

CAPE Council for American Private Education outlook

"Voice of the Nation's Private Schools"

February 1994 Number 198

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 Mexico, New York, North Dakota, Oregon, Puerto Rico, Rhode Island, South Dakota, Tennessee, Texas, Virginia, Washington, and Wisconsin

National Diffusion Network: Revival or Survival

In its recommendations to reauthorize the Elementary and Secondary Education Act, the Clinton Administration has suggested eliminating the National Diffusion Network (NDN), the federal government's premiere dissemination program reaching teachers and students. Their replacement of the network of facilitators would be 10 Department of Education regional laboratories to do the work now being executed by state facilitators and the private school facilitator.

The National Network for Educational Excellence

This recommendation to Congress comes at the same time the NDN has undertaken a strategy to improve and redirect its efforts to more effectively reach schools, bringing improved teaching techniques, ideas and curriculum to the nation's classrooms. In an effort begun in May 1993, officials at the Department's Office of Educational Research and Improvement (OERI) joined with practitioners to review the work of the NDN.

Recognizing the focus of the federal government in elementary and secondary education must be to "support systemic reform", the working group has devised a way to reinvigorate the 20 year old network. Among the symbolic changes would be renaming it the National Network for Educational Excellence.

The working group at OERI agreed

in their deliberations that "dissemination takes many forms." In addition to making people "aware of new ideas" in teaching and learning and exchanging information, they feel the program must help teachers "make informed choices" about new alternatives and how to "use new knowledge and perspectives."

Nunley Retires

After five years of service as the director of the Private School Facilitator Project, Dr. Charles Nunley will leave CAPE, effective March 24, 1994.

In a letter to the NDN Advisory Committee in mid-January, CAPE executive Director Joyce G. McCray praised Nunley for "an outstanding job of bringing the opportunities of NDN to the private school community." She went on to say, "He has presented at many conferences and encouraged institutes and trainings that have made a real difference in the classroom. His energy and enthusiasm have been infectious and his support constant and consistent."

CAPE has advertised for the position of project director and expects to be able to announce a replacement in time for the mid-March CAPE board of directors meeting.

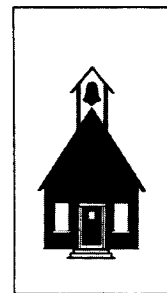
In a research paper about successful educational reform used by the working group, it was viewed that "top down policy mandates have limited impact on school improvement and that people — their values, motivation, understanding and commitment — should be the starting point for change."

Other input helped the group come to four agreements in principle to the new directions needed to respond to educators' needs:

- Proven programs and practices must be made available to educators;
- Interpersonal contact and staff development must be available to support selection and use of innovations;
- Local capacity must be built to sustain on-site staff development and follow-up; and,
- Networks of educators must be linked to one another and other resources if school change is to be realized.

The working group emphasized the importance of dissemination as "a two-way process" for highlighting innovations in teaching as well as the necessity of evaluation of the program. It was further recommended that there be periodic evaluations and pilot testing to speed the feedback necessary for a responsive outreach program.

While the right hand



continued from front

of the Department has worked to renew the mission of their diffusion efforts, the left hand has left out any reference to it in the cornerstone reauthorization legislation sent to Congress. The exclusion came with no specific indictment on the NDN, but rather a recommendation that dissemination be carried out by 10 regional centers. Despite the loss of confidence from some in the Department, advocates and practitioners have banded together to help save the program.

Lobbying for Survival

The NDN professionals who administer the effort on a state-by-state basis have undertaken a high-level campaign to convince Congress to allow the program to survive. The National Dissemination Association (NDA), the trade group for NDN facilitators, will be in Washington in mid-February for an annual meeting. However, this year's conference will be focused on Congress in an effort to allow the program to survive the change advocated by the Department of Education hierarchy.

In its January 1994 newsletter, the NDA reflected on the ominous shadow cast over the program: "No other hours in the 20 year history of the National Diffusion Network may be as important as those ... on February 15, 1994." At that time "scores of men and women from the educational dissemination professions will take to the halls of the United States Congress" requesting that they "maintain and support a national dissemination system grounded on the state-based NDN model," according to the newsletter.

In addition to a special luncheon in the Russell Senate Office Building for discussion and strategy, the NDA will have time on February 15 for visits to Members of Congress and their staff. While federal law prohibits program officers from lobbying Congress to fund their own particular project or agency, the "Byrd Amendment" restrictions do not disallow education about NDN as a national program. While in those visits, the message will be to reauthorize the NDN "or an educational dissemination system based on the NDN model."

Private School Facilitator Project

The Council for American Private Education is the grantee for the Department of Education to run the Private School Facilitator

Project, the national effort to link private school teachers to the programs of the NDN. CAPE was first added to the Facilitator Program in October, 1987 to provide information on NDN and to extend its programs among private schools.

While only 3% of private schools used NDN programs in the school year before CAPE inaugurated the project, the number grew to 13% by 1989 and 17% in 1993. Given a renewal for the project in a grant through September 30, 1995, CAPE continues its work to bring programs of the NDN to private schools.

An Advisory Committee to the PSFP will also be in Washington for its semi-annual meeting about the project. Members will be updated about the increased private school participation in NDN and be given opportunity to advise how the program may reach more classroom teachers, administrators and students.

For more information about the Private School Facilitator Project or the National Dissemination Association, please feel free to call at (202) 659-0177.

NBPTS Update:

In 1994: The First Board Certified Teachers?

by Susan Lloyd

It's very likely. About 1800 teachers of young adolescents from 112 school districts are participating in this year's field test of the National Board for Professional Teaching Standards' assessment system, all of them either English/Language Arts teachers or Generalists. If our assessments and scoring systems prove sufficiently reliable and fair — and early indications are that they will — National Board Certification will be awarded to those candidates who have met our standards in both the school site assessments and the assessment center exercises.

Will we have 100 Board certified teachers this coming fall? 500?

1000? We have no way of knowing until all returns are in. Scoring is proving to be an intricate process — almost as much so as the devising of assessments that truly reflect the complexity of teaching and the myriad ways to be a fine teacher. Private school teachers have helped us all along, from the time they served as mock examiners and scorers in the

earliest experimental assessments, to the work they have done critiquing the standards documents on which assessments are based. Over 100 Catholic schools participated in the "National Faculty Meeting" held by interactive video last May.

The candidates' assessment fee for 1994-95 has been set at \$975 — a chunk of money for any individual or school to lay out. It could have been considerably lower had we not determined to pay modest honoraria to those who will serve as assessors following several days of training. It seemed essential to us that this crucial role be filled by seasoned teachers, and that we recognize the hard work and high skill it will involve. We were further emboldened in this decision by the mounting evidence that virtually all candidates so far, whether successful or not-so, are finding the process of preparing and standing for the assessments a deeply educative experience. Schools may wish to allocate some in-service training funds to paying a portion of their own faculties' assessment fees. Michael Guerra, executive secretary of the NCEA, suggests that neighboring Catholic schools might "cluster" together to share a board-certified teacher, including his or her special portfolio development and mentoring skills.

An inaccurate article in last year's *Education Week* stated that the National Board had retreated from its emphasis on teacher performance over advanced degrees and other credentials, tying its criteria for all candidates to some of the narrower requirements for state licensure. This is not the case. We will continue to require a bachelors level degree, and three years of teaching experience in an accredited school, period. Private school teachers who meet these prerequisites are as welcome as public school teachers. *Education Week* ran a correction the week following the error.

In the next three years, we will be offering the opportunity for National Board Certification to hundreds of thousands of the nation's teachers. We know there will be room for continuous improvement of standards and assessments — and we have become confident that the decision-making processes now in place will foster this improvement. With their long tradition of faculty responsibility and their focus on re-



continued from page 2

sults over appearances, private school teachers are particularly well positioned to shape the future of voluntary national certification.

Susan M. Lloyd teaches history and music at Phillips Academy, Andover, Massachusetts. She has been on the National Board for Professional Teaching Standards since its founding in 1987, serving as private education's only representative.

Discipline with Dignity

The effects of society's problems in the 1990s — growing violence, disruption, broken homes, lack of respect for authority — are spilling over into the nation's classrooms. New York State United Teachers (NYSUT) is among a growing number of organizations that has begun educating its membership in Discipline with Dignity as a positive means of addressing disruption in the classroom.

Teachers and administrators across the U.S. report increased incidents of violence and a sharp drop in teacher respect by students. The result: a trend toward more severe discipline problems that force teachers to spend more time as classroom policemen and less as professional educators. As one public education leader said, "Schools now play a custodial role for kids."

Discipline with Dignity offers one creative solution to the situation. The program, reaching some 100,000 teachers and school administrators in 3,000 school districts throughout the U.S., Canada, Europe, Israel, and Japan, appears to be having an impact. According to Jane Lombardo, Teacher Center Director and Effective Teaching Program Instructor in Long Island New York, "The program has made a real difference for teachers in reducing stress and conflict between them and their students."

New York State United Teachers will begin its first Discipline with Dignity training courses of 1994 for its members this February. "I'm excited about the chance our teachers will have to access this top-notch program," said Roslyn Brown, Director of the Effective Teaching Program of NYSUT, which offers 21 graduate courses, inservice programs and workshops for its 330,000 members. "Teachers really need this, and a great many students will benefit in the long run."

For more information about publications,

videos and inservice training on Discipline with Dignity, please contact the National Educational Service at 1-800-733-6786 or 812-336-7700.

Legislative Update:

Clinton Budget Request for ED

President Clinton has requested that Congress increase the federal Education Department's budget by 7 percent, to \$26.1 billion in discretionary funds for FY 1995. The \$1.7 billion increase was touted as a reflection on the President's commitment to improved education and his promise of a new federal partnership with local communities and states. "This request, coming as it does in a time of heightened budgetary consciousness, is a clear sign of the President's commitment and resolve to invest in children and youth — our future," said Secretary of Education Richard W. Riley. "The President's request for an increase in education funding underscores his resolve to ensure that our citizens and our nation are well prepared for, and able to compete and prosper in, the new global economy."

At a briefing to education leaders, Riley explained that the President's proposed budget reflects three priorities. These include increased support for comprehensive local reform of elementary and secondary education programs focused on high standards and high expectations for all students; a commitment to ensuring access to postsecondary education for all who aspire to it; and increased opportunities for preparing high school youth for challenging, high-skill, high-wage jobs or continued education. "This budget is good news for the Department and, more importantly, good news for America's children and our efforts to reach the National Education Goals," Riley said.

Under the Goals 2000: Educate America Act, federal funds will support local and state education improvement efforts geared to achieving challenging standards — what students should know and be able to do — in essential subjects — English, math, the arts, history, geography, foreign languages, and science. As a demonstration of its commitment to this type of reform, the administration is seeking \$700 million for Goals 2000 in FY '95 — increasing to \$1 billion each year beginning in 1996 — to help states and communities develop and carry out their

reform plans.

The administration also is requesting a \$1 billion increase, to \$10.5 billion, for its proposal to reauthorize the Elementary and Secondary Education Act of 1965. This legislation will use high standards to challenge students and improve professional development for teachers; build strong partnerships among parents, teachers, communities, and business; begin to make our schools safer; expand the use of technology; and target Federal resources to the, highest-poverty schools that face the greatest challenges in educating their students. Highlights of this section of the budget include:

- ◆ \$7 billion for disadvantaged students under Title I (formerly Chapter 1), an increase of \$664 million, or 10.5 percent, over the 1994 level; \$660 million for Safe and Drug-Free Schools programs, an increase of
- ◆ \$188 million, or 40 percent, over the 1994 level;
- ◆ \$800 million for an expanded and comprehensive professional development program that will highlight teaching in core subject areas, an increase of
- ◆ \$145 million, or 22 percent, over the combined 1994 appropriation for Chapter 2 block grants and the Eisenhower Mathematics and Science Education program; and,
- ◆ \$50 million for a new education technology initiative to accelerate the use of advanced information technologies to help all learners reach high standards.

Research, statistics, and assessment efforts needed to provide teachers, parents, administrators, and policy makers with accurate, up-to-date information to improve education would increase \$35 million or 23 percent over 1994, for a total of \$191 million.

Coats Choice Amendment Fails

Senators Dan Coats (R-Indiana) and Joseph Lieberman (D-Connecticut) offered an amendment to the "Goals 2000" education reform legislation, **S. 1150**, proposing a \$30 million school choice demonstration project aimed at low-income families. The effort failed by a vote 41 to 52.

The legislation, based on a similar effort two years ago by Senator Orrin Hatch (R-Utah), would have provided funds for a three year pilot project of choice programs in six demonstration. Vouchers would be directed to low-income parents to use at the public or

continued from page 3

private school of their choice. Participating schools would not be permitted to discriminate nor could projects continue if they interfered with desegregation plans.

The Hatch legislation, attempted in January 1992 as an amendment to the Bush Administration's "America 2000" education reform bill, was defeated by a vote of 36 to 57.

Wofford Addresses USCC

Speaking to the 9th Annual Legislative Conference of the United States Catholic Conference, Senator Harris Wofford (D-Pennsylvania) applauded the work of Catholic schools, particularly in the inner cities. He said they "are giving a way out for many" who are trapped in troubled public schools because Catholic schools merge "values and scholarship".

Wofford also discussed his own struggle with issues surrounding the Constitutional principle of the separation between church and state. Reflecting on his own experience as a former private college president and an advocate for strong educational institutions, Wofford stated his belief that religious and private schools provide essential places for learning and service. When asked about the issue of the Constitutionality of choice and voucher plans, the Senator expressed his view that questions about this public policy

issue are political, not Constitutional.

CAPE Supports Retaining Chapter 2 Flexibility

In a letter to House Education and Labor Committee Members, CAPE expressed its support for retaining "the flexibility of the current Chapter 2 program ... [which] would complement the National Education Goals and assist in achieving school reform."

As the committee was preparing for a mark-up of the Elementary and Secondary Education Act (ESEA) reauthorization legislation, H.R. 6, a coalition of public and private school organizations was formed to speak in support of the popular program.

"Private schools have made beneficial use of these flexible funds to cover costs of library materials, computer instructions, and other resources which provide academic enrichment for students and teachers," the February 4 letter concluded.

CapeNotes

► The U. S. Department of Education is proposing a grant competition for **Teacher Development through Networking** for fiscal year 1994. The Department's Fund for



Innovation in Education will set a competition deadline when it issues a solicitation in early 1994.

The program is designed to identify how to increase teacher participation with colleagues and provide information on how teachers can use electronic networks for professional development. Public and private schools, as well as higher education institutions and other public and private organizations are eligible for the competition.

For more information, contact Cheryl Garnette, U.S. Department of Education, 555 New Jersey Ave., NW, Room 502, Washington, D.C. 20208-5644 or telephone at (202) 219-2116. The CFDA number is 84.215C.

► **President Bill Clinton**, in his January 25 State of the Union Address before a joint session of Congress, said: "Our Goals 2000 proposal will empower individual school districts to experiment with ideas like chartering their schools to be run by private corporations or having more public school choice, to do whatever they wish to do as long as we measure every school by one high standard: Are our children learning what they need to know to compete and win in the global economy?"

COUNCIL FOR AMERICAN PRIVATE EDUCATION 1726 M Street, NW, Suite 1102, Washington, DC 20036 (202) 659-0016, fax (202) 659-0018

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

Editor: Greg D. Kubiak Executive Director: Joyce McCray

[ISSN 0271-1451]

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

cape outlook

COUNCIL FOR AMERICAN PRIVATE EDUCATION
1726 M Street, NW, Suite 1102
Washington, DC 20036

NONPROFIT ORG.
U.S. POSTAGE
PAID
Washington, DC
Permit No. 4665

