

Celebrating 125 Years



The New England Association of Schools and Colleges

A Showcase of Model School Programs

Presented by

Commission on Public Secondary Schools

Wednesday, October 12, 2011
The Westford Regency Inn and Conference Center
Westford, MA

Demanding Excellence, Honoring Difference



Commission on Public Secondary Schools presents

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Registration and Continental Breakfast 7:45 a.m. – 8:30 a.m.

Welcome and Showcase Structure 8:30 a.m.
Cameron C. Staples, President/CEO, NEASC
George Edwards, Associate Director, CPSS

Session I: 9:00 a.m. – 10:15 a.m.

Milton High School (VT) **Westford North 1**
"Heterogeneous Grouping and Personalizing Instruction"

Karen Hammond, Angela King, Rich Simmons, Carrie Adii, Scott Thompson, Kerry Sewell

Milton High School is a completely heterogeneous school. All courses from ninth grade through Advanced Placement level are mixed ability classes. Teachers at Milton High School use a variety of strategies to meet the needs of diverse learners, including leveraging technology in a one-to-one environment and using a co-teaching model. The focus of the presentation will include the challenges faced by Milton High School as the school transitioned away from tracking, successes resulting from heterogeneous grouping, and interventions put in place to support the success of all students.

NEASC/CPSS Standards and Concepts: instruction and culture (Standards 3 and 5)

Shepaug Valley Regional High School (CT) **Westford North 2**
"Creating and Implementing a 21st Century Mission Statement: A Hands-On Approach for Your Learning Community"

Kim Gallo, Janet Strausberg, Wendy Youngblood, Michael Rivera, Erik Holst-Grubbe, Chris Tiesler

In the spring of 2010, Shepaug Valley High School embarked on a process that revised a well-loved, well-established mission statement. In this workshop, participants will experience a process that challenged students, parents, community leaders, faculty and staff to answer the question, "What do we want our students to know and be able to do when they graduate from Shepaug?" Participants will explore questions, including: Why change something that is not broken? What do 21st Century Standards look like in the learning community? Where the rubber meets the road: How will the mission inform teaching and learning in my classroom?

NEASC/CPSS Standards and Concepts: core values, beliefs, learning expectations and instruction – (Standards 1 and 3)

Sandwich High School (MA)

"The Freshman Experience: Building a Culture through Teacher and Student Collaboration"

Westford South 1

Deb Klier, Chris Dumas, Ellin Booras, and Sandwich High School Senior Mentors

Sandwich High School has designed the Freshman Experience, a year-long curriculum which maximizes best practice in personalization, heterogeneity, interdisciplinary instruction, instructional teams, teacher collaboration, 21st century skills, and a technology rich curriculum. Starting in the 2011- 2012 school year, Sandwich High School added the exciting component of student mentors. Seniors work side-by-side with faculty teaching freshmen for a thirty-day unit focused on providing the best possible beginning to high school. Students work collaboratively with teachers to design units based on research on transition, academic readiness, social adjustment, and making a four-year success plan, and co-facilitate whole class and small group instruction with faculty. Student mentors from Sandwich High School will join faculty members presenting the story of how the school created a culture where it is cool to be a good kid, and where upperclassmen view freshmen as the greatest investment in perpetuating the core values of Blue Knight Pride.

NEASC/CPSS Standards and Concepts – curriculum and culture (Standards 2 and 5)

Maranacook Community High School (ME)

"Advisor/Advisee: Personalization, Program Support, and Sustainability"

Westford South 2

Carol Fritz, Pat Stanton, Jean Roesner, Jeff Stockford

The program will describe the origin of the advisor/advisee program and how it is embedded into the culture of the school. The program reflects the school's core values and beliefs for students and will describe the things done intentionally that support the students and advisors. There are a variety of specific advisor/advisee group activities throughout the school year and pictures will be shared of some of these events. Information will be offered about what the school does that is effective and offer suggestions to strengthen and sustain programs, including ongoing professional development for advisors.

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

Session II: 10:30 a.m. – 11:45 a.m.

City on a Hill Charter School (MA)

"Building a Safe and Productive High School Climate"

Westford North 1

Dr. Paul S. Hays, Sonya Pratt-Masso, Laura Tobias

By the end of this session, participants will be able to describe key elements to build and support a safe and productive school culture. Three school teacher-leaders who have been integral in shaping the school's rigorous social expectations will present the policies and practices that support college preparatory academic outcomes in an urban high school. Participants will learn how a school with a negative school culture engaged their faculty and staff to transform the school culture. Presenters will primarily use PowerPoint (including video) to structure the presentation, but small group work and full group discussion will engage participants in making City on a Hill's best practices relevant to their school.

NEASC/CPSS Standards and Concepts – school culture (Standard 5)

Wheeler High School (CT)
"Demonstrating Success through Senior Project"

Westford North 2

Jean Bradanini, Allison Reyes, Jessica Sullivan

Wheeler High School has developed and used a Senior Project culminating activity for the past six years. The Wheeler Senior Project challenges students to demonstrate and display mastery of the skills acquired while attending Wheeler High School. This project includes five major components: a proposal, fieldwork, paper, portfolio, and presentation. The entire process is introduced to students in the third quarter of their junior year with deadlines before the summer vacation. Students are to choose a topic of interest, whether it be a hobby, future career, or a new experience. This project requires students to demonstrate Wheeler High School's Academic Expectations and a "learning stretch" or challenge: by successfully completing the five components of this project students demonstrate how to write effectively, read effectively, speak effectively, problem solve effectively, and critically think effectively. The presentation will include an overview of the process (beginning to future plan) to achieving a Senior Project at Wheeler High School, an explanation of the components of Senior Project and Academic expectations at Wheeler High School, samples of the components (proposal, list of topics from 2010-2011, paper, and portfolio) as well as time for questions and answers.

NEASC/CPSS Standards and Concepts – curriculum, instruction, and personalization - (Standards 2 and 3)

Joseph Case High School (MA)
"Communicating Achievement of 21st Century Learning Expectations"

Westford South 1

Brian McCann, Sean Scanlon, Bethanne Botelho, Rebecca Hall

Like many other schools, Joseph Case High School has struggled with how to report on its 21st Century Learning Expectations. The school will describe its transitional journey and discuss how this community reported on these expectations using its current administrative software from the perspectives of administrator and teacher. The school will share its mechanism and published data from two recent reporting cycles, as well as describe how the high school's advisory program has been instrumental in this process.

NEASC/CPSS Standards and Concepts – communicating student and school achievement of learning expectations (Standard 4)

Burlington High School (MA)
"If You're Not Teaching Digital Citizenship, Then You're Not Teaching Citizenship"

Westford South 2

Patrick Larkin, Andrew Marcinek

This session will look at Burlington High School's decision to put a mobile device in the hands of each student and the process BHS used to get staff and community support for this initiative. The session will also look at the move away from textbooks to digital resources and embracing social media platforms as learning tools.

*NEASC/CPSS Standards and Concepts – integrating technology into instructional practices
(Standard 3)*

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

Regency Ballroom

Janet Allison, Director, NEASC Commission on Public Secondary Schools

"Personalizing Instruction"

*Dr. Larry Myatt, Director
Educational Resources Consortium*

Session III: 1:30 p.m. – 2:45 p.m.

Plymouth High School - South (MA)

Westford North 1

“Engaging Students with Technology in the Classroom”

Greg Kulowiec, Matt Carpenito, Liz Bettencourt

With a growing emphasis on 21st Century skills and an increase in the expectation for technology integration in the classroom, it is important to be thoughtful in attempting to integrate technology into lessons, projects, and daily classroom practice. Unfortunately, technology is often implemented in the classroom as an add-on to traditional practice without considering the specific learning goals or expectations that can be achieved with a particular piece of technology. This session will explore how technology can be seamlessly integrated into a classroom to promote higher order thinking, communication, and collaboration amongst students. The session will focus on specific methods to integrate technology with a focus on improved instruction, engagement, and collaboration. By attending the session, participants will leave with a specific framework and innovative ideas on how to integrate technology with a focus on specific learning goals and outcomes.

NEASC/CPSS Standards and Concepts – instruction (Standard 3)

Nashua High School - North (NH)

Westford North 2

Nashua High School – South

“Kick Start – A Freshman Transition Program”

Ian Atwell, Phil Derosa, David Quimby, Kirk Reinhardt

In 2009 Nashua’s two high schools embarked on a mission to reach out to at-risk students recently promoted from middle school who traditionally had struggled with the transition to high school. The free program, aptly named *Kick Start*, provides students with an experiential program in which literacy and numeracy skills were emphasized and employed each day in hands-on learning activities such as automotive, biotechnology, and culinary arts. Students earn one high school credit and develop strong relationships with teachers and peers, thus providing a more confident and supportive transition to the high school experience. Nashua High School North and Nashua High School South enroll 1,900 and 2,200 students respectively and believe in engaging students on a personalized level while promoting big picture thinking. Members of the *Kick Start* team will share their story of development, refinement, and success of the program.

NEASC/CPSS Standards and Concepts – intervention strategies (Standard 6)

Joel Barlow High School (CT)

Westford South 1

“Expanding 21st Century Learning through Shared Leadership”

Thomas McMorran, Anne Kipp, Katherine Nuzzo, Jack Powers, Randy Smith, Jackie Whiting

Joel Barlow High School has chosen to focus four years of professional development on four 21st century learning strands: Technology, Authentic Literacy, Scientific Research-based Intervention, and Inquiry-based Instruction. The faculty voted as a body on the strands to be examined. Each faculty member then chose a favorite strand to study the first year, moving to a different strand in year two. Faculty members rotate through the strands, examining and practicing one each year until, with the end of the 2012-2013 school year, everyone will be conversant with each. In this session, attendees will hear an overview of why distributive leadership works, and will participate in teacher-initiated demonstrations of each of the four strands. Presentations include use of technology and interactive learning. Specific connections will be drawn to NEASC standards and best practice.

NEASC/CPSS Standards and Concepts – 21st century skills and shared leadership (Standards 1 and 5)

Robert Littlefield, Lori McEwen, Jeffrey Schoonover, Vicky Hathaway

Common Planning Time: Advancing the mission through the creation of professional learning communities Portsmouth High School in Rhode Island is dedicated to the idea of school improvement by creating time for teachers to meet as professional learning communities to develop power standards, create assessments, look at student work, and share successful intervention strategies. This session will focus on the scheduling strategies to create common planning time and the strategies to help Portsmouth's "Instructional Focus Groups" operate as professional learning communities. The presentation will include examples of high-functioning teams in English and Science.

NEASC/CPSS Standards and Concepts – common planning time/scheduling (Standard 5)

Commission on Public Secondary Schools

CPSS Mission Statement

The Commission on Public Secondary Schools in partnership with member schools ensures, through an ongoing accreditation process, that all students experience an equitable, quality education vital to the success of a democratic society.

CPSS Core Values

To achieve our mission CPSS commits to...

- maintain relevant and dynamic Standards of Accreditation which define a quality education;
- support member schools through self-evaluation, peer review, and ongoing monitoring;
- support research-based practices critical to continuous school improvement;
- model a culture of self-reflection, collaboration, and inquiry.

To support the CPSS mission, member schools agree to...

- participate actively in the accreditation process;
- demonstrate adherence to the Standards for Accreditation which fosters academic, social, civic growth for students, professional development for faculty, and continuous improvement for schools.

CPSS STAFF:

Janet Allison, *Director*

Ann Ashworth, *Associate Director*

George Edwards, *Associate Director*

Ned Gallagher, *Associate Director*

Donna Spencer-Wilson, *Executive Assistant to the Director*

Linda Angiolillo, *Administrative Assistant*

Sandy Bruno, *Administrative Assistant*