

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001a, letter	Kaya Henderson to Andrew Rotherham (partial) (1 page)	10/20/1999	P6/b(6)
001b, agenda	Teach for America Week 1999 visit details (partial) (1 page)	10/21/1999	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Andrew Rotherham (Subject Files)
OA/Box Number: 17352

FOLDER TITLE:

TFA [Teach for America]

2011-0103-S

rc168

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
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One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

October 20, 1999

Mr. Andrew Rotherham
Special Assistant to the President for Education
The White House
fax: 202-456-5581
of pages: 10

Dear Mr. Rotherham,

I am writing to provide you with detailed information that will help you prepare for your Teach For America Week visit. I'm sorry that this information is arriving so late, but it took quite some time to get principal approval as they have been out of the buildings in meetings with the Superintendent.

Enclosed you will find the following documents:

Visit Information

- Information about the corps member and the school
- Helpful hints for teaching your lesson
- Sample lessons from past participants
- Sample Teach For America Week schedule
- Directions to your school site

Teach For America Week Information

- Basic facts about Teach For America
- Teach For America Week messages

If you have any questions after reviewing the enclosed, please do not hesitate to call me on my cell phone at [REDACTED] [601A]

I look forward to seeing you on October 22nd.

Best regards,



Kaya Henderson
Executive Director



AN AMERICORPES PROGRAM

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Teach For America Week 1999

Visit Details for Andrew Rotherham

I. Logistics

Date and Time of School Visit: Friday, October 22, 1999, ^{2:15 pm} 4:15 pm
School Name: Hendley Elementary School
School Address: 425 Chesapeake Street, SE
Principal Name: Duane Ross
Teach For America Staff Member Name: Kaya Henderson
Corps Member Name (class in which you will teach): Erika Bugaj

II. Information about the school and corps member

School

A comprehensive overview on the school will be provided at the beginning of your visit by Duane Ross, principal.

Corps member

Name: Erika Bugaj
Home Phone Number: [REDACTED] 600167
Hometown: Dewitt, NY
College: Syracuse University
Major: Social Work
Grade Level: 2nd grade

Reason For Joining Teach For America:

"I chose Teach For America because it offers an opportunity to me that I would not otherwise qualify for. As a member of the Teach For America community, I can contribute a personal persistence with youth to foster a sense of vision for their lives. As we cut welfare and watch communities languish and deteriorate in poverty and crime, we must give a valuable gift to youth - the ability to see beyond. I know that I have the integrity and resilience to begin to pass this on to those who are younger than myself."

Teach For America Week 1999

Helpful Hints for Teaching a Class

Setting a goal for the lesson.

- Choose a topic that is familiar: a lesson related to your profession, a personal hobby, leadership issues, a life lesson, etc.
- Ensure the goal is specific -- what should the students know or be able to do once the lesson is over?
- Consider their age group and tailor the presentation to their level.

Investing the students in the goal and the learning process.

- Sometimes it can be useful to start off by explicitly stating what you hope your students will learn from your lesson.
- Find a way to make the lesson relate to the students' lives and experiences.
- Provide background information or vocabulary that students may need to understand the topic. Consider using the chalkboard or other visuals to help familiarize students with terms they may not know.

Planning various strategies to ensure a lesson is successful.

- If possible, include visuals or objects students can look at or pass around or a project for them to make along with you.
- Ask questions throughout the class. Summary questions can help you gauge whether or not students are processing the new information. Questions that require students to link aspects of the presentation to their own lives can challenge students and keep them engaged in the presentation.
- Encourage students to ask questions throughout the lesson.
- In case the lesson moves more quickly than anticipated, you may want to have a "back-up" topic ready to discuss with the students.

Lesson Plans from Past Participants

Below you will find some sample lesson plans from past Teach For America Week participants. Note that you can do lessons on virtually anything. While some participants have based their lessons on aspects related to their industries, others designed lessons that have nothing to do with their occupations.

1) Clancy DuBos

Chairman of Gambit Communications
High School English

Clancy DuBos taught a lesson on the key to great writing. The objective of his lesson was for the students to know how to use the "three desks of writing" to compose their own well-written works. First Mr. DuBos and the class brainstormed and came up with a list of the qualities needed for good writing. Then he explained that the key to good writing is that it is "easily read." He cited the examples of Hemingway's "one true sentence" and Alfred Hitchcock's tight, well-planned writing to exemplify his point. Mr. DuBos then explained the three steps that great writers use when composing written works. He used the imagery of three desks to clarify the three steps. The first desk is used for thinking, brainstorming, planning, researching, and outlining. The second desk is used for the actual writing. Finally, the third desk is used for revising and re-writing. In conclusion, Mr. DuBos reviewed his major points and answered questions from the students.

2) Ellis Marsalis and Harold Battiste

Professors of Jazz Studies at the University of New Orleans and world-famous musicians
First Grade

Ellis Marsalis and Harold Battiste used the Blues to teach math. They introduced the lesson by sharing background information on the evolution of the Blues with the students. They explained how this form of music is unique to New Orleans. After this introduction, Mr. Battiste and Mr. Marsalis asked the students what kind of music they listen to and traced their answers back to the Blues. Next, the two played some Blues for the class and discussed the rhythm of the music. As a class, they defined the rhythm pattern that makes up the Blues. Using this pattern, Mr. Battiste and Mr. Marsalis created math problems for the students to solve with their new knowledge. They concluded the lesson by having each student perform with one of them and create a math problem using the Blues.

3) Dr. William Jenkins

Chancellor, Louisiana State University
Tenth Grade Biology

William Jenkins used his veterinary background to teach his lesson. Dr. Jenkins brought in slides of African big game animals. As he showed the slides to the class, he engaged them by having them discuss how animals' features reflect their habitat and how that differs depending on climate and geography. In conclusion, he had the students draw their own comparisons between Louisiana animals and animals from Africa.

4) Jenny DeMonte
Editor of New Jersey Monthly Magazine
6th Grade

Jenny DeMonte began her lesson by explaining what a news story "lead" is and why it is important. Ms. DeMonte followed this explanation with examples from articles that she has written. Next, she pretended that she was a famous person who was involved in a plane accident and was now holding a press conference. The students asked her questions, as if they were reporters at the press conference, and then wrote the "lead" of the story. At the end of the lesson, the students read their stories to the class and she offered feedback.

5) Melina Flores
Stanford Women's Basketball Player
Third Grade

Melina Flores taught a lesson on teamwork and effort. She began her lesson by briefly explaining her background. Next, she had the students make a paper chain to exemplify how individuals are all part of a group and how we rely on one another to succeed. After this talk on teamwork and effort the class went outside and were divided into two teams. Then they participated in some basketball drills that demonstrated the importance of teamwork and effort. She concluded her lesson with a group cheer.

6) Bill Hughson
Owner of a gourmet grocery store
High School Science

Bill Hughson taught a lesson on business. He began by talking about why he likes business and engaged the students by asking them questions such as why they buy certain items. Then Mr. Hughson divided the class into groups of five. Each group had to come up with a product that they wanted to sell and a sales plan. They created promotional posters and concluded by presenting their plans to the class.

7) Fritz Maytag
Owner of Anchor Brewing Co.
Middle School Language Arts

Fritz Maytag owns a vineyard where he grows olives. He did a basic geography lesson by discussing where olive oil comes from. Mr. Maytag went on to discuss the laborious process of making olive oil. He brought in samples of olive branches, olives, and olive oil. He concluded by inviting the class to visit his vineyard.

Teach For America Week 1999 Sample Schedule

While visit schedules will vary depending on the needs of each guest teacher as well as the teacher he or she is visiting, the following outline offers a general chronology of how your Teach For America Week visit will proceed.

The Visit:

- Guest teacher arrives and is greeted by school principal and Teach For America staff member. (approx. 5 min.)
- Guest teacher is introduced to corps member and class. (approx. 5 min.)
- Guest teacher teaches lesson on topic of choice. (approx. 30-45 min.)
- Guest teacher answers questions prepared by students. (approx. 10 min.)
- At the conclusion of the lesson, the guest teacher joins in a photo opportunity with the corps member and class. (approx. 5 min.)
- If schedules allow, guest teacher is escorted to another corps member's classroom at the same school to observe teaching. (approx. 10 min.)
- Guest teacher is escorted out of the school for departure. (approx. 5 min.)

Teach For America Week

Directions to Hendley Elementary School 425 Chesapeake Street, SE

From downtown Washington, take Pennsylvania Avenue east towards the Capitol. Make a right onto South Capitol Street and go over the Frederick Douglas Bridge. Follow the signs for South Capitol and continue on South Capitol Street past Bolling Air Force Base to Atlantic Avenue. Make a left on Atlantic and a right on 4th Street. Then make your second left onto Chesapeake and the school is immediately on the right side of the street.

Teach For America Week 1999

Teach For America Basic Fact Sheet

What is Teach For America?

- Teach For America is the national corps of outstanding and diverse recent college graduates, of all academic majors, who commit two years to teach in under-resourced urban and rural public schools.
- More than 1,000 corps members are teaching in thirteen regions across the country from South Central Los Angeles to the Mississippi Delta to the South Bronx.
- Nearly 5000 alumni, in all professions, remain connected to Teach For America and each other by their commitment to ensuring that all children receive an excellent education.

What are our goals?

- To provide students in under-resourced schools with excellent teachers.
- To create a force of alumni leaders in all professions striving for educational excellence for all children.

What is the impact?

- Corps members go above and beyond the norm to meet the needs of their students. Based on an independent survey of parents of elementary school students taught by corps members, more than seventy-five percent rated corps members higher than other teachers in improving reading and math skills; challenging their child to do better and learning more; and keeping them informed of their children's progress.
- Our alumni are already assuming leadership roles in professions including journalism, business, law, public policy, and education, and are bringing to their positions a strong commitment to expanding educational opportunity.

Why is Teach For America Week important?

- Although our guest teachers only spend one hour in the classroom, the impact of their lesson resonates throughout the year.
- Teach For America Week participants share their experience and expertise with our corps member's students. In the hands of a great teacher this lesson becomes an ongoing topic for class discussion and reflection.
- Teach For America Week participants broadcast the message that all of us -- from corporate executives to government officials to college students -- have a collective responsibility to ensure that all children in this nation have the opportunity to attain an excellent education.
- By sending the above message, participants promote the visibility of Teach For America, thereby helping Teach For America recruit more of the nation's most outstanding recent college graduates.

Teach For America Week 1999

Potential media questions & sample participant answers

Event impact

- **Question:**
Does Teach For America Week, like other similar short-term events, encourage the idea that quick-fix approaches can substitute for needed long-term solutions? What are you really accomplishing by volunteering to teach in a classroom for one hour?
- **Response:**
Although our participants are only in the classroom for one hour, the impact of their lesson resonates throughout the year. Corps members often comment on how they continue to incorporate aspects of this one hour visit into lessons taught throughout year.

Teaching qualifications of Teach For America corps members

- **Question:**
Teach For America corps members have only five weeks of teacher training before being placed in some of the most difficult public schools. Is this enough preparation?
- **Response:**
Teach For America teachers receive very intensive training at our summer institute. While they study, corps members teach in classrooms in Houston, TX, under the direct supervision of experienced teachers. In addition, they receive on-going professional support and development from accredited schools of education throughout their two year commitment.

Short-term, two-year commitment of Teach For America corps members

- **Question:**
What do you think of the short-term commitment corps members make? Can anything really be accomplished in two-years?
- **Response:**
Ask this question to Teach For America corps members' students. For these students, a moment can make a world of difference. Corps members are committed, caring and talented teachers inside and outside the classroom and constantly push themselves to be excellent teachers. These are the nation's young leaders, many of whom continue teaching beyond the two-year commitment. Most stay involved with educational issues regardless of their professions.

Teach For America Week 1999

Media Messages

- Although our guest teachers only spend one hour in the classroom, the impact of their lesson resonates throughout the year.
- Teach For America Week participants share their experience and expertise with our corps members' students. In the hands of a great teacher this lesson becomes an ongoing topic for class discussion and reflection.
- Teach For America Week participants broadcast the message that all of us -- from corporate executives to government officials to college students -- have a collective responsibility to ensure that all children in this nation have the opportunity to attain an excellent education.
- By sending the above message, participants promote the visibility of Teach For America, thereby helping us recruit more of the nation's most outstanding recent college graduates.

Karin Kullman

10/20/99 09:20:14 AM

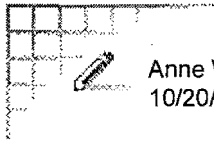
Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP

cc:

Subject: Re: teach for america

----- Forwarded by Karin Kullman/OPD/EOP on 10/20/99 09:20 AM -----



Anne W. Bovaird
10/20/99 09:18:30 AM

Record Type: Record

To: Karin Kullman/OPD/EOP@EOP

cc:

Subject: Re: teach for america

The national contact person that I have is Nicole Jarvis, at 212-279-2081. They also have a DC office at 463-6122, but I have not spoken with anyone there. The head of the organization is Wendy Kopp, and she is in the NY office.

6
SCHED.

10/18 - 10/22/99

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

March 26, 1999

BC SC
4/1/99

President Bill Clinton
The White House
Washington, DC 20500

LOG
OF

Dear President Clinton,

I would like to invite you to participate in the third annual Teach For America Week, a national event in which American leaders teach classes in our country's most under-resourced urban and rural public schools. We hope you will spend an hour in one of our classrooms teaching on a topic of your choice during the week of October 18-22, 1999. You can teach in Washington, DC, or in any of our thirteen regional sites (see attached).

Although your visit would only last one hour, the impact of your lesson would resonate throughout the year. Our corps members frequently comment on how Teach For America Week has inspired their students: "Henry Kissinger's lesson got my students thinking about history as a living process not just a textbook. By telling them about his own childhood and challenges growing up, he gave my students a sense that there was something larger out there beyond their neighborhood and that if they worked hard, they could be part of it."

Past participants also include the Houston Rockets' Hakeem Olajuwon, actress Jada Pinkett Smith, Time Warner President Richard Parsons, American Express Chief Executive Officer Harvey Golub, political strategist James Carville, *Newsweek* editor Jonathan Alter, The Today Show's Al Roker, and Chairman of Paramount Pictures and Teach For America board member Sherry Lansing.

Teach For America, the sponsoring organization, is the national corps of outstanding and diverse recent college graduates of all academic majors who commit two years to teach in schools where they are needed most. Each year, over 1000 corps members reach 100,000 students. By participating in this event, you would be showing your support for our effort to ensure that one day, all children in this nation will have the opportunity to attain an excellent education.

In the past, Teach For America Week has been a wonderful experience for everyone involved. Although we are inviting you to be the teacher, we have no doubts that you will learn as much as your students. We look forward to hearing from you soon.

Sincerely,

Wendy
Wendy Kopp
President & Founder



AN AMERICORPS PROGRAM

Contact:
Nicole Jones
212 279-2080
6022

Andrew J. Rotherham
Special Assistant to the President for Education Policy
The White House

Andrew Rotherham is Special Assistant to the President for Education Policy. In this capacity he coordinates education policy activities at the White House, leads the White House Domestic Policy Council education team, and advises President Clinton on educational issues. Mr. Rotherham is on a leave of absence from his post as Director of the 21st Century Schools Project for the Progressive Policy Institute (PPI). PPI is a think tank affiliated with the Democratic Leadership Council, which President Clinton once chaired. At PPI, Mr. Rotherham works with policymakers in academia, government, and the non-profit sector to develop and advance policy initiatives aimed at raising standards and student achievement, increasing accountability in education, and increasing flexibility and innovation in public schools. Mr. Rotherham writes and speaks frequently about educational issues.

Prior to coming to PPI, Mr. Rotherham was the Legislative Specialist and Policy Analyst for the American Association of School Administrators (AASA), a professional association representing more than 14,000 public school superintendents. In this capacity, he studied and wrote for publication on policy issues including school finance, the federal budget, appropriations, school infrastructure, and electrical deregulation. He also coordinated AASA's grassroots and Capitol Hill advocacy efforts in these areas.

A resident of Arlington, Virginia, Mr. Rotherham is active in local civic affairs. He recently completed a two-year appointed term on the Arlington County Public Schools Advisory Council on Facilities and Capitol Improvements. Currently, he is serving on the Budget Advisory Group for the Arlington schools. He also does volunteer work with young adults.

Mr. Rotherham was born and raised in Virginia and earned a bachelor's degree from the Virginia Polytechnic Institute and State University (Virginia Tech) double majoring in history and political science. He currently is working on a master's degree in education from the University of Virginia.

Mr. Rotherham can be reached at (202) 456-5575 or by calling the White House Switchboard at (202) 456-1414.

Karin Kullman

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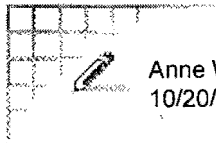
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425 Chesapeake Street, SE, Washington, DC

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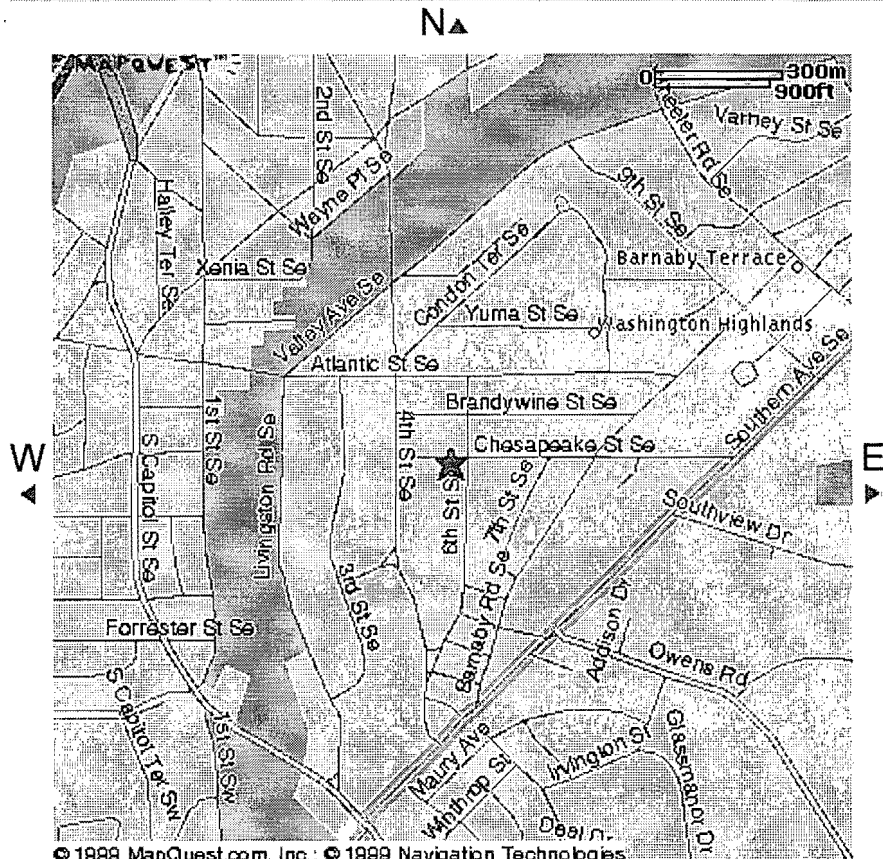
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**425 Chesapeake Street, SE, Washington, DC
20032-3699**

Zoom Out ◀ ◀ ◀ ◀ ◀ ◀ ◀ ◀ ◀ ◀ Zoom In ▶ ▶ ▶ ▶ ▶ ▶ ▶ ▶ ▶ ▶



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425 Chesapeake Street, SE

City, State Zip or a ZIP

Washington, DC 20032-3699

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