



The Leading Network for Innovation at Independent Schools

## 2018 OESIS Los Angeles

Chadwick School (CA)

April 6 – 7, 2018





**CHADWICK**  
SCHOOL

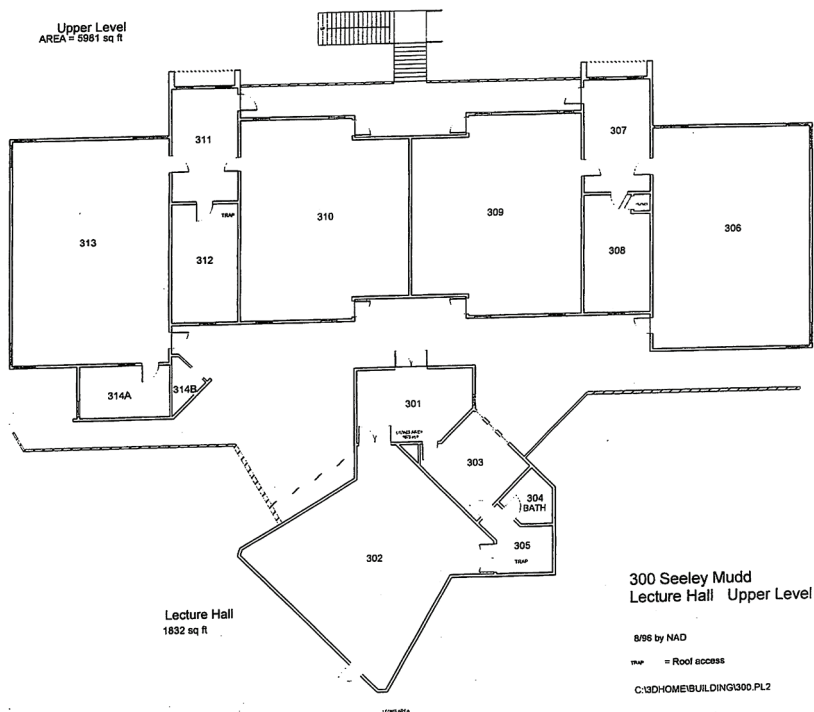
## MIDDLE & UPPER SCHOOL CAMPUS GUIDE

04/15 #1

PARKING LOCATIONS	
<span style="color: red;">■</span>	Parking
<span style="color: blue;">■</span>	Fire Lane



26800 South Academy Drive, Palos Verdes Peninsula, CA 90274 310-377-1543 ChadwickSchool.org





## 2018 OESIS Los Angeles Schedule at a Glance

**Friday, April 6, 2018**

12.00 p.m. – 1.15 p.m. Outside Laverty Theater	<b>Registration</b>
1:15 p.m. – 1:30 p.m. Laverty Theatre	<b>Welcome &amp; Opening</b> <b>Jack Creeden</b> , <i>Head of School</i> , <b>Chadwick School (CA)</b>
1:30 p.m. – 2:20 p.m. Laverty Theatre	<b>A.1 Main Auditorium Keynote:</b>  <b>Meta-Skills: Opportunities and Challenges</b> <b>Sanje Ratnavale</b> , <i>President</i> , <b>OESIS Group</b>
2:30 p.m. – 3.45 p.m.	<b>Rotation B</b>
Seeley-Mudd Science Lab 306	<b>B.1 Mastery in Math</b> <b>Kate Hoff</b> , <i>Math Dept. Chair</i> , <b>Northfield Mount Hermon School (MA)</b> (Repeated in G3)
Main Library	<b>B.2 Embedding Competencies K-12</b> <b>Deborah Dowling</b> , <i>Assistant Head for Academic Affairs</i> , <b>Chadwick School (CA)</b> and <b>Katie Dlesk</b> , <i>Curriculum Coordinator</i> , <b>Keys School (CA)</b>
Library Story Corner	<b>B.3 Metacognition of Social and Non-Academic Traits</b> <b>Brenda Montgomery</b> , <i>Director of Academic Innovation &amp; Growth</i> , <b>Selwyn House School (QC)</b>
Science Lab 313	<b>B.4 Introductory PBL – Getting Started with Your Own Connections</b> <b>Jeff Robin</b> , <i>Founding Faculty</i> , <b>High Tech High (CA)</b>
3:45 p.m – 4.00 p.m. Library Lounge	Tea Break
4.00 p.m. – 5.15 p.m.	<b>Rotation C</b>
Village Library	<b>C.1 Inquiry-Based Skills and Enabling Effective Peer Participation K-8</b> <b>Molly Bozzo</b> , <i>Head of School of Carmel Campus</i> , <b>Stevenson School (CA)</b>
Seeley-Mudd Science Lab 306	<b>C.2 Standards-Based Grading in the Sciences</b> <b>Megan Bartley</b> , <i>OESIS Science Network Leader, Former Science Department Chair at Milken Community Schools &amp; Teacher at Michigan Public Schools</i>
Main Library	<b>C.3 Advanced PBL, Interdisciplinary Collaboration, Exhibitions and Documentation</b> <b>Jeff Robin</b> , <i>Founding Faculty</i> , <b>High Tech High (CA)</b>
Library Story Corner	<b>C.4 HOS Perspective: Hattie's Visible Learning Study of 50,000 Research Papers</b> <b>Jeffrey Mitchell</b> , <i>Head of School</i> , <b>Currey Ingram Academy (TN)</b>
5.30 p.m. – 7.00 p.m. Christensen/Library lawn <i>Move to Christensen if wet/cold.</i>	Cocktails & Early Dinner Outside

## 2018 OESIS Los Angeles Schedule at a Glance

**Saturday, April 7, 2018**

7:30 a.m. – 9.00 a.m. Outside Lavery Theater	Continental Breakfast & Coffee	
8:30 a.m. – 9.30 a.m. Lavery Theatre	<b>Main Auditorium Keynotes:</b> <b>Implications of Excellence in the 21st Century</b>  <b>Melinda Skrade,</b> <i>President,</i> <b>Pius XI High School (WI)</b>	<b>Wellness, Achievement, and Assessment in Independent Schools</b>  <b>Deborah Dowling,</b> <i>Asst. Head for Academics,</i> <b>Chadwick School (CA)</b>
9:45 a.m. – 11.00 a.m.	<b>Rotation D</b>	
Seeley-Mudd Science Lab 309	D.1 <b>Standards-Based Grading in High School Science</b> <b>Sally Mingarelli &amp; Kevin Quick,</b> <i>Science Teachers, The Webb Schools (CA)</i>	
Main Library	D.2 <b>Mastery-Based Blending in the Humanities</b> <b>Debbie Ayers,</b> <i>Asst. High School Principal, Flint Hill School (VA)</i> (Repeated in H.3)	
Seeley-Mudd Science Lab 313	D.3 <b>Inter-Disciplinary Skills-Based Curriculum Design &amp; Assessment</b> <b>Tara Quigley,</b> <i>Director of Miss Fine's Center for Interdisciplinary Studies, &amp; Lauren Ledley,</i> <i>Upper School Technology Coordinator, Princeton Day School (NJ)</i>	
Library Story Corner	D.4 <b>The Landscape of Math Blending and Mastery Models and Roundtable Discussion</b> <b>Yasmin Saban,</b> <i>OESIS Network &amp; Cohort Leader, Math Dept. Chair, St. Andrew's School (HI)</i>	
11.00 a.m. – 11.15 a.m. Library Lounge	Coffee Break	
11.15 a.m. – 12.30 p.m.	<b>Rotation E</b>	
Main Library	E.1 <b>Rethinking Assessment for Mastery and Thinking Skills</b> <b>Evan Beachy,</b> <i>Co-Director of Innovations Institute, Kamehameha Schools (HI)</i>	
Village Library	E.2 <b>Excellence in K-8 Math Mindsets &amp; Skills Development Lessons from Abroad</b> <b>Corrinne Khoo-Lieu,</b> <i>Math Teacher, Sea Crest School (CA)</i> <b>Kathleen Jalalpour,</b> <i>Math Teacher, Keys School (CA)</i>	
Library Story Corner	E.3 <b>Tool Kits for Embedding Relevance and Purpose in Curriculum Development</b> <b>Carrie Green,</b> <i>Head of Middle School, Kent Denver School (CO)</i>	
Seeley-Mudd Science Lab 313	E.4 <b>Standards-Based Grading in World Language</b> <b>Guy Vandenbroucke,</b> <i>Teacher, Crossroads School for Arts and Sciences (CA)</i>	



2018 OESIS Los Angeles Schedule at a Glance	
12.30 p.m. – 1.30 p.m. Brogan Deck/Cafeteria	Lunch
12:45 p.m. – 1.30 p.m. Christensen Hall	<b>Head of Schools Panel, moderated by Evan Beachy, Kamehameha Schools (HI) and Sanje Ratnavale, President OESIS Group</b> <ul style="list-style-type: none"> <li>• <b>Scott Parker</b>, <i>Head of School, Kamehameha School Maui (HI)</i></li> <li>• <b>Melinda Skrade</b>, <i>President, Pius XI High School (WI)</i></li> <li>• <b>Jack Creeden</b>, <i>Head of School, Chadwick School (CA) &amp; Former Board Chair NAIS</i></li> <li>• <b>Deborah Dowling</b>, <i>Asst. Head of School, Chadwick School (CA)</i></li> <li>• <b>Jeff Mitchell</b>, <i>Head of School, Currey Ingram Academy (TN)</i></li> <li>• <b>Tom Flemma</b>, <i>Head of School, North Shore Country Day (IL)</i></li> </ul>
1.30 p.m. – 2.10 p.m.	<b>Rotation F</b>
Christensen Hall	F.1 <b>Assessment Authenticity Panel</b> (see page 12 for panel details)
Library Story Corner	F.2 <b>Student-Directed Study in Passion Based PBL</b> <b>Michael Ehrenfried</b> , <i>Chief Information and Innovation Officer, Kent Denver School (CO)</i>
Main Library	F.3 <b>Meta-Skills Data Project &amp; Consortium</b> <b>Sanje Ratnavale</b> , <i>President, OESIS Group (CA)</i> <b>Deborah Dowling</b> , <i>Asst. Head of School, Chadwick School (CA)</i> <b>Jeff Mitchell</b> , <i>Head of School, Currey Ingram Academy (TN)</i>
2.15 p.m. – 3.30 p.m.	<b>Rotation G</b>
Main Library	G.1 <b>Interdisciplinary Standards-Based Grading in High School</b> <b>Mike Peller</b> , <i>Asst. Head of Upper School, the Nueva School (CA)</i> <b>Dan Cristiani</b> , <i>5-12 Academic Dean, The Nueva School (CA)</i> <b>Regan Galvan</b> , <i>Dean of Academics &amp; Student Life, Polytechnic School (CA)</i>
Library Story Corner	G.2 <b>Measuring more than content: Throughlines into Cross-Disciplinary Skills</b> <b>Kevin Feal-Staub</b> , <i>Academic Dean, Putney School (VT)</i>
Seeley- Mudd Science Lab 309	G.3 <b>Mastery in Math</b> <b>Kate Hoff</b> , <i>Math Dept Chair, Northfield Mount Hermon School (MA)</i> <b>Yasmin Saban</b> , <i>OESIS Network &amp; Cohort Leader, Math Dept. Chair, St. Andrew's School (HI)</i>
Seeley-Mudd Science Lab 313	G.4 <b>The Hippocampus Workout &amp; Formative Assessments</b> <b>Angela Neff</b> , <i>Director of Digital Innovation, de Toledo High School (CA)</i>
3.30 p.m. – 3:45 p.m. Library Lounge	Tea
3:45 p.m. – 5.00 p.m.	<b>Rotation H</b>
Seeley-Mudd Science Lab 309	H.1 <b>Modeling and Deconstructing Complex Concepts in Sciences</b> <b>Megan Bartley</b> , <i>OESIS Science Network Leader, Former Science Department Chair at Milken Community Schools, Michigan Public Schools</i>
Seeley-Mudd Science Lab 313	H.2 <b>World Language &amp; Culture: Sweet Spot for Cultural Competency</b> <b>Veronica Guevara</b> , <i>MS Lead Spanish Teacher and MS Innovative Teacher Program Facilitator, The Nueva School (CA)</i>
Main Library	H.3 <b>Mastery-Based Blending in the Humanities</b> <b>Debbie Ayers</b> , <i>Asst. High School Principal, Flint Hill School (VA)</i>
Library Story Corner	H.4 <b>Mastery-Based Implementation Issues: Lessons from Public Schools</b> <b>Allison Powell</b> , <i>former VP of Research at iNACOL and Policy Advisor to School Districts on Competency Design and Blended Learning (AZ)</i>

**B.1 Mastery in Math** Seeley-Mudd Science Lab 306  
**Kate Hoff**, *Math Department Chair, Northfield Mount Hermon School (MA)* (Repeated in G3)

NMH moved their freshman Math program into a collaborative mastery environment with all the sections in a large team-taught space. Hear about their rationale for mastery in mathematics, the frameworks involved, standards development, mastery levels, and learning targets to track mastery. Examine the tools for implementation used in the classroom and how data usage supported effective-team teaching. This session will include opportunities for you to work through your own examples and discuss approaches.

**B.2 Embedding Competencies K–12** Main Library  
**Deborah Dowling**, *Assistant Head for Academic Affairs, Chadwick School (CA)* and **Katie Dlesk**, *Curriculum Coordinator, Keys School (CA)*

In this interactive workshop, you will hear from two schools that have undergone a multi-year process of embedding competencies and higher-level skills through their programs.

Chadwick School (K–12) underwent a five-year process of embedding competencies through their curriculum and changing large parts of their overall approach from the mission down.

The Keys School (K-8) used design thinking to overhaul their grading system so that it is primarily skills-focused. They identified eight core skills that are important to all classes and created a scale and feedback system around them (Skills Growth Report). This form of feedback has eclipsed their report cards in terms of providing meaningful feedback for students and sparking conversations among teachers, students and parents.

This session will include opportunities for you to work through your own examples and discuss approaches.

**B.3 Metacognition of Social and Non-Academic Traits** Library Story Corner

**Brenda Montgomery**, *Director of Academic Innovation & Growth, Selwyn House School (QC)*

Currently in education, we measure what we value, and we value what we measure. In this session we discuss a newly developed tool called the Veritas Report at Selwyn School. It is an indicator and tool to create awareness of a student's status in a variety of personal development, cognitive, and social domains, such as tenacity, curiosity, citizenship, to name just a few. The Veritas Report is formatted along the school's motto: Veritas: true to your school, true to yourself, and true to your community. Assessing these traits is not the priority of this document, rather it is to underscore the value we place on these traits, and through the "measurement" highlight their importance to students and parents.

**B.4 Introductory PBL: Getting Started with Your Own Connections** Seeley- Mudd Science Lab 313  
**Jeff Robin**, *Founding Faculty, High Tech High (CA)*

For teachers embarking on PBL for the first time, this session focuses on how to use your own interests, connections and knowledge to develop authentic environments for your students. Jeff Robin will bring his wealth of knowledge from more than 17 years at High Tech High into an interactive session replete with examples from the 60 plus major long-term inter-disciplinary projects he has been involved with.

**3:45 p.m. – 4.00 p.m.**

**Tea Break**

Library Lounge

**C.1 Inquiry-Based Skills and Enabling Effective Peer Participation K-8** Village Library  
**Molly Bozzo**, *Head of School of Carmel Campus, Stevenson School (CA)*

In this session we discuss how the Harkness teaching philosophy, traditionally deployed at higher grade levels, 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.

**C.2 Standards Based Grading in the Sciences** Seeley-Mudd Science Lab 306

**Megan Bartley**, *OESIS Science Network Leader, and Former Science Department Chair, Milken Community Schools & Teacher, Michigan Public Schools*

This session is an opportunity to explore the philosophy of Standards-Based Grading. The presentation will use the science classroom for context, but the strategies can be adapted to other content areas. We will cover the fundamental ideas used to build a standards-based system, including sample assessments and how a traditional gradebook can be used as a feedback loop. In addition, participants are invited to guide the discussion by asking questions that will help them navigate obstacles to implementation and make decisions as to how SBG can be a rewarding shift for both teacher and student.

**C.3 Advanced PBL: Collaboration, Exhibitions and Documentation** Main Library  
**Jeff Robin**, *Founding Faculty, High Tech High (CA)* (Repeated in F3)

PBL is always changing, and you can do more to reach and inspire more student to learn and grow. This session PBL 2.0, looks to places there is room for improving practice in management, planning, assessment and design. 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.

**C.4 HOS Perspective: Hattie's Visible Learning Study of 50,000 Research Papers** Library Story Corner  
**Jeffrey Mitchell**, *Head of School, Currey Ingram Academy (TN)*

What if you could combine the results of 50,000 studies into one study that specifies the key factors for learning and student achievement? Researcher John Hattie's Visible Learning study did just this. It is the largest-ever collection of research into what works to improve learning. It is called Visible Learning because Hattie provides visible and objective evidence to build and defend a model of teaching and learning. Hattie found that there were 138 influences on student achievement (variables) that could be classified into six general categories that influence how well students learn. Those categories are: the student, the home environment, the school environment, the teacher, teaching strategies and the curricula. In this session, Jeffrey will survey the research and invite participants to discuss their practice and expertise in the contexts provided.

**5:30 p.m. – 7.00 p.m.**  
**Cocktails & Early Dinner Outside**  
Lawn outside Christensen/Library.  
Move to Christensen if wet/cold.





**#meta-skills**

## The Meta-Skills Data Consortium

*An OESIS Collaborative Solution for 21st Century Learning*



### The OESIS Course Exchange

Solve Difficult Scheduling Problems  
through the OESIS Network



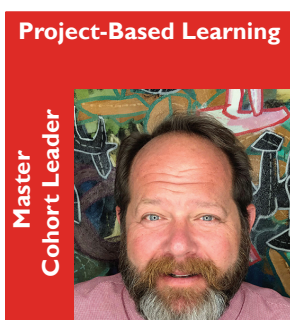
Join the conversation about 21st century innovation among prestigious independent schools



## 2018–2019 OESIS Faculty PBL & Mastery Cohorts



The Leading Network for Innovation at Independent Schools



**Project-Based Learning**

**Master  
Cohort Leader**

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



**Mastery Blending  
in Math**

**Master  
Cohort Leader**

**Yasmin Saban**  
OESIS Network Leader  
St. Andrew's School (HI)



**Mastery Blending in  
Humanities**

**Designer  
Cohort Leader**

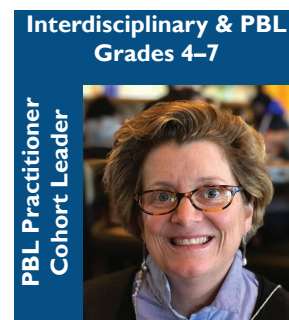
**Debbie Ayers**  
Upper School Assistant Director  
Flint Hill School (VA)



**Mastery Blending in  
Languages**

**Practitioner  
Cohort Leader**

**Matt Bavone**  
OESIS Network Leader  
St. Luke's School (CT)



**Interdisciplinary & PBL  
Grades 4–7**

**PBL Practitioner  
Cohort Leader**

**Tara Quigley**  
Director of Miss Fine's Center  
Princeton Day School (NJ)



**Mastery & Standards  
Grading in Sciences**

**Designer  
Cohort Leader**

**Megan Bartley**  
Science Department Chair and  
OESIS Network Leader (MI)

**D.1 Standards-Based Grading in High School Science**

Seeley-Mudd Science Lab 309

**Sally Mingarelli & Kevin Quick**, *Science Teachers, The Webb Schools (CA)*

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

**D.2 Mastery Based Blending in the Humanities**

Main Library

**Debbie Ayers**, *Asst. High School Principal, Flint Hill School (VA)* (Repeated in H.3)

Debbie Ayers, an OESIS Network Leader, has been an educator for over 25 years with 18 years of high school teaching experience. She is currently Upper School Assistant Director and Academic Dean at Flint Hill School in Oakton, Virginia. 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. For some students, the experience can be blended between classroom and online instruction. 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. It's a win-win scenario for the 21st century student! Participate in a session that can begin your exploration of a similar transformation in pedagogy, curriculum, pacing, and assessment.

**D.3 Inter-Disciplinary Skills-Based Curriculum Design & Assessment**

Seeley-Mudd Science Lab 313

**Tara Quigley**, *Director of Miss Fine's Center for Interdisciplinary Studies*, & **Lauren Ledley**, *Upper School Technology Coordinator, Princeton Day School (NJ)*

Despite being a fairly traditional independent school the educators at PDS have managed to implement considerable opportunities for 21st-century skill development and inter-disciplinary exploration. Hear how they had to think creatively about how to incorporate 21st century competencies within traditional course offerings. By harnessing the power of various technologies, they have provided students opportunities to connect with others, apply their learning to real-world problems, and develop 21st century competencies of collaboration, communication, critical thinking and creativity. Through guided reflection, participants will inventory their own challenges and create a concrete action plan for how to bring their own classrooms to the future.

**D.4. The Landscape of Math Blending and Mastery Models and Roundtable Discussion**

Library Story Corner

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

How can we use Math Blending models to embed core Math skills as well as cross-curricular competencies? What are the various tactical and strategic options available for managing student pacing and assessment? Can we use more flexible grouping strategies to maximize student agency and motivation? Are we too wedded the traditional sequences in Math? In this session, Yasmin who is pursuing her PhD in self-pacing models, will share her strategies and open a round-table discussion around important areas like the ones mentioned that can impact student learning.

**11.00 a.m. – 11.15 a.m.****Coffee Break**  
Library Lounge



## E.1 Rethinking Assessment for Mastery and Thinking Skills

Main Library

**Evan Beachy**, *Co-Director of Innovations Institute, Kamehameha Schools* (HI)

Educators across the country are jumping on board the mastery-assessment bandwagon. The Mastery Transcript Consortium is gaining momentum and challenges colleges to look beyond grades in applications. More and more teachers are using constructivist techniques only to be hampered by grades that do not reflect true abilities. This workshop will focus on a different way of thinking about mastery assessment that reduces empiricism, focuses on the cognitive skills required for each skill used in an assignment, and provides educators with the data they need to help personalize learning for their students.

## E.2 Excellence in K-8 Math Mindsets & Skills Development- Lessons from Abroad

**Corrinne Khoo-Lieu**, Village Library  
*Math Teacher, Sea Crest School* (CA)  
**Kathleen Jalalpour**, *Math Teacher, Keys School* (CA)

Corrinne and Kathleen have taught in public schools in Singapore, Germany and the U.S., and have trained in the U.S., Canada and Peru, as well as touring Finnish schools. Although culture is not transferable, many international insights **are**. There are four steps U.S. teachers can take: These include slowing down the curriculum, giving students more independence, inquiry-based lesson plan development and more generous support strategies. Come and participate in an interactive session where you can consider what might work for you.

## E.3 Tool kits for Embedding Relevance and Purpose in Curriculum Development

**Carrie Green**, Library Story Corner  
*Head of Middle School, Kent Denver School* (CO)

Students experience belonging when they are able to identify relevance and purpose through our curriculums. Using tools developed at the d.school during her time as a graduate student at Stanford, along with the latest research involving learning and the brain, Carrie will share some toolkits for embedding relevance and purpose into your curricula, regardless of its type. Come with an assignment that you'd like to rework, course objectives that you're tinkering with, or a unit that could use some refreshing. Or, just come with an open mind. In any case, come prepared to share, play, prototype and learn!

## E.4 Standards-Based Grading in World Languages

Seeley-Mudd Science Lab 313  
**Guy Vandenbroucke**, *Teacher, Crossroads School for Arts and Sciences* (CA)

Explore how to maximize student involvement in the learning process by inviting them to assess their current level of performance against the ACTFL can-do benchmarks. Participants will have access to “My toolbox to become a better learner” (<https://bosvick.wixsite.com/toolbox>), an online tool created to guide students towards self-reflection and to provide them with online resources that can help them improve in the three modes of communication: interpretive, interpersonal and presentational. Examine effective methods of assessment as well as sample activities appropriate to all levels (from level I to AP). Reflect on the need to view assessment as an ongoing procedure fully integrated into the teaching-learning process, hence the need for self-assessment tools and readily available resources to make progress. Help improve the online tool, or discuss ways to adapt it to your own needs.



**F.1 Assessment Authenticity Panel**

Christensen Hall

**Carrie Green**, *Middle School Principal, Kent Denver School (CO)*

**Michael Peller**, *Assistant Head of Upper School, Nueva School (CA)*

**Regan Galvan**, *Dean of Academics and Student Life, Polytechnic School (CA)*

**Kevin Feal-Staub**, *Academic Dean, Putney School (VT)*

**Angela Neff**, *Director of Digital Innovation, de Toledo High School (CA)*

**Debbie Ayers**, *Upper School Assistant Director, Flint Hill School (VA)*

In this session we discuss with a Panel of participants where independent schools are finding opportunities and challenges in the changing landscape of 21st century assessment.

Then we discuss where we are now, in the midst of this year, launching our first Kent Denver Institute: The Rollins Institute for Technology and Design. The centerpiece is a non-graded, flexible student-directed program where students will have access to resources to help them pursue their projects in technology and design, while also giving them access to other students, teachers and professionals that will assist them in this pursuit. In short, an optional piece of their education they drive.

Finally, we discuss the next steps in making this come to life, and some of the real challenges we are facing as we move forward. For instance, how can we encourage students to “double dip” with a project and think about where these passions can be grounded in requirements or coursework, how can we be flexible with graduation requirements to allow students to pursue this learning, and how do we best expand our network of advocates for these students?

**F.2 Student-Directed Study in Passion-Based PBL**

Library Story Corner

**Michael Ehrenfried**, *Chief Information and Innovation Officer, Kent Denver School (CO)*

Offering students opportunities to pursue their passions is high priority at independent schools across the country. In this session we present a past, present and future look at how we are bringing experiences our students pursue in an area of interest into a meaningful program that celebrates and supports this self-driven work.

Beginning with where we started three years ago, talking about the trial, error and iteration of work in launching after-school programming, revamping independent studies, creating 20 percent time in class, increasing summer program offerings, and listening to our students about the learning they are doing outside of school.

**F.3 Meta-Skills Data Project & Consortium**

Main Library

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

**Deborah Dowling**, *Asst. Head of School, Chadwick School (CA)*

**Jeff Mitchell**, *Head of School, Currey Ingram Academy (TN)*

This session is for those interested in hearing our plans and joining the Meta-Skills Data Project & Consortium. This is also a follow-up session to the Keynote by Sanje Ratnavale for participants to share their views, needs, challenges and the opportunities we face in the area of skills development and data usage.

## G.1 **Inter-disciplinary Standards-based Grading in High School** Main Library

- **Mike Peller**, *Asst. Head of Upper School, The Nueva School* (CA)
- **Dan Cristiani**, *5-12 Academic Dean, The Nueva School* (CA)
- **Regan Galvan**, *Dean of Academics and Student Life, Polytechnic School* (CA)

What is the difference between a B+ or A-, anyways? How might we change the conversation from improving one's grade to improving one's learning? How might our assessment incorporate a focus on growth mindset, neuroscience, and non-cognitive skills? Explore the opportunities and challenges of using standards-based assessment (SBA) in both a traditional and non-traditional school setting. Discuss why to embrace standards-based assessment (otherwise known as a mastery approach). Learn how to implement SBA and how it can map to traditional grading (A-F), if your school still requires this. Mike will demonstrate how SBA anchors a student-centered learning environment marked by backwards design and frequent formative assessments. SBA pushes teachers to be more intentional both in their curriculum development and instructional practices. Review challenges faced in implementing SBA. What is lost when standards are reduced to a traditional grade? How do we capture a more holistic picture of our students? Learn about the Mastery Transcript Coalition and how Mastery Transcript provides a real picture of both what students are able to do and how they do it.

## G.2 **Measuring more than Content: Throughlines into Cross-Disciplinary Skills**

**Kevin Feal-Staub**, *Academic Dean, Putney School* (VT) Library Story Corner

In this session administrators from The Putney School will describe how they are moving the school's 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.

## G.3 **Mastery in Math** Seeley-Mudd Science Lab 309 **Kate Hoff**, *Math Dept Chair, Northfield Mount Hermon School* (MA)

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

NMH moved their freshman Math program into a collaborative mastery environment with all the sections in a large team-taught space. Hear about their rationale for mastery in mathematics, the frameworks involved, the developing of standards, levels of mastery, and learning targets to track mastery. Examine the tools for implementation they used in the classroom and, in particular, how the use of data supported effective team teaching. This session will include opportunities for you to work through your own examples and discuss approaches.

## G.4 **The Hippocampus Workout & Formative Assessments** Seeley-Mudd Science Lab 313 **Angela Neff**, *Director of Digital Innovation, de Toledo High School* (CA)

In this session, we look at the research and we focus on ways to use a variety of Formative Assessment strategies and technologies to strengthen the hippocampus, our brains long-term memory storage. As digital natives outsource memory to Google, their Smartphones and their GPS, the integrity of their brains neural networks slow and shrink just like the muscles in our bodies do when we do not exercise them. Fortunately, technology can also be applied to the learning environment to strengthen the brain's performance. In this session, we will focus on ways to use a variety of Formative Assessment technologies to strengthen the hippocampus, our brains long term memory storage.



### H.1 Modeling and Deconstructing Complex Concepts in Sciences

Seeley-Mudd Science Lab 309

**Megan Bartley**, *OESIS Science Network Leader, and Former Science Department Chair, Milken Community Schools, Michigan Public Schools*

This session will function as a workshop to introduce participants to Modeling Instruction. Modeling Instruction is an award-winning STEM pedagogy in which teachers set the stage, using well tested introductory lab experiences, to coach students to construct their own understanding of fundamental paradigms. Participants are encouraged to play student and teacher as they explore data analysis, building multiple representations of scientific phenomena, managing student discussion, and CER strategies. Thousands of teachers nationwide have been trained and have implemented modeling instruction and report that it revives their enthusiasm for teaching and provides the needed structure and support to run a student-centered, minds-on classroom.

### H.2 World Language & Culture: Sweet Spot for Cultural Competency

Seeley-Mudd Science Lab 313

**Veronica Guevara**, *Middle School Lead Spanish Teacher and MS Innovative Teacher Program Facilitator, The Nueva School (CA)*

In this session The Nueva School offers their approach to weaving interdisciplinary connections in World Language work — Field Trips, International Trips, Communications and Exchanges. The school will discuss, in particular, the use of Design Thinking to construct needs statements in “how might we” respond to user needs in various projects and trips outside of the classroom.

### H.3 Mastery based Blending in the Humanities

Main Library

**Debbie Ayers**, *Upper School Assistant Director and Academic Dean, Flint Hill School (VA) and OESIS Network Leader*

Debbie Ayers has been an educator for over 25 years with 18 years of high school teaching experience. 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. For some students, the experience can be blended between classroom and online instruction. 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. It's a win-win scenario for the 21st century student! Participate in a session that can begin your exploration of a similar transformation in pedagogy, curriculum, pacing and assessment.

### H.4 Mastery Based Implementation Issues: Lessons from Public Schools

Library Story Corner

**Allison Powell**, *former VP of Research at iNACOL and Policy Advisor to School Districts on Competency Design and Blended Learning (AZ)*

Allison has seen CBE implementations at a number of charter and public schools. In this session she looks at the ground work that needs to be laid before during and after the process is implemented: areas covered include the role of stakeholders, the pedagogical alternatives, systems issues, learning infrastructure, continuous improvement and evaluation structures and more.

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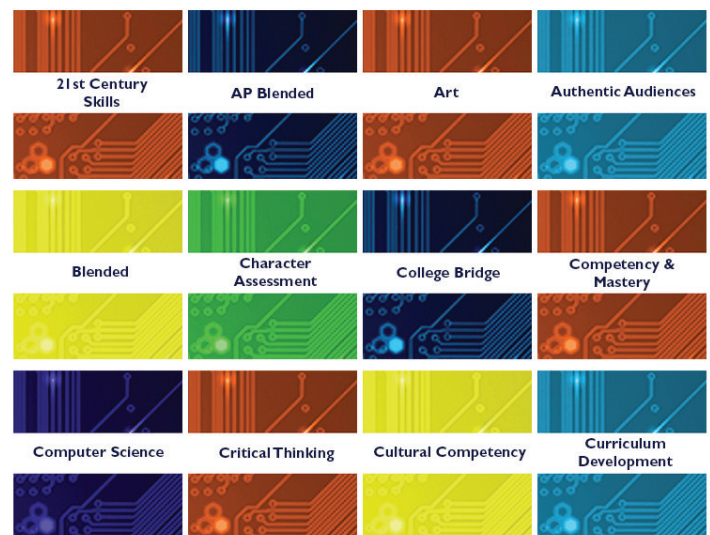
Since 2012, OESIS has been developing a faculty-focused innovation network. More than 550 independent schools have participated in OESIS, which focuses on changing the learning models of schools with an emphasis on the innovative practices in pedagogy, curriculum development, and school culture change. From our origins as pioneers in online learning we have grown to cover all areas of student-centered learning including Project-Based Learning, STEAM, Design-Based PRBL, Blended Learning, Inquiry-Driven Models and more.

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