

Teaching/Title II proposal

Copy to
Mr. Cohen

September 16, 1997

The Honorable Richard W. Riley
Secretary, U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202

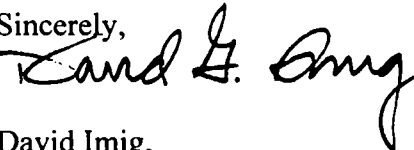
Dear Secretary Riley :

I am writing on behalf of the American Association of Colleges for Teachers Education (AACTE) to request that the Administration included funding in the FY 1999 budget request for a program within the Higher Education Act to support the recruitment, induction, and initial preparation of teachers.

As you and President Clinton have pointed out on many occasions, America is facing an increasing demand for well qualified teachers and we need to support preparation programs that will provide our children with the best possible educators. Terry Dozier's work on this issue clearly reflects your commitment to a federal presence in teacher education; a perspective shared by many in the Congress.

There appears to be wide-spread support for a new Title V of the Higher Education Act and I urge you to take the first step toward ensuring an adequate supply of qualified teachers by including funding for that Title in the Department's FY 1999 budget request.

Thank you for your time and consideration of this request.

Sincerely,


David Imig,
Chief Executive Officer

CC: ~~Marshall Smith~~
✓ Robert Shireman
Barry White
Susan Frost
Terry Dozier

Teaching /
Minor / President

NATIONAL

1. The Washington Post

07/03/97; Edition: FINAL; Section: A Section: Page A03

New Portrait Improves Profile of U.S. Teachers; Survey Shows More Education, Experience

By Rene Sanchez
Washington Post Staff Writer

A new portrait of the nation's public school teachers shows most have much more classroom experience and academic training than their predecessors decades ago.

The majority of current teachers — 54 percent — have received a master's degree or completed comparable college work, a rate twice as high as it was in 1971.

They are also a veteran group, averaging about 16 years of experience, compared with 10 years two decades ago. The typical American teacher today is a 43-year-old married woman who earns an average of \$35,549 a year.

Those are some of the primary findings of a new survey by the National Education Association (NEA), the nation's largest teacher union with 2.3 million members. Since 1961, the group has polled a national sample of teachers once every five years, and the results long have been used as a barometer of how the profession is evolving.

This year's results resound with optimism about the state of American teaching and stand in contrast to several other recent national studies that have raised questions about how teachers are trained and how they instruct students.

Last fall, a bipartisan national commission on teaching suggested that too many teachers lack proper academic credentials, receive poor professional training after they are hired, and quit the profession after only a few years of classroom work.

The NEA study did not address the same array of issues. But the new study, based on a 1996 survey of more than 1,300 randomly selected teachers nationwide, contends that with the exception of few areas American teaching has made substantial progress over the past few decades.

"Children attending public schools today are in good hands," said Robert Chase, the NEA president. "They are being taught by the most experienced teachers ever."

The average age of teachers has risen steadily the past 20 years, according to the study — from 36 years old in 1976 to 43 now. And many more teachers have been on the job a long time; nearly 40 percent have worked in schools at least 20 years.

In 1976, only 14 percent had that much experience. The study extols that change, but other reports have noted another consequence of the graying of the nation's teacher corps: It will soon put great pressure on schools to hire millions of recruits.

Today's teachers are more likely than those of past decades to be instructing students in a subject and grade level that was the focus of their academic training, the survey shows.

About 83 percent of teachers have classroom jobs that match their college major, up from about 70 percent in the early 1960s.

The survey also explored more subtle habits of teachers. For example, they spend an average of about \$400 of their money each year to meet student needs

and work about 47 hours a week, 11 of which are unpaid and spent grading papers or preparing lessons.

Elementary school teachers have an average class size of 24 students, while high school teachers tend to have 31 students per class.

And in a sign of how the management of many schools is changing, more than half the teachers questioned in the survey said they help make budget and hiring decisions, up from 35 percent in the 1970s.

Teachers' satisfaction with their jobs is improving, but it is still not nearly as high as in the late 1960s and early 1970s.

Today, about 63 percent of teachers say they would choose the career again, compared with only 46 percent in 1981.

Among the most serious challenges the survey highlights is the lack of progress schools have made in increasing the ranks of male and minority teachers. Nationwide, student enrollment is becoming ever more diverse, but the portrait of teachers is hardly changing. Just as a generation ago, the overwhelming majority are white, and most of those are women.

The number of men choosing to enter the profession is declining. According to the survey, the percentage of male teachers in the nation's public schools has dropped from 34 percent in 1971 to 25 percent today.

Meanwhile, the percentage of minority teachers in schools nationwide is still as low as in the 1970s — about 8 percent. ■

security report, according to a June 19 letter from the department to Tech President Paul Torgersen.

Tech released the letter Wednesday following media inquiries.

"Generally speaking, there's not much here," Tech spokesman Larry Hincker said. "This is bureaucratic nitpicking."

But Hincker said Tech will comply with the ruling. He said the university publishes procedures for reporting sex offenses in other student publications and didn't feel the need to repeat them in the security reports.

Attorney Eileen Wagner, who represents Ms. Brzonkala in the lawsuit against Tech and the football players, said the Education Department's action bolsters her client's claims.

"Essentially this vindicates Christy Brzonkala," said Ms. Wagner. "We are amazed that Virginia Tech takes such a cavalier attitude about this federal law."

Ms. Brzonkala, who has asked that her name be used in stories about her case, contends that football players Tony Morrison and James Crawford raped her in their dorm room in September 1994. She did not go to police but reported the incident to Tech's Women's Center in the spring of 1995.

Both men, who are no longer on the football team, denied the allegation.

In a campus investigation, Tech's disciplinary board cleared Crawford. Morrison was cited for violating the school's abusive conduct policy and was suspended but later was allowed to

return.

Last year, Ms. Brzonkala became the first alleged sexual assault victim to sue under the 1994 Violence Against Women Act, which allows victims of gender-based crimes to seek damages in federal court.

Last July, U.S. District Judge Jackson Kiser of Roanoke dismissed Ms. Brzonkala's suit, which contended that Tech violated her civil rights in the way it handled her complaint. Kiser ruled that Congress exceeded its constitutional authority in the law.

An appeal of Kiser's ruling is pending before the 4th U.S. Circuit Court of Appeals.

Ms. Brzonkala has left Tech and attends George Mason University ■

22. Associated Press

7-02 12:33p

KOTV anchor leaves post to teach

TULSA, Okla. (AP) - Longtime KOTV news anchor Glenda Silvey will leave the post Aug. 1 and become a public school teacher.

Ms. Silvey, co-anchor of the 6 and 10 p.m. newscasts on the Tulsa television station, said Tuesday that she has many reasons for leaving.

"The predominant one, of course, is that this is a very difficult schedule for anyone with a family," said Ms. Silvey, who has a 15-year-old daughter. "One of the greatest blessings of my life is my marriage and I am tired of being parted

from my family."

She also cited the prospect of being a "middle-aged woman" in television.

"We have to be realistic in assessing what are the long-term prospects," said Ms. Silvey, who is in her late 40s. "Not that anything has been said to me about it, but you know what happens in television."

She said she has received no indication from the station that her contract would not be renewed "but it has always been important for me to control my departure from this

business."

Ms. Silvey has served as a news anchor at the CBS-affiliate since 1985.

She already has teaching credentials and certification and will teach secondary-level English in Tulsa Public Schools, she said.

Ron Longinotti, the station's vice president and general manager, said he respects Ms. Silvey's decision.

"It's a loss for KOTV but we have several capable individuals here who will emerge as candidates for her replacement," he said ■

*Tuesday
Minn
recruiting*

23. Fort Worth Star-Telegram

July 2, 1997

91% of nation's public school teachers are Anglo, study finds

By Janette Rodrigues
Star-Telegram Staff Writer

A snapshot of America's public school teachers shows an experienced, highly educated work force that is aging and overwhelmingly Anglo, according to a National Education Association survey released yesterday.

The survey of 1,325 teachers found an average of at least 16 years in the classroom, making them the most

experienced group since the NEA began compiling the information in 1961.

But local and national NEA officials say the survey warns that while the student population is growing increasingly diverse, the teaching profession remains predominantly white and female.

Some 91 percent of all public school teachers are Anglo; 7 percent are

African-American; 11 percent are Asian or Pacific Islander, and 1 percent are American Indian or Alaskan native. Four percent of those surveyed said they are of Hispanic descent. (Hispanics may be of any race.)

"We probably have a higher percentage of black teachers than that [in Fort Worth], but not a great deal more," said Mary Hepp, director of the Texas State Teachers Association and

National Education Association services for the Fort Worth Education Association.

She added, "The teaching profession as a whole is becoming more and more Anglo, because the opportunities have increased so for minority youngsters" in other fields.

The NEA's "Status of the American Public School Teacher" survey was compiled in 1996, and has a margin of error of plus or minus 2.3 percentage points.

Many of the national survey findings mirror those of teachers in Tarrant County, say local NEA officials.

The 2.3-million-member teachers union, which is holding its annual meeting in Atlanta this week, collects comprehensive information on educators every five years.

"Their data is very consistent with what we find when we survey teachers and what the U.S. Department of Education finds," said Emily Feistritz, president of the National Center for Education Information in Washington, D.C.

The latest survey found:

Sixty-six percent of teachers are 40 or older, with the average age being 43; 46 percent of teachers entered the profession more than 20 years ago.

Elementary school teachers are teaching an average of 24 students per class; secondary teachers have an average class size of 31 students.

Forty-two percent of teachers

classify themselves as Democrats; 29 say they are Republican, and 29 profess no party affiliation.

Eighty-three percent of educators teach in the grades and subjects matching their major field of study in college.

Teachers spend an average of \$408 of their own money every year for classroom supplies and materials.

About 147 percent are teaching in rural areas or small towns; the rest are split between the cities and suburbs.

"I think it means that public school education has continued to improve and we are meeting the needs of the children," Joe Tijerina, regional field manager for the Texas State Teachers Association, the local NEA affiliate.

"But we have some problems. We're not attracting a diversity of folks. There should be role models for all the students, boys and girls. This is a flourishing, melting pot community. We are teaching a more diversified group of kids than we've ever taught," Tijerina said.

In Fort Worth, it's a crowded melting pot compared with the survey's national average.

While Texas law requires school districts to maintain a 1-to-22 teacher-student ratio for kindergarten through third grade, "it gets a little hairy" from then on, Hepp said.

She added that it is not unusual for some middle and high schools in the Fort Worth school district to have as

many as 38 or 40 students in some basic classes such as English.

Feistritz cautioned that some survey results can be misleading, such as data on average age of teachers.

Teaching has become a second career for more and more people, she said, "so they are older, but not because they have been there a long time."

At a recent Fort Worth school district job fair, Hepp said, she saw many older, second-career teachers looking for jobs among the crop of traditional, 20-something teachers.

The Education Department reported last year that, nationwide, 6,000 additional schools and 190,000 more teachers will be needed in the next decade.

But the teaching force is getting older, entering retirement age in growing numbers.

In Texas, while more teachers are retiring, the number of children reaching school age is growing, the Texas Education Agency reports.

Allen Henderson, dean of the School of Education at Texas Wesleyan University, said there are benefits and drawbacks to having an older, experienced work force.

"You have teachers trained at a different environment, and at a different time," he said, referring not to skills but to mind-set. "Diversity issues, and issues of inclusion, are issues the experienced teacher is experiencing." ■

24. The Washington Post

07/03/97; Edition: FINAL; Section: Weekly - MD; Page M01

A Changing Honors System; Many County Schools No Longer Name Valedictorians

By Peter A. McKay

Washington Post Staff Writer

Two-thirds of Montgomery County public high schools have stopped naming valedictorians, even though they never had to do that under a policy that ended reporting of students' class rank to universities.

Elimination of the valedictorian honor has been an unintended effect of the policy change, which school officials say was designed only to deemphasize the importance of class rank in the college admission process and in students' high school course

choices.

TD Instead, individual schools, made wary of student comparisons in general, abolished or altered an age-old part of the U.S. high school experience.

"The only thing the school board has done is eliminate class ranking as something that's reported to colleges," said Brian Porter, spokesman for the Montgomery County public schools. "They didn't banish the comparison of anybody by anyone."

Still, only six of Montgomery's 21 public high schools recognized valedictorians at their graduations this

year, one school honored an "academic leader," and the 14 other schools recognized larger groups of achievers instead of the student or students with the highest grade point averages.

In many instances, the decision not to name a single valedictorian had more to do with what high school administrators inferred from a 1993 policy change than what county officials intended by it.

Before the change, Montgomery high schools were required to include class rank on each student's transcript. When the school board revised the

ATTRACTING AND PREPARING TOMORROW'S TEACHERS: INVESTING IN QUALITY FOR THE 21ST CENTURY

To have the best schools, we must have the best teachers...and, we should challenge more of our finest young people to consider teaching as a career.

-- President Clinton, 1997 State of the Union Address

Today President Clinton proposed a \$350 million initiative to attract talented people of all backgrounds into teaching at low-income schools across the nation, and to dramatically improve the quality of training and preparation given to our future teachers. This new initiative will help bring nearly 35,000 outstanding new teachers into high-poverty schools in urban and rural areas over the next five years. In addition, it will upgrade the quality of teacher preparation at institutions of higher education that work in partnership with local schools in inner city and poor rural areas. The President's initiative will help recruit and prepare teachers nationwide to help our neediest students succeed in the 21st century.

A NATIONAL CHALLENGE: RECRUITING AND PREPARING THE BEST TEACHERS FOR THE CLASSROOMS THAT NEED THEM THE MOST.

Nationally, two million teachers must be hired over the next decade to accommodate rapidly growing student enrollment and an aging teaching force. The most severe shortages will occur in high-poverty urban and rural schools, which must hire 350,000 teachers over the next five years.

Urban and rural schools serving high percentages of poor students face especially serious challenges in their teaching forces, with many teachers arriving without the qualifications or preparation needed to succeed and with high rates of attrition. In urban districts, up to 50% of teachers leave the profession within the first five years. In high poverty schools across the U.S., one-third of students take math from teachers with neither a major nor a minor in mathematics. Meeting our national challenge requires providing a sufficient number of well-prepared teachers to fill the expected vacancies in urban and rural schools.

MEETING THE CHALLENGE: RECRUITING NEW TEACHERS INTO HIGH- POVERTY SCHOOLS AND IMPROVING THEIR PREPARATION

Teaching Fellowships to Help Talented People from All Backgrounds Teach in High-Poverty Schools. The President's initiative will provide five-year competitive grants to institutions of higher education with high-quality teacher preparation programs, in partnership with local schools and others, to offer scholarships and other support to prepare prospective teachers who commit to teach in under served urban or rural schools for at least 3 years. Scholarships could cover costs of tuition, room, board, and other expenses of completing the teacher preparation program -- as well as some costs of mentorship or additional preparation for scholarship recipients in their first two years of teaching. The President's proposal will help recruit nearly 35,000 teachers over five years, meeting nearly 10% of the need for new teachers in high poverty urban and rural communities.

Scholarships for young people and adults making a career change into teaching . Eligible scholarship recipients would include undergraduate and graduate students, former military personnel, education paraprofessionals or teacher aides desiring full teacher certification, and other mid-career professionals looking to enter into the teaching profession.

A commitment to bringing outstanding new teachers into high-poverty schools . Eligibility would be limited to those making a commitment to teach in high-poverty schools for at least three years. Scholarship recipients who do not complete the full three years would repay the institution of higher education from which they received their teaching credentials.

Support for Institutions of Higher Education to Strengthen Preparation of Future Teachers in High-Poverty Schools The initiative will provide competitive five-year grants to 10-15 national ■lighthouse■ models of excellence -- institutions of higher education that operate the highest quality teacher education programs. Each institution receiving a ■lighthouse■ grants will use a majority of these resources to help 8-15 other institutions of higher education improve their teacher preparation programs, helping to improve the preparation of future teachers at 150 institutions of higher education across the nation . These institutions must place a large number of graduates in high-poverty urban or rural schools.

Drawing on research and best practices, and holding institutions of higher education accountable for performance. Grant recipients would use the most proven and effective strategies, such as: forging strong links between schools of education and their universities' departments of arts and science, providing future teachers with mentors and structured opportunities for teaching in elementary and secondary school classrooms, and incorporating the use of educational technology into teacher preparation. Continuation grants will be given to institutions making demonstrable progress toward clearly defined objectives.

Straightline

	1999	2000	2001	2002	20003
Recruitment Amount	35,000,000	35,910,000	36,843,660	37,801,595	38,784,437
First Award	35,000,000	35,910,000	36,843,660	37,801,595	38,784,437
First Match	38,888,889	44,887,500	52,633,800	63,002,659	77,568,873
Second Award					
Second Match					
Third Award					
Third Match					
Total	38,888,889	44,887,500	52,633,800	63,002,659	77,568,873

Scholarships

	1999	2000	2001	2002	20003
Scholarships	7,778	8,978	10,527	12,601	15,514
First year	7,778	1,200	9,327	3,273	12,240
Second year	0	7,778	1,200	9,327	3,273

Total Scholarships	33,818
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Lighthouse Amount	30,000,000	30,780,000	31,580,280	32,401,367	33,243,803
Title V Total	65,000,000	66,690,000	68,423,940	70,202,962	72,028,239

total - 342.34 million

WHITE HOUSE STAFFING MEMORANDUM

DATE: 7/15 ACTION/CONCURRENCE/COMMENT DUE BY: 12 noon 7/16SUBJECT: Revised NAACP Convention Remarks

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	McCURRY	☐	☒
BOWLES	☒	☐	McGINTY	☐	☐
McLARTY	☐	☐	NASH	☒	☐
PODESTA	☒	☐	RUFF	☐	☐
MATHEWS	☒	☐	SMITH	☒	☐
RAINES	☒	☐	REED	☒	☐
BAER	☐	☐	SOSNIK	☒	☐
ECHAVESTE	☒	☐	LEWIS	☒	☐
EMANUEL	☒	☐	YELLEN	☐	☐
GIBBONS	☐	☐	STREETT	☐	☐
IBARRA	☐	☐	SPERTING	☒	☐
RADD	☐	☐	TARULLO	☐	☐
MARSHALL	☒	☐	VERVEER	☐	☐
HILLEY	☒	☐	WALDMAN	☒	☐
KLAIN	☐	☐	<u>Cohen</u> →	☒	☐
BERGER	☐	☐	<u>Kagan</u>	☒	☐
LINDSEY	☐	☐	<u>Moore</u>	☒	☐
			<u>Johnson</u>	☒	☐

REMARKS:

Comments to Jerry Edmonds

RESPONSE:

PRESIDENT WILLIAM J. CLINTON
88TH ANNUAL NATIONAL NAACP CONVENTION
PITTSBURGH, PENNSYLVANIA
JULY 17, 1997

R. Cay
Acknowledgments: Myrlie Evers-Williams; Kweisi Mfume; Sec. Herman; Sec. Slater; I also want to congratulate all the NAACP award winners of this convention -- especially two outstanding government servants: General Ronald R. Fogelman, Chief of Staff of the United States Air Force and Admiral Robert E. Kramek, Commandant of the Coast Guard -- winners of this year's NAACP Meritorious Service Awards which were presented last night.

I am honored to be here to add my voice to your discussion of what we must do together to prepare our people for the vast opportunities and challenges of the 21st century. [But, before I begin -- *Flight 800 anniversary moment of silence?*]

It is fitting that the NAACP has made education the focus of this conference. For 88 years now, this great American treasure has been a leading voice for equality of opportunity in America. And you have always emphasized education as the key to helping all our people make the most of their God-given abilities. That was true in 1909 when you issued a mighty call for America to do its "elementary duty in preparing [African-Americans] through education for the best exercise of citizenship." It was true in 1954 when Thurgood Marshall and the NAACP Legal Defense Fund led the successful fight to end segregation in our schools. And is true today, when we know that, more than ever, knowledge is power.

Each generation must fight its own battles in the ongoing struggle for equal rights. A generation ago, it was the fight simply to open the schoolhouse door that united Americans from every race and background. Today, the struggle for educational excellence must be our great mission. We must demand high standards of every student -- demand that our schools and teachers meet world-class standards -- demand that every child be given the opportunity to succeed in the new economy. And that mission, too, is one that must unite all Americans of every race and every background.

I want to talk with you today about our national obligation to provide a quality education to every American child, regardless of race or economic status. More than anything else we do, that is how we will reach our goal of building One America for the 21st century.

Last month, in San Diego, when I called our nation to begin a serious examination of the lingering problems and limitless possibilities of our growing racial and ethnic diversity, I was inspired in large measure by the example of the NAACP. The echoes of the NAACP's original call for racial justice are still ringing in the hearts of many Americans. Just a few days ago in Washington, the great scholar, John Hope Franklin convened the first meeting of our Advisory Board on racial reconciliation. I am pleased that Judith Winston, general counsel at the Department of Education, has agreed to serve as the board's executive director. She too

has stood on the front lines for many years as a soldier for justice. The goal of the advisory board, my goal and your goal is the same -- to help us find a way to make our vibrant and growing diversity, not the great problem, but the great promise of the 21st century.

In that new century, America will be more diverse than ever before. Today, the state of Hawaii has no majority racial or ethnic group. Within the next three years, the same will be true of California. Already five of our largest school districts draw students from over 100 different racial and ethnic groups. We know what we are going to look like in the next century. The great question facing us is what are we going to be like? We know that we are a stronger, more secure and healthier nation when we unite around our shared values and work together to solve our common problems.

As we work to address new challenges, we must draw upon the great moral lesson that this organization has taught America. The battle against forced segregation was one of the noblest chapters in American history. But, today, 43 years after Brown v. Board of Education, most African American and Latino students attend predominantly minority schools. We must make sure that all schools in our society meet the highest standards. But we must also recognize the essential truth of what the NAACP fought for in 1954 and fights for today. Separate but equal can never be truly equal. America must never retreat from our goal of a fully integrated society. We may disagree about how to get there, but we should continue to stand together in our determination to end segregation -- in our housing, in our workplaces, and especially in our schools. As the great Thurgood Marshall once said, "Unless our children begin to learn together, there is little hope that our people will ever learn to live together." That is the dream that unites us.

During the past four-and-a-half years, I have worked hard to expand opportunity and strengthen those values that bind all Americans together.

We have worked to strengthen the civil rights protections that are essential to moving this nation forward: From our commitment to mend, not end affirmative action ... to our determination to vigorously enforce our civil rights laws ... to our insistence that Congress give us the resources to deal with the current backlog of discrimination claims. We know that a strong commitment to civil rights is not about protecting one group of Americans at the expense of another. Civil rights guarantees are America's great promise of inclusion and fairness and they lift up all our citizens.

That is the vision that drives the person I have nominated to become the next Assistant Attorney General for Civil Rights, Bill Lee. A child of Chinese immigrants, he has devoted his life to social justice for his people and for all Americans. He is a member of the NAACP family, having spent most of his career as a civil rights lawyer with the NAACP Legal Defense and Educational Fund. I want to thank Chairwoman Evers-Williams and President Mfume for your strong support of his nomination. We all know he will do an outstanding job.

We have also worked to expand economic opportunity and ensure that prosperity touches every community.

In 1993, I put in place a new economic strategy that I call "invest and grow." With the strong support of [members of Congress in attendance], we cut the deficit, expanded investment in our people, and expanded exports abroad. Our strategy has worked. Our economy is once again the strongest in the world. Unemployment is the lowest it has been since 1973; 12.5 million new jobs; the largest decline in income inequality since the 1960s; typical family income for African Americans has increased by \$3,000 since 1992; home mortgage lending to African Americans has increased 70 percent since 1993; a more than 75 % cut in the deficit.

We are also building a more cohesive society. Last year, we had the largest decline in crime in 36 years. Murders dropped an astounding 11 percent. And we have seen a stunning drop in our welfare rolls. There are millions more families earning paychecks and living lives of dignity and respect -- 3 million fewer people on welfare than the day I took office and 1.2 million fewer since I signed welfare reform into law. This is the largest decrease in the welfare rolls in history, giving us the lowest percentage of our population on welfare since 1970. We have begun to break the cycle of dependency and elevate our values of work, family and responsibility. But, we still have more to do.

I am determined that we must do more to make sure that all our people are able to reap the rewards of prosperity. We have moved from a social service model to an economic growth and private development model in our approach to creating jobs and opportunity in our central cities. The balanced budget agreement that I reached with the Congress will double the number of Empowerment Zones that have helped cities like Detroit cut the unemployment rate in half.

We must take other steps to help welfare recipients get to the new jobs, which are often outside their neighborhoods. That is why we included \$3 billion in our balanced budget to create jobs and move people from welfare to work. Transportation Secretary Slater and I also recently proposed legislation providing \$600 million to help states and local communities devise transportation strategies to move people from welfare to work. And we have enlisted the business community in our Welfare-to-Work partnership to ensure they do their part in hiring welfare recipients and recruiting others to do the same.

Equal opportunity, equal access to good jobs, racial reconciliation and a renewed commitment to personal responsibility are important to our efforts to prepare our people and our nation for the 21st century. But we will never make real our ideal of One America unless we give every American, of every background, access to the world's best schools, the world's best teachers, and the world's best education.

Today, more than ever, we know that knowledge is power. New technologies and the

globalization of communications and our economy require that we acquire new skills. We also must make it possible for more of our young people to go to college and for all of us to have access to life-long learning.

This means, above all, demanding high standards, high expectations, and high levels of accountability -- of our students, our schools, and our teachers. And it means we must give all our students the tools to meet these standards and master the basics. If we do this, I know that all our children, no matter where they live, can achieve. We have already taken the first major step by overhauling the Title I program to raise expectations and end the watered down curriculum that was routinely offered up to low income children.

In my State-of-the-Union Address I called for national standards for the basics -- not federal government standards, but national standards, of what every child must know to do well in the world of the 21st Century. I believe we should begin by testing every 4th grader in reading, and every 8th grader in math, by 1999, to make sure these standards are met. I believe this must be our nation's central educational priority.

We don't do anyone any favors by not holding them to high standards. When we see people in difficult circumstances, sometimes out of the goodness of our heart, we exercise our compassion by expecting less of them -- and we are selling their future right down the drain every time we do it. Yes, demanding high standards can be painful, but not worse than the pain and betrayal of meaningless diplomas: students graduating without the knowledge and skills demanded in today's global economy. **We must not replace the tyranny of segregation with the tyranny of low expectations.**

While more money and resources are acutely needed in our urban schools, the real problem is the tyranny of low expectations. We know that African American, Latino and other minority students can achieve at the highest levels if they are taught at the highest levels. Despite the dire conditions of many urban schools, some urban schools are succeeding. Every city can point to schools where committed teachers and staff manage to inspire and equip students with the knowledge and skills they need to achieve at the highest levels. These schools show us that given proper support, all children can learn despite the extra hardships they may carry with them to school. We must spread these successes and challenge more of our children to reach for the stars.

We know that there is a disturbing gap in achievement and attainment between low income students and the more advantaged, between black and white.

This is due in large part to the wide disparity of burdens between urban and suburban schools. Too many children in our urban schools carry more than their books to school. They carry poverty and the effects of growing up in single parent homes. They carry unmet medical needs. They carry the burden of crime and drugs in their neighborhoods. Many more immigrants attend our urban schools, bringing with them language and cultural adjustment

problems. For these and other reasons, it costs more to run an urban school than a suburban school.

As we hold all our students to high standards, we must give all our students the tools they need to meet those high standards. We must frankly recognize that today, too many schools are not serving our children well; that too many children from our inner cities and poor rural areas are graduating without the skills they will need to get good jobs. That is our failure. Along with demanding more of our students, we must hold schools and teachers and parents to high standards too.

It is clear: we need a bold, national effort to improve schools that serve minority inner city and rural children. This is not an either/or proposition. While we continue to pursue our long-term goal of a truly integrated society, we must lift up our failing schools -- and we must do it now.

Here is what I believe we must do as a nation to make sure that all our schools meet the highest standards.

The first thing we must do, very simply, is to commit as a society that all our children will have the help they need to meet these standards. This is a cause that must enlist every parent, every businessperson, every community leader. That is why we are mobilizing one million tutors to make sure that by year one of the next century, every 8-year-old, wherever he or she lives and whatever their native language is, can read independently by the 3rd grade.

Second, we must make sure that all our schools in every community have high-quality teachers. Our nation faces a significant teacher recruitment challenge. Over the next decade, we will need to hire over 2 million teachers because of increasing teacher retirements and an enrollment boom that will bring more students than ever before into our classrooms -- a total of 54 million students by the year 2006. Fifteen percent, or 345,000 of those teachers will be needed in central city schools with large concentrations of low-income students. An additional 207,000 teachers will be needed in isolated, and often poor, rural areas.

Today, I am announcing a new initiative to help recruit and prepare teachers to teach in urban and rural communities. Next month, as part of the reauthorization of the Higher Education Act, I will forward to the Congress my proposal for a new national effort to attract quality teachers to central city schools. Our plan will offer scholarship incentives for people who will commit to teach for at least three years in high poverty communities, with special emphasis on recruiting minorities into teaching. While a third of America's students are minority, only 13 percent of their teachers are. Our nation's schools need a diverse and excellent teaching force. And our plan moves us in that direction. NCEs

Our proposal also includes funds to strengthen teacher preparation programs, so

Doris -
703-280-
2847

that those who go into teaching will be better prepared to teach students served by urban and poor rural schools. We know that students in distressed areas who need the best teachers, often have teachers who are the least qualified. Right now, 71 percent of students taking courses in chemistry and physics and 33 percent of English students in high-poverty schools take classes with teachers who lack even a college minor in their field. Our proposal will not only focus on training future teachers well; it will also improve the quality of teaching in those schools now through partnerships between the schools and teacher training institutions.

1/3
Third, I believe our nation must commit to rebuilding rundown schools -- many of which are located in our central cities. Today, 40% of school buildings need major repair or outright replacement. My tax plan includes tax credits to finance the rehabilitation and construction of schools in distressed neighborhoods. Students can't learn in buildings that are falling down, in disrepair or seriously overcrowded.

Fourth, we must make the advantages of technology available to all students wherever they live. I have challenged the nation to connect every classroom and library to the Information Superhighway by the Year 2000; to make it affordable, and to provide well-trained teachers who can help our students navigate this exciting new world of learning. If we do this, for the very first time, a child in the poorest central city or the most isolated rural hamlet will have access to the same universe of knowledge, at the same time, as a child in the wealthiest suburb.

And finally, our children have a right to go to schools that are safe and drug free. Fear must not be a part of their daily routine. No child should be afraid to walk to school or walk the halls. And it is simply unacceptable that we have children falling behind in learning because of disruption in the classroom. That is why we have fought hard to keep weapons and drugs out of our schools. And it is why we have supported parents and communities who want to make school uniform and truancy programs a part of their efforts to improve school safety.

Preparing all our children to meet high standards. Getting and keeping good teachers in our urban and poor rural schools. Putting technology at the fingertips of every student. Rebuilding dilapidated schools. Creating safe and drug free schools. If we commit ourselves to taking these actions, we will enter the new century stronger and better prepared than ever before. While education is largely a state and local responsibility, I believe it must be a national priority. That is why I am calling on everyone in this room and everyone across America to step up to this challenge.

But there is more to this than numbers, statistics and a plan of action. Let's be honest: underlying the problems of urban and minority schools is the problem of racial division. We know we have to do more to improve the schools and quality of education available to millions of black and brown children in America, but color keeps getting in the way. It is time to get beyond the color line. It is time to roll up our sleeves and go to work to provide quality

schools and quality education to all our children.

That is why our initiative\ on race is so important. It is only by talking with one another, and learning from one another that we can begin to reveal the truth, move beyond our divisions and find common ground.

This September marks the 40th anniversary of the integration of Little Rock's Central High. I was only 11 years old when the nation's attention was riveted by the scene of 9 black children being escorted by armed troops on their first day of school. I also remember that when others refused to stand up for those black children, the NAACP, led by a woman named Daisy Bates, stood with them and walked with them every step of the way. Today, let us honor the spirit of Daisy Bates and so many others who gave their lives in the cause of freedom and equality by joining hands and walking with our children into a new era of excellence in education that leaves no one behind.

Thank you and God bless you all.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Bill Kincaid

ORGANIZATION: DPC

PHONE NUMBER: _____

FAX NUMBER: 456-7028

FROM: Terry Dozier

PHONE NUMBER: 401-0607

MESSAGE: Here are the email messages
we've sent Gus and David
Haselkorn's list of possible names

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IMPACT OF TEACHER RECRUITMENT PROGRAM IN "GOTHAM CITY"Needs of the city for teachers:*Gotham City has 8,000 students.*

Over the next ^{how many?} few years, 600 teachers will retire.

City will also need to hire an additional 200 teachers because of growth in enrollment.

City enrollment is 60 percent minority, but the current teaching force is only 20 ^{percent} minority. Gotham City would like to increase the level of minority representation in the teaching force.

Grant to Thomas Jefferson State University

TJSU operates an outstanding teacher training program. The University enters into an agreement with the Gotham City School District to train some of the teachers the district needs -- particularly minority teachers; as well as teachers in the subject areas ^{where} the district is having trouble recruiting qualified people.

*such as
math
special
education*

TJSU currently graduates 300 prospective teachers annually. The U.S. Department of Education makes an \$800,000 five-year grant to TJSU-Gotham City partnership, which the university uses to produce an additional 160 graduates over the 5-year period of the grant. The University uses 60 percent of the grant for scholarships for those 160 students (average of \$3000 per student). It uses the remaining funds for support services and other grant activities.

By the end of the grant period, the 160 new teachers, 100 of whom are minority, have graduated from TJSU and entered the Gotham City teaching force. The grant to TJSU has thus provided for 20 percent of the five-year need in Gotham City for new teachers. TJSU has also increased its production of ^{new} fully certified new teachers by ^{about} more than 10 percent, helping to meet the national need for new teachers.

Is this what you need?!

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The public school system in Urbantown, U.S.A., is facing a growing mismatch between its student population and the available teaching force. Approximately 61 percent of the students served by the school system are African American, while only about 37 percent of the available teaching force is African American. Furthermore, 1996-97 projections indicate that at least 166 African American teachers will be eligible for retirement by the year 2005.

In response to this growing disparity, concerned administrators of the public school system have joined forces with local institutions of higher education, teachers' unions, and a wide array of community leaders to build a program to recruit and train minority teachers. Their collaboration led them to recognize that a rich pool of candidates was within their reach--teacher aides, substitute teachers, and other paraprofessionals already working in the schools. The group has proposed to specifically target minority and male applicants who could be trained to return to the school system as well-prepared teachers. They have called the program "Path to Urban Teaching" and plan to apply for Title V funds.

Applicants would be required to be employees of the school system and to have strong recommendations. They would go through a careful screening and selection process. Each scholar would need more than 60 transferable credits toward completing the teacher education program and above average grades. Most importantly, potential scholars would need a demonstrated commitment to children in urban areas, as well as an interest in primary education, special education, or secondary education.

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The program would be considered successful if scholars made good grades, saw the program through to completion, and most important, became valued teachers within the Urbantown Public Schools who remained committed to teaching in the community.

Memo

To: Terry Dozier
From: David Haselkorn
Subject: Some Possibilities for Title V Program Names
Date: July 16, 1997

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Addressing the Needs of School Districts: TJSU works in close partnership with ten school districts in its region to prepare teachers well for the communities in which they will be teaching. The teachers and administrators in these districts help to design the teacher preparation program at the university; master teachers work with the university to help prepare teacher candidates; and education faculty work in the local schools with student teachers and others. TJSU also focuses on recruiting, preparing, and retaining minority candidates in its teacher preparation programs because the area's students are much more diverse than the teacher force.

Spreading Best Practices: TJSU has partnered with twelve other institutions of higher education: two community colleges and ten 4-year colleges and universities that want to improve their teacher education programs. The partners vary in size, type of students served, and region of the country. With the grant, TJSU helps its partner institutions to improve their teacher education programs by providing technical assistance and financial resources to implement program improvements.

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BUSING

Question: Do you support school busing?

Answer: I strongly support integration in our schools and throughout our society. And as the Supreme Court said in Brown, illegal intentional segregation and all its vestiges must be eliminated, root and branch, in our public schools. We have made important progress in this area and provided more equal educational opportunity through remedies including redrawing boundary lines, high quality magnet school programs, voluntary student transfers, and, where necessary, mandatory student reassignment, or “busing.” This Administration has not found it necessary to seek mandatory student reassignment in the cases we have brought, and we are unlikely to do so. The types of cases in which the remedy has been used have mostly been litigated already. But I would not want to rule out busing in advance for any and all cases. We will do what we need to do to faithfully enforce the law.

Question: Didn’t you say when you were elected Governor in 1978 that “busing and breaking up neighborhoods” didn’t sit well with you?

Answer: I also said that I was very much in favor of integrating schools, and I still believe that. In fact, as Governor I worked very hard to negotiate and pass through the state legislature a settlement to the long-standing Little Rock school desegregation case. I think integration should be our goal, and when we are faced with the constitutional violation of intentional segregation, we should focus first on remedies other than busing to achieve that goal.

VOTING RIGHTS

Question: What is the Administration going to do to enforce the Voting Rights Act?

Answer: The Administration is still committed to ensuring minority voters a fair opportunity to participate in the electoral process. We will continue to defend fair redistricting plans that are challenged, where those plans are consistent with the standards set out by the Supreme Court in its recent decisions.

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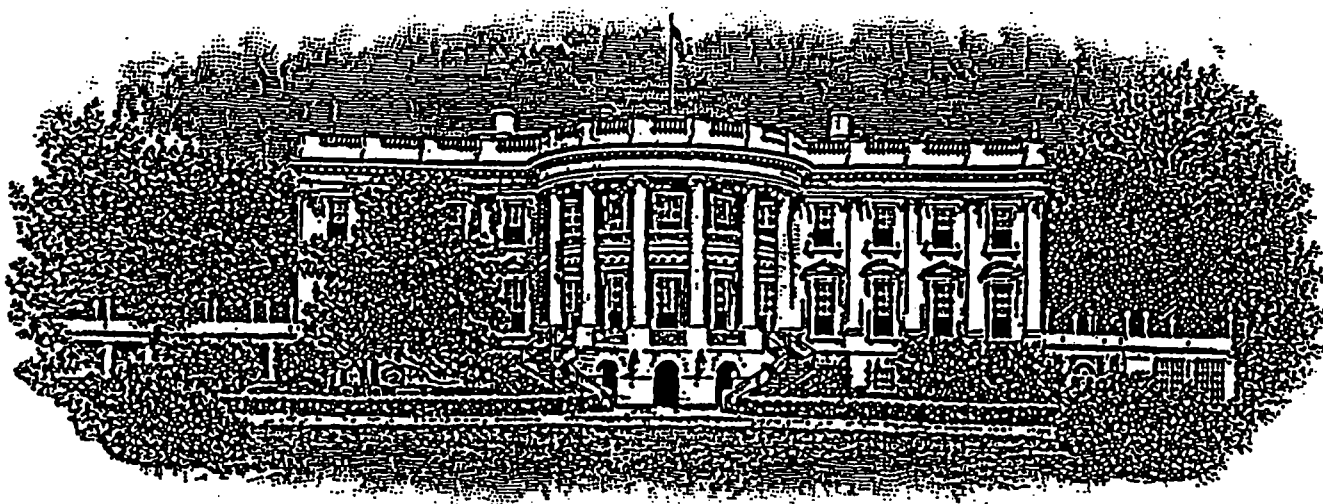
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The White House



Domestic Policy Council
Old Executive Office Building, Room 220
Washington, DC 20502

Telephone Number: (202) 456-2857
Alternate: (202) 456-2216

FAX Number: (202) 456-7028
Alternate FAX: (202) 456-7431

FAX COVER SHEET

TO: HEATHER & Terri

FAX: ~~202-456-7028~~ 205-0723

FROM: BILL KINCAID

THIS FAX INCLUDES THE COVER SHEET PLUS _____ PAGES.

IF YOU DID NOT RECEIVE THE COMPLETE FAX, PLEASE CALL (202) 456-2857.

MESSAGE:

Please make changes & return

ASAP

BL

Answers to commonly asked questions:

Lighthouse Partnerships

1. Why has ED decided to propose providing grants to programs that are already exemplary? Isn't the lighthouse proposal just another demonstration program?

ED has selected this approach for three reasons:

- (1) there is a need to identify best practices in teacher education;
- (2) once best practices have been identified they must be widely disseminated; and
- (3) institutions of higher education and K-12 schools and school districts must be encouraged to work in partnership to improve teacher education.

This is not merely a demonstration program because each lighthouse partnership would be evaluated based upon demonstrated improvement in their partner institutions.

2. Why has ED decided to target the preparation of teachers who will work in high-poverty communities?

Often newly hired teachers in poor urban and rural areas are among the least prepared and most inadequately supported. The National Center for Education Statistics reports that in high-poverty communities 71% of physical science students and 33% of mathematics students are taking classes with teachers who lack even a college minor in the field. Moreover, rates of attrition in urban districts can reach 50% in the first five years of teaching. Improving the recruitment, preparation, and retention of high-quality teachers in high-poverty communities is an essential step in expanding access to quality education. In addition, identifying the best techniques for preparing teachers for our nation's most challenging teaching assignments will provide a foundation for excellence in the preparation of all our teachers.

3. What evidence is there that this approach would succeed?

The current crisis in teacher preparation demands a new and innovative approach to reform. However, the Alverno College/Phillip Morris Foundation project provides one model for the success of the lighthouse approach. Through this project Alverno College has joined with three other institutions of higher education seeking to implement components of the Alverno approach to work collaboratively to improve their programs.

4. How many lighthouse partnerships would be established?

The precise number of lighthouse partnerships would depend upon the level of funding for the program and size of the grant requests. However, many experts in teacher education have suggested that 10-15 lighthouses, with 8-15 partners each, would have a significant impact on the field. Over time, as the program demonstrates results, and if additional funding is provided, more partnerships could be established.

current project involves

noted for its success in preparing teachers for urban schools

5. Who would select the exemplary institutions?

The exemplary institutions would be selected by a rigorous peer review process based upon the criteria for excellence in teacher preparation outlined in the legislation. *including*
Participants in the peer review process could include experts on teacher preparation, exemplary teachers, elementary and secondary school administrators, and faculty members from quality teacher education programs.

6. What role would geographic distribution play in the selection process?

likely Although the legislation would not require one lighthouse partnership in each state, the program would involve over 100 colleges and universities from various states and regions. In addition, given the technology now available for communication, ED anticipates that each partnership ~~would~~ *could* involve institutions from different areas of the country.

7. When and how would the partners be selected?

The lighthouse partnerships would be selected through a two-step process. Applicants to be lead institutions would first be asked to submit a pre-application which would include a description of how they would go about selecting their partners. The most promising applicants would then be asked to select their partners and jointly develop a more detailed final application.

8. What would be the role of K-12 schools and school districts?

Applicants would be evaluated based on the extent of cooperation between the lead institution's teacher preparation program and K-12 schools and school districts, including the role elementary and secondary educators play in designing and implementing the teacher education programs. K-12 schools and school districts would also participate in the joint governance structure of the partnerships and be eligible for grants from the governing boards. The success of the partnerships would be evaluated based on improvement in the quality of teaching and student performance in the participating K-12 schools.

9. What would be the role of states?

inconsistent States could work collaboratively with the lead institutions and/or partner institutions and could participate in the joint governance structure of each partnership. Ultimately, the best practices in teacher preparation identified through this program ~~would hopefully~~ *should help* provide direction for state-level reform of teacher education accreditation and teacher licensing requirements. In fact, state officials with authority over teacher licensing and preparation in the state where the lighthouse partnerships are located would be required *?* to be members of the governing board.

10. How would the success of the Lighthouse Partnerships be evaluated?

The Lighthouse Partnerships would be held accountable for documented institutional change in the teacher education programs of the partner institutions; the production of diverse, high-quality teachers prepared to teach to high standards of student achievement; the retention of graduates in the teaching profession and in high-poverty schools; and most importantly, improvement in the quality of teaching and student performance in the participating K-12 schools.

Recruiting and Retaining Teachers for High-Poverty Communities

11. What would happen to the current Minority Teacher Recruitment program? Is ED backing away from its commitment to improve the diversity of the nation's teachers?

ED remains strongly committed to increasing the number of teachers of color. Indeed, ED shares the view of many experts in the K-12 and higher education communities that the Minority Teacher Recruitment program, funded at \$2.2 million, is not a sufficient Federal investment in recruiting and retaining a diverse population of high-quality teachers. Therefore, ED wishes to expand its commitment to addressing this issue by making improving the diversity of teachers in high-poverty communities a central priority of the Recruitment Partnership program. It is also one of the criteria by which we would evaluate the success of the funded partnerships. *which? ambiguous*

12. What role would diversity play in the selection and evaluation of the Recruitment Partnerships?

The diversity of the faculty and student populations of the institutions of higher education applying for partnership grants would be central criteria for selection. In addition, special consideration would be given to partnerships which include historically Black colleges and universities, Hispanic-serving colleges and universities, or other "minority-serving" institutions of higher education. In the evaluation process, partnerships would be held accountable for increasing the number of teachers of color. *06c?*

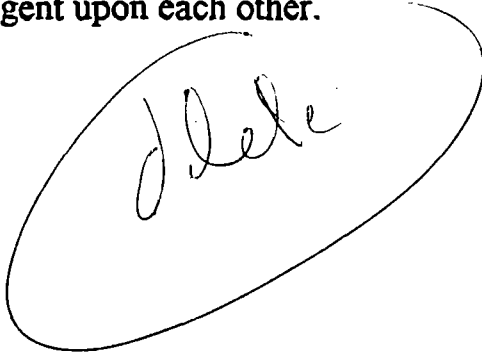
13. How would the effectiveness of the Recruitment Partnerships be evaluated?

The criteria for determining the success of the Recruitment Partnerships would be:

- (1) an increase in the production and retention of high-quality teachers prepared to teach to high standards in high-poverty schools; and
- (2) an increase in the diversity of the teaching force as a result of the partnership's recruitment efforts.

14. Why isn't the recruitment proposal directly linked to the Lighthouse Partnerships? Shouldn't the teachers recruited under the proposal be prepared in the best institutions?

Supporting high-quality teacher preparation is central to both the Lighthouse Partnerships and the recruitment proposal. Thus institutions participating in the Lighthouse Partnerships would be eligible to apply for recruitment grants. However, ED also wants to encourage institutions not yet ready to make the system-wide commitment required in a Lighthouse Partnership to work with school districts to design innovative programs to recruit and prepare specific types of individuals such as paraprofessionals. These programs could then stimulate grassroots change in entire institutions. Therefore, while the recruitment proposal should complement the Lighthouse Partnerships, they should not be contingent upon each other.



A handwritten signature, appearing to be "J. Dele", is enclosed within a hand-drawn oval. The signature is written in a cursive, fluid style.

Examples of Quality Teacher Preparation Programs Serving High-Poverty Urban and Rural Communities

Alverno College, Milwaukee, Wisconsin

Mary Diez, Chair, Education Division (414) 382 - 6000

The teacher preparation program at Alverno College, a commuter college that has historically served first-generation college students, has an innovative, performance-based curriculum. ~~The curriculum focuses not only on what students should know, but on what they should be able to do.~~ To successfully complete the program students are expected to demonstrate their mastery of a variety of skills essential to good teaching including problem solving, community involvement, and the integration of content knowledge with classroom practice. Essays, case study analyses, and simulations are some of the creative ways Alverno faculty assess their students' progress. The clinical preparation of Alverno students is assessed by a panel of Alverno faculty and teachers and administrators at their K-12 schools upon completion of their extensive student teaching experience. With fewer than 500 students enrolled in the division of education, Alverno faculty and administrators are able to provide students with extensive individual attention and support. Forty percent of Alverno's graduates go on to teach successfully in Milwaukee's public schools which enroll over 75% students of color. Alverno also prepares proportionately more new teachers of color than any other area college. Currently, faculty and administrators at Alverno College are working with three other institutions seeking to improve their teacher preparation programs by adopting elements of the Alverno model.

Cincinnati Initiative for Teacher Education (CITE), Cincinnati, Ohio

Louis Castenell, Dean of Education (513) 556 - 6000

The Cincinnati Initiative for Teacher Education is a partnership between the University of Cincinnati and the Cincinnati public schools. To ensure a strong content background, students in the five-year CITE program enroll jointly in the College of Arts and Sciences and the College of Education and graduate with a bachelor's degree from each one. During their fourth year in the program students complete their education coursework and begin participating in field experiences in K-12 schools designed to prepare them for student teaching. A year-long internship, with 36 weeks of student teaching and continued professional development, completes the program. Students are supported during the internship by professional practice teams at each of the nine competitively-selected professional development schools comprised of a lead teacher, three or four mentor teachers, three or four interns and a University faculty member. Upon completion of the program students have earned 18 graduate credits and are well-prepared for challenging classroom assignments. Of the graduating class, 20% are students of color and 27% go on to teach in the Cincinnati public schools.

University of Texas at El Paso (UTEP), El Paso, Texas
Arturo Pacheco, Dean of Education (915) 747 - 5000

The teacher preparation program at the University of Texas at El Paso is the source for 70% of the beginning teachers in broad sections of Texas and New Mexico near the Mexican border. UTEP's president, dean of education, education faculty, and arts and sciences faculty are all committed to preparing high-quality teachers and increasing the diversity of the region's teaching force to better reflect the student population. The UTEP program is designed, implemented, and evaluated collaboratively by elementary and secondary school teachers and administrators, University faculty, the staff of the regional Texas Education Service Center, and community members. UTEP uses a field-based model of teacher education in partnership with 18 professional development schools. These professional development schools are public elementary and secondary schools in the area committed to school ^{improvement} reform, redesigning professional development, integrating technology, and reaching out to local communities for greater participation. The program also includes a community component in which pre-service teachers spend time learning about parent and community involvement and visiting the homes of their students' families.

meaning

in nearby school districts?

This vignette is just not as clear as the
other 2 on why it is a good model.

URGENTTotal Pages: 12

LRM ID: CJB68

**EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
Washington, D.C. 20503-0001**

Friday, July 11, 1997

LEGISLATIVE REFERRAL MEMORANDUM

TO: Legislative Liaison Officer - See Distribution below

FROM: *Janet R. Forsgren*
Janet R. Forsgren (for) Assistant Director for Legislative Reference

OMB CONTACT: Constance J. Bowers
PHONE: (202)395-3803 FAX: (202)395-6148

SUBJECT: **EDUCATION** Testimony on EDUCATION Draft Bill on Higher Education Act
Reauthorization, Title V -- Teacher Training

DEADLINE: noon Monday, July 14, 1997

In accordance with OMB Circular A-19, OMB requests the views of your agency on the above subject before advising on its relationship to the program of the President. Please advise us if this item will affect direct spending or receipts for purposes of the "Pay-As-You-Go" provisions of Title XIII of the Omnibus Budget Reconciliation Act of 1990.

COMMENTS: This testimony addresses ED's proposal for reauthorizing Title V, Teacher Training, of the Higher Education Act. The ED proposal has not yet been submitted for clearance.

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LRM ID: CJB68 SUBJECT: EDUCATION Testimony on EDUCATION Draft Bill on Higher Education Act Reauthorization, Title V -- Teacher Training

**RESPONSE TO
LEGISLATIVE REFERRAL
MEMORANDUM**

If your response to this request for views is short (e.g., concur/no comment), we prefer that you respond by e-mail or by faxing us this response sheet. If the response is short and you prefer to call, please call the branch-wide line shown below (NOT the analyst's line) to leave a message with a legislative assistant.

You may also respond by:

(1) calling the analyst/attorney's direct line (you will be connected to voice mail if the analyst does not answer); or

(2) sending us a memo or letter

Please include the LRM number shown above, and the subject shown below.

TO: Constance J. Bowers Phone: 395-3803 Fax: 395-6148
Office of Management and Budget
Branch-Wide Line (to reach legislative assistant): 395-7362

FROM: _____ (Date)

_____ (Name)

_____ (Agency)

_____ (Telephone)

The following is the response of our agency to your request for views on the above-captioned subject:

_____ Concur

_____ No Objection

_____ No Comment

_____ See proposed edits on pages _____

_____ Other: _____

_____ FAX RETURN of _____ pages, attached to this response sheet

Statement by Terry Dozier
Special Advisor to the Secretary
U. S. Department of Education
before the House Committee on Education and the Workforce
Subcommittee on Postsecondary Education, Training, and Lifelong Learning
July 15, 1997

DRAFT
7/11/97
Joe
pm

I am pleased to appear before you to testify about the Department of Education's proposal for the reauthorization of Title V of the Higher Education Act of 1965. This reauthorization comes at a time when it is particularly important that we, as a Nation, do more to develop our teacher workforce. I care deeply about this issue. As a former National Teacher of the Year, I was invited to the Department to provide a teacher's perspective on the work that we do. I know first-hand the importance of good teaching and of providing teachers with high-quality preparation and support.

David Haselkorn, the President of Recruiting New Teachers, Inc., may have said it best: "Teaching is the essential profession that makes all other professions possible." High standards, good facilities, and strong accountability measures are important. Without good teachers, however, we cannot ensure that our children are prepared to be the Nation's future scientists, doctors, and educators, or that they become effective parents, workers, and participants in a democratic society. The new economy demands high-quality education more than ever before. Because teaching is key to student learning, the development of high-quality teachers is critically important.

As President Clinton emphasized in his *Call to Action for American Education in the 21st Century*, teachers must receive the education and support they need to help our children meet the challenges of the 21st century. Our Nation's goals in education will not be achieved without the development of an excellent teacher workforce. As a Nation, we face significant challenges in this regard.

One of our challenges is in teacher recruitment. Over the next decade, we will need to hire more than 2 million teachers because of increasing teacher retirements

and an enrollment boom that will bring more students than ever before into our classrooms -- a total of almost 55 million students by the year 2006. High-poverty urban and rural schools will experience the most severe teacher shortages. Of the 2 million teachers needed, approximately 15%, or 345,000, will be hired in central cities, in schools with large concentrations of low-income students. An additional 207,000 teachers will be needed in isolated, and often poor, rural areas.

In addition, a critical gap exists between the diversity of our nation's students and that of their teachers. While a third of America's students are minority, only 13% of their teachers are. That gap is growing and is most severe in urban and rural schools. Our nation's schools need a diverse and excellent teaching force that can bring distinctive life experiences and perspectives into the classroom, provide valuable role models for minority and non-minority students alike, enrich the curriculum, assessment, and school climate, and strengthen connections to parents and communities.

Teacher shortages will continue to be concentrated in our Nation's underserved communities. Students in high-poverty urban and rural schools -- the very students who need the best teachers -- often have teachers who are the least qualified. For example, 71% of physical science students and 33% of English students in high-poverty schools take classes with teachers who lack even a college minor in their field.

Quality of preparation is a key factor in teachers' ability to facilitate student learning. Unfortunately, many teacher preparation programs in this country do not provide quality teacher education. Teachers often report feeling unprepared for the challenges of today's classrooms. While we would never ask our doctors to perform surgery after only a few weeks of clinical experience, we often ask new teachers to enter classrooms after only a few weeks of in-classroom training. New teachers often lack the deep content knowledge and the knowledge of effective classroom practices that they need in order to help children learn. Many teacher preparation programs do

not prepare teachers to use technology effectively in the classroom. We cannot continue to fail in preparing teachers if we want to educate our children to high standards.

The need for effective teacher preparation in high-poverty settings is particularly great, given the complexity that poverty brings to the classroom. In urban school districts, rates of attrition can often reach fifty percent in the first five years of teaching, due in part to inadequate preparation and poor support -- a "sink or swim" approach toward beginning teachers. Teachers in high-poverty settings face many daunting challenges for which they need to be prepared, such as the diversity of their students, inclusion of students with learning and physical disabilities, increasing numbers of students with limited English proficiency, and students in crisis because of their home situations.

Given these challenges, States, school districts, colleges and universities, and the Federal Government will have to work hard to achieve the President's goal of ensuring a talented, dedicated, and well-prepared teacher in every classroom. Title V of the Higher Education Act is one vehicle through which the Federal Government, for its part, can address teacher quality in America.

We began the development of our Title V proposal by examining teacher development across the continuum -- beginning with recruitment and preparation, including the first critical years of teaching which educators call the induction period, and continuing through on-going professional development. We considered two questions: Where, in this continuum, can the Federal Government and Title V appropriately play a role? And how can Title V, through a targeted Federal investment, make a significant impact on teacher development in America?

In answering these questions, we have developed a targeted, strategic agenda for Title V. Unlike the current Title V, which authorizes an array of disconnected

programs, our proposal sets priorities and focuses succinctly on three critical areas: recruiting new teachers, including minority teachers, for high-poverty urban and rural areas; preparing them well; and supporting them during induction.

We chose this focus for several reasons. The Federal Government already makes a significant investment in on-going professional development for current teachers through programs such as the Eisenhower Professional Development programs under the Elementary and Secondary Education Act of 1965. Those programs, however, are not adequate to promote the reforms that are needed to develop our future teaching force. The Federal Government's current efforts simply are not sufficient to address the teacher recruitment, preparation, and induction challenges that we face. In those areas, there is a critical gap in the Federal commitment to teacher development. Those are the arenas in which Title V can make a difference.

Furthermore, the development of a high-quality teaching force is more important now than ever. Our Nation will be preparing more teachers than ever before to teach in increasingly challenging classrooms. By addressing the development of those teachers, we have a unique opportunity to make a substantial impact through the reauthorization of Title V.

Our proposal has two parts: a program to recruit a diverse and excellent teaching force and a program to support the highest-quality teacher preparation. Improving induction, the first critical years when 30 percent of new teachers leave the field in part because of poor support, is an important component of both parts of the proposal.

We focus our proposal on high-poverty urban and rural areas because recruiting, preparing, and supporting teachers for these settings is the greatest challenge we face in developing our teacher workforce.

Recruiting New Teachers for High-Poverty Areas

The Federal Government, by itself, cannot solve all of our Nation's recruitment

challenges. It can, however, be a catalyst that stimulates the recruitment of teachers where they are most needed. We propose a targeted program whose objective is to increase the number of students, especially minority students, who complete high-quality teacher preparation programs and teach in high-poverty areas.

The program would award five-year competitive grants to partnerships between school districts and institutions of higher education, in conjunction with other partners such as community colleges, teachers' unions, community organizations, and States, to recruit and prepare teachers. One major strength of our proposal is a requirement that the partnerships work together to assess the teaching needs of the school districts. Having completed this needs assessment, the partners would identify a pool of potential teachers fitting those needs, recruit individuals from this pool, and design preparation and induction programs tailored to those individuals.

Thus, the needs of the partnerships would determine their recruitment focus. The program could focus on minorities, paraprofessionals, males, teachers in targeted subjects, or individuals with disabilities. Because the recruitment of minorities is central to the program, the bill would give priority to applications from institutions that serve or prepare significant numbers of minority teachers. All grantees would have to meet criteria for quality teacher preparation programs, since individuals who are recruited must then be well prepared.

In order to ensure that teachers are recruited and prepared to teach where they are most needed, the program would focus on "underserved" communities. In other words, individuals recruited into the program would commit to teach for at least three years in high-poverty communities. However, unlike many previous recruitment programs, grantees would be held accountable for this commitment. They would be judged by their success in placing and retaining new teachers in high-need communities. Thus, they would have strong incentives to prepare students well for the

challenges of teaching in high-poverty urban and rural areas and to support them effectively during their first years of teaching.

The program would support scholarships for potential teachers and, equally important, support services that fit the needs of the potential teachers. These services, including academic counseling, mentoring, child care, and transportation, are especially important for individuals such as paraprofessionals for whom scholarships alone are often not enough.

The bill would require that grantees increase the numbers of teachers produced or change the demographic make-up of their teacher education program. In addition, evaluation of grantees' success would be an important part of our proposal. Grantees would be asked to provide evidence that their recruitment goals are met; that students graduate, become certified, are placed in classrooms, and remain teaching in high-need communities; that the numbers of minority teachers and teachers in high-poverty areas are increased; and that the teachers teach to high standards.

This proposed program is targeted to make a difference in teacher recruitment, preparation, and retention in high-need areas across the country.

Lighthouse Partnerships for Teacher Preparation

Our proposal addresses three critical needs in teacher preparation.

First, as a Nation, we must identify best practices in teacher preparation, especially in the preparation of teachers for high-poverty schools. The research and evaluation of teacher preparation programs that would allow us to speak confidently about strong teacher preparation do not exist, and, as a result, teacher preparation programs vary widely in approach and quality. If we can identify the best practices in teacher preparation for high-poverty areas, which are the most challenging settings, those practices will be adaptable to the preparation of teachers for all of our Nation's classrooms.

Second, when exemplary practices are identified, they must be disseminated and spread to other institutions. Too often in the past, excellent programs, once identified, have remained islands of excellence.

Third, because high-quality teacher preparation demands the strong involvement of elementary and secondary schools, school districts and institutions of higher education must work together as true partners in preparing teachers. Unfortunately, elementary and secondary schools often feel exploited in their relationships with institutions of higher education, because the schools are asked to help train student teachers and to hire them, without being given sufficient resources or a voice in how the teachers are prepared.

In responding to these needs, our innovative "lighthouse partnership" program would target funds to a limited number of institutional partnerships instead of spreading funds over too many institutions. The partnerships would be designed to identify and aggressively spread best practices in teacher education. The proposed program would award five-year competitive grants to partnerships between institutions that are exemplary in preparing teachers for high-need areas, the school districts with which they collaborate, and a number of partner institutions of higher education that would like to improve their teacher preparation programs. Other partnership entities could include community colleges and State educational agencies.

I want to stress that the lead institutions would not be institutions that *want* to be exemplary at preparing teachers. They would be institutions, with their school district partners, that already are truly exemplary when it comes to teacher preparation. They would already have a strong commitment to producing minority teachers and to preparing teachers for high-poverty settings. These exemplary institutions would represent various types and sizes of teacher preparation institutions so that teacher preparation programs in different settings could be evaluated. The exemplary

Institutions' partners, on the other hand, would be those Institutions that are committed to improving their teacher preparation programs, but need more resources and technical assistance from exemplary institutions in order to do so.

An exemplary institution would be chosen by rigorous criteria. These criteria would include alignment of the teacher preparation program with student content and performance standards, standards for teaching excellence such as those of the National Board for Professional Teaching Standards, and standards for teacher education; evidence that the institution produces quality teachers; evidence that the entire institution, not just the teacher education program, is committed to preparing teachers; and collaboration between the department of arts and sciences and the teacher education program in preparing teachers to teach specific subjects.

One of the most important criteria on which applicants would be judged is the level of partnership between school districts and the Institutions of higher education. Applicants would be required to submit a joint governance structure that ensures that school teachers and administrators are deeply involved in program design and implementation. The school districts would help to determine how the grant funds are spent. Strong applicants would also have high-quality clinical programs in partnership with school districts and would provide support for their students through the induction period.

Another element of high-quality teacher preparation programs for which we would look is the coherence of the program; students should be required to take meaningful courses, not just any course that would fulfill credit requirements. We would also look for the integration of technology into the teacher education programs. Professors would model the use of technology in the classroom, and future teachers would learn how to use technology effectively in their own teaching to enhance student learning. In addition, a high-quality program must not only prepare teachers to teach

subject content effectively, but must also ensure that newly prepared teachers have a thorough grounding in classroom practices that have records of demonstrated effectiveness in enabling students to achieve to high standards and that are replicable in diverse and challenging circumstances.

Grant funding could be used for a number of purposes. It could be used for further program development at the exemplary teacher education institution, including work in school districts; for evaluation and dissemination of best practices to institutions across the country; for networking with the partner institutions to help them improve; and for subgrants to the partner institutions for the improvement of their teacher preparation programs.

As in our recruitment proposal, grantees in the Lighthouse Partnership program would be evaluated by rigorous standards. Ultimately, they would be responsible for improved student learning and teacher support in the school districts with which they are partners. They would be accountable for retention of students in teacher education programs and for the production of high-quality teachers who teach in the subject areas for which they have been prepared. Grantees would have to show an increase in the diversity of new teachers and those who teach willingly and effectively in high-poverty areas. They would have to document institutional change in the partner institutions. They would also be required to demonstrate achievement of quality indicators such as the technological proficiency of their graduates.

By identifying a variety of institutions that operate exemplary teacher education programs in collaboration with school districts, and encouraging the spread of their best practices to other institutions, our targeted program can make a broad and significant impact on the preparation of teachers across the country.

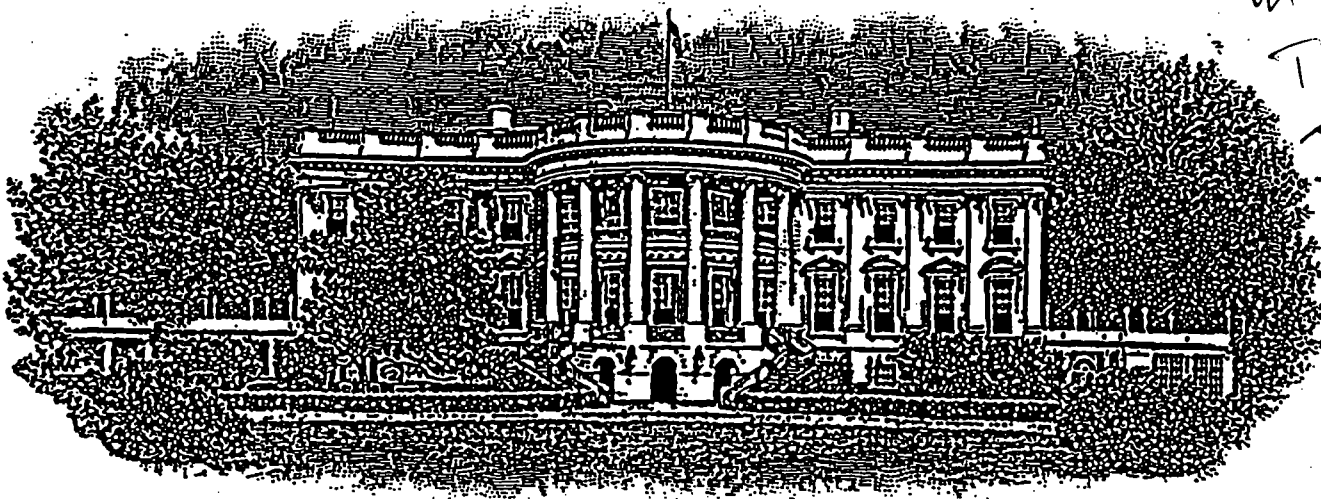
Conclusion

Our proposed teacher recruitment and preparation programs can make a

substantial impact with a limited Federal investment in an area of critical importance: the development of new teachers. I look forward to working with you to ensure that the reauthorized Title V is a focused and effective answer to our Nation's challenges in teaching.

The White House

Comm
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Title
IV
Term



Domestic Policy Council
Old Executive Office Building, Room 220
Washington, DC 20502

Telephone Number: (202) 456-2857
Alternate: (202) 456-2216

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Alternate FAX: (202) 456-7431

FAX COVER SHEET

TO: Sandra Cook

FAX: 401-1438

FROM: BILL KINCAID

THIS FAX INCLUDES THE COVER SHEET PLUS 4 PAGES.

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MESSAGE:

pages w/ comments

We began the development of our Title V proposal by examining teacher development across the continuum -- beginning with recruitment and preparation, including the first critical years of teaching which educators call the induction period, and continuing through on-going professional development. We considered two questions: Where, in this continuum, can the Federal Government and Title V appropriately play a role? And how can Title V, through a targeted Federal investment, make a significant impact on teacher development in America?

In answering these questions, we have decided to focus Title V on three critical areas. Unlike the current Title V, which authorizes an array of disconnected programs, our proposal will focus on recruiting new teachers, preparing them well, and supporting them during induction.

the beginning stages of their career.

We chose this focus for several reasons. The Federal Government already makes a significant investment in on-going professional development for current teachers through programs such as the Eisenhower Professional Development programs under the Elementary and Secondary Education Act of 1965. Those programs, however, are not adequate to promote the reforms that are needed to develop our future teaching force. The Federal Government's current efforts simply are not sufficient to address the teacher recruitment, preparation, and induction challenges that we face. In those areas, there is a critical gap in the Federal commitment to teacher development. Those are the arenas in which Title V can make a difference.

Furthermore, we have a window ^{of} opportunity now to make a difference in the development of our teaching force. Our Nation will be preparing more teachers than ever before to teach in increasingly challenging classrooms. By addressing the development of those teachers, we have a unique opportunity to make a substantial impact through the reauthorization of Title V.

We are considering a two-part proposal that addresses the communities with the greatest needs -- areas with high concentrations of low-income students. The proposal would encourage the recruitment of a diverse and excellent teaching force and support the highest-quality teacher preparation. Both parts of the proposal could address induction, the first critical years when 30 percent of new teachers leave the field in part because of poor support.

Recruiting New Teachers

The Federal Government, by itself, cannot solve all of our Nation's recruitment challenges. It can, however, be a catalyst that stimulates the recruitment of teachers where they are most needed.

We are considering a program whose objective is to increase the number of students, especially minority students, who complete high-quality teacher preparation programs and teach in high-poverty areas.

In developing our proposal, we are keeping in mind several guiding principles of effective recruitment programs. For example, it is important that institutions of higher education work in partnership with elementary and secondary school districts to determine the teaching needs of the districts. The partnership should then identify a pool of potential teachers fitting those needs, recruit individuals from this pool, and design preparation and induction programs tailored to those individuals. High-quality teacher preparation programs are critical, since individuals who are recruited must then be well prepared.

According to local needs,
Recruitment efforts could focus on minorities, paraprofessionals, ~~males~~ ^{can be} teachers in targeted subjects, or individuals with disabilities. Paraprofessionals ^{are} very strong candidates for teacher recruitment, and recruiting minorities is very important because they are seriously ^{often}

they have experience in the classrooms already. can directly reflect the community in which they serve

rule model
underrepresented in the teaching profession. Above all, however, teachers must be recruited for the areas where they are most needed.

a quality
Financial support can help teacher candidates afford their teacher education, but support services can also be particularly important for individuals such as paraprofessionals for whom scholarships alone are often not enough.

A recruitment program based on those principles can help the nation to address its critical recruitment challenges.

Teacher Preparation

It is not enough to recruit new teachers. We must also ensure that they are well-prepared. However, we face major challenges in teacher preparation. Let me paint a picture for you of the diversity of teacher preparation programs in this country. There are 1,025 institutions that prepare teachers. They range in size from four graduates per year at schools like Wake Forest University and Livingstone College in North Carolina, to 1,794 graduates per year at Eastern Michigan University -- our Nation's largest producer of teachers. In addition to this large range in size, there is an equal range in the quality of programs that prepare teachers.

Therefore, we face three critical needs in teacher preparation.

First, as a Nation, we must identify best practices in teacher education. There is no consensus in the nation about the best ways to prepare teachers. There is, however, little disagreement about what teachers need to be able to know and do in the classroom. Teachers must have in-depth content knowledge of the subject matter that they teach. They must understand how children learn and know the latest research on child development. Successful teachers must be able to use classroom management skills effectively. They must learn to work

with diverse students and with parents. Teachers need to know a variety of approaches to working with students and then must be able to choose an appropriate strategy for different students and situations. Above all, prospective teachers need to be grounded in classroom practices that are based on the best available research, have records of demonstrated effectiveness in enabling students to achieve to high standards, and are replicable in diverse and challenging circumstances.

Even though we have all of this knowledge about what it takes to be an effective teacher, we do not have the research and evaluation of teacher preparation programs that would allow us to speak confidently about how best to prepare teachers. As a result, teacher preparation programs vary widely in approach and quality. In order to identify best practices for teacher preparation, we are proposing to focus on programs that prepare teachers for the most challenging settings -- our schools with the highest concentration of low-income students. If we can identify, evaluate, and disseminate the most effective methods of preparing teachers for our most challenging classrooms, we know these practices will be adaptable for the preparation of teachers for any of our Nation's classrooms.

Second, when exemplary practices are demonstrated and identified, they must be disseminated and spread to other institutions. Too often in the past, excellent programs, once identified, have remained islands of excellence.

Third, because high-quality teacher preparation demands the strong involvement of elementary and secondary schools, school districts and institutions of higher education must work together as true partners in preparing teachers. Unfortunately, elementary and secondary schools often feel exploited in their relationships with institutions of higher education, because

with diverse students and with parents. Teachers need to know a variety of approaches to working with students and then must be able to choose an appropriate strategy for different students and situations. Above all, prospective teachers need to be grounded in classroom practices that are based on the best available research, have records of demonstrated effectiveness in enabling students to achieve to high standards, and are replicable in diverse and challenging circumstances.

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