THE ONLINE EDUCATION SYMPOSIUM FOR INDEPENDENT SCHOOLS

October 10, 2013 - October 11, 2013
Cambridge, Massachusetts

Thursday, October 10, 2013

Friday, October 11, 2013
At LoudCloud, we fundamentally believe that understanding behaviors is an essential element in guiding teaching and learning. Our K-12 solutions are designed to support educators while delivering personalized paths for students.
Dear OESIS Participant,

We are pleased to welcome you to OESIS East in Cambridge, our second Online Education Symposium for Independent Schools. As in Marina del Rey last winter, in Cambridge today we are fortunate to have assembled a remarkable mix of independent school heads, senior administrators, IT professionals and teachers, together with many other thought leaders – more than 70 presenters, speakers and panelists in all. Our sessions cover everything from K-8 technology integration to how college admissions readers assess online courses. Over the next two days, the meeting rooms and hallways of the Marriott will host countless interactions, formal and informal, of critical importance to independent schools today. As you will learn from our speakers, independent schools have a common interest in appropriately embracing the transformative potential of technology to strengthen our mission-driven schools. Yet familiar challenges remain, whether financial, cultural, pedagogical, or programmatic.

We trust that you will find ample opportunity to build your understanding and your network of resources to help you and your school to manage successfully in these disruptive times.

Thank you for being part of these important conversations, and please join the ongoing discussion on Twitter @oesischat.

Jeff Bradley
OESIS Co-Founder; Partner, Educators’ Collaborative
jbradle@oesisgroup.com

Sanje Ratnavale
OESIS Co-Founder
sratnavale@oesisgroup.com

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Registration
All participants must be registered and wear their name badge at all times during the Symposium. Our registration desk is open:
Wednesday, October 9 • 6:00 pm – 8:00 pm
Thursday, October 10 • 6:45 am – 5:00 pm
Friday, October 11 • 7:00 am – 12 noon

Schedule-at-a-Glance
Buffet breakfast will be available from 6:45 am until 8:15 am both days, with the Keynote Address at 8:00 am. The last session ends Friday at 4:30 pm. Your folder contains a handy, one-page summary of the Symposium schedule. For detailed descriptions of all sessions, please see pages 11-26.

6X6 Consortium Hour
On Thursday afternoon, each of six different consortia will offer a 6-minute overview of their structure in a condensed, time-limited format, with time set aside afterwards for further conversation. The list of consortia presenting is on page 18.

Wireless Internet Access
OESIS 2013 offers participants free wireless Internet access in all meeting rooms and the Lobby area.

Meals and Refreshments
Besides the breakfast buffet, there will also be a lunch buffet both days, from 12:15-1:30. Lunch on both days features speakers of particular interest. Coffee and refreshments are served in the hallway throughout most of the Symposium. Be sure to join us for our Thursday evening reception with music, in the foyer/lounge area. Use the ticket you received at registration for a complimentary drink; additional drinks are available at the cash bar. For dinner, there are numerous options within walking distance or an easy taxi or subway ride from Kendall Square Station, just steps from the Marriott’s main door.

Cambridge Marriott
The Concierge Desk, located in the main lobby, can provide information about attractions, restaurants, and shopping during your stay.
# OESIS Schedule at a Glance

*Full Thursday session descriptions can be found on pages 11-18.*

**Thursday, October 10, 2013**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
<th>Location</th>
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<tbody>
<tr>
<td>6:45 - 8:15 am</td>
<td>Buffet breakfast</td>
<td>SALON III-IV</td>
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<tr>
<td>8:00 - 9:00 am</td>
<td><strong>WELCOME AND KEYNOTE</strong></td>
<td>SALON III-IV</td>
</tr>
<tr>
<td>9:20 - 10:15 am</td>
<td><strong>A-1 Books without Boundaries: Promises and Challenges of Going Digital</strong></td>
<td>DISCOVERY ROOM</td>
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<td></td>
<td><strong>A-2 Innovation in Extracurriculars: Online Not Just for the Classroom</strong></td>
<td>ENDEAVOR ROOM</td>
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<td><strong>A-3 Propels Students to Reach Beyond the Summit with Technology: How to Create a 21st Century Gifted Classroom</strong></td>
<td>SALON I-II</td>
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<td></td>
<td><strong>A-4 The DNA of a Successful Online Learning Program</strong></td>
<td>SALON V-VI-VII</td>
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<td><strong>A-5 Town Hall Meeting with Keynote Speaker Howard Lurie</strong></td>
<td>SALON IV</td>
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<tr>
<td>10:15 am</td>
<td>Coffee and refreshments will be available in the hallway starting at 10:15.</td>
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<tr>
<td>10:25 - 11:20 am</td>
<td><strong>B-1 Blended Learning, from Pedagogy to Practice: Implementing Online Initiatives with an Eye on Budget</strong></td>
<td>SALON I-II</td>
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<td></td>
<td><strong>B2 A Practical Approach to Training and Evaluating Online Instructors</strong></td>
<td>SALON V-VI-VII</td>
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<td><strong>B3 Online Learning and its Impact on School Strategic Planning: A Conversation with Three Heads of School</strong></td>
<td>SALON III</td>
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<td><strong>B4 An Independent School Roundtable on MOOCs and Connectivism</strong></td>
<td>SALON IV</td>
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<td><strong>PEP Talk 1: Teaching STEM</strong></td>
<td>ENTERPRISE ROOM</td>
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<tr>
<td>11:30 am - 12:25 pm</td>
<td><strong>C1 Using Outcomes Assessment to Improve Learning</strong></td>
<td>ENDEAVOR ROOM</td>
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<td><strong>C2 The Evolution of The Kiski School’s Online Programs</strong></td>
<td>SALON I-II</td>
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<td><strong>C3 Information and Communication: The Fundamentals of Technology Integration Programs</strong></td>
<td>SALON V-VI-VII</td>
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<td><strong>C4 The Amherst College Case</strong></td>
<td>SALON IV</td>
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<tr>
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<td><strong>PEP Talk 2: K-8 Issues</strong></td>
<td>ENTERPRISE ROOM</td>
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<tr>
<td>12:15 - 1:30 pm</td>
<td><strong>Buffet lunch: Keeping it Real While Going Virtual</strong></td>
<td>SALON III-IV</td>
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<tr>
<td>1:00 - 2:30 pm</td>
<td><strong>Blended Learning Workshop</strong> Designing Blended Learning: An Immersion Short Course for Beginners</td>
<td>DISCOVERY ROOM</td>
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<tr>
<td>1:40 - 2:35 pm</td>
<td><strong>D1 Launching an Online Consortium: Lessons Learned from MSON</strong></td>
<td>SALON I-II</td>
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<td><strong>D2 Tapping Brain Science Principles to Optimize Online Learning</strong></td>
<td>SALON V-VI-VII</td>
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<td><strong>D3 The Accreditation Landscape, Standards, Trends and Gaps</strong></td>
<td>SALON IV</td>
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<td><strong>PEP Talk 3: IT and Infrastructure</strong></td>
<td>ENTERPRISE ROOM</td>
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<td>2:40 - 3:35 pm</td>
<td><strong>E1 Revolutionary Alliances</strong></td>
<td>SALON III</td>
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<td><strong>E2 Who’s In Charge Here? Building Responsible and Independent Technology Use in Teens</strong></td>
<td>SALON I-II</td>
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<td><strong>E3 Breaking the Classroom Mold; Online Learning across Campus Boundaries</strong></td>
<td>SALON V-VI-VII</td>
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<td><strong>E4 Online Classes: How Do They Change the Environment of College Admissions?</strong></td>
<td>SALON IV</td>
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<td><strong>PEP Talk 4: Personal Learning Networks (PLNs)</strong></td>
<td>ENTERPRISE ROOM</td>
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<tr>
<td>3:50 - 4:50 pm</td>
<td><strong>6X6 CONSORTIUM HOUR</strong></td>
<td>SALON III-IV</td>
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<tr>
<td>5:00 - 6:30 pm</td>
<td>Reception with Music by pianist Clifton Williams, Berklee College of Music, Class of 2014</td>
<td>FOYER/LOUNGE</td>
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# OESIS Schedule at a Glance

*Full Friday session descriptions can be found on pages 21-26.*

## Friday, October 11, 2013

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
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<tbody>
<tr>
<td>6:45 - 8:15 am</td>
<td>Buffet Breakfast</td>
<td>SALON III-IV</td>
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<tr>
<td>8:00 - 9:00 am</td>
<td><strong>WELCOME AND KEYNOTE</strong></td>
<td>SALON III-IV</td>
</tr>
<tr>
<td>9:20-10:15 am</td>
<td><strong>F1</strong> How to Do a Blended Learning Power Hour: A Case Study in Elementary Innovation</td>
<td>SALON I-II</td>
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<td><strong>F2</strong> Sustaining a Tradition of Excellence: The Eight Schools Association (ESA) Online Consortium</td>
<td>SALON III</td>
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<td></td>
<td><strong>F3</strong> What Do We Do Now That We’re Here? Maximizing Classroom Time in a Blended Learning Class</td>
<td>ENDEAVOR ROOM</td>
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<td></td>
<td><strong>F4</strong> The 21st Century Math and Science Classroom</td>
<td>SALON V-VI-VII</td>
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<td></td>
<td><strong>F5</strong> Town Meeting with Keynote Speaker Mark Milliron</td>
<td>SALON IV</td>
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<tr>
<td>10:20 am</td>
<td>Coffee and refreshments will be available in the hallway starting at 10:15.</td>
<td>ENTERPRISE ROOM</td>
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<tr>
<td>10:25 - 11:20 am</td>
<td><strong>G1</strong> E-Rupting Education: How Digital Classrooms Are About More than Just Technology</td>
<td>SALON IV</td>
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<td><strong>G2</strong> From the Temple to the Bazaar: Guide Your School into the Future Using Innovation Forums and Appreciative Inquiry</td>
<td>SALON I-II</td>
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<td><strong>G3</strong> What We Know Now: Our Blended Pilot Experience</td>
<td>SALON V-VI-VII</td>
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<td><strong>G4</strong> Meeting Diverse Student Needs with Blended Learning</td>
<td>SALON III</td>
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<tr>
<td>11:30 am - 12:25 pm</td>
<td><strong>H1</strong> Crafting a Vision: The First First Step</td>
<td>ENDEAVOR ROOM</td>
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<td><strong>H2</strong> Talking the Talk or Walking the Walk: Are We Reforming our Schools or Transforming Them?</td>
<td>SALON I-II</td>
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<td></td>
<td><strong>H3</strong> Taming the Panther: Copyright and Fair Use in Online Learning</td>
<td>SALON V-VI-VII</td>
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<td><strong>H4</strong> Incorporating Design Thinking into the Blended Model</td>
<td>SALON IV</td>
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<tr>
<td>12:15 - 1:30 pm</td>
<td>Lunch: Presentation by the Burlington High School Help Desk</td>
<td>SALON III-IV</td>
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<tr>
<td>1:40 am - 2:35 pm</td>
<td><strong>J1</strong> Collective Success: Building Community Through Online Partnerships</td>
<td>SALON III</td>
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<td><strong>J2</strong> The Expansive Use of Blended Learning in an Independent School</td>
<td>SALON I-II</td>
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<td></td>
<td><strong>J3</strong> The Flipped Classroom – Theory and Practice</td>
<td>SALON V-VI-VII</td>
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<td><strong>J4</strong> Developing Online Content for Specialized Subjects</td>
<td>SALON IV</td>
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<tr>
<td>2:45 - 3:40 pm</td>
<td><strong>K1</strong> PLN: Theory and Practice</td>
<td>SALON I-II</td>
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<td><strong>K2</strong> Futures of Learning: Adapting and Building for the Future</td>
<td>SALON V-VI-VII</td>
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<td><strong>K3</strong> Increase Opportunities with Blended and Online Learning</td>
<td>SALON IV</td>
</tr>
<tr>
<td>3:50 - 4:30 pm</td>
<td>Plenary Wrap-Up Session: Where Do We Go From Here?</td>
<td>SALON III-IV</td>
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www.the-oesis.com
Join Us for the Following Special Presentations

A Practical Approach to Training and Evaluating Online Instructors
Training, mentoring, and evaluation of online instructors are critical to the success of any virtual program. Take a peek into VHS teacher training and discover effective techniques, measurable quality indicators and best practices for improving instruction in an online program.

The DNA of a Successful Online Learning Program
In this panel presentation, learn best practices for managing, participating in, and evaluating successful online programs. Participants will discuss their success in translating online learning objectives into vibrant programs with measurable outcomes.

Increase Opportunities with Blended and Online Learning
This session will provide leaders with high-level guidance and a checklist for implementing a student-centered, personalized, online learning program that benefits teachers, students, parents, and school leaders.

Contact us to learn how you can get started today.

Partner with The VHS Collaborative.
Our nonprofit organization is dedicated to providing today’s students and faculty with programs designed to meet each school’s learning objectives.

www.TheVHSCollaborative.org
info@TheVHSCollaborative.org
Thursday Morning Keynote

Howard Lurie

Howard Lurie is an e-learning advocate and leader in implementing next-generation systems for online teaching and learning. As the former Vice President for Content Development and University Relations at Harvard University and MIT’s non-profit online learning initiative, edX, Howard understands the disruptive nature and limitless potential of online learning. Prior to joining edX, Howard served as the Managing Director for PBS LearningMedia, a nationally recognized digital learning platform, and also served as the Associate Director for Education at the WGBH Educational Foundation in Boston. At WGBH he was responsible for managing online teacher professional development programs in STEM and for a variety of business development and fundraising efforts in support of WGBH’s K-16 digital platform, Teachers’ Domain. Throughout his career, he has remained committed to advancing the innovative use of digital media technologies in eLearning, online teacher professional development and classroom instruction. Join Howard Lurie for a Town Hall Meeting Q & A during session A-5 and for a panel discussion on Amherst College’s edX decision, session C-4.

Friday Morning Keynote

Mark Milliron

Dr. Mark Milliron is Co-Founder and Chief Learning Officer of Civitas Learning, an organization that brings the best of insight and action analytics to higher education innovators committed to helping students learn well and finish strong.

In previous roles, Mark has served as the Founding Chancellor of WGU Texas and the Deputy Director for Postsecondary Improvement with the Bill & Melinda Gates Foundation. He serves on numerous corporate, nonprofit, and education boards and advisory groups, including the Global Online Academy, a not-for-profit educational partnership serving independent schools nationally and internationally, and the Institute for the Study of Knowledge Management in Education (ISKME), the parent organization of the Big Ideas Fest. In 2011, the National University Technology Network (NUTN) named Mark the recipient of the Distinguished Service Award, and in 2013 he was inducted into the United States Distance Learning Association’s (USDLA) Hall of Fame. Join Mark Milliron at his Town Hall Meeting Q & A, session F-5.
Partner with Laurel Springs School for online solutions to meet the needs of your students.

Laurel Springs is a private, nationally accredited online school serving students in kindergarten through 12th grade. Our school offers single course enrollments that expand your catalog for superior student transcript appeal. We cultivate relationships with schools who seek a high-quality, flexible, and convenient way to enhance the educational needs of their students.

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- Five World Languages
- Convenient and Flexible
- Credentialed Teachers and Individual Feedback
- NCAA and UC a-g Approved Courses

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Phone: 207.480.0983
Email: sfyfe@laurelsprings.com

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## Featured Speakers

**Nancy Hargrave Meislahn** has been Dean of Admission and Financial Aid at Wesleyan since January 2000. Prior to coming to Wesleyan, she was the Director of Undergraduate Admissions at Cornell University for 15 years. She is a member of the US News and World Report admissions advisory committee and consults for the US State Department and College Board as a member of the advisory committee for the Overseas Schools Project which works to promote higher education abroad.

**Jonathan Martin** is a former Head of School at St. Gregory College Preparatory School (AZ) and Saklan Valley School (CA). He now writes, presents, and consults with a wide range of schools, districts, and associations in the work of strengthening 21st century teaching, learning, and assessing.

**Allison Powell** is the Vice President for State and District Services of the International Association for K-12 Online Learning (iNACOL), which provides expertise and leadership in K-12 online learning. Working at iNACOL, Allison has helped write the National Standards for Quality and several other documents to expand and improve the field of K-12 online learning.

**Ray Ravaglia** is Senior Associate Dean and Director of Stanford University Pre-Collegiate Studies. The principal architect of Stanford University’s Online High School, Ray is a frequent presenter at conferences on gifted education and e-learning. He has been an advisor to the College Board on the subject of online education, and was a founding board member of the International Council for Online Learning.

**Austin Sarat** is a professor of law and political science and Associate Dean of the Faculty at Amherst College. Prof. Sarat was appointed to serve on the Amherst College Task Force considering the pros and cons of joining edX (the Amherst faculty voted not to join edX). Prof. Sarat also organizes a working group on flipped classrooms for undergraduates and chairs Amherst’s Global Classroom Project.

**Cameron Staples** is President/CEO of NEASC, the New England Association of Schools and Colleges, the nation’s oldest accrediting association for schools, founded in 1885. NEASC oversees accreditation and standards for more than 2,000 public and independent K-12 schools, colleges and universities in New England and more than 200 international K-12 schools. He is also an attorney and former state representative in Connecticut.

**Nick Stoneman** is President of Shattuck-St. Mary’s School (MN), a 155-year-old boarding and day school, where he has been for the last decade. Nick has helped guide the school’s comprehensive adoption of blended learning and the construction of the weCreate Center, dedicated to student-driven creativity and innovation with a focus on collaboration and 21st century problem solving.

**John Watson** is founder of the Evergreen Education Group, a Colorado-based advisory firm that helps independent schools, charter schools, and public school districts implement blended courses and programs. Evergreen also publishes the leading annual report on online and blended learning, *Keeping Pace with K-12 Online and Blended Learning*. 
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818–906–2972
Thursday, October 10, 2013

6:45-8:15 am   Buffet Breakfast
    SALON III-IV

8:00-9:00 am   Welcome by Jeff Bradley and
    Sanje Ratnavale, OESIS Founders

    Keynote Address: Blend not Break;
    Thoughts on the Changing
    Instructional Landscape
    Howard Lurie, President for E-Learning Strategy,
    Consulting Services for Educators (CS4Ed)

9:20-10:15 am   Books without Boundaries: Promises and
    Challenges of Going Digital
    Kevin Ruth, Assistant Head for Strategic Initiatives, Tower Hill School (DE)
    DISCOVERY ROOM
    Digital texts represent the next step in the evolution of
    the book as we know it. Familiarize yourself with the
    landscape of digital texts, including insights into current
    use, their promise, and their challenges.
    This session will launch a two-day “Digital Book Build”,
    open to all interested. Please stop by Discovery Room
    during the Symposium to learn more.

A–2
Innovation in Extracurriculars: Online Not Just for
the Classroom
Joe Fox, Middle School Athletic Director, College Counselor, Boys
    Basketball Coach, The Barstow School, in partnership with The Hybrid
    Learning Consortium (MO)
    ENDEAVOR ROOM
    Great coaching is great teaching! Bring online to the
    courts and fields of your school. As independent schools,
    we provide well-rounded opportunities for our students
    in sports and extracurriculars. Now use innovative
    strategies and online approaches to create a genuine sense
    of team and success. Using online pedagogy and tools,
    independent school coaches can develop opportunities
    for more effective team, skill and personal development.
    Coach the whole person, creating individual growth,
    while raising the level of achievement for the whole team.
    The session will introduce some of the tools used to
    develop online coaching strategies and include workshop
    time to develop models that might work at your school.

A–3
Propel Students to Reach Beyond the Summit with
Technology: How to Create a 21st Century Gifted
Classroom
Weston Kieschnick, Dean of Educational Initiatives, Laurel Springs School (PA)
    OESIS Sponsor
    SALON I-II
    Today’s Gifted and Talented students have acquired a
    level of digital literacy that allows them to expand their
    capabilities at a rapid pace. Resources that far exceed
    those available in their classrooms and local libraries
    are now only a click away. Regrettably, when it comes
    to instruction, these literacies, resources, and abilities
    are often disregarded in favor of more content-driven
    outcomes. In a 21st century classroom, we seek to
    capitalize on students’ knowledge and competencies in
    the virtual space and nurture the development of skills
    they need to process, synthesize, and create. In this
    session, we will explore strategies to develop 21st century
    competencies in Gifted and Talented students. Participants
    will engage in discussion and activities to learn strategies
    for how teachers can utilize today’s technology to educate
    tomorrow’s leaders.

A–4
The DNA of a Successful Online Learning Program
Jim Dachos, Director, Educational Partnerships,TheVHS Collaborative (MA)
    OESIS Sponsor
    Gail Corder, Director of Educational Technology,Trinity Valley School (TX)
    Dr. Christopher Chew, Headmaster, North Middlesex Regional High
    School (MA)
    Maura Tucker, AP Government and Politics Teacher,TheVHS Collaborative (MA)
    Karen Archambault, Primary Site Coordinator,Wellesley High School (MA)
    Emily Breakell, Student, College of the Holy Cross (MA)
    SALON V-VI-VII
    The VHS Collaborative has over 16 years of experience
    in providing online and blended learning solutions to
    independent, public, and charter schools in 35 states
    and 43 countries. In this high-energy panel presentation,
    learn best practices for managing, participating in, and
    evaluating successful online programs, from integral
    members of the “team”. Administrator, site coordinator,
    teacher, and student participants, from both independent
    and public schools, will discuss their success stories
    in translating their online learning objectives into
    vibrant programs with measurable outcomes. Learn
    too how students and teachers have leveraged their VHS
    online experiences into impactful college and career
    opportunities. This interactive panel discussion session
    will include ample time for questions and answers.

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A  9:20-10:15 am  Continued

A-5

Town Hall Meeting with Howard Lurie

SALON IV

In this open Q and A session with Thursday’s Keynote Speaker, learn more about the rise of MOOCs, the vision of edX, and the opportunities and challenges posed by the disruptive technologies that are changing the way students learn and teachers teach.

Coffee and refreshments will be available in the hallway starting at 10:15.

B  10:25 am – 11:20 am

B-1

Blended Learning, from Pedagogy to Practice: Implementing Online Initiatives with an Eye on Budget

Darby Carr, Head of School, Laurel Springs School (PA)

OESIS Sponsor

SALON I-II

Independent schools are well aware of opportunities that blended learning offers its students. But how does an independent school implement blended learning in a meaningful, efficient way that engages students without breaking the budget, while still maintaining its school culture, philosophy, and reputation? This session will feature case studies of private schools already using blended learning to solve challenges such as: retaining low enrollment courses, offering multiple languages and AP courses, competing with other schools for enrollments, and stabilizing rising tuition costs. We’ll explore how many schools have successfully and economically implemented blended learning.

B-2

A Practical Approach to Training and Evaluating Online Instructors

Amy Michalowski, Director of Academic Affairs, The VHS Collaborative (MA)

OESIS Sponsor

SALON V-VI-VII

Training, mentoring, and evaluation of online instructors are critical to the success of any virtual program. VHS’ model of training classroom teachers to flourish in an online environment has evolved over 15 years and has been proven to impact the quality of teachers’ classroom instructional practice. Take a sneak-peek into VHS’ teacher training, mentoring, and assessment programs. Discover effective techniques for post-training mentorship and experience testimonials from teachers who have participated in the program. Attendees will receive measurable teacher quality indicators and best practices for assessing and improving quality of instruction in an online program.

This presentation will contain many opportunities for conversation, in which participants will have the opportunity to discuss qualities of effective online instructors and evidence of high-quality instructional practices. Participants will have the opportunity to view examples of weekly and semester evaluations of VHS instructors. The presentation will also demonstrate how VHS curriculum and instruction staff meets the needs of their instructors using screencasts, webinars and written professional development offerings. Current VHS teachers will have written and video testimonials to share with participants during the presentation.
B 10:25 am–11:20 am  Continued

B–3
Online Learning and its Impact on School Strategic Planning: A Conversation with Three Heads of School
Gabriel Lucas, Director of Technology, Castilleja School (CA)
Christopher Brueningsen, Head of School, Kiski School (PA)
Ron Cino, Head of School, Worcester Academy (MA)
Nat Conard, Head of School, Pingry School (NJ)

SALON III
Join us for an engaging discussion with three Heads of School, who will share their thoughts on how online learning fits into their schools’ immediate and future strategic plans. Facilitated by Gabriel Lucas, Director of Technology at Castilleja School, this session will explore the opportunities and challenges that online learning presents to school leaders. A central theme of our discussion will be the different ways in which online learning tries to address current school goals and objectives, such as freeing up time, saving money, facilitating growth, and enhancing instruction. Each school is in a different place with respect to technology and online learning, so this session promises to offer diverse opinions and useful information for educators just beginning to explore online learning as well as veterans of online learning.

B–4
An Independent School Roundtable on MOOCs and Connectivism
Dave Ostroff, Director of Honors College, All Saints Episcopal School (TX)
Moss Pike, Dean of Middle School, Harvard Westlake School (CA)
Vaz Gnanam, President, Providence Global Solutions
Sanje Ratnavale, Managing Partner, OESIS Group

SALON IV
Over the summer, with the release of the edX software on an open-source basis, OESIS commissioned a technology partner (Providence Global Solutions) to host the software and asked a panel of independent school eyes to examine the contents, strategies, infrastructure and possibilities of implementing MOOCs into their curricula. In this panel discussion we bring to bear different perspectives on these issues, including an examination of the technology behind MOOC delivery, an examination of the different MOOC types (cMOOC and xMOOC), the emerging views of independent school staff and students, and the ways in which MOOCs as either courses or classes can be adapted to the underlying philosophies of the independent school sector.

Thursday, October 10, 2013

What’s a PEP Talk?
Pedagogy, Exploration, Practice
A one-hour idea exchange on what works in blended/online learning, by topic area. Come to coach and to learn. Questions and answers equally welcome.

PEP Talk #1  Teaching STEM
ENTERPRISE ROOM

www.the-oesis.com
C-1
Using Outcomes Assessment to Improve Learning
Featured Speaker: Jonathan Martin, Educational Writer and Consultant, JonathanEMartin Ed. Services (AZ)
ENDEAVOR ROOM

More than ever, independent schools are expected to demonstrate their educational value and to continually improve the academic program. Schools are wise to collect data about learning outcomes and to use that data to drive instruction. New tools, tests, and techniques are increasingly available to do so, such as PISA-OECD, the Mission Skills Assessment, and the ShowEvidence platform, and many are situated on online platforms. In this session we’ll consider the many ways to collect meaningful information to improve learning.

C-2
The Evolution of The Kiski School’s Online Programs
Marcus Muster, Director of Technology, The Kiski School (PA)
Christopher Brueningsen, Head of School, The Kiski School
Craig Olear, Director, Kiski Virtual School for Boys, The Kiski School

SALON I-II

The Kiski School has been involved with online education since early 2007. In this presentation we will share our experiences as they have unfolded over the past six years. A fully transparent representation of what has and hasn’t worked well will allow our audience the opportunity to decide what might be the direction that their school takes with respect to online learning. Starting with our original offering using Adobe Connect to our current 3D Avatar-Based Synchronous approach, all aspects of our program will be discussed. This will include financial models, marketing, software development, hardware requirements, teacher training and more. The presentation will conclude with the audience actually participating in a Kiski Virtual School for Boys (VSB) classroom. Bring your device!

C-3
Information and Communication: The Fundamentals of Technology Integration
Manquis Scott, Director of Information Technology, Newark Academy (NJ)

SALON V-VI-VII

Information and communication are two fundamental elements in technology integration. Accurate information is essential for a technology risk assessment, while effective communication is key to educational partnerships. Mutually, these elements are vital ingredients to the development and implementation of educational and strategic technology initiatives in schools. In this workshop, IT directors and others will explore successful technology strategies that depend on solid information and communication that help schools with blended and flipped learning, disaster recovery preparation, and cloud planning.

C-4
The Amherst College Case
Prof. Austin Sarat, professor of law and political science and Associate Dean of Faculty, Amherst College
Howard Lurie, President for E-Learning Strategy, Consulting Services for Educators (CS4Ed)

SALON IV

Last year the faculty of Amherst College in Massachusetts, after much deliberation, rejected adoption of edX, the MOOC pioneered by Harvard and MIT and adopted by many prominent colleges and universities. What were the arguments for and against joining edX? Independent school leaders may recognize many of the hopes and fears raised by faculty at Amherst – about academic rigor, about brand impact, about a unique, interpersonal learning community that is not always compatible with technology.

This two-person presentation and panel discussion features Prof. Austin Sarat of Amherst, a leading member of the committee charged by the Amherst College President with making a recommendation to the full faculty, along with Keynote Speaker Howard Lurie, who as the former VP for External Relations and Educational Content at edX understands the promises and pitfalls schools must face in adopting new technologies.

PEP Talk #2 K-8 Issues

ENTERPRISE ROOM
Keeping it Real While Going Virtual
Lunch Presentation by Featured Speaker Ray Ravaglia, Senior Associate Dean and Director of Stanford University Pre-Collegiate Studies, Stanford University (CA)

SALON III-IV
The rise of online learning has forced independent schools to engage in a good deal of soul searching. Technology is transforming how they are teaching, what they are teaching, and even who is teaching. In the midst of it all it is easy to lose sight of the characteristics that have historically defined an independent school education. While content knowledge may be readily attained online, less well established is how one engenders the ways of thinking and habits of mind that are the hallmarks of the well-educated individual. These are attributes best acquired in small seminar settings that are too readily abandoned in the rush to move online. In this talk we look at ways that technology is being used to deliver this traditional high-quality instruction as well as ways that mission-driven institutions can incorporate such education without abandoning their core beliefs and values.

Designing Blended Learning: An Immersion Short Course for Beginners
Featured Speaker: John Watson, Founder, Evergreen Education Group (CO)
OESIS Sponsor

DISCOVERY ROOM
“What is blended learning? What does it look like in practice? What content should we use? What technology platform? How will we change our school facilities? Will we provide laptops or have our students bring their own devices?”

If you’re new to blended learning, the issues may seem daunting, and the questions endless. They range from strategic (what are our educational goals?) to financial (will the shift require investment or cut costs?) to operational (will we develop or license content?).

OESIS offers presentations that will inspire, others that will delve deeply into examples, and others that explore specific topics in implementation. To get the most out of those sessions, this session will be the starting point for beginners. We will model blended learning by mixing aspects of small group instruction, multiple learning modes, self-directed learning, and BYOD. (If you don’t happen to have a “D” to bring, you can share someone else’s in a small group.)

This will not be “sit and listen.” It will be watch (video), read (case study), listen (to your colleagues), ask (your questions), talk (about your own experiences and interests), repeat. The session will be 90 minutes, and attendance will be limited. Participants should have lunch prior to the session.
D-1
Launching an Online Consortium: Lessons Learned from MSON

Marjo Talbott, Head of School, Maret School (DC)
Craig Maughan, Head of School, Trinity Preparatory School (FL)
Evan Peterson, Head of School, Fort Worth Country Day (TX)
Vince Durnan, Head of School, University School of Nashville (TN)

SALON I-II

Independent schools increasingly ponder their role in the growing world of online learning. Four Heads of School will discuss the creation of a unique online learning consortium, the Malone Schools Online Network (MSON), which offers a “virtual seminar model.” Working with Stanford University’s Online High School, a small steering group of Heads conceived and launched the network within a calendar year. Join us in a lively dialogue about the pitfalls and possibilities in starting an online consortium.

D-2
Tapping Brain Science Principles to Optimize Online Learning

Carole Hamilton, English Teacher, Cary Academy (NC)

SALON V-VI-VII

Cary Academy’s English department implemented Membean online software in grades 8-12 last year, which successfully moved vocabulary instruction out of the classroom. Membean’s cartoons, video, and memory hooks make learning fun, while its dynamic Adaptive Reinforcement Engine tailors learning to each student’s unique retention pattern. However, it required teachers to change how they reinforce and assess student progress. CA English teacher Carole Hamilton will share the impact of e-learning on traditional classroom practices, plus what to look for in online software to provide the best learning experience.

D-3
The Accreditation Landscape, Standards, Trends and Gaps

Carol Anderson, Vice President, Commission on Institutions of Higher Education, NEASC - New England Association of Schools and Colleges (MA)
Featured Speaker: Allison Powell, Vice President for State and District Services, iNACOL - International Association for K-12 Online Learning (VA)
Sanje Ratnavale, Managing Partner, OESIS Group (CA)
Featured Speaker: Cameron Staples, President/CEO, NEASC - New England Association of Schools and Colleges (MA)

SALON IV

We examine the landscape of online course accreditation and the issues surrounding the measurement of quality online delivery. We look at the influences of clearinghouses run by colleges like the University of California system, which recently revised its (a)-(g) requirements, and the NCAA, that are placing new requirements for online courses to qualify. We look at the influence of associations like iNACOL with large public school memberships on the market. We look at the movement from quality assurance to quality control, from inputs-based quality to outcomes-based quality that is increasingly a product of the Common Core movement.

The standards and practices of independent school accreditation need reassessment in the light of the changes taking place in online education. Should schools be allowed to place grades on their transcripts from outside providers? What degree of control and evaluation oversight should a school have over teachers not employed by the school itself? We look at the gaps in our accreditation environment and we offer some suggestions.

PEP Talk #3  IT and Infrastructure

ENTERPRISE ROOM
E-1
Revolutionary Alliances
Suzanne Fogarty, Head of Upper School, Berkeley Carroll School (NY)  
Nathalie Youman, Chair of World Languages, Berkeley Carroll School  
Thana Moussa-Jarjour, Arabic Teacher, Johns Hopkins CTY Online Programs (MD)

SALON III
To live and lead in the 21st century, American high school graduates must be proficient in more than one language. Because there are only so many periods in the traditional school day, schools need to revolutionize the way they think about time. Through the Berkeley Carroll partnership with Johns Hopkins CTY Online Program, students take language in school and an additional language online. This 6th academic course occurs outside the structure of the school day and builds skills of independence, flexibility and resilience. Additionally, online courses absorb fewer resources than hiring language faculty. The panel will include a teacher from Johns Hopkins CTY Program and two Berkeley Carroll faculty. They will demonstrate how an online language class works and how it complements the traditional classroom structure.

E-2
Who’s In Charge Here? Building Responsible and Independent Technology Use in Teens
Dr. Tammy Finch, Middle School Counselor, Cary Academy (NC)  
Dawn Bates, Assistant Head of Middle School, Cary Academy  
Kevin Rokuskie, Senior Information Services Consultant, Cary Academy

SALON I-II
“That computer is such a distraction; can’t we just get rid of it?” “Social media is so dangerous. Can’t we just block all these sites?” Sound familiar? If you are hearing these types of comments from teachers and parents, we can help. Parents and teachers look to school staff for advice on helping students navigate technology safely. Administrators, counselors and information technology staff are well equipped to help parents and teachers promote responsible and independent technology use in teens. Join us as we provide knowledge, resources and practical suggestions for helping your school community navigate the technology maze.

E-3
Breaking the Classroom Mold; Online Learning across Campus Boundaries
Travis Warren, President and Founder, WhippleHill (NH)  
OESIS Sponsor  
Elizabeth Preston, Director of Information Technology, St. Luke’s School (CT)  
Laura Deisley, Director of Strategic Innovation, The Lovett School (GA)

SALON V-VI-VII
More schools are realizing the potential of online learning. From web-facilitated and blended learning courses to multi-school consortia, online learning provides extraordinary opportunities to expand the ways students can learn and share. Learn how St. Luke’s School in CT and The Lovett School in GA came together to offer a unique, team-taught online learning opportunity for their communities.

E-4
Online Classes: How Do They Change the Environment of College Admissions?
Featured Speaker: Nancy Meislahn, Dean of Admission and Financial Aid, Wesleyan University (CT)  
Matt McGann, Assistant Director of Admissions, Massachusetts Institute of Technology (MA)  
Joe Fox, Assistant Director of College Counseling, The Barstow School (MO), in partnership with The Hybrid Learning Consortium (MO)  
Chris Powers, Director of Online Learning, Assistant Director of College Counseling, Shorecrest Preparatory School (FL), in partnership with The Hybrid Learning Consortium

SALON IV
What value do college admissions offices place upon online courses on transcripts? How are prep schools incorporating online courses to help differentiate their students’ college applications? Learn how The Barstow School in Kansas City and Shorecrest Preparatory in St. Petersburg have approached college counseling when collaborating on building and sharing online courses. Learn from experienced college counselors and admissions representatives from MIT and Wesleyan, as they share insights on communication between college admissions counselors and campus admissions, representing online coursework on transcripts, building a strong reputation for online classes, and following NCAA accreditation compliance for online courses.

PEP Talk #4 Personal Learning Networks (PLNs)
ENTERPRISE ROOM
Thursday, October 10, 2013

3:50–4:50 pm  6 x 6 Consortium Hour

SALON III-IV

Featuring six different Ignite-Style, 6-minute timed presentations by consortia serving independent schools. Following the six presentations, please feel free to come meet the presenters and learn more.

Global Online Academy
The Online School for Girls
The Hybrid Learning Consortium
The VHS Collaborative
The Malone School Online Network
The Virtual Independent School Network (VisNET)

5:00–6:30 pm  Reception

Reception with music by pianist Clifton Williams, Berklee College of Music, Class of 2014

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Keeping it Real While Going Virtual
Presentation and Q&A with:
Raymond Ravaglia,
Associate Dean and Director,
Stanford Pre-Collegiate Studies and Founder
of the Stanford University Online High School

Thursday · October 10
12:50–1:20pm · Salon III-IV

Launching an Online Consortium:
Lessons Learned from MSON
Presentation and Q&A with four Heads of School:
Marjo Talbott from Maret School
Craig Maughan from Trinity Prep
Evan Peterson from Fort Worth Country Day
Vince Durnan from University School Nashville

Thursday · October 10
1:40–2:35pm · Salon I-II

Learn how synchronous, video-conference based, seminars are the key to preserving an independent school education in an online environment, and see how a group of schools have come together with the Stanford Online High School to embed this approach within their schools.

ohs.stanford.edu
Friday, October 11, 2013

6:45 - 8:15 am  Buffet Breakfast
SALON III-IV

8:00 - 9:00 am  Keynote Address: Emerging Insights on Learning and the Road Ahead
Mark Milliron, Co-Founder & Chief Learning Officer, Civitas Learning, Austin, TX

9:20 - 10:15 am
F-1  How to Do a Blended Learning Power Hour: A Case Study in Elementary Innovation
Pamela Barrier, Principal, LearnForward (TX)
Lisa Zapalac, Head of Lower School, Trinity Episcopal School
Cathy Lewis, Math Specialist, Trinity Episcopal School
SALON I-II
Is your school interested in blended learning, but not ready for a whole-school transformation? One option is a Blended Learning Power Hour, where students step away from the traditional classroom format for an hour to target priority learning needs using online learning options and small-group instruction. This approach provides an excellent starting point for stimulating school-wide innovation toward student-centered and competency-based learning. Presenters will describe implementation of a sophisticated blended power hour program called “Extensions,” which was piloted with 1st and 2nd graders in 2010. Today, the popular program serves Kindergarten through 6th graders, and inspires innovation across the school.

F-2  Sustaining a Tradition of Excellence: The Eight Schools Association (ESA) Online Consortium
Joel Babcock, Director of Academic Technology, History Teacher, Choate Rosemary Hall (CT)
Peter Warsaw, Academic Dean, Fine Arts Teacher, Deerfield Academy (MA)
Alisa Barnard, Dean of Studies, St. Paul’s School (NH)
SALON III
In 2011, a consortium of eight large northeast boarding schools began meeting to determine the areas of technology and learning that might benefit from collective wisdom and resources. Development of an online learning program was one of the first orders of business. The challenge was to reengineer exciting face-to-face courses into dynamic, engaging online curriculum and PD, and meet the varied needs of the eight schools. Join the ESA panel as they share the experiences and lessons learned by a group of school heads, deans, teachers, and technology specialists. You may be surprised at the results of their work.

F-3  What Do We Do Now That We’re Here? Maximizing Classroom Time in a Blended Learning Class
Meredith Stewart, Teacher and Department Chair, Cary Academy (NC)
ENDEAVOR ROOM
Much energy has been focused on how to maximize student learning and engagement in the online component of a blended course. This session will explore the less discussed, but equally important question of how to most effectively use the reduced classroom time in a blended course. We’ll consider how to best use face-to-face time in blended courses to complement online instruction, rather than simply replicating traditional classroom instruction. Led by a teacher with four years of blended classroom experience in an independent school, participants will experience a mini-simulation of classroom activity and then discuss how such activities can work in tandem with online instruction to enhance student learning.

Session F Continued next page
The 21st Century Math and Science Classroom

Danika Bender, Math Department Chair, Shattuck-St. Mary’s School (MN)
Matthew Inman, Science Teacher, Shattuck-St. Mary’s School

Over the past six years, Shattuck-St. Mary’s School has developed in-house a wide-ranging blended curriculum affecting all subject areas. This session explores the particular challenges facing math and science teachers as they adapt to an evolving blended model curriculum. The session, led by long-serving math and science teachers from Shattuck-St. Mary’s blended learning program, will explore a variety of tools that are both simple and effective alternatives to the traditional classroom.

Challenges to consider include:

• Keeping up with the technology that students are using
• Lab work in science
• Adjustment of instructional plans based on observation of students
• In-class group practice with immediate feedback

And some possible tools and solutions include:

• Willingness and opportunity to explore and play with new tools and technology
• Online simulations, redesign labs, open lab times
• Online presentations of information, with multiple alternatives for delivery
• Array of tools for student engagement, including BigBlueButton, class forums, Skype and online homework

Town Hall Meeting with Mark Milliron

In this open Q and A session with Friday’s Keynote Speaker, learn more about the future of online learning and the disruptions affecting K-12 and postsecondary education today.

PEP Talk #5  Academic Honesty
G-3
What We Know Now: Our Blended Pilot Experience
Courtney Cavellier, Director of Studies, Shattuck-St. Mary’s School (MN)
Hannah Sobol, Blended Learning and weCreate Coordinator, Shattuck-St. Mary’s School

SALON V-VI-VII
In 2012-2013, after several years of offering home-grown blended courses as part of their curriculum, Shattuck-St. Mary’s School, a boarding/day school in Minnesota, conducted a Blended Learning Pilot, during which 22 juniors and seniors took the majority of their classes in a blended format. With this flexible schedule came the opportunity for an independent project, such as research, internships, community service, and/or creative projects. After evaluating the pilot by comparing the performance of students in the program with their peers, conducting student and teacher surveys, and interviewing students, teachers, and parents, the school moved forward with expanding the program in 2013 -2014 and believes that blended learning is a necessary tool for independent schools to consider as they evaluate, refine, and enhance the educational experience of their students. The speakers will share their experience developing the program and supporting the students and teachers through the first pilot year and review the initial results of their program evaluation.

G-4
Meeting Diverse Student Needs with Blended Learning
Rabbi Elchanan Weinbach, Head of School, Kohelet Yeshiva High School (PA)
Les Spero, CEO of Project Kodachrome
Amanda Purashar, Teacher, Kohelet Yeshiva High School

SALON III
This session explores one school’s approach to designing and developing a blended learning program to help students who were struggling in traditional classroom models for a variety of reasons. The blended learning program leverages project-based learning and online content to engage students. The session will explore the program design, challenges faced in the development of the course and an overview of initial implementation.

H-1
Crafting a Vision: The First First Step
Cindy Sabik, Dean of Faculty, Worcester Academy (MA)
Barbara Ahalt, Assistant Head of School/Upper School Director, Worcester Academy
Ron Cino, Head of School, Worcester Academy
Mike Mallett, Director of Middle School, Worcester Academy

ENDEAVOR ROOM
With new leadership, a (relatively) new century, and an emerging body of literature and experience that makes it clear that there is a new educational paradigm unfolding not just in the U.S. but around the globe, we at Worcester Academy decided to make the cultural shift necessary to support teaching and learning in this new paradigm. Step one, establishing a vision and a lexicon, proved to be complex, invigorating, and essential. In this presentation we share our process, our emerging vision, our efforts at collaborative leadership, and our next steps.

H-2
Talking the Talk or Walking the Walk: Are We Reforming our Schools or Transforming Them?
Linda Nelson, Executive Director, VISNET - The Virtual Independent School Network (NC)
Stephanie Keaney, Director of VISNET Operations

SALON I-II
What do we mean when we talk about becoming a 21st century learning community? With over a decade of the 21st century behind us, one would think that we have had plenty of time to figure that out, or perhaps not. Technology abounds in our schools and we have an ever growing arsenal of the latest and greatest digital tools. But what impact is this having on learning? Have we simply reformed our delivery or have we transformed the learning process? Join VISNET colleagues for a candid look at what’s really happening in schools and learn how to recognize and implement genuinely transformative change.
Taming the Panther: Copyright and Fair Use in Online Learning
Rabbi Seth Linfield, Executive Director, Yeshivah of Flatbush (NY)

This session will offer practical pointers, for school and teacher, on what to do - and stay away from - in offering or using online learning environments, from course management systems to blending learning to personal faculty websites. We will explore: who owns and may use contributions made by faculty, staff, or students; positioning your work to encourage only desired uses, by your students and others; how to decide if your use of another’s work is fair use, including the true meaning of the so-called “10% rule;” steps for avoiding infringement; responsibilities to protect the intellectual property of others, during and after the semester; and what training and policies a school should put in place. We will glean insights from the district court’s recent decision in Cambridge University Press v. Becker (N.D.Ga. 2012), the Georgia State educational fair use case.

Incorporating Design Thinking into the Blended Model
Matthew Cavellier, Director of Academic Innovation, Shattuck-St. Mary’s School (MN)
Hannah Sobol, Blended Learning/weCreate Coordinator, Shattuck-St. Mary’s School

Shattuck-St. Mary’s is five years into its experiment with blended learning, and this past year we conducted a pilot with 22 students who took the majority of their classes in the blended format. This flexible schedule opened up opportunities for those students to work on an independent project of their choosing. The project could incorporate academic research, community service, an off-campus internship, a creative project, or a combination of any of the four. Nine of the 22 students in the pilot participated in off-campus internships, encompassing everything from working on a political campaign, to observing surgeries at the veterinary clinic, to volunteering with a local nonprofit to aid refugees. No matter the focus, all of these projects introduced students to the principles of design thinking developed at Stanford’s Design School. This session will overview SSM’s experience, and explore the ways in which the blended schedule affords opportunities to tackle real-world problems, gain practical design skills, and promote innovation and collaboration.

PEP Talk #7  Teaching Languages

The Burlington High School Help Desk is a student-run “genius bar” where students assist with the integration of technology in a 1:1 iPad high school. Students are responsible for supporting teachers with the creation of digital workflows, providing the latest technology news and updates, and problem-solving for a variety of tech-related issues, including hardware and cloud-based applications. Students are skilled at identifying ways in which teachers can effectively integrate technology into the classroom to create a more engaging and relevant learning experience. Students also maintain and promote the BHS Help Desk blog which serves as the central hub for showcasing video tutorials, app demonstrations and reviews, and critical analysis of the latest tech gadgets, operating systems, and social networking tools.
J 1:40-2:35 pm

J-1
Collective Success: Building Community through Online Partnerships
Sarah Hofstra, Director of The Hybrid Learning Consortium, The Barstow School (MO)
Kellye Crockett, Director of Admissions and Marketing, The Barstow School, in partnership with The Hybrid Learning Consortium

Implementing innovation and change in independent schools steeped in tradition is challenging. Creating purposeful collaborations with peer institutions can be a powerful way to foster successful growth. Online partnerships can be empowering for all concerned. Learn tools for accomplishing mutual benefits while maintaining important autonomy in independent school consortia offering online courses. The Hybrid Learning Consortium is one of many models that can support schools embracing online learning. This session will open with an overview of the successes and challenges that partnerships can provide and will include workshop time for participants to begin developing potential plans for their own schools.

J-2
The Expansive Use of Blended Learning in an Independent School
Featured Speaker: Nick Stoneman, President, Shattuck St. Mary’s School (MN)

Blended learning is here to stay and will, in a few short years, be viewed as a standard part of most educational institutions – public or private. This session is, therefore, not about extolling the virtues of blended learning to those who remain skeptical or unsure of its applicability. Rather, the session’s focus is on exploring the exciting doors a blended learning model opens. We will look across the many aspects of an independent school and discuss how to integrate blended learning’s potential beyond simply delivering an academic program. How do we create new and robust programs and new opportunities for the students? How do we further engage and connect with our parent body? How do we embrace alumni and cultivate these relationships? How do we cast our net further and increase enrollment? How can we develop additional revenue streams so essential to our financial well-being? By understanding how to unleash and apply the potential of blended learning, attendees will gain insights into the expansive – and clearly positive – impact it can have within an independent school.

J-3
The Flipped Classroom – Theory and Practice
Scott MacClintic, Director, Kravis Center for Excellence in Teaching, Loomis Chaffee School (CT)

“Flipping” the classroom leads to a fundamental change in the use of class time for both the students and the teacher. Collaboration, communication and critical thinking become the norm during class when content delivery is completed for homework. This session will serve as an introduction to the flipped classroom model and how it can transform student learning.

J-4
Developing Online Content for Specialized Subjects
Rabbi Elchanan Weinbach, Head of School, Kohelet Yeshiva High School (PA)
Les Spero, CEO of Project Kodachrome
Amanda Purshar, Teacher, Kohelet Yeshiva High School

While there are many options for online content in some curricular areas, there are fewer resources available for some subjects. This session explores one school’s approach to designing and developing their own online course content. The session will explore aspects of course development, including: LMS platform choice, curriculum and assessment design and development. Presenters will explore the project process and share challenges faced in the development of the online courses as well as an overview of initial implementation. The session will interest participants seeking strategies for creating engaging content in emerging online subjects.

PEP Talk #8
Online and Blended PD for Teachers

ENTERPRISE ROOM
Friday, October 11, 2013

**K  2:45-3:40 pm**

**K-1**

**PLN: Theory and Practice**
Jonathan Martin, Educational Writer and Consultant, JonathanEMartin Ed. Services (AZ)

**SALON I-II**

This session will focus on the power and promise of Personal Learning Networks and take a preliminary dive into the nature of connectivism, as defined by Canadian academics George Siemens and Stephen Downes, and connected learning, as articulated by Will Richardson, Sheryl Nussbaum Beach, John Seely Brown, Steven Johnson and Howard Rheingold. After a brief introduction to RSS readers and Twitter, we’ll discuss in small groups our own connected learning practices and how we develop our own individual PLNs, and build out a set of recommended practices and follows. Finally, we’ll explore in particular the value and nature of blogging as a tool for building, supporting, and advancing your PLN experience.

**K-2**

**Futures of Learning: Adapting and Building for the Future**
Kevin Page, Director Emeritus, International School of Berne, Switzerland

**SALON V-VI-VII**

In this session, an international school shares its approach to providing students of today with a chance to participate in what the future of learning might entail. Developing from our association with a major US online provider and our development of affiliate schools around the world along with our involvement in the IB Online World School Project, we have taken another look at how we should be providing the best possible education for our students today for them to benefit tomorrow.

**K-3**

**Increase Opportunities with Blended and Online Learning**
Mark Bucceri, Chief Learning Officer, The VHS Collaborative (MA)

**OESIS Sponsor**

**SALON IV**

The right online or blended learning initiative can build students’ 21st century skills, supplement any school’s curriculum, and give schools a competitive edge against other independent schools and other full-time, online options. A well-planned initiative also provides teachers with tools and resources they can use to improve student experiences in their face-to-face classrooms. Key decisions impact whether or not the program will meet student needs without sacrificing educational quality. This interactive informational session will provide leaders with high-level guidance and a checklist for implementing a student-centered, mission-driven, cost-effective, online learning program that benefits teachers, students, parents, and school leaders.

**3:50-4:30**

**Plenary Wrap-Up Roundtable: Where Do We Go From Here?**

**SALON III-IV**

Moderated by OESIS Organizing Committee Members:
Courtney Cavellier, Director of Studies, Shattuck-St. Mary’s School, MN
Lucinda Katz, Head of School, Marin Country Day School, CA
Seth Linfield, Executive Director, Yeshiva of Flatbush, NY
Dave Ostroff, Director, Tad Bird Honors College, All Saint’s Episcopal School, TX
Marquis Scott, Director of Information Technology, Newark Academy, NJ
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<table>
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<th>6-8</th>
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The North School, MA
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Phillips Academy, MA
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The Pingry School, NJ
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Portsmouth Abbey School, RI
Providence Solutions, Sri Lanka
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The Rivers School, MA
Robinson School, PR
Rutgers Preparatory School, NJ
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Shorecrest Preparatory School, FL
South Kent School, CT
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Tabor Academy, MA
Thayer Academy, MA
Tilton School, NH
Tower Hill School, DE
Trinity Episcopal School, TX
Trinity Prep School, FL
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Lick-Wilmerding High School
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