Minneapolis Recruiter Wants Teachers

MINNEAPOLIS, Minn. — Dr. Joyce T. Jackson, assistant director for personnel of the Minneapolis Public Schools, has been an active recruiter this year on many campuses served by the AFRO-AMERICAN Newspapers.

Presently, she or a staff member have visited more than 40 colleges and universities in the U.S.A. having a student body of more than 50 per cent minority students.

They are searching for interested teaching candidates who would like to begin or continue their professional careers in the Minneapolis Public Schools.

A graduate of Southern Illinois University, at Carbondale, she received her Ph.D. from the University of Minnesota. Recognized as a leading educator, she is listed in "Who's Who of American Women" among many other honors.

Dr. Jackson is top administrator who has employed hundreds of teachers.

Here are some comments on the questions, "Why I chose the Minneapolis Public Schools," and "What I like about the city."

Miss Irece D. Cornish, a recent graduate from Arkansas A.M. and N. College, College Heights, Arkansas, teaches English at South High School, says,

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"While working at A.M. and N. College, after graduation, I decided that it was time that I discovered what the 'rest of the world' was like. Minneapolis seemed just the place to experiment with a different life style from Arkansas.

"The city has a cultural richness that gives me the opportunity to enjoy any and every aspect of the arts.

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"Because of these factors, I would encourage any individual to begin his adventure in Minneapolis."

The second statement is by Mrs. Bertha Vining Montgomery, a 1968 graduate of Spelman College, Atlanta, who teaches home economics at Lincoln Junior High School.

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"Despite the long, cold winters and the short summers, Minneapolis is a progressive and beautiful city. There are enough 'happenings' for each individual 'to do his own thing.'

"However, I'm pleased with my choice. I like the system because it's progressive and most of the people in it are not reluctant to change."

Willie C. Owens, 1968 graduate of Southern University, Baton Rouge, La., teaches physical education and health as well as serving as head track coach at South High School.

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His wife, Barbara Lewis Owens, a graduate of Tennessee State, Nashville, Tenn., teaches fourth grade at Mann Elementary School in Minneapolis.

Mr. Owens said,

"I chose the Minneapolis Public School System because the opportunities were better for me to express myself through teaching.

"I like the City of Minneapolis because of its beautiful scenery both in winter and spring; and the organized sports at a wide range age level."

Miss Naomi Wells is currently counseling as an intern at Ramsey Junior High School.

She graduated from Alcorn A. and M. College, Lorman, Miss. and is completing her graduate work at the University of Wisconsin, in Madison.

"Minneapolis public schools was my choice for counselor internship because I felt that exposure to its acclaimed educational system would provide many opportunities for my professional growth.

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"I had hoped to participate in its innovative and traditional programs in an effort to gain insights into the structure, planning and implementation of such programs.

• • •

"The city of Minneapolis with its parks and lakes is beautiful. Whatever your liking, be it sports events, roadshows, concerts, motion pictures, fine dining places, night clubs or plays I find them easily accessible and always memorable."

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What kind of teacher do we want? — — —

— One Wilmington elementary teacher has recently published a book on family life and sex education.

— A kindergarten teacher here sends a weekly newsletter to parents outlining the work to be covered in class, the educational goals of the work, the classroom activities used to accomplish the goals, and suggestions for home based activities to supplement the school work.

— Several high school and middle school teachers devoted countless hours of their summer vacation to the development of an orientation workshop for new teachers.

— One of our teachers has been awarded a federal grant for innovative programming for her proposal to incorporate filmmaking in an elementary curriculum. Five other locally developed proposals were sent in.

The young people of Wilmington need teachers like these. If you find the examples stimulating; if you are committed to changing models grown useless from being overused and underexamined; then the Wilmington Public Schools is the place for you.

TEACH IN WILMINGTON!

For APPLICATION FORMS and Further Information, Contact:

Director of Personnel
Wilmington Public Schools
P. O. Box 869
Wilmington, Delaware
19899

Teach in Baltimore . . .

Help the BTU fight for quality education and equality of educational opportunities for all.

BTU IS THE SOLE REPRESENTATIVE OF ALL TEACHERS IN THE BALTIMORE PUBLIC SCHOOL SYSTEM.

BTU Action Gets Things Done!

I. BTU HAS NEGOTIATED THE FOLLOWING:

- ★ Highest starting salary in Maryland - $7,500 (As of September 1970)
- ★ Cost-of-living escalator
- ★ Longevity pay
- ★ Duty-free lunch
- ★ Severance pay
- ★ Relief from non-teaching duties
- ★ Paraprofessional program
- ★ Ex-Curricular activity pay
- ★ Elimination of NTE (National Teachers Examination)
- ★ Health and Welfare Fund
- ★ Grievance procedure with binding arbitration
- ★ And much more that wasn't here before.

II. THE BTU IS NOW NEGOTIATING THE FOLLOWING:

A. POLICY ON INTEGRATION OF SCHOOL, STAFF, PUPIL AND CURRICULUM

1. We demand that for the school year 197071, no white teacher new to the Baltimore School System be assigned to a school where the majority of the faculty is white and no Negro teacher new to the Baltimore Public School System be assigned to a school where the majority is all Negro until all the teaching positions in majority white schools are filled or until an effective racial balance in faculties is achieved.
2. We demand the development of an effective curriculum incorporating the historically accurate role of the Negro in American and World History.
   Fifteen years after the de-segregation of the Baltimore City Public Schools there still remains a disturbing absence of a unified and coordinated program of study in United States History which treats the experience of black Americans in an intelligent and factual manner. This situation poses a serious threat to the intellectual honesty and objectivity in the teaching of Social Studies in the Baltimore City Public Schools.
3. The immediate formation of a "History Writer's Council" for the purpose of completely revising the current courses of study in the Social Science. The Council should be composed of individuals of demonstrated competence, teaching experience in black history, and a broad understanding of the main threads of American History. We believe that this Council should not be within the parameter of the Baltimore City Schools Curriculum Development Division. The Council should report directly to the Superintendent of Public Instruction, Dr. Thomas D. Sheldon. We propose that the membership on the Council be limited to nine persons.
4. The BTU demands that a workshop dealing with the cultural and emotional problems of the various racial groups found in the school population be established immediately so as to aid in fostering better positive integration.
5. The BTU demands the creation of an impartial agency to hear complaints of parents, pupils, and others, who have no mechanism to lodge complaints except through officialdom.

B. POLICY ON EVALUATION OF TEACHERS

1. Classroom teachers will only be evaluated by themselves and the principal.
2. The supervisory staff is a supportive service for the training and retraining of teachers. Therefore, it shall be the responsibility of the supervisory staff to aid the teacher in determining his needs as a professional classroom teacher, and preparing them for a self-evaluation as well as an annual cooperative evaluation by the teacher and principal.
3. Each classroom teacher shall use the following criteria when evaluating his own teaching performance.
   a. Professional attitude
   b. Daily and long term preparation for work
   c. Command of subject matter
   d. Working relationships with parents
   e. Working relationships with pupils
   f. Working relationships with professional personnel
   g. Use of appropriate content, materials, and procedures
   h. Adjustment of program to individual and group needs
   i. Development of pupils' work and study habits
   j. Effectiveness of instruction
   k. Attention to clerical and routine responsibilities
4. Self-evaluation by elected teachers shall occur once at the end of the second semester and shall be done cooperatively with the principal.
5. Self-evaluation by provisional and probationary teachers shall occur once at the end of the first semester and a copy of his evaluation shall be submitted to the principal and the Department of Personnel. At this time the principal shall also evaluate each provisional and probationary teacher. At the end of the second semester self-evaluation by provisional and probationary teachers shall be done cooperatively with the principal.
6. A committee comprised of the Union and supervisory staff shall appraise all evaluations annually and thus develop an In-Service Program based on the needs of the teacher in various subjects and grade levels.

C. POLICY ON PROMOTIONS

1. The promotional policies of Baltimore City rest on the following principles:
   a. The procedure used must be firm, fair, and equitable.
   b. The procedure must be free from religious, political, or racial bias.
   c. The procedure must be clear, consistent, and understandable to all staff members.
2. The selection process shall consist of three parts.
   a. A one year In-Service Training Program in urban education for all teachers interested in administrative positions with five years of satisfactory service. (A committee comprised of the Union and supervisory staff will structure the In-Service Program).
   b. An examination in urban administration structured and administered by the Princeton Testing Service.
   c. Rating of credentials shall be my a committee comprised of the Union and supervisory staff.
3. Guidelines to be used in screening candidates for promotional assignments.
   a. Teachers interested in promotions shall apply for admission to the In-Service Training Program.
   b. Application shall be acknowledged by personnel.
   c. Application and credentials are reviewed by a committee comprised of the Union and Department of Personnel.
4. Those who meet the following requirements shall be invited to participate.
   a. Eligibility
      (1) Five years of satisfactory service
   b. Training
      (1) Approved graduate study. Preferably a Master's Degree or equivalent
5. The examination shall be given by the Princeton Testing Service
6. The administration shall use the following criteria in the order in which they are ranked below in selecting teachers.
   a. In-Service Training workshop - 50%
   b. Professional experience - 30%
   c. Professional training - 20%
   d. There shall be an annual eligibility list ranked by scoring the above criteria.
   e. Individuals shall be selected in rank order
   f. A separate promotional list shall be established for each job description
   g. A passed over teacher may file a grievance against the administration