

October 21, 1999

MEMORANDUM

To: Bruce Reed Andy Rotherham
Eric Liu Bethany Little

From: JB Buxton

Subject: **Roundtable conversation with 15 National Board-certified teachers**

Date: Friday, October 22, 1999
Where: OEOB, Room 100
Time: 1:30 – 3 pm

Purpose

As part of our effort to engage elementary and secondary teachers and administrators on key issues in public education, the DPC has invited 15 teachers who are participating in the Oct. 21-24 conference of the National Board for Professional Teaching Standards to an informal meeting tomorrow at 1:30 pm.

The meeting will focus on soliciting input from classroom teachers on the major issues they face and the resources and incentives that need to be in place to help their efforts to raise student achievement and help kids reach high standards. More specifically, during the course of the meeting we would like to get their reactions to as many of the following issues as possible (organized in order of priority):

- Turning around failing schools. What is needed? How do we improve teaching in failing schools?
- Incentives for Teachers and Schools. How can we effectively reward teacher skills? What do they think of different systems currently proposed for rewarding teachers—pay for school improvement v. pay for demonstrated knowledge and skill v. pay for student performance?
- Principals. What do we need to do to improve school leadership?
- Technology. What access do teachers have, how is it being used and what are the continuing barriers? What is the potential of distance learning? How to harness it?
- Professional Development. How could the system of public education better deliver professional development? Alternative systems?
- National Board teachers. How should states, districts and schools be taking advantage of the demonstrated talent of Board-certified teachers?

Participants

The teachers represent a cross-section of Board-certified teachers. They teach in elementary, middle and high schools and hail from every region of the country. I'll provide you with a list of names, home states, and grade levels tomorrow morning before the meeting.

Background on NBPTS

The National Board for Professional Teaching Standards was founded in 1987 as an independent, 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 national, voluntary certification. National certification is designed

to provide teachers with clear and objective standards to guide their practice, to "professionalize" the job of teaching and to help drive professional development and standards-based reform of teaching in the states.

The National Board offers "national certification" in 30 fields. To date it has certified 1,836 teachers in 27 states. To become certified, candidates must submit portfolios and participate in an assessment process. The board plans to increase the number of certified teachers to 100,000 by 2006. Eight states offer fee subsidies for participation in the application process, eight recognize certification for license renewal, and six states provide bonuses to teachers who achieve certification.

The Administration has continually supported NBPTS. The FY2000 budget request and ESEA reauthorization proposal both include provisions to help NBPTS. The FY2000 budget request asked for a \$6.7 million increase for Eisenhower Professional Development National Activities from a current level of \$23.7 million. Support for NBPTS is folded into this account. Right now, the draft conference agreement on the Labor/HHS bill freezes this account at the FY99 level of \$23.7 million. Also, in his May 16, 1999 education speech at Graceland College, the Vice President advocated paying bonuses to National Board-certified teachers.

The House passed Teacher Empowerment Act does not contain authorizing language for the NBPTS and it is not included on the limited list of allowable "national activities" precluding the Secretary from using TEA funds for the NBPTS (although the Secretary could continue to fund NBPTS from other discretionary accounts). The President's ESEA proposal contains specific support for NBPTS.

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." The meeting started yesterday and runs until Sunday. Yesterday, attendees met with their congressional representatives to thank them for their support and/or educated them about the work of NBPTS.

NBPTS was founded in 1987 as an independent, 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 national, voluntary certification. National certification is designed to provide teachers with clear and objective standards to guide their practice, to "professionalize" the job of teaching and to help drive professional development and standards-based reform of teaching in the states.

The National Board offers "national certification" in 30 fields. To date it has certified 1,836 teachers in 27 states and approximately 6500 are currently working toward board certification. To become certified, candidates must submit portfolios and participate in an assessment process. The board plans to increase the number of certified teachers to 100,000 by 2006. 37 states and more than 140 local school districts offer incentives and rewards for National Board Certification. In addition, more than 60 colleges and

universities are looking into ways to incorporate the NBPTS standards into their coursework for training teachers in order to improve teacher preparation.

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.

Legislation and activity involving NBPTS and the Administration's Position

The Administration has continually supported NBPTS. Your FY2000 budget request and ESEA reauthorization proposal both include provisions to help NBPTS. Your FY2000 budget request asked for a \$6.7 million increase for Eisenhower Professional Development National Activities from a current level of \$23.7 million. Support for NBPTS is folded into this account. Right now, the draft conference agreement on the Labor/HHS bill freezes this account at the FY99 level of \$23.7 million. Also, in his May 16, 1999 education speech at Graceland College, the Vice President advocated paying bonuses to National Board-certified teachers.

The House passed Teacher Empowerment Act does not contain authorizing language for the NBPTS and it is not included on the limited list of allowable "national activities" precluding the Secretary from using TEA funds for the NBPTS (although the Secretary could continue to fund NBPTS from other discretionary accounts). Your ESEA proposal contains specific support for NBPTS.

Today's Speech

- **You have been a longtime supporter of NBPTS.** You have consistently supported NBPTS as a way to raise standards for teachers and improve teacher quality. By highlighting the work of NBPTS and supporting it through your budget requests you have played a key role in helping to develop the NBPTS standards.
- **NBPTS proves that your formula of standards, accountability, and investment is the way to improve education.** National Board standards are rigorous and only about 50 percent of teachers become board certified on their first try. However, by investing in the National Board we are raising standards and investing in what works.
- **Your balanced budget allows for strategic investments in a number of initiatives to raise standards, increase accountability, and improve public schools.** Reducing class sizes in the early grades, increasing after-school and summer school programs, and effective strategies like the Gear-Up program are key strategies to help students reach high standards. Investing in teacher quality and in your proposal to

help states and localities turn around failing schools are also key ways to improve public education.

- **Republican spending plans gut key initiatives.** Republicans are prepared to walk away from last year's commitment to reduce class size in the early grades. Their appropriations bills do not provide funds for this important program meaning that we are unable to continue toward the goal of hiring 100,000 high quality teachers and that the 29,000 teachers already hired might not be able to continue teaching in small classes. Republican appropriations bills also under-fund other key initiatives including after-school programs, Gear-Up, and teacher quality initiatives. In addition, neither the House nor Senate bills contained your proposal to set-aside 2.5 percent of Title I funding to help states and localities turn around failing schools. The Senate defeated an amendment by Senators Bingaman, Reed, and Kerry to include this provision on a party-line vote.

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

New Roles for National Board Certified Teachers

National Board Certification helps teachers become recognized as professionals in their schools, their districts and further afield. National Board Certified Teachers are taking on new roles and responsibilities, as the examples below illustrate. This page will be updated regularly, so visit frequently to learn about different ways National Board Certification enhances the professional lives of teachers who achieve it.

After receiving National Board Certification ...

- **Helene Alalouf** (1993-94 Early Adolescence/English Language Arts) of Yonkers, N.Y., was invited to teach at the Manhattanville Graduate School of Education as an adjunct professor.
- **Sandra Blackman** (1993-94 Early Adolescence/English Language Arts) of San Diego, Calif., was promoted to resource teacher for the Humanities Departments for 55 schools, where she will provide staff development for a standards-based system.
- **Edward William Clark Jr.** (1994-95 Early Childhood/Generalist) of Valley, Ala., helped the State Department of Education and the Alabama Education Association develop National Board Certification training modules to assist Alabama teachers with National Board Certification.
- **Linda Lilja** (1994-95 Middle Childhood/Generalist) of Scranton, Kan., was invited to serve as a member of the task force for the National Teachers Hall of Fame.
- **Donna W. Parrish** (1994-95 Early Adolescence/Generalist) of Shelby, N.C., was appointed curriculum specialist at Burns Middle School.

Memorandum

To: John Podesta
From: Andrew Rotherham and JB Buxton
Re: Briefing Paper on the National Board for Professional Teaching Standards
Date: September 14, 1999

On September 15, you will meet with representatives from the National Board for Professional Teaching Standards (NBPTS) at 12:15 in your office. NBPTS is a non-profit organization that has established a set of standards for teachers as a way of raising teacher professionalism and quality as well as respect for the profession. Governor Hunt is the founding chair of the program, the President is a strong supporter, and the Administration has worked closely with NBPTS.

The purpose of the meeting is two-fold. First, the leadership of NBPTS wants to get to know you. They had a relationship with Erksine Bowles and want to introduce themselves to you. Second, NBPTS needs two more years of federal funding to complete research and development of their standards and to establish all of their certificate programs for various kinds of teachers. They want to discuss the importance of this work with you.

They may also mention their concern that the Teacher Empowerment Act (HR 1995) passed by the House in July does not fund the NBPTS as an allowable "national activity." While the Department of Education believes it could continue to fund NBPTS activities from other sources, it would prefer to the separate authorization as the Administration included in our Elementary and Secondary Education Act proposal. A SAP was issued on July 20, 1999 objecting to a number of provisions in the Teacher Empowerment Act, including its failure to authorize funding for NBPTS. The President has publicly criticized the bill as well, but has focused his comments on the bill's failures to require class-size reduction in the early grades.

Our recommendation is that if the legislative issues come up in the meeting you reaffirm the Administration's commitment to the NBPTS and our support for authorizing it. However, because H.R. 1995 does not prohibit continued federal support outright, and because there are numerous issues in play with regard to the overall bill, we recommend that you avoid specific commitments as to our final position on the bill.

Attendees will be:

You
Andrew Rotherham, DPC
J.B. Buxton, DPC
James Kelly, President NBPTS
Elizabeth Bowe Castor, President-elect NBPTS
Barbara Kelly, Chair of the Board of Directors, NBPTS
Sara L. Mernissi, Vice President for Government Relations, NBPTS
W. Michael House, Hogan and Hartson
Nancy L. Granese, Hogan and Hartson

Background on the NBPTS: Mission and Activities

- The NBPTS establishes "high and rigorous standards" for what teachers should know and be able to do, and it operates a system of national, voluntary certification. The

Board was founded in 1987 as an independent, nonprofit, bipartisan organization based on the recommendations of a 1986 Carnegie Commission report.

- **The Board offers “national certification” in 30 fields and has certified 1,836 teachers to date.** The Board develops standards and assessments and conducts a national assessment system. To become certified, candidates must submit portfolios and participate in an assessment process. The board plans to increase the number of certified teachers to 100,000 by 2006.
- **The NBPTS is helping to drive the teacher quality agenda in states.** National certification is designed to provide teachers with clear and objective standards to guide their practice, to “professionalize” the job of teaching and to help drive professional development and standards-based reform of teaching in the states.
- **States are beginning to offer incentives for teachers to participate.** Eight states offer fee subsidies for participation in the application process, eight recognize certification for license renewal, and six states provide bonuses to teachers who achieve certification.

Legislation involving NBPTS and the Administration’s Position

- **The Administration has articulated continuing support for NBPTS, most recently in its FY2000 budget and ESEA reauthorization proposal.** In his 1997 State of the Union address, President Clinton advocated using federal funds to support the goal of having 105,000 National Board-certified teachers across the country—one for every school. The Administration’s FY2000 and ESEA reauthorization proposals include supporting the NBPTS. And, in his May 16, 1999 speech at Graceland College, the Vice President advocated paying bonuses to National Board-certified teachers.
- **Although the Teacher Empowerment Act (H.R. 1995) does not bar the use of federal funds to support the National Board’s activities, it would force the Secretary to fund the NBPTS out of other areas, such as the Fund for the Improvement of Education (FIE).** The absence of authorizing language in the Teacher Empowerment Act for the NBPTS and the limited list of allowable “national activities” preclude the Secretary from using TEA funds for the NBPTS.

- **The TEA would cause the Secretary to have to fund the NBPTS out of other areas, such as the Fund for the Improvement of Education (FIE).** The absence of authorizing language in the TEA for the NBPTS and the limited list of allowable “national activities” precludes the Secretary from using TEA funds for the NBPTS and means he would have to tap other sources of funds—sources which are tight in terms of competition and commitment.

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OCT. 22
National Mtg.

EMBARGOED UNTIL MONDAY, NOVEMBER 22, 1999

**CONTACT: Irene Borowsky
The Dilenschneider Group
212/922-0900; or
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National Board for Professional Teaching Standards
248/351-4444
www.nbpts.org**

2,965 Teachers Achieve National Board Certification

The Highest Standards for the Teaching Profession

November 22, 1999, Southfield, MI – The National Board for Professional Teaching Standards (NBPTS) announced today that 2,965 primary and secondary school teachers from 48 states and the District of Columbia have achieved the teaching profession's highest standards – National Board Certification -- during the 1998/1999 school year. This is a three-fold increase from last year's announcement of 924 National Board Certified Teachers, and brings the current total number of National Board Certified Teachers to 4,799.

Teachers seeking National Board Certification across the United States this year ranged in age from younger than 29 to over 60. Forty percent have 16 or more years of experience in the classroom. These teachers came from public

and private schools at every level from pre-Kindergarten through grade 12 in rural, urban and suburban districts.

(more)

The National Board for Professional Teaching Standards, founded in 1987, is an independent, nonprofit, nonpartisan and non-governmental organization.

NBPTS is dedicated to raising the level of teaching excellence in classrooms throughout America.

National Board Certification, a voluntary process developed by teachers and other education stakeholders, is achieved through a rigorous performance-based assessment. It documents a teacher's subject matter knowledge; provides evidence that teachers know how to teach their subjects to students most effectively; and demonstrates a teacher's ability to manage and measure student learning.

"This impressive level of achievement is a milestone for our organization, the teaching profession and the nation as a whole," commented Betty Castor, NBPTS's president. "We believe the heart of education reform rests directly with the teacher in the classroom. We now have created certificates in 16 fields covering more than 80 percent of the eligible teachers in America. Based on our high standards for what accomplished teachers should know and be able to do, the National Board Certification process objectively measures teachers' classroom practice against these standards."

Ms. Castor added, "With this announcement, we believe the National Board

is well on its way to reaching its goal of 100,000 candidates by 2006. We have already received applications from over 6,500 candidates for the 1999/2000 school year. In addition, school districts, universities, teachers

(2)

associations and other National Board Certified Teachers have put in place various types of support for candidates in nearly all 50 states and the District of Columbia. Our vision is that our standards of accomplished teaching become the standard for excellence in teaching across America.”

Richard Riley, U.S. Secretary of Education, proclaimed that, “This great surge in the number of National Board Certified Teachers is wonderful news. It reflects the impressive commitment of these teachers to undergo rigorous assessment as part of a continuing effort to improve their teaching skills and knowledge of their subjects. It represents very encouraging progress in the vital drive to insure a top quality teaching force for our students in every school in the coming Century.”

Barbara Kelly, NBPTS chair and an elementary school physical education teacher from Bangor, Maine, noted that “this high number of National Board Certified Teachers, representing a cross-section of the profession, clearly illustrates the impact we are having. It will encourage more teachers to seek National Board Certification and will produce significantly better teachers and better educated students.”

State legislatures and local policymakers have also provided support to teachers interested in National Board Certification. Thirty-eight states now offer at least one incentive to candidates for National Board Certification. Thirty-one offer multiple incentives including fee support for candidates and salary increases for teachers who achieve National Board Certification.

(3)

The private sector is providing substantial support for National Board Certification. Foundations, corporations and other private entities recognize that efforts to advance a quality teaching force are the key to achieving a superior education system.

“These achievement numbers also impact the nation’s economy,” stated Bob Wehling, NBPTS vice chair and global marketing officer of The Procter & Gamble Company. “Children who receive a good education become strong, productive adults who can thrive in a globally competitive society. We are proud to have supported National Board Certification from its inception and will continue to do so as well as encourage others to join in this most important education reform initiative.”

NBPTS’s mission is to develop high and rigorous standards for what accomplished teachers should know and be able to do, develop and operate a national, voluntary certification system to assess and certify teachers who meet those standards, and to advance related education reforms for the

purpose of improving student learning in American Schools.

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(A state by state listing of numbers is included at the end of the release.

For a state by state list of names contact our website at www.nbpts.org.)

EMBARGOED UNTIL MONDAY, NOVEMBER 22,1999

National Board Certificates by State*

State	Nov-99	Grand Total
overseas		1
AK	4	10
AL	22	46
AR	10	11
AZ	35	51
CA	217	346
CO	21	65
CT	9	35
DC	1	3
DE	19	36
FL	546	567
GA	30	60
HI	2	2
IA	145	159
ID	73	90
IL	53	87
IN	22	44
KS	17	30
KY	22	37
LA	7	15
MA	52	73
MD	14	27
ME	5	7
MI	8	77
MN	21	111
MO	12	29
MS	292	354
MT	7	13
NC	726	1262
ND	4	4
NE	6	8
NH	3	4
NJ	8	22
NM	9	75
NY	25	62
OH	259	593
OK	108	147

PA	12	18
RI	13	20
SC	24	40
SD	1	1
TN	17	23
TX	9	15
UT	1	2
VA	42	71
VT	9	11
WA	12	23
WI	8	10
WV	1	2
WY	2	3
Grand Total	2965	4802

*** There are a total of 4,799 National Board Certified Teachers. Three teachers are certified in two areas.**