

REPORT OF THE BOARD OF EDUCATION

**Encouraging Local School Divisions
to Provide Instruction in the Dangers
of Child Abuse and Molestation and
in Parenting Skills For All Students
and to Study Incentives to Motivate
Gifted Students to Enter the
Teaching Profession**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



House Document No. 26

COMMONWEALTH OF VIRGINIA

RICHMOND

1987

GENERAL ASSEMBLY OF VIRGINIA -- 1986 SESSION

HOUSE JOINT RESOLUTION NO. 20

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Requesting the Board of Education to encourage local school divisions to provide instruction in the dangers of child abuse and molestation and in parenting skills for all students and to study incentives to motivate gifted students to enter the teaching profession.

Agreed to by the House of Delegates, March 4, 1986

Agreed to by the Senate, February 28, 1986

WHEREAS, public schools increasingly are required to meet changing social and educational needs; and

WHEREAS, three of the most pressing problems facing public schools are those concerning child abuse and molestation, school age parents and the inability to attract academically gifted students to the teaching profession; and

WHEREAS, it is natural that parents love, nurture and sustain their children physically, emotionally and socially; and

WHEREAS, historically, other citizens, in their respective roles in society, supplement the care provided in the home, respecting and supporting the family unit and their relationships for the perpetuation of society; and

WHEREAS, today, unfortunately, this country and the Commonwealth of Virginia are experiencing an increased incidence of child molestation and abuse; and

WHEREAS, there is growing concern among parents and the general public for the safety of children, and community groups and agencies can only assist if such incidents are reported; and

WHEREAS, the effects of such physical and sexual abuse leave both physical and psychological scars upon their victims; and

WHEREAS, the number of school age parents is increasing significantly, creating the problem of children raising children, these parents lacking both the knowledge of basic child development and the maturity to assume the responsibilities of parenthood; and

WHEREAS, the strain of functioning in our highly technical society and coping with ever-changing lifestyles and tenuous relationships, together with the lack of good parenting skills, exacerbates the problem of child molestation and abuse; and

WHEREAS, a unit on parenting skills, which would include basic information on child development and the responsibilities of parenthood, provided for all school children, in addition to helping school age children to understand that they can talk to adults and share their experiences accurately, truthfully, and in a timely manner when they have problems, would help to remediate this problem; and

WHEREAS, teaching is the "mother of all professions"; and

WHEREAS, the success of the school curricula is due largely to competent and committed teachers and quality instruction; and

WHEREAS, many of Virginia's most gifted students are consistently choosing careers in high technology and other professions, creating a dearth in the teaching profession, especially in the field of mathematics, science and foreign languages; and

WHEREAS, newly strengthened academic requirements in the public schools and the growing responsibilities placed upon the schools to deal with sensitive matters such as child abuse and molestation, increase the need to develop incentives to motivate academically gifted students to enter the teaching profession; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Board of Education encourage local school divisions to provide appropriate instruction for all students in the recognition and danger of child abuse and molestation and in parenting skills and to study incentives to motivate gifted students to enter the teaching profession.

The Board shall complete this work by November 15, 1986, and submit its findings and recommendations to the Governor and the 1987 Session of the General Assembly.

RESPONSE TO HOUSE JOINT RESOLUTION NO. 20

In January of 1986, a committee met to revise the Health Education Curriculum Guides, Grades K-7 and 7-12. At that time, the units including content on the dangers of child abuse and molestation and parenting skills were strengthened. The guides are being edited and will be printed when monies become available.

In the interim, House Joint Resolution #20 was distributed and discussed at the annual meeting of contact persons of health and the supervisors and college chairpersons of health and physical education. In addition, the resolution was discussed at the annual conference for School Nurses in October, 1986.

The attached memorandum has been sent to local divisions with the draft of materials to be included in the unit on Parenthood and Family Relationships at the tenth grade level. The content relating to the dangers of child abuse and molestation are included in grades K-7, also in the units on Safety, Personal Growth and Personal Health and Mental Health. When the guides are printed and ready for distribution, regional inservice meetings will be held to distribute and inservice personnel responsible for these areas of the curriculum.



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
P.O. BOX 60
RICHMOND 23216-2060

October 24, 1986

MEMO TO: Contact Persons - Health Education

FROM:  Bernard R. Taylor, Director
Division of Sciences and Elementary Administration

 Beane L. Bentley, Associate Director
Health, Physical Education, and Driver Education

SUBJECT: Information on Health Issues and Survey on Family Life Education

We are attempting to keep you apprised of changes in curriculum and seek information from you. Let us say first that we were pleased with the large number that attended our meeting on September 16-17 in Charlottesville. Some of the enclosed information was shared with you.

Please complete the attached Survey on Family Life Education and return as indicated. You will find the results of the survey on the Physical Fitness Testing we asked you to complete. As you can see, our return rate was not too great.

We are attaching several items we would like for you to share with your secondary health education teachers. The first is House Joint Resolution No. 20 on child abuse and parenting. While we have still not completed the revision of the health education guide, the attached information will enable them to include it in their health education programs.

The second item is House Joint Resolution No. 105, relative to the inclusion of Alzheimer's disease in the health education program. A brochure which can be duplicated is attached with information on this dementia.

We would also like to update our directories. Would you correct the attached list of health and physical education teachers and the nurses that serve your division and return them to us with your Family Life Education survey?

We hope your year has gotten off to a good start. If our office can be of assistance to you, please do not hesitate to call or write.

/fca
Attachments

**TEACHING
OBJECTIVES**

Continued from objective which discusses factors which should be considered in the preparation for adulthood

**BASIC
CONTENT**

- (7) Divorce
- G. Sources of help for coping with crisis
 - (1) Religion
 - (2) Family and friends
 - (3) School or community counselors
 - (4) Family physician
- H. Family background which may have an effect on marriage
 - (1) Coming from an unhappy home
 - (2) Divorced parents
 - (3) Parents separated
 - (4) Foster home(s)
 - (5) Death of parent
 - (6) Disapproval of parents
 - (7) Child abuse, neglect and/or assault
- A. Causes
 - (1) Immaturity
 - (2) Unrealistic expectations
 - (3) Unmet emotional needs
 - (5) Lack of parenting skills

**LEARNING
ACTIVITIES**

Having students discuss why and how problems and conditions seem to generate in the next generation

**TEACHING
OBJECTIVE**

**BASIC
CONTENT**

**LEARNING
ACTIVITIES**

	(6) Inappropriate childhood expressions	
	(7) Tobacco, alcohol, or other drug problems	
	B. Ability to recognize the potential of child abuse in oneself	
	C. Securing professional, preventive services when necessary	
	D. Reporting cases of child abuse and neglect	
	8. Sexual abuse	
	(a) Teaching what to do if approached by strangers	
	(b) Incest	
	(c) Reporting sexual abuse	
	(d) Friends of the family abusing the children	
To help the student gain an understanding of the physical, mental, and emotional adjustments following the birth of the first child and foster children	Adjusting to family living relating to birth of a baby	Having students discuss the importance of care and support of both mother and father to each other in adjusting to the birth of a baby
	a. Adjustments to first child	
	(1) On part of mother	
	(2) On part of father	
	(3) Social adjustments to friends and family	Having panel of young parents discuss the adjustments of family living upon the arrival of a child
	(4) Other	

**TEACHING
OBJECTIVE**

**BASIC
CONTENT**

**LEARNING
ACTIVITIES**

	<ul style="list-style-type: none">b. Adjustments to later children<ul style="list-style-type: none">(1) Understanding and coping with sibling rivalry(2) Avoiding the comparison of characteristics, abilities, and developmental rates of brothers and sisters(3) Sibling rivalry	Having students visit a day care center and observe children
To help the student gain a knowledge of child care arrangements	Child care arrangements <ul style="list-style-type: none">1. Day care centers2. Nursery school3. Babysitter	Discussing why some parents arrange for outside care of children Discussing factors which should be considered in selecting a day care center, a nursery school or a babysitter
To help the student gain an understanding of the physical, mental and emotional development during the first years of life	Physical, mental and emotional development during the first year of life <ul style="list-style-type: none">1. The first four weeks<ul style="list-style-type: none">a. Recognizes sights, sounds, and smellsb. Has learned to fixate eyes brieflyc. Turns head toward sound	Reporting on how the baby grows and develops during the first year of life

**TEACHING
OBJECTIVE**

**BASIC
CONTENT**

**LEARNING
ACTIVITIES**

- d. Makes sounds other than crying
- e. Brings hand to mouth and sucks thumb
- f. Kicks legs
- 2. Physical growth
- 3. New skills and controls
- 4. Feeding
 - a. Weaning
 - b. Emotional climate of feeding
 - c. Never feed baby in a lying position
 - d. Baby should drink water containing one part per million of fluoride from birth and formula should be prepared with fluoridated water to help prevent caries
 - e. "Baby Bottle Syndrome" is caused by giving the baby a nap or bedtime bottle of sweetened water or fruit juice after primary teething begins. It may cause rampant

Preparing a report on the topic, "Feeding an Baby During the First Year of Life"

Show pictures of Baby Bottle Syndrome and discuss its cause and how it can be avoided

**TEACHING
OBJECTIVE**

**BASIC
CONTENT**

**LEARNING
ACTIVITIES**

crises of early
deciduous teeth
and could cause
permanent damage
to the eruption
pattern of permanent
dentition

5. Care of teeth--an infant's mouth should be cleaned regularly with a clean cloth or gauze. Tooth-brushing should begin as soon after eruption of the first tooth as the child can be trained to accept it

RESPONSE TO HOUSE JOINT RESOLUTION NO. 20

Introduction

At a recent forum on Renewing the Teaching Profession in Virginia held at the University of Virginia, Albert Shanker, president of the American Federation of Teachers, stated that one half of the nation's 2.2 million teachers will be leaving education in the next five years. To fill these anticipated vacancies, at least 23 per cent of all college graduates for the next 10 years must be recruited into teaching. If teachers are to be recruited from only the top half of the college graduates, the figure increases to 46 per cent.

A review of the available research and literature, however, reveals few comprehensive investigations of the recruitment of academically talented persons into teaching. In addition, there is a clear lack of consistency in the terminology, criteria, and parameters describing such academically talented persons. For example, several studies refer vaguely to the "academically gifted", "outstanding high school graduates", "talented high school students", "qualified high school students", a "talent pool", and the "academically able", with few clarifying descriptions.

The criteria for defining academically talented are similarly weak. Researchers use a number of relative measures such as cut-off scores on the SAT or NTE, relative class standing (i.e., the top 10 or 15 percent of the class), or teacher recommendation in determining which students are academically talented. Several researchers offer no definition at all.

Finally, recruitment parameters are seldom clearly defined. Specific efforts to recruit minority teachers, teachers in identified shortage areas, or

teachers for particular geographical locations are, at the same time, efforts to recruit academically talented teachers. Current platforms for reform in teacher education proposed by such organizations as the Holmes Group, the Carnegie Corporation, the Education Commission of the States, and Virginia's Commission on Excellence in Education assume that all efforts to recruit teachers will be efforts to recruit academically talented teachers.

Despite these cautions, the limited research reported in the literature indicates that:

- the most academically able are most likely to leave teaching early and in the greatest numbers (Schlechty and Vance, 1981);
- teaching is more attractive to those individuals with low measured academic ability (Schlechty and Vance, 1982);
- school divisions are not more likely to hire the more academically able (Schlechty and Vance, 1982);
- policies aimed at keeping out less able teachers do not assure that more able teachers will enter or remain in education (Weaver, 1982); and
- attracting the most able teachers involves developing new preparation options, broadening the mission of teacher education programs, creating job opportunities, and increasing job satisfaction (Weaver, 1982).

Promising Practices Across the Nation

A number of innovative projects are currently in progress across the United States, with final data not yet available. Of particular note are the CCSSO-Mellon projects sponsored by the Council of Chief State School Officers and the Andrew W. Mellon Foundation. In January 1986, the CCSSO-Mellon Project issued a request for proposals for collaborative projects designed to enhance teacher quality and to attract exceptional persons into teaching. Fourteen such

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projects are currently underway, with a capstone conference scheduled for 1988.

A brief summary of selected CCSSO-Mellon projects follows:

1. **Florida - Attracting Exceptional Minority Students into Teaching**

This project will conduct workshops for high school students, disseminate relevant information to exceptional future teachers on a regular basis, and assist in the organization and conduct of Future Educators of America Clubs in selected high schools.

Worthy of particular note is a nationwide Future Educators of America "Informational Workshop" being sponsored by the Florida Teacher Referral and Recruitment Center this November.

2. **Georgia - Promoting Teaching as a Career: Recruitment Models and Strategies**

This project is developing and pilot testing a follow-up questionnaire to study the vocational decisions made by a sample of students who were part of a previous study concerning the interest or lack of interest of high school seniors in teaching as a career. Anticipated outcomes are the development of specific recruitment models that will require the joint cooperation of secondary and postsecondary institutions, designation of school system coordinators to work with postsecondary institutions and to coordinate recruitment activities, and development and dissemination of recruitment materials in the high schools.

3. **Indiana - Project SET**

This project is designed to attract exceptional secondary and postsecondary students into teaching. It provides an education survey course of study taught by classroom teachers and college instructors at the secondary and postsecondary level. The curriculum includes in-school and out-of-school exploratory teaching activities, a week-end retreat, and a one week summary program held on the Indiana University campus. Special emphasis is placed on achieving 50% minority, 25% male, and 10% physically handicapped participation.

4. **Maryland - Articulation Between Secondary Schools and Higher Education**

This project provides for a comprehensive recruitment/training/induction process for high quality teacher candidates coming from non-traditional sources, including retirees from military and government careers, mid and early career changers, minorities, women re-entering the job market, and para-professionals already employed by local school systems.

5. **New York - Project to Promote Teaching**

In support of teacher recruitment efforts, New York is using ten statewide regional councils composed of college and school district personnel to disseminate information about Empire State Challenger Scholarships and Fellowships for Teachers. The Education Department is also producing and airing a statewide teleconference on "Teaching As An Attractive Career".

A number of other efforts not under the aegis of the CCSSO-Mellon Projects are currently underway across the nation. A summary of several such projects follows:

1. **California** - The State Department of Education has launched an extensive public relations campaign, **A Class Act**, aimed at high school seniors and college students, that stresses the status and challenge of the teaching profession, the quality of teacher preparation programs, and anticipated salary incentives. The department is encouraging the development of Teachers of Tomorrow Clubs in all local high schools.

An especially creative California project involves the establishment of a Teacher Training Academy at the Crenshaw High School in Los Angeles. Open to students throughout the Los Angeles school district, the academy currently enrolls 84 tenth grade students interested in teaching as a career. A comprehensive three-year program provides extensive practical classroom experience, as well as a solid background in the basic subject areas.

2. **Kentucky** - Bellarmine College in Louisville has developed an Introduction to Teaching course that is offered to 21 high school juniors and seniors in three five-week modules conducted weekly in late afternoon on the college campus. The course, which introduces talented high school students to teacher education, does not have follow-up data available as yet, but surveys of student perceptions of teaching do show an increase in positive attitudes toward teachers and teaching.
3. **Louisiana** - Education faculty at Xavier University are developing recruitment programs specifically aimed at minority students in junior high or middle schools. A strong component of this program is counseling to ensure that students are taking appropriate college preparatory subjects. The program also features a model program for Future Teachers of America clubs for both junior and senior schools.
4. **New Jersey** - The New Jersey Department of Education has designed a Teacher Scholars Program that provides forgivable scholarship loans for prospective teachers who score above 1100 on the SAT and are in the upper fifth of their class.

5. **North Carolina** - The State Office of Public Instruction has a Department of Teacher Recruitment that provides special training for recruitment coordinators located in each local school division.
6. **Nationwide** - Under the Carl D. Perkins Scholarship Program, the U.S. Department of Education is providing cancellable loans of \$5,000 per year for up to four years to encourage outstanding students to pursue teaching careers. The loans are available to high school seniors in the top 10% of their class. Each one-year loan is forgivable with two years of teaching.

Promising Practices in Virginia

Virginia has, for a number of years, also been working to address the problem of recruiting academically talented teachers. A brief summary of selected projects, both completed and currently underway, follows:

1. An exhaustive study conducted for the Department of Education by Norfolk State University (Witty, 1984) specifically addressed the recruitment of academically able black students. This study recommended:
 - a. the establishment of scholarship and loan funds to support high achieving black high school students desiring to enter teacher education;
 - b. the designation of "catch-up" funds to be set aside to upgrade resources available for teacher education programs at historically black institutions;
 - c. the identification of a variety of models to help academically underdeveloped high school graduates learn the knowledge, skills, and attitudes needed by teachers in order to pass certifying tests for teaching licenses;
 - d. the implementation of a state-wide program of training junior high and high school counselors to provide the knowledge, skills, and attitudes needed for adequate guidance of black pupils;
 - e. the development of a state-wide program of inservice education to assist teachers in enhancing the academic achievement of black youth; and
 - f. the encouragement of increased grass roots community efforts to make parents and community leaders aware of the need to encourage more academically able black youth to consider teaching as a career.

2. Virginia institutions of higher education are serving as catalysts for intensifying both national and state efforts to recruit academically talented students into teaching. Norfolk State University, for example, just successfully conducted its seventh annual Invitational Conference on the Preparation and Survival of Black Public School Teachers, "Focusing on Academic Achievement of Black Teachers and Children". The University of Virginia recently hosted an exciting conference on "Renewing the Teaching Profession in Virginia: An Opportunity for National Leadership".
3. Funded by a grant from the State Council for Higher Education, Virginia Commonwealth University has instituted an innovative recruitment program that focuses primarily on minority students attending community colleges throughout Virginia. The project features a well designed slide-tape presentation and other promotional materials, personal recruitment activities at selected community colleges, on-campus activities at Virginia Commonwealth, and the establishment of mentor relationships for students once enrolled.
4. The College of William and Mary is designing a comprehensive program to promote teaching as a profession and to recruit teacher education students across the campus. This program is an intensive effort to collaborate with other schools and departments within the college to improve both the quality and the quantity of the students who apply for admission to teacher education.
5. George Mason University and Virginia Wesleyan College have developed very popular non-traditional certification programs to attract academically able persons interested in switching to a teaching career. Each program has now graduated its first student cohort and has enrolled a second.
6. In an exciting collaborative arrangement, several businesses in the Roanoke area are assisting ten high school seniors from the Roanoke City schools in completing their teacher preparation programs at Virginia Tech. The Roanoke City School Division has agreed to hire these new teachers upon graduation.
7. Several school divisions in the Tidewater area sponsor an innovative early commitment program for outstanding teacher education students. Selected students are offered future teaching contracts based on successful completion of their field experience or student teaching placements.
8. The Virginia Department of Education is providing forgivable scholarship loans for students desiring to prepare for a teaching career in such shortage areas as mathematics and science. Starting in 1986-87, this program also includes foreign languages. Students receiving scholarships must have attained a grade point average of 2.7 or better.

Conclusions

The foregoing discussion indicates very clearly that a number of exciting and innovative projects to recruit academically talented teachers are underway both in Virginia and across the nation. These promising practices can be divided into two major categories. Included in all of the following practices are special efforts to recruit talented minority students.

1. Activities to identify and recruit talented students into teaching as early as possible:

- develop strong academic and counseling programs in elementary and junior high schools to insure that students are taking appropriate coursework to enable them to enter teaching
- establish Future Educators of America clubs in the nation's junior and senior high schools
- provide workshops, seminars, and courses for high school students interested in teaching
- develop a division of teacher recruitment and/or referral within each state's Department of Education
- designate recruitment coordinators in local school divisions to work with postsecondary institutions on recruitment activities
- offer introductory-level education coursework for college credit at local high schools
- establish teacher training academies that integrate high school subject matter with preliminary education coursework and field experiences on a comprehensive long-term basis
- develop attractive materials promoting teaching as a career
- utilize current technology to sponsor such activities as regional and state-wide teleconferences on teaching as a career

2. Activities to enable talented students to obtain the necessary preparation for teaching:

- provide forgivable scholarship loans for students desiring to prepare for teacher shortage areas
- establish a "G.L. Bill" to finance teacher education preparation for academically talented minority students
- create school-business partnerships to sponsor academically talented teacher education students

Inherent in all recruitment strategies mentioned above are the following considerations:

1. Consistent terminology, clear criteria, and well-defined parameters are critical to any proposal for recruiting academically talented persons into teaching in Virginia.
2. Research issues which continue to be of major concern include whether academically talented teachers make better teachers than their less talented counterparts and whether raising entrance and exit criteria attracts a greater number of talented teachers to the profession.
3. Recruitment efforts must be broadened to include not only the high school junior or senior and the college freshman or sophomore, but also the middle school or junior high school student and non-traditional candidates such as the older career switcher.
4. Recruitment efforts must focus not only on attracting academically talented students into teaching, but also on providing adequate academic preparation for those students at an early age.
5. Recruitment efforts must increasingly involve not only the teacher preparation institution, but also collaborative arrangements between universities, colleges, local school divisions, business and community organizations, and state Departments of Education.

