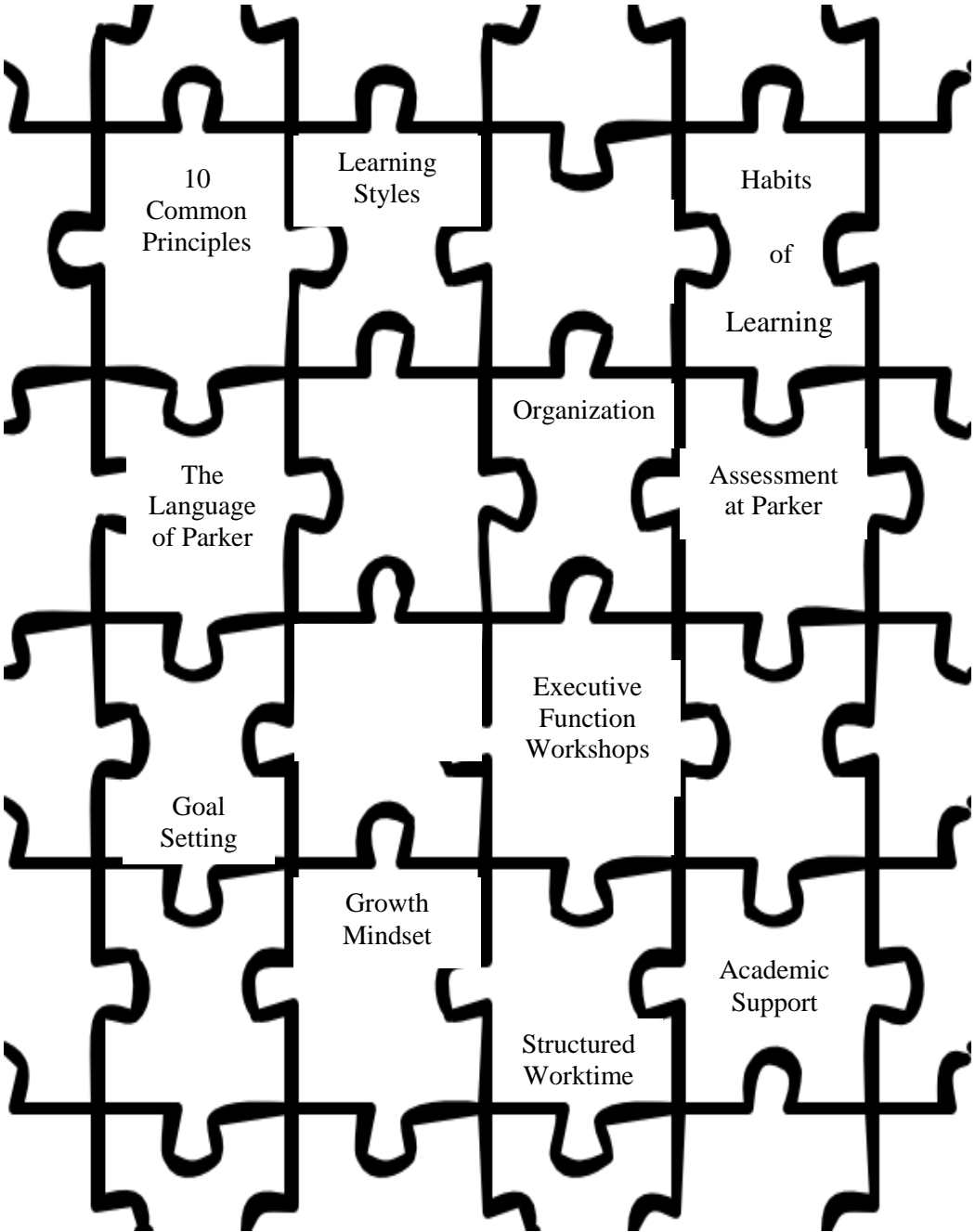


7TH SEMINAR 2018-2019



Technology at Parker

- **Parker network** user ID and password (for Parker laptops and desktops)
 - `firstname.lastname@theparkerschool.org`
 - password must be at least 8 characters long with at least one upper case letter, one lower case letter, and one number or one special character
- **Office 365** user ID and password (for web-based email access, OneDrive, class notebooks, and other applications)
 - `firstname.lastname@theparkerschool.org`
 - use same password as you did for Parker network
- **Parker Portal** user ID and password (for access to homework, assessments, and progress reports)
 - initial link will be sent to your Parker email
 - `firstname.lastname@theparkerschool.org`
 - use same password as you did for Parker network
- **Parker Website** (www.theparkerschool.org)
 - Quick links allow you to go quickly to Office 365, sports schedule, cafeteria menu, library
 - “Sign in” allows you to access Parker Portal

Welcome to 7th Seminar!

7th Seminar is a class you will have two times a week opposite Septimo (Spanish).
7th Seminar is led by a teacher and four teaching assistants who are Division 3 students.

Monday/Tuesday 1.2 with Alec
Monday/Tuesday 2.1 with Maria

Thursday/Friday 1.2 with Debbie
Thursday/Friday 2.1 with Debbie

mcunha@theparkerschool.org ahudson@theparkerschool.org debbieo@theparkerschool.org

What are the goals of 7th Seminar?

- To support you in making a successful transition to Parker
- To help you understand your own learning style(s), strengths and needs
- To develop your understanding of Parker's habits of learning as well as your awareness of Parker's systems and expectations
- To identify your needs for academic support or challenge and to work with you and your teachers to meet those needs

What will we be doing in 7th Seminar?

In 7th Seminar, you will be working both collaboratively and independently. Some days you will be working together with the whole class. Some days you will be working with the other people at your table group. Some days you will be working with your teacher or teaching assistant.

You will be focusing on five big questions:

- **How do I understand Parker?**
- **Who am I as a learner?**
- **What do I need in order to do my best learning?**
- **Who else supports my learning at Parker?**
- **How can I apply all of this through practice, so I can make progress in all aspects of my Parker experience and have a successful first year?**

Common Parker Terms

Essential Question	A broad school-wide question around which a large part of the year's work is organized within domains and that also helps to focus work across the domains.
Division	The three sections of the school, each with certain requirements that every student must achieve in order to progress to the next section and ultimately graduate; each section roughly equates to traditional grade levels, but students advance to the next level based on their ability to meet a given set of standards rather than their age.
Domain	Parker's four areas of knowledge: Arts and Humanities (AH), Math, Science and Technology (MST), Spanish and Wellness.
Gateway	(n.) a series of steps that a student completes (including portfolios, special projects and exhibitions) to progress to a new Division. (v.) to advance to the next Division.

Portfolio

A collection of one's written, oral, and artistic work that demonstrates mastery of skill areas and that includes a reflective cover letter.

Advisory

A group of approximately 12 students that meets with a Parker faculty member daily for various amounts of time to focus on academic advising, community service, community conversation, and recreation/group dynamics.

Academic Block

Divisionally based academic time at the end of the day multiple times a week that may include academic advising, tutorial, independent reading, and/or workshops.

Community Block

Time at the end of the day once/week during which students can participate in one of several groups that benefit and/or provide service to the community and foster active and engaged citizenship among Parker community members

Skill Areas

Student work at Parker is assessed based on these 13 essential areas: Reading, Writing, Oral Presentation, Listening and Media Analysis, Artistic Expression, Research, Mathematical Problem Solving, Technical Communication, Scientific Investigation, Systems Thinking and Mathematical Modeling, Technology, Spanish Language, and Wellness

Rubric

A guide for students in determining how they have reached the expectations for work within a skill area. Assessed on a continuum as Beginning, Approaching, or Meeting the standard.

Personal Learning Plan (PLP)

A student's individual academic and social goals (and strategies to help reach those goals) for the year developed in collaboration with his/her parents, teachers, and advisor in the Fall conference and referred back to throughout the year to gauge progress made.

Habits of Learning

Qualities and characteristics identified as important to effective thinking including: Inquiry, Expression, Critical Thinking, Collaboration, Organization, Attentiveness, Involvement, Reflection, and Perseverance

Time Management

Looking at all the things you want and need to get done (schoolwork, sports practice, hobby, downtime, etc.) and prioritizing and planning your time so that you are able to accomplish all of the things you want to accomplish.

Reflection

Looking back on an experience, your actions, or the process of producing a piece of work with the purpose of learning more about yourself and/or the work, usually done in journals and in cover letters.

Revision

To re-vision a piece of work and improve upon it by changing or modifying it based on feedback.

Collaboration

To contribute to the overall effort of a group and to work well with diverse individuals and in a variety of situations, using effective communication skills.

Francis W. Parker Charter Essential School

The 10 Common Principles

1. The school should teach students how to think, not what to think.
2. The school should teach essential skills over content.
3. The school has common goals that apply to everyone, but it should also meet the needs of the individual students.
4. The school should have a low student-to-teacher ratio, creating more personal connections between students and teachers.
5. Students should learn for themselves, with the guidance of the teachers.
6. Students go on to the next level of learning based on the quality of their work. Students who do not advance will be given help.
7. School should be a safe learning place for everyone, with a high level of expectation, trust and decency.
8. The faculty should see themselves as community members first and specialists second.
9. The budget of the school should not exceed a traditional school's.
10. The school should be run in a fair and democratic fashion.



Ted Sizer (1932-2009)

Parker School

Habits of Learning

These are the habits the Parker community expects its students to develop and exhibit in their academic work and in daily life:

Inquiry

I show intellectual curiosity and wonder about the world. I ask thoughtful questions and seek out their answers.

Expression

I communicate honestly what I know or want to know and what I believe or feel.

Critical Thinking

I analyze, synthesize, and draw conclusions from information. I generate solutions to problems using both creative and rational thought. I keep an open mind and appreciate different points of view.

Collaboration

I contribute to the overall effort of a group. I work well with diverse individuals and in a variety of situations, using effective communication skills (consulting, listening, speaking).

Organization

I sift through ideas and data, arranging them wisely and making sense of them. I come to school prepared with what I will need. I set reasonable goals and then plan and manage my time so as to meet them.

Attentiveness

I focus on the task at hand, observing and taking in the information I need to do it well.

Involvement

I take the initiative to participate in the process of learning. I contribute questions, ideas, and actions in group discussions, activities, and projects.

Reflection

I review and think about my actions and the work I produce with the purpose of learning more.

Perseverance

I self-start and stick with a task to its completion. When I encounter setbacks or obstacles, I try again. I seek out and use resources and assistance to make progress.

Habits of Learning Self-Assessment

Date: _____

- **Mark with an “X”** the place along the continuum that best describes each habit of learning for you.
- For each habit, **write one sentence** about why you placed your “X” in that spot.
- **Circle the 2 habits** of learning you would like to improve upon this year in particular.

INQUIRY:

Challenge for me-----Average-----Strength

EXPRESSION

Challenge for me-----Average-----Strength

CRITICAL THINKING:

Challenge for me-----Average-----Strength

COLLABORATION

Challenge for me-----Average-----Strength

ORGANIZATION

Challenge for me-----Average-----Strength

ATTENTIVENESS

Challenge for me-----Average-----Strength

INVOLVEMENT

Challenge for me-----Average-----Strength

REFLECTION

Challenge for me-----Average-----Strength

PERSEVERANCE

Challenge for me-----Average-----Strength

Journal Entry _____
(date)

How would you describe your preferred VAK learning style—visual, auditory, kinesthetic, or a combination of them?

How can you use this understanding about yourself to help you learn best in class?

What did you learn today about how your brain grows intelligence? How is your brain like a muscle?

Journal Entry _____
(date)

How would you describe your learning style as a _____?

What are your strengths as a _____?

How do you learn best as a _____?

What is challenging for you as a _____?

How Much Mental Effort Does It Take You?

Circle the weight to show how much mental effort you use to do each of these activities.



sitting still and
listening quietly



writing a text
analysis



completing a
COW



reading
a novel for
school



answering a
question when the
teacher calls on you



reflecting
on your work
or learning



learning Spanish
vocabulary



practicing algebra
equations



playing a game
in Wellness



working collaboratively
in a group



organizing your
folders/backpack



planning/
prioritizing
your work

Executive Function Workshops with your TAs

Organization Workshop

Big Ideas to walk away with:

- There are benefits to being organized: you can locate things more easily, it helps you save time, etc.
- The way you organize needs to work for you, not necessarily someone else, but it is important to have an organizational system of some kind
- You can use your agenda book to help you stay organized
- You can sort things neatly into folders/backpack to help you stay organized

Homework Workshop

Big Ideas to walk away with:

- Setting up a dedicated space to do homework is a good idea!
- There are several strategies you can use to get started with your homework
- There are several strategies you can use to get unstuck with your homework

Prioritization Workshop

Big Ideas to walk away with:

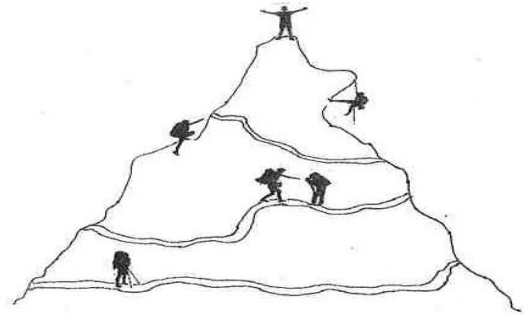
- When you have lots of things to do, you should prioritize them
- There are many different ways to prioritize, but always think about what there is to do, how long each one will take you, and what order you should do them in
- Using your agenda book to keep track of your work is a good idea!

Time Management Workshop

Big Ideas to walk away with:

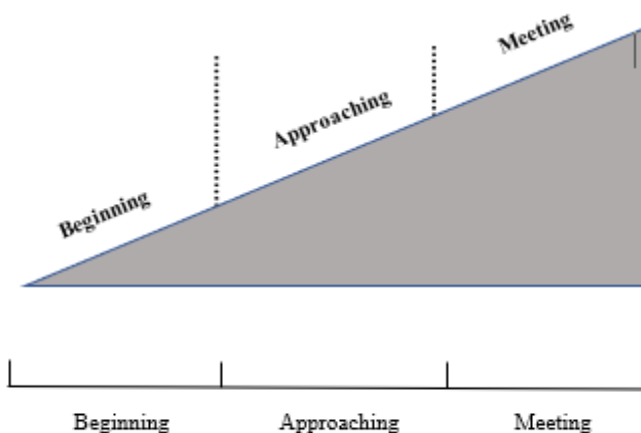
- Being deliberate about how we use our time is helpful
- There are strategies you can use to keep from procrastinating

The Journey to Meeting Standards



At Parker, we believe....

- Everyone can and will reach the summit.
- We each climb the mountain in a different way.
- We each go at our own pace, so the time it takes to reach the summit will vary.
- We each need different types of support to get to the summit.
- With practice and revision, we make progress up the mountain.



Assessment at Parker

- At Parker, we use the language Beginning, Approaching, and Meeting the standard along a continuum for each skill area to describe your climb up the mountain.

Your teachers assess your learning in two ways.

- The first is called Formative Assessment and takes place along your journey up the mountain. These are check-in points during a unit that allow your teacher to see how well you understand or can do something, so that your teacher can then adjust his/her instruction to better meet your needs and so you can get a sense of what you have mastered and what you need to keep working at.
- The second is called Summative assessment and takes place at the end of a unit of instruction when you have traveled as far up the mountain as you can at that point. This assessment is a rubric that summarizes what you understand or can do and that gets reported out to others.

Journal Entry _____ (date)

Reviewing my Progress Reports (1st quarter)

- What **warm** feedback (STRENGTHS) did you receive in each of your classes?

AH _____

MST _____

Spanish _____

Wellness _____

7th Seminar _____

- What **recommendations** (NEXT STEPS) did you receive from your teachers?

AH _____

MST _____

Spanish _____

Wellness _____

7th Seminar _____

- What questions do you have about your progress reports?

- How can you use your time in 7th Seminar to support you in your classes and in the development of your skills and habits of learning?

What does a successful 7th grade year look like?

Your teachers hope for the following four things for you.

1. You complete homework and projects.
 - You understand and begin to use the revision process.
 - You establish habits/patterns/strategies (in class and at home) that support a healthy approach to your school work.

How am I doing with this goal?

2. You make PROGRESS in your habits and skills.

How am I doing with this goal?

3. You find your place socially.

How am I doing with this goal?

4. You feel comfortable engaging with teachers and/or asking teachers for what you need.

How am I doing with this goal?

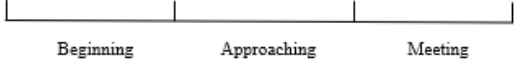
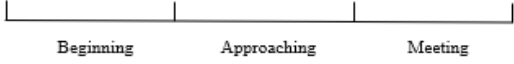
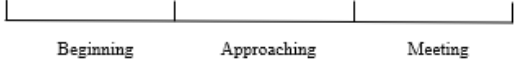
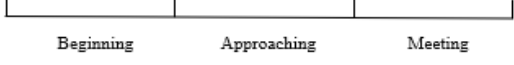
What norms do we need to establish as a class for structured worktime?

- Personal Responsibility
- Noise Level
- Collaboration with Peers
- Collaboration with Teacher/TAs
- Classroom space/materials
- Leaving the room for water/bathroom/library

7th Seminar Logbook

What to do each day...

1. Write in the date.
2. Complete organization check and have your TA sign off.
3. Set a work goal for the day. Your goal may center around domain-based work, independent reading, or building your habits of learning. Be specific and write in full sentences.
4. Get to work!
5. Ask for help from your teacher or a TA when you need it.
6. Reflect on your progress at the end of class in your journal.
7. Have your TA mark your attentiveness for the day.

Today's date:	
Organization check (backpack, folders, agenda)	
Attentiveness	
<ul style="list-style-type: none"> Set a goal! What is your work goal for today? What do you hope to accomplish in this hour? 	<ul style="list-style-type: none"> Reflect! What did you actually accomplish this hour? What do you still need to do to finish this work?
Today's date:	
Organization check (backpack, folders, agenda)	
Attentiveness	
<ul style="list-style-type: none"> Set a goal! What is your work goal for today? What do you hope to accomplish in this hour? 	<ul style="list-style-type: none"> Reflect! What did you actually accomplish this hour? What do you still need to do to finish this work?