

**The New England Association of Schools and Colleges
Commission on Public Secondary Schools presents
A Showcase of Model School Programs**



Friday, October 15, 2010
The Doubletree Hotel - Bedford Glen

Registration and Continental Breakfast

7:45 a.m. – 8:30 a.m.

Welcome and Showcase Structure

8:30 a.m.

*Jacob Ludes, III, Executive Director/CEO, NEASC
George Edwards, Associate Director, CPSS*

Session I: 9:00 a.m. – 10:15 a.m.

Champlain Valley Union High School (VT)

Middlesex

“CVU 2015 - One School’s Story of Building a Shared Purpose for Improving Student Learning”

Sean McMannon and Adam Bunting

Champlain Valley Union High School (CVU) in Hinesburg, Vermont is considered by many to be a high-functioning learning community with many programs which bring the NEASC Standards of Accreditation to life such as Advisory, Graduation Challenge, 9th Grade multi-disciplinary teams, integrated classes and professional development led by teachers. This session will focus on how CVU navigated the recent challenges of high school reform to build a five-year plan marked by teacher and student involvement, research and leadership. Ready, Fire, Aim!

NEASC/CPSS Standards and Concepts: Core Values, Beliefs, and Learning Expectations – (Standard 1)

Merrimack Valley High School (NH)

Back Bay

“Aligning Senior Project with Academic Expectations”

Mike R. Jette, Carisa Corrow, and Seelye Longnecker

Merrimack Valley High School has a required senior project that is designed to assess our academic, civic, and social expectations. Successful completion of the senior project earns a student one credit, and most students complete the senior project during an independent release period. For students who require specialized instruction, there is a guided senior project class that provides instruction in the elements of the project. As a mission driven school, having a capstone graduation requirement aligned to our student learning expectations helps to ensure there is focus to each student’s four-year program of studies. The senior project consists of 5 parts: Proposal, Paper, Product, Presentation, and Portfolio. Elements of this project are taught throughout our curriculum. Each senior is also assigned a faculty assessor who helps personalize each student’s educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning.

NEASC/CPSS Standards and Concepts: Collaboration and Culture (Standards 2, 3, 4, and 5)

Woburn High School (MA)

Bedford A

“Using the Follow-up Process for Whole School Improvement”

Joseph L. Finigan, Susan Thifault, and Abby Gillis

We believe our work with NEASC has gone well for two reasons: we were highly organized and we had strong leadership both in the steering committee and the standards’ chairpersons. This presentation will primarily focus on how schools can organize the work of the committees so that the accreditation process and follow-up committee work is efficient and has a positive impact on the mission of the school.

NEASC/CPSS Standards and Concepts – Assessment (Standard 4)

Woodland Regional High School (CT) **"Personalizing Each Student's Education through Advisory"**

Bedford B

Arnold Frank, Chris Misuraca, and Madalena Warren

The Advisory program at Woodland Regional High School began with the opening of the school 10 years ago. The program has been a major part of the school. The presentation will be divided into several areas, beginning with why we do advisory and then discussing how we do it, what exactly we do in advisory and finally some qualitative and quantitative data about the performance of our advisory program.

NEASC/CPSS Standards and Concepts – Personalization (Standard 5)

Session II: 10:30 a.m. – 11:45 a.m.

Newfound Regional High School (NH) **"Personalizing a Student's Educational Experience Using Extended Learning Opportunities"**

Middlesex

Michael O'Malley and Beth Colby

Personalizing a student's educational experience allows for passion, interest, and personal accountability for the student's high school years. This session will highlight Newfound Regional High School's Extended Learning Opportunities that offer credit through nontraditional classroom settings. NRHS has been an Extended Learning Opportunities pilot site through a grant awarded by the Nellie Mae Foundation. The State of NH Department of Education, Plustime NH, and the pilot sites have developed rubrics, rigorous practices, and professional development strategies to include Highly Qualified Teachers, community partners, and students in developing a personalized high school plan. The NRHS mission statement asserts that all students can learn and through this mission statement the redesign process is uniformly student centered.

NEASC/CPSS Standards and Concepts – Authentic learning opportunities both in and out of school/engaging students as active self-directed learners - (Standards 2 and 3)

Charles E. Shea High School (RI) **"Individual Learning Plans for Students and Reporting Student Progress – The Shea Way"**

Back Bay

Melitzi Torres, Grace Malkasian, Roberta King, and Chris Lord

This interactive workshop will give participants a hands-on experience establishing an individual learning plan, performing a course audit, and selecting a career pathway/schedule through a student's eyes. This theme of personalization is laced throughout the 2011 NEASC Standards. In addition, participants will see a process for linking academic expectations, through proficiency levels defined in school-wide rubrics to individual student report cards. Information gathered through this form of standards-based reporting can point the way toward improved instruction for an entire staff. Join the Shea Raiders for some practical solutions to applying the revised NEASC 2011 standards.

NEASC/CPSS Standards and Concepts – Individualizing learning and reporting student progress (Standards 3 and 4)

Chelmsford High School (MA) **Londonderry High School (NH)** **"Connecting the Dots - Integrating Library Media Services with Curriculum and Instruction"**

Bedford A

Susan Ballard, Lydia Campos, Lynne Jackson, and Valerie Diggs

School librarians from Londonderry (NH) High School and Chelmsford (MA) High School will share strategies and best practice related to the integration of ICT standards and library media services into curriculum and related instructional design, implementation and student assessment. In addition, they will discuss the concept of the school library as a both a flexible and virtual 21st century learning environment in which students and teachers collaborate to think, create, share and grow in order to address college and career readiness and learning for life.

NEASC/CPSS Standards and Concepts – Library/information services are integrated into curriculum and instructional practices (Standards 2, 3, and 6)

York High School (ME)

Bedford B

“Transforming School Culture - Teams, Personalizing the High School Experience”

Rob Westerberg, Sue Simoneau, Gary Phipps, and Bob Stevens

Teams have existed at York High School for over ten years. Only recently have we been able to make them work really well. Our mistake was to think that they could stand alone, separate and distinct from our mission or our philosophy. After years of trying to develop a purpose for Teams and get teachers to buy in we discovered the solution right in plain sight.

Personalization, Academic Rigor, and Success for Every Student have been our guiding principles for many years. Teams are not just about personalization. They are also about supporting rigor and success. This session will show you how one school has rediscovered Teams and is making them a much bigger piece of the educational equation for students.

NEASC/CPSS Standards and Concepts – Personalization (Standards 2, 3, and 5)

Lunch and Welcome 11:45 a.m. – 1:15 p.m.

Ballroom

*Janet Allison, Director, NEASC Commission on Public Secondary Schools
Nadia Alam, Research Associate, NEASC*

“Educating Global Citizens”

Carl Hobert, Director, Axis of Hope, Boston University

Session III: 1:30 p.m. – 2:45 p.m.

Mt. Hope High School (RI)

Middlesex

“Collaboration through Common Planning for Teachers - Building a Professional Learning Community”

Donald Rebello, Greg Shea, Gregg Burke, Rebecca Moore, and Jodi Lee Neves

All teachers at Mt. Hope High School are members of Common Planning Time teams and each team follows a prescribed protocol for establishing improvement goals and objectives. Conducted in alignment with the district Strategic Plan and Mt Hope High School's Improvement Plan, Common Planning Time sessions are routinely scheduled for 50 minutes each week, and are directly and specifically focused on learning, teaching and student achievement. The established protocol prescribes that each team develop objectives in the SMART goal format, while also framing data collection and analysis procedures that all teams are required to employ. Ultimately, teams are responsible for developing and implementing action plans for improvement providing measurable evidence of each plan's effectiveness within a given time frame. Although only in the second year of formal existence, routinely scheduled Common Planning Time sessions are solidly contributing to building and maintaining both a collaborative culture and a genuine Professional Learning Community at Mt. Hope High School.

NEASC/CPSS Standards and Concepts – Teacher Collaboration (multiple Standards)

Biddeford High School (ME)

Back Bay

“Developing Clear and Measurable Core Values, Beliefs and School-Wide Learning Expectations”

Britton Wolfe, Margaret McNamee, Shari Brinkman-Young, and Johannah Burdin

Since 2006, when Biddeford High School was placed on warning status by CPSS, the school has undergone tremendous change starting with a thorough and introspective faculty review of mission and learning expectations. What has evolved is a mission-driven school that is moving toward a skills-based curriculum built around eight Essential Learning Outcomes. This session will provide a history of the process of change that the school has used, key insights realized about consensus-building, and strategies to promote a culture of collegiality and shared leadership. Extensive online resources and hard copy documents will be shared.

NEASC/CPSS Standards and Concepts – Core Values, Beliefs, and Learning Expectations (Standard 1)

Ipswich High School (MA)

Bedford A

“Developing a Process to Assess Student and School-wide Progress in Achieving the School's Expectations”

Barry Cahill and David Dalton

This session will walk participants through the process of designing an assessment report for parents and students related to school-wide expectations and rubrics. The plan includes steps taken to ensure teacher buy-in as well as creating an easy to use reporting instrument with a process in place to make the assessment valid. While designed to meet NEASC expectations, this procedure results in a complete report to parents on student success in meeting academic, social and civic expectations.

*NEASC/CPSS Standards and Concepts – Assessment of and for Student Learning
(Standard 4)*

Laurence Friedman, Jacob Greenwood, Lorraine Jacques, and Jeffrey Jaslow

Students can be actively engaged and become self-directed and self-reflective learners through the use of diverse resources and instructional methods. In this workshop we will demonstrate and discuss techniques and strategies that we have found to be successful in enabling students to make connections with the social studies curriculum via creative and hands-on activities that model differentiation and serve to stimulate critical analysis;

- fostering literacy skills in the science classroom and establishing open dialogue and meaningful feedback between teacher and student via integration of technology and inquiry-based activities;
- utilizing questioning techniques that in concert with judiciously selected technology use in the mathematics classroom can, for example, change a Java applet from "something to watch" to "something to think about."

All participants will receive handouts that elaborate upon the strategies presented and that contain links to recommended websites.

NEASC/CPSS Standards and Concepts – Engaging students as active self-directed learners (Standard 3)

CPSS STAFF:

- Janet Allison, *Director*
- Ann Ashworth, *Associate Director*
- George Edwards, *Associate Director*
- Ned Gallagher, *Associate Director*
- Linda Angiolillo, *Administrative Assistant*
- Sandy Bruno, *Administrative Assistant*

Doubletree Hotel Boston/Bedford Glen

