

Promising Practices for Preparing Teachers to Work in Hard to Staff Schools

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Challenges

- Unique instructional challenges
- Leadership challenges
- Poor hiring and placement practices
 - Weak recruitment strategies
 - Slow, bureaucratic
 - Often place newest teachers in most challenging schools and positions
- Working conditions
 - Leads to poor retention

Promising Practices

- Extended or redesigned field experiences
- Curriculum innovation
- Ongoing development of skills and competencies through targeted PD
- Targeted selection of people to work in the schools
 - Resilience
 - Passion
- Attack the conditions directly
 - Modify hiring practices (e.g., site selection, incentives)
 - Offer support through mentors, coaches and induction programs

Examples

- NBPTS Center for Teaching Excellence
- Dr. Ruth Wright Hayre Urban Teaching Academy
- Cooperating Schools Model

PA Center for Teaching Excellence: Support for National Board Certification

Will target recruiting to:

- School cohorts
- Hard-to-staff and low-performing schools
- Teachers of color
- High-need content areas (e.g., math and science)

Will provide:

- Portfolio development support
- Intensive writing support
- Content area instruction/tutoring (for assessment center)

Dr. Ruth Wright Hayre Fellowship Program in Urban Education

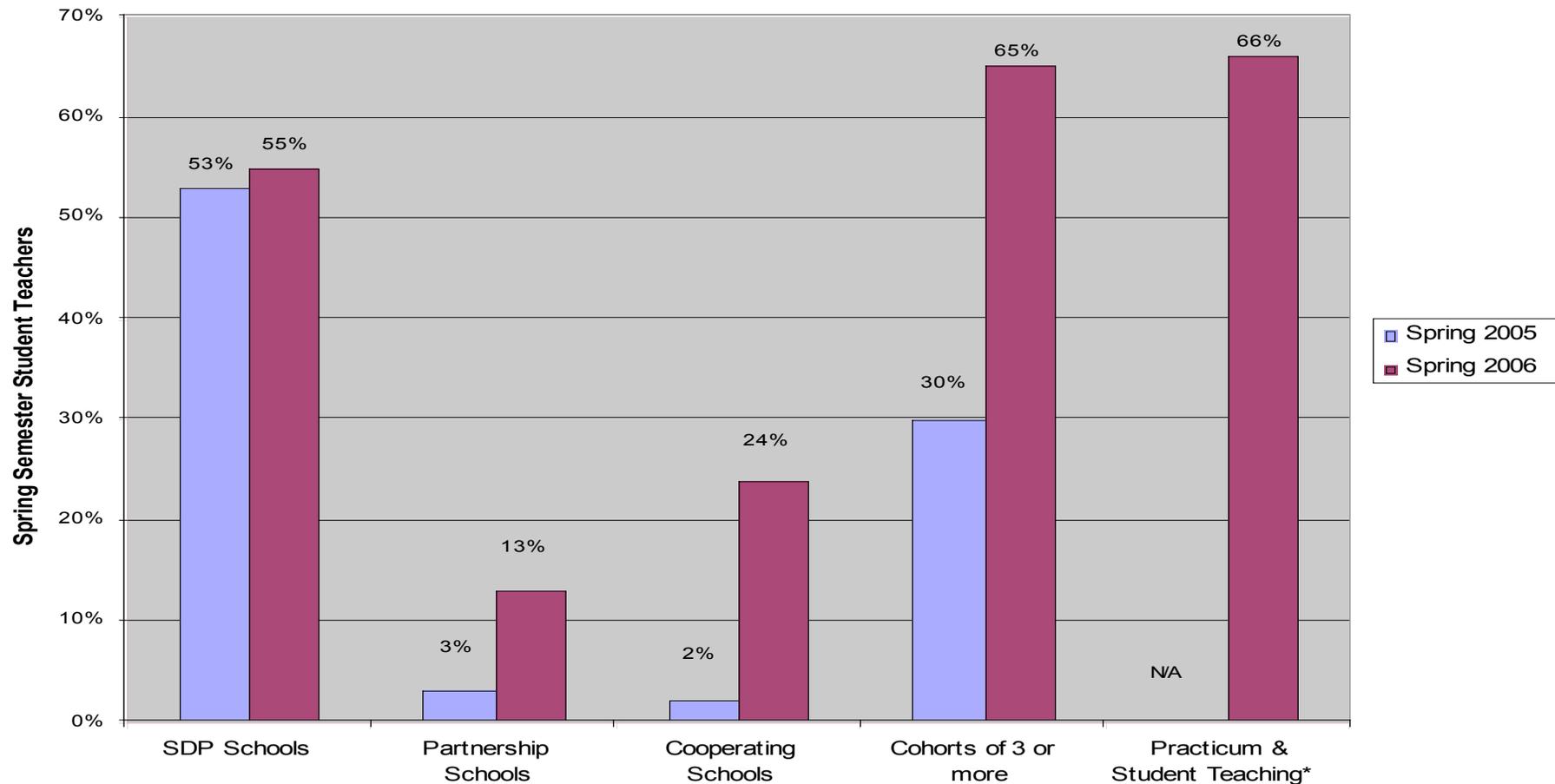
A partnership with the School District of Philadelphia, AACTE, and Temple University College of Education to:

- Recruit the “best and brightest” teacher education students from across the country, with particular emphasis on aspiring teachers of color
- Provide them an intensive student teaching experience in Philadelphia schools
 - in cohorts
 - with high-quality mentoring and supervision
 - working with diverse students
 - participating in seminars with national experts on urban contexts and teaching
 - Getting to know Philadelphia neighborhoods and culture
- Encourage and prepare them to become successful urban educators

Cooperating Schools: Strategic Changes in Student Teacher Placements

- Practicum in one school
- Student teaching
 - with a single cooperating teacher
 - in another school
 - across 40 school districts
- Teaching in a third school
- High attrition
- Cooperating School
- Practicum and practice teaching in the same school
 - Structured obs. across grades, content and contexts
 - Learning community
 - Extended clinical experience
 - Links to the community

Cooperating Schools: Strategic Changes in Student Teacher Placements



*Estimate based on limited sample of elementary ed. student teachers

Cooperating Schools: Early Outcomes

Aspiring teachers, including those who didn't think they wanted to teach in urban schools, are:

- Completing practica (before student teaching) in schools with high numbers of high-poverty, minority, and linguistic-minority students
- Getting to know and value these students, their needs and resources, and their communities
- Engaging existing teachers in discussions of practice
- Learning more about urban school contexts and strategies for differentiated instruction
- Asking to stay in these schools for student teaching
- Seeking jobs and being hired as teachers in these and similar schools (via site-based selection)

Cooperating Schools: Early Outcomes

Teachers in these schools are:

- Becoming more reflective about their practice through their roles as mentors
- Teaming to support the aspiring teachers in the school
- Engaging in in-depth discussions of practice, even planning with some student teachers over the summer
- Reporting feeling more supported and appreciated, and seeing impacts on student learning where there are several “teachers” in the class