K-12 Working Group – Ideas – 11/5/12

1. Is SDSU willing/ready to compete for multi-language students (Pathway – continue dual language experience)
   a. SDSU bi-literacy seal
   b. Engagement between K-12 students/university resources

2. Use technology to experience seminar/course at SDSU
   a. Expanding Casa Azteca program
   b. Rigor – sense of requirements/standards

3. Extend/expand the Compact model (SDUSD)

4. Greater representation of multi-lingual faculty – meet the demographic – more faculty

5. Equal access to arts – integrative programs

6. Expand programs for multi-lingual teachers
   a. SDSU programs – project-based community international
   b. Multi-cultural

7. SDSU students learn more about 21st century skills/creativity (integrating in teaching/learning)

8. Build a STEAM K-12 school on campus
   a. More robust music/art in Common Core/credential program

9. Parent education regarding new standard/expectations

10. Engage parents directly (home contact). Nurture families/schools

11. Common Core standards – all teachers well prepared

12. 2012 ELD standards included in university education

13. Invest in teacher ed programs (BCLAD-bi-lingual)
   a. Recruit teachers with broader multi-lingual/multi-cultural
   b. Seek/recruit students to build pipeline

14. Work collaboratively on project-based learning – expectations for all levels/support one another – middle schools

15. Ensure programs (PLC/bilingual) continue

16. Collaborative programs with districts (e.g. aspiring administrators)
   a. Equity/access/opportunity

17. Plan address the context – multi-lingual and culturally relevant

18. Build communication systems to share info/expertise

19. ALAS/PLC goals/purposes (multi-lingual focus)

20. Improve internships in SPED (not working)

21. Capitalize on assets K-12 students have – greater engagement
   a. More trans-cultural/trans-border
   b. Greater expansion of globalization in faculty/students
   c. Act on the context

22. How well does SDSU actually know the community? Addressing the needs of the community?
   Access – embrace essence and learn about the needs

23. 1. Establish study circles in the community
   2. “Airport” space on shared border – safe space for discussion, ideas, problem-solving
   3. Bridge – shared/multiple programs with cross border institutions – more symmetrical relationships specific focus on trans-cultural, multi-lingual, problem-focused purposes

24. Credit bearing programs at SDSU for high school students (builds understanding)
   a. Project-based learning in the arts

25. Parent education: opportunities to engage/model/learn (college/career)
   a. Strategic, longer-term
26. PIQUE – equivalent program at the university level  
   a. On campus – learn what goes on and how it works  
      i. Parent Center  
27. In teacher prep programs, add greater focus on parent engagement  
28. More self-reflection – what is community?  
   a. Approach with humility  
   b. Bridge the institution and community  
   c. Treat parents/community with respect and “funds of knowledge”  
   d. Bring families/communities into the process/included in pedagogy  
29. Invite university to research how committees in schools are working  
   a. What works? What is not? Why?  
30. ESL/GED – focus curriculum to provide support for child learning  
31. Tap audiences of current work groups to open doors/provide access – trans-cultural “bridges”  
32. Component of “personalization” – family – Be aware in course development/programs  
33. Current teachers lack awareness/awareness of social issues, compassion, PLC component is important to maintain (community engagement)  
34. Engage business community  
35. SDSU – advocacy for investing in education  
36. The university is at risk of becoming irrelevant  
37. Suggestion written in: I invite SDSU to send student teachers to charter schools like Excellence and Justice in Education Academy where we are transforming education. We are the first dual language charter school in El Cajon. Student teachers in the BCLAD program need to be sent to Dual Language schools that are showing success by teaching a curriculum that is standards-based and with high expectations for all students.