

| Group Name: Clergy Group 4 | Date: 2/10/2010 | | Convener: C. Gibson | Staff: Binti et al |
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| HEAD | HEART | HEART Con't | FEET | IDEAS |
| Ability to generate wealth (business sense) | Love their neighbors | History of the community | Higher education | Show interest in their success (community, parents, church family, schools, etc) |
| Cross cultural sensibility (cultural competence) | Respect for life | Family and community values | Fullest potential of higher education (Harvard, Westridge, etc.) | Clean and safe environment, so they can succeed |
| Leadership capacities/competencies that can be measured | Value of themselves | Economic values - knowing how to manage money, checkbook, cost of survival | Get to it's graduation (Not drop out) | Zero drugs, violence, etc. |
| Basic financial management checkbook/math | Self-worth (value) | Want to pass legacy onto next generation | Community leader | Office of community partnership (Cal Tech, Occidental, PCC) |
| Sense of entrepreneurship | Respect elders and parents | | Public service - community activism | Educators to go through an evaluation process themselves (performance, emotional, etc. to be sure to have best educators) |
| Foundation of certain concepts, math, history, etc. | Respect or property | | Believe that they can go to the white house | Tenure does not always mean best |
| Global conduct (behaviors that will enhance lines of others and self) | Respect for god and the golden rules | | Look to their dream | Quality of instruction should be competitive and at same time one end or quality across all schools |
| Gather information beyond internet | Love for the inherent dignity of words | | Community leadership, perpetual desire to give back - citizen contribution | Too much variation between instruction at different schools |
| Strong literacy | Inherent dignity of humanity | | "We" "Not" "I" take your neighbor with you | More sharing with after school programs (grades, etc) to support students |
| Responsibility | Heart for service, giving away from selfness | | Diverse circles ethnically, culturally, religiously, financially, etc. | Find out why children leave to enroll in private |
| Tendency to learn across generations | Trust in god | | Ability to start a successful business (globally and locally) | More partnerships with private schools |
| Critical thinking | respect for human programs and their contribution | | Access resources and money | Be appealing to attract students and parents |
| Bilingual (all) | Sense of ecumenical | | Independence | Hire well known educators |
| Able to articulate thoughts, hopes, aspirations, dreams in written and verbal form | Sensitivity re: other religions | | Homeownership | Re evaluation renegotiated |
| Conflict resolution | Must be optimistic | | Artistic and technical circles | Agreement between unions and PUSD to allow regular collaboration and evaluation (not adversarial) |
| Communicate fair play (fairness values) | Value future/not just live in present | | CEO | Educators doing an excellent job need to be rewarded |
| Need for community, need for diverse community | Gender sensitivity | | Creative and collaborative leadership | Remove barriers treat, Parent, bottleneck volunteers (background checks) |
| | Respect for the law | | | PUSD has to have an open way for church to have access to school campuses; Esp. Armenian students who need spiritual guidance |
| | Purpose in life | | | Limit on classroom size per teacher, no compromise (use quality refined teachers, community can raise funds, volunteers) |
| | Value education | | | Groups retreat (team building) |
| | Sense of safety (schools have to be safe and they have to participate | | | Fund with money from businesses and churches (e.g. Black HX--PUSD has not educated theme re: Malcolm, MLK, etc. |
| | Emotional | | | Cultural awareness and knowledge |
| | Safe space for free expression and keeping spaces | | | Gustavo Gutierrez |
| | Generosity | | | Armenian, Jewish, Asian, etc. |
| | Value of health | | | International history lessons |
| | Compassion | | | Support for parents, esp. for parents who don't speak English |
| | Value of the way they dress | | | Neutral support system that give voice to kids to navigate 'ism or society |
| | Heart for justice (speak up about sexuality, good habits lead to a successful life | | | |
| | Stewardship of the earth | | | |
| Summary of Priorities | | | | |
| Ability to articulate thoughts and achieve them. | Value self, life, community, health, differences, etc | | Believe that they can achieve their dreams | PUSD has to have an open way for church to have access to school campuses; Esp. Armenian students who need spiritual guidance |
| Leadership capacities/competencies that can be measured | Respect and love others, especially for diversity --globally, religions, other cultures, etc. | | Go to college | Support for parents, esp. for parents who don't speak English |
| Global, entrepreneurial, cultural, and academic succes | Heart for service and justice, giving away from selfness | | Community service. "We" not "I" | Fund with money from businesses and churches (e.g. Black HX--PUSD has not educated theme re: Malcolm, MLK, etc. |