OESIS-CERNET Beijing
March 25 – 26, 2017

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- NewSchool Insight Media (NSI)
March 25, 2017

Dear OESIS Beijing Participants:

Welcome to our 14th conference and our second in China. OESIS is a network that has established itself as the leading forum for innovative pedagogy and curriculum in the United States with more than 550 prestigious independent schools around the world that have attended our conferences. This is our third international conference and we are excited to build a global platform for the exchange of ideas and networking.

Our vision is to bring the “shared economy” mentality into schools globally by building networking as a core capability of schools and educators. This will enable schools to access innovative ideas quickly, to see outcomes in differentiated learning models in practice, and to break down deep rooted cultural resistance to change. The OESIS-XP solution you will hear about replaces the hub-and-spoke paradigms of the past and puts schools together cost effectively and collaboratively. The OESIS-X Synchronous Online Solution is another first-of-its-kind initiative, that is partnered with CERNET Education to bring ESL-supported U.S. credit courses to Chinese schools.

The widespread use of the U.S. curriculum in China, the significant access independent schools provide to U.S. colleges, the exploding growth in dual curriculum programs, all mean that we need to partner with each other more closely. That is the purpose, in essence, of our event here.

We are so grateful to Beijing No. 35 for hosting us and showcasing some of the best in innovation to be found globally.

Kind regards,

Sanje Ratnavale,
President, OESIS Group
**Registration**
Come to the Foyer to register and pick up your symposium name badge. Registration is open at 7.00 a.m. along with coffee and pastries.

**Name Badges**
For security reasons, please wear your name badge during the conference.

**Parking**
Parking is available at the school.

**Conference Location:**
Beijing No. 35 High School
Zhaodengyu Road
Xicheng District Beijing
Tel 86 (010) 66035300

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**Logistics and Map**

**Meeting Rooms**

**Keynotes**

**Meals**

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OESIS-CERNET Beijing

U.S. and Chinese Keynotes

**Saturday, March 25, 2017**

9.10 a.m. – 10.10 a.m.
*The Landscape of Innovative Education in the U.S. and China*

- **Sanje Ratnavale**
  - President
  - OESIS Group (CA)

- **Yidong Zhu**
  - President
  - CERNET Education (Beijing)

11.30 a.m. – 12.30 p.m.

- **Heather Hoerle**
  - CEO, The Enrollment Management Association (SSATB) (NJ)

- **Mr. Zengyi Zheng**
  - Vice-President of the China Association of Non-Government Education (CANE)

4.40 p.m. First Day Closing Keynote

- **Yue Wu (May)**
  - Founder and CEO
  - NewSchool Insight Media (Beijing)

- **Pei He**
  - Program Director
  - Department of Quality Assurance
  - CEAIE

**Sunday, March 26, 2017**

9.05 a.m. – 9.55 a.m.
*U.S. Keynote*

- **Emily McCarren**
  - Academy Principal (9–12)
  - Punahou School (HI)

- **Li Sun (Lily)**
  - Vice President of CERNET Education (Beijing)

11.30 a.m. – 12.30 p.m.

- **Libin Liu**
  - Deputy Secretary of Education Committee, Chaoyang District (Beijing)

- **Ray Ravaglia**
  - Founder, Stanford Online High School (CA)

3.30 p.m. Closing Keynotes

- **Jianmin Zhu (James)**
  - Principal, Beijing No. 35 High School

- **Dr. Zhimin Li**
  - Director-General of Science & Technology Development Center, MOE
OESIS-CERNET Beijing 2017 Presenters

March 25 – 26, 2017

**Matt Bavone**, U.S. Classics Teacher and Technology Integrator, St. Luke's School (CT)

**Abby Bielski**, Teacher, St. Luke's School (CT)

**Dr. Dengting Boyanton**, Dean, Tianli Educational Research Institute

**Brooke Buchanan**, Director of Positive Education, Harrow International School

**Michael Cahill**, Regional Director, National Geographic Learning (Tokyo, Japan)

**Carol Choong**, Director, China Initiatives, The College Board (NY)

**Christy Cleugh**, Ed.D, VP of Operations and Curriculum Development, Oaks Christian Online School (CA)

**Hui Ding** (Richard), Principal, C-UK College Shenzhen (Shenzhen)

**Yupei Duan**, Director of Middle School Division, Beijing No. 4 High School International Campus

**Carole J. Everett**, Executive Director, NJAIS (NJ)

**Brian Faulk**, Head, Division of Natural Sciences, Phillips Academy Andover (MA)

**Matthew Gibson**, Principal, Wisconsin International Academy (WIA)

**Mike Gwaltney**, PreK–12 English Department Chair, Oregon Episcopal School (OR)

**Pei He**, Program Director, Dept. of Quality Assurance, CEIAE

**Ted Hill**, President, Chadwick School (CA)/Chadwick Int’l School (Korea)

**Heather Hoerle**, CEO, The Enrollment Management Association (SSATB) (NJ)

**Peng Huang**, Vice Principal, Beijing No. 35 High School

**Eric Hudson**, Director of Teaching & Learning, Global Online Academy (WA)

**Mark W. Lauria** Ph.D., NYSAIS Executive Director (NY)

**Dr. Zhimin Li**, Director-General of Science & Technology Development Center, MOE

**Dr. Jinghua Liu**, SSAT Chief Testing and Research Officer, The Enrollment Management Association

**Kai Liu**, Principal, Shenzhen Arcadia Grammar School

**Libin Liu**, Deputy Secretary of Education Committee, Chaoyang District (Beijing)

**Steve Loy**, Head of School, Rutgers Prep (NJ)

**Emily McCarron**, Academy Principal (9–12), Punahou School (HI)

**Kevin Merges**, Executive Director of Global Education Programs, Rutgers Prep School (NJ)

**Glenn Milewski**, Chief Program Officer, ERB (Educational Records Bureau)

**Rena Mirkin**, Principal, Mass. Mayflower Prep School (MA)

**Marcus Muster**, Director of Technology and Math Instructor, The Kiski School (PA)

**Michael Nachbar**, Executive Director, Global Online Academy (WA)

**Kun Peng**, Chief Editor, Sina Education Channel

**Sanje Ratnavale**, President, OESIS Group (CA)

**Raymond Ravaglia**, Founder, Stanford University Online High School; Chief Learning Officer; Opportunity Education; Board Member, OESIS Group

**Patricia Roth**, Blended Learning Director Science Faculty, Indian Creek School (MD)

**William Scott (Bill)**, Chair, Department of Mathematics, Statistics, and Computer Science, Phillips Academy Andover (MA)

**Judith Sheridan**, NYSAIS Associate Director for Evaluation and Accreditation (NY)

**Guopeng Shi** (Michael), Headmaster, Beijing No. 4 High School International Campus (Beijing)

**Melinda Skrade**, President, PIUS XI Catholic High School (WI)

**Dr. Blake Spahn**, Vice Chancellor, Dwight Global Online (NY, London, Seoul, Shanghai, Dubai)

**Gideon Stein**, CEO, LightSail Education

**Li Sun** (Lily), Vice President of CERNET Education (Beijing)

**George Swain**, Ph.D., NYSAIS Associate Director for Evaluation and Accreditation (NY)

**Barbara Swanson**, NYSAIS Associate Director for Professional Development (NY)

**Wai Tak Tam** (Francis), Sales Director, Panopto

**Zengyi Zheng**, Vice-President of the China Association of Non-Government Education (CANE)

**Hongsheng Zhu**, (Steven) Principal, Hailiang Foreign Language School

**Jianmin Zhu**, (James), Principal, Beijing No. 35 High School

**Yidong Zhu**, President, CERNET Education (Beijing)

**Shiwei Zuo**, Director of Students Activity Office, Beijing No. 4 High School International Campus

**Wenfan Yan**, Lifetime Professor; Department of Leadership in Education, University of Massachusetts (MA)

**Li Zhang**, President, Shunmai Huamei International School

**Zhanbao Wang**, Founder and Principal, Nanjing Haikai Academy

**Hao Wu**, Assistant Principal, Beijing No. 35 High School (Beijing)

**Yue Wu** (May), Founder and CEO, NewSchool Insight Media (Beijing)

**Wei Xiong** (Ellen), Director, School Cooperation Dept., CERNET Education

**Anfu Xu**, General Principal, Zhuo Tong Education Group

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**Shiwei Zuo**, Director of Students Activity Office, Beijing No. 4 High School International Campus
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<td>9.10 a.m. – 10.10 a.m.</td>
<td>The Landscape of Innovative Education in the U.S. and China</td>
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<td>10.30 a.m. – 11.20 a.m.</td>
<td>Classes &amp; Approaches of the Future</td>
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<td>A2 OESIS-X Sheltered Pre-Calculus, The Kiski School (PA)</td>
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<td>A3 Humanities &amp; Makerspaces, St. Luke’s School (CT)</td>
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<td>A4 Innovation Lab Research, Beijing No. 35 High School (Beijing)</td>
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<td>A6 OESIS-X 9th &amp; 10th Grade Science, Indian Creek School (MD)</td>
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<td>A8 STEAM in K–12, University of Massachusetts, Boston (MA)</td>
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<td>12.30 p.m. – 1.30 p.m.</td>
<td>Lunch, School Tours and Expo</td>
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<td>1.30 p.m. – 2.20 p.m.</td>
<td>Blended &amp; Online Partnerships &amp; Programs</td>
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<td>B4 Dwight Global Online (NY, London, Seoul, Shanghai, Dubai)</td>
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<td>B6 Tianli Education Research Institute (Sichuan)</td>
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<td>C2 Training the Next Generation, Chadwick School (CA)</td>
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<td>C3 OESIS-XP: Unlimited Participation PD with U.S. Innovators Online</td>
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<td>C4 Professional Development 2.0, NYSAIS (NY)</td>
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<td>C5 Sharing Innovation in Educational Practice, Rutgers Prep School (NJ)</td>
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<td>C6 Pedagogy in International &amp; Chinese Course Integration, C-UK College</td>
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<td>C7 AP Courses Teacher Training Programs, The College Board (NY)</td>
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<td>3.40 p.m. – 4.30 p.m.</td>
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<td>D6 Medical Problem Solving, Global Online Academy (WA)</td>
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<td>D7 Positive Education, Harrow International School (Beijing)</td>
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<td>D8 OESIS-X American Story, Oregon Episcopal School (OR)</td>
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<td>4.40 p.m. – 5.30 p.m.</td>
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<td>Yue Wu (May), Founder and CEO, NewSchool Insight Media (Beijing)</td>
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<td>Pei He, Program Director, Department of Quality Assurance in CEAIE</td>
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<td>5.30 p.m. – 8.00 p.m.</td>
<td>Dinner (5.30 p.m.–7.00 p.m.) &amp; Concert (7.00 p.m.–8.00 p.m.)</td>
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<td>9.00 a.m. – 9.05 a.m.</td>
<td><strong>Opening</strong> &lt;br&gt;Sanje Ratnavale, OESIS Group (CA)</td>
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<td>9.05 a.m. – 9.55 a.m.</td>
<td><strong>Keynotes</strong> &lt;br&gt;Emily McCarren, Academy Principal (9–12), Punahou School (HI) &lt;br&gt;Li Sun (Lily), Vice President, CERNET Education (Beijing)</td>
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<td>9.55 a.m. – 10.10 a.m.</td>
<td><strong>CERNET Education Digital Education Welfare Project Launch Ceremony</strong></td>
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<td>10.10 a.m. – 10.30 a.m.</td>
<td><strong>Tea Break</strong></td>
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<td>10.30 a.m. – 11.20 a.m.</td>
<td><strong>Innovation in Education</strong> &lt;br&gt;E1 Beijing No. 35 High School (Beijing) &lt;br&gt;E2 Beijing No.4 High School International Campus (Beijing) &lt;br&gt;E3 Zhongshan Whampoa International Education (Guangzhou) &lt;br&gt;E4 Zhuotong Education Group (Sichuan) &lt;br&gt;E5 Hailiang Foreign Language School (Zhejiang) &lt;br&gt;E6 National Geographic Learning &lt;br&gt;E7 PIUS XI Catholic High School &lt;br&gt;E8 Nanjing Haikai Academy</td>
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<td>11.30 a.m. – 12.30 p.m.</td>
<td><strong>Keynotes</strong> &lt;br&gt;Libin Liu, Deputy Secretary of Education Committee, Chaoyang District (Beijing) &lt;br&gt;Ray Ravaglia, Founder, Stanford Online High School (CA)</td>
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<td><strong>Lunch, School Tours and Expo</strong></td>
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<td>1.30 p.m. – 2.30 p.m.</td>
<td><strong>Heads and Principals Panels</strong> &lt;br&gt;F1 Panel of Chinese Principals &lt;br&gt;F2 U.S. Heads of Schools Ignite Keynotes (15-minute each) &lt;br&gt;- Steve Loy, Head of School, Rutgers Prep (NJ) &lt;br&gt;- Rena Mirkin, Head of School, MMPS &amp; MAIA (MA) &lt;br&gt;- Ted Hill, President, Chadwick School (CA)/Chadwick Int’l School (Korea) &lt;br&gt;F3 Panel on Accreditation, NYSAIS (NY), NJAIS (NJ) and Rutgers Prep (NJ)</td>
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<td>2.40 p.m. – 3.30 p.m.</td>
<td><strong>Associations, Exchange and Cooperation</strong> &lt;br&gt;G1 Wisconsin International Academy (WI) &lt;br&gt;G2 ERB (NY) &lt;br&gt;G3 NYSAIS (NY) &lt;br&gt;G4 The Enrollment Management Association (SSATB) (NJ)</td>
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<td>3.30 p.m. – 4.30 p.m.</td>
<td><strong>Closing Keynotes</strong> &lt;br&gt;Jianmin Zhu (James), Principal, Beijing No. 35 &lt;br&gt;Zhimin Li, Director-General, Science &amp; Technology Development Center, Chinese Ministry of Education</td>
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<td>4.30 p.m. – 4.45 p.m.</td>
<td><strong>Closing Photo and Tea</strong></td>
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# Lexicon of 21st Century Education

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<th><strong>Adaptive Learning</strong></th>
<th>Intelligent textbook type environments where student progress is dynamically delivered based on their responses to the coursework.</th>
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<td><strong>Asynchronous</strong></td>
<td>Self-paced online courses usually supplemented with designated online time with teachers for scaffolding.</td>
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<td><strong>Blended</strong></td>
<td>Blended classes offer a combination of formal and informal learning online and on campus where the student has a degree of autonomy over where and when he or she completes part of the course.</td>
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<tr>
<td><strong>Competency</strong></td>
<td>Unitization of content and skills, in particular, into standards attributable to components of instruction and learning.</td>
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<tr>
<td><strong>Design Thinking</strong></td>
<td>These classes use collaborative, problem-based, empathy-driven approaches to critical thinking and creativity.</td>
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<td><strong>Flipped</strong></td>
<td>Using videos and other digital content to deliver lectures previously delivered in class to be consumed at home or out of class. This provides class time for more personalized instruction.</td>
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<tr>
<td><strong>Flex</strong></td>
<td>Used to refer to data-driven instructional environments, popular in Charter Schools (akin to Academies) where students generally pace themselves through online material. Online learning takes place in large library-type environments at school with teacher supervision for breakouts and scaffolding as they see students struggling.</td>
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<tr>
<td><strong>MOOCs</strong></td>
<td>More like course work rather than “classes,” MOOC stands for Massively Online Open Courses, and have been pioneered by higher education institutions.</td>
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<tr>
<td><strong>Maker Movement</strong></td>
<td>The increasing emphasis on hands-on creativity in class environments using technology such as 3-D printers, robotics and engineering.</td>
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<tr>
<td><strong>Online</strong></td>
<td>These classes include real-time seminars and self-paced options.</td>
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<td><strong>PBL</strong></td>
<td>Project-Based Learning or Problem-Based Learning</td>
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<td><strong>SPOCS</strong></td>
<td>Small Private Online Classes emerging as an independent school alternative to MOOCs.</td>
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<td><strong>STEAM</strong></td>
<td>Science Technology Engineering Arts &amp; Math</td>
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<tr>
<td><strong>Synchronous</strong></td>
<td>Real-time classes held online</td>
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</table>
Sanje Ratnavale is the President and Co-Founder of the OESIS Group. He has held senior administrative positions at independent schools including Associate Head of School at a K-12 school for seven years and High School Principal for three years. Sanje has taught Latin and History at the High and Middle School levels. His educational career spans both British (Windlesham House School in Sussex) and American (Marlborough School and Sierra Canyon School in L.A.) independent schools, schools that are boarding, single-sex and co-ed institutions respectively. He was one of three founding administrators and the financial architect of a new greenfield non-profit independent school built on the outskirts of Los Angeles which grew into a K-12 institution with 850 students, a 35-acre campus, and $80 million in assets during his seven-year tenure. Sanje led the raising and management of $60 million for the project from investors. Prior to making a switch to education, Sanje spent 15 years in venture capital, investment banking and senior C-level management. He was educated at Christ Church, Oxford University (B.A. and M.A. in Jurisprudence) and the British independent school system (Harrow School). Sanje lives with his family in Los Angeles.

Yidong Zhu is now the President of CERNET Education, and also General Manager of CERNET Investment Corporation. He was General Manager of Tsinghua Investment Management Corporation from 1999 to 2001, Capital Operation Director of CERNET Corporation from 2001 to 2006, and Deputy General Manager of CERNET Investment Corporation from 2003 to 2007. He earned a MBA degree from Tsinghua University. CERNET (China Educational and Research Network) is China’s first and largest national academic Internet backbone, and currently the second largest network backbone in China. CERNET is supported by the Chinese government and directly managed by the Ministry of Education. Its clients include more than 2,000 universities, research institutions, and education centers, reached by more than 25 million end users.

CERNET Education is the biggest subsidiary Corp. of CERNET. It has been focusing on international and online education since its inception. Its infrastructure in both China and the U.S. has enabled thousands of students to participate in U.S. schools.
Our Classes of the Future are designed to get you close to innovation. We have asked these educators to share their thinking processes in designing new solutions to advancing learning. We asked them to talk both tactically at a granular level, and strategically at a higher programmatic level, about curricular and pedagogical opportunity. We encourage our speakers to talk about their failures and successes.

**A1 AP Calculus Hybrid Class, Phillips Academy Andover (MA)** Location: Zhicheng Forum

**Description:** This session discusses the development of a new instructional model where the lead teacher is remote and the students are together in a traditional classroom setting. This session will focus on a hybrid AP Calculus course with a rich blend of online resources, including Khan Academy exercises and Phillips Academy instructional videos.

**Innovation Attributes:** Blended, Online, Constructivist, STEAM

**Grade Level:** High School

William Scott (Bill)
Chair, Department of Mathematics, Statistics, and Computer Science
Phillips Academy Andover (MA)

**A2 OESIS-X Sheltered Pre-Calculus, The Kiski School (PA)** Location: Room B106

**Description:** This sheltered Pre-Calculus course on OESIS-X reviews and builds on the skills learned in Algebra II. Through the extensive use of technology, graphing, and real-world modeling students not only strengthen their algebraic skills, but begin to prepare for the rigors of Calculus. Topics covered include functions, trigonometry, polynomials, exponentials, logarithms, inequalities, systems, and sequences. As a sheltered course, extensive focus is given to improving mathematic-specific vocabulary along with the overall goal of improving English language proficiency. Marcus has been a member of The Kiski School since 1987 and teaches all levels of Math and Computer Science. Currently, Marcus serves as the Director of Technology, a position he has held since 1994. His contributions to the advancement of the Kiski Campus are numerous, with one of his largest achievements being the implementation of a laptop for every student on campus beginning in 1997. He is the first Kiski faculty member to offer a virtual course in 2009, in which he taught Pre-Calculus synchronously using Adobe Connect.

**Innovation Attributes:** Blended and Online

**Grade Level:** High School

Marcus Muster
Director of Technology and Math Instructor
The Kiski School (PA)
A3 Humanities & Makerspaces, St. Luke’s School (CT)

Description: This presentation will display hands-on projects that meld humanities curricula with makerspace technology, innovative software, and other low-tech tactile methods while simultaneously leveraging students’ interest in pop culture. The session will share several projects that have been done with students over the past two years including smelting period-accurate coins, using simple 3D printing software to recreate Ancient Rome, program Mario-like video games inspired by the Epic of Gilgamesh, and the use of social media platforms such as Snapchat, Twitter, and Instagram to immerse students in the ancient world. Hear how these projects were made possible on the academic tech end and discuss the pedagogy behind using such projects, especially at the non-honors level.

Innovation Attributes: Tech Tools, Maker Spaces, PBL

Grade Level: High School

A4 Innovation Lab Research, Beijing No. 35 High School

Description: Peng Huang, a High School Senior Teacher, graduated from Department of Physics, Capital Normal University in 1992 and joined Beijing No. 35 High School in the same year. He had served successively as high school physics teacher, teacher in charge of a grade, and director of the Office of Academic Affairs. He is elected as the physics subject leader of Xicheng District and an excellent-young-backbone teacher of Beijing. Peng has been working as the vice principal of Beijing No. 35 and focusing on the high school department since 2008, leading the comprehensive reform in curriculum and teaching fields of the school.

The speech will introduce Innovation Lab in Beijing No. 35 by cooperating with many universities and the Chinese Academy of Science, and how to cultivate excellent innovation talents.

Innovation Attributes: 

Grade Level: High School

A5 Mastery-Based Classes, Punahou School (HI)

Description: In this session, we examine the opportunities of assessing learning progression through mastery. Dr. Martin Luther King Jr. famously said, “The function of education is to teach one to think intensively and to think critically. Intelligence plus character — that is the goal of true education.” Our current educational model and climate focuses on a narrow definition of success measured by outcomes used in the admissions process to higher education. This framework is coming under increasing scrutiny for its detrimental impact on both our students’ well being, and their access to environments that promote meaningful, enduring and transferable learning. This is creating the way for a model based on student mastery as opposed to traditional Carnegie units. This session will explore how this conversation and transformation is happening at a school level as well as describe opportunities to collaborate for the collective and shared change we seek in our schools.

Innovation Attributes: Mastery, Competency, Cross-Curricular Skills, Proficiency

Grade Level: High School
A6 **OESIS-X 9th & 10th Grade Science**, Indian Creek School (MD)  **Location:** Room C201

**Description:** This course examines fundamental theories and principles that span core scientific classes such as Biology, Chemistry, and Environmental Sciences. While paced to support comprehension by English learners, students in this course will be expected to read technical material, discuss scientific principles, and communicate their scientific findings in written and oral formats. The exploration of over-arching theories is designed to improve creative and critical thinking skills. Students will apply these skills throughout the course in oral presentations and written lab reports traditionally used as assessments in U.S. high schools and universities. Blended Learning at Indian Creek (BLinc) has moved beyond the program’s original goal of expanding and enhancing curriculum to include one of fostering community. As more and more students participate in our program, we continue to build a course catalog based on input from students, parents, and teachers.

**Innovation Attributes:** Online, Blended, Sheltered,

**Grade Level:** High School

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A7 **OESIS-X Sheltered English Intensive Online 9th/10th**  **Location:** Room C202

**Oaks Christian Online School** (CA)

**Description:** Oaks Christian Online School, which is located in southern California, serves more than 1,500 students each year. It has developed 65 online courses that reflect a rigorous college preparatory curriculum that incorporates a Christian worldview. All courses are accredited by WASC, SAIS, NCAA and are UC approved. The school serves full- and part-time students around the world who have matriculated to top universities in the United States. Oaks Christian Online School offers a year-long sheltered English Intensive course designed to give students a comprehensive introduction to English composition. While the core emphasis of the course is placed on grammar, mechanics and writing, students are taken on a literary journey reading classic literature.

**Innovation Attributes:** Online, Blended, Sheltered, ESL

**Grade Level:** High School
In September, OESIS is launching a global school-to-school network to enable prestigious U.S. independent schools to offer ESL and Bridge high school courses online in China in partnership with CERNET Education.

- Diploma-credit carrying online courses from elite U.S. independent schools
- High School Accredited Courses that are tailored for ESL Learners
- Quality live instruction from teachers at elite U.S. independent schools
- A Technology Platform Shared by a Network of Schools
- A School to School Strategy — China School to U.S. School
- Strong China Side Partners for Support
- Teacher comments at the end of each semester with Transcript

Wenfan Yan, a Lifetime Professor, Professor of Department of Leadership in Education, and Doctoral supervisor at University of Massachusetts in Boston, is a Chinese American. He studied at State University of New York at Buffalo. In 1991, he received a Doctorate degree in Education Psychology; his graduation thesis was awarded by American Psychology Association as the best paper. In 2003 and 2005, Yan received the senior Fulbright scholar award, and he went to China to give lectures and to be engaged in cooperative research. As a chairman of the former national education database research branch, a Fulbright scholar and a deputy editor of Education Science Fine Materials, he studied and researched in Education Science. Professor Yan has been specially appointed as an expert in BNU and ECNU, and has participated in education practice research in both China and the United States. Yan has made outstanding contributions enhancing education development and leadership in China and the United States. In addition to serving as a leader of the Department of Leadership Education at the University of Massachusetts, he is the founder of the Comparative Education Department and Leadership Training Center of China and the United States. In the future, STEAM in K–12 in the U.S. can bring us much enlightenment and inspiration in solving many difficult education questions and problems, such as integration of different subjects, knowledge and ability, deep learning, training and evaluation of innovation and critical thinking, etc.
United States Keynote
Heather Hoerle

Heather Hoerle became the executive director of The Enrollment Management Association in 2011. The Association provides unparalleled leadership and service including the Secondary School Admission Test (SSAT), in meeting the admission assessment and enrollment needs of more than 900 independent schools in the U.S., Canada and worldwide. A thought leader in enrollment management, Heather commissioned the first special committee on the future of assessment and leads the charge to reposition the work of enrollment management as both strategic and foundational to institutional success.

Heather’s career began in independent schools as an administrator, student advisor, and teacher at George School (PA) and Westtown School (PA). She then embarked on a successful 23-year tenure in leadership roles with two of the world’s largest nonprofit independent school associations: first as associate director of The Association of Boarding Schools (TABS), then as director of admission and marketing services for The National Association of Independent Schools (NAIS), leading to a vice presidency at NAIS overseeing membership, corporate affiliations, customer service, and the annual NAIS Conference.

Chinese Keynote
Zengyi Zheng

Key Competencies, Curriculum Reform, and Law on the Promotion of Private Education

Zengyi Zheng served as the former Deputy Director of the Department of Basic Education at Chinese Ministry of Education. He is currently the Vice Chairman of the China Association of Non-Government Education (CANE) and Director-General of its division, Primary and Secondary Education Committee (PSEC). He serves as Executive Director of the Chinese Society of Education (CSE) and the Executive Associate Director of Beijing Modern School Network Education Institute (BMSNEI). He is also an Educational Inspector at the Chinese Ministry of Education.

Heather holds a BA in art history from Mount Holyoke College and a Master’s of education in educational administration from Harvard University. She has been a board member for Westtown School (her alma mater) and is presently a trustee for the National Business Officers Association, Princeton Academy of the Sacred Heart, and New Jersey Association of Independent Schools.
Session B: Saturday, 1.30 p.m. – 2.20 p.m.

B1 Online Sheltered Courses and OESIS-X

Description: Chinese students can now take quality high school courses from elite U.S. independent schools and their teachers without leaving China. Hear about this new model enabled through the OESIS-CERNET collaboration. OESIS-X courses are regular high school courses that are adapted for online and ESL levels. Students take the online courses at their Chinese schools and receive a valuable diploma credit for each course issued by the partner U.S. schools. These diploma credits appear on a transcript that other U.S. schools and colleges generally recognize and accept. For Chinese schools these courses provide not only qualification for high school diplomas, but also give students looking to enter a U.S. high school or college evidence that they are capable of participating well on arrival.

Location: Zhicheng Forum

Sanje Ratnavale
President
OESIS Group (CA)

Ray Ravaglia
Founder, Stanford Online High School (CA)

Li Sun (Lily)
Vice President
CERNET Education

B2 CERNET Education Blended Learning

Location: Room B106

Wei Xiong (Ellen)
Director
School Cooperation Dept.
CERNET Education

Wei (Ellen) Xiong is the Director of School Cooperation Department, and former Director of Program Development Department in CERNET Education. She graduated from Peking University with a major in Chemistry. She is the coordinator of OESIS-CERNET cooperation, and co-organizer of the OESIS-CERNET conference in Shanghai and Beijing. She is also in charge of the product and marketing of International Pathway Program (IPP), Massachusetts Mayflower High School Credited Courses and CloudClass.

Wei Xiong will discuss how CERNET uses blended learning concepts and practices in IPP, CloudClass, and Academic English courses with a deep understanding of regular Chinese students’ and schools’ needs.
**Blended Online Partnership Programs**

**Session B: Saturday, 1.30 p.m. – 2.20 p.m.**

**B3 Competency-Based PD, Global Online Academy (WA)**

**Description:** How might teachers learn in a way that both values their expertise while immersing them in experiences that embody the skills necessary for modern learning? We recognize that valuable professional development is teacher-centered, job-embedded, and relevant. This presentation will talk about how leveraging online learning for competency-based PD offers the teacher the kind of personalized and engaging learning that we also want for our students. Hear about the Global Online Academy’s micro-competency PD program (new in 2016) as an example and frame. The presentation will share the driving questions, research, and design principles that drove GOA to redesign its PD program.

**Location:** Room B108

**Eric Hudson**  
Director of Teaching & Learning  
Global Online Academy (WA)

**Michael Nachbar**  
Executive Director  
Global Online Academy (WA)

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**B4 143 Years, Five Campuses, One Cloud: Into a New Century of Global Education, Dwight Global Online**

**Description:** This session will focus on the development of a new paradigm in cloud-based education. Dwight Global will offer more than any other current online high school. The students will have more personalized learning opportunities than their peers who are studying at Dwight's bricks-and-mortar campuses.

**Location:** Room C101

**Dr. Blake Spahn**  
Vice Chancellor  
Dwight Global Online  
(NY, London, Seoul, Shanghai, Dubai)
Session B: Saturday, 1.30 p.m. – 2.20 p.m.

B5 Interactive Videos Enhance Teaching Efficiency, Panopto (China) Location: Room C103

**Description:** Wai Tak Tam grew up in California and graduated from the University of Washington with a full scholarship. He participated in the 2000 Olympic swimming player selection in the U.S. He has been working in China for the past decade, focusing on education training for the past three years. He hopes to influence the next generation by investing in education. Panopto is a video platform built for the specific needs of businesses and universities. Since its founding in 2007, it has built a video platform that any employee, instructor, and student can use regardless of their prior experience. Panopto is developed at Carnegie Mellon University and trusted by over 600 institutions worldwide. It provides: video searching, flipped classroom, campus Youku, lecture capture, training and onboarding, etc.

Wai Tak Tam (Francis)
Sales Director
Panopto
Research Institute
(Greater China)

B6 Tianli Education Research Institute (Sichuan) Location: Room C201

**Description:** Science and technology have become integral components of modern education, and are deeply integrated into common teaching and teaching methods. Although students are very familiar with and rely on science and technology, when implementing online teaching and mixed teaching, two deficiencies often occur related to the learning community and enhancing learning motivation. This session will introduce interacual theory from the perspective of the interdisciplinary theory of educational psychology and the successful application of the theory of interdependence in the mixed teaching of Long Island University School of Education in New York. This presentation will also provide practical practice and theoretical guidance of interdisciplinary theory in mixed teaching.

Tianli Educational Research Institute (TERI) is the newly established research center under Tianli Educational Group. It is dedicated to developing the most advanced, scientific, standardized, systemic education philosophy and methodology through thorough and rigorous research, to provide all the Tianli schools with innovative, scientific, efficient and implementable teaching and school-operation methods, and to forge a world-known brand of fundamental education. Tianli Educational Research Institute takes root in China while having a global perspective. Taking a long-term and broad view, Tianli Educational Research Institute aims for hundreds of years of development.
B7 Online Adaptive Literacy Platforms for Reading & Vocabulary

LightSail Education

**Description:** In order to perform at the highest levels academically, students need to acquire sophisticated vocabularies and be able to grapple with complex texts. Exposure to a broad range of informational texts as well as fiction is essential for building robust vocabularies and deepening students’ understanding across a range of subjects. Similarly, demonstrating mastery of the English language on the TOEFL, SSAT and ISEE requires more than just basic “test prep.” Students who read consistently, including a healthy dose of non-fiction content, can dramatically improve their performance on U.S.-based admissions tests, while gaining confidence and proficiency in English.

LightSail’s adaptive literacy platform worked with MetaMetrics to develop an assessment to determine each student’s Lexile baseline. From there, LightSail creates a customized library of engaging books, texts and articles that are “just right” for each student. Assessments embedded directly in the texts determine when students are ready to move up to the next Lexile range, and the library automatically adapts and grows with the student.

In a 2016 study, Johns Hopkins University found that students reading as little as 30 minutes a day on LightSail experienced nearly three years’ worth of literacy growth in a single year.

**Gideon Stein** is the Founder and CEO of LightSail, the adaptive reading platform that helps students, classrooms, and school districts exceed their literacy goals.
Session C: Saturday, 2.30 p.m. – 3.20 p.m.

C1 Competency-Based PD, Global Online Academy (WA)  

Description: How might teachers learn in a way that both values their expertise while immersing them in experiences that embody the skills necessary for modern learning? We recognize that valuable professional development is teacher-centered, job-embedded, and relevant. This presentation will talk about how leveraging online learning for competency-based PD offers the teacher the kind of personalized and engaging learning that we also want for our students. Hear about the Global Online Academy’s micro-competency PD program (new in 2016) as an example and frame. The presentation will share the driving questions, research, and design principles that drove GOA to redesign its PD program.

Eric Hudson
Director of Teaching & Learning  
Global Online Academy (WA)

Michael Nachbar
Executive Director  
Global Online Academy (WA)

C2 Training the Next Generation — Interns, Student Teachers, and Administrators  

Chadwick School (CA)

Description: The Chadwick International Intern programme focuses on mentoring young teachers, fresh with new ideas and dreams, to become experienced teachers who successfully begin their careers at Chadwick. These interns have subsequently found excellent teaching positions around the world, and are wonderful Chadwick ambassadors.

We also host student teachers for their observations and practicums from highly regarded universities such as George Mason, Ryerson, USC’s Rossier School of Education, KNUE and GNUE. These student teachers also bring us the latest research about education, and in turn share their Chadwick experience with their universities.

A third strand is our day-long programs for Korean public school administrators, in conjunction with the Korean Ministry of Education. Through these opportunities, we are able to affect the education of hundreds of children who will never attend our school.

Ted Hill
President, Chadwick School (CA)/Chadwick Int’l School (Korea)
Session C: Saturday, 2.30 p.m. – 3.20 p.m.

C3 OESIS-XP: Unlimited Participation PD with U.S. Innovators Online

Description: Hear about the launch of OESIS-XP, the first independent school fixed-price and unlimited-participation solution for Teacher and Trustee Professional Development. It is also the first that offers broad exposure to Innovation at independent schools. After five years building our network, OESIS-XP is taking the 550 network schools online in a program of 225–250 Sessions open to all member schools at a fixed annual price of $50 per faculty member enrolled, with a minimum of 30 teachers per school. The program will be led by our growing cohort of Network Leaders. We are also offering an equivalent program for Trustees.

Location: Zhicheng Forum

Sanje Ratnavale
President
OESIS Group (CA)

C4 Professional Development 2.0: Partnerships For Disruptive Change

New York State Association of Independent Schools (NYSAIS-NY) Location: Room C101

Description: The New York State Association of Independent Schools believes that by creating an environment where school leaders are encouraged to understand and flourish in the rapidly evolving synchronous and asynchronous educational landscape they will develop the necessary professional skills to implement and exploit the vast potential of online learning for their students. This session will explore the ways in which our statewide association has used emerging technologies and strategic partnerships to enhance learning and leadership development.

Mark W. Lauria
Ph.D.
NYSAIS Executive Director

George Swain
Ph.D., NYSAIS Associate Director for Evaluation and Accreditation

Barbara Swanson
NYSAIS Associate Director for Professional Development

We will explore how recent initiatives, such as our strategic partnership with the Hybrid Learning Consortium, and the creation of other hybrid and online professional development offerings, build upon a long history of successful professional learning in the face-to-face realm to meet the changing needs of our member schools. This presentation will explore several professional development forums that not only expand individual learning, but also build community.
Session C: Saturday, 2.30 p.m. – 3.20 p.m.

C5 Sharing Innovation in Educational Practice
Rutgers Prep School (NJ)

**Location:** Room C103

**Description:** Independent schools have centuries of experience that can be shared with schools around the world. Global populations are growing faster than the rate of new teachers and administrators. Schools market their unique programs to prospective students. Schools can increase revenue by marketing their unique understanding of education to emerging educational programs.

Kevin Merges
Executive Director of Global Education Programs
Rutgers Prep School (NJ)

C6 Pedagogy in International Course and Chinese Course Integration
C-UK College Shenzhen (Shenzhen)

**Location:** Room C201

**Description:** Hui Ding has been working in education for two decades, and has been focusing on research and development of international education including international schools, curriculum, student management and teacher training. His positions include serving as a specialist of China Advisory Committee of University of Vermont, School Cooperation Partner of UK Concord College, and Partner of U.S. Spiral International. He was Director of International Education Exchange Center of Beijing Continuing Education Net, CEO of Beijing Cybernaut Investment Company. He was the Founding Principal of international course programs in Shenzhen Cuiyuan High School, Shenzhen Guangming Senior High School, Guangzhou Foreign Language School, High School attached to Jilin University, Foshan Nanhai Zhixin Middle School and Nanning No.3 High School.

C-UK College Shenzhen, the first internationalized non-government school, provides K–12 education for more than 2,400 students. Principal Ding believes it is particularly important to explore the international education curriculum and student management with Chinese characteristics since international education is flourishing in China. By sharing the understanding of the latest curriculum reform information of the Ministry of Education, he will talk about the types of curriculum suitable for Chinese students, how to set up curriculum to meet students’ needs, the goals of education, how teachers can adapt to the new curriculum, and the importance of student management in international schools.

Hui Ding (Richard)
Principal
C-UK College Shenzhen (Shenzhen)
C7 AP Courses Teacher Training Programs
The College Board (NY)

Description: Carol Choong, Director of China Initiatives at the College Board, is responsible for the strategies and implementation of the College Board’s programs and services in China, especially with regard to the AP Program® in secondary schools in China. Choong represents the College Board’s programs and services in China, carries out operational details, supervises all the AP professional development and other College Board events in China, develops and manages outreach efforts to schools, educators, students and parents in China, and manages communications related to programs in China.

The College Board, based in New York, is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world’s leading educational institutions and is dedicated to promoting excellence and equity in education.

Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

The topic of Carol’s presentation is: AP Teacher Training and Other Available Resources by the College Board. This presentation provides an overview of the College Board’s AP Courses and Exams, explains how schools and teachers can prepare for teaching AP courses, walks through different types of AP teacher training opportunities and how to participate, as well as find out some other resources that teachers can access for free. The information is suitable for schools with existing AP programs and also schools that may consider offering AP courses to their students in the future.
**Session D: Saturday, 3.40 p.m. – 4.30 p.m.**

**D1 OESIS-X Blended Languages, St. Luke’s School (CT)  Location: Zhicheng Forum**

**Description:** St. Luke’s School (CT) runs one of the leading Blended Language Programs at an independent school in the U.S. and has been doing so for over five years. Hear about the strategies, scheduling and tools employed to change the learning environment into a more personalized and differentiated paradigm that benefits school and student.

**Matt Bavone**
U.S. Classics Teacher and Technology Integrator
St. Luke’s School (CT)

**Innovation Attributes:** Blended
**Grade Level:** High School

**D2 PreK–Grade 4 Blending & Enrichment  Location: Room B106**

**Indian Creek School (MD)**

**Description:** Blended Learning can start at very young ages and Indian Creek School’s programs have won national awards at the Elementary School level. Students are immersed in a variety of math, science, literacy, and art concepts that strengthen their ability to problem-solve and think creatively. Courses such as Junior Engineers, Zany Zoology, and Pint-Sized Programming run for eight weeks with each week introducing new themes and projects. The format encourages students to explore independently and incorporates a weekly face-to-face meeting where they can work on group projects and/or directed centers.

**Patricia Roth**
Blended Learning Program Co-Director
Indian Creek School (MD)

**Innovation Attributes:** Blended
**Grade Level:** Elementary School
Session D: Saturday, 3.40 p.m. – 4.30 p.m.

D3 Performing Arts, NJAIS (NJ)

Description: In this session you will hear from the former Director of Admissions of The Juilliard School and author of The Performing Art Major's College Guide (Simon and Schuster/Arco) and The Guide to Performing Arts Programs (Random House). As one of the leaders also in the accreditation world she sees many Performing Arts programs at schools. This session will also consider when working with a student talented in dance, drama, or music how schools might counsel them for future college, university, or conservatory study; how they should spend their summers; and what repertoire they should prepare for auditions.

Innovation Attributes: Creativity

Grade Level: High School

Carole J. Everett
Executive Director
NJAIS (NJ)

D4 Re-Imagining Chemistry, Phillips Academy Andover (MA)

Description: In this session, you will hear about two blended learning initiatives in Andover’s chemistry department. The first focuses on the development of a free chemistry textbook (available on iBooks) that incorporates video tutorials as well as lab modules designed to flip the classroom. In addition, we will highlight our work towards a hybrid summer course for rising eighth graders focusing on the scientific method through the lens of food chemistry. Strategies and best-practices for classroom teachers will be emphasized.

Innovation Attributes: Blended, Online

Grade Level: Middle School, High School

Brian Faulk
Head, Division of Natural Sciences, Phillips Academy Andover (MA)
Session D: Saturday, 3.40 p.m. – 4.30 p.m.

D5 Middle School Civics PBL
Beijing No. 4 High School International Campus

**Location:** Room C103

**Description:** Yupei Duan will introduce compulsory courses, elective courses (second foreign language, such as Spanish and French, structural engineering, and global scholar), SDP courses (before study abroad), and STEAM courses. Then Shiwei Zuo will introduce the course without wall program, explaining its history, camp education, architectural course and wildlife trade.

Duan is a Science Teacher, part-time Biology Teacher on ZGJAYAN.com, Advisor of Beijing Teenager Science and Technology Club. He is keen on scientific communication and educational exploration, and has published many teaching articles in *China Teachers, Bulletin of Biology, Beijing Education,* etc.

Zuo received two Master’s degrees in outdoor education and European language from Sweden Linköpings University. She previously worked in the Outdoor Education Research Center of Beijing Fangcaodi International School and Sweden Linköpings University. She edited the *Climate Change — Teacher’s Guide to Teaching Activities, Proceedings of the Road to Sustainable Education Development* and other books, and she was also associate editor of the *Outdoor Education Course* published by Higher Education Press.

**Innovation Attributes:** PBL, STEAM, International

**Grade Level:** High School

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D6 Medical Problem Solving, Global Online Academy (WA)

**Location:** Room C201

**Description:** In this course students collaboratively solve medical-mystery cases, similar to the approach used in many medical schools. Students enhance their critical-thinking skills as they examine data, draw conclusions, diagnose, and treat patients. Students use problem-solving techniques in order to understand and appreciate relevant medical/biological facts as they confront the principles and practices of medicine. Students explore anatomy and physiology pertaining to medical scenarios and gain an understanding of the disease process, demographics of disease, and pharmacology. Additional learning experiences include studying current issues in health and medicine, building a community-service action plan, interviewing a patient, and creating a new mystery case.

**Innovation Attributes:** Online, PBL, STEAM

**Grade Level:** High School
Classes & Approaches of the Future

Session D: Saturday, 3.40 p.m. – 4.30 p.m.

D7 Positive Education, Harrow International School (Beijing)  Location: Room C202

**Brooke Buchanan**
Director of Positive Education
Harrow International School

**Description:** At Harrow Beijing we strive to unlock the academic and personal potential of every student. Educators in China and around the world are becoming aware that as young people are experiencing fast social and cultural change, traditional education methods need to be reviewed. Harrow Beijing is proud to be implementing an innovative approach for our students through Positive Education.

Leading scientists in Positive Psychology suggests that teaching Positive Education will have beneficial impacts on the development of a child’s personal wellbeing, increase their levels of happiness and satisfaction with life.

Through this innovative educational approach our students will develop a sense of purpose as they grow both personally and academically. Their interactions and relationships with peers, teachers and families will be the foundation upon which will develop the necessary skills to become academically successful.

Ultimately, our aim is for our students to FLOURISH in all aspects of their life as they take place amongst the leaders of tomorrow.

**Innovation Attributes:** Innovative Psychology  
**Grade Level:** High School

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D8 OESIS-X American Story, Oregon Episcopal School (OR)  Location: Room C203

**Mike Gwaltney**
PreK–12 English Department Chair
Oregon Episcopal School (OR)

**Description:** A blended online course, in which students from Oregon Episcopal School and Oregon Islamic Academy meet online for weekly lessons and discussions for 15 weeks, with four two-hour face-to-face sessions at one or both of the two campuses. The content of the course is characterized by the essential question “What is an American?” and allows for an investigation of the individual cultural uniqueness of each participant. The course has been remarkable in helping bridge two communities and in helping OES and OIA students see each other as allies in communities that are equitable and culturally competent. The students report in their reflections and course evaluations that the online element has been key to building relationships and understanding.

**Innovation Attributes:** Blended and Online  
**Grade Level:** High School
First Day Closing Keynote

Saturday, 4.40 p.m. – 5.30 p.m.

Location: Zhicheng Forum

Four Decades of International Education in China

Yue Wu (May)

Yue Wu (May), the founder and CEO of NewSchool Insight Media (Beijing), will introduce the development of international education in China in four decades, and briefly review the important things in 2016. She will discuss the current situation including numbers, regional distribution, characters and problems of international education. She will look into the future and share research on enrollment changes.

Previously, she was the founder and CEO of Hantong Education, and worked at The Bridge School and Beijing Language and Culture University. She has completed extensive academic research on curriculum and finances at international schools in China.

She received Bachelor’s and Master’s degrees from Beijing Language and Culture University.

www.oesisgroup.com

Exploration on Quality Assurance of High School International Curriculum

Pei He

Pei He, Program Director, Department of Quality Assurance in Cross-Border Education of China Education Association for International Exchange (CEAIE), will discuss exploration on quality assurance of high school international curriculum.

Founded in 1981, China Education Association for International Exchange (CEAIE) is China’s nationwide not-for-profit organization conducting international educational exchanges and cooperation. Its headquarters is located in Beijing. CEAIE has a full commitment to meeting the needs of China’s modernization construction, developing exchanges and cooperation between the Chinese educational community and other parts of the world, promoting the advancement of education, culture, science and technology, and strengthening understanding and friendship among the peoples of all countries and regions of the world. The Dept. of Quality Assurance in Cross-Border Education, a subsidiary of CEAIE, is responsible for cross-border quality assurance services and capacity building, to carry out international cooperation and research related to cross-border education and other activities. She was a national program officer at the UNESCO Office.
Emily McCarren is currently the Academy (High School) Principal at the Punahou School in Honolulu, Hawaii, the largest single campus K–12 independent school in the United States. Originally from Vermont, McCarren graduated from Colby College in Maine where she majored in Spanish and Biology, and was a two-sport athlete, captaining the alpine ski team and lacrosse team. She holds two Master’s degrees: in Spanish Literature from the Saint Louis University Madrid Campus and in Educational Leadership from the Klingenstein Center at Teachers College, Columbia University. She also holds a PhD from the department of Learning Design and Technology at the University of Hawaii, where her research focused on the role of teacher care on a student’s online learning experience. McCarren began her career teaching Spanish and Geometry at Swiss Semester, a program for American students in the Swiss Alps. Next, she worked at The Thacher School in Ojai, California, where she taught, coached and served as a residential advisor for six years before joining the faculty at the Punahou School in Honolulu, Hawaii in 2006. At Punahou, she has taught all levels of Academy Spanish and a year of biology, served as a department head of both Asian-Pacific and European Languages, and as Academy Summer School director. McCarren was appointed to lead Punahou’s Wo International Center in 2012, where she worked to broaden the global perspective of students and faculty while nurturing connections between schools and organizations to further global shared learning.

With Yong Zhao and other collaborators, McCarren is a co-author of the three book series *Take Action Guide to World Class Learners* (Corwin, 2016) and serves on the Board of the Global Online Academy and the Mastery Transcript Consortium. McCarren is passionate about educational change and the moral imperative to provide our students with the schools they deserve and the world with the schools it needs.
Li Sun (Lily) is Vice-President of CERNET Education and she is fully responsible for the international education business. She was one of the founders of three overseas international academies of CERNET Education, and she created Total-Care service system for students studying overseas. She established close cooperation with dozens of U.S. high schools and universities. Lily also proposed and has been leading the research and development of U.S. high school curriculum with independent intellectual property rights. She successfully introduced the curriculum into Chinese high schools by cooperating with the International Pathway Program.

How to Practice Chinese and Western Integration in International Education and Teaching

Chinese and Western fusion is not simply either Chinese or Western, but should be mutual learning, coexistence, promotion and integration.

It should be mainly practiced in the following areas:

1. **Cultural integration:** There should be a special international cultural understanding of the curriculum, and students should join various activities in a foreign cultural environment.

2. **Subject learning integration:** International curriculum should be developed for ESL Chinese students to master knowledge in English.

3. **Teachers and pedagogy integration:** Using both Chinese and Western teachers, combined with CERNET CloudClass, to enable overseas foreign teachers to teach students in China along with onsite Chinese teachers.
Innovation in Education

Session E: Sunday, 10.30 a.m. – 11.20 a.m.

E1 Beijing No. 35 High School (Beijing)  Location: Zhicheng Forum

Description: Hao Wu (Maria) has been teaching senior high school English for 25 years. She has been a head teacher, head of English teaching and research group, grade leader, director of Student Center. She currently is assistant principal of Beijing No.35 High school and director of College Counseling Center in the International Department of No. 35. She is certified as an English public speaking coach by Beijing Foreign Language University, TESOL advanced teacher by the American TESOL Institute, high school college guidance counselor by Education USA. She is a member of IACAC and NACAC in the United States.

The speech will introduce Beijing No. 35 High School in innovation. It mainly elaborates the formation of the new school education ecology through the curriculum setting, the education mode, the learning mode and the change of the target way. Through the “five system” reform to the concept of landing, the gradual realization of the transformation of traditional schools to modern schools, and ultimately the establishment of modern Chinese school system.

E2 Beijing No. 4 High School International Campus (Beijing)  Location: Room B106

Description: Guopeng Shi is now the Headmaster, Academic Director, Director of College Counseling Office, History Teacher of Beijing No. 4 High School International Campus. Shi received a Bachelor’s degree in History at Capital Normal University and a Master’s degree in Leadership and School Development at Acadia University, Canada. Since 2003 Shi has worked in Beijing No. 4 High School as a History Teacher, Class Advisor and Deputy Director of Teaching. He promoted Beijing No. 4 High School to become the first and only Coubertin school in Asia, and led and hosted the 8th Coubertin Youth Forum. In 2011, while serving as Program Director, Shi founded the International Curriculum Program of Beijing No. 4 High School with his colleagues. In 2012 he participated in establishing International Campus. Shi has been the Headmaster of International Campus since 2014.
E3 Zhongshan Whampoa International Education (Guangzhou)  Location: Room B108
*Knows the Way, Goes the Way and Shows the Way* — *A Tentative Study on the Internationalization of Education in China Context*

**Description:** The Zhongshan Whampoa International Education (ZWIE) Group has five affiliated schools in Guangzhou, China, including two primary, one middle, one kindergarten and one training. Jason, as an IB workshop leader and IB school visitation member, has quite extensive learning, teaching and administrative experience at primary, secondary as well as tertiary level in China, New Zealand and Australia. It was not until 2002 that he introduced the first IB programmes, as his favorite curriculum, to Shenzhen, China, in his capacity as the president of the largest private institution.

Based on his broad experience working in schools and government as a teacher and administrator in China and overseas, including the Ministry of Education, Department of Labour New Zealand, Jason has been involved as the principal with three international schools regarding the application, implementation and evaluation of the IB programmes. Jason has won the honours as one of the top 10 outstanding principals in Henan Province in 2013, one of the most creative principals in China in 2014, and one of the top 10 most influential principals from international schools in China in 2016.

Jason Tsui
General Principal
Zhongshan Whampoa International Education (ZWIE) Group

E4 Zhuo Tong Education Group (Sichuan)  Location: Room C101

**Description:** Anfu Xu has been working in the education field since 1992, starting as a high school political teacher, and advancing to the school Communist Youth League Secretary, Director, Associate Principal, Principal, to General Principal of Zhuotong. He is also the Deputy Secretary of Middle School Education Committee of The Chinese Society of Education, Academic Secretary of Sichuan Education Society, Director of Sichuan Political Society, Director of Suining Association of Non-Government Education. Zhuotong Education was founded in 2006, and now has two boarding schools: Suining Anju Yucai Secondary School and Suining Zhuotong International School.

Xu will introduce the wisdom teaching in Zhuotong, including a cloud platform think tank in Zhuotong built by using Google and other information products to reconstruct the teaching model; Zhuotong flipped the classroom and has a wisdom teaching model with science, high efficiency and happiness.

Anfu Xu
General Principal
Zhuo Tong Education Group
E5 Hailiang Foreign Language School (Zhejiang)  

**Description:** Hongsheng Zhu is an international education researcher with 15 years experience, former chief education planning expert, deputy general manager, general manager of a domestic international educational institution, and he has a very rich 12 years of primary and secondary international education practice and management experience.

Hailiang Foreign Language School is the elite international high school of Hailiang Education Group. It has been implementing an international bilingual education system for 12 years and has more than 2,770 students. Hailiang Education Group is the first in China and currently the only basic education full-time school landing in the U.S. Nasdaq with more than 32,000 students in total.

Zhu will share the understanding of international education with Chinese characteristics, and how to build an international education system for Chinese students.

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E6 National Geographic Learning, *Pathways to Partnership*  

**Location:** Room C201

**Description:** National Geographic Learning believes learning is a journey that should be exciting, inspiring, and transformative. Educators make this happen through the power of stories, emotions, images, and ideas. In this session, the speaker will share a 21st century approach to partnership that helps like-minded organizations meet the educational goals of learners and community stakeholders while creating a pathway to shared success. Case studies from the field of English language development will be examined with a special emphasis on China.

**Michael Cahill** is an advocate for bringing the world to the classroom and the classroom to life. As Asia Regional Director for National Geographic Learning, Cahill travels extensively in China and across the region to partner with leaders of education at the K–12 school, university, and ministry level. His professional experience includes teaching, training, materials design, and education management with work in Taipei, New York, Singapore, and Tokyo. Michael holds qualifications from the University of Cambridge and the College of William and Mary in Virginia.
**Session E: Sunday, 10.30 a.m. – 11.20 a.m.**

**E7 PIUS XI Catholic High School (WI)**

**Description:** Dr. Melinda Skrade received her Bachelor’s, Master’s and Doctorate degrees in education policy and leadership from Marquette University. Dr. Skrade has taught AP History for 20 years in PIUS XI, and has been President of PIUS XI since 2006. She is also guest lecturer at Marquette University and Concordia College.

PIUS XI Catholic High School, a blue-ribbon school and the largest catholic school in Wisconsin, is one of the schools that cooperate with Wisconsin International Academy. Over the past 87 years, Pius XI has been honored to be recognized as an educational leader. In the past eight decades, the school has developed from “small and humble” beginnings in 1929 during the Great Depression to growing into the “largest and most comprehensive” in the 20th century. In the past 10 years, Pius XI Catholic High School has emerged as “intentional and innovative” with key centers of excellence that span from the Engineering STEM center with the Project Lead the Way program to the nationally recognized Fine Arts and the award-winning Center for Applied Finance and Economics. Each of these curricular areas also offers key partnerships with higher educational institutions and Advanced Placement college offerings. The most recent graduates, the Class of 2016, earned over $17.5 million in college scholarships nationwide.

Dr. Skrade will discuss how U.S. high school teachers can use Cloudclass to teach and communicate with Chinese students.

**E8 Nanjing Haikai Academy, The Globalization of Education**

**Description:** Zhanbao Wang, Doctor in Sociology of Education, receives the special government allowances of the State Council. He is also the Vice Chairman of Society for Cultivating Innovators, Deputy Director-General of the High School Education Committee of the Chinese Society of Education, the Instructor of the first famous principal training class of National Training (Inservice Education and Training of School), Graduate Instructor of Nanjing Normal University, part-time Professor of School of Professional Development and Research on Primary and Secondary Education of South China Normal University, part-time Professor of Southwest University, Vice Dean of Beijing Sheng Tao Education Development and Innovation Research Institute. He was the Principal of Shenzhen Science High School (2010–2016), Founder and Principal of Shenzhen High School of Science (2012–2014), the first Principal of Shenzhen Vanke Meisha Academy (2015–2016), Principal of High School Affiliated To Nanjing Normal University (2001–2010), Principal of Nanjing NO. 13 High School (1999–2001), Principal of Shanggang Senior High School of Jiangsu Province (1993–1998).
Purpose and Overview

OESIS is taking our network of 550 schools online in a program of 225–250 Webinars open to all member schools at a fixed annual price of $50 per faculty member enrolled. We believe that teachers learn best from other teachers because they get exposure to real take-home strategies and they build a network of peers with whom to innovate. Our mission is to increase the velocity of innovation at independent schools, at the lowest possible cost to schools.

Pricing

We require a minimum of 30 teachers to participate from each school, so at $50 a person in our fixed price “all-you-can-eat” plan, this is $1,500.

What Independent School Leaders are Saying About OESIS-XP:

Scott Looney, Head of School, Hawken School (OH):
“Independent schools have been longing for “an all-you-can-eat solution” for professional development serving Faculty and Trustees with exposure to innovation and networking. By aggregating educators, who will be the authors of the next chapter for education, we now have in OESIS a network that can deliver this. Really impressed by the careful and creative way OESIS has built its mandate.”

Patricia C. Russell, Dean of Studies, Phillips Academy, Andover (MA):
“Knowing how much my colleagues and I have learned while attending OESIS conferences, I am thrilled that OESIS-XP will soon dramatically expand access to this strong network of educators and ideas.”

Emily McCarren, Academy Principal (9-12), Punahou School (HI):
“The OESIS-XP concept has the potential to have a huge impact on nurturing conversations around innovation across schools. Being in Honolulu, we are eager to continue to explore models that connect our teachers across distances with great thinkers from other schools for job-embedded just-in-time learning.”

Other Benefits and Opportunities for XP Network Teachers

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<tr>
<th>Benefit Description</th>
<th>Details</th>
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<tr>
<td>35% discount</td>
<td>on OESIS conferences in Boston and Los Angeles of $399 per person</td>
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<tr>
<td>25% discount</td>
<td>on online and face-to-face workshops offered by other OESIS network teachers: in 2017–2018 a number of teachers like Jeff Robin, Founding Faculty at High Tech High (CA), and Doris Korda, Associate Head at Hawken School (OH), will be offering online courses over several weeks on PBL and Entrepreneurship, respectively.</td>
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<td>Free OESIS-XP Canvas account</td>
<td>for all OESIS-XP presenters or teachers wishing to market and offer a PD course to the network. Teachers determine PD content, pricing and course duration. OESIS will host, advise and market.</td>
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For more information, email:

Sanje Ratnavale, sratnavale@oesisgroup.com
United States Keynote

Ray Ravaglia

To Win the Game of Teaching Maximize Your XPeriences

Raymond Ravaglia is the founder of the Stanford University Online High School and was the Associate Dean and Director and founder of Stanford Pre-Collegiate Studies. Since 2015, Ravaglia has been the Founding Director of Pre-College at The School of The New York Times, the Vice-Chairman of Dwight Global, and a Board Member at the OESIS Group. Ravaglia has served in various other advisory and board capacities regarding online education, was a founding board member of the International Council for Online Learning (iNacol), and the Executive Director and co-founder of Stanford’s Education Program for Gifted Youth (EPGY). Ravaglia presently serves as the Chief Learning Officer for Opportunity Education where he is developing innovative learning models and building new schools.

Chinese Keynote

Libin Liu

The Practice and Exploration of Regional International Education

Dr. Libin Liu has a Doctorate degree in Management. He is a commissary of the 10th All-China Youth Federation, a member of the Chinese Society of Education, Standing Director of the International Education Committee of the Chinese Society of Educational Development Strategy, Director of Western Returned Scholars Association, former Deputy Principal of Beijing Xinyuanli Secondary School, former Secretary of Party General Branch of Beijing No. 80 High School, former Deputy Director of Education Committee of Chaoyang District, Beijing. He is currently the Deputy Secretary of Education Committee of Chaoyang District, Beijing. He mainly researches in education management, professional education, international education, etc.

www.oesisgroup.com
F1 Panel of Chinese Principals
Moderated by Kun Peng, Chief Editor, Sina Education Channel

Location: Zhicheng Forum

Description: In the internet era, schools in China and the U.S. have seen opportunities to advance their delivery of education, while at the same time facing some challenges. This panel of school heads is going to discuss the solutions and strategies they are planning to utilize for school development.

F2 U.S. Heads Ignite (15-minute keynotes)
Moderated by Ray Ravaglia, Founder, Stanford Online High School (CA)

Location: Room B106

Ray Ravaglia
Founder, Stanford Online High School (CA)

Steve Loy
Head of School, Rutgers Prep (NJ)

Rena Mirkin
Principal, Mass. Mayflower Prep School (MA)

Ted Hill
President, Chadwick School (CA)/Chadwick Int'l School (Korea)

In this panel, heads of schools will cover a wide range of issues regarding technology, the changing role of the teacher, the emphasis towards more independent and creative study options for students, and the ways schools can be more global.
Session F: Sunday, 1.30 p.m. – 2.30 p.m.

F3 Panel on Accreditation
Moderated by Sanje Ratnavale, President, OESIS Group (CA)

Location: Room B108

Sanje Ratnavale
President
OESIS Group (CA)

Judith Sheridan
NYSAIS Associate
Director for Evaluation and Accreditation (NY)

George Swain,
Ph.D., NYSAIS
Associate Director for Evaluation and Accreditation NYSAIS (NY)

Carole J. Everett
Executive Director
NJAIS (NJ)

Kevin Merges
Executive Director of Global Education Programs Rutgers Prep School (NJ)

Description: In this session hear from a number of the leading accreditation organizations in the U.S., as well as schools that have been involved in helping Chinese international schools and pathways programs navigate accreditation needs. Hear what represents quality and the challenges often faced.
Session G: Sunday, 2.40 p.m. – 3.30 p.m.

G1 Addressing Cultural, Social, English & Academic Issues for Chinese students in the U.S., Wisconsin International Academy (WI)  
Location: Zhicheng Forum

Description: Dr. Matthew Gibson, PhD in Education Management of University of Wisconsin-Madison, has 40 years’ education experience. He received a Devoted to Education Supervision for 30 years Special Prize, Master Achievement Award in his school district, and Morality Award in his school district.

Alice Wang, Director of Student Affairs and International Communication at WIA China Office, has been working for WIA program since it was created in early 2012. She and her team have professionally served more than 300 Chinese families of international students through the WIA program working closely with the team in the United States. She has expertise and rich experience in helping Chinese families make plans to study at American high schools, and communicating with parents to help solve problems that their children face while studying in the United States.

G2 Transforming the Learning Model From the Center Out, ERB (NY)  
Location: Room B106

Description: Formative assessment is a planned process in which assessment-elicted evidence of student learning is used by teachers to adjust instruction or by students to adjust their approach to learning (Popham, 2008). Recent meta-analytic findings have shown that formative assessment can produce an effect equivalent to a 50%–70% increase in learning (Kingston & Nash, 2011, 2015). This presentation introduces ERB’s new online formative assessment tool, nFORM, which is designed to support the process used by teachers and students to collect evidence of learning and provide instructional feedback to improve mastery of concepts covered in the classroom. It will cover how the nFORM tool allows teachers to assign exercises tied to specific content strands, how real-time reporting provides immediate feedback to ascertain what the learner knows and what they should be taught next, and how advances in assessment engineering are creating the capacity to generate an unlimited number of formative exercises to complement traditional summative assessments. The session will close with a discussion of how future directions will focus on infusing socio-emotional exercises to support the development of adaptive strategies for emotional well-being.
Session G: Sunday, 2.40 p.m. – 3.30 p.m.

G3 School Accreditation in the Digital Age, NYSAIS (NY) Location: Room B108

Description: Central to the accreditation of schools is the application of a unified standard of excellence that encourages strategic growth and improvement for schools while ensuring accountability. This session will provide a context for understanding the challenges facing accreditation in the digital age, which has led to an evolving understanding of “what is a school?” Accrediting associations are in uncharted territory working in an educational landscape, which includes new models for teaching and learning that integrate online learning.

This session will share a sampling of how accrediting associations have approached this new platform for teaching and learning. We will explore how the accreditation process attempts to provide standards upon which to judge the quality of the program, thereby addressing obstacles to implement online learning voiced by school community members.

Given transformative trends in teaching and learning, especially in the area of online learning in the digital age, we will discuss together how can or should the accreditation process change? Are new standards needed or are the standards applied to assess teaching and learning in the traditional classroom applicable? How can the accreditation process encourage schools to more fully exploit the potential of learning in a digital age? How do standards help schools understand the impact of online learning on all aspects of school life such as finance, facilities, community?

G4 The Enrollment Management Association, SSATB (NJ) Location: Room C101

Description: The Secondary School Admission Test (SSAT) is designed for students who are seeking entrance to private schools in grades 4 to 12 in the USA and Canada. SSAT measures verbal, quantitative, and reading skills students develop over time — skills that are needed for successful performance in private schools. The SSAT provides private-school admission professionals with meaningful information about possible academic success of potential students at their institutions, regardless of students’ background or experience. In this session, Dr. Jinghua Liu, the SSAT Chief Testing and Research Officer, will discuss all aspects of SSAT, including item writing, test form development, psychometric analyses, SSAT score reliability and validity, school application online system, and the recent trend of Chinese students taking the SSAT.
Closing Keynotes

Sunday, 3.30 p.m. – 4.30 p.m.

Jianmin Zhu and Zhimin Li

Reflection and Innovation of Basic Education in China

Location: Zhicheng Forum

Jianmin Zhu is a High School Senior Teacher. He has worked as principal in four different schools since 2000 in Xicheng District, Beijing. Currently, he is the principal of Beijing No. 35 High School. He is also the Deputy General Secretary of High School Professional Committee of The Chinese Society of Education, the Deputy Executive Director and General Secretary of China Education Association for International Exchange (CEAIE) and the distinguished expert of the National Center for School Curriculum and Textbook Development, Ministry of Education. Zhu is a member of Beijing Federation of Social Science Circles and the Vice Chairman of Beijing Charity Volunteer Association High School Branch. Principal Zhu is responsible for the national level research project “Practice Research on Establishing Learning-oriented Schools”, leading No. 35 High School to be an experimental school for national education reform project “Exploration on Cultivation Models of Top Innovation Talents” and to participate in the provincial level subject “Research on Modern School System.”

Dr. Zhimin Li has been Director-General, Science & Technology Development Center, Chinese Ministry of Education (MOE) since December 2005. He is also the Deputy Director of CERNET management committee, Chief Editor of China Science Paper, Director of Editors Committee of China Education Network, Director-General of University Research Management Association, Director-General of Chinese Association of University-Run Industries, Vice Chairman of China Industry-University-Research Institute Collaboration Association, and Adjunct Professor of National Academy of Educational Administration. Dr. Li received his Bachelor’s and Master’s degrees from Tsinghua University in 1982 and 1984. Then he stayed in Tsinghua as a teacher. In 1994, he received his Doctorate degree from the University of Sydney. From 1994 to 1996, he worked in Department of Foreign Affairs of MOE. From 1996 to 2000, he was First Secretary of China Embassy in the U.S. From 2000 to 2005, he was Deputy Director of Science & Technology Development Center, MOE. Since 2003 Dr. Li founded www.paper.edu.cn, www.meeting.edu.cn, and www.tol.edu.cn.
LightSail, the award-winning, adaptive literacy platform for K-12, combines a robust library of 4,000+ free books and articles with another 4,000+ premium books from virtually every publisher.

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CONTACT

gideon@lightsailed.com
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