	59.0%
Multiple Permits	284	399	322	395	1,310	377	435	151	53.2%
Number of Permit Holders	8,004	8,444	9,142	9,664	9,757	11,742	12,739	4,735	59.2%

Source: Fuller, E. *Number of Emergency Permits Types (1995-2001)* (Austin, Texas: State Board for Educator Certification, 2002).

Number and Percent of Texas Public School Teachers on Emergency Permits by Selected Subjects, 2002

Subject	Number of Teachers	Number of Teachers on Permit	Percentage of Teachers on Permit
English	24,654	776	3.1
Journalism	1,523	54	3.5
Speech	3,299	122	3.7
Reading	8,166	115	1.4
English**	37,642	1,176	3.1
Mathematics	20,997	879	4.2
Computer Science	3,490	111	3.2
Physical Science	4,035	58	1.4
Biology	4,680	318	6.8
Physics	1,614	26	1.6
Chemistry	2,843	97	3.4
General and Other Sciences	9,930	149	1.5
Science**	23,102	1,022	4.4
History	13,611	514	3.8
Geography	4,920	62	1.3
Govt/Political Science	2,451	34	1.4
Economics	1,850	9	0.5
Psychology	624	10	1.6
Sociology	415	7	1.7
Social Studies	3,329	0	0.0
Social Science**	27,200	890	3.3
Theatre Arts	2,267	129	5.7
Art	4,015	164	4.1
Dance	575	35	6.1
Music	7,038	328	4.7
Fine Arts	13,895	656	4.7
Health	4,206	99	2.4
Physical Education	22,276	641	2.9
Health and PE	26,482	740	2.8
Spanish	5,133	392	7.6
Latin	272	14	5.1
French	919	43	4.7
German	330	14	4.2
Other Foreign Language	219	4	1.8
Foreign Language	6,873	467	6.8
Elementary (self contained)	153,576	3,082	2.0
Bilingual/ESL	10,556	2,493	23.6
Special Education	15,105	1,310	8.7
Other Subjects	18,620	1,066	5.7

Note: Both the number of teachers and the number of permits are duplicate counts. A teacher assigned to teach two subjects is counted once for each subject.

** Some teachers hold English, Social Studies Composite, and Science Composite emergency certificate. These teachers were included in the English Science and Social Studies totals, but were not included in the counts for other subjects.

Source: Fuller, E., and B. Akin. *Number and Percent of Texas Public School Teachers on Emergency Permits by Selected Subjects (2002)* (Austin, Texas: State Board for Educator Certification, 2002).

Percentage of Teachers on Emergency Permits by Student Population

Subject	Over 75% White	Over 75% Minority
English IV	14.4	21.0
Algebra I	12.6	23.2
Biology	22.8	31.4

Sources: State Board for Educator Certification. *Distribution of High School Teachers for Selected Courses by Percentage of White Student Enrolled in the District (AY 2002; State Board for Educator Certification. Distribution of High School Teachers for Selected Courses by Percentage of Minority Student Enrolled in the District AY 2002)* (Austin, Texas: State Board for Educator Certification, 2002).

many teachers who lack adequate subject-matter knowledge (ECS, March 2000). The fact that the problem has not only persisted, but seems to be growing in Texas should be cause for great concern.

It certainly concerns students who are taught by unprepared personnel and then are subjected to state assessments where this lack of access to quality teaching is not even acknowledged, much less considered in high-stakes graduation decisions.

It affects parents who may assume that all school systems are equitably staffed and who thus may not understand why their children do not achieve at high levels.

It impacts school systems who resort to emergency permits in response to their inability to recruit and retain quality teachers (a problem that may be exacerbated by a limited supply of new teachers).

And, finally, it impacts communities that are the recipients of students who are not prepared for college suc-

cess or job requirements.

The first step in any improvement or reform process is acknowledging the existence of the problem. Texas has a problem reflected in high numbers of teachers on emergency permits and uneven distribution of those teachers. Once acknowledged, state leaders who control the state teacher preparation process must act, decisively, purposefully and with a sense of urgency because our children, all our children, are entitled to quality teaching.

Resources

Education Commission of the States. *Two Paths to Quality Teaching; Implications for Policy Makers* (Washington, D.C.: Education Commission of the States, March 2000).

Fuller, E. *Number of Emergency Permits Types (1995-2002)* (Austin, Texas: State Board for Educator Certification, 2002).

Fuller, E., and B. Akin. *Number and Percent of Texas Public School Teachers on Emergency Permits by Selected Subjects (2002)* (Austin, Texas: State Board for Educator Certification, 2002).

National Center for Education Statistics. *Out of Field Teachers. Percent of Public School Students Taught Selected Subjects, by Teachers Without Certification or a Major in the Field That They Teach, by Minority Concentrations and School Poverty, 1999-2000* (Washington, D.C.: U.S. Department of Education, Institute for Education Sciences, 2004).

State Board for Educator Certification. *Distribution of High School Teachers for Selected Courses by Percentage of White Student Enrolled in the District (AY 2002; State Board for Educator Certification. Distribution of High School Teachers for Selected Courses by Percentage of Minority Student Enrolled in the District AY 2002)* (Austin, Texas: State Board for Educator Certification, 2002).

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School Districts With 100 or More Teachers on Emergency Permits*

District	1999	2000	2001	2002
Aldine	291	443	202	215
Alief	165	208	228	212
Arlington	116	128	219	132
Austin	253	189	303	441
Beaumont	130	120	106	98
Brownsville	86	123	135	165
Clear Creek	190	211	93	103
Corpus Christi	105	86	100	98
Cypress Fairbanks	100	83	72	0
Dallas	231	518	597	1086
Eagle Pass	126	112	119	89
Ector County	151	95	107	83
El Paso	126	127	227	195
Fort Bend	126	139	179	49
Fort Worth	386	401	565	600
Galena Park	155	93	123	105
Garland	200	112	286	348
Grand Prairie	132	142	134	126
Houston	1570	1165	1189	618
Irving	149	141	136	168
La Joya	116	152	150	89
Laredo	112	165	146	174
McAllen	68	79	109	77
Northeast	35	50	111	57
Pasadena	105	150	165	153
Pharr-San Juan-Alamo	138	122	114	97
Plano	85	130	175	157
Port Arthur	88	113	124	145
San Antonio	64	55	72	114
Socorro	69	82	105	100
Spring Branch	190	185	195	209
Tyler	32	73	84	110
United (Laredo)	286	259	293	393
Ysleta	181	142	149	144

Source: Fuller, E., and B. Akin. *Number and Percent of Texas Public School Teachers on Emergency Permits by Selected Subjects (2002)* (Austin, Texas: State Board for Educator Certification, 2002).

*These districts had 100 or more teachers on emergency permits at least once between 1999 and 2002.

Texas Latino Education Coalition

The Texas Latino Education Coalition (TLEC) is a collaborative of organizations and individuals who advocate the rights of Latinos at the local, state and national levels. The coalition was organized to focus specifically on critical educational issues in Texas and improve the state of education for Latino students in public schools.

The founding members of the collaborative first met in 2001. Member organizations include: the Intercultural Development Research Association, the Mexican American Legal Defense and Educational Fund, the Mexican American School Boards Association, and the League of United Latin American Citizens, among others.

The core group framed the education agenda for the coalition based on trends and historical inequities in public education. While test scores for school districts are rising, growing numbers of schools, especially those serving poor and minority students: (1) do not have adequate financial resources and support to provide quality education; (2) are not keeping their students in school; and (3) are providing little or no information for accessing colleges and succeeding in higher education.

Founding members agreed that it was prime time to unite efforts through a statewide coalition to take aggressive steps to ensure a brighter future for our children. TLEC's mission is to improve public education for Latino children, which will impact the quality of education for all children. By working together, we can improve life for all children in Texas.

TLEC is moving its agenda forward by creating and executing strategies that: educate the media, inform public policy at state and local levels, mobilize communities, and synthesize and disseminate information.

Its education agenda is framed around four target issues, each with an overarching vision for schools in Texas.

Fair Funding

Vision – All public schools will have equitable funding.

Challenge – Students in low tax base districts receive inequitable and insufficient state funding.

Goal – Provide higher state funding for low tax base school districts.

Reform Targets –
- Reduce resource rich and resource poor school disparities.
- Reject efforts to return to a grossly inequitable funding system.

Quality Teaching

Vision – All teachers will be prepared to ensure that all students, including diverse students, are succeeding.

Challenge – Too many minority and poor students are not achieving because too many teachers are not well prepared.

Goal – Improve recruitment, preparation, professional development and persistence for teachers.

Reform Targets –
- Increase/expand efforts to recruit and certify teachers, especially in critical need areas.
- Modify teacher preparation to ensure teacher competence in teaching diverse students.
- Strengthen staff development to support/expand teacher competence in teaching diverse students.
- Assure that minority and poor schools have equitable access to qualified and certified teachers.

School Holding Power

Vision – Schools will graduate all students with a high school diploma.

Challenge – Too many schools fail to keep and graduate students.

Goal – Report accurately and implement effective dropout prevention and academic success efforts.

Reform Targets –
- Eliminate loopholes in defining and reporting dropouts.
- Implement and evaluate dropout prevention efforts that value students and result in student success.
- Include graduation rates in the school accountability system.

College Access and Success

Vision – All students will have access to and be adequately prepared for higher education.

Challenge – Too many schools and universities do not adequately prepare students to enter and complete higher education.

Goal – Higher education and public schools will collaborate to support students to enter and graduate from universities.

Reform Targets –
- Provide additional funding to support collaboration between public schools and higher education.
- Eliminate barriers, such as financial costs and entrance tests, to increase the numbers of students that enter colleges and universities.
- Increase support for minority, poor, and first generation students' academic success and completion of degrees.

Highlights of Recent IDRA Activities

In **March**, IDRA worked with **8,573** teachers, administrators, parents, and higher education personnel through **26** training and technical assistance activities and **166** program sites in **nine** states plus Mexico and Brazil. Topics included:

✦ Assessing and Evaluating Technology-Infused Projects
✦ Math Smart! Closing the Gap
✦ Sheltered Instruction Observation Protocol Training
✦ Title III Evaluation
✦ Partnerships for Children and Families

Participating agencies and school districts included:
✧ Austin Independent School District, Texas
✧ Coyle Public Schools, Oklahoma
✧ El Centro College, Texas
✧ Jefferson Parish, Louisiana

Activity Snapshot

During *IDRA's 12th Annual* La Semana del Niño *Early Childhood Educators Institute*, more than 250 teachers, administrators and parents participated in a series of information-packed development sessions that were customized to their varied concerns. This institute provides the nation's only gathering place for teachers and parents concerned with early childhood education of English language learners. The institute participants explored, assessed, and reflected on research-based, effective practices that lead to children's success. The teachers, administrators and parents attended workshops about creating opportunities for children to develop a love for reading while they are doing mathematics, art, music and science.

Regularly, IDRA staff provides services to:
✦ public school teachers
✦ parents
✦ administrators
✦ other decision makers in public education

Services include:
✧ training and technical assistance
✧ evaluation
✧ serving as expert witnesses in policy settings and court cases
✧ publishing research and professional papers, books, videos and curricula

For information on IDRA services for your school district or other group, contact IDRA at 210-444-1710.

Minority Women in Science: Forging the Way

by Keiko E. Suda, Oanh H. Maroney, M.A., Bradley Scott, M.A., and María Aurora Yánez, M.A.

A great student-centered tool to support equity in math and science education!

We must ensure that minority girls are not left behind as progress is made toward narrowing gender and racial gaps in math and science education. This is an innovative resource that can be used with all students – girls and boys – to help break down gender stereotypes about scientists.
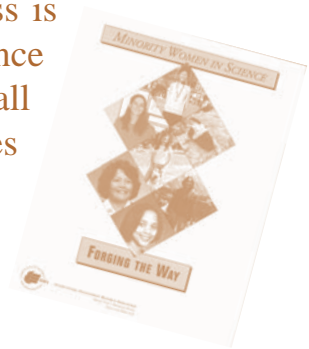
You will find:

✦ Profiles of seven minority women scientists who have surmounted barriers to forge the way for themselves and future scientists.

✦ Science lessons for the classroom that cover such topics as acid/base chemistry, earth science, wildlife and environmental science, and biology.

✦ Life skills lessons for the classroom that cover topics such as getting college information from the school counselor, identifying a support system, reaching goals, knowing self-worth, having community pride, overcoming stereotypes, and linking hobbies with career choices.

✦ The opportunity to use this guide to plan with other teachers, from other departments, using the stories of these inspirational women as the basis for cross-curricular lessons for students.

(**Student Workbook** ISBN 1-878550-67-5; 2000; 32 pages; paperback; $6.50)
(**Teacher's Guide** ISBN 1-878550-68-3; 2000; 94 pages; paperback; $25.00)

Developed and distributed by the Intercultural Development Research Association
5835 Callaghan Road, Suite 350, San Antonio, Texas 78228; Phone 210-444-1710;
Fax 210-444-1714; e-mail: contact@idra.org. Shipping and handling is 10 percent of the total price
of the order. Orders must be prepaid. Purchase orders for orders totaling more than $30 are accepted.

"Being a scientist can open doors to opportunities that you may never have dreamt of or even considered."

– Patricia Hall, M.S., one of the scientists featured in *Minority Women in Science: Forging the Way*

IDRA Community Engagement Toolkit

Improving Educational Impact Through Family Engagement – A Review and Planning Guide

This tool helps to foster meaningful and lasting educational impact through mechanisms for engagement with parents and families. It provides helpful ideas to address the most significant barriers to parent involvement that have been reported in the literature in K-12 programs. The guide gives ideas for each barrier to achieve a greater vision of engagement and offers planning guides to see how your school is addressing each barrier and what can be done for the future. It can be used with school personnel in conjunction with parents. (No ISBN; 15 Pages, 2002) $6 or free online at www.idra.org.

Family and Community Engagement Survey

This survey can be used by teachers, administrators and parents to assess a school's effectiveness in partnering with families and communities. It is a useful tool for planning strategies that are clustered around four domains: (a) student achievement; (b) access and equity; (c) organizational support; and (d) quality of interaction. The questions and ideas used in the guide are gleaned from the literature on effective partnering with communities and families. (No ISBN; 12 Pages, 2002) $5 or free online at www.idra.org.

Promoting Student Leadership on Campus: A Guide for Creating a Culture of Engagement

This is a helpful guide for creating a culture of engagement that includes student voices in the educational change process. Students can help keep the focus clear in planning for academic success. This booklet offers ways to involve students in decision making and supporting meaningful student leadership. It also provides a way to measure success and plan activities that recognize and value students for their contributions by analyzing what is working, what is holding us back and what can be improved. (No ISBN; 15 Pages, 2002) $6 or free online at www.idra.org.

I'm Going to College – Fun Activities and Pictures to Color for Children in Elementary Grades

This is a fun activity book for early elementary children. It is designed to foster interest in going to college. The booklet for children and parents includes puzzles, word games, connect-the-dots, mazes, word scrambles and coloring pages aimed at ages four to 10. (No ISBN; 17 Pages, 2002) $7 or free online at www.idra.org.

To order call 210-444-1710 or visit www.idra.org

These publications developed and distributed by the Intercultural Development Research Association. Contact IDRA to place an order. All orders of $30 or less must be prepaid. Purchase orders are accepted.

Creating schools that work for all children,
through research • materials development • training • technical assistance • evaluation • information dissemination