

2015 NETWORK Summer Institute: School Showcase

| Session 1: 8:15a – 9:35a | Session 2: 9:50a – 11:10a | Lunch: 11:15a- 12:00p | Session 3: 12:10p – 1:30p | Session 4: 1:45p – 3:05p |
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| <p>Kearsarge Regional High School (RM 233) <i>The Journey of the Senior Project Graduation Requirement at KRHS</i></p> | <p>Newfound Regional High School (RM 225) <i>Student Voice in Action: Newfound's Student-Staff Senate</i></p> | | <p>Kearsarge Regional High School (RM 233) <i>The Journey of the Senior Project Graduation Requirement at KRHS</i></p> | <p>Newfound Regional High School (RM 225) <i>Newfound Passion: Pathways for Student Choice</i></p> |
| <p>Nashua High School North & South (RM 234) <i>Two Staffs are Better Than One: Collaboration; Communication; Capacity</i></p> | <p>Noble High School (RM 226) <i>Revising the Senior Project to Thrive in the 21st Century</i></p> | | <p>Nashua High School North & South (RM 234) <i>Student Voice: Keeping it Real, Making it Impactful</i></p> | <p>Noble High School (RM 226) <i>Creating an Effective Proficiency-Based Educational System Through Validated and Calibrated Teacher/Student Work</i></p> |
| <p>Nute Middle High School (RM 235) <i>One School Solution to Sustainability</i></p> | <p>Pittsfield Middle High School (RM 224) <i>Assessment in the World Language Classroom</i></p> | | <p>Pittsfield Middle High School (RM 224) <i>Educating Future Educators (EFE)</i></p> | <p>Nute Middle High School (RM 235) <i>Engaging Students by Giving Them Ownership of the Learning Experience</i></p> |
| <p>Plymouth North High School (RM 320) <i>Student Voice and the Use of Authentic Assessment in ELA</i></p> | <p>Plymouth South High School (RM 219) <i>Creating a School Culture that Prioritizes Personalization: Focus on Shifting a Culture that Led to Effective School Change</i></p> | | <p>Plymouth North High School (RM 239) <i>The Educational and Cultural Journey Experienced at PNHS</i></p> | <p>Plymouth South High School (RM 219) <i>Establishing a "Credit for Life Fair" – The Most Authentic Assessment!</i></p> |
| <p>Raymond High School (RM241) <i>The Impact of the Raymond Protocol</i></p> | <p>Laconia High School (RM 217) <i>Creating a Vertically-Aligned Sequence of Assessments Focused on College and Career Readiness</i></p> | | <p>Raymond High School (RM 241) <i>The Power of Cooperative Groups</i></p> | <p>Laconia High School (RM 217) <i>Creating a Vertically-Aligned Sequence of Assessments Focused on College and Career Readiness</i></p> |
| <p>Manchester West High School (RM 245) <i>Rising to the Challenge: Changing the Culture Through Student Voice and Individualized Instruction</i></p> | <p>Mt. Abe Middle High School (RM 217) <i>Creating a Vertically-Aligned Sequence of Assessments Focused on College and Career Readiness</i></p> | | <p>Manchester West High School (RM 245) <i>Rising to the Challenge: Changing the Culture Through Student Voice and Individualized Instruction</i></p> | <p>Mt. Abe Middle High School (RM 217) <i>Creating a Vertically-Aligned Sequence of Assessments Focused on College and Career Readiness</i></p> |

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SESSION 1: 8:15a – 9:35a

Kearsarge Regional High School

The Journey of the Senior Project Graduation Requirement at Kearsarge Regional High School

All graduates from Kearsarge are now required to complete an independent project that encompasses research, connections with the community, a presentation to their peers, and participation with the Senior Project Expo Night. Kearsarge was commended during its 2014-2015 i3 PAR Board visit for, “The evolution of Senior Projects from a vague and struggling for identity first year program in 2012-13, to a much more formidable and well-defined learning experience for all seniors that includes meaningful opportunities for student voice & choice.” Participants in this session will learn about the process Kearsarge undertook in creating its Senior Project, the components of Senior Project, the roles and expectations of faculty, students and administration, as well as the successes and challenges of the Kearsarge model for Senior Project.

Participants will:

- Discuss the opportunities that Senior Project create for student voice and choice through examples from Kearsarge Senior Projects.
- Discuss concerns and questions about implementing Senior Projects within their own schools.
- Identify future demands and opportunities that implementing such a project at their own school would create for their current school climate and curriculum.
- Create proposed actions their own school can undertake in order to provide Senior Projects.

Nashua High School North & Nashua High School South

Two Staffs are Better Than One: Collaboration; Communication; Capacity!

Through collaboration and distributed leadership, the staffs at Nashua High School North and Nashua High School South work together regularly to examine data, use protocols to examine student work and structure faculty conversations, develop curricula, and ensure all students, regardless of which school they attend, have a rigorous, engaging, personalized experience. Administrators, teachers, and students work in partnership to stay focused on the same goal: learning. Participants will leave with an effective model and resources they can replicate in schools with whom they want to partner. Geography doesn't need to determine partnerships—technology and desire can make it happen!

Nute Middle High School

One School Solution to Sustainability

Session Goals:

- Demonstrate a model of sustainability
- Job embedded learning
- Learn a few student centered tools to take back to school

Nute has created a cycle of teacher-led professional development that ties into the school leadership team. That team in turn, reports out to the district-wide Focus Support Team. Merging structures that already existed allows this small high school to continue to support the work started by The Authentic Assessment Team, the teacher team created through the Innovations 3 grant. This group will explain the structures and present a professional development session that follows the same protocols and collaboration we use for our meetings.

Raymond High School

The Impact of the Raymond Protocol

The Authentic Assessment team at Raymond High School has found it useful to combine aspects of a tuning protocol with the QPA validation checklist. Combining the two—both in modified form—provides presenters with focused, detailed feedback on their plans and the additional benefit of a final checklist that analyzes the work in terms of alignment, fairness, depth of knowledge, student engagement and quality of design. During this presentation Raymond will be going through the protocol, demonstrating how it works, and displaying student work that resulted from its implementation.

Plymouth North High School

Student Voice and the use of Authentic Assessment in ELA

Mrs. Danielle Fletcher and Ms. Elizabeth Hughes are teachers of ELA at Plymouth North High School. Their session will demonstrate to the audience how authentic assessment, project based learning, and student voice significantly contribute to a student's investment in the learning process within their ELA classroom. Strategies such as "You Tube," the building of a performance based classroom, and the design and implementation of a business plan based on ELA course content will be shared. These two exceptional teachers will provide for the audience a wealth of instructional strategies to be utilized for the creative teacher who wants a student-centered and engaging ELA classroom.

Manchester West High School

Rising to the Challenge: Changing the Culture Through Student Voice and Individualized Instruction

Manchester High School West has, despite odds, risen to meet the goals of the i3 Grant in the areas of culture change, student voice, and individualized instruction. Whether it be the Student/Community Site Council, the Professional Development sessions propelling us forward in implementing school-wide best practices or educational apps, the school-wide rubrics, or the consistent strategies for engaging students in every classroom, ManWest is poised to sustain the momentum of the i3 Grant well into its future. Come listen to our students and faculty explain how we now view ManWest and how the Grant has made change a reality.

SESSION 2: 9:50a – 11:10a

Newfound Regional High School

Student Voice in Action: Newfound's Student-Staff Senate

Come celebrate the power of Student Voice by taking part in a live Student-Staff Meeting conducted by members of Newfound's Senate. In the course of a mock senate meeting, participants will hear some of the many ways in which Newfound's Student-Staff Senate has become a vehicle for real change in the school. They will have the opportunity to participate at various points in the meeting, and explore options for developing a similar model at their own school.

Attendees will be able to:

- Understand the origin, structure, and processes of the NRHS Student-Staff Senate.
- Develop an appreciation for the power of student voice in a formalized setting.
- Promote the opportunity for students and faculty to work together to effect positive change.

Noble High School

Revising the Senior Project to Thrive in the 21st Century

Noble High School (NHS) first introduced a requirement for all seniors to present a graduation exhibition in 1994. Sustaining reform is hard. In the past few years Noble has studied our Senior Project in order to understand how the initiative can continue to thrive in the 21st Century era and within a proficiency-based grading system. Now aligned to National, State, and NHS Graduation standards, the Noble Senior Project serves as an opportunity for students to meet writing, research, and communication standards. With new rubrics and new research requirements, the Noble Senior Project is ready for the next 20 years!

Pittsfield Middle High School

Assessment in the World Language Classroom

See our take on Organic World Language (OWL), where mistakes are cherished and everyone communicates their messages in the target language. In class we talk about whatever the students bring up which gives them a functional use of the language for their own purposes. Accurate language is modeled rather than taught in isolation.

Students assess themselves using a proficiency continuum rubric that I have prepared based on the proficiency levels established by the American Council on the Teaching of Foreign Language (ACTFL). Students earn credit at their own pace and are in classes with mixed levels. Participants will walk away with contact information for OWL as well as my documents for assessing student growth and promoting student voice.

Plymouth South High School

Creating a School Culture that Prioritizes Personalization: Focus on Shifting a Culture that Led to Effective School Change

At PSHS, we needed to re-build our culture. The only way to achieve this goal was through initiatives that focused on personalization. We have successfully implemented and sustained a freshman academy and advisory program. Our advisory program started with 12 advisories and has grown to over 90. A senior project program has been implemented as well as authentic assessment strategies school-wide. Staff and student communication efforts as well as a change in school culture have allowed these personalized approaches to succeed. We will focus on the leadership model that was implemented to make these initiatives attainable for a large public high school as well as complete a successful NEASC school visit in March 2014.

Objectives:

- Share with attendees strategies used by PSHS to create a strong school culture
- Focus on ideas for staff buy-in, student investment, and overcoming potential obstacles.
- Discuss and share data on student failures, advanced placement program development, drop-out reduction rates, and MCAS testing growth rates.
- Share efforts used to sustain programs as well as continue to move ahead in a positive direction.

Laconia High School

Creating a Vertically-Aligned Sequence of Assessments Focused on College and Career Readiness

Laconia High School educators have developed a vertically-aligned sequence of assessments that focus on college and career readiness and future aspirations of students. These performance-based assessments have helped staff develop UBD curricular units where students are regularly engaged in completing authentic performance tasks. This curricular work and the use of protocols for feedback have been the focus of our school and district work and professional development for the past three years.

SESSION 3: 12:10p – 1:30p

Kearsarge Regional High School

The Journey of the Senior Project Graduation Requirement at Kearsarge Regional High School

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- Identify future demands and opportunities that implementing such a project at their own school would create for their current school climate and curriculum.
- Create proposed actions their own school can undertake in order to provide Senior Projects.

Nashua High School North & Nashua High School South

Student Voice: Keeping It Real, Making It Impactful: Student Empowerment & Trust

In 2012, a Nashua student described her voice as ‘tokenism’—and she was right. Now, Student Voice groups at Nashua North and Nashua South meet regularly at their home school and work jointly on district policies. Student Voice groups identified four ‘21st Century Learning Skills’—academic and civic behavioral expectations part of our new report card. Students are developing a differentiated diploma system that measures students against a standard as an alternative to a ranking system that pits one student against another. This draft will be a policy presented to our BOE. A student-designed mentor program pairing seniors and freshmen will be implemented in September. Tokenism? Not anymore. Find out about our journey.

Pittsfield Middle High School

Educating Future Educators (EFE)

An authentic teaching experience can be hard to come by at the high school level. However, during the 2014-2015 school year, I got that opportunity. My name is Ryan Marquis (Pittsfield Middle High School Class of 2015) and I had the chance to co-teach a class called "Engineer It!" on Wednesdays. With my co-teachers I wrote course competencies, designed assignments, and taught classes. Now my mission is to help other high school students have similar experiences. Participants in this session will walk away with a first hand account of a student/teaching experience. They will have time to explore what this experience could look like in their district. Also they will receive any and all course materials used in "Engineer It!"

Raymond High School

The Power of Cooperative Groups

One of the many strategies i3 has given our teachers on our Authentic Assessment Team is multiple ways of creating and implementing cooperative learning groups in the classroom. The results of these cooperative learning groups have led to a transformation in teaching and learning for our teachers and students. This showcase will demonstrate and explain how these strategies have improved our practice at RHS.

Plymouth North High School

The Educational and Cultural Journey Experienced at Plymouth North High School

During this session the high school administration, staff, and students will share the key components of creating a school in which the educational journey is based on rigor, creativity, reflection, transition, civic and social responsibility, and preparation for post-secondary success. Practices such as: Freshmen Academy, PAWG, communication, Senior Project, Student Voice, On-Line Education, AP initiatives, authentic assessment, and community service and partnerships will be shared. The session will include handouts and direct feedback/interaction with all constituencies of PNHS.

Manchester West High School

Rising to the Challenge: Changing the Culture Through Student Voice and Individualized Instruction

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in every classroom, ManWest is poised to sustain the momentum of the i3 Grant well into its future. Come listen to our students and faculty explain how we now view ManWest and how the Grant has made change a reality.

SESSION 4: 1:45p – 3:05p

Newfound Regional High School

Newfound Passion: Pathways for Student Choice

Come celebrate the power of Student Choice by hearing about how Performance Assessment has been deployed at Newfound Regional High School, and then exploring how you might tap *your own* passions to give you or your students more choice in the learning.

Through an interactive process, participants will explore the many aspects of student choice, including Senior Project, ELO, and other performance assessments. Participants will have the opportunity to pursue their interests by creating a project or performance assessment, then share and discuss their and others' approaches and experiences.

Attendees will be able to:

- Differentiate among a Senior Project, Extended Learning Opportunity (ELO), or other Performance Assessment.
- Design a Senior Project, ELO, or other Performance Assessment based on a passion they have.
- Share passions, project ideas, and experiences with the group.

Noble High School

Creating an Effective Proficiency-Based Educational System Aligned to Local and National Standards Through Validated and Calibrated Teacher & Student Work

The Noble High School (NHS) community has worked diligently to ensure its readiness for awarding proficiency-based diplomas. NHS' 21st Century Learning Expectations align with Maine's Guiding Principles/Standards and are assessed through NHS School--wide Rubrics.

National and state standards have been grouped into clusters of skills, behaviors, and knowledge called NHS Graduation Standards. Grade-level partners develop common UbD unit frames and common performance assessments associated with Graduation Standards. NHS performance assessments are validated and calibrated, a process which ensures units and assessments are aligned and are reflective of the skills and knowledge outlined within the standards; are complex, novel and challenging; are clear and focused; are engaging; and are scored accurately. The *NHS Unit of Study Program* was created to fund teachers who developed such units and assessments.

Nute Middle High School

Engaging Students by Giving Them Ownership of the Learning Experience.

Health Education is based on developing skills in relation to age appropriate health topics. Curriculum is based on decision making, problem solving, self-management, communication skills, ability to work with others, and information use. By developing skills related to health resources, communicating, analyzing peer and media influences, goal setting, decision making, and health advocacy, students will be able to achieve and maintain optimal wellness. Based on the book “Make Just one Change” students ask their own questions, opening the door to discover how much more there is to learn and empowering them to become self-directed and take charge of their own learning.

Plymouth South High School

Establishing a “Credit for Life Fair” – The Most Authentic Assessment!

We recently conducted our 2nd annual “Credit for Life Fair” with 150 students from Plymouth South. Prior to the fair, students select a career choice, which includes their financial profile (income & expenses). During the fair, students live “a day-in-the-life” where they are given a career, an income, and a credit score. They are called upon to make specific financial decisions and each booth represents a real-life, authentic scenario. The students visit each booth, staffed by members of the local business community, and try to “balance” their monthly income and expenses by the end of the fair. Some booth examples are: furniture, nutrition, insurance, “night on the town,” reality check, transportation, savings, etc.

This authentic event has become a tradition at Plymouth South and students report it is one of the most realistic events that our high school offers!

Laconia High School

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