

YOUR TEACHER'S VISION FOR EDUCATION

Oakland teachers stand for quality education.

Oakland teachers *understand* quality education.

Don't Just "Expect Success"

**CREATE
SUCCESS!**

Oakland teachers challenge the claim that standardized testing and punitive measures increase student learning. We also challenge the claim that running public schools like private businesses improves them. Our vision directly addresses the real causes of educational inequality, and calls for creating the best conditions for teaching and learning for all students. Here is a list of ten proven ways to ensure student success (no band-aids or quick fixes included).

1 Reduce class size to 15 students per teacher. Research consistently shows that reducing class size to approximately 15 students improves student learning most dramatically, giving each student greater opportunity for personal attention, and focused assistance for all abilities.

2 Provide teachers sufficient time to plan, collaborate, and meet with staff, parents and students for problem solving, lesson planning, events, and school governance. Authentic school improvement and innovation is time consuming, so educators need support to engage in long-range planning and governance without shortchanging their ongoing teaching.

3 Put qualified teachers and instructional aides in every classroom. Credentialed, experienced teachers—and fully supported newer teachers—provide the most effective education to students of all abilities. Team-teaching and partnerships between new and experienced teachers add strength to both and maximize the talents of each. Teaching must be honored and respected as a long-term career, not an entry-level position into the business world.

4 Provide sufficient material resources for every student and teacher. Students need current books and materials, adequate supplies, and up-to-date, well-maintained technology.

5 Ensure all facilities are clean, healthy and comfortable. Students working in clean classrooms with sufficient space, lighting, ventilation, temperature control, and ergonomic furniture can focus on learning rather than distractions and discomforts.

6 Provide the intervention personnel required to support student needs and keep schools safe. A low student-to-counselor ratio allows for adequate attention to students' academic and extracurricular needs, providing psychological, social, and medical services. Provide tutoring during and after school hours. Well-designed and effectively implemented school policies, adequate campus supervision, and conflict resolution programs all ensure safety.

What we want to leave behind: private control of public schools • one-size-fits-all scripted programs geared solely to high-stakes tests • narrow curricula • a lack of libraries, nurses, early childhood education, adult ed • classes of 30 or more • counselor ratio of 750:1 • new teachers unsupported •

(OVER)

7 Tailor educational programs to the specific needs of students. Every community is different, so staff, parents, and students must respond to the needs of their school. Quality schools work both independently and cooperatively to provide libraries, counselors, AP classes, special education classes, PE, and electives such as foreign languages, and arts. Educators must have the freedom to creatively and authentically assess learning, in order to better teach students with diverse needs and abilities.

8 Provide relevant instruction to meet the needs of every student. Students need lessons that not only prepare them for college and/or work in any field they may choose, but also for social and political empowerment and major life choices. Excellent schools offer rigorous curricula that connect authentically to students' needs and interests, cultures, races, religions, and real-life experiences.

9 Make Early Childhood programs and Adult Education classes available to all at each site. Research has long confirmed a strong correlation between early childhood learning and later success and also between children's and parents' educational achievement. Coordination between early childhood education programs (before and after school) and elementary schools supports effective academic intervention. Parents with easy access to assistance in literacy, English language, and other skills, are better able to support their children.

10 Achieve real equity by addressing the needs of diverse students. Provide resources and training to address the social and emotional issues of poverty and racism many students face.

HOW DO WE GET THERE FROM HERE?

We start with points 1 and 2, reducing class-sizes to 15 and increasing preparation time. And we start where the needs are most urgent: in schools labeled as "failing" under No Child Left Behind rules, and in the classrooms of new teachers. These steps will enable teachers to meet students' diverse needs while developing the skills needed to teach successfully in Oakland for many years.

YES, IT WILL TAKE MONEY.

These steps will be costly, but failing to educate our youth is more costly. We will be creative and relentless in obtaining funding levels many times greater than what we have now. We have already begun raising public awareness and building a movement to reverse fiscal and tax policies that enrich a few at public expense. Oakland's metropolitan economy is ranked in the top 20 nationally. For example, the Port takes in over \$33 billion annually, yet is not required to pay a penny for public education. This must change.

PUBLIC SCHOOLS SHOULD BE DEMOCRATIC.

Martin Luther King Jr. said that "to repair the damage of centuries of denial and oppression means appropriations to create jobs, job training...and equal education." He warned us not to be satisfied with "limited reforms...at bargain rates for the power structure." Our district must return to local control, and corporate wealth must be tapped on a regularized, sustained basis—not as "charity" with strings attached—to help us all achieve our vision: to provide and maintain quality public education, controlled by the community it serves.

Please join us in this vision!

www.oaklandea.org



**Quality Education
is a Civil Right!**

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inadequate prep time • unchecked charters abusing our system and students • consultants, management, and software first; kids and classrooms last • finger-pointing and blaming teachers, students, and parents...!