

SREB



Students Will Take the Right Courses When Principals Lead

Southern
Regional
Education
Board

592 10th St. N.W.
Atlanta, GA 30318
(404) 875-9211
www.sreb.org

SITE DEVELOPMENT GUIDE #14

Table of Contents

Teacher Advisement Program	1
Responsibilities of the Teacher Adviser	2
Assigning Teachers as Advisers	3
Finding the Time for Advisers and Their Advisees to Meet	5
Advisement Meetings and Lesson Planning	8
Suggested Topics for Advisement Lessons	8
The Scheduling Process	13
The Parent/Teacher/Student Conference	16
Informing the Teacher Adviser	16
Setting Up a Conference Time	17
The <i>HSTW</i>-recommended Curriculum	18
Preparing Students for High School	19
Making the Senior Year Meaningful	19
Completing an Academic or Career/Technical Concentration	19
Scheduling for Extra Help	21
Common Planning Time	26
Developing a Master Schedule	27
Summary	29

Introduction

Does your high school provide a scheduling system and a set of practices that include

- time for teachers to serve as advisers to students;
- parents as partners in planning students' high school programs of study;
- an expectation for students to enroll and succeed in challenging courses that prepare them for college and careers;
- a master schedule that reduces the ratio of students to teachers in critical ninth-grade core courses;
- time to catch up students who enter high school unprepared;
- an extra-help component during the school day to ensure success for all students;
- common planning time for teachers to plan integrated lessons and units and to look at student work, develop common assessments, etc.;
- a balance of required and elective courses at each grade level; and
- opportunities for students to pursue in-depth studies in either academic or career/technical fields of study or a combination of both?

If you can answer “Yes,” then your school leaders know how to see that *all* students take the right courses and you don't need to read this guide.

But if you answer “No,” then..... high school scheduling must go beyond the distribution of course offerings, course descriptions, and course selection forms for students to complete, have their parents sign and return to the counselor. High school scheduling involves helping students and their parents select the right sequence and mix of courses that advance both achievement and high school completion rates. The end result is to provide high school graduates with the tools to move successfully to the next educational level and a good job. Choices about which courses to take in high school have lifelong implications for future career and education options and therefore should not be taken lightly.

Teacher Advisement Program

A teacher advisement program can help students and their parents choose the right courses to achieve post-high school goals. Today's teenagers are growing up faster, are learning more, are responsible for more, are exposed to more, are pressured more and are expected to be better prepared for college and a job when they receive their high school diplomas. More students today are taking tougher courses than students in the 1980s, but many are directionless about where that education will take them.¹ Students and parents need educators to assist them in mapping out plans for each student's success.

If you cannot answer “Yes” to most of the following questions, then your school needs to develop a teacher advisement system.

¹ Schneider, B. and D. Stevenson. *The Ambitious Generation*. New Haven, Conn.: Yale University Press, 1999.

- Do you have enough counselors to give each student and his or her parents the individualized attention the student needs to choose and succeed in the right courses?
- Are all students receiving the assistance needed in setting goals and planning their high school programs of study?
- Do you have graduates who have to take remedial courses in college?
- Are all students completing a college-preparatory academic core and either an academic or career concentration?
- Do all seniors take mathematics and science courses?
- Do you have students who failed to graduate because they did not enroll in a required class or in enough classes to meet the minimum number of credits for graduation?
- Do more than 5 percent of your students fail grade nine?
- Do 90 percent of your students entering grade nine graduate four years later?
- Do you identify students who will require special courses in their senior year to avoid having to take remedial courses in college, and do you enroll them in these courses?
- Do you enroll seniors not planning to attend college in courses aligned to high-demand career fields that lead to employer credentials?
- Do you identify 11th-graders who are ready for college and use their senior year to get a head start on postsecondary studies?

Responsibilities of the Teacher Adviser

Teacher advisers have a responsibility to:

- assist students and their parents to set post-high school goals and to develop a four-year plan for grades nine through 12 for achieving those goals;
- schedule each year private conferences with students and their parents to set and review post-high school goals and courses of study most appropriate for the students' post-high school goals;
- monitor students' attendance and progress, and with parents' involvement make necessary adjustments in students' four-year plans;
- maintain accurate records of each student's progress toward graduation;
- review grades and progress reports, and arrange tutoring for any student who is struggling academically;
- discuss with students and teachers strategies to help students achieve course standards;
- provide career and educational information;
- make referrals to the guidance counselor when appropriate;

- instruct students in good study skills, in getting along with others, in choosing a postsecondary institution, in taking interest and aptitude tests, in applying for a job and for college, etc.;
- keep parents informed about students' progress;
- encourage students to seek out scholarships and financial aid;
- be knowledgeable about the National Collegiate Athletic Association's (NCAA) academic requirements for student athletes; and
- assist students to make full use of their senior year to get a jump-start on postsecondary study, to prepare for postsecondary study or for entering high-demand career fields after graduation.

Assigning Teachers as Advisers

Consider this example: "Our High School" (OHS) is a comprehensive high school with 1,500 students, grades nine through 12. The staff consists of 95 certified personnel — three administrators, three counselors and 89 instructional staff members including 10 special education teachers. Because special education teachers instruct only special education students, they are assigned as advisers to the 100 special education students — a ratio of one adviser per 10 students — reducing the number of regular education students to 1,400 and regular education instructors to 79.

Assume there are equal numbers of students in the ninth through 12th grade, which means there are 350 regular students at each grade level. To the number of teachers, add three counselors and two of three administrators for a grand total of 84 (79 + 5) staff members available for adviser groups.

Next, divide available staff into four parts so there are an equal number of staff members for the number of students at each grade level. At OHS, there are 84 staff members available. Assign 21 staff members at each grade level and create groups of 16-plus students for each teacher.

In reality, not all grade levels have the same enrollment. For example, at OHS there are 400 freshmen, 375 sophomores, 325 juniors and 300 seniors totaling 1,400 students. Divide the total school population by the number of staff available to find the scale factor of 16.7. The actual number of students at each grade is divided by 16.7 to find how many staff members are needed in each grade. The ninth grade will need at least 24 teachers while the senior class will only need 18 teachers. (The calculations are shown in the following chart.)

Ninth-graders need more care and nurturing than do juniors and seniors. So you may want to reduce the number of students per teacher adviser in the ninth grade to allow advisers more time with individual students. (In our example, the extra teacher was assigned to the ninth-grade.) Ninth-graders require constant monitoring for extra help, catch-up strategies for those not ready for the rigors of high school, and more parental communication. For example, **Springdale High School in Arkansas does not assign advisers to its seniors. The counselors are the advisers for the seniors — this lowers the student ratio of advisees to advisers at the other three grade levels.**

Another approach would be to make adjustments after the sophomore year and reassign some students. This thinking can also be applied to the master schedule, keeping student numbers low in core ninth-grade classes along with assigning the very best teachers to teams working with ninth-graders. Students should complete their selection of courses for the senior year by the spring of the 11th grade; but keep in mind that early college enrollment, internships and other opportunities outside the school should be selection options.

How to Calculate the Number of Advisers Needed Our High School

Student Population	1,500	Total students in the school
Special Education Students	<u>- 100</u>	$100 \div 10$ special education teachers = 10 special education students per teacher
Total Regular Education Students	1,400	$1,400 \div 4$ grade levels = 350 students per grade level, the mean
Total School Staff	95	Certified staff
Special Education Staff	<u>- 10</u>	Certified special education staff
Total Certified Regular Education Staff	85	Includes three counselors and three administrators
Principal or Assistant Principal	<u>- 1</u>	One administrator to maintain the school
Total Staff Available	84	$84 \div 4 = 21$ staff per grade level
Mean Student Population per Grade Level	350	$350 \div 21$ staff members per grade = 16.7 students per teacher or the scale factor [This means two-thirds of the teachers will advise 17 students and one-third 16 students. Teachers with 16 students will be assigned the first 16 students who are new to the school during the school year.]
Ninth-graders	400	$400 \div 16.7 = 25$ freshmen teacher advisers
10th-graders	375	$375 \div 16.7 = 22$ sophomore teacher advisers
11th-graders	325	$325 \div 16.7 = 19$ junior teacher advisers
12th-graders	300	$300 \div 16.7 = 18$ senior teacher advisers

Finding the Time for Advisers and Their Advisees to Meet

Determining the frequency of meetings for the advisement program is a decision for each individual school — once a week, or once or twice a month are possible options. A 30-minute advisory period provides enough time to serve most students without intruding into the educational day. No matter what the daily schedule — 4X4 block, seven periods or another schedule — divide 40 by the number of periods. Forty minutes allows a 30-minute meeting plus five minutes to change classrooms before and after the meeting. In the 4X4 block schedule, take 10 minutes from each block to schedule the advisement meeting so instructional time for all blocks/periods remains consistent throughout the day.

The ninth-grade advisory period introduces students to the high school, the rigors of the high school curriculum and earning credit. Among its goals are

- broadening students' horizons by helping them explore possibilities, accept challenges and set goals;
- developing students into contented, committed and contributing members of the high school culture and learning environment; and
- helping students become better learners and better citizens.

No matter what direction you take with your ninth-graders, remember: they typically need more help than upperclassmen. The problem of the ninth-grade bulge is acute and urgent action is required. When some high schools have a ninth-grade failure rate that exceeds 10 percent — resulting in the ninth-grade bulge — it is obvious that the need is greater than traditional advisement programs can handle. At-risk ninth-graders may need more time than once a month to master note-taking skills, test-taking skills, study skills and other habits of success.

If you choose to offer an enhanced advisement program for ninth-graders, consider offering a ninth-grade support class twice a week. A support class can assist students at risk of failing to succeed in high-level academic courses, particularly in grades nine, 10 and 11. It helps students see the connection between effort and achievement and offers them the opportunity to apply academic skills and build essential learning habits such as studying in teams, managing time, communicating effectively, researching, analyzing, revising work and setting goals.

Students in need of extra help during the school day are enrolled in this class every day or every other day and are taught by certified mathematics or English/language arts teachers who are selected based on certification and a demonstrated ability to motivate students to make the effort to succeed in higher-level courses. The curriculum is designed to complement course material in academic core classes.

One school experiencing success with a ninth-grade support class is Northwest Rankin High School in Mississippi.

Northwest Rankin High School, Brandon, Mississippi

Over the past four years, Northwest Rankin High School has operated Freshmen Focus, a credit-bearing support class involving *all* of its ninth-graders.² The Freshmen Focus class meets every other day to develop students' study, test-taking, and reading and writing skills. The course forms a bridge between middle grades work habits and those required for success at the high school level. Students are also introduced to career preparation materials, and to ACT and PSAT testing materials. The objectives of the class include reducing the ninth-grade failure rate, improving students' test-taking skills for national and state tests, making students aware of learning opportunities beyond high school, and the importance of taking a rigorous secondary curriculum. Teachers are selected based on certification and their ability to reach and motivate freshmen students. Because students are aware of what it takes to be successful in high school and beyond, more are taking rigorous courses, standardized test scores have improved and failure rates have decreased with more students graduating in four years.

The advisory period for seniors assists students by enabling them to:

- successfully complete courses that prepare them for college;
- successfully earn college credit while in high school;
- prepare for a career with a recognized employer credential;
- explore and prepare for all the best possible “next steps” that await them; and
- make successful transitions to postsecondary studies, careers and citizenship.

Following are examples of 4X4 block and seven-period day schedules with and without adviser/advisee meetings.

² For more information on Northwest Rankin High School's Freshmen Focus support class, contact the principal, Jean Massey, at jmassey@rcsd.ms or at (601) 992-2242. For more information on a support class format being developed by SREB, contact Jinan N. Sumler at jinan.sumler@sreb.org or at (404) 875-9211.

Daily Schedule Examples

4X4 Block Schedule	Seven-period Day
<p>8:00 – 9:30 First Block</p> <p>9:35 – 11:05 Second Block</p> <p>11:10 – 1:10 Third Block</p> <p style="text-align: center;">(30-minute Lunch)</p> <p>1:15 – 2:45 Fourth Block</p>	<p>8:00 – 8:50 First Period</p> <p>8:55 – 9:45 Second Period</p> <p>9:50 – 10:40 Third Period</p> <p>10:45 – 11:35 Fourth Period</p> <p>11:40 – 1:00 Fifth Period</p> <p style="text-align: center;">(30-minute Lunch)</p> <p>1:05 – 1:55 Sixth Period</p> <p>2:00 – 2:50 Seventh Period</p>
4X4 Block Schedule With Adviser/Advisee Meeting	Seven-period Day With Adviser/Advisee Meeting
<p>8:00 – 9:20 First Block</p> <p style="text-align: center;">9:25 – 9:55 Adviser/Advisee Meeting</p> <p style="text-align: center;">(10 Minute Break)</p> <p>10:05 – 11:25 Second Block</p> <p>11:30 – 1:20 Third Block</p> <p style="text-align: center;">(30-minute Lunch)</p> <p>1:25 – 2:45 Fourth Block</p>	<p>8:00 – 8:45 First Period</p> <p style="text-align: center;">8:50 – 9:20 Adviser/Advisee Meeting</p> <p>9:25 – 10:10 Second Period</p> <p>10:15 – 11:00 Third Period</p> <p>11:05 – 11:50 Fourth Period</p> <p>11:55 – 1:10 Fifth Period</p> <p style="text-align: center;">(30-minute Lunch)</p> <p>1:15 – 2:00 Sixth Period</p> <p>2:05 – 2:50 Seventh Period</p>

New Orleans Parrish Schools, New Orleans, Louisiana

Several *HSTW* schools in the New Orleans Parish Schools (NOPS) system have adopted the teacher adviser system. The mission of the program is to ensure that every student is successful in meeting academic and behavioral goals and to provide time and resources for school-based professionals to serve as advocates and/or advisers for students and their families. *HSTW* provided guidelines for each New Orleans high school to use in its implementation of the program.

The implementation process and delivery of appropriate grade-level activities are left to individual schools as long as the following requirements are met:

- Students are assigned to grade-level groups and stay with them throughout their high school years.
- Adviser groups must meet a minimum of 30 to 40 minutes weekly. This model encourages the necessary relationships between students and school staff members dedicated to their success and for engaging students' parents in their education.
- Teacher advisers and adviser groups serve to assist students in realizing their goals and to actively inform and involve parents in their students' choices, plans, decisions and learning activities.

A good system of teacher advisers and adviser groups strengthens constructive relationships among teacher advocates, parents and students; and serves to improve student achievement and preparedness.

Advisement Meetings and Lesson Planning

What will you do during advisory periods? Meeting once or twice a week or twice a month provides time to work with students and become acquainted on a more personal basis. One of the most important functions of the advisory period is to engage students in a planned learning experience. "A one-size-fits-all" lesson development strategy will destroy an advisement program before it gets off to a good start. The advisory period is not a time for make-up tests or extra help, but a time to help students acquire information, plan their next level of education, and develop skills and habits necessary for high school success.

Caution must be taken when asking teachers to serve as advisers to students and to deliver lessons. Teachers do not want another class to prepare for as most have too many preparations. Advisement lessons should be easy to implement. Teacher advisers will need the lessons three or four days in advance to give them time to look over the material and be prepared. They will need *all* the material in order to carry out effective advisement lessons.

Suggested Topics for Advisement Lessons

Every school has ideas and idiosyncrasies that may influence some of the lessons taught during advisory periods. Following are sample topic ideas taken from several different schools:

Sample Topics for Advisement Lessons

Ninth Grade	10th Grade
<ul style="list-style-type: none"> ■ Setting future goals ■ Taking the right courses, studying hard, turning in quality assignments and participating in class ■ Getting the most from your high school years (including academics and extracurricular/co-curricular activities) ■ Study skills — How to take notes, how to review for a test, how to do a research paper, etc. ■ How to form effective study partner associations with other students ■ You control your future; the future does not control you ■ Creating a career portfolio ■ Time management (could repeat every year) ■ Stress management (could repeat every year) ■ How to explore future career options through courses selected ■ Set goals and make decisions to achieve them ■ Effort, not ability, determines your success ■ Conflict resolution skills ■ Communication skills ■ Understanding graduation requirements ■ How decisions made in high school can determine your future opportunities ■ How to read a transcript and compute a grade point average ■ Determining your learning style ■ Senior talk: “What I wish I had done in grades nine and 10.” 	<ul style="list-style-type: none"> ■ Test-taking skills ■ Test preparation for state tests; ACT, PSAT, SAT, PLAN, and ASVAB (offered at an appropriate time to prepare students for taking each test) ■ How to interpret test scores ■ Planning an independent study project ■ Completing a career interest inventory ■ How to pick an academic or career major ■ Serving your community ■ Doing job shadowing in a chosen field ■ Maintaining a career portfolio ■ The success of working on a team ■ How to prepare for an exam ■ Character building ■ Staying on course for graduation

Sample Topics for Advisement Lessons

11th Grade	12th Grade
<ul style="list-style-type: none"> ■ Relating school to work ■ Finding the right balance of school, work, friends and family ■ Postsecondary offerings in the area and state (may require more than one session) ■ Making the senior year count ■ Using the senior year to a earn college credit, get ready for college or prepare for a good job ■ Developing a resume ■ Job interview skills ■ Job search techniques ■ Completing a job application ■ Taking a college entrance exam ■ Taking a college placement exam ■ Taking an employment exam ■ Pursuing career/technical studies through apprenticeship at a community and/or technical college, at a career/technical center, etc. ■ Analyzing exam results ■ Summer opportunities on college campuses, internships, etc. ■ Taking college placement exams to determine readiness for college ■ Graduates' talk: "What I wish I had done in grades 11 and 12." ■ Planning an early start for college ■ Doing an internship in a chosen career field ■ Last chance: use the senior year to get ready for further study and a good job. 	<ul style="list-style-type: none"> ■ Senior projects, portfolios and presentations ■ Preparing a successful college application ■ Finding scholarships/financial aid (may require more than one session) ■ Handling money and credit matters responsibly ■ Work ethics ■ Conflict resolution ■ Military opportunities ■ Countdown to graduation ■ Getting ready for college and work ■ Applying for financial aid ■ Preparing for employer certification exams

Advisement Lesson Plan for February 1 Student Scheduling

Grade level: 10th-graders

Time: 30 minutes

Objective(s):

- Students will gain an understanding of how the selection of courses for the following school year will aid them in achieving their stated goal.
- Students will arrange for their parents to participate in the scheduling process by helping select a conference date and reminding parents of meetings.
- Students will understand the timeline for scheduling and will plan to meet all deadlines.
- Students will make decisions about course options that will keep them on track to graduate with their peer group.

Materials Needed:

- Pencil
- Paper
- *Handbook for Scheduling* and course options
- Personal portfolio and transcript
- Course permission slips
- Graduation plan from last year

Description:

Students will begin the process of scheduling for the next school year.

Preparation:

Read and familiarize yourself with the *Handbook for Scheduling* and course options available to you.

Lesson Activities

- Distribute all portfolios with transcript copies.
- Review transcripts for errors.
- Review *Individual Graduation Plan* from last year.
- Review personal educational and career goals.
- Update the graduation check list in the *Handbook for Scheduling* and course options.
- Using the *Handbook for Scheduling* and course options, complete a preliminary course selection by using Forms 1 and 2.
- Students address two postcards for use as reminders to parents about Information Night on February 15 in the auditorium and the personal conferences with students, parents and advisers.
- Place all work in portfolio folders and file.

Summary and Homework

This is the first day of work toward selecting classes for next year. Continue to study the *Handbook for Scheduling* with your parents. Write down questions you or your parents have concerning scheduling that can be answered at our next advisement meeting or at the Information Night set for February 15. Take with you any permission slips that need to be signed for enrollment in classes that require teacher recommendation. Bring your *Handbook for Scheduling* to all meetings in the month of February.

Note: This scheduling lesson is one of a series of such lessons needed for the final scheduling process. Developing a schedule that meets the individual needs of all advisees takes time. Plan at least four meetings to meet the needs of the scheduling process.

Referenced in the advisement lesson on scheduling is the Handbook for Scheduling, a publication that all students, parents and advisers use as the course scheduling guide. Following is a recommended table of contents for the handbook:

Handbook for Scheduling Sample Table of Contents

Process of Scheduling
Notes of Interest
School Policies for Scheduling and Transfer of Grades
Enrollment Requirements at State Universities
Graduation Requirements (current year)
Graduation Requirements (next three years)
Graduation Course Check Sheet (current year)
Graduation Course Check Sheet (next three years)
Academies of Study Description

COURSE OFFERINGS

Business Academy
College Enrollment/Community Service
Human Services/Wellness Academy
Industrial/Agricultural Technology Academy
Liberal Arts Academy
Mass Communications/Visual and Performing Arts Academy
Mathematics/Science Academy
Technical College

COURSE DESCRIPTIONS

Agricultural Technology
Behavior Sciences
Business
College Enrollment
Communications
Community and Technical College
English
Family and Consumer Sciences
Foreign Language
Health and Physical Education
Industrial Technology
Mathematics
Navy Junior ROTC
Performing Arts/Dance and Music
Science
Social Studies
Theater Arts
Visual Arts

COURSE REQUEST SHEET

PRACTICE SCHEDULER

COURSE RECOMMENDATION SHEET

The Scheduling Process

The following forms can be used for the scheduling process with parents, students and advisers. An Individual Graduation Plan (Form 1) is developed in the eighth grade. This form allows students and parents to set goals for next year and beyond. This plan is discussed and evaluated each year during the scheduling process. Form 1 is formatted for a block schedule but is easily altered for any daily schedule.

Form 1				
An Individual Graduation Plan				
Grade 9	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Course(s)				
Course(s)				
Course(s)				
Course(s)				
Grade 10	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Course(s)				
Course(s)				
Course(s)				
Course(s)				
Grade 11	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Course(s)				
Course(s)				
Course(s)				
Course(s)				
Grade 12	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Course(s)				
Course(s)				
Course(s)				
Course(s)				

First Two Years of College

College Choices — 1st _____ 2nd _____ 3rd _____

Major? _____ Cost? _____

ACT/SAT Expected/Final Scores _____

Signatures

Student	Adviser	Parent(s)/Guardian
---------	---------	--------------------

Form 2 is an example of the scheduling sheet the adviser, student and parents will use to select courses for the following school year.

Form 2
Course Request Sheet
200_–200_ School Year

Student's Full Name _____ Date _____
 Grade Next Year _____ Adviser _____ Concentration _____
 Parent's(s)/Guardian's Name _____
 Address _____ Phone _____

Your Course Selections

Course No.	Course Title	Credit	Weeks
Total			

Alternative Selections — MUST BE MADE

Course No.	Course Title	Credit	Weeks

Signatures

Student**Adviser****Parent(s)/Guardian**

Form 3 is an example of a completed schedule for a junior enrolled in a Health Sciences career concentration.

Form 3
Course Request Sheet
200_–200_ School Year

Student's Full Name Marty Lee Warren Date 3/1/2005
 Grade Next Year 11th Adviser A. Johnston Concentration Health Sciences
 Parent's(s)/Guardian's Name Bill and Myra Warren
 Address 4400 HSTW Way, Education, GA 12345 Phone 404-222-4444

Your Course Selections

Course No.	Course Title	Credit	Weeks
3011	AP English Composition	1	18
4012	Algebra 2	1	18
1003	Pre-AP U.S. History	1	18
2010	CP Chemistry	1	18
7001	Medical Terminology	1/2	9
7003	Medical Mathematics	1/2	9
2015	Anatomy and Physiology	1	18
8016	Pre-AP Psychology	1/2	9
1019	CP Economics	1/2	9
5017	Spanish 3	1	18
Total		8	144

Alternative Selections — MUST BE MADE

Course No.	Course Title	Credit	Weeks
1018	American Government	1/2	9
8011	Sociology	1/2	9
2018	Kinesiology	1	18

Signatures

Marty Lee Warren Adele Johnston Bill Warren Myra Warren
 Student Adviser Parent(s)/Guardian

The Parent/Teacher/Student Conference

One of the most important functions of a teacher adviser is to arrange a private conference with the student and his or her parents for course selection and scheduling of classes each year. Such conferences engage parents in the course-taking plans of their students and foster parental support. Through these conferences:

- students and their parents set clear goals that motivate students and enable them to see the vital connection between high school, their futures and life generally;
- both the school and the students' families know what will be necessary to assist students in taking the challenging courses needed to achieve their goals;
- the school faculty, teacher advisers, students and parents can track progress, making changes as required; and
- students, their families and teacher advisers can celebrate short-term successes while moving toward the ultimate goal of a meaningful high school graduation with students prepared for further learning and careers.

In today's public schools, the elementary school mom brings cupcakes on birthdays, helps with the Valentine's Day party, helps chaperone field trips and serves the teacher in a multitude of support roles. However, by the time students reach high school, they all seem to have come from orphanages because their parents are nowhere to be found. Is this the fault of the school? The parents? Is this the fault of the student who claims he or she has no mother or father? The blame lies equally with all parties. The parent, teacher and student conference, held at least annually, provides an organizational structure through which the family, the student and the school can have a conversation about the progress the student is making, review his or her goals, review actions that need to be taken and make modifications as necessary.

Informing the Teacher Adviser

A discussion of the specifics of scheduling in a teacher adviser/advisee system starts with what the teacher as an adviser must know. In order to help schedule all the students in his or her group, the teacher adviser must be well-versed in the entire school curriculum. Many teachers will declare they know nothing about the agriculture department, for example. Also, in most schools, the agriculture department knows very little about the academic departments. It is important that the entire faculty of a high school have knowledge of the total school curriculum and of the academic and career concentrations offered to students. The only way this knowledge is gained is from informational sessions prior to scheduling. Twin Falls High School in Twin Falls, Idaho, has been addressing this issue and increasing parental involvement.

Twin Falls High School, Twin Falls, Idaho

Twin Falls High School (TFHS) in southern Idaho serves approximately 1,500 students in grades 10 through 12 and has 87 staff members. The city of Twin Falls serves as a refugee center, accounting for the 25 different languages represented in the school.

With such wide diversity in the student population, an effective advisement program is particularly essential, and its success depends on teachers well-versed in the total school curriculum with parents involved in the advisement process. To ensure all teachers are knowledgeable of the total school curriculum, each department presents a program detailing its curriculum at the weekly professional development meetings. By the end of the process all TFHS teachers are confident in their abilities to advise students on the school's complete program of study.

To involve parents in its advisement program, the school initiated an “advocates” program. As part of the advisement program each advisement group has a parent representative and course selection and scheduling is done each spring during a private meeting between the teacher adviser, parent and student. Student goals are examined and courses are aligned with each student's future educational and career plans.

The TFHS leadership team for guidance and advisement discussed with the entire staff all of its recommendations for an advisement program and took the lead in developing lessons by grade level for an entire year. The notion that a good program can be implemented without thorough study, teacher involvement and preparation is a recipe failure. Strong leadership at the district and school levels has made effective advisement a reality at TFHS.

The teacher adviser ensures that students and parents are viable participants in the scheduling process, agreeing on courses of study that challenge and prepare students for the next level of life, no matter what it might be. Parents are obligated to study curriculum requirements and course offerings before the private conferences. All parties — students, teachers, advisers and parents — must be knowledgeable about available courses of study, course offerings and requirements to graduate. For example, the answer to a basic question like “What are the sequential courses my daughter needs to take to get a good background in Health Sciences?” is something all parties should know and discuss at the conference if the student is looking at a broad career choice in that area.

Setting Up a Conference Time

What is the most effective method in setting up a conference time to meet with each student and his or her parents? Convey to the parents that you know they are concerned about their student's education and you want to give them opportunities to be aware of and participate in the selection of courses. Phoning is the best method for setting a conference time as personal contact is important in establishing and maintaining a good rapport with the family. Only after repeated unsuccessful efforts to contact a parent by phone should a letter be used.

Rather than asking the parents what date and time they prefer, assign the time and date and allow them to offer another time. Generally, the parents will adhere to your suggested time and date. As the advocate and adviser for the student, you may want to consider the occupations of the parents to determine what might be a good time to meet. Early morning, early evening or even over lunch may be options. Be cordial, but explain that their student will not be registered for school next fall without parental participation in this one-on-one conference and explain why the conference is important. As students — in partnership with their parents — proceed through the advisement and counseling process, they should periodically ask themselves the following questions:

- Where am I on my journey toward achieving my post-high school goals?
- What actions need to be taken for me to stay on track to graduate with my class?
- What does the school need to do to assist me in meeting my goals?
- What changes need to be made to my goals or program of study based on new insights I have gained about myself and what motivates me?
- A general question for school leaders, counselors and teacher advisers to consider: What role does the family play in assisting students in achieving high school success?

As illustrated by the timeline on page 28, parents will have the opportunity to attend an informational night to learn about the curriculum and changes to scheduling. Encouraging all parents to participate in orientation or informational meetings is very important.

The *HSTW*-recommended Curriculum

It is important that students and parents demand access to college-preparatory-level courses in the four core academic areas. Rigorous courses prepare students for further studies and good jobs. While students may need extra support in these courses, research indicates student achievement on state and national exams is higher if students take this sequence. The content level challenges students to study harder and to do more demanding assignments. Parents and students should avoid courses labeled general or basic. While these courses count toward a high school diploma, such low-level courses leave students unprepared for further studies and unqualified for high-demand, high-paying jobs.

The *HSTW*-recommended curriculum consists of:

- Four years of English taught to college-preparatory standards.
- Four years of mathematics including at least Algebra I, geometry, Algebra II and one higher-level course. If students complete Algebra I in grade eight, they are still expected to complete four years of mathematics in high school with at least two higher-level courses above Algebra II.
- *Three years of science, all taught to college-preparatory standards. At least one credit should be in chemistry, physics, applied physics or anatomy/physiology.
- *Three years of college-preparatory social studies.

** Four credits are recommended for all schools on a block schedule*

- A computer technology course or demonstrated proficiency in use of a database, word processing and presentation software, the Internet and e-mail as tools for project-based learning.

Preparing Students for High School

District and high school leaders can help prepare students to succeed in rigorous high school college-preparatory courses. Preparing students for high school success begins in the middle grades and may also involve catch-up courses in the ninth grade. Actions that prepare students for rigorous high school studies include

- educating middle grades principals, faculty, parents and students about what students need to know and be able to do to succeed in rigorous high school and postsecondary studies without taking remedial courses and to succeed in high-paying, high-demand jobs with career advancement potential;
- working with middle grades leaders to identify seventh- and eighth-graders needing extra preparation to succeed in college-preparatory courses in grade nine and providing them with accelerated instruction in reading, English/language arts and mathematics; and
- providing extra help to students entering grade nine who fall below state standards in reading, mathematics and English. These students can attend special four-to six-week summer bridge programs prior to entering grade nine and/or 18-week catch-up courses during the first semester to prepare them for college-preparatory English and Algebra I during the second semester.

Making the Senior Year Meaningful

District and high school leaders can also assist students in using the senior year to prepare for postsecondary studies, good jobs and for earning postsecondary credit. They can

- provide students ready for the challenge at the end of grade 11 access to senior year academic and career/technical courses for college-level credit;
- encourage high school, postsecondary and business leaders to work together to develop criteria under which high school students can earn postsecondary credit in high-quality, high-demand fields; and
- identify 11th-graders planning postsecondary study but who are unprepared. These students can take college placement exams as a means to determine what courses they may require in their senior year to prepare for postsecondary studies and avoid remedial courses in college.

Completing an Academic or Career/Technical Concentration

In addition, *HSTW* also recommends students complete either an academic or career/technical concentration. Following are examples of three concentrations that can be offered in a student's program of study:

- A **mathematics and science concentration** including four or more credits in mathematics and science courses with at least one credit at the Advanced Placement (AP) level. Consideration should be given to offering AP courses in addition to the dual credit courses now offered.
- A **humanities concentration** including four credits each in college-preparatory English and social studies with at least one course at the AP level and four more credits drawn from foreign language, fine arts, journalism, debate or additional advanced-level courses in literature, history, economics, psychology or other humanities area.
- A **career/technical concentration** including at least four credits in a planned sequence of quality career/technical courses in a broad field of study with students meeting standards on an external assessment.

All students should plan some type of postsecondary study. They can begin their studies prior to high school graduation and complete them on the job, or at a technical or community college. Students should choose fields that offer high-paying, high-demand jobs with career growth — with a view not on just today’s job market, but on the job market anticipated in the future.

The following chart illustrates the 10 fastest-growing occupations from 2002-2012 and the educational level each requires. Six out of the 10 jobs require college degrees (either two-year or four-year) and the remaining four require training beyond high school. Note that nine of the 10 are in the health or information technology field.

The 10 Fastest Growing Occupations and Educational Requirements by 2012		
Occupations	Growth Percentages by 2012	Education Required
Medical Assistant	59%	Moderate-term on-the-job training
Network Systems/Data	57	Bachelor’s Degree
Physician’s Assistant	49	Bachelor’s Degree
Social/Human Services Assistant	49	Moderate-term on-the-job training
Home Health Aide	48	Short-term on-the-job training
Records and Health Information Technician	47	Associate’s Degree
Physical Therapist Aide	46	Short-term on-the-job training
Computer Software Engineer/Applications	46	Bachelor’s Degree
Computer Software Engineer/Systems Software	45	Bachelor’s Degree
Physical Therapist Assistant	45	Associate’s Degree

Source: Bureau of Labor Statistics, U.S. Department of Labor, February 2004

Once, a high school diploma was all that was needed for a secure future and young graduates accepted full-time positions directly out of high school. Today, some form of postsecondary study is highly recommended — if not essential. According to the U.S. Department of Education, nearly 70 percent of all high school graduates are going to college; however, at least 53 percent of those who attend must take remedial courses in English or mathematics, which must be paid for but do not apply toward graduation. However, the percentages of students who have to take remedial courses can be cut in half if students complete the *HSTW*-recommended curriculum.

Many high schools are encouraging students to take college classes while in high school or high school courses that carry community college, four-year college or technical college credit. Counselors can arrange for juniors to take placement exams at local colleges to identify their strengths and weaknesses. If required, students can use the senior year to hone skills in English and mathematics to prepare for college success. Double-dose scheduling of ninth-graders often produces seniors who are better prepared for the rigors of college courses. If a student's skills are strong, he or she can enroll in classes at a local community college or take online courses to get a jump on college course work.

The most dangerous decision for schools is to allow seniors release time with no purpose. Schools that allow students to leave school early or arrive late each day send the message that they have nothing more they can offer students during their senior year. Students not planning to attend college can seek internships, opportunities to learn from on-the-job placement in their chosen career fields or pursue career/technical studies leading to a recognized employer credential. Every period or block of time in school must be meaningful and credit bearing to ensure the greatest degree of success for the student.

While the individual student has an obvious obligation to maintain efforts for success, the instructional staff must maintain expectations for all students and provide extra help before, after and during school to assist students in finding that success.

Scheduling for Extra Help

If the school enrolls *all* students in college-preparatory (CP) courses and eliminates *all* courses below the CP level, will some students struggle? Of course they will struggle! Some students will need the safety net of extra help and time to find success in their learning. Although before- and after-school extra-help programs are evident in many schools, high schools typically do not require students who have not yet mastered content to attend after-school programs and parents are rarely partners in the schools' efforts. Most high schools find that the best method of providing extra help is having core teachers provide it during the school day.

The following sample schedules include time to work with students in school. In Schedule A, the first semester includes a non-credit catch-up mathematics class to prepare students for Algebra I.³ Elective credit may be awarded to successful students. During the second semester, students will be enrolled in Algebra I for mathematics credit. The same process can be followed for English/language arts courses.⁴

³ For more information, see the *HSTW* publication *Getting Students Ready for Algebra I: What Middle Grades Students Need to Know and Be Able to Do*, available online at www.sreb.org.

⁴ For more information, see the *HSTW* publication *Getting Students Ready for College-preparatory/Honors English: What Middle Grades Students Need to Know and Be Able to Do*, available online at www.sreb.org.

Sample Schedule A

Sample Schedule A				
	1ST SEMESTER		2ND SEMESTER	
BLOCK	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1	Catch-up mathematics: “Getting Students Ready for Algebra I”		College-preparatory Algebra I	
2	Catch-up English/Language Arts “Getting Students Ready for College-preparatory/Honors English”		College-preparatory English I	
3	Social Studies		Science	
4	Health/Physical Ed./related career/ technical classes		Computer Applications/related career/technical classes	

In Schedule B, the student is enrolled in CP Algebra I and is given another period during the day for prescriptive one-on-one help in understanding Algebra I. The period is divided into two 45-minute segments to offer extra help in mathematics and in English/language arts. Many students need help in both. As with catch-up classes, neither mathematics nor English credit should be given for extra-help classes, but these can carry elective credit toward graduation.

Sample Schedule B

Sample Schedule B				
	1ST SEMESTER		2ND SEMESTER	
BLOCK	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1	College-preparatory Algebra I		Social Studies	
2	College-preparatory English I		Science	
3	Health/Physical Ed.		Computer applications	
4	Prescriptive extra-help Algebra I		Elective	
	Prescriptive extra-help English I			

The following seven-period schedule for a ninth-grader (Schedule C) illustrates how extra help can be provided during the school day. College-preparatory Algebra I and English 9 are taught in the morning while the student is given additional prescriptive extra help in the afternoon, using alternating days to work on both subjects. It is important that only English and mathematics instructors provide the extra help.

Sample Schedule C		
Period	Seven-period Day Schedule With In-school Extra Help	
1	CP Algebra I	
2	CP English 9	
3	Science	
4	Social Studies	
5	Health	Physical Education
6	Extra-help Eng. and Algebra I on alternating days	Extra-help Eng. and Algebra I on alternating days if needed or elect.
7	Elective	Elective

Sample schedule D illustrates how to accomplish the same in-school extra help for students with an alternating-day block schedule (A/B Block).

Sample Schedule D	
Block	Alternating Day Block Schedule with In-school Extra Help
1A	CP Algebra 1
1B	CP English 9
2A	Science
2B	Social Studies
3A	Health/Physical Education
3B	Extra-help English 9/Algebra I during a split 90-minute block
4A	Elective
4B	Elective

The same concepts and design can be applied to the senior year for extra help. The following sample schedules E, F and G can help prepare seniors for the next level of their education. Algebra III is now the mathematics course that seniors need to pass. This course can be designed to prepare students for college algebra, generally the first level of mathematics offered for credit.

Sample Schedule E		
Period	Senior Seven-period Day Schedule With In-school Extra Help	
1	CP Algebra III/Developmental mathematics	
2	CP English 12/Developmental English	
3	Alternate days for extra help on mathematics and English	
4	Core Course	
5	Core Course	
6	Elective	Elective
7	Elective	Elective

Sample Schedule F	
Block	Senior Alternating Day Block Schedule with In-school Extra Help
1A	CP Algebra III/Developmental mathematics
1B	CP English 12/Developmental English
2A	Extra help for English and mathematics during split 90-minute block
2B	Core Course
3A	Elective
3B	Elective
4A	Elective
4B	Elective

Sample Schedule G

	1ST SEMESTER		2ND SEMESTER	
BLOCK	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1	Developmental mathematics		College-preparatory Algebra III	
2	Developmental English		College-preparatory English 12	
3	Science		Social studies	
4	Elective		Elective	

In 2004, *HSTW* developed a senior year developmental mathematics course and a developmental English/language arts course for those students identified as not prepared for credit-bearing postsecondary courses in these subjects at community and technical colleges. These courses were piloted at eight high schools (four each in mathematics and English).

Senior Year Developmental Mathematics Course

HSTW brought together a panel of high school and postsecondary mathematics educators who determined the following specific content strands and process standards indicate readiness for postsecondary study in mathematics:

- Major content strands include data analysis, linear modeling and functions, major non-linear function families and their characteristics, and rate of change in multiple contexts.
- Process standards include problem solving, communication, estimation and reasoning skills.

The course is taught using a problem-centered approach. Students are engaged in learning activities that afford them the experience of using the mathematics concepts outlined above in real-life applications.⁵

Senior Year Developmental English Course

HSTW convened a panel of high school and postsecondary educators to identify 13 readiness indicators to be addressed in the senior year catch-up course in English. Encompassing essential skills in reading, writing, speaking, listening and research, the indicators prepare students for the demands of entry-level postsecondary English courses. Organized around eight themes aligned to state standards, this course allows teachers to connect the essential literacy skills with those that help students become independent learners.⁶

⁵ An example of a *HSTW* school with an effective senior year mathematics catch-up course is Manchester High School in Manchester, Georgia. For more information on Manchester's senior course, contact mathematics teacher Emily Braddy at ebraddy@meriwether.k12.ga.us or at (706) 846-8445. More general information on senior year mathematics catch-up courses is available from Kathleen McNally, at kathleen.mcnally@sreb.org or at (404) 875-9211.

⁶ An example of a *HSTW* school that has done an exemplary job with a senior year catch-up course in English/language arts is Broome High School in Spartanburg, South Carolina. For more information on the senior course at Broome High School, contact the principal, Harvey Dailey, at hdaile@spa3.k12.sc.us or at (864) 579-8040. For more general information on senior year English/language catch-up courses, contact Renee Murray at renee.murray@sreb.org or at (859) 296-9393.

Common Planning Time

Teacher and staff planning is a difficult problem for most high schools. School leaders and teachers need to plan integrated lessons across academic and career/technical courses because student learning is enhanced when they tackle problems in real-life contexts. David Sousa states in *How the Brain Learns* that the highest level of learning retention is realized when students can apply new knowledge to solve real-world problems or students can restate in their own words their understanding of new knowledge. Teachers need time to work together to plan lessons around themes and projects across different courses.

The following schedules offer ideas on how a school can make time for common planning for the entire staff. The first schedule shows a 4X4 block that has been altered to designate the first block as common planning time during which students are not present at school. The second schedule shows the same concept with common planning at the end of the day. Planning time at the beginning of school is often the most practical for high schools because of after-school athletics and other school activities. The early morning planning time can be applied to any daily schedule.

Common Planning Time at the start of the day 4X4 Block Schedule				
	1ST SEMESTER		2ND SEMESTER	
BLOCK	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1	Staff common planning all year			
2	Course 1		Course 5	
3	Course 2		Course 6	
4	Course 3		Course 7	
5	Course 4		Course 8	

Common Planning Time at the end of the day 4X4 Block Schedule				
	1ST SEMESTER		2ND SEMESTER	
BLOCK	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1	Course 1		Course 5	
2	Course 2		Course 6	
3	Course 3		Course 7	
4	Course 4		Course 8	
5	Staff common planning all year			

With the advent of small learning communities, it is essential to provide enough planning time to teams of teachers who are working with a common group of students.

Developing a Master Schedule

Developing an effective master schedule each year is one of the most important functions of any high school. Many schools are working to phase out general and basic courses which they can progressively eliminate over a three- to four-year period by reducing the number of sections of low-level courses each year, with none remaining after the fourth year. In this way, schools can channel students into more challenging, college-preparatory courses. Students will inevitably have to choose challenging courses when there is no other alternative!

After completion of the course selection process, all course counts are tallied and a master schedule is established, using the student enrollment numbers to dictate how many sections of each course will be offered and how many teachers will be needed for each academic area. If students choose more low-level courses than the school had planned to offer, teacher advisers can meet individually with students to get more enrolled into higher-level courses. **Under no circumstances should schools increase the number of sections of low-level courses it had planned to offer in its phase-out plan.**

The philosophy of the school will dictate the method used to schedule students. Is your school's prime directive to serve students and their academic needs? Some schools do not offer certain course electives because there are not enough students to justify a course. Offering some elective courses every other year and helping students plan for the offerings can balance course enrollment. For example, in small schools AP Chemistry can be offered in even years while AP Biology can be offered in odd years.

As the school enrolls more at-risk students into higher-level academic courses, there may be a need to include in the schedule a support class where these students meet every other day and receive special help in meeting the more demanding course standards. This special help can focus on improving study skills, organizing students into study teams and even providing extended time to master the course materials. (See sidebar on page 6.)

The principal must drive the curriculum and lead the scheduling process. It is important to remember that the principal is *merely the leader of the process*, making sure the team of counselors and teacher advisers are working to help students select courses that are challenging for all students. The job of scheduling and creating the instructional master schedule is not the job of a counselor. Is the principal going to schedule all 1,500 students in OHS? No! There are teacher advisers and counselors to help.

To help the principal and leadership curriculum team plan courses and a master schedule for students, the principal also must be aware of options for students other than classes within the four walls of the building. Students should be made aware of opportunities to enroll in college courses through dual credit; courses at career and technical centers; Web-based courses; youth apprenticeship programs; AP courses at school sites, by satellite or other means; and in courses offered through virtual high schools managed by most state departments of education.

Consider the following possible timeline of curriculum development and scheduling for OHS:

Suggested High School Curriculum and Scheduling Timeline

- October 1:** Meet with the leadership curriculum team including parents, students, teachers, community businesspeople and administrators. The principal will serve as chair of the team. Objectives include defining the purpose and stating the desired outcomes of the team's efforts. (*Homework assignment is to gain input from stakeholders in the school community. What courses need to be added to the program of studies? What courses need to be eliminated and why? What do students need to know that they are not being taught now?*)
- October 14:** Curriculum Meeting. Objectives include the study and discussion of input from stakeholders. (*Preparation might include the study of and research for suggestions offered from stakeholders and departments or small learning communities of the school. To make sound decisions, research and data should be sought and shared at the next meeting.*) This meeting can serve to educate all team members about non-traditional course options: Web-based courses, satellite courses, virtual high schools, college classes, dual credit courses and articulations.
- October 28:** Curriculum Meeting. Activities will include discussion of new courses, and research of local, regional and national trends for revisions to the present program of study. (*Preparation can include surveys of those team members represent, i.e., teachers' survey teachers, students' survey students, etc. for acceptance of new ideas and courses.*)
- November 14:** Curriculum Meeting. Activities may be to find consensus among team members and finalize recommendations that will be presented December 1. Consider input from stakeholders concerning the preparation assignment from October 28. (Preparation might be to select members to present recommendations through PowerPoint presentations or other means. Other members may be assigned to organize and send letters and publications to all stakeholders about curriculum revisions and the meeting time they will be presented.)
- November 21:** Final Recommendations from the curriculum team. Mail to all parents and the educational community curriculum changes and recommendations made by the committee.
- December 1:** Public meeting to review and receive comments on the proposed curriculum for the following year.
- December 7:** Print *Handbook for Scheduling* for all students, parents and school personnel.
- January 7:** Distribute the *Handbook for Scheduling* to all instructional staff of the school and begin a series of four consecutive weekly faculty meetings to explain the curriculum to all school instructional personnel.
- February 14:** Distribute the *Handbook for Scheduling* to all students and parents through adviser groups. Explain and review courses of study and requirements for all advisees in three consecutive weekly meetings. During this time, the teacher adviser will schedule private conferences with parents and students beginning March 1.
- February 21:** Orientation and evening meeting with all parents of eighth-graders explaining the scheduling process, curriculum, graduation requirements and answering questions concerning the education of their students.
- February 22:** Orientation and evening meeting for existing high school students and parents.
- March 1:** Scheduling begins with private conferences including both students and parents with advisers.
- March 21:** Scheduling concludes and course tallies are completed. The number of sections are determined for each course.
- April 1:** Instructional master schedule is formulated and students are scheduled into classes by computer. There will be adjustments for individual schedules and April will be used to solve any problems for individual students.
- May 1:** Distribute all schedules to high school students through adviser groups and mail schedules for eighth-graders to their homes.

The curriculum should be reviewed each year. Schools that do not annually evaluate courses for rigor and relevancy against current educational standards will fall behind. Proactive high school curriculums offer an edge to students as they progress to the next level of education.

The curriculum meetings should answer questions such as what are the needs of the region the school serves? How does a school improve the success of its students' AP exam scores? The curriculum leadership team may want to develop courses that serve as a vertical path beginning in the ninth grade or earlier for guiding students toward AP courses.

In addition, a timeline for course planning should include an ample amount of training time for the teacher advisers, students and parents. Schedules can be distributed before school is out for the year so that teachers will know their schedules for the following school year.

Given a process of scheduling that includes both the student and parents with the teacher adviser, there is no reason — other than failure of a class — to change a student's schedule. Parents have signed off on the schedule and a change would require the parents, student and teacher adviser to meet again. Changing schedules in the fall only creates chaos with instruction and student enrollment as the school master schedule becomes skewed and an imbalance of classes becomes a problem for teachers.

Teaching *must* occur on the first day of school to set the tone of high expectations and to communicate just how serious the school is about the education of students. Academic success depends on a fast and thorough start from day one to the end of the year.

Summary

The curriculum, student scheduling and the school master schedule are the heartbeat of a high school. Establishing a teacher advisement program leads to higher achievement. Teacher advisers are responsible for seeing that students complete a challenging program of study and that they are prepared for the next level of education and a job.

Organizing the school with timelines ensures that tasks are completed in a workable fashion. Utilizing the entire community to make decisions, including parents in the education of their students and working together to create a challenging program of study for all four years of high school are strategies leading to excellence. It is every student's expectation.

Acknowledgements

This guide was developed by Gary L. Keller and Gene Bottoms of SREB.

The publication is supported by funds from the Office of Educational Research and Improvement, U.S. Department of Education; the Edna McConnell Clark Foundation; The Goldman-Sachs Foundation; and the Carnegie Corporation of New York. The opinions expressed here do not necessarily reflect the positions or policies of any of the funding entities, and no official endorsement should be inferred.

