

K-12 Learning Potentiality

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FDR

K-12 Learning Potentiality

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Purpose

The purpose of this manuscript is to alert the nation to K-12's learning potentiality.

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About the Author



Dr. Rohter has been a teacher for 52 years and would like to share some of his findings.

He taught six years in the Chicago schools and directed the Leaning Tower Day Camp the summers of 1954 – 1957.

He taught six years at (UCSB) University of California at Santa Barbara. He was Supervisor of the after school and summer youth programs for the Santa Barbara Recreation Department for three years. He taught two years at Florida State University and 37 years at (UCF) University of Central Florida.

Dr. Rohter is now a Professor Emeritus in the UCF College of Education and the author of three books—available for free download on website: www.frankrohter.com.

Dr. Rohter and his wife Lorayne have two daughters. One is a retired high school English teacher and assistant principal in Winter Springs, Florida. The other is a retired Early Childhood Professor from Florida A&M University in Tallahassee, Florida.

Definitions

“Consummate” and “Desirable” are stalwart terms used throughout this manuscript.

“Consummate” is a powerful verb: bring to a state of perfection.

“Desirable” is a descriptive adjective: a pleasing quality worth seeking.

Contents

Part I	1
Chapter 1: Projected K-12 Student Learning Time	2
Chapter 2: Costly Economic Variables	3
Chapter 3: Other Economic Variables	4
Part II	5
Chapter 4: “Desirable”/”Undesirable” Student-Learning Experiences	6
Chapter 5: Children Self-Learning Observations	8
Chapter 6: Personal Self-Learning Experiences	9
Part III	10
Chapter 7: Student Portfolio-Journals	11
Chapter 8: Student Seminar-Discussions	13
Chapter 9: Student Triad Exchange Groups	15
Chapter 10: Expanding Documentaries	16
Part IV	17
Chapter 11: Cultural-Support “Phenomenon“	18
Chapter 12: K-12 Cultural-Support Alliance	20
Chapter 13: Counter-Cultural Consequences	22

Part V	24
Chapter 14: Course-Content “Relevancy”	25
Chapter 15: The Virtue of Compassion	27
Chapter 16: Other “Desirable” Classroom Learning Determinants	28
Part VI	30
Chapter 17: Training the Mind to Think: A Rigor Story	31
Chapter 18: Algebra 1	33
Chapter 19: Additional “Undesirable” Classroom Environments	35
Part VII	36
Chapter 20: Teachers’ Call-to-Duty	37
Chapter 21: Teachers’ Meetings	38
Chapter 22: Principals’ Call-to-Duty	40
Chapter 23: Student Self-Learning	42
Part VIII	43
Chapter 24: Summary	44
Chapter 25: Epilogue	46
Announcement	47

Part I

Part I will present K-12's learning potentiality and the costly economic variables burdening the national economy and well-being.

Chapter 1: Projected K-12 Student-Learning Time

Chapter 2: Costly Economic Variables

Chapter 3: Other Economic Variables

Chapter 1

Projected K-12 Student Learning Time

K-12 students are required to attend school an estimated 6.5 hours/day and expected to do home studies about 2.0 hours/night, 180 days/year, over a period of 13 years.

These estimations produce a projected estimated 19,890 hours of student learning time—and bring to light K-12’s looming Learning Potentiality.

These 19,890 hours of student learning time offer an *Unmatched* opportunity to roll back the costly economic variables burdening the nation’s economy, consummate the societal behavioral values to unite the nation, and actuate a flourishing state of happiness for all.

Chapter 2

Costly Economic Variables

Table I

Economic Variables	Estimated Costs
Dropouts	\$0.16 trillion
Obesity	\$0.27 trillion
Inactivity	\$0.12 trillion
Smoking	\$0.33 trillion
Alcohol	\$0.26 trillion
Welfare	\$0.93 trillion
Healthcare	\$2.90 trillion
Crime	\$3.23 trillion
	<hr/>
	\$8.20 trillion

This estimated annual \$8.2 trillion cost to the nation's economy will roll-over each year and spiral the reported \$29 trillion national debt accordingly, (Belfield, et.al.), (J. Heath), (Anderson).

Chapter 3

Other Economic Variables

Littering costs the U.S. almost \$11.5 million a year. About 1.9 billion tons of litter per year ends up on the nation's roadways. Motorists, pedestrians, smokers and pet owners flick, fling or drop over 51 million pieces of litter during the year. And this amounts to about 6,729 items per mile. Littering is unpatriotic! It debeatifies the nation's states, cities and neighborhoods—and decreases property values, (Litter in America, 2009).

Illiteracy costs the nation an estimated \$300.8 billion in lost productivity, earnings, welfare, crime and health care.

Forty-three million American adults have low English literacy skills. Thirty million U.S. adults cannot read or write above the 3rd grade level. And 75 percent of the states' prisoners fall in the low literacy range, (Literacy Resources, 2012).

Finally, while 46 percent of white students achieve literacy proficiency levels, only 17 percent of black students and 25 percent of Hispanic students reach literacy proficiency.

Part II

Part II will recognize three praiseworthy student learning reflections.

Chapter 4: “Desirable”/”Undesirable” Student-Learning Experiences

Chapter 5: Children Self-Learning Observations

Chapter 6: Personal Self-Learning Experiences

Note: Chapters 5 and 6 will introduce the concepts of Self-Learning and Intrinsic Motivation.

Chapter 4

“Desirable”/”Undesirable”

Student-Learning Experiences

Reported brain-scan studies show when students experience “desirable” classroom learning environments, Dopamine (a pleasure-producing neurotransmitter) is released in the brain, local blood flow is increased and student learning is enhanced.

Contrarily, reported hormonal-assay studies show when students experience “undesirable” classroom learning environments, a specific amount of Cortisol—a distress hormone known to reduce brain blood flow—is transported to the brain and student learning is inhibited (Willis, J., National Writing Project, 2001).

These empirical neurogenic findings are based on positron emission tomography, neuroimaging, and brain scan studies.

For more information on these breakthrough studies visit Dr. Judy Willis' website: RADTeach.com; also listen to her YouTube presentations.

Chapter 5

Children Self-Learning

Observations

Based on early childhood observations, infants self-learn to crawl, stand, walk and talk. Later on, they self-learn to run, skip, jump and climb. And when they enter school, they self-learn presented classroom academic subject matter.

Founded on these observations, it seems clear children are endowed with the natural desire to self-learn. To this point, teachers need to encourage the concept of *self-learning* and explain to students: *intrinsic motivation*—the inborn desire for “the love of learning.”

Chapter 6

Personal Self-Learning

Experiences

Personal experiences give further evidence of the value of self-learning environments. In graduate school, I enrolled in an Independent Study in Anatomy. The instructor handed me the key to the Anatomy lab and said, “dissect a cadaver.” I dissected six hours a day and self-learned the origin and insertion of the body’s 628 skeletal muscles and the morphology of the cardiorespiratory system.

In graduate school, I also enrolled in 14 semesters of independent studies with Dr. Chester Hyman, an inspiring professor in the USC school of medicine. My assignments were to review the literature and prepare a weekly report for Dr. Hyman’s review. These self-learning experiences taught me how to write and “review the literature.”

Part III

Part III will offer four promising K-12 Self-Learning initiatives.

Chapter 7: Student Portfolio-Journals

Chapter 8: Student-Seminar Discussions

Chapter 9: Student Triad Exchanges

Chapter 10: Expanding Documentaries

Chapter 7

Student Portfolio - Journals

A Portfolio-Journal is a promising self-learning initiative inviting students to hand in one-page commentaries on personal-learning experiences.

Teachers shall be provided planning time to circle-note students' grammar errors. Teachers will include an encouraging comment but will not provide a *subjective* grade that may discourage students from writing additional commentaries.

Students will correct the encircled notations and enter commentaries in their Portfolio-Journals.

Portfolio-Journals empower students to consummate the following self-learning skills: creative writing, the art of grammar, expanding vocabularies, composing personal stories, addressing current civic issues.

Poster-board nights will be scheduled to display students' literary achievements and reinforce students' creative writing experiences.

Finally, Portfolio-Journals provide an objective student-academic achievement metric and enhance their professional resumés.

Chapter 8

Student Seminar-Discussions

This self-learning initiative involves scheduling teacher facilitated, classroom seminar-discussions. Students and teacher will be arranged in a seminar circle. The teacher will facilitate but not indoctrinate.

Seminar topics will be decided by the students. Topics will be announced in advance so students will have an opportunity to research and prepare to contribute objective information to the seminar-discussions.

The topics for these seminar discussions will include civic issues relevant to the Nation's well-being such as: immigration, voting procedures, school shootings, climate change, LGBTQ movement, mental health issues, women's rights, minimum wage, Welfare-Crime-Healthcare, abortion, unions, homelessness, poverty, gun violence, parenting skills, purpose of education, purpose in life, societal virtues and vices, comparative religions, obesity, sedentary lifestyles, premature onset of degenerative diseases, peer competition/self-competition, body sculpturing, cost of college, retirement security, home purchase/renting,

scams, substance abuse, patriotism, racist-hate groups, ageing, pre-K, child care, government reform, deceptive commercials, mental health issues, survival.

Student Seminar-Discussions provide students the opportunity to interact with their peers. They will respect cultural differences, constructively reflect on each side of the discussion and strive to better understand the issues confronting the nation's economy and societal well-being. No attempts will be made to indoctrinate students.

Students will write up their respective summaries of these Seminar-Discussions and enter them into their personal Portfolio-Journals. Teachers will conduct professional development workshops to master the moderator skills needed to monitor these non-propaganda student Seminar-Discussions.

Student Seminar-Discussions provide a promising alternative to text and test and grade-reward attempts to compel learning. Student Seminar-Discussions empower students to take an active role in the learning process and share the "search for truth" with their peers.

Finally, guided by a professionally primed teacher, Student Seminar-Discussions offer an active self-directed learning opportunity for students to consummate the learning process.

Chapter 9

Student Triad Exchange Groups

This self-learning initiative involves dividing students into groups of three. During a designated time schedule, students will exchange complimentary comments about each other's admirable physical attributes and personality traits. They will also exchange their behavioral virtues, social-emotional maturation and personal achievements.

Different triad groups will be formed throughout the semester. These sessions will build students' individual self-confidence, enhance social-emotional maturity and provide an opportunity to develop supporting friendships.

Chapter 10

Expanding Documentaries

Timely shown documentaries (colorfully-pictured, resonantly-narrated, emotionally-stimulating) provide a multi-sensory vehicle to enhance student learning.

Well-prepared documentaries grab and hold student attention in a way not available through textbooks and lectures.

Students will discuss these documentaries and enter written commentaries in their Portfolio-Journals.

Part IV

Part IV will introduce three cultural support protocols.

Chapter 11: Cultural-Support “Phenomenon”

Chapter 12: Cultural-Support Alliance

Chapter 13: Counter-Cultural Consequences

Chapter 11

Cultural-Support “Phenomenon”

The late Dr. Robert Allen—a nimble thinking psychologist—directed a revealing cultural support, behavioral-change study and therein introduced the revealing cultural support “Phenomenon.”

Funded by a substantial grant, he relocated a group of New York inner-city juvenile delinquent boys to a converted countryside farmhouse estate, located in upper New York state.

The boys helped transport bound haystacks, picked garden vegetables, milked the cows, and fed the chickens and farm animals. They rode the horses and fished and swam in the farm’s lake. They enjoyed fresh-farm prepared meals; and after dinner, they roasted marshmallows and sang camp songs. After six weeks of this positive support culture, the boys’ delinquent behavioral characteristics disappeared.

After the camp experience part of the study was over, the boys returned to their New York inner-city environment and the study was continued.

But behold! Within one week, the boys were stealing hubcaps and back to their delinquent behavior.

Dr. Allen's classic study introduces the cultural support "Phenomenon"—a process by which a "desirable" support culture brings about a positive behavioral change and an "undesirable" support culture brings about a negative behavioral change.

The Student K-12 Cultural Support Alliance presented next is based on Dr. Allen's conceptualized cultural support "Phenomenon."

Chapter 12

K-12 Cultural-Support Alliance

To initiate this alliance, students—facilitated by a primed teacher—will form a seminar-discussion circle and respectfully agree upon a student-initiated assembly of inviting, engaging and encouraging classroom behavioral norms to bring about an orderly and supportive classroom learning environment.

The proposed behavioral norms resulting from this seminar should *exclude*: all forms of physical, oral, written and cyber bullying; all forms of teasing, gossip, spitefulness, humiliation, hatefulness and moral judgment; all classroom learning distractions such as cell phones, selfies, texting and socializing; all disruptive acts such as rudeness, confrontations and violence; all objectional conduct such as deceitfulness, foul language, cheating; and all bushwar characteristics such as vanity, boasting, overbearing opinions, boorishness.

The proposed behavioral norms should *include*: praiseworthiness, camaraderie, loyalty, honesty, trustworthiness, friendliness, acceptance, engagement, encouragement...

Establishing these agreed upon student-initiated behavioral norms should eliminate student disruptive confrontations and the need for teachers to refer students for disciplinary actions such as school suspensions and expulsions and eliminate resource officer referrals.

Establishing these agreed upon student behavioral norms should also minimize chronic absenteeism, dropout potentialities, student outliers, and preying counter cultures.

Finally, consummating an effective K-12 Student Cultural Support Alliance will establish an optimal classroom learning environment and help teachers provide students a “desirable” learning experience.

Chapter 13

Counter-Culture Consequences

Students who opt out of a Cultural-Support Alliance will be susceptible to joining a counter-culture consisting of high-risk students who have developed an indifference to the K-12 school attendance requirement.

These students are more prone to develop behavioral problems. They are more inclined to experience course failures, school suspension and expulsions. And they are more likely to drop out or not graduate high school on time or receive a GED (General Education Degree).

These students are more disposed to earn low salaries, become unemployed, apply for welfare and pay fewer taxes. They tend to have more negative work experiences, teen pregnancies, family struggles and domestic violence. They are more apt to commit acts of school vandalism and school violence. They are more susceptible to incarcerations and represent 75% of state prison inmates and 64% of local jail inmates. And they are more vulnerable to join gangs, cults and extremist-hate groups.

Finally, they are susceptible to becoming an “outlier” like Nikolas Cruz, the student at Marjorie Stoneman Douglas High School in Parkland, Florida who committed that heinous massacre on February 14, 2019.

Nikolas Cruz’s family life was troublesome. He developed abrasive behavioral problems. Consequently, he was bullied and rejected by his peers. He was disruptive in class and problematic with his teachers.

There was no K-12 Student Cultural-Support Alliance available to instill the behavior changes he needed to be accepted and experience a feeling of *belonging*. Eventually, he became a loner—fascinated with guns and extremism.

Fortunately, K-12 schools have the potential to actuate a Student Cultural-Support Alliance, remediate student “outliers” like Nikolas Cruz and help prevent the unconscionable assassination of innocent children.

Note: An *effective* Cultural Support Alliance is crucial to preventing students from suffering the consequences of a Counter Culture.

Part V

Part V will tell a story about course-content relevancy, illustrate the virtue of compassion, and identify other “desirable” classroom-learning determinants.

Chapter 14: Course-Content “Relevancy”

Chapter 15: The Virtue of Compassion

Chapter 16: Other “Desirable” Classroom Learning Determinants

Chapter 14

Course-Content “Relevancy”

In 1951, I was a substitute teacher in the Chicago Public Schools. One day, I received an assignment to sub at “a continuation high school.” It was a school where students who wanted to drop out of high school had to attend until they reached the age of 16.

When I reported to the school for my assignment particulars, I asked the office receptionist for a course outline. She said, “I think you need to talk with our assistant principal.” He was a large man with a battle-worn face. He said, “So, you want a course outline?” I replied, “Yes, sir.” He said, “Son, let me tell you a story about the last sub who tried to teach your class. The students locked him in a closet, started a fire, and set off the fire alarm. So, here’s the deal—just keep those kids inside the classroom and control the noise.”

When I entered the classroom, I told the class to close their textbooks, and I passed out an accumulation of sports journals and celebrity magazines I had stashed in my travel bag. Afterward, we discussed the featured sports and celebrity figures.

Next, we played Charades—songs, movie titles—but not books, because I knew they were not readers.

Then, I asked the students “What is your favorite subject?” They all replied, “Sex.” Fortunately, I had some experience in adolescent behavior and was able to facilitate an interesting session on the allurements and responsibilities of a physical relationship. Both genders evidenced maturity during the discussion of this foreboding subject.

Subsequently, I introduced an amateur hour. They sang, lip-synched, pantomimed, recited poetry, and even conjured up a one-act unrehearsed play. When they insisted I be part of the show, I sang one of my favorite barroom ditties and they gave me a standing ovation.

Finally, I showed the epic motion picture “Gone with the Wind.” They enjoyed the story.

When the bell rang for dismissal, I reported to the office to sign out. The assistant principal saw me he said, “I don’t know what you did with those students, but you are the first sub who has been able to keep order in that classroom. You are going to be a hell of a teacher.”

Note: Identifying course content relevancies before each class presentation will provide meaningful motivation and inspire student self-learning!

Chapter 15

The Virtue of Compassion

Mr. Winter



Olice P. Winter, A Compassionate Principal

In 1943, after 16 months at sea, I was recommended for OTS (Officer Training School). The naval admissions officer told me my test scores were good, but I didn't have a high school diploma.

Subsequently, my mother visited Mr. Olice P. Winter, the principal of LakeView High School and explained the situation.

Mr. Winter said, "Excuse me Mrs. Rohter, I'll be right back." When he returned, he handed my mother my diploma. There were no tests or make-up course requirements—just an unswerving act of *compassion*.

Note: Compassion is an all-absorbing teaching virtue!

Chapter 16

Other “Desirable” Classroom Learning Determinants

Other classroom-learning determinants include:

- Providing students self-learning opportunities
- Inspiring *intrinsic* motivation
- Contributing positive-reinforcing feedback
- Avoiding propaganda and indoctrination
- Searching for the *truth*
- Changing the term home-Work to home-Study
- Walking

Walking

Walking is a low-skill physical activity. It requires no elite motor skills. It is not a traditional team sport—there are no “tryouts,” you can’t be “cut.” Walking is a physical activity accessible to all K-12 students.

Walking is a self-fulfilling physical activity. It strengthens your cardiovascular integrity, reduces body fat, lowers cholesterol, enhances body sculpturing and self-imaging, and minimizes the premature onset of degenerative diseases.

Walking is self-competitive. You can increase your walking distances and pace-times. You can experience a feeling of accomplishment. But you have to stay within your physiological limits.

The walking culture is collegial, builds self-confidence, provides a lifelong opportunity to age with happiness, and should be enjoyed by all K-12 students.

A Walking Story

A housewife in Orlando, Florida told her doctor, “My husband is causing me distress. He doesn’t like the way I cook, clean house or care for the children.

The doctor said, “When you leave my office, start walking and call me in two weeks.”

Two weeks later, she called the doctor and said, “My stress is all gone.”

The doctor said, “How’s your husband?”

She replied, “I don’t know—I’m in Miami.”

Part VI

Part VI Will acknowledge select “undesirable” classroom environments to be avoided.

Chapter 17: Training the Mind to Think: A Rigor Story

Chapter 18: Algebra 1

Chapter 19: Additional “Undesirable” Classroom Environments

Chapter 17

Training the Mind to Think

An “undesirable” classroom environment to be avoided is trying to train the mind to *think* by increasing the learning of other subjects.

This generalization is based on the “Formal Discipline Theory,” traceable to the ancient Greek assumption the mind is a mental-muscle structure and can systematically be trained to strengthen its functionality. For example, studying Latin and Greek were thought to improve the learning of other academic subjects (transfer of learning).

This cultural theory remained in vogue until Edward Thorndyke, a distinguished learning theorist, completed a series of convincing experimental studies. These studies revealed the following: only “identical elements” are transferable from one learning situation to a different learning situation—thus formulating Thorndyke’s breakthrough “Transfer-of-Learning Theory.”

Subsequently, William James and Charles Judd, two other time-honored learning theorists, conducted a series of experimental studies confirming Thorndyke’s theory: unless there is an identical sameness

between two different learning situations, transfer of learning does not take place.

A Rigor Story

Parents sued a local high school principal. Their child was enrolled in an advanced math class and was receiving a low grade.

The principal transferred the student to an easier math class. Two weeks later, the parents sued again. Their child was not being challenged.

Chapter 18

Algebra 1

In spite of the fact the “Formal Discipline Theory” cannot increase students’ ability to think, Algebra 1 is still a requirement for high school graduation. As a consequence, this onerous course has become a major stumbling block for an endless number of high school students—especially those at high risk of not graduation from high school.

For example, it has been estimated 40 percent of the students fail Algebra 1 the first time they take this required course. Moreover, an estimated 60 percent of the student fail this troublesome course on their second attempt. And, it has been reported an estimated 90 percent of the students who fail Algebra 1 do not graduate from high school.

One of the reasons students fail this course is because they find abstract terms such as exponents, radicals, integers, parametrics, linear equations and trinomials to be frustratingly confronting and drastically different from the language students are exposed to in other academic subjects. Also, non-STEM (Science, Technology, Engineering, Math) students fail to see the “relevancy” of Algebra 1 to their future careers and consequently have difficulty in achieving a state of “learning readiness”.

While Algebra 1 may be considered an essential course for STEM-career students, it does not appear to be essential for non-STEM-career students such as nurses, farmers, factory workers, trade and construction workers, servers, entertainers, artists, sculptors, sports professionals, non-commissioned military, sales and clerical personnel, first responders, non-STEM teachers, poets, songwriters, fiction writers...

In view of the critical problems emanating from an Algebra 1 mandate, the following initiative seems most meaningful. Make Algebra 1 an elective! And encourage at-risk students to opt out of enrolling in this troublesome course and register for a "Consumer Math" course featuring interest rates, credit card risks, mortgage costs, checking-savings accounts, and other select consumer transactions.

Finally making this course an elective will mean Algebra 1 classes can be more homogeneous so math teachers may be more course specific in fulfilling STEM-career students' advanced-mathematic needs.

Chapter 19

Additional “Undesirable” Classroom Environments

Below are additional “undesirable” classroom environments to be avoided:

- 1) Coerced teaching, superficial textbook reading assignments, required reading lists, grading intimidations
- 2) Unvarying-encumbering classroom lectures
- 3) Irrelevant home and school “Work” assignments
- 4) Accountability threats
- 5) Subjective quizzes
- 6) Invalid high stakes testing questions
- 7) Robotic memorization

Part VII

Part VII will catalogue select K-12 responsibilities.

Chapter 20: Teachers' Call-to-Duty

Chapter 21: Teachers' Meetings

Chapter 22: Principals' Call-to-Duty

Chapter 23: Student Self-Learning

Chapter 20

Teachers' Call-to-Duty

Teachers' call-to-duty includes the following:

1. Consummate a “desirable” classroom learning environment and avoid an “undesirable” classroom-learning environment.
2. Introduce the concept of student self-learning.
3. Explain the potential of *intrinsic* motivation.
4. Consummate a Student Cultural Support Alliance, wherein students establish an assembly of agreed upon self-determined behavioral norms. These norms must be inviting, engaging and inclusive to all students so high risk students will not be susceptible to preying Counter Cultures and classrooms will be free of the need for discipline referrals.
5. Be prepared to facilitate student self-learning initiatives.
6. Finally, teachers need to meet once a week, establish a Teachers' Cultural Support Alliance wherein teachers unite, bond, and maximize teacher morale.

Chapter 21

Teachers' Meetings

Teachers' meetings are indispensable to student learning. They enable teachers to help identify and remediate potential student outliers, high-risk dropouts and transgressors guilty of chronic absenteeism, suspensions, expulsions, school resource officer referrals...

Teachers' meetings enable teachers to share concerns about students' home environments: poverty, homelessness, substance abuse, domestic abuse, second languages, lack of well-grounded parenting skills, societal values, hate crimes, school violence...

Also teachers' meetings will facilitate teachers' input regarding class size, school size, school security, student-teacher morale, teacher burnout...

Secondary teachers will meet by departments. Elementary teachers will meet by grade levels. Designated teachers will chair respective meetings. Meeting chairs will encourage agenda input, monitor productive meeting discussions, record meeting summaries and

arrange for office personnel to type and distribute meetings proceedings. Teachers' meetings will be scheduled during designated school time because these meetings are so valuable to student learning.

Finally, assigned meeting-chairs will conduct self-directed Professional Development (PD) workshops to develop the leadership skills needed to consummate productive teachers' meetings.

Note: Teacher meetings provide an opportunity for teachers to establish a feeling of belonging to a thriving cohort of professional associates. However, teacher meetings may be doomed because of inflexible attitudes. Obviously, all factors guaranteeing productive-solidarity meetings must be consummated.

Chapter 22

Principals' Call-to-Duty

The Principal's first call-to-duty is to identify, recruit, retain and inspire a common-bonded team of visionary teachers and a dedicated staff of support personnel.

The Principal's next call-to-duty is to consummate a safe, productive and reputable school environment wherein teacher morale is optimal, parents are satisfied, local school district superintendent is proud, and K-12 student learning potentiality is actualized.

School district Principals will form a professional association and conduct workshops to habituate the leadership skills needed to inspire a flourishing school environment respected by the community.

Principals need to introduce the schools within schools concept, appropriate student vocational training courses, paid internships, and consummate STEM course offerings.

Principals are the (CEO's) Chief Executive Officers of the school unit and inherit all related responsibilities.

Chapter 23

Student Self-Learning

Student self-learning requires students to physiologically activate their neurological pathways to the brain's higher mental centers where knowledge is assimilated. *Student Self-Learning* is a miraculous process by which students self-stimulate select brain neurons to make synaptic connections with other-related neurons, establish specific neural-brain-learning pathways and nurture the branches of the *learning tree*. This self-learning process is an invaluable component of K-12 learning neurogenics.

However, many students may not have had the opportunity to master the skills of self-learning. Consequently, many students may not be familiar with the review of literature procedures, the writing skills to tell a story, the time management experiences to stay on task, or the self-confidence to homeSTUDY on their own. As a result, teachers need to provide positive feedback to encourage students to accept these responsibilities for self-learning.

Part VIII

Part VIII will present a summary of K-12's learning potentiality.

Chapter 24: Summary

Chapter 25: Epilogue

Chapter 24

Summary

K-12 learning has the potentiality to *Minimize* the following determinants:

- chronic absenteeism, suspensions, expulsions, dropouts
- school resource police officer referrals
- juvenile incarcerations
- unemployment, homelessness, welfare
- National Debt
- alcohol, tobacco, vaping explorations
- obesity, sedentary lifestyles
- disruptive classroom behavior
- school violence
- bullying
- littering, illiteracy
- teacher burnout

K-12 learning has the potentiality to **Maximize** the following determinants:

- “desirable” classroom learning environments
- student cultural-support alliance
- student self-learning experiences
- teacher cultural support alliances
- competition in the global economy
- mental health

Chapter 25

Epilogue

K-12's projected 19,890 hours of student-learning time has the potentiality to maximize the nation's economy and societal well-being in accordance with evolving national needs and determine the destiny of the next generation.

Announcement

The following books may be downloaded free. Visit website:
frankrohter.com.

“K-12 Learning Potentiality,” Frank D. Rohter (2020)

“Ageing with Happiness,” Frank D. Rohter (2012)

“Happiness and Aristotle’s Truisms,” Frank D. Rohter (2008)

“Blue-Collar Ironman,” Michael O’Shaughnessy and
Frank D. Rohter (2006) – to be entered soon

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