INTERVIEW WITH PRINCIPAL AND/OR HIS/HER DESIGNEE.

I. PROGRAM & PLACEMENT

PROGRAM

A. Administrators still do not understand they have the obligation to provide the learning Pathways for all students. When there is a need, administrators look at the El Dept. to fund positions, etc. which is not going to happen. Administrators/staff need to better understand EL funding and how to create and implement or improve model EL Pathway/s.

B. Administrators are also concerned about staffing for the next school year, especially the Newcomer Pathway. They are concerned about having good, energetic, committed staff replaced with teachers who may not have expertise in strategies to teach the El students.

C. Newcomer programs need more guidance from the district staff in development of a coherent pathway.

D. Concern that when students are placed during the school year they do not receive funds for books and other resources.

E. Support needed for Samoan students.

F. College counselors need to work closer with the EL students. Some of the students know the counselor, but others do not.

PLACEMENT

Teachers/Counselors generally, do not trust EPC's assessments results. Thus, some schools conduct their own assessments to avoid inappropriate student placement.

II. ACHIEVEMENT

It was found that in some schools **student data** has been thoughtfully examined in order to make program improvements for El students. At most schools, however, there appears to be no effort to connect achievement data to program development and enhancement.

III. SCHOOL CLIMATE

In general, EL students were positive about their school. Most of them knew where to go for help. However, at some schools the truancy rate for EL students is higher than mainstream students, indicating EL students are not positively engaged.

IV. PROFESSIONAL DEVELOPMENT

A. Staff and administrators asked for the following :
   1.. SAIDE Strategies
   2.. Coaching Model
   3. How to Read Student Data to Improve Instruction Delivery/Program
   4. Strategies for Long Term EL Students

B. Not all teachers are given the opportunity to participate in PD's.
   Teachers who have attended PD activities don't always have time to share PD content with their colleagues. A system for sharing PD content with the rest of the staff should be built into each P.D. activity.

C. Missing is the necessary follow-up to monitor proper implementation intended by the PD's .

V. Teacher Interview and Classroom Observations
The classroom observations confirmed the importance of principals making EL needs a priority. In schools where the principals are committed to supporting EL needs, teachers provide engaging/stimulating instruction and feel positive about the pathway/program they offer. In schools where the principal does not make the needs of ELs a priority, the teachers express frustration and a sense of being overwhelmed.

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NOTICE OF MEETING AND AGENDA
BILINGUAL COMMUNITY COUNCIL

DATE: May 3, 2010
TIME: 6:00-8:00 pm
LOCATION: James Denman Middle School, Room 115
241 Oneida Avenue

Time	Action
6:00-6:15	Dinner
5 min	Review and approve minutes
5 min	Report back from English Learner Support Services
5 min	Ongoing Dialogue with Internal Oversight Committee
30 min	Reflection on role of BCC and goals for next year
30 min	Report back from Subcommittee
10 min	Set Agenda for Next Meeting on September 13, 2010 Location:
5 min	Final Thoughts/Adjourn

To obtain a disability-related modification or accommodation, including auxiliary aids or services, in order to participate in the meeting, please contact Jennifer Fong, Supervisor, English Learner Support Services at 415-379-7732 at least two business days before the meeting.

Public attendance and testimony are welcome at the meeting.

ATTENDANCE

Members Present: Darlene Anaya, Kim Garcia-Meza, Judy Kuang, Maria Teresa Ponce, Derrlyn Tom, Lisa Gutierrez-Guzman,

Members Absent: Patsy Tito, Erika Delacorte, Flor Ramos, Cindy Choy, Tina Alejo

Others In Attendance: Jennifer Fong - BCC Liaison, Christina Wong – Special Assistant to the Superintendent

MINUTES

ELSS Report Back

Ms. Fong went on record stating that SFUSD will not pay for any site staffs for next year.

Per the BCC request for DELAC to include information regarding the BCC in the list of SFUSD resources to all ELAC, Jennifer Fong asked the BCC to provide a short mission statement.

Maria Teresa will send out the 1992 Mission Statement to all BCC members for review. It was suggested that BCC members also look at the SFUSD website under 'parents/SSC' to view a sample of an Advisory Committee's mission statement.

One BCC member raised that it is not our role to revisit the mission statement. Another BCC member raised that we needed to know our mission as a committee in order to plan for next year.

The issue of Newcomer High School's closing was raised by a BCC member. It was noted that the Board of Education stated that SFUSD should have notified the BCC beforehand regarding the potential closing of Newcomer High School. BCC members stated the opinion that the BCC should have been made aware of the process before the decision was made to close Newcomer High School. The question was raised concerning the elimination of NCH's budget before the decision was officially made to close the school. It was suggested by BCC members that it appears SFUSD made a decision about closing NCH before even going to the BOE.

As the BCC-SFUSD liaison, Ms. Fong asked for feedback regarding how to improve communication between SFUSD and the BCC.

During the transition time, ELSS will be working with EPC and current students, setting capacity by grade and language, discussing wellness initiative, libraries, and materials. Ms. Fong plans to have topic based Professional Development Days, equity centered professional development, and possibly a site staff share-out regarding the process up to now.

ELSS will be working with the 6 schools that will be receiving students from Newcomer High School. Any BCC concerns should be directed to Jennifer Fong. A question was raised as to whether or not all the staff (and not just the administrators) at the 6 schools would be able to meet and collaborate together during this transition time.

Internal Oversite Committee Report Back

The IOC visited 10 schools. The site visits lasted the whole day and the IOC members visited every classroom that had at least one EL student. There were two observers per class, and the observing pair had to agree about the ultimate score. The sites won't get the scores, but will instead get descriptors which they can use to improve their programs and educational services to EL students.

Selection Committee Member Instructions

Thank you for your involvement in the 2008-2009 Administrative Selection Process! Your participation in today's interviews is incredibly valuable to the District and your school site. We hope that you have great success today in finding an excellent candidate for your opening.

Please remember that this is a confidential process. Simply put, this means that you cannot share any of the information regarding the candidates or your deliberation process with anyone. You will be asked to sign a confidentiality agreement that formalizes your obligations in this respect.

General Information
- All interviews for positions within the SFUSD include only questions and rating guidelines directly linked to critical competencies (knowledge, skills, and abilities). This standard is necessary to ensure that only job-related factors that are essential to successful performance are assessed.
- *All interview items and rating sheets are confidential and should be secured at all times*. You *must* sign a confidentiality sheet prior to beginning the round of interviews.

The Structure of the Interview
- All candidates must be asked the same questions in the same order. The questions are a combination of District and site supplied questions. Your facilitator will give the list of pre-defined questions to you. Before the first interview, your facilitator will help you decide what the order of the questions will be.
- You *may* repeat any question word-for-word for any candidate.
- You *may* ask *very general* follow up questions (e.g., would you expand on that further, please?)
- You *may not* interpret or explain any question for any candidate.
- Each interview is forty minutes long. Before your first interview, your facilitator will help you determine guidelines for allotting time to each question.

Rating Guidelines
- Each selection committee member must complete a rater's sheet on each candidate. *If you are not present for all candidate interviews, your candidate rating sheets will not be included in the determination process*. If you are present for all candidate interviews but must leave before the final deliberation, your committee will consider your rating sheets.
- No decision may be based upon a prohibited basis, including race, color, ethnicity, national origin, sex, gender, sexual orientation, disability, age, marital or parental status, or religion.
- Be cautious of common rating errors, for example:
  - First-Impression Effect: Decisions based on either positive or negative first impressions. *Hint: Delay decisions until specific questions are fully answered by the candidate.*
  - Bias and Stereotyping: Be mindful of inferring that, because a candidate possesses a particular personal characteristic, the candidate also possesses another job-related characteristic.
  - Contrast Effect: Evaluation of candidates in comparison to another rather than against the pre-established rating guidelines. *Hint: Briefly discuss candidates (without comparing them to others) after each interview. Then take a break or stretch to clear your mind for the next candidate.*

Administrator Interviews
Chinese Education Center
Saturday, April 17, 2010

1. Describe a school of 21st century joyful learners.

2. How would you ensure the site Balanced Scorecard serves as the blueprint for the school?

3. Name some of the key principles of curriculum and instruction that ensure success for all targeted student populations.

4. For what purpose and how do you establish or maintain site equity-centered professional learning communities?

5. You are a principal or assistant principal of this school and have received a parent complaint regarding inequitable practices in his child's classroom. What steps do you take?

6. If you were selected as our principal, how would you envision yourself working with the school community (including teachers, paras, secretary, custodian, volunteers, parents, students, afterschool leaders and so forth)? What kind of leadership style will you provide us as a principal?

7. Over the years, questions have been raised about eliminating our program. What kind of ideas do you have to advocate for continuing our program?

8. Have you read our school's Balanced Score Card? Tell us what you think of our plan, in particular, the high leveraged activities? And how do you want to support them?

9. What is your definition of a newcomer student? What is a newcomer school?

10. What is your idea of a successful school? What is your vision for our newcomer students when they have completed the program at Chinese Education Center?