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A guide to community discussion. VIA - The Community Discussion Guide includes a range of resources, such as websites, organizations, definitions, frequently asked questions, and recommendations on how to take action. The film does a good job of emphasizing and dramatizing reality, but offers little in tangible next steps, an excuse to download and read a document for your own education, edification and exhortation. Below are various thoughts from my personal struggle with the issues that have been listed in the guide. This question is too important to be wrong. We must all be challenged at all levels to ensure that we all, individually and collectively, improve in this critical area of our society and existence. EXCELLENT PUBLIC SCHOOLS IN ALL COMMUNITIES - In anticipation of Superman, we travel with five families along the way to enroll their children in public schools, where students are challenged and supported in programs that prepare them for college. What is your vision for a great public school? What are the key characteristics of a great school? The answer to this question should not be difficult. It must begin with a high value and respect for both children and education. Then governance and the institution must be culturally committed to these values. Finally, and most importantly, teachers and administration must have the integrity and competence to set an example of these values through an excellent, results-driven education. If we start with the premise that learning and discovery itself is inherently powerful, that people are born with an innate sense and desire to acquire knowledge and experience about the world around them in all subjects, then a big school is not so much about getting students to want to learn, or even appreciate it, but rather removing the barriers and obstacles that hinder it. I recall a quote by Peter Drucker that goes something like this: Most of what we call governance is to outwit people's jobs. Much of what we call education, especially bureaucracy and politics, consists of behaviors that make it difficult for children to get an education. In fact, however, the problem is not at the school, district or state level. I find, with a burdened sense of sobriety, that our problem is distinctly cultural for our entire nation; that we, as a society, do not value education in general. A great public school would default to exist if the nation as a whole values, dignity, celebrates, compensates, and legislates excellent education for our children. Who is responsible for the creation and maintenance of great public schools? What is your role as a parent, teacher, student, administrator, community member, businessman, city official or philanthropist? What needs to happen in your community to create more public ownership of local government. Everyone is responsible. Everyone is interdependent. And it's all in a fight. Parents should for their children. Teachers must fight against their own self-preservation and their own interests. Students must fight against complacency and ambivalence. Administrators must fight organizational entropy. Community members must combat distraction. Business people must fight greed. The city authorities must fight politics. Philanthropists must fight against the system. We must all fight for our children, our society, our schools, our teachers, and our people. In the film, we see several examples of schools characterized by a culture of low expectations and low achievement. Are there schools in your community that fit this description? What do you think are the root causes of these chronically low-performing schools? What is being done to improve them? What to do? There are several reasons in the film; Fundamentally start over as KIPP and HC can be the best example of what to do. Second, this would be what Re was trying to do with initiatives like paying teachers more in exchange for forsaking stays at cost-based compensation. The indecision of teachers' unions was evidence that their value system was not for children or for education, but rather for their own interests under the facade of caring for our children. Studies show that what happens outside of school and charter schools were initially envisioned as innovation laboratories where new ideas and strategies could be tested and more widely introduced in traditional public schools. While some information-sharing is common, it is not a common practice, in part because of the isolation and sometimes mistrust that exists between charter schools and school districts. How can public charter and magnet schools learn from each other so that successful programs, practices, and strategies are shared and widely implemented? What can you do to support information sharing and collaboration between public charter and magnet schools in your Arland? n/a GREAT TEACHERS FOR ALL STUDENTS - School districts and states across the country are exploring new approaches to teacher pay to improve efficiency rather than focus on a system based mainly on the length of service or the level of education of the teacher. A range of measures can be used, including academic student growth, student experience, student and parent surveys, and teacher participation in general efforts to improve schooling (e.g. through coaching, mentoring, or other leadership roles). What factors do you think should be taken into account when assessing teacher performance and determining pay levels? While academic achievement, teacher education, classroom management and results are obvious, what also needs to be addressed is the teacher's relationship with his students. Visiting schools and districts of education is just as important as cognitive. After all, they are governed not only by intelligence, but also by emotions and relationships. We must not despise the nature and our society, and we must acknowledge it with compensation. In anticipation of Superman, Jeffrey Carbone says it took five years to become a master teacher. Studies show that, overall, teachers become more effective after three or more years of teaching experience in the classroom, but many teachers - especially in schools serving low-income students of color - leave schools, districts and even professions before they hit their stride as educators. This turnover not only creates instability, but also means significant financial losses for the districts. For example, in a 2007 study in five counties, the National Commission for Teaching and the Future of America found that recruiting, hiring and training just one substitute teacher costs thousands of dollars. How has your school or school district been affected by teacher turnover? How do we build the systems needed to support teachers at an early age and enable good teachers to gain the confidence and experience to become great? While many technical answers could be given, I mean social culture as a whole. Pay, celebration, value, perception, etc. can play a role in how teachers view their calling. If you apply organizational theory, people usually don't leave their jobs. Rather, they leave managers. An additional fight for administrators is that they have to fight for teachers, value them, celebrate them, and give up other expenses to compensate them more fairly. Studies show that a student's teacher quality has a greater impact on their learning ability than any other factor in school. Given the important role teachers play in student success, teacher evaluation and ownership policies are receiving considerable attention throughout the country. Districts and states are studying how to assess teacher effectiveness before giving them a position and how to increase support for teachers who are withering work and create in order to have ineffective teachers on whom they can leave the profession when they do not improve. How your school or district evaluates teachers to determine the determine should get a term of office? What support systems are available to help struggling teachers and eliminate those who are not improving? If you don't know how you can find out? n/a WORLD-CLASS STANDARDS - The expectation of Superman illustrates the challenges of each nation setting its own often contradictory standards. The General Basic State Standards Initiative (a state-led initiative coordinated by the National Center for Excellence of the Governors Association and the Council of Chief Public School Officials) sets national standards for what K-12 students are expected to learn and will be able to do in order to complete a high school prepared for college and career. What do you think are the basic skills a young person needs to prepare for a fulfilling and productive life after high school? While the list of subjects and disciplines can be stated here, fundamentally, the student must learn to appreciate learning, and are taught how to learn for themselves, to participate in this world as contributors, not just drones. Todd Dixon, executive director of Summit Preparatory High School in Redwood City, Calif., explains that the college's preparatory program is standard for all students at his school. What support should be in place to ensure student success? The value and ethics of summit prep can be held because the filters are already in place before students reach school (primarily the application process), seems to be a suitable first step in that direction. Across the country, schools and districts are working to link world-class academics with their vocational and technical education programs, providing the same high-level standards in the curriculum and in different areas of the programme. This so-called link learning approach provides students with strong academics and real-world experience in a wide variety of fields, preparing them for college and careers. How are career technical education programs developed in your school or district? What changes should be made to ensure that students are involved and prepared? n/a LITERACY - Many students enter kindergarten without early literacy skills, such as knowing the letters of the alphabet and their sounds needed for success in school. Research that quality preschool experience gives children a strong start and prepares them for academic success. However, not all families can afford a high-quality kindergarten for their children. Do you think universal preschool education should be a priority for districts and states? How your state supports the availability of quality preschool opportunities all the children? Absolutely. The intensity of development begins very high and decreases in proportion to the age of the person. In other words, more education and social/cultural acquisition occur at the earliest stages of human maturation. Some studies have even shown that college can even be quite accurately predicted by a child under the age of five. Researchers have identified a strong link between the school environment and student performance. What can the school community do to create an environment that values and prioritizes reading? What is the role of parents, school staff and community members in developing a culture of reading at school and at home? How could you contribute to the culture of reading in your school? To this is the answer in one word: leadership. Schools and communities need to put the right people in the right place and then give them the opportunity to make the right decisions and steps. Many believe that the ability to speak, read and write in multiple languages - or biliteracy - should be a goal for all students so that the United States can be competitive in the global marketplace. However, only a small percentage of students graduate with dual language skills. What does your school or district do to promote these skills? Should the ability to read and write in more than one language be the standard for counties and states? The joke says: What do you call someone who speaks only one language? American. The study clearly shows that free and literate in more than one language maps are stronger and more complex neural pathways, increases intelligence, expands biases and perspectives, and many other benefits. Of course, if this is a priority in schools, however, it should be taught with very thoughtful and specified theories of language acquisition, such as full immersion. Language textbooks have, and will continue to let us down. DISCUSSION STARTERS: In their own words - Daisy Esparza wants to be a doctor or a veterinarian. Although she's only in fifth grade, she's already written to the college's reception rooms. Her teacher and her father both unequivocally believe that Daisy can achieve her dream, although none of her parents graduated from high school. Gingin Whitlefield, Bianca's mother, says her daughter will go to college. What role do high expectations of parents and school staff play in student success? Expectations of parents should be bottom up, and not top to bottom or outside in. This should cause internal motivation in the student, not external pressure and stress. Maria Regalado says her son Francisco Elementary School is the third most overcrowded school in the Bronx. The security guard greets students, staff and parents at the front door every day. As a physical affect the school climate and student performance? What responsibility do we have to ensure that students are provided with clean, safe schools that are not overcrowded? Security, security, affiliation, etc., are parts of Maslow's hierarchy of needs. The strip foundation and you are left with survival is not thriving. We all have an urgent responsibility to ensure the safety and cleanliness of the school environment. Bill Strickland of Pittsburgh talks about how many of his buddies ended up in prison, where the state pays \$33,000 a year for each inmate, most of whom have never graduated from high school. By comparison, the average amount spent on a K-12 student in the U.S. is about \$10,000. What impact do you think will be the impact of spending more money to provide all students with preschool, more school days or universal college prep classes? How can this change the so-called pipeline from cradle to prison? It's like a spirit issue. The meaning and the question itself is the answer. Maria Regalado says she's stuck because of where she lives and applies for a lottery at school an hour away, so her son Francisco gets a better education. Gloria McGee enrolls her grandson Anthony in boarding school, so that he received a quality education. What do families and communities lose when students have to travel outside their district to attend a large school? What do we get by providing families with a high-quality selection of public schools in their immediate vicinity? The paradox is that nothing should prevent a determined family from providing the best education, and yet anything that prevents a slow shrug off the effectiveness of the final product of education. Time, money, energy, health, travel, etc., all of this will have its toll. We must work to minimize these obstacles to maximizing the actual education achieved in our students. - Many ideas are in Seth Godin's Stop Stealing Dreams. Godin, waiting for superman discussion questions answer key

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