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001. list	re; Accepts [partial] (6 pages)	09/14/1999	b(6)
002. list	re: Panelists/Experts [partial] (1 page)	09/14/1999	b(6)
003. list	re: Observer Accepts with SSN and DOB [partial] (4 pages)	09/14/1999	b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
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FOLDER TITLE:

Teacher Quality [Folder 1]

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RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
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Performance
Pay for
Teachers
—

456-2878 ^{kl: kum}
Quality

To: Ann O'Leary

From: Jennifer McMahon

Ann -

After reading the five articles I realized that they were from 1984/85 and completely out-of-date. (They referred to "proposed" not "implemented" programs.)

If anything turns up - I'll let you know -



Washington Post

February 28, 2000 Category: National

Performance Pay for Teachers Catches On

Wisconsin, Iowa, Other States Consider Plans Based on Student Achievement**Kenneth J. Cooper**

When governors and business leaders met for an education summit last fall, they hoped 10 states would agree to experiment with paying teachers based on their performance. But by the end of the summit, held outside New York City, not one state had signed up.

In the months since, the idea of performance pay for teachers has begun to catch on. Traditionally, teachers' salaries have been based on how many years they have taught and how many college degrees they have.

In their annual addresses to their state legislatures last month, the governors of Wisconsin and Iowa proposed "pay-for-performance" pilot projects. Similar plans for testing an unconventional pay scale have percolated in New Mexico, South Dakota and Oklahoma. And Florida already has given school districts a deadline in 2002 to base part of teacher pay on performance or face losing state aid.

In January, representatives of national teachers unions and more than a dozen states discussed performance pay at a Chicago meeting hosted by Achieve Inc., which sponsored the fall summit and has tracked state implementation of education standards.

Teacher performance pay was one component of an education action plan that Wisconsin recently submitted to Achieve. If the legislature approves Gov. Tommy G. Thompson's proposal --and if the program begins next year, as the Republican governor wishes --Wisconsin would become the first state to implement performance pay statewide.

"I want to try and get a pay-for-performance situation in Wisconsin where a whole school building gets involved in trying to improve the quality of education for their children," said Thompson, who is in Washington for meetings of the National Governors' Association and Achieve's board. "I think a lot of school districts will want to try it."

Under Thompson's "Award for Achievement" plan, a school would volunteer to participate and all of its employees --not only teachers --would benefit financially in each year improvement is made in test scores, attendance and dropout rates. The bonus for Wisconsin teachers --whose salaries average \$40,775 --would be as much as \$3,000 a year.

To qualify for bonuses, schools would have to improve test scores for all students, including disadvantaged ones, and administer achievement tests to at least 95 percent of their students, leaving room for exemptions for some bilingual or special education students. School employees would not be penalized financially if academic performance worsened or stayed flat.

The Wisconsin Education Association Council, the statewide teachers union, has said Thompson's proposal confirms that the state's teachers are underpaid and has expressed a willingness to explore "innovative ways to improve teacher compensation."

In Iowa, Gov. Tom Vilsack (D) has proposed a pilot project involving two schools, but it is unclear whether the legislature will appropriate the \$375,000 necessary for even that limited experiment, because of budget constraints.

The state's teachers union has sounded more accommodating. "Certainly, we're interested in working with the governor on his proposal," said Jolene Franken, president of the Iowa State Education Association. "Change is scary, but I think we have to take a look at different things if we're going to do something about teacher compensation."

Last year, the teachers union in Denver approved a groundbreaking two-year

Presidents' Summit on Teacher Quality

The issues surrounding teacher quality and student learning are severe and urgent.... Presidents should worry less about exactly what to do. The important thing is to do something, to try something.

--Recommendation of Summit participants

Few would disagree that ensuring well-prepared teachers is essential to the nation's goal of educating all children to high standards. But how does one translate a desire to improve teacher education into the actions that must be taken to achieve that goal?

On September 15 and 16, 1999, Secretary Riley convened almost seventy presidents and chancellors of the nation's institutions of higher education to discuss their role in elevating the importance and improving the quality of teacher preparation on their campuses. A series of small group sessions, the central part of the Summit, provided the opportunity for college and university presidents to discuss specific issues around improving teacher education and to generate concrete action steps that they and their colleagues could take.

Presidents met in small groups, each facilitated by one of their peers and by an individual with a national perspective on the topic of discussion. Each session focused on one of three topics:

- mission and structure;
- partnerships; and
- accountability.

The pages that follow frame the importance of each of these three discussion themes and present challenges and critical questions, which Summit participants received in advance of the Summit. Next, for each theme—mission and structure, partnerships, and accountability—readers will find recommendations, generated by the presidents who attended the Summit, of actions that higher education presidents and chancellors might take to improve teacher education at their institutions.

These next steps do not represent consensus among Summit participants. The recommendations are provided in their entirety so that leaders of higher education institutions throughout the nation might find several ideas that they can implement on their own campuses.

Mission and Structure

Declare that the institution's main responsibility is to improve public schools.

--Recommendation of Summit participants

The Importance

All of our nation's children need to be well educated—not only for moral reasons, but also because our nation depends on it. The educational failure of any of our children is unacceptable in this information age in which education is essential to both a sound economy and a viable democracy. And the strong public schools that give us access to a healthy nation depend on quality teacher education. All our efforts to improve student learning depend on better teaching in schools throughout the country.

Institutions of higher education—the engines of education reform—have the power to produce better teachers. After all, since all teachers have college degrees, these institutions educate and train every school and college teacher in America. While the responsibility for improving education nationwide falls on many shoulders, colleges and universities play a particularly important role. It is time for higher education as a whole to accept the responsibility for teacher education that it abdicated to colleges of education earlier in this century.

For higher education institutions, the overarching challenge is to bring the preparation of teachers back to the position it once held in American higher education – as a core mission function that involves all segments of the campus and has the active support of top university leaders. Campus chief executives, provosts, and even trustees must be willing to create and sustain the policy, structure, and practice changes that result in a focus on quality teacher preparation throughout an institution. To be successful in meeting the needs of students, teacher preparation reform must be comprehensive, must involve the entire college or university, and should be sustained over time by a set of campus-wide values that become embedded in the institution's culture.

The Issues

The following comments, intended to present a variety of viewpoints about the challenges that presidents face, helped to provoke thoughtful discussion among the Summit participants.

- Teacher education's history has led to many of its current weaknesses. During this century, we have seen the transition from Normal Schools to research institutions, as well as the states' increased reliance on colleges of education to shape teacher preparation.
- The preparation of teachers has been marginalized on many campuses, buried under the weight of other priorities that receive more support from faculty and from university leaders.
- Reforms come with political and financial costs. Inertia and built-in rigidities inhibit reforms.
- Schools of education have struggled unsuccessfully to earn respect within the higher education culture. They suffer from "prestige deprivation" and "second-class citizenship."
- Organizational barriers and incentive systems impede collaboration across the campus in preparing teachers. Teacher education operates from a position of a "splendid isolation" that is neither splendid, nor a useful isolation.
- Faculty involvement in K-12 schools, from education and from arts and sciences, is not recognized and rewarded. Tenure, scholarship, and research have led to the neglect of K-12 schools, particularly those in the inner cities and rural areas.
- Higher education has not done enough to contribute the tremendous power of its research and scholarship to answer key policy questions faced by the K-12 schools near them.
- Teacher education programs are often cited as "cash cows" within universities. Traditional funding systems are inadequate.
- Schools of education often have higher student/faculty ratios than other schools.

Tough Questions to Consider

The following were the kinds of questions that presidents were asked to consider before coming to the Summit.

- Does teacher preparation—as a campus-wide function—have status on my campus consistent with other key mission functions?
- How is teacher education funded at my institution?
- Have I made commitment to high-quality teacher preparation a major factor in making policy decisions, setting budget priorities, and choosing deans and faculty at my institution?
- Does the tenure process at my institution reward faculty who teach undergraduates and undertake related work in K-12 schools?

- Do faculty members throughout my institution see educating teachers as one of their main missions?

Next Steps

These are complex issues central to the current debate over student achievement in the United States and the future of higher education. In discussing what can be done to address them, the presidents and chancellors at the Summit generated the following action steps. They are examples of steps that presidents have taken, or steps that presidents could take, to demonstrate their commitment to elevating teacher education on their campuses.

- Ask publicly whether the university wants to be committed to a strong college of education. If the answer is yes, be willing to support it with the resources it needs.
- Make arts and sciences deans equally responsible for the success of teacher preparation programs. Establish reporting lines to the provost or to the president that bridge the organizational barriers between discrete college units.
- Redefine scholarship on campus for promotion and tenure decisions and faculty merit salary rewards. Recognize that faculty assignments involving field activities with cohort groups of students take more time than teaching a campus-based class.
- Examine and revise the balance expected of all faculty in teaching, service, and research activities so that the expectations held by the university are consistent with its stated commitment to high quality teaching and teacher preparation.
- Examine the expectations of senior and junior faculty regarding the work of K-16 partnership building and outreach to the schools. If they are inadequate, make appropriate changes to teaching loads, reward systems, and budget allocations to departments and to colleges.
- Identify and implement ways to use the budget as an effective tool to leverage change at the college and department levels.
- Move the department of education to the "signature building" on campus. This relocation will give value to the department and will provide a powerful message to both the community and the institution regarding the importance of the department.
- Institute university-funded scholarships for students who enter the teaching profession, sending a clear message about its value.
- Define the mission of the institution in terms of service to the region in which it sits, and drive the teacher preparation programs toward this mission.
- Consciously take opportunities to be advocates for teacher preparation programs, which often suffer from low comparative prestige within universities. Stress their

critical role in serving society and their consequent centrality to the mission of a strong university.

- Declare that the institution's main responsibility is to improve public schools. As chancellor, give system presidents a "carte blanche" to reform, which can lead to a turnover of deans and the redesign of most programs. If programs are of poor quality, note this publicly.
- As chancellor, increase enrollment, secure more funding, and allocate it to teacher education. In order to receive increased funding, presidents within the university system will need to do more teacher education.
- Make a statement about how a president spends his or her time by making as many school visits as possible. Do not underestimate the symbolic value of what a president says and does.
- Announce up-front that for the entire campus, teacher education is a priority. Most faculty have children and so are interested in the quality of the schools.
- Establish as a priority the equipping of education faculty with technology. This will give a strong message regarding the importance of the department.
- Institute a policy that education programs must be nationally accredited.
- Require faculty to develop an annual professional development plan that reflects their work with schools and children as well as with university students.
- Have a discussion with the provost regarding the mission of the institution.
- Compile data about children and education in the community and use them to captivate people and to raise their interest in supporting a focus on teacher education.
- Work to ensure a strong statewide system because improving teacher education cannot be sufficiently addressed one institution at a time in some states.
- Speak out about the need for a cultural shift in the appreciation of teachers, for higher teacher salaries, for higher standards, and for throwing out the current "byzantine" licensing requirements and creating better ones.
- Play a greater advocacy role in order to influence policy that affects teaching and to uncover the scandalous "dirty little secret" about underprepared teachers and states' willingness to grant waivers. (States would never waive requirements this way in the health professions.)
- Write an op-ed on public policy and teaching.
- Encourage colleges of education to declare charter schools of education. These are places that "go for broke" and depart from the pack.
- Use external funding as a catalyst for change.
- Invest in faculty development.
- Tweak the institution's governance so that it provides an overall structure that addresses long-term concerns.

Partnerships

Be a "door opener" for education as well as arts and sciences faculty. By taking faculty members with them on school visits, presidents will help them to become ambassadors for increased contact with schools.

-- Recommendation of Summit participants

The Importance

Preparing good teachers has never been more important or challenging than it is today. The changing demographics of the student body and increasing expectations for all students inevitably lead us to demand more of teachers. Preparing them to meet these higher expectations is a campus-wide challenge.

Schools of education cannot do this alone. Prospective teachers need sufficient content knowledge and the teaching skills to convey that knowledge to diverse students in increasingly challenging classrooms. Preparing teachers who are ready to meet these challenges successfully can only be accomplished through commitment of the entire university and its active involvement with local schools. In this sense, the preparation of teachers is a three-way responsibility of arts and sciences, education, and the schools. Too often, one of these partners is asked to shoulder the full load. Let us transform teacher education into a coordinated effort among K-12 school educators and faculty of both education and the arts and sciences at our institutions of higher education.

The Issues

The following comments, intended to present a variety of viewpoints about the challenges that presidents face, helped to provoke thoughtful discussion among the Summit participants.

- Parents, employers, and policymakers expect teachers to have strong academic preparation in the subjects they teach. An institutional commitment to strong teacher preparation means revamping the general curriculum to prepare teachers with the content they need to be successful. In particular, many elementary teachers do not receive the strong liberal arts background they need.
- During the last half-century, the traditional separation on higher education campuses of schools of education from the arts and sciences, as well as the "second-class citizenship" of education, have made collaboration among the two difficult. Making teacher education an important mission of the arts and sciences disciplines takes sustained leadership from many levels.

- Integrating the liberal arts and education can be expensive because it requires the development of a new set of courses.
 - Over the years, schools of education have minimized their connection to local schools, especially as faculty sought recognition within the higher education culture rather than through involvement in schools. The result is that methods courses are generally taught exclusively on campus, and supervision of student teaching has been left to faculty adjuncts.
 - Prospective teachers often do not get the extensive field experiences and real connections to schools that they need to apply and practice what they have learned.
 - Reducing the high attrition rate for new teachers by supporting them as they begin their careers demands close working relationships between higher education institutions and local schools.
 - Lack of partnerships among schools and higher education faculty can mean that the faculty are not well versed in standards for K-12 students. They need this knowledge so that they can expose their prospective teachers to the standards to which they will be asked to teach when they begin their careers.
 - Deans and faculty members, hired within an established higher education culture, often are not chosen on the basis of their commitment to enhancing institutional and school district relationships.
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Tough Questions to Consider

The following were the kinds of questions that presidents were asked to consider before coming to the Summit.

- How involved am I as president in building real partnerships with the schools where our students teach?
- To what extent is the teacher preparation program at my institution driven by local school improvement goals and student achievement challenges?
- What do I know about the adequacy of the content knowledge, teaching skills and clinical experiences of teachers who receive degrees from my institution? On whom do I rely for information about their training and their quality?
- How closely do the arts and sciences and education faculty members work together in the preparation of teachers?
- Can I list specific ways that my institution has made improving teaching and learning in local schools a main priority?
- Are hiring decisions for deans and faculty made on the basis of criteria consistent with our mission as a teacher training institution?

Next Steps

These are complex issues central to the current debate over student achievement in the United States and the future of higher education. In discussing what can be done to address them, the presidents and chancellors at the Summit generated the following action steps. They are examples of steps that presidents have taken, or steps that presidents could take, to demonstrate their commitment to partnerships on their campuses.

- Revise the reward system to provide incentives for faculty—arts and sciences as well as education—to get deeply involved in all aspects of teacher preparation.
- Put in place a process to ensure that campus teacher preparation and K-12 partnership priorities influence the selection of faculty members, deans, and department chairs.
- Examine the extent to which the program is meeting the needs of local schools for high quality teachers in each subject area, and make significant changes as a result.
- Insist on partnerships of equity and integrity. Exercise leadership to model such partnerships, establish personal relationships with superintendents, principals, and fellow presidents, require that grant applications and other program initiatives within the institution bring together cross-institutional resources and perspectives, and encourage collaborative, rather than competitive, relationships with other institutions in the region.
- Engage K-12 students, teachers, and administrators in evaluating the teacher preparation program.
- Lend personal support to the establishment and effective operation of a K-16 council that is chaired by the president or provost and includes a department chairperson, deans of education and the arts and sciences, and the superintendent in order to bring partners regularly to the table.
- Put in place an infrastructure that ensures that all the appropriate partners are at the table on a regular basis at both the state and the metropolitan levels.
- Build partnerships not just with arts and sciences, but also with the agriculture school, business school, and others. Partnerships need to be built *within* the university, first and foremost.
- Form a team between the school of arts and sciences and the school of education in order to ensure university cohesion and collaboration. Ensure that the undergraduate affairs department, deans, associate deans, and stellar faculty from both colleges are on board.
- Since presidents have discretion over the institution's budget, redirect funds to ensure that education gets its share.

- Find out what resources (including faculty) you have in your own institution with which to develop partnerships.
- Make it clear to appointed arts and science deans that they will be involved in teacher education, and that their duties will include collaborating with the college of education faculty and dean.
- Find out whether the education dean has the knowledge and skills needed to form partnerships. Ask, "do I have an appropriate dean?" before committing oneself to further action as a president.
- Ensure that the provost is taking responsibility for ensuring that arts and sciences and education are partners.
- Insist that all research projects conducted at the institution—not just those within the education school—that deal with teaching or learning have a classroom teacher on the team that designs and implements the research.
- View partnerships with the arts and sciences as avenues for the recruitment of education majors and as ways to help overcome the negative reputation of education schools.
- Recruit the best deans and students into the college of education.
- Declare that there can be no unilateral decision-making with regard to teacher education. (Insist on conversations with arts and sciences and the local schools.)
- Think outside the box in strengthening the arts and science connection. If the education dean has impeccable credentials but no connection to schools, appoint a member of the arts and science faculty to be the dean of the education school.
- Create one college of the arts, sciences, and education under one roof.
- Experiment with ideas such as England's Open University and distance learning. Have faculty work in teams to create new programs.
- Build a strong partnership with public schools focused on meeting their needs. In turn, this will encourage the public school system to become a strong advocate for the college.
- Give faculty status to K-12 teachers who, as professional colleagues of the teacher preparation faculty, can serve as mentors to student teachers and new graduates.
- Seek the development of mechanisms and expectations that require education faculty to return to the public schools from time to time (e.g., every five years) throughout their university careers.
- Establish an entrepreneurial rapid-response team that is capable of providing quickly developed, customized solutions to rapidly emerging problems. (Otherwise, the emergent needs of the schools will occur in quick time, as they usually do, while the processes of response from higher education will continue to occur in slow time.)
- Bring K-12 administrators and teachers together with university presidents.

- Every year, spend two weeks of vacation time in the surrounding public schools.
- Be a "door opener" for education as well as arts and sciences faculty. By taking faculty members with them on school visits, presidents will help them to become ambassadors for increased contact with schools.
- Recognize that building quality teacher education programs at the university depends on extended clinical experiences, which require deep partnerships with schools. (One would not dream of neglecting a strong clinical component at the medical school.) Strong teacher education cannot happen by placing student teachers in schools for a few weeks.
- Establish, cultivate, and maintain a direct and personal relationship with the school district superintendent.
- Take the K-12 superintendent out for breakfast once a month.
- Be aware of and work to crase the snobbery that exists between university education professors and their K-12 partners.
- Involve a broad array of partners—broader than that to which presidents are accustomed. Include teacher unions, community and technical colleges, and businesses. There are very few partnerships that are strong throughout the continuum.
- Interact with a group of community members, enabling them to talk about the community that surrounds the institution. Emphasize the importance of bringing everyone together at the same time in order to alleviate the tendency to "pass the buck."
- Create school-to-work apprenticeships for teaching careers in local high schools.
- Open a public school in a university building on campus.
- Approach the governor and have a conversation about working for a common cause in support of a K-12 funding request.
- Be responsible for keeping graduates in a cycle of continuous education. Encourage the development of formal arrangements and programs that provide the opportunity for teacher graduates to continue to maintain an active relationship with their universities and to participate in continuing professional development and education programs. Invite graduates to return at no cost to utilize resources such as a technology center.
- Develop a mechanism through existing national associations to communicate information about effective practices, together with the data that demonstrates their success in enhancing student learning, so that other universities and school districts can replicate initiatives that have been proven to work.
- Engage retired teachers. Encourage schools of education to develop organized opportunities to engage them in innovative ways, such as mentoring prospective teachers, in their teacher education programs.

- Create summer employment opportunities for faculty by funding their proposals that involve innovative partnerships.
- Make a personal effort to assure that governors and state legislators are well informed about matters of teacher quality. Engage them and their staff in all of the key activities generated out of major school/university partnerships.
- Stress the value and status of teachers. Work with state governments to give teachers tax breaks, grocery discounts, etc.
- Speak out in the community about the importance of partnerships.
- Be willing to admit that presidents and their institutions do not have all the answers.
- Ensure that all parties have a say in the other's programs in order for partnerships to work.

Accountability

In partnership with the school districts and the state, agree on key elements of teacher quality and find ways to judge the institution's program in terms of its ability to develop these attributes in prospective teachers.

--Recommendation of Summit participants

The Importance

Improving the achievement of our elementary and secondary students is a national goal. States have been pursuing this goal by emphasizing the need for high educational standards and for student accountability systems reflecting those standards. Increasingly, however, the public is calling for higher standards and greater accountability for the teachers who work with our students. As a result, the policies and practices of the institutions of higher education that produce teachers, and the states that certify them, have come under scrutiny. States and the federal government are implementing new accountability measures and reporting requirements for states and for colleges and universities.

Institutions of higher education have started taking steps to improve and to be accountable for teacher education. But there is a need for leaders in higher education to take bolder action to ensure that America's new teachers are of the highest quality during the next decade when over two million new teachers will be hired. While state and federal accountability measures can be refined and improved over time, institutions of higher education have two choices. They can fight the new push for accountability and miss the chance to use these tools as an incentive to improve, or they can insist on playing a leadership role in finding meaningful and appropriate ways to measure the quality of teacher education.

Accountability is not just an external mandate. It can also be developed and institutionalized within the campus culture in ways consistent with a college or university's mission, and as a spur to continuous improvement. After all, if we believe in our responsibility to prepare teachers well, we must be willing to find appropriate ways to measure whether we have succeeded—and ultimately, whether our teachers are succeeding in their new classrooms.

The Issues

The following comments, intended to present a variety of viewpoints about the challenges that presidents face, helped to provoke thoughtful discussion among the Summit participants.

- Higher education institutions have traditionally judged the quality of the teachers they produce through course grades and a limited student teaching experience. Meanwhile, policymakers have shifted to a results-oriented, standards-based approach for students and, increasingly, for teachers and higher education institutions as well.
- States are becoming less satisfied that graduation from a teacher education program ensures that a new teacher is qualified to teach students well. There is a growing trend toward high-stakes testing in which teacher education program approval is based on teaching candidates' performance on standardized licensing exams.
- Many people question the validity of evaluating programs based on accreditation, degree completion, or pass rates on paper-and-pencil licensing exams. The classroom performance of teacher education graduates is a better guide to program quality.
- Accreditation judgements in general tend to be based on an examination of the institution rather than a focus on the enhancement of K-12 schools.
- Institutions of higher education and states tend not to act as partners in teacher preparation; they more often have adversarial relationships.
- Admissions standards for teacher education play an important up-front role in accountability, but they often are set too low or without consideration of the kinds of individuals we want to bring into the profession.
- Some critics are so convinced of the inadequacy of teacher education and state licensing requirements that they propose to do away with them altogether.

Tough Questions to Consider

The following were the kinds of questions that presidents were asked to consider before coming to the Summit.

- Are the standards used to judge teacher preparation programs and new teachers driven by concern about quantity or quality?
- Are the admissions and retention standards in my teacher preparation program high enough to ensure high-quality graduates?
- How does my institution *know* that our teaching candidates have strong content knowledge and good teaching skills?

- If teaching performance is the ultimate test of quality, how good is the clinical experience component of our program?
 - Will preservice students and current K-12 teachers and administrators agree with the program assessment judgments of my teacher preparation faculty and administrators?
 - What role can my institution play in determining the measures of accountability on which our graduates and we will be judged?
 - How does the teacher preparation program at my school stack up against the best in the country on the measures included in the report card mandated by Title II of the Higher Education Act?
-

Next Steps

These are complex issues central to the current debate over student achievement in the United States and the future of higher education. In discussing what can be done to address them, the presidents and chancellors at the Summit generated the following action steps. They are examples of steps that presidents have taken, or steps that presidents could take, to demonstrate their commitment to strengthening accountability on their campuses.

- Become actively involved in state teacher certification issues and in state or national efforts to strengthen accountability for teacher preparation program results.
- Examine the extent to which teacher licensure pass rates for a teacher preparation program are real measures of quality, or artifacts of a weak test and low cut scores, as part of the implementation of a program improvement strategy.
- Convene a campus group of key faculty and administrators to set program quality goals and to develop good indicators that could be used to decide how well the institution measures up.
- Develop program goals and implementation strategies with a campus-wide group that includes K-12 teachers and administrators as full members.
- Guarantee the performance of new teachers to the school districts that hire them, with two conditions: the teachers must be teaching in the fields and at grade levels in which they prepared to teach.
- Set standards for the institution's graduates that are higher than the state standards for entering the teaching profession.
- Adopt a formal admissions process that includes an assessment of whether candidates have the basic skills needed to succeed in the program.
- Get serious about how the institution's products (teachers) are affected by what the institution does. Higher education is the only "industry" that does not know anything about the quality of its product.

- Ensure a process for evaluating student learning and individualized instruction, which can take place even in large universities. Insist on accountability throughout the entire process of teacher education. Develop something like the Ford process for building in accountability at each stage of the process.
- Adopt an accountability system for the institution and for its students, whereby an institution-wide commitment to teaching a specific set of knowledge and skills is established and candidates are assessed at regular intervals to measure their progress—and that of the program—in relation to those skills.
- In partnership with the school districts and the state, agree on key elements of teacher quality and find ways to judge the institution's program in terms of its ability to develop these attributes in prospective teachers. Institutions need to confirm to policy makers and the public that these qualities have in fact been exhibited at levels to justify the receipt of a state license.
- Work within and outside the institution to reach consensus about what the "end" of accountability is while allowing institutions to use different means in order to get there.
- Use multiple measures of performance that could include portfolios. The bottom line is: "Do our teachers have a positive impact on the learning performance of their students?"
- Shift the focus to exit standards instead of tests. What do the students know, and what are they able to do?
- Discuss the evaluation of the teacher education programs at school convocations and trustee meetings.
- Work in a group with other presidents to address accountability, including how well teachers teach in the K-12 schools and how well professors teach in the colleges of education and arts and sciences.
- Encourage faculty and academic administrators to develop ways of providing measurable results that demonstrate the impact on student learning of their various initiatives and programs.
- Use standardized tests for leverage, not as the only measure of accountability.
- Establish high expectations for deans of education and address how they are prepared.
- Form support systems with other presidents who are willing to take a stand for teacher education.
- Use the university's experts in assessment and evaluation to inform other faculty members in education and the arts and sciences.
- Promote teacher education, make it a university-wide enterprise, and make national accreditation mandatory.
- Increase the use of standardized testing as a barometer on the success of a program.

- Since institutions inevitably are going to be held accountable, embrace accountability and gain control of it.



UNITED STATES DEPARTMENT OF EDUCATION

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MESSAGE:

Summit on Teacher Quality

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Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

SUPPORTING AND STRENGTHENING AMERICA'S TEACHERS: THE CLINTON ADMINISTRATION'S CURRENT AND PROPOSED INITIATIVES

"Every child needs--and deserves--dedicated, outstanding teachers, who know their subject matter, are effectively trained, and know how to teach to high standards and to make learning come alive for students."

President Clinton, September 1998

Why focus on enhancing teacher quality?

- ⇒ **Teacher quality powerfully influences student learning:** A review of 60 studies examining the correlation between school resources and student learning found that teachers' ability, experience and education are clearly associated with increases in student achievement, and that spending additional resources on teacher education is the most productive investment schools can make to raise student achievement. (R. Greenwall, L. V. Hedges, and R. D. Laine, "The Effect of School Resources on Student Achievement," *Review of Educational Research*, Vol. 66, pp. 361-396, Fall 1996.)
- ⇒ **Good — and bad — teaching has lasting effects:** Recent research has shown that the residual effects of both effective and ineffective teachers are measurable two years after a student has been in the teacher's class, regardless of the effectiveness of teachers in later grades. (W. L. Sanders, and J. C. Rivers, *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*, Knoxville: University of Tennessee Value-Added Research and Assessment Center, November, 1996.)
- ⇒ **Enhancing teacher quality is an indispensable element of school reform:** Studies show that if teaching methods are not systematically adapted and improved, other changes in school organization will have little impact on student achievement. (Kulik, J. A., *An Analysis of the Research on Ability Grouping: Historic and Contemporary Perspectives*, National Research Center on the Gifted and Talented, 1992.)
- ⇒ **The need for high-quality teachers is urgent and growing:** Over the next decade, the Nation's schools will need to hire 2.2 million teachers, over half of whom will be first-time teachers. Many schools already face shortages of qualified teachers, especially in high poverty communities and in high need subject areas such as science and math. (U. S. Department of Education, National Center for Education Statistics, "A Back to School Report on the Baby Boom Echo: America's Schools are Overcrowded and Wearing out," September, 1998.)

To ensure that there is a talented, dedicated and well-prepared teacher in every American classroom, the Clinton Administration has launched a series of initiatives to support state and local efforts to enhance teacher quality. The following pages provide a partial listing of those initiatives.

THE ADMINISTRATION'S TEACHER QUALITY AGENDA

RECRUITING AND PLACING THE NEXT GENERATION OF TEACHERS

- ***Teacher Recruitment Grants:*** The Administration has proposed \$35 million in funding for FY2000 – a fivefold increase over current levels – to support State and local efforts to recruit and prepare qualified individuals to teach in high-need communities.
- ***The Transition to Teaching initiative:*** This \$18 million program, included in the Administration's proposal for the reauthorization of the Elementary and Secondary Education Act (ESEA), would provide scholarships and other support to recruit, train, and place retiring military personnel and other mid-career professionals as teachers in high poverty schools and in high-need subject areas.
- ***National Teacher Job Bank and Clearinghouse:*** The Administration's ESEA reauthorization proposal would also authorize the creation of an electronic job bank to connect current and prospective teachers with school districts across the country in need of their skills and expertise.

REINVENTING TEACHER EDUCATION

- ***Partnership Grants for Improving Teacher Education:*** The Administration has requested \$40 million (up from \$33 million in FY 99) to support partnerships among teacher preparation institutions and high-need school districts to provide prospective teachers with the knowledge and skills they need to succeed in today's classrooms.

SUPPORTING HIGH-QUALITY PROFESSIONAL DEVELOPMENT

- ***Eisenhower Professional Development State Grants:*** Since 1992, annual funding for this program to support sustained, intensive, high-quality professional development programs administered by school districts and institutions of higher education has increased from \$246 million to \$335 million.
- ***The Teaching to High Standards initiative:*** This new program, which the Administration has included in its proposal for the reauthorization of ESEA, would succeed the Eisenhower program and two other existing programs to create a new grant program focused on supporting high-quality professional development. The three programs that this initiative would succeed were funded at \$1.2 billion in FY99.
- ***The professional development set-aside in Title I:*** During the 1997-98 school year, approximately \$191 million in funding from Title I of ESEA, the Federal government's largest program of assistance to high-poverty schools, was used for teacher professional

development. The Administration's ESEA reauthorization proposal includes a provision that would require districts to spend at least 10% of their Title I funding on professional development, equal to a national total of over \$800 million.

- ***Teacher Training and Class Size Reduction:*** The Administration's proposal for a 5-year, \$7.4 billion effort to reduce class size in the early grades would allow school districts to use up to 15 percent of funds to implement professional development programs that prepare teachers to take full advantage of the benefits of smaller classes.
- ***The Technology Literacy Challenge Fund:*** States and school districts are encouraged to devote at least 30% of the funds they receive from this \$425 million initiative toward improving the ability of teachers to effectively integrate educational technology into classroom instruction.
- ***National Awards for Model Professional Development:*** This program recognizes innovative and highly effective professional development efforts across the country that have been shown to significantly improve teachers' classroom practice and to contribute to increased student achievement.

STRENGTHENING INSTRUCTION FOR HIGH-NEED STUDENTS AND IN HIGH-PRIORITY SUBJECTS

- ***Bilingual Education Professional Development Grants:*** The Administration has requested \$75 million — up from \$50 million in FY99 — to help school districts and institutions of higher education recruit and train fully-certified bilingual education and English as a second language teachers.
- ***The IDEA Personnel Preparation program:*** This \$82 million initiative supports efforts to increase the quantity and improve the quality of personnel who serve children with disabilities.
- ***The National Commission on Mathematics and Science Teaching for the 21st Century:*** This commission, chaired by former Senator John Glenn, will propose concrete steps that federal, state, and local policymakers can take to improve the recruitment, preparation, retention, and professional development of math and science teachers.

RECOGNIZING TEACHING EXCELLENCE

- ***The National Board for Professional Teaching Standards:*** A federal investment of \$18.5 million helps this non-profit organization continue the development of standards and assessments for highly accomplished teaching in 30 subject areas. Federal support also enables more teachers to undertake National Board certification.

INCREASING ACCOUNTABILITY

- ***The Education Accountability Act:*** This Act, which is a cornerstone of the Administration's ESEA reauthorization proposal, would condition continued receipt of federal educational assistance upon the success of state efforts to phase out the practices of hiring teachers with emergency teaching credentials and of assigning teachers to teach subjects outside their field of certification and expertise. The Education Accountability Act would also require states, school districts and schools to issue annual report cards to parents and the general public that would include information on the professional qualifications of teachers, including the percentages teaching on emergency credentials and outside their fields of expertise.

REFORMING THE TEACHING PROFESSION FOR THE 21ST CENTURY

- ***The Teaching to High Standards initiative:*** This initiative, also included in the Administration's Elementary and Secondary Education Act reauthorization proposal, would support state and local efforts to increase the portability of teacher credentials, pensions, and credited years of experience in order to remove barriers that currently discourage experienced teachers from moving to districts where their skills are in demand. Teaching to High Standards would also support state efforts to strengthen and streamline teacher certification systems, including alternative routes to certification for mid-career professionals from other fields. In addition, the proposal would support school district efforts to develop innovative compensation systems that would more effectively and directly reward teachers for acquiring new knowledge and skills.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO

Ann O'Leary

PHONE

FAX

456-2878

FROM

Jill Piemer

PHONE

401-3598

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PAGE (S) TO FOLLOW

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MESSAGE:

Ann— Thanks for your message. This is such a great opportunity for the FIDUS to connect with this esteemed group of College Pres., heads of major foundations (Carnegie, DeWitt-Wallace, Ford, ACE, AAETE, etc.). Even a drop by will go a long way. ~~Thank you so much~~ Thanks for working so hard on this.

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Preliminary Agenda
PRESIDENTS' SUMMIT
ON TEACHER QUALITY

Hotel Washington
515 15th Street, NW
Washington, DC

Wednesday, September 15, 1999

3:00 to 6:15 pm **Registration** *Washington Room Foyer*

5:00 to 6:15 pm **Opening Session** *Washington Room*

Welcome

Terry Dozier, Special Advisor on Teaching
U.S. Department of Education

Remarks

Richard W. Riley
U.S. Secretary of Education

Setting the Context

- *Compelling Research on Effective Teachers and Their Impact*
Daniel Fallon, Professor of Public Affairs
University of Maryland-College Park
- Audience Q&A

6:30 to 8:00 pm

Reception

Indian Treaty Room
Old Executive Office Building

Thursday, September 16, 1999

8:00 to 8:30 am **Coffee and Breakfast** *Washington Room*

8:30 to 9:15 am **Remarks** *Washington Room*

Senator James Jeffords (R-VT)
Senator Edward Kennedy (D-MA)
Senate Committee on Health, Education, Labor and Pensions

9:15 to 10:45 am**Panel Discussion***Washington Room****Local Challenges, Local Solutions***

What kinds of leadership do local schools and districts expect higher education to provide to improve teacher quality and teacher education? What is the role of college and university presidents? In this panel, a university chancellor will raise these questions with higher education leaders and panelists who work with teachers in our public schools. Why is teacher quality so important? Why is the leadership of college and university presidents so important? What's missing?

Moderator: Nancy Zimpher, Chancellor
University of Wisconsin-Milwaukee

Panelists: Tom Mooney, President
Cincinnati Federation of Teachers
Roderick Paige, Superintendent
Houston Independent School District
Margaret Cozzens, Provost
University of Colorado-Denver
Diane Natalicio, President
University of Texas-El Paso
Joseph Wyatt, Chancellor
Vanderbilt University

10:45 to 11:00 am

Transition time

11:00 to 12:30 pm**Small Group Discussions (As Assigned)*****From Example to Action***

Each session will begin with a case study designed to provoke discussion and generate concrete steps that presidents can implement on their own campuses to address the issues raised. Three small group sessions will each be held twice. Participants will be assigned to groups and have the opportunity to attend two of the three discussions.

1) Mission and Structure

For higher education institutions, the overarching challenge is to bring the preparation of teachers back to the position it once held in American higher education - as a core mission function that involves all segments of the campus and has the active support of top university leaders. What is the role of college and university presidents in elevating teacher education on university and college campuses?

GROUP A *Caucus Room*

Facilitator: Linda Bunnell Shade, Chancellor
University of Colorado-Colorado Springs

Resource: Michael Timpane, Senior Advisor
RAND Corporation, Washington, DC

GROUP B *Council Room*

Facilitator: Norman Francis, President
Xavier University

Resource: Ed Crowe, Director
Title II Teacher Quality Enhancement Programs
U.S. Department of Education

2) Partnerships

Preparing teachers who are ready for the challenges of today's classrooms requires the commitment and action of the schools of education and the arts and sciences as well as the active involvement of local schools. How can presidents use partnerships to improve teacher education programs?

GROUP A *Parkview Room*

Facilitator: Susan Cole, President
Montclair State University

Resource: Charles Coble, Vice President, University-School
Relations, University of North Carolina

GROUP B *Suite 331*

Facilitator: Betty Siegel, President
Kennesaw State University

Resource: Marsha Levine, Director
Professional Development Schools, NCATE

3) Accountability

Taking responsibility for high-quality teacher preparation requires that we find appropriate ways to measure whether we have succeeded. As accountability for teachers and the institutions that prepare them increases, what is the role of presidents, both inside institutions and in the larger community, in promoting accountability?

GROUP A *Suite 334*

Facilitator: **Christopher Dahl**, President
State University of New York-Geneseo

Resource: **Calvin Frazier**, Senior Consultant
Education Commission of the States

GROUP B *Suite 820*

Facilitator: **Sister Joel Reed**, President
Alverno College

Resource: **Saul Cohen**, Regent-at-Large
New York State Board of Regents

12:30 to 1:45 pm**Lunch***Washington Room***Panel Discussion*****Presidents and Statewide Systemic Change***

What role can college and university presidents play in the broader context to improve teacher quality? How and why does a president become an advocate for improved teaching and teacher education beyond his or her own campus or system? These and other questions will be posed by a university chancellor to his colleagues representing three university systems that are working beyond their own campuses to have a positive impact on teacher quality.

Moderator: **Charles Reed**, Chancellor
California State University System

Panelists: **Stephen Portch**, Chancellor
University of Georgia System
Molly Broad, President
University of North Carolina System
Donald Langenberg, Chancellor
University of Maryland System

1:45 to 2:00 pm

Transition time

2:00 to 3:30 pm**Small Group Discussions (As Assigned)**
Repeat of the morning topics**3:30 to 3:45 pm**

Transition time

3:45 to 4:30 pm**Next Steps and Closing Remarks** *Washington Room*

Secretary Richard Riley

**The 1999 Presidents' Summit on Teacher Quality has been made possible by the U.S.
Department of Education and a grant from BellSouth Foundation**

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Wisconsin	Chancellor	Nancy	Zimpher	University of Wisconsin-Milwaukee		☒
Wyoming	Vice President for Academic	Thomas	Buchanan	University of Wyoming		☒

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Panelists/Experts

5	University of North Carolina	Charles	Coble
3	NY State Board of Regents	Saul	Cohen
8	University of Colorado - Denver	Margaret	Cozzens
4	SUNY - Genesee	Christopher	Dahl
11	University of Maryland - College Park	Daniel	Fallon
7	Education Commission of the States	Calvin	Frazier
10	NCATE	Marsha	Levine
1	Cincinnati Federation of Teachers	Thomas	Mooney
2	Houston Independent School District	Rod	Paige
6	Kennesaw State University	Betty	Siegel
9	RAND Corporation	Michael	Timpans

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003. list	re: Observer Accepts with SSN and DOB [partial] (4 pages)	09/14/1999	b(6)
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Senior Program Officer	Mary Lee	Fitzgerald	DeWitt Wallace-Reader's Digest Fund	(212)251-9710	☒	(g)(q)	
President	Antonio R.	Flores	Hispanic Association of Colleges and Universities	(210)692-3805	☒		
Executive Director	Veronica	Gonzales	American Indian Higher Education Consortium	(703)838-0400	☒		
Director, Child and Youth Development Program	Paul	Goren	John D. and Catherine T. MacArthur Foundation	(312)817-0316	☒		
Executive Director	Leslie	Graizer	BellSouth Foundation	(404)249-2429	☒		
President	Nils	Hasselmo	Association of American Universities	(202)406-7500	☒		
Director	Kenneth R.	Howay	The Urban Network to Improve Teacher Education	(414)229-5455	☒		
President	Stanley O.	Jkenberry	American Council on Education	(202)939-9310	☒		
President/CEO	David	Imig	American Association of Colleges for Teacher Education	(202)293-2450	☒		
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Chancellor	Stanley Z.	Koplik	Massachusetts Board of Higher Education	(617)727-7785	☒		
Consultant to BellSouth Foundation	Robert	Kronley	BellSouth Foundation	(404)523-0104	☒		

Vice President, Program on Human and Community Development President	Paul E.	Lingenfelter	John D. and Catherine T. MacArthur Foundation	(312)917-0307	☒
	C. Peter	Magrath	National Association of State Universities and Land-Grant Colleges	(202)478-6060	☒
Assistant Director of Policy Center	Patricia A.	Maloney	American Council on Education	(202)939-9453	☒
Education Counsel	Carmel	Martin	Office of Senator Jeff Bingaman	(202)224-0183	☒
Director	Keith D.	Miller	U.S. Department of State, Office of Overseas Schools	(202)261-8200	☒
Executive Director	Lynn	Montgomery	Association of Teacher Educators	(703)620-3110	☒
President	Frank B.	Murray	Teacher Education Accreditation Council	(302)831-0400	☒
Education Advisor	Jane	Oates	Office of Senator Edward Kennedy	(202)224-8460	☒
Associate Vice Chancellor of University Relations & Director of Professional Staff Member	Billy Ray	Phillips	Vanderbilt University	(615)322-8333	☒
	D'Arcy	Philpe	Committee on Education and the Workforce	(202)225-6556	☒
President and CEO	Henry	Ponder	National Association for Equal Opportunity in Higher Education	(301)650-2440	☒
Vice President	Marilyn	Reznick	AT & T Foundation, Education Program	(212)387-6555	☒

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Executive Director	Warren	Simmons	Annenberg Institute for School Reform	(401)883-7675	☒
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Senior Program Officer and Special Advisor to the President	Donald M.	Stewart	Carnegie Corporation of New York	(212)371-3200	☒
Chair, Education Department	Vivien	Stewart	Carnegie Corporation of New York	(212)207-6250	☒
Executive Director	Tom	Vander Ark	Gates Education Initiative	(206)709-3602	☒
Senior Policy Analyst	June	Vanderveen	National Education Association	(202)822-7681	☒
Legislative Assistant	Elyse	Wasch	Office of Senator Jack Reed	(202)224-4642	☒
President	Arthur E.	Wiss	National Council for Accreditation of Teacher Education	(202)466-7498	☒
Consultant to BellSouth Foundation	Richard	Wisniewski	BellSouth Foundation	(423)573-0165	☒

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO

Ann O'Leary

PHONE

any

FAX

456-2878

FROM

Jill Riemer

PHONE

401-3598

FAX

401-0596

PAGE(S) TO FOLLOW

DATE

MESSAGE:

Ann-

of course I would be
a tremendous opportunity
on both sides if the parties
could any part of this.

Let me know if I can
get more info to you.

Jill**CONFIDENTIALITY NOTICE**

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Alabama	President	Benjamin F.	Payton	Tuskegee University	☒
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Arkansas	President	Trudie	Kibbe Reed	Philander Smith College	☒
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California	President	Robert A.	Corrigan	San Francisco State University	☒
California	Superintendent	George R.	Boggs	Palomar Community College District	☒
California	Chancellor	Charles B.	Reed	California State University System	☒
California	President	Peter	Smith	California State University - Monterey Bay	☒
California	President	Norma S.	Rees	California State University - Hayward	☒
California	President	John D.	Welly	California State University - Fresno	☒
Colorado	President	Tito	Guerrero	University of Southern Colorado	☒
Colorado	Chancellor	Georgia	Lesh-Laurie	University of Colorado at Denver	☒
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Colorado	President	Byron N.	McClennay	Community College of Denver	☒
Connecticut	President	Eileen	Baccus	Northwestern CT Community Technical College	☒

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Title	First Name	Last Name	Organization	Accepted
President/CEO	David	Imig	American Association of Colleges for Teacher Education	☒
President	James B.	Appleberry	American Association of State Colleges and Universities	☒
President	Stanley O.	Ikenberry	American Council on Education	☒
Senior Vice President	Michael	Beer	American Council on Education	☒
Deputy Director	Joan	Baratz-Snowden	American Federation of Teachers	☒
Director	Warren	Simmons	Annenberg Institute for School Reform	☒
President	Nils	Hasselmo	Association of American Universities	☒
President	Tom	Ingram	Association of Governing Boards	☒
President	Clare	Cotton	Association of Independent Colleges and Universities in Massachusetts	☒
Vice President	Marilyn	Reznick	AT & T Foundation, Education Program	☒
Program Officer	Angela M.	Covert	Atlantic Philanthropic Services Company	☒
Executive Director	Leslie	Graitcer	BellSouth Foundation	☒
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Consultant to BellSouth Foundation	Richard	Wisniewski	BellSouth Foundation	☒
Executive Director	Tom	Vander Ark	Bill and Melinda Gates Foundation	☒
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Senior Program Officer and Special Advisor to the President	Donald M.	Stewart	Carnegie Corporation of New York	☒

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Title	First Name	Last Name	Organization	Accepted
Chair, Education Department	Vivian	Stewart	Carnegie Corporation of New York	☒
Professional Staff Member	D'Arcy	Philps	Committee on Education and the Workforce	☒
Senior Program Officer	Mary Lee	Fitzgerald	DeWitt Wallace-Reader's Digest Fund	☒
Deputy Director	Joseph A.	Aguerrebere	Ford Foundation	☒
Staff Director	Suzanne	Day	Health, Education, Labor and Pensions Committee - Subcommittee on Children	☒
President	Antonio R.	Flores	Hispanic Association of Colleges and Universities	☒
Director, Child and Youth Development Program on Human and Community	Paul D.	Goren	John D. and Catherine T. MacArthur Foundation	☒
Vice President, Program on Human and Community Development	Paul E.	Lingenfolter	John D. and Catherine T. MacArthur Foundation	☒
Chancellor	Stanley	Koplik	Massachusetts Board of Higher Education	☒
Executive Director	Vincent	Ferrandino	National Association of Elementary School Principals	☒
President	C. Peter	Magrath	National Association of State Universities and Land-Grant Colleges	☒
President	Arthur E.	Wise	National Council for Accreditation of Teacher Education	☒
Senior Policy Analyst	June	Vanderveen	National Education Association	☒
Chair	Leon	Botstein	Soros Education Advisory Committee	☒
President	Frank B.	Murray	Teacher Education Accreditation Council	☒
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Director of Education	Russell	Edgerton	The Pew Charitable Trusts	☒

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File	File Name	File Name	Organization	Accept
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District of Columbia	President	Patricia A.	McGuire	Trinity College	☒
Florida	President	Betty	Castor	University of South Florida	☒
Georgia	Chancellor	Stephen R.	Portch	Board of Regents of the University System of Georgia	☒
Georgia	President	Oscar	Prater	Fort Valley State University	☒
Georgia	President	Michael F.	Adams	University of Georgia	☒
Georgia	President	Beharuz N.	Sethna	State University of West Georgia	☒
Georgia	President	Scott	Colley	Berry College	☒
Idaho	President	Charles	Ruch	Boise State University	☒
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Indiana	Chancellor	Gerald L.	Bepko	Indiana University - Purdue University at Indianapolis	☒
Iowa	President	Edward J.	Rogalski	St. Ambrose University	☒
Kansas	Interim President	Karen	Swisher	Haskell Indian Nations University	☒
Kansas	President	Kay	Schallenkamp	Emporia State University	☒
Kentucky	Provost	Barbara	Burch	Western Kentucky University	☒
Louisiana	President	Norman C.	Francis	Xavier University	☒

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State	Title	First Name	Last Name	School Name	Accepts
Louisiana	President	Sally	Clausen	Southeastern Louisiana University	☒
Louisiana	President	Steve A.	Favors	Grambling State University	☒
Maine	President	Theodora J.	Kalikow	University of Maine at Farmington	☒
Maryland	President	Clayton D.	Mote, Jr.	University of Maryland - College Park	☒
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Massachusetts	President	William P.	Leahy S.J.	Boston College	☒
Massachusetts	President	Margaret A.	McKenna	Lesley College	☒
Michigan	President	Peter T.	Mitchell	Albion College	☒
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Mississippi	President	Malcolm	Portera	Mississippi State University	☒
Mississippi	President	Joe A.	Lee	Tougaloo College	☒
Missouri	Chancellor	Dale F.	Nitzschke	Southeast Missouri State University	☒
Montana	President	Ronald P.	Sexton	Montana State University, Billings	☒
Montana	President	Joseph F.	McDonald	Salish Kootenai College	☒
Nebraska	President	Sheila M.	Stearns	Wayne State College	☒

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State	Title	First Name	Last Name	Organization	Accepts
Nebraska	President	L. Dennis	Smith	University of Nebraska	☒
New Hampshire	President	Rev. Jonathan	DeFelice, O.S.B	Saint Anselm College	☒
New Jersey	President	J. Barton	Luadeke	Rider University	☒
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New Jersey	President	Susan	Cole	Montclair State University	☒
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New York	President	Edison O.	Jackson	Medgar Evers College	☒
New York	President	David A.	Caputo	CUNY Hunter College	☒
North Carolina	President	Molly	Corbett Broad	University of North Carolina System	☒
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Ohio	President	William E.	Kirwan	Ohio State University	☒
Oklahoma	Chancellor	Hans	Brisch	Oklahoma State Regents	☒
Oklahoma	President	W. Roger	Webb	University of Central Oklahoma	☒
Pennsylvania	President	W. Clinton	Pettus	Cheyney University of Pennsylvania	☒
Puerto Rico	President	Manuel J.	Fernos	Inter American University of Puerto Rico Central Office of the System	☒

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State	Title	First Name	Last Name	School Name	Accepts
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South Carolina	President	Leroy	Davis	South Carolina State University	☒
South Carolina	President	Anthony J.	DiGiorgio	Winthrop University	☒
South Dakota	President	John L.	Ewing, Jr.	Dakota Wesleyan University	☒
Tennessee	Chancellor	Bill W.	Stacy	University of Tennessee, Chattanooga	☒
Tennessee	Chancellor	Joe B.	Wyatt	Vanderbilt University	☒
Texas	Chancellor	Howard D.	Graves	Texas A & M University System	☒
Texas	President	Juliet V.	Garcia	University of Texas at Brownsville	☒
Texas	President	Diana	Natalicio	University of Texas at El Paso	☒
Texas	President	Jerome H.	Supple	Southwest Texas State University	☒
Vermont	President	Martha K.	Farmer	Castleton State College	☒
Vermont	President	Barbara	Sirvis	Southern Vermont College	☒
Vermont	President	Judith A.	Ramaley	University of Vermont	☒
Virginia	President	Alan G.	Marten	George Mason University	☒
Washington	President	William P.	Robinson	Whitworth College	☒
West Virginia	President	Thomas	Powell	Glenville State College	☒
Wisconsin	President	Sister Joel	Read	Alverno College	☒

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State	Title	First Name	Last Name	State/Institution	Accepts
Wisconsin	Chancellor	Judith L.	Kuipers	University of Wisconsin-LaCrosse	☒
Wisconsin	Chancellor	Nancy	Zimpher	University of Wisconsin-Milwaukee	☒
Wyoming	Vice President for Academic	Thomas	Buchanan	University of Wyoming	☒

Preliminary Agenda
PRESIDENTS' SUMMIT
ON TEACHER QUALITY

Hotel Washington
515 15th Street, NW
Washington, DC

Wednesday, September 15, 1999

3:00 to 6:15 pm **Registration** *Washington Room Foyer*

5:00 to 6:15 pm **Opening Session** *Washington Room*

Welcome

Terry Dozier, Special Advisor on Teaching
U.S. Department of Education

Remarks

Richard W. Riley
U.S. Secretary of Education

Setting the Context

- *Compelling Research on Effective Teachers and Their Impact*
Daniel Fallon, Professor of Public Affairs
University of Maryland-College Park
- Audience Q&A

6:30 to 8:00 pm

Reception

Indian Treaty Room
Old Executive Office Building

Thursday, September 16, 1999

8:00 to 8:30 am **Coffee and Breakfast** *Washington Room*

8:30 to 9:15 am **Remarks** *Washington Room*

Senator James Jeffords (R-VT)
Senator Edward Kennedy (D-MA)
Senate Committee on Health, Education, Labor and Pensions

9:15 to 10:45 am**Panel Discussion***Washington Room****Local Challenges, Local Solutions***

What kinds of leadership do local schools and districts expect higher education to provide to improve teacher quality and teacher education? What is the role of college and university presidents? In this panel, a university chancellor will raise these questions with higher education leaders and panelists who work with teachers in our public schools. Why is teacher quality so important? Why is the leadership of college and university presidents so important? What's missing?

Moderator: **Nancy Zimpher**, Chancellor
University of Wisconsin-Milwaukee

Panelists: **Tom Mooney**, President
Cincinnati Federation of Teachers
Roderick Paige, Superintendent
Houston Independent School District
Margaret Cozzens, Provost
University of Colorado-Denver
Diane Natalicio, President
University of Texas-El Paso
Joseph Wyatt, Chancellor
Vanderbilt University

10:45 to 11:00 am

Transition time

11:00 to 12:30 pm**Small Group Discussions (As Assigned)*****From Example to Action***

Each session will begin with a case study designed to provoke discussion and generate concrete steps that presidents can implement on their own campuses to address the issues raised. Three small group sessions will each be held twice. Participants will be assigned to groups and have the opportunity to attend two of the three discussions.

1) Mission and Structure

For higher education institutions, the overarching challenge is to bring the preparation of teachers back to the position it once held in American higher education - as a core mission function that involves all segments of the campus and has the active support of top university leaders. What is the role of college and university presidents in elevating teacher education on university and college campuses?

GROUP A *Caucus Room*

Facilitator: **Linda Bunnell Shade**, Chancellor
University of Colorado-Colorado Springs

Resource: **Michael Timpone**, Senior Advisor
RAND Corporation, Washington, DC

GROUP B *Council Room*

Facilitator: **Norman Francis**, President
Xavier University

Resource: **Ed Crowe**, Director
Title II Teacher Quality Enhancement Programs
U.S. Department of Education

2) Partnerships

Preparing teachers who are ready for the challenges of today's classrooms requires the commitment and action of the schools of education and the arts and sciences as well as the active involvement of local schools. How can presidents use partnerships to improve teacher education programs?

GROUP A *Parkview Room*

Facilitator: **Susan Cole**, President
Montclair State University

Resource: **Charles Coble**, Vice President, University-School
Relations, University of North Carolina

GROUP B *Suite 331*

Facilitator: **Betty Siegel**, President
Kennesaw State University

Resource: **Marsha Levine**, Director
Professional Development Schools, NCATE

3) Accountability

Taking responsibility for high-quality teacher preparation requires that we find appropriate ways to measure whether we have succeeded. As accountability for teachers and the institutions that prepare them increases, what is the role of presidents, both inside institutions and in the larger community, in promoting accountability?

GROUP A *Suite 334*

Facilitator: **Christopher Dahl**, President
State University of New York-Geneseo

Resource: **Calvin Frazier**, Senior Consultant
Education Commission of the States

GROUP B *Suite 820*

Facilitator: **Sister Joel Reed**, President
Alverno College

Resource: **Saul Cohen**, Regent-at-Large
New York State Board of Regents

12:30 to 1:45 pm

Lunch

Washington Room

Panel Discussion***Presidents and Statewide Systemic Change***

What role can college and university presidents play in the broader context to improve teacher quality? How and why does a president become an advocate for improved teaching and teacher education beyond his or her own campus or system? These and other questions will be posed by a university chancellor to his colleagues representing three university systems that are working beyond their own campuses to have a positive impact on teacher quality.

Moderator: **Charles Reed**, Chancellor
California State University System

Panelists: **Stephen Portch**, Chancellor
University of Georgia System
Molly Broad, President
University of North Carolina System
Donald Langenberg, Chancellor
University of Maryland System

1:45 to 2:00 pm	Transition time
2:00 to 3:30 pm	Small Group Discussions (As Assigned) Repeat of the morning topics
3:30 to 3:45 pm	Transition time
3:45 to 4:30 pm	Next Steps and Closing Remarks <i>Washington Room</i> Secretary Richard Riley

**The 1999 Presidents' Summit on Teacher Quality has been made possible by the U.S.
Department of Education and a grant from BellSouth Foundation**

Memorandum:

RE: Teachers Education in the United States

From: Stephen P. England, MD MPH
Office of the Secretary

To: Ann O'Leary
Office of the Secretary

As the United States prepares itself for the next millenium, the environment in which our nation's primary and secondary school educators are developed demands review. Until recently, the teaching profession had never sought to define the knowledge, skills and accomplishments that lead to teaching excellence. However, since the release of the 1986 Carnegie report, *A Nation Prepared: Teachers for the 21st Century*, steps have been taken to standardize not only how teachers trained but also how young teachers are licensed and certified. Unfortunately, to this day, most states do not require schools of education to be accredited and only 500 of the nation's 1,200 education school have met common professional standards. States have only recently begun to require some form of testing for a teaching license. Most of these licensure exams are little multiple-choice tests of basic skills and general knowledge and are widely criticized as woefully inadequate. Lastly, until recently the teaching profession did not have a body of accomplished teachers charged with setting standards for professional practice like those that govern other professions.

The process by which the nation trained our physicians went through a similar transformation 85 years ago. The Carnegie Foundation's *Flexner Report* in 1910 examined the means by which doctors were trained at the turn of the century. The release of the report led to the closure of many inadequate medical schools and the standardization of undergraduate medical education. Prior to these changes, the training of young physicians and the maintenance of clinical skills were neither assessed nor measured in a routine fashion. The standardization in physician education was followed by an improvement in professional norms and ultimately better patient outcomes. Over the past three generations physicians have worked under clear and objective standards for accomplished practice and have demonstrated their level of knowledge on challenging sets of assessment

This memo is divided into three sections. The first section is a review of the current environment in which qualified physicians are trained and maintained. Second reviews the changes that the teaching profession had made of the past 10 years to assure teacher quality. Lastly, I list recommendations on how the teaching profession can best replicate, without directly mimicking, the more established medical model for assuring professional quality.

Three quality issues need to be compared and contrasted: teacher education program accreditation, initial teacher licensing and advanced professional certification standards.

The Medical Model

Medical education and training in the United States occurs in three major phases:

- 1) undergraduate,
- 2) graduate,
- 3) continuing medical education.

Undergraduate Medical Education (UME)

UME is the first or “medical school” phase. The medical school curriculum provides instruction in the subjects that underlie medical practice. It also instructs students on the application of those subjects to practicing medicine. Students spend the first two “non-clinical” years learning the basic sciences typically in a didactic setting. In addition, they learn basic information-gathering, decision-making, and patient-management skills in rotations through the various clinical services. The students are granted gradual responsibility in dealing directly with patients. They are supervised at essentially all times. Students are granted the MD or DO degree on the successful completion the medical school curriculum and are eligible to go onto enter advanced training in a residency program. Students are required to take two major national standardized tests prior to successful completion of study. Part I of the National Boards is taken following the second year of medical school. Part II is taken during the fourth year of school. Both tests are used by the medical school as a measure of their success in educating their students.

Accreditation of educational programs leading to the MD degree is the responsibility of the Liaison Committee on Medical Education (LCME). LCME accreditation is required for Federal program grants and student aid. Accreditation is a process of quality assurance that determines whether an institution or program meets established standards for function, structure, and performance. Institutional accreditation assures that medical education takes place in a sufficiently rich environment to foster broad academic purposes. The U.S. Department of Education recognizes the LCME for the accreditation of programs of medical education leading to the M.D. degree. Graduates of LCME-accredited schools are eligible for residency programs accredited by the Accreditation Council for Graduate Medical Education (ACGME). Most state boards of licensure require that U.S. medical schools be accredited by the LCME, as a condition for licensure of their graduates. Thus an integral link ties an undergraduate medical education at an LCME-accredited institution and subsequent residency training for board certification and a state license to practice medicine.

The LCME is made up of 17 members. The members are medical educators and administrators, practicing physicians, public members, and medical students. Ad hoc teams of evaluators conduct on-site surveys of medical schools for the LCME. The LCME grants varying levels of accreditation depending upon the outcome of the school surveys and the result of the student National Board scores. Failure to comply with education standards could mean suspension or termination of full accreditation and the inability to educate young physicians.

Graduate Medical Education

Graduate medical education (GME), the second phase, is commonly known as the “residency” period. The residency phase prepares physicians for practice in a medical specialty. GME focuses on the development of the clinical skills necessary to treat patients independently. Independence comes only after the demonstration of clinical acumen and professional competency. The programs are based in hospitals and in most specialties, both inpatient and outpatient settings are utilized. The first year is commonly called the “intern” year, while the training period as a whole is referred to as a “residency”. The physicians being educated are generally referred to as “residents”.

The single most important responsibility of a specialty program is to provide an organized program for the resident which balances the didactic education of the young physician, guidance of the resident through this key time of professional development, all the while assuring quality patient care. A resident takes on progressively greater clinical responsibility throughout the course of a residency. Responsibility is delegated based upon each resident’s clinical experience, knowledge, and skill. The duration of a residency varies depending upon the chosen specialty. The skills for maintaining life-long learning through continuing medical education are also emphasized. Accreditation of the GME program is the responsibility of the ACGME and its associated Residency Review Committees for various medical specialties. In the context of GME, accreditation is the process for determining whether an educational program is in substantial compliance with established educational standards as promulgated in the institutional and program standards. Accreditation represents a professional judgment about the quality of an educational program. The review committees under the authority of the ACGME make decisions about accreditation of residency programs.

The ACGME is jointly sponsored by the:

American Board of Medical Specialties
American Hospital Association
American Medical Association
Association of American Medical Colleges
Council of Medical Specialty Societies

At the completion of the specialty residency the resident is prepared to undertake independent medical practice only within the chosen specialty. Residents are deemed “board-eligible” upon completion of their residency. Only upon satisfactory completion of the specialty board examinations (both Part 1-written and Part 2-oral) is the physician “board certified” and eligible to practice in any state throughout the nation.

The failure rate for both Parts 1 and 2 of the boards exam varies from approximately 10-15% depending upon the specialty chosen, for U.S. program graduates. Unsuccessful Board candidates are eligible to retake the exam only once a year. Failure to pass both exams means that a physician remains simply “board eligible”. While the physician may practice in their chosen specialty, finding work in the U.S. will be difficult, as most specialty practices require members to be board-certified prior to being hired. Thus, while there is no link between specialty board certification and obtaining a medical license, the ability to be hired and find work often requires board certification. Certification in medicine is the process for determining whether an individual physician

has met established requirements within a particular specialty. Graduate medical education is the foundation and is a basic credential on which certification is based.

The specialty board recognized by the American Board of Medical Specialties (ABMS) determines the standards for certification. The ABMS assists member boards in their efforts to develop and utilize professional and educational standards for the evaluation and certification of physician specialists. The ABMS establishes criteria for admission to the certification process and develops guidelines for specialty boards to conform to national standards for cognitive testing. The Board also establishes standards for recertification and requires all specialty boards to establish a plan to recertify diplomates

Teacher Education Program Accreditation

On university campuses across the nation all professional schools must be accredited. Only schools of education are not required to be fully accredited. Only 500 of 1200 such programs have sought NCATE accreditation. A rigorous new set of standards for teachers preparation programs has been set by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as the professional accrediting body for teacher preparation. NCATE evaluates teacher's programs, functioning much like a combination of the two medical accreditation councils, the LCME and ACGME. Teacher education accreditation is similar to accreditation in medicine. To seek accreditation, an institution of higher education must first meet specific conditions. As with the LCME and ACGME, site visits, interviews, and surveys are used to assess all institutions. NCATE's history is shorter than accreditation agencies in medicine and law, but NCATE has made major strides to upgrade teacher preparation and expectations for what professional training of teachers should be. NCATE-accredited institutions are required to show how they prepare teachers to teach to the student standards developed by one of the many professional associations, which make up NCATE. They also must show how they prepare teachers to meet new licensing standards regarding content knowledge and skill in curriculum planning, assessment, classroom management, teaching strategies for diverse learners, and collaboration with parents and colleagues.

Teacher Licensing

Under the auspices of the Council of Chief State School Officers, a consortium of more than 30 states and professional organizations has formed the Interstate New Teacher Assessment and Support Consortium (INTASC). Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing and professional development. INTASC's mission is to promote standards-based reform through the development of model standards and assessments for beginning teachers. The consortium has created a set of performance standards for beginning teacher licensing and is developing new examinations that measure these standards.

INTASC functions very much like the American Board of Medical Specialties (ABMS) does within medicine. Its model core standards for licensing teachers represent those principles that should be present in all teaching regardless of the subject or grade level taught. The core standards are currently being translated into standards for discipline-specific teaching. Standards for mathematics were released in 1995, and English and Science are soon to follow.

The new examinations draw upon the work of the National Board for Professional Teaching Standards. Once a teacher is able to pass through the rigors of the new standards of experience, assessment and analytical skills, and teaching ability, they are “licensed” and eligible to develop the more advanced skills of a Board-Certified teacher.

Medical Professional Standards

Each state maintains a State Board of Medical Practice. The Board serves to maintain professional standards and protect the public interest. These Boards basically serve as the profession’s and public’s conscience. Disciplinary action can be recommended and enforced by the Board for transgression against profession standards. The state medical practice boards maintain a national confederation, which maintains set standards and reciprocity for licensing assessment. Teachers are yet to establish such disciplinary boards. While they have made great strides in the areas of accreditation, licensing, and certification, they are yet to create a functioning board to monitor professional conduct.

The National Board for Professional Teaching Standards (NBPTS)

THE NBPTS was instituted in 1987 to establish rigorous standards and assessments for certifying teachers already in practice. The organization’s mission is to establish high and rigorous standards for what accomplished teachers should know and be able to do, to develop and operate a national, voluntary system to assess and certify teachers when they meet these standards.

The board is made up of 63 members. Members include outstanding classroom teachers, school board members, legislators, union leaders, and higher education officials. Teachers who participate in the NBPTS year-long assessment must complete a challenging myriad of tests. The Board’s standards are being used by school districts to guide ongoing professional development and evaluation as well as certification of accomplished practice.

The ongoing assessment of professional development is analogous to the third phase of medical education, continuing medical education (CME). The Accreditation Council for Continuing Medical Education (ACCME) is responsible for examining and accrediting providers of CME. A finite number of hours spent on continuing medical education and professional development are necessary to maintain a medical license. However, because the two fields are at different points along their maturation curves, there is no organization within medicine that requires “mid-career” certification. NBPTS thus has duties, which transcend those of any current professional medical organization.

Overview and Recommendations

Within the three areas assessed: accreditation of teachers education programs, initial licensing of teachers, and advanced teacher certification much has been done in the past 15 years. The founding of the NCATE, INTASC, and NBPTS are positive steps. Of concern

Universal accreditation requirements for schools of education

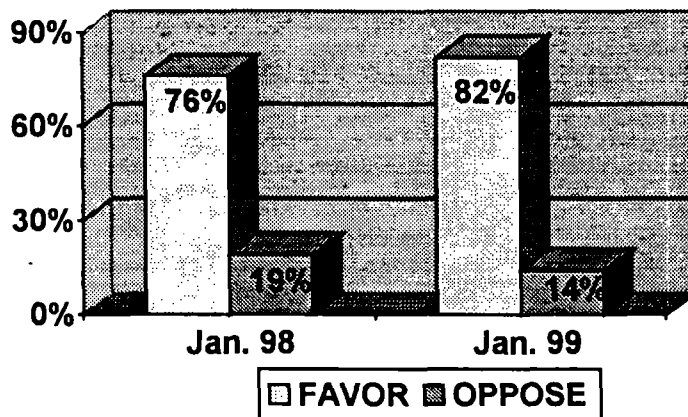
- License teachers based on demonstrated performance, including tests of subject matter knowledge, teaching knowledge, and teaching skill
- Use National Board standards as the benchmark for accomplished teaching
- The closure of inadequate schools of education
- The establishment of professional standards boards in every state

THE AMERICAN PUBLIC STRONGLY SUPPORTS FEDERAL ASSISTANCE TO MODERNIZE PUBLIC SCHOOLS

Several polls conducted over the last two years demonstrate overwhelming public support for a meaningful federal role in helping to modernize public schools.

- A January 1998 bipartisan poll jointly conducted by Greenberg Quinlan Research and the Tarrance group found the American public by a four to one margin supported the federal government providing \$30 billion to help local school districts pay for repair, renovation and modernization of their schools (76 percent favor v. 19 percent oppose). This proposal found majority support among both Republicans (73 percent) and independents (65 percent). The poll found that only 21 percent of the public believed that "increased spending for school modernization" should be funded entirely by states and local school districts, while 77 percent believed the federal government should provide some funding. In addition, the public supported federal spending on school construction by a three to one margin (75 percent v. 25 percent) over a capital gains tax cut.
- In a January 1999 Luntz Research poll conducted for Rebuild America, the public supported \$22 billion of federal support for repair of school buildings by almost a six to one margin (82 percent support and 14 percent oppose).

THE AMERICAN PUBLIC SUPPORTS SIGNIFICANT FEDERAL ASSISTANCE FOR SCHOOL MODERNIZATION



- A Gallup/Phi Delta Kappa poll released in August 1999 demonstrates the public's concern with the condition of our nation's schools. Seventy-four percent of respondents felt that overcrowding in schools was a serious problem for public schools in their communities, 64 percent believed that classrooms that are in poor physical condition was a serious problem, and 64 percent also felt that school buildings not wired for computers was a serious problem.
- A November 1998 *Newsweek* Poll found that 75 percent of the American public felt that a top priority for the 106th Congress was "New federal spending to build and renovate schools." Support for school modernization as a top priority outranked tax cuts and Social Security reform.

NEA Government Relations
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The Fifth Phi Delta Kappa Poll Of Teachers' Attitudes Toward The Public Schools

BY CAROL A. LANGDON

THIS MARKS Phi Delta Kappa's fifth opportunity to compare the attitudes of the nation's public school teachers with those of the public on some of education's hot-button issues. Over the years since 1984, when Phi Delta Kappa and the Gallup Organization conducted their first nationwide survey of teachers, one trend has clearly emerged: teachers' perceptions of what goes on in school rarely correspond with those of the public. The reason for this disparity seems apparent. Teachers' viewpoints are shaped by firsthand experience in America's classrooms with public school students, five days a week, from early morning to late afternoon, nine months a year. On the other hand, many people's opinions about what goes on in school are formed from the limited, often negative, information doled out in newspapers and repeated as television sound bites.

Most strikingly, teachers consistently view public schools in a more positive light than does the public. They give schools better grades, regardless of whether they are asked about their own school, the schools in their local communities, or the schools across the country. This year they gave all public schools their highest grades ever. The problems teachers see in their classrooms are not the same ones the public believes are there. In 1984 teachers said the biggest problem in their local public schools was parents' lack of support and interest, but the public said it was lack of discipline. In both 1989 and 1996, teachers again said the biggest problem was parents' lack of support and interest, but the public said it was drug use. This year, teachers and the public were given a short list of problem behaviors and asked to choose the biggest problem facing local schools. Once again, teachers' perceptions differ from those of the public. The greatest percentage of teachers identify alcohol as a very or somewhat serious problem, whereas the greatest percentage of the public points to drugs.

The tendency for teachers to award high grades to schools holds true for all teachers except those in the inner cities. Inner-city teachers give their community schools, the school in which they teach, and the nation's schools nearly the same

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grades, and all are lower than the grades given by teachers in urban, suburban, small-town, and rural areas. Inner-city teachers see discipline, drugs, fighting, gangs, and teenage pregnancy as more serious problems in their schools than do teachers in other settings. Whereas a majority of teachers as a whole say children today get a better education than they themselves received, more inner-city teachers believe children today get a worse education than they themselves received. More inner-city teachers also say their schools have trouble getting and keeping good teachers.

Selected questions from "The 30th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools" were posed to a random sample of teachers across the nation to compare their views with those of the public. Teachers were also asked some perennial questions taken from the first and second teacher surveys conducted in 1984 and 1989 to ascertain trends in teachers' attitudes. For some questions, teach-

ers' answers are compared by the Gallup Organization's four regions of the country (East, Midwest, South, and West) and by the size of the school district in which they teach (inner-city, urban, suburban, small-town, and rural). Here are some highlights from this year's poll.

- By almost a 6-1 margin (78% to 14%), teachers oppose allowing students and parents to choose a private school to attend at public expense. Far fewer teachers (14%) than members of the public (44%) favor such a proposal. More teachers (88%) than members of the public (75%) think private schools should be accountable in the same way public schools are if they accept government tuition payments. Of the 42% of teachers with a child in public school, 63% say they would keep their child in his or her current public school; just 51% of public school parents would do so. But of the 30% of teachers who say they would change their child's school, only 16% would send their child to another public school, whereas 34% would send their child to a parochial school, and 32% would send their child to a private school.

- Teachers grade public schools higher this year than in the past. More teachers this year assign grades of A or B to their community schools, to the school in which they teach, and to the nation's schools than in any year since the teacher poll began in 1984. Twenty-three percent more teachers (69%) than members of the public (46%) give their local public schools an A or a B, and 15% more teachers (33%) than members of the public (18%) give the nation's schools an A or a B. Except for inner-city teachers, teachers continue to award the highest grades to the schools in which they teach.

- Fewer teachers today (17%) than in 1989 (21%) or 1984 (21%) favor paying higher salaries to teachers of mathematics and other subjects for which teacher shortages are known to exist. Yet more teachers today (40%) favor the idea of merit pay than did teachers in 1989 (31%) or 1984 (32%). More teachers today (23%) than in 1989 (19%) say their schools have trouble attracting good teachers, but the same percentage of teachers today as in 1989 (32%) believe their schools have trouble retaining them. The most frequently mentioned reason teachers give for the difficulty schools have in getting and keeping good teachers is low pay.

- There are some issues on which teachers appear to agree with the public. A majority of teachers (60%) agree with a majority of the public (67%) that prayers should be allowed in the public schools. A majority of teachers who have a child attending public school (55%) and a plurality of public school parents (50%) believe that public school has caused their child to become an eager learner. Majorities of teachers (55%) and of the public (65%) say that children with learning problems should be put in special classes.

- Asked to judge the importance of six measures of school effectiveness, the largest proportion of teachers (69%) say good citizenship is very important, but the largest proportion of the public (82%) says high school graduation rates are very important. Only 15% of teachers say standardized test scores are a very important indicator of school effectiveness, whereas 50% of the public says they are a very important measure.

- While a majority of respondents to the public poll (66%) say they would be willing to pay more taxes to improve the quality of the nation's inner-city public schools, only a plurality of teachers (47%) say they would be willing to do so. However, more inner-city teachers (64%) and suburban teachers (57%) than teachers in other areas say they would be willing

to pay more taxes.

- Asked to judge the seriousness of eight problems, the greatest percentage of teachers (69%) identify alcohol as a very or fairly serious problem, but the greatest percentage of members of the public (80%) point to drugs. More teachers in the South than in other regions say teenage pregnancy is a very or fairly serious problem. It is interesting to note that the largest percentages of teachers' responses for all eight problems fall in the category "fairly serious" compared to the greatest percentage of the public's responses, which fall into the category "very serious," suggesting that teachers may not find any of these problems to be as serious as does the public.

- In 1998, as in 1984 and 1989, the top four subjects teachers would require college-bound high school students to take are English, mathematics, science, and history/U.S. government. But for students who do not plan to attend college, the top four subjects teachers would require this year are English, mathematics, history/U.S. government, and industrial arts/homemaking. Science, one of the top four subjects teachers said they would require for these students in 1984 and 1989, slipped to sixth place this year. Foreign language, which ranks fifth this year as a required subject for college-bound students, consistently falls in last place for non-college-bound students. Industrial arts/homemaking, which places fourth this year as a required subject for non-college-bound students, consistently ranks last for college-bound students.

Public Versus Nonpublic Schools

Choosing Private Schools at Public Expense

A much smaller percentage of teachers (14%) than of the public (44%) favor allowing students and parents to choose a private school to attend at public expense. Just 9% of teachers in the East favor such a plan, while 16% of teachers in the South, Midwest, and West favor the plan. Teachers with no children in school are less likely to favor such a plan (12%) than are teachers with children in public schools (17%) or teachers with children in parochial or private schools (34%).

The question:

Do you favor or oppose allowing students and parents to choose a private school to attend at public expense?

	Teachers %	Public %
Favor	14	44
Oppose	78	50
Don't know	8	6

Impact on Public Schools of Aid To Private or Church-Related Schools

Less than one-half of teachers (42%) say they have children in their local public schools, and slightly more than 4% say they have children in parochial or private schools. Given the choice of any public, private, or church-related school, with tuition paid for by the government, a majority of teachers with children in the public schools (63%) say they would not move their oldest child from the school he or she now attends. Thir-

ty percent say they would send their oldest child to a different school — 34% to a church-related school, 32% to a private school, and 16% to another public school. The remainder responded “don’t know.”

The first question:

Suppose you could send your oldest child to any public, private, or church-related school of your choice, with tuition paid for by the government. Would you send your oldest child to the school he or she now attends, or to a different school?

	Public School Parents	
	Teachers %	Public %
Present (public) school	63	51
Different school	30	46
Don't know	7	3

The second question, asked of teachers who said they would send their child to a different school:

Would you send this child to a private school, a church-related school, or to another public school?

	Public School Parents	
	Teachers %	Public %
Private school	32	49
Church-related school	34	36
Another public school	16	13
Don't know	18	2

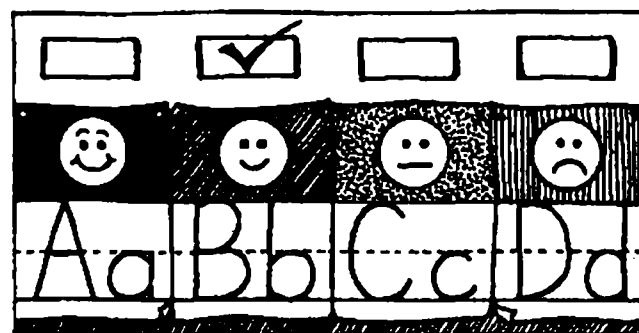
Obligations of Private or Church-Related Schools That Accept Public Funds

Most people believe that private schools should be held to the same standards as public schools if they receive public support. However, more teachers (88%) than members of the public (75%) say private or church-related schools that accept government tuition payments should be accountable to the state in the same ways that public schools are accountable. This pattern holds for all teachers, whether they have children in public schools, children in private schools, or no children in school.

The question:

Do you think private or church-related schools that accept government tuition payments should be accountable to the state in the way public schools are accountable?

	National Totals		No Children In School		Public School Parents		Nonpublic School Parents	
	Teachers %	Public %	Teachers %	Public %	Teachers %	Public %	Teachers %	Public %
Yes, should	88	75	89	74	88	80	69	62
No, should not	8	20	8	22	8	16	15	26
Don't know	4	5	3	4	4	4	16	12



Grading the Schools

Local Public Schools

Proportionately more teachers (69%) give their local public schools a grade of A or B than do members of the public (46%). In fact, more teachers rate their local schools higher this year than in any other year since the teacher poll began in 1984. More teachers in the East (76%) give their schools an A or a B this year than do teachers in the Midwest (74%), West (65%), or South (64%). Only in the South do any teachers (4%) give their local public schools an F. More suburban teachers (77%) give their local public schools an A or a B than do small-town teachers (74%), rural teachers (72%), urban teachers (59%), or inner-city teachers (44%). Suburban teachers grade their local schools higher than their counterparts, and they grade their local schools significantly higher than inner-city teachers grade their schools.

The question:

Students are often given the grades A, B, C, D, and FAIL to denote the quality of their work. Suppose the public schools themselves, in this community, were graded in the same way. What grade would you give the public schools here — A, B, C, D, or FAIL?

	Teachers '98 %	Public '98 %	Teachers '97 %	Public '97 %	Teachers '89 %	Public '89 %	Teachers '84 %	Public '84 %
A & B	69	46	62	46	66	43	64	42
A	17	10	12	10	11	8	12	10
B	52	36	50	36	55	35	52	32
C	24	31	30	32	29	33	27	35
D	4	9	6	11	4	11	4	11
FAIL	1	5	2	6	•	4	1	4
Don't know	2	9	•	5	1	9	4	8

*Less than one-half of 1%.

Schools Where Teachers Teach

Public school teachers tend to rate the school in which they teach higher than other schools in their community or in the nation. Somewhat more teachers (78%) this year give the school in which they teach an A or a B than in years past. However, just 51% of inner-city teachers give their own schools a grade of A or B, while 85% of suburban teachers, 84% of teachers in small towns, 80% of rural teachers, and 73% of urban teachers do so.

The question:

How about the public school in which you teach? What grade would you give your own school?

	1998 %	1997 %	1996 %	1989 %	1984 %
A & B	78	73	73	75	72
A	31	25	27	22	21
B	47	48	46	53	51
C	16	19	22	21	20
D	4	6	3	3	4
FAIL	2	2	1	1	2
Don't know	*	*	1	1	2

(Not all columns add to 100% because of rounding.)

*Less than one-half of 1%.

Public Schools Nationally

Typically, both teachers and the public give lower grades to public schools in the nation as a whole than they give to local schools, although more teachers give A's or B's to the nation's schools than does the public. While this year is no exception, the difference between teachers' assessments and the public's is greater this year than in the past, with 33% of teachers assigning an A or a B to the nation's public schools and just 18% of the public awarding such high grades to the nation's schools. Significantly fewer teachers in the South (28%) assign an A or a B to the nation's schools than do teachers in the West (38%), the Midwest (35%), or the East (30%).

The question:

How about the public schools in the nation as a whole? What grade would you give the nation's public schools?

	Teachers 1998 %	Public 1998 %	Teachers 1997 %	Public 1997 %	Teachers 1996 %	Public 1996 %
A & B	33	18	28	22	30	21
A	2	1	1	2	1	1
B	31	17	27	20	29	20
C	50	49	52	48	49	46
D	6	15	9	15	7	18
FAIL	1	5	1	6	2	5
Don't know	10	13	10	9	12	10

Teachers and Teaching

Higher Salaries in Certain Subject Areas

According to the National Commission on Teaching and America's Future, more than 30% of mathematics teachers do not have at least a college minor in the subject, and 56% of students taking science courses are taught by teachers who have no background in the science.* The number of family and consumer sciences teachers graduating from universities dropped from 852 in 1986-87 to 315 in 1995-96, creating a dearth of teachers in that field.** In spite of such shortages, fewer public school teachers today (17%) than in 1989 (21%) or 1984 (21%) favor paying teachers in these content areas higher wages than teachers of other subjects.

*"Statistics on Teaching in America," available from website of the National Commission on Teaching and America's Future, <http://www.tc.columbia.edu/~teachcomm/fact2.htm>.

**Mary Ann Zehr, "Shortage of Consumer Sciences Teachers Hitting Home," *Education Week*, 28 October 1998, p. 7.



"I'll trade you my antacid for your extra-strength aspirin."

The question:

Today there is a shortage of teachers in science, math, technical subjects, and vocational subjects. If your local schools needed teachers in these subjects, would you favor or oppose paying them higher wages than teachers of other subjects?

	1998 %	1989 %	1984 %
Favor	17	21	21
Oppose	80	75	75
Don't know	3	4	4

Merit Pay

In 1984 and 1989, we asked teachers a series of questions about merit pay, which more than 60% opposed both years. The main reasons teachers gave for their opposition were the difficulty of evaluating teacher performance and the morale problems that merit pay might cause. More recently, teacher-pay systems are being implemented that link overall school performance to specific reform goals instead of rewarding individual teachers for the quality of their teaching. For example, teachers in Kentucky receive cash bonuses if their schools exceed their target goals. This year we revisited the merit pay question and discovered that more teachers (40%) now favor merit pay than in 1989 (31%) or in 1984 (32%).

The question:

How do you, yourself, feel about the idea of merit pay for teachers? In general, do you favor or oppose it?

	1998 %	1989 %	1984 %
Favor	40	31	32
Oppose	49	61	64
Don't know	11	8	4

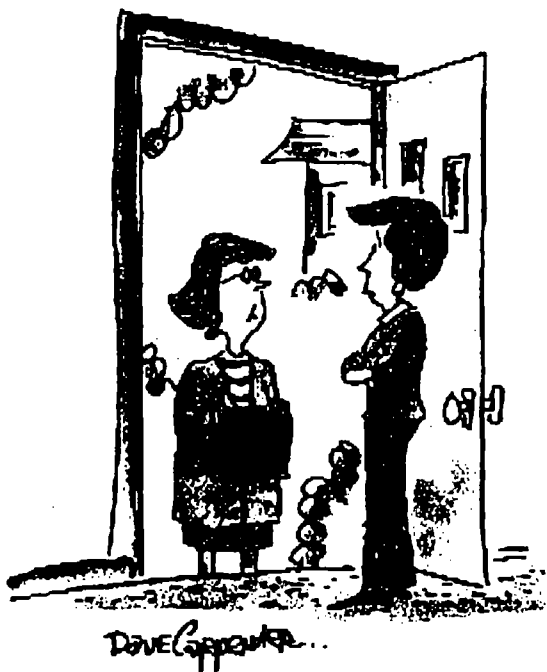
Attracting and Retaining Good Teachers

In 1996 the National Commission on Teaching and America's Future predicted a teacher shortage in the next 10 years as a result of rapidly growing student enrollments and an increasing number of retiring teachers. While there is disagreement about the overall prediction, there is agreement that teacher shortages in mathematics, the sciences, and vocational education do exist, and inner-city schools have more trouble recruiting teachers than do wealthy suburban districts. Do schools have more trouble recruiting good teachers now than in the past? We first asked teachers this question in 1984, so we revisited it this year to find out if teachers' perceptions have changed. More teachers today (23%) say their schools have difficulty getting good teachers than in 1989 (19%), but fewer than in 1984, when 37% said their schools had difficulty recruiting good teachers.

Predictably, far more inner-city teachers (49%) say their schools have trouble getting good teachers than do rural teachers (25%), small-town teachers (23%), urban teachers (17%), and suburban teachers (12%). More than 30% of teachers in the West say their schools have problems getting good teachers, while 24% of teachers in the South, 22% of teachers in the Midwest, and 12% of teachers in the East agree. The number-one reason teachers give for the problems their schools have in getting good teachers is low pay (28%). Geographic location of the district (18%), working conditions (15%), and teacher shortages (9%) are the next most frequently cited reasons.

The question:

Does the school in which you teach have difficulty in getting good teachers? If "yes," explain briefly, in a few words, why.



"I'm Kevin's teacher, and I came to meet the cruel step-mother who won't let him do homework."

	1998 %	1989 %	1984 %
Yes	23	19	37
No	72	75	57
Don't know	5	5	6

(Not all columns add to 100% because of rounding.)

If there is a shortage of teachers, inadequate retention of well-qualified teachers may be one of the biggest reasons. The percentage of teachers in our survey who say their schools have trouble *keeping* good teachers (32%) has not changed since 1989, although it is down somewhat from 48% in 1984. More inner-city teachers (65%) say their schools have trouble keeping good teachers than do teachers in urban (28%), suburban (23%), small-town (29%), or rural (34%) areas. The main reason teachers give for leaving is the same one they give for schools' not attracting good teachers — low pay (35%). This is followed by working conditions (17%); lack of support from administrators, community, and parents (15%); weak or poor administration (9%); location (7%); workload (6%); better job opportunities (5%); lack of respect (3%); and burnout (2%). The specific problem with working conditions that teachers mention most often is poor student discipline. These reasons are similar to those identified by a study group of the National Association of State Boards of Education.*

The question:

Does the school in which you teach have difficulty in keeping good teachers? If "yes" explain briefly, in a few words, why.

	1998 %	1989 %	1984 %
Yes	32	32	48
No	65	66	47
Don't know	3	2	5

Effectiveness of Public Schools

Is Education Today Better or Worse?

Considerably more teachers (56%) than members of the public (41%) say children today get a better education than they themselves did. More inner-city teachers (35%) believe children today get a worse education than do teachers in urban (25%), suburban (19%), small-town (21%), and rural (21%) areas.

The question:

As you look on your own elementary and high school education, is it your impression that children today get a better or worse education than you did?

	Teachers %	Public %
Better	56	41
Worse	23	48
No difference	17	8
Don't know	4	3

* *The Numbers Game: Ensuring Quantity and Quality in the Teaching Workforce* (Alexandria, Va.: National Association of State Boards of Education, October 1998). This study cites low salaries, poor student discipline, and being assigned to teach subjects for which they are not prepared as the top reasons teachers quit.

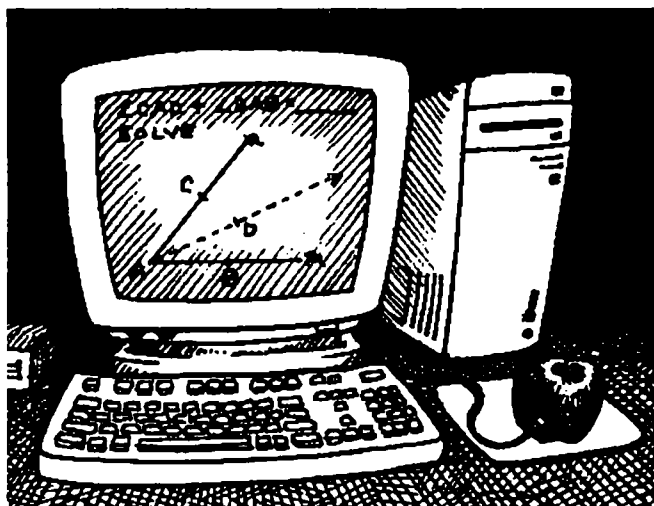
Impact of the Public School on Students

Teachers and members of the public who are public school parents generally agree about the impact school has had or is having on their oldest child's attitude toward learning. Slightly more teachers (55%) than members of the public (50%) say public school has caused their oldest child to become an eager learner, and nearly equal numbers of teachers (35%) and of the public (34%) say public school has caused their child to tolerate learning as a necessary chore. But fewer teachers (5%) than members of the public (15%) say school has turned their child off to learning.

The question:

How would you describe the impact school has had or is having on your oldest child's attitude toward learning?

	Teachers Who Are Public School Parents %	Public School Parents %
Caused child to become eager learner	55	50
Caused child to tolerate learning as necessary chore	35	34
Caused child to be turned off to learning	5	15
Don't know	5	1



Measuring School Effectiveness

Teachers and the public were asked to evaluate the importance of six measures of school effectiveness. The greatest percentage of teachers (69%) say the number of high school graduates who practice good citizenship is a very important indicator of school effectiveness. But the greatest percentage of the public (82%) says the number of students who graduate from high school is a very important measure of school effectiveness. When teachers' mean responses are compared by the region of the country in which they teach, citizenship is seen to be a significantly more important measure of school effectiveness for teachers in the West than it is for teachers in other regions. The percentage of high school students who go on to college or junior college and the percentage who complete college are significantly more important for teachers in the East. Far fewer teachers (15%) than members of the public (50%) say standardized test scores are a very important indicator,

and test scores are seen as significantly less important by teachers in the West.

The question:

How important do you think each of the following is for measuring the effectiveness of the public schools in your community?

	Very Important Teachers %	Public %	Somewhat Important Teachers %	Not Very Important Teachers %	Not at All Important Teachers %
Percentage of high school graduates who practice good citizenship	69	79 (2)	25	5	1
Percentage of students who graduate from high school	67	82 (1)	28	4	1
Percentage of graduates who get jobs after completing high school	58	63 (5)	34	6	2
Percentage of high school graduates who go on to college or junior college	47	71 (3)	45	7	1
Percentage who graduate from college or junior college	45	69 (4)	43	10	2
Scores that students receive on standardized tests	15	50 (6)	51	27	7

(Numbers in parentheses indicate where the problem ranks with the public.)

Politics and the Public Schools

Improving the Nation's Inner-City Schools

Fewer teachers (47%) than members of the public (66%) say they would be willing to pay more taxes to provide funds to improve the quality of the nation's inner-city public schools. More inner-city teachers (64%) and suburban teachers (57%) say they would be willing to pay more taxes than do urban teachers (46%), rural teachers (39%), or small-town teachers (38%). More teachers in the West (59%) say they would be willing to pay more taxes to improve inner-city schools than do teachers in the Midwest (45%), the East (43%), or the South (43%).

The question:

Would you be willing or unwilling to pay more taxes to provide funds to improve the quality of the nation's inner-city public schools?

	Teachers %	Public %
Willing	47	66
Unwilling	35	30
Don't know	18	4

Prayer Amendment

As does a majority of the public (67%), a majority of teachers (60%) favor an amendment to the U.S. Constitution that

would permit prayers to be spoken in the public schools. Support for such an amendment among teachers appears to have grown since this question was first asked in 1984. More teachers in the South (79%) favor such an amendment, whereas fewer teachers in the West (42%) do so. Teachers in the East and the Midwest are more evenly divided, with 55% and 58% respectively favoring an amendment permitting school prayer.

The question:

An amendment to the U.S. Constitution has been proposed that would permit prayers to be spoken in the public schools. Do you favor or oppose this amendment?

	Teachers 1998 %	Public 1998 %	Teachers 1984 %	Public 1984 %
Favor	60	67	52	69
Oppose	31	28	33	24
Don't know	9	5	15	7



Problems Facing the Public Schools

Seriousness of Selected Problems

Teachers and the public seldom agree about the severity of problems in our public schools. In 1996, for instance, the public identified drug use as the biggest problem that local schools must face, but teachers said the biggest problem was getting support from parents. This year teachers and the public were asked how serious each of eight problems is in their local schools. The greatest percentage of teachers (69%) say alcohol is a very serious or fairly serious problem, whereas the greatest percentage of the public (80%) identifies drugs as very serious or fairly serious. Inner-city teachers perceive discipline, drugs, fighting, gangs, and teenage pregnancy as more serious problems than do teachers in all other settings. Urban teachers see discipline, fighting, and gangs as more serious problems than do teachers in suburban, small-town, and rural areas. Teachers in small towns view smoking as a more serious problem than do their counterparts in other areas. Interestingly, the largest proportions of teachers' responses fall in the category "fairly serious," whereas most of the public's responses fall in the category "very serious." This suggests that teachers do not perceive these problems to be as serious as do members of the public.

The question:

How serious a problem would you say each of the following is in the public schools in your community?

	Very and Fairly Serious Combined		Very Serious	Fairly Serious	Not Very Serious	Not at All Serious
	Teachers %	Public %	Teachers %	Teachers %	Teachers %	Teachers %
Alcohol	69	72 (4)	19	50	28	3
Smoking	67	76 (2)	22	45	29	4
Discipline	65	76 (2)	23	42	29	6
Drugs	64	80 (1)	14	50	32	4
Teenage pregnancy	60	71 (5)	18	42	34	6
Fighting	49	64 (6)	13	36	46	5
Gangs	37	57 (7)	13	24	43	20

(Numbers in parentheses indicate where the problem ranks with the public.)

School Operation/Curriculum

Placement of Students with Learning Problems

More teachers (33%) than members of the public (26%) are in favor of including children with learning problems in the same classroom with other students. Judging by the number of unsolicited comments offered in response to this question, many teachers appear to hold strong opinions about whether or not children with learning problems should be included in the regular classroom. Most of their remarks are echoed in one teacher's comment, "It depends!" It depends on the "nature of the disability," the "severity and type of learning problem," the "number of children" in the classroom, and the "level of support." Other teachers say children need to be in both special and regular classes.

The question:

In your opinion, should children with learning problems be put in the same classrooms with other students, or should they be put in special classes of their own?

	Teachers %	Public %
Yes, same classrooms	33	26
No, special classes	55	65
Don't know	12	9

Communication

When it comes to fostering communication between public schools and their constituents, majorities of both teachers and members of the public say that conventional forms of communication are more effective than newer ones, such as Internet chat rooms and hotlines. However, the greatest percentage of teachers (84%) say that newsletters are very or somewhat effective, and the greatest percentage of the public (89%) believes open houses are very or somewhat effective. Elementary teachers perceive open houses and newsletters to be more effective than do middle school and high school teachers, and high school teachers see news hotlines as less effective than their counterparts at other grade levels. Inner-city teachers appear to be more enthusiastic about neighborhood discussion

groups than their counterparts in other settings are, and teachers in rural areas tend to be less enthusiastic about everything except newsletters, open houses, and news hotlines. A majority of teachers see all these forms of communication with citizens as somewhat effective, whereas a majority of members of the public believe most of these forms are very effective.

The question:

Here are some ways in which public schools try to open lines of communication with citizens. In your opinion, how effective do you think each of the following would be?

	Very and Somewhat Effective		Very Effective		Somewhat Effective		Not Very Effective		Not At All Effective	
	Teachers %	Public %	Teachers %	Public %	Teachers %	Public %	Teachers %	Public %	Teachers %	Public %
Public school newsletters	84	87 (2)	33		51		14		2	
Public school open houses	81	89 (1)	35		46		15		3	
Public school news hotlines	71	77 (5)	21		50		25		3	
Neighborhood discussion groups	66	81 (4)	19		47		28		6	
Open hearings	62	85 (3)	16		46		32		6	
Televised school board meetings	60	74 (6)	16		45		33		7	
Internet "chat rooms" set up by your local school	55	63 (7)	13		42		34		11	

(Numbers in parentheses indicate where the problem ranks with the public. Not all rows add to 100% because of rounding.)

High School Subject Requirements

With a few exceptions, teachers' opinions have not varied over the years since 1984, when teachers were first asked which subjects they would require college- and non-college-bound high school students to take. More than 90% of teachers consistently say that English and mathematics should be required courses for students planning to attend college, and 87% or more say that science and history/U.S. government should be required for these students. Eighty-eight percent of all teachers would require English and mathematics for students who do not intend to go on to college, but fewer teachers this year (77%) than in 1989 (96%) or 1984 (91%) would require history/U.S. government. Science has also slipped in the ranks over the years as a required subject for non-college-bound students: 70% of teachers this year say it should be required, down from 95% in 1989 and 90% in 1984. As might be expected, teachers tend to place a higher priority on industrial arts/homemaking as a required course for non-college-bound students and to place a higher priority on foreign language as a required course for college-bound students.

The first question:

If you were the one to decide, which of the following subjects would you require every public high school student who plans to go on to college to take?

	1998 %	1989 %	1984 %
English	94	100	95
Mathematics	93	99	96
Science	87	100	95
History/U.S. government	86	99	95
Foreign language	61	88	77
Health education	58	91	73
Physical education	50	87	74
Business	49	79	63
Art	44	73	49
Music	43	74	54
Industrial arts/homemaking	34	68	46

The second question:

What about those public high school students who do not plan to go on to college when they graduate? Which courses would you require them to take?

	1998 %	1989 %	1984 %
English	88	96	93
Mathematics	88	96	94
History/U.S. government	77	96	91
Industrial arts/homemaking	76	88	78
Business	72	85	80
Science	70	95	90
Health education	65	92	75
Physical education	52	86	73
Art	36	67	45
Music	36	65	42
Foreign language	25	38	28

Research Procedure

The Fifth Phi Delta Kappa Poll of Teachers' Attitudes Toward the Public Schools was developed and implemented by the Phi Delta Kappa Center for Evaluation, Development, and Research. The mail survey consisted of 25 questions — 16 taken from the 1998 Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools and nine from the 1984 and 1989 polls of teacher attitudes conducted for Phi Delta Kappa by the Gallup Organization. A random sample of 4,000 public school teachers throughout the United States was provided by Market Data Retrieval. The sample was stratified proportionately by the Gallup Organization's four regions and by grade level taught.

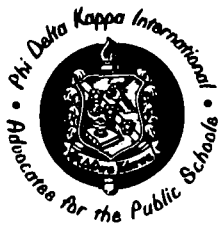
The survey, cover letter, and a return envelope were mailed on 8 October 1998. A follow-up postcard was mailed on 23 October 1998. A second cover letter, survey, and return envelope were mailed on 5 November 1998.

The response rate was 18.7%, with 751 respondents returning completed surveys. This sample has a margin of error estimated to be plus or minus 4% at the 95% confidence level. A margin of error of plus or minus 4% at the 95% confidence level means that sample responses would differ by no more than plus or minus 4% from the true values. Reported differences in responses between elementary, middle school, and high school teachers; between inner-city, urban, suburban, small-town, and rural teachers; and between teachers from the East, South, Midwest, and West are statistically significant at the 95% confidence level.

Composition of the Sample

Demographic information provided by respondents indicates that 76% are female, and 24% are male. The mean age of respondents is 43.5 years. Racial/ethnic background information indicates that 92.4% are white, 6% are black, 4% are Native Hawaiian or Pacific Islander, 7% are American Indian or Alaskan Native, and .4% are Asian. Nearly 5% are of Hispanic or Latino origin.

Respondents indicated that their highest degree earned was a bachelor's (38%), master's (54%), specialist's (6%), or doctorate (2%). They have taught an average of 16.5 years. Fifty percent indicated they teach at the elementary level, 21% at the middle/junior high school level, 28% at the high school level, and 1% at some other level. Ten percent teach in inner cities, 13% in urban areas, 28% in suburban areas, 31% in small towns, 17% in rural areas, and less than 1% are not sure.



Phi Delta Kappa International

THE PROFESSIONAL FRATERNITY IN EDUCATION

PRESS RELEASE

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Contact: Carol Langdon at 800/766-1156

TEACHERS AND PUBLIC DIVIDED ON ISSUES SURROUNDING PRIVATE SCHOOLS

Bloomington, IN — By a six to one margin, America's public school teachers oppose allowing students and parents to choose a private school to attend at public expense. In the Fifth Phi Delta Kappa Poll of Teachers' Attitudes Toward the Public Schools, far fewer teachers (14%) than members of the public (44%) favor such a proposal. To compare teachers' and the public's views on cutting-edge issues in education, a random sample of teachers across the nation answered selected questions from the 30th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes toward the Public Schools. More teachers (88%) than members of the public (75%) think private schools should be accountable the same way public schools are if they accept government tuition payments.

Since 1984, when Phi Delta Kappa and the Gallup Organization first surveyed the nation's public school teachers, teachers consistently have viewed public schools in a more positive light than has the public. Teachers give all schools better grades, regardless of whether it is their own school, schools in their local communities, or schools across the country. More teachers this year assign an A or a B to their community schools, the school in which they teach, and the nation's schools than in any other year since the teacher poll began. Twenty-three percent more teachers (69%) than members of the public (46%) give their community public schools an A or a B, and 15% more teachers (33%) than members of the public (18%) give the nation's schools an A or a B. Except for those in inner-city schools, teachers this year continue to grade the school in which they teach highest. For the 42% of teachers who say they have a child in public school, 12% more teachers (63%) than public school parents (51%) say they are satisfied with their child's public school. (over)

Another trend supported by this year's poll is that teachers' perceptions of what goes on at school rarely correspond with those of the public. Asked to judge the seriousness of eight problems, the greatest percentage of teachers (69%) identify alcohol as a very or fairly serious problem, but the greatest percentage of members of the public (80%) says it is drugs. The greatest percentages of teachers' responses for all eight problems fall in the category "fairly serious" compared to the greatest percentage of the public's responses, which fall into the category "very serious," suggesting that teachers may not find any of these problems to be as serious as does the public. In 1996, 1989, and 1984, teachers consistently said the biggest problem in their local public schools was lack of support and interest on the part of parents; but in 1996 and 1989 the public said it was drug use, and in 1984, they said it was lack of discipline.

Asked to judge the importance of six measures of school effectiveness, most teachers (69%) say good citizenship is a very important indicator, but most members of the public (82%) say high school graduation rates are a very important measure. Only 15% of teachers say standardized test scores are a very important indicator of school effectiveness, whereas 50% of the public says they are a very important measure.

There are some issues on which teachers appear to agree with the public. A majority of teachers (60%) agree with a majority of the public (67%) that prayers should be allowed in the public schools. Majorities of teachers (55%) and the public (50%) who are public school parents also agree that school has caused their child to become an eager learner. A majority of teachers (55%) and a majority of the public (65%) say that children with learning problems should be put in special classes.

The mail survey of 4,000 public school teachers was conducted in October 1998. The sample was stratified proportionately by the Gallup Organization's four regions and by grade level taught. The response rate was 18.7%. This sample has a margin of error of plus or minus 4% at the 95% confidence level. A full report appears in the April 1999 issue of the *Phi Delta Kappan*. For more information, contact Carol Langdon at Phi Delta Kappa (800/766-1156).