

THE OESIS INDEPENDENT SCHOOLS

# OESIS BOSTON 2021

Oct. 21 and 22, 2021



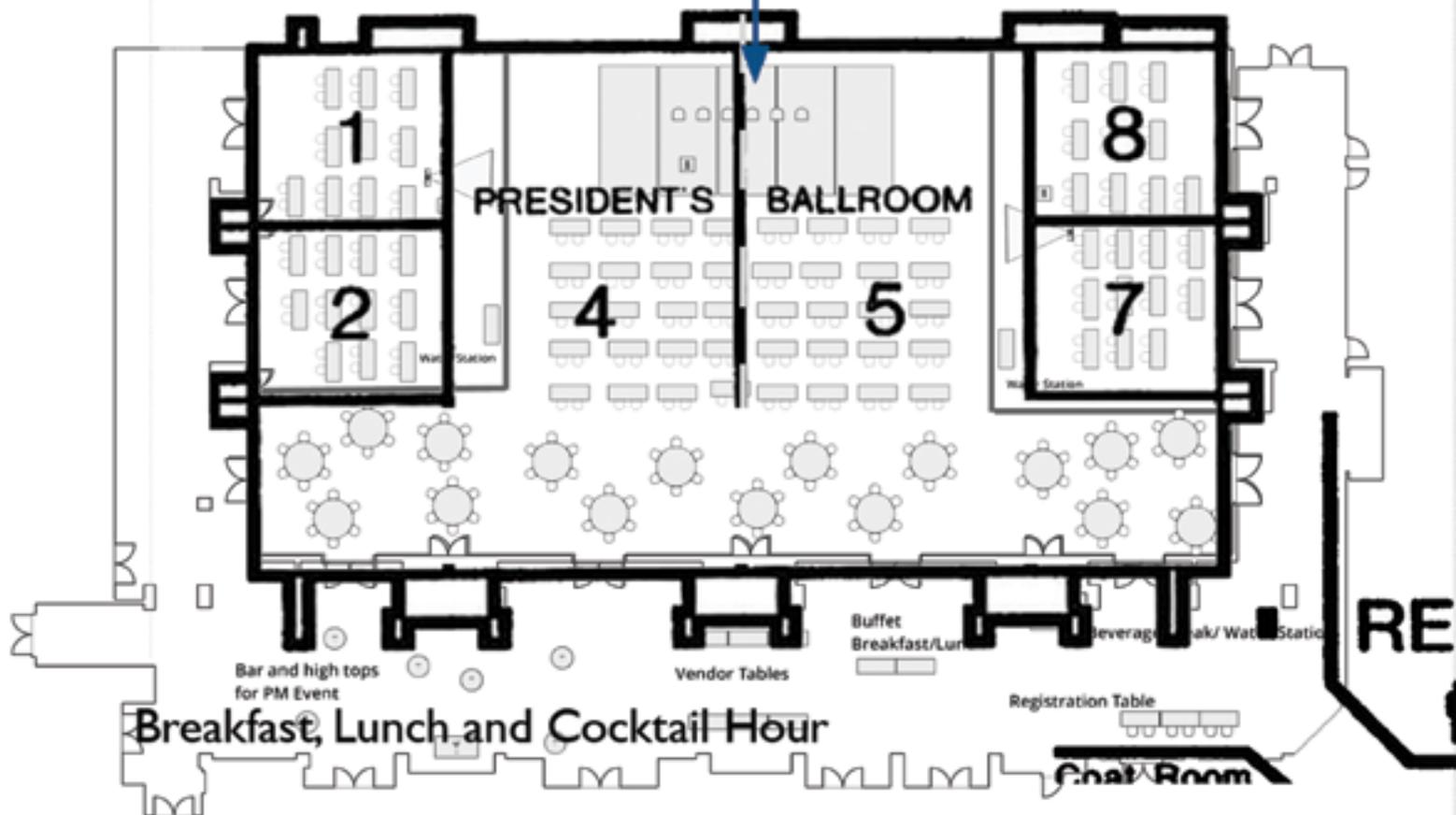
**Building  
Capacity for  
Independent  
School  
Leadership**

# Site Map

**Boston Marriott Quincy**  
1000 Marriot Dr, Quincy, MA

## Keynotes

Registration is open at  
5 p.m. - 7 p.m. on Wednesday  
and during Breakfast on Thursday.



# Pivoting from the Pandemic to Building Capacity for the Future

Dear OESIS Boston Attendees:

We are planning to do things a little differently coming out of the pandemic in terms of format. You will see that we really want this to be a close environment where you can feel comfortable being authentic. The presenters will be encouraged to ask you upfront why you may be attending their session, so that they can avoid unnecessary content in their slide decks and get to the meat of your needs. We want you to use the event to better define your needs and challenges, and thereby walk away with a good sense of the opportunities for your school. Please don't

be afraid to be forward in our Panels about your schools needs and realities. This symposium aims to be a very interactive and conversational event, in which you can benefit.

The two explicit themes underlying the Program are realism and capacity. Neither of these elements are easy to get to but they do provide the fundamental springboards for school transformation and sustainability. We will talk a lot about these elements, but the sessions also provide you with strategies and execution that are then inherently achievable in the areas of CBE, DEI, and SEL. We want to know what might be missing and we are relying on you to bring up those issues.

Thank you again to our many presenters. Please stay safe and use your masks diligently. Thank you for coming to our first symposium in two years. Your commitment is noted.

Best,

Sanje Ratnavale

President, OESIS Network



**Sanje Ratnavale**  
*President*  
OESIS Network

# OESIS Boston Symposium Reading List

We strongly encourage you to read the following articles in [intrepidednews.com](http://intrepidednews.com) before attending. Use the QR codes or links to go directly to these articles:

## 1. ***What's the Real Plan for DEI***

- Part 1: ***What's the Real Plan for DEI?*** 
- Part 2: ***Quadrant 1: Strategy/Explicit*** — The school focuses on strategy and metrics
- Part 3: ***Quadrant 2: Strategy/Implicit*** — The school focuses on building relationships within the community.
- Part 4: ***Quadrant 3: Programming/Implicit*** — The school focuses on the “heart work” — developing inner resources
- Part 5: ***Quadrant 4: Programming/Explicit*** — The school focuses on teaching concepts, behaviors, and skills

## 6. ***When it Comes to Race, Little Things Matter*** | Haiyun Lu

## 7. ***Explore the Competency category on Intrepid Ed News***

## 8. ***Explore the Social-Emotional Learning category on Intrepid Ed News***

## 2. ***The Life Cycle of PD Culture Change*** | Joel Backon and Tara Quigley

### **Responsive Leadership Series:**

## 3. ***Why the 50 Year NAIS Governance Experiment is Over, Part 1 — Ozymandias*** | Sanje Ratnavale

## 4. ***Why the 50 Year NAIS Governance Experiment is Over, Part 2 — The Extrinsic*** | Sanje Ratnavale

## 5. ***Responsive Leadership Series, Part 3*** ***CSI: Capacity Before Strategy & Implementation*** | Joshua Freedman

## 9. ***Explore the Diversity, Equity & Inclusion category on Intrepid Ed News***

## 10. ***10 Ways to Nudge Your Kids to Read — for Fun!*** | Deborah Farmer Kris

## 11. ***Educator Well-Being in The Digital World*** | Janell Burley Hofmann

## 12. ***Connect more, argue less: The 5C's of ADHD parenting*** | Dr. Sharon Saline



The Leading Network for Innovation at Independent Schools

**OESIS Boston | Oct. 21-22, 2021**

Marriott Boston Quincy

**Competency-Focused DEI & SEL**

**Schedule at a Glance**

Participants must be vaccinated or show negative PCR test within 48 hours.  
 Rooms are limited. Book your room when your registration is approved.

<b>Thursday, Oct. 21, 2021</b>		
Time	Presentation	
7.00 a.m. – 8.00 a.m.	<b>Breakfast</b>	
8.00 a.m. – 8.45 a.m. Main Ballroom 4-5	A1	<p style="background-color: #1a3d54; color: white; padding: 2px;"><b>Opening Keynote</b></p>  <p><b>Defining Reality: Risks &amp; Opportunities Ahead</b></p> <p><b>Sanje Ratnavale</b>  <i>President</i>            OESIS Network</p>
8.45 a.m. – 9.15 a.m.	<b>A2 Plenary Small Group Activity</b>	
9.15 a.m. – 10.00 a.m. Main Ballroom 4-5	A3	<p style="background-color: #1a3d54; color: white; padding: 2px;"><b>Opening Keynote</b></p>  <p><b>CSI: From Capacity to Strategy and Implementation. The Life Cycle of Culture Change</b></p> <p><b>Joshua Freedman</b>, <i>Chief Executive Officer</i>            Six Seconds</p>
10.00 a.m. – 10.10 a.m.	<b>Coffee Break in the hallway outside the ballrooms</b>	

10.10 a.m. – 11.05 a.m.		Breakout Session	
Salon 1-2	B1	<b>Building Capacity &amp; Resilience: Educating in Critical Times</b> <b>Rosanna Salcedo</b> , <i>Dean of Equity &amp; Inclusion</i> Cambridge School of Weston (MA)	
Salon 7-8	B2	<b>Learner-Centered Feedback Practices in CBE Context</b> <b>Jared Colley</b> , <i>Upper School Head of Learning &amp; Innovation</i> Mount Vernon School (GA)	
Main Ballroom 4-5	B3	<b>Living the Mission K-12 Part I: Cross-Curricular &amp; Disciplinary Competencies</b> <b>Elizabeth Imende Cooney</b> , <i>Assistant Head of School</i> ; <b>Erin Nordlund</b> , <i>Director of Teaching &amp; Learning</i> ; and <b>Kimberley Tatman</b> , <i>Director of Teaching &amp; Learning</i> , Chadwick School (CA)	
11.10 a.m. – 12.05 p.m.		Breakout Session	
Salon 1-2	C1	<b>Self-Regulation: Capacity Building Competencies: Classroom as Catalyst</b> <b>Jennifer Sciortino</b> , <i>Director of Teaching and Learning</i> , and <b>Lauren Gehman</b> , <i>Head of Counseling Department</i> , Metairie Park Country Day School (LA)	
Salon 7-8	C2	<b>Moving Assessment from Achievement to Feedback to unlock SEL and other Competencies</b> <b>Tom Daccord</b> , <i>International Education Technology Consultant and Co-Founder of Ed Tech Teacher</i> (MA)	
Main Ballroom 4-5	C3	<b>A Competency-Based Approach to Talking with Skeptical Parents about Diversity in the Curriculum</b> <b>Jared Colley</b> , <i>Upper School Head of Learning &amp; Innovation</i> Mount Vernon School (GA)	
12.05 p.m. – 1.15 p.m.		Lunch	
1.20 p.m. – 2.00 p.m. Main Ballroom	D1		<b>Head of Schools Panel</b> Moderated by <b>Sanje Ratnavale</b> , <i>President</i> , OESIS Network, and <b>Dennis Bisgaard</b> , <i>Interim Head of School</i> , Friends School of Baltimore (MD)
2.00 p.m. – 2.40 p.m. Main Ballroom	D2		<b>Panel with DEI Leaders</b> Moderated by <b>Michael Eatman</b> Six Seconds DEI Partner
2.45 p.m. – 3.30 p.m.		Breakout Session	
Salon 1-2	E1	<b>The Role of Visual Arts Competencies in Embedding Belonging, Diversity &amp; Identity</b> <b>Jude Ross</b> , <i>Arts Faculty</i> , Alexander Dawson School at Rainbow Mountain (NV)	
Salon 7-8	E2	<b>Exploring Cultural Identities in Freshman English</b> <b>Jennifer Lloyd</b> , <i>Learning Architect and Humanities Teacher</i> , Mount Vernon School (GA)	
Main Ballroom 4-5	E3	<b>Choosing Competencies for Your School: Considerations &amp; Concerns During Articulation</b> <b>Joel Backon</b> , <i>VP</i> , OESIS Network <b>Tara Quigley</b> , <i>OESIS Network Consultant</i>	

3.30 p.m. – 3.45 p.m.		<b>Tea Break</b>
3.45 p.m. – 4.30 p.m.		<b>Breakout Session</b>
Salon 1-2	F1	<b>Thinking Critically with Empathy &amp; Evidence</b> <b>Anne L’Hommedieu Sanderson</b> , <i>CEO and Co-Founder</i> <b>Aidan Kestigian</b> , <i>Program Director</i> ThinkerAnalytix Associates, Harvard Dept. of Philosophy
Salon 7-8	F2	<b>Building Rubrics and Indicators for Assessing Empathy and other SEL and DEI Competencies</b> <b>Tara Quigley</b> , <i>Director of Interdisciplinary Learning, Princeton Day School (NJ)</i> and OESIS Network Consultant
Main Ballroom 4-5	F3	<b>Measuring &amp; Norming Inclusion for Faculty, Students &amp; Parents</b> <b>Josh Freedman</b> , <i>CEO, Six Seconds</i> <b>Michael Eatman</b> , <i>Six Seconds Preferred Partner</i>
4.30 p.m. – 5.00 p.m. Main Ballroom 4-5	G1	<b>Closing Keynote</b>  <b>Educating The Whole Child, Even as Teenagers</b> <b>Emily Jones</b> <i>Head of School</i> Putney School (VT)
5.00 p.m. – 5.30 p.m. Main Ballroom 4-5	G2	<b>Closing Keynote</b>  <b>Break the Model Minority Myth by Empowering Minorities in Schoolwide Anti-Racist Work</b> <b>Haiyun Lu</b> , <i>Co-Founder Ignite Chinese and Teacher</i> University School of Milwaukee (WI)
5.30 p.m. – 7.00 p.m.		<b>Cocktail Hour in the hallway outside the ballrooms</b>

# Friday, Oct. 22, 2021

Time	Presentation	
7.00 a.m. – 8.00 a.m.		<b>Breakfast</b>
8.00 a.m. – 8.30 a.m.	H1	<b>Open Plenary Discussion: Insights and Issues from Day 1</b>
8.30 a.m. – 9.15 a.m. Main Ballroom 4-5	H2	<p style="text-align: center;"><b>Opening Keynote</b></p> <div style="display: flex; align-items: center;">  <div> <p style="margin: 0;"><b>Indicators of Educational Equity</b></p> <p style="margin: 0;"><b>David Ruff</b> <i>Executive Director</i> Great Schools Partnership (MA)</p> </div> </div>
9.15 a.m. – 10.00 a.m. Main Ballroom 4-5	H3	<p style="text-align: center;"><b>Opening Keynote</b></p> <div style="display: flex; align-items: center;">  <div> <p style="margin: 0;"><b>Measuring What Matters for Competency: Separating Work Product &amp; Work Process in Assessment Systems</b></p> <p style="margin: 0;"><b>Ray Ravaglia</b>, <i>Chief Learning Officer</i> Opportunity Education (MI)</p> </div> </div>
10.00 a.m. – 10.15 a.m.		<b>Coffee Break in the hallway outside the ballrooms</b>

10.15 a.m. – 11.05 a.m.	Breakout Session	
Salon 1-2	J1	<p style="margin: 0;"><b>What do our Kids need to know about Emotions?</b> <b>Deborah Kris</b>, <i>Senior Parenting Columnist</i>, Intrepid Ed News</p>
Salon 7-8	J2	<p style="margin: 0;"><b>The Life Cycle of PD Culture Change: A Quadrant View</b> <b>Joel Backon</b>, <i>VP</i>, OESIS Network <b>Tara Quigley</b>, <i>OESIS Network Consultant</i></p>
Main Ballroom 4-5	J3	<p style="margin: 0;"><b>Why a 3300 BC Invention Still Matters in the 4th Industrial Revolution: Writing as a Complex &amp; Foundational Competency</b> <b>Jeannette Lee-Parikh</b>, <i>English Dept. Head</i>, Cambridge School of Weston (MA) &amp; Intrepid Ed News Assistant Editor</p>

11.10 a.m. – 12.00 p.m.	Breakout Session	
Salon 1-2	K1	<p style="margin: 0;"><b>Why SEL, CBE, PBL &amp; DEI all need each other to thrive</b> <b>Sam Savage</b>, <i>Associate Head of School and Dean of Faculty</i> Masters School (NY)</p>
Salon 7-8	K2	<p style="margin: 0;"><b>E-Sports, the unexpected DEI Opportunity</b> <b>Hubert Ham</b>, <i>Director of Technology</i> Hockaday School (TX)</p>
Main Ballroom 4-5	K3	<p style="margin: 0;"><b>Measuring &amp; Norming Inclusion for Faculty, Students &amp; Parents</b> <b>Joshua Freedman</b>, <i>CEO</i>, Six Seconds <b>Michael Eatman</b>, <i>Six Seconds Preferred Partner</i></p>

12.00 p.m. – 1.00 p.m.		<b>Lunch</b>
1.00 p.m. – 1.50 p.m. Main Ballroom	L	<p style="text-align: center;"><b>Panel on Parent Readiness, Alignment and Education</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>Deborah Kris</b> Senior Parenting Columnist Intrepid Ed News</p> </div> <div style="text-align: center;">  <p><b>Janell Burley Hofmann</b> Parent Education Columnist Intrepid Ed News</p> </div> <div style="text-align: center;">  <p><b>Dr. Sharon Saline</b> Parent Education Columnist Intrepid Ed News</p> </div> </div>
2 p.m. – 2.45 p.m.		<b>Breakout Session</b>
Salon 1-2	M1	<b>Assessing the Readiness of Your Leadership Team for a DEI Plan</b> <b>Michael Eatman</b> , Six Seconds Preferred Partner
Salon 7-8	M2	<b>Opportunity Mapping and Integration — The Key to a CBE Rollout: A Systems and Pathways Analysis</b> <b>Sanje Ratnavale</b> , <i>President</i> , OESIS Network <b>Joel Backon</b> , <i>VP</i> , OESIS Network
Main Ballroom 4-5	M3	<b>Living the Mission K-12 Part 2: Competency Assessment Deep Dive</b> <b>Elizabeth Imende Cooney</b> , <i>Assistant Head of School</i> ; <b>Erin Nordlund</b> , <i>Director of Teaching &amp; Learning</i> ; and <b>Kimberley Tatman</b> , <i>Director of Teaching &amp; Learning</i> , Chadwick School (CA)
2.50 p.m. – 3.50 p.m. Main Ballroom 4-5		<p><b>Closing Keynote</b></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p><b>The Trust &amp; Visible Learning Toolkit for Schools</b></p> <p><b>Dr. Evan Beachy</b> <i>Co-Director Keala’ula Innovations Institute, Kamehameha Schools (HI)</i></p> </div> </div>
		<p><b>Closing Keynote</b></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p><b>The Path to Financial Sustainability with DEI, SEL, PBL &amp; CBE</b></p> <p><b>Sanje Ratnavale</b> <i>President</i> OESIS Network</p> </div> </div>



The Leading Network for Innovation at Independent Schools

# OESIS Boston 2021 Presenters

**Joel Backon**, *Vice President, OESIS Network*

**Evan Beachy**, *Co-Director Keala'ula Innovations Institute, Kamehameha Schools (HI)*

**Dennis Bisgaard**, *Interim Head of School, Friends School of Baltimore (MD)*

**Jared Colley**, *Upper School Head of Learning & Innovation, Mount Vernon School (GA)*

**Elizabeth Imende Cooney**, *Assistant Head of School, Chadwick School (CA)*

**Tom Daccord**, *International Education Technology Consultant and Co-Founder of Ed Tech Teacher (MA)*

**Michael Eatman**, *Six Seconds Preferred Partner*

**Joshua Freedman**, *Chief Executive Officer, Six Seconds*

**Lauren Gehman**, *Head of Counseling Department, Metairie Park Country Day School (LA)*

**Hubert Ham**, *Director of Technology, Hockaday School (TX)*

**Janell Burley Hofmann**, *Parent Education Columnist, Intrepid Ed News*

**Emily Jones**, *Head of School, Putney School (VT)*

**Aidan Kestigian**, *Program Director, ThinkerAnalytix Associates, Harvard Dept. of Philosophy*

**Deborah Kris**, *Senior Parenting Columnist, Intrepid Ed News*

**Jeannette Lee-Parikh**, *English Dept. Head, Cambridge School of Weston (MA) & Intrepid Ed News Assistant Editor*

**Jennifer Lloyd**, *Learning Architect and Humanities Teacher, Mount Vernon School (GA)*

**Haiyun Lu**, *Co-Founder Ignite Chinese and Teacher, University School of Milwaukee (WI)*

**Erin Nordlund**, *Director of Teaching & Learning, Chadwick School (CA)*

**Tara Quigley**, *Director of Miss Fine's Center, Humanities Teacher, and Co Chair of Academic Affairs Committee, Princeton Day School (NJ) and OESIS Network Strategic PD Consultant*

**Sanje Ratnavale**, *President, OESIS Network*

**Ray Ravaglia**, *Co-Founder, OESIS Network, and Chief Learning Officer, Opportunity Education (MI)*

**Jude Ross**, *Arts Faculty, Alexander Dawson School at Rainbow Mountain (NV)*

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

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**Jennifer Sciortino**, *Director of Teaching and Learning, Metairie Park Country Day School (LA)*

**Kimberley Tatman**, *Director of Teaching & Learning, Chadwick School (CA)*

# Responsive Leadership Series, Part 3

## Capacity Before Strategy & Implementation



**CSI**

**By Joshua Freedman**

*Chief Executive Officer and Co-Founder*

*Six Seconds: The Emotional Intelligence Network*

**W**ould you teach high school physics to kids who never learned algebra? Sure, great teachers could do it... but over and over you'd say, "we'll have to go back and teach them this skill before we can move on..." In other words, there are building blocks missing; if the kids had the prerequisites, they'd have more capacity to learn physics (and even MORE if they'd done calculus).

Similarly, school leaders are attempting to implement strategic change without sufficient capacity-building. Sanje Ratnavale's recent articles have challenged schools to re-envision governance because the old models are not working well. Before schools can reinvent themselves, they need to invest in building the underlying prerequisites for change.

### **Most Change Fails. Here's why.**

In the last two decades, I've worked with leaders in a wide range of organizations around the world... from FedEx to HSBC Bank to Qatar Airways to independent schools as well as colleges & universities around the world. I frequently ask: "If you want to be effective at change, what do you do?" They have great answers about building a plan, measuring success, developing systems... they know what to do! When I ask, "Are you able to make change happen?" The answer is, in short, "No." The issue isn't knowing what to do. The issue is having the capacity for how and the clarity on why.

For example, I worked for two years with the U.S. Navy and Marine Corps on building capacity for change (here's the case study). In one program, the officers were supposed to create an example of how they'd use the concepts we'd taught to implement change. One Marine Major's plan was, basically, "yell at people." When I criticized this, he literally said, "Son, I guess you don't know how we do things around here." I wish I'd had the fortitude to say, "No sir, and that's why you've hired me to help you get better at change." In other words, this officer was stuck in a system, in a culture, and didn't have the readiness to look outside the box.

In writing *Inside Change*, I looked for statistics on organizational change. Around 70% of organizational change efforts don't reach their goals, primarily due to a failure to bring people into the process. To get people READY to change. To give them the Why and the How.

To build capacity for change, here are three essential steps:

### **1. Why Change: Getting aligned on direction**

You know when you're talking with colleagues and you can feel that "buzz" of working as a team? You're on the same page. You're in it together. Ideas flow based on a shared vocabulary, passion, and purpose. I've been on the board of three private schools, and I've never felt that "aligned buzz" with the board and Head. I've talked with dozens of school leaders on their board relations, and only one has ever told me they feel totally aligned with and supported by their board.

Alignment doesn't mean everybody agrees on all portions of the strategy. Rather, it means that those involved trust that leadership has a meaningful vision and reasonable path forward. Thus trust is an essential part of alignment, and measurement of that path forward helps build it. Note that some people will pretend agreement to avoid conflict, aka "go along to get along" — that is not alignment. This "quasi alignment" has historically tripped up school heads and boards who believed they had buy-in from stakeholders; this is where emotional intelligence is key: Leaders need to be able to see beneath the surface to assess the real level of commitment.

How about you? Irrespective of position, when you look at your school's leadership, what's the level of alignment? Do your stakeholders have a shared picture of where the school is, where it's going, and are they all on the same "side" trying to get there?

I was coaching a Head of School around these topics, and it became clear that their stakeholders were not aligned. I asked, "If you get what you

measure,’ then have the measures changed to line up with the changing vision of the school?”  
Answer: No.

Like many schools, they’re grappling with a foundational issue: What is success? Is it enough to have good enrollment numbers? To have a good financial outlook? Schools tend to use these kinds of measures, and over time, the measurement tool becomes the focus. The challenge is to step back and ask the bigger question: How are we adding value to our students, families, and the larger community?

As Ratnavale explained in the first article in this series, the typical “good-sounding mission” isn’t the answer. We need a North Star plus a measurable, actionable path toward that direction.

## 2. Ready for Change: Building trust for honest conversation

I was coaching a senior DEI leader in a major tech company who told me that senior leaders are committed to equity, but she still faces near-constant microaggressions. People from marginalized groups don’t feel safe. Managers don’t have the needed skills, and she’s pouring her tremendous DEI expertise into a leaking bucket. I asked, “What happens if you start by building readiness before you try to make the changes... what would “readiness” mean?” Her answer: “Trust.”

If school personnel and board members can’t have open, honest conversations, how likely are they to be able to transform their schools? If parents feel either alienated or entitled, how well are they going to support change efforts? If kids feel marginalized by ageism, how much energy will they put into change?

Google spent millions of dollars learning what any good Kindergarten teacher knows. Project Aristotle was designed to discover: What makes a high-performing Google team? Across hundreds of teams, they tested dozens of variables such as expertise, education, influence... and in the end, the largest factor was simple: psychological safety. One of the top drivers of

feeling safe, they found, was when team members can share ideas and feel heard.

Psychological safety is a fancy way of talking about trust. We measure trust in schools, teams, and organizations, and the 2020 Vitality Study found that 62% of the variation in organization performance outcomes are predicted by trust scores... and that globally, trust scores are low. We also found three essential ingredients for trust:

- **Transparency:** share more truth
- **Coherence:** walk the talk
- **Care:** foster genuine connections

These are actionable steps; you can read more about building trust in our library [here](#).

## 3. Get Real: Basing a strategy on reality and measurable success

“Strategy” is a term that’s bandied about. I mentioned working with the U.S. Navy, and I found their writings on strategy highly applicable. The U.S. Naval War College describes “Three Levels of War” — here’s a simplified version:

- **Tactical:** short term; how do we move forward today to achieve concrete steps toward the goals? “We need to keep the enemy ships from leaving this harbor, so half of us will stay here to draw the enemy fire while the other half maneuvers around the island to block them from behind.”
- **Operational:** mid-term; to achieve the mission despite constraints... What are the pressing goals & objectives we need to reach — by whom, when & how? “We need to get forces into a place where they can block enemy ships from attacking.”

- **Strategic:** long term; given current reality, what constitutes success (overall mission) and, based on this context, what are the most powerful ways to move toward that success? “The enemy is planning to send ships to invade our shores. We have more ships than they, but we have too much shoreline to defend effectively, so we need to dissuade them from trying to leave their ports.”

One of the often-overlooked aspects of the strategic level is the phrase, “given current reality” — which must include the capabilities of the people who will execute the strategy. I was facilitating a “strategic planning retreat” for faculty at a prestigious business school, and conducted an exercise where the MBA professors made a plan, then silently tried to execute — with abysmal failure. What fascinated me was the discussion after:

- Me: “Did you have a good strategy?”  
 Professor: “Yes”  
 Me: “But it didn’t work...”  
 Professor: “The strategy was good. The problem was execution.”  
 Me: “But shouldn’t a good strategy be achievable by the people for whom it’s designed?”  
 Professor: “...”

This is one reason it’s a terrible idea for a board subcommittee, or worse, a consultant, to create a school’s strategic plan. They’re too far away from the reality of what’s achievable by the people who will have to execute the strategy. For example, I worked with a group of boarding schools where they’d outsource the planning for marketing, and the schools ended up with missions that made them indistinguishable — thereby making it impossible for parents to identify which was right for their families.

Often this “outsourcing” or “insourcing” is due to a lack of capacity. “We can’t easily have this conversation with a wide group, so we’ll let a small subcommittee make the plan.” Then, school leaders are left trying to ‘sell’ the

plan to stakeholders who were excluded from the planning. One antidote is to ground your planning in reality. School leaders who want an effective strategy will start by getting meaningful, clear data about the current situation.

There are multiple ways to collect this data; Six Seconds (the nonprofit where I’m CEO) publishes a validated, normed measure of school climate called Education Vital Signs. One important discovery in the statistical validation: From a psychometric perspective, trust is the central component. All the other aspects of school climate link, in some way, to trust, and trust (of all the factors we measured) is the strongest predictor of performance outcomes. Trust is something leaders either support or undermine through their relationships. As mentioned above, the keys are transparency, coherence, and care — and, just as we can measure this at an organizational level, we can measure individual leaders’ and teams’ capacity to develop trust.

For perspective, above are two, real, school climate results — while we could discuss all the factors, just focus on trust for a moment, and imagine trying to have a meaningful dialogue about strategy in School A vs School B.

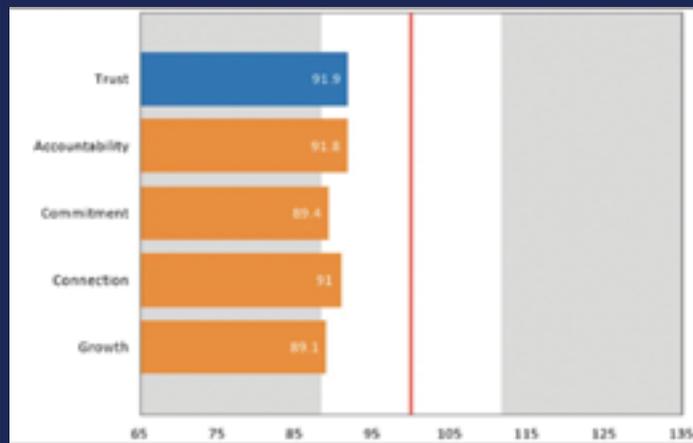
### From A to B: Putting It together

In short, strategy is choosing the path to get from Point A to Point B. To do so effectively, leaders will engage with simply powerful questions:

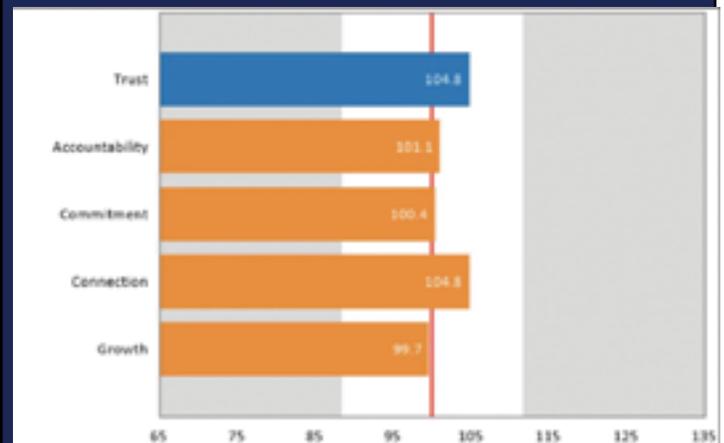
What’s “Point B”? Do we agree? How will we know if we’re getting there?

What’s “Point A”? What’s our current capacity and readiness?

These simple questions carry a lot of complexity, especially when we overlay the “Three Levels of War.” For example... if you’re setting out to build a SEL program, but you don’t have that clear alignment on “Point B” and the measures, a typical school plan would be:



School A: Education Vital Signs Summary



School B: Education Vital Signs Summary

### Goal: Implement SEL

- **Operations** (without clear strategy): Get more school counselors so 30% more students can get counseling.
- **Tactics** (reactive): Hire additional counseling staff.

The typical measure of success would be that operational milestone of 30%. But... do we know if students feel less anxious, more trusting, more understood? You get what you measure... and this measure doesn't actually address the problem. In many cases, schools focus on operational success criteria because it's easy to justify and doesn't require the hard work of building alignment. Another of the benefits of this refocus on measurable outcomes and capacity building is enabling the formulation of meaningful, data-informed incremental plans (which will be a topic of a future article in this series).

So the foundational questions are: Do we have the skills, vocabulary, and data we need to talk about where we are and where we're going? What will it take to have these conversations?

### Lessons Learned

In this series, we examined the governance failures that arise when schools use the generic criteria advocated by leading independent school associations. As the first article explained, this

approach doesn't work because:

- Missions are not clear enough
- Most schools have insufficient measures and accountability for their goals
- Schools, boards, parents are not aligned
- Students are struggling

The second article was a deep dive into a specific initiative that did not meet the above criteria. While the strategy for this organization was well-intentioned, it was not realistic given the capacity of the specific organization (the MTC), the governance arm of independent schools, colleges and universities, and the schools themselves. Readiness for change and getting real were significant limitations.

Some school leaders may think that you are not up to the task; perhaps you think you need the leadership skills of Lincoln or FDR. Perhaps so, but think instead of Theresa, Gandhi, or Chavez. They led smaller communities at the start of their work and relied on trust to fuel a movement. They appealed to the needs of their constituents and gave them a reason to align themselves with a cause. Your cause is to make independent school learning a profoundly meaningful contribution to society and your student's lives. That requires building the capacity to have the crucial dialogues so you can co-create a school where all feel belonging and safety while inspiring students to grow in mind, body, and spirit.

# What's the Real Plan for DEI? Part I

By Joshua Freedman

Chief Executive Officer and Co-Founder, Six Seconds: The EQ Network

This is the first article in a five-part series that explores planning for DEI programs. Each article of the series will be supplemented by a webinar led by our distinguished authors. Part I is an overview of the planning process and identifies the key elements in the form of a four-quadrant chart. Subsequent articles will focus on one of the four planning quadrants illustrated in this first article.

Ask three DEI professionals for the best way to implement and you'll get five conflicting answers. Whether it's called JEDI, EDI, DEI, DIB or something else, they'll have a shared goal, but dramatically different ideas and skill sets necessary on how to move toward it.

In talking with school leaders about DEI, we've found they feel an urgency to take action, and often are trying to drive DEI in an ad-hoc way and without meaningful institutional positioning or systems ... so they're working in a reactive approach. For example, in summer 2020, the death of George Floyd reignited the Black Lives Matter movement. Schools and other organizations immediately issued statements on their websites regarding their positions on DEI. These position statements, which were criticized by many for simply being words, were followed up with training workshops in the fall of 2020.

Once schools recognized that the challenges associated with DEI were numerous and complex (and closely tied to SEL), they chose to focus on a single element of the broad program. For some, professional development focused on anti-racism, following the recommendations of Ibram Kendi's recent book. Other schools looked at inclusion strategies for all school activities, given the socio-economic and racial diversity at the school. In most cases, there was no well-defined plan for moving forward nor was there a tactical vetting of the spectrum of delivery ranging from internal growth through structured interactions



to incorporating external concepts and applying them to one's life challenges. The short-term goal was to demonstrate that schools were listening to the voices of protest and that their position on DEI was consistent with the values of the school. Schools with a longer-range perspective will consider gaining information through climate assessment data. This critical information helps to shape the strategy and informs the metrics necessary to facilitate forward movement for institutional change.

In discussions with DEI professionals about those problems, we identified a simple matrix that illuminates underlying assumptions about DEI and will help DEI professionals, educators, and especially Heads of School in designing comprehensive solutions.

## What's Important in DEI?

To start, consider these two questions:

- Q1: Do we start DEI work from a **plan**, or from **action**?
- Q2: Do we implement DEI work through **internal** growth or by teaching specific, **external** concepts?

The real answer to these, of course, is:  
 D) All of the above... but even seasoned DEI professionals forget this truth, and often attempt to push for change using one point of leverage.

To clarify, consider the same two questions as scales. Q1 is the vertical axis, Q2 is the horizontal.

The vertical axis is about focusing on the long-term plan (Strategy) vs immediate action (Programming). The horizontal axis goes from the internal, relational work (Implicit) to specific content, knowledge, policies, etc. (Explicit).

To illustrate these scales, if a DEI professional is prioritizing each end of each scale, here's what they might say:

**Strategy:** "There's no point in starting on a prescription until we've done a good diagnosis"

**Programming:** "We have to take action now to teach the skills and facilitate the conversations — a plan will emerge"

**Implicit:** "The heart of DEI is a tremendous level of personal development and relationship building"

**Explicit:** "We don't have time to do the internal work, we need procedures, vocabulary, and visible tools today"

None of these is wrong. They're all well established, valuable approaches in working toward equity. And, when taken to an extreme, each represents a dangerous pitfall — especially for school leaders.

### Four DEI Traps for Heads of School

As we look at the matrix, we can see four quadrants on the graph. Each quadrant represents opportunity, but each also

School Climate Surveys



provides a significant risk — especially for a Head of School. In planning your DEI approach, keep these in mind. Think about where your school currently falls in the matrix and where you would like it to be in 12 months, 24 months, etc. Over the next few weeks, we'll examine each of these quadrants more closely so you can determine where your school is strong and where it needs to do more work in an effort to move the community to greater understanding and appreciation of socio-economic and cultural differences.

Go to [intrepidednews.com](http://intrepidednews.com) to read the complete series.



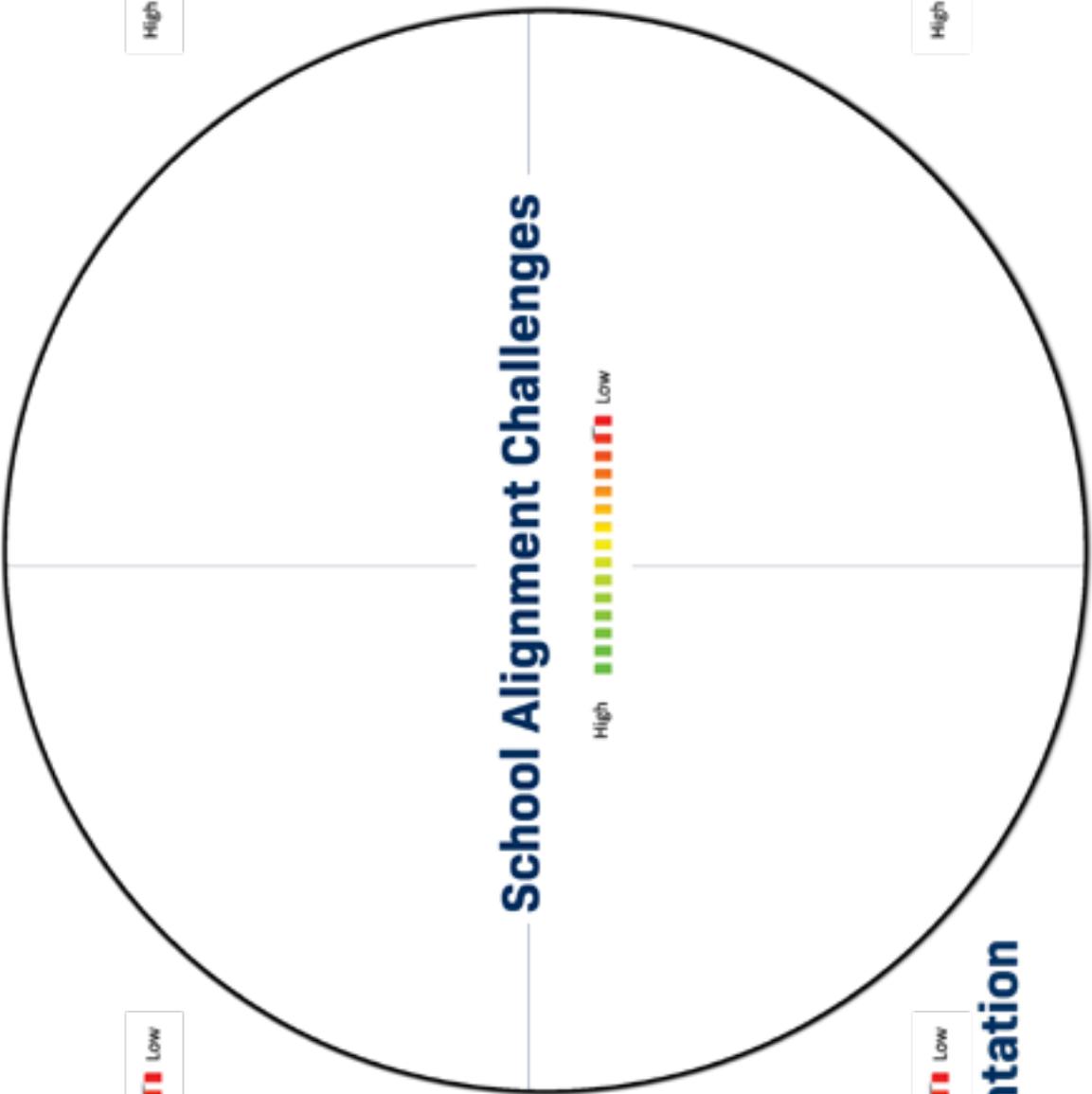
### Normed Climate Assessment and Inclusion Index



An OESIS Network and Six Seconds Partnership



# Framework for OESIS Boston 2021



**Reality**



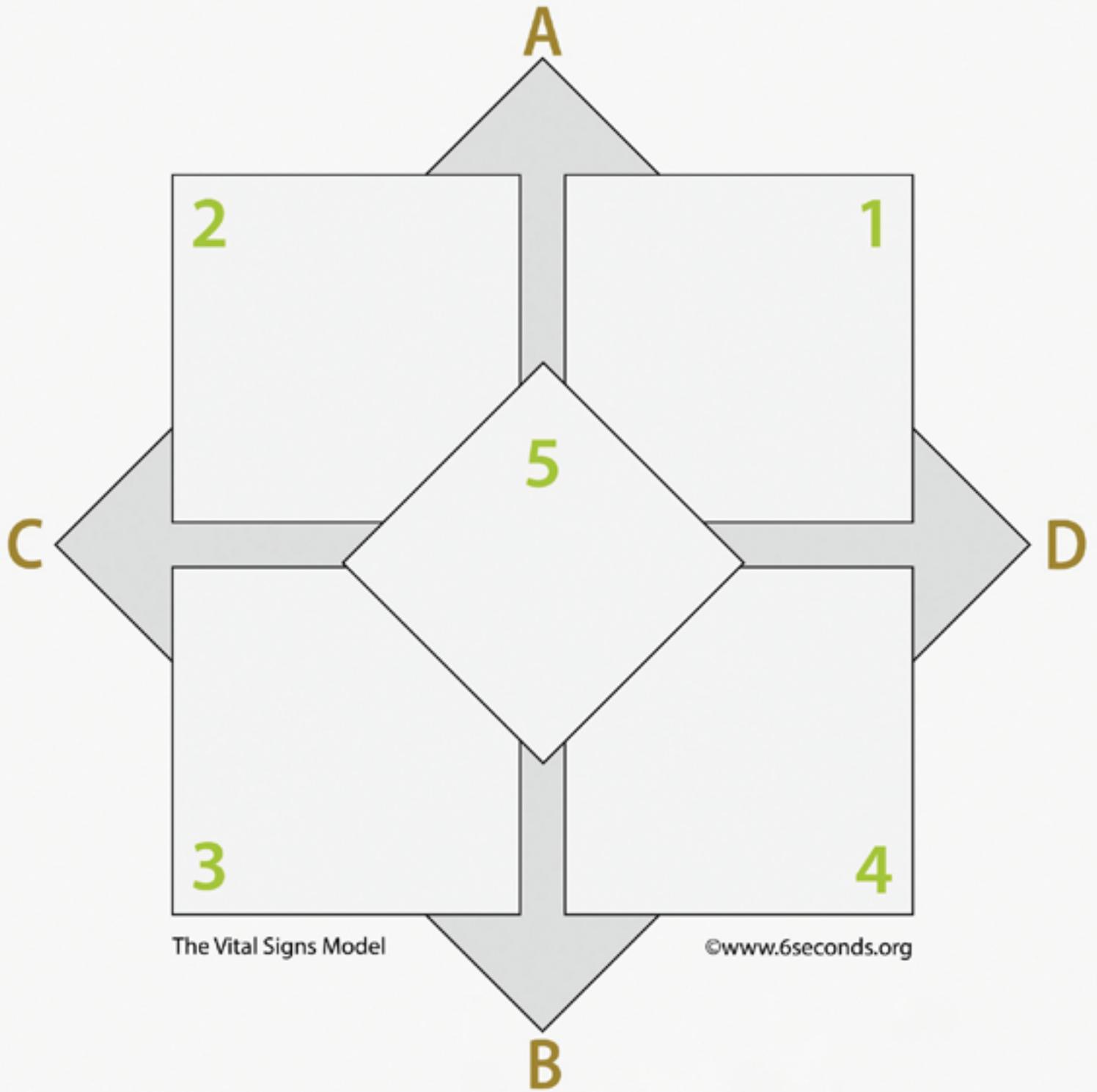
**Capacity**



**Implementation**



**Strategy**



# Customize OESIS Pathways

Outcomes	Social Emotional Learning	Project-Based Learning
Effective & Responsive Feedback	<p>Level 1: Introduction</p> <p>M4 — Student-Driven Learning</p> <p>Level 2: Developer</p> <p>M3 — Awareness of Self &amp; Others</p> <p>M5 — Articulating Goals</p>	<p>Level 1: Introduction</p> <p>M1 — Interdisciplinary Mirrors</p> <p>M2 — Articulating Goals / Learning</p> <p>M6 — Compassionate &amp; Understanding</p> <p>Level 2: Developer</p> <p>M4 — Compassionate &amp; Understanding</p> <p>M6 — Metacognition</p>
Lifelong Learner with Inquiring Mindset	<p>Level 1: Introduction</p> <p>M2 M3 — Awareness of Self &amp; others</p> <p>M4 — Student-Driven Learning</p> <p>Level 2: Developer</p> <p>M1 — Awareness of Self &amp; Others</p>	<p>Level 1: Introduction</p> <p>M2 — Articulating Goals / Learning</p> <p>M4 M5 — Student-Driven Learning</p> <p>Level 2: Developer</p> <p>M2 — Articulating Goals</p>
Compassion for Self, Others, & Global Environment	<p>Level 1: Introduction</p> <p>M1 M2 M3 — Awareness of Self &amp; Others</p> <p>M4 — Student-Driven Learning</p> <p>Level 2: Developer</p> <p>M1 M2 M3 — Awareness of Self &amp; Others</p> <p>M4 — Metacognition</p>	<p>Level 1: Introduction</p> <p>M2 — Articulating Goals / Learning</p> <p>M4 — Student-Driven Learning</p>
Maintain Growth Mindset	<p>Level 1: Introduction</p> <p>M1 M2 M3 — Awareness of Self &amp; Others</p> <p>M4 — Student-Driven Learning</p> <p>Level 2: Developer</p> <p>M1 M2 — Awareness of Self &amp; Others</p> <p>M5 — Articulating Goals</p>	<p>Level 1: Introduction</p> <p>M3 — Articulating Goals / Learning</p> <p>M5 — Compassionate &amp; Understanding</p> <p>Level 2: Developer</p> <p>M1 — Articulating Goals / Learning</p> <p>M5 — Awareness of Self &amp; Others</p> <p>M6 — Metacognition</p>
Student Driven Agency	<p>Level 1: Introduction</p> <p>M1 M3 — Awareness of Self &amp; Others</p> <p>M4 — Student-Driven Learning</p> <p>Level 2: Developer</p> <p>M1 M3 — Awareness of Self &amp; Others</p> <p>M4 — Metacognition</p> <p>M5 — Articulating Goals</p>	<p>Level 1: Introduction</p> <p>M2 — Articulating Goals / Learning</p> <p>M3 — Articulating Goals / Learning</p> <p>M4 M5 — Student-Driven Learning</p> <p>Level 2: Developer</p> <p>M1 M2 M3 — Articulating Goals / Learning</p> <p>M4 — Compassionate &amp; Understanding</p>
Clearly Articulate Competencies & Learning Outcomes	<p>Level 2: Developer</p> <p>M1 — Awareness of Self &amp; Others</p> <p>M5 — Articulating Goals</p>	<p>Level 1: Introduction</p> <p>M3 — Articulating Goals / Learning</p> <p>M4 — Student-Driven Learning</p> <p>Level 2: Developer</p> <p>M1 M3 — Articulating Goals / Learning</p> <p>M6 — Metacognition</p>
Encourage Metacognition Through Feedback and Reflection	<p>Level 2: Developer</p> <p>M2 — Awareness of Self &amp; Others</p> <p>M3 — Awareness of Self &amp; Others</p>	<p>Level 1: Introduction</p> <p>M4 — Student-Driven Learning</p> <p>M5 — Compassionate &amp; Understanding</p> <p>Level 2: Developer</p> <p>M3 — Articulating Goals / Learning</p> <p>M4 — Compassionate &amp; Understanding</p> <p>M6 — Metacognition</p>
Maintain Inclusive Learning Environment	<p>Level 1: Introduction</p> <p>M1 M2 — Awareness of Self &amp; Others</p> <p>M4 — Student-Driven Learning</p> <p>Level 2: Developer</p> <p>M1 M2 M3 — Awareness of Self &amp; Others</p> <p>M4 — Metacognition</p> <p>M5 — Articulating Goals</p>	<p>Level 1: Introduction</p> <p>M2 — Articulating Goals / Learning</p> <p>M3 — Articulating Goals / Learning</p> <p>M4 — Student-Driven Learning</p> <p>M5 — Compassionate &amp; Understanding</p> <p>Level 2: Developer</p> <p>M5 — Awareness of Self &amp; Others</p>
Seek Connections and Interdisciplinary Mindset	<p>Level 1: Introduction</p> <p>M1 — Awareness of Self &amp; Others</p> <p>Level 2: Developer</p> <p>M3 — Awareness of Self &amp; Others</p>	<p>Level 1: Introduction</p> <p>M1 — Interdisciplinary Mirrors</p> <p>M4 — Student-Driven Learning</p> <p>Level 2: Developer</p> <p>M1 — Articulating Goals / Learning</p> <p>M5 — Awareness of Self &amp; Others</p>

# by Milestones and Outcomes

ed Learning	Cultural Competency	Competency-Based Education
<p>Introduction</p> <p>ndset</p> <p>Student-Driven Learning</p> <p>Useful Feedback</p> <p>Developer</p> <p>Useful Feedback</p>	<p>Level 1: Introduction</p> <p>M3 — Articulating Goals</p> <p>M4 — Student-Driven Learning</p>	<p>Level 1: Introduction</p> <p>M2 — Student-Driven Learning</p> <p>M5 — Compassionate &amp; Useful Feedback</p> <p>Level 2: Developer</p> <p>M4 — Compassionate &amp; Useful Feedback</p>
<p>Introduction</p> <p>Student-Driven Learning</p> <p>Learning</p> <p>Developer</p>	<p>Level 1: Introduction</p> <p>M1 — Awareness of Self &amp; Others</p> <p>M2 — Awareness of Self &amp; Others</p>	<p>Level 1: Introduction</p> <p>M1 — Compassionate &amp; Useful Feedback</p> <p>M4 — Articulating Goals</p> <p>M6 — Metacognition</p> <p>Level 2: Developer</p> <p>M5 — Articulating Goals</p> <p>M6 — Metacognition</p>
<p>Introduction</p> <p>Student-Driven Learning</p> <p>Learning</p>	<p>Level 1: Introduction</p> <p>M1 M2 — Awareness of Self &amp; Others</p> <p>M3 — Articulating Goals</p> <p>M5 — Student-Driven Learning</p>	<p>Level 2: Developer</p> <p>M2 — Articulating Goals</p>
<p>Introduction</p> <p>Useful Feedback</p> <p>Developer</p> <p>Others</p>	<p>Level 1: Introduction</p> <p>M1 — Awareness of Self &amp; Others</p>	<p>Level 1: Introduction</p> <p>M1 — Compassionate &amp; Useful feedback</p> <p>M6 — Metacognition</p> <p>Level 2: Developer</p> <p>M5 — Articulating Goals</p> <p>M6 — Metacognition</p>
<p>Introduction</p> <p>Student-Driven Learning</p> <p>Learning</p> <p>Developer</p> <p>Goals</p> <p>Useful Feedback</p>	<p>Level 1: Introduction</p> <p>M3 — Articulating Goals</p> <p>M4 M5 — Student-Driven Learning</p>	<p>Level 1: Introduction</p> <p>M1 M5 — Compassionate &amp; Useful Feedback</p> <p>M2 — Student-Driven Learning</p> <p>Level 2: Developer</p> <p>M2 M3 M5 — Articulating Goals</p>
<p>Introduction</p> <p>Learning</p> <p>Developer</p> <p>als</p>	<p>Level 1: Introduction</p> <p>M4 M5 — Student-Driven Learning</p>	<p>Level 1: Introduction</p> <p>M1 M5 — Compassionate &amp; Useful Feedback</p> <p>M3 M4 — Articulating Goals</p> <p>Level 2: Developer</p> <p>M1 M2 M3 M5 — Articulating Goals</p> <p>M4 — Compassionate &amp; Useful feedback</p>
<p>Introduction</p> <p>Learning</p> <p>Useful Feedback</p> <p>Developer</p> <p>Useful Feedback</p>	<p>Level 1: Introduction</p> <p>M4 — Student-Driven Learning</p>	<p>Level 1: Introduction</p> <p>M2 — Student-Driven Learning</p> <p>M5 — Compassionate &amp; Useful Feedback</p> <p>M6 — Metacognition</p> <p>Level 2: Developer</p> <p>M4 — Compassionate &amp; Useful Feedback</p> <p>M6 — Metacognition</p>
<p>Introduction</p> <p>Student-Driven Learning</p> <p>Learning</p> <p>Useful Feedback</p> <p>Developer</p> <p>Others</p>	<p>Level 1: Introduction</p> <p>M1 M2 — Awareness of Self &amp; Others</p> <p>M3 — Articulating Goals</p> <p>M4 M5 — Student-Driven Learning</p>	<p>Level 1: Introduction</p> <p>M1 M5 — Compassionate &amp; Useful Feedback</p> <p>M3 M4 — Articulating Goals</p> <p>Level 2: Developer</p> <p>M1 M2 M3 — Articulating Goals</p>
<p>Introduction</p> <p>ndset</p> <p>Learning</p> <p>Developer</p> <p>Others</p>	<p>Level 1: Introduction</p> <p>M4 M5 — Student-Driven Learning</p>	<p>Level 1: Introduction</p> <p>M2 — Student-Driven Learning</p> <p>M3 M4 — Articulating Goals</p> <p>Level 2: Developer</p> <p>M1 M2 M3 — Articulating Goals</p>

# Strategic Professional Development Consulting Services

Several of our OESIS Network member schools have been asking us to customize professional development curriculum for their faculty with an emphasis on their school mission. Our foundational pathways can be integrated to enhance a school's learning culture.



Tara Quigley, an OESIS Network Leader who developed our Project-Based Learning, Competency-Based Education, Social Emotional Learning, and Cultural Competency pathways, is available to provide PD Consulting Services for our member schools.

**Tara Quigley** is available to provide PD Consulting Services for our member schools.

Your OESIS Network Membership now includes three 30-minute professional development planning sessions each year to assess your school's needs and goals. Tara can also provide an estimate to customize faculty professional development curriculum for your faculty inservice sessions. Select desired outcomes (on pages 20 and 21) so we can integrate milestones from our various foundational pathway curriculum to achieve your specific needs.

## Flexible and Personalized

All Pathways include discussion boards and opportunities for interaction and community building amongst your faculty, encouraging collaboration and engagement. OESIS Pathways have four levels, which provides ample opportunity to personalize curriculum for your faculty. Each level builds upon the previous and includes specific tasks and assignments to allow for faculty to learn and develop at their own pace, from an introduction to guidance and support as they build content and skills in the Practitioner and Mentor levels.

**Level 1: Introduction Pathways** frame the ideas and build the background knowledge and common terminology to help teachers understand the purpose of the work.



**Level 2: Developer Pathways** guide teachers as they develop curriculum for a course or unit that builds desired competencies.



During **Level 3: Practitioner Pathways**, teachers are asked to solicit feedback from peers, students, and administrators in refining and revising a course or unit they have previously taught.



**Level 4: Mentor Pathways** take teachers through the process of becoming mentors to fellow faculty.



## Assessment and Feedback

There are several ways your faculty can receive feedback and guidance about their work in the Pathways. First, the experience can be completely self-guided and non-assessed using the curriculum in OESIS-XP; second, schools can choose a train-the-trainer model, enrolling a small group of individuals to participate in an assessed Pathway, after which they will serve as facilitators/mentors for in-house participants. Lastly, OESIS can provide guided support, feedback, and assessment from one of the Network Leaders as your faculty progress through the Pathways.



# OESIS Network Verified Pathways can be customized for your inservice



**Competency-Based Education** — Beginning with the principles of equitable grading, this Pathway builds the case for students working toward competency or mastery. Milestones include the process of developing a CBE program beginning with a Portrait of a Graduate to competencies to learning outcomes to mapping school programs and academic courses. Finally, the notion of student choice through student Pathways and Portfolios is introduced. The goal is to prepare for the design of a CBE pilot module in Level 2, even if the entire school has not yet migrated to a CBE program.



**Project-Based Learning** — Using the principles of backward design as a foundation, this Pathway begins by clearly defining the characteristics of PBL and the misunderstandings associated with this flexible and student-directed approach to learning almost any subject. Debunking the myth that PBL is simply a replacement for a test at the end of a unit, we emphasize the importance of redesigning content and skills in the form of a longer-term project that is driven by a big question and results in a public performance followed by a reflection on learning. Heavily driven by formative assessment, the goal is to restructure, but not replace, traditional courses or to create new interdisciplinary courses by posing big questions that define a set of skills and content from the traditional scope and sequence.



**Social-Emotional Learning** — Social and emotional learning (SEL) is the process through which children and adults

- acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions,
- set and achieve positive goals, feel and show empathy for others,
- establish and maintain positive relationships, and
- make responsible decisions.



**Cultural Competency and DEI** — How do we thoughtfully understand and navigate the complexities of multiple cultures in our curricula and school communities? The goal of this Pathway is to challenge the “Western Canon” that represents a single cultural heritage of white European males and to celebrate the cultural differences in our school communities. There is a specific emphasis on the notion of “whiteness” as a social construct that is equivalent to any other cultural construct. With the current emphasis on equity and inclusion, this Pathway is a timely opportunity to find out what it means to be culturally competent, and why it is important in our schools. We then dive into the challenges one might face in working through issues of cultural competence such as implicit bias. Our beliefs and attitudes are then tied to neuroscience research to illustrate the impact of statements, actions, and assignments, and assessments that may be biased and thus create emotional anxiety for some students. The Pathway concludes with specific examples and lesson designs that are specifically focused on equity issues.

*continued on next three pages*



**Critical Thinking** — Using an argument mapping tool, this Pathway takes current issues such as “should we wear masks in public?” or “should we build a border wall?” and dissects arguments for and against each issue by exploring the components of each argument and premise. Finally, this Pathway applies those principles to both expository writing and class discussion/debate by examining how to use the argument mapping tool in both settings. Research results are provided to show the improvement in student critical thinking, and subsequent writing and speaking improvements by implementing the argument mapping approach.



**Grading for Transparency and Opportunity** — Most experienced teachers understand the limitations of grading systems, but many of those limitations have been created by schools themselves as they incorporated more aspects of student behavior and performance into grades, thereby challenging the fundamental notion of equity. The goal of this Pathway is to develop more transparent and productive methods of grading that support a growth mindset, enable teacher intervention, and capture growth.



**STEAM** — This Pathway begins by defining STEAM and how STEAM programs differ from STEM and traditional applied math/science programs. Then the question of the importance of STEAM is explored with several examples of why the Arts enhance STEM through the exercise of true creativity and design thinking, prerequisites for a quantitatively-motivated interdisciplinary program. Multiple examples of existing STEAM programs at schools are provided in order to stimulate thinking about a program you might wish to design and implement. The goal is to select a specific program under the STEAM umbrella that can be designed in the Level 2: Developer Pathway.



**Flex-Blended Learning** — While this Pathway is particularly appropriate for planning school during the Covid19 pandemic, it is also a widely accepted model for the ongoing delivery of programs at independent schools. Beginning with the opportunities for and advantages of blended learning, we move to the integration of blended learning with the traditional academic program, flex models that work well in a blended setting, tools for implementing effective blended learning, and design/implementation considerations. During the design phase, participants will have the opportunity to meet virtually with several experts in the flex-blended field.



## Where Journalism Intersects Professional Development

Intrepid Ed News is a lighthouse for educators and parents. Founded in January 2021 by a collaborative of leading voices in K-12 education, we strive to meet the need for greater understanding by our educators and parents of the practices, philosophies, and outcomes driving teaching and learning.

With an emphasis on practice as well as strategy/policy, our place is uniquely at the intersection of journalism and professional development with diversity at the heart of both.

Last summer, when everyone needed to recharge after our first year dealing with COVID, we created PD Lite. Perusing the following pages will enable faculty to get their feet wet exploring nine important themes. For a deeper dive, register for OESIS Network Leader Verified Pathways.

Visit Intrepid Ed News regularly to keep up with our recent features written by our esteemed columnists shown on the next page. Below are samples of our most popular columns:

- **Agility in Education: Jessica Cavallaro and Roslynn Jackson**
- **Bio-Collective Innovation: Benjamin Freud, Ph.D**
- **Diversity, Equity and Inclusion (DEI): Joshua Freedman**
- **Flipped Mastery: Jon Bergmann**
- **Leadership: Joshua Freedman, Sanje Ratnavale, Ray Ravaglia and Will Richardson**
- **Parent Education: Deborah Farmer Kris, Sharon Saline, and Janelle Burley Hoffman**
- **Podcasts: Coconut Thinking and Future Learning Design**
- **Social Emotional Learning: Joshua Freedman, Anabel Jensen, and Nick Haisman-Smith**
- **Social Media: Alan Katzman**



# INTREPID NEWS COLUMNISTS



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Will Richardson  
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Institute*



Dr. Sharon Saline  
*Top expert in ADHD  
and neurodiversity*



Heather Staker  
*President, Ready  
to Blend*



Devin Vodicka  
*CEO, Learner-  
Centered  
Collaborative*



John Watson  
*Founder & Primary  
Researcher,  
Evergreen Education*



Richard Wells  
*Educator, Author  
and Blogger*



Jim Wickenden  
*IS Principal  
DRG Talent  
Advisory Group*

# Social Emotional Learning

Why is Social-Emotional Learning foundational for the success of every education program?



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PBL IS ROOTED IN SEL | TARA QUIGLEY | 6 MIN READ



EFFECTIVE & SUSTAINABLE, PART II: FIVE APPROACHES TO BUILD INCLUSIVE, SEL-FOCUSED SCHOOL-FAMILY PARTNERSHIPS | NICK HAISMAN-SMITH | 5 MIN READ

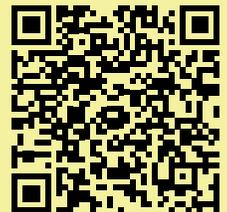


# Diversity, Equity & Inclusion

How does my school live DEI principles and avoid the traps that have confounded so many DEI programs?

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# Project-Based Learning

led by Thom Markham, PBL Global

Why is real PBL so critical to meeting student needs?



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WELCOME TO PBL: LOVING THE FUZZINESS | THOM MARKHAM | 5 MIN READ



PBL 2.0: WHAT REALLY DRIVES HIGH PERFORMANCE? | THOM MARKHAM | 6 MIN READ



THE FIVE ROLES OF THE PBL TEACHER: RETHINKING THE GUIDE ON THE SIDE | THOM MARKHAM | 6 MIN READ



THE NEW PBL ECOSYSTEM: HANDING LEARNING POWER TO THE NEXT GENERATION | THOM MARKHAM | 6 MIN READ



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# Critical Thinking

led by **ThinkerAnalytix**

Why are great critical thinking skills the key to academic success and civility?

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INTREPID **ED** NEWS EVENT



**How to Disagree and Still Be Friends**

Interactive workshop shows teachers how to use the Disagreement Project to enable students to discuss controversial issues.

Nate Gray  
Harvard Philosophy Fellow  
ThinkerAnalytix

THE CRITICAL THINKING SERIES, PART 1: WHAT IS CRITICAL THINKING? | AUGUSTA MOORE | 5 MIN READ



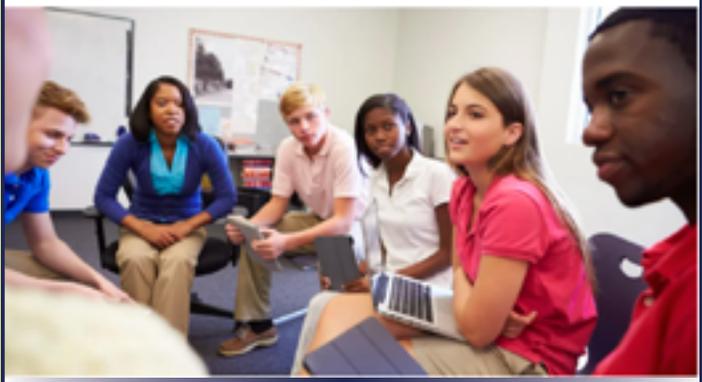
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WHAT'S HAPPENED TO CRITICAL THINKING IN OUR CULTURE? | THE EDITOR | 6 MIN READ



# Competency-Based Education

led by Devin Vodicka, Learner-Centered Collaborative

How do competencies strengthen school programs through integration and measured outcomes?



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WHAT COMPETENCIES SHOULD WE ASSESS? | DEVIN VODICKA | 3 MIN READ



HOW SHOULD WE ASSESS COMPETENCIES? | DEVIN VODICKA | 4 MIN READ



COMPETENCY-BASED KEY MOVES: BEGINNING WITH THE LEARNER | DEVIN VODICKA | 2 MIN READ



INTREPID **ED** NEWS

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# Liberating Assessment from Grading

led by **Jared Colley** and **Nick Dressler**

How can we use grading to help students become the leaders of their own learning?

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LIBERATING ASSESSMENT FROM GRADING: THEORY AND RESEARCH, PART I | JARED COLLEY | 6 MIN READ



LIBERATING ASSESSMENT FROM GRADING: THE PRACTICE, PART II | JARED COLLEY | 7 MIN READ



ASSESSMENT AND GRADING FLOURISH IN THE CLASSROOM AND IN SPORTS | NICK DRESSLER | 7 MIN READ



INTREPID **ED** NEWS VIDEO EVENT

Liberating Assessment from Grading:  
From Theory to Practice



Jared Colley  
Upper School Head of Learning  
& Innovation  
The Mount Vernon School (VA)



Nick Dressler  
English Teacher  
De Smet Jesuit School (ND)

**INTREPID ED NEWS**

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# Student Feedback

led by **Tara Quigley**

**Why is the quality and quantity of good feedback the gateway to great student learning?**



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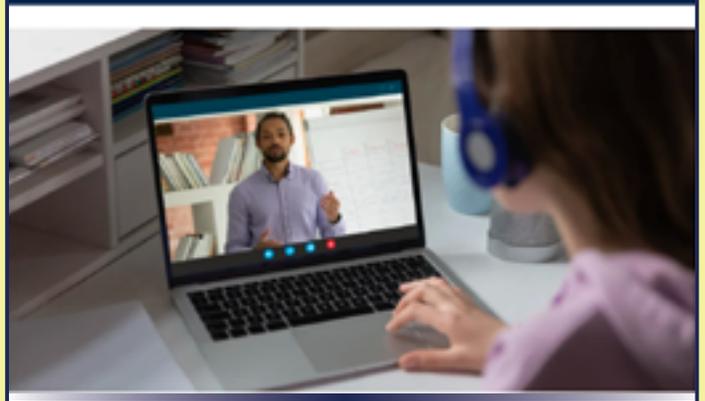
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**THE FUNDAMENTALS OF FEEDBACK: TRUST & FREQUENCY | TARA QUIGLEY | 8 MIN READ**



**IDEAS FOR GIVING FEEDBACK? THINK OUTSIDE THE BOX | TARA QUIGLEY | 3 MIN READ**



**EMPOWERING STUDENTS TO PROVIDE PEER FEEDBACK | STARR SACKSTEIN | 3 MIN READ**



**ASSESS WITH RESPECT BY CO-CONSTRUCTING SUCCESS CRITERIA WITH STUDENTS | STARR SACKSTEIN | 10 MIN READ**



# Leadership

As a school leader, how do I instill the values of rethinking our beliefs and embracing the joys of being wrong?

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**INSTITUTIONAL DISRUPTION & MISSION: PART I — THE FRAGILITY OF SCHOOL MISSIONS | RAY RAVAGLIA | 6 MIN READ**

**MISSION: DEVELOP THE MINDS OF STUDENTS USING THE BEST METHODS AVAILABLE**



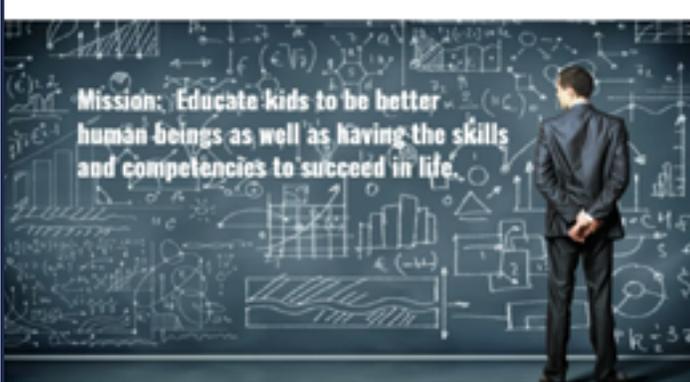
**WHAT IF WE USED IMPACT PORTFOLIOS AS EVIDENCE OF OUR POTENTIAL? | BENJAMIN FREUD | 8 MIN READ**

What if we told the stories of how our learning, thinking, and actions have made the world a better place?



**STRANGER IN ONE'S OWN COMMUNITY: A HEAD OF SCHOOL ALLEGORY | JOEL BACKON | 11 MIN READ**

**Mission: Educate kids to be better human beings as well as having the skills and competencies to succeed in life.**



**HOW SCHOOLS CAN BENEFIT FROM REGULAR INTERIM HEADS | SANJE RATNAVALE | 6 MIN READ**

**Transition Management**



Join us to discuss what parents need to know to make our school communities thrive!

## Meet our Child Development Specialists | Columnists



Deborah Farmer Kris  
Senior Parenting  
Columnist



Janell Burley  
Hoffman  
Parenting Columnist



Sharon Saline, Psy.D.  
Top expert in ADHD  
and neurodiversity

Register for School Parent Education Cafe on second Tuesdays  
1 p.m. Nov. 9, 2021

During our interactive Parent Education Cafe, Intrepid Ed News Parent Education Columnists listen to schools' suggestions for future articles and share their wisdom.

School administrators and communications directors are invited to participate in our **School Parent Education Café Zoom** events at 1 p.m. on the second Tuesday of each month.

We initiated these monthly interactive forums to give school administrators who need help communicating with parents the opportunity to share their ideas with child development experts, professional writers, and school Communications directors who serve as columnists for Intrepid Ed News. These informal forums address information that parents need to know to enrich our independent school communities.

Our Parent Education Columnists use survey feedback and ideas generated during these forums to write future articles for Intrepid Ed News. We publish an original parenting feature article every Wednesday morning.

School Parent Ed Cafe



Visit IEN Parent Portal



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## Visit our Parent Education portal regularly



# Introducing . . .

## Future Learning Design podcast in partnership with Intrepid Ed News



**Tim Logan**, an experienced school leader and curriculum designer with a passion for connecting and facilitating global networks of innovative educators, announces the new launch of his popular Future Learning Design weekly podcasts in partnership with *Intrepid Ed News*. Now his insightful interviews with international educators will be available every Monday as our Feature Article.

More and more people are questioning the training and learning options available.

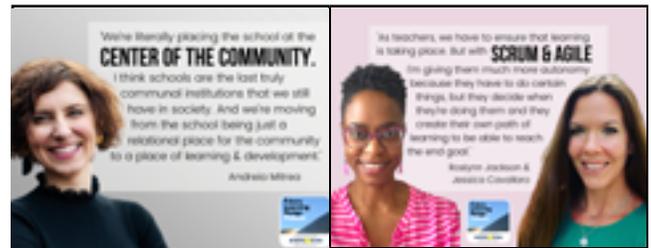
In Future Learning Design, we bring together a network of passionate educators and entrepreneurs who are intent on redesigning the experience of learning in school, work, and life to enable people to grow, innovate, and thrive.

In partnership with *Intrepid Ed News* and hosted by Tim Logan, this podcast creates a space for enduring and inspiring conversation to encourage you to support the effort to help drive positive change.

With an abundance of fresh and authentic voices, the mission of *Intrepid Ed News* is to build the capacity for parents and educators to improve learning. It is a lighthouse for educators and parents at the intersection of journalism and professional development.

**Tim Logan, Future Learning Design,  
in partnership with Intrepid Ed News**

**Tune into an interview each Monday**





ThinkerAnalytix

# FEEL CONFIDENT TEACHING CURRENT EVENTS

[thinkeranalytix.org](http://thinkeranalytix.org)



The Disagreement Project is a simple, fun, and structured activity where students engage in a discussion about a topic of their choosing (or yours). This activity helps students develop the reasoning and social emotional skills needed to engage in productive disagreements.

Battle-tested by hundreds of teachers and students, this project is designed to be used off-the-shelf to help students have better discussions about controversial issues.

This resource is brought to you by **ThinkerAnalytix**, an education non-profit organization partnered with Harvard's Department of Philosophy.



# OPALS

**OPEN SOURCE AUTOMATED LIBRARY SYSTEM**

## **DON'T LET QUARANTINE LOCK YOU DOWN!** More access to more information, right at your fingertips

In "*normal*" times, we would have returned to school and resumed library services following proven procedures: updating calendars, uploading summer acquisitions, restarting student and teacher directories and organizing library facilities. The sudden March closings led to virtual learning, and now to diverse school and learning strategies. "*Quarantine*" blocked access to familiar "*routes*" we all frequently used to bring learning, cultural and recreational reading resources to the community members we serve. Quite suddenly, those wanting access to these resources were and might still be unable to come to us.

These developments prompted us to consult librarians and regional administrators, to help the OPALS community adapt to these changing circumstances.

New experiences and technological outcomes have been released incrementally this past summer and will continue to be released throughout the fall.

### **This release consists of several documents which can be found on our help page:**

- School library services guide: facts, challenges & procedures for "*new normal*"
- Services quarantine management utility instructions
- Opals self-service requests & management updates

**Please visit [opalsinfo.net/covidhelp](https://opalsinfo.net/covidhelp)**

# OESIS 2021 MEMBERSHIP OPTIONS

The Leading Network for Innovation at Independent Schools

Apply Online  
Schedule a Zoom

SERVICES	MEMBER SCHOOL	NETWORK SCHOOL
PRICE	<ul style="list-style-type: none"> <li>\$2,500 annual membership for schools with up to 100 teachers</li> <li>\$3,500 for schools with 100-200 teachers</li> </ul>	<ul style="list-style-type: none"> <li>Some services are available to non-member network schools at a higher price.</li> </ul>
NORMED INCLUSION SURVEY	<ul style="list-style-type: none"> <li>\$2,000 discount for OESIS schools until July 15; \$1,000 after July 15, 2021</li> </ul>	<ul style="list-style-type: none"> <li>May purchase for full price</li> </ul>
FACULTY PROFESSIONAL DEVELOPMENT SEL PBL CBE DEI	<ul style="list-style-type: none"> <li><b>OESIS-XP Pathway Curriculum</b> for all teachers in SEL, DEI, PBL, CBE, Grading, Critical Thinking, STEAM, and Flex-Blended Learning included</li> <li>Access to <b>OESIS-XP Video Library</b> with 350 PD videos with Canvas access included.</li> <li><b>Cohort Pathways:</b> \$100-\$150 per pathway moderated by a Network Leader: includes feedback, digital credential and portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>Not available</li> <li>Not available</li> <li>\$350 per pathway with digital credential</li> </ul>
CONFERENCES	<ul style="list-style-type: none"> <li>35% discount</li> </ul>	<ul style="list-style-type: none"> <li>No discounts</li> </ul>
RESEARCH REPORTS	<ul style="list-style-type: none"> <li>Full Research Reports are included</li> </ul>	<ul style="list-style-type: none"> <li>Executive Summaries</li> </ul>
INTREPID ED NEWS	<ul style="list-style-type: none"> <li>Free Faculty Premium Subscriptions</li> <li>Customized Intrepid Ed News portal for Parents at special rates</li> <li>20% discount on Top School Jobs ads.</li> </ul>	<ul style="list-style-type: none"> <li>May purchase premium subscriptions</li> </ul>
RECRUITMENT	<ul style="list-style-type: none"> <li><b>OESIS Job Board:</b> Free postings with premium placement and banner ads</li> <li><b>Placement through OESIS Career Confidential:</b> fee is 5% of first-year salary and 5% on rehiring in year two for teachers; 10% of year one salary for administrators</li> <li><b>OESIS Outsourcing Solutions</b></li> </ul>	<ul style="list-style-type: none"> <li>\$49 per job post or package of 10 for \$399. Banner ads at \$300 per ad.</li> <li>12% of first year salary for teachers or administrators</li> <li>Surcharge for non-member schools</li> </ul>
HEALTH & WELLNESS	<ul style="list-style-type: none"> <li><b>Insurance-Covered PCR Testing</b></li> </ul>	

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