

EDUCATION WRITERS ASSN.
4.14.00 ATLANTA, GA

0 NEW SPEECHES OF THE PRESIDENT

CLINTON LIBRARY PHOTOCOPY

Tiny school bests big problems

Tough curriculum gets quick results

By Andrea Billups
THE WASHINGTON TIMES

PORTLAND, Ark. — Finding Portland Elementary School takes a bit of doing, as they say in this part of the country, but Principal Ernest Smith is getting used to giving directions.

All sorts of folks, including the governor, have come calling. They're eager to discover just what makes this rural school in the heart of Arkansas' Delta region one of the state's educational gems.

Drive east then south out of Little Rock, the big city, for about 2½ hours. When you come to Lake Village, take a right at the town's only stoplight. Mr. Smith instructs. Continue 12 miles through the sprawling cotton fields and shimmering catfish ponds near Bayou Bartholomew.

Turn at the railroad tracks and drive straight. Pass the John Deere store, and you'll see the sign. The school is on the left.

"If you have any trouble, now, just call," urges the energetic Mr. Smith, a sharecropper's son and veteran educator who embraces Southern hospitality like a code of honor.

At 65, he has been a teacher and principal for 43 years. But the last five, he confides, have been the most rewarding.

The reason: His school in this town of 600 residents has rebounded, even though 77 percent of his 150 students are from low-income homes.

Half of them used to score two or more years below grade level on national tests. Now, under Mr. Smith's guidance and a demanding new curriculum, the school is setting benchmarks for academic success.

"We believe that if the learner has not learned, the teacher has not taught," the principal says.

The results are drawing news reporters from around the country and educators from six states. They come to see for themselves how tiny Portland Elementary is doing what many other schools can't: Making sure poor children excel.

Mr. Smith's "willingness to eschew politically fashionable but academically weak programs in favor of practices that get fast, measurable results is being emulated across America," wrote one reader to the Arkansas Democrat Gazette.

Gov. Mike Huckabee, a Republican who visited Portland Elementary and successful sister school Wilmot Elementary in January, publicly lauds Mr. Smith, calling him a hero and naming him Arkansas' Resident of the Week, or "Starkansas." The governor also regularly compliments the school's staff and students.

"Over 50 percent of its top-performing students are African-American and now even private school students are asking Mr. Smith to let them come to Portland," Mr. Huckabee said in a

speech before the Republican Governors Association in November. "Why? Because he as a principal has insisted that poverty is no excuse for failure and skin color is no cause for underachievement."

Hearing that assessment makes Mr. Smith shake his head in amazement.

"We're so proud of our youngsters," he says, deflecting the accolades.

This series examines how Portland Elementary and two other public schools — an academy for seventh- to 12th graders in Harlem, N.Y., and a charter school in tiny Durham, N.C. — succeed in encouraging children to excel despite their poverty.

The Washington-based Heritage Foundation spotlighted the three schools as among the best in the country as part of the conservative think tank's "No Excuses" campaign advocating higher standards in public education.

'All children can learn'

Central to the turnaround at Portland Elementary was its adoption of Direct Instruction, called "Distar" when introduced in the 1960s.

Aggressive, in-your-face and demanding for both teachers and students, DI — as Portland officials refer to it — is an intensely scripted and regimented teaching method with a strong track record of accelerating learning.

Children are grouped by skill level and tested every seven or eight days in reading, language, math and science until they master each subject. The assessments continue until each child is ready to move up to a higher level.

"DI has taught us that all children, when placed at their appropriate instructional level, can learn," Mr. Smith says.

Initially, Mr. Smith was leery of using Direct Instruction. County school officials urged him to visit Wesley Elementary in Houston. There he met Thaddeus Lott, a celebrated educator on the scale of the legendary Jaime Escalante of California, who achieved unparalleled success using DI with his poor elementary students.

After returning home and selling the program to his teachers, some of them reluctantly, Mr. Smith made a commitment to the new curriculum. He hired a New York consulting firm to train his staff and follow up with monthly visits.

No little robots

The first year Portland Elementary used DI, things were rough.

"By the end of the day, teachers were exhausted," Mr. Smith recalls.

No wonder.

Watching teacher's aide Charlotte Lassiter drill her youngsters in vocabulary is tiring, even to an adult visitor.

Sitting in a semicircle, nearly touching the tall and curly-haired Mrs. Lassiter, tiny kindergartners reply eagerly in unison to her crisp commands.

"What is a contraction?" she asks quickly.

"Ready, go," she prompts from a DI script.

"A contraction is two words put together with a letter or letters missing," the small ones say, their southeastern Arkansas accents pronounced as they linger over vowels that are long.

"Excellent," affirms Mrs. Lassiter, as dimples flare, tiny pony tails bob and excited giggles fill the room.

In the second-grade classroom across the hallway, teacher Becky Smith puts her pupils through reading lessons.

"Everybody touching," she commands, as the children use their fingers to mark where they will read aloud.

"Keep reading," she clips, snapping her fingers to create momentum as a small boy takes his turn.

"One of the criticisms is that we're creating little robots, that this is so structured we take away any individuality," says Mr. Smith, observing this class on an unseasonably warm February morning. "But [teachers] ask a lot of open-

ended questions, and the children have to think."

The turnaround

Guidance counselor Sheila Greene says DI helps to raise self-esteem in struggling students.

"There's a lot of positive reinforcement," she says. "They are not singled out to be ridiculed, and the students don't realize they are in a lower group ability-wise. They aren't stigmatized as underachievers."

Before DI was adopted in 1994, 13 percent of students were assigned to special-education classes. That percentage dropped to 5 percent.

Watching the turnaround at Portland has been amazing," Miss Greene says.

"Even to us, it's hard to imagine," she says of the national attention, which included an award in 1998 from the U.S. Department of Education for being a "Title I School of Distinction."

The guidance counselor credits Mr. Smith's vision and says area residents, including parents, actively raise money and help the school move ahead.

A strong character education program, in use districtwide, complements this environment of achievement, she says. Violence is rare and church is central to the lives of children and their families.

"We're beating the statistics with a lot of hard work," Miss Green says.

Accountability at the core

The payoff has been enormous, particularly in lower grades where children have been exposed to DI.

rect instruction for their entire academic careers.

Last year, first- and second-graders scored in the 78th percentile in math on the Stanford-9 achievement test. Sixth-graders did equally well, scoring in the 72nd percentile in reading and the 84th percentile in math.

All students have risen to grade level or above and are improving five points annually on national tests.

"We do not do special things to prepare for the standardized tests," Mr. Smith says. "We teach our curriculum."

Also key is a "no excuses" policy on learning, says Ray Simon, director of the Arkansas Department of Education.

Portland and other high-achieving schools like it are leading the way for a statewide school reform effort, Smart Start, that Mr. Simon describes as focusing on learning the basics and having accountability at its core.

"I think the secret of their success is a strong belief that their children can achieve high standards and a commitment on the part of the staff to make that happen," Mr. Simon says.

Portland, Mr. Huckabee says in an interview, "is a classic case study in proof that public schools can and do work and work very effectively when people refuse to make excuses."

"That's the single reason that we've been so injured in education across the years," the governor says. "We have made excuses for poverty, race and geography."

Not yet satisfied

Mr. Huckabee suggests an "attitude adjustment" for education.

"It's not easy," he says, "but rather than assume our students can't succeed, we need to assume that they can and will succeed."

Central to Portland's efforts, the governor adds, are parents who are buying into the vision that the highest standards are attainable, even at a small, rural school.

"My daughter comes home and she's teaching what she's learned to anyone who will listen," says Missy Hicks, 37, of her oldest child, Molly, 7.

Molly started Direct Instruction in pre-kindergarten at Portland and was reading by the time she entered kindergarten. She continued to do so well that she was able to bypass first grade, Mrs. Hicks says. Now a second-grader, Molly has no problems keeping up.

"It's because of Mr. Smith and the teachers. They take such an active role in being sure that they learn," Mrs. Hicks says.

Like many other successful principals, Mr. Smith is not yet satisfied. "I tell them the 100th percentile is our goal," he says.

Several variables have made all the difference at Portland, Mr. Smith explains. Those include intensive teacher training, a strong in-house pre-kindergarten program, academic kindergarten classes and increased time on task.

Unusual challenges

Other schools around Arkansas now use DI, including Wilnot Elementary some 12 miles away. Mr. Smith hopes state legislators will be impressed enough to fund DI statewide.

Bobby Harper, superintendent of the Hamburg district, is watching closely as both schools make enormous gains. He hopes to be able to bring the teaching method to other schools in his district, Arkansas' third-largest geographically and a place where one-hour rides on the school bus are common.

But though DI has rolled up an impressive track record for remediation and acceleration, the approach is not the only reason schools like Portland are doing well, Mr. Harper says.

"This school was small enough, has a good staff and a good instructional leader," he says. "They never quit teaching all day long. They have looked at all variables that it takes to make a school successful and they have controlled many of them."

Still, the Hamburg district faces unusual challenges in educating low-income children, many of whom come from farm families and never have traveled out of Ashley County. Most families do their shopping at the local Wal-Mart; the closest mall is 60 miles away.

On a field trip last year to Mud Island in Memphis, a group of schoolboys "did not know how to sleep between sheets on the bed because they had never slept on beds with two sheets," recalls Marilyn Chambers, the district's special programs director.

The money chase

Finding money to recruit and hire strong teachers and start innovative programs is also hard. A new teacher earns about \$22,000 per year; \$32,000 is at the high end, says Mr. Smith, who makes about \$50,000 as principal.

Most residents earn their living working crops, but education provides a stable income even though salaries are low.

"I'm always chasing money," Mr. Smith says of his vigorous search for grants.

The district receives a little more than \$452,000 in federal Title I money, which funds programs for low-income children.

"What Title I money has allowed us to do is incorporate some programs that are very expensive, like Direct Instruction," Mrs. Chambers says.

In its first year at Portland and Wilnot, DI cost about \$80,000, which covered the costs of consultants as well as materials for 300 students.

Was it worth the expense?

"It's taken ordinary teachers and made them extraordinary teachers," Mrs. Chambers says.

Signs of success

DI also brought hope to the lives of children like Salud Torres, 8, the daughter of migrant farm workers.

Two years ago, Salud spoke no English. Neither did anyone in her home. Her chances of academic success in a new country looked dim. On paper, she was at risk.

Taught only in English, today Salud reads a year above grade level. She is able to master accelerated reading programs on the computer, which she demonstrates without help from a teacher.

Reading is her favorite subject, Salud — hair in braids, brown eyes wide — softly tells a visitor.

"I take books home and read them and bring them back to school and read them again," she explains as Mr. Smith beams.

"Isn't she great?" he asks minutes later as Salud skips down the hallway from the library to her class, knowing her skills have been recognized.

He sighs, shaking his head in disbelief that his no-frills school, in a tiny farm town in southwest Arkansas, is beating the odds.

"This," Mr. Smith says, "is the most exciting period of my life. I have no intention of retiring anytime soon."

2/2

April 14, 2000
Q&A on Proposed AFT National Teacher Test

Q: This morning's New York Times reports that the American Federation of Teachers (AFT) has proposed a national test for new teachers, what is your view of this?

A: I strongly support proposals to increase teacher quality and am supportive of challenging competency tests as one strategy to accomplish that. In the 1980's I addressed this issue in Arkansas when the First Lady and I worked to improve teacher quality there. As a result, Arkansas helped lead the way in raising standards for teachers. I believe that we must pay our teachers more but that we also must demand more from them, the AFT proposal is a step in that direction.

Q: What has your Administration done to address teacher quality?

A: The report I'm releasing today outlines our strategy to improve teacher quality and the success that we've had in addressing those issues but there is still more to do. In my budget request this year I proposed a comprehensive plan to improve teacher quality in this country and ensure that all children have a high quality teacher and during my State of the Union I challenged the Congress to pass it. My plan would invest more in teacher through my Teaching to High Standards initiative which would invest \$1 billion in high quality standards-based professional development for teachers. I would also demand more from our teachers by ending out of field teaching and requiring that states ensure that 95 percent of their teachers are certified. In addition, my class size reduction initiative is raising teacher quality while reducing class size in the early grades.

**Education
Q&A
April 13, 2000**

You should be aware of an ongoing controversy around Governor Barnes' education reform proposals, particularly his proposal to end teacher tenure. The major components of the Barnes plan are class size reduction in grades 1-3, more rigorous standards and assessments, and a plan to eliminate some procedural protections for new teachers. The politics around the testing proposal are analogous to other states; however, the proposal to end teacher tenure has set off a firestorm. Critics of the plan, including the Georgia affiliate of the NEA, have accused the Governor of "political grandstanding" and trying to blame low-test scores on dismissal rights.

Q: Here in Georgia, the Governor, the legislature, and the teachers' unions have been battling over the issue of teacher tenure, what is your view of this.

A: As I said today, we must invest more in education and demand more from our schools. Teachers are no exception to either part of that equation. Every teacher should be entitled to job protections like any other worker – and there should also be fast and fair ways to remove low-performing teachers or help them improve. My budget request to Congress this year included a \$50 million request for a higher standards-higher pay initiative that would raise teacher salaries and require teachers to participate in a rigorous peer review.

Q: You talked a lot about standards and assessments. As you know, in many places around the country, most recently in Massachusetts, students, teachers, and parents are growing increasingly concerned about the amount of testing going on in our schools. Do you think the standards movement has gone too far?

A: As the report I'm releasing today shows, our commitment to higher standards and real accountability is showing dividends for all students, particularly our most disadvantaged. I think that it is very important that we not lose sight of this. Well developed standards that are linked to a challenging curriculum and assessed by good tests are a key way we can ensure that all students are getting the kind of education they need. And when they don't, these assessments are a guide for us to intervene and help struggling students and schools get up to where they need to be. I can understand that some people think we're testing kids too much, but we should judge the standards movement by its success as a whole – particularly for disadvantaged students – rather than by isolated cases.

Q: In 1989 you went to Charlottesville with President Bush and set the nation on the course to standards and accountability. Recent articles in the press have portrayed Governor Bush as the heir to this progress rather than the Vice President. What is your view of this?

A: I really don't think that's the case. The Vice President has put forward a plan that focuses on both investing in what works and ensuring real accountability for results. The Vice President's plan includes funding for smaller classes, more extended learning programs, modernizing schools, and increasing teacher quality. It also provides resources



to fix failing schools, increase accountability, and help expand the charter schools movement. Governor Bush's plan, on the other hand, promotes through vouchers, which drain resources from public schools instead of reforming them, and he has proposed very little investment in what works for our students.

Q: Governor Bush has also characterized the past seven years as a stagnant time for education reform and blames your administration for this. How would you respond to that?

A: Again, that just isn't the case. As the report I'm releasing today shows, during the past seven years we have invested record amounts in our schools and also demanded more than ever before from them. Test scores are rising – even amongst our most disadvantaged students. More students are going to college. And overall, the belief has taken hold that we can reform our public schools instead of abandoning them through vouchers. I'm proud of the work my Administration has done and I think today's report is further evidence of our successes.

Q: As you know, the Elementary and Secondary Education Act is up for reauthorization in the Congress right now. How do you see that playing out?

A: I'm disappointed in the work that has been done so far. Rather than invest in what works, increase accountability, and develop a bill that helps reform our schools, the majority in Congress has chosen to focus on gimmicks and politics. I have repeatedly called on Congress to send me an ESEA bill that I can sign, one that increases accountability, improves teacher quality, expands after school and summer school programs, continues the work of reducing class size, and increases access to technology for our students. I hope that as the Senate and the House finish their work on this important legislation in the coming weeks, they address the shortcomings in the bills so far and send me legislation that I can sign.

Q: Senator Lieberman and 7 other New Democratic senators have introduced an education bill as an alternative to the Administration's ESEA proposal and the Republican block grant bill. What is your view of this bill?

A: As you know, I have worked with Senator Lieberman for years and have tremendous respect for him and his commitment on these issues. There are a lot of things in his education bill that I like – for example, its emphasis on accountability, targeting resources to the most disadvantaged students, and public school choice. However, the consolidation of programs in the bill concerns me, I believe that we must continue to support programs for after-school and summer school and technology rather than folding them into larger programs. I look forward to working with Senator Lieberman, Senator Kennedy, and others as the process moves forward.

**PRESIDENT CLINTON TOUTS EDUCATION REFORM AGENDA
OF INVESTING MORE IN SCHOOLS AND DEMANDING MORE FROM THEM**

April 14, 2000

Today, in an address to the Education Writers Association conference in Atlanta, President Clinton will highlight the Administration's strategy of investing more in our schools and demanding more from them. The President will also release a new Education Department report detailing the substantial progress he and Vice President Gore have made in boosting accountability and student achievement, strengthening teacher quality, making schools safer, expanding school choice and charter schools, and opening the doors of college to all Americans. The President will call on Congress to pass an education bill that invests in proven strategies for reform -- instead of gimmicks like vouchers -- and includes his Education Accountability Act, which requires states to help turn around failing schools or shut them down. Finally, the President will announce he is leading a School Reform Tour in May, during which he will travel to schools across the country that are meeting high standards and investing in reform.

NEW REPORT HIGHLIGHTS PROGRESS IN PUBLIC EDUCATION SINCE 1993. The report that the President will release today, *Challenging the Status Quo: The Clinton-Gore Education Record* outlines the Administration's progress in improving public education. The report also details how the Clinton-Gore agenda for education reform -- investing more and demanding more -- has achieved results for all Americans, especially those most in need. For example, the report finds that reading scores of 4th graders in the highest-poverty schools rose almost an entire grade level between 1992 and 1996. Low-income high school graduates are now attending college at all-time high rates, and 90 percent of the poorest schools now have access to the Internet, up from 19 percent in 1993.

INVESTING MORE AND DEMANDING MORE TO RAISE STUDENT ACHIEVEMENT. Since taking office in 1993, President Clinton and Vice President Gore have made standards and accountability, as well as investment in proven strategies, the centerpieces of their education reform agenda. Beginning with the 1994 reauthorization of the Elementary and Secondary Education Act, which required states to develop and implement standards and assessments by 2000-01, the Administration has pursued an agenda of demanding more from public schools. In 1999, the Administration proposed and Congress enacted an Education Accountability Fund, which provides funds to districts to turn around failing schools and allows parents to send children to higher-performing public schools. In addition, the President sent Congress an ESEA reauthorization proposal would require states to turn around failing schools or shut them down. The President today will tout his agenda of accountability and high standards, but he will also emphasize that teachers and schools need support and resources to reach those standards. While presiding over an era of fiscal discipline, the Administration has nearly doubled the nation's investment in education and training. These investments have helped to raise student achievement in reading and math, enroll more children in Head Start, reduce class size in the early grades, provide after-school and summer school opportunities to 850,000 students, boost the percentage of classrooms with Internet access from 3 percent in 1993 to 65 percent today, support charter schools, and open the doors of college to all.

PRESIDENT ANNOUNCES A TOUR OF PROMISING SCHOOLS AND REFORM EFFORTS. Finally, the President today will announce that he will embark on a School Reform Tour in May. The President will visit schools across the country to highlight promising reform efforts where high standards are producing results and accelerating achievement. The tour will also highlight the challenges our schools must meet to give all children a world-class education -- and the investments that are needed to help them address those challenges.

National Council of Teachers of Mathematics (NCTM) Standards Release 4/12/00
Q's and A's

Q: Does the Administration endorse the updated K-12 mathematics standards released today by the National Council of Teachers of Mathematics?

A: While the federal government has a significant role to play in ensuring that all children have access to a high quality education, curriculum decisions are appropriately made on a state and local level. We commend NCTM for their continued involvement in promoting standards-based reform, but do not have a position regarding the actual content of their standards.

Q: What does the President think about the complaints of some mathematics professors that the “constructivist” mathematics instruction promoted by NCTM lacks rigor?

A: Again, the Administration has no formal position about particular instructional strategies for teaching mathematics or any other academic subject. That said, the President is pleased that the NCTM included such a wide range of stakeholders, including the major mathematical societies, in developing the standards they released today.

April 13, 2000

REMARKS TO THE EDUCATION WRITERS ASSOCIATION

DATE: Friday, April 14, 2000
LOCATION: Grand Ballroom, Sheraton Colony Square Hotel
Atlanta, Georgia
TIME: Briefing: Aboard AF1 en route Atlanta
Event: 11:05 am – 12:10 pm
FROM: Joe Lockhart

I. PURPOSE

For you to participate in the Education Writers Association Meeting.

II. BACKGROUND

You will speak and answer questions at the Education Writers Association's 53rd Annual Seminar, held at the Sheraton Colony Square Hotel in Atlanta, Georgia.

In your speech, you will lay out your reform agenda to "invest more in our schools and demand more from them." You will highlight the substantial progress the Administration has made over the past seven years in increasing accountability and student achievement, strengthening teacher quality, making schools safer, expanding school choice and charter schools, and opening the doors of college to all Americans. You will also call on Congress to pass an Elementary and Secondary Education Act (ESEA) bill that invests in proven strategies such as after-school programs, lower class sizes, and teacher quality and that includes your Education Accountability Act, which requires states to hold schools accountable and turn around failing schools or shut them down. You will announce the release of a Department of Education report documenting the success of your education agenda. You will also announce that you will embark on a School Reform Tour in May to diverse schools around the country.

The Education Writers Association (EWA) is the national professional organization of education reporters. EWA was organized in 1947 by a group of newspaper reporters with the intent of improving education reporting to the public.

Today EWA has more than 800 members throughout the United States and Canada. Active members include reporters from print and broadcast media. Associate members include school and college public information officers and writers who work for educational institutions and organizations.

III. PARTICIPANTS

Stage Participants

YOU

Secretary Riley

Kit Lively, President, Education Writers Association

Bill Graves, Past President, Education Writers Association

Robin Farmer, Vice President, Education Writers Association

Steve Henderson, Secretary, Education Writers Association

Joan Richardson, Vice President, National Staff Development Council

Audience

Approximately 250 Education Journalists

IV. PRESS PLAN

The event is Open Press. Your remarks will also be transcribed for immediate release.

V. SEQUENCE OF EVENTS

- Upon arrival, YOU are greeted by Kit Lively, President, Education Writers Association; Bill Graves, Past President, Education Writers Association; Robin Farmer, Vice President, Education Writers Association; Steve Henderson, Secretary, Education Writers Association; and Joan Richardson, Vice President, National Staff Development Council
- YOU are announced into the room
- Kit Lively, President, Education Writers Association, makes brief remarks and introduces YOU
- YOU make remarks
- YOU participate in a 15 minute question and answer session with audience members
- YOU depart

VI. ATTACHMENTS

- Education Q&A



EMBARGOED FOR RELEASE
April 12, 2000; 6 a.m. Eastern

CONTACT:
Shep Ranbom
Joseph Garcia
(202) 955-9450

Majority of States Stand Firm on Standards In Responses to Education Summit

BOARD OF DIRECTORS

CO-CHAIRS

Louis V. Gerstner, Jr.
Chairman and CEO
IBM Corporation

Governor Tommy G. Thompson
State of Wisconsin

CO-VICE CHAIRS

Governor James B. Hunt, Jr.
State of North Carolina

Philip M. Condit
Chairman and CEO
The Boeing Company

BOARD MEMBERS

Keith E. Bailey
Chairman, President and CEO
Williams

Governor Gray Davis
State of California

Governor John Engler
State of Michigan

George M.C. Fisher
Chairman and CEO
Eastman Kodak Company

Governor Michael O. Leavitt
State of Utah

Governor Gary Locke
State of Washington

Edward B. Rust, Jr.
Chairman and CEO
State Farm Insurance

Arthur F. Ryan
Chairman and CEO
Prudential

PRESIDENT

Robert B. Schwartz

38 States Detail Efforts to Improve Educator Quality, Strengthen Accountability, And Raise All Students to High Standards

Achieve to Post Summit Responses on Web Site, Plans National Forums on Toughest Challenges

WASHINGTON - April 12, 2000 - At a time when some are questioning our nation's resolve to raise standards in America's schools, a vast majority of states have indicated that they remain committed to the standards agenda. Thirty-eight states met a six-month deadline set at the 1999 National Education Summit to detail their strategies for making high academic standards a daily reality in their schools, according to Achieve, Inc., principal sponsor of the Summit. More states are expected to file their responses in the coming weeks.

At the Summit, governors, educators, and business leaders identified three key challenges facing U.S. schools - improving educator quality, helping all students reach high standards, and strengthening accountability - and agreed to specify how each of their states would address these challenges. The responses, which provide the most up-to-date look at state education reform strategies available, are being posted on Achieve's Web site (www.achieve.org) to allow policymakers and the public to compare initiatives in different states.

"From coast to coast and across every region, states are sending a message that they are not backing down from using high standards as a lever to raise achievement. They are moving forward to support the necessary improvements in teaching and learning in the classroom," said Robert Schwartz, president of Achieve. "There is much work to be done, but states are telling us that the standards movement is alive and well."

Key Findings

Close examination of the plans by Achieve reveals that rather than turning away from standards and testing, many states are recognizing the need to continuously improve these tools. This is notable given the time and effort involved in creating standards and assessments in the first place. Eight states reported adding standards or improving upon their existing set, and 15 states are designing or revamping their assessments.

The true test of implementing standards will be how states will tackle the much more difficult - and closely connected - tasks of ensuring that the nation's teaching force is adequately prepared to teach to higher standards and that the

nation's students receive the programs and supports they will need to achieve high standards. While states recognize that bold steps are necessary to recruit highly qualified candidates to enter the field and to ensure they have met higher standards and passed tougher licensure tests, less attention is being paid to giving the existing teacher force the quality professional development and supports they need to help students achieve.

To prevent children from falling behind, a growing number of states are introducing early literacy initiatives and making summer school and tutoring more available to students struggling to achieve higher standards.

Improving Educator Quality

States' submissions reflected that they have been picking up the pace to ensure that all students have teachers with strong content knowledge.

Much of states' recent activity has centered on raising standards for new teachers. For example, 10 states reported new, enhanced or proposed requirements for teacher testing. But while a growing number of states are putting in place tests that prospective teachers must pass to enter the classroom, far less is being done to hold teacher preparation programs at universities accountable for the graduates they produce. Only six states responding to the Action Statement (**Alabama, Colorado, Georgia, Kansas, Ohio, and Utah**) mentioned holding colleges accountable for teachers' preparation.

Meanwhile, six states reported efforts to revamp or establish new alternative routes into teaching, with many states (19) indicating they have existing programs filling this need.

A notable trend is that not only are states providing more incentives to recruit top quality people into the teaching profession, they are targeting these efforts toward low-income or shortage areas. Of the states submitting plans, new initiatives are being launched or proposed in **California, Florida, Georgia, and Ohio** to provide higher pay for teachers in specialties experiencing shortages or for those who teach in troubled schools. **California**, for example, proposes to introduce incentives to attract teachers into disadvantaged schools and will work to bring retired teachers back into the classroom without interrupting their pensions.

While a growing number of states are recognizing the importance of providing teachers with ongoing professional support, usually through targeted budget allocations, as yet there are few strong examples of how to make sure that the professional development teachers receive is firmly connected to the academic standards states have set for students.

To provide additional motivation for educators to ensure that students are achieving high standards, states are supporting group performance by providing monetary rewards to school staff. Some 13 states have new programs or proposals to reward highly successful schools. **Wisconsin**, for example, plans to provide monetary rewards for educators who raise schoolwide performance from year to year.

In addition, a large number of states are providing individual performance incentives to teachers by supporting certification by the National Board for Professional Teaching Standards. Already 15 of the responding states provide support for National Board certification that recognizes and rewards highly accomplished teachers, and new programs are being planned or implemented in three other states.

Meanwhile, five states (**Arizona, Delaware, Florida, Indiana and Pennsylvania**) reported introducing or seeking to introduce differentiated pay based on skills or performance. For example, **Pennsylvania**

offers incentives to school districts to create pay-for-performance programs for their teachers and other professional staff. In January, three school districts received grants to implement such programs.

Other interesting initiatives in this area included:

- **Florida** will require every school district to adopt a performance-based pay plan for outstanding teachers by end of the year. Another proposal calls for experienced teachers to receive a double salary for agreeing to mentor others.
- **Ohio** is implementing this year new rules for alternative certification that align with new teacher preparation requirements that will go into effect in 2002 for graduates of education schools. Prospective teachers entering through both paths will have to pass the same content-knowledge test, for example.
- **Arizona** is working with the Milken Family Foundation to pilot new school structures that will reward the best teachers for staying in the classroom and reduces the significance of seniority alone in salary structures.

Helping All Students Achieve High Standards

Responding to concerns by parents and educators to ensure that all students have the necessary support and interventions needed to achieve high standards, states are providing additional learning time, tutoring and summer school opportunities.

Ten states reported creating new or enhanced initiatives to provide special programs and additional learning time for students who are falling short of standards, joining 13 reporting programs already underway. Six states also reported new, enhanced or proposed summer school programs.

Because reading is such a critical skill for success in all other subject areas, 16 states reported efforts to ensure that students can read in the early grades, including six states with new, enhanced or proposed initiatives.

One of the commitments made at the Summit was to make sure that all students have access to a rigorous curriculum aligned with state standards. States' responses indicate they are struggling to find new ways to address this essential ingredient. A few states, including **Florida, Georgia, Illinois, Kentucky, Maryland** and **Vermont**, are using technology to provide teachers with access to high quality lesson plans and teaching materials aligned with state standards. **Indiana** and **Pennsylvania** are sending toolkits to every teacher in the state to bring standards directly into the classroom.

Other interesting initiatives in this area included:

- **California** is proposing to host summer Algebra Academies combining intensive professional development for teachers with instruction for middle school students who need extra help. After the summer sessions are completed, teachers would meet monthly throughout the school year to continue to learn and collaborate.
- **Maryland** just announced a comprehensive academic intervention plan that goes into effect in July. Under it, schools will have to provide an individualized learning plan that must include extended school time for students falling behind in reading or math. The plan also prevents students from moving from 8th grade to high school without demonstrating proficiency in reading and math. On

another front, the state is enforcing new professional development requirements targeting reading instruction that go beyond the early grades to include high school and middle school teachers.

- **Tennessee** is beginning to provide special help to schools targeted specifically at aligning their lessons to the standards measured by “gateway” tests administered by the state and offers “extended contracts” to teachers who agree to teach summer school or tutor students after school.

Strengthening Accountability

While “report cards” about school performance have been in wide use, 12 states noted improvements they are making to better inform parents and the public. For example, a growing number of states are disaggregating achievement data by race and socio-economic status to allow the public to see how well all students are being educated.

It is not enough just to report performance. More states are taking steps to ensure that no child is trapped in a failing school. Some 15 states are introducing or planning to introduce new programs or enhance existing programs and 14 states already have existing efforts in this area.

An increasing number of states are providing incentives for students to focus on academics by introducing graduation examinations and tests for promotion from grade to grade. Eleven states reported new or enhanced efforts to implement high school graduation tests and 12 noted already having such an assessment in place.

A few states have gone a step beyond, making strides to connect standards to the “real world”, either by working to connect high school exit exams to college admissions or by using school records for hiring. **Oklahoma**, for example, is eliminating all remedial courses in state colleges over the next three years, sending a clear message that they will only admit students prepared to do college level work. The state will offer high schools \$500 for each graduate who completes its recommended “4x4” course of study. In **Texas**, officials of the state university systems are working to align entrance requirements with a revised high school exit exam. **Arizona** plans to replace the SAT as a requirement for college entrance with the state’s 10th grade performance test that is closely based on the state’s standards and curriculum. **Michigan** offers college scholarships to students who perform well on its high school tests – an idea that **California** is also considering. These states join **Oregon** in its pioneering effort to align high school standards with university admissions.

To ensure that students are focused on achieving high standards throughout their high school careers, a growing number of states, notably **Delaware**, **Maryland**, and **Washington**, are moving forward in partnership with business to encourage employers to use high school transcripts in hiring decisions.

Other interesting initiatives in this area include:

- **Colorado** wants to offer transportation tokens to students in schools receiving D’s or F’s in the state’s accountability system to facilitate school choice. Chronically low-performing schools will be turned into charter schools, and high performers will have the right to be designated charters automatically.
- **Indiana** has embarked on an effort to benchmark and improve their academic standards and tests. Using the results of an independent evaluation by Achieve, the state is thoroughly revising its standards to make them more rigorous and will adjust its tests to ensure that they measure the standards.

Moving The Agenda Forward

With both business and education groups as co-sponsors, the Summit marked an important moment of consensus that governors, CEOs, and educators continue to push forward.

Business organizations are working to fulfill their Summit pledge to help states shape new competitive salary structures. Education groups are focusing on creating state-level alliances to advance their commitments to strengthen educators' practice and to improve reading and math achievement.

Achieve will follow through on its Summit commitment to publish the states' action plans on its Web site, which already is home to a database of states' academic standards. This access will allow the public to review the plans and compare the solutions they propose to the key challenges outlined in the Summit Action Statement.

That kind of comparison is in keeping with the spirit of the Summit, which included a vigorous exchange of ideas and examples by participants.

Achieve will strive to continue this dialogue and assist states in finding what is effective. The organization plans a series of national leadership forums to provide guidance to states as they move forward on what emerge as the toughest issues in implementing standards-based reform.

For example, their responses show that states are serious about providing teachers with professional development. What is less clear is that they know how to tie those efforts to their standards for students. Achieve plans a forum that will expose states to the best examples of state policy and local practice.

Another example is high-stakes testing. States are struggling to strike the balance between firmness that will keep pressure on schools and students to reach standards and fairness as they go about that work. Achieve will provide a forum to help share experiences from states furthest along with others.

In addition, Achieve will continue to work with states to help them benchmark and improve the quality and alignment of their academic standards, tests, and accountability systems. Achieve also will continue to work with a group of states through the Mathematics Achievement Partnership, offering them additional help in preparing middle school students to meet rigorous standards as well as a common measuring stick against which to benchmark their performance against other states and nations.

Achieve, Inc. is an independent, bipartisan, non-profit organization overseen by a board of six governors and six corporate leaders. Achieve's primary purposes are to serve as a resource center to states on standards, assessment, accountability, and technology; to help states benchmark their academic standards and assessments against the best national and international examples; and to provide sustained public leadership and advocacy to raise academic standards and improve student performance. Achieve has offices in Cambridge, Mass., and Washington, D.C.

The Summit co-sponsors included the Business Roundtable, the Council of Great City Schools, the Learning First Alliance, the National Alliance of Business, the National Education Goals Panel, and the National Governors' Association.

###

LOGISTICS

Karin Kullman

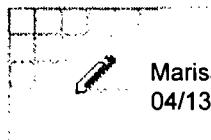
04/13/2000 01:52:36 PM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP, Cathy R. Mays/OPD/EOP@EOP
cc:
Subject: DRAFT GEORGIA-CA MANIFEST 4/14

fyi

----- Forwarded by Karin Kullman/OPD/EOP on 04/13/2000 01:52 PM -----



Marisa E. Luzzatto
04/13/2000 01:16:38 PM

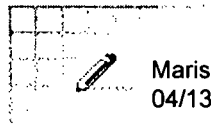
Record Type: Record

To: See the distribution list at the bottom of this message
cc:
Subject: DRAFT GEORGIA-CA MANIFEST 4/14



GAonly.doc ALSO- See below

----- Forwarded by Marisa E. Luzzatto/WHO/EOP on 04/13/2000 01:15 PM -----



Marisa E. Luzzatto
04/13/2000 01:00:08 PM

Record Type: Record

To: See the distribution list at the bottom of this message
cc:
Subject: DRAFT GEORGIA-CA MANIFEST 4/14

Attached is a draft AF-1 Manifest from Andrews to Atlanta to Palo Alto 4/14.

The remainder of the California Manifest is forthcoming.

**REMINDER: BAG CALL BY MIDNIGHT TONIGHT BY RM. 89.5 OEOB FOR ANY STAFF
DEPARTING TOMORROW AM.**

**STAFF VANS TO ANDREWS: EITHER 7:20 AM FROM THE WEST BASEMENT OR IN THE
MOTORCADE AT 8:20 AM FROM THE SOUTH PORTICO**

Record Type: Record

To: Bruce N. Reed/OPD/EOP@EOP, Eric P. Liu/OPD/EOP@EOP, Andy Rotherham/OPD/EOP@EOP
cc: Anna Richter/OPD/EOP@EOP, Cathy R. Mays/OPD/EOP@EOP
Subject: Details for tomorrow's EWA Address

Here's the latest update for the President's trip to Atlanta tomorrow to address the Education Writers Association 53rd National Seminar.

POTUS departs the WH via motorcade at 8:20am.

10:25am Arrive Atlanta, GA

11:00am Arrive Sheraton Colony Square Hotel

11:05am -
12:10pm Remarks to the Education Writers Association's 53rd National Seminar
Grand Ballroom North
Sheraton Colony Square Hotel

-The President will be announced onto the stage accompanied by Secretary Riley and Kit Lively, President, Education Writers Association.

-Kit Lively makes remarks and introduces the President.

-The President will make remarks and participate in 15 minutes of Q&A.

NOTE Q&A set-up: There will be 1 microphone from which reporters can ask questions. The plan is for 3 questions to be asked from that microphone. There will be a monitoring person from EWA that will try to dissuade any other people from stepping up to the microphone. Note that if there are other people lined up at the microphone and the President opts to take questions, the Q&A could go on longer than the proposed 15 minute/3 question limit.

ROOM SET-UP: The first few rows are set-up classroom style, with tables and chairs for the reporters to write at. The rest of the room will be set-up theatre style. There will be seats somewhere in the theater-style section of the room for both Bruce and Andy.

12:15pm The President departs Sheraton Colony Square Hotel en route fundraising luncheon at a private residence.

EWA
EDUCATION
WRITERS
ASSOCIATION

Andy -
FYI

Karin
Kullma

FAX TRANSMITTAL

Number of pages sent (including transmittal): 2

Also - call me
re: Educ.
Tour

TO: Stephene Cutter

Thanks!

COMPANY: The White House

KK

FAX #: 202 456 - 6539

DATE: 3/15/00 4/10/00

FROM: Lisa Walker, Executive Director

FAX #: (202) 637-9707

TELEPHONE #: (202) 637-9700

MESSAGE: Participants list - registered
in advance

EWA April 15
Seminar 2000 Participants List

4/10/00

Jeff	Alexander	The Muskegon Chronicle	Muskegon	MI	Participant
Melinda D.	Anderson	National Education Associati	Washington,	DC	Participant
Casandra	Andrews	Mobile Register	Mobile,	AL	Participant
Matt	Bach	Flint Journal	Flint	MI	Participant
Stephanie	Banchero	Chicago Tribune	Oakbrook	IL	Participant
Wendy	Barkin	University of Maryland	College Park	MD	Participant
Kathryn	Baron	KQED-FM	San Francisco,	CA	Participant
Becky	Bartindale	San Jose Mercury News	San Jose	CA	Participant
Christopher	Beakey	The Widmeyer Baker Group	Washington,	DC	Participant
Katharine	Beem	The Kansas City Star	Overland Park,	KS	Participant
Lisa	Black	Chicago Tribune	Grayslake	IL	Participant
Matthew	Bowers	The Virginian-Pilot	Virginia Beach,	VA	Participant
Merri	Brantley	Georgia Department of Educ	Atlanta	GA	Participant
Meg	Breslin	Chicago Tribune	Chicago	IL	Participant
Jennifer	Brett	Atlanta Journal Constitution	Marietta	GA	Participant
Kelley	Bruss	Green Bay Press-Gazette	Green Bay,	WI	Participant
Anne	Buckley	Bank Street College of Educ	New York,	NY	Participant
Kevin	Bushweller	The American School Board	Alexandria,	VA	Participant
Janet	Butler	International Reading Associ	Newark,	DE	Participant
Christine	Cafferelli	Prudential Spirit of Communi	New York	NY	Participant
Jana	Caldwell	McRel	Aurora,	CO	Participant
Denise	Callahan	Internet Wire	New York	NY	Participant
Bracey	Campbell	Southern Regional Educatio	Atlanta,	GA	Participant
Rochelle	Carter	Atlanta Journal Constitution	Atlanta,	GA	Participant
M. Blouke	Carus	Open Court Publishing Com	Peru,	IL	Participant
Michael	Cass	The Tennessean	Nashville,	TN	Participant
Debbie	Cenziper	The Charlotte Observer	Charlotte,	NC	Participant
Craig	Chamberlain	University of Illinois News B	Champaign,	IL	Participant
Karin	Chenoweth	Washington Post	Silver Spring,	MD	Participant
Jennifer	Chorpening	Durham Herald-Sun	Durham	NC	Participant
Denise	Clapham	New York State United Teac	Albany,	NY	Participant
Mark	Clayton	Christian Science Monitor	Boston,	MA	Participant
Marjorie	Coeyman	The Christian Science Monit	Boston	MA	Participant

Jill	Joplin	Georgia Partnership for Exc	Atlanta,	GA	Participant
Kristen	King	The Advocate	Baton Rouge,	LA	Participant
Gregory	King	American Federation of Tea	Washington,	DC	Participant
Sarah	Layden	The Syracuse Newspapers	Manlius	NY	Participant
Linda	Lenz	Catalyst	Chicago,	IL	Participant
Sophia	Lezin Jones	Atlanta Journal-Constitution	Norcross,	GA	Participant
Drew	Lindsay	Editorial Projects in Educatio	Bethesda	MD	Participant
Rebecca	Lipkin	ABC News	Washington,	DC	Participant
Kit	Lively	Chronicle of Higher Educatio	Washington,	DC	Participant
Anne	Locher	Daily Record, Wooster, OH	Wooster	OH	Participant
Paul	Locher	Daily Record, Wooster, OH	Wooster	OH	Participant
Diane	Loupe		Decatur,	GA	Participant
Donna	Lowry	WXIA-TV	Atlanta,	GA	Participant
Charlise	Lyles	Catalyst for Cleveland Scho	Cleveland,	OH	Participant
Thomas R.	Lyon	U.S. Dept. of Education	Washington,	DC	Participant
Kathleen	Lyons	National Education Associati	Washington,	DC	Participant
Sean Patrick	Lyons	Waterbury Republican-Amer	Waterbury	CT	Participant
Mary	MacDonald	Atlanta Journal Constitution	Marietta	GA	Participant
Peter	Magnuson	NAESP	Alexandria,	VA	Participant
Julie	Malveaux	American Chemical Society	Washington	DC	Participant
Jennifer Rose	Marino	Savannah Morning News	Savannah,	GA	Participant
Mary Beth	Marklein	USA Today	Arlington	VA	Participant
Melanie	Markley	Houston Chronicle	Houston,	TX	Participant
Judith	Matz	NEKIA	Washington,	DC	Participant
Matthew	Maurer	CommunicationWorks	Washington,	DC	Participant
Julianne	McCarty	Atlanta Regional Consortium	Atlanta	GA	Participant
Max	McConkey	WestEd	Tucson,	AZ	Participant
John	Merrow	Learning Matters, Inc.	New York,	NY	Participant
Deborah	Meyer	Marquette University	Milwaukee	WI	Participant
Larry	Meyer	John S. and James L. Knight	Miami,	FL	Participant
June C.	Million	Natl. Assoc. of Elem. School	Alexandria,	VA	Participant
John	Millsaps	Board of Regents, University	Atlanta	GA	Participant
Kevin	Mitchell	Access ERIC	Rockville	MD	Participant

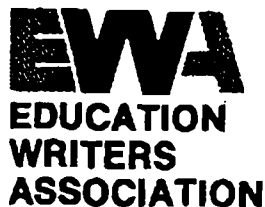
Andy	Mollison	Cox Newspapers #750	Washington,	DC	Participant
Chris	Moran	The San Diego Union-Tribun	Chula Vista	CA	Participant
Kim	Mulkey	BellSouth Foundation	Atlanta	GA	Participant
Mark	Musick	Southern Regional Educatio	Atlanta	GA	Participant
Cindy	Myers	Scientific Learning	Berkeley	CA	Participant
Thad R.	Nodine	National Center for Public P	San Jose	CA	Participant
Amanda	Nolen	Georgia Department of Educ	Atlanta	GA	Participant
John	Norton		Spruce Pine,	NC	Participant
Phil	O'Connor	The Kansas City Star	Kansas City,	MO	Participant
Susan	Oliver	APCO Associates	Washington,	DC	Participant
Todd	Oppenheimer	The Atlantic Monthly	San Francisco	CA	Participant
Tony	Pals	Nat'l Association of Indepen	Washington,	DC	Participant
Arlethia	Perry-Johnso	Board of Regents, University	Atlanta	GA	Participant
Diane	Plumberg	The Daily Oklahoman	Oklahoma City,	OK	Participant
Stephen	Pradarelli	University of Iowa	Iowa City,	IA	Participant
Folami	Prescott-Ada	Urban Atlanta Coalition Com	Atlanta	GA	Participant
Patti	Puckett	Atlanta Journal-Constitution	Decatur	GA	Participant
Tim	Pugmire	Minnesota Public Radio	Saint Paul,	MN	Participant
Shep	Ranbom	CommunicationWorks	Washington,	DC	Participant
Kimberly	Reeves		Houston,	TX	Participant
Chris	Reinolds	Atlanta Journal Constitution	Woodstock	GA	Participant
Mark	Rice	Columbus Ledger-Enquirer	Columbus,	GA	Participant
Alan	Richard	Education Week	Bethesda,	MD	Participant
Joan	Richardson	National Staff Development	Grosse Pointe Par	MI	Participant
Cynde	Rodriguez	The Hartford Courant	Hartford	CT	Participant
Anne	Rosenfeld	Public Information Resource	Boston,	MA	Participant
Bobby	Ross, Jr.	The Daily Oklahoman	Oklahoma City,	OK	Participant
James	Salzer	Atlanta Journal Constitution	Atlanta	GA	Participant
Christine	Sanni	Harvard Graduate School of	Cambridge,	MA	Participant
Jen	Sansbury	Atlanta Journal Constitution	Morrow	GA	Participant
Howie	Schaffer	Public Education Network	Washington,	DC	Participant
Faith	Schantz	Pittsburgh Council on Public	Pittsburgh,	PA	Participant
Sharon	Schmeling	Marquette University	Milwaukee	WI	Participant

Katherine	Scott	Gannett News Service	Arlington	VA	Participant
Cheryl	Segal	Atlanta Journal-Constitution	Atlanta,	GA	Participant
Chris	Sheridan	The Plain Dealer	Cleveland,	OH	Participant
Lee	Sherman	Northwest Regional Educati	Portland	OR	Participant
Rosemary	Shinohara	Anchorage Daily News	Anchorage,	AK	Participant
Kirsten	Simmons	The News and Observer	Raliegh	NC	Participant
Tim	Simmons	The News & Observer	Raleigh,	NC	Participant
Barb	Simmons	The News & Observer	Raliegh	NC	Participant
Anne	Simmons	Recruiting New Teachers	Belmont	MA	Participant
Yvonne	Simons	WRAL-TV5	Raleigh,	NC	Participant
Mary Jane	Smetanka	Star Tribune	Minneapolis,	MN	Participant
Meg	Sommerfeld	The Chronicle of Philanthrop	Washington,	DC	Participant
Ken L.	Spear	Montgomery Advertiser	Montgomery,	AL	Participant
Leon	Stafford	Atlanta Journal Constitution	Conyers	GA	Participant
Jan	Stapleman	McREL	Aurora	CO	Participant
Holly E.	Stepp	Lexington Herald-Leader	Lexington,	KY	Participant
Andrea	Sullivan	New York City Board of Edu	San Francisco	CA	Participant
Lanning	Taliaferro	The Journal News	White Plains,	NY	Participant
Susan	Thomson	St. Louis Post-Dispatch	Bridgeton	MO	Participant
Carol	Trapani	Poughkeepsie Journal	Poughkeepsie,	NY	Participant
John	Tulenko	Learning Matters, Inc.	New York,	NY	Participant
Sarah	Tully-Tapia	The Arizona Daily Star	Tucson,	AZ	Participant
Steve	Twedt	Pittsburgh Post-Gazette	Pittsburgh	PA	Participant
Linda	Valdez	The Arizona Republic	Phoenix	AZ	Participant
Ariadne	Valsamis	Harvard Graduate School of	Cambridge,	MA	Participant
Carol	Vernon	Cable in the Classroom	Alexandria,	VA	Participant
Taylor	Vines	National Academy of Scienc	Washington,	DC	Participant
Sally	Vornhagen	Savannah Morning News	Savannah	GA	Participant
Erin M.	Walsh	Pensacola News-Journal	Pensacola	FL	Participant
Sabrina	Walters	The Miami Herald	Miami,	FL	Participant
Phil	Walzer	The Virginian-Pilot	Virginia Beach,	VA	Participant
Aleta	Watson	San Jose Mercury News	San Jose,	CA	Participant
Christy	Watson	The Daily Oklahoman	Oklahoma City,	OK	Participant

Seminar 2000 Participants List

4/10/00

Dan	Welssmann	Catalyst	Chicago,	IL	Participant
Jodi	Wilgoren	New York Times	New York,	NY	Participant
Elizabeth	Willen	News Day	New York	NY	Participant
Renee M.	Williams	National Schools Boards As	Alexandria,	VA	Participant
John	Young	Waco Tribune-Herald	Waco	TX	Participant
Soterios	Zoulas	Annenberg Institute, Brown	Providence	RI	Participant



Andy
Kotler
Wain

FAX TRANSMITTAL

Number of pages sent (including transmittal): 2

TO: Stephania CutterCOMPANY: The White HouseFAX #: 202 456 - 6539DATE: 3/15/00 4/10/00FROM: Lisa Walker, Executive DirectorFAX #: (202) 637-9707TELEPHONE #: (202) 637-9700MESSAGE: Participants list - registered
in advance

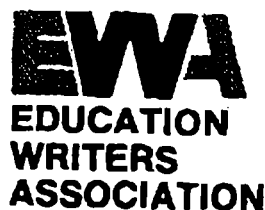
Jeff	Alexander	The Muskegon Chronicle	Muskegon	MI	Participant
Melinda D.	Anderson	National Education Associati	Washington,	DC	Participant
Casandra	Andrews	Mobile Register	Mobile,	AL	Participant
Matt	Bach	Flint Journal	Flint	MI	Participant
Stephanie	Banchero	Chicago Tribune	Oakbrook	IL	Participant
Wendy	Barkin	University of Maryland	College Park	MD	Participant
Kathryn	Baron	KQED-FM	San Francisco,	CA	Participant
Becky	Bartindale	San Jose Mercury News	San Jose	CA	Participant
Christopher	Beakey	The Widmeyer Baker Group	Washington,	DC	Participant
Katharine	Beem	The Kansas City Star	Overland Park,	KS	Participant
Lisa	Black	Chicago Tribune	Grayslake	IL	Participant
Matthew	Bowers	The Virginian-Pilot	Virginia Beach,	VA	Participant
Merri	Brantley	Georgia Department of Educ	Atlanta	GA	Participant
Meg	Breslin	Chicago Tribune	Chicago	IL	Participant
Jennifer	Brett	Atlanta Journal Constitution	Marietta	GA	Participant
Kelley	Bruss	Green Bay Press-Gazette	Green Bay,	WI	Participant
Anne	Buckley	Bank Street College of Educ	New York,	NY	Participant
Kevin	Bushweller	The American School Board	Alexandria,	VA	Participant
Janet	Butler	International Reading Associ	Newark,	DE	Participant
Christine	Cafferelli	Prudential Spirit of Communi	New York	NY	Participant
Jana	Caldwell	McRel	Aurora,	CO	Participant
Denise	Callahan	Internet Wire	New York	NY	Participant
Bracey	Campbell	Southern Regional Educatio	Atlanta,	GA	Participant
Rochelle	Carter	Atlanta Journal Constitution	Atlanta,	GA	Participant
M. Blouke	Carus	Open Court Publishing Com	Peru,	IL	Participant
Michael	Cass	The Tennessean	Nashville,	TN	Participant
Debbie	Cenziper	The Charlotte Observer	Charlotte,	NC	Participant
Craig	Chamberlain	University of Illinois News B	Champaign,	IL	Participant
Karin	Chenoweth	Washington Post	Silver Spring,	MD	Participant
Jennifer	Chorpeneing	Durham Herald-Sun	Durham	NC	Participant
Denise	Clapham	New York State United Teac	Albany,	NY	Participant
Mark	Clayton	Christian Science Monitor	Boston,	MA	Participant
Marjorie	Coeyman	The Christian Science Monit	Boston	MA	Participant

Jill	Joplin	Georgia Partnership for Exc	Atlanta,	GA	Participant
Kristen	King	The Advocate	Baton Rouge,	LA	Participant
Gregory	King	American Federation of Tea	Washington,	DC	Participant
Sarah	Layden	The Syracuse Newspapers	Manlius	NY	Participant
Linda	Lenz	Catalyst	Chicago,	IL	Participant
Sophia	Lezin Jones	Atlanta Journal-Constitution	Norcross,	GA	Participant
Drew	Lindsay	Editorial Projects in Educatio	Bethesda	MD	Participant
Rebecca	Lipkin	ABC News	Washington,	DC	Participant
Kit	Lively	Chronicle of Higher Educatio	Washington,	DC	Participant
Anne	Locher	Daily Record, Wooster, OH	Wooster	OH	Participant
Paul	Locher	Daily Record, Wooster, OH	Wooster	OH	Participant
Diane	Loupe		Decatur,	GA	Participant
Donna	Lowry	WXIA-TV	Atlanta,	GA	Participant
Charlise	Lyles	Catalyst for Cleveland Scho	Cleveland,	OH	Participant
Thomas R.	Lyon	U.S. Dept. of Education	Washington,	DC	Participant
Kathleen	Lyons	National Education Associati	Washington,	DC	Participant
Sean Patrick	Lyons	Waterbury Republican-Amer	Waterbury	CT	Participant
Mary	MacDonald	Atlanta Journal Constitution	Marietta	GA	Participant
Peter	Magnuson	NAESP	Alexandria,	VA	Participant
Julie	Malveaux	American Chemical Society	Washington	DC	Participant
Jennifer Rose	Marino	Savannah Morning News	Savannah,	GA	Participant
Mary Beth	Marklein	USA Today	Arlington	VA	Participant
Melanie	Markley	Houston Chronicle	Houston,	TX	Participant
Judith	Matz	NEKIA	Washington,	DC	Participant
Matthew	Maurer	CommunicationWorks	Washington,	DC	Participant
Julianne	McCarty	Atlanta Regional Consortium	Atlanta	GA	Participant
Max	McConkey	WestEd	Tucson,	AZ	Participant
John	Merrow	Learning Matters, Inc.	New York,	NY	Participant
Deborah	Meyer	Marquette University	Milwaukee	WI	Participant
Larry	Meyer	John S. and James L. Knight	Miami,	FL	Participant
June C.	Million	Natl. Assoc. of Elem. School	Alexandria,	VA	Participant
John	Millsaps	Board of Regents, University	Atlanta	GA	Participant
Kevin	Mitchell	Access ERIC	Rockville	MD	Participant

Andy	Mollison	Cox Newspapers #750	Washington,	DC	Participant
Chris	Moran	The San Diego Union-Tribun	Chula Vista	CA	Participant
Kim	Mulkey	BellSouth Foundation	Atlanta	GA	Participant
Mark	Musick	Southern Regional Educatio	Atlanta	GA	Participant
Cindy	Myers	Scientific Learning	Berkeley	CA	Participant
Thad R.	Nodine	National Center for Public P	San Jose	CA	Participant
Amanda	Nolen	Georgia Department of Educ	Atlanta	GA	Participant
John	Norton		Spruce Pine,	NC	Participant
Phil	O'Connor	The Kansas City Star	Kansas City,	MO	Participant
Susan	Oliver	APCO Associates	Washington,	DC	Participant
Todd	Oppenheimer	The Atlantic Monthly	San Francisco	CA	Participant
Tony	Pals	Nat'l Association of Indepen	Washington,	DC	Participant
Arlenthia	Perry-Johnso	Board of Regents, University	Atlanta	GA	Participant
Diane	Plumberg	The Daily Oklahoman	Oklahoma City,	OK	Participant
Stephen	Pradarelli	University of Iowa	Iowa City,	IA	Participant
Folami	Prescott-Ada	Urban Atlanta Coalition Com	Atlanta	GA	Participant
Patti	Puckett	Atlanta Journal-Constitution	Decatur	GA	Participant
Tim	Pugmire	Minnesota Public Radio	Saint Paul,	MN	Participant
Shep	Ranbom	CommunicationWorks	Washington,	DC	Participant
Kimberly	Reeves		Houston,	TX	Participant
Chris	Reinolds	Atlanta Journal Constitution	Woodstock	GA	Participant
Mark	Rice	Columbus Ledger-Enquirer	Columbus,	GA	Participant
Alan	Richard	Education Week	Bethesda,	MD	Participant
Joan	Richardson	National Staff Development	Grosse Pointe Par	MI	Participant
Cynde	Rodriguez	The Hartford Courant	Hartford	CT	Participant
Anne	Rosenfeld	Public Information Resource	Boston,	MA	Participant
Bobby	Ross, Jr.	The Daily Oklahoman	Oklahoma City,	OK	Participant
James	Salzer	Atlanta Journal Constitution	Atlanta	GA	Participant
Christine	Sanni	Harvard Graduate School of	Cambridge,	MA	Participant
Jen	Sansbury	Atlanta Journal Constitution	Morrow	GA	Participant
Howie	Schaffer	Public Education Network	Washington,	DC	Participant
Faith	Schantz	Pittsburgh Council on Public	Pittsburgh,	PA	Participant
Sharon	Schmeling	Marquette University	Milwaukee	WI	Participant

Katherine	Scott	Gannett News Service	Arlington	VA	Participant
Cheryl	Segal	Atlanta Journal-Constitution	Atlanta,	GA	Participant
Chris	Sheridan	The Plain Dealer	Cleveland,	OH	Participant
Lee	Sherman	Northwest Regional Educati	Portland	OR	Participant
Rosemary	Shinohara	Anchorage Daily News	Anchorage,	AK	Participant
Kirsten	Simmons	The News and Observer	Raliegh	NC	Participant
Tim	Simmons	The News & Observer	Raleigh,	NC	Participant
Barb	Simmons	The News & Observer	Raliegh	NC	Participant
Anne	Simmons	Recruiting New Teachers	Belmont	MA	Participant
Yvonne	Simons	WRAL-TV5	Raleigh,	NC	Participant
Mary Jane	Smetanka	Star Tribune	Minneapolis,	MN	Participant
Meg	Sommerfeld	The Chronicle of Philanthrop	Washington,	DC	Participant
Ken L.	Spear	Montgomery Advertiser	Montgomery,	AL	Participant
Leon	Stafford	Atlanta Journal Constitution	Conyers	GA	Participant
Jan	Stapleman	McREL	Aurora	CO	Participant
Holly E.	Stepp	Lexington Herald-Leader	Lexington,	KY	Participant
Andrea	Sullivan	New York City Board of Edu	San Francisco	CA	Participant
Lanning	Taliaferro	The Journal News	White Plains,	NY	Participant
Susan	Thomson	St. Louis Post-Dispatch	Bridgeton	MO	Participant
Carol	Trapani	Poughkeepsie Journal	Poughkeepsie,	NY	Participant
John	Tulenko	Learning Matters, Inc.	New York,	NY	Participant
Sarah	Tully-Tapia	The Arizona Daily Star	Tucson,	AZ	Participant
Steve	Twedt	Pittsburgh Post-Gazette	Pittsburgh	PA	Participant
Linda	Valdez	The Arizona Republic	Phoenix	AZ	Participant
Ariadne	Valsamis	Harvard Graduate School of	Cambridge,	MA	Participant
Carol	Vernon	Cable in the Classroom	Alexandria,	VA	Participant
Taylor	Vines	National Academy of Scienc	Washington,	DC	Participant
Sally	Vornhagen	Savannah Morning News	Savannah	GA	Participant
Erin M.	Walsh	Pensacola News-Journal	Pensacola	FL	Participant
Sabrina	Walters	The Miami Herald	Miami,	FL	Participant
Phil	Walzer	The Virginian-Pilot	Virginia Beach,	VA	Participant
Aleta	Watson	San Jose Mercury News	San Jose,	CA	Participant
Christy	Watson	The Daily Oklahoman	Oklahoma City,	OK	Participant

Dan	Weissmann	Catalyst	Chicago,	IL	Participant
Jodi	Witgoren	New York Times	New York,	NY	Participant
Elizabeth	Willen	News Day	New York	NY	Participant
Renee M.	Williams	National Schools Boards As	Alexandria,	VA	Participant
John	Young	Waco Tribune-Herald	Waco	TX	Participant
Soterios	Zoulas	Annenberg Institute, Brown	Providence	RI	Participant



FAX TRANSMITTAL

Number of pages sent (including transmittal): ~~8~~ 7TO: Stephanie CutlerCOMPANY: White HouseFAX #: 456-6539DATE: 4/7/00FROM: Lisa Walker, Executive DirectorFAX #: (202) 637-9707TELEPHONE #: (202) 637-9700MESSAGE: Agenda for mtg. ; current participants

Jeff	Alexander	Staff writer	The Muskegon Chronicle
Melinda D.	Anderson	Sr. Professional Assoc./Communicati	National Education Association
Casandra	Andrews	Reporter	Mobile Register
Matt	Bach	Education writer	Flint Journal
Stephanie	Banchero	Education Reporter	Chicago Tribune
Wendy	Barkin	Guest	University of Maryland
Kathryn	Baron	Morning Host/Education Reporter	KQED-FM
Becky	Bartindale	Higher Education Reporter	San Jose Mercury News
Katharine	Beem	Reporter	The Kansas City Star
Lisa	Black	Reporter	Chicago Tribune
Matthew	Bowers	Staff Writer	The Virginian-Pilot
Merri	Brantley	Policy Adviser	Georgia Department of Education
Meg	Breslin	Education writer	Chicago Tribune
Jennifer	Brett	Education Reporter	Atlanta Journal Constitution
Kelley	Bruss	Education Reporter	Green Bay Press-Gazette
Anne	Buckley	Director, Public Relations	Bank Street College of Education
Kevin	Bushweller	Senior Editor	The American School Board Journal
Janet	Butler	Public Information Coordinator	International Reading Association
Christine	Cafferelli	Account Executive	Prudential Spirit of Community Awards
Jana	Caldwell	Director of Communications	McRel
Denise	Callahan	Media Director	Internet Wire
Bracey	Campbell	Director of Communications	Southern Regional Education Board
Rochelle	Carter	Atlanta School Reporter	Atlanta Journal Constitution
M. Blouke	Carus	Chairman & CEO	Open Court Publishing Company
Michael	Cass	Education Reporter	The Tennessean
Debbie	Cenziper	Education Reporter	The Charlotte Observer
Craig	Chamberlain	Education Editor	University of Illinois News Bureau
Karin	Chenoweth	Writer	Washington Post
Jennifer	Chorpening	Duke Reporter	Durham Herald-Sun
Denise	Clapham	Media Relations Representative	New York State United Teachers
Mark	Clayton	Higher Education Reporter	Christian Science Monitor
Marjorie	Coeyman	Education Reporter	The Christian Science Monitor
Richard Lee	Colvin	Education Writer	Los Angeles Times

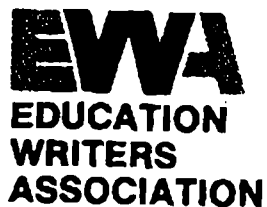
Tracy	Courage	Education Reporter	Arkansas Democrat-Gazette
Doug	Cumming	State Education Reporter	Atlanta Journal-Constitution
Lesley	Dahlkemper	Consultant	A-Plus Communications
Kevin	Dando	Associate Director, Communications	PBS
Anthony	DeBarros	Reporter	USA Today
John	Deem	Director of Public Information	Charlotte-Mecklenburg Schools
Laura R.	Diamond	Reporter	Florida Times-Union
Ronald	Dietel	Director of Communications	National Center for Research on Evaluation, St
Beverly	Dominick	News Recruiter	Gannett Co. Inc.
Jennifer B.	Donovan	Education Editor	Howard Hughes Medical Institute
Paul	Donsky	Education Reporter	Atlanta Journal Constitution
Mhari	Doyle	Education Reporter	The Kansas City Star
Steven	Drummond	Deputy Managing Editor	Education Week
Elizabeth	Duffrin	Associate Editor	Catalyst
Henry	Duvall	Director of Communications	Council of the Great City Schools
Kathryn C.	Eastburn	Editor	Colorado Springs
Sandy	Eckstein	Education Reporter	Atlanta Journal Constitution
Randal	Edgar		Waterbury Republican-American
Aimee	Edmondson	Education Reporter	The Commercial Appeal
Jane	Elizabeth-Zeme	Local News Editor\Education	Pittsburgh Post-Gazette
Scott	Elliott	Education Writer	Dayton Daily News
Lisa	Elliott Deffendal	Education Reporter	Tuscaloosa News
Eric	Eyre	Reporter	Charleston Gazette-Mail
Robin	Farmer	Metro Education Reporter	Richmond Times-Dispatch
Van Alden	Ferguson	Education Reporter	The Hartford Courant
Monique	Fields	Education Reporter	The Tennessean
Mark	Fisher	Education Writer	Dayton Daily News
Eileen	Fitz Gerald	Education Reporter	The News-Times
Mary Ellen	Flannery	Staff Writer	The Palm Beach Post
Fannie	Flono	Associate Editor	The Charlotte Observer
Elizabeth	Foster	Policy & Research Associate	Recruiting New Teachers, Inc.
Robert	Frahm	Education Writer	The Hartford Courant
Liza	Frenette	Communications Specialist	The Voice

Lisa	Friel	Communications Consultant	Cable in the Classroom
Jackie	Gallagher	Assistant to the President for Commu	Chicago Teachers Union
Mary Lane	Gallagher	Education Reporter	The Bellingham Herald
Joseph	Garcia		CommunicationWorks
Salin	Geevarghese		BellSouth Foundation
Michael	Gerber	President	Atlanta Regional Consortium for Higher Educati
Hannah	Gladfelter	Reporter	Education Daily/Aspen Publishers, Inc.
Jay P.	Goldman	Editor, The School Administrator	The School Administrator
Leslie	Graitcer	Executive Director	BellSouth Foundation
Bill	Graves	Education Reporter	The Oregonian
Richard	Green	Education Reporter	The Hartford Courant
Marsha	Guerard	Education Editor	The Post and Courier
Jolande K.	Gumz	Education Editor	Santa Cruz Sentinel
Betsy	Hammond	Reporter	The Oregonian
Claire	Handley	Program Associate	Southern Education Foundation
Susan	Hansen	Reporter	Vermont Public Radio
Bill	Hansen		Vermont Public Radio
Debera	Harrell	Education Writer	Seattle Post Intelligencer
Peggy	Harris	Staff Writer/Public Affairs Assistant	National Council of Teachers of English
Kelvin	Hart	Education Editor	The Charlotte Observer
Lori	Hayes	Education Reporter	Lexington Herald-Leader
Dana	Haynes	Reporter	Statesman Journal
David	Hays		Cross City Campaign for Urban School Reform
Mary Kayne	Heinze	Director of Media Relations	Center for Education Reform
Steve	Henderson	Associate Editor, Editorial Page	Baltimore Sun
Lori	Higgins	Reporter	Detroit Free Press
Cynthia	Howell Oman	Education Reporter	Arkansas Democrat-Gazette
Mike	Jackson	Education Reporter	Dallas Morning News
Denise	Jarrett	Writer	Northwest Regional Educational Laboratory
Bonnie	Johnson	Research Assistant	Education Development Center, Inc.
Jill	Joplin	Communications Director	Georgia Partnership for Excellence in Educatio
Gregory	King	Press Secretary	American Federation of Teachers
Kristen	King	Education Reporter	The Advocate

Sarah	Layden	Education Writer	The Syracuse Newspapers
Linda	Lenz	Editor/Publisher	Catalyst
Sophia	Lezin Jones	Staff Reporter	Atlanta Journal-Constitution
Drew	Lindsay	Executive editor-teacher magazine	Editorial Projects in Education
Rebecca	Lipkin	Producer	ABC News
Kit	Lively	Staff Reporter	Chronicle of Higher Education
Anne	Locher	Guest	Daily Record, Wooster, OH
Paul	Locher	Education Editor	Daily Record, Wooster, OH
Diane	Loupe	Freelancer	
Donna	Lowry	News Reporter(Education beat)	WXIA-TV
Charlise	Lyles	Editor	Catalyst for Cleveland Schools
Thomas R.	Lyon	News Branch Chief	U.S. Dept. of Education
Kathleen	Lyons	Manager, News Media Services	National Education Association
Sean Patrick	Lyons		Waterbury Republican-American
Mary	MacDonald	Education Reporter	Atlanta Journal Constitution
Peter	Magnuson	Editor	NAESP
Julie	Malveaux	Communications Associate	American Chemical Society
Jennifer Rose	Marino	Education Reporter	Savannah Morning News
Mary Beth	Marklein	Higher Education Reporter	USA Today
Melanie	Markley	Education Reporter	Houston Chronicle
Judith	Matz	Communications Director	NEKIA
Matthew	Maurer	Associate	CommunicationWorks
Julianne	McCarty	Director, Communications and Special	Atlanta Regional Consortium for Higher Education
Max	McConkey	Director, Office of Policy and Communication	WestEd
John	Merrow	President	Learning Matters, Inc.
Larry	Meyer	Communications Director	John S. and James L. Knight Foundation
Deborah	Meyer	Associate	Marquette University
June C.	Million	Director of Public Information	Natl. Assoc. of Elem. School Principals
Kevin	Mitchell	Publications Coordinator	Access ERIC
Andy	Mollison	Correspondent	Cox Newspapers #750
Chris	Moran	Staff Writer	The San Diego Union-Tribune
Kim	Mulkey		BellSouth Foundation
Cindy	Myers	Director of Public Affairs	Scientific Learning

Thad R.	Nodine	Director of Communications	National Center for Public Policy and Higher Ed
Amanda	Nolen	Press Assistant	Georgia Department of Education
John	Norton	Freelance	
Phil	O'Connor	Education Reporter	The Kansas City Star
Susan	Oliver	Senior Associate	APCO Associates
Todd	Oppenheimer		The Atlantic Monthly
Tony	Pals	Assistant Director of Public Affairs	Nat'l Association of Independent Colleges and
Diane	Plumberg	Education Reporter K-12	The Daily Oklahoman
Stephen	Pradarelli	Asst. Dir. for News Services	University of Iowa
Folami	Prescott-Adam	Director	Urban Atlanta Coalition Compact (Annenberg C
Patti	Puckett	Staff Writer	Atlanta Journal-Constitution
Tim	Pugmire	Reporter	Minnesota Public Radio
Shep	Ranbom	President	CommunicationWorks
Kimberly	Reeves	Freelance Reporter	
Chris	Reinolds	Education Reporter	Atlanta Journal Constitution
Mark	Rice	Education Reporter	Columbus Ledger-Enquirer
Alan	Richard	Education Writer	Education Week
Joan	Richardson	Director of Publications	National Staff Development Council
Anne	Rosenfeld	Director	Public Information Resources, Inc.
Bobby	Ross, Jr.	Education Reporter	The Daily Oklahoman
James	Salzer	Higher Education Reporter	Atlanta Journal Constitution
Christine	Sanni	Media Relations Officer	Harvard Graduate School of Education
Jen	Sansbury	Education Reporter	Atlanta Journal Constitution
Howie	Schaffer	Managing Editor	Public Education Network
Faith	Schantz	Director of Publications	Pittsburgh Council on Public Education
Sharon	Schmeling	Research Associate	Marquette University
Katherine	Scott	Education Reporter	Gannett News Service
Cheryl	Segal	Education Editor	Atlanta Journal-Constitution
Chris	Sheridan	Editorial Writer	The Plain Dealer
Lee	Sherman	Editor/Writer	Northwest Regional Educational Laborator
Rosemary	Shinohara	Education Writer	Anchorage Daily News
Kirsten	Simmons	Guest	The News and Observer
Barb	Simmons	Guest	The News & Observer

Tim	Simmons	Reporter	The News & Observer
Anne	Simmons	Senior Writer	Recruiting New Teachers
Yvonne	Simons	Education Reporter	WRAL-TV5
Mary Jane	Smetanka	Education Reporter	Star Tribune
Meg	Sommerfeld	Assistant Editor	The Chronicle of Philanthropy
Ken L.	Spear	K-12 Education Writer	Montgomery Advertiser
Leon	Stafford	Education Reporter	Atlanta Journal Constitution
Jan	Stapleman	Communications Coordinator	McREL
Holly E.	Stepp	Higher Education Reporter	Lexington Herald-Leader
Andrea	Sullivan	teacher	New York City Board of Education
Lanning	Taliaferro	Education Writer	The Journal News
Susan	Thomson	Reporter	St. Louis Post-Dispatch
Carol	Trapani	Senior writer	Poughkeepsie Journal
Sarah	Tully-Tapia	Education Reporter	The Arizona Daily Star
Steve	Twedt	Staff writer	Pittsburgh Post-Gazette
Linda	Valdez	Editorial Writer	The Arizona Republic
Ariadne	Valsamis	Director of Communications	Harvard Graduate School of Education
Carol	Vernon	Public Affairs Manager	Cable In the Classroom
Taylor	Vines	Media-Relations Associate	National Academy of Sciences
Sally	Vornhagen	Editor	Savannah Morning News
Erin M.	Walsh		Pensacola News-Journal
Sabrina	Walters	Education Reporter	The Miami Herald
Phil	Walzer	Education Reporter	The Virginian-Pilot
Aleta	Watson	Asst. City Editor	San Jose Mercury News
Christy	Watson	Reporter	The Daily Oklahoman
Dan	Weissmann	Associate Editor	Catalyst
Jodi	Wilgoren	National Education Correspondent	New York Times
Elizabeth	Willen	Reporter	News Day
Renee M.	Williams	Public Relations Coordinator	National Schools Boards Association
John	Young	Reporter	Waco Tribune-Herald
Soterios	Zoulas	Communications Director	Annenberg Institute, Brown University

**FAX TRANSMITTAL**

Number of pages sent (including transmittal):

2

TO:

Stephanie Cutter

COMPANY:

White House

FAX #:

456-6539

DATE:

4/7/00FROM: Lisa Walker, Executive DirectorFAX #: (202) 637-9707TELEPHONE #: (202) 637-9700

MESSAGE:

Agenda for mtg.

rr planning only: Speakers confirmed *; invited, talking -

EWA 2000 NATIONAL SEMINAR AGENDA -- Atlanta, Ga. - 4/2/00

WILL STANDARDS SURVIVE THE CLASSROOM?

-- individual critique sessions throughout --

THURS, April 13

8:30 a.m. Field Trips

*CNN
*Martin Luther King Center
*High Museum/Atlanta
*High Schools That Work -
SREB
*Atlanta Univ. Center
*SciTrek

FRIDAY, April 14

7:00 a.m. Breakfast

8:00 Will Standards Remain High?

*Bob Schwartz, *Gov. Barnes, *L. McDonnell
*Mickey Vanderwerker

9:30 Do We Really Need Colleges of Education? (Alt cert, etc.)

*Wendy Kopp, *Sandy Feldman,
*Michael Podgursky, *Jerome Murphy

11:00 * President Clinton speaking *

"Reforming America's Schools - Progress and Challenges in the 21st Century"

12:15 LUNCH - Buskin Lecture

*The Honorable John Lewis - "The Civil
Rights Movement, Past and Present"

2:15 p.m. A) Can Teachers Be Trained to Teach to High Standards

*Beverly Hall, *Dennis Sparks, *Joan Celestino, C) Endowment *Tom Van Zant, Commonfund
*G. Hickok

3:30 p.m. A) Are we losing good principals?

*Gerald Tirozzi, *Sylvia Peters, *T. Williams

B) *Smith - Looking at Test Scores

C) Does Corporate Money Skew Univ. Mission? B) Mortenson on Numbers

*Eyal Press, *Susan Wessler, *Wagner-Dahl

D) Interviewing Children - *R. Dretzin

E) *Dean Millot - "The School Reform Market"

SAT., April 15

8:30 a.m. EWA Business Meeting

9 a.m. Resegregation/Does High Stakes Testing Doom Minority and Poor Children to Sanctions?

*Lisa Delpit, *Uri Treisman, *Peter Sacks

B) Do HOPE Scholarships Work?

*Glen Newsome, *Gary Henry, Ga. St., *Tom Mortenson

10:45 Should All Children Go to College?

*Art Levine, *Gene Bottoms, *Sharon Rigsby

12:00 LUNCH - TBA

*Alfie Kohn

2:00 p.m. A) *Dedman - CAR

B) *Ted Fiske - Choice in New Zealand

3:30 p.m. A) *Dedman - CAR

C) *Contest Winners

Hotel: Sheraton Colony Square

Rate: \$119 single/double

EWA Member Registration:

Early Bird: \$170/195

Regular/Onsite: \$220/245

Non-Member: \$220/245 Early Bird

\$270/295 Regular/Onsite

Day Rate: \$100 member

Session Rate: \$35/ member

6:30 p.m. The National Awards for Education Reporting Banquet and the

Fred M. Hechinger Grand Prize

with

*John Merrow

& The 2000 Journalism Games

5:30 p.m. CNN Reception

7 p.m. Opening Session

*Nick Lemann

9:00 p.m. Light Reception

oderators/Leaders

e visits