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Many studies point to the
inadequacy of precollege

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education in the United States. How can it be improved? The development of effective policy requires information on the condition of education and the ability to measure change. This book lays out a framework for an efficient monitoring system. Key variables include teacher quality and quantity, course content, instructional time and enrollment, and student achievement.

The federal "No Child Left Behind Act of 2001" (NCLB) legislation required school districts to ensure that all teachers of core academic subjects met the

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requirements to be designated highly qualified by July 1, 2006. However, because no Maryland counties were able to comply with the 100 percent highly qualified designation by July 1, 2006, the Maryland State Department of Education (MSDE) requested an extension until July 1, 2007, which was approved by the federal government. Maryland counties continue to strive toward this goal. A class is considered taught by a teacher designated highly qualified if the teacher is certified and has completed an academic major or has passed an appropriate Praxis test; completed the

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High, Objective, Uniform
State Standard of
Evaluation; or holds an
advanced professional
certificate in the core
academic subject he/she is
teaching (applies to
educators with experience
prior to July 1, 2007). Core
academic subjects are
English, language
arts/reading, world
languages, mathematics,
science, the arts,
elementary and early
childhood education, and
social studies. This
memorandum provides
information regarding the
number and percentage of
core academic classes in
Montgomery County Public

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Schools (MCPS) being taught by teachers designated as highly qualified. Of the 35,743 core academic subject classes being taught by MCPS teachers as of December 1, 2013, 34,599 were being taught by teachers who are designated highly qualified, and 1,144 were being taught by teachers who are not yet designated highly qualified. Countywide, 97.8 percent of classes in the core academic area of the arts were taught by highly qualified teachers, followed by classes in English (97.7%), elementary and early childhood education (97.6%), social studies (96.8%), world languages (94.9%),

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Math Exam (94.5%), mathematics (94.1%), and language arts/reading (92.9%). The summary data provided in this memorandum provide the number and percent of core academic area classes being taught by teachers who have been designated highly qualified and classes being taught by teachers who have not been designated highly qualified as of December 1, 2013.

This text identifies key aspects of the education system that need revision and provides an authoritative foundation for policy recommendations.

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"(Standards 2017) sets forth the criteria for developing and evaluating preparation programs for literacy professionals. Developed by literacy experts across the United States, the standards focus on the knowledge, skills, and dispositions necessary for effective educational practice in a specific role and highlight contemporary research and evidence-based practices in curriculum, instruction, assessment, and leadership."
-- Back cover.

Now that the initial results of The Third International Mathematics and Science Study (TIMSS) have been

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released, the Board on International Comparative Studies in Education (BICSE) has turned its attention to what happens next. The TIMSS data are potentially useful to researchers, policy makers, practitioners, and others interested in evidence regarding factors that influence student learning. But although the study has produced a remarkable volume of intriguing data, it is by no means complete. Scholarly review of the initial data, evaluations of claims based on the data, and follow-up secondary analysis based on the primary findings are all integral parts of a study of

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this magnitude, but the bulk of this very important work has not yet begun. Because of the board's serious concern that this necessary work has not been undertaken, or funded, it held a workshop on June 17 and 18, 1998, to explore different perspectives on possible next steps. The workshop was an invaluable opportunity for the board to explore issues and questions it has addressed over the years and to solidify its thinking about many of them. Because the board is convinced of the importance of moving forward with the TIMSS data, it presents in this report both

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recommendations as to what ought to be done and many of the innovative specific ideas that emerged from the workshop. These recommendations reflect the board's conviction, based on its many years of involvement with and deliberations about TIMSS, that this study is an extremely rich resource for the policy, scholarly, and practice communities, and that all of these groups have a responsibility to take full advantage of it. The recommendations and discussion in this report are intended to assist both researchers and funders who are considering further work

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With TIMSS, and a broader audience of researchers, policy makers, practitioners, and others who have followed the TIMSS results and are eager to use them. This report is, in a sense, the culmination of many years of effort for the board.

This joint congressional committee hearing focuses on attaining the educational goal of making the United States children first in mathematics and science by the year 2000 as proposed by the President's "America 2000" plan. Witnesses representing the Office of Science and Technology

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Policy, the National Aeronautics and Space Administration, the National Science Foundation, and the Department of Education were received. Testimony addressed the roles played by government agencies in coordinating interagency efforts to achieve the national goals for mathematics and science education and gave examples of activities engaged in by the above mentioned agencies in order to reach those goals. Complete texts of the witness' testimony and other speakers is included. (MDH)

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