

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

A Showcase of Model School Programs



Thursday, October 15, 2015

The Westford Regency Inn and Conference Center, Westford, MA

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, Acting Director, CPS*

Session I: 9:00 a.m. – 10:15 a.m.

Nipmuc Regional High School (MA)

Westford North 1

**“Seven Ways to Support the Standards and the Self-Study
with Technology Integration”**

John Clements, Mary Anne Moran

Work with administrators from Nipmuc Regional High School to learn and practice seven technology-based strategies that will improve the way you communicate, collaborate, and innovate to meet the Standards for Accreditation. Learn how Google Apps for Education can be used to catalogue your faculty’s instruction and assessment strategies, streamline the student work collection process, and use core values and beliefs about learning to drive your school’s decision-making. Discover how screencasts and blogs can support a shared understanding of 21st century learning expectations. Learn how to use your student information management system to collect assessment data on 21st century learning expectations. Find out how websites can replace a traditional self-study and share your school’s success in achieving the Standards for Accreditation. The session is intended for schools preparing for the self-study process.

Berlin High School (CT)

Westford North 2

“Implementing a Capstone Project”

Francis Kennedy, Evelisa Mayette, Laurie Nelson

All seniors at Berlin High School are required to complete a Capstone project to engage each student in a personalized learning experience, to provide a context for students to find, use, and to manipulate content to learn, solve problems, create, and think for a lifetime. The project allows students the opportunity to apply and demonstrate interdisciplinary skills and knowledge acquired in high school

while investigating a specialized area of interest. Participants will receive handouts to help them establish or enhance their own Capstone program and links to Berlin High School Capstone materials – all of which are “open source.” Participants will engage in active learning tasks commensurate with the needs of adult learners, including small group exploration of Capstone topics, partner development of essential questions, and individual, authentic, LMS-based review of students’ reflections on actual research.

Concord-Carlisle Regional High School (MA)

Westford South 1

“Creating an Interdisciplinary Learning Community”

Tracie Dunn, Michael Goodwin, Colleen Meaney

Following a brief description of *Rivers and Revolutions* – a “school-within-a-school” at Concord-Carlisle High School – participants will explore the ways in which interdisciplinary, experiential curricula can help to nurture intrinsic motivation and strengthen learning communities. This exploration will be marked by a series of interactive, hands-on tasks designed to model the instructional practices that define the program. This session focuses on fostering interdisciplinary programs within the school.

ConVal Regional High School (NH)

Westford South 2

“TASC (Teachers in Academic Service Centers) ConVal High School’s Secondary Model to Personalize Learning for all Students”

Brian Pickering, Amanda Bastoni, Carol Young, Helfried Zrzavy

ConVal Regional High School has developed a personalization program that is a comprehensive solution to two persistent challenges in secondary education. First, the implementation of a successful, school-wide Response to Intervention strategy for both positive behaviors and academics and second, the creation of a personalized learning opportunities for all students during the regular school day leading to improved behaviors and academic success. This scheduling model has allowed schools to implement programs for both students at risk and those seeking enrichment without taking away from instructional time. This model has helped to lead to a dramatic improvement in student behavior and academic success. Learn more about the ConVal model and the software to organize it all which has now been adopted by over 60 schools across the country. The presentation will include a program overview, interaction with audience and presenters, a technology software demonstration, and time for panel questions and answers.

Session II: 10:30 a.m. – 11:45 a.m.

English High School (MA)

Westford North 1

“The Right Intervention, the Right Student, the Right Time”

Ligia Noriega-Murphy, Caitlin Murphy, Rene Patten

English High School has developed an intervention system that is at the heart of all teacher driven initiatives and interventions. The aim of this session will be to demonstrate the impacts of effectively managing and utilizing an Early Warning System (EWS) to inform teaching and learning in real time. Through interactive activities, we will explore how the use of data to create and monitor tiered interventions ensures highly differentiated supports across the ABCs with direct impact on student outcomes. The EWS model highlights the importance of data driven decision-making in providing the right intervention, for the right student, at the right time. This system provides teachers with a consistent and routines-based approach to accessing data, using that data to plan, implement, and monitor the impact of tiered interventions in each of the ABC target areas and to reflect on how teaching and learning must be adjusted to have greater impact on students’ learning and outcomes.

Barrington High School (RI)
“Senior – Show What You Know!”

Westford North 2

Stephen Lenz, Judianne Point

The presenters will explain a very successful initiative embedded in their school for the past 18 years - the Senior Project. Learn how the program began and how it changed the school culture. Short videos of a sample presentation and a student-made film about the Senior Project will be included. The senior project at Barrington High School addresses all of the NEASC Teaching and Learning Standards because it is dynamic, collaborative, interdisciplinary, and promotes higher order thinking.

Bow High School (NH)

Westford South 1

“Dual Enrollment: Providing Challenging Work for ALL Students”

Colleen Desruisseaux (Bow HS), Polly St. Hilaire (SNHU)

Dual enrollment or concurrent enrollment programs have been growing across the country and across our region. These programs take different forms in different universities and high schools. This presentation will feature information about dual enrollment programs from both the university and the high school perspective. Participants will have the opportunity to ask questions about how they can provide challenging work for ALL students in their school. Representatives from Southern New Hampshire University and Bow High School, NH will facilitate this session.

Rutland High School (VT)

Westford South 2

“Align School-Wide Learning Expectations with Standards-Based Learning”

Bill Olsen, Taburi Bruhl, Ellie Davine, Gregg Schillinger

National standards, including the Common Core and the Next Generation Science Standards, permeate the work of our schools. Maine, New Hampshire, and Vermont have now passed laws requiring schools to offer standards-based graduation requirements, and similar laws have been passed in other states. Twenty-first century learning expectations pervade all seven of the NEASC Standards for Accreditation and serve as an underpinning of the accreditation process. This presentation will chronicle one school's ongoing efforts to simultaneously address both the NEASC standards on 21st century learning expectations and the national movement towards standards-based learning.

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

Regency Ballroom

George Edwards, Acting Director, NEASC Commission on Public Schools

“Surviving and Thriving in Challenging Times”

**Dr. Robert Evans
Executive Director**

The Human Relations Service, Wellesley, MA

Session III: 1:30 p.m. – 2:45 p.m.

**Cumberland High School (RI)
“The What and Why of Blended Learning”**

Westford North 1

Jessie Butash, Adolfo Costa, Alan Tenreiro

Experiences used to help the Cumberland High School faculty define and understand blended learning as it relates to 21st century learning expectations will be modeled in this interactive, technology-based session. Participants will engage in a blended experience to gain a deeper understanding of what blended learning is and will create a digital “elevator pitch” to share with their own school community about the benefits of blended learning.

**Joseph Case High School (MA) Westford North 2
“Conundrum Clarity: Developing, Implementing, and Reporting Out Student Achievement of your 21st Century Learning Expectations”**

Brian McCann, Robert Monterio, Adam Palmisciano, John Robidoux

Struggling with collecting and reporting out student achievement of your 21st century learning expectations? After seeing the finished product of a school that has recently published its tenth reporting cycle to students, faculty, and the community at no additional cost to the school, the presenters will work backwards to experience this journey so schools see the process from beginning to end. Walk away with an action plan to start gauging student achievement of your own school’s 21st century learning expectations and engage in a hands-on simulation exercise that will help bring clarity to this process.

**Newington High School (CT) Westford South 1
“Building a School Structure that Facilitates Collaborative Practice”**

Jim Wenker, Terra Tigno

This “How To” session will focus on simple, successful, integrated strategies that can be implemented to support a culture of collaborative practice. Participants will learn how Newington High School, through a purposeful process of change, reallocated time, and increased access, facilitated the necessary clarity to build a collaborative culture. Topics will include: revamping the master schedule, repurposing staff, collapsing levels, redesigning student management systems, and reformatting student advisory. This will be an interactive session marked by numerous opportunities for dialogue. Presenters will make themselves available following the session to address any unanswered questions.

NEASC Commission on Public Schools Staff:

George Edwards, Acting Director
Ned Gallagher, Associate Director
Alyson Geary, Associate Director
Kathy Montagano, Associate Director
Bruce Sievers, Associate 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

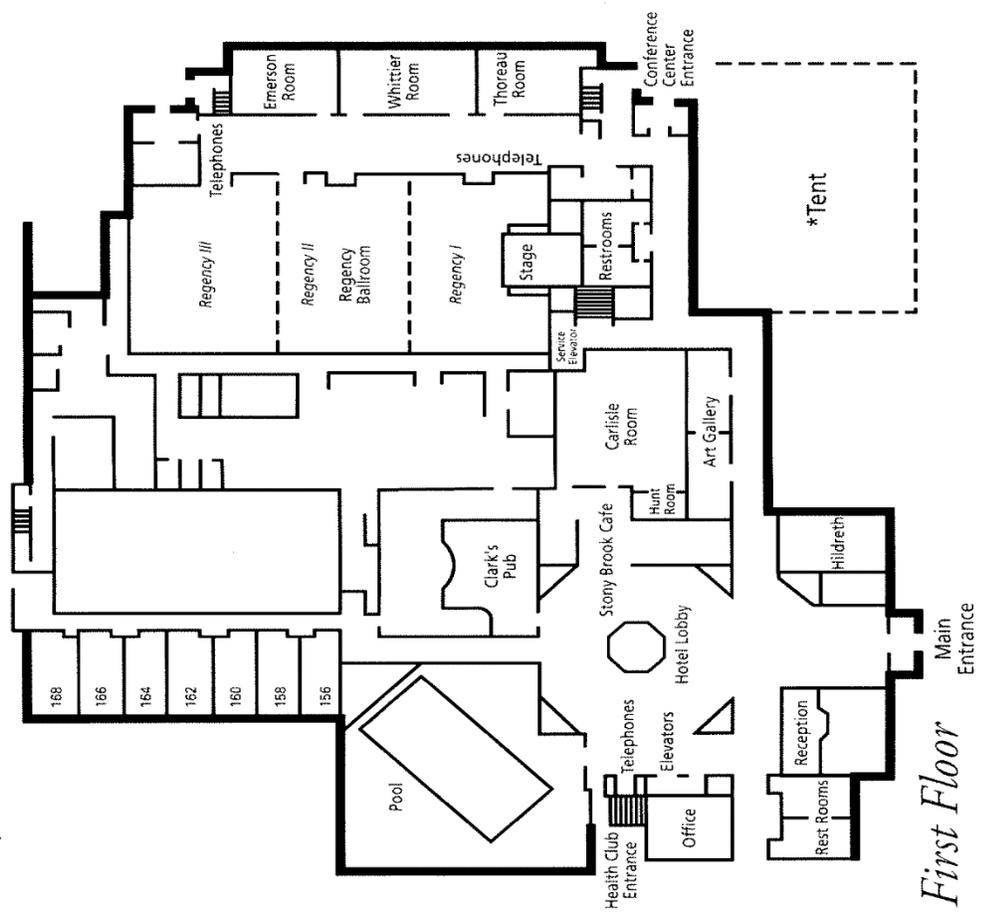
To achieve our mission CPSS commits to...

- 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.

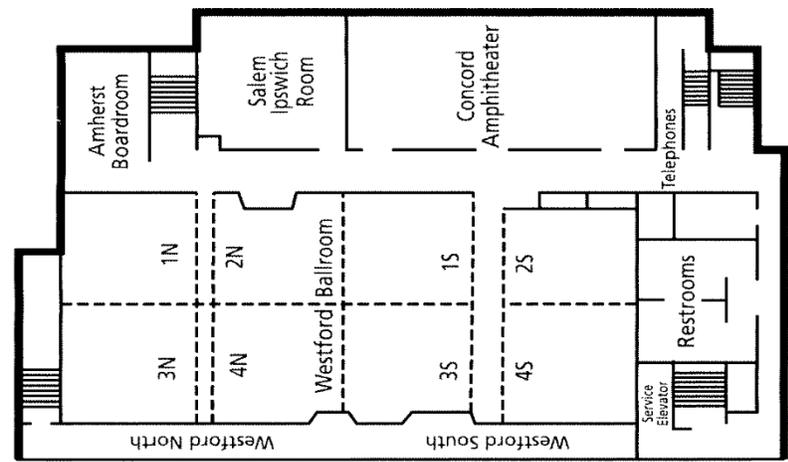
To support the CPSS mission, member schools agree to...

- 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.

Conference Rooms



First Floor



Third Floor

Connects to Third Floor Guest Rooms