

Remarks of
Richard W. Riley
U. S. Secretary of Education

National Conference on Minority Teacher Recruitment
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Thank you, Sharon Robinson, for that kind introduction, and thank you all for squeezing me into your conference schedule today.

I know that your time is tight and that you are all working very hard. But if it's any consolation, you aren't the only hard workers in the Washington area today. For at this very moment, just a few miles from here, President Clinton is putting the finishing touches on his State of the Union address, which he will deliver tonight.

I cannot tell you exactly what the President will say tonight. But I would not be surprised if you hear him talk about the critical importance of education to the future of our nation. You might even hear how important teachers are to the very life of this great nation. He will talk of the major challenges that face America. And the subject of this conference relates to perhaps our greatest challenge: the education of our children -- all of our children.

We are in the midst of a great debate in America, a debate that will affect the work of each and every one of us in this room. The debate is between the leaders in the Congress, who seek to make the largest and most painful cuts in education in our nation's history, and President Clinton, who believes that better education is "Job One" for America. And it is "Job One" for each and every one of us.

He helped make teacher education one of the America's eight National Education Goals, and now he is fighting against crippling cuts in teacher professional development programs and for high academic standards. He is also fighting to make schools safe and drug-free; to help strengthen basic skills in low-income schools through Title I; to put computers into every classroom; to expand Head Start; to make sure children eat a nutritious school lunch; and to widen access to higher education by expanding the Pell Grant program for poor and working students.

In all of these ways, the President is seeking to provide educational opportunity for all, to help young people and others to become teachers if they hear the call, and to give teachers the tools that they need to get the job done. We even modernized the student loan program to give students an option to pay back college loans based on income -- giving prospective teachers better ways to finance their college education.

This effort comes at a critical time. Student enrollment in our public schools is about to explode -- the number will soon reach a record 55 million. And a very big part of that tidal wave of young people will include immigrants and children of color. Yet at the same time, we need many more teachers from diverse backgrounds.

That is why I am so heartened to see all of you today, working together to meet this critical need. You represent a wide range of committed educators and leaders. We have our conference co-sponsors -- the National Alliance of Black School Educators, Phi Delta Kappa, and Recruiting New Teachers. I am also delighted to see so many state officials, local project leaders from schools and colleges, and representatives of many important national initiatives. And I am so pleased to see representatives of the Ford Foundation and the DeWitt Wallace-Reader's Digest Foundation. These foundations are showing tremendous leadership in helping the nation to recognize the need for diversity in the ranks of our nation's teachers.

For our part, we in the U.S. Department of Education recognize that our involvement in this critical area has not been as strong as it should have been. Our participation in this conference is our way of saying we're going to do more and we want to reach out to everyone with whom we can work.

This conference is a wonderful opportunity for all of us to join hands. If we are to make real progress in the recruitment and retention of teachers of color, we must build strong partnerships. This conference puts us well on the road to building those partnerships and giving us something we have never had -- a common agenda for action.

We should begin our work with a simple statement of fact that the American people can agree with. America needs more high-quality teachers of every color and ethnicity -- white, African-American, Hispanic, Asian-American, and Native American. And all our teachers must be prepared to teach increasingly diverse student populations.

My senior advisor on teaching, Terry Dozier, who will moderate a panel in the next hour, talks about this from personal experience. Terry was born in Vietnam, but came to the United States at an early age and is as American as apple pie. When she was a beginning teacher, there were a number of Vietnamese children in her school. Whenever any of these students got into trouble, the other teachers would bring them to her -- even though Terry could not speak a word of Vietnamese. The other teachers believed Terry could better identify with the children. As Terry tells the story, "the children became 'my' students, not 'our' students."

So we must go beyond the misguided thinking that minority teachers should be assigned minority students. But if we are to be responsive to the special demands -- and opportunities -- of pluralism, we must develop a diverse teaching force. We need to provide our children with role models -- our young people need to see themselves in the face of the teacher in the physics lab, in the art class, and in the student newspaper advisor. And teachers from different backgrounds can share their different experiences and points of view with colleagues, enriching the entire profession. That is why America needs greater diversity in teaching, and why it merits special attention and effort.

When I was governor of South Carolina, our state established the South Carolina Center for Teacher Recruitment. Our programs became a model for many other states. To focus specifically on recruitment of teachers with color, we created a special group known as the ProTeam and Teacher Cadet Program. We showed that well-designed programs can get results, but you have to start early -- maybe even middle school -- and continue until graduation.

But daunting challenges face us. Almost one-third of all students in American public schools today are members of minority groups, and that number rises to over 50 percent in our inner cities. Yet only 13 percent of our teachers are members of minority groups, and over 40 percent of all schools in the U. S. have no person of color at all on their faculty. The gap is a wide one, and will continue to grow. So we must accelerate our efforts. What, specifically, can we do? Allow me to offer a few suggestions.

First, recruitment should begin as early as possible--preferably, long before high school. Research shows that 80 percent of all teachers were the first members of their families to go to college. They became teachers because they had a special belief in the value of education. Since students of color are more likely to be those family pioneers, they present an important pool of potential recruits. And they will frequently decide whether or not to go to college as early as eighth grade. That is the time to reach out to them with a positive message about a career in teaching. Let's not wait for an engraved invitation.

Second, we must remember that many minority students and teachers face difficult barriers. They may be the sole financial or emotional support of their families. They may be called home at a moment's notice. They may feel isolated from the rest of the teaching community. They require -- and deserve -- special support.

It is not enough to get people interested in teaching, or even enrolled in a preparation program. We must support them through induction and make sure they have professional development

opportunities. If we make programs responsive to real-life situations, we can avoid the swinging door syndrome. There will always be some good teachers of color who will decide to switch careers or accept job offers from the wealthiest school districts. There's nothing wrong with that. But let's make sure that if they do, it's not because they felt abandoned and left with no other choice.

Third, we need to recognize that there are many opportunities to recruit people of color at many different stages of life. Let's think about paraprofessionals, retired military people, mid-career changers, women re-entering the work force after raising children, and others. If we are not sensitive to the special needs of these groups, this potentially fruitful pool can be lost. Again, the key here is flexibility.

But in these cases -- and in all cases -- teacher education must be rigorous. We must insist upon diversity and excellence. Excellence that does not include the rich tapestry of our society is not enough. But diversity achieved at the cost of lower standards is self-defeating. When it comes to education, we must have high standards for everyone -- students, parents, teachers, administrators, members of the community -- even politicians!

There's another reason why teacher preparation must be challenging. I believe that it is unethical to allow an individual to go through a program, only to find that he or she is unable to pass the licensing exam required in many states. We owe it to people to challenge them every step of the way.

But as important as all these strategies may be, there are broader issues I would like to address -- issues that make it even more important for us to recruit and retain teachers of color.

First, diversity in teaching helps to shatter the notion that education is only for a few, and that minority youngsters who see education as a stepping stone to success are playing a fool's game. Teachers of color help send a very different message -- that a good education can be the road to success for everyone. And through their achievements, these teachers help fight the tyranny of low expectations -- the pernicious voices that whisper into young ears, "You can't do it, don't even try." Some families buy into this nonsense. We must make sure that they are part of the effort to raise expectations. Otherwise, they will effectively slam the door shut on any effort to encourage children to become teachers.

And Number Two, diversity in teaching will help minorities to achieve full participation in American society in a critically important and growing industry -- education. The Information Age is here, and education will play a more central role in our

society than ever before. All people of color must be first-class citizens in this new age. Exclusion of minorities from use of new technologies is high-tech segregation. We must make certain that our minority children and teachers do not ride the back of the bus on the Information Superhighway.

These thoughts came to me this past Saturday in Houston, Texas, where I attended the funeral of former U. S. Representative Barbara Jordan -- the "nice lady with the big voice," as one child was quoted to have said.

At that service, we heard the story of how it was a middle school teacher who told Barbara that she had "the brains to make a difference." And that made all the difference in her life, and put her on the right path to be a great Congresswoman, constitutional lawyer and teacher.

And we heard from Dr. Thomas Freeman, the university debate teacher who was so influential in Barbara's life. It was this great African-American teacher who excited Barbara to the power of words. And Barbara left Dr. Freeman's classroom and became one of the most eloquent and powerful voices for equality and justice in our time.

So let us recruit thousands of teachers who can show our children that they have the brains to make all the difference. And let us recruit thousands of teachers like Barbara Jordan's middle school teacher, and thousands of Thomas Freemans who can make the voices of freedom ring throughout the land. This can be our great legacy. I cannot think of a better one.

Thank you all so very much.



Remarks as prepared for delivery by
U.S. Secretary of Education Richard W. Riley

New Challenges, A New Resolve: Moving American Education Into the 21st Century

The Sixth Annual State of American Education Speech
Long Beach, California
February 16, 1999

[Updating Teacher Licensure and Compensation]
[Steps to Address Accountability and Teacher Quality]
[Webcast of the Secretary's speech]

Thank you Javier. Chancellor Reed, President Maxson, Superintendent Eastin, Secretary Hart -- who is representing Governor Davis -- members of Congress, distinguished faculty, ladies and gentlemen -- and most of all -- the many, many future teachers in the audience. It is my great pleasure to come to Cal State-Long Beach to give my sixth annual report on the state of American Education.

Chancellor Reed has made teacher education his "top priority" and there is nothing in my opinion that is more important to the future of public education. So I welcome this opportunity to join the Cal State family, and the many other university and education leaders from across this Golden State.

We are joined by thousands of other citizens at over 250 down link sites across the country from Atlanta, Georgia to Yakima, Washington and my two alma maters as well, Furman University and the University of South Carolina. This speech is also being simulcast on the Internet.

This is an exciting time for American education and a time of great change and that is why I have come to California. The people of this great state have once again made education their passion. You have set out to rebuild and reclaim the glory of your broad system of public education. I believe that you are up to the challenge. For it is clear to me that the people of California believe, as I do, that education is our future.

As we look to the future, let's remind ourselves first about the advance of American education in the 20th century. We've had our

peaks and our valleys and let me tell you about a few of them.

I grew up in the South and I can tell you that nothing good came from the segregation of our nation's schools. I lived in the same town as Jesse Jackson -- Greenville; South Carolina. We both played football for different high schools that were only blocks apart. Yet segregation prevented our schools from ever playing against each other. That was wrong -- and it was just as wrong to deny millions of children with disabilities even a breath of an education.

Another valley in the past -- for decades, we accepted the premise that poor children went to poor schools because that was the way of the world. We were content to give these young children a watered-down curriculum. We were passive in the face of a great moral failing.

But we've had our victories too. We have given millions of Americans the education so long denied them: immigrants, minorities, the disabled and women too. We opened the doors to college wider and we now have a higher education system that is the envy of the world. That's the sum of our history and it is an enormous achievement.

A New "Realism mixed with Hope"

Now we look to the 21st century, a time of new challenges and a time for new resolve. Last month, I had the privilege to attend a millennium lecture at the White House that was given by the noted religious historian Martin Marty. I was most taken by Doctor Marty's assertion that we should look to the future with what the great theologian Reinhold Niebuhr called a "realism" that "is mixed with hope." This is an apt way to look at America's future which is inextricably tied to the future of American education.

So let me report to you today on the state of American education. Across America there is a new realism mixed with hope: a willingness to take an honest accounting of our situation; a clear understanding of the changes we are experiencing and the challenges ahead; and a new resolve to overcome these challenges to give all of our children real hope for the coming times -- to get serious about providing a quality education to every American.

Today, there are powerful dynamics reshaping American education. You can't get ready for the future if you don't see the future coming at you. So let me describe some of the dynamics that are transforming American education.

We have more young people in our nation's schools than ever before, all 53 million of them. I am here today to speak on behalf of this millennium generation, the largest in America's history. All you baby-boomers -- get ready to make room.

This "millennium" generation is entitled to its day in the sun. The 21st century will be very much their century and it will be an American Century if we educate them well. How we educate their minds and shape their values now will go a long way to defining the destiny of this nation for decades to come.

One in five of America's children now lives in poverty and the diversity of our school age population is rapidly changing. Our increasing diversity can be a great strength if we make change happen for everybody -- all races and all cultures.

By 2010, families with school age children will only account for a quarter of our entire population, the lowest level in U.S. history. America is aging and family structures are changing. This means that we will have to work much harder to help people see that education really is a community-wide partnership.

Here is another powerful dynamic. The knowledge gap is rapidly increasing the earnings gap. College educated Americans now make 76% more than Americans who simply have a high school diploma. Getting some college experience really must become our new educational benchmark.

How we learn is changing and technology is very much at the heart of this transformation. I assure you, if our children make us look silly now when it comes to using the VCR, just consider what they are going to do with the Internet in the years to come.

All of these dynamics will define American education well into the next American century. They require us to be realistic -- yet hopeful -- and have the tenacity and resolve to meet these challenges together.

Where We Are Today in American Education

So where are we today in American education? Here is my candid accounting. New academic standards are being put in place in 48 states and two states have raised standards at the local level.

Our task now is to get those standards into the classroom. This will require an enormous effort to raise the quality of our nation's teaching force, and that is the main topic of my address to you.

We have powerful new brain research that challenges us to help

parents in the earliest months when the minds of our children just seem to be sparking. Our early childhood efforts, however, are still very much a patchwork of programs defined by high turnover, little training and minimal compensation for the staff.

We have a new national focus on reading and we are hopeful that we have ended the reading wars. A landmark study by the National Academy of Science has laid out a balanced plan to improve reading. And, last week, we released new data that tells us that our nation's reading scores are up for the first time in all three grades levels -- 4th, 8th and 12th. That's progress. But 38% of our 4th graders are struggling to learn this very first basic.

Our achievement scores are up for math and science. New standards have helped. Yet, we have an increasing shortage of quality math and science teachers. And our nation's math and science curriculum does not come close to matching world standards in our middle and high schools.

We have a stubborn achievement gap between the well-off and the poor. This is a hard, cold reality; too many of our schools are failing some of our children and some of them shouldn't be called schools at all. We need to turn this around.

Yet, at the same time, ACT and SAT scores are now at their highest level in two decades. And 65% of all high school seniors are going straight on to college. That's good. Many of these same students, however, find themselves in remedial classes in their first year of college.

The American high school experience simply has to become more rigorous. Only 54% of our nation's high schools provide their students with the opportunity to take Advanced Placement courses. Why not 100%?

In my opinion, this nation is coming up very short in teaching our children foreign languages. I believe that every American child should be fluent in at least two languages. Surely we can give our children the added advantage of being better prepared for the global world of the 21st century.

Many of us are working hard to help elevate the teaching profession. But not enough is being done to prepare the next generation of America's principals. This is a looming problem. Even the best of teachers can be helped by a principal who is a strong leader.

Another fact of great concern: our nation's school buildings are over-crowded or simply wearing out. The American people know

that and so do I. The President is going back to the Congress for the third year in a row to get you the help you need to modernize your schools. Congress needs to get it done.

Access to college is one of the great achievements of American education. Increases in Pell Grants and college work-study and the creation of the Hope and Lifetime Learning tax credits will give many more Americans the ability to get a higher education. We estimate that 5 million Americans will use the Hope tax credit for the first time this year when they fill out their income taxes.

But our system of higher education is not there yet when it comes to preparing the next generation of America's teachers. Our nation's colleges of education are still very much the forgotten stepchildren.

This brief, candid accounting suggests that we have made progress but that we still have our work cut out for us. This new realism, however, is a sharp and healthy break from the past. The new expectations we have set for ourselves represent a fundamental change in the direction of American education.

No child should be left behind. No child should be allowed to drift through school. No child should have an unqualified teacher. And no American should be denied the opportunity to go onto college because they can not afford it.

What we seek is a democracy of excellence for all of our young people as we move into the 21st century. The pace of change is too slow for me. I remain impatient. The changes we are making certainly have not touched the lives of enough of our students.

So we need a new resolve to meet the many challenges before us, and I ask all Americans to begin by putting aside the tired, politics of division. This last year of politics has exhausted America's patience, and now we need to move on to the big issues that really matter.

Let's put civility back into the process and recognize where the American people are coming from. They want practical solutions and concrete answers. They understand that education is everybody's business. When ideologues assert that the only way to improve public education is to destroy it, nothing is gained. Absolutely nothing.

I've talked to you about some of our history, the powerful dynamics we face, and given you an accounting of where we are today. Let me suggest to you what we can do together with a new sense of hope and commitment: a "realism mixed with hope."

The Early Years of Childhood and the Basics of Education

Our hope for the future surely begins by keeping a strong focus on the early years of childhood and schooling where we have the most potential to make the greatest gains. This is why so much effort is now being made around early childhood initiatives, improving reading and reducing class size.

I've told you about the new brain research. It's a wonderful new window of opportunity to advance learning. When excited parents leave a hospital with a newborn baby, they need to know what practical steps they can take to spark their child's brain development.

To their credit, state leaders including Delaine Eastin are moving forward vigorously to create effective universal pre-k programs. There is still, however, much to be done. I urge local and state leaders to help give child care providers much more extended training when it comes to early language and reading development.

As I reported to you earlier, our nation's reading scores are finally moving up. This is good news. A great deal of effort has been made to get this nation focused in on making sure every child can read well by the end of the third grade. This has been a personal crusade for me. But we still have a very long way to go.

I believe, for example, that every elementary school should have the reading specialists they need to make a difference. Governor Gray Davis here in California is right on the money in putting reading at the head of his education agenda.

And I commend the Los Angeles Times for its special "Reading by 9" initiative, which makes reading improvement both a school and a home activity. I challenge every media outlet to follow this good example because education really is "everybody's business." Let's keep America reading.

President Clinton and Vice President Gore are working hard to reduce class size, to help children with disabilities who have serious reading difficulties, and help the many adult immigrants who want to learn English. They are also working just as hard to expand after-school and summer programs.

But all of our public efforts pale beside the power of every parent to make a difference. If America's families will read, and keep on reading to their children -- at least 30 minutes a day -- they will literally revolutionize American education.

To do that, we have to help parents slow down their lives. In our haste to do all things all the time, we sometimes forget the most essential -- giving our children that deep, abiding sense of trust, guidance and security that tells them that they are truly loved, cared about and respected. I believe that with a passion,

As our children master the basics, we have to make sure that they go to schools that are safe and disciplined. Here in Long Beach, you have set a national example for school uniforms, but there is much more that needs to be done. Last year was a terrible time of random killings in our nation's schools. This school year has started somewhat more quietly. But we must always remain vigilant.

We have sent out 200,000 copies of our "Early Warning Guide" with its strong emphasis on prevention and it has been very well received. Now, we need to turn these good ideas into practice to reduce drugs and violence.

Increasing Accountability and Achievement

Giving our children hope for the future begins then with the early years of schooling and keeping them out of harm's way. Creating a democracy of excellence for the 21st century requires a new level of accountability so we can raise achievement for all of our young people.

The American people have made education a national priority. It is their agenda and it must be ours. It follows then that they are going to be a lot more attentive to the progress we are making. The attention may initially be uncomfortable, but we as education leaders should welcome it.

Now change can be unsettling. The unexpected rigor of new and demanding tests can be a shock, but the shock of initial failure is often the starting point for long-term success if people will only stay the course. Real improvement in education does not happen overnight.

It is sustained progress that brings about real success. States like North Carolina, Maryland, Texas, and Kentucky are already seeing test scores rise because of their commitment to high standards, vigorous assessments and increased accountability.

As I have said, the states are doing the very hard work of creating new standards of achievement. Goals 2000 funds have helped states with this effort and we have made progress. Now each state is challenged to move standards from the statehouse to the classroom and make them part of every teacher's daily lesson

plan.

We have to give teachers and principals the resources they need and free up their creativity to achieve results and reach high standards. We must make sweeping efforts to make teaching a first-class profession. And, then, we must hold schools accountable for results.

This is why President Clinton will send to Congress a significant revision of the Elementary and Secondary Education Act. This revision is based on a comprehensive three-part strategy: 1) targeting increased investments to disadvantaged children, with particular attention to the early years of schooling; 2) improving teacher quality; and 3) promoting real accountability for results.

Ending the practice of social promotion is an important part of this strategy. In its most basic form, the President's call to end social promotion is a demand not to close our eyes when a child is desperately struggling. A policy of retention is not the answer either. Let's develop a policy of providing the necessary support to prepare our children to pass.

And if a school is failing its students, we ought to react like our house is on fire. The new realism that I've talked about requires a "no excuses" attitude, and a willingness to take action.

We know a good deal more now about how to turn-around low-performing schools: from giving teachers more time for training and collaboration; to redesigning the curriculum; to removing a principal who doesn't provide leadership; to issuing school report cards that measure real achievement over time; to enforcing effective discipline policies.

There are other ways that we can raise achievement as well. The American high school experience has to become much more credible. This is why I support challenging high school exit exams. Now, you just can't spring exit exams on young people who haven't been prepared for them. That's not fair. You need to give students and schools adequate preparation time. But setting the bar higher is the right way to go.

I want to strengthen our public schools, not weaken them. I say that because some hold the mistaken belief that the only way to improve public education is to take money out of public schools for private school vouchers. My friends, that is a mistake.

The truth of the matter is this -- the choice of academic subjects has much more to do with the prospects of a young person going on to college than whether or not that person goes to public, private or parochial school. I am a strong supporter of quality

private and parochial education; they add important elements to American education. But vouchers will take public tax dollars out of public schools and make our nation's private and parochial schools less private and less parochial.

I encourage the many new efforts to expand public school choice. Charter schools that are publicly accountable, schools-within-schools, school-to-work opportunities, theme and option schools for science, technology, the arts, and many other areas of study are all new ways to give parents and students more choices. I can tell you that going to school in America can be exciting.

Now, we need to work harder to get the message out about getting ready for college much earlier. Here are some statistics that explain it all. Almost 100% of parents want their children to go to college. Yet 7 out of 10 parents say they don't have enough information about how to pay for college and how to prepare their children academically.

This is why I am pleased to announce that next fall, hundreds of college and university presidents will join me in what we are calling "national college week." We will go to schools all over America to get the word out that many more young people can go to college if they start planning earlier for it.

That's the strength of mentoring programs like the Berkeley Pledge at the University of California or Project GRAD in Houston, Texas. We have developed an exciting new program called GEAR-UP to build new links between our public schools and our great system of higher education. We are well past the time when our institutions of higher education can remain aloof from the task of helping to rebuild America's public education system.

The Long Beach Community Partnership is a wonderful example of all the parts of American education fitting together. I am so proud of Bob Maxson, Superintendent Carl Cohn, and Mayor Beverly O'Neill and others who have pulled together to form this exciting partnership. Seamless education really is the wave of the future.

Reinvigorating the Teaching Profession

Now, I want to talk to you about America's teachers -- America's future. All of the things that I have talked about so far -- from early childhood -- to improving reading -- to preparing young people for college -- will not happen unless we make teaching a first class profession.

General John Stanford, the late school superintendent of Seattle, who gave that city so much hope, had a wonderful motto that

explains it all. "The victory," he said, "is in the classroom." America's teachers are some of the hardest working Americans I know.

I am so very proud of them. Yet all too often, we take their hard work for granted. We can't afford to do that anymore. We need to hire more than 2 million teachers in the next ten years to meet the demands of the baby-boom echo and the fact that close to a million veteran teachers are on the verge of retiring. This is an enormous transition.

These next few years are, in my opinion, critical for the future of American education. We must make some far-reaching decisions about how to elevate this profession. Here a story is in order. I have on my staff a former national teacher of the year.

Her name is Mary Beth Blegen, and she was chosen as the best teacher in America in 1996. After 30 years of teaching, Mary Beth made only \$36,000. Nevertheless, Mary Beth passed her love of teaching on to her daughter who also became a teacher. One year later, however, her daughter left the classroom and saw her salary more than doubled. This story is going to become much more common unless we act now.

We can no longer fiddle around the edges of how we recruit, prepare, retain and reward America's teachers. This is why I call on Governors and state legislatures to rise to the challenge and take a comprehensive look at the needs of this vital profession. We need a sea change in public thinking about the value of teaching.

I ask state leaders to recognize the full dimension of the problem. Too many potential teachers are turned away because of the cumbersome process that requires them to jump through hoops and lots of them. Too many veteran teachers tell me that the process of maintaining their license adds little value to their professional expertise. And too many of our best teachers are leaving the profession because of low pay, poor working conditions and weak school leadership.

As a result, a growing number of school districts are throwing a warm body into a classroom, closing the door, and hoping for the best. This is not the way to reach for high standards. And there are many schools, especially in our high poverty areas, that are now using teacher aides as full-time teachers; that's not fair to the students nor to the aides.

And then there is a unique American phenomena that really makes no sense -- the practice of assigning teachers to teach "out of field." Foreign education ministers who visit me are just

stumped when I try to explain this practice. Their translators simply have no words to describe it.

We've got work to do. And we can begin by putting a sharp focus on the critical shortage of high quality math and science teachers. This is why I am pleased to announce that John Glenn will chair a National Commission on Mathematics and Science Teaching for the 21st Century. I talked to John yesterday, and I can tell you that he is excited about accepting his next mission for his country. Isn't he a great American!

Recruiting America's Future Teachers

To recruit teachers, we must first overcome this paradox: in every poll, Americans tell us that being a teacher is one of the most important and valued jobs in this land. So often, however, these same Americans discourage their children from entering the profession because of low salaries.

Low salaries are a very real problem. I ask public officials to recognize -- sooner rather than later -- that we aren't going to be able to get good teachers on the cheap any more. That's just going to be a fact of life in the 21st century.

And I ask parents to encourage the dreams of their children who want to become teachers. In my book, becoming a teacher is just about the most patriotic thing you can do as an American.

What else can we do? We can create rigorous alternative paths to give many more Americans the opportunity to become a teacher. The President's proposal to expand "Troops to Teachers" for retired military and other mid-career professionals will help to accomplish this goal.

We should also be building career ladders for those qualified teacher aides who are in our classrooms now who want to become teachers.

We can also do a much better job of matching future teachers to job opportunities. A young woman in Pennsylvania who wants to teach in Florida shouldn't have to spend an hour on the phone waiting for someone to talk to her. This is why my Department will set up a National Job Bank and Clearinghouse for Teacher Recruitment this year.

I have also asked the Entertainment Coalition for Education to use their creativity and imagination to help us launch a major public recruitment campaign for teachers across America. I believe they will be shooting their first ad during "Oscar" week.

Preparing Teachers for the Modern Classroom

To prepare the next generation of teachers, we must turn to the presidents of our great colleges and universities for new leadership. Our colleges of education can no longer be the sleepy backwaters that many of them have been. There must be greater collaboration from all parts of the university community, including the arts and sciences.

Bob Maxson, your very fine President here at Cal State-Long Beach, may have put it best when he said that it "takes a whole university to prepare a teacher." The Cal State system is setting a national standard for thinking ahead. I am particularly intrigued by the decision of Cal-State Long Beach to offer a "warranty" on every one of its graduates.

But there is still much more work to be done. This is why I am announcing today a National Conference on Teacher Quality for university presidents, teachers and other education leaders. This conference will seek to develop a road map for the future to help states and communities meet their need for well-qualified teachers.

Our colleges of education simply must be supported in reaching for a new level of rigor. I urge colleges of education to move swiftly to create many more clinical experiences for their students. Future teachers need to be learning how to teach alongside master teachers.

A new emphasis on preparing teachers by using a clinical model may also require universities to take a look at their own current incentive structure for promotion and pay. Can there be a better balance between research and the practice of teaching and service to educators in the K-12 system?

Retaining and Rewarding Teachers

State and local education leaders have a key role in elevating the teaching profession.

First, I call on states to end the practice of issuing emergency permits or licenses over the next five years. Now, some say that this can't be done given the overwhelming number of young people in our schools. They simply must have teachers, qualified or unqualified. But this view is based on making no changes in the current system. And that is what I am urging policymakers to do. Change the system!

We really do need to take a comprehensive look at established

rules about the portability of pensions, credentials and years in service. The current maze of disconnected state laws has become a significant drawback to keeping good teachers in the profession in our increasingly mobile society.

The issue of how we test teachers must also be addressed.

The failure of so many prospective teachers to pass such a state test in Massachusetts has brought this issue to the forefront of public discussion. There are many questions. What do these tests really measure? How well do they predict teacher effectiveness? How does one state test compare to another? This is why I have asked the National Academy of Sciences to launch a benchmark national study of teacher testing.

I also encourage many more states to follow California's lead in creating a broad system of support for first time teachers. We give new teachers the toughest assignments and leave them to "sink or swim." Then we wonder why we lose more than 20% of them in their first 3 years and close to 50% in our urban areas. This brain drain has to stop.

As state and local leaders consider new strategies to improve teaching, I ask them to avoid the "either/or" mentality that is dominating the current debate on teaching. One side argues that the current licensure and compensation system keeps talented people out of the profession, does not ensure quality, and provides few incentives for teachers to improve their practice. Others contend that teachers need proper training and rigorous standards for entering the profession.

My friends, both sides are right. We need to lower our voices, get practical and think in a new way.

This is very much a state and local issue. But I have been thinking a lot about this matter. So let me try to start a national dialogue about this very important aspect of the teaching profession. I ask you to consider the following suggestion to start this conversation. There are three parts to this proposal:

First, a new teacher would be granted an initial license for up to 3 years after passing a written exam of content and teaching knowledge and an assessment of teaching performance. During this "trial period," schools would offer new teachers annual contracts and be able to 'counsel out' those individuals who really should not be in the profession.

Second, I suggest the creation of a professional license. The standards for this new license, developed at the state level, would be higher than those for an "initial" license, and would involve

peer review by a panel of teachers and a supervisor.

Peer review is very important, but it must be done right. Veteran teachers will tell you that the people who are hardest on a teacher who doesn't cut it are fellow teachers. And that's what professionalism means. Teachers, themselves, must take an active role in improving their profession.

If a teacher has worked hard to earn a professional license, he or she deserves to be rewarded. Raising standards for teachers must be accompanied by raising salaries as well. It's a balanced equation.

The conditions for renewal of this professional license should be determined by each state. This suggests that teachers need to keep their knowledge and skills up-to-date. Here, it is so very important to recognize that professional development as we know it simply has to change. And those of us who are policy leaders must listen to what teachers are telling us.

Last month, we released a first time report on Teacher Quality and teachers are telling us in no uncertain terms that the current practice of "one shot workshops" really has to go. Teachers are asking us for more depth, more planning time, and greater opportunities to learn from each other. And they want help in addressing the realities of the modern classroom: student diversity, students with disabilities, technology and new high standards.

The third part of my proposal would be a voluntary advanced license such as the advanced certification that now exists through the National Board for Professional Teaching Standards. Some states are moving to support and compensate teachers who pass these rigorous standards. California is one of 13 "leading edge" states and I encourage every state to follow this example.

All teachers should be encouraged to continue to learn and grow. That's why I ask districts to take a serious look at a new and developing concept called knowledge and skills-based pay.

This three-part model of an initial, a professional, and a voluntary, advanced license seeks to strengthen teaching by linking it more closely to high standards. I ask you to consider it and join me in a national conversation to make teaching the first class profession that it deserves to be. This is an example of realism mixed with hope.

The many future teachers who are here with us today are as vital to the strength of this nation as the patriotic men and women of our Armed Services. I want to thank every one of you for your

dedication and commitment. And I thank every classroom teacher in America who is making a difference in a child's life. The most important thing we need to say to teachers is a "thank you for a job well done."

Sparking Creativity and Innovation

Now a few thoughts about the future. Let's stretch our minds and ask ourselves how we can make American education more engaging.

I believe the schools we design in the future should be built as centers of community. Americans of all ages are going to want to be learning all the time. The idea that a school building is open more than 12 to 14 hours a day is not as far fetched as it may seem -- and surely the power of technology is a starting point to make that happen.

I've spoken to you about the need for every young person in America to speak at least two languages. Doesn't that make so much sense in this new global world? Let's move beyond the American habit of stumbling along, phrase book in hand, when we visit a foreign country.

Last month, with the support of First Lady Hillary Rodham Clinton, and with the help of NASA, the National Endowment of the Arts, the Jet Propulsion Lab at Cal Tech and the J. Paul Getty Trust, we launched the "Mars Millennium Project."

This project is a fusion of the arts, science and technology and it will ask thousands of young people to imagine and help us create the first American colony on Mars. We need to develop hundreds of projects like the "Mars Millennium Project" to make learning exciting and challenging.

We live in a world that is so much more visual and our young people see the world around them bursting with ideas. We need to foster their creativity and give them that sense of excitement that comes with a true search for knowledge. The arts are not a frill but an essential in this Information Age.

The imagination of our young people is so often captured by music, dance, the touch of a poet's words, the sweep of a painter's brush, or new images created on a computer. There is a fusion coming, for example, between the arts and the computer. We need to be ready for it.

We are, my friends, at the edge of a new time. The 21st century is just hovering, like the sun coming up on a new day. It will be an

Education Century, of that I am sure. If we give our young people -- America's "millennium generation" -- the education they deserve, just think of the opportunities. You have to be excited.

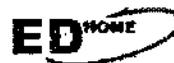
I am optimistic. With a realism that is mixed with hope, we can achieve the democracy of excellence we seek. Let us build those new connections that bind us together. And let us always remember that the "victory is the classroom" with America's teachers America's future.

Thank you.

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[[Updating Teacher Licensure and Compensation](#)]
[[Steps to Address Accountability and Teacher Quality](#)]
[[Webcast of the Secretary's speech](#)]

[[Return to Speeches and Testimony page](#)]



Last Updated -- February 16, 1999, (pjk)

June 23, 1993

TO: Terry D., Mary Anne, Alan

FROM: Kirk 

We've been wondering for months now:

How could ED create a forum for discussing policy ideas with *teachers*? How could ED create a forum for *communities* to share their ideas?

To succeed, both forums would have to meet the following criteria. They would have to be:

- up & running *quickly* -- by the end of September.
- able to *grow* from 100 users (each) to 500 users during the first six months.
- *connected* to information resources beyond the confines of this single ED-designed forum.
- relatively *inexpensive* for ED and for teachers.
- designed as a *pilot*, so that we can learn whether they're worth additional resources required for scale up, and what modifications are needed in a scaled up electronic forum.

Here's a strategy that meets those criteria. ED could:

- create a bulletin board on INET.
- work with the 30 states that have computer networks for teachers -- and universities -- to arrange for each teacher of the year (plus the other teacher from that state) to have access to Internet.
- recruit communities by announcing the "community forum" in the newsletter & on the satellite town meeting. Also, we could work with leading communities -- Omaha and some Wal-Mart communities, for instance -- to make sure they participate.
- set aside a staff person to moderate the conference. Provide training for that person, plus technical support and a clerical support staff person.

Memo to Melanne Verveer
From Bill Taylor *Bill*
Re: the Clinton legacy and education

Nov. 19, 1996

Greetings from sunny California and congratulations to you, your bosses and all your colleagues for helping us to live to fight another day.

With all the talk about the Clinton legacy and the role that education may occupy in that legacy, I can't resist putting in my two cents. So here is a rough cut of what I would recommend.

I assume it is not necessary to make the case that education should be a priority concern during the second term. Clinton has demonstrated that he cares about education; he has devoted a good portion of his career to advancing the cause of educational reform and he is extremely knowledgeable and skilled in the area. Moreover, he has succeeded in engaging the attention of the American people on education issues and in elevating public education on their list of concerns. (I never thought I would see the day when the Department of Education would become a political asset rather than a liability, although I'm not sure what it has done to deserve this enhanced status.) So there is every reason to believe that people will be responsive to initiatives that promise to upgrade the quality of education for their children *and* even other people's children.

The question is what should go into these initiatives. I would argue that whatever else is undertaken, a central part of the effort should be for the President to use the bully pulpit for a concerted and sustained campaign to persuade the most talented young people in the country to consider teaching as a career. Indeed, the campaign should not be limited to young people but should also encourage people who have had successful careers and are seeking a new challenge to obtain the necessary preparation to become public school teachers.

There is no question that such an effort is needed. The eroding skills of teachers over recent years is the Achilles heel of the education reform movement (in which I consider myself an eager participant.) It is fine for us to demand that high standards be set for all students and that teachers be held accountable for helping students meet those standards, but if teachers themselves lack the ability, these exhortations will produce little. And there is little question that in this department, things are bad and getting worse. There has always been a disjuncture between the high regard Americans say they hold for teachers and the low tangible rewards that taxpayers have been willing to provide. For years the obvious consequences of the dichotomy were avoided by the availability of a talent pool of very able women and minorities made available by the discrimination against them in other professions. Now discrimination has abated enough for those talented women and minorities to move into other occupations. And survey after survey shows that by conventional measures college students majoring in education are among the least able students. This information is buttressed by the results of teacher competency exams and by other empirical and anecdotal data that is often dismaying.

What I am suggesting is that the President (and only the President) can be the catalyst for the kind of *institutional change* needed to make educational reform efforts successful. There is every reason to believe that in making a persuasive appeal based on the challenges and rewards of the teaching profession, the President will strike a responsive chord. We all know lots of talented people--young and older--dismayed by the lack of social utility of the work they are engaged in and looking for new challenges. Of course, the President's approach will need to be based on something beyond an appeal to altruistic instincts. It should be backed by a few modest but important initiatives to increase the tangible rewards of teaching.

Such initiatives might include a college loan forgiveness program that would reward students who commit to teaching in high poverty urban and rural schools. The commitment would have to be a real one--service for a minimum period of say 5 years. And the President could also make creative use of the provisions of the 1994 Title I renewal that encourage the use of both federal and state and local funds to reward teachers for demonstrating excellence in helping students to meet high standards. (I believe such an approach can be taken without taking on the thornier issue of merit pay). There may be other such initiatives that would provide tangible incentives for talented people to go into teaching. The aim should be to avoid costly new federal programs and to find ways to leverage change at the state and local levels.

In putting forward this proposal I do not mean to deprecate other suggestions that have been made. The idea of mobilizing one million volunteer tutors to help every child read by the 3rd grade is a good one but, like Teach for America, it is properly thought of as a piece of, or an adjunct to, an overall effort to upgrade teaching: What much educational research comes down to in the simplest terms is the proposition that poor and minority children have the best chance of thriving in an educational environment which provides them with the sustained attention of a skilled and caring adult. Tutoring programs can help (tutoring and mentoring might be an even stronger combination); but the tutors may lack the preparation needed to be effective teachers and they may not be around that long.

Nor do I wish to neglect other fundamental needs in public education--In January, 1997, the Department of Education is scheduled to release the final report of Prospects, a report prepared by Abt Associates pursuant to a Congressional mandate to evaluate Title I. It is expected that the final report will underline and support a fundamental conclusion contained in the interim report--that the worst educational environment one can provide for a poor child is one of concentrated poverty and that poor children have a much better chance of achieving educational success in schools that are predominantly middle class. This is not just another piece of research. It is the largest survey since the Coleman report in the 1960s, a longitudinal study done over several years and involving hundreds of thousands of students and teachers. Interestingly, it reaches conclusions very similar to the Coleman report--that along with the quality of teaching the socioeconomic character of the student body is the most important variable in determining student outcomes. All of this would suggest efforts to break up large concentrations of poverty by using public school choice to enable low income students to attend middle class schools in suburbs as well as central cities. As you know, we have had some success with this in my St. Louis litigation and we are working hard to preserve the remedy. I recognize, however, that attempting to legislate this kind of choice at the national level would be hard political sledding.

It seems to me that there are several political plusses to launching a campaign to attract more talented people to teaching. One is that it can be implemented by the President without getting into a big struggle with Congress. To the extent that legislation is needed to back up the initiative, if the initial effort strikes a responsive chord, Congress would be hard put to refuse to back it up with a loan forgiveness program or other supportive measures. Moreover, there would be some in Congress like Jim Jeffords who could be enlisted with other national leaders in the presidential effort. Second, a campaign of the kind I have described may be the best way to defend against the coming drive in Congress for private school vouchers. I think that once voucher proponents get their act together better than they have in the past we are likely to face a real challenge. A teacher initiative would enable the President to say "we are engaging in a major effort to improve public school education for all children. This is not the time to allow ourselves to be distracted by measures that would benefit only a few and weaken the public schools." (By the way, I also think there may be areas where public-private school cooperation might be undertaken without threatening either the public schools or the First Amendment, but that is a subject for a different memo.) Finally, this kind of initiative holds the promise of energizing the whole movement for public school reform. To the extent that it succeeds, the President will not be remembered simply for passing legislation, but for moving people and helping to shape institutions.

So that's my pitch. If you and your colleagues have an interest I'd be glad to put more flesh on the bones of the proposal. Lee Shulman, the recently-named president of the Carnegie Foundation for the Advancement of Learning is here at Stanford (indeed the whole foundation is moving out here) and I might talk with him, Rich Shavelson (the Dean of the Ed school) and others about ways to implement the proposal. Let me know.

Best from Harriett to you and Phil:



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

April 4, 1994

Dear Goals 2000 Forum Teacher:

At long last--the report from the Goals 2000 Teacher Forum! The Department has sent copies to governors, chief state school officers, and members of Congress. Please share the copies we have sent you with other appropriate people in your state. You may want to coordinate with your forum partner(s) so that you don't target the same individuals. If you need additional copies, please let me know. I am also enclosing a copy of the letter we sent to the governors and chiefs in case you want to follow up or use similar language in your cover letters.

I am happy to report that the GOALS 2000: Educate America Act passed the Senate at 1:17 a.m. on Saturday, March 26 after a cloture vote ending a filibuster. I have enclosed a copy of the statement the President made at the bill-signing ceremony on March 31. Because we had to meet an April 1 deadline, the President signed the bill while on vacation in San Diego. We hope to have an official White House ceremony once Congress returns from the spring recess.

The Department is hosting a GOALS 2000 orientation conference May 25-27 to begin to build a new Federal-State-community partnership for education reform. Your Governor and Chief State School Officer have been asked to select a team to attend the conference. I am enclosing a copy of the letter of invitation. You may want to follow up with your Governor and Chief to ensure that a teacher from your state is included in this team.

It is wonderful to have such good news to report. Despite more cold weather here last week, the cherry blossoms are in bloom so the news is good on all fronts. Thank you for your continuing support.

Sincerely,

Terry Dozier
Special Advisor to the
Secretary on Teaching

Enclosures

Dear :

In November 1993, the U.S. Department of Education invited a group of 119 exceptional teachers to Washington for the first annual Goals 2000 Teacher Forum. These teachers -- from both public and private schools -- represented every state, as well as the District of Columbia, some of the territories and Department of Defense schools. The Forum was designed to enable the Department to establish a dialogue with teachers and to lay a foundation to help practitioners become active partners in education reform on the federal, state, and local levels.

We are pleased to provide you a copy of the report from the Goals 2000 Teacher Forum that captures the passionate voices of these outstanding teachers as they discussed the changes and support they believe are needed to enable all students to meet high levels of academic achievement. It is our hope that the conversation that began at the Forum will launch many similar conversations between teachers and policymakers at all levels within our education system.

If the United States is to achieve the National Education Goals, it will be essential for all of us involved in education policy-making to tap the knowledge, experience and insight that teachers have gained as classroom practitioners. With this in mind, we hope you will read this document carefully and initiate your own dialogue with teachers. It is truly important that we honor what teachers know and listen to what they say. By recognizing the expertise of teachers in your state and giving them an opportunity to be engaged in and contribute to the policymaking process, you will be furthering the pursuit of excellence in education and the achievement of the National Education Goals.

Sincerely,

Terry Dozier
Special Advisor on Teaching

Richard W. Riley
Secretary

Goals 2000 Teacher Forum Planning Documents
1993

NOTES FROM CONVERSATION WITH BOB PALAICH - 5/10/93

Each state (Chiefs/Governors) was asked to nominate nine people. They selected three schools at each level- Elem/MS/HS in the state that were recognized for outstanding teaching. Teachers at that school voted on the teacher to represent them. Teachers then filled out a detailed application form in which they had to respond to certain questions. 50 teachers were ultimately selected to ensure diversity of urban/rural/suburban and grade levels. Whole process took 2-3 months to select teachers.

Had three large group sessions. Speakers were Marc Tucker, Governor Tom Kean, and me.

Had lots of small-group teacher talks. 8-10 teachers who addressed certain issues.

Tried in the afternoon of the first day to get teachers from similar schools to talk about what they would change. Turned out to be frustrating. There was not enough time for a real substantive discussion.

Second day of the forum focused on: What can we do? How do we get going in the states?

* Bob suggests that we could make forum teachers available to work with schools who are restructuring. Have a real teacher-to-teacher assistance program. Perhaps could run this out of our regional labs.

Could provide two levels of support.

-What's available?

-Actual assistance

Cost for the two-day forum with 50 teachers was \$150,000 for the whole year's efforts. Includes not only forum but also publications.

NOTES FROM CONVERSATION WITH JON QUAM - 5/10/93

Jon will send me break down on STOYs. Includes school size, teaching area, level, etc. He will also include ethnic mix for me.

What about using STOYs and Principals of the Year?

Through STOY organizations we might buy some leverage to get things done on a state level.

Georgia- had first STOY conference. Want to use teachers to make things happen in the state. Funded by BellSouth. STOYs are members; finalists are affiliate members; district TOYs also included.

Florida State Department through their Florida Education Foundation bring all district TOYs together for a year. Same problem as SC. Have no way to keep them in the system once their year of recognition is over.

South Dakota also utilizes TOYs.

* Jon will share with me agenda that Burger King group worked out in which teachers had glitz but also substance in working together to try to make some things happen.

Jon feels that we will have no problem with diversity if we go with just STOYs, especially if we use the last two years to do it. This would relieve us of the problem of selection. He also felt the political problems of NEA and AFT would be alleviated since they help select the TOY and are sponsors of the program, they should support idea. Problem in the past was that ECS was viewed as too political. TOY program not so. Well respected. Also many other sponsors of the program would help buy use some leverage back in the states.

Could use Christa McAuliffe Teachers if needed additional teachers.

What about NTOYs going back to 1980?

If we invited last two years TOYs would be 110. Out of that maybe will get 90 who can come.

NOTES FROM CONVERSATION WITH DARLENE PIERCE - 5/10/93

Select teachers by asking them to respond to questionnaire.

- How do you see replicating this in your state?
- Whom would you identify as a mentor/funding source?
- How might this benefit teachers in your state?

You have two focuses:

- Substantive
- P.R. Stamp of approval

In 1978-1979 Mary Berry brought in TOYs. Check on that program.

At end of two days make plan to go back to States. Split up by regions to plan for this.

Need to have regional people at forum.

John Cooke - Nov. 15-16 Disney Teachers announced on Mickey's 65th birthday.

NOTES ON MEETING WITH KEN MELLEY - 6/15/93

Had a very successful meeting with Ken Melley. Got off to a shaky start when he asked me why I had chosen to start off with a Thomas Kean quote. He had a bias against Kean because of past dealings. Kean sometimes said things he loved, but often did not. Kean is a strong supporter of private school choice.

But after I explained my connection with the Teacher Renaissance Working Party, things went smoothly.

Ken had many good suggestions for me.

I need to meet with Barbara Jean Yentzer (he called her B.J.) and Gary Watts. They are the ones who are up-to-date in all of the reform projects NEA is involved in. He also mentioned Donna Rhodes of the National Foundation for the Improvement of Education as an excellent person to speak to. The Foundation receives money from private cooperations to fund innovative projects. It is housed in NEA.

The NEA Learning Labs are also projects I should look into.

The most interesting thing he talked about is a partnership that NEA has entered into with the Learning Channel. It is called "Teacher T.V." Every Sunday night at 6:00 p.m. they have a half hour program for teachers about teaching. It has the potential to be a wonderful staff development program. They go out to reform sites and film teachers talking about their efforts, etc. Could be expanded in the future.

Learning Channel wants NEA members to begin demanding that local cable station get hooked up to the Learning Channel. Barbie Helstead-Worell heads up the Learning Channel/NEA Partnership.

As far as association meetings that would have the greatest outreach to teachers, he mentioned that their national convention meets over a total of 8 days. The early days are devoted to instructional programs, the concluding days are devoted to electing their representatives and endorsing political candidates.

However, he suggested that State Conventions might be a real leverage point, especially in states that require that teachers attend the convention if they get paid for the day. He mentioned that New Jersey and Iowa were two states where attendance is often 50,000+.

Computer network that NEA is about to announce to members sounds like a potential source for us to tap for immediate feedback from teachers. America On Line/ NEA On Line. Members will pay \$5 a month for being on line. They will be able to "talk to" one another and to access information. NEA is thinking about putting the White House Bulletin on line for members as well as something

called Report Card which is a compiling and condensing of articles dealing with education each week.

Ken recommended Teacher Interns for the Regional Labs. What a wonderful way to force the labs to get involved in projects that will help teachers.

Recommended that if we had to go to November for the Teacher Forum should do it during American Education Week. Great idea!

I did share with him the Goals 2000 Teacher Forum information, including the selection process for the teacher participants. He had no problems with that. He will said he didn't think there would be any problem with NEA endorsing the Forum. Suggested I include the National PTA in my advisory committee.

NEA people will be gone until July 7 involved with their convention in San Francisco, but if I needed to fax them information about the selection guidelines for the second teacher, that would be no problem.

One down, one to go! So far so good.

NOTES FROM MEETING WITH BELLA ROSENBERG - JUNE 23, 1993

The meeting went well. Bella is the type of person who tells it like it is, but she is reasonable and very bright. We had a very good discussion beginning with my attendance at the National Board of Professional Teaching Standards Forum. I did not know that it was Al Shanker's idea which he mentioned in a National Press Club speech in which the Carnegie people were present.

Because I supported the idea and because I keyed in on some tension between those who think all teachers should be able to be board certified and those who think it is only for the very accomplished teacher, I think I was off to a good start. By the way, Bella alluded to the fact that the tension was the result of NEA not being ready to accept that not all teachers are the same. They still are fighting distinctions, especially if it is tied to different pay. Interesting.

She gave me several suggestions. First, Quest is not a program, it is a conference that takes place every other year. It stands for Quality Education Standards in Teaching. On the off years they have their political conference, but Quest is the one that focuses on professional practice.

A better source for reform efforts of AFT would be ERD, the Educational Research and Dissemination Program. They are in 100 sites. They also have a very innovative math program called Thinking Mathematics.

She told me that AFT people prefer to be called unions, so that I should not use the term association in my document because that makes some of them bristle.

To talk about Quest I should contact Eugenia Kimbell - 879-4463
Marcia Berger - 879-4460

Bella also recommended that we develop strategies to talk with ordinary teachers. So much of what I wrote up was for outstanding teachers and those actively involved in reform.

She also recommended that we use a programmatic focus to our input sessions. For example, how can we make Chapter 1 more effective.

Beth Bader should be contacted by OSERS to talk about teachers feelings/frustrations about inclusion.

Suggested I get advice on how to do focus groups from Peter Hart.

Suggested ED needs to get teachers involved in how we should steer higher ed to shape teacher ed programs. This would be a very meaningful and much needed service the feds could perform.

Don't just focus on reform. Look at ongoing programs.

For the forum she recommended the agenda should deal with something concrete/real that we are really grappling with. For example, we know Ch. 1 must change dramatically, but what shape should it take. How are we going to implement Goals 2000, etc.

Finally, my real victory. When we got to the Teacher Forum. She immediately keyed in on the political problem of the selection of teachers. When I told her the plan we had. She thought a moment and then she said, "I like that!" Boy was I happy.

Hella offered to be a sounding board for anything I needed to run past her before it goes out to teachers or others. She said she would tell me the real political problems, not necessarily that she condoned the behavior, etc. I appreciated her candor and I think she will be a real help to me.

NOTES FROM CONVERSATION WITH JON QUAM - JUNE 28, 1993

Jon had several good suggestions for me. First he felt it was important to include AACTE in the list of organizations that we contact. Teacher trainers are often leading the charge in states. After all, that's who I went to.

He felt that the discussions right now with the organizations should merely be one of information. We should keep them informed about what we are doing. Perhaps they could give us a mailing list of state level people who we should keep informed and who could help teachers back home.

Keeping the Chiefs and other informed all along the way is the best thing we can do at this point. Their support and endorsement will be really meaningless he felt.

We can tell them we are modeling at the federal level how they can work with teachers in their states. Need to be sure in our language that we give credit to those states that are already doing something with teachers like South Carolina, Georgia, and Florida. Need to say something along the lines that we will hope the Goals 2000 Teacher Forum will help further the efforts that are already being undertaken in some states.

We should CC all state coordinators of TOY program. They might be natural allies in the teacher's efforts to get something going.

As far as the agenda for the forum goes. "If we're going to talk about reform, we better damn well model it."

In his conference with teachers and principals, they used one large ballroom. People were seated in rounds of eight. They were grouped regionally. Did not use talking heads.

Speakers were told that they were teachers. Brought in two team teachers who were told they had 90 minutes to teach a group of outstanding teachers and principals. They insisted on interactive discussions. Told the "teachers" they were to model the best you know about teaching. Limit talking to group to about 20 minutes.

Suggested display area for teachers to exhibit. Many of these teachers are involved in innovative programs like the South Carolina Teacher Forum, Golden Apple Academies/Business Partnerships in Florida, etc. Give them an opportunity to share this material with other teachers.

New Hampshire and New York---Teacher Forum is now Teacher's Speaker's Bureau.

In all states except Alaska and Minnesota, the TOY program is

handled through the Department of Education which is seen as non-partisan. In Alaska and Minnesota it is contracted out to the Education Association with less than satisfactory results.

How can these organizations support the teachers when they go back when they haven't ever seen a teacher's forum? That's why Jon feels the best thing we can do is just keep them informed. Perhaps he is right.

CONVERSATION WITH VIRGINIA ROACH OF NASBE - 7/7/93

Had a very good discussion with Virginia. She was very intrigued with our whole forum idea since NASBE is trying to hold focus groups with teachers. She felt it was the first group specifically formed to try to connect teachers and policy makers---a professional society for teachers that focuses on impacting policy. Like many others, she especially liked the idea of linking teachers directly to policy makers without going through the filter of the unions.

The closer you get to the classroom the more brutally honest the people are. They tell it like it is. Have not been conditioned to couch each thing they say.

NASBE has actually had forums at annual conference in which they have invited teacher to sit down with board members. NASBE has found these very beneficial.

In fact, Virginia felt NASBE would be very interested in helping teachers to set up forums back home. Offered to have each executive director in their organization designate a liaison to the teachers who would help them set up something back home.

In October NASBE has their annual conference. Was more than happy to share with members our plans and elicit their support.

Virginia recommended we videotape the conversations with teachers and edit them. This could be shown at annual conferences and would help teacher show what they want to do at the state level.

Suggested we provide some specific yet general things to teachers before they come such as:

-How have you been impacted by federally initiated reforms in the past?

-How are current state initiatives impacting you?

-What would you like to change in your classroom, but feel you can't?

ED needs to provide specific description of why we want to have forums. Need to stress that forum is to be positive. It's an opportunity for professionals to give feedback to the system.

In going back to the state, we need to provide the teachers some structure. Exactly what do we expect them to do? Why do we want them to meet? Who should be involved? How often should they meet? Suggested that state boards could provide support. They are interested in doing this.

Virginia suggested I check out the publication Together We Can.

ED needs to make it clear that Teacher Forum is just one piece of our teacher development agenda. Should tie it to NBPTS, OERI, etc. As teachers hopefully start making their own professional development plans, teacher forum could be linked to this.

Virginia offered to have a letter from NASBE go out to members endorsing the forum. Asking them to support it. Send letters to chairs and then ask for a liaison for this. Would give the name to the teachers---need one month lead time.

Should be a letter from the Secretary to the Executive Director asking his help. Then NASBE would send along that letter with a cover letter to state boards.

Virginia saw this as a win/win situation for NASBE---High visibility and they would prove that they are not teacher bashers.

I need to get back to Virginia on timeline.

CONVERSATION WITH LOU RHODES OF AASA - 7/8/93

I did not have a good feeling about this meeting. Lou just kept saying he did not really understand what these teachers were going to do when they got back home. My description of what happened in South Carolina did not satisfy him. He offered little help beyond simply giving us the name and addresses of their their affiliates in each state.

He made me question what I'm doing. Maybe I am being totally naive in thinking that what I did in SC can be duplicated. I really had a hard time saying what I wanted them to do. To a certain extent I don't think it's appropriate for me to try to shape what happens in each state. For each state it will be different. But I still feel uneasy about the whole thing and Lou's doubts.

He also kept implying if we really wanted to be systemic, we needed to have all the players involved in the forum. But if for no other reason than symbolism, I want to keep it a teacher's forum.

Lou felt it was a shame we were focusing on teachers, not teaching. Felt that part of the problem in education, is that people are totally disconnected and don't really understand how they all are working on teaching. In fact suggested a panel with the national TOY, national superintendent of the year, and the national principal of the year who would discuss the role of principal as teacher, superintendent as teacher, etc.

Felt that it was critical for us to give the teachers a vision of how districts can work in which all educators are partners. Must give them something to work toward upon their return.

Doesn't help to just go back home and say listen to me; give me power. That doesn't work. Therefore, we need to equip them with a vision.

Suggested vertical teams that are being used in Iowa called Continuous Instructional Improvement Teams. They meet on school time---6 hours each month to work together to solve problems. Very powerful. They don't get into issues of who makes decisions. Deal with solving problems.

Lou suggested that the teachers contact AASA executive director/president in each state before they go to the forum. Good strategy. Tell them they are going and would like to share with them the results of the forum; progress that comes out of the forum.

I asked Lou to send out in newsletter info that we are hosting a forum.

Lou suggested we get a list of former TOYs going back 5-10 years so that forum participants would be able to contact them beforehand and let them know about forum. Might want to share survey

questions with them. These people would also be an automatic kindred spirit who might be elicited to help teachers.

I need to get Jon Quam to give me this info.

Over and over Lou stressed that teachers must go back home and recognize that they work in a system! I like the booklet he sent me on systems literacy. It might be nice to have them read that before they come.

CONVERSATION JIM REX - 7/14/93

I tried to get Jim to recreate how we set up the first forum. Some of his recollections contradicted with John Norton's and my memories but I hope this will help sort through the process.

Jim had gotten some money to carry out some projects that would enhance and improve the EIA. Had a great deal of flexibility to use that money. Teacher forum idea was perfect---annual forum for teachers which attempts to affect policy issues.

Invited policymakers to listen, not make speeches. Made this very clear. Really stressed that to the people he invited. He invited the Governor, Chair of Education Committee in both the House and the Senate.

Sent letters to the Superintendent, principal, and teacher asking for release from the classroom. Offered to pay mileage/ meals /lodging. There was an unspoken agreement that Winthrop would pay for the substitutes if a district questioned this, but it was not offered.

Like model that affiliates with higher ed institution so that it gets out of the political area of the Governor's Office and the State Department of Education. (However, support for it must be remain constant, even when the dean leaves, etc. - T. Dozier)

Add leadership of unions to panel that teacher's make presentation to. Great idea. Jim and I discussed the frustration we faced as active union people that the unions did not deal with the professional issues. This could force them to begin to listen to their own membership on a level that goes beyond contract issues.

NOTES ON CONVERSATION WITH JIM VIVIAN OF THE YALE/NEW HAVEN
TEACHING INSTITUTE - 7/15/93

Had a wonderful conversation with Jim Vivian, except he was so soft-spoken I really had to strain to hear him. I've always been amazed at the people who lack passion when they talk about their life's work! But, it was obvious that what is happening at Yale is exciting and a model for other such collaborative efforts.

The key to making it work, though, is paying people for their time and talents. Professors are paid for teaching the institutes, just as they would be for other courses in the summer. The teacher fellows get a \$1000.00 stipend and college credit. "It demeans the whole enterprise if we ask professors to do it purely out of community service concept. Need to value their work."

Basically a two-course load is considered full-time in the summer. Therefore, the institutes count as one course or a half load.

From the beginning an effort was made to make the institute an elite group. Only tenured professors of high status within Arts and Science are invited to conduct the seminars. In addition, these seminars focus on producing a product that will be used in schools. So these are not typical lecture courses. The profs must rethink their content and figure out how best to teach it to high school students. This had led them to really grow.

In answer to my question of how the profs had changed, Jim felt they had improved their research--the institutes often forced them to study areas they would not ordinarily do. In addition, it helped them to think about the real application of their research. However, there is not an emphasis on switching roles like in a FDS. The ideas behind the institute is that each group (profs and teachers) have strengths and they bring these strengths together in a common effort---to improve education in public schools.

Jim said they would be willing to look into placing lesson plans and curriculum units developed in the institutes in ASKEric. I am just so frustrated that great ideas don't seem to find a way to get into teachers hands.

Yale is so committed to the Institute that they are seeking permanent endowment for the effort. This is very significant as it is seen as clearly part of the mission of the university now.

Jim recommended the federal government create incentives for allowing funds to be used as endowments. This would allow building institutional capacity. What happens now is that stipulations are placed on funds so that they can't be used in endowments. They must be spent totally each year and this leads to a situation where a good project is constantly seeking funding instead of improving its efforts. This makes perfect sense to me.

Jim felt strongly that to institutionalize change, there must be

institution cost-sharing. The institution can't just the outside funding to continue the project. Must engage in major cost sharing. Yale contributes \$550,000 to institute and New Haven public schools contributes \$25,000. Signals a real commitment. This investment on the part of Yale does not include indirect costs like secretarial help, space, equipment, etc.

Jim pointed out an excellent point. Federal government must model systemic approach in all agencies. For example, NSF, NEH, ED, and others all have professional development programs, each with different requirements. This fragmented effort sends mixed signals and more importantly, leads to reduction of effort. Schools cannot combine funds to have a really significant impact.

Jim wanted us to support full funding of Title V. I indicated our problem with Title V and probably went too far in basically telling him there was very little chance that we would support it. I probably should have just kept my mouth shut. I later indicated that there may be some hope if Title V were rewritten.

About 100 schools follow the New Haven/Yale model, but Jim did not know how many have lasted. Yale is really not interested in franchising the model because he doesn't feel it really can be franchised. Part of what makes it work is that teachers have shaped it.

I want Yale/New Haven Teachers Institute as one of our models for the Teacher Forum. I found it interesting that Yale does not allow any other district to participate in the Institute, despite the fact that they have had pressure to do so. New Haven teachers see this as a real benefit of working in the district. 65% of the teachers who have gone through the institute have remained in the district. Originally Yale worried that the institute would be a springboard to leaving the district, but that hasn't happened, perhaps because they have refused to expand the institute to other districts.

Jim is going to get back to me with some principles for professional development based on the experience of the Yale/New Haven Teachers Institute. He also mentioned a journal that is being developed that will be about the collaborative development of teachers and curriculum--may call it On Common Ground. Will be the first time teachers and higher ed folks would be interacting on a regular basis.

NOTES ON CONVERSATION WITH DARLENE PIERCE - SEPTEMBER 7, 1993

Darlene called and reacted to the new draft agenda. She had some good suggestions and continues to be my conscience.

She expressed concern that Sessions A and B were shaping up to be too much of the bureaucracy talking. All four of those major topics carry with them a great deal of baggage in the minds of teachers. She thought our emphasis was to give teachers a vision of what they can do to effect reform.

I explained to her that in each of these sessions we remain true to the following criteria:

- (1) Must be teacher led or provide teachers with a strong teacher leadership role
- (2) Must focus on improving teaching and learning
- (3) Must be an example that is not so unique that teachers feel it cannot happen in their state/area
- (4) Sessions must be interactive and focus on how teachers were and can be involved in the effort (Look at the process that was used to involve teachers)
- (5) Must show how this effort is or can be connected with the standards setting process that is taking place in the country (Gaynor, is this really what we want? I wrote this down from our planning committee meeting but I'm not convinced that this is wise. I think criteria #2 addresses this in a way that does not require us to get into the controversy of national standards. What's your sense?)

We want to make sure that the presenters not only tell what is going on in each of these areas, but talk about the process by which teachers became involved and assumed a leadership role. I think this is critical to remaining true to our attempt to provide teachers with a vision of what can happen back home---how teachers can become partners in reform efforts.

Darlene seemed a little more at ease with my explanation, but her admonition is a good one. From the very beginning, the people here have been pushing me to tell teachers what's going on in reform efforts around the country---give them an indoctrination into the major efforts. While teachers need to be aware of what is going on, I must constantly try to balance that with providing teachers the opportunity to be heard as "instructional experts" and showing them a vision of how teachers can become true partners and leaders in reform---especially reform that will lead to the dramatic improvement of teaching and learning. I cannot allow this to be simply an attempt to get teachers on the bandwagon of supporting national standards or any other administrative initiative. We will only achieve our goals when we trust teachers.

Darlene felt we had watered down the union issue. She understood the reasons for it, but felt we should lay the issue on the table. It's important to acknowledge the power and role of

unions. We cannot deny it and it must be dealt with if we are going to really change the role of teachers. However, given who the panelists are, she felt everyone present would understand the real topic. I'm torn here, but can live with this compromise given the strong feelings that exist in our committee.

Session C was fine but again we need to constantly remind ourselves that we are talking about not just a description of what is happening in each of these examples, but how the changes got in place---the process.

In dealing with the statements that teachers will make to policy makers we need to do two things:

- (1) Clearly identify who the policymakers are. Washington policymakers imply people on the hill. While it would be nice to have them listen to what the teachers have to say, in this case I think we must say that it is federal policymakers. (This leads me to realize that we must have the Secretary and some other key people present to listen to this.)
- (2) Make it clear to teachers how their statements will be used. It may be sufficient to simply say that we will include this in our document that comes out of the forum that will be shared internally within the Department and with other education policymakers.

All good advice from my friend who constantly pushes me and makes me feel guilty. She demands that I be different, that I not succumb to the bureaucracy, that I not betray teachers. I sometimes feel a very heavy burden, one that I'm not sure I can carry.

NOTES ON CONVERSATION WITH BOB PALAICH - SEPTEMBER 7, 1993

Had a wonderful conversation with Bob. He is going to think through a number of things for me and get back in writing by Friday, but he shared some initial thoughts.

As I expected, there was no attempt to follow-up and analyze the reasons for the success or failure of the ECS forums. His sense, however, in talking with the teachers and others is that success depended on a number of things:

- (1) Some teachers never felt comfortable and/or never knew how to approach a large bureaucracy. Though ECS provided some guidance as to who to talk to, it appeared that it really depended on how well positioned a teacher was to begin with (before they attended the forum) as to how able they were to do something back home.

This does not bode well for those teachers who have not been used by their states.

He also felt that the teachers who were successful were those who knew how people fit into the broader state system--the teachers who had a good sense of state structure, both union and policy structure.

- (2) Success was also dependent to a large extent on those states in which the governors were actively involved in the work of ECS. Those governors were more likely to offer to host a teachers' forum. (However, in my case, I did not wait for an invitation. However, clearly Gov. Riley supported this idea.)

- (3) Those forums that really made a difference were those that found an institutional home---like South Carolina. (Not really those instituted by the governors.) In fact, in hindsight, ECS really had not thought through the real power of teacher forums. Did not see it as an institution serving teachers in the state. Had only wanted to start a conversation, surface some issues, provide a process by which states could get teachers engaged in reform dialogue.

Hadn't really planned on a follow-up. Never thought seriously enough about establishing an infrastructure that would support teachers. Bob is going to think about and get back to me about what is an appropriate level of support for these teachers.

- (4) Single person format that ECS used was really not realistic. Needed to build a support structure. Needed to find an organization that helped to package, think through forums.

It will be critical for our teachers to begin to build a support structure back home. Unions may be that support

structure. The danger, of course, is that it will be perceived to be a union activity.

This is a problem for the SC forum. We have to drop our teachers after the first year. Need to find money to host annual meeting of alumni---need to keep building the base.

- (5) Clearly needed people who speak the same language. Need a common vocabulary. This is what we discovered in SC. The forum realized early on that part of its task was to get its members up to speed on what was going on in terms of reform in the state and nation.

Bob recommended several cases to me of teacher initiated forums/reform efforts:

- (1) Seattle- Started teacher forums from the union side. Roger Erskine from the Seattle Education Association started by picking 20 teachers from the district who were considered outstanding. Began by inviting them to have a conversation with him. Provided materials for them to read. They started bringing materials themselves. Exchange was really back and forth. Has begun to create a whole new relationship between the union and teachers centered around professional issues and has also established a new relationship between the school board and unions.

This is an interesting model because it is done within the union and uses them as a vehicle to begin a professional dialogue with teachers.

- (2) Pat Anderson - Sullivan High School in Chicago (312) 534-2000. Pat is a teacher. She and her principal Bob Brazil (whom Bob Palaich described as "bizarre") have really led a school effort to become part of the Coalition of Essential Schools.
- (3) Chuck Bowen - Broadmore Junior High School (309) 347-7008 Chuck was the alternate from Illinois for the National Teachers' Forum. He has recently become a principal but could easily identify teachers who have led bottom up reform.

Bob also suggested we call national networks like the Coalition of Essential Schools, NEA's and AFT's reform programs to identify teachers who are leaders.

The other focus we may want is to look at places where people have taken site-based management and run with the ball. It should be easy to find teachers there. Possible sites would be:

- Miami
- Rochester, NY
- Denver?
- Chicago

-Philadelphia (Michelle Fine and Jan Summerfield at the school district office in Philadelphia would be good contact people.)

As far as the issue of standards goes in our agenda, Bob suggested we address standards from the perspective of: "How do we agree at a school level of what standards mean? How do we shape this movement that is taking place on the national and state level so that it has meaning for us."

Professional Development is also something that Bob thought could be addressed from the standards perspective. NCTM is really struggling with what it means to teach to a standards based curriculum. How do we prepare teachers to do it? How do we work together to make this happen?

Bob suggested that we balance our "talking to teachers" by surveying them about 3-4 things that they are concerned about in education or 3-4 barriers to school reform. (I think we need to stick to our focus of improving teaching and learning.) If we can't do a survey in time perhaps we should do a phone survey with 10-15 teachers to pick up some key issues that the teachers want addressed at the forum. We could then react to those and set up panel discussions around those issues. It's important that these teachers feel that we are listening to them and trying to respond, not just indoctrinating them.

Perhaps a nice compromise would be to have three interesting sessions on what is going on nationally and three sessions about what teachers say is important and we need to address.

As far as really supporting the teachers back home. We must make sure that we provide teachers with a different set of tools than what is going on nationally or even on the federal level. The truth is they must know the reform environment in which they live. This is where the regional labs can play a valuable role in identifying for the teachers the political environment in which they must operate. Bob warned me, however, that I must make this an explicit charge to the regional labs so that they understand that part of their role is to lay the political groundwork for the teachers of what is happening in their states. Help teachers answer the question of whether they should try to work at the state or local level. Identify the key players who must be engaged. Determine if teacher forums can take place outside of the unions, etc.

The teachers are going to need some coaching. ECS could be of some help in doing this. It is much easier to have a mission to go out and meet with the Governor (as was the case in the ECS Teacher Forum) but not so easy to say go out and make a difference because we know you can. This second goal is much more important but much more difficult. It requires that we map out the space in which we operate, evaluate strategies in areas that teachers often don't have experience in, and make things happen. The truth is that teachers will have "to case the joint

and see what's possible." They will need help in doing so.

It's obviously much easier to get people to a meeting and start a conversation (which is what ECS did), than to sustain support.

Bob is going to think about what we can do to sustain that support.

NOTES ON CONVERSATION WITH BELLA ROSENBERG - SEPTEMBER 10, 1993

Gaynor--

Talked with Bella Rosenberg of AFT today about the ECS Guide for setting up forums. She had some very strong feelings about it and I think for the most part she is right on target.

Her overall reaction is that it is very ordinary. The section on how to actually structure forums and set them up might be useful but there was nothing particularly exciting about it.

She got the sense that if these teachers were not able to have a meeting with a person like a governor, ECS did not think it was worthwhile. The truth is ECS envisioned the teacher forums in that way as I've already indicated in my notes from Bob. The fact is that forums among teachers can be the most powerful vehicles. That in essence is the model that has evolved in South Carolina and from the internal conversations among teachers, policymakers have begun to take note. Bella felt we should really encourage this.

She really loathed the section on possible topics for forums as just educationese goobly gob. I think she's right. The most important thing is to allow the teachers to establish the topics, but she did suggest that we structure this document as we have the forum, around Goals 3 and 4. We need to be encouraging teachers to begin professional conversations around the changes that need to take place for us to meet goals three and four. I think many of the issues you and I have discussed about how we make sense of standards and the very different types of student needs that are out there is one area that many of these "conversations" should center around.

Bella also thought that on p. 29 where the document discusses follow-up it was critical here to let the teachers know that they must contact and involve established education groups (in particular the unions). The teachers need to realize that those groups must be included in any plans made.

She suggested talking to Milbrey McLaughlin who knows a lot about teacher networks. In a sense, our teacher forum in SC is a network and that's what I would like to see come out of all of this. I want whatever is established to be on-going.

From my conversation with Bella, it seems like Gaynor we need to really rework this document entirely to suit our needs. So much of it is outdated and deals with a concept of a forum that is too limited for our purposes. Have you had a chance to look at it?

Can you take a stab at reworking this document in the next few weeks? Would the first of October be a reasonable deadline to

have something we can review together?

Let me know what you think.

September 7, 1993

NOTE TO GAYNOR MCCOWN

Re: Writers

I have spoken to three:

- o Anne Lewis --- is an education reporter and has written these types of reports and monographs as a result of meetings. Her rate is \$400 per day and believes it can be done from approximately \$3,000 to \$3,500. She lives in the area so no travel expenses will be required.

Anne has an excellent reputation and comes highly recommended. I have worked with her and she is very good.

- o Bruce Boston -- is a professional writer who has been used by various commissions and the Rand Corporation to write up meeting summaries and reports. His rate is \$500 per day and he is sending me his estimated costs for doing this project. He is also highly recommended.

- o Linda Choin Kenney --- is a professional writer and education reporter who has written numerous reports and studies in education. She has written summaries of meetings like the Teacher Forum and written reports for such organizations as the National Alliance of Business. Her rate is \$250 per day but she lives in Florida and would require travel expenses to attend the meeting. I have worked with her and she is very good.

All three are available

Fritza Edelstein.

September 7, 1993

NOTE TO MEMBERS OF PLANNING COMMITTEE FOR GOALS 2000 TEACHER FORUM:

From: Joan Krejci and Liz Eisner

Re: First Draft of a Survey that Would Be Used to Measure Outcomes of the Forum.

The following pages, starting with the page entitled, "National Teacher Forum: Evaluation Plan," through the page entitled, "Addendum A," are for you to review before tomorrow's Committee meeting. The first page is an outline of the overall evaluation plan that will be used to measure the outcomes of the Forum. The following pages contain a first draft of a pre-Forum survey. Each item corresponds to an outcome. Addendum A substitutes for section IV of the pre-Forum survey and would be used with the rest of the survey as a post-Forum survey to be administered right after the Forum. See you at the meeting!

Sylvia Wright

September 2, 1993

TO : Terry Dozier
FROM : Sylvia Wright
SUBJECT : Goals 2000 Teacher Forum Workshops

I think the four themes suggested for Sessions A and B are appropriate. The purposes, and therefore outcomes, of the workshops should be to (1) inform participants of Federal policies and activities relative to the workshop topic, (2) give participants an overview of activities at the national, State and local levels relative to the topic (paper?), and (3) present a "model" for participant discussion. An example of the format for all workshops follows.

Teaching Standards Workshop

This workshop might include-

o a presentation on the provisions of the Department's legislative proposals for Goals 2000, Educate America Act and other programs (ESEA and OERI reauthorizations) that relate to teaching standards, and examples of current activities (e.g., the FIRST Program's support of curriculum committees).
(Presenter - OERI staff person)

o a brief summary of national (other than Federal), State and local activities in the development and implementation of teaching standards.
(Presenter - someone from CSSO?)

o description and discussion with participants of a State or local "model" with emphasis on how the standards were developed, who was involved, the role of teachers in the development of the standards, pitfalls and successes.
(Presenter(s) - representative of developers of the model)

Professional Development

I think Joyce's proposal that we use teacher research or teacher-led inquiry for the content of this workshop is excellent. In my format, teacher research would serve as the "model" for discussion.

September 2, 1993

TO : Terry Dozier

FROM : Sylvia Wright *SW*

SUBJECT: Preliminary thoughts on the contents of the pre-forum notebook

Here are a few ideas about the general contents of the notebook for Joyce's and the group's reaction. We did not discuss the size of the notebook but there should be room for participants to add to it during the forum and after. Suggested pre-forum contents include:

1. Forum Agenda
2. List of Forum Participants (names, schools, States)
3. Teachers Guide
4. List of names of principal ED officials and their areas of responsibility
5. Copy or summary of ED's Goals 2000: Educate America proposal
6. Abstracts of teacher forum models to be discussed in Session C - OMA
7. List of organizations that can support teachers' efforts (if not sent previously)
8. Two or three professional articles, including "Systems Literacy"

I will search for articles to propose to the group after next week. If anyone has suggestions, they are welcomed.

To: National Teachers Forum, November '93

From: Joan Krejci

Re: Proposed Concurrent Sessions

A. Educational Partnerships: Strategies for Long-Term Change In Our Schools

Objectives

--to increase teachers' awareness of collaboration as a strategy for effecting reform: specifically, three types of partners in collaborative school reform; three types of reform focus; and three types of funding sources (federal, state, private).

--to share information on the elements necessary for successful collaboration and potential barriers or pitfalls.

The session will consist of a panel, moderated by someone able to take a broad view of collaboration. (Example: Daniel W. Merenda, president and CEO, National Association of Partners in Education) Participants would receive a brief overview, in writing, of each of the programs represented on the panel. Panelists' remarks will center on a) the reform goals of the partnership; b) how the collaborative arrangement was established; c) factors involved in successful collaboration; and d) obstacles to be overcome. The first half-hour would be taken up with these remarks, with the remaining 45 minutes for interaction with participants, incorporating additional examples and insights from participants, and concluding with guidelines for establishing collaborative partnerships.

Panelists

1) partnering with the private sector (Examples: Texaco's program funding teachers to teach other teachers to incorporate new technology into classroom methodology; Panasonic Foundation's school programs).

2) involving parents/communities (Examples: New York City's Community Schools and Neighborhood-based Initiative with Department of Social Services...better example would be one in which teachers more prominent? New York Compact for Learning model district would focus on governance, leadership and policy-making on a local level).

3) joining with Institutions of Higher Education (Examples: the Professional Development School model below OR a successful project from the F.I.R.S.T. collaborative K-16 "Essential Curriculum" competition).

NOTE: This session could also focus on private sector collaboration only, with a panel including such individuals as Sofie Sa, executive director, Panasonic Foundation; C. Vanessa Spinner, project manager, Frederick Douglass Early Childhood Development and Family Support Center; representation from Chamber of Commerce, etc.

B. Professional Development Schools: Partnering with Higher Education

Objectives

--to introduce the professional development school model: its general approach (as compared to more traditional professional development or teacher preparation), its usual features, and the extent of the current practice.

--to encourage participants to envision a professional development school in their locale which enables teachers to guide school reform and addresses the needs they perceive.

--to understand the advantage of viewing pre-service and in-service training as one long continuum in meeting the America 2000 goals.

The session would introduce the principles for the design of professional development schools, as outlined in TOMORROW'S SCHOOLS, the report of the Holmes Group (handing out that report's five-page executive summary). These are 1) teach for understanding so that students learn for a lifetime; 2) organize the school and its classrooms as a community of learning; 3) hold these ambitious learning goals for everybody's children; 4) teach adults as well as children; 5) make reflection and inquiry a central feature of the school; 6) invent a new organizational structure for the school.

Rather than a panel of individuals from different pds, a mini-case-study approach to one successful model would take the first half hour. (I will bring a summary of an example--the West Genesee/Syracuse University Teaching Center--to the next meeting, but others may know of districts doing similar things closer to D.C.)

The emphasis would be on the joint planning and policy-making as well as the new organizational structures usually created for pds. Participants would then be given short exercise in which they imagine the creation of a pds in their district. These images would then serve for the basis of further discussion, in the last 20 minutes, of the difficulties and advantages of such a model.

One presenter could conceivably facilitate the entire session.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF LEGISLATION AND CONGRESSIONAL AFFAIRS

November 2, 1993

Honorable Neil Abercrombie
House of Representatives
Washington, DC 20515

Dear Congressman Abercrombie:

I would like to bring to your attention three important conferences the Department of Education is sponsoring in Washington in the next few weeks: the GOALS 2000 Teacher Forum (November 18-19), the Seventh Annual Drug Free School and Communities Conference (December 1-3), and the Magnet School\Title IV Desegregation Conference (December 8-11).

The GOALS 2000 Teacher Forum is the first annual conference of its kind and has been planned to coincide with America Education Week. Participants will include 119 outstanding teachers -- at least two from each State as well as others from the U.S. territories and private schools. Enclosed is list of participants from each State in case you are interested in contacting those from your area. Although participation is limited to those on the list and Department officials, we plan to circulate the results of the forum in a special report following the event. We hope this initiative, as part of the Department's broader effort to reinvent government and make it more responsive, will demonstrate our goal to make teachers partners in the federal, state, and local education reform effort. All of us, including the Secretary, believe substantive and successful school reform must be engineered in close consultation with these teachers who work on the front lines of education.

The next conference, the Seventh Annual Drug Free School and Communities Conference, will be held December 1-3 at the Washington Renaissance Hotel, and is open to all interested participants. Since 1986, when Congress passed the Drug-Free Schools and Communities Act, \$3.6 billion in federal funding has been provided to the nation's Governors as well as state and local education agencies to facilitate efforts at curbing drug and alcohol problems among our youth. The upcoming conference will provide participants an opportunity to learn about the most current research available and successful strategies for dealing with these problems. You may refer inquiries about the conference to (301) 565-4048.



Speeches and Testimony

Contact: Roberta Heine (202) 401-3026

Remarks as prepared for delivery by
U.S. Secretary of Education Richard W. Riley

**National Association of Elementary
School Principals**

National Distinguished Principals Awards Ceremony
Washington, D.C.
October 6, 2000

Thank you, Rich Barbacane.

Tonight, we are honoring the outstanding work of individual principals and highlighting the importance of good school leadership. I am proud that the U.S. Department of Education continues to be a cosponsor of the National Distinguished Principals Program. And I am grateful to our corporate partner, the Variable Annuity Life Insurance Company.

I also want to take a moment to acknowledge what I see as a very positive addition to the program this year: the decision to include those who serve in middle schools.

NAESP is well represented at the Department of Education. Carole Kennedy, a former NAESP president, is my current principal-in-residence and adviser on school leadership. Her advice for this speech was simple: "Tell a story about your grandchildren."

With 11 "talented" grandchildren, I have a personal stake in the future of education. And tonight, before an audience of National Distinguished Principals, I am optimistic about the education of my grandchildren and their generation because of everything you are doing to provide a quality education for every child.

In order to reach that goal, we will need to change the way we think about school leadership. Being a principal is more demanding and more challenging than ever before. I know that each of you works hard to meet these challenges, which include a more diverse student population, higher learning standards for all students, and increased pressure to hold schools accountable for

student achievement.

But there are not enough of you to go around. Too many schools struggle to recruit and retain good school leaders. You became principals to work with teachers, to improve instruction, to raise student achievement, and to lead schools that are accountable for results. Unfortunately, too many principals don't have time to do anything but their administrative tasks.

So if we are going to address the shortage of principals, we need to redefine your role and allow you to have a greater impact. I am convinced that if being a principal meant being fully engaged in improving teaching and learning, then we would be one step closer to easing the shortage. A principal who attended our summit in July described the problem this way: "Those close enough to be interested in the job are also close enough to be discouraged by it." By the way, I hope you all will attend the Department's Principal Summit next year.

I am heartened that the issue of school leadership is beginning to attract attention. And the reason for the attention is clear: Other school reform efforts-reducing class size, focusing on early reading, providing learning opportunities for younger children, and expanding after-school and summer school programs for students-will never be fully successful without effective school leadership.

We need you, as National Distinguished Principals, to be leaders not only in your schools and communities, but also at the national level. We need you to support nationwide efforts to improve our schools and to attract and hold on to good principals. Let me tell you about three ways that you can expand your role.

First, don't be shy or modest about spreading the word about the successes at your schools. You received this award because you are doing good things. You will have an even greater impact if you assist other schools in emulating your success.

Second, I urge you to consider applying for advanced certification. NAESP is working with the associations for secondary school principals and school administrators to create the American Board for Leadership in Education, or ABLE. The Board will establish advanced certification for experienced school leaders who meet high and rigorous standards. When ABLE is up and running, I hope you will be among the first to become certified.

My third and final challenge to you is to pay attention to the current negotiations over the federal education budget. You can help us make sure that it includes funds:

- o for 100,000 new teachers to reduce class size in the early grades,
- o for recruiting and better preparing teachers,
- o for mentoring of disadvantaged middle school students,
- o for covering more of IDEA expenses, and
- o for expanding after-school and summer school opportunities.

Also, you can help us make sure the education budget reflects the critical importance of good school leadership. We have requested \$40 million for a new initiative, the School Leadership Institutes. The initiative would create some 20 state or regional centers that could train as many as 10,000 current or prospective school administrators.

If Congress will include funding for this crucial project in the budget, and if the School Leadership Institutes work as well as I think they will, we can begin to consider forming a National Academy for School Leadership. We might call it a West Point for principals and superintendents.

We need to address the shortage of principals, and we need to invest in better training and professional development for school leaders. A National Academy for School Leadership could help us meet both of these objectives.

I know that I have urged you to take on even more responsibility, and I know that is a lot to ask. So for the rest of tonight, I hope you will allow yourselves to enjoy your award. Congratulations to each of you on being named a National Distinguished Principal. Thank you for your service to your students, your community, and our entire nation. Thank you very much.

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OSERS MISSION STATEMENT

To provide leadership to achieve full integration and participation in society of people with disabilities by ensuring equal opportunity and access to and excellence in education, employment, and community living.

GOAL 1

To Increase OSERS' Organizational Capacity To Promote Successful Outcomes For Individuals With Disabilities

OBJECTIVE 1.1 TO IMPROVE COMMUNICATION.

The focus of this objective is on increasing the visibility of OSERS' national leadership -- our vision, goals and priorities, and expectations for national outcomes. Activities should increase awareness through effective marketing and public relations.

OBJECTIVE 1.2 TO IMPROVE DISSEMINATION AND UTILIZATION.

This includes promoting the development and utilization of knowledge, information and effective practices through research syntheses, marketing, technology utilization, and technical assistance.

OBJECTIVE 1.3 TO BUILD STAFF CAPACITY.

This includes focusing on staff development, increasing workforce diversity, improving hiring practices, and effectively using technology in the workplace.

OBJECTIVE 1.4 TO COORDINATE PLANNING AND BUDGET DEVELOPMENT.

This includes establishing a systematic OSERS-wide process for coordinated planning and budget development and development of an OSERS Management Information System (MIS).

OBJECTIVE 1.5 TO ANALYZE THE IMPLICATIONS FOR DISABILITY PUBLIC POLICY OF TRENDS IN EDUCATION, EMPLOYMENT, AND THE ECONOMY.

This includes developing the capacity to: predict demographic, economic, health care, labor market and other trends; collect and analyze disability data; and develop public policy strategies to improve outcomes for individuals with disabilities.

GOAL 2

To Integrate Disability Issues and Ensure Participation of Individuals with Disabilities at the National, State, and Local Level

OBJECTIVE 2.1 TO ENSURE DISABILITY ISSUES ARE INCORPORATED IN NATIONAL PUBLIC POLICY.

This includes education, employment, and science and technology policy; and requires intra and interagency collaboration and partnerships.

OBJECTIVE 2.2 TO INCLUDE INDIVIDUALS WITH DISABILITIES IN PROGRAMS AND SERVICES.

This includes integrating persons with disabilities in services and programs relating to education (including state-wide assessments), training, employment, and community living at all levels, including international.

OBJECTIVE 2.3 TO ENSURE MEASURES RELATED TO DISABILITY POPULATIONS ARE INCLUDED IN ALL APPROPRIATE DATA COLLECTION EFFORTS AND ASSESSMENTS.

This would require that measures related to disability populations are included in data collection and assessments efforts such as the national Census, NHIS, Labor Statistics, NAEP, WHO, etc.

OBJECTIVE 2.4 TO DEVELOP LEADERSHIP CAPACITY OF DISABLED INDIVIDUALS.

Efforts to develop leadership capacity would focus on enabling individuals with disabilities from diverse linguistic and cultural backgrounds to provide leadership in public policy at all levels.

GOAL 3

Improve Employment Outcomes for Individuals with Disabilities

OBJECTIVE 3.1 TO REMOVE BARRIERS TO EMPLOYMENT.

This will require collaboration with appropriate agencies to address disincentives inherent in health care policy, income support policy and transportation policy as well as improving implementation of civil rights policy. Special emphasis should be placed on active collaboration with the President's Task Force on Employment of Adults with Disabilities.

OBJECTIVE 3.2 TO INCREASE ACCESS THROUGH TECHNOLOGY.

This includes increasing access to appropriate technology at the individual and systems levels with a focus on universal design, development of assistive technologies, and the enhancement of assistive technology service delivery systems.

OBJECTIVE 3.3 TO FACILITATE TRANSITIONS FROM EDUCATION TO WORK.

This includes developing effective educational and training strategies, services, and supports at the secondary and postsecondary levels to facilitate the transition(s) from educational settings to, as appropriate, postsecondary education vocational rehabilitation, and employment.

OBJECTIVE 3.4 TO PROMOTE SCHOOL COMPLETION

This includes increasing the number and percentage of students with disabilities exiting school and postsecondary education who graduate with a diploma or certificate, and decreasing the number and percentage of students who drop out of school.