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ABSTRACT

This paper presents First Lady Laura Bush's opening remarks at the White House Conference on Preparing Tomorrow's Teachers. She described the President's No Child Left Behind Act, which allows schools flexibility to use federal funds where the local need is greatest (teacher recruitment, improving teacher training, and increasing teacher pay in critical need areas). The goal of the conference was to ensure that the nation's children can count on having teachers who not only bring love, compassion, and dedication to their profession, but also possess a deep and up-to-date knowledge of the concepts and subjects they are teaching and the ability to assess all and to apply the most effective instructional methods, strategies, and materials to meet their learning needs. The conference focused on two areas of teacher instruction: preparation at the nation's colleges of education for teacher candidates and professional development for those who are already teaching. It also highlighted research regarding teacher preparation and student achievement. Presentations showcased innovative and successful teacher training and recruitment programs that help bring the best and brightest to U.S. classrooms, especially in the neediest neighborhoods. A list of conference attendees is included. (SM)

White House Conference on Preparing Tomorrow's Teachers.

Laura Bush

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Opening Remarks by Mrs. Bush
White House Conference on
Preparing Tomorrow's Teachers
March 5, 2002

Opening Remarks by Mrs. Bush at White House Conference on Preparing Tomorrow's Teachers

Backgrounder
List of Attendees

As prepared.

Good morning.

Secretary Paige, Rep. (John) Boehner, Rep. (Johnny) Isakson, Rep. (Ralph) Regula, and distinguished guests:

Thank you for being here to discuss a subject that's important to all of us and to all Americans — our children and their education.

We all know that the most important ingredient in a child's education is a good teacher. And we all know that teachers need training, tools and our support to help children succeed in school.

In January, Congress passed and the President signed a historic piece of legislation, the No Child Left Behind Act. This act allows schools the flexibility to use federal funds where the local need is greatest: to recruit new teachers, to improve teacher training, or to increase teacher pay in critical need areas.

Over the next decade, American schools will need more than 2 million new teachers. The President's proposed budget provides \$4 billion \$2.85 billion in Title II; \$1 billion in Title I and other sources of funds — per Sarah Yousef. dollars overall for teacher training, recruiting and staff development.

This conference is about making sure these teachers have what they need, and that includes:

- a thorough and up-to-date knowledge of teaching skills and subject content, and
- the ability to assess each students specific needs and to use the most effective instructional methods and materials so that students make the greatest academic gains.

When I was working as a teacher, I saw how important it was to have a very thorough knowledge of the subjects I was teaching; to monitor my students' progress and to adjust my teaching approach to meet their needs.

Children achieve when their teachers clearly know their subject, when they know how to teach it, and when they regularly measure their students' progress.

Many times I didn't know enough to make the right instructional decisions. A love of reading does not automatically translate into the ability to teach a child to read. Even with a degree in education and practice as a student teacher, I wasn't totally prepared for teaching reading. I took pride in my educational training, but the job was much harder than I had imagined. Some of my students were having trouble learning — not because of a problem on their part, but because *I* needed to know more about the concepts.

Today we know several ways to immediately improve teacher training and support:

- **FIRST:** The quality of teacher education programs at colleges and universities varies greatly. While some teacher preparation programs keep abreast of scientific research on teaching and learning, other programs do

not. And many teachers report that, while in college or graduate school, they did not have enough time to observe master teachers at work.

- SECOND: Our best high-school students are not enrolling in our colleges of education. Those who do enroll overall have lower verbal and math scores than their peers in other fields of study. And teachers with higher standardized test scores leave the profession at much higher rates than those with lower scores.
- THIRD: Many teachers don't have a deep knowledge of the subjects they teach. And, sadly, our inner city and rural schools desperately need teachers with that in-depth knowledge of specific subjects.

We are here today to address these problems. We can make sure that our students are being taught by the best teachers our country has to offer. We can start by addressing three important issues:

- The growing teacher shortage in America;
- The need for improving teaching standards;
- And the need for accountability systems to make sure students are learning what they need to know in every subject.

In the months since the September 11th tragedy, I have traveled across the country, from New York to Pennsylvania; Chicago to Atlanta; Baton Rouge to Los Angeles. I've visited classrooms in all of these cities. I've seen firsthand that teachers are comforting and reassuring their students, I've visited with teachers who were literally told to run with their students from a school in the shadow of the World Trade Center. These teachers are examples of courage and strength to all of us.

Wherever I go, people tell me they are reassessing their lives...they are considering public service because they want to make a difference in their communities. Teaching is the greatest community service of all...as many professionals are finding out through alternative certification programs like the New Teacher Project.

No matter how teachers reach our classrooms, though, once there, they need continuing education and feedback from their successful peers and school administrators. Teachers deserve the benefits of scientific research, as do colleges of education and alternative certification programs.

And teachers also need standards — so they know what is expected of them. Within 5 years every state will develop their standards for their new teachers.

We also must measure student achievement. We have to know if children are learning, and use this information to guide effective teaching. And parents — and the public — should know how their students and teachers are faring.

The No Child Left Behind Act, which increased education funding under the ESEA (Elementary and Secondary Education Act) by more than 27 percent over last year and by more than 49 percent over 2000 levels, gives local officials much greater flexibility to tailor federal funds to meet the needs of their districts.

Schools and teachers that aren't performing need more support...in the form of training and technical assistance. The No Child Left Behind Act provides states with substantial increased resources for these critical needs.

I hope what we hear today will help us improve our schools. We're ready to meet the challenges of having a quality teacher in every classroom.

A President of the Massachusetts Board of Education wrote a report to the Board about teacher qualification. In it, he wrote that teachers must have a thorough and critical knowledge of the subjects they're teaching. He stressed that there's simply no equivalent for a mastery of the rudiments. He also noted that the ability to teach is the power to perceive how well a student understands the subject and to know to adjust each lesson to the capacity of the student.

This report, titled "On the Art of Teaching" was written more than 160 years ago...by Horace Mann. His words hold true today — teachers must have a thorough knowledge of the subject content, and students must be assessed so we

know that they're learning.

Our obligation to America's teachers is as clear and strong as our obligation to America's children. Teachers deserve all the knowledge and support we can give them. And children deserve the quality education that comes from excellent teachers. This is their birthright.

Thank you all for coming today. I hope you enjoy the conference.

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Office of Laura Bush
March 5, 2002**Background: White House Conference on Preparing Tomorrow's Teachers**

As part of her *Ready to Read, Ready to Learn* initiative, Laura Bush is hosting the *White House Conference on Preparing Tomorrow's Teachers* on Tuesday, March 5, 2002. Just as children need to be ready to learn to read when they enter school, teachers need to be ready to teach when they enter the classroom. The Conference brings together university and business leaders, teacher education advocates, teachers' unions, public policy organizations, and foundations from across the country, and it will help develop solutions for enhancing teacher training.

The goal of this Conference is to ensure that our nation's children can count on having teachers who not only bring love, compassion, and dedication to their profession, but also possess:

- A deep and up-to-date knowledge of the concepts and subjects they are teaching; and
- The ability to assess each student's academic strengths and weaknesses and to apply the most effective instructional methods, strategies, and materials to meet his or her learning needs.

The Conference focuses on two major areas of teacher instruction: preparation at the nation's colleges of education for teacher candidates and professional development for those teachers who have already answered the call to teach. It also highlights research regarding teacher preparation and student achievement. Presentations will showcase innovative and successful teacher training and recruitment programs that help bring the best and the brightest to our nation's classrooms, especially to those in our neediest neighborhoods.

Research shows that children learn and achieve at much higher levels when their teachers know the subject content thoroughly and know how to teach it effectively. Good teachers monitor the progress of their students and adjust instruction for students who are falling behind.

With this in mind, Laura Bush and the Bush Administration are committed to encouraging schools of education, school districts and other learning institutions to significantly strengthen their teacher training programs.

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March 5, 2002

White House Conference on Preparing Tomorrow's Teachers
East Room

THE PRESIDENT and MRS. BUSH

Dr. Dianne Ashby, Dean of the College of Education, Illinois State University

Ms. Nicole Baker, Teach for America

The Honorable Andrea Ball, Deputy Assistant to the President and Chief of Staff to the First Lady

Dr. Camilla P. Benbow, Dean, Peabody College of Education and Human Development, Vanderbilt University

The Honorable John A. Boehner, United States Representative (R/Ohio)

Dr. George Boggs, President and CEO, American Association of Community Colleges

Ms. Beth Ann Bryan, Senior Advisor to the Secretary of Education

Dr. Kenneth Burnley, Superintendent, Detroit Public Schools

Dr. Tom Carrol, Executive Director, National Commission on Teaching and America's Future

Dr. Michael Casserly, Executive Director, The Council of the Great City Schools

Dr. Louis A. Castenell, Jr., Dean of the College of Education, University of Georgia

Dr. Elizabeth Castor, President and CEO, National Board for Professional Teaching Standards

Dr. Julius Chapman, Dean of the Division of Education, Coppin State College

The Honorable Lynne V. Cheney

Mr. Brad Cheves, Vice President for Advancement and Public Affairs, Pepperdine University

Ms. Tina Choi, White House Fellowships

Dr. Susan Cole, President, Montclair State University

The Honorable Susan Collins, United States Senator (R/Maine)

Ms. Kimberly Connors, White House Fellowships

The Honorable Carol D'Amico, Assistant Secretary for Vocational and Adult Education

Mr. Richard DeLorenzo, Superintendent, Chugach School District

Dr. Mary Elizabeth Dilworth, Vice President for Research, American Association of Colleges for Teacher Education

The Honorable Evan S. Dobelle, President, University of Hawaii

Mr. Nicholas C. Donohue, Commissioner of Education, New Hampshire Department of Education

Dr. Jane Doussard-Roosevelt, Phd, Research Associate Professor, Department of Human Development

Dr. Barbara Eason-Watkins, Chief Education Officer, Chicago Board of Education

Dr. Phyllis J. Edmundson, Ed. D., Dean, Graduate School of Education, Portland State University

Dr. Ramona Emmons-Paul, Assistant State Superintendent for Professional Services, Oklahoma State Department of Education

Dr. Donna Browder Evans, Dean of the College of Education, The Ohio State University

Ms. Sandra Feldman, President, American Federation of Teachers

Ms. Aramina Ferrer, New Teacher Project

Dr. Chester E. Finn, Jr., President, Thomas B. Fordham Foundation

Dr. Edward S. Ford, Deputy Secretary of the Cabinet, Office of the Governor of Kentucky

Ms. Jennifer Franke, White House Fellowships

Mr. Mark Frasier, Vice President for Education Policy and Philanthropy, Washington Mutual

Dr. John Gantz, Chief, Troops to Teachers

Dr. Milton Goldberg, Executive Vice President, National Alliance of Business

Dr. Gerardo Gonzalez, Dean of Education, Indiana University at Bloomington

Mr. David W. Gordon, Superintendent, Elk Grove Unified School District

The Honorable Lindsey Graham, United States Representative (R/South Carolina)

Dr. James Griffin, Assistant Director, Social and Behavioral Sciences, Office of Science and Technology Policy

Ms. Kara Haas, Legislative Aide for Education, Congressman Castle (R-DE)

Dr. Rosalind Hale, Dean, Division of Education, Xavier University of Louisiana

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Mr. Daniel Hernandez, Associate Vice Chancellor, Community Development, The Texas A & M University System

Dr. Frederick M. Hess, Assistant Professor of Education and Government, University of Virginia

The Honorable Eugene Hickok, Under Secretary of Education

Ms. JoAnne Holmes, Federal Liaison Representative, Department of Education

Mr. Don Hooper, President, American Association of School Administrators

Dr. Thomas Houlihan, Executive Director, Council of Chief State School Officers

The Honorable Johnny Isakson, United States Representative (R/Georgia)

Ms. Rebecca Jones, Legislative Assistant for Education, Congressman Peter Hoekstra (R-2-MI)

Mrs. Sally Love Joy, Director, Education and Human Resource Policy, Educational and Workforce Committee

Dr. Manuel J. Justiz, Dean of the College of Education, University of Texas at Austin

Dr. Edward J. Kame'enui, Director, Institute for the Development of Educational Achievement

Dr. Augusta Souza Kappner, President, Bank Street College of Education

Ms. Lisa Graham Keegan, CEO, Education Leaders Council

Ms. Barbara B. Kelley, Chair, National Board for Professional Teaching Standards

The Honorable Edward M. Kennedy, United States Senator (D/Massachusetts)

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Sister Jennie Lechtenberg, President, Puente Learning Center

Dr. Jerry C. Lee, Chancellor, National University

Ms. Stephanie Lundberg, Office of The Honorable Lynne V. Cheney

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Dr. G. Reid Lyon, Chief of the Child Development and Behavior Branch, National Institute of Child Health and Human Development, National Institutes of Health

Lt. Col. Bruce McClintock, White House Fellowships

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Ms. Elizabeth Menendez, Teach for America

Dr. Nicholas Michelli, Dean for Teacher Education, City University of New York

Mr. Charles Miller, Chairman of the Board of Regents, University of Texas

Mr. Arthur Moore, Troops to Teachers

Major Ricardo Morales, White House Fellowships

Ms. Linda Morant, Principal, Allen Christian School

Dr. Diana Natalicio, President, University of Texas at El Paso

Commissioner James Nelson, Commissioner of Education, Texas Education Agency

The Honorable Susan B. Neuman, Assistant Secretary for Elementary and Secondary Education

Ms. Elsa Nunez, Lesley University

Ms. Karla Oakley, Partner, New Teacher Project

Ms. Jane Oates, Senior Education Advisor, Senate Health Committee

Dr. Raygene Paige, Cordova, TN

The Honorable Rod Paige, Secretary of Education

Ms. Jennifer Parker, Council for Christian Colleges and Universities

Dr. Leo Pauls, Executive Director, The Renaissance Group

Mr. Steve Poizner, White House Fellowships

Dr. Michael Poliakoff, President, National Council on Teacher Quality

Dr. Thomas Powell, President, Glenville State College

Dr. Craig Ramey, Director, UAB Civitan International Research Center

Dr. Diane Ravitch, Senior Fellow, Brookings Institution

Sister Joel Read, President, Alverno College

Dr. Suellen K. Reed, CEO, Indiana Department of Education

Ms. Nina Shokrai Rees, Deputy Assistant to the Vice President for Domestic Policy

Ms. Deborah Reeve, Deputy Executive Director, National Association of Elementary and Secondary School Principals

The Honorable Ralph Regula, United States Representative (R/Ohio)

Dr. GeorgeAnn Rice, Associate Superintendent / Human Resources Division, Clark County School District

The Honorable Laurie M. Rich, Assistant Secretary for Intergovernmental and Interagency Affairs, Department of Education

Dr. Jose Jaime Rivera, Universidad del Sagrado Corazon

Dr. Jerry Robbins, Dean of the College of Education, Eastern Michigan University

Mr. James Ruhland, President, National School Boards Association

Dr. William Russell, Executive Director, American Education Research Association

Dr. Peter Salins, Provost and Vice Chancellor for Academic Affairs, State University of New York

Dr. Mary Sarotte, White House Fellowships

Dr. Leo Sayavedra, Vice Chancellor for Academic and Student Affairs, Texas A & M University Systems

The Honorable Susan Sclafani, Counselor to the Secretary of Education

Dr. Marilyn Sheerer, Professor and Dean, School of Education, East Carolina University

Mr. Lewis C. Solmon, Milken Family Foundation

The Honorable Margaret Spellings, Assistant to the President for Domestic Policy

Mr. Robert Stockwell, Chief Academic Officer for Education Services, Houston Independent School District

Ms. Sally Stroup, Acting Assistant Secretary of Postsecondary Education

Ms. Anna Switzer, Principal, PS 234

Dr. Thomas J. Switzer, Dean of the College of Education, University of Northern Iowa

Dr. Jill Mattuck Tarule, Dean, College of Education and Social Services, University of Vermont

Mr. Jacob Noah Taylor, Director of Public Policy, Association of Community College Trustees

Mr. Franklin Till, Superintendent, Broward Country Schools

Ms. Francine Tompkins, Director of the PK - 16 Initiative, Academic Affairs, University of Wisconsin

Ms. Susan Traiman, Director, Education Initiative, Business Roundtable

Ms. Anne Trenolone, Assistant to the Director of Projects

Ms. Catherine B. Walsh, Senior Policy Analyst, Abell Foundation

Ms. Lucy Weber, Associate Director, White House Fellowship

Dr. Greg Weisenstein, Dean, College of Education, Health and Human Development, Montana State University -- Bozeman

Ms. Brenda Welburn, Executive Director, National Association of State Boards of Education

Ms. Jocelyn White, Director, White House Fellowship

Major Katherine White, White House Fellowships

The Honorable Grover Whitehurst, Assistant Secretary for Research and Improvement, Department of Education

Mrs. Pamela Willeford, Chair, Texas Higher Education Coordinating Board

Dr. Boyce Williams, Vice President, National Council for Accreditation of Teacher Education

Ms. Cheryl Williams, Vice President for Education, Corporation for Public Broadcasting

Dr. Arthur Wise, President, National Council for Accreditation of Teacher Education

Dr. Laura Howzell Young, Assistant Professor, College of Education, California State University, San Bernardino

Ms. Sarah E. Youssef, Associate Director for Domestic Policy, Office of Policy Development

- Dr. Mark G. Yudof, President, University of Minnesota
- Dr. Howard Zucker, White House Fellowships

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Presentations

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- [The Honorable Grover \(Russ\) Whitehurst, Ph.D.](#) [[Brief bio](#)]
Assistant Secretary
Office of Educational Research and Improvement
Department of Education
- [Diane Ravitch, Ph.D.](#) [[Brief bio](#)]
Research Professor of Education
New York University
- [Frederick M. Hess, Ph.D.](#) [[Brief bio](#)]
Assistant Professor of Education and Government
University of Virginia
- [Manuel J. Justiz, Ph.D.](#) [[Brief bio](#)]
Dean of Education
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Superintendent
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National Council on Teacher Quality
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Elementary Special Education Teacher
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Principal
The Edgar Allan Poe Literacy Development School
Bronx, New York
New Teacher Project

- [Elizabeth Menendez](#) [[Brief bio](#)]
Elementary Teacher
New York City Schools
Teach for America

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