

Real-World Perspectives on Public Education

U.S. Capitol Visitor Center • Congressional Meeting Room South • April 2, 2014

- 9:30-10 a.m. **LIGHT BREAKFAST / COFFEE**
- 10-10:30 a.m. **WELCOME REMARKS**
Dennis Van Roekel, President, National Education Association
Representative Mark Takano, D-CA
Representative Richard Hanna, R-NY
- 10:30-11:45 a.m. **PANEL 1: PREPARING, MENTORING & SUPPORTING EDUCATORS**
Moderator: Segun Eubanks, NEA Director of Teacher Quality
Joseph Bishop, Opportunity Action
Sharon Robinson, American Association of Colleges for Teacher Education
Donna Schulze, Paraeducator, Howard County Public Schools (MD)
Tom Snyder, Mentor Coordinator and Teacher, Chenango Valley Schools (NY)
Sheena Washington, Teacher, Prince George's County Public Schools (MD)
- Noon-1:15 p.m. **PANEL 2: PROFESSIONAL DEVELOPMENT & STUDENT ACHIEVEMENT**
Moderator: Linda Davin, Senior Policy Analyst, NEA Department of Teacher Quality
Katherine Bassett, National Network of State Teachers of the Year
M. René Islas, Learning Forward
Doreen McGuire-Grigg, Paraeducator, Lakeport Unified School District (CA)
Jerad Reay, Network Systems Engineer, Box Elder School District (UT)
Rowena Shurn, Teacher, Prince George's County Public Schools (MD)
- 1:15-1:45p.m. **LUNCH: PROVIDED IN BOXES OUTSIDE THE MEETING ROOM**
- 1:45-3:00 p.m. **PANEL 3: STUDENT LEARNING & EDUCATIONAL EQUITY**
Moderator: Kim Anderson, NEA Senior Director, Center for Advocacy & Outreach
Patricia Gándara, Research Professor, UCLA Graduate School of Education
Mike Hoffmann, Paraeducator, Colonial School District (DE)
John Jackson, Schott Foundation for Public Education
Ivory Toldson, Deputy Director, White House Initiative on Historically Black Colleges & Universities
Michael Towne, Teacher, Val Verde Unified School District (CA)
- 3:15-4:30 p.m. **PANEL 4: ASSESSMENT, EVALUATION & ACCOUNTABILITY**
Moderator: Donna Harris-Aikens, NEA Director of Education Policy & Practice
Charlotte Danielson, The Danielson Group
Melissa Erickson, Alliance for Public Schools
Mary Jo Roberge, Paraeducator, North Syracuse Central School District (NY)
Paul Toner, President, Massachusetts Teachers Association
William Wong, Teacher, San Gabriel Unified School District (CA)
- 5:30-7:00 p.m. **RECEPTION: SOUTH CONGRESSIONAL MEETING ROOM**

Panel Discussions

PANEL 1: PREPARING, MENTORING & SUPPORTING EDUCATORS

Effective educators are the product of high-quality preparation, rigorous credentialing, and intensive support. Precisely what that means is hotly debated – everything from how to define and measure “effectiveness” to the policies governing states, districts, and colleges of education. In addition to these issues, our panel will explore the federal role in ensuring that new teachers and paraprofessionals are ready to enter the classroom. Among the questions we will address:

- Do the “highly qualified teacher” and “paraeducator” provisions of *No Child Left Behind* get it right?
- What are effective models for mentoring and supporting teachers and paraeducators?
- Should colleges of education be held accountable for the effectiveness of their graduates – if so, how?
- How could school districts, unions, and the federal government help reduce the high attrition rate – 40 to 50 percent leave the classroom within five years – among new teachers?

PANEL 2: PROFESSIONAL DEVELOPMENT & STUDENT ACHIEVEMENT

Investing in educators’ professional development is a key strategy to equip students to succeed in college and their careers. Increasingly, the focus of federal education policy is “effectiveness.” Among the questions we will address:

- With regard to metrics, the current emphasis is on individual educators. Should data be used more broadly – for example, to inform educators who work together as a team?
- Why do U.S. schools resist scheduling professional learning time – for example, to reflect or collaborate with colleagues – when schools in other high-achieving countries make it a priority?
- How can schools tailor professional development and support to different career stages?
- How do we ensure that schools include all educators and support professionals in professional development?

PANEL 3: STUDENT LEARNING & EDUCATIONAL EQUITY

Holding all students to high and rigorous standards is perhaps the biggest challenge facing public education today. Affluent students with educated parents do quite well compared to other high-performing countries, but not our nation as a whole does not. Many of the inequities revealed by *No Child Left Behind* still have not been addressed – raising achievement among children of poverty and other under-represented groups requires more resources, support, and services for communities, schools, and families. Among the questions we will address:

- Have federal laws such as *No Child Left Behind* furthered or inhibited educational equity?
- What role should the federal government play in addressing inequities – in and out of school?

PANEL 4: ASSESSMENT, EVALUATION & ACCOUNTABILITY

Perhaps the most controversial element of the education reform movement is how to assess, evaluate, and hold accountable students, educators, schools, and other stakeholders. *No Child Left Behind’s* approach – labeling and blaming schools – has been widely discredited. Newer approaches include basing teacher evaluations on student outcomes and assessing student learning with advanced, computerized tests aligned with rigorous college and career-ready standards. Among the questions we will address:

- Do newer approaches advance student learning or perpetuate the problems of *No Child Left Behind*?
- What are the greatest challenges facing students, educators, and schools today?
- How can we create an evaluation system for paraeducators that is a true measure of their job performance and impact on students?