

NATIONAL EDUCATION GOALS PANEL

May 12, 1993

Ms. Rosalyn Kelly  
The White House  
West Wing  
Second Floor  
Washington, DC 20500

Dear Rosalyn:

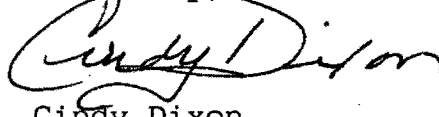
Enclosed you will find Carol Rasco's travel voucher, number 3CS60C4159000, for the amount of \$104.73 to cover the expenses incurred during her travel to Lincoln, Nebraska on April 20-21 to attend the National Education Goals Panel Meeting.

Please have Ms. Rasco sign the voucher in the appropriate space and return it to me as soon as possible to ensure a prompt reimbursement. Also, it is my understanding that the White House has a mail service that delivers directly to the Goals Panel. You may want to use the mail service to return the voucher to me in order to expedite the reimbursement process. My address is:

National Education Goals Panel  
ATTENTION: Cindy Dixon  
1850 M Street, NW  
Suite 270  
Washington, DC 20036-7590

Thank you for your assistance.

Sincerely,



Cindy Dixon

Enclosure

**SECTION A - IDENTIFICATION**

SOCIAL SECURITY NUMBER P6/b(6)		NAME (Last) Rasco Carol		(First)		(Middle Initial)	
AGENCY NUMBER 60	PURPOSE OF TRAVEL CODE 4 AD - 202 NUMBER 3056004159000	DATES FOR TRAVEL EXPENSES FROM MONTH DAY YEAR 04/20/93		THRU MONTH DAY YEAR 04/21/93		TYPE CLAIM (Indicate one type only) 1	RECLAIM AMOUNT INCLUDED \$
ORGANIZATION ED/GERI/011A/NEGP		OFFICIAL DUTY STATION (City and State) Washington, DC		RESIDENT CITY AND STATE (If other than Official Duty Station) Washington, DC			

**TRAVEL VOUCHER**

**MAILING ADDRESS OF CHECK**

SALARY CHECK ADDRESS: \_\_\_\_\_ T&A CONTACT POINT ADDRESS: \_\_\_\_\_

NON-GOVERNMENT TRAVELER OR NEW HIRE ACCOUNTING STATION: \_\_\_\_\_

T&A CONTACT POINT: \_\_\_\_\_

SPECIAL ADDRESS (For use by supplemental travelers, new hires, or travelers on extended detail):  
Ms. Carol Rasco  
Nati Educ Goals Panel, #270  
1850 M Street, NW  
Washington, DC 20036

STATE OR REGION NUMBER: \_\_\_\_\_ OTHER UNIT NUMBER: \_\_\_\_\_

**SECTION B - TRANSPORTATION COSTS**

GTR NUMBER	AMOUNT	VENDOR	NUMBER OF TRAVELERS	GTR CLASS	FROM	TO	EXPLANATION OF TRAVEL
1 A1250725	\$ 108.00	Omega	1		Washington, DC	Lincoln, NE	
2							
3							
4							Washington, DC
<b>TOTAL - SECTION B</b>		<b>IMPORTANT: ATTACH UNUSED TICKETS TO FRONT OF VOUCHER</b>					

**SECTION C - ACCOUNTING CLASSIFICATION**

DISTRIBUTE TOTAL CLAIM AMOUNT FROM SECTION D TO THE APPLICABLE ACCOUNTING CLASSIFICATION LINE	A	B	C	D	E	CLAIM AMOUNT
	1	2	3	4	1 2	\$
	3008	026				104.73
(THIS AMOUNT MUST AGREE WITH BLOCK 10, TOTAL CLAIM) <b>TOTAL CLAIM AMOUNT</b>						\$ 104.73

**SECTION D - CLAIMS**

			NFC USE
1 PER DIEM	NO. DAYS	\$	
	1.50	99.23	
2 MILEAGE	TOTAL MILES		
	0	0.00	
3 OTHER TRAVEL		0.00	
4 CAR RENTAL (Paid by Traveler)		0.00	
5 COMMON CARRIER TRANSPORTATION		0.00	
6 ACTUAL SUBSISTENCE	NO. DAYS		
		5.50	
7 MISCELLANEOUS EXPENSES			
8 REAL ESTATE EXPENSE (Form AD - 424)			
9 TEMPORARY QUARTERS (Form AD - 569)			
10 <b>TOTAL CLAIM</b> (Lines 1 through 9)	\$	104.73	
11 TRAVEL ADVANCE AMOUNT OUTSTANDING		0.00	
12 AMOUNT OF VOUCHER (Line 10) TO BE APPLIED TO OUTSTANDING ADVANCE (Line 11)		0.00	
13 ADDITIONAL ADVANCE AMOUNT REPAID (Check or money order attached)		0.00	
14 REMAINING ADVANCE BALANCE (Line 11 minus Line 12 - Line 13)		0.00	
15 <b>NET TO TRAVELER</b> (Line 10 minus Line 12)	\$	104.73	

**SECTION E - CERTIFICATIONS**

**FRAUDULENT CLAIM.** Falsification of an item in an expense account works a forfeiture of the claim (28 USC 2514) and may result in a fine of not more than \$10,000 or imprisonment for not more than 5 years or both (18 USC 287; LD. 1001).

**CLAIMANT'S RESPONSIBILITIES AND SIGNATURE.** I hereby assign to the United States any rights I may have against other parties in connection with any reimbursable carrier transportation charges described herein. I have received no payment for claims shown herein. All travel and reimbursable claims were incurred on official business of the United States Government. I have reviewed this voucher and certify it to be correct. Traveler is liable for the value of the tickets issued until all tickets or coupons are properly accounted for on the travel voucher.

**PRIVACY ACT NOTICE.** The following information is provided to comply with the Privacy Act of 1974 (P.L. 93-579). The information requested on this form is required under the provisions of 5 USC, Chapter 57 (as amended) and Executive Order 12958 of July 22, 1971, and 11012 of March 27, 1962, for the purpose of recording travel expenses incurred by the employee and to claim other entitlements and allowances as prescribed in the Federal Travel Regulations (41 CFR 101-7). The information contained in this form will be used by Federal Agency officers and employees who have a need for such information in the performance of their duties. Information will be transferred to appropriate Federal, State, local or foreign agencies, when relevant to civil, criminal, or regulatory investigations or prosecutions or pursuant to a requirement by GSA or such other agency in connection with the hiring or firing, or security clearance, or such other investigation of the performance of official duty in Government service. Failure to provide the information required will result in delay or suspension of the employee's claim for reimbursement.

**APPROVING OFFICER'S RESPONSIBILITIES AND SIGNATURE.** I, approving this voucher, I have determined that:  
 (1) Reimbursement is claimed for official travel only.  
 (2) Use of rental car, taxicab, or other special conveyance for which reimbursement is claimed is to the Government's advantage.  
 (3) Long distance phone calls and supplies or equipment purchased are necessary and in the interest of the Government. NOTE: To approve long distance phone calls, approving officer must have written authorization from Agency Head or his designee (31 USC 650a).

**TRAVEL AUTHORIZATION.** Check One:  AD - 202 Attached  AD - 202 Submitted Previously

DATE: \_\_\_\_\_ PHONE (Area Code and Number): (202) 632-0952 FTS: \_\_\_\_\_ COMM: XX

APPROVING OFFICER'S SIGNATURE: \_\_\_\_\_  
 NAME AND TITLE (Type or Print): Charles J. Walter  
 Executive Officer, NEGP

**TOTAL DIFFERENCE**

AUDITED BY (E\_xaminer's Initials): \_\_\_\_\_

**NOTICE:** Upon completion and approval, submit original voucher to: **USDA, National Finance Center, P.O. Box 60,000, New Orleans, LA 70160**

FORM AD - 616 USDA (Rev. 4/84) (Approved Comp. Gen. 9/72)  
**EXCEPTION TO SF 1012 APPROVED BY OIRM 5-83**

TRAVELER'S NAME		SCHEDULE OF EXPENSES AND AMOUNTS CLAIMED																			
Carol Esra, SSN: [REDACTED] P6/b(6)																					
DATES ▶		MO	DAY	MO	DAY	MO	DAY	MO	DAY	MO	DAY	MO	DAY	MO	DAY	MO	DAY	MO	DAY	TOTALS	
3035074159600		1	20	1	21																
ITINERARY	FROM	CITY AND STATE	Washington DC	Lincoln NE																	TRANSFER THESE TOTALS TO SECTION D ON VOUCHER FRONT. IF ADDITIONAL DAYS ARE REQUIRED, USE CONTINUATION SHEET (FORM AD - 617)
		TIME (AM or PM)	9:00a																		
		CARRIER	UAL																		
		FLIGHT NUMBER	3307261																		
TO	CITY AND STATE	Lincoln NE																			
	TIME (AM or PM)	4:00p																			
1 PER DIEM	PER DIEM DAYS																				TOTAL NO. DAYS
	LODGING AMOUNT																				TOTAL PER DIEM CLAIM
	COMPUTATION		TOTAL LODGING COST	LODGING NIGHTS	AVERAGE COST	ROUND TO NEXT \$	FIXED RATE	PER DIEM RATE	PER DIEM DAYS	TOTAL PER DIEM	LESS MEALS FURNISHED BY GOVERNMENT									99.23	
2 POV	MILEAGE		0	0	0	0	0	0	0											TOTAL # MILES	
	CENTS PER MILE		.20	.20	.20	.20	.20	.20	.20											TOTAL MILEAGE AMOUNT	
	AMOUNT		0.00	0.00	0.00	0.00	0.00	0.00	0.00											\$	
3 OTHER TRAVEL	PARKING, TOLLS, ETC.		0.00	0.00	0.00	0.00	0.00	0.00	0.00											TOTAL OTHER TRAVEL	
	STORAGE OF HOUSEHOLD GOODS		TOTAL WEIGHT OF GOODS SHIPPED		ACTUAL CHARGES		COMMUTED RATE		CLAIM LESSER AMOUNT												
					\$		\$												\$		
4 CAR RENTAL (Receipt and Car Rental Agreement Required)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00											TOTAL CAR RENTAL	
5 CARRIER	PLANE, BUS, TRAIN (Paid by Traveler)		0.00	0.00	0.00	0.00	0.00	0.00	0.00											5 TOTAL COMMON CARRIER	
	TAXI, LIMO, LOCAL BUS, SUBWAY		0	0	0	0	0	0	0												
	TRANSPORTATION OF HOUSEHOLD GOODS - PAID BY TRAVELER (Weight Certificate or Bill of Lading Required)		TOTAL WEIGHT OF GOODS SHIPPED		COMMUTED RATE		TOTAL		ADDITIONAL ALLOWANCES		TOTAL TRANSPORTATION OF HOUSEHOLD GOODS										
					x \$		= \$		+		= \$										
6 SUBSISTENCE	BREAKFAST (Include Tips)																			6 TOTAL NO. DAYS	
	LUNCH (Include Tips)																				
	DINNER (Include Tips)																				
	LODGING (Receipt Required)		60.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00											
	TIPS (Porter, etc.)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00											
	OTHER (Laundry, etc. (Please Specify))		19.50	19.50	0.00	0.00	0.00	0.00	0.00	0.00											
	TOTAL (Cannot exceed amount authorized for area. See FTR, Chapter 1, Part 8, Appendix 1-A.)		79.75	19.50	0.00	0.00	0.00	0.00	0.00	0.00											TOTAL ACTUAL SUBSISTENCE
7 MISCELLANEOUS EXPENSES (Supplies, Telephone, etc.)		4.00	1.50	0.00	0.00	0.00	0.00	0.00	0.00										TOTAL MISC		
REMARKS/EXPLANATION/CERTIFICATION STATEMENTS																					
M&IE Calculation: depart @ 9:00a M&IE Calculation: arrive @ 4:00p Traveler departed Washington, DC (Official Duty Station) on 4/20. She returned to South Dakota on 4/21 on other business. Traveler is only seeking reimbursement from Washington, DC to Lincoln, NE																					

THE WHITE HOUSE  
WASHINGTON

*sent 7/8/93  
Pr*

July 1, 1993

Ms. Kathy Fischer

P6/b(6)

Dear Ms. Fischer:

Thank you for contacting me about adding comprehensive health education to the National Education Goals. Along with health care reform generally, health education is very important to the Clinton Administration.

As you may already know, health education is already addressed in two of the existing Goals. One of the objectives for Goal 1 is that "children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems." One of the objectives of Goal 6 is that "Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education ..."

The six Goals were adopted in 1990 by former President Bush and the nation's governors, led by then Governor Bill Clinton. This Administration is committed to enacting these Goals as agreed to during this bipartisan effort.

Again, thank you for contacting me about this very important issue.

Warmest regards,

*Carol H. Rasco*

Carol H. Rasco  
Assistant to the President  
for Domestic Policy

CHR/WAG/pl

**THE WHITE HOUSE**  
**WASHINGTON**

**Ms. Kathy Fischer**

P6/b(6)

June 14, 1993

*Ms. Carol Rasso**Bill*

Dear Member of the National Education Goals Panel:

At the next meeting of the National Education Goals Panel, I urge you to add comprehensive school health education to the nation's education goals, and to encourage the development of health education standards.

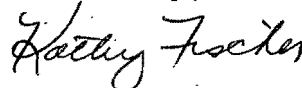
Health education is essential to all Americans having productive and fulfilling lifestyles. Evidence indicates that students who are healthy are ready to learn. In addition, health education addresses many of the greatest public health problems of our times such as youth violence, teen suicide, alcohol/other drug abuse, HIV/AIDS, and adolescent pregnancies. These problems substantially increase health care costs during all aspects of the age spectrum.

Please consider that the most effective way of getting children ready to learn, obtaining a 90 percent graduation rate, offering safe, disciplined, drug-free schools and reducing health care costs is to educate the public for health beginning with children.

By adding comprehensive school health education to the nation's education goals and encouraging the development of health education standards, you will be benefitting all Americans.

Thank you for your attention.

Sincerely,



Ms. Kathy Fischer, RN, MS, CHES  
Assistant Professor  
Health Sciences Department  
Western Illinois University

NATIONAL EDUCATION GOALS PANEL

June 10, 1993

TO: National Education Goals Panel  
FROM: Wilmer S. Cody, Executive Director  
SUBJECT: UPCOMING NATIONAL EDUCATION GOALS PANEL MEETING  
MEETING DATE: Tuesday, June 15, 1993

Enclosed are materials for the next meeting of the National Education Goals Panel on **Tuesday, June 15, 1993 (10:30 a.m. – 4:00 p.m.) in Washington, DC at the Holiday Inn Capitol, 550 C Street, SW.**

The morning session is scheduled from **10:30 a.m. to 12:15 p.m. in the Clark Room.** The Public Meeting will start at **12:30 p.m. and end at 4:00 p.m. in the Columbia Ballroom.**

Agenda items include the following:

- Decision on the use of NAEP and NAGB Achievement Levels in the 1993 Goals Report;
- A progress report from the Technical Planning Group on Nationwide Content Standards Criteria Development;
- An update on Collegiate Assessment; and
- A dialogue on state opportunity to learn standards.

If you have any questions, please call me or Nancy Delasos at (202) 632-0952. I look forward to meeting with you on Tuesday.

NATIONAL EDUCATION GOALS PANEL  
Holiday Inn Capitol  
550 C Street, S.W.  
Washington, D.C. 20024

AGENDA

June 15, 1993  
12:30 p.m. – 4:00 p.m.

Columbia Ballroom

PAGE

12:30 – 12:40	<b>Welcome and Introductory Remarks</b>	
	Approval of Meeting Summary, April 21, 1993	1
12:40 – 1:10	<b>NEGP Action Item: Decision on the Use of NAEP and NAGB Achievement Levels in the 1993 Goals Report</b>	24
	<i>Ramsay Selden, Chairperson Technical Planning Group on NAEP Reporting</i>	25

Panel hears recommendations of the Technical Planning Group on NAEP Reporting to determine whether and how to profile newly available indicators from the NAEP in the 1993 Report. Among the specific issues for review are:

- 1) the degree of NAEP alignment with the National Council of Teachers of Mathematics (NCTM) standards,
- 2) the reporting of NAEP results in mathematics, reading and writing using achievement levels developed by the National Assessment Governing Board (NAGB), and
- 3) the advisability of reporting state and national NAEP results to an international benchmark using data from the International Assessment of Educational Progress (IAEP).



1:10 – 1:55

**Progress Report: The Technical Planning Group on  
Nationwide Content Standards Criteria Development**

36

*Shirley Malcom, Chairperson  
Technical Planning Group on Nationwide Content  
Standards Criteria Development*

For information and discussion: Panel hears a presentation on the work of the Technical Planning Group developing criteria for reviewing nationwide content standards. The presentation will inform the Panel of the group's conceptual approach to their task, the major issues they are addressing and their timetable for soliciting comments from the field and issuing recommendations for Panel consideration and possible adoption.

1:55 – 2:40

**Collegiate Assessment Update**

44

*Clyde Ingle, Chairperson  
Task Force on Collegiate Assessment*

*Dolores Cross, Chicago State University*

*Geraldine Evans, Minnesota Community College System*

*Richard Ferguson, American College Testing*

*Sister Mary Andrew Matesich, Ohio Dominican College*

For information and discussion: Panel hears a report summarizing the feedback received from public hearings on the recommendations of the Task Force on Collegiate Assessment, and questions leaders in the field on the position it should take on this issue.

2:40 – 3:50

**Special Topic – State Opportunity to Learn Standards**

52

*Susan Traiman, National Governors' Association*

*Doug Chiapetta, Vermont Department of Education* 52

*Rudolph Crew, Sacramento City Unified School District* 53

*Thomas Sobol, University of the State of New York* 54

*Barbara Stock Nielsen, South Carolina Department of  
Education* 56

Panel participates in a dialogue with state officials from Vermont, California, New York, and South Carolina who are currently developing opportunity to learn standards as an element of their school reform agenda.

3:50 – 4:00

**Press Availability**

## MEETING SUMMARY

### NATIONAL EDUCATION GOALS PANEL

April 21, 1993

The third meeting of the National Education Goals Panel for the 1993 goal reporting year convened on April 21, 1993, in Lincoln, Nebraska, at the Nebraska Educational Telecommunications Center, the Honorable E. Benjamin Nelson, presiding. The Goals Panel is charged with monitoring progress toward the six National Education Goals and issuing an annual progress report to the President, the Governors and the nation.

The items on the agenda included: 1) a Resolution on Core Data Elements for Local Administrative Record Systems, 2) a Resolution on Indicators for Monitoring Citizenship, 3) a presentation of a paper entitled *Formulating Content Standards: Selected Case Studies of Previous Major Standards—Setting Projects in Education*, and 4) a Demonstration on Distance Learning Technologies.

#### ATTENDANCE

##### Members in Attendance

Governors: E. Benjamin Nelson, Governor of Nebraska and Goals Panel Chairman; Terry E. Branstad, Governor of Iowa; John McKernan, Jr., Governor of Maine; and Roy Romer, Governor of Colorado.

Administration Officials: Carol Rasco, Assistant to the President for Domestic Policy and Richard W. Riley, Secretary of Education, available by satellite only for opening remarks.

Congressional Representatives: William Goodling, U.S. Representative, Pennsylvania, available by satellite only for opening remarks.

Wilmer S. Cody, Executive Director, National Education Goals Panel.

##### Members Absent

Evan Bayh, Governor of Indiana; Jeff Bingaman, U.S. Senator, New Mexico; Carroll A. Campbell, Jr., Governor of South Carolina; Arne Carlson, Governor of Minnesota; Thad Cochran, U.S. Senator, Mississippi; John Engler, Governor of Michigan; William Goodling, U.S. Representative, Pennsylvania; Dale Kildee, U.S. Representative, Michigan; and Richard W. Riley, Secretary of Education.

##### Panel Guest

Madeleine Kunin, Deputy Secretary of Education.

## **Guest Speakers**

Ms. Mary Brian, Kellogg Middle School, Shoreline School District, Washington.  
Dr. Barbara Clements, The Council of Chief State School Officers.  
Mr. Chris Held, Phanthom Lake Elementary School, Bellevue School District, Washington.  
Ms. Liz Hoffman, The Japanese Language Learning Project at the Nebraska Department of Education.  
Ms. Janet Kiel, Westside High School Internet Project in Omaha, Nebraska.  
Dr. Pamela Keating, Institute for the Study of Educational Policy at the University of Washington.  
Ms. Melodee Landis, The Technology Center at the Nebraska Department of Education.  
Dr. Diane Massell, Center for Policy Research and Education at Stanford University.  
Dr. Jim Minstrell, Mercer Island High School, Mercer Island, Washington.  
Mr. John Newsom, Bellevue School District, Washington.  
Mr. Lee Rockwell, Nebraska Educational Telecommunications Commission.  
Ms. Karen Ward, Nebraska State Systemic Initiative for Math and Science.

## **PANEL ANNOUNCEMENTS**

- Welcomed back Terry E. Branstad, Governor of Iowa, after his absence due to a winter sledding accident.
- Welcomed their guest: Madeleine Kunin, Deputy Secretary of Education.

## **PANEL ACTIONS**

The Panel:

- Adopted a Resolution on Core Data Elements for Administrative Record Systems.
- Adopted a Resolution on Indicators for Monitoring Citizenship.
- Agreed to develop a proposal for public outreach on the content standards currently under development, to review the proposal at the June 15th Panel Meeting, and consider a resolution on how to proceed.
- Identified the development of criteria for the review of content standards as a Panel priority.

## DISCUSSION

### *Governor E. Benjamin Nelson*

Governor Nelson welcomed everyone; announced that the meeting was being conducted from the Nebraska Education Telecommunication Center in Lincoln, Nebraska; linked by satellite to the Chamber of Commerce in Washington, DC; and broadcasted to the Nebraska state capitol and The Cornhusker Hotel in Lincoln.

Governor Nelson called upon Secretary Riley to comment on the Goals 2000: Educate America Act.

### *Secretary Richard W. Riley*

Secretary Riley announced that President Clinton would be sending Congress the Goals 2000: Educate America Act to put into formal, national policy the National Education Goals and build upon the partnerships represented by the National Education Goals Panel.

Secretary Riley said the legislation could request \$420 million to forge a new education role between the federal government and the states. He said the legislation builds on the previous work of the Goals Panel and establishes a way for the country to achieve world-class teaching and learning.

Secretary Riley stressed that the legislation will not create a federal program. It is designed to give educators, policymakers and citizens opportunities to redesign their education systems so that many more students can reach challenging standards. He stated that A Nation At Risk (1983) and several other reports remind us of the failure of our schools and that education does not work unless young people have high expectations for themselves and high goals and standards to strive toward. He believes all students, regardless of their economic background, can learn more and in much greater depth. He said too many of our youth are victims of low expectations and watered down curricula.

Secretary Riley stated further that: 1) we must restructure entirely our concept of the classroom and the school; 2) teachers must be provided professional development to enable them to engage a broad range of students in challenging curricula; 3) we have to build coalitions involving parents, school leaders, businesses, educators, legislators and other state and local leaders to sustain a comprehensive change that will make a difference; 4) we must provide a more flexible approach to the burdensome federal regulations that come down on the states and school districts; and 5) we must provide more incentives to schools to custom design and implement their own comprehensive action plans to assist students to reach the standards and meet the Goals.

Secretary Riley stressed that the legislation invites states and local schools to apply the lessons we have learned about reform in their own unique way. He concluded, "We are going to take then, this nation at risk and make a nation on the move in terms of education. Together we can make a positive difference in the lives of our children."

*Governor E. Benjamin Nelson*

Governor Nelson thanked Secretary Riley for joining the Panel via satellite and wished him well on Capitol Hill in his deliberations with Congress.

Governor Nelson asked Governor Branstad to introduce the Resolution on Core Data Elements for Local Administrative Record Systems.

*Governor Terry Branstad*

Governor Branstad said he was pleased to introduce a resolution involving Goal 2 which calls for increasing the high school graduation rate in this country to at least 90% by the year 2000. He informed the audience that in trying to measure progress toward Goal 2 the Panel discovered that uniform state-to-state graduation rate statistics do not exist. The Panel has been working on developing common definitions and comparable data elements. In addition, the Governor pointed out that a Goal 2 Technical Planning Subgroup has been working on identifying data elements which would be useful to local schools, states, national policymakers and the Goals Panel in measuring progress towards the Goals. He noted that while there is a great deal of information related to the Goals within the states and local schools, the information is not always in a form that can be used to measure progress or provide comparisons between schools and states.

Governor Branstad stated that there was a Resolution on Core Data Elements for Administrative Record Systems before the Panel that recommended a set of data elements and indicators related to the Goals. He said that the Resolution recommends that local schools, assisted by state and federal governments, work to voluntarily develop an administrative record system which includes a consistently defined set of core data elements. He added that most of the information the Subgroup recommends can be found in most school administrative record systems; but the information is not uniform.

Governor Branstad thanked the members of the Goal 2 Resource Group and Technical Planning Subgroup, the National Center for Education Statistics (NCES), and the Council of Chief State School Officers (CCSSO) for their work on the Report to the Panel and the Resolution. He called upon Barbara Clements from the Council of Chief State School Officers to present the Report to the Panel.

*Dr. Barbara Clements*

Dr. Clements stated that she was pleased to present to the Goals Panel the results of the deliberations of the Goal 2 Technical Planning Subgroup on Core Data Elements concerning the use of administrative record systems to monitor the progress of local school districts towards the six National Education Goals.

Dr. Clements said the Subgroup focused its attention on identifying what data are currently available in a typical student record system or could be available in a state-of-the-art system to assess local progress toward each of the Goals.

Dr. Clements mentioned that there are a number of ongoing national activities to standardize the way data are collected and reported, including the student and staff data handbooks and the Speedy Express Electronic Transcript System being developed by CCSSO and NCES.

Dr. Clements also stated that many state education agencies are working with local districts to ensure that the data reported at the state and federal levels are comparable and complete. She said the Subgroup used these efforts as resources for identifying data elements to recommend to the Panel.

Dr. Clements also touched on issues of automation and confidentiality. Regarding automation, the Subgroup recognized that more and more people see the benefits of automated databases. Automation allows for the storage of a great deal of material in a small amount of space and gives schools the capacity to analyze information about students that could be used to inform decisions about instruction and services.

Regarding confidentiality and security, the Subgroup discussed the public's concern about who has access to the data and how it can and must be restricted. She noted this concern is similar to people's concern about access to data now on paper files and in file cabinets. Currently, access to student files is restricted to those who have a need to know the information such as teachers, counselors and administrators.

Dr. Clements noted that information also is needed when students move from one district to another. The Subgroup believes that the student's permanent record can and should be released to the receiving district so that appropriate educational decisions can be made.

Dr. Clements said the Subgroup was guided by two principles. The first concerned the content of the automated database. The group believes that the content of student record systems should contain data needed for managing the educational enterprise and the selection of data elements should focus on the specific items useful to state and local personnel for doing their jobs. This means that data systems must provide information useful for making decisions about schools, staff, resources, groups of students as well as individual students. The second principle concerned the maintenance of longitudinal data. The Subgroup believes school districts have the responsibility to maintain information essential for providing student services. This includes historical information about the student and his or her progress in school. She pointed out that many school districts replace information as it is updated, making it impossible to do longitudinal analyses and monitor progress of individuals or groups of students. The Subgroup strongly recommends that data systems be designed to add information, rather than replace information.

Dr. Clements stated that the Subgroup tried to: 1) make a distinction between essential and nonessential data elements; 2) determine what types of data might be better kept in social services records and other data systems rather than a school district record; 3) determine what data could be added to existing data collections systems in a reliable and consistent way; and 4) determine what data are needed for different age groups from pre-school to the post-secondary sector.

Dr. Clements said the Subgroup also identified three sets of data elements: 1) information about students, staff and schools that are in current administrative record systems; 2) information that could be consistently and reliably added to administrative records; 3) information that could be collected about students and used effectively to do research or evaluate programs.

Dr. Clements pointed out that the Subgroup also tried to make a distinction between an indicator of progress toward the Goals and data elements used to compute the indicator. She concluded that the data elements recommended by the Subgroup are not exhaustive nor do the Subgroups' recommendations reflect all areas considered important for monitoring progress toward the Goals.

*Governor Roy Romer*

Governor Romer worried about the data collection burden that might be placed on people in schools. While he would like the kindergarten teacher to be aware of children's readiness for school in terms of the five dimensions adopted by the Goals Panel, he questioned the desirability of having the information entered into a computer bank and read out at the district, state and national level.

*Dr. Barbara Clements*

Dr. Clements said that the Subgroup assumed that school people would like to know information about the students entering their systems. She said information about individual students could be compiled to give an indication of the variation in the readiness of students entering the schools. The information would primarily be of use to the school district to do long-term planning for addressing emerging needs. She expressed her belief that information for use at the national level could be obtained from surveys or sample-based data collection activities.

*Governor Terry Branstad*

Governor Branstad asked if the kind of core data recommended by the Subgroup is available for children enrolled in Head Start. He suggested that this federal program might be a good place to start to collect information on school readiness. The information could then be used to assist local schools in their planning to meet children's needs.

*Governor John McKernan, Jr.*

Governor McKernan stated that kindergarten and first grade teachers have told him they can quickly assess a child's readiness along the five dimensions considered by the Panel. He wondered if the Panel has discussed the possible strains that any kind of early childhood assessment system might place on parents and local communities. He anticipated that parents could interpret any observations about a lag in their child's development as an indictment of their parenting skills. He suggested the Panel keep in mind the possibility that decisions about children at an early age could have a negative impact on parents.

*Dr. Barbara Clements*

Dr. Clements responded that although she is not a member of the Goal One Resource or Technical Advisory Group, she is aware of discussions about the impact of children's readiness information on parents. She said readiness information would be collected for the purpose of instructional planning and decision-making.

*Governor Roy Romer*

Governor Romer said he would appreciate it if someone would provide "a for instance" to illustrate how information related to readiness would be helpful and useful to teachers and parents.

Governor Romer said he is not too interested in creating a massive computer database, but he is very interested in helping the kindergarten teacher do a better job of teaching.

*Deputy Secretary Madeleine Kunin*

Deputy Secretary Kunin commented that one should use data to accomplish two things: 1) help children learn, and 2) show national progress. She suggested that we can show national progress toward achieving the Goals by sampling, rather than analyzing individual student data at the national level.

*Dr. Barbara Clements*

Dr. Clements referred to the Goal 4 Table accompanying the Resolution. She mentioned that there are extensive records maintained about teachers and that it would be possible to get information on the extent to which teachers are instructing classes for which they are certified. She mentioned her experience at CCSSO in the area of science and math certification. She noted that the Subgroup recommended only one indicator under Goal 6 and that there is a need for more information under this Goal.

*Governor Roy Romer*

Governor Romer asked why are we collecting data and for what purpose? He stated that if he received data on the number of teachers who are currently certified to teach Math, they data would not be particularly useful to him because certification is not based on the new math standards.

Governor Romer later remarked that it might be wise to not collect any data for a couple of years, or until we get reliable standards. He stressed that the reason we collect data is to cause change. He suggested that we could put out the message that we will not collect data that on such issues as certification because we do not think they are meaningful or valuable data.



*Dr. Barbara Clements*

Dr. Clements responded that there is a movement underway to develop better standards for teacher certification tied to national curriculum standards.

*Governor Terry Branstad*

Governor Branstad said that the competence of the teacher is the key issue. Even if a teacher is certified in an area there is no guarantee of competence.

*Deputy Secretary Madeleine Kunin*

Deputy Secretary Kunin expressed her belief that a national presence is needed to ensure data that are meaningful and up to date. She noted that the Department of Education does have greater capacity to work in this area. She viewed the data collection in certification as an incremental process in which one could say that a teacher certified in Math is probably more qualified to teach Math than a teacher who is uncertified. This would constitute the first benchmark. Then we could ask, is that certification valid in relation to the standards that are now being produced? Her point was that data provided by preliminary benchmarks are helpful.

*Governor Terry Branstad*

Governor Branstad observed that the question is whether certification assures you that teachers know the subject they teach, or just assures you that teachers have taken a set of required courses to become certified. He was concerned that data indicating one state has more teachers certified in a subject area than another state could lead one to conclude that the state with more certified teachers has teachers that are more knowledgeable in the subject matter. In his opinion, this is not necessarily the case in view of such practices as alternative certification and other efforts to recruit people with subject matter expertise into the classroom.

*Executive Director Bill Cody*

Dr. Cody referred the Panel to the two indicators and data elements listed under Goal 4 on the Table accompanying the Resolution. He noted that as Deputy Secretary Kunin indicated, a combination of indicators is needed to address the issue. He suggested that the information the Subgroup recommends for inclusion in administrative record systems might be viewed by states as a resource in their own record systems.

*Domestic Policy Advisor to the President Carol Rasco*

Ms. Rasco returned to Governor Romer's inquiry about the purpose and usefulness for collecting data. She commented that data collected on children as they enter pre-school or first grade is results-oriented and could help us understand how to teach better. Moreover, the data could also help local schools see if they are dealing consistently with children with

language problems. This information could help in curriculum planning. She went on to say that the value of the data is that they give us some indication of what we need to change in delivering instruction.

*Governor Roy Romer*

Governor Romer stated that he brought up the issues of the purpose and value of data collection because of the Panel's primary charge -- to report data to the nation on how well we are doing. He stressed that if we are not reporting the right data, we are doing a double-evil. First, we are misleading people because they think we are reporting something meaningful. Second, we are not digging for the right information.

*Governor E. Benjamin Nelson*

Governor Nelson emphasized the need to view data collection as an incremental process. He thanked Barbara Clements for her presentation, directed the Panel's attention to the Resolution on Core Data Elements for Administrative Record Systems, and asked if there were any additional comments.

Governor Nelson acknowledged the Panel's support for the measure and moved that the record show that there was consensus to adopt the Resolution.

Governor Nelson introduced the next item on the Agenda: The Resolution on Indicators For Monitoring Citizenship. He called upon Edward Fuentes of the Goals Panel Staff to provide the background for the Resolution.

*Dr. Edward J. Fuentes*

Dr. Fuentes reviewed the process through which the Resolution on Indicators For Monitoring Citizenship evolved over the past two years. He reminded the Panel that Goal 3 contains a component addressing knowledge of citizenship and an objective stating that all students will be involved in activities which promote and demonstrate good citizenship, community service and personal responsibility.

Dr. Fuentes reminded the Panel that in July 1991 the Technical Planning Subgroup on Citizenship, chaired by David Hornbeck, recommended that the Panel collect and report data on citizenship knowledge, community service and voter registration of 18-20 year-olds. This Subgroup presented a report at the July 1992 Panel Meeting initiating a debate about how citizenship component should be measured. After the March 1993 Panel Meeting, a resolution was drafted based on the Subgroup's report and Panel input. The Panel staff forwarded the resolution to representatives of the Panelists on the Leadership Team for Citizenship for their review. The Leadership members are: Representative Kildee and Governors Bayh, Campbell and Carlson. The resolution was then reviewed by the representatives of all the Panel members.

Dr. Fuentes commented on the three major components of the Resolution: 1) knowledge of citizenship, 2) community service and 3) voter registration. He summarized the Resolution as saying that: 1) there should be a performance component of citizenship; 2) standards should be developed for citizenship and community service; 3) background information on voter registration should be included on the National Assessment of Educational Progress (NAEP); and 4) governors should be encouraged to report voter registration for 18 and 20 year-olds within their states.

Dr. Fuentes also identified the three issues that had caused the most debate in developing the Resolution: 1) service learning as the operational definition of community service and, 2) the standard setting process within service learning, and the inclusion of information on service learning within NAEP.

### *Governor E. Benjamin Nelson*

Governor Nelson recalled comments on community service that he had received from high school and college students on community service. The students pointed out that the high priority on good grades in high school to get into a good college sometimes drives them away from community service. Students were concerned that community service might take valuable time away from their studies and affect their grades. The Governor remarked that there is a lot of interest in community service and a need to balance that interest with the competing demands for student time.

### *Deputy Secretary Madeleine Kunin*

Deputy Secretary Kunin reinforced the importance of the Citizenship Goal because it has both a value effect and a learning effect. She values the fact that the proposed Resolution includes components that will inculcate students with an ethic of community responsibility at an early age.

Deputy Secretary Kunin noted that President Clinton planned to introduce legislation for national service and observed that it would be great to have a continuum of community service from elementary school through post-secondary, and also make it a life-long commitment to heal the divisions in our country.

In response to the concerns students expressed to Governor Nelson, Mrs. Kunin said there are indications that service learning gives relevance to the subject matter because it allows students to make a connection between what they are doing theoretically and what they are doing practically.

### *Dr. Edward J. Fuentes*

In response to Deputy Secretary Kunin's comments, Dr. Fuentes pointed out that Item 4 of the Resolution speaks to the notion of integrating service learning into the curriculum.

*Governor John McKernan, Jr.*

Governor McKernan remarked that he considers Item 4 as the most important part of the Resolution.

*Governor E. Benjamin Nelson*

Governor Nelson asked if there were any additional comments on the Resolution on Citizenship. He acknowledged the Panel's support for the measure and moved that the record show that there was consensus to adopt the Resolution.

*Executive Director Bill Cody*

Dr. Cody called upon Marty Orland to brief the Panel on activities underway in each Goal area.

*Dr. Marty Orland*

Dr. Orland referred to the April 1993 update on the Goals Panel Work Plan included in the Panel's meeting material. He noted that the update identifies the Panel Leadership Teams and Office staff associated with activities in each Goal area.

Dr. Orland reviewed the major Goal activities in progress. The highlights of his comments are as follows:

Goal 1 – Activities are focusing on establishing an Early Childhood Commission, and elaborating on the five dimensions of readiness and promoting their adoption.

Goal 2 – Activities concentrated on the preparation of the Resolution on Core Data Elements just adopted by the Panel.

Goals 3 – Activities concentrated on the preparation of the Resolution on Citizenship adopted by the Panel.

Integrated work on Goals 3 and 4 involves convening a new Technical Planning Group to advise the Panel on three issues: 1) the use of National Assessment of Educational Progress (NAEP) data to report progress in the subject areas; 2) the correspondence or degree of alignment between the NAEP framework and the NCTM standards; and 3) the possibility of relating NAEP scores to international assessments. Two other emerging activities related to Goals 3 and 4: 1) following developments in legislation, especially the re-authorization of NAEP and ESEA; and 2) nominating a slate of people for appointment to the National Education Standards and Improvement Council (NESIC).

Goal 5 activities involve following up on the recommendations of the Technical Planning Subgroup on International Workforce Comparisons and the recommendations of the Goal 5 Resource Group concerning what data to profile in the 1993 Goals Report this year from the

National Literacy Survey. Panel staff are working with the National Institute for Literacy on the development of a conceptual definition of literacy. In the area of post-secondary education under Goal 5, the Panel will receive feedback from the hearings on the Task Force Report on Collegiate Assessment at the June 15th Panel Meeting.

Goal 6 activities currently center on appropriately defining "disciplined environments conducive to learning" for purposes of measuring progress.

Dr. Orland also mentioned works in progress for the 1993 Goals Report on the federal role in funding education and by a new Task Force investigating the role of technology in achieving the Goals.

#### *Governor Roy Romer*

Governor Romer stated that one of the more challenging issues before the Panel is a re-thinking of its own Agenda in light of the proposed legislation. He said the legislation will address both the Panel's reporting function and its role in developing a national consensus on education reform in America.

Governor Romer spoke of the changes the Panel has undergone, particularly in its membership. He reflected that in the start-up years the Panel's mission was to report available data and determine where there was missing data. Now the Panel must work in the area of standards and assessments. He also identified the need to increase staff to accommodate the change in the Panel's role.

The Governor inquired about the current status of the six standard development projects contracted out by the Department of Education. He asked Dr. Cody about the timetables for these projects.

#### *Executive Director Bill Cody*

Dr. Cody responded that a number of standard development projects will have drafts out this Summer and the Geography project will be seeking certification or adoption by the Goals Panel this Fall.

#### *Deputy Secretary Madeleine Kunin*

Deputy Secretary Kunin said she could provide Panel members with a copy of the timetables for the various projects.

#### *Governor Roy Romer*

Governor Romer advised that it would help the Panel if it could use this transitional period to communicate through outreach that the draft standards will be disseminated throughout the necessary constituency groups in the U.S. He suggested the Panel has an obligation work with the Department of Education to insure that the draft standards are widely disseminated.

This will insure that there is a "bottom-up" creation of standards and input from all levels.

*Dr. Marty Orland*

Dr. Orland, referring to Dr. Diane Massell's report on previous national efforts to set standards, said that a new Technical Planning Subgroup will be convened to develop guidelines for the Panel to use when reviewing standards. He assured Governor Romer that work on standards will be given the highest priority by Panel staff.

*Governor E. Benjamin Nelson*

Governor Nelson concurred with Governor Romer concerning the need to reach out to the public for feedback on the draft standards. He said that if we are going to get public buy-in on the standards, we have to create public trust. He pointed out the need for the Panelists attend more Panel events, citing Governor McKernan's chairmanship of the National Public Hearing on Collegiate Assessment in Atlanta as an example.

*Governor Roy Romer*

Governor Romer proposed that the Panel respond to the future draft Geography standards by giving the standards to every Geography teacher in America with a cover letter from the President asking for advice and counsel on the standards.

*Deputy Secretary Madeleine Kunin*

Deputy Secretary Kunin concurred and characterized the Panel's response to the draft standards as the first test of the relevance of the Panel, and of the whole federal role, in the development of standards.

Deputy Secretary Kunin observed that before the standards come out, the Panel is relying on theory; after the standards come out, the Panel needs to solicit input from teachers and parents. She suggested the Panel could do so by using interactive televised town meetings.

*Domestic Policy Advisor to the President Carol Rasco*

Ms. Rasco asked what approach or process the Panel will use regarding public outreach on the standards? She also inquired if the Panel has looked at the criteria needed to certify standards?

*Dr. Marty Orland*

Dr. Orland said that answer to both questions is no. He added that a task force is currently being formed that will address the criteria question.

*Domestic Policy Advisor to the President Carol Rasco*

Ms. Rasco asked if the Panel would have a chance to begin to flesh out these issues.

*Governor Roy Romer*

Governor Romer said that the previous suggestions concerning the distribution of the draft Geography standards would help dispel the fear among teachers that we are going to arrive at standards from the top-down. He stressed the need to give people some kind of indication of the Panel's process of arriving at the standards. He said the Panel could consult with the Department of Education about this idea, since the Department has the responsibility for the standard development contracts. He said a joint consultation could lead to a proposal for the next Panel Meeting.

*Governor Roy Romer*

Governor Romer referred to the hearings on the Task Force Report on Collegiate Assessment and said we also need to assess the opportunity to learn at the post-secondary level. He identified cost as the greatest deterrent and suggested that the Panel review the concept of compressing four years of college into three. This would reduce the cost of a college education by one-fourth.

*Governor John McKernan, Jr.*

Governor McKernan suggested that before the Panel addresses ideas like compressing four-years of college into three, it may want to consider what the nation's needs for the 21st century are and how post-secondary education could respond to those needs. He added that part of the response would be to translate the needs into result-oriented standards.

*Governor Roy Romer*

Governor Romer said that on a recent visit to a business trade school in Colorado he was told that the school placed 90%+ of its graduates. When he inquired about how the school managed to be so successful, school officials lauded the class schedule. The school scheduled classes for early in the morning or late in the day to accommodate all the students who worked during the day. Employers were impressed with the "pure grit" the students put into completing the program; they believed the students would be good employees based on "a real life measurement" they used in addition to good grades.

*Governor John McKernan, Jr.*

Governor McKernan commented on the need to address the question of what students need to know. The Panel asked this question for K-12 and now needs to do the same at the post-secondary level. He reminded the Panel that the Task Force on Post-Secondary proposed the creation of a national council to look at standards and assessment at the post-secondary level. This council would be similar to that planned for K-12 education.

*Governor E. Benjamin Nelson*

Governor Nelson called a five minute break.

Following the press conference with the media at the U.S. Chamber of Commerce, the Governor called upon Bill Cody to introduce a commissioned report on lessons learned from standard-setting projects.

*Executive Director Bill Cody*

Dr. Cody said Dr. Michael Kirst and Dr. Diane Massell were commissioned through the Center for Policy Research and Education through Rutgers University to analyze previous attempts in the United States to develop standards.

Dr. Cody welcomed Dr. Diane Massell to the meeting and asked her to report to the Panel on the topic of developing content standards.

*Dr. Diane Massell*

Dr. Massell informed the Panel that the report she prepared with Dr. Michael Kirst is based on the following case studies: 1) the National Council of Teachers of Mathematics (NCTM) standards setting project, 2) the National Science Foundation's (NSF) new mathematics and science curriculum projects, 3) the College Board's Advanced Placement (AP) program, and 4) state department of education efforts in California and New York to improve their history and social science frameworks.

Dr. Massell confined her remarks to three dilemmas: 1) the tension between leadership and consensus; 2) whether to focus on procedural or substantive criteria in approving national standards; and 3) the tension between dynamic standards and reasonable expectations for change in the system.

Concerning the tension between leadership and consensus, Dr. Massell discussed NCTM's successes. She said part of their success can be attributed to the process they used to set the standards, such as: 1) a long period of preparation before the drafting, 2) involvement of teachers and subject matter specialists, 3) circulation of drafts for broad review and feedback which built ownership and understanding, and 4) building awareness and understanding.

Dr. Massell identified other factors that contributed to NCTM's success including: 1) the nature of the discipline which is not fragmented into subdisciplines or subject to the kind of ethical, religious and moral debates that plague other fields; 2) the fact that the project was operating in a low-stakes environment; and 3) NCTM had a lot of time for the development work, five years or longer.

Dr. Massell cited textbook publishers as providing an example of the tension between leadership and consensus. She said textbook publishers have traditionally watered down their materials by using vague language, avoiding controversy, and covering as many topics as



possible to insure broad consensus -- and a broad market. She said that in this equation, consensus and high quality standards are not the same thing.

Dr. Massell said that it be necessary to move ahead and approve standards that are not agreed upon by every constituency group. She said NCTM understood that if no one squawked, they were probably just reaffirming the status quo. Therefore, one barometer of leadership and change is a certain amount of discontent.

Dr. Massell said knowing the necessary amount of consensus to allow the standards to be politically feasible and to survive the challenges of implementation is at the heart of the consensus-building process. She cautioned that if the creation of content standards move too quickly, vital interest groups might withdraw support or the groups targeted for change might become immovable.

Dr. Massell concluded that one lesson from previous efforts is not to make too many compromises or avoid controversies or the nation might be left with the same weak, de facto national curricula currently in place. She stated that if the national standards become more of the same, the nation will have another layer of policy initiatives that reinforce low standards.

Dr. Massell addressed whether the criteria for approving national content standards should focus on content standards or on the procedures by which these standards are set. She said that the act of setting content standards raises social, moral, ethical, religious and political questions. The concept leads to the public's fear that federal "thought patrols" will be overruling local communities and to professional educators' fear that their perspective or their discipline may be omitted. She indicated that these concerns, as well as the political problems that might arise for the proposed NESIC or the Goals Panel, lead to the need to address whether the criteria for approving standards should focus only on the procedures used by standard-setting groups. The related question is, should the Goals Panel and NESIC stay out of the content wars?

Dr. Massell elaborated on the issues that process criteria could address. One example is whether an appropriate range of people was involved in writing the standards or if there was an appropriate review and revision procedure.

Dr. Massell said that it would not be possible to completely avoid dealing with content debates because educators advocating positions such as multiculturalism will raise vocal criticisms and competing claims. She asked if NESIC should enter into disputes over content. She suggested that giving NESIC such authority over content would raise the concerns of professionals who might believe that lay people are not well-versed in the pertinent issues and, thus, they should not make specific content decisions. In addition, an appeals process could discourage compromise at lower levels because dissatisfied groups take their argument to higher authorities.

Dr. Massell suggested that NESIC could avoid dealing with very specific content debates by approving more than one set of content standards in a subject-matter field. NESIC could then develop some general goals for content standards such as requirements that standards be

multicultural, interdisciplinary, or linked to real-world problems and issues. NESIC would need to address the issue of whether more than one set of standards in a field would provide sufficient guidance. Furthermore, she asked, which set of standards would be used to guide the national assessments?

Dr. Massell proceeded to address the tension between standards that are dynamic on the one hand, and feasible and realistic on the other. She said that the use of the term "dynamic" in the 1992 report of the National Committee on Educational Standards and Testing suggests that the standards will be updated to meet changes in scholarship and continue to be world-class. The need to revise the standards is in direct opposition to the ability of the system to respond to change. Even a staggered review schedule such as the one adopted in California that addresses one subject-matter area per year, could be overwhelming, especially for elementary school teachers. Other concerns included how the national content standards will fit together, will they collectively overwhelm the students at the receiving end, will interdisciplinary activities be looked into, etc.

In her closing remarks, Dr. Massell stated there are a host of tradeoffs and issues embedded in the task of approving national content standards. These can be between consensus and leadership; between approving the substance or content of the standards or focusing on the process; or between providing dynamic, state-of-the-art standards and having realistic expectations about the capacity of the system to respond to change. She noted there are other complex design issues addressed in the report and a number of questions outlined in the briefing book that she could explore later.

#### *Governor Roy Romer*

Governor Romer responded to Dr. Massell's presentation by saying that it defined the homework the Panel must do. He discussed the process in Colorado for appointing a college board president as an example of the need to avoid micro-management the process.

Governor Romer said that the issues are difficult and said that the question he keeps coming back to is: If not this process, then what? If the Panel does not tackle the issues, someone else will, such as a textbook publisher.

#### *Deputy Secretary Madeleine Kunin*

Deputy Secretary Kunin recalled Dr. Massell's observation concerning the lack of response by textbook publishers regarding the state frameworks in California. She asked Dr. Massell about the possibility that there might be a lag in the response from textbook publishers or no response at all.

*Dr. Diane Massell*

Dr. Massell said the response of publishers to content standards is an important consideration. She said that in the 1987 California History-Social Science framework called for the teaching of religion. This issue continues to be debated at the local level and textbook publishers have been given additional time to respond to the framework. The publisher who did respond did not have a previous investment in this curriculum area and, therefore, had nothing to lose. She indicated that the Panel may want to consider providing textbook publishers with an incentive to respond to the standards and state curriculum frameworks.

*Deputy Secretary Madeleine Kunin*

Deputy Secretary Kunin observed that a lack of response by textbook publishers would hinder teachers' efforts to develop the curriculum.

*Dr. Diane Massell*

Dr. Massell said that San Francisco Unified School District once employed a successful political strategy to facilitate the adoption of textbooks. The district received the supplemental materials that it needed in order for the textbook to represent better the diversity of the community. She encouraged the Panel to consider taking the position that the national standards are a core that could be added to by communities.

*Executive Director Bill Cody*

Dr. Cody said his understanding is that publishers are revising textbooks because the market demand is widespread. He said that there may be a movement to replace textbooks as the primary document to drive instruction. We may begin to see the use of a variety of supplementary materials -- from national standards, to state frameworks, to local guides.

*Dr. Diane Massell*

Dr. Massell commented that standards development and implementation is a very diffuse process. She said it is exciting to have professionals in various fields working together to include the public in the dialogue.

Dr. Massell mentioned that NSF engaged Nobel Prize Winners and university experts, and relatively few practitioners, in the development of the new math curriculum. When the curriculum was disseminated, people did not understand what they received and principals could not defend it to parents.

*Governor John McKernan, Jr.*

Governor McKernan said that the Goals Panel's involvement with the various standards-development projects is bringing the projects together and creating an over-arching theme of systemic reform. He said that the Panel's attention to the projects has given them notoriety

that has not existed for earlier individual efforts.

*Governor E. Benjamin Nelson*

Governor Nelson thanked Dr. Diane Massell for her presentation and called upon Dr. Martin Orland to introduce the next item on the Agenda: Education Technology and Achieving the National Goals.

*Dr. Martin Orland*

Dr. Orland said, as the nation commits itself to meeting challenging content standards for all students, it needs to use all the tools at our disposal. He identified technology as a promising tool and announced that a Task Force on the use of educational technology to achieve the National Education Goals has been convened by the Panel staff. This Task Force will report to the Panel later this year. Panel staff will orient the Panel to this critical topic by showing innovative uses of technology in the classroom.

Dr. Orland then introduced Lee Rockwell, the Assistant General Manager for Telecommunications at the Nebraska Educational Telecommunications Commission.

*Lee Rockwell*

Mr. Rockwell welcomed the Panel to the Telecommunications Center on behalf of the General Manager, Jack McBride. He said he appreciated the opportunity to share with the Panel some of the exciting efforts occurring in Nebraska to strengthen and enhance the teaching and learning experience. He described the extensive technological infrastructure in Nebraska which supports the instructional applications to be presented this afternoon.

Mr. Rockwell introduced Melodee Landis, Director of the Technology Center at the Nebraska Department of Education.

*Melodee Landis*

Ms. Landis states that the instructional applications to be demonstrated will focus on the use of technology and its impact on instruction. She stated that it will be very difficult to accomplish the National Education Goals if technology is not used. She stressed the need to use different technologies for different instructional tasks and noted that the presentations will be on distance learning and Internet which she described as a massive network of computer networks worldwide.

Ms. Landis introduced Liz Hoffman, Director of the Japanese Language Learning Project, to give the Panel a glimpse at how foreign language can be taught using different technologies.

### *Liz Hoffman*

Ms. Hoffman stated that Japanese language learning is almost an everyday occurrence for about 1,800 students in 23 states. She then presented a one minute segment demonstrating how students learn to speak, read and write Japanese and learn about the Japanese culture through technology.

Ms. Hoffman stated that the demonstration uses live satellite television interactions three times a week to teach the Japanese language complemented by two 20 minute telephone segments with native Japanese speakers to practice skills. The classroom teacher learns the language along with the students.

Ms. Hoffman referred to a chart summarizing the test results of Nebraska students who learned Japanese through the satellite Language Learning Project and students learning Japanese in traditional classroom settings. She indicated that the higher scores of the satellite Project participants illustrated the effectiveness of technology to teach large numbers of students across the country. She expressed her belief that the use of satellite technology for large groups in combination with the use of the telephone for small groups is crucial, if we expect students to learn the language, not just learn about the language.

Ms. Hoffman introduced Janet Keal who talked about a cultural exchange between Nebraska and German students through Internet.

### *Janet Kiel*

Ms. Kiel elaborated on what the Internet connection has meant for the German program at Westside High School in Omaha. The students have made new friends, they are communicating with native speakers, they have a strong incentive to use the language, and the technology gets students out of the classroom and into the world. The students deal with topics that are of urgency and interest to them. The quick response they receive via E-Mail keeps them enthusiastic and eager to learn.

### *Melodee Landis*

Ms. Landis introduced Karen Ward, the project director of the State Systemic Initiative (SSI) for Math and Science funded by the National Science Foundation (NSF).

### *Karen Ward*

Ms. Ward mentioned that Nebraska was one of the first states funded by NSF to conduct the SSI Project that focuses on the use of technology to help reach the state's goals. The programs give teachers the opportunity to use the resources of Internet to bring the world into the classroom. She also discussed a program called Practical Pre-College Mathematics Course for high school students, a geometry course for elementary teachers, and an eight-grade math program called Math Vantage that supplements the typical eight-grade math textbook.

Ms. Ward presented a clip about tessellations from the first Math Vantage Video Unit entitled Patterns. The video defined a tessellation as a pattern of repeating congruent shapes with no gaps or overlaps.

*Melodee Landis*

Ms. Landis told the Panel about a grant to the Nebraska Department of Education from the Environmental Protection Agency to deliver a unit in October on wetlands.

Ms. Landis introduced Pamela Keating, Associate Director of the Institute for the Study of Educational Policy, University of Washington's College of Education. She has been involved for the past three years in extending the Internet to K-12 educators and students.

*Pamela Keating*

Dr. Keating said that Internet is a powerful backbone for linking computer networks internationally. The domestic Internet, NSFnet, connects all the research universities in our country with each other, with government research centers, and with R&D efforts in the private sector.

Dr. Keating introduced a videotape demonstrating Internet in Washington State classrooms. Following this, there was a live teleconference with several teachers who appeared in the videotape. Panelists were free to ask how the Internet is helps them in their work.

Dr. Keating introduced the teachers participating in the teleconference: John Newsom, Coordinator of Technology for the Bellevue School District; Chris Held, fourth-grade teacher at Phantom Lake Middle School in the Bellevue School District; Mary Brian, Head of the Science Department at Kellogg Middle School in the Shoreline School District; and Dr. Jim Minstrell, a physics teacher from the Mercer Island High School.

*Governor Benjamin Nelson*

Governor Nelson welcomed the teachers to Lincoln through the teleconference medium and asked if they had thoughts about how they could utilize Internet for other areas of study?

Chris Held responded that he used Internet for all subjects. He gave as an example a book of poems his fourth-grade students are contributing material to, along with hundreds of students from around the world.

*Domestic Policy Advisor to the President, Carol Rasco*

Ms. Rasco referred to the examples presented on the videotape and commented on how few children were participating in the lesson. As a former teacher, she wondered how the Internet would be integrated into the school day with a classroom full of children.

Chris Held responded that the group was small because the children were on spring break.

He recruited a few of the 29 students who participated in a full class discussion. He said Internet actually works better with bigger groups and he regretted that he could only show the Panel a small sample.

*Governor John McKernan, Jr.*

Governor McKernan asked the teachers if they thought students would get a better education if they were grouped in three classes of 20 without technology or in two classes of 30 with the technology?

Chris Held responded that he envied the small class sizes in Maine, but that he does not have that option. As a user of technology, he can't imagine giving it up. He said he felt like the Governor was asking him to choose between his wife and his first born.

*Governor Terry Branstad*

Governor Branstad said his state is embarking on a major undertaking to build a state-wide fiber optics network to allow for interactive video. He asked the teachers for their opinions regarding such networks.

The teachers responded that interactive video has tremendous potential for student learning and on-going staff development for teachers. Dr. Minstrell added that as a physics teacher the interactive video would be valuable to him because it would help him deal with the isolation of physics teachers in schools.

*Deputy Secretary Madeleine Kunin*

Deputy Secretary Kunin said that the Department is looking at the re-authorization of the Elementary and Secondary Education Act. She asked, what would be the best technological service the federal government could provide teachers?

Chris Held said he would give high priority to the development of a information highway like Internet that could link teachers and give them access to each other and to important research findings to improve instruction.

*Domestic Advisor to the President, Carol Rasco*

Ms. Rasco mentioned her recent experience with technology for health care reform. In the health field, she has heard providers express their need to communicate with each other and their interest in using technology to bridge the distance between training sites. She heard from health care providers who work in rural areas and either commute long hours or live away from their families for long periods of time to receive additional training in a specialty area.

Ms. Rasco thanked the teachers for contributing to her understanding of how to deliver quality health care in rural America.

### *Governor Benjamin Nelson*

Governor Nelson discussed the wide spaces and sparsely populated places in Nebraska and how the state is developing rural health education programs to train professionals where they live, rather than uprooting them for training. He said that the effort is possible because of technology.

The Governor thanked the Nebraska Education Telecommunications Staff, particularly Mike Winkle, and all the people associated with the facility for being great hosts. He also thanked the Nebraska Department of Education, the University of Washington, the teachers in Washington state, the U.S. Chamber of Commerce in DC, Cable Vision, everyone associated with the technology projects underway in Nebraska, and the Goals Panel.

Governor Nelson called upon the Nebraska students studying Japanese who appeared in the video, and were seated in the audience, to stand up and be recognized. He said that we should never forget that students are the ultimate end-users of educational technology.

### **ADJOURNMENT**

Governor Nelson adjourned the meeting at approximately 4:00 p.m., Central Time.



# NATIONAL EDUCATION GOALS PANEL

June 9, 1993

**TO:** National Education Goals Panel Members

**FROM:** Wilmer S. Cody, Executive Director  
Martin E. Orland, Associate Director

**SUBJECT:** NEGP Action Item – The Use of NAEP and NAGB Achievement Levels in the 1993 Goals Report

## Background

At the June 15 Panel Meeting, Dr. Ramsay Selden, Chair of the Technical Planning Group on the use of NAEP and NAGB Achievement Levels in the 1993 Goals Report, will present a progress report to the Panel. A summary of his group's efforts to date appear on the following pages.

As will be made clear, while the group has made progress in addressing its charge to recommend how NAEP data should be used in the 1993 Goals Report, it is awaiting additional information from experts studying this issue before making its final recommendations.

## Recommended June 15 Panel Action

Given the Panel's Report production constraints, there is a need to obtain closure on this issue no later than July 15. We therefore recommend that Governor Nelson delegate to the Goal 3-4 Leadership Team of Governor Bayh, Governor Campbell, Governor Carlson and Representative Kildee the assignment of working with the Technical Planning Group and NEGP staff in making a determination on how the Panel should proceed.

# NATIONAL EDUCATION GOALS PANEL

June 8, 1993

**TO:** National Education Goals Panel Members  
**FROM:** Edward J. Fuentes  
**SUBJECT:** The Use of NAEP and NAGB Achievement Levels in the 1993 Goals Report

## Background

A Technical Planning Group was formed to address a set of technical questions dealing with both the suitability of national assessment data for monitoring the nation's progress toward National Goals 3 and 4 and their interpretation. Ideally, these questions should be resolved prior to publication of the 1993 Goals Panel Report.

The Technical Planning Group has met in Washington, D.C. and has conferred via conference call and memoranda on a number of occasions. Although their work is ongoing, their progress to date is summarized below.

### **1. Does the NAEP mathematics assessment align with the NCTM standards?**

The resolution of this question is critical to the Goals Report readers' interpretation of the NAEP math scores.

Although both the NAEP math framework and its item pool have been revised to render them more consistent with NCTM standards, a perfect alignment will probably never exist because of the need to allow assessments that both address current levels of achievement and instruction and drive instruction toward visions represented by the standards. Moreover, there are idealized aspects of the NCTM standards that will always elude large scale national assessments (e.g., group work, long-term projects, etc.). The overriding conclusion of the Group is that the NAEP assessment need not be completely aligned with the NCTM standards, but it should incorporate elements and aspects of instruction reflected in the NCTM standards in order to stimulate the field toward those goals.

### **Recommendations (tentative):**

- For descriptive purposes, report student data on those few NAEP mathematics items that do reflect NCTM standards;
- Provide background information on the extent to which teachers are working toward the standards, or incorporating the standards in their instruction;

- Disaggregate results by gender and ethnicity to see how certain student groups are doing, not just overall, but on those aspects of mathematics that we are striving toward in the NCTM standards, and;
- Discuss the extent to which NAEP reflects the NCTM standards. The Report should be interpretive in terms of discussing the issues and limitations present in reporting progress toward the Goals and the extent to which standards in an area like mathematics are incorporated in the assessment. Further, it should be noted that NAEP is just one indicator to monitor Goal 3, that it should be interpreted carefully, and that other indicators should be used for other monitoring purposes.

**2. Should the NAEP achievement levels be used in the National Education Goals Report?**

There are a number of evaluations (Evaluation Panel for the Trial State Assessments, The General Accounting Office, and the Technical Review Plan for the NAEP program) underway whose results will influence the Technical Planning Group's final set of recommendations. These include evaluations both of the validity and appropriateness of the levels, as well as the adequacy of the process used by NAGB to establish the levels. Reports from these efforts are due in late July.

**Recommendations (tentative):**

- Pending the evaluation reports, the Group recommends against using the achievement levels;
- Consider possible alternative NAEP data reporting schemes, such as anchor scores and percent correct, in the event that ongoing NAEP evaluations argue persuasively against the use of achievement levels; and,
- Use NAEP items and exercises that are most indicative of the NCTM standards to talk about levels of student proficiency.

**3. What is the suitability/comparability of international comparisons in mathematics and science?**

The Group reviewed two international math and science data bases: the IEA and the IAEP.

Recommendations (tentative):

- Data from the IAEP and NAEP state-by-state (8th grade mathematics) are available. The Group is currently reviewing the procedures used to accomplish these links and will make a recommendation regarding their use in the 1993 Report.
- IEA's TIMSS is under development and should be considered for use in future Reports. As envisioned, extensive measures will be taken to ensure that samples and administration procedures are similar and comparable among participating nations. Data will be available in 1996 and 2000.
- There may be results available from IEA's Computers in Education Study that give comparable data on student performance and instructional activities.

Next Steps

The Group's work is ongoing. Subject to additional studies and analyses, the Group will work with the Panel to produce final recommendations within the Goals Panel Report's production timelines.

## A PROGRESS REPORT FROM THE GOALS 3/4 TECHNICAL PLANNING GROUP ON NAEP REPORTING

June 15, 1993

A Technical Planning Group was created to address three major issues in the use of national assessment data for reporting the nation's progress toward Goals 3 and 4. The Group has convened on a number of occasions to discuss: 1) the degree of alignment of the National Assessment of Educational Progress' (NAEP) mathematics assessment with the National Council of Teachers of Mathematics' (NCTM) standards; 2) the technical and conceptual merits of the NAEP's mathematics achievement levels; and, 3) the suitability and comparability of international comparisons in mathematics and science.

These three issues were posed as questions to the Technical Planning Group. In answering, the Group was asked to consider the data needs of the Goal Panel's annual report. Although the Goal 3/4 Technical Planning Group's work continues, this progress report presents a series of recommendations to the Goals Panel and their rationales, based on current information. The results of ongoing evaluation studies may have some impact on the Group's final set of recommendations to the Goals Panel.

**Question 1: Does the NAEP mathematics assessment align with the NCTM standards?**

Recommendation:

The National Education Goals Panel should continue to push for NAEP's alignment with the NCTM standards. In the meantime, results for individual NAEP items most consistent with the NCTM standards may be used in the Goals Panel's annual report. These analyses would report student performances on activities which are very consistent with NCTM standards. Such analyses might also disaggregate results by gender, socioeconomic status, and ethnicity to see how important student groups are doing on aspects of mathematics that we are striving toward in the standards.

These NAEP-NCTM-like items could be selected by the NCTM. The NCTM should be encouraged to design and carry out a procedure to review and select items from the NAEP mathematics assessment that are most consistent with, or reflective of, the standards, coordinating their selection with the NAEP program and the Goals Panel to allow reporting on these items.

Further, the Goals Panel should explore the utility and suitability of teacher questions from NAEP (and possibly the National Educational Longitudinal Study) for describing the extent to which teachers provide instruction consistent with the NCTM standards. This information could be used to look at both the attainment of the standards by our schools and the variability in the quality of instruction provided.

Finally, the report should be interpretive in terms of discussing the issues and limitations that are present in reporting progress toward the goals. For example, the extent to which standards in an area like mathematics are incorporated in the assessment is an appropriate issue for discussion. It also should be noted that NAEP is just one indicator of progress toward Goal 3, that it should be interpreted with care, and that other indicators are more suitable for other monitoring purposes.

#### Rationale:

The current NAEP assessment aligns only partially with the NCTM standards. This is for three reasons. First, there was a conscious decision on the part of the National Assessment Governing Board (NAGB) to establish NAEP frameworks somewhere between current practice and long-range visions for a subject area. This is to allow the assessments to both address levels of achievement and instruction where they currently exist and drive instruction toward the visions represented by standards. Second, NAEP can never *fully* align with the NCTM standards, because some of the standards cannot be assessed through a NAEP-type assessment. Exercises that call, for example, for group work or long-term assignments cannot be included in large-scale, national assessments. And third, NAEP's framework and items must continue to improve to approach the standards.

For the 1990 and 1994 assessments, the NAEP mathematics frameworks became aligned more with the NCTM standards. The framework was substantially rewritten in 1990 in order to conduct the state-by-state assessments in mathematics. At that time, the NCTM standards were available as an early draft. The overall structure and content of the NAEP framework was developed to be consistent, although not wholly aligned, with the standards. For 1992, the framework was essentially unchanged. For 1994, the framework in mathematics was revised considerably, primarily to make it more consistent with the NCTM standards. In particular, the concept of boundaries among the various content and skill areas in mathematics was softened, so the assessment would address these areas in a more integrated fashion.

The exercise pool (items) similarly has been revised to render it more consistent with NCTM standards, but it is still not entirely reflective of the standards. This is partly for the reasons discussed above and partly because the exercise pool must be developed to include more items with content and format corresponding to aspects of the standards. In 1990, the Trial State Assessment Evaluation Panel found the framework and exercise pool to be somewhat but not completely consistent with NCTM standards. In 1992, the exercise pool was revised to make it more consistent.

In July of this year, the Trial State Assessment Evaluation Panel will release results of content and validity analyses of both the mathematics and reading frameworks and assessment pools. The results for mathematics should provide more information on the adequacy of the exercise pool with reference to the NCTM standards.

Our overriding conclusion is that the NAEP mathematics assessment, although only somewhat aligned with the NCTM standards, should continue to incorporate elements and

aspects of instruction reflected in the standards in order to stimulate the field toward those goals. Further, the NCTM standards themselves should continue to evolve and improve. Both NAEP and the NCTM standards should be put on a trajectory of improvement so that there is a commitment to convergence at some future time.

Even without the mathematics assessment being aligned completely with the NCTM standards, some NAEP exercises are available now with scoring guides or rubrics that do reflect the standards very closely. These would allow a view of student performance on activities which are very consistent with NCTM standards. The results from these activities could be very illuminating of the status of students' performance with respect to the standards. Various kinds of reporting should be used to show NAEP results beyond overall scales. One legitimate kind of report would be the degree to which students approximate the full intention of the NCTM standards. What is the kind of performance they display on aspects of the NAEP that most reflect the standards? Ultimately, the scales and levels of proficiency that are used in NAEP should correspond to the standards, but they cannot be reflected completely because of the limits described above, and this information from particular items is one way of bridging the gap<sup>1</sup>.

Such reports might disaggregate results by gender, socioeconomic status, and ethnicity more carefully to see how important student groups are doing not just overall, but on aspects of mathematics that we are striving toward in the standards.

We also could benefit from NAEP information on the extent to which teachers are working toward the standards, or incorporating the standards in their instruction? The availability of this kind of information should be explored and used by the Goals Panel and others to report on progress in mathematics instruction and achievement.

Finally, our deliberations led to the question of how interpretive the Goals Panel report should be. We believe that the extent to which NAEP reflects or does not reflect the NCTM standards should be discussed in the report, i.e., the report should interpret the limitations of present reports of progress toward the goals, and the extent to which standards in areas like mathematics are incorporated in the assessment is an appropriate issue for discussion. Further, the report should note that NAEP is just one indicator for monitoring progress toward Goal 3, that it should be interpreted carefully, and that other indicators should be used for other monitoring purposes.

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<sup>1</sup> One limit, however, in using individual NAEP items to gain insight into student performance with reference to the NCTM standards, is their possible lack of precision over time. That is, specific items used for this purpose will not be included in future NAEP assessments because of NAEP's policy to replace items once they are made public. The results from different sets of items from different assessments might not be comparable and, therefore, ill-suited for tracking trends over time.

## **Question 2: Should the NAEP achievement levels be used in the National Education Goals Report?**

### Recommendation:

For a variety of reasons, the achievement levels should not be used in the Report at this time. Evaluations of the levels are underway that will inform the Goals Panel's decision. Meanwhile, other reporting strategies should be used.

### Rationale:

There are a number of external evaluations underway of the appropriateness of the achievement levels being set by the National Assessment Governing Board (NAGB) for the NAEP. These address both the validity and appropriateness of the levels and the adequacy of the process used by NAGB to establish the levels. External evaluation activities include work by the Evaluation Panel for the Trial State Assessment, the General Accounting Office (GAO), and the Technical Review Panel for the NAEP program.

An overriding question is whether the quantitative, level-setting approach -- focusing on the continuous scale in NAEP and trying to set a point on that scale representing adequate levels of performance -- is still appropriate. New instructional standards imply complex assessments, not appropriately reflected by a unidimensional scale. Furthermore, the frameworks and exercise pools for NAEP and other assessments are becoming much more rich and qualitative in the kinds of information that they can provide about performance. As a result, the traditional, modified Angoff level-setting procedure used by NAGB, which is based on more traditional notions of achievement tests with a single, continuous scale, may not be applicable to these new situations. This is one of the questions that must be considered.

Beyond this overriding question, other questions are being addressed in the evaluations of the achievement levels. These include whether the levels are valid in terms of other criteria or evidence of satisfactory levels of performance. Are these levels consistent with, for example, other judges' views of what constitutes satisfactory performance or with international standards that may be incorporated into our own standards? In addition, the evaluations are asking whether the actual procedures and activities used to reach the levels have been satisfactory, allowing NAGB to arrive at levels which are sound and can be used.

When these studies are completed, which will be by late July for the key evaluations of the GAO and the Trial State Evaluation Panel, the National Education Goals Panel should have a sounder basis on which to make a decision on the use of the achievement levels.

As an alternative, we recommend, as described above under Question 1, that individual items in the NAEP mathematics assessment which particularly exemplify the NCTM standards be used to illustrate progress on the NCTM standards. Results on these items



could be enhanced by providing examples of actual student work. Work samples would be provided that are typical of students who perform in a way that fully meets the intention of the NCTM standards; work representative of students who generally do work consistent with the standards, but whose work still had some development or refinement to go, and; student work indicative of performance on these exercises which really does not meet the standards. These kinds of specific work samples could enhance the NAEP reports considerably.

Moreover, other more traditional NAEP reporting methods should be considered, such as anchor points or percent correct. Although these scores are not as descriptive as achievement levels in terms of what students should be able to do, they provide trends over time and a general look at how students are faring.

Ultimately, the National Assessment Governing Board levels should approximately correspond to the NCTM standards and standards in other subjects; i.e., proficient students should be doing work which is consistent with instructional standards and their proportions should be reported. But at this time, we do not know whether or not the results of the assessments of NAGB's achievement levels are going to allow that kind of reporting. That remains to be seen. Meanwhile, NAEP is a continually developing program that is moving toward incorporating standards into its assessment system.

### **Question 3: What is the suitability and comparability of international comparisons in mathematics and science?**

#### Recommendation:

We note that this question lacks the urgency of the first two questions, since its resolution does not have the same impact on the upcoming Goals Report. However, there is information available now that should be considered for use in the 1993 Goals Panel report. These include data from the International Assessment of Educational Progress (IAEP) and the results from a Computer Education Study being conducted by IEA, which may be available and do bear on student performance and instructional activities in this area.

#### Rationale:

The IAEP program has produced international comparative results in mathematics, science and geography. These should be considered also, but attention should be given to the content and sophistication of the of items used. The consensus process used in the study may have resulted in an assessment which does not reflect NCTM standards or high-end international standards.

An important issue is the possibility of linking these international results with NAEP and the state-by-state data from NAEP. That would allow states to compare themselves to other countries in mathematics and science. Data from IAEP and a state-by-state link

to it are available now. If provided more information on these studies, we can comment on their suitability for use in the 1993 Goals Panel report. There are no plans to repeat the IAEP in the future.

For the future, the IEA program will provide results from the Third International Mathematics and Science Study (TIMSS) in 1996 and the year 2000. The study is in the design phase now. When results are produced, it is expected that these will be comparable data, as extensive measures are being taken to ensure that samples and administrative procedures are similar and comparable among participating countries. IEA is controlling the design and procedures of the study very tightly, and country participation is being monitored to ensure that countries adhere to these procedures. Results on mathematics and science will be available from 1994–1995 school year to be available in 1996, and from the 1998–1999 school year to be available in the year 2000.

The content of the TIMSS assessment should be watched as it emerges. While it need not be structured around the NCTM standards *per se*, it should encompass these standards and offer a legitimate world-class measure, in terms of content measured and the methods used to measure it.

More immediately, information can be used from analyses of TIMSS of intended curriculum content among the various participating countries. This could be used to determine how U.S. curriculum compares with instructional content in other nations. Curriculum content analyses are being done both as part of the TIMSS and through work being done by OECD, which describes the curriculum provided at the top end of the achievement spectrum for several countries. These descriptive data could be reported by the Goals Panel.

The TIMSS ultimately will provide information on actual curriculum coverage that can permit a "cross-walk" between the United States situation and the international results. That is, we will be able to look at how U.S. students do on aspects or subsets of TIMSS that correspond to the distinctive curriculum approaches and coverage of specific countries. For example, we could look at what Swedish or Japanese curriculum looks like and then translate that into TIMSS results. How do U.S. students do on a subset of the TIMSS exercises that typify those countries' curricula? Through that kind of study, we may be able to see whether the NCTM standards are world-class. We could compare the content and intention of the NCTM standards with the curriculum coverage and performance of students in other countries, and that would provide a verification of whether the NCTM standards are set at a level consistent with benchmarks set by other countries.

Right now, a critical decision has to be made to permit state-by-state-international comparisons in the future. The NAEP assessment in science should be done state-by-state, and it should be done in mathematics in 1995 -- to align with TIMSS. This would require changing NAEP to conduct its data collection every year beginning in 1995 instead of every two years, as is now the case. This will require Congressional support and authorization.

Finally, the notion of benchmarks could be pushed further. Through these international studies, we could identify levels of performance by some students in some countries that are truly benchmarks for us to strive for. In the recent IAEP program, we discovered that about 75% of the students in Taiwan performed at a level corresponding roughly to the "proficient" level on the NAEP mathematics assessment -- our standard for all students. Only 20 to 25% of U.S. students performed at this level. Apparently, we have set a standard for our students which only about 20 to 25% of our students are reaching now, but which 75% of the students in Taiwan are reaching. We might look at other, even higher benchmarks which substantial portions of students in other countries are reaching and set a goal for our students, moving at least a substantial proportion of them to those levels.

**Decision on the Use of NAEP and NAGB Achievement Levels  
in the 1993 Goals Report**

**Biography**

**RAMSAY SELDEN**

Chair, Technical Planning Group on NAEP Reporting

Dr. Ramsay Selden is Director of the State Assessment Center, Council of Chief State School Officers (CCSSO). The Center conducts projects to develop the consensus frameworks for state-by-state testing in the National Assessment of Educational Progress (NAEP). It also runs consortia in student and teacher assessment to help states collaborate in the development of state-of-the-art assessments. It encourages the establishment of standards for American education, so these assessment programs can be anchored on fundamental societal judgements of what students should learn. The Center also conducts projects to improve statistics and other indicators of how well the school systems are doing in preparing students.

Dr. Selden, who completed his Ph.D. in education at the University of Virginia, also serves as Adjunct Professor at the American University. He worked at the National Institute of Education (NIE) prior to joining CCSSO. While at NIE, Dr. Selden was a program officer in the Institute's research programs on reading, literacy, and reading education; Assistant Director for the Reading and Language Studies division, staff to the National Commission on Excellence in Education; and, head of the Excellence Indicators division. Dr. Selden has also worked in several capacities with state and local school districts on program evaluation, student assessment, and program development.

NATIONAL EDUCATION GOALS PANEL

June 9, 1993

TO: National Education Goals Panel Members

FROM: Shirley Malcom, Chair, Technical Planning Group on Content Standards  
Criteria Development  
Emily O. Wurtz, Senior Education Associate

SUBJECT: Progress Report from the Goal 3/4 Standards Review Technical Planning Group

Background

In anticipation of the establishment of a National Education Standards and Improvement Council and an associated role for the Goals Panel in the review and certification of education standards, the Goals Panel has convened a Goal 3/4 Standards Review Technical Planning Group (see attached list of members and biographical sketches). This Group's charge is to:

- Prepare a report by October 1993 recommending the criteria and processes the National Education Goals Panel and a National Education Standards and Improvement Council should use to review and certify voluntary national content standards as "world class," "high-quality," and "internationally competitive" as envisioned by the Goals Panel, the NCEST report (Raising Standards for American Education), and legislation considered by the Congress.

In preparing its report the Group may need to address the following issues:

- Consider an operational definition of how to judge content standards to be "world class" and "internationally competitive."
- Consider the implications of national content standards (of what students should know and be able to do) for determining student performance standards (of how good is good enough) and the alignment of student assessments.
- Recommend the subject areas in which voluntary national content standards should be certified.
- Recommend whether more than one national set of standards be reviewed and certified in any one subject area.
- Recommend the extent to which content standards include the specification of pedagogy (teaching standards).

On May 28, 1993, the Group held its first meeting. The outcome of that meeting is discussed below.

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### Highlights of Discussion and Approach:

During the day's discussion, members agreed on some aspects of the general approach and potential review criteria the Group may recommend. They were:

#### **A. General Approach**

- 1) The importance of identifying an "acceptable balance" on at least 5 dimensions or polarities:
  - a) breadth vs. depth;
  - b) being definite (specific, restrictive) vs. permissive of alternatives;
  - c) learning the theory of a domain vs. covering its factual knowledge;
  - d) formal knowledge of theory and fact vs. activities, performances and applications of knowledge;
  - e) cutting edge conceptualization of the domain vs. building consensus and backing by those now in the field.
- 2) Considering how the proposed standards across the disciplines relate to each other, to the school's overall program, and to students' ability to integrate knowledge to solve problems.
- 3) Identifying how standards may clarify the academic mission of schools. The Group discussed the role of academic standards in schools that are overwhelmed by social problems; the relation of the academic and social missions of schools; the role of schooling in education; and the academic mission of communities.

#### **B. Potential Review Criteria:**

Whether proposed standards are characterized by:

- 1) parsimony, focus and the ability to indicate priorities within the subject domains (not lists of topics to be "covered");
- 2) use of an iterative process to build consensus and get broad comment and feedback from professionals and the public;
- 3) real and perceived usefulness of the standards to the needs of end users in business, communities, universities, and the habits of mind and work they require;
- 4) to be "world class," consideration of how the proposed standards compare to the standards of other countries;
- 5) technical merit as judged by those in the discipline;

- 6) sufficient clarity and specificity so students, teachers, and parents using them understand what proposed standards mean and require, and can imagine themselves judging whether the standards have been met.

Timeline and Next Steps:

- 1) The Group agreed by mid-August to hold one to three public hearings with interested TPG and Goals Panel members (using telecommunications as appropriate) and to solicit written comments from concerned constituencies and the public.
- 2) The Group is organizing informal subgroups to oversee outreach and drafting its recommendations and report.
- 3) The Group's report is expected by September 30. Writing will proceed in stages over the summer. Shirley Malcom and TPG volunteers will draft text for the Group's review and feedback, including an initial statement of the general principles underlying the proposed review process upon which there was consensus at the May 28 meeting.

**Progress Report: Technical Planning Group on National  
Content Standards Criteria Development**

**Biography**

**SHIRLEY M. MALCOM**  
Chair, Technical Planning Group

Shirley Malcom is head of the Directorate for Education and Human Resources Programs of the American Association for the Advancement of Science (AAAS). The directorate includes AAAS programs in education, activities for underrepresented groups, and public understanding of science and technology. Dr. Malcom previous positions include: head of the AAAS Office of Opportunities In Science, Program Officer In the Science Education Directorate of the National Science Foundation, Assistant Professor of Biology at the University of North Carolina at Wilmington, and high school science teacher.

Dr. Malcom received her doctorate in Ecology from The Pennsylvania State University; Master's degree in Zoology from the University of California, Los Angeles; and Bachelor's degree from the University of Washington. She holds honorary degrees from The College of St. Catherine New Jersey Institute of Technology and St. Joseph's College.

Dr. Malcom serves on the boards of the National Center on Education and the Economy, and the Governing Board of the New Standards Project.



## Biographic Sketches

### Goal 3/4 Standards Review Technical Planning Group

IRIS CARL was President of the National Council of Teachers of Mathematics (NCTM) while they developed the standards other disciplines are now seeking to parallel. She was a member of both the NCTM Commission on Standards for School Mathematics and the National Council on Education Standards and Testing (NCEST). She has served as Vice Chairperson of the Mathematical Sciences Education Board (MSEB) and a director of the National Board for Professional Teaching Standards. She has been a teacher (K through graduate school), an elementary school principal, and director of mathematics for the Houston Independent School District.

DAVID COHEN is a John A. Hannah Distinguished Professor of Education and Social Policy at Michigan State University. He has been chairman of the Harvard Graduate School of Education's Programs in Administration, Planning and Social Policy Studies, and was a principal co-organizer and Co-chair of the Harvard Center for Law and Education. Widely published, he is a member of both the Council for the Behavioral and Social Sciences of the National Academy of Sciences and MSEB. His current research includes the relations between policy and instruction.

TOM CRAWFORD is Director of Coaching and Educational Programs for the United States Olympic Committee (USOC). He has extensive experience advising and counseling amateur and professional athletes and coaches. He has a doctorate in Physical Education from Indiana University, where he co-founded the Youth Sport, Fitness, and Health Clinic of Reilly Hospital for Children at the university medical center. He served on the faculty of both the psychology and physical education departments and coached tennis at Indiana and Purdue universities. He is senior editor for Olympic Coach and a reviewer for other sports journals.

MAHALY CSIKSZENTMAHALYI, a refugee from communist Hungary, began a classical secondary education (in Latin and Greek) in Italy. He subsequently transferred to and dropped out of a vocational secondary school before moving to the United States and completing his higher education at the University of Chicago. He recently served as chairman of the department of psychology and is now Professor of Human Development and Education at Chicago. He has written over 140 articles and 10 books, the latest of which, Flow: The Psychology of Optimal Experience (1990) has been translated into Japanese, German, and 6 other languages.

PHIL DARO is currently Director of Mathematics for the New Standards Project and Executive Director for the California Mathematics Project. The New Standards Project is designing a national assessment system benchmarked to international standards for use by partner states (including California) and districts. He is a member of the Mathematical Sciences Education Board (both Assessment and Executive Committees) and the Technical Advisory Committee for the CA Learning Assessment System. He formerly taught high school mathematics.

CHESTER E. FINN is a founding partner and senior scholar with the Edison Project of Whittle Schools and director of their Washington office. He now is a member of the National Assessment Governing Board and Senior Fellow of the Hudson Institute. He has served as Assistant Secretary of OERI and Counselor to the Secretary of the US Department of Education (1985-88), a member of the National Council on Education Standards and Testing, and an advisor to 3 US presidents and several governors. He has written or edited 8 books, the latest Education Reform in the '90's, and more than 150 articles.

ANNE HEALD is Executive Director of the University of Maryland's Center for Learning and Competitiveness, an organization dedicated to improving the competitiveness of US workers by identifying and applying relevant lessons from abroad in workforce development, and currently focused on the school-to-work transition process in the US. For ten years, Heald directed an international exchange program focused on employment and economic development issues at the German Marshall Fund of the US. Once a teacher, she is an acknowledged expert on the transfer of international "best practice" in youth apprenticeships and skills training.

DAVID HORNBECK is co-director of the National Alliance for Restructuring Education and senior advisor to the National Center on Education and the Economy, the Business Roundtable and other private sector, non-profit and government institutions interested in significantly restructuring education. He served as a primary architect of Kentucky's sweeping 1990 reform legislation. Until recently, Hornbeck was a partner in the Washington, DC law firm of Hogan & Harston working with the firm's large education law practice. From 1976 to 1988 he was Maryland State Superintendent of Instruction.

DAVID T. KEARNS was CEO of Xerox Corporation from 1982 until 1990. From 1991 until 1993 he was Deputy Secretary of the US Department of Education. Prior to joining Xerox, Kearns was a vice president in the Data Processing Division of IBM. He formerly served as chairman of the boards of the National Urban League, Junior Achievement, and the University of Rochester. He is now a member of the boards of The Chase Manhattan Bank, Time Warner, Inc., Ryder System, In., the University of Rochester, and the Ford Foundation. He co-authored Winning the Brain Race, a plan to make American schools competitive, and Prophets in the Dark, how Xerox reinvented itself and beat back the Japanese.

SHIRLEY M. MALCOM heads the Directorate for Education and Human Resources at the American Association for the Advancement of Science (AAAS). After working at the National Science Foundation and teaching biology at the university and high school levels, she is currently a board member at the National Center on Education and the Economy, its New Standards Project, and other organizations. She co-chairs a task force on women in biomedical research at NIH and chaired a task group looking at the school to work transition for the Clinton-Gore transition team.

RICHARD P. MILLS has been Vermont's Commissioner of Education since 1988, where he has encouraged education goals, a common core of learning, a student performance assessment based on portfolios, and a Professional Standards Boards with a majority of teachers. He currently serves on the boards of the National Center for Education and the Economy, New Standards Project, and the National Assessment Governing Board. From 1984-88 he served as (NJ) Governor Thomas Kean's education advisor, directing the governor's education work, following nine years with the New Jersey Department of Education.

HAROLD J. NOAH, British born and educated, is Gardner Cowles Professor Emeritus, Institute of Philosophy and Politics of Education, Teachers College, Columbia University, where he was dean of the faculty. He has worked in the economics of education and in comparative education. His latest publication is Secondary School Examinations: International Perspectives on Politics and Practice (Yale University Press, 1993). His current research focusses on the changes occurring in examinations and qualifications in Europe as EC labor markets become more closely integrated.

CLAIRE L. PELTON is vice chair of the National Board for Professional Teaching Standards, and twice "teacher of the year," is director of educational services/ombudsman for the San Jose (CA) Unified School District. She has served as a mentor teacher, on several state (CAP) and national (SAT) test development committees, and on the CA State Board of Education committee on the collegiate accreditation of teacher education programs. She wrote the chapter "Education Reform: A Teacher Responds" for a text (Challenges to the Humanities) on school reform.

JAMES J. RENIER is chairman and CEO of Honeywell, Inc., and serves as a board member of several Minneapolis/St. Paul companies. He has a doctorate in physical chemistry and serves on the Board of overseers for the University of Minnesota Carlson School of Management. He is a board member of the New American Schools Corporation, the Minnesota Business Partnership, the Committee for Economic Development, the Institute of Educational Leadership, and the National Commission on Children.

SIDNEY W. SMITH is director of the ATLAS school reform project, funded by the New American Schools Development Corporation. He works with Ted Sizer's Coalition of Essential Schools, Howard Gardner's Project Zero, James Comer's School Development Program, and the Education Development Center. He was formerly headmaster of Boston's English High School, director of alternative education for the Boston Public Schools, and taught at the middle and high school levels. He is a coauthor of a recently published book on performance assessment, Graduation by Exhibition, distributed by ASCD.

NATIONAL EDUCATION GOALS PANEL

June 8, 1993

TO: National Education Goals Panel Members

FROM: Edward J. Fuentes  
Leonard L. Haynes III  
Andrea Venezia

SUBJECT: Collegiate Assessment Update

Background

In February 1992, the National Education Goals Panel convened a Task Force on Assessing the National Goal Relating to Postsecondary Education. The Task Force was charged with investigating and reporting on:

- the feasibility, desirability and schedule for developing standardized comparable state reports on the rate at which students entering higher education institutions complete their degree programs and by minority status; and
- the feasibility and desirability of a sample-based collegiate assessment which would provide regular national and state representative indicators of college graduates' ability to think critically, communicate effectively and solve problems.

On July 31, 1992, the Goal 5 Task Force presented its report, *The Task Force on Assessing the National Goal Relating to Postsecondary Education: Report to the National Education Goals Panel*, to the Goals Panel.

The Task Force conclusions and recommendations are:

With regard to the feasibility, desirability and schedule for developing standardized comparable state reports on the rate at which students entering higher education institutions complete their degree programs and by minority status --

The Task Force *concludes* that:

- A systematic and coordinated effort at the federal level should be developed to report degree of completion rates.

The Task Force *recommends* that:

- (1) The Goals Panel encourage the federal government to adopt a uniform reporting format for reporting degree completion rates.

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- (2) The Goals Panel encourage other states to adopt this reporting format.
- (3) The Goals Panel encourage all states to move as rapidly as possible to include all institutions, public and private, into the reporting system.

With regard to the feasibility and desirability of a sample-based collegiate assessment which would provide regular national and state indicators of collegiate graduates' ability to think critically, communicate effectively and solve problems,

The Task Force *concludes* that:

- It is both feasible and desirable to develop a national sample-based postsecondary assessment system, which will provide regular national and state representative indicators of college graduates's ability to think critically, communicate effectively and solve problems and which includes assessments of occupationally specific skills for students in occupationally specific programs.
- The purpose of developing a national collegiate system is, first and foremost, to monitor the nation's progress toward Goal 5.

The Task Force *recommends* that:

- (4) The Goals Panel encourage the development of a sample-based national system of standards and assessments for postsecondary education.
- (5) The Goals Panel suggest that the content and performance standards be developed for general cognitive skills, higher order thinking skills, and occupational specific skills where appropriate.
- (6) The Goals Panel insist that in order to maximize their usefulness, assessment efforts be better coordinated through a formal structure (outlined in recommendation 8, below).
- (7) The Goals Panel urge the Secretary of Education and Labor approve funding for assessment and skills certification activities only if the activity is coordinated and recorded in an inventory of assessment activities to be maintained by the Goals Panel staff.

The Task Force *concludes* that:

- A national system has distinct advantages over a federal system because it requires a stronger partnership between the states and the federal government.

The Task Force *recommends* that:

- (8) The Goals Panel recommend the creation of a separate coordinating council for postsecondary standards and assessment that parallels that recommended by the National Council on Education Standards and Testing for elementary-secondary education and recommend financial support from the Congress to support this activity.

The Task Force *concludes* that:

- While the actual development of assessment efforts may be private, public, or a partnership of private and public entities, the development of national standards is principally a public responsibility and should be initiated and sustained as a public activity.
- The Goals Panel and the nation will be best served by the general integration of skill types into a comprehensive system of assessment.

The Task Force *recommends* that:

- (9) The Goals Panel establish as an objective the development of a constellation of indicators of postsecondary performance which includes basic skill levels, occupational skill levels, and higher order skills.

#### Soliciting Feedback on the Task Force Recommendations

Following the release of the Task Force report, the Panel concluded that it was imperative to hear from the postsecondary community before taking action on the Task Force's conclusions and recommendations.

The Goals Panel staff organized a series of public hearings to solicit comments and reactions to the Goal 5 Task Force report. In order to ensure broad based representation and participation from the postsecondary community, the hearings were held in conjunction with major postsecondary association and professional meetings. The dates and sites of the public hearings were as follows:

- |          |   |
|----------|---|
| April 7  | The Annual Meeting of the Council on Postsecondary Accreditation, San Francisco, California |
| April 16 | The Annual Meeting of the American Educational Research Association, Atlanta, Georgia       |
| May 1    | The Annual Meeting of the American Association of Community Colleges, Portland, Oregon      |

May 19

The Annual Meeting of the Association of Institutional Researchers,  
Chicago, Illinois

Every effort was made to make the postsecondary community and the general public aware of the hearings: a lengthy article appeared in the *Chronicle of Higher Education* that describe the hearings and their rationale; periodic ads appeared in the *Chronicle of Higher Education* describing the hearings and soliciting participation from the public; and, advertisements and articles were placed in papers local to each hearing site. Additionally, postsecondary associations that represent American higher education interests (e.g., the American Council on Education, the American Association of State Colleges and Universities, the Council of Graduate Schools, etc.) were contacted directly as were over 3,000 presidents of institutes of higher education.

The four hearings were attended by over 200 persons representing the postsecondary community and interests from 37 states and two foreign countries (Canada and Taiwan). Those who gave either oral or written testimony were drawn from state higher education agencies, four year public and private colleges and universities, historically black colleges, two-year community colleges, regional accrediting bodies, collective bargaining units, trustee associations, the testing industry, private sector interests, students, and the general public. To date, the Panel staff has collected over 100 written testimonies.

#### Preliminary Feedback Analysis

Although analysis of the hearing is ongoing, a number of tentative concerns may be identified. Examples of these are as follows:

**Diversity** – there is concern that the Task Force did not give sufficient thought to the diverse nature of America's postsecondary education systems. To many hearing participants, the report focuses unduly on the 18- to 22-year-old cohort who attend college for four years and then graduate. There are many students who enter higher education at a later age and because of either choice or circumstances take significantly longer to complete their degree, if at all. Moreover, insufficient attention was given to the wide range of institutional missions that affect both graduation and retention rates and course offerings.

**Special Populations** – a major subcomponent of the "diversity concern" was the role and impact of institutional missions whose stated objective is to provide access to higher education opportunities for students with educational deficits. Such students are disproportionately represented by minority populations and tend to take longer to complete a degree. How the Task Force recommendations will affect special and unique populations was a question raised repeatedly in the public hearings. There was a concern that focusing on degree completion will lead to raising entrance requirements to heighten graduation rates and, thus, further shut out student populations with special needs.



**Educational Improvement** – many who participated, while perhaps agreeing in principle with the thrust of the report, wondered how the results of the Panel's efforts to monitor the nation's progress toward Goal 5 would lead to improved education. In short, many witnesses raised the "so what" question coupled with the assertion that sufficient information is readily available to gauge the effect of higher education and that such information, to date, has not led to improvement.

**Focus** – with the rapid change in technology in the workplace, college officials, especially those from community colleges, suggest that graduation is too narrow a measure of success. Any data collection effort needs to include ways to measure or judge the value of continuing education in training and retraining a globally competitive work force.

**Consensus** – several witnesses expressed the concern that the Task Force membership lacked representation from private colleges and universities, major research institutions, assessment leaders and specialists, students and accrediting agencies, professional associations, governing boards, etc. They stressed that, for the effort to be effective, all constituencies must be involved in a consensus building process to determine what skills college graduates need, to set appropriate standards and definitions of achievement levels, and to review and evaluate assessment approaches.

**Incentives** – many of the witnesses wondered what the benefit for cooperating institutions would be for providing the data called for in the Task Force report. This concern was often couched in terms of the complexity of the proposed assessment, the reporting requirements, and the associated financial and human resource costs at both the national and institutional levels.

### Next Steps

Other concerns will emerge as the analysis continues. Some will, no doubt, be combined or subsumed under those described here or under similar overarching themes. What is apparent, however, is that the full analysis must consider the saliency of the concerns raised by the public hearings. For example, some issues may lead to amendments of the Task Force report, others may already be addressed by the report but require further emphasis, while still others may not be pertinent to the work of the Task Force.

A complete analysis and draft resolution on collegiate assessment will be presented to the Goals Panel at its June 15 meeting. It is anticipated that the collegiate assessment resolution will be fully considered at the Panel's July 27 meeting.

## Collegiate Assessment Update

### Biographies

CLYDE R. INGLE

Chair, Task Force on Collegiate Assessment

Dr. Clyde E. Ingle is Commissioner for Higher Education, Indiana Commission for Higher Education. In this position he serves as the chief executive officer of a state commission composed of 12 citizen members responsible for all statewide planning and policy development for postsecondary education in Indiana. The Commission has the authority to approve new academic programs requested by public institutions, review existing programs, and review capital and operating budget requests of public colleges and universities.

Dr. Ingle was the Executive Director of the Minnesota Higher Education Coordinating Board prior to assuming his present position. He has also worked with state postsecondary and higher education commissions for the state of Rhode Island. Dr. Ingle completed his Ph.D. in political Science at Syracuse University. He holds an A.B. and a M.A. in political science from the University of North Carolina. He has been a faculty member at a number of universities and was a Peace Corp volunteer to the Republic of the Philippines in the early 1960s where he taught at Zamboanga College.

DOLORES E. CROSS

Dr. Dolores E. Cross, President of Chicago State University, graduated from Seton Hall University in 1963 with a degree in elementary education. She holds a masters degree from Hofstra University and a doctorate from the University of Michigan. She also has been awarded honorary doctorates from Marymount College, Skidmore College, and Hofstra University.

Dr. Cross began her career as an elementary and special education teacher in New York City and Long Island while continuing to work on advanced degrees. Upon completing her doctorate, Dr. Cross has served both as faculty and administrator in higher education. From 1981 to 1988, she served in the state cabinet post of President of New York Higher Education Services Corporation. In that position, she was instrumental in the creation of the Liberty Scholarship program, which was signed into New York State law in 1988 by Governor Mario Cuomo.

In 1988, Dr. Cross was named Associate Provost and Associate Vice President for Academic Affairs at the University of Minnesota. While there, she served as a professor and senior fellow in the Hubert H. Humphrey Institute of Public Affairs. Dr. Cross became president of Chicago State University in 1990. Reluctant to give up the role of teacher, she also serves as professor for both psychology and education.

## GERALDINE A. EVANS

Dr. Geraldine A. Evans serves as Chancellor of the Minnesota Community College System. As chief executive officer of the statewide system, Dr. Evans directs the operations of 21 campuses with a total enrollment of more than 56,000 students and 4,000 employees and an annual budget of \$160 million.

The first Chancellor to have graduated from a Minnesota Community College (Rochester Community College), Dr. Evans holds bachelors, masters, and doctoral degrees from the University of Minnesota. She has served as President of Rochester Community College where she was instrumental in creating a unique three-way higher education partnership with the University of Minnesota and Winona State University. Dr. Evans has also been a teacher and counselor in the Anoka and Hopkins school districts, a consultant and policy analyst for the Minnesota Department of Education, and Director of Personnel Services in the Minnesota Community College System.

## RICHARD L. FERGUSON

Dr. Richard R. Ferguson is President, American College Testing (ACT). In this capacity he provides leadership in defining and pursuing ACT's organizational goals and supervises ACT's senior managers. Dr. Ferguson has been affiliated with ACT since 1972. During that time has held a number of staff and managerial positions including Executive Vice President, Senior Vice President, and various positions within ACT's Research and Development Division.

Dr. Ferguson holds a Ph.D. in Educational Research from the University of Pittsburgh, a B.S. from Indiana University of Pennsylvania, and a M.A. from Western Michigan University. Since 1975, Dr. Ferguson has been affiliated with the Psychological and Quantitative Foundations Department, College of Education of the University of Iowa. Prior to joining ACT, Dr. Ferguson was a Research Associate with the Learning Research and Development Center at the University of Pittsburgh as well as a lecturer in that university's Department of Educational Research. Dr. Ferguson has also been a high school mathematics teacher in Pennsylvania.

SISTER MARY ANDREW MATESICH, O.P.

Sister Mary Andrew Matesich, President of Ohio Dominican College since 1978, began her affiliation with that institution as a chemistry professor, later serving as Chair of the Natural Sciences Division, and Executive Vice President and Academic Dean.

Sister Mary Andrew Matesich, a member of the Dominican Sisters of St. Mary of the Springs, holds a Ph.D. and a M.S. in chemistry from the University of California, Berkeley and a B.A. from Ohio Dominican College. She is a member of the National Association of Independent Colleges and Universities, the Council on Postsecondary Accreditation Presidents' Policy Advisory Assembly as well as many other state level postsecondary associations and organizations. At the federal level, Sister Mary Andrew is on the U.S. Department of Education's National Advisory Committee on Accreditation and Institutional Eligibility and serves as a consultant to the National Science Foundation.

## Sample Questions for the Dialogue With State Officials on Opportunity to Learn Standards

1. The term "standard" (in opportunity to learn standard) can be defined and used in very different ways. For example, a standard could be a statistic or indicator describing whether a school possesses a minimum amount of a desired instructional characteristic (such as enough students taking higher-level courses and/or enough teachers qualified to teach these courses). Or alternatively it could be a set of more general principles or guidelines for reviewing and improving school practice. Which of these operational definitions of a standard comes closest to your state's approach?
2. A student's "opportunity to learn" is not only affected by traditional academic factors like the quality of curriculum and teaching, but also by other factors such as health and social and psychological well-being? Are these non-academic needs factored into your Opportunity to Learn standards?
3. Can you give a concrete example or what an Opportunity to Learn Standard would look like, who would use it and for what purpose?
4. How does what you are doing under the heading of Opportunity to Learn Standards differ from past state practice? Is it a significant departure from what you have done in the past? If so, how?
5. Much of the talk about educational reform focuses on the issue of deregulation: ie., setting expectations regarding what students should know and be able to do and then giving schools the flexibility to meet these performance expectations. How does your states approach to Opportunity to Learn standards fit in with this idea?
6. How is your Opportunity to Learn initiative related to efforts in your state to move to higher standards for student achievement and new assessment techniques? Are these complementary activities or are they on separate tracks?

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## **Vermont's Work Group on Opportunity to Learn Standards Project Abstract**

In 1990, the Vermont State Board of Education adopted four goals to guide the advancement of quality education in Vermont. To achieve these goals, the state is engaged in identifying a Common Core of Learning: what all students will need to know and be able to do to be successful in the next century. Vermont is also defining how well students should be able to perform these skills through its assessment initiative that includes the use of student portfolios.

With the aid of a grant from the National Governors' Association, the Vermont Department of Education convened a work group of educational partners representing teachers, administrators, school board members, higher education, business, and human services. The work group identified the conditions, resources, and practices that must be present to ensure all students have a genuine opportunity to attain the Common Core of Learning at the level prescribed by the performance standards. From these identified areas, the Department of Education produced a list of seven opportunity-to-learn domains and related criteria for each. These domains include:

- The school and community share a common vision of expected student performance for all students to meet the state board goals.
- The curriculum is designed and implemented so that all learners achieve the content and performance standards.
- Assessments measure the current level of learner performances in terms of the vision.
- Effective professionals facilitate learning.
- The education resources are sufficient for all learners to attain the very high skills.
- The learning environments enhance high performance learning.
- The school's organizational structure is designed to facilitate the attainment of the desired student performance measures.

Opportunity-to-learn standards would become part of the strategy to transform Vermont's education system. Schools and communities may expand upon the criteria related to the opportunity-to-learn domains and develop indicators for fulfilling them. Part of the state's role in this new system will be to measure the achievement level of all students and provide assistance to those districts whose students are not achieving the desired results. Schools not meeting the performance measures would utilize the opportunity-to-learn standards as a diagnostic instrument to determine elements undermining students' success. The school and state would then develop a plan of improvement including support from the state and specific goals and actions by the school.

## **Opportunity to Learn Standards: The View from California Project Abstract**

The goal of an Opportunity to Learn system of standards must be to support the ongoing effort to reform the education system. An OTL system that only tells us what we already know--that many schools are not succeeding--will only divert resources from more pressing problems.

What constitutes Opportunity to Learn is complex. True equity consists of more than equal access to curriculum, and more than equitable funding. In our view, OTL standards should reflect a definition of equity that encompasses at least the following: 1) access to an enriched, rigorous, and relevant curriculum; 2) high quality differentiated instruction; 3) additional support for students with special needs; 4) access to technology; 5) a safe learning environment; 6) fairly distributed resources; and 7) a coherent Federal, state, and local policy environment. A narrow definition, or one that focuses on those indicators that are easiest to measure, has the potential to have a devastatingly negative effect. Numbers of masters degrees held by teachers is not an adequate measure of the quality of instruction, nor is the number of textbooks an indicator of an enriched, rigorous, and relevant curriculum.

An OTL system must build on what is already in place. Rather than creating a new checklist of requirements for schools, a national OTL system should be flexible enough to build on, and take advantage of, what is already in place in the states. California's ongoing educational reform effort has resulted in the creation of a sophisticated and multi-pronged accountability system for schools: curriculum frameworks have created a statewide vision of the curriculum; School Performance Reports give schools and the public data on schools' performance on a large number of indicators; School Accountability Report Cards are used by local schools and districts to report information to their communities; the Program Quality Review Process involves schools in working with a visiting team from outside the district to develop a comprehensive self-analysis and improvement plan; and the new California Learning Assessment System tests all students in grades 4,5,8, and 10 on a comprehensive new set of assessments.

A review of schools to determine if they meet OTL standards should consist of several components. Though California is far from having designed a complete OTL system, our current thinking is that such a review should have several components: 1) a state-level review to monitor statewide progress toward meeting OTL standards could include a survey, administered in connection with the new state-mandated assessments, of a statewide sample of students and teachers to determine to what extent the curriculum experienced by students is aligned with the new assessments. 2) a district and school level review would be triggered by student performance indicators, disaggregated to show performance by subgroups of students. Once triggered, the OTL review process would build on the required Program Quality Review process and would focus on the diagnostic and capacity-building processes necessary to bring about significant change in the way a school or district operates.

**New York State Education Department  
in association with  
The National Governors' Association  
Shaping Opportunity-to-Learn Standards  
Project Abstract**

In March, 1991 the Board of Regents of the University of the State of New York, the body with the ultimate responsibility for education policy in the State, adopted "**A New Compact for Learning**" (see Appendix B) as the systemic framework within which elementary, middle, and secondary education was to be developed throughout the State. The six fundamental principles upon which the Compact is based are:

- all children can learn;
- focus on results;
- aim for mastery;
- provide the means;
- provide authority with accountability;
- review success and remedy failure.

It is within the highly pertinent policy framework of "**A New Compact for Learning**," that the systemic work on standards in elementary, middle, and secondary education in the State has begun to develop.

Three separate, yet critically related, outcomes of this policy framework need to be highlighted. First, the work of the New York State Curriculum and Assessment Council; second, the work of the Equity Study Group and, finally, the work of the School Quality Review Initiative.

The School Quality Review Initiative is being designed to assist in developing a culture of review in the public schools of New York State. It is anticipated that such a culture will support and strengthen the staff of the schools, as they extend their knowledge and understanding of the particular school in which they work and as they build the capacity to meet the increasingly high standards expected of their students and themselves.

The approach of the School Quality Review Initiative to the issue of opportunity-to-learn standards is marked by three crucial features:

- it is a process for securing such standards, rather than a prescription;
- it is a process with an abiding and unremitting focus on teaching and learning;
- it is a process committed to practice informing, and helping to shape, public policy.

The development of a culture of review in all schools is of critical importance if each and every student is to have an equitable opportunity-to-learn in the foreseeable future. It is the genuine complexity of this challenge, most especially at a time of economic stringency, which has highlighted the inadequacy of check-lists and templates in



providing a sound basis for effective action. Ultimately, both are counterproductive in that neither can be sufficiently sensitive to the circumstances of any one school, especially a school functioning in particularly disadvantaged circumstances, nor adequately open to "the infuriating success of the wrong methods!"

Consequently, the approach to opportunity-to-learn standards forged within the School Quality Review Initiative is one which, to use a photographic metaphor, identifies two sets of "lenses" through which the essential work of the school teaching and learning – and those factors and contexts which impact upon it, can be viewed. The lenses are:

- a set of teaching and learning lenses;
  - a curricular entitlement and learning experience lens;
  - a teaching repertoire and assessment lens;
  - an organization of teaching and learning lens;
  - a professional culture and development lens;
  - a human relationships and resources lens.
  
- a set of school context lenses,
  - a financial resources and management
  - a social, economic and community lens;
  - a partnership lens.

For opportunity-to-learn standards to acquire public and professional meaning, inform and shape school improvement, and contribute to an accountability system that has the potential to increase public confidence in public schools, they must permeate a systemic commitment to the advancement of schools on the part of all of the stakeholders in the educational enterprise in a state, especially the school, the district and the state itself.

**Interim Report on School Deliver Standards Study  
Conducted for the National Governors' Association  
By the State of South Carolina  
Project Abstract**

Building upon a decade of education reform which emphasized basic skills, school incentives, and accountability measures, South Carolina has embarked on a journey of continuous renewal by redesigning our education system. Implicit in this undertaking is a commitment to providing equity and excellence for ALL students. The world that awaits the student of today is complex and ever changing, creating ever greater challenges for educators and schools. Therefore, innovative, relevant educational "systems" to be developed, built around high learning standards, a restructured educational system, and strong community partnerships.

While the state must ensure that an equitable and adequate resource base is provided to all schools, it must also ensure quality management of those resources. We recognize accountability, commitment, and achievement as critical elements of ALL students' success. In addition to dealing with the operational pieces of the system, school delivery standards should address both the standards for learning and the standards for the health or quality of the education system that produces the results.

In this context South Carolina has begun exploring a delivery model whose goal is an ever-improving education system defined by quality at every level: state, district, school, and community. This system is based on the principles of Total Quality Education, a systemic approach to continuous improvement through a process of:

- Defining challenging learning standards for ALL students;
- Restructuring educational systems to encourage superior performance among ALL students;
- Creating partnerships among ALL members of the community to ensure commitment to and accountability for a quality education system.

The steps taken by South Carolina toward accomplishing this delivery model include:

- Development and public affirmation of a system of educational beliefs held by the State; these beliefs provide the basis for and guide the development of all efforts to improve the educational system.
- Development by a broad base of stakeholders of Curriculum Frameworks that link learning standards, instruction, and assessment.
- Development of a statement on the impact the framework implementation processes will have on the school system.
- Revision of the State school accreditation program by a statewide task force to support systemic reform with a focus on the alignment of:

- learning standards;
  - school delivery process standards;
  - system quality standards framed in terms of the Malcolm Baldrige Award criteria.
- 
- Drafting of a school delivery self-assessment process based on Total Quality Management principles for use by schools and districts to align with their annual school renewal plans.
  - Review, revision, and piloting of the model by the statewide task force and pilot school districts.

The beliefs on which our systemic reform is based lead us to conclude that the role of the school in assuring opportunity to learn is to take initiative and assume responsibility for continuous improvement in the pursuit of education excellence, while the district and state must provide resources, vision, training, and technical assistance toward this end. We envision that the national role of facilitating joint pursuits among states, providing resources for larger collaboration efforts, and promoting research and effective use of resources is the role that will most effectively enhance educational excellence and promote achievement of the National Education Goals in every state.

## Special Topic – State Opportunity to Learn Standards

### Biographies

#### SUSAN TRAIMAN

Susan Traiman is Education Policies Studies Director at the National Governors' Association (NGA). She oversees education policy analysis, research, technical assistance, and resource development functions and directs NGA's effort to assist Governors and states in developing and implementing strategies to achieve the National Education Goals. Before assuming her current position, Ms. Traiman was Director of NGA's Education Program and served as a Senior Fellow in the program.

Prior to her work at NGA, she was a Senior Associate with the U.S. Department of Education's Office of Educational Research and Improvement and she served on the staff of the National Commission on Excellence in Education.

Ms. Traiman came to Washington, D.C. from New Jersey where she was a teacher and a consultant at a regional service center of the New Jersey Department of Education.

#### DOUG CHIAPETTA

Mr. Chiapetta is a member of the Vermont Department of Education's School Development and Information Team. Since 1987, he has been responsible for administering the state's public school approval process. He assists schools with improving the quality of education in Vermont and works to ensure that all Vermont students have access to acceptable educational opportunities. Prior to 1987, Mr. Chiapetta taught English and was a Chapter 1 Coordinator.

Mr. Chiapetta received a Master's in Education from the University of Vermont and a Bachelor's of Science from the University of Connecticut.

## RUDOLPH F. CREW

Dr. Rudolph F. Crew is the superintendent of the Sacramento City Unified School District. In his capacity as superintendent of a 51,000 student urban district, Dr. Crew has implemented a system-wide restructuring effort with Board of Education, staff, parent, business, and university support. Through intensive training and focus on interest bargaining and site-based decision making, Dr. Crew has improved the district's relationship with each district union group. He has also developed a database and strategic plan for district-wide asset management, year-round education, budget development, and boundary adjustments.

Dr. Crew received his doctorate and masters from the University of Massachusetts and a B.A. from Babson College. Prior to assuming the position of superintendent, Dr. Crew was Deputy Superintendent for Curriculum and Instruction for the Boston Public School System and Assistant Superintendent for Instruction/Personnel for the Duarte Unified School District. Dr. Crew has also been a building administrator at a number of high schools.

## THOMAS SOBOL

Dr. Thomas Sobol is the President of the University of the State of New York and Commissioner of Education. Before assuming this position, Dr. Sobol served as Superintendent of Schools in Scarsdale, New York for 16 years and held a variety of other posts in school districts in New York and Massachusetts. Dr. Sobol has spoken and published widely in education and has initiated action, for example, to: develop *A New Compact for Learning*, a comprehensive strategy to improve the results of elementary, middle, and secondary education; promote equity in the distribution of educational resources in New York state; to coordinate and improve state services for disabled individuals; and, to improve the quality of teacher preparation.

Dr. Sobol earned an A.B. degree in English from Harvard College, a M.A. from Harvard Graduate School of Education, and a Ed.D. from Teachers College Columbia University.

## BARBARA STOCK NIELSEN

Dr. Barbara Stock Nielsen is South Carolina's State Superintendent of Education. The State Department of Education serves more than a thousand schools in 91 school districts. Since taking office, she had worked to restructure and re-energize the Department and change it from a regulatory agency to a service agency for local schools. Dr. Nielsen served as a member of the Standards Task Force of the National Council on Education Standards and Testing, and she currently serves on both the Governing Board of the New Standards Project and the Steering Committee of the Education Commission of the States.

Dr. Nielsen graduated from the University of Dayton in Ohio and received a Master's degree in guidance counseling and a Doctorate in educational administration and planning from the University of Louisville in Kentucky. She worked for 17 years in the Jefferson County, Kentucky school district, then served as assistant principal of Shell Point Elementary School in Beaufort County, South Carolina. She later served as business-education liaison for the school district and then as director of the Edgewater Institute for Education, an organization in Beaufort County that links education, economic development and community development.