

TEACHING AND LEARNING COMMITTEE
5:30-7 | March 5, 2019
Neighborhood House Charter School

Presented are minutes from the Boston Compact's Teaching and Learning Committee meeting held on March 5, 2019. For more information about any of the items listed below, visit www.BostonCompact.org or email info@BostonCompact.org.

ATTENDANCE

Members Present: **Kevin Black** (ELA Teacher, Boston Prep), **Monica Haldiman** (Principal, Sacred Heart), **Francis Pina** (Math Teacher, Charlestown High), **Katie Scorza** (Social Studies Dept. Chair, St. Joseph Prep) **Kate Scott** (Exec. Dir., Neighborhood House Charter, Committee Chair)

Members Absent: **John Braga** (Vice Principal, Mildred Ave), **Donkor Minors** (Coordinator of Targeted Programs, Office of Opportunity & Achievement Gaps, BPS), **Linda Nathan** (Executive Director, Center for Artistry and Scholarship)

Others Present: **Rachel Weinstein** (Compact staff), **Elise Swinford** (Compact staff)

ADMINISTRATIVE ACTIONS

Committee members approved the October meeting minutes.

AGENDA ITEMS

Update:

Rachel Weinstein gave updates on Compact/ Teacher Collaborative school visits focused on supporting youth off track to graduate. Updates were also provided on the Roxbury Special Education Network, fundraising efforts for a network of high schools focused on off-track youth, bus transportation (**Monica Haldiman** noted improvement in communication), and the school climate survey.

Teacher Retention & Recruitment

In response to feedback from the February 7th Boston Compact Public Engagement Session, Compact staff asked teachers to share their stories about teacher recruitment and retention. Teachers felt drawn to their current schools for a range of reasons including a sense of their fit within the culture and mission of the school, salary requirements, licensing requirements, a rigorous and engaging interview process, the desire for a cohort of teachers teaching similar content at bigger schools, the desire to meet a need in a higher need community, and the desire to be challenged.

Teachers noted the following as reasons they stayed in their current positions: the school supports their academic development and allows for flexibility in classes they teach, strong collegial relationships, work/ life balance that compensates for a comparatively lower salary, leaders who listen to teacher needs and voice, teacher colleagues who are professional and competent, having a strong mentor, and leaders who note successful teaching moments.