

Robinson Center Transition School/Early Entrance



The Right Choice? - Making the Decision

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University of Washington

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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**