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PRESIDENT WILLIAM J. CLINTON
REMARKS ON EDUCATION BUDGET
THE WHITE HOUSE
WASHINGTON, DC
November 11, 1999

Acknowledgments: Sec. Riley; Bruce Reed; area teachers, some of whom were hired through our class size initiative.

Perhaps there is no more fitting way to honor our nation's veterans than by reaching agreement on a budget that honors the values for which they served -- opportunity, responsibility and a better future for our children. I am pleased to say that we have made important progress towards that end.

Last night, after many hours and days of discussion, Congress agreed to continue supporting our efforts to hire 100,000 new, highly-qualified teachers for our schools, to reduce class sizes in the early grades.

This is truly good news for our children, and for their future. We know school enrollments are exploding. We know record numbers of teachers are retiring. We know that the research is clear that students do learn more in smaller classes with quality teachers.

Every parent and teacher in America knows that if their child is in a second grade class with twenty-five students, that child will not get the attention he or she needs and deserves. And just this week, we learned that our class size initiative, which Congress agreed to last year, is working. Communities are using the funds from last year's agreement to hire more than 29,000 teachers and reduce the average class size for 1.7 million children from 23 down to 18.

That's why I have made the honoring of our commitment to reduce class size such a high priority in the budget negotiations.

The agreement we have reached has bipartisan support, and keeps us on track to hiring 100,000 teachers by the year 2005.

As I said in my State of the Union Address earlier this year, we don't just need more teachers, but better teachers. This agreement furthers that goal. All teachers hired under this program must be fully qualified. The program gives school districts the flexibility to use 25 percent of the funds from this program to train teachers and test new teachers. It increases flexibility, but it is not an open-ended block grant.

Through this plan, taxpayer dollars will go for reducing class sizes in public schools, not for vouchers for private schools. I want to thank members of Congress from both parties for coming together to support this agreement.

We have achieved a victory for America's children who will get smaller classes and better teachers as a result.

In addition to education, we are making progress on other vital budget priorities, from hiring up to 50,000 new community police officers to setting aside resources to preserve our natural environment for future generations. I am committed to continuing to work with Congress to reach agreement on the remaining issues, including ensuring assistance to those who have suffered from the devastating effects of Hurricane Floyd, paying our dues to the United Nations, and rejecting special interest riders that endanger our environment.

If we continue in this bipartisan spirit of progress, we can very soon complete our work on a budget that honors our values, lives within our means, and looks to the future.

Thank you.

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Paul D. Glastris
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To: Joshua S. Gottheimer/WHO/EOP@EOP

cc:

Subject: ed writers

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Draft 4/13/00 7:30 p.m.
Glastris

**PRESIDENT WILLIAM J. CLINTON
REMARKS AT EDUCATION WRITERS CONFERENCE
SHERATON COLONY SQUARE HOTEL
ATLANTA, GA
April 14, 2000**

Acknowledgments: Sec. Riley; EWA Pres. Kit Lively; Bruce Reed

It's been over 20 years since Secretary Riley and I, as young governors, first began to grapple with the need to reform education in our states. It's been 17 years since the Nation at Risk Report sounded the alarm about the state of our schools nationwide. It's been over 10 years since the education summit in Charlottesville, which put us on a path of national action. And, as Kit Lively said, it was 10 years ago this month that I got up at 4:30 a.m. to fly to Chicago and speak at the EWA conference about the need to reform our schools. Some of the veteran reporters here have been around long enough to have seen this whole interesting drama unfold.

Today I want to talk about the progress our public schools have made, and the hard work still ahead. But first I want to note something astonishing, which I think every writer in this room can feel proud of. Seventeen years after the Nation at Risk Report, and over 10 years after the Charlottesville summit, there is still a passionate sense of national urgency about school reform, about lifting education standards, about increasing accountability. I can think of no other issue that has sustained such an intense level of commitment from the public, from elected officials, from corporate leaders, and from the press.

If anything, the determination of the American people to fix our schools is greater today than ever before. I think that's a tribute to the love of the American people for their children. It's a tribute to their understanding of the importance of education in the global

economy....to the realization that we have the largest and the most diverse student population in our history, and to the enduring American belief that all children can and must learn. It is also a tribute to the commitment and enterprise of education writers, in cities and suburbs and towns across America, who have kept the story of education reform on the front pages and in the evening news year after year.

This intense national commitment has produced real progress. And today I am pleased to announce a new report by the Department of Education documenting that progress. As the report makes clear, we're seeing rising math and reading scores across the country, with some of the greatest gains in some of our most disadvantaged communities. For instance, reading scores of 9-year-olds in the highest-poverty schools rose almost an entire grade level on the National Assessment of Educational Progress test between 1992 and 1996, reversing a downward trend.

The report also shows that 67 percent of high school graduates now go on to college, up ten percent since 1993. Clearly, our young people are getting the message that they need a college education to have the future of their dreams.

We've made those dreams more affordable with the largest expansion of college opportunity since the GI bill, including the creation of our HOPE scholarship tax credits, education IRAs, more-affordable student loans, and more Pell Grants. And it's worth noting that scores on college entrance exams are rising even as more students from disadvantaged backgrounds are taking the test.

We see progress in the fact that nearly three-quarters of all classrooms in America are connected to the Internet, with the help of Vice President Gore's E-rate program, up from only 3 percent in 1993. We see progress in falling class sizes in the early grades thanks in part to our effort to hire 100,000 new, highly-trained teachers.

And we see progress in the growing public consensus about what must be done to reach our ultimate goal of providing a world class education for every child in America. I think that this growing consensus can be summed up in one simple phrase: invest more in our schools, and demand more from our schools.

This idea is still resisted in some quarters. But it hardly existed at all when I became President in 1992. Back then, the education debate in Washington was dominated by two partisan camps. On one side were those—mostly associated with my Party, frankly—who believed that more money was the solution to every problem in the public schools, and who panicked at the idea of setting high standards and holding schools and teachers and students accountable for meeting those standards. On the other side were those—mostly in the other Party—who fundamentally did not believe that the public schools were fixable; who didn't want to spend a nickle trying; and who were not only opposed to any kind of national response, but actively tried to get rid of the Department of Education.

Al Gore and I believed that both these positions were wrong, and that our public schools could be transformed, if we pursued a two-pronged strategy: invest more in our

schools, demand more from our schools. That is the strategy we have followed for seven years.

In 1993, we passed a new economic plan that cut hundreds of programs in order to reduce the deficit and improve the economy, but that also boosted education spending. In fact, over the last seven years, we've nearly doubled investment in education and training, even as we turned record deficits into record surpluses.

In 1994, we overhauled the Elementary and Secondary Education Act, requiring states to set academic standards for what their students should know. And we passed the Goals 2000 legislation, which provided states with more resources to create and implement higher standards. Since then, we've gone from only a handful of states having standards to nearly every state having standards. Forty-eight states also have assessments in place to measure student progress in meeting those standards. And because we insisted in 1994 that Title I funds be better targeted, today 95 percent of high-poverty schools get them, up from 79 percent seven years ago. I think it's vital that we not allow this progress to be undone as Congress looks at Title I this year.

In 1994, we began encouraging more competition and more choice for parents within the public school system through the creation of public charter schools. We also invested the resources necessary to help get charter schools off the ground. When I became President, there was a grand total of one charter school in America. Today, thanks in part to our investments, there are over 1700. And Vice President Gore has called for tripling that number.

I believe the spread of charter schools is one of the great under-reported stories in education—and one that makes the whole debate over vouchers into something of a sideshow. Charter schools provide the choice and competition that proponents of vouchers say they want. And charter schools, unlike private schools, are accountable to the public for results. I believe we should be working to make all public schools more accountable, not diverting energy and money away from public schools into private schools that are not accountable.

The strategy of more accountability and more investment continues to guide everything we are fighting for in education. I have sent Congress my Education Accountability Act, which would fundamentally change the way the federal government invests in our schools—to support more of what we know works, and to stop supporting what does not work.

But I have also called on Congress to make a range of other investments that make accountability work. We must end social promotion. But we must also invest in more after school and summer school, so that students can have extra help to meet higher standards. And we must invest in modernizing our schools, and get our children out of over-crowded classroom; classrooms where the walls are too old to be wired for the Internet, and where it is so stiflingly hot in the summer that students in summer school can't focus on learning.

I've asked Congress to double the investment we made last fall in my Education Accountability Fund, to turn around low-performing schools, or shut them down. School districts can use this money to make the sweeping systematic changes that have been proven effective in turning around low-performing schools, from Dade County to Kentucky to Chicago.

Last year, for instance, I gave a Blue Ribbon Schools Award to Beaufort Elementary in Beaufort, South Carolina. Classified as one of the state's worst-performing schools five years ago, Beaufort embraced accountability and higher academic standards, and started afterschool and summer school programs for students who were behind. Today, Beaufort's math and test scores exceed the state average, and local parents are pulling their children out of private schools and putting them in Beaufort.

But if, for whatever reason, a school doesn't turn around, my Education Accountability Fund can be used to allow parents to transfer their students out of these failing schools and into better-performing public schools, including charter schools.

I've proposed a new teacher quality initiative -- to recruit more talented people into the classroom, reward good teachers for staying there, and give all teachers the training they need. But I also recognize that we cannot hope to recruit the best people into teaching with teacher salaries the way they are, and so I have challenged the states to increase teacher pay.

The fundamental lesson of the last seven years is clear: in education, investment without accountability is a waste of money; accountability without investment is a waste of effort. Neither will work without the other. If we want our students to learn more, we need both.

The Vice President and I have always understood this lesson, and he is now carrying it with him in the education plans he has put forth. Unfortunately, the majority in Congress still hasn't learned this lesson. Just yesterday, the House Education Committee passed a so-called reform bill that eliminates after school, abandons our bipartisan effort to reduce class size, and fails to modernize a single school. This comes on top of a Senate bill that rolls back reform even more. The other party is still resisting the investments our schools need. And in the name of accountability they are still pushing gimmicks like vouchers and block grants that would undermine accountability.

That's true of the education plans being advanced by other leading Republicans, plans that would greatly under-invest in schools. I think it's wrong to spend \$100 from the surplus on tax cuts for every one dollar you invest in the education, especially when your tax cut is so large that there won't be anything left from the surplus for education anyway.

We know that our strategy of investing more in our schools, and demanding more from them, works. Thanks to that strategy, schools across America are turning themselves around. Today, I am pleased to announce that I will be visiting a number of these schools early next month in a cross-country School Reform Tour. We'll be visiting public schools where high standards and a focus on results are giving children from the most disadvantaged backgrounds

the education they need to go as far in life as their God-given talents can take them.

The great goal of the education reform movement has always been to provide every student in America with a world-class education. It should be clear to anyone who is out there reporting on our schools, or trying to improve them, as Secretary Riley and I have been for 20 years, that we have a long way to go. But it should be equally clear that we have made real progress. And that progress should give us faith that we will reach our goal.

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Public Papers of the Presidents

September 6, 1999

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HEADLINE: Remarks at Coleman Place Elementary School in Norfolk, Virginia

BODY:

Wow! Let's give her a hand. She was great. [Applause] Come on, more. [Applause] I asked Le'Shia when we went up here, I said, "Are you going to have a good time?" She said, "Yes, I am." [Laughter] I think she's got a good future in politics if she keeps it up.

Well, good afternoon to all of you and happy Labor Day. I want to thank you for coming out today. I want to thank those who are here -- my longtime friend and former colleague as Governor, Senator Chuck Robb; and Congressman Scott and Congressman Sisisky. They are working to pass legislation in Washington which would make what we do today part of a national movement so that all of our children could have what Le'Shia says she wants and the children here deserve. And I think we owe Senator Robb and these Members of Congress our support for their leadership for our children.

I also want to thank our wonderful Secretary of Education, Dick Riley, who, as Chuck Robb said, worked with us nearly 20 years ago -- the three of us were working together. He just finished a big bus tour all across the South, celebrating the start of a new school year and the rededication of the American people and our educators and our families to higher standards and better performance for all of our children.

I want to thank your mayor; your superintendent; your board president; our principal here, Jeanne Tomlinson, who showed me around; and the teachers who visited with me; the great labor leaders John Sweeney and Bob Georgine, who are here; and the presidents of the American Federation of Teachers and the National Education Association, Sandra Feldman and Bob Chase; the Norfolk Federation of Teachers president, Marian Flickinger; the Tidewater Central Labor Council president, Jerry Hufton; the Virginia State AFL -- CIO leader, Jim Leaman; Cheri James of the Virginia Education Association; and all the State legislators who are here. Will you raise your hand, all the members of the legislature who are here? We've got a ton of legislators who are here.

I wanted to do that to show you that what we are here about -- the education of our children and the modernization of our schools -- has broad and deep support, and I am profoundly grateful to all of them.

Tropical Storm Dennis

Before I get into my remarks -- most of what needs to be said has probably already been said -- but I want to just say a word, if I might, about the harm that Virginia has sustained from Tropical Storm Dennis and from the tornadoes that have devastated parts of your State.

On Saturday in Hampton, which is quite near here, 150 homes were destroyed and 6 people were injured. As we pray for their swift recovery, we are also already working on those who lost their homes and to help them get their homes and their property back. FEMA is on the ground in Hampton, and I want to say a special word of thanks to the State and local officials for their prompt and very able action, which might well have saved lives.

I also want you to know that, as has been requested, I have declared a major disaster for the Commonwealth of Virginia, and have ordered Federal aid to be made available to help the State and local recovery efforts.

School Modernization

Now, this is a remarkable day. This is Labor Day, which is really misnamed. Labor Day really means "no-labor day." [Laughter] It's supposed to honor the working men and women by giving them a day off. So all of you had to show up here, and the leaders of American labor and education, the leaders of Virginia labor and education, have shown up here -- many of them swinging hammers when they'd rather be swinging in hammocks.

I want to thank the students who have made even a greater sacrifice; they have shown up at school a day early. [Laughter] And I see several, like Le'Shia, in their school uniforms, a policy that my family and I and our administration heartily support.

I want to thank those of you who work here at this school and throughout this district. Your superintendent has already spoken eloquently. But there are tremendous gains which Norfolk students have made on your achievement tests, improving at greater than the statewide average, and I applaud you for that.

I want to thank those who have helped this school achieve its improving excellence. I know your principal has gotten the Navy to donate computers and wire the rooms so that they can all be connected to the Internet, which is what we're trying to do for every schoolroom in America by our new millennial year, next year. I thank them. I thank the union electricians who are finishing the job today.

And let me say I'm also very pleased that the Norfolk district has taken advantage of the Federal e-rate program, which was spearheaded and developed by Vice President Gore. It enables districts to purchase network equipment and other services, and where appropriate, to get cheaper rates to hook up to the Internet, because we want there to be no digital divide in our schools. The poorest children in America deserve to be a part of America's high-technology future. And we're determined to see that it will happen.

Let me also say that I'm very pleased that Norfolk has been able to hire 33 new teachers this fall, thanks to funds that we won with the support of all three of these Members of the Congress last fall when Congress agreed to support my plan to hire 100,000 new highly trained teachers around America.

All this shows that when we work together, when we put our children ahead of politics and leave politics at the schoolhouse door, we can make progress. President Kennedy once said that the time to fix the roof is when the Sun is shining. We are here, literally, fixing buildings today at a time when it may be a little overcast, but surely the Sun has been shining on America.

We have the longest peacetime expansion in our history during these last 6 1/2 years I have been privileged to serve as your President, 19.4 million new jobs, the lowest unemployment rate in 29 years, the lowest welfare rolls in 32 years, the lowest crime rates in 26 years. We had a \$ 290 billion deficit when I took office; it was projected to be \$ 100 billion more than that this year. Instead, we have a \$ 99 billion surplus with more to come, thanks again to Senator Robb, the Members of Congress who are here, and others who supported our program.

I say this because now the big debate in Washington is, what are we going to do with our prosperity. There is a huge debate about this. Well, first of all, I think we ought to ask ourselves whether we've got any roofs in America that need to be fixed while the Sun is shining, before the rain comes again. I believe that we need to look at the great, long-term challenges of America. And I'll just mention three today.

One, how do we keep this economic prosperity going and spread it to the people in the communities that have still not felt the positive effects of these recoveries? That's a big issue. Two, how do we deal with the challenge of the aging of America? The number of people over 65 will double in 30 years as we baby boomers retire. And I can tell you, my generation -- and I'm the oldest of the baby boomers -- is determined that our retirement will not impose a huge burden on our children and their ability to raise our grandchildren. We don't want that to happen. And third, how can we meet the challenge of giving all of our children, from increasingly diverse backgrounds, a chance at the future that they deserve, beginning with a world-class education? And they, these children, are the first generation of American children to be larger than the baby boom generation.

Now, I think we ought to meet those challenges. I think we ought to use this moment to get America out of debt for the first time since 1835 and guarantee long-term economic prosperity with low interest rates and more investment and higher incomes and more jobs for all our people. I believe we ought to give tax incentives to people to invest in the poorest neighborhoods in America, whether they're on Indian reservations or in the Mississippi Delta, or in the inner cities. We ought to give people the same incentives to invest in markets here in America we give them today to invest overseas in developing countries.

I just finished a tour around America called the new markets tour. And I want to say a special word of thanks to a man who has been in business here many years who flew down with us today, Ron Dozoretz, for his efforts to help me bring economic opportunity to people who haven't had it. But let me tell you something -- all of you know this -- we may have the lowest unemployment rate in 29 years. We may have the lowest welfare rolls in 32 years. We may have the longest peacetime expansion in history. But you know as well as I do there are still people and places that have not been part of our recovery.

Now, in Washington, all of the experts worry how we can keep this expansion going without inflation. How can we keep creating jobs and raising incomes without inflation? The easiest way is to put people to work who don't have jobs and turn them into consumers and taxpayers. That means no inflation and continued economic growth. And that is what I am committed to.

The second thing we ought to do is recognize that if the baby boomers don't want to be a burden on their children and their grandchildren, then we ought to take this opportunity -- the best we will ever have in our lifetime -- to fix Social Security and Medicare and add a prescription drug coverage to the Medicare program and strengthen it so it will be there for the baby boom generation.

And the third thing we have to do if we want our children to have a good future is, to have enough investment in defense, in science and technology, in the environment, and especially in their education.

Now, I'm not against cutting taxes, but I think we ought to take care of the big, long-term challenges of America. If you pay the debt off, interest rates will be lower and that'll be worth more to most average people and most wealthy people than a tax cut. If you, on the other hand, return to deficits and have a big tax cut at a time when the economy's going, the interest rates will go up and take the tax cuts away and higher home mortgage rates, higher car payment rates, higher college long rates, higher credit card rates. But if we say, okay, here's what it takes to get us out of debt, to save Social Security and Medicare, to invest in education, and the other things for our future, then we can give the rest of it back to the American people in a tax cut that they can use for retirement, for education, for child care, for the things that the American people need. But let's take care of first things first.

In my lifetime, the United States has never had an opportunity or an obligation like this to prepare for the retirement of the baby boomers, to prepare for the future of the largest and most diverse

generation of children our country has ever produced, to get this country out of debt, and keep a generation of prosperity out there as a beacon of shining hope to children from all backgrounds in America. We ought to take this chance to deal with the long-term challenges of the 21st century for America.

Now, one of the tax cuts that we can afford, that meets more than one objective, is the one I have proposed that would help school districts build, renovate, or expand 6,000 schools. I've already said that Senator Robb is the sponsor of the bill in the Senate to do that. Two representatives here, Bobby Scott and Norm Sisisky, and others are helping us in the House. We now have 222 Members of the House -- that's a majority -- so we have some Republicans along with the Democrats helping us; there's a bipartisan effort there. But why are we trying to do this?

A lot of you here who are older people remember the end of World War II when, in this school district, so many people came home with so many kids, they had to put up Quonset huts for people to go to school in. Now, there are those who say to me, "Mr. President" -- I've had Members of Congress say -- "it's a laudable thing you want to do, but the Federal Government's got no business helping local school districts build schools; most States don't even do that, and it's a State and local responsibility."

Well, normally, that might be true, but just like World War II, these are not normal times. Harry Truman, in 1950, signed legislation to help school districts that needed it build the necessary facilities to get the kids out of Quonset huts. It happened right here where we are standing, and it ought to happen again because we have a bigger challenge now than we had in 1950.

Your school district has already invested \$ 45 million to expand and modernize schools, but as your superintendent told you today, it's still not enough. The window frames of this building are so old that if you tried to powerwash the windows, the glass would pop out. [Laughter] The electric service in the classrooms is so inadequate that if you plugged a new computer into the wall, the circuit breaker might cut off. When the door opens in some of these trailers, and it's raining, the kids sitting near the door get wet. When it's winter and the kids in the trailers need to go to the bathroom, they have to put on their coats and walk across the parking lot through the snow, or the rain and the freezing, to the main building.

Now, folks, we have to fix this. You can say this is a Norfolk problem, but Chuck Robb told me there are 3,000 trailers in Virginia alone. This is a national problem. I was in a grade school in Florida the other day that had a dozen trailers out behind the main building. One little school. I have seen this everywhere. And if we can meet this big, long-term challenge to America, don't we have the obligation to do it? What is more important than the education of our children and their future?

And let me say this. You can say if you want, and it would be true, that buildings don't make an education, that education is not a money problem -- that's one of my laws of politics, by the way. When somebody tells you it's not a money problem, they are never talking about one of their problems. [Laughter] They are always talking about somebody else's problem. All these legislators are laughing at me when I say that. That's true. Of course, it's the magic with the teachers and the kids and the parents' support. But we now have evidence -- there is a serious study which shows that children in adequate and well-furnished classrooms do better on achievement tests than kids from the same socio-economic backgrounds who go to places where the windows are broken and the paint is chipped and the facilities are inadequate and you can't hook them up to the Internet. So I say, let's give all of our kids a chance to maximize their God-given potential.

Now, here's the problem that we're about to confront in Congress when the Congress comes back. They passed a tax cut that's too big to do this. And in order to fund their tax cut, they have to do one of two things, both of which they said they won't do. They either have to get into the surplus produced by your Social Security taxes, which they promised to save to pay the debt down, or they have to cut what we're already spending on education, on the environment, on health care, on technology and research. That's what the problem is.

So that's why they haven't sent me an education bill. I guess if I had that choice I wouldn't send one

to the President either. [Laughter] They don't want to cut education when they said they wouldn't. They don't want to eat up the Social Security surplus when they said they wouldn't. And they can't figure out what to do. But I'll tell you this, if their tax cut passes and they respect the Social Security surplus, here's what would happen.

Today, we're helping 12 million kids in poor communities to make more of their education. If their plan passes, 6 million of them wouldn't get help anymore. Today, we help a million kids to learn to read by the third grade. If their plan passes, half of them wouldn't get help anymore. Today, we're almost at our goal of a million kids in Head Start. There were some Head Start teachers out there when I was driving in today -- if their plan passes, over 400,000 of them would lose their support. It means larger classes, fewer students, more trailers, and more leaky roofs.

Now, I don't believe the American people want that. We can have a tax cut, but we've got to do first things first. Let's look after the long-term needs of the country, fix the economy long term, deal with Social Security and Medicare, deal with education, figure out what's left and then give it back to the people in a tax cut. Let's deal with our responsibilities to our children and our future first. I have put forward a plan that does that.

Back in 1950, when he sent his **school construction** program to Congress, President Truman said this -- 49 years ago; it sounds pretty good still today. "The Nation cannot afford to waste human potentialities, as we are now, by failing to provide adequate elementary and secondary education for millions of children." Equal opportunity in education is America's ticket to the future. It is a bedrock value in this country. It is indispensable to the 21st century for individuals and for our Nation alike. Fifty years ago it was Quonset huts; today it's trailers and broken buildings.

See attached
Truman
remarks

Ladies and gentlemen, I thank all of you who worked to fix this building. I ask you to leave here on this Labor Day committed to fix all the buildings. I thank you for the applause you gave Le'Shia, and I thank all of her fellow students and their families for being here. I ask you to leave here thinking about all the little boys and girls like them all across America. I have been back and forth across this country, and I have seen the conditions that exist here today everywhere, in the largest cities and the smallest towns. There is nothing more important.

Here in Norfolk we honor our military, which has made such a major contribution to this community. I want to thank the Navy Band for being here today, by the way. Thank you very much.

There are those who believe that -- and I saw some of their signs outside -- that we don't need a strong military today because the cold war is over. I can tell you that's not true either. We still have significant challenges to your security. But I also want you to understand something I know you know, which is, maybe more than anything else, the future security of the United States of America will rest upon our ability to give every single child in this country the ability to do well in a global economy, in a global society, to live up to his or her dreams. That's what we're here on this Labor Day to support.

Thank you, and God bless you all.

NOTE: The President spoke at 2.28 p.m. on the playground. In his remarks, he referred to student Le'Shia Jamison, who introduced the President; Mayor Paul D. Fraim of Norfolk; John O. Simpson, superintendent, Norfolk Public School District; Anita O. Poston, chairman, Norfolk Public School Board; John J. Sweeney, president, AFL -- CIO; Robert A. Georgine, president, Building and Construction Trades Department, AFL -- CIO; James R. Leaman, secretary-treasurer, Virginia State AFL -- CIO; Cheri James, president, Virginia Education Association; and Ronald I. Dozoretz, founder, FHC Health Systems.

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THE E-RATE IN AMERICA: A TALE OF FOUR CITIES

BENTON FOUNDATION
COMMUNICATIONS POLICY AND PRACTICE PROGRAM

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IV. THE E-RATE IN PRACTICE: RESEARCH FINDINGS IN FOUR MIDWESTERN CITIES

To assess the impact of the E-Rate, The Benton Foundation commissioned researchers from the EDC/Center for Children and Technology to visit four large, urban school districts during the fall semester of the 1999-2000 school year: Chicago, Illinois; Cleveland, Ohio; Detroit, Michigan; and Milwaukee, Wisconsin. These four districts serve approximately 800,000 students, most of whom live in poverty.

COMMON THEMES

While each of the districts has pursued its own path through the process of planning, applying for and using E-Rate funding, several common themes emerge from their experiences:

Network infrastructure deployment accelerated, and Internet access improved dramatically.

The E-Rate initiative has made it possible for these districts to create robust, high-quality networks that would never have been put in place without E-Rate funding. The E-Rate has had an especially high impact for several reasons: the funding it provides was not capped at a certain level; it requires intensive planning and implementation; and it encourages leveraging of multiple funding sources. Several district administrators said E-Rate funding enabled them to make a quantum leap in their districts.

E-Rate funding has enabled school districts to leverage existing financial resources.

Resources freed up by E-Rate funding, as well as money from state-level initiatives, are now being used to pay for elements of technology programs that are not covered by the E-Rate. For example: because of E-Rate subsidies, Detroit has been able to combine money from a state-level program with funds saved at the district level to pay for much of its electrical upgrades.

Professional development needs are increasing geometrically.

Schools must provide adequate professional development to help teachers learn how to use these newly accessible tools. Otherwise, the gap between technologically sophisticated and technologically weak schools will grow wider. Even though the need for training will only grow, departments often must support these efforts on insecure or inadequate funding. District leaders must be convinced of the importance of continuing to emphasize sustained, creative professional development for teachers around the use of these new tools.

School districts are highly dependent on E-Rate funding, even though the advances they are making are highly vulnerable to changes in the political environment.

Although the E-Rate is enabling school districts to leverage important resources, it is not generating significant local expenditures for technology infrastructure. On the contrary, district budgets often rely on the E-Rate to ensure that they will be able to sustain their newly established networks. Several district administrators expressed concern that the Schools and Libraries Division is not yet emphasizing to schools and districts the need to plan how they will meet ongoing costs. For example, as schools make the transition to conducting district-wide administrative business online, telecommunications bills will be high; meeting them will require continuing discounts via the E-Rate program.

The E-Rate has led to changes in school district planning practices.

The E-Rate has forced school administrators to acquire new knowledge and to learn new forms of collaboration. The result has been better planning, new lanes of communication and improvements in billing and accounting practices. In some cases, staff members from educational technology departments have gained significant influence in other departments such as information technology or operations departments. Improved coordination—particularly among curriculum and instruction, educational technology and information technology departments—will be crucial to ensuring that the E-Rate leads to long-term improvements in teaching and learning at the classroom level.

The current E-Rate process taxes relationships with vendors.

In every district, the E-Rate has stretched relationships with vendors to their limits. Many factors complicate the bidding, including payment and reimbursement processes required by the Schools and Libraries Division; the SLD's requirement that districts have in hand the full (pre-discount) cost of the services they request; delays in receiving reimbursements from vendors; the strain placed on vendors' inventories and labor supplies by bidding and awarding processes (described as "hurry up and wait" by some); and the time constraints placed on implementation of annual plans. Implementation phases were so intense that in each of the four cities delays were caused when contractors ran out of qualified labor. As an administrator explained, "We were using every electrician in the city of Chicago. They had to bring people in from downstate to get all of the jobs done."

"Building basics" delay the deployment of information technology.

These school districts faced an acute need for at least two important resources that the E-Rate program does not support: electrical upgrades and hardware. In several of the districts, state grant programs were crucial to creating plans for electrical upgrades. But hardware purchasing is largely the responsibility of individual schools in these districts. District administrators should be careful to track whether individual schools increase their investments in hardware in order to take advantage of the networks that have been brought into their classrooms.

High-level school administrators and community stakeholders need to be made aware of the impact of the E-Rate.

In some districts, though not all, high-ranking administrators were initially dubious that the E-Rate was a "real" program that would produce actual funding. Even now, administrators in some districts report that their superiors are not fully aware of the impact of this program. In order to realize the maximum benefit from the E-Rate program, community members and administrative leaders in these districts need to be better informed about this program and about the work that it is supporting at the local level.

CASE STUDIES

In this section, the impact of two full years of E-Rate funding on the four school districts studied is summarized. Each site visit included meetings with district-level administrators, principals, technology coordinators and teachers. Interviews focused on four sets of issues:

- 1. The planning process:** Past technology planning efforts; planning for E-Rate funding; plans for the future.
- 2. The application process:** The challenges and opportunities afforded by the application process; the complexities of working with vendors within the constraints of the E-Rate process; the impact of the application process on administrative procedures within the district.
- 3. Impact of the E-Rate program:** Impact on technology infrastructure; on financial planning for technology; on instructional programs; on professional development programs.
- 4. School/district relationships:** How the district offices communicated with individual schools about the E-Rate process; how new infrastructure supports or changes school/district communication; how school-level input is included in the design and deployment of the networking infrastructure.

The four districts are among the 50 largest school districts in the U.S., ranging from Chicago, the third largest, to Cleveland, which ranks 40th. Large urban districts such as these have a particularly great need for the E-Rate, but they also face major hurdles in taking advantage of it.

The most obvious challenge is the scale of investment needed to bring modern technology into their schools. The four districts each operate between 100 and 600 individual school buildings and thousands of classrooms. Undertaking any systematic capital improvement in such districts is especially daunting because funds are rarely available to support intensive investment. State funding arrangements rarely account for the disproportionate size of large districts. One recent state-level funding program is TEACH—Technology for Educational Achievement—in Wisconsin (<http://www.teachwi.state.wi.us>). Since 1997, the governor and state legislature have committed up to \$100 million per year in order to support investment in educational technology and telecommunications access for schools, libraries and colleges. This program intentionally complements E-Rate funding in some areas and allows some assistance with electrical service upgrades. However, the financial burden on the local school district is still substantial. The district still bears at least 75 percent of the full cost for internal electrical and network infrastructure.

Even if scale were not an issue, large urban schools are more likely than other districts to face large capital challenges. Their school buildings are more likely to be very old (over 100 years old in many cases), as well as to have inadequate electrical wiring and widespread asbestos problems. The most consistent criticism of the E-Rate program in these districts is that the program does not cover the cost of electrical upgrades. However, these districts have been able to re-allocate other funds to meet—partially or entirely—the need for electrical upgrades.

Three of the four school districts studied (as well as many others) have gone through significant transformations in their systems of governance within the past two to five years. These changes include the takeover and reconstitution of the Chicago Board of Education by Mayor Richard M. Daley in 1995, a move followed by similar actions in Cleveland and Detroit in 1998. These shifts have led to substantial changes in the business practices, educational policies and instructional emphases of these districts. But they have placed burdens on administrators, complicating efforts to undertake long-term planning required if schools are to make the most effective use of the E-Rate program. Many administrators also suggest that the challenge of applying for E-Rate funding has led to changes in planning and budgeting processes that otherwise would not have been nearly as high a priority.

Large urban school districts also face persistent challenges in attracting and retaining highly qualified teachers. The E-Rate program may seem far removed from such issues, but administrators say that installing modern information technology has significantly helped them overcome this problem. Technology gives schools an opportunity to transform the day-to-day communication and information-sharing practices of teachers and administrators in the district and beyond. It enables school administrators to reconceptualize how professional development activities are delivered, sustained and extended into the classroom. Technology also helps attract new teachers, often from outside of the district, because it offers them access to up-to-date resources.

CHICAGO

The Chicago Public School District includes about 578 schools and serves approximately 430,000 students, 84 percent of whom receive free or reduced-price lunches. Many school buildings in the district are over 100 years old, but the district has undertaken a major capital improvement program funded by a bond issue of over \$1.9 billion. In the past two years, 15 new schools have been built and 12 more are under construction. Almost all schools have received capital improvements over the past two years, focused largely on upgrading their electrical capacities in anticipation of the installation of E-Rate-funded networks. The budget for the Capital Improvement Program includes significant funding for electrical upgrades.

Before receiving E-Rate funding, the district had developed a plan for a wide area network (WAN), but it never secured adequate funding to support full implementation. Individual schools pursued their own networking on an ad-hoc basis. A few schools had sophisticated networks, while others had partial networks or connections to the Internet. But the large majority of schools did not have Internet access or networking within their buildings.

Every school in Chicago has a Local School Council (LSC) that wields significant control over discretionary funds, makes some curricular and instructional decisions and manages the physical plant of the school. These schools were able to apply for E-Rate funds independent of the district-wide application submitted by the district administration. Information reported here reflects the outcomes of the district-level

E-Rate investment, and does not include the work of those individual schools that have applied for or received E-Rate funding.

Impact of E-Rate. In the first year of the E-Rate, Chicago received \$27 million. As of November 1999, Chicago had received over \$74 million in E-Rate funding, making it the second largest beneficiary of the program. Only New York City received a higher E-Rate subsidy.

Chicago's plan for E-Rate-funded networking included two major components. First, it established a WAN for both administrative and classroom use (an initiative known as the ShortScope program). This network was completed in September 1999, with T1 lines running to administrative drops in every school. Second, during the second year of the E-Rate program the district moved to establish a "Local School Education Network." This \$57 million initiative is intended to complement local school investments in internal wiring. The district estimates that approximately 260 of its schools have received some E-Rate funding, including a total of approximately \$40 million for individual school local area networks. The Local School Education Network funds will be used to ensure that all schools meet a minimal technology standard, with a goal of networking at least 10 classrooms, as well as libraries and computer labs, in every school.

Coordinating the district's investments with the plans and applications of individual schools to create a single, uniform district-wide infrastructure has been a complex challenge. For Year Three, the Department of Learning Technologies has asked individual schools in the district to identify their needs for further E-Rate funding and to forward them to the district. They will then submit a single E-Rate application for the entire district, which should streamline the coordination process. E-Rate funding has also generated significant savings in other parts of the district budget, and those savings are being funneled into professional development, educational intranet development efforts and electrical upgrades for the schools.

Challenges of pursuing E-Rate funding. The primary challenge administrators faced in pursuing E-Rate funding was designing and coordinating their application so it was integrated with the capital improvement program, the ShortScope wide area network and individual schools' own networking efforts.

The administrators described the E-Rate program as a "cross-functional project" because it requires an unusual level of collaboration among many departments that are rarely required to coordinate with one another around an individual project. Submitting successful applications to the Schools and Libraries Division has required pulling people from many different departments (such as legal, purchasing, information technology and school operations) into the same room. Many of these departments are rarely asked so explicitly to coordinate their work, and the unusual requirements of the E-Rate application process challenged many of the normal business practices of the district. As one interview subject said, "E-Rate gets into everybody's business."

Instructional issues. The primary focus of Chicago's Department of Learning Technologies is supporting the professional development of teachers. This group has been devoting significant resources to developing tools and resources that will be made available to teachers over the intranet network. A district-wide curriculum resource, organized around the state and city standards and the Chicago structured curriculum, already is available and is growing rapidly. The schools are also rolling out a "Curriculum Wizard" designed to support teachers in writing technology-rich and standards-based curricula.

Chicago has had a district technology plan since 1997, as well as standards and guidelines for technology infrastructures within schools since 1994. Schools are not required to follow these specifications but cannot receive technical support from the district if they

The administrators described the E-Rate program as a "cross-functional project" because it requires an unusual level of collaboration among many departments that are rarely required to coordinate with one another around an individual project...As one interview subject said, "E-Rate gets into everybody's business."

do not follow them. The district office also supports 28 former teachers as a "Technology Resource Network" of consultants responsible for helping the schools develop their infrastructure and improve their use of technology.

CLEVELAND

The Cleveland Municipal School District includes approximately 118 schools and serves 77,000 students, 75 percent of whom are eligible for free or reduced-price lunches. Until 1996, little educational technology was available in the Cleveland schools, and what was available was concentrated in specialized magnet schools. The district had no history of investing local funds in instructional technology other than a network for administrative functions.

The Ohio SchoolNet project gave Cleveland's educational technology infrastructure a major push in 1996. This project made \$500 million available to network every elementary school classroom in the state. Cleveland did not apply for the program initially because it was run on a cost-reimbursement basis and the district did not have adequate funding available to cover costs up-front. This requirement was later changed, and Cleveland eventually participated in the program. Another initial obstacle was that SchoolNet did not originally supply computers, but this changed as well. As a result, all K-4 classrooms in Cleveland have now been wired, with each possessing four SchoolNet computers.

Anticipating the introduction of the E-Rate program, Paul Karlin, manager of the district's Educational Technology Office, brought together a cross-departmental group of administrators and teachers in 1997 to develop a technology plan for the district. This effort did not stimulate new funding from the district budget, but the school board set aside \$20 million for a new administrative network, which was seen as necessary primarily because of Y2K concerns. At the time, the existing administrative network—which ran over 9600-baud dial-up lines—was still the only inter-school network in the district. The instructional technology staff developed plans to coordinate the upgrading of the administrative network with the implementation of an educational network that would reach into classrooms as well.

Impact of E-Rate. Cleveland received \$26 million in E-Rate funding in the first year of the program—the third largest commitment in the country, behind New York City and Chicago. These funds were dedicated to supporting the implementation of a wide area network for the district as well as for internal wiring in all schools not already wired under the SchoolNet project. Some \$12.5 million in Year 2 E-Rate funding will support various enhancements to the network.

The district is establishing the largest and most robust school-networking system in Ohio. A T1 network runs throughout the district, and multiple T1 lines run from the district data center to the state Internet provider agency. In addition, all classrooms in the Cleveland public schools are now wired for internal communications and Internet access.

Challenges of pursuing E-Rate funding. Applying for E-Rate funds was an intensive and collaborative process, involving administrative staff from many parts of the district. The process required a high level of coordination across the departments. Going forward with the implementation process is becoming increasingly burdensome because the district continues to pay for the administration and management of its Educational Technology Office exclusively through grants. Schools, therefore, can only seek support from the district for parts of their programs that are supported by specific grants.

Limited access to hardware in the district's 23 middle schools and 16 high schools also constrains implementation of E-Rate funding in Cleveland. Additionally, the cost of electrical

upgrades—met partially but not adequately by state and federal programs—is being addressed incrementally. In the meantime, this problem continues to impede full utilization of the networks the E-Rate program has made available.

Instructional issues. Besides coordinating development of the E-Rate-funded technology, the Educational Technology Office is placing a strong focus on supporting professional development opportunities for teachers. The district is participating in several grant-supported professional development initiatives including the Alliance Program, funded by the Joyce Foundation, and the Savvy CyberTeacher Program led by the Stevens Institute of Technology. The district aims to use a U.S. Department of Education Challenge Grant to train every elementary teacher in the program over five years. The technology office, which oversees these programs, is emphasizing the Savvy CyberTeacher training as a mechanism to familiarize teachers with the Web-based resources that are now available to them in their classrooms.

The efforts of Cleveland's Educational Technology Office are not fully coordinated with the programs of its Curriculum and Instruction Department. This disconnect has limited the influence of the instructional technology group on district-level planning for the use of technology. At the same time, technology initiatives originating in other parts of the district have not been coordinated with the networking initiatives of the Educational Technology Office. For example, the district has invested in test preparation and integrated learning systems (mostly free-standing) and is considering increasing their presence throughout the district. These are technological investments that do not leverage or take advantage of the E-Rate-funded networking infrastructure that has been put into place over the past two years.

DETROIT

The Detroit Public School District includes approximately 250 schools and serves about 175,000 students, 84 percent of whom receive free or reduced-price lunches. Previously organized into six regions of 43 schools each, the district has been reorganized into clusters of elementary and middle schools feeding individual high schools. The average age of a Detroit school building is 66 years, and 20 of the district's 250 schools were built in the 1890s. Some schools are still burning coal for heat.

Before 1996, only a handful of schools in Detroit were connected to the Internet. The district was running an administrative network that supported only dial-up connections. Very few classrooms had Internet access. In 1996, the district received \$500,000 from the state of Michigan to support school networking, part of a settlement Ameritech was required to pay as a reimbursement for overcharging customers. The district used funds as seed money to begin the process of establishing prototype networking projects in several high schools. Although some schools were beginning to use Title I funds to purchase computers, the vast majority of Detroit schools had little or no technology in place. The central administration had yet to define standards for technology purchases, its resources were extremely limited and there was no coordinated plan in place for the distribution and deployment of technology. While efforts like Net Day were important catalysts for introducing network technology into some schools, Detroit was not ready to contemplate establishing a robust networking infrastructure that could support instructional practices at the classroom level.

Impact of E-Rate. Detroit Public Schools received \$18 million in the first year of E-Rate funding. Their initial goal was to wire half of the schools in the district—all the high schools and middle schools, along with a select group of elementary schools—and to

begin establishing a wide area network. In the second year of the E-Rate, Detroit received just under \$18 million. This money will support continuation of the wiring program and completion of the wide area network. The schools aim to have every building wired and the wide area network in place by the spring of 2000. During the third year they will focus on getting every classroom wired.

Jim Davis, director of information systems management for the district, described the E-Rate program as "a godsend." Previous efforts to design and implement a systematic networking structure never had adequate funding behind them. Even now, he reported, the district's technology efforts would come to a "complete standstill" if the E-Rate program were canceled. The E-Rate program has also generated at least \$6 million in savings for the Detroit Public Schools. Davis anticipates that these savings will be transferred to the instructional technology department and used to support professional development programs.

Challenges of pursuing E-Rate funding. Other than the E-Rate, the major source of funding for infrastructure in Detroit is a portion of a large bond that was approved in 1995. Eventually this will provide as much as \$110 million for technology-related resources, but the money is not yet in hand and it is unclear when it will arrive.

Electrical upgrades are a problem in Detroit as in the other districts, but this problem has been effectively addressed through a state-level fund that was established to make up for past underspending on special education. This resource, called the Durant Fund, has provided \$12 million for electrical upgrades in the Detroit schools, largely solving the district's electrical upgrade problem.

Instructional issues. Unlike the other districts in this study, where departments responsible for educational technology have managed the E-Rate program, the Detroit E-Rate program has been managed within the Office of Information Systems Management. The district's instructional technology program falls within the curriculum and instruction department and has not been involved in E-Rate planning or implementation.

Parents and community members have brought significant pressure to bring technology into the district's instructional program. In order to meet this need and to make use of the infrastructure now in place, principals are beginning to spend significant portions of Title I funds—most of which are controlled at the school level—to purchase new computers.

Compounding the challenges of providing technology-related professional development in Detroit is the fact that a large portion of the teaching staff is nearing retirement age. Most teachers in the district are either very experienced or brand new, making the task of designing appropriate professional development activities difficult. No new professional development planning has yet taken place in connection with the increased access being made available by the E-Rate.

There is also a strong local emphasis on developing community technology centers and keeping schools open at night for neighborhood use. District contributions and an \$8 million dollar grant from the Annenberg/CPB Projects are supporting 15 new community technology centers, five of which are now in place. IBM and Compaq are also providing hardware for these sites.

MILWAUKEE

The Milwaukee Public School District includes approximately 160 schools serving 113,000 students, 80 percent of whom are eligible for free or reduced-price lunches. Some 70 of the district's schools were built before 1930, and 20 were built in the 19th century. Five new schools were built in 1991.

Jim Davis, director of information systems management for the district, described the E-Rate program as "a godsend." Even now, he reported, the district's technology efforts would come to a "complete standstill" if the E-Rate program were canceled.

In 1995, the district had few computers and almost no networking infrastructure. In order to spur investment in educational technology, a group of teachers, principals, university-based collaborators and district administrators came together to develop a district-wide technology plan that articulated an overall vision for using technology to support teaching and learning. The price tag associated with the plan was around \$300 million. The school board supported the plan in principle, but provided little funding to help move it forward.

Over the next three years, the district's Department of Technology pursued other funding sources, including grants from private foundations and federal and state programs. The department also worked with individual schools in allocating their individual budgets. By the fall of 1998, some important components of the plan were in place, including the beginnings of a wide area network and internal wiring in some school buildings.

The statewide TEACH program has also been a key point of financial leverage for the district. This project partially pays for electrical upgrades, which are not eligible for E-Rate funding, as well as other kinds of infrastructure investments.

Impact of E-Rate. In the first year of the E-Rate, Milwaukee received \$23.4 million, the fourth highest allocation funds, after New York, Chicago and Cleveland. As of October 1999, approximately half of all district classrooms were wired with fiber-optic cable and had a minimum of 12 drops each. As a result of the first two years of the E-Rate, the district expects to complete a fiber-based wide area network. They hope to have all classrooms fully wired by December 2000. The district is installing in-school wiring in high schools first, followed by middle and elementary schools. District administrators report that the technical infrastructure outlined in the original 1996 technology plan is now 80 percent realized; this result is largely because of the E-Rate program. While the vision articulated in that plan continues to guide the district's technology investments, a revised technology plan is now being developed. This plan will reflect the rapid progress the district has made, as well as help guide new phases of development.

Challenges of pursuing E-Rate funding. Leadership for technology development in Milwaukee is strong. The superintendent and the director of technology both have long histories within the district, and they share a commitment to using technology to support teaching and learning.

The administrators in Milwaukee who have managed the E-Rate process have a variety of backgrounds—some are educators and some are primarily business or technical people. They have collaborated intensively on the E-Rate application process, which they described as highly challenging. In particular, administrators cited difficulties in seeking appropriate bids from vendors, coordinating electrical upgrades with wiring efforts and finding adequate funding to guarantee contracts with vendors who sometimes were unwilling to sign agreements unless the district had money in hand. Administrators had trouble finding enough skilled labor, a problem other districts reported having as well. Vendors also faced problems; there were often time lags between when they signed legal contracts and when the district actually secured its E-Rate funding. Only then could the district authorize vendor work to begin.

In spite of these challenges, the process of applying for the E-Rate has led to new types of relationships among district departments, between the district and local businesses and universities, as well as between the district's central office and individual schools.

Instructional issues. The Milwaukee school district is committed to providing professional development, instructional resources and additional support to ensure the integration of new technology into classroom teaching. For example, the district has developed an intranet site that provides an environment of resources and communication

tools where teachers can collaboratively develop a standards-based curriculum. Bob Nelson, director of the district's Department of Technology, describes his ultimate goal as having students using the technology frequently and taking the lead in helping teachers learn to use the technology. He wants every student to have email and to use these resources frequently. The district also provides teachers with free email but requires them to take a 12-hour training course in order to have their accounts activated. More than 8,000 of the district's approximately 11,000 staff members have taken this course so far.

The growing availability of network resources at the classroom level is raising many new challenges for principals, such as revising curricula to take advantage of the new resources, changing in-school communication practices, setting security and acceptable use policies and providing adequate technical support and professional development for teachers. But one administrator described these challenges as "pleasurable problems" that will require the district to figure out how to maintain and expand the infrastructure—and, more importantly, how to use it on a regular basis to support real progress in day-to-day teaching and learning. ■

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Public Papers of the Presidents

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CITE: 32 Weekly Comp. Pres. Doc. 1519**LENGTH:** 3355 words**HEADLINE:** Remarks in **Columbus, Ohio****BODY:**

The President. Thank you. Thank you so much. I'm glad to see all of you. I thank you for that wonderful introduction. I am delighted to be here. Thank you, Chief Jackson, for being here and for the work you do every day. Thank you, Sheriff Karnes, for being here, for what you do as well. And I'm very grateful to you.

Thank you, Senator Glenn --

[*At this point, there was a disturbance in the audience.*]

The President. Wait, wait, wait. No, wait a minute. Okay, wait, wait, wait. I believe in the first amendment. Now you've had your say, may I have mine? [*Applause*] Thank you, thank you very much. We'll talk about the record now.

[*At this point, there was a disturbance in the audience.*]

The President. You've got to feel sorry for these people. They don't want you to know my record; that's why they have to shout. They'd be in a world of hurt if the American people -- [*applause*] -- you know, if the American people find out the truth, they don't have a chance, and they have to try to shout it down. I don't blame them. You got to feel good -- [*applause*].

Now, let me say I am delighted to be joined here with Senator John Glenn. He talked about how we'd reduced the Government. He didn't say that he deserves a lot of the credit for it. Our friends on the other side talked a lot -- like today, you see, they're good at that -- they talked a lot about the Government and how it was too big and how terrible it was, you know. But it just got bigger. They didn't do anything about it.

We reduced the size of it. You have the smallest Federal Government since John Kennedy was President. You have the smallest Federal Government as a percentage of our work force since Franklin Roosevelt took the oath of office in 1933, before the New Deal.

But the reason you haven't heard about it is we didn't throw those people in the street. Of the 250,000 people smaller the Federal Government is, fewer than 1,800 were involuntarily separated. I'm proud of that. We treated those people with dignity and helped them to go on to other lives, and said, "Thank you for what you did for your country."

And you haven't heard about it because we continue to do the good work of America, because we have a strong and effective Government. We don't have a weak Government; it's just leaner and more effective. And that's a big part -- in big part the result of the efforts and the leadership of John Glenn, who saved hundreds of millions of dollars in defense procurement and did so many other things for this country that he will never get adequate credit for. But the people of Ohio should know what he has done.

I also want to thank a daughter of Ohio, your State treasurer who's now my national Treasurer, Mary Ellen Withrow, who's here with me today. I thank her. I thank my friend Gene Brandstool. I think he's back here with us today. I went to his farm, as John Glenn said, and Gene came and served with us in the Department of Agriculture until he decided, like any sane person, that he'd rather live in Ohio than Washington, DC. [Laughter]

I've got my Ohio buckeye that I got in Chillicothe last night. When I was on the train yesterday, I noticed the corn crop, and it looks really pretty. But I told Gene, I said, "It's not as high as it was in 1992." He said, "I know, but the prices are a lot higher, and that's even better." [Laughter]

So I am delighted to be here with you. I thank Senator Jeff Johnson -- State Senator Jeff Johnson -- and Franklin County Democratic chair Dennis White for being here and all of you for coming out today. I want to say a special thanks to the students of the Police Academy and the men and women who graduated from it and the law enforcement officials who are here today. They are here today so that we can express our gratitude to them.

One of the proudest moments of my Presidency was to stand with America's police officers and sign, after 7 years of long, hard struggle, the Brady bill. I never thought of public safety as a political issue before. I never thought of it as a Republican issue. When they said they were tough on crime, because I'd been working on it for 20 years it never occurred to me that when a person gets mugged, they don't ask if you're a Democrat or a Republican. I thought it was an American issue. And then when we were fighting to pass the Brady bill, I never thought of it as a political issue, even though the NRA had more influence over the other party. There's lots of NRA members in my home State and half the folks have a hunting or a fishing license or both.

But tonight I'm proud to say that the Brady bill, which was named after Ronald Reagan's Press Secretary, Jim Brady, and was pushed by his wife, Sarah Brady -- I'm proud to say that at the Democratic Convention in Chicago tonight Sarah Brady will be one of the speakers. It's an American issue to stand up for public safety.

You know, we are living in an age of enormous possibility. You read about it all the time; the technological changes are staggering. The children in this audience, a lot of them, a lot of the young people 10 years from now will be doing jobs that have not even been invented yet, jobs that have not even been imagined yet. The pace of change is staggering. And I've been doing everything I could to make sure that we are ready for the 21st century; it starts in just 4 years. I'm taking a train through the heartland of America because I want to see people like you that I've been fighting for and because I want people like you to know that that train is on the right track to the 21st century.

We spent a lot of time talking about opportunity, and last week was a good week for opportunity. We raised the minimum wage for 10 million people, 440,000 in Ohio. We made it easier for small-business people and their employees to take out and keep their pension plans, even when they change jobs, and that's very important. We made it easier for families to adopt children, even across racial lines, and gave them a tax credit to do it and that's very important. We passed the welfare reform law, but we kept guaranteed health care and child care for working women and children, so that when we give people a job they can also take care of their kids. That's what we want for middle class families; it's what we should want for poor families, as well.

We signed the Kennedy-Kassebaum health care reform bill to protect 25 million people, to give them a chance to keep their health insurance when they changed jobs and to say you can't be denied health insurance just because somebody in your family gets sick; that's what insurance is for, people are going to get sick. It was a great thing.

Senator Glenn talked about the deficit. Actually, Senator, the last time a President had the deficit go down in all 4 years of his Presidency was before the Civil War in the 1840's under John Tyler. It's been a long time since we did that.

That's the good news. The bad news is John Tyler was not reelected. [Laughter] But what you ought to know while you're having that laugh is -- this is the important thing -- not how long ago it was; what you really ought to know is, when you consider the major issues in this election, is that your budget would not only be balanced, there would be a healthy surplus in the Federal budget today if it weren't for the interest we have to pay on the debt that was run up in just the 12 years before I took office. And you all remember what that debt meant and what that interest meant. It meant high interest costs, low investment, slow job growth, nobody getting a raise, homeownership declining because mortgage rates were so high.

We cannot afford to blow a hole in this deficit again. We can have a tax cut that's targeted to childrearing, to education, to training of adults, to helping us grow the economy and helping give some income relief to middle class people. But we dare not take one we can't afford, and we don't need to go to the bank and borrow the money. We need to go on and balance this budget, keep the interest rates down, keep homeownership going up, keep business investment going up, keep new jobs going up, keep wages rising. That's what we've got to do.

But this whole agenda -- when you talk about the opportunity agenda in America you can get a lot of applause lines, because we've created a lot of opportunity. But America doesn't work without the other half of the bargain, responsibility. Without responsibility, opportunity will not flourish. And unless we are committed to that basic bargain and to the proposition that we have to go forward together across racial lines, across religious lines, across all the lines that divide us -- we need to say, as long as we all believe in the Declaration of Independence, the Constitution, the Bill of Rights, we show up for work every day, we're going arm and arm into the future. We're going to be one community in America and going arm in arm into the future.

Four years ago I really believed after talking to Americans all over this country that the biggest threat to that and the biggest affront to our sense of responsibility was the rising rate of crime and violence all over America. We put into place a tough strategy based on what was working already at the grassroots level to try to reduce the crime rate, focusing on police, on punishment, on prevention, 100,000 more police on the street, "three strikes and you're out," the assault weapons ban, the Brady bill, recreational programs for children after school, keeping the schools open more, helping communities to do that, putting those D.A.R.E. officers in, having a zero-tolerance policy for guns, doing things that would work to help our kids have something to say yes to, not just to say no to. All these things are making a difference.

For 2 years I've been telling America we were having a terrible dilemma: the crime rate was going down, but the juvenile crime rate was going up; the drug use rate was going down, but the juvenile drug use rate was going up. Now we know for 2 years the juvenile murder rate has dropped dramatically, and last year for the first time in a long time, the juvenile crime rate started to go down. I can only hope that means that we can get the juvenile drug use rate down, too. We have to keep working on that. But the last thing we want to do is to take those D.A.R.E. officers out of the school. We ought to do more to provide safe and drug-free schools, not less.

What I'd like to talk about today is where we're going from here. I spent a lot of time trying to help schools all over America do things that would save more kids, to do things like have the option to adopt school uniform policies. I've seen it all over California, where it's become the rage, where you've got lower dropout rates, less violence, higher performance, all the kids feel better, not just the poor kids, the middle class kids, but the wealthy kids, too. People like being judged by what's on the inside, not what on the outside. It's helping to promote discipline and values in our schools. Tougher truancy laws are doing the same thing; curfew laws are doing the same thing. We ought to be doing more of that.

We also, as the sheriff and the chief said, did take on the gun issue, and a lot of people thought we

had lost our minds. And I'll tell you, we did lose a lot of good Congressmen over it. Back in 1994, I remember the other side going around telling everybody in places like Ohio and Arkansas that the Democrats and the President had voted to take your guns away. I didn't know a single deer hunter with an Uzi, not a one. [Laughter] I've been duck hunting since I was a very young fellow, and it wouldn't have bothered me a lick to wait a few days on the Brady bill to have my record checked. I just didn't understand it.

But they scared a lot of people. You may know a lot of people they scared. And a lot of people, a lot of good people, a lot of good people gave up their seats in Congress so these people could be safer when they go out to defend you and so you could be safer.

So I hope over the next 70 days or so, you'll talk to your friends and neighbors who felt that way and remind them next time hunting season goes out, unless they decided not to, they're still carrying the same weapon they had in 1994. But there are 60,000 felons, fugitives, and stalkers who don't have handguns because of the Brady bill, and we're better off because of it.

Now, I want to say briefly today where I think we ought to go from here as Americans. And again, I hope they won't be partisan issues. The Brady bill has plainly worked. It has not imposed undue inconvenience on anybody. It has made our law enforcement officials safer. And it has made our citizens safer. It covers today anyone convicted of a felony.

The problem is there is one class of misdemeanors that tend to be particularly violent, where we know there's a potential for future violence, where often there's a plea bargain which goes from a felony to a misdemeanor. And that is the painful area of domestic violence. I believe that the Brady bill should cover anybody with a domestic violence conviction. I don't believe they should be able to buy a handgun. Under the current law, thousands of people who are wife beaters or child abusers, even those who have wielded weapons in their assault but were convicted of misdemeanors, can still buy handguns with potentially deadly consequences.

I believe strongly in the right of Americans to own guns. I have used them as a hunter with great joy. But make no mistake, those who threaten the safety of others do not deserve our trust. If you're convicted of a felony, you shouldn't have one. If you're a fugitive from the law, you shouldn't have a gun. If you're stalking or harassing women or children, you shouldn't have a gun. And if you commit an act of violence against your spouse or your child, you shouldn't have a gun.

Let me also say, domestic violence is a big threat to law enforcement officers. We're working hard with our new violence against women section and other efforts in the Justice Department to help police officers and prosecutors and judges to understand domestic violence, to recognize it when they see it, to know how to deal with it.

This past February, we launched a 24-hour, 7-day, toll-free hotline so women in trouble can find out about emergency help, get shelter, report abuse to the authorities. I never miss a chance to give out the number. It's 1-800-799-SAFE. And about 7,000 people a month call on that hotline. Extending the Brady bill to victims of domestic violence, to protect them, will save more lives. It will also save more law enforcement lives.

There are other steps we should take to protect our police officers and our citizens from gun violence. Last summer I sent Congress legislation to ban cop-killer bullets. These bullets are designed to kill police. That's what they do. They're designed to pierce bulletproof vests. If a bullet can slice through a bulletproof vest like a hot knife through butter, it should be against the law. Every major law enforcement official organization supports this bill, and it's time for Congress to support it, too.

I want a bill to give prosecutors the power to impose tougher sentences on drug traffickers and gang members who also use a gun when they commit their crimes. We used to have a bill which did that and the courts said, unless they were using the gun -- even if they were carrying the gun in full view -- they couldn't get extra penalties. That's wrong. That's wrong. We need to provide protection against people who are peddling drugs or doing other things with a gun designed to terrify people. We need to say, "If you do that, we're going to punish you more harshly."

Again, I want Congress to pass the bill I sent them nearly a year ago to ban guns anywhere near our schools. That is wrong. We used to have a bill on that, too, and the courts overturned it. So I sent them a bill to fix it, and it still hasn't passed. We don't need people wandering around a block from a schoolyard with a gun. We know there are too many kids who've been killed on play yards with guns in this country, and we do not need it.

Now, again, there are people who are against banning cop-killer bullets. They say it's just a slippery slope eroding their right to keep and bear arms. I have never seen a deer in a Kevlar vest -- [laughter] -- never! If somebody can show me a picture of one out there hiding from our hunters, I'll be glad to reassess my position. [Laughter] But until they do I believe I'll stay with these folks here; I think they're entitled to be safe.

And let me just make one final comment. Usually when people like me give speeches like this, we try, and sometimes we're fortunate enough to succeed, to have folks like this behind us, people in uniform, because we honor them, we're proud of them, we identify with them, and we're glad they're doing something we don't do and taking a risk for us. But I think we should never forget that the ultimate beneficiaries of all these efforts to make our streets safer and our schools safer and our homes safer are you. And I want to introduce you to the two people on the stage that I haven't introduced yet. And I want to tell you a story; it's one of the most moving stories of my over 20 years in public life.

This man and his son -- this is Dimitrious Theofanis and his son, Nick. I'd like to ask them to stand up. [Applause] I want to tell you how I met Dimitrious. In early 1992, n1 about 4 1/2 years ago, just before the New Hampshire primary, I had a fundraiser scheduled in a big hotel in New York. And frankly, I was having a tough time. I was dropping in the polls and all the press had said I was dead and over, history, finished. I was feeling pretty sorry for myself. All I was thinking about was my politics. I'm ashamed to say it, but that's all I was thinking about.

n1 White House correction.

And I was walking through this kitchen thinking there wasn't even going to be anybody at the fundraiser because everybody said I didn't have a chance anymore. And I'm kind of looking down and just feeling sorry for myself. It was pitiful. [Laughter] And Dimitrious was working in that hotel, in his uniform.

And I was walking through the kitchen, and he came up to me and stopped me in the kitchen and he said, "Governor," he said, "I want to talk to you a minute. My 10-year-old boy" -- his son was 10 then -- he says, "my 10-year-old boy, he studies this election in school, and he says I should vote for you." He said, "But if I vote for you, I want you to do something for me." I said, "What?" He said, "I want you to make my son free."

I said, "What do you mean?" He said, "Well, in the country where I came from we were poor, but we were free. I'm an immigrant. Here I'm doing well. I'm working hard. I have more money, but we're not free." He said, "Just across the street from our apartment there is a park, but my son can't play in it unless I'm there with him. He has a school only two blocks from our home, but my son can't walk there unless I go with him. So if I do what my son wants me to do, I want you to make my boy free."

They made an impression on me that will last for the rest of my life, and they were speaking for all of you. And I wanted you to see them today. They're riding the train with me to Chicago. Thank you, and God bless you.

I hope you will support extending the Brady bill. I hope you will support banning cop-killer bullets. I hope you will support tougher penalties for people who deal drugs with guns. And I hope you will support a good, clean law saying nobody has got any business with a gun anywhere near a school. Help us to keep making America free.

Thank you, and God bless you.

NOTE: The President spoke at 11:04 a.m. at the Columbus Police Academy. In his remarks, he referred to Chief of Police James Jackson, and Sheriff Jim Karnes of Columbus, OH.

LANGUAGE: ENGLISH

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Remarks as prepared for delivery by
U.S. Secretary of Education Richard W. Riley

**NCES Press Conference:
*Teacher Quality: A Report on Teacher
Preparation and Qualifications***

Washington, DC
January 28, 1999

[Secretary's Remarks](#) | [Press Release](#) |
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[Statement of NCES Commissioner](#)

Thank you all for coming.

I want to congratulate Pat Forgione, Marty Orland, John Rolfe and the entire team at the National Commission for Education Statistics. Teacher quality is a big issue that's tough to get your arms around, but a very important issue nonetheless. These biennial reports will help educators get a better handle on the challenges facing teachers in the new millennium.

I'd like to put this data in a broader context. In recent years, school reform efforts have focused primarily on raising student performance. States are raising academic standards and developing tests to measure whether students can meet those standards.

Increasingly, educators and policy makers are concluding that we need to focus on both student performance and teacher quality. To a great extent, top-notch student learning relies on challenging standards and equally challenging teacher learning and performance.

As a result, some states and local schools are beginning to raise expectations and supports for teachers in order to raise student achievement levels further. State leaders, policy makers, and educators at all levels are beginning to rethink many practices used to prepare teachers and support their work in the classroom.

The '80s and '90s produced some changes along those lines. What progress we've seen so far resulted largely from ad-hoc approaches to improving teacher quality that targeted narrowly defined issues in isolation.

More often than not, these well-intended approaches have not treated the preparation, training and support of teachers as a continuum stretching from undergraduate studies through a teacher's career.

The findings in this NCES study underscore this problem. The NCES study

purposes - to help conscientious but inexperienced teachers gain their footing in the classroom, and to provide growth opportunities that enable all teachers to enhance their skills and professional standing.

- Respect calls on us to regard teachers as practitioners of a noble profession, engage them as partners in reforming the profession, and reward excellence accordingly.

The message that I hope people hear from this report is that our teachers are proud of what they do, and they value opportunities to help them better serve the needs of America's children. We as a nation need to step up our efforts to support them.

I will discuss these issues in greater depth during my annual State of American Education address February 16 on the campus of California State University at Long Beach. I would now like to open the floor for questions.

-###-

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Executive Summary

Background

In his 1997 State of the Union Address, President Clinton issued a "Call to Action" that included as a priority improving the quality of teachers in every American classroom. President Clinton's speech reflects growing concern over the condition of education and the nation's need for excellent teachers. The nation's educational system must provide our children with the knowledge, information, and skills needed to compete in a complex international marketplace. Good teachers are the hallmark of such an educational system; they are integral to children's intellectual and social development.

In response to these concerns and expectations, this study, undertaken by the National Center for Education Statistics (NCES), using its Fast Response Survey System (FRSS), provides a profile of the quality of the nation's teachers. Providing such a profile is not an easy task. Teacher quality is a complex phenomenon, and there is little consensus on what it is or how to measure it. For example, definitions range from those that focus on what should be taught and how knowledge should be imparted to the kinds of knowledge and training teachers should possess. There are, however, two broad elements that most observers agree characterize teacher quality: (1) teacher preparation and qualifications, and (2) teaching practices. The first refers to preservice learning (e.g., postsecondary education, certification) and continued learning (e.g., professional development, mentoring). The second refers to the actual behaviors and practices that teachers exhibit in their classrooms (U.S. Department of Education, 1996a). Of course, these elements of teacher quality are not independent; excellent teacher preparation and qualifications should lead to exemplary teaching behaviors and practices.

This FRSS report is based on current NCES efforts to collect data on the first of these elements (i.e., teacher preparation and qualifications), using a nationally representative

survey of full-time public school teachers whose main teaching assignment is in English/language arts, social studies/social sciences, foreign language, mathematics, or science, or who teach a self-contained classroom. Specifically, it includes indicators of preservice and continued learning (e.g., degrees held, certification, teaching assignment, professional development opportunities, and collaboration with other teachers). In addition, because schools and communities play an important role in shaping and maintaining high-quality teachers, this study examines the work environments in which educators teach (e.g., formal induction procedures for new teachers, parental support).

This report is timely in light of recent concerns over the quality of our educational system and our teachers. Teachers' professional preparation (as well as their working conditions) has been identified as fundamental to improving elementary and secondary education (National Commission on Teaching and America's Future, 1996). At the core of educational reforms to raise standards, reshape curricula, and restructure the way schools operate is the call to reconceptualize the practice of teaching. Teachers are being asked to learn new methods of teaching, while at the same time they are facing the greater challenges of rapidly increasing technological changes and greater diversity in the classroom.

The FRSS survey indicates that currently less than half of American teachers report feeling "very well prepared" to meet many of these challenges:

- Although many educators and policy analysts consider educational technology a vehicle for transforming education, relatively few teachers reported feeling very well prepared to integrate educational technology into classroom instruction (20 percent).
- While 54 percent of the teachers taught limited English proficient or culturally diverse students, and 71 percent taught students with disabilities, relatively few

teachers who taught these students (about 20 percent) felt very well prepared to meet the needs of these students. Their feelings of preparedness did not differ by teaching experience.

- Only 28 percent of teachers felt very well prepared to use student performance assessment techniques; 41 percent reported feeling very well prepared to implement new teaching methods, and 36 percent reported feeling very well prepared to implement state or district curriculum and performance standards.

This national profile of teacher preparation, qualifications, and work environments provides a context for understanding why many teachers do not report feeling very well prepared to meet many of the challenges they currently face in their classrooms. Key findings are provided in three major areas: (1) preservice learning and teaching assignment; (2) continued learning; and (3) supportive work environment.

Key Findings

Preservice Learning and Teaching Assignment

Growing concern that a number of the nation's teachers are underqualified to teach our children has focused attention on their preservice learning. For example, concern regarding preservice learning has been directed toward teachers' postsecondary degrees—that is, the idea that teachers, particularly secondary teachers, should have an academic major rather than a general education degree (Ravitch, 1998). In addition, certification policies have drawn criticism—specifically, that a growing number of the nation's teachers are entering classrooms with emergency or temporary certification (Riley, 1998). Finally, attention is increasingly directed toward teaching assignments—that is, teachers being assigned to teach subjects that do not match their training or education (U.S. Department of Education, 1996b). Results of the 1998 FRSS survey indicate that:

- Virtually all teachers had a bachelor's degree, and nearly half (45 percent) had a master's degree. More high school teachers had an undergraduate or graduate major in an academic field (66 percent), compared with elementary school teachers (22 percent) and middle school teachers (44 percent).
- Most of the teachers (92 percent and 93 percent, for departmentalized and general elementary, respectively) were fully certified in the field of their main teaching assignment. However, emergency and temporary certification was higher among teachers with 3 or fewer years of experience compared to teachers with more teaching experience. For example, 12 percent of general elementary classroom teachers with 3 or fewer years of experience had emergency or temporary certification, whereas less than 1 percent of general elementary classroom teachers with 10 or more years of experience had emergency or temporary certification. The results are similar for departmentalized teachers.
- Despite the fact that the measure of out-of-field teaching used in this report is conservative—it only includes teachers' main teaching assignments in core fields—the results indicate that a number of educators were teaching out of field. For example, the percent of teachers in grades 9 through 12 who reported having an undergraduate or graduate major or minor in their main teaching assignment field was 90 percent for mathematics teachers, 94 percent for science teachers, and 96 percent for teachers in English/language arts, social studies/social science, and foreign language. This means that 10 percent of mathematics teachers, 6 percent of science teachers, and 4 percent of English/language arts, foreign language, and social studies/social science teachers in grades 9 through 12 were teaching out of field. The percent of teachers who reported having an undergraduate or graduate major or minor in their main teaching assignment field was significantly lower for teachers of grades 7 through 12 than for teachers of grades 9 through 12 for mathematics (82 percent), science (88 percent), English/language arts (86 percent), and social studies/social sciences (89 percent), indicating that teachers

in grades 7 and 8 are less likely to be teaching in field than are teachers in grades 9 through 12.

Continued Learning: Professional Development and Teacher Collaboration

In order to meet the changing demands of their jobs, high-quality teachers must be capable and willing to continuously learn and relearn their trade. Professional development and collaboration with other teachers are strategies for building educators' capacity for effective teaching, particularly in a profession where demands are changing and expanding. However, traditional approaches to professional development (e.g., workshops, conferences) have been criticized for being relatively ineffective because they typically lack connection to the challenges teachers face in their classrooms, and they are usually short term. Research suggests that unless professional development programs are carefully designed and implemented to provide continuity between what teachers learn and what goes on in their classrooms and schools, these activities are not likely to produce any long-lasting effects on either teacher competence or student outcomes (Fullan with Stiegelbauer, 1991). In addition to quality professional development, peer collaboration has also been recognized as important for teachers' continuous learning. The 1998 survey indicates that:

- Virtually all teachers participated in professional development activities (99 percent) and at least one collaborative activity (95 percent) in the last 12 months. Participation in professional development activities typically lasted from 1 to 8 hours, or the equivalent of 1 day or less of training. Teachers were most likely to participate in professional development activities focused toward areas that reformers emphasize (e.g., implementing state or district curriculum and performance standards, integrating technology into the grade or subject taught, using student performance assessment techniques).
- Nineteen percent of teachers had been mentored by another teacher in a formal

relationship; 70 percent of teachers who were mentored at least once a week reported that it improved their teaching "a lot."

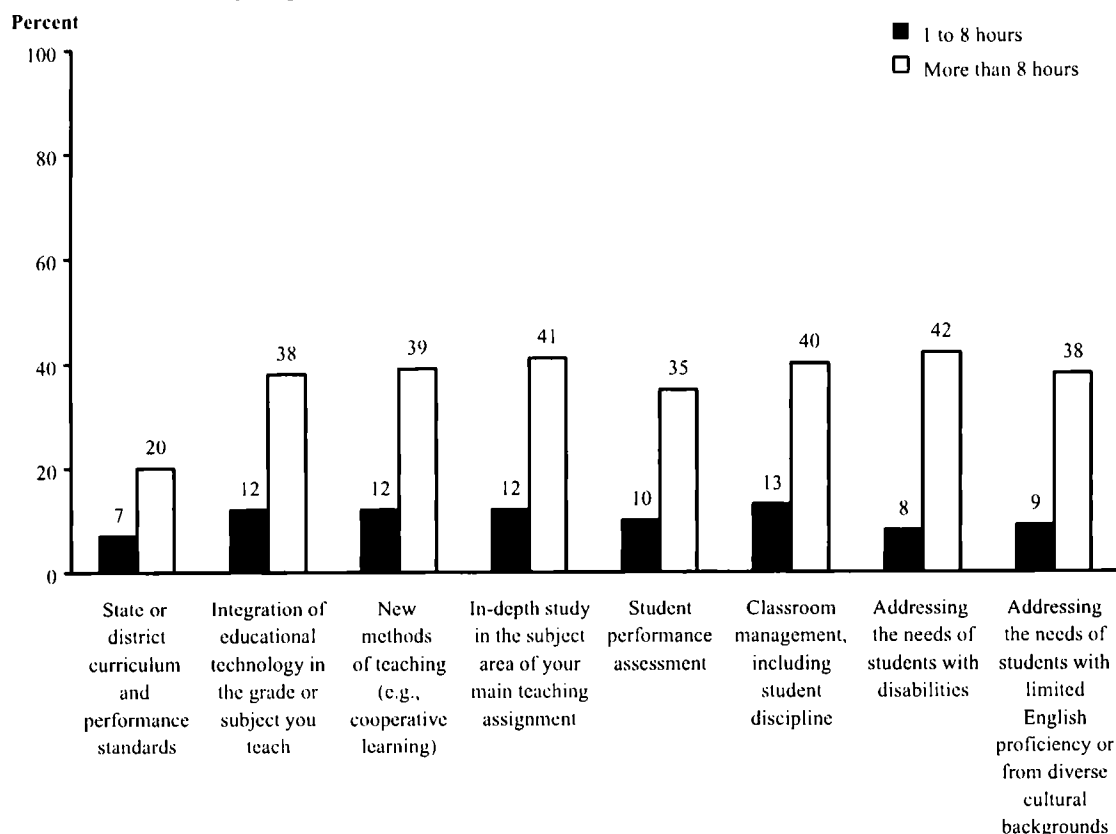
- Increased time spent in professional development and collaborative activities was associated with the perception of significant improvements in teaching. For every content area of professional development, a larger proportion of teachers who participated for more than 8 hours believed it improved their teaching "a lot" compared with teachers who participated for 8 hours or less (figure E). For example, teachers who spent more than 8 hours in professional development on in-depth study in the subject area of their main teaching assignment were more likely than those who spent 1 to 8 hours to report that participation in the program improved their teaching a lot (41 percent versus 12 percent). Moreover, teachers who participated in common planning periods for team teachers at least once a week were more likely than those who participated a few times a year to report that participation improved their teaching a lot (52 percent versus 13 percent).

Supportive Work Environment

Teachers' work environment is the final aspect of teacher quality addressed in this report. In addition to teacher learning, one key factor to understanding teacher quality is to focus on what happens to teachers once they enter the work force, including if they receive support from the schools and communities in which they work and from the parents of the children they teach. The 1998 FRSS survey indicates that:

- One-third of teachers had participated in an induction program when they first began teaching. However, newer teachers were more likely to have participated in some kind of induction program at the beginning of their teaching careers than were more experienced teachers (65 percent of teachers with 3 or fewer years of experience versus 14 percent of teachers with 20 or more years of experience). This FRSS survey did not elicit information regarding the intensity or usefulness of the induction programs.

Figure E.—Percent of full-time public school teachers who participated in professional development activities in the last 12 months indicating the extent to which they believe the activity improved their teaching a lot: 1998



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Teacher Survey on Professional Development and Training, 1998.

- Teachers perceived relatively strong collegial support for their work; 63 percent strongly agreed that other teachers shared ideas with them that were helpful in their teaching. In addition, many teachers also felt supported by the school administration, with 55 percent agreeing strongly that the school administration supported them in their work and 47 percent agreeing strongly that goals and priorities for the school were clear.
- Teachers perceived somewhat less support from parents than from other teachers and the school administration. Only one-third of teachers agreed strongly that parents supported them in their efforts to educate their children.
- Collegial, school, and parental support varied by the instructional level of the school, with elementary school teachers perceiving stronger support than high school teachers.

The results of this survey provide a national profile of teacher quality, specifically focused on teachers' learning (both preservice and continued) and the environments in which they work. Included is important information regarding teachers' education, certification, teaching assignments, professional development, collaboration, and supportive work environment. In addition, comparisons by instructional level and poverty level of the school provide information about the distribution of teacher quality. This information provides a context for understanding why few teachers report feeling very well prepared to meet the challenges they face in their classrooms. This report is the first in a series of biennial reports that will be undertaken by NCES. Thus, the information provided here should provide a benchmark for these important dimensions of teacher quality and preparation.

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

President Clinton, September 1996.

1. INTRODUCTION

In his 1997 State of the Union address, President Clinton issued a "Call to Action" that included as a priority improving the quality of teachers in every classroom. President Clinton's speech reflects growing concern over the condition of education and the nation's need for excellent teachers. Now more than ever, success is determined by an individual's ability not only to read and write, but also to frame and solve complex problems and continually learn new skills. The nation's educational system is increasingly being asked to provide our children with the knowledge, information, and skills needed to compete in an increasingly complex international marketplace. Good teachers are the hallmark of such an educational system; they are integral to children's intellectual and social development. Therefore, they must know how to teach in ways that help our children reach high levels of competence.

A national profile of teacher quality is a necessary tool for tracking our progress toward this goal. However, providing such a profile is not an easy task. Teacher quality is a complex phenomenon, and there is little consensus on what it is or how to measure it. Definitions range from those that focus on what should be taught and how knowledge should be imparted to the kinds of knowledge and training teachers should possess. Efforts to collect such data have included diverse methods, such as classroom observations and videotaping, the administration of large-scale surveys, and the collection of artifacts (e.g., teacher logs, homework).

There are, however, two broad elements that characterize teacher quality: teacher preparation and qualifications, and teaching practices. The first refers to preservice learning (e.g., postsecondary education, certification), teaching

assignment, continued learning (e.g., professional development, collaboration with other teachers, teaching experience), and general background (e.g., demographics, aptitude, life experience). The second refers to the actual quality of *teaching* that teachers exhibit in their classrooms (U.S. Department of Education, 1996a). Of course, these two elements of teacher quality are not mutually exclusive; excellent teacher preparation and qualifications are expected to lead to exemplary teaching.

This study is based on current efforts by the National Center for Education Statistics (NCES) to collect data on key indicators of teacher preparation and qualifications, using a large-scale survey administered to a nationally representative sample of full-time, public school teachers whose primary teaching assignment is in English/language arts, social studies/social sciences, foreign language, mathematics, or science or who teach a self-contained classroom. Specifically, this report includes indicators of preservice and continued learning (e.g., degrees held, certification, teaching assignment, professional development opportunities, collaboration with other teachers, teaching experience). Because schools and communities play an important role in shaping and maintaining high-quality teachers, this report also examines the work environments in which educators teach (e.g., formal induction procedures for new teachers, class size, parental support).

This report is timely in light of recent concerns about the quality of our educational system and our teachers. Many of these concerns draw attention to such issues as the training and support teachers receive (National Commission on Teaching and America's Future—NCTAF, 1996) and the number of teachers providing instruction

outside of their subject-matter fields (U.S. Department of Education, 1996b). As a recent review of the research indicates, teacher qualifications and preparation are important elements of teacher effectiveness and important factors in determining student achievement (National Commission on Teaching and America's Future, 1997). This study of teacher quality, conducted using the NCES Fast Response Survey System (FRSS), provides a national profile of the current state of teacher preparation and qualifications for full-time public school teachers, as well as several indicators of their work environment.

The remainder of this chapter is divided into two main sections. The first section describes the current thinking about teacher quality—the many ways it is defined—and concludes with the definition used in this study. The second section describes the current approaches used to measure teacher quality and concludes with a discussion of the measurement approach used in this study.

Teacher Quality: How Has It Been Defined?

Perhaps the most traditional approach to characterizing teacher quality is the “expert teacher study,” which focuses on teachers who have been identified as successful by their administrators or peers. This field of research is rich in detail, describing how successful teachers connect what they know with how they teach. For example, researchers have found that expert teachers use knowledge about the children in their classrooms—their backgrounds, strengths, and weaknesses—to create lessons that connect new subject matter to students’ experiences (Leinhardt, 1989; Westerman, 1991). They also use this knowledge to adapt their teaching to accommodate children who learn in different ways. Expert teachers know how to recognize children experiencing difficulties, diagnose sources of problems in their learning, and identify strengths on which to build. This skill is particularly important because a growing number of students with a wider range of learning needs (i.e., students whose first language is not English and students with learning differences and disabilities) are entering and staying in school.

One strength of the expert teacher research is that it relies on intuitive logic, which supports the belief that it is possible to identify good teachers by observing them and that, once identified, the teachers’ strengths can be determined and recorded. This body of research also confirms what many people envision a high-quality teacher to be—someone who understands children and knows how to assist their learning. For example, the Interstate New Teacher Assessment and Support Consortium (INTASC, 1995) established 10 key principles it believes to be central tenets of effective teaching. The principles state that teachers should be able to understand their subject matter and relate it to students, adopt teaching strategies that are responsive to different learners, employ diverse instructional strategies, establish proper assessment tools to measure student development, and engage in continual curriculum evaluation and professional development (INTASC Core Standards).

However, aside from such broad notions of teacher quality, there is little consensus regarding its precise definition (Stodolsky, 1996). That is, there is no single answer to the question “What qualifications and practices characterize high-quality teachers?” There are many different and sometimes conflicting views of what constitutes a good teacher. These views, as discussed below, address not only teaching practices, but also teacher preparation and qualifications as well as the school environments where teachers work.

Teaching Practices

The disagreement over basic skills versus complex thinking approaches to instruction is one example of the key disputes currently surrounding definitions of high-quality teaching practice. Although viewing these techniques as opposing approaches represents a simplification of the issue, these two instructional methods do illustrate the extremes of the current debate.

The first form of instruction traditionally has been conceptualized as the transmission of facts to students, who are seen as passive receptors. In classrooms where this type of teaching predominates, teachers typically conduct lessons through a lecture format, instruct the entire class as a unit, write notes on the chalkboard, and pass

out worksheets for students to complete. In such classrooms, knowledge is presented as fact. This is the type of instruction with which most Americans are familiar.

By contrast, in classrooms characterized by higher order tasks, typically described as "constructivist," students are encouraged to pose hypotheses and to explore ways to test them. They are encouraged to weigh information from these "tests" with previous experiences or understanding of the topic. Students then "construct" a new understanding of subject matter. Although many recent school reform efforts advocate such innovative instruction (e.g., Coalition of Essential Schools—Sizer, 1992; National Association of Secondary School Principals and the Carnegie Foundation for the Advancement of Teaching—NASSP, 1996), there is much debate regarding the use and implementation of such instructional techniques. For example, opposition may come from parents and teachers who hold more traditional views of teaching and learning. Moreover, the concerns of parents, teachers, and students about access to colleges—which is based, in part, on high performance on standardized tests of recognized skills and facts—may discourage the use of innovative instructional techniques (Talbert and McLaughlin, 1993). Studies of these constructivist teaching methods have been limited because such instruction has only recently been implemented. The existing studies typically use classroom observation in a limited number of settings.

Teacher Preparation and Qualifications

As with teaching practices, there is debate surrounding the preparation and qualifications that characterize high-quality teachers. Compared to other fields, disputes and ambiguities regarding the knowledge base and competence required of professionals are particularly striking in teaching (Sykes, 1990). There is little dispute that teachers ought to have a postsecondary education and possess strong knowledge of the subjects they teach, but beyond this there is some disagreement about what individuals need to know and be able to do in order to teach effectively. Moreover, as researchers struggle to quantify teacher

preparation and qualifications, some critics feel that studies of teachers' credentials and knowledge do not provide enough information about teacher quality—that is, indicators of teacher preparation and qualifications do not directly address the actual quality of instructional practices. As these debates are highlighted in the paragraphs that follow, however, it is important to note that there are some well-established indicators of teacher preparation and qualifications that do inform researchers, policymakers, and education consumers.

During an NCES conference presentation, David Mandel (1996, p. 3-31), former Vice President for Policy Development at the National Board for Professional Teaching Standards, stated:

What is known is the type of education credentials teachers have accumulated and the type of state licenses they have been granted. This information has proven useful in gaining a rough sense of how well-prepared teachers are to take on the assignments they are handed... But such data, even when positive, provide only the most modest threshold of confidence regarding the quality of practice in the nation's schools.

Other researchers agree that understanding teacher preparation and qualifications requires more than determining whether or not a teacher has a degree or certification. The National Board for Professional Teaching Standards describes teaching as a complex skill involving multiple talents (NBPTS, 1998). Ballou and Podgursky (1997, 1998) raise important measurement issues in their discussion of ways in which to attract "brighter" individuals into the teaching pool. In this discussion, they insist that flexibility in certification and personnel policies facilitates the entry of talented individuals into teaching. The implication of their argument is that extensive formal training may not necessarily create good teachers. The authors suggest that talented individuals may be less likely to remain in teacher training programs that require extended commitment; they may be more likely to seek more lucrative professions. According to their

logic, extended formal training does not necessarily reflect teacher quality. It is important to note, however, the other side of the debate; that is, in addition to talent and subject-matter knowledge, prospective teachers must also be trained to teach children (NCTAF, 1996).

Supportive Working Conditions

In addition to teacher preparation and qualifications and teaching practice, investigations of teacher quality have included studies of what happens to teachers once they enter the workforce. This perspective stems from the premise that classrooms and schools become effective when talented people are teaching in workplaces that are stimulating and rewarding (Fullan with Stiegelbauer, 1991). In order to promote high-quality teaching that will in turn produce high-quality learning, teachers need support from the schools and communities in which they work (including such issues as induction programs for new teachers and the number of students for whom teachers are responsible) and support from the parents of the children they teach.

Class size. Although the research on class size is somewhat mixed—some research studies suggest positive effects of reduced class size, others suggest little effect—it seems reasonable to assume that smaller class size may facilitate teachers' work. In order for teachers to become "experts" as defined by the expert-teacher literature, it is important for them to truly know and understand the children in their classrooms, which clearly would be easier if there were fewer children. Some of the research on class size supports this logic. For example, studies of Tennessee's Project STAR indicate that students in smaller classes (13-17 students) significantly outperformed students in larger classes (22-25 students) on achievement tests in mathematics and reading (Finn and Achilles, 1990; Word et al., 1990). Ferguson (1990) reported similar findings in Texas; classes enrolling more than 18 students were associated with lower reading and math test scores for grades 1-7. To explain the class size effects, researchers have cited the smaller number of disruptions, the increased teacher attention for students, and the increased opportunity for student participation in smaller classrooms (Achilles, 1996). Other researchers

argue that reducing class size has little or no effect on student performance. In an examination of trend data from the 1950s to 1986, Tomlinson (U.S. Department of Education, 1988) did not find a consistent relationship between class size and standardized test scores. Moreover, based on a review of the literature, Odden (1990) argued that class size reduction produces only modest gains in student achievement and does not justify the cost of implementing such reform.

Induction of new teachers. Research has found that the attrition rates of new teachers are five times higher than those of their more experienced counterparts (Asian-Pacific Economic Cooperation, 1997). In order to introduce beginning teachers into the profession with support and guidance, many districts have implemented formal induction programs. These programs can have two goals: to assist beginning teachers with instruction and to prepare them to meet state certification requirements. A key feature of many programs is the mentoring aspect—the pairing of an experienced teacher with a new teacher. Responsibilities of the mentor may include providing guidance on curriculum, classroom management, and assessment (Galvez-Hjornevik, 1986). It is expected that mentoring relationships play a critical role in the support, training, and retention of new teachers (King and Bey, 1995). Therefore, by easing the transition into full-time teaching, formal induction programs provide new practitioners with skills and support structures to develop effective teaching practices. It is important to note that in addition to *formal* induction of new teachers, there are many important avenues for *informal* induction (e.g., team teaching, common planning time and other activities which results in informal collaboration between new and experienced teachers).

Parental support. An extensive body of research has found what many parents and educators already know—children prosper when their parents are actively involved in their education. Research has shown that support from families, including greater family involvement in children's learning, is a critical factor leading to a high-quality education (U.S. Department of Education, 1994a). Policymakers have tapped into this important resource; for example, the National Education Goals included parental involvement in children's education as a top priority. Clearly, teachers' jobs are easier when

parents work *with* them rather than *against* them. For this reason, parental support is an important feature of teachers' work environment.

The Definition of Teacher Quality Used in This Report

The previous discussion underscores the complex and sometimes controversial nature of defining teacher quality. Two main elements were discussed—teacher preparation and qualifications, and teaching practices. The definition used in this report is based on the former rather than the latter. Teachers' professional preparation (as well as their working conditions) has been identified as fundamental to improving elementary and secondary education (Carnegie Forum on Education and the Economy, 1986; Holmes Group, 1986; NCTAF, 1996). Policymakers today are especially interested in the training and education teachers receive in the subject areas they teach; high-quality teacher preparation and qualifications are expected to lead to high-quality teaching. For these reasons, a national profile of teacher preparation and qualifications provides important information about the quality of America's teachers.

Decisions regarding how to define teacher quality have implications for the method researchers use to measure it. For example, teaching practices are increasingly measured through classroom observation. Teacher preparation and qualifications are often measured through large-scale surveys. The following section discusses the various ways teacher quality has been measured. Included is a discussion of the definition(s) typically associated with each measurement approach.

Teacher Quality: How Has It Been Studied?

Just as definitions about teacher quality differ, so do the ways in which it has been studied. Conventional approaches to measuring teacher quality have typically taken four forms: (1) classroom observations of teacher practices; (2) written examinations of teachers measuring their basic literacy, subject-matter knowledge, and pedagogical skills; (3) student performance and

achievement; and (4) large-scale surveys of teacher qualifications, attitudes, behaviors, and practices. It is important to note that studies of teacher qualifications or practices are not always driven by theories of what constitutes a good teacher. Sometimes such indicators are developed to answer specific policy questions. As described below, different approaches to measuring teacher qualifications or practices are based on different conceptions of what it means to be a high-quality teacher or on the specific needs or interests of policymakers.

Classroom Observation

Observational research has a long and growing history in the field of education. Classroom observation, as well as the collection of artifacts (e.g., teacher logs, homework) and information from interviews, has been employed to document teaching practices generally and to assess teaching quality specifically. Observation, as used by school systems for evaluation purposes, has been strongly criticized as having the following problems: limited competence of principals, teacher resistance and apathy; lack of uniformity within school systems, and inadequate training of evaluators (Wise et al., 1984). Principals often experience role conflict as they try to serve as both evaluators and instructional leaders, and they tend to lack expertise in specialized subject-matter areas, especially at the secondary school level (Stodolsky, 1984).

Using observational data to document teaching practices is less controversial than using it to assess individual teachers for purposes of salary increase, tenure, or recertification. Observational studies, often combined with interviews or teacher logs, include investigations of teachers' pedagogical content knowledge and reasoning (Ball and Wilson, 1996) and the connections between education policy and teacher practices (Ball, 1990; Cohen, 1990; Peterson, 1990), professional development and teaching (Ball, 1996), and subject matter and curricular activity (Stodolsky and Grossman, 1995).

Observational data provide rich detail and in-depth information. As such, observation is typically used to provide a detailed picture of classroom instruction in a limited number of classrooms. Because collecting such data is

costly, this approach is rarely used to provide a national profile of instruction. However, NCES is involved in an effort to provide such a profile. The Videotape Classroom Study, part of the Third International Mathematics and Science Study (TIMSS), consists of videotaped lessons in 231 eighth grade mathematics classrooms in the United States, Germany, and Japan. The report of the video study includes general findings regarding international differences in how lessons are structured and delivered, what kind of mathematics is presented, and the kinds of mathematical thinking in which students are engaged (U.S. Department of Education, 1998a).

Teacher Testing

Standardized tests, such as the National Teacher Examinations (NTE), have been used to measure teachers' basic knowledge and skills (e.g., basic literacy, number skills, subject-matter knowledge in particular areas). Teacher test scores have then been linked to student test scores. Ferguson (1990) found that teachers' scores on a test of basic literacy skills were significantly correlated with their students' test scores. Results are typically used to determine whether to grant temporary or permanent certification, and occasionally for continuation of tenured teachers.

While most experts agree that having basic subject knowledge is an important prerequisite to effective teaching, critics maintain that it is not a sufficient indication of the range of knowledge and skills needed to instruct and manage groups of children. They argue that this approach does not provide a complete picture of teacher quality. These tests only measure teachers' basic knowledge and not their pedagogical knowledge or their teaching practice. In response, organizations such as the Educational Testing Service (ETS), the Interstate New Teacher Assessment and Support Consortium, and the National Board for Professional Teaching Standards have undertaken efforts to develop new systems of teacher assessment that feature "standards-based assessments." One example of the new generation of teacher examinations is the Professional Assessments for Beginning Teachers, the PRAXIS series, currently being developed by the Educational Testing Service as a replacement for NTE. The PRAXIS series consists of three types of assessments: (1) a

computerized test of basic literacy and numeracy skills; (2) a paper-and-pencil test of subject-matter knowledge and general pedagogical principles; and (3) an observational assessment of classroom teaching performance. The PRAXIS series is meant to assess potential and practicing teachers at different times during their training and practice (e.g., admitting candidates into teacher education programs and awarding initial and ongoing certification). In addition, many states have developed their own assessments as a basic prerequisite for teaching. These assessments can take the form of written tests, which may measure basic skills, subject matter or knowledge of teaching methods, and performance evaluations, which could consist of portfolio evaluation or classroom observation (CCSSO, 1998).

Such efforts have grown out of the recent push to identify standards for teacher and student performance. These kinds of assessments go beyond paper-and-pencil tests to include portfolio assessment and in-person testing, which incorporate pedagogy, content knowledge, and role-play/interactive sessions. Teachers may also be required to submit examples of their work through videotapes and lesson plans. Teachers are asked to analyze teaching situations and defend teaching decisions based on knowledge of subject, students, curriculum, and pedagogy.

Student Achievement Tests

Many would argue that the bottom line of whether teachers (and schools) are effective is whether their students are successful. The use of student achievement test score gains to assess *teachers*, rather than educational systems, however, has received substantial criticism (U.S. Department of Education, 1996a). Specifically, social scientists have argued that it is very difficult to separate out the portion of student achievement gains that can be reliably attributed to an individual teacher. Numerous factors affect student achievement over the course of a school year in addition to his or her teacher: home background, student personality, attendance, school and community resources, and the peer group have all been demonstrated to affect how much students learn. In addition, critics have argued that standardized achievement tests assess minimum levels of student competence and are

often limited to the kinds of knowledge that can be captured with multiple-choice formats.

Large-Scale Surveys

National surveys of teachers have been used to provide quantifiable indicators of teacher quality. Typically, teachers have been asked to provide information on attributes such as their educational background, major and minor fields of study, certification, and professional development experiences. Such indicators have sometimes been linked to student test scores. For example, Ferguson (1990) found that the students of teachers with master's degrees had higher test scores in grades 1-7.

Over the years, there have been many efforts by NCES and others to use large-survey methodology to describe teaching—and, more generally, to capture what happens in classrooms. Examples of recent efforts can be found in *School Policies and Practices Affecting Instruction in Mathematics* (U.S. Department of Education, 1998b), *America's Teachers: Profile of a Profession, 1993-1994* (U.S. Department of Education, 1997), *Toward Better Teaching Professional Development in 1993-94* (U.S. Department of Education, 1998c), and *What Happens in Classrooms? Elementary and Secondary School Instruction, 1994-95* (U.S. Department of Education, forthcoming). These data notwithstanding, social scientists agree that existing surveys on these topics leave room for improvement. Important work continues in areas such as curriculum content, but new tools must be developed before large-scale differences in instructional and classroom practices can be reliably reported.

The Measurement Approach Used in This Report

The qualities deemed relevant to effective teaching, the goals of the assessor, and the resources available all contribute to the choice of assessment. The measurement approach adopted in this report is a large-scale survey administered to a representative sample of American teachers. Such a survey is particularly appropriate for providing a national profile of teacher preparation, qualifications, professional develop-

ment, and school and parental support. Providing a picture of our nation's teachers is important in tracking trends of teacher preparedness and professional experiences.

Because of constraints on teacher time and resources, there are few national reports of this kind. Instead, many national reports have compiled data from a variety of sources to make conclusions about the status of education in America. Only the Schools and Staffing Survey (SASS), conducted by NCES on a regular basis, collects data from both teachers and schools on numerous aspects of teacher quality. SASS indicators of teacher quality include recruitment, teacher preparation, induction programs, teaching assignment (e.g., committee work, in- and out-of-field teaching), resources (e.g., class size, planning time), and professional development opportunities. However, the last SASS was conducted in 1993-94, and the next one will not be fielded until 1999-2000. The need for up-to-date, nationally representative data on the nation's teaching force prompted this Fast Response Survey on Professional Development and Training in 1998. In addition to presenting current findings on teacher quality from the 1998 FRSS survey, this report draws comparisons between the FRSS findings and findings from comparable questions on NCES' 1993-94 SASS. The comparisons provide some information about trends over the 4-year period. See appendix A for a discussion of the comparisons between the surveys. Both surveys are described in more detail below.

1998 FRSS Survey. The Teacher Survey on Professional Development and Training was conducted through the NCES FRSS during spring 1998. FRSS is a survey system designed to collect small amounts of issue-oriented data with minimal burden on respondents and within a relatively short timeframe. Questionnaires (see appendix E) were mailed to a nationally representative sample of 4,049 full-time teachers in regular public elementary, middle, and high schools in the 50 states and the District of Columbia. The sample was designed to represent full-time public school teachers in grades 1 through 12 whose main teaching assignment was in English/language arts, social studies/social sciences, foreign language, mathematics, or science, or who taught a self-contained classroom. Part-time, itinerant, and substitute

teachers were excluded, as were teachers whose main teaching assignment was in another subject area (e.g., art, special education). Data have been weighted to national estimates. All comparative statements made in this report have been tested for statistical significance using chi-square tests or *t*-tests adjusted for multiple comparisons using the Bonferroni adjustment and are significant at the 0.05 level or better. Appendix A provides a detailed discussion of the sample and survey methodology.¹

1993-94 Schools and Staffing Survey. Since 1987-88, NCES has periodically conducted the SASS, an integrated survey of public and private schools, school districts, principals, and teachers. Most recently conducted in 1993-94, it provides a comprehensive picture of the school workforce and teacher supply and demand. Included on the public school teacher survey are several items on teacher training and professional development. Some of the items are similar, although not identical, to the items on the FRSS survey (see appendix F). Data from the similar items on the 1993-94 SASS teacher survey were reanalyzed for a subset of schools and teachers that are approximately the same as the schools and teachers sampled for the FRSS survey.² Results are incorporated into the discussion of the FRSS data where appropriate.³ Because the SASS data were reanalyzed in this way, the estimates that appear in this report differ from SASS data published in other National Center for Education Statistics reports.

training they undergo in order to become educators. This includes college work and certification. Once on the job, teachers have many additional opportunities to learn—ranging from the general learning that comes from years of work experience to more structured opportunities in the form of formal professional development activities. Not surprisingly, teacher learning and preparation are enhanced in environments that support their learning and their work. This discussion suggests one useful model for thinking about teacher quality; it begins with different types of teacher learning and ends with the support teachers receive to pursue continued learning.

Using this model of teacher quality, the results sections of this report first address teacher learning (both preservice and on the job), as well as the working conditions to which teachers are exposed; these sections then examine the extent to which teachers feel themselves prepared to meet the challenges they face in their classrooms. The results of the 1998 survey and comparisons between the 1998 and 1993-94 surveys are divided into four chapters corresponding directly to the four main topics investigated in this FRSS report: (1) preservice learning and teaching assignment; (2) continued learning; (3) supportive work environment; and (4) teachers' feelings of preparedness. Conclusions are provided in the final chapter of this report.

Organization of This Report

The preparation of high-quality teachers stems from the many experiences and opportunities that they face, both prior to and during their teaching careers. For all teachers, learning begins before entering their own classrooms. Among their learning experiences is the formal postsecondary

¹Detailed tables for the FRSS survey are in appendix B. Tables of standard errors for the text tables and figures are in appendix D.

²Public school teachers targeted in the 1993-94 SASS study for comparison to the 1998 FRSS study are full-time public school teachers in grades 1 through 12 whose main teaching assignment was in English/language arts, social studies/social sciences, foreign language, mathematics, science, or general elementary.

³Detailed tables for the SASS items are presented in appendix C.

K-12 Teachers

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Teacher Quality

Resolution on Improving Teacher Quality

The following resolution was passed in July 1998 at the biennial AFT convention.

"The AFT believes that it is the union's responsibility to work to improve teacher quality and enhance the teaching profession."

The Context

The goals of American education are to assure that children of all races, religions, classes and national backgrounds master a demanding core curriculum and other material to prepare them to assume their civic and social responsibilities in a democratic society, to compete in the global economy, and to benefit from postsecondary educational opportunities. Rising expectations about what all students should know and be able to do, breakthroughs in research on how children learn, and the increasing diversity of the student population have expanded the knowledge and skills teachers must have to achieve these ambitious goals.

These new demands on student learning put increasing demands on teacher unions to assist in assuring that all children are taught by qualified, competent and committed teachers. The AFT believes that teacher quality is an essential union responsibility, and so do our members.

The Teacher Development Continuum--A Need for Change

The quality of the teacher workforce is influenced by a number of factors, including, in particular: who is recruited into the teaching profession; the preparation recruits receive; the standards that are set for entry into the profession; the work environment of teachers; and the professional development available to them. A glance at the current process of teacher education, licensure and continuous professional development reveals a system in flux, generally devoid of high standards and in serious need of improvement.

Preservice Preparation. For the past decade, teacher education has been subject to much scrutiny, and there have been continual calls for reform. Too often, a four-year undergraduate education provides little time to educate prospective teachers deeply in both the discipline that they will teach and the knowledge and skills of the teaching craft that they will need to be successful. Furthermore, changes in student populations, changes in the workplace, new knowledge about how students learn, and the need to educate all students to high levels of achievement have all created a need for systemic changes in teacher preparation.

Entry-Level Standards. In America, each state sets its own standards for teacher preservice preparation and licensure. In most instances, these standards are not very high. Until a decade or so ago, teacher licensure, with the exception of a few southern states, was based almost entirely on "seat diplomas." State departments defined licensure by the number of credits taken by teacher candidates in required subject areas. Although the vast majority of states now require that prospective teachers take an examination to demonstrate content mastery, these examinations are not sufficient to assure a teaching force with deep subject matter knowledge. Often the content assessed is unchallenging,

and the standard used to declare that teachers have mastered the content is too low. Yet, in the face of rising student enrollments, even these low-level entry standards are frequently waived by districts frantically seeking to hire staff to fill classrooms.

Induction Programs and the Granting of Tenure. If we look at countries with high-achieving school systems, we find that beginning teachers not only have solid liberal arts backgrounds, deep expertise in their subject areas, and sufficient education in pedagogy, but they also are inducted into the profession through a clinical, real-world training process. Inductees are able to develop and perfect their teaching skills by relying heavily on the expertise of their more experienced colleagues. As they become more expert, they assume more and more responsibility in the classroom.

By contrast, it is only in recent years, and in a few places, that anything resembling an induction system for new teachers has been put in place in the U.S. Induction is customarily a "sink-or-swim" event for the beginning teacher. New teachers get their teaching assignments -- often including classes or students that more experienced teachers are glad to avoid -- and they are told, "You're on your own."

Standards for granting tenure should be rigorous. Unfortunately, school districts are generally lax about initial assessments of teachers and often lack meaningful methods of teacher evaluation, as well as the personnel trained to do such evaluations.

Continuing Professional Development. Compared to practices in American business and in other countries, most school districts in the U.S. invest inadequate sums in professional development. Furthermore, the dollars that are spent are generally invested unwisely. They are often spent on one-shot workshops, unconnected to the needs of students and teachers. For professional development to be effective, it must offer meaningful intellectual content; take explicit account of the various contexts of teaching and experiences of teachers; offer support for informed dissent; and be ongoing and embedded in a meaningful way in the day-to-day work of teachers.

The Union Role in Assuring Quality Teaching

To assure a high-quality teaching force, the union must play a role in developing and/or implementing quality preservice teacher education, effective recruiting and hiring practices, strong induction and mentoring programs, high-quality professional development, meaningful evaluation, and, when necessary, fair, timely intervention and dismissal procedures. Many AFT affiliates around the country are doing just that.

Preservice Programs. Teacher unions are taking an active role in working with policymakers and the higher education community to strengthen teacher preparation. They work to ensure quality by advocating, at the state and local levels, for policies and programs in regard to teacher development, licensure and continuing professional development. Teacher preparation must include a firm foundation in subject matter, a clinical, field-based approach to pedagogical knowledge and rigorous assessment of both.

Hiring Practices. Setting high standards for teacher preparation and entry into the profession will be undermined if those standards are abrogated in the face of teacher shortages or ineffective teacher recruitment efforts at the district level. To assure teacher quality, unions must work with the administration to halt the practice of hiring uncertified staff and of assigning present staff to teach in areas for which they are uncredentialed. Unions around the country--for example, in Los Angeles, New York City, Rochester, N.Y., Cincinnati, Philadelphia, Seattle and Minneapolis--have bargained for rights to participate in the hiring process.

Peer Assistance and Peer Review. In the early 1980s, teacher unions began collective bargaining for peer assistance and/or review programs. These programs address many of the weaknesses in the teacher development continuum identified earlier and speak to teachers' expressed desire that unions play a role in the improvement of teaching. These programs recognize a legitimate role for teachers in establishing and/or enforcing standards in their own profession. Programs to assist beginning or struggling teachers

have also been instituted in Toledo, Cincinnati and Cleveland, Ohio; New York City and Rochester, New York; Minneapolis, Minnesota; Pittsburgh and Philadelphia, Pennsylvania; Poway, California; the U.S. Virgin Islands and elsewhere.

These programs have much in common. First and foremost, they are all the product of collective bargaining agreements. In addition, they all:

- provide the union with at least an equal voice in the policies, practices and decisions involved in the implementation and evaluation of the program;
- provide assistance and/or review to new teachers and/or tenured teachers who are not performing at acceptable levels;
- have a process for identifying and training qualified teachers to provide peer assistance and/or review;
- have resources dedicated to implementing the program; and
- of particular importance, they all have safeguards to due process, should dismissal or other disciplinary action be necessary.

The programs vary in regard to: who is served; the extent and kinds of services provided; whether peer assistance is confidential; whether peer assistance is mandatory; whether mentors evaluate as well as assist teachers; whether it is permissible to use such evidence in subsequent disciplinary procedures; and, whether mentors make recommendations regarding termination or continued employment.

The widespread adoption of joint union-administration-directed peer intervention programs to help weak teachers gain the skills they need or, if that is not possible, counsel them into other lines of work, would do a great deal to raise the status of the profession. In addition, it would help reverse the public misperception that the union, and its advocacy of due process and a fair tenure system, works to protect incompetent teachers.

Tenure and Quality. While the public and AFT members agree that the overall quality of the teacher workforce is good, both believe that weak or incompetent teachers threaten the reputation of the profession and the quality of education children receive. Unfortunately the existence of some failing teachers in our schools -- and the exploitation of this situation by the media, some school boards and anti-teacher forces -- has given the public the impression that tenure laws inherently protect and perpetuate poor teaching. The AFT believes such a conclusion is erroneous and distracts attention from the real reforms that must be undertaken.

One problem stems from the public's misunderstanding of tenure laws. For the education system to be effective, all teachers need a fair dismissal process -- one that protects them from capricious, political and intemperate firing. Tenure laws do not guarantee life-time employment: They neither protect teachers against lay-off due to lack of work, nor prevent firing for incompetence or misconduct. They are designed to protect teachers from arbitrary dismissal without just cause or due process.

Where dismissal proceedings are time consuming, costly and inefficient, they need to be streamlined. In some states and districts, streamlined due-process safeguards have been legislated and/or negotiated to protect both teacher quality and individual rights.

Protecting tenure and assuring high standards of teacher quality are not mutually exclusive sectors of union endeavor. Just as teachers must be defended against unfair, unreasonable, arbitrary and capricious threats to their employment, so too must the efficacy of the profession be maintained. Peer assistance and/or review programs are designed to do just that. Peer assistance programs benefit teachers and the public by reducing the incidences of tenure cases through successful interventions or counseling out of the profession.

No one knows the difference between good teaching and poor teaching better than the best teachers themselves. Peer assistance and/or review programs allow teachers in trouble to be evaluated by people with expertise in their teaching field, to get help and to be observed over time -- instead of the widespread evaluation practice of a single observation, usually by the principal or vice principal. Peer assistance and/or review programs provide a fairer and more comprehensive review system than most traditional teacher evaluation systems currently in use in school districts. Under peer assistance and/or review, the union balances the protection of individual teachers, the protection of the profession and the public interest.

But, some have questioned whether union involvement in peer evaluation programs, where teachers make judgments of other teachers, interferes with the union's responsibility to provide duty of fair representation to all of its members. This issue has been grappled with by affiliates involved in peer assistance and/or review. The union is not obligated -- with regard to any issue -- to take every grievance filed, nor is it obliged to contest every dismissal or disciplinary action taken against a teacher. As long as unions apply consistent, reasonable and fair principles and procedures for determining whether to contest a grievance, and as long as they make an independent investigation of the grievance, it is well within their authority to reject a poorly performing teacher's request for union assistance in a termination for poor performance case. For example, the Cincinnati Federation of Teachers meets its imperative to protect individual rights and the competence of the profession by operating two parallel structures. One arm of the union participates in and governs the peer review process, another makes determinations about grievances including any that stem from the peer review process. Provided that no individual serves at the same time on both arms or that the union leadership does not arbitrarily weigh in on one side or the other, the union meets its obligation to members with regard to the duty of fair representation.

Recommendations

The AFT believes it is the union's responsibility to work to improve teacher quality and enhance the teaching profession. Therefore, we urge teachers and their unions to:

- work with universities to assure that preservice programs for teachers have high standards for entry and exit, require rigorous preparation in pedagogy and the academic disciplines, and have strong clinical components that involve exemplary teachers both at the field sites and on the clinical faculty of education departments;
- work with universities and preservice institutions and the organizations representing them, such as the National Council for Accreditation of Teacher Education, to support the development of a stronger core curriculum in teacher preparation tied to the best research knowledge about effective practice;
- work with licensing bodies and professional standards boards to require that entering teachers meet high standards that include knowledge of their discipline, knowledge of how students learn and knowledge of the liberal arts and sciences as measured by valid and reliable assessments;
- work with legislators and local school district policymakers to assure that beginning teachers are given a well-supervised induction period, that all new teachers have the opportunity to observe and be observed and mentored by highly accomplished teachers; and that only teachers who meet professional standards are awarded tenure;
- work through the collective bargaining process to develop programs that promote and assure teacher quality, such as: 1. Peer assistance programs that provide mentoring to new teachers and provide assistance to tenured teachers whose teaching has been identified as

in need of improvement. 2. Internship programs that enable master teachers to assist new teachers, review their practice and recommend whether the quality of their teaching merits their being awarded tenure. 3. Peer review programs that assure that teachers who are not performing competently are identified in a fair, noncapricious manner, have the opportunity to improve their practice with intense help provided by expert peers, receive competent, fair review by peers and, if unable to meet the standards of competence, are counseled out of the profession or otherwise terminated following due-process proceedings. 4. Other methods to help assure the quality of teaching;

- negotiate contract provisions and advocate state policies that encourage teachers to seek National Board for Professional Teaching Standards certification by offering financial incentives and preparation programs; and
- support state tenure statutes that provide strong due-process safeguards, with an efficient process that ensures the protection of both individual rights and high standards for the profession.

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Less is More

by AFT President Albert Shanker
May 28, 1995

Many school reformers believe that raising academic standards will mean keeping kids in school for more hours a day and more days a year. Students in countries we compete with master more challenging curriculums and outscore Americans on tests in most core academic subjects. These countries all have a school year that is a lot longer than the U.S.'s 180-day average. (In Germany, for example, teachers work 225 days; in Japan and Italy, 215; in England, 195; in Canada and Norway, 190.)

The impression the American public has gotten is that the reason it might be good to lengthen the U.S. school day or year is so we could get more work out of teachers: kids in other countries are learning more because their teachers are teaching more.

But that doesn't square with the facts. The reality is that American teachers spend far more time in the classroom than their counterparts in other countries. A new survey by the international Organization for Economic Cooperation and Development (OECD) shows that U.S. teachers pack more than 1,000 hours of classroom instruction into every school year -- hundreds of hours more than teachers in other countries, even though they work more days.

So how is it possible that teachers in other countries can work many more days a year but teach substantially fewer hours? What are they doing instead?

The answer is that they are busy with tasks that in other countries are considered a normal part of the daily responsibilities of a professional teacher.. In the 15-25 hours of their work week that is not spent in class, teachers confer with each other about students' progress and ways to improve their instructional methods; they work with students individually; and they plan their classroom lessons, often together.

In most professions, there are at least two sides to the job. You work with your patients or clients for part of the time, and you spend part of the time with colleagues discussing what went wrong in your work, what's going right, how you did it, and how others have done it or fluffed it. This exchange of experiences, ideas, and problem-solving approaches provides a vital kind of professional development that most professional people take for granted..

The work life of American teachers is very different. They spend their days in classroom teaching with virtually no time to learn from and confer with other teachers. They work in isolation in their classrooms, and they do their planning, grading, and thinking alone at home.

Teachers in the United States are teaching longer and harder than teachers anywhere else in the world. But school policymakers might take advice from Jack Bowsher, a former top IBM executive who said, "If 20% of the computers in my computer plant were dropping off the assembly line before they reached the end, and the other 80% reached the end but had defects,

the last thing I'd advocate is running the line an extra few hours a day or an extra few weeks a year."

Those who say more time is needed for education may be right. The issue, though, is how the time is spent.

Note: If you would like a copy of the OECD survey table, e-mail the request to SlimAFT. We can can fax or mail the table to you.

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AFT Locals Lead the Way Taking Control of Teacher Quality

(This article appeared in the February 1998 edition of AFT's *American Teacher*. The article outlines resources for educators striving toward teacher quality.)

Alice Starchy has seen the sink-or-swim world of teaching from below the water line. After success as a teacher at a South Bronx, N.Y., elementary school, Starchy was transferred two years ago to a middle school with no training, no support and little chance of success with the new class, made up almost entirely of students identified as discipline problems in previous years. "It was impossible to teach," she remembers. "Leave the room for a minute, and they'd be yelling, fighting, breaking things and throwing stuff out the window."

School days were ending in tears and frustration, and work problems soon spilled over into Starkey's personal life. Glaring administrators were bursting into her classroom and capping their unscheduled visits with critical memos. The message was clear: Get better or get out.

"The administrator kept telling me I didn't have a clue," Starchy remembered. "I finally said, 'If I can't identify what needs to be fixed and you're not helping me, I'll get someone who can.'"

Starchy was able to get help, thanks to a peer assistance and review program negotiated by her union, the United Federation of Teachers, and the school district. The program, and other AFT initiatives like it, constitute only one of the ways that the union has taken the lead on the issue of teacher quality, preparation and professionalism. Along with leading-edge models of professional intervention and evaluation, AFT affiliates have crafted state-of-the-art programs to help induct new teachers, provide ongoing professional development opportunities and promote effective recruiting and hiring.

'The single best investment'

Policy makers are beginning to understand how investments in teacher education, continuous professional development and training pay big dividends when it comes to student achievement.

Doing What Matters Most: Investing in Quality Teaching, a recent report from the blue-ribbon National Commission on Teaching and America's Future, looked at 60 studies matching student achievement and teacher training and found strong ties between the two (see graph). Student achievement rose an average of .22 standard deviations (about the equivalent of 5 percentiles for the average student) for every \$500 spent on teacher education and .18 standard deviations for every \$500 spent on teacher professional training or experience. These gains exceeded the impact of many other proven reforms, the report shows.

The commission also cites studies showing that students achieve at higher levels and are less likely to drop out when they are taught by teachers with certification in their teaching field, by those with master's degrees and by teachers enrolled in graduate studies. The underlying message is clear, Linda Darling-Hammond, executive director of the commission, told reporters. "Teacher preparation is the single best investment" a state or district can make in improving achievement of students.

AFT members need little convincing on that point. A 1997 Peter D. Hart poll reveals that most AFT members feel a lack of assistance offered to teachers who are struggling in the classroom is one of the top two factors that contribute to the problem of poor quality teaching, second only to low salaries and poor working conditions. Peer evaluation and assistance programs for both new and tenured teachers were viewed positively by more than 60 percent of AFT members surveyed.

And the issue of teacher quality is very much a union concern, members feel. More than three-quarters of those surveyed believe that the district and teachers union should share responsibility for ensuring good quality teaching, and an overwhelming majority want to belong to a union that stands for high-quality teaching standards and promotes good teaching. Fulfilling that mission involves not only help for struggling teachers but also helping new teachers prepare for the rigors of the classroom. And it means the union must help create ongoing professional development for all educators.

Time to grow

That mandate is at the heart of the 10-year-old Dade (Fla.) Academy for the Teaching Arts. The Academy, housed at Miami Beach High School, offers teachers in Dade County, Florida, a nine-week opportunity for professional reflection, research and growth while their regular teaching assignments are covered by subject-area certified instructors from the academy.

More than 600 teachers have graduated from the academy, which is actively supported by the United Teachers of Dade/AFT. Over the nine weeks, teachers pursue independent research projects, participate in classroom observations and workshops and work directly each afternoon with outstanding teachers who make up DATA's resident teaching staff.

Carlos Navarro, one of DATA's visiting teachers last fall, says the program has allowed him to observe exceptional teachers in world history, his subject area, and to visit different districts, museums and learning centers that offer a wealth of information in his field. "I've done things that I never thought I'd be able to do in my career," says the 20-year teaching veteran, who is on leave from Dade's Design and Architecture Senior High School. "This is a way to keep teachers motivated, hopeful, bright [and] to see what's going on around Dade County and to learn from it. The most important thing is to see what other people are doing and to apply it to my own program."

Jerri Lee Harris, DATA's resident teacher in special education, says the system provides the best of both worlds for the staff, allowing them to work directly with students in the mornings and to meet with visiting teachers, called "externs," in the afternoon. This arrangement "maintains our credibility by keeping us in the classroom," Harris says. "I've gone to a number of workshops where people have talked at me about what I should be doing in a classroom-people who have not been in the classroom. That's not the case here."

One of the biggest problems the program has faced in recent years has been the budget ax, says Evelyn C. Campbell, teacher-director of the academy. "Everyone is trying to see what programs they can cut next, and the union has been very important in keeping us alive."

When teachers help teachers

After more than 20 years as a classroom teacher, Gail Seiden opted to become a peer intervenor in New York City schools. Aid from Seiden and other intervenors is given to tenured teachers who request the program; it provides confidential access to regular,

in-depth, one-on-one help from a veteran educator. "Teaching in the United States is a very isolating experience," Seiden says. "This [program] gives the teachers a link to someone who knows a great deal about teaching and puts them squarely in their corner. It dignifies teachers-making them better or giving them an opportunity to leave gracefully" if they cannot improve.

The district-funded program currently has nine peer intervenors. They work for up to a year with teachers who are struggling in the classroom and would benefit from professional assistance.

Teachers involved in the program are exempt for the first three months from administrator evaluation while they get help. The intervenors, each of whom have at least 10 years' teaching experience, are selected by a program governing board created jointly by the union and the district. They help their clients identify professional needs and then address those problems using strategies that range from classroom modeling to communication through teachers' journals and observations of excellent teachers in action.

If those strategies are unsuccessful, the intervenor may advise the teacher that a career change might be a good idea and offer counseling-out services through the program.

For months, Seiden worked with Starchy (not her real name) to give her the strategies and confidence she needed to succeed with her new class, particularly in the area of classroom management. In Starkey's case, the intervention has worked-her students are achieving at higher levels, discipline has improved, and she is now considered a strong, effective member of the middle school's instructional team.

"I'm very proud of the fact that I knew there was something wrong and I found a way to fix it," Starchy says. "I would definitely recommend [the program] to other teachers in trouble."

More than three-quarters of the teachers involved in the program in the fall of 1995 went on to achieve "satisfactory" ratings in the following spring. In contrast, less than half of teachers on a waiting list for services from the peer intervention program achieved satisfactory ratings in the following spring. Program director Clare Cohen says one of the strengths of the program is that intervenors are exceptional teachers-picked by a panel that was jointly assembled by the union and school board-who are adept at modeling the types of professional skills they seek to instill in struggling teachers. "The intervenor is not some retired teacher of physics who comes in to mentor a gym teacher because their mahjong game was canceled," she stresses. "The teachers who seek help through this program should be commended for their bravery in coming forward to cement a trusting relationship with a skilled colleague."

The first year

The teacher-to-teacher connection also has been used to great advantage under a 10-year-old program for new teachers crafted by the Poway (Calif.) Federation of Teachers and the school district.

New teachers are paired with teacher consultants: veteran classroom teachers who have been released temporarily to work full-time with up to 15 new hires and to evaluate their progress during the first year.

The teacher consultants spend at least 40 hours with each new teacher during that critical first year and often as many as 100-observing, modeling practices, offering guidance and support, suggesting strategies and resources, and arranging visits to the classrooms of other outstanding veteran teachers. The teacher consultant is also the first-year evaluator. They make recommendations to a peer board of review about whether that teachers' contract should be renewed for a second probationary year.

For the beginning teacher, the ongoing support and weekly observations help keep little problems from becoming big ones, says first-year teacher Janice Teixeira, a sixth-grade math and science teacher at Meadowbrook Middle School. "Being observed by a teacher, rather than an administrator, helps you feel relaxed and builds your self-confidence. In

September, you're just so unsure about so many things. It's now December, and I don't feel so overwhelmed" because of the steady influence Teixeira says she has found in Debbie Busch, her teacher consultant.

"What we hear, over and over, is the biggest resource we provide is listening-providing the resource of time," says Busch, who is also director of the program. "We are a sounding board, hearing what [new teachers need] and then providing it. If we hear that they are stressed because they don't know how to teach the writing process, then we can get them resources or model strategies."

Poway Federation of Teachers president Don Raczka emphasizes that trust is an essential ingredient of the program. Teacher consultants return to their regular classroom assignments within three years-keeping their skills sharp and building their credibility with new hires as professionals who actually work in the classroom. And through a decade of sometimes-stormy relationships, both the school district and the union recognize teacher quality as a top-priority issue and "we've made a conscious effort to keep the program above politics," Raczka says. Today almost 40 percent of teachers in the district have gone through the program. Of the 620 teachers who participated, 25 were not renewed. At a time when California is aggressively reducing class sizes and thousands of new teachers are being hired by districts statewide, this type of program is critically important to maintaining classroom quality, Busch says.

Bill Christopher, a teacher evaluator at the high school level, says that the relationship between him and his first-year teachers is fundamentally different from a traditional evaluation environment. "A teacher will call me and say, 'I'm really struggling with my fifth-period class. Can you come in and give me some ideas?' How many times will teachers do that with administrators?"

Faye Wilkerson, a first-year teacher at Highland Ranch elementary who was formerly an instructional aide with the district, says that the peer assistance program was a big reason she decided to start her teaching career in Poway. "I know it could take five years to become the type of teacher you could become in two or three" in Poway. "In some districts you're just thrown in there-this is a wonderful check on you and a support that helps you succeed."

Honoring professionalism

One of the most significant steps now under way to make teaching a true profession is the brainchild of AFT's late president, Albert Shanker: the National Board for Professional Teaching Standards. In its 10-year history, National Board certification has enjoyed strong support from all levels of the union as a program developed by and for classroom teachers that allows the profession to set high and rigorous standards for itself, create meaningful performance assessments based on those standards, and identify experienced teachers who meet the standards.

Unlike state licensing systems, which set entry-level standards for beginning teachers, National Board certification establishes advanced standards for experienced teachers. Where state licensing focuses on course requirements and varies from state to state, National Board certification focuses on knowledge, performance and professional judgment, reflecting nationally recognized standards that were set by teachers. And National Board certification-unlike state licensing-is completely voluntary.

The year-long certification process provides outstanding opportunities for collaboration and reflection as teachers refine and strengthen their skills on the basis of standards written and reviewed by their peers. Teachers demonstrate their progress in meeting the standards through an innovative two-part performance assessment that goes far beyond the usual checklist evaluation or short-answer test.

"The process of board certification is a learning tool-the most rewarding thing that I've ever done professionally," says Cincinnati teacher Sharon Draper, one of the first teachers to be certified by NBPTS and the 1997 National Teacher of the Year. Draper says that the whole process challenges teachers to think about how they do their jobs. "A teacher learns about

himself or herself as a professional," whether or not they are successful in gaining the credential.

Draper, currently a member of the NBPTS board of directors, has taken a year's leave of absence to speak with educators around the country about the merits of the program. To date, there are 911 board-certified teachers from 40 states and the District of Columbia. NBPTS now offers certification in seven fields that cover approximately 60 percent of the teaching force.

Several states and many AFT affiliates, including the United Teachers of Los Angeles, have negotiated additional salary premiums and other benefits for board-certified teachers. New York City is launching a union program that allows NBPTS-certified teachers to help guide certification candidates through the rigors of the process. In Cincinnati, where Draper teaches, NBPTS-certified teachers are automatically qualified to become lead teachers, and the district and state provide exam cost assistance and pay incentives for board-certified teachers. Where such support is unavailable, the AFT has made available a low interest loan to cover the \$2,000 cost of the process. (For more information about the loan program, call 1-888-AFT-JOIN.)

Last February, President Clinton in his State of the Union address indicated that he would introduce legislation to help assure that by the year 2000, at a minimum, there would be a National Board-certified teacher in every district in the country. The payoff of such an expansion, Draper stresses, is not only teacher professionalism but improved student achievement.

"The self-improvement you get from NBPTS certification helps the kids you teach. The bottom line is helping kids and improving instruction. And [NBPTS] is going to do that."

Strong beginnings

Turnover rates suggest that few programs adequately prepare new teachers for the rigors of the classroom. More than 30 percent of beginning teachers leave the profession within the first five years, the National Center for Education Statistics reports.

The problem is prompting many districts, unions and universities to collaborate on the training of new teachers, giving them the knowledge, skills and experiences they'll need to launch a successful teaching career.

Such an effort is now under way in Cincinnati, where the school district, the Cincinnati Federation of Teachers and the University of Cincinnati have teamed up to restructure teacher education. The Cincinnati Initiative for Teacher Education, as it's called, provides a five-year teacher education program that culminates in a year-long internship at one of Cincinnati's 11 Professional Practice Schools. Students, who earn dual degrees in Education and in Arts and Sciences, work as half-time teachers during that final year under the guidance of one of the district's lead-teacher mentors and other career teachers.

Tom Svoboda, an intern at the Hughes Center Professional Practice school, says the year-long internship gives students "a huge advantage" over students in traditional education programs, who typically might have a 10-week teaching experience compared to the 36 weeks afforded UC students. "I knew two friends who went through [the traditional education program] and no longer teach simply because I don't think they were prepared."

In contrast, Svoboda is actually doing the work in a demanding urban environment. For him and other interns in the program, the demands of the job are real and revealing. Prior to the fifth year, Svoboda said he had little preparation for the planning and organizational aspects of the career. "Now I realize there are discipline and management issues, preparation, planning lessons and units. It's developing a structure for students to excel in, and it's really tough."

Bob Moliterno, a lead teacher-mentor at Hughes, says the in-depth practical experience that the program offers interns is a vast improvement over limited opportunities that students in most schools of education have to experience the real class environment. In

most programs, "you blink and your experiences are done. Here, you get to try things out through trial and error and learn from your mistakes."

Another major plus of the program, says Robert Yinger of the University of Cincinnati's School of Education, is that it has encouraged talented new teachers to pursue careers in urban education. "Many [students] have turned down suburban jobs in order to wait for assignments in urban schools," he says. "It turns out they're committed to doing this. They're not scared off because they have had a year of being successful" in an urban setting under their belts.

Fueling the pipeline

One of the oldest and most successful union-driven professional development initiatives is the AFT Educational Research and Dissemination program (ER&D). For more than 15 years, ER&D has been providing members nationwide with the latest in classroom-based research on effective teaching.

Participating AFT locals select members to serve as ER&D local site coordinators, who attend AFT-sponsored training institutes to learn about research findings that form the core of the program. Coordinators also learn how to effectively present those findings to educators in their district and how to set up a local ER&D program, working with local leadership to set up an action plan for implementation.

The coordinators identify and train research linkers-teachers and paraprofessionals who disseminate research at the school level by training colleagues in the concepts and applications of research findings. The research linkers then provide on-site support as educators as their schools incorporate research into practice.

The model has been used with great success in Pittsburgh, where the program has proved so popular with members of the Pittsburgh Federation of Teachers that they have voted to dedicate a portion of their dues specifically to ER&D.

"One of the key reasons for our success and our ability to keep expanding our program is our local leadership," stresses Mary Van Horn, director of the program. Hundreds of teachers have participated in ER&D, and the union has negotiated salary and degree credit incentives for those who complete the full ER&D training. The union also has used ER&D offerings as the basis of its district-supported orientation program for all new teachers.

"Many of the components we talk about in ER&D are things new teachers haven't had," Van Horn says. "Take classroom management. Nobody has been able to sit down with these teachers and talk about concrete strategies-time on task, working in groups, cooperative learning, how and when to use different strategies."

At the national level, the program is being tailored to incorporate features that will make ER&D even more effective. There is a new emphasis on training local elected leaders to help them fully appreciate and support a program that has been immensely popular with members. There is also a strong effort to incorporate state federations into the program, and AFT state affiliates in such states as Texas, Florida, Connecticut, Massachusetts, Rhode Island and Minnesota are exploring opportunities to bring ER&D site coordinators together for special training and discussion sessions at state conventions and other regional gatherings.

"Through ER&D, members begin to see the union in another way-how we have a commitment to the professional development of our members," Van Horn observes.

What's ahead

Even more union-sponsored initiatives will come online over the next couple years. In Rhode Island, for example, a new professional practice school is being designed by a partnership of organizations that include AFT and NEA state and local affiliates, the Northeast and Islands Regional Educational Laboratory, the Central Falls School District

and the state department of education. The project is an attempt to establish a learning community in urban high schools that will allow expert teachers to hone their expertise in content areas-particularly with an emphasis on meeting high standards in an urban area. "This model is the purest example of professional development," says state federation president Marcia Reeback, who is also an AFT vice president. "It allows teachers to objectively view themselves in practice measured against what we know from research."

These types of initiatives will be the focus of a joint AFT/NEA conference in the fall of 1998 that focuses on the full spectrum of enhancing teacher quality: from recruiting and training candidates to effective peer assistance and review. The conference will be an opportunity for leaders of both organizations to collaborate on teacher quality issues and to provide the information and tools needed to advance a meaningful teacher quality agenda.

When it comes to teacher quality, Reeback emphasizes that unions bring a particular strength to the table that no other organization can match. "Often, administrations have agendas that change, as do new superintendents. The union provides continuity-our commitment to the teacher in the classroom. It's really a dimension that no other organization can bring."

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January 17, 1997, Friday

SECTION: NEWS LOCAL & NATIONAL, Pg. 1D**LENGTH:** 725 words**HEADLINE:** REPORT HITS OHIO SCHOOLS;
TEACHER QUALITY, SCHOOL CONDITIONS, FUNDING FAULTED**BYLINE:** Ruth E. Sternberg, Dispatch Schools Reporter**BODY:**

Gov. George V. Voinovich wants Ohio to produce more "A" students. But a new study of the nation's schools gives the state mediocre marks in such areas as **teacher quality**, school conditions and allocation of money.

The study by Education Week - an independent weekly newspaper specializing in education issues - was funded by Pew Charitable Trusts. It rates Ohio near the middle of the country's school systems.

Among the states posting the highest marks were West Virginia with three A's and three C's, Indiana with four B's and two C's and New York with two A's and four C's.

Ohio's section of the report - headlined "Unfair to Middling" - lauds the state's ninth-grade proficiency test but also notes how long it takes some students to pass the test.

It praises Ohio for raising teacher standards and requiring licenses. But it criticizes the state for allowing districts to assign teachers to areas outside their certification.

The report notes Ohio's funding conflicts, especially the lawsuit by 491 of the state's 611 public school districts challenging the state's method of distributing money to schools.

It points out a contradiction between not fixing crumbling buildings and spending \$ 95 million for SchoolNet - a program to wire classrooms for computers and provide machines to the poorest districts.

State and local officials agree with grades assigned by the study.

"When I first looked at it, I was taken aback," John Goff, state superintendent of instruction, said yesterday. But then, he said, he realized that the criticisms in the report were nothing new and the state is working on addressing them.

The Ohio Department of Education, he said, hopes to finish standards this year for evaluating progress in individual schools. Criteria, he said, probably will include the ninth-grade proficiency test and attendance and graduation rates.

Graduation requirements might also be increased, he said. Right now, students must earn 18 high school credits and pass the ninth-grade test.

"That is the only thing we have, and it is not high enough," Goff said.

The study, which took a year and relied on such things as government and school district data and reports from foundations, does not give any state high marks.

"Public education systems in the 50 states are riddled with excellence but rife with mediocrity," says the analysis.

States averaged a B in setting standards for what students should know and be able to do. However, the study says there is a gap between setting standards and putting them to work.

Reasons include a lack of high-quality teachers. States averaged a C in that category, based on such things as licensing requirements and whether teachers had a degree in the subjects they were teaching.

States averaged a C minus on school climate, which included class size, school safety, parental involvement and freedom of teachers and principals to make decisions.

Other overall grades were C plus on money spent on education, Bminus for equity and C minus for allocation of dollars.

The report also said classes are too large - more than 25 pupils in an elementary school class - for effective teaching, and there are too many conflicts between local and state governing bodies.

Fueling such problems are inconsistencies because the country does not have a national set of educational standards. That makes public education difficult to assess and difficult to change, according to the report.

National standards might be a good idea, said William F. Schaefer, superintendent of the Upper Arlington City School District. He is not sure that the national Goals 2000 program, which sets general educational expectations for all students, is specific or realistic enough.

"We don't expect enough of our kids, and we often allow them to do the minimal," he said.

Sometimes change is complicated when state and local officials clash over control of their districts - especially in small suburbs, said Bob Bowers, superintendent of the South-Western City School District.

"How can the state go into a suburb, when they're giving less than 15 percent of the money for that district? How can the state tell them how to operate their school system?" he said. "Theoretically, people could say, 'We don't want any state aid. We'll just do it ourselves.' "

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The New York Times♦ [View Related Topics](#)**April 14, 2000, Friday, Late Edition - Final****SECTION:** Section A; Page 1; Column 6; National Desk**LENGTH:** 1245 words**HEADLINE:** UNION IS URGING A NATIONAL TEST FOR NEW TEACHERS**BYLINE:** By KATE ZERNIKE**BODY:**

Facing a growing national movement to impose tougher standards on teachers, the American Federation of Teachers, the nation's second-largest teachers union, will propose a national test and rigorous new standards today for those who want to become teachers.

The proposal, a departure from traditional union opposition to increased teacher testing, comes amid heightened worries from educators, parents and politicians about the declining quality of the nation's teaching force and those entering it.

About a third of all teachers lack a major or minor in the subjects they teach, meaning that about four million children every year learn math from someone who may not have taken a math class since high school. While most states have teacher tests, most require only the equivalent of a high school education to pass, in part because unions have blocked efforts to set the bar higher.

Some two million teachers are due to be hired or replaced nationwide over the next decade, with many states struggling to find enough qualified people to lead their classrooms.

The union said it wanted to take advantage of that opportunity, and was making its recommendations after two years of studying teacher preparation programs. The proposal would not affect current members.

"We've taken an honest and hard, critical look at what's out there, and most of it is terribly inadequate," said Sandra Feldman, president of the union, which has one million members. "If we could get folks to follow this prescription, we would have a much rosier future."

The union has consistently talked about the need to improve the nation's teaching force, but has never before proposed or endorsed such a high series of hurdles.

The proposal would require that prospective teachers at all levels pass two tests, one after their sophomore year in college and another before entering the classroom. Addressing the complaint that teachers learn too much pedagogy and not enough subject matter -- that is, they learn how to teach but not what to teach -- the test would require all prospective teachers to show college-level skills in

math, science, English, history and geography.

Unions have long said that tests are a poor measure of the gifts that make a good teacher. But ultimately, Ms. Feldman said, tests and tougher standards can give the teaching profession the same rigor, and the same status, that board and bar exams give doctors and lawyers. With schools in almost every state subjecting students to tougher tests, she said, it only makes sense to demand the same of teachers.

While the union proposal comes late to the bid for better teachers, it also adds a crucial voice to the lawmakers and parents who have called for reforms.

"People from the outside need permission to talk about **teacher quality** without it seeming like bashing teachers," said Kati Haycock, executive director of the Education Trust, a nonprofit group in Washington that has studied teacher preparation and advocates for poor and minority students. "When the second-largest national teachers union talks about **teacher quality**, it gives other people permission to talk about it, and to do something."

Any effort to adopt such a national program will be bucking a long tradition of strong local control over education.

Still, Arthur Levine, president of Teachers College at Columbia University, said the proposal would give impetus to about 39 states that are now considering some form of tougher teacher standards.

"Several states were afraid to act for fear unions wouldn't support them," Mr. Levine said. "Given the huge number of teachers we have who are uncertified in math and science and English as a second language, this is a godsend."

The National Education Association, the nation's largest teachers union, said yesterday that it had not yet seen the report and so would not comment even on whether it supported the notion of a national test.

The report also calls for creating a national core curriculum for what teachers need to know, much like the standards that states have begun using to test students over the past few years. New teachers in California, then, would be held to the same standards as those in Connecticut, and teachers certified in any one state could teach in any other. The lack of portability for current teacher certificates, the union report says, has made it hard for many states to recruit new teachers.

The report, "Building a Profession: Strengthening Teacher Preparation and Induction," also calls for raising entrance requirements for teacher education programs, demanding that students have a college grade point average of 2.75 initially, with a requirement for a 3.0 average phased in over time.

Prospective teachers would also have to have a major in the subject they wanted to teach. The proposal would also expand teacher education programs to five years, with the fifth year devoted to observing and working in schools under the tutelage of more experienced mentors.

Who would administer the test, and what the standards would be, remained to be worked out. But the union suggested the National Board for Professional Teaching Standards, a private group that for about a decade has offered intensive and rigorous certification for teachers who want to achieve master status, or an organization like the Educational Testing Service, which administers college entrance exams.

Educational Testing Service administers the Praxis exam, the teacher test considered relatively basic and used by many states. Most states also set a low passing grade, allowing those who leave even half the questions blank to pass.

Last year, a report on teacher tests by the Education Trust said most state exams for elementary school teachers require only 9th or 10th grade knowledge to pass, and those for high school teachers

require only about an 11th- or 12th- grade education.

Some have feared that requiring tougher tests will hurt states' efforts to recruit enough teachers. While the Education Trust praised Massachusetts for its a rigorous teacher exam, 59 percent of prospective teachers failed the first test, given two years ago. In California, where an initiative to reduce class size required thousands of new teachers, schools in Los Angeles ended up giving "emergency certification" to about 2,100 teachers who had no practical experience and had not passed a basic credentialing test.

But advocates of reform hope that making it harder to get in can improve the esteem of a profession long plagued by the snide adage, "Those who can't do, teach," and thereby attract more, and more qualified, candidates.

"What it shows is that unions care about **teacher quality**, and that's a statement they need to make," Mr. Levine of Teachers College said. "There are too many politicians out there who regard unions as the single largest obstacle to reform."

The report makes no mention of higher salaries, a more common union proposal. But Ms. Feldman, the union president, said that it was clear that if teachers were asked to meet higher standards they would have to be paid better.

Reform advocates, too, say there is still room for more far-reaching changes. Suggesting tests for prospective teachers, Mr. Levine said, is a low risk for the union because it does not affect any members.

"Is this the whole loaf? No," he said. "There ought to be assessment of teachers throughout a career, in the same manner there is in other professions."

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December 6, 1999

SECTION: FEATURES; Blaming Teachers; Pg. 41**LENGTH:** 4731 words**HEADLINE:** REFORMERS DEMAND A BETTER CLASS OF TEACHERS, BUT REWARDING THE GOOD AND WEEDING OUT THE BAD IS TRICKIER THAN IT SEEMS**BYLINE:** BY RICHARD ROTHSTEIN**BODY:**

Are inadequate teachers causing schools to underperform? A 1998 Harris poll finds that, by a ratio of over six to one, the public thinks improving **teacher quality**, not instituting vouchers or charter schools, is the key to school reform, more important than standardized testing, better curricula, or smaller classes. President Clinton complains that there ought to be a "process for removing teachers who aren't competent" and proposes denying federal funds to schools that hire unqualified teachers. We "can no longer fiddle around the edges of how we recruit, prepare, retain and reward America's teachers," says Education Secretary Richard W. Riley. "A growing number of school districts are throwing a warm body into a classroom, closing the door, and hoping for the best."

We have bemoaned **teacher quality** at least since "A Nation at Risk," the 1983 report of the Reagan administration's Department of Education, concluded that America was economically uncompetitive with Europe and Japan because of inferior schools. That charge soon proved ridiculous. And the report's claim that "teachers are being drawn from the bottom quarter of graduating high school students was always nonsense; virtually no youngsters from the bottom quarter of high school seniors go to college, much less become teachers. Yet the prescriptions of "A Nation at Risk" have, if anything, gained in influence since the report was published -- particularly the insistence that our poorly trained teacher force desperately needs upgrading.

Today a widely accepted syllogism goes something like this:

- * Student performance is unsatisfactory because most teachers are themselves pretty dumb. (If they're not the least talented high school grads, then they must be the least able college students.)
- * Traditional certification encourages hiring academically inferior teachers because it requires courses in pedagogy, not academic content.
- * Once inferior teachers are hired, tenure and unions make getting rid of them impossible.
- * Thus, to improve student outcomes, districts need to break the lock of both education schools and unions, by recruiting bright college grads uncorrupted by "methods" courses and by allowing principals to fire teachers who can't raise student test scores.

Versions of this story are now being advanced by both the New Democrats' Progressive Policy Institute (PPI) and the Thomas B. Fordham Foundation, a conservative group led by former Reagan education official Chester Finn. Their get-different-teachers approach to education reform seems to have enormous appeal, perhaps because most parents remember at least one horrible teacher who may have had no business in the profession. But we don't really know if children typically must endure one bad teacher -- or, say, five -- out of the 15 or more they usually have before high school. If it's only one, quality control in education would seem to be on a par with well-run institutions in other fields. In this case, what's needed is not a whole new teaching corps but ongoing efforts to improve overall instructional quality and to weed out the few teachers who don't belong. If, on the other hand, children typically have more than an occasional bad teacher, gross dissatisfaction with public schools may be justified. This is precisely what the critics assume, but there is no basis for their assumption. Anecdotal and polling evidence actually suggest the opposite: In the Harris poll, most Americans (69 percent) considered their communities' teachers to be well or even highly qualified. In the absence of data, it is quite premature to suppose that the problem of **teacher quality** is as dire as the critics say -- or as simple to solve.

In fact, nobody has figured out how to disentangle the effects of teachers on school achievement from the effects of families, economic circumstances, or school culture. [See Richard Rothstein, "Charter Conundrum," *TAP*, July -- August 1998.] Even if we could isolate an individual teacher's responsibility for student performance, we couldn't quantify precisely what good teachers do to generate achievement and thus couldn't easily test anyone for it. Elevating overall teacher effectiveness and removing poor teachers from the profession require one-on-one evaluations of teachers and teacher candidates by qualified professionals. This kind of nuanced supervision is a far more expensive approach than reformers like Fordham and PPI are prepared to contemplate.

A pernicious mix of myth and reality underlies the campaign against teacher inadequacy. It needs to be examined.

BOTTOM OF THEIR CLASS

Consider the now-conventional assertion that, as PPI puts it, "students who enroll in teacher education programs in U.S. colleges tend to have lower scores on SAT and ACT exams than those in virtually all other programs of study." This claim usually originates with analyses of voluntary questionnaires distributed by the Educational Testing Service (ETS) with SATs, showing that high school juniors and seniors who plan to major in education have lower average scores than classmates who plan arts and sciences majors. Yet high schoolers announcing intended majors may eventually major in other fields; majors in education may not attempt to become teachers or may fail qualification tests if they do try to teach; and arts and sciences majors may teach after taking courses in pedagogy or (increasingly) after earning a master's degree in education. High schoolers' SAT questionnaires provide no useful information about the abilities of actual teachers. Another common analysis -- of the SAT scores of entering freshmen at colleges that graduate teachers -- isn't much help either.

ETS studies of actual teachers in fact show their academic abilities comparing favorably with those of other professionals. Analyzing the 1992 National Adult Literacy Survey, ETS found that the verbal scores of teachers are higher than those of managers but similar to those of lawyers, engineers, accountants, and social workers. In quantitative skills, teachers are on a par with most other managers and professionals. ETS also looked at the high school SAT scores of those who later passed Praxis tests, used by many states for licensing teachers. High school teachers who passed Praxis tests in math, social studies, foreign languages, science, and English had higher SAT scores than college graduates generally. Teachers who passed Praxis tests in physical education, special education, elementary education, and art and music had lower SAT scores.

Though claims of low teacher ability are unfounded, bright teachers with higher than average scores do generate higher student achievement. We know, for instance, that students with high math and reading scores are likely to have had teachers who themselves had high scores. James Coleman's 1966 analysis "Equality of Educational Opportunity" made this argument. It was reinforced in a widely circulated study of Texas student achievement, published by Kennedy School scholar Ronald

Ferguson in 1991. Reports by Dominic Brewer of the RAND Corporation and his colleagues confirm that teachers with high test scores probably improve their students' scores.

But it doesn't follow that good teachers succeed because they have a deeper understanding of the subject matter or that they can succeed without the pedagogical skills that teacher-training institutions should impart. There's a plausibility to the notion that you can't teach what you don't know, but most teachers cover material far less advanced than that distinguishing high from low SAT scorers. It's just as plausible that brighter teachers succeed not only because they have superior content knowledge but also because they can better diagnose learning difficulties; are more flexible in adapting to students' varied learning styles; make more balanced decisions about when to work with students individually, in groups, or in whole classes; and can judge when it makes sense to wait patiently for a child's answer and when to move on. College grads with high SAT scores but no training in pedagogy are unlikely to have these skills.

BYPASSING THE ED SCHOOLS

There may nonetheless be merit in bypassing traditional undergraduate education schools. In 1986 the Carnegie Corporation's Task Force on Teaching as a Profession recommended that all teachers major in academic subjects as undergraduates, not in education, and then obtain a master's degree in pedagogy before being licensed to teach. A consortium of university education deans (the Holmes Group) advanced a similar proposal, that instructors with a bachelor's degree work only under the direct supervision of professional teachers who have postgraduate pedagogical training. In 1996 a National Commission on Teaching and America's Future, organized by Linda Darling-Hammond, revived and promoted these recommendations. They still make sense.

Recruiting people who didn't originally train to be teachers also makes sense, where programs include serious preemployment pedagogical training and intense supervision of initial teaching. However, many alternative-certification programs offer neither. Best known is Teach for America (TFA), founded by Princeton graduate Wendy Kopp, who took pride in her lack of professional training and teaching experience, arguing that states should "abolish licensure laws altogether." TFA assumes that enthusiastic college graduates can be effective after attendance at its summer workshop, mostly designed and led by other recent recruits. Indeed, some TFA teachers have been successful, but others have not. Faced with the realities of classroom life, TFA recruits bail out more rapidly than typical beginning teachers. Many TFAers graduate from elite universities prior to being assigned to inner-city schools. As Linda Darling-Hammond observes, "Never having had difficulty learning themselves, they cannot figure out . . . what to do when a lesson does not succeed." TFA's defenders argue that, given the shortage of inner-city teachers, the alternative to a TFAer is not a properly trained teacher, but a substitute with no training at all, and that some TFA recruits remain in the profession, continue to acquire training, and become unusually creative teachers. But despite these successes, longterm teaching stints have not been the program's primary goal. Instead, TFA has promised idealistic college grads meaningful teaching experiences for a couple of years before they embark upon "real" careers. While senior teachers are not always better than junior ones, and teachers do not gain effectiveness in direct proportion to experience, skill does tend to grow during a teacher's first 7 to 10 years. If teachers generally don't hit their strides for nearly a decade, then TFA is not the best model.

Alternative certification for older career-changers also should require rigorous professional training. Experience as an accountant or business manager can't substitute for knowledge of child psychology, pedagogical theory, and classroom management tools. One promising approach was the federal Troops to Teachers program implemented in 1994. Troops to Teachers provided \$ 5,000 stipends to military personnel with a bachelor's degree to enroll in teacher-training programs, and then it subsidized districts to hire those who gained certification. While program quality varied with the rigor of state certification programs, there was less attrition among the 3,000 Troops to Teachers than among TFA recruits. The ex-military personnel were also more likely than existing teachers to have hard-to-staff specialties like math, science, and special education; to be members of minority groups in which teacher shortages are especially acute; and to be willing to teach in inner cities or rural communities. The Clinton administration has proposed expanding this program, but its future in Congress is uncertain.

MENTORING ON THE CHEAP

Even with pedagogical training, talented recruits flounder without support. Critics and policy makers alike agree on the need for a more highly paid corps of "mentor teachers" to develop young teachers' competency, evaluate more senior teachers, partner with less experienced teachers to remedy deficiencies, and recommend additional training or, in extreme cases, removal from the profession. What is not widely acknowledged is that this reform would create a new and expensive school supervisory structure. Because mentors cannot observe, diagnose, and collaborate with junior teachers while instructing their own students, the costs of mentoring include not only bonuses paid to mentors, but also salaries for replacements in their classrooms.

Curiously, many mentoring advocates also denounce what they regard as schools' excessive administrative spending. Yet schoolteachers are the most undersupervised professionals in the nation. A recent law school graduate, hired as an "associate," typically works for seven years preparing briefs, meeting with clients, even trying cases under the tutelage of senior partners. Partners rarely (except in some New York megafirms) oversee more than one associate at a time, and they may spend 25 percent of their time on this mentoring. Similar relationships characterize accounting, architecture, and medicine. Few corporate managers have more than four or five "direct reports" (the junior executives under their supervision). At *The American Prospect*, five senior editors devote much of their time to mentoring four writing fellows plus other junior editorial employees -- about a 1:3 ratio.

But public school supervisory ratios are typically closer to 1:20. A principal may supervise 20 teachers or more, evaluating each by making a few brief classroom visits. In larger, better funded schools, assistant principals may help, but the ratios remain much the same. Training and evaluation compete for administrators' time with disciplinary crises, parent meetings, and administrative tasks. Teachers who claim they're not "treated like professionals" are right. No junior lawyer would ever handle 25 important client cases behind closed doors, with only twice-yearly peeks by supervising attorneys.

Yet imagine a system in which skilled teachers are mentors to junior colleagues. Imagine that each mentor could, if functioning full time in this role, simultaneously supervise five junior teachers by demonstrating model lessons, observing junior teachers at work, jointly diagnosing student needs, recommending and discussing professional literature. Imagine that, when removal of junior teachers is the only reasonable option, mentors are given time to document deficiencies, prepare necessary paperwork for due-process hearings, and either counsel junior teachers to resign or testify regarding their unsuitability. Imagine that half the regular teachers in a school are sufficiently senior and talented not to require such supervision and that mentoring roles continue to be shared with principals and assistant principals. Still, this model could require the number of school professionals to grow by 10 percent. At current salaries -- accounting neither for the next decade's anticipated enrollment growth nor for efforts to reduce class size -- the annual cost of replacing mentors in their classrooms could be more than \$ 13 billion.

Mentoring is the one reform likely both to improve average **teacher quality** and to remove the worst cases of malpractice. But nowhere in America have enough mentors been relieved of teaching responsibilities so they may do either job effectively.

IMMOVABLE INCOMPETENTS

To be sure, incompetent teachers are hard to remove [see Kate Cambor, "Bad Apples," *TAP*, September -- October 1999], and it's not just union protections and public employee codes that are to blame. In a recent study of inner-city Catholic schools, Martin Carnoy, Louis Benvenista, and I were surprised to discover that, even here, underperforming teachers were rarely dismissed because archdiocesan legal departments, fearing lawsuits, imposed due-process protections nearly as extensive as in the public sector.

Horror stories abound of districts spending small fortunes on hearings to dismiss incompetent

teachers. But districts' hesitancy to fire incompetent teachers, when counseling fails, has little to do with the costs of arbitration. In fact, if school districts effect one involuntary termination per thousand teachers per year, and if formal procedures cost \$ 100,000 in legal fees (far less is typical), this cost is only \$ 100 per teacher per year -- worth every cent if it gives greater credibility to more routine mentoring procedures.

No, it's the costs of effective supervision that frustrate good personnel management. Most discharge-for-incompetence cases fail because districts are forced to defend inconsistent practice. Typically, a new tough principal takes action against a teacher whose incompetence was tolerated for years. Or a principal attempts to remove a teacher whose incompetence is no greater than that of others in the district. Winning arbitrations requires demonstration of consistent practice, which is impossible unless every teacher is supervised and is given opportunities to improve -- or progressive warnings about failure to do so. None of this can happen with current school supervisory ratios.

Some districts (Rochester, Toledo, and **Columbus** are best known) have implemented peer-review programs to enhance supervision, but under most state bargaining laws, peer-review mentors cannot recommend discharge of incompetent teachers without themselves becoming supervisors, legally ineligible for union membership. Consequently, mentors have not been given this essential power, and peer-review districts have had little success in removing incompetent teachers. The lack of results threatens to discredit the whole idea of mentoring.

Overwhelmingly, however, it is the looming shortage of teachers that defeats virtually every reform idea for improvement of **teacher quality**. In the next decade, the baby boom "echo" will add 1.5 million schoolchildren to the nation's classrooms. At the same time, many existing teachers will be retiring -- one-fourth of today's teachers are over age 50, two-thirds are over 40. These trends alone require hiring 200,000 new teachers annually over the next 10 years -- five times the recent rate.

Moves to reduce class size will further exacerbate this shortage. Based on limited but probably valid research showing that students benefit from small classes in primary grades, the states and the Clinton administration are rushing to fund this reform. In the context of the current shortage, this could be disastrous, as California recently demonstrated.

In 1996 -- after years of stagnant school spending, with classes among the largest in the nation -- California suddenly appropriated \$ 1.5 billion to reduce class sizes to 20 in grades K-3, with additional appropriations in subsequent years. But when classes were suddenly reduced from 30 to 20, demand for primary grade teachers instantly jumped by 33 percent. With rapidly rising enrollments and too few qualified teachers, the new policy caused a calamitous churning and redistribution of teachers.

Vacancies appeared everywhere. The best and most qualified teachers could choose districts in which to work, and they took newly created positions where conditions were considered more favorable -- fewer children "at risk" of failure, more coming to school ready to learn, fewer discipline problems -- or in districts closer to their suburban homes. As the best teachers abandoned inner-city assignments, urban schools had to hire teachers without credentials or training. Statewide, one-fourth -- and in Los Angeles, two-thirds -- of new teachers hired to reduce class sizes lacked credentials. The most disadvantaged children traded large classes with more skilled teachers for small classes with those less skilled.

WISHFUL THINKING ABOUT SALARIES

Today's reformers are much taken with economists Dale Ballou and Michael Podgursky, who argued in a 1997 report that widespread teacher inadequacy can't be remedied with raised salaries. Union-inspired salary schedules, they said, will prevent schools from focusing new funds to attract more effective teachers. Rather, districts will distribute raises among all teachers on the schedule, wasting money on low-ability teachers already employed. Ballou and Podgursky claim that raising salaries could even result in lowering teachers' average effectiveness because higher pay would dissuade existing teachers from quitting; seeing fewer vacancies, more talented college students would decide against pursuing teacher training.

The warning about too few vacancies to attract high-ability candidates is curious, given the gargantuan teacher shortage we are facing. In such a market, teacher salaries cannot help but be a crucial factor in recruitment. Because professions are not fully comparable, we can't estimate precisely how much teacher pay must increase to influence both career changes and the initial decisions of bright students contemplating alternative careers. But managers and administrators, for example, whose average literacy level is below that of teachers, currently earn, on average, about \$ 30,000 more per year.

It will also take substantially higher salaries to address the qualifications gap between suburban and inner-city teachers, accelerated by union contract provisions that give teachers a seniority right to fill vacancies in more "desirable" schools. Thus, within metropolitan districts, experienced teachers flock from inner-city, poor, and minority schools to predominantly suburban, middle-class, and white schools. Making matters worse, cascading seniority moves -- each opening a vacancy for another teacher to occupy -- may not conclude until the beginning of the academic year, leaving districts to fill last-minute vacancies with uncredentialed applicants in locations where teaching skill is most critical.

It is no use to demand, however, as many critics do, that unions abandon these procedures. Teachers who have accumulated experience should have opportunities, if they wish, to teach where discipline is easier, children come to school more ready to learn, and schools (and teachers) get public credit for students' easier-to-achieve successes. Not all experienced teachers want this, but those who do will only seek openings elsewhere if they are prevented from exercising seniority rights to choose assignments within their districts, or they will abandon the profession altogether.

The alternative is pay differentials for hard-to-staff schools. Some local unions have agreed to these, although amounts have usually been token, insufficient to equalize teacher experience between schools attended by poor and middle-class children. New York City, however, has recently offered 15-percent bonuses to teachers who volunteer for its 40 lowest-scoring schools. For experienced teachers, this could amount to \$ 7,500 a year. If substantial numbers of teachers accept the offer, and if it is extended to all inner-city schools now staffed by inexperienced teachers, massive new funds will be required.

In fields with the most serious teacher shortages -- math, science, bilingual studies, and special education -- the solution is the same. There is even stronger sentiment in public education against these kinds of pay differentials. Unions earlier fought to establish single-salary schedules to replace the separate scales for better-paid (mostly male) high school teachers, and lower-paid (mostly female) elementary teachers. But today, paying high school physics teachers more than fourth-grade classroom teachers does not imply that high school physics is more important than fourth-grade reading. Rather, it signals a market imbalance requiring a market response. If college students and other professionals respond to higher pay by flocking to hard-to-staff schools and fields, differentials can always be reduced.

ACCOUNTABILITY

PPI and Fordham believe that **teacher quality** can be ensured only if principals and teachers are held accountable for student performance -- rewarded for high achievement and replaced when performance is inadequate. They are right. But how to measure performance? The most popular methods -- standardized reading and math tests -- are dangerously flawed. Because we want a variety of outcomes from schools (good citizenship, ethical behavior, creativity, health, physical fitness, teamwork, and personal responsibility as well as literacy and numeracy), holding principals and their teachers accountable only for math and reading skills, which are the easiest skills to measure, creates perverse incentives to ignore the rest.

Even if we look only at basic skills, it's nearly impossible to judge a school staff's effectiveness by test scores. Most score variation results from family influences, not school effects. A principal and teachers in a middle-class community with high test scores may be less effective than a principal and teachers in a disadvantaged community with low scores. In poor communities where students move

frequently, it's hard to know which school is responsible for which students' outcomes. Scores in any year are the cumulative product not only of that year's teachers but also of those in each prior grade.

For 75 years, state legislatures have made sporadic attempts to implement performance bonus plans for high-performing schools and merit pay plans for superior teachers. Most have been abandoned after short trials, defeated by controversy over whether award criteria were really within schools' or teachers' control. The conservative Fordham Foundation along with the Education Trust, a liberal advocacy group for poor and minority children, now argues that districts can overcome these problems by utilizing statistical methods developed by Professor William Sanders of the University of Tennessee. Sanders compares teacher (and school) effectiveness by measuring the "value added" by each teacher each year, the gain between last year's and this year's scores. Yet "high value-added" Tennessee schools seem more often to have high proportions of middle-income students. Perhaps Sanders is onto something, but the possibility remains that his method measures student social class as much as teacher or school effectiveness.

We have little choice, therefore, but to rely on supervisory judgments regarding which teachers are effective and which should be removed, and on superintendents' judgments regarding which principals are suited to make such decisions. Many superintendents have little understanding about how to select and evaluate good principals, arguably their most important task. This problem must be solved before **teacher quality** can be addressed successfully.

Holding schools accountable for results requires more than frequent testing. It requires adequate supervision, consistent leadership, and well-designed incentives. It requires schools organized around a nuanced conception of high achievement, with principals and mentor teachers chosen because of their ability to establish a school culture that responds to rewards for high achievement, unquantifiable though it may be.

For this model, we've got to fund salary increases to attract college students to teaching, though some of this new money will unavoidably "leak" to teachers already employed. Money is needed for higher salaries in hard-to-staff fields and locations, recruitment of even more teachers to replace mentors who move out of full-time classroom roles and into supervisory ones, class-size reduction for the most disadvantaged children, and expansion of public schooling to preschool years, especially for at-risk youth. Even if average teacher salaries increased by only \$ 10,000 annually to compete with other professions, the bill for these reforms could easily total \$ 50 billion a year, politically a nearly inconceivable increase of almost 20 percent in what schools presently spend. Attacks on teacher ability are cheap; providing the teachers our schools need will not be.

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Ignoring Standards

by AFT President Sandra Feldman
August 1998

Officials should stop hiring unqualified new teachers -- now.

Everyone claims to care about teacher quality. But you have to wonder when the people in charge of maintaining teacher-quality standards are so often willing to undercut them.

Look at the recent comedy of errors in Massachusetts. Officials there finally decided to give a qualifying test for new teachers. It wasn't rigorous, but the state at least set a decent passing mark (77 percent). Passing this kind of basic test doesn't guarantee that someone will be a good teacher, but it will tell you if the person can spell or write or do basic math.

When 59 percent of these prospective teachers didn't make the grade, state officials' response was to *lower the passing score*. Then, when there was a public outcry (which included AFT leaders), the state flip-flopped and reinstated the original passing score.

"Labor Day Specials"

So Massachusetts K-12 students were saved from having some new teachers who can't write a coherent paragraph and who think the word for what you do with a ruler is spelled "messure." But what does this incident tell you about how fragile the standards for becoming a teacher are--and how ready officials are to lower them?

I'm not just talking about Massachusetts, either. In districts where the conditions are rough and the pay is low--in other words, districts serving our poorest and neediest children, the ones who need the best teachers--schools often end up getting the least qualified new teachers. (We call them "Labor Day Specials.") They are hired with "emergency credentials" or misassigned to classes they weren't trained to teach.

And this problem will get worse. Many of the skilled and experienced teachers now in our schools will soon be retiring. That means hiring two million new teachers over the next decade. Where will they come from and how capable will they be? Will we see a continued lowering of standards as district officials scramble to fill those positions?

Advocates of "alternative certification" say the solution is easy. We should get rid of teacher standards altogether because the "bureaucratic red tape" involved in certification turns off many qualified people--eager young college graduates, brilliant historians, retirees from the military, and, my personal favorite, geniuses like Albert Einstein.

Now, I fully support good alternative certification programs that bring talented career-changers into teaching, or young graduates like the ones in Teach for America. But people who enter teaching by one of these avenues are often

clueless about how to teach, so they need to be supervised by expert teachers. And if they decide to make teaching their career, they should demonstrate that they *can* teach--just like other would-be teachers. Knowing your subject is essential, but you also have to know how to put it across to kids.

But those who think that programs like these will take care of the teacher-quality problem are not looking at the realities of the situation. In districts where attracting new teachers is already a chronic problem, "alternative" means "emergency." It means lowering standards, allowing any warm body to teach. The sad truth is, there aren't enough Einsteins or former military officers--or even idealistic young graduates--who want to become public school teachers.

So let's get serious about teacher standards. State and local education authorities should stop all emergency credentialing and out-of-field teaching, starting *now*. And they should allow parents whose children are in classrooms with "emergency" teachers to transfer their children to another classroom or public school with qualified teachers.

Make the Crisis Visible

Officials will insist that this will cause a teacher shortage crisis. But we already have a crisis in districts where lowering teacher standards is common; this will simply make the crisis visible. And if a bigger shortage of teachers results, the AFT stands ready to help.

Our locals can negotiate financial incentives that will encourage certified teachers to take on extra classes or become cross-certified in fields where there's a shortage. Incentives could also persuade some accomplished teachers who are retiring to stay on. Or retirees could teach part time. If there's a will, we will find the ways.

In the long run, policymakers have to face the deeper problem of attracting top-notch college graduates into teaching--salaries that value teaching would be a good start. Right now, we have to insist that the people in charge don't allow just anyone to teach our children. It doesn't take an Einstein to see the wisdom of that.

American Federation of Teachers, AFL-CIO - 555 New Jersey Avenue, NW - Washington, DC 20001

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Where We Stand

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Two Million Teachers

by AFT President Sandra Feldman
October 1998

**Salaries, as any
teacher will tell you,
are not the main problem.**

A spotlight has been turned on teachers this school year, illuminating some dark corners of the world in which they work--inadequate pay, little professional support, difficult working conditions. It's also caused a sudden flurry of concern: Over the next ten years, we will need to hire 2.2 million new teachers. Where will we find them?

With serious shortages already hitting many districts--especially those where the need for good teachers is greatest and the pay and conditions are the worst--some boards of education have come up with the bright idea of offering signing bonuses to attract new teachers. Hey, if it works for sports stars and CEOs, why not?

Sign Here!

Baltimore's lure was \$5,000 towards a house closing (for new teachers willing to live in the city), plus \$1,200 in moving expenses. Detroit offered \$3,000 just for signing on the dotted line. The Massachusetts incentive, far and away the most generous of any I saw, put up \$20,000 over four years for 100 of the top candidates.

Easy Come, Easy Go

Though surely this is an idea worth trying, there is a little problem. What will keep these teachers from quitting when the bonus is spent if salaries remain low and working conditions don't change. Right now, the attrition rate is 22 percent overall in the first three years and nearly 50 percent for teachers in urban schools. Women, the majority of teachers for years, now have many more options than they did a generation ago. Other professions more attractive to young talent are wide open to them; and the wage differentials are painfully obvious.

Teachers' salaries have risen in recent years, thanks to the efforts of teacher unions, but not as far or as fast as they need to do in order to make teaching competitive with other fields. Other countries manage to pay teachers wages that reflect the important job they do--in Japan, for example, teachers are the highest paid civil servants. The relatively poor pay of U.S. teachers is an embarrassing but accurate reflection of our society's priorities and our shameful neglect of children, especially our poor children.

Low Tech

And salaries, as any teacher will tell you, are hardly the main problem. There are all the small--and large--things that make the job tough. Not having enough materials and books and supplies, for example. Teachers often spend hundreds of dollars of their own money to make sure their students

have what they need.

We talk a lot about computers, about the sophisticated and powerful technology that links us to the remotest parts of the globe. Yet most teachers, if they want to call a parent about how her kid is doing in math, have to go down the hall and wait in line for a telephone.

Kids Know the Score

I've been in countless classrooms where I've asked youngsters how many would like to be teachers. Sometimes not a single hand goes up. Do we think bright college students aren't put off by the teacher-bashing they hear and see in the media. Do we think they haven't noticed for themselves the working conditions their teachers had to put up with--and the often lousy pay?

In a Bind

Young people who want to teach want to help children. They want to do meaningful work, to make a difference. They also want to support families and feel successful.

The school districts offering the incentives are on to something. If you want to get the best, you need to make it worth their while. Otherwise someone else--some other school district (some other profession)--will grab them. But it's foolish to think that attracting talent is enough. What kind of baseball team would hand out signing bonuses and expect a championship team at the same time as its players had to work for less money than other professional athletes--and play on poorly maintained fields with outmoded equipment. No one would try this in baseball. Why should we think it will work in the schools?

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SANDRA FELDMAN
President

4/27/00

Andrew -

Hope this is helpful -

If you need me and
can't reach me -

you may want to
talk to Bella
Rosenberg, who
pulled this together
for me.

Sandy

Where We Stand, New York Times column, May 1, 1983

It [the National Commission on Excellence in Education] said the curriculum was too soft and had to be strengthened . . . it said standards were too low and urged that "schools, colleges, and universities adopt more rigorous and measurable standards and higher expectations for academic performance and student conduct". . . Some are criticizing the Commission for painting too bleak a picture of American education . . . But the Commission was right to sound the alarm. We have a long way to go, we need a lot of support to get there, and we better start right now.

Al Shanker speech to AFT QuEST Conference, Washington, D.C., July 1989

We as a nation have not sat down to figure out what students should know and be able to do. We have fragmented standards in which 50 states and 16,000 separate school boards separately determine what type of math and science a student gets and what the curriculum and textbooks are . . . Our standards are very, very low.

Where We Stand, New York Times column, September 17, 1989

"What should the Education Summit try to accomplish? What needs to be on the agenda? . . . The top of the agenda should be the issue of national goals and standards and a system of assessments to go along with them. We've had a school reform movement going for six years now, and we still haven't decided what our students should know and be able to do -- in fact, we've hardly opened the discussion . . ."

Where We Stand, New York Times column, March 29, 1992

[Critics of establishing standards and assessments who] point to the fact that all of our kids are not equally prepared are absolutely right . . . But people who say the kids won't be able to do it are wrong . . . Holding out on establishing standards and assessments . . . is an excuse for doing nothing -- for maintaining the status quo -- and that would be terribly unfair to all our students.

Al Shanker speech to AFT Convention, Pittsburgh, August 1992

[Standards are] a very important issue and something we need to talk to parents about because they will understand the notion that if we don't know where we are going, we will not get there. The idea of having a vision of what we want youngsters to know and be able to do is something that we don't have now and need to move toward.

Two Decades Ago: Al Sounding the Alarm

ABC News Issues and Answers / September 12, 1976

Mr. Shanker: I think that the curriculum over the last ten or fifteen years has gotten kind of soft. We had student protests in the 1960s and many schools capitulated and said, "All right, you don't have to take math any more, you can take 'Learning to Live and Play Well with Each Other.' You don't have to take English any more. You can take a 'Sitting and Happily Listening to Records' course."

Mr. Clark: "We don't care how much you learn as long as you like it"—is that it?

Mr. Shanker: That is right. The notion that it had to be relevant to the student at that given moment rather than relevant after the student developed the basic skills—that is one part of it.

I think another part is the increasing violence in our schools. Teachers often have to be preoccupied with a single child in a classroom who is violent or who is sick and who takes up an inordinate amount of time and attention in that particular classroom. Until we find some kind of way of helping that child and freeing the teacher and the other children to go ahead, we are wasting a lot of money—because we are spending money for a school, a classroom, children, teachers, and books, and that teacher spends all the time on one child.



Excellence and Equity



*From remarks to NYSUT Representative Assembly
New York City / March 1982*

The crucial thing that will determine whether this organization is really going to bring back education is not whether we bring back excellence. We will and we have to or the public will abandon us. But the fight that we have to maintain during this period of time is to say to Ronald Reagan, "You know, you were right, we should have tests; we should have standards and we should take care of discipline problems. But you know something else. We are not going to abandon the kids in wheelchairs and we are not going to abandon the non-English speaking and the poor. We are going to continue working for those who most need it, just as we always have, but we are going to do it without sacrificing the quality that we need in education. We are going to do both. We are not going to trade one off for the other." 



We Told the Truth When Things Were Bad

*Convention Proceedings
Boston, Massachusetts / July 1990*

I'm often criticized because I talk about what's wrong with the schools as I travel around the country talking to many of you and also to many business people and others. Often people come up to me, many members in our leadership—and I understand why they do it. They wonder, "Why should you, Al, be saying these things? If you go around saying how bad things are in the schools, don't you think that there's going to be a loss of confidence? Don't you think some teachers will think this is teacher bashing? If you talk about how poorly the schools are doing, doesn't that mean that the teachers are doing a bad job?"

Well, I look at it a little differently. First of all, I think if you get a reputation for telling the truth even if the news is bad, other people develop confidence in you. For example, some of you weren't around then or are too young to remember, but during World War II, for the first part of the war, Hitler was winning the whole thing and the news was all pretty bad.

The British Broadcasting Company every night broadcast the news around the world, and they said things like, today the enemy killed 5,000 British soldiers; today they sank three of our ships; yesterday they sank two of our submarines. People thought that the British were crazy. Why are they broadcasting all over the world that their own ships are being sunk and their own submarines and their own soldiers were being killed?

Well, the BBC knew what it was doing because when we started winning the war and the British said, today we advanced 20 miles and we destroyed so many German airplanes, so many German tanks, people believed them. Because the BBC told the truth when they were losing, people believed them when they were winning.

And I think we need to adopt precisely the same philosophy. Would the public have more confidence in doctors if doctors went around saying, well, the AIDS crisis isn't really very serious, don't worry about it? Would we have more confidence in the police if they said, well, crime is really exaggerated, don't worry about it?

We can get faith and confidence in us as teachers and as an organization if we are the first to bring people the news, whether it's good or bad. And the news has to be the truth. And if we tell them now that things are bad, then when we see that things really are improving, they'll know that it's just not public relations. They'll say, the AFT, Al Shanker, when things were bad—they told us that the kids couldn't read and they couldn't write and they couldn't do mathematics. And now, when they come and they say it's getting better and improving, we believe them because they told the truth when things were bad. And we need to see that. I know it's tough, but we need to explain that to our members.

Like Al -
Clinton told
the truth when
things were
bad - public
did believe
him now that
things are better.

line?

• "Why Smith Decided To Call in the Cavalry: Baltimore Schools Convinced D.C. Superintendent There Is a Way around Bureaucracy" (*Washington Post*, December 14, 1993). You haven't heard of EAI before? This makes clear that they are a bunch of heroic rescuers.

• And how about this headline from the *Hartford Advocate* (June 23, 1994) for letting readers know well in advance who they should be rooting for: "Will the Pols Blow School Reform?" (The story continues, "The question now is whether Hartford's warring pols will squander the most promising opportunity to reform the schools in years.")

Lots of media coverage insisted that the union had opposed EAI from the start. This approach injected an element of drama into the stories—if EAI is having trouble, it must be because of an adversarial relationship with the union rather than its own incompetence. The fact is, EAI won its first public school contract at South Pointe with the support of the union. And though Baltimore was a different proposition from South Pointe, we supported EAI in Baltimore, as well—until it became clear that they were behaving more like authoritarian bosses out of Charles Dickens than modern employers in the knowledge industry. What about Hartford? By that time, there was plenty of reason to oppose EAI, and we did. Nevertheless, they won a contract to manage the entire system. They lost it because they antagonized the very people on whom their success depended; I call that poor management.

Is EAI finished? Not unless people have decided that they need to deal with a business that manages schools the way they deal with any other business. And not unless the press has decided to stop hyping EAI's performance and start looking at it. Otherwise, EAI can go on courting school boards. And school boards, which are political creatures, are likely to be impressed by talk of cutting bureaucracy and squeezing out waste and fat, even though EAI has done nothing of the kind. (As I write this, the school board in Wappingers Falls, New York, is considering hiring EAI.)

The other day, a reporter asked me whether EAI's problems will keep other companies from entering the school management field. The answer depends on whose "problems" you are talking about. EAI's stockholders might not be interested in buying stock in another school management firm. The school systems that wasted time and money pursuing an educational dead end might think twice before hiring another EAI. But the problems undoubtedly look different if you are a member of EAI's top brass. Some of them, like founder and chairman of the board John Golle, are not losers. They knew when to sell their stock and when to hold on. So the school systems that believed EAI's

plausible lies are out time and money—and the youngsters in their schools have lost time they could ill-afford. But the people who knew how to play the system? They have done very nicely, thank you.



It Works

Where We Stand / September 10, 1995

Last week, the AFT launched a national campaign for standards of conduct and achievement in U.S. schools. The public overwhelmingly supports these standards—and so do the people who work in the schools. But they haven't been heard.

Policymakers and reformers have gotten caught up in faddish and radical schemes for improving the schools, and they ignore what is obvious to people who work in the schools and to parents who send children there: Unless you have order and civility, not much learning will go on. And unless there are high academic standards, which students are expected to meet and helped to meet, school programs become trivial and meaningless; they do not prepare students to become responsible and productive members of society. Focusing on safe and orderly schools and high academic standards makes common sense, it works and it's long overdue.

What kind of teaching and learning can take place in classrooms where teachers have to spend their time dealing with students who are violent or who constantly disrupt the class by shouting obscenities and threatening other students? And yet, in too many schools, students who want to learn, and teachers, have no protection from this kind of thing. A school district may have a discipline code that is poorly written—or it may have none at all. But even an excellent code can only be effective if it is enforced, and many are not because school districts may be worried about their reputation or a court challenge. Or perhaps there is no place to send troublemakers but out on the street.

Safe and orderly classrooms are essential preconditions of learning. But we also need clear and rigorous academic standards. Students and parents—and all citizens—need to know that promotion from one grade to another and graduation from high school mean that academic standards have been met. They need to know that high grades stand for high achievement and a high school diploma means having the knowledge and skills essential for college and a good job.

Teachers, and the AFT, have supported high standards of conduct and achievement for a long time, but they can't bring it about alone. Parents and the public, across all demographic groups, have also said for a long time that safe and orderly schools and high standards

AFT's national campaign is about giving people the hope and the tools they need to get what they have been asking for.

in the core academic subjects are their priority. The 1994 Public Agenda Foundation survey, "First Things First," and the 1995 Phi Delta Kappa/Gallup Poll that I have discussed previously are only the most recent evidence. But individual parents and citizens, acting one at a time, have not been able to get school districts, their elected representatives, and reformers to make high standards of conduct and achievement a priority. Acting together, however, we can get the job done. And that's what the AFT's national campaign is about.

How will AFT's national campaign accomplish its goals?

In the first phase, we are concentrating on urging individuals and community groups at the local level to endorse the "Bill of Rights and Responsibilities for Learning" (see below) and to urge school districts to adopt it. We'll also work together to get school districts to establish or modify discipline codes so that they are clear, fair, and enforceable and to establish alternative educational placements for violent or chronically disruptive students. And we'll continue urging states and districts to establish clear and rigorous academic standards, helping them to do it and to ensure that students have the help they need to meet standards.

The second phase of the campaign will concentrate on making sure discipline codes are enforced and reviewing how current due-process procedures for students help or hinder fair and consistent enforcement, as well as beginning the process of tying promotion and graduation to meeting rigorous academic standards. Putting high standards of conduct and achievement firmly in place in our schools may also mean working together to change state and federal laws that stand in the way.

Last November's elections showed how angry people are because they can't seem to get what they want from their government. It is the same thing in education. Parents and the public strongly support public schools. They do not want to turn the schools over to for-profit

outfits, and they have repeatedly rejected vouchers. What they want, first and foremost, are safe and orderly public schools that focus on high academic standards for students. AFT's national campaign is about giving people the hope and the tools they need to get what they have been asking for.

A Bill of Rights and Responsibilities for Learning Standards of Conduct, Standards for Achievement

The traditional mission of our public schools has been to prepare our nation's young people for equal and responsible citizenship and productive adulthood. Today, we reaffirm that mission by remembering that democratic citizenship and productive adulthood begin with standards of conduct and standards for achievement in our schools. Other education reforms *may* work; high standards of conduct and achievement *do* work—and nothing else *can* work without them. Recognizing that rights carry responsibilities, we declare that:

1. All students and school staff have a right to schools that are safe, orderly and drug free.
2. All students and school staff have a right to learn and work in school districts and schools that have clear discipline codes with fair and consistently enforced consequences for misbehavior.
3. All students and school staff have a right to learn and work in school districts that have alternative educational placements for violent or chronically disruptive students.
4. All students and school staff have a right to be treated with courtesy and respect.
5. All students and school staff have a right to learn and work in school districts, schools and classrooms that have clearly stated and rigorous academic standards.
6. All students and school staff have a right to learn and work in well-equipped schools that have the instructional materials needed to carry out a rigorous academic program.
7. All students and school staff have a right to learn and work in schools where teachers know their subject matter and how to teach it.
8. All students and school staff have a right to learn and work in school districts, schools and classrooms where high grades stand for high achievement and promotion is earned.
9. All students and school staff have a right to learn and work in school districts and schools where getting a high school diploma means having the knowledge and skills essential for college or a good job.
10. All students and school staff have a right to be supported by parents, the community, public officials and business in their efforts to uphold high standards of conduct and achievement.



Keeping Public Education Together

Where We Stand / March 2, 1997

This final column of Al's, which appeared after his death, was taken from the conclusion of an earlier article entitled "Forty Years in the Profession."

Why do I continue when so much of what I've worked for seems threatened? To a large extent because I believe that public education is the glue that has held this country together. Critics now say that the common school never really existed, that it's time to abandon this ideal in favor of schools that are designed to appeal to groups based on ethnicity, race, religion, class, or common interests of various kinds. But schools like these would foster divisions in our society; they would be like setting a time bomb.

A Martian who happened to be visiting Earth soon after the United States was founded would not have given this country much chance of surviving. He would have predicted that this new nation, whose inhabitants were of different races, who spoke different languages, and who followed different religions, wouldn't remain one nation for long. They would end up fighting and killing each other. Then, what was left of each group would set up its own country, just as has happened many other times and in many other places. But that didn't happen. Instead, we became a wealthy and powerful nation—the freest the world has ever known. Millions of people from around the world have risked their lives to come here, and they continue to do so today.

Public schools played a big role in holding our nation together. They brought together children of different races, languages, religions, and cultures and gave them a common language and a sense of common purpose. We have not outgrown our need for this; far from it. Today, Americans come from more different countries and speak more different languages than ever before. Whenever the problems connected with school reform seem especially tough, I think about this. I think about what public education gave me—a kid who couldn't even speak English when I entered first grade. I think about what it has given me and can give to countless numbers of other kids like me. And I know that keeping public education together is worth whatever effort it takes.

Ohio School Funding Supreme Court Ruling – Draft Notes 5/2/00

DeRolph v. State of Ohio

Ohio Supreme Court handed the decision down in 1997 declaring school funding formula unconstitutional.

Court ordered State to fix fundamental funding problems immediately.

Republicans kicked a chunk of change toward school construction from the Tobacco settlement, budget surplus and bond issue in 1998.

Following this tinkering, they went back to court hearings in 1999.

The Court reheard arguments based on new changes by state, DeRolph's counsel still says it's not enough and doesn't address fundamental reliance on property tax.

Everyone expected new decision on state's progress to come last year, we're still waiting. (Court is R dominated and speculation is that they may stall through election year to protect candidates)

Republican plan right now is to do nothing, say they did enough and wait for new Supreme Court decision, because they want to be ordered to do something so they can blame court for potential tax increases.

Publicly they say they've done enough already, privately concede that they need to find a way to stabilize funding, including a compromise on funding formula.

Dems in the Legislature say that the "tinkering" of Gov. Taft and Statehouse Republicans with quick-fix cash will be ruled inadequate again by the Ohio Supreme Court as a solution to the inadequacies in school funding pointed out in the DeRolph Case.

The past Court decision demanded massive changes in the way localities and the state pay for schools because of massive inequities between districts.

The Republicans have not made any significant changes in the way schools are funded through property taxes – the underlying problem outlined in the DeRolph decision.

Ds argue that fairness and equity is important and every child should have right to fair and equal education regardless of where they live in the state.

No one in the public really understands how schools are funded anymore.

Everyone is also coming to agree that Proficiency Tests are not working and put too much stress on children at too young an age.

It is argued that it will take 18-20 years just to get school repairs in place for modernization, in that time another generation will be lost.

If the governor is allowed to appear with the President, and can make comments for his side, he may do it to get their argument out, if he's limited in his ability to speak he is less likely to participate. His main goal is to convince everyone that Dems are just splitting hairs over details of a funding plan, to say we all are in agreement but we are arguing in Ohio over fine points of financing. Dems say that they have fundamental differences at every level and that Republicans have not produced a substantive plan to address the problem.

See Attached Clips

The Columbus Dispatch

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STATE ASKED TO BOOST SCHOOL-FUNDING SHARE COALITION WANTS TO SPEED UP PROCESS

Date: Friday, April 21, 2000

Section: NEWS

Page: 03C

Byline: James Bradshaw

Source: Dispatch Statehouse Reporter

State
Funding

A

The coalition that succeeded in having Ohio's school-funding system ruled unconstitutional called yesterday for the state to pick up a larger share of the \$23 billion cost to fix the problem.

"I think personally that Gov. (Bob) Taft is in the ballpark on the total amount needed," said William L. Phillis, executive director of the Ohio Coalition for Equity & Adequacy.

Taft and Republican leaders in the General Assembly have put in place a plan to use \$5.5 billion from the national tobacco settlement and \$4.5 billion from state capital-improvements appropriations to augment \$13 billion in local money for a 12-year rebuilding of schools.

"A good place to start would be to reverse those shares," Phillis said in a coalition news conference at the Statehouse.

An adequate plan probably could be put together for \$13 billion in state money and \$10 billion in local contributions if the money were put out faster, he said.

"We testified six to eight years is the maximum time frame in our estimation," Phillis said.

→ The coalition brought the suit that led to a 1997 Ohio Supreme Court ruling that the state was not meeting its constitutional obligation to provide a "thorough and efficient" education system.

The court is weighing whether state officials have corrected the system, including reducing the reliance on local property taxes.

Phillis and Larry Miller, chairman of the coalition's steering committee, moderated a presentation by five school superintendents who worked on an 18-page report of recommendations to improve how the state is addressing "the horrific school-facilities problem."

The recommendations include suggestions to equalize school district indebtedness, increase state help on land costs for new buildings and provide greater flexibility in the state school design manual to meet local curriculum needs.

Phillis said copies of the report were delivered to offices of legislative leaders and others will be

mailed to members of the State Board of Education.

The governor's press secretary, Scott Milburn, said Taft's plan has been carefully thought out and widely praised. Speeding the process might be ill-advised, if not impossible, Milburn said.

"There are certain limits that exist on the capacity to absorb that much money that quickly," he said.

He said questions already have been raised on how fast the Ohio Schools Facilities Commission can process the money, how fast districts can absorb it and whether the state has enough school construction contractors to keep up with the work over a 12-year span.

"There have been people who say it's too long; there have been people who said it was too short. That probably means it's about right," Milburn said. "In three years, we've already put \$2 billion in it."

Senate President Richard H. Finan, R-Cincinnati, said there's greater risk of waste when money is spent too rapidly. "You would put immense pressure on the system trying to spend money that quickly. We're already pumping a lot of money in the system."

He said the state provided help only on operating money for schools, not buildings, until 1992 when the school-facilities program was established in response to other court rulings.

"I like to remind people that we didn't know this was our job-- school renovation and repair -- until 1992," Finan said. "You can't correct 100 years in an instant."

House Speaker Jo Ann Davidson said legislators are considering proposals that would speed spending by allowing districts to use local money on construction in advance of state aid and still get matching credit. "I've been very supportive of the expedited program," she said.

As for moving state money faster, she said the system appears near full speed now. "I think the School Facilities Commission, the governor and the legislature have made a monumental effort already."

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The Columbus Dispatch

PRESIDENTIAL PROMISES CARRY LITTLE IMPACT FOR SCHOOLS

Date: Monday, May 1, 2000

Section: NEWS

Page: 03A

Illustration: Graphic

Byline: Jonathan Riskind

Source: Dispatch Washington Bureau

WASHINGTON -- Sometimes it is hard to tell whether Republican George W. Bush and Democrat Al Gore are running for president or a state school board, so great is the attention they lavish on education.

Vice President Gore last month spent a day at Avondale Elementary School on the West Side of Columbus, one of a series of "school days" rolled out by his campaign. Texas Gov. Bush, too, is in classrooms enough to qualify for honorary hall monitor status; he spent every day of the last week of March presenting his education proposals.

Meanwhile, the man they want to replace, President Clinton, arrives in Columbus on Thursday as part of a two-day, four-state School Reform Tour -- and he's not even running for re-election.

So it shouldn't come as a surprise what issue consistently emerges in polls this year as one of the priorities voters want the president to address.

Perhaps the most important role adopted by the federal government has been to provide largely voluntary national education standards through programs like Goals 2000, some educators say. Now, virtually all states have or are constructing their own mandatory standards in response.

"It's a very symbolic issue," said Tom Loveless, director of the Brookings Institution's Brown Center on Education Policy in Washington.

But the average voter could be forgiven for flunking a pop quiz that posed a question about how big a role the federal government actually plays in funding public schools.

Only 6 percent of the money going to public schools comes from the U.S. Department of Education. That can be bumped up to 9 percent, but only if money for programs such as Head Start and free and subsidized school lunches is included.

And almost in the same breath that Bush and Gore trot out their education agenda, both make sure they point out that public schools are for the most part a state and local responsibility.

So, on the list of top issues voters want the president to handle, education ranks near the bottom in terms of presidential impact.

"The federal role is pretty limited," said Darcy Olsen, director of education and child policy for the Cato Institute, a libertarian think tank. "Its influence has been negligible, for good or for ill."

Clinton touts his program to provide federal funding to hire 100,000 teachers nationwide. But to most schools that means maybe one new teacher, said Amy Wilkins of the Education Trust, a nonprofit organization based in Washington.

Gore also is offering a plethora of attractive- sounding policies, at a cost of \$11.5 billion over five years. But spreading those dollars over programs ranging from school construction to modest pay raises for teachers to preschool expansions is like trying to douse a raging blaze with a squirt gun, Wilkins said.

"Clinton and Gore design education programs that are popular but not necessarily effective."

But Bush, like Gore, offers public schools only "half a loaf," she said.

The governor wants schools to adhere to tough new accountability requirements and would take money away from failing schools. But critics maintain Bush's biggest initiative, a \$5 billion reading program, duplicates an existing federal literacy effort.

"The problem with the Bush agenda is, he doesn't put any money into it," Wilkins said. "You need Bush's accountability, but Gore's willingness to invest in closing the gap and raising achievement."

Rep. Ted Strickland, D-Lucasville, said federal money is important to many of the poor schools in his southern Ohio district, many of which receive higher-than-average percentages of federal aid.

He's against GOP congressional proposals to send federal money back to states with no requirements for its use, fearing poor areas would see less of the federal aid.

But Strickland acknowledges that for all the presidential-campaign rhetoric, the federal government isn't a major force in education.

"I don't think it's unusual for presidential candidates to focus on what they perceive to be of great interest to the electorate. But the president is certainly not the head of the school board."

Rep. Deborah Pryce, R-Perry Township, said improving education is a "national priority," but believes removing strings from federal dollars is the best way to maximize what she agreed is a limited impact.

"The problem I see with education in our country is that the federal government gets in the way."

Republican Sen. Mike DeWine of Ohio said cutting red tape so more of the available federal money winds up in the classroom is a prime objective of the federal education policy reauthorization bill he's working on in the Senate Health, Education, Labor and Pensions Committee.

One way the federal government can help is through programs like Troops to Teachers, which helps retired military personnel become teachers, DeWine said.

"The federal government should not be the dominant player in education . . . but the president certainly can use his bully pulpit to focus public attention on education and focus attention on things that work."

Caption: Graphic

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The Columbus Dispatch

STATE AID COULD GO TO MORE DISTRICTS

Date: Friday, March 24, 2000

Section: NEWS

Page: 01C

Byline: Lee Leonard

Source: Dispatch Statehouse Reporter

*State Funders
School Funders*

More school districts would qualify for state assistance and have more options to speed up needed construction and repairs under a bill introduced yesterday in the legislature.

Senate Bill 272, sponsored by Sen. Robert R. Cupp, R-Lima, and supported by Gov. Bob Taft and the Ohio School Facilities Commission, also would extend the building assistance program to joint vocational school districts.

"The Ohio School Facilities Commission has served many of our lowest-wealth districts and those districts with emergency needs," Cupp said. "This new legislation will expand the districts served while adding more flexibility to the program."

The bill would expand the list of districts that may use local matching money to start construction projects and later be reimbursed by the state. That list grows by five middle-income-to-poor districts each year. All other districts must wait until they get their state match.

Senate Bill 272 would make 61 additional districts eligible for the Expedited Local Partnership Program over the next five years, meaning half the school districts in Ohio would be eligible.

The bill also would expand the types of local funds usable for school construction and repair. Currently, only the proceeds from bond levies may be used.

The bill also would expand the Exceptional Needs Program, under which a school district may qualify for funds for a construction or repair project "necessary to protect the health and safety of students." This program is available to only the 305 poorest districts.

The bill would allow the commission to use up to 25 percent of its annual appropriation for districts with exceptional needs. Rick Savors of the commission said that would be \$143 million this year.

"There are a lot of pieces of this bill that the governor supports," said Scott Milburn, Taft's press secretary. "We're very interested in working with the legislature to move this forward."

Milburn said similar legislation will be proposed in the House.

Cupp's bill allows 25 low-wealth districts that received state building assistance under a 1990 formula to reapply under the existing program. Otherwise, under existing law, they could not reapply until 10

years after they received the aid.

Savors said the provision would allow these districts to complete needed projects. None of the districts is in Franklin County.

Cupp's bill also increases to 25 years the moratorium for reapplying for assistance, unless the district can show that its enrollment is growing faster than projections when it last received state aid.

Cupp said the school facilities being constructed are built to last 40 years, and a district is required to set aside 3 percent of its revenues for regular maintenance.

William L. Phillis, executive director of the Ohio Coalition for Equity and Adequacy of School Funding, said the bill is "full of gimmicks."

"What needs to take place is not an expansion of the gimmicks but a comprehensive plan to deal with this egregious school-facilities problem that we have," he said. "We should have a plan that would allow all school districts to go forward (with renovation) within a reasonable period of time, which we believe to be six to eight years."

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The Columbus Dispatch

STATE BELOW AVERAGE ON SCHOOL-BUILDING SPENDING

Date: Friday, March 17, 2000

Section: NEWS

Page: 01A

Byline: Roger K. Lowe

Source: Dispatch Washington Bureau Chief

State
funding

WASHINGTON -- Spending to build and repair schools in Ohio increased more than twice as fast as the national average from 1990 to '97, a new report by the General Accounting Office indicates.

But construction spending per pupil in the Buckeye State still ranked in the bottom 20 percent among all states.

The GAO is the investigative arm of Congress. Its report showed that states and local districts boosted spending for school construction and renovations 39 percent between 1990-97.

In Ohio, that spending rose 82.5 percent -- to \$680 million in 1997 from \$373 million in 1990.

Virtually all of the construction money for Ohio schools came from local districts. Ohio was one of 15 states that provided little or no state help for school construction during the eight years, the report said.

Ohio's school buildings have been rated among the worst in the nation.

The report does not include the money the state has spent on renovations and construction since the 1997 Ohio Supreme Court decision that said the state has inadequately funded public schools.

"Governor Taft has dramatically increased money for school construction and has proposed spending approximately \$10 billion over the next 12 years to fix every school building in every district serving every student," Taft spokesman Scott Milburn said.

The General Assembly last month approved legislation allocating \$4.5 billion during the next 26 years to school construction. That money will come from the state's share of the national tobacco settlement.

In addition, the two-year state budget approved in June set aside \$415.7 million in budget-surplus money for school-building assistance and classroom technology.

And Ohio voters in November approved a constitutional amendment allowing the state to use general-obligation bonds to pay for school construction and repair. That amendment gives state

officials another tool -- a sort of lower-interest credit card -- to improve Ohio school buildings.

William L. Phillis, executive director of the Ohio Coalition for Equity and Adequacy of School Funding, said state government historically did very little to help pay for school capital improvements. Between 1957-90, state officials put less than \$200 million into such work.

"Until recently, the state has never considered that it had a mandatory role in school construction," Phillis said.

He acknowledged that the state has earmarked more money in recent years, but said the "rolling decay" in aging schools will require a large infusion of cash.

A state report in 1990 estimated it would cost \$10.2 billion simply to bring Ohio's schools up to building code. Seven years later, a Legislative Budget Office report put the figure at \$16.5 billion.

Phillis said incremental increases in funding will not fix a deep hole that's only getting deeper.

"It's kind of like quicksand," Phillis said. "The infrastructure is sinking faster than they are filling it in."

Phillis said that more than half of Ohio's school buildings are at least 60 years old.

A 1996 GAO report showed that Ohio school buildings ranked at the bottom nationwide. The report found that at least 76 percent of the buildings surveyed in the state had at least one substandard feature -- such as a leaky roof, bad plumbing or unsatisfactory wiring.

The latest report said average spending in Ohio for school construction and renovations from 1990 to '97 was \$494 million -- 14th among the 50 states and the District of Columbia.

But the state's per-pupil spending ratio was 41st on the list.

Ohio districts collectively spent \$274 per pupil to build and fix up schools -- 57.9 percent of the \$473 per student national average.

Ohio's rapid increase in spending during the eight years sent it higher in a ranking of state expenditures on school construction.

In 1990, Ohio's total spending for those projects ranked 16th, but the state had moved to 13th by 1997.

Nationally, states and local school districts spent \$24.7 billion for construction and renovation work in 1997, an increase of almost \$7 billion over the \$17.8 billion spent in 1990.

Finding money for school-construction projects generally is left up to local school districts, although state governments have taken on a greater role in recent years. The federal government has provided limited money for construction, but President Clinton is pushing Congress to put more federal money into renovating deteriorating school buildings.

The GAO report was conducted for the House Education and the Workforce Committee, which

wanted to determine trends in construction spending by local districts and states.

No nationwide information exists on how spending is divided between states and local school districts, as the practices vary dramatically among states, the accounting office said.

The latest GAO report comes at a time when school districts are facing problems with deteriorating older buildings as well as a need for new facilities in some districts to meet rising enrollments.

The GAO has issued a series of seven reports showing that it would cost \$112 billion to bring American schools into good overall condition, with about one-third of school buildings requiring extensive repairs or replacement of at least one building.

In addition, a recent Education Department report estimated that at least 2,400 new public-school buildings will be needed by 2003 to deal with growing enrollments caused by children of baby boomers -- the so-called echo generation.

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Eastgate Elementary School, Columbus City School District

YOUR SCHOOL'S PERFORMANCE RESULTS

Proficiency tests are given every year to Ohio students in grades 4, 6, 9 and 12 to test their knowledge and skills in core subject areas.

State Proficiency Tests

1998-99 Performance Results and Comparisons

Minimum state performance standards have been established by law. These columns show how your school performed against the state standards, and in comparison to the district and the state averages for the 1998-99 school year.

3-Year Performance Results

This section shows you whether your school's performance has improved or declined over the last 3 years.

PERCENTAGE OF STUDENTS WHO PASSED THE TESTS

		State Performance Standard	Your School's Results	Your District's Average	State Average	1996-97 Results	1997-98 Results	1998-99 Results
4th Grade Tests	Citizenship	75%	60.3	45.5	70.2	16.7	28.6	56.3
	Mathematics	75%	31.3	26.7	50.6	10.0	9.5	31.3
	Reading	75%	46.9	35.9	59.2	26.7	9.5	46.9
	Writing	75%	85.6	50.3	64.0	50.0	57.1	65.8
	Science	75%	34.4	28.2	52.6	6.7	9.5	34.4
	All Tests	NS	21.9	13.4	31.9	NA	NA	21.9
6th Grade Tests	Citizenship	75%	NR	39.7	71.3	NR	NR	NR
	Mathematics	75%	NR	21.8	51.4	NR	NR	NR
	Reading	75%	NR	25.1	62.1	NR	NR	NR
	Writing	75%	NR	61.3	78.9	NR	NR	NR
	Science	75%	NR	17.9	46.5	NR	NR	NR
	All Tests	NS	NR	10.3	32.5	NA	NA	NR

Other Results

1998-99 Performance Results and Comparisons

3-Year Performance Results

	State Performance Standard	Your School's Results	Your District's Average	State Average	1996-97 Results	1997-98 Results	1998-99 Results
Student Attendance Rate (%)	93%	93.7	88.9	93.5	93.2	93.4	93.7
4th Graders Promoted to 5th Grade (%)	NS	97.0	97.9	98.5	100.0	100.0	97.0
6th Graders Promoted to 7th Grade (%)	NS	0.0	95.4	97.6	0.0	0.0	0.0

Questions to Discuss in Your Community

- ✓ Is your school achieving — or close to achieving — each of the state's minimum performance standards?
- ✓ How is your school doing compared to the overall district and state performance?
- ✓ Has your school's performance improved or declined over the last three years?
- ✓ What efforts are under way to improve areas where results are not satisfactory or where the school is not improving?
- ✓ What is your school's attendance policy? How is attendance likely to affect learning and test scores?
- ✓ What efforts are being made to keep students in school?

To obtain your own child's individual performance results, or for more information about your school's performance, contact your school office at (614) 365-6104.

NS = No standard.

NA = Not available.

NR = Not reported by the school.

NC = Not calculated for fewer than 10 students.



State of Ohio 2000 School District Report

Columbus City School District

Franklin County

Dear Parents and Community Members:

This report card encourages you to become more involved in your schools' improvement efforts. While it cannot tell the whole story, it provides a good starting point to learn how your schools are performing.

Educators, parents, community leaders and students are working together to achieve excellence in our schools. We are Raising the Bar — by setting high expectations; Closing the Gap — by ensuring that every student has the opportunity to succeed; and Accepting No Excuses — by taking responsibility for improving all of our schools for all of our children.

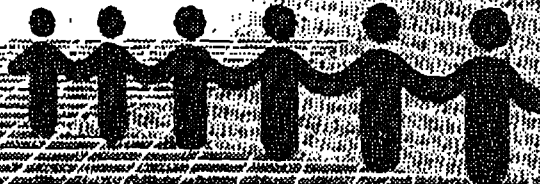
Thank you for joining us in our commitment to make Ohio's schools among the best in the nation by 2005. It is a challenging goal — and one we must achieve for the sake of all children.

Susan Tave Zelman

Superintendent of Public Instruction

Martha W. White

President, State Board of Education



What to do with this information:

- ✓ Share your thoughts about the report card with your superintendent, local school board members, principals and teachers.
- ✓ Ask district and school staff for information about what's being done to improve performance — and ask how you can help those efforts.
- ✓ Discuss the results with other parents in your community.
- ✓ Review the results with your children — so they see how their performance fits into the "big picture" — and support and encourage them to succeed.

Inside you will find information about how well your schools are doing — where they are succeeding and where there is room for improvement.

School Name: Eastgate Elementary School
School Address: 1939 Stratford Way, Columbus, Ohio 43219
Principal: Barbara Blake

(H1)
Demographics:

78 % free/reduced lunch
195 enrollment
98 % African American
2 % Caucasian
0 % other

200
K12S

Academic Performance:

A.) **4th Grade Proficiency Scores**

	<u>1997-98</u>	<u>1998-99</u>
Reading	9.5%	45.4%
Math	9.5%	30.3%
Citizenship	28.6%	54.5%
Science	9.5%	33.3%
Writing	57.1%	63.6%

B.) **Target Teach Benchmark Assessments***

	<u>1st Nine Weeks</u>	<u>2nd Nine Weeks</u>	<u>3rd Nine Weeks</u>
Reading	58%	55%	66%
Math	46%	52%	57%

- * The percentage of tested objectives mastered by students in grades 1-5, thus measuring their attainment of benchmarks (criterion reference tests). These are diagnostic tests.

C.) Kindergarten Assessment*

	<u>Start of Year</u>	<u>Mid-Year</u>
Reading	32.3%	76.0%
Math	48.3%	92.0%

* The percentage of children who passed criterion reference tests.

Program Initiatives:

Reading (Title 1 – School-wide)

School-wide reading program – Direct Instruction (grades K-3)
– Comprehensive Literacy (grades 4-5)

Safety Net for reading – Corrective Reading Program

Teacher specialists work with individuals & small-groups in grades 3, 4. A half-time instructional assistant tutors grade one students as a part of the Direct Instruction Reading Program.

Math/Science (Eisenhower Funds)

- Moogie Math – a computer program for supplemental instruction in grades 3, 4.
- Science Done Daily – a computer program for supplemental instruction in grades 1-5, concentrating on science problem solving.
- Math Done Daily – a computer program for supplemental instruction in grades 1-5, concentrating on math problem solving.

Class-Size Reduction

Two additional classroom teachers are utilized in grades 1, 2 to reduce class size to a student-teacher ratio of 1:15.

Expanded Learning

None

Teacher Training and Support:

- Four first-year teachers have teacher mentors as a part of PAR (Peer Assistance and Review) Program.
- Monthly early-release staff meetings, one weekend retreat, four all-day meetings, regular staff meetings and other after-school sessions have been devoted to staff training and support in the areas of reading instruction, implementing the new reading programs, science and math instruction.
- All teachers have attended 2-3 after-school workshops devoted to additional training in DI (Direct Instruction) and Comprehensive Literacy.

Community Support:

- Employees of The Ohio Civil Rights Commission tutor approximately 25 K-5 students weekly to enhance and support student learning in science and math.

Other Initiatives That Have Led To School-wide Improvement:

- Home visits have been made by all teachers to over 75% of students' homes.
- Evening parent sessions have been provided to help parents support their children in the areas of science, math and proficiency test-taking.
- After-school tutoring sessions were held for 30 grade 4 students twice weekly from January to mid- March.
- Focused school-wide instructional emphasis on science one day per week.
- All grade 4 students have been "adopted" by a teacher or community person to help support their success on the proficiency tests.

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Public Papers of the Presidents

March 23, 1996

CITE: 32 Weekly Comp. Pres. Doc. 563

LENGTH: 3515 words

HEADLINE: Remarks at a Democratic National Committee Dinner in Columbus, Ohio

BODY:

Thank you very much. I'll tell you, I've been around John Glenn a lot -- that's the best darn speech I ever heard him give. [Laughter] Let me see if I can remember that, "You don't make America stronger by taking Big Bird away from 5-year-olds, school lunches away from 10-year-olds, summer jobs away from 15-year-olds, or student loans away from 20-year-olds." That's a pretty good line. That's a good line.

I want to thank our National Chairman, Don Fowler, for his tireless work and for being here, and your remarkable State Party Chair, David Leland, for this incredible event. I thank you, sir, and all who worked on it. I thank all the distinguished officials that are up here on the dais with me, and especially my colleagues, Congressman Sherrod Brown, Congresswoman Marcy Kaptur, and Congressman Tom Sawyer. Thank you for your fine work.

I have, I understand, two friends out in the audience, former colleagues, your former Attorney General Lee Fisher and your former Governor Dick Celeste, hello to you wherever you are and thank you for being here. Ladies and gentlemen, Ted Strickland, is he here? Where are you, Ted? Thank you.

I want to thank the remarkable Central State University marching band, thank you very much for playing. I'd like to thank the others who performed before I came out here, America's Pride and Darla's Dancers and Madeline Rebera, thank you all.

I have a very great deal to be thankful to Ohio for, as it has been pointed out. The votes of Ohio on June 2, 1992, made me the nominee of the Democratic Party. The votes of the Ohio delegation in New York City in June of 1992, or July of 1992, officially made me the nominee of the Democratic Party. On Election Night in 1992 in November, Ohio put the Clinton-Gore ticket over the top, and we thank you for that.

More recently, I want to thank especially the people of Dayton for hosting the Bosnian peace talks and giving the United States a chance to play a role in settling the bloodiest conflict in Europe since World War II, promoting peace, saving lives, and thereby avoiding a war which our young people might be drawn into. I thank you for hosting those peace talks.

Let me say, having been traveling around the country now for the last couple of weeks, if anybody in this room had anything to do with settling the GM strike, there's 150,000 people that want to thank you, too, all across America for the chance to go back to work.

Ladies and gentlemen, most of what needs to be said to the Democrats of Ohio has already been said here tonight. I have a lot of gratitude in my heart. I want to thank all of the people from Ohio who now serve or who have served in our administration and all of you who have helped us to move this country forward.

But I want you to understand clearly, without any reservation, that this election represents a turning point in American history. In 1992, the real question was whether we would just sort of continue to drift along or whether we would change the course of America. In 1996, the decision will be between two very different paths of change. There is no status quo option.

And when I ran for President in 1992, I told you that my vision for America was a country in which every person, without regard to their region, their income, their race could have a chance to live up to the fullest of their God-given abilities, to share in the American dream if they were willing to work for it; an America that led the world for peace and freedom and prosperity and security; and an America where we valued and respected each other so that we came together around our basic values of work and family and community, instead of being divided by the cheap, short-term, divisive tactics that many have used in the other party to divide the American people at every election season. That's the America I want, an America coming together and moving forward and meeting the challenges of the future.

And my message to you is that the record that Senator Glenn talked about is not a record to sit on, it's a record to build on, because what has happened is -- for all the progress we have made, you know America still has many challenges, and I think every American understands at some level, maybe just instinctively, that this is not a normal time, that we are going through a period of very profound economic and social change. I believe and I said all over America that our Nation today is changing economically more than it has at any time in a century, since people moved in Ohio from the farm to small towns and cities, since they moved from making a living primarily in agriculture to making a living primarily out of manufacturing.

Today the American people and people all over the world are moving from an economy that is based on their national markets to one based on world markets. They're moving whether they work in the factory, on the farm, or in offices from an economy where mind is more and more important and muscle is less and less important. They're moving into economy where work forces are being radically restructured because the little digital chip means that you can communicate more information more quickly with fewer people than anyone would have imagined even 10 years ago.

It has been at least 100 years since we have dealt with changes of this scope. And as with every period of great change, there are vast new opportunities created for people, but there is also uprooting and uncertainty. And our great challenge today is to take the positive things that have happened, that Senator Glenn talked about, and build on them to achieve our mission to provide security to every working family in this country that is willing to work for it, so that everyone will be rewarded for what they do, and to help our people in the great struggles of daily life, to strengthen our families and give all of our kids a childhood, to make all of our streets safe and our environment clean. That is our struggle. And to do it we have to be willing to change the way the Government works, to earn the trust and the confidence of the American people and to make it work again for all. That is what I have been working on.

And for all those who would argue against your political preferences and these people in Congress, let me just remind you, think back to where we were 4 or 5 years ago when the deficit was more than twice as high as it is; when your unemployment rate was 2 points higher; when it seemed like the only new jobs that were coming into the economy were low-wage jobs. No, I don't pretend that we solved all the problems, but we do have over 8 million new jobs, just like I said; we have cut the deficit, just like I said; and wages are going up again in America for the first time in a decade. And that's something to run on.

The first argument, obviously, is the argument Senator Glenn made. The other side, they said if our economic plan passed it would bring a disaster to America. They were wrong. We don't need to go

back to their strategies. They gave us the disaster for America the last time they had the economy. On the other hand, we don't need to stand pat, either, as they tried to do in 1992. This is a record to build on, not to stand on.

We have to meet the challenges of all those Americans out there who do not feel strong and certain about the future. They are basically three groups of Americans: They're the people that live in those inner-city neighborhoods and those isolated rural areas where nobody has invested money yet. We need to give people incentives, tax incentives to put their money there to create private sector jobs to grow the economy there. We need to put in banks to loan money to people there. If we can provide incentives to invest in foreign countries, we ought to provide incentives to invest in the heartland of America's neighborhood.

The second group of Americans are the Americans who are working harder and harder and harder at hourly wages and never seem to get a raise. And there are a lot of them. And what do we have to do with them? For one thing, we should do no harm; we should reject the other side's budget proposal that would actually reduce the family tax credit that is now providing tax relief to families with incomes under \$ 28,000.

The second thing we ought to do is raise the minimum wage. You know, both political parties in America and most politicians talk about family values. Well, that's a good thing to talk about, it's a good thing to be for. There's nothing more important. But there are millions of people out there, my fellow Americans, who are trying to raise children on \$ 4.25 an hour. You can't do that; that's not a family value. We ought to raise it instead of letting it go to a 40-year low.

We ought to give these people the certainty that we are fighting for a growing economy and we're trying to open new markets. You know, we have concluded 200 trade agreements since I have been President, 20 with Japan. And in the areas where we've made new trade agreements, our exports have gone up by 80 percent with Japan. We've got to give these people a fair break and not let them be worked over in the global economy.

We ought to give these families a real tax break. And one of the things we ought to give them is a tax deduction for the cost of all education after high school -- a college -- [inaudible] -- tax break.

We ought to say -- and then there's a third group of people. You've been reading a lot about them lately. They're the people that work for these big corporations that are downsizing. What about them? Some of them are average income working people, some of them look like me -- they're 50-year-old, white, gray-headed men who worked for these big companies for 25 or 30 years, and all of a sudden -- says, "We don't need you anymore. I know you've got two kids about ready to go to college, I know you've got problems, but we're sorry, you have to go." What about them?

Well, you know what? There are several things that we can do. For one thing, we ought to say there are a lot of companies that don't do that to their employees; let's look at them and find out how they do it and give other companies incentives to treat their folks in a good, positive way.

Then we ought to say if a person loses their job in America, they ought to immediately get a voucher from the Federal Government worth about \$ 2,500 a year that they can take to the nearest community college to immediately go back and learn a new skill and start a new life. And if you lose your job or if someone in your family gets sick, we ought to change the law, we ought to do it now so that you don't lose your health insurance anymore and you can keep it when you lose your job.

And if you go to work for a small company, you still ought to be able to take out a pension plan that you don't lose even if you lose your job; people ought to be able to carry those pensions with them and keep them for a lifetime and protect themselves in their retirement.

My fellow Americans, we have to face the challenges of the future because everybody has to know that they can benefit from the new global economy. I am grateful for the 8.4 million jobs. I am grateful that we have set a new record in business formation every year I've been President. I'm glad we're number one in selling automobiles and semiconductors again. I'm glad that the World Economic

Forum in Europe says that we've gone from fifth place before I became President to having the most productive economy in the world for the last 3 years; I'm glad about that. But I won't be satisfied until working together we have created the opportunity for every American who will work for it to make the most of his or her own life and to give all the kids in this country a better future, and you shouldn't be, either.

Let me say that a big part of that is also getting back to our basic values, to having our communities and our families stronger. We have to help people raise their kids. That's why I was for the family tax credit. This year, 17 million families with incomes of under \$ 28,000 a year will have lower taxes because of that '93 economic plan. That's why I was for the V-chip in the telecommunications bill so that parents would have more control over what their children see on television. I think that's important.

That's why our administration was the first in history to say we have to do something about the biggest health problem our young people face today, which is that 3,000 of them illegally start smoking every day and 1,000 of them will die sooner because of it, and we ought to stop it if we can. We've got to do something about it.

And we have to do something to make our streets safer. I'm glad that the crime rate is down and the welfare rolls are down and the food stamp rolls are down and the poverty rolls are down and the teen pregnancy rate is down. I'm glad about that, but they're all too high, and you know it. And we cannot be satisfied until you turn on the evening news at night and if you see on the evening news that a terrible crime has been committed, you are surprised instead of numb to it. That's when we know we will have whipped the crime problem.

And so I say to you, we need a combination of things. First, let's do what we know works. The FOP, the Fraternal Order of Police, which has one of the biggest chapters in the country here in Ohio, and all of the other law enforcement officers in this country helped us write that crime bill that Congress tried to undo a couple of days ago. And we got with them and with people that work on crime in the community and they said, "What works? Community policing works; put more police on the streets, put them in the neighborhoods, put them in the school yards, let people know their neighbors. They can lower the crime rate." And, folks, all over America, in city after city where people had given up on crime, the murder rate is down and violence is down. We can do better. We have to do more of that.

We also said that we ought to have tougher laws for punishment for people who commit serious crimes. We ought to have a "three strikes and you're out" law. But for kids that get in trouble the first time, we need to try to give them a chance to recover their lives by giving them something to say yes to.

And let me tell you, again, it is a sign of the times: The crime rate is down, but the rate of violence among children under 18 is up. There are too many kids out there raising themselves and we need to support each other in giving them their childhood back. We have to do it.

There's been a lot of talk in Ohio about welfare reform. The welfare rolls are down since this administration came in. And even though Congress has not yet passed a welfare reform bill that I can sign that is tough on work but good to children, we have on our own given 37 States permission to get rid of Federal rules and find ways to move people from welfare to work. Three out of four people on welfare today are under welfare reform experiments approved by this administration. That is more than the last two administrations of the other party put together. We are moving people from welfare to work.

We are also doing something we should do more of. This administration has taken the lead in giving America record amounts of child support collections. We can move people off welfare if parents pay what they owe to raise their own kids, and we should insist upon it.

If we want America to be what it ought to be, we also have to give our children clean air, clean water, safe food, and a decent environment for the future. For years there was a serious debate about that. There is no longer a serious debate, we now know we can grow the economy by

protecting the environment, and that is what I mean to do.

And let me say to you, it is not necessary to balance the budget to shut down the clean-up of toxic waste sites. There are millions of children that live within 3 or 4 miles of toxic waste dumps. We don't need to shut down our efforts to clean them up. It is not necessary to balance the budget to weaken the laws on safe food and clean air and dean water. It is not necessary to undermine the enforcement of the environmental standards of America to balance the budget, and I will not do it. I will not tolerate it; it is wrong. It is wrong.

Now, my fellow Americans, we also have to realize that much as we'd like to, just because the cold war is over we can't walk away from the rest of the world. I know a lot of people even in this room have disagreed with some of the decisions I have made in foreign policy. But let me tell you, we are the world's only superpower now. I try not to meddle. There are some thing we can't do. I don't want to be the world's policeman, but we can't walk away. We have to try to be the world's peacemaker. And every time we make peace, every time we make peace for people in other parts of the world we ensure that we will be a little safer.

Let me tell you, you know, if you just take terrorism, no great nation can hide from terrorism. We saw it at the World Trade Center in New York here. We saw it in Oklahoma City. And when you see bombs blow up innocent civilians in Israel or in London, just remember this: In the world we're living in, with computer technology, with open borders, one of our biggest challenges is seeing the people who are terrorists, the people who are drug runners, the people who are organized criminals, and the people who smuggle weapons of mass destruction, including chemical and biological weapons, coming together and working together. I am determined that that will not happen, and I intend to keep us involved with every freedom loving country in the world that will stand up to the terrorists and the thugs that would rob innocent people of their future.

Now, it is in that context that you must see this choice. I don't want to sit on this record. I want to build on it. I want more change, not less. I want a Government that is smaller and less bureaucratic. We have given you the smallest Government, not the other party that always cursed the Federal Government. The Democrats have given you the smallest National Government in 30 years and the biggest reduction in regulations.

But I do believe -- we need a doctor? Is there a doctor here? We have somebody who passed out in the heat here. Can we get a doctor? Okay? She's okay, just wanted more jokes. [Laughter] Let me say -- we got another one over here. We need a doctor over there.

Now, let me say, you have to see this election in these terms. They can say, oh, old "Veto Bill." You bet, and I'm proud of it. And I'd do it again. You look -- I want you to look at where the budget negotiations were when they left them to go finish their campaign. They had acknowledged that we didn't need those big Medicare cuts, those big Medicaid cuts; that we didn't have to gut education or environmental protection; that we didn't have to raise taxes on working peoople, we don't have to raid pension funds, we don't have to do those things.

Now, remember this, there is no longer a choice between the status quo and change. There are two real different views of change here. They say the Government is the problem, just get out of the way and let things take their course. I say, you remember what happened 100 years ago? The progressive movement that culminated in Franklin Roosevelt, Harry Truman, John Kennedy, Lyndon Johnson, that progressive movement started under a Republican, Teddy Roosevelt. They abandoned him and his tradition, and we shouldn't make the same mistake. We have to stand up for that.

I believe that the Government of the United States has to, first of all, make us secure; secondly, give us the conditions of a growing economy; and third, work in partnership with the American people so that individuals and families and communities can make the most of their own lives and meet the challenges of this uncertain world. That is the difference between our campaign and theirs. It is clear, inambiguous, and true.

So I want you to think about it. Yes, I vetoed that budget, and I'd do it again. But I don't like it. I'd

rather sign the right kind of balanced budget that will lower interest rates, balance the budget, grow the economy, and give your kids a future. That's what I did. And that's the way I feel about welfare reform and health care reform and all these other things.

I want to work with the Congress. But the main thing I want is to give you the kind of future you need and deserve. So if you are willing to stand up and fight one more time, we can have an American dream for all Americans in the 21st century. That's what we can have. We can have family values. We can have a free and safe America. We can have a better future.

Thank you, and God bless you all. Thank you.

NOTE: The President spoke at 7:23 p.m. in the Lausche Building at the Ohio State Fairgrounds. In his remarks, he referred to former Congressman Ted Strickland.

LANGUAGE: ENGLISH

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HOW WELL DID YOUR DISTRICT PERFORM?

Ohio law calls for each Ohio school district to receive a performance accountability rating based on **27 performance standards** beginning in the year 2000. These 27 standards are *minimum* performance goals for public education in our state.

Your District's 1998-99 Results At a Glance

27 Performance Standards*	Minimum State Performance Standard	Your District's 1998-1999 Results	Did Your District Meet the Standard?
---------------------------	------------------------------------	-----------------------------------	--------------------------------------

Percentage of Students Who Passed Tests

Grade 4 Proficiency Tests

1. Citizenship	75%	45.5%	No
2. Mathematics	75%	26.7%	No
3. Reading	75%	36.9%	No
4. Writing	75%	50.3%	No
5. Science*	75%	28.2%	No

Grade 6 Proficiency Tests

6. Citizenship*	75%	39.7%	No
7. Mathematics*	75%	21.8%	No
8. Reading*	75%	25.1%	No
9. Writing*	75%	61.3%	No
10. Science*	75%	17.9%	No

Grade 9 Proficiency Tests — 9th Grade Students

11. Citizenship	75%	60.8%	No
12. Mathematics	75%	42.9%	No
13. Reading	75%	75.5%	Yes
14. Writing	75%	83.0%	Yes
15. Science*	75%	49.6%	No

Grade 9 Proficiency Tests — 10th Grade Students

16. Citizenship	85%	74.4%	No
17. Mathematics	85%	56.5%	No
18. Reading	85%	87.9%	Yes
19. Writing	85%	90.0%	Yes
20. Science*	85%	60.2%	No

Grade 12 Proficiency Tests

21. Citizenship	60%	41.5%	No
22. Mathematics	60%	31.5%	No
23. Reading	60%	52.7%	No
24. Writing	60%	70.9%	Yes
25. Science*	60%	37.5%	No
26. Student Attendance Rate	93%	88.9%	No
27. Graduation Rate	90%	68.6%	No

Your District Met 5 of the 27 State Standards.

* The Ohio General Assembly reached concurrence on the State Board of Education rule increasing the number of standards districts must meet for the 2000 Local Report Card. Each of the standards marked with an asterisk (*) have been added for a total of 27 performance standards.

YOUR DISTRICT'S RATING:

Academic Emergency

How the rating is determined:

Effective

districts meet 26 or more standards.
(30 districts statewide received this rating.)

Continuous Improvement

districts meet 14 - 25 standards.
(377 districts statewide received this rating.)

Academic Watch

districts meet 9 - 13 standards.
(131 districts statewide received this rating.)

Academic Emergency

districts meet 8 or fewer standards.
(69 districts statewide received this rating.)

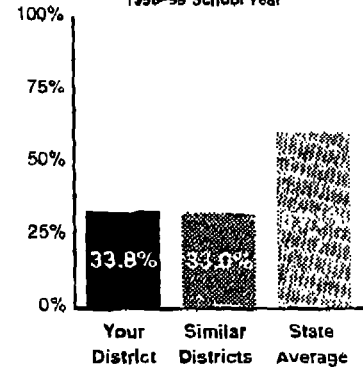
NINTH-GRADE PROFICIENCY TEST RESULTS

One important measure of a district's performance is how students perform on Ohio's Ninth-Grade Proficiency Tests, *which students must pass in order to receive a high school diploma*. The charts on this page show the percentage of ninth-grade students in your district who passed each test, as well as those who passed all required tests.

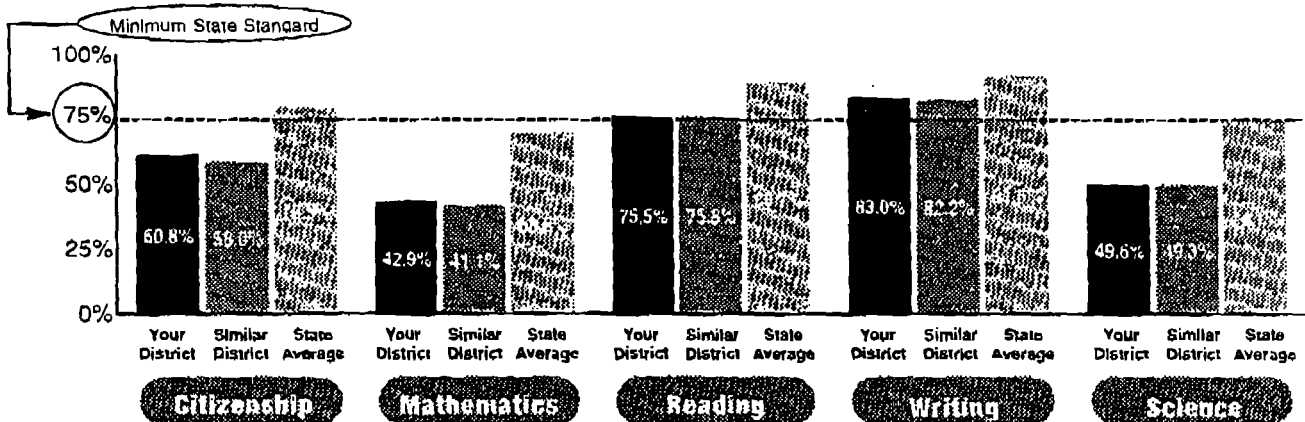
Your district's passing rate is compared to "similar districts" and to the overall state average. Similar districts were identified based on (1) size; (2) poverty level; (3) family income, education levels and professions; (4) factors related to urban or rural location; and (5) district property tax wealth. For a list of the districts in your similar district group, see the note below.*

Percentage of Students Passing All Tests

1998-99 School Year



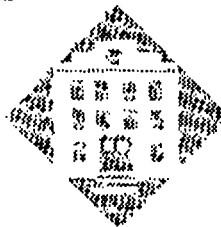
Percentage of Students Passing Each Test 1998-99 School Year



WANT MORE INFORMATION?

Columbus City School District (Franklin County)

To obtain your own child's individual performance results, contact your local school district office at (614) 365-5000. District officials also will be able to provide you with more detailed information about your



district's overall results (including report cards for individual schools within the district), strategies for improving performance, your district's policy on parental involvement including specific ways in which you can become involved.

*For more information, including your district's similar district group, visit the Ohio Department of Education's web site (<http://www.ode.state.oh.us>), or call toll-free (877) 772-7771.

STATE PROFICIENCY TESTS — DISTRICT RESULTS

Proficiency tests are given each year to Ohio students in grades 4, 6, 9 and 12 to test their knowledge and skills in core subject areas. Students have multiple opportunities between grades 8 and 12 to pass Ohio's Ninth Grade Proficiency Tests, which are a requirement for graduation.

1998-99 Performance Results and Comparisons

Minimum state performance standards have been established by law. These columns show how your district performed against the state standards, and in comparison to "similar districts" and to the state average. For similar districts, the average passing rate and the highest passing rate in the group are provided. Similar districts were identified based on size; poverty level; income, education levels and professions; factors related to urban or rural location; and property tax wealth. For a list of the districts in your similar district group, call toll-free (877) 772-7771.

PERCENTAGE OF STUDENTS WHO PASSED THE TESTS

Minimum State Performance Standard	Your District's Results	<u>SIMILAR DISTRICTS</u>		State Average
		Average of Group	Best in Group	
		44.0	54.9	70.2

Class-Size Reduction

Two additional classroom teachers are utilized in grades 1, 2 to reduce class size to a student-teacher ratio of 1:15.

Expanded Learning

None

Teacher Training and Support:

- Four first-year teachers have teacher mentors as a part of PAR (Peer Assistance and Review) Program.
- Monthly early-release staff meetings, one weekend retreat, four all-day meetings, regular staff meetings and other after-school sessions have been devoted to staff training and support in the areas of reading instruction, implementing the new reading programs, science and math instruction.
- All teachers have attended 2-3 after-school workshops devoted to additional training in DI (Direct Instruction) and Comprehensive Literacy.

Community Support:

- Employees of The Ohio Civil Rights Commission tutor approximately 25 K-5 students weekly to enhance and support student learning in science and math.

Other Initiatives That Have Led To School-wide Improvement:

- Home visits have been made by all teachers to over 75% of students' homes.
- Evening parent sessions have been provided to help parents support their children in the areas of science, math and proficiency test-taking.
- After-school tutoring sessions were held for 30 grade 4 students twice weekly from January to mid- March.
- Focused school-wide instructional emphasis on science one day per week.
- All grade 4 students have been "adopted" by a teacher or community person to help support their success on the proficiency tests.

Columbus Public Schools
Page Two

A focus on social skills development is essential to school effectiveness and to turning around a low-performing school. Small class sizes facilitate much-needed guided interaction between students, and between students and adults.

The CPS Reading Initiative

A strong literacy program is another component of a successful school reform model. CPS is implementing a reading initiative that consists of three research-based reading instructional programs: *Success for All*, *Comprehensive Literacy*, and *Direct Instruction*. Each building chose one program from this menu, and also chose from a menu of research-based programs for their reading and math safety net programs.

Sustained Staff Development

The National Institute of Education also cites sustained staff development as a critical component of successful school reform.

Over the summer, more than 90% of our teachers voluntarily participated in staff development to learn how to implement the district's new reading programs, demonstrating a solid commitment to a successful implementation.

Teachers will receive additional support throughout the school year from a Literacy Facilitator assigned to each building. These facilitators work to make every teacher a successful teacher of reading.

All Teachers Are Reading Teachers

Every building has a 90-minute block each day during which every teacher and instructional aide is responsible for teaching some aspect of the reading program. In the past, a limited number of students received additional support in a targeted assist format. In the new program, *all* children will receive strong core instruction, and have access to additional support through safety nets in a timely manner.

Clear Standards and Frequent Assessments

Last year, the district's curriculum instruction team developed benchmarks which clearly define what students need to know at every grade level. These benchmarks give everyone involved in a child's education clear indicators of what the child should learn.

Every nine weeks, students are assessed to determine what they learned and whether they are on target in meeting the benchmarks. This data drives instruction and clearly defines what children have learned, and focuses the teaching for the next nine weeks. Additionally, these ongoing assessments match the format of the high-stake proficiency tests, allowing them to become familiar with the test formats identical to the state proficiencies.

COLUMBUS PUBLIC SCHOOLS

270 East State Street • Columbus, Ohio 43215

Columbus Public Schools Class-Size Reduction: The Basis of Student Success

Introduction

The number one goal of the Columbus Public Schools is to insure all students can read at or above grade level by third grade.

The \$3.0 million Federal Class-Size Reduction grant allocated to the Columbus Public Schools ("CPS") perfectly complements our district's reform efforts to achieve this goal.

The grant was used to add 58 teachers in 13 Title I elementary schools, extending the smaller learning community philosophy already in place as a result of state support for class size reduction in all of the district's full-day kindergartens.

The additional teachers provide a ratio of one teacher to 15 students in grades one through three, reducing the number of students per teacher by an average of 10.

Different Needs, Different Support

Research supports the need for one-to-one connections with adults and customized learning plans for all young children, particularly those from low socio-economic families. In short, children from poverty need more and different support than children who are not, and who come to school better prepared to learn.

A Focus on Smallness

The National Institute on Education of At-Risk Students outlined six components essential to a successful school reform model. One of the critical components is a focus on smallness. Small class sizes serve to facilitate language and communication skill development -- the basis of all learning. Students can engage in frequent and ongoing dialogue in small groups, and receive constant feedback.

Small Group Strategies

Small class sizes allow for the implementation of instructional strategies that are impractical to implement with large numbers of students. Several successful research-based reading models, three of which are being implemented this fall by CPS, are constructed around small group strategies. *Success for All*, for example, uses a cooperative group structure requiring frequent and ongoing dialogue, and constant feedback.

STATE PROFICIENCY TESTS — DISTRICT RESULTS

Proficiency tests are given each year to Ohio students in grades 4, 6, 9 and 12 to test their knowledge and skills in core subject areas. Students have multiple opportunities between grades 8 and 12 to pass Ohio's Ninth Grade Proficiency Tests, which are a requirement for graduation.

1998-99 Performance Results and Comparisons

Minimum state performance standards have been established by law. These columns show how your district performed against the state standards, and in comparison to "similar districts" and to the state average. For similar districts, the average passing rate and the highest passing rate in the group are provided. Similar districts were identified based on size; poverty level; income, education levels and professions; factors related to urban or rural location; and property tax wealth. For a list of the districts in your similar district group, call toll-free (877) 772-7771.

PERCENTAGE OF STUDENTS WHO PASSED THE TESTS

		Minimum State Performance Standard	Your District's Results	SIMILAR DISTRICTS		
				Average of Group	Best in Group	State Average
4th Grade Tests	Citizenship	75%	45.5	44.0	54.9	70.2
	Mathematics	75%	26.7	25.5	32.1	50.6
	Reading	75%	36.9	36.7	45.2	59.2
	Writing	75%	50.3	43.2	50.3	64.0
	Science	75%	28.2	26.6	33.1	52.6
	All Tests	NS	13.4	12.2	16.2	31.9
6th Grade Tests	Citizenship	75%	39.7	46.1	55.2	71.3
	Mathematics	75%	21.8	25.8	31.9	51.4
	Reading	75%	25.1	29.6	36.8	52.1
	Writing	75%	61.3	66.1	76.7	78.9
	Science	75%	17.9	21.0	28.4	46.5
	All Tests	NS	10.3	12.3	15.6	32.5
9th Grade Tests	Citizenship	75%	60.8	58.0	62.2	78.9
	Mathematics	75%	42.9	41.1	44.5	68.8
	Reading	75%	75.5	75.8	81.1	88.7
	Writing	75%	83.0	82.2	87.4	91.5
	Science	75%	49.6	49.3	54.0	74.1
	All Tests	NS	33.8	33.0	37.0	61.1
9th Grade Tests (10th Grade Students)	Citizenship	85%	74.4	73.4	80.7	87.5
	Mathematics	85%	56.5	56.4	64.6	79.6
	Reading	85%	87.9	87.3	94.0	94.6
	Writing	85%	90.0	88.5	95.3	95.1
	Science	85%	60.2	60.2	66.5	82.6
	All Tests	NS	46.9	45.9	52.7	72.3
12th Grade Tests	Citizenship	60%	41.5	43.9	52.6	61.7
	Mathematics	60%	31.5	35.4	46.6	53.8
	Reading	60%	52.7	54.7	65.9	68.6
	Writing	60%	70.9	70.4	85.5	81.9
	Science	60%	37.5	41.7	52.7	58.2
	All Tests	NS	20.1	23.7	33.8	39.8

QUESTIONS TO DISCUSS IN YOUR COMMUNITY

- ✓ How many of the state's minimum performance standards did your district meet?
- ✓ How is your district doing compared to other districts with similar characteristics?

- ✓ What efforts are under way to improve areas where results are not satisfactory — or where the district is not improving?
- ✓ How can you help your child do well in school — and how can the school support your efforts at home?

NS = No standard. NA = Not available. NR = Not reported by the district. NC = Not calculated for fewer than 10 students.

Draft 05/02/00 9:45pm
Josh Gottheimer

**PRESIDENT WILLIAM J. CLINTON
REMARKS ON SCHOOL REFORM
EASTGATE ELEMENTARY SCHOOL
COLUMBUS, OHIO
May 4, 2000**

Ack: TK

For two days now, I have been touring the country, highlighting schools who have turned things around by investing more in our schools and demanding more from them.

Yesterday morning I was in Owensboro, Kentucky, where we visited a public high school that has turned things around in one of our most economically disadvantaged communities. We then flew to Davenport, Iowa where a school building that's nearly a century old is finally getting the repairs it has long needed. This morning, I toured City Academy in St. Paul, Minnesota, the first charter school in America, which opened in 1992. There, I held my first Webside Chat, and talked live on the Internet with students about the challenges they are facing.

And there's no better place to wrap-up my School Reform Tour than with all of you at Eastgate Elementary School here in Columbus. But that's no surprise. After all, not far from here, Columbus opened the nation's first junior high school back in 1909. As you know, the path since then hasn't always been an easy one. But today you're back on track, returning to that early innovative spirit and a strong sense of community.

You've set tough academic standards for what all your students should know. You're putting in place assessments to see if they're meeting those standards. And you're giving students help to meet them – from afterschool programs to smaller classes. Through your progressive ideas, successful programs, and the involvement of your parents and community, Eastgate has become a model for other schools to follow.

There's no better example of a school that is turning itself around, and is on its way to the top. Your strategy of investing more and demanding more works. The results have been extraordinary. In the last three years, your test scores have skyrocketed in subjects across the board. The math, reading and science proficiency scores of fourth graders are all up more than 200%. But the progress is not just in the fourth grade. It's starting where it counts most, in the earliest grades. This year alone, the reading and math proficiency scores of your Kindergartners have more than doubled.

Not only are your students improving, so are your teachers. More than a third of them have their master's degree and over ten years in the classroom. Your Peer Assistance and Review program has both veteran and new teachers becoming better educators by learning from each other's experience. And it's working: Before the program began, Columbus schools lost nearly 25 percent of their first year teachers. Today, you've reduced that number to 15 percent.

You've proven, beyond a doubt, that with the right tools, all our children are capable of learning at high standards in public schools. That's an example we've been working to set for more than seven years now.

Since 1993, we've nearly doubled investment in education and training. We've required states to set academic standards for what their students should know, and also provided more resources to help states create and implement higher standards. We've reduced class size in the early grades with the help of 100,000 new, highly trained teachers – 55 of whom are in Columbus ... 2 right here at Eastgate. We've also dramatically increased federal investment in afterschool and summer school programs, from \$1 million a year in 1997 to half a billion dollars a year today. And I'm delighted to hear that thirty fourth graders from Eastgate participate in these programs. We've also expanded Head Start and improved its quality – and we're working to build and modernize 6,000 schools. With the help of Vice President Gore's E-rate program, we now have nearly three-quarters of all classrooms in America connected to the Internet, up from only 3 percent in 1993.

Our strategy of investing more and demanding more is producing results. Math and reading scores are rising across the country, with some of the greatest gains in some of the most disadvantaged communities. Last year, for the first time in history, the high school graduation rate for African American students was the same as the graduation rate for white students. We have proven that we know how to lift the educational attainment of our most disadvantaged students.

Yet there are still thousands of schools that fail to give children the education they need to enter the mainstream of American prosperity. That is why I have sent Congress an Education Accountability Act, to fundamentally change the way the federal government invests in our schools – to support more of what we know works, and to stop what we know does not. Identifying low-performing schools, and investing in turning them around. Ending social promotion, but investing in afterschool, summer school, and reading tutors for children who need it.

President Kennedy once said, "Our progress as a nation can be no swifter than our progress in education." From Eastgate Elementary ... to Central High School ... to City Academy, we are making the right kind of progress, by investing more and demanding more, so that all our children get the education they need and deserve. And, with strongest economy in history, there's no better time than now.

I'm really here today to learn more about what you're doing here at Eastgate.

[open to questions]



STATE-OF-THE CITY

Columbus Mayor
Michael Coleman
Final Draft
2/24/2000

Thank you, Auditor Dorrian, for that introduction. I'd like to acknowledge, Janet Jackson, City Attorney, -- who could not be here tonight, Matt Habash, City Council President, City Council members Jeanette Bradley, Mike Mentel, Fred Ransier, Rich Sensenbrenner Maryellen O'Shaughnessy, and Charleta Tavares.

And, of course, thanks to my family... especially to my inspiration, guide and partner Frankie... her support, along with my son, J.D. and my two children in college. They give me the strength to carry on every day...

Thanks to my new extended family -Columbus City employees... I want to especially acknowledge the fellow snow warriors - it's been fun plowing with you...

Most of all, thanks to the people of Columbus...

and I thank God for this opportunity to lead this great city.

Because I love this City and its people. I want to welcome all of you to COSI - the fascination destination. One of our city's most exciting new sites. Just look at this place... filled to the brim with interesting, educational and fun things for kids and families.

Notice how we took something old and from our past- Central High School - and turned it into something new and aimed at our future.

This facility teaches us...it stretches our imagination... energizes our drive for innovation... demonstrates the power of rehabilitation... And it brings together families, offering the same possibilities to all who venture through its doors.

So it's no coincidence that my first state of the city is here, COSI represents the new Columbus that we seek.

A Columbus where we can learn and maximize our assets... explore our hopes... test our limits... transform the old into new... and give every family willing to step across the threshold, a chance to achieve their dreams.

As your mayor for 55 days, I've reviewed more facts and figures and had more briefings about our city than I can ever detail.

And in reviewing these facts and figures, Columbus reminds me of Charles Dickens' book "Tale of Two Cities."

We're a city of contrasts. Take education, for example.

Though our schools are improving, about one in four students in Franklin County won't graduate.

→ contrasts w/ Eastgate's activism

While we have begun offering after-school care to better prepare our children, reduce drop-out rates, absenteeism and crime, Action for Children estimates that only about one in five children who need after school options, get it.

Take Public Safety

The good news is that crime rates are declining. The number of murders in Columbus dropped by one-third last year. Aggravated assaults and rapes also fell ten percent.

But, look at our recent past. We saw tensions mount as the former administration clashed with leaders in the division of police. And, just last year, the U.S. Justice Department filed a lawsuit against the city, charging that our police made a practice of mistreating people.

Next, let's zero in on neighborhoods.

Our housing prices mirror those of similar cities and we offer a diverse array of homes.

But, too many dreams go unrealized and too many lots stand empty.

Incredibly, Columbus has one of the lowest home ownership rates of any major city in the country and the lowest in Ohio.

Finally, let's take our economic pulse. Unemployment is less than 3%. Yet, some parts of our city toil through unemployment rates higher than 20%.

We own the map as one of the Midwest's most prized central transportation hubs and we hit the payload with research treasures, like The Ohio State University, Battelle, and others.

But, we haven't maximized these assets. We're not yet known as MicroChip Midwest or Silicon Central.

We have miles to go before this city's economic prosperity is shared with all of our people.

What else?

We're smart, we're clean, we're growing, we're thinking... and we're still a community where drivers let you switch traffic lanes - even in bumper-to-bumper rush hour.

What does all this mean?

It means that Columbus is a good city with many terrific assets.

Yet as I think about our children ... about our future - I believe we can do better.

We can ... we must become a great city.

Here's how we get there.

Before this administration takes one action - or starts one initiative we need a foundation that reflects our values upon which all decisions are made.

I call these the principles of progress. They are:

First, we must prepare our city for our next generation - our children.

Second, we must promote a diverse and vibrant economy that offers everyone a chance to share in our prosperity.

Third, we must deliver quality public services and results to our residents.

Fourth, we must advance our neighborhoods. And

Finally, we must challenge ourselves to realize our city's promise.

These principles will guide my policies. They will factor into every decision and motivate every action.

We will apply these principles to my four priority issues: education, safety, neighborhoods, and economic development.

By focusing on these four issues we will indeed become a great city.

Let's begin with education.

A GREAT CITY PREPARES ITS CHILDREN FOR THE FUTURE AND THAT STARTS WITH EDUCATION.

City government has no direct responsibility for schools. But, we all have a responsibility to prepare our children to lead the next generation.

My vision of a great city is one where education doesn't end when the school bell rings... where every child is encouraged to learn and grow with the full support of their community... where after-school care and other programs keep children safe and learning... and where businesses know they can count on a dynamic, educated group of employees.

This means we must make after-school opportunities available to every child in Columbus.

To meet this important challenge and guide our efforts, I have already appointed our city's first Education Director.

And on May 5th, we will host the city's first summit on after school initiatives. There, our homework assignment is to:

- take stock of our city's current inventory of after school programs,
- chart a course of action for community leadership,
- and begin to develop the necessary infrastructure to support a citywide program of after school care.

Next, we will organize an after-school consortium to find and pool financial resources to support and broaden after-school activities.

Finally, we will recruit an army of volunteers and mentors to help make this happen.

Why is this so important?

Because over 60% of our children come from homes where their parents are working when school lets out. But only 35% of elementary and middle schools in Columbus offer after-school care.

Remember - after- school care doesn't just improve grades and feed hungry kids. It also cuts crime and keeps kids safe during the high juvenile crime hours between 2-7 p.m.

LETS MOVE ON TO SAFETY.

A GREAT CITY PROTECTS ITS CITIZENS.

That's means people walk the streets in comfort, seniors open doors rather than peek behind blinds, and the kids play in city parks.

That's why I believe our future depends on the best trained, most compassionate and responsive safety forces - and, almost like an extended member of our family, those forces work right in our neighborhoods.

That's what I want for Columbus.

We are in Federal Court, but ultimately it's really up to us as a community to ensure that we have the best-trained and managed division of police in this country.

Here's what we must do:

First, we must hire more police.

Thanks to City Council, we are already hiring 100 new police officers this year.

And with the leadership of Council members Mentel and Bradley we are determining the number of officers we need - and how best to deploy them.

Our city is on track to build a new, state of the art, police training academy and I will work with our Public Safety Department to explore new ways to recruit and train our officers.

Second, we must change the way we fight crime by moving more police into our neighborhoods.

This is called community policing.

Here's how it can work:

Officer Terry Kalous has reached out over the last two years - working with families, community groups and other city agencies. Together, they have been able to stop neighborhood crime by closing down 10 crack houses. These actions have helped restore safety and more importantly - hope in this neighborhood.

Families now live in these restored houses.

Officer, please stand up. Thank you and all of our brave men and women who put their lives on the line for us every day.

I want to see our police substations become community policing centers, where they serve as beacons of community safety, ready and able to respond to those who come to the door or call on the phone.

It's a new look and a new attitude - and this year we will break ground on two new sub-stations on East Main Street and on Cleveland & 11th Aves.

Third we must use the latest in crime fighting technology.

We will install video and audio recorders in cruisers to log incidents. By doing this we will better protect both our officers and our citizens. We've all seen how this works around the country to better serve the public.

We also must meet the needs of fire safety. This year we will hire 125 new firefighters. Technology also will boost the sight, safety and effectiveness of our firefighters.

Thanks to the leadership of City Council, our squads will soon power up thermal imaging cameras - that can see through brick walls and smoke to save lives.

And technology transforms fire stations into life stations. We are the first major city in the U.S. to house high-tech ambulances in every single one of our 31 fire stations.

LET'S MOVE TO OUR NEIGHBORHOODS

A GREAT CITY TENDS TO ITS NEIGHBORHOODS

My administration will help more people buy homes and meet other housing needs.

Homeownership forms the cornerstone of my administration's approach to strengthening our neighborhoods. People who own their homes, paint their homes, mow their lawns, care about crime, trash and the look and feel of their neighborhood. They build wealth and hope for their families. They take pride in their streets.

I remember when Frankie and I bought our first home. We sat back that night, listened to the rainfall on the roof, and contemplated the great possibilities of our lives.

We felt the pride and accomplishment of being homeowners... It was more than just a house.. It was the feeling of being vested in our community.

Right now, less than one half of our city residents - 49 percent - own a home, compared to suburban home ownership rates of 74 percent or national rates of 68 percent.

That's not acceptable.

And we're going to change that - one doorstep at a time.

Beginning right now.

I'm convening a group of builders, bankers, realtors, investors, and community leaders to form this city's first Housing Trust Fund.

This Trust Fund will leverage private and public dollars to assist home buyers and better ensure that developers build homes where they are most needed. It also will help us meet our need for more affordable rental housing.

The Trust Fund will help us determine how best to use city resources, like the 154 vacant properties the city now owns and the 1000 other vacant properties that exist in Columbus.

Think of it. We could convert boarded up houses and vacant lots into hundreds of new homes and apartments.

This trust fund will help get us there.

I will appoint Jim Bowman and Warren Tyler to head this effort.

But a house is not a home - until surrounded by safe, clean sidewalks, sewers, streets and parks - a good environment to raise a family...

These aren't just hollow words.

My administration is already turning these words into action - by fulfilling

promises made and broken for over 65 years.

Krum Park will finally get sidewalks, curbs, storm sewers, waterlines, and streetlights.

The residents of Krum Park worked hard to get this job done. Some of them are here tonight.

Please stand. Thank you.

Our neighborhoods should not be marred by blight.

This spring we will begin neighborhood code enforcement sweeps, systematically weeding out overgrown yards, hauling out abandoned cars - and abating safety and health hazards.

And we'll work with Council member O'Shaugnessy, a great neighborhood advocate, to schedule periodic neighborhood drop-off sites throughout the city, where residents can get hazardous household chemicals out of our garages and away from our children...

But while our wastes are disposable our neighborhoods are not.

No matter the current fashion or trend, I will work hard to shore up our neighborhood commercial areas.

Like we are doing on Morse Road. The city commissioned a marketing study that documented the rich retail and neighborhood value in the Northland area.

We set aside a down payment of \$5 million for area improvements - thanks to the hard work of Council President Habash, Council member Sensenbrenner and the Northland Community Council.

But that's only one step. I'm challenging the private sector to do its share as well. If this occurs, the plans for Morse Road will not gather dust on some shelf at City Hall.

And speaking of commitment ... I'm really excited tonight to introduce a developing partnership between the City and a champion - Mr. James Buster Douglas...

(Ask Buster to stand up) Thank you.

The champ has jumped into the ring for his Main Street neighborhood to redevelop an entire city block with over 100,000 square-feet of commercial space.

In doing this he will help revitalize Main Street and bring jobs back to this neighborhood.

Best of all, he's working as a team with the Main Street Business Association

and the City.

We need healthy neighborhoods too. At a time when heart disease, cancer, stroke, and diabetes are on the decline throughout the nation, these killers are on the rise in Columbus. Further, infant mortality is too high in our city.

We must reverse these deadly trends. Along with Council member Tavares, I will call together health care and community leaders to determine how best the city can make healthy neighborhoods - with a community health action plan.

NOW LET'S MOVE TO ECONOMIC DEVELOPMENT

A GREAT CITY MUST ENSURE ITS ECONOMIC FUTURE

We've enjoyed a winning economy here in Columbus. But, as I mentioned earlier, we haven't reached our full potential.

Simply stated my economic development plan is to maximize our assets through stronger partnerships.

Transportation provides an excellent example. Our system of highways, airports, railroads and mass transit enables Columbus to excel as one of the distribution capitals of the world.

Yet, it works as the sum of parts rather than a whole. We must view our transportation systems as one economic development asset and market it to the world.

While there have been efforts to achieve this, we have a long way to go.

Technology is another example.

Our technological assets are real with O-S-U, Battelle, and Lucent Technologies to name a few.

But our challenge is to take the individual assets and have them work collectively to advance Columbus as a technology center.

Such efforts are underway.

By bringing together our two greatest assets - transportation and technology - we will be positioned to take advantage of the new economy of e-commerce. I want to make Columbus the e-city - "e" as in electrified by e-commerce.

To make this happen requires developing stronger partnerships within the region with government, business, and universities.

I'm committed to doing this and have already begun my efforts to strengthen existing partnerships and create new ones.

A GREAT CITY CARES ABOUT ITS DOWNTOWN

I view our downtown as every neighborhood's neighborhood and the engine that drives the economic success of the entire region... I can't wait to see a Columbus downtown that sparkles with new business, new shops, new homes, new restaurants and entertainment - as well as a riverfront lined with parks.

And I look forward to working with Council member Raniser on all of our parks.

And while we have had some great successes with our downtown - Miranova, the Arena district, and COSI, we still have much more to do.

History has amply demonstrated that if urban decay is left unchecked, it spreads.

If we continue on our current course, these places will become islands of success surrounded by a sea of decline.

The checkerboard of our downtown now contains as many vacant storefronts and surface parking lots as thriving businesses and restaurants.

I believe that the key to making our downtown vibrant and alive is downtown living and that commercial, retail and entertainment options will follow.

Other cities have realized how critical it is to foster downtown housing.

That's why Cleveland helped construct 1,200 new housing units between 1994-1999.

Phoenix developed 3,400 units over a nine-year period.

And Denver put up a whopping 11,000 units in just under fourteen years.

And Columbus, a mere 200 units in the last decade.

We must change that.

To reinvent our downtown, we must first understand the market.

On March 8, we will unveil a study by Capital South Corporation that proves there is a strong market for housing downtown.

Soon thereafter, I will convene stakeholders to develop a downtown action agenda that includes a plan for downtown living.

You've heard my priorities: education, safety, neighborhoods and economic development.

All of these efforts must be balanced with our financial resources.

THAT'S WHY TO BECOME A GREAT CITY IT WILL TAKE ALL OF US
TO WORK TOGETHER

And that means commitment and a belief that you too can make a difference.

I ask each of you to ask yourself -

"What have I done for my city lately?"

"Have I helped a child - not my own - to read better?"

"When it snowed, did I pick up a shovel and help clear the neighbor's sidewalk?"

"When was the last time I checked in on the senior citizen down the street?"

Your city needs you. - in small ways and more. No task is too small. No effort too great.

You don't need a sign on your chest to say "I'm a volunteer."

Just do it.

I'll do my very best!

And I'll work my very hardest!

But, I'm counting on you, too.

We can do so much more together than each of us can do alone.

Thank you and God bless Columbus.

City of Columbus Mayor's Office
90 West Broad Street
Room 247
Columbus, OH 43215

someone on welfare the chance to go to work.

Tonight I am pleased to announce that five major corporations, Sprint, Monsanto, UPS, Burger King, and United Airlines, will be the first to join in a new national effort to marshal America's businesses, large and small, to create jobs so that people can move from welfare to work.

We passed welfare reform. All of you know I believe we were right to do it. But no one can walk out of this Chamber with a clear conscience unless you are prepared to finish the job.

And we must join together to do something else, too, something both Republican and Democratic Governors have asked us to do, to restore basic health and disability benefits when misfortune strikes immigrants who came to this country legally, who work hard, pay taxes, and obey the law. To do otherwise is simply unworthy of a great nation of immigrants.

Now, looking ahead, the greatest step of all, the high threshold of the future we must now cross, and my number one priority for the next 4 years is to ensure that all Americans have the best education in the world.

Let's work together to meet these three goals: Every 8-year-old must be able to read; every 12-year-old must be able to log on to the Internet; every 18-year-old must be able to go to college; and every adult American must be able to keep on learning for a lifetime.

My balanced budget makes an unprecedented commitment to these goals, \$ 51 billion next year. But far more than money is required. I have a plan, a call to action for American education, based on these 10 principles:

First, a national crusade for education standards, not Federal Government standards but national standards, representing what all our students must know to succeed in the knowledge economy of the 21st century. Every State and school must shape the curriculum to reflect these standards and train teachers to lift students up to them. To help schools meet the standards and measure their progress, we will lead an effort over the next 2 years to develop national tests of student achievement in reading and math. Tonight I issue a challenge to the Nation: Every State should adopt high national standards, and by 1999, every State should test every fourth grader in reading and every eighth grader in math to make sure these standards are met.

Raising standards will not be easy, and some of our children will not be able to meet them at first. The point is not to put our children down but to lift them up. Good tests will show us who needs help, what changes in teaching to make, and which schools need to improve. They can help us end social promotions, for no child should move from grade school to junior high or junior high to high school until he or she is ready.

Last month, our Secretary of Education Dick Riley and I visited Northern Illinois, where eighth grade students from 20 school districts, in a project aptly called First in the World, took the Third International Math and Science Study. That's a test that reflects the world-class standards our children must meet for the new era. And those students in Illinois tied for first in the world in science and came in second in math. Two of them, Kristen Tanner and Chris Getsler, are here tonight, along with their teacher Sue Winski. They're up there with the First Lady. And they prove that when we aim high and challenge our students, they will be the best in the world. Let's give them a hand. Stand up, please. [Applause]

Second, to have the best schools, we must have the best teachers. Most of us in this Chamber would not be here tonight without the help of those teachers. I know that I wouldn't be here. For years, many of our educators, led by North Carolina's Governor Jim Hunt and the National Board for Professional Teaching Standards, have worked very hard to establish nationally accepted credentials for excellence in teaching. Just 500 of these teachers have been certified since 1995. My budget will enable 100,000 more to seek national certification as master teachers. We should reward and recognize our best teachers. And as we reward them, we should quickly and fairly remove those few who don't measure up, and we should challenge more of our finest young people to consider teaching

COWRITER/EH

CERTIFICATE STAFF LIST

Date: 05/02/00

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Last Name	First Name	Class Code	Chk Loc	Dpt No	Adm Loc	Adm Loc Date	Pay Com	Cont Code	
COLEMAN	KATHRYN J.	1045 LITERACY FACILITATOR	A	412	721 412	EASTGATE ES	05/09/1991	MEU 03	1
LESTER	AUDREY L.	1340 ELEM-GRADE 4	A	412	721 412	EASTGATE ES	03/01/1993	MEU 02	2
HURST	HOPE VJ	1330 ELEM-GRADE 3	A	412	721 412	EASTGATE ES	08/25/1997	MEU 02	3
BYROM	DARRELL J	1340 ELEM-GRADE 4	A	412	721 412	EASTGATE ES	08/31/1998	MEU 02	4
PARKER	MICHELE D	1320 ELEM-GRADE 2	A	412	721 412	EASTGATE ES	08/31/1998	MEU 02	5
RIVARD	STACIE L	1300 ELEM-KDG	A	412	721 412	EASTGATE ES	08/31/1998	MEU 02	6
DETTRA	DEBORAH T	1310 ELEM-GRADE 1	A	412	721 412	EASTGATE ES	08/30/1999	MEU 02	7
HAWKINS	KENNAN T	1310 ELEM-GRADE 1	A	412	721 412	EASTGATE ES	08/30/1999	MEU 02	8
KULISEK	SURAN M	1088 R. E. D.	A	412	958 412	EASTGATE ES	08/30/1999	MEU 02	9
MOORE-TYLE	ANGELA	1047 SAFETY NET	A	412	853 412	EASTGATE ES	08/30/1999	MEU 03	10
THORNE	SCOTT M	1320 ELEM-GRADE 2	A	412	721 412	EASTGATE ES	08/30/1999	MEU 02	11
STEEVES	AMANDA L	1300 ELEM-KDG	A	412	721 412	EASTGATE ES	10/05/1999	MEU 02	

these 2 teachers hired
with class size reduction money

Shun +
over +