Los Angeles
5th Anniversary

Blended

MOOCs

SPOCS

Design Thinking

PBL

Online

Synchronous

Asynchronous

Flipped

sheltered

Synchronous

Adaptive

STEAM

Inquiry-Based

STEM

OESIS Los Angeles
Classes of the Future
Feb. 22 – 23, 2017

www.oesisgroup.com

@OESISchat
#oesisla
Logistics

Registration
All participants must be registered and wear their name badge at all times during the Symposium. Our registration desk is open:

- **Tuesday, Feb. 21, 2017**
  5.00 p.m. – 8.00 p.m.
- **Wednesday, Feb. 22, 2017**
  6.45 a.m. – 6.30 p.m.
- **Thursday, Feb. 23, 2017**
  6.45 a.m. – 4.30 p.m.

Wireless Internet
We offer free wireless in the meeting rooms and lobby area. Your code is in your registration packet. Please connect only one device.

Cocktails
Please use the drink ticket in your registration packet. Please display your sticker for the main course choice at dinner.

Room Diagrams

**Penthouse Level**
8th Floor

Come to the 8th-floor Penthouse for Registration, as well as the Welcome, Keynotes, Cocktails, Breakfast and Lunch.

**Lobby Level**
Rotations, Think Tanks and 2017 OESIS L.A. Innovative Education Partners Expo

**Lower Level**
Rotations and Think Tanks
Welcome to our 5th OESIS Los Angeles

Igniting Transformation in Independent Schools

Feb. 22, 2017

Dear OESIS Los Angeles Colleagues:

Welcome to our 5th anniversary conference, our 13th worldwide. We are now the leading global network for innovation in independent schools. We value your contributions.

It is my strong conviction that independent schools, albeit a small community in relative size, are actually the best-positioned institutions for the opportunities that lie ahead in the world of education. Central to the characteristics that give me such optimism are our independence as an educational community to define what learning should look like, our outsized influence with the world of colleges and their trust in our excellence, our unmatched resources as a community, and most importantly, the dedication and commitment of our faculty to their craft and to our students.

Our customers have for centuries paid for what they believe to be excellence in education, but today many of those components of excellence including college prep, college itself, small class sizes and iconic story-telling teachers just do not seem enough. Parents are looking for opportunities for their children to find success, they are looking for more student-centered learning opportunities, and they are looking for their kids to emerge with a sense of well-being beyond historic measures of achievement. They are finding approximate analogues in cheaper alternatives like charter schools. Ground zero in this battle is faculty culture.

We will hear a lot in this conference about the challenges of changing faculty culture and what this encompasses: it requires recognizing that the delivery mode must change, agreeing on the direction — whether project-based, blended or another focus, enhancing professional development, making time for teacher collaboration, breaking down departmental silos, improving recruitment, encouraging leadership to spend more time in the classroom, abandoning sacred cows, re-examining the schedule, changing compensation systems, treating teachers like leaders and pioneers, etc. Finally, it requires schools to realize that this is potentially a game changer for their success. Parents and students will celebrate the transformation in the years ahead.

Kind Regards,

Sanje Ratnavale
President
OESIS Group

www.oesisgroup.com
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<td>James Scott, Head of School, Punahou (HI)</td>
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<td>James Busby, Head of School, Buckley School (CA)</td>
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<td>Steve Loy, Head of School, Rutgers Prep School (NJ)</td>
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<td>Scott Looney, Head of School, Hawken School (OH)</td>
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<tr>
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<td>6.45 a.m. – 4.30 p.m.</td>
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<td>9.15 a.m. – 9.45 a.m.</td>
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<td>10.00 a.m. – 10.30 a.m.</td>
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<td>Scott Looney, Head of School, Hawken School (OH)</td>
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<tr>
<td>11.40 a.m. – 12.30 p.m.</td>
<td>Academic Leaders Panel Plenary</td>
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<td>12.30 p.m. – 1.30 p.m.</td>
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<td>1.45 p.m. – 2.15 p.m.</td>
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<td>2.30 p.m. – 3.00 p.m.</td>
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<td>4.00 p.m. – 4.30 p.m.</td>
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Wednesday Keynotes

11.45 a.m. — Key Trends for the Next Five Years

Sanje Ratnavale
President
OESIS Group

Sanje 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 brand 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.

Ignite Keynotes

Wednesday, Feb. 22, 2017

A Transformative Approach To Accreditation

Peter Mott
Director
NEASC
International Commission (MA)

Helping Students Find Purpose: The Next Big Thing for Schools

Ross Wehner
Founder
World Leadership School (CO)

Outgrowths of the Stanford Online Model

Ray Ravaglia
Founder
Stanford Online High School and
Board Member
OESIS Group (CA)

Introducing OESISX and OESISXP

Sanje Ratnavale
President
OESIS Group (CA)
OESIS proudly thanks our sponsors

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Silver

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ViewSonic®
Scott Looney joined Hawken School as its 10th Head of School in July 2006. Since that time, he has enlivened the campus and inspired the community with the launching of the school’s Readiness Initiative and the development of Hawken’s urban extension campus in University Circle, which places students at the epicenter of one of the nation’s most educationally and culturally rich areas. Scott represents an influential voice in the national independent school arena. He serves as a trustee and executive committee member of the National Association of Independent Schools (NAIS). Other professional affiliations include current faculty member at the NAIS Institute for New Heads and the NAIS Financing Institute, and former Executive Director of The Midwest Boarding Schools Association. Prior to coming to Cleveland, Scott served as Assistant Director of Schools at Cranbrook Schools in Bloomfield Hills, Michigan, a K–12 coeducational day and boarding school with over 1,600 students, 280 faculty/staff, and five campuses. It was a position that capped an 11-year career at the school where he also had been the Co-Chair of the All-Schools Curriculum Committee, the Co-Head of the Girls Middle School, the Director of External Affairs, the Director of Admission and Financial Aid, a student advisor, and a teacher of a 12th grade course in Public Opinion and American Politics. Before Cranbrook, Looney was Director of Admissions at Lake Forest Academy in Lake Forest, IL, and Assistant Dean of Admissions at Phillips Academy in Andover, MA.

**Thursday Keynotes**

10.45 a.m. — The Opportunities of the Coming Mastery-Based Revolution

Scott Looney, Head of School, Hawken School (OH)

“If independent schools are truly to be ‘built to last,’ they will have to have leaders who inspire, reassure, and create. No one does those three things better than Scott.” — Pat Bassett, Former President of NAIS

**Ignite Keynotes**

Thursday, Feb. 23, 2017

**Forget Everything You Know about Global Citizenship**

Mike Gwaltney, Department Chair, Oregon Episcopal School (OR)

**Professional Learning as Constructive Play**

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

**The Revenue Opportunity Under our Noses**

Sanje Ratnavale, President, OESIS Group (CA)

**Bringing Higher Ed Pathway Programs to Independent Schools**

Kevin Merges, Director of Global Ed Programs, Rutgers Prep School (NJ)
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<td>Blended, Entrepreneurial, PBL, 21st Century Space</td>
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<tr>
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<tr>
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<td>Promenade</td>
</tr>
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<tr>
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<tr>
<td>Science and Social Justice</td>
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<tr>
<td>Standards-Based Grading in High School Science</td>
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2017 OESIS L.A. Think Tanks at a Glance

Think Tanks are led by an expert or protagonist in the field and are often accompanied by a panel. They offer different formats and might include an opening presentation from which to jump-start the conversation or simply a panel-moderated discussion. Please consider these as highly interactive sessions designed for your questions and comments.

### 10.40 a.m. – 11.30 a.m. Wednesday

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<td>A.4</td>
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<td>A.5</td>
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### 4.20 p.m. – 5.10 p.m. Wednesday

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<td>C.2</td>
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<td>C.3</td>
<td>Technology Education vs. Computer Science: The Confusion and Its Effect on The Millennial Generation</td>
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<td>C.4</td>
<td>Broadening the Notion of Community in Schools</td>
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Michelle Adams, Middle School Teacher, Second Baptist School (TX)

Andrea Amend, 6–8 Science Teacher, Westside Neighborhood School (CA)

Emma Anderson, Computer Science Faculty, University Prep (WA)

Meg Anderson-Johnston, Spanish Teacher, University Prep (WA)

Ellen Barrett, Director of Curriculum & Instruction, Second Baptist School (TX)

Molly Bozzo, Head of Carmel Campus, Stevenson School (CA)

Christy Cleugh, VP Operations & Curriculum Development, Oaks Christian School (CA)

Darcy Coffta, Innovation Center Director, Berwick Academy (ME)

Beth Cole, Grade 6 Math Teacher, St. Patrick’s Episcopal Day School (DC)

Catherine Davis, Director of Innovation & Educational Technology, Westside Neighborhood School (CA)

Deborah Dowling, Assistant Head for Academic Affairs, Chadwick School (CA)

Eric Elton, Director of STEM, Bryn Mawr School (MD)

Rob Evans, Teacher, Chadwick School (CA)

Carl Faucher, English Teacher, University Prep School (WA)

Chris Ford, Director of Ingenuity Program, Forman School (CT)

Jo French, Master Teacher, Abiqua Academy (OR)

Courtney Fricke, 6–8 Science Teacher, Westside Neighborhood School (CA)

Claire Goldsmith, Executive Director, Malone Schools Online Network (CA)

Liz Gottlieb, Teacher, Blended Site Coordinator, Marin Academy (CA)

Burke Green, Science Teacher, Drew School (CA)

Marc Gustavson, Assistant Head of School & Co-Director of Elementary, Kingsley Montessori School (MA)

Mike Gwaltney, Department Chair, Oregon Episcopal School (OR)

Erica Herro, Director of Curriculum & Instruction, Stevenson School (CA)

Jon Herzenberg, Associate Head of School, Drew School (CA)

Katherine Hoff, Math Department Chair, Northfield Mount Hermon School (MA)

Tara Hofherr, Technology Innovation & Curriculum Coordinator, Kingsley Montessori School (MA)

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

Darren Kessner, Math and Computer Science Instructor, STEM Program Co-Head, Marlborough School (CA)

Doris Korda, Associate Head, Hawken School (OH)

Kaitlin Lester, 6–8 Science Teacher, Westside Neighborhood School (CA)

D. Scott Looney, Head of School, Hawken School (OH)

Tim Lyons, Director of Innovation & Technology, Georgetown Day School (DC)

Javy Martinez, Computer Science Chair, Milken Community High School (CA)

Megan McEwen, K–12 STEM Coordinator, Chadwick School (CA)

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

Sally Mingarelli, Director of Experiential Learning, The Webb Schools (CA)

Peter Mott, Director of NEASC, International Commission (MA)

Joseph Powers, Head of School, The Woods Academy (MD)

Kevin Quick, Science Teacher, The Webb Schools (CA)

Sanje Ratnavaale, President, OESIS Group (LA)

Ray Ravaglia, Founder, Stanford Online High School & Board Member, OESIS Group (CA)

Jeff Robin, Founding Faculty Member, High Tech High (CA)

Stephanie Sack, Art Teacher, St. Patrick’s Episcopal Day School (DC)

Jen Solomon, science teacher, Drew School (CA)

Ty Talbot, Fine Arts Teacher & Department Chair, University Prep School (WA)

Jeff Tillinghast, Director of Academic Technology, University Prep School (WA)

Eric Walters, Director of STEM Education, Marymount School of New York (NY)

Ross Wehner, Founder, World Leadership School (CO)

Andrew Witman, STEM Co-Head, Marlborough School (CA)
1.1 **Design Thinking for Active Learning**

*Design Thinking High School*

At Drew School we empowered our students to design the school’s new maker space and learning commons. We will discuss the process that we led them through in this design-thinking-based project: how they gathered information, summarized the school’s needs and wants, visualized and revised drafts, and maintained communication with the whole school community — from the students to the board.

*Jon Herzenberg*, Associate Head of School  
*Jen Solomon* and *Burke Green*, Science Faculty, *Drew School* (CA)  
(repeated during rotation 8) Pacific 1

1.2 **Online Blended Field Ecology**

*Blended, Online High School*

This rotation will address course development, field work, building a community of learners/field biologists, citizen science, combining old-school and new-school techniques and technologies.

*Liz Gottlieb*, Teacher, Blended Site Coordinator  
*Marin Academy* (CA)  
(repeated during rotation 8) Promenade

1.3 **Real-World Science Problem Solving**

*Design Thinking, STEAM, Entrepreneurial, Maker-Based Grades 6–8*

This re-envisioned science program is more aligned with a design-thinking approach. In addition to a science, technology and engineering focus, the class places a large emphasis on empathy, entrepreneurship and establishing a maker mindset.

*Andrea Amend, Courtney Fricke* and *Kaitlin Lester*, 6–8 Science Teachers  
*Westside Neighborhood School* (CA)  
(repeated during rotation 8) Pacific 2

1.4 **Science and Social Justice**

*PBL, Entrepreneurial, Maker-Based, STEAM Middle and High School*

Discuss the connection between science, social justice, project-based learning and authentic-learning experiences.

*Eric Walters*, Director of STEM Education  
*Marymount School of New York* (NY)  
(repeated during rotation 8) Sierra 2

1.5 **STEAM Techniques to Structure Game-Based Learning**

*STEAM, Game-Based K–12*

Use Escape Rooms for a team-based multi-curricular applicability with students working together to answer high-level questions and challenges.

*Megan McEwen*, K–12 STEM Coordinator  
*Chadwick School* (CA)  
(repeated during rotation 8) Pacific 3

1.6 **Technology-Enabled Citizenship Projects in the Humanities Classroom**

*Blended, Tech Tools, New Media, 21st Century Space K–12*

*Rob Evans*, Teacher, *Chadwick School* (CA)  
(repeated during rotation 8) Sierra 1

1.7 **Standards-Based Grading in High School Science**

*Novel Assessments, Interdisciplinary, STEAM High School*

The high school science courses at the Webb School have moved to standards-based grading, and the cultural impact on students has been profound. Hear about our experiences and the resulting student-skill development.

*Kevin Quick*, Science Teacher, and *Sally Mingarelli*, Director of Experiential Learning,  
*The Webb Schools* (CA)  
(repeated during rotation 8) Bayview
2.1 **Harkness Philosophy in PreK–8 Curriculum Design**
- **Constructivist Grades K–8**
  
  Implement Harkness Philosophy through the whole elementary and middle school experience.

  **Molly Bozzo**, Head of Carmel Campus
  **Stevenson School** (CA)
  repeated during rotation 7  Pacific 2

2.2 **High School Ingenuity Class**
- **STEM, Blended, Design Thinking High School**

  Discuss the key components of the Ingenuity Program, which is scheduled like an elective. Students meet in small groups but are doing wonderfully disparate things from music production, product design, comic book development, launching cosmetic lines, online courses in music theory and German etc. — all while embedding creativity enhancement throughout the course as an overarching theme.

  **Chris Ford**, Director of Ingenuity Program
  **Forman School** (CT)
  repeated during rotation 7  Pacific 3

2.3 **Interdisciplinary 6th Grade Art & Math**
- **PBL, Interdisciplinary, STEAM Elementary and Middle School**

  Hear about an interdisciplinary art & math unit in which students are challenged to design a structure. The presentation will detail the process students go through including needs assessment, surveys, scale drawings and cardboard models, as well as 3D design using SketchUp.

  **Beth Cole**, Grade 6 Math Teacher
  **Stephanie Sack**, Art Teacher
  **St. Patrick’s Episcopal Day School** (DC)
  repeated during rotation 7  Promenade

2.4 **Media-Based Learning in Physics**
- **New Formative Assessments High School**

  Re-imagine formative and summative assessments in an Honors Physics class.

  **Eric Walters**, Director of STEM Education
  **Marymount School of New York** (NY)
  repeated during rotation 7  Sierra 2

2.5 **Middle School English Mash UP**
- **Constructivist, Design Thinking, 21st Century Space, Tech Tools, New Media Middle School**

  Use digital media platforms & student-created media as a modus operandi for textual analysis and personal connection in the English classroom.

  **Carl Faucher**, English Teacher
  **University Prep School** (WA)
  repeated during rotation 7  Pacific 1

2.6 **School-Wide STEAM Project**
- **PBL, STEAM, Constructivist, Interdisciplinary Middle & Elementary School**

  The Charles River Study (CRS) is a school-wide project that aims to give ownership and leadership to students. Each class selects a topic connected to a larger theme. Discuss how this project leads to student ownership of learning, collaboration and technology integration.

  **Marc Gustavson**, Assistant Head of School & Co-Director of Elementary
  **Tara Hofherr**, Technology Innovation & Curriculum Coordinator
  **Kingsley Montessori School** (MA)
  repeated during rotation 7  Sierra 1
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.”

Joel Backon, Director of Academic Technology, Choate Rosemary Hall (CT):

“OESIS-XP represents the best thinking in the sphere of professional development for independent schools. The variety of topics and flexibility of schedule brings colleagues together in a virtual setting that effectively matches expertise with need.”

Jon Shee, World Languages Department Chair, St. Luke’s School (CT):

“Anyone who has been to an OESIS conference in person can attest to the quality and applicability of the sessions and Think Tanks, so now with OESIS XP, the potential to bring so many more educators to the discussion table is exciting. I know that the teachers in my department could benefit significantly from this.”

Dr. Tekakwitha M. Pernambuco-Wise, Head of School, Sea Crest School (CA)

“Life-long learning is an expectation for Sea Crest’s educators and is prioritized at all levels — from the boardroom to administration and all faculty/staff. Professional Development is equally important for small institutions as for larger ones, the difference being that smaller schools generally have fewer resources to allocate for this purpose. As a small, K–8 school the multi-faceted approach that OESIS-XP offers will enable us to further stretch our professional development budget.”

© OESIS Group
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.

What is the 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. In the first year, we will limit per-school faculty enrollment to 50 teachers per school generally, so that as many schools in our 550 school network can participate. We will make exceptions to this rule only for schools that have presented significantly over the last few years or very small schools with less than 30 faculty members.

How does scheduling and enrollment work?

Webinars will take place after school and offer generally an East Coast and West Coast late afternoon option. Webinar schedules will be released two months in advance and like our conferences classes will be repeated, and they will also be recorded. If you miss a Webinar, you may ask for a recording or ask for it to be repeated live. Classes begin Sept. 1 and conclude June 15. Class size will vary by type of Webinar, whether Class, Think Tank or Keynote. We have a separate moderator on every Webinar managing the chat thread so participants can pose comments and questions.

Other Benefits and Opportunities for XP Network Teachers

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>35% discount</strong></td>
<td>on OESIS conferences in Boston and Los Angeles of $399 per person</td>
</tr>
<tr>
<td><strong>25% discount</strong></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>
</tr>
<tr>
<td><strong>Free OESIS-XP Canvas account</strong></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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</table>

Can our teachers present webinars?

We curate our classes carefully and welcome submissions. After a submission, we have a 30-minute Skype call to assess what is going on in terms of innovation and how it might fit. We pay our teachers for every Webinar as well as provide a credit to come to OESIS conferences, so we have high expectations for each session. Each teacher will be paired with a moderator. We want as many schools as possible to present, so please encourage your teachers to do so. You will find the submission links on our website (www.oesisgroup.com) under the Conferences tab.

Will you provide Continuing Education certificates of credit for those schools that require it?

OESIS will provide certificates of participation for teachers, and for teacher-presenters we will be launching an OESIS digital badge of distinction program at various levels.
5 things you didn’t know about Veracross

1. **IT STARTS WITH THE CRM**
   At the core of Veracross is a foundational CRM that allows you to track each person your school has a relationship with. One record for life...all in one truly integrated database.

2. **COMMUNICATION COMES FIRST**
   Veracross includes powerful communication tools that make it simple to organize and create content, define recipients, test, send and analyze your communications, all using up-to-date data.

3. **DESIGNED FOR INDEPENDENT SCHOOLS**
   Veracross is the only SIS with built-in tools that allow you to run your whole school: Admissions, Advancement, Academics, Accounting, HR, Portals, After School, Transportation and more.

4. **MORE INSIGHT, BETTER DECISIONS**
   Veracross has one database that stores ALL of your critical information. This makes it possible to do efficient data mining, predictive analysis, and year-to-year comparisons with ease.

5. **DO MORE WITH YOUR DATA**
   Leverage the power of the Veracross database by using the full-featured Veracross API. With data at your fingertips, let your team develop against the API or use one of the many Veracross integration partners to do even more.
99+% CLIENT RETENTION
(yes, it's true)

ONE TRULY INTEGRATED DATABASE
(Unlike our competition)

170 OF THE TOP SCHOOLS AROUND THE WORLD
(We love serving our schools!)
Think Tanks are led by an expert or protagonist in the field and are often accompanied by a panel. They offer different formats and might include an opening presentation from which to jump-start the conversation or simply a panel-moderated discussion. Please consider these as highly interactive sessions designed for your questions and comments.

Sierra 1

A.1 Moving Faculty-Student Culture towards Differentiation & Neurodiversity

Erica Herro, Director of Curriculum & Instruction, Stevenson School (CA)
Molly Bozzo, Head of Elementary and Middle Divisions, Stevenson School (CA)

Independent schools have long avoided a candid discussion of how learning differences present in their student population, and how this impacts admissions, instruction, staffing, and school culture. Research has finally caught up with what many educators have observed for quite some time — that regardless of IQ or socio-economic status, or school setting, one in five students is coping with a learning difference of varying magnitude. Policy and practice still have some way to go for there to be equity in education. A better understanding of the neurodiversity in independent schools will benefit progressive programming to support all students.

Sierra 2

A.2 Game-Based Learning: The Landscape of Practices

Megan McEwen, K–12 STEM Coordinator, Chadwick School (CA)
Darren Kessner, STEM Program Co-Head, Marlborough School (CA)
Javy Martinez, Computer Science Chair, Milken Community High School (CA)
Jeff Tillinghast, Director of Academic Technology, University Prep (WA)

Game-based environments are taking hold in Humanities and STEM environments. Hear from a variety of schools on unique approaches they have adopted for the opportunities for greater student engagement, creativity and collaboration in this area.

Pacific 1

A.3 Transforming the Independent School Business Model

Sanje Ratnavale, President, OESIS Group (CA)
D. Scott Looney, Head of School, Hawken School (OH)
Ray Ravaglia, Founder, Stanford Online High School & Board Member, OESIS Group (CA)

From changes in scheduling and pedagogy, online opportunities to globalization and curriculum, there are ways for us to recalibrate the financial models we adopt. Hear about areas where significant margin exists for change.
A.4 Social Constructivism in STEM Environments

Katherine Hoff, Math Department Chair, Northfield Mount Hermon School (MA)

Eric Elton, Director of STEM, Bryn Mawr School (MD)

Andrew Witman, STEM Co-Head, Marlborough School (CA)

Constructivist theories of education hold that the student must be the creator of knowledge in his or her mind, and thereby take ownership of that knowledge. Social constructivism parallels this theory, but suggests that broader and deeper gains can be made if the educational community as a whole creates the knowledge, and ownership is a property of the group of learners rather than any one individual. Explore these and other issues in how collaboration might affect learning outcomes in this session.

A.5 Facility Upgrades for Innovation Programming & Design Thinking: The Library, Study Hubs and Maker Spaces

Jon Herzenberg, Associate Head, Drew School (CA)

Tim Lyons, Director of Innovation & Technology, Georgetown Day School (DC)

Darcy Cofta, Innovation Center Director, Berwick Academy (ME)

Hear from several schools that have moved extensively down a path of changing their learning environments, how they engaged faculty in the process, what elements drove the process in expected and unexpected ways, and its overall impact on the wider community of the school.

A.6 Best Practices in PBL Design: Administrator & Teacher Considerations

Jeff Robin, Founding Faculty Member, High Tech High School (CA)

Mike Gwaltney, Department Chair, Oregon Episcopal School (OR)

Rob Evans, Teacher, Chadwick School (CA)

Ellen Barrett, Director of Curriculum & Instruction, Second Baptist School (TX)

This session is for both administrators and teachers. Hear from seasoned PBL educators providing what practices drive excellence in PBL-focused environments. The speakers will address common pitfalls and general information on project design, initiation, formative evaluation, technology integration, as well as inspirational challenges to keep the students engaged in the process. No prerequisite knowledge needed.
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
3.1 Business School for 10-Year-Olds
► Blended, Entrepreneurial, PBL, 21st Century Space Elementary School
Grow an entrepreneurial mindset and skills as we build projects around personal finance, investing, public speaking and entrepreneurship. Delivered through a modern classroom design and blended with online resources, we advance this coursework so that it will allow us to deliver this curriculum in a public/private partnership format so we can reach an underserved community.

Joseph Powers, Head of School
The Woods Academy (MD)
repeated during rotation 6 Pacific 3

3.2 Collaborative Mastery Learning for Freshman Mathematics
► Mastery-Based, Team-Taught, Novel Scheduling High School
Learn about “Collaborative Mastery Model,” a team-taught, high school freshman mathematics class. This large (three merged classes), mastery-based, flexibly paced course focuses on the theory of social constructivism as a foundational value.

Katherine Hoff, Mathematics Dept. Chair
Northfield Mount Hermon School (MA)
repeated during rotation 6 Promenade

3.3 Destroying “Painting” to Make Art
► Interdisciplinary & Contemporary PBL, Interdisciplinary, New Media High School
Change high school fine arts classes from traditional, media-based courses to an integrated series that emphasizes interdisciplinary inquiry, contemporary art practices, and student agency.

Ty Talbot, Fine Arts Teacher & Department Chair
University Prep School (WA)
repeated during rotation 6 Pacific 2

3.4 Formative Assessment in World Language: Validating Outcomes
► New Formative Assessments Middle School
Hear about the findings of a three-year professional development project that focused on implementing authentic formative and summative assessment in middle school Spanish classes. During the year, despite doing less direct grammar instruction in class, students’ writing, reading and comprehension skills improved more than in past years.

Meg Anderson-Johnston, Spanish Teacher
University Prep (WA)
repeated during rotation 6 Pacific 1

3.5 From Science Fair to Design Fair
► PBL, STEAM, Constructivist, Interdisciplinary, Maker-Based Middle & Elementary School
Rather than do a Science Fair, students in grades 4–6 were challenged to “make” something that solved a problem from literature they read. Students learned about the Design Process and used it to create iterations of their designs that culminated in a showcase at a Design Fair.

Tara Hofherr, Technology Innovation & Curriculum Coordinator
Kingsley Montessori School (MA)
repeated during rotation 6 Sierra 1

3.6 Video Game Computer Programming
► PBL, Design Thinking, 21st Century Space, Game-Based, STEAM Middle & High School
A video game cabinet — complete with joystick, custom software and buttons for two players — was built for Computer Programming classes to showcase student work written in Java and Processing languages.

Darren Kessner, Math and Computer Science Instructor, STEM Program Co-Head
Andrew Witman, STEM Co-Head
Marlborough School (CA)
repeated during rotation 6 Sierra 2
4.1 Middle School Game Design and Design Thinking

Game Design is a middle school elective that applies Design Thinking to the process of creating immersive storytelling environments. The course was built upon connections with our parent community, in particular school parents who work for local game-design companies, in order to translate the principles of the game-design industry into a middle school environment.

Jeff Tillinghast, Director of Academic Technology
Emma Anderson, Computer Science Teacher
University Prep School (WA)

4.2 Rock our World through Global Classrooms in Elementary School

Break down the walls of your classroom and connect your students globally. This session will introduce multiple global projects, including Rock Our World, Global Read Aloud, Google Xoogle, Mystery Skype and a variety of virtual field trips.

Catherine Davis, Director of Innovation & Educational Technology
Westside Neighborhood School (CA)

4.3 Story Boarding Using Advanced Gaming Code

Focus on the intra-curricular benefits of a crossover between English, drama and computer science curriculums using gaming and code. Breaking down fears and roadblocks associated with both gaming and code tells a story in a way that wasn’t possible before.

Javy Martinez, Computer Science Chair
Milken Community School (CA)

4.4 Student-Driven Logic and Rhetoric in Middle School

The session focuses on student-centered paradigms — including the importance of educator mindset and flexibility — and how to plan effectively for student-centered discussion in relation to daily classes, long-term projects (PBL), and learning outcomes.

Ellen Barrett, Director of Curriculum & Instruction
Michelle Adams, Middle School Teacher
Second Baptist School (TX)
Classes of the Future

4.5 The Innovation Pursuit Curriculum & Diploma
21st Century Space, Interdisciplinary, PBL, Student-Centered High School
Since 2008 Berwick Innovation Center has built a framework for the Innovation Pursuit program that focuses on project-based, student-directed learning and collaboration with a mentor. Within that Innovation framework is a digital portfolio, an element of research and development, connecting with industry experts, and publicly presenting at our annual Innovation Celebration.

Darcy Coffta, Innovation Center Director, Berwick Academy (ME) 
repeated during rotation 5 Pacific 3

4.6 Conceptual Art & Physics
PBL, STEAM High School
Hear about a class that was designed through a collaboration between departments and has led to one of the most signature courses at High Tech High. The course involves understanding the physics and math involved in engineering a staircase, and then having students develop their designs in teams.

Jeff Robin, Founding Faculty Member, High Tech High School (CA)
repeated during rotation 5 Sierra 2
B.1 The Importance of Timing, Feedback & Whole-Group Discussion in PBL

Mike Gwaltney, Department Chair, Oregon Episcopal School (OR)
Jeff Robin, Founding Faculty Member, High Tech High (CA)
Ellen Barrett, Director of Curriculum & Instruction, Second Baptist School (TX)

This session provides a look at practices at a granular level for teachers. Explore some of the finer points of PBL including the impact of timing, feedback and whole group discussion. This session will explore a few case studies of approaches adopted by the schools participating.

B.2 Infusing Your Curriculum with Entrepreneurship

Doris Korda, Associate Head, Hawken School (OH)
Eric Walters, Director of STEM Education, Marymount School (NY)
Ray Ravaglia, Board Member, OESIS Group (CA)

Entrepreneurship education is exploding in K–12 schools worldwide. As noted by author Nathan Barber, entrepreneurship courses and programs offer students “more opportunities for creativity, innovation and collaboration” as well as how to “identify problems or needs” because “the world needs students who are looking to make a difference.” In this Think Tank session, we will do a deep dive into two very different entrepreneurship education programs: Hawken School’s program to develop a new model for academic teaching and learning, and Marymount’s focus on social entrepreneurship. From there, we will help schools build agency for their own entrepreneurship program.

B.3 Visual Literacy and Communicating Knowledge

Jeff Tillinghast, Director of Academic Technology and Digital Media Teacher, University Prep School (WA)

Visual communication is a dominant theme in new media and online platforms. Throughout our 6–12 academic program, a theme has emerged in many different classes of instructing students in the intentional use of visual media to support sharing and constructing their knowledge. Through the inclusion of graphic design, presentation skills, image databases and experiences creating multi-media work in core academic subjects, our students are building a flexible skillset in effective visual communication.
B.4 Adding a Custom Add-On High School Extension for a PreK–8 with 21st Century Opportunities

Jo French, Master Teacher, Abiqua Academy (OR)
Abiqua Academy in Salem, Oregon, expanded the PreK–Grade 8 program to include high school by commissioning a purpose-built facility, hiring a small team of experienced high school educators, and offering a blended, personalized, instructional model. The high school opened in 2015 with four students and in 2016 increased to nine: two seniors, two juniors, three sophomores, and two freshmen. The educational team will present “lessons learned” in developing and growing an exciting, dynamic, highly personalized and flexible add-on program.

B.5 The Opportunities for Sheltered Courses in China and the U.S.

Kevin Merges, Director of Global Education, Rutgers Prep School (NJ)
Ray Ravaglia, Board Member, OESIS Group (CA)
Sheltered courses have been accredited by large university systems like the University of California for more than 30 years. They incorporate into the regular high school curriculum specially designed scaffolding for ELL students. With international students now a significant component of independent school enrollment, we are seeing many of these courses offered in the U.S. Hear what OESIS-X is doing by taking them in an online form into China.
5.1 Middle School Game Design and Design Thinking
Blended, Game-Based, Design Thinking, Interdisciplinary, Tech Tools, New Media Middle School

Game Design is a middle school elective that applies Design Thinking to the process of creating immersive storytelling environments. The course was built upon connections with our parent community, in particular school parents who work for local game-design companies, in order to translate the principles of the game-design industry into a middle school environment.

Jeff Tillinghast, Director of Academic Technology
Emma Anderson, Computer Science Teacher
University Prep School (WA)
repeated during rotation 4 Promenade

5.2 Rock our World through Global Classrooms in Elementary School
Online, Tech Tools, Global Dimensions Elementary School

Break down the walls of your classroom and connect your students globally. This session will introduce multiple global projects, including Rock Our World, Global Read Aloud, Google Xoogle, Mystery Skype and a variety of virtual field trips.

Catherine Davis, Director of Innovation & Educational Technology
Westside Neighborhood School (CA)
repeated during rotation 4 Sierra 1

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PBL, New Media, Game-Based, Interdisciplinary High School

Focus on the intra-curricular benefits of a crossover between English, drama and computer science curriculums using gaming and code. Breaking down fears and roadblocks associated with both gaming and code tells a story in a way that wasn’t possible before.

Javy Martinez, Computer Science Chair
Milken Community School (CA)
repeated during rotation 4 Pacific 1

5.4 Student-Driven Logic and Rhetoric in Middle School
PBL, Constructivist, Interdisciplinary, Formative Assessments Middle & High School

The session focuses on student-centered paradigms — including the importance of educator mindset and flexibility — and how to plan effectively for student-centered discussion in relation to daily classes, long-term projects (PBL), and learning outcomes.

Ellen Barrett, Director of Curriculum & Instruction, and Michelle Adams, Middle School Teacher, Second Baptist School (TX)
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Darcy Coffta, Innovation Center Director & Upper School Librarian, Berwick Academy (ME)
repeated during rotation 4 Pacific 3

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Jeff Robin, Founding Faculty Member, High Tech High School (CA)
repeated during rotation 5 Sierra 2
10 a.m. – 10.30 a.m. Thursday

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Grow an entrepreneurial mindset and skills as we build projects around personal finance, investing, public speaking and entrepreneurship. Delivered through a modern classroom design and blended with online resources, we advance this coursework so that it will allow us to deliver this curriculum in a public/private partnership format so we can reach an underserved community.
Joseph Powers, Head of School
The Woods Academy (MD)
repeated during rotation 3 Pacific 3

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Learn about “Collaborative Mastery Model,” a team-taught, high school freshman mathematics class. This large (three merged classes), mastery-based, flexibly paced course focuses on the theory of social constructivism as a foundational value.
Katherine Hoff, Mathematics Dept. Chair
Northfield Mount Hermon School (MA)
repeated during rotation 3 Promenade

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Ty Talbot, Fine Arts Teacher & Department Chair
University Prep School (WA)
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University Prep (WA)
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Kingsley Montessori School (MA)
repeated during rotation 3 Sierra 1

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A video game cabinet — complete with joystick, custom software and buttons for two players — was built for Computer Programming classes to showcase student work written in Java and Processing languages.
Darren Kessner, Math and Computer Science Instructor, STEM Program Co-Head
Andrew Witman, STEM Co-Head
Marlborough School (CA)
repeated during rotation 3 Sierra 2
1.45 p.m. – 2.15 p.m. Thursday

Classes of the Future

7.1 Harkness Philosophy in PreK–8 Curriculum Design
   **Constructivist Grades K–8**
   Implement Harkness Philosophy through the whole elementary and middle school experience.
   **Molly Bozzo**, Head of Carmel Campus
   **Stevenson School** (CA)
   repeated during rotation 2 Pacific 2

7.2 High School Ingenuity Class
   **STEM, Blended, Design Thinking High School**
   Discuss the key components of the Ingenuity Program, which is scheduled like an elective. Students meet in small groups but are doing wonderfully disparate things from music production, product design, comic book development, launching cosmetic lines, online courses in music theory and German etc. — all while embedding creativity enhancement throughout the course as an overarching theme.
   **Chris Ford**, Director of Ingenuity Program
   **Forman School** (CT)
   repeated during rotation 2 Pacific 2

7.3 Interdisciplinary 6th Grade Art & Math
   **PBL, Interdisciplinary, STEAM Elementary and Middle School**
   Hear about an interdisciplinary art and math unit in which students are challenged to design a structure. The presentation will detail the process students go through including needs assessment, surveys, scale drawings and cardboard models, as well as 3D design using SketchUp.
   **Beth Cole**, Grade 6 Math Teacher
   **Stephanie Sack**, Art Teacher
   **St. Patrick’s Episcopal Day School** (DC)
   repeated during rotation 2 Promenade

7.4 Media-Based Learning in Physics
   **New Formative Assessments High School**
   Re-imagine formative and summative assessments in an Honors Physics class.
   **Eric Walters**, Director of STEM Education
   **Marymount School of New York** (NY)
   repeated during rotation 2 Sierra 2

7.5 Middle School English Mash UP
   **Constructivist, Design Thinking, 21st Century Space, Tech Tools, New Media Middle School**
   Use digital media platforms & student-created media as a modus operandi for textual analysis and personal connection in the English classroom.
   **Carl Faucher**, English Teacher
   **University Prep School** (WA)
   repeated during rotation 2 Pacific 1

7.6 School-Wide STEAM Project
   **PBL, STEAM, Constructivist, Interdisciplinary Middle & Elementary School**
   The Charles River Study (CRS) is a school-wide project that aims to give ownership and leadership to students. Each class selects a topic connected to a larger theme. Discuss how this project leads to student ownership of learning, collaboration and technology integration.
   **Marc Gustavson**, Assistant Head of School & Co-Director of Elementary
   **Tara Hofherr**, Technology Innovation & Curriculum Coordinator
   **Kingsley Montessori School** (MA)
   repeated during rotation 2 Sierra 1
Classes of the Future

8.1 Design Thinking for Active Learning

**Design Thinking High School**
At Drew School we empowered our students to design the school's new maker space and learning commons. We will discuss the process that we led them through in this design-thinking-based project: how they gathered information, summarized the school's needs and wants, visualized and revised drafts, and maintained communication with the whole school community — from the students to the board.

**Jon Herzenberg**, Associate Head of School

**Jen Solomon** and **Burke Green**, Science Faculty, **Drew School** (CA)
*repeated during rotation 1* Pacific 1

8.2 Online Blended Field Ecology

**Blended, Online High School**
This rotation will address course development, field work, building a community of learners/field biologists, citizen science, combining old-school and new-school techniques and technologies.

**Liz Gottlieb**, Teacher, Blended Site Coordinator
**Marin Academy** (CA)
*repeated during rotation 1* Promenade

8.3 Real-World Science Problem Solving

**Design Thinking, STEAM, Entrepreneurial, Maker-Based Grades 6–8**
This re-envisioned science program is more aligned with a design-thinking approach. In addition to a science, technology and engineering focus, the class places a large emphasis on empathy, entrepreneurship and establishing a maker mindset.

**Andrea Amend**, **Courtney Fricke** and **Kaitlin Lester**, 6–8 Science Teachers
**Westside Neighborhood School** (CA)
*repeated during rotation 1* Pacific 2

8.4 Science and Social Justice

**PBL, Entrepreneurial, Maker-Based, STEAM Middle and High School**
Discuss the connection between science, social justice, project-based learning and authentic-learning experiences.

**Eric Walters**, Director of STEM Education
**Marymount School of New York** (NY)
*repeated during rotation 1* Sierra 2

8.5 STEAM Techniques to Structure Game-Based Learning

**STEAM, Game-Based K–12**
Use Escape Rooms for a team-based multi-curricular applicability with students working together to answer high-level questions and challenges.

**Megan McEwen**, K–12 STEM Coordinator
**Chadwick School** (CA)
*repeated during rotation 1* Pacific 3

8.6 Technology-Enabled Citizenship Projects in the Humanities Classroom

**Blended, Tech Tools, New Media, 21st Century Space K–12**

**Rob Evans**, teacher, **Chadwick School** (CA)
*repeated during rotation 1* Sierra 1

8.7 Standards-Based Grading in High School Science

**Novel Assessments, Interdisciplinary, STEAM High School**
The high school science courses at the Webb School have moved to standards-based grading, and the cultural impact on students has been profound. Hear about our experiences and the resulting student-skill development.

**Kevin Quick**, Science Teacher, and **Sally Mingarelli**, Director of Experiential Learning,
**The Webb Schools** (CA)
*repeated during rotation 1* Bayview
C.1 Standards-Based, Competency-Based and Mastery-Based Paradigms

Kevin Quick, Science Faculty, The Webb Schools (CA)

Sally Mingarelli, Science Faculty & Director of Experiential Learning, The Webb Schools (CA)

Doris Korda, Associate Head, Hawken School (OH)

Katherine Hoff, Math Department Chair, Northfield Mount Hermon School (MA)

Deborah Dowling, Assistant Head for Academic Affairs, Chadwick School (CA)

Eric Hudson, Director of Teaching & Learning, GOA (WA)

What are the differences between these approaches? What are the implications for the role of teachers and the formulation of the curriculum including assessments? Do these approaches still enable 21st-century goals such as collaboration? Are these approaches really that new, or incremental adaptations? Where are these approaches taking hold in independent schools?

C.2 Licensing and Monetizing Your Investment in Curriculum Innovation Through a Consortium Approach

Christy Cleugh, VP Operations & Curriculum Development, Oaks Christian School (CA)

Independent schools are increasingly interested in establishing their own online and blended extensions. Hear from one of the largest independent schools in the country how they established a stand-alone accredited online school and have then leveraged their know-how and curriculum development into onboarding and licensing for a group of school partners.
Deep Dive Panels

C.3 Technology Education vs. Computer Science: The Confusion and Its Effect on The Millennial Generation

Javy Martinez, Computer Science Head, Milken Community High School (CA)

When we think of technology education, we associate it with innovation and maker spaces and similar 21st-century topics. Computer science is more often associated with coding and algorithms and more implemented mathematics. In this think tank, we will discuss topics ranging from S.T.E.M. to fab labs to the new AP Computer Science Principals course and more. We will analyze the differences between these curricula and discuss the possible problems our students will face when attempting to enter the computer science industry, as well as the mistakes we are making as teachers. This micro discussion will lead to a macro look at the perception of millennials and how the confusion between curricula effects computer science industry perceptions of our students.

C.4 Broadening the Notion of Community in Schools

Claire Goldsmith, Executive Director, Malone Schools Online Network (CA)

The concept of “community” features prominently in all of our schools. Indeed, one of the first questions we worked on at Stanford Online High School and at the Malone Schools Online Network is whether online courses can truly create and sustain community. Drawing from “Bricks and Mortar: Volume II” on community, hear about research and background on this topic and let us discuss and investigate the way community can be formed in other online/blended contexts. The session aims to settle on conditions that encourage meaningful community online.
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