

On page 11, Congress has adjourned until January, after passing long-delayed Chapter 1 and handicapped law amendments. Also on page 4, Rep. Ford pushes to have migrant education women's education equity and desegregation technical assistance upgraded in U.S. Education Department.

The fourth in a series of articles on task forces and commission on education in the states. Page 5.

A survey of special education personnel sees shortfalls in quality, quantity. Report on page 6.

Current And Choice: Writing about Catholic schools in Washington, D.C., on page 7. Also on page 7, university president Brademas agrees schools and colleges should cooperate.

Educational Testing Service Bars Use of National Teacher Examination For On-The-Job Evaluation

Educational Testing Service President Gregory Anrig said last week that ETS will not provide its National Teacher Examination to any state or school district to test teachers already employed and certified, if the test is to be used to determine "compensation, retention, termination, advancement, pay supplements, or change in provisional employment status of teachers once they are employed."

Anrig told the Council of Chief State School Officers meeting in Little Rock, Ark., that, subject to approval by the Educational Testing Service Board of Trustees Dec. 15, he expects the examination to be barred for any uses other than evaluation of the academic skills of incoming teacher candidates.

Anrig said the 15-member NTE Policy Council which governs the teacher

testing program voted unanimously Nov. 10 to revise its guidelines to disallow the use of the NTE for "direct evaluation of teaching performance."

Anrig said, "Everyone is in favor of higher standards for teachers. The tough questions are: *what high standards, how do you measure them, and what do you do about them* given the present realities of teacher salaries, working conditions and teacher supply and demand facing public schools."

"There appears to be one solution to these questions that is gaining a groundswell of public and legislative support—namely, test the teachers," Anrig said.

"The pendulum of teacher testing is swinging fast and in a direction that I feel is ill-advised for education."

"Let me first state," Anrig said, "that teacher tests have their place.

They are appropriate for establishing eligibility for state certification to enter the teaching profession. States are not in a position to determine readiness to teach except by requiring evidence of the successful completion of an approved teacher training program in a college or university; by measuring mastery of a representative sample of the knowledge and skills judged to be necessary for beginning teachers, or both. Teacher tests, properly validated as to content and qualifying scores, are appropriate and useful as one of the criteria for determining state certification. Teacher tests are also appropriate and useful as part of the process of selecting teachers for initial employment in a school district. Again, such testing should be carefully validated as to job relevance and qualifying scores, and

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must adhere to state and federal laws related to employment selection procedures. Finally, certain kinds of tests for teachers can be useful in terms of identifying skills and knowledge for improvement through continuing professional education."

"What concerns me," Anrig said, "is the use of tests for teachers as a sole

and determining condition of employment after the teacher has been on the job, when better sources of information on teaching competency are available."

"Performance on teacher tests used for certification and selection is evidence of academic preparation and achievement only. Once employed, direct classroom supervision and evaluation of the teachers are possible and you can then assess those essential qualities of teaching competence, in addition to academic knowledge, that

cannot be measured effectively by any paper-and-pencil examination—qualities such as dedication, sensitivity, perseverance, caring."

Anrig said the practice of requiring teachers to pass tests as a "sole and determining condition of employment" after they are on the job can be found in no other profession.

"We do not require practicing lawyers to retake the state bar examination nor do we require (with the single exception of Florida) practicing physicians to retake the state medical ex-

amination."

"In fact," Anrig said, "I am not aware of any occupation certified or licensed by states that requires an incumbent to pass a test again, once certified or licensed. Practicing lawyers and physicians are held accountable for their competence by professional review procedures. These procedures and those of other occupations requiring state certification or licensing are far less rigorous than the official and unofficial scrutiny of teachers in most school districts in the United States."