

PART II—FURTHER QUESTIONS CONSIDERED BY THE TASK FORCE

1. Should teachers who work in disadvantaged areas be given extra stipends for working there?

Most of the faculty agreed that extra pay likely to be considered "combat" or "hazard" pay—would not provide psychological motivation for teachers or raise their morale. The salaries of the city teachers should be competitive with suburban school districts in order to attract and hold good teachers. Our experience and study indicates that the "total school pattern," including the kind of principal who leads the school, the involvement of parents, the size of classes (which raises the question of ideal manageable size), the relationship of school to community and teacher competence, determines the quality of education.

Other incentives, short of extra pay, might be built into the system which gives the teacher prestige and professional support. (See Question 2)

2. Should the following incentives be available to free teachers for professional growth and development?

- Sabbatical leaves
- Shortened teaching days
- Supportive workshops and courses
- Teacher aides or assistants

There was agreement that all four of these incentives are needed. Sabbatical leaves, for instance, should be tied to carefully structured development plans. All teachers in the system should have the benefit of professional growth incentives rather than only those in the "tough" slum schools.

The shortened day, however, should mean fewer direct pupil-master teacher contact hours. The hours when the teacher is not with pupils should be devoted to such professional activities as in-service courses, planning sessions, community visits and parent visits.

Workshops and courses for experienced teachers have proved worthwhile and should be fostered.

Teacher aides are essential. The acquiring of these assistants should be tied to the training of teachers, so that the teachers can learn how to live with another adult in the room and utilize the skills of that adult. A distinction between teachers and their aides should be carefully drawn. While both are valuable, they do different kinds of work.

3. Should joint university school district programs be funded?

4. Should pre-service teachers who train in disadvantaged schools be financially compensated for this choice? Or, should some other incentive be provided to encourage universities to develop internships in ghetto schools?

Such funding should be university based and not given directly to the student whether he is a graduate or undergraduate.

Competence in teaching is not based on classroom learning alone. We have found that field involvement is a necessary ingredient in the education of teachers. We would urge longer periods of field and community work as well as practice teaching. Our experience has shown that the field work and internship programs in the ghettos are costly, however. First, only a small cadre of professors are themselves comfortable in slum areas. Most universities, therefore, are understaffed in relation to field work assignments. The student-professor ratio must be small so that the intern may be properly supervised. Often "culture shock" causes costly delays for both student and teacher. Involvement in community and family affairs is quite time consuming. A professor's teaching load must be adjusted accordingly and this is costly to the university. There is a need to involve local teachers and community leaders in this internship process, and they should be paid as "clinical assistants."

It is our recommendation, therefore, that university plans for intensifying field work and internship involvement in disadvantaged communities be funded under the Higher Education Act.

5. Should university non-degree programs to help parents in culturally deprived neighborhoods understand the problems of children and their education be funded?

There was unanimous support on the committee for developing new ways of working with parents who are anxious to have quality education for their children. Some professors would go so far as to provide financial incentive to parents who attend classes to improve their understanding of the educational process. Many successful programs have included parent involvement.

6. Should universities be funded to provide creative or innovative graduate degree programs for teachers or other school personnel who are committed to work in ghetto schools? (See Part I)