Robinson Center
Transition School/Early Entrance

The Right Choice? - Making the Decision

Maren Halvorsen, Ph.D.
Halbert and Nancy Robinson Center for Young Scholars
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Robinson Center

- Early Admittance Programs to University of Washington
  - Transition School/ Early Entrance (EEP)
  - UW Academy
- Saturday Program
  - High Interest - No Qualifications
- Summer Programs
  - Qualifications for Specific Subject Areas
Who thrives in Transition School?

- Self-motivated, proactive about learning
- Passionate about one or more subjects
- Excels in current educational setting
- Self-reflective, able to express self-knowledge
- At least some organizational skills in place
- Willing to learn from others
- Isn’t interested in the high school experience
Basic Criteria for Application

- Recommended completion of 7th or 8th grade
- Must be no older than 14 on September 1, 2014
- Strong ACT scores (85th percentile or better in Math, Reading, and English)
- Evidence in school transcripts of high achievement
Application Process

Stage 1 - Anyone may apply
- Complete on-line application form
- Schedule the ACT or I-ACT
- Submit two years’ school transcripts

Stage 2 – For qualified candidates
- Request two teachers (Math/Science and Humanities) to contact the Robinson Center for recommendations
- Interview is scheduled
- Admissions committee interview and School visit
Admissions Dates

- Early Decision application due: February 14, 2014
- General application due: March 25
- Early Decisions e-mailed: March 25
- All other decisions mailed: June 13
ACT TEST DATES

◆ National ACT (www.actstudent.org)
Register by January 10 for February 8 test

◆ I-ACT at UW’s Office of Educational Assessment (543-1171): January 21;February 10, 25; March 4, 11, 18
Getting to Know You

◆ Teacher recommendations and their value
◆ Spending a day at the Transition School
◆ The Interview – how to prepare
◆ Our responsibility and mission
Getting Ready

- The role of Summer Stretch – Essay Writing, American Literature, Algebra 2/Trig
- Creating a work-space at home
- The commute
- TS orientation (Camp Huston)
Transition School

Camp Huston
Goals of Transition School

- Scholarly Habits
  - Time management skills
  - Organizational strategies

- Critical Thinking Skills
  - Writing
  - Critical Reading
  - Analysis, Synthesis and Evaluation

- Core understanding of High Level Content
  - Physics
  - American Literature
  - European History
  - Precalculus

- Introductory knowledge of Ethics
The TS Experience

- Building the cohort
- Working with specialists in the field of study
- Becoming comfortable on the University campus
- Managing a challenging workload
- Collaborating in the classroom
- Learning college-level curriculum
- Establishing the habits of a scholar
Elements of Cohort Model

◆ Build an Academic Community

◆ Provide Academic Counseling and Support Services

◆ Provide Opportunities for Socializing
The Academic Experience

- Careful selection of faculty to teach courses
- Significant student and teaching staff contact
- TA’s - students from previous years’ cohorts as teaching assistants
The TS Year: Fall Quarter

- English (expository writing)
- History
- Physics
- Ethics

Emphasis: acquisition of study skills; expectations; introduction to topics
The TS Year: Winter Quarter

- English (World Literature)
- History
- Physics
- Precalculus
- Physics
- Pre-EEP Workshops – Academic Counseling

Emphasis: continued advanced work in subjects; long-term project skills; preparation for University registration and University resources
The TS Year: Spring Quarter

- English (American Literature)
- History
- Precalculus
- University course
- Service-learning

Emphasis: moving out of the TS classroom into the wider world of the University; completion of high-level coursework
The TS Year: Tutorials

- Weekly half-hour meetings with a faculty member
- Weekly journal assignments to practice writing, analysis, critical thinking skills
- “Checking in” about stress, worries, emotional well-being
- One-on-one work with instructor on areas of difficulty
The TS Year: Service Learning

- The Carlson Center
- Student Choice of Site
- Goals: doing good work in the community; experience and empathy
The Next Step

- Advising
- The Lounge
- The RC community
- EDS and other clubs
- Blending with the University
- “High School Deficiencies”
- Declaring a Major
Questions

Have questions? Email Maren Halvorsen at maren@uw.edu or call 206-543-4160