

# THE TEACHER SHORTAGE: FALSE ALARM?

CLINTON: Our nation faces a very significant teacher recruitment challenge. Over the next decade we will need to hire, listen to this, over two million teachers.

VO: HE'S TALKING ABOUT TOMORROW, BUT WHAT ABOUT TODAY?

BOY: Ever since I've gotten in junior high school I haven't had a science teacher.

VO: SO WHO IS TEACHING OUR STUDENTS?

CODY: We're putting teachers into the classrooms who have virtually no training, virtually no experience.

MERROW: I come in and I see this guy, he's an actor, and he's an insurance man and he's gonna teach my kid. Why should I be comfortable, confident, that you know what you're talking about?

ROCHA: That's an extremely good question.

VO: BUT HOW REAL IS THE TEACHER SHORTAGE?

LINDA DARLING-HAMMOND: In general, we actually have teacher surpluses in this country.

VO: MAYBE THE REAL PROBLEM IS SCHOOL BUREAUCRACIES THAT KEEP TEACHERS OUT?

ARABIA: Kids aren't getting teachers and the teachers can't get in.

VO: OR MAYBE IT'S HOW SCHOOLS TREAT TEACHERS?

CARUSO: I'm burnt out because I have to like bring all my own supplies and I don't get really any support

VO: OR DOES IT GO ALL THE WAY BACK TO HOW WE TRAIN TEACHERS?

A&M STUDENTS: “Row, row, row your boat, gently down the stream.”

SU: I’M JOHN MERROW, THE TEACHER SHORTAGE WE’VE BEEN HEARING SO MUCH ABOUT TURNS OUT TO BE AN OLD STORY. JUST ABOUT EVERY PRESIDENT SINCE THE SECOND WORLD WAR HAS TALKED ABOUT IT AND YET LITTLE SEEMS TO HAVE CHANGED. COULD IT BE THAT WE’VE BEEN MISDIAGNOSING THE PROBLEM AND THEN PROPOSING WRONG SOLUTIONS? COULD IT BE THAT TODAY’S TEACHER SHORTAGE IS REALLY A “FALSE ALARM.”?

### **FUNDING CREDITS**

NAT SOT - PRINCIPAL: Let’s begin our day with our positive pledge.

NAT SOT - CHILDREN: I am somebody, I am capable and lovable, I am teachable therefore I can learn.

VO: FROM WASHINGTON TO LOS ANGELES, FROM SAN ANTONIO TO ST. PAUL, CHILDREN ARE ARRIVING AT SCHOOL READY TO LEARN. BUT ARE SCHOOLS READY TO TEACH? AMERICA IS SAID TO HAVE A SERIOUS TEACHER SHORTAGE, AND THE CALL IS OUT FOR MILLIONS OF NEW TEACHERS.

NAT SOT: “Want to change the world?”

VO: SCHOOLS ARE RECRUITING THROUGH THE MEDIA.

NAT SOT: “Try teaching, be a teacher, be a hero.”

VO: AT JOB FAIRS.

NAT SOT: “We’re looking for teachers in all the content areas...math, science, uh technology positions...we have a lot of positions available.”

VO: EVEN OVER-SEAS.

NAT SOT: “New York City is looking for a few good teachers, and their search is going international.”

VO: ACCORDING TO THE US DEPARTMENT OF EDUCATION SCHOOLS WILL NEED OVER 2 MILLION NEW TEACHERS IN THE NEXT DECADE. WHY? BECAUSE OF NEW LAWS REQUIRING SMALLER CLASSES; BECAUSE MANY TEACHERS ARE RETIRING; AND BECAUSE ENROLLMENTS ARE RISING.

VO: THE SHORTAGE IS SAID TO BE WORST IN HIGH GROWTH STATES, INCLUDING CALIFORNIA, FLORIDA, TEXAS, AND GEORGIA. AND IN SPECIFIC FIELDS— SPECIAL EDUCATION, SCIENCE, AND MATH.

SU: A TEACHER SHORTAGE DOES NOT MEAN CLASSROOMS FULL OF KIDS WITHOUT ADULTS IN CHARGE. SCHOOL DISTRICTS HAVE TO PUT AN ADULT IN FRONT OF THE ROOM, THE QUESTION IS WHO?

ELIZABETH JACKSON: Area is equal to sixteen squared. OK now let's talk about squaring numbers.

VO: IN THIS NINTH GRADE MATH CLASS IN CUTHBERT, GEORGIA. ELIZABETH JACKSON IS EXPLAINING HOW TO FIND THE AREA OF A SQUARE.

ELIZABETH JACKSON: So what is the area of this particular square? Two hundred and fifty-six.

VO: THAT ANSWER IS INCOMPLETE. SHE SHOULD HAVE SAID 256 SQUARE CENTIMETERS. DURING THE PERIOD JACKSON SOLVED SEVERAL PROBLEMS, NEVER ONCE DID SHE TELL STUDENTS THAT AREA IS MEASURED IN SQUARE UNITS.

SHANE MILLER: First thing we're gonna do today is introduce your new vocabulary words for the week.

VO: JUST DOWN THE HALL FROM ELIZABETH JACKSON'S MATH CLASS, SHANE MILLER IS IN CHARGE OF A 9TH GRADE ENGLISH CLASS.

SHANE MILLER: The next word will be strenuous. Strenuous is spelled S-T-R-E-N-O-U-S. Strenuous.

VO: THAT'S NOT HOW STRENUOUS IS SPELLED. BUT HIS STUDENTS MIGHT NEVER KNOW IT. THEY DUTIFULLY COPIED HIS ERROR INTO THEIR NOTEBOOKS.

SHANE MILLER: Let's look at strenuous, stren, u, us.

MERROW: The public seeing that is going to say, "boy, those are two lousy teachers." What do you say when you see it?

DR. STEVEN PORTCH: Well, first of all I would say if they're teaching out of their field, we shouldn't expect any different.

VO: STEVEN PORTCH OVERSEES PUBLIC EDUCATION FOR THE GEORGIA BOARD OF REGENTS.

DR. STEVEN PORTCH: That's exactly what you're going to get more often than not with having people trying to teach things they don't know well enough themselves.

VO: BOTH ELIZABETH JACKSON AND SHANE MILLER ARE TEACHING SUBJECTS THEY HAVE NOT BEEN TRAINED TO TEACH. IT'S A COMMON PROBLEM THAT'S OFTEN ATTRIBUTED TO THE TEACHER SHORTAGE. JACKSON IS FULLY QUALIFIED AND CERTIFIED TO TEACH PHYSICAL EDUCATION, BUT NOT MATH. HOWEVER, HER PRINCIPAL ASSIGNED HER TO TEACH TWO MATH CLASSES.

MERROW: What background do you have to teach math?

ELIZABETH JACKSON: I don't. I don't have a background in math at all.

NAT SOT: "Eight, nine, ten. OK that's pretty good for a rookie."

VO: SHANE MILLER IS LICENSED TO TEACH PHYS. ED AND HISTORY IN MIDDLE SCHOOL NOT TO TEACH HIGH SCHOOL ENGLISH AND MATH. HE'S TEACHING BOTH.

MERROW: Where do you feel uncomfortable?

MILLER: Most uncomfortable would probably be with the math. As far as the basic math I probably feel pretty comfortable, but fractions and that type of thing is just not my forte.

INGERSOLL: Basically every year millions of secondary school students are taught core academic subjects by teachers who do not have even a college minor in the field.

VO: RICHARD INGERSOLL OF THE UNIVERSITY OF GEORGIA CALLS THAT PRACTICE “OUT OF FIELD” TEACHING.

INGERSOLL: In any given year, well over half the high schools in the United States have some out of field teaching going on.

VO: JACKSON AND MILLER TEACH AT RANDOLPH CLAY HIGH SCHOOL, IN CUTHBERT, GEORGIA.

MERROW: Elizabeth Jackson. She's a Phys Ed major. You have her teaching two math classes. How come?

PRINCIPAL BYRD: I could not locate anyone with a math degree who wanted to come to Cuthbert, Georgia, so therefore before I hired her I asked her would she be willing to teach two math classes. And if she'd have said no, I probably wouldn't have hired her.

VO: PRINCIPAL LEE BYRD SPENDS A LOT OF HIS TIME LOOKING FOR NEW TEACHERS. TURNOVER IS HIGH AT RANDOLPH CLAY. LAST YEAR, BYRD HAD TO REPLACE 13 TEACHERS, ALMOST ONE QUARTER OF HIS STAFF.

LEE BYRD: A lot of times it's very difficult to get quality teachers that you desire. A lot of times you have other schools who are vying for their services, and so therefore you have to kind of sell your schools, sell the area to the people you're interviewing.

VO: IT'S NOT AN EASY SELL. THE SCHOOL IS LOCATED IN A POOR, RURAL CORNER OF GEORGIA, AND SALARIES AT RANDOLPH CLAY ARE AMONG THE LOWEST IN THE STATE. IN ALL, ABOUT 20% OF THE TEACHERS HERE ARE TEACHING CLASSES IN SUBJECTS THEY NEITHER MAJORED NOR MINORED IN THEMSELVES.

SU: THAT SHOULD BE CALLED OUT OF FIELD TEACHING, AFTER ALL THOSE TEACHERS ARE TEACHING SUBJECTS THEY HAVEN'T STUDIED. BUT IT'S NOT, NOT AT RANDOLPH-CLAY, OR ANYWHERE ELSE IN THE STATE OF GEORGIA. STRANGE AS IT MAY SEEM THE WAY THE STATE COUNTS THINGS THEIR'S NO OUT OF FIELD TEACHING AT RANDOLPH-CLAY HIGH SCHOOL, NONE WHATSOEVER.

NAT SOT: "I want you to press nine."

VO: UNDER STATE RULES, TEACHERS MAY SPEND UP TO HALF THE DAY TEACHING CLASSES THEY ARE NOT LICENSED TO TEACH, AND STILL BE CONSIDERED FULLY IN-FIELD. AND BECAUSE OF THAT LOOPHOLE RANDOLPH-CLAY HIGH SCHOOL IS ABLE TO REMAIN FULLY ACCREDITED, STAMPED WITH A SEAL OF APPROVAL.

PORTCH: Some accreditation agencies say if you teach three out of the five classes a day in a subject where you're trained, then you're not counted as teaching out-of-field. The trouble with that, of course, is two out of a five is 40 percent of your children.

VO: THE STATE IS PLAYING A SHELL GAME. SAYS RICHARD INGERSOLL, OF THE UNIVERSITY OF GEORGIA.

RICHARD INGERSOLL: You can define out of field teaching out of existence.

MERROW: Define it out of existence? Solve the problem?

INGERSOLL: Well what I mean is that you can ... you can count it in ways, which tend to minimize it, most teachers have a primary field. In my case, I was a social studies teacher but there wasn't a semester that went by that I wasn't, in addition to social studies, also assigned to teach a class or two or three in English, in mathematics, in special education.

MERROW: To you, that's out of field, but to the bureaucracy, since it was a small percentage of your time, it was not out of field.

INGERSOLL: It depends on the State. But in many cases the State may or may not count that as out of field teaching.

MERROW: Do you think the public understands how much out of field teaching there is?

MILLER: I don't think they do. I think that maybe it's something that's a kept secret. I don't know if it's a kept secret or just really not brought to the surface, maybe.

VO: AND THIS IS NOT SIMPLY A RURAL PROBLEM. MICHAEL CARTWRIGHT TEACHES IN SUBURBAN ATLANTA. WHERE RECRUITING TEACHERS IS NOT AS BIG A CHALLENGE. HIS DEGREE IS IN PHYSICS, BUT HE WAS ASSIGNED TO TEACH BIOLOGY AND HEALTH.

MICHAEL CARTWRIGHT: I did a horrible job the year I taught health because I couldn't do the, uh, trying to think of what the terms are. I couldn't do the CPR. I mean, legally I could not. It was dangerous. I couldn't do the Heimlich maneuver because I didn't know it, and I didn't know all the drug names of all the drugs are out. Kids are asking me questions and I refused to do sex education. I just didn't do it.

VO: LOOPHOLES AND LOOSE STANDARDS MAKE LIFE EASIER FOR THOSE WHO RUN SCHOOLS SAYS RICHARD INGERSOLL.

INGERSOLL: You are a high school Principal, it is late August, one of your Science teachers quits. You have a decision to make. You could on the one hand do a thorough search, you could advertise for a Science teacher, you could bring people in, you could interview them. You could show them a school and you could go through a long process and hire someone. On the other hand, another option is to take a Social Studies teacher and an English teacher and reassign each of them to cover one or two sections in Science. That's a managerial choice. It could be less time-consuming; it could be easier to do. In short, it could save a lot of time and money for the school and ultimately for the taxpayer. But it's not cost-free. It's not a cost-free choice.

SU: HERE'S ANOTHER WAY TO THINK ABOUT THIS: PERHAPS OUR SOCIETY CARES MORE ABOUT CARS THAN IT DOES ABOUT CHILDREN. AFTER ALL WE LET SCHOOLS PUT UNTRAINED TEACHERS IN CHARGE OF CLASSROOMS, WE TOLERATE IT. WE'D NEVER LET AN UNTRAINED MECHANIC WORK ON OUR NEW CAR, WE'D INSIST ON A PROFESSIONAL.

MICHAEL CARTWRIGHT: One of the earmarks of a professional is specialization. But we don't have specialization in education. The idea is that a good teacher can teach anything. Well, let's carry this over to a doctor. Why can't a good podiatrist perform brain surgery? After all, if you operate on the feet, why not operate on the brain? Is there a difference? Well, according to the school system there's no difference. But one problem is with the podiatrist performing brain surgery, the patient dies immediately. With a teacher teaching out of field, the student dies a slow academic death.

LINDA DARLING-HAMMOND: We have a history of treating teachers as interchangeable parts. We really think of them as cogs in the wheel and they're kind of all interchangeable, there's no quality differentials, there's no knowledge differentials, there's no differentials in expertise. They just get through the book.

VO: LINDA DARLING-HAMMOND OF STANFORD UNIVERSITY SAYS WE'VE ALWAYS TREATED TEACHERS AS INTERCHANGEABLE PARTS.

LINDA DARLING-HAMMOND: We adopted in the early part of the century the "Henry Ford Assembly Line" model for organizing schools, where you put the kids on the conveyor belt, you pass them along, the workers implement the same thing over and over again. We began to believe that teachers would just be interchangeable parts, that you give them a curriculum, they stamp the kids with the curriculum, there's no expertise needed. All you do is get through the book, get through the curriculum. That idea is very well rooted in American schools.

VO: AND SO IS OUT OF FIELD TEACHING, IT CAN BE FOUND IN MOST STATES EVEN IN THE THIRTY THAT HAVE RULES AGAINST IT. GEORGIA FOR ITS PART IS TRYING TO RAISE STANDARDS BY MANDATING THAT ALL TEACHERS HOLD AT LEAST A MINOR IN THE SUBJECTS THEY TEACH. THAT WAY, THE STATE HOPES, TEACHERS LIKE ELIZABETH JACKSON,

SHANE MILLER AND OTHERS WILL NOT HAVE TO TEACH SUBJECTS THEY MAY NOT KNOW.

MERROW: So you're not saying, "wow, look at those two bad teachers"?

DR. STEVEN PORTCH: If I was convinced those teachers were doing the best job they could, I wouldn't say that. What I would say is "look at those children. Those children aren't getting the education they deserve." Let's not point the finger necessarily at the teacher. We need to say as a society we have not put enough value or commitment on the teaching profession.

SU: SO DOES THE FACT OF WIDESPREAD OUT OF FIELD TEACHING PROVE THERE IS A TEACHER SHORTAGE? NOT REALLY, WHAT IT DOES TELLS US IS THAT MANY SCHOOL SYSTEMS HAVE LOW STANDARDS, OFTEN ARE BADLY MANAGED AND SEEM TO OPERATE ON THE MISGUIDED ASSUMPTION THAT ANY TEACHER CAN TEACH ANY SUBJECT.

VO: BUT THERE ARE CLASSROOMS WITHOUT QUALIFIED MATH AND SCIENCE TEACHERS. SCHOOL SYSTEMS SAY THEY JUST CANNOT FIND TEACHERS. FOR EXAMPLE, INSIDE THIS PORTABLE CLASSROOM AT BRET HARTE MIDDLE SCHOOL IN OAKLAND, CALIFORNIA, IS AN EIGHTH GRADE MATH CLASS THAT'S BEEN WITHOUT A REGULAR MATH TEACHER FOR MOST OF THE YEAR.

MERROW: How many math teachers have you had this year?

BOY: Let's see, there is Mr. Berry, Miss Gaines, Mr. Lee, Mr. Dijon, Mr. Franklin, Coach Brown was one of our substitutes one day.

GIRL: We had Miss Nakasako, we had Miss Gaines, we had Miss Elmore, we had this other man named...he had like curly hair his name was Mr. Uhm...

MERROW: So you've had so many teachers you can't remember all their names?

GIRL: Can't remember...Yeah.

VO: A FEW MILES AWAY, AT OAKLAND HIGH SCHOOL THIS NINTH GRADE SCIENCE CLASS HAS HAD NOTHING BUT SUBSTITUTES ALL YEAR LONG. THE ENTIRE YEAR WITHOUT A CERTIFIED SCIENCE TEACHER

MERROW: What has that been like? Having what 16 teachers or seven or nine, during the year?

BOY: It's just weird, it's like we have to get used to a new teacher every couple of weeks or so.

BOY: I'm feeling short handed, cause this is the third year. Ever since I got in junior high school I haven't had a science teacher.

MERROW: So you've had substitutes?

BOY: All three years.

GIRL: All we learn is like the same thing all over again, when a new teacher comes, sometimes we gotta skip chapters and start all over again, and it's difficult.

MERROW: Have you learned much science this year?

BOY: Nope.

BOY: Not really. Haven't had a chance to.

NANCY CARUSO: It breaks my heart.

VO: NANCY CARUSO TEACHES SCIENCE AT OAKLAND HIGH SCHOOL.

CARUSO: People have come from those classes over there and they come down and they beg me, 'Can I get into your class, please I want to learn, I need a science class,' and they're not getting it.

VO: OAKLAND WOULD APPEAR TO HAVE A TEACHER SHORTAGE. BUT THAT MAY DEPEND ON WHOM YOU ASK.

KAREN SCHEUERMANN: And I heard there was a teacher shortage. Right. And I bought it.

VO: KAREN SCHEUERMANN COULD HAVE FILLED THE OPENING FOR A SCIENCE TEACHER AT OAKLAND HIGH SCHOOL. BUT MISTAKES ON THE PART OF THE SCHOOL DISTRICT BLOCKED HER PATH. SCHEUERMANN, A FULLY CREDENTIALLED SCIENCE TEACHER, APPLIED FOR A JOB IN 1997. SHE HAD TROUBLE GETTING AN APPLICATION.

KAREN SCHEUERMANN: I called twice and got no response at all. And I finally faxed a request, and then I got their application.

MERROW: And you sent out application saying, here I am, with all these credentials.

SCHEUERMANN: Right

MERROW: Are you interested? And, what did they write back?

SCHEUERMANN: They don't. They just, if they have an opening, they'll call you for an interview is usually the way it goes, and nobody called me.

MERROW: Nobody called you.

SCHEUERMANN: Right.

VO: APPARENTLY THE OAKLAND SCHOOL DISTRICT GETS IN THE WAY OF A LOT OF TEACHERS WHO WANT TO WORK THERE. GREG FANSLOW WHO APPLIED TO TEACH SCIENCE AND PATRICIA ARABIA, WHO WANTED TO TEACH SOCIAL STUDIES, MADE NUMEROUS TRIPS TO THE CENTRAL OFFICE TO TRY TO ARRANGE INTERVIEWS.

GREG FANSLOW: And I asked at that time to speak with the recruiter, and I was immediately asked you know, this question, which I'm sure that you've heard, "Do you have an appointment?" And that's pretty much the glass wall.

ARABIA: They needed people so I went straight to the administration office, and I couldn't get anyone to give me the appropriate

application. Nobody understood what I was asking for. To me it's been a sense of; they don't know the process down at the administration building. They can't help me get in to the process and it's just, they're very unwelcoming.

VO: KAREN SCHEUERMANN WHO NEVER GOT A RESPONSE TO HER FIRST APPLICATION TRIED AGAIN IN JUNE OF 1998.

MERROW: You applied in '97 and heard nothing, applied again in June of 1998 and didn't hear anything until January of '99, long after the school year had started, by which time you had moved out of town. We're going to go the Oakland school district do you want us to ask what happened to your file?

SCHEUERMANN: Sure.

MERROW: I spent some time with people who tried to get jobs in Oakland. Would you have their files?

GARCIA: I would hope so, yes.

VO: DIANA GARCIA, DIRECTOR OF PERSONNEL FOR OAKLAND, ASKED AN ASSISTANT TO LOOK FOR SCHEUERMANN'S APPLICATION.

ASSISTANT: I don't have an application for her, for this year, but we have another tracking system here where we send out a response card.

GARCIA: So you should be able to pull it up by name if you type in the name?

VO: BUT SCHEUERMANN'S NAME WAS NOT IN THE COMPUTER FILE EITHER.

GARCIA: Unless we misspelled her name.

GARCIA'S ASSISTANT: This is her application.

VO: FINALLY, GARCIA'S ASSISTANT FOUND HER FILE.

GARCIA'S ASSISTANT: I guess she was contacted asking her about the position and it said 'please file,' she said she was no longer interested.

VO: IT'S NO WONDER SHE WAS NOT INTERESTED. OAKLAND CONTACTED HER ON MARCH 3rd, 1999, NEARLY TWO YEARS AFTER SHE FIRST APPLIED.

MERROW: How do you explain this?

SCHEUERMANN: Either there isn't a teacher shortage, or else there's a lot of incompetence in the system. It's got to be one or the other.

VO: IN THE PAPER MAZE OF OAKLAND'S PERSONNEL OFFICE, GREG FANSLOW'S APPLICATION SAT FOR FIVE MONTHS BEFORE OAKLAND FINALLY ASKED HIM IN FOR AN INTERVIEW.

FANSLOW: I got a phone call from somebody, and they were offering me some sort of an intent to hire, or something that wasn't specifically a job, but that they were going to, I guess, put me in a pool of people that were hireable.... And I say to them, "You know, you don't have a job for me to fill specifically, but yet it's less than a week before the semester starts." And she said to me, "You know, well, I don't know when the semester starts."

VO: THAT' WHEN GREG FANSLOW GAVE UP ON OAKLAND HE'S NOW TEACHING IN NEIGHBORING BERKELEY.

MERROW: Have you given up on Oakland?

ARABIA: Yeah probably. I would...it would depend what school I was offered.

MERROW: Do you have an application in?

ARABIA: Yeah.

MERROW: What have you heard from them?

ARABIA: Nothing

MERROW: Do you still want to be a teacher?

SCHEUERMANN Well, I will be. I mean, I am, I'm just, I'm going to go through a different door, though, from doing that in a museum of science. I'm working on being a museum teacher now, so...

MERROW: Given up on the public schools?

SCHEUERMANN: Yeah I have.

ARABIA: Kids aren't getting teachers and the teachers can't get in.

RECEPTIONIST: Oakland Unified School district, public information.

VO: GARCIA WAS HIRED A YEAR AGO TO FIX THINGS UP.

GARCIA: Our job postings are here.

VO: SHE'S MADE IT EASIER TO GET AN APPLICATION, AND NOW ALL APPLICATIONS ARE ACKNOWLEDGED. GARCIA INTENDS TO COMPUTERIZE THE SYSTEM TO REDUCE PAPERWORK. SHE HAS REORGANIZED THE STAFF AND HAS ADDED SEVEN PEOPLE TO THE DEPARTMENT.

DIANA GARCIA: I'm fully aware of the criticism that still is out there and I'm making changes accordingly.

VO: IF GARCIA NEEDS A MODEL OF COMPETENCE AND EFFICIENCY, SHE CAN FIND IT JUST A FEW MILES FROM OAKLAND, IN NEW HAVEN, CALIFORNIA.

JENNIFER ROOT: Here I called to see if the job was vacant, and within 48 hours I was hired.

VO: JENNIFER ROOT EARNED HER CLASSROOM LICENSE IN MINNESOTA. SHE WENT ON LINE TO APPLY FOR A TEACHING POSITION IN NEW HAVEN.

JENNIFER ROOT: New Haven you can fill out the application on-line. Everyplace else they need to mail you the application you fill it out and mail it back. Here you just go to the computer and you can fill out the application on the spot.

ASSISTANT SUPERINTENDENT DONNA UYEMOTO: If they have an e-mail address, I will respond to say, "I just received your application. Can you please follow up by sending or faxing your resume and letters of recommendation to complete your file?"

VO: ELECTRONIC APPLICATIONS ARE RECEIVED BY NEW HAVEN ASSISTANT SUPERINTENDENT DONNA UYEMOTO.

MERROW: So, my application, my resume, my letters of reference and so on, those are all...

UYEMOTO: Electronically scanned. And so now the principal does not have to walk down to the district office, nor do I have to fax paper applications to them. They can access, on line, through the 'optics' system that we have here.

MERROW: How did this interview take place.

JENNIFER ROOT: They told me to go to my nearest Kinko's location and they put me in a conference room and I sat down in front of a TV and saw them and they were doing the same thing in California at the same time.

DONNA UYEMOTO: During that interview, if we get a good sense that this is a good candidate, at the conclusion of the interview, we can offer a contract.

VO: BECAUSE ENROLLMENT IS GROWING IN NEW HAVEN, THE DISTRICT HIRES ABOUT 80 TEACHERS A YEAR. OAKLAND, WHICH IS FOUR TIMES LARGER, HAS TO FIND ABOUT 500 NEW TEACHERS EVERY YEAR. NOT BECAUSE ENROLLMENT IS INCREASING, BUT BECAUSE ABOUT 20% OF ITS TEACHERS QUIT EVERY YEAR.

CARUSO: I need somebody to pass out the trays, bottles, the candles.

VO: SCIENCE TEACHER NANCY CARUSO SAYS SHE'S LEAVING.

NANCY CARUSO: I'm burnt out, you know, because I have to like bring all my own supplies. I don't get really any support. I had no water, and I was supposed to teach science. I was toting water from a decaying toilet basically, little gallon containers, one at a time, and it was just very frustrating for me. And if you look around, you know, a decaying building. It's graffiti ridden, trash everywhere, so the frustration level for me is high, because it seems like nothing that could get done gets done. And it's frustrating.

VO: ARE SCHOOL SYSTEMS CREATING A TEACHER SHORTAGE BY DRIVING GOOD TEACHERS AWAY? LINDA DARLING HAMMOND THINKS SO.

LINDA DARLING-HAMMOND: Almost all of the shortages are self-inflicted.

MERROW: Self-inflicted?

DARLING-HAMMOND: Yeah, because states and districts that haven't looked at how to recruit and attract teachers, how to ensure that they retain teachers, continually create for themselves this revolving door.

VO: IN OAKLAND WHERE THERE IS A REVOLVING DOOR, THERE IS A TEACHER SHORTAGE, ABOUT 20 PERCENT LEAVE EVERY YEAR. ANTHONY CODY TEACHES SCIENCE AT BRET HARTE MIDDLE SCHOOL IN OAKLAND.

ANTHONY CODY: The problem is that we've become essentially sharecroppers for other districts. We're growing them, and they're harvesting them, because we do not have the conditions necessary to keep them.

CHRIS GARCIA: First of all I think you need to decide which colors you want to use on your individual graphs.

VO: CHRIS GARCIA LEFT OAKLAND TO TEACH IN NEW HAVEN, EVEN THOUGH IN HER CASE, IT MEANT MAKING SLIGHTLY LESS MONEY.

CHRIS GARCIA: I wanted a change of location.

MERROW: A change of location, though it's really only 10 or 15 miles away?

GARCIA: Well, but there's also a change in the support teachers get in this district. This district is known for giving a lot of teacher support.

VO: SUPPORT FOR TEACHERS PLAYED A ROLE IN ANDREW ULLMER'S DECISION TO MOVE FROM CHICAGO TO NEW HAVEN.

MERROW: I think in a lot of places around the country for new teachers it's a sink or swim: "You've got the job, there's your room, go teach."

ANDREW ALMER: My first year here has just been smooth, very smooth. And it's been challenging at times, but without the support I have gotten I would be definitely sinking.

VO: LIKE ALL CERTIFIED FIRST YEAR TEACHERS IN NEW HAVEN, ANDREW GETS HELP ON THE JOB FROM A VETERAN TEACHER. HIS MENTOR IS LISA METZINGER.

MERROW: And this is your job, you just watch Andrew?

LISA METZINGER: No, I watch several other teachers throughout the district.

MERROW: How many?

METZINGER: Close to twenty.

MERROW: So the idea is to support new teachers.

METZINGER: Right, so we provide them support through lesson planning and then we also provide them support through assessment.

ASSISTANT SUPERINTENDENT JIM O'LAUGHLIN: We make it very difficult for a new teacher to fail. The first couple years of teaching are very difficult. There's a lot to learn.

VO: JIM O'LAUGHLIN DIRECTS RECRUITING AND HIRING FOR NEW HAVEN.

JIM O'LAUGHLIN: Teachers need to have a high level of support, if they are going to be successful, be comfortable. And when you have successful, comfortable people, then they're going to stay with you.

VO: THERE IS NO TEACHER SHORTAGE IN NEW HAVEN. THE DISTRICT HAS TEN APPLICANTS FOR EVERY VACANCY, BUT NEIGHBORING OAKLAND CANNOT HOLD ON TO ITS TEACHERS.

NANCY CARUSO: What they do is, to retain young, new teachers, they give them the hardest classes, the most challenging classes, the most preparations, so they have like maybe four different classes that they have to prepare for every day, and they expect that that's going to make them excited about teaching. It's not really conducive to keeping, and retaining young, enthusiastic people. They get burnt. And then they want to go out to the burbs.

MERROW: Why do teachers leave Oakland?

ANTHONY CODY: They leave Oakland because the salary is significantly less than they can get in other districts, because the working conditions generally are harder. Um those are two big factors that keep people or chase them away.

MERROW: Now is Oakland an anomaly? Is there more than one Oakland around the country?

LINDA DARLING-HAMMOND: There are, unfortunately, a lot of districts that have not yet taken seriously the issue of how to, you know, hire support and keep good teachers, and, unfortunately, a lot of them are in urban districts where the teachers are treated almost as badly as the kids.

VO: THE OFFICIAL RESPONSE TO THE SITUATION WE'RE DESCRIBING HAS BEEN TO SPEND MONEY. LAST YEAR, THE FEDERAL GOVERNMENT PUT 75 MILLION DOLLARS INTO RECRUITING AND TRAINING THOUSANDS OF NEW TEACHERS FOR UNDERSTAFFED SCHOOLS, AND IT WANTS TO SPEND MORE THIS YEAR. AT THE LOCAL LEVEL, SOME SCHOOL DISTRICTS OFFER CASH BONUSES OR HELP WITH HOME MORTGAGES TO NEW TEACHERS.

INGERSOLL: These are good things to do but they will not solve the problem of classrooms with underqualified teachers, because they do not address the problem of retention. In plain terms, we can recruit thousands of new teachers into teaching but if a large number of them then leave within a few years it doesn't really solve the problem

VO: BUT RICHARD INGERSOLL KNOWS THAT FIXING EDUCATION'S REVOLVING DOOR DOES NOT SEEM TO BE A HIGH PRIORITY. INSTEAD, THE PUSH IS ON TO RECRUIT AN ESTIMATED 2 MILLION NEW TEACHERS. WHO STANDS TO BENEFIT FROM ALL THESE EFFORTS? CERTAINLY THE 1300 COLLEGES AND UNIVERSITIES IN AMERICA THAT TRAIN TEACHERS. AFTER ALL, IF YOU WANT TO TEACH YOU HAVE TO TAKE CLASSES IN EDUCATION, AND THAT USUALLY MEANS GOING TO AN ED SCHOOL.

SU: BUT AS YOU'LL SEE, THAT SAME WILLINGNESS TO ACCEPT MEDIOCRITY THAT WE FOUND IN PUBLIC SCHOOL SYSTEMS — ASSIGNING TEACHERS TO TEACH SUBJECTS THEY HAVEN'T STUDIED, INEPT BUREAUCRACIES TURNING AWAY QUALIFIED CANDIDATES— THAT SAME MEDIOCRITY EXISTS IN TEACHER TRAINING. AND THAT HAS A DIRECT BEARING ON THE SO-CALLED "TEACHER SHORTAGE." BECAUSE INADEQUATE TRAINING IS BASICALLY SETTING UP YOUNG TEACHERS FOR FAILURE.

VO: WE VISITED TEXAS A&M UNIVERSITY— WHICH GRADUATES ABOUT A THOUSAND TEACHERS EVERY YEAR— TO TAKE A CLOSE LOOK AT TEACHER TRAINING.

NAT SOT: How many of you have ever made something really, really new. That no one's ever made before. Who's made something new?

VO: THE EDUCATION STUDENTS IN THIS CLASS AT TEXAS A&M UNIVERSITY HAVE AN UNUSUAL ASSIGNMENT—THEY’VE BEEN ASKED TO PRETEND TO BE FIVE YEARS OLD.

NAT SOT: How’s it going, kids?

VO: AND AS FIVE-YEAR-OLDS, THEY HAVE TO TURN HOUSEHOLD ITEMS INTO MUSICAL INSTRUMENTS.

NAT SOT: “row, row your boat gently down the stream...jump, jump went the little green Froggy and his eyes went bup, bup bup.”

VO: THIS CLASS, CALLED “CREATIVITY AND YOUNG CHILDREN,” BEGAN EARLIER WITH A PRESENTATION ABOUT MOZART. THE JUNIORS LEADING THE CLASS ARE DRESSED UP TO LOOK LIKE MOZART, AND THEIR ROLE IS TO BE THE KINDERGARTEN TEACHER.

MERROW: You say you’re going to make them role-play 5 year olds, but how will you know whether they’re being 5 year olds?

STUDENT: It’s not so much that they’re being 5 year olds it’s that we’re understanding how to communicate with 5 year olds.

MERROW: How real is this practice? I mean, she’s not 5 years old?

STUDENT: I mean it’s as real as we’re able to get right now. I mean, this is as real as we can make it, and this is as best an opportunity as we have to try to practice that without actually being in the classroom and so this is really as close as we can get.

VO: THIS IS TRADITIONAL TEACHER TRAINING— THE WAY MOST SCHOOLS OF EDUCATION STILL DO IT— LOTS OF TIME SITTING IN COLLEGE CLASSROOMS, TALKING ABOUT WHAT CHILDREN ARE LIKE.

SU: TEACHER TRAINING AT TEXAS A&M, AND AT MOST SCHOOLS OF EDUCATION STARTS WITH CLASSES LIKE THAT. HANDS ON EXPERIENCE--BEING IN REAL SCHOOLS WORKING WITH REAL CHILDREN--USUALLY DOESN'T COME UNTIL SENIOR YEAR. TEXAS A&M HAS TWO PROGRAMS FOR EDUCATION MAJORS, SENIORS HAVE TO CHOOSE.

VO: JACKIE SHINN AND CHERYL ANDREWS ARE SENIORS AT TEXAS A&M. THEY'RE BOTH TRAINING TO TEACH IN ELEMENTARY SCHOOL. SHINN AND ANDREWS WILL GRADUATE WITH THE SAME DEGREE AND THE SAME TEACHING LICENSE, BUT ONE OF THEM IS LIKELY TO BE BETTER PREPARED.

VO: JACKIE SHINN IS LEARNING TO TEACH THE TRADITIONAL WAY— IN EDUCATION CLASSES TAUGHT ON CAMPUS. TWICE A WEEK SHE VISITS A NEARBY PUBLIC SCHOOL TO ASSIST AND OBSERVE A VETERAN TEACHER. JACKIE AND HER FELLOW STUDENTS IN THIS PROGRAM ARE SUPPOSED TO GET 8 HOURS A WEEK OF “HANDS ON” EXPERIENCE, BUT IT DOESN'T ALWAYS WORK THAT WAY.

MERROW: Yesterday you were here, but a couple of you arrived late, lunch was going on. Do you get the full eight hours?

WOMAN: Uh-uh.

WOMAN: No, I don't.

MERROW: Bridgett?

BRIDGETT: Well, it just kind of depends, because the way it's set up, we're supposed to be here from 11 to 3. Well, then there's lunch, and they have 45 minutes of fine arts and PE, so it's not like exactly eight hours.

VO: CHERYL ANDREWS, BY CONTRAST, RARELY SETS FOOT ON THE UNIVERSITY CAMPUS. INSTEAD, SHE COMES TO ROCK PRAIRIE ELEMENTARY SCHOOL. SHE'S LEARNING TO TEACH BY SPENDING LOTS OF TIME IN A THIRD GRADE CLASSROOM. IT'S

ALL PART OF NEW PROGRAM AT A&M CALLED THE PROFESSIONAL DEVELOPMENT SCHOOL OR PDS.

MERROW: And you're here quite a few hours a week?

CHERYL ANDREWS: Oh gosh, yes. It's a 40-hour week. We're in school, basically, from seven-thirty to three. Then we have a half an hour break, and then we have lecture from three-thirty to five-thirty, Monday through Thursday. Friday's our free day, but then they're not so free.

VO: BY CONTRAST, STUDENTS IN THE TRADITIONAL PROGRAM NOT ONLY SPEND LESS TIME IN THE PUBLIC SCHOOLS THEY ALSO HAVE FAR LESS RESPONSIBILITY.

MERROW: What we saw today, most of you seemed to just be kind of helping out with one kid, or maybe two kids...pretty much in, almost in the background. Is that the way it is?

SUMMER: This semester we're doing what our teachers tell us to do, and if they want us to take over the class, then, for a little while we do, but for the most part, we just do what, you know, the other person tells us. And, we may not teach at all. We ... we ... we don't really have control of the class.

SHINN: Some days we'll take the class for a reading activity, or it just really depends on your teacher, if she, you know, feels comfortable with you, you're really just there to help her, I think.

NAT SOT: So I'm going to read the beginning part, just so you can get a feel for what a letter is like. It says 'Dear Addie...'

VO: BY CONTRAST, CHERYL ANDREWS AND THE OTHER PDS STUDENTS TEACH CLASSES ON A REGULAR BASIS.

MERROW: Is that scary?

WOMAN: Yes, very.

WOMAN: Very, very.

WOMAN: It's a day by day thing, that you slowly feel more confident about yourself and feel more assured so that you can go in front of these kids and when you have this responsibility, you say "I can do this."

WOMAN: And being here we're learning more about the art of teaching. Which you can't teach out of a book it's something you have to develop over this time that we're with the kids, and so everyday we're getting better and better at this art of teaching.

VO: ANOTHER DIFFERENCE BETWEEN THE TWO APPROACHES IS IN HOW THE UNIVERSITY PROFESSORS TREAT THE PUBLIC SCHOOL TEACHERS. TEACHERS IN THE TRADITIONAL PROGRAM SAY THE LESSONS TAUGHT ON CAMPUS AND THE ASSIGNMENTS GIVEN BY THE UNIVERSITY FACULTY DO NOT RELATE AT ALL TO WHAT'S GOING ON IN THEIR CLASSROOMS. GRACE SHEEN, FAYE WHITE AND GAIL PENNY HAVE HOSTED A & M STUDENTS FOR ALMOST THREE MONTHS.

GRACE: One of the lessons they have to teach is going on an imaginary trip. It's a science lesson. That's so random. I mean, it doesn't fit in with anything.

MERROW: And that's an A&M assignment?

GRACE: Right.

MERROW: But the A&M professor didn't call you and say 'Grace, will this fit?'

GRACE: Right.

GAIL: A lot of these college professors have not been in a classroom in years, and years, and years. And for them to sit up in class and say, 'well this is what you're going to do, and this is going to how you're going to have to do it.' And, for them never being in our classrooms, they really can't do that.

MERROW: Do A&M professors come out and talk to you, and connect with you?

GRACE: I've never met any of them before.

MERROW: Do you feel disrespected by A&M?

GAIL: I do. I feel like that we don't count for anything. I feel like they're using us they're using our kids, they're using our classroom, they're using everything we have.

MERROW: Do you feel disrespected by Texas A&M?

BETH KNIGHT: No, I don't.

VO: ELEMENTARY SCHOOL TEACHER BETH KNIGHT WORKS WITH TEXAS A&M STUDENTS IN THE PDS PROGRAM...AND WITH THEIR A&M PROFESSORS.

MERROW: How much contact do you have with the university?

KNIGHT: We had, before we start the semester, there's always an orientation for us. And that's real good for me because then I can talk to my PDS student, and say, "Okay. This looks like what you're timeline is."

MERROW: Sounds as if you decide what needs to be taught.

KNIGHT: Right. I'm still in charge of what's taught in my classroom.

VO: A FINAL DIFFERENCE EMERGES WHEN THE STUDENTS IN THESE TWO PROGRAMS ARE ASKED ABOUT THEIR COMMITMENT TO TEACHING. AFTER FOUR YEARS, A&M STUDENTS IN THE TRADITIONAL PROGRAM ARE NOT SURE THEY'VE MADE THE RIGHT CAREER CHOICE.

BRIDGETT: Oh well I've has serious second thoughts, I'm still in them.

JOHANNA: I think the second thoughts came because of the fact that you're disillusioned at the beginning...like kids, want to work with kids, hang out with them, and then the work load that comes with it, and the responsibilities, uh, are a lot harder than I originally had thought they would be.

ELIZABETH: I guess it's just overwhelming, I guess that's where the second thoughts were, was just thinking can I do this? Can I really, can I walk in here and make a difference?

MERROW: Do all of you intend to become teachers?

PDS STUDENTS: Yes.

MERROW: Have you had second thoughts? Maybe I'm making a mistake?

CHERYL ANDREWS: I think you have your good days and your bad days but that's all stuff that you're gonna learn and that's all stuff that you're gonna have to face. And you know you have to take the positives with the negatives and as long as the positives outweigh those negatives then you know, yeah this is definitely something that I want to do.

STEPHANIE: This is our life now this is what we're gonna be doing the next you know, 15, 20 30 years for however long we choose to do it. This is the very first...this is the beginning step of our entire career.

VO: SO WHICH OF THESE TWO APPROACHES TO TRAINING WORKS BETTER? THE TRADITIONAL APPROACH OR THE PDS SYSTEM, FOR JIM KRACHT OF A&M'S SCHOOL OF EDUCATION, THE ANSWER IS SIMPLE.

JIM KRACHT: PDS.

MERROW: Why do you say that?

KRACHT: I've lived with those students, I've seen the maturity that develops over that semester. And I've seen the turnaround take place. I'm not sure when it will happen and it happens at different points in the time, but some day I'm going to see one of those kids walking down the hall, and all at once I see a teacher rather than a college student. They have finally decided that this is really it for them and they know what they're doing, it's less frequent that I see that in people that haven't gone through the PDS program.

VO: BUT DESPITE ITS GLOWING REVIEWS AND APPARENT SUPERIORITY, THE PROFESSIONAL DEVELOPMENT PROGRAM IS NOT THE ONE THAT ENROLLS MOST A&M EDUCATION STUDENTS. ONLY 30% OF THEM ARE IN PDS. AND ONLY 25% OF THE ED SCHOOL FACULTY PARTICIPATE, APPARENTLY BECAUSE IT TAKES A LOT OF TIME, AND BECAUSE IT'S NOT IN THEIR BEST INTEREST.

KRACHT: It doesn't give teacher education faculty members much of a chance to do some of those things that are necessary for promotion and tenure, because it consumes so much of their time.

MERROW: The aims of the university are different from the aims of good teacher education, they're incompatible?

KRACHT: I don't think they're incompatible, but they probably aren't aligned as well as we would like to have them aligned.

MERROW: If I'm teaching here, I get promoted because of my research, because of my publishing, not because I do a good job of training teachers?

KRACHT: At every university, the reward structure is fairly heavily weighted, for tenure and promotion especially at the assistant and associate level, on good research and good publication.

VO: THE UNIVERSITY SAYS MONEY IS AN OBSTACLE. GO BACK TO OUR TWO STUDENTS. JACKIE SHIN AND CHERYL ANDREWS

PAY THE EXACT SAME TUITION, BUT TRAINING FOR CHERYL IN THE PDS PROGRAM COSTS THE UNIVERSITY MORE: ABOUT \$1000 MORE PER YEAR, PER STUDENT.

MERROW: So you'd need another million bucks a year to do it for everybody?

JANE CLOSE CONOLEY: Yep that's about right.

VO: AND JANE CLOSE CONOLEY, DEAN OF THE COLLEGE OF EDUCATION AT TEXAS A&M, SAYS THE UNIVERSITY DOES NOT HAVE THE MONEY TO EXPAND THE PDS PROGRAM.

CONOLEY: We know that program is successful. There is evidence that people who go through good programs, PDS programs, that they are better teachers, they get better outcomes from their students and they last longer in the field. It's also incredibly expensive to maintain.

MERROW: So the one that most A&M students take, about 70 percent, that's not as good?

CONOLEY: I think it's not as good.

VO: THE PDS PROGRAM AT TEXAS A&M MAY BE SMALL BUT IT'S STILL FAR BETTER THAN WHAT'S AVAILABLE AT MOST OTHER PLACES THAT TRAIN TEACHERS. OF THE 1300 ED SCHOOLS IN THE UNITED STATES, ONLY 200 EVEN HAVE PROFESSIONAL DEVELOPMENT SCHOOLS. COST IS SAID TO BE THE BIG OBSTACLE, BUT THAT'S A FALSE ARGUMENT, BECAUSE TEACHER TRAINING PROGRAMS ACTUALLY MAKE MONEY, ACCORDING TO LINDA DARLING HAMMOND.

LINDA DARLING-HAMMOND: Colleges cannot treat teacher education as a cash cow.

MERROW: Teacher training is a cash cow?

LINDA DARLING-HAMMOND: Done well, teacher training takes some resources. Many colleges, however, have basically used

the tuition that large numbers of college students studying education bring with them to fund the medical school, the law school, the business school and the other parts of the university because they bring in a lot more money in education tuition than they spend on the quality of the programs.

VO: PROFESSORS OF EDUCATION ARE PAID LESS THAN PROFESSORS IN OTHER FIELDS LIKE ENGINEERING, LAW AND MEDICINE. ED SCHOOLS REGULARLY HIRE PART-TIME INSTRUCTORS, ANOTHER WAY OF KEEPING COSTS DOWN.

MERROW: So if I'm coming in to study to be a teacher, and I pay my \$10,000 or \$12,000, whatever it is, the university is not going to spend that money on me?

DARLING-HAMMOND: No, and the last data I saw, you can expect about half of the money you put into the till to come back to support your preparation if you were preparing to be a teacher.

VO: UNIVERSITIES NOT ONLY TRAIN TEACHERS ON THE CHEAP. THEY ALSO TRAIN MORE TEACHERS THAN WE NEED.

DARLING-HAMMOND: In general we actually have teacher surpluses in this country. We actually produce more teachers every year than we hire.

VO: SURPRISED? IT'S TRUE. THE PROBLEM IS, ABOUT 30% OF THOSE WHO TRAIN TO TEACH, DON'T.

PAM TACKETT: Are we training people that for whatever reasons, leave our training and choose other things immediately thereafter. They don't even give it a chance. I don't think that's the best use of state resources.

VO: PAM TACKETT OVERSEES ALL OF THE TEACHER TRAINING PROGRAMS IN TEXAS.

MERROW: You train 100, and 30 of them don't even bother to get, apply for a job.

PAM TACKETT: Right.

MERROW: And of the 70, after five years 35 percent of them have gone to something else.

TACKETT: Right.

MERROW: There is something rotten in this.

TACKETT: That's correct. And I do not believe that generally the public knows these figures. I do not believe that our legislators do...Uhm I think that it is a mindset about teaching, in so many ways, we've not changed from our thinking that this is a fall back career, it is not a primary source of satisfaction, much less income.

VO: SO AT MANY ED SCHOOLS, INADEQUATE TRAINING DONE ON THE CHEAP PRODUCES GRADUATES WHO ARE NOT PARTICULARLY EXCITED ABOUT BECOMING TEACHERS. MANY AVOID TEACHING ENTIRELY OTHERS TEACH FOR AWHILE AND THEN QUIT.

SU: THAT SOUNDS LIKE A RECIPE FOR CREATING TEACHER SHORTAGES. BUT AS LONG AS COLLEGES OF EDUCATION DID NOT HAVE ANY COMPETITION THERE WASN'T MUCH PRESSURE ON THEM TO CHANGE. NOW THEY HAVE COMPETITION, IT'S CALLED ALTERNATIVE CERTIFICATION.

JOHN ROCHA: I don't think I can express how happy I am at where I am at right now.

VO: JOHN ROCHA LEFT THE MEDICAL INSURANCE BUSINESS TO BECOME A 6TH GRADE PUBLIC SCHOOL TEACHER IN AUSTIN, TEXAS, BUT HE DID NOT GO TO ED SCHOOL. INSTEAD HE ENROLLED IN AN ALTERNATIVE CERTIFICATION PROGRAM. THERE ARE ABOUT 120 OF THEM ACROSS THE UNITED STATES.

JOHN ROCHA: I think that the beauty of a program like that is that we're not all 22 years old, having all the exact same experiences, having very little world experience. I mean we're coming from whole different backgrounds.

VO: ROCHA'S A TYPICAL PRODUCT OF ALTERNATIVE CERTIFICATION—OLDER, READY FOR A CAREER CHANGE.

NAT SOT: What do we have to understand about being a teacher that's going to make us an effective teacher.

VO: HIS TRAINING TOOK PLACE AT THE REGION 13 SERVICE CENTER IN AUSTIN, TEXAS— ONE OF 28 ALTERNATIVE CERTIFICATION PROGRAMS IN THE STATE.

NAT SOT: Get ready because you will live, breathe, eat, sleep your students that you'll meet in the fall.

VO: WE POLLED TWO CLASSES OF STUDENTS— ONE AT REGION 13 AND THIS ONE AT TEXAS A&M.

MERROW: How many of you speak a language other than English?

MERROW: How many of you want to teach in the inner city?

MERROW: How many of you have had some second thoughts, do I really want to teach?

VO: SCHOOL DISTRICTS ARE QUICK TO HIRE GRADUATES OF ALTERNATIVE CERTIFICATION PROGRAMS. TEXAS IS DESPERATE FOR BILINGUAL TEACHERS AND FOR TEACHERS WILLING TO WORK IN THE INNER CITY.

MERROW: How many of you already have job offers for next year?

VO: TEXAS, CALIFORNIA AND NEW JERSEY LEAD THE NATION IN ALTERNATIVE CERTIFICATION. ALTERNATIVE PROGRAMS IN TEXAS GRADUATED SOME 4000 TEACHERS LAST YEAR—ABOUT

A THIRD OF ALL NEW TEACHERS IN THE STATE, AND THE PRIMARY ROUTE INTO TEACHING FOR MINORITIES AND OLDER PROFESSIONALS.

VO: LIKE FORMER PROFESSIONAL FOOTBALL PLAYER TURNED SPECIAL EDUCATION TEACHER, EARL COOPER.

COOPER: I get asked all the time, “why be a teacher? There’s so many other things you can do?” But this is so gratifying to me. You know I can’t wait to get here in the mornings, I hate to go home in the evenings. You know it just makes me feel good to see the kids feel good.

LUGO: I got my degree in computer science. I was working in that field for about 5 years or so and I was never happy.

VO: ALTERNATIVE CERTIFICATION WAS EYDIE LUGO’S TICKET TO A JOB AS A BILINGUAL KINDERGARDEN TEACHER.

MERROW: What’s it feel like?

LUGO: It feels wonderful. I love it. I love every moment of it.

MERROW: Are you going to be a teacher for the rest of your professional days?

LUGO: Oh, I plan to. I plan to do this until someone comes along and tells me I can’t do this anymore. I mean I am that serious.

CABEEN: Every day is different. And that was one of the things I enjoyed about the military. Every day was different.

VO: BUT NOW— AFTER 20 YEARS AS A SOLDIER— JULES CABEEN IS A TEACHER, ANOTHER PRODUCT OF ALTERNATIVE CERTIFICATION.

CABEEN: It’s the same in education. When you come into the classroom, you don’t know what you’re going to be confronted with that day.

MERROW: Was that tough for you? I mean you were a captain in the army, you said soldier do that, soldier do that.

CABEEN: When I was in the military leading troops I was more of a leader, but here I'm more of a coach. More of a mentor and so it really is two different roles, you have to be able to cross out of that military role and you have to be able to move into that teacher role.

VO: MOST ALTERNATIVE CERTIFICATION TRAINING PROGRAMS ARE SHORTER AND MORE COMPRESSED THAN THOSE AT AN ED SCHOOL. JOHN ROCHA DID ALL OF HIS TRAINING OVER A SINGLE SUMMER AND WENT RIGHT INTO THE CLASSROOM AS A TEACHER.

MERROW: I'm a parent. I come in and I see this guy, he's an actor, and he's an insurance man and he's gonna teach my kid. Why should I be comfortable, confident, that you know what you're talking about?

ROCHA: Wow that's a good question. I think that part of the Region XIII program is based on the fact that you've gone through a college program. You have to have gone through college, and the only thing that we're lacking, that I would be lacking, are the education credits and that's what we're doing this year. All of those classes that you would be taking in a collegiate program that are education related, that's what we're doing right now.

DARLING-HAMMOND: I mean, you've got alternate routes into teaching that, frankly, teach teachers malpractice, stuff that is not professionally defensible.

VO: FAST TRAINING IS JUST ONE OF LINDA DARLING HAMMOND'S OBJECTIONS TO ALTERNATIVE CERTIFICATION.

LINDA DARLING-HAMMOND: A group of kids are being put at risk for somebody who's using them as guinea pigs while they learn to teach, and we wouldn't do that in medicine, for

example. Say, you know, while you're figuring out how to do surgery, would you just practice in this hospital.

CHESTER FINN: Well, Linda's wrong. Linda has the sort of brain surgeon view of teaching, that you have to have gone through highly specialized professional training before you should be turned loose on kids.

VO: CHESTER FINN, WHO WORKED IN RONALD REAGAN'S EDUCATION DEPARTMENT, IS A SENIOR FELLOW AT THE MANHATTAN INSTITUTE.

FINN: She has a highly professionalized notion that you should enter through a classic route and then spend your whole life in this profession.

FINN: I think that 200 years of private school history proves her wrong. Parents pay quite a lot of money to have their kids taught by people who have never been near a pedagogy course in their life, have never set foot in an Ed school.

MERROW: John, if there weren't an alternative certification program, would you be a teacher today?

JOHN ROCHA: Not today, no. There was no way that I could go to school, back into a collegiate program, to get my teaching certificate, to get my education degree, because I'd have to quit work, I would, and I'd have to go to school full time, and that would have probably taken me two years full time.

MERROW: So, John Rocha, teacher.

ROCHA: Yes. Feels very good.

VO: ON TEACHER LICENSING TESTS GRADUATES OF THE REGION 13 CERTIFICATION PROGRAM OUTSCORED GRADUATES OF ALMOST ALL OF THE TRADITIONAL ED SCHOOLS IN TEXAS, INCLUDING TEXAS A & M. BUT NOT EVERY ALTERNATIVE CERTIFICATION PROGRAM IS RIGOROUS, AND SOME ARE MEDIOCRE. STILL, ED SCHOOLS GENERALLY OPPOSE ALL FORMS

OF ALTERNATIVE CERTIFICATION. CHESTER FINN SAYS THEY'RE RUNNING SCARED.

FINN: You find partly just the anxiety of a monopoly that fears it's losing its monopoly and it might have to sell itself in the marketplace. And that's very worrisome, especially if what you're selling is by most of its customers regarded as not very good. You need a monopoly in order to make people take it.

MERROW: Someone watching this might say "Linda Darling Hammond, monopolist, she's just protecting the Ed School monopoly.

DARLING-HAMMOND: You know, it's a difficult argument... The Ed School establishment has a lot of low quality activity in many places, certainly not uniformly. Variability is huge. We don't have standards that are being enforced...The answer to that is not to say let's ignore getting prepared to teach. The answer is, let's raise the standard in the profession.

MERROW: 1300 places training teachers. If you had your druthers, how many of them would you just put out of business?

DARLING-HAMMOND: My guess is that of the 1300 places training teachers, less than that number will be willing to make the investment necessary to produce a high quality, rigorous program and, if they're not willing to do that, they should go out of business. They should pursue things that they do well and are willing to invest in.

VO: IF ED SCHOOLS WERE TO IMPROVE DRAMATICALLY...AND IF ALTERNATIVE CERTIFICATION PROGRAMS WERE TO FLOURISH, WE'D STILL HAVE A TEACHER SHORTAGE. BECAUSE NEWLY TRAINED TEACHERS LEAVE THE PROFESSION AT AN ALARMING RATE. AFTER 5 YEARS, 30% WILL HAVE MOVED ON. IN THE INNER CITY 50%. THEY LEAVE TO START NEW CAREERS, TO MAKE MORE MONEY, TO START FAMILIES, BUT MOST TEACHERS LEAVE BECAUSE OF THE WAY THEY'RE TREATED.

MERROW: You, as a college Professor probably can go make a phone call when you want to, probably could use a bathroom if you wanted to...

RICHARD INGERSOLL Yes.

MERROW... a high school teacher can't do that.

INGERSOLL: Yes, yes. The difference between my job as a high school teacher in previous years, and my job now as a college professor is like day and night. There's no comparison whatsoever. And to me that's the ultimate solution. This country needs to upgrade the occupation of teaching... if we recruit all kinds of qualified people and persuade them to go into teaching and if they get into jobs that aren't well paid and don't have particularly good working conditions in which they're given little say in the way schools operate, it's not going to really solve the problem because a lot of these people will leave.

CLOSING SU: SO WE'RE DIAGNOSING THE PROBLEM INCORRECTLY AND THEN PROPOSING INAPPROPRIATE CURES, WHICH OF COURSE, DON'T WORK. THINK OF IT THIS WAY, WHEN A POOL HAS A BIG LEAK AT THE BOTTOM, IT DOESN'T MATTER HOW MUCH MORE WATER YOU POUR INTO IT.... YOU STILL HAVE A LEAKY POOL. THESE QUICK FIXES--MORE TEACHERS, MORE RECRUITING-- WILL NEVER WORK, BECAUSE THEY DO NOT ADDRESS THE FUNDAMENTAL ISSUE OF MEDIOCRITY AT ALL LEVELS IN EDUCATION. AND THAT WON'T CHANGE UNLESS AND UNTIL OUR PRIORITIES CHANGE, AND WE PUT CHILDREN AND TEACHERS AHEAD OF ADMINISTRATIVE CONVENIENCE AND MONEY. I'M JOHN MERROW REPORTING.