



**EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D.C. 20503**

STATEMENT OF ADMINISTRATION POLICY

(THIS STATEMENT HAS BEEN COORDINATED BY OMB WITH THE CONCERNED AGENCIES.)

July 19, 1999
(House Rules)

H.R. 1995 - Teacher Empowerment Act (Rep. Goodling (R) PA and 47 others)

The Administration opposes House passage of H.R. 1995, as reported by the Committee on Education and the Workforce. If the bill is presented to the President in its current form, he will veto it because it undermines last year's bipartisan commitment to class size reduction, by failing to guarantee the continuation of a nationwide effort to reduce class sizes in the early grades. Research has shown that students attending smaller classes in the early grades make more rapid educational progress, with the greatest benefits accruing to lower-achieving, minority, and poor children.

The bill instead creates a block grant that fails to guarantee that any funding will be used for hiring new teachers to reduce class size. The bill also eliminates the goal of significantly smaller classes, eliminates an important focus on the early grades, and does not adequately target funding to the communities that need it most. Moreover, this bill could allow Federal resources to replace local or State funding already being spent on class size reductions, instead of increasing overall investments in public schools. The Administration and Congress should be working together to make continued progress on this obvious national need -- not retreating from last year's bipartisan work addressing this problem.

In addition, H.R. 1995 is a flawed alternative to the President's proposed Educational Excellence for All Children Act of 1999 because it:

- Excludes Federal support for the National Board for Professional Teaching Standards, and other activities of national significance, from the bill's allowable "national activities."
- Does not advance the next generation of standards-based reform.
- Fails to hold States, school districts, and schools accountable for improving student achievement.
- Does not target funds equitably or effectively.
- Fails to expand the Troops-to-Teachers program and restricts the Administration's flexibility to fund the program.
- Does not include direct support for professional development for early childhood educators focused on early language and literacy development.

- Represents a piecemeal approach to the important task of reauthorizing the Elementary and Secondary Education Act of 1965, the principal Federal statute that supports K-12 education.

The Administration supports a substitute to be offered by Representative Martinez, which would continue the commitment to class-size reduction begun last year, and urges the Rules Committee to make in order that substitute. The Administration understands that the Martinez substitute would also retain current language authorizing support for the National Board for Professional Teaching Standards, include strong accountability measures, provide resources for States to continue their work in the important areas of standards and assessments, and better target funds on high-need communities.

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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

July 20, 1999

PRESS BRIEFING BY
JOE LOCKHART

The Briefing Room

1:08 P.M. EDT

MR. LOCKHART: Let me just tell you one thing about the event that I told you about this morning, the 2:00 p.m. East Room event. The President, at the top of that, will talk about some education grants that are being released today for teacher quality around the country, some \$43 million worth. He'll also urge the Congress, when they vote today, not to try to move against not authorizing money for the 100,000 teachers program that we moved through last year. There's been some debate between the parties on this matter. The President will reiterate his commitment to getting 100,000 teachers in the classrooms.

Questions?

Q Any opposition to that?

MR. LOCKHART: Well, the President will indicate he won't sign legislation that strips the money from this program.

Q So it's a veto threat --

MR. LOCKHART: Well, this is a two-step process between authorizing and appropriating, so this is early in the process. But he wanted to make the point of demonstrating his commitment in support of the program.

Q Joe, the President mentioned his conversation, was asked about his conversation with Jiang Zemin in the Rose Garden earlier today. Is the President satisfied now with the state of affairs with regard to China and Taiwan, or does he believe some intervention perhaps on his part would help things along?

MR. LOCKHART: I think the President made the call because he was concerned about some of the rhetoric, and I think as he told you in the Rose Garden today, he articulated the U.S. position which has not changed, and China articulated their position. There's always some concern when you have this rhetoric, but the President made clear he believes the best way to resolve any issues between the parties is in the context of the cross-states dialogue.

Q The U.S. position hasn't changed and the Chinese position hasn't changed. It appears that Taiwan's position has changed. They now say they that they're going to pursue this state-to-state dialogue. Do we think that that's the kind of dialogue that Taiwan should have with Chinese --

MR. LOCKHART: Well, we believe that anything that needs to be resolved between the parties should be done through the dialogue. But I will remind you, as I've done over the past week or so, that Taiwan has indicated to us that they have not fundamentally changed their one China

THE WHITE HOUSE

Office of the Press Secretary
(Des Moines, Iowa)

For Immediate Release

July 16, 1999

REMARKS BY THE PRESIDENT
ON INVESTING IN AMERICA'S SCHOOLS

Amos Hiatt Middle School
Des Moines, Iowa

2:25 P.M. CDT

THE PRESIDENT: You know, when Tom Harkin said that anybody with any sense would take their coat off -- (laughter) -- I didn't know whether that meant I didn't have any sense or he just gets hot under the collar quicker than I do. (Laughter and applause.) Actually, I think the answer is a lighter suit.

I am delighted to be here and I thank you all for your wonderful welcome. And I don't mind that it's a warm one. I always love coming to Iowa, coming back here to this wonderful city. I want to thank Ruthann Gaines for her dedication and her remarkable remarks this morning. I want to say that as long as young people like Catherine Swoboda are Exhibit A for Iowa education, this country is going to do just fine. I thought she was terrific. (Applause.)

I thank Secretary Riley for coming with me. Many of you in Iowa may not know it, but Dick Riley and I began our careers as governors together 20 years ago this year, and we've been working at education for a long, long time. I think that history will record that he is the finest Secretary of Education this country has ever had. And I'm very grateful to him and I thank him. (Applause.)

I would like to thank Superintendent Witherspoon and your principal, Gary Eyerly, for welcoming us to this school. And I want to thank all the public officials who are here. I know in addition to the governor we have Lt. Governor Pederson, Attorney General Miller, Secretary of State Culver and State Treasurer Fitzgerald. They're all over there. I thank them for joining me today. And Senate Minority Leader Michael Gronstal, thank you all for being here.

I'd like to say a special word of appreciation to my good friend, Congressman Leonard Boswell, who is also a stout supporter of education. And I think it is appropriate that he's here because he's here with his wife, Dodie, and I'd like for her to stand, because yesterday she retired as a teacher after 31 years. Thank you very much, bless you. Thank you. (Applause.)

And I want to acknowledge that Ruth Harkin is here with Tom today, and to tell you that for most of my administration she was a very valuable member of the Clinton-Gore team and played a major role in our economic programs. And I want to thank her.

And finally, let me say that, as you can see, every time he talks, there is no one in the United States Senate who is more passionate about what he believes than Tom Harkin. And he believes in the education of our children. It's easy to understand why, from his own experience.

Most of you probably know that his father was a coal miner who didn't finish the 8th grade; his mother was an immigrant with little formal education. Thanks to an ROTC scholarship, he put himself through college. Now he sits next to a Rockefeller in the United States Senate. (Laughter.) It's America and Tom Harkin is the best of America. (Applause.)

You know, I must say, Jay Rockefeller always hates it when we do that to him. (Laughter.) He is also a very good man. And you heard Tom Harkin say that because of his efforts, Iowa will receive another \$10 million this year to help renovate schools. But I want to do that for all our schools that need it.

I want to thank some people who are involved in this issue who are not here today: Congressman Charles Rangel, the House sponsor of our school bill; the many members of the AFT, the NEA, the Council of Great City Schools; the building and construction trades who have fanned out to Philadelphia, New York, New Orleans, Buffalo, Houston, Chicago and Miami today to roll up their sleeves and help communities begin to repair their neediest schools.

You know, it is ironic that we're here talking about this school issue, because we are in America in the last year of the 20th century, in this millennium, enjoying the longest peacetime economic expansion in our history: nearly 19 million new jobs in the last six and a half years, the lowest unemployment rate in 30 years, the lowest crime rate in 26 years, the lowest welfare rolls in 30 years, the lowest minority unemployment ever recorded, the highest home ownership in history.

Here in Iowa, unemployment is a whopping 2.6 percent. Home ownership is almost at 75 percent. Wages are rising nationwide for the first time in 20 years for all classes of workers, and even faster here. I feel good about that. I feel good about the fact that compared to six and a half years ago the air and water are cleaner, the food is safer and 90 percent of our children are immunized against serious childhood diseases for the first time in the entire history of our country.

I feel good about the 100,000 young people who have signed up to serve their communities in AmeriCorps and earn money to go to college. (Applause.) I am grateful, with the help of people like Tom Harkin and Leonard Boswell, that this administration has been able to preserve or set aside more land for the American people and our children's future, from the California Redwoods to the Mojave Desert to the Florida Everglades in any administration in history, except those of Franklin and Theodore Roosevelt. I am grateful for all of that.

But what I came here to ask you is, what are we going to do with our prosperity and what are we going to do with our surplus. This is a time of confidence and pride. But, as many people have said, the time to fix the roof is when the sun is shining. And that is literally true in the case of school construction.

Are we going to develop some sort of collective amnesia and pretend that these times have always been here, always will be here, and we can do whatever we want to do that feels best in the moment, or seems most politically popular? Or are we going to think about the children here, and the 21st century, and what America will be like 10 years from now, 20 years from now, 30 years from now when they will have children in these schools?

That is what I want to say. You know, you folks should be glad to see me in Iowa -- I'm the only guy that's been here in weeks that's not running for anything. (Laughter and applause.) What I am doing is trying to think about everything we can possibly do in these last days of this century. The Clinton-Gore administration is not running out the

clock, hoping the good times will last. We are trying to push the ball down the field. We are trying to think about what it takes to build that bridge to tomorrow that all our children can walk across. What it would take to give opportunity to all of our people; to build a community of all of our people; to maintain our nation's leadership for peace and freedom and prosperity around the world; to look at the long-term challenges.

I'll just mention three today -- to get to the school construction issue. But you have -- to understand where the school construction issue is, you have to see it as a part of the big debate going on in Washington: What are we going to do with our prosperity? How should we handle this surplus, the one we have today and the one we're projected to have tomorrow? Otherwise, you couldn't begin to figure out why in the world we just don't do this. I mean, you must all be sitting out there thinking this is a no-brainer, just from what everybody else has already said before I got up here.

I believe that when you look at where we were just six and a half years ago, we had quadrupled the national debt in 12 years. The deficit was \$280 billion. It was projected to go to \$380 billion this year. Now we have the biggest surplus we've ever recorded, and we're projected to be able to maintain those surpluses into the future, indefinitely.

Now, every farmer here knows that nobody can predict the future. That does not mean that every year we'll have exactly what is predicted. What it means is, if we have predictable economic performances, which is every so often we'll have a downturn, and then we'll have an upturn, then we'll have a downturn, then we'll have an upturn, on average we will produce the surpluses we project to produce over the next 15 years. That's what it means. These projections are not based on everything will be hunky-dory every day of the next 15 years. So they're not unrealistic.

But we have to decide -- since we haven't been in it -- did you ever think when I was here running in '92 we would be back here having a debate about what to do with the surplus? (Laughter.) This is a high-class problem. But it's just as important to get the answer to a high-class problem right as it is to one that you wish you didn't have to deal with. It's not like going to the dentist. But if we don't handle it right, we'll be going to the dentist and nobody will give us a shot to deaden the pain. We have got to deal with this issue in the proper way.

Let me just mention three things. We have to deal with the aging of America. Iowa has got a high percentage of people over 65. The number of people over 65 will double in 30 years. The older we get the more people that will be drawing Social Security and Medicare and the fewer people will be paying into it. This is not rocket science; this is basic math.

I believe before we pass a big tax cut we should save Social Security and Medicare and add a prescription drug benefit to Medicare for the 21st century so that -- (applause.) Why? That's going to save everybody a lot more money in the long run than a tax cut. What's going to happen? What's going to happen if we don't? This is not just about the elderly. I'm not just looking out for the baby boomers that are going to retire in a few years. You know what will happen.

How many family stories do you know right now where parents with little children are also taking care of their parents, because it's the right thing to do. But we have Social Security and Medicare so that we can balance the responsibilities of the generations, and so that families can take of their own needs and look to their children as they go along. So this is not just about the elderly. This is about the

children and grandchildren of the baby boom generation.

The second thing we ought to do is take care of the economy. And I would like to mention just two things, one of which you know very well. One is, there is still a lot of places in this country that aren't participating in the economic recovery. The big problem on the farm is we've had four years in a row of world-wide record harvest for the first time in history, and an economic collapse in 1997 in Asia, so markets shrink, the products go, prices collapse.

AUDIENCE MEMBER: Freedom to Farm --

THE PRESIDENT: Exactly right. As Senator Harkin and I warned -- Congressman Boswell and I, we were all three laughing about it -- we said, you know, the people who put in that Freedom to Farm Act acted like there never would be a bad year on the farm. And now last year we dealt with it. Today I'm going to meet with some of your farmers and we're working on it. The Vice President called me after he had a chance to meet with some farmers here this week, and we talked about it.

But the point I want to make is, you have farmers, you have people in Appalachia, you have people in the Mississippi Delta, you have people who live on the Indian reservations, you have people who live in the inner cities, and even though we're doing better than we've ever done, there's still a lot people who aren't part of this train. And there are ways to give everybody a chance who's willing to work to be a part of it. That ought to be something we do with our prosperity. We ought to give everybody who's willing to work a chance to be a part of that prosperity. And I think it's very important. (Applause.)

One thing we can do that will help the economy more than anything else is, if we adopt the plan I put out to save the majority of the surplus for Social Security and Medicare, since it's not needed now -- while we save it we can pay the debt down so much that by 2015, in 16 years, for the first time since 1835, this country can be out of debt. (Applause.)

If you're a middle class person, why should you worry about that? Because if we're out of debt it means lower interest rates, higher investment, more jobs, higher wages, lower college loan, credit card, car payment and home mortgage rates. It means a more stable world economy over the long run. It means a better environment for farmers and manufacturers and everybody else. It is a good thing to do.

Now, what I want to tell you is, we can do all that and still have a tax cut and still invest in education. But we cannot pretend that there are no consequences to proposing a tax cut that will cut education and prevent us from saving Social Security and Medicare and mean we can't pay off the debt and we can't do these other things. There are choices to be made and we should be thinking about the children and the future. And as we have proved the last six and a half years, when you do things that are right for the long run, often they turn out to be right for the short run, as well.

And so I say to you, this school issue is a part of this debate, this school construction issue. We propose a tax cut to help people save for retirement, take care of long-term care needs of their family, take care of their child care needs; and also to induce people to invest in more school construction with a big tax break. It is very, very important.

And you've already heard about Iowa's needs. You've heard Secretary Riley talk about America's needs. In spite of all -- what you have to understand is, the school enrollments, as big as they are, are fixing to explode. And we've got to do some things about it. We've got to do what Governor Vilsack wants to do everywhere in America. Hardly anybody

has done as well as he has. We've got to hook up all the classrooms in the country to the Internet. And we've got to have teachers to go into the classrooms -- 2.1 million are going to retire over the next few years. Dodie is the beginning of a wave in America. And we've got to find young people to go in there and take their places. And we've got to have good facilities for people to visit -- to learn in.

You know, I can still remember every schoolroom that I ever was in in my life. And a lot of old schools can be modernized, but when you've got kids -- I've been to school districts, literally, literally, with one elementary school with 12 house trailers out behind it. Not one or two -- 12.

So we have to deal with this. And there are serious consequences to not dealing with it. Now, if our school construction initiative passes as a part of our tax cut proposal in our education program, it will help communities have \$25 billion over the next two years for school construction. That's enough to build or modernize 6,000 schools.

Now, if you compare that to the Republican proposal you will see that their plan is 644 schools. Ours is nearly 10 to 1. So somebody can say, well, we have a school construction proposal -- 6,000 is better than 644. (Applause.)

We're having the same discussion about teachers. Last year I was thrilled -- in the teeth of an election year, we had a bipartisan agreement to put 100,000 teachers in our schools, because the classes are getting bigger and it would allow us to lower class size in the early grades to an average of 18. We just had another national study come out the other day about how important that can be, and how the learning gains can be permanent. And just two weeks ago, Secretary Riley and I announced \$1.2 billion to help states and local school districts hire the first 30,000 of those 100,000.

But now the majority in Congress wants to back off from that. They have other ways to spend the money. They want to give the money out and not guarantee that it will go to hire new teachers. I feel that if you make a promise in an election year, you ought to keep it the next year, too. If it was a good idea last year, it's still a good idea.

So I say to you, these are two things that we ought to do. We need to do this school construction program. We need to finish the work of hiring 100,000 teachers. We need to finish the work that Governor Vilsack has done so much on here of wiring all of our schools. We need to finish these things. It all comes down to this: What do you want to do with this moment of prosperity?

And let me say one thing -- you know, Washington tends to be a more partisan place than most places in America -- maybe more than anyplace in America. I've done what I could to try to unify this country. Most Americans, whether they're Republicans or Democrats or Independents that have kids in the schools want them to go to good schools.

I'll be you there are a lot of school elections in Iowa where Republicans and Democrats vote the same way for school bond issues or on educational proposals. This is not always an ideological issue. This should be an issue that brings America together. But issues that unify people in the country have a way of dividing people in Washington. We had the same thing happen with the patients bill of rights; you probably saw that.

We had this crazy idea, we Democrats did, that everybody in a managed care plan in America ought to be able to see a specialist if their doctor said they should see one. Or, if they lived in a big city and they got hurt in an accident, they ought to be able to go to the nearest

emergency room, not be driven halfway across town. Or, if their employer changed managed care providers while a woman employee was in the middle of a pregnancy or a man or a woman was in chemotherapy, they ought to be able to keep their doctor until their treatment was over.

And if somebody hurts you with a bad decision, you ought to be able to get redress for it. Now those are rights that I enjoy under the Federal Health Care Plan, and that Congress enjoys and every federal employee enjoys. And the Congress -- the Republican Majority's own budget office said this would add at most \$2 a month to a managed care premium. In the federal system, it added less than \$1 a month when I put them in.

Now, I don't know, but I believe in Iowa when you go to the doctors office, they don't ask you if you're a Republican or a Democrat. (Laughter.) And I don't believe when the children come to school here they ask you if you're a Republican or a Democrat. These are things that should unify us. And so I ask you to please, please do what you can to talk to all the members of this congressional delegation, ask them to support us on 100,000 teachers, ask them -- it's still not too late to pass the patients' bill of rights that gives the rest of you the protections we have in Congress and the White House and the federal government. And ask them to make a part of any tax cut plan a school construction initiative that will build or modernize 6,000 schools.

You think about this young woman who introduced me today. You think about this young woman who introduced me today. I have seen people like her all across America, marvelous kids in the poorest corners of this country -- kids in schools that are 75 years old that haven't been fixed, where the kids walk up the steps and they see broken windows every day. Where there are rooms, in some cases whole floors they can't even go on. They deserve better.

How in the world can we say to them, we had the most prosperous time in American history, we had the biggest surplus in history, we dug ourselves out of debt, but all we thought of was ourselves and the next election -- we didn't have the time or money or vision to think about you and your future. We are a better country than that. All of us are, without regard to party. Everywhere else but Washington, D.C. you would never hear anybody discarding this argument. I implore you: Help us to get this done this year. The children of America deserve 21st century schools.

Thank you and God bless you. (Applause.)

END

2:48 P.M. CDT

M E M O R A N D U M

September 10, 1999

TO: Fern Mechlowitz
Office of the Chief of Staff
Executive Office of the President

FROM: Nancy L. Granese 
Governmental Affairs Advisor

RE: Background Information for Appointment with John Podesta,
Wednesday, September 15, 1999, ^{12:15} ~~1:00~~ p.m. for the National
Board for Professional Teaching Standards

There are two reasons for this meeting.

1. The President has taken a strong interest in, and given strong support to, the Board in the past, and the Board's staff works hard to continue to justify that interest. North Carolina Governor James Hunt is the Founding Chairman of the Board of Directors, and he had a close working relationship with former White House Chief of Staff Erskine Bowles. Since Mr. Bowles returned to the private sector, there has not been an occasion for the Board's leadership to meet Mr. Podesta until now. Thus the first purpose of this meeting is to introduce the Board's leadership to Mr. Podesta.
2. The Board needs two more years of research and development funding in order to get all the certificate programs established. That funding (\$16 million per year) is ordinarily included in the Labor-Health and Human Services appropriations legislation; certainly the President requested that amount, in addition to \$2.5 million for candidate subsidies, in his budget request. The Board's staff has been working diligently to mitigate Republican opposition to that request.

Unfortunately, the LHHS appropriation, as always, will be negotiated down to the wire. The Board's leadership wants to review the importance of securing the remaining funding to complete the Board's work, and to discuss with Mr. Podesta any additional activities which the Board should undertake to assist the White House in obtaining full funding for the Board's research and development activities.

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"The National Board for Professional Teaching Standards," Booklet, 22 pages

The
National Board
for
Professional
Teaching
Standards

WHAT?

WHY?

HOW?

AMERICAN FEDERATION OF TEACHERS

M E M O R A N D U M

September 13, 1999

TO: Fern Mechlowitz
Office of the Chief of Staff
Executive Office of the President

FROM: Nancy L. Granese *Wg*
Governmental Affairs Advisor

RE: Appointment with John Podesta, Wednesday, September 15,
1999, ~~1:00~~^{12:15} p.m. for the National Board of Professional Teaching
Standards

Here is the information I promised. Give me a call if you have any further questions. If I'm out of the office, ask for Sharon Abarca (637-8331). She's very conscientious. Do we come in through the EOB or the Pennsylvania Avenue entrance?

From the National Board for Professional Teaching Standards
James A. Kelly, President
Elizabeth Bowe Castor, President-Elect
Barbara B. Kelley, Chair of the Board of Directors
Sarah L. Mernissi, Vice President for Government Relations

W. Michael House, Partner, Hogan & Hartson
Nancy L. Granese, Governmental Affairs Advisor, Hogan & Hartson

cc: S. Mernissi, NBPTS
W. M. House
S. Abarca

Contributors to the National Board 1987-1998

The National Board for Professional Teaching Standards is grateful to the following corporations and foundations for their investment in teaching excellence. These funding partners have enabled the National Board to develop and implement the programs and systems needed to support its mission of accomplished teaching practice resulting in improved student learning. The following is a list of the cumulative gifts to the National Board since its founding in 1987.

Founding Donor

Carnegie Corporation of New York

\$5 Million and Above

Pew Charitable Trusts
DeWitt Wallace-Reader's Digest Fund

\$1 Million and Above

AT&T Foundation
Ford Foundation
Getty Education Institute for the Arts
IBM Corporation
John S. and James L. Knight Foundation
Lilly Endowment
Philip Morris Companies
Procter & Gamble
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State Farm Insurance Companies
Xerox Corporation

\$500,000 and Above

Chrysler Corporation and Fund
E.I. DuPont de Nemours

Up to \$500,000

American Express Philanthropic Program
Aramark Services
BellSouth Foundation
Boeing Company
Charlson Research
The Chase Manhattan Foundation
Geraldine R. Dodge Foundation
Ford Motor Company Fund
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GE Foundation
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National Board



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The National Board for Professional Teaching Standards Corporate Partnership Highlights

National Board
FOR PROFESSIONAL
TEACHING STANDARDS

The following are descriptions of four of the National Board's innovative corporate partnerships. Because of the deep commitment of these corporations to the mission of the National Board, these unique programs have been created to foster accomplished teaching in America's classrooms.



AT&T Foundation

The AT&T Foundation has been a generous leader in support of the National Board since its early developmental stages and through its current phase of expanding its impact across the nation and into the classrooms. AT&T's support has enabled the National Board to expand its communications, outreach and capacity building to create demand for National Board certification. In addition, support has been provided for Facilitators Institutes that train individuals to assist candidates as they pursue their certification, and the National Board Academy that provides a forum for representatives from various states to share ideas and discuss strategies to promote National Board Certification in their communities.



IBM Corporation

Through an innovative technology partnership with IBM, the NBPTS is making the scoring of National Board Certification assessments more efficient and cost effective, while making it possible for more teachers to serve as scorers. The first complete software package, designed for use with the four 1997-98 Middle Childhood/Generalist assessment center exercises, was used in the summer 1998 scoring session. Those teachers who served as scorers were very positive about the new system. The goal of this project is to provide assessors with user-friendly computer-based methods for managing the scoring process and for producing scoring reports. Future plans will involve expansion of this project to make the entire National Board assessment process more efficient.



State Farm Insurance Companies

State Farm Insurance Companies and the National Board have joined together to create the State Farm/NBPTS "Partners for Accomplished Teaching". This partnership mobilizes State Farm's extensive network of 26 regional offices, employees and local agents on behalf of National Board Certification. In addition to donating their interactive satellite technology facilities for regular meetings of teachers and education leaders, State Farm representatives created a promotional videotape and brochure describing the value of National Board Certification for use with business and civic groups. State Farm regional staff and National Board liaisons are working to build support within their communities for National Board Certification by hosting events, giving presentations, generating media coverage, and supporting candidates.

CORPORATE DONORS TO DATE

The following is a cumulative listing of corporations that have invested in the National Board since its inception in 1987.

American Express
Aramark Services
AT&T Foundation
BellSouth Foundation
Chase Manhattan Foundation
Chrysler Corporation and Fund
E.I. DuPont de Nemours
Eastman Kodak
Ford Motor Company Fund
General Electric Foundation
IBM Corporation
Mobil Oil Company
Philip Morris Companies
Procter & Gamble
RJR Nabisco Foundation
Sears Roebuck Foundation
State Farm Insurance Companies
Union Carbide
UPS Foundation
Xerox Corporation

The American Partnership for Teaching Excellence

In order to bring National Board Certification to national scale, a five-year initiative, the American Partnership for Teaching Excellence, was launched in 1997. The National Board would like to express appreciation to the following corporate partners that are investing in its mission and goal.

Current Corporate Partners

\$1 million and over

AT&T Foundation
Philip Morris Companies Inc.
Procter & Gamble
RJR Nabisco Foundation
State Farm Insurance Companies

Up to \$1 million

IBM Corporation
Mobil Oil Company
Xerox Corporation
United Parcel Service



NATIONAL ALLIANCE OF BUSINESS

June 21, 1999

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Jill Kanin-Lovers
Avon Products, Inc.

Daniel H. Leevers
MacDermid, Inc.

Malcolm R. Lovell, Jr.
National Policy Association

J. Randall MacDonald
GTE Corporation

Brian D. McAuley
Imagine Tile, Inc.

Jewell Jackson McCabe
National Coalition
of 100 Black Women, Inc.

John R. McKernan, Jr.
C. F. Hathaway & Co.

Henry A. McKinnell
Pfizer Inc.

James F. Orr III
UNUM Corporation

Steffen E. Palko
Cross Timbers Oil Company

Timothy F. Price
MCI WorldCom Inc.

Thomas E. Richards
Ameritech

Norman E. Rickard, Jr.
Xerox Corporation

Sean C. Rush
IBM Corporation

Richard F. Schubert
Drucker Foundation

T. Quinn Spitzer, Jr.
Kepner-Tregoe, Inc.

A. William Wiggan
Motorola, Inc.

Alan L. Wurtzel
Circuit City Stores, Inc.

Raul Yzaguirre
National Council of La Raza

COUNSEL
Roderick A. DeArment
Covington & Burling

Honorable Howard "Buck" McKeon
Chairman
Subcommittee on Postsecondary Education, Training
and Life-Long Learning
Committee on Education and the Workforce
U.S. House of Representatives
Washington, D.C. 20015

Dear Mr. Chairman:

As you know, no issue surpasses education quality as a priority for business. Its impact on the labor market and on preparing citizens for tomorrow's world is absolutely decisive. The world is changing rapidly and knowledge defines economic success for individuals and companies. Education is what distinguishes our national success in the global economy and will determine the security of our future. For over a decade, employers, through the Business Coalition for Education Reform and over 500 business-led coalitions at the state and local levels, invested funds, expertise, and energy to address the most critical education needs in their communities.

I wanted to drop you a personal note to bring several important items developed by the business community to your attention prior to markup of legislation for teacher preparation and professional development – the Teacher Empowerment Act. I wanted to be sure you had a chance to review these policy concerns before the Committee meets on this bill.

Most importantly, the Business Coalition for Education Reform, for the first time, is forwarding a joint policy statement on the reauthorization of the Elementary and Secondary Education Act, a portion of which addresses teacher quality and professional development. This statement reflects the consensus of employers and will form the basis for an aggressive agenda to work with Congress on legislation. (A copy is attached.)

Also, I'm enclosing a recent statement by national business organizations on "Improving the Quality of Teaching: The Business Role" along with a booklet of the same title that contains examples from around the country of successful strategies. Both pieces outline areas of primary concern to business and propose options for solutions.

Knowing that a ban on professional teaching standards is being proposed in the draft of the Teacher Empowerment Act, I want to point out that the national business organizations support the work of the National Board for Professional Teaching Standards and recognize the impact its standards have on planning and quality within individual state systems for teacher training and development.

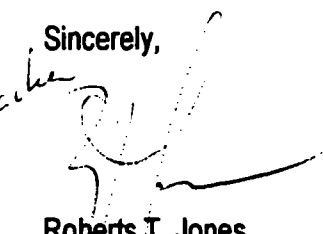
1201 New York Avenue, NW Suite 700 Washington, DC 20005-6143
202-289-2888 FAX 202-289-1303 TDD 202-289-2977 E-mail info@nab.com www.nab.com
Member Services: 1-800-787-2848

ATLANTA BOSTON CHICAGO DALLAS LOS ANGELES

I would be happy to meet with you, or talk by phone, to provide further details about the content of these issues and the intensity of the business interests.

*Back
Great work on the
Teacher Empowerment Act
Hope you will find our teacher
quality material helpful -
Bob*

Sincerely,


Roberts T. Jones
President and CEO
National Alliance of Business

Attachments:

- ▶ "Principles for Reauthorizing the Elementary and Secondary Education Act," Business Coalition for Education Reform
- ▶ Joint Business Statement: "Improving the Quality of Teaching: The Business Role."
- ▶ Successful Strategies Booklet: "Improving the Quality of Teaching: The Business Role."



1201 New York Avenue, NW

Suite 700

Washington, DC 20005

800/787-2848

*American Business Conference
Black Business Council
Business Higher Education Forum
The Business Roundtable
Committee for Economic Development
The Conference Board
Chamber of Commerce of The United States
National Alliance of Business
National Association of Manufacturers
National Association of Women Business Owners
U.S. Hispanic Chamber of Commerce*

June 21, 1999

Dear Member of Congress:

The business organizations under the Business Coalition for Education Reform (BCER) have come together for the first time to provide a joint policy statement on critical issues for the reauthorization of the Elementary and Secondary Education Act (ESEA). A copy is attached for your use. We sought advice from our collective memberships and from a network of over 500 state and local business-led coalitions across the country working directly on these education priorities. This consensus underscores the importance of education issues to the business community.

Business is deeply concerned about education for both its short- and long-term impact on society. The world is changing rapidly and knowledge will continue to define economic success both for companies and individuals. Global economic competition, new technologies, and rapidly changing consumer expectations are having a direct impact on business. These same forces are having a greater and greater impact on the breadth and depth of academic achievement that is needed to succeed in the real world. Because of this continuing impact, business has been aggressive in seeking reforms to improve student achievement.

The statement reflects broad consensus about what issues should be addressed in the legislation. It does not try to address every issue in education reform or in the ESEA. It only addresses those issues where business has been engaged and can speak from experience at the state and local levels.

In particular, we addressed the federal leadership role. We believe it should no longer be focused on running programs, but rather on acting as a catalyst, a leader, and on investing in local activities that are succeeding in producing results.

We must support an education system that is built on resiliency, flexibility, and continuous improvement to ensure that students are prepared both for the new world of work and for the expectations of higher education. Business is in this effort for the long haul, and is committed, locally and nationally, to improving education achievement. We look forward to working with you.

**American Business Conference
American Electronics Association
The Business Roundtable
Chamber of Commerce of the United States
Council on Competitiveness**

**The Council of Growing Companies
National Alliance of Business
National Association of Manufacturers
Semiconductor Industry Association
Software and Information Industry Association**

Principles for Reauthorizing the Elementary and Secondary Education Act **Business Coalition for Education Reform**

American Business Conference ♦ American Electronics Association ♦ The Business Roundtable ♦ Chamber of Commerce of the United States ♦ Council on Competitiveness ♦ The Council of Growing Companies ♦ National Alliance of Business ♦ National Association of Manufacturers ♦ Semiconductor Industry Association ♦ Software and Information Industry Association

Employers depend on the talent, skills, and creativity of their workforces for their success. For this reason, the business community takes a keen interest in the quality of American education. American business supports education at all levels from early childhood development to lifelong learning. We do so because we recognize that companies, communities, and students all benefit from a vital and successful K-12 education system.

Business is partnering with public officials and educators at unprecedented levels nationwide to increase academic achievement. We invest to enhance educational opportunities in our communities, particularly in the areas of math and science. We work with nearly every state to support the development of high academic standards. We help finance experiments in whole-school reform. We assist schools and districts as they strive to make dramatic improvements in student performance through better quality management techniques. We promote appropriate competition and incentives to increase performance. Our work has given us hope that schools, even schools in the lowest performing areas, can improve. Nevertheless, greater improvement among all students still is needed.

Business recognizes that the federal investment, though limited to about 6% of education funding, is unique because it is national in scope, can focus aid on low-performing areas, and can be a catalyst for change, especially in schools where few other resources are available. Every investment in education represents a decision to spend scarce resources to accomplish a particular objective. For business, those investment priorities should focus on state and local development of standards, assessments, and accountability systems, teacher preparation and professional development, technology in education, and research. We strongly urge Congress to adopt the following principles, drawn from our experience at the state and local levels, as a framework for reauthorizing the provisions under the Elementary and Secondary Education Act.

- ♦ Grant the maximum flexibility to states and localities to innovate, but hold them accountable for improving student achievement.
- ♦ Focus federal funds on achieving results, not on sustaining programs.
- ♦ Invest in scientific data collection to measure, analyze, and report on successes, failures, and opportunities for improvement.
- ♦ Expedite sharing of exemplary strategies and practices nationwide.

With these principles in mind, business sees a unique national role for federal aid to support improvements in the following areas:

Standards, Assessments, and Accountability

The Federal government is uniquely situated to support state and local creation of meaningful mechanisms to measure the success of public investments in education. Federal assistance can be a catalyst for furthering local education reforms, continuous improvements in state academic standards and assessments, and the development of accountability systems. Federal aid must be flexible enough to support what state and local education agencies determine is necessary to help students achieve high academic standards.

When investment decisions are made, a commitment must also be made to measure the results of those investments. Accountability for flexible funds must be measured by results, not by administrative compliance. Within states and local districts, accountability systems must be explicit about the consequences for the schools that fail to improve student achievement. Additionally,

- The federal government should play a role in providing information to states for benchmarking standards, assessments, accountability systems, and individual student performance to world-class levels. (Business organizations have supported independently developed voluntary tests in reading and mathematics to help schools and students benchmark their progress.)
- Flexibility of federal funds ought to allow for uses that improve school management and leadership, such as adopting the Malcolm Baldrige quality management criteria, which can align school leaders, teachers, students, parents, and community members to address the common goals of increasing student achievement and continuous improvement.

Teacher Quality, Preparation, and Professional Development

Studies show a direct connection between teacher quality and student achievement. The sheer scope of skills needed for education professionals to keep pace with the challenges of the 21st century warrants a federal contribution. At a minimum, teachers must have proven expertise in the content areas in which they are teaching. Flexible federal funding would enable states to use funds for such efforts as:

- Recruiting high-achieving candidates who might not consider teaching, especially individuals with a proven academic track record in mathematics, science, and English; developing high quality alternative routes to initial licensure; and providing a means for new teachers to be mentored.
- Providing opportunities for teachers to increase their skills and knowledge while holding them accountable for improving student achievement.
- Providing incentives for teachers to achieve advanced certification, such as that offered by the National Board for Professional Teaching Standards (NBPTS).

Technology in Education

Federal education technology investments have the potential to effectively integrate technology in curricula, develop teacher technology skills, and use technology as a tool for learning core academic disciplines. These investments should be targeted to encourage rigorous technology planning and assessment, and increase classroom access to a range of modern technologies that otherwise would not be possible.

- States and local school districts should be helped to identify and utilize the best information available on software, electronic content, hardware, and other technology resources.
- The Act must allow states and local school districts to use federal grant funds in a flexible manner. The use of technology as a learning tool should not be artificially limited by a single dedicated funding stream, or legislative title, aimed at technology investments.

Research, Development, and Evaluation

The federal government has a unique role in gathering, analyzing, and reporting timely, accurate data about American education that can be used for state and local decision-making. The federal government must focus investments to promote programs that work, and schools and school districts that are succeeding, so that other education leaders around the country can learn more quickly from, and use, what has proven successful.

- Investments in good data must continue, including efforts like the trend data and proficiency levels under the independently administered National Assessment of Educational Progress (NAEP), international measurements and comparisons of student achievement such as the Third International Mathematics and Science Study (TIMSS), and a strong, independent National Education Goals Panel to stay focused on education goals, progress toward the goals, and the status of education in America.
- Federal research agendas must be focused on providing the practical information necessary to support higher student achievement sought under this legislation.

Summation

The federal government should help create an environment in which educators and school leaders can be creative in developing solutions locally, but also one that provides the structure and tools necessary to measure, promote, and achieve success. The federal government is in a unique position to facilitate communication among educators and policy makers at the federal, state, and local levels and to promote the involvement of those in the wider community committed to fostering educational excellence.

National Board



**NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS SAYS
THAT RECENT CRITICISMS BY THE THOMAS B. FORDHAM
FOUNDATION ARE INACCURATE AND UNPROFESSIONAL**

A chapter in a recent monograph from the Thomas B. Fordham Foundation *Better Teachers, Better Schools* attacking the National Board for Professional Teaching Standards (NBPTS) is factually inaccurate and directionally misleading. That publication and some other articles based on its findings ignore significant components of what NBPTS is trying to do. They simplified or caricatured other aspects, took points out of context, and ignored evidence that contradicts the publication's thesis. The monograph and subsequent articles are polemics, not serious research.

The fundamental focus of NBPTS is simple: the essential requirement for improved student learning is accomplished teaching. And accomplished teaching can only occur when a teacher has a deep grasp of subject matter and an understanding of the students in her classroom.

It is a shame that at a time when many are working to improve the nation's educational system that a divisive statement such as this should appear. An unprecedented coalition has come together in support of the National Board: teachers, administrators, school board members, business leaders, as well as state and local policymakers – as evidenced by the legislation enacted in 38 states and policies instituted in over 100 school districts. NBPTS is not above criticism but we ask that it be fair and constructive. Following are responses to the more blatant assertions.

Criticism: NBPTS standards and assessments do not value subject matter knowledge.

Nonsense. Knowledge of subject matter is at the heart of all of the National Board's policies and practices. The basic propositions that underpin all of the National Board's work is that teachers know the subjects they teach and how to teach those subjects to students. Certification is organized by discipline. Math teachers and scholars write the math standards, not someone else. English teachers judge the work of other English teachers, not someone else. Science teachers and scholars review and are involved in all aspects of the standards and assessment processes that lead to recognition of National Board Certified science teachers.

The publications set up a false dichotomy, suggesting that the more NBPTS pays attention to pedagogy the less it must care about subject knowledge, and that teachers must choose between the two. In fact, NBPTS sets high expectations for both subject

knowledge and pedagogical skills. Teaching is not a zero sum game where the more you know about how to teach the less you know about what to teach.

Criticism: The National Board's certification standards are not based on research, but on personal theories.

Not true. The National Board has designed its standards to incorporate all important and tested research about teaching and learning for elementary and secondary school students. Leading scholars and teachers are on the National Board's standards committees. Scholars in the pertinent disciplines and professional associations are central to the review process because of their understanding of what constitutes valid research.

The National Board from its founding developed programs to identify and correct any flaws that might threaten the validity, reliability or fairness of the National Board Certification (NBC) system. NBPTS pursues this program not only through reviews conducted by its assessment development laboratories but also by establishing and funding an independent Technical Analysis Group (TAG) to mount a wide range of studies to develop and maintain the best advanced certification program for teachers.

Local and state officials and parents groups also play important roles. At every step there is ample opportunity for the professional societies as well as independent members of the research community and rank and file teachers to challenge the standards.

Criticism: The review process lasts 3 months after which the National Board finalizes the standards

This is a distortion. The process of standards development covers a period of 24 to 30 months—with the public comment or review period of 3 months coming toward the end of this time. Once the critiques from the public comment period are in a number of additional steps take place. The standards committee first examines the critiques. The committee then revises its standards in response to constructive criticisms. Its recommendations are then reviewed by a subcommittee of the board of directors prior to their consideration by the full board. This entire process takes closer to six months. An independent examination of this process has found that that the National Board procedures meet the highest professional standards.

Furthermore, the National Board even now is undertaking a review of the first set of standards it adopted. This review process is ongoing, subjecting each set of standards to a thorough review every five to seven years.

Criticism: A single pedagogical approach, "constructivism," has been anointed by NBPTS as the one way to teach.

This is a serious misreading of the standards and the assessments.

The latest research data on cognition and learning in teaching, contained in the National Research Council's volume *How People Learn* supports the view of learning that NBPTS standards specifically describe. This uses prior knowledge as a base on which the individual can build and fits new knowledge with the old. This is the real meaning of "constructivism."

A reading of our standards would disclose that NBPTS values teachers who have multiple approaches to teaching and multiple strategies that they can use to address the wide variety of teaching challenges presented by students.

Criticism: Writing skill is irrelevant.

A teacher's writing skill is never irrelevant. This is a red herring. Candidates are required to make a compelling case for their teaching in their written commentaries and assessment center responses. An individual can not do this with poor writing skills.

Criticism: The national teachers unions dominate NBPTS and eroded its integrity.

The NEA and AFT only hold 14 of 63 seats on the board of directors. An equal number of highly accomplished rank and file teachers (14) and officials from the teacher disciplinary associations (14) also sit on the board. One-third of the seats on the board are reserved for public and other members--governors, state legislators, school board members, and parent representatives.

Criticism: National Board Certification is antithetical to alternative paths to teaching.

Wrong. NBPTS is agnostic about how teachers come to teaching. Our goal is to make all teachers better. Our concern is that teachers meet high standards for knowledge and practice.

Criticism: Certificate structure does not mirror state licensing structures.

Our structure was based in part on the best that the 50 states had to offer and has since been endorsed by the states in a wide variety of ways, including states refining their licensing structures to more closely parallel the NBPTS model. The board is also supportive of new and promising approaches to certification being pioneered in the states.

Criticism: National Board Certification is a program of the Democratic administration.

False. The National Board's first federal funds came with the strong support of U.S. Secretary of Education Lamar Alexander and other members of the Bush administration – not just through the current Democratic administration. Governors from both major parties, as well as state legislators from both major parties, are among the National Board's strongest supporters. Many business leaders are ardent advocates and backers of the work of the National Board.

Conclusion

If our critics had any basis in fact, then much of what has transpired since the National Board's founding would never have happened:

- NBPTS has received strong bipartisan support across the nation. Democratic and Republican elected officials at the local, state and national levels have endorsed the National Board's work.
- National organizations of school administrators and of school boards, along with many others, have endorsed the National Board's efforts.
- Our standards of certification are so demanding that the pass rate is less than 50 percent. Yet even those who do not achieve National Board Certification contend that they are better teachers just through the experience of analyzing their teaching.
- Our standards have remained high despite initial criticism that 'interest groups' would water down the criteria.
- National Board Certification has led to the national teachers unions endorsing the notion that accomplished teachers deserve better pay. In addition, over 100 local school districts offer incentives and rewards for this advanced certification program. Few serious observers of American education would have predicted such resounding support.

The National Board is not against anything that will lead to better education. We consider anyone who works for better education an ally. We stand for better teachers for this is the key to better students. All our efforts are dedicated to this goal. The truth of the matter is that across this nation today there are many positive steps being taken to strengthen teaching. We believe that the National Board is leading the way in this effort.

National Board for Professional Teaching Standards

Assessment Development Timeline

Development Timelines--February 1997

		1997				1998				1999				2000				2001				2002			
Grade Level		Jan	Apr	Jun	Oct	Jan	Apr	Jun	Oct	Jan	Apr	Jun	Oct	Jan	Apr	Jun	Oct	Jan	Apr	Jun	Oct	Jan	Apr	Jun	Oct
GROUP IV																									
AYA/Science	HS																								
GROUP V																									
EA/Science	MS																								
EA/Mathematics	MS																								
AYA/ELA	HS																								
AYA/Social Studies	HS																								
EA/Social Studies	MS																								
GROUP VI																									
EAYA/ENL	MS/HS																								
EMC/ENL	ES																								
EAYA/Voc Ed	MS/HS																								
EAYA/Exceptional Needs	MS/HS																								
EMC/Exceptional Needs	ES																								
GROUP VII																									
EAYA/PE	MS/HS																								
EMC/PE	ES																								
EAYA/Music	MS/HS																								
EMC/Music	ES																								
EAYA/Library Media	MS/HS																								
EMC/Library Media	ES																								
EAYA/Foreign Language	MS/HS																								
EMC/Foreign Language	ES																								
Certificates Offered		7				12				12				17				25				25			

ES Pre-K and Elementary School
 MS Middle School
 HS High School
 MS/HS Middle School and High School



Begin work with Standards Committee
 Begin Assessment Development
 Prototype year

EA=Early Adolescence
 EC=Early Childhood
 MC=Middle Childhood

EMC=Early and Middle Childhood
 EAYA=Early Adolescence through Young Adulthood
 AYA=Adolescence and Young Adulthood

Projected Number of Teachers in the U.S. in 2002-03*	3,334,000
Estimated Number of Teachers in the U.S.	
With Three or Fewer Years of Experience**	323,398
Estimated Number of Eligible Teachers in the U.S. in 2002-03	3,010,602

Group	Level	Subject	Number	Percent***	Cumulative Percent	Cumulative Percent by Group	Cumulative Percentage Across Groups
1	EA/	English Language Arts	90,318	3.0%	3.0%		
1	EA/	Generalist	21,074	0.7%	3.7%	3.7%	3.7%
2	EC/	Generalist	689,428	22.9%	26.6%		
2	MC/	Generalist	376,325	12.5%	39.1%	35.4%	39.1%
3	AYA/	Mathematics	120,424	4.0%	43.1%		
3	EA-AYA/	Art	39,138	1.3%	44.4%	5.3%	44.4%
4	AYA/	Science	108,382	3.6%	48.0%	3.6%	48.0%
5	AYA/	English Language Arts	147,519	4.9%	52.9%		
5	AYA/	Social Studies-History	114,403	3.8%	56.7%		
5	EA/	Mathematics	60,212	2.0%	58.7%		
5	EA/	Science	54,191	1.8%	60.5%		
5	EA/	Social Studies-History	57,201	1.9%	62.4%	14.4%	62.4%
6	EA-AYA/	English as a New Language	15,053	0.5%	62.9%		
6	EA-AYA/	Exceptional Needs	168,594	5.6%	68.5%		
6	EA-AYA/	Vocational Education	216,763	7.2%	75.7%		
6	EC-MC/	English as a New Language	12,042	0.4%	76.1%		
6	EC-MC/	Exceptional Needs	168,594	5.6%	81.7%	19.3%	81.7%
7	EA-AYA/	Foreign Language	63,223	2.1%	83.8%		
7	EA-AYA/	Library/Media	36,127	1.2%	85.0%		
7	EA-AYA/	Music	60,212	2.0%	87.0%		
7	EA-AYA/	Physical Education	81,286	2.7%	89.7%		
7	EC-MC/	Foreign Language	3,011	0.1%	89.8%		
7	EC-MC/	Library/Media	48,170	1.6%	91.4%		
7	EC-MC/	Music	51,180	1.7%	93.1%		
7	EC-MC/	Physical Education	51,180	1.7%	94.8%		
7	EC-MC/	Art	18,064	0.6%	95.4%	13.7%	95.4%

* Taken from *Projections of Education Statistics to 2006* (National Center for Education Statistics, March 1996)

** An estimated 9.7% of teachers have three or fewer years of full-time teaching experience and are, therefore, ineligible for National Board Certification.

*** All percentages have been estimated using NCES projections. No exact percentages are available due to differences in the way NCES and NBPTS classify candidates.

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7	EC-MC/	Physical Education	51,180	1.7%	94.8%		
7	EC-MC/	Art	18,064	0.6%	95.4%	13.7%	95.4%
	MC/	English Language Arts	39,138	1.3%	96.7%		
	EA-AYA/	Guidance Counseling	18,064	0.6%	97.3%		
	EA-AYA/	Health	12,042	0.4%	97.7%		
	EC-MC/	Guidance Counseling	15,053	0.5%	98.2%		
	MC/	Mathematics	24,085	0.8%	99.0%		
	MC/	Science	15,053	0.5%	99.5%		
	MC/	Social Studies-History	15,053	0.5%	100.0%	4.6%	100.0%

* Taken from *Projections of Education Statistics to 2006* (National Center for Education Statistics, March 1996)

** An estimated 9.7% of teachers have three or fewer years of full-time teaching experience and are, therefore, ineligible for National Board Certification.

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NBPTS Certification Standards

	Early Childhood Ages 3-8	Middle Childhood Ages 7-12	Early & Middle Childhood Ages 3-12	Early Adolescence Ages 11-15	Adolescence & Young Adulthood Ages 14 -18+	Early Adolescence through Young Adulthood Ages 11-18+
Generalist	A	A		A		
Mathematics		A		A	A	
Science		A		A	A	
English Language Arts		A		A	A	
Social Studies- History		A		A	A	
Art			UD			A
English as a New Language			A			A
Exceptional Needs Specialist			A			A
Vocational Education						A
Physical Education			UD			UD
Foreign Language			UD			UD
Music			UD			UD
Library-Media			UD			UD

A=Available

UD=Under Development

NBPTS Assessments

	Early Childhood Ages 3-8	Middle Childhood Ages 7-12	Early & Middle Childhood Ages 3-12	Early Adolescence Ages 11-15	Adolescence & Young Adulthood Ages 14 -18+	Early Adolescence through Young Adulthood Ages 11-18+
Generalist	A	A		A		
Mathematics				A	A	
Science				A	A	
English Language Arts				A	A	
Social Studies- History				A	A	
Art			2000-01 (?)			A
English as a New Language			1999-2000			1999-2000
Exceptional Needs Specialist			1999-2000			1999-2000
Vocational Education						1999-2000
Physical Education			2000-01 (?)			2000-01 (?)
Foreign Language			2001-02			2001-02
Music			2001-02			2001-02
Library-Media			2001-02			2001-02

A=Assessments Available in 1998-99

National Board



June 29, 1999

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The Honorable Matthew G. Martinez
House Education and the Workforce Committee
U.S. House of Representatives
Washington, D.C. 20515

Dear Representative Martinez:

On behalf of the Board of Directors of the National Board for Professional Teaching Standards, I thank you for supporting the important work to fully implement the nation-wide system of National Board Certification. The Smart Classrooms Act, the bill you will offer in the House Education and the Workforce Committee tomorrow, will provide the authorization for federal funding needed to complete our system, so that all of America's teachers will have access to National Board Certification. It also will allow states and localities to use professional development funding to support and encourage teachers to work for this certification of highly accomplished teaching – a profound professional development experience in and of itself.

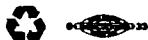
Since we started the first research and development work on National Board Certification in late 1991, we have advanced carefully and surely to ensure the highest quality of the standards, assessments, and delivery system development. In the 1993-94 school year, we offered our first two certification assessments in a small number of locations around the country. Each year since that time, we have increased the number of certificates offered and the number of locations in which they are available.

Since that first offering, the number of candidates for National Board Certification has more than doubled each year. This time last year there were a little over 900 National Board Certified Teachers (NBCTs). Right now, there are 1835 NBCTs and close to 6,500 candidates are pursuing the certification. There are some sort of incentives in place in 38 states and 120 school districts. Next school year, certificates will be offered that will provide access to over 80% of teachers in our schools in every state.

The NBC system is on its way to completion and for that we have you and your colleagues joining you to thank. For this reason, we hope that all members of the House Education and Workforce Committee will support the Smart Classrooms Act when it is offered tomorrow.

Sincerely,

James A. Kelly
President



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**Early Adolescence/
English Language Arts**
Standards
for
National Board Certification

July 1996

National Board



FOR PROFESSIONAL
TEACHING STANDARDS