

The Adaptive Process – Florence Melton High School Initiative

The Florence Melton Initiative is a collaborative two-year adaptive process between the Florence Melton School and the faculty at your school. The goal is to create suitable course materials for your students, drawing on the wealth of text-based courses developed by the Florence Melton School over the past 30 years.

At the beginning of Year One you receive:

Pilot Student Reader – a professionally produced reader in either hard copy or ebook format. Each reader includes:

- Primary and secondary texts
- Sources that appear in the original Hebrew and in English translation
- Texts that are well-spaced with numbered lines for easy reading

Faculty Guide – a digital teacher's guide that includes:

- Background information that frames the lesson
- Text analysis
- Pedagogical suggestions
- Guiding questions and enduring ideas

Other resources (depending on the course): maps, timelines, glossaries, and artwork

The process includes:

Online consultation sessions – Ongoing opportunities to consult with a Florence Melton Educator via video conference

Annual site visits – A Florence Melton Educational Consultant meets with school faculty to review progress and provide support in maximizing the success of the initiative

At completion you receive:

Customized professionally designed Student Reader that is tailor-made for your school, with the specific lessons and texts that have been selected by your teaching staff to meet the needs of your school and students

Process:

Prior to Year 1

1. Identify the specific curricular needs of your school
2. Select a course from Melton's Core Courses or Scholars Courses to serve as the basis for the curricular adaptation
3. Order books through Melton's North American Corporate offices
4. Determine choice of lesson topics for their first-year syllabus

Year 1

1. Throughout the year, each teacher keeps a record on a shared on-line document of texts taught, helpful pedagogical notes, and a folder of activities and assessments
2. Ongoing consultation with a Florence Melton Educator to discuss and facilitate the process
3. Site visit of Florence Melton Consultant who collaborates with school faculty to review progress and provide support in maximizing the success of the initiative
4. At the end of Year 1, the teachers evaluate the educational decisions they made as they plan for teaching the course in Year 2

Year 2

1. The teachers repeat the course with the goal of fine-tuning and finalizing the exact texts they intend to incorporate in the school's student reader
2. Faculty continue to build a bank of pedagogical resources and assessments that complement the student reader
3. By mid-year, decisions are finalized about the order of the units, the texts included, and any additional texts to be included in the reader. The on-line document will represent a bank of resources developed (classroom activities, assignments, and assessments)

For use in Year 3

The school will receive a professionally designed student reader (soft cover or ebook) that is tailor-made for your school, with the specific lessons and texts that have been selected by the teachers to meet the need of your students.