

NATIONAL BOARD-CERTIFIED  
TEACHERS IN LOW-PERFORMING  
SCHOOLS ACT OF 2002

**HON. SUSAN DAVIS**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, April 25, 2002*

Mrs. DAVIS of California. Mr. Speaker, I am proud today to introduce the National Board-Certified Teacher in Low-Performing Schools Act of 2002.

Helping low-achieving students improve their academic performance has been called the most vital need for our country's future. How do we make this happen? Many studies have shown that the single most critical component for a child is the quality of each teacher.

The Elementary and Secondary Education Act, H.R. 1, known as the No Child Left Behind Act of 2001, calls for making sure that a well-qualified, credentialed teacher is in every classroom. This is a sentiment that has universal agreement, but making it happen will require a wide spectrum of approaches and strong federal support for a variety of strategies.

I applaud the portions of that bill that add support to programs like the Troops-to-Teachers program, which seeks to recruit mid-career individuals particularly with expertise in science, math, and technology. This program, as an example, provides monetary support for a fast-track into the classroom with some professional development support and with a rapid time-line for giving these new teachers the teaching skills to become credentialed.

But whether one is considering a troop recruit or a teacher recruited straight out of university, most of them end up as new, untested teachers in low-income, low-performing schools. Yet, these are the very schools where we need to assign our most skilled and experienced teachers. While new teachers may develop the skills to become experts, each needs the coaching and modeling of experienced professionals.

I am happy to report that in California we instituted a peer-coaching program for teachers in their probationary years. But we also recognized the need to identify and reward our most accomplished teachers and encourage them to request assignments in our lowest performing schools.

To accomplish this we did two things. One was to identify that an independent evaluation system for teacher quality is the National Board for Professional Teaching Standards. It uses a rigorous, standards-based classroom teaching evaluation and testing program carried out over a year of teaching through which teachers can become certified. It is so challenging that only about half of all candidates receive certification in the first year. Because we could identify these as exceptionally accomplished teachers, in California we reward each successful candidate with a \$10,000 merit award. One result of this recognition has been that in each successive year the number of California candidates has doubled.

In addition, the state gives an annual \$5,000 pay incentive for four years to each National Board Certified Teacher who will seek assignment to a low-performing school.

I propose to build on this method of providing incentives to urge these highly accom-

plished teachers to provide not only their fine teaching skills but also their availability as peers for the many new teachers assigned to these schools. I believe that both beginning teachers and experienced teachers grow in their teaching skills and can be inspired to accept the challenge of the certification process if they have the opportunity to work as a peer with a National Board Certified Teacher. Many teachers who have become certified report that the process itself improves their skills, as they must prepare standards-based, self-reflective portfolios of their teaching practices to submit for evaluation.

Therefore, I propose a pilot program for five years to pay up to 100 National Board Certified Teachers, each of whom is teaching in a low-income, low-performing school, \$5,000 per year to act as a resident facilitator to introduce the members of the faculty to the National Board evaluation program. As a teacher must have taught for three years before applying for Board certification, the five-year period is needed to allow time for new teachers to be exposed to the process through the outreach program initiated by the facilitator.

The responsibilities of the facilitator would be to promote peer teacher participation and to work with the National Board for Professional Teaching Standards to recommend ways to encourage teachers to aspire to Board certification.

The facilitator would also receive a \$1,000 bonus stipend for each teacher who completes the process for becoming Board-certified at the school for which the recipient is the resident facilitator.

I believe that this pilot program can be a triple winner. The children of the low performing school have another teacher who has been certified as being a highly accomplished teacher. The faculty of that school has a peer teacher with identifiable teaching skills as a resource. And the school may grow its own new crop of National Board Certified Teachers thus changing the image of being a low-performing school to having pride in being a school with a highly-skilled faculty.

TRIBUTE TO SENATOR LUTHER H.  
JORDAN, JR.

**HON. MIKE MCINTYRE**

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, April 25, 2002*

Mr. MCINTYRE. Mr. Speaker, I rise today to honor the life of North Carolina State Senator Luther Henry Jordan, Jr., who recently passed away. He was a man who made a difference—a positive difference—that was a testimony to who he was. I enjoyed working with Senator Jordan on several matters of common concern to our area and to North Carolina. He was always ready to listen, and he made himself available. I remember when he had dinner with my family and me and some close friends during my first term in office. His kindness and generosity were self-evident in private as it was in public. Senator Jordan was a man of character, courage and commitment.

Senator Jordan's character was reflected in his loyalty and integrity and unselfishness. His loyalty to his church and his community, his integrity in his personal, professional and political life, his unselfishness in giving of himself

time and time again to improve the quality of life for all citizens—all are attributes of Senator Jordan's character. Second, in addition to his character, Senator Jordan's courage called forth the very best qualities of leadership. As a City Councilman in Wilmington for sixteen years, Luther Jordan always sought progress with harmony, building relationships and opening opportunities for everyone. As the first African-American Chairman of the Cape Fear Council of Governments, Luther Jordan knew how to reach out throughout our region, bringing together people and resources from communities and counties to improve all of South-eastern North Carolina. When he was elected to the State Senate, he always stepped forward and challenged others to do what was right, not just what was convenient or comfortable.

Third, Senator Jordan was committed. His commitment to public service touched persons from all walks of life. Everywhere he went, his firm commitment led him to rise to the top in whatever areas served—from Mayor ProTempore of the city, to Chairman of the Council of Governments, to Majority Whip of the Senate, to Second Vice-Chairman of the North Carolina Democratic Party, to Chairman of the Legislative Black Caucus, Luther Jordan was a leader whose steadfast commitment to help others set an example of never giving up and always moving forward.

Senator Luther Jordan—a man of character, courage and commitment, and a man whose leadership and friendship we will all miss. May God grant us more leaders—and friends—like Luther Henry Jordan, Jr.

TRIBUTE TO FRED LEWIS MASON

**HON. DOUG OSE**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, April 25, 2002*

Mr. OSE. Mr. Speaker, I rise today to honor a constituent of mine, Fred Lewis Mason on the occasion of his 100th birthday. Mr. Mason was born on March 30, 1902 a half mile North of Stonyford School in Glenn County. Throughout his long life, Fred Mason has lived in different areas in the North State, yet always seemed to relocate back to the community of Stonyford.

During the last hundred years, Fred Mason has been a farmer, member of the United States Forest Service, and eventually retired from the County of Colusa. An active member of his community, Mr. Mason has been a member of the Snow Mountain Lodge #271 for 78 years, the Eastern Star Lodge for 75 years, a past member of the Maxwell Fire Department, and former Grand Marshall for the Maxwell Rodeo Parade. Among the long list of Mr. Mason's achievements is the instrumental role he played in the development of the new Grapevine outside of Stonyford as well as his work to improve roads throughout Colusa County.

Mr. Speaker, Fred Mason has lived through experiences that most can only read about in history books and throughout he has remained a dedicated member of his community. He has been a loving husband, father, grandfather, and great-grandfather. On the occasion of his 100th Birthday, he is more than deserving of this recognition and I urge my colleagues to join me in honoring this truly remarkable man.