

EDUCATION TRANSFORMATION

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THE CORE PROBLEM

"Your organization, every organization, is doomed to failure no matter how many billions of dollars you invest, no matter how many good people you hire, and no matter how many great and innovative programs you implement; your failure is guaranteed if you do this one wrong thing: if you demand accountability from people without giving them the authority to carry out their responsibility." *From my father, J. L. Berry*

BUSINESS MODEL

Imagine a successful businessman hires you to be a supervisor. You are to oversee the success of 40 managers for a 1000 person work force. You will hold bi-weekly meetings in which your 40 managers will report to you about the working relationships with their team members, the purpose and goals of each team, the difficulties and roadblocks they encountered and how they overcame them, the strategies and assignments for each member of the team, and the financial planning and success of each team, etc.

However, the authority that your boss gives you over the 40 managers and the authority you allow the managers over their team members is the same amount of authority the inner-city and troubled school's teachers have over their students.

All those under authority can curse you, walk out on you, have sex in the building, threaten you, refuse to do what they are told, refuse to turn in their work, continuously talk-back and laugh at you, but you and the managers will be responsible and accountable for productivity and financial results. And you cannot fire anyone.

Is there a snowball's chance in Hades that your boss will be happy with the results? Is there any possibility that any of your teams will have a resounding success?

These are exactly the absurd and ludicrous expectations we have placed on our teachers in our troubled schools. For decades, we have given them responsibility, demanded accountability, yet diminished and in some cases completely removed their authority in the classroom.

How is it possible that America is the greatest country in the world, yet we have the worst student behavior in the world. There is not a third world country on the planet that has as many students as disrespectful and violent toward their teachers as in our inner-city schools and spreading beyond the cities.

VIOLENT INCIDENTS AT SCHOOLS ACROSS AMERICA (2011-2012)

This report only reveals student against teacher violence and does not include student to student, guards, or administration attacks:

IN ONE SCHOOL YEAR

- ***209,800 incidents of teachers being physically attacked by students***
- ***An additional 352,000 teachers were threatened with physical violence***
- ***Total of 561,800 incidents of threats or actual physical attacks against teachers***

http://nces.ed.gov/programs/digest/d15/tables/dt15_228.70.asp

Yet politicians and Education Boards want to hold these teachers accountable for student test scores even after being released from the hospital.

Today, five years later, America may soon be pushing nearly 800,000 total incidents a year.

**THE SIMPLE IGNORED FORMULA:
SUCCESSFUL SCHOOLS = TEACHER RESPECT AND AUTHORITY!
FAILING SCHOOLS = NO TEACHER RESPECT OR AUTHORITY!**

Out of 196 countries in the world, America is around 18-28th place in academic success and we are 196th in the world, dead last, in student disrespectful and violent behavior.

IS THIS ACCEPTABLE TO YOU?

WE MUST TRANSFORM EDUCATION THROUGH:

- 1. Granting teacher authority in the classroom**
- 2. Providing 3 TIERED LOVE, RESPECT, AND RESPONSIBILITY SCHOOLS for the disruptive, threatening, and violent students.**
- 3. Stopping all college readiness programs as currently designed due to ruining half the children.**
- 4. Providing more vocational schools.**
- 5. Providing special family and community POLGI Training (Parental Or Legal Guardian Involvement)**

1. GRANTING TEACHERS AUTHORITY IN THE CLASSROOM

AFTER THE ADMINISTRATION works with any particular disruptive student, then teachers must have the reasonable authority to remove any student FROM HER CLASSROOM AND SCHOOL who continues to interfere with the teacher's responsibility to teach and who continuously disrupts the rights of other children to be educated.

2. CREATING 3 TIERED LOVE, RESPECT, AND RESPONSIBILITY SCHOOLS FOR THE DISRUPTIVE, THREATENING, AND VIOLENT STUDENTS.

Any child that threatens a teacher, attacks a teacher, curses a teacher, or any child that a teacher reports/verifies as being continuously disruptive of the rights of other children to have a great education will be transferred out of the regular school system and placed in one the new **3 TIERED LRR SCHOOLS**.

- Tier 1 Disruptive Students**
- Tier 2 Disruptive and Threatening Students**
- Tier 3 Threatening and Violent Students**

LOVE, RESPECT, AND RESPONSIBILITY SCHOOLS will help the students learn the advantages to better individual character traits, respect, responsibility, obedience, and effective appeal. They will be taught how to:

- 1. LOVE: Love themselves, families, and friends**
- 2. RESPECT: Respect themselves, Parents, Peers, Teachers, Police, and others.**
- 3. RESPONSIBILITY: Take Responsibility for themselves. Learn how to make an effective appeal when teachers, cops, etc. are abusive.**

STAFFING, ACADEMICS, TRAINING, FUNDING

- Staff with counselors and character development specialists.
- No academic classes until character training is sufficient and academics are desired by the student.
- FUNDING will be allocated per student at normal rate.

ADDITIONALLY:

- Take money out of over-testing
- Take ALL money out of extra teacher accountability training and staffing (should be covered by Principal's and Vice-Principals.)
- Special budgeting appropriations as necessary.

3. Stopping college readiness programs for all.

- Not all students are capable
- Not all students desire a liberal arts education
- We are horrifically ruining our children by implying that they are worthless if they do not go to college.
- As a result, many go to college and fail and the worthlessness label sticks to them.

4. We MUST CREATE MORE TRADE SCHOOLS

- Many of the students that we have senselessly ruined through liberal ideology would have thrived and excelled in more modern, specialized trade schools.
- **IT IS TIME TO STOP RUINING AND HATING ON LESS ACADEMICLY MINDED STUDENTS.**

4. WORK WITH SOCIAL SERVICES TO PROVIDE SPECIAL FAMILY AND COMMUNITY POLGI TRAINING (Parental Or Legal Guardian Involvement)

ABUSE IS A FAMILY AND STUDENT MULTIFACITED ISSUE AFFECTING STUDENT AND SCHOOL PERFORMANCE AND EVALUATION!

FOLLOWING ARE A FEW AREAS OF SCHOOL, SOCIAL, AND FAMILY DEVELOPMENT PROJECTS TO AFFECT CHANGE ESPECIALLY DESIGNED FOR BUT NOT LIMITED TO THE SPECIALIZED LRR SCHOOLS.

- A.** Offering parental anger management as well as child training in various familial structures affecting student and teacher relationships and student development.
- B.** Train babies having babies in all aspects of parenthood and educational development.
- C.** Training, expecting, and demanding young men take responsibility in relationship basics, respecting women, and fatherhood obligations.
- D.** Involve Community Centers, Athletic Centers, Religious and non-Religious Centers of choice, to help train and assist in character development, work, housing, etc.
- E.** Help and assist Grand-parents and Foster parents.
- F.** Be more diligent in investigating, TRAINING, and prosecuting foster child, step-child, and boyfriend abuse.
- G.** Develop and implement special preventive abuse training to mothers, young fathers, step fathers and boyfriends.
- H.** Teach effective methods of overcoming past sorrow and bitterness triggers that may cause angry and violent domestic and workplace outburst.
- I.** Explain and demonstrate differences in choices and methods in disciplining and training children.
- J.** Develop and implement more effective methods of overcoming frustration, anger, and violence toward newborn crying, toddlers and "terrible twos."
- K.** ENDING LAWS CRIMINALIZING PARENTAL AUTHORITY AND DISENFRANCHISING PARENTAL HUMAN RIGHTS TO RAISE THEIR CHILDREN AS THEY SEE FIT NOT AS THE GOVERNMENT SEES FIT.
 - i. ALLOWING NON-ABUSIVE PARENTAL CONTROL THAT WILL MORE EFFECTIVELY PRODUCE POSITIVE STUDENT BEHAVIORS IN
 - a.** PARENT/CHILD RELATIONSHIPS

- b. PARENT/TEACHER CO-TEACHING INVOLVEMENT**
- c. STUDENT/TEACHER/ADMINISTRATION
RELATIONSHIPS**
- d. STUDENT/SCHOOL/COMMUNITY RELATIONSHPS**
- e. BOTH STUDENT COMPLIANCE AND INDEPENDENCE.**

**IT IS FAR PAST TIME TO GURANTEE THAT THE PUBLIC SCHOOL
SYSTEM OF ARKANSAS WILL:**

- HONOR OUR TEACHERS**
- GUARANTEE TEACHERS IN ARKANSAS THE HUMAN RIGHT OF
ATHORITY EQUAL TO THEIR RESPOSIBILITY**
- TRULY LOVE AND PROVIDE FOR ALL OF OUR STUDENTS**
- TEACH DISCIPLINE, CHARACTER, CONSTITUTIONAL
KNOWLEDGE AND RESPONSIBILITY, AND CIVIC DUTY TO
EVERY STUDENT IN ARKANSAS.**
- BE THE BEST IN AMERICA AND A SHINING LIGHT TO THE
WORLD.**