Replenishing teacher ranks is new concern

Second of two parts

By Tim Richard stall writer

On paper it looks like a massive job: Replacing as many as 20,000 of Michi-gan's 98,000 professional school per-sonnel who are eligible to retire by

"We may have to reverse the flow of people from the Sunbelt," suggested Hugh Jarvis, a Macomb County history teacher serving as president of the Michigan Federation of Teachers (MFT).

(MFT).

Scott Westerman disagrees. "I think it's going to be awhile before we have to recruit from other states," said Westerman, dean of Eastern Michigan University's education college.

TWO THINGS are certain as suburban schools get set for a wave of early retirements under a liberalized law passed by the Legislature last year.

The supply of replacement teachers is ill-defined. There are a number of possible sources, but no one known

of possible sources, but no one knows for sure what kind of numbers each source will produce.

CHAPITY

STORING THE

* Everyone is concerned about quality. It's a long-standing principle that when supply is being expanded rapidly, quality can suffer. Educators were badly burned by charges in the '80s that school quality had deteriorated, and they don't want to be burned again.

The Michigan Association of Colleges for Teacher Education recently held a day-long conference on the topic. Besides Jarvis, speakers included EMU's Westerman, who doubles as president of the association, and Larry Chunchec teacher serving as president of the Michigan Education Association (MEA). the MI (MEA).

TO UNION LEADERS Chunovich and Jarvis, top priority is pay, "Pay equity is essential," said Chunovich, meaning that teachers salaries ought to be based on training and expertise, and comparable to other professionats.

MEA advocates a 30-80-90 pian: MEA advocates a 30-80-90 pian: MEA advocates a 30-80-90 pian: MEA advocates by the year specific professionats, as a lot of money, but we deserve it," he said.

WESTERMAN, the EMU dean and a welfar the on everything except then on everything except the non everything except the high payed with then on everything except the non everything

Jarvis said the number of years it takes teachers to reach top of the scale should be reduced from the present 10-15 to three or four.

Jarvis advocated expanding career opportunities by setting up a system of "mentor teachers" — those who would guide other teachers. He asked for union involvement in the process.

Jos sharing, he suggested, would allow recent retirees who don't want to teach full time to teach only part time.

"We have to recognize," said Chunduch, "that teaching competes with industrial jobs that pay more, have shorter hours and command more respect."

WESTERMAN, the EMU dean and a

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paying for our career bulletin," he said.

"I think it's going to be awhile before we have to recruit from other states. A good one-third of our graduates are going to other states, now. Many would have preferred to stay here."

Looking to recult teachers, EMU at Christmas time wrote to the homes of 100 math and physics majors "to see if they would be interested in adding a teaching certificate to their degrees."

At least half expressed some interest.

WILLE MANY teachers make mid-career switches into other lines of work, the odds are allimer that ac-countants 'might be able to become business teachers and laboratory chemists become science teachers. A big hurdle, they agreed, is that there's more to becoming a teacher than taking deucatine courses at night. One must also do a half year of unpaid

counselors to promote teaching as a career choice.

• Organizing high school Future Teachers Clubs.

• Offering scholarships, loan forstudent teaching in a live classroom under the guidance of an experienced reacher.

Dut that hurdle could be jumped, Chunovich said, if school districts or the state paid the student-teachers increase plans and other Inancial reverse plans and other Inancial reverse plans and other said that the subject areas, but should not only be competent in their subject areas, but should not only be competent in their subject areas, but should understand classroom management, learning methods and curriculum design.

THE EDUCATORS did some brainstorming on methods for recruiting high-school graduates and older persons into teaching, Esades higher salarite, they included:

Asking high school and college



