

Draft 10/22/99 7:45 am
Glastris/Afridi

**PRESIDENT WILLIAM J. CLINTON
REMARKS TO THE NATIONAL BOARD FOR
PROFESSIONAL TEACHING STANDARDS
WASHINGTON, DC
October 22, 1999**

Acknowledge: Carole Moyer, (teacher; Columbus, Ohio); Barbara Kelley, Chair; Jim Kelly, Founding President; Governor Hunt, Founding Chair. When it comes to showing the country how to invest in teacher quality and performance, Governor Hunt has earned the title master teacher.

I want to thank all of you. I remember just four years ago when we had a reception at the White House for the first 177 Board-certified teachers. Times have changed. I don't have room for you in my house anymore—I have to come to you. Next time we might need RFK Stadium.

We have come a long way. Ten years ago, standards and accountability were a matter of debate. Today, high standards, rigorous accountability and strategic investments are part of a new consensus leading to world-class education. And as we know, you can't have world-class schools without world class teachers. That's why I've been such a strong supporter of the National Board and so proud of all you're achieving. You truly are setting the standard for what a master teacher is—and the kind of teacher all our children deserve.

We also have come a long way as a nation. This is a time of unprecedented opportunity. We have the longest peacetime expansion in our history. The lowest poverty rate in 20 years; the lowest welfare rates in 30 years; the first back-to-back budget surplus in more than 40 years. We proved you can balance the budget and double our investment in education and training at the same time—opening the doors to college through HOPE scholarships; connecting every classroom to the Internet by the year 2000; investing in more after school programs to keep our kids safe. Tougher standards are taking root around the country. In 1996, there were only 14 states with measurable standards. Today, there are 50. Test scores are going up, even in our inner-cities.

Now we're in the midst of another budget debate. To many Americans, it's just a lot of numbers and a lot more noise. But this morning, I want to tell you what this budget debate really boils down to. Because in the end, a budget isn't numbers on a page or words in a book. A budget is about values and priorities and direction. It's not just about how much we spend--but how we spend it.

A big part of this debate is about honoring our obligation to our children and our future by making the right investments in education. It's about what specifically we must do to increase learning in our schools.

I believe the first thing we must do is crystal clear. We must fulfill our commitment to hire 100,000 highly qualified teachers to reduce class size in the early grades. We know why it's so vital. We have the largest, most diverse group of students in our history--more than 53 million strong. Over the next decade, America's schools will need to hire two million teachers. And studies confirm what parents and teachers know: smaller classes mean more individual attention, more discipline, and better student performance. This is especially true for younger students, who need a firm academic foundation for later success.

We also know smaller classes are a way to bring in new teachers and improve job satisfaction. God knows, teachers deserve higher pay. But in a survey published this month in USA Today, some of America's best teachers said they would prefer smaller classes over higher pay. That's how important this is.

Last year, Republicans and Democrats agreed—making a commitment to put a down payment on 100,000 new qualified teachers. Schools around the country based their budget on it. Lawmakers of both parties campaigned on it. But now the Republican bill undermines that commitment. It's wrong—we need those 100,000 teachers. That's what this budget debate is about.

And we have to reject the notion that we can't raise the numbers of teachers in the classroom and the standards we hold them to. That's why my budget invests in improving teacher quality. We know one of the most important factors in a child's educational success is having a trained, dedicated, talented teacher in the classroom. And through your good work, we are adding more and more.

But the fact is, a quarter of all secondary school teachers do not have college majors—or even minors—in the subjects they are teaching. Students in schools with the highest minority enrollment have less than a 50/50 chance of having a math or science teacher with a license or degree in the field.

That's unacceptable and we can do better. That's why I have proposed that we require states and school districts receiving federal funds to stop the practice of allowing our children to be taught by uncertified teachers or those teaching out of field.

But to demand excellence we must invest in excellence. That's why I have called on Congress to invest in recruiting, training and supporting high quality teachers in high poverty areas—and to support my Troops for Teachers initiative which has helped 3,000 active-duty soldiers who were already planning to leave the military find rewarding second careers teaching in our public schools.

Once again, the Republican bill underfunds teacher quality initiatives and doesn't even provide a cent for Troops for Teachers. We need more and better teachers. That's what this budget debate is about.

This budget debate is also about holding schools accountable. Across America, we are seeing a grassroots revolution in accountability and rising standards. We know it works.

We know states and school districts that have tried this have seen dramatic improvements in student achievement. Just ask Governor Hunt. Two years ago, North Carolina sent assistance teams to their 15 lowest performing schools. One year later, 14 of those schools had met their goals and were taken off the list. We're seeing the same kind of improvement in Chicago, in Dade County, and throughout our nation.

My budget has \$200 million to help states and school districts identify, turn around or shut down the lowest performing schools. For example, states and school districts could send Board-certified teachers to help students and teachers get their schools back on track. Unfortunately the Republican bill didn't put a dime into it. We need to invest in what works and increase accountability. That's what this budget debate is about.

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And one of the best ways to get kids excited about academic achievement is to help them see the hope and possibilities ahead. That's why my budget invests in the Gear Up mentoring initiative to help middle school students get on the path to college—and stay on that path.

We also have to ensure that all students have access to a quality education and the opportunities it creates. My budget invests in our Hispanic Education Action Plan to reach out to our fastest growing student population.

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More and better teachers. Smaller classes. Increased accountability to turn around failing schools. High standards and the tools to achieve them. That's our goal. It's not about politics. It's not about dollars. It's about direction.

I want to thank you for leading America in the right direction as we move into the 21st century. Henry Adams once said, "a teacher affects eternity; he can never tell where his influence--or her influence--stops." Thank you for teaching our children and thank you for teaching America.

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Final 10/22/99 8:30 am
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~~AMERICANS
PEACE COALS~~
~~KIPP~~
~~INSTANT
WINNER~~

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A big part of this debate is about honoring our obligation to our children and our future by making the right investments in our schools and demanding more from them. It's about what specifically we must do to increase learning for our children.

I believe the first thing we must do is fulfill our commitment to hire 100,000 highly qualified teachers to reduce class size in the early grades. We know why it's so vital. We have the largest, most diverse group of students in our history--more than 53 million strong.

Over the next decade, America's schools will need to hire two million teachers. And studies confirm what parents and teachers know: smaller classes mean more individual attention, more discipline, and better student performance. This is especially true for younger students, who need a firm academic foundation for later success.

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Students in schools with the highest minority enrollment have less than a 50/50 chance of having a math or science teacher with a license or degree in the field.

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###

October 21, 1999

**REMARKS TO THE NATIONAL BOARD FOR PROFESSIONAL TEACHING
STANDARDS**

DATE: October 22, 1999
LOCATION: Hyatt Regency Washington on Capitol Hill
BRIEFING TIME: 9:15am – 9:40am
EVENT TIME: 9:55am – 10:45am
FROM: Bruce Reed

I. PURPOSE

To address the National Board Certified Teachers attending the National Board for Professional Teaching Standard Annual Meeting, and to call on Congress to make strategic investments in national education priorities.

II. BACKGROUND

Today you will address the Third Annual National Board Certified Teacher Meeting of the National Board for Professional Teaching Standards (NBPTS). The theme of the meeting this year is "Teaching America About Accomplished Teaching."

NBPTS was founded in 1987 as an independent, and nonprofit bipartisan organization based on the recommendations of a 1986 Carnegie Commission report. The Board's mission is to establish "high and rigorous standards" for what teachers should know and be able to do, and it operates a system of voluntary national certification designed to give teachers clear and objective standards of practice, and to help drive professional development and standards-based reform of teaching in the states. To date, the Board has certified 1,836 teachers in 27 states, and another 6,500 are currently working toward board certification.

Your Involvement with NBPTS

Throughout your Presidency you have supported NBPTS. In 1995 you hosted a reception at the White House for the first 177 NBPTS certified teachers. In 1997 you hosted another White House reception to celebrate the 10-year anniversary of NBPTS. In your 1997 State of the Union address, you advocated using federal funds to support the goal of having 105,000 National Board-certified teachers across the country -- one for every school. Both the leadership and staff of NBPTS and the board certified teachers consider you a champion of their cause.

Today's Speech

- **NBPTS proves that your formula of standards, accountability, and investment is the way to improve education.** National Board standards are rigorous -- only about 50 percent of teachers become board certified on their first try. But by investing in the National Board we are raising standards and investing in what works.
- **Your balanced budget allows for strategic and targeted investments to improve our schools.** Reducing class sizes in the early grades, turning around failing schools, and expanding after-school and summer school programs are key strategies to help students reach high standards. You will use today's remarks to emphasize that Republican spending bills undermine these strategies -- and call on Congress to invest in reform and accountability.

III. PARTICIPANTS

Briefing Participants:

Bruce Reed
Loretta Ucelli
Andy Rotherham
Sam Afridi

Greeters:

Governor James Hunt, Founding Chair, National Board for Professional Teaching Standards (NBPTS)
Barbara Kelley, Chair, NBPTS
Jim Kelly, Founding President, NBPTS
Betty Castor, President-Elect, NBPTS
Bob Wehling, Vice Chair, NBPTS
Sally Mernissi, Vice President, NBPTS
Leo Ramirez, Finance Chair, NBPTS
Phil Kearney, Senior Program Advisor, NBPTS
Pat Soto, National Board Certified Teacher and NBPTS Board Member
Carole Moyer, National Board Certified Teacher, Columbus, OH

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Barbara Kelley, Chair, National Board for Professional Teaching Standards

Carole Moyer, National Board Certified Teacher, Columbus, OH

Carole Moyer is a National Board Certified Teacher and has been a kindergarten teacher in Columbus, OH for thirty-two years. She teaches at Salem Elementary School, a Title 1 school, and has 22 students in her classroom this year. She has been active with NBPTS, participating in outreach to other teachers to encourage them to become board certified and training board certification assessors.

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- **YOU** will greet stage participants and NBPTS representatives.
- **YOU** will be announced onto the stage, accompanied by Barbara Kelley and Carole Moyer.
- Barbara Kelley, Chair, NBPTS, will make brief remarks and introduce Carole Moyer.
- Carole Moyer, National Board Certified Teacher, will make brief remarks and introduce **YOU**.
- **YOU** will make remarks, work a ropeline, and depart.

VI. REMARKS

To be provided by speechwriting.

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###

Notes on NBPTS in current legislation:

House passed TEA---not an allowable use but could still fund it from FIE

Senate Approps Bill—covered under national activities (flat funded for '00 at \$23 million)

House Approps Bill—assumes TEA

Conference Draft—flat funds Eisenhower programs at \$23 million

Numbers of teachers:

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They are estimating 10,000+ applications this year

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VI. REMARKS

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FAX COVER SHEET

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BUSINESS SERVICE CENTER
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 WASHINGTON, DC 20001
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To:	Karen Kullman
Company:	
Phone Number:	
Fax Number:	202-457-7451
Number of pages (Including cover):	10
From:	Sally Mennesi

comments:

Here are D Kelley's and Carole
 Moyers remarks.

Any Questions call me at our office
 at the Hyatt - 202-737-1577

Sally Mennesi

Barbara Kelley's Remarks

Introducing Carole Moyer's Session with President Clinton

Thank you all. I know I speak for all of us here on the stage—Leo

Ramirez, Pat Soto, Bob Wehling, our dear friend and founding chair

Governor Jim Hunt, Betty Castor, Jim Kelly and Carole Moyer, and I

speak for all the National Board members and National Board Certified

Teacher here, when I say welcome Mr. President, and thank you.

You knew we were a good idea for this country long before most

**of us here knew it. As Governor of Arkansas in the late eighties and
early nineties you worked to enlist the support of the National
Governors' Association for the mission of the National Board. And you
have worked your entire Presidential administration to provide federal
support so vital to us to implement and grow this system. You know
that standards count, and that quality counts, and that most of all, for
the success of the student, the quality of the teacher counts.**

In 1977, Mr. President, you set a goal for us. You said you wanted

100,000 teachers seeking National Board Certification in the coming five

years. Well, it is almost three years later, and we are well on the way!

Each year, we more than double the numbers seeking certification.

When you first set the goal, there were roughly 600 National Board

Certified Teachers and the candidate pool was roughly twice that.

Right now, there are 1835 board certified teachers. This past school

year, over 6,000 teachers completed the certification and are awaiting

their results. And, now, with over a month and one half to go before the

sign-up deadline, we already have over 5,000 candidates. We

expect to easily reach into five digits this year with candidates alone.

Add all these together plus our field test candidates and those in pre-

candidacy programs, we expect to have at least 25,000 teachers

seeking certification. If this pattern continues, we will reach the goal

you have set for us.

I am so very pleased today to introduce one of our family, Carole

Moyer, a National Board Certified Teacher from Columbus, Ohio, who

will introduce the President. Carole achieved her board certification in 1996 in the field of Early Childhood Generalist. Carole is truly a model teacher, working with our youngest students, 5 and 6 years olds. She has taught for 32 years in the Columbus Public Schools. In addition, she is a committed member of our National Board family. She has served as an assessor and a trainer of assessors for us; she leads facilitators' institutes for us, and makes speeches on behalf of the mission of the National Board across the country. Her commitment to

our profession is absolute.

It is my honor to introduce to you Carole Moyer, National Board

Certified Teacher.

Remarks by Carole Moyer

I am thrilled to be here to introduce the president of the United States of America. And I am doing this on behalf of all of the 400 or so National Board Certified Teachers in attendance here today, but not just for us – also for the 1835 National Board Certified Teachers throughout this nation. Mr. President, I personally thank you for making this possible for us – for me. After 28 years of teaching, I finally felt like a real professional. Thank you, Mr. President. And you know, we all have a story. Please let me take a moment to tell you mine. I heard of National Board Certification in the 28th year of my career. I had no idea what it was, but it sounded like a challenge and I took it. I heard a lot of negative comments about my pursuit, like “you’re nuts – I always thought you were, but now I know it”. But the comment that struck me most was “why would you do this at this stage of your career, Carole, when you should be winding down?” But you know, I do not believe dedicated teachers wind down – they give it all they have and when they have no more to give to their students, they step down.

And that is especially true for me. You see, I believe that I have a Divine call on my life to be a teacher. I knew in third grade that teaching was my calling and as a young sixth grader I knew that I would someday teach kindergarten. Now believe me, it has not always been easy. In fact, I started out with my first class of 40 students for one half of the day and 42 for the other. Now, thirty-two years later my class is smaller, but you know, Mr. President, it's not small enough. I do not teach just subjects, I teach children and I must be there to meet the needs of the whole child. If they need a hand to hold, a shoulder to cry on, a listening ear for a story they just typed on the computer, or just a hug, I want to be there for each one of them. So, Mr. President, I personally thank you so much for your efforts to decrease class size. In my city of Columbus, Ohio, that is needed so desperately. In addition, we have a lot of decrepit buildings in Columbus, and I also thank you for your concern for school

reconstruction.

John [unclear]

→ TO AN CLASS SIZE AT THE
SAME TIME
→ FALSE CHOICE

As you know, the National Board process is a very rigorous one which includes a few snap shots of our class on video tape. Although it was somewhat difficult to look at myself on tape, the wonderful innocent nature of those children came out so clearly. I remember fondly my science video in which I was trying to elicit from my kindergartners thoughts about how sound is produced. Their ideas were wonderful! I remember them even to this day and I especially remember one child who said with authority that he knew how sound traveled to his brain. He said, "Oh, I know, the sound comes over here and it goes in this ear and it comes right out of this one. Mr. President, I am so glad that the voices of educators far and wide have not just gone in one of your ears and come out the other. Thank you so much for all that you have done and are doing for America's teachers.

And now it is my great pleasure to introduce to this audience, the president of the United States of America, President William Jefferson Clinton.



Bethany Little
10/21/99 07:39:53 PM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP, John B. Buxton/OPD/EOP@EOP

cc:

Subject: numbers

Here's where we stand with the conference report numbers (still not final)

Title I = \$7.8

After school = \$400 (apparently not 3 at this point)

Class Size = \$1.2

GEAR-UP = \$180

Educational Technology (total) = \$707 (\$801 request)

LAAP = \$10

PRESIDENT CLINTON CALLS ON CONGRESS TO INVEST IN NATIONAL PRIORITIES TO IMPROVE OUR PUBLIC SCHOOLS

October 22, 1999

In a speech to top teachers from around the country, President Clinton today will call on Congress to fund strategic initiatives in education. Noting that the issue is not only how much we spend on education, but also how *wisely* we spend, the President will call for targeted investments to reduce class size and improve teacher quality, turn around failing schools, expand after-school programs, prepare students for college, and raise standards. He will point out that the Republican appropriations bill shortchanges these goals, and will urge Congress to work with him to pass an education spending bill that prepares our children for the 21st Century.

WORLD-CLASS SCHOOLS BY INVESTING IN SCHOOL REFORM AND ACCOUNTABILITY.

Speaking to more than 400 top teachers today at the annual meeting of the National Board for Professional Teaching Standards (NBPTS), President Clinton will call on Congress to invest in proven strategies for school reform. He will remind Republicans what any good teacher knows: that targeting our education dollars -- on smaller classes, after-school and summer school programs, quality teachers, college preparation, and educational technology -- is the most effective way to achieve results.

The President will also recognize the special role that "master teachers," like those certified by the NBPTS, can play in turning around our lowest-performing schools. The NBPTS is an independent, nonprofit organization that establishes rigorous standards for teachers. It operates a system of voluntary national certification designed to give teachers clear and objective standards of practice, and to help drive professional development and standards-based reform of teaching in the states.

REPUBLICAN EDUCATION BILL FAILS TO MEET THESE STANDARDS. President Clinton is committed to ensuring that the prosperity generated by years of fiscal discipline and the hard work of the American people is invested in their priorities. That is why today the President will pledge again to protect these priorities as the budget process moves forward, and will remind Americans that the current Republican Labor/HHS/Education appropriations bill:

- Reneges on the class size reduction initiative that both parties agreed to last fall, and provides no guarantee that 30,000 teachers hired last year can continue teaching in smaller classes throughout the country. It provides no funding for the additional 8,000 teachers the President's plan would support this year.
- Fails to hold low-performing schools accountable for results, by not funding the President's plan for a \$200 million Title I accountability fund to fix schools identified as failing. The current appropriations bill provides no funding at all for turning around failing schools, a strategy that is helping raise student achievement in North Carolina, Texas, and elsewhere.
- Underinvests in after-school and summer school programs, denying at least 300,000 students access to safe and academically enriching opportunities to get extra help to reach high standards.
- Undercuts efforts to improve teacher quality, by shortchanging teacher quality and recruitment programs, and eliminates the successful Troops to Teachers program that enables retired military personnel to teach in high-need areas.
- Underinvests in the GEAR UP program, denying more than 130,000 disadvantaged young people the help they need to get into college, and underfunds crucial investments in education technology.

October 21, 1999

**REMARKS TO THE NATIONAL BOARD FOR PROFESSIONAL TEACHING
STANDARDS**

DATE: October 22, 1999
LOCATION: Hyatt Regency Washington on Capitol Hill
BRIEFING TIME: 9:15am – 9:40am
EVENT TIME: 9:55am – 10:45am
FROM: Bruce Reed

I. PURPOSE

To address the National Board Certified Teachers attending the National Board for Professional Teaching Standard Annual Meeting, and to call on Congress to make strategic investments in national education priorities.

II. BACKGROUND

Today you will address the Third Annual National Board Certified Teacher Meeting of the National Board for Professional Teaching Standards (NBPTS). The theme of the meeting this year is "Teaching America About Accomplished Teaching."

NBPTS was founded in 1987 as an independent, and nonprofit bipartisan organization based on the recommendations of a 1986 Carnegie Commission report. The Board's mission is to establish "high and rigorous standards" for what teachers should know and be able to do, and it operates a system of voluntary national certification designed to give teachers clear and objective standards of practice, and to help drive professional development and standards-based reform of teaching in the states. To date, the Board has certified 1,836 teachers in 27 states, and another 6,500 are currently working toward board certification.

Your Involvement with NBPTS

Throughout your Presidency you have supported NBPTS. In 1995 you hosted a reception at the White House for the first 177 NBPTS certified teachers. In 1997 you hosted another White House reception to celebrate the 10-year anniversary of NBPTS. In your 1997 State of the Union address, you advocated using federal funds to support the goal of having 105,000 National Board-certified teachers across the country -- one for every school. Both the leadership and staff of NBPTS and the board certified teachers consider you a champion of their cause.

Today's Speech

- **NBPTS proves that your formula of standards, accountability, and investment is the way to improve education.** National Board standards are rigorous -- only about 50 percent of teachers become board certified on their first try. But by investing in the National Board we are raising standards and investing in what works.
- **Your balanced budget allows for strategic and targeted investments to improve our schools.** Reducing class sizes in the early grades, turning around failing schools, and expanding after-school and summer school programs are key strategies to help students reach high standards. You will use today's remarks to emphasize that Republican spending bills undermine these strategies -- and call on Congress to invest in reform and accountability.

III. PARTICIPANTS

Briefing Participants:

Bruce Reed
Loretta Ucelli
Andy Rotherham
Sam Afridi

Greeters:

Governor James Hunt, Founding Chair, National Board for Professional Teaching Standards (NBPTS)
Barbara Kelley, Chair, NBPTS
Jim Kelly, Founding President, NBPTS
Betty Castor, President-Elect, NBPTS
Bob Wehling, Vice Chair, NBPTS
Sally Mernissi, Vice President, NBPTS
Leo Ramirez, Finance Chair, NBPTS
Phil Kearney, Senior Program Advisor, NBPTS
Pat Soto, National Board Certified Teacher and NBPTS Board Member
Carole Moyer, National Board Certified Teacher, Columbus, OH

Stage Participants:

Governor James Hunt, Founding Chair, National Board for Professional Teaching Standards (NBPTS)
Jim Kelly, Founding President, NBPTS
Betty Castor, President-Elect, NBPTS
Bob Wehling, Vice Chair, NBPTS
Leo Ramirez, Finance Chair, NBPTS
Pat Soto, National Board Certified Teacher and NBPTS Board Member

Program Participants:

YOU

Barbara Kelley, Chair, National Board for Professional Teaching Standards

Carole Moyer, National Board Certified Teacher, Columbus, OH

Carole Moyer is a National Board Certified Teacher and has been a kindergarten teacher in Columbus, OH for thirty-two years. She teaches at Salem Elementary School, a Title 1 school, and has 22 students in her classroom this year. She has been active with NBPTS, participating in outreach to other teachers to encourage them to become board certified and training board certification assessors.

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- **YOU** will greet stage participants and NBPTS representatives.
- **YOU** will be announced onto the stage, accompanied by Barbara Kelley and Carole Moyer.
- Barbara Kelley, Chair, NBPTS, will make brief remarks and introduce Carole Moyer.
- Carole Moyer, National Board Certified Teacher, will make brief remarks and introduce **YOU**.
- **YOU** will make remarks, work a ropeline, and depart.

VI. REMARKS

To be provided by speechwriting.

Questions and Answers
The National Board for Professional Teaching Standards

When the Board first requested federal funds in the late 1980's, their representatives claimed that they only needed \$25 million from the federal government for "one-shot, one-time R&D activities." And they promised that the federal government's share would only be 50%—private corporations, foundations, etc. would pick up the other half. The Board has thus far received well over twice that amount from the federal government and they are not finished yet. Is there no end in sight?

When NBPTS first requested its original authorization and appropriations, it based its request on its best estimate of what the R&D would cost. When the Board actually began to put the standards and assessments out for bid in 1991, it found that the bids it received were far more costly than anticipated. The proposals received in response to the first RFP (Request for Proposals) all came in higher than the figure offered by the NBPTS. (Keep in mind that these assessments are not multiple choice tests—they represent the first legitimate exercises with the new field of performance assessments involving cutting edge use of video presentations, portfolios, analyses of student learning and other complex measures of a teacher's abilities.) Working with these "research market" factors, the Board has nevertheless worked to reduce costs of development whenever possible without sacrificing the quality of the assessments. The end of the original R&D of the system is in sight. Two more appropriations cycles (FY 2000 and FY 2001) at the current level will complete the development of the system

What about the private sector's participation?

NBPTS has raised more money from nonfederal sources (including fee income, in-kind services, and corporation and foundation grants) than from the federal dollars received to date. The commitment from the private sector has been both wide and deep, and the Board expects to continue receiving substantial nonfederal support in the future.

The Board has been in existence for 12 years and has spent more than \$70 million in federal funds, but has produced fewer than 2,000 certified teachers. How can we justify these numbers?

While the National Board has been granted over \$70 million (\$73.3m including \$2 million from the NSF) in federal funds, not all of those funds have been spent. However, they all have been spent or obligated in multiyear contracts for assessment development work or for the small candidate subsidy program instituted with FY 1998 monies to provide subsidies for candidate fees for a limited number of candidates from each state. (\$5 million has been appropriated to date for the candidate subsidy program. FY 98 monies are being used for this school year. FY 99 monies will be expended for the next school year.)

To lay the entire cost of the research on the first few cohorts of Board certified teachers is misleading:

- It is like allocating all of the cost of a brand new state-of-the-art high school, intended to serve generations of students, against the first couple of classes of graduating seniors.
- It is like taking the cost to build the Rayburn Building (which was the most expensive office building in its day) and dividing it by the number of Congressmen who occupied it in the first year, to determine its per unit cost to the taxpayers.

Keep in mind that the federal money has all been spent on R&D to develop the necessary infrastructure of standards and assessments for each certificate; you have to build the system in order to fully utilize it. The first teachers to receive Board certification were announced in January 1995; each year since then the number of assessment candidates has more than doubled, as has the number passing the assessment. Close to 6,500 teachers are currently in the midst of this year's assessment cycle; if historical trends hold, a little less than half of them will attain Board certification on their first try. That should bring the total number of Board-certified teachers from 1835 to close to 5000. NBPTS expects that the doubling of candidates and NBCTs will continue in each of the next several years.

Despite all the money that the federal government has given to the Board, we still do not have any tangible data to show that NBPTS will improve teaching and learning.

The answer to this question is: Preliminary evidence suggests that National Board Certified Teachers do, in fact, differ in significant ways from teachers not certified by the National Board and that they do have a positive impact on student learning.

In the fall of 1995, the National Board commissioned a small-scale pilot study to investigate the impact that NBCTs have on student learning outcomes. The study was intended to answer two questions:

- 1) How do NBCTs perform in the classroom compared to teachers not awarded National Board Certification?
- 2) How do NBCTs impact student learning?

Data from the pilot study – which included multiple occasions of direct classroom observations as well as collection of extensive interview data – indicated that the NBCTs were more likely than the teachers who were not certified to:

- 1) use more deep and effective questioning;
- 2) know how to more effectively facilitate student learning;
- 3) use more in-depth considerations when planning lessons;

- 4) give greater feedback to students; and
- 5) produce deeper learning outcomes for their students.

These results provided early and encouraging evidence that NBCTs do, in fact, differ in significant ways from teachers not yet certified and that they do have a positive impact on student learning.

Building on this small-scale study, the National Board has commissioned a second study, which includes a larger, more diverse sample of teachers. The focus of this study is to further examine the question of whether and how NBCTs differ from those teachers who are not certified in the quality of their classroom teaching and the outcomes they achieve in terms of student learning, including student achievement on standardized statewide pupil assessments. This study began on January 1, 1998 and is scheduled to be completed by June 30, 2001.

Also, there is a growing body of testimony from teachers who have gone through the assessment process that it has in fact improved their teaching profoundly. This is true for both successful and unsuccessful candidates. Teachers are pushed to reconsider the way they practice, the basis for the decisions they make every day, and the alternatives to their current practice. National Board Certification demands a critical self-examination unlike anything most of them have ever faced during their teaching careers. And their comments afterward are uniform: "This is the most valuable professional development activity I have ever participated in." "I have become a much better, stronger teacher as a result of going through the NBPTS certification process."

The ultimate focus of this critical self-examination is, "How am I doing? How well are my students learning? How can I do an even better job of enhancing student learning?"

The NBPTS is dominated by the teachers unions – especially the NEA.

The Board has the broad support of all of the major stakeholders in education, including both teachers unions. However, it is not dominated by any one group or faction. The Board is also strongly supported by business leaders, by virtually all of the teaching disciplinary and specialty organizations, by many governors of both parties, by organizations such as the National School Boards Association, the National Association of State Boards of Education, and the National Conference of State Legislators. It is hard to imagine these groups and leaders being so deeply involved in an endeavor that was "in the pocket" of the unions.

Parents should have a greater role in the NBPTS.

National Board Certification is, like other credible systems of professional certification, based on tough-minded peer review. It must be in order to be respected by teachers. No one would seriously argue that parents, who have equally important interests in the quality of medical care for their children, should determine which pediatricians receive medical board certification. That said, however, parents and other representatives of the lay community have an important role in NBPTS. They sit on the Board of Directors, they review the standards as they are being developed, and candidates, as part of their portfolio, are required to demonstrate that they can work productively with parents.

Isn't the Board pushing us towards federal standards in teaching, and toward a federal curriculum?

The Board is about voluntary national standards, not federal ones. States and localities are examining the Board's standards and assessments and making up their own minds about whether they want to buy in and in what ways they want to support the Board. The Board accepts candidates (who have the required three years of teacher experience) from any public or private school. The Board respects state and local authority over education, and expects teachers to take into account state and local curricular requirements. However, we can still have the high standards in terms of asking teachers to know the subject matter, which they are teaching, and to understand best practices for helping children learn that subject.

John B. Buxton

10/21/99 11:04:03 AM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP

cc: Bethany Little/OPD/EOP@EOP

Subject: NBPTS in the budget

The National Board is part of the Eisenhower Professional Development National Activities language (Title II, Section 2102). As for a budget line item, it is folded into the Eisenhower National Activities line. At present, its status is as follows:

<u>FY 99</u>	<u>FY2000</u>	<u>House</u>	<u>Senate</u>	<u>Conf Agreement</u>	<u>+/- Pres</u>
23.3	30	23.3	23.3	23.3	-6.7

National Board



FOR PROFESSIONAL TEACHING STANDARDS

FACSIMILE TRANSMITTAL SHEET

TO: <i>Andy Rotherham</i>	FROM: <i>Jilly Ileruzzi</i>
COMPANY:	DATE:
FAX NUMBER: <i>202 456 5581</i>	TOTAL NO. OF PAGES INCLUDING COVER: <i>3</i>
PHONE NUMBER:	RE:

URGENT
 FOR REVIEW
 PLEASE COMMENT
 PLEASE REPLY
 AS REQUESTED

NOTES/COMMENTS:

Andy -
Here are some prints. Please
ignore formatting - I never know
how I get these things so messed-up.
Some prints are actually asides
for the President.
Please help to see that he
mentions Jim Kelly (who is leaving)
& Betty Carter (who is coming in) as preside-

Points about the National Board and Its Leaders

- ◆ President Clinton has supported the National Board throughout his Presidency. He hosted a reception at the White House in October 1995 for the first 177 National Board Certified Teachers announced that year.
- ◆
- ◆ There are now 1835 National Board Certified Teachers and nearly 6500 are currently seeking Board Certification and are awaiting their results. By the end of the year, the number of National Board Certified Teachers will more than double.
 - ◆ 1835 NBCTs teach in thousands of different schools across the country.
 - ◆ 1835 teachers are equally representative of urban, suburban and rural schools.
- ◆
- ◆ President Clinton also hosted another White House reception in honor of the National Board's 10 year anniversary and for the First Annual National Board Certified Teacher Meeting in October 1997. This was a historic gathering of accomplished teachers from across the country, coming together to share best teaching practice and to envision education reform centered on teaching and learning in America's classroom.
- ◆
- ◆ President Clinton understood the National Board's vision of quality teaching and always supported it.
 - ◆ The National Board created high and rigorous standards for the teaching profession where none existed before.
- Through colleges and universities that are adopting these standards, future teachers will graduate better prepared to enter the classroom and to seek Certification during their careers.
- The National Board created an innovative performance assessment to capture the essence of teaching and learning.
-
- 37 states and more than 140 local school districts recognize the value of National Board Certification by offering incentives and rewards.
-
- Over 60 colleges and universities are right now looking into ways to incorporate the rigorous standards of National Board Certification into their coursework for training teachers. This is really key. We know that the quality of the education of the teacher is not unrelated to the quality of the education the teacher imparts to her students. It is so important that this loop be made and strengthened.
- While the success of the National Board is due in large measure to the individual and collective efforts of many people, there can be no question that the NBPTS founding president, Jim Kelly, was a key to your success. I know you will miss him, but I also know that the in-coming president, Betty Castor, is fully capable of taking the Board to scale. And I want you to know, Betty, I'll be watching. You owe me 106,000 Board Certified Teachers in just a few years. So get cracking!

Points about the Third Annual National Board Certified Teacher Meeting

- ◆ This year's theme is "Teaching America about Accomplished Teaching" and takes place Thursday through Sunday.
- ◆ More than 300 National Board Certified Teachers and 300 National Board Certification supporters are meeting to discuss the importance of accomplished teaching as the key to improving student learning.
- ◆ This meeting provides some of the nation's best teachers the opportunity to share best practices, explore leadership roles in promoting high standards for the teaching profession, and an opportunity to build a national community of accomplished teachers dedicated to the future of America's children.
- ◆ On Thursday, National Board Certified Teachers visited their individual Congressional representatives to thank them for their support and engage them in strategies for advancing improved teaching and learning.

Background

The National Board for Professional Teaching Standards was created in 1987 after the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released *A Nation Prepared: Teachers for the 21st Century*. The report called for the National Board to "establish high standards for what teachers need to know and be able to do, and to certify teachers who meet that standard." The report followed the landmark report, *A Nation at Risk: The Imperative for Educational Reform*, 1983, developed by the President's Commission on Excellence in Education.

A Nation at Risk set off alarms across the country with statements like, "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war." Educators, parents, business executives and legislators awakened to the economic and social consequences of an education system failing to keep pace with a changing American and global society.

The Carnegie task force offered solutions: "The key to success lies in creating a profession equal to the task — a profession of well-educated teachers prepared to assume new powers and responsibilities to redesign schools for the future." The task force urged the teaching profession to set the standards and certify teachers who meet those standards.

Those suggestions helped bring the nation's educational community together to create the National Board for Professional Teaching Standards. The National Board is an independent, nonprofit, nonpartisan and non-governmental organization governed by a 63-member board of directors, a majority of whom are classroom teachers. The other directors include school administrators, school board leaders, governors and state legislators, higher education officials, and business and community leaders.

The National Board's mission is to establish high and rigorous standards for what accomplished teachers should know and be able to do, to develop and operate a national voluntary system to assess and certify teachers who meet these standards, and to advance related education reforms for the purpose of improving student learning in American schools.

Financial support for the National Board's work comes from grants by the nation's major private foundations and corporations and from federal funds. Once the entire certification system is in place and operating, fees paid by or on behalf of National Board Certification® candidates will support the majority of the National Board's work.

The standards grow out of a central policy statement, *What Teachers Should Know and Be Able to Do*. This statement and the vision of teaching it describes are organized around Five core propositions: 1) Teachers are committed to students and their learning; 2) Teachers know the subjects they teach, and how to teach those subjects to students; 3) Teachers are responsible for managing and monitoring student learning; 4) Teachers think systematically about their practice and learn from experience; 5) Teachers are members of learning communities.

Based on these propositions, the National Board is setting advanced standards in more than 30 certificate fields. The certificates are structured around student developmental level(s) and the subject(s) taught. Standards are created by committees of classroom teachers, teacher educators and subject experts and are then reviewed nationally and extensively before final approval by the National Board for Professional Teaching Standards board of directors.

Based upon the standards, multi-part assessments are used to identify National Board Certified Teachers®. Teachers applying for National Board Certification are expected to demonstrate principled, professional judgment in a variety of situations. Evaluating such complex behavior
Backgrounder continued...

requires innovative assessment methods. National Board Certification assessments are performance-based exercises and give teachers an opportunity to grow professionally by requiring them to reflect on and describe their practice.

The first part of the two-part assessment asks teachers to develop a school-site portfolio reflecting various facets of teaching. Candidates show evidence of teaching practice through student work, videotapes of classroom interaction and written commentaries that provide a window into what they do and how they think about it. During the second portion of the assessment, teachers attend an assessment center where exercises focus on content knowledge as well as age-appropriate and content-appropriate strategies teachers use. Teachers demonstrate their knowledge and strategies with written responses to prompts or stimulus materials, like journal articles and student work samples.

National Board Certification is a symbol of professional teaching excellence. A National Board certificate will attest that a teacher was judged by his or her peers as one who is accomplished, makes sound professional judgments about students' best interests, and acts effectively on those judgments. Offered on a voluntary basis, National Board Certification complements, but does not replace, state licensing. While state licensing systems set entry-level standards for novice teachers, National Board Certification establishes advanced standards for experienced teachers.

Many state governments and schools districts are encouraging teachers to apply for National Board Certification by paying the fee and by rewarding National Board Certified Teachers with financial benefits, recognition and new roles in the classroom.

National Board Certification also represents an opportunity for professional growth unlike any other now available to teachers. Teachers across the nation are able to gauge their skills and

knowledge against objective, peer-developed standards of advanced practice. And as teachers hone their professional skills, their students reap the greatest rewards.

The National Board has awarded National Board Certification to 1,835 teachers nationwide. For the 1999-2000 school year, the National Board will offer sixteen certificates.

Early Childhood/Generalist
Middle Childhood/Generalist
Early Adolescence/Generalist
Early Adolescence/English Language Arts
Early Adolescence/Mathematics
Early Adolescence/Science
Early Adolescence/Social Studies-History
Early Adolescence through Young Adulthood/Art
Adolescence and Young Adulthood/Mathematics
Adolescence and Young Adulthood/Science
Adolescence and Young Adulthood/
English Language Arts
Adolescence and Young Adulthood/
Social Studies-History

An additional four certificates are currently under development, and plans call for these to be available **December 1, 1999:**

Early Childhood through Young Adulthood/
Exceptional Needs
Early and Middle Childhood/English as a New
Language
Early Adolescence through Young Adulthood/
English as a New Language
Early Adolescence through Young Adulthood/
Vocational Education

For further information please contact the National Board for Professional Teaching Standards at 1-800-22TEACH or visit our website at www.nbpts.org.

National Board for Professional Teaching Standards
26555 Evergreen Road, Suite 400
Southfield, MI 48076

JUNE 1999

This project is funded in part with grants from the U.S. Department of Education and the National Science Foundation. Through September 1998, the National Board for Professional Teaching Standards has received Federal funds of \$53.8 million, representing approximately 48 percent of the National Board Certification project. More than \$57.4 million (52 percent) of the project's cost was financed by non-governmental sources.