

2009/2010 MENU OF SERVICES and OPTIONS

Professional Development and Technical Assistance for School Principals and Leadership Teams

FOCUS ON FRESHMEN

Rebecca M. Dedmond, Ph.D., LPC, Director
The Freshman Transition Initiative
The George Washington University
Washington, D.C.
rdedmond@gwu.edu
www.freshmantransition.org

OPTION

Overview, Introduction and Buy-In

NOTE: This Professional Development Workshop will be offered in New Orleans August 23 and 24th for all Principal Leaders. It can be repeated for a school division, upon request.

*Emphasis will be placed on the **Principal's Leadership Role** in Adopting the Freshman Transition Standards through Implementing a Freshman Transition Course. The agenda includes an introductory session that focuses on system-building and obtaining buy-in.*

Participate in workshops on for in-depth information on each of the Ten Steps to Implementing a Freshman Transition Course designed by the Freshman Transition Initiative at The George Washington University.

Workshop leaders are experts in the field (bios will be provided). The team brings collective experience in system-building, curriculum implementation and principal leadership.

Focus is on:

- long-range planning school-based that culminates in no less than a three year plan for your school and system
- a systems approach to comprehensive school guidance
- a team approach
- program evaluation

This workshop will be modeled after the NASSSP sponsored workshop that was conducted in Washington, D.C. in July 2006.

SAMPLE AGENDA (from NASSP 2006 Summer Workshop)

Developing a Freshman Transition Initiative That Works

USING THE FRESHMAN TRANSITION STANDARDS AS A KEY COMPONENT OF YOUR FRESHMAN TRANSITION PLAN

Why are Freshman Transition Programs Critical

- 1) Overview of educational statistics that drive this initiative – defining the problem
- 2) Overview of the research to date
- 3) Overview of early adolescent developmental requirements
- 4) Overview of High School reform efforts and how Freshman Transition programs fit in.

COURSE STANDARDS FOR FRESHMAN TRANSITION CLASSES – adding content and results to your 8th or 9th grade efforts

Course Overview of Freshman Transition standards

- 1) Why Freshman Transition need to be driven by standards
- 2) The Difference between Freshman Orientation and Freshman Transition
- 3) Thorough review each standard and the skills that demonstrate competence so that each workshop participant has a clear understanding of what a rigor course entails so they can evaluate their own program designs.

TEN STEPS TO PLANNING AND IMPLEMENTING FRESHMAN TRANSITION PROGRAM (from course to 10-year plan to school wide initiative)

Overview of Freshman Transition models – What Works – Incorporating Case Studies of successful Freshman Transition models

- 1) Freshman Academies
- 2) Freshman Orientation Classes
- 3) Integration of Freshman Transition into English/Language Arts
- 4) 8th grade Academic Integration model
- 5) How to develop a program that includes ALL students (either 8th or 9th grade)
- 6) Restructuring strategies, finding the time....

INSTRUCTIONAL STRATEGIES THAT WORK IN FRESHMAN TRANSITION COURSES

Launch your program from the first day of class: Introduction/overview of “curriculums” and “tools” that meet the Freshman Transition Standards

Curriculums are continuously being identified through a call for submission to publishers and districts. Each submission is formally reviewed, similar to state adoption processes.

- 1) Materials judged to meet at least 90% of the standards are deemed “curriculum” and will be invited to share this curriculum during the workshop.
- 2) Materials judged to meet at least 75% of the standards will be deemed “tools” invited to display these “tools” during the workshop.

THE ROLE OF THE SCHOOL COUNSELOR IN PLANNING AND IMPLEMENTING FRESHMAN TRANSITION COURSES AND THE SCHOOL-WIDE INITIATIVE

The role of the Counseling Department

- 1) Counselors in the Classroom
- 2) Counselors as classroom resource

- 3) Team teaching strategies for counselors and teachers
- 4) The role of the Counseling Department for tracking and supporting a student's ten year plan

LEADERSHIP STRATEGIES FOR PRINCIPALS WHEN INITIATING FRESHMAN TRANSITION PROGRAMS

Building Support for Freshman Transition in your school/district

- 1) Creating Buy-in with faculty, administration, school board, parents and community
- 2) Planning and implementation strategies....what works, what doesn't
- 3) Soliciting Community support for mentors and funding

TEACHER RECRUITMENT AND PROFESSIONAL DEVELOPMENT: ATTRACTING AND SUPPORTING THE BEST FOR YOUR FRESHMAN TRANSITION INITIATIVE

Teacher Recruitment – Key to a successful Freshman Transition Program

1. Strategies for building excitement within your teacher core
2. Recruiting and supporting a team of champions
3. The four year commitment: The master teacher
4. Professional development options for long term success

HOW DO YOU GET THERE? HELPING THE AVERAGE 13 YEAR OLD CREATE THEIR 10-YEAR CAREER-INCLUSIVE EDUCATIONAL PLAN.

Assessment and Evaluation models

- 1) How to develop an evaluation model for your school's Freshman Transition Programs
- 2) Assessment strategies for students – testing and project-based assessment
- 3) Longitudinal assessment – developing systems for tracking students/graduates for ten years
- 4) Developing a 10 year plan/Career Portfolio project that is infused throughout the four years of high school

Institutionalizing Freshman Transition Programs as a High School Reform effort

- 1) Developing a school-wide support network that includes all instructors,
- 2) Developing a seamless transition for students graduating from Freshman Transition Programs by developing systems of communicating and tracking each student's 10-year plan.
- 3) Professional Development for the whole school about your Freshman Transition program. (Institute participants will leave with a PowerPoint presentation for their school-wide training).

PROFESSIONAL DEVELOPMENT OPTION

Best Practices and/or Challenges: Implementation Workshop

Designed as a follow-up FOR Principal Leaders and Teams who completed the PRINCIPAL LEADERSHIP Workshop

Sharing, Touching Base, Follow-up

- Two Day Workshop with school faculty and staff, community, and parent representatives
- The Agenda will be tailored to the specific needs of the school and might include
 - general sessions to share best practices and successes
 - breakout sessions that facilitate discussions that match specific school-based needs. Participants will be contacted and surveyed to determine follow-up session topics that need the most immediate attention.

The George Washington University Team will work closely with the School Team, District Team or State Department of Education Leadership Team to determine specific needs and customize the workshop.

PROFESSIONAL DEVELOPMENT OPTION

The Role of the School Counselor in Planning and Implementing Freshman Transition Courses and the School-wide Initiative

Using the research-based Comprehensive School Counseling System, design, implement and evaluate your school counseling program as the basic structure of building a system. Design the guidance and counseling program to engage all faculty and staff, the community and parents to assist ALL students to take responsibility for their own learning and develop their Ten Year Plan.

Dr. Dedmond and her team have extensive experience in implementing this counseling model and measuring for success. The model will be customized to the needs of the school and/or school division.

PROFESSIONAL DEVELOPMENT OPTION

COMMUNITY INVOLVEMENT AND BUY-IN

Involving the entire community – professional organizations, employers, the government, civic organizations, and parents – is critical to the success of transitioning students through every school level, into higher education and into the workplace.

The George Washington Team has extensive background in designing and implementing a wide variety of community-based programs that share in the responsibility of preparing youth for their futures. Topics include Parental Involvement, Workplace Ethics, and The Community as a Classroom.

Contact Dr. Dedmond to discuss programs and options.

PROFESSIONAL DEVELOPMENT OPTION **EVALUATION AND ASSESSMENT**

- I. **PRE-POST SURVEY** results will be submitted to The George Washington Research Team, led by Dr. Carolyn Graham, Department of Educational Leadership at The George Washington University. Dr. Graham and a team of Doctoral Candidates will run all statistical analyses and generate school-by-school reports, and state reports as requested.
- Report One – after 1st course completion
 - Report Two – one year after 1st course completion
 - Report Three – one year after 2nd course completion
 - Report Four – one year after 2nd course completion

- II. **SITE VISITS for Data/Information Gathering**
Dr. Graham and her team of researchers will schedule site visits for the purpose of conducting qualitative interviews and focus groups that better inform the research being gathered on practices and procedures at the school site.

Pilot Project Documentation

Write Best Practices/Pilot Document (using all results, interviews, documentation)

PROGRAM DEVELOPMENT OPTION

Dr. Dedmond and her team will be responsible for:

1. Workshop curriculum and design
2. Workshop content and visuals
3. Participant manual development, writing and production
4. Securing Evaluation Team services
5. Ongoing consultation (no less than three days per month)
6. Capacity Building: Discussion of forming an Arizona Train the Trainer Leadership Team

Dr. Dedmond and her team can:

- Write four columns for Leadership publications, promoting the concepts of the new standards and school and district-wide initiative
- Develop and execute pre and post surveys, using Zoomerang, to gather important information on the attendees, their plans and their needs
- Design interactive web site to gather data and feedback from participants
- Data collected will be shared with Department of Education and used in future *Focus On Freshmen* Workshops.

IMPORTANT NOTE: In ALL OPTIONS and PROFESSIONAL DEVELOPMENT offerings, long-range professional development, technical assistance and services of The George Washington University team leaders is recommended and includes a comprehensive, ongoing and focused, personalized approach that is designed on the specific needs of the school system engaging the services.

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