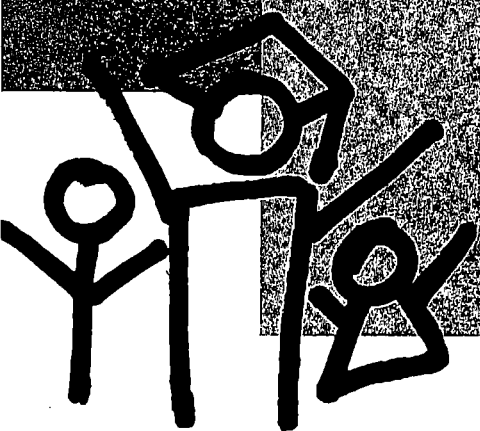

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.



Thinking K-16

Vol. 4, Issue 1

A Publication of The Education Trust

Spring 2000

HONOR IN THE BOXCAR

Equalizing Teacher Quality

REBECA HURST IS A SPECTACULARLY GOOD TEACHER. Though her Algebra II classroom is in one of Los Angeles' poorest neighborhoods, if you dropped by for an afternoon you wouldn't see either the disengagement or unruly behavior that we're often led to believe is inescapable in such settings. Instead, sparked by their teacher's commitment to instilling in her students the same passion for mathematics that she has, students vie to participate in solving complex math problems—problems many teachers would consider beyond the reach of these students. As she writes logarithm after logarithm on the board, eyes light up and pencils move fast and furiously on paper as students begin to understand what it is that is happening in each of the examples.

Every day, poor children in every city in America benefit hugely from terrific teachers like Rebecca. Underpaid, overworked, and stretched sometimes beyond human endurance to respond both to the intellectual and personal needs of their students, these dedicated adults devote themselves selflessly to sharing the riches of their own

education with young people growing up without riches of any other kind.

But as the pages of this issue of *Thinking K-16* show, poor children and children of color are far less likely than other children to be taught by outstanding teachers like Rebecca. Indeed, no matter how you measure teacher qualifications—licensed vs. unlicensed, in- vs. out-of-field, performance on teacher licensure exams, or even actual effectiveness in producing learning gains—low-income and minority youngsters come up on the short end.

This fact is hardly lost on Mark Roberts, an African American father who observed that his daughter's low-income friend Tiffany wasn't having the same kind of school experiences that he saw in his daughter's so-called "gifted and talented" classroom.

In the GT classrooms, wrote Mr. Roberts, "children with the proper pedigrees... enjoyed the best teachers, smaller classes, an enriched curriculum, exciting field trips, challenging assignments, and the protective watch of the principal. They would never be assigned a teacher like Mrs. Simmons, who screamed at her students, kept a brick on her desk, and made frequent calls on her cell phone. Tiffany was in her class."

When Roberts questioned the principal about these differences, the response was chilling: "Remember who we are talking about," the principal explained. "There's only so much we can do for those kids."

For years, of course, we've known about inequities

Inside
Thinking K-16

Honor in the Boxcar

No More Settling
For Less

Statements from
National Leaders:

Teachers
Administrators
Higher Education
Business & Community

Actions for Communities
& States

1

3

13

26

continued next page



NATIONAL INSTITUTE FOR LITERACY

November 20, 1998

Dear Colleague & Interested Parties:

The enclosed publication, *Vision for an Ideal System, Improving Services to Adults with Learning Disabilities, An Education Partnership* is a joint publication of the Maryland State Department of Education, the National Institute for Literacy and the National Adult Literacy and Learning Disabilities Center. This publication is free, however, limited.

If you would like additional copies of this publication, please contact the National Institute for Literacy Clearinghouse at 1-800-228-8813.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

Vision for an Ideal System

**IMPROVING
SERVICES TO
ADULTS WITH
LEARNING
DISABILITIES**

An Adult Education Partnership

The Maryland State Department of Education
The National Institute for Literacy
The National Adult Literacy and Learning Disabilities Center

Baltimore/Washington Airport Marriott Hotel

THE NATIONAL ADULT LITERACY AND LEARNING DISABILITIES CENTER



Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

Booklet, "After-School Programs: Keeping Children Safe and Smart," 34 pages

After-School Programs: *Keeping Children Safe and Smart*



PARTNERSHIP
for Family
Involvement
in Education



**White House Initiative on Educational
Excellence for Hispanic Americans**



White House Initiative
on Educational Excellence
for Hispanic Americans
400 Maryland Avenue, S.W.
Washington, D.C. 20202-3601
(202) 401-1411

<http://www.ed.gov/offices/OIIA/Hispanic/>

Spring
Policy Seminar Series

**K-16 Strategies
for a Biliterate
Workforce**

**Thursday, April 27, 2000
10:30 am - 12 pm**

400 Maryland Ave. SW
Washington, DC 20202

Biliteracy is the ability to function in two languages and cultures and is a powerful workforce tool not only in the U.S. business environment but also in the new global economy. The policy seminar will focus on how today's American educational system is responding to the need for biliterate employees.

Panelists will describe selected K-16 Strategies at different educational levels, from high school academic programs to workforce development efforts of national corporations. Speakers will discuss the ongoing creative collaborations between schools and businesses that strive to achieve the goal of a biliterate workforce.

Future seminars:

May 11th: 12pm

Beyond Affirmative Action: Latinos in Graduate Education

Speakers:

Teresa Sullivan, Vice President and Graduate Dean, University of Texas at Austin

Raymund Paredes, Associate Vice Chancellor, Academic Development, UCLA

Jules LaPidus, President, Council of Graduate Schools

Margarita Benitez, Office of Post-Secondary Education, US Department of Education

June 16th: 12pm

Starting Smart: Latinos in Early Childhood Education

Speakers:

Patricia Montoya, Commissioner, Administration on Children, Youth and Families; Department of Health and Human Services

Naomi Karp, Director, National Institute on Early Childhood Development and Education, Office of Educational Research and Improvement;

Anthony Carnevale, Vice President for Public Leadership, Educational Testing Service.

Introduction

Sarita E. Brown

Executive Director, White House Initiative on Educational Excellence for Hispanic Americans

Speakers:

Juliet Garcia

President University of Texas at Brownsville and Texas Southmost

Sandra H. Fradd

University of Miami, School of Education

Julio Valella

Director of Strategic Programs and Educational and Productivity Solutions, Texas Instruments

Angela Beneyto-Badillo

Compliance Manager, Chicago Public Schools, Office of Language and Cultural Education

Judith Lunde

Vice President, Patient Services, Edgewater Hospital, Chicago

Questions and Answers

Closing Comments

