OESIS

The Leading Network for Innovation at Independent Schools

OESIS Honolulu at Punahou School

Jan. 20, 2018

Synchronous

Competency

Maker

HyFlex

Blended

PBL

Online

Design Thinking

Asynchronous

Flex

STEAM

Flipped

MOOCS

Rotations

SPOCS

Lab

Adaptive

Welcome from Punahou School

Dr. James K. Scott
President
Punahou School (HI)

Jan. 20, 2018

Dear Friends,

Aloha and welcome to Punahou School! We are excited to have you here for a day of shared inquiry about the future of education for the benefit of all of our children.

At Punahou, our aspiration is that all of our students will realize the Aims of a Punahou Education (see below). Towards that end, we are eager to learn from and with educators locally, nationally and globally. We believe that these Aims are best realized in environments where students' learning is personalized and relevant to life beyond school. Project-Based Learning, Inter-Disciplinary Education and Entrepreneurship are pathways for the learning our children need.

We are grateful for any opportunity that brings educators together in these important conversations and appreciate the time you are committing to this shared work here today.

With our gratitude,

Dr. James K. Scott
President, Punahou School (HI)

Aims of a Punahou Education

- To develop the full potential of each student through a broad and vigorous program of studies characterized by high expectations; and through rich opportunities and experiences for exploration, growth, and mastery

- To develop within each Punahou student the capacity for **critical and creative thought,** the skills for effective written and oral **communication, interpersonal collaboration, quantitative reasoning, scientific inquiry,** and a global perspective. To develop qualities of **curiosity, resourcefulness, persistence,** and **resilience** – ultimately becoming a c**onfident, self-directed, lifelong learner**

- To help each Punahou student to see the **interconnections between subjects;** to **integrate Hawaiian values** and culture in ways that can extend and deepen their learning; to be able to **think flexibly;** to have a **questioning attitude;** to **generate alternatives and possibilities;** and to apply and adapt their learning to relevant issues and challenges

- To foster within each Punahou student, personal and **social responsibility** by developing **empathy** and compassion, and by **embracing diversity** at all levels, while cultivating **moral reasoning** that leads to **moral action,** personal leadership, and **engaged citizenship**

Sanje Ratnavale
President
OESIS Group

Jan. 20, 2018

Dear attendees:

First of all a very deep thank you to Punahou School for underwriting the costs of this symposium and for hosting us so warmly and graciously. It is very much a reflection of a shared vision to bring down the cost of professional development as well as to make it highly networked for our wider community. A special thank you to Academy Principal, Emily McCarren, who has been a fixture at OESIS events for many years and whose leadership in so many areas has enriched our community. Our focus at OESIS is leading pedagogy and curriculum, while at the same time keeping school teaching and learning culture as the central target for change.

Project-Based Learning, Inter-Disciplinary Education and Entrepreneurship have many guises and a diversity of approaches, but they share a commitment to student-centered learning, relevance and engagement. We have brought with us many leading practitioners in person and are piping in many others who are leading the conversation on the mainland. The sessions touch many of the key areas from assessment to scheduling to curriculum formulation, differentiated instruction, collaboration, creating authentic audiences, social emotional issues, metacognitive strategies, and many more.

The burdens on independent school faculty to formulate their own curriculum and student experiences in the years ahead is not insignificant. Our approach therefore is to lower the barriers by maximizing exposure to excellence through our XP network. In addition to the sessions today, we are building a portfolio of 50 mini-project expositions from across the country in the next six months on XP that will help to provide a springboard for educators of various levels.

This is our 17th conference. We hope you enjoy it.

Kind Regards,

Sanje Ratnavale

President, OESIS Group

Registration

All conference participants may check-in at the conference registration desk located at the main entrance to the Twigg Smith Pavilion in Case Middle School.

Parking

Parking is available on lower campus. Please park in any marked stalls adjacent to Chamberlain Field. Campus security will be stationed in the area should you need assistance.
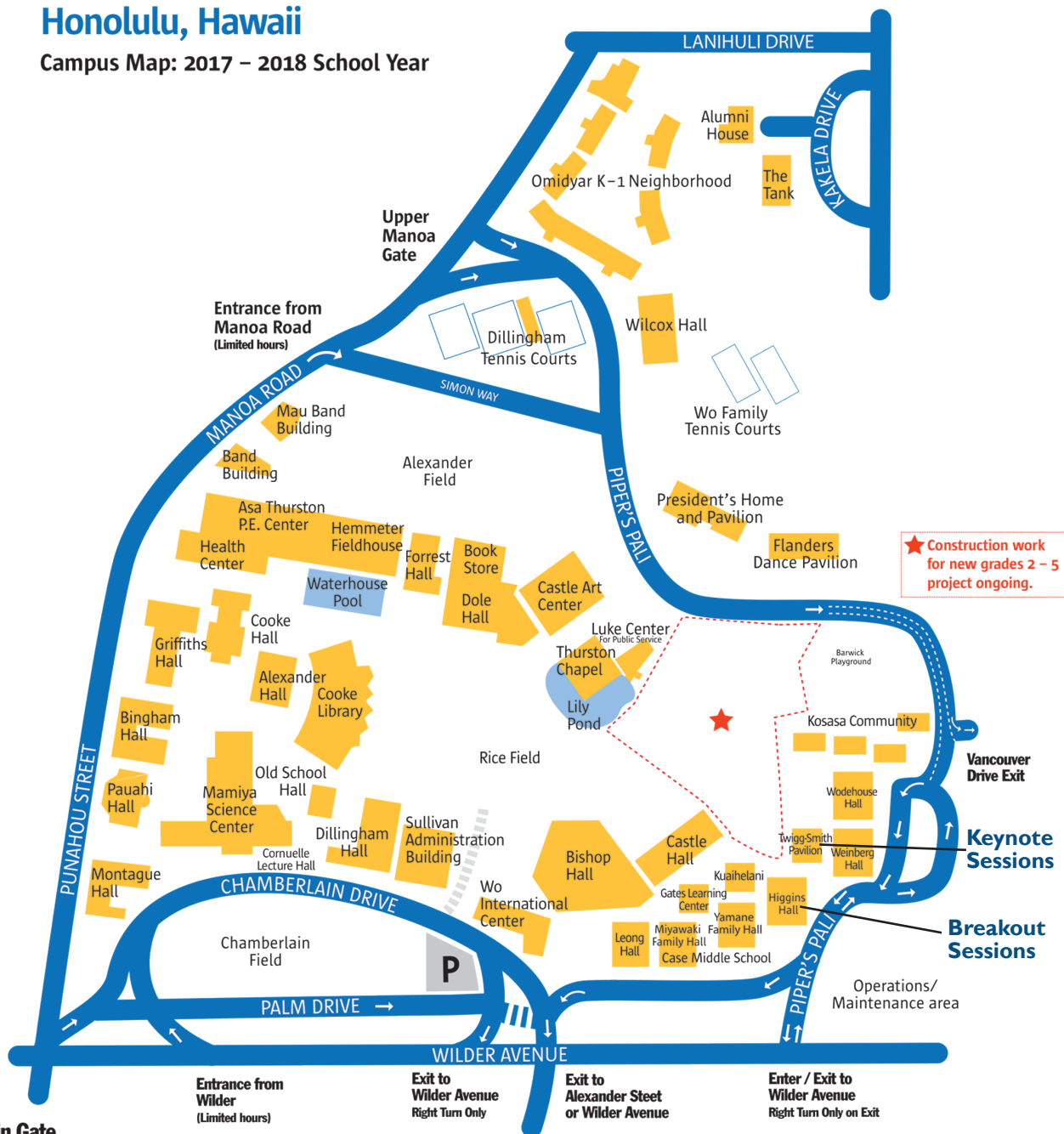
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HONOLULU, HI
96822-3336
(808) 944-5711

Punahou School

Honolulu, Hawaii

Campus Map: 2017 – 2018 School Year

LANIHULI DRIVE

KAKELA DRIVE

Alumni House

Omidyar K–1 Neighborhood

The Tank

Upper Manoa Gate

Entrance from Manoa Road
(Limited hours)

Dillingham Tennis Courts

Wilcox Hall

SIMON WAY

MANOA ROAD

Mau Band Building

Band Building

Alexander Field

Wo Family Tennis Courts

PIPER'S PALI

President's Home and Pavilion

Asa Thurston P.E. Center

Health Center

Hemmeter Fieldhouse

Forrest Hall

Book Store

Flanders Dance Pavilion

★ **Construction work for new grades 2 – 5 project ongoing.**

Waterhouse Pool

Dole Hall

Castle Art Center

Luke Center
For Public Service

Barwick Playground

Cooke Hall

Griffiths Hall

Thurston Chapel

Alexander Hall

Cooke Library

Lily Pond

Kosasa Community

Bingham Hall

Rice Field

★

Vancouver Drive Exit

PUNAHOU STREET

Pauahi Hall

Old School Hall

Wodehouse Hall

Mamiya Science Center

Sullivan Administration Building

Keynote Sessions

Cornuelle Lecture Hall

Dillingham Hall

Twigg-Smith Pavilion

Weinberg Hall

Montague Hall

CHAMBERLAIN DRIVE

Bishop Hall

Castle Hall

Kuaihelani

Higgins Hall

Breakout Sessions

Wo International Center

Gates Learning Center

Yamane Family Hall

PIPER'S PALI

Chamberlain Field

P

Leong Hall

Miyawaki Family Hall

Case Middle School

Operations/ Maintenance area

PALM DRIVE →

WILDER AVENUE

Entrance from Wilder
(Limited hours)

Exit to Wilder Avenue
Right Turn Only

Exit to Alexander Steet or Wilder Avenue

Enter / Exit to Wilder Avenue
Right Turn Only on Exit

Main Gate

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8.00 a.m. – 9:00 a.m.	Registration
9.00 a.m. – 9.10 a.m.	**Welcome and Opening:** **Dr. James K. Scott,** President, Punahou School (HI)

9.10 a.m. – 9:50 a.m. Twigg-Smith Pavilion	**Main Auditorium Keynote** **A.1 Retooling for a New Context** **Sanje Ratnavale,** *President,* OESIS Group

10.00 a.m. – 10.45 a.m. Twigg-Smith Pavilion	**Main Auditorium Keynote** **B.1 Embedding Entrepreneurship** **Doris Korda,** *Executive Director,* Wildfire Education, and *Director of Entrepreneurship,* Hawken School (OH)
  Higgins Hall 7-101 Higgins Hall 7-102 Higgins Hall 7-104	**Concurrent Sessions** **B.2 Developing Ideas and Inspiration for PBL** **Mike Gwaltney,** *Upper School Head,* Rocky Hill School (RI) **B.3 Flavoring Computer Science with Inter-Disciplinary PBL from Music to History** **David Nassar,** *Computer Science Chair,* Winchester Thurston School (PA) **B.4 Storytelling & PBL for Deconstructing Science Concepts — Modeling** **Megan Bartley,** *OESIS Network Science Leader* (MI)

10.45 a.m. – 11.00 a.m.	Coffee Break

11.00 a.m. – 11.45 a.m. Twigg-Smith Pavilion	**Main Auditorium Keynote** **C.1 Problem-Based Learning in Online Environments** Keynote **Jill Abbott,** *Executive Director,* 8 Schools Association
  Higgins Hall 7-201 Higgins Hall 7-202 Higgins Hall 7-204	**Concurrent Sessions** **C.2 STEM for Interdisciplinarity — How Picasso Would Paint Curricula** **Chris Player,** *Innovation Lab Manager,* Winsor School (MA) **C.3 High Tech High Projects 2000-2017, Session 1: Collaborative Projects** **Jeff Robin,** *Founding Faculty,* High Tech High (CA) **C.4 Physics, Design and Social Justice** **Eric Walters,** *Director of STEM Education,* Marymount School (NY)

11:50 a.m. – 12: 30 p.m. Twigg-Smith Pavilion	**Main Auditorium Keynote** **D.1 New Models for Relevance & Engagement** **Ray Ravaglia,** *Chief Learning Officer,* NGL Academy (NE)
  Higgins Hall 7-101 Higgins Hall 7-102 Higgins Hall 7-104 Higgins Hall 7-201	**Concurrent Sessions** **D.2 Neurodiversity & Differentiation in Instruction** **Erica Herro,** *Director of Curriculum & instruction,* Stevenson School (CA) **D.3 Inter-Disciplinary Escape Room through Physics and English** **Megan McEwan,** *STEM Coordinator,* Chadwick School (CA) **Thomas Moran,** *English Dept. Chair,* Milken Community High School (CA) **D.4 Medical Mystery Cases and PBL** **Darcy Iams,** *Science Teacher,* Punahou School (HI) **D.5 Panel on Designing STEAM PBL** Moderated by **Yasmin Saban,** *Math Department Chair,* St. Andrews School-The Priory (HI)

Schedule at a Glance

12.30 p.m. – 1.30 p.m.	Lunch
1.30 p.m. – 2.15 p.m. Twigg-Smith Pavilion	**E.1 Head of School Hardball Panel** moderated by **Sanje Ratnavale** **Tim Cottrell,** *Head of School,* Iolani School (HI) **Jocelyn Romero Demirbag,** *Administrative Director,* Honolulu Waldorf School (HI) **Ruth Fletcher,** *Head of School,* St. Andrew's Schools (HI) **Jim Scott,** *President,* Punahou School (HI) **Paul Turnbull,** *President,* Mid-Pacific Institute (HI)
2.25 p.m. – 3:10 p.m. Twigg-Smith Pavilion	**Main Auditorium Keynote** **F.1 21st Century Space & Scheduling** **Sanje Ratnavale,** *President,* OESIS Group **Ray Ravaglia,** *Chief Learning Officer,* NGL Academy (NE)
Higgins Hall 7-202	**Concurrent Sessions** **F.2 High Tech High Projects 2000-2017, Session 2: Planning & Assessment** **Jeff Robin,** *Founding Faculty,* High Tech High (CA)
Higgins Hall 7-201	**F.3 Harkness across the K-8 Spectrum** **Erica Herro,** *Director of Curriculum & Instruction,* Stevenson School (CA)
Higgins Hall 7-204	**F.4 Designing Your Teenage Life Class** **Andrew Satanapong,** *Counselor,* Stanford Online High School (CA)
3.20 p.m. – 4:10 p.m. Twigg-Smith Pavilion	**Main Auditorium Keynote** **G.1 An Innovation Transcript** **Nikki Lucyk,** *Director of Innovation & Entrepreneurship,* and **Elaine Griffin,** *Assistant Head of Upper School,* University School of Milwaukee (WI)
Higgins Hall 7-101	**Concurrent Sessions** **G.2 What's Your Story? How to Assess Process in Project-Based Learning** **Douglas Kiang,** *Computer Science Teacher,* Punahou School (HI)
Higgins Hall 7-102	**G.3 Foundational Concepts as a Framework for an Inter-Disciplinary High School Sequence** **Ray Ravaglia,** *Founder,* Stanford Online School (CA)
Higgins Hall 7-104	**G.4 In Search of Authentic Audiences: A Cross-Campus Model in Humanities** **Jared Colley,** *English Department Chair,* Oakridge School (TX)
4:15 p.m. – 5:00 p.m. Twigg-Smith Pavilion	**Main Auditorium Keynote** **H.1 Intrinsic Motivation through Gamifying Shakespeare and Dickens** **Jared Colley,** *English Department Chair,* Oakridge School (TX)
Higgins Hall 7-201	**Concurrent Sessions** **H.2 Character Assessment from Admissions to Faculty Use** **Meghan Brenneman,** *Director of Character Assessment Programs,* EMA **Kevin Petway,** PhD., *Sr. Research Scientist,* Enrollment Management Assn. (NJ)
Higgins Hall 7-101	**H.3 Socio-emotional Curriculum in an Online Academic Class** **Dr. Leilani Ahina,** *Clinical Psychologist and Teacher,* Punahou School (HI)
Higgins Hall 7-204	**H.4 Design/Build a Treehouse for your 17-year-old self** **Linda Green,** *Art Teacher,* Punahou School (HI)
Higgins Hall 7-202	**H.5 High Tech High Projects 2000-2017, Session 3: Scheduling** **Jeff Robin,** *Founding Faculty,* High Tech High (CA)

Mastery, 21st Century Skills, Standards and Competencies Conference

2018 OESIS Los Angeles at Chadwick School
April 6 – 7, 2018

OESIS
The Leading Network for Innovation at Independent Schools

Independent school pedagogy and curriculum is increasingly moving from a content-heavy emphasis to stressing skills. In this conference, we go deep into the leading practices of our network educators in enabling this movement and its various approaches from mastery to standards-based grading, modeling, inter-disciplinary skills and 21st-century competencies. We are altering our traditional format a little to include deep two-hour workshops in key areas that are repeated so you can participate in several of them along with our usual mix of Keynotes, Classes of the Future and break-out sessions. These workshops are led by practitioners in our network and will be highly collaborative so you can discuss your issues and get a sense of the possible pathways for innovation.

Two-Hour Workshops & Leaders *(each is held twice)*

1. **Embedding Competencies K–12**
   Deborah Dowling, *Assistant Head for Academic Affairs,* Chadwick School (CA)

2. **Mastery in Math**
   Kate Hoff, *Math Department Chair,* Northfield Mount Hermon School (MA)
   Kimberly Tatman, *Math Department Chair,* Chadwick School (CA)

3. **Modeling and Deconstructing Complex Concepts in Core Science Classes**
   Megan Bartley, *OESIS Science Network Leader,* Science Department Chair, Michigan Public Schools (MI)

4. **Mastery in the Humanities**
   Erin Nordlund, *English Department Chair,* Chadwick School (CA)

5. **Big Data and Data Skills for Teachers and Students**
   Sanje Ratnavale, *President,* OESIS Group (CA)
   Kate Hoff, *Math Department Chair,* Northfield Mount Hermon School (MA)
   Joel Backon, *Director of Academic Technology,* Choate Rosemary Hall (MA)

6. **Excellence in K–8 Math Mindsets & Skills Development: Lessons from Abroad**
   Corrinne Khoo-Lieu, *Math Teacher,* Sea Crest School (CA)
   Kathleen Jalalpour, *Math Teacher,* Keys School (CA)

7. **Inquiry-Based Skills and Enabling Effective Peer Participation K–8**
   Molly Bozzo, *Head of School of Carmel Campus,* Stevenson School (CA)
   Arlene Russell, *AP Teacher and UCLA Professor in Chemistry* (CA)

8. **Inter-Disciplinary Collaboration**
   Laura Robertson, *Upper School Dean of Faculty Development,* St. Anne's Belfield School (VA)
   Tara Quigley, *Director of Miss Fine's Center,* Princeton Day School (NJ)

9. **Standards-Based Grading in High School Science**
   Sally Mingarelli and **Kevin Quick,** *Science Teachers,* The Webb Schools (CA)

10. **Toolkits for Embedding Relevance and Purpose in Curriculum Development**
    Carrie Green, *Head of Middle School,* Kent Denver School (CO)

11. **Metacognition of Social and Non-Academic Traits**
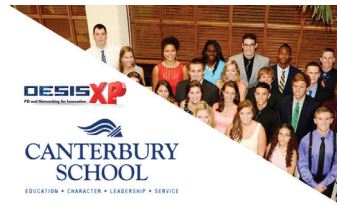   **Brenda Montgomery,** *Director of Academic Innovation & Growth,* Selwyn House School (QC)

12. **Embedding Standards in PBL: Planning, Management & Assessment**
    Jeff Robin, *Founding Faculty,* High Tech High (CA)

Go to www.oesisgroup.com for registration details.

Some Independent Schools Participating in OESIS-XP Professional Development Network

OESIS XP — branson

OESIS XP — THE BRYN MAWR SCHOOL — Exceptional Foundation. Remarkable Life.

OESIS XP — CANTERBURY SCHOOL — EDUCATION • CHARACTER • LEADERSHIP • SERVICE

OESIS XP — CASTILLEJA SCHOOL

OESIS XP — CHASE COLLEGIATE SCHOOL EST. 1865

OESIS XP — CHOATE ROSEMARY HALL

OESIS XP — Cincinnati Hills Christian Academy — lean into life

OESIS XP — CONCORD ACADEMY

OESIS XP — CURREY INGRAM ACADEMY

OESIS XP — FH Flint Hill School

OESIS XP — GIRLS PREPARATORY SCHOOL

OESIS XP — INDIAN CREEK SCHOOL 1973

OESIS XP — KENT DENVER SCHOOL Since 1922

OESIS XP — LAKE FOREST ACADEMY

OESIS XP — Manlius Pebble Hill School

OESIS XP — NEWARK ACADEMY FOUNDED IN 1774

OESIS XP — NOTRE DAME HIGH SCHOOL WEST HAVEN

OESIS XP — PIUS XI CATHOLIC HIGH SCHOOL

OESIS XP — PRINCETON DAY SCHOOL

OESIS XP — PUNAHOU SCHOOL HONOLULU HAWAII

OESIS XP — Rocky Hill School

OESIS XP — Rutgers Prep NEW JERSEY'S FIRST INDEPENDENT SCHOOL

OESIS XP — RYE COUNTRY DAY SCHOOL 1869

OESIS XP — San Francisco Day School

OESIS XP — SEACREST COUNTRY DAY SCHOOL

OESIS XP — SHATTUCK·ST.MARY'S

OESIS XP — ST ANDREW'S SCHOOLS THE PRIORY • THE PREP • THE PRESCHOOL

OESIS XP — ST.ANNE'S·BELFIELD SCHOOL

OESIS XP — The Carey School

OESIS XP — KISKI THE KISKI SCHOOL

OESIS XP — Masters

OESIS XP — TRINITY-PAWLING SCHOOL

Plans and Pricing

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

	Most Popular!		
Small School	**Medium School**	**Large School**	**Trustee Add-on**
Up to 35 faculty	Up to 100 faculty	Up to 200 faculty	Up to 30 Trustees
$1,499	**$1,999**	**$2,999**	**$1,250**
School-specific Canvas portal for XP library of 200+ Webinars for 2017–2018. Canvas course allows you to customize a PD environment for your school around the XP content; you can initiate your own discussion threads, create your own modules and insert your own private content. XP-recorded content is synced weekly into your course.	School-specific Canvas portal for XP library of 200+ Webinars for 2017–2018. Canvas course allows you to customize a PD environment for your school around the XP content; you can initiate your own discussion threads, create your own modules and insert your own private content. XP-recorded content is synced weekly into your course.	School-specific Canvas portal for XP library of 200+ Webinars for 2017–2018. Canvas course allows you to customize a PD environment for your school around the XP content; you can initiate your own discussion threads, create your own modules and insert your own private content. XP-recorded content is synced weekly into your course.	School-specific Canvas portal for XP library of 25 Webinars for 2017–2018. Canvas course allows you to customize a PD environment for your Trustees around the XP content; you can initiate your own discussion threads, create your own modules and insert your own private content. XP-recorded content is synced weekly into your course.
LISTSERV participation enables collaboration with OESIS Network Schools.	LISTSERV participation enables collaboration with OESIS Network Schools	LISTSERV participation enables collaboration with OESIS Network Schools	LISTSERV participation enables collaboration with OESIS Network Schools
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A.1 Retooling for a New Context   Twigg-Smith Pavilion

Keynote **Sanje Ratnavale,** *President,* OESIS Group

Sanje Ratnavale 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).

Sanje Ratnavale

B.1 Embedding Entrepreneurship   Twigg-Smith Pavilion

Keynote **Doris Korda,** *Executive Director,* Wildfire Education, and *Director of Entrepreneurship,* Hawken School (OH)

Doris Korda launched the Entrepreneurship Program at Hawken School (OH) and has pioneered the use of her method, the Korda Method, to change the way students do schools. This signature independent school Entrepreneurship Program is now the focus of her new non-profit Wildfire Education.

Doris Korda

Concurrent Sessions

B.2 Developing Ideas and Inspiration for PBL   Higgins Hall 7-101
Mike Gwaltney, *Upper School Head,* Rocky Hill School (RI)

Mike Gwaltney is an expert in project-based and online learning, and a strong advocate for engaged local, global, and digital citizenship. As part of a PBL unit in 2014–2015, his students helped pass a major bill through the Oregon state legislature. He is also one of the pioneers in blended and online learning within American independent schools. He began "flipping" class in 2001, and as an Online School for Girls teacher from year one, he helped establish a standard for student-centered e-Learning. He was given the OESIS Network's "Innovation Leader" award for his work in Digital Citizenship, Project-Based Learning, and Interdisciplinary Curriculum & Instruction.

B.3 Flavoring Computer Science with Inter-Disciplinary PBL from Music to History
David Nassar, *Computer Science Chair,* Winchester Thurston School (PA)   Higgins Hall 7-102

At Winchester Thurston, the introductory course has three different versions: CS for Math and Science, CS for Humanities, and CS for Art and Music. These three "flavors" of computer science have attracted students to taking CS that would have otherwise indicated they didn't see a use for the discipline. As a result, the number of students enrolled in CS courses has increased dramatically. David will discuss what this type of course breakdown looks like and why it is advantageous for getting students interested in CS.

B.4 Storytelling & PBL for Deconstructing Science Concepts — Modeling   Higgins Hall 7-104
Megan Bartley, *OESIS Network Science Leader* (MI)

Megan Bartley, an OESIS Network Leader in the sciences, discusses how project and problem-based approaches in middle and high school science can involve more inquiry-driven approaches, can flip the use of labs from proof of concept to exploration, and can deconstruct complex concepts into constructive modeling processes.

C.1 Problem-Based Learning in Online Environments — Twigg-Smith Pavilion
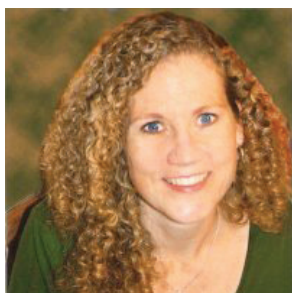
Keynote **Jill Abbott,** *Executive Director,* 8 Schools Association

Interested in learning more about problem-based learning (PBL) and how you can use PBL with students and teachers in an online-learning environment? Jill Abbott shares how the Eight Schools Association (ESA) designed a year-long blended learning professional development program to engage teachers in designing online units of instruction. ESA partnered with Educurious, a non-profit organization with research-based best practices in learning design principles and blended PBL, to work with the teachers to integrate PBL into their online units of instruction. Come learn about the initiative and address these questions: what are the design principles for compelling PBL, how does PBL fit into blended/online learning, what conditions need to exist to create this type of learning environment, and how can I begin/continue down this path?

Jill Abbott

Concurrent Sessions

C.2 STEM for Interdisciplinarity — How Picasso Would Paint Curricula — Higgins Hall 7-201
Chris Player, *Innovation Lab Manager,* Winsor School (MA)

Already merging science, technology, engineering and mathematics, STEM is a natural setting for interdisciplinary discovery, offering a chance to regain what is lost as topics are cut up and portioned into disciplines. Further, armed with recent technological innovations for rapid prototyping, students have the agency to explore uncharted ideas and genuinely interesting questions. In this session, Chris will explain the use of narrative to generate rich topics for project-based learning, identify the complementarities between disciplines, discuss how to prepare for being unprepared, and practice by asking, "Why did Billy Holiday put that song there?" as we set off to "make art that can't currently exist."

C.3 High Tech High Projects 2000–2017, Session 1: Collaborative Projects — Higgins Hall 7-202
Jeff Robin, *Founding Faculty,* High Tech High (CA)

Jeff Robin was one of the Founding Faculty of High Tech High and led many of its high profile projects over the last 17 years. Now an evangelist for PBL, he provides professional development opportunities for schools and teachers. He will do three sessions at OESIS Honolulu: the first C.3 on Collaborative Projects, the second F.2 on Planning & Assessment and the third H.5 on Scheduling. In each of these sessions he will go through a number of inter-disciplinary projects that he has executed over the last 17 years.

C.4 Physics, Design and Social Justice
Eric Walters, *Director of STEM Education,* Marymount School (NY) — Higgins Hall 7-204

Eric Walters, Director of STEM at Marymount School, explains a large mid-year project in his Physics class that connects science, social justice, project-based learning. and authentic-learning experiences. Focused on Transport, Housing and Energy this capstone project has to directly relate to the physics curriculum in areas such as Kinematics. Done now for many years it has become a capstone project with significant elements of Design Thinking and Entrepreneurship embedded into it.

Session Descriptions

D.1 New Models for Relevance & Engagement   Twigg-Smith Pavilion

Keynote **Ray Ravaglia,** *Chief Learning Officer,* Opportunity Education

Ray Ravaglia is the Chief Learning Officer for a multi-million dollar foundation called Opportunity Education that is starting new schools around the country. The first two are in Northern California and Omaha as well as a number that are operating in Africa. Ray founded Stanford Online High School, and he now outlines the next generation of learning that he is pioneering.

Ray Ravaglia   **Concurrent Sessions**

D.2 Neurodiversity & Differentiation in Instruction   Higgins Hall 7-101

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

Erica describes the implementation of a paradigm shift at Stevenson School (CA) in which faculty understand neurodiversity and are competent in differentiated instruction that relies on the following: prioritization, inspiration, frequent observation, targeted professional development, planning time, access to materials, ongoing support, consultation and coaching.

D.3 Inter-Disciplinary Escape Room through Physics and English   Higgins Hall 7-102

Megan McEwan, *STEM Coordinator,* Chadwick School (CA)
Thomas Moran, *English Department Chair,* Milken Community High School (CA)

This will be a presentation led by an English teacher and a Physics teacher which will showcase using Escape Room techniques to assess skills in mathematics, history, world languages, biology, chemistry, and physics.

D.4 Medical Mystery Cases and PBL   Higgins Hall 7-104

Darcy Iams, *Science Teacher,* Punahou School (HI)

Darcy will describe using PBL to solve medical mystery cases. This collaborative asynchronous GOA course enables students to enhance their critical-thinking skills as they examine data, draw conclusions, diagnose and treat patients.

D.5 Panel on Designing STEAM PBL   Higgins Hall 7-201

Moderated by **Yasmin Saban,** *Math Department Chair,* St. Andrews School-The Priory (HI)

Yasmin Saban, OESIS Network Leader and Math Deaprtment Chair, interviews a panel of STEM leaders on their approaches to integrating the disciplines, incorporating projects into traditional courses and enabling greater participation in student-centered approaches.

E.1 Head of School Hardball moderated by **Sanje Ratnavale,** *President,* OESIS Group Twigg-Smith Pavilion

This Panel of Heads of School and Academy Leaders poses questions rarely asked of schools and invites audience commentary and participation. One of the most popular sessions at our conferences, this is a very honest and transparent discussion of the challenges in the years ahead.

Tim Cottrell, *Head of School,* Iolani School (HI)
Jocelyn Romero Demirbag, *Administrative Director,* Honolulu Waldorf School (HI)
Ruth Fletcher, *Head of School,* St. Andrew's Schools (HI)
Jim Scott, *President,* Punahou School (HI)
Paul Turnbull, *President,* Mid-Pacific Institute (HI)

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Session Descriptions

F.1   21st Century Space & Scheduling   Twigg-Smith Pavilion

Sanje Ratnavale   Ray Ravaglia

Keynote
Sanje Ratnavale, *President,* OESIS Group
Ray Ravaglia, *Chief Learning Officer,* Opportunity Education

Sanje Ratnavale provides a survey of the pedagogical, curricular and strategic drivers behind 21st century space at schools around the country. Ray Ravaglia discusses the place and opportunity of online spaces in the mix.

Concurrent Sessions

F. 2 High Tech High Projects 2000-2017, Session 2: Planning & Assessment   Higgins Hall 7-202
Jeff Robin, *Founding Faculty,* High Tech High (CA)

Jeff Robin was one of the Founding Faculty of High Tech High and led many of its high profile projects over the last 17 years. Now an evangelist for PBL, he provides professional development opportunities for schools and teachers. He will do three sessions at OESIS Honolulu: the first C.3 on Collaborative Projects, the second F.2 on Planning & Assessment and the third H.5 on Scheduling. In each of these sessions he will go through a number of inter-disciplinary projects that he has executed over the last 17 years.

F.3   Harkness across the K–8 Spectrum   Higgins Hall 7-201
Erica Herro, *Director of Curriculum & Instruction,* Stevenson School (CA)

Erica discusses how the Harkness teaching philosophy, traditionally deployed at higher grade levels, actually has proved to lend well to all age groups: students are given the procedural training by their teachers to support peer inquiry and discussion that tap into many of their developmental and cognitive needs. Stevenson School students who learn and practice this model of inquiry-based instruction come away with a sense of earned responsibility and an increased ability to negotiate with diplomacy and to effectively problem solve, both independently and with their peers.

F.4   Designing Your Teenage Life Class   Higgins Hall 7-204
Andrew Satanapong, *Counselor,* Stanford Online High School (CA)

During this talk, Andrew discusses the full implementation of a life design course/program for high school students. This talk will include several critical components such as an embedded mentor program, a student-led fellowship program, and the supportive structures to start your own life design program. Also included is a discussion of the possibilities of creating this entire experience in the online space.

Session Descriptions

G.1 An Innovation Transcript

Twigg-Smith Pavilion

Nikki Lucyk   **Elaine Griffin**

Keynote
Nikki Lucyk, *Director of Innovation & Entrepreneurship,*
and **Elaine Griffin,** *Assistant Head of Upper School,*
University School of Milwaukee (WI)

One of the latest trends in education is the rise of innovation centers; however, it is not the space or tools alone that produce transformational learning conditions. For an innovation center to thrive, schools need programs that provide a context for students to forge their own independent learning paths. USM has developed an innovation transcript designation that allows students to create their own curricular path through the center based on a menu of curricular and non-curricular options. Most importantly, students make their learning relevant outside of the school walls to create an impact on the business community, service organizations, or their own entrepreneurial endeavors. USM will share the programming they've developed, which includes piloting new courses in innovation and entrepreneurship, securing internships, connecting with community mentors, and developing public leadership opportunities.

Concurrent Sessions

G.2 What's Your Story? How to Assess Process in Project-Based Learning   Higgins Hall 7-101
Douglas Kiang, *Computer Science Teacher,* Punahou School (HI)

What is the difference between assessment and evaluation? How can we assess the process as well as the product in a project-based curriculum? In this session, Douglas will focus on specific strategies and tools to engage kids and make their thinking visible. Teachers will leave with a toolkit they can start using in their class right away.

G.3 Foundational Concepts as a Framework for an Inter-Disciplinary High School Sequence
Ray Ravaglia, *Founder,* Stanford Online School (CA)   Higgins Hall 7-102

As the philosopher Quine once said, there is a tendency for people to conflate the compartments of the universe with the departments of the university. As curriculum becomes increasingly balkanized it is easy to forget that these subjects often started off as part of the larger philosophic endeavor to explain the world. Ray discusses how the Core Curriculum at the Stanford Online High School was designed and how this survey of analytic philosophy helped to ease the divides between students who identify themselves as "techies" or "fuzzies" by showing that these divisions are artificial constructs.

G.4 In Search of Authentic Audiences — A Cross-Campus Model in Humanities
Jared Colley, *English Department Chair,* Oakridge School (TX)   Higgins Hall 7-104

Collaboration is important for faculty as for students. In this session, Jared outlines the evolution of a cross-school text exploration project in English classes now in its fifth year among four local independent schools. Encompassing real student collaboration in person and online, it has created an authentic audience situation that is engaging the classes at a different level.

H.1 Intrinsic Motivation through Gamifying Shakespeare and Dickens — Twigg-Smith Pavilion

Jared Colley

Keynote **Jared Colley,** *English Department Chair,* Oakridge School (TX)

Gamification has become one of education's most exciting areas of innovation when it comes to increasing students' engagement, choice and motivation. Why is this? Some philosophers of media focus on the element of action: when students encounter gamified curricula and content, they actually do something to it. They have more autonomy to shape the learning path as well as its outcome. No two students discover the same things in the exact same way. In this session, Jared explores how to structure curricula in such a way (as well as what tech tools could be useful) so students have more control and a keener sense of purpose when confronting challenging texts such as Charles Dickens or William Shakespeare. More specifically, Jared will focus on how choice, nonlinearity, affirmative-based grading, and individualized pacing can increase student interest in subject matter that otherwise may seem daunting or perhaps even boring.

Concurrent Sessions

H.2 Character Assessment from Admissions to Faculty Use — Higgins Hall 7-201

Meghan Brenneman, *Director of Character Assessment Programs,* Enrollment Management Assn. (NJ)

Character assessment has been prevalent in both the popular media and research community for the last several years. Schools tout the importance of character skills as part of their mission statements, yet the field of measurement is still grappling with how to effectively assess character skills in the K–12 population. Over the past four years and with the help of over 50 independent schools, The Enrollment Management Association has been developing an innovative assessment to assess character skills as part of the admission process. They have pilot tested the Character Skills Snapshot with more than 12,000 students and spoken to countless schools, families and students about its use. In this session, they describe the test and explore its wider use by teachers — not just admissions professionals.

H.3 Socio-Emotional Curriculum in an Online Academic Class — Higgins Hall 7-101

Dr. Leilani Ahina, *Clinical Psychologist and Teacher,* Punahou School (HI)

This presentation will highlight specific online course design strategies that encourage socioemotional growth, deepen interpersonal connection, and support academic learning. By leveraging normal developmental curiosity about themselves and others, pedagogical attention to encouraging socioemotional development pays big dividends in increasing student engagement, cooperation, initiative, and success. After three years of teaching a predominantly asynchronous academic course with Global Online Academy, successes and failures to achieve these aims will be reviewed.

H.4 Design/Build a Treehouse for your 17-year-old self — Higgins Hall 7-204

Linda Green, *Art Teacher,* Punahou School (HI)

In this session, Linda describes how 12-year-old students will take on their 17-year-old self as a client. They will build a model of a tree house for their client which has light, ventilation, an element of recreation, and a renewable power source. Materials: clay and glazes. Presentation will be a slide show of students at work from conceptualizing to final product. Struggles, mishaps, do-overs included.

H.5 High Tech High Projects 2000-2017, Session 3: Scheduling — Higgins Hall 7-202

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

Jeff Robin was one of the Founding Faculty of High Tech High and led many of its high profile projects over the last 17 years. Now an evangelist for PBL, he provides professional development opportunities for schools and teachers.

What is the overall purpose of the exchange?

1. To find seats for under-enrolled sections at your school.
2. To offer complete courses with your teacher availability.
3. To market your summer school offerings widely through our global relationships.
4. To increase your elective offerings by accessing courses at a wider network.

What is the purpose of this application?

To allow schools to start indicating their need as their student demand profile and their staffing needs evolve between February and the summer. The sooner you get a picture of your needs the quicker we can try and find you the right match. There is no commitment by using this application. It is an expression of interest only.

Is this only for schools or can students and unaffiliated teachers use it to express interest? No it is only for schools and teachers registering must be expressing interest on behalf of their schools.

Are these all online offerings?

Mostly except the summer school options that are both online and on campus. We have built significant relationships abroad so that you can use this exchange to tap overseas demand too for summer programs.

Do we need to pay now?

No, you pay nothing until we match your demand with our schools' supply.

How long do we have to confirm?

There are various levels of interest filters (Firm, Will Know By April 15th, Will Know by June 15th etc.) for you to choose so that you can let us know when you will be sure. At that point we will match you and require the tuition.

Who will provide the Transcript?

The school providing the teacher and the curriculum will provide the transcript. Additionally, each school can opt to record the course on their own transcript in any way they wish, including as an independent study or as a transfer course, as is often done by consortia. As many schools already do with the online courses they do provide, these courses will be online versions of on campus courses

and therefore dovetail with schools' current accreditation.

When will the course take place?

Generally after school for the instructional component as with most consortia offerings. For discussion heavy courses there will be standard seminar times like with various online providers like Stanford Online or the Malone School Online Network. Smaller group or individual office hours will be scheduled weekly. Use of flipped recorded content will be encouraged.

Will we know the school providing the course and can we talk to them before committing?

Yes to both and we know many of these schools, so we will not plan to do this with a school who we don't believe could deliver. OESIS will validate the curriculum as being of a peer standard for independent schools and also what accreditations it might have (AP, UC etc). Because we know our OESIS network schools, we can be assured of certain shared cultural commitments to excellence in instruction.

How much will each seat cost?

Lower than what you would pay elsewhere externally and less than what it would cost you to run the course at an under enrolled level. For example, an AP course would be around $1,400 - $1,800 per seat so if you need a few seats you would be paying much less than the cost of adding a full section at your school. The fees paid will be split between the teacher of record, the institution of record, and OESIS for the costs of running the service/platform.

What does it cost to join this service?

There is no membership or subscription cost in the first year. You will be financially responsible only when you agree to provide or use seats.

Can a school teach a course without offering any student enrollments?

Yes, in fact we know a lot of part-time teachers want extra loads as do some full-time faculty. However, we prefer to give the teacher role to a school looking also to provide seats so it can be a revenue source as well as a cost-reduction strategy for them. We might also use online schools operating in the independent school world who might take these enrollments at lower price points because they will not be advertising that fact (they should see this as a wholesale solution).

If we have not taught online before, can we still participate?

Yes, OESIS will provide training and support for teachers. This is a great way to bring online instruction to your school and to develop OESIS-quality experience.

Where will exams take place?

Exams will occur at the school where the student is enrolled full-time with a site facilitator.

Why has this not been done before?

We thought of this earlier but we felt we needed a broad enough network and enough course content around the country that was mainstreamed into a digital LMS environment. Schools also generally do not like to advertise that they are doing courses at low price points online because it makes parents question the value of brick and mortar courses and tuition. That is why schools have generally hidden these endeavors behind a third-party brand or consortium. This is a wholesale solution where that brand-pricing risk is eliminated.