

Kansas and Missouri "Heart" in the Heartland

The Ewing Marion Kauffman Foundation and **The Danforth Foundation** Host A One-Day Forum for Kansas and Missouri Superintendents in Cooperation with **The Haberman Educational Foundation, Inc.**

Susan Wally, Vice President K-12 Education, at *The Ewing Marion Kauffman Foundation* made it possible for the school leaders in the nation's Heartland of Kansas and Missouri to add to their repertoire of evidence-based tools for teacher and school leader selection. Dr. **Bob Watkins**, Director of the Missouri Superintendents Forum and the Kansas Superintendents Forum invited Haberman Educational Foundation leaders to present to a joint meeting of these groups February 14, 2002. The day-long seminar highlighted the importance of student-centered teacher education paradigms and research-based selection instruments for both teachers and principals. The event took place at the Kauffman Foundation in Kansas City, MO., and Dr. Martin Haberman was the featured speaker. He was accompanied by Delia Stafford, President of the Haberman Educational Foundation.

The Haberman Educational Foundation has had several opportunities to share knowledge and research tools with area school districts in the nation's heartland. As early as January 24 of 2002, Dr. **Chris Wright**, Superintendent of the Riverview Gardens School District in St. Louis (MO) invited the HEF to do training in that district. Likewise, Dr. **Mark Frost**,

Assistant Superintendent for Human Resources of the Park Hill School District in Kansas City (MO) hosted Foundation leaders Stafford and Dill to train February 6, 2002, in the Park Hill schools. Dr. **Barbara Tate**, Assistant Superintendent of the Grandview Schools also invited the Haberman Educational Foundation representatives to do teacher selection training June 7, 2002 in the Grandview (MO) Schools. Dr. Haberman further had the opportunity to speak to the teachers of the Leavenworth (KS) Public Schools who,

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Hosting a day of in-service, which included a speech to the teachers in Leavenworth, Kansas by Martin Haberman, pictured here are (L to R) Dr. Richard Branstrator, Superintendent of Leavenworth School District, Delia Stafford President, Haberman Educational Foundation, Inc., Kansas State Commissioner of Education Andy Tompkins and Dr. Martin Haberman Distinguished Professor, University Wisconsin Milwaukee.

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We are pleased to announce that the National Association of Alternative Certification Conference, Molly Drake, Conference Chairperson, will be held in Orlando, Florida, 2003. Check the NAAC web for more information. ★

From the Presidents Desk

In the coming year 2003, The Haberman Educational Foundation, Inc. will begin its eighth year of work in many of the nations largest school districts. There has been tremendous interest from school leaders requesting training in Martin Haberman's research based interview. School leaders are aware of the impact of competent as well as incompetent teachers, and many are no longer willing to hire without a protocol that calls for an in-depth look at an individuals potential for working with children, especially those at risk of failing or dropping out of school. As accountability measures increase, the responsibility for finding the best teachers and principals becomes even more imperative. The "no child left behind" initiative from President Bush is paramount in everyone's thinking. No caring educator wants to be responsible for children not learning or leaving a child behind. We have choices as school leaders. The children have none. We should be making the best choices for children when it comes to hiring teachers and principals. The right selection is key to success.

A clear example of the best selection for the children is one Cyndi Jeansonne, a special education teacher of severe and profoundly handicapped children from Galena Park ISD, Houston, Texas. Ms. Jeansonne, was this years recipient of the annual one thousand dollar Haberman Foundation Scholarship for exemplary Alternative Certification Interns. In her teaching video presented to the National Association of Alternative Certification conferees, she is featured teaching the children with this category of handicapping condition. The Foundation is dedicated to promoting alternative certification so that every child has a highly qualified teacher. The children deserve nothing less. Would that every child had a Cindy Jeansonne. We could be assured that no child would be "left behind".

Delia Stafford



September 2002

Dear Mrs. Stafford,

I will never forget that beautiful day in Los Angeles at the NAAC Awards! Everyone from the Haberman Foundation made that experience a lifetime moment.

I watch the video often of the presentation you made to me on behalf of the Haberman Foundation.

Thank you for giving validation and purpose to the lives of new teachers and the students whose lives and futures have been forever changed by it!

Cyndi Jeansonne

The Haberman Educational Foundation Newsletter

The quarterly newsletter of the Haberman Educational Foundation will collect and disseminate news of all alternative teacher certification programs and will accept contributions of information from teacher educators world wide. It will also provide services of research; policy, technical assistance, and grants related to the selection, and training of more effective teachers and principals. Items of news interest should be submitted to: The Haberman Educational Foundation, Inc., 4018 Martinshire, Houston, TX 77025, Phone: 1-800-667-6185.

The Haberman Educational Foundation Newsletter is now self-funded. Thanks to all our many subscribers in 1994-1995. The Newsletter is being disseminated internationally. Your contribution or gift to the Haberman Educational Foundation, is tax deductible.



DELIA STAFFORD-JOHNSON is President of The Haberman Educational Foundation, Inc. in Houston, TX. Her research interests include urban education, violence prevention and alternative certification. Mrs. Stafford-Johnson is a member of the North Central Indiana Alumni Chapter of Kappa Delta Pi International Honor Society for Educators.



VICKY SCHREIBER DILL is a lecturer, writer and senior researcher for the Haberman Educational Foundation. Her research interests include teacher selection and development, violence prevention, and school renewal. Dr. Dill is a member of the Delta Chapter of Kappa Delta Pi International Honor Society for educators.

The National Conference on Alternative Teacher Certification Annual Meeting April 11-13, Los Angeles (CA) *"Powerful Alternatives: Quality Teachers for All Kids"*

The annual conference of The National Association for Alternative Certification opened April 11 at the Los Angeles (CA) Marina Beach Marriott Hotel. Approximately two hundred eighty conference goers attended the event.

Highlights of the program included the Secretary of Education for the state of California, **Dr. Kerry Mazzoni**, who serves on the cabinet of California Governor Gray Davis. Mazzoni advises the Governor on policy matters relating to education Pre-K through university levels. Ms. Mazzoni, long an advocate for alternative teacher certification, has also advocated reform in the state on such matters as statewide assessment, class size reduction, accountability, teacher standards, school readiness and technology integration. She spoke on Thursday to a packed lunchroom crowd.

Father **Gregory Boyle** spoke to the group on Friday at breakfast. Receiving a standing ovation for his encouraging words and clear dedication to young people in east Los Angeles, Father Boyle also received a spontaneous donation of several hundred dollars to help rebuild the Homeboy Bakery. Father Boyle's presentation to the National Association for Alternative Teacher Certification struck common accord with the teachers and leaders present. After all, alternative routes to certification started as a grassroots movement in the early 1980's and has kept alive throughout the ensuing years the conviction that determined individuals can bring a voice to those who lack power. Those convinced they have something to offer will find a way.

Also keynoting was Dr. **Kris D. Gutierrez**, Director of the Center for Urban Literacies. Speaking to a lunchtime crowd on Saturday, April 13, she is the well-known author of many articles, book chapters and the upcoming [Critical Issues in Latino Education](#). Dr. Gutierrez's current research interests include a study of the socio-cultural contexts of literacy development, particularly the study of the acquisition of academic literacy for language minority students. Her research also focuses on understanding the

relationship between language, culture, development, and pedagogies of empowerment.

Throughout the conference, attendees experienced some 35 concurrent sessions organized along three strands: "Effective Tools" designed to help new programs get started; "All Plugged In" focusing on the use of technology to deliver instruction, and "Bright Ideas" which have evolved from the fifteen or more years of experience directors have had in running effective alternative teacher certification programs. Concurrent sessions included one by Drs. **Linda Post** and **Martin Haberman**, both of the University of Wisconsin in Milwaukee. Post and Haberman discussed in detail the subject of their upcoming book -- how to deselect poorly performing teachers. The standing-room only session provided concrete



Mike McKibbin, California Teacher Credentialing, newly elected President of the National Association of Alternative Certification Association and Dr. Kerry Mazzoni, Education Advisor to Governor Gray Davis. Dr. Mazzoni was the luncheon keynote speaker at the NAAC Conference.

guidelines for individuals just starting up new programs as well as directors wishing to improve this aspect of their programs. In addition, Dr. **Marti Garlett**, Dean of the College of Education at Western Governor's University and Dr. **Vicky Dill**, Senior Researcher for The Haberman Educational Foundation, gave a presentation on the K-16 partnership between WGU and the Round Rock

The Bi-Annual Meeting of the The Board of Directors for Haberman Educational Foundation, Inc.

March 1, 2002

Haberman Foundation Board members attending: **Dr. Carl Patton**, President Georgia State, **Dr. Mike Wolfe**, Executive Director, Kappa Delta Pi, **Dr. George Ulig**, Dean of School of Education, University So. Alabama, **Dr. Mike Mc Kibbin**, California Teacher Credentialing, **Dr. Ricardo Fernandez**, President, Lehman College and **Charles E.M. Kolb**, President of Committee for Economic Development, via phone conference.

The Haberman Educational Advisory Board meeting began promptly at 7:45AM with



Mike Wolfe, Executive Director of Kappa Delta Pi International is pictured here with Martin Haberman. At the reception held for the Haberman Advisory Board, in the famous Hofheinz Dome Room at the Radisson Hotel Astrodome, Houston, Texas, Dr. Wolfe presented a one-thousand dollar check from KDP to the Foundation for outstanding contributions to the education community.

continental breakfast and a recapping of all that occurred in the biennium, 1999-2001 including the recent events in 2002, most notably the contract with the New York City Board of Education to provide teacher and principal selection training in the city schools. President **Delia Stafford** provided updates on the sites at which teacher and principal selection training occurred; alternative teacher certification program development sites, and innovative programs developed between 1999-2001.

Financial Reports. Financial reports by CPA **Bill McCullough** were discussed and **Ted Stanley** from Bank One shared his interest in the Foundation. This was followed by a conference call from **Dr. Charles Kolb**, President of the Committee for Economic Development. The conference call confirmed the commitment of individuals in the DOE and the CED to further any initiative to benefit the welfare of K-12 children at risk, including initiatives from the HEF. Comments and suggestions were also made regarding deployment of The Madison Government Affairs. This strategy will also play out effectively in the Philadelphia Public Schools, Dallas and Round Rock ISD in Texas, where the HEF is already working well and receiving excellent evaluations.

Bank One representatives, including **Ted Stanley**, noted that the Foundation's participation in the current



*Dr. Judy Stevens, HEF consultant, co-author of **For the Learners' Sake: Brain-Based Instruction for the 21st Century**, attended HEF Board reception and the Board Meeting on March 1, 2002.*



Jon Schnur, CEO of New Leaders for New Schools based in New York, and Mike McKibbin, California Teacher Credentialing at the HEF reception. Jon Schnur presented to the Haberman Advisory Board his vision for future leaders for schools nationwide as proposed at NLNS.

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account indicates a conservative bent, a use of “comfort funds” to maintain slow growth of reserves. “In terms of the financial challenges we face, the Foundation wishes to become endowed”, stated Stafford. This will necessitate continual marketing of the research we have which verifies the effect of the interview; it will also necessitate the perfecting of an online pre-screener. All stakeholders were in agreement

that the Foundation needs to grow and slowly expand its services to meet the needs of a continually demanding infrastructure.

Maintaining the Vision. Many conversations ensued about the mission and vision of future initiatives. These talks included funding of the Haberman Principals’ Academy in Kansas and Missouri in the summer; additional teacher selection trainings might be added to that menu; further, publications, national education presentations, and the research currently available from the HEF made the Foundation a likely recipient of future grants and funding.

The HEF was then fortunate to hear from **Paul Hirsh**, President of the Madison Government Affairs Group in Washington, DC. Paul and his colleagues noted that “You are your best lobbyist” and that it

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Mike Wolfe, Ex. Director of Kappa Delta Pi, publisher of Martin Habermans “Star Teachers of Children in Poverty” and “Star Principals Serving Children in Poverty”, pictured with President of the HEF, Delia Stafford.



Left: HEF Attorney Cindy Lareau, Senior Researcher at HEF Vicky Dill, Joe Conklin, Technology and Fletcher Stafford attended the festivities at the Hofheinz Dome Room. Fletcher Stafford was commissioned to paint the portrait of Dr. Haberman that will be placed at the Foundation headquarters.



Sharon Barlett, Haberman Foundation consultant along with twenty-five friends of HEF attended the Advisory Board meeting and reception.



Delia Stafford, and HEF Advisory Board Member Dr. Ricardo Fernandez, President of Lehman College in New York City. Dr. Fernandez is supportive of Dr. Haberman and his research for the broad education community.



Dr. George Ulig, Dean, School of Education, University of South Alabama, Dr. Mike Wolfe, Ex. Director Kappa Delta Pi International, and Dr. Mike McKibbin, CA Teacher Credentialing, enjoy a lively conversation at the HEF Board reception.

How Can We Find Enough Quality Individuals To Help Students Make Adequate Yearly Progress (AYP)? The Third Dimension!

Vicky S. Dill, Ph.D. & Delia Stafford-Johnson

Who Will Brave the Context and the Salary Issues to Try to Make a Difference?

We read that in the next several years, in order to avoid losing billions in federal aid, schools like Los Angeles Unified School District (LAUSD) will need to find and credential as many as 15,000 teachers. We also read that many of the best teachers leave teaching because of modest salaries and poor working conditions. We read of the many strategies that many fine school districts like LAUSD are trying to find, credential, mentor, and retain the teachers they need. It is a veritable menu of creativity. Anyone who thinks there's a simple one-shot answer is delusional.

One focus of the mid-career programs that often gets lost in the shuffle, however, is the interpersonal dynamic of mature individuals who enter teaching knowingly oblivious to the context and the salary to "try to make a difference." Feistritzer, nationally known researcher of alternate routes, and others have documented the statistically significant difference on this note between traditional and alternative or mid-career entrants to the profession. Mid-career individuals committed to being able to build relationships with youth at risk are often willing, like emissaries, to brave less favorable conditions to meet the needs of children who desperately need a fresh breath of air in their instructional program, their role models, and their repertoire of capabilities.

Deregulation in the last decade and a half of the teacher certification process has left the process and much of the research difficult, if not impossible, to cipher. Exactly who is an alternative teacher certification candidate and which route they took is often blurred by the merging of routes or the conveying of "deficiency plans" as a type of alternative. There is no short-cut to a quality teacher, however. **There are three dimensions to every candidate: 1) ability to build relationships with children and youth; 2) content knowledge; and 3) ability to deliver instruction using best practices.** The journals are full of how to build content knowledge and best practice. What about that relationship angle?

High Stakes for Everyone: Relationships are not Optional

Children besieged with tests and their attendant onslaught of benchmark assessments – no less than every six weeks these benchmarks are repeated – need, more than ever, teachers who can make the leap of faith from rote teaching to relationships, from worksheets to project-based education. At the very moment school districts need more teachers than ever, they also need better teachers: teachers who can embed technology, teachers who can motivate alienated youth, teachers who can turn yet another assessment into an advent of hope. Rare individuals, such a profile requires that whole populations of individuals who might consider teaching have the career offered to them as expeditiously as possible.

One Person's High Standards are

Another's High Barrier

What is the difference between high standards and a barrier? It's a matter of perspective. In traditional teacher education, individuals navigate a series of courses, increasingly complex series of field experiences, a culminating student teaching or internship experience, and then get certified and start looking for a job. It's a theory-to-practice model that has largely failed to produce adequate numbers of quality teachers for the nation's schools. Yet alterations in this sequence are often automatically suspect; "alternatives" are assumed to be lower in quality and 'easier' because they are more user-friendly.

Does a traditional program reflect high standards? Let's say you are an engineer and you want to be a teacher. One thing you know well is engineering. You've heard that the local high school is planning to start a magnet program for engineers, especially focusing on women in engineering. You've been let go from a dot.com, so you think, "Maybe it's a good time in my life for me to give back something to the school system that raised me and helped me become a capable engineer. I'll be a teacher in that magnet program."

You have a husband and three children; two are in college and one is in middle school. All the family's income is needed to keep the two in college and the middle school kid needs constant surveillance. You go to the local traditional college; you get a "deficiency plan" to add teacher certification to your master's degree in Engineering. What it says

is that you have to study 18 hours of pedagogy, participate in two settings of increasingly complex early field experiences in micro-teaching in local schools, and you must student teach. The 12 hours of course work is tuition plus books; it takes a full year. The student teaching requires you pay the college 6 hours of tuition payments, you buy new clothes for teaching, you give up your job, health insurance, and retirement for half a year and you student teach. You decide not to become a teacher after all. One person's high standards are another person's barrier.

Obtaining a Quality Teacher for Each Student so that No Child is Left Behind

What is the best way to obtain effective teachers for all students? Why is this an emergency?

One thing we've learned: the teacher matters! We shouldn't be surprised. Why would we? We knew this all along; we remember the teacher who turned our lives around or who said something we still remember; we remember the one who "turned us on" to literature, or math, or physics. Yet the Tennessee Value-Added Assessment Method for measuring the effects of the total system on students concretizes this intuition. In this ground-breaking study, the progress of each individual student was measured in its real-world complexity. The Tennessee Value-Added Assessment System is a statistical method of determining the effectiveness of school system, schools and teachers in sustaining academic growth for Student populations (www.aasa.org/SA/des9801.htm <<http://www.aasa.org/SA/des9801.htm>>). What did the sophisticated study find?

Race, socioeconomic factors and academic gains for grades 3-8 were found to be virtually unrelated to the racial composition of the schools, the percentage of students on free and reduced

lunch, or the mean achievement of the students in the school.

Receiving schools do not have a good handle on where students are when they leave the last grade; for students leaving 8th grade and entering 9th grade, this means they often have repetition classes, knowledge and teaching gaps, and must endure a year of catching up that does not fully negate the academic loss they experience the first year after the change

Of all the contextual variables that have been studied to date, the single largest factor affecting academic growth of populations of students is differences in effectiveness of individual classroom teachers. When considered simultaneously, the magnitude of these differences dwarf the other factors.

Residual effects of earlier teachers were measurable on subsequent academic achievement. The effects of 3rd grade teachers on 5th grade math scores were still measurable regardless of the effectiveness of the 4th and 5th grade teachers. In addition, students of the most effective teachers had excellent gains regardless of their prior achievement levels, while students in the least effective teachers' classrooms across the entire prior achievement spectrum did not make appropriate levels of gain. As the level of teacher effectiveness increased, students of lower achievement were the first to benefit and only teachers of the highest effectiveness generally were effective with all students (www.aasa.org/SA/des9801.htm <<http://www.aasa.org/SA/des9801.htm>>).

Value-added assessment represents an assemblage of technologies from many different academic areas. Using the "Sanders" model approved by in the Education Improvement Act, the methodology determined the effectiveness of school systems, schools and

teachers in producing academic growth in students, thereby directly linking student academic growth to education evaluation.

It's the Teacher and the Route to Certification Really Doesn't Matter

We know it's the teacher. Now we have the evidence that confirms it in data. We need to get the best teachers to the students as soon as possible so they can make adequate yearly progress (AYP). We need to find the ones who care and will stay. This means, if necessary, circumventing the traditional so-called "high standards" (vis-à-vis "traditional") model to embrace an alternative. What does the research show about these so-called "alternative certification models"?

A recent study at the Texas A&M International University by Dr. Claudio Salinas found that approximately 200 teachers, (90% of whom were Hispanic) in the alternative teacher certification program from 1997-2000 were retained over the three-year period at a rate of over 90% (csalinas@tamiu.edu). This contrasts with a nationally-accepted retention rate among traditional graduates of approximately 30% over five years.

So what should we conclude from the on-going ying and yang as to whether alternatively certified teachers or traditionally certified teachers best serve America's neediest children? Or better yet, which educators would be willing to provide children with less than qualified teachers for children in America especially children in poverty? Surely any source of well-chosen, thoroughly trained, and carefully mentored teachers will find their place in the lives of at risk students, not only helping them make AYP, but, by motivating, nurturing, inspiring, and caring, they are helping them stay in school and go to college—giving them a shot at the American dream.★

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Dr. Audean Allman, with Delia Stafford at the HEF Board reception. Dr. Allman was Dean of the School of Education at Texas Southern University, Houston, Texas, prior to her recent retirement. She has been instrumental in providing technical assistance to the HEF leaders.

takes about 1.5 years of working pro bono to get any type of funding from the federal government. Hirsh's comments were followed by those of **Jonathan Schnur**, CEO of New Leaders for New Schools. Schnur noted that in his NLNS program, innovative individuals receive a one-year paid internship and a one-year mentorship. They receive placement in schools and are groomed to make a difference in the lives of children who attend schools where many are at-risk. Schnur added that his program is attracting phenomenal individuals and that they used the Haberman screening tool to select a portion of the first cadre



Dr. Haberman is pictured with former Houston Independent School District Superintendent, Dr. Billy Reagan who attended the reception for the Haberman Advisory Board. Dr. Reagan was the first Superintendent to have a school based-teacher education program in Houston in 1984. Under the leadership of Delia Stafford, the program became the largest alternative certification program in the states. The Houston ISD alternative certification program is still prominent in Texas. Texas now boasts 27 such programs.

of NLNS. Schnur recounted the many applications and that they used the Haberman screening tool to select a portion of the first cadre of NLNS—600 applications for 40 slots – and he added “the Haberman Principal Interview will likely become a vital selection piece in the New Leaders for New Schools protocol.”

Technology Assists in Implementing the WGU Vision. **Dr. Marti Garlett**, Dean of the College of Education at the Western Governors’ University, discussed her universities’ goal for helping to certify teachers online using the resources of some 19 colleges in their consortium. Garlett noted that some regulatory barriers remained, but added that incredible value to states will be when

WGU is identified as the formative vehicle for teacher certification or degree-granting. The HEF is pleased to be associated with WGU and hopes to create and continue many innovative solutions to the personnel and quality barriers schools face. Foundation leaders **Delia Stafford** and **Vicky Dill** conducted extensive research for the WGU program regarding the alternative certification initiatives in the seventeen states participating in

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Dr. Carl Patton, President of Georgia State University, Aleithea Capalbo, Administrative Assistant at HEF pictured with Dr. Haberman. The two-day event for the Advisory Board detailed the events and progress made at the HEF Headquarters. A celebration indeed!



Left to Right: Bettye Topps, Washington, DC, Consultant with The Haberman Foundation, Delia Stafford, HEF and Lucinda Randall, Consultant for The Haberman Foundation, Inc. at the Haberman Advisory Board Meeting.

RESEARCH HIGHLIGHTS

Over the past forty years there have been numerous doctoral dissertations validating The Star Teacher Interview. One of the earliest was *Predicting Classroom Behavior of Urban Teacher Candidates Through the Use of a Classroom Behavior Task* by R. J. Lesniak, University of Syracuse Ph.D. dissertation, June 1969. Another of these was *Utility of the Modified Haberman Interview in Higher Education*, a Ph.D. dissertation by Col. Rebecca Storey, University of Texas. Two Other doctoral dissertations have demonstrated that the interview predicts which teachers will escalate or de-escalate student misbehavior. (Fred Chesek 1999, Mary Fostiak 2000, both at Loyola University Chicago.) Two other doctoral dissertations (Leslie Teske at UCLA 1999 and Sueanne McKinney at Old Dominion in Virginia 2001) support the stability of the functions and their strong resistance to traditional college courses and experiences.

The basic process by which the interview is validated is by each school district following its new hires into practice. First year performance is then compared to answers and scores on the interviews. In some districts, first year performance is evaluated by principals, ratings, or questionnaires: in other districts, student achievement data are used. In all instances, teachers selected by the interview have been rated as more effective than new hires selected by other means.

The research and evaluation of the instrument is an ongoing process in districts using the interview. There are now whole schools where all the teachers were selected by the interview, e.g. Buffalo, N.Y., Spring Branch, Texas. In these cases the achievement levels have moved from unacceptable levels to among the highest in the district. In effect, selecting effective teachers is a reform strategy if the teachers are grouped into the same school.★

Places we've been

1994 Training

- | | |
|--------------------|------------|
| 1. Uvalde, TX | March 23 |
| 2. Washington, DC | April 20 |
| 3. Region XIII | June 9 |
| 4. Minneapolis, MN | June 27 |
| 5. Region X | October 11 |

1995 Training

- | | |
|---------------------------|-------------|
| 1. Minneapolis, MN | February 9 |
| 2. Sacramento, CA | March 10 |
| 3. Irvine, CA | March 11 |
| 4. Uni, S. Florida, Tampa | July |
| 5. Brownsville, TX | November 17 |
| 6. Minneapolis, MN | December 7 |
| 7. Uvalde, TX | 1995 |
| 8. Irving, TX | 1995 |
| 9. Region XX | 1995 |
| 10. Newark, NJ | 1995 |
| 11. Ca. Teacher Cred. | 1995 |

1996 Training

- | | |
|----------------------|--------------|
| 1. Washington, DC | January 20 |
| 2. San Diego, CA | January 25 |
| 3. Conroe, TX | February 16 |
| 4. Las Vegas, NV | March 18 |
| 5. Rochester, NY | March 21 |
| 6. Spring Branch, TX | May 7 |
| 7. Newark, NJ | June 1 |
| 8. Sacramento, CA | July 19 |
| 9. Uvalde, TX | July 30 |
| 10. Poughkeepsie, NY | September 10 |

1997 Training

- | | |
|-----------------------|--------------|
| 1. Tampa, FL | January |
| 2. Orlando, FL | January 14 |
| 3. Las Vegas, NV | March 18 |
| 4. Tampa, FL | March 21 |
| 5. Plainview, TX | April 7 |
| 6. Rochester, NY | April 28 |
| 7. Orlando, FL | June 10 |
| 8. Exton, PA | June 17 |
| 9. Wichita, KS | September 16 |
| 10. Rochester, NY | October 19 |
| 11. San Juan, CA | October 19 |
| 12. San Francisco, CA | November 3 |
| 13. Tampa, FL | November 13 |
| 14. Washington, DC | December 5 |
| 15. San Francisco, CA | December 12 |

1998 Training

- | | |
|-----------------------|-----------------|
| 1. San Francisco, CA | January 4/15/16 |
| 2. Minneapolis, MN | March 19 |
| 3. San Francisco, CA | March 12 |
| 4. Washington, DC | May 1 |
| 5. Poughkeepsie, NY | June 9/10 |
| 6. Jacksonville, FL | July 7/8 |
| 7. Cobb County, GA | July 17 |
| 8. Rochester, NY | August 19 |
| 9. Sacramento, CA | October 7 |
| 10. Tampa, FL | October 19 |
| 11. Spring Branch, TX | October 23 |
| 12. Houston, TX | October 28/29 |
| 13. Long Beach, CA | November 9 |
| 14. Region X, TX | November 19 |

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under the leadership of Superintendent **Richard Branstrator**, are building knowledge about how to serve at-risk students. Dr. Branstrator noted to the teachers, who all read Star Teachers of Children in Poverty, "Dr. Haberman is motivated by urgency and the immediate needs of children. He 'cuts to the chase.' Schools are children's best chance for success. Teachers make the critical difference."

The Haberman Educational Foundation is grateful to the Ewing Marion Kauffman Foundation and The Danforth Foundation for providing a forum in which the valuable research available on teacher selection and training can be shared with schools in the nation's heartland in Kansas and Missouri.★

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Independent School District where Dill is an administrator.

On Saturday, April 13, 2002 during the noon luncheon, the **Haberman Educational Foundation** president **Delia Stafford** presented **Cindy Jeansonne** of Cloverleaf Elementary School in Galena Park ISD (TX) a \$1000 scholarship for her outstanding performance during her internship with the Region IV Education Service Center. Cindy stated, "Navy seals had nothing on us. It was like boot camp all year long – a testimony to the rigors of well-crafted alternative certification programs."★

RESEARCH from Page 9**1999 Training**

| | |
|--------------------------|----------------|
| 1. Cobb County, GA | January 5/6 |
| 2. Washington, DC | January 21/22 |
| 3. Wichita Falls, TX | February 1 |
| 4. Galveston, TX | February 4 |
| 5. West Contra Costa, CA | February 8/9 |
| 6. Elkhart, IN | February 22/23 |
| 7. Yonkers, NY | March 2/3 |
| 8. Cobb County, GA | March 9 |
| 9. Washington, DC | March 23 |
| 10. Las Vegas, NV | March 26 |
| 11. Wissahickon, PA | April 1 |
| 12. Buffalo, NY | April 17-30 |
| 13. Galveston, TX | May 3/4 |
| 14. Jacksonville, FL | May 25/26 |
| 15. Cleveland, OH | June 22-24 |
| 16. Cal State Teach, CA | June 25 |
| 17. Washington, DC | July 6 |
| 18. Washington, DC | July 29 |
| 19. Washington, DC | October 30 |
| 20. Cleveland, OH | November 1-3 |
| 21. Kilgore, TX | November 9 |
| 22. Rochester, NY | November 17-19 |
| 23. Philadelphia, PA | December 5 |

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the program.

Jim Rawley of Yellow Springs (OH), whose company is known as "Hart Creations," discussed the value of the "Star" teacher tapes which focus on reflection; the value of reflections and the many innovative ways teachers can access to engage those who work in schools. **Rawley** noted that the tapes, based on Haberman's star teacher characteristics, are essentially instruments of reflection. Rawley also was pleased to encourage schools and school change leaders to consider use of these tapes because of their origins in "best practice" and the ongoing school improvement cycles.

Creating Earning/Learning Opportunities. Also present were **Anthony George**, President and CEO of Optivelo, Inc., a company seeking to find the best employees for its engineering projects. The HEF and Optivelo will collaboratively develop an on-line interview for engineering candidates and employees; the residuals for the online test will be contributed to the HEF. Optivelo will be a leader in the industry for selection of engineers who have the ideology of America's best engineers. This expansion of the revenue base can only benefit the furtherance of the mission and vision of the HEF.

Bob Randall has been instrumental in assisting the Foundation with the **Haberman Star Teacher On-Line Pre-Screener**. His company has worked diligently to complete the program which will provide the Foundation with funding for our ongoing operations through use of the pre-screener to help principals decide who should be interviewed and who might be a less strategic choice for teachers of at-risk youth. The pre-screener is now available [www@habermanfoundation.org](http://www.habermanfoundation.org) and for a limited time only will cost individuals \$20.00 to take the test. Results and a brief explanation are also available to those taking the evaluation.

The meeting closed with a luncheon and a presentation of an oil portrait of Dr. Martin Haberman from President, Delia Stafford. The portrait commissioned by President Stafford was painted by **Fletcher Stafford**, artist and an alternative certification graduate in Houston, Texas.★



2002

- ★ **The Haberman 50-item pre-screener is now available on www.altcert.org or www.habermanfoundation.org.** Administrators who have been trained in teacher selection and understand the mid-range functions of “star teachers” will understand the value of the pre-screener. The on-line test was authored by Dr. Martin Haberman and reflects the functions described in his book, Star Teachers of Children in Poverty. Many thanks to Randall Systems, Inc. for their unflagging persistence until the pre-screener was finalized!
 1. During the month of July alone, 3031 users accessed the pre-screener;
 2. Users were from five continents – United States, Canada, Mexico, Europe, Asia, Australia, and Africa (Nigeria); 24 from China, 6 from the Philippines, and one each from Israel, Thailand, Japan, and India;
 3. In the US, sessions were held by individuals from primarily Texas, Virginia, California, and Colorado, with individuals from seventeen other states.
- ★ *Teacher Education Reports*, published by Feistritzer Publications, features the Haberman pre-screener in the Volume 24, Number 10, p. 3. The article notes, “From his research, Haberman crafted the Interview, which seeks to get to the heart of what teaching should be for children – especially those who live in poverty” (p. 4).
- ★ Martin Haberman presented, “Curricular and Institutional Challenges in Preparing Today’s Teachers Through Alternative Certification (The Nature of Mentoring in ACP Programs)” April 2, 2002 at AERA in New Orleans.
- ★ Vicky Dill attended the first meeting of The Advisory Board of the Western Governor’s University in Salt Lake City (Utah) September 26, 2002.
- ★ The Haberman Educational Foundation continues its ongoing association with Educationnews.org and its editor, **Jimmy Kilpatrick**. Educationnews.org gathers and exhibits a variety of non-partisan news items from around the globe at www.educationnews.org. and boasts 3 million hits
- ★ Vicky Dill, Martin Haberman, and Delia Stafford-Johnson attended the National Association of Alternative Certification Conference, April 14-16, 2002 in Los Angeles.
- ★ Martin Haberman and Delia Stafford-Johnson presented a one-day conference for the Ewing Marion Kauffman Foundation, which sponsored the Missouri/Kansas Superintendents’ Forum, February 14, 2002.
- ★ HEF’s Vicky Dill and Delia Stafford look forward to an upcoming publication on alternative teacher certification in the National School Board Journal.
- ★ Foundation leaders received a 3 year contract with New York City to do teacher and principal selection training for school years 2002-2004.
- ★ Martin Haberman completed an upcoming policy brief prepared for *Recruiting New Teachers* entitled “Mid-Career Adults: How Are They Changing The Workforce?” The policy brief will examine the influx of mid-career teachers in relation to other industries and demographic trends. The study will explore issues including, “What is attracting mid-career adults to teaching?” “How is this mid-career movement into teaching affecting student learning and student achievement?” “How are these teachers adapting to the school environment long-term?” “Are they staying in teaching?”
- ★ Visit the Haberman web to view teaching by Cyndi Jeansonne recipient of the ACP Haberman Scholarship.
- ★ Houston Community College, Houston, Texas, hosted the Star Teacher Selection training for their new alternative certification program **employees** and for surrounding school districts, which will be served by this new innovative teacher education program.
- ★ Delia Stafford was the keynote speaker at the American Association for Employment in Education Conference, Indianapolis, IN, November 4, 2002.
- ★ On October 15, 2002, Delia Stafford was invited to speak to 12 members of the LAUSD School Board and the Personnel Division regarding the Star Teacher Selection Interview. Los Angeles is the second largest school district in the nation.
- ★ **The Haberman 50-item pre-screener is now available on www.altcert.org or www.habermanfoundation.org.**

RESEARCH from Page 9

2000 Training

| | |
|---------------------------------------------|----------------|
| 1. UT Arlington | January 20/21 |
| 2. Cobb County, GA | January 26 |
| 3. Littleton, CO | February 1 |
| 4. UC Berkeley, CA | February 8 |
| 5. Governor State Univ. | February 22 |
| 6. Atlanta, GA | February 29 |
| 7. Cleveland, OH | March 3 |
| 8. E. Lansing, MI | March 8/9 |
| 9. Greenfield, CA | March 21 |
| 10. Albany, NY | April 4 |
| 11. Albion, MI | April 26 |
| 12. Omaha, NB | May 2 |
| 13. Fullerton, CA | June 3 |
| 14. Spring Branch, TX | June 12 |
| 15. Principal Acad. Jacksonville, TX | July 17/21 |
| 16. Philadelphia, PA | August 21 |
| 17. Buffalo, NY | August 29 |
| 18. Washington, DC | August 31 |
| 19. Kilgore, TX | September 19 |
| 20. Chicago Heights, IL | October 4 |
| 21. Englewood, OH | October 20 |
| 22. Harris County, TX | October 30 |
| 23. Minneapolis, MN | November 3 |
| 24. Huston Tillotson College, Austin, TX | November 10 |
| 25. Santa Ana, CA | November 16 |
| 26. Washington, DC | November 27/28 |
| 27. Washington, DC | December 5 |
| 28. Saginaw, MI | December 8 |

2001 Training

| | |
|---------------------------------------|----------------|
| 1. Buffalo, NY | January 8-11 |
| 2. South Bend, IN | January 19 |
| 3. Golden Apple Found. Chicago, IL | January 25 |
| 4. Nashville, TN | January 31 |
| 5. Dallas, TX | February 13 |
| 6. Lake City, FL | March 2 |
| 7. E. Lansing< MI | March 22/23 |
| 8. Tyler, TX | April 2 |
| 9. Round Rock, TX | April 9 |
| 10. New York, NY | Apr 23-27 |
| 11. Buffalo, NY | April 30/May 1 |
| 12. Oakland, CA | May 8 |
| 13. Fullerton, CA | May 9 |
| 14. Laredo, TX | May 12 |
| 15. Kilgore, TX | June 21 |
| 16. San Joaquin, CA | October 22 |
| 17. Houston, TX | November 2 |
| 18. Northern Illinois University | November 17 |

2002 Training

| | |
|------------------------------|------------|
| 1. Philadelphia, PA | January 8 |
| 2. Costa Mesa, CA | January 18 |
| 3. St. Louis, MO | January 24 |
| 4. Northglenn, CO | January 31 |
| 5. Kansas City, MO | February 6 |
| 6. Round Rock, TX | March 7 |
| 7. Kilgore, TX | March 8 |
| 8. Wissahickon, PA | March 18 |
| 9. Alvarado, TX | March 22 |
| 10. Spring Branch, TX | April 4 |
| 11. Galveston, TX | April 19 |
| 12. Darlington, SC | May 20 |
| 13. Grandview, MO | June 7 |
| 14. Mt. Pleasant, MI | August 19 |
| 15. St. Petersburg/Tampa, FL | August 23 |
| 16. Philadelphia, PA | Oct. 28/29 |
| 17. Round Rock, TX | October 14 |

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The Haberman Educational Foundation

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