

SUMMARY

REPORT

September 2004



GOVERNORS EDUCATION SYMPOSIUM

Governors
Education Symposium
June 10-12, 2004



Working at the intersection of politics and policy the James B. Hunt, Jr. Institute for Educational Leadership and Policy helps governors and other political, business, civic and education leaders advance and sustain education reform.



The Oquirrh Institute represents corporate, government, philanthropic and educational organizations from throughout the western United States who share the belief that prosperity in the 21st century will require public policy to adapt more rapidly as technology changes our world.

BY GOVERNORS, FOR GOVERNORS

The 2004 Governors Education Symposium, *Education in Your State: Attracting and Keeping Excellent Teachers*, convened June 10-12 at the Inn on Biltmore Estate in Asheville, North Carolina. Over the course of two and a half days, a bipartisan group of governors, spouses and education advisers representing 22 states and three U.S. Territories engaged in a discussion on teacher quality with education leaders from across the nation. The unique format of the program combined presentations from experts with opportunities for governors to share their state's experiences and discuss how to improve teacher preparation, compensation and retention. Governors' spouses and a select group of education advisers also participated in the event. The Symposium was made possible through the generous support of Carnegie Corporation of New York and The Broad Foundation.

This year's Symposium continues the work begun in December

2002. The inaugural Governors Education Symposium, *Education in Your State: Setting the Agenda and Staying the Course*, was attended by more than 20 incumbent, newly elected and former governors, along with their education advisers. Together, these symposia have afforded governors from half the states across the nation the opportunity to engage with one another in a dialogue on how to set their education agenda and lead education reform at the state level.

"The world is changing at a dramatic pace and education must also change. I learned a great deal at the Governors Education Symposium and appreciated the different perspectives presented. The speakers were terrific and change oriented."

Governor Pawlenty

Public education comprises anywhere from 35 to 55 percent of state budgets, making it the single largest state policy issue. As chief executives of their states, it rests with governors to lead efforts to improve education. To be effective, governors must inspire others to share their vision, develop comprehensive policies and build broad-based coalitions to support innovative, effective education policies and practices.



(Left to right) Hunt, Gov. Camacho, Gov. Vilsack, Gov. Bredesen, Gov. Napolitano, Gov. Wise, Gov. Tulafono, Gov. Carcieri, Gov. McGreevey, Gov. Taft and Gov. Turnbull



E X E C U T I V E

INTRODUCTION

The Governors Education Symposium is designed “by governors, for governors” to bring the leaders of the nation’s states together to engage in a meaningful and candid dialogue about pressing education issues. The Governors Education Symposium is the only forum for governors which offers frank peer-to-peer discussion on the political strategies and policy challenges of education. In preparation for the 2004 Symposium, the Hunt Institute convened a Board of Governors – a bipartisan group of former and incumbent governors – to identify the most critical education issue facing states today. As a result of their counsel, the 2004 Symposium program agenda focused on how to attract and retain excellent teachers, offering governors, their spouses and education advisers the opportunity to examine and discuss the challenge of how to ensure that all children have high quality teachers.

Teacher quality has been front and center in state policy discussions as governors, legislatures and school districts work to meet the requirements of the federal No Child Left Behind

Act, which mandates that all teachers be “highly qualified” by the 2005-06 school year. Meeting these requirements present policymakers with significant challenges as they seek to fill the hundreds of thousands of teaching positions that will become vacant over the next decade.

Using the Teaching Commission’s recent report, *Teaching at Risk: A Call to Action*, as a framework, the 2004 Symposium focused on the three factors identi-

fied in the report as critical to ensuring high quality teachers: compensation and performance, leadership and teacher support, and teacher skills and preparation.

COMPENSATION AND PERFORMANCE

Nationally, the basic structure to determine teacher salaries has remained relatively static for almost eight decades. Few pay for performance salary structures are in place across the country, meaning that teachers tend to earn incremental raises based on their years of experience. Low base salaries, coupled with slow salary growth, prevent some would-be teachers from entering the profession and cause many others to leave the classroom within a few years. A number of states are experimenting with ways to revamp teacher compensation, including more competitive base pay, differentiated pay, career ladders and premium compensation.

Governors are uniquely positioned to rework teacher compensation in their states by applying their leadership to develop options that best fit their state demographics, political climate and budget realities. One suggested remedy to the issue of performance and compensation is to redesign the system to combine more competitive base pay with mechanisms that reward performance, offer professional advancement that keeps teachers in the classroom and create incentives for teaching in either hard to staff schools or in particular subjects (such as mathematics and science). Such a system would require states to create longitudinal data bases that track individual student and teacher performance.

Currently, school districts tend to assign the least qualified educators to teach the neediest students. Incentive structures that increase compensation for hard-to-staff schools can reallocate resources to the schools where they will have greater impact on student learning. Any improvements to the current system, however, must also better align compensation with effectiveness. By improving teacher compensation, governors can ensure that their states will gain the new teachers needed in the years ahead and retain the veterans already in the classroom.



Lou Gerstner (standing) with Judith Rizzo

2002 GOVERNORS EDUCATION SYMPOSIUM

On December 1-2, 2002, in Chapel Hill, North Carolina, the James B. Hunt, Jr. Institute for Educational Leadership and Policy convened its first Governors Education Symposium. More than twenty former and incumbent governors from around the nation participated in the historic Symposium: Education in Your State:

Setting the Agenda and Staying the Course. Focusing on substantive education reform issues ranging from early childhood education to achievement, accountability and assessment, the Symposium was unique in its combination of dynamic discussion between governors and presenters and confidential governors-only

sessions. The combination of high-level guest speakers and opportunities for governors to talk candidly in private resulted in a meaningful, substantive program that has opened the door to continuing dialogue among the nation’s governors and to future Governors Education Symposia.

To read or download the complete 2002 Governors Education Symposium report, visit the Hunt Institute’s Web site at www.hunt-institute.org.

E S U M M A R Y

LEADERSHIP AND TEACHER SUPPORT

Principals struggle to hire new teachers in low-income areas, as well as for highly competitive subjects such as math and science. Schools need principals who can create an environment in which teachers can be successful – in raising student achievement, in having a satisfactory work environment and in increasing their skills.

Without this on the ground leadership, the problem of schools retaining teachers will continue to worsen. Principals face the problem that professional development for teachers is often the first item to be cut from a district or school's budget during a budget crunch. States spend millions of dollars to recruit and train teachers who leave within a few years, while not investing adequate resources to keep veterans in the classroom. One study estimates the cost to recruit, train and replace a teacher who leaves after only three years at \$50,000, over and above salary costs.

Governors can play a strong role in creating a system conducive to finding and keeping high quality teachers. Education reform efforts currently underway to improve school leadership and support for teachers include training principals in effective management practices; empowering principals and teachers with more site-based management authority; providing mentors for novice teachers; and restructuring professional development opportunities.

TEACHER SKILLS AND PREPARATION

Traditional teacher preparation programs have been under scrutiny for the past two decades. Some critics maintain that new teachers must be trained at the school district level to attain competency, as they are not fully prepared by many colleges of education to teach when they enter the classroom. Other critics join proponents of greater practical experience in asserting that the majority of current teacher preparation programs do not provide teachers with a rigorous enough academic grounding in subject matter. Efforts to improve the skills and preparation of new teachers include ensuring that teacher preparation schools provide a rigorous program of study in subject matter content; offer more and earlier



Governor Carcieri and Governor Easley

student teaching opportunities; improve program standards and align them with state teaching standards; as well as work with alternative entry programs to ensure their conformity to standards.

Into this fray, governors can provide the leadership to broker partnerships between public schools, colleges and universities and alternative entry programs. These partnerships can help ensure that new

teachers are prepared to address the unique K-12 education needs of individual states, districts and schools. In addition to asserting their leadership in this direction, governors can encourage teacher preparation schools to raise their standards and more effectively recruit better future teachers. By analyzing data that measure program effectiveness, governors can hold institutions accountable for the quality of their graduates, thereby helping to ensure that they produce effective teachers.

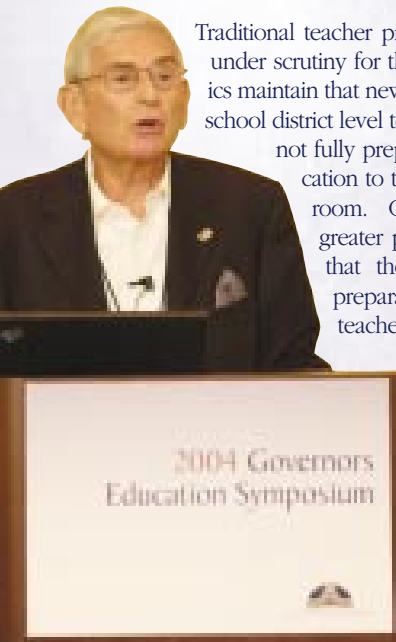
CONCLUSION

Improving teacher quality should not only be considered a critical education reform issue, it should be viewed as the central strategy in improving the overall condition of the state. According to the work done by Stanford economist Eric Hanushek for the Teaching Commission's report, individual productivity and earnings and national economic growth are causally connected to student achievement. Policymakers, educational leaders and the public disregard education at their peril when pressing for better, higher paying jobs and economic growth.

Armed with the knowledge that the quality of the individual teacher is the single most important factor affecting student achievement, governors must do their best to ensure that every child in their state has access not to mediocrity, but to excellence. Governors have the power to influence how their states recruit and retain members of the teaching profession. Governors also have the ability to improve educational equity in rural and inner-city schools by providing incentives to entice quality teachers – not only righting an endemic flaw in public education, but improving the communities in these disadvantaged areas.

"Often, the information governors get about education is purely ideological. The Governors Education Symposium stands apart because it is practical and data driven. The Symposium helps focus governors, particularly new governors, and give them direction."

Governor Bredesen



Eli Broad



S Y M P O S I U M

FEATURED PRESENTATIONS

Featured presenters Eli Broad, Founder of The Broad Foundations; Lou Gerstner, Chair of the Teaching Commission; and Kati Haycock, Director of the Education Trust, were united in their message: governors are essential to improving the country's education system.

Both Broad and Gerstner spoke on the need for the concerted effort of governors to reform public education and raise teacher quality. As leaders in the private sector (and employers of thousands of American workers), both noted that the link between the economy and education is one of the most critical issues facing America today. The nation's ability to create a globally competitive workforce is directly dependent on the capacity and effectiveness of the educational system. Failure to provide an adequate education, improve the skills and increase the knowledge of American workers will have significant impact on the U.S. economy – in the immediate future and in the long term.

Broad, Gerstner and Haycock all called for a closer examination of how schools of education prepare teachers for the classroom. They also challenged governors to get serious about paying teachers what they are really worth – using differentiated pay, incentives and other benefits, such as scholarships and loan forgiveness, to recruit the best educators the nation has to offer.

Another common theme of the featured presentations was the importance of using data to drive school reform. Gerstner noted this in his plea to governors to establish a standardized process for both traditionally trained and alternative entry teachers to obtain teaching credentials.

“Standards lead to accountability, which leads to measurement, which leads to education improvements,” Gerstner said. “If we wait another ten years, we will not be able to solve this problem. In the next ten years we will hire two million teachers – how we pay, retain and provide incentives for that group of people will have an enormous impact on our country.”

SESSION ONE: TEACHER COMPENSATION AND PERFORMANCE

Governor Hunt moderated the Symposium's first session on teacher compensation and performance. Dr. William Sanders, Manager, Value-Added Assessment and Research, SAS Institute, opened the session with a discussion of using longitudinal value-added data to identify excellent teachers. Denver Public Schools Superintendent Jerry Wartgow, Design Team Leader Brad Jupp and Board of Education President Elaine Berman outlined how Denver developed and implemented its new pay for performance plan, ProComp.

According to Sanders, differences in teacher effectiveness are the most critical factor affecting student academic progress. Measuring those effects has been made easier by using a “value-added approach” – analyzing individual student progress across grades, within different subjects and across different subgroups. Sanders noted that, historically, states have averaged students' standardized test data according to socio-economic, ethnic or racial subgroups. This produced an aggregated view of how well students were achieving across a district or state. These test scores have been used to compare grade level scores from year to year, but have not tracked individual students. Sanders challenged governors to use this data in a different way – to follow students over time.

Sanders encouraged governors to track students in their states using the value-added approach to analyzing assessments. A useful application of constructing these longitudinal data is to quantifiably measure the affect an individual teacher has on a student's progress. “The difference between teachers is the single most important factor in student achievement,” Sanders asserted. “Not race, not gender, not class size – quality of teaching.”

The second presentation was from representatives of the Denver Public School system, Superintendent Jerry Wartgow, teacher Brad Jupp and board member Elaine Berman. The Denver team spoke about the Professional Compensation System for Teachers (ProComp) plan designed to replace the



Governor Taft, Governor Wise and Governor McGreevey

“The Hunt Institute has a great reputation for prompting thought on a deeper level than the typical political rhetoric. At the Governors Education Symposium, I got to talk directly with other governors about what's working in their states – that's an opportunity a governor doesn't get very often.”

Governor Napolitano



Governor Camacho and Governor Napolitano

M S E S S I O N S

previous career ladder-based salary structure. ProComp's design connects teacher pay with student performance. Teachers are evaluated on a wide range of professional teaching duties, including student achievement growth, knowledge and skills, professional evaluation (peer and supervisor), as well as market incentives (location, experience, education level).

In ProComp's collaborative design process, administrators, union representatives and school board members sought to connect teacher salaries more directly with schools' goals, including offering incentives for teachers whose students show an increase in their achievement on standardized tests. ProComp eliminates automatic pay increases and replaces them with earned pay increases.

Wartgow, Jupp and Berman noted that explaining the plan to all stakeholders – representatives from teachers unions, teachers, administrators and parents – and building their support was essential to creating buy-in for ProComp. The ProComp agreement is scheduled for a referendum vote in Denver in November 2005. The referendum includes a local property tax increase of \$25 million to support the new system.

EDUCATION ADVISERS SESSION

While a group of the participating governors attended the national memorial service for President Reagan, the Symposium continued with a special session for governors' education advisers. North Carolina Governor Mike Easley, Former Georgia Governor Roy Barnes, Sandy Kress (former senior education adviser to President George W. Bush) and Iowa First Lady Christie Vilsack all shared their experiences with pay for performance plans in North Carolina, Georgia, Texas and Iowa. Governor Hunt moderated the session.

Governor Barnes started the session by describing some of the steps he took in Georgia before the state was able to offer differential pay for teachers. Barnes worked with colleges of education to make subject matter majors mandatory for all teachers, linking teacher preparation to content-based expertise. Barnes said that putting a proper credentialing program in place is necessary in order to create a pay for performance system. Barnes also detailed the innovative money-back guarantee program he helped establish at the University of Georgia, which requires that the university retrain – at the University's cost – teachers who are not performing well in the classroom.

Governor Easley noted how teachers in North Carolina can receive a \$1,500 bonus if their school reaches its growth goals. North Carolina also provides incentives for teachers to become National Board Certified, including paying for the registration fee and increasing their pay by 12 percent annually. Data show that board certified teachers are better teachers, Easley said, because they are committed to their own professional development. Easley also outlined his state's recent efforts with using pay incentives to attract science and math teachers for hard-to-staff schools, particularly in rural areas. North Carolina is also

studying the idea of providing college tuition assistance for teachers' children at state universities and providing low interest loans for teachers.

Sandy Kress informed the assembled governors and education advisers about how in Texas, education leaders had examined demographic and student growth data from the schools that achieved the greatest growth across like-schools and found that teacher incentive programs resulted in significant student achievement growth. Armed with these data, Dallas blended public and private funds to offer bonuses to teachers and administrators serving in the schools that showed the greatest growth. Kress said that the state made public events out of the cash awards, to the delight of teachers who were thrilled to be recognized for their achievements. He also noted that the data could also be used to identify and aid in the improvement of poorly performing teachers. The Texas Legislature, he said, is examining additional pay for performance models and is on track to create a statewide system for teacher performance incentives.

First Lady Vilsack said that, in Iowa, teacher pay is linked to licensure. Once teachers pass their licensure exam, they become level two teachers and receive raises. In order to become level three teachers and receive additional salary increases, teachers must appear before a board of their peers and administrators to demonstrate professional growth. Level four teachers are National Board Certified. Experienced teachers can also earn bonuses by serving as mentors for new teachers. Vilsack said that Iowa is also examining how to help schools create goals and offer incentives for reaching those goals. Under the proposed plan, schools would be empowered to decide how they use the incentive money and determine their own goals.

SESSION TWO: LEADERSHIP AND TEACHER SUPPORT

Session two focused on what states can do to recruit, retain and support excellent teachers. Governor Bob Taft moderated the session. Bob Wehling, Commissioner, National Commission on Teaching and America's Future, gave a presentation on how states can increase teacher retention by improving teacher support. Principal and National Board Certified Teacher Billie Hicklin and National Board Certified Teacher Louise Moore, from Parkway School in Boone, NC, shared their perspectives as practitioners.



Governor Tumbull



S Y M P O S I U M

With a national yearly average of about 15 percent turnover, Wehling questioned why states treat teachers like expendable resources when value-added data demonstrate that schools with lower teacher turnover have higher levels of student achievement. With a little money and a great deal of public will, Wehling said that states could adopt business models in schools to decrease teacher turnover by increasing teacher support.

Wehling focused on business models governors could employ to recruit and retain excellent teachers, including reallocating resources to recruit and hire teachers; placing more emphasis on student teaching experience; assigning multiple mentors to new teachers during their first year in the classroom; providing access to continuous training for professional development; and rewarding and recognizing success on the job.

Hicklin and Moore echoed Wehling's suggestions. Treating teachers as professionals and acknowledging them for their work was high on the list of ways to support teachers for both practitioners. Hicklin noted that teachers do not have enough time to prepare and carry out their classroom responsibilities, leading to a feeling, especially for novice teachers, of being constantly overwhelmed. Discussion of conditions essential to producing quality teachers and keeping them included the need for principals to do creative school sched-

uling to ensure time for teachers to meet, discuss students, review curriculum and test data, and plan lessons.



Planning time is particularly critical. It includes time for teachers to develop lessons that will have activities, materials and assessments appropriate to the full range of students found in a typical classroom, including non-English speakers, learning disabled, gifted and physically handicapped students. Beginning teachers especially need planning time in common with veteran teachers so the novices can discuss their lesson plans and activities with experienced colleagues and simultaneously get tips on managing classroom time and behavior.

Both Hicklin and Moore suggested changing teachers to a year-round schedule to provide educators with more time to prepare classrooms, improve lesson plans, develop learning strategies and participate in professional growth development activities, such as National Board Certification or leadership academies.

Hicklin and Moore identified peer support as a critical success factor for teachers. New teachers need a connection in the school beyond the classroom, through mentors and friendships. Hicklin and Moore's school schedules time for teachers to interact on a personal level. Teachers are also given assistance with clerical tasks to allow more time for new and experienced teachers to collaborate and share ideas.

Both also noted that support from leadership is key to practitioner success. Hicklin stressed that school leaders need to support innovation and risk-taking in the classroom. Moore observed that having leaders who are excellent teachers offers the greatest support. Principals who recognize effective teaching strategies can provide coaching and training where necessary. Leadership support should come from the top, Hicklin said. She suggested that governors follow Governor Hunt's example and schedule regular times to meet and talk with teachers about the profession. "Knowing what teachers need in terms of resources is an important component of setting up teachers to succeed," said Hicklin.

Governor Leavitt with Nancy Zimpher

2004 SPEAKERS AND PRESENTERS

Eli Broad
Public Education and Governance: Better Teachers for America's Schools

Louis V. Gerstner
Teaching at Risk: A Call to Action

Beverly Hall
Preparing Teachers to Be the Critical Success Factor

Kati Haycock
Five Ways States Can Improve Teaching and Instruction ... Now

Billie Hicklin and Lou Moore
A Practitioner's Perspective

Charles Reed
Preparing a High Quality Teaching Force for California: Offering Accountability for Results

William Sanders
A Summary of Conclusions Drawn from Longitudinal Analyses of Student Achievement Data over the Past 22 Years (1982-2004)

Jerry Wartgow, Brad Jupp and Elaine Berman
ProComp: Implementing Denver's Pay for Performance Plan

Bob Wehling
How to Increase Teacher Recruitment and Retention by Improving Teaching Conditions

Nancy Zimpher
What Together We Can Do To Achieve Quality Education for All

To read or download complete presenter papers or biographies, visit the Hunt Institute's Web site at www.hunt-institute.org.

M S E S S I O N S

SESSION THREE: TEACHER SKILLS AND PREPARATION

In session three, EPA Administrator Mike Leavitt (former Governor of Utah and founder of the Oquirrh Institute) moderated an examination of teacher skills and preparation. In their presentations, Charles B. Reed, Chancellor of the California State University System; Nancy Zimpher, President of the University of Cincinnati; and Beverly Hall, Superintendent of Atlanta Public Schools, discussed higher education's responsibility to prepare and provide ongoing professional development and support to teachers.

Dr. Reed challenged governors to pay more in order to improve public education – not just more money, but more attention. Reed suggested that all other policy and economic issues are tied to the success of education and offered governors several ideas for making the link explicit in their states, including paying more for math and science teachers whose expertise is desperately needed for the U.S. to maintain its competitive edge in the global economy.

Reed said that every teacher education program in a state must be accredited. Improving public schools should be the number one priority of higher education. California State University's teacher preparation model provides for continuing support for teachers after graduation. Steps taken by California State University include providing mentors to new teachers and offering access to an email system and a telephone hotline for new teachers who need help. "If we can get teachers through the first two years they will stay in the profession," he said.



Kati Haycock



Dan Fallon

Dr. Zimpher pushed governors to work with university presidents to systematically connect higher education to K-12 schools. Zimpher said that part of the solution is to hold universities accountable for the quality of the teachers they produce and for the state to provide incentives for teaching. As a university president, Zimpher uses her bully pulpit to bring superintendents and teacher unions together to focus on issues such as closing the achievement gap

in reading, math and science. She said that governors can use their power similarly to broker beneficial partnerships. In Ohio, these partnerships have translated into useful programs such as literacy coaches in every school and teacher report cards issued directly to the public. Ohio has also invested in a Teacher Quality Partnership, which proposed a longitudinal study to examine teacher preparation, following on Dr. Bill Sanders' research.

Zimpher said governors and education leaders can use these value-added data to understand how to better prepare teachers.

Dr. Hall said that starting a student's teaching experience as early as possible is key to creating teachers who have practical as well as pedagogical skills. She also found that the more teachers know about their subject area, the better their students perform. Therefore, secondary level teachers must major in the subject they are going to teach.

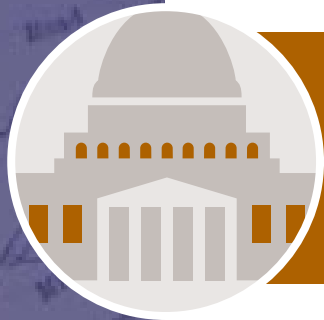
INVESTING IN AMERICA'S FUTURE

A group of speakers representing the national foundations that support the Hunt Institute's work, including 2004 Governors Education Symposium underwriters Carnegie Corporation of New York and The Broad Foundation, closed the Symposium by speaking to the governors about how their organizations are investing in America's future.

Dan Fallon, Program Chair at Carnegie Corporation of New York, outlined the three priorities for Carnegie's education division: advancing literacy, reforming urban education and teacher education. Focusing on Carnegie's teacher education reform mission, Fallon noted that there has been a dramatic paradigm shift in recent years, centering on better teacher development as a vehicle to improve student achievement. Fallon detailed Carnegie's strategy to invest \$5 million in eleven key colleges of education, including the University of Virginia and Stanford University. These grants, which are matched by the colleges, are data-oriented and focused on results.

Dan Katzir, Managing Director of The Broad Foundation, said that his foundation was created to improve urban public K-12 education. Katzir described the foundation's primary areas of focus – governance, management, labor relations, charter schools and competition – and gave governors examples of each.

In one of his foundation's first public acknowledgements of its investments, Charles Roussel, Program Director for Disadvantaged Children and Youth Programs at The Atlantic Philanthropies, explained how Atlantic focuses on changing the long-term trajectories of disadvantaged children through prevention and intervention. Atlantic's initial investments in this



new field will assess city and state conditions to align funding, improve advocacy and support best practices.

Richard Laine, Director of Education at The Wallace Foundation, talked about Wallace's focus on educational leadership. Laine detailed Wallace's State Action for Education Leadership Project (SAELP) and noted that many of the governors attending the Symposium represented current SAELP states or states that are under consideration for SAELP II grants. Through SAELP, Wallace funds state efforts to establish new requirements for licensing and preparing school leaders, provide incentives for recruitment and promote effective working conditions that result in better student performance.

Stefanie Sanford, Senior Policy Officer for Education at the Bill and Melinda Gates Foundation, described the education initiative for which the Gates Foundation is best known – Small High Schools. The challenge of the Small High Schools program, she said, is to create high schools that are fundamentally different in their approaches to educational rigor and relevance for adolescents and in the relationships between teachers and students.

CONCLUSION

The student is the primary beneficiary of quality teaching – and the state is the ultimate beneficiary. Quality

teaching leads to better schools; better schools attract businesses and produce educated workers that bring economic growth to the state. Quality teachers in low-income schools ensure opportunities for all students to be successful, not only in the classroom, but as citizens.

The 2004 Governors Education Symposium was designed by governors and for governors to help share and suggest ways to assist states' efforts to improve the teaching force in each state. The Symposium brought together education leaders who have implemented successful strategies to recruit and retain teachers. Assembling education experts and policy-makers together, the Symposium created an environment for the discussion and sharing of research and practical strategies for implementing education reform. Most importantly, the Symposium convened governors with one another and their education advisers to discuss

how these strategies can foster improvement not just at the state level, but at the individual school level, to make certain that each student will be inspired, motivated and educated.



Governor Bush

FINDINGS AND RECOMMENDATIONS

- Current teacher compensation systems too often assign the least qualified teachers to teach the lowest performing students. Providing incentives to assign the highest quality teachers to teach the lowest performing students is a more efficient and effective method to maximize overall student performance and test scores.
- States should construct longitudinal databases to track student performance over time to evaluate the impact of teacher performance. These value-added systems can use a number of measurements of teacher performance, including student achievement growth, knowledge and skills, professional evaluation and market incentives.
- Schools should utilize business models for recruiting, training and retaining quality employees by using data driven evaluation of teachers, tracking student progress and teacher effectiveness against a clearly defined set of goals, tying compensation to performance and aligning the goals, standards and priorities of all levels of school leadership, from the teacher to the school board member.
- States should provide financial support for teacher planning and collaboration, teacher mentoring programs and professional development opportunities.
- Institutions of higher education should establish annual evaluations to measure the quality of teacher preparation programs.
- State governments should create pre-K-16 partnerships that align local school district goals and standards with teacher preparation programs.
- States should maintain databases that track teacher shortages so that funding can be applied to address shortages by targeted recruiting and preparation for teachers.
- States should institute more rigorous admission criteria for teacher preparation programs and have programs require students to major in the subject they will teach.

HUNT INSTITUTE BOARD OF GOVERNORS

The Hunt Institute's Board of Governors is a bipartisan group of former and incumbent governors, chaired by Governor Hunt. The Board of Governors provides advice to the Hunt Institute on the Governors Education Symposium program, ensuring that the issues addressed reflect the concerns of governors and that there is a bipartisan consensus on both the Hunt Institute's approach and the Symposium's themes. Board of Governors membership reflects the changing education policy landscape, provides bipartisan and regional representation and guarantees that the Hunt Institute remains current in assessing the needs of governors.

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GOVERNORS EDUCATION SYMPOSIUM SUPPORTERS

Funding for the 2004 Governors Education Symposium was generously provided by Carnegie Corporation of New York and The Broad Foundation.

Carnegie Corporation of New York has been promoting “the advancement and diffusion of knowledge and understanding” for nearly a century by supporting efforts to improve teaching and learning that have the potential to make a lasting and long-term contribution to the field of education.

The Corporation’s current work in education, focuses on three major areas: advancing literacy, urban school reform and teacher education reform. The theme that unites these subprograms is the overall goal of increasing access to quality education and a rich educational experience for all students that will prepare them for success in today’s knowledge-based economy.

The Broad Foundation's mission is to dramatically improve K-12 urban public education through better governance, management, labor relations and competition. The Foundation’s programs and grants support attracting, retaining and training future education leaders; redefining the traditional roles, practices and policies of school board members, superintendents, principals and labor union leaders to better address contemporary challenges in education; equipping school systems and their leaders with tools for effective management; providing tangible incentives for educators to advance academic performance and showcasing successes in urban education.

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