

Mid-Del Schools Equitable Teacher Distribution and Teacher Quality Strategies

Challenge	Solutions
<p>To assure through the implementation of various strategies that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. 1112(c)(1)(L)</p>	<ol style="list-style-type: none"> 1. Teacher Distribution Data is studied by school administrators to bring an awareness to equitable distribution. 2. Principals are encouraged to carefully consider the issue of equitable distribution in their hiring practices. 3. Mid-Del encourages experienced teachers to obtain additional certification in fields where quality teachers are needed. 4. Mid-Del uses Title IA and IIA funds to pay certification test fees and provides stipends for teachers who attend trainings in preparation for certification tests. 5. Mid-Del's professional development program provides support for new teachers with a stipend paid by Title IIA for a 2-day "new teacher training" event, extensive mentoring projects, release days to visit a master teacher, and monthly meetings to discuss issues of a new teacher. 6. New teachers receive priority for enrollment in the Kagan "Win, Win, Discipline" training offered annually in Mid-Del through Title IA and IIA funds.

Mid-Del Schools Mission Statement:

When the young people of Mid-Del enter our schools, they will be safe.

When they enter our classrooms, they will be challenged.

When they leave our schools, they will be ready.

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<p>The teachers and administrators of Mid-Del Schools are involved in sustained professional development in best instructional practices and effective schools research. We realize the need for professional growth. Further, we accept what is perhaps the greatest challenge issued to those of us in Public Education today. It is a challenge first given by Ron Edmunds (1982) in the early days of the Effective Schools Movement:</p> <p>“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.”</p>	<p>District-wide professional development activities targeted by Mid-Del Schools in the last three years and continuing are:</p> <ol style="list-style-type: none"> 1. Robert Marzano and Tom Roy, “Instructional Practices That Work, “Instructional Leadership That Works” and “Building Academic Vocabulary” 2. Mark Forget, “MAX Teaching Strategies” 3. Candy Ryals, “Guided Reading Works” 4. Doug Reeves, “Decision-Making for Results” 5. Larry Lezotte, “Effective Schools” 6. Kelly Gallagher, “Reading and Writing to Build Comprehension in Adolescent Learners” 7. Spencer Kagan, “Cooperative Learning Structures” 8. Spencer Kagan, “Win, Win Discipline” 9. Math Professional Development Institute 10. AP Vertical Team and Instructional Strategies 11. Jo Gusman, Jim Grant, and Char Forsten, “Differentiated Instruction” 12. Jack Berckemeyer, “This We Believe in Action’ and “Middle School Improvement Assessment and Tools” 13. Ruby Payne and Rita Pierson, “Framework for Understanding Poverty” and “Learning Structures”

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