

February 4, 1997

NATIONAL AWARDS FOR MODEL PROFESSIONAL DEVELOPMENT

DATE:	February 5, 1997
TIME:	12:30 pm - 1:00 pm
LOCATION:	The State Department
FROM:	Brenda Costello

I. PURPOSE

To attend the National Awards Ceremony for Model Professional Development and emphasize the critical role that professional development plays in education reform, and to highlight President Clinton's leadership role in education.

II. BACKGROUND

On Wednesday you will be attending the awards ceremony at the Department of State for winners of the first ever National Awards Program for Model Professional Development. The ceremony will recognize two schools and three school districts that have been selected for exemplary professional development efforts that are aligned with the U.S. Department of Education's *Mission & Principles of Professional Development*. This program specifically addresses the President's directive to the Department of Education to identify and disseminate promising programs that increase teacher effectiveness and improve student learning, and responds to the *National Commission on Teaching and America's Future* report on the need to promote excellence and accountability in teaching.

Award Winners:

- *Samuel Mason School, Roxbury, MA*
- *San Francisco Unified School District*
- *Wilton School District, CT*
- *Woodrow Wilson Elementary School, Manhattan, KS*
- *Lawrence Public Schools, KS*

National Awards Program for Model Professional Development

This public-private partnership by the Department of Education and a wide range of national educational organizations and practitioners offers a new approach to professional development by highlighting successful professional development programs in school districts throughout the country. Announced in April 1996, the program invited both public and private schools and districts with professional development programs to apply for recognition. Applicants have undergone several rounds of evaluation, including site visits from the Education Department's Regional Educational Laboratories and review from a panel of education leaders.

Finalists will be awarded \$9,000 each, funded by private foundations, to be used to support professional development activities and help share strategies and lessons. Funding for site visits is provided by the regional educational laboratories. The program will be funded next year through funds for the improvement of education at \$250,000.

FY 98 Education Budget

- National Board for Professional Training: The President will announce in the State of the Union that his FY98 Budget will enable 100,000 more teachers to seek national certification as master teachers over the next 5 years. The budget does this by increasing from \$5 million this year to \$21 million in FY98 for the National Board to accelerate the development of teacher standards and assessments in a range of K-12 teaching specialties. Funding for the National Board is both to develop the teacher standards and help subsidize the cost of teacher's taking the test.
- Goals 2000: Goals 2000 funds can be used for teacher training. The Administration has already announced that our FY98 Budget requests \$620 million for Goals 2000 in FY98, a 26% increase from the current level of \$491 million.
- Eisenhower Teacher Training: We have not yet announced that our FY98 Budget requests \$360 million, a 16% from FY97 and a 25% increase from FY93.
- Technology Literacy Challenge: The TLC provides grants and the grant plans must include teacher training to use technology in the classroom. The President will announce in the State of the Union that our FY98 Budget will more than double funding from \$200 million in FY97 to \$425 million in FY98.

Format

Terry Dozier, Special Advisor to Secretary Riley and Chair of the Professional Development Team at the Department of Education will open the program and introduce you. Following your remarks, Terry Dozier will read citations for awards as you hand them to representatives from the five honored schools and districts (approximately five from each school).

The audience of approximately 150 will be comprised of representatives from the honored schools, Award sponsors, representatives from 49 education partnership organizations, program evaluators and representatives from the Department of Education.

III. PARTICIPANTS

-HRC

-Terry Dozier, Chair, Professional Development Team, Department of Education

-25 Representatives from honored schools (see list attached)

-Marilyn Foote-Hudson, Executive Director, Glaxo Wellcome Foundation

-Don Stedman, Prof. Of Education, representing Kenan Charitable Trust

-Ms. Mary Gordon, Nortel, Inc.

San Francisco Unified School District, San Francisco, Calif.

San Francisco has created a professional development program designed to address individual school needs based on an analysis of student data and desired student achievement results. Student achievement in reading and mathematics has risen over a three-year period, documented through standardized tests, student work samples and observations.

Wilton School District, Wilton, Conn.

The local teachers' union negotiated with the district to extend the teacher work week to 40 hours (from 37.5) to provide more consistent time on a daily basis for teachers to learn new skills. The district has adopted the University of Chicago Math Project. Last year, SAT math scores were the highest in Connecticut, and eighth grade math students also ranked first in their reference group in the Connecticut Mastery Test.

Lawrence Public Schools, Lawrence, Kan.

The district has been moving toward "results-based staff development," and will only grant credit for professional development activities that provide evidence of implementation in the classroom (actual changes in teacher behavior). For the past eight years, the focus of professional development has been continuous improvement at the building level, directly tied to student achievement targets. Individual school councils review student assessment data, proficiency tests, and portfolios to determine areas of strength and weakness. The district-wide focus on math and writing instruction is reflected in improved test scores.

Woodrow Wilson Elementary School, Manhattan, Kan.

Teachers are learning how to implement the National Council of Teachers of Mathematics standards. In the area of problem-solving, test scores on the Kansas Mathematics Assessment Test improved between 1993 and 1996 for boys and girls. Girls posted an impressive 20-point gain. Woodrow Wilson has a strong partnership with Kansas State University to help prepare future teachers and update the skills of the current faculty.

Samuel Mason School, Roxbury, Mass.

Because many of the students enrolled are identified as special needs students, and those students are fully included in regular classrooms, all teachers have obtained dual certification in regular and special education. Student results include higher achievement in core subjects, especially reading, increased use of technology, and improved attendance. Enrollment has increased from 133 to 296 and the school maintains a waiting list for enrollment in its after-school program.

**FIRST LADY HILLARY RODHAM CLINTON
REMARKS FOR THE NATIONAL AWARDS
FOR MODEL PROFESSIONAL DEVELOPMENT
WASHINGTON, DC
FEBRUARY 5, 1997**

[Acknowledgments: Terry Dozier, who will introduce you; corporate sponsors of the awards (Nortel Incorporated, Glaxo Wellcome, and the Kenan Charitable Trust); the Regional Educational Laboratories and the many individuals who worked to make these awards possible]

I am delighted to join you for this important occasion and to be with so many old and new friends who are working hard to improve educational standards across our country.

Last night I had the opportunity to sit in the gallery watching the President's State of the Union Address with a teacher and two students from a public high school near Chicago. The students were among those who took the Third International Math and Science Study test, and they and their school district tied for first in the world in science and second in math.

And it became clear from our conversation that one reason they had excelled at math and science is because of the high standards and expectations their school had set for them. But an equally important reason is that they had been blessed with well-trained, energetic teachers who were excited about being in the classroom.

It seems so obvious that improving student achievement requires good teachers and good teaching. And yet, too often, teachers are left out of the equation when it comes to discussions of education reform. We seem to forget that teachers are our children's partners in the process of learning. They are the lifeblood of every school. Next to parents and family, teachers are arguably the most influential people in our children's lives.

And I would venture that every person in this room can remember his or her favorite teacher. If you're lucky, you may have had two or three along the way who had a profound impact on your academic skills, your intellectual development, your view of the world.

Teachers have always mattered. But now, on the eve of a new century -- at a time when the future promises unprecedented change and challenge for our young people -- teachers matter more than ever before.

That is why the President's budget, which will be released tomorrow, invests in teacher training, provides funding so that 100,000 teachers nationwide can seek national certification as master teachers, and contains a 25 percent increase in Goals 2000. And it's why he joined the