

May
Cyn (lines) Instruction DR grade
KY, Tech DE FX
Coord.

Terry B.
Nashville in Kent, OH
Physical-Tech Prep

Teacher
Plan 2 table

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Ekm

Diversity of children

Language — LEP training for teachers along continuum

Time to work w/ one another — common job [common planning time]

Moved to a 12 month calendar

Difficulty of challenging students (opp. ends of spectrum)

Early literacy

Want to use data as a diagnostic tool that

KY — Assistance teams of "highly skilled educators"

"Teachers want to do the right thing"

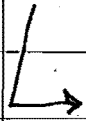
States — standards & alignment

Investments in professional development

LA

Building structure - architecture

Dealing with the architecture of schools



Multiple measures for demonstrating proficiency

Mentoring

Attracting teachers

- Salary

MAT programs - year-long

NB standards - using standards in the different areas for COEs, PD, new teacher

Pay for performance

Love best teachers for "lowest" kids

Evaluation systems →

Treated as a professional - it's not just about the money

→ Teachers to high-need areas

How to get high-quality teachers to high-need areas

- Support

- Supplies

- Telephone system in your room

- Technology

PRINCIPALS

Schools as Centres of Community

Parent ~~incentives~~ incentives - create community centres out of schools.

Range of curriculum - arts + humanities

Art instruction at The Getty Arts Project

Art Foundation

Annenberg Project - Arts program

Principals

- Principals mean almost everything.
- Creating a vision + a framework
- Professional support
- Visible
- Need to be able to do evaluation
 - ↳ It may be only to be the gatekeepers in schools - keeping good teachers
- People start to cope w/ constant change [Rep that helps principals cope w/ change]

Key Issues for Elem + Middle School Principals

- Schools becoming all day shops for operations
- Hub of community
- Checks & balances needed in a true accountability system.
- Facilities
 - Even with total control, hard to change what happens on kids
- Special education needs are major
- Teacher in classroom is key — teacher training
- Ongoing training is critical
- Student learning is bottlenecked by time for adults to learn
- Problem of bottlenecks
- IDEA (Special Ed) by-the-way resources
- Reorientation of the district
- How do you disseminate knowledge
- What are incentives for getting your leadership in failing schools?
- Long-term commitment for educators???
- Standards & accountability cause people to focus

Home Grown Teachers Proposal

This program would provide competitive grants to high-poverty school districts to develop programs to "grow their own" teachers as a means of addressing their shortage of qualified teachers. Programs supported by this grant would begin to cultivate and recruit students as early as middle school and would intensify the recruitment and cultivation efforts as participants move through high school. Upon high school graduation, participants would attend universities to gain expertise and teacher certification in a high-need field. After college, the students would return to high-poverty districts to guaranteed teaching positions. Throughout the program, students would receive exposure and training experiences at summer camps and as teaching assistants. "Home grown" teachers would also receive salaries for work during high school and college, scholarships for tuition, recruitment signing bonuses, and high quality professional development. Finally, even before the first cohort of "home grown" teachers enters the classroom, a program will have been established that helps high-poverty school districts address general community needs, offer summer activities for students, and helps steer students from high-poverty districts toward college and a career.

Program Structure: Competitive grants for the "home grown" teacher program would be made to high-poverty school districts with shortages of qualified teachers. During the first year of the program, \$100 million would fund summer training camps, community service activities, and participant salaries for prospective teachers in 100 school districts. When the first cohort of teachers reaches college, in year three, \$200 million of federal funding plus a 25% local match will fund college scholarships for a select group of 100 participants per school district, and summer salaries, at the entry level, for 500 participants per school district. When the first cohort graduates from college, six years after the start of the program, \$400 million of federal money along with a 25% local match will fund signing bonuses and national certification for an average of 250 new teachers per school district.

The program would have four stages.

Middle School: This stage entails exposing middle school students to the teaching profession. In middle school, "home grown" teachers would serve as teachers' aides or help tutor elementary school students. Middle school students might also participate in activities such as a special student advisory board to the principal, or a school improvement committee. Participants would be offered special opportunities such as field trips to elementary schools to offer them more opportunities to learn the skills needed for teaching.

In order to retain student's interest over the summer and build students' connection to their community, districts would sponsor summer camps during which middle school students, under the guidance of older students and teachers, could participate in activities that identify and solve a particular challenge to their community. These camps would not only help build skills needed to be a successful teacher, such as teamwork and problem solving, they would also help to build a bond between the "home grown" teachers and their community.

- Instruction has shifted towards implementation of ~~good~~ good practice which supports assessment
- Guiding question → how do we want kids to leave us by 12th grade
- Standards ensure access to content & curriculum that a lot of kids haven't always had access to b/c of bias.
- Getting teachers to understand where kids are going, not just where they need to be now.
- Leadership isolation → shared accountability
- Mentors/hips/internships/retraining/networking
- Mechanisms to reward + remove } when educators ~~are~~ feel supported & there is a clear plan - they meet high bars.

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Throughout this phase, districts would be responsible for creating programs that help them identify promising "home grown" teachers through activities that also serve the current needs of the district. Students would be held accountable for their performance in these activities, with the most promising students progressively receiving additional responsibilities.

High School: As students progress to high school, the program will provide increased incentives and opportunities as well as an intensification of the cultivation and selection process of "home grown" teachers. High school students would compete for positions as teacher assistants and as tutors, earning them course credit and pay. Students would also be offered summer employment to work at the same summer camps that they attended as middle school students.

While students continue to gain experience as teachers, school districts would help them select an appropriate college and study emphasis. This would allow schools to guide students toward high-need subject areas and provide students guidance in selecting a college. At the end of high school, the most-promising students would receive college scholarships. At this point, districts will also make arrangements with students to offer summer employment while the student is in college and to offer a position on the faculty once the student completes college.

College: During this stage, "home grown" teachers would be accountable for majoring in a specified subject area, maintaining a minimum grade point average, and earning a teaching certificate. Districts would offer participants guaranteed summer employment, and if possible, part-time jobs in after school programs during the school year. During the summers students would earn entry level salaries as teaching assistants to summer school teachers or as counselors for the district's summer camps. During the summer before graduation participants would work as summer school teachers.

Post-College: After participants successfully complete college they would be guaranteed a job in their own or another high-poverty school district. Districts would be required to develop employment packages that would be used to encourage the "home grown" teachers to accept teaching positions. These packages would include signing bonuses in exchange for a service commitment, pay-for-performance, and increased salaries for increased responsibilities. These increased responsibilities might include gaining national certification or serving as the school's professional development coordinator or lead teacher.

In addition, "home grown" teachers would serve as role models for their students in high-poverty districts. They would coordinate activities such as the summer camp for the next generation of "home grown" teachers.

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