



## SMALL GROUP WORK ACTIVITY

### ACADEMIC PROGRAMMING • COMMUNITY ENGAGEMENT SESSION #2

**Instructions**

Each group should select a **recorder** and a **facilitator/spokesperson**. The **recorder** is responsible for writing the information from the discussion on the worksheet printed on color paper. This worksheet will be collected at the conclusion of tonight.

The **facilitator/spokesperson** should facilitate discussions and keep the group focused to complete the work in the allotted time. At the end of the session, the **facilitator/spokesperson** from each table will be asked to share the group's information.

**Please make sure the information recorded on the group's work activity reflects the *collective thought/decision or general agreement* of everyone at the table, not just the opinion of one or two individuals.**

**ACTIVITY**

**TASK #1: COLLEGE MAJOR AND CAREER EXPLORATIONS - POSITIVES**

What if every student was able to identify and explore a college major or career pathway while in high school?

<b>TASK #1: POSITIVES</b> - <i>Discuss the positives if every student was able to identify and explore a college major or career pathway while in high school.</i>	
TABLE #	POSITIVES
<b>#1</b>	1) Exposure to more & new opportunities you might not have known about 2) Choices, to discuss with peers gives comfort that you're not the only one questioning your future 3) Hopefully starting at early Freshmen level will enable students to have better idea by graduation
<b>#2</b>	1) Great opportunity for career exploration 2) Makes curriculum chores less overwhelming 3) For those who are ready, can provide great info./ideas
<b>#3</b>	1) Initial focus to begin career exploration 2) Multiple pathways to continue exploration more in depth to determine if pathway is or is not "right fit" 3)
<b>#6</b>	1) Focus time of exploration in course work in H.S. vs college=time & financial savings 2) Have better directing, less frustration and higher satisfaction 3) Explore options within their area of interest (expand cluster)

**TASK #1: POSITIVES** - *Discuss the positives if every student was able to identify and explore a college major or career pathway while in high school.*

TABLE #	POSITIVES
#7	<ol style="list-style-type: none"> <li>1) Career cluster helps to focus on career path</li> <li>2) Helps with electives selection</li> <li>3) Helps define what they are studying starting in Freshman year</li> </ol>
#8	<ol style="list-style-type: none"> <li>1) Self motivated student-students get a chance to discover if they like/dislike a pathway</li> <li>2) Better prepared for the workforce/college</li> <li>3) Quicker graduation rate/time</li> </ol>
#9	<ol style="list-style-type: none"> <li>1) Save money</li> <li>2) Explore what you like and don't like</li> <li>3) Save money, save time</li> </ol>
#12	<ol style="list-style-type: none"> <li>1) Can develop skills sets in a certain pathway and see what you are passionate about</li> <li>2) Can try something out &amp; explore by personality and interests</li> <li>3) Opens opportunity for more non-curricular experiences</li> <li>4) Students better prepared for future employment</li> <li>5) Gives student real tools to explore &amp; decide yes, I like or I don't like this</li> </ol>
#13	<ol style="list-style-type: none"> <li>1) Meeting w/counselors</li> <li>2) Career Pathway test/Project -3 wks. math, 3 wks. English, Excel-helped to know what strengths are</li> <li>3) Students have a good idea of what their skill set &amp; interests are</li> </ol>
#14	<ol style="list-style-type: none"> <li>1) Efficiency-graduate in 4 years</li> <li>2) Goals &amp; vision of where student is going</li> <li>3) Concrete idea/vision of intended career</li> </ol>
#16	<ol style="list-style-type: none"> <li>1) Expose them to job-related skills/moving them forward</li> <li>2) Help give them more focus on their interests &amp; explore options</li> <li>3) Waste less time &amp; \$ in college (more focused)</li> </ol>
#17	<ol style="list-style-type: none"> <li>1) Save year of tuition (&amp;time)</li> <li>2) Better direction sooner</li> </ol>
#19	<ol style="list-style-type: none"> <li>1) Spend less money in college</li> <li>2) Leaving high school with more college credit already earned (15 hours is close to a minor)</li> <li>3) More focused in high school &amp; less frustrated taking courses they are interested in</li> </ol>
#20	<ol style="list-style-type: none"> <li>1) Some students do not know what to do once they are in senior year and close to graduation</li> <li>2) Help students focus more on a certain career pathway</li> </ol>
#Sp-1	<ol style="list-style-type: none"> <li>1) To be prepared for the career he or she might like</li> <li>2) More self-confident entering college</li> </ol>
#Sp-11	<ol style="list-style-type: none"> <li>1) We like that D211 offers a website for students</li> <li>2) Students have a better chance to connect with the community</li> <li>3) Students can look at different options</li> </ol>

**TASK #1: POSITIVES** - *Discuss the positives if every student was able to identify and explore a college major or career pathway while in high school.*

TABLE #	POSITIVES
#Sp-15	<ol style="list-style-type: none"> <li>1) Financial saving (not spending in other areas)</li> <li>2) Use wisely the time to explore</li> <li>3) Complete their objectives</li> </ol>
#Sp-27	<ol style="list-style-type: none"> <li>1) More motivation for students</li> <li>2) Discover or identify your interests</li> <li>3) Development of self-esteem for his or her career</li> </ol>
#Ind-1	<ol style="list-style-type: none"> <li>1) Affirmation of content areas</li> <li>2) Better prepared/basic skills</li> <li>3) Quicker graduation/certifications/scholarship opportunity</li> </ol>
#Ind-2	<ol style="list-style-type: none"> <li>1) Save time &amp; money</li> <li>2) Understand if college or certificate is needed</li> </ol>
#Ind-3	<ol style="list-style-type: none"> <li>1) Financial security &amp; savings</li> <li>2) Happier w/decisions</li> <li>3) Clearer decisions after H.S.</li> </ol>
#Ind-4	<ol style="list-style-type: none"> <li>1) Spend less \$ in college changing major</li> <li>2) Could leave H.S. start with more college AP/DE credit already earned 15 hr.=close to minor</li> <li>3) More focused in HS &amp; less frustrated with H.S. classes</li> </ol>

**(TASK #1: CONTINUED)**

**TASK #1: COLLEGE MAJOR AND CAREER EXPLORATIONS - CONCERNS**

What if every student was able to identify and explore a college major or career pathway while in high school?

<b>TASK #1: CONCERNS</b> - <i>Discuss any concerns if every student was able to identify and explore a college major or career pathway while in high school.</i>	
<b>TABLE #</b>	<b>CONCERNS</b>
<b>#1</b>	<ol style="list-style-type: none"><li>1) Kids may "blow off"/not take it seriously</li><li>2) By taking certain classes (thinking a child is pursuing/has identified a particular college major, will it limit exposure to other classes they might have liked better)</li><li>3) Will emphasis really be on "college, college, college" even for students who might be better on a career path</li></ol>
<b>#2</b>	<ol style="list-style-type: none"><li>1) How is the process managed? Who in school building helps student?</li><li>2) What about students who don't know what they want to do?</li><li>3) Might add unnecessary social/academic pressure</li></ol>
<b>#3</b>	<ol style="list-style-type: none"><li>1) Course/schedule overload-how does that impact</li><li>2) Social-emotional abilities/needs</li></ol>
<b>#6</b>	<ol style="list-style-type: none"><li>1) Feel committed too soon (pigeonholed)</li><li>2) May miss out on finding passion they didn't know they had</li><li>3) Going for unrealistic field of studies/expectations</li></ol>
<b>#7</b>	<ol style="list-style-type: none"><li>1) Not enough hours in the day</li></ol>
<b>#8</b>	<ol style="list-style-type: none"><li>1) Might not be accurately placed in pathway</li></ol>
<b>#9</b>	<ol style="list-style-type: none"><li>1) Picking something that you do like but later on realizing it's not really for you</li><li>2) Get a job with your degree</li><li>3) Having options</li></ol>
<b>#12</b>	<ol style="list-style-type: none"><li>1) Is there enough time to take other electives?</li><li>2) Keeping up to date w/changes in career shifts</li><li>3) Will students get the courses they need for competitive universities</li><li>4) We need to develop the whole person</li><li>5) Freshmen year may be too young to decide track</li><li>6) May impact ability to take elective courses-especially if college bound-will art and music courses suffer?</li><li>7) Concepts of development may change</li><li>8) Pathways will need to be reviewed to be sure they stay current with the times</li></ol>
<b>#13</b>	<ol style="list-style-type: none"><li>1) Impossible task to expect students to know what they want to do</li></ol>
<b>#14</b>	<ol style="list-style-type: none"><li>1) Not enough time w/required work</li><li>2) Need to address the whole child-not only academic child</li><li>3) Too much pressure-no time to change or adjust career choice</li></ol>
<b>#16</b>	<ol style="list-style-type: none"><li>1) Students could feel "stuck" (no tunnel vision)</li><li>2) Could overwhelm students to choose "NOW"!!</li><li>3) Unmotivated students = bad attendance (lack of success)</li></ol>

**TASK #1: CONCERNS** - *Discuss any concerns if every student was able to identify and explore a college major or career pathway while in high school.*

TABLE #	CONCERNS
#17	<ol style="list-style-type: none"> <li>1) Too directed too quickly</li> <li>2) Courses desired aren't available</li> <li>3) Not enough options</li> </ol>
#19	<ol style="list-style-type: none"> <li>1) State graduation requirements limit choices</li> <li>2) Narrowing interests too soon making career choices at 14 &amp; many college students change majors</li> <li>3) Pigeonholing too soon-some future careers are not imagined yet</li> </ol>
#20	<ol style="list-style-type: none"> <li>1) What if the students can't decide?</li> <li>2) Are the students being pressured to choose?</li> <li>3) Is this for all students?</li> </ol>
#Sp-1	<ol style="list-style-type: none"> <li>1) To have fewer costs for the parents</li> <li>2) To have less school deception</li> </ol>
#Sp-11	<ol style="list-style-type: none"> <li>1) The ability to change careers halfway through the school year</li> </ol>
#Sp-15	<ol style="list-style-type: none"> <li>1) Not been able to afford the cost to study a career</li> <li>2) To have the ability to identify their career early</li> <li>3) Not have the academic level necessary</li> </ol>
#Sp-27	<ol style="list-style-type: none"> <li>1) Financial support</li> <li>2) Orientation, emotional support</li> <li>3) The lack of communication between school and home</li> </ol>
#Ind-1	<ol style="list-style-type: none"> <li>1) Not accurately placed-pro athlete</li> <li>2) Flexibility in selecting Freshmen course electives</li> <li>3) Core teachers recommending only core elective courses (math) not crossing over department (math)</li> </ol>
#Ind-2	<ol style="list-style-type: none"> <li>1) Potential to go down a path early but interests may change over time</li> <li>2) Chance to over time forge AP class (opportunity cost)</li> </ol>
#Ind-3	<ol style="list-style-type: none"> <li>1) Students may get discouraged</li> <li>2) Not be able to find their area of focus</li> <li>3) Finding enough room in their schedule</li> </ol>
#Ind-4	<ol style="list-style-type: none"> <li>1) State graduation requirements limit choices</li> <li>2) Too much freedom</li> <li>3) Narrows too soon-career choices at 14</li> </ol>

**(TASK #1: CONTINUED)**

**TASK #1: COLLEGE MAJOR AND CAREER EXPLORATIONS - SUGGESTIONS**

What if every student was able to identify and explore a college major or career pathway while in high school?

<b>TASK #1: SUGGESTIONS-</b> <i>Discuss suggestions for helping students identify and explore a college major or career pathway while in high school.</i>	
<b>TABLE #</b>	<b>SUGGESTIONS</b>
<b>#1</b>	<ol style="list-style-type: none"><li>1) Business &amp; community should be available, not just college counselors</li><li>2) Need to ensure kids are getting proper training that will be accepted by all colleges not just Harper, COD, Triton</li></ol>
<b>#2</b>	<ol style="list-style-type: none"><li>1) Pair H.S. students w/professionals for internships</li><li>2) Perhaps offer more online, self-paced options during summer school-but take content area into consideration not everything should be taught online</li></ol>
<b>#3</b>	<ol style="list-style-type: none"><li>1) Continue to increase opportunities outside of the school day</li></ol>
<b>#6</b>	<ol style="list-style-type: none"><li>1) Shadowing, hand on experience/internships offered various times of year, inclusion</li><li>2) More opportunities to learn about different career</li><li>3) Interest &amp; personality assessment</li></ol>
<b>#7</b>	<ol style="list-style-type: none"><li>1) Keep an open mind with different careers available</li><li>2) Have parent teacher conferences</li></ol>
<b>#8</b>	<ol style="list-style-type: none"><li>1) Career fairs</li><li>2) Career treks</li><li>3) More electives</li><li>4) *Multi-career exploration course (takes applied tech, FCS, BS)</li></ol>
<b>#9</b>	<ol style="list-style-type: none"><li>1) Getting out there</li><li>2) It's not what you know, but who you know</li><li>3) Be educated with college requirements</li></ol>
<b>#12</b>	<ol style="list-style-type: none"><li>1) Keep parents informed about what their scheduling process and what their child is taking</li><li>2) More information sessions for parents on the scheduling process and what their child is taking</li><li>3) Combine lunch and study hall to make room for more electives</li><li>4) Involve parents in pathways</li><li>5) Will this impact college bound students at competitive universities</li></ol>
<b>#13</b>	<ol style="list-style-type: none"><li>1) Open up Project Excel to more students</li><li>2) Better explanation of life after H.S.</li></ol>
<b>#14</b>	<ol style="list-style-type: none"><li>1) Explorations should be pass/fail-ok to opt out</li><li>2) More industry exposure</li><li>3) Learn corporate culture i.e. learn how to work with others be political</li></ol>
<b>#16</b>	<ol style="list-style-type: none"><li>1) Freshmen year is too young to choose a career</li><li>2) More specific student interest electives</li><li>3) Periodically career education sit down w/them to form a pathway</li><li>4) Be sure to show students it's never too late to change</li></ol>

<b>#17</b>	<ol style="list-style-type: none"> <li>1) Internships</li> <li>2) Intro summer classes-real world</li> </ol>
<b>#19</b>	<ol style="list-style-type: none"> <li>1) Advanced/honors level between AP &amp; regular (example: physics) with possible dual credit</li> <li>2) Consider low cost options for dual credit (can be expensive for some families)</li> </ol>
<b>#20</b>	<ol style="list-style-type: none"> <li>1) Slowly but surely implement this idea, don't force kids to choose right away</li> <li>2) Make counselors actually help them, guide them to certain classes/career ideas</li> </ol>
<b>#Sp-1</b>	Left Blank
<b>#Sp-11</b>	<ol style="list-style-type: none"> <li>1) Provide more options for students with special needs</li> </ol>
<b>#Sp-15</b>	<ol style="list-style-type: none"> <li>1) Have specific information on the chosen careers</li> </ol>
<b>#Sp-27</b>	<ol style="list-style-type: none"> <li>1) Parental supports and accepting their decisions</li> <li>2) Career information for student interest</li> <li>3) More motivation from the school when there is no decision or confusion</li> </ol>
<b>#Ind-1</b>	<ol style="list-style-type: none"> <li>1) Offer same programs at each of the schools</li> <li>2) More time to investigate electives while in 8th grade</li> <li>3) Elective/career fairs</li> </ol>
<b>#Ind-2</b>	<ol style="list-style-type: none"> <li>1) Increase opportunities for local business/alumni involvement</li> <li>2) Continue to reinforce how curriculum impacts future</li> </ol>
<b>#Ind-3</b>	<ol style="list-style-type: none"> <li>1) Allow for students to drop areas that are not of their focus</li> <li>2) Start careers outside of school (interns)</li> </ol>
<b>#Ind-4</b>	Left Blank

## TASK #2: LIFE SKILLS

Businesses and industry continually stress the importance of life skills, work place skills, soft skills, etc. that are critical for success in the work place and life in general. Brainstorm with your table a list of those skills. If you have time, mark the top five most important skills with stars. ★

**TASK #2: LIFE SKILLS** - Take 15 minutes to discuss the top life skills, workplace skills, soft skills, etc. students should be practicing while in high school. If you have time, star the top five most important skills.

TABLE #	LIFE SKILLS
<b>#1</b>	<ul style="list-style-type: none"> <li>★1) basic financial skills (what's good credit, how do you handle money, insurance, etc.</li> <li>★2) basic time management (punctuality, prioritizing tasks)</li> <li>★3) Collaboration/team project exposure</li> <li>4) leadership skills/opportunities</li> <li>★5) appropriate communication skills (talking face to face &amp; meeting with adults is different than with peers or email)</li> <li>★6) 1) respect (don't stop listening to those with differering opinions!) Good for dealing with peers, teachers, coworkers, spouses, family, community...)</li> <li>7) stress management</li> </ul>
<b>#2</b>	<ul style="list-style-type: none"> <li>1) daily life knowledge - cooking, taxes</li> <li>2) interpersonal communication</li> <li>★3) grit</li> <li>4) self-motivation</li> <li>5) writing professionally (ie emails)</li> <li>6) respect &amp; manners (esp. for elders)</li> <li>7) telephone skills</li> <li>★8) attitude</li> <li>★9) innovation &amp; creativity</li> <li>★10) continuous improvement</li> </ul>
<b>#3</b>	<ul style="list-style-type: none"> <li>1) People skills - hand shake, eye contact</li> <li>★2) Communication - oral/listening, written</li> <li>★3) Timeliness - attendance</li> <li>4) Self advocacy/confidence</li> <li>5) Self motivated</li> <li>6) Professionalism</li> <li>7) Responsibility/Organization</li> <li>★8) Teamwork</li> </ul>
<b>#6</b>	<ul style="list-style-type: none"> <li>1) Be Responsible (on time, true to your word (Honor Commitment), etc....)</li> <li>2) Be Respectful even if disagree</li> <li>3) Communication (written, oral, body language)</li> <li>4) Organization (time management/prioritizing)</li> <li>5) Appropriate self presentation (dress, looks, etc.)</li> <li>6) Learning actions have consequences/Accountability</li> <li>7) Being able to share - express ideas &amp; passions</li> <li>8) Job Interviewing (role playing)</li> </ul>



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TABLE #	LIFE SKILLS
#7	<ol style="list-style-type: none"> <li>1) Count cash</li> <li>2) Fill forms</li> <li>3) Confidence in self to speak up.</li> <li>4) Collaboration Skills</li> <li>5) Multitasking</li> <li>6) Problem solving</li> <li>7) Thinking out of the box.</li> <li>8) Defining processes – behind right &amp; wrong thinking</li> <li>9) Professionals in dressing, presentation, speech</li> <li>10) Attention to detail</li> </ol>
#8	<ol style="list-style-type: none"> <li>1) Real world learning experiences</li> <li>2) Work-ethic</li> <li>3) Employable skills</li> <li>4) Problem-Solving Skills</li> <li>5) Communications Skills</li> </ol>
#9	<ol style="list-style-type: none"> <li>1) Computer Skills.</li> <li>2) Speech Skills.</li> <li>3) Writing Skills</li> <li>4) Bi-lingual</li> <li>5) Communication</li> <li>6) dedication.</li> <li>7) Show up to work on time.</li> <li>8) Staying Focus.</li> <li>9) Stay motivated</li> <li>10) Goals</li> </ol>
#12	<ol style="list-style-type: none"> <li>★1) Communication - written and oral</li> <li>2) Collaboration</li> <li>3) Team work - work as a team</li> <li>4) Respect for others</li> <li>5) Flexibility (adjust to change)</li> <li>6) Organization (materials &amp; life)</li> <li>7) Work ethic</li> <li>8) Using technology appropriately</li> <li>9) Accountable for actions</li> <li>10) Accept criticism</li> </ol>
#13	<ol style="list-style-type: none"> <li>1) Self Advocacy</li> <li>2) Public Speaking</li> <li>3) Good Info. Seekers</li> <li>4) Making educated decisions</li> <li>5) Trouble shooting electronic devices</li> <li>6) Conflict Resolution Skills</li> <li>7) Problem Solving - Creative thinking</li> <li>8) Life Skills Writing (Bus. writing)</li> <li>9) Foreign Language Skills</li> </ol>

**TASK #2: LIFE SKILLS** - *Take 15 minutes to discuss the top life skills, workplace skills, soft skills, etc. students should be practicing while in high school. If you have time, star the top five most important skills.*

TABLE #	LIFE SKILLS
<b>#14</b>	<ol style="list-style-type: none"> <li>1) Corporate culture/networking</li> <li>★2) Communicate clearly, honestly &amp; respectfully &amp; professionally</li> <li>★3) Own actions - understand consequences and how they affect others</li> <li>4) responsible &amp; respectful technology use</li> <li>★5) Work with a group - compromise team building</li> <li>★6) time management/organization</li> <li>7) How to find a job - interviewing - how to dress</li> <li>8) Personal finance - banking, credit, identity theft</li> <li>9) Emotional maturity - dealing with frustration - disappointment</li> <li>10) Drive, take public trans, change a tire, do laundry, cook</li> <li>11) Be democratic citizens - vote &amp; understand the democratic process</li> </ol>
<b>#16</b>	<ol style="list-style-type: none"> <li>1) Professional communication skills (eye contact, self-advocacy)</li> <li>2) Consistency/Grit/</li> <li>3) Organization - test prep</li> <li>4) Punctuality</li> <li>5) Keeping the big picture in mind - goal in mind</li> <li>6) Open minded - Explore options</li> <li>7) Computer skills — software - Hardware</li> <li>8) Appropriate Writing Skills — respect, Boundaries (professional)</li> <li>9) Digital citizenship</li> <li>10) Hygiene/mental health/nutrition</li> </ol>
<b>#17</b>	<ol style="list-style-type: none"> <li>1) Small talk</li> <li>★2) Carry on a conversation w/Adult</li> <li>★3) Problem solving</li> <li>★★4) Follow through (basic proj. mgmt.)</li> <li>5) Executive Function</li> <li>★6) Let kids fail (And help them recover)</li> <li>★7) Maturity (be an Adult)</li> <li>8) Social Awareness</li> <li>9) Soft Skills</li> </ol>
<b>#19</b>	<ol style="list-style-type: none"> <li>★1) Daily attendance &amp; punctuality</li> <li>2) Follow-through: responding to emails, calls, texts</li> <li>★3) Face-to-face communication</li> <li>4) Etiquette - eating, etc.</li> <li>★5) Big picture awareness, not being myopic, world perspective - see #8</li> <li>★6) Written &amp; oral communication</li> <li>★7) Asking goo questions, not just accepting what is presented</li> <li>★8) Respect/appreciation - see #5</li> <li>9) Perseverance</li> <li>10) Self-control</li> </ol>
<b>#20</b>	<ol style="list-style-type: none"> <li>1) more internships, career treks (do not limit)</li> <li>2) make it more available for everyone</li> <li>3) communication skills (classes, workshops)</li> <li>4) Learn how to speak to important people.</li> </ol>

**TASK #2: LIFE SKILLS** - Take 15 minutes to discuss the top life skills, workplace skills, soft skills, etc. students should be practicing while in high school. If you have time, star the top five most important skills.

TABLE #	LIFE SKILLS
#Sp-1	<ul style="list-style-type: none"> <li>★1) Communication skills</li> <li>★2) Problem solving</li> <li>3) Cooking skills</li> <li>★4) Multiple languages</li> <li>★5) Multitasking</li> <li>6) Machine programming</li> <li>7) Construction</li> </ul>
#Sp-11	<ul style="list-style-type: none"> <li>1) Communication - know how to communicate with your group</li> <li>2) Collaboration with your peers</li> <li>3) To have discipline</li> <li>4) Learn how to control emotions</li> <li>5) Learn to master a language</li> <li>6) Usage of technology</li> </ul>
#Sp-15	<ul style="list-style-type: none"> <li>1) Intellectual and physical skills</li> <li>2) Dedication, honesty</li> <li>3) Effort</li> <li>4) Being up to date on your studies</li> <li>5) Composure</li> <li>6) Perseverance</li> <li>7) Good attitude</li> <li>8) Focus</li> <li>9) Punctuality</li> <li>10) Efficiency</li> </ul>
#Sp-27	<ul style="list-style-type: none"> <li>1) Sports skills</li> <li>2) Bilingual language</li> <li>3) Leadership</li> <li>4) Social skills</li> <li>5) Communication</li> </ul>
#Ind-1	<ul style="list-style-type: none"> <li>1) Punctual</li> <li>2) Dress codes</li> <li>3) Organization/time skills</li> <li>4) Practical applications of core subjects</li> <li>5) Honesty/character</li> <li>6) Digital Citizenship</li> <li>7) Multiple Languages</li> </ul>

**TASK #2: LIFE SKILLS** - *Take 15 minutes to discuss the top life skills, workplace skills, soft skills, etc. students should be practicing while in high school. If you have time, star the top five most important skills.*

TABLE #	LIFE SKILLS
<b>#Ind</b> <b>-2</b>	1) Organizational skills 2) Leadership ★3) Communication — Written - Oral - Digital ★4) Teamwork ★5) Self Advocacy/Initiative ★6) Listening 7) Professionalism 8) Impartial 9) Networking ★10) Problem solving 11) Time Management
<b>#Ind</b> <b>-3</b>	1) Communication: Bus. Co-workers - Customers 2) Responsibility 3) Respect (It's Earned Not A Right!!) 4) Showing up on time, promptness
<b>#Ind</b> <b>-4</b>	Left Blank

### TASK #3: GRADING - POSITIVES

Grading is an important form of communication between the teacher, student, parent, college and future employer. Though high schools issue more than a semester grade per course (mid-term, quarter, final exam, etc.), only the final semester grade is considered the official grade and marked on a transcript for colleges and future employers to see as the student grants permission.

<b>TASK #3: GRADING - POSITIVES</b> - <i>Discuss the positive attributes about to grading.</i>	
<b>TABLE #</b>	<b>POSITIVES</b>
<b>#1</b>	1) District wide consistency on assessments is useful
<b># 2</b>	1) Culminating assessment 2) Variety of assessment formats fits multiple strength areas 3) Means of collecting data for teachers
<b>#3</b>	1) Motivation 2) Measurement or identify strengths or weaknesses 3) Growth
<b>#6</b>	1) Quick, easy & quantifiable way to compare students 2) Accountability
<b>#7</b>	1) Way to communicate content knowledge 2) Gives the ability to improve on weaknesses 3) Get notification from campus portal on iphone that engages communication w/student
<b>#8</b>	1) Reflect students performance 2) Tracks progress
<b>#9</b>	1) Let's you reflect 2) Evaluation 3) Sense of pride/feedback
<b>#12</b>	1) Record of student's accomplishments (good or bad) 2) Keep kids competitive-if grades were not used, would pass/fail system "dumb down" achievement
<b>#13</b>	1) Multiple grades (1st quarter/2nd quarter) allows for recovery since only semester grades go on transcripts 2) Access to knowing grades (Parent portal, Schoology)
<b>#14</b>	1) Incentive to complete course work/homework 2) Feedback to students-reward
<b>#16</b>	1) Online grade book helps you monitor your grade→what if scenarios 70% assessments & 30% homework/daily activities mirrors college procedure
<b>#17</b>	1) Communication-let you know where you stand 2) Goals to shoot for 3) Confidence & notification you're getting it
<b>#19</b>	1) Preparation/or career where you are graded on your work performance 2) Reward for skills mastered 3) Lets kids know where they stand
<b>#20</b>	1) They help you get into certain classes 2) The help you get scholarships

**TASK #3: GRADING - POSITIVES** - *Discuss the positive attributes about to grading.*

TABLE #	POSITIVES
#Sp-1	<ol style="list-style-type: none"><li>1) Better scholarship opportunities</li><li>2) Opportunity to participate in sports</li><li>3) Easier to find a job</li></ol>
#Sp-11	<ol style="list-style-type: none"><li>1) To be eligible to have 2 years in Harper College for free</li><li>2) To have determination in order to have good grades</li></ol>
#Sp-15	<ol style="list-style-type: none"><li>1) Access to the college of your choice</li><li>2) Obtain a scholarship</li><li>3) Better job opportunities</li></ol>
#Sp-27	<ol style="list-style-type: none"><li>1) Better jobs/better positions</li><li>2) Better salaries</li><li>3) Scholarships to finish their careers</li></ol>
#Ind-1	<ol style="list-style-type: none"><li>1) Should reflect student's ability</li></ol>
#Ind-2	<ol style="list-style-type: none"><li>1) Results orientation (definitive)</li><li>2) Grades can motivate (reward based)</li><li>3) Grades are effective for college reporting</li></ol>
#Ind-3	<ol style="list-style-type: none"><li>1) Measures students understanding/readiness</li></ol>
#Ind-4	Left Blank

**(TASK #3: CONTINUED)**

**TASK #3: GRADING - CONCERNS**

Grading is an important form of communication between the teacher, student, parent, college and future employer. Though high schools issue more than a semester grade per course (mid-term, quarter, final exam, etc.), only the final semester grade is considered the official grade and marked on a transcript for colleges and future employers to see as the student grants permission.

<b>TASK #3: GRADING - CONCERNS - <i>Discuss the concerns about grading.</i></b>	
<b>TABLE #</b>	<b>CONCERNS</b>
<b>#1</b>	<ol style="list-style-type: none"><li>1) Group project grading isn't always done based on who has done the majority of work</li><li>2) Different teachers do weight the different elements (i.e. quizzes, labs, projects, finals) on different scales &amp; that is extremely frustrating</li><li>3) Is the point of grading to show immediate recall or should it be to allow retakes &amp; exhibit true understanding &amp; mastery of the material</li></ol>
<b>#2</b>	<ol style="list-style-type: none"><li>1) Varying grading scales</li><li>2) In English, very inconsistent from course to course</li><li>3) Students sometimes don't have access to tests after taking them</li><li>4) Understanding the meaning of the grade</li></ol>
<b>#3</b>	<ol style="list-style-type: none"><li>1) Hyper-focus on grade</li><li>2) Test format may not adequately assess student knowledge</li><li>3) Course content may differ across teachers/environments, etc.</li></ol>
<b>#6</b>	<ol style="list-style-type: none"><li>1) Sole focus (instead of learning)</li><li>2) Negative cycle-cause low self esteem</li><li>3) Subjectivity (instances of English)</li><li>4) Different teacher will produce different outcomes</li></ol>
<b>#7</b>	<ol style="list-style-type: none"><li>1) The process of learning is more important than right or wrong</li><li>2) The final score could be impartial it maybe caused by say not doing good in the last grade</li><li>3) Standardized grading scale across D211</li></ol>
<b>#8</b>	<ol style="list-style-type: none"><li>1) Multiple grading scales</li><li>2) Does</li></ol>
<b>#9</b>	<ol style="list-style-type: none"><li>1) Very stressful</li><li>2) Grade scales (Is it uniform)</li><li>3) Demotivation (Give up)</li><li>4: Overwhelming</li></ol>
<b>#12</b>	<ol style="list-style-type: none"><li>1) Not a clear picture of what an A,B,C,D,F are</li><li>2) Would pathway courses need a different evaluation than a grade? Measure-improvement</li><li>3) Students need to know how they will be graded &amp; that the system will be applied fairly</li></ol>
<b>#13</b>	<ol style="list-style-type: none"><li>1) Subjective grading</li><li>2) Standardized feedback on report cards ("pleasure to have in class", etc...)</li></ol>

**TASK #3: GRADING - CONCERNS - *Discuss the concerns about grading.***

TABLE #	CONCERNS
#14	1) Inter rater reliability between teachers' grading i.e. accepting later work 2) Different grade scales in different classes 3) Grades vs true learning (figuring out the minimum to pass a class)
#16	1) Teachers who do not keep current 2) Parents should w/grades sign off on grades (they are not adults) 3) Keep communication w/parent open 4) The amount of emphasis placed on quarter grades too high
#17	1) Ability to understand where kids are falling short (punitive) 2) Students carry failure forever 3) Grade inflation?
#19	1) Class work/leveling leads students to "game" the system 2) Subjective elements opens it up to personality conflicts
#20	1) These grading systems do not reflect exactly who the students are 2) Does not reflect how much the student studies/puts effort 3) Pushing these kids too hard to get a certain grade
#Sp-1	1) Having to repeat the semester 2) Difficulty getting scholarships 3) Students dropping out of school
#Sp-11	1) Students not having enough credits
#Sp-15	1) Not having an academic level to get to college 2) A major financial cost 3) Not to be qualified for an employers expectation
#Sp-27	1) Dropping out of school 2) Lack of motivation from the parent 3) Lack of interest from the student
#Ind-1	1) A lot of different grading scales 2) Behavior grades vs academic achievement 3) Clear grading practice-Rubrics 4) Transparency from teachers 5) Teachers keeping updated grades
#Ind-2	1) Could be considered subjective 2) Grading doesn't reflect real learning 3) Different types of grading impacts students differently
#Ind-3	1) Too subjective
#Ind-4	Left Blank



**(TASK #3: CONTINUED)**

**TASK #3: GRADING - SUGGESTIONS**

Grading is an important form of communication between the teacher, student, parent, college and future employer. Though high schools issue more than a semester grade per course (mid-term, quarter, final exam, etc.), only the final semester grade is considered the official grade and marked on a transcript for colleges and future employers to see as the student grants permission.

<b>TASK #3: GRADING - SUGGESTIONS-</b>	
<i>Discuss suggestions for communicating grades most effectively.</i>	
<b>TABLE #</b>	<b>SUGGESTIONS</b>
<b>#1</b>	<ol style="list-style-type: none"><li>1) Don't necessarily use "bell curve" grading scales</li><li>2) Equal distribution isn't "real world" rating &amp; ranking like you'd see in the workplace</li><li>3) Point system are preferable to letter grading</li></ol>
<b>#2</b>	<ol style="list-style-type: none"><li>1) Midterms should provide actionable feedback for parents &amp; students</li><li>2) Midterms w/comments must be sent for students in D-F range</li><li>3) Make graded tests more available for learning</li></ol>
<b>#3</b>	<ol style="list-style-type: none"><li>1) "One stop shop" to access grades (all teachers-all students)</li></ol>
<b>#6</b>	<ol style="list-style-type: none"><li>1) Continue infinite portal</li><li>2) Require comment to accompany grades</li><li>3) More timely reporting</li></ol>
<b>#7</b>	<ol style="list-style-type: none"><li>1) With respect to concern #2, rebalance the score based on teacher input or retake</li><li>2) If teacher comes across a challenge w/student, notify parent</li><li>3) Have GPA's for quarter grades</li></ol>
<b>#8</b>	Left Blank
<b>#9</b>	<ol style="list-style-type: none"><li>1) Talk to your teacher</li><li>2) Getting the e-mailed</li><li>3) Minimize amount of grading scores</li></ol>
<b>#12</b>	Left Blank
<b>#13</b>	<ol style="list-style-type: none"><li>1) Every teacher has a rubric towards grading</li><li>2) Parents need opport. to learn schoology (offer classes, etc)</li><li>3) Parent/teacher conferences</li><li>4) More beneficial info./feedback on report cards from teachers like strengths/weaknesses</li></ol>
<b>#14</b>	<ol style="list-style-type: none"><li>1) The grade scales</li><li>2) How to develop passionate learners</li><li>3) Love the on line Infinite Campus (immediate feedback!)</li></ol>
<b>#16</b>	<ol style="list-style-type: none"><li>1) Walk parents through grade book (don't assume they know)</li><li>2) Conferences w/parents</li><li>3) When Freshmen register before they get their Ipad, they do an orientation (click through screens in Ipad)</li></ol>
<b>#17</b>	<ol style="list-style-type: none"><li>1) Find a way to let kids have down time</li><li>2) Support system for kids/job &amp; school &amp; activities</li></ol>

**TASK #3: GRADING - SUGGESTIONS-***Discuss suggestions for communicating grades most effectively.*

TABLE #	SUGGESTIONS
#19	1) Allow re-take opportunities for students who want to improve their mastery of the material 2) Standardized system (nationally) for grading, across grade levels elementary-college (Is a ✓ an B? A?) 3) Include participation & effort as components of a grade with a common rubric to grade it
#20	1) Students do not have enough support for their grades-get support
#Sp-1	1) More communication with our children 2) To get help with a tutor 3) Be more informed about school
#Sp-11	1) Better jobs for our future students 2) For our students to have a better chance to get scholarships
#Sp-15	Left Blank
#Sp-27	Left Blank
#Ind-1	1) Clear grading practice-Rubrics 2) Transparency from teachers 3) Teachers keeping updated grades
#Ind-2	1) Differentiate grading based on students style of learning
#Ind-3	1) Discussion w/student & parent 2) Explanation of material understood
#Ind-4	Left Blank

## TASK #4: ONE-TO-ONE DEVICES - POSITIVES

Each District 211 student has an individual iPad device and has the ability to bring that device home for educational use. Both teachers and students report the capacity for enhanced learning opportunities associated with access to an individual device.

**TASK #4: ONE-TO-ONE DEVICES POSITIVES** - Discuss the benefits regarding every student having an individual electronic device.(consider both at home and at school use) (Table recorder, please ask and indicate on the record if this is a first-hand experience or not) **FHE** (First-Hand Experience)

TABLE #	POSITIVES
#1	<b>FHE</b> 1) Ability to access teacher material when needed <b>FHE</b> 2) Ability to make up tests/assignments when missed <b>FHE</b> 3) Communication is easy to do with peers/project work is easier to do digitally/you don't have to read messy handwriting
#2	<b>FHE</b> 1) All students have devices 2) Great resource for students w/o devices @home 3) Easy/economical to stay updated <b>FHE</b> 4) Opportunity for immediate feedback
#3	<b>FHE</b> 1) ↑ Organization (no books/notes to worry about) <b>FHE</b> 2) ↑ Knowledge of electronic skills & use
#6	1) Affordable for everyone 2) Easy to communicate from teachers to students w/same technology 3) No books to take home...this kind of learning w/technology vs books is what students will do in college.
#7	1) Promotes collaboration 2) Lighter school bags, but send a set of books stay home & return at the end of school year. 3) Teach to use different sources of information.
#8	1) Less printing 2) More technologically literate 3) Access to educational material everywhere
#9	1) Internet right at your hands 2) Communicating teachers much easier 3) Getting HW/Better Organization 4) Writing
#12	1) Latest & greatest in technology - allows for online learning as well. 2) <u>All</u> students have access to the technology - allows every student to have a device no matter their financial situation 3) Students w/experts and resources
#13	1) Access to useful sites, programs (i.e. Schoology)
#14	1) Equal for all students to have regardless for financial ability 2) Less for students to carry 3) Consolidates homework, worksheets, assignments

**TASK #4: ONE-TO-ONE DEVICES POSITIVES** - Discuss the benefits regarding every student having an individual electronic device. (consider both at home and at school use) (Table recorder, please ask and indicate on the record if this is a first-hand experience or not) **FHE** (First-Hand Experience)

TABLE #	POSITIVES
#16	1) A lot less books 2) Keeps them organized 3) App skills - Outlook (district email) - Google + w/in (collaboration) - school, district world
#17	1) Improves ease of grading 2) Group Projects, many different aspects 3) Required device for school - levels the playing field
#19	<b>FHE</b> 1) Easy & safe communication between teacher & student <b>FHE</b> 2) Parents can monitor as needed <b>FHE</b> 3) Lessons can be provided on snow days
#20	1) Can search things they do not know. 2) Restrictions freshman year. 3) Contact with teachers - more up-to-date 4) New way of learning.
#Sp-1	1) Access to the internet 2) No excuses for not doing homework 3) Restricted access to the internet (blocked sites)
#Sp-11	1) It's a good tool for students to have 2) It provided the student with a lot at more access and it makes things easier
#Sp-15	1) Save a trip to the library 2) Quick access to information 3) Save on material
#Sp-27	1) Improve learning 2) Exceeding on their homework 3) Help for students that are home/sick or in bad times
#Ind-1	1) Instant information 2) Technology literate 3) Information anywhere/anytime
#Ind-2	1) Collaboration 2) Cost savings (vs paper) <b>FHE</b> - yes 1 out of 5 at Table
#Ind-3	Left blank
#Ind-4	Left blank

**(TASK #4: CONTINUED)**

**TASK #4: ONE-TO-ONE DEVICES - CONCERNS**

Each District 211 student has an individual iPad device and has the ability to bring that device home for educational use. Both teachers and students report the capacity for enhanced learning opportunities associated with access to an individual device.

<b>TASK #4: ONE-TO-ONE DEVICES - CONCERNS</b> - <i>Discuss the concerns regarding every student having an individual device.(consider both at home and at school use)</i> (Table recorder, please ask and indicate on the record if this is a first-hand experience or not) <b>FHE</b> (First-Hand Experience)	
<b>TABLE #</b>	<b>CONCERNS</b>
<b>#1</b>	<ol style="list-style-type: none"><li>1) Not all teachers are knowledgeable about how to use the technology/troubleshooting is difficult</li><li>2) Kids may get comfortable with ipad products but maybe in college &amp; workplace have windows/android/other format</li><li>3) Kids are distracted by non-academic stuff even when they should be using tech. just for classes - they don't ever have "downtime" from technology</li></ol>
<b>#2</b>	<p><b>FHE</b>1) Access to purchase supplementary texts to keep <b>FHE</b>2) Access to device at all times <b>FHE</b>3) Distractions form apps</p>
<b>#3</b>	<p><b>FHE</b>1) Social Media - gaming <b>FHE</b>2) Not all students have wifi access outside of school</p>
<b>#6</b>	<ol style="list-style-type: none"><li>1) Outdated technology (What they get freshman year will be what they have senior year.)</li><li>2) Distracting (social media, etc...)</li><li>3) Some students lack maturity to access internet.</li></ol>
<b>#7</b>	<ol style="list-style-type: none"><li>1) Submissions at 11:59 pm is very inconvenient.</li><li>2) Opening up restrictions on the ipad for 2nd year can be challenging for parents at times.</li></ol>
<b>#8</b>	<ol style="list-style-type: none"><li>1) Distraction</li><li>2) iPads maybe are not the best choice. No Microsoft office wo keyboard</li></ol>
<b>#9</b>	<ol style="list-style-type: none"><li>1) Online Textbooks</li><li>2) Games/Social Media</li><li>3) Annoying to switch from App to App.</li></ol>
<b>#12</b>	<ol style="list-style-type: none"><li>1) Distractions! Interruptions in learning. Distractions in class.</li><li>2) Classroom management - new challenges. Time spent monitoring by teachers.</li><li>3) Cost - waht other resources are we forgoing for the ipads? Total cost of ownership of device.</li><li>4) Not all students have access to wi-fi/ Homes do not all have internet at home.</li></ol>
<b>#13</b>	<ol style="list-style-type: none"><li>1) Trouble shooting when devices/systems go down ("schoology" crash 2016)</li><li>2) Abusing iPad</li><li>3) Privacy issues</li></ol>

**TASK #4: ONE-TO-ONE DEVICES - CONCERNS** - *Discuss the concerns regarding every student having an individual device.(consider both at home and at school use)* (Table recorder, please ask and indicate on the record if this is a first-hand experience or not) **FHE** (First-Hand Experience)

TABLE #	CONCERNS
#14	<ol style="list-style-type: none"> <li>1) No internet</li> <li>2) Social Media</li> <li>3) Gaming-Netflix</li> <li>4) Still need pen &amp; paper copies</li> </ol>
#16	<ol style="list-style-type: none"> <li>1) Each student has the "capacity" but do they exercise it.</li> <li>2) Parent training - restrictions, parental controls</li> <li>3) Technology Fatigue - teachers get tired of restricting</li> <li>4) Cheating - sharing answers-</li> </ol>
#17	<ol style="list-style-type: none"> <li>1) Not all teachers at same level</li> <li>2) Non-school use during school</li> <li>3) Insufficient charge for old ipads</li> <li>4) Not every kid has <u>wifi</u></li> </ol>
#19	<ol style="list-style-type: none"> <li>1) Assignments issued with short notice over weekends. Kids don't always control schedule.</li> <li><b>FHE</b>2) Restrictions (esp. freshmen) assume the devices will be abused. Limits connections with other students too.</li> <li><b>FHE</b>3) More training needed for teachers on how to use effectively, not just for the sake of using it.</li> </ol>
#20	<ol style="list-style-type: none"> <li>1) No interaction between one another.</li> <li>2) Distraction</li> <li>3) Giving them an opportunity to search things they should not / talk to people they should no/dangers.</li> </ol>
#Sp-1	<ol style="list-style-type: none"> <li>1) Not use the internet properly</li> <li>2) Overuse of internet</li> </ol>
#Sp-11	<ol style="list-style-type: none"> <li>1) That Students don't use it properly in class</li> <li>2) For students to be distracted in class</li> </ol>
#Sp-15	<ol style="list-style-type: none"> <li>1) Lose time on social networks</li> <li>2) Control of the Wi-Fi</li> <li>3) Loss of skills (writing, vision) yes my first time</li> </ol>
#Sp-27	<ol style="list-style-type: none"> <li>1) How I can get more information</li> </ol>
#Ind-1	<ol style="list-style-type: none"> <li>1) Cost</li> <li>2) Distractions</li> </ol>
#Ind-2	<ol style="list-style-type: none"> <li>1) Level of uniformity (Teacher Control)</li> <li>2) Obsolescence of Device</li> <li>3) Functionality (e.g. writing papers)</li> <li>4) Policy of student's behavior</li> </ol>
#Ind-3	Left blank

**TASK #4: ONE-TO-ONE DEVICES - CONCERNS** - *Discuss the concerns regarding every student having an individual device.(consider both at home and at school use)* (Table recorder, please ask and indicate on the record if this is a first-hand experience or not) **FHE** (First-Hand Experience)

TABLE #	CONCERNS
#Ind-4	Left blank

**(TASK #4: CONTINUED)**

**TASK #4: ONE-TO-ONE DEVICES - SUGGESTIONS**

Each District 211 student has an individual iPad device and has the ability to bring that device home for educational use. Both teachers and students report the capacity for enhanced learning opportunities associated with access to an individual device.

<b>TASK #4: ONE-TO-ONE DEVICES - SUGGESTIONS- <i>Discuss suggestions regarding every student having an individual electronic device. (consider both at home and at school use)</i></b>	
<b>TABLE #</b>	<b>SUGGESTIONS</b>
<b>#1</b>	1) Need to restrict/monitor apps & when they are used See Concern section for areas of need
<b>#2</b>	<b>FHE</b> 1) Maintain academic focus on iPads <b>FHE</b> 2) Increased need for grammar/punctuation/spelling/handwriting
<b>#3</b>	Left Blank
<b>#6</b>	1) Keep up with technology - students must learn to deal w/distractions 2) Purchase one to one technology that can handle sw programs 3) Coordinate technology from grade school, Jr. High & HS
<b>#7</b>	1) (See Concern #1) If submission time is out of normal school time, move submission to next day close of school. 2) See Concern 2: Control level of restriction based on grades. Higher Grades = less restrictions.
<b>#8</b>	1) Look into other device options.
<b>#9</b>	1) Options 2) Restrictions/Academic purposes only!
<b>#12</b>	1) Make it an academic only device. Restrict devices so that only appropriate apps are available. 2) Provide wi-fi accessibility through out the district. - Evening out the digital divide. Blanket the community with wi-fi. Get Comcast to provide a mobile hot spot.
<b>#13</b>	1) Teaching students message on Schoology, etc.... 2) Can't we get books loaded on iPad?
<b>#14</b>	1) Students need options for paper 2) Get rid of distractions for students (games, social media) 3) Chromebooks?
<b>#16</b>	1) Have meetings w/parents to discuss their role in the 1:1 device. 2) Google classroom to address these issues. 3) Teach a class that shows them how to be responsible w/technology.
<b>#17</b>	1) Improve use of remind 101 2) Charging banks for kids to charge at school
<b>#19</b>	1) Allow adult guardians to restrict or give permissions, rather than the district. 2) Internet etiquette/cell phone etiquette class 3) Hire upper level tech staff who are based in I.T. rather than education, to understand how devices are or can be used, & to troubleshoot effectively.
<b>#20</b>	1) Laptops - focus more on schoolwork



**TASK #4: ONE-TO-ONE DEVICES - SUGGESTIONS-** *Discuss suggestions regarding every student having an individual electronic devise. (consider both at home and at school use)*

TABLE #	SUGGESTIONS
	2) Control technology
#Sp-1	1) Facilitates more learning 2) Finish homework faster
#Sp-11	1) Add keyboard so students can complete homework faster
#Sp-15	Left blank
#Sp-27	1) Guidance on how to use and iPad 2) Have access to the iPad to see what the students are doing.
#Ind-1	1) Remove iPad restrictions
#Ind-2	Left blank
#Ind-3	Left blank
#Ind-4	Left blank

## OTHER SUGGESTIONS

What other suggestions would your group like to provide to the Facilitating Team as we move forward with this community engagement program? Please list your suggestions in the space provided.

OTHER SUGGESTIONS	
TABLE #	SUGGESTIONS
<b>Email</b>	<p><b>From:</b> The D211 Of Tomorrow [211oftomorrow@gmail.com]  <b>Sent:</b> Thursday, March 17, 2016 11:02 AM  <b>Subject:</b> Fwd: Academic Programming - A Thought</p> <p>I won't be able to attend either of the academic programming sessions but did wish to express a thought. We are all aware of the shortage of girls entering the STEM disciplines in college and in their careers which follow. Statistics show a dramatic reduction after high school. This hurts our country and shortchanges these girls from finding exciting, abundant, well-paying and challenging career opportunities. I think the district should be more intentional and creative in seeking to turn this around. There are already a number of women math and science teachers, which is good. But perhaps if the female students could better connect the dots with respect to career opportunities, better engagement might result and the number of girls who choose to pursue STEM careers might increase. I think the math and science departments should be instructed to incorporate having more women career professionals in the STEM areas come in as guest speakers. There are many of us who would happily do so. However, the teachers already have such a rigid and full curriculum that they can't see any way of doing this.</p> <p>Thanks for considering this.</p>
<b>#8</b>	<p>Look at specific needs of student bodies, dependent on school. Look at realistic job/career opportunities. I like to see more career base training, which represents real-world situations. This training would be teaching students the skills and knowledge that employers need. Pathways (high school) course should be working with industry to provide useful curriculum.</p>
<b>#9</b>	<ul style="list-style-type: none"> <li>- Text Books</li> <li>- Offer more summer school courses</li> <li>- More time to focus on Applied Tech.</li> </ul>
<b>#13</b>	<ul style="list-style-type: none"> <li>• More interaction with Superintendent &amp; Assoc. Superintendent</li> <li>• Explore other ways to interact</li> <li>• More comfortable chairs</li> </ul>
<b>#16</b>	<ul style="list-style-type: none"> <li>• Do they have a set # of counselors/advisors per school? It needs to be based on # of students per building</li> <li>• Figure out a way to motivate students who are so concerned about grades. (Get them to learn the material rather than just if it's for a grade)</li> <li>• Teachers need to keep in mind that students are busy and stretched thin.</li> </ul>
<b>#17</b>	<p>Standardized Testing</p> <ul style="list-style-type: none"> <li>- Students don't know about all the options. Know about ACE, but not SAT/PSAT</li> <li>- Too long - multiple hours long.</li> <li>- Practice too much time</li> </ul>

## OTHER SUGGESTIONS

TABLE #	SUGGESTIONS
<b>#20</b>	<ul style="list-style-type: none"><li>• Teach them how to choose/navigate through classes so they are able to pass them.</li><li>• Inform the parents more of the possibilities</li><li>• More support for students who are going through adversities</li><li>• More encouragement ; motivation from teachers<ul style="list-style-type: none"><li>- praise from teachers to let students/parents know how they are doing a good job</li></ul></li><li>• Have more people who will push the students.</li></ul>
<b>loose single page</b>	<ul style="list-style-type: none"><li>• Creating more opportunities for students to gain real world work experience with internships</li><li>• Create opportunities for students to experience Problem Based learning (PBL) Challenges to give students opportunity to apply a culmination of what they have learned. The PFL should also have a connection to industry.</li><li>• Creat classrooms that are considered to be maker spaces where students can take ideas and make them into reality by creating products and innovation of products.</li></ul>