

## **Education Forum Recap: *Perspectives on What Works in Public Education***

After spending the year learning about the establishment and activities of community schools in Buffalo, including revisiting the International School #207 with John Starkey, touring Highgate Heights School #80 with principal Gayle Irving-White, and meeting with David Mauricio, who has overseen the establishment of community schools over the past several years, the highlight of the Education Committee's year was our May 23, 2018, forum *Perspectives on What Works in Public Education*, an informative panel featuring the following national and local educators:

**Sherry Cleary, executive director, New York Early Childhood Professional Development Institute**, who discussed what works in pre-k and the equally important need for a birth to five and even birth to age eight educational agenda.

**David Mauricio, chief of Strategic Alignment & Innovation, Buffalo Public Schools**, who offered his perspectives on promising practices in urban settings related to community school opportunities. He emphasized the necessity of parent/community engagement in programs such as My Brother's Keeper, which provides 11th grade students, particularly boys and young men of color, with opportunities to gain authentic leadership experience(s) and develop service projects beneficial to the schools they attend and the communities they live in.

**John Cotter Starkey, principal of School #207, the International High School**, described his outstanding efforts to better inspire and integrate immigrant and non-English speaking students into the community. He described visiting homes and reaching out to identify successful members of the community to address and inspire students.

**Wendy Paterson, dean of the School of Education at Buffalo State College**, who spoke passionately on elementary education and the teaching of teachers to teach reading in urban schools at the college level, and described her vision of how elementary and secondary education standards and practices affect the transition to higher education.

The panel was followed by a spirited discussion with audience members, who reported they learned a lot about public education efforts. Evaluations for the program averaged 4.85 out of 5, with one attendee saying the panel could have been presented nationally!

*Dorothy Tao and Lee Tetkowski*