

MIDDLE SCHOOL COURSE REGISTRATION

Student and Parent Meeting

Date:

Time:

Location:

**District
Logo**

MAKING WELL-INFORMED DECISIONS ABOUT YOUR FUTURE

THE DECISIONS YOU MAKE NOW WILL
GREATLY IMPACT THE OPPORTUNITIES
YOU WILL HAVE IN THE FUTURE



HOW WILL YOU SPEND YOUR TIME NEXT YEAR?

AND

WHERE WILL YOU PUT YOUR EFFORT?



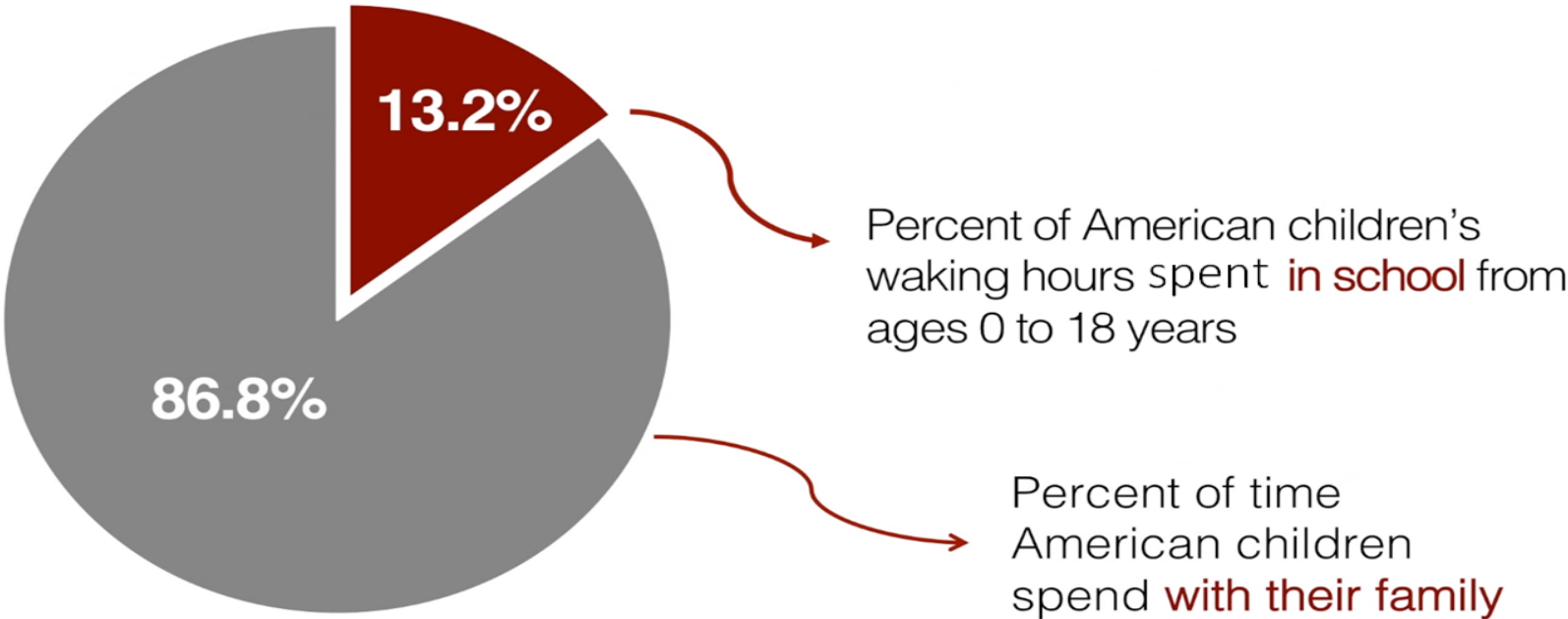
NURTURE TEEN BRAIN DEVELOPMENT

“All of the developmental changes going on in teen brains prepares them for adulthood. These changes prime them to be able to make wise decisions and to think critically and creatively. During adolescence they gain skills that will help them mature into independent, thriving adults. Healthy brains are central to adolescents’ future well-being, and parents play an important role in nurturing positive brain growth.”





Time at home eclipses time at school



GOLD STANDARD [Learning at Home]

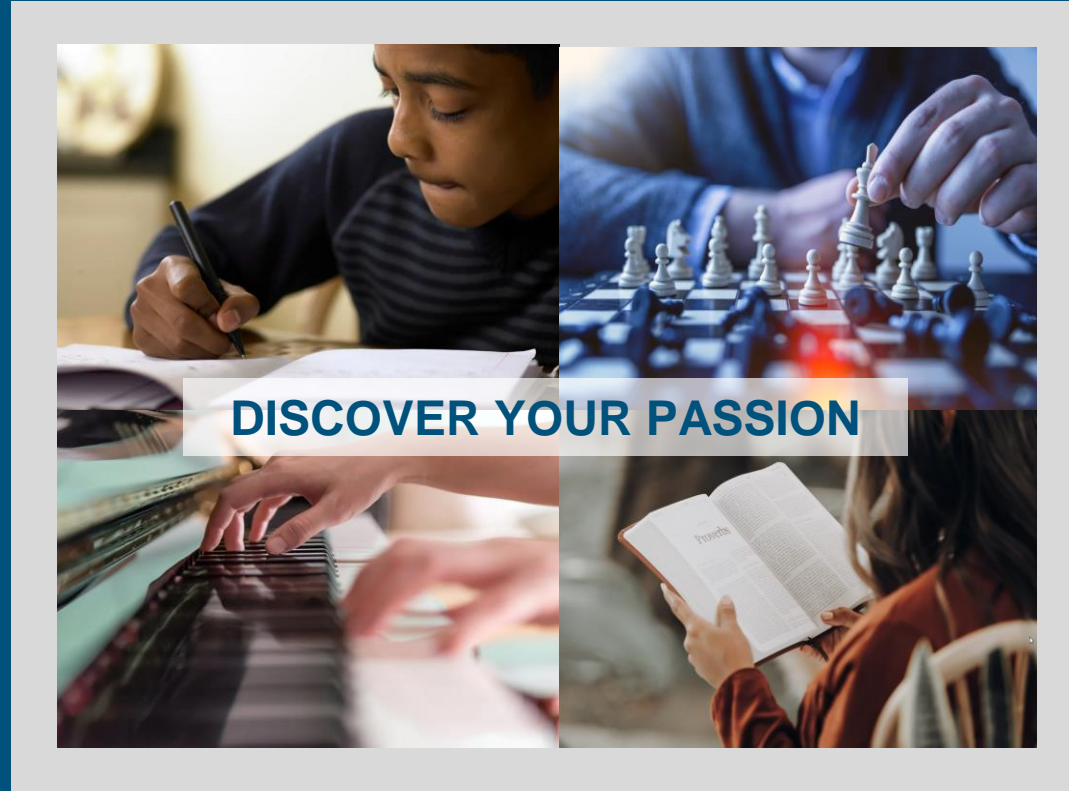
"High-achieving children from all backgrounds tend to spend approximately 20 hours a week in constructive learning activities outside of school. Supportive guidance from adults is a critical factor in whether such opportunities are available.

In a given week, this would consist of four or five hours of discussion with knowledgeable adults or peers; four or five hours of leisure reading; one or two hours of various types of writing, such as grocery lists, telephone messages, letters, or diary entries; five or six hours of homework or study; several hours devoted to hobbies; two or three hours of chores; and four to five hours of games."

Clark, Reginald M. *"Why Disadvantaged Students Succeed: What Happens Outside School is Critical"*
Public Welfare, Spring 1990, pp. 17-23

Being Well-Educated is a Lifestyle

ACTIVITY	TIME ALLOCATED
Homework	60 – 80 minutes
Reading	30 – 45 minutes
Dinner Discussion	30 – 40 minutes
Writing	10 – 15 minutes
Chores	10 – 20 minutes
Games	20 - 30 minutes
Hobbies	20 – 30 minutes
Daily Total	3.0 – 4.3 Hours
5 Day Total	15.0 – 21.5 Hours



The Forgotten Middle

Ensuring that All Students Are on Target for College and Career Readiness before High School



A Strong Start

Eighth-grade students' academic achievement has a larger impact on their readiness for college by the end of high school than anything that happens academically in today's high schools.

Students who are on target in eighth and ninth grade to be ready for college-level reading are substantially more likely to be on target to be ready for college in English, mathematics, and science.

Improvement in Eighth-Grade Academic Achievement and Being on Target for College and Career Readiness in Eighth Grade Are More Beneficial Than Any High School-Level Academic Enhancement

Improving Certain Behaviors of Middle School Students-- Particularly Academic Discipline-- Can Help Improve Students' Readiness for College and Career.

What are the ACT® College Readiness Benchmarks?

JEFF ALLEN, PhD, AND JUSTINE RADUNZEL, PhD

“The ACT College Readiness Benchmarks are the minimum ACT test scores required for students to have a reasonable chance of success in first-year credit-bearing college courses at the typical college.”

Table 1. ACT College Readiness Benchmarks

ACT test score	College courses	Benchmark
English	English Composition I	18
Mathematics	College Algebra	22
Reading	American History, Other History, Psychology, Sociology, Political Science, Economics	22
Science	Biology	23
STEM ¹	Calculus, Chemistry, Biology, Physics, Engineering	26
ELA ²	English Composition I, American History, Other History, Psychology, Sociology, Political Science, Economics	20

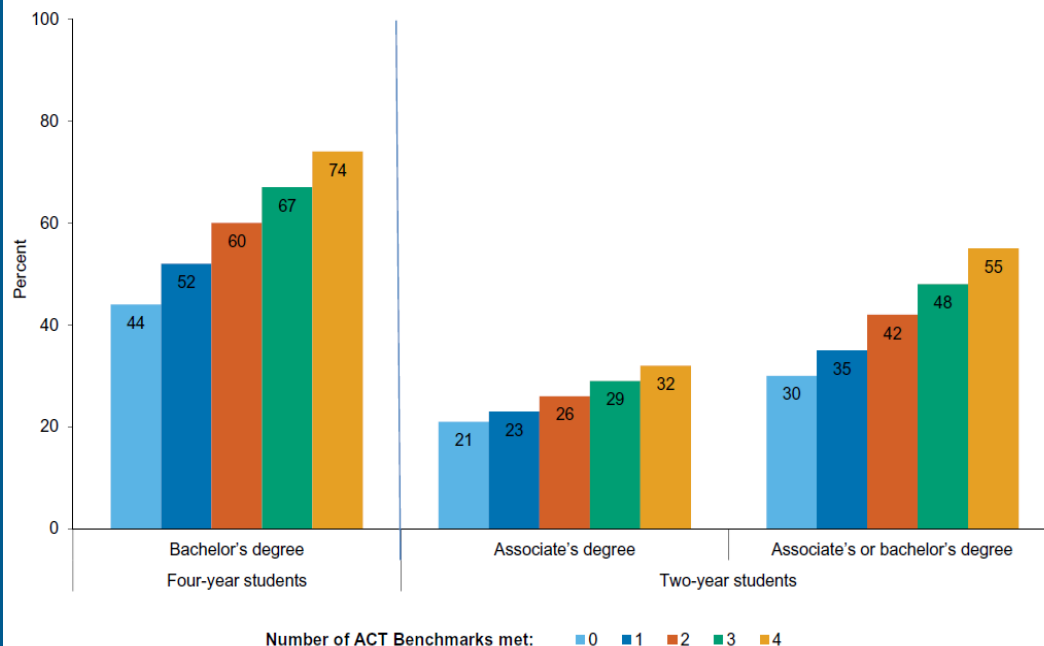


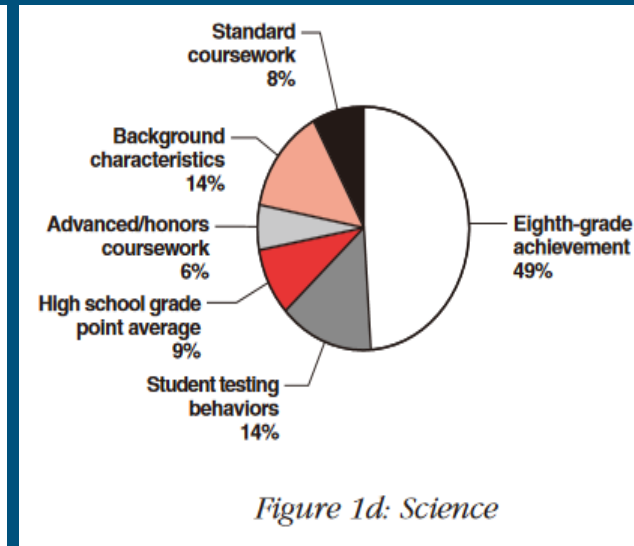
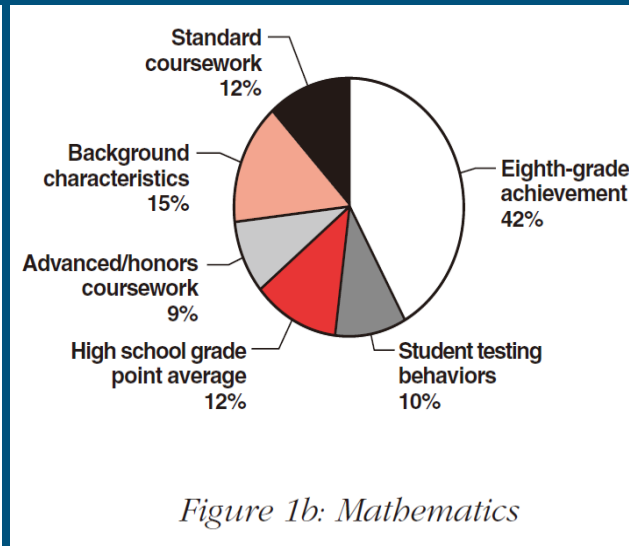
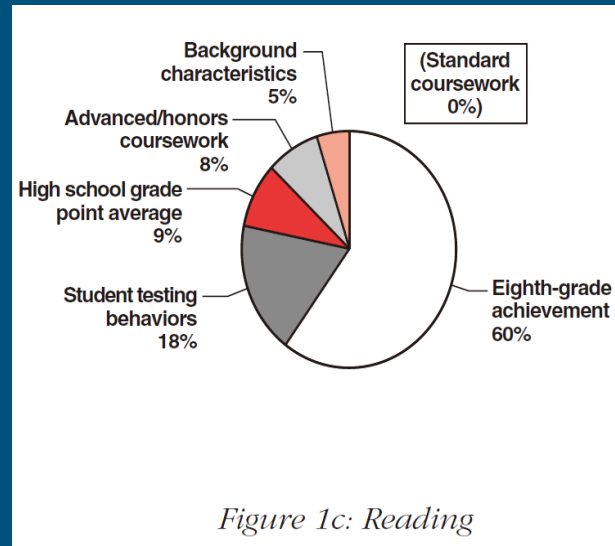
Figure 1. Six-year degree completion rates by number of ACT Benchmarks met and institution type.⁴



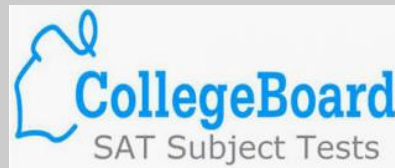
Academic Achievement and Academic Behaviors Combined are the Best Predictor of Academic Performance



Relative Magnitude of Effective in Predicting Eleventh/Twelfth-Grade College and Career Readiness (All Students)



STUDENT TESTING BEHAVIORS MATTER



MAP Benchmark Assessment

Grades Administered

K - 8

Number of Questions

50 - 53

Testing Time (Recommendation)

45 – 60 minutes

Adaptive Assessment



NWEA READING

COLLEGE AND CAREER READINESS

ACT

(2015 Norms Percentile)

75 PERCENTILE +

Higher
Achievement

Lower
Achievement

READING														2015 Norms Percentile
		K	1	2	3	4	5	6	7	8	9	10	11	
CCR (Smarter Balanced Level 3)	Spring				202	209	214	218	222	225				56-62
CCR (ACT ≥ 22)	Spring						215	220	224	227	230			59-69
CCR (ACT ≥ 24)	Spring						218	223	227	230	233			66-75
NWEA	Fall	163	182	200	214	224	231	236	240	243	246	248	250	95
NWEA	Fall	155	174	190	204	214	221	226	230	233	236	237	239	84
NWEA	Fall	148	167	182	196	206	213	218	222	225	228	229	231	69
NWEA Median	Fall	141	161	175	188	198	206	211	214	217	220	220	223	50
NWEA	Fall	134	154	167	180	190	198	204	207	209	212	212	214	31
NWEA	Fall	128	148	159	173	183	191	196	199	202	205	204	206	16
NWEA	Fall	121	141	152	165	175	183	189	192	194	197	196	198	7

NWEA MATH

COLLEGE AND CAREER READINESS

ACT
(2015 Norms Percentile)

83 PERCENTILE +

Higher
Achievement

Lower
Achievement

MATHEMATICS														
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				204	217	229	230	235	242				52-72
CCR (ACT ≥ 22)	Spring						226	232	238	243	246			61-74
CCR (ACT ≥ 24)	Spring						230	237	243	248	252			70-83
NWEA	Fall	165	184	199	212	225	236	243	250	256	260	262	266	95
NWEA	Fall	155	175	190	203	216	226	233	239	244	248	250	253	84
NWEA	Fall	148	169	183	197	209	219	225	231	235	239	240	243	69
NWEA Median	Fall	140	162	177	190	202	211	218	223	226	230	230	233	50
NWEA	Fall	133	156	170	184	195	204	210	214	217	221	220	223	31
NWEA	Fall	125	150	164	177	188	197	202	206	209	212	211	213	16
NWEA	Fall	118	143	157	171	182	190	195	198	200	204	201	204	7

A student score at or above the following scores on a 6+ Mathematics Survey with Goals test suggests student readiness for:
230 Introduction to Algebra; 235 Algebra; 245 Geometry

Potential Improvement	
Current Academic Achievement - 90 percentile	Academic Behaviors

Potential Improvement	
Current Academic Achievement - 75 percentile	Academic Behaviors

Potential Improvement	
Current Academic Achievement – 48 percentile	Academic Behaviors

**POTENTIAL FOR ACADEMIC
IMPROVEMENT**

Students who develop strong noncognitive skills, behaviors, attitudes and strategies benefit in many ways



**Higher
Academic
Achievement**



**Better
Employment
Opportunities**



**Financial
Stability**



**Better
Health &
Well Being**

Noncognitive Factor Learning and Life Outcomes Impact

“Self-discipline also predicted which students would improve their grades over the course of the school year, whereas IQ did not.”

Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents.

“Although they develop throughout childhood, noncognitive attributes developed during adolescence have been shown to have a significant and lasting impact on success in life (e.g., Rauber, 2007).”

Rauber, M. (2007). Noncognitive skills and success in life: The importance of motivation and self-regulation. Unpublished manuscript. Retrieved from <http://www.ub.uni-konstanz.de/kops/volltexte/2007/3789/>

Noncognitive Factors

“In addition to content knowledge and academic skills, students must develop sets of **behaviors, skills, attitudes,** and **strategies** that are crucial to academic performance in their classes, but that may not be reflected in their scores on cognitive tests.”

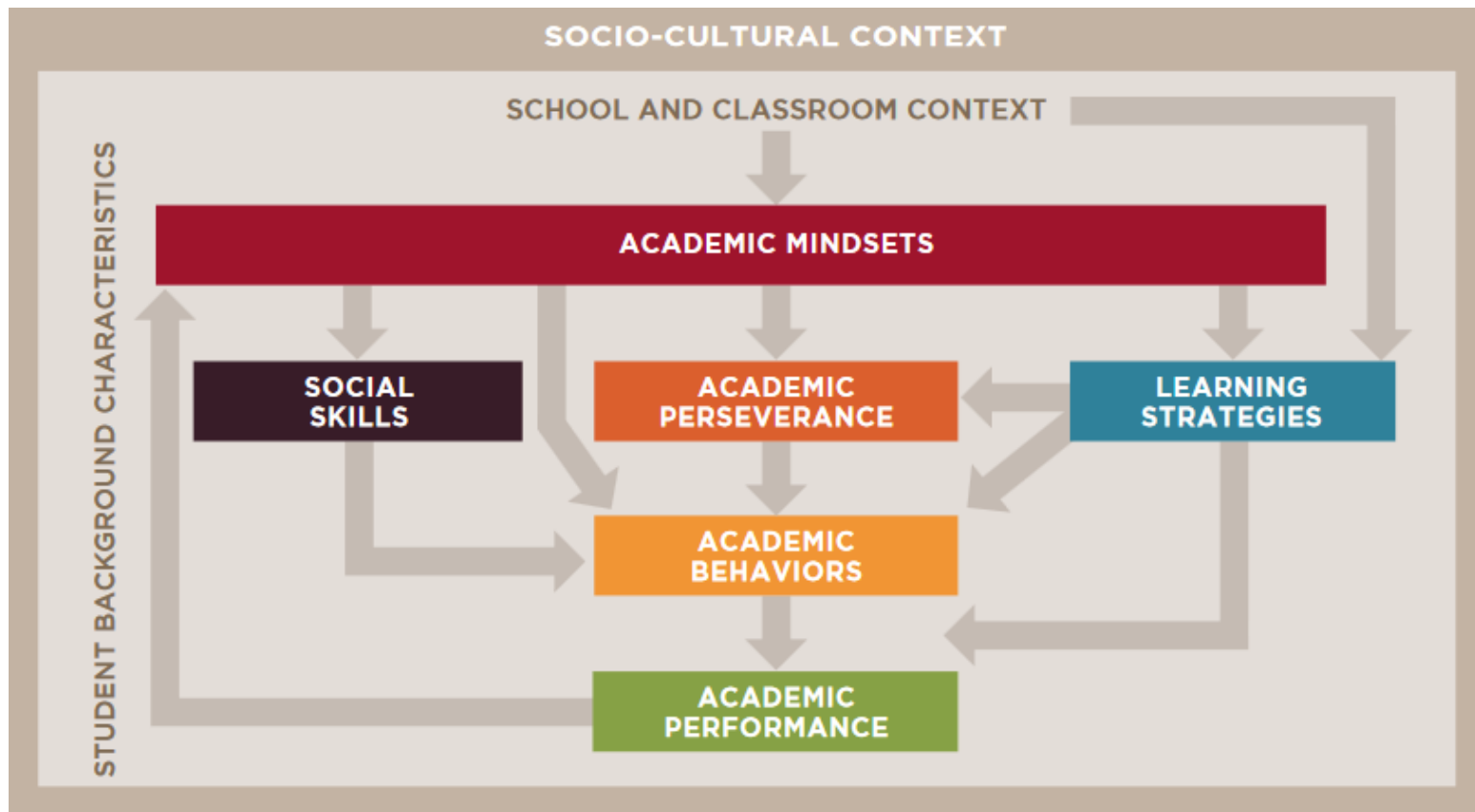
LITERATURE REVIEW JUNE 2012

Teaching Adolescents To Become Learners

The Role of Noncognitive Factors in Shaping School
Performance: A Critical Literature Review



Camille A. Farrington, Melissa Roderick, Elaine Allensworth, Jenny Nagaoka, Tasha Seneca Keyes, David W. Johnson, and Nicole O. Beechum



Hypothesized Model

Camille A. Farrington, Melissa Roderick, Elaine Allensworth, Jenny Nagaoka, Tasha Seneca Keyes, David W. Johnson, and Nicole O. Beechum

Student Noncognitive Factor Development Evaluation

Student Name: _____ Evaluator: _____ Date: _____

Please indicate (underline): Teacher, Student or Parent

STUDENT NONCOGNITIVE FACTOR DEVELOPMENT EVALUATION

NONCOGNITIVE FACTORS	Student is aware of the factor's importance (Y/N)	Student consistently puts forth required effort to improve (Y/N)	Current Level of Competency			
			Emerging	Developing	Gaining Consistency	Effectively Sustained
Academic Mindset						
I belong in this academic community.						
My ability and competence grow with my effort.						
I can succeed at this.						
This work has value for me.						
Academic Perseverance						
Grit and Tenacity						
Delayed Gratification						
Self-Discipline						
Self-Control						
Academic Behaviors						
Attendance						
Doing Homework						
Organizing Materials						
Participating, Studying						
Learning Strategies						
Study Skills						
Metacognitive Strategies						
Self-Regulated Learning						
Time Management						
Goal-setting						
Social Skills						
Interpersonal Skills						
Empathy and Cooperation						
Assertion						
Responsibility						

Evaluation developed based on UChicago CCSP: Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review, June 2012.

THE IMPACT A PARENT
HAS ON BOTH STUDENT
ACHIEVEMENT AND THE
DEVELOPMENT OF
NONCOGNITIVE FACTORS
IS ...

UNMATCHED



"High performing students have parents who convey the importance of education well and have resources to create a 'good' environment and counteract negative and counterproductive environments."

**A New Framework for Understanding Parental Involvement:
Setting the Stage for Academic Success
Angel L. Harris & Keith Robinson**

“Peers exert greater influence over student choices when parents are less engaged and involved.”

The First 45 Days

Designing successful transitions to high school
Summit Education Initiative (SEI)

Without the Presence of Dominant Males

NEW SCIENTIST

Orphan elephant rampage

By Eddie Koch

Johannesburg

“LIKE children, young elephants need discipline if they are to grow up as responsible members of society. Wildlife biologists say that orphan bull elephants in South Africa’s Pilanesberg Game Reserve have turned delinquent because they have never been taken in hand by their elders.”

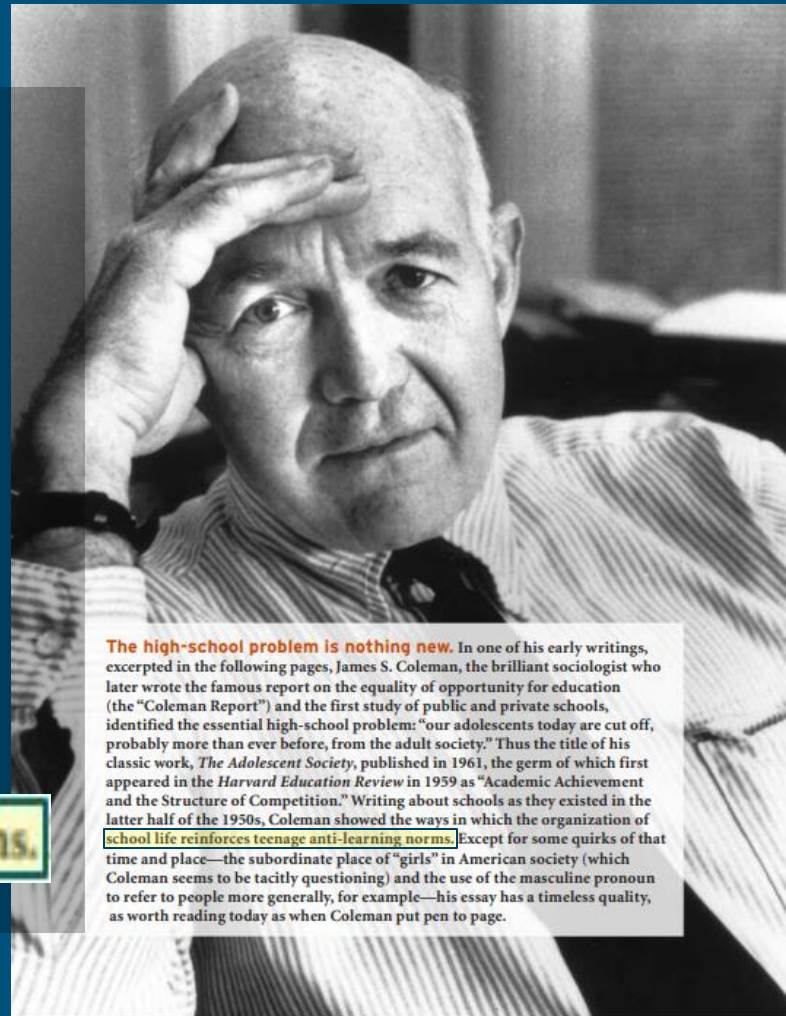


The Adolescent Society

(Published 1961)

By James S. Coleman

school life reinforces teenage anti-learning norms.



The high-school problem is nothing new. In one of his early writings, excerpted in the following pages, James S. Coleman, the brilliant sociologist who later wrote the famous report on the equality of opportunity for education (the “Coleman Report”) and the first study of public and private schools, identified the essential high-school problem: “our adolescents today are cut off, probably more than ever before, from the adult society.” Thus the title of his classic work, *The Adolescent Society*, published in 1961, the germ of which first appeared in the *Harvard Education Review* in 1959 as “Academic Achievement and the Structure of Competition.” Writing about schools as they existed in the latter half of the 1950s, Coleman showed the ways in which the organization of school life reinforces teenage anti-learning norms. Except for some quirks of that time and place—the subordinate place of “girls” in American society (which Coleman seems to be tacitly questioning) and the use of the masculine pronoun to refer to people more generally, for example—his essay has a timeless quality, as worth reading today as when Coleman put pen to page.

SCHOOL STAFF + PARENTS

THE FORMULA FOR OVERCOMING TEENAGE ANTI-LEARNING NORMS





Do Early Adolescents Want Family Involvement in Their Education? Hearing Voices from Those Who Matter Most

Do Early Adolescents Want Family Involvement in Their Education? Hearing Voices from Those Who Matter Most

Jianzhong Xu

This work is supported by the Spencer Foundation's Research on School Reform Planning Grant. The perspectives represented here are the author's responsibility, not the granting agency.

Abstract

Although the views and influences of early adolescents are considered critical to middle school family involvement, their voices are noticeably absent from much contemporary family involvement literature. This study examines the attitudes of early adolescents toward middle school family involvement in urban settings. Data for this study were collected from two sources: (1) a survey of students from five middle schools in one urban school district, and (2) a focus group interview with students in one of the middle schools surveyed. The findings revealed that a majority of the students wanted their families to be involved in their education, particularly through family-initiated involvement activities. The study suggests that students' desire for autonomy serves as a variable moderating their preferences for certain types of family involvement activities, rather than forming an overall barrier to family involvement at the middle school level. Thus, this study challenges the prevalent view that the primary barrier existing for middle school family involvement is adolescents not wanting their parents to be involved at all, due to their desire for autonomy. Implications from the study are discussed in the light of these findings.

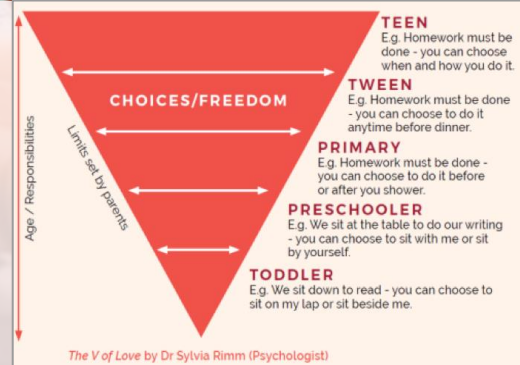
Be a Parent, Not a Friend, to Your Teen



“Some of the toughest moments for you will come when you choose the role of a parent over the role of friend. But try not to worry. If you show love, respect, and care towards them, your parenting will strengthen your relationship while positioning your child to make wise decisions.”



"By the middle grades, if children have been given too many choices too early, they are typically overly empowered. It will take a bit of negotiation, writing down agreements and firmly holding these children to their agreements to prevent their pushing limits and getting into trouble."



Adolescence: Are Parents Relevant to Students' High School Achievement and Post-Secondary Attainment?

EVANTHIA PATRIKAKOU

Parent Expectations → Achievement


The further in school parents believed their adolescents would go, the higher the adolescents' academic achievement.

Parents Expectations → Perception of Parent Expectations → Student Expectations → Achievement

The further in school parents believed their adolescents would go, the clearer the adolescents' perception of such expectations, the higher their own academic expectations, the higher their academic achievement.

Parents Expectations → Perception of Parent Expectations → Time Spent on Homework → Achievement

The further in school parents believe their adolescents would go, the clearer the adolescents' perception of such expectations, the more time they spent on homework, the higher their academic achievement.



“The family seems to be the most effective and economical system for fostering and sustaining the child’s development. Without family involvement, intervention is likely to be unsuccessful, and what few effects are achieved are likely to disappear once the intervention is discontinued.”

Urie Bronfenbrenner
Harvard Family Research Project, 2006



PUBLIC AGENDA

They Are Not Alone

Recommended strategies to help young people without college degrees in Northeast Ohio address their concerns about attaining a postsecondary credential

A report prepared by Public Agenda for The Northeast Ohio Council on Higher Education

FINDING: Not having enough support from people who would hold them accountable and encourage them in their educational pursuits. Young adults fear that they will lack adequate support networks in college and be left to navigate the social and academic intricacies of college on their own. Many also said that they have rarely been held accountable for their own successes and failures, and without people looking out for them in college their academic success is less likely.



Parent support changes in adolescence....

“... responds to specific student requests and to broader suggestions for organizing learning projects, encouragement of the student’s efforts and perseverance, and suggesting alternative sources of help as the parent hears or perceives that the student may need such help with specific tasks.”

Families Schools and the Adolescent
Connecting Research, Policy, and Practice
Nancy E. Hill and Ruth K. Chao Editors

Maintaining a Strong Academic Culture

- Instructional Time is TOO Precious to Spend Re-teaching
- Teacher Expertise is Valuable, We Must Use It WISELY
 - Benefit All Students
 - Advance Learning Every Day
 - Focus on Academic Intricacies
- Out-of-School Learning Must Support Classroom Instruction
 - Quality Homework Completion
 - Reading Assignments Prior to Class Discussions
 - Studying
 - Quality Long-term Assignment and Project Completion

Percentage of High School Classroom Time Spent Re-teaching Prerequisite Entry-level Skills in English, Mathematics, and Science*

Lack of readiness to benefit from high school affects not just the academic development of students but also how instructional time is spent in the classroom. Teachers of entering high school students responding to an ACT survey in spring 2006 said that they spend from about one-fourth to about one-third of their time in the classroom re-teaching skills that should have been learned prior to high school (ACT, 2007b).

High School Course	Percent of Time Spent Re-teaching
English 9	32
Algebra I	24
Biology I	23

* Based on survey responses from 502 teachers of English 9, 613 teachers of Algebra I, and 657 teachers of Biology I.

**Successfully
Completing
Honors Courses is
Not Only About
Career Choices,
It's Also About
Preparing for Life
in the Future.**





STUDENTS:

NOW is the time to begin ***powering through*** to your future.

Consider **EVERYTHING** as a distinct possibility!



PARENTS:

Get in sync with your teen to
accelerate his or her progress!!!

College is NOT the Time to Take Charge of Your LearningMiddle School Is

Piled Higher and Deeper by Jorge Cham

www.phdcomics.com



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

HONORS COURSE SYLLABUS

- Detailed course description
- Student learning objectives
- Schedule of topics and readings
- Schedule of main assignments, projects, and exams
- Specific information on how the teacher will measure student success
- Statement for student responsibilities for successful completion of the course including expectations for time spent outside of class preparing
- Recommendations regarding specific strategies and resources to help support student success
- Complete list of course policies



National Parent Platform

MIDDLE SCHOOL OPEN HOUSE

STUDENT and PARENT MEETING

Date:

Time:

Location:



Introduction of Student and Parent Learning Opportunities