

April 4, 2013

TLL Task Force: Naomi (facilitator), Anna (facilitator), Ginger, Glynnis, Chala, Claudia, John, Aleta, Jan, Bobbie, Phil

Distributed roster of members and calendar of deliverables. Spent some time editing the contact information.

Review of specific goals for each date.

Discussion of previous support programs via the chart prepared by OPRFHS admin.; will send the chart to all members of the task force. Allow the chart to inform our work, especially around racial equity.

The group wants to know more about programs to avoid duplication and prepare useful action steps to address the goals.

Also, task force members want to spend time examining core beliefs. A number of questions might be examined including – What do we mean by inclusive education at OPRFHS? How do we conceive intelligence? What do we feel is the proper use and role of testing or assessment? What is our definition of success? What about the organization of the curriculum?

Also, we might want to consider the role of the high school in preparing students for post-high school life and what that might be. And the role and the perspective of the students we serve must be considered. The social-emotional and overall well-being and their passions should be part of what transformational teaching and learning should be about.

We must consider the movement to growth and value-added use of testing and be aware of that shift.

Also, we should be aware of the importance of non-cognitive skills. For a good summary of the importance of these check -

<http://ccsr.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf>

Also, worth reading is Paul Tough, How Children Succeed which covers non-cognitive

We might look at how ratings of other schools are created.