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What students say about TDP Summer Enrichment:

Interesting, thought-provoking discussions where the whole class was involved.

Learning how to put pictures together to create something new in Adobe Photoshop.

Learning about the thousands of things you can invest in!

I enjoyed learning the skills of becoming a lifeguard.

Having time to write and develop my own short stories.
District 214
Concerto Competition
Finals Recital

The Finals recital will feature musicians of the highest caliber in the District.

In the fall, competitors sent a recording of themselves performing their piece.

A preliminary judge will pick the finalists to perform in this recital.

Monday, November 30 | 7:00 p.m.
John Hersey High School | Black Box Theater
What was your involvement with this production?

Jeremy Morton: I was the Producer and Director of the production.

Stephen Colella: I was the Vocal Director and Assistant Director.

Kevin Carroll: My job as Pit Orchestra Director involved rehearsing the instrumentalists prior to the show and conducting the stage and pit music for the performances. I also participated in the cast auditions.

How were students selected to be part of this summer experience?

Jeremy Morton: Performers auditioned last spring. There was an audition and a callback involved in this process, and the entire production team was involved. Orchestra students also auditioned with our Orchestra Director. We had four student interns who applied and helped lead tech students with our directors. Our tech students volunteered to be part of this performance.
What was most enjoyable about your involvement with this production?

Jeremy Morton: This was a remarkable experience! The outstanding representation and talent from all of our students made the FVEC Theater shine. I am so thankful for the support from our District to do something that is a magical event for our students. It is unbelievable what these students created in four and a half weeks. I think the most enjoyable part of the experience is watching the students from across the District come together to create art – but this only happens with the outstanding commitment and talents of the amazing staff and incredibly talented students on stage and behind the scenes.

Stephen Colella: The best part of this experience, without a doubt, is seeing kids from schools across our District work together, support each other and share the stage. It’s really neat to see all that talent on the stage at once, but even more impressive is seeing the kids work together.

Kevin Carroll: I have so many enjoyable moments. The production was fantastic, largely due to an all-star cast, pit, crew and staff. It was an incredibly fun experience. Perhaps the most enjoyable thing was to see how the pit orchestra formed close friendships. Weeks after the show closed, students were still getting together!

It should also be noted that I had a tremendous experience working with the other District directors and staff. They were amazingly creative, professional, and fun. Working with them was one of the best experiences of my career.

The Addams Family Cast and Crew

Michael Alicoate
Henry Allan
Paige Alvarado
Shannon Brennan
Anthony Ciero
Abby Citterman
Michael Collins
Kelly Comone
Jessica Darcy
Cassidy Delahunty
Chris Doruff
Jake Fava

Cole Festenstein
Emily Franke
Nina Gary
Selena Groh
Jeremy Hamburger
Robert Heck
Karen Hemm
Jamie Gordon
Julia Johnson
Samantha Judd
Zoe Kollias
Christy Lindberg

Ben Marshall
Marco Mazzetta
Megan McLaughlin
Maggie Monaxios
Trevor North
Alyssa O’Connel
Alicia Ortman
Cami Rier
Kathryn Riopel
Kat Sinnott
Micki Smolenski
Melissa Spacapan
Monty Stevens
Tom Sulima
Melissa Sztuk
Evan Thonpson
Leo Walker
Caroline Waltman
Rosa Weiss
Jenny Whidden
Alexa Williams
Emily Winterstein
Hannah Yonan
John Zach
I can genuinely say that auditioning for the summer production of *Addams Family* was one of the best decisions I made throughout my high school career. Every day I learned something new and have remained friends with everybody from the cast.

**Very organized, professional and seamless!**

**It was fun getting to do what I love while joined by others across the District who share that same love of performing.**

I loved getting to work with students from around the District. But even more so, I loved the experience of working with different directors and getting vocal and acting tips from people I wouldn’t normally be in contact with.

**Utterly amazing!**

I can genuinely say that auditioning for the summer production of *Addams Family* was one of the best decisions I made throughout my high school career. Every day I learned something new and have remained friends with everybody from the cast.
If you are a student who will be 18 or younger as of October 1, 2016 and are working on a graduate-level project in any field of study, please consider applying for the 2016 Davidson Fellows scholarship.

The Davidson Institute for Talent Development offers high-achieving young people across the country the opportunity to be named a 2016 Davidson Fellow, an honor accompanied by a $50,000, $25,000 or $10,000 scholarship in recognition of a significant piece of work in Science, Technology, Engineering, Mathematics, Music, Literature, Philosophy or Outside the Box.

Applicants must submit an original piece of work recognized by experts in the field as significant and that has the potential to make a positive contribution to society. The scholarship may be used at any accredited college or university. The deadline to apply is Feb. 10, 2016.

For additional information, please visit www.DavidsonGifted.org/Fellows.
How long have you been teaching?
This is my 17th year teaching and my 14th at Rolling Meadows High School. During my time at Rolling Meadows I have taught Freshman Honors, Sophomore Honors, AP Language and Composition and a number of senior electives.

Related Experiences
Both of my parents were teachers, so I grew up in a house where education was important. My mother was an English and Reading teacher at the middle and high school levels. My father also taught English but also had endorsements in other curricular areas. He taught a variety of subjects throughout his career at a private school—all at the middle school level.

When I was 15, I started working at the Summer Enrichment Program at the school where my dad taught. I was essentially a camp counselor, and during my first few years, I assisted the teachers in the classes they taught. After a few years of college, I then was in charge of leading different groups of students throughout the day.

This was the first time I was able to see the "light bulb" moment with students. I could tell when something I was trying to teach clicked, that the students understood the lesson or skill and they were excited about their accomplishment. I enjoyed that experience and decided that teaching was the career for me.

When I was in elementary school, I had difficulty with language. I had a speech impediment and was a late bloomer when it came to reading; I wasn't in a regular classroom reading group until I was in fourth grade. I would leave class to see a speech pathologist and a reading specialist. I owe a lot to those teachers who helped me learn the necessary skills and, more importantly, helped me gain confidence in myself and taught me to appreciate the gains I was making no matter how small or how slow I was making them.

What drew you to this subject and class?
When I finally learned to read, I loved it! I was excited I could now pick up books and read just like my parents.

My freshman year of high school I had a wonderful English teacher, Mrs. Roome, with whom I connected. She did an excellent job encouraging me and presenting reading and writing so I not only understood the subject, but also wanted to study the material and unlock the secrets that literature and writing held. I was fortunate to have three additional English teachers who were excellent and continued to foster my love for and enjoyment of the subject.

My high school Latin teacher, Mr. Duffy, also inspired me to pursue learning and teaching as a career through his stories and endless knowledge on countless subjects. I can name every teacher I've ever had, and they all played a pivotal role in shaping who I am as a teacher.

Even though my parents were English teachers, I didn't always listen to their advice. Once I became interested in the subject, and later teaching while teaching it, I realized my parents were pretty smart and had a lot to offer. I saw how much they enjoyed their jobs and how rewarding teaching is.

For me, studying English explains the world. I have a chance to examine life during different times, from all areas of the world, and see changing attitudes of the societies represented. I am able to study great writers and thinkers to see how they sought to persuade others and leave their mark on future generations. I enjoy doing the learning myself, but the real fun begins when I start to teach students to do the same.
What do you enjoy most about preparing to teach this course?
I enjoy learning! When we add a new text or writing assignment, I have to examine it and digest the material until I feel I understand it thoroughly. I like finding pieces that are new to me that challenge preconceived notions about a topic. I also like revisiting a piece I haven’t taught in a few years, or maybe have forgotten about, and looking at it with fresh eyes. I am able to collaborate with Mark Maxwell, who also teaches AP Language at Rolling Meadows, and we have a great working relationship. Being able to bounce ideas off him and see how he would approach a lesson is helpful. We have had a few days where all the AP Language teachers from the District have a chance to meet and discuss what is working well in our classrooms. I find that time to be valuable and energizing. To see the innovative lessons other teachers have created inspires me to try to create lessons and assignments that are just as good.

What are the challenges of teaching this AP course?
With so many rich texts that lend themselves wonderfully to the course and so many worthwhile assignments, it can be challenging to narrow the list down to the essentials. I am enthusiastic about new ideas and want to do them all; however, there is never enough time. I assume this is often the case for all teachers who are passionate about their subjects and for honors and AP teachers who want to cover everything—often all at once.

What special advice do you have for your AP students?
Write like writers. Many high-achieving students are good at doing what the teacher says, in the order the teacher says it, and that is comfortable for them. I want students to be brave and to take risks. I try to create a classroom where risks are fundamentally part of the curriculum and courage is rewarded. That doesn’t mean every chance a student takes works out, but I want students to realize grades aren’t punitive, and they won’t be punished for trying something new and out of their comfort zone.

I also want students to understand they are not writing because the teacher said so; their teacher is not their audience, and the purpose is not to earn a desired grade. I want students to start to write because they have original ideas on topics that matter and their ideas deserve to be heard and considered seriously.
What drew you to offer this TDP enrichment class during the summers of 2014 and 2015?

Kent Dyer: I was inspired to write a TDP proposal for Graphic Design after my students addressed their need for more access to computers, digital cameras and software like Adobe Photoshop and Illustrator over the summer. I was really drawn to the opportunity to create courses where all D214 students, regardless of experience, could come together to explore digital media and create projects based on individual interests.

Chad Froeschle: Like many Americans, as my parents aged, they were unable to retire at the “original” date they had planned and faced retirement without reaching their retirement savings goal. There is nothing worse than reaching your retirement years and realizing you can’t retire. You’re never too young to invest. It can seem intimidating and down right confusing at times, so I wanted to demystify the stock market and teach students the fundamentals of investing.

Ronna Pflanz: This was a great opportunity to offer culinary instruction to students who struggle to fit a culinary course into their schedule during the school year. The fact that this is an enrichment experience offered without credit makes students a little more willing to try something new. I also wanted to offer students an opportunity to learn how to cook for themselves and to become responsible independent adults who can create healthy dishes.

We spend about two weeks teaching investing in our Personal Finance course, which is never enough time to delve deeper into a topic I am so passionate about teaching and students are so interested in learning. Based on student interest two years ago, I decided to create an Investing Club for students at Elk Grove High School. I wanted to provide students with the skills they need to reach their financial potential and lead productive lives. Given the increased interest in my investing club at EGHS and an overall need for increasing knowledge of investing, I assumed there would be interest throughout the District as well.
What do you enjoy most about teaching this enrichment class?

Kent Dyer: My favorite part of teaching the Graphic Design enrichment courses is seeing the phenomenal work that the students produce. It’s exciting to see the students grasp the basics of the software and then watch their creativity take charge. At the end of each course, students complete a set of four projects that are printed and theirs to take home. These projects can be anything from printed artwork and printed photography to vinyl cut stickers or screen-printed t-shirts. It’s also great to see students from different high schools who don’t know each other come together and work as a team. It’s amazing how, after only four days, the class goes from being complete strangers to new friends.

Chad Froeschle: I enjoyed the students’ passion and motivation to learn a topic that was of great interest to each of them. I was impressed by students who signed up for a class on investing during the summer. There are so many different motivational aspects of teaching at the high school level that challenge you to be the best teacher you can be and create such professional satisfaction. During our one-week course, there were many insightful conversations about investing, and it was very clear that these students were passionate about learning. As an educator, you experience incredible joy seeing students gain new insights and become more interested in a subject that will help them have financial security later in life. The students’ passion to learn motivated me each day and is the reason I would teach another summer enrichment class.

Ronna Pflanz: I enjoy the ability to work with students from all District schools. I also enjoy giving incoming freshmen an opportunity to experience the “big” high school before their first day as a freshman. I love meeting students from other schools, then finding them enrolled in my ProStart courses later. The ProStart courses are a District program, so students from other schools can enroll at BGHS, if interested. This summer course offers an opportunity to find a new hobby, interest and/or career that students may otherwise have not had time for.

What do students gain from participating in this enrichment class?

Kent Dyer: The Graphic Design courses introduce students to career pathways in graphic design, print production and photography. Through hands-on experiences, students learn both pre- and post-production skills of design and leave with physical pieces of art. Students learn industry standard software programs like Adobe Illustrator, InDesign, and Photoshop—skills that are heavily sought after by employees. These also are great skills and programs for anyone interested in job fields such as marketing, advertising, business, entrepreneurship, engineering and other creative fields.

Chad Froeschle: By participating in the “Wall Street Survivor” course, students were able to learn the fundamentals of investing. The course helped demystify the stock market and how the market works. Students were able to learn stock trading strategies, how to analyze and pick the best companies in which to invest and investing strategies that will help them develop investing confidence and a methodical plan for future investment opportunities.

Ronna Pflanz: Students gain basic safety, sanitation and food prep knowledge they can use immediately at home to cook for themselves or their family. This enrichment class empowers students, giving them a sense of accomplishment and independence. It provides a snapshot of the culinary world and the opportunities it provides. This may later direct students toward a potential career, in addition to gaining independent skills to be used throughout their lives.

Why should students participate in these or other TDP enrichment classes?

Kent Dyer: TDP enrichment classes provide students with excellent opportunities to explore new and interesting career paths, learn new skills and enhance current skills. District 214 students are incredibly lucky to have such a vast array of programs available to them before college. Moreover, since the classes are only four days long, TDP gives students a great opportunity to try new things that they might have never known they’d be interested in pursuing.

Chad Froeschle: A multitude of courses are offered through the TDP Enrichment Program, which allows students to shape their own learning and simply take courses that interest them. Many of the courses offered through this program aren’t part of the District’s curriculum or even part of a given field of study. These courses are an incredible opportunity for those willing to sign up and put in the time and effort to engage in a very specific topic. Enrichment courses are student-centered and allow for students to engage in learning a specific skill.

Ronna Pflanz: This enrichment program is an excellent way to try something without a significant time commitment or large cost. It provides an opportunity to see if there is something beyond just an interest in a certain field. For students who already enjoy the content, it is an excellent way to keep current skills sharp, obtain new skills and further their learning. I particularly like the fact that students get to learn from other staff around the District and in other buildings.
The Education Academy is a District program designed for students who are committed to pursuing a career in the field of education. Students must demonstrate the knowledge, skill, dedication and spirit to engage in a rigorous and challenging authentic learning experience. The Education Academy is a two-credit, full-year course open to highly motivated seniors from any District 214 high school.

This program involves students working onsite in a classroom setting at a local school three days a week from 1:00 pm to 3:00 pm. The remaining two days, students will participate in classroom activities at Rolling Meadows High School. Students will rotate through elementary and secondary education, special education and bilingual education classes for approximately ten weeks per rotation.

Students must have excellent attendance, be highly motivated and hard-working, participate in various group activities, demonstrate leadership and commit two hours per day in this program. Students are required to provide their own transportation to and from their home schools.

If interested, contact your school counselor for an application. The application, letters of recommendation and a personal interview determine admittance to the program.

All application materials must be completed and returned to Mrs. Linda Pribyl at Rolling Meadows High School by February 1, 2016. She can be contacted at (847) 718-5904 or linda.pribyl@d214.org
Harper Promise Scholarship Program Expands College Access

Harper Promise, a new, tuition-free scholarship program, begins this fall with high school freshmen. Under the Harper Promise, public high school freshmen commit to meeting attendance, rigor, quality, persistence and community service requirements to earn up to two years of tuition at Harper College. Once at Harper, students must continue to meet a similar set of requirements to continue to receive the scholarship.

The criteria for the Harper Promise Scholarship Program were developed by Harper College, area public high schools and northwest suburban business leaders to promote life skills and habits that will help students succeed in college and provide businesses with smart, skilled and motivated employees.

The program, funded by businesses and individual donors, has been lauded by U.S. Secretary of Education Arne Duncan.

Parents and students who want to learn more should talk with their school counselor or visit http://goforward.harpercollege.edu/about/promise/

The signup deadline is Dec. 15, 2015. Only students attending High School District 214, Township High School District 211 or Barrington District 220 are eligible.

New Illinois Law Ensures Advanced Placement Credit Equity

High School District 214 staff worked with staff from Stevenson High School and other organizations to successfully pass House Bill 3428, legislation that was recently signed into law by Gov. Bruce Rauner. This law ensures any student who earns a score of a 3, 4 or 5 on an Advanced Placement (AP) exam will earn college credit at a public institution of higher education in Illinois. Each institution will determine whether the AP credit will be given for electives, general education requirements or major requirements.

The Illinois Board of Higher Education will provide oversight of the implementation by filing a report at the end of the 2019-2020 academic year with the General Assembly and Governor. The report will analyze research used by each institution to determine how the credit is awarded and the number of credits provided by the AP scores.

This new law has the potential to save students thousands of dollars of tuition and ensures credit is given for credit that is earned.
## D214 College/Career Counseling

### Calendar of Events 2015-2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time and Location</th>
<th>Audience</th>
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<tbody>
<tr>
<td>Thursday, December 3</td>
<td>“Ask the College” Night</td>
<td>7:00 p.m. FVEC Theater</td>
<td>Grade 11 Parents and Students</td>
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<tr>
<td>Tuesday, December 8</td>
<td>Financial Aid Seminar for Seniors with Mark Anderson, Lake Forest College</td>
<td>7:00 p.m. FVEC D100 Rooms</td>
<td>Grade 12 Parents and Students</td>
</tr>
<tr>
<td>Tuesday, February 2</td>
<td>FAFSA Completion Night</td>
<td>6:30 p.m. and 7:45 p.m. Wheeling High School Library</td>
<td>Grade 12 Parents and Students</td>
</tr>
<tr>
<td>Wednesday, March 16</td>
<td>Financial Aid Seminar for Juniors</td>
<td>7:00 p.m. FVEC D100 Rooms</td>
<td>Grades 10 and 11 Parents and Students</td>
</tr>
<tr>
<td>Tuesday, April 5</td>
<td>College Fair</td>
<td>6:00 p.m. to 8:30 p.m. Harper College, Building M</td>
<td>Grade 11 Parents and Students</td>
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</tbody>
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### College Counselors Contact Information

**Diane Bourn**  
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To contact other D214 counselors, please see your individual school Staff Directory.