

a) Discuss your background & research, including public vs. private schools. ie, why are you doing this and what are you most proud of, what makes you smile?

b) Work with the MMSD. The UW School of Education has been very involved in the Madison public schools, particularly with respect to curriculum.

What is your perspective on that relationship? How does the relationship benefit student learning?

How does it fit, vis a vis Board of Education governance? Grants seem to often drive strategy. Are students more or less subject to experiments in curriculum and structure (grouping)?

Should parents, students and taxpayers and perhaps the Board be concerned about this relationship, particularly with former MMSD employees now working in the School of Education?

How do you understand the dramatic increase in the MMSD's open enrollment requests this year? Who do you think those families are and why do you think they want their children to attend non-MMSD schools? What's going on?

Your views on the "tension" in Madison between those who advocate increased academic opportunities vs. one size fits all approaches?

c) Your thoughts on mandatory academic grouping (tracking vs cluster grouping and flexible (ability-based) grouping)?

d) Tell me a little about "best practices" for some different types of students -- for example, special education students, ELL students, average students, and high performing (i.e., "talented and gifted") students. How are "best practices" for these different types of learners the same and how are they different? What do you think our schools should do when "best practices" for different groups of students are different?

e) You have a high school of 2000 students. Demographics (race, SES) are very homogeneous, but abilities vary widely. For example, in the 9th grade, you have students reading and working at the 5th or 6th grade level and students reading and working at the college level. What is the best way to structure this high school and why?

e1) Same question, but with the specifications that all of the students are white and middle class.

e2) Same question, but with the specifications that all of the students are minority and middle class.

e3) Same question, but with the specifications that all of the students are white and working class/poor.

e4) Same question, but with the specifications that all of the students are minority and working class/poor.

f) Hypothetical question. The MMSD decides that flexible ability grouping is best way to go in its high schools. The decision is non-negotiable -- flexible ability grouping will now definitely occur in grades 9 - 12. What do you advise the MMSD to do in terms of how best to implement this policy?