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Chapter 1 : 5 Secrets to Creating an Innovative After-school Program - Connected Learning Alliance

Jim Parrish has been part of the WC community since serving as the elementary school principal. Jim and his wife Terri are the proud parents of two adult children: Andrew (WC '10) and Rachel (WC '13).

Mahad and I go way back. More recently, Mahad had teamed up with entrepreneur and escape room designer Alexis Santos in launching Mind Foundry , an organization providing STEM learning experiences to underserved kids in the Twin Cities. Would we be interested in running an after school program together? After a mind meld between teams, we started to put meat on the bones. Connected Camp counselors beamed into the school via video chat and Minecraft, and worked together with local facilitators to deliver an after school game design program. By working closely with Mind Foundry staff who worked as on-site mentors, Connected Camps counselors were able to run our design programs in a hybrid format. The program is expanding to kids and a more ambitious and lengthy set of offerings. The partnership and program design is complex, involving Mind Foundry, Connected Camps, the school, and of course the kids and families we serve. On top of that, delivering high-quality, innovative, project-based STEM programs in a low-income public elementary school is a hefty challenge. Despite these challenges, co-developing and running the program has been a pleasure, and we seem on track for a successful expansion. Get the latest updates in Connected Learning, technology, and youth culture. Trust is the Bedrock of Collaboration One of the critical intangibles undergirding successful innovation is trust, particularly when it involves crossing traditional boundaries between organizations and settings. The personal history Mahad and I shared was a starting point, but mutual trust extended well beyond our relationship. The Mind Foundry and Connected Camps teams quickly learned to stay in sync through various online channels. I asked Mohamed Yousif, one of the on-site Mind Foundry staff, how it was working with a virtual counselor. We understand that we are working toward a common goal. We troubleshoot in real time. Student reflection This open communication extends to school staff as well. The decision to launch the pilot at St. Diversity Creates Exponential Value The trust that undergirds the collaboration is built on mutual respect for what varied parties bring to the table. We sharpened our focus to specialized STEM programs and developing a network of virtual counselors, and began partnering with groups who were working locally, and could be at the front lines of high-touch relationships with local educators, organizations, and kids. When Mahad approached us about working with Mind Foundry, we recognized a good fit, because both sides needed the expertise and capacity that the partner brought to the table. Mahad says that the school staff, parents, and kids all commented on this. One student mentioned that he had never had a teacher who is Muslim before. The programs themselves are designed to stress collaboration. Mohamed sees learning how to collaborate as one of the most important outcomes. They learn to compromise a bit. Breaking Rules is Fun Mohamed, Alexis, and Mahad all described how certain non-traditional learning experiences were a key reference point for them in their work at Mind Foundry. Mohamed built his own interdisciplinary major at University of Minnesota, which integrated design and marketing. Alexis was able to create his own path at the New College of Florida where he was able to marry his interests in anthropology and technology. Mahad experienced this kind of more self-directed learning approach in graduate school at UC Berkeley. Minecraft is a great platform for this. Alexis notes that the use of Minecraft was one of the biggest things that popped for both kids and the school-based educators. At first, I struggled with the teaching and classroom management aspects, but in the end, it worked to my advantage. I was listening because I wanted to learn what to do. I was treating them like my nephews. Like Mohamed, Alexis and Mahad were also new to working with a school in this way, but were bringing in a set of educational values, and expertise in tech making that animated the program and brought unique value to the school. Our team at Connected Camps also finds the startup mentality of constant adaptation and real world learning is a source of ongoing motivation. And, like Mind Foundry, we apply this to how we design experiences for kids. The excitement is that all of us are imagining new worlds and figuring out together how we can build them. Shared Purpose

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Trumps Physical and Social Distance The final important lesson from this collaboration has been just how important shared vision and values have been. When speaking to the Mind Foundry team, it was clear that they had arrived at what I consider the core principles of connected learning, each through their own unique experiences. It is the combination of experiencing connected learning themselves, and the shared values of equity that hold the team together, and make Mind Foundry a strong fit with Connected Camps. He started tutoring kids as a volunteer effort, and quickly realized that what kids really needed and wanted was authentic learning experiences like what he had experienced in graduate school. He eventually reached out to Alexis, who he new had a similar orientation to learning and making. That is the genesis of Mind Foundry. These techniques should be available widely. I only had this type of thing until I got to graduate school. Connected Camps Get the latest news, events, and opportunities in connected learning [Related Posts](#).

Chapter 2 : School Search When Moving

A long-haul mover's rollicking account of life out on the Big Slab. More than thirty years ago, Finn Murphy dropped out of college to become a long-haul trucker. Since then he's covered more than a million miles packing, loading, and hauling people's belongings all over America.

Promoting behavioral success in schools: Given this emphasis in these articles on the applied use of behavioral practices, the purpose of this brief commentary is to highlight and comment on some of the big ideas that link these practitioner-focused articles. Specifically, three main questions are addressed: A commentary on an article by Atkins, Graczyk, Frazier, and Abdul-Adil that appeared in this issue on pp. In their article, Atkins et al. The writer commends Atkins et al. He seeks to expand Atkins et al. Supporting Successful Transition to Kindergarten: General Challenges and Specific Implications for Students with Problem Behavior The purpose of this review is to present factors that impede and promote successful transition to kindergarten, with a focus on the specific needs of students with problem behavior. The review addresses competencies that teachers report are critical for success in kindergarten, traditional transition practices, and challenges in implementing transition practices. Suggestions are provided to begin to attend to some of the issues affecting successful transition for children with challenging behavior and include an overarching framework to better support transition practices and specific suggestions for appropriate supports. Issues of personal dignity and social validity in school-wide systems of positive behavior support This article provides an analysis of issues related to personal dignity and social validity in schools. Specifically, dignity is defined in terms of individual success and independence, while social validity is defined in terms of the system as a whole. These definitions are explored in the context of schoolwide systems of positive behavior support PBS. Descriptions of schoolwide systems of PBS are used to analyze and detail procedures that maintain respect for personal dignity and social validity. In addition, processes for engaging persons in this discussion are critically analyzed. Future development and growth of PBS as a technology-based approach to developing self-determined, independent, and successful persons is discussed. Direction is suggested in the way we consider issues, define our values, and engage others in systemic change efforts. Coaching positive behavior support in school settings: Tactics and data-based decision-making Systems of positive behavior support PBS that positively affect student performance involve consensus among stakeholders, the development of environments that facilitate student success, effective teaching of rules and procedures, and consistent consequences for behavior. Evaluation of such systems requires schools to collect data to assess performance and to use that information to make data-based decisions. However, surveys indicate that data collection and data-based decision making are among the most difficult components of PBS for school personnel to tackle. This article examines in-person coaching strategies and data use. Journal of Positive Behavior Interventions, 7 4. In this study, selected staff members from four elementary schools were trained in how to use the outcomes of an FBA to develop function-based intervention plans. They then formed school-based intervention teams and served as facilitators for a total of 31 cases. The same cases also were distributed to three national FBA experts who selected interventions based on the identified function for each case. The number and type of selected intervention strategies were recorded and analyzed across cases. Comparisons between team and expert intervention strategy selection revealed that school-based personnel in this study were more likely to select punitive and exclusionary strategies, regardless of function. Thus, in real-world school settings, the link between FBA and intervention is far more complex than has been recognized or discussed in the literature. Discussion focuses on possible explanations for the finding that school-based teams tend to gravitate toward more negative and exclusionary strategies, even when mediated by a trained FBA facilitator. Making a Case for Effectiveness and Efficiency. Behavioral Disorders, 29 2 , Under the Individuals with Disabilities Education Act, schools have a legal obligation to conduct functional behavior assessments FBAs when developing intervention plans for students with disabilities whose behaviors lead their individualized education program teams to consider a

change in educational placement, including suspension and expulsion. However, FBA also holds significant promise as a procedure to be used proactively with students with behavioral challenges who are educated in part, or wholly, in general education classrooms. Unfortunately, current conceptualizations of FBA as a methodologically rigorous procedure pose significant and possibly insurmountable barriers to proactive implementation in general education settings. The authors analyze these barriers through a targeted review of the literature, an examination of how the characteristics of general education settings promote the use of less demanding FBA methodologies, and a consideration of situations in which certain FBA procedures generally are contraindicated. Finally, they advocate an active research agenda that is responsive to the particular challenges of public school settings and FBA students with and at risk for mild disabilities.

Preventing School Failure, 50 1 , Functional behavior assessment FBA is an integral component of a positive behavior support approach to preventing problem behavior across all students in the school. As primary prevention, FBA is a collaborative school-wide practice to predict common problems and to develop school-wide interventions. As secondary prevention, FBA involves simple and realistic team-driven assessment and intervention strategies aimed at students with mildly challenging behaviors. As tertiary prevention, FBA is complex, time-consuming, and rigorous--aimed at students for whom all previous intervention attempts have been unsuccessful. Whereas the concepts of prediction, function, and prevention remain constant at all levels of positive behavior support, the considerations for and form of FBA may vary greatly. The authors present the application of FBA practices at each of the three levels of a system of positive behavior support. The quest for ordinary lives: A legacy and a challenge to the status quo The article offers a commentary on the article "The Quest for Ordinary Lives: It offers some useful insights beyond those traditionally encountered in personnel preparation programs in transition from school to adult living. It suggests that there may well be another side to the protectionist-feel good ethic in our society. The authors reported anecdotal data from coworkers in these typical community work settings suggesting that their jobs became enriched and more satisfying and fulfilling for had the experience of working alongside coworkers. Teacher outcomes of School-wide Positive Behavior Support Thousands of Schools throughout the country are now implementing school-wide positive behavior support SWPBS as a way to improve school culture, safety, and climate. Research is needed to assess the effects of implementing SWPBS on a teacher stress and b and teacher efficacy. The present pilot study provides a preliminary study of these variables by analyzing self-report measures conducted by 20 teachers within schools of differing levels of SWPBS implementation. Results indicated a statistically significant relationship between SWPBS implementation and teacher perception of educational efficacy. Results did not indicate a significant relationship, but rather a trend in the anticipated direction between SWPBS implementation and reduced perception of teacher stress. Limitations of the study are discussed and directions for future research are recommended. An Evaluative Measure of Behavior Support Intervention in Public Schools Evaluation of out-of-district special education placement costs in the 15 largest Massachusetts public school districts found the criterion school district which had developed a system-wide approach to behavioral intervention had the lowest per capita cost, lowest percentage of total school budget consumed by out-of-district placements, and the highest proportion of special needs students in inclusive educational classrooms. Longitudinal evaluation of behavior support intervention in a public middle school Reports on a longitudinal evaluation of behavior support intervention in a public middle school. Study design and methods; Number of detentions recorded for the three behavior categories; Decreasing trend in the number of detentions each year for vandalism and substance use; Percentage of student attendance and earning a lottery drawing per term.

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Chapter 3 : The Big Lift | News | Almanac Online |

-- *Seven building blocks of development: understanding core emotional, behavioral, and social competencies* -- *The contribution of constitution: understanding a child's temperament and neurodevelopmental profile* -- *The contribution of family life: understanding a family's history and patterns of interaction* -- *Setting the stage for mastery.*

An example of classes are: For more information, email fondulis@wareham. Various fee-based programs and clubs are offered throughout the school year and are advertised within the schools and online. For more information, please contact fondulis@wareham. This fee-based program offers before and after school care for students at Minot, Decas and WMS from 6: Students are offered a wide variety of activities, such as music, foreign language, sports, Legos and more. These students are then blended in to the CARE program during the two CARE sessions and they are able to choose from a vast array of academic and enrichment offerings. There are also February and April vacation and summer fee-based camps available. For more information, email jscully@wareham. For more information, email mmurphy@wareham. The BST Directors sit on the board of the Wareham Community Collaborative, which is a group of representatives from local agencies and community members, who work together to share resources and ideas for community improvement. For more information, email mmanning@wareham. The Coordinated Family and Community Engagement grant focuses on offering resources such as books, literacy nights, playgroups and STEM activities to children aged birth-age 8. Each year, WPS organizes a coat drive and gives hundreds of new or gently used coats away to those in need. For the past several years, BST has been running this much-needed program that has been in the district for well over a decade. This year, on Thursdays from 10 a. Looking for a new one? Contact Patricia Gagnon at pgagnon@wareham. It meets in the Multiservice Center Room from 5: Topics of interest that are specific to this group are discussed. Guest speakers discuss concerns raised by the group. Free dinner and childcare is offered. For more information email pgagnon@wareham. This group will meet monthly at the Multiservice Center. Participants are new or expecting teen mothers. The goal is to directly engage parents in building relationships in the school and community in order to promote and support healthy outcomes for all families. The main goal of CFCE is to provide families access to: The home visitors bring free books, toys and games to the family to keep for a growing collection of age appropriate school readiness materials. To get on the wait list for PCHP, contact mmanning@wareham. This task force of Wareham Educators committed to working toward cultural proficiency and social justice in our schools. Cultural proficiency, also known as cultural competence, is understanding the cultural lenses, or perspectives, through which we view the world and working to mitigate the biases implicit to those perspectives. We are always looking for interested educators, parents and community members to join. PASS is a program of studies for students who wish complete their high school education and receive a full high school diploma from the Wareham Public Schools. Students who choose to enroll in the PASS Program do so because they are committed to their education. Consistency is the key to commitment.

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Chapter 4 : Beyond School Time / Home

With the exception of a few schooling districts especially those with high schools catering to technical fields, districts with good high schools are likely to have good elementary schools but the converse may not always hold true since there are some elementary schools that have worked to improve their performance but may be part of an overall district that may not be as good.

April 25, By Adam Dylewski The elementary school kids sit rapt, their once-darting gazes now focused on the show at hand. A new Pixar movie, perhaps? Not quite – these children are spellbound by science. Undergraduate Rachael Lancor left works with a young volunteer to demonstrate the conduction of electrons by safely transferring energy from a plasma ball to an illuminated light tube during Family Science Night at Emerson Elementary School. The event was sponsored by the Center for Biology Education and involved several outreach presentations by UW-Madison experts. Jeff Miller Some build swirling comets from dry ice, dirt, coal and water. Down the hall, others dip their toes into the world of engineering by constructing seaworthy toy boats. It did not disappoint. She explained the nature of lightning and electricity to a packed room of giddy school children. To do so, CBE goes straight to the source by providing professional development to legions of Madison-area elementary, middle and high school biology teachers. Just as essential is an understanding of the process: The teachers can then pass on this improved appreciation of science onto their students. According to Cramer, the center also works broadly with undergrads in terms of research experience and service learning, showing science students how community engagement can be a profound part of their education. In its quest to improve biology education in K and beyond, CBE formed hundreds of collaborations with faculty and students on campus, as well as science and education-focused organizations throughout Wisconsin and beyond. Beginning during the summer after sixth grade, PEOPLE operates with many groups on campus to prepare students for college through coursework, workshops and career exploration. CBE takes on duties related to their science education, aiding in the potential development of a new generation of scientists. CBE faces other obstacles in improving biology education. Funding is always an issue, says Cramer, as is the inherent dilemma of keeping CBE trim and focused while undertaking so many collaborations. Finally, there are constraints on the biology teachers themselves. According to Cramer, recent legislation abolished a policy that provided teachers with substitutes on days when they embarked on professional development. In the wake of logistical issues and financial belt-tightening, CBE is exploring new modes of teacher education online. We talked about the constraints, but the positives are key. We are in one of the best institutions in the world for science.

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Chapter 5 : - NLM Catalog Result

The participants were elementary school students who entered kindergarten in and completed fifth grade in a school district with school-wide reading and behavior support systems. Analyses consisted of logistic regressions to predict the number of discipline contacts in fifth grade.

Sat, Sep 22, , 8: Through the Big Lift, preschool teachers receive coaching to improve their effectiveness. Photo by Natalia Nazarova. See more photos It all started with some startling data: A longitudinal study released in and commissioned by the Annie E. From research, they learned that there are four types of actions that make a difference in improving reading outcomes in early education and elementary school: They developed a bold, ambitious plan, called the Big Lift, to put in place all four actions at once at school districts struggling with reading scores, and then see what happens, tracking outcomes with rigorous data collection and analysis. Enacting the plan, however, came with a price tag. Around that time, the coalition also successfully applied for a competitive federal grant from the Social Innovation Fund, an Obama administration program. The initiative started its first cohort in the school year with preschoolers in four county districts: The next year, it added three more districts: San Mateo County continues to be the dominant funder, but other public and private donors have also stepped up, including First Five San Mateo County, the W. The roster of supporting organizations numbers over To date, the Big Lift is the only program in the country to apply all four such interventions at once, Groom said, citing the Annie E. However, there are promising signs, both factual and anecdotal, that indicate the program is having an effect. About 85 percent did not meet grade-level reading standards. In that district, the program is working with two preschools, and running summer programs for incoming kindergartners, according to Diana Harlick in the county Office of Education. The Big Lift provides resources to some preschools in the districts it has partnered with to help children be ready for kindergarten by improving preschool quality. The county provides extra funding to reduce the ratio of students to teachers, and provide individualized coaching for teachers. Gaby Gutierrez, a teacher at the Belle Haven Child Development Center, said the coach who has come into her classroom has provided helpful guidance and modeled good teaching practices. Handwritten, colorful posters on her classroom wall list the many learning standards the students are expected to master. Teaching happens throughout the day, in between the nearly four hours of free play time a day the state mandates that children must receive. To promote early literacy for her students, Gutierrez says she reads stories in English and Spanish and asks her students questions to gauge comprehension. In addition to bolstered learning opportunities, kids are given meals and snacks throughout the day and opportunities for screening for vision and developmental problems, according to Andrea Jones, Big Lift officer at the Silicon Valley Community Foundation. Both the preschools and the students enrolled are subjected to standardized analysis. Tier 5 is the top rating given to early childhood education centers. The county has also adopted a standard kindergarten readiness assessment. It is, Harlick said, "the first time ever we have valid data on what kindergarten students look like when they walk through the door. Those results are then sent to an external evaluator. Analysing this data, Harlick said, "we are seeing incremental improvement every year," she said. Parents and attendance Because the school works with low-income families in an extremely high cost-of-living area, getting parents who work multiple jobs and long hours to attend evening workshops has been a challenge in the past, Lo said. However, through her own initiative and efforts supported by the Big Lift, the center has seen significant increases in parent involvement in recent months. The last meeting had 19 parents in attendance, up from fewer than eight. The workshop featured an interactive discussion of different learning styles, she said. Through the Big Lift, students at the Belle Haven center are also sent home weekly with "book bags" containing bilingual reading materials for kids to read with their parents. For instance, the specialist recently helped a family fill out the paperwork to apply for MediCal, Lo said. To reduce chronic absenteeism, parents at participating Big Lift programs are mailed friendly postcard reminders. The idea is to promote good

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attendance early on: Kids who skip preschool are more likely to have attendance problems later, when being in the classroom becomes more integral to learning, Lo explained. Studies show that "summer slide" more often impacts kids in low-income households. For older students, similar summer programs are already offered, Harlick said. In other school districts, the Big Lift runs summer programs for students beyond kindergarten to prevent "summer slide. We love this program and hope it will continue to be funded. Both Campbell and Groom were confident the goal could be achieved. The bigger question is how to financially sustain the initiative into the future. One potential funding source could be to take the matter to voters, Campbell said, adding that after the pilot, "if we show proof of concept" which I fully expect we can Getting kids into safe preschool environments and supplying them with services can give them a better chance of overcoming obstacles, she said. According to Jones, the Big Lift initiative helped kids receive preschool services in the Ravenswood district in the school year. Ninety-four percent of their mothers had a high school education or less; 92 percent were Hispanic or Latino; and 79 percent had a primary home language of Spanish. Campbell pointed to a study by economist James Heckman, who asserts that high-quality educational programs for disadvantaged kids from birth to 5 can deliver a 13 percent per year return on investment for the community in that they help kids attain more education, better health, and higher income later in life. A previous version of this story indicated that the summer learning study findings were made by the RAND Corporation. The study was by BELL.

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Chapter 6 : Back to School /19 / Summer Reading

Celebrating the long haul - The Senior Trip As they encounter the rigors of the IB Diploma Programme, it becomes increasingly difficult to find time to slip away into the mountains. In fact, in the 11th Grade year Juniors dedicate much of their time to preparing for the college application process.

You can turn to different online sources to find out where a particular school might rank. Also, the NJ Department of Education released in April a comprehensive report on each school in the state which can be found [here](#). Other sites like School Digger and Great Schools also provide you ratings. The answer really depends on your time horizon. Depending on the age of your child you need to factor in the performance of the school beyond the immediate grade your child will be going to. In our case my husband and I were clear that what mattered to us was test scores and diversity. We also wanted a district that was math and science oriented which provided a competitive environment for the kids. Also, we laid more emphasis on the high school performance and indicators such as percent of students taking up AP courses as well as researched a little on the college acceptances of outgoing students. The one other criterion we took into consideration was the school facilities such as access to computers as well as the presence of a decent sized playground.

Enrollment Timings and grades: For public schools enrollment is all through the year. [Click here](#) to see a complete list of all cut-offs.

Registration requirements and process: Requirements will vary by private and public schools. Some districts may require you to take a prior registration appointment to submit the documents. Along with proof of residence you may also need immunization records, physical examination certification along with records from the previous school not required for Kindergarten. In addition to registration, some districts may also want to do an assessment of the child for grades 1 and above just to ensure that the child is at grade level for reading and math and will not require additional assistance. As long as all documents are present, it can be quite quick. Through the process until my kids had successfully enrolled in the local school I was on the edge. It was quite overwhelming especially since we were juggling a potential home purchase. All it took was some organization of thoughts and paperwork and some research.

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Chapter 7 : Beyond Pencils and Books: Social and Emotional Learning in School | iAchieve LEARNING

Elementary and middle school perspectives are represented by only one and two programs, respectively, and the high school perspectives are represented by five programs. Due to room logistics and supervision requirements of programs, teachers and staff were present.

This seems like such a great program for me, too. Hard work in high school paid off, and in Miller began her degree in elementary education as a teaching fellow after successfully navigating the rigorous selection process. Much to her surprise, she graduated just last week as one of the very last students to complete the program, because lawmakers began taking steps to dismantle it back in Abolished by lawmakers for reasons still unclear, the teaching fellows program has been praised for producing highly trained education graduates that go into teaching in North Carolina classrooms, many of whom stay to teach in the state for the long haul. As members of the final cohort of teaching fellows say goodbye to their student teaching assignments and settle into the task of looking for jobs this summer, NC Policy Watch sat down with Miller to learn more about how the program equipped her with teaching and leadership skills that to set her apart from the rest of the pack. The teaching fellows program was created back in to confront a perfect storm: Since its inception, the program has graduated in the neighborhood of 9, teaching fellows. Sixty-four percent of fellows stay in North Carolina beyond six years, often teaching many more beyond that. Fellows learn a lot of innovative teaching methods earlier than their peers, said Miller. And because she got to experience the classroom environment much sooner thanks to field experience requirements that are required of fellows beginning with the freshman year, she could put some of those teaching methods to the test right away. Instead of the typical model in which students only student teach in the final stages of their undergraduate career, national experts say that school-based experiences should be closely linked with academic preparation and coursework. The teaching fellows program provided this kind of clinically based approach. Miller, who was an elementary education major with a STEM focus, had many opportunities to develop STEM lessons and put them into practice in the classroom throughout her studies. The fellows program also provided its participants with the chance to see the teaching profession through a bigger lens. Like the teaching fellows, HB would also provide four year tuition scholarships to students and require a four-year commitment to teach in North Carolina upon graduation. The legislation differs from teaching fellows, however, in that it provides an avenue for mid-career professionals interested in getting into teaching to obtain the scholarships. And there is an emphasis placed on making sure scholarship recipients only teach in subject areas that are understaffed “typically science, technology, and math” and in rural areas, which have a harder time attracting high quality teachers. Scholars at the University of North Carolina Chapel Hill conducted a comprehensive evaluation of the teaching fellows program and found positive results, including a graduates teach in schools and classrooms with greater concentrations of higher performing and lower poverty students; b graduates produce larger increases in student test scores in all high school exams and in 3rd-8th grade mathematics exams; and c teaching fellows remain in North Carolina public schools longer than other teachers. Miller focuses on a STEM-based lesson. Their efforts around a 1: Miller, having just graduated with a STEM-focused elementary education degree, is moving to the coast next week with the hope of using the connections she made through the teaching fellows program to land a teaching job in Onslow County. Miller thinks the upcoming teacher hiring season will prove interesting. The TFA model allows college grads without undergraduate education training to get into classrooms after a five week preparation period. Miller says she feels for those who come into teaching through TFA. Another recent study conducted by UNC found that less than a third of TFA teachers stayed in classrooms for three years and only 10 percent stayed for five years”figures that are well under the return on investment that the teaching fellows program provides. So when I go into a school system”I have someone. I have a teaching fellow to look up to.

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Chapter 8 : Center stages bio-education blitz in Madison schools

This video features the perspectives of school leaders, teachers, and students from the Marshall Elementary School in Dorchester and Orchard Gardens K-8 School in Roxbury, which used Thompson Island this summer as an extension of their classrooms.

Chapter 9 : Leadership Development | KIPP Blog

Beyond School Time Programming / 21st Century Community Learning Centers: The purpose of the federally-funded Massachusetts 21st Century Community Learning Centers (CCLC) grant is to support additional learning time for students in grades K before and/or after school and during the summer that provides creative and engaging academic enrichment opportunities that will help to address.