

THE WHITE HOUSE

WASHINGTON

October 23, 1997

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

DATE:	October 24, 1997
LOCATION:	South Lawn
BRIEFING TIME:	9:30 am - 9:55 am
EVENT TIME:	10:00 am - 11:00 am
FROM:	Bruce Reed

I. PURPOSE

To highlight your commitment to certified teachers and the National Board for Professional Teaching Standards. This is an opportunity to reiterate your comprehensive agenda for improving education -- including your national standards and testing proposal, charter schools, educational technology -- and emphasize your support for teachers.

II. BACKGROUND

You will be addressing an audience of 350 certified teachers and members of the Board of Directors of the National Board for Professional Teaching Standards (NBPTS) who are in town for their annual conference. Gov. Jim Hunt, who founded the NBPTS in 1987 and has served as the Chair of the organization for the last ten years, will be stepping down as Chair at this year's meeting. Gov. Hunt will remain the Founding Member of the Board and will continue to be very involved.

There are currently 600 Board certified "master teachers" in the United States. These teachers met rigorous standards and passed the tests developed by teachers, education leaders, businesspeople, governors, state legislators, and others on the NBTS Board. In your last State of the Union you called on Congress to support your plan to help 100,000 teachers gain national certification, and you requested \$105 million over 5 years to help achieve this goal. The funding would help the Board complete assessments in 25 academic areas covering the fields of 90% of the nation's teachers and help defray the cost to teachers of taking part in the Board certification process.

III. PARTICIPANTS

Briefing Participants:

Secretary Riley

Bruce Reed

Mickey Ibarra

Michael Cohen

Event Participants:

Secretary Riley

Gov. Jim Hunt, Outgoing Chair of the NBPTS

Rebecca Palacios, National Board Certified Teacher, Pre-K Teacher and a Lead Teacher
of the Early Childhood Development Center at Texas A&M

Also seated on stage:

Barbara Kelley, Incoming Chair and former Vice Chair of the NBPTS.

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- Secretary Riley will make welcoming remarks and introduce Gov. Hunt.
- Gov. Hunt will make remarks and introduce Rebecca Palacios..
- Rebecca Palacios will make remarks and introduce you.
- You will make remarks and then depart.

VI. REMARKS

To be provided by Speech Writing.

**UNITED STATES
DEPARTMENT OF EDUCATION****NEWS**

FOR RELEASE
October 6, 1997

Contact: David Thomas
(202) 401-1579

**RILEY ANNOUNCES NEW PARTNERSHIP TO PROMOTE
EXCELLENCE AND ACCOUNTABILITY IN TEACHING****DRAFT**

U.S. Secretary of Education Richard W. Riley announced today the award of a new five year, \$23 million contract to the University of Maryland, College Park to create a National Partnership for Excellence and Accountability in Teaching.

"Some of the most memorable experiences students have from school is 'that special teacher that made a difference,'" Riley said. "We need to find new and better ways to recruit and prepare teachers 'that make that special difference.' This partnership will shine the spotlight on what works in effective teacher training, how to keep teacher skills current and, how to energize professional development."

The partnership will be the first comprehensive, nationwide effort to promote, support, and sustain proven strategies to prepare, induct, and provide career-long professional development and support for improving pre-K through 12 teaching.

Riley said it represents a critical step in reforming teacher education and teacher professional development, and in realizing the department's goal to have a talented, dedicated and well-prepared teacher in every classroom.

Unlike previous efforts, the National Partnership for Excellence and Accountability in Teaching will focus on the reform of all aspects of preparing teachers for the classroom, such as:

- o teaching standards and assessment;
- o teacher education and professional development;
- o teacher recruitment and retention in the profession; and
- o the restructuring of schools as learning organizations.

To implement its work, the partnership will combine applied research and development with technical assistance and dissemination to ensure that teachers have the skills, knowledge, and support to help all students learn the basics and achieve to high standards.

-MORE-

The partnership will bring together elementary, secondary, and postsecondary educational institutions; state and local education agencies; national professional associations, and other stakeholders across the country, whose influence is crucial to the quality of teaching.

The National Partnership for Excellence and Accountability in Teaching includes: the American Association of Colleges for Teacher Education; American Association of School Administrators; American Federation of Teachers; Common Destiny Alliance; Council for Basic Education; Council of Chief State School Officers; Council of the Great City Schools; Education Week; The Holmes Partnership; International Reading Association; Michigan State University; Middle Grade School State Policy Initiative (Carnegie Corporation); National Alliance of Business; National Association of Elementary School Principals; National Association of Secondary School Principals; National Board for Professional Teaching Standards; National Commission on Teaching and America's Future; National Council for Teachers of Mathematics; National Council for the Accreditation of Teacher Education; National Education Association; National Staff Development Council; New American Schools; Peabody College, Vanderbilt University; Recruiting New Teachers, Inc.; and Teachers College, Columbia University.

Through these core members, the partnership will engage those other organizations that influence the quality of teaching.

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FROM UNITED TEACHER, THE NEWSPAPER FOR
MEMBERS OF UNITED TEACHERS LOS ANGELES
SEPT. 19, 1997 EDITION

United Teacher

About National Board Certification

The tentative agreement between UTLA and LAUSD includes a plan to award a 15 percent salary increase to any teacher achieving National Board Certification. What is National Board Certification? What do you have to do to become National Board certified? Why is UTLA behind the plan?

Here are some answers:

National Board Certification is a professional development experience built on high, rigorous standards that define accomplished teaching.

The certification program takes a one-year commitment and is very complex with high demands and lots of writing. While it is possible to apply directly to the National Board and go through on your own, it is strongly advised you work with someone else.

LA teachers may have a financial incentive to go for their NBC: Negotiators for LAUSD and UTLA tentatively agreed Sept. 5 to give teachers who achieve National Board Certification a salary increase of 15 percent.

There are currently 600 teachers nationwide with National Board Certification, more than 70 in California, and one in the LAUSD—UTLA member and Foshay Learning Center teacher Myra LeBendig.

The National Board For Professional Teaching Standards (NBPTS)

Founded in 1987, the NBPTS is a non-profit, nonpartisan, nongovernmental organization of teachers and other education stakeholders working to advance the teaching profession and to improve student learning.

Governed by a 63-member board of directors, the majority of whom are classroom teachers, the NBPTS is dedicated to defining, identifying and recognizing accomplished teaching in America. The

presidents of the AFT and the NEA sit on NBPTS board of directors.

What is National Board Certification?

National Board Certification is a demonstration of teaching practice as measured against high and rigorous standards. It is a symbol of commitment to excellence in teaching. Offered on a voluntary basis, the advanced system of 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 high standards for experienced teachers.

The National Board is developing advanced standards in more than 30 certification fields. The certificates are structured around student developmental levels and subject(s) taught. Each set of standards represents the professional consensus on the critical aspects of teaching in each certification area.

Standards are developed by committees of teachers, teacher educators, experts in human development and leaders in the disciplinary fields.

In the 1997-98 school year, six certificates will be available: * Early Childhood (ages 3-8)/Generalist. * Middle Childhood (ages 7-12)/Generalist. * Early Adolescence (ages 11-15)/Generalist. * Early Adolescence (ages 11-15)/English-Language Arts. * Adolescence and Young Adulthood (ages 14-18+)/Mathematics. * Adolescence and Young Adulthood (ages 14-18+)/Art.

For 1998-99, tentative plans are to have available, in addition to those listed above: *Early Adolescence Science. *Adolescence and Young Adulthood English Language Arts. *Early Adolescence Social Studies/History. *Adolescence and Young Adulthood Social Studies/History. *Early

Adolescence Mathematics.

What Should I Expect In The Board Certification Process?

Candidates participate in a two-part assessment based on the standards. The first part requires the development of a portfolio reflecting various facets of teaching. The second part involves a series of interviews at an assessment center. The portfolio is composed of student work, videotapes and other teaching documents. The interviews are supported by commentaries on the goals and standards of instruction, the effectiveness of practice, reflections on what occurred and the professional rationale.

The National Board Certification fee is \$2,000. The fee is payable in increments to the National Board. Scholarships, grants, and special loan programs are available. The National Education Association, for example, has the Education Loan Program (NEA HELP). NEA members in financing the certification fee.

A pilot program to assist teachers prepare for the National Board Certification assessment began in June at UCLA. Twenty-five teachers went through a three-day orientation and are participating monthly throughout the school year. They share their experiences and receive assistance in meeting the NBC standards. The pilot program is closed for the 1997-98 year but may be offered again next year. Contact UNITED TEACHER for information.

Why Is National Board Certification Part Of The Tentative Agreement?

According to UTLA President Higurashi, "when a teacher has National Board Certification, it tells the public that you are getting the highest quality of teaching here. That level of professionalism

Certification

The National Board for Professional Teaching Standards describing its certification process

that level of contribution to raising student achievement in our schools must be rewarded." He says Superintendent Ruben Zacarias agreed that the District must be responsible for encouraging teachers to achieve excellence in their profession. "Encourage" does not mean slogans and a handshake, but financial incentives, says Higuchi.

Other districts across the country give monetary rewards to teachers who achieve National Board Certification, so a salary increase for those achieving an NBC is not a new concept. But a 15 percent salary increase is unprecedented, and Higuchi sees this extraordinary commitment—along with UTLA's Helen Bernstein Professional Development Center—as establishing Los Angeles as the penultimate environment in California for nurturing teaching excellence. This high-caliber reputation for demonstrated top-notch teaching quality will go a long way to silencing proponents of a District breakup.

Higuchi also praises the objectivity of the NBC process. "Teachers not from your district, with no political axe to grind, do an evaluation of your classroom practices." He also notes that both AFT President Sandra Feldman and NEA President Bob Chase sit on the board of directors of the NBPTS.

For More Information

The NBPTS has a number of materials describing its certification process. These materials are available either free or for a nominal fee (see article below). Contact NBPTS, headquarters in Michigan at 1-800-22-TEACH.

The National Board for Professional Teaching Standards has an extensive website: www.nbpts.org.

Info From NBPTS

National Teaching Standards (NBPTS) has a number of ma-

United Teacher

More About National Board Certificates

The proposed UTLA/LAUSD Contract includes a 15% salary increase to teachers who achieve National Board Certification. The National Board for Professional Teaching Standards is developing advanced standards in more than 30 certification fields, listed below. They already have established standards in 21 fields.

These certificates — and the standards on which they are based — are structured around student developmental levels (early childhood, middle childhood, early adolescence, adolescence and young adulthood) as well as by subject area.

The standards are developed by committees of teachers and other experts and then are reviewed extensively — both internally and during a public comment period — before being approved by the board of directors. Both AFT President Sandra Feldman and NEA President Bob Chase sit on the NBPTS board of directors.

You can order copies of available standards from the National Board, call toll-free (800) 22-TEACH or visit their web site at www.nbpts.org. Teachers will find the standards valuable for influencing and improving their teaching practices.

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Adolescence (ages 11-15)/English-Language Arts. * Adolescence and Young Adulthood (ages 14-18+)/Mathematics. * Adolescence and Young Adulthood (ages 14-18+)/Art.

For 1998-99, tentative plans are to have available, in addition to those listed above: * Early Adolescence Science. * Adolescence and Young Adulthood English Language Arts. * Early Adolescence Social Studies/History. * Adolescence and Young Adulthood Social Studies/History. * Early Adolescence Mathematics.

By 2001, NBPTS hopes to offer certificates for teachers of students of English as a new language, of students with exceptional needs, and vocational education. There are also plans to offer certificates for teachers of physical education, music, library media, and foreign language.

Early Childhood (Ages 3-8)
Generalist

Middle Childhood (Ages 7-12)
Generalist
English Language Arts
Mathematics
Science
Social Studies-History

Early & Middle Childhood (Ages 3-12)
Art



Twenty-five teachers are meeting monthly at UTLA assistance for those interested in achieving National Board Certification with UTLA professional development specialist, at (213) 487-3319.

English as a New Language
Exceptional Needs/Generalist
Foreign Language
Guidance Counseling
Library/Media
Music
Physical Education

Early Adolescence (Ages 11-15)
Generalist
English Language Arts
Mathematics
Science

Adolescence & Young Adulthood
English Language Arts

Growth Initiatives For Teachers (GIFT)

Grants For Math, Science Teachers

This school year, 120 secondary science

coming school year, students across the

Grant Writing V

October 3, 1997



LA in a pilot program that offers guidance and
al Board Certification. Any teacher interested in
upport group is invited to call Theresa Montano,
3) 368-6213.

Mathematics
Science

Early Adolescence through Young
Adulthood (Ages 11-18+)

Art

English as a New Language

Exceptional Needs/Generalist

Foreign Language

Guidance Counseling

Health

Library/Media

Music

Physical Education

Social Studies/History

Vocational Education

Workshops Held

FROM OUR
NEW CONTRACT
RATIFIED
OCT. 7
BY 81%
OF UTLA
BARGAINING
UNIT
MEMBERS

8. The District and UTLA have agreed to establish a program for payment of additional compensation to UTLA-represented permanent employees who work directly with students on a daily basis in a classroom setting who obtain National Board Certification (NBC) from the National Board for Professional Teaching Standards (NBPTS). The additional compensation shall be implemented in the following manner:

Each qualified employee in permanent status shall receive compensation at their daily rate for actually working a number of additional days/hours equal to 7 1/2% of their work year and shall also receive a differential of 7 1/2% per year for a total of 15% increase in compensation above their base rate. The District and UTLA shall jointly explore whether this compensation is STRS creditable. This program shall be available to employees serving in a position which is currently eligible for the NBC pursuant to current NBPTS requirements. Such qualified employees will continue to receive the additional compensation as long as they hold a valid certificate and satisfactorily fulfill their assigned duties. The District and UTLA agree to meet and negotiate regarding any position for which the NBPTS creates an NBC after the expiration of this agreement.

Implementation issues, such as professional duties, shall be determined by a committee composed of an equal number of representatives appointed by UTLA and the District. One additional committee member may be appointed by mutual agreement of the committee.

9. There shall be no arbitration of and the District shall have no obligation with respect to the terms of Article XIV, Salaries, Section 1.0c. of the parties' 1995-98 Agreement. Instead, 1997-98 salaries for UTLA-represented employees shall be set by the terms of this MOU.
10. The UTLA Bargaining Team shall recommend this Memorandum of Understanding for approval to UTLA's Board of Directors, House of Representatives and membership, and the District's Bargaining Team shall recommend this Memorandum of Understanding to the Board of Education for approval.

09-26-97:mr

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**Announcement by President Clinton
Friday, October 24**

DRAFT

I am also pleased to announce today two new efforts to increase the numbers of Board certified teachers in our nation's urban public schools.

The McGraw Hill Company in partnership with the Council of the Great City Schools is announcing today that it will provide a new grant of ~~nearly \$100,000~~ to a consortium of the New York City Board of Education, the United Federation of Teachers, and New York University to boost the number of Board certified teachers in New York City.

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The Los Angeles Unified Schools are also announcing today that it has reached agreement with United Teachers of Los Angeles to provide any teacher completing the National Board Certification process with an additional 15% in annual salary.

Both of these cities also announced recently that they would volunteer to take the National Tests, signaling a new age in urban education for higher standards for both students and teachers in their march towards improvement.

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Fax

To: Mike Cohen
Of: White House
Fax: 202.456.5581
Pages: 1, including this cover sheet.
Date: October 22, 1997

From William Lambert, UTLA director of governmental relations

"Teachers must lead the charge for quality teaching," says UTLA President Day Higuchi. "We must make the possession of a National Board Certificate the norm for an experienced teacher, and the career in teaching a natural progression to National Board Certification."

Higuchi notes that Los Angeles leads all other large urban school districts in rewarding teachers who achieve the highest level of professional development.

"As professionals, and as United Teachers Los Angeles, we must let the public know we stand for education excellence," says Higuchi.

By meeting the rigorous requirements for certification set by the National Board of Professional Teaching Standards, L.A. teachers will again demonstrate to the community their commitment to excellence in teaching.

From the desk of...

Steven Blazak
Communications Specialist
United Teachers Los Angeles
2511 W. Third St
Los Angeles, CA 90057
213.368-6247

PRESIDENT WILLIAM J. CLINTON
REMARKS FOR NATIONAL TEACHER OF THE YEAR AWARD
THE ROSE GARDEN
APRIL 18, 1997

Acknowledgments: Vice President Gore; Secretary Riley, Senator John Glenn and Rep. Steve Chabot.

I want to welcome all of our Teachers of the Year, and your families and friends. It is a special pleasure to be here this year. As I said in my State of the Union Address and many times since then, making sure that our children receive the best education in the world is my number one priority. And I know that you and I share this great goal.

The children you teach will live most of their lives in the 21st century; the tools you give them today will determine their futures in a world we'll never know. The class that entered school this September is the largest in American history. And every one of them will depend on your skills to prepare them for that world of the future. That is why the first and most basic thing we must do is to make sure they master the basics. To do that, we must raise our expectations and our standards. Just last month, a woman told me that in her 30 years of teaching, she had learned one thing about children -- that they rise or fall to the level of our expectations.

I have challenged every state in America to adopt high national standards in the basics, and by 1999, to test every 4th grader in reading and every 8th grader in math to make sure these standards are met. This month, California's educational leadership joined Maryland, Michigan, North Carolina, and the hundreds of schools run by the Department of Defense in endorsing my call for standards.

But we all know that we cannot expect our children to meet high standards on their own. Each of us has an important role to play to give them the tools to make the most of their God-given potential. And after parents, our nation's teachers must play the most fundamental role of all. We all know what a difference good teachers like the ones we are honoring today can make in the life of a child. I know what a difference they made in mine. And right now, we don't have enough of them.

As Secretary Riley has just told you, in the next 10 years, we need to recruit, hire and train 2 million teachers. We must help those teachers -- those who are returning to the field and those who are entering it for the first time -- to achieve the excellence we expect . . . and our children deserve. And we must continue to encourage our existing teachers to achieve new levels of excellence.

I know that many of you are participating in Secretary Riley's National Forum. This is an unprecedented opportunity for you to share ideas with educators from all over the country about the best way to train teachers for the 21st century. And I want to challenge all of you to put these ideas into action when you return to your own communities.

But we must do more to inspire our teachers to become the best in the world. We expect our teachers to challenge our children to do their very best -- now we must challenge our teachers to do the same, and reward them when they do. That is why I have encouraged teachers all over the country to seek certification as master teachers from the National Board of Professional Teaching Standards.

A master teacher is exactly that: a teacher who has mastered a subject, and can inspire every student to want to master it as well. Right now, there are only 500 of these teachers nationwide. My balanced budget plan would commit \$105 million to help put 100,000 master teachers in our nation's classrooms. This initiative will help teachers to get advanced training and embark upon the rigorous process that leads to certification as a master teacher. Most important, it will set a standard of excellence for all of our teachers.

When a teacher goes the extra mile to achieve excellence in teaching, then we must reward that teacher. Only six states currently give a raise or a bonus to teachers who achieve National Board certification. So today, I call upon every state to do the same. Because rewarding our best teachers sends a strong signal that we value what you do . . . and it gives our good teachers a reason to be even better.

Whether it is improving the way we prepare our teachers, helping them get off to a good start, or strengthening the skills they need throughout their careers, we are committed making sure that our nation's teachers are the best that they can be. That is why the resource guide that Secretary Riley told you about is so important. And I want to encourage states and local school districts to use these resources to ensure that every child has a teacher who can teach to high standards . . . and make learning come alive.

Sharon Draper is just such a teacher; in fact, she is one of our nation's first Master Teachers and a member of the National Board for Professional Teaching Standards. For 27 years, she has inspired her students with her passion for literature . . . and for life. The standards to which she holds her students at Walnut Hills High School in Cincinnati are legendary: so much so, that seniors wear t-shirts that proclaim "I survived the Draper Paper" when they finish their senior thesis. And her gifted teaching has not gone unrecognized: she received both the National Council of Negro Women Excellence in Teaching Award, and the Ohio Governor's Educational Leadership Award.

An accomplished author in her own right, Sharon was honored with the American Library Association's Coretta Scott King Genesis Award, and its annual "Best Books for Young People Award." And she has devoted her career, not only to teaching and writing, but to helping other teachers improve their skills.

Sharon Draper is more than a credit to her profession; she is a blessing to the children she has taught. It gives me great pleasure to present her with the National Teacher of the Year Award. Congratulations.

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1000000

Charlotte

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224-199

Bye

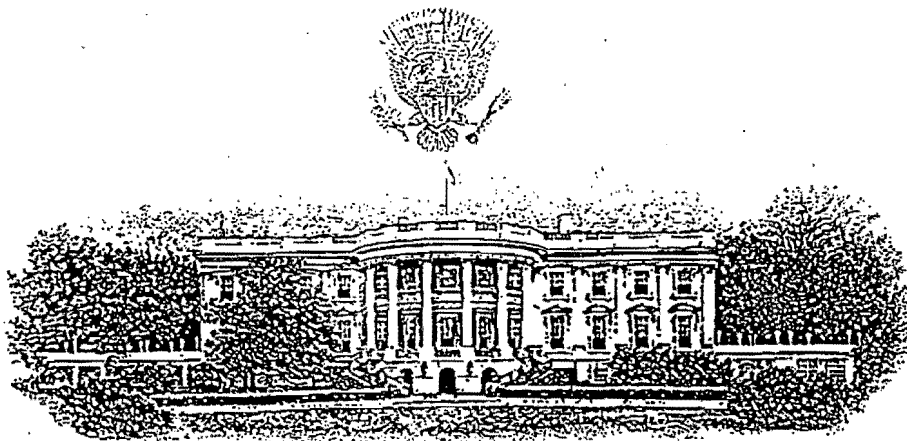
NOTE TO FILE:

Since 1991, we have provided 34.3 million to support the work of the National Board for Professional Teaching Standards -- about \$5 million per year.

Source--Sue Betka

Office of the Vice President
Communications

MC



274 OEOb

Washington, DC 20501

Phone: 202-456-7035 Fax: 202-456-2685

TO: Bill Kincaid DATE: 10-9-97
FAX#: 6-7028 Pages - including cover: 7

From: Lorraine Voles

Ginny Terzano

Roger Salazar

Heidi Kukis

Nathan Naylor

Eli Attie

Andrei Cherny

Jonathau Spalter

COMMENTS: _____

INVESTING IN QUALITY TEACHING FOR THE 21ST CENTURY

October 9, 1997

In a speech at Columbia University today, Vice President Al Gore made a forceful appeal to focus on investing in the quality of the nation's teaching force. He cited new Department of Education projections that show the number of teachers that need to be hired over the next ten years to accommodate growing student enrollments and an aging teaching force, as well as new estimates of the age demographics of our nation's teaching force. He used these figures to demonstrate that a heightened focus on recruitment and teacher preparation efforts in the next few years can dramatically affect the quality of our nation's schools for decades:

An immense need to hire teachers over the next ten years.

- 1,987,000 school teachers are expected to be hired in public schools over the next ten years -- from the '97-'98 academic year to 2007-2008 academic year.
- New estimates break this figure into teachers needing to be hired, by geographic region of the country. 381,000 teachers are expected to be hired in the northeast; 430,000 in the midwest; 756,000 in the south, and 420,000 in the west.
- The five states in the northeast region with the highest need (relative to size of the state's current teaching force) for public school teachers over the next ten years are: 1) New Jersey, 2) Massachusetts, 3) New York, 4) Rhode Island, and 5) New Hampshire.
- States with the highest need (relative to size of state's current teaching force) for public school teachers over the next ten years nationally are: 1) California, 2) Hawaii, 3) Utah, 4) Georgia, 5) Idaho, 6) Nevada, 7) New Jersey, 8) Texas, 9) New Mexico, 10) Arizona.

An aging teaching force that will need to be replaced.

- 45.3% of the teaching force in the current academic year is estimated to be age 46 and over. 15.3% of the teaching force is estimated to be age 54 and over.
- The "mode" or "peak" age for teachers - the most common age for teachers- is 51 years old.
- New Jersey has the oldest teaching force in the nation, with 18.6% of the state's teaching force age 55 or over in 1993-94.

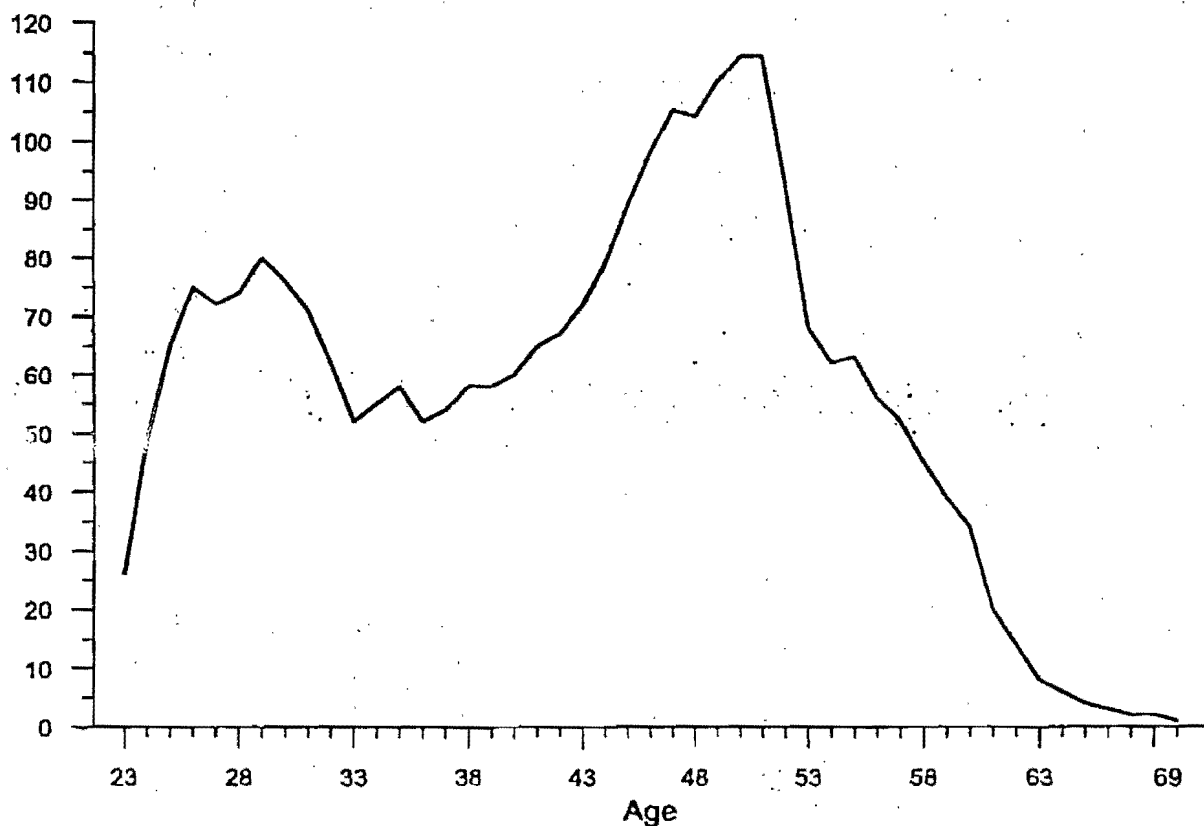
Rapidly growing student enrollments, especially in our high schools -- accelerating the need for hiring teachers.

- Public high school student enrollment will grow 13.2% between 1997 and 2007. By far, the most rapid growth will be in California, with a projected increase of 35.3% in public high school enrollment over the next ten years.
- Overall, K-12 public school student enrollment will grow 4.1% nationally over the next ten years. California's enrollment will grow most rapidly, with a 15.7% increase.

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Estimated number of public school teachers by age: 1997-98

Teachers (in thousands)



Percent of teachers under age 30	16.4
Percent of teachers, ages 30 to 37	17.9
Percent of teachers, ages 38 to 45	20.4
Percent of teachers, ages 46 to 53	30.0
Percent of teachers, ages 54 and over	15.3
Peak age	50 and 51

NOTE: Age 23 includes teachers under age 23, and age 69 includes all teachers over age 69.

SOURCE: U.S. Department of Education, unpublished estimates.

Estimated need for additional public school teachers, by region, with the 5 states in each region with the highest relative need: 1997-98 to 2007-08

Region and high relative need states	Estimated need, 1997-98 to 2007-08
Total, 50 states and D.C.	1,987,000
Northeast, all states.....	381,000
New Jersey.....	High relative need
Massachusetts.....	High relative need
New York.....	High relative need
Rhode Island.....	High relative need
New Hampshire.....	High relative need
Midwest, all states.....	430,000
Indiana.....	High relative need
Illinois.....	High relative need
Nebraska.....	High relative need
Michigan.....	High relative need
Kansas.....	High relative need
South, all states.....	756,000
Georgia.....	High relative need
Texas.....	High relative need
Tennessee.....	High relative need
Delaware.....	High relative need
North Carolina.....	High relative need
West, all states.....	420,000
California.....	High relative need
Hawaii.....	High relative need
Utah.....	High relative need
Idaho.....	High relative need
Nevada.....	High relative need

SOURCE: U.S. Department of Education, unpublished estimates.

**Number and percent distribution of public elementary and secondary school teachers, by age group:
1993-94**

Region and state	Number of teachers, in thousands					Percent of teachers			
	Total	Under 30	30 to 39	40 to 55	55 or over	Under 30	30 to 39	40 to 55	55 or over
Total.....	2,561	280	573	1,425	283	10.9	22.4	55.6	11.0
Northeast.....	516	46	91	318	61	8.9	17.7	61.7	11.7
Connecticut.....	35	2	6	24	4	5.4	17.5	66.7	10.4
Maine.....	16	1	3	10	1	7.4	20.5	62.7	9.4
Massachusetts.....	58	3	9	38	8	5.5	15.8	65.2	13.5
New Hampshire.....	12	1	3	7	1	9.2	24.7	56.4	9.7
New Jersey.....	84	9	12	48	16	10.2	14.1	57.1	18.6
New York.....	179	17	36	106	20	9.4	20.4	59.2	11.0
Pennsylvania.....	115	11	18	75	10	10.0	15.8	65.8	8.3
Rhode Island.....	9	1	2	6	1	7.6	18.0	66.4	8.0
Vermont.....	7	1	2	4	1	7.9	22.8	59.3	10.0
Midwest.....	640	71	137	362	71	11.0	21.4	56.5	11.1
Illinois.....	112	13	20	65	13	11.8	17.6	58.7	12.0
Indiana.....	58	5	12	35	6	8.7	20.6	59.8	10.9
Iowa.....	36	4	7	20	5	10.2	20.6	56.3	12.9
Kansas.....	31	4	8	15	4	12.7	26.1	48.7	12.4
Michigan.....	83	8	15	51	9	9.9	17.7	61.8	10.6
Minnesota.....	44	4	10	24	6	9.8	22.3	53.3	14.6
Missouri.....	62	6	17	32	6	12.6	27.1	50.5	9.8
Nebraska.....	20	3	5	11	2	13.1	22.5	53.3	11.2
North Dakota.....	8	1	2	4	1	12.6	26.7	53.3	7.4
Ohio.....	112	11	25	66	10	9.8	22.1	59.2	8.9
South Dakota.....	11	2	3	5	1	15.5	28.0	43.8	12.6
Wisconsin.....	63	8	14	34	7	12.7	21.8	53.6	11.8
South.....	945	122	240	493	90	13.0	25.4	52.2	9.5
Alabama.....	45	5	10	25	4	11.3	23.0	56.7	9.1
Arkansas.....	31	4	9	15	3	11.9	30.0	47.7	10.4
Delaware.....	7	1	1	4	1	11.8	19.8	58.3	10.1
District of Columbia.....	5	0	1	3	1	6.3	15.4	64.1	14.2
Florida.....	107	12	26	55	13	10.9	24.8	52.0	12.2
Georgia.....	75	12	21	36	6	16.4	28.0	48.1	7.5
Kentucky.....	42	5	12	21	4	12.9	27.8	49.9	9.4
Louisiana.....	49	7	13	25	4	13.6	26.3	50.9	9.2
Maryland.....	44	6	9	26	3	14.7	19.4	58.7	7.6
Mississippi.....	30	3	7	11	3	10.8	23.1	56.1	8.7
North Carolina.....	72	10	18	35	8	14.0	25.3	49.0	11.6
Oklahoma.....	42	5	11	23	3	11.8	26.4	55.0	6.8
South Carolina.....	40	6	11	19	4	14.8	27.3	49.0	8.9
Tennessee.....	48	6	10	26	6	13.0	20.1	54.7	12.3
Texas.....	224	31	60	113	20	13.7	26.8	50.4	9.1
Virginia.....	65	8	16	36	5	12.3	24.3	56.1	7.3
West Virginia.....	21	1	5	13	2	6.0	23.1	61.0	9.9
West.....	460	42	105	252	61	9.0	22.9	54.7	13.3
Alaska.....	8	0	2	5	0	4.3	30.1	60.4	5.1
Arizona.....	38	4	9	20	4	10.0	25.0	53.8	11.2
California.....	209	18	45	109	37	8.8	21.4	51.9	17.8
Colorado.....	36	3	9	21	3	7.5	25.3	58.1	9.2
Hawaii.....	11	1	2	6	1	12.3	21.5	56.1	10.1
Idaho.....	12	1	3	6	1	11.6	25.1	53.1	10.2
Montana.....	13	1	3	7	1	10.4	26.0	56.7	6.9
Nevada.....	13	2	3	7	1	12.6	24.0	53.7	9.7
New Mexico.....	19	2	5	11	2	10.1	25.9	54.6	9.3
Oregon.....	26	1	6	16	3	5.3	21.9	62.6	10.3
Utah.....	20	2	5	11	3	9.9	23.2	53.1	13.8
Washington.....	48	5	11	29	4	9.8	22.3	60.1	7.8
Wyoming.....	8	1	2	4	1	9.1	24.8	55.4	10.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, unpublished data.

**Enrollment in grades 9 to 12 in public secondary schools,
by region and state: Fall 1987, 1997, 2002, and 2007**
(In thousands)

Region and state	1987	Projected 1997	Projected 2002	Projected 2007	Percent change, 1987 to 1997	Percent change, 1997 to 2007	Percent change, 1987 to 2007
Total	12,076	13,138	13,832	14,870	8.8	13.2	23.1
Northeast	2,348	2,329	2,473	2,596	-0.8	11.5	10.6
Connecticut	139	141	149	151	1.3	7.1	8.5
Maine	66	60	60	57	-9.5	-5.0	-14.1
Massachusetts	260	255	295	313	-2.0	22.7	20.3
New Hampshire	52	57	62	61	9.7	7.0	17.4
New Jersey	346	328	347	374	-5.1	14.0	8.2
New York	859	854	906	984	-0.5	15.2	14.6
Pennsylvania	557	559	573	572	0.4	2.3	2.7
Rhode Island	41	42	47	51	2.0	21.4	23.9
Vermont	28	32	34	33	15.3	3.1	18.9
Midwest	3,077	3,166	3,193	3,234	2.9	2.1	5.1
Illinois	560	561	577	618	0.2	10.2	10.4
Indiana	305	300	306	324	-1.8	8.0	6.1
Iowa	152	165	155	151	8.3	-8.5	-0.9
Kansas	123	146	146	147	19.1	0.7	19.9
Michigan	492	462	469	474	-6.2	2.6	-3.7
Minnesota	225	266	269	257	18.3	-3.4	14.3
Missouri	245	263	271	277	7.4	5.3	13.1
Nebraska	80	90	89	89	12.6	-1.1	11.3
North Dakota	35	38	38	37	9.7	-2.6	6.9
Ohio	573	542	542	548	-5.5	1.1	-4.4
South Dakota	35	47	45	42	32.6	-10.6	18.5
Wisconsin	251	285	285	270	13.6	-5.3	7.6
South	4,174	4,571	4,829	5,234	9.5	14.5	25.4
Alabama	208	204	208	226	-2.0	11.8	9.5
Arkansas	130	133	133	138	2.5	3.8	6.3
Delaware	29	33	37	39	14.0	18.2	34.7
District of Columbia	24	18	19	20	-23.7	11.1	-15.2
Florida	493	619	676	724	25.6	17.0	46.9
Georgia	316	368	398	441	16.5	19.8	39.6
Kentucky	194	193	188	194	-0.3	0.5	0.2
Louisiana	210	227	222	228	7.9	0.4	8.4
Maryland	211	221	247	263	10.0	15.1	24.7
Mississippi	141	149	139	150	1.1	8.0	6.1
North Carolina	332	328	377	417	-1.3	27.1	25.5
Oklahoma	173	182	178	181	5.1	-0.5	4.5
South Carolina	183	186	193	211	1.5	13.4	15.1
Tennessee	241	253	269	293	4.8	15.8	21.4
Texas	986	1,050	1,125	1,252	18.5	19.2	41.3
Virginia	294	307	336	367	4.3	19.5	24.7
West Virginia	107	95	86	87	-11.5	-8.4	-18.9
West	2,478	3,071	3,338	3,806	23.9	23.9	53.6
Alaska	29	37	39	42	27.7	13.5	44.9
Arizona	160	227	258	283	41.9	24.7	77.0
California	1,317	1,580	1,766	2,138	19.9	35.3	62.3
Colorado	168	196	213	223	16.5	13.8	32.5
Hawaii	49	59	59	66	21.3	11.9	35.7
Idaho	59	78	80	85	32.0	9.0	43.9
Montana	44	52	51	49	17.7	-5.8	10.9
Nevada	49	80	95	99	62.4	23.8	100.9
New Mexico	92	116	115	126	26.3	8.6	37.2
Oregon	138	162	166	170	17.4	4.9	23.2
Utah	109	156	160	176	42.6	12.8	60.8
Washington	235	298	305	318	26.9	6.7	35.4
Wyoming	28	32	31	32	13.9	0.0	13.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys; and *Projections of Education Statistics to 2007*.

**Enrollment in grades K-12 in public elementary and secondary schools,
by region and state: Fall 1987, 1997, 2002, and 2007**

(In thousands)

Region and state	1987	Projected 1997	Projected 2002	Projected 2007	Percent change, 1987 to 1997	Percent change, 1997 to 2007	Percent change, 1987 to 2007
Total	40,008	46,353	47,911	48,262	15.9	4.1	20.6
Northeast	7,252	8,150	8,283	8,143	12.4	-0.1	12.3
Connecticut	465	537	531	511	15.5	-4.8	9.9
Maine	212	214	203	197	0.9	-7.9	-7.1
Massachusetts	825	947	987	974	14.8	2.9	18.1
New Hampshire	166	201	203	199	21.1	-1.0	19.9
New Jersey	1,093	1,248	1,290	1,280	14.2	2.6	17.1
New York	2,594	2,902	2,985	2,965	11.9	2.2	14.3
Pennsylvania	1,669	1,838	1,817	1,754	10.1	-4.6	5.1
Rhode Island	135	156	159	158	15.6	1.3	17.0
Vermont	93	108	108	106	16.1	-1.9	14.0
Midwest	9,870	10,643	10,588	10,397	7.8	-2.3	5.3
Illinois	1,811	1,988	2,022	2,010	9.8	1.1	11.0
Indiana	964	989	1,020	1,023	2.6	3.4	6.1
Iowa	481	501	480	467	4.2	-6.8	-2.9
Kansas	421	476	473	470	13.1	-1.3	11.6
Michigan	1,589	1,655	1,637	1,596	4.2	-3.6	0.4
Minnesota	721	847	827	798	17.5	-5.8	10.7
Missouri	802	902	905	893	12.5	-1.0	11.3
Nebraska	268	290	288	286	8.2	-1.4	6.7
North Dakota	119	117	113	111	-1.7	-5.1	-6.7
Ohio	1,793	1,840	1,817	1,772	2.6	-3.7	-1.2
South Dakota	127	147	143	140	15.7	-4.3	10.2
Wisconsin	772	890	864	831	15.3	-6.6	7.6
South	14,419	16,650	17,393	17,543	15.5	5.4	21.7
Alabama	729	748	779	789	2.6	5.5	8.2
Arkansas	437	458	464	458	4.8	0.0	4.8
Delaware	96	114	121	120	18.8	5.3	25.0
District of Columbia	86	82	78	76	-4.7	-7.3	-11.6
Florida	1,665	2,300	2,396	2,372	38.1	3.1	42.5
Georgia	1,111	1,358	1,471	1,502	22.2	10.6	35.2
Kentucky	643	661	660	643	2.8	-2.0	0.8
Louisiana	793	810	791	783	2.1	-3.3	-1.3
Maryland	624	688	668	667	22.8	3.2	26.0
Mississippi	506	512	525	527	1.2	2.9	4.2
North Carolina	1,086	1,240	1,341	1,332	14.2	7.4	22.7
Oklahoma	584	621	603	593	6.3	-4.5	1.5
South Carolina	615	665	688	694	8.1	4.4	12.8
Tennessee	824	923	978	984	12.0	6.6	19.4
Texas	3,237	3,900	4,156	4,314	20.5	10.6	33.3
Virginia	979	1,115	1,182	1,198	13.9	7.4	22.4
West Virginia	344	302	291	285	-12.2	-5.6	-17.2
West	8,468	10,910	11,646	12,179	28.8	11.6	43.8
Alaska	106	133	138	145	25.5	9.0	36.8
Arizona	572	832	914	922	45.5	10.8	61.2
California	4,489	5,860	6,337	6,780	30.5	15.7	51.0
Colorado	560	684	722	727	22.1	6.3	29.8
Hawaii	166	204	214	228	22.9	11.8	37.3
Idaho	212	255	275	283	20.3	11.0	33.5
Montana	152	169	167	165	11.2	-2.4	8.6
Nevada	168	295	330	321	75.6	8.8	91.1
New Mexico	287	352	372	393	22.6	11.6	36.9
Oregon	456	544	550	549	19.3	0.9	20.4
Utah	423	488	519	543	15.4	11.3	28.4
Washington	776	993	1,009	1,019	28.0	2.6	31.3
Wyoming	98	100	100	105	2.0	5.0	7.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys; and Projections of Education Statistics to 2007.

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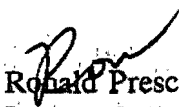
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Superintendent of Schools**RONALD PRESCOTT**
Deputy Superintendent
Government Relations &
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Assistant Superintendent
Legislation

October 22, 1997

FAX MEMORANDUM

To: Mike Cohen
Domestic Policy Council
White House

From: 
Ronald Prescott
Deputy Superintendent
Los Angeles Unified School District

It is my understanding that Mike Casserly and Bill Lambert have both talked to you about the school district's plan with the National Board for Professional Teaching Standards. I am sure we all agree on the plan and I hope that the President will include the following statement in his speech on Friday.

"Los Angeles Unified School District Superintendent Ruben Zacarias and the President of the United Teachers Los Angeles, Day Higuchi, in their effort to promote world class standards in Los Angeles, have agreed to provide a 15% pay increase for teachers who successfully complete the National Teaching Standards process. Mayor Riordan of Los Angeles has indicated his interest in supporting the efforts of the teachers union and the school district in achieving those standards. To that end, members of the National Board for Professional Teaching Standards will be meeting with the administrative and teaching staff of the Los Angeles Unified School District on November 5 to begin the process."

Thanking you in advance, Mike, I really appreciate this opportunity.