

North Carolina 3/13/97 Potus visit

PHOTOCOPY
PRESERVATION

High Standards for Teachers

The President's speech to the North Carolina legislature provides an ideal opportunity to outline his vision and plan for rewarding good teachers, getting incompetent or burnt-out teachers out of the classroom, and for getting talented and dedicated teachers into every classroom in America. The major announcement would be calling on state legislatures around the country to enact major pay incentives for master teachers who become certified by the National Board (such as the 12% bonus Governor Hunt has proposed to the North Carolina legislature), and explaining how the President's budget will help set this new national standard of excellence in teaching -- a standard which has already gained wide, bipartisan acceptance.

But the President can also use this announcement to stipulate that our students will not reach national standards without outstanding teachers, and to lay out -- in greater depth than he has so far -- his vision for raising teacher quality. The President can issue an appeal to honor and reward good teachers while refusing to tolerate failing teachers, challenge talented young people and other mid-career professionals to enter into teaching and give them the highest-quality preparation, and speak directly to parents and grandparents, asking them not to discourage their young family members from going into what will be the noblest and most important career of the information age. With 2 million teachers to be hired in the next ten years, the President can challenge the nation to immediately establish policies and an ethic for the teaching profession that will affect the quality of our children's education for decades.

For three reasons, the address to the North Carolina legislature will be an ideal opportunity for the President to focus on teacher quality. First, Governor Hunt has been spearheading a state and national effort to focus on raising teacher quality, providing a sensible context for the President to applaud Hunt's work in North Carolina, cite Hunt's proposal to provide a 12% bonus (serious \$) to national board-certified "master teachers" as the basis for a national challenge, and describe the President's vision in context of a hard-hitting report on teaching released last fall by a bipartisan commission co-chaired by Hunt. Last week's announcement that North Carolina had the nation's largest increase in math scores can underscore the effectiveness of focusing on good teaching.

Second, a presidential focus on high standards for teaching is a natural immediate next step after addresses on challenging standards and tests for students. The public intuitively understands that the key to raising standards is good teachers, and the President can use this address to help show how to address this challenge. Timing is also ideal, coming the day after a North Carolina meeting on teaching that can foreshadow and generate interest in the President's speech. That meeting will be televised to educators around the state, and will include Governor Hunt, teachers, university leaders, and -- by satellite, at 4pm the day before the President's address -- Secretary Riley.

Third, the national board teaching standards -- championed by Hunt -- provide the best possible concrete illustration of how the President and his budget will help make high standards for teachers real. The President's budget contains \$100 million over 5 years to help the national board complete its assessments in all major academic areas, and to provide seed money to help teachers undergo the board's intensive review. The board already has bipartisan endorsements from such leaders as Hunt and Voinavich, and unusual support from education groups who have traditionally opposed efforts to distinguish among teachers at different levels of quality.

Components of announcements/ major policy address on teaching standards:

- ▶ Call on state legislatures around the country to enact major pay incentives for master teachers who become certified by the National Board for Professional Teaching Standards (such as the 12% bonus Governor Hunt has proposed to the North Carolina legislature).
- ▶ Explain how the President's \$100 million budget will help set this new national standard of excellence in teaching -- i.e., support for completion of teacher assessments in all academic areas and seed capital for master teachers to undergo an intensive board review, leading to a master teacher for every school in the nation within 10 years. Call on Congress to enact this budget.
- ▶ Invite "our nation's best teachers" -- the 50 state teachers-of-the-year and others -- to the White House South Lawn for a celebration of good teaching and announcement of the new national teacher-of-the-year during the week of April 15th (The scheduling office confirmed today that this event will take place, but it has not yet been made public). Call for a national day of recognition that day for America's best teachers.
- ▶ Announce details of a national forum on recruiting and preparing teachers to take place the day after the White House event. This forum will provide an opportunity for 50 teachers-of-the-year to discuss with higher education leaders how to do a better job at recruiting and preparing the highest quality teachers. Also announce opportunity for communities around the country to participate in the event by satellite, and to organize local discussions with their best teachers and university leaders about how to recruit and prepare outstanding teachers. (USA Today and other papers gave considerable coverage to the Secretary's announcement of this forum last month, but no details have yet been made public.)
- ▶ Challenge talented young people and mid-career professionals to go into teaching. Speak directly to parents and grandparents, asking them not to discourage young people from entering teaching.
- ▶ Announce national forum that would take place later in the year on rewarding good teachers and weeding out those teachers who are incompetent or burnt-out.
- ▶ Issue broad new challenge such as calling on states and communities to raise teacher salaries generally, or to offer tax incentives for young people who teach in high-need areas. Alternatively, challenge school districts and teacher unions to examine their contracts and find new ways to reward good teachers and weed out incompetent or burnt-out teachers quickly, fairly, and less expensively.

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Author: Terry Dozier at WDCB02

Date: 3/11/97 1:55 PM

Priority: Normal

TO: Kevin Sullivan at WDCB01

TO: Jonathan Schnur at WDCB01

Subject: Governor Hunt's proposal

----- Message Contents

Just talked with Karen Garr, Governor Hunt's teacher advisor.

Governor Hunt has introduced the Excellent Schools Act which focuses on high standards and higher salaries for teachers. He proposes a 12% salary increase for nationally board certified teacher. 10% increase for teachers with a master's degree. NC has more nationally board certified teachers than any other state by far -- 118.

Governor Hunt's act wants to support teachers' learning by strengthening teacher education programs and ensuring that beginning teachers have support. All this, of course, is being proposed in order to enhance student learning. Karen wanted us to be sure and emphasize this piece. We should do all of these things for teachers because it is the right thing to do. But, it is also the only thing to do if we hope to have excellent teachers for our students.

Terry

FACSIMILE COVER SHEET
UNITED STATES DEPARTMENT OF EDUCATION



600 Independence Avenue, SW

ROB-3 Room 4082

Washington, DC 20202-5100

**OFFICE OF THE ASSISTANT SECRETARY
FOR POSTSECONDARY EDUCATION**

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DATE

3/12/97

NO. OF PAGES(including cover)

2

TO Bill Kincaid

FAX NO. 456-7028

FROM David Longanecker Diane Rogers P.J. Sanders

Jill Riemer Terri Scott Richard Jameson

Dolly Stevenson Matt Boggs Patricia Pilkerton

Albertha McCord X Margaret Ward

SENT BY

NOTES

UPDATE! If you
can use this, please do!
I emailed you as well!

*****If there are any problems with this transmission please call (202) 708-5547 immediately*****

**Colleges and Universities in North Carolina Committed to the
President's America Reads Challenge**

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- Carteret Community College
- Catawba Valley Community College
- Duke University
- East Carolina University
- Elon College
- Guilford College
- North Carolina State University
- Queens College
- University of North Carolina - Asheville
- University of North Carolina - Chapel Hill
- University of North Carolina - Charlotte
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- University of North Carolina - Wilmington
- Wake Forest University



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL**TO:** Bill Kincaid / ~~to~~ Mike Cohen**ORGANIZATION:** DRC**PHONE NUMBER:** 456-5575**FAX NUMBER:** 456-7028**FROM:** Jon Schur**PHONE NUMBER:** 401-3598**MESSAGE:** _____

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1 PAGE(S) TO FOLLOW

We also need to do more to build a strong public education system that gives parents more choices for what public schools their children attend all across America. I think we should help teachers, parents, museums, and others to create new public charter schools, and I have proposed to double the budget of our charter school start-up program to help provide students and their families with more choices of public schools around the nation.

As far as I understood was a

I want to applaud the North Carolina State Board of Education and local boards of education across North Carolina -- after thorough reviews of the quality of those proposing schools -- for moving this morning to grant charters to more schools in a single day than any other school board or state in the nation. But we all need to do this right: a careful review of proposals to create new public schools is absolutely indispensable. Providing these schools with start-up funds and other assistance is also essential, as is continuing to build relationships between charter schools and other public schools so that they can learn from one another's successes. Let's work together to help these new public schools -- accountable for high standards and open to all students regardless of their background -- be a success.

Excellent Schools Act Summary

North Carolina's approach to improving education includes quality early childhood education, safer schools, increased technology and excellent teaching. While the budget before the Legislature includes all of these, the Excellent Schools Act focuses on teaching. It is a comprehensive effort to raise academic standards, raise teaching standards and raise teacher pay.

I. Raising Academic Standards

- State Board of Education will be instructed to raise standards for student performance in reading, writing & math using the ABC initiative and the work of the Standards & Accountability Commission.

II. Raising Standards and Accountability for Teachers

- Just as students are held accountable, the ABC education reform effort holds teachers and schools accountable -- with consequences for failure and rewards for success.
- The Excellent Schools Act would raise the bar for those seeking a license to teach, a continuing license, a renewal license and for tenure. Just as all teachers must meet higher standards, all teachers will earn a pay raise. Teachers who meet the very highest standards will get the highest pay increases. Those new standards include:
 1. *Better preparation for entry-level teachers* -- College students must meet higher standards to enter a school of education, complete a longer internship and meet higher standards to earn an initial license to teach.
 2. *Higher standards and support for beginning teachers* -- Every new teacher will have an experienced, well-trained mentor. To earn a continuing license, teachers before their third year must pass rigorous and performance-based evaluations by accomplished teachers and well-trained principals.
 3. *Tougher standards for tenure & tenure reform* -- Teachers must meet higher standards to earn tenure, and it will take longer to get tenure. The tenure process will be streamlined so that it's easier to fire poor teachers.
 4. *Continuous evaluations for career teachers* -- Renewal of teacher's license (every 5 years) will be made more meaningful and more difficult.

III. Higher Pay for Higher Performance

- *Pay for performance* -- A key component of the Excellent Schools Act is performance pay: rewarding teachers for achievement under the ABC plan (bonus of up to \$1,000); earning the rigorous National Board Certification (12% pay increase); and completing a more rigorous master's degree program (10% increase by the year 2000)
- *Raise starting pay* -- Raise pay for new teachers from \$21,330 to \$25,000 by the year 2000.
- *Raise pay for meeting tougher standards* -- Provide salary increases at strategic points in a teacher's career: after earning a license to teach, getting a continuing license, renewing a license or getting tenure. Teachers that commit to stay an additional five years would earn a \$2,500 bonus set aside at year 8 and paid at year 13.

BAD TEACHERS → PINK SLIP
GOOD TEACHERS → RAISE

- *Raise pay for extra work* -- Pay teachers extra for special assignments, like mentoring new teachers or helping students who are falling behind; or for professional development.
- *Highest pay for most experienced & qualified* -- Top salary for most qualified, most experienced teachers -- with performance bonuses -- will be more than \$53,000 by the year 2000.

How are higher standards linked to higher pay?

- Year 1:** *Better Prepared Teachers.* Higher standards to enter and graduate from a school of education. Mentor teachers for all beginning teachers and extra days at the beginning of their first year for orientation. Higher standards to earn initial license to teach.
Raise starting salary from \$21,330 to \$25,000 by the year 2000.
- Year 3:** *Higher standards to earn continuing license.* More rigorous, performance-based evaluations to earn a continuing license.
Significant pay increase in year 3 (\$3,200 by the year 2000).
- Year 4:** *Higher standards to earn tenure.* More rigorous, performance-based evaluations to earn tenure. And the tenure process will be streamlined to make it easier to fire poor teachers.
Significant pay increase in year 4 (\$950 by the year 2000).
- Year 8:** *Higher standards to get re-licensed.* More rigorous, performance-based evaluations to earn license renewal. (Renewal occurs every 5 years).
Significant pay increase in year 8 (\$1,650 by the year 2000).
- Year 13:** *License renewal.* Teachers again meet tough standards to earn their second license renewal.
To reward teachers for getting re-licensed and for staying in teaching, a \$2,500 bonus is set aside in year 8 and deferred until year 13.

Other Performance Pay Opportunities:

- 12% bonus for National Board Certification
- 10% bonus for Masters/Advanced Competencies by the year 2000
- Up to \$1,000 bonus for student achievement under the ABC plan

Extra Pay for Extra Work:

- Extra pay for mentor teachers
- Extra pay for new teacher development
- Extra pay for professional development
- Extra pay for extra work days and extra responsibilities

Higher Pay for Most Experienced and Qualified:

- Top pay increased to more than \$53,000 by the year 2000 (up from \$42,000 today)

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James B. Hunt Jr.
Governor



State of North Carolina
Office of the Governor

For Release: IMMEDIATE
Date: February 26, 1997

Contact: Sean Walsh
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GOV. HUNT, BASNIGHT, BRUBAKER SUPPORT EXCELLENT SCHOOLS ACT

RALEIGH -- In a display of bipartisan support for public schools, Gov. Jim Hunt, Senate President Pro Tem Marc Basnight, and House Speaker Harold Brubaker stood together today in support of the Excellent Schools Act -- a comprehensive approach to raising teacher standards and pay.

Brubaker, the Republican leader of the House, and Basnight, head of the Democratic Senate, will co-sponsor the Governor's bill, underscoring the strong bipartisan support for raising academic and teacher standards, rewarding teachers for performance and raising the average teacher salary to the national average by the year 2000.

The bill will be filed today in both chambers of the General Assembly, then introduced on Thursday. Hunt sent out a letter to all legislators this week urging them to sign onto the bill.

"The Speaker, the Senate President Pro Tem and I stand together for excellent schools," Hunt said. "We stand together in our dedication to putting children first, and partisanship second. We stand together in our effort to get and keep the best teachers in North Carolina's classrooms."

"I appreciate the strong bipartisan support and the leadership of Speaker Brubaker and Senate President Pro Tem Basnight," Hunt said. "I will work with them to see that this bill becomes law, and I hope every legislator -- Democrat and Republican alike -- will join us."

Basnight said, "Today is the day we start showing teachers that we regard their job as one of the highest callings in North Carolina. I am committed to investing in our children's education and in the people we have asked to make our schools excellent."

Said Brubaker, "If we are serious about education reform, we must take the first step. This is a good first step on the journey, a bipartisan journey, I hope, toward real reform."

Now, one-third of North Carolina's teachers leave the profession within the first five years because of low pay, safety concerns and lack of preparation for the classroom. Under the Excellent Schools Act, beginning teachers would have to meet more rigorous standards and undergo more preparation before entering the classroom, and would get more help and training as entry-level teachers. At the same time, starting salary for teachers would go from \$21,330 to \$25,000 by the year 2000.

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The Excellent Schools Act would also raise the bar for teachers getting a continuing license, renewing their license, or getting tenure -- and the largest pay increases would be tied to teachers' ability to clear those hurdles. At the same time, the tenure process would be shortened to make it easier to fire a poor teacher.

The most experienced teacher who meets the very highest standards -- including being National Board-certified and getting a more rigorous master's degree -- could earn as much as \$53,000 under the bill.

Much of the Excellent Schools Act is based on the recent recommendations of the National Commission on Teaching and America's Future, a national education reform group chaired by Hunt which sought out the best, most effective ways to recruit and retain the best teachers. "Implementing these recommendations would put North Carolina at the forefront of raising standards and performance pay for teachers," Hunt said.

The Excellent Schools Act would:

- Raise standards for students in reading, writing and math through the state Board of Education.
- Require higher standards for teachers entering the profession, including longer internships, a tougher test for those seeking a license to teach and support for new teachers with well-trained mentors.
- Reward performance with a 12 percent salary increase for teachers who achieve National Board Certification and a 10 percent pay hike by 2000 for those who earn a more rigorous master's degree. The bill would also reward teachers with a \$1,000 bonus when their schools exceed expectations under the ABC plan, and provide extra pay for extra work, like mentoring, professional development or added responsibilities.
- Keep good teachers in the classroom by raising standards for a continuing teaching license, tenure and a renewal license. The bill also provides the largest salary increases during these critical years, and sets aside a \$2,500 bonus in the eighth year for teachers who commit to continue to teach for an additional five years.
- Revamp the tenure process to make it tougher to achieve tenure and make it easier remove ineffective teachers from the classroom.

In addition, Hunt is pushing to expand North Carolina's early childhood education by expanding Smart Start into all 100 counties this year. He is also pushing to boost school safety by putting more sworn law enforcement officers into the most violent and disorderly middle schools and expanding SOS, the after-school crime prevention initiative that matches adult volunteer mentors with at-risk students.

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James B. Hunt Jr.
Governor



State of North Carolina
Office of the Governor

For Release: IMMEDIATE
Date: February 5, 1997

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CLINTON PRAISES HUNT'S EFFORTS FOR EXCELLENCE IN TEACHING

RALEIGH -- President Bill Clinton spotlighted Gov. Jim Hunt's efforts to improve teaching during his State of the Union address Tuesday night, praising the Governor's efforts to raise standards for America's teachers.

"For years, many of our educators, led by North Carolina's Gov. Jim Hunt and the National Board for Professional Teaching Standards, have worked very hard to establish nationally-accepted credentials for excellence in teaching," Clinton said. "Just 500 of those 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."

Hunt has chaired the National Board since its inception in 1987. Under his leadership, North Carolina became one of the first states in the country to reward teachers who receive board certification with annual bonuses and leave time to complete the rigorous, year-long process. The board sets national standards for what teachers should know and be able to do in the classroom, similar to other boards that set standards for professionals like doctors, lawyers and accountants.

North Carolina teachers who become board-certified receive a 4% pay increase after they complete the process and Hunt wants to raise that bonus to 10%.

So far, 93 North Carolina teachers have become board certified after spending more than 100 hours putting together portfolios of their classroom work including lesson plans, videotapes of their classes and examples of student work. They also write essays about their teaching methods, critique videotapes of other teachers in the classroom and take intensive written and oral exams during a final two-day evaluation.

Through efforts like the National Board, Hunt is working to raise teaching standards and find ways to keep the most qualified teachers in North Carolina's classrooms. He recently chaired the National Commission on Teaching and America's Future which released its report last fall with recommendations on new ways to recruit, prepare and support teachers. He also leads the National Education Goals Panel, a bipartisan group focusing on eight goals, including improving early childhood education, raising graduation rates, ridding schools of drugs and violence and providing more professional development opportunities for teachers.

(A list of North Carolina's board certified teachers is attached. For more information about the National Board for Professional Teaching Standards, contact Joanne Kogan Krell at 810-351-4444)

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James B. Hunt Jr.
Governor



State of North Carolina
Office of the Governor

For Release: IMMEDIATE
Date: February 11, 1997

Contact: Sean Walsh
Phone: (919) 733-5612

GOV. HUNT'S STATE OF THE STATE: "PUT EDUCATION FIRST"

RALEIGH -- Gov. Jim Hunt today challenged legislators to join him in a four-year commitment to improve North Carolina's schools by raising teaching standards and pay to the national average and putting Smart Start in place in every county.

"We meet today with a common purpose and a common resolve -- to put education first," Hunt said in his State of the State address before a joint session of the General Assembly. "This commitment is far more important than party or politics. It is a commitment that will determine our future. Our challenge is to act on that commitment in this session -- starting today.

"This year, let's get focused. Let's concentrate on the two things that we know are most important to our children's education. Stick with them for four years. Make this commitment to our children's future, and you'll see our schools and our children compete with anybody, anywhere."

Hunt urged legislators to recruit and retain the best teachers by raising the starting salary for teachers while boosting their education and training. Hunt also urged legislators to raise standards and pay for all teachers, with the highest increases going to the highest achievers, including those seeking a license to teach, a continuing license and tenure. License and tenure requirements would be toughened, and Hunt is proposing making it easier to get rid of bad teachers.

During his speech, Hunt recognized 11 teachers from across the state who joined First Lady Carolyn Hunt in the House Gallery. "Teachers have difficult and demanding jobs. They work long hours every day. Grade papers at night. Stay late for parent conferences. And worry endlessly about our children," Hunt said.

"Do you know what the starting salary of a public school teacher in North Carolina is today? It's just \$21,330 a year. And the top salary -- for the most experienced and most qualified teacher is less than \$43,000. That's wrong. So I am proposing that by the year 2000, we raise the starting salary for teachers to \$25,000 a year. And I am proposing that we raise the pay for our best and most experienced teachers to at least \$53,000 a year.

"What I am talking about is a pay raise for all teachers and higher pay raises for teachers who meet higher standards," Hunt said. "It's the least we can do for the most important and hardest working people in North Carolina."

North Carolina currently ranks 42nd in teacher pay, and one-third of teachers leave the profession by the end of their third year because of low pay, safety concerns and little time for planning or professional development.

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In addition to higher standards, Hunt is proposing:

- A 12 percent salary increase for teachers who receive national board certification through the National Board for Professional Teaching Standards, which Hunt chairs. Teachers now get a 4 percent raise. North Carolina was the first state in the country to reward teachers who receive board certification with annual bonuses and leave time to complete the rigorous, year-long process, and has more board-certified teachers than any other state.
- A 10 percent salary increase for teachers who get their master's degree by 2000, coinciding with improvements in college teaching programs -- up from the current 6 1/2 percent.
- Extra pay for extra work. Hunt wants to pay teachers more when they take on added duties like starting the school year early, mentoring new teachers or helping students who are falling behind.
- Continuing to reward teachers with a \$1,000 bonus when their schools exceed expectations under the ABC plan.

Hunt also urged legislators to expand his Smart Start early childhood initiative for children under six to all 100 counties in the next four years. The program is now underway in 43 counties, with 12 more in the planning stages.

"What we can do in state government is be a catalyst for children," Hunt told legislators. He referred to a recent issue of *Time*, which focused on brain development research that found that 85 percent of a child's brain develops within the first three years. The article also cited Smart Start for its efforts to provide quality child care, health care and education during those years.

Hunt called for bipartisanship, but also made it clear that he wouldn't take no for an answer. "I have no patience with those who say our schools are broken and cannot be fixed. They are wrong. Even some in this chamber today may not believe that North Carolina can have truly excellent schools. They are wrong.

"Let us be clear why the public schools exist," Hunt said. "They do not exist for elected officials. They do not exist for ideologues. They do not exist for parents or teachers or principals. They exist for our children. To educate them and prepare them for a changing and competitive world.

"Now we have a new challenge for a new century. A challenge to provide our children with an excellent education and a Smart Start. And in the next century, our successors and our grandchildren will measure what we do here by two questions: Did we help children get a good start in life? Did we give our children excellent teachers and excellent schools?"

Gov. Jim Hunt
State of the State Address
A Challenge to North Carolina: A New Commitment to Education
February 11, 1997

Mr. President, Mr. Speaker, Mr. President Pro Tem, members of the General Assembly, distinguished guests, my fellow North Carolinians.....

We meet today with a common purpose and a common resolve -- to put education first.

This commitment is far more important than party or politics. It is a commitment that will determine our future.

Our challenge is to act on that commitment in this session -- starting today.

Nothing else we do will be as important. Nothing.

So I come here today to ask you to dedicate this legislative session to the cause of better public education. I stand ready to work with you to make this the most important education session in North Carolina's history. Let's join in that commitment today.

Let me say first of all, that I have no patience with those who say our schools are broken and cannot be fixed.

They are wrong.

Even some in this chamber today, may not believe that North Carolina can have truly excellent schools.

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Let us be clear on why the public schools exist. They do not exist for elected officials. They do not exist for ideologues. They do not exist for parents or teachers or principals.

They exist for our children. To educate them and prepare them for a changing and competitive world.

And the schools are doing a better job than their critics admit. Last month, a national report ranked North Carolina's schools among the top twelve in the nation. It gave us high marks for setting academic standards, assessing student performance and providing equitable resources.

In short, North Carolina's schools are not 48th. Let's give our schools the credit they deserve!

But that report did offer a valid criticism. Too often, our zeal and our good intentions led us in too many different directions. Adopting too many reforms that confuse teachers and complicate the job of educating our children.

This year, let's get focused. Let's concentrate on the two things that are most important in our children's education. And let's stick with these two things, until the job is done.

Here are the two things I challenge North Carolinians to do over the next four years:

Number 1, put Smart Start fully in place in all one hundred counties.

Number 2, raise education standards and raise teacher pay to at least the national average.

Do these two things. Stick with them for four years. Make this commitment to our children's future. Because our schools and our children must be able to compete with anybody, anywhere.

Seated in the Gallery today with Mrs. Hunt and Dr. Jay Robinson are some of North Carolina's teachers. Next to being a parent, they have the most important job in North Carolina. Please join me in paying tribute to them and all our teachers.

Teachers have difficult and demanding jobs. They work long hours every day. Grade papers at night. Stay late for parent conferences. And worry endlessly about our children.

But do you know what the state pays a beginning public school teacher today? Just \$21,330 dollars a year. And the top salary -- for the most experienced and most qualified teacher, who has taught for thirty years -- is less than \$43,000. That is wrong!

Is it any wonder 30 percent of our teachers leave in the first three years?

Just last week, I got a letter from concerned parents at Root Elementary School here in Raleigh. One their favorite teachers, Kathleen Hagerty, has left to take a job at almost double her current salary. She left because she did not earn enough to pay her living expenses and pay back the money she borrowed to get her masters' degree.

The parents wrote: "We are all extremely disappointed. Her leaving is a great loss to our school."

North Carolina's teachers deserve better. They deserve greater respect. They deserve greater support from parents, students and all of us. And they deserve better pay.

So I am proposing that by the year 2000, we raise the starting salary for teachers to \$25,000 dollars a year. And I am proposing that we raise the pay for our best and most experienced teachers to at least \$53,000 dollars a year.

If we do this, we will attract the best teachers, we will keep them in our classrooms, and we will take a giant step toward giving our children the education they deserve. Let's make this commitment and take this step forward this year.

Let me be clear about this -- I am not talking about simply raising pay across the board without regard to experience and qualification.

First and foremost, I am talking about paying better teachers for better performance. Paying a bonus up to \$1,000 dollars when their students learn more under the ABC plan. A 12 percent bonus for earning national-board certification. A 10 percent bonus for earning a masters' degree.

I am talking about raising academic standards, holding students and schools accountable for their progress, and making sure students learn the basics and the skills they need to get a good job.

I am talking about paying teachers more for extra work, like starting the school year early, mentoring new teachers and helping students who are behind.

I am talking about increasing starting salaries by nearly 20 percent so that we can attract more bright young people into the profession.

I am talking about making sure these new teachers are better trained and get a full year of experience in the classroom before they even start teaching.

I am talking about extra pay raises in years when they pass tougher evaluations and meet higher standards -- such as when they first earn their license, earn their continuing license and earn tenure.

I am talking about making it harder to earn tenure and easier to get bad teachers out of the classroom. Some people say bad teachers shouldn't get a pay raise. I agree. They should get a pink slip.

What I am talking about is a pay raise for all teachers and higher pay raises for teachers who meet higher standards. It's the least we can do for the most important and hardest working people in North Carolina.

Some people say we can't afford this step forward. But the cost of reaching the national average is just 2 percent of the total state budget over the next four years. 2 percent.

Surely we can afford that.

Surely we can afford to pay our teachers a decent wage. A wage that shows we value all that they do. That helps us attract and keep the best and brightest in the classroom.

Surely we should require that every school and every school system be run in a way that best serves its students, teachers, parents and taxpayers. That means we should send in special audit teams to review the performance of schools and school systems and bring about changes when they are needed.

Legislation to accomplish this goal will be introduced in both the House and Senate. It will put into action our plan for excellent teaching -- as well as higher academic standards, workforce training and technology. It will be called the Excellent Schools Act.

I urge you to pass it this year.

I urge you to pass it, so we can recruit and retain the very best teachers for our children.

I urge you to pass it and enable our public schools to take this big step forward in these four years.

Higher standards and better teachers, that's number one. Let's talk now about the other big step we need to take.

It's really the first step in the life of a child.

It's one where North Carolina is already leading the nation. It's one that can have the greatest impact on our children and their future. It's Smart Start.

We're not just talking about budgets and programs here. We are literally talking about children's brains, and how quickly they develop and grow.

Time magazine last month devoted an entire issue to this subject. Last week the nation's governors devoted much of their conference to it. Democratic and Republican governors alike are focusing on it.

This is coming from new scientific research and discoveries.

Scientists have found that the brain grows faster and develops more fully when a child is held and talked to and hugged and loved. They have found that eighty-five percent of the brain develops in the first three years. Eighty-five percent.

That's why children with good parents get a good start. That's why good day care is so important. That's why children who are neglected and abused are hurt for life.

You all have heard me talk about little children's brains for four years now. You might be getting tired of it. But now I've got science on my side.

My wife's known it for a long time, and she just wants to know why it's taken me forty years, four children and six grandchildren to figure it out.

Now, we can't guarantee every child a good family. And we can't set up a new public school system for children under 5.

What we can do in state government is be a catalyst for children.

What we can do is get state and local government working together. Churches and businesses and community groups and health care providers working together. Local communities working together to meet the needs of children -- in your community and mine.

What we can do is put more public and private resources into those critical early years. And that's what Smart Start does.

In Mecklenburg County, Smart Start has helped child care centers double the number of children they serve.

In Lenoir County, the partnership is helping children who are not ready for kindergarten. Teaching them basic thinking, language and physical skills. Helping them catch up and enter school ready to learn.

In Stanly County, Smart Start is helping parents become their child's first teacher. And it provides a little extra money to help one parent stay at home during their child's first year.

This is what Smart Start is doing today in 43 counties. And this is why we need it fully in place in all one hundred counties by the year 2000. I ask you to make that commitment this year so our children will get the good start they all deserve.

Certainly we have many other responsibilities to meet in this session.

We have a responsibility to see that our schools and our communities are safer from crime, drugs and violence. We must continue to crack down on school discipline. We must devise a more effective way of dealing with juvenile crime. We must continue to lock up dangerous criminals and require them to work hard in prison. And we should act on the recommendations of John Medlin's Commission on the Future of the Courts -- to make sure that our courts are up to the challenge of the 21st Century.

We have a responsibility to keep our universities and community colleges among the best in the nation, with competitive faculty and facilities.

We have a responsibility to keep North Carolina ahead of the nation in attracting new jobs and new businesses. Last session you passed tax cuts and incentives that are working. Now we need to train workers for new and expanding businesses. And we should expand JobReady, our school-to-work initiative, statewide.

We must demand personal and parental responsibility. We must keep moving people from welfare to work and keep demanding that parents pay their child support.

We must help our people find good, affordable health care. We should help children get a healthy start. And we should expand and improve in-home care for the elderly.

We must keep our roads safe from drunk drivers. Lieutenant Governor Wicker is giving strong leadership in this area, and I urge action on his recommendations.

We must keep teenagers from smoking. Attorney General Easley is leading the fight to keep cigarettes out of the hands of minors and we should pass his initiative.

We must keep our environment clean. Last year we set up the Clean Water Trust Fund. We passed tougher animal waste regulations. This year we should go further, clean up our rivers, protect our drinking water and put leadership in place that will straighten out the mess in Marine Fisheries.

And we have a responsibility to pay for it without raising taxes. We cut a billion dollars in taxes over the last four years. We've saved taxpayers money and given them better value for their tax dollars.

We have shown what we can do when we put our state's future ahead of narrow political interests.

Now we face an historic challenge.

Last month, in my Inaugural Address, I called for a new commitment to public education. Today, I call for action.

It's going to take both branches of government and it's going to take both parties. It's going to take all of us working together.

Last year both parties worked to pass the \$1.8 billion school bond. And voters passed it with overwhelming bipartisan support.

Last month Speaker Brubaker and Senator Basnight both spoke of the need to focus on education during this session.

We can meet this new challenge.

We can meet it as North Carolinians have met challenges before.

As this Legislature did at the beginning of the 20th Century, when it created the public school system. Back then we had only a few local schools scattered around the state. Many were log cabins with dirt floors. Only a third of school-aged children were attending school. And some schools met only twenty days a year.

Governor Charles Brantley Aycock challenged the General Assembly to change that -- to give every child the opportunity to learn. Our state was poor, but the Legislature responded.

In one year the Legislature doubled its annual appropriation for public schools. They started building eight hundred schoolhouses to make public education available across North Carolina.

That Legislature met the challenge nearly one hundred years ago.

Just as the Legislature did during the Depression. In those days, schools all over the country were closing. Our Legislature took over most of the financial responsibility for education and kept North Carolina's schools open.

And the Legislature met the challenge in the early 1960's, when it committed North Carolina not only to universal education, but also to quality education.

Now we have a new challenge for a new century. A challenge to provide our children with an excellent education and a Smart Start.

And in the next century, our successors and our grandchildren will measure what we did here by two questions.

Did we help children get a good start in life?

Did we give our children excellent teachers and excellent schools?

Only you in this Legislature can provide the answer. Only you in this Legislature can make it happen.

I look forward to joining with you as this Legislature meets the challenge, makes history and leads North Carolina into the 21st Century.

Thank you. And God bless you.

N.C. kids' test scores rise in math, reading

● Educators hope the improvements will mean better performance when the children reach high school.

The Associated Press.

FAYETTEVILLE — Better end-of-course test scores for elementary and middle school children in North Carolina could mean education reforms are working and preparing students for high school and beyond.

Most pupils in the annual tests in grades 3-8 met grade-level expectations in reading and math tests last year and continued a recent trend upward.

Some educators are cautiously optimistic that better scores on math and reading skills, which are needed to master tougher courses later, will bear fruit in high school, where current scores remain below 50 percent.

"We're so accustomed to bad news, it's almost difficult to realize that we may be turning the corner," said John Dornan, executive director of the N.C. Public School Forum, an education research group.

He said the scores "should mean that by the time the students who are now in fourth grade get to high school, you should start seeing the impact."

● We're so accustomed to bad news, it's almost difficult to realize that we may be turning the corner. ●

John Dornan,
executive director
of the N.C. Public School Forum

Education leaders cite lower class sizes, stronger links between what is learned and what is tested, and student performance goals in the ABCs accountability plan as possible reasons for the higher scores.

"The reforms have focused more on teaching and learning and not so much on social issues — more time on task, better lesson plans, alignment between assessment and curriculum," said Pete Spiliotis, director of research for the Cumberland County schools.

Statewide, 68 percent of the elementary and middle-school pupils in the grades tested for the 1995-96 school year met grade-level expectations in reading, compared with 66 percent in 1995 and 64 percent in 1994.

In math, about 70 percent of the children in the same grades met the expectations, compared with 66 percent in 1995 and 63 percent in

1994.

But in high school, just 42 percent of the students statewide demonstrated proficiency in testing on the core courses of algebra, biology, history, English and government. That percentage, although low in comparison, is better than 37 percent in 1994.

Charles Gainey, the Clinton city schools superintendent, said high schools could be helped by following the way elementary schools operate.

He said elementary classes are usually less structured, with teachers linking common threads between courses, such as writing and science.

High schools tend to rely more on the traditional lecture method, with more rigid separation between courses, he said.

Gov. Jim Hunt has proposed smaller class sizes for middle school pupils who are considered potential dropouts. And the new ABCs plan, in which schools compete against their own performance goals, could help high schools to focus more on achievement, Spiliotis said.

"The high school staff is kind of playing catch-up," he said. "They kind of turned the corner this past year. We're on our way, but we don't have the momentum we've had in the elementary and middle grades over the last three or four years."

G N R 2-24-97

Help middle schoolers

Gov. Jim Hunt's education budget will force legislators to choose between funding to continue their systematic reduction of elementary-school class sizes and an emergency effort to help low-performing middle schoolers. As distasteful as it may be to get off track on class-size reduction, legislators should help the troubled sixth and seventh graders.

Over the last three budgets, the General Assembly, with Hunt's support, has reduced kindergarten, first- and second-grade class sizes from an average of 26 to an average of 23. The legislative leadership, in a rare meeting of Republican and Democratic minds, has pledged eventually to reduce class sizes, one grade a year, up to fifth grade. The cost to hire enough teachers for these new classes is approximately \$20 million per grade.

But in his 1997-99 budget, Hunt ignores elementary class-size reduction. Instead, he proposes to spend \$11 million to reduce language and math class sizes for underperforming middle schoolers. There are 23,000 sixth and seventh graders who scored at the lowest level of the end-of-grade test for either math or reading, or both.

Hunt plans to hire 300 new teachers and put them in the middle schools with the biggest concentrations of these students. (Legislators say that the Hunt budget undercounted the affected students and that the total cost will likely approach \$13 million a year.) The students will then attend classes of 10 students or fewer and, it is hoped, get the individual attention they need to get ready for high school. As Hunt puts it, seventh grade is about "the last chance we have to reach these students" before they fall so far behind that they give up.

Given new tests that high school students must pass before they can earn their diplomas, and given that legislation is moving ahead to end social promotions, the lower class sizes for these students appear to be the least the state can do. It would be reprehensible to jack up the performance standards for these children without providing them with the extra help they need to meet those standards. Remember, current

sixth and seventh graders never had the advantage of smaller class sizes when they were in primary grades.

Lines are being drawn in the legislature between the two approaches to class-size reduction. There is considerable support for the gradual process of reducing class sizes, and it is justified. Research shows that student performance improves dramatically when elementary classes are in the 15- to 18-student range. With a standard class of 23, and some flexibility in the use of teacher assistant funds, many schools are getting reading and math classes down to the magic number.

This is a long-term solution to the state's problem with large numbers of underperforming students, advocates of class-size reduction say. With smaller classes in the early grades, there will soon be far fewer underperforming students reaching the middle schools.

Legislators have been unwilling to commit the funds needed to shrink class sizes all at once, and the facilities might not be ready to do so. So the gradual approach makes sense. But that approach needs commitment, every year, and the Hunt budget does not make that commitment.

The challenge then, for legislators, is to choose between two very good ideas. But there is only money for one.

There is a sad irony in the count of 23,000 underperforming middle schoolers. That number is eerily close to the state's prison population. Students who finish the eighth grade without good reading and math scores are doomed to failure in high school, and those who fail in high school are much more likely than most youngsters to end up in trouble with the law, unemployed or in some other trouble.

The public schools cannot give up on sixth and seventh graders. A 12-year-old is too young to be written off.

Maybe legislators can pull a miracle and find funds for both class size reductions, but key budget lawmakers say that is unlikely. If the public schools can't have both reductions, then it appears the wiser choice to try to step into the breach and make one more effort to help the middle schoolers.

CO 2/23/97 Top priority: higher teacher pay

How important is the pay raise for teachers proposed by Gov. Jim Hunt?

Ask a man who hires them, Charlotte-Mecklenburg Supt. Eric Smith. He says, "Teacher salary in Charlotte and North Carolina is simply too low. We're not offering a competitive salary in our region, and certainly not nationally. We have difficulty recruiting teachers, period, and especially with recruiting the highest quality teachers, particularly in the hard-to-fill areas" such as the sciences and mathematics.

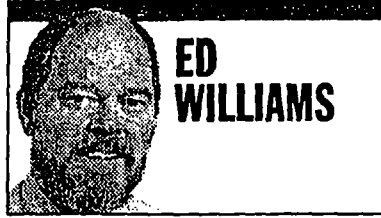
Raising the average is a worthy goal, Smith said, but "people don't come to work for you for average salaries. They're looking at what the bottom line is for the first year."

That's an important distinction. The more veteran teachers in a system, the higher the average salary. But a high average doesn't help teachers early in their careers — the years when a third of N.C. teachers quit the profession.

What should the starting pay be? "We're in the low \$20s," Smith "To be competitive we need to be in the \$25,000-\$26,000 range."

Hunt's plan would approach that goal. Over four years it would raise starting salaries from \$21,330 to \$25,000 (and salaries for 30-year teachers from about \$43,000 a year to at least \$53,000). Add the salary supplement paid by Charlotte-Mecklenburg — \$2,269 for a beginner with no advanced degree — and teacher pay looks better.

However, Charlotte-Mecklenburg not only competes with other school systems. It also competes with other opportunities in the



**ED
WILLIAMS**

booming local economy. "We just lost a high school biology teacher who has a master's in biology and was doing a very good job," Smith said. "We lost her to industry, for a much higher salary."

We need teachers who aren't in it for the money. But it's wrong to punish them for their devotion.

GATES COUNTY INDEX
GATESVILLE, N. C.

JAN 29 97

Smart Start idea will help children to be their best

The Smart Start Program, initiated by Gov. Jim Hunt, is only one of those many programs initiated in the interest of children.

In a program that is unique to North Carolina, credit goes to the people in all those counties who organized and pushed for Smart Start funding in the interest of children five years old and under.

This program is giving children a better start — a smart start — in life with preventive health screenings and early intervention.

These services provided in the formative years prevent those myriad problems which can manifest themselves later in life and affect the community as well as the adult the child becomes.

In a state that has the highest percentage of working mothers in the nation, children need that early intervention.

Those community leaders, businesses and churches who volunteer their hours for the sake of all our children also deserve commendation for their unselfishness.

They have contributed to the intellectual, personality and social skill development and thousands of children.

After all, in an age of single parenting and a daily struggle of parents to ward off economic depression, it really does take a village to raise a child.

To believe otherwise, is shortsighted.

Annette Pierce

2-8-97 RNO

Hunt issues national education initiatives

WASHINGTON (AP) — Gov. Jim Hunt announced initiatives in teacher preparation and development, early childhood education and science and mathematics at the National Education Goals Panel's winter meeting.

Hunt was elected chair of the panel in late January by a vote of its members.

"We have to make sure our children come to school healthy and ready to learn, like we're doing with Smart Start," Hunt said.

The panel was created in 1990 to monitor progress of "Goals 2000," an achievement plan developed during a summit of the nation's governors. The 18-member bipartisan panel includes governors, state legislators, members of Congress and administration officials.

Hunt's initiatives announced Tuesday include:

- Teacher Preparation, Professional Development and Student Achievement. The panel will examine the kinds of teacher preparation and professional development needed to ensure that teachers teach to high standards by looking at what individual states are doing.

- Implications of the Third International Mathematics and Science Study for Student Achievement and Mathematics and Science Education. The panel will examine how states are moving forward to implement higher standards and enhance mathematics and science education.

- Early Childhood Education. The panel will release publications regarding early childhood education issues.

Edley

Smart Start

#3 **STATE EDUCATION SUMMIT PLANNED:** The state's business leaders will meet next month to discuss what they can do to help improve student achievement in public schools. The N.C. Business Summit for Education is being organized by IBM, Glaxo Wellcome and Gov. Jim Hunt Jr., and is modeled after a national summit held last year. Hunt and Glaxo Wellcome CEO Robert Ingram are co-chairmen of the state summit, which will be held March 20-21 at Research Triangle Park (N.C. SUMMIT FOR EDUCATION NEWS RELEASE, 2/10). Business executives, policy makers, government leaders and educators have been invited. The meeting will include demonstrations by students of technology currently being used in schools. For more information, call Monty Hagler at (919) 828-0808, ext. 121.

#4 **TOBACCO WATCH:** U.S. District Judge William Osteen heard five hours of arguments on the tobacco industry's request for a ruling to block the Food and Drug Administration from enforcing new rules designed to reduce smoking by minors. Osteen said he will not announce a decision for five to 10 weeks -- after the first phase takes effect Feb. 28, a requirement that anyone buying tobacco products produce photo identification proving they are 18. Lawyers for the industry challenged the FDA's legal authority to regulate tobacco, but government lawyers said the agency has tried to fashion a reasonable response to a serious health problem (John Schwartz, WASHINGTON POST, 2/11). Industry analysts who attended the hearing gave the edge to the industry, partly because the FDA has higher hurdles to overcome in proving that it has jurisdiction and that its rules are not too broad in restricting free speech by restricting advertising (Joel Obermayer, NEWS & OBSERVER, 2/11).

#5 **PUT THAT IN YOUR PIPE AND SMOKE IT:** A federal court hearing on the tobacco industry's challenge of new federal tobacco regulations drew a crowd of lawyers, anti-tobacco activists, Food and Drug Administration officials, observers and journalists. The number was so high that when FDA Commissioner David Kessler arrived at the Greensboro Hilton Sunday night, the only room left was a smoking room. The hotel is the closest to the federal courthouse where the case was heard (John Schwartz, WASHINGTON POST, 2/11). With only 30 seats in the courtroom reserved for reporters, some began arriving at 3:30 a.m. to wait for the doors to open four hours later.

#6 **FISHERIES PROPOSALS DEEP-SIXED:** The Joint Legislative Commission on Seafood and Aquaculture tossed out a package of proposed fisheries regulations, in the face of heavy protests from commercial fishermen -- and despite warnings that some fish species are declining because of overfishing. Instead, the commission voted 7-6 to request an audit of the state Division of Marine Fisheries. Supporters of the audit cited a consultant's report that the division was mismanaged and could not oversee additional regulations (Todd Richissin, NEWS & OBSERVER, 2/11). Bob Lucas, chairman of the Marine Fisheries Commission and a supporter of the reforms, said the commission put those problems ahead of conservation. Dick Brame, executive director of the Coastal Conservation Association of North Carolina, said the fisheries package -- the product of three years of work by the Moratorium Steering Committee -- was the "best, and perhaps, last chance" to reform fisheries in the state. "Today is the day North Carolinians can begin the countdown to the end of the fishery in this state." (NEWS RELEASE, 2/10).

Here is how commission members voted on the motion to seek the audit (Letters in parentheses designate who appointed the member -- H is a House appointee, S a Senate appointee, G a gubernatorial appointee and A an agriculture commissioner's appointee):

FOR: Rep. Jean Preston (H), D-Carteret; Sen. Beverly Perdue (S), D-Craven; Jonathan Robinson (H), Carteret County; Rep. Robert Grady (H), D-Onslow; Doug Brady (A), Carteret County; Bryan Gillikin (G), Carteret County; Gerry Smith (G), Carteret County

AGAINST: Rep. David Redwine (A), D-Brunswick; Sen. Bob Shaw (S), R-Guilford; Sen. Luther Jordan (S), D-New Hanover; Zeno Edwards (H), Beaufort County; Charles Fearing (G), Dare County; Mike Holleman (G), Wake County

tax would cost between \$155 million and \$312 million, depending on whether refunds go only to those who protested or to everyone who paid.

#4 TEACHING BEACON: The UNC School of Education announced the Lighthouse Project to help the school's N.C. Teaching Fellows adapt to life at the front of the classroom. The school is providing the graduates with laptop computers and Internet access so they can communicate with peers, master teachers and mentors on the UNC faculty. UNC officials believe an on-line support community can help reduce the attrition rate among new teachers (UNC NEWS RELEASE, 2/12). UNC Chancellor Michael Hooker earmarked \$75,000 for the project from flexible funding provided last year by the General Assembly. Hooker's stepdaughter, Jennifer Buell, is a second-year teacher in Charlotte. He said college prepared her to teach, but she was not prepared for the lack of support when she entered the classroom. The pilot phase of the program involves 13 beginning teachers in 11 districts and four master teachers who were loaned computers. Ten faculty members are also involved.

#5 LAWMAKER EYES GOP POST: State Sen. Mark McDaniel, R-Forsyth, is considering challenging state Republican Chairman Sam Currin. McDaniel, the GOP's joint caucus leader in the General Assembly, said that if he runs, the contest would be about organizational issues such as fund-raising and get-out-the-vote efforts, not ideology (Under the Dome, NEWS & OBSERVER, 2/12). He said he has been approached by a cross-section of party members about running for the chairmanship.

#6 PESTICIDE STUDY: A five-year study of North Carolina's groundwater has found a surprising rate of pesticide contamination statewide -- 25 percent of test wells in one phase. The study, by the Department of Agriculture and the Department of Environment, Health and Natural Resources, found that "normal" spraying is contaminating groundwater, particularly in areas where the soil is sandy and aquifers are close to the surface. Farm and chemical lobbyists contend routine spraying is harmless as long as the pesticides are applied at rates set by federal regulators (Stuart Leavenworth, NEWS & OBSERVER, 2/12). The first phase of the study involved checks of 55 existing monitoring wells across the state. Pesticides were found in 13 percent of those wells, even though some were located far from fields that were regularly sprayed with chemicals. In the second phase, 97 test wells were drilled in areas vulnerable to pesticide leaching and 26 were found to have some contamination. The second set of wells were within 300 feet of places where pesticides were sprayed in the preceding five years.

#7 TOUGHER DWI LAW ADVANCES: The Senate Judiciary Committee approved a bill requiring a mandatory prison term for people convicted of habitual drunken driving. The bill, by Sen. Jim Phillips, D-Davidson, would require an eight- to 10-month term for a first offense. Habitual impaired driving is defined as four DWI convictions in a seven-year period. Under current laws, a first offense for habitual DWI does not require a prison term, although only about 15 percent of those convicted avoid prison (ASSOCIATED PRESS, 2/12).

#8 COMPUTER FOLLY? The federal government agreed 16 years ago to pay for states to develop computer systems to track down deadbeat parents. Since then, taxpayers have spent \$1.5 billion but only a dozen states have operational systems (Karen Gullo, ASSOCIATED PRESS, 2/12). Fingerpointing abounds; state officials blame bad advice and systems that didn't work; vendors cite technical difficulties and changing federal requirements; federal officials say some states didn't manage the projects properly; and congressional auditors contend the federal agency overseeing the program did little to hold states accountable. North Carolina has already spent over \$40 million but its system is missing crucial pieces and another \$25 million is needed. An IBM subsidiary that was paid \$18 million had problems redesigning a system from another state that had a much smaller caseload, said Jim Edgerton, an assistant human resources

**** NEWS SUMMARY ****

#1 FREEMAN ON HIS WAY OUT AT MARINE FISHERIES? Gov. Jim Hunt was unequivocal during his State of the State speech about the situation at the state Division of Marine Fisheries. As he went over his environmental priorities, Hunt said: "This year we should ... put leadership in place that will straighten out the mess in Marine Fisheries." The situation with that division of the Department of Environment, Health and Natural Resources is a particularly delicate one -- involving key GOP legislators in the House who represent coastal districts as well as the powerful Senate President Pro Tem, Marc Basnight, D-Dare. The official word from the governor's office and the department is that "no personnel changes have been announced." Unofficial channels, however, indicate Division Director Bruce Freeman will be stepping aside very shortly so that Hunt can, as he said in his State of the State, "put leadership in place that will straighten out the mess."

#2 HUNT SCORES ON TEACHER PAY: Democratic Gov. Jim Hunt focused on his two major issues -- teacher pay and Smart Start -- in his State of the State message to the General Assembly, and scored some points with his plan to raise teacher pay to the national average in four years. House Speaker Harold Brubaker, R-Randolph -- who's been skeptical of many Hunt proposals -- and Senate President Pro Tem Marc Basnight, D-Dare, agreed to co-sponsor the "Excellent Schools Act" in what Hunt called "a remarkable and dramatic display of bipartisan leadership." (Foon Rhee, CHARLOTTE OBSERVER, 2/12). On teacher pay and Smart Start, his early childhood program, Hunt said, "Do these two things. Slick with them for four years. Make this commitment to our children's future. Because our schools and our children must be able to compete with anybody, anywhere." Brubaker called the teacher pay proposal "a great program." It addresses the GOP's position that across-the-board increases also reward mediocre teachers and that the best teachers should get the most. Hunt's proposal calls for a 3 percent across-the-board increase, a 10 percent bonus for teachers with master's degrees and a 12 percent bonus for those who gain national certification. Teachers who do extra work, such as being mentors to new teachers, also could get extra pay. As significant as Brubaker's support was, Hunt's plan also won the support of Cecil Banks, president of the N.C. Association of Educators (NCAE NEWS RELEASE, 2/11).

Brubaker said he and Hunt negotiated for several weeks on the pay plan. Republicans have talked about merit pay for teachers, but Brubaker said the experience of other states indicates it is difficult to tie salaries and student performance. If that can't be done, pay should be linked to steps teachers take to improve their performance, he said (Dennis Patterson, ASSOCIATED PRESS, 2/12). Brubaker's support for teacher pay and Hunt's efforts to expand Smart Start depend on the budget cuts Hunt proposes to pay for them (John Wagner, NEWS & OBSERVER, 2/12). Legislators will get a look at Hunt's expansion budget proposals this morning. Some Republicans were cooler to Hunt's speech, in which he tried to link Smart Start to studies showing 85 percent of a child's brain development occurs in the first three years. "Those little brains," said Rep. Cherie Berry, R-Catawba, "I'm sure the state can help them develop better than their parents can. The state knows best. Remember that."

The text of Hunt's State of the State address follows the news summary.

#3 INTANGIBLES RULING WILL FORCE SOME ACTION: The state Supreme Court's ruling on the now-repealed intangibles tax took away the General Assembly's option to do nothing, as people who paid the tax push for refunds. A legislative staff attorney told the House Finance Committee the decision probably requires the state Revenue Department to seek out those who didn't pay the tax between 1991 and 1994 (ASSOCIATED PRESS, 2/12). The legislature could block collection efforts, a step committee Co-Chairman Lyons Gray, R-Forsyth, backed. "I don't think it's fair to retax someone who did not know they had the obligation at the time," he said. "That's not a realistic option for us." Fiscal analysts said refunding the intangibles

Kathy Rhoades

This Raleigh middle-school teacher enjoys the distinction and appreciates the challenge of national certification.

By TODD SILBERMAN
STAFF WRITER

RALEIGH

Lots of teachers keep an apple in their classroom as that universal symbol of their profession.

Kathy Rhoades has an entire collection in hers: red, brass and gold. A Norman Rockwell print of a teacher standing in front of her orderly class drives home the point even more.

Rhoades takes her job seriously. So seriously, in fact, that after 10 years teaching language arts at Martin Middle School in Raleigh, she decided to prove to herself, her students and her colleagues that she's got what it takes to be a Teacher, with a capital T.

Rhoades is one of five Wake teachers — 21 across the Triangle and nearby counties — who have been awarded a certificate from the National Board for Professional Teaching Standards.

Recently, that document — and the effort it requires — have drawn particular attention, nationally and in North Carolina. First, President Clinton mentioned the national certification program in his State of the Union address, referring to 500 teachers across the country who have earned the midcareer endorsement. He pledged to provide funding for 100,000 more teachers to try, and he gave a nod to Gov. Jim Hunt, founding and current chairman of the National Board for Professional Teaching Standards.

Hunt raised the stakes even higher for North Carolina teachers, proposing in his budget message a 12 percent annual bonus for those who win national certification — three times the differential they now earn. The state already pays the \$2,000 application fee for teachers seeking the certificate. So far, 93 teachers in the state have done so.

For the 130 eighth-graders whom Kathy Rhoades teaches every day, the piece of paper on her classroom wall is meant to be proof that they're in the hands of a master teacher.

"It's a guarantee that they're being taught by someone who's really committed to being really good," the 35-year-old Cary native said during her lunch break one day. "I've been measured against some pretty rigorous standards."

And echoing what others say about a certification process that takes four to six months, Rhoades said she spent a lot of time thinking about how she was teaching, what she could do differently and what she could do better.

"It means taking a good, hard look at what you do," she said. "Thinking to yourself, 'That didn't work. Why didn't it work? What can I do to make it work?'"

During two 50-minute classes that morning, she led her students through a role-playing exercise

TEACHER'S NOTES

- **School:** Martin Middle School, Raleigh
- **Subject:** Eighth-grade language arts
- **Family:** Married; no children, one golden retriever.
- **Teaching experience:** 12 years, all at Martin
- **Education:** Cary High School, Meredith College
- **Favorite subject:** English
- **Favorite books to teach:** "The Pearl" by John Steinbeck — "Same themes apply today, and kids get a lot out of it." "A Midsummer Night's Dream" by William Shakespeare — "I get to use my English degree."
- **Books for students:** "Anything that encourages an adolescent to read is valuable. They can't read too much."
- **Favorite authors:** Ernest Hemingway, Isabel Allende, Gabriel Garcia Marquez.
- **Teachers who influenced her:** Linda Suggs, her ninth-grade English teacher at the former West Cary Junior High; JoAnn Hines, her 10th- and 11th-grade English teacher at Cary High School; Nancy Banks, a former English teacher at Martin with whom she did her student-teaching.
- **What works in education:** Efforts to improve teacher preparation in colleges and universities; national certification program.
- **What needs fixing:** Teacher pay; the structure of the school day; a lack of respect from parents and students for teachers; a lack of trust in teachers' judgment.
- **What her own teachers probably would not want to know:** "I love television." She grades papers Sunday afternoons while watching sports.
- **Why she teaches:** "I love to learn, and I love to watch other people learn. I want to give other people the opportunity to feel as good as I do when I learn something that I didn't know before. If you're not learning, you're dead."

about various forms of discrimination, showed them how to write an introduction for an essay they had been assigned and began a discussion about the Mexican setting for John Steinbeck's novella "The Pearl."

Little time is wasted, from the moment one bell rings to the next. In both classes, she'll check her watch and announce, "We've got to go

faster. We're running out of time."

By the end of a class, her students have reviewed an inverted-pyramid structure for a paragraph, been reminded through their own play-acting routines that discrimination can be based on race, gender and age, and have learned the differences between parables and allegories.

Ever since she sat in 10th-grade English at Cary High School and mistakenly jotted down "A Fellow" when the teacher said "Othello," Rhoades has wanted to make sure that her students would know better. Even then, she knew she wanted to teach.

"I want my students to be the most prepared individuals in their high school freshman English class," Rhoades said. "I want them to be the smartest in their class. I want to give them an exposure to a wide range of literature, art — sort of life skills for high school English."

Her method is sometimes as traditional as the one captured by Rockwell. She teaches grammar. Her students diagram sentences. They learn parts of speech and punctuation rules. She corrects for spelling. By the end of the year, her students will be asked to memorize Walt Whitman's "Oh Captain, My Captain." "Anything that teaches the value of self-discipline and hard work is important," Rhoades said.

At other times, she employs less traditional approaches, some learned as she worked toward her national certification: role playing, for example, or having students learn from one another in groups. She has had students research Elizabethan history for their reading of "A Midsummer Night's Dream," then let each of them teach the class. "They're able to explore one another's ideas," she said. "They're learning more from each other than just me. I like them to bounce ideas off one another."

For most teachers, advancement often means leaving the classroom for an administrative job. National certification, say Rhoades and other program proponents, offers teachers the chance for a midcareer boost without leaving teaching.

"There's never been a career track within the teaching profession," said Tom Blanford, an engineering teacher at Enloe High School in Raleigh and one of 63 directors of the national teaching standards board. "This can create a new career track for teachers, possibly with added responsibilities and ways for them to share their knowledge and expertise."

Rhoades compares the teaching certificate to the medical profession.

"When you go to the doctor and he's board-certified," she said, "you have an extra level of confidence."

National certification

What is it?

A credential showing that an experienced teacher has measured up to standards of excellence set by teachers across the country.

The board that administers the program says that teachers who earn the certification have demonstrated a firm grasp of the subject they teach and how to teach it; that they make sound professional judgments about their students' best interests and that they think systematically about their practice and learn from experience.

How do teachers get it?

First, only teachers with at least three years in the classroom are eligible. The assessment, much of which teachers do themselves, takes five to six months while the teacher continues in the classroom.

Teachers are judged on several different measurements, including:

- A portfolio of student work and commentary on the quality of the work and students' progress.
- A video tape of class sessions.
- Written commentaries about instructional approach and methodology.
- A daylong written test of an assessment center, where teachers demonstrate knowledge of their subject area, teaching strategies, professional research and other topics.

What's in it for teachers?

In North Carolina, the state pays the \$2,000 application fee and provides three days of leave for teachers to spend on their certification materials.

Teachers who earn the credential receive a 4 percent annual bonus. Gov. Jim Hunt wants to increase that to 12 percent.

Who has it?

So far, of the 350 North Carolina teachers who have sought national certification during the last four years, 93 have been successful and 21 work in the Triangle area.

Wake	5
Durham	4
Orange	3
Chapel Hill/Carroll	3
Johnston	3
Chatham	2
Franklin	1

Teacher pay raises seem likely

CO 2/27

Hunt, majority of legislators back bill on salaries, tougher standards

By FOON RHEE
Raleigh Bureau

RALEIGH — Higher pay — and tougher standards — for teachers appear to be a shoo-in to pass the N.C. legislature this year.

Gov. Jim Hunt's plan will be formally introduced today — with bipartisan majorities in both the state House and Senate signed on as sponsors.

By late Wednesday, 42 of the 50 senators and 64 of the 120 representatives had signed the bill.

That's good news for the state's 72,000 teachers. And for parents and others worried about good teachers leaving the classroom.

"In order to keep good teachers in North Carolina, we're going to have to pay them decent salaries, as tough as it is to teach today," said James Neill, 71, a retired post office manager in Charlotte.

He's among the 71 percent of N.C. residents who said in The



**CITIZENS'
AGENDA**

Charlotte Observer-NBC 6 Poll that it's extremely or very important for legislators to work on raising teacher salaries this session. In the survey last month, 84 percent favored raising teacher salaries, while 12 percent opposed it.

Wednesday, Hunt, Republican House Speaker Harold Brubaker and Democratic Senate leader Marc Basnight launched the plan into the General Assembly with a rare joint news conference.

"We stand together in our dedication to putting children first and partisanship second," Democrat Hunt said. "We stand together in

Please see **TEACHERS** / page 10A

TEACHERS

Continued from page 1A

our efforts to get and keep the best teachers in North Carolina's classrooms."

"We can't sit by and watch them leave their jobs and leave our children, and choose other careers that reward them more," said Basnight, D-Dare.

The top three elected leaders in Raleigh said they're firmly committed to two goals: Raising salaries, mostly to encourage teachers to get more training and to stay in the classroom. And raising standards to become a teacher and to keep their teaching license.

"This bill represents an important first step" toward rewarding teachers for individual performance and initiative, said Brubaker, R-Randolph.

They said lawmakers should make the plan, which would cost about \$272 million in 1997-98, their top spending priority. To pay for his plan, Hunt is counting on growth in state tax revenues and cuts in Medicaid and state agencies that some legislators are skeptical about. Besides the bill being introduced today, legislators also must pass a separate budget bill that includes money for Hunt's plan.

"We can do it," Brubaker said. "We have to prioritize in government."

But they said they expect legislators to tinker with some of the plan's details, though not its basic parts. "If the legislature can figure out a better way to do it, fine," Hunt said.

The 36-page "Excellent Schools Act" would phase in the higher salaries and standards over the next four years. The bill says it's the legislature's "goal" to lift the teacher salary schedule by an average of 8 percent a year. The eventual cost: \$1 billion a

TEACHER PAY

Here are some details of Gov. Jim Hunt's "Excellent Schools Act."

Higher standards

■ College students must meet higher standards to enter education school, complete longer internship and pass tougher test to get starting teaching license.

■ New teachers will get mentors and must pass peer evaluations to get continuing license at third year.

■ Teachers must meet stricter standards and wait four years instead of three to earn tenure. Tenure process will be streamlined to make it easier to fire bad teachers.

■ Teachers get tougher evaluation to renew license every five years.

Higher pay

■ Starting pay will increase from \$21,330 a year to \$25,000 a

year by the year 2000. Pay for most experienced and well-trained teachers will rise from \$43,000 to \$53,000.

■ Teachers who get national certification will get 12 percent bonus a year, up from 4 percent.

Those who get toughened master's degree will get 10 percent bump. Those at schools where students perform better than expected will get \$1,000 bonus.

■ Teachers who earn continuing license at three years get \$3,200 raise. Those who earn tenure at year four get \$950 raise. Those who renew license at year eight get \$1,650. Teachers who stay five more years to year 13 get \$2,500 bonus.

■ Teachers get extra pay for mentoring colleagues, working extra days, tutoring and helping in other after-school programs.

SOURCE: House Bill 351/Senate Bill 272

year.

By 2000, starting pay would go from \$21,330 now to at least \$25,000. Salaries for the most experienced, well-trained teachers would go from \$43,000 now to at least \$53,000.

Average pay would rise from \$30,564, which ranks 42nd in the nation, to the projected national

average of \$43,000 in the year 2000. The plan would give bigger bonuses when teachers earn tenure, get their continuing license and earn higher degrees.

But one legislature can't technically obligate future ones, so lawmakers would have to reaffirm and finance the plan each session.

Legislators join with Hunt for teachers

6 MAR 27

State lawmakers take the first step toward boosting pay for Tar Heel teachers.

By JOHN COCHRAN

Raleigh Bureau

RALEIGH — North Carolina's two top lawmakers — one Democrat and one Republican — made a rare joint appearance Wednesday to publicly endorse Gov. Jim

Hunt's plan for raising teacher salaries and standards over the next four years.

Then they personally filed the governor's bill in the state House and Senate and listed themselves as the sponsors — the first legislative step toward making the plan a reality.

Hunt, a Democrat, now has the two most important names in the N.C. General Assembly atop the piece of legislation he cares about

most: Republican Harold Brubaker of Asheboro, the speaker of the state House, and Democrat Marc Basnight of Manteo, the president pro tem of the Senate.

"I'd like to thank the governor for presenting not only the appearance but also the substance of bipartisanship," said Brubaker, whose district includes part of southern Guilford County. "He has taken our discussions in the House very seriously."

Despite the goodwill and unity, however, partisan battles likely will continue over how exactly to fund Hunt's teacher pay plan — by far the costliest item on his wish list.

The governor wants to raise the state's teacher pay to the national average by 2000, and ultimately, his proposal could cost state taxpayers an extra \$1 billion a year. Paying for it will mean making some tough choices. Brubaker's

House Republicans already have begun picking apart and criticizing the budget proposal Hunt presented earlier this month — most notably the governor's reliance on slowing the growth of Medicaid spending and pulling money from his own Work First welfare-to-work program.

But for a legislature deeply divided down party lines, Wednesday's joint appearance by Brubaker and Basnight was note-

worthy indeed — and something of a political coup for Hunt.

It also is unusual to see the House speaker and Senate president pro tem sponsoring any bill personally, let alone the same one.

To make it happen, the governor and his staff had negotiated for weeks with House and Senate leaders to find ways to make the plan palatable to both sides.

Please see **PAY**, Page **A10**

The bill filed Wednesday, called the "Excellent Schools Act," would reward those teachers who do extra work and get more training, while making it easier for schools to fire those who are not performing well.

The proposal also directs the state Board of Education to raise standards for students in reading, writing and mathematics and to raise the bar for teachers seeking a license to teach and those applying for tenure, which is effectively a permanent contract with a school system.

"The House is committed to making real reform in education, and this bill is an important first step," Brubaker said.

During Hunt's re-election campaign last fall, the governor had promised to seek higher standards for students and teachers even as he worked to raise the state's teacher pay to the national average by 2000.

"We are serious about having better teaching in our classrooms," Hunt said.

Brubaker sees the governor's plan as a victory of sorts for Republicans. The GOP, which won control of the House in 1992 for the first time this century, has been pushing for new measures to reward the best teachers while weeding out the bad.

Last year, when Hunt proposed across-the-board raises for teachers, the House GOP fought hard to give bigger raises to the best teachers and less than Hunt proposed to everyone else. In the end, Hunt got the across-the-board raises, although they were smaller than he wanted.

Also supporting Hunt's plan Wednesday were the executive director and president-elect of the N.C. Association of Educators, the statewide group representing more than 70,000 teachers. Hunt worked with the association, as well as Republican and Democratic legislators, to draft the bill.

"I think it's a very balanced bill, and one that will help improve student performance and teacher

morale," said Joyce Elliott, president-elect of the teacher association.

Although the bill would make it easier for school administrators to fire teachers they do not think are performing well, it also would assign an independent arbiter to review the facts of each case — preventing those driven by politics or personal animosity.

Some Greensboro teachers said Wednesday they support efforts to weed out bad teachers, as long as the process is fair.

"We're not trying to protect poor teachers, we're trying to protect our right to due process," said Loretta Jennings, president of the Guilford chapter of the N.C. Association of Educators.

Hunt's goal is to raise the state's average teacher pay by about 8 percent a year over the next four years, until it reaches the projected national average of \$43,000 in 2000.

The state's average teacher pay now ranks 42nd in the nation, according to the National Education Association. North Carolina teachers made an average salary of \$30,564 last year. The national average was \$37,794.

Those teachers who get more training or do extra work would get larger than average pay raises. Others would receive smaller raises than average.

For example, teachers who get their master's degree by 2000 would get 10 percent raises, up from the 6.5 percent they now get. Teachers also would get more pay when they take on extra work, such as serving as a mentor for new teachers.

To pay for his teacher pay plan, Hunt has promised to find \$400 million in budget cuts, savings and added tax collections over the next two years.

But so far, Republicans in the House have not bought into Hunt's budget numbers.

For one thing, Hunt has identified only about \$250 million in cuts and savings this year, even though he is asking the legislature to approve a two-year budget based on his projected \$400 million in cuts. He leaves lawmakers to take it on faith that he will find another \$150 million next year.

That news did not sit well with many Republican lawmakers, including the House's chief budget negotiator, state Rep. George Holmes of Yadkin County.

The governor also got plenty of heat from Republicans and Democrats both for looking to Medicaid and his Work First welfare-to-work program to find the money for other initiatives. He wants to try to free up funds for teacher pay raises by holding down the growth in Medicaid, which provides health care benefits for the poor, and by using money from Work First to pay for his Smart Start preschool program.

His Work First proposal, in particular, took criticism from two leaders of the legislature's welfare reform efforts — Democratic state Sen. Bill Martin of Greensboro and Republican state Rep. Charlotte Gardner of Salisbury.

And at least some in the Republican House still question the wisdom of trying to match the national average dollar for dollar. They would prefer to see the state factor in North Carolina's somewhat lower cost of living and the value of the benefits teachers receive.

Hunt said again Wednesday that the state can find the money to fund his plans fully without a tax increase.

"I am satisfied that the money is available," he said. "And if we do not have the money to raise teacher pay and do everything else, we ought to leave off some of the everything else."

Brubaker agreed. He pledged Wednesday to work for a budget that includes the money to pay for Hunt's plan.

"We can do it," Brubaker said. "But we have to prioritize."

Staff Writer Nancy McLaughlin contributed to this report.

Legislators file bipartisan bill to raise teacher pay

HS 2/27
By CHRISTOPHER KIRKPATRICK
Capital bureau

RALEIGH — State lawmakers filed a bill in both houses Wednesday to underscore their bipartisan commitment to boosting teacher salaries and raising performance standards.

Flanked by the House's Republican speaker and the Senate's Democratic president pro tem at a press conference, Gov. Jim Hunt detailed his Excellent Schools Act.

The bill would raise Tar Heel teacher salaries by about 3 percent across the board this year, with an ultimate goal of bringing them closer to the national average.

North Carolina now ranks in the bottom third of the 50 states in average teacher salaries.

The bill would raise starting salaries from the current \$21,330 to \$25,000 by the year 2000, Hunt said.

Teacher salaries also would go up when a teacher earns licensing, relicensing, a master's degree and National Board Certification. Under the plan, a top teacher who had achieved all of the goals would earn \$53,000 a year, Hunt said.

"That's the kind of teacher I want teaching my grandchildren," Hunt said.

The governor has made his top two priorities improving public schools and expanding the pre-school education program Smart

Start into all 100 counties.

Wednesday, Speaker of the House Harold Brubaker, R-Randolph, and Senate President Pro Tem Marc Basnight, D-Manteo, joined him to talk about the bill.

Basnight denounced the argument that the state pays teachers too much when the lower cost of living in North Carolina is factored in.

"All of that's folly," he said. "If you look at the numbers, we still find we are desperately low."

But amid the bipartisan glee loomed the potentially dampening specter of paying for the ambitious legislation. The education triumvirate, however, would not let those concerns detract from the bipartisan moment.

With last year's tax cuts taking effect and money tight, some wonder where the Legislature will get the \$660 million to pay for the reforms over the next two years. Boosting teacher salaries into the future will cost additional taxpayer dollars.

Hunt said if paying for the bill becomes a choice between the higher salaries and everything else, then, "Let's leave off some of the everything else."

"It all comes back to prioritizing," Brubaker said. Basnight said the strong show of support from both parties demonstrated that both chambers are serious about

paying for the bill.

On Wednesday, when the House filed the bill with its clerk, more than half of the 120 representatives had already signed onto the legislation as co-sponsors. Forty-two of the 50 senators had signed onto the bill. The legislation is scheduled to be officially introduced in both chambers today.

But a majority of co-sponsors in each chamber does not mean a piece of legislation will wind its way through the process untouched.

Amendments will most likely be added as committee members debate the bill's merits and nuances.

Hunt said he realized the bill would probably change, but the major principles of raising salaries and standards would have to be preserved. And with the governor's veto power in effect for the first time this year, his words carried more weight.

"There will be proposals in the Legislature to make things better. We welcome new ideas but the goal is to get these two things," Hunt said.

The other major theme, besides salary increases, is to raise standards in the classroom and for teachers. The ABCs of Public Education is part of that plan.

The ABCs program awards bonuses to teachers whose students achieve in reading, writing and



BIPARTISAN SUPPORT: House Speaker Harold Brubaker (from left), Gov. Jim Hunt and Senate President Pro Tem Marc Basnight stand together in Raleigh on Wednesday as they announce that the legislative leaders will sponsor Hunt's plan to boost teacher pay and raise performance standards in the Legislature. Associated Press

math. The legislation filed Wednesday calls for expanding that program into the high schools.

Lawmakers want better teachers who will stay longer. About one-third of North Carolina's teachers leave the profession within five years because of low pay, safety concerns and because they are not always very good at what they do, Hunt said.

Experienced teachers would be paid for extra time they work and for mentoring new teachers.

The bill would make it easier to fire poor-performing teachers by replacing personnel review panels with individual caseworkers who can move the process of firing or reinstatement along smoothly and

quickly. Also, it would take teachers four years instead of three years to earn tenure.

"The tenure process will be streamlined so it's easier to fire poor teachers," Hunt said.

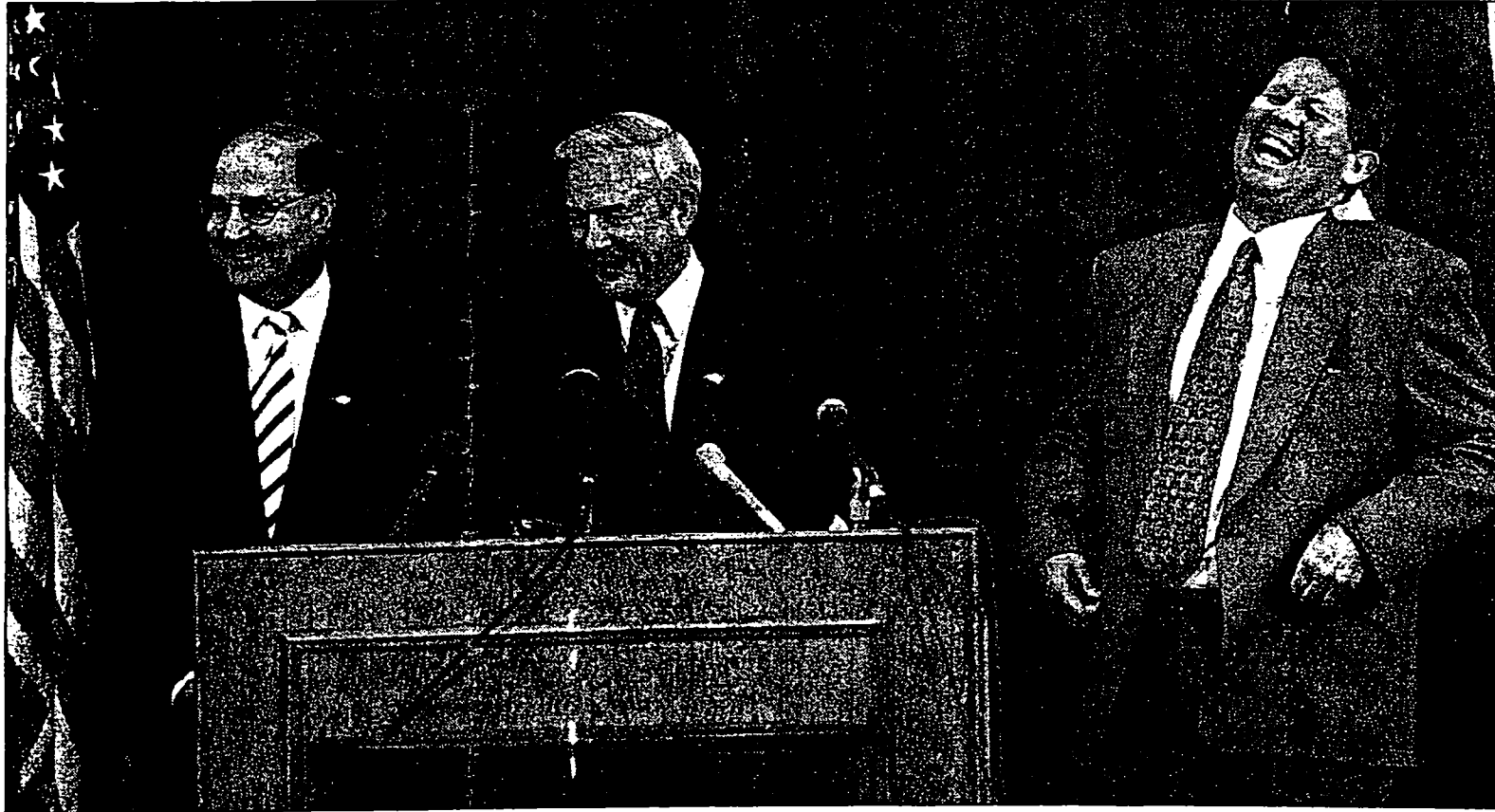
The bill calls for the university system and the state Board of Education to refine and improve the initial certification process for teachers.

Hunt said he thought colleges and universities should move to a five-year program for training teachers. The teachers could be paid for the extra year spent in a teaching internship, like doctors. As an example, Hunt pointed to Wake Forest University, which he said is moving to a five-year program.

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BIPARTISAN SUPPORT FOR SCHOOL LEGISLATION



House Speaker Harold Brubaker, left, a Republican, and Senate President Pro Tem Marc Basnight, right, a Democrat, laugh as they appear at a news conference with Democratic Gov. Jim Hunt to voice their support for the Excellent Schools Act. Versions

of the bill were filed in both legislative chambers Wednesday. The bill calls for tougher standards for teachers and students and for boosting educators' pay — one of Hunt's campaign pledges. The bill also would establish goals for future legislation.

STAFF PHOTO BY ROGER WINSTEAD

Bipartisan proposal would help improve N.C. public schools

Here's a look at the highlights of the proposed "Excellent Schools Act":

Quicker removal of bad teachers — It would be easier for schools to remove those teachers who are not teaching well, even if they have tenure. It would assign an independent "case manager" to review disciplinary cases and halt those motivated by politics or personal animosity.

Higher standards for licensing, tenure — The state Board of Education would raise the standards for those who are applying to become teachers or have their licenses renewed and for those applying for tenure.

Better preparation for teachers — The state Board of Education, the UNC Board of Governors and the Board of Community Colleges would raise admissions standards for teaching programs and lengthen the time would-be teachers spend student teaching.

Higher student standards — The state Board of Education would raise standards students must meet in reading, writing and mathematics.

Better pay for more training and work — Teachers who take on more work, such as serving as a mentor for beginning teachers or helping students who are falling behind, would get larger pay raises. So would teachers who get a master's degree by 2000 or win certification from the National Board for Professional Teaching Standards.

INFORMATION PAPER

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY (DoDEA)

Background

The DoDEA is a Department of Defense (DoD) field activity operating under the direction, authority, and control of the Deputy Assistant Secretary of Defense for Personnel Support, Families and Education. The DoDEA, under the leadership of Dr. Lillian Gonzalez, is committed to a high quality education for the 115,000 children of Defense families worldwide who are served by its two school systems: the overseas schools, Department of Defense Dependents Schools (DoDDS) and the stateside schools, Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS). Both school systems provide an education to eligible DoD military and civilian dependents from preschool through grade 12. In addition, DoDDS operates one junior college in Panama.

In school year 1996-97, the system of overseas schools is serving an estimated 80,766 students in 166 schools and 1 community college. The overseas staff numbers 12,000 employees located in 14 countries. The U.S. system of schools is serving an estimated number of 32,500 students in 66 schools. The staff numbers 5,124 located in seven states and the Commonwealth of Puerto Rico.

Courses of study in the schools operated by DoDEA parallel those found in public schools in the United States. On standardized measures of success, DoDDS and DDESS scored at or above the national level. As an example, 4th grade students in DDESS and DoDDS had the 8th and 9th ranked scale score respectively in mathematics among the 48 states and jurisdictions. To advance the two school systems to new levels of excellence, all sectors of the DoDEA community engaged in a strategic planning process. Their efforts resulted in the DoDEA Community Strategic Plan which details 10 goals and many benchmarks for educational excellence and standards-driven reform. Measurable performance criteria for every goal was established. Annually, DoDEA reports its progress to the public and the Congress.

DoDEA's Schools as a National Model

The Department of Defense Education Activity has already taken on the challenge of educational reform. It has:

- Adopted academic standards that are among the most rigorous in the Nation.
- Is in the process of raising graduation requirements at all its high schools overseas.
- Translated the Four C's of the President's Technology Initiative into an action plan for every school and every district.

- Implemented a school improvement process that establishes real school/home partnerships and brings parents into the educational decision-making process.
- Mobilized an “Army of volunteers” to bring the talents and resources of the servicemembers and parents into the schools.
- Entered into a Performance Agreement with its stakeholders through the Community Strategic Plan establishing measurable objectives for each standard.

Department of Defense Schools in North Carolina

1. District Characteristics

There are two school districts in North Carolina within the Department of Defense Domestic Dependent Elementary and Secondary Schools. Camp Lejeune which serves 3,459 pre-K through grade 12 students in 8 schools; and Fort Bragg which serves 4,492 pre-K through grade 9 students in 8 schools.

2. Data Points

- Embraced the vision of higher standards of both the DoDEA Community Strategic Plan and Governor Hunt’s educational reform initiatives.
- On January 1997 Governor Hunt presented the Fort Bragg Schools with the 1996 Governor’s Program of Excellence in Education Award for Early Childhood Education.
- Four teachers from the Fort Bragg Schools were selected to serve on the State’s “Teacher Learning Corps” to promote minority leadership in mathematics and science.
- At Camp Lejeune, Bruster Middle School and Stone Street Elementary School have both been awarded the national “School of Excellence” by the U.S. Department of Education.
- Russell Elementary School at Camp Lejeune has launched a new local initiative aimed at promoting the power of volunteer service to link children and the community.

Draft Language For President’s Speech (As requested by the White House)

As Commander in Chief, I have the benefit of a unique relationship with two public school systems: the domestic and the overseas schools of the Department of Defense. The Department of Defense Education Activity, the agency responsible for these two school systems, educates many of the children of our military service members in schools throughout the world, including 16 schools at Fort Bragg and Camp Lejeune, right here in North Carolina.

The Department of Defense Schools are doing what I would like to see all America's schools do. They have said, "yes" to far reaching academic reforms. They have said "yes" to higher expectations of students, teachers and parents. They have said "yes" to investing the resources and energy needed to redefine what they teach and how it is taught.

Now I am going to ask them to say "yes" to the one program that will let them, and all their students, and all their parents know precisely how successful these reforms have been. I am asking the Department of Defense School systems to be among the first public school systems to commit to participation in the national testing program of reading and mathematics.

PRESIDENT CLINTON TRAVELS TO NORTH CAROLINA AND FLORIDA

March 13 - 15, 1997

Press Background Information

President Clinton will announce new action on two aspects of his education agenda in events today and tomorrow in North Carolina and Florida. Today in Raleigh, the President will deliver an address to a joint session of the North Carolina General Assembly in which he will talk about his education agenda and specifically his call for standardized testing to measure students' abilities in fourth grade reading and eighth grade math. In Jupiter, Florida on Saturday the President will have more to say about addressing the problem of overcrowding in our nation's schools.

ADDRESS TO THE NORTH CAROLINA GENERAL ASSEMBLY House of Representatives Chamber

President Clinton will address a special joint session of the North Carolina General Assembly today to outline his plans for education reform and announce that both the state of North Carolina and the Department of Defense have agreed to accept his challenge to measure the performance of their students against widely accepted national standards in 4th grade reading and 8th grade math, using voluntary national tests based on those standards. In his remarks, the President will also call on other states to follow North Carolina's lead in rewarding master teachers.

This will be the first address by a sitting President to a joint session of the North Carolina General Assembly. The President will be introduced into the chamber by Clyde Cook, Sergeant-at-Arms, and then introduced for his remarks by North Carolina Lt. Governor Dennis Wicker.

The Department of Defense schools include both the Department of Defense Dependent Schools and Domestic Dependent Elementary and Secondary Schools. Altogether, the schools serve approximately 115,000 students in 233 schools in 14 countries, 6 states, and Puerto Rico. In North Carolina, there are 16 DoD schools serving close to 8,000 students in 16 schools at Camp LeJeune and Fort Bragg. Additional information on this announcement and on the President's broad education agenda is attached.

Following his remarks, the President will meet privately with the members of the legislature.

**DSCC DINNER and SAXOPHONE CLUB EVENT
Sheraton Bal Harbor**

At the Sheraton Bal Harbor, the President will address a reception to benefit the DSCC, and later a Saxophone Club event. He will be introduced at each event by Florida Lt. Governor Buddy McKay.

FRIDAY, MARCH 14, 1997

**TOUR AND ADDRESS ON SCHOOL OVERCROWDING
Lighthouse Elementary School**

Friday morning in Jupiter, Florida President Clinton will tour the Lighthouse Elementary School, which suffers from serious overcrowding, and announce new action by his Administration to make funds available to states and local communities to address the problem. The President will be accompanied on the tour by Dr. Joan Kowal, Superintendent of the Palm Beach County Schools. The classroom the President will tour is pre-fabricated and houses 29 third grade students and their teacher, Stacy Laruiffa.

Following his tour, the President will address the student body of Lighthouse Elementary in the school playground. The speaking program will open with remarks by Superintendent Kowal, who will introduce a student, who will introduce the President for his remarks.

Additional information about the President's announcement will be made available in Florida.

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RAISING STANDARDS FOR STUDENTS AND TEACHERS

THE DEPARTMENT OF DEFENSE AND THE STATE OF NORTH CAROLINA RESPOND TO THE PRESIDENT'S CHALLENGE

March 13, 1997

Department of Defense Schools Respond to the Challenge. Today, the President will announce that the overseas and stateside school systems operated by the Department of Defense have accepted his challenge to states and localities to measure the performance of their students against widely accepted national standards in 4th grade reading and 8th grade math, using voluntary national tests based on those standards. By doing so, DOD will ensure that the students, parents and teachers associated with the Department of Defense will have honest, accurate information about whether students are mastering the basic skills.

Accepting the challenge means not only taking the new tests, but preparing students to succeed. Therefore, the President will also announce today that he is directing the Department of Defense Education Activity schools to use all available resources to prepare every one of its students to meet the national standards, in 1999 and each year thereafter. This will require steps such as providing parents with the information and assistance they need to be their child's first teacher, upgrading curriculum, implementing proven instructional practices and programs, taking best advantage of new technologies to enhance teaching and learning, supporting and rewarding good teaching, and providing students who need it with extra help and tutoring. The schools will report annually on the progress being made, and on the effectiveness of their strategies and approaches.

The Department of Defense schools include both the Department of Defense Dependent Schools and Domestic Dependent Elementary and Secondary Schools. Altogether, the schools serve approximately 115,000 students in 233 schools in 14 countries, 6 states, and Puerto Rico. In North Carolina, there are 16 DoD schools serving close to 8,000 students in 16 schools at Camp LeJeune and Fort Bragg.

North Carolina Responds to the Challenge. Today, Governor Hunt will announce that North Carolina also accepts the President's challenge and will participate in the new national tests. This makes North Carolina the third state, after Maryland and Michigan, to make this commitment. The President will note that North Carolina is already making good progress in its school reform efforts, with the state's math scores on the National Assessment of Education Progress the most improved of any state in the U.S.

IMPROVING TEACHING AND FOCUSING RESOURCES ON THE CLASSROOM

PRESIDENT CLINTON CHALLENGES STATES TO REWARD MASTER TEACHERS

Rewarding Outstanding Teaching. In his Call to Action for American Education, President Clinton challenged the nation to reward outstanding teaching, and called for 100,000 teachers to seek and achieve certification as master teachers by the independent National Board for Professional Teaching Standards, after completing a rigorous evaluation process. This would enable every school in the country to have one master teacher. Today, President Clinton will challenge every state to provide significant and meaningful rewards for master teachers, such as the 12% salary increase proposed by Gov. Hunt in North Carolina.

The President Clinton will also call on Congress to do its share, by supporting his proposal to devote \$105 million over five years to support the work of the NBPTS, assisting the board to complete assessments in 25 academic areas covering the fields of 90% of the nation's teachers. The funding would also help to defray the costs of teachers taking part in the rigorous certification process. The President's proposal is designed to help reach the target -- set by the National Commission on Teaching and America's Future, chaired by Governor Hunt -- of certifying over 100,000 teachers within the next ten years. The President will note that North Carolina boasts the most board-certified teachers of any state.

Removing Incompetent Teachers from the Classroom. Noting that our students can only reach high standards if their teachers do, the President will strongly renew his call to counsel burned-out teachers to improve, and quickly and fairly remove those who don't measure up. The President will challenge teachers and local school boards around the country to come together and agree on ways to insure that every classroom is lead by a competent teacher -- no excuses, no exceptions. As an example, he will point to a program in Cincinnati, Ohio, which pairs struggling teachers with experienced mentor teachers to help them improve. After two years of mentoring, the Lead Teacher either rates the teacher as satisfactory or recommends contract termination.

Attracting and Preparing Good Teachers. Last month, Secretary Riley announced that he would host a national conference on attracting and preparing good teachers, drawing on the nation's 50 top teachers, along with 50 leading university presidents and deans of teacher's colleges around the country. Today, the President will announce that this conference, to be held next month, will serve as the focal point for a national conversation on how to improve teaching around the country, by linking via satellite to discussion sites in every state in the Union. The conference will focus on effective ways to inspire talented young people to enter the teaching profession, and will help shape future Administration proposals, to be included in the Higher Education Act reauthorization, for federal support to attract the best into teaching, and to strengthen teacher education.

Getting More Resources into the Classroom. Today, the President will announce that he has asked the Vice President to lead a national effort to challenge states and school districts to shift more education resources to the classroom, where they can improve teaching and learning, and away from administrative overhead. The Vice President will elaborate on these themes in a speech to the California legislature later today.

White House Conference on Early Development and Learning. Today, President Clinton will announce the date and themes of the White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children. The day-long Conference will take place on April 17, 1997 at the White House. The Conference will highlight how critically important children's experiences before school are to their development and their later success in school and in life, and focus on the practical applications of the latest scientific research on the brain, particularly for parents and care-givers.

Accepting the Challenge to Provide More Choice in Public Education. The President will note that the North Carolina State Board of Education has the opportunity today to approve the most charter schools ever created at one time, answering the President's challenge to foster greater innovation and choice for families in public education. The President praised North Carolina for using a careful review process focused on accountability for results, helping insure that the new schools will help students meet high standards. The President has proposed doubling funding for charter schools to over \$100 million, supporting planning and start-up costs for up to 1,100 new schools nationwide.

Continuing to Build Support for the Nationwide Effort to Improve Reading. Finally, the President will announce today that 15 colleges and universities in North Carolina have committed more than 1300 work study students to serve as reading tutors over the next 5 years as a part of the America Reads Initiative.

COMMENTS ON DRAFT SPEECH

p. 2, 5th graph -- language about Hunt's priorities being standards and teaching excellence....is it accurate to exclude "Smart Start" like this ? Perhaps its already in place and not a "legislative priority." We should check on this.

p. 3, 5th graph -- Unless we get good news from Schnur, the speech needs to say that NC "will have the opportunity to create" the most charter schools at any one time, and cannot reference a specific number (which should ultimately be about 36). I also suggest adding a touch of language on choice and accountability. A possible way of doing all this:

We must open more charter schools that stay open only as long as they meet high standards. These schools will foster innovation and competition to renew our public schools, and provide more choices to families. Today you have the opportunity to create more new charter schools than any state has ever created at one time. And you have had a thoughtful review focused on accountability for results -- you should be proud of that.

Recognize
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p. 4, last graph, last sentence -- I would say "Starting in 1999, students in American classrooms from Wiesbaden to [whereever] to Camp LeJeune....."

P. 5, 2nd full graph -- Should be fifteen college presidents. [Could also mention this means more than 1300 work study students over 5 years].

P. 5, 3rd full graph -- should lead into section with some language about "lifting up and honoring our teachers" from the Sacramento speech.

P. 5, 7th graph -- substitute "attain" for "become" to fix glitch.

P. 5, last graph -- important to strike "training" and substitute "preparation"

P. 6, 2nd graph -- **100,000 figure not accurate.** "hundreds of thosands," "as much as \$200,000" , or "some estimate as much as \$200,000"

Bill Clinton

**PRESIDENT WILLIAM J. CLINTON
REMARKS TO THE NORTH CAROLINA STATE LEGISLATURE
RALEIGH, NORTH CAROLINA
MARCH 13, 1997**

Acknowledgments and Introduction: Sec. Cohen; Sec. Riley; Gov. Hunt, TK. Chief of Staff Erskine Bowles, not there today; the Bowles' family's contribution to North Carolina can be summed up in something Skipper Bowles, Erskine's father, used to say: "Once you have the tools, you've got to spend some time to add to the woodpile."

I want to start by thanking you all for inviting me to speak to you today. I'm happy to see so many of you here. To be honest, I thought a lot of you would be off watching the NCAA tournament. And while I know that none of you would be tempted to slip out during my speech, I have taken the precaution of having the doors locked.

Today marks the very first time that a sitting President has addressed the North Carolina State Legislature, and I am honored to be here. I am especially honored because North Carolina has always been a home of determined and visionary leadership even in the face of great obstacles -- generations of leaders in education, economic development, and racial progress who have moved this state forward. When I was a young man, I always looked to Governor and former Senator Terry Sanford as a beacon of the progress throughout our region. And Governor Hunt has been such a strong and determined leader on the issue I believe must be our nation's top priority, education.

Throughout your long and rich history, North Carolina has always looked to the future. In Kitty Hawk, man first took to the skies; in Chapel Hill, the cornerstone was laid at America's first publicly funded university. Today, North Carolina is an aeronautics force and an air travel hub for millions of Americans. Your state universities receive the highest level of funding for research and development in the country. North Carolina has connected more of its communities than any other state to the Information Superhighway. The "Research Triangle" has one of the highest per capita concentration of PhD's in the world. And North Carolina has become one of America's most dynamic centers for business and finance.

This progress was not predestined -- you had to work hard to make it happen. We had to overcome a lot of the same problems in Arkansas, and so did states throughout the South. But we recognized that education and training were the key to success in a competitive domestic economy, and we committed precious resources to pay for them. It was the best investment we could have made, and your remarkable success here in North Carolina proves it.

Now, our country faces the new challenges of a competitive global economy, and two things above all will determine whether we succeed or fail: the quality of the education we give to all of our children, and the tools we give all of our people to help them take advantage of the opportunities of the 21st century. And that is what I have come to talk to you about today.

We are living in a time of unprecedented peace and prosperity. In only four years time, we have produced nearly 12 million new jobs -- more than any other presidential term in our history. Family incomes are going up and the poverty rate is going down. Not since World War II have we experienced an era of such great possibility for all of our people. Here in North Carolina, thanks to your hard work, there are more than 350,000 new jobs . . . your unemployment rate has dropped to only 4.2% . . . there are more than 75,000 fewer people on your welfare rolls . . . your student achievement has risen dramatically. All around the country, things are good and getting better. And the choices we make and the priorities we set will determine whether this progress continues.

This is a moment of rare opportunity for every American, and we cannot afford to squander it in complacency or division. We must take action **now** to build a new American century.

The message I bring today is the same one I carried to the State Legislatures in Michigan and Maryland -- the same one I will carry to other state legislatures, communities and forums in the months to come -- the same one that Vice President Gore will take to the California legislature today. To build a new century, I am asking for a new kind of partnership -- with the people of this chamber, and people all across America. The era of big government is over, but the era of big challenges for our nation is not. National leadership can and must point the way to meet those challenges, but the real responsibility is one we all share.

We must never forget that one of our greatest sources of strength throughout the Cold War was a bipartisan foreign policy. Because our future was at stake, politics stopped at the water's edge. Now we need a non-partisan commitment to education, because education is the critical national security issue for our future, and politics must stop at the schoolhouse door.

Here in North Carolina, you have done what we must do everywhere: you have reached across party lines and made education your central mission. From the moment he was sworn in at Needham-Broughton High School, Governor Hunt has made clear that school standards and teaching excellence will be his top legislative priorities for the next four years. You have already made tremendous progress: to cite just one example, this year North Carolina has the most improved math scores in the nation. Every member of this body, and every student and teacher in the state, should be proud.

early
childhood

You know already that in the new knowledge economy, education will matter more than ever before. Between 1992 and 2000, 89% of the new jobs created in this economy will require post-high school levels of literacy and math skills. But today, only half of the young people entering the work force are prepared for these high-paying jobs. Our schools are still turning out millions of young people who simply are not equipped for the new world of work.

That is why our number one priority must be to make our public education the best in the world. Our goals must be: every 8 year old can read; every 12 year old can log onto the Internet; every 18 year old can go to college; and every American can keep on learning for a lifetime.

In my State of the Union address, I laid out a ten point plan -- a Call to Action for American Education -- that describes the steps that we must take to meet these goals.

We must make sure that all of our children come to school ready to learn. My balanced budget proposal will expand Head Start to include 1 million more children. In North Carolina, the Smart Start program works with local communities to get children ready for school -- mentally, emotionally and physically, and you know that it works.

Scientists have already discovered that learning begins in the very first days of life; now we must explore how parents and educators can best use these new findings. Today, the First Lady and I announced that we will host the first White House Conference on Early Childhood Development and Learning in Washington. It will focus on what new research on the brain tells us about our youngest children.

We must open more charter schools that stay open only as long as they meet high standards. The ~~new~~ new charter schools you are creating here -- the most any state has created at one time -- will foster innovation and competition to renew our public schools.

We must rebuild our schools with a first ever federal commitment, because we cannot raise our children up in buildings that are literally falling down.

We must meet our national goal of connecting every classroom and library to the Internet by the Year 2000.

We must make the 13th and 14th years of college as universal as high school is today. My balanced budget plan proposes a \$1500 Hope Scholarship . . . a \$10,000 deduction . . . and the biggest increase in Pell Grant scholarships ever.

And we must make sure that learning continues throughout a lifetime. My GI Bill for workers would collapse the national government's training programs into a single, simple skills grant that workers could decide how to use to get the education they need.

But to prepare our country for the 21st Century, the first and most basic step we must take is to make sure that our children master the basics. To do that, we must raise our expectations and our standards, not only for our children, but for our teachers and for our schools. Without the basics as a foundation, our children can never move on to learn the skills they will need to succeed in the workplace of the 21st century.

I have challenged every state to adopt high national academic standards, and by 1999, to test 4th graders in reading and 8th graders in math -- the basics -- so that all of our children, no matter where they live or what their backgrounds, will have the same chance to make the most of their lives and their futures.

Raising standards will not be easy, and some of our children may not be able to meet them at first. But the point of national standards is not to put our children down, but to lift them up. And every one of us -- our national government, every state and every school in the country has a responsibility to help us do that.

That is why Governor Hunt's announcement today of support for these standards is so significant. North Carolina is the third state within the last month to endorse our national standards and testing plan. And I hope that every state and every school authority with the power to do so will step forward soon to do the same.

Setting standards is not a partisan issue. Maryland has a Democratic Governor; Michigan has a Republican Governor -- and both states have also endorsed these standards, and committed to test their children to meet those standards. All across our country, reading is reading, and math is math. From North Carolina to Maryland to Michigan to California, we need to know that all of our children are learning what they need to know to succeed in the 21st Century. By holding your students to high standards and insisting they master the basics, North Carolina will once again help lead the nation. And I thank you for doing your part.

The national government must do its part, too. The single largest school system under its control, and in fact under my control, are the schools that serve our children on military bases. At 66 schools across the country and 167 more around the world, the Department of Defense educates 115,000 of our children every year -- a school system as large as that of Memphis, Baltimore or Milwaukee. Sixteen of those schools are at Camp Lejeune and Fort Bragg here in North Carolina -- and nearly 8000 students attend them.

It is important that we give these children the best possible education, for so many reasons. They and their families sacrifice, living far from home, and of course, risking their lives for their country. And it is important for another reason as well: The students at our Defense schools come from every racial and ethnic background. They move from place to place as their parents are transferred from base to base. Especially because of this mobility, no group of students better underscores the need for common national standards and a uniform way of measuring progress than these. If standards can work in these schools, they surely can work everywhere.

So I am pleased to announce today that the Department of Defense schools have stepped forward and asked that their students be among the first to take the new tests when they become available. Secretary of Defense William Cohen and Education Secretary Dick Riley are here with us today to stress their commitment to this step. Starting in 1999, students in classrooms from

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American

Wiesbaden to [Seoul] to Camp Lejeune will learn the same rigorous material -- and take the same national tests -- as students throughout this state and, I hope, states throughout the country.

And we must make sure that every one of these students is ready to meet these new standards. That is why today I am directing the Defense Department to use every resource at its disposal to prepare these students -- so that in 1999, when the new math and reading tests are ready, our students will be ready.

Beyond Defense schools, we must make sure that all our children can master these basics. Our America Reads initiative will mobilize an army of one million reading tutors to help every 8-year old learn to read independently. Thirteen North Carolina college presidents have pledged to commit a portion of their work study students to serve as reading tutors -- and I thank them.

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We should be clear about something else. We cannot expect our children to meet high standards until we demand that our teachers meet high standards of their own. It is time for us to do whatever we must to make sure that our teachers measure up.

As you know, in this area, too, Governor Hunt has been a driving force. Last year, the report of his National Commission on Teaching and America's Future laid out a blueprint for what we have to do ~~to~~. And you have come together across party lines to develop a comprehensive legislative agenda that implements the report's recommendations.

We must start by recognizing and rewarding our best teachers. The National Board for Professional Teaching standards, also led by Governor Hunt, has encouraged teachers all over the country to improve their skills and seek board certification as master teachers. North Carolina has 118 of these highly trained professionals in their public schools -- more than any state in the country.

Rewarding teachers who become Board certified with 12% bonuses, as Governor Hunt has proposed, would send a strong signal to our best teachers that we value what they do . . . and it gives our good teachers a reason to be even better.

So I call on state legislatures around the country to reward your teachers when they ~~become~~ ^{have} master teacher certification. My balanced budget proposal includes \$100 million in funding to help 100,000 teachers achieve this important credential. But even before Congress has acted, we need to urge all of our teachers to try to become master teachers.

The next thing we must do -- and what you are determined to achieve here in North Carolina -- is improve the way we train our teachers so they can achieve the kind of excellence we expect. In April, Secretary Riley will hold a national forum on teacher recruitment and ~~training~~ ^{preparation} with 50 of our nation's best teachers, and thousands of others, who will join the Secretary via satellite.

Finally, we must refuse to close our eyes any longer to the fact that some of our teachers simply do not belong in the classroom . . . and we must take steps to get them out of the classroom. As Governor Hunt said to you in his State of the State Address: Good teachers should get a raise. Bad teachers should get a pink slip.

Today, removing a bad teacher from the classroom is often time-consuming and costly. In some states, it can cost as much as \$100,000 to remove one bad teacher. That same money could be used to reward 100 or more good teachers. But we can change this, like they have in Cincinnati, where communities and teachers unions are working together in partnership to find more efficient and fair ways to remove bad and burned out teachers.

Encouraging our teachers is not easy, and it is not cheap. But we know what a phenomenal difference one good teacher can make in the life of a child. We expect our teachers to challenge our children to do their very best -- now we must challenge our teachers to do the same, and reward them when they do.

To elevate teaching to the place it deserves in our system, we must reform the way we spend money in our schools -- and we must give parents the tools to demand accountability.

Today, in California, Vice President Gore is addressing the state legislature in Sacramento. As you know, his reinventing government initiative has helped shrink the national government to the smallest it has been in 3 decades, making it work better as it costs less. He will be announcing a national effort to reinvent public education across America and make sure that our resources are going to quality teaching, not bureaucracy.

This effort by the Vice President underscores the commitment of my entire administration to education reform.

I will continue to speak out across the country, challenging our nation to adopt standards. Hillary, who has devoted so much of her life to children and education, will continue to highlight "what works" -- those best practices in schools and communities that can help all our children meet those standards. And Tipper Gore will continue life's work and focus on the role of parents in education.

Throughout my career in public life -- as a Governor, and as President -- I have worked harder on education than on any other issue. That is because renewing education, raising our standards, and lifting up our schools is the embodiment of everything we must do to prepare for the 21st Century --to promote opportunity, demand responsibility, and build community.

When it comes to providing the tools to succeed, our other great challenge is helping to lift the permanent underclass into our growing middle class. And here, too, the only way to do it is by reaching across party lines and working together, Democrats and Republicans, national government and state government, business and labor and religious institutions.

Working together, we ended the old welfare system. Over the past four years, we worked with 43 states to launch welfare reform experiments, which helped move a record 2.25 million people off our nation's welfare rolls. Here in North Carolina, Work First -- Governor Hunt's comprehensive program to move families from welfare to work -- is achieving excellent results. Since Work First started in 1995, North Carolina's welfare rolls have declined by more than 17%, and 30,000 families have moved from the dependency of welfare to the independence of work. And Governor Hunt's Crackdown for Children program and other efforts have increased child support collections by 48%.

But this is not the end of welfare reform, it is a new beginning. Now that we have demanded that those on welfare take responsibility, we must all take responsibility to see that the jobs are there, so people on welfare can become permanent members of the workforce. Our goal must be to move people from welfare to work so that two million more Americans are off the welfare rolls by the year 2000.

I have challenged the nation's businesses to join in this effort, and I have offered a plan to help them: Tax credits and other incentives for businesses to hire people off welfare; incentives for job placement firms and states to create more jobs for welfare recipients; training, transportation, and child care to help people go to work. Here in North Carolina, Work First is encouraging private employers by subsidizing paychecks and holding job fairs that match employers with welfare recipients. Each and every one of us must fulfill our responsibility -- indeed, our moral obligation -- to make sure that those who now must work, can work.

The most direct and effective steps must be taken by the states. The legislation we passed gives states the authority, for the very first time, to take the money that had been used on welfare checks, and subsidize private sector paychecks. Missouri began doing this under one of our waivers -- and it is working. Now I challenge every state to follow their example. Use the new flexibility you have been given. Turn those welfare checks into paychecks. That is what we need to do to help welfare recipients find jobs and keep them.

Second, I urge you to use the money saved from moving people from welfare to work to make sure that even more people can make that transition. Here in North Carolina, Governor Hunt has proposed to use some of the \$90 million savings to invest in child care to make it easier for people to go to work. I urge you to help him do that . . . It will be worth every penny.

Finally, I urge every state and every Governor, Republican or Democrat, to join with me to get Congress 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.

We passed historic welfare reform -- giving states the authority and flexibility they had sought for years. We were right to do it. Now states must live up to their responsibility, and help

us finish the job. You're off to a great start here in North Carolina, and I commend you for your efforts.

On education reform, on welfare reform, on all our major challenges, let us build new partnerships across old lines of responsibility. Preparing for the 21st Century is not a job for any one level of government alone. Many of our greatest challenges do not fall under the authority of Washington, nor should they. They do not fall under the authority of state capitals like Raleigh, nor should they. The power to solve our problems rests with all levels of government, and all sectors of society -- and that is where we must forge our solutions as well.

Just over a hundred years ago, at the dawn of a new century, your predecessors adopted North Carolina's state motto: Esse Quam Videri [ESS-ay kwam vih-DARE-ee], to be rather than to seem, to take action -- action that matters -- rather than to talk about action. This spirit of this motto has been the animating force behind your great success in this century. And at the dawn of a new century, at this rare and fleeting moment of opportunity, it must be the challenge that drives us to make that new century our own, for all our people.

Thank you, God bless you, and God bless America.

**U.S. Department of Education
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FAX COVER SHEET

Fax Number: (202) 401-3036

TO : Bill Kincaid

**FAX NO.:
456-7028
456-7431**

(Number of pages, including cover sheet: 10)

FROM: Val Plisko

PHONE NO.: 401-1958

Message:

Bill,

Attached are the two articles on removing incompetent teachers. Hope they are helpful.


Val

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Why teachers don't teach

Toch, Thomas

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ABSTRACT: Teachers' unions seem to be driving good teachers out, coddling bad ones and putting bureaucracy in the way of quality education. Cathy Nelson, Gil Troutman and Tracy Seckler are three teachers who have had a difficult time dealing with problems engendered by teachers' unions.

TEXT:

Headnote: The nation's future lies in its classrooms. But teachers' unions are driving out good teachers, coddling bad ones and putting bureaucracy in the way of quality education

Call it a little morality play about America's schools. In Act I, a dedicated Los Angeles math teacher named Jaime Escalante becomes a national hero for his work with barrio kids at Garfield High School, a saga chronicled in the 1988 film Stand and Deliver. In Act II, Escalante flees the Los Angeles school system for Sacramento, taking his devotion and his brilliant teaching skills with him. Why did he leave? Teacher union officials contend the fame went to his head. Escalante fires back that a major reason was that Los Angeles union leaders objected to his zeal. One problem: He says they chastised him for having too many students in his calculus class. "If you looked into what is going on in this school in the name of the union, I think you ... would be appalled," the teacher wrote in 1990 to his union president, a year before he resigned and moved.

(Photograph Omitted)

(Photograph Omitted)

If quality teaching goes unrewarded in the nation's schools, bad teaching is not only tolerated but often safeguarded to an extent that leaves principals gnashing their teeth and parents in despair. Union contracts grant a myriad of due-process protections against dismissal after teachers have spent two or three years in the classroom, making it tremendously difficult to fire even the most incompetent instructors. And even when a school system does succeed in firing a teacher, the cost is high: In New York State, for example, the average cost to fire a teacher is \$200,000. In one celebrated New York case, a special-education teacher collected his salary behind bars for several years after he was sent to prison in 1990 for selling cocaine to undercover police, while school officials battled unsuccessfully to get him fired.

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Unions argue that tenure safeguards against capricious firings. "The union only has one goal in this type of a situation," says John Logadon, the union representative in Ellery's case, "and that is to see that the teacher gets a fair and complete hearing. It is not our goal to perpetuate poor teaching." But Mary Jo McGrath, a California school board lawyer, says it's so tough to fight the tenure system that administrators usually don't bother. Instead, they often cut deals with unions, giving bad teachers satisfactory ratings in return for union help in getting

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them transferred to other schools—a cynical practice known as "the dance of the lemons" or "passing the trash." "The whole system is corrupt," says Joseph Viteritti, a professor of public administration at New York University. "It says to hard-working teachers that there are no standards, that it doesn't matter."

RED TAPE REPELS BRIGHT MINDS

Tracy Seckler graduated magna cum laude from Harvard in 1992. Two years later, she decided to become an urban teacher and enrolled in the master's program at Teachers College, Columbia University. While working on her degree, Seckler wanted to substitute teach and set out to obtain a license. She called the New York City licensing office four times to find out what papers she needed to bring in and was given four different answers. When she arrived in person, she told the clerk who reviewed her application that she wanted to teach English. But the clerk said that was impossible: On Seckler's Harvard transcript, her course codes began with "hist," the abbreviation for an interdisciplinary honors program called History and Literature. Even though Seckler wrote her thesis on American literature, she was told she could substitute teach only in history classes because she lacked sufficient credits to teach English. Today, Seckler is teaching in suburban Scarsdale.

Most teachers enter the classroom through state and local licensing systems, which generally demand only that applicants take the right college courses. Teachers don't have to show in any serious way that they know the subject they are teaching or that they can teach it—a far cry from standards in professions like medicine. It's a system many unions support but one that repels bright minds and produces many teachers who are licensed but not truly qualified. "By and large, we are getting people who wouldn't be admitted to college in other countries," concedes the AFT's Shanker.

Astonishing numbers of education graduates fail basic literacy tests introduced in many states in recent years to shore up standards. California administered 65,000 such exams in 1994-95 and gave failing grades to about 20 percent of those tested. But unions haven't made tough standards a priority. To the contrary, the NEA fought basic skills testing in teacher licensing for years, shifting its stance only after a majority of states introduced the tests.

BOUND AMBITION

Last summer, the Mount Clemens, Mich., school system opened the Dr. Martin Luther King Jr. Academy, a new school with a new curriculum. The Mount Clemens Education Association, the local union, insisted that the school's teachers be paid for several weeks of training in the new curriculum. But a group of younger teachers wanted extra training in math. The school couldn't afford it, so the teachers volunteered to take the training without pay. Veteran teachers rejected the idea, pointing out that unpaid work was forbidden by the union contract. The training never took place.

(Photograph Omitted)

September 11, 1996 5:06pm Page 3

(Table Omitted)

(Table Omitted)

The drive of a Jaime Escalante is rare in any field, but many public-school teachers want to do the best possible job for their students. Union work rules frequently get in their way. "They tell you what you can't do," says NYU's Viteritti.

Teachers who want to "go the extra mile" often find themselves unappreciated by their colleagues. Patricia Simonds, a 26-year veteran at Truman Elementary in Vancouver, Wash., last year was among the first teachers in the nation to earn an advanced license from the National Board for Professional Teaching Standards—a program started in the late 1980s to reward outstanding teachers by creating a system akin to board certification in medicine. President Clinton invited Simonds and other winners to the White House. And the national leaders of both the NRA and the AFT back the NBPTS. But, in contrast to the ceremony at the nation's capital, there wasn't much fanfare at Truman Elementary to celebrate Simonds's national award.

Ultimately, it is students who pay the biggest price. Teachers in two affluent suburban Maryland high schools protested budget cuts several years ago by "working to the rule"—refusing to do any tasks not required of them in their contract. They refused to write college letters of recommendation for seniors in the class of 1992 unless students "first presented addressed and stamped letters to a council member or state legislator urging the passing of taxes necessary to fund salary increases, school programs, etc.," according to a letter to union members. The NEA's Geiger insists that work rules were essential to counter big differences in teachers' workloads and other abuses. But he acknowledges that many contracts today are "too rigid."

MEDIOCRITY GETS THE GOLD

Gil Troutman was raised in western Pennsylvania and went to a local liberal arts college, where he graduated with honors in history. At 23, he joined the social studies department at General McLane High School in nearby Edinboro. Troutman loved his work. He taught history and economics, coached wrestling and, in time, won awards for his teaching. But in the early 1990s, at 37 and in the prime of his career, he quit teaching to open an insurance business. The main reason: After 14 years, his paycheck wasn't any bigger than that of other teachers in the school at his level of experience, despite his award-winning teaching. Says Troutman: "I wanted to be in a profession that recognizes the level of work you put forth."

Teaching generally doesn't. Unions have barred teachers from being paid on the basis of their performance. They have negotiated so-called single salary schedules that reward teachers strictly on the basis of years of experience and the number of college courses completed. Pushed by unions to equalize pay scales that traditionally favored men over women, whites over blacks and high school teachers over elementary teachers, the single salary schedule has become a huge barrier to teaching excellence in public education, robbing many teachers of the motivation to excel and driving many of the best out of the profession. "Teachers who do better in college and are rated higher by their principals leave

the profession

at higher rates," says Ann Weaver Hart, dean of the graduate school at the University of Utah and an expert on teacher rewards. "The single salary schedule is a major factor." The single salary schedule also has led to a huge waste of taxpayers' money. In most places, pay raises are linked directly to the number of college credits teachers earn, usually without any requirement that those credits be earned in courses related to what

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teachers do in their classrooms. The system-constructed with teachers, not students, in mind-has led to teachers taking the easiest courses they can find, and a disproportionate number of school-administration courses, since teachers can earn higher salaries by leaving the classroom to do administrative work. Indeed, most union leaders are loath to have teachers paid strictly on the basis of their performance. "Salary is not what attracts people to teaching and keeps them there," argues Barbara Kelley, a Bangor, Maine, teacher official who is vice chair of the NBPTS. But Kelley's own story seems to disprove her point. A veteran gym teacher, she raised her salary by several thousand dollars a couple of years ago by earning a master's degree in business. She says she is thinking about leaving teaching and that the degree might help her in another career. The average U.S. teacher salary is \$38,874.

BUCKING THE CALL FOR REFORM

Any number of blue-ribbon panels since the early 1980s have called for reforms in teaching. The latest, the National Commission on Teaching and America's Future, chaired by Gov. Jim Hunt of North Carolina, is discussing tougher teacher licensing standards, performance pay, stronger dismissal systems and other reforms that might be included in a report to be released next September.

(Photograph Omitted)

But teacher unions have used their resources to fight reform -and their resources are vast. Such is their influence in state capitals that in many states, the unions are by far the largest contributors to statewide elections. The NEA also spends \$39 million a year to keep 1,500 organizers in the field helping the union's 13,250 affiliates lobby school boards, file grievances and do many other things to promote unionism. The union's palatial Washington, D.C., headquarters, renovated in 1991 at a cost of at least \$52 million, is a testament to its power in national politics, where the NEA has wedded itself to the Democratic Party. The union handed out \$8.9 million to congressional candidates between 1989 and 1995, only a fraction of it to Republicans. And the Clinton White House is banking on the NEA playing a big role in this year's presidential campaign. In a 1995 report to the NEA, for example, Clinton pollster Stanley Greenberg attempts to refine the union's message on behalf of the president's re-election. His advice: Hammer home the theme that education is a key to reversing "civic decay."

Politics is not the only arena in which the unions fight off threats to the old system. The AFT and the NEA have waged recent court battles against laws in several states, including a Michigan statute limiting collective bargaining and an Ohio law giving parents tuition vouchers for private schools. And the unions spend huge sums on public relations: The NEA has budgeted nearly \$14 million to defend schools and unions in fiscal 1996.

But, in response to growing public discontent and recent union defeats at the hands of Republican-led legislatures, unions are gradually softening their opposition to teacher reforms. Adding to the incentives for change are recent membership studies, which reveal that the unions are out of step with a majority of their younger members, who reject the unions' commitment to industrial unionism and partisan politics. Now some union leaders seem anxious to jump on the reform platform: NEA President Geiger, for example, says his union is "moving away from hard-nosed collective bargaining." And Geiger says he has joined Shanker in discussing new teacher pay systems with experts and is pushing the NEA to take a larger role in policing its membership.

(Photograph Omitted)

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But many union watchers remain skeptical. The education landscape, they say, is littered with token NEA reform projects designed to give the appearance of reform-mindedness. And local unions mostly lag far behind national union leaders in calling for reform. Still, a handful of meaningful union-backed teacher reforms exist around the nation: the suspension of staffing by seniority in a group of New York City schools; the opening of new Boston schools free of school-board regulations and union work rules; performance-based pay in Cincinnati, and policing of the teaching ranks by peers in Columbus, Ohio.

Teacher unions aren't going to disappear from public education; they are part of its permanent landscape. But as the public's confidence in public education steadily ebbs, and a rising chorus clamors for change, pressure is mounting for teacher unions to merge their goals with the goals of good teaching. "We're losing the public battle," says Ed Doherty, the reform-minded president of the Boston Teachers' Union. "The survival of public education is at stake." To Doherty, the unions' political problem is clear-and so is the solution. The question is whether other union leaders will get the message before it's too late.

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SPECIAL FEATURES: Photograph

Critics Target State Teacher-Tenure Laws

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Critics Target State Teacher-Tenure Laws

By Joanna Richardson

In 1985, school officials in La Mesa, Calif., reached the end of their rope.

After documenting more than 400 reasons why the Grossmont Union school district deemed Juliet Ellery unfit to teach high school biology and English--including that she belittled students and ignored their questions--the school board there fired her. The teacher disagreed with the decision and appealed it.

Eight years and more than \$300,000 in fees later, the district finally saw the last of Ms. Ellery: In 1993, the teacher exhausted her last appeal.

That drawn-out scenario to fire a teacher who has tenure could change if Gov. Pete Wilson gets his way.

California is one of several states where school boards, legislators, or governors are hoping to dismantle all or part of their teacher-tenure laws. Opponents say the laws, which were designed to protect teachers from arbitrary firing, drive up districts' costs and require years of complicated legal maneuvers to dismiss incompetent teachers. Some also argue that the current laws require too little of teachers who achieve tenure.

Connecticut, Ohio, South Dakota, and Texas all have proposals in the works. Some would merely tinker with the tenure laws; others, such as California's proposal, would wipe out the concept altogether.

A Growing Sentiment

Some analysts said they expect to see more of that sentiment over the next few years. The political shift to the right in many states has left teachers' unions--the longtime defenders of such job protections--more vulnerable, they said.

Moreover, the movement to make schools more accountable could have an impact.

"I think this has been coming for quite a while," said Kathy Christie, the director of the Education Commission of the States' information clearinghouse. The Denver-based group has tracked changes throughout the country in laws providing tenure--sometimes known by terms such as "continuing contracts"--for teachers.

"Districts got used to just shifting people to another building or another position" if they were not doing their job, Ms. Christie said. "Now it's time to see results."

Right to Due Process

In most states, the debate over tenure has focused on giving schools more freedom to remove ineffective teachers.

Some union officials have objected to claims that tenure laws protect incompetent teachers from the

district's interventions.

"This is nothing more than the right to due process that's found in any workplace," Jewell Gould, the director of research for the American Federation of Teachers, said.

Going after teacher tenure is "a cheap slap at quality," he added, saying that states should focus instead on better professional support for beginning teachers. School administrators, he said, have to bear some of the burden, by letting teachers know if their performance is not up to par and helping them come up with ways to improve it.

Others have argued that evaluating seasoned teachers more frequently and improving professional-development opportunities would identify teachers who need help earlier--and make tenure changes unnecessary.

But critics say tenure laws have outlived their purpose.

"Tenure is one of the last dinosaurs" in public education, said Maureen DiMarco, Governor Wilson's secretary of child development and education. "We check on the people who cut your hair more than the people who have your children's future in their hands."

Mary Jo McGrath, a lawyer who has represented the Grossmont Union schools and many other school boards in California, said: "These cases are about as tough as they get. They're much harder than anything the private sector ever faces in wrongful-termination suits."

Ms. McGrath said the Juliet Ellery case was not atypical: Such cases can last up to a decade or more.

Most districts also need an average of three years of documentation before dismissing a tenured teacher, she added, and if the termination is appealed, schools may use as many as 40 witnesses and more than 100 documents to support their case.

Tenure laws were intended to protect teachers from being dismissed for arbitrary reasons, such as their religious beliefs or personal differences with employers.

Today, all states have teacher-tenure acts on the books or other laws that give teachers certain rights if they are fired, according to the National Education Association.

Generally, tenured or permanent teachers must receive a written notice and a statement of causes for their dismissal, and they must have the option of a hearing before a school board or other panel before the final decision is made to fire them or not renew their contracts.

Most states also give teachers the right to appeal such decisions in a court or before a state agency.

Over the past few years, however, several states--including Colorado, Florida, Massachusetts, Michigan, New York, and Oklahoma--have amended their tenure laws while keeping some of the foundations intact, according to the e.c.s.

Looking to Change

Now, another wave of states is looking to change teacher-tenure laws.

Most are trying to extend the time it takes a teacher to achieve tenure, strengthen or put in place evaluation procedures for achieving such status, or shorten what is often a long and expensive appeals process when teachers contest a school board's dismissal decision.

* In his State of the State speech earlier this year, Governor Wilson said, "Good teachers don't need

tenure, [and] our children can't afford a teacher who is just punching the clock."

The Governor, who is proposing that California abolish its entire education code and start over, has not released the details of his plan, Ms. DiMarco said.

* Lawmakers are taking a similar approach in Texas, where state Sen. Bill Ratliff, the chairman of the Senate education committee, is sponsoring a bill that would force the state to rewrite much of its education code. (See story, page 17.)

Among other provisions, the proposal would make it easier for administrators to dismiss teachers: They could be fired after two consecutive unsatisfactory reviews.

Gov. George W. Bush, who promised education reform in his campaign last fall, has praised the bill for encouraging innovation and increasing local control of schools.

* Another new Governor, William J. Janklow of South Dakota, is introducing legislation that would give school boards more flexibility to fire ineffective teachers.

But the legislation--which would also eliminate portions of the state's education law--would keep intact most of the basic protections in the current law, said Karon Schaak, the deputy secretary of the state education department.

* In Ohio, Gov. George V. Voinovich has proposed extending the minimum teaching time required to become eligible for a continuing contract.

Teachers would have to have taught at least four of the past six years in the same district to achieve that status, Paul Palagyi, an education-policy adviser to Mr. Voinovich, said.

In addition, the Governor wants to create a state education-licensing board made up primarily of teachers. It would oversee, among other tasks, the periodic evaluation of teachers, who would have a remediation period if their performance was judged unsatisfactory.

"We're saying teachers who are not meeting the standards of their peers can be fired," Mr. Palagyi said.

Politics of Protection

State officials who support the changes acknowledge that while such proposals may have the backing of governors and lawmakers, the teachers' unions could be a tough sell.

In Connecticut, for example, the legislature tried to amend teacher-tenure laws in a 1993 bill that would have moved the state to a performance-based education system.

The state would have added new causes for dismissing a tenured teacher: the failure to demonstrate performance that promotes student achievement or the failure to take part in activities that "enhance professional growth."

The proposal, however, drew heavy fire from both of the state teachers' unions, who argued that they were being asked to bear the burden for school reform. The bill eventually fell flat in the legislature.

Despite that failure, some lawmakers with the legislature's joint education committee are now proposing that Connecticut require five years of service for tenure instead of three.

And in New Jersey and New York, where the state school boards' associations have battled often with the unions over tenure, there is still talk of changing the laws. New York has already streamlined its procedures for disciplining teachers, but a new case involving a Long Island school district has reignited

debate there about whether the state should go further.

Mr. Gould of the a.f.t. said he thinks the states are on the wrong track. Raising standards--not scrapping tenure--would do more to make teachers and schools accountable, he said.

But Ms. DiMarco of California said the unions should consider how changes in the laws could, in the end, benefit teachers.

"If they're smart, they'll look at this as an opportunity to elevate the profession," she said. "I don't know anyone who's more upset about a bad teacher than a good teacher."

A Teaching Force for the 21st Century

As we move further into the information age, there will no more important or noble work than that of our nation's teachers. All of our hard work in improving education -- ranging from setting high academic standards, to getting technology into the classroom, to helping all of our children read independently and well by the end of the third grade -- depends on having a talented and dedicated teacher in every classroom in every community across this great country.

With two million teachers to be hired in the next 10 years, America has an almost unique opportunity to set the direction for the teaching profession -- and our children's education -- for decades to come.

Today we have a window of opportunity to get it right -- to dramatically change the ways in which we recruit, prepare, and support the ongoing learning of teachers and principals. We must insist on the highest standards for our teachers and ensure that they get the best training and ongoing support to teach to world-class standards.

Rewarding Good Teachers:

Let's begin by recognizing and rewarding our best, most accomplished teachers. That's why Governor Hunt and others spearheaded the development of the National Board for Professional Teaching Standards to certify our most accomplished "master teachers", and has now proposed to the North Carolina legislature a 12% salary increase for those teachers who receive this certification.

That's also why I have proposed \$105 million over five years to 1) help the national board complete assessments in 25 academic areas, that will cover the fields of 90% of our nation's teachers, and 2) help defray the cost of teachers going through the rigorous review and certification process, and help teachers get prepared to undergo this review. We need a master teacher in every school in the nation, setting an example for their peers and serving as mentors for other teachers in their school.

I applaud North Carolina for having the most board-certified teachers of any state in the country (118), and with Jim Hunt's leadership, I expect North Carolina will continue to set the pace for the nation in this critical area. That's why the North Carolina legislature should enact Jim Hunt's proposal, and why other states should find their own ways to reward these master teachers.

THAT IS WHY THE OFFICE OF SECRETARY
That's also why Congress needs to enact my budget to make it possible for 100,000 teachers to seek certification by 2002, and 100,000 teachers to get certified by 2006.

[The proposal is \$105 million over 5 years, \$21 million a year. In the first year, \$16 million would pay for the development and refinement of the assessments, and \$5 million would be used to defray the cost of teachers undergoing and preparing for the review. Over five years, a total of \$60 million would pay for the first category, and \$105 million would pay for the second category. The first category would drop by \$2 million a year, to \$14 million next year, \$12 million the year after that, \$10 million the year after that, and \$8 million in the fifth year -- for a total of \$60 million over 5 years. The second category would increase by \$2 million a year, to \$7 million, then \$9 million, \$11 million, and then \$13 million -- for a total of \$45 million over five years.]

Counseling Out Bad Teachers:

As we find new ways to reward the best teachers so they stay in the classroom we also need to find new ways to weed out those teachers who simply aren't making a difference. If a teacher is burnt out, we need to be honest enough to counsel them to improve, and if necessary offer them a fair process to leave the profession. This is something 90% of all of America's teachers can agree on according to a Metropolitan Life Survey of public school teachers conducted in 1995.

Let me give you two examples of what I mean.

In Cincinnati, Ohio the Cincinnati's Peer Assistance and Evaluation program supports struggling teachers and provides a mechanism for dismissing teachers who fail to improve. This partnership between the Cincinnati Federation of Teachers and the school board assigns experienced Lead Teachers as mentors to all first-year teachers and to tenured teachers who have been identified as requiring improvement.

After two years of mentoring, the Lead Teacher either rates the teacher as satisfactory or recommends contract termination. Very few tenured teachers are recommended for termination, and many of them resign before the school board acts on the recommendation.

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In Dallas, Texas teacher effectiveness is judged by student performance. The district creates an Effectiveness Index for each teacher based on students' scores on state and district assessments, controlling for student background.

Teachers scoring in the bottom 10 percent complete an intensive professional development program that emphasizes strategies for improving student achievement. Since this approach was implemented, student scores have improved significantly, and student attendance has risen from 92.5 percent in 1993 to 93.5 in 1995.

National Forum on Teacher Preparation

All of our effort to raise standards, reward good teachers and weed out the few teachers who are incompetent will do us little good if we don't start at the beginning by recruiting and preparing good teachers.

We aren't going to improve our national reading scores if we haven't taught new teachers the skills they need to reach the students who are having the greatest difficulty learning to read.

We aren't going to catch up with the rest of the world when it comes to 8th grade math unless we teach new teachers and help teachers who are in the classroom now how to teach to the more demanding national math standards.

Secretary Riley may have said it best when he said that "we will never have 'A' students if we can only give ourselves a 'C' as a nation when it comes to a quality teaching force. This is why the Secretary will hold a "national forum" on teacher preparation next month in Washington, D.C.

The Secretary is going to bring together the 50 best teachers in America -- one selected from each state -- with 50 leaders of higher education -- presidents and deans of our major teaching colleges -- for a "candid" discussion about how to improve the way we train teachers.

Too many teachers are not getting the training they need to meet the challenges of today's classrooms and they are not getting the support they need once they are in the classroom. As a result of this "sink or swim" approach, we are losing 30% of our new teachers in the first three years after they have entered the profession.

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It's time that our best teachers who know the realities of the classroom sit down and talk with those who are charged with producing the next generation of teachers.

Recruitment

And we need to pay special attention to recruiting many more minorities to this wonderful profession. The challenge is daunting. Almost one-third of all students in our public schools are members of minority groups; in our inner cities, the number is about a half. Yet only 13 percent of our teachers are members of minority groups, and over 40 percent of all schools in the U. S. have no person of color at all on their faculty. Here are a few suggestions for closing the gap.

First, we need to inspire our young people to thinking about teaching as a profession as early as possible -- preferably, long before high school. Research shows that 80 percent of all teachers were the first members of their families to go to college (This statistic may be outdated). They became teachers because they had a special belief in education.

A great number of these family pioneers are students of color and they present an important pool of potential recruits. They will frequently begin thinking seriously about going to college as early as eighth grade. That is the time to reach out to them with a positive message about a career in teaching.

It is not enough, however, to get people interested in teaching or even enrolled in a preparation program. Teacher preparation programs have a responsibility to work with schools as well as with community colleges and others to ensure that students interested in teaching have strong academic backgrounds and support as they move from K-12 education into and through the new challenges of higher education.

Equally important, it is unethical to allow an individual to go through a teacher education program, only to find that he or she is unable to pass the licensing exam required in many states. We owe it to people to challenge them every step of the way.

We also must assist them in their beginning years of teaching and make sure that they have ample and high-quality professional development experiences throughout their careers. This is especially important for teachers in schools facing the greatest challenges.

Too often, wonderful teachers leave school where they are most needed due to frustrations and lack of support, moving to wealthier districts or leaving teaching entirely. While there's nothing wrong with teachers seeking what's best for them, let's make sure that it's not because we abandoned them and left them with no other choice.

Third, we need to recognize that there are many opportunities to recruit people into teaching at many different stages of life. Let's think about paraprofessionals, retired military people, mid-career changers, women reentering the work force after raising children, and others.

But in these cases -- and in all cases -- teacher education, licensing, and certification must be rigorous. We must insist upon excellence and diversity. Excellence that does not include the rich tapestry of our society is not enough. But diversity achieved at the cost of lower standards is self-defeating.

DRAFT -- March 11, 1997

The U.S. Department of Education will fund a **"Partnership for Excellence and Accountability in Teaching,"** which will bring together a consortium of universities, school districts, state departments of education, national professional associations, and other stakeholders across the nation whose influence is crucial to improving teaching effectiveness. This new Partnership will provide the support needed to launch a comprehensive national effort to promote, support, and sustain effective and efficient strategies to prepare, induct, and provide career-long professional development and support for K-12 teachers. Unlike previous efforts of lone researchers or groups of investigators with a narrower focus, the work of the Partnership will consider the entire spectrum of teacher professional development and tie knowledge-to-application-to-dissemination while continuing to "push the envelope" of professional development research.

In doing its work, the Partnership will marry applied research and development with technical assistance and materials dissemination to:

- Help groups developing rigorous standards for teacher preparation, initial licensing, continuing development, and advanced certification that will enable all teachers to bring every American child up to world-class standards in core academic areas;
- Help colleges and schools work with states to redesign teacher education so that new teachers are adequately prepared and that all have access to continuous high-quality learning opportunities;
- Help states and districts pursue aggressive policies to put qualified teachers in every classroom;
- Help districts, states, unions, and professional associations cooperate and make teaching a true profession with a career continuum that places teaching at the top and rewards teachers for their knowledge and skills;
- Help school districts and schools restructure schools to become organizations that respect learning, honor teaching, and teach for understanding; and
- Help organizations and individuals crucial to the preparation of teachers make informed choices among proven, replicable, alternative professional development programs.

The Department intends to announce a competition for proposals for the Partnership on March 21, 1997, with an award to be made during the summer.

Holding Teachers Accountable for Quality Teaching

Teachers agree with the President that the teaching profession can be improved by removing incompetent teachers. Close to 90% of all teachers believe that making it easier to remove incompetent teachers would have a positive effect on the quality of teaching, according to a Metropolitan Life Survey of public school teachers conducted in 1995. Indeed, over the last decade the percentage of teachers who support this approach has increased (up from 84% in 1984).

A number of school systems are working with teachers across the nation to improve accountability. These efforts include intervening with failing teachers and counseling out or removing teachers who do not improve.

Cincinnati, Ohio—Cincinnati's Peer Assistance and Evaluation program supports struggling teachers and provides a mechanism for dismissing teachers who fail to improve. This partnership between the Cincinnati Federation of Teachers and the school board assigns experienced Lead Teachers as mentors to all first-year teachers and to tenured teachers who have been identified as requiring improvement. After two years of mentoring, the Lead Teacher either rates the teacher as satisfactory or recommends contract termination. Very few tenured teachers are recommended for termination, and many of them resign before the school board acts on the recommendation.

Dallas, Texas—In Dallas, teacher effectiveness is judged by student performance. The district creates an Effectiveness Index for each teacher based on students' scores on state and district assessments, controlling for student background. Teachers scoring in the bottom 10 percent complete an intensive professional development program that emphasizes strategies for improving student achievement. Since this approach was implemented, student scores have improved significantly, and student attendance has risen from 92.5 percent in 1993 to 93.5 in 1995.

Connecticut—Since 1985, Connecticut has been developing and modifying a performance-based teaching certification system, which is entering a new phase this year. The current system involves multiple stages of certification, beginning with a temporary two-year certificate that requires teachers to complete an accredited certification program and pass a standardized test assessing their subject matter knowledge. Teachers are assessed in the classroom, and beginning this year will be required to submit a portfolio of their classroom work. Only those who pass will receive their provisional certificate, which lasts for eight years and is renewable by participating in professional development opportunities.

Draft -- March 11, 1997

Across America there are scores of initiatives aimed at improving the education of our children, and many of them focus on putting a well-trained, knowledgeable teacher in every classroom. However, when it comes to hiring, evaluating, and maintaining outstanding teachers, most States and school districts report that they are unsure of what policy guidelines or rules from the governor, or the state legislature, or the local schools are the most effective and efficient in developing/hiring and keeping the most effective teachers in the classroom.

The U.S. Department of Education will support research to assist governors, State legislators, school districts, local schools and community leaders identify policies that are more effective in ensuring that their education system can provide qualified and caring teachers for every child in their schools. A new National Research Center on Policy and Effective Teaching will conduct research on policies and the effectiveness of policies in the areas of teacher preparation, teacher recruitment and hiring, teacher certification and licensing, teacher evaluation and ongoing professional development, incentives and rewards for teacher performance, teacher compensation, and other areas related to excellence and accountability in teaching. The center will work with States and local communities to conduct work such as:

- Develop and identify teacher development policies that can produce more effective teachers in efficient, economical ways;
- Develop and identify teacher evaluation policies that assist teachers and school officials in improving classroom instruction and student learning;
- Develop and identify cost effective teacher hiring and incentive policies that provide high quality teachers in every classroom and encourage teaching as a career; and
- Develop and identify State and local policies that link and align standards for teaching performance with State and local learning standards for all children.

On February 18, 1997, the Department invited the public to comment on its plans for this new research center. Comments are due by March 20. A final competition will be announced in early April, with an award to follow in the summer.



ASSISTANT SECRETARY OF DEFENSE
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WASHINGTON, DC 20301-4000



FORCE MANAGEMENT
POLICY

MEMORANDUM FOR SECRETARY OF DEFENSE
DEPUTY SECRETARY OF DEFENSE

THROUGH: EDWIN DORN, USD (P&R)

FROM: F. PANG, Assistant Secretary of Defense (Force Management Policy)
Prepared by: Lillian Gonzalez, DoDEA, 696-4462

SUBJECT: Presidential Announcement of DoDEA's Participation in the
President's New Annual Test for Mathematics and Reading -
ACTION MEMORANDUM

PURPOSE: To provide background information and proposed remarks (TAB A)
for President Clinton's announcement in North Carolina about
DoDEA's participation in the new national assessments of
mathematics and reading

DISCUSSION: President Clinton will be in North Carolina on Thursday, March 13 to
announce DoDEA's participation in the new testing program.

Mr. Michael Cohen, Special Assistant to the President for Education, Domestic Policy Council, called Director, DoDEA, on March 11 to advise that President Clinton will announce DoDEA's participation in the new testing program on Thursday, March 13, in North Carolina. The information paper at TAB A provides background on the two school systems within DoDEA and draft remarks for the President's speech. The SECDEF announced to the President on March 5 DoDEA's interest in participating in the new national assessments (TAB B). DoDEA has already embraced the challenges laid out in the President's "Call to Action" and is committed to this unprecedented proposal to benchmark its students' achievement against national and international indicators of success.

The information at TAB A must be provided to the White House Special Assistant to the President for Education and Domestic Policy by Tuesday, March 11.

COORDINATION(S): DoD General Counsel (TAB C).

RECOMMENDATION: SECDEF forward information/remarks at TAB A to the White House Special Assistant to the President for Education and Domestic Policy by March 11.

SECRETARY OF DEFENSE DECISION:

_____ Approved
_____ Disapproved
_____ Other (when appropriate)



INFORMATION PAPER

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY (DoDEA)

Background

The DoDEA is a Department of Defense (DoD) field activity operating under the direction, authority, and control of the Deputy Assistant Secretary of Defense for Personnel Support, Families and Education. The DoDEA, under the leadership of Dr. Lillian Gonzalez, is committed to a high quality education for the 115,000 children of Defense families worldwide who are served by its two school systems: the overseas schools, Department of Defense Dependents Schools (DoDDS) and the stateside schools, Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS). Both school systems provide an education to eligible DoD military and civilian dependents from preschool through grade 12. In addition, DoDDS operates one junior college in Panama.

In school year 1996-97, the system of overseas schools is serving an estimated 80,766 students in 166 schools and 1 community college. The overseas staff numbers 12,000 employees located in 14 countries. The U.S. system of schools is serving an estimated number of 32,500 students in 66 schools. The staff numbers 5,124 located in seven states and the Commonwealth of Puerto Rico.

Courses of study in the schools operated by DoDEA parallel those found in public schools in the United States. On standardized measures of success, DoDDS and DDESS scored at or above the national level. As an example, 4th grade students in DDESS and DoDDS had the 8th and 9th ranked scale score respectively in mathematics among the 48 states and jurisdictions. To advance the two school systems to new levels of excellence, all sectors of the DoDEA community engaged in a strategic planning process. Their efforts resulted in the DoDEA Community Strategic Plan which details 10 goals and many benchmarks for educational excellence and standards-driven reform. Measurable performance criteria for every goal was established. Annually, DoDEA reports its progress to the public and the Congress.

DoDEA's Schools as a National Model

The Department of Defense Education Activity has already taken on the challenge of educational reform. It has:

- Adopted academic standards that are among the most rigorous in the Nation.
- Is in the process of raising graduation requirements at all its high schools overseas.
- Translated the Four C's of the President's Technology Initiative into an action plan for every school and every district.

- Implemented a school improvement process that establishes real school/home partnerships and brings parents into the educational decision-making process.
- Mobilized an "Army of volunteers" to bring the talents and resources of the servicemembers and parents into the schools.
- Entered into a Performance Agreement with its stakeholders through the Community Strategic Plan establishing measurable objectives for each standard.

Department of Defense Schools in North Carolina

1. District Characteristics

There are two school districts in North Carolina within the Department of Defense Domestic Dependent Elementary and Secondary Schools. Camp Lejeune which serves 3,459 pre-K and grade 12 students in 8; and Fort Bragg which serves 4,492 pre-K through grade 9 students in 8 schools.

2. Data Points

- Embraced the vision of higher standards of both the DoDEA Community Strategic Plan and Governor Hunt's educational reform initiatives.
- On January 1997 Governor Hunt presented the Fort Bragg Schools with the 1996 Governor's Program of Excellence in Education Award for Early Childhood Education.
- Four teachers from the Fort Bragg Schools were selected to serve on the State's "Teacher Learning Corps" to promote minority leadership in mathematics and science.
- At Camp Lejeune, Bruster Middle School and Stone Street Elementary School have both been awarded the national "School of Excellence" by the U.S. Department of Education.
- Russell Elementary School at Camp Lejeune has launched a new local initiative aimed at promoting the power of volunteer service to link children and the community.

Draft Language For President's Speech (As requested by the White House)

As Commander in Chief, I have the benefit of a unique relationship with two public school systems: the domestic and the overseas schools of the Department of Defense. The Department of Defense Education Activity, the agency responsible for these two school systems, educates many of the children of our military service members in schools throughout the world, including 16 schools at Fort Bragg and Camp Lejeune, right here in North Carolina.

The Department of Defense Schools are doing what I would like to see all America's schools do. They have said, "yes" to far reaching academic reforms. They have said "yes" to higher expectations of students, teachers and parents. They have said "yes" to investing the resources and energy needed to redefine what they teach and how it is taught.

Now I am going to ask them to say "yes" to the one program that will let them, and all their students, and all their parents know precisely how successful these reforms have been. I am asking the Department of Defense School systems to be among the first public school systems to commit to participation in the national testing program of reading and mathematics.



THE SECRETARY OF DEFENSE

WASHINGTON, DC 20301-1000

5 MAR 1997

The President
The White House
Washington DC 20500

Dear Mr. President:

I am pleased to announce that the Department of Defense Education Activity (DoDEA) will participate in the proposed new national assessments of mathematics and reading. The DoDEA is committed to a high quality education for the 115,000 children of Defense families worldwide who are served by its two school systems, the Department of Defense Dependents Schools (overseas) and the Department of Defense Domestic Dependent Elementary and Secondary Schools (stateside). Both school systems embrace the challenges laid out in your "Call to Action."

Your Initiative on National Standards of Excellence in Education is particularly crucial to these families whose commitment to service may require dozens of moves and school transfers during a career. We applaud the unprecedented proposal to benchmark their achievement against national and international indicators of success. We in the Department know well that our Nation's future prosperity and security depend on preparing children to meet the challenges of tomorrow.

You have the Department's full commitment to a rigorous testing program that will evaluate our progress toward national standards.

Respectfully yours,

A handwritten signature in black ink, appearing to read "J. M. ...", with a large, stylized flourish extending to the right. Below the signature, the word "acting" is written in a cursive script.



U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL CENTER FOR EDUCATION STATISTICS

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NATIONAL CENTER FOR EDUCATION STATISTICS

***NAEP 1996 Mathematics Report Card
for the Nation and the States***

*Findings from the
National Assessment of Educational Progress*



**Clyde M. Reese
Karen E. Miller
John Mazzeo
John A. Dossey**

February 1997

**Office of Educational Research and Improvement
U.S. Department of Education**

**Prepared by Educational Testing Service under contract
with the National Center for Education Statistics**

Executive Summary¹

For more than a quarter of a century, the National Assessment of Educational Progress (NAEP) has reported to policy makers, educators, and the general public on the educational achievement of students in the United States. As the nation's only ongoing survey of students' educational progress, NAEP has become an important resource for obtaining information on what students know and can do.

The NAEP 1996 mathematics assessment continues the mandate to evaluate and report the educational progress of students at grades 4, 8, and 12. The national results provided herein describe students' mathematics achievement at each grade and within various subgroups of the general population. State-level results for grades 4 and 8 are presented for individual states and jurisdictions that chose to participate in the 1996 state assessment. In addition, trends in performance since 1990 are reported for the nation and for states and jurisdictions that participated in the 1990, 1992, and 1996 assessments. NAEP national and state data assess the performance of students in both public and nonpublic schools.

The NAEP 1996 Mathematics Framework

The NAEP 1996 mathematics assessment, like previous mathematics assessments in 1992 and 1990, uses a framework influenced by the National Council of Teachers of Mathematics (NCTM) *Curriculum and Evaluation Standards for School Mathematics*. The 1996 framework was updated to more adequately reflect recent curricular emphases and objectives.

The framework measures a mathematics domain containing five mathematics strands (number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and algebra and functions). In addition to the five content strands, the assessment examined mathematical abilities (conceptual understanding, procedural knowledge, and problem solving) and mathematical power (reasoning, connections, and communication). Since 1990, the NAEP mathematics assessments have placed increasing emphasis on mathematical power. The 1996 assessment deliberately focused on reasoning and communication by requiring students to connect their learning across mathematical strands.

Student Achievement

Students' mathematics performance is summarized on the NAEP mathematics scale, which ranges from 0 to 500. In addition, results for each grade are reported according to three achievement levels: *Basic*, *Proficient*, and *Advanced*. The National Assessment Governing Board (NAGB) developed and adopted the mathematics achievement levels, based on collective judgments about what students should know and be able to do in mathematics. The *Basic* level

¹ The Executive Summary for this report was prepared by Alan Vanneman of the Education Statistics Services Institute.

denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade. The *Proficient* level represents solid academic performance, while the *Advanced* level signifies superior performance. These achievement levels are still developmental, and the process for setting them remains in transition.

Major Findings for the Nation, Regions, and States²

National data from the NAEP 1996 mathematics assessment showed progress in the mathematics performance by students on a broad front, compared with both the 1990 and 1992 assessments.

- Students' scores on the NAEP mathematics scale increased for all three grades. Scores were higher in 1996 than in 1992 for all three grades, and higher in 1992 than in 1990. The national average scale score for fourth graders in 1996 was 224, an increase of 11 points over the national average for 1990; the average for eighth graders in 1996 was 272, an increase of 9 points; and the average score for twelfth graders was 304, also an increase of 10 points.
- Student performance also increased as measured by the three mathematics achievement levels set by NAGB. The percentage of students at or above the *Basic* level increased for all three grades. The percentage of fourth-grade students at or above the *Proficient* level increased from 1990 to 1992, and from 1992 to 1996, while the percentage of eighth- and twelfth-grade students at or above the *Proficient* level increased over the period 1990 to 1996. However, only eighth-grade students showed an increase in the percentage at the *Advanced* level, and this increase was for the period 1990 to 1996.
- For fourth-grade students, the percentage performing at or above the *Basic* level was 64 percent in 1996, as compared to 50 percent in 1990; for eighth-grade students, 62 percent as compared to 52 percent; and for twelfth-grade students, 69 percent as compared to 58 percent.

Regional results showed positive trends similar to the national results for some but not all regions. NAEP divides the United States into four regions: the Northeast, Southeast, Central, and West.

- The Southeast and Central regions recorded increases in the average NAEP mathematics scale scores over the period 1990 to 1996 for all three grades. The Northeast recorded an increase for fourth graders only, while the West showed an increase for twelfth grades only.
- For fourth-grade students, average scale scores were higher in the Northeast and Central than the Southeast and West; for eighth-grade students, scores in the Central were higher than the West; and for the twelfth-grade students, scores in the Southeast were lower than the other three regions.

² In all discussions of differences in mathematics performance, either over time or between subgroups, only statistically significant differences are reported. Such differences are unlikely to be due to chance factors.

State data for the NAEP 1996 mathematics assessment covered fourth graders in 47 states, territories, and other jurisdictions and eighth graders in 44 states and jurisdictions. Many but not all states and jurisdictions showed increases in mathematics performance for the 1996 assessment.

- Fourth graders in 15 of the 39 states and jurisdictions that participated in both the 1992 and 1996 assessments showed an increase in their average scale scores for 1996.
- Eighth graders in 13 of the 37 states and jurisdictions that participated in both the 1992 and 1996 assessments showed an increase in their average scale scores.
- Eighth graders in 27 of the 32 jurisdictions that participated in both the 1990 and 1996 assessments showed an increase in their average scale scores.
- ● Colorado, Connecticut, Indiana, North Carolina, Tennessee, Texas, and West Virginia reported increases in the percentages of fourth graders who scored at or above the *Basic* and *Proficient* achievement levels over the period 1992 to 1996.
- ● Maryland, Michigan, Minnesota, Nebraska, North Carolina, and Wisconsin reported increases in the percentages of eighth graders who scored at or above all three achievement levels over the period 1990 to 1996.

Major Findings for Student Subgroups

The NAEP 1996 mathematics assessment reports national results on the basis of demographic subgroups, type of school attended, participation in Title I programs, and eligibility for the free/reduced-price lunch component of the National School Lunch Program.

- Average scale scores for eighth- and twelfth-grade males and females showed no significant differences in 1996. Scores for fourth-grade males were higher than scores for fourth-grade females.
- White students recorded increases in their average mathematics scale scores for all three grades over the period 1990 to 1996.
- Black and Hispanic students recorded increases in their average mathematics scale scores for grades 4 and 12 over the period 1990 to 1996.
- Scores for Black, Hispanic, and American Indian students remained below scale scores for White students. The gaps between scores for these subgroups did not change in 1996.
- Generally, students with higher scale scores reported higher levels of parental education. The more education parents had, the higher the scores of their children.
- Both public and nonpublic schools showed increased scale scores for fourth- and eighth-grade students. Public schools showed increased scores for twelfth-grade students as well. Students attending nonpublic schools continued to outperform their peers attending public schools.

- Fourth- and eighth-grade students receiving services supplied by Title I programs had lower scale scores than those who did not participate in Title I. (The sample for twelfth graders who participated was not large enough to permit a comparison.) Title I of the Elementary and Secondary Education Act provides funding to local educational agencies to meet the needs of children who are failing or most at risk of failing. For this reason, the difference between the scores cannot be taken as an indication that Title I programs fail to benefit students. The NAEP 1996 mathematics assessment was the first mathematics assessment to collect data on these students.
- Students eligible for the free/reduced-price lunch program administered by the U.S. Department of Agriculture (USDA) scored lower than those not eligible, for all three grades. Eligibility for free/reduced-price lunches is determined by the USDA's Income Eligibility Guidelines. Information on eligibility was lacking for 16 percent of fourth graders, 17 percent of eighth graders, and 27 percent of twelfth graders. The NAEP 1996 mathematics assessment was the first mathematics assessment to collect data on these students.

Exploring a More Inclusive NAEP

NAEP has always attempted to report results that reflect the achievement of *all* students at a given grade or age. Logistical difficulties prevent the sampling of certain students, for example, students who receive home schooling, who are in ungraded schools, who attend special schools for the deaf and blind, or who are incarcerated. Some students who are enrolled in regular schools also present special considerations with respect to sampling — those with disabilities and those who are limited English proficient (LEP). NAEP 1996 results indicate that 15 percent of the nation's fourth graders, 11 percent of the eighth graders, and 8 percent of twelfth graders are classified as students with disabilities or as LEP students. Previous NAEP assessments sampled more than half of these students.

The NAEP 1996 assessments investigated the feasibility of increasing the participation of students with disabilities and LEP students. Revised inclusion criteria, in combination with accommodations to remove barriers to participation, were examined to determine their impact of participation rate, for students with disabilities and LEP students.

The analysis of inclusion issues featured in this report is only a first step in an ongoing research and development effort. A comprehensive research report on inclusion issues will be published later in 1997.

Table 2.2**Average Mathematics Scale Scores
Grade 4 Public Schools**

	1996 Average Scale Score	Change from 1992 Average Scale Score
Maine	232	1
Minnesota	232	4††
Connecticut	232	5††
Wisconsin	231	3
North Dakota	231	2
Indiana	229	8††
Iowa ‡	229	-1
Massachusetts	229	2
Texas	229	11††
Nebraska	228	2
Montana ‡	228	—
New Jersey ‡	227	0
Utah	227	2
Michigan ‡	226	6††
Pennsylvania ‡	226	2
Colorado	226	5††
Washington	225	—
Vermont ‡	225	—
Missouri	225	3
→ North Carolina	224	11††
DDESS	224	—
Alaska ‡	224	—
Oregon	223	—
West Virginia	223	8††
DoDDS	223	—
Wyoming	223	-2
Virginia	223	2
New York ‡	223	4††
Nation	222	4†
Maryland	221	3
Rhode Island	220	5††
Kentucky	220	5††
Tennessee	219	8††
Nevada ‡	218	—
Arizona ‡	218	2
Arkansas	216	6††
Florida	216	2
Georgia	215	0
Delaware	215	-3††
Hawaii	215	1
New Mexico	214	1
South Carolina ‡	213	1
Alabama	212	3
California	209	1
Louisiana	209	5††
Mississippi	208	7††
Guam	188	-4††
District of Columbia	187	-5††

The change between 1992 and 1996 was calculated using unrounded average scale scores for the two assessments.

‡ Indicates that the jurisdiction did not satisfy one or more of the guidelines for school participation rates in 1996 (see Appendix A).

†† Indicates that the change since 1992 in average scale scores is significant at a 5-percent level of significance using a multiple comparison procedure based on 39 jurisdictions (excluding the nation).

— Indicates that the jurisdiction did not participate in 1992.

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992 and 1996 Mathematics Assessments.

The results at grade 8 are also encouraging. Of the 37 jurisdictions that participated in the 1992 and 1996 mathematics assessments, 13 showed improvements in the latest assessment (and of the 32 jurisdictions that participated in 1990 and 1996 all but 5 showed an improvement). No jurisdiction showed a significant decline in performance between 1992 and 1996. The 1996 results showed that eighth graders in 19 jurisdictions performed better than the national average of 271, while 16 jurisdictions performed below the national average. (The remaining 9 jurisdictions performed at or about the national average.)

Table 2.3**Average Mathematics Scale Scores
Grade 8 Public Schools**

	1996 Average Scale Score	Change from 1992 Average Scale Score	Change from 1990 Average Scale Score
North Dakota	284	1	3*
Maine	284	5††	—
Minnesota	284	2	9**
Iowa ‡	284	1	6**
Montana ‡	283	—	3
Wisconsin ‡	283	5†	8**
Nebraska	283	5††	7**
Connecticut	280	6††	10**
Vermont ‡	279	—	—
Alaska ‡	278	—	—
Massachusetts	278	5†	—
Michigan ‡	277	10††	12**
Utah	277	2	—
Oregon	276	—	5**
Washington	276	—	—
Colorado	276	3†	8**
Indiana	276	5††	8**
DoDDS	275	—	—
Wyoming	275	0	3**
Missouri	273	2	—
Nation	271	5†	8*
New York ‡	270	4	9**
Texas	270	6††	12**
Virginia	270	2	5**
Maryland ‡	270	5	9**
DDESS	269	—	—
Rhode Island	269	3††	9**
Arizona	268	3	8**
→ North Carolina	268	9††	17**
Delaware	267	4††	6**
Kentucky	267	4††	9**
West Virginia	265	6††	9**
Florida	264	4	8**
Tennessee	263	4†	—
California	263	2	6**
Georgia	262	3	4
Hawaii	262	5††	11**
New Mexico	262	2	6**
Arkansas ‡	262	5††	5**
South Carolina ‡	261	0	—
Alabama	257	4	4
Louisiana	252	2	6**
Mississippi	250	4†	—
Guam	239	4	7**
District of Columbia	233	-2	1

The changes between scale scores were calculated using unrounded average scale scores for the two assessments.

‡ Indicates jurisdiction did not satisfy one or more of the guidelines for school participation rates in 1996 (see Appendix A).

†† Indicates change in scale scores from 1992 is significant at a 5-percent level of significance using a multiple comparison procedure based on 37 jurisdictions (excluding the nation).

† Indicates change in scale scores from 1992 is significant at a 5-percent level of significance if only one jurisdiction is being examined.

** Indicates change in scale scores from 1990 is significant at a 5-percent level of significance using a multiple comparison procedure based on 32 jurisdictions (excluding the nation).

* Indicates change in scale scores from 1990 is significant at a 5-percent level of significance if only one jurisdiction is being examined.

— Indicates jurisdiction did not participate in 1990 and/or 1992.

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992 and 1996 Mathematics Assessments.

National and State Results

The percentage of students performing at or above the three achievement levels, as well as the percentage of those performing below the *Basic* level, are presented in Table 3.1. Consistent with the national scale score results discussed in Chapter 2, achievement level results reflect patterns of increasing achievement at all three grades. Compared to results for the 1990 mathematics assessment, the percentage of the nation's fourth-, eighth-, and twelfth-grade students performing at or above the *Basic* and *Proficient* levels has increased. In addition, the percentage of students at all three grades performing at or above the *Basic* level has increased in the four years between the 1992 and 1996 assessments. However, only 2 percent of fourth and twelfth graders and 4 percent of eighth graders performed at the *Advanced* level in 1996; only at grade 8 was there an appreciable change seen since the 1990 assessment.

In general, a greater percentage of students attending schools in the Northeast and Central regions were at or above the *Basic* and *Proficient* levels when compared with students in the Southeast and West regions. The two exceptions were (1) grade 8, at which the percentage of students in the Central region attaining the *Proficient* level was greater than that for the Southeast but not significantly different from those in the West regions, and (2) grade 12, at which the percentage of students in the West region attaining the *Basic* level was not significantly different from those in the Northeast or Central regions. Also at grade 12, the percentage of students in the West region attaining the *Basic* level was greater than that for the Southeast region.

The percentage of students at or above the *Basic* and *Proficient* level increased between 1990 and 1996 in many regions. (Significant changes in percentages are indicated in Table 3.1.) For example, at grade 4, increases in the percentages of students at or above the *Basic* level were seen in the Northeast, Southeast, and Central regions.

Table 3.2

Percentage Attaining Mathematics Achievement Levels Grade 4 Public Schools



Nation	1992				1996			
	Advanced	At or Above Proficient	At or Above Basic	Below Basic	Advanced	At or Above Proficient	At or Above Basic	Below Basic
Nation	2	17	57	43	2	20	62	38
Alabama	0	10	43	57	1	11	48	52
Alaska ‡	—	—	—	—	2	21	65	35
Arizona	1	13	53	47	1	15	57	43
Arkansas ‡	0	10	47	53	1	13	54	46
California	1	12	46	54	1	11	46	54
Colorado	2	17	61	39	2	22††	67††	33††
Connecticut	3	24	67	33	3	31††	75††	25††
Delaware	2	17	55	45	1	16	54	46
District of Columbia	1	5	23	77	1	5	20†	80†
Florida	1	13	52	48	1	15	55	45
Georgia	1	15	53	47	1	13	53	47
Hawaii	1	15	52	48	2	16	53	47
Indiana	1	16	60	40	2	24††	72††	28††
Iowa ‡	2	26	72	28	1	22	74	26
Kentucky	1	13	51	49	1	16	60††	40††
Louisiana	0	8	39	61	0	8	44	56
Maine	2	27	75	25	3	27	75	25
Maryland	2	18	55	45	3	22	59	41
Massachusetts	2	23	68	32	2	24	71	29
Michigan ‡	1	18	61	39	2	23	68†	32†
Minnesota	3	26	71	29	3	29	76	24
Mississippi	0	6	36	64	0	8	42†	58†
Missouri	1	19	62	38	1	20	66	34
Montana ‡	—	—	—	—	1	22	71	29
Nebraska	2	22	67	33	2	24	70	30
Nevada ‡	—	—	—	—	1	14	57	43
New Jersey ‡	2	25	68	32	3	25	68	32
New Mexico	1	11	50	50	1	13	51	49
New York ‡	1	17	57	43	2	20	64††	36††
→ North Carolina	1	13	50	50	2	21††	64††	36††
North Dakota	1	22	72	28	2	24	75	25
Oregon	—	—	—	—	2	21	65	35
Pennsylvania ‡	2	22	65	35	1	20	68	32
Rhode Island	1	13	54	46	1	17	61	39
South Carolina ‡	1	13	48	52	1	12	48	52
Tennessee	0	10	47	53	1	17††	58††	42††
Texas	1	15	56	44	3†	25††	69††	31††
Utah	1	19	66	34	2	23	69	31
Vermont ‡	—	—	—	—	3	23	67	33
Virginia	2	19	59	41	2	19	62	38
Washington	—	—	—	—	1	21	67	33
West Virginia	1	12	52	48	2	19††	63††	37††
Wisconsin	2	24	71	29	3	27	74	26
Wyoming	1	19	69	31	1	19	64	36
DDESS	—	—	—	—	2	20	64	36
DoDDS	—	—	—	—	1	19	64	36
Guam	0	5	26	74	0	3	23	77

‡ Indicates jurisdiction did not satisfy one or more of the guidelines for school participation rates (see Appendix A).

†† Indicates change in percentages from 1992 is significant at a 5-percent level of significance using a multiple comparison procedure based on 39 jurisdictions (excluding the nation).

† Indicates change in percentages from 1992 is significant at a 5-percent level of significance if only one jurisdiction is being examined.

— Indicates jurisdiction did not participate in 1992.

† Statistical tests involving this value should be interpreted with caution. Standard error estimates may not be accurately determined and/or the sampling distribution of the statistics does not match statistical test assumptions (See Appendix A).

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992 and 1996 Mathematics Assessments.

Achievement Levels

Table 3.3

Percentage Attaining Average Mathematics
Grade 8 Public Schools

Nation	1990				1992				1996			
	Advanced	At or Above Proficient	At or Above Basic	Below Basic	Advanced	At or Above Proficient	At or Above Basic	Below Basic	Advanced	At or Above Proficient	At or Above Basic	Below Basic
Nation	2	15	51	49	3	20*	56	44	4	23*	61**	39**
Alabama	1	9	40	60	1	10	39	61	1	12	45	55
Alaska ‡	—	—	—	—	—	—	—	—	7	30	68	32
Arizona	1	13	48	52	1	15	55**	45**	2	18**	57**	43**
Arkansas ‡	1	9	44	56	1	10	44	56	2	13**	52**††	48**††
California	2	12	45	55	2	16	50	50	3	17**	51**	49**
Colorado	2	17	57	43	2	22**	64**	36**	3	25**	67**	33**
Connecticut	3	22	60	40	3	26**	64	36	5	31**	70**††	30**††
Delaware	2	14	48	52	2	15	52	48	3	19**††	55**	45**
District of Columbia	1	3	17	83	1	4	22**	78**	1	5	20	80
Florida	1	12	43	57	1	15	49*	51*	2	17**	54**	46**
Georgia	2	14	47	53	1	13	48	52	2	16	51	49
Hawaii	2	12	40	60	2	14	46**	54**	2	16**	51**††	49**††
Indiana	3	17	56	44	3	20	60	40	3	24**	68**††	32**††
Iowa ‡	3	25	70	30	4	31**	76**	24**	4	31**	78**	22**
Kentucky	1	10	43	57	2	14*	51**	49**	1	16**	56**	44**
Louisiana	1	5	32	68	0	7	37	63	0	7	38**	62**
Maine	—	—	—	—	3	25	72	28	6†	31†	77††	23††
Maryland ‡	3	17	50	50	3	20	54	46	5**	24**	57**	43**
Massachusetts	—	—	—	—	3	23	63	37	5	28	68	32
Michigan ‡	2	16	53	47	2	19	58	42	4**	28**††	67**††	33**††
Minnesota	3	23	67	33	5	31**	74**	26**	6**	34**	75**	25**
Mississippi	—	—	—	—	0	6	33	67	0	7	36	64
Missouri	—	—	—	—	2	20	62	38	2	22	64	36
Montana ‡	4	27	74	26	—	—	—	—	5**	32**	75	25
Nebraska	3	24	68	32	3	26	70	30	5**††	31**	76**††	24**††
New Mexico	1	10	43	57	1	11	48*	52*	2	14**	51**	49**
New York ‡	3	15	50	50	3	20**	57**	43**	3	22**	61**	39**
North Carolina	1	9	38	62	1	12**	47**	53**	3**††	20**††	56**††	44**††
North Dakota	4	27	75	25	3	29	78	22	4	33**	77	23
Oregon	3	21	62	38	—	—	—	—	4	26**	67**	33**
Rhode Island	2	15	49	51	1	16	56**	44**	3	20**††	60**	40**
South Carolina ‡	—	—	—	—	2	15	48	52	2	14	48	52
Tennessee	—	—	—	—	1	12	47	53	2	15	53	47
Texas	2	13	45	55	3	18**	53**	47**	3	21**	59**††	41**††
Utah	—	—	—	—	2	22	67	33	3	24	70	30
Vermont ‡	—	—	—	—	—	—	—	—	4	27	72	28
Virginia	4	17	52	48	3	19	57	43	3	21	58**	42**
Washington	—	—	—	—	—	—	—	—	4	26	67	33
West Virginia	1	9	42	58	1	10	47*	53*	1	14**††	54**††	46**††
Wisconsin ‡	3	23	66	34	3	27	71	29	5**	32**	75**	25**
Wyoming	2	19	64	36	2	21	67	33	2	22**	68**	32**
DDESS	—	—	—	—	—	—	—	—	5	21	57	43
DoDDS	—	—	—	—	—	—	—	—	3	23	65	35
Guam	0	4	22	78	0	6*	25	75	0†	6	29**	71**

‡ Indicates jurisdiction did not satisfy one or more of the guidelines for school participation rates (see Appendix A).

** Indicates change in percentages from 1990 is significant at a 5-percent level of significance using a multiple comparison procedure based on 32 jurisdictions (excluding the nation).

* Indicates change in percentages from 1990 is significant at a 5-percent level of significance if only one jurisdiction is being examined.

†† Indicates change in percentages from 1992 is significant at a 5-percent level of significance using a multiple comparison procedure based on 37 jurisdictions (excluding the nation).

† Indicates change in percentages from 1992 is significant at a 5-percent level of significance if only one jurisdiction is being examined.

*** Sample size insufficient to permit a reliable estimate.

— Indicates jurisdiction did not participate in 1990 and/or 1992.

† Statistical tests involving this value should be interpreted with caution. Standard error estimates may not be accurately determined and/or the sampling distribution of the statistics does not match statistical test assumptions (See Appendix A).

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992 and 1996 Mathematics Assessments.



DEPARTMENT OF EDUCATION

SERRAD BUDGET OFFICE

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Office Number (202) 401-3939

TO:

Bill Kincaid

DEPT/AGENCY:

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Frane Greg

Gregory, Wava

Kibler, Anne

Lovett, Chuck

No. of Pg(s)

3

Comments:

Draft -- March 11, 1997

Across America there are scores of initiatives aimed at improving the education of our children, and many of them focus on putting a well-trained, knowledgeable teacher in every classroom. However, when it comes to hiring, evaluating, and maintaining outstanding teachers, most States and school districts report that they are unsure of what policy guidelines or rules from the governor, or the state legislature, or the local schools are the most effective and efficient in developing/hiring and keeping the most effective teachers in the classroom.

The U.S. Department of Education will support research to assist governors, State legislators, school districts, local schools and community leaders identify policies that are more effective in ensuring that their education system can provide qualified and caring teachers for every child in their schools. A new National Research Center on Policy and Effective Teaching will conduct research on policies and the effectiveness of policies in the areas of teacher preparation, teacher recruitment and hiring, teacher certification and licensing, teacher evaluation and ongoing professional development, incentives and rewards for teacher performance, teacher compensation, and other areas related to excellence and accountability in teaching. The center will work with States and local communities to conduct work such as:

- Develop and identify teacher development policies that can produce more effective teachers in efficient, economical ways;
- Develop and identify teacher evaluation policies that assist teachers and school officials in improving classroom instruction and student learning;
- Develop and identify cost effective teacher hiring and incentive policies that provide high quality teachers in every classroom and encourage teaching as a career; and
- Develop and identify State and local policies that link and align standards for teaching performance with State and local learning standards for all children.

On February 18, 1997, the Department invited the public to comment on its plans for this new research center. Comments are due by March 20. A final competition will be announced in early April, with an award to follow in the summer.

DRAFT -- March 11, 1997

The U.S. Department of Education will fund a **"Partnership for Excellence and Accountability in Teaching,"** which will bring together a consortium of universities, school districts, state departments of education, national professional associations, and other stakeholders across the nation whose influence is crucial to improving teaching effectiveness. This new Partnership will provide the support needed to launch a comprehensive national effort to promote, support, and sustain effective and efficient strategies to prepare, induct, and provide career-long professional development and support for K-12 teachers. Unlike previous efforts of lone researchers or groups of investigators with a narrower focus, the work of the Partnership will consider the entire spectrum of teacher professional development and tie knowledge-to-application-to-dissemination while continuing to "push the envelope" of professional development research.

In doing its work, the Partnership will marry applied research and development with technical assistance and materials dissemination to:

- Help groups developing rigorous standards for teacher preparation, initial licensing, continuing development, and advanced certification that will enable all teachers to bring every American child up to world-class standards in core academic areas;
- Help colleges and schools work with states to redesign teacher education so that new teachers are adequately prepared and that all have access to continuous high-quality learning opportunities;
- Help states and districts pursue aggressive policies to put qualified teachers in every classroom;
- Help districts, states, unions, and professional associations cooperate and make teaching a true profession with a career continuum that places teaching at the top and rewards teachers for their knowledge and skills;
- Help school districts and schools restructure schools to become organizations that respect learning, honor teaching, and teach for understanding; and
- Help organizations and individuals crucial to the preparation of teachers make informed choices among proven, replicable, alternative professional development programs.

The Department intends to announce a competition for proposals for the Partnership on March 21, 1997, with an award to be made during the summer.

Tom Moolchan

NC Gov's Office

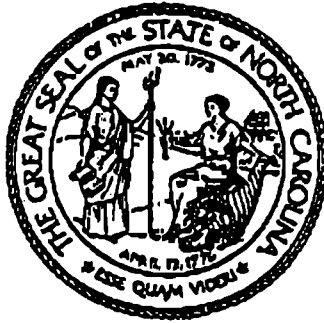
Marcia
Hale

919 733-2120

(+)

also to A. Bryant

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TELEPHONE:

FROM:

NAME:

Debby Bryant

DATE:

3/11

NUMBER OF PAGES:

13

COMMENTS OR INSTRUCTIONS:

Tom Houlihan wanted you to see this
to further support our NAEP scores -

Sorry this is so bad a fax.

High Standards for Teachers

The President's speech to the North Carolina legislature provides an ideal opportunity to outline his vision and plan for rewarding good teachers, getting incompetent or burnt-out teachers out of the classroom, and for getting talented and dedicated teachers into every classroom in America. The major announcement would be calling on state legislatures around the country to enact major pay incentives for master teachers who become certified by the National Board (such as the 12% bonus Governor Hunt has proposed to the North Carolina legislature), and explaining how the President's budget will help set this new national standard of excellence in teaching -- a standard which has already gained wide, bipartisan acceptance.

But the President can also use this announcement to stipulate that our students will not reach national standards without outstanding teachers, and to lay out -- in greater depth than he has so far -- his vision for raising teacher quality. The President can issue an appeal to honor and reward good teachers while refusing to tolerate failing teachers, challenge talented young people and other mid-career professionals to enter into teaching and give them the highest-quality preparation, and speak directly to parents and grandparents, asking them not to discourage their young family members from going into what will be the noblest and most important career of the information age. With 2 million teachers to be hired in the next ten years, the President can challenge the nation to immediately establish policies and an ethic for the teaching profession that will affect the quality of our children's education for decades.

For three reasons, the address to the North Carolina legislature will be an ideal opportunity for the President to focus on teacher quality. First, Governor Hunt has been spearheading a state and national effort to focus on raising teacher quality, providing a sensible context for the President to applaud Hunt's work in North Carolina, cite Hunt's proposal to provide a 12% bonus (serious \$) to national board-certified "master teachers" as the basis for a national challenge, and describe the President's vision in context of a hard-hitting report on teaching released last fall by a bipartisan commission co-chaired by Hunt. Last week's announcement that North Carolina had the nation's largest increase in math scores can underscore the effectiveness of focusing on good teaching.

Second, a presidential focus on high standards for teaching is a natural immediate next step after addresses on challenging standards and tests for students. The public intuitively understands that the key to raising standards is good teachers, and the President can use this address to help show how to address this challenge. Timing is also ideal, coming the day after a North Carolina meeting on teaching that can foreshadow and generate interest in the President's speech. That meeting will be televised to educators around the state, and will include Governor Hunt, teachers, university leaders, and -- by satellite, at 4pm the day before the President's address -- Secretary Riley.

Third, the national board teaching standards -- championed by Hunt -- provide the best possible concrete illustration of how the President and his budget will help make high standards for teachers real. The President's budget contains \$100 million over 5 years to help the national board complete its assessments in all major academic areas, and to provide seed money to help teachers undergo the board's intensive review. The board already has bipartisan endorsements from such leaders as Hunt and Voinavich, and unusual support from education groups who have traditionally opposed efforts to distinguish among teachers at different levels of quality.

Components of announcements/ major policy address on teaching standards:

- ▶ Call on state legislatures around the country to enact major pay incentives for master teachers who become certified by the National Board for Professional Teaching Standards (such as the 12% bonus Governor Hunt has proposed to the North Carolina legislature).
- ▶ Explain how the President's \$100 million budget will help set this new national standard of excellence in teaching -- i.e., support for completion of teacher assessments in all academic areas and seed capital for master teachers to undergo an intensive board review, leading to a master teacher for every school in the nation within 10 years. Call on Congress to enact this budget.
- ▶ Invite "our nation's best teachers" -- the 50 state teachers-of-the-year and others to the White House South Lawn for a celebration of good teaching and announcement of the new national teacher-of-the-year during the week of April 15th (The scheduling office confirmed today that this event will take place, but it has not yet been made public). Call for a national day of recognition that day for America's best teachers.
- ▶ Announce details of a national forum on recruiting and preparing teachers to take place the day after the White House event. This forum will provide an opportunity for 50 teachers-of-the-year to discuss with higher education leaders how to do a better job at recruiting and preparing the highest quality teachers. Also announce opportunity for communities around the country to participate in the event by satellite, and to organize local discussions with their best teachers and university leaders about how to recruit and prepare outstanding teachers (USA Today and other papers gave considerable coverage to the Secretary's announcement of this forum last month, but no details have yet been made public.)
- ▶ Challenge talented young people and mid-career professionals to go into teaching. Speak directly to parents and grandparents, asking them not to discourage young people from entering teaching.
- ▶ Announce national forum that would take place later in the year on rewarding good teachers and weeding out those teachers who are incompetent or burnt-out.
- ▶ Release new study on how Japan, Australia, and New Zealand prevent attrition of young teachers through such strategies as use of experienced mentors with new teachers. Relate to 30% attrition rate of U.S. teachers within three years, reinforcing need for enacting the President's and Governor Hunt's requests to help master teachers become board-certified. (See attached summary of survey findings.)
- ▶ Issue broad new challenge such as calling on states and communities to raise teacher salaries generally, or to offer tax incentives for young people who teach in high-need areas. Alternatively, challenge school districts and teacher unions to examine their contracts and find new ways to reward good teachers and weed out incompetent or burnt-out teachers quickly, fairly, and less expensively.





UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Bill Kincaid

ORGANIZATION: _____

PHONE NUMBER: _____

FAX NUMBER: 4156-7078

FROM: Jon Schur

PHONE NUMBER: _____

MESSAGE: Some existing paper

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PAGE(S) TO FOLLOW

C. Kincaid

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

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

- In Cincinnati, school district administrators' pay raises are now linked to job performance, with automatic cost-of-living adjustments and salary rates being replaced with new criteria, including performance on several measures such as student test scores and graduation rates. For students, promotion is now based on specific standards designed to prepare students to graduate.
- In St. Paul, the school district is collaborating with the teachers' union and the University of Minnesota on Project 20/20 to support teachers through the National Board for Professional Teaching Standards (NBPTS) certification process. The district pays the application fees and the university and other partners develop and conduct professional support programs for the candidates.
- Under its Comprehensive School Improvement Plan (CSIP), the San Francisco Unified School District reconstitutes failing schools, replacing the entire staff with a new principal, teachers, and support personnel. Under CSIP, the district places low-performing schools on a one-year probationary period, during which they are expected to improve student performance. At the end of that year, a team consisting of the superintendent, two assistants, and a former principal review the school's test scores, attendance and suspension rates, student portfolios, improvement plan, and other measures before selecting those that will be reconstituted. The Board hires a new principal, who in turn hires a new teaching staff as well as janitorial and cafeteria personnel. The new team must then put together an improvement plan to raise student achievement and other outcomes. Since the beginning of CSIP, eight schools have been reconstituted.

(S-1)

WORKING WITH TEACHERS WHO ARE NOT RESPONDING TO REFORMS

... -- administrators do. Few teachers ... they get tenure. Most problems were evident from the beginning. We should be asking why so few teachers are denied tenure in the beginning.

Understanding a vital role in ensuring that the due process rights of teachers ... American has the right to his/her day in court.

... teacher evaluation/tenure was set up to ensure ... of teachers, not to promote collaboration and ... and perceived problem of administrators being ... hiring/firing decisions.

... the procedural tools to fire incompetent teachers ... because of legal costs and negative publicity that ...

1. ... for granting tenure clear and rigorous. Avoid personality issues.

2. ... schools that support teachers as well as students. The isolation of teachers ... In most schools teachers work in isolation ... that enables them to support and mentor one another ... for teachers to work together as a team of professionals ... and to provide the best education possible for students. Schools ... and should be restructured so that they create learning communities for students and

3. ... teachers so that they can support and learn from one another ... the larger professional community outside of their own schools ... teachers as essential to being effective in their schools ... Teacher networks, whether they are accessed through technology or more traditional ... help to end teacher isolation that contributes significantly to ... also help to expand the pool of teachers that can provide high-quality ... education in local communities.

4. ... A and AFT to encourage more peer assistance ... and counsel those who do not improve ... (S-1)

5. Support advanced certification of teachers such as the National Board for Professional Teaching. For those teachers who voluntarily choose to seek this certification, make sure that their excellence is rewarded through financial and other incentives. (Eventually the market place will provide the competitive pressure for experienced teachers to prove their skills and knowledge through this rigorous process.)
6. Starting with a teacher's preparation program, help educators recognize the need for continuing education and professional growth.
7. Support professional development as an essential part of education reform -- not a fringe benefit that can be cut when budgets are tight.
8. Ensure that steps on teacher salary schedules are tied to increased teacher effectiveness and improved student learning. (Today most districts move teachers up the salary schedule based on "seat time" in college courses or jumping through bureaucratic hoops. For example most districts accept any course a teacher takes, whether it relates to the subject they teach or skills they need in the classroom, as credit toward receiving recertification and fulfilling the course work needed to move up the salary schedule.)
9. Focus professional development on problems. Do not allow just anything to count as professional development. (Same problem as cited in #8.) Professional development should be part of a coherent long-term plan, not the latest reform fad of the month.

Examples of programs designed to work with weak teachers/recognize excellence

United Federation of Teachers -- New York City Peer Intervention Program

Exemplary teachers work intensively with peers who voluntarily seek help. If efforts to improve the performance of these weak teachers fail, they are counseled out of the profession. The program has been in effect for eight years and 20% of its participants have been counseled out of the profession (without the trauma and cost of the legal process). Last year it was recognized as a finalist for the Innovations in State and Local Government award sponsored by the Ford Foundation and the John F. Kennedy School of Government at Harvard University.

Cincinnati Federation of Teachers

Their program is the same as the NYC program with the exception that they also work with beginning teachers to ensure that potential problems are avoided before they are granted tenure. In addition, teachers do not have to volunteer for assistance. They can be recommended by administrators for the program.

The National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (NBPTS) is a non-profit organization dedicated to setting high and rigorous standards for experienced teachers and developing a

voluntary assessment program to identify and certify the nation's highly accomplished teachers. The creation of the NBPTS in 1986 underscored the need for a higher standard for teachers to seek, sending a signal that professional development does not end the day they begin teaching.

The NBPTS is a historic development in education because, for the first time, it provides a realistic measure of what a highly accomplished teachers should know and be able to do. Much as content and performance standards are revolutionizing student learning, Board standards could serve as the framework for reform of initial teacher education and continuing professional development.

The U.S. Department of Education is proud of its support for the NBPTS because the rigorous assessment process provides assurances that teachers who achieve board certification are highly accomplished. The NBPTS is premised on the belief that teachers must take responsibility for their own professionalism, which is why the evaluation process is voluntary and rigorous. At the same time, the Board realizes that teachers need support from their communities, which is why districts are encouraged to give teachers financial and other incentives to apply for board certification. (Governor Hunt of North Carolina chairs the National Board and has been a leader in providing incentives for teachers in his state to seek this advanced certification.)

The National Board is the only type of "merit pay" system that is supported by both the NEA and the AFT.

- ▶ Standards for rewarding teachers, and for identifying teachers that need intensive assistance and review. School districts can work with teachers and others to set clear, high standards for rewarding knowledge, skill, and performance, as well as for identifying teachers needing intensive assistance, or -- if necessary -- removal from the classroom. In Cincinnati and several other communities, annual salary advancement for teachers is linked to performance. Low-performing teachers can be assigned to an intervention program where they gain assistance from colleagues and administrators, and if unable to improve, are counseled out of the profession. Experienced, expert teachers can also apply to become more highly paid "lead teachers" who consult with beginning teachers and develop curricula while they continue their own teaching.

March 7, 1997

NOTE TO MIKE:

Last night I had a phone conversation with Jon S., Jennifer D., Terry P and Kevin S about the North Carolina speech and some possible news elements that we could use that with notch up the attention level of the speech and yet keep it focused on improving teaching. Attached are two pages of ideas that Jon typed up, with input from the others, some of which I think I think are excellent. We might want to try to pitch some of these elements today.

Also, attached is the executive summary of an international study (APEC countries) on teacher induction and retention. After reviewing it, my sense is that it wouldn't add very much to an event (and it may have already been released in other APEC countries).

-- Bill



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Bill Kincaid

ORGANIZATION: _____

PHONE NUMBER: _____

FAX NUMBER: 456-7028

FROM: Jon Schur

PHONE NUMBER: 401-3598

MESSAGE: Bill -

(1) 2-pager on concept for NC Speech

(2) 8-pages on findings of ~~ASAP~~ teacher Study.

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10 PAGE(S) TO FOLLOW

SELECTED FINDINGS OF THE STUDY

The beginning years of teaching can be enormously challenging and stressful. For the first time, the new teacher is in complete control of a classroom, where he or she faces the demands of children and parents, and must prepare new lessons every day. Beginning teachers meet these challenges with perseverance, hard work, and, increasingly, with the assistance of experienced teachers and administrators who recognize the need for extensive teacher support during the first year or two on the job. In many APEC economies, this support is provided through a combination of activities or strategies that are collectively referred to here as “teacher induction” — the period of transition of new teachers *from students of teaching to teachers of students*.

The APEC Teacher Induction Study surveys what education systems in eleven Pacific-Rim economies do to facilitate this transition. Subsequent chapters illustrate — often in teachers’ own words or through sample orientation schedules, on-site reporting, and photographs — what it is like to be a new teacher, and what helps a novice to become a self-confident, skilled, professional teacher.

This section highlights the key findings of the study. In particular, we found that promising teacher induction programs in case-study sites in Australia (Northern Territory), Japan, and New Zealand operate within a *culture of shared responsibility* and an environment where *all professionals take active roles in a new teacher’s acculturation and transition*. These sites also pursue a multi-pronged set of support strategies, including *mentoring, modeling good teacher practice, orientations, and in-service training*. The teacher induction programs in these sites focused on *assisting new teachers*, and not on *assessing* their competence.

Common Conditions of Supportive Programs

One of the main lessons learned from the APEC teacher induction study is that, while APEC members implement a variety of teacher induction models and strategies, a nurturing environment or programmatic context is essential. Any teacher induction program is unique in that it addresses particular needs, responds to a particular culture or tradition, and operates within a particular context. Thus, implementation of a “successful” teacher induction program appears to depend less

upon the strict replication of successful strategies than upon the program's ability to understand and respond to its particular context. What the APEC study found, nonetheless, was that there are several common conditions that underlie some of the most supportive programs and that appear to be critical to their success. The common characteristics highlighted below include: a culture of shared responsibility and support; interaction of new and experienced teachers; a continuum of professional development; down-played assessment; clearly defined goals; and adequate political, financial, and time commitments by relevant authorities. Typical models and strategies will be highlighted in the following section.

Culture of Shared Responsibility and Support

- In the most supportive programs, there exists a culture of shared responsibility among experienced teachers to help beginning teachers to develop their teaching skills and to experience a smoother transition into the profession.
- The sense of duty to initiate new teachers and to ensure that high professional standards are maintained is shared by veteran teachers, even when such duties impinge on their personal time.
- This culture of support is a major feature of the teacher induction programs of each of the case study sites.

Interaction of New and Experienced Teachers

- Another characteristic that appears to support successful induction programs is a routine pattern of teacher interaction. New and experienced teachers in the case study sites move frequently between one another's classrooms for visitations, observations, assessments, and advice. Both the students and the teachers are accustomed to this interaction, so it is not disruptive to the class nor confusing to the students.
- The interaction of new and experienced teachers is facilitated by the structural components of programs. Group planning, grade-level, and curriculum-group meetings provide a forum for new teachers to offer their contributions to the group and to the school and to further build professional relationships. As such, participation in the group can build confidence in new teachers.

- In programs that are characterized by constant interaction, the relationships among new and experienced teachers develop naturally, and mentoring is thus viewed as more "authentic" than "staged."

Continuum of Professional Development

- Supportive programs trust new teachers as professionals — specifically, as learners along different points of a continuum of development. Thus, on the one hand, new teachers are not expected to do the same job or possess the same skills as veteran teachers. On the other hand, they are treated as professionals whose contributions are valued and are expected to grow over time, given the appropriate assistance.
- This "philosophy of development" is evidenced in some teacher induction programs by structural features that acknowledge the difference in skill level between new and experienced teachers, or that provide opportunities for new teachers to develop their craft. For example, new teachers are assigned to classes perceived as less difficult or less critical to educational development; or they are provided with release-time (time outside the classroom and covered by a substitute teacher) to participate in induction activities.

Down-played Assessment

- Among the most supportive programs, assessment is not a significant component of teacher induction. The absence of serious concern by all participants in the teacher induction program about meeting certification and registration requirements enhances the provision of assistance and support. Teachers do not feel threatened or even uncomfortable about being observed, or about asking questions they fear will reveal professional inadequacies.
- Having assessment as a formal goal of teacher induction appears to have little bearing on program success. Rather, it is how assessment is conducted and how dominant it is compared to assistance that determines whether the program is perceived as successful. When the goal of assessment is to support the development of teachers through skills evaluations, the program is perceived as non-threatening, generally supportive, and, often, successful. On the other hand, when assessment is used primarily for screening, teachers feel less comfortable, receive less general assistance, and, thus, the program is not viewed as successful in the provision of support.

Defined Goals and Strong Commitment

- Teacher induction programs deemed "successful" have clearly articulated goals that most frequently include *providing a support bridge* that eases the passage from being students of teaching to teachers of students, *meeting individual teacher needs*, and *assessing* new teachers.
- Successful programs we studied have strong *political support* from senior officials, either at the member level or jurisdictional level. This political commitment translates into the *financial commitment* required to implement and sustain the program. Member, jurisdictional, school, or some combination of funds are made available to support teacher induction.
- Finally, *time commitment* is shown in the planning and implementation of successful teacher induction programs, as well as by the experienced professionals who carry-out the programs on a daily basis.

Teacher Induction Delivery Systems and Strategies

The organization and features of teacher induction programs in APEC economies range widely in scope and duration. At one end of the continuum, one finds brief, school-level orientations at the beginning of the school year. At the other end of the continuum, some APEC members are operating multi-year programs that include ongoing orientation, networking, mentoring, and in-service workshops. However, as discussed above, the strategies implemented must serve the particular needs, interests, and context of the implementor. Implementation of a successful program appears to be related more to the program's "fit" with its context and to the types of philosophies described above, than to the particular delivery system and strategies chosen.

Induction Delivery Systems

- Different levels of authority are responsible in APEC members for teacher induction. In a *member model*, implemented in Japan, Papua New Guinea, and Chinese Taipei, the member government primarily designs, funds, implements, and monitors the teacher induction program. With the *jurisdiction model*, in place in Australia, Canada, the Republic of Korea, and the United States, it is the state or territory that has the authority to develop and implement teacher induction programs. In a *school-level model*, as in Brunei Darussalam, New Zealand, and Singapore, increased decentralization is a fundamental component of educational reforms, and principals, teachers,

and other staff are, therefore, responsible for designing and implementing each new teacher's induction program.

- The level of organization of teacher induction programs (member, jurisdiction, or school) can affect the degree of structure and the variability of programs. For instance, in a member model, teacher induction is often quite formal, with little variability in programs implemented and strategies employed. However, in a school model, the practices tend to vary more widely, as they are tailored to the needs of individual teachers and schools.
- The individual context within which a model exists is a more important factor for "success" than is the model, itself. Each of these models has been shown to be effective in the context in which it was developed, and in which it continues to operate.

Induction Strategies

- APEC members' programs use a variety of strategies to acculturate new teachers and to promote the transition of new teachers to the school and to the profession, including mentoring, modeling good teaching practice, targeted intervention, and assessment.

Mentoring

- Mentoring is the primary activity used by APEC members to support new teachers. However, what members consider mentoring varies widely and no common definition or standard set of mentoring activities exists.
- Both "formal" and "informal" mentoring is found. Formal mentoring means that mentors are assigned to new teachers and are given specific responsibilities. Informal mentoring can be either assigned or self-selected, with no specific, prescribed responsibilities, or an ad-hoc "buddy system." Informal mentoring activities, therefore, are more likely to be spontaneous.
- Mentors rarely receive more than minimal training. They tend to be chosen based upon job position, or because it is thought by school administrative staff that they will do a good job. Although mentors interviewed would like additional training, the current approach appears to be working.

- Most mentors do not receive additional compensation. However, having served as a mentor may be a criterion used for promotion to senior teacher or school-level administrator.

Modeling Good Teaching Practice

- Some APEC member teacher induction programs use modeling good teaching practice as a strategy for teacher induction. In the best programs, modeling good teaching occurs every day. Many programs use aspects of team teaching, such as grouping teachers and their classes together, to foster the easy flow of communication and physical mobility between a new and experienced teacher. Other programs support modeling good teaching by providing time for them both to observe experienced teachers and to have their teaching observed in a supportive, non-judgmental way.
- One reason this strategy is used is because existing student-teacher practicums during preservice education do not provide new teachers with adequate experiences to communicate effectively with parents, or to manage the classroom or deal with disciplinary problems. Therefore, new teachers benefit from observing experienced teachers, and from receiving experienced counsel when confronted by "real-life" challenges.

Targeted Intervention

- APEC members also use targeted interventions in teacher induction programs, including orientation sessions, in-service training, and short- or regional-level workshops. Outside of mentoring, targeted intervention seems to be the most popular teacher induction strategy.
- The most "successful" teacher induction programs studied consist of a combination of fairly elaborate targeted interventions. These interventions generally take the form of one-week to one-month orientations, activities that promote networking among new teachers; and short-term, in-service workshops that provide exposure to specific topics.

Assessment

- Assessment is another strategy commonly used by APEC members, although it is not of primary importance in the programs we studied in depth.

- Assessment includes observation of a new teacher by experienced teachers, the principal, or other administrative staff for the purpose of evaluating teaching ability. In some cases, no evaluation is required for certification, and, in others, it is used more to help teachers to develop their skills, as well as to inform certification. In the latter scenario, teachers tend to view assessment as highly supportive of their development, rather than as an intimidating process of screening.

Remaining Challenges

Existing teacher induction programs, even those perceived as highly effective and successful, do not meet the expectations of APEC policymakers and educators. All APEC members want better teacher induction programs, and want to ensure that improved programs are available to all new teachers. The following section describes the remaining challenges, noted by the APEC members in both survey responses and interviews, in developing and refining effective teacher induction programs.

Missing Program Elements

- Administrators, both at teacher training institutions and in the schools and jurisdictions say they want closer links between the training institution, faculty and new teachers. However, the existing links between preservice training institutions and new teachers are tenuous, and faculty at teacher training institutions rarely have contact with graduates.
- Another missing program element is formative and summative program evaluation. Only rarely are teacher induction programs systematically evaluated. Existing evaluations are generally limited to brief surveys of teachers regarding their participation in a specific workshop or orientation session.

Improved Student Teaching Practice

- Today, in all too many places, new teachers receive little practical experience during preservice training. Furthermore, on-service training is not linked to subsequent teacher induction. Many commentators envision a continuous delivery system in which teacher induction programs build upon preservice training, and where training is informed by the needs of beginning teachers.

Financial Commitment

- It is clear from responses to the exploratory survey, as it is in the case studies, that the future for teacher induction programs is increasingly unsettled. Several APEC members noted that, although this is not a frequent occurrence, some programs or strategies have been terminated because of budgetary constraints. Other programs are being reduced or are trying out less expensive strategies, as alternatives to strategies that are no longer affordable.

Equity

- In most APEC member economies, not all new teachers partake in all teacher induction strategies. Often, wealthier jurisdictions and schools are able to provide more teacher induction activities than are poorer communities. Teachers in urban or rural schools may be more or less likely to participate.
- The quality of the programs also varies. Wealthy schools or jurisdictions can supplement national and jurisdictional resources, not only to reach more teachers, but to provide more in-service training, longer orientation, specialized content-area support, and other strategies. From our interviews, mentors also appear more likely to receive time off to work with the beginning teachers in schools with greater resources.

Conventions
congruence - grateful
found

teacher P as would be
base of work without
a good teacher
in our
like.

A Teaching Force for the 21st Century

As we move further into the information age, there will no more important or noble work than that of our nation's teachers. All of our hard work in improving education -- ranging from setting high academic standards, to getting technology into the classroom, to helping all of our children read independently and well by the end of the third grade -- depends on having a talented and dedicated teacher in every classroom in every community across this great country.

With two million teachers to be hired in the next 10 years, America has an almost unique opportunity to set the direction for the teaching profession -- and our children's education -- for decades to come.

Today we have a window of opportunity to get it right -- to dramatically change the ways in which we recruit, prepare, and support the ongoing learning of teachers and principals. We must insist on the highest standards for our teachers and ensure that they get the best training and ongoing support to teach to world-class standards.

Rewarding Good Teachers:

Let's begin by recognizing and rewarding our best, most accomplished teachers. That's why Governor Hunt and others spearheaded the development of the National Board for Professional Teaching Standards to certify our most accomplished "master teachers", and has now proposed to the North Carolina legislature a 12% salary increase for those teachers who receive this certification.

That's also why I have proposed \$105 million over five years to 1) help the national board complete assessments in 25 academic areas, that will cover the fields of 90% of our nation's teachers, and 2) help defray the cost of teachers going through the rigorous review and certification process, and help teachers get prepared to undergo this review. We need a master teacher in every school in the nation, setting an example for their peers and serving as mentors for other teachers in their school.

I applaud North Carolina for having the most board-certified teachers of any state in the country (118), and with Jim Hunt's leadership, I expect North Carolina will continue to set the pace for the nation in this critical area. That's why the North Carolina legislature should enact Jim Hunt's proposal, and why other states should find their own ways to reward these master teachers.

Every state should give master teachers a raise.

See if its possible to do a sentence on tenure

That's also why Congress needs to enact my budget to make it possible for 100,000 teachers to seek certification by 2002, and 100,000 teachers to get certified by 2006.

[The proposal is \$105 million over 5 years, \$21 million a year. In the first year, \$16 million would pay for the development and refinement of the assessments, and \$5 million would be used to defray the cost of teachers undergoing and preparing for the review. Over five years, a total of \$60 million would pay for the first category, and \$105 million would pay for the second category. The first category would drop by \$2 million a year, to \$14 million next year, \$12 million the year after that, \$10 million the year after that, and \$8 million in the fifth year -- for a total of \$60 million over 5 years. The second category would increase by \$2 million a year, to \$7 million, then \$9 million, \$11 million, and then \$13 million -- for a total of \$45 million over five years.]

Intro

But let's see how...

Counseling Out Bad Teachers:

As we find new ways to reward the best teachers so they stay in the classroom we also need to find new ways to weed out those teachers who simply aren't making a difference. If a teacher is burnt out, we need to be honest enough to counsel them to improve, and if necessary offer them a fair process to leave the profession. [This is something 90% of all of America's teachers can agree on according to a Metropolitan Life Survey of public school teachers conducted in 1995.]

above

Let me give you two examples of what I mean.

In Cincinnati, Ohio the Cincinnati's Peer Assistance and Evaluation program supports struggling teachers and provides a mechanism for dismissing teachers who fail to improve. This partnership between the Cincinnati Federation of Teachers and the school board assigns experienced Lead Teachers as mentors to all first-year teachers and to tenured teachers who have been identified as requiring improvement.

After two years of mentoring, the Lead Teacher either rates the teacher as satisfactory or recommends contract termination. Very few tenured teachers are recommended for termination, and many of them resign before the school board acts on the recommendation.

One sentence in Cincinnati
counsel of terminable non-tenured
don't cut it.
Just recently, Bob Clark said -

Fact - cost of removal of a burned-out teacher is \$60,000. It's better to use the program to prevent the problem from occurring.

Made this point in your report - we're not going to have a program like this.

Chris recently said " "

*Teachers | school heads everywhere should come together
should come together. -- Tim Hunt is right --*

In Dallas, Texas teacher effectiveness is judged by student performance. The district creates an Effectiveness Index for each teacher based on students' scores on state and district assessments, controlling for student background. *good teachers should get a raise and*

Teachers scoring in the bottom 10 percent complete an intensive professional development program that emphasizes strategies for improving student achievement. Since this approach was implemented, student scores have improved significantly, and student attendance has risen from 92.5 percent in 1993 to 93.5 in 1995. *teacher should get a pink slip.*

National Forum on Teacher Preparation

National Conversation
All of our effort to raise standards, reward good teachers and weed out the few teachers who are incompetent will do us little good if we don't start at the beginning by recruiting and preparing good teachers.

We aren't going to improve our national reading scores if we haven't taught new teachers the skills they need to reach the students who are having the greatest difficulty learning to read.

We aren't going to catch up with the rest of the world when it comes to 8th grade math unless we teach new teachers and help teachers who are in the classroom now how to teach to the more demanding national math standards.

Secretary Riley may have said it best when he said that "we will never have 'A' students if we can only give ourselves a 'C' as a nation when it comes to a quality teaching force. This is why the Secretary will hold a "national forum" on teacher preparation next month in Washington, D.C.

The Secretary is going to bring together the 50 best teachers in America -- one selected from each state -- with 50 leaders of higher education -- presidents and deans of our major teaching colleges -- for a "candid" discussion about how to improve the way we train teachers.

Too many teachers are not getting the training they need to meet the challenges of today's classrooms and they are not getting the support they need once they are in the classroom. As a result of this "sink or swim" approach, we are losing 30% of our new teachers in the first three years after they have entered the profession.

It's time that our best teachers who know the realities of the classroom sit down and talk with those who are charged with producing the next generation of teachers.

Recruitment

Don't
repeat

And we need to pay special attention to recruiting many more minorities to this wonderful profession. The challenge is daunting. Almost one-third of all students in our public schools are members of minority groups; in our inner cities, the number is about a half. Yet only 13 percent of our teachers are members of minority groups, and over 40 percent of all schools in the U. S. have no person of color at all on their faculty. Here are a few suggestions for closing the gap.

First, we need to inspire our young people to thinking about teaching as a profession as early as possible -- preferably, long before high school. Research shows that 80 percent of all teachers were the first members of their families to go to college (This statistic may be outdated). They became teachers because they had a special belief in education.

]*

Polisson

A great number of these family pioneers are students of color and they present an important pool of potential recruits. They will frequently begin thinking seriously about going to college as early as eighth grade. That is the time to reach out to them with a positive message about a career in teaching.

Hunt
Commission
VCCS

It is not enough, however, to get people interested in teaching or even enrolled in a preparation program. Teacher preparation programs have a responsibility to work with schools as well as with community colleges and others to ensure that students interested in teaching have strong academic backgrounds and support as they move from K-12 education into and through the new challenges of higher education.

Equally important, it is unethical to allow an individual to go through a teacher education program, only to find that he or she is unable to pass the licensing exam required in many states. We owe it to people to challenge them every step of the way.

We also must assist them in their beginning years of teaching and make sure that they have ample and high-quality professional development experiences throughout their careers. This is especially important for teachers in schools facing the greatest challenges.

Too often, wonderful teachers leave school where they are most needed due to frustrations and lack of support, moving to wealthier districts or leaving teaching entirely. While there's nothing wrong with teachers seeking what's best for them, let's make sure that it's not because we abandoned them and left them with no other choice.

Third, we need to recognize that there are many opportunities to recruit people into teaching at many different stages of life. Let's think about paraprofessionals, retired military people, mid-career changers, women reentering the work force after raising children, and others.

But in these cases -- and in all cases -- teacher education, licensing, and certification must be rigorous. We must insist upon excellence and diversity. Excellence that does not include the rich tapestry of our society is not enough. But diversity achieved at the cost of lower standards is self-defeating.

DRAFT -- March 11, 1997

The U.S. Department of Education will fund a **"Partnership for Excellence and Accountability in Teaching,"** which will bring together a consortium of universities, school districts, state departments of education, national professional associations, and other stakeholders across the nation whose influence is crucial to improving teaching effectiveness. This new Partnership will provide the support needed to launch a comprehensive national effort to promote, support, and sustain effective and efficient strategies to prepare, induct, and provide career-long professional development and support for K-12 teachers. Unlike previous efforts of lone researchers or groups of investigators with a narrower focus, the work of the Partnership will consider the entire spectrum of teacher professional development and tie knowledge-to-application-to-dissemination while continuing to "push the envelope" of professional development research.

In doing its work, the Partnership will marry applied research and development with technical assistance and materials dissemination to:

- Help groups developing rigorous standards for teacher preparation, initial licensing, continuing development, and advanced certification that will enable all teachers to bring every American child up to world-class standards in core academic areas;
- Help colleges and schools work with states to redesign teacher education so that new teachers are adequately prepared and that all have access to continuous high-quality learning opportunities;
- Help states and districts pursue aggressive policies to put qualified teachers in every classroom;
- Help districts, states, unions, and professional associations cooperate and make teaching a true profession with a career continuum that places teaching at the top and rewards teachers for their knowledge and skills;
- Help school districts and schools restructure schools to become organizations that respect learning, honor teaching, and teach for understanding; and
- Help organizations and individuals crucial to the preparation of teachers make informed choices among proven, replicable, alternative professional development programs.

The Department intends to announce a competition for proposals for the Partnership on March 21, 1997, with an award to be made during the summer.

Holding Teachers Accountable for Quality Teaching

Teachers agree with the President that the teaching profession can be improved by removing incompetent teachers. Close to 90% of all teachers believe that making it easier to remove incompetent teachers would have a positive effect on the quality of teaching, according to a Metropolitan Life Survey of public school teachers conducted in 1995. Indeed, over the last decade the percentage of teachers who support this approach has increased (up from 84% in 1984).

A number of school systems are working with teachers across the nation to improve accountability. These efforts include intervening with failing teachers and counseling out or removing teachers who do not improve.

Cincinnati, Ohio—Cincinnati's Peer Assistance and Evaluation program supports struggling teachers and provides a mechanism for dismissing teachers who fail to improve. This partnership between the Cincinnati Federation of Teachers and the school board assigns experienced Lead Teachers as mentors to all first-year teachers and to tenured teachers who have been identified as requiring improvement. After two years of mentoring, the Lead Teacher either rates the teacher as satisfactory or recommends contract termination. Very few tenured teachers are recommended for termination, and many of them resign before the school board acts on the recommendation.

Dallas, Texas—In Dallas, teacher effectiveness is judged by student performance. The district creates an Effectiveness Index for each teacher based on students' scores on state and district assessments, controlling for student background. Teachers scoring in the bottom 10 percent complete an intensive professional development program that emphasizes strategies for improving student achievement. Since this approach was implemented, student scores have improved significantly, and student attendance has risen from 92.5 percent in 1993 to 93.5 in 1995.

Connecticut—Since 1985, Connecticut has been developing and modifying a performance-based teaching certification system, which is entering a new phase this year. The current system involves multiple stages of certification, beginning with a temporary two-year certificate that requires teachers to complete an accredited certification program and pass a standardized test assessing their subject matter knowledge. Teachers are assessed in the classroom, and beginning this year will be required to submit a portfolio of their classroom work. Only those who pass will receive their provisional certificate, which lasts for eight years and is renewable by participating in professional development opportunities.

Draft -- March 11, 1997

Across America there are scores of initiatives aimed at improving the education of our children, and many of them focus on putting a well-trained, knowledgeable teacher in every classroom. However, when it comes to hiring, evaluating, and maintaining outstanding teachers, most States and school districts report that they are unsure of what policy guidelines or rules from the governor, or the state legislature, or the local schools are the most effective and efficient in developing/hiring and keeping the most effective teachers in the classroom.

The U.S. Department of Education will support research to assist governors, State legislators, school districts, local schools and community leaders identify policies that are more effective in ensuring that their education system can provide qualified and caring teachers for every child in their schools. A new National Research Center on Policy and Effective Teaching will conduct research on policies and the effectiveness of policies in the areas of teacher preparation, teacher recruitment and hiring, teacher certification and licensing, teacher evaluation and ongoing professional development, incentives and rewards for teacher performance, teacher compensation, and other areas related to excellence and accountability in teaching. The center will work with States and local communities to conduct work such as:

- Develop and identify teacher development policies that can produce more effective teachers in efficient, economical ways;
- Develop and identify teacher evaluation policies that assist teachers and school officials in improving classroom instruction and student learning;
- Develop and identify cost effective teacher hiring and incentive policies that provide high quality teachers in every classroom and encourage teaching as a career; and
- Develop and identify State and local policies that link and align standards for teaching performance with State and local learning standards for all children.

On February 18, 1997, the Department invited the public to comment on its plans for this new research center. Comments are due by March 20. A final competition will be announced in early April, with an award to follow in the summer.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Bill Kincaid / Mike Cohen

ORGANIZATION: _____

PHONE NUMBER: _____

FAX NUMBER: 456-7028

FROM: Jon Schur

PHONE NUMBER: _____

MESSAGE: Wanted you to see this card to
Share a few other items from this phone call

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1 PAGE(S) TO FOLLOW



**NORTH CAROLINA
STATE BOARD OF EDUCATION**

Education Building
301 North Wilmington Street
Raleigh, North Carolina 27601-2825

March 10, 1997

Mr. Jonathan Schnur
Special Assistant to the Secretary
Office of the Secretary
U.S. Department of Education
606 Independence Ave., S.W.
Washington, D.C. 20202

Dear Jonathan:

When I spoke with you last Friday, I discussed several powerful reform efforts that are moving North Carolina schools forward. I should have said to you that the umbrella name for this set of reforms, that was approved last year by our Board and the General Assembly, is "The New ABCs of Public Education." The "A" stands for "accountability," the "B" stands for our focus on the "basics," and the "C" stands for "control" at the local level. The ABCs is the plan that pays each teacher up to \$1,000.00 if the faculty at their school achieves high test scores.

If possible, I hope that you can encourage the President to specifically mention the term, "The New ABCs of Public Education," since it affects every school and every teacher in the state and has such broad bi-partisan support.

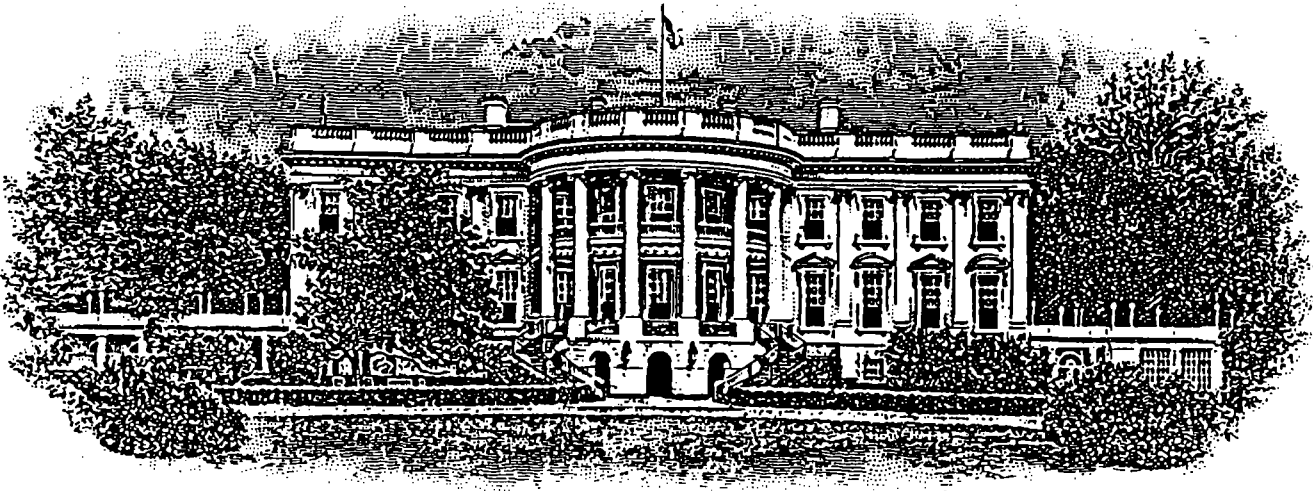
Thanks for your continued support! Call me at 919/715-1322 if you need to. Hope you got the information that we faxed to you late Friday.

Sincerely,

A handwritten signature in cursive script that reads "Weaver Rogers".

Weaver B. Rogers, Ph.D.
Executive Director

The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO: Mike Cohen

FAX NUMBER: (301) 989-4046

TELEPHONE NUMBER: _____

FROM: Bill

TELEPHONE NUMBER: 456-2857

PAGES (INCLUDING COVER): _____

COMMENTS: As requested, plus some
extra. See esp. note on 1st page.

B

NOTE TO MIKE--

Sorry this is coming a little later than you probably expected...

I spoke with Mike. On North Carolina, he suggests that we announce the teaching consortium to be funded out of OERI. He said it is largely going to support the kinds of things advocated in the Hunt Commission report and that the dollar figure is probably enough to get at least some attention--\$4M/year over 5 years. In addition, although the Federal Register notice may already be out, we could announce the new competitoin for a teaching research center, which hasn't drawn much attention yet. I have left a voice mail message with Sue Betka asking her to fax us descriptions of the content and status of both--hopefully by the time of our 9:30 meeting tomorrow.

He also suggested, as a potential news hook, that after his legislature speech (or before) we have the President do a school visit and get up and teach an actual class--say in history. I'm not exactly sure how to tie it back into the message about the critical need to do in-depth, high quality preparation and training for teachers, but it certainly would get news coverage. Maybe he could say he wanted to do it to demonstrate how valuable and important teaching is, and tell kids that he hopes some of them will end up choosing teaching as a profession because nothing they can do will have a bigger impact on the future of the country.

On the reading/Hope strategy issues, Mike's take tonight was that whatever we see as the strategy down the road it's probably good to go ahead and include the three pieces of legislation in the larger budget package -- thinks its urgent just to get our bills up on the Hill, and won't preclude us from doing separate announcements later on. Also, I went over with him some of the dates that were discussed tonight, and he raised whether the California event on the 24th (which was discussed today as a standards event) could still be done as a standards event but with rolling out America Reads as the news hook. Reading is such a critical issue out there, and it could be a step in the direction of "we aren't just for the test, but doing the things that will help kids do well on the test." On the broader strategy questions, especially about sticking to our guns on our legislation and building grassroots support before we start to negotiate, I think Mike may call Gene (since he wasn't at today's meeting).

Also, I spoke with Jon S. We worked a little bit more on developing the concept of the meetings around the country on improving teaching. Jon suggested that the President could say, in effect, that he wants to country to take 2 days next month to think about what is really involved in improving teaching; that he wants to help teachers and community members in every state have meetings to discuss this, and that he and Secretary Riley are inviting the nation's best teachers to the White House to discuss. I think this could be promising as part of a 3-part package which is:

- 1) rewarding good teaching and counseling/improving or removing bad teachers from the classroom quickly but fairly
- 2) announing new teacher consortium to help do the things the Hunt commission called for
- 3) a nationwide discussion on what else we can do to improve teaching.

Look forward to discussing in more detail tomorrow.

-- Bill

High Standards for Teachers

The President's speech to the North Carolina legislature provides an ideal opportunity to outline his vision and plan for rewarding good teachers, getting incompetent or burnt-out teachers out of the classroom, and for getting talented and dedicated teachers into every classroom in America. The major announcement would be calling on state legislatures around the country to enact major pay incentives for master teachers who become certified by the National Board (such as the 12% bonus Governor Hunt has proposed to the North Carolina legislature), and explaining how the President's budget will help set this new national standard of excellence in teaching -- a standard which has already gained wide, bipartisan acceptance.

But the President can also use this announcement to stipulate that our students will not reach national standards without outstanding teachers, and to lay out -- in greater depth than he has so far -- his vision for raising teacher quality. The President can issue an appeal to honor and reward good teachers while refusing to tolerate failing teachers, challenge talented young people and other mid-career professionals to enter into teaching and give them the highest-quality preparation, and speak directly to parents and grandparents, asking them not to discourage their young family members from going into what will be the noblest and most important career of the information age. With 2 million teachers to be hired in the next ten years, the President can challenge the nation to immediately establish policies and an ethic for the teaching profession that will affect the quality of our children's education for decades.

For three reasons, the address to the North Carolina legislature will be an ideal opportunity for the President to focus on teacher quality. First, Governor Hunt has been spearheading a state and national effort to focus on raising teacher quality, providing a sensible context for the President to applaud Hunt's work in North Carolina, cite Hunt's proposal to provide a 12% bonus (serious \$) to national board-certified "master teachers" as the basis for a national challenge, and describe the President's vision in context of a hard-hitting report on teaching released last fall by a bipartisan commission co-chaired by Hunt. Last week's announcement that North Carolina had the nation's largest increase in math scores can underscore the effectiveness of focusing on good teaching.

Second, a presidential focus on high standards for teaching is a natural immediate next step after addresses on challenging standards and tests for students. The public intuitively understands that the key to raising standards is good teachers, and the President can use this address to help show how to address this challenge. Timing is also ideal, coming the day after a North Carolina meeting on teaching that can foreshadow and generate interest in the President's speech. That meeting will be televised to educators around the state, and will include Governor Hunt, teachers, university leaders, and -- by satellite, at 4pm the day before the President's address -- Secretary Riley.

Third, the national board teaching standards -- championed by Hunt -- provide the best possible concrete illustration of how the President and his budget will help make high standards for teachers real. The President's budget contains \$100 million over 5 years to help the national board complete its assessments in all major academic areas, and to provide seed money to help teachers undergo the board's intensive review. The board already has bipartisan endorsements from such leaders as Hunt and Voinavich, and unusual support from education groups who have traditionally opposed efforts to distinguish among teachers at different levels of quality.

Components of announcements/ major policy address on teaching standards:

- ▶ Call on state legislatures around the country to enact major pay incentives for master teachers who become certified by the National Board for Professional Teaching Standards (such as the 12% bonus Governor Hunt has proposed to the North Carolina legislature).
- ▶ Explain how the President's \$100 million budget will help set this new national standard of excellence in teaching -- i.e., support for completion of teacher assessments in all academic areas and seed capital for master teachers to undergo an intensive board review, leading to a master teacher for every school in the nation within 10 years. Call on Congress to enact this budget.
- ▶ Invite "our nation's best teachers" -- the 50 state teachers-of-the-year and others -- to the White House South Lawn for a celebration of good teaching and announcement of the new national teacher-of-the-year during the week of April 15th (The scheduling office confirmed today that this event will take place, but it has not yet been made public). Call for a national day of recognition that day for America's best teachers.
- ▶ Announce details of a national forum on recruiting and preparing teachers to take place the day after the White House event. This forum will provide an opportunity for 50 teachers-of-the-year to discuss with higher education leaders how to do a better job at recruiting and preparing the highest quality teachers. Also announce opportunity for communities around the country to participate in the event by satellite, and to organize local discussions with their best teachers and university leaders about how to recruit and prepare outstanding teachers. (USA Today and other papers gave considerable coverage to the Secretary's announcement of this forum last month, but no details have yet been made public.)
- ▶ Challenge talented young people and mid-career professionals to go into teaching. Speak directly to parents and grandparents, asking them not to discourage young people from entering teaching.
- ▶ Announce national forum that would take place later in the year on rewarding good teachers and weeding out those teachers who are incompetent or burnt-out.
- ▶ Issue broad new challenge such as calling on states and communities to raise teacher salaries generally, or to offer tax incentives for young people who teach in high-need areas. Alternatively, challenge school districts and teacher unions to examine their contracts and find new ways to reward good teachers and weed out incompetent or burnt-out teachers quickly, fairly, and less expensively.

March 10, 1997

*Not handled
out
today*

MEMORANDUM FOR GENE SPERLING, BRUCE REED AND JOHN HILLEY

FROM: Mike Smith, Carol Rasco and Terry Peterson

SUBJECT: Proposed Legislative Rollout for America Reads

We believe it is important to formally transmit and introduce America Reads Challenge legislation in the near future in order to provide a mechanism around which we to build momentum and support for this initiative. As you know, while there are many who have welcomed this initiative, there are also those who are skeptical and who have been asking why we are creating this new program. If we develop a plan for rolling out America Reads legislation, we will have more control over the message and, therefore, the perception of why this is important.

TIMING

We propose that the America Reads legislation be introduced either just prior to or after Congressional Easter Recess, which is March 21 to April 6. We do not recommend announcement of the legislation by the President before official introduction in Congress.

EVENT

Post or Pre Recess: If Members of Congress are supportive of the legislation, they could introduce it in a press conference or event with the President or Secretary Riley. The President and other Administration officials would also follow up with events such as the options described below. If we decide to do this pre-Recess, Members may want to organize events in their districts.

There are several elements that ought to be a part of any event we organize to illustrate what the legislation does:

- Make AmeriCorps an integral part of the announcement in order to counter charges that it is a contrived part of this initiative.
- Include parents or family members, teachers, kids and other community stakeholders to emphasize that this initiative -- both the tutoring and the early childhood grants -- will build on/reinforce current school and community efforts, rather than mandate what those efforts look like.

Following are some options for roll-out events:

Option 1: Presidential Travel to a Site Outside of D.C.

Since we recently had a reading event in the District, it would be good for the President to travel to a site outside of DC that already uses AmeriCorps members. He could read with a tutor and student, for example, and then deliver remarks to an audience made up of community members:

parents, teachers, kids, religious leaders, local businesses, etc. We will develop a list of potential sites and would work with Congressional Affairs to vet them in terms of Congressional and elected official support.

Option 2: Round table Discussion at the White House or a Nearby School (DC, VA or MD)

We could invite representatives from several programs to a roundtable discussion at the White House or a nearby school in DC, VA or MD. At the roundtable, the program representatives could describe elements of their programs, and parents or teachers from these programs' communities could talk about how America Reads will address the problems they have had locally with childhood literacy.

The roundtable could include representatives from tutoring programs, as well as parent involvement/early childhood programs to underscore the Parents as Teachers First grants. There are many programs from which we could invite tutors, teachers, parents, community leaders, and Americorps members. They include (see attached for descriptions of the programs that follow):

- AmeriCorps SLICE (Simpson County, KY);
- Hilliard Elementary School (Houston, TX);
- Belmont Community School (Worcester, MA);
- Reading One-One (Richardson, TX);
- Reach Out and Read Program (Boston, MA);
- Cabrini-Green Tutoring Program (Chicago, IL);
- Jackson, Tennessee Tutoring Program;
- Pilot Tutoring Programs (Cambridge, MA);
- Early Identification Program (Reading, OH);
- Growing Together (Washington DC);
- Parents as Teachers Program (St. Louis, MO);
- Megaskills Teaching Program (Holyoke, MA);
- HIPPY
- Parents First, Nashvilleread;
- Twilight Schools (Elk Grove Unified School District, CA).

Option 3: Secretary Riley Announces Introduction of Legislation

If the President's schedule precludes an event announcing introduction of the legislation, Secretary Riley could participate in an event or press conference, with the President doing an event at a school or program as described above shortly following the actual introduction.

CONGRESS

As soon as we have approval, we will share our proposed legislation with with friendly Members and work to secure who will introduce and co-sponsor it. We believe that Kennedy, Daschle and Mikulski will likely be supportive on the Senate side, as well as Representatives Gephardt, Clay and Miller on the House side.

If there is strong support, the Members could organize a press conference timed to best amplify a

Presidential event.

GROUPS/AMPLIFICATION OF MESSAGE

- We will work to develop a list of groups that we believe would issue press releases or express support of the legislation around its introduction.
- Depending on the timing of introduction, the First Lady, Vice President and Mrs. Gore could have amplifying events around the country.

MEMORANDUM

*Not
handed
out
today*

TO: Gene Sperling
Bruce Reed
John Hilley

FROM: Mike Smith
David Longanecker

SUBJECT: Transmittal of Higher Education Tax and Budget Proposals

The purpose of this memo is to suggest a method for getting the President's higher education tax and budget proposals up to the Hill.

Since the State of the Union address, both the Senate majority and minority leadership have introduced education bills in response to the President's proposals - S. 1 (Coverdell) and S. 12 (Daschle). We understand that the introduction of the House minority leadership's education bill, which was put off last week, will occur shortly and will reflect many of the President's higher education initiatives.

As you know, legislative language for ED's proposals is not yet final. This is frustrating to those members of Congress who support the President and his education proposals, and this is hurting our efforts to "sell" these proposals on the Hill. On March 5th, Secretary Riley testified before the House Committee on Education and the Workforce on all of the President's education initiatives, and Chairman Goodling's parting question was, "Where is your legislation?" Last week, he testified before the Senate and was asked the same question.

I would like to expedite the process of finishing this legislation and sending it to the Hill. The Secretary is scheduled to testify before the House appropriations committee on Tuesday, March 11th. We would like him to be able to say that we are in the process of transmitting our proposals to the Hill, and we expect them to be introduced the following week. Specific components of the bill would include: the five tax proposals, the Pell Grant maximum grant level increase and independent student status modification, and all of the student loan changes and need analysis revisions to accompany the tax proposals and the Presidential Honors Scholarships. Because the tax components are such an integral part of our overall package, we recommend that the transmittal letter be signed jointly by Secretary Riley and Secretary Rubin. If this is acceptable, I will have my staff draft a transmittal letter and forward it to Treasury.

The President then could do a roll-out event around the subsequent introduction of the legislation. The week of March 17th has been targeted as the roll-out date for the higher education budget and tax proposals. The major association meetings have already occurred, and the President has spoken at a number of them. The next logical opportunity for the President to discuss this legislation would be in a speech on a college campus.

As you know, we have 70 community college presidents and 280 trustees signed on to letters endorsing the President's higher education proposals. A second letter has been circulated by the president of Dickinson College who chairs the Annapolis Group of 80 private colleges. We expect about 60 individual endorsements on that letter. We could use a Pennsylvania college or community college as a roll-out event site with presidents from area colleges and the letters as the news hook. Another venue might be the President's weekly radio address. We can discuss this in greater detail once we have agreed on how to proceed.

In order to advance this plan of action, we need the Treasury Department's agreement that the education tax components of the Administration's package will be included with the rest of the higher education budget proposals. We think it is critical that all higher education budget proposals be submitted as a whole. If Treasury is uncomfortable with the approach we have suggested, we will send them budget items that are under our program jurisdiction as companion pieces with appropriate cross-references. We will need agreed-upon language as soon as possible in order to discuss it with the Hill and arrange for Senate and House introduction and cosponsors before transmission.

Thanks for your attention to this issue. I look forward to hearing from you.

Author: Susan Frost at WDCB01
Date: 3/9/97 04:31 PM
Subject: Schedule for School Construction Rollout

Handed out today

----- Message Contents -----

GOAL: President announces transmittal of his School Construction legislation to Congress and introduction of his proposal in the House and Senate on Friday, March 15th.

Event is in Jupiter, FLA at 9:00 AM at school site.

Senator Moseley Braun and Rep. Nita Lowey introduce legislation in Washington Friday AM. ED OLCA works with sponsors on their press and other efforts. Mike Smith holds press briefing at Department of Education on the President's proposal followed by a briefing for public interest groups by Department staff.

Treasury involvement?????

SCHEDULE:

MONDAY/TUESDAY ---- Prepare all materials by cob TUES including lpp/3pp summaries, Q&As, Case Studies, Summaries of Reports on Baby Boom Echo, GAO reports and Student Learning Outcomes, State-by-State allocation tables, City examples of funding distribution. DRAFTs to OMB and WHITE HOUSE.

WEDNESDAY: BILL LANGUAGE, TRANSMITTAL LETTER AND SECTION-BY-SECTION CLEARED BY OMB by NOON WEDNESDAY.

THURSDAY: CLEARED FOR TRANSMITTAL BY SECRETARY BY NOON THURSDAY AND TRANSMITTED TO HILL BY COB THURSDAY.

Briefing for Council of Great Cities, AASA, NSBA, PTA for purpose of endorsing with press on Friday.

Announce to all ed groups at 4 pm Thursday meeting and invite them to briefing on Friday to go over legislation.

Teacher Event Ideas

Building on a recommendation by the Commission on Teaching and America's Future, and to help get qualified teachers into the classroom, direct Department to work with districts and colleges of education to prepare a **web site** that functions as a:

- Job bank where participating districts can list their teaching job openings
- Hiring hall where qualified teachers can place their resumes
- Clearinghouse for accurate information on state certification and hiring policies, updated by the Chief State School Officers
- Central source for teaching certification programs, providing links to information provided by schools of education and financial aid available

Reports available

Could do in states--and then provide links. Local

Challenge states to establish programs like South Carolina's teacher cadet program

Forum re: best practices on rewarding good teachers counseling poor teachers out

Salary increases

Professional Development charter schools--like a Wilmington; announce a priority for use to start

Teacher academies--challenge and recruit--challenge to make available
Examples

Challenge our young people and others to go into teaching.

Troops to teachers program--expansion?

Financial aid--incentive or priority

2 days next month to focus on good teachers; meetings in every state on this; inviting nation's best teachers to the White House; helping teachers in every state talk about how to do the same.

- Cmt
- Consortium
- Teach for Day



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Bill Kincaid and Mike Cohen

ORGANIZATION: _____

PHONE NUMBER: _____

FAX NUMBER: 456-7028

FROM: Jon Schnur

PHONE NUMBER: _____

MESSAGE: _____

CONFIDENTIALITY NOTICE

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2 **PAGE(S) TO FOLLOW**

High Standards for Teachers

The President's speech to the North Carolina legislature provides an ideal opportunity to outline his vision and plan for rewarding good teachers, getting incompetent or burnt-out teachers out of the classroom, and for getting talented and dedicated teachers into every classroom in America. The major announcement would be calling on state legislatures around the country to enact major pay incentives for master teachers who become certified by the National Board (such as the 12% bonus Governor Hunt has proposed to the North Carolina legislature), and explaining how the President's budget will help set this new national standard of excellence in teaching -- a standard which has already gained wide, bipartisan acceptance.

But the President can also use this announcement to stipulate that our students will not reach national standards without outstanding teachers, and to lay out -- in greater depth than he has so far -- his vision for raising teacher quality. The President can issue an appeal to honor and reward good teachers while refusing to tolerate failing teachers, challenge talented young people and other mid-career professionals to enter into teaching and give them the highest-quality preparation, and speak directly to parents and grandparents, asking them not to discourage their young family members from going into what will be the noblest and most important career of the information age. With 2 million teachers to be hired in the next ten years, the President can challenge the nation to immediately establish policies and an ethic for the teaching profession that will affect the quality of our children's education for decades.

For three reasons, the address to the North Carolina legislature will be an ideal opportunity for the President to focus on teacher quality. First, Governor Hunt has been spearheading a state and national effort to focus on raising teacher quality, providing a sensible context for the President to applaud Hunt's work in North Carolina, cite Hunt's proposal to provide a 12% bonus (serious \$) to national board-certified "master teachers" as the basis for a national challenge, and describe the President's vision in context of a hard-hitting report on teaching released last fall by a bipartisan commission co-chaired by Hunt. Last week's announcement that North Carolina had the nation's largest increase in math scores can underscore the effectiveness of focusing on good teaching.

Second, a presidential focus on high standards for teaching is a natural immediate next step after addresses on challenging standards and tests for students. The public intuitively understands that the key to raising standards is good teachers, and the President can use this address to help show how to address this challenge. Timing is also ideal, coming the day after a North Carolina meeting on teaching that can foreshadow and generate interest in the President's speech. That meeting will be televised to educators around the state, and will include Governor Hunt, teachers, university leaders, and -- by satellite, at 4pm the day before the President's address -- Secretary Riley.

Third, the national board teaching standards -- championed by Hunt -- provide the best possible concrete illustration of how the President and his budget will help make high standards for teachers real. The President's budget contains \$100 million over 5 years to help the national board complete its assessments in all major academic areas, and to provide seed money to help teachers undergo the board's intensive review. The board already has bipartisan endorsements from such leaders as Hunt and Voinovich, and unusual support from education groups who have traditionally opposed efforts to distinguish among teachers at different levels of quality.

Secretary's Office will convene a major meeting to address on teaching standards:

- ▶ Call on all states and the country to enact major pay incentives for master teachers who become certified by the National Board for Professional Teaching Standards (as has the 12% bonus Governor Hunt has proposed to the North Carolina legislature).
- ▶ ~~Explain how the President's \$100 million budget will help set this new national standard of excellence in teaching -- i.e., support for completion of teacher assessments in all academic areas and seed capital for master teachers to undergo an intensive board review, leading to a master teacher for every school in the nation within 10 years. Call on Congress to enact this budget.~~
- ▶ ~~Invite our nation's best teachers -- the 50 state teachers-of-the-year and others -- to the White House South Lawn for a celebration of good teaching and announcement of the new national teacher-of-the-year during the week of April 15th (The scheduling office announced today that this event will take place, but it has not yet been made public). Call for a national day of recognition that day for America's best teachers.~~
- ▶ ~~Announce details of a national forum on recruiting and preparing teachers to take place the day after the White House event. This forum will provide an opportunity for 50 teachers-of-the-year to discuss with higher education leaders how to do a better job at recruiting and preparing the highest quality teachers. Also announce opportunity for communities around the country to participate in the event by satellite, and to organize local discussions with their best teachers and university leaders about how to recruit and prepare outstanding teachers. (USA Today and other papers gave considerable coverage to the Secretary's announcement of this forum last month, but no details have yet been made public.)~~
- ▶ ~~Encourage talented young people and mid-career professionals to go into teaching. Speak directly to parents and grandparents, asking them not to discourage young people from becoming teachers.~~
- ▶ ~~Announce national forum that would take place later in the year on rewarding good teachers and weeding out those teachers who are incompetent or burnt-out.~~
- ▶ ~~Issue broad new challenge such as calling on states and communities to raise teacher salaries generally, or to offer tax incentives for young people who teach in high-need areas. Alternatively, challenge school districts and teacher unions to examine their contracts and find ways to reward good teachers and weed out incompetent or burnt-out teachers more quickly, and less expensively.~~



U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL CENTER FOR EDUCATION STATISTICS

DATE: 3/12

TIME: _____

TO: Bill Kucera

FAX #: _____

FROM: _____

MESSAGE: Howe

as requested!
1996 Digest of Ed. Statistics

NUMBER OF PAGES, INCLUDING COVER SHEET: 3

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RETURN FAX NUMBER: (202) 219-1736

Table 92.—Enrollment of the 130 largest public school districts: Fall 1994

Name of school district	State	Rank order ¹	Enrollment, fall 1994	Name of school district	State	Rank order ¹	Enrollment, fall 1994
1	2	3	4	1	2	3	4
New York City	N.Y.	1	1,022,534	Fulton County	Ga.	66	53,143
Los Angeles Unified	Calif.	2	632,973	Cincinnati City	Ohio	67	52,852
City of Chicago Schools	Ill.	3	407,241	Knox County	Tenn.	68	52,285
Dade County	Fla.	4	321,615	Oakland Unified	Calif.	69	51,706
Philadelphia City	Penn.	5	208,710	Arlington	Texas	70	50,293
Houston	Texas	6	202,149	Cumberland County	N.C.	71	49,995
Broward County	Fla.	7	199,255	Caddo Parish	La.	72	49,809
Hawaii	Hawaii	8	183,869	Lee County	Fla.	73	49,413
Detroit City	Mich.	9	170,855	Cypress-Fairbanks	Texas	74	49,364
Clark County	Nev.	10	156,348	Sacramento City Unified	Calif.	75	49,282
Dallas ISD	Texas	11	145,019	San Joaquin Unified	Calif.	76	48,870
Hillsborough County	Fla.	12	138,575	Chesterfield County	Va.	77	48,050
Fairfax County	Va.	13	137,646	Anchorage	Alaska	78	47,655
San Diego City Unified	Calif.	14	128,555	Buffalo City	N.Y.	79	47,595
Palm Beach County	Fla.	15	127,519	Ysleta	Texas	80	47,572
Duval County	Fla.	16	121,362	San Juan Unified	Calif.	81	47,080
Orange County	Fla.	17	118,666	Seattle	Wash.	82	46,565
Prince George's County	Md.	18	118,478	Nowark City	N.J.	83	46,541
Montgomery County	Md.	19	117,082	Indianapolis	Ind.	84	46,038
Baltimore City	Md.	20	113,428	Wichita	Kansas	85	46,002
Memphis City	Tenn.	21	108,643	Washoe County	Nevada	86	45,752
Pinellas County	Fla.	22	102,170	Prince William County	Va.	87	45,675
Baltimore County	Md.	23	99,231	Minneapolis	Minn.	88	45,187
Milwaukee	Wisc.	24	98,009	Escambia County	Fla.	89	44,785
Jefferson County	Ky.	25	93,407	Charleston County	S.C.	90	44,669
Albuquerque	N.M.	26	89,001	San Bernardino City Unified	Calif.	91	44,250
Orleans Parish	La.	27	86,028	Shelby County	Tenn.	92	43,843
Charlotte-Mecklenburg	N.C.	28	86,023	Aldine	Texas	93	43,818
Jefferson County	Colo.	29	84,018	Omaha	Nebr.	94	43,577
DeKalb County	Ga.	30	83,722	North East	Texas	95	43,484
Cobb County	Ga.	31	80,479	Fort Bend	Texas	96	43,115
District of Columbia	D.C.	32	80,450	Garland	Texas	97	42,433
Gwinnett County	Ga.	33	80,220	Garden Grove Unified	Calif.	98	42,423
Granite District	Utah	34	78,590	Alpine District	Utah	99	42,014
Long Beach Unified	Calif.	35	78,127	Corpus Christi	Texas	100	41,902
Fresno Unified	Calif.	36	77,023	Birmingham City	Ala.	101	41,839
Wake County Schools	N.C.	37	76,922	St. Louis City	Mo.	102	41,054
Virginia Beach City	Va.	38	75,926	Tulsa	Okla.	103	40,801
Cleveland City	Ohio	39	73,803	St. Paul	Minn.	104	40,732
Austin	Texas	40	73,191	Jefferson County	Ala.	105	40,422
Fort Worth	Texas	41	72,342	Pasco County	Fla.	106	40,114
Nashville-Davidson County	Tenn.	42	71,574	Brownsville	Texas	107	40,111
Polk County	Fla.	43	71,297	Pittsburgh	Penn.	108	39,716
Jordan District	Utah	44	70,761	Forsyth County	N.C.	109	39,554
Anne Arundel County	Md.	45	70,588	Pasadena	Texas	110	39,189
Mesa Unified	Ariz.	46	69,160	Clayton County	Ga.	111	39,149
Columbus City	Ohio	47	65,809	Okla City	Okla.	112	39,053
El Paso	Texas	48	64,880	Toledo City	Ohio	113	39,021
Mobile County	Ala.	49	64,645	Anoka-Hennepin	Minn.	114	38,344
Brevard County	Fla.	50	64,595	Kansas City	Mo.	115	36,598
Denver County	Colo.	51	62,773	Norfolk City	Va.	116	36,479
Tucson Unified District	Ariz.	52	62,624	Plano	Texas	117	36,426
Boston	Mass.	53	61,489	Howard County	Md.	118	36,125
East Baton Rouge Parish	La.	54	61,460	Rochester City	N.Y.	119	36,080
San Francisco Unified	Calif.	55	61,340	Harford County	Md.	120	35,956
San Antonio	Texas	56	60,419	Henrico County	Va.	121	35,934
Atlanta City	Ga.	57	59,560	Richmond County	Ga.	122	35,918
Davis District	Utah	58	58,122	Chatham County	Ga.	123	35,442
Jefferson Parish	La.	59	56,790	Montgomery County	Ala.	124	34,746
Northside	Texas	60	56,117	Cherry Creek	Colo.	125	34,714
Guilford County	N.C.	61	55,688	Alien	Texas	126	34,680
Volusia County	Fla.	62	55,530	Riverside Unified	Calif.	127	34,662
Portland	Oreg.	63	54,849	Calcasieu Parish	La.	128	34,487
Greenville County	S.C.	64	54,064	Mt. Diablo Unified	Calif.	129	34,410
Seminole County	Fla.	65	53,366	Chesapeake City	Va.	130	34,130

¹ Public school districts ranked by size of enrollment in fall 1994.
ISD=Independent School District.

Table 95.—Public elementary and secondary schools, by type and state: 1989–90 to 1994–95

State or other area	Total, all schools, ¹ 1989–90	Total, all schools, ¹ 1990–91	Total, all schools, ¹ 1991–92	Total, all schools, ¹ 1992–93	Total, all schools, ¹ 1993–94	Number of schools, 1994–95							
						Total ¹	Elementary schools ²	Secondary schools ³	Combined elementary/secondary schools ⁴				Other ⁵
									Total	Prekindergarten, kindergarten, or first grade to grade 12	Other schools ending with grade 12	Other combined schools	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States	83,425	84,538	84,578	84,501	85,393	86,221	60,808	20,282	2,764	1,505	642	617	2,367
Alabama	1,292	1,297	1,291	1,294	1,294	1,309	859	290	160	124	13	23	0
Alaska	495	498	495	494	496	498	185	87	206	157	6	43	20
Arizona	1,026	1,049	1,091	1,116	1,133	1,136	818	250	20	8	7	5	48
Arkansas	1,097	1,098	1,098	1,090	1,070	1,073	647	414	10	6	1	3	2
California	7,433	7,913	7,927	7,665	7,734	7,821	5,695	1,863	183	109	44	30	80
Colorado	1,337	1,344	1,397	1,399	1,419	1,460	1,031	343	22	5	9	8	64
Connecticut	983	985	988	993	1,000	1,045	784	206	48	15	8	25	7
Delaware	170	173	175	176	177	182	121	42	19	13	2	4	0
District of Columbia	184	181	180	181	173	175	120	37	4	0	0	4	14
Florida	2,505	2,516	2,517	2,504	2,615	2,733	1,906	471	350	189	82	79	8
Georgia	1,732	1,734	1,728	1,724	1,755	1,767	1,382	316	69	12	40	17	0
Hawaii	234	235	238	238	241	242	182	47	13	6	1	6	0
Idaho	574	582	597	605	603	608	380	202	19	11	2	6	7
Illinois	4,225	4,239	4,238	4,185	4,195	4,195	3,054	876	28	22	3	3	237
Indiana	1,923	1,915	1,908	1,902	1,912	1,912	1,390	430	33	14	10	9	59
Iowa	1,607	1,588	1,577	1,560	1,556	1,554	1,078	446	22	4	18	0	8
Kansas	1,459	1,477	1,472	1,483	1,482	1,491	1,048	427	14	7	3	4	4
Kentucky	1,385	1,400	1,400	1,395	1,372	1,374	991	338	2	0	1	1	43
Louisiana	1,536	1,533	1,518	1,453	1,459	1,459	989	315	119	94	14	11	26
Maine	748	747	743	742	706	733	552	130	16	9	5	2	35
Maryland	1,217	1,220	1,228	1,263	1,271	1,263	1,029	214	15	11	1	3	5
Massachusetts	1,817	1,842	1,764	1,772	1,791	1,831	1,437	335	27	17	6	4	32
Michigan	3,314	3,313	3,360	3,340	3,356	3,432	2,498	776	67	37	22	8	93
Minnesota	1,564	1,590	1,635	1,622	2,083	2,100	1,166	655	87	13	37	37	192
Mississippi	954	972	973	978	1,008	1,018	569	229	79	65	11	3	141
Missouri	2,151	2,199	2,205	2,188	2,217	2,234	1,432	574	33	3	21	9	195
Montana	758	900	898	899	900	899	537	362	0	0	0	0	0
Nebraska	1,524	1,506	1,495	1,454	1,427	1,419	1,012	363	21	15	3	3	23
Nevada	331	354	375	383	407	421	314	93	9	3	6	0	5
New Hampshire	444	439	449	450	461	458	355	99	4	3	0	1	0
New Jersey	2,264	2,272	2,284	2,292	2,287	2,295	1,786	397	5	2	2	1	117
New Mexico	658	681	686	700	709	715	533	169	4	1	1	2	9
New York	3,996	4,010	4,009	4,032	4,082	4,130	2,948	935	147	88	36	23	100
North Carolina	1,952	1,955	1,950	1,948	1,958	1,968	1,513	397	39	20	8	11	19
North Dakota	679	663	651	642	640	623	356	219	8	3	3	2	40
Ohio	3,715	3,731	3,805	3,821	3,818	3,812	2,696	869	119	46	23	50	128
Oklahoma	1,859	1,880	1,817	1,829	1,820	1,824	1,210	606	0	0	0	0	8
Oregon	1,190	1,199	1,196	1,217	1,219	1,213	904	261	39	29	7	3	9
Pennsylvania	3,276	3,260	3,252	3,197	3,193	3,190	2,362	712	30	9	11	10	86
Rhode Island	294	309	314	313	311	308	242	59	2	2	0	0	5
South Carolina	1,103	1,097	1,102	1,104	1,094	1,094	793	248	10	4	5	1	43
South Dakota	799	802	673	733	777	827	511	299	0	0	0	0	17
Tennessee	1,535	1,543	1,519	1,514	1,523	1,554	1,117	324	55	37	8	10	58
Texas	5,937	5,991	6,052	6,184	6,324	6,465	4,448	1,616	401	207	98	96	0
Utah	718	714	712	714	718	728	473	222	12	5	3	4	21
Vermont	336	397	395	399	400	394	297	55	17	12	5	0	25
Virginia	1,779	1,811	1,810	1,816	1,828	1,851	1,372	339	22	3	11	8	118
Washington	1,858	1,936	1,956	2,017	2,030	2,064	1,290	516	101	47	30	24	157
West Virginia	1,035	1,015	987	949	907	883	626	180	25	10	1	14	52
Wisconsin	2,019	2,018	2,029	2,030	2,032	2,030	1,480	521	29	8	14	7	0
Wyoming	404	415	419	410	409	411	284	118	0	0	0	0	9
Department of Defense dependents schools	—	—	—	—	—	190	132	42	16	12	3	1	0
Outlying areas	—	—	—	—	—	—	—	—	—	—	—	—	—
American Samoa	30	30	27	30	31	31	24	6	0	0	0	0	1
Guam	37	35	35	35	35	35	30	5	0	0	0	0	0
Northern Marianas	26	28	24	24	25	25	20	3	0	0	0	0	0
Puerto Rico	1,661	1,619	1,590	1,593	1,584	1,566	994	341	196	4	1	191	35
Virgin Islands	34	33	33	33	32	32	23	8	1	0	0	1	0

¹Includes special education, alternative, and other schools not classified by grade span.

²Includes schools beginning with grade 6 or below and with no grade higher than 8.

³Includes schools with no grade lower than 7.

⁴Includes schools beginning with grade 6 or below and ending with grade 9 or above.

⁵Includes special education, alternative, and other schools not classified by grade span.

—Data not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey. (This table was prepared October 1996.)