



**Talent
Development
Program**

High School District 214

Quarterly

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Welcome

Lyn Comer-Jaworski

District 214 TDP Coordinator

Welcome to the second edition of the TDP Quarterly newsletter.

In this edition, Mary Luckritz, English and Fine Arts Division Chair at Rolling Meadows High School, reflects on her summer enrichment experience. Mike McCabe discusses his work with world history students at Buffalo Grove. Our *Student Spotlight* highlights a TDP student in each building and their perspective on their high school experience.

Last fall we solicited feedback from our TDP parent population. After reviewing the results of the survey, we created new opportunities for parent programming. In conjunction with our Community Education department, three TDP parent seminars will be offered this spring. Each individual session focuses on college planning, financing and the importance of identifying a career path for your student. Each seminar is free of charge, but **registration is required**.

This summer we are expanding our Summer Enrichment Seminar series. These week-long classes will be offered from 1–4 pm Monday through Thursday at Buffalo Grove and Rolling Meadows high schools, our summer school sites. Further details and registration information will be available in the next edition of our TDP Quarterly newsletter.

We look forward to providing additional District-wide opportunities to meet the needs of our high-achieving, highly motivated students by supporting their academic, social/emotional and college/career planning needs.

We are committed to expanding opportunities that will elevate growth and success among our TDP student body.

A handwritten signature in black ink that reads "Lyn Comer-Jaworski".

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Students Can Earn College Credit in New Summer Course



“We are blurring the line between high school and college, adding direct relevance to the student experience and ensuring our graduates are ready for life after high school.”

— Dr. Lazaro Lopez, Associate Superintendent for Teaching and Learning

This summer High School District 214 will offer rising seniors the opportunity to enroll in a three-credit college-level course on the Harper College campus. Harper’s Speech 101 will be available to students as part of a continued effort to expose students to college earlier, preparing them for post-high school success.

Speech 101 is part of The Power of 15, a Harper partnership focused on expanding opportunities for students to complete 15 or more college credits before they graduate high school. Data shows students who enter college with 15 credits are twice as likely to earn a college degree.

“This is a powerful and nontraditional way to look at student success opportunities,” said Dr. Lazaro Lopez, Associate Superintendent for Teaching and Learning. “We are blurring the line between high school and college, adding direct relevance to the student experience and ensuring our graduates are ready for life after high school.”

District 214 has reduced the cost of the class to the regular summer school tuition rate for up to 200 students. The course fee includes the online textbook.

Registration is open, but space is limited. Interested students should speak with their counselor for further details.





Mary Luckritz's TDP Summer Enrichment Experience: *Building Communication Skills Through Theatre*

My passion is theatre. I've always known that theatre is important and brings social awareness. That was my goal in suggesting this TDP Summer Program. Acting on stage forces people to work together and depend on each other. Our summer workshop *Building Communication Skills Through Theatre* was made up of an equal number mainstream acting students who love theatre and students with disabilities. We used scenes from *The Bully Plays* to bring this seemingly disparate group from different District 214 schools together for discussions about personal experiences with bullying.

Brenda Martin and Gina Seaton co-taught, facilitated and led as the special education experts, providing additional support when needed, and I was the theatre teacher and director.

All students read scenes aloud from *The Bully Plays* and rehearsed their respective scenes. Our time was split among theatre games, dance, scene work, character movement, team building and practicing social skills. We were always moving. By the end of four days this group of strangers from four different schools became an incredible ensemble, performing for their proud parents and friends. Many of the students had never performed on stage before.

A profound sense of satisfaction and pride still sweeps over me when I think of what the students accomplished! There are few times that I have felt like I was part of something so important and wonderful. I'm humbled and honored I was a part of it. The students' goodness and willingness to try regardless of any obstacles, left a lasting impression on me, making this one of my favorite positive experiences in my career.

I can't wait to do it again this summer!

Thank you to:

Gina Seaton was invaluable as the expert teacher who works with students on the autism spectrum throughout the year. Her strategies to help students from across the District were incredible and invaluable to making the program successful.

Brenda Martin volunteered her time to coordinate, support, lead, teach and be part of this program every day because she believed that it was best for our students. She did wonderful outreach to the parents of the special needs students. She was essential to the success of the program.

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We gave a student survey to all the students involved in TDP Enrichment Program: *Building Communications Skills Through Theatre*. Below are some of the students' (both special needs students and mainstream mentors) comments:

What was the best part of the workshop?

- Learning that you are not alone.
- Making new friends and working on the plays.
- Meeting new friends and playing games, doing acts—especially since it's my first time acting.

What was the most important thing you learned/best thing you learned?

- I learned that everyone is different, but in a good way.
- I learned that a student's disability does not define them.

How would you describe this workshop to another high school student?

- It's a place where I feel accepted and safe.
- This is a very fun class where you meet new people and get to be yourself and learn how to communicate properly.
- Four days of pure fun! I really don't think it could have gone any better. I think it can teach everyone something.



How did you grow as a human being because of this experience?

- I learned to be more open with talking about my disabilities and then to recognize bullying: the causes, effects and actions.
- It felt great to be in a place that, no matter what, I wouldn't be judged.
- I grew as a human by really realizing that at the end of the day, everyone is really the same. Everyone who was a part of this group had an amazing talent they brought to this group. Those individual talents make the group so much more dynamic. It was awesome!



TDP Student Spotlight



Zach Harris
Buffalo Grove
High School



Evan Hatfield
Elk Grove
High School



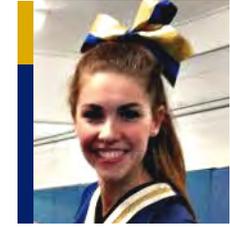
Paul Kim
John Hersey
High School



Kishan Trivedi
Prospect
High School



Tim Stricker
Rolling Meadows
High School



Colleen Keefe
Wheeling
High School

To what do you attribute your personal success in AP courses?

Zach: I am motivated to do well in these difficult classes to be better prepared for the AP exam that will save me money in college. Good scores on these tests will not only impress the colleges I apply to, but prepare me for the rigors of college.

Evan: Hard work and perseverance. You have to go into these classes knowing that you're going to have to put a lot of effort into it. Everyone has off days... you can't let one bad grade defeat you. You have to be able to learn from the experience and rise above it. It also doesn't hurt to have teachers who really engage you in learning.

Paul: I attribute my personal success in AP courses to my initiative in using all the study resources available to me, along with the effective curriculum offered at our school. The teachers, especially in AP classes, give us every opportunity to get extra help outside the classroom, whether it be through additional study materials or just extra one-on-one time. When a teacher is really passionate about their class, I am really excited about the subject and find that learning becomes easy. The lectures and activities that the teachers give to us are often undervalued. Teachers do not just talk to fill a fifty-minute period. They really expose you to the essentials and are the best translating tools for obscure concepts.

Tim: My motivation. I'm not the most brilliant or gifted student in RMHS, but my hard work and my drive make up for it. I acknowledge that by taking an AP course I will have to put countless hours of hard work into my success in the class. AP courses are difficult, but my motivation will carry me because I realize that these classes are necessary to achieve my dream of becoming a Naval Academy midshipman.

What is the best piece of advice you can give to underclassmen about applying to college?

Paul: The best piece of advice I can offer is to be honest. The more honest you are to yourself and to

the colleges, the better off you will be. It ensures that you will end up in a place most suitable to you, which is often undervalued in this process. There are also countless resources made available to college-bound students that help to narrow down all the choices. These are not only free to use, but they are also easy to use. You can get a great feel for a college simply by visiting the campus. It is best to visit while school is still in session to really get an idea of the atmosphere and how you might fit in. Whether you think you like a school or not, being true to who you are and what you want out of a school will end up being the biggest factor in deciding where you apply.

Kishan: In regards to the college search process, I want underclassmen to know that they should follow their passions before their dream school. They should explore possible career options before colleges. Once a student is able to find his or her passion, then they should base their college search off of it. For example, a student interested in political science should not necessarily apply to Caltech because of the name. They should base it off of where their major is.

Tim: Start now! Just because you don't know where you see yourself in five years doesn't mean you won't when you are a senior. Build your resume, take AP classes, and prepare yourself for the ACT. What you accomplish in these few years are leading up to senior year. This is essential to the options you will choose from as a senior.

Colleen: The best piece of advice that I could give underclassmen would be to stay on top of applications for both college admission and scholarships. Having an idea of where the student would like to go, even if he or she only knows the state, can be extremely helpful as well, since colleges tend to bombard seniors with emails and mail. The earlier you get everything done, the better off you will be!

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Did you participate in a TDP Summer Enrichment series?

Zach: Yes. I was enrolled in the *Getting a Jump on College Applications for Highly Selective Colleges* class. The teacher was an application specialist and was very good at presenting his information. He had multiple connections to people who worked at colleges as application reviewers. We were able to discuss the process with them as well.

Evan: I took part in a session on *The History of Rock and Roll* and how the song *American Pie* sums it all up. It's a nice change of pace from what you learn about during the school year. It's great to be able to learn about something that you probably wouldn't have the time to fit in during the year. The teacher for the class, Mr. Janu, was just amazing! You can tell that he's passionate about what he teaches. I honestly wish I could have him as a teacher during the school year.

Kishan: I participated in both the *General Automotive Maintenance* and *Getting a Jump on College Applications for Highly Selective Colleges* TDP enrichment courses. The classes were very useful.

What is your best time management strategy?

Paul: My best time management strategy is working on things during times I know I will be productive. There is obviously nothing I can do about having swim practice or band rehearsal at set times in the day, but for the most part, I like to study and do homework while my mind is clear. This means I cannot do homework for several hours straight. I tend to get the most out of schoolwork by taking short breaks and practicing my instrument or just doing something relaxing to get my mind off of school. When I go back to doing schoolwork, I am more focused. A common mistake many people make is to aggressively do their work at night. When it is really late and I have an essay to write, I know that the time will be better spent sleeping first. I can then wake up with a clear mind and write the essay in the morning.

Tim: I prioritize what needs to be accomplished and what I would like to accomplish each day. Then I calculate a time that I wish to end the night based on my workload and set it on a countdown timer. With that time, I divide it among the different tasks based on how long I feel I should allot myself to complete each task efficiently and with the highest quality. This strategy forces me to focus on the task at hand in order that I 'beat the time.'

Colleen: My best time management strategy is to map out the majority of my day. I use the calendar on my phone to stay organized. I am completely a visual learner, so being able to see what I need to do and when I need to do it helps me a ton. I also like to set a LOT of alarms and reminders.

To stay focused while working on homework, I usually say, "Okay I'm going to spend 30 minutes on math right now." Then I will take a 10 minute break to text, play a game, or something of that sort. Then, I will spend 30 minutes reading for English class. Then, I will take a break, and work on science or whatever is left. Then, I will revisit what I need. It helps me focus if I'm not too bored from working on one task for too long.

What have you enjoyed most about your high school experience?

Evan: The extracurricular opportunities available to all students. There is literally something for everybody, whether it's Scholastic Bowl, French Club, or even Skate Club. They give you chances to grow in ways you never could have imagined. Being in Choir has helped me grow into the student I am now. It takes a lot of time, but it's an amazingly rewarding experience. Being part of something bigger than yourself really gives you a sense of the community around you.

Kishan: The most enjoyable thing that I have experienced in high school is my friends and Harvard Model Congress. I got to spend a weekend in Boston debating and hanging out with kids from around the U.S. This was a great experience and a taste of independence. Throughout the weekend I felt like I was in college.

Tim: Developing my leadership skills. Leadership is one of my biggest interests, and over these past four years, I have been attempting to construct myself into the leader that I wish to be. Coming into NJROTC, as with the other clubs, I started without a leadership position and was forced to observe those at the highest positions in the chain of command. With hard work and determination, I continue to model myself into the leader I wish to be. My goal is to apply those skills in high school in preparation for my future career as a United States naval officer.

Colleen: If you were to ask me this junior year, I probably would have no idea how to respond, but since my high school days are limited, I've recently been more reflective of my days at Wheeling High School. I'd have to say that being so involved would have to be what I've enjoyed about high school. Sometimes it gets crazy to have three different events in one day and be at school from 6:45 a.m. to 9 p.m., but at the end of the day, the life skills that I am gaining from sports and other activities are far too valuable to be without. I have made so many important connections with peers, teachers, supervisors, directors, and coaches that I know I will carry with me for many years to come. High school is all about learning, and this definitely reaches far beyond the classroom.



TDP Teacher Spotlight



Mike McCabe Buffalo Grove High School

Background Information

This is my 15th year of full-time teaching. I am currently in my 11th year at Buffalo Grove High School. Before Buffalo Grove, I taught four years at Streamwood High School in School District U-46. Prior to my work at Streamwood, I acquired a position as an assistant teacher at the alternative school in School District 219.

Related Experiences

I am currently teaching all three levels of world history. I am also the building Digital Technology Coach (DTC) for the 2014-15 school year.

What drew you to this subject and class?

When I first arrived at Buffalo Grove in 2004, there was no Advanced Placement World History program. My division head approached me and another colleague about starting an AP World program the following year. That summer I attended graduate courses at Carleton College in Minnesota in preparation for the Advanced Placement rollout. The content for this class goes far above and beyond the world history class that was taught previously. The curriculum not only incorporates a wealth of knowledge about world history, but also has students synthesize this information from historical readings and documents. In addition, students are introduced to college-level thesis writing and essay construction. The course offers students a complete array of skills that they would need to be successful in college. Professionally, the course gave me the opportunity to increase my own knowledge about different time periods and areas of the world.

What do you enjoy most about preparing to teach this course?

Enjoyment from this course comes from the deep intellectual discussions that arise out of material that we cover in class. I try to start units off with several “big picture” observations about a given location or

time period and generate discussion about issues such as cause and effect or how the events in that time period affect our modern society. Another benefit of this course is the flexibility allowed to explore alternative viewpoints in history. Readings that supplement our coursework can also provide alternative interpretations of historical events. Looking at history through multiple perspectives is something unique and exciting to this history class that is not fully explored in many social science curriculums.

What are the challenges of teaching this AP course?

I think going into the school year, many students do not understand the amount of writing we accomplish in this class. It is perhaps one of the more important elements that we teach to students in this course. At the sophomore level, this is probably their first introduction to a long essay format that requires students to construct, among other elements, a sophisticated thesis to open the essay. Other skill sets, such as synthesis of information from documents and addressing the author’s point of view/potential for bias, make this course very challenging for the average student.

In recent years, we have incorporated many more students into the Advanced Placement programs across the District. This is not only within the area of social sciences, but also in many other disciplines at our school. The typical student who enrolls in this class has changed significantly in the last several years. Ten years ago, a student would have to be at or near the top of their class to gain admission into an Advanced Placement course. Today, prospective students come from a variety of skill and interest levels. As instructors of Advanced Placement courses, we must adjust our delivery of the curriculum to address the diverse population that we now have in these classes.

What special advice do you have for your AP students?

Be sure to put forth the time and effort needed to be successful in these courses. Too often I have seen students make a minimal effort with Advanced Placement courses, resulting in a disappointing experience. I am a firm believer that you get out what you put into a program. In addition to a boost in grade point average, these courses offer the average student a competitive advantage in the college world with the writing and critical thinking skills that they offer.



D214 College/Career Counseling

Upcoming Events 2014-2015

Date	Event	Time Location	Audience	Contact Person
Friday, February 27	Black Teen Symposium Harper College Wojcik Conference Center	8:00 a.m. to 2:00 p.m.		
Wednesday, March 18	Financial Aid Seminar for Juniors FVEC Theater	7:00 p.m. Parents and Students	Grades 10 and 11 WHS	John Hammond
Tuesday, April 7	College Fair Harper College Building M	6:00 p.m. to 8:30 p.m. Parents and Students	Grade 11 Counselors	All College

College Counselors Contact Information

Diane Bourn
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John Hammond
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john.hammond@d214.org

Robert Yerkan
847-718-5660
robert.yerkan@d214.org

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



In conjunction with our Community Education department, this spring we are offering three seminars to help parents navigate the college search process. Each session focuses on college planning, financing and the importance of identifying a career path for your student.

Each seminar is free of charge, but registration is required.

Registration:

Use the following link to register online: https://ce.d214.org/cep/cep_tdp_talent_development_program.aspx
You may also register over the phone by calling the Community Education office at 847-718-7700.
Office hours are 8 am–4:30 pm Monday–Thursday and 7 am–3:30 pm Friday.

Exploring Your College Major and Career

Asking a high school student their future plans is a difficult question. Most students do not know their career path, nor have an idea on how to find that. In this presentation, Thomas Jaworski M.A., founder and lead consultant of *Quest College Consulting*, will provide high school families with tips and advice on how to begin the potentially overwhelming task of career exploration. He will then explain how to match these potential careers with college programs. This will be an interactive presentation, so bring your smart device (phone or tablet).

1 Session Fee: No charge, but registration is required.

9200 Mon 3/30 7:00-8:30pm PH Rm 157

Finding the Right College for You

Finding the right college for you does not mean choosing where your college-bound student will live the next four years. It means finding the best academic, social and financial fit for college-bound students. In this presentation, Thomas Jaworski M.A., founder and lead consultant of *Quest College Consulting*, will provide high school families with tips and advice on how to start and breakdown the stressful college search process. **This program is designed for both parents and students.** This will be an interactive presentation, so bring your smart device (phone or tablet).

1 Session Fee: No charge, but registration is required.

9201 Mon 4/6 7:00-8:30pm PH Rm 157

How to Prepare for the Rising Cost of College

Each year the price of college tuition rises higher than the annual inflation rate. With these steep increases, how can college-bound students afford to pay college tuition? Thomas Jaworski M.A., founder and lead consultant of *Quest College Consulting*, will share his expertise and insight on how to break down the cost of college, understand the financial aid/scholarship aspect of the college search process and maximize your dollar for college. This will be an interactive presentation, so bring your smart device (phone or tablet).

1 Session Fee: No charge, but registration is required.

9203 Mon 4/13 7:00-8:30pm PH Rm 157

For any questions regarding TDP, please contact Pam Pilafas at 847-718-7672



The District 214 College Counselors invite you to attend the annual

D214 Junior Parent Financial Aid Night

Presenter: John Hammond | College Counselor | Wheeling High School

Looking for answers about the financial aid process?

This presentation will focus on how to apply and qualify for different financial aid opportunities and how to evaluate those options. Attendees will learn about resources that can be used to estimate the financial aid available to college students. Information will be provided on ways to identify colleges that will be a good financial fit.

D214 Junior Parent Financial Aid Night

Wednesday, March 18 at 7 pm

Forest View Educational Center | Room D100
2121 South Goebbert Road, Arlington Heights

Presenter:

John Hammond
College Counselor | Wheeling High School



Both the Free Application for **Federal Student Aid (FAFSA)** and **College Scholarship Service (CSS) Profile** will be discussed.



More Enrichment Courses Coming This Summer

District 214 will offer students another opportunity for focused enrichment courses through an expanded **TDP Summer Enrichment Seminar** series.

In this program, students can dive deeper into a variety of subjects – from science and philosophy to music, theatre, and tactics for excelling in Advanced Placement courses – elevating opportunities for growth and success.

The week-long courses will run from 1:00 to 4:00 p.m. Monday through Thursday at Buffalo Grove and Rolling Meadows high schools, our summer school sites.

Registration will begin soon. Further details regarding course offerings and registration information will be available in the next edition of the *TDP Quarterly*.

For questions, please contact Lyn Comer-Jaworski, lyn.comerjawors@d214.org or the Associate Principal of Instruction at your student's high school.

