

**The New England Association of Schools and Colleges
Committee on Public Secondary Schools presents**

A Showcase of Model School Programs



Friday, October 18, 2013
The Westford Regency Inn and Conference Center, Westford, MA

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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, Deputy Director, CPSS*

Session I: 9:00 a.m. – 10:15 a.m.

Windsor Locks Public Schools (CT)

Westford North 1

“Developing a Competency-Based District: How systems-based change is leading the way in Windsor Locks”

Sharon Cournoyer, Susan Bell, Jeffrey Ferreira, Matthew Sigall

Participants will learn about the three year journey Windsor Locks Public Schools have taken to become a competency-based school district. The premise of our work centers around changing our mindsets from “learning is variable and time is constant,” to “learning is constant and time is variable.” In other words, earning 24 credits and a D- average for graduation is just not good enough for our students anymore. As we chronicle our journey, we will highlight how the nine characteristics of high performing schools have been the driving force behind our work and how have prepared us for both our five-year report and the self-study.

*NEASC/CPSS Standards and Concepts – core values, beliefs about learning, and learning expectations
(Standard 1)*

Colchester High School (VT)

Westford North 2

“Turning Advisory on its Head: It’s About Time”

Justin Brown, Robert Hall, Jeffrey Richey, Tara Sharkey, Rachel Wood

Colchester High School began a Teacher Advisory in 2003. After many modifications and adaptations students, teachers, and administrators worked together to re-formulate what advisory could look like. Building on an existing mission focused on community and mentoring, the team added intentional connection between students and their academic teachers. With a belief that high performing schools systematically ensure that all students are meaningfully connected with at least one adult in the school and that there is a unified focus on high performance, CHS introduced a very focused advisory structure referred to as AT. The “A” represents Academic, Acceleration, Access, and Advising. The “T” stands for Time. AT is designed to provide systematic opportunities for students to gain access to acceleration, advising, interventions, and supports. Through AT each week, students can schedule small group or 1:1 time with their classroom teachers, and teachers/counselors can “book” time with their students during the school day. The feedback from students, teachers, and parents has been overwhelmingly positive.

NEASC/CPSS Standards and Concepts -- a formal program to personalize the educational experience of each student (Standard 5)

Beverly High School (MA)

Westford South 1

“Personalizing the School Community Through Technology and Standards-based Grading”

Sean Gallagher, Stephanie Belleveau, Elizabeth Lincoln, Patricia Regan, Matthew Smith

This presentation will discuss the implementation of two teaching innovations that have enhanced the climate of personalization for the Beverly High School community. Standards-based grading which assesses students on a set of clearly defined learning outcomes has required teachers to approach curriculum and instruction differently and to hold students responsible for their learning. Accessible technology, including a 1:1 laptop program, has allowed teachers and students to expand teaching and learning. The implementation and practice of both of these innovations will be presented.

NEASC/CPSS Standards and Concepts – personalizing instruction (Standards 2, 3, and 4)

Nipmuc Regional High School (MA)

Westford South 2

“Designing Opportunities for Heterogeneous Grouping”

John Clements, Julie Ahmed-Jussaume, Jennifer Field, Courtney Henry, Robert Messick, Mary Anne Moran

This presentation will share Nipmuc Regional High School’s journey in providing all students heterogeneously grouped learning opportunities in core areas. Nipmuc is currently in its second year of offering freshmen and sophomores a series of four courses that promote heterogeneity, support student learning in core areas, and develop the skills needed for success in high school and beyond. Teachers of “Communication and Literacy,” “Fundamentals of Mathematics,” “Ecology and Populations,” and “21st Century Skills,” will share their experiences with these heterogeneously grouped classes and the lessons learned through the school’s implementation of this program.

NEASC/CPSS Standards and Concepts – Heterogeneously grouped core courses (Standard 5)

Session II: 10:30 a.m. – 11:45 a.m.

Seekonk High School (MA)

Westford North 1

“Measuring 21st Century Learning Expectations: From Rubrics to Reporting Out”

Marcia McGovern, Angela Cunard, Christopher Jones, Rosetta Spino

This workshop will begin by describing the steps Seekonk High School took to identify their learning expectations and design school-wide analytic rubrics to measure student achievement. Next, strategies for embedding the rubrics in curriculum so that they positively impact school culture will be discussed. Finally, the presenters will explain the process used to report out both individual and whole-school achievement as well as the analysis of the resulting data.

NEASC/CPSS Standards and Concepts – learning expectations, analytic rubrics, and measuring student achievement (Standards 1 and 4)

Brien McMahon High School (CT)
“Using an Advisory Program to Improve School Climate”

Westford North 2

Amanda McAndrew, Rebecca Pavia, Thomas Seuch

Presenters will share their journey of creating and implementing an advisory program in a large, urban high school. Discussion will center on choosing appropriate activities to support the school’s core values, beliefs, and learning expectations; how to create “buy-in” from faculty members; how to support the program; and how to evaluate the program. Aspects of the presentation will also include how to make organizational and logistical decisions.

NEASC/CPSS Standards and Concepts – a formal program to personalize the educational experience of each student (Standard 5)

South Kingstown High School (RI)
“Developing and Incorporating Core Values, Beliefs, and Learning Expectations in School Culture”

Westford South 1

Robert McCarthy, Robert Littlefield

Learn how one school developed its Core Values, Beliefs, and Learning Expectations and incorporated them into student graduation expectations and teacher professional development.

NEASC/CPSS Standards and Concepts – aligning school practices, procedures, and decisions with the core values, beliefs, and learning expectations (Standard 1)

Hampden Academy (ME)
“Using iWalkthrough Data to Improve Instruction”

Westford South 2

Diane Batty, Ambrosia Bertenshaw, Kristin Leithiser, Joan Speyer

Hampden Academy has been utilizing iWalkthrough observations to collect data for setting and tracking school goals since 2008. The iWalkthrough Data Team, comprised of a coordinator and several teachers, is responsible for monitoring the data, setting and monitoring school goals, and linking professional development to goals. Examples of areas on which goals focus are levels at which students are thinking, use of technology, and students actively participating.

NEASC/CPSS Standards and Concepts – using data to monitor school goals and student achievement (Standards 1 and 4)

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

Regency Ballroom
Janet Allison, Director, Commission on Public Schools

“Personalization and Performance Assessment”

Joseph DiMartino
President and Co-Founder
The Center for Secondary School Redesign

Session III: 1:30 p.m. - 2:45 p.m.

**Rutland High School (VT)
"Practical Ideas for School Transformation"**

Westford North 1

William Olsen, Ellie Davine, Ann Marie Mahar, Erica Wallstrom

Four years ago Rutland High School began its transformation to a collaborative, data-focused school that is personalizing learning. In this session, participants will learn about the structure of this transformation to understand the process used and leave with practical tools to implement a transformation in their own school. The presenters will discuss: implementation of PLCs; increasing teacher collaborative time; using data to inform instruction; personalizing learning with a multi-tiered support system, advisory program, and Global Studies and STEM concentrations; developing school grading philosophy; and implementing school-wide rubrics. The information will be presented in an interactive manner, with a mixture of small group discussion, large group discussion, lecture, and real time surveys.

NEASC/CPSS Standards and Concepts - various (Standards 2, 4, 5, and 6)

**Bedford High School (NH)
"Assessing Student Learning in a Competency Model"**

Westford North 2

Robert Jozokos, Mary Ellen Noble, Christina O'Hara, Craig Sheil

Bedford High School opened its doors seven years ago under a competency model of instruction and assessment. This session will showcase both a macro and micro view of competencies from the philosophy behind implementation to teacher instruction and assessment to the technology used to support grading and reporting. The presenters will review their implementation of competencies, several challenges they faced, adaptations since inception, and the evolutions they are currently undergoing including a competency pilot program in Algebra I. Through these lenses, administrators and teachers will share their experiences, opinions, and how their competencies connect to the Standards.

NEASC/CPSS Standards and Concepts - developing and implementing a local assessment plan (Standards 1 and 4)

**Glastonbury High School (CT)
"Turning the Tanker: Advice for Advisory"**

Westford South 1

Michael Jaffe, Joseph Meyer, Renee Mullen, Robert Skarvelas

The assistant principal and advisory coordinators of Glastonbury High School will describe the in's and out's, successes and failures of instituting an advisory program in a school with over 2,200 students and 100+ faculty and staff. Special attention will be paid to tailoring an advisory program to the unique needs of the school, logistical concerns, fostering faculty and student buy-in and both activities that have worked and those that have not. The presenters hope that by sharing the story of advisory at GHS, participants in the workshop will be better equipped to implement successful advisory programs in their own schools or improve upon pre-existing ones.

NEASC/CPSS Standards and Concepts - a formal program to personalize the educational experience of each student (Standard 5)

Hopkinton High School (MA)
“Using Technology to Improve Instruction”

Westford South 2

Ashoke Ghosh, Valerie vonRosenvinge

This presentation will begin by focusing on the process and stages of development for a 1:1 laptop program at the secondary level. The presentation will discuss the various challenges and successes faced building the program. Topics covered in the presentation will include, professional development strategies for staff, classroom management for students, redesign of curricular units for a 1:1 environment, and using technology effectively to enhance instruction. The presenters will share various experiences from the classroom highlighting the benefits and challenges of teaching in a 1:1 environment. These experiences will describe some of the key tools educators in Hopkinton are using to personalize learning and to collect formative data. The presentation will conclude with a brief review of the stages of our program evaluation and by sharing some of the data collected.

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

CPS STAFF:

Janet Allison, Director
George Edwards, Deputy Director
Ned Gallagher, Associate Director
Alyson Geary, Associate Director
Kathy Montagano, Associate Director, CPEMS
Bruce Sievers, Associate Director, CTCI
Donna Spencer-Wilson, Executive Assistant to the Director
Linda Angiolillo, Administrative Assistant
Sandy Bruno, Administrative Assistant

Committee on Public Secondary Schools (CPSS)

CPSS Mission Statement

The Committee 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.