MARCH 17-18, 2016 | NORWOOD, MA

HIGH SCHOOL REDESIGN IN ACTION

7TH ANNUAL

ALL STUDENTS PREPARED FOR SUCCESS

MASTERY
PATHWAYS COMMUNITY
PERSONALIZATION
INNOVATION
GLOBAL COLLABORATE
CITIZENS PROFICIENCY
SKILLS EQUITY
HIGHER ASPIRATIONS
TRANSFORMATION
COMPETENCY

WELCOME

Dear Colleagues,

Over the last five years, the high school graduation rate across the New England Secondary School Consortium states has risen 7 percentage points, an increase that equates to more than 22,000 additional students earning a high school diploma than would have been expected at the 2009 graduation rate. Last year alone, over 6,700 more students received a high school diploma than the 2009 rate would have predicted.

We are in the midst of several significant changes. We've personalized learning through the implementation of proficiency-based education and the development of flexible student learning pathways. It's not the first time that we've all tackled changing our system at scale, but it is one of the rare times when so many schools and districts are headed in the same direction, and the NESSC's Global Best Practices remains one of the best descriptions and most useful tools clarifying characteristics of this effort.

NESSC state agencies of education have played a pivotal role, leading the charge to ensure the development and passage of state-level policy that supports and leverages these changes. Our State Education Agency colleagues have further developed direct support structures by simultaneously implementing state-level strategies and collaborating in the development of the League of Innovative Schools. Hard-working educators are not hanging out on the end of a thin limb on their own, but rather are working in a favorable policy climate with state support to rethink learning in support of each student.

Parents and community members are joining this effort, urging data collection beyond standardized test scores, understanding the value of performance assessment, and realizing the need for quality learning to ensure energized and fruitful future lives. Colleges and universities have demonstrated their commitment, both by starting to implement proficiency programs of their own and by signing pledges of support for admissions processes from students who submit proficiency-based transcripts.

All of this has little value if nothing changes for students. Even as learning standards become more rigorous and assessment practices become more reliable, more students are graduating from our high schools (up seven percentage points), more students are enrolling in college (up slightly, even as more students are graduating), and the socioeconomic disparities are narrowing (as illustrated by a gap decrease of four percentage points in the high school graduation rate).

This tremendous success, however, should not blind us to several troubling data points. Far too many students are still forced to enroll in remedial courses upon matriculation in college. Economically disadvantaged students graduate high school at a rate of 16 percentage points lower than their advantaged peers. And, while our college enrollment rate is increasing, it is doing so at a rate that remains too slow.

Nevertheless, we live at a time when changing the lives of students is not only imaginable, but truly achievable. More students are engaging in self-designed learning activities, undertaking internships, enrolling in early college courses, and learning more deeply than was expected in the past. With the talent of our educators, the dedication of students and parents, and the strong support from our state agencies and legislatures, New England is powerfully poised to better educate every student, equitably and rigorously—more so than ever before.

I look forward to continuing this incredible journey with all of you,
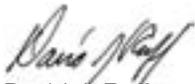
David J. Ruff

Executive Director, Great Schools Partnership

AGENDA

#NESSC16

Thursday, March 17

8:00 a.m.	**Registration** (Foyer)	
9:00 a.m.	**Pre-Conference Sessions** (Pre-Registration Required)	
11:30 a.m.	**Boxed Lunches Available** (Foyer)	
1:00 p.m.	**Opening Plenary Session** (Tiffany Ballroom)	
2:15 p.m.	**1**	**Concurrent Sessions: Round 1** (12 Sessions)

1st Floor Meeting Rooms: 102, 103, 104, 105/106, 107/108, 113

2nd Floor Meeting Rooms: 201, 202, 203, 204, 205/206, 208/209

3:30 p.m.	**Break** (Break Stations)	
3:45 p.m.	**2**	**Concurrent Sessions: Round 2** (12 Sessions)

1st Floor Meeting Rooms: 102, 103, 104, 105/106, 107/108, 113

2nd Floor Meeting Rooms: 201, 202, 203, 204, 205/206, 208/209

5:00 p.m.	**Hors d'oeuvres and Networking** (Foyer)
6:30 p.m.	**Dinner** (On Your Own)

Friday, March 18

7:00 a.m.	**Continental Breakfast** (Ballroom Terrace + Foyer)	
8:00 a.m.	**Friday Morning Plenary Session** (Tiffany Ballroom)	
9:15 a.m.	**3**	**Concurrent Sessions: Round 3** (12 Sessions)

1st Floor Meeting Rooms: 102, 103, 104, 105/106, 107/108, 113

2nd Floor Meeting Rooms: 201, 202, 203, 204, 205/206, 208/209

10:30 a.m.	**Break** (Break Stations)	
10:45 a.m.	**4**	**Concurrent Sessions: Round 4** (12 Sessions)

1st Floor Meeting Rooms: 102, 103, 104, 105/106, 107/108, 113

2nd Floor Meeting Rooms: 201, 202, 203, 204, 205/206, 208/209

12:00 p.m.	**Lunch** (Locations: ME in Zachariah's, VT in Foyer, all others in Tiffany Ballroom)	
1:15 p.m.	**5**	**Concurrent Sessions: Round 5** (9 Sessions)

1st Floor Meeting Rooms: 102, 103, 104, 105/106, 107/108

2nd Floor Meeting Rooms: 201, 202, 203, 204

2:30 p.m.	**Adjournment** (No Closing Cermony)

We value your feedback. Please take a moment at the end of the conference to complete this brief evaluation.

newenglandssc.org/conference/evaluation

Pre-Conference Sessions

Assessing Learning in a Proficiency-Based System

Implementation level: *Developing*

In implementing proficiency-based learning systems, many educators have identified a need to develop assessments that accurately measure student learning, promote personalization, and deliver trustworthy data. This session will clarify the critical elements of assessment design and provide participants with opportunities to apply their learning through a series of protocols, reflection, and design. We will illustrate how this model can be applied to different content areas and tasks. Building upon the design parameters and process for assessments, we will also introduce a process that will enable teachers to calibrate scoring, refine tasks, and collectively reflect on the results to support consistent feedback to students and the creation of opportunities for deeper learning.

Presenters: Jon Ingram (senior associate, Great Schools Partnership), Mark Kostin (associate director, Great Schools Partnership), Andi Summers (senior associate, Great Schools Partnership), Ken Templeton (senior associate, Great Schools Partnership)

Extreme Differentiation in the Personalized-Learning Math Classroom: Instruction and Assessment

Implementation level: *Performing*

Tailoring instruction to meet each student's specific needs is an essential aspect of personalized learning. Differentiated instruction—a practice many expert teachers have employed for years—is one way to accomplish this.

In this session, participants will learn techniques to differentiate in the math classroom, first by experiencing learning as a student and then reflecting alongside fellow participants. Participants will be led through a unit design process that will also provide an opportunity to try out the activities from a student's point of view.

A portion of this design process includes the development of more challenging, open-ended assessment tasks aligned to school graduation standards that encompass the Common Core Mathematical Practices. Participants will complete an assignment and experience the possibilities for differentiation as they work authentically with the same problem. Participants will also have the opportunity to examine student work on this same problem and discuss the variety of ways that students can show success.

Presenter: Dawn Crane (teacher, Francis W. Parker Charter Essential School)

Implementing Proficiency-Based Learning in your District

Implementation level: *Initiating*

In this session, school coaches from the Great Schools Partnership will share a comprehensive approach to developing a multi-year district plan for implementing proficiency-based learning. Participants will leave with a stronger understanding of the components of district-wide implementation and a set of resources, including a district self-assessment and planning tool. The resources are designed to guide a district leadership team through a thoughtfully staged process that will result in a concrete plan of action, building upon the district's existing assets in the areas of policy, practice, and community engagement. This session will focus on the particular role leaders must play in implementation, especially in districts with two or more high schools.

While the session will help districts that are just beginning their work, the resources and strategies will also be beneficial to districts already transitioning to a proficiency-based system.

Presenters: Tony Burks (senior associate, Great Schools Partnership), Mary Hastings (senior associate, Great Schools Partnership), Katie Thompson (senior associate, Great Schools Partnership)

Inclusive Conversations: The Nuts and Bolts of Designing and Facilitating Public Dialogues that Bridge Divides and Unite School Communities

Implementation level: *Initiating*

Public schools benefit everyone in a community—from the youngest resident to the oldest. And there is perhaps no more important role for a community than ensuring its youngest members are supported, educated, and prepared for adult life. As civic institutions, schools work best when they have the support of their communities, when they model democratic practices, and when they give students, families, and community members opportunities to be involved and be heard.

In this session, participants will learn how to structure and facilitate constructive public conversations about educational issues, including practical strategies for establishing ground rules, ensuring that diverse voices are represented, framing questions and discussions, navigating differing viewpoints and values, and following up in ways that let community members know their voices have been heard and acted upon. Representatives from New Hampshire Listens will also model and facilitate a dialogue activity for participants, while a team from Portland Empowered will share the story of how it worked with new American families to develop a "Parent and Family Engagement Manifesto" and the challenges inherent in designing inclusive conversations that can overcome institutional, cultural, and linguistic divides.

Housed at the Carsey School of Public Policy at the University of New Hampshire, New Hampshire Listens has helped districts, schools, and communities design and facilitate hundreds of community conversations that bring together diverse voices to solve challenging public problems. Coordinated by the Cutler Institute for Health and Social Policy at the University of Southern Maine's Muskie School of Public Service, Portland Empowered works to inform and influence the future of education in Portland, Maine, by mobilizing parents, families, and students who are often left out of decision-making, including low-income and immigrant families, and by building the skills and capacity of students to lead educational innovation in their schools.

Presenters: Pious Ali (Portland Empowered), Michele Holt-Shannon (New Hampshire Listens), Bruce Mallory (New Hampshire Listens), Emily Thielmann (Portland Empowered), Portland Parent

Proficiency-Based Learning Simplified

Implementation level: *Initiating*

In this workshop, participants will learn about the fundamental components of an effective proficiency-based teaching and learning system, learn about an array of resources that can support their work, and identify entry points for transitioning to proficiency-based learning.

Presenters: Craig Kesselheim (senior associate, Great Schools Partnership), Dan Liebert (senior associate, Great Schools Partnership)

League of Innovative Schools Networking Meeting

This meeting is for current League members only. In this meeting, members will participate in ongoing professional learning group activities to deepen their collective understanding about the League's work to personalize learning. Participants will also preview and engage with the soon-to-be-released second edition of the *Global Best Practices*.

Plenary Sessions

Thursday, March 17, 1:00 p.m.
How Can We Ensure Personalized Learning is Equitable?

As more schools embrace personalized learning models as promising ways to engage students, we must guard against the danger of personalizing standards in the process. Ensuring that all students graduate college- and career-ready is one of the equity challenges we must address head on. How might we work to ensure our personalized learning system is designed in a way that begins with the belief that all students can reach the learning expectations that our communities have articulated are essential for success beyond high school graduation? What does it mean to be a school that places equity front and center in their personalized learning system?

Presenters: Great Schools Partnership Staff

Friday, March 18, 8:00 a.m.
Voices from the Field: Teachers and the Shifts that (Must) Happen when Personalizing Learning

Personalizing learning is easier said than done. Identifying the essential knowledge and skills necessary for success and developing systems and structures to support students and teachers to accomplish it are the easy parts. Preparing for and supporting the professional growth and learning of teachers as they navigate the shifts in approaches to instruction, assessment, and related support to students is much more challenging—and critical. During this session, teachers from the Consortium's League of Innovative Schools will share powerful and inspiring stories about the ways their schools' personalized-learning efforts have supported their own growth, the power of collaboration, and the importance of an authentic learning community.

Presenters: Teachers from NESSC's League of Innovative Schools

2016 NESSC Champions

The New England Secondary School Consortium is pleased to acknowledge the unwavering effort and support exhibited by our 2016 NESSC Champions. The following individuals have made significant contributions toward the fulfillment of the goals, objectives, and strategies of the NESSC through unique efforts to promote and implement changes in instructional practice, to support passage of key policy, and to enhance public engagement in education. They have championed the ideals of the NESSC to ensure high-quality, equitable learning for all students, and have influenced all of us in this process.

Regional

Nicholas Donohue is the President and CEO of the Nellie Mae Education Foundation. As the leader of New England's largest public charity devoted solely to education, Nick heads efforts to reshape New England's public education systems to be more equitable and more effective for all learners.

Previously, Nick was a Special Master at Hope High School in Providence, where he oversaw implementation of the Rhode Island Commissioner of Education's order to reconstitute the school. Before Hope High School, Mr. Donohue was also Commissioner of Education in New Hampshire.

As a sought-after thought leader in education transformation, Nick has worked tirelessly to promote equitable learning opportunities and close the achievement gap. Throughout his career, Nick has championed innovative approaches to expand access to high-quality learning opportunities for all students, especially for those who are underserved. His leadership in education reform continues to challenge traditional notions of schooling to respond to our changing world and prepare all learners to contribute to a thriving democracy.

In 2015, Nick was named as one of the "50 People Shaping the Future of K-12 Education" by Getting Smart, a mission-driven organization and online community focused on accelerating and amplifying innovations in teaching and learning. Nick serves on the Boards of Directors for the International Association of K-12 Online Learning (iNACOL) and Grantmakers for Education.

Connecticut

Allan Taylor has been a volunteer participant in education governance for nearly three decades. He became involved as a local education leader in 1989, when concerns about the quality of the Hartford Public Schools, which both of his daughters attended, moved him to run for a four-year term on the city's Board of Education. During those years, he served as budget chair, vice president, and president of the board. He also served as a board member for the Connecticut Association of Boards of Education and as the chair of the Advisory Committee for Connecticut's Strategic School Profiles.

In August 1994, Governor Weicker appointed Mr. Taylor to fill an unexpired term on the State Board of Education. He was subsequently appointed for full four-year terms by Governors Rowland (twice), Rell (twice), and Malloy. He was named chairman of the State Board in 2005, and has held the position since then. In 2011, he served as president of the National Association of State Boards of Education, and he is currently in his third term as a member of that organization's board of directors.

Mr. Taylor is a graduate of the North Haven, Connecticut, public schools; Harvard College; Harvard Law School; and the Kennedy School of Government at Harvard. Before his career at a large law firm in Hartford, he served as a judicial law clerk to Judge J. Skelly Wright at the U.S. Court of Appeals for the District of Columbia Circuit and to Justice Thurgood Marshall at the Supreme Court.

Maine

Christine Hesler is the director of curriculum, instruction, and assessment for the Regional School Unit (RSU) 14 in Maine, which serves the communities of Windham and Raymond. Before joining the RSU 14 team in 2012, she taught fourth and fifth grade and served as assistant curriculum director in Maine School Administrative District 6.

A graduate of the University of Southern Maine and Saint Joseph's College, Christine continues to share her twenty-six years of experience in curriculum and instructional practice with undergraduate students at her alma maters. Christine serves on the board of directors for the Maine Curriculum Leaders' Association representing Cumberland County. She has presented on RSU 14's proficiency-based learning system at a variety of conferences and schools across Maine, including the Western Maine Education Collaborative and the Maine Curriculum Leaders' Association fall conference.

Christine resides in southern Maine with her husband and two daughters. She is an avid runner and enjoys the Maine outdoors.

Chris Howell is the principal of Windham High School in Windham, Maine. In addition to his five-year tenure as high school principal, Chris has served the communities of Windham and Raymond in a variety of roles during his twenty years in the district, including as a biology teacher, assistant principal of Windham Middle School, principal of Manchester Elementary School, and director of curriculum, instruction, and assessment for Regional School Unit 14.

Chris currently serves on the board of Jobs for Maine's Graduates and on the advisory board for the School of Education and Human Development at the University of Southern Maine. At the state level, Chris has served as a president and long-time board member for the Maine Curriculum Leaders' Association. Chris also has served on several advisory councils for the Maine Department of Education, including the lead team for Next Generation Science Standards and the Commissioner's review committee for Common Core.

New Hampshire

Dr. Mark V. Joyce is now completing his 44th year as an educator. Mark has taught students in grades 7–12 and at the graduate school level, and has served as both a secondary and elementary school principal and an assistant superintendent of schools in New Hampshire. Mark has also been a superintendent of schools in both New Hampshire and Maine.

Mark earned his BA from Niagara University and a teaching certification and Masters in Education, specializing in Educational Administration, from the University of New Hampshire. In 1986, he earned his Doctorate in Education from Boston College, graduating with highest distinction, and specializing in leadership, curriculum, and instruction.

Dr. Joyce has served for the last twenty years as the executive director of the New Hampshire School Administrators Association, a private nonprofit organization that represents all school system administrators in New Hampshire and advocates on behalf of all children and public education. In addition, Mark is a frequent speaker and consultant to businesses and organizations on the topics of education, leadership, and communication. Mark resides in Newington, New Hampshire.

Rhode Island

Dr. Sharon K. Lee recently retired from her position as the director of the office of multiple pathways at the Rhode Island Department of Education (RIDE). Dr. Lee's responsibilities at RIDE included supervision of adult basic education and general education development (GED), career and technical education, secondary education, Rhode Island graduation requirements, and virtual learning education. The focus of her work, at both the state and regional levels, was the development of a high-leverage policy framework and associated implementation strategies to provide all learners with access to high-quality personalized-learning environments to ensure college and career readiness.

Dr. Lee often reflects that—as an educator, researcher, and lifelong learner—the most enjoyable aspect of her career has been the opportunity to collaborate with and learn from so many educators and leaders passionate about improving education with students at the center.

Vermont

Helen Beattie is the executive director and founder of Vermont-based UP for Learning (Unleashing the Power of Partnership for Learning) and co-founder of Youth and Adults Transforming Schools Together (YATST). As a licensed school psychologist and educational consultant, she specializes in strategies to build school cultures in which youth are both engaged and empowered as learners and change agents. Action research is often central to her efforts. She has co-authored a statewide student leadership curriculum, "Our Voices: Our Community," and has implemented a project-based middle and high school curriculum titled "Lights, Camera…Leadership!"

Eight years ago, in partnership with the Agency of Education, Helen developed "Getting to Y: Youth Bring Meaning to the Youth Risk Behavior Survey," that has been implemented in 58 schools in Vermont and replicated in New Mexico. Currently, UP for Learning, in partnership with the Agency of Education and Vermont School Boards Association, is helping build understanding and support for educational change in Vermont. The "Communicating School Redesign" initiative builds the capacity of high school youth and adult teams to develop and implement research-based communications campaigns. This is complemented by state-wide strategies, including a Vermont website (shapingourfuturetogether.org,). This summer, the organization is hosting an international seminar of researchers, practitioners and students to systematically amplify the concept of youth-adult partnership through both academic and field-based means.

Helen holds a Master's in Public Health from Boston University and a Doctorate in Education from the University of Massachusetts. She is also a graduate of the Vermont Snelling Center for Educational Leadership.

Concurrent Sessions

Implementation Level

Using the terminology from *Global Best Practices*, we have designated each conference session with one of three levels of strategy implementation: initiating, developing, or performing. These designations are by no means an indication of the quality of work being showcased, but rather are intended to provide participants with insight into where each presenting team is on the continuum of long-term implementation. It is our hope that this information will inform each participant's construction of their personalized agenda, thereby facilitating a more meaningful conference experience.

Initiating: Sessions listed with this designation describe efforts typically characteristic of schools or districts at the beginning stages of their personalized-learning work.

Developing: Sessions listed with this designation describe efforts typically characteristic of schools or districts that have begun to enter the implementation phase of their work.

Performing: Sessions listed with this designation describe efforts typically characteristic of schools or districts that have implemented their personalized-learning work and are focused on reflection and ongoing refinement.

1 | Thursday, March 17   2:15–3:30 p.m.

102 The Struggle is Real! Supporting High School Teachers and Departments to Put PBL into Action
Burlington High School, Burlington, VT 3
Implementation level: *Initiating*

Transitioning to proficiency-based learning (PBL) may seem straightforward on paper, but getting there is hard!

In this workshop, presenters will share concrete tools, strategies, and examples that schools can use to build teacher capacity for implementing PBL in their classrooms and developing meaningful and usable graduation standards as teams. From a program that enables "early adopters" to build capacity in their colleagues, to in-house coaching and professional learning approaches, to templates that facilitate teachers' development of proficiencies and their associated learning activities and assessments—this hands-on workshop will provide practical resources that participants can take back to their own schools. Presenters will describe their assets-based approach to helping teacher teams build on what they are already doing while shifting to proficiency-based content-area standards that emphasize transferable skills aligned with the Common Core and Next Generation Science Standards (NGSS).

Participants will have a chance to try out and discuss some of these tools, and will walk away with access to all of the materials shared.

103 Formative Assessment and Teacher Feedback: What You Need to Know
Nokomis Regional High School, Newport, ME 2
Implementation level: *Developing*

In *Visible Learning for Teachers*—which is based on a study of more than 900 meta-analyses representing well over 50,000 research articles and 240 million students—John Hattie describes what students want more than anything else in feedback they receive from teachers: they want to know how to improve their work so they can do better next time. Although many teachers incorporate formative assessment into their practice, these assessments don't always give students the detailed feedback they want and need, and teachers don't always use formative information to modify instruction. In this session, participants will explore the three elements that can increase the effectiveness of formative assessments: (1) using learning targets well, (2) giving valuable feedback, and (3) creating opportunities for re-teaching, interventions, and support in both classroom and school-wide practice.

In this session, participants will learn about a variety of structures and practices they can use to help students improve their work, strengthen their skills, and accelerate their learning.

104 Expanding Learning Opportunities with and for Urban High School Students

Woonsocket High School, Woonsocket, RI | Riverzedge Arts, Woonsocket, RI `2`
Implementation level: *Developing*

Expanded Learning Opportunities (ELO) Woonsocket is an upstart school-community partnership that empowers students to become leaders in learning through the creation and completion of credit-bearing projects, off-site, during out-of-school hours.

Last year, presenters shared the story of how ELO Woonsocket came about. They shared the journey of how a small, local arts program became the force behind the design, implementation, and management of a multiple-pathway program at their city's high school.

This year, presenters will go deeper into the technical and pedagogical dimensions of ELO Woonsocket, including structure, methods, and assessment, as well as their students' qualitative and quantitative outcomes as compared to district averages.

Schools or districts interested in implementing cutting-edge proficiency-based and student-centered learning strategies will leave this workshop with an ELO toolkit and exercises that allow for rapid progression through the startup process.

105/106 Authentic Learning in a Proficiency-Based High School

Windham High School, Windham, ME `3`
Implementation level: *Developing*

The flexibility resulting from the shift to a proficiency-based system provides opportunities to personalize learning and support engagement in authentic learning. The power of such learning is even greater when this learning extends to the community and results in place-based learning.

In this session, participants will hear the story of a teacher and his students who redesigned a traditional unit in science. Presenters will share how Windham High School staff and students collaborated with community partners to create a published book called *Discovering Water.* They will discuss how students who engaged in this project considered the learning expectations, chose to create a scientific text, and had a voice in the product and design of the publication currently being used in all grade-six classrooms located in the Sebago Watershed in Maine.

Participants in the session will see from start to finish the process of collaboratively creating this scientific text and hear about the next phase of the publication in iBook form. Presenters will also share their ideas about how to extend authentic opportunities and how to provide evidence of learning in a system that graduates students with proficiency-based diplomas.

107/108 Liberating Learning through ELOs: Providing Authentic Demonstrations of Learning through School and Community Contexts

Winnacunnet High School, Hampton, NH `4`
Implementation level: *Performing*

In this session, you will learn how Winnacunnet High School (WHS) is liberating learning through the implementation of Extended Learning Opportunities (ELO). ELOs are learning experiences that break free of the traditional school structure and allow students to participate in personalized learning experiences that are authentic demonstrations of learning through school and community contexts.

This session will describe WHS's ELO Program structure and implementation, including establishing an ELO Committee, developing a professional development and information system for school personnel, risk mitigation, teacher compensation, and the process of setting up the rigorous, valid, and authentic components of an individual ELO experience.

113 Expanding the PLC: How Schoolwide Action Research Can Improve Instruction

Bacon Academy, Colchester, CT `5`
Implementation level: *Developing*

Current research suggests that high-functioning professional learning communities (PLCs) have a positive impact on student learning. At Bacon Academy, we identified the need to broaden the notion of a professional learning community to incorporate not just a team of teachers, but the entire faculty.

In 2014, the school established an action research team called the Teacher Learning Community to take on the development of a school-wide professional learning community. Presenters will share the process that the team used to surface teachers' needs, including surveys for teachers and students, interviews, and classroom observations.

Through this session, participants will gain an understanding of how to function as a school-wide PLC that can help teachers access research-based strategies to improve instruction. Participants will learn about Bacon Academy's working model for how to conduct action research in their schools and will leave with protocols to support the development of an action research team in their own schools.

201 A Call to Leadership: Harnessing the Power of Student Voice in Leading School Improvement

Harwood Union High School, Moretown, VT 2
Implementation level: *Initiating*

At Harwood Union High School, students are not only taking a proactive role in designing their own education and planning for future learning, but in serving as leaders in the school community responsible for creating the systems and structures necessary to ensure a personalized education is possible.

In this interactive session, administrators and teachers from Harwood Union will focus on the benefits of a shared leadership model in which adults and youth lead together. The presentation will provide the rationale for this type of shared leadership model and describe the practical elements as they relate to the implementation of personalized learning.

Participants will have the opportunity to construct a proposal or plan for instituting a distributed and shared leadership model inclusive of teachers and students in their school, and will leave with an understanding of the benefits of a distributed and shared leadership model inclusive of both teachers and students.

202 From Principles to Practice: Making Meaning of the Ten Principles of Proficiency-Based Learning

High School in the Community, New Haven, CT 2
Implementation level: *Developing*

Proficiency-based learning can take a wide variety of forms from state to state, school to school, and even classroom to classroom. And yet, certain beliefs and practices tend to be held in common across even diverse proficiency-based learning systems. To better define this shared pedagogical foundation upon which schools can build their proficiency-based learning work, the Great Schools Partnership created the "Ten Principles of Proficiency-Based Learning," which describes the features found in the most effective proficiency-based systems.

But what do these principles look like in the classroom? How do teachers make them meaningful for themselves, students, and colleagues?

In this workshop, participants will examine specific, purposefully implemented practices that various teachers use in their mastery classrooms to bring the ten principles to life. Through this exploration, participants will deepen their understanding of how these practices, when used purposefully, can have positive effects on student achievement. In small learning groups, participants will add to the presented collection of practices. They will be able to transport these concrete strategies back to their schools, with an understanding of how each supports at least one of the ten principles.

203 More Than Just Reading: Using Technology to Personalize Reading Activities in Content-Area Classes

Alan Shawn Feinstein Middle School, Coventry, RI 3
Implementation level: *Initiating*

The transition to blended learning can be overwhelming. But by using technology, teachers can effectively differentiate content-area reading lessons to support a variety of student learning styles and student choice.

In this session, presenters will guide participants through a sample lesson from the student's perspective, allowing participants to interact with the lesson while learning about the application's nuts and bolts.

Participants will leave with a teacher-tested game-plan for how to use free and low-cost applications to strengthen students' access to content-area text, especially ELL students, students with special needs, and accelerated learners.

204 Creating Competencies for Career Technical and Agricultural Education

Henry County Schools, McDonough, GA 3
Implementation level: *Initiating*

A competency-based learning model can lead to an array of authentic learning opportunities for students. When implemented in a Career Technical and Agricultural Education (CTAE) pathway, these opportunities involve solving real-world problems that require the integration of rigorous industry and content-area knowledge and skills.

In this session, presenters will discuss how they have ensured that CTAE courses in Henry County are aligned to industry and content-area standards and performance indicators. Presenters will also describe how they design assessments that require students to demonstrate their learning in novel, performance-based ways and how evidence of their learning in different settings is judged against common and clear scoring criteria.

Participants will learn how to develop and use common learning expectations and design CTAE learning pathways for grades 6–12 that maintain the intended level of rigor. They will share their learning with one another, recognize and honor the role CTAE plays in competency-based learning, and leave with their own ideas as well as the Henry County CTAE competencies.

205/206 Leveraging Advisory to Personalize Student Learning: From Learning Plans to Portfolios

Great Bay Charter School, Exeter, NH 2
Implementation level: *Developing*

This presentation will describe Great Bay Charter School's (GBCS) progress on the road toward personalized learning. GBCS is implementing its year-one action plan as a NextGen personalization project school and is committed to personalization, but like many schools, it is challenged by initiative overload. How can schools effectively link together components of their system of personalized learning to create cohesion—and results for students?

Presenters will discuss the current connections between GBCS's personalization initiatives, lessons learned so far, and likely next steps. The session will focus on the intersections between its faculty advisory program, writing across the curriculum program, recently implemented personalized learning plans, and evolving use of portfolios.

Participants will engage in a reflective exercise about the personalization of learning in their individual settings and consider both existing programs and potential barriers. They will develop an understanding of how GBCS's action plan has helped the school overcome barriers and strengthen the relationships among ongoing initiatives in order to work more efficiently.

208/209 The Promise of Proficiency-Based Education for Special Education Students

Regional School Unit 2, Hallowell, ME 2
Implementation level: *Developing*

Proficiency-based learning provides tremendous opportunity for students throughout the education system. This presentation will focus on the promise of proficiency-based learning for one group of learners in particular: those identified for special education services. Teachers in RSU 2 have found that the goals of proficiency-based education and special education are mutually supportive, and their special education students are benefitting from this synergy.

In this session, presenters will share their experiences implementing proficiency-based learning while meeting the needs of students identified for special education services. Focusing on effective instructional practices for proficiency-based learning in special education, they will describe a four-part implementation process: 1) understanding the standards, 2) using the taxonomy as a foundational learning tool for students, 3) identifying and implementing effective classroom practices that lead to increased student growth, and 4) developing individual education plans that are aligned with the standards. Ultimately, presenters will describe the ways in which the transition to proficiency-based learning has had a positive effect on their special education students' academic and functional growth, and how it has facilitated students' continued connections to and participation in the general education setting.

102 Sustainable Systems for Student-Centered Education

Boston Day and Evening Academy, Roxbury, MA [5]
Implementation level: *Performing*

Boston Day and Evening Academy (BDEA) runs a successful student-centered, competency-based high school for students who are at least two years behind grade level. Founded 20 years ago, BDEA continues to evolve its practice of competency-based education to include experiential and blended learning, and relies on comprehensive student support services to prepare students for a productive and satisfying life beyond graduation.

In this workshop, BDEA staff will share some of the systems—including a custom student information system—they have created to track students' social-emotional and academic progress, streamline communication, and collect data that increases efficiency and their capacity for reflection and personal accountability. The emphasis of this workshop will be on BDEA's design process, with a focus on the values of sustainability, usability of data, and the development of authentic interactions between staff and students.

Participants will explore the differences between competency-based and traditional models, consider their own school's systems for communicating about social-emotional issues and interventions, and examine BDEA's strategy for collecting and analyzing data to inform decision-making and reflect on our school's practices.

103 A Call to Leadership: Harnessing the Power of Student Voice in Leading School Improvement

Harwood Union High School, Moretown, VT [1]
Implementation level: *Initiating*

At Harwood Union High School, students are not only taking a proactive role in designing their own education and planning for future learning, but in serving as leaders in the school community responsible for creating the systems and structures necessary to ensure a personalized education is possible.

In this interactive session, administrators and teachers from Harwood Union will focus on the benefits of a shared leadership model in which adults and youth lead together. The presentation will provide the rationale for this type of shared leadership model and describe the practical elements as they relate to the implementation of personalized learning.

Participants will have the opportunity to construct a proposal or plan for instituting a distributed and shared leadership model inclusive of teachers and students in their school, and will leave with an understanding of the benefits of a distributed and shared leadership model inclusive of both teachers and students.

104 The Promise of Proficiency-Based Education for Special Education Students

Regional School Unit 2, Hallowell, ME [1]
Implementation level: *Developing*

Proficiency-based learning provides tremendous opportunity for students throughout the education system. This presentation will focus on the promise of proficiency-based learning for one group of learners in particular: those identified for special education services. Teachers in RSU 2 have found that the goals of proficiency-based education and special education are mutually supportive, and their special education students are benefitting from this synergy.

In this session, presenters will share their experiences implementing proficiency-based learning while meeting the needs of students identified for special education services. Focusing on effective instructional practices for proficiency-based learning in special education, they will describe a four-part implementation process: 1) understanding the standards, 2) using the taxonomy as a foundational learning tool for students, 3) identifying and implementing effective classroom practices that lead to increased student growth, and 4) developing individual education plans that are aligned with the standards. Ultimately, presenters will describe the ways in which the transition to proficiency-based learning has had a positive effect on their special education students' academic and functional growth, and how it has facilitated students' continued connections to and participation in the general education setting.

105/106 Standards-Based Grading: Separating Academic Achievement and Habits of Work

Great Schools Partnership, Portland, ME
Implementation level: *Initiating*

Over the past decade, the foremost researchers and experts on grading—including Ken O'Connor, Thomas Guskey, Robert Marzano, Douglas Reeves, Rick Stiggins, Rick Wormeli, and others—have come to agreement on one of the most important practices for improving instructional effectiveness and student learning: monitoring and reporting academic achievement separately from work habits, character traits, and behaviors such as attendance, class participation, and turning work in on time.

In this session, participants will learn about habits-of-work reporting and how the practice can help teachers more accurately diagnose learning needs and improve academic interventions and support. Participants will also learn how to communicate the rationale for separating work habits from content knowledge and skills in grading, and how to engage students, faculty, families, and community members in the process.

107/108 Building a High School Writing Center from the Ground Up

Foxcroft Academy, Dover-Foxcroft, ME
Implementation level: *Developing*

The Writing Center at Foxcroft Academy is a student-driven program where students can seek the support and guidance of their peers during all stages of the writing process. Students are not line-editors or tutors, but rather coaches who assist their peers by focusing on the writing process, not the final grade. During its inaugural year, the Writing Center aims to improve the academic culture at Foxcroft Academy.

In this session, students will discuss the training course they took to prepare for coaching other students, as well as the work they do with their peers. Faculty advisors will explain how the Writing Center came to be. Presenters also will share feedback and data they have gathered about the center, how they have promoted it, and the overall reception it has had in its first few months.

While this presentation will share the story of the Foxcroft Academy Writing Center, participants will leave with ideas as to how they might plan and construct similar programs for their own schools, and how to measure the impact of such programs.

113 How Districts Can Nurture and Support Mastery-Based Learning Efforts

Naugatuck Public Schools, Naugatuck, CT **3**
Implementation level: *Initiating*

As high schools begin to shift toward mastery-based learning and its transformative impact, districts play a critical, yet unexplored, role. How can districts best support and nurture their schools through this process? And how do they create coherent, focused plans for the design and implementation of mastery-based learning?

One key way is through the development of a curriculum framework that aligns the district's mission, vision, and strategic plan for teaching and learning with critical beliefs and values.

In this session, participants will investigate the process that Naugatuck Public Schools uses to support the transition to mastery-based learning. Based on research and the experience of schools and other districts in the region, the process brought teachers and administrators together to develop a framework and create cross-curricular and content standards using a Design Thinking approach. These standards have become the backbone of district-wide curriculum development work and the basis for alignment among district-wide expectations, rigor, and beliefs about student achievement.

201 Expanding Learning Opportunities with and for Urban High School Students

Woonsocket High School, Woonsocket, RI | Riverzedge Arts, Woonsocket, RI **1**
Implementation level: *Developing*

Expanded Learning Opportunities (ELO) Woonsocket is an upstart school-community partnership that empowers students to become leaders in learning through the creation and completion of credit-bearing projects, off-site, during out-of-school hours.

Last year, presenters shared the story of how ELO Woonsocket came about. They shared the journey of how a small, local arts program became the force behind the design, implementation, and management of a multiple-pathway program at their city's high school.

This year, presenters will go deeper into the technical and pedagogical dimensions of ELO Woonsocket, including structure, methods, and assessment, as well as their students' qualitative and quantitative outcomes as compared to district averages.

Schools or districts interested in implementing cutting-edge proficiency-based and student-centered learning strategies will leave this workshop with an ELO toolkit and exercises that allow for rapid progression through the startup process.

202 From Principles to Practice: Making Meaning of the Ten Principles of Proficiency-Based Learning

High School in the Community, New Haven, CT **1**
Implementation level: *Developing*

Proficiency-based learning can take a wide variety of forms from state to state, school to school, and even classroom to classroom. And yet, certain beliefs and practices tend to be held in common across even diverse proficiency-based learning systems. To better define this shared pedagogical foundation upon which schools can build their proficiency-based learning work, the Great Schools Partnership created the "Ten Principles of Proficiency-Based Learning," which describes the features found in the most effective proficiency-based systems.

But what do these principles look like in the classroom? How do teachers make them meaningful for themselves, students, and colleagues?

In this workshop, participants will examine specific, purposefully implemented practices that various teachers use in their mastery classrooms to bring the ten principles to life. Through this exploration, participants will deepen their understanding of how these practices, when used purposefully, can have positive effects on student achievement. In small learning groups, participants will add to the presented collection of practices. They will be able to transport these concrete strategies back to their schools, with an understanding of how each supports at least one of the ten principles.

203 Why Williamstown Students Love to Learn

Williamstown Middle High School, Williamstown, VT **3**

Implementation level: *Initiating*

Hear from a group of high school students who have had the inspiration and opportunity to design personal learning experiences. Learn why they feel all students should be given the time to explore their passions and interest—and to discover that one of those passions might just be learning itself.

In this session, student presenters will explain how interest and participation in Williamstown Middle High School's Pathways program has grown organically rather than systematically, present examples of student learning pathways, and show how these pathways are supported and assessed to meet academic and personal competencies.

Participants will leave with planning and assessment templates and an understanding of how personal-learning experiences can be a challenging adventure that students embrace, rather than an additional course requirement.

204 Leveraging Advisory to Personalize Student Learning: From Learning Plans to Portfolios

Great Bay Charter School, Exeter, NH **1**
Implementation level: *Initiating*

This presentation will describe Great Bay Charter School's (GBCS) progress on the road toward personalized learning. GBCS is implementing its year-one action plan as a NextGen personalization project school and is committed to personalization, but like many schools, it is challenged by initiative overload. How can schools effectively link together components of their system of personalized learning to create cohesion—and results for students?

Presenters will discuss the current connections between GBCS's personalization initiatives, lessons learned so far, and likely next steps. The session will focus on the intersections between its faculty advisory program, writing across the curriculum program, recently implemented personalized learning plans, and evolving use of portfolios.

Participants will engage in a reflective exercise about the personalization of learning in their individual settings and consider both existing programs and potential barriers. They will develop an understanding of how GBCS's action plan has helped the school overcome barriers and strengthen the relationships among ongoing initiatives in order to work more efficiently.

205/206 Formative Assessment and Teacher Feedback: What You Need to Know

Nokomis Regional High School, Newport, ME **1**

Implementation level: *Developing*

In *Visible Learning for Teachers*—which is based on a study of more than 900 meta-analyses representing well over 50,000 research articles and 240 million students—John Hattie describes what students want more than anything else in feedback they receive from teachers: they want to know how to improve their work so they can do better next time. Although many teachers incorporate formative assessment into their practice, these assessments don't always give students the detailed feedback they want and need, and teachers don't always use formative information to modify instruction. In this session, participants will explore the three elements that can increase the effectiveness of formative assessments: (1) using learning targets well, (2) giving valuable feedback, and (3) creating opportunities for re-teaching, interventions, and support in both classroom and school-wide practice.

In this session, participants will learn about a variety of structures and practices they can use to help students improve their work, strengthen their skills, and accelerate their learning.

208/209 The New Skills: Teacher Competencies for Personalized, Proficiency-Based Learning

Montpelier High School, Montpelier, VT **4**

Implementation level: *Initiating*

As schools make the shift to proficiency-based learning, students need explicit instruction and support to develop the habits and skills necessary to meet proficiency and pursue new learning opportunities through flexible pathways. While many teachers are routinely modeling and teaching meta-cognition and socioemotional skills in the classroom, others may not yet see those skills as an integral part of their work with students.

Presenters will share strategies for instruction on habits of learning in all classrooms, such as deliberate practice, building executive function, and self-regulation. They also will share key resources and lead a discussion about how teachers can help each of their students develop agency, social belonging, and optimism.

In this session, participants will unpack the Council of Chief State School Officers' newly released *Educator Competencies for Personalized, Learner-Centered Teaching* and will leave with instructional strategies for meta-cognitive and socioemotional learning, a critical element of an effective personalized, proficiency-based system.

3 Friday, March 18   9:15–10:30 a.m.

102 The Struggle is Real! Supporting High School Teachers and Departments to Put PBL into Action

Burlington High School, Burlington, VT **1**

Implementation level: *Initiating*

Transitioning to proficiency-based learning (PBL) may seem straightforward on paper, but getting there is hard!

In this workshop, presenters will share concrete tools, strategies, and examples that schools can use to build teacher capacity for implementing PBL in their classrooms and developing meaningful and usable graduation standards as teams. From a program that enables "early adopters" to build capacity in their colleagues, to in-house coaching and professional learning approaches, to templates that facilitate teachers' development of proficiencies and their associated learning activities and assessments—this hands-on workshop will provide practical resources that participants can take back to their own schools. Presenters will describe their assets-based approach to helping teacher teams build on what they are already doing while shifting to proficiency-based content-area standards that emphasize transferable skills aligned with the Common Core and Next Generation Science Standards (NGSS).

Participants will have a chance to try out and discuss some of these tools, and will walk away with access to all of the materials shared.

103 How Districts Can Nurture and Support Mastery-Based Learning Efforts

Naugatuck Public Schools, Naugatuck, CT **2**
Implementation level: *Initiating*

As high schools begin to shift toward mastery-based learning and its transformative impact, districts play a critical, yet unexplored, role. How can districts best support and nurture their schools through this process? And how do they create coherent, focused plans for the design and implementation of mastery-based learning?

One key way is through the development of a curriculum framework that aligns the district's mission, vision, and strategic plan for teaching and learning with critical beliefs and values.

In this session, participants will investigate the process that Naugatuck Public Schools uses to support the transition to mastery-based learning. Based on research and the experience of schools and other districts in the region, the process brought teachers and administrators together to develop a framework and create cross-curricular and content standards using a Design Thinking approach. These standards have become the backbone of district-wide curriculum development work and the basis for alignment among district-wide expectations, rigor, and beliefs about student achievement.

104 Authentic Learning in a Proficiency-Based High School

Windham High School, Windham, ME **1**
Implementation level: *Developing*

The flexibility resulting from the shift to a proficiency-based system provides opportunities to personalize learning and support engagement in authentic learning. The power of such learning is even greater when this learning extends to the community and results in place-based learning.

In this session, participants will hear the story of a teacher and his students who redesigned a traditional unit in science. Presenters will share how Windham High School staff and students collaborated with community partners to create a published book called *Discovering Water*. They will discuss how students who engaged in this project considered the learning expectations, chose to create a scientific text, and had a voice in the product and design of the publication currently being used in all grade-six classrooms located in the Sebago Watershed in Maine.

Participants in the session will see from start to finish the process of collaboratively creating this scientific text and hear about the next phase of the publication in iBook form. Presenters will also share their ideas about how to extend authentic opportunities and how to provide evidence of learning in a system that graduates students with proficiency-based diplomas.

105/106 Demonstrating Learning through Embedded Competencies in CTE and Beyond

Manchester School of Technology, Manchester, NH
Implementation level: *Developing*

When competency-based learning meets career and technical education, the possibilities for creating real-world, personalized learning experiences are endless. As a high school located within a CTE Center, Manchester School of Technology (MST) is able to design relevant learning experiences in its classrooms and beyond through the close collaboration of faculty members across programs and content areas.

Presenters will share how the framework they have developed leads to integrated experiences that require students to demonstrate their learning across multiple content areas and fields as well as their learning of 21st century skills such as communication, research, and critical thinking.

Participants will leave with an understanding of how to collaboratively design and facilitate learning across content areas in a competency-based environment. Participants will have an opportunity to apply MST's approach and develop ideas for projects or units they can create in collaboration with their colleagues in their districts.

107/108 Sustaining School Improvement with Professional Learning Communities and Design Thinking

Foxcroft Academy, Dover-Foxcroft, ME
Implementation level: *Initiating*

For the past two years, the Foxcroft Academy community has worked to develop a digital student portfolio system to enable a proficiency-based and personalized assessment of Maine's Guiding Principles, which the school has adopted as its mission standards.

In this session, members of the administration and the leadership team will present the current status of their work with digital student portfolios. More importantly, they will share and reflect on the professional development structures and processes that have guided their efforts. Presenters will focus on how they've used design thinking and the professional learning community model to engage with this work in a way that will develop knowledge and skills that teachers can transfer to their subject-area work in proficiency-based and personalized learning.

Participants will engage with a variety of essential questions that have emerged from Foxcroft Academy's work so that they will leave with ideas on how to develop, sustain, or improve cross-cutting standards assessment in a way that will drive systemic improvement in proficiency-based and personalized learning initiatives.

113 The Role of Principals in Leading the Implementation of Personalized Learning

Great Schools Partnership, Portland, ME
Implementation level: *Developing*

While the design and implementation of proficiency-based learning requires the full participation of all stakeholders and involves all educators in schools and central offices, the role of principals in shepherding this transition is crucial. In addition to serving as instructional leaders who must have a full understanding of how to support the growth and development of teachers, principals must also be able to successfully navigate the sometimes challenging waters associated with leading this work, requiring significant amounts of moral courage, communication skills, and strategic thinking. Through texts, reflection, case studies, and discussions, participants will explore the foundational knowledge, skills, and attributes of successful principals leading personalized learning and will have an opportunity to consider valuable next steps to pursue in their own buildings.

201 Creating Competencies for Career Technical and Agricultural Education

Henry County Schools, McDonough, GA **1**
Implementation level: *Initiating*

A competency-based learning model can lead to an array of authentic learning opportunities for students. When implemented in a Career Technical and Agricultural Education (CTAE) pathway, these opportunities involve solving real-world problems that require the integration of rigorous industry and content-area knowledge and skills.

In this session, presenters will discuss how they have ensured that CTAE courses in Henry County are aligned to industry and content-area standards and performance indicators. Presenters will also describe how they design assessments that require students to demonstrate their learning in novel, performance-based ways and how evidence of their learning in different settings is judged against common and clear scoring criteria.

Participants will learn how to develop and use common learning expectations and design CTAE learning pathways for grades 6–12 that maintain the intended level of rigor. They will share their learning with one another, recognize and honor the role CTAE plays in competency-based learning, and leave with their own ideas as well as the Henry County CTAE competencies.

202 From Passive to Active: Self-Directed Learning in Math and Science Classrooms

Proctor Jr./Sr. High School, Proctor, VT **4**
Implementation level: *Developing*

In this workshop, teachers and students from Proctor Junior/Senior High School will highlight their efforts to change their school from a teacher-centered model to a student-centered learning environment.

Presenters will share several key efforts that have been part of this transition to a "learner-centered" paradigm, including the separation of work habits from academic expectations, capacity-building for students to track their own progress against content proficiencies and drive their own learning through formative and summative assessment, and the role that Proctor's 'earned honors credit' policy plays in a larger proficiency-based approach to learning.

In particular, presenters will focus on transitioning to PBL in Math and Science courses, describing strategies such as an "asynchronous classroom"—in which students work at their own pace through a collaborative, inquiry-based approach to labs—and teacher-designed "playlists" that target specific learning intentions and provide students with choices in how they access and demonstrate learning.

203 Why Williamstown Students Love to Learn

Williamstown Middle High School, Williamstown, VT 2
Implementation level: *Initiating*

Hear from a group of high school students who have had the inspiration and opportunity to design personal learning experiences. Learn why they feel all students should be given the time to explore their passions and interest—and to discover that one of those passions might just be learning itself.

In this session, student presenters will explain how interest and participation in Williamstown Middle High School's Pathways program has grown organically rather than systematically, present examples of student learning pathways, and show how these pathways are supported and assessed to meet academic and personal competencies.

Participants will leave with planning and assessment templates and an understanding of how personal-learning experiences can be a challenging adventure that students embrace, rather than an additional course requirement.

204 More Than Just Reading: Using Technology to Personalize Reading Activities in Content-Area Classes

Alan Shawn Feinstein Middle School, Coventry, RI 1
Implementation level: *Initiating*

The transition to blended learning can be overwhelming. But by using technology, teachers can effectively differentiate content-area reading lessons to support a variety of student learning styles and student choice.

In this session, presenters will guide participants through a sample lesson from the student's perspective, allowing participants to interact with the lesson while learning about the application's nuts and bolts.

Participants will leave with a teacher-tested game-plan for how to use free and low-cost applications to strengthen students' access to content-area text, especially ELL students, students with special needs, and accelerated learners.

205/206 Practices before Policies: Building a Proficiency-Based Mindset Schoolwide

Ellington Middle School, Ellington, CT 4
Implementation level: *Initiating*

Research shows that a proficiency-based feedback system increases student engagement, encourages personalized instruction, and gives students much greater control of the learning process. But for many educators, making the transition to proficiency-based learning and assessment can be challenging. Schools often have pockets of teachers who have successfully transitioned to proficiency-based grading and feedback practices. How do you get from pockets of proficiency-based grading to schoolwide adoption?

In this presentation, four teachers and a principal from Ellington Middle School will show participants how one school developed a school culture of learning that has led to the implementation of proficiency-based learning and assessment in all classrooms.

Participants will learn strategies for developing and implementing a schoolwide proficiency-based model from the ground up using book clubs, teacher study groups, parent and student input, and effective practices for building community support.

208/209 Sparking Student Learning through the Creative Use of Time and Space

Pittsfield Middle High School, Pittsfield, NH 4
Implementation level: *Developing*

Pittsfield Middle High School aims to infuse its curriculum with distinctive opportunities for students to learn in unique situations. This presentation will introduce participants to two programmatic strategies the school uses to achieve that objective: Learning Studios and Summer Academies.

Presenters will explain how these programs were developed, how they have evolved, and how they are sustained. Participants will learn how administrators, teachers, and students can collaborate to use non-traditional time and space to create distinctive project-based, student-centered learning experiences.

102 "But How Will My Child Get Into College?": Creating Proficiency-Based Transcripts

Baxter Academy for Technology and Science, Portland, ME 5
Implementation level: *Developing*

How can schools create a transcript that accurately represents student achievement in a proficiency-based system? At Baxter Academy, students do not receive a single grade at the end of a course, so traditional reports and transcripts are not an option.

After redesigning its grading scale and assessment system, Baxter Academy created an easy-to-read, easy-to-interpret transcript that represents a student's learning over time. Baxter's unique transcript is built around accurate reporting on student achievement of standards using graphs and charts. The school is piloting this transcript with its first graduating class and will have feedback from post-secondary institutions as well as college acceptances to share.

Participants will learn about Baxter's unique grading and assessment system and transcript and will leave with ideas about how to bring this authentic approach to standards-based reporting back to their schools.

103 The New Skills: Teacher Competencies for Personalized, Proficiency-Based Learning

Montpelier High School, Montpelier, VT 2
Implementation level: *Initiating*

As schools make the shift to proficiency-based learning, students need explicit instruction and support to develop the habits and skills necessary to meet proficiency and pursue new learning opportunities through flexible pathways. While many teachers are routinely modeling and teaching meta-cognition and socioemotional skills in the classroom, others may not yet see those skills as an integral part of their work with students.

Presenters will share strategies for instruction on habits of learning in all classrooms, such as deliberate practice, building executive function, and self-regulation. They also will share key resources and lead a discussion about how teachers can help each of their students develop agency, social belonging, and optimism.

In this session, participants will unpack the Council of Chief State School Officers' newly released *Educator Competencies for Personalized, Learner-Centered Teaching* and will leave with instructional strategies for meta-cognitive and socioemotional learning, a critical element of an effective personalized, proficiency-based system.

104 Liberating Learning through ELOs: Providing Authentic Demonstrations of Learning through School and Community Contexts

Winnacunnet High School, Hampton, NH 1
Implementation level: *Performing*

In this session, you will learn how Winnacunnet High School (WHS) is liberating learning through the implementation of Extended Learning Opportunities (ELO). ELOs are learning experiences that break free of the traditional school structure and allow students to participate in personalized learning experiences that are authentic demonstrations of learning through school and community contexts.

This session will describe WHS's ELO Program structure and implementation, including establishing an ELO Committee, developing a professional development and information system for school personnel, risk mitigation, teacher compensation, and the process of setting up the rigorous, valid, and authentic components of an individual ELO experience.

105/106 Instruction in a Personalized Learning Classroom

Great Schools Partnership, Portland, ME 5
Implementation level: *Developing*

While many educators firmly believe in the purpose of personalized learning, one of the most frequently asked questions is around the instructional practices: What does this look like in the classroom? This session will illustrate the transition from a teacher-centered environment to a student-centered learning environment. Participants will examine specific classroom structures and lesson designs that support learning and consider developing stages of implementation from the lens of the classroom teacher.

107/108 Creating a School Culture that Fosters Personalized Learning and "Smart Creatives"

Three Rivers Middle College Magnet High School, Norwich, CT 5
Implementation level: *Developing*

This student-led presentation will provide participants with a unique student perspective on what it is like to learn in a personalized-learning high school. Students will describe how their educational experience at Three Rivers Middle College (TRMC) has allowed them to be highly successful in college courses while still in high school.

Eric Schmidt and Jonathan Rosenberg, authors of *How Google Works*, define a smart creative as "a hardworking person who will question the status quo and attack things differently." Students will discuss how developing habits and practices that support a growth mindset, delayed gratification, grit, and restorative practices empowers students to become "smart creatives" and prepare for life and work in an ever-changing world.

113 High School Design for Success

Blackstone Academy Charter School, Pawtucket, RI 5
Implementation level: *Performing*

Hear about how the structures in this urban school have evolved over 14 years to support the achievement of a low-income population primarily made up of "first in the family" students from immigrant families.

In this session, teachers and administrators from Blackstone Academy will discuss how they have achieved success in a variety of areas: school climate, math proficiency, college access, teacher autonomy, response to intervention, social-emotional learning, and community partnerships. Because Blackstone Academy pays close attention to its own practices and adjusts them constantly, they have emerged as a commended Rhode Island school three years running—the only non-exam urban high school to earn this distinction.

Through this workshop, participants will learn about reliable practices that they can utilize in their own educational environments and apply to their school or district's current challenges.

201 Deeper Learning through Project-Based Learning: Infusing the Arts, Social Action, and Personalization

Cabot School, Cabot, VT 5
Implementation level: *Developing*

Project-based learning has the power and potential to transform the culture of a school community. At Cabot School, we are deepening our project-based learning pedagogy—and student learning—through rigorous, real-world, collaborative, interdisciplinary experiences infused with the arts and oriented toward social action.

This interactive workshop will provide an overview of exemplar projects that support students in building proficiency in the arts (e.g., National Core Arts Standards) and transferrable skills. Presenters will share and explore ways in which all teachers can be empowered to infuse arts standards and cross-cutting skills into their classes to ensure authentic engagement and deeper learning.

Participants will be provided with time to develop project ideas using a variety of tools, including a web app built by the presenters while on a 2014 Rowland Fellowship. They will leave with models, strategies, and tools to design learning experiences that provoke inquiry and fuel the creation of authentic products that are relevant to students and have meaning in our world.

202 From Passive to Active: Self-Directed Learning in Math and Science Classrooms

Proctor Jr./Sr. High School, Proctor, VT 3
Implementation level: *Developing*

In this workshop, teachers and students from Proctor Junior/Senior High School will highlight their efforts to change their school from a teacher-centered model to a student-centered learning environment.

Presenters will share several key efforts that have been part of this transition to a "learner-centered" paradigm, including the separation of work habits from academic expectations, capacity-building for students to track their own progress against content proficiencies and drive their own learning through formative and summative assessment, and the role that Proctor's 'earned honors credit' policy plays in a larger proficiency-based approach to learning.

In particular, presenters will focus on transitioning to PBL in Math and Science courses, describing strategies such as an "asynchronous classroom"—in which students work at their own pace through a collaborative, inquiry-based approach to labs—and teacher-designed "playlists" that target specific learning intentions and provide students with choices in how they access and demonstrate learning.

203 Extreme Differentiation in the Math Classroom: Open-Ended Performance Tasks

Francis W. Parker Charter Essential School, Devens, MA
Implementation level: *Performing*

What does assessment look like when you have a wide variety of learning opportunities being pursued simultaneously in your classroom? In this workshop, participants will experience an open-ended assessment that focuses on Common Core Mathematical Practice, in which they will complete the assignment and consider the possibilities for how diverse students can authentically approach the same problem. We will use this scenario to explore and expand our understanding of the myriad ways that kids can engage in problem-solving (Common Core Mathematical Practice #1). Participants will also have the opportunity to examine student work from this same problem as we discuss the variety of ways that students can show success.

204 What Do Learner-Centered Classrooms Look Like?

Regional School Unit 2, Hallowell, ME 5
Implementation level: *Performing*

As schools make the shift toward learner-centered environments, the roles of students and teachers change. Students become the agents of their own learning, and teachers ensure that students have what they need to meet the expectations of proficiency. But how? Exactly what does this transition entail, and how can we tell that it's on the right track? Educators must focus on continuously deepening implementation to ensure that this shift is not just a superficial move, but rather a driver of increased student engagement, equity, and academic growth over time.

In this interactive, multimedia session, presenters will help attendees wrestle with questions that are at the heart of student-centered learning: how do instruction and assessment change, and why? What do these changes mean for students and their role in learning? In their fifth year of implementing a proficiency-based system, teachers from RSU 2 will discuss the structures, practices, and the daily commitments that enable the development of learner-centered classrooms.

205/206 Practices before Policies: Building a Proficiency-Based Mindset Schoolwide

Ellington Middle School, Ellington, CT 3
Implementation level: *Initiating*

Research shows that a proficiency-based feedback system increases student engagement, encourages personalized instruction, and gives students much greater control of the learning process. But for many educators, making the transition to proficiency-based learning and assessment can be challenging. Schools often have pockets of teachers who have successfully transitioned to proficiency-based grading and feedback practices. How do you get from pockets of proficiency-based grading to schoolwide adoption?

In this presentation, four teachers and a principal from Ellington Middle School will show participants how one school developed a school culture of learning that has led to the implementation of proficiency based-learning and assessment in all classrooms.

Participants will learn strategies for developing and implementing a schoolwide proficiency-based model from the ground up using book clubs, teacher study groups, parent and student input, and effective practices for building community support.

208/209 Sparking Student Learning through the Creative Use of Time and Space

Pittsfield Middle High School, Pittsfield, NH 3
Implementation level: *Developing*

Pittsfield Middle High School aims to infuse its curriculum with distinctive opportunities for students to learn in unique situations. This presentation will introduce participants to two programmatic strategies the school uses to achieve that objective: Learning Studios and Summer Academies.

Presenters will explain how these programs were developed, how they have evolved, and how they are sustained. Participants will learn how administrators, teachers, and students can collaborate to use non-traditional time and space to create distinctive project-based, student-centered learning experiences.

102 "But How Will My Child Get Into College?": Creating Proficiency-Based Transcripts

Baxter Academy for Technology and Science, Portland, ME 4
Implementation level: *Developing*

How can schools create a transcript that accurately represents student achievement in a proficiency-based system? At Baxter Academy, students do not receive a single grade at the end of a course, so traditional reports and transcripts are not an option.

After redesigning its grading scale and assessment system, Baxter Academy created an easy-to-read, easy-to-interpret transcript that represents a student's learning over time. Baxter's unique transcript is built around accurate reporting on student achievement of standards using graphs and charts. The school is piloting this transcript with its first graduating class and will have feedback from post-secondary institutions as well as college acceptances to share.

Participants will learn about Baxter's unique grading and assessment system and transcript and will leave with ideas about how to bring this authentic approach to standards-based reporting back to their schools.

103 High School Design for Success

Blackstone Academy Charter School, Pawtucket, RI 4
Implementation level: *Performing*

Hear about how the structures in this urban school have evolved over 14 years to support the achievement of a low-income population primarily made up of "first in the family" students from immigrant families.

In this session, teachers and administrators from Blackstone Academy will discuss how they have achieved success in a variety of areas: school climate, math proficiency, college access, teacher autonomy, response to intervention, social-emotional learning, and community partnerships. Because Blackstone Academy pays close attention to its own practices and adjusts them constantly, they have emerged as a commended Rhode Island school three years running—the only non-exam urban high school to earn this distinction.

Through this workshop, participants will learn about reliable practices that they can utilize in their own educational environments and apply to their school or district's current challenges.

104 Sustainable Systems for Student-Centered Education

Boston Day and Evening Academy, Roxbury, MA 2
Implementation level: *Performing*

Boston Day and Evening Academy (BDEA) runs a successful student-centered, competency-based high school for students who are at least two years behind grade level. Founded 20 years ago, BDEA continues to evolve its practice of competency-based education to include experiential and blended learning, and relies on comprehensive student support services to prepare students for a productive and satisfying life beyond graduation.

In this workshop, BDEA staff will share some of the systems—including a custom student information system—they have created to track students' social-emotional and academic progress, streamline communication, and collect data that increases efficiency and their capacity for reflection and personal accountability. The emphasis of this workshop will be on BDEA's design process, with a focus on the values of sustainability, usability of data, and the development of authentic interactions between staff and students.

Participants will explore the differences between competency-based and traditional models, consider their own school's systems for communicating about social-emotional issues and interventions, and examine BDEA's strategy for collecting and analyzing data to inform decision-making and reflect on our school's practices.

105/106 Supporting, Collecting, and Analyzing Evidence of Learning in a Proficiency-Based System

Great Schools Partnership, Portland, ME
Implementation level: *Performing*

As schools move to implement personalized learning and encourage and support a greater number of pathways where students are able to demonstrate their learning in more varied and individualized ways, the role of assessment becomes increasingly paramount. How can we ensure that while we personalize learning, we continue to define consistent and equitable standards for all students? In this session, coaches from the Great Schools Partnership will share strategies and resources educators can use to create an approach that considers the central role of evidence of learning and discuss how we can use task-neutral scoring criteria to assess what students know and can do while engaged in different learning experiences.

107/108 Creating a School Culture that Fosters Personalized Learning and "Smart Creatives"

Three Rivers Middle College Magnet High School, Norwich, CT **4**
Implementation level: *Developing*

This student-led presentation will provide participants with a unique student perspective on what it is like to learn in a personalized-learning high school. Students will describe how their educational experience at Three Rivers Middle College (TRMC) has allowed them to be highly successful in college courses while still in high school.

Eric Schmidt and Jonathan Rosenberg, authors of *How Google Works*, define a smart creative as "a hardworking person who will question the status quo and attack things differently." Students will discuss how developing habits and practices that support a growth mindset, delayed gratification, grit, and restorative practices empowers students to become "smart creatives" and prepare for life and work in an ever-changing world.

201 Deeper Learning through Project-Based Learning: Infusing the Arts, Social Action, and Personalization

Cabot School, Cabot, VT **4**
Implementation level: *Developing*

Project-based learning has the power and potential to transform the culture of a school community. At Cabot School, we are deepening our project-based learning pedagogy—and student learning—through rigorous, real-world, collaborative, interdisciplinary experiences infused with the arts and oriented toward social action.

This interactive workshop will provide an overview of exemplar projects that support students in building proficiency in the arts (e.g., National Core Arts Standards) and transferrable skills. Presenters will share and explore ways in which all teachers can be empowered to infuse arts standards and cross-cutting skills into their classes to ensure authentic engagement and deeper learning.

Participants will be provided with time to develop project ideas using a variety of tools, including a web app built by the presenters while on a 2014 Rowland Fellowship. They will leave with models, strategies, and tools to design learning experiences that provoke inquiry and fuel the creation of authentic products that are relevant to students and have meaning in our world.

202 Expanding the PLC: How Schoolwide Action Research Can Improve Instruction

Bacon Academy, Colchester, CT **1**
Implementation level: *Developing*

Current research suggests that high-functioning professional learning communities (PLCs) have a positive impact on student learning. At Bacon Academy, we identified the need to broaden the notion of a professional learning community to incorporate not just a team of teachers, but the entire faculty.

In 2014, the school established an action research team called the Teacher Learning Community to take on the development of a school-wide professional learning community. Presenters will share the process that the team used to surface teachers' needs, including surveys for teachers and students, interviews, and classroom observations.

Through this session, participants will gain an understanding of how to function as a school-wide PLC that can help teachers access research-based strategies to improve instruction. Participants will learn about Bacon Academy's working model for how to conduct action research in their schools and will leave with protocols to support the development of an action research team in their own schools.

203 Instruction in a Personalized Learning Classroom

Great Schools Partnership, Portland, ME [4]
Implementation level: *Developing*

While many educators firmly believe in the purpose of personalized learning, one of the most frequently asked questions is around the instructional practices. What does this look like in the classroom? This session will illustrate the transition from a teacher-centered environment to that of a student-centered learning environment. Participants will examine specific classroom structures and lesson designs that support learning and consider developing stages of implementation from the lens of the classroom teacher.

204 What Do Learner-Centered Classrooms Look Like?

Regional School Unit 2, Hallowell, ME [4]
Implementation level: *Performing*

As schools make the shift toward learner-centered environments, the roles of students and teachers change. Students become the agents of their own learning, and teachers ensure that students have what they need to meet the expectations of proficiency. But how? Exactly what does this transition entail, and how can we tell that it's on the right track? Educators must focus on continuously deepening implementation to ensure that this shift is not just a superficial move, but rather a driver of increased student engagement, equity, and academic growth over time.

In this interactive, multimedia session, presenters will help attendees wrestle with questions that are at the heart of student-centered learning: how do instruction and assessment change, and why? What do these changes mean for students and their role in learning? In their fifth year of implementing a proficiency-based system, teachers from RSU 2 will discuss the structures, practices, and the daily commitments that enable the development of learner-centered classrooms.

Presenters

Affiliation: We are excited to showcase the commendable work taking place in diverse schools from across the country. Specific affiliation is noted below for NESSC League of Innovative Schools members and schools participating in the Next Generation Learning Challenges initiative.

NESSC League of Innovative Schools Members are part of a network of over 100 schools that have fully committed to implementing personalized learning, using the Global Best Practices as a foundational document to inform and support their continuous improvement work, and meeting with other schools on a regular basis to learn with and from one another.

LIS NextGen Schools make up a subset of the League of Innovative Schools network. A total of 20 schools across our NESSC states are part of this initiative funded by Next Generation Learning Challenges and receive coaching support from the Great Schools Partnership to accelerate the implementation of personalized learning. Every NextGen school will fully implement their model by the start of the 2016-17 school year.

Connecticut

Bacon Academy, Colchester

www.colchesterct.org **1** **5**

Presenters: Kelly Blain (teacher), Kristie Blanchard (teacher), Charles Hewes (assistant principal), Denay Johnston (teacher), Michael Mal (teacher), Christine Troup (literacy specialist), Maureen Vint (library media specialist)

Contact: Charles Hewes | chewes@colchesterct.org

Ellington Middle School, Ellington

www.ellingtonpublicschools.org **3** **4**

Affiliation: *NESSC League of Innovative School Member*

Presenters: Nicole Bolduc (teacher), Marissa Boucher (teacher), David Pearson (principal), Scott Raiola (teacher), Christina Roy (teacher)

Contact: David Pearson | dpearson@ellingtonschools.net

High School in the Community, New Haven

www.highschoolinthecommunity.org **1** **2**

Affiliation: *LIS NextGen School*

Presenters: Adeline Marzialo (teacher)

Contact: Adeline Marzialo | adeline.marzialo@nhboe.net

Naugatuck Public Schools, Naugatuck

www.naugatuck.k12.ct.us **2** **3**

Affiliation: *NESSC League of Innovative School Member*

Presenters: Melissa Cooney (principal), Caroline Messenger (director of curriculum), Nicholas Varanelli (teacher)

Contact: Caroline Messenger | messengc@naugy.net

Three Rivers Middle College Magnet High School, Norwich

www.threeriversmiddlecollege.org **4** **5**

Affiliation: *NESSC League of Innovative School Member*

Presenters: Brad Columbus (principal), Team of Students

Contact: Brad Columbus | bcolumbus@learn.k12.ct.us

Maine

Baxter Academy for Technology and Science, Portland

www.baxter-academy.org **4** **5**

Presenters: Katherine Driver (director of guidance), Nathaniel Edmunds (design teacher)

Contact: Katherine Driver | katherine.driver@baxter-academy.org

Foxcroft Academy, Dover-Foxcroft

www.foxcroftacademy.org

Affiliation: *NESSC League of Innovative School Member*

Building a High School Writing Center from the Ground Up **2**

Presenters: Brianna Adkins (student), Kathleen Bayerdorffer (student), Racquel Bozzelli (student), Ting-Chen Kang (student), Nicholas Miller (teacher), Bridget Wright (teacher/leadership team member)

Contact: Bridget Wright | bridget.wright@foxcroftacademy.org

Sustaining School Improvement with Professional Learning Communities and Design Thinking **3**

Presenters: Mia Morrison (teacher and technology integration specialist), Jonathan Pratt (assistant head of school), Daniel Straine (teacher)

Contact: Jonathan Pratt | jon.pratt@foxcroftacademy.org

Nokomis Regional High School, Newport

www.rsu19.org/nokomis/home `1` `2`

Affiliation: *NESSC League of Innovative School Member*

Presenters: Kasie Giallombardo (teacher), Sherri Gould (literacy coach), Jean Haeger (senior associate, Great Schools Partnership)

Contact: Jean Haeger | jhaeger@greatschoolspartnership.org

Regional School Unit 2, Hallowell

www.kidsrsu.org

Affiliation: *LIS NextGen School*

What Do Learner-Centered Classrooms Look Like? `4` `5`

Presenters: Karen Doughty (teacher), Kendra Guiou (teacher), Tom McKee (teacher/assistant principal), Sarah Knowlton (teacher), Nick Pascarella (teacher), Melissa Burnham-Barter (teacher), Kit Canning (teacher), Gary Carter (teacher), Richard Amero (principal), John Armentrout (director of information technology), Erik Gray (assistant principal), Steve Lavoie (principal), Matthew Shea (coordinator of student achievement), Mark Tinkham (principal), Bill Zima (superintendent)

Contact: Matthew Shea | mshea@kidsrsu.org

The Promise of Proficiency-Based Education for Special Education Students `1` `2`

Presenters: Debora Murphy (director of special education), Eric Palleschi (special education teacher, Monmouth Middle School)

Contact: Debora Murphy | dmurphy@kidsrsu.org

Windham High School, Windham

www.windham.k12.me.us/wsd_hs `1` `3`

Affiliation: *NESSC League of Innovative School Member*

Presenters: Amy Denecker, (librarian), Christine Hesler (director of curriculum), Sarah Plummer (Portland Water District), Jeff Riddle (science teacher)

Contact: Christine Hesler | chesler@windhamraymondschools.org

New Hampshire
Great Bay Charter School, Exeter

www.gbecs.org `1` `2`

Affiliation: *LIS NextGen School*

Presenters: Stacey Clark (teacher, advisor), Kristianne Lemieux (teacher, advisor), Peter Stackhouse (principal/executive director)

Contact: Peter Stackhouse | pstackhouse@gbecs.org

Manchester School of Technology, Manchester

mst.mansd.org `3`

Affiliation: *LIS NextGen School*

Presenters: Daniel Cassidy (manufacturing instructor), Karen Machado (principal), Nancy McCall (teacher), Pat Seward (English teacher), Jessica Weiss (English teacher)

Contact: Karen Machado | khanniganmachado@mansd.org

Pittsfield Middle High School, Pittsfield

www.pittsfieldnhschools.org/pmhs `3` `4`

Affiliation: *LIS NextGen School*

Presenters: Rick Anthony (teacher), Chris Davitt (teacher)

Contact: Chris Davitt | cdavitt@pittsfieldnhschools.org

Winnacunnet High School, Hampton

www.winnacunnet.org `1` `4`

Affiliation: *NESSC League of Innovative School Member*

Presenters: Donna Couture (extended learning coordinator), Jamie Marston (curriculum coordinator), William McGowan (principal)

Contact: Donna Couture | dcouture@warriors.winnacunnet.org

Rhode Island
Alan Shawn Feinstein Middle School, Coventry

www.asfms.net `1` `3`

Affiliation: *LIS NextGen School*

Presenters: Jennifer Graham (teacher), Courtney Macropoulos (teacher)

Contact: Courtney Macropoulos | macropouloscourtney@coventryschools.net

Blackstone Academy Charter School, Pawtucket

www.blackstoneacademy.org `4` `5`

Presenters: Kyleen Carpenter (head of school), John Horton (grade 9 dean, science teacher), Stacy Joslin (grade 10 dean; social studies teacher), Carolyn Sheehan (executive director)

Contact: Kyleen Carpenter | kcarpenter@blackstoneacademy.org

Woonsocket High School and Riverzedge Arts, Woonsocket

www.woonsocketschools.org [1] [2]

Affiliation: *NESSC League of Innovative School Member*

Presenters: Rebekah Greenwald (executive director), Karen Barbosa (expanded learning & youth development director), Liz Holohan (ELO coordinator)

Contact: Rebekah Greenwald | bekah@riverzedgearts.org

Vermont

Burlington High School, Burlington

bhs.bsdvt.org [1] [3]

Affiliation: *NESSC League of Innovative School Member*

Presenters: Tori Cleiland (special educator, Vergennes Union High School) Lindsey Cox (project manager, Burlington-Winooski Partnership for Change), Amy Dickson (teacher learning coordinator, Burlington-Winooski Partnership for Change), Jocelyn Fletcher Scheuch (teacher and PD coordinator, Burlington High School)

Contact: Amy Dickson | amy@partnershipvt.org

Cabot School, Cabot

www.washnesu.org/cabot [4] [5]

Affiliation: *LIS NextGen School*

Presenters: Brian Boyes (music educator), Peter Stratman (humanities teacher)

Contact: Brian Boyes | bboyes@cabotschool.org

Harwood Union High School, Moretown

www.harwood.org [1] [2]

Affiliation: *LIS NextGen School*

Presenters: Emma Cosgrove (student), Noah Eckstein (student), Jonah Ibson (teacher), Sam Krotinger (teacher), Cole Lavoie (student), Hazel Macmillan (student), Amy Rex (principal)

Contact: Amy Rex | arex@wwsu.org

Montpelier High School, Montpelier

www.mpsvt.org/mhs [2] [4]

Affiliation: *NESSC League of Innovative School Member*

Presenters: Michael Martin (director of curriculum), Mike McRaith (principal)

Contact: Mike McRaith | mikemc@mpsvt.org

Proctor Jr./Sr. High School, Proctor

www.phs.rcsu.org [3] [4]

Affiliation: *NESSC League of Innovative School Member*

Presenters: Alena Digan (science teacher), Reilly Duggan (student), Sarah Marcus (science teacher), Deborah Rodolfy (principal), Adam Rosenberg (director of curriculum & instruction), Patricia Ryan (math teacher), Maxine Tilden (student)

Contact: Adam Rosenberg | adam.rosenberg@rcsu.org

Williamstown Middle/High School, Williamstown

http://www.williamstownmhs.org [2] [3]

Affiliation: *NESSC League of Innovative School Member*

Presenters: Brieonna Bassett (student), Svetlanta Bell (student), Bryton Hanchett (student),Taylor Hegarty (student), Desiree Herring (student), Brandon Morande (student), Bryce Quintin (student), Alicia Rominger (learning coordinator), Haley Trottier (student)

Contact: Alicia Rominger | arominger@onsu.org

Beyond NESSC

Boston Day and Evening Academy, Roxbury, MA

www.bacademy.org [2] [5]

Presenters: Brian Connor (teacher), Latashia Furtado (community field coordinator), Arpi Karapetyan (data and accountability manager)

Contact: Brian Connor | bconnor@bostonpublicschools.org

Francis W. Parker Charter Essential School, Devens, MA

www.theparkerschool.org [4]

Presenter: Dawn Crane (math teacher)

Contact: Dawn Crane | dawn@theparkerschool.org

Henry County Schools, McDonough, GA

www.henry.k12.ga.us [1] [3]

Presenters: Sharon Bonner (CTAE coordinator), John Steiner (Middle School Engineering teacher)

Contact: Sharon Bonner | Sharon.Bonner@henry.k12.ga.us

NESSC
Great Schools Partnership, Portland, ME

www.greatschoolspartnership.org | www.newenglandssc.org

Standards-Based Grading: Separating Academic Achievement and Habits of Work 2

Presenter: Angela Hardy (director of coaching), Steven Sell (senior associate)

Contact: Angela Hardy | ahardy@greatschoolspartnership.org

The Role of Principals in Leading the Implementation of Personalized Learning 3

Presenters: Ted Hall (senior associate), Becky Wilusz (senior associate)

Contact: Ted Hall | thall@greatschoolspartnership.org

Instruction in a Personalized Learning Classroom 4 5

Presenters: Courtney Jacobs (senior associate), Michelle Milstein (senior associate)

Contact: Courtney Jacobs | cjacobs@greatschoolspartnership.org

Supporting, Collecting, and Analyzing Evidence of Learning in a Proficiency-Based System 5

Presenters: Kate Gardoqui (senior associate), Don Weafer (senior associate)

Contact: Kate Gardoqui | kgardoqui@greatschoolspartnership.org

ABOUT NESSC

THE NEW ENGLAND SECONDARY SCHOOL CONSORTIUM is a pioneering partnership committed to fostering forward-thinking innovations in the design and delivery of secondary education across the New England region. The five partner states of Connecticut, Maine, New Hampshire, Rhode Island, and Vermont, along with the Great Schools Partnership, believe that our bold vision, shared goals, and innovative strategies will empower us to close persistent achievement gaps, promote greater educational equity and opportunity for all students, and lead our educators into a new era of secondary schooling.

Our Goals

1. **Increase five year graduation rates across each of our five states.**
2. **Decrease annual dropout rates.**
3. **Increase the percentage of students enrolling in two- and four-year college degree programs or pursuing accredited, industry-certified postsecondary certificates.**
4. **Increase the percentage of students who graduate from high school college-ready.**

Our Objectives

Our five states are committed to pursuing three long-term objectives:

1. **Diplomas that certify readiness for life:** High school graduation decisions that are based on students demonstrating proficiency on learning standards.
2. **Student-centered learning opportunities:** Personalized and flexible proficiency-based learning pathways for all students.
3. **Measuring what matters most:** Learner-centered accountability systems that utilize multiple measures of student achievement.

What We Do

The Consortium brings together state leaders and educators to pursue three overarching strategies:

Policy: Advance a state-led policy agenda focused on three critical, high-leverage areas of schooling in the 21st century: graduation decisions, learning pathways, and accountability systems.

Practice: Connect and support practicing educators across states through networking activities, best-practice exchange, and our League of Innovative Schools.

Public Will: Build public understanding of and support for more innovative approaches to educating today's students.

Why It Matters

Strong schools are the best job-creation program we have. Imagination, expertise, creativity, entrepreneurialism—these are the assets that drive innovation, create new industries, and produce the most sought-after workers. Preparing every student for success will strengthen our economy and empower our communities.

Strong schools are the foundation of our society. Democracy, opportunity, prosperity, equality—the values that have defined America—depend on an informed, engaged, well-educated citizenry. To prepare the next generation of citizens and leaders, we need great schools for every student.

Strong schools create strong communities. Schools are the cornerstones of our communities. We celebrate our students, cheer on our local teams, and welcome graduates into our workplaces, institutions, and families. To keep our communities vibrant, prosperous, and thriving, we need great schools.

League of Innovative Schools

Founded in 2011, the **LEAGUE OF INNOVATIVE SCHOOLS** is a regional professional learning community for schools that are working to personalize learning for all students and ensure they are ready for the colleges and careers of their choice. Membership is open to any New England middle or high school – including charter schools, private schools, and career-and-technical institutions – committed to educational equity, student-centered learning, and ongoing improvement. All participating schools will become part of a growing network of learning institutions working to strengthen their programs, exchange professional expertise, and create better learning opportunities for their students.

If your school is interested in learning more about a cross-state network fueled by professional integrity, peer accountability, and professional collaboration that promotes vetted and researched best practices in support of personalized learning for all students, please visit **www.newenglandssc.org/league**.

Our Beliefs

The League of Innovative Schools is founded on three core beliefs:

- **Educators create great schools.** Skilled teachers and strong leaders matter far more than funding levels or facilities. Schools are only as effective as the educators who lead them.
- **Every school can improve.** Learning is a lifelong process—for students and educators. The highest performing schools are continually learning, improving, and seeking out what works.
- **Collaboration drives success.** In the world's most effective schools, teachers work together and develop a sense of collective responsibility. They are committed to their students, to their community, and to one another.

Benefits

- Regional Network meetings devoted to learning with and from one another.
- Access to NESSC resources and tools designed to support the implementation of personalized learning.
- Dedicated members-only website and online collaboration space.
- Principals' Professional Learning Group.
- Support for annual school strategic planning.
- Collective knowledge and experience of over 100 innovative secondary schools across New England.

Commitments

- Attain the vision and implementing the mission of the NESSC.
- Conduct a self-assessment using the *Global Best Practices Toolkit* in first year of membership.
- Develop and implement school action plans informed by self-assessment and state and local priorities.
- Examine and implement local policies aligned with the NESSC Policy Framework of graduating students by proficiency and providing multiple and flexible learning pathways.
- Participate in League networking opportunities and professional development.
- Host and participate in school visits.
- Present and share innovative practices, strategies, and outcomes supported by data with member schools.
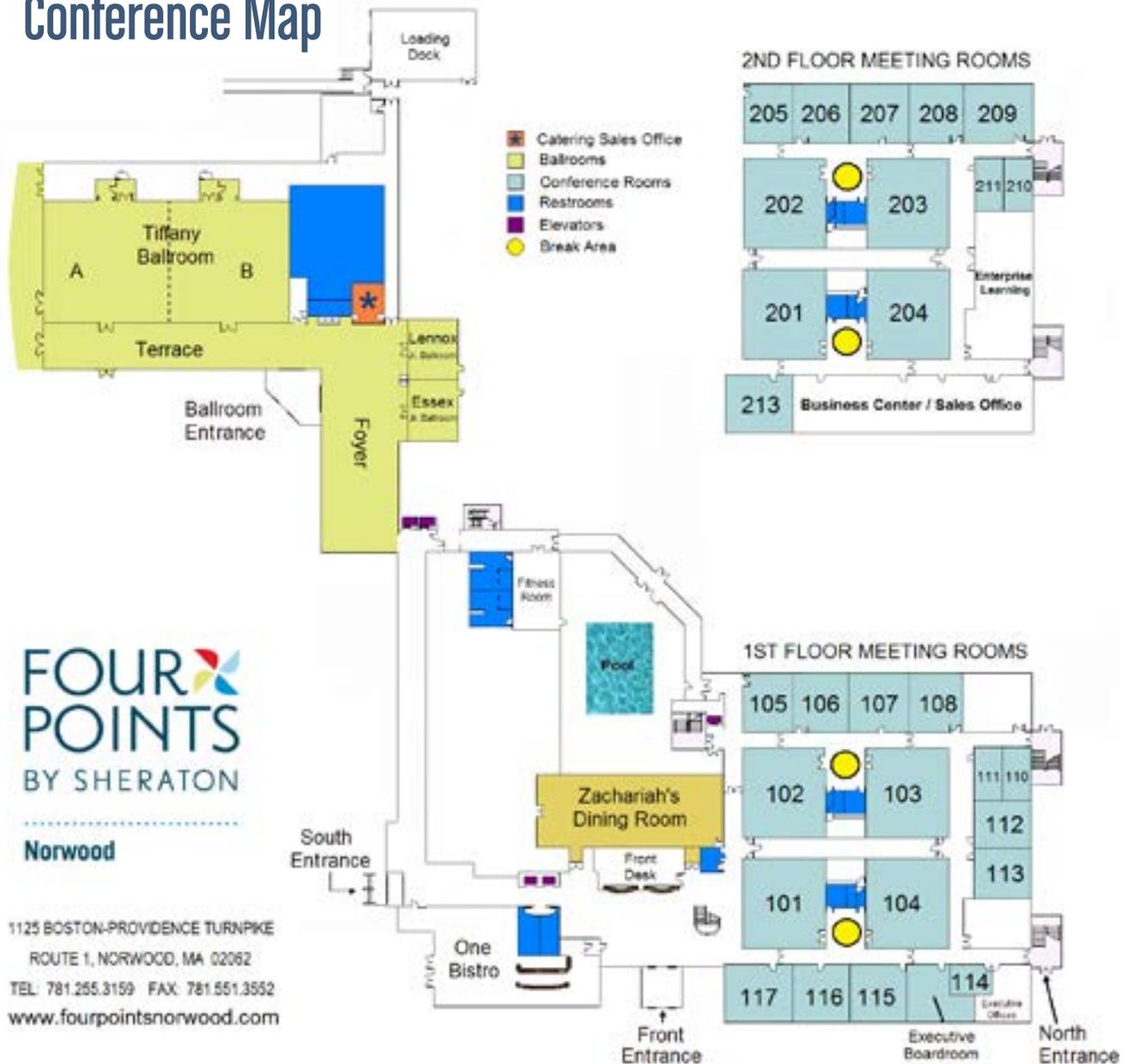
NEW ENGLAND
SECONDARY SCHOOL CONSORTIUM

Conference Map

Loading Dock

2ND FLOOR MEETING ROOMS

205 206 207 208 209

202 203

211 210

201 204

Enterprise Learning

213 Business Center / Sales Office

Legend:
- * Catering Sales Office
- Ballrooms
- Conference Rooms
- Restrooms
- Elevators
- Break Area

Tiffany Ballroom
A B

Terrace

Lennox

Ballroom Entrance

Foyer

Essex

Fitness Room

Pool

1ST FLOOR MEETING ROOMS

105 106 107 108

102 103

111 110

112

113

Zachariah's Dining Room

101 104

South Entrance

Front Desk

One Bistro

117 116 115

114

Executive Office

Front Entrance

Executive Boardroom

North Entrance

FOUR POINTS
BY SHERATON

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We value your feedback. Please take a moment at the end of the conference to complete this brief evaluation.

newenglandssc.org/conference/evaluation