



The Leading Network for Innovation at Independent Schools

Oct. 29 and 30, 2018

2018 OESIS Boston

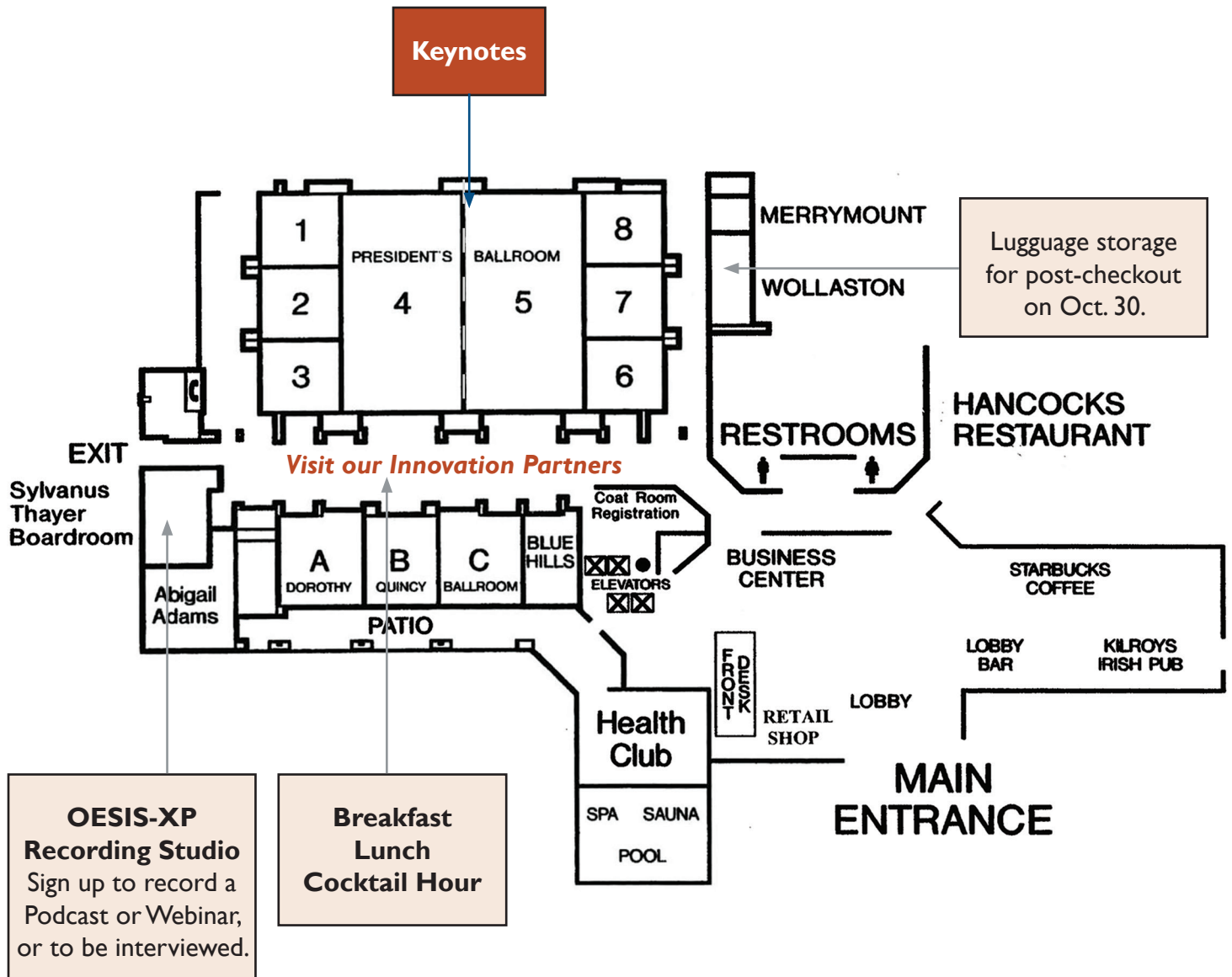


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Sanje Ratnavale
President
OESIS Group

*I would like to thank
our many presenters
for coming to
Boston from all
over the country to
spark stimulating
discussions about
innovation at
independent schools.*

*Best,
Sanje*

Oct. 29, 2018

Dear OESIS Boston Attendees:

As independent schools focus on defining outcomes that they may have practiced for years or new competencies for their students in a changing world, many questions arise. We hope at this second OESIS conference on Mastery and more, you'll get a chance to dive deeper into these issues.

What are some of the issues? Here are some examples. Is our curriculum overweight on content vs skills? Where do we begin; with a global set of competencies, a portrait of a graduate, a revised mission, department by department or division by division skills mapping? How do we measure cross-curricular skills and does that dictate more interdisciplinary curriculum development? How does competency impact pacing and scheduling? What are the right words and language to describe growth, from competent to proficient to developing to mastery? Does mastery discourage a growth mindset and is it more or less than excellence? Can a shift to mastery be done incrementally at a school or must it be either an "all in" approach or a school within a school strategy? What will mastery do to student health and wellness? Will a race for mastery credits and badges replace the GPA battle? Can mastery be implemented without a data culture, and what are the faculty and systems implications? How can equity be achieved for different learners? Does mastery impact class size and can it be delivered within a traditional pedagogical environment? Are blending, gamification and other approaches conduits to mastery? Will large public college systems accept mastery credits or will they be accepted primarily by private liberal arts colleges? How can we pushback against parent opposition and what are effective strategies for parent education? Should we change our admission policies if we are changing our graduation transcripts?

Welcome to our 18th conference in the past six years. Our network is powered by our schools and is always faculty-focused. As a network, we are only as strong as the participation of our members.

Yours sincerely,

Sanje Ratnavale
President
OESIS Group

2018 OESIS Boston Schedule at a Glance

Monday, Oct. 29, 2018

6.30 a.m. – 8.00 a.m.	Registration
7.00 a.m. – 8.00 a.m.	Breakfast & Visit Innovation Partners Exhibits
7.00 a.m. – 7.45 a.m. Blue Hills	OESIS Network Leaders Breakfast Meeting
	Head of School Keynotes
8.00 a.m. – 9.15 a.m. Ballroom	 Student Wellness Susanna A. Jones <i>Head of School</i> Holton-Arms School (MD)
	 Student Agency and Emotional Wellness Emily Jones <i>Head of School</i> The Putney School (VT)
9.30 a.m. – 11.00 a.m.	Innovation Workshops
Salon 4	A.1 Mastery & Inter-Disciplinary PBL Jeff Robin , OESIS Cohort Leader & Founding Faculty, High Tech High (CA) ; and Tara Quigley , OESIS Cohort Leader, and Director of Miss Fine's Center for <i>Interdisciplinary Studies</i> , Princeton Day School (NJ)
Abigail Adams	A.2 Mastery & Standards-Based Grading in MS and US English Erin Nordlund , <i>English Dept.</i> , Chadwick School (CA)
Salon 5	A.3 Using OESIS-XP Pathways to Foster Competencies Joel Backon , OESIS-XP and LISTSERV Network Leader, & Director of Academic <i>Technology & History Teacher</i> , Choate Rosemary Hall (CT) ; and Jared Colley , OESIS-XP Leader & English Department Chair, Oakridge School (TX)
Salon 3	A.4 Mastery Math in Calculus & Geometry Jim Wysocki , <i>Math Teacher</i> , Caitlin Gabel School (OR)
Salon 6	A.5 Standards-Based Grading in High School Science Desmond Frost , <i>Upper School Science Teacher</i> , Flint Hill School (VA)
Salon 2	A.6 Making Elementary M.A.T.H. Rotations and Mastery Truly Work Ashley Read , <i>Educational Technology Integrationist</i> , Oakridge School (TX)
	Monday Keynote
11.15 a.m. – noon Ballroom	 Meta-Skills: Opportunities and Challenges Sanje Ratnavale <i>President</i> OESIS Group

Noon – 1.00 p.m.	Lunch & Visit Innovation Partners Exhibits
Abigail Adams	Smoke And Mirrors: The Truth About Vaping And Student Health Presented by FCD Prevention Works
1:00 p.m. – 1.50 p.m. Ballroom	Head of School Hardball
2.00 p.m. – 3.30 p.m.	Innovation Workshops
Salon 4	B.1 Mastery-Based Blending & PBL in the APs & the Humanities Debbie Ayers , OESIS Cohort Leader & Asst. High School Principal, Flint Hill School (VA); and Lindley Shutz , Dean of Academic Program, Derryfield School (NH)
Salon 5	B.2 Advanced PBL Jeff Robin , OESIS Cohort Leader & Founding Faculty, High Tech High (CA)
Abigail Adams	B.3 No Silos and No Anxiety: Writing Across the Curriculum Joel Backon , History Teacher & Academic Technology Director, Choate Rosemary Hall (CA); Jared Colley , OESIS Network Leader & English Department Chair, Oakridge School (TX); and Claire Reddig , Writing Specialist, Oakridge School (TX)
Salon 2	B.4 Designing and Innovating Time: Engineering a New School Schedule Eric Chandler , Director of Upper School; Michael Ehrenfried , Chief Information and Innovation Officer; and Carrie Green , Director of Middle School, Kent Denver School (CO)
Salon 3	B.5 Radically Rethinking Mastery Rubrics: Brain-Based Assessment and the Zebric Pilot Evan Beachy , Co-Director Keala`ula Innovations Institute, Kamehameha Schools (HI)
Salon 6	B.6 Mastery-Based Blending in World Language Matt Bavone , OESIS Cohort Leader & Language Teacher, and Eli Fendelman , Latin Teacher, St. Luke's School (CT)
3.45 p.m. – 4.35 p.m.	Breakout Sessions
Abigail Adams	C.1 Ethics in STEM: Equality in the Internet Age Nate Green , Technology Integration & Information Specialist, Flint Hill School (VA)
Salon 3	C.2 Modernizing and Maximizing Student Presentations for Blended Classes Jon Shee , Language Department Chair, St. Luke's School (CT)
Salon 6	C.3 Recruitment and Talent Development Sanje Ratnavale , President, OESIS Group (CA)
Salon 2	C.4 Bioethics, Community Engagement, and Research Skills Julian Willard , Interdisciplinary Program Chair, The Rivers School (MA)
Salon 5	C.5 Global Water Issues: Online PBL Darcy Brewer , Science Master, Lawrenceville School (NJ)
Salon 4	C.6 Mastery-Based Blending in Math Yasmin Saban , OESIS Cohort Leader & Math Chair, St. Andrew's School (HI)

Monday, Oct. 29, 2018

OESIS Faculty Cohorts on PBL, Mastery and Global Education


OESIS cohort courses offer a collaborative opportunity for faculty to redesign their courses with like-minded educators and OESIS Network Leaders. Monday afternoon break-out sessions will introduce 2018 OESIS Boston attendees to these deep-dive opportunities. Faculty can earn Practitioner, Designer or Master credentials by successfully completing courses. Four-month sessions begin in January and September.

4.45 p.m. - 5:30 p.m.	Faculty Cohort Presentations by OESIS Network Leaders
Salon 4	D.1 Project-Based Learning & Inter-Disciplinary Cohort <ul style="list-style-type: none">• Jeff Robin, <i>Founding Faculty at High Tech High (CA)</i>• Tara Quigley, <i>Director of Miss Fine's Center for Interdisciplinary Studies, Princeton Day School (NJ)</i>
Salon 5	D.2 Mastery Blending Cohort <ul style="list-style-type: none">• Humanities: Debbie Ayers, <i>Assistant High School Principal, Flint Hill School (VA)</i>• Languages: Matt Bavone, <i>Language Teacher, St. Luke's School (CT)</i>• Math: Yasmin Saban, <i>Math Department Chair, St. Andrew's School (HI)</i>
Salon 3	D.3 Global Leadership Cohort <ul style="list-style-type: none">• Matt Nink, <i>Executive Director, Global Youth Leadership Institute, and Executive Director, Stuart Center for Global Leadership, Lake Forest Academy (IL)</i>
5.30 p.m. – 6.30 p.m.	Cocktail Reception (Use the drink ticket on the back of your name badge.)

Tuesday, Oct. 30, 2018

6.30 a.m. – 8.00 a.m.	Registration
7.00 a.m. – 8.00 a.m.	Breakfast & Visit Innovation Partners Exhibits
8.00 a.m. – 9.15 a.m.	Head of School Keynotes
Ballroom	 Innovation, Flat Tires and How We Learn: A Challenge to the Mastery Movement Dr. Rand Harrington , <i>Head of School, Kent Denver School (CO)</i>
	 Measuring Social Emotional Learning Matt Nink , <i>Executive Director, Global Youth Leadership Institute, and Executive Director, Stuart Center for Global Leadership, Lake Forest Academy (IL)</i>

Tuesday, Oct. 30, 2018

9.30 a.m. – 11.00 a.m.	Innovation Workshops	
Salon 5	E.1 Gamification & Data-Driven Mastery: Personalization, Skill Visualization & Credentials Jared Colley , <i>OESIS Network Leader & English Department Chair, Oakridge School (TX)</i> Nicholas Dressler , <i>English Teacher, De Smet Jesuit (MO)</i>	
Salon 4	E.2 Introducing & Embedding Competencies Mike Gwaltney , <i>Upper School Director, Rocky Hill School (RI)</i> ; Erin Nordlund , <i>English Department Chair, Chadwick School (CA)</i> ; and Tara Quigley , <i>OESIS Network Leader and Inter-Disciplinary Studies Director, Princeton Day School (NJ)</i>	
Salon 2	E.3 Standards-Based Grading in High School Science Desmond Frost , <i>Upper School Science Teacher, Flint Hill School (VA)</i>	
Salon 6	E.4 Detracking Middle School Math — “Level” Your Classes Instead Kathleen Jalalpour and Corinne Khoo-Lieu , <i>Math Teachers, Keys School (CA)</i>	
Abigail Adams	E.5 Mastery-Based Blending & PBL in AP & the Humanities Debbie Ayers , <i>OESIS Cohort Leader & Asst. High School Principal, Flint Hill School (VA)</i> and Lindley Shutz , <i>Dean of Academic Program, Derryfield School (NH)</i>	
Salon 3	E.6 OESIS PBL Cohort Participant Session Jeff Robin , <i>OESIS Cohort Leader & Founding Faculty, High Tech High (CA)</i> Tara Quigley , <i>OESIS Cohort Leader, OESIS Network Leader and Inter-Disciplinary Studies Director, Princeton Day School (NJ)</i>	
11.15 a.m. – noon	Tuesday Keynote	
Ballroom	 Measuring Transferable Skills David Ruff <i>Executive Director</i> Great Schools Partnership (ME)	
noon – 1.00 p.m.	Lunch & Visit OESIS Innovation Partners Exhibits	
1.00 p.m. – 1.50 p.m.	Academic Leaders Panel on 2019 Learning Innovation Report	Ballroom

2.00 p.m. – 3.30 p.m.	Breakout Workshops
Salon 4	F.1 Measuring More Than Content: Throughlines into Cross-Disciplinary Skills Kevin Feal-Staub , <i>Academic Dean</i> , The Putney School (VT)
Salon 5	F.2 Interdisciplinary Standards-Based Grading in High School Mike Peller , <i>Asst. Head for Teaching and Learning</i> Barbara Buckley , <i>English Chair & Director of Residential Life</i> Rachel VanWylen , <i>Arts Chair</i> White Mountain School (NH)
Abigail Adams	F.3 Faculty Feedback, Onboarding Growth and Inspiration Eric Chandler , <i>Director of Upper School</i> ; Michael Ehrenfried , <i>Chief Information and Innovation Officer</i> ; and Carrie Green , <i>Director of Middle School</i> , Kent Denver School (CO)
Salon 3	F.4 Mastery Based Blending in Math Yasmin Saban , <i>OESIS Cohort Leader, Math Dept. Chair</i> , St. Andrew's School (HI)
Salon 2	F.5 Mastery Based Blending in World Language Matt Bavone , <i>OESIS Cohort Leader and Language Teacher</i> , and Eli Fendelman , <i>Latin Teacher</i> , St. Luke's School (CT)
Salon 6	F.6 Equity and Data David Ruff , <i>Executive Director</i> , Great Schools Partnership (ME) Sanje Ratnavale , <i>President</i> , OESIS Group
3.30 p.m. – 3.45 p.m.	Tea Break
3.45 p.m. – 4.35 p.m.	Breakout Sessions
Salon 4	G.1 Collaborative Curation: Using OER to Foster Student Ownership in Learning Jeannette Lee-Parikh , <i>Chair of the English Department</i> , The Cambridge School of Weston (MA)
Salon 5	G.2 What Works & What Does Not in Elementary Tech Tools Ashley Read , <i>Educational Technology Integrationist</i> , Oakridge School (TX)
Salon 6	G.3 Student Wellness & Gaming on Campus: To Block or Not to Block? Nate Green , <i>Technology Integration & Information Specialist</i> , Flint Hill School (VA)
Abigail Adams	G.4 Discovery of Engineering: A New, Modular High School Elective Course Gary Smilowitz , <i>Middle School Science/Upper School Engineering Teacher</i> , Flint Hill School (VA)
5.00 p.m.	Conference Concludes

Head of School Keynotes

Ballroom

Student Wellness



Susanna A. Jones
Head of School
Holton-Arms School (MD)

Susanna A. Jones currently serves as Head of School for the Holton-Arms School, a girls' day school for grades 3–12 in Bethesda, MD. She was appointed by the Board of Trustees in 2007 as the School's seventh Head since its founding in 1901. She came to Holton-Arms after eight years as Head of The Ethel Walker School, a girls' day and boarding school for grades 6–12, in Simsbury, CT.

Susanna graduated from Phillips Academy in Andover, MA, and Princeton University with Honors. She began her career at the Spence School in New York City as a history teacher. While residing in New York, she earned an M.A. and an M. Phil. in history from Columbia University. For several years she worked in development at Union Theological Seminary and St. Hilda's and St. Hugh's School in New York. In 1993, she accepted the position of Director of Upper School at Marlborough School, in Los Angeles, CA, where she remained for six years.

Student Agency and Emotional Wellness



Emily Jones
Head of School
The Putney School (VT)

Emily Jones has been the Head of School of the Putney School since 2007. Emily started her education career at the Maru a Pula School in Gaborone, Botswana. After an interval in the United States (studying at Yale and teaching at the Taft School), she and her husband, Gordon, founded the American Pacific International School in Chiang Mai, Thailand. Immediately prior to coming to Putney, Emily headed the upper school at the Catlin Gabel School in Portland, OR. She holds an A.B. from Harvard University and an M.A. from Yale University.



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OESIS is the leading network focused on innovation at progressive independent schools.

Innovation Workshops

A.1 Mastery & Inter-Disciplinary PBL

Jeff Robin, *OESIS Cohort Leader & Founding Faculty, High Tech High (CA)*

Tara Quigley, *OESIS Cohort Leader, and Director of Miss Fine's Center for Interdisciplinary Studies, Princeton Day School (NJ)*

Jeff Robin and Tara Quigley will discuss and demystify Project-Based Learning. They will unpack the rationale behind PBL and what it looks like in a classroom. A facilitated discussion covering where projects come from, articulating intent, planning, assessment and reflection will be at the center of this session. There are many ways to implement PBL in your classroom and they will show how you can do it yourself with your students.

Salon 4

A.2 Mastery & Standards-Based Grading in MS and US English

Erin Nordlund, *English Dept., Chadwick School (CA)*

Chadwick School recently implemented Standards-Based Grading principles and structures across all subject areas from 6–12 grade. This workshop will share our process, including challenges and how we ultimately agreed upon consistent and predictable practices in order to create more meaningful assessments, unify our program through clear expression of what students learn, and bolster student wellness. This workshop will discuss in more depth how Standards-Based Grading can be applied in Middle or Upper School English classes. Participants will have the opportunity to apply their classroom experience and discuss questions.

Abigail Adams

A.3 Using OESIS-XP Pathways to Foster Faculty & Student Competencies

Joel Backon, *OESIS-XP and LISTSERV Network Leader, & Director of Academic Technology & History Teacher, Choate Rosemary Hall (CT)* and **Jared Colley**, *OESIS-XP Leader & English Department Chair, Oakridge School (TX)*

With time and money as the biggest challenges to a good faculty professional development program, OESIS has introduced a new approach that makes PD affordable while doing the legwork to find the best resources for a variety of topics that schools are currently exploring. OESIS-XP uses a combination of resource curation, a substantial library of webinars delivered by the leading faculty innovators in independent schools and other organizations, and a structure that provides entry points to meet the multiple learning styles of teachers. The core of this initiative is XP Pathways, an evolving collection of student and faculty competencies designed to facilitate school PD programs, whether you are engaging your entire faculty or a smaller cohort. This workshop will show you how to navigate the Innovation Matrix and Pathways in the OESIS-XP portal, invite you to collaborate with OESIS network leaders and faculty, as well as provide recommendations regarding how to use this valuable PD and networking resource in your school.

Salon 5

Innovation Workshops	
<p>A.4 Mastery Math in Calculus & Geometry</p> <p>Jim Wysocki, <i>Math Teacher, Caitlin Gabel School (OR)</i></p> <p>Explore competency-based grading in high school mathematics with respect to both content and skills. Working with examples from geometry and calculus, participants will be supported to create, modify, or develop at least one competency they can bring back to their classrooms to pilot. We will discuss assessment strategies and pedagogical choices (including problem-based learning) that support the use of competencies, foster growth over time, and provide experiential education opportunities in the mathematics classroom.</p>	Salon 3
<p>A.5 Standards-Based Grading in High School Science</p> <p>Desmond Frost, <i>Upper School Science Teacher, Flint Hill School (VA)</i></p> <p>How can we give more meaningful feedback when we are bound by inflexible LMS gradebook calculations? Standards-Based/Mastery-Based grading systems offer us an opportunity to shift student focus on learning and understanding, instead of grubbing for points. This type of feedback is more focused for students, easier to give and guarantees that learning outcomes match the assessment. However, despite all of the benefits, we are hesitant to switch because we are almost always asked to use the gradebook in our LMS. See how you can use a traditional gradebook and transition to a grading system which makes grading easier, gives students more meaningful feedback, and emphasizes learning over numerical grade values.</p>	Salon 6
<p>A.6 Making Elementary M.A.T.H. Rotations and Mastery Truly Work</p> <p>Ashley Read, <i>Educational Technology Integrationist, Oakridge School (TX)</i></p> <p>How might we as educators provide time for elementary students to explore math concepts while curating their own knowledge — all while providing authentic experiences? During this session, attendees will take part in a simulation that mimics M.A.T.H. Rotations that have proven to be successful in the elementary classroom. We will discuss how this workshop style of teaching math can be implemented into any elementary classroom. Best practices, mastery of skills and concepts, and tech tools will be part of the discussion.</p>	Salon 2



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- Marty Neumeier, Author, *Metaskills: Five Talents for the Robotic Age*

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Meta-Skills: Opportunities and Challenges



Sanje Ratnavale
President
OESIS Group (CA)

Sanje Ratnavale, the President of the OESIS Group, 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. He 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, including 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 L.A. which grew into a K–12 institution with \$80 million in assets during his seven-year tenure. 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).

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Noon – 1.00 p.m.	Monday Lunch & Sponsor Sessions
Abigail Adams	<p>Smoke And Mirrors: The Truth About Vaping And Student Health</p> <p>Presenter:</p> <p>Corinne Brisbois, <i>Prevention Specialist</i>, FCD Prevention Works</p> <p>Description:</p> <p>Join us to learn about e-cigarettes and vaporizers, including what they are and how they harm health. The FCD Prevention Specialist will illuminate independent school trends from the FCD Student Attitudes and Behavior Survey. We will discuss why vapes are popular and how to prevent use. We'll brainstorm how to get your community on the same page and what to do when vaping students want to stop. Participants will come away with current information about vaping and effective ideas for health education and promotion.</p>
1:00 p.m. – 1.50 p.m. Ballroom	Head of School Hardball



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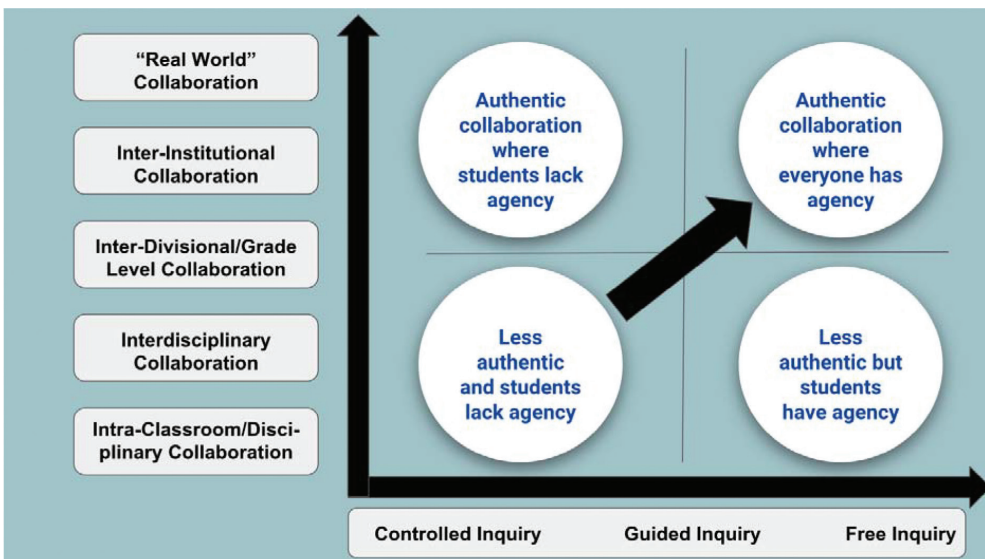
Innovation Workshops	
<p>B.1 Mastery-Based Blending & PBL in the APs & the Humanities</p> <p>Debbie Ayers, <i>OESIS Cohort Leader & Asst. High School Principal, Flint Hill School (VA)</i>; and Lindley Shutz, <i>Dean of Academic Program, Derryfield School (NH)</i></p> <p>In this workshop, two veteran AP instructors will share their experience in making their classes more student-centered. Debbie will share how she teaches history classes with a model that focuses on the student as an independent learner who is able to formulate an inquiry, demonstrate progress with a set of learning objectives, and explore a variety of formats and resources to master skills and content. Freedom to individualize pacing and to demonstrate mastery at the moment it is achieved are hallmarks of student-centered classrooms. Teachers will find that core competencies are maintained while increasing student agency and personalization of learning. Lindley will share how to ride the tension of integrating creative PBL in an AP course. The Greatest Hope/Greatest Challenge project asks students to become an expert on an issue, to interview a change maker, and to create a public “message” or experience. Students pursue topics they are passionate about, meet real-world change agents in the field, and then develop a prototype for persuading their targeted audience to engage. This year, students studied topics ranging from AI to Pro-Eating Disorder social media sites, the Opioid Crisis to the End of Reading and the Glass Ceiling in Politics, and developed websites, video games, infographics and videos to inform and persuade the public.</p>	Salon 4
<p>B.2 Advanced Project-Based Learning with Jeff Robin, HTH Founding Faculty</p> <p>Jeff Robin, <i>OESIS Cohort Leader & Founding Faculty, High Tech High (CA)</i></p> <p>After the initial switch from a traditional to a Project-Based Learning classroom, where do you go next? Jeff has been there and he will show, tell and get you to move towards Advanced PBL. What comes next is moving in the direction of an authentically interdisciplinary classroom that has ties to the outside world. The students will do and make things of value beyond grades in school. Jeff will tackle Voice and Choice, different forms of subject area collaboration, and you will get a chance to create some Advanced PBL projects.</p>	Salon 5
<p>B.3 No Silos and No Anxiety: Writing Across the Curriculum</p> <p>Joel Backon, <i>History Teacher & Academic Technology Director, Choate Rosemary Hall (CA)</i>; Jared Colley, <i>OESIS Network Leader & English Department Chair</i>, and Claire Reddig, <i>Writing Specialist, Oakridge School (TX)</i>.</p> <p>There are several meta-skills that transcend departmental silos but remain central to what we do in the English classroom both traditionally and currently. We all want students to read, write and communicate well no matter the content — meaning there must be a connection among word, purpose and audience in everything we do. In this session we will explore how 21st century tools and methodologies make possible three necessary innovations for any connected, purposeful English class. Specifically, we’ll explore how new technologies can help us make English more purposeful by (1) Activating agency (2) Amplifying voice and (3) Accessing authentic audiences.</p>	Abigail Adams

Innovation Workshops	
<p>B.4 Designing and Innovating Time: Engineering a New School Schedule</p> <p>Eric Chandler, <i>Director of Upper School</i>; Michael Ehrenfried, <i>Chief Information and Innovation Officer</i>; and Carrie Green, <i>Director of Middle School</i>, Kent Denver School (CO)</p> <p>Kent Denver is in the middle of a two-year in-house design-thinking exercise in which we are reconceptualizing our use of time through a new master schedule. This presentation will focus on the process of our work, including both how we're designing time while simultaneously building buy-in and receiving input from our many constituencies. Perhaps most unique to our process is our intentional use of year two. The entire second phase of our work will include a year-long implementation effort: intensive institutional preparation focused on program and policy to ensure a successful new-schedule launch. This presentation will include interactive elements that will allow participants to reflect on and share their questions and ideas concerning the following: the strengths and challenges of their current school's schedule; how their school's values are reflected in the institutional organization of time; and tactics and strategies for creating a time-design process.</p>	Salon 2
<p>B.5 Radically Rethinking Mastery Rubrics: Brain-Based Assessment and the Zebic Pilot</p> <p>Evan Beachy, <i>Co-Director Keala`ula Innovations Institute</i>, Kamehameha Schools (HI)</p> <p>Rubrics are the foundation to assessing mastery of learning outcomes, which is at the heart of the mastery transcript movement. This workshop will examine a seven-year experiment into the radical reimagination of mastery. The brain-based model used to approach mastery, technology, and data-collection points to the future of education. Both the brain-based model used in the study and technology developed to leverage results will be presented along with the details of a current pilot underway at Kamehameha Schools Maui in partnership with the DataHouse Inc.'s "Zebic" mobile app development project. The unique model of mastery assessment and capture abilities of mobile technology do not currently exist in the marketplace and the Kamehameha/Zebic pilot seeks to fill this niche in educational technology.</p>	Salon 3
<p>B.6 Mastery-Based Blending in World Language</p> <p>Matt Bavone, <i>OESIS Cohort Leader & Language Teacher</i>, and Eli Fendelman, <i>Latin Teacher</i>, St. Luke's School (CT)</p> <p>Matthew Bavone and Eli Fendelman will present about the mastery-based, self-paced Latin curriculum dubbed Latin Omnibus. Students from the traditional levels of Latin I–3 work together in a blended environment. They will share how they structure the class, communicate with parents, and foster troubleshooting and autodidact skills within the students.</p>	Salon 6

Breakout Sessions	
<p>C.1 Ethics in STEM: Equality in the Internet Age</p> <p>Nate Green, <i>Technology Integration & Information Specialist</i>, Flint Hill School (VA)</p> <p>Nate teaches a class called <i>Equality in the Internet Age</i> about how the Internet has not lived up to its promise. It's innovative because this course is essentially an ethics course for STEM students—something high schools don't yet have. So much of what our STEM graduates have created has led to negative outcomes. This course studies STEM course outcomes through a global & ethical lens and it strives to teach students how to use the internet (and new media) to get the most out of this revolutionary technology, so they gain meta-skills to take advantage of the internet rather than it taking advantage of them. As the old internet adage goes if you're not paying for it, you're the product. This course trains students to get more out of the internet (as users, or informed citizens) than it gets out of them (as the product, or as passive consumers giving away their time and data).</p>	Abigail Adams
<p>C.2 Modernizing and Maximizing Student Presentations for Blended Classes</p> <p>Jon Shee, <i>Language Department Chair</i>, St. Luke's School (CT)</p> <p>Public speaking practice is so important for students, but a string of stand-and-deliver presentations during face-to-face time can drag. Poster board after poster board? Let's take advantage of online tools and change up presentation formats to modernize how students present and share during class. Feedback and assessment ideas will also be given. Examples will focus on world language classes, but most ideas can work across the curriculum.</p>	Salon 3
<p>C.3 Recruitment and Talent Development</p> <p>Sanje Ratnavale, <i>President</i>, OESIS Group (CA)</p> <p>There are a lot of ways our recruitment practices can improve. In this session, we will discuss the intersection with professional development, what strategies can be taken to support new teachers as they acclimate to the school's culture, how to lower sourcing strategies and more.</p>	Salon 6
<p>C.4 Bioethics, Community Engagement, and Research Skills</p> <p>Julian Willard, <i>Interdisciplinary Program Chair</i>, The Rivers School (MA)</p> <p>Teaching bioethics, either in a club format or in science class, supports an ethical culture of respectful dialogue across differences and promotes interdisciplinary research skills and community engagement. In this workshop Julian shares free online teacher resources and his experience developing the bioethics club concept with collaborators at Harvard's Center for Bioethics and Boston's Community Ethics Committee. There will be opportunities to discuss inter-school collaboration and ways of supporting students sharing ethics initiatives beyond the classroom.</p>	Salon 2

Breakout Sessions	
<p>C.5 Global Water Issues: Online PBL</p> <p>Darcy Brewer, <i>Science Master, Lawrenceville School (NJ)</i></p> <p>This presentation will bring participants through a guided design experience for Darcy Brewer's Global Water Issues course. The online course was designed over a multi-year project and involves three PBL interdisciplinary modules that have students collaborate and communicate online to create policies and solutions regarding global water issues and humanity. Design thinking towards a fourth module, the capstone, is utilized by the students. The curricular structure, design and online functionality will be presented. As the course involves students collaborating in the Eight Schools Association, the big picture design thinking from an instructor's perspective will be illustrated by the presenter. Best practice examples of the online tools, Web 2.0 interactivity, and collaborative document/media/video assessments and presentations will also be illustrated.</p>	Salon 5
<p>C.6 Mastery-Based Blending in Math</p> <p>Yasmin Saban, <i>OESIS Cohort Leader & Math Dept. Chair, St. Andrew's School (HI)</i></p> <p>What does a mastery-based mathematics classroom look like? What will change? What will stay the same? Participants will dive into these questions and more as we try to build a picture of this exciting new space and paradigm. Workshop leaders will lead discussions by sharing their experience while helping us all create our own plan for classroom transformation. We will be exploring both middle school and high school classrooms.</p>	Salon 4

XP Pathways foster Collaboration to strengthen student and faculty competencies



OESIS Network Leaders **Joel Backon**, *Director of Academic Technology, Choate Rosemary Hall (MA)*, and **Jared Colley**, *English Department Chair, Oakridge School (TX)*, are creating XP Pathways addressing each of the six Cs online for OESIS-XP Faculty. You may join the XP Pathway on Critical Thinking launch at 4.45 p.m. on Oct. 29 in the OESIS recording studio at 2018 OESIS Boston.

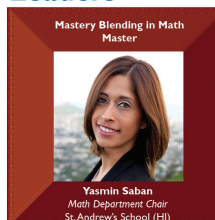
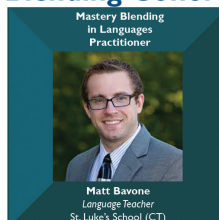
OESIS Faculty Cohorts on PBL, Mastery and Global Leadership

OESIS cohort courses offer a collaborative opportunity for faculty to redesign their courses with like-minded educators and OESIS Network Leaders. Monday afternoon break-out sessions will introduce conference attendees to these deep-dive opportunities. Faculty can earn Practitioner, Designer or Master credentials by successfully completing courses. Four-month sessions begin in September and January.

Project Based Learning Cohort



Mastery Blending Cohort Leaders



Global Leadership



4.45 p.m. - 5:30 p.m.	Faculty Cohort Presentations by OESIS Network Leaders <ul style="list-style-type: none"> These networking sessions are an opportunity to meet OESIS Cohort Leaders who are developing and facilitating four-month courses. Familiarize yourself with the structure, design strategy and progress of the cohorts already underway and those in development.
Salon 4	D.1 Project-Based Learning & Inter-Disciplinary Cohort <ul style="list-style-type: none"> Jeff Robin, <i>Founding Faculty</i> at High Tech High (CA) Tara Quigley, <i>Director of Miss Fine's Center for Interdisciplinary Studies</i>, Princeton Day School (NJ)
Salon 5	D.2 Mastery Blending Cohort <ul style="list-style-type: none"> Humanities: Debbie Ayers, <i>Assistant High School Principal</i>, Flint Hill School (VA) Languages: Matt Bavone, <i>Language Teacher</i>, St. Luke's School (CT) Math: Yasmin Saban, <i>Math Department Chair</i>, St. Andrew's School (HI)
Salon 3	D.3 Global Leadership Cohort <ul style="list-style-type: none"> Matt Nink, <i>Executive Director</i>, Global Youth Leadership Institute, and <i>Executive Director</i>, Stuart Center for Global Leadership, Lake Forest Academy (IL)
5.30 p.m. – 6.30 p.m.	Cocktail Reception (Use the drink ticket on the back of your name badge.)

Head of School Keynotes

Ballroom

**Innovation, Flat Tires and How We Learn:
A Challenge to the Mastery Movement**

Kent Denver School in Englewood, CO, appointed Dr. Randal “Rand” Harrington as its Head of School in July 2014. A physicist by training and a passionate science teacher, he served as an Assistant Professor at the University of Maine and a Visiting Assistant Professor at the University of Minnesota. He was Chair of the Science Department at The Harker School in California before moving to The Blake School near Minneapolis in 2005. He was named Assistant Head of School at Blake in 2011.

Dr. Rand Harrington
Head of School
Kent Denver School (CO)

Measuring Social Emotional Learning

Matt Nink

*Executive Director, Global Youth Leadership Institute, and
Executive Director, Stuart Center for Global Leadership, **Lake Forest Academy (IL)***

Matt has been the Executive Director of Global Youth Leadership Institute and the Stuart Center for Global Leadership at Lake Forest Academy since 2005. During that time Matt has developed GYLI into a national leader in creating and evaluating dynamic programs for students and teachers that promote community building and global pluralism. He has conducted student and teacher programs in India, Nigeria, Costa Rica, Panama, the Dominican Republic, and throughout the USA. He has created engaging curriculum and measurement tools that have received national attention

and focus on GYLI's four pillars: collaborative leadership, multicultural identity, religious pluralism, and environmental sustainability.

Matt holds a bachelor's degree in English Literature from Boston College and a masters degree in English Literature from Northern Illinois University. He lives in suburban Milwaukee with his wife and their four children.

Innovation Workshops	
<p>E.1 Gamification & Data-Driven Mastery: Personalization, Skill Visualization & Credentials</p> <p>Jared Colley, <i>OESIS Network Leader & English Dept. Chair, Oakridge School (TX)</i> Nicholas Dressler, <i>English Teacher, De Smet Jesuit (MO)</i></p> <p>Gamification — employing choice of tasks, micro-credentials or badges, as well as unique paths to discovery — makes learning more engaging, and it's easier than you think, especially with the help of technology. Although gamification started in the classroom, it has also become a part of professional development for faculty. By personalizing the learning process for students or faculty according to each individual's needs and interests, gamification can encourage learning in divergent ways based on intrinsic motivation. Faculty leaders, as well as edtech tools, can play their part as well by nurturing a culture of collaboration where people are connected and thereby empowered to celebrate each other's successes as they "level up" according to their personalized paths towards mastery. This workshop is about learning the easy, actionable steps for gamifying growth for everyone at your school. To do this, we will dive deep into the pedagogical principles of gamification in order to create blueprints or models to take back to our campuses.</p> <p>The workshop will be gamified as well to model for participants what these pedagogical strategies look and feel like in very practical terms. The idea is to model for attendees what it's like to be immersed in a gamified context while also demonstrating how the scaling of skills practice can be based on something like Bloom's (Revised) Taxonomy. Additionally, attendees will leave with an artifact to take home that they can use on their campuses.</p>	Salon 5
<p>E.2 Introducing & Embedding Competencies</p> <p>Mike Gwaltney, <i>Upper School Director, Rocky Hill School (RI)</i>; Erin Nordlund, <i>English Department Chair, Chadwick School (CA)</i>; Tara Quigley, <i>OESIS Network Leader and Inter-Disciplinary Studies Director, Princeton Day School (NJ)</i></p> <p>Hear from schools that have recently undergone the process of formulating and embedding competencies throughout their program and over an elongated period. Hear the implications for everything from the school's mission, the portraits of a graduate, departmental burdens, pedagogical impacts, interdisciplinary curriculum development burdens and more.</p>	Salon 4
<p>E.3 Standards-Based Grading in High School Science</p> <p>Desmond Frost, <i>Upper School Science Teacher, Flint Hill School (VA)</i></p> <p>How can we give more meaningful feedback when we are bound by inflexible LMS gradebook calculations? Standards-Based/Mastery-Based grading systems offer us an opportunity to shift student focus on learning and understanding, instead of grubbing for points. This type of feedback is more focused for students, easier to give and guarantees your learning outcomes match your assessment. However, despite all of the benefits, we are hesitant to switch because we are almost always asked to use the gradebook in our LMS. See how you can use a traditional grade book AND transition to a grading system which makes grading easier, gives students more meaningful feedback, and emphasizes learning over numerical grade values.</p>	Salon 2

Innovation Workshops	
<p>E.4 Detracking Middle School Math — “Level” Your Classes Instead</p> <p>Kathleen Jalalpour and Corinne Khoo-Lieu, <i>Math Teachers, Keys School (CA)</i></p> <p>Math tracking damages those students who can least afford it, and the damage to confidence can be fateful. How can you offer different “levels” of achievement within a math class, so that all students’ needs are met? By targeting activities to multiple processing speeds, and making sure assessment reflects successive levels of mastery. We’ll share examples, observations and challenges.</p>	Salon 6
<p>E.5 Mastery-Based Blending & PBL in AP & the Humanities</p> <p>Debbie Ayers, <i>OESIS Cohort Leader & Asst. High School Principal, Flint Hill School (VA)</i>; and Lindley Shutz, <i>Dean of Academic Program, Derryfield School (NH)</i></p> <p>In this workshop participants will jump off the experience of two veteran AP instructors in making their classes more student-centered.</p> <p>Debbie will share how she teaches history classes with a model that focuses on the student as an independent learner who is able to formulate an inquiry, demonstrate progress with a set of learning objectives, and explore a variety of formats and resources to master skills and content. Freedom to individualize pacing and to demonstrate mastery at the moment it is achieved are hallmarks of student-centered classrooms. Teachers will find that core competencies are maintained while increasing student agency and personalization of learning. Lindley will share how to ride the tension of integrating creative PBL in an AP course. <i>The Greatest Hope/Greatest Challenge</i> project asks students to become an expert on an issue, to interview a change maker, and to create a public “message” or experience. Students pursue topics they are passionate about, meet real-world change agents in the field, and then develop a prototype for persuading their targeted audience to engage. This year, students studied topics ranging from AI to Pro-Eating Disorder social media sites, the Opioid Crisis to the End of Reading and the Glass Ceiling in Politics, and developed websites, video games, infographics and videos to inform and persuade the public.</p>	Abigail Adams
<p>E.6 OESIS PBL Cohort Participant Session (<i>everyone is welcome</i>)</p> <p>Jeff Robin, <i>OESIS Cohort Leader & Founding Faculty, High Tech High (CA)</i>; and Tara Quigley, <i>OESIS Cohort Leader, OESIS Network Leader and Inter-Disciplinary Studies Director, Princeton Day School (NJ)</i></p> <p>Tara Quigley and Jeff Robin will facilitate the first face-to-face meeting of the OESIS PBL cohort class. At this session, we will use a tuning protocol to critique the exemplars, plans, and assumptions that have been made since September. We will discuss next steps and solidify Planning, Management and Exhibition plans.</p>	Salon 3

Measuring Transferable Skills



David Ruff

Executive Director

Great Schools Partnership (ME)

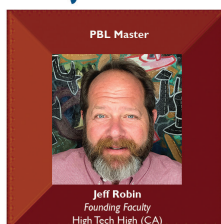
David Ruff is executive director of the Great Schools Partnership, and a founding member and director of the New England Secondary School Consortium, a five-state partnership working to promote forward-thinking innovations in secondary education. David has led the organization from an initial focus on efforts in Maine to expansion across New England and the country focusing on implementation of proficiency-based learning that ensures equity across students while enabling the creation of unique and flexible learning pathways. Through these efforts, he has worked with teachers, building leaders, district leaders, chief state school officers and their staffs, college faculty, state legislators and school board members, as well as parents and business leaders. David's expertise in school-improvement initiatives and education policy has been sought by both regional and national educational organizations, including the Council of Chief State School Officers (CCSSO), the U.S. Department of Education, and the American Institutes for Research. He also facilitated the Smarter Balanced Assessment Consortium Proficiency-Based Learning Task Force. He has advised state agencies in New Hampshire, Vermont, Rhode Island, Connecticut, and Maine. He currently serves on the advisory board for CompetencyWorks, as well as the board of directors for the Coalition of Essential Schools and Engaging Schools. Prior to working at the Great Schools Partnership, David was the co-director of the Southern Maine Partnership at the University of Southern Maine and a high school English teacher.

noon – 1.00 p.m.	Lunch & Sponsor Breakouts	
1.00 p.m. – 1.50 p.m.	Academic Leaders Panel on 2019 Learning Innovation Report	Ballroom

OESIS Faculty Cohorts on PBL, Mastery and Global Leadership

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Project Based Learning Cohort



Mastery Blending Cohort Leaders



Global Leadership



Breakout Workshops	
<p>F.1 Measuring More Than Content: Throughlines into Cross-Disciplinary Skills</p> <p>Kevin Feal-Staub, <i>Academic Dean, The Putney School (VT)</i></p> <p>In this session Academic Dean Kevin Feal-Staub will describe how the Putney School is moving its entire assessment and reporting to a competency-based system centered around clearly stated objectives along with rubrics that describe what students need to know and be able to do. This session will focus closely on cross-disciplinary skills that we call throughlines: collaboration, communication and argumentation for example. We will discuss The Putney School's process of development and implementation: how we identified what we wish students to be able to do upon graduation, how we described what it looks like to "be able to do it," and how we intend to assess whether a student can do it.</p>	Salon 4
<p>F.2 Interdisciplinary Standards-Based Grading in High School</p> <p>Mike Peller, <i>Asst. Head for Teaching and Learning</i> Barbara Buckley, <i>English Chair & Director of Residential Life</i> Rachel VanWylen, <i>Arts Chair</i> White Mountain School (NH)</p> <p>How might school leaders move initiatives from one school to the next? How might we build a framework for changing from a traditional to a competency-based learning environment? Having built a school-wide standards-based assessment system at The Nueva School, and having led the change process toward a trans-disciplinary competency system so as to prototype the Mastery Transcript, Mike will share how he migrated this framework this year to a new school, The White Mountain School, which had a 30,000-foot vision of its essential skills and habits, but had not yet put the wheels on the ground in terms of implementation. This session is for school leaders and teacher-leaders looking to move from idea to action.</p>	Salon 5
<p>F.3 Faculty Feedback, Onboarding Growth and Inspiration</p> <p>Eric Chandler, <i>Director of Upper School</i> Michael Ehrenfried, <i>Chief Information and Innovation Officer</i> Carrie Green, <i>Director of Middle School</i> Kent Denver School (CO)</p> <p>This presentation will focus on the various input systems that we have put into place in the last few years to support teacher onboarding, feedback and growth. We will share our custom internal observation rubric and our process of both creating and implementing a quality teacher feedback system as well as share some of the best practices that we believe lead to the finest teacher training in the world! We will discuss new teacher orientation, self-assessment, ecosystems for professional growth and educational innovation, and effective management systems. Participants will have the opportunity to share, reflect and consider the imperative to create in our schools' professional cultures of continued learning.</p>	Abigail Adams

F.4 Mastery Based Blending in Math

Yasmin Saban, *OESIS Cohort Leader, Math Dept. Chair, St. Andrew's School (HI)*

What does a mastery-based mathematics classroom look like? What will change? What will stay the same? Participants will dive into these questions and more as we try to build a picture of this exciting new space and paradigm. Workshop leaders will lead discussions by sharing their experience while helping us all create our own plan for classroom transformation. We will be exploring both middle school and high school classrooms.

Salon 3

F.5 Mastery Based Blending in World Language

Matt Bavone, *OESIS Cohort Leader and Language Teacher*, and **Eli Fendelman**, *Latin Teacher, St. Luke's School (CT)*

Matthew Bavone and Eli Fendelman will present about the mastery-based, self-paced Latin curriculum dubbed Latin Omnibus. Students from the traditional levels of Latin I-3 work together in a blended environment. They will share how they structure the class, communicate with parents, and foster troubleshooting and autodidact skills within the students.

Salon 2

F.6 Equity and Data

David Ruff, *Executive Director, Great Schools Partnership (ME)*

Sanje Ratnavale, *President, OESIS Group*

We will look at what “equity” means in the classroom and how approaches towards equity underlie competency environments in the public school world. We will review data implications for schools and teachers, as well as discuss how courses can be adapted. We will talk about various technology tools that enable greater equity. Come and join the discussion and share your strategies and challenges.

Salon 6

Tea Break

3.30 p.m. – 3.45 p.m.



CAREER CONFIDENTIAL

An innovative approach to talent management

Breakout Sessions	
<p>G.1 Collaborative Curation: Using OER to Foster Student Ownership in Learning</p> <p>Jeannette Lee-Parikh, <i>Chair of the English Department, The Cambridge School of Weston (MA)</i></p> <p>Open Educational Resources (OER) present the opportunity for students to collaboratively build course material. In this session, Jeannette will explore how educators can create the scaffolding for students to use OER as well as apply design thinking and constructivism to develop course content and therefore assert ownership over their learning. No longer are educators the source of information. Instead, we can use our expertise to support students in their learning and attaining mastery.</p>	Salon 4
<p>G.2 What Works & What Does Not in Elementary Tech Tools</p> <p>Ashley Read, <i>Educational Technology Integrationist, Oakridge School (TX)</i></p> <p>Does technology have a place in an early childhood or elementary classroom?</p> <p>During this workshop, attendees will dive into the reality of what works and what doesn't work in an elementary classroom in terms of tech tools. Tech tools have the ability to deepen student engagement and to provide each student with a voice, all while helping students to discover their creativity skills while inquiring about new topics. Attendees will explore a handful of tools, examples of how they can best be utilized in an elementary classroom, and develop lessons that they can take back to their campus with them ready to implement.</p>	Salon 5
<p>G.3 Student Wellness & Gaming on Campus: To Block or Not to Block?</p> <p>Nate Green, <i>Technology Integration & Information Specialist, Flint Hill School (VA)</i></p> <p>Explore a thesis of this teacher on how to use filters/firewalls to TEACH students better social emotional relationships with their devices rather than to BLOCK games, which usually exacerbates the problems. Nick will use data from Flint Hill School to launch a conversation on how students use their devices during the school day. As a Think Tank group, we will come up with best practices on how schools should change their institutional approaches (from firewalls, to user agreements, to discipline policies) to promote healthy relationships between students and their favorite games.</p> <p style="text-align: right;">See G.4 on next page.</p>	Salon 6



PD & Networking for Innovation

Breakout Sessions

G.4 Discovery of Engineering: A New, Modular High School Elective Course

Gary Smilowitz, *Middle School Science/Upper School Engineering Teacher, Flint Hill School (VA)*

Abigail
Adams

The presenter, a 20-year Navy veteran, engineer, and middle and high school teacher, will explore the vision, goals and course structure for this innovative one-semester elective survey course (Discovery of Engineering) in which high school students (with no required prerequisites) explore 15 to 20 different engineering disciplines while reinforcing communication, independent thinking, collaboration, and creativity within the engineering construct. Using group discussions, research, presentations, guest engineer interactions, and small and final projects, students in this new course accomplish the primary goal of being informed about the world of engineering. This workshop will outline, demonstrate and model practical pedagogical tools for attendees to implement in their own educational institutions.

Conference concludes

Some schools participating in OESIS Career Confidential



Collaborate with top independent schools by joining OESIS-XP for PD & networking



Since 2012, OESIS has been inviting thought leaders from prestigious independent schools to share their most innovative approaches for preparing students to succeed in the 21st century at its regional and international conferences. In 2017, OESIS brought its innovation content online with OESIS-XP. OESIS pays innovators a stipend to share innovative programs. Apply at <http://www.surveygizmo.com/s3/3305755/OESIS-2017-2018-Submissions-All-Conferences-Webinars>.

Through this faculty-focused network, prestigious independent school teachers and administrators collaborate on changing learning models with an emphasis on the innovative practices in pedagogy, curriculum development, and school culture change.

2018 – 2019 Plans and Pricing

Subscriptions are on a rolling 12-month basis by invoice only.

Introducing



An innovative approach to recruitment

- Independent schools enrolled in OESIS-XP and Career Confidential have access to our portal at www.oesiscareers.com where they may search for innovative teacher and academic administrator candidates using specific filters.
- OESIS prescreens and interviews candidates before adding them to the searchable database
- Innovative candidates must complete an extensive application, as well as upload a resume and Statement of Instructional Practice before being considered for a qualifying interview.
- Register online at <https://www.regonline.com/registration/Checkin.aspx?EventID=2526423>.
- Email Carol.Selvey@oesisgroup.com.

Up to 100 Faculty	Up to 200 Faculty
\$1,999	\$2,999
<p>When your school subscribes to OESIS-XP, your faculty may access a customized portal on Canvas (with a Yuja integration) containing the largest Netflix-like video library and repository of innovation content for progressive independent schools.</p> <p>OESIS-XP allows schools to customize a PD environment demonstrating effective approaches used at prestigious independent schools throughout the country. XP Leaders can initiate school-specific discussion threads, create their own modules and upload private content.</p> <p>Faculty may participate in live webinars or watch XP-recorded videos on demand.</p> <p>LISTSERV participation enables collaboration with OESIS network schools.</p> <p>Power Point and other OESIS conference presentation documents are filed in the portal library by subject.</p> <p>If your school uses Canvas as its LMS, Canvas can integrate OESIS-XP with your Canvas instance.</p>	

Apply for OESIS-XP online at <http://www.surveygizmo.com/s3/3978348/OESIS-XP-Subscription>

Email Lynn.Schramek@oesisgroup.com,
for more information and to arrange a demo.

Some schools participating in OESIS-XP in 2018-2019

