

Quality Public Education Component Evidence for A Local Study by the League of Women Voters of Henderson County

Disclaimer: Below is the evidence for each component that our Quality Public Education Study Team culled in 15 months of our research and study. We know these are not all inclusive, and there are many other examples of recent and important research to back up these findings; these are just a few links and sites that we found that gave good background information on each component. Websites don't always work forever, so a few of these sites may no longer be available when you try.

Defining 25 Components of a Quality Public Education

Below are links to evidence about the 25 Quality Public Education Components for League members to read and study in order to be informed when making decisions at our Consensus General Meeting at the Chamber on March 17th. *Note that many links will open directly when clicked. If a link doesn't open when clicked, you may need to copy the complete link and paste it into your browser's address bar, or very carefully type the link address into your browser's address bar. Also note that PDFs (link address ends with .pdf) may download to your computer but might not open automatically, depending on your own system and browser configuration.*

1. Testing is used to foster student learning.

<http://www.ascd.org/publications/educational-leadership/mar99/vol56/num06/Why-Standardized-Tests-Don't-Measure-Educational-Quality.aspx>

<http://www.edweek.org/ew/articles/2011/05/26/33academy.h30.html>

(Click link above or Copy and Paste the following into your search engine)

Sarah D. Sparks, "Panel Finds Few Learning Gains from Testing Movement," *Education Week*, May 26, 2011

<http://www.usnews.com/opinion/articles/2013/04/11/why-excessive-standardized-testing-is-causing-american-schools-to-fail>

2. There is a maximum student/teacher ratio for all grades and/or subjects.

<http://www.greatschools.org/gk/articles/class-size/>

<http://ecs.force.com/mbdata/mbquestRT?rep=Kq1411> North Carolina no longer has a student-teacher ratio except for first grade.

3. Early childhood development programs are fully funded for all children who qualify under state guidelines.

<http://www.nybooks.com/blogs/nyrblog/2014/jun/26/inequality-begins-at-birth/>

<http://www.parents.com/toddlers-preschoolers/starting-preschool/curriculum/why-preschool-matters/>

<http://www.nybooks.com/blogs/nyrblog/2015/may/08/child-poverty-case-for-cash-allowances/>

<http://www.childcareservices.org/about-us/>

<http://www.childcareservices.org/ps/teach-nc/>

http://ncchildcare.nc.gov/pdf_forms/NCPre-K_WhatsNew.pdf

http://ncchildcare.nc.gov/general/mb_headstart.asp

<http://www.ascd.org/publications/educational-leadership/apr03/vol60/num07/Preschool@-The-Most-Important-Grade.aspx>

<http://www.childcareservices.org/ps/health-insurance-program/>

4. There is a district homework policy for K-5 students based on best practice studies and input from parents and teachers.

<http://www.nea.org/tools/16938.htm>

Time magazine article:

http://www.lwvhenc.org/PDFs/Buckingham_Time.pdf

5. Certified educators, equipped with sufficient resources, teach students and are supported by assistants when needed.

<http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/How-good-are-your-teachers-Trying-to-define-teacher-quality/Does-highly-qualified-mean-highly-effective.html>

<http://www.newsobserver.com/news/politics-government/politics-columns-blogs/rob-christensen/article28035853.html>

6. As often as possible, local history and the local natural environment, including field study opportunities, are used for lessons based on state standards.

<http://www.blueridgenow.com/article/20151116/NEWS/151119878/0/search>

(If above link doesn't work, go to BlueRidgeNow.com then cut and paste: "Students Learn Hands-on Science at DuPont" into the search box.)

<http://teachinghistory.org/teaching-materials/ask-a-master-teacher/25208>

<http://www.ascd.org/publications/educational-leadership/feb94/vol51/num05/Student-Curators@-Becoming-Lifelong-Learners.aspx>

7. Teachers and administrators have a say in deciding when best to introduce curriculum material based on best practices for age-appropriate material.

<http://www.project2061.org/publications/sfaa/online/chap13.htm>

http://www.ascd.org/ASCD/pdf/journals/jcs/jcs_1986winter_kimpston.pdf

<http://work.chron.com/role-teachers-curriculum-process-5344.html>

8. Students in grades K – 12 participate in a civics unit every year leading up to the November election, including a mock election process, using vocabulary needed to understand the U.S. democratic process of government appropriate for their grade level.

iCivics Sandra Day O’Conner: <https://www.icivics.org/our-story>

The Richard Dreyfuss Initiative: <http://www.thedreyfussinitiative.org/>

9. Students in grades 4 – 12 participate in some form of elected student government for their schools.

<https://www.nasc.us/student-projects-database/home?SSO=true>

<http://www.ncleg.net/Sessions/2011/Bills/House/PDF/H588v6.pdf>

If clicking on the above link doesn’t work, copy and paste the text below into your search engine:

GENERAL ASSEMBLY OF NORTH CAROLINA SESSION 2011 SESSION LAW 2011-273 HOUSE BILL 588: AN ACT TO ENACT THE FOUNDING PRINCIPLES ACT. *H588-v-3*

<http://www.naesp.org/naesp-foundation/student-leadership>

10. Students in grades 6 – 12 are instructed to identify their local, state, and federal representatives. The North Carolina Social Studies Essential Standards in Civics & Government

http://www.dirksencenter.org/print_expert_studentknow.htm

<http://tinyurl.com/zwyck8q>

Click on the above link. If it doesn’t work, the very long, complete link address is:

https://books.google.com/books?id=idpWfxPf-skC&pg=PA138&lpg=PA138&dq=students+should+be+able+to+identify+their+elected+representatives&source=bl&ots=z83_8lktUw&sig=vNKquwiR5cSSCATtjX989VB9R6c&hl=en&sa=X&ved=0ahUKEwjni6fvj-HKAhWK5CYKHcGiBwEQ6AEIQDAF#v=onepage&q=students%20should%20be%20able%20to%20identify%20their%20elected%20representatives&f=false

11. All students in grades K-12 are regularly instructed by certified teachers in the visual and performing arts and by classroom teachers who have sufficient resources and classroom space for meaningful learning.

National Center for Education Statistics: Arts Education in Public Elementary and Secondary Schools: 1999-2000 and 2009-10

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014rev>

Edutopia *March 7, 2015 Why Arts Education Is Crucial, and Who's Doing It Best*

Art and music are key to student development.

<http://www.edutopia.org/arts-music-curriculum-child-development>

National Education Association: State of the Arts

<http://www.nea.org/home/10630.htm>

In March 2015, there was no state requirement that a student pass one arts course in grades 6 – 12. Representative Becky Carney from Mecklenburg County has been pushing for an arts class requirement for 5 years. There was a bill in the House again making its way thru 2015, but there was opposition.

12. Students in grades K-12 have daily physical education classes instructed by certified teachers in physical education and by classroom teachers who have sufficient resources and appropriate indoor and outdoor physical activity areas for meaningful physical exercise.

http://usatoday30.usatoday.com/news/education/2010-04-14-letsmoveinschool15_ST_N.htm

(Click on. If an advertisement makes it impossible for you to read this article on screen, print it. Takes a long time to come up)

<http://www.sparkpe.org/physical-education-resources/academics-physical-activity/>

Address to Henderson County School Board by HCSB Member Rick Wood about the need for more physical activity for students

As school systems search to find cuts in their budgets, some have chosen to make cuts in their arts programs, their physical education programs and in their extracurricular opportunities. I hope we don't decide to go down that road as we face cuts next year. In fact, if anything, I think we should expand our physical education program. With an epidemic of childhood obesity facing us, and our military having trouble finding enough recruits that can pass their fitness standards, we should look at ways that we can improve our physical education programs. I believe we should have more required classes in our high schools. Currently we only have one required class, and that is our ninth graders have to pass a combined Health and Physical Education Class. That means they only meet for their Physical Education Class half the time. And our elective high school classes need to be more vigorous, with less walking around the track and dodge ball games. Our elementary physical education teachers only get to have their students two or three days a week at most schools. Studies have shown that schools that have a vigorous physical education program actually do better in their other classes and better on their end of year tests. So I hope we will look for ways to strengthen our physical education program not weaken it.

During the November 2014 General Election, there were mock elections held in most HC schools by *Kids Voting for Democracy*. One of the issue questions that over 3000 middle and high students voted on was: "Do you believe all students should have P.E. every day?" Over 65% voted "Yes."

13. To meet the physical, social, and emotional needs of students and promote their well being, school days are organized to provide sufficient time for P.E., recesses, and lunch periods.

<http://tinyurl.com/htvjo7m>

Click on the above link. If it doesn't work, the very long, complete link address is:

http://www.brookings.edu/blogs/brookings-now/posts/2015/05/5-reasons-to-invest-in-the-social-and-emotional-development-of-students?utm_campaign=Brookings+Brief&utm_source=hs_email&utm_medium=email&utm_content=17527213&_hsenc=p2ANqtz--rYNHxvtloqmLdDyyOJpW

http://usatoday30.usatoday.com/news/education/2010-04-14-letsmoveinschool15_ST_N.htm

(May need to Copy and Paste – takes a long time to come up)

During the May 2014 Primary Election, there was a mock election held in a HC elementary public school by *Kids Voting for Democracy*, a coalition of LWV, Kids Voting, & the HC School District. One of the issue questions that over 300 students voted on was: "Should kids have recess everyday, even on P.E. days?" Over 85% voted "Yes."

14. Every school has a full-time nurse.

<https://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/ArticleId/87/Role-of-the-School-Nurse-Revised-2011>

<http://www.nasn.org/portals/0/about/fiveways.pdf>

http://www.truthaboutnursing.org/action/school_nurses.html

15. Nutritious, good tasting food, locally grown when available and selected with student input, is provided in school cafeterias. The importance of proper nutrition is incorporated into health lessons.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1551958/> (*Student input*)

<http://growing-minds.org> (Asheville students taste test local, fresh produce in schools)

<http://dcgreens.org/wp-content/uploads/2013/05/A-Guide-to-Purchasing-and-Serving-Local-Foods-in-Schools-.pdf>
(*Encourages schools to serve food that is healthy and local*)

16. Parents/guardians support and are involved in the education of their children, attend parent-teacher conferences, communicate with their children's teachers, and support their children's learning at home.

El Nokali, N. E., Bachman, H. J., & Votruba-Drzal, E. (2010). Parent involvement and children's academic and social development in elementary school. *Child Development*, 81(3), 968- 1005.

Fan, X. (2001). Parental involvement and students' academic achievement: A growth modeling analysis. *The Journal of Experimental Education*, 70(1), 27-61.

Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement: Pragmatics and issues. *Current Directions in Psychological Science*, 13(4), 161-164.

Regner, I., Lose, F., & Dumas, F. (2009). Students' perception of parental and teacher involvement: Consequences on achievement goals. *European Journal of Psychology of Education*, 24(2), 263-277.

17. Schools have a strong, participatory Parent-Teacher Association/Organization (PTA/PTO) in which parents and teachers work together to advocate for and support students.

<http://www.pta.org/advocacy/content.cfm?ItemNumber=3921&navItemNumber=3923>

http://www.ptotoday.com/?utm_source=bing&utm_medium=cpc&utm_term=parent%20teacher%20organizations&utm_content=parent_teacher_organization&utm_campaign=search_ptotoday

<http://www.pta.org/>

18. Parents are provided regular, targeted opportunities to learn how best to support their children's education.

Research Spotlight on Parental Involvement in Education: www.nea.org/tools/17360.htm

Anne T. Henderson and Karen L. Mapp, co-authors of **Beyond the Bake Sale: The Essential Guide to Family-School Partnerships** (with Vivian R. Johnson and Don Davies) **(Cut and Paste into search engine)**

19. STEM (Science, Technology, Engineering, and Mathematics)* is incorporated in the curricula of elementary, middle and high school course material. *(STEM is a specific program designed for a specific purpose—to integrate and apply knowledge of math and science in order to create technologies and solutions for real-world problems, using an engineering design approach.)

<http://www.stemedcoalition.org/media-center/> (lots of resources at this overall site; hundreds of articles cited here to lead readers to info on STEM and support of it)

STEM education plays a critical role in U.S. competitiveness and future economic prosperity. <http://www.stemedcoalition.org/>

6 things you need to know about STEM.

<http://money.cnn.com/2014/09/25/smallbusiness/stem-facts/index.html>

20. Teachers are adequately trained in the use of technology devices and how to integrate technology into instruction. Each student is provided a digital device.

<http://www.gatesfoundation.org/Media-Center/Press-Releases/2011/04/Gates-Foundation-Announces-Portfolio-of-Innovative-Grants-to-Develop-New-Teaching-and-Learning-Tools-that-Support-Teachers-and-Help-Students>

<http://collegeready.gatesfoundation.org/2015/12/what-educators-want-from-digital-tools-2-0/>

21. A computer technician is responsible for a single school to help distribute, trouble-shoot, and maintain all technical equipment for faculty, staff, and students.

<http://www.iste.org/docs/excerpts/tlprep-excerpt.pdf>

<http://www.schools.pinellas.k12.fl.us/tchandbk/default.htm>

22. There are sufficient Instructional Technology Facilitators in the district to help all teachers integrate technology to enhance their lessons, meet the state and national curriculum standards, and engage students of all levels.

<http://www.iste.org/docs/excerpts/tlprep-excerpt.pdf>

<http://www.schools.pinellas.k12.fl.us/tchandbk/default.htm>

23. Driver education is provided at no cost to the students.

http://usatoday30.usatoday.com/news/nation/2009-09-28-drivers-ed_N.htm (If you can't delete advertisement, please print out.)

<http://www.dmv.org/articles/benefits-of-taking-drivers-ed/>

24. There is sufficient funding for student field study trips and extra curricular activities.

<http://www.casc.net/students-fees-for-educational-activities/>

<http://www.usnews.com/education/blogs/high-school-notes/2011/12/12/teachers-dont-overlook-value-of-field-trips>

25. Vocational and career training are available for middle and high school students.

<http://www.usnews.com/education/blogs/high-school-notes/2014/10/20/vocational-high-school-programs-an-option-for-teens>

<http://www.nationaljournal.com/next-america/education/this-isnt-your-dads-vocational-education>