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# Silicon Valley Partnership for Recruiting and Preparing Quality Teachers For Students in High Needs Schools: "It Takes A Valley"

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**San José State University**  
**Title II Teacher Recruitment Project**

Silicon Valley Partnership for Recruiting and Preparing Quality Teachers  
For Students in High Need Schools

*“It Takes A Valley”*

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Silicon Valley Partnership for Recruiting and Preparing Quality Teachers  
For Students in High Needs Schools  
“It Takes A Valley”

Abstract

The old African proverb, “It takes a village to raise a child” seemed apropos as the team members discussed our shared commitment to recruiting and retaining quality teachers for our children. However, we are not a village, we are the Silicon Valley hence, “It takes a valley” to raise the teachers, specifically prepared for the children in our valley who are struggling in high need schools.

It is somewhat surprising to note the drastic need amidst the assumed plenty in the computer rich Silicon Valley. We have difficulty recruiting quality teachers in this environment where high paying jobs in industry attract people away from the teaching profession, and where the highest cost of living in the country lures people to seek out the highest paying jobs. And the retention rate in high need schools is appalling, each year over half of the teachers in high need schools leave either for “an easier assignment” or for a new profession. Why do they leave? Research suggests that they leave primarily because they are overwhelmed by the conditions of the schools and the needs of the children.

Our challenge is comprehensive. We must recruit quality candidates and provide them with the support, skills, knowledge and experiences required for them to be successful teachers.

This project established a teacher recruitment and retention program based on the theoretical constructs of experiential learning. In order to prepare candidates for the real conditions they will encounter when they begin to teach, the candidates will be provided with four guided service learning practicum in three settings. The first and fourth semesters of the program students will complete their service learning practicum in one of the partner high need schools. Here they will serve with mentor teachers while they learn about the culture of the school, the neighborhoods where the children live, and the most appropriate, effective teaching/learning strategies. The second setting is designed to broaden the candidates’ understanding of the children’s families. Students will be placed with social service agencies where, under the guidance of a social worker, they will serve while they learn about the families and the most appropriate methods for developing the rapport necessary for promoting the parent-professional partnerships so essential for successful schools. The third setting is designed to provide the candidate with a window on the world of work for which they are preparing their students. Candidates will serve in Silicon Valley business and industry. Guided by their corporate mentor, the candidates will be exposed to the skills and knowledge required for success in the corporate world.

Upon completion of the four semesters, students will earn the BA degree and enter the Internship Credential Program where they will teach in high needs schools.

### Service Learning Clinical Practicum: In the School

**Curriculum:** It Takes A Valley coordinators meet with the teachers (Faculty Associates) as a group prior to the start of the clinical practicum in the school. This meeting is used to provide the teachers with an overview of the goals and philosophy of the project. Teachers are provided with a set of evaluative questions that provide a focus for important experiential expectations for the students in the clinical practicum in the school. One of the important goals of the semester in the school is to provide the Valley Project students with an opportunity to observe and practice instructional strategies that are effective in high needs schools. Some of the instructional elements/techniques the teacher shares with the student are:

- Experiences in 1-on-1 or small group instruction
- Presenting a lesson to a small group or the entire class
- Planning a lesson for the entire class or for a particular child
- Grading assignments, and discussing the assignment as it is returned
- Managing classroom behavior for the whole class or for one or two disruptive children
- Communication/reflective time for the student with the teacher when children are not present

The Valley Project SLCP at the school has a second, very important element that the participating teachers helped to design and also help facilitate. This activity is called "The Culture of the School: Beyond the Classroom". The culture of the school reaches far beyond the classroom. In order to appreciate the complexities of the culture, the SLCP in a high needs school includes opportunities for students to explore those aspects of the culture which involve the teacher in collaboration with colleagues, with other school professionals, and with families and other members of the community. Each Valley student plans and implements all of the following experiences during the course of the semester:

#### Before/After School Hours:

- Attend a faculty meeting
- Observe a parent conference
- Attend a school board meeting
- Attend a faculty development activity
- Attend a school-wide parent night
- Observe in the school main office

#### During School Hours:

- Observe in a least two other classrooms on the school site
- Shadow and interview the school principal
- Shadow and interview a special educator on the school site
- Interview the school librarian

The It Takes A Valley students are required to spend 4 hours per week in the classroom, and the Beyond the Classroom activities require an average of an additional 2 hours each week.

**Service:** The SLCP in the school is a service-focused activity, one which provides benefits in three directions: The Valley student has the opportunity for hands-on experience - practice as learning. The teacher benefits from the presence of those same "hands" helping in the classroom, and because this is a high needs school, both the teacher and the principal appreciate the value of the student's service. The children, especially the at-risk students, are provided with extra assistance which may help them catch up with the group.

The "Beyond the Classroom" requirement for the Valley students is the area where students are able to have experiences which give them direct access to the community - the school community and the community beyond the school campus. They become acquainted with other teachers in a faculty meeting, are able to observe a teacher and parent working together to help educate a child in a parent conference, and participation in a school-wide parent night allows them further opportunities for connecting with the community, providing a deeper understanding of the pedagogy of service-learning as it applies to teaching.

**Reflection:** The bi-weekly student seminar provides members of the Valley cohort with a networking community with whom to share and compare their experiences in the school. The seminar, led by a project director, also sets aside a regular time and place for sharing the journal requirement for the project. The journal component facilitates the development of self knowledge and growth for each participant and provides a regular opportunity for the project director to make pedagogical connections to those experiences for the students.

## Monitoring Field Based Learning with Six Kinds of Observations and Journal Entry Questions\*

### 1. Experiencing as an active participant or observer

#### Concrete Observations:

What did you observe in this experience?

What were key events or features of experience?

What did you observe about your behavior & actions? And or of others?

### 2. Reflecting Personally on Experience

#### Personal Observations:

How does this experience affect your own values?

What emotions or thoughts does the experience trigger in you?

How does this experience reveal your attitudes, biases or preferences?

### 3. Relating Experience to Relevant Knowledge

#### Connecting to Studies Observations:

What course work or reading have you done that is relevant to this experience?

What principles, concepts, theories, skills or information have you learned which relate to this experience?

How does this experience contradict or challenge your academic knowledge?

### 4. Examining Points of Dissonance in the Experience

#### Recognizing Inconsistency or Discomfort Observations:

What, if anything, causes you to feel discomfort in this experience?

What conflicting thoughts and feelings do you have about this experience?

What disagreement is there between what you think you "should" feel or think and what you do feel or think?

Can this point of dissonance be reconciled? If so, how? If not, why not?

### 5. Articulating Learning from Experience

#### Learning Observations:

What are the major lessons you learned from this experience?

What did you learn about yourself? About others? About your world?

What skills did you acquire?

### 6. Applying Experience to Future Learning

#### Application Observations:

What gaps do you recognize in your knowledge and/or skills related to this experience?

How should you proceed in your learning to possibly fill those gaps?

How might you modify your own approach, methods or behavior as you encounter similar experiences in the future?

\* The headings and the questions have been adapted from The Integrative Processing Model to enhance student learning in experiential education developed by Pamela M. Kiser, MSW, ACSW, CCSW, Associate Professor, Human Services of Elon College, NC

## Service-Learning Clinical Practicum: Social Services

**The instructional objectives of this practicum are three-fold:**

- to give future teachers a clearer sense of the range of issues and problems that may be at play in the families of the children in their classroom,
- to enable future teachers to recognize signs of these sorts of difficulties in the everyday behavior of the children in their classroom,
- to acquaint future teachers with the range of services available to the children in their classrooms and their families.

### **Practicum Requirements:**

Future teachers participate in four family social service programs and two specialized trainings over the course of their semester-long practicum. They maintain a structured reflective journal throughout the practicum, and meet regularly in with one another and with the practicum coordinator.

- (1) *"Kids Are Special" program.* An 8-week (school-based) or 10-week (community-based) intervention program for children/ adolescents/ family members dealing with issues of parental substance abuse. Future teachers complete in a three-day training and then serve as co-leaders of a group of 8-12 group participants.
- (2) *"Level of Care" assessments.* Future teachers participate in comprehensive evaluation sessions of clients (children and their families) referred for social services. Preparation includes a 4-hour training is assessment and strengths-based models of intervention.
- (3) *"Crisis Ride-Alongs".* Future teachers accompany a crisis team, as they respond to calls from the field, usually to a school or home setting where a child is engaging in behavior which threatens their own or others' safety. Preparation includes a two-hour training in crisis management.
- (4) *"Uplift" activities.* Future teachers attend afternoon and evening social or educational activities designed for children and adolescents receiving family social services.
- (5) *Fatal Alcohol Syndrome training.* Future teachers receive specialized training in recognizing the signs and effects of prenatal exposure to alcohol.
- (6) *Violence Prevention training.* Future teachers receive specialized training in the principles of primary prevention, in recognizing the risk-factors and signs of abuse in school-age children, and in knowing what to do if they suspect a child might be the victim of abuse.

## Service Learning Clinical Practicum: Business - Industry - Community

This practicum is designed to provide future teachers with an array of experiences that will enable them to reflect on the critical links between the world of work and the world of school and between resources within the community and their role as a teacher. "Valley" students participate in a series of activities that will provide them with:

- (1) an understanding of the roles and responsibilities of individuals who work in the corporate world and the skills and knowledge required to be successful employees;
- (2) "hands-on" training in infusing technology into the high needs classroom;
- (3) knowledge of community resources for teachers in high needs schools; and
- (4) opportunities to reflect on how they might use the knowledge and insights gained from this practicum as they plan and implement K-8 classroom curricula.

### Practicum Requirements:

#### 1. Global Connections Training

A two-day workshop that introduces K-12 teachers to features, functions and applications of the Internet. Participants will (a) learn and practice the basics of using the Internet in a classroom setting; (b) explore on-line examples of lesson plans that make effective use of the Internet; (c) develop their own lesson plans that integrate one or more features of the Internet into student-centered learning activities; (d) learn how to build a web-site; and (e) explore various web-based methods of communication and disseminating information.

#### 2. Industry Initiatives for Science and Math Education -- Future Connections

Full day visit to a Silicon Valley high-tech company, where students are provided with (a) an overview of the company, the products and services it offers, and the skills, knowledge and training successful employees will need; (b) an in depth tour of the company; (c) an opportunity to talk with and shadow personnel from the company; and (d) a workshop to help students apply their insights and knowledge into practice in K-12 curriculum and instruction.

#### 3. Resource Area for Teachers

A full day visit to RAFT. Students will (a) tour the facility; (b) participate in a workshop on taking advantage of this valuable resource, finding gems for use in their classrooms; (c) serve as volunteers, doing the "in-take" of newly arrived materials. To cap the day off, they will have the opportunity to "shop 'til they drop".

#### 4. San José Children's Discovery Museum

A full day visit to the museum. Museum education outreach staff will provide a guided tour of the facility, explain and discuss the ways in which the facility can be used as a resource for K-12 teachers. Then, students will plan their own instructional activities.

#### 5. Demonstration Day

Students present/demonstrate a lesson based on the knowledge and insights they have gained throughout the practicum. Student's materials and ideas will be assembled in portfolios to be shared with the cohort of "Valley" future teachers.

## **Global Connections** ***Making the Most of the Internet in Your Classroom***

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### **Course Description and Sample Agenda**

*Global Connections: Making the Most of the Internet in Your Classroom* is an interactive, leader-led workshop that introduces K-12 teachers to features and functions of the Internet and ways of using these with their students. Combining individual and small-group work with discussion and demonstration, the workshop provides hands-on practice within the context of sample learning activities. These activities exemplify effective classroom use in a student-centered learning environment.

The course comprises three components: an initial, six-hour workshop introducing participants to the course's core curriculum; a full-day follow-up session; and an interactive, password-protected Web site providing a forum for ongoing information exchange, communication and collaboration.

The course content can be customized to accommodate a variety of training situations and levels of participant expertise. In a typical first session, participants:

- learn basic facts about the Internet: what it is, how it came into being, and how it works;
- become familiar with and practice the skills needed to search, navigate, and manage the Internet in a classroom setting;
- engage in hands-on explorations of the World Wide Web;
- explore online examples of lesson plans that make effective use of the Internet in student-centered learning activities;
- investigate such issues as evaluating information from the Internet, citing Internet sources, and developing an Acceptable Use Policy; and
- **develop their own lesson plans that integrate one or more features of the Internet into student-centered learning activities and can be implemented immediately in their own classrooms.**

During the follow-up session, participants:

- learn how to build and publish a Web site;
- explore Web-conferencing tools, Telnet, FTP, newsgroups, and listservs;
- collaborate with other participants, discuss Internet philosophy, and learn train-the-trainer strategies to take back to their school or district.

**Time also is set aside during this second session for individual and/or group consulting and coaching on the Internet-rich lesson plans participants created during the first session.**

Upon completion of the course, participants may apply for one continuing education unit (CEU) as the Stanford University Continuing Studies Program accredits the course.

To begin the scheduling process, contact Barbara Clinton, the Global Connections Coordinator  
(510) 549-3500 - [gadmin@pccinc.org](mailto:gadmin@pccinc.org)



Industry Initiatives for Science and Math Education

Summer Fellowship Program

One day industry field trips for teachers

Future Connections

- [NEW Spring Field Trip Schedule](#)
- [Sign-up Form](#)
- [How Your Company Can Host A Future Connections Day](#)
- [Feedback](#)
- [Alignment with National Standards 1998-1999](#)
- [Contributors](#)



Principal For A Day

SWEPT Network

IISME Staff

IISME Board of Directors

Links to Education Resources

**What is Future Connections?**

Future Connections coordinates industry-based professional development days for educators to a wide variety of companies in Silicon Valley and the greater San Francisco Bay Area.

Educators, come and get a first hand look at the high performance, high-tech companies of Silicon Valley and the San Francisco Bay Area. Learn how the skills you are teaching your students today apply to the careers of the 21st century. These visits are being arranged by IISME-Future Connections, a nonprofit education program.

Your school or district may or may not have prepaid for these visits. Please call Future Connections @ (408) 616-7703 for more information.

Groups of 10-25 teachers, counselors, administrators, and others participate in a structured day.

**Each industry visit will include:**

- An overview of the company's products and services

- A tour of the industry site
- Exciting two hours of one-on-one job shadowing matched to your interest
- Lunch discussion/Q&A on hiring practices, education, and skills for job success
- A workshop to help implement knowledge into practice in curriculum and instruction

**Who should attend:**

- Teachers involved in school-to-career programs or who are working at their school site to develop STC pathways are encouraged to attend.
- All other educators including teachers, counselors, career specialists, and administrators are invited to participate.

**Additional Information:**

- Future Connections is not responsible for release time or substitutes.
- Sign-ups are on a first come, first served basis. Sign up early, spaces fill fast!
- If you do not have a sign up form, call Future Connections at (408) 616-7703 to get one.

Questions? Please call Future Connections at (408) 616-7703 or (408) 562-9060.

If your company might be interested in hosting a teacher professional development day, see [How Your Company Can Host a Future Connections Day](#).

Educators interested in participating should see the [Field Trip Schedule and Sign Up Form](#).

## Overview:

Children are our most important community resource. They literally hold our future in their hands. Our children need to become life-long learners. We must do all in our power to engage them in learning, making it interactive and memorable.

RAFT helps achieve this goal by providing exciting and unique hands-on materials to classroom teachers and community groups. RAFT offers workshops and ideas to our members which support creative teaching, especially in the areas of science, math, and art.

## How it Works:

RAFT collects a wide range of surplus or unneeded materials from hundreds of local businesses. These items range from computers to cardboard tubes. Each weekday an army of volunteers, including adults with disabilities, help RAFT sort, prepare and stock the shelves with the incoming materials.

Through interactive displays and hands-on workshops, RAFT transforms the ways teachers view the materials. Our members learn to see cardboard tubes as musical instruments, or as spectrosopes or kaleidoscopes. College credit for these workshops is available through San Jose State University.

Each workshop costs \$20 for members and includes a class set of materials when ever possible. Please ask for a workshop schedule.

## Background:

RAFT is presently five years old, and has recently purchased its own facility in San Jose. Over the past five years we have grown to serve over 3000 members, reaching about 500,000 children in our community each year.

## How Can I Become a Member?

You need only show proof of affiliation with a school, non-profit community program, or licensed child care facility when you come to RAFT for the first time on a Sale Day. (See schedule on back page.) Membership costs \$35 for a full year. Children under 12 are not allowed in our warehouse for safety reasons.

We suggest that on your first visit you come in and explore, and see for yourself the wide variety of treasures available. No payment is made until the end of your visit. During your visit you can decide if you would like to become a member. If you would prefer that this visit be your "one and only" you will be charged only \$5 for the day. There are shopping areas designated for "Members Only", so you will need to avoid selecting those items if you do not plan to become a member.

If you wish to become a member you will pay \$35 as you leave. We will make you a membership card which you pick up at your next visit. RAFT does not mail your card to you.

Make sure you check out the work room which is adjacent to the office area, and has a die cut machine, laminator, book binding machine, and paper cutters for use by members six days a week, from 8:30 a.m. to 4:00p.m.(Mon.-Sat.)

## The RAFT Shopping Experience:

RAFT staff and volunteers strive to make your visit a most pleasant experience. Saturdays is *always* be the most rewarding day to visit RAFT as our shelves are newly stocked, and the place is full of activity, demonstrations, and more! However RAFT will be open for your shopping convenience every weekday from 8:30 a.m. to 4:00 p.m.

The warehouse is divided into different price-areas as follows:

- The \$1 area (\$1 to fill a grocery bag).
- The \$5 area (\$5 to fill a grocery bag).
- The \$10 area (\$10 to fill a grocery bag). Members Only.
- The "Hot Items"area: there will be limits. Members Only.
- Pre-priced area: items have an individual price tag.
- Bulk: large items or items are sold by the caseload. (Shopping carts ARE permitted here.)
- CTC: Computers-To-Classrooms: This area provides clean, working computers to K-12 schools. To access this area, you will require an additional level of membership. See RAFT staff for details.

When shopping in the "by the bag" areas, a partial bag may be purchased for a partial price.

Have fun, and come back!



EMQ

Children & Family Services

## **EMQ-KIDS ARE SPECIAL ELEMENTARY SCHOOL BASED PROGRAMS**

We offer a variety of services to meet the individual needs of each school. Listed below are some of the services we can offer at your school site:

### **KAS prevention / education groups (8-week cycle)**

- Weekly groups emphasizing increased awareness about drug and alcohol use, and its impact on the family
- Violence prevention and education programs to teach students anger management and problem solving skills
- Groups helping to develop healthy peer and family relationships

### **Inner Resource Classroom Presentations**

- Programs designed to support teachers and help students develop social and behavioral skills-linked to improving academic performance

### **Parent / Caregiver Education**

- Provided through workshops, classes, and groups

### **Teacher and Staff Education**

- Provided through consultation and training on needed topics such as; working with fetal alcohol and drug exposed children, understanding and identifying the effects of chemical dependency on the student, and working effectively with special need students

Services available in Spanish and other Languages

**For additional information please call Kids Are Special @  
408.364.4133**





**EMQ**

*Children & Family Services*

## **EMQ-KIDS ARE SPECIAL HIGH RISK ADOLESCENT PROGRAMS (Hi-RAP)**

We offer a variety of services to meet the individual needs of high risk students. The Hi-RAP program is designed to help high risk students at middle and high schools in Santa Clara County. Services offered to students and / or families include:

- Intake assessments of students to identify individual needs.
- Drop-in counseling services
- KAS Hi-RAP prevention / education groups (8-week cycles) focus groups include:
  - Awareness about drug and alcohol use impact on the family
  - Drug and alcohol intervention groups
  - Anger management and problem solving skills
  - Healthy peer and family relationships
- Classroom Presentations on current trends and issues facing students and their families
- Programs designed to support teachers and help students develop social and behavioral skills-linked to improving academic performance
- Teacher and Staff Education provided through consultation and training on needed topics such as; working with fetal alcohol and drug exposed children, understanding and identifying the effects of chemical dependency on the student, and working effectively with special need students
- Crisis and suicide intervention services to students
- Consultation and referral services provided to students, parents and staff

**For questions or additional information please call Kids Are Special @  
408.364.4133**

