

NLWJC - Kagan

DPC - Box 022 - Folder 005

Education - Teachers

Educ - teachers

SCHEDULING PROPOSAL
3/3/99

TODAY'S DATE:

ACCEPT

REGRET

PENDING

TO: Stephanie Streett
Assistant to the President
Director of Presidential Scheduling

FROM: Bruce Reed
Assistant to the President for Domestic Policy and
Director of the Domestic Policy Council

Thurgood Marshall Jr.
Assistant to the President and Cabinet Secretary

REQUEST: Event to Honor the 1999 National Teacher of the
Year

PURPOSE: To announce the 1999 National Teacher of the
Year, to honor the other state Teachers of the Year, and to highlight some of
the President's education initiatives.

BACKGROUND: The National Teacher of the Year program,
sponsored by the Council of Chief State School Officers and Scholastic, Inc.,
recognizes and honors the contributions of the American classroom teacher.
The program designates an exemplary representatives of the country's more
than 3 million elementary and secondary school classroom teachers from
among the nation's State Teachers of the Year. The Teachers of the Year
represent the diversity of their profession, teaching every grade level from
kindergarten through grade 12 in districts ranging in size from 200 to
200,000 students. This year's finalists are from the states of Georgia,
Massachusetts, New York, and Oklahoma.

PREVIOUS PARTICIPATION: The President has participated in this event every
year for the last four year.

DATE AND TIME: April 21, 22, or 23, 1999

BRIEFING TIME: 30 minutes

DURATION: 45 minutes

LOCATION: The White House

PARTICIPANTS: The President
Secretary Richard Riley
Members of Congress
National Teacher of the Year and State Teachers of
the Year
Representatives from the Council of Chief State
School Officers, Scholastic, Inc., and other
education advocacy groups

REMARKS REQUIRED: To be provided by speechwriting.

OUTLINE OF EVENTS: -The President and Sec. Riley will meet the State
Teachers of the Year.
-Sec. Riley will make brief remarks.
-The President will make brief remarks and present
the 1999 National Teacher of the Year with a crystal
apple.
-The National Teacher of the Year will make
remarks.

MEDIA COVERAGE: Open Press.

FIRST LADY'S ATTENDANCE: Optional.

VPOTUS ATTENDANCE: Optional.

SECOND LADY'S ATTENDANCE: Optional.

RECOMMENDED BY: Bruce Reed

CONTACT: Karin Kullman
X61732

ORIGIN OF THE PROPOSAL: Council of Chief State School Officers (see
attached letter)

**Q&A for AFL-CIO Meeting
February 17, 1999**

Q: USA Today, AP, and the Washington Post are reporting that the Secretary of Education is calling for a uniform licensing system for teachers. Is the Administration proposing a new national teaching license or teaching test?

Background: In a speech last week, Secretary Riley proposed that states institute a licensing system for teachers -- giving "initial" licenses, "professional" licenses, and "advanced" licenses to teachers based on each teacher's experience and skills. The Secretary did not propose any federal action with respect to this proposal.

A: No. This week, Secretary Riley gave his annual State of American Education Address, which he uses to assess the state of education and to raise ideas and spark long-term discussions among academics, educators and others. In his speech, Secretary Riley raised some ideas about how states and communities could change the way they license and certify teachers, and said he wanted to spark and shape a dialogue about these issues in the coming months. The Administration is not making a legislative or budget proposal along these lines. And it's important to understand that Secretary Riley did not call for any kind of national teaching license or national test for teachers, and he did not call for states to adopt any single idea or proposal. Moreover, he didn't suggest that states consider changes to teacher tenure or suggest testing for licensed teachers. In fact, the ideas the Secretary mentioned build on and reflect much of the work that AFT has done over the years -- including AFT's support for the National Board for Professional Teaching Standards, AFT's support for tests for new teachers, and AFT's support for high-quality teaching.

Q: Will the Administration include this licensing proposal in its draft legislation to reauthorize the Elementary and Secondary Education Act? In light of the Administration's support for other requirements on states -- e.g., to end social promotion and intervene in failing schools -- how will it oppose efforts to require states to implement licensing systems?

A: As you know, in his State of the Union Address, the President proposed steps to end social promotion, fix failing schools, and other steps to strengthen accountability in our schools. These ideas are based on considerable experience at the state and local level and reflect broad consensus across the nation -- and strong support from the AFT. The preliminary ideas on teacher licensure and certification outlined by Secretary Riley reflect neither such extensive experience at the state and local level, nor such consensus. Neither Secretary Riley nor anyone at the White House believe these ideas should be the basis of any legislative proposals. The Secretary was simply trying to jumpstart an important dialogue on these issues among academics, educators, states, and communities.

THE WHITE HOUSE
WASHINGTON

January 20, 1999

QUALIFIED TEACHERS IN EVERY CLASSROOM EVENT

DATE: January 21, 1999
LOCATION: Old Executive Office Building
 Room 450
BRIEFING TIME: 11:15am - 11:40am
EVENT TIME: 11:45am - 12:35pm
FROM: Bruce Reed

I. PURPOSE:

To amplify the education themes in your State of the Union Address, you will announce several initiatives to attract talented, well prepared teachers into our classrooms. These initiatives include: (1) a second installment on your class size reduction initiative, which will increase funding by \$200 million and enable local schools to hire an additional 8,000 teachers; (2) \$35 million in funding -- up from \$7.5 million last year -- to provide scholarships to 7,000 outstanding students who commit to teaching in high-poverty public schools; (3) an \$18 million initiative to extend the Troops-to-Teachers program to train and place more than 3,000 retired military personnel as new teachers in public schools, especially in high-need subject areas like math and science and in high-poverty schools; and (4) a new \$10 million initiative to begin recruiting and training 1,000 Native American teachers who commit to teach in schools with high concentrations of Native American students.

II. BACKGROUND:

Hiring 100,000 well-prepared teachers to reduce class size in the early grades.

You will ask for \$1.4 billion in your FY 2000 budget, a \$200 million increase over FY 1999 funding, for your initiative to hire 100,000 teachers to reduce class size in grades 1-3 to a national average of 18. This increase will enable local schools to recruit, hire, and train an additional 8,000 teachers, while continuing to pay for the 30,000 teachers hired with FY 1999 funds. To ensure that this initiative supports high-quality teaching, school districts may spend up to 15 percent of these funds for teacher training and other related activities. Studies show that smaller classes enable teachers to give personal attention to students, which leads to their getting a stronger foundation in the basic skills. The studies also show that minority and disadvantaged students show the greatest achievement gains as a result of reducing class size in the early grades.

Recruiting Outstanding New Teachers for High-Poverty Schools. Poor and minority students often have the least access to well-prepared teachers: for example, students in schools with the highest minority enrollments have less than 50 percent chance of having a math or science teacher with a license and degree in the field. To address this challenge, you will propose \$35 million -- up from \$7.5 million last year -- to provide scholarships to 7,000 outstanding students who commit to teaching in high-poverty public schools. You first proposed these scholarships last year, and they were enacted by Congress as part of the reauthorization of the Higher Education Act.

Preserving and Expanding the Troops to Teachers program. The successful Troops to Teachers program, which has helped 3,000 retiring military personnel become teachers in public schools since 1994, is scheduled to expire later this year. To preserve and build on this successful program, you will propose \$18 million to provide scholarships and other support for training and placing in public schools more than 3,000 retiring military personnel and other mid-career professionals. The initiative would focus on recruiting and training new teachers for high-poverty schools and for high-need subject areas like math, science, foreign languages, or special education. The Education Department.

The Troops to Teachers program enjoys bipartisan support in Congress. Several members of Congress, including Senators Robb, McCain, and Lieberman, are working to develop legislation to preserve and expand the Troops to Teachers program. While we are proposing funding under existing Education Department authority to ensure this program can be expanded even if legislation is not enacted this year, we will work with these offices to design our proposal and their legislation in the coming weeks.

Training and Recruiting New Native American Teachers. Only two-thirds of Native American students successfully complete high school -- far fewer than other students. To address this challenge, you are proposing \$10 million to begin training and recruiting of 1000 new teachers for areas with high concentrations of American Indian and Alaska Native students.

III. PARTICIPANTS:

Briefing

Secretary Richard Riley
Bruce Reed
Doug Sosnik
Joe Lockhart
Michael Cohen
Broderick Johnson

Event Participants

The First Lady
Secretary Richard Riley

Arthur Moore, Retired Army Staff Sergeant and Teacher, Harlem Park Community School, Baltimore, MD

Members of Congress in Audience

Sen. Byron Dorgan (D-ND)

Sen. Daniel Inouye (D-HI)

Rep. Elijah Cummings (D-MD) **represents Arthur Moore

Rep. Rush Holt (D-NJ)

Rep. Dale Kildee (D-MI)

Rep. Patsy Mink (D-HI)

Rep. Tim Roemer (D-IN)

Rep. Loretta Sanchez (D-CA)

Rep. Debbie Stabenow (D-MI)

IV. PRESS PLAN:

Open Press.

V. SEQUENCE OF EVENTS:

-YOU will be announced onto the stage in OEOB Room 450 accompanied by all stage participants.

-The First Lady will make welcoming remarks and introduce Secretary Riley.

-Secretary Riley will make brief remarks and introduce Arthur Moore.

-Arthur Moore, Teacher, will make brief remarks and introduce YOU.

-YOU will make remarks, work a ropeline, and depart.

VI. REMARKS:

Remarks Provided by Speechwriting.

PRESIDENT CLINTON AND VICE PRESIDENT GORE UNVEIL INITIATIVES TO HELP PROVIDE A QUALIFIED TEACHER IN EVERY CLASSROOM

January 21, 1999

In his State of the Union Address, President Clinton called on states and school districts to ensure that new teachers meet state certification requirements, pass performance exams, and have a major or minor in the subject they teach. Today, President Clinton, Vice President Gore, and the First Lady will announce several initiatives to help schools meet these objectives and to attract talented, well prepared teachers into our classrooms. These initiatives include: (1) a second installment on the President's class size reduction initiative, which will increase funding by \$200 million and enable local schools to hire an additional 8,000 teachers; (2) \$35 million in funding -- up from \$7.5 million last year -- to provide scholarships to 7,000 outstanding students who commit to teaching in high-poverty public schools; (3) an \$18 million initiative to extend the Troops-to-Teachers program to train and place more than 3,000 retired military personnel as new teachers in public schools, especially in high-need subject areas like math and science and in high-poverty schools; and (4) a new \$10 million initiative to begin recruiting and training 1,000 Native American teachers who commit to teach in schools with high concentrations of Native American students.

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other support for training and placing in public schools more than 3,000 retiring military personnel and other mid-career professionals. The initiative would focus on recruiting and training new teachers for high-poverty schools and for high-need subject areas like math, science, foreign languages, or special education. The Education Department.

Training and Recruiting New Native American Teachers. Only two-thirds of Native American students successfully complete high school -- far fewer than other students. To address this challenge, the President is proposing \$10 million to begin training and recruiting of 1000 new teachers for areas with high concentrations of American Indian and Alaska Native students.

**Q & A for Education Event
Jan. 21, 1996**

- Q. The President announced that his budget proposal for the Class Size Reduction Initiative would help hire 38,000 teachers. I thought last year Congress gave you the funds to hire 100,000 teachers. Why only 38,000 now, and how long will it take to reach 100,000?**
- A. Last year the President proposed a 7-year \$12.4 billion proposal to reduce class size to a national average of 18, by hiring 100,00 additional teachers over the seven years. In the FY 1999 appropriations bill, Congress provided \$1.2 billion -- \$100 million more than the President asked for -- enough money to hire approximately 30,000 teachers. Now we must continue the effort. In his FY 2000 budget, the President is asking for an additional \$200 million, which will enable communities to continue to pay for the initial 30,000 teachers, and hire an additional 8,000 teachers. This gradual phase in will keep us on the path to 100,000 additional teachers in seven years, as originally proposed by the President.
- Q. Last year the President's Class Size Reduction proposal was to be paid for by tobacco revenue. How will you pay for it this year?**
- A. The President's request is included in the discretionary part of his FY 2000 balanced budget proposal, and is fully paid for.
- Q: The President has spoken about the need for military readiness and the Defense Department has replaced its downsizing efforts with new efforts to retain people longer in the military. Doesn't the Troops to Teachers proposal undermine efforts to maintain military readiness?**
- A. The President's proposal would provide financial support only for *retiring* military personnel -- i.e., those military personnel who are already planning to leave the military and are now deciding what to do after they leave the military. While the original Troops to Teachers program had also provided incentives for those who left the military early to become a teacher, so as to accelerate downsizing efforts, the President's proposal provides benefits only to those who would be retiring anyway. With the changing needs of the military, this program has changed as well, but continues to help retiring military personnel, as well as to serve the needs of our schools.
- Q: Why do retiring military need stipends for coursework when many already can receive educational benefits under the G.I. bill?**
- A. The GI bill is targeted primarily at enlisted personnel obtaining an initial college degree, while the stipends under this program provide support to those who already have a college degree but need additional coursework to become a certified teacher. Stipends have provided important support for troops participating in the Troops to Teachers program and provide an important financial incentive to retiring military personnel to become

teachers.

Q: How does the President's proposal differ from the current Troops to Teachers program?

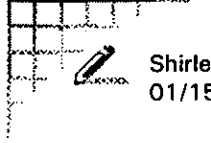
- a. The President's proposal expands the Troops to Teachers program in three significant ways. First, it provides financial stipends for coursework and other costs to help make possible the transition from the military into teaching -- retiring military personnel applying to this program after October 1, 1996 have not been eligible for this benefit. Second, the President's proposal expands the program beyond retiring military personnel to include mid-career professionals from all fields -- including business, law, engineering, higher education, or the government. Third, the President's proposal contains adequate funding to significantly boost the number of retiring military personnel and mid-career professionals who can become teachers -- the President's proposal will support more than 3,000 individuals next year, more than triple the largest number of troops who entered this program in any single year.

Q: Some Republicans have attacked the President's overall education proposal as interfering with local control over education. What is your response?

A: The President's proposal does not threaten local control: states and districts will continue to make all decisions about what to teach and how to teach it. What the President's proposal does is to demand accountability for results. We should invest in what works -- in the accountability reforms that study after study shows improve student performance -- and not in what doesn't. That means that:

- Schools should end social promotion -- the practice of moving children from grade to grade regardless whether they've learned the subject;
- Teachers should be qualified to teach the subjects they are assigned to teach, and new teachers should have to pass performance and subject matter tests to show they can do so;
- States have a responsibility to turn around their lowest-performing schools through intensive intervention, and if necessary by making significant staff changes and/or closing the school and reopening it as a charter school;
- Parents should get annual report cards for every school and school district so they can see how well the schools are working and be able to make informed choices; and
- Schools should institute strict discipline codes so that they can be places of learning.

Critics of the President's plan must explain what's wrong with these principals.



Shirley S. Sagawa
01/15/99 03:06:22 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP

cc:

Subject: SOTU Teachers section

Probably the version I have is now obsolete (1/12/99 3:30 p.m. draft), but the SOTU section on teacher quality I read seemed too negative to me. I would think we could achieve the objective of highlighting all we are doing to make sure every child is taught by a qualified teacher by balancing the positive (supporting new teachers with mentors, encouraging more professional development opportunities etc.) with the negative (competency tests, removing poor teachers).

Edur-teachers

Bruce/Mike
In case you
didn't see.
Eugene

EUGENE HICKOK

Improve schools by teaching the teachers

The Washington Times
WEDNESDAY, SEPTEMBER 23, 1998

Nothing matters more to student success than good teachers, but incompetence in the education profession is all too common. Recently, hundreds of New York state teachers could not pass a standard test of English, math and reasoning skills. And this year in Massachusetts, 59 percent of the applicants for teaching jobs in public schools flunked a basic licensing exam.

Can anything be done? In Pennsylvania, where I serve as secretary of education, Gov. Tom Ridge is confronting teacher incompetence head on with a new program called the Teachers for the 21st Century Initiative. With our new standards for the state's colleges of education, Pennsylvania's teachers could soon be among the most qualified in the nation.

Before the state enacted these changes, it was astonishing how little was expected of prospective teachers. For example, few teacher-education programs had meaningful admission standards. Most undergraduate programs required prospective majors to have no more than a 2.5 grade point average before majoring in education. In other words, the doors were open for C-plus students (or worse) to become teachers. And students preparing to be high-school teachers in subjects such as history and science were not required to take

Our education colleges enrolled students and our state certified teachers with unacceptably low expectations of their performance.

rigorous courses in these subjects. In Pennsylvania, we discovered that some candidates certified to teach foreign languages were unable to engage in basic conversations in those languages. Although the questions on national teacher-certification tests are hardly difficult, Pennsylvania, like most other states, certified teaching candidates who scored in the bottom 10 percent on some of these tests.

In short, our education colleges enrolled students and our state certified teachers with unacceptably low expectations of their performance.

Mr. Ridge's initiative, approved by the Pennsylvania state board of education last March, insists that teachers show real academic accomplishment. To receive accreditation by the state, a college

of education will have to abide by the following standards:

Admissions. Pennsylvania will require that candidates for teacher-training programs complete the equivalent of at least three full semesters of college-level liberal arts courses with a B average before enrolling in a teacher-training program.

Curricular requirements. Prospective high-school teachers must fulfill the same course requirements as their classmates seeking a bachelor's degree in a particular academic discipline. This requires would-be teachers to develop a serious scholarly commitment to and expertise in the subjects they will teach. Finally, prospective teachers must maintain at least a B average in the subject area they intend to teach.

Qualifying test scores. We have begun gradually lifting the minimum qualifying scores on teacher licensing exams to approach the national average. No longer will the state certify teachers who miss half or more of the questions.

Alternative certification. One size does not fit all in the preparation of teachers. We are creating guidelines to allow all college graduates who have completed their degree with distinction and have passed the appropriate licensing exams to enter teaching-apprenticeship programs at eligible public

schools. Programs that certify non-traditionally trained teachers can be windows of opportunity for those with special expertise and a commitment to improve schools.

Although per-pupil expenditures in the United States rank among the highest in the world, most reform efforts still assume only more money will help our children. Rather than spend money on more teachers, education officials should consider the growing body of research that validates what common sense tells us: Teachers with better academic preparation and skills are more effective, and their pupils perform better.

Some skeptics may object that states already facing teacher shortages cannot afford to raise the qualifying standards for the profession. But we will never be able to place a qualified teacher in every classroom by pretending that quality does not matter. Rather than recruit-

ing the mediocre by lowering standards, states need to make teaching in the public schools a prestigious career open only to the best qualified.

In Pennsylvania, we've started to do that, and other states should, too.

Eugene W. Hickok is Pennsylvania's secretary of education. This is adapted from the current issue of Policy Review: The Journal of American Citizenship, the magazine of the Heritage Foundation.



cc Mike/EK
+ return
- Can we look into Penn's plan on teachers?
Goodling + Specter might help us get it passed.
-BR

July 15, 1998

Educ-teachers
and
Educ-charter schools

MEMORANDUM FOR THE CHIEF OF STAFF

FROM: BRUCE REED

SUBJECT: Options for the President's speech to the AFT

There are two different issues that could serve as the news hook for the President's speech to the AFT: teacher quality or charter schools. This memo describes the principal announcements for each, as well as the pro's and con's of each option.

Teacher Quality. The President could use the speech to address the current debate about the quality of teachers and to lay out his view for how to meet his goal of having a good teacher in every classroom. The emphasis in the speech would be on a series of challenges by the President, calling on: (1) states to raise teacher certification standards, require new teachers to pass competency tests and provide alternative routes that allow potential teachers to bypass teacher education programs; (2) colleges and universities to provide students preparing to teach with a better liberal arts education and to strengthen teacher preparation programs or close them down; (3) states and local school districts to reward outstanding teachers who receive certification from the National Board for Professional Teaching Standards, and (4) teachers and their unions to work with local school districts to create fair, faster and cheaper ways to remove incompetent teachers from the classroom. In this context, the President could also challenge Congress to support these efforts. There are a number of relevant provisions in the Higher Education Act that is going to conference shortly that he could support, including a requirement for report cards on schools of education produce, and provisions that reflect his proposal from last year to help recruit and prepare teachers. He could also reiterate his opposition to Goodling's provision to end funding for the National Board for Professional Teaching Standards). Finally, the President could release an Education Department report on Promising Practices for Improving Teaching that underscores many of the themes in the speech.

With growing public and media attention to teacher quality--fueled by the recent controversy over teacher testing in Massachusetts as well as coverage of the NEA/AFT merger proposal--the AFT speech provides an important and timely opportunity for the President to address this issue. Because this topic is so hot, the press is likely to cover the speech despite the absence of major new policy announcements. Indeed, it may look like he is ducking an important if difficult issue if he fails to address it at the AFT.

We will have to work closely with both the AFT and the NEA over the next few days, particularly to make sure that they can live with the President's comments on getting rid of bad teachers. While there is some risk that we will go too far, the approach we have in mind is not a dramatic departure from the President's previous statements, or positions the AFT and NEA have already taken. And the speech will lack credibility if we don't address this aspect of teacher quality at all.

Charter Schools. The President could discuss the importance of charter schools and call on Congress, school boards, and the AFT to lend greater support to help these schools succeed. Citing the importance of helping charter schools become models of accountability and high standards, the President could release a new Education Department guidebook to help public boards conduct rigorous and fair reviews of proposals to establish charter schools, and to hold them accountable for results. A second Education Department report, evaluating the existing charter schools program, may also be available for release. In this approach, the President could also challenge the Congress to send him legislation this year to expand and strengthen the charter schools program. A push for charter schools legislation would be timely and important, because the Senate Labor and Human Resources Committee will be marking up a charter schools bill on July 22.

A speech focused on charter schools would enhance the President's leadership on this issue, and could reinforce the private efforts we will need to make to convince reluctant Senate Democrats to help move this legislation forward. However, part of their reluctance stems from the opposition of the AFT (and NEA) to the proposed expansion of the charter schools program. While we have worked with Kennedy to address a number of the AFT concerns, overall AFT members remain highly skeptical of charter schools, and many see them as a stalking horse for vouchers. Thus, a strong charter schools speech to the AFT would likely receive a luke-warm response from the audience, regardless of how well it would play in the press.

RAISING TEACHER STANDARDS

All of our efforts to reform and improve schools -- ranging from higher student standards to educational technology -- depend on having quality, well-trained teachers in classrooms across the nation. At a time when we must demand more than ever from all of our students, we must make sure our students have the best possible teachers. In this context, the President would call for:

TESTING NEW TEACHERS BEFORE THEY ENTER THE CLASSROOM. The President would call on states to require that all new teachers pass tests of basic skills and knowledge of their subject matter before entering the classroom. He could also call on states to require that all high school and middle school teachers have received a major or minor in the subject areas in which they teach.

CERTIFYING TEACHERS BASED ON PERFORMANCE. The President would call on states to overhaul the way teachers are licensed, saying all new teachers should pass tests before entering the classroom, get rigorous training and mentoring in their first few years of teaching, and then be required to demonstrate their ability to teach well before getting a license.

This would replace current systems that award licenses primarily based on whether or not a new teacher has attended courses in an education school and spent a certain amount of time in a classroom. A performance-based approach would also enable states to more effectively support "alternative routes" to certification, allowing mid-career professionals or recent liberal arts graduates to become fully prepared and certified to teach.

REWARDING GOOD TEACHERS The President would call on states to provide merit pay for teachers that get certification from the bipartisan National Board for Professional Teaching Standards. He would also criticize the congressional majority for their efforts to eliminate funding for the Board -- thereby eviscerating the only national effort to reward outstanding teachers. He would also call on states and school districts to reward teachers whose schools have demonstrated clear gains in student performance.

REMOVING POOR TEACHERS FROM THE CLASSROOM. The President would reiterate his call for finding fair but faster and less expensive ways of removing incompetent teachers from the classroom. He would also call on every school district and local teachers union in the nation to agree on policies to identify incompetent or burnt-out teachers, give them assistance to improve quickly, and find ways to make sure that those who don't improve leave the classroom.

HIGHER SALARIES TO ATTRACT AND RETAIN A QUALITY TEACHING FORCE. Together with tougher standards for the teaching profession, the President would call for higher salaries to help attract and retain the quality teaching force on which

our schools depend.

BETTER PREPARATION AND TRAINING FOR FUTURE TEACHERS. The President would call on universities and states to find better ways to prepare people to become successful teachers, including strengthening or closing down programs that are failing. The President would praise certain provisions in the Higher Education Act approved by the Senate -- including requirements for states to issue report cards on teacher preparation programs and new support for states to overhaul preparation and training for new teachers -- as "steps in the right direction"

NEW REPORT. The President would release a new Education Department report on "best practices" for promoting excellence in teaching, including recruiting, training, and holding accountable teachers. He could also call on Secretary Riley to publish an annual report on teacher quality, beginning this December.

Educ - teachers

I am writing to urge you to pass quickly and without delay the critical legislation we need to raise the quality of teachers and teaching in our public schools. Recent news reports across our country underscore what educators, parents and my Administration have been warning Americans about all along -- there is a growing shortage of good teachers in America's classrooms. It is a crisis in terms of both quality and quantity. In Massachusetts, 59 percent of all prospective teachers failed the state's first teaching examination. School districts are having trouble filling vacancies for math, science, special education and bilingual teachers. And one school district -- desperate to fill teacher-less classrooms -- has even decided to allow people with no more than high school diplomas serve as substitute teachers.

Our children deserve better. A strong, world-class education is essential to every child's success in the 21st Century. That is why strengthening public education must be our top priority.

We must begin by strengthening and expanding America's pool of teachers. Over the next decade, we will need to hire more than two million new teachers to replace a generation of retiring teachers and meet the needs of the largest school-age population since the Baby Boom generation. Our poorest urban and rural communities, which already face tremendous challenges in recruiting, supporting and retaining new teachers, will need more than 700,000 teachers in the next decade.

I have sent to Congress a comprehensive education agenda to address these challenges -- to recruit more of our best and brightest to the teaching profession and to ensure that they are well-prepared and well-qualified. I call on you to pass the Higher Education Act and other critical legislation to improve our nation's teaching force before the end of this session.

In particular, I ask you to support my Administration's efforts to recruit 35,000 teachers over the next five years. We must support scholarships for teachers who commit to teaching in underserved urban or rural schools. I also ask you to support "Lighthouse" partnerships between schools and colleges to ensure new teachers are learning what they need to meet the latest challenges of teaching today's students. I strongly support holding institutions of higher education accountable for preparing quality teachers -- and am encouraged by the accountability measures for teacher education that are currently in the House and Senate HEA bills. I thank Rep. Miller and Sen. Bingaman for their efforts on behalf of this provision.

I urge Congress not to retreat from the progress we have made to raise standards for teachers -- and to continue supporting the National Board for Professional Teaching Standards. For more than a decade, the Board has set high

standards for what teachers need to know and certified teachers that met those standards. We must make sure it can continue to do so well into the next century.

And I urge Congress to reconsider its actions regarding my proposal to reduce class size in the first, second, and third grades. On three occasions, the House and Senate have blocked efforts to make this proposal law. I remain convinced that my plan to create smaller classes so that teachers can spend more time with each student and to ensure that all teachers are trained to teach reading and other subjects in small classes is one the most important things we can do improve elementary education in America. We must make it law.

Finally, we cannot afford to reduce our commitment to Eisenhower Professional Development program -- which helps train teachers in almost every school district in America. Current versions of the House and Senate Bills would underfund this vital program. I ask Congress to reconsider its actions.

Every one of these proposals is essential to improving teacher recruitment, training and development in America. By supporting them, we can strengthen public education and the future of our children. I urge you to pass each of these proposals as soon as you return from your August break this fall.

THE WHITE HOUSE
WASHINGTON

April 23, 1998

NATIONAL TEACHER OF THE YEAR AWARD CEREMONY

DATE: April 24, 1998
LOCATION: Rose Garden
TIME: 3:00 pm
FROM: Maria Echaveste
Bruce Reed
Danny Wexler

I. PURPOSE

To honor the 1998 National Teacher of the Year, Philip Bigler and the State Teachers of the Year from around the country; and to use this opportunity to highlight some of your education initiatives.

II. BACKGROUND

This event provides you with an opportunity to honor the national and state teachers of the year, to underscore your commitment to a broad agenda to improve public education, and to renew your veto threat over the Coverdell bill which passed the Senate on Thursday. You can use the Senate action this week, and House action earlier this month, to delineate clearly between your and the Republicans' education agendas.

This week, the Senate rejected significant parts of your agenda for strengthening public schools. It passed Coverdell's education tax bill. It also defeated Sen. Mosley-Braun's substitute school modernization bill. It passed a measure offered by Sen. Ashcroft, similar to a Goodling measure that passed the House earlier this year, to stop further work on the national tests unless there is specific Congressional authorization. It passed a block grant amendment offered by Sen. Gorton, which combines Title 1, Goals 2000, the Technology Literacy Challenge Fund, the Safe and Drug Free Schools Program, and a number of other Education Department programs into a block grant. In addition, the Senate also defeated a "Sense of the Senate resolution" which called for a reduction in class size in the early grades to a national average of 18. These are each steps you should criticize in your remarks.

You also can comment on the Higher Education Act as passed by the House Education and Workforce Committee, which includes a provision that eliminates funding authority for the National Board for Professional Teaching Standards. As we have indicated to you previously, we believe it is premature to threaten to veto the bill at this time, but you should strongly indicate your support for the board, your opposition to this

provision, and your intent to work with Congress to remove the provision before the bill reaches your desk.

This is an important education event for the White House. Three years ago, for the first time, we invited State Teachers of the Year to participate in this event. Their participation created extensive local press coverage, which helped to send a strong message throughout the country about your commitment to education. Each year, after attending the White House ceremony and learning more about the Administration's education agenda, these teachers become some of our strongest supporters within their states and local communities.

Now in its 47th year, the National Teacher of the Year Program seeks to recognize and honor the contributions of the American classroom teacher. Sponsored by the Council of Chief State School Officers in partnership with Scholastic, Inc., this program is the oldest and most prestigious awards program to focus public attention on excellence in teaching.

Each year, every state selects a Teacher of the Year who then enters the national competition. An independent selection committee, representing fourteen major education organizations, selects finalists and then the National Teacher of the Year. This year's other finalists were from New Mexico, Iowa, and Kansas.

This year's National Teacher of the Year is Philip Bigler. Bigler entered the teaching profession in 1975 as a history teacher at his alma mater, Oakton High School in Fairfax County, Virginia. In 1982, disillusioned with his career, he left the classroom to become a historian at Arlington National Cemetery. He returned to the classroom in 1985 and since 1991 he has taught Humanities at Thomas Jefferson High School for Science and Technology in Alexandria, Virginia.

Bigler's innovative and rigorous activities led to his choice as this year's National Teacher of the Year. Interactive historical simulations are the basis of his courses. In World History, his students become members of a Greek *polis*, and they debate the great issues of the day. While studying Islamic history and culture, they make a sacred pilgrimage to Mecca. In American History and Government, students argue the intricacies of Constitutional law before a mock Supreme Court, conduct the court-martial trial of Lt. William Calley, and wage a campaign for the 1960 presidency. He will be accompanied by his parents and brother and sister-in-law.

Fifty-four State Teachers of the Year including teachers from DOD schools, Guam, Puerto Rico, and the District of Columbia will be represented at today's ceremony.

III. PARTICIPANTS

Education Secretary, Richard Riley
Senator Chuck Robb, (D-VA)
Senator Trent Lott (R-MS)
Senator Tom Harkin (D-IA)
Representative John Porter (R-IL)
Representative James Moran (D-VA)
Representative Thomas Davis (R-VA)

Representative Thomas Petri (R-WA)
Philip Bigler, 1998 Teacher of the Year
Linda Bigler, Spouse
Gordon Ambach, Executive Director, Council of Chief State School Officers
Christopher Gardner, President & CEO, Gardner, Rich & Company
54 State Teachers of the Year (List Attached)

Full list to be provided by Social Secretary

IV. PRESS PLAN

Open Press

V. SEQUENCE

- o You and Secretary Riley will meet the 54 State Teachers of the Year in the Oval Office.
- o At the end of the receiving line you will meet the National Teacher of the Year, Philip Bigler and his family.
- o The Bigler family will be escorted to seats in the Rose Garden.
- o WHCA will announce you, Senator Robb, Secretary Riley and Philip Bigler into the Rose Garden.
- o Secretary Riley will make brief remarks and introduce Senator Robb.
- o Senator Robb will make brief remarks and introduce you.
- o You make brief remarks.
- o At the end of your remarks you introduce Philip Bigler and present him with a crystal apple.
- o Philip Bigler will make brief remarks.
- o You greet the participants and depart.

VI. REMARKS

To be provided by speechwriting.

HONORING TEACHERS OF THE YEAR AND STRENGTHENING PUBLIC SCHOOLS

April 24, 1998

To have the best schools, we must have the best teachers . . . We should reward and recognize our best teachers.

President Clinton, 1997 State of the Union Address

President Clinton honored the National and State Teachers of the Year in a ceremony held today in the Rose Garden at the White House. In his remarks to the teachers, the President thanked the teachers for their efforts to bring excellence to our schools, and criticized the Senate for recent actions it has taken that undermine public education.

PRESIDENT CLINTON RECOGNIZES NATIONAL AND STATE TEACHERS OF THE YEAR. Each April, the President introduces the National Teacher of the Year to the American people in a ceremony held at the White House. The National Teacher of the Year program began in 1952 and continues as the oldest and most prestigious national honors program that focuses public attention on excellence in teaching. Cosponsored by the Council of Chief State School Officers and Scholastic Magazine, the National Teacher of the year is chosen from among the State Teachers of the Year by a national selection committee representing the major education organizations. The 1998 National Teacher of the Year, Philip Bigler, will spend the year traveling nationally and internationally as a spokesperson for the teaching profession. Fifty-four State Teachers of the Year including DOD schools, Guam, Puerto Rico and the District of Columbia will be represented at today's ceremony.

CHALLENGING CONGRESS TO STRENGTHEN OUR PUBLIC SCHOOLS, AND PROMISING TO VETO SENATE EDUCATION MEASURE. President Clinton underscored his commitment to strengthening public schools by raising standards, increasing accountability, expanding choice, and investing in quality. He called on Congress to support his call for national standards and tests in the basic skills, smaller classes in grades 1-3, and a national effort to address education infrastructure needs. President Clinton reiterated that he would veto H.R. 2646 -- the Coverdell bill -- as passed by the Senate yesterday, because it is bad education policy and bad tax policy. Instead of targeting limited Federal resources to build stronger public school, this proposal would divert needed resources from public schools. In addition, the bill provides the families of public school students an average of only \$7 in tax benefits in 2002, while disproportionately benefiting the highest-income tax payers.

The President also assailed Republican led Senate votes on several key amendments. The Republicans:

- **Rejected an effort to modernize 5,000 public schools.** The Senate defeated an amendment that would have allowed for nearly \$22 billion in bonds for modernizing public schools. This action leaves communities and states to cope on their own with record student enrollments and deteriorating public school buildings.

- **Rejected efforts to reduce class size.** The Senate defeated a sense of the Senate resolution supporting the President's plan to reduce class size to a national average of 18 students in grades 1-3 by hiring an additional 100,000 teachers.
- **Blocked national tests.** The Senate voted to deny parents information about whether their children meet widely accepted national standards in the basic skills, by halting the development of national tests in 4th grade reading and 8th grade mathematics.

REWARDING EXCELLENCE IN TEACHING AND SUPPORTING THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS. President Clinton expressed his strong opposition to a provision in a House bill that would eliminate funding for the National Board of Professional Teaching Standards -- a nonprofit, nonpartisan, and nongovernmental body devoted to strengthening the teaching profession by developing rigorous standards of excellence in teaching. The Board has been at the forefront of efforts at the national and state levels to strengthen teaching in America, and has received bipartisan support in the Congress and in both the Bush and the Clinton Administrations. By defining standards of excellence for experienced teachers, the Board helps to focus and upgrade teacher training, recognize and reward outstanding teachers, and keep our best teachers in the classroom where they are most needed. The President pledged to work with Congress to delete this provision before the Higher Education Act reaches his desk.

Education - teachers

ATTRACTING AND PREPARING TOMORROW'S TEACHERS: INVESTING IN QUALITY FOR THE 21ST CENTURY

To have the best schools, we must have the best teachers...and, we should challenge more of our finest young people to consider teaching as a career.

-- President Clinton, 1997 State of the Union Address

Today President Clinton proposed a \$350 million initiative to attract talented people of all backgrounds into teaching at low-income schools across the nation, and to dramatically improve the quality of training and preparation given to our future teachers. This new initiative will help bring nearly 35,000 outstanding new teachers into high-poverty schools in urban and rural areas over the next five years. In addition, it will upgrade the quality of teacher preparation at institutions of higher education that work in partnership with local schools in inner city and poor rural areas. The President's initiative will help recruit and prepare teachers nationwide to help our neediest students succeed in the 21st century.

A NATIONAL CHALLENGE: RECRUITING AND PREPARING THE BEST TEACHERS FOR THE CLASSROOMS THAT NEED THEM THE MOST.

Nationally, two million teachers must be hired over the next decade to accommodate rapidly growing student enrollment and an aging teaching force. The most severe shortages will occur in high-poverty urban and rural schools, which must hire 350,000 teachers over the next five years.

Urban and rural schools serving high percentages of poor students face especially serious challenges in their teaching forces, with many teachers arriving without the qualifications or preparation needed to succeed and with high rates of attrition. In urban districts, up to 50% of teachers leave the profession within the first five years. In high poverty schools across the U.S., one-third of students take math from teachers with neither a major nor a minor in mathematics. Meeting our national challenge requires providing a sufficient number of well-prepared teachers to fill the expected vacancies in urban and rural schools.

MEETING THE CHALLENGE: RECRUITING NEW TEACHERS INTO HIGH-POVERTY SCHOOLS AND IMPROVING THEIR PREPARATION

Teaching Fellowships to Help Talented People from All Backgrounds Teach in High-Poverty Schools. The President's initiative will provide five-year competitive grants to institutions of higher education with high-quality teacher preparation programs, in partnership with local schools and others, to offer scholarships and other support to prepare prospective teachers who commit to teach in under served urban or rural schools for at least 3 years. Scholarships could cover costs of tuition, room, board, and other expenses of completing the teacher preparation program -- as well as some costs of mentorship or additional preparation for scholarship recipients in their

first two years of teaching. The President's proposal will help recruit nearly 35,000 teachers over five years, meeting nearly 10% of the need for new teachers in high poverty urban and rural communities.

Scholarships for young people and adults making a career change into teaching. Eligible scholarship recipients would include undergraduate and graduate students, former military personnel, education paraprofessionals or teacher aides desiring full teacher certification, and other mid-career professionals looking to enter into the teaching profession.

A commitment to bringing outstanding new teachers into high-poverty schools. Eligibility would be limited to those making a commitment to teach in high-poverty schools for at least three years. Scholarship recipients who do not complete the full three years would repay the institution of higher education from which they received their teaching credentials.

Support for Institutions of Higher Education to Strengthen Preparation of Future Teachers in High-Poverty Schools The initiative will provide competitive five-year grants to 10-15 national lighthouse models of excellence -- institutions of higher education that operate the highest quality teacher education programs. Each institution receiving a lighthouse grant will use a majority of these resources to help 8-15 other institutions of higher education improve their teacher preparation programs, helping to improve the preparation of future teachers at 150 institutions of higher education across the nation. These institutions must place a large number of graduates in high-poverty urban or rural schools.

Drawing on research and best practices, and holding institutions of higher education accountable for performance. Grant recipients would use the most proven and effective strategies, such as: forging strong links between schools of education and their universities' departments of arts and science, providing future teachers with mentors and structured opportunities for teaching in elementary and secondary school classrooms, and incorporating the use of educational technology into teacher preparation. Continuation grants will be given to institutions making demonstrable progress toward clearly defined objectives.

CC: EK, Tom,
Mike, Raum

Open letter to Sen. Trent Lott

Dear Trent,
Pardon this rather public method of communication, but it's the only way I can talk to you without getting you in hot water with your colleagues.

As your pollsters keep telling you, the Republican Party is being sunk by a huge and expanding gender gap. Some say this gap is due to GOP positions on abortion, gun control or the environment. In part, each is right. But I believe this gap is largely caused by the education issue. Put simply, the average Mom in America believes the Republican Party is against public education.

Voters conclude that, if it walks like a duck, talks like a duck and looks like a duck, it's a duck. So, just as President Clinton's opposition to the balanced budget amendment convinced people that he opposed eliminating the deficit, so the Republican education cuts of 1995-96 and the party's ongoing advocacy of school vouchers without compensating reforms in public education convince people that it is anti-public school.

Until you dispel this notion, women with kids in public schools will vote Democrat. It's that simple.

Take the education issue away from Clinton

For decades, when pollsters asked voters what were the major issues facing their state or locality, education and jobs always predominated, sometimes joined by crime. But when they asked the same people about national issues, education was barely mentioned. All that has now changed. In what is likely one of the more enduring marks of the Clinton presidency, education is at or near the top in all surveys of national issues. But the Republican Party maintains that it is a local concern.

Democrats lost 20 years of elections by maintaining that crime was not a national issue even after Richard Nixon made it one. Now, Republicans will lose elections for years to come until they realize that Bill Clinton has made education a national issue.

The GOP's embrace of school choice vouchers or educational savings accounts does nothing to appease pro-education voters. While narrow majorities back vouchers and larger numbers support savings accounts, Mom's chief priority is to improve the public schools, not to leave them.

So take a page from what we did to ya'll last year. Take this issue away from the Democrats. Just as Clinton used

gun control and extra cops to take crime away from the Republicans, use reform of teacher tenure, merit pay and teacher testing to take public education away from the Democrats.

Voters understand that the best way to improve schools is to improve teachers. They know that with tenure and seniority-based pay, it is easier to impeach a president than to fire a

Dick Morris

THE
POLITICAL
LIFE



teacher. The old deal of low pay for job security no longer makes sense with average teacher pay topping \$40,000 nationally and reaching \$60,000 in some states. For compensation like that, voters feel teachers should take their chances like the rest of us who don't have guaranteed jobs for life.

If you were to couple reform of public schools with school vouchers, it would work. Voters know that, if public schools can't hire or fire or promote or demote teachers based on merit, they can't really improve. That makes school choice a stacked deck. They believe that Republican advocacy of choice is really a veiled way of getting rid of Horace Mann's work and replacing state schools with private or church schools. But with a viable program of reform of public schools that gives principals the power to manage unshackled by tenure, choice becomes a realistic spur to public school improvement, not a death sentence for public education.

If you were to push reform of teacher tenure and pay, Democrats would have to oppose you. While they back education, they depend on the teachers' unions more. If the party is forced to choose between better schools and backing teachers, the donkey will always follow the union. There, they would part company with their basic constituency and education would become a Republican issue.

Clinton would probably want to follow the Republican lead away from tenure. After all, he made his career in Arkansas by making teachers pass tests and threatening to fire the 10 percent who failed. He knows that when the choice comes down to unions or schools, voters pick schools. But he probably couldn't get many followers since the dependence of Democrats on education unions approaches addictive proportions.

Anyway, it would be fun to see them squirm. And in such a good cause.

Dick Morris is a former political consultant to President Clinton, Sen. Trent Lott (R-Miss.) and other political figures.

Vertical text on the right margin: J. T. ... Fruit ... Zaban ...

REWARDING EXCELLENCE IN TEACHING TO STRENGTHEN OUR SCHOOLS

DRAFT -- October 23, 1997

To have the best schools, we must have the best teachers . . . We should reward and recognize our best teachers.

-- President Bill Clinton
State of the Union Address, 1997

, including

This week President Clinton continued to focus public attention on his comprehensive agenda for strengthening public schools, high standards, accountability, and charter schools and public school choice. Today the President focused on a critical aspect of this agenda: making sure every student has a talented and dedicated teacher. The President contrasted the Administration's strong focus on the basics of school improvement with the Congressional agenda of vouchers and similar measures that would weaken public education.

THE PRESIDENT HONORS OUTSTANDING TEACHERS. Marking the tenth anniversary of the National Board for Professional Teaching Standards, President Clinton ~~praised~~ ^{honored} close to 200 Board-certified Master Teachers from all over the country. These teachers met rigorous standards and passed rigorous tests developed by the independent Board, comprised of teachers and other educators, business leaders, governors, and state legislators. Chaired since 1987 by Gov. Jim Hunt of North Carolina, ~~to date~~ the Board has established assessments in seven fields of specialization covering half the teaching population, including pre-kindergarten, elementary, middle school/junior high English, and high school mathematics and science. The Board awarded the first national certification to 5 teachers in 1995; today there are nearly 600 Board-certified teachers.

to date

A MASTER TEACHER IN EVERY SCHOOL. In his State of the Union Address, President Clinton proposed a plan to help 100,000 teachers seek Board certification as Master Teachers -- one for every school in the country. In his balanced budget plan, the President requested \$105 million over 5 years to help the Board complete assessments in 25 academic areas covering the fields of 90% of the nation's teachers and to help defray the cost to teachers of taking part in the Board certification process. Today, President Clinton called on Congress to include funding for this initiative in the FY 1998 appropriations bill.

THE PRESIDENT'S CHALLENGE: REWARDING EXCELLENT TEACHERS. Today, President Clinton called on every state and school district to help teachers prepare for National Board certification and to reward those who succeed. He held up the example of states like North Carolina and Kentucky, and school districts like Los Angeles and New York City, that are providing significant salary increases to reward National Board Certified Master Teachers.

RECRUITING AND PREPARING TEACHERS FOR HIGH POVERTY COMMUNITIES. The President also urged Congress to support his \$350 million initiative, announced this summer, to attract talented people of all backgrounds into teaching at low-income schools across the nation, and to dramatically improve the quality of training and preparation given to our future teachers. The initiative will help bring nearly 35,000 outstanding new teachers into high-poverty schools in urban and rural areas over the next five years, and will upgrade teacher preparation at

institutions of higher education that work in partnership with local schools in inner city and poor rural areas.

THE WHITE HOUSE
WASHINGTON

October 23, 1997

**SPEECH TO THE NATIONAL BOARD FOR PROFESSIONAL
TEACHING STANDARDS**

DATE: October 24, 1997
LOCATION: South Lawn
BRIEFING TIME: 9:30 am - 9:55 am
EVENT TIME: 10:00 am - 11:00 am
FROM: Bruce Reed

I. PURPOSE

To highlight your commitment to certified teachers and the National Board for Professional Teaching Standards. This is an opportunity to reiterate your comprehensive agenda for improving education -- including your national standards and testing proposal, charter schools, educational technology -- and emphasize your support for teachers.

II. BACKGROUND

You will be addressing an audience of 350 certified teachers and members of the Board of Directors of the National Board for Professional Teaching Standards (NBPTS) who are in town for their annual conference. Gov. Jim Hunt, who founded the NBPTS in 1987 and has served as the Chair of the organization for the last ten years, will be stepping down as Chair at this year's meeting. Gov. Hunt will remain the Founding Member of the Board and will continue to be very involved.

There are currently 600 Board certified "master teachers" in the United States. These teachers met rigorous standards and passed the tests developed by teachers, education leaders, businesspeople, governors, state legislators, and others on the NBTS Board. In your last State of the Union you called on Congress to support your plan to help 100,000 teachers gain national certification, and you requested \$105 million over 5 years to help achieve this goal. The funding would help the Board complete assessments in 25 academic areas covering the fields of 90% of the nation's teachers and help defray the cost to teachers of taking part in the Board certification process.

III. PARTICIPANTS

Briefing Participants:

Secretary Riley
Bruce Reed
Mickey Ibarra
Michael Cohen

Event Participants:

Secretary Riley
Gov. Jim Hunt, Outgoing Chair of the NBPTS
Rebecca Palacios, National Board Certified Teacher, Pre-K Teacher and a Lead Teacher
of the Early Childhood Development Center at Texas A&M

Also seated on stage:

Barbara Kelley, Incoming Chair and former Vice Chair of the NBPTS.

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- Secretary Riley will make welcoming remarks and introduce Gov. Hunt.
- Gov. Hunt will make remarks and introduce Rebecca Palacios..
- Rebecca Palacios will make remarks and introduce you.
- You will make remarks and then depart.

VI. REMARKS

To be provided by Speech Writing.



DIFFERENT DRUMMERS

How Teachers of Teachers View Public Education

Summary of Findings

FINDING ONE: One Vision Of Learning

Teachers of teachers envision classrooms as places where teachers and students are active, life-long learners; education is a collaborative enterprise; and the process of struggling with questions is far more important than knowing the right answers.

FINDING TWO: In Theory, In Practice

Teachers of teachers want to discard what they see as crude and outdated tools of teaching and managing classrooms – techniques the public often sees as part-and-parcel of good schooling. They resist approaches that rely on competition, reward and punishment, memorization, or multiple-choice questions.

FINDING THREE: At Odds With The Public

Professors of education hold a vision of public education that seems fundamentally at odds with that of public school teachers, students, and the public. While the public's priorities are discipline, basic skills, and good behavior in the classroom, teachers of teachers severely downplay such goals.

FINDING FOUR: Lingering Uncertainties

Even as they advocate an ambitious teaching agenda, education professors harbor serious doubts about whether they are adequately preparing teachers to succeed in the real world. Most education professors have been out of the classroom for many years and they themselves suspect they are too detached from today's schools. Most also have concerns about the quality of prospective teachers in their programs.

FINDING FIVE: Standards And Curriculum

Education professors support a core curriculum and higher academic standards but often balk at requiring students to pass tests that demonstrate relatively simple academic skills and knowledge. Most would not, for example, require students to demonstrate they know proper spelling, grammar, and punctuation before receiving a high school diploma. They also question the reliability of standardized tests.

FINDING SIX: Standing By The Public Schools

Teachers of teachers think of public education as an almost sacred democratic institution that is under siege and unfairly blamed for problems not of its making. They rally to its defense and reject reforms that challenge the primacy of public schools. Education professors also believe that their own programs are unfairly blamed and unappreciated.

Public Agenda is a nonprofit, nonpartisan organization that seeks to raise the level of public discussion about critical policy choices facing the nation.

Copies of *Different Drummers* are available from Public Agenda, 6 East 39th Street, New York, NY 10016. Tel: (212) 686-6610; Fax: (212) 889-3461; E-mail: paresearch@aol.com. Copies are \$10.00 each, or \$5.00 for 10 or more. (For all orders, please add \$2.50 shipping and handling on one book; \$5.00 for 2-5 copies; or \$10.00 for 6-25 books.) Visit our Web site at www.publicagenda.org for additional information.

Laura K. Capps

10/23/97 10:37:23 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: Master Teachers 10:30 pm Thursday

please page/call me in the morning (by 8:45) if you have changes.

**PRESIDENT WILLIAM J. CLINTON
REMARKS BEFORE NATIONAL BOARD FOR
PROFESSIONAL TEACHING STANDARDS
THE WHITE HOUSE
OCTOBER 24, 1997**

Acknowledgments: Sec. Riley, Rebecca Palacios [Puh- LAY-see-ohs], Members of Congress

I want to congratulate Governor Hunt on ten successful years at the helm of this very important organization. Because of you and the work of the National Board for Professional Teaching Standards, more teachers are being challenged to fulfill their greatest potential as teachers and, just as important, being rewarded for their innovation and commitment to our children.

And I know if anyone is up to the task of filling Governor Hunt's shoes, it's Barbara Kelley. She has worked tirelessly to improve education in her home state of Maine and has already served the National Board very well as its vice-chair. Barbara, I have to say, you've drawn quite a crowd for your first day on the job.

Six years ago, I challenged America to envision a bold course for our country in the 21st Century -- to make the American Dream come alive for every person responsible enough to work for it, to keep our country the world's strongest force for peace and freedom and prosperity, to bring our people together across all the lines that divide us, into one America.

Together, we've made great progress -- our economy is growing, crime is down, our social fabric is mending. But we have much more to do. Every one of you here is engaged in the most important task our country faces -- providing all of our children the world-class education they need to make the most of their lives in the next century. The future rests in your hands -- and in the hands of teachers just like you.

Insert here

As you know, meeting this challenge won't be easy. No quick-fix will fix our

schools. No single gimmick will give our children the education they are counting on. Instead, we need patient progress and comprehensive reform. My Administration is fighting to raise academic and teaching standards, to bring more choice and competition into public education, to equip our classrooms with the latest technology, and to empower parents to take active roles in their children's education.

I have called on all Americans to work with me to make sure that every eight-year old can read, every 12-year old can log onto the Internet, every 18-year old can go to college, and all Americans can keep learning throughout a lifetime.

The historic balanced budget I signed last summer brings us closer to these goals, throwing open the doors of the college even wider through education IRAs, expanded Pell Grants, Hope Scholarships and other tax credits. The budget will also go a long way toward completing our mission to connect every classroom and library to the Internet by the year 2000.

But these things will mean little unless our children master the basics. I am committed to setting high national standards of academic excellence and voluntary tests in fourth grade reading and eighth grade math. Through national standards, our parents and teachers can make sure that their children gain the skills they need to thrive in our global economy. And I thank Governor Hunt for being one of the first Governors to support national standards.

And we must work through American Reads to send an army of volunteer reading tutors into our schools to help every child read independently by the end of third grade. I'd like thank Congress for taking the first step toward making this idea a reality.

Raising the quality of teaching is an essential part of my comprehensive plan. As we all know from experience, a single extraordinary teacher can literally change a child's life, providing him or her with the inspiration and the tools to fulfill his most cherished dreams.

We must reward excellence in teaching and national board certification defines excellence. That is why I have asked Congress for \$105 million over the next five years to help 100,000 teachers earn board certification as master teachers. Think of the difference one master teacher -- one of you -- can make in each school across our country. I know that if we can get at least one master teacher in every school, then that one teacher can inspire colleagues, revitalize classrooms, and challenge our children to reach higher than ever.

All across America, states, school districts and businesses are already stepping up to the challenge. Eight states and many local school systems offer board certified teachers higher salaries. Last month, the Los Angeles Unified School District and the United Teachers of Los Angeles agreed to reward board certified teachers with a 15 percent raise. And just a few days ago, the McGraw-Hill company joined forces with the New York City Board of Education, the United Federation of Teachers, and New York University to prepare more teachers for board certification.

These public-private partnerships are crucial to our schools. I call every state, every

school board, every business to help our teachers become master teachers. Our students can only reach high standards if our teachers do.

And as the National Board continues to define "what teachers should know and be able to do," I urge you to make the effective use of technology an important part of these standards. Our teachers should be as comfortable with a computer as they are with a chalkboard.

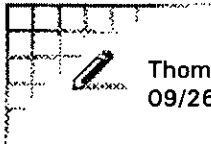
Finally, we must challenge more of our finest young people to consider teaching as a career. I call upon Congress to support my proposal for a \$350 million scholarship program modeled on the National Medical Service Corps. The scholarship will pay for a talented young person's education in exchange for a promise to teach children growing up in our most underprivileged communities. And it will strengthen teacher training in those colleges that work directly with inner city and poor rural schools.

So I thank all of you for the important work you do every day on behalf of our children. Every one of you made a decision that you would give yourselves to the next generation, that you would prepare America for tomorrow. Henry Adams once said that "Our teachers affect eternity; they can never tell where their influence stops." But we know where it begins -- with each child whose life is enriched by your talents and dedication.

Message Sent To:

Michael Cohen/OPD/EOP
William R. Kincaid/OPD/EOP
mawaldman @ aol.com @ inet
Ann F. Lewis/WHO/EOP
Ruby Shamir/WHO/EOP
Michelle Crisci/WHO/EOP
Bruce N. Reed/OPD/EOP
Cathy R. Mays/OPD/EOP
Paul E. Begala/WHO/EOP
Eleanor S. Parker/WHO/EOP
Elena Kagan/OPD/EOP
Laura Emmett/WHO/EOP
Christa Robinson/OPD/EOP

Educatic - technology



Thomas L. Freedman
09/26/97 01:58:21 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP, Michael Cohen/OPD/EOP

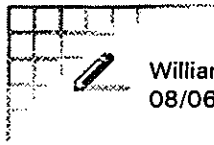
cc:

Subject: Electronic University

As you may recall, Romer and the western governors are into the idea of making all their universities' courses available over the internet (Western Governors University). The NEC (Kalil) has started its own distance learning project and pulled in a bunch of interested agencies.


Mike and I met with Kalil and came up with a tentative game plan: continue vetting out an initiative with the agencies to help promote distance learning generally, bring Romer/Levitt in to help inform the process, shoot for an initiative that could be announced at the SOTU.

BR - excellent



William R. Kincaid
08/06/97 10:22:52 AM

Record Type: Record

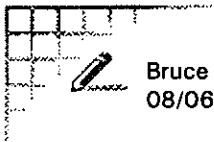
To: Bruce N. Reed/OPD/EOP
cc: Thomas L. Freedman/OPD/EOP, Elena Kagan/OPD/EOP
bcc:
Subject: Re: Bad Teachers 

Sure. I would like to talk with Mike about the best way to get the Department activated on this, and how/when to reach out to the unions and let them know we are planning something.

Also, Mike said he was going to chat with you about the Sun. Times article on the national tests. Folks at Education felt it probably didn't make sense to write some sort of response because of the way the story was written and because Applebom usually covers us pretty favorably. Do you have a different take?

Thanks.

Bruce N. Reed



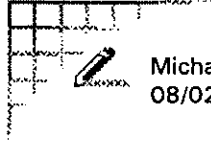
Bruce N. Reed
08/06/97 10:10:31 AM

Record Type: Record

To: Thomas L. Freedman/OPD/EOP, Elena Kagan/OPD/EOP, William R. Kincaid/OPD/EOP
cc:
Subject: Bad Teachers

I talked to Mike about the Times article on bad teachers. We agreed that we should hold a Presidential forum on how to help communities deal with bad teachers (maybe using the Jim Hunt event in October?) We could release a survey of community efforts so far, and have a roundtable with a few success stories, the heads of AFT and NEA, etc.

Can you guys work on this?



Michael Cohen
08/02/97 10:10:19 PM

Record Type: Record

To: Elena Kagan/OPD/EOP
cc: Christa Robinson/OPD/EOP
Subject: National Board for Professional Teaching Standards event

You sent me a copy of the note Jim Hunt sent gave to the President at the NGA meeting in which he asked the President to hold a WH reception for the Board, including the 600 Board teachers who will be invited to this. The Board will meet Oct 23-25 in DC.

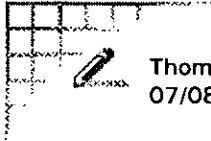
I think we should do this. This will give the national board a big boost, and will be an honor for the board certified teachers. It's recognition they deserve.

The President indicated he is inclined to do it--that's always an important clue. This will be Hunt's final meeting as chair of the Board; it will mean a lot to Hunt to get this to happen. (Both Hunt's staff and the National Board staff have been lobbying me on this for a while.)

The President is a big fan of the board, and a big fan of Jim Hunt. Riley will also support this request--he is also a fan of Hunt and the Board, and the three of them have a mutual admiration society based on their early leadership of education reform in the early 80's. Hunt is also working Erskine on this.

I have a copy of an letter the board sent to POTUS for this meeting--just got it the other day. I'll put it together with what you sent me and send to Christa for a scheduling request.

Two other important things: (1) I don't think we have an obvious policy announcement to go with this event, so I don't think we should sell this as a message event. We can try to work on something from the pool of ideas we have been working on, but I don't have anything specific in mind. (2) Part of Hunt's motivation is to use the event in some fashion to encourage the business community to contribute to the Board. I don't know if he is going to ask the President to make a pitch to the business leaders who would be invited, but I think we need to find out exactly what Hunt and the Board have in mind, and exactly what is and is not permissible, before we get too far down the road.



Thomas L. Freedman
07/08/97 11:44:10 AM

Record Type: Record

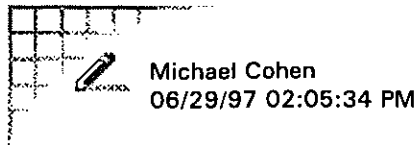
To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP

cc:

Subject: updates

1. schools. the NEA resolution in favor of peer review is strong on helping teachers with counseling etc., but it also explicitly acknowledges the possibility of termination, noting, for instance, that after extensive assistance there may be a "recommendation to initiate nonrenewal or termination proceedings..." Mike and I have talked about this and I think we should look hard at this as a jumping off point for a method to endorse for weeding out weak teachers. It is obviously politically tricky, but it may be significant enough to be worth pushing on...as is the case with failing schools. (we have memos on the NEA resolution if you want)...
2. fyi. sidney b. said he's thinking about what to focus on and asked if there was specific issues you thought he should be working on, i said i would pass it along...
3. brady. this really is an offensive issue for us, if even a few other states drop it, it would be a strong radio address.

File - Educational Standards
and
Educational - CBEST Test
and
Education - Teachers



Record Type: Record

To: Elena Kagan/OPD/EOP

cc:

Subject: Outline of new CBEST brief

I've reviewed the outline for the "compromise" CBEST brief, and here's what I think:

1. The final section of the outline (III) goes beyond the limited approach we discussed -- namely that the brief would object only to the early version and not to the current version of the test -- because it poses objections to the whole set of validation studies. If this section remains in, we are back to the original EEOC brief and objections.

2. Assuming this section is deleted, then the brief essentially argues that the original validation studies were deficient, demonstrated by the fact that the state made significant changes in the math portion of the test in particular after the 1994 Lundquist evaluation study. Consequently, the unrevised, pre-1995 version of the test lacked demonstrated validity and job-relatedness, and therefore its use was unlawful in light of the disparate impact it created. In addition, the court committed a serious procedural error when it let the state get away with either failing to conduct validity studies, or conducting seriously deficient validity studies, in the pre-1994 period of test administration.

3. The brief doesn't state this, but if this is the essence of the case we would present, I presume we would take this the next step and suggest that the appropriate remedy would be to give back pay (or some other compensation) to any of the plaintiffs who take and pass the current version of the test, and who then go into teaching. If they can't pass the test, or no longer want to teach, then I don't think they would be entitled to some kind of remedy.

4. The brief needs to more clearly make the argument for our standards and testing policy, along the following lines:

- setting high standards for students is a necessary first step in improving teaching and learning; this is especially important for students from disadvantaged background, because they have traditionally suffered from a "tyranny of low expectations" which has resulted in these students being exposed to a watered down curriculum which limits their learning opportunities
- testing to see if students are meeting these standards is also essential, because the test reinforces the standards; drives curriculum and instruction in the classroom (what gets tested gets taught); lets students, teachers and parents know if the kids are making progress and on track; and provides the basis for holding schools accountable for performance;
- raising standards for students requires setting standards for teachers: kids can't learn from teachers who lack the basic prerequisite knowledge. This is especially true for students from disadvantaged backgrounds. There is considerable evidence to suggest, for example, high poverty schools are most likely to have the least-well prepared teachers, which clearly works to the disadvantage of the most disadvantaged kids.
- all teachers need to master some basic reading, writing and math skills in order to teach, because these skills: are likely to be required at some point in just about every class and in every other setting in which professional educators (including counselors, principals, school

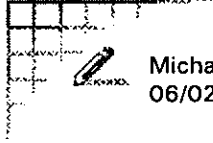
nurses, etc.) interact with kids; are required in order to build and retain public confidence in public schools; and, because adults in schools are supposed to be role models for kids; if they demonstrate that they lack basic skills students are expected to learn, they undermine the moral authority of the school, which is necessary to maintain order and to motivate students (who, by virtue of compulsory attendance laws are the involuntary clientele of the school).

- that's why we support the basic idea of requiring prospective teachers to pass basic skills tests; in fact, we think teachers ought to also be required to pass more rigorous tests in the subject area in which they teach, and ought to also be required to demonstrate a level of expertise in other areas (e.g., pedagogy, classroom management, child development, etc.) The point here is to clarify that on policy grounds we think basic skills testing is at one end of a continuum of performance requirements, and we'd like to see states move to the other, more rigorous, end.
- Because these basic skills tests are so important, and because we expect more states to adopt even more rigorous testing policies, we think it is very important that these tests be done right, and especially that they are consistent with civil rights employment laws.
- We also value very highly the goal of increasing the number of well prepared, qualified minorities in schools. Because high standards and well designed licensure tests can be a very important tool for upgrading teacher preparation (just as standards and tests are a tool for upgrading teaching and learning for kids), it is important that we make sure that the tests are in place, done right, and do not needlessly discriminate.
- Title VII is the tool for doing this; if Title VII requirements and procedures are met then we will have valid tests that will serve to improve teaching. If not, then they will neither improve teaching nor increase the participation of underrepresented minorities in the classroom.
- That is why we are appealing the court's decision: the court set a precedent for allowing a poorly validated test be used when there was a disparate impact. Even though the test is now "fixed", if the part of the ruling bearing on the pre-1995 test is allowed to stand, than future tests may be used where they also lack validity, and may be based on much more demanding standards which could lack the easy "face validity" of basic skills.

4. I think the outline above makes a more compelling case than the EEOC outline for why standards and testing are important policy tools, and why enforcing Title VII is important in this context. I could imagine proceeding with a brief framed along these lines from a policy perspective.

5. Finally, from a policy point of view, I could be comfortable about proceeding with a brief along these lines. I will defer to other's judgment about the wisdom of this approach from a legal and strategic standpoint,. My own instinct is that we still look like we are raising a relatively small concern about a really big issue, though I am still thinking about this.

I hope this helps.



Michael Cohen
06/02/97 07:32:48 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP
cc: Elena Kagan/OPD/EOP
Subject: Jim Hunt and POTUS speech to the Business Roundtable

I want to give you a heads up on something Jim Hunt and the National Board for Professional Teaching Standards may be up to concerning the President's speech to BRT on June 12.

There is a chance that Hunt will either call Erskine or the President in the next few days, either to ask that the President to talk about the national board in his speech in a significant way, or that he commit to a fall event with the board -- or both.

Background

Several months ago Jim Hunt lobbied Riley (and I think the President as well) for a commitment to a back-to-school event relating to the national board, and for Presidential help in raising private funds for the board. I don't think any specific commitments were made, but my recollection is that both POTUS and Riley made generally warm responses.

One of the most active supporters and members of the board is John Pepper, the CEO of Procter and Gamble. Pepper is also very involved in education in Ohio, and nationally through BRT. He has been a big supporter of the Administration's education reform efforts, including Goals 2000 and STW.

It appears that Pepper's staff and Jim Kelly, the exec. dir. of the national board, have been plotting to use the upcoming POTUS speech to BRT as a way of getting the President to commit publicly to the national board event, and perhaps to challenge the ceo's to donate funds to the board. Though they haven't contacted me directly, I've seen a few memo's from Pepper's staff discussing the idea.

And they have been working on Jim Hunt. Debbie Bryant, the head of Jim Hunt's DC office, has called me, indicating Hunt's support for this, and indicating that Hunt would be willing to come to DC for the speech if POTUS asked him to. She also thinks Hunt may want to call POTUS or Erskine to press for this, though that is far from certain.

I've explained to Debbie that no one in the WH shared this vision of the President's speech; that in fact it would focus on budget and trade issues, though there would probably be a couple of paragraphs on education (Ann Lewis promised this last week).

I've also told her that I think it would be a mistake for Hunt to press for a change in the President's speech. I suggested that if Hunt's goal is to get a fall event for the national board, at which the President could urge business to support the board (assuming that passes muster with the ethics folks), then he ought to not worry about the BRT speech, but instead talk to Riley about putting the event he wants together, and then both of them recommending it to the President.

While I think Debbie basically agreed with this, she is not sure that Hunt will. So it is possible he

will want to call Erskine or, if he feels really strongly about this, the President.

Debbie will try to give me a heads up as soon as she knows what Hunt wants to do. I thought you ought to know about it now.

High Standards for Teachers

The President's speech to the North Carolina legislature provides an ideal opportunity to outline his vision and plan for rewarding good teachers, getting incompetent or burnt-out teachers out of the classroom, and for getting talented and dedicated teachers into every classroom in America. The major announcement would be calling on state legislatures around the country to enact major pay incentives for master teachers who become certified by the National Board (such as the 12% bonus Governor Hunt has proposed to the North Carolina legislature), and explaining how the President's budget will help set this new national standard of excellence in teaching -- a standard which has already gained wide, bipartisan acceptance.

But the President can also use this announcement to stipulate that our students will not reach national standards without outstanding teachers, and to lay out -- in greater depth than he has so far -- his vision for raising teacher quality. The President can issue an appeal to honor and reward good teachers while refusing to tolerate failing teachers, challenge talented young people and other mid-career professionals to enter into teaching and give them the highest-quality preparation, and speak directly to parents and grandparents, asking them not to discourage their young family members from going into what will be the noblest and most important career of the information age. With 2 million teachers to be hired in the next ten years, the President can challenge the nation to immediately establish policies and an ethic for the teaching profession that will affect the quality of our children's education for decades.

For three reasons, the address to the North Carolina legislature will be an ideal opportunity for the President to focus on teacher quality. First, Governor Hunt has been spearheading a state and national effort to focus on raising teacher quality, providing a sensible context for the President to applaud Hunt's work in North Carolina, cite Hunt's proposal to provide a 12% bonus (serious \$) to national board-certified "master teachers" as the basis for a national challenge, and describe the President's vision in context of a hard-hitting report on teaching released last fall by a bipartisan commission co-chaired by Hunt. Last week's announcement that North Carolina had the nation's largest increase in math scores can underscore the effectiveness of focusing on good teaching.

Second, a presidential focus on high standards for teaching is a natural immediate next step after addresses on challenging standards and tests for students. The public intuitively understands that the key to raising standards is good teachers, and the President can use this address to help show how to address this challenge. Timing is also ideal, coming the day after a North Carolina meeting on teaching that can foreshadow and generate interest in the President's speech. That meeting will

File
ED - Teachers

be televised to educators around the state, and will include Governor Hunt, teachers, university leaders, and -- by satellite, at 4pm the day before the President's address -- Secretary Riley.

Third, the national board teaching standards -- championed by Hunt -- provide the best possible concrete illustration of how the President and his budget will help make high standards for teachers real. The President's budget contains \$100 million over 5 years to help the national board complete its assessments in all major academic areas, and to provide seed money to help teachers undergo the board's intensive review. The board already has bipartisan endorsements from such leaders as Hunt and Voinavich, and unusual support from education groups who have traditionally opposed efforts to distinguish among teachers at different levels of quality.

Components of announcements/ major policy address on teaching standards:

- ▶ Call on state legislatures around the country to enact major pay incentives for master teachers who become certified by the National Board for Professional Teaching Standards (such as the 12% bonus Governor Hunt has proposed to the North Carolina legislature).
- ▶ Explain how the President's \$100 million budget will help set this new national standard of excellence in teaching -- i.e., support for completion of teacher assessments in all academic areas and seed capital for master teachers to undergo an intensive board review, leading to a master teacher for every school in the nation within 10 years. Call on Congress to enact this budget.
- ▶ Invite "our nation's best teachers" -- the 50 state teachers-of-the-year and others -- to the White House South Lawn for a celebration of good teaching and announcement of the new national teacher-of-the-year during the week of April 15th (The scheduling office confirmed today that this event will take place, but it has not yet been made public). Call for a national day of recognition that day for America's best teachers.
- ▶ Announce details of a national forum on recruiting and preparing teachers to take place the day after the White House event. This forum will provide an opportunity for 50 teachers-of-the-year to discuss with higher education leaders how to do a better job at recruiting and preparing the highest quality teachers. Also announce opportunity for communities around the country to participate in the event by satellite, and to organize local discussions with their best teachers and university leaders about how to recruit and prepare outstanding teachers. (USA Today and other papers gave considerable coverage to the Secretary's announcement of this forum last month, but no details have yet been made public.)

- ▶ Challenge talented young people and mid-career professionals to go into teaching. Speak directly to parents and grandparents, asking them not to discourage young people from entering teaching.
- ▶ Announce national forum that would take place later in the year on rewarding good teachers and weeding out those teachers who are incompetent or burnt-out.
- ▶ Issue broad new challenge such as calling on states and communities to raise teacher salaries generally, or to offer tax incentives for young people who teach in high-need areas. Alternatively, challenge school districts and teacher unions to examine their contracts and find new ways to reward good teachers and weed out incompetent or burnt-out teachers quickly, fairly, and less expensively.