

cape Council for American Private Education outlook

"Voice of the Nation's Private Schools"

Spring 1996 Number 216

Council Members: American Montessori Society • Association of American Military Colleges and Schools of the U.S. • Christian Schools International • Evangelical Lutheran Church in America • Friends Council on Education • Lutheran Church—Missouri Synod • National Association of Episcopal Schools • National Association of Independent Schools • National Association of Private Schools for Exceptional Children • National Catholic Educational Association • National Society for Hebrew Day Schools • Seventh-day Adventist Board of Education, K-12 • Solomon Schechter Day School Association • U.S. Catholic Conference • **Affiliated state organizations in:** Arizona, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, New Jersey, New Mexico, New York, North Dakota, Oregon, Puerto Rico, Rhode Island, South Dakota, Tennessee, Texas, Virginia, Washington, and Wisconsin

CAPE CELEBRATES 25TH ANNIVERSARY AND HOSTS 6TH ANNUAL CONFERENCE

Educators and friends gathered March 12, 1996 to celebrate CAPE's 25 years of service on behalf of private elementary and secondary schools. The gala reception honored the founders of CAPE and their vision.

CAPE was founded in 1971 to provide a coherent voice for private schools in the educational community. There were eight original members: Board of Parish Education of the Lutheran Church-Missouri Synod, Friends Council on Education, National Association of Episcopal Schools, National Association of Independent Schools, National Catholic Educational Association, National Society for Hebrew Day Schools, National Union of Christian Schools, and United States Catholic Conference. Cary Potter from the National Association of In-

dependent Schools was chosen to be the first chairman.

Many of the original directors were able to attend the celebration and in brief remarks each stressed the importance of bringing these diverse organizations together to strengthen the private school voice in Washington. John A. Vander Ark represented Christian Schools International; the Reverend Dr. John Paul Carter; National Association of Episcopal Schools; Dr. Al H. Senske, Lutheran Church-Missouri Synod; Rabbi Bernard Goldenberg, National Society for Hebrew Day Schools; and John Esty represented Cary Potter, National Association of Independent Schools.

Secretary of Education Richard Riley was the first to speak and congratulated

CAPE on its contributions to American education.

Today CAPE is comprised of fourteen national organizations and 30 State CAPE affiliates which strengthen the coalition throughout the country. CAPE, then, represents about 70 percent of all the nation's private elementary and secondary schools. The CAPE member organizations and their schools are different from one another, yet out of the differences comes a need to affirm the similarities with a strong advocacy.

6th Annual Legislative Conference

Participants in the 6th annual legislative conference also attended the anniversary celebration. *Continued on page 2*



Joseph W. McTighe, new CAPE executive director

McTIGHE NAMED NEW CAPE EXECUTIVE DIRECTOR

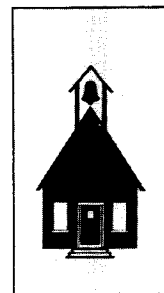
Michael Eanes, National Director of the American Montessori Society and Chair of the CAPE Board of Directors, announced the appointment of Joseph W. McTighe as CAPE executive director, effective July 1, 1996. He replaces Joyce G. McCray who leaves the position the end of June.

McTighe is currently the Executive Secretary for the New York State Council of Catholic School Superintendents and Associate Director of the New York State Catho-

lic Conference. He has been active in CAPE related activities as a member of the National Advisory Committee for CAPE's NDN Private School Facilitator Project. He was the principal organizer, founding member and major coordinator of the New York State Coalition for Nonpublic Education and he is currently a member of the New York State Education Commissioner's Advisory Council for Nonpublic Schools.

In a letter to friends and colleagues, Eanes said, "The board wishes to express our gratitude to Joyce McCray. Under Joyce's guidance, major initiatives have been undertaken at CAPE. Her leadership, warmth, and

deep concern about private education have helped position CAPE as the strong voice it is. She will be greatly missed." Eanes continued, "The board is enthusiastic about the experience and energy Joe McTighe will bring to CAPE. We look forward to working with him during this important time in American education."



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ebration. They had gathered the same day for a series of briefings on issues important to all educators and particularly to private school educators. Gordon Ambach, executive director of the Council of Chief State School Officers, was the luncheon speaker. His message concerned education funding and the need to convince Members of Congress not to reduce funds for education in the budget negotiations. The Senate was working that very day on legislation (H.R. 3019) that would continue federal funding for a variety of federal offices for the remainder of Fiscal 1996 in order to avoid another partial government shutdown. The Democrats in the Senate were seeking to add \$3.1 billion more for education and worker-training programs. Subsequent briefings, including a White House briefing, detailed the crisis in funding for education programs. Before meeting with Members of Congress the next day, the conference participants met with Representative Dale Kildee (D-MI) who described some of the difficulties and complexities of the 104th Congress.

The CAPE position paper, which conference participants delivered to Members of Congress, states, "As private school educators we are concerned about the education of all the nation's children, whether they are enrolled in public, private, religious, or independent schools...The private school community joins their colleagues in the public sector in asking Congress to stop the projected cuts to education. Education appropriations for FY96 should be no lower than those for FY95."

Riley Announces Awards for Model Professional Development

The U.S. Department of Education invites applications for the first awards U.S. Department of Education will make later this year for model professional development. The goal of the program is to identify a wide variety of successful pre-K-12 professional development efforts that are aligned with the Mission and Principles of Professional Development which the Department has developed. Secretary Riley writes, "The Department is collaborating with a wide

range of professional organizations to recognize and share lessons learned from successful efforts through a National Awards Program... I encourage both public and private schools and districts across the country with professional development practices that align with the Principles to apply for recognition."

The Council for American Private Education supports this effort. Executive director Joyce McCray said, "Private schools have outstanding professional development programs in which professional growth is an integral part of school culture and where the needs of ALL students are addressed. I encourage private schools to participate in this new program."

Applications are available from the private school national organizations or by writing CAPE, 1726 M Street, NW, #703, Washington, DC 20036. Completed applications must be received no later than July 1, 1996.

Blue Ribbon Exemplary Schools Program Begins New Cycle

The Blue Ribbon Schools Elementary School Program for 1996-97 is about to begin. The nomination package has been revised and will be available shortly.

CAPE administers this program on behalf of the U.S. Department of Education for private schools. A letter to all elementary private schools will be mailed to the principal, inviting the school to participate. Those wishing an application must return the request for application which is included with the letter. CAPE then will send the school the application which contains specific instructions and which must be completed and returned to CAPE postmarked no later than **October 21, 1996**.

CAPE convenes a panel of private school educators to review the applications and select the 103 schools which may be nominated to the U.S. Department of Education.

The Blue Ribbon Schools Secondary School Program for 1994-96 will end with a celebration in Washington, DC May 29 and 30, 1996. There are 50 private schools which will participate in the festivities which include a White House ceremony.

National Board Certification in Private Education

submitted by the National Board for Professional Teaching Standards

She had been a private school teacher for 35 years. She had earned praise and recognition, had distinguished herself as an outstanding teacher and was having, as all teachers hope, a profound and meaningful impact on her students. She was respected and well-liked, knowledgeable and professional. She had nothing to prove to anyone; not her family or her colleagues; not her students or her principal. Even with that support and validation, however, she could not answer the one question that she had asked herself a hundred times: "Does what I've been doing all of these years count for anything?"

Evelyn McShane, a teacher at St. Paul School in St. Clair Shores, MI, first learned of the National Board for Professional Teaching Standards in 1993. After attending a seminar that introduced her to the National Board Certification process, she was determined to undertake the rigorous task and answer that nagging question once and for all. She could not have imagined a more gratifying, important and meaningful experience than the one that was about to unfold.

"National Board Certification is the most wonderful thing I've done in my teaching career," says McShane, one of 86 teachers in 1994's first class of the National Board Certified Teachers. "In my 35 years in the classroom, I had been doing many of the things laid out in the standards in bits and pieces, but I never saw the whole picture. The process challenged me in a way I've never been challenged before and it left me feeling very affirmed, proud and revitalized about the way I teach and the effect I have on my students and school."

For those unfamiliar with the process, National Board Certification is an intensive, performance-based two-part exercise that focuses on professional development. Candidates first work in their classrooms developing a personal portfolio, documenting evidence of their teaching practice through student work samples, videotapes of classroom interaction and



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written commentaries that call for meaningful self-reflection about their teaching. The process takes much of the school year, encourages collaboration with fellow teachers, administrators and parents and emphasizes content knowledge as well as the ability to teach that content so students can learn. During the second part of the process, candidates spend a full day at an assessment center where writing exercises focus on content knowledge as well as the age-appropriate and content-appropriate strategies teachers use.

McShane earned her National Board certificate in the area of Early Adolescence/Generalist (subject matter that spans the curriculum for students ages 11-15) and spent upwards of 120 hours over the course of the school year to prepare for and complete the demanding exercises. Though the rigorous nature of the process created many long nights and intense moments of preparation, McShane's road toward National Board Certification was lined with positive and overwhelming support from all involved.

Similarly, Ann Sayas, a 26 year teaching veteran, was amazed at the powerful impact that National Board Certification had on her practice. An eighth grade English teacher at Isidore Newman School in New Orleans, LA, Sayas is now more energized about teaching than she has ever been.

At the same time and for many of the same reasons, but on the other side of the country, Bruce Boehne, a National Board Certified Teacher at Ramona Lutheran, a private school just outside Los Angeles, CA, was intrigued. He was first drawn to National Board Certification as a means to test himself against the high standards of the National board and to see how he "stacked up." It turns out he "stacked up" just fine, earning National Board Certification in 1994. Since earning National Board Certification, Boehne has sought out a more active leadership role in his school, assuming the administrative responsibilities of being principal while continuing his teaching practice.

At a time when the national focus is more than ever shifting to the important issues of education and student learning, the National Board continues to encourage National Board Certification at the state and local levels. The National Board's growing corps of accomplished teaching professionals serve as its greatest advocates, telling their stories of enhanced professional development and

improved teaching practice to teachers, parents, administrators, and policymakers across the country. From Michigan to Louisiana to California, Evelyn McShane, to Ann Sayas to Bruce Boehne, private school teachers continue to take a lead role in advancing teaching through National Board Certification.

For more information contact the National Board for Professional Teaching Standards at 300 River Place, Suite 3600, Detroit, MI 48207.

Editor's note: CAPE has supported the work of the National Board and invited this article for publication in Outlook.

The Budget: FY96 and FY97

On April 26, 1996, the President signed into law H.R. 3019 — the omnibus spending bill — which finally provided the Education Department with its appropriation for Fiscal Year 1996. The bill was passed by the House (399-25) and Senate (88-11) on April 25.

Extra money for Title I and Safe and Drug-Free Schools and a few smaller programs brought Education Department funding for Fiscal 1996 to \$23.6 billion — not including mandatory spending on programs such as student loans — which is about \$76 million less than last year. President Clinton had threatened to veto earlier versions of the bill that would have cut education programs by as much as \$3 billion.

The law raises Title I district grants to \$6.73 billion. *Goals 2000* school reform funding and Americorps, two of the President's personal education-related initiatives, were preserved although cut. Republicans backed off their attempt to impose a cap on the Federal Direct Student Loan Program. Secretary Riley announced that the budget agreement is "an important victory for parents, students, teachers, and every American working to improve education and expand educational opportunity."

FY97 Budget Resolution

President Clinton's proposal for Fiscal 1997 education appropriations would raise Education Department funding 7 percent above the Fiscal 1995 level, with increases focused on Title I, Pell Grant student aid and other Clinton initiatives. House and Senate budget panels adopted proposals that would

keep federal funding for education and job training next year near their current levels. The House plan would drive education and training appropriations \$882 million lower next year. The panel's nonbinding recommendations include eliminating the *Goals 2000* program and phasing out Direct Student loans over six years. The Senate panel's plan would freeze education and training appropriations. Both plans suggest level funding for Title I in Fiscal 1997.

On May 9, the House and Senate Budget Committees passed along party lines a budget resolution for FY97. Both plans included provisions to balance the federal budget in the year 2002. A freeze at the FY96 level locks in place a \$1 billion education cut from FY95 rescissions and FY96 appropriations. It also cuts spending in real terms for education by nearly 20% over the next six years.

From Joyce McCray

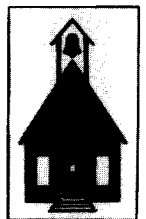
Private schools, historically our country's first schools, serve the public good. It is our task at CAPE to articulate ever more clearly that significant private school responsibility so that our colleagues, the public, and in fact, even ourselves understand the implications of such a concept.

It has been my privilege to serve the private school community as the executive director of CAPE for the past seven years. I believe profoundly in our mission and I am grateful to have had this opportunity. Thanks to all of you for your support.



Michael Eanes, new CAPE board chair, and Joyce McCray

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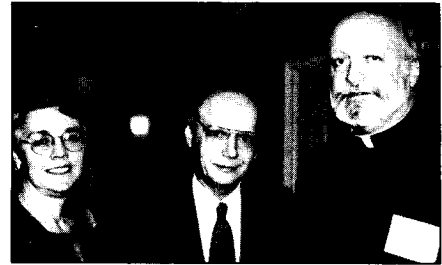


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Secretary Richard Riley at 25th anniversary celebration

Michelle Doyle, director of the Office of Non-Public Education, Secretary Riley and Msgr. Thomas McDade, CAPE board member, United States Catholic Conference



Kay Edstene, Friends Council on Education and former CAPE board chair and Gordon Ambach, executive director, Council of Chief State School Officers



Founding board members with Joyce McCray. From left to right: John Vander Ark, John Esty, Joyce McCray, The Rev. Dr. John Paul Carter, Rabbi Bernard Goldenberg, and Dr. Al H. Senske

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a coalition of 14 national associations serving private schools K-12

Executive Director: Joyce G. McCray

[ISSN 0271-1451]

Outlook is published monthly (September to June) by the Council for American Private Education. Annual Subscription is \$15.

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