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Monument mountain regional high school independent project

Independent projects at Monument Monument Regional High School in Great Barrington, Massachusetts, show great potential for student voice and student/adult partnerships. Regarded as a school at a school, the project was intended, creating a school that allows young people to be fully invested and to move all kinds of people that they were at the same doorway. Student-driven learning fills this space, which is focused on science, history, mathematics, and reading and writing. They work on individual efforts and group projects, and address serious social issues throughout their learning. Students work intensively with senior mentors in Student/Adult Partnerships, with self-actually investment and ownership in their own learning. Although the school operates in sync with a mainstream senior senior school, the history of the independent Project is outstanding because it is a student-driven effort to focus on improving education for all students, and not merely those who began it. He engaged both praise and criticism, and because of that he lived a precious existence. Initiated by Sam Levin in 2009, then an adult who came bust with the monotony and seems to point to his studies, the independent Project was designed to give students a say in what they studied in four core academic areas: mathematics, science, English and social sciences. In effect, responding to the problems she saw in public education every day, Levin proposed a school, at least for the group of students who chose to join the program. There was a breaking point for me, said Levin in a 2011 YouTube waivers conducted by the first-year group. It seemed like everyone around me was happy. I realized that my friends were spending six hours a day, a hundred and eighty days a year just being happy. That just doesn't make sense to me. Illustration by Alison Lee. In Levin's new plan – it's called the Independent Project – participating students would choose its own line of inquisitions every Monday and present a report this Friday. The program also included a Individual Andeavor, a project that the student would work on the whole of the semester. I participated in this project from my sophomore year my senior year, every year for a semester, and I heard both endless praise and endless criticism. It wasn't whether those of us in the program doubted whether the project would work, or if we would succeed. We knew we'd be for the project to continue, and for the most part, we did. The students produced amazing work. But we also knew some people - and some students - would be upset by the very existence of the project. In I don't think we knew why we knew that people would be upset. We gave certain freedoms, some privileges and certain opportunities. Monuments may very well be one of the best, most creative public schools for miles in every direction, and its school principal, Marianne Young, can be one of the principal brave for miles too. However, the adults in the world generally have a hard time understanding themselves, much less understanding youth and what is needed for future generations and the best of humanity: encouragement of unlimited curiosity. Public education tends to assume that all students learn in the same way. While students in the Project who were typically good students at regular schools were often praised, I observed that the students who best represented the program and perhaps realized most of them were those who did not well in regular schools but became the most students in program history. For example, in my junior year, I was lucky enough to study alongside a student I will call Sal, a student who, like me, returned for his second year in the Project. Sal was a high graduate at the time, and after becoming a solid piano player in his first year, he changed his unidividal Andeavor a little, not only to improve on the piano but also to a point where he could play in a band. He did excellent work. He gave a 20-plus page presentation about Lewis and Clark, learned to count four, studying fractured at the same time becoming increasingly talented at the piano. While the semester was drawn on, Sal began leaving school early every day without signing himself into the main office. She prayed that she left school early due to stress, the pressure doesn't know what was next in her future, and the constant feelings of confirmation in the building. Staying in the school seemed to be an emotional conflict for him, but being in the independent Project was what made him keep showing up in the first place. At first, I was among those who were frustrated with him. Why should he get to leave early? Now I wish I leave with him. Sometimes, I wish I fell out of high school. Without the Independent project, I almost certainly would have won. Sal came to school every day, took what he swallowed most of his time, so he was able to go home and practice his piano in loneliness and intellectual peace. I'm sorry by breaking the rules further. Sal made a statement about the value of learning. But teachers and students seem to have continuously frustrated with him, and regardless of how hard he worked and how long his presentation page was, we continued to explain the fact that he would break a rule, and, in turn, we had baz the huge intellectual growth he realized. I'm sorry this much about this year. I think he saw it as an easy target. Not only did he change his life, and his idea more than anyone in the building at that time, was not academically inclined before the Project, and he was not interested in the classroom and sometimes absent. Most kids who are fighting schools aren't stupid. It is usually the school to act stupidly in some way. In my point it is easier to have a teaching disability than a learning disability. Children like Sal who are both clever and somewhat rebellious are usually the children who end up struggling in school. They understand that they are victims of something unfair but can't quite explain what it is. The student will usually give up or blame himself, or some combination of the two, public education continuously bumps against the issue of individuality. Sal was a great example of this and, considering both the quality and quantity of his work, should have been able to come into the building and leave in his entertainment. We should respect him as an intellectual growing person and a passionate man but due to this unintentional part of our core, we were most compelled to call him a rule regime. The independent project has become a demonstration in some way. No one can ever seem to say whether it is succeeded or not, and no one can seem to even define success again – a product of greater confusion in public education. This seems to be because of a discoet between students and teachers. Teachers can't be there for all the presentations and are therefore left to guess, more or less, of who's doing genuine work and who's going up to it off. Luckily, people who really see the value of the project can become passionate enough to give him the support he needs. In the past year, Logan Malik, the last graduate high school student and prospective at George Washington University, led the continuation of the Independent Project after learning last year that staff and funding had not gone there. She pushed the difficulty of meetings with principal Marianne Young, counselor Mike Powell, potential students for the project, and even around every academic wing in the building, asking every teacher she could if they would independent Project Advisors. Because of certain scheduling issues, teachers last year were able to return to the project, but Malik finds the faculty with students, and pushes until it was important enough in the community to run again. The independent project represents a model for and from my generation. Students will be more powerful, more passionate, more intelligent and more human creative if they have control over their world, rather than being forced to be creature uniforms which they may not want to become. If the Independent Project continues, it will continue to be one of the strongest statements in the community and, moreover, one of the country's strongest declarations for trust and adult opportunity can young people. Right now, the next time of the project is a bit up in the air. If the project dies, however, with it dying a great opportunity to change the mindset and process of putting young people in charge of themselves and in charge of their world. Youth can be leaders in their own education, say direction counselor Mike Powell, past advisers and support the project's ongoing, and sometimes, maybe times, we as educators need to get out of the way and let them be leaders. It is expected to see a place like Monument running a program like the Independent Project, which is different from many of the other alternative programs, such as the WISE Project, a slightly different, less open-ended independent apprenticeship, or Sprout Project, school field running the student, or Spartan Launch, a series of extra learning curriculum activities, usually after school. Unlike these programs, the Independent Project is all day, every day for a whole semester. It shows a great deal of faith on the part of the administration of students. It is a considerable commitment of parts of the school to offer the Independent Project. It requires more than a hundred pounds a semester, give or take, pay time for teachers to advise the project, and time out of teacher scheduling all for a group of eight for twelve students. The independent project is an expensive educational risk, and therefore a bigger statement on the kind of hope people like Mike Powell, Marianne Young, and all project students have for upcoming generations, to take control of their lives and keep the world more interesting, organized and passionate. passionate.

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