

How many students do we have at ivy leagues who went through FOS? Can we track that specifically?

- I. Recap reading
 - a. The book contains philosophy and pedagogy that we might want to implement.
 - b. It contains information about how some people have gone about redesigning schools, and what works.
 - c. Children at these schools are achieving at high levels, have complex skills, have meaningful relationships with adults, score well on everything (qualitative and quantitative measures).
 - d. The book says small schools are the way to go, but it's not necessarily the path to a working school.
 - e. Things that small schools should have: teacher should have close relationships with the students, curriculum should be based on students' lives and experiences, teachers should respect students, perceptions about students color their expectations.
 - f. Page 21 reference – preparing all students to work independently, students are given challenging work. NO BABY WORK. Kids have to read and write.
 - g. Project based learning, authentic assignments that have an audience. Rigorous writing piece attached to it.
 - h. Page 18 – standards for teaching. Teachers too have to change the way they're teaching if it's not working for a majority of the students.
 - i. Page 27 – adaptive pedagogy. Successful schools adjust their teaching to meet students where they are.
 - j. Page 28 – scaffolding. Teaching kids EXPLICITLY how to study. Lead students through a step-by-step process to completing assignments – AVID.
 - k. Good schools have extra support AFTER SCHOOL and on SATURDAYS. We need really good after school programs and Saturdays. Intervention during and after school.
 - l. School staffing model and schedule must support lower pupil loads and smaller classes.
 - m. If we're going to have a "smaller school," we're going to have less class variety.
 - n. What does it mean to be a teacher in a new redesigned school? What does it mean to be a principal of a new redesigned school?
 - o. **FOR NEXT WEEK: Finish the book. From chapters 7 – 10, pick a page that you want to share with the group.**

2. Human Resources

- a. 1 teacher undecided about staying, and 1 wants to go.
- b. One unfilled RSP, one unfilled SDC.

- c. A science teacher is leaving in the magnet. Another science teacher is wavering.
- d. Two unfilled positions in the 6th grade – long-term leave spots.
- e. Another 6th-grade position.
- f. No APSCS. Another AP not coming back.
- g. HR committee looking at hiring teachers and administrators. What are you looking for in an educational leader? An AP? A teacher? Do we make those replacements in-house?
- h. How do we hire new people?
- i. Parents and students come out and ask questions of the teacher. Diverse committee to help hire teachers.
- j. HR Committee task – figure out what the structure should look like.
- k. Committee structure, grade level and subject level appropriate teacher/s, students (at least two from that grade level), at least two parents, administrator, someone from the community (may or may not have a child).
- l. LMU might need to have a role in teacher hiring, definitely in administrator hiring.
- m. Maybe look at LMU hiring protocol.
- n. Even though we don't know everything we want, we know what we DON'T want.
- o. Teachers and principals that we're looking at are going to have to subscribe to the idea of change.
- p. How do we change our professional development to create teachers that work best for our schools?
- q. Sometimes it's just the personality that's not a match.
- r. Parent survey, teacher survey, student survey for ideal teacher?
- s. Maybe we should just look at existing job descriptions for High Tech High, Camino Nuevo. **HOMEWORK: Everyone bring in a job description that you like.**

3. Matrix/Student Programming

- a. **Larry Tash/Carolyn Woo/Marion Hoag come in next week for a meeting about schedules.**
- b. We want to give teachers options for different schedules.
- c. Is looping an option? Looping allows students to stay with the teacher for more than one year.
- d. We've got some great teachers here!
- e. **Find out an accurate number of the students that are coming in.**

4. Visioning Process

- a. More permanent processes will come out of the visioning.
- b. LMU and BAYCES might be able to help the process.
- c. BAYCES – they would be willing to come down and help, they charge \$1,500/day.
- d. We are having difficulty getting contact with LMU to help with this process.
- e. Find out more information about RFP process.

f. We need to start this right away.

- Teacher survey about using assessments.
- PD on how to analyze data.
- Not just reading the data, but how do teachers use that to change the way they practice.
- Vicky Graf – team would love to talk to her. (Requested 4/30/08)
- Linda Darling-Hammond (Requested 4/30/08)
- Dr. Lemoyne
- Someone at LMU who can give them the process for hiring (Requested 4/30/08)