

American Psychological Association
 Reauthorization of the Higher Education Act
 April 2003

	Statutory Authority	Suggested Amendment	Rationale	Proposed Statutory Language
1	Section 201(b)	Define "teaching skills."	The term "teaching skills" appears 10 times in Title II of HEA as well as extensively in the "No Child Left Behind Act," yet the term is not defined in either law. Everyone knows that teachers need to be well versed in content. Everyone also knows that the other half of the "good teaching" equation is being able to effectively "deliver" that content. Children cannot learn even the most exciting or important content unless their teachers have the ability to communicate that knowledge. In an effort to bring equal rigor -- and a scientific base -- to the "other half" of teaching, APA proposes defining "teaching skills." Teachers need a toolbox of teaching skills founded in psychological science in order to make wise decisions that promote student achievement every day in the classroom.	Section 201(b)(4): "Teaching skills refer to skills grounded in the science of teaching and learning that teachers use to create effective instruction in subject matter content and that lead to student achievement and the ability to apply knowledge. These teaching skills require an understanding of the learning process itself and include but are not limited to, a) the use of strategies specific to the subject matter; b). on-going assessment of student learning; c). identification of individual differences in ability and instructional needs; and d). classroom management."
2	Section 202(d)(3)	Alternative Certification. Ensure that individuals entering teaching through alternative	See Rationale above for recommendation #1.	AT THE END ADD: "and that shall include instruction in teaching skills."

		routes have strong “teaching skills” as defined in recommendation #1.		
3	Section 202(d)(4)	Alternative routes to State Certification. Ensure that individuals entering teaching through alternative routes have strong “teaching skills” as defined in recommendation #1.	See Rationale above for recommendation #1	Alternative routes to State Certification ADD NEW (C): (C) provide assistance, support and training to teachers in the science of teaching and learning so as to assure that prospective teachers have an understanding of evidence based learning processes and possess skills including a) the use of strategies specific to the subject matter; b).on-going assessment of student learning; c). identification of individual differences in ability and instructional needs; and d). classroom management
4	Section 202(d)	State Grant Use of Funds: Strengthen the induction opportunities for new teachers by modeling the induction phase after “medical residency programs.”		ADD new (8): Induction: Implementing programs through ATCs or IHEs that provide "residency" programs for new teachers during their induction period (first 3 years) that draw upon expertise of school teacher mentors, college teaching faculty, and researchers and provide hands on support in the application of the science of teaching and learning to the classroom.
5	Title II	Set aside a percentage of funds in Section 210 or create a new subsection (h) with the following new uses of funds.	Rationale: APA recommends that the federal government take a leadership role in modernizing the nation’s training of prospective teachers by allowing	Legislative language to follow

			<p>funds [or setting aside funds] to be used to create “academic teaching centers” which would provide a setting for the integration of education and training, research, and evidence-based practice for teacher candidates, university professors, and master teachers.</p> <p>Teaching is one of the most demanding and important professions in our nation today. The preparation afforded prospective teachers must enable them to meet the increasing academic and social needs of our nation’s students. To ensure adequate teacher preparation we must promote:</p> <ul style="list-style-type: none">* Knowledge of the scientific research on teaching and learning* Development of skills in evidence-based educational interventions* Faculty who model the integration of research and practice in the classroom* Real interdisciplinary collaboration and cross-fertilization among and between (a) education faculty, (b) school	
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			<p>teachers, (c) psychology faculty who conduct research on the learning process and the assessment of learning as well as those who prepare professional staff such as school and counseling psychologists, and (d) faculty from disciplines within the university responsible for subject matter content (e.g., history, English, biology, chemistry, psychology)</p> <ul style="list-style-type: none">* Opportunities for rigorous, closely supervised training experiences in high quality teaching settings* Development of mechanisms to assess quality of teacher preparation by the value it adds to student achievement* Application of research generated by the Institute for Education Sciences <p>This proposal for Title II is unique in that it will require a demonstrated commitment to the integration of science and practice in the practice setting. ATCs modeled on academic health centers would provide prospective</p>	
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			<p>teachers at the initial stages of their preparation the kind of training opportunities afforded so successfully to prospective health care providers at the initial stages of their preparation.</p> <p>The ATCs will promote the participation of education college faculty in classrooms thereby providing prospective teachers with faculty role models who have hands-on experience. Institutions would recognize faculty efforts by providing course workload credit for their time spent teaching in the partner school(s).</p> <p>The focus of the ATC would be on the “value added” by the science of teaching and learning to teacher effectiveness, and thereby, student achievement. The ATC will prepare teachers that are able to meet the standard established in the No Child Left Behind Act of “highly qualified.” The ATC will also provide a forum for information sharing among teacher candidates and faculty. Finally, university faculty in education, psychology and other disciplines in the arts and</p>	
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			<p>sciences will have opportunities for translating research findings to practice and for their practice to inform their research.</p> <p>Grants made for the implementation of ATCs will allow for the clinical training of pre-service teachers in evidence-based practice school settings. Such settings can be located in a grouping of schools that may include: an adjacent school, schools or school district, a school on campus; a charter school; or an urban, rural or suburban school network. The criteria for inclusion of these schools in a partnership with university schools or departments that have relevant and essential roles in the effective preparation of teachers including content expertise (Arts and Science), teacher candidates (Schools of Education) and science of teaching and learning expertise (Departments of Psychology in either Arts and Science or Schools of Education) are:</p> <ul style="list-style-type: none">• evidence that schools are home to outstanding teachers	
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			<p>that can provide high quality mentoring to prospective teachers (as determined by measures of student achievement),</p> <ul style="list-style-type: none"> • a commitment to (capability and willingness to) evidence-based teaching, and accessibility to, and involvement of university teaching and scholarly personnel. <p>APA's proposal for Academic Teaching Centers will promote the integration of science and practice in the classroom, provide opportunities for dissemination of evidence-based research on educational practices, and create models for other institutions of higher education by supporting collaborations among education, psychology, the disciplines taught in school, and local school districts.</p>	
6	Perkins Loans: Title IV, Part E, Section 465(a)(2)	Include certain psychologist in loan cancellation program.	Like other professions eligible for loan cancellation under the Perkins program, psychologists working in public service settings are in demand for their services and provide a societal benefit. Of our nation's 10 leading health indicators, 7 are behaviorally based problems. Psychologists who are providing critical services along side teachers,	Sec. 465(a)(2)(D) "as psychologists working in a shortage area designated under the Public Health Service Act, working in a title I eligible school, or working in correctional settings. Renumber accordingly.

			<p>law enforcement officers and others (who are afforded loan cancellation) merit the same treatment and inclusion in cancellation programs as their services are important to meeting the health and wellness needs of our nation.</p>	
7		<p>Include report language relating to GAANN.</p>	<p>Support for students pursuing careers in the psychological and behavioral sciences is often lacking in the federal graduate grant programs even though psychological and behavioral research is providing some of the most instructive information in critical areas like education research, aviation security, human factors and terrorism preparedness. The science elements of psychology can be credited with research in areas such as human response to catastrophic events, leader-follower dynamics, training of military personnel to act effectively in situations where they are serving as peace keepers and as military force, and perfecting military equipment to make it more effective and our pilots safer. Due to the way both GAANN and Javits are interpreted, the psychological and behavioral sciences are not well represented. The federal government, through GAANN should support</p>	<p>"When considering new areas of national need -- such as National Security, Homeland Security, Terrorism Preparedness or Education Research -- the Secretary should encourage and ensure broad interpretation of those areas (as appropriate) so that important research from the psychological and behavioral sciences are included."</p>

			graduate students pursuing research careers in the psychological and behavioral sciences because it is this research that is moving us forward in critical areas of national need.	
8		Include program authority to support mental health services on campus by providing resources to centers on college campuses that provide mental health services to students.	<p>Psychologists and other counselors are needed on campuses across the nation to treat the growing mental health problems of college students. The Surgeon General reported that one in five adolescents experience the signs and symptoms of a diagnosable mental disorder in a given year (2000).</p> <p>A recent Newsweek article reported increasing incidence of depression among teenagers and a startling "85% of college counseling centers reporting an increase in the number of students they see with 'severe psychological problems' up from 56% in 1988." Without treatment, researchers noted in Newsweek that "depressed adolescents are at risk for school failure, social isolation, promiscuity, self-medication with drugs and alcohol, and suicide -- now the third leading cause of death among 10-24 year olds." Depression among freshmen has risen from 8.2% to 16.3% according to a survey described in the Chronicle of Higher Education (February 1,</p>	

2002)

Also psychologists and other counselors on campus focus on the prevention and treatment of excessive drinking and other behavioral health problems. According to the National Institute of Alcohol Abuse and Alcoholism (2002), there are 1400 college students that die each year from alcohol-related injuries. It is stated that college students that drink are more likely to assault, sexually abuse, and vandalize others. Furthermore, it is reported that 25 % of college students attribute academic problems to excessive drinking.

Clearly, mental and behavioral health issues are underlying factors related to a student's ability to complete college --these include a range of concerns from simple issues related to living and coping independently to diagnosable mental disorders. Hand in hand with efforts to encourage greater retention and better graduation rates, APA recommends that the HEA include a program to reduce "self-defeating" habits that predict failure in post secondary study by providing resources to centers on campus that provide mental health

			services to students.	
9	Section 120 - Drug and Alcohol Abuse and Prevention.	APA supports maintaining these provisions in the next Higher Education Act reauthorization.		

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