

Question:

Moving Gateways FTE to Title I funding:

- How will we ensure that the people in these positions are our top teachers? I believe that one reason for our success with Gateways has been the quality of the teachers.
- Who will have responsibility for designating who has that position and what kind of training will they have?
- How will we ensure that change is “institutionalized” – or at least not subject to continued advocacy to “return” these teachers to the classroom?

47 Moving the Gateways program to a Title I funded program:

The features that have made Gateways to Literacy a successful program will remain consistent even though the funding source has changed. These features include:

- a consistent job description for the Gateways position;
- the same qualifications for the Gateways position from school to school;
- interviews for each position conducted by a panel that includes a Gateways Project Teacher Leader, the Coordinator of Reading/Language Arts, the Director of Select Government Programs, and the building Principal;
- a three-week class on literacy coaching for new Gateways teachers conducted by the Gateways Teacher Leaders prior to the beginning of the school year;
- ongoing professional development for all Gateways teachers conducted by the Gateways Teacher Leaders throughout the school year;
- evaluation of the Gateways teachers jointly conducted by the Coordinator of Reading/Language Arts and the building Principal; and
- ongoing review of student achievement data.