In this issue:
- TDP Student Leadership Committee
- Internship Opportunities
- College and Career Counseling Calendar
- AP Teacher Spotlight: Pat Thorborn
- Early College Center
The TDP Leadership Committee is a student-led board that is composed of one junior and one senior class member from each of the District 214 high schools. Students meet four times per year in order to provide a student perspective in TDP programming. The members selected to serve on this committee were identified by building administration for their success in various AP classes and their demonstrated leadership skills.

2017-18 Committee Members

Buffalo Grove High School
Olivia Morini – Senior
Carol Heiberger – Junior

Elk Grove High School
Abbey Casey – Senior (Not pictured)
Matthew Crimmins – Junior

John Hersey High School
Anna Brzezicki – Senior
Luke Tanabe – Junior

Prospect High School
Noah Helstrom – Senior
Lexi Gravagna – Junior

Rolling Meadows High School
Derek Prusener – Senior
Grace Dollia – Junior

Wheeling High School
Alexander Rotberg – Junior

Our first meeting was held on October 9th. Students met with Dr. Lopez; Associate Superintendent for Teaching and Learning, Matt Liberatore; Director of Professional Learning & Student Services and Scott McDermott; Associate Principal for Instruction at Prospect High School. In addition to outlining goals for the 2017-18 year, students shared feedback on the challenges of being AP students.
Mission Statement:

“To communicate to students and families the rigor of advanced education while assisting students in their pursuit of success.”
Carol Heiberger  
**Junior**  
Buffalo Grove High School  
**Co Curricular Activities:** Costumes/Tech Crew, Softball, French Club, Lit Lab Tutor, and St. John UCC Feed Your Spirit

Abbey Casey  
**Senior**  
Elk Grove High School  
**Co Curricular Activities:** Cross Country, Track and Field

Anna Brzezicki  
**Senior**  
John Hersey High School  
**Co Curricular Activities:** Student Council, Service Over Self, DECA, National Honor Society, Freshman Mentor, Prospect Heights Public Library Study Buddies Tutor, Prospect Heights Public Library Advisory Board, Tennis, Yearbook

Grace Dollia  
**Senior**  
Rolling Meadows High School  
**Co Curricular Activities:** The Pacer, Class Council, Student Council, French Club, Interact, National Honor Society, Mighty Mustang Mentors (M3)

Olivia Morini  
**Senior**  
Buffalo Grove High School  
**Co Curricular Activities:** Secretary of Senior Class Board, Vice President of National Honor Society, Blue Crew, Lit Lab Tutor, Volleyball, and Softball

Explain why you are excited to serve on the 2017-18 District 214 TDP Student Leadership Committee.

Carol Heiberger | I am excited to serve on the committee because I enjoy helping other people. I am excited to be able to engage in conversations with District 214 administrators about the AP program and identify ways to improve it. I also want to bring more positive aspects into the program.

Abbey Casey | I am excited to serve on the 2017-18 District 214 TDP Student Leadership Committee because I enjoy advocating for students in AP level classes. I also enjoy being able to discuss issues or concerns of students with the administration in order to give AP students the best experience possible in their classes.

Anna Brzezicki | I am excited to serve on the 2017-18 District 214 TDP Student Leadership Committee because it has been such a great experience in the past years. I love having a voice and being able to communicate with administrators who can help influence change. I know that this year, we can accomplish so much more, and I cannot wait!

Grace Dollia | District 214 already offers a great variety of opportunities to help students succeed and prepare them for life beyond high school. I am enthusiastic to be a part of the process that expands all of the amazing work the district is already doing.

Continued on following page.
Describe one of the best experiences you have participated in during high school.

olivia morini | One of the best experiences at Buffalo Grove High School was BG Gives Back Day. Last year the whole school went out to different service projects around the community. It was awesome to see our school grow and be so compassionate on that day.

anna brzezicki | One of my best experiences during high school was taking the Incubator Entrepreneurship class at Hersey. In this class, I created a startup business and pitched my idea to influential community members. My favorite part of the class was meeting the guest speakers who were business people. I found them to be very interesting and inspirational.

noah helstrom | This past summer, our cross country team took a week-long trip to Montana where we camped at Yellowstone, hiked, and, of course, ran. We had late night talks outside under the stars, we saw a bear on our run, and I got to spend a week with my close friends, making it one of the best weeks of my life.

derek prusener | One of the best experiences I’ve had in high school is my AP Physics classes. They really challenged me to think and work hard. I also learned about myself, my work ethic, and how to learn from obstacles and setbacks.

alexander rotberg | One of the best experiences I had was competing on the national circuit for debate last year at Harvard University. I was not only able to grow as a debater by competing with advanced debaters, but also I was able to explore the city of Boston, enriching myself in its history.

Continued on following page.
Describe one challenge you have encountered as an AP student.

Matthew Crimmins | One challenge that I have encountered as an AP student is managing my time. Especially with sports and activities, the amount of time to do work and study is very limited. Finding a way to balance my schoolwork and my other activities is probably the biggest challenge I have encountered.

Luke Tanabe | The workload and studying for tests is the hardest challenge I’ve faced as an AP student.

Lexi Gravagna | One challenge I have encountered as a AP student is balancing the AP class load with my extra curricular activities.

Grace Dollia | The biggest challenge I have faced as an AP student was taking two AP exams on the same day. Last year I took the AP World History and AP Statistics exam on the same day. This was a challenge because they are both intensive courses that cover a lot of material. I really had to manage my time and prioritize in the weeks leading up to the exam date in order to ensure that I would be sufficiently prepared for both tests.

Alexander Rotberg | My biggest struggle would be time management. I have struggled with juggling my AP classes, mental health, social life, and sleep. Luckily, I’ve been getting better at this with experience, but there’s definitely room for improvement.

What advice would you give for underclassmen enrolled in AP classes?

Abbey Casey | A piece of advice I wish I would have learned earlier in my high school career is to plan ahead. If you know you have a game or a meet during the week and you won’t have time to do your homework, get your homework done earlier in the week. It’s hard not to procrastinate, but it’s so much less stress if you don’t.

Matthew Crimmins | My advice for underclassmen enrolled in AP classes is to make sure to take some time every night to study the material for each of your classes. Throughout high school, AP classes get harder and there are more of them you can take each year. You want to make sure to stay on top of all your work and studying so that you can preform well in AP classes. Managing your time is hard to do. Don’t be afraid to ask for help if you need it in a class!

Noah Helstrom | If you think an AP class isn’t fun, don’t drop to a regular level. Oftentimes regular versions of the class are not going to be any more interesting. The class will just have less homework and easier tests. AP classes help develop a strong work ethic and develop college readiness skills. You learn more and boost your GPA if you work hard. So even though an AP class might be harder, it is definitely worth it.

Lexi Gravagna | A piece of advice I have for underclassmen enrolled in AP classes is to be sure to plan your time efficiently and to not procrastinate, especially when studying for tests.

Grace Dollia | My advice for underclassmen enrolled in AP classes is to not be intimidated by them! If an underclassmen is enrolled in an AP class, it means that they have already proven that they have the work ethic and determination to succeed in one. If students try their best, seek help when needed, and keep up with the course work throughout the year (not just right before the AP exam in May), then they will surely have all the tools they need to be successful in the class.

If you are a returning senior, what are your future plans and goals for next year?

Olivia Morini | Next year I plan to go to college and study either engineering or architecture.

Abbey Casey | My future plans and goals for next year are to attend a four year university, major in graphic design, and minor or possibly double major in marketing or advertisement.

Anna Brzezicki | My plans for next year are to study business administration. I have not yet decided which school I will attend. I am interested in University of Illinois Urbana-Champaign, Indiana University, and Ohio State University.

Noah Helstrom | I hope to go into engineering in college, though I am still thinking about which branch I want to study. My top three colleges right now are MIT, Georgia Tech and Purdue.

Derek Prusener | I plan to attend a four year university to study biomedical engineering.
**District Internship Program (09870, 0.5 credit)**

The District Internship program supports students across all academic and career areas. This advanced course is for junior or senior students interested in developing their skills and decision making related to a specific career area. These students have already started their process of development through previous academic and career related experiences. In addition to the work with their community partners, District Internship program students complete an online curriculum which aims to develop their employability skills and promote personal reflection. The program allows students to intern at community sites during either the first semester, second semester, or during the summer. Students in this program must complete 80 hours at their placement site. Scheduling of these hours is based on individual availability of the student and the community partner. District 214 staff will complete observations and provide support to District Internship program students at their placements.

**Program Contact**
Scott Gustafson, District 214 Career and Technical Education Programs, Supervisor
scott.gustafson@d214.org

**District MicroInternship (09500, 0.25 credit)**

The District MicroInternship supports students across all academic and career areas. This course is for junior or senior students who are interested in developing their skills and early decision making through an authentic career exploration opportunity related to a career area of interest. Students commit to approximate 30 hours during a period of two to four weeks to complete this exploration. The program allows students to be placed at community sites during first semester, second semester, or during the summer. Scheduling of the experiences is based on individual availability of the student and the community partner. District 214 staff will complete observations and provide support to District MicroInternship program students at their placements as necessary.

**Program Contact**
Scott Gustafson, District 214 Career and Technical Education Programs, Supervisor
scott.gustafson@d214.org
# 2017-2018 College & Career Counseling Programs

**SOPHOMORES**

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**JUNIORS**

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<td>Ask The College Night</td>
<td>February 21</td>
<td>7:00 pm</td>
<td>FVEC</td>
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<tr>
<td>How Much Debt Is Too Much?</td>
<td>March 6</td>
<td>7:00 pm</td>
<td>FVEC</td>
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<td>Junior Financial Aid Night</td>
<td>March 13</td>
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**SENIORS**

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All dates and locations are accurate as of 11/1/17 but are subject to change.
Background Information

I have been teaching at Rolling Meadows since 1995; teaching AP US History since 2002. In 2013, I started teaching AP European History. This year I teach four AP US classes and one AP European class. In past years I have also taught LEP US History.

Related Experiences

I have been a College Board Consultant and College Board Mentor for the past several years. As a consultant, I conduct one-day workshops mostly in the Midwest for AP US history teachers of all experience levels, though most are newer AP teachers. During the summer, I also lead week-long summer institutes for teachers new to the subject. For the past several years, I have noticed an increase in experienced teachers seeking to understand the myriad of changes the College Board has instituted for its AP history courses and exams. I have hosted these workshops at Plainfield North High School, Ball State University, the College of Wooster, and the University of California at Riverside.

As a mentor, I work with new AP US teachers from around the country. We meet in an online discussion group once a month to discuss course and lesson planning, assessment and grading. We also discuss and brainstorm challenges the participants are experiencing.

What drew you to this subject and class?

I hated history until my junior year of high school. I had a great teacher who made me love the subject so much that I wanted to teach it too! In college, I continued to be fascinated by the subject; but over the 15 years that I have taught US History, I have learned more than I ever did in school. I find it impossible to contain my enthusiasm for the subject.

What do you enjoy most about teaching AP US History?

I love student questions and their “Oh wow!” moments when they learn something about US History that shocks or surprises them. I really love when students get excited about the subject, learn about it more on their own, or ask for suggestions about historic places they can visit on their own or with their families.

What are the challenges of teaching this AP course?

Grading, grading, grading! It is also challenging addressing the dilemma that many history teachers face: depth vs. breadth. This is amplified by the fact that teachers are preparing for an exam over which they have no control. I always have a nagging fear that anything I might miss in class will be asked about on the exam. I worry that I spend too much time examining something The College Board won’t ask about that particular year.
Describe your experience reading for the AP exam this past summer.

It was an experience I would never describe as fun, but it is certainly enlightening (and tedious). When I describe the process to most people, they ask “why would you ever do that?” My answer would be that, first of all, I get really good (and fast) at grading when I return to school in the fall. I gain first-hand experience with lots of good and bad essays and I can use in my teaching to help students emulate the good essays and avoid the pitfalls that so many other kids fall into. I also come back with a positive feeling about my own students’ abilities. This past summer I graded 802 essays about the American Revolution.

What advice do you have for your AP students and parents?

Take an AP class in a subject in which you have an interest. It doesn’t have to be your favorite subject, but it shouldn’t be one you dislike. AP classes are intense and can make a subject you already dislike worse. On the other hand, if you have some interest in the subject, AP classes can intensify that interest and make a subject you found mildly interesting downright enjoyable.

Please include any information from your travels or summer teacher institutes.

I have participated and benefitted tremendously in a program run by the National Endowment for the Humanities called NEH Landmarks of American History for Teachers. Different organizations apply for grants to run week-long summer workshops at historic sites around the country to educate history teachers. These seminars bring in leading scholars and resources so that teachers can learn and experience history where it happened. I have participated in seminars at Independence Hall in Philadelphia, along the Transcontinental Railroad in California, at Lowell National Historic Park in Lowell, Massachusetts (which was my favorite), and several others. These experiences have not only increased my enthusiasm for and knowledge of the subject, but also led to many, many new ideas for lesson plans and ways to teach history in my classroom at Rolling Meadows High School.
Students can get a head start at District 214’s Early College Center

District 214 seniors have the opportunity to participate in a new honors program starting this fall to earn up to 16 early college credits in an online partnership with Arizona State University.

The program, located at District 214’s new Early College Center, provides an opportunity for students to take an eight-week honors course every quarter, as well as a self-paced math course, guided by a District 214 teacher, and simultaneously earn high school and college credit.

The Arizona State University partnership offers District 214 students a reduced tuition rate, helping families save money for college.

The online courses include College Algebra, English Composition, Introduction to Solar Systems, Macroeconomics and Social Science.

The Early College Center is open to District 214 seniors with the demonstrated ability to work independently and succeed in college-level work. Selection into this program is based on student interest, academic readiness and a counselor recommendation.

The Early College Center is located at the High School District 214 Forest View Educational Center, 2121 South Goebbert Road, Arlington Heights, IL.

For more information contact Director Kate Kraft at kate.kraft@d214.org or phone, 847-718-7888.