



A Vision for Learning: Using the Tools of Accreditation for School Growth

Thursday, October 12, 2017

CPS Showcase of Model School Programs
and Promising Practices Pre-conference

The Westford Regency Inn
and Conference Center
Westford, MA

The pre-conference will focus on elements of the new 2020 Standards, the redesigned Accreditation process, and how to use the tools of Accreditation to build structures for continual school improvement and growth.

The NEASC Commission on Public Schools (CPS) consists of three Committees:

Committee on Public Secondary Schools
Committee on Public Elementary and Middle Schools
Committee on Technical and Career Institutions

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Program Overview

8:30 – 9:00 AM

Registration and Continental Breakfast (Regency Ballroom)

9:00 – 11:30 AM

1/2 Day Session I

12:15 – 2:45 PM

1/2 Day Session II

9:00 AM – 2:45 PM

Full Day Session

11:30 AM – 12:15 PM

Lunch

**REGENCY 1
TWO 1/2 DAY
SESSIONS:**

9:00 – 11:30 AM

OR

12:15 – 2:45 PM

NEASC

2020 – A Vision for Learning

Learn how the new 2020 Standards and redesigned Accreditation protocol will support your school improvement process. Participate in a hands-on dive into the new Standards. Learn how the Standards support school improvement while incorporating important changes in education, for example, a more explicit emphasis on growth mindset. In addition, learn how to incorporate the redesigned NEASC protocol into the professional life of your school. The changes will make Accreditation a streamlined process that supports existing improvement efforts while ensuring that your school has the resources necessary to reach all learners.

CPS Staff

REGENCY 2

9:00 – 11:30 AM (1/2 DAY)

Francis W. Parker Charter Essential School, MA

Mastery-Based Promotion and Essential Rites of Passage

What happens when a school creates the conditions for students to own, demonstrate, and apply learning in formal exhibitions? How do these experiences change the way students see themselves as agents of their own learning? In service to a set of Common Principles, together with the threshold Criteria for Excellence, Parker holds all students to clear standards, values growth over time, and includes families as essential partners in these moments of transition. Participants will be introduced to the big structures that undergird these public markers of student growth, as well as the smaller structures that make up the “how” of how it is done. Participants will view video excerpts of students’ gateways, engage in interest-based breakout groups, and be invited to imagine iterations of this work in their own settings.

*Diane Kruse, Math, Science, and Technology Domain Leader
Susan Massucco, Arts and Humanities Domain Leader
Colleen L. Meaney, Director,
Sizer Teachers’ Center*

REGENCY 2

12:15 – 2:45 PM (1/2 DAY)

Marine Science Magnet High School of Southeastern CT

Building a Culture of Learning Based on Assessment of School-Wide Expectations

Looking for ideas about implementing or improving your school-wide analytic rubric system? Gain tips, through this hands-on workshop, on how to ensure students, teachers, and parents understand the school-wide expectations for future graduates. Hear about the five-year process that led this school to an exemplary assessment system embedded within the school’s curriculum, instruction, and school culture. Discuss the crucial difference between analytical formative rubrics and scoring guide rubrics, and learn how staff ownership is developed through professional development and collaboration. Presenters will share a calibration method from Stanford University in order to facilitate common grading practices. Participants will walk away with a roadmap to implement an assessment system that is understood and embraced by staff, students, and parents and a calibration system for consistent scoring throughout the school.

*Samantha Cregger, Biology teacher
Colleen Hardison, Assistant Principal
Eric Litvinoff, Aquaculture teacher
Dr. Nicholas J. Spera, Principal*

REGENCY 3

**9:00 AM – 2:45 PM
FULL DAY**

Abby Benedetto,
Deeper Learning Coach,
Envision Learning Partners

Building and Assessing Your School’s Vision of the Graduate

The new 2020 CPSS Standards ask schools to develop a vision of the graduate in addition to their core values and beliefs. This vision for each graduate should include the development of transferable skills, also called 21st century learning expectations, necessary for future success. After creating a vision and defining these important skills, many schools struggle with how to create assessments that will adequately measure student progress toward proficiency. Historically, assessment is the largest driver in public education—what gets assessed and prioritized. If we are to prioritize students thinking critically, working collaboratively, and learning deeply, then we must shift our systems of assessment to match these practices. This session will use design thinking and rapid prototyping to provide participants with the opportunity to learn one model for more authentic assessment. Beginning with the end in mind, the start will be with drafting or revising a graduate profile (vision of the graduate). Participants will have the chance to prototype performance tasks that will build and measure student progress in the skills of the graduate profile.

By the close of the session, participants will have a draft of an overall system of deeper assessment, including a possible graduation portfolio, and defense of learning, as well as a plan to share with the school’s community.

Abby Benedetto is currently a Deeper Learning Coach with Envision Learning Partners. Over the last eleven years, she has had the opportunity to explore deeper learning through a variety of roles. Presently as a Deeper Learning Coach, she has the opportunity to work with educators from schools, districts, and other educational contexts across the country toward transforming education through the lens of performance assessment. She works with schools all over California, and from Hawaii to New Hampshire with the goal of aligning deeper learning skills to authentic assessment practices and cohesive instructional design in order to engage all students in meaningful deeper learning.