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What's up with all this business about slamming teachers and dumping on public education? It's become a national sport to blame teachers for all the social ills in the country and to make disparaging remarks about students in public schools. Well, it is time to stop!

Our family is dedicated to public education. In fact, even after our academically-high-achieving children were offered scholarships to prestigious private schools, we refused the offers and kept our children in public schools. We have no regrets about our decision.

Recently, we attended open house at our daughter's high school. The enthusiasm among all her teachers could not be missed. Each one expressed glee about teaching their students, and several teachers spoke with pride and honor about the length of their tenure at the school. One of the youngest teachers, a math instructor, shared his academic pedigree as an undergraduate from Princeton and alumnus of the Claremont Graduate University. He even gave our daughter helpful tips about how to successfully prepare and apply to upper echelon colleges and universities.

At first I was a bit suspicious of the bubbly attitudes demonstrated by every one of the teachers. It felt like they had been instructed to impress parents and had practiced projecting positive, high energy. But, there were several reminders that what we experienced was not some fabricated display of sincere commitment to public education.

First, although the teachers expressed encouraging remarks to parents about each of their students, they also went straight to their grade books and reviewed the progress of every child. Some students were performing at or above their grade level, while others were not doing as well.

Our daughter's Spanish teacher explained it this way, "My students are doing as well as they want to do, but they don't always do as well as I want them to do." She was not discouraged or dismissive. She and her colleagues set a pace that pushes their students (our children) to achieve with high expectations of success.

Second, the teachers were in their classrooms into the evening with parents who also had come from their jobs. It made for a long day yet the teachers were still working and planning to return the next day and continue teaching our children. That is a testament of commitment which cannot be denied.

A few weeks ago I visited another public high school on the far west side of Los Angeles County with a friend who consults with classroom teachers. He invited me to observe him at work. While waiting in one teacher's office, I read the monthly schedule which indicated starting time of 7:30 every morning and ending around 4:30 in the afternoon. The schedule also included special events with students that took the teacher out of the area to participate in activities with other public schools. There was no shortage of commitment and dedication to public education among those teachers.

Third, and, perhaps, the most important element to assess the effectiveness of teachers, our daughter was beaming with excitement about her school and what she is learning. That was further evidence and the bottom line something very good is happening in public schools. She and her teachers are connecting to assure her academic success.

All of this could be reduced to an exceptional experience outside the norm. However, our children have attended public schools in several cities. Our observations now are consistent with what we witnessed in their other public schools.

Teachers in public schools deserve better depictions than what is usually projected by politicians and pundits. Public education needs more support without bias, broad criticism and blind-sided attacks.

When the record is examined and the truth is told, we realize there is no justification for the constant barrage of insults and vicious assaults on teachers and public education. To be certain, improvements need to be made on campuses across the country. But what is needed more than anything else is a change of speech, tone, and attitude toward teachers and public education. Instead of complaining about how bad our schools are, more of us must work a lot harder to make them better by becoming more involved in saving and supporting our teachers and schools.

Visit a public school and talk with teachers and students about their schedules and expectations. If there are problems, seek solutions until they are fixed. Keep in mind, whatever you discover on a school campus often reflects issues off campus that make their way into our schools. I assure you, your visit will be a rewarding and surprising experience.