

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

September 12, 1996

September 12, 1996

MEMORANDUM FOR THE SECRETARY OF EDUCATION

SUBJECT: Promoting Excellence and Accountability in Teaching

Every child needs -- and deserves -- dedicated, outstanding teachers, who know their subject matter, are effectively trained, and know how to teach to high standards and to make learning come alive for students.

In order to make sure every child has the teachers he or she deserves, as a Nation we must:

- Recruit and retain the most talented people into teaching;
- Require tougher licensing and certification standards for teachers, invest in high-quality preparation and ongoing training to help teachers meet these standards, and increase dramatically the number of teachers who meet the demanding standards set by the National Board for Professional Teaching Standards;
- Remove incompetent teachers quickly, fairly, and at less cost than at present and for those teachers who need such assistance, try to restore their enthusiasm or counsel them out of the profession; and
- Create systems for identifying and rewarding good teachers for achieving outstanding levels of knowledge and skills, especially as reflected in National Board Standards or other standards of quality adopted by States or local school districts.

I hereby direct you to assist States and local communities in meeting these challenges by:

- (1) Notifying State and local education officials within 90 days of the date of this memorandum of the Federal resources available to address these challenges; and
- (2) Identifying and disseminating within 6 months promising State and local practices responding to each of these challenges.

Please report annually to me on how States and local communities are responding to these challenges.

WILLIAM J. CLINTON

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Educ - Teacher Stds

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

October 28, 1997

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MEMORANDUM FOR THE SECRETARY OF EDUCATION

SUBJECT: Turning Around Low-Performing Public Schools

Since taking office in 1993, and with your strong leadership, my Administration has pursued a comprehensive effort to strengthen public schools. We have worked to raise academic standards, promote accountability, and provide greater competition and choice within the public schools, including support for a dramatic increase in charter schools. Moreover, we have worked to make the investments necessary to improve teaching and learning in classrooms across America, through efforts to keep our schools safe and free of drugs; to provide students who need it extra help to master the basics; to increase parental and community involvement; to recruit, prepare, and provide continuing training to teachers and reward excellence in teaching; and to make sure every school has access to and can effectively use 21st century technology.

This strategy is starting to produce results. We know that all students can learn to high standards, and that every school can succeed if it has clear instructional goals and high expectations for all of its students; if it creates a safe, disciplined and orderly environment for learning; helps parents be involved in their children's education; and uses proven instructional practices. All schools must be given the resources, tools, and flexibility to help every student reach high standards.

Yet, no school improvement strategy can succeed without real accountability for results, as measured by student achievement. Excellent schools and schools that show significant improvement must be recognized and rewarded. At the same time, schools that demonstrate persistently poor academic performance -- schools that fail to make adequate progress in educating all students to high standards -- must be held accountable. No American child deserves to get a second-class education. Instead, State and local education officials must step in and redesign failing schools, or close them down and reopen them with new, more effective leadership and staff.

A growing number of cities and States have begun to take these steps. Cities such as Chicago, San Francisco, Philadelphia, and New York, and States such as Maryland and Kentucky identify low-performing schools and take steps to intervene if these schools fail to make progress. These steps often include the implementation of school improvement plans -- providing after-school academic help to students, strengthening training and assistance for school staff, creating smaller and more personal settings, such as schools-within-schools -- and, where necessary, reconstitution of the school and replacement of the school principal and other staff.

more

(OVER)

We must encourage and help more cities and States to take up the challenge of turning around low-performing schools and helping the students they serve get back on the path to achievement. We can do this by making widely available information on what works and what doesn't, and by ensuring that Department of Education resources are most productively used for these purposes.

In order to accomplish this, I am directing the Department of Education to take the following actions within 90 days:

1. Produce and Widely Disseminate Guidelines on Effective Approaches to Turning Around Low-Performing Schools. There is much of value to be shared from the experiences of cities and States that already have successfully intervened in low-performing schools; from research and development on effective school improvement practices; and from business experience in managing high-performance organizations and in turning around low-performing companies. We know of several promising models of reform, ranging from the New American Schools designs to the Success for All program. These lessons must be summarized in clear and useable forms, and made widely available to educators, parents, State and local policymakers, business leaders, and others working to improve public education.

2. Help Cities and States Use Existing Department of Education Resources to Turn Around Low-Performing Schools. First, Department of Education programs should help and encourage more cities and States to develop and implement sound, comprehensive approaches to turn around low-performing schools and help students in them get a better education. The Department should develop a plan to provide technical assistance to cities and States seeking to turn around failing schools. In addition, the Department should inform cities and States of how they can use funds from existing Department programs to support their objectives. Many programs, such as Title I, Goals 2000, the Public Charter Schools Program, and the 21st Century Schools Program, are well suited for intervening in failing schools, because they can be used to provide extra help to students during and after the school day; to support high quality professional development for teachers; and to plan and implement effective school reforms. The Department should ensure that local school districts can easily and effectively access Federal funds from such programs and use them in an integrated fashion to support comprehensive efforts to improve low-performing schools. Where there are statutory barriers to accomplishing this purpose, such barriers should be identified so we can work with the Congress to change them.

Together, these initiatives can help local school districts turn failing schools into successful schools by improving teacher training, strengthening instructional practices, overhauling school management, and implementing schoolwide reforms. They can provide students who need it with extra help, during and after school hours. And they can provide students with additional choices within the public schools.

WILLIAM J. CLINTON

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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.

*Edw. -
Teacher
Standards*

**WHAT MATTERS MOST: TEACHING FOR AMERICA'S FUTURE
EXECUTIVE SUMMARY**

This report offers what we believe is the single most important strategy for achieving America's educational goals: A blueprint for recruiting, preparing, and supporting excellent teachers in all of America's schools. The plan is aimed at ensuring that all communities have teachers with the knowledge and skills they need to teach so that all children can learn, and all school systems are organized to support teachers in this work. A caring, competent, and qualified teacher for every child is the most important ingredient in education reform.

The Commission's proposals are systemic in scope—not a recipe for more short-lived pilots and demonstration projects. They require a dramatic departure from the status quo—one that creates a new infrastructure for professional learning and an accountability system that ensures attention to standards for educators as well as students at every level—national, state, local school district, school, and classroom.

This Commission starts from three simple premises:

1. **What teachers know and can do is the most important influence on what students learn.**
2. **Recruiting, preparing, and retaining good teachers is the central strategy for improving our schools.**
3. **School reform cannot succeed unless it focuses on creating the conditions in which teachers can teach, and teach well.**

We propose an audacious goal for America's future. Within a decade—by the year 2006—we will provide every student in America with what should be his or her educational birthright: access to competent, caring, qualified teaching in schools organized for success. This is a challenging goal to put before the nation and its educational leaders. But if the goal is challenging and requires unprecedented effort, it does not require unprecedented new theory. Common sense suffices: American students are entitled to teachers who know their subjects, understand their students and what they need, and have developed the skills required to make learning come alive. However, based on its two-year study, the Commission identified a number of barriers to achieving this goal. They include:

- Low expectations for student performance.
- Unenforced standards for teachers.
- Major flaws in teacher preparation.
- Painfully slipshod teacher recruitment.
- Inadequate induction for beginning teachers.
- Lack of professional development and rewards for knowledge and skill.
- Schools that are structured for failure rather than success.

We offer five major recommendations to address these concerns and accomplish our goal.

1. Get serious about standards, for both students and teachers.

- Establish professional standards boards in every state.
- Insist on accreditation for all schools of education.
- Close inadequate schools of education.
- License teachers based on demonstrated performance, including tests of subject matter knowledge, teaching knowledge, and teaching skill.
- Use National Board standards as the benchmark for accomplished teaching.

II. Reinvent teacher preparation and professional development.

- Organize teacher education and professional development programs around standards for students and teachers.
- Develop extended, graduate-level teacher-preparation programs that provide a yearlong internship in a professional development school.
- Create and fund mentoring programs for beginning teachers, along with evaluation of teaching skills.
- Create stable, high-quality sources of professional development.

III. Fix teacher recruitment and put qualified teachers in every classroom.

- Increase the ability of low-wealth districts to pay for qualified teachers, and insist that districts hire only qualified teachers.
- Redesign and streamline district hiring.
- Eliminate barriers to teacher mobility.
- Aggressively recruit high-need teachers and provide incentives for teaching in shortage areas.
- Develop high-quality pathways to teaching for a wide range of recruits.

IV. Encourage and reward teacher knowledge and skill.

- Develop a career continuum for teaching linked to assessments and compensation systems that reward knowledge and skill.
Remove incompetent teachers.
- Set goals and enact incentives for National Board Certification in every state and district. Aim to certify 105,000 teachers in this decade, one for every school in the United States.

V. Create schools that are organized for student and teacher success.

- Flatten hierarchies and reallocate resources to send more dollars to the front lines of schools: invest more in teachers and technology and less in nonteaching personnel.
- Provide venture capital in the form of challenge grants to schools for teacher learning linked to school improvement and rewards for team efforts that lead to improved practice and greater learning.
- Select, prepare, and retain principals who understand teaching and learning and who can lead high-performing schools.

Developing recommendations is easy. Implementing them is hard work. The first step is to recognize that these ideas must be pursued together—as an entire tapestry that is tightly interwoven. Pulling on a single thread will create a tangle rather than tangible progress. The second step is to build upon the substantial work that has been undertaken over the past decade. All across the country, successful programs for recruiting, educating, and mentoring new teachers have sprung up. Professional networks and teacher academies have been launched; many education school programs have been redesigned; higher standards for licensing teachers and accrediting education schools have been developed; and, of course, the National Board for Professional Teaching Standards is now fully established and beginning to define and reward accomplished teaching. All these endeavors, and those of many others, form the foundation of this crusade.

Director
① How to use \$
EIS whenever prof, teaching \$
Title I
Goals 2000

EDUCATION ANNOUNCEMENTS

② Classroom
- es for teachers
- how to reward
teacher incentives
- how it's been
solved somewhere
③ Annual report
on how well

1. ENCOURAGING PARENTAL INVOLVEMENT AND RESPONSIBILITY, AND CALLING ON EVERY SCHOOL TO BE FAMILY-FRIENDLY

To help teachers, principals and parents successfully work together on behalf of children and make schools family-friendly, Secretary of Education Riley will make available to all schools in America a new report that highlights the best knowledge and innovative ideas on how schools can reach out to families. This report, Reaching All Families: Creating Family Friendly Schools recommends that schools:

- **Support parents and enlist their help with homework**, including "homework hotlines, homework hours on cable tv, and voice mail, etc.
- **Develop written compacts for parents and teachers to work together**
- **Improve two-way communication between parents and teachers,**
- **Support parent workshops, information and resource centers,** so parents can come together, share ideas to assist in their children's learning, and learn about issues of priority to them.
- **For parents of secondary school students, organize networks that supervise afternoon and evening homework sessions and offer programs that help parents talk with their children about difficult issues of adolescence and additional education and work options following high school.**

2. PROMOTING EXCELLENCE AND ACCOUNTABILITY IN TEACHING

Every child needs -- and deserves -- dedicated, outstanding teachers, who know their subject matter, are effectively trained, and know how to teach to high standards and to make learning come alive for students.

In order to make sure every child has the teachers he or she deserves, President Clinton challenges the Nation to:

- **Recruit and retain the most talented people into teaching;**
- **Require tougher licensing and certification standards for teachers,** invest in high quality preparation and ongoing training to help teachers meet these standards, and increase dramatically the number of teachers who meet the demanding standards set by the National Board for Professional Teaching Standards;
- **Remove incompetent teachers quickly, fairly and at less cost than at present,** and for those teachers who are burnt-out, try to restore their enthusiasm or counsel them out of the profession.
- **Create systems for identifying and rewarding good teachers for achieving outstanding levels of knowledge and skills,** especially as reflected in National Board standards or other standards of quality adopted by states or local school districts.

President Clinton has directed the Secretary of Education to assist states and local communities in meeting these challenges by:

- **Notifying state and local education officials within 90 days of how they can use federal resources already available to them to respond to these challenges,**

- **Identifying and disseminating within 6 months promising state and local practices responding to each of these challenges; and,**
- **Reporting annually on how states and local communities are responding to these challenges.**

3. PROVIDING SUPPORT TO LAUNCH CHARTER SCHOOLS, IN CALIFORNIA AND THROUGHOUT THE NATION

Charter Schools empower parents and teachers to create new choices within the public school system and to try out innovative and effective approaches to teaching and learning. Earlier today, Secretary of Education Riley announced:

- **A Charter Schools grant to California of \$1.25 million, which -- along with a \$727,423 grant last year -- will be used to support the development of about 50 charter schools. These grants will be used to:**
 - **Make charter schools the most accountable public schools in the state.** About 20 existing charter schools will use grants to develop challenging academic standards, assessments, and performance benchmarks by which the charter schools will be held accountable.
 - **Provide seed capital for teachers, parents, community groups, museums and others to develop innovative new chartered public schools.**
- **Plans to award nearly \$17 million in grants to support the start-up and development of hundreds of charter schools in 21 states.**

4. CHALLENGING STATES AND EMPLOYERS TO SEND A CLEAR SIGNAL TO ALL STUDENTS THAT HARD WORK AND ACADEMIC PERFORMANCE COUNTS.

Ultimately, students bear final responsibility for what they learn, and that they must make the effort to work hard. Right now, students do not get a clear message from schools or from larger society that how well they do matters. Therefore, the President pledges to "barnstorm the country" in his second term to urge:

- **states and local communities to require students to pass tests demonstrating they have meet rigorous academic standards, in order to graduate and in order to be promoted from elementary to middle school and middle school to high school;**
- **employers to look at high school transcripts when considering high school students or recent high school graduates for jobs.** Employers can learn from these transcripts if students show up regularly and on time, if they take a full load of academic courses in English, math, science, and history, and if they successfully master a sequence of progressive more advanced courses.

Why Family Involvement in Education is Crucial

"Parents who know their children's teachers and help with the homework and teach their children right from wrong--these parents can make all the difference."

--President William J. Clinton.

Message: Children who learn and go on to succeed in life -- even those who succeed against all odds -- when asked what made the difference, invariably point to an involved parent, family member, a dedicated, outstanding teacher or a combination of the three. That's why the President is exhorting parents and teachers to rise to the task to support their children and their students and why he's committed to helping them succeed in this all-important mission.

A. Encouraging parental involvement and responsibility, and calling on every school to be family-friendly.

Over thirty years of research clearly shows us that greater family involvement in children's learning is a critical link to achieving a high-quality education and a safe, disciplined learning environment for every student. For example,

- Fourth grade average reading scores were 46 points below the national average where principals judged parental involvement to be low, but 28 points above the national average where parental involvement was high--a difference of 74 points (NCES, 1996).
- Three factors over which parents exercise authority--student absenteeism, variety of reading materials in the home, and excessive television watching--explain 90 percent of the difference in eighth grade math test scores across 37 states and the District of Columbia on the National Assessment of Educational Progress (Barton & Coley, 1992).
- What parents do to help their children learn matters more to their children's achievement than family income or education. It also doubles the public investment in student learning. If every parent of a child aged 1 through 9 spent one hour reading or working on schoolwork with his or her child five days a week that would be the equivalent of adding approximately \$230 billion to the federal expenditures on education (Gorman 1993).

The consensus is that more parental involvement is needed. Forty percent of parents across the country believe they are not devoting enough time to their children's education (Finney 1993). Among students aged 10 to 13, 72 percent said they would like to talk to their parents more about schoolwork; almost half of older kids 14 to 17 years old agreed (National Commission on Children 1991). According to teachers, the top response (31 percent) to a question on "the single most important thing public schools need to help

students learn" is "involved parents" (Public Agenda 1996).

But families should not feel alone in activities related to helping their children learn. Especially because many parents today are unsure how to help their children (National Commission on Children 1991). Recognizing that effective education is a shared responsibility, schools and community institutions can help parents with these efforts.

To help teachers, principal, and parents successfully work together on behalf of children and make schools family-friendly, Secretary Riley will make available to all schools in America a new report that highlights the best knowledge and innovative ideas on how schools can reach out to families. This report recommends that schools:

1. Support parents and enlist their help with homework, including "homework hotlines", homework hours on cable tv, and voice mail, etc.

- Studies show that students with low test scores who spent substantial time on homework get as good grades as students with more ability who do no homework. Also, parents are more likely to become involved when teachers encourage and assist parents to know when and how to help their children with schoolwork. Parents, on the hand, can encourage their children to spend time after school more constructively, which is important in curbing sexual activity, tv abuse, drinking and drug use.

2. Develop written compacts for parents and teachers to work together.

- these voluntary agreements are designed to enable parents and schools to define goals, expectations and shared responsibilities. They will help monitor school attendance, television watching, homework completion, and provide parents with reasonable access to staff and classroom activities.

3. Improve two-way communication between parents and teachers. Many parents say they'd be willing to spend more time on activities with their children if teachers gave them more guidance. Thus its imperative for schools to reach out to parents and reduce red tape and education jargon, and for families to regularly keep in touch with their children's schools. Through stronger communication, parents and teachers can address potential problems such as absenteeism, low achievement, violence, drugs, before they arise.

4. Support parent workshops, information and resource centers in schools so parents can come together, share ideas to assist in their children's learning, and learn about issues of priority to them. These increasingly popular resource centers - of which there are currently not enough nationwide - send a very positive message to parents that they are an integral part of the school and should feel welcome in it.

5. For parents of secondary school students, organize networks that supervise afternoon and evening homework sessions and offer programs that help parents talk with their children about difficult issues of adolescence and additional education

and work options following high school. Studies show that frequent, open family discussions are associated with higher student achievement (Barton & Coley 1992), and children and adults can learn a great deal about each other just by talking about their daily lives, current events, family history, and other common interests. Such communication and listening fosters the instilling of values, which are twice as important for school achievement as family economic or educational background (Hanson & Ginsburg 1985).

MEMORANDUM TO THE SECRETARY OF EDUCATION

Subject: Promoting Excellence and Accountability in Teaching

Every child needs -- and deserves -- dedicated, outstanding teachers, who know their subject matter, are effectively trained, and know how to teach to high standards and to make learning come alive for students.

In order to make sure every child has the teachers he or she deserves, as a Nation we must:

- **Recruit and retain the most talented people into teaching;**
- **Require tougher licensing and certification standards for teachers, invest in high quality preparation and ongoing training to help teachers meet these standards, and increase dramatically the number of teachers who meet the demanding standards set by the National Board for Professional Teaching Standards;**
- **Remove incompetent teachers quickly, fairly and at less cost than at present, and for those teachers who are burnt-out, try to restore their enthusiasm or counsel them out of the profession.**
- **Create systems for identifying and rewarding good teachers for achieving outstanding levels of knowledge and skills, especially as reflected in National Board standards or other standards of quality adopted by states or local school districts.**

I hereby direct you to assist states and local communities in meeting these challenges by:

- (1) **Notifying state and local education officials within 90 days of how they can use federal resources already available to them to respond to these challenges, if they choose;**
- (2) **Identifying and disseminating within 6 months promising state and local practices responding to each of these challenges; and,**
- (3) **Reporting annually on how states and local communities are responding to these challenges.**

Charter School Grant Awards

The public charter school program (proposed by President Clinton in 1993 and passed into law as part of the Improving America's Schools Act in 1994) provides grants for the start-up and initial implementation of charter schools founded by teachers, parents, community groups and others.

This week, the Department of Education will announce plans to award nearly \$17 million in grants to support the start-up and development of hundreds of charter schools in 21 states. The breakdown of these grants:

Continuation awards and supplements. 10 states received a total of \$5.3 million in first-year grants under this program last year, and now will receive funds for the second year of a three-year grant. Many states (like California) have asked for significant increases in funding this year to meet the growing demand for starting charter schools. States receiving continuation grants and supplements are:

Arizona	Georgia	Michigan	Texas
California	Louisiana	Minnesota	
Colorado	Massachusetts	Oregon	

New grants. 10 states will receive new grants to support the development and initial implementation of charter schools:

Alabama	District of Columbia	Kansas	Wisconsin
Connecticut	Florida	New Jersey	
Delaware	Illinois	North Carolina	

California grant. California will receive a grant of \$1.25 million this week, which -- along with a \$727,413 grant last year -- will be used to support the development of about 50 charter schools. This Thursday, the California State Board of Education will likely approve recommendations from the California State Department of Education to award about \$1.25 million in grants (a combination of last year's grant and a portion of this year's grant) to 32 charter schools around the state of California. These grants will be used to:

- **Make charter schools the most accountable public schools in the state.** About 20 existing charter schools will use grants to develop challenging academic standards, assessments, and performance benchmarks by which the charter schools will be held accountable.
- **Provide seed capital for teachers, parents, community groups, museums, and others to develop innovative new chartered public schools.** About 12 groups will get grants to develop new charter schools this week, and the State Department will use the remaining funds from the federal grant to run another competition this year to give out grants and create a revolving loan fund for other existing and new charter schools.

Budget information for charter schools. The Administration has requested \$40 million for the charter schools program in FY 1997, and the House of Representatives has slashed that request by more than half.

- Inadequate induction for beginning teachers.
- Lack of professional development and rewards for knowledge and skill.
- Schools that are structured for failure rather than success.

We offer five major recommendations to address these concerns and accomplish our goal.

I. Get serious about standards, for both students and teachers.

- Establish professional standards boards in every state.
- Insist on accreditation for all schools of education.
- Close inadequate schools of education.
- License teachers based on demonstrated performance, including tests of subject matter knowledge, teaching knowledge, and teaching skill.
- Use National Board standards as the benchmark for accomplished teaching.

II. Reinvent teacher preparation and professional development.

- Organize teacher education and professional development programs around standards for students and teachers.
- Develop extended, graduate-level teacher-preparation programs that provide a yearlong internship in a professional development school.
- Create and fund mentoring programs for beginning teachers, along with evaluation of teaching skills.
- Create stable, high-quality sources of professional development.

III. Fix teacher recruitment and put qualified teachers in every classroom.

- Increase the ability of low-wealth districts to pay for qualified teachers, and insist that districts hire only qualified teachers.
- Redesign and streamline district hiring.
- Eliminate barriers to teacher mobility.
- Aggressively recruit high-need teachers and provide incentives for teaching in shortage areas.

- Develop high-quality pathways to teaching for a wide range of recruits.

IV. Encourage and reward teacher knowledge and skill.

- Develop a career continuum for teaching linked to assessments and compensation systems that reward knowledge and skill.
- Remove incompetent teachers.
- Set goals and enact incentives for National Board Certification in every state and district. Aim to certify 105,000 teachers in this decade, one for every school in the United States.

V. Create schools that are organized for student and teacher success.

- Flatten hierarchies and reallocate resources to send more dollars to the front lines of schools: Invest more in teachers and technology and less in nonteaching personnel.
- Provide venture capital in the form of challenge grants to schools for teacher learning linked to school improvement and rewards for team efforts that lead to improved practice and greater learning.
- Select, prepare, and retain principals who understand teaching and learning and who can lead high-performing schools.

Developing recommendations is easy. Implementing them is hard work. The first step is to recognize that these ideas must be pursued together—as an entire tapestry that is tightly interwoven. Pulling on a single thread will create a tangle rather than tangible progress. The second step is to build upon the substantial work that has been undertaken over the past decade. All across the country, successful programs for recruiting, educating, and mentoring new teachers have sprung up. Professional networks and teacher academies have been launched; many education school programs have been redesigned; higher standards for licensing teachers and accrediting education schools have been developed; and a National Board for Professional Teaching Standards is now fully established and beginning to define and reward accomplished teaching. All these endeavors, and those of many others, form the foundation of this crusade.

Incentives for high need / math/science
Mid career people → alternative route
Raise stds will attract

2. High licensing + certif.

- Demon subject-matter knowledge + classroom skills - just to get in
- Nat. Board Certif or state equiv. (vs. courses - states ~~now~~ ^{now} ~~want~~ ^{want} rest. in 25%)
- set high stds. stick with

3. More resources to frontline teachers
- Feds do least

4. Identity moved ~~Job~~

- Nat Board certif.

- New teachers shd be coached + observed / job evaluation
- Give school \$ if school

1. ~~Fed~~ Fed resources -

Prof. Goals & to develop stds

2.

**SCHEDULE OF THE PRESIDENT
FOR
FRIDAY, SEPTEMBER 13, 1996
DRAFT
CLINTON/GORE '96 TRAVEL DAY**

7:15 am (EST) **THE PRESIDENT** and the First Lady arrive Andrews Air Force Base

7:30 am **THE PRESIDENT** and the First Lady depart Andrews Air Force Base
via Marine One en route the White House
[flight time: 10 minutes]

7:40 am **THE PRESIDENT** and the First Lady arrive the White House

DOWN FOR THE DAY

tba

**TAPE RADIO ADDRESS
MAP ROOM
Staff Contact: Rica Rodman**

Note: This will be closed to staff and guests.

BC AND HRC RON

THE WHITE HOUSE

**CHERISHING OUR CHILDREN,
STRENGTHENING EDUCATIONAL OPPORTUNITY
September 12, 1996**

Promoting charter schools and excellence and accountability in teaching. Today, President Clinton travels to Fresno, California, where he will highlight new financial support for charter schools in the state, and Presidential support for new recommendations announced today on promoting excellence and accountability in teaching.

An urgent report. The National Commission on Teaching and America's Future issued a report today urging a renewed focus on the quality of teaching in this country. This report is particularly urgent because of the need for 2 million new high quality teachers in the classroom over the next ten years to meet record breaking student enrollment and the impending retirement of an aging teaching force. The panel of teachers, and business, education and elected leaders called for higher standards, rewards for greater skills, and a redesign of America's schools.

A Presidential Directive. Citing this new report, the President is calling America's attention to four critical challenges to ensure that every child has the dedicated and high-quality teachers he or she deserves:

- * **Recruiting and retaining the most talented people into teaching;**
- * **Requiring tough licensing and certification standards for teachers, and investing in high-quality preparation and ongoing training to help teachers meet those standards;**
- * **Remove incompetent teachers quickly, fairly, and at less cost than at present; and**
- * **Creating systems for identifying and rewarding good teachers for achieving outstanding levels of knowledge and skills.**

President Clinton issued a directive to Secretary of Education Riley to help promote excellence and accountability in teaching and to assist states and local communities in meeting these challenges by:

- * **Notifying state and local education officials within 90 days of the federal resources available to address these needs;**
- * **Identifying promising state and local practices which respond to these challenges, and disseminating these examples nationwide within six months; and**
- * **Reporting annually on how states and local communities are meeting these challenges.**

Charter schools. President Clinton also announced support to launch charter schools in California and throughout the nation. Charter schools empower parents and teachers to create new choices within public education, and encourages them to try out innovative and effective approaches to teaching and learning. Earlier today, Secretary Riley announced:

- * **A Charter Schools grant to California of \$1.25 million, which, along with a \$727,423 grant last year, will be used to support the development of about 50 charter schools. These grants will be used to:**
 - * **Help charter schools raise standards.** Existing charter schools will use grants to develop challenging academic standards, assessments, and performance benchmarks by which the schools will be held accountable;
 - * **Provide seed capital for teachers, parents, community groups, museums and others to develop innovative new chartered public schools.**

Executive Summary

This report offers what we believe is the single most important strategy for achieving America's educational goals: A blueprint for recruiting, preparing, and supporting excellent teachers in all of America's schools. The plan is aimed at ensuring that all communities have teachers with the knowledge and skills they need to teach so that all children can learn, and all school systems are organized to support teachers in this work. Having a caring, competent, and qualified teacher for every child is the most important ingredient in education reform.

The Commission's proposals are systemic in scope—no recipe for more short-lived pilots and demonstration projects. They require a dramatic departure from the status quo—a blueprint that creates a new infrastructure for professional learning, an accountability system that ensures attention to standards for educators as well as students at every level—national, state, local school district, school, and classroom.

This Commission starts from three simple premises:

1. *What teachers know and can do is the most important influence on what students learn.*
2. *Recruiting, preparing, and retaining good teachers is the central strategy for improving our schools.*
3. *School reform cannot succeed unless it focuses on creating the conditions in which teachers can teach and teach well.*

We propose an audacious goal for America's future. Within a decade—by the year 2006—we will provide every student in America with what should be his or her educational birthright: access to competent, caring, qualified teaching in schools organized for success. This is a challenging goal to put before the nation and its educational leaders. But if the goal is challenging and requires unprecedented effort, it does not require unprecedented new theory. Common sense suffices: All students are entitled to teachers who know their subjects, understand their students and what they need, and have developed the skills required to make learning come alive.

However, based on its two-year study, the Commission identified a number of barriers to achieving this goal. They include:

- Low expectations for student performance.
- Unenforced standards for teachers.
- Major flaws in teacher preparation.
- Painfully slipshod teacher recruitment.

Clinton Administration's Public Charter Schools Program

- **Public Charter Schools Program enacted as part of the Improving America's Schools Act of 1994.** This new program supports public school choice by supporting the planning, development and initial implementation of charter schools. Under this program, states that have the authority under State law to approve charter schools are eligible to compete for three-year grants under the Federal Charter Schools Program.
- **Schools of choice within the public school system.** Charter schools expand choice in education for all families, providing options within the public school system for people dissatisfied with their schools. A charter school school's teachers, administrators, parents and students have chosen to be part of the charter school. No one is forced to teach at or attend these schools.
- **The Public Charter Schools Program has helped launch over 200 charter schools.** In its first year of operation, the Charter Schools Program provided \$5.4 million to 11 states, and helped launch over 200 charter schools. As of this Fall, there are over 300 operating charter schools nationwide.
- **President Clinton has challenged every state to pass laws permitting the establishment of Public Charter Schools.** In his 1996 State of the Union address, President Clinton challenged every state to provide for the establishment of public charter schools. As of July 1996, 25 states and the District of Columbia have laws permitting the establishment of charter schools. At the beginning of the Clinton Administration, there were only a handful of states with charter school laws, and fewer than 20 operating charter schools. Five states have enacted charter schools laws since his 1996 State of the Union Challenge.
- **President's Goals is to support 3,000 charter schools over five years.** Under the President's 5-year balanced budget plan, by 2001 this program would help create 3,000 charter schools serving approximately 860,000 students nationwide.
- **Preliminary Successes of Charter Schools.** Because charter schools are a new development in education, evidence of effectiveness is only beginning to develop, but there are clear signs of success:
 - The 42 graduates -- all former dropouts -- of St. Paul, Minnesota's City Academy have been accepted into postsecondary education programs.
 - At Los Angeles' Vaughn Next Century Learning Center, language arts scores improved from the 9th to the 39th percentile and math score jumped from the 14th to the 57th percentile. Vaughn has also gone from have the worst attendance rate in the Los Angeles Unified School District to have one of its best.

Draft

MEMORANDUM TO THE SECRETARY OF EDUCATION**Subject: Promoting Excellence and Accountability in Teaching**

Every child needs -- and deserves -- dedicated, outstanding teachers, who know their subject matter, are effectively trained, and know how to teach to high standards and to make learning come alive for students.

In order to make sure every child has the teachers he or she deserves, as a Nation we must:

- Recruit and retain the most talented people into teaching;
- Require tougher licensing and certification standards for teachers, invest in high quality preparation and ongoing training to help teachers meet these standards, and increase dramatically the number of teachers who meet the demanding standards set by the National Board for Professional Teaching Standards;
- Remove incompetent teachers quickly, fairly and at less cost than at present, and for those teachers who are burnt-out, try to restore their enthusiasm or counsel them out of the profession.
- Create systems for identifying and rewarding good teachers for achieving outstanding levels of knowledge and skills, especially as reflected in National Board standards or other standards of quality adopted by states or local school districts.

I hereby direct you to assist states and local communities in meeting these challenges by:

- (1) Notifying state and local education officials within 90 days of the federal resources available to respond to these challenges,;
- (2) Identifying and disseminating within 6 months promising state and local practices responding to each of these challenges; and,
- (3) Reporting annually on how states and local communities are responding to these challenges.

Not for Distribution

Likely Questions on Education Event

Q. Its 2 weeks before the election, and the President is just now issuing a directive to his Secretary to improve teaching. What has the Administration done for the past 4 years?

A. Lots. President Clinton and Secretary Riley have focused on improving the quality of teaching since the beginning of the Administration. They have:

- **Strengthened the Eisenhower Professional Development Program, which provides federal support for teacher training and professional development, by:**
 - **Focusing it on helping teachers develop the knowledge and skills to teach their students to meet challenging academic standards, and expanding state and local flexibility in how the funds can be used to meet these purposes;**
 - **Seeking increased funding, and fighting cuts proposed by the Congress in the past 2 years.**
- **Provided funding for the National Board for Professional Teaching Standards, to help this independent body develop standards of excellence and ways of measuring teachers against these standards. Funding was approximately \$5 million per year.**
- **Enacted and funded Goals 2000, which helps raise academic standards for students and provides funds to support teacher professional development, curriculum development, and other ways of improving classroom teaching.**
- **Initiated the Technology Learning Challenge, which provides funds to almost 30 communities around the country, enabling them to incorporate technology into their teaching and learning programs, and to train teachers in the use of technology. The President has proposed the Technology Literacy Challenge, which requests \$2.5 Billion over five years to strengthen classroom teaching through the use of technology.**
- **Developed and widely disseminated a report on research findings and effective practices in professional development programs for teachers.**
- **Secretary Riley appointed to his staff a former National Teacher of the Year, Terry Dozier, as his special advisor on teaching -- the first time a practicing teacher has been appointed to a position in the Secretary of Education's office.**
- **Terry Dozier has organized a network of teacher leaders from around the country (called the "Goals 2000 Teacher Forum", but not technically part of the Goals 2000 Act)-- state and national teachers of the year, and others who have received recognition for excellence in teaching. These teachers meet annually on a national**

basis, interact with each other through the internet on a daily basis, and meet frequently with other teachers in their own states. They are outstanding teachers who share ideas with each other about how to be even better teachers, and then share those ideas with thousands of teachers in their states and communities.

- In his speech to business leaders and governors at the March 1996 National education Summit, the President called for recruiting the most talented people into the profession, setting higher standards for teachers, rewarding excellence in teaching, and for fair process for removing incompetent teachers -- processes that are much faster and far less costly than at present.

Q. This report is all about elevating the status of teachers. Isn't this an attempt by the teachers unions -- which are represented on commission by Al Shanker and Keith Geiger -- to raise teacher pay? And isn't the President's support for these recommendation just another example of his being beholden to the teachers unions?

A. First, this report is about improving the quality of teachers, for all of our children. If their status goes up as a result of the steps they recommend, that would be fine. Teachers deserve the respect and support of students, parents, and the entire community.

Second, while Shanker and Geiger are on this panel, so are others you don't normally think of as beholden to teachers unions. Gov. Jim Edgar of Illinois. The Vice President of Procter & Gamble. David Rockefeller Jr. The President of the National Urban League. And 3 college president. These individuals are not beholden to any special interest. What is significant is that people from government, of both parties, teachers, community leaders, business leaders, individuals from higher education have united around a common agenda to improve education.

Third, while we believe that these recommendations will be good for teachers, students and parents, they are also tough on teachers. They call for making it tougher to become and remain a teacher. They call for teachers to meet demanding standards of quality and excellence. They call for teachers to assume more responsibility for the success of the schools. And they call for making it faster, cheaper and easier to fire incompetent teachers -- just as the President has. This is not what you would get if this report were about making things easier for teachers.

Fourth, President Clinton has a long history of fighting for what he believes in for improving education. In 1983, as Governor of Arkansas, Bill Clinton was one of only three governors in the nation who insisted that sitting teachers take and pass a basic skills test in order to keep their licenses and remain in the classroom. The Arkansas' Education Association adamantly opposed this proposal, and it became law over its vigorous objections -- and the AEA refused to endorse Bill Clinton again until his 1990 campaign for Governor.

Possible Questions from California Press

Q. California charter schools law places a ceiling of 100 on the number of charter schools that can be established. There is bipartisan legislation pending to increase that cap to 300. Do you favor this step.

A. The President clearly favors making charter schools widely available. His own balanced budget plan calls for federal support for 3,000 charter schools over five years.

The decision of how fast to expand charter schools in California is best left to educators and education officials in California.

Note: The current law gives the California State Board of Education the authority to waive the 100-school cap, and the Board has already done this. It is likely that the State Board will waive the cap again at its meeting today, increasing to 118 the number of charters granted in the state.

Note: There is apparently some issue in California about home schools -- where parents educate their kids at home -- applying to become charter schools, and getting state funding. I haven't been able to tell if the issue is about parents getting money from the state for educating their kids at home, or local school districts getting money by counting the kid in the "home charter school" as part of their enrollment base.

Either way -- best approach is to duck the question.

What Matters Most:
Teaching for
America's Future

Report of the National Commission on
Teaching & America's Future

September 1996

The National Commission on Teaching & America's Future

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**PRESIDENT WILLIAM J. CLINTON
REMARKS ON EDUCATIONAL STANDARDS
FRESNO, CALIFORNIA
SEPTEMBER 12, 1996**

[Acknowledgments: Dot Powell, Principal; Debbie Manning (K-6 reading-specialist with MS, speaks); Shianne (SHY-ann) Lentoff, student who introduces you. Olympic champion women's softball: Ass't Coach Margie Wright; Players Julie Smith, Laura Berg, Shelley Stokes, Kim Maher and Martha Noffsinger-O'Kelley, all from Fresno State. Isaac Prado: met at anti-drug conf. last year. He has turned his life around; we should all salute him.]

Today, I want to talk about what we must do to give all our children the best education in the world. This month, the largest number of students in our history walked through the doors of America's schools. The education they receive today will determine what kind of country we will live in tomorrow. We must say as a nation: America demands the highest standards -- of our students, our teachers, our schools, and all of us.

As President, I've had a straightforward strategy: opportunity for all; responsibility from all; stronger American community. Results: Almost 4.5 million new homeowners. Deficit down 60%. 10.5 million new jobs: 672,000 in California. Lowest unemployment in 7 ½ years. Wages rising first time in a decade. 1.8 million fewer on welfare. Raise for 10 million. 15 million hardest pressed get tax cut: over 2 million in California. Health reform that can help 25 million. America is on the right track to the 21st Century.

Now, build on this progress. Stop asking "who's to blame," start asking "what to do." Two weeks ago in Chicago, I asked American people to come together: to build a bridge to the 21st Century, wide enough and strong enough to carry all of us across.

We should build a bridge . . . where all Americans have opportunity: Keep economy growing, steady and strong: Balance budget, keep interest down. But honor values, protect Medicare, Medicaid, education and the environment.

We should build a bridge . . . where all Americans take responsibility: Extend Brady Bill to domestic violence. Drug test prisoners and parolees.

We should build a bridge . . . where we have strong families and communities. Extend Family Leave so parents can take time for parent-teacher conferences and doctor visits. Protect environment: clean up 2/3 of toxic waste sites in America.

But nothing is more important to our future than what you're doing here at Morris Dailey: communities creating the opportunity of a good education and young people taking the responsibility to make the most of their God-given potential. I have worked hard to reform and renew our schools at every level. We expanded Head Start . . . passed Goals 2000 to encourage

grassroots reform . . . created school-to-work for students who don't go to college right away. Now I want us to launch a major effort to repair schools that are literally falling down, and construct new ones so our children learn in the very best facilities. But we must do more, we must do better . . . we must do nothing less than the very best. We must demand the highest standards -- of students, of teachers, of schools, of parents.

High standards must start with students. Every student should have to take and pass a rigorous test to move up from one level of school to the next. Social promotion isn't good for anyone, and it's time to put an end to it. a diploma must mean something.

We must insist that education begins with the old basics and includes the new skills children need in the new economy. Today, 40% of 3rd graders cannot read as well as they should. I have proposed sending 30,000 literacy tutors to mobilize a citizen army of 1 million volunteers, to make sure every single child in America can read on his or her own by the end of 3rd grade. Every child should have the pride of pointing to a book and saying: "I read it myself." We must connect every single classroom to the Information Superhighway by the Year 2000. Last year, the Vice-President and I joined thousands of Californians on Net Day, to connect 20% of the state's classrooms to the Internet in one day. I want every child, whether they live in the poorest district or the wealthiest, to have access to the same knowledge.

And just as we demand the highest standards of our students, we must demand the highest standards of their teachers. *[Hold up report]* For the past two years, the National Commission on Teaching and America's Future, chaired by my friend Governor Jim Hunt, studied the state of teaching in this country. Secretary of Education Dick Riley is announcing the commission's findings today at the National Press Club in Washington. ~~The report~~ makes it clear we must hold every teacher to the highest standard. Too often, good teachers are not rewarded for the good job they do, while teachers who don't measure up are left in place.

The Commission is right. We must make sure teachers are prepared for their jobs before they start, continue to receive new training as their careers progress, and can count on the community support they need throughout their careers. We must recruit and retain the most talented people as teachers . . . require ^{the right} tougher licensing and certification standards . . . ^{when they do it} remove incompetent teachers quickly, fairly, and with less expense than today . . . and find ways to identify and reward all the good teachers who achieve great things. We must never bash teachers; instead, we must lift them up. *System that supported teachers - not just good schools*
high stds yes *There is a good one.*

Today, I am directing Secretary Riley to work with states and local communities to follow up on the commission's recommendations. ~~First, provide every state with explicit information about how to use their federal resources in ways that demand the highest standards from teachers.~~ ^{available to support} *First, provide every state with explicit information about how to use their federal resources in ways that demand the highest standards from teachers.* Second, collect information from each state about what works best, and share it with every other state. Third, issue an annual report to let parents know how well their state and community is succeeding in promoting excellence and demanding accountability.

Everybody do our part
for all education

As we demand higher standards of our students and teachers, we must demand higher standards of our schools. I support public school choice, because I believe parents have a right to demand high standards, and send their children to schools that meet them. When parents have a choice, schools work harder to measure up, and communities come together to meet the standards parents expect. The way to save our public schools is not to undercut them, but to reform and improve them.

I have called on every state to do what California and 24 other states have done: give parents and teachers the ability to form their own schools -- charter schools -- that stay open only as long as they get results. These schools are designed to have a clear focus and mission, and they are free from any regulations and requirements that get in the way.

There are 300 charter schools today, 90 of them in California. In South Central LA, a teacher named Jonathan Williams started a charter school, set high standards -- and test scores are already on the rise . . . at O'Farrell Middle School in San Diego, which I visited last year. I want to make sure every community in America that wants charter schools has the chance to create them. My balanced budget plan will help states to increase the number of charter schools tenfold - - from 300 to 3,000. And today, the Department of Education announced a grant of \$1.25 million to the State of California to help 12 communities open new charter schools, and to help strengthen 20 existing ones. And we will be awarding more charter school grants to another 20 states.

If we're going to have the best schools in the world, we must demand the best -- tests for students, excellence from teachers, and choices for parents. We won't stop until every student, every teacher, and every school makes the grade.

Finally, we must make sure that the young men and women who graduate from our schools have the opportunity to go to college. We have expanded college scholarships . . . made college loans more affordable . . . and created AmeriCorps, which has given 50,000 young people the chance to work their way through school by serving their community.

Now we must do more. We should make the 13th and 14th years of education -- the first 2 years of college -- as universal as a high school degree is today. We should have a \$1500 tax credit, a "Hope Scholarship," to pay for the first 2 years of tuition . . . a \$10,000 tax deduction for tuition . . . and let parents save tax free in an IRA to pay for college.

If we do all this, we will reach our dream of a bright future for America, an America in which every 8 year old will be able to read; every 12 year old will be able to log on the Internet; every 18 year old will be able to go to college. That's how we'll build the bridge to the 21st Century. Will you help me build that bridge?

Thank you and God bless America.