From Obstacles To Solutions (Part 1)

- **Qualified teachers**
  - Certify retired engineers
  - Audit college courses (non-teaching periods); take online courses
  - 20 teachers, CSTA -> apply for training from Berkeley
- **Resources: computers, funding**
  - Corporations upgrade computers periodically—donations are not uncommon
  - Students can bring laptops; work in groups
  - Alternative hardware could be TI calculators
- **Administration support (low enrollment, dumping ground)**
  - Offer the course every 2 years
  - A more challenging course could be less likely to become the dumping ground
- **Full schedule**
  - AP track, competing with other AP courses, better PR, flyers to recruit (samples from other schools)
  - Satisfies requirement for science/math.
- **Dumping ground**
  - PSAT/... scores to gauge student potential
- **Other electives**
- **Student interest**
  - Earlier age, parents are more knowledgeable, FIT visits to schools, how to connect to other disciplines, code behind web sites, math/music—play music. Where to use it, jobs, salary
- **Low enrollment**

From Obstacles To Solutions (Part 2)

- Mapping—plan before writing programs
- Students lack logical skills
- Preparation at an earlier age
  - What teachers can teach at elementary (junior high) schools
  - Talk to gifted teachers
- Parent understanding
- Age gap (teachers vs. students)—programming phones
- School district lacks understanding of CS
  - Presentation at school board meetings
  - Demos, in-service days to talk to administration
- College Board curriculum not fun
  - Field trips, e.g. computerized theme parks
- College Board workshop—lack of interesting projects

Next Steps

- Each person
  - writes down 5 action items for the next few months
  - reads his/her action items