

Comparison of current high school day to transformed high school day

CURRENT SCHOOL	VS	TRANSFORMED SCHOOL
<p align="center">ELL At-Risk Student</p> <p>I eat my lunch in 20 minutes. My friends and I look for something to do. Since there is no place to do any homework, we walk around the cafeteria area for a half hour. We hang out by the hallway to the academic area and try to be cool for the girls. I don't understand why they keep us here so long. They won't even let us go to the library or a computer lab to be able to get work done, or at least read and look things up online. And, if I want to see my guidance counselor to talk about my classes or ask questions about next year or for help applying for a job, I need to make an appointment. But, when I ask to go to make an appointment, they tell me I have to stay in lunch. And, it's almost impossible to see teachers during my lunch period because they all have classes, and there are not any tutoring sessions to help me either.</p> <p>I am not sure that exiting the ELL program to stay with my friends was such a good idea for my future, why didn't anybody talk to my parents along with me?! I made the decision because many of my friends are in another school (home school mainstream) and I am considering to be with my friends, even if I have trouble with classes</p> <p>Some real life issues I wrestle with are with those born here in the US and those from foreign countries; revolving around the language barrier— one-to-one Google Translator is available not a struggle for newcomers, students and parents.</p> <p>There is a definite cultural roadblock with the access to proper male and female teacher role models that crosses cultures, and genders.</p> <p>There is a limit to the type of electives I have access to because of current state law. Not only am I frustrated but so is my teacher. I cannot even sign-up for Driver-Ed because I am a level 3.</p>		<p align="center">ELL At-Risk Student</p> <p>I can have my lunch eaten in 20 minutes so I am able to attend my career group with my guidance counselor. She tells me about the tutoring program they're starting next week during the 2nd half of the lunch period. I can work on my reading so that I will continue to improve my reading scores. That way I'll be able to take real college courses to reach my dream of becoming a SAE certified auto mechanic. Having John Rains (he graduated from here 3 years ago) come to our career group has helped me see what I need to do in order to reach my goal.</p> <p>The district mentor program, developed with the one-on-one technology allows me to interface. The district has done a commendable job finding community members are role models to serve in this capacity. They built it off the Guide-Right current model so they did not have to re-invent the wheel.</p> <p>The peer leadership program developed in St. Charles has been augmented at many of the schools especially freshman. My brother will be happy. I hear it will be available for every kid in our district.</p> <p>Wow, the district is up with goggle translator and my parents, they are like new people. The district support program has become a national model.</p> <p>Someone with foresight realized we need multiple entry points into the dual language program. The K-1 barrier has been removed, and what a difference. The goal has been to maintain a high level of vocabulary and reading. The support and growth in my language skills will lead to accomplishment with both cultural and professional goals. The discussions that have taken place have let me focus on my future much younger than my older sibling. The interest development program in the surrounding community and by field trips with my mentor has opened up a world of possibilities.</p> <p>The push-in model fits with state law and increases my access for electives. Man this is progressive thinking. I am looking forward to the bi-literate, bi-cultural and bi-lingual---look out world!</p>

<p>Teacher ELL curriculum is prescribed with flexibility. Not all the students are Spanish speakers (20% of the population). Just in K-4 there are 16 dual language schools. The attendance and absence issue still needs to be addressed beyond a perceived cultural phenomenon.</p> <p>One of the benefits for potential success is the smaller class size and separate housing. They still exist in a mixed ability classroom (having beneficial and negative effect coincidentally).</p> <p>It would be nice if the annual testing was broken down into steps for exit because there is still the problem of parents signing kids out before completion for a variety of reasons; social stigma, ...</p> <p>We have to jump three challenging hoops that other staff aren't aware of; Common Core, IL State, WIDA. It would be nice to have just one!</p> <p>Besides the different level changes and various times in a student's career, the junior to senior transitions leaves little wiggle room for change or mistakes.</p> <p>There are multiple issues that aren't designed with clarity and seem unfair—we have to meet with content area as well as department. It causes issues and is a real hurdle calling for creativity but I am too tired.</p>	<p>Teacher The technology enabled instruction and flexible lunches allow students time and opportunity for a variety of programs; formative exit testing, guidance, and distance learning to name a few.</p> <p>The transition program affords students to seamlessly exit into the comprehensive high-school. Part of that works because of the Collaboration block and PD. The aligned schedule for both programs affords a worthwhile transition to the mainstream.</p> <p>Cultural Engagement has been one of the highpoints for in depth understanding and application for successful transition. The Dual Language program at the secondary level is now into the high school; that was a long and arduous battle.</p> <p>The advanced certification model for facilitation affords me to reach kids technologically for content level and elective choices. The roadmap we can lay out for students in middle school really gets the kids hooked by interest and into academics with their middle school counselors.</p> <p>Google Translator has been a real adjunct, along with the new TTF program* takes me off the pedestal and lets me facilitate; now that's transformation.</p> <p>My graduate program is also emphasizing GRIT as explained by Angela Duckworth.*** It takes more than just intelligence, part of the ingredients for success include how one overcomes setbacks; it takes grit, determination and perseverance. According to some studies grit mattered more than intelligence, leadership ability or physical fitness! Everyone needs to know about GRIT!</p>
<p style="text-align: center;">Transfer Student</p> <p>I use my current lunch period to quickly eat lunch and get started on my homework. Since I have 3 hours of homework per night, I have to get started now or I'll be up all night. Coach says that if I keep my grades up, I might be able to get a scholarship to some DIII college.</p> <p>Teacher Now that I have been in the system for a few years, I am not so upset when a student just shows up in my class. It's not his or her fault. It's</p>	<p style="text-align: center;">Transfer Student</p> <p>I can have my lunch eaten in 20 minutes so I am able to attend a career group once a week with my guidance counselor. On the other days, I am able to tutor kids that were in my situation a year ago. When there is a lull, I get my homework started. Since we have gone to the flexible scheduling, I have fewer academic classes during the season. This way there is less pressure to keep up with everything.</p> <p>The student Ambassador/Leadership Program matched me up to get me through the basics; locker, computer access, my device for school info. The training offered to my parents has made us feel welcomed and part of the program.</p> <p>The invite my parents received from the PTO allowed them to get up to speed quickly with tech, social support and skills to support me in my educational career.</p> <p>Student Ambassador program*</p> <p>The Activities program's interest survey got me hooked up right away with clubs and extra-curricular activities, I am already feeling part of this place.</p> <p>The schools program for credit transfer was sent to me so I could check its accuracy at the same time teacher's received theirs, wow that's progressive.</p> <p>Online availability is offered, I am still looking at my options to maintain graduation requirements.</p> <p>Teacher A new student just arrived for class this morning. I am so glad we have a system in place that provided background info and support mechanisms two days before his arrival. I have</p>

<p>difficult to ascertain their current level of knowledge and understanding, not just for my content but for all of us. The system is lacking in ease of transition and communication of records.</p> <p>Giving the student one of my current formative assessments will help me; thank goodness for RtI teams and PLC's. It would assist if I knew some of the background info from registration, guidance and special interest as the student arrived. I could suspend any judgments and inherent bias and get to reality for both of us.</p>	<p>successfully teamed with his intended instructors for some strategies to get him 'at-level' right out of the gates and made parental contact for the whole team. Knowing some of his background interests allows all of us to be conscious of his capabilities outside the classroom and some of his next-level concerns. Amongst our cohort (teachers, deans, guidance, admin) we have members aware of DIII colleges and some of the obstacles and opportunities.</p> <p>The flexible schedule allows accommodation for George to keep him on track, aware of his gifts and focused on the prize he has before him. Getting him onto one of student cohorts was relatively easy; they volunteered.</p> <p>The transition program modeled off Stevenson HS district has allowed for an easier student fit.</p>
<p style="text-align: center;">Average Student</p> <p>I am a 14 year old incoming freshman. I am more than a bit concerned about my adjustment to high school. Until now, whenever I needed help in understanding some material covered in class, the teacher had time to give me extra help that I needed. High school seems daunting to me since classes are 45 minutes long with maybe 30-40 students in them. I don't know how the teachers can have time in a class period to help all the students individually.</p> <p>In addition, I have no idea what courses I should take. I do love animals (my grandparents trained horses) and am interested in becoming a Vet, but the number of years in school it would take seems never-ending. I don't know, maybe I would be happy working in animal shelters.</p> <p>The high school I will be attending is a lot larger than my middle school. It not only has a lot more course offerings, but also what seems like a kazillion sports teams and clubs. I want to get involved, but in what? I am concerned and confused. I need help.</p> <p>Teacher Algebra 1-2 Teacher, Regular Level</p> <p>My name is Morris Enokian. As a high school math teacher, I find myself challenged with the varying abilities of the students that get placed in regular high school math classes. Every year I have freshmen students in my Algebra 1-2 class that are all over the spectrum when it comes understanding the prerequisites needed to master the course. I give the students a pre-test on day one of the quarter, only to find many of them don't know how to find the perimeter of a rectangle. How did</p>	<p style="text-align: center;">Average Student</p> <p>The district transition program has assisted me with the visits to the school and the number of clubs and organizations available have me very interested. My parents were blown away and we had numerous dialogues. I believe the freshman seminar will help me get a career focus (I love animals and am interested in being a Vet, my grandparents trained horses). I know the guided study is available if I start to fall behind. I realize now that all the classes I take have an effect on my future.</p> <p>I am especially happy that the district tech-program will get me connected and assist with the goings-on at my home high school. The school's Google-groups really pique my interest as I have read some of the blogs and tweets; I realize from the conversations that the core subjects and their respective content are important for my future. It is really starting to hit me that I have to take high school seriously. I have already been approached to be AVID-ized, some people call it AVEd EYZED:-} and my parents are in favor of me being a part of the program. I have already been contacted by the AVID coordinator.</p> <p>The Student Ambassador program that I just attended familiarized me with the high school, and the immediate relationship formed with my big-sister team has me really pumped to start school next week. I already feel part of the school and look forward to being a big sister too!!! While I was at the Student Ambassador event my parents attended the Parent University and they realize now how they can support me more than they ever realized—WOW.</p> <p>Teacher Algebra 1-2 Teacher, Regular Level</p> <p>As a high school math teacher, in this wonderfully transformed district, I generally find the ninth grade students entering my Algebra 1-2, properly placed in my class and ready and excited to learn.</p> <p>I give the students a pre-test on day one of the quarter, and find most of them have retained the required prerequisite knowledge required for the class. There are only a few students lacking in a skill or two, and they can be quickly be taught these few skills, unlike before, when I had to reteach everything in depth.</p>

<p>they get placed in Algebra 1-2; how did they matriculate to high school? Many students can be better served by spending time in the summer either reviewing, or finally learning, the prerequisites needed to master Algebra 1-2. Why do we allow students in a high school math class when they can't even subtract two negative numbers?</p> <p>Still, many of the students are strong academically, but lack the social skills to join their peers in various clubs and activities that are an intricate part of high school life. Somehow, we need to encourage these students not to be afraid in joining a club which has a topic in which they are interested. For example, we need to encourage the students not to be afraid to join the Math Club, even if their math skills are not as sharp as some of their classmates. If they don't try it, they will never know if the club is truly one in which they can be productive.</p> <p>We need to get all teachers on board with the Common Core curriculum. Within my own department, teachers teaching the same subject, often teach topics that another teacher does not even touch upon. Two different students, within my own school, could both master the same subject taught by two different teachers, and at least one, if not both, lacking in necessary prerequisite skills for the next level math class.</p>	<p>Some of these students spent time in the summer either reviewing, or finally learning, the prerequisites needed to master Algebra 1-2 in the summer math review classes offered by the district.</p> <p>The students are encouraged to participate in school sponsored extra-curricular activities. In the summer, our school had several open houses where all the sports teams and clubs had tables set up to help students get familiar with them. New students were encouraged by coaches, faculty sponsors and student leaders to consider joining them. There were information sheets at each table describing to students, and parents/guardians, the mission and vision of each group.</p> <p>We have all teachers on board with the Common Core curriculum. Two students taking the same subject from two different teachers have exactly the same curriculum. No longer is there a worry that a student lacks the pre-requisite knowledge for the class requiring that knowledge. Bravo!</p>
<p style="text-align: center;">Academy Student</p> <p>My classes this year are designed/dictated by the Academy program. As an upperclassman I understand the system, its foibles and possibilities. It is clearer to me now why it is designed the way it is. One thing I'd like to change would be some instruction on how to withstand the pressures and just onslaught of things, materials, work coming at you, all the time. If it weren't for the cohort aspect of the Academy program and sharing the load with friends, I do not think I would have made it this far. Some of my childhood friends didn't!</p> <p>Now that the Academy has some history and there is some feedback from those in colleges, I feel better prepared to move forward into college-life. This year is not just busy with classwork but with college visits and apps too. Wow, could I use some time-management right now, school starts in 2 weeks ☹ !</p>	<p style="text-align: center;">Academy Student</p> <p>As an upperclassman in the Academy program, my reflection reveals that I have enjoyed the flexibility of the program as I focus on my college major. Now that I am able to drive, the early morning bus routine is not something I miss. I am glad that the Academies come and visit the middle schools, and have open-houses for elementary student's to visit. It was during one of those visits my interest got piqued.</p> <p>Some of the curricular advantages have been the availability of up-to-date technology, the relationships of fellow students and teacher's along the way and the rigorous preparation that has prepared me for a quality future. My particular academy programs time for career planning because of required job-shadow and internships that are built into the program. Although inconvenient and not pleasant in the first 2 years, I now understand the significance they play in my career choices for MY future. The support within the program has been unofficial, in that we, the students support each other. The instructors are always available and lots of kudos to them!!! When there is a problem academically the informal structure is there for support. The inherent pressure to succeed is present and the academy has a system for academic warning and failure. Yes, a few of my friends from freshman year have returned to their home-high-school.</p> <p>As I look back, a big-brother/sister program would be beneficial for the underclassmen to assist with time management, study skills and just the 'ins and outs' of the program. Some type of parent program, which would inform/educate them on how to support their respective student's, would benefit everyone! Now as an upperclassman, I have visited a few colleges, focused my career choices, and thanks to the internship-job-shadow program I feel prepared for the next level in my training. I have been involved extra-curricular clubs and athletics, meeting and making a wider variety of non-academy friends along the way. I have been able to feel</p>

<p>Teacher</p> <p>Instructing in the Academy program is intense, demanding and yet satisfying. The team of teachers really assists with the load sharing and bearing. We are able to adjust scheduling of classes, monitor student progress (they cannot hide), and share in their successes—that counts for us too. As always, we have been available for students as the need arises outside formal business/scheduled hours.</p> <p>The informal cohort program (student initiated) allows the students seeking assistance and support from peers. It would be nice if there \$\$\$ for behavioral support beyond an overloaded social worker and guidance counselor. There are not enough hours in the day for all that needs to be accomplished and taken care of by the current staffing. Administration has been aware but they are overloaded too.</p>	<p>pride in this academy program that extends to my building/school.</p> <p>Teacher</p> <p>With an even more flexible program for the Academy, there is more freedom for innovations, on-line learning, even the availability for some students to use MOOC's (see below). It was a blessing when we got Wi-Fi access (for the whole building) and the laptops are so portable---yes it's the small things. To the point, the digital access afforded the students has expanded the classroom globally. Now that the district has entered the new millennium, we are at the forefront of what high school should look like. They have opened up the graduation requirements for students to take college courses online; some students have multiple hours at the undergraduate level beyond AP classes. In effect our alliance with ECC, Judson, and NIU and maybe someday UIUC allow dual credit. The day-in-the life videos of academy graduates have really provided some framework for students to 'get on track' from the get-go!</p> <p>It is refreshing and rewarding for me that I am even teaching some classes for college credit and recognized in two educational circles. For the students there has been a great transition over the last few years; they have taken control of their learning and the instructors have had to step-it-up to stay ahead of them!</p> <p>The parent university is in full forward mode, allowing for support systems and feedback loops we never envisioned, wish we thought of this sooner! They have truly assisted us by providing a long overdue real-world perspective of standards based assessment. We have even scaffolded the career path concept into the elementary schools so students take all of their schooling more seriously, even the bubble-kids are understating their gifts and strength because they know that's what provides value for their future's. Of course the model for student assistance that involves guidance, college interns community, and parents is so with-it as mentors and guest speakers. Building the Alumni Foundation has provided dollars and sense for our continued success with its scholarships, video programs, and internships.</p> <p>The support system of the Rt12 has really assisted at the point of greatest concern. Can you believe that several industries in the community have provided funding to assist with this☺ they have even added an assessment piece, life-lesson, and free lunch.</p> <p>Overall, I am a busy and happy instructor in a dynamic system that is always changing, yep for the better.</p>
<p>SPED Student</p> <p>I really don't like most of my classes. I feel like I just don't fit in with a lot of the other students. For starters, when I was in middle school, I was in the same classroom all day, with one teacher and the same group of nine students. Then, when I moved to the high school I was in a different class every period, with a different teacher, and different students. At first, I really liked being in a new location, with new teachers, and new students, but it has been really hard getting to know people and figuring out what I have to do in each of my six classes. I wish I had been able to visit the school last Spring and meet some of my teachers and my case</p>	<p>SPED Student</p> <p>This past Spring, I was able to visit the high school and meet my teachers and case manager. It was really helpful to get to meet them ahead of time, via a transition program, to be able to ask them questions not only about my classes, but about the high school itself. At first, I was really nervous about the fact I would be with all new teachers and all new students. But, then I discovered that my study skills class was also going to be my homeroom period. In that period, it is split with my lunch. So, I go to lunch for 25 minutes and then go to homeroom. Homeroom is great because there are the same students from my study skills class, and we are all going through the same things. So, I get to ask all the questions I have about school like: how to see my guidance counselor, the login info for Career Cruising, how to sign-up for</p>

<p>manager at that time. I would have been able to ask questions and not be so embarrassed. It seems like everyone else already has the answers, and I just don't know how to get them. Also, I wish I had a class that I really wanted to take. I have to take math, English, reading, PE, and biology. And, they put me in Keyboarding. Then I have lunch and study skills. I can't ever get to my teachers for help during lunch or study skills because they are teaching at those times. But, no one seems to care that I really want to take foods. I think I would like to think about a job as a chef. And, It would be really helpful to be able to talk with someone about a plan for after high school. I don't want to go to school. And, my mom keeps telling me don't think I'm going to sit on her couch all day. A lot of what I do seems useless.</p> <p>Teacher</p> <p>I am always so worried when the school year starts for my students who are coming from the middle schools. Many of them have been self-contained or cross-cat for the past two years, and when they start high school, none of them are self-contained. At the very least they are cross-cat with a new teacher each period and a new group of students. It's a really stressful time of year for all students, but also the teachers. I know the students have questions, but I can't get them to tell me what they need to know. I think it's probably because they don't know me, and really don't trust me. It would be a lot easier if I was able to meet them before the first day of school. Also, trying to help all of my skills students during just one period of study skills is really tough. The students have so many questions about high school in general, that I can't get to the academic questions. And, many times the students want their classroom teachers to come in and help them, but their classroom teachers are all teaching that period. So, I'm left trying to assist with all of their classes. As a result, I don't get to know the students as well as I would like, and I'm not sure how beneficial the period is.</p>	<p>basketball, how to get to the library, etc. Then, in Study Skills, it is really focused on each of my classes and helps me structure my notes, prioritize my homework, and role play with conversations with each of my teachers. Also, my teachers have a similar schedule so their planning period is during my study skills period. That means I can go to them directly during that period for help. Also, since I was able to do some Career Cruising during the transition program last spring and work on a transition plan for after high school, my guidance counselor found out just how much I'm really interested in foods and cooking. So, I was able to take that foods class. If I continue in the program, I can become Pro-Start certified and immediately have a plan for either more school after high school or a job right away. High school has been much better than I thought it would be.</p> <p>Teacher</p> <p>I know some teachers were really unsure about the transition program for incoming Special Education students during the Spring. They thought it was a lot of time, and weren't sure if it would help. But, after talking to my Homeroom students and Study Skills students, they really like getting to see the building, meet all of us, and getting some questions answered about what to expect with their classes and the school. Also, being able to help them work with my students for half a period for Homeroom and a full period of Study Skills is really great. So, for me, I have third period Study Skills and then the first half of fourth period is Homeroom with that group of students. Then, my second group of students comes in for Homeroom during the second half of fourth period and then has Study Skills during fifth period. The blocking of this time is really beneficial for students because we can address the social/emotional and the academic needs. Also, the classroom teachers were scheduled to be available during the study skills period for their students. This allows them to answer questions and provide tutoring. This replaces their supervision. The teachers are available throughout the entire year, every other day. This has really made a huge difference in supporting student learning.</p>
<p>Virtual Student</p> <p>I find it difficult to only study subjects abstractly. I enjoy the Discovery Channel on TV and check out science videos on YouTube, but science in my high school doesn't look anything like what I see scientists doing in school. It's the same way in math class. I see what Myth Busters do with their calculations, but it doesn't match what I'm learning in Geometry. My teachers seem so busy with the 'slow' kids that I never am able to learn about parts of math and science that I want to. Even in French class we learn vocabulary and pronunciation, but I never get the feel of what it would be like to be in France. I feel so insulated from the rest of the</p>	<p>Virtual Student</p> <p>I really enjoy science class now that we only meet on alternative days at school. The on-line instruction gives me opportunities to look at videos of real scientists and I can ask my questions directly on the AMA (Ask me anything) forum my teacher organized with Fermilab scientists. The class specific chat room allows me to ask follow up questions to my classmates. Since I understand what we've done in class, my teacher has given some of us the option to pursue topics beyond what we talk about in class. We collaborate via social media sites whenever we have time. Alfonso works right after school, so he responds before he goes to bed and I read his entries in the morning during my study hall. In French class, I am practicing my French using my school issued device. I speak a sentence and the program shows a graph indicating the</p>

<p>world. I wish my schooling would help me reach beyond where I am physically.</p> <p style="text-align: center;">Virtual Student 2</p> <p>I hate rushing to school in the morning after getting my younger siblings ready for school and then sprinting home so I can let them in the door after school. I am having trouble in my English class and my teacher has asked to see me before or after school. I want to but I can't because I watch my siblings. She wants to work with me during her lunch period, but I have Physics that period. It is so frustrating that I can't get help with what I need.</p> <p><i>Teacher</i></p> <p>My classes contain such diverse ability levels. I know the students who 'get it' are bored as I work with the students who are not there yet. I give additional enrichment assignments, but they require additional print materials which I photocopy. Although these activities go beyond what I'm teaching, my students look at the extra work as punishment. I know of many websites and posted video clips which would be much more interesting, but I only have 1 computer for my 7 advanced kids. I want to provide interesting, content rich materials for them, but I have no delivery system.</p> <p>Also, I have several students in need of extra instruction. Not hardcore tutoring, but just a little bit of encouragement and additional questioning to enable them to master the subject. They are busy before and after school so during school is the opportunity I have to work with them. Unfortunately, they do not have free periods coinciding with mine. I tried working with them in class while other students are working on the current material, but they feel very self-conscious getting the extra help.</p>	<p>speed and intonation and compares it to a native speaker. It is also fun to chat in French with my French 'virtual buddy'. We talk about what it is like to live in our respective countries. We see the world very differently, but I'm learning to understand different points of view.</p> <p style="text-align: center;">Virtual Student 2</p> <p>With the late start at high school, I can help get my siblings off to school and still have time to review the comments that my teacher and others have made on my latest draft of my essay. I also like her virtual office hours on Tuesday night. We can talk specifically about the details that were holding me back in English. We can talk without my classmates seeing that I'm struggling. I also like that I don't have to worry about my printer running out of ink since I turn in all my 'papers' electronically. When my teacher makes suggestions for editing, I get them right away. I see my writing is getting better every day.</p> <p><i>Teacher</i></p> <p>The way my class works has been transformed by the availability of 1 to 1 technology. I find myself doing less showing and more guiding. My students know how to seek out and vet sources for writing skills. I am able to spend more time in dialogue with individual students as others are seeking reading material of interest to themselves. I can give suggestions of video clips and websites to aid their search. It seems the students are finding better sources and posting them on the class Wikispace. It is easy to monitor the class discussions and provide increasingly effective differentiated instruction to all. Suzy, who rarely speaks in class, is a prolific poster who has a keen eye for editing. She is 'tutoring' six students in my Freshman English class by making editing suggestions on papers the students send her before I see them. It is great for Suzy and my freshmen.</p>
<p style="text-align: center;">Traditional Parent</p> <p>Now that my student is a junior in high school, my contact with the school is really limited. No news is typically good news. My student is on track to graduate, earns solid grades, and should score at least a 23 on the ACT. That should be good enough to get my student into most state schools. She participates in Jr. Class Council and plays softball. I am a booster member and I make sure that I complete my commitments for fundraising</p>	<p style="text-align: center;">Transformed Parent</p> <p>When my student started high school, I really thought my role would be limited. I was really wrong. As soon as my student started the Transition Process, I was also transitioned into being a high school parent. The parent mentor program really helped provide me with essential information concerning: high school course requirements, "whole" child growth, the values of extra-curricular activities in the life of a student, college requirements, FAFSA information, community service details, and support for me as I work to help my student. Additionally, it</p>

and working at the concession stands.	was really powerful to meet parents going through the same process at the same time, as well as learn from those who have already successfully navigated some of the high school landscape. I also look forward to taking on the mentor role next year, as the parent of a soon-to-be-senior.
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*** How will MOOCs affect your K-12 classroom?**

Experts say high schools are about to get a MOOC awakening

By Meris Stansbury, Associate Editor

more by [Meris Stansbury](#)

According to one of the most popular [International Society for Technology in Education \(ISTE\) 2013](#) conference speakers, Massive Open Online Courses (MOOCs) are on the verge of revolutionizing K-12 education.

MOOCs—often free and non-credited online courses taught by educators—are currently transforming higher education. [Visit our higher-education site, [eCampus News](#), for more MOOC news.]



Read

The point is that we don't need to use all of our characters in each recommendation. The role of the vignettes is to give depth and palpability to the outcomes of our recommendations. We still need to be clear in the goal and implementation of each recommendation. That is, we need to be concrete and specific in the description of what the recommendation will look like and how to implement it. <http://www.eschoolnews.com/2013/08/29/moocs-iste-k12/>

****Employer Expectations: Hard and Soft Skills** <http://advising.wvu.edu/r/download/81572> <http://wdr.doleta.gov/SCANS/>

<http://www.doleta.gov/BRG/pdf/Hospitality%20Report%20-%20FINAL.pdf>

*****Angela Duckworth and the Research on 'Grit**

<http://americanradioworks.publicradio.org/features/tomorrows-college/grit/angela-duckworth-grit.html>

<http://www.wired.com/wiredscience/2011/03/what-is-success-true-grit/>

<http://www.womenshealthmag.com/fitness/grit-scale>

<http://www.thelavinagency.com/blog-education-speaker-paul-tough-grit-test.html>

The Vision Framework

<u>High School</u>	Cognitivity	Core Comprehensive Curriculum	Communication	Citizenship and Social Responsibility	Time Management
	-- it's all about relationships -- How is learning relevant to my future? -- If a student falls behind (Adequate Learning Progress 'ALP'), what is the RtI and when do we know	Standards-based; it's all about relationships; -- all standards based, like curricular cohorts and x-curricular teams --Tech training, especially IC for parents* , AVID -- students should visit	-Interventions, AP split, guided study, special interest, transition, virtual, SEL (socio-emotional learning), homeroom for So-Jr. -- E-learning/Google docs/drop box, Prezi, BYOD (bring your own	Part of the transition is to get students aware of their future career path—use Chamber of Commerce (use community) as experts.-How does Game of Life at the career level fit here (ECC Model). End-goal is to work out some	The schedule allows for early start, late arrival, split schedule can have E-learning, peer tutoring, Google-chat

	<p>the student is back on track (every 4 weeks instead of quarterly or semester---close the gap to catch students earlier)?—</p> <ul style="list-style-type: none"> -- use parents as guest speakers/role-models --caring for MY building/school—pride --have a sense of belonging/connectedness to a community --where does it start 	<p>the high school in early grades</p> <ul style="list-style-type: none"> -- guided study, earlier start of year, SEL component, have a no-credit class that they must complete (guided supervision for teachers), have Fr. Support staff that follow them (teams), parent piece (understand the requirements and credits), physical layout of building change to fit, peer mentoring. -- Juniors and seniors as peer mentors and tutors, LINK Crew, community service (how do we get students who have to work to complete this requirement?) -- Need teachers PLC and Teacher X-curricular teams -- Keep in mind what are state graduation requirements, allowing to take classes of interest, are there waiver possibilities -- The parent university as part of transition, parents have an active learning role along with their respective student's, co-driven by staff and parents...invitations for participation have to extend beyond electronic format into the personal (eye-ball-to-eye –ball) format 	<p>device) to class, Teacher PD on devices, Tech classes would require new staff, support programs for ESL-Bilingual (language acquisition), textbook resources (Kindle, I-Pods, Chromebooks)</p> <ul style="list-style-type: none"> -- when a student has exhausted tier 1 interventions, how and what is the tier 2 progression (create a resource of common plans, etc. that can be easily communicated—progress report format with #'s is one idea) 	<p>mentoring as Continual Learning Cycle (ConLrnC)</p> <ul style="list-style-type: none"> -- Juniors and seniors as peer mentors and tutors, LINK Crew, community service (how do we get students who have to work to complete this requirement?) -- college visits, support staff special for seniors, have social work interns fulfill college requirements with the HS from neighboring secondary education, have them do pre-admission testing, more emphasis on WorkKeys, NCRC and military options. How do parents of upperclassmen mentor the underclassmen? -- Use Parent advisory models that are working well as templates for all—remove silos 	
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POSSIBLE SCHEDULES

Example of the high school day
***shorter lunch and support period**
 Period 1 – 50 minutes
 Period 2 – 50 minutes
 Period 3 – 25 minutes (Lunch)
 Period 4 - 25 minutes (Support)
 Period 5 – 50 minutes
 Period 6 – 50 minutes
 Period 7 – 50 minutes
 Period 8 – 50 minutes
 Period 9 – 50 minutes

AB lunch schedule	
	Mins
	50
	50
A	25
B	25
A	25
B	25
A	25
B	25
A	25
B	25
	50

Current South Elgin High School Bell Schedule		
Warning Bell for “ZERO” Hour	7:10am	
Period – 000	7:12am	
Period – 001 Warning Bell	7:30am	
Period – 001	7:39 - 8:02	
Period – 002	8:06 - 8:29	
Period – 003	8:33 - 8:56	
Period – 004	9:00 - 9:23	
Period – 005	9:27 - 9:50	
Period – 006	9:54 - 10:17	
Period – 007	10:21 - 10:45	Lunch
Period – 008	10:49 - 11:13	Lunch
Period – 009	11:17 - 11:41	Lunch
Period – 010	11:45 - 12:09	Lunch
Period – 011	12:13 - 12:37	Lunch
Period – 012	12:41 - 1:05	Lunch
Period – 013	1:09 - 1:33	Lunch
Period – 014	1:37 - 2:01	Lunch
Period – 015	2:05 - 2:28	
Period – 016	2:32 - 2:55	

Much of the discussion focused on the bell schedule and shortening lunch periods which would give us scheduling flexibility for a variety of classes. A possible bell schedule 6 period schedule:

Schedule 1

- P1 55 mins
- P2 55 mins
- P3 30 mins (Lunch)
- P4 55 mins
- P5 55 mins
- P6 55 mins
- P7 55 mins

Schedule 2

- P1 55 mins
- P2 55 mins
- P3 55 mins
- P4 30 mins (Lunch)
- P5 55 mins
- P6 55 mins
- P7 55 mins

Schedule 3

- P1 55 mins
- P2 55 mins
- P3 55 mins
- P4 55 mins
- P5 30 mins (Lunch)
- P6 55 mins
- P7 55 mins

Schedule 4

- P1 55 mins
- P2 55mins
- P3 55 mins
- P4 55 mins
- P5 55mins
- P6 30 mins (Lunch)
- P7 55 mins

Period	Min	A	B	C	D	E	F	G	H	I	Early Release	Late Arrival
0	55									SS	Elective	
1	55	Math	Math	Math	English	PE	Math	Science	Math	Elective	Math	
2	55	SS	AP Science	Science	Science	Math	English	PE	Elective	Math	SS	SS
3	25	Lunch		Elective	Math	Science	Elective	Math	Supported Study	Science	Science	Lunch
4	25	Science	Lunch						Science			Study
5	25		AP SS	Lunch	Supported Study	SS	PE	Elective		Lunch	English	PE
6	25	Elective		Study	Lunch				SS	Study		
7	25		Drivers Ed	English	SS	Lunch	Study	SS		Drivers Ed	PE	English
8	25	PE				Band/Orchestra	Lunch		English			
9	25		PE	PE	PE		SS	Lunch		English	Lunch	Math
10	25	English						English	Lunch			
11	25		English	Elective	Elective	English	Science		PE	Elective		Science
12	25	Study						Supported Study				
Class Count		6	6	6	6	6	6	6	6	7	6	5

This schedule includes:

- 55 minute classes
- 5 minute passing periods
- Many AP and support scheduling options
- The opportunity for early release/late arrival while maintaining 6 classes.

Click on tab at bottom to see teacher examples.

How Distance Learning might work in the high school day:

There would be two 4 period schedules from 10 AM to 1:55 PM that would be rotated on alternate days. Students would be scheduled for 6 classes, a ½ hour lunch, and a ½ hour study hall. For each class that a teacher does NOT meet with on a particular day, they are expected to hold a virtual class period that day. Each full-time teacher will be assigned to teach 5 classes. If they meet with 3 of their classes, they are expected to hold 50 minutes of virtual office hours that day. If they meet with 2 of their classes, they are expected to hold 100 minutes of virtual office hours that day.

Virtual office hours are defined as a time period dedicated exclusively to course related communication with students. The details of these times have not been completely forged out, but they could be broken down into subject areas, based upon the teacher's actual classes, or remediation, enrichment, and intervention groups. They could be scheduled before or after schools hours, assigned by building principals, or negotiated with the students (and their parents) in each class. Since each class meets for 85 minutes every other day, additional help, continuation of a lesson, and enrichment activities could be provided during these times. A teacher could teach a lesson on line and students would have to log in and participate in the activities, or it could be a time where a teacher is available to answer homework questions or entertain discussions regarding the material at hand. Guidance counselors could use this time to assist with college/career plans, provide transitional support for 9th graders. PE teachers could use this time to teach nutrition, create workout regimes, or organize intramural activities.

Rationale: Provide a later start time for high school students, create more consecutive minutes for labs, PE activities, etc., incorporate existing technologies into the learning environment, and increase the one-on-one time between students and teachers (via online options).

Current FTE Day:

Classroom Time: 250 minutes

Supervision: 25 minutes (50 minutes, 1 semester only)

Planning Time: 75 minutes (one 50 minute period all year, one 50 minute period 1 semester only)

Lunch: 50 minutes

Total: 400 minutes

Possible Distance Learning FTE Day:

Classroom Time: 212.5 minutes (one day 255 minutes, 170 minutes the next day)

Supervision: 40 minutes

Planning Time: 42.5 minutes (one 85 minute period every other day)

Lunch: 40 minutes

Virtual Office Hours: 75 minutes (100 on one day, 50 minutes the next)

Total: 410 minutes

5 period days

Period 1	Period 2		Period 3		Period 4
9:00-10:25	10:30-11:55		12:00-1:25		1:30-2:55
	10:30-11:10 Lunch A Study A	11:15-11:55 Lunch B Study B	12:00-12:35 Lunch C Study C	12:40-1:25 Lunch D Study D	

Blue Day

Period 1B	Period 2B		Period 3B		Period B
9:00-10:25	10:30-11:55		12:00-1:25		1:30-2:55
	10:30-11:10 Lunch A Study A	11:15-11:55 Lunch B Study B	12:00-12:35 Lunch C Study C	12:40-1:25 Lunch D Study D	
Class 1	Lunch	Study	Class 2		Class 3

Green Day

Period 1G	Period 2G		Period 3G		Period 4G
9:00-10:25	10:30-11:55		12:00-1:25		1:30-2:55
	10:30-11:10 Lunch A Study A	11:15-11:55 Lunch B Study B	12:00-12:35 Lunch C Study C	12:40-1:25 Lunch D Study D	
Class 4	Lunch	Study	Class 5		Class 6

Classes Taught that day	2	3
Virtual Office Hours that day	3	2

Rationale demonstrating how these possibilities enrich student experiences:

	AT-RISK	SPED	ELL Bilingual Dual-language	Average	Special interest	Academy Has a cohort		Extra- curricular		
Flexible lunch	Interventions, AP split, guided study, special interest, transition, virtual, SEL (socio-emotional learning), homeroom for So-Jr. The schedule allows for early start, late arrival, split schedule can have E-learning, peer tutoring, Google-chat							Zero hour or 9 th hour for sports, clubs, Groups; credit recovery, Enrichment		
Enrichment	Standards-based; it's all about relationships; Tek training, especially IC for parents* , AVID									
Literacy										
Transition Into and out of HS	--students should visit the high school in early grades 9 th grade (freshman teams)—begin in spring of 8 th grade—How is learning relevant to my future? --guided study, earlier start of year, SEL component, have a no-credit class that they must complete (guided supervision for teachers), have Fr. Support staff that follow them (teams), parent piece (understand the requirements and credits), physical layout of building change to fit, peer mentoring. --if a student falls behind (Adequate Learning Progress 'ALP'), what is the RtI and when do we know the student is back on track (every 4 weeks instead of quarterly or semester---close the gap to catch students earlier)?—(Crystal Lake Central has a 4 week program)... when a student has exhausted tier 1 interventions, how and what is the tier 2 progression (create a resource of common plans, etc. that can be easily communicated—progress report format with #'s is one idea) --Part of the transition is to get students aware of their future career path—use Chamber of Commerce (use community) as experts.-How does Game of Life at the career level fit here (ECC Model). End-goal is to work out some mentoring as Continual Learning Cycle (ConLrnC) --students visit the world of work and higher education									
	12 th grade begins in spring of junior year College visits, support staff special for seniors, have Social work interns fulfill college requirements with the HS from neighboring 2ndary Education, have them do pre-admission testing, more emphasis on WorkKeys NCRC and military options. How do parents of upperclassmen mentor the underclassmen?									
Technology	E-learning/Google docs/drop box, Prezi, BYOD (bring your own device) to class, Teacher PD on devices, Tek classes would require new staff, support programs for ESL-Bilingual (language acquisition), textbook resources (Kindle, I-Pods, Chromebooks)									
Volunteerism	Juniors and seniors as peer mentors and tutors, LINK Crew, community service (how do we get students who have to work to complete this requirement?)									
Smaller Learning Communities	--Looping --Blocking --Teams								all standards based, like curricular cohorts and x-curricular teams Navigating the American Educational system E-learning, discussion boards Need teachers PLC and Teacher X-curricular teams	
Creativity										
X-Curricular Teams Cohorts										
Curriculum Communication/	Loop	Keep in mind what are state graduation requirements, allowing to take classes of interest, are there waiver possibilities								

speech/ literacy	Block Team Renaissance Math was at 3 high schools—provide resources to all students at all locations		
Equity	Role models available as mentors, speakers, (chambers of commerce, businesses, u-46 graduates)!!!		
Parent piece*	The parent university as part of transition, parents have an active learning role along with their respective student's, co-driven by staff and parents...invitations for participation have to extend beyond electronic format into the personal (eye-ball-to-eye –ball) format --use parents as guest speakers/role-models --Use Parent advisory models that are working well as templates for all—remove silos		
Culture & Climate	--caring for MY building/school—pride --have a sense of belonging/connectedness to a community --where does it start?		