



The Leading Network for Innovation at K-12 Schools

From Portrait of a Graduate to Student Competencies



Back-to-School 2020 Faculty In-service

OESIS In-Service Workshops on Competency, PBL, & 21st Century Assessment Letter of Recommendation



Roxanne Stansbury
Head of School
The Alexander
Dawson School (NV)

As Dawson approaches its 20th year, the organization is asking questions that will guide the next 20 years. Current conversations focus on the mindsets needed to deliver a modern education that both meets the challenges and takes advantage of the realities of the 21st century. The two-day professional development experience with Sanje Ratnavale provided Dawson with a starting point for the exploration of competency-based education (CBE) and clarity in the design of strategic blue-print. Sanje scaffolded the learning experience by allowing teachers to provide feedback on specific competencies during a debrief of an interactive experience. The aha moment created by this activity was an impactful outcome as teachers synthesized a concrete example of how competencies can be measured and developed. During the keynote portion of the presentation, Sanje used images, analogies, and relevant examples to deepen the learners' understanding of competency-based education. As a result of Sanje's work on our campus, Dawson is now positioned to create a three-year plan for CBE and utilize the OESIS Pathways and professional development resources. His visit allowed us to cement the vision that will guide our future work and institutional growth.



If possible, I would recommend that all schools begin their journey towards CBE with a visit from the president and founder of the OESIS organization. I believe OESIS will serve as a network that allows independent schools to join forces and become innovative leaders in the modern educational landscape.

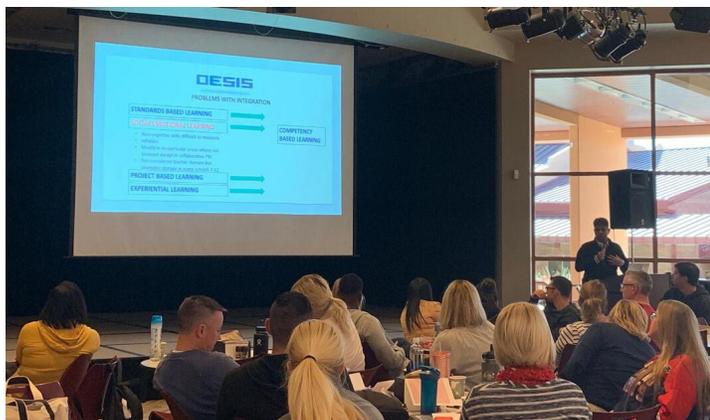
Please feel free to contact me with any further questions.

Sincerely,

Roxanne Stansbury, *Head of School*

The Alexander Dawson School

10845 West Desert Inn Road ♦ Las Vegas, NV 89135 ♦ 702-949-3600 ext. 616



From Portrait of a Graduate to Student Competencies: A Comprehensive Program for School Innovation

Program Fee: \$10,000 for members;
\$15,000 without OESIS Network Gold or Platinum membership

Pre-Launch Steps: Month 1 for **School Leadership**

Organize your school's teams for the design and implementation of a competency-based system. Start from where you are most comfortable: Mission, Statement of Values, Portrait of a Graduate, or Learner Profile. Participate in the OESIS virtual kick-off to define the project, and plan the launch.

Laying the Groundwork:

1. What do you have? A Portrait, a set of values, a learner profile, a bit of all of them? How close is it to a set of Competencies? What is the mission telling you?
2. Establish a Steering Team to manage your school's Portrait of a Graduate Student Competencies project.
3. Determine participants and roles of each team
4. Online Workshop: Understand the Process
5. Plan for the In-service Launch

OESIS-led In-Service Launch: \$5,000 Full-Day Workshop for **Faculty** and **School Leadership**

Enjoy a day of working, talking, and listening as the faculty experiences a novel way of understanding why competencies are important. Later in the day, they will dive into the OESIS CBE Pathway series to learn more about the key components of the project.

Competencies Reflect Life Today: An Orientation

1. Allocate Inter-Grade Level and Inter-Disciplinary Cohorts across K-12/K-6/8 (30 minutes)
2. Sanje Ratnavale Keynote: *How CBE integrates PBL/SEL/Standards/Content/Co-Curriculum & The Barriers* (45 minutes)
3. Faculty Intro Activity (45 minutes)
4. Activity Team Debrief (20 minutes)
5. Activity Grade Level Group (45 minutes)
6. Lunch
7. Disciplinary/Grade Level Group Task (45 minutes)
8. Pathway Start for Key Leaders and Volunteers (30 minutes)
9. Day Debrief Together (45 minutes)

Post-Launch Activities: Months 2-3 for **Academic Depts, Cross-Curricular Cohorts & Faculty**

Move from your foundational expectations to a set of school-wide competencies. By now, your faculty will have completed their CBE Pathway and should be consulted through the working cohorts regarding a list of competencies. These competencies will become your learning mantra.

From Portrait to Competencies: Defining What's Important

1. Departmental Output
2. Working Cohort Output
3. CBE Pathway Completion

OESIS-led In-Service 1: \$3,000 Full-Day Workshop for Dept./Division Chairs, Cross-Curricular Cohorts & School Leadership

Learn how to move from competencies to learning outcomes: What will it look like when a student masters the skill linked to a competency? Begin to define these learning outcomes in preparation for building rubrics. Learn to build student Pathways that provide integrated opportunities for students to demonstrate competencies.

Mapping the Curriculum

1. Connect Competencies to Learning Outcomes
2. Connect Learning Outcomes to Effective Rubrics
3. Build Student Pathways to Provide Opportunities for Demonstrating Competencies

Interim Step 1: Months 4-7 for Dept./Division Chairs & Cross-Curricular Cohorts

This is the lion's share of nuts and bolts. Move from a completed set of learning outcomes to your key rubrics. Determine the kinds of data you'll need to complete those rubrics so there is consistency across all assessors. Think about how your CBE approach will impact grades, and try to reimagine the design of your transcript.

Configuring the Assessment Model

1. Complete set of Learning Outcomes.
2. Create a basic set of Rubrics driven by Learning Outcomes.
3. Identify key data elements for tracking student progress.
4. Deploy for Strategic Units
5. Maintain Grading Flexibility
6. Start to Reimagine the Transcript

OESIS-led In-Service 2: \$4,000 Full-Day Workshop for Dept./Division Chairs, Cross-Curricular Cohorts & School Leadership

What has to change in your daily practices? How do PBL, SEL, and Cultural Competency fit into the CBE mix? Will the schedule have to be changed? Will grades and competencies coexist, and how? Will I, as a teacher or parent, benefit from the new approach? Who else is impacted by these changes?

Parent & Student Program: Building Constituencies

1. Define pedagogical approaches
2. Adjust the schedule to fit
3. Define the relationship between grades and competencies
4. "What's in it for me?"
5. Impact on Marketing
6. Impact on College Admissions
7. Impact on Student Equity
8. Impact on Employability

Interim Step 2: Months 8-9 for **Dept./Division Chairs, Cross-Curricular Cohorts, School Leadership & Faculty**

Time to think about how we teach and roll out the plan! How do we incorporate new pedagogies and issues? Will we continue to support siloed learning or are there possible departmental and cocurricular inte-

Pre-Launch Steps: Month 1 for **School Leadership**

Organize your school's teams for the design and implementation of a competency-based system. Start from where you are most comfortable: Mission, Statement of Values, Portrait of a Graduate, or Learner Profile. Participate in the OESIS virtual kick-off to define the project, and plan the launch.

Laying the Groundwork:

1. What do you have? A Portrait, a set of values, a learner profile, a bit of all of them? How close is it to a set of Competencies? What is the mission telling you?
2. Establish a Steering Team to manage your school's Portrait of a Graduate Student Competencies project.
3. Determine participants and roles of each team
4. Online Workshop: Understand the Process
5. Plan for the In-service Launch

OESIS-led In-Service Launch: \$5,000 Full-Day Workshop for **Faculty** and **School Leadership**

Enjoy a day of working, talking, and listening as the faculty experiences a novel way of understanding why competencies are important. Later in the day, they will dive into the OESIS CBE Pathway series to learn more about the key components of the project.

Competencies Reflect Life Today: An Orientation

1. Allocate Inter-Grade Level and Inter-Disciplinary Cohorts across K-12/K-6/8 (30 minutes)
2. Sanje Ratnavale Keynote: *How CBE integrates PBL/SEL/Standards/Content/Co-Curriculum & The Barriers* (45 minutes)
3. Faculty Intro Activity (45 minutes)
4. Activity Team Debrief (20 minutes)
5. Activity Grade Level Group (45 minutes)
6. Lunch
7. Disciplinary/Grade Level Group Task (45 minutes)
8. Pathway Start for Key Leaders and Volunteers (30 minutes)
9. Day Debrief Together (45 minutes)

Post-Launch Activities: Months 2-3 for **Academic Depts, Cross-Curricular Cohorts & Faculty**

Move from your foundational expectations to a set of school-wide competencies. By now, your faculty will have completed their CBE Pathway and should be consulted through the working cohorts regarding a list of competencies. These competencies will become your learning mantra.

From Portrait to Competencies: Defining What's Important

1. Departmental Output
2. Working Cohort Output
3. CBE Pathway Completion

Graduation Requirement	Communication of Progress		Assessment Practices
YES	Transcripts, Report Cards, Grades	<p>Graduation Competencies 3-6 cross-curricular 3-6 in each content area Essential, enduring, and transferable skills and knowledge.</p>	Students demonstrate proficiency in each graduation competency. Verification of proficiency happens over time through multiple and varied methods.
NO	Formative and Summative Feedback	<p>Performance Indicators 5-8 per competency Measurable skills and knowledge that comprise a graduation competency.</p>	Students advance their learning on performance indicators through formative assessments and create evidence of proficiency through summative assessments.
NO	Formative Feedback	<p>Learning Targets The discrete elements of each performance indicator that guide daily learning.</p>	Students build their knowledge and skills through practice on learning targets and feedback from formative assessments.

2015. This work by Great Schools Partnership is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

Introductory CBE Pathway



- Milestone 1: What is the Difference between Grades & Assessment?**
- Milestone 2: What Are Competencies?**
- Milestone 3: What is Your Goal?**
- Milestone 4: Aligning Competencies with Your Course**
- Milestone 5: Assessment Grading, Rubrics and Feedback**
- Milestone 6: Reflect**

East High School Official Transcript

123 Mountain Road, Dead River, Maine 04000

Phone

Website



Student Personal Information

Date of Birth
Parent/Guardian

Date of Enrollment
Date of Graduation

Address
Contact Info

Learning Experience	Proficiency Level	Duration	Type
2009–2010			
English 9	3.5	Year	Honors
History 9	3.0	Year	Course
Geometry	3.0	Year	Course
Spanish I	3.5	Year	Course
Earth Science	3.0	Year	Course
Art 1	3.0	Year	Course
2010–2011			
English 10	3.5	Year	Course
History 10	4.0	Year	Honors
Algebra II	4.0	Year	Course
Spanish II	3.5	Year	Course
Chemistry	4.0	Year	Honors
Drama	4.0	Semester	Course
2011–2012			
English Language and Composition (AP)	3.5	Year	Honors
US History	3.0	Year	Independent
Calculus	3.5	Year	Course
Spanish III	3.5	Year	Course
Physics	3.5	Year	Course
Software Development, Inc.	3.5	Year	Internship
2012–2013			
English 101	4.0	Semester	Dual-Enrollment
Mountain Biotech Industries (STEM)	3.5	Year	Internship
Physical Education	4.0	Semester	Course
Statistics (AP)	3.8	Year	Course
Health	4.0	Semester	Course
Psychology (AP)	4.0	Semester	Honors

Academic Summary

GPA: 3.75
Magna Cum Laude

SAT/ACT Scores
Academic Awards
Academic Achievements
Title of Capstone Project

Grading System

3.6–4.0: Exceeds Proficiency

3.0–3.5: Proficient

2.0–2.9: Partially Proficient

1.0–1.9: Insufficient Evidence

Graduation Requirements

Demonstrated Proficiency

Maine Guiding Principles
English Language Arts
Mathematics
Science and Technology
Social Studies
Health Education and Physical Education
World Languages
Visual and Performing Arts
Career Education and Development

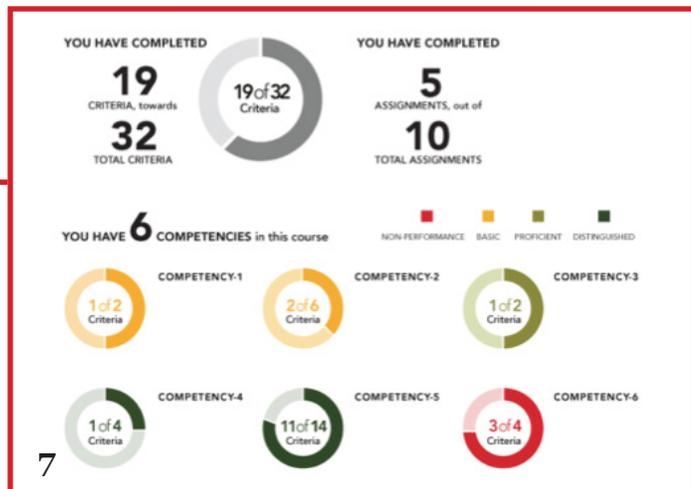
Additional Graduation Requirements

Capstone Project
Service Learning Requirement

Graduation Standards: Cross-Curricular Skills	Proficiency Level
Maine Learning Results Guiding Principles	
Clear and effective communicator	3.0
Self-directed and lifelong learner	3.25
Creative and practical problem solver	3.50
Responsible and involved citizen	3.75
Integrative and informed thinker	4.0

*The achievement of graduation standards is verified over time as students demonstrate proficiency through multiple assessments, projects, portfolios, and exhibitions.

These Cross-Curricular Skills will have hyperlinks over time. Colleges or feeder schools will by clicking see further evidence and a breakdown of how the requirements are met.



Arrange a Virtual Back-to-School In-service Meeting with our Team



Sanje Ratnavale
President
OESIS Network. Inc.

Sanje Ratnavale founded OESIS in 2013 and serves as the President of what has grown to become the leading network for innovation at independent schools: the acronym OESIS grew from the initial focus on Online Education Strategies for Independent Schools. He has held senior administrative positions at independent schools including Associate Head of School at a K-12 school for seven years, High School Principal for three years and CFO for seven years. Sanje has taught Latin and History at the High and Middle School levels: his educational career spans both British (Windlesham House School in Sussex) and American (Marlborough School in LA and Sierra Canyon School in LA) independent schools, schools that are boarding, single sex and co-ed institutions respectively. He was one of three founding administrators and the financial architect of a brand new greenfield non-profit independent school built on the outskirts of Los Angeles into a K-12 institution with 850 students, a 35-acre campus and \$80 million in assets during his seven years tenure: Sanje led the raising and management of \$60 million for the project from investors. Prior to making a switch to education, Sanje spent 15 years in venture capital, investment banking and senior C-level (CEO, COO, CFO) management. He was educated at Christ Church, Oxford University (B.A. and M.A. in Law/ Jurisprudence) and the British independent school system (Harrow School). Sanje is based out of Santa Monica.



Joel Backon
Vice President
OESIS Network. Inc.

Joel Backon joined OESIS as Vice-President from Choate Rosemary Hall (CT) where for 27 years he has held key roles in Information Technology, Academic Technology, as classroom teacher, curriculum designer, and in academic and student life advising. Joel leads the partnership applications relating to school academic and co-curricular offerings and Teacher PD applications of our platforms OESIS-Portfolium and OESIS-XP. He has been an OESIS Network Leader since 2015.



Tara Quigley
Sixth-grade Humanities teacher, and Director of Miss Fine's Center for Interdisciplinary Studies at Princeton Day School and OESIS Network Leader

Tara Quigley is the OESIS Pathways Network Leader. A teacher since 1991, Tara currently teaches sixth-grade Humanities at Princeton Day School. Also serving as the Director of Miss Fine's Center for Interdisciplinary Studies since 2014, Tara has worked to educate and empower teachers to try new pedagogical practices and strategies, including: design thinking, PBL, inquiry research, Visible Thinking, and teaching towards mastery of skills and competencies. She is also a co-chair of the Academic Affairs Committee at Princeton Day School where she has been for 18 years.