5th Anniversary

The Leading Network for Innovation at Independent Schools

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OESIS Learning Innovation Report on U.S. Independent Schools 2017

By Sanje Ratnavale
President
OESIS Group

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Acknowledgements

We would like to thank the following for their input and guidance in the formulation of this report: **Joel Backon,** Director of Academic Technology at Choate Rosemary Hall (CT); **Elaine Swyryn,** Dean of Faculty at the Bryn Mawr School (MD); **Carole Everett,** Executive Director of the New Jersey Association of Independent Schools; **Richard Branson,** Head of School at Indian Creek School (MD); and **Ray Ravaglia,** Founder of Stanford Online High School (CA). We also appreciate the support of the following leaders in the independent school world for their comments below.

Michael Horn, co-author of Disrupting Class and NAIS Board member:

> "Instructive. This report provides a sobering look at the very real barriers to true transformation in independent schools, but also a sense of optimism of a way forward and real data about the changes starting to take root. Read it to figure out what you'll tackle first."

Pat Bassett, NAIS President 2001-2013:

> "What a wonderful piece! 'The revolution will not be televised... the revolution will be live.' As Gil Scott-Heron's black power protest poem of the 70s indicates, we may be approaching a tipping point by analogy, in this case, away from all the conventional wisdom and platitudes about college-prep education that we have sustained, literally, for hundreds of years, as we shift to a more student-centered, technology-infused, and hands-on, collaborative culture of teaching and learning. Sadly, the train is leaving the station, and leaving many behind, because of reluctance to board. OESIS's Learning Innovation Report provides the data behind the reality and addresses the key impediments to welcoming more on board."

Heather Hoerle, Executive Director of the Enrollment Management Association (previously SSATB):

> "OESIS always provides strong content relative to school innovation, and this report is no exception. Its conclusions should be read and understood by all who lead independent schools. The call for a Renaissance of improved Faculty Culture is spot on, as we seek to transform the independent school educational model."

Dave Clune, President and CEO of ERB:

> "Excellent survey. The barriers to change and innovation are patently clear and painfully familiar; however, the OESIS report shows that the seeds of sensibility are being sown. Communities of learners dedicated to supporting personal learning rooted in the inherent curiosity and passion of children will reap the harvest they sow. These children, the women and men of tomorrow, will continue to be masters of their own learning and therein the barriers will fall."

Kind Regards,

Sanje Ratnavale
President
OESIS Group
www.oesisgroup.com

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I. Introduction

The 2017 Learning Innovation Report is published to coincide with our 5th anniversary. It is based on a survey of 254 U.S. independent schools completed in mid-2016, as well as the observations we have made over the last five years at our 13 conferences held in the U.S., China, and the U.K.

OESIS is a dynamic network of over 550 independent schools and over 2,500 leading innovators in education. Our network focuses on changing schools' learning models with an emphasis on the innovative practices in pedagogy, curriculum development, and school culture change. We have grown from a focus on online learning to now covering all areas of student-centered learning including Project-Based Learning, STEAM, Design Thinking, Problem-Based Learning, Blended Learning, Inquiry-Driven Models, and more.

The tables below provide a breakdown of the 254 U.S.-only school participants and their identities who responded to the survey. We believe that given the high response rate, the data provides a meaningful sample size (there are around 1,500 independent schools in the U.S., and just over 500 who are part of our network). With 136 respondents being Heads of School and 91% of respondents being from independent schools, we also see a broad range of tuition-level profiles and grade levels represented in the sample.

Table 1: Survey Respondents by Affiliation of School.

Value	Percent	Count
Independent school associations (regional or national, like NAIS)	90.9%	231
Christian school association	13.8%	35
Jewish school association	3.9%	10
Montessori associations	2.0%	5
International school associations	7.1%	18
For-profit schools	1.2%	3
Boarding schools association	21.3%	54
Single-sex schools associations	8.7%	22
Other	16.9%	43
	Total	254

Table 2: Survey Respondents by Role.

Value	Percent	Count
Head of School or Associate Head	53.5%	136
Principal or Division Head	10.6%	27
Dean of Studies, Academics, or Faculty	20.8%	53
Other Administrator	15.0%	38
	Total	254

Table 3: Survey Respondents by Grades Served.

Value	Percent	Count
Pre K–6	4.7%	12
Pre K–8	17.7%	45
6/7–12	16.1%	41
9–12	27.2%	69
Pre K–12	34.3%	87
	Total	254

Table 4: Survey Respondents by Tuition Range.

Value	Percent	Count
Less than $10,000	11.4%	29
$10,001–$15,000	11.5%	30
$15,001–$20,000	14.2%	38
$20,001–$25,000	13.4%	34
$25,001–$30,000	11.4%	29
$30,001–$40,000	14.5%	37
$40,001–$45,000	7.9%	20
$45,001–$50,000	4.7%	12
More than $50,000	10.5%	27
	Total	254

II. Executive Summary

The velocity of innovation in the learning models of independent schools, towards more student-centered paradigms, has without question increased since our last report two years ago. It is visible in a host of major initiatives launched within schools in attempts at reform, and in the seriousness, depth, and creativity of the conversations taking place at our conferences. However, very few schools have bridged the transformation out of primarily 20th century-bound practices and benchmarks. Many of these practices are still focused on a teacher-centered schedule and a college-prep-driven curriculum and course of study. Equally, legacy benchmarks still promote quality as tied to small class sizes or instructors prized more for their academic backgrounds and passion than their abilities to motivate students or personalize their approaches.

The good news is that we have a very good sense of the kind of roadmap that schools can take to real change towards 21st-century environments. We have set out below the structural considerations that emanate from the past 13 conferences and from the recent survey data, in formulating such a path. Some of these considerations are opportunities that can lead to much more sustainable business models; some are barriers that we believe (when recognized and planned for) can be overcome; some are mindset changes at multiple constituency levels; and some are indicators of the scale of change required.

2.1 The Greatest Barrier to Change is Faculty Culture.

Schools identify this barrier of changing faculty culture (see Table 13) as far and away the biggest hurdle to programmatic change and innovation. It far exceeds in priority all others, including the next two priorities which are professional development and curricular change. The independent school model has entrenched and embedded many practices and characteristics that run contrary to enabling such change:

- Independent schools have forever prized teacher independence.
- Their evaluation models have not fostered highly collaborative environments.
- Departmental silos are very much the norm.
- Heads of School no longer have time to spend on academic programming and building a collaborative change-oriented mindset.
- Recruitment has sometimes been used as a proxy for incremental change (usually unsuccessfully).

2.2 School Complexity is a Target for Recalibration.

Independent schools have over the years added more and more services to the mix from academic classes to after-school options. Much of this has been driven by the sense that if we provide more offerings, students will find their passion in some content or activity area and that will drive a motivational spark to future success. This proliferation has meant that even small change in one area has trade-offs with programs

and practices elsewhere and makes every discussion highly integrated, complex, and risky, with multiple constituencies involved. This forces prioritization that entails human conflict. Innovation in learning models has an impact on scheduling and pacing because we are entering a student-centered world of learning. Marginal improvements are possible without an impact on scheduling, and those marginal changes center more on "teacher-centered" opportunities.

In the previous Learning Innovation Report, we concluded that the trajectory of innovation in independent schools was focused on the low-hanging fruit of "teacher-centered" opportunities. What are these opportunities? An example would be flipped learning, where the independent school strength of close instruction can be combined with more personalized instruction, but within the same class schedule and the same underlying curriculum. It is also important to note that many of the for-profit competitors entering the space have also identified this "complexity" weakness in our business models and are presenting focused offerings (more academically centered) with lots of scheduling flexibility at the $20,000 price-point range.

2.3 Wholesale Change is Required in Professional Development at All Levels.

Imagine a business telling its employees that we need to change and update our practices significantly, offering them around $500 a year to explore how to do that, and telling them that they still need to focus on their current jobs. Professional development at independent schools at all levels, internal and external, as the data shows, lacks excellence (see Table 16). It is therefore not surprising that the survey results show that many 21st-century skills, such as managing student pacing differently and using data more effectively, are serious deficiencies (see Table 14). In many ways, it is because PD is treated as an incremental process. Only a few schools have made it down the path of real change because they have not invested in a process, which is very deep and broad, that has an impact on virtually all areas of a school once the conversation starts at a sophisticated level; this requires time, money, and people in the same way that building a new gym or library does (from conceptual development to programmatic construction documentation). We believe that schools that are serious about 21st-century educational change to their programs see PD as a capital expense, because it is that level of commitment that is required to succeed. What does that imply and entail, and how can it be upgraded to such status? Capital expenses are given extra priority in donation funding and do not become a trade-off discussion from operating tuition income or some kind of total compensation-related item. In the same way as the costs of an architect are capitalized and depreciated over the useful life of the edifice, professional development should be considered as constructing a new educational edifice with a life cycle of its own. It should be seen not as an intangible asset like a brand, but as intellectual property that has identifiable value, and can even be licensed or monetized, thereby recouping investment that is necessary in any case: iconic charter schools like High Tech High (CA) that have blazed a trail see over 5,000 visitors every year, run

their own conferences, and have multiple opportunities for leveraging their investments in learning innovation. In such an environment, faculty are compensated sufficiently for their efforts and they get to be part of a creative cooperative project that they could not be more vested in.

2.4 Emerging Movements in Curricular Transformation are Targeting 21st-Century Cross-Curricular Skills.

With much of the 21st century consumed with curriculum debates on the primacy of content vs. skills, it is clear that we are facing pressures to move the conversation on. The skills that are now driving the curriculum discussion are generally known as "cross-curricular skills" and represent areas such as collaboration, effective communication, personal responsibility, resilience, and empathy. These cross-curricular skills are often inter-connected and they are a set of intellectual, personal, and social skills that all students need to develop in order to engage in deeper learning and thrive in 21st-century contexts. In a sense, they form a kind of meta-curriculum that is more akin to elementary school approaches than secondary school practice. We are seeing this showing up in assessment, even at the admissions level with character testing, and we are seeing this show up in programmatic movements like proficiency-based education. The latter, sometimes termed mastery-based or competency-based education, is not new. It is the approach that is novel when tied to student agency over pacing, teacher intervention at a data-enabled level to maximize personalization, and new "cross-curricular skills." As you will see from the data, the movement towards inter-disciplinary education is growing considerably in emphasis and is a part of this trend (see Table 11). Together these are movements that are suppressing the importance of summative and formative assessment into progress management, and elevating key content and cross-curricular skills into the realms of achievement and graduation readiness.

2.5 Blended and Online Learning Still in Early Stage of Acceptance.

Since the last Learning Innovation Report, there is little change in the number of schools with very large amounts of their faculty who are blending their courses (see Table 10). The reason for this should be apparent from the points above because it really takes a school-wide cultural change that has an impact on most areas of a school for that to happen. The consortia that offer ancillary online opportunities continue to grow and thrive, with several new groups coming into formation over the last two years: the Malone School Online Network, the Bay Area Blend-Ed Consortium, the Oaks Christian Consortium, and the 8 Schools Association Online Network being some of these initiatives. We have also launched a platform for any member school to use called OESIS-X, built on the Canvas architecture, which is being used to offer sheltered ESL online classes in China.

2.6 Strategic Planning is Too Broad-Brush and Head of School-Centered.

As Sun Tsu in the Art of War said, "Strategy without tactics is the slowest route to victory. Tactics without strategy is the noise before defeat." If strategic planning is to be effective in changing learning environments, it cannot place so much of the burden and risk on the Head of School to deliver. Heads are not only over-burdened but they face these cultural barriers that are very risky to their futures. So the result is often a series of initiatives correlated to Strategic Planning goals, often dubbed major 21st-century initiatives, which really have changed little in the overall learning model for students.

The Heads of School who have attended our conferences tell us that their role in enabling deep change in learning environments is primarily legislative. We think this is a very frank assessment reflective of the following:

- A realization on their part how big a barrier "faculty culture" is to real change and their ability to shift academic course easily.
- An admission that strategic planning, as currently driven top down with a high-level focus on mission relevance, is not going to change the conversation at the front lines of delivery.
- An acknowledgement of the complexity and inter-connectedness of the institutions they have inherited.
- A necessity to temper unrealistic exhortations by national associations to develop 21st-century learning models or mandated practices, such as the greater use of learning data without an effective roadmap and network for inspiring their core asset base, teachers.

2.7 21st Century Teacher Role Underestimating Collaborative Burdens and Opportunities.

Industries outside of education that have transformed through technology and collaboration have evolved their human resource paradigms. For example, some organizations that have seen an explosion of data opportunities (as our schools soon will), have moved towards having teams that support front lines of delivery with data support. Education still has not made that leap, expecting teachers to manage the data burdens and do everything else. Data has never been a strong point for teachers, particularly independent school teachers: even annual testing delivered grade-by-grade at year-end for normative analysis rarely sees teachers collaborate at the "item analysis" level for granular skill gaps cohort by cohort. When schools ultimately get to this point of transformative analysis, we see the role of the teacher disaggregated into highly collaborative team scaffolds that can truly enable personalization and differentiation. And this disaggregation will also appear at the Department Chair and middle-management level: functional teams will appear that are responsible for areas such as continuous curriculum refinement across disciplines, offering many more opportunities for teachers to play managerial roles. We see a collaborative mindset and culture emerging through much flatter and more fluid organizational structures.

2.8 Teachers' Ability to Motivate — Key Indicator of Readiness of Your School for Change.

Schools mistakenly consider generational barriers at the faculty level as the primary barrier to change, but we do not think this is an age issue. If you are a Trustee or Administrator and are thinking about a path to learning-model transformation, nothing will give you a better sense of the difficulty of the task than an assessment of the following: are your teachers good at motivating students, irrespective of the students' own self-identification ("I have never been good at Math" or "Science is easy for me")?

If you talk to the educational leaders in our network, they will tell you this is about a different kind of self-confidence. Those who are confident in their ability to motivate children are open to change (assuming they are given the time to contemplate change and engage in meaningful PD), and those who are not will resist change.

Executive Summary Concluding Comments

Over the next five years, we see schools deepening their learning model transformation. As independent schools have become more and more similar, those that invest in such routes will have significant intellectual property to monetize with others further behind in the cycle.

What Gives Us Confidence that Independent Schools are Best Placed to Succeed in This Manner?

- Our schools have great credibility with their communities and with colleges.
- They are not dictated to by outside bureaucracies.
- They are accredited under less restrictive self-regulating environments.
- They have greater financial resources than most.
- Finally, we see a burgeoning groundswell of innovation ready to be harnessed.

But, for the reasons outlined above, the process will need to start at the center of the school and fan outward, unlike current approaches to 20th century strategic planning. Ultimately, that roadmap will be an integrated plan covering everything from pedagogy, curriculum, space, finance and marketing, to human resources.

What the roadmap looks like will obviously be specific to the school and will evolve in phases. It starts with an examination of readiness. This covers everything from the academic team that will be the initial core, their network of knowledge and breadth of expertise, a sense of the constituency barriers, the availability of funding for an educational edifice redesign, and a re-examination by the Board of expectations of the Head of School's use of time.

3.1 Overall Educational Outcomes

We asked the question, "What are the most important outcomes for a family regarding the education of their child at your school?" With a traditional emphasis on the whole child by independent schools, it was not surprising to see independent schools opt for the first two choices in Table 5 below: a strong sense of emotional well-being/confidence, and a student rounded in all academic disciplines. The leading response reflects the nationwide discussion taking place over student wellness, a topic that has bubbled up into the forefront of programmatic assessment because of the stress of APs and college entry. The reputation of the college the child enrolls in comes third in importance. Appreciation for diversity ranked low in terms of priority and dropped further in importance among the high-school-only sample. Part of the reason for this is that diversity is less a part of overt programming and more a community, enrollment, and hiring-driven set of priorities at independent schools. Independent schools are rarely considered pre-professional environments, and it is a little surprising to see "strong employment prospects" ranked above diversity and closely allied with "college prospects" in ranking. This may be a function of several concerns: that college graduates are not commanding the jobs they did in the past, that employers are increasingly criticizing graduate skills as lacking in collaborative elements as well as communication and STEM capabilities, and it may be a reflection of concern over increasingly difficult employment prospects for graduates experienced after the Great Recession. There was virtually no change in the order even when the sample was reduced to only high school respondents (69 schools).

Table 5: Full Survey Sample. Of the following, please prioritize the three most important outcomes for a family regarding the education of their child at your school.

Most Important Education Outcomes for a Family	Score*	Overall Rank
Strong sense of emotional well-being and confidence	510	1
A student rounded in all academic disciplines	412	2
Reputation of college enrolled in	344	3
Strong employment prospects after a successful college career	105	4
Appreciation for diversity	105	5
A student rounded in the knowledge of liberal arts	82	6
A student well-grounded in the sciences	38	7
Total Respondents	253	

***Score is a weighted calculation. Items ranked first are valued higher than the following ranks. The score is the sum of all weighted counts.**

Current Position

Table 6: **High School Only Sample of 69 schools. Of the following please prioritize the three most important outcomes for a family of the education of their child at your school.**

Item	Overall Rank	Rank Distribution	Score
Strong sense of emotional well-being and confidence	1		162
A student rounded in all academic disciplines	2		142
Reputation of college enrolled in	3		110
Strong employment prospects after a successful college career	4		39
A student rounded in the knowledge of the liberal arts	5		26
Appreciation of diversity	6		18
A student well-grounded in the sciences	7		17

3.2 Curriculum Landscape

With long histories of college acceptances, the curriculum offered by each independent school generally is familiar to most top colleges and has changed little in decades. With independent schools representing less than 2% of the total U.S. student population and yet commanding enrollment participation in the 35%–40%[1] range of top colleges each year, a movement away from what has been done for decades is considered a risk by many schools. Table 7 below confirms this, with 84.6% of schools characterizing their curriculum as Traditional College Prep. We believe that it is also fair to conclude that teacher-centered as opposed to student-centered curriculum is the norm: only 5.1% of schools offer students "a lot" of real control over pacing, a characteristic of blended and mastery-based approaches amongst others; only 6.7% of schools seem to go outside the core curriculum to offer "a lot" of students passion- or interest-driven options.

Table 7: Please gauge the following characteristics of your current core curriculum (not the electives) at your school.

Current Core Curriculum Characteristics	Not at all	A little	A fair amount	A lot	Count
Traditional college prep	**15** 5.9%	**24** 9.4%	**74** 29.1%	**141** 55.5%	**254**
Standards-based	**48** 18.9%	**94** 37%	**84** 33.1%	**28** 11%	**254**
Mastery-based with limited grading	**76** 29.9%	**125** 49.2%	**37** 14.6%	**16** 6.3%	**254**
Student-driven in terms of pacing during the course	**67** 26.4%	**131** 51.6%	**43** 16.9%	**13** 5.1%	**254**
Student-driven in terms of passion or interest	**39** 15.4%	**138** 54.3%	**60** 23.6%	**17** 6.7%	**254**
Summative assessment-based	**16** 6.3%	**81** 31.9%	**114** 44.9%	**43** 16.9%	**254**
Inter-disciplinary	**19** 7.5%	**141** 55.5%	**74** 29.1%	**20** 7.9%	**254**

3.3 Pedagogical Landscape

We believe that several gauges can be used in determining movement towards more student-centered approaches in pedagogy. One gauge is the degree to which collaboration is built into the learning environment, and another is the amount of student control or agency-enabled. This includes collaboration with one's teacher as opposed to dependence on the instructor as the source of content, research, and validation. It includes collaboration with other students, and most importantly it includes much more open-ended assignments embedded with problem-based and inquiry-driven elements. It can also include scheduling flexibility to

[1] *The top colleges publish acceptance breakdowns of their student origin identifying them as being from public and private schools. Independent schools are a significant but not a majority of private schools, so this number is difficult to prove completely. It should therefore be treated as a yardstick that is often touted in independent school circles.*

accommodate student control. While in-class collaborative environments like the Harkness and Socratic methods are not new to independent schools and continue to dominate, it seems that not a lot of use is made of problem-based approaches (only 7.9% say "a lot"), or blended learning that has an impact on schedule (only 2.0% say "a lot"), or collaboration-based project work (only 16.1% say "a lot"). Other signs that little change has taken place in the overall teacher role and his/her pre-eminence as a classroom-anchored guide might be concluded by the limited use of online instruction: synchronous (1.6% use it "a lot") and asynchronous (3.5% use it "a lot") are not widely used. There seems, however, to be more of a movement towards experiential learning with 9% using it "a lot", almost as much as they use lectures (9.8%).

Table 8: Please gauge the current use of the following pedagogical approaches or environments among faculty at your school.

Pedagogical Approaches	Not at all	A little	A fair amount	A lot	Count
Lecture-based	12 4.7%	110 43.3%	107 42.1%	25 9.8%	254
Discussion-based (including Socratic or Harkness or Flip-enabled)	1 0.4%	31 12.2%	136 53.5%	86 33.9%	254
Project-based (individual-driven)	3 1.2%	102 40.2%	123 44.5%	26 10.2%	254
Project-based (collaboration-driven)	3 1.2%	97 38.2%	113 44.5%	41 16.1%	254
Problem-based (including Design Thinking, Entrepreneur, or Maker-Driven)	15 5.9%	146 57.5%	73 28.7%	20 7.9%	254
Blended personalization approaches with no school schedule impact	61 24%	126 49.6%	57 22.4%	10 3.9%	254
Blended personalization approaches with school schedule impact	114 44.9%	101 39.8%	34 13.4%	5 2%	254
Synchronous online instruction	149 58.7%	90 35.4%	11 4.3%	4 1.6%	254
Asynchronous online instruction	111 43.7%	121 37.6%	13 5.1%	9 3.5%	254
Experiential	31 12.2%	135 53.1%	65 25.6%	23 9.1%	254
Gaming	132 52%	114 44.9%	8 3.1%	0 0%	254

3.4 Emerging Avenues of Change

The last five years have been difficult for U.S. independent schools, as they have faced a weak economy that has placed enrollment and other financial pressures on them. In that context, it has not been an easy time to change, but the conversation and the exploration have advanced considerably. We see that from the submission quality to our conferences (see list of Classes of the Future at the back of this document) and we see it from the growth of our network.

It is our strong conviction that independent schools, albeit a small community in relative size, are actually the best-positioned institutions for the opportunities that lie ahead in the world of education. Central to the characteristics that give us such optimism are our independence as an educational community to define what learning should look like, our outsized influence with the world of colleges and their trust in our excellence, our unmatched resources as a community, and most importantly the dedication and commitment of our faculty to their craft and to our students.

Over seven years ago, exploration of new learning models began with the formation of independent school consortia (like Global Online Academy and the Online School for Girls) that have helped lead the cause. Since then we have seen many new developments:

- Online diploma-granting independent schools with their own accreditation emerge like Stanford Online and Oaks Christian;
- Robust blended learning programs at high schools and elementary schools, even pre-schools;
- An explosion of project-based and collaborative programs;
- New consortia sharing synchronous online classes and instruction, but also cross-licensing curriculum;
- Sheltered courses (ESL-adapted) offered by independent schools on campus and online to serve international students (OESIS-X);
- High school extensions using blended models or micro schools.
- Extensions to diplomas to offer innovative passion-driven tracks in innovation, globalization and service learning;
- Giant open classrooms in flex blocks for a mastery-based approach abandoning the small class model in favor of intervention-based proficiency; and
- Many forms of facilities transforming into 21st-century spaces.

Current Position

In the table below, you can see that the exploration of student-centered approaches is taking many directions, and this is an expected incremental but not transformative trajectory for schools as complex as our independent schools.

Table 9: Which of the following approaches have been adopted towards offering a more creative student-centered program?

Creative Student-Centered Program Approaches	Yes	No	In the Works	Responses
Creating a Maker Space or Innovation Hub	**109** 42.9%	**69** 27.2%	**76** 29.9%	**254**
Offering an Innovation, Globalization, or other Diploma or stream	**53** 20.9%	**162** 63.8%	**39** 15.4%	**254**
Requiring some PBL or collaborative PRBL approaches in courses	**108** 42.5%	**101** 39.8%	**45** 17.7%	**254**
Adopting Mastery-Based Learning to move away from Grade Focus	**52** 20.5%	**133** 52.4%	**69** 27.2%	**254**
Offering personalization opportunities through online or blended solutions	**117** 46.1%	**81** 31.9%	**56** 22.0%	**254**
Increasing the experiential opportunities	**155** 61.0%	**31** 12.2%	**68** 26.8%	**254**
Increasing global opportunities	**125** 49.2%	**53** 20.9%	**76** 29.9%	**254**

Since the last Learning Innovation Report two years ago, there is little change in the number of schools with very large amounts of their faculty who are blending their courses. The reason for this should be apparent from the points above, because it really takes a school-wide cultural change that has an impact on most areas of a school for that to happen. There is, of course, a vanguard of schools and educators, most of whom you will see at our conferences. In the table below, we can see that around 16.5% of those schools have made deep faculty transformation progress.

Table 10: How many teachers are involved in Blended Learning at your school?

Value	Percent	Count
Less than 10%	50.8%	129
11%–30%	22.8%	58
31%–50%	9.8%	25
51%–75%	5.9%	15
More than 75%	10.6%	27
	Total	254

IV. Programmatic Aspirations

In this section we look at what areas of programmatic change are anticipated in the next five years by our schools and examine what factors might be driving these aspirations.

4.1 Inter-Disciplinary

If we are to believe the expectations of respondent schools, the next five years will require significant structural changes at schools. Inter-disciplinary programming is expected to prevail "a fair amount" (39.0%) or "a lot" (42.1%) at a total of 81% of schools. This is significant if it happens. Interestingly, there is little statistical difference between elementary and secondary school respondents. With independent secondary schools still structured into departments or subject silos, this will prove a hurdle to enable collaboration between faculty not used to crossing a traditional divide. Breaking down silos requires a whole host of issues to be navigated, including different section loads that constitute full-time status; different approaches to grading; shared classroom usage; new textual resources; coordinated scheduling; cross-departmental budgeting; reporting and teacher evaluation paradigms; and probably the greatest burden being the timing and cost of curriculum development.

You can really see the schools who are leading the charge in the Tables of Classes of the Future at the back of this report. At OESIS, we have seen many inter-disciplinary classes present at our conferences, and here are some examples: Math Physics and Music (St. Mark's School, MA); English and Animatronics (Trinity Valley School, TX); Life Sciences with Coding (Windward School, CA); Inquiry-Based Physics and Robotics; and Pwning, Humanities and Gamifying the Classroom (Oakridge School, TX, and Lausanne Collegiate School, TN).

Table 11: In five years' time, which of the following movements in programming would have taken hold at your school?

Programming Movements	Not at all	A little	A fair amount	A lot	Not familiar	Count
Inter-Disciplinary Approaches	1 .4%	47 18.5%	99 39.0%	107 42.1%	0 0%	254
Mastery/Competency-Based	10 3.9%	60 23.6%	114 44.9%	67 26.4%	3 1.2%	254
Online and Blended Learning	17 6.7%	92 36.2%	92 36.2%	53 20.9%	0 0%	254
PBL or PRBL	21 8.3%	58 22.8%	80 31.5%	75 29.5%	20 7.9%	254
STEM or STEAM	5 2.0%	46 18.1%	99 39.0%	101 39.8%	3 1.2%	254
Emphasis on Computer Science and Coding	11 4.3%	69 27.2%	128 50.4%	46 18.1%	0 0%	254
Entrepreneurship	28 11.0%	97 38.2%	86 33.9%	43 16.9%	0 0%	254
Maker-Based	18 7.1%	106 41.7%	73 28.7%	51 20.1%	6 2.4%	254
Design Thinking	8 3.1%	82 32.3%	96 37.8%	62 24.4%	6 2.4%	254

4.2 STEM or STEAM

The second area of movement is well underway, and that is the emphasis on STEM or STEAM (Science, Technology, Engineering, Arts and Math). We are beginning to see a lot of change in this direction, such as the transition of Technology departments into Computer Science departments. Many Computer Science departments have grown into highly collaborative cells of innovation and are often at the intersection of many new inter-disciplinary class initiatives. We have seen much of this in the 350+ Classes of the Future presenting at OESIS (see examples of classes on pages 31–35 from the conferences over the past two years since our last learning innovation report). This movement towards STEM is reflected in not only new curriculum offerings, but also new facilities like innovation hubs and robotics or makerspaces with design fairs, online courses, and significant recruitment in the area.

4.3 Proficiency-Based Learning

A third and significant area of programmatic movement is expected to be in the area of what might be called " proficiency-based" learning, sometimes known as competency- or mastery-based education. Dovetailing with the inter-disciplinary movement, proficiency-based learning offers numerous benefits including enabling more instructional differentiation, reducing student grade stress, and creating the ability to better evaluate 21st-century skills. These skills, sometimes also called "cross-curricular" skills, include effective communication; ability to self-direct learning; collaborative problem-solving; global and digital citizenship, etc. A number of hurdles stand in the way of such approaches, but several initiatives and approaches are trying to overcome these barriers. They include the following:

- establishing clear standards of assessment
- establishing greater flexibility in scheduling
- providing more inquiry- and passion-driven but standards-integrated opportunities
- enabling a different data culture
- persuading colleges of the equivalent value of such transcripts without appearing to compromise equity in learning standards or student access

Over 70% of schools consider mastery- or competency-based programming should take hold "a fair amount" or "a lot" in five years. One emerging initiative in the sector is the Mastery Transcript Consortium led by Hawken School in Ohio. It is looking to provide an alternative structure for student learning based on mastery that can be offered to colleges as an alternative to current paradigms.

4.4 Drivers

Table 12: What factors or trends have influenced a re-examination of the academic program at your school?

Trends Influencing Academic Program	Not at all	A little	A fair amount	A lot	Count
Emphasis on student wellness	12 4.7%	73 28.7%	118 46.5%	51 20.1%	254
Criticism of standardized testing	49 19.3%	111 43.7%	73 28.7%	21 8.3%	254
Acceptance of online learning opportunities	38 15.0%	114 44.9%	87 34.3%	15 5.9%	254
A desire to encourage risk taking by students over their learning	10 3.9%	89 35.0%	104 40.9%	51 20.1%	254
A desire to offer students more independence in managing their learning	10 3.9%	87 34.3%	105 41.3%	52 20.5%	254
A desire to offer students opportunities for pursuing their passions	6 2.4%	73 28.7%	121 47.6%	54 21.3%	254
A desire to personalize learning and differentiate instruction	12 4.7%	72 28.3%	113 44.5%	57 22.4%	254
Emphasis on higher end of Bloom's hierarchy opportunities for students	21 8.3%	74 29.1%	103 40.6%	56 22.0%	254
Emphasis on globalization	8 3.1%	94 37.0%	107 42.1%	45 17.7%	254

What is really driving these changes in academic programming? At its core, the sense that we are getting from our network, which is confirmed in the results of the table above, is that there must be more variety at all ages for students to cross the chasm from learning as an obligation to learning as a passion. When that engine starts, we as educators know that it can be an unstoppable and a transformative trajectory. Some 68.9% of schools are re-examining their academic program ("a fair amount" or "a lot"), so as to offer students opportunities for pursuing their passions. Sometimes this means a suite of blended courses like those developed by Indian Creek School (MD), Westside Neighborhood School (CA), or Kingsley Montessori School (MA) as increasingly part of their core curriculum. Sometimes it means a deeply integrated Entrepreneurship curriculum like those offered at Marymount School of New York or at the Hawken School (OH). Sometimes it means a parallel Innovation Diploma such as the one offered by Berwick Academy (ME). Again please see the full list of schools we consider leading innovators profiled by class type in the Tables of Classes of the Future in the back of this report.

You can see from the table above that many of the other possible motivations around student ownership and agency also resonated with responding schools. Independent schools pride themselves on close instruction, and so alongside these agency objectives we are seeing a shift in recognition that now instruction must be even more close and personalized (66.9% responding that it is influencing them "a fair amount" or "a lot"). With that comes, of course, a greater burden on the teacher in many respects discussed in Section V (on Barriers to Success).

Finally, schools are looking for approaches to maximize student wellness through their academic programming. Surveys indicating student stress, sleeplessness, and depression are increasingly common in high school students. This objective is not an easy task when trying to juggle the competitive burdens of college entry, and schools are experimenting with a number of approaches from late school starts to limiting the number of AP courses a student can take.

V. Barriers

The survey results below represent in our minds the most important context for schools looking down the path of innovation and transformation.

Table 13: Please prioritize up to four factors that need most attention in enabling programmatic change at your school.

Factors Enabling Programmatic Change	Score	Overall Rank
Establishing faculty culture and consensus on the need for student-centered approaches	560	1
Increasing professional development funds and time	329	2
Risking a change of curriculum away from external pressures such as AP and college-entry paradigms	321	3
Breaking down departmental silos	246	4
Re-configuring learning spaces and classrooms	222	5
Increasing recruitment of 21st-century faculty	200	6
Wholesale change in the schedule	172	7
Parent, Board and Alumni education	170	8
Formulating a technology strategy and resource base	167	9
Building middle-management leadership	102	10
Score is a weighted calculation. Items ranked first are valued higher than the following ranks, the score is the sum of all weighted rank counts. Total respondents 254		

5.1 Faculty Culture

Schools identify this barrier of changing faculty culture as far and away the biggest hurdle to programmatic change and innovation. It far exceeds in priority all others, including the next two priorities: professional development and curriculum change.

Notably, faculty culture is not only a barrier for early-adopter faculty trying to make an impact from the bottom up, but also for Heads of School coming at it top-down. We have heard of several Headships given the task of modernizing their programs that have run aground on the jagged rocks of entrenched faculty resistance. The same is true for some early-adopters attempting this task from the bottom up who attend our conferences; they get very excited by the opportunities and come back next year with three to five people, but then they run into a major barrier. Schools that have broken that barrier often send teams as large as 10–12 faculty and administrators to our conferences, so that a real cohort can provide a springboard to deep transformation.

The good news is the task handled well is more than possible, but it is a disruptive one. We do not have time to profile in this report the methods that schools use to navigate this path, but they generally focus on faculty cohorts that have grown and collaboratively infused student-centered opportunity through their schools. These cohorts start with a core cell of around 10 leaders across the many departments and administrative areas, and actively recruit and inspire the rest to the cause, until formal structures of change are replaced with a collaborative culture around common goals. We must mention a few that inspire us because they lack the national reputations they deserve for the courage of their educators in this process: Indian Creek School (MD) and Cary Academy (NC) come to mind, both led by Heads of School who have allowed the focus to be taken away from themselves (Richard Branson and Mike Ehrhardt, respectively) when enabling a faculty-wide re-examination of 21st-century opportunities.

5.2 Professional Development

It is certainly worth commenting on the other barriers. Professional development is often misunderstood in the context of what schools are trying to achieve. Programmatic change is not one-dimensional; in fact, it is all so connected that one change leads to another. Schools have grown into highly complex organisms and that is why they are so hard to change, with one change leading to a trade-off in time, space or money in another area. The challenge of changing faculty culture is multi-faceted, thus PD must be broad in its scope. It requires a recognition that the delivery mode must change. It requires agreement on the direction of change — whether project-based, blended or some other focus. It requires time for teachers to collaborate; deeper middle-management skills; breaking down departmental silos; a culture of failure acceptance; leadership to spend more time in the classroom; abandoning sacred cows; re-examination of the schedule; changing compensation systems; treating teachers like leaders and pioneers; and the list goes on.

Table 14: Which 21st-century pedagogical skills are the most difficult for your teachers?

Difficult Pedagogical Skills	Not at all	A little	Fairly	Very	Responses
Moving from teaching to the middle to personalizing instruction	**15** 5.9%	**93** 36.6%	**116** 45.7%	**30** 11.8%	**254**
Managing student pacing that is not uniform	**14** 5.5%	**87** 34.3%	**108** 42.5%	**45** 17.7%	**254**
Using data differently to formulate new formative assessment environments	**9** 3.5%	**76** 29.9%	**117** 46.1%	**52** 20.5%	**254**
Not basing content as the foundation for all pedagogy	**18** 7.1%	**91** 35.8%	**102** 40.2%	**43** 16.9%	**254**
Collaborating across departments to incorporate inter-disciplinary elements	**36** 14.2%	**99** 39.0%	**80** 31.5%	**39** 15.4%	**254**
Handling instruction online	**25** 9.8%	**93** 36.6%	**89** 35.0%	**47** 18.5%	**254**

Taking the burden of professional development to a more granular level, we can see on Table 14 the skill retraining that is required. The first four skills that are required of faculty are for the most part brand new and they are "fairly" or "very" difficult for on average more than 60% of schools' faculty. Teaching to the middle has been a school mantra for years (very much supported by the college-driven Ed schools as a philosophy) but is designed for the factory-based model. Personalizing instruction is very much a natural independent school philosophy that prizes close instruction. Small class size has been the pathway for such differentiation, but now teachers are called to even more dynamic intervention inside and outside the classroom, at the time of need. This is a very new challenge, as it now envisages a real grasp of diverse student progression and pacing, it involves managing the cohort with more formative assessment, and it involves much greater affinity with data (something that is far from being a natural skill of independent school teachers).

Table 15: Approximately how much do you spend on PD per faculty member every year?

Professional Development Cost	Percent	Responses
$500 or less	20.6%	52
$500 – $1,000	32.1%	81
$1,000 – $2,000	23.8%	60
$2,000 – $3,000	12.7%	32
$3,000 – $5,000	5.2%	13
More than $5,000	7.5%	19
	Total	252

Finally, we need to look at how much schools spend on professional development and where it is spent effectively. In the table below, you will see that the amounts schools spend on professional development is wholly inadequate for the tasks required above. Professional development for school change, we believe, should not be an operating budget line item. PD should be a capital expense. Schools need to realize that like a new set of buildings, professional development is like a new programmatic architectural plan for a school from conceptual development onwards. It is potentially a game-changer for the school's long-term success. Parents and students will celebrate the transformation, and the school brand will regain meaning for the years ahead.

It is also striking how little excellence exists in the minds of schools of their avenues, internal and external, for professional development. Internal programming rates highest but does not even breach 20% as an excellence threshold.

Table 16: Please rate the avenues of professional development in their effectiveness of enabling a more student-centered learning environment at your school

PD for Student-Centered Learning	N/A	Poor	OK	Good	Excellent	Responses
Division or school-wide programming	6 2.4%	14 5.5%	85 33.5%	107 42.1%	42 16.5%	254
Departmental or grade-level meetings	4 1.6%	13 5.1%	74 29.1%	118 46.5%	45 17.7%	254
National conferences	8 3.1%	52 20.5%	96 37.8%	77 30.3%	21 8.3%	254
Regional association conferences	9 3.5%	41 16.1%	106 41.7%	81 31.9%	17 6.7%	254
Symposia	45 17.7%	38 15.0%	99 39.0%	67 26.4%	5 2.0%	254
Social networking like Twitter	33 13.0%	72 28.3%	100 39.4%	41 16.1%	8 3.1%	254
Online courses	23 9.1%	52 20.5%	119 46.9%	50 19.7%	10 3.9%	254
Speakers	14 5.5%	27 10.6%	122 48.0%	81 31.9%	10 3.9%	254
Consultants	27 10.6%	47 18.5%	99 39.0%	59 23.2%	22 8.7%	254

5.3 Risking a Change in Curriculum

With much of the 20th century consumed with curricular debates on the primacy of content vs. content-related skills, it is clear that we are facing pressures to move the conversation on. The skills that are now driving the curriculum discussion are generally known as "cross-curricular skills" and represent areas such as collaboration, effective communication, personal responsibility, resilience and empathy. We are seeing this showing up in assessment, even at the admissions level with character testing, and we are seeing this show up in programmatic movements like proficiency-based education. The latter, sometimes termed mastery-based or competency-based education, is not new, but the approach is novel when tied to student agency over pacing, teacher intervention at a data-enabled level to maximize personalization and new "cross-curricular skills." As you will see from the data, the movement towards inter-disciplinary education is growing considerably in emphasis and is a part of this trend.

5.4 Breaking Down Departmental Silos

Respondents are identifying this, we believe for a number of reasons. Most importantly, it is an outgrowth of the movement towards inter-disciplinary approaches that is getting significant traction because of the emphasis on cross-curricular 21st-century skills. Departmental silos are often the power bases from which adherence to the past is most embedded, and so this is a natural area of refocus.

5.5 Reconfiguring Learning Spaces

There is little point, beyond window-dressing, to start redesigning learning spaces before agreeing on a pedagogical and curricular shift as well as a scheduling impact. Some schools have gone down the road of building makerspaces and innovation hubs without doing that, and they represent in our minds a tentative approach, at best, to enabling a truly student-centered education. Many approaches and philosophies are driving real change in the 21st-century learning environment:

- an emphasis on larger classrooms for more collaboration
- integration of classrooms with other relevant spaces to provide flexible student-driven inquiry
- the greater use of the outside spaces as part of the classroom at all levels
- the sense that the driving feel should be "students at work" rather than "classes in session"
- the heavy use of exhibition spaces,
- the understanding of online spaces as natural parts of the space discussion
- much greater use of colors
- transformation of corridors into library-like spaces of student ownership
- home bases outside of designated advisory rooms
- the absence of a teacher desk
- the mobility of school furniture

5.6 Recruitment of 21st-Century Faculty

Recruitment alone will not overcome the barriers to faculty culture change, but it can potentially bring important new skills into the conversation. It is apparent that this, too, is an area in need of better solutions. The principal avenues used by schools (association job boards, placement agents, recruitment conferences) are generally considered lacking in excellence by school respondents (see Table 17). Recruitment is time-consuming and expensive. Table 18 also shows the limited budgets schools have to use this as a potential tool for change.

Table 17: What is your overall satisfaction with current avenues for recruiting faculty with 21st-century skills and mindsets?

Faculty Recruitment Stategies	Do not use	Poor	OK	Good	Excellent	Responses
Association job boards	43 16.9%	37 14.6%	112 44.1%	49 19.3%	13 5.1%	254
National recruitment conferences	81 31.9%	36 14.2%	96 37.8%	34 13.4%	7 2.8%	254
Regional recruitment conferences	77 30.3%	32 12.6%	94 37.0%	45 17.7%	6 2.4%	254
Placement agents	60 23.6%	22 8.7%	97 38.2%	58 22.8%	17 6.7%	254
School channels from website to social networks	33 13.0%	14 5.5%	92 36.2%	88 34.6%	27 10.6%	254

Table 18: Approximately how much do you spend on recruiting every year?

Recruiting Expenditures	Percent	Responses
Less than $10,000	52.0%	128
$10,000 – $25,000	25.2%	62
$25,000 – $50,000	13.4%	33
$50,000 – $75,000	4.9%	12
$75,000 or more	4.5%	11
		Total 246

5.7 Changes in the Schedule

We see this as one of the real indicators of school commitment to student-centered transformation. Few schools have really embarked on that process, but there is significant focus now on the opportunities that it creates. Real Blended Learning, as well as many of the other models such as proficiency-based learning, requires a change when implemented to full effect. Every school has its own set of emphases and we are seeing evidence of one or two of those driving the discussion, such as making real room for an outstanding athletic program or catering to the neurodiversity of its student body.

5.8 Managing Important Constituencies

The table below looks at the different constituencies and asks which of those communities represent potential barriers to programmatic change. The faculty and the parents represent the most significant communities that require attention.

Table 19: Which of the following community barriers exist to changing the programmatic environment?

Community Barriers	Not of all	A little	A fair amount	A lot	Responses
A faculty that is not supportive	**66** 26.1%	**106** 41.9%	**68** 26.9%	**13** 5.1%	**253**
A Board that is not supportive	**148** 58.5%	**80** 31.6%	**23** 9.1%	**2** 0.8%	**253**
A parent body that is not supportive	**64** 25.5%	**139** 55.4%	**42** 16.7%	**6** 2.4%	**251**
A student body that is not supportive	**134** 53.4%	**96** 38.2%	**18** 7.2%	**3** 1.2%	**251**
A top-down culture that is not used to school-wide collaboration	**133** 52.8%	**66** 26.2%	**37** 14.7%	**16** 6.3%	**252**

5.9 Formulating a Technology Strategy

Naturally, low on the list of priorities, schools have come to realize that this is not an Ed Tech revolution they are contemplating, but a pedagogical and curricular change enabled by elements broader than technology infrastructure.

5.10 Building Middle-Management Leadership

Finally, we think it is a little surprising that this is rated last on the list, and maybe it is encompassed by some of the other choices such as changing faculty culture. We are seeing much greater emphasis on the need for middle-management positions such as Deans of Faculty and other Dean positions to drive change. One of the many tasks that Boards need to spend more time on in the future is examining how compensation allocations in budgeting reflect greater recognition of internal leadership needs.

Classes of the Future

Following are examples of innovation classes presented at recent OESIS conferences:

Classes	Innovation Attributes	Grade Level	School
3D Modeling in Ancient Civilizations	Design Thinking, Maker-Based, STEAM, Tech Tools	Elementary & Middle	Flint Hill School (VA)
4th Grade Social Sciences	Tech Tools, STEAM, Integrated Disciplines	Elementary School	Winchester Thurston School (PA)
4th Grade Writing Workshop with Animation	Tech Tools, STEAM, Integrated Disciplines	Elementary School	Winchester Thurston School (PA)
6th-8th Grade Digital Literacies in Humanities	Digital Literacies	Middle School	Princeton Day School (NJ)
Advanced Environmental Science	PBL, Blended	Middle & High School	Cary Academy (NC)
Advanced Film Art	Online	High School	Stanford Online High School (CA)
Agile Assessed Computer Science Entrepreneurship	PBL, Blending, Experiential, Integrated Disciplines	High School	Winchester Thurston School (PA)
Algebra 2, Trigonometry Onwards	Blended, STEM	High School	Flint Hill School (VA)
American Story	Blended, Online	High School	Oregon Episcopal School (OR)
Angry Birds with Algebra	PBL, Inter-Disciplinary, Online, Design Thinking	Middle & High School	Princeton Day School (NJ)
AP and High School Chemistry with Calibrated Peer Review	Blended, Online, Tech Tools	High School	UCLA (CA)
AP Biology/Post AP Research & Methods	Online Global	High School	Stanford Online High School (CA)
AP European History	Blended, Tech Tools	High School	Flint Hill School (VA)
AP European History	Blended, Tech Tool Intensive	High School	St. Paul's School (NH)
AP World History	Design Thinking	High School	Worcester Academy (MA)
Art History Animation & Video	Blended, Online, Tech Tools	K-12	Ft. Worth Country Day School (TX); MSON Consortium
Augmented Reality in the Elementary Science Classroom	PBL, Tech Tools	Elementary School	Westside Neighborhood School (CA)
Aviation & Science: Interdisciplinary Exploration	Blended, STEAM, Maker-Based, PBL, Inter-Disciplinary, Game-Based, 21st Century Space Use	Middle & High School	Princeton Day School (NJ)

Classes of the Future

Classes	Innovation Attributes	Grade Level	School
Bay Area Field Ecology	Blended, Online, PBL	High School	Marin Academy (CA)
Bioethics	Online	Middle and High School	Wilmington Friends School (DE), MSON Consortium
Biology	Blended, Tech Tool Intensive	High School	Choate Rosemary Hall (CT)
Biology & Art: Extending Science into Metaphors for Art	PBL	High School	High Tech High, San Diego (Charter-CA)
Biology and Ecology	Blended, Integrated Disciplines, Online	Middle & High School	Indian Creek School (MD)
Blended Approach to Language Learning	Blended, New Formative Assessments, New Media	Middle and High School	St. Mark's School (MA)
Blended Elementary Languages	Blended Online	Elementary	Middlebury Interactive Languages (VT)
Blended HS Chemistry & Biology	Blended, Online, 21st Century Space Use, Tech Tools	High School	Gann Academy (MA)
Blended Learning in Early Childhood	Blended, Inter-Disciplinary	Elementary School	Indian Creek School (MD)
Blended Learning to Build Fluency	Blended, Online, Tech Tool Intensive	Middle and High School	St. Luke's School (CT)
Blended Synchronous Ancient Greek	Blended, Online, New Formative Assessments, PBL, Games	Middle and High School	Hopkins School (CT); MSON Consortium
Blended/Flex Languages: Educational & Institutional Advantages	Blended, Novel Scheduling	Middle & High School	St. Luke's School (CT)
Blending and World Languages	Blended	High School	St. Luke's School (CT)
Bond-Graphing Based Systems Analysis	STEAM or Integrated Disciplines, Artificial Intelligence	High School	Viewpoint School (CA)
Brunelleschi's Dome: Enabling Trans-disciplinary Collaboration	Project, Design Thinking, Tech Tools, Interdisciplinary, STEM	Middle & High School	Nueva School (CA)
Building Chemistry-Community and Relationships Online	STEM, Blended, Global	High School	Greens Farms Academy (CT)
Business School for 10-Year-Olds	Blended, Entrepreneurial, PBL, 21st Century Space	Elementary	The Woods Academy (MD)
Calculus and Pre-Calculus	Blended Tech Tools	High School	St. Andrew's Priory School (HI)

Classes of the Future

Classes	Innovation Attributes	Grade Level	School
Climate Change	Blended, STEM, Online, Global	Middle & High School	Urban School of SF (CA)
Climate Change	Online, STEAM or Integrated Disciplines, Global	Middle and High School	The Virtual High School (MA)
Collaborative and In Depth Critique in English	New Formative Assessments, Tech Tool Intensive	K-12	Worcester Academy (MA)
Collaborative Mastery Learning for Freshman Mathematics	Mastery-Based, Team Taught, Novel Scheduling	High School	Northfield Mount Hermon School (MA)
College Online Harkness Seminar	Blended, Formative Assessments, MOOC/SPOCS, Data Use	College	Minerva Schools (CA)
Comparative Religions Blended and Fully Online	Blended, Crowdsourcing, Design Thinking, Global, PBL	Middle and High School	Noble & Greenough School (MA); GOA
Conceptual Art & Physics	PBL, STEAM	High School	High Tech High School (CA)
Conceptual Art and Physics: Staircase Design	PBL	High School	High Tech High, San Diego (Charter-CA)
Constitutional Law & Moot Court	Online	High School	Stanford Online High School (CA)
Core Philosophies of Science & Humanities	Online, Global, Integrated Disciplines	High School	Stanford Online High School (CA)
Creative Biology for Juniors	Blended, PBL, STEAM, Tech Tools	High School	Choate Rosemary Hall (CT)
Critical Reading & Argumentation	Online, Integrated Disciplines	High School	Stanford Online High School (CA)
Decision Intensive High School PRBL	PBL, Design Thinking, Entrepreneurial	High School	Windward School (CA)
Design Thinking for Active Learning	Design Thinking	High School	Drew School (CA)
Design Thinking, Engineering & Physics	Blended, Project, Design, STEM	Middle & High School	Trinity Valley School (TX)
Design, Social Justice and Physics	PBL	High School	Marymount School of New York (NY)
Destroying "Painting" to Make Art Interdisciplinary & Contemporary	PBL, Inter-Disciplinary, New Media	High School	University Prep School (WA)
Digital Pens & Paper in Language Instruction	Tech Tools, Formative Assessments, New Media, Online	High School	New South Wales High School (Australia)
Drawing Courses Online	Online	High School	Stanford Online High School (CA) and OTIS

Classes of the Future

Classes	Innovation Attributes	Grade Level	School
Earth and Space Systems Science	Online, Tech Tool Intensive, Integrated Sciences	Middle and High School	The Virtual High School (MA)
Econ & English: The Senior Shark Tank Project	PBL, Entrepreneurship, Integrated Disciplines	High School	High Tech L.A. (Charter-CA)
Elementary Botany	Experiential, Integrated Disciplines, Blended and Online	Elementary	Kingsley Montessori (MA)
Elementary School Filmmaking & PBL	New Formative Assessments, Design Thinking, PBL	K-12	Kingsley Montessori School (MA)
Elementary TinkerCad 3D Modeling	PBL, Tech Tools	Elementary School	Westside Neighborhood School (CA)
Engineering Philosophies Using Rube Goldberg Machine	PBL, Tech Tools	Elementary School	Westside Neighborhood School (CA)
English and Animatronics	Project, Design, Integrated Disciplines, STEAM	Middle & High School	Trinity Valley School (TX)
English Chemistry History & Art: Genocide Awareness Project	PBL, Entrepreneurship, Integrated Disciplines	High School	High Tech L.A. (Charter-CA)
English Literary Portfolios	Tech Tool Intensive	Middle School	Flint Hill School (VA)
English Workshop	Blended, Design, PBL	Elementary School	Altschool (CA)
Entrepreneurial Studies	PBL, Design Thinking, Integrated Disciplines	Middle and High School	Hawken School (OH)
Entrepreneurship	Project, Design, Integrated Disciplines, STEAM	Middle & High School	Marymount School of New York (NY)
Environmental History & Science	Blended, Project, Design, Integrated Disciplines, New Media	Middle & High School	Concord Academy (MA)
Eton Blended Pilots	Blended	Middle & High School	Eton College (UK)
Field Study Photography and History	Blended, Online, Project, Integrated Discipline	Middle & High School	The Athenian School and Marin Academy (CA)
Flipped Math	Blended, Online	High School	Worcester Academy (MA)
Fluency Focused World Languages	Blended, 21st Century Space Use, Tech Tool Intensive	Middle and High School	St. Luke's School (CT)
Formative Assessment in World Language: Validating Outcomes	New Formative Assessments	Middle	University Prep (WA)
Formative Video-Based Assessments in Languages	Blended, Online, New Formative Assessments	Middle and High School	Oaks Christian School (CA)

Classes of the Future

Classes	Innovation Attributes	Grade Level	School
Fourth-Sixth Grade Student-Driven Assessments through Multimedia	New Formative Assessments, 21st C Space, PBL, STEAM	Middle & Elementary	Flint Hill School (VA)
From Science Fair to Design Fair	PBL, STEAM, Constructivist, Inter-Disciplinary, Maker-Based	Middle & Elementary	Kingsley Montessori School (MA)
Game Based Middle School Classes	Blended, Tech Tools	Middle School	ACS International Schools (UK)
Genetics & Genomics	Blended Experiential	High School	Trinity Preparatory School (FL)
Geometry Mindfulness & Discovery	Constructivist, New Formative Assessments, Tech Tools	High School	Flint Hill School (VA)
Global Digital Citizenship	PBL, Design Thinking, STEAM, Global	Middle School	Community School of Naples (FL)
Global Partnerships from the Classroom	Blended, Global, Tech Tool Intensive	All levels	World Leadership School (CO)
Globally Connected Maker Design Thinking	Design Thinking, Maker-Based, Inter-Disciplinary, Tech Tool Intensive, Novel Scheduling or Pacing Paradigms, Global Dimensions	High School	Bryn Mawr School (MD)
Grade 4-6 Science Using Virtual Reality	STEM, Tech Tools, PBL	Elementary	Culverdale Elemetary Irvine Unified School District (CA)
Harkness Philosophy in PK–8 Curriculum Design	Constructivist	K–8	Stevenson School (CA)
High School Ingenuity Class	STEM, Blended, Design Thinking	High School	Forman School (CT)
Historical & Fantasy Social Sciences with PBL: Scottish Storylines	PBL, Integrated Disciplines, Design Thinking	Elementary	Westside Neighborhood School (CA)
History of Science	Online	High School	Stanford Online High School (CA)
Hon. Pre-Algebra & Hon. Algebra	Online, Global	Middle & High School	Stanford Online High School (CA)
Honors Geometry and Coding	Integrated Disciplines, STEM	Middle and High School	Windward School (CA)
Humanities (American Studies)	Blended, Tech Tool Intensive	High School	St. Paul's School (NH)
Humanities Digital Storytelling	New Formative Assessments, PBL, Tech Tools	High School	The Cambridge School of Weston (MA)

Classes of the Future

Classes	Innovation Attributes	Grade Level	School
Humanities Impact Project Class	New Formative Assessments, PBL, Design Thinking	Middle and High School	The Incubator School (Pilot-CA)
Hybrid AP Microeconomics	Blended	High School	Episcopal Academy (PA)
Hybrid Online Learning for International Students	Blended	High School	MAIA, Virtual High School and Mayflowers Prep School (MA)
Innovative Language & Advanced App Development	New Media, Tech Tool, STEAM, PBL	College and High School	La Jolla Country Day School
Inquiry Based Physics and Robotics	New Formative Assessments, STEAM,	High School	Cary Academy (NC)
Interdisciplinary 6th Grade Art & Math	PBL, Inter-Disciplinary, STEAM	Elementary	St. Patrick's Episcopal Day School (DC)
Inversely Assessed Neural Networks 10th Grade	Integrated Disciplines, Artificial Intelligence	High School	Viewpoint School (CA)
K-6 Supercharged PBL Head, Heart & Hands	Blended, Design Thinking	Elementary School	Synapse School (CA)
K-8 Learner Profile Personalization	Blended, Project, Design, Tech Tool	Elementary & Middle School	The Altschool (CA)
K-8 Reader's Workshop 2.0	Data Use, Blended, Formative Assessments, Tech Tools	Middle & Elementary	The AltSchool (CA)
Life Sciences with Coding & Simulations	Integrated Disciplines, STEM, PBL	Elementary and Middle School	Windward School (CA)
Logic in Action	Blended or Online	High School	Stanford Online High School (CA)
Mastery Based Physics with Teacher Built Tools	Blended, New Formative Assessments	High School	Cary Academy (NC)
Math at Your Own Pace	Blended, Online	Middle School	Dulwich College (Beijing)
Math, Biology and Physics	Blended, Online, STEAM, MOOC/ SPOCS	High School	Berkshire School (MA)
Math, Physics and Music	SPOCS, Blended, Online, Integrated Disciplines	Middle & High School	St. Mark's School (MA)
Mechanical & Electrical Design	Project, Design, STEM	Middle & High School	St. Luke's School (CT)
Media-Based Learning in Physics	New Formative Assessments	High School	Marymount School of New York (NY)

Classes of the Future

Classes	Innovation Attributes	Grade Level	School
Medical Problem Solving	Blended, Online, Project	Middle & High School	Global Online Academy (WA)
Medical Problem Solving for Global Scholars	Online, STEAM, Global	High School	Global Online Academy / Brunswick School (CT)
Middle School Digital History	New Formative Assessments, PBL, Tech Tools, New Media	Middle School	Flint Hill School (VA)
Middle School English Mash UP	Constructivist, Design Thinking, 21st Century Space, Tech Tools, New Media	Middle	University Prep School (WA)
Middle School Game Design and Design Thinking	Blended, Game-Based, Design Thinking, Inter-Disciplinary, Tech Tools, New Media	Middle	University Prep School (WA)
Middle School Rocket Science & PBL	New Formative Assessments, PBL, STEAM	Middle School	Flint Hill School (VA)
Mindfulness in Pre-Algebra	Blended	High School	Denver Academy (CO)
Modern Leadership	Blended, Online	Middle & High School	Eton X (UK)
MS Computer Science	PRBL, Maker, Tech Tools	Middle School	Winchester Thurston School (PA)
MS Design Thinking Spirals	Design Thinking, Integrated Disciplines, Tech Tool Intensive	Middle School	Francis Parker School (CA)
Myth Busters & Conceptual Physics in 9th	Blended	High School	High Tech L.A. (Charter-CA)
Neuropsychology: Citizen Science Projects	Online, PBL, Global, Tech Tools	High School	Christ Church Episcopal School (SC), Buckingham Browne & Nichols School (MA) and Global Online Academy (WA)
New Media and Digital Identity	Inter-Disciplinary, New Media	High School	Flint Hill School (VA)
Number Sense and Mathematics	STEM	Elementary School	The Sycamore School (CA)
Online Blended Field Ecology Course	Blended, Online	High School	Marin Academy (CA)
Redesigning 21st Century Assignments in World Languages	Blended, Online, New Formative Assessments, Global	Middle and High School	Noble & Greenough School (MA);GOA

Classes of the Future

Classes	Innovation Attributes	Grade Level	School
Reflective Discovery in the Biosciences	PBL, STEM, Agency	Middle & High School	St. Mark's School (MA)
Responsive Classroom: K-2, 3-4th and 4-6th Grade	Blended, 21st Century Skills, Digital Literacy, PBL	Middle & Elementary	Center for Responsive Schools,(Non-Profit MA)
Reverse Engineering & Physics	Project, Design, STEM	Middle & High School	Choate Rosemary Hall (CT)
Robotics, Game Strategy & Design	PBL, Design Thinking, STEM, Entrepreneurship	Middle and High School	Buckley School (CA)
Rock our World through Global Classrooms in Elementary School	Online, Tech Tools, Global Dimensions	Elementary	Westside Neighborhood School (CA)
School-Wide STEAM Project	PBL, STEAM, Constructivist, Inter-Disciplinary	Middle & Elementary	Kingsley Montessori School (MA)
Science and Social Justice	PBL, Entrepreneurial, Maker Based, STEAM	Middle & High	Marymount School of New York (NY)
Self-Paced Algebra 2	Blended Tech Tools	High School	St. Andrew's Priory School (HI)
Seminar in World History	Blended	High School	Choate Rosemary Hall (CT)
Social & Environmental Sciences	Project, Design, STEM	Middle & High School	Flint Hill School (VA)
Social Innovation	Blended, Project-Design	Middle & High School	Friends Central School (PA) and Flint Hill School (VA)
Space and Scheduling Maximized World Languages	Blended, 21st Century Space Use, Tech Tool Intensive	Middle and High School	St. Luke's School (CT)
Spatial Story Boarding Using Advanced Gaming Design	New Media, PBL, Tech Tools, STEAM	High School	La Jolla Country Day School (CA)
STEAM Techniques to Structure Game-Based Learning	STEAM, Game-Based	K–12	Chadwick School (CA)
Stop Motion in IB Biology	Tech Tools	Middle & High School	United Nations International School (NY)
Story Boarding Using Advanced Gaming Code	PBL, New Media, Game Based, Inter-Disciplinary	High School	Milken Community School (CA)

Classes of the Future

Classes	Innovation Attributes	Grade Level	School
Student Driven Logic and Rhetoric in Middle School	PBL, Constructivist, Inter-Disciplinary, Formative Assessments	Middle & High School	Second Baptist School (TX)
Student-Designed Advanced Environmental Science	Blended, Global Dimensions, Novel Data Use	K-12	Cary Academy (NC)
Student-Driven Elementary School Learning Environment Design	Online, 21st C. Space, PBL, Design Thinking, Tech Tools	Middle & Elementary	The AltSchool (CA)
Sustainable Systems in Integrated Sciences	Integrated, STEM, Technology Focused, Inquiry Project-based and Community Service	High School	Buckley School (CA)
Technology Enabled Citizenship Projects in the Humanities Classroom	Blended, Tech Tools, New Media, 21st Century Space	K–12	Chadwick School (CA)
Textual Analysis for Informed Conversation in HS Language Class	Blended, Online, New Formative Assessments, PBL	High School & College	Tabor Academy (MA)
The American Food System	Blended, Global	Middle & High School	MSON / The Derryfield School (NH)
The Innovation Pursuit Curriculum & Diploma	21st Century Space, PBL, Inter-Disciplinary, Student Centered	High School	Berwick Academy (ME)
Using Virtual Reality to Inspire STEM	STEM, Tech Tools, PBL	High School	The Met (RI)
Video Game Computer Programming	PBL, Design Thinking, 21st Century Space, Game-Based, STEAM	Middle & High	Marlborough School (CA)
Virtual Literary Chats in English	Blended, Online, Formative Assessments, Design Thinking	High School & College	Cary Academy (NC)
Visible Thinking & Blending	Blended New Media, Tech Tools	Middle & High School	MSON / Severn School (MD)
Water & Humanity	Blended, Online	High School	Eight Schools Association Online
Whole Child Data Approaches	Data Use, Blended, Formative Assessments, Tech Tools	Elementary and Middle School	The AltSchool (CA)
Writing Workshop	Blended	Middle & High School	Worcester Academy (MA)

Our Network

OESIS is a dynamic network of over 550 independent schools. Set out below are the names of the schools that have attended our conferences on three continents with a preponderance of U.S. independent non-profit schools.

1. Aaron School
2. Abiqua School
3. ACS International Schools
4. Adat Ari El
5. Advantages School International
6. AISNE: Assn. of Independent Schools in New England
7. Alexander Dawson School
8. All Saints' Day School
9. All Saints' Episcopal School
10. AltSchool
11. American International School of Budapest
12. Anju Yucai MS of Suining
13. Annie Wright School
14. Archbishop Hoban High School
15. Archer School for Girls
16. Ashbury College
17. Aspen Country Day School
18. Athenian School
19. Athens Academy
20. Augusta Preparatory Day School
21. Austin Preparatory School
22. Avenues: The World School
23. AVI CHAI Foundation
24. Avon Old Farms School
25. Barnhart School
26. Barstow School
27. Bay Area BlendEd Consortium
28. Bay School of San Francisco
29. Beijing Chen Jing Lun High School
30. Beijing Institute of Education
31. Beijing Luhe International Academy
32. Beijing No. 35 High School
33. Beijing No. 4 High School
34. Beijing Royal Foreign Language School
35. Beijing Royal School
36. Beijing Shi Da High School
37. Belmont Day School
38. Belmont Hill School
39. Berkeley Carroll School
40. Berklee College of Music
41. Berkshire School
42. Berwick Academy
43. Bishop Brady High School
44. Bishop Noland Episcopal Day School
45. Blair Academy
46. Branson School
47. Breck School
48. Brentwood School
49. Brewster Academy
50. Bridges Academy
51. Brimmer and May School
52. British School of Brussels
53. Brunswick School
54. Bryn Mawr School
55. Buckingham, Browne & Nichols School
56. Buckley School
57. Buffalo Seminary
58. CAIS Canada
59. Calverton School
60. Cambridge School of Weston
61. Campbell Hall
62. Canford School
63. Canterbury School
64. Cape Henry Collegiate School
65. Cardigan Mountain School
66. Carlthorp School
67. Cary Academy
68. Castilleja School
69. Cate School
70. Chadwick School
71. Chandler School
72. Changyi No.1 Middle School
73. Chapel Hill-Chauncy Hall School
74. Charlotte Christian School
75. Cheadle Hulme School
76. Cheltenham Ladies' College
77. Chengdu Shishi Union Middle School
78. Chengdu Shu De Experimental Middle School
79. Cheshire Academy
80. China IEDU International Education
81. Choate Rosemary Hall
82. Chongqing Bachuan Middle School
83. Christ Church Episcopal School
84. Cincinnati Hills Christian Academy
85. City of London Freemen's School
86. Clariden School of Southlake
87. CLRN
88. Cohort School
89. College of the Holy Cross
90. College Preparatory School
91. Collegiate School
92. Colonial School District
93. Columbus Academy
94. Commonwealth School
95. Community School of Naples
96. Concord Academy
97. Concordia International School Shanghai
98. Confucius International Education Group
99. Connections Education
100. Convent and Stuart Hall, Schools of the Sacred Heart
101. Cornelia Connelly School
102. Cranbrook Kingswood School
103. Crossroads School
104. Crystal Springs Uplands School
105. Culver Academies
106. Culverdale Elementary, Irvine Unified School District
107. Currey Ingram Academy
108. Curtis School
109. Cushing Academy
110. Daiyue Education Bureau
111. Dalian No. 24 HS
112. Darrow School
113. Davidson Academy of Nevada
114. De Smet Jesuit High School
115. De Toledo High School
116. Deerfield Academy
117. Dejusus Arnis
118. Denver Academy
119. Derryfield School
120. Drew School
121. Dublin Partners Academy
122. Dublin School
123. Duke School
124. Dulwich College
125. Dulwich International High School
126. Educational Mosaic
127. Edu-Tech Academic Solutions
128. Edward E. Ford Foundation
129. EHS
130. Eight Schools Association
131. Epiphany School
132. Episcopal Academy
133. Episcopal High School
134. Episcopal High School of Baton Rouge
135. Episcopal School of Dallas
136. Epsom College
137. Eton Online Ventures
138. EtonX
139. Experimental School of Shandong Normal University
140. Exploration School
141. Facing History and Ourselves
142. Fairfield Country Day School
143. Fayetteville Academy
144. Fei Dong Jin Hong Middle School
145. Feixi Experimental HS
146. Field School
147. First Academy
148. FlexSchool
149. Flint Hill School
150. Flintridge Sacred Heart Academy
151. Foothill Country Day School
152. Forest Ridge School
153. Forman School
154. Fort Worth Country Day
155. Fountain Valley School
156. Francis Parker
157. French American School of Puget Sound
158. French American International School
159. Friends' Central School
160. Friends School of Baltimore
161. Gann Academy
162. George School
163. George Washington University Online High School
164. Georgetown Day School
165. Germantown Friends School
166. Gilman School
167. Gilmour Academy
168. Girls Academic Leadership Academy (GALA)
169. Girls' Day School Trust

Our Network

170. Girls Preparatory School
171. Global Online Academy
172. Gould Academy
173. Governor's Academy
174. Graded - The American School of Sao Paulo
175. Grand High School
176. Grauer School
177. Greens Farms Academy
178. Greentown Yu Hua School
179. Guangzhou Zhuoyue International School
180. Gunnery
181. Haberdashers' Aske's Boys' School
182. Hackley School
183. Hammond School
184. Hampton Roads Academy
185. Hangzhou No.14 Middle School
186. Hangzhou No.2 High School of Zhejiang Province
187. Hangzhou Yucai Middle School
188. Harbin Institute of Technology High School
189. Harker School
190. Harrow International School
191. Harrow International School Bangkok
192. Harrow School
193. Harvard-Westlake School
194. Hathaway Brown School
195. Haverford School
196. Hawken School
197. Hefei Association of Non-Government Education
198. Hefei Ba Yi School
199. HeFei ShouChun Middle School
200. Hellenic International School OnLine LLC
201. Hewitt School
202. High Tech High
203. High Tech LA
204. Highgate School
205. Hillbrook School
206. Hillel Academy of Tampa
207. Hillside School
208. Hilton Head Preparatory School
209. HLC at The Barstow School
210. Hockaday School
211. Holton-Arms School
212. Holy Trinity School
213. Hopkins School
214. Hotchkiss School
215. Howard School
216. HS Affiliated to Renmin University
217. HS Affiliated to Nanjing Normal University
218. Hua Qiao MS
219. Huiayin MS
220. Hymers College
221. Ida Crown Jewish Academy
222. Idyllwild Arts Academy
223. IMS Global Learning Consortium
224. iNACOL
225. Incubator School
226. Independent Curriculum Group
227. Independent Schools Association of the Southwest
228. Index Group
229. Indian Creek School
230. Interlochen Center for the Arts
231. International Academic Alliance
232. International Association for K-12 Online Learning
233. International High School
234. International School of Berne
235. International School of Boston
236. 'Iolani School
237. Jewish Community HS of the Bay
238. Jian Su Assn of Education
239. Jianye Education Bureau
240. Jianye Nanjing Teacher's Development Center
241. Jilin City Experimental High School
242. John Burroughs School
243. John Lyon School
244. John Thomas Dye School
245. Johns Hopkins Center for Talented Youth
246. Jueqi Education Group
247. Juilliard School
248. K12
249. Katherine Delmar Burke School
250. Kent Denver School
251. Kents Hill School
252. Keys School
253. Khartoum International Community School
254. Kimball Union Academy
255. King Low Heywood Thomas
256. Kings Academy
257. Kingsley Montessori School
258. Kingswood Oxford School
259. Kiski School
260. Klingenstein Center
261. Kohelet Yeshiva High School
262. Kun Ming Zhong MS
263. La Jolla Country Day School
264. La Lumiere School
265. Laguna Blanca School
266. LaiWu Education Bureau
267. Lakeside School
268. Lakeview Academy
269. Latin School of Chicago
270. Latymer Upper School
271. Lauralton Hall
272. Laurel Springs School
273. Lausanne Collegiate School
274. Lawrenceville School
275. Lick-Wilmerding High School
276. Loomis Chaffee School
277. Louisville High School
278. Lovett School
279. Lowell School
280. Lu He High School
281. Madeira School
282. Malone Schools Online Network ("MSON")
283. Malvern Preparatory School
284. Manlius Pebble Hill School
285. Maple Leaf Education Group
286. Maret School
287. Marin Academy
288. Marin Country Day School
289. Marlborough College
290. Marlborough School
291. Marshall School
292. Marymount High School
293. Marymount School
294. Marymount School of New York
295. Massachusetts International Academy
296. Maui Preparatory Academy
297. Mayflower Prep School
298. McDonogh School
299. McLean School of Maryland
300. Meadows School
301. Met School
302. Meten English
303. Miami Country Day School
304. Middlebury Interactive Languages
305. Middlesex School
306. Milken Community Schools
307. Mill Springs Academy
308. Millfield School
309. Milton Academy
310. Minerva Schools at KGI
311. Miss Hall's School
312. Miss Porter's School
313. MIT
314. Montessori School Shanghai
315. Moravian Academy
316. Morristown-Beard School
317. Moses Brown School
318. Mount Pisgah Christian School
319. MSAISnet
320. Mt. St. Dominic Academy
321. NAIS
322. Nanjing Foreign Language School
323. Nanjing No.13 Middle School
324. Nashoba Brooks School
325. NCAA
326. NEASC
327. New Community Jewish High School
328. New Hampton School
329. New Jersey Association of Independent Schools
330. New Jewish Community High School
331. New Roads School
332. Newark Academy
333. Newman School
334. Newton Country Day School
335. NexGen International
336. Nightingale-Bamford School
337. Noble and Greenough School
338. Norfolk Academy
339. North American Boarding Schools Workshop
340. North Middlesex Regional High School
341. North Shore Country Day School
342. Northeast Yucai Foreign Language School
343. Northfield Mount Hermon
344. Northwest Normal University High School
345. Northwest School
346. NSW Open High School
347. Nueva School
348. NVIDIA Developement France SAS
349. Oak Hill School
350. Oak Meadow
351. Oakridge School
352. Oaks Christian Online School
353. Old Trail School
354. Oldfields School
355. Online School for Girls
356. Orange Lutheran High School
357. Ordos No. 1 HS
358. Oregon Episcopal School

Our Network

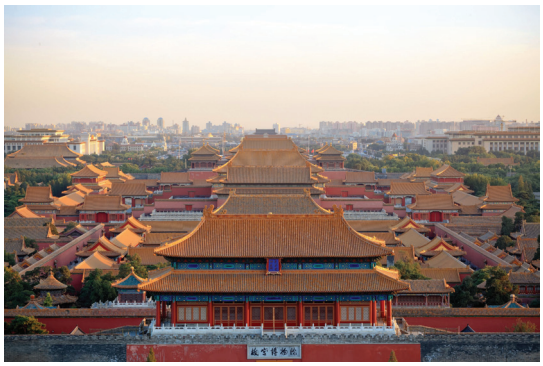
359. Otis College of Art and Design
360. Out-of-Door Academy
361. Pacific Collegiate School
362. Pacific Ridge School
363. Palm Beach Day Academy
364. PaoTongshu Middle School
365. Parish Episcopal School
366. Park School
367. Pascack Hills High School
368. Peddie School
369. Peking University Affiliated High School
370. Pennington School
371. Perkiomen School
372. Phillips Academy
373. Phillips Exeter Academy
374. Pingry School
375. Pinkerton Academy
376. Pipers Corner School
377. Pius XI Catholic High School
378. Poly Prep Country Day School
379. Polytechnic School
380. Pomfret School
381. Pomona College
382. Portsmouth Abbey School
383. Potomac School
384. Presbyterian School
385. Princeton Academy of the Sacred Heart
386. Princeton Day School
387. Providence Day School
388. Punahou School
389. Putney School
390. Queen Elizabeth Hospital
391. Radley College
392. Rawson Saunders School
393. RDFZ Chaoyang School
394. RDFZ Xishan School
395. Responsive Center for Responsive School
396. Rhoades School
397. Riverdale Country School
398. Rivers School
399. Robinson School
400. Rolling Hills Preparatory School
401. Rowland Hall
402. Royal Ballet School
403. Rutgers Preparatory School
404. Sacred Heart Schools
405. Sage Hill School
406. Saint Andrew's Episcopal School
407. Saint Andrew's School
408. Saint Mark's School
409. Saint Ronan's School
410. SAIS
411. San Diego Jewish Academy
412. San Francisco University High School
413. Santa Catalina School
414. SCH Academy
415. Scheck Hillel Community School
416. School One
417. School Year Abroad
418. Sea Crest School
419. Seattle Academy
420. Second Baptist School
421. Sevenoaks School
422. Severn School
423. SF University High School
424. Shandong Institute of Education
425. Shandong Normal University Affiliated High School
426. Shanghai International Studies University
427. Shanghai New Epoch Bilingual School
428. Shanghai Southwest Weiyu Middle School
429. Shattuck-St. Mary's School
430. Shenzhen Foreign Languages School
431. Shenzhen Vanke Meisha Academy
432. ShenZhen ShiYan Public School
433. Shore Country Day School
434. Shorecrest Preparatory School
435. Sichuan University Middle School
436. Six Seconds EQ Network
437. Snowline JUSD
438. Sonoma Country Day School
439. South Kent School
440. Springside Chestnut Hill Academy
441. SSATB
442. St. Alban's High School for Girls
443. St. Alban's School
444. St. Andrew's Episcopal School
445. St. Andrew's Schools - The Priory
446. St. Anne's-Belfield School
447. St. Bernard School
448. St. Catherine's School
449. St. Edward's School
450. St. George's Independent School
451. St. Helen's College
452. St. Johnsbury Academy
453. St. Luke's School
454. St. Margaret's Episcopal School
455. St. Margaret's School
456. St. Mark's School
457. St. Mark's School of Texas
458. St. Mary's Academy
459. St. Mary's School
460. St. Patrick School
461. St. Patrick's Episcopal Day School
462. St. Paul Academy
463. St. Paul's School
464. Stamford Endowed Schools
465. Stanford University Online High School
466. St. Stephen's & St. Agnes School
467. Stevenson School
468. St. Swithun's School
469. Stuart Hall Schools of the Sacred Heart
470. Suining Zhuotong Intl. School
471. Summit Country Day School
472. Sycamore School
473. Synapse School
474. Tabor Academy
475. Tahoe Expedition Academy
476. Taian Education Bureau
477. Tao Yuan Ju Zhong AO Experimental School
478. Tarbut V'Torah Community Day School
479. Telluride Mountain School
480. Thayer Academy
481. Tilton School
482. Thousand Oaks School
483. Tower Bridge International Education
484. Tower Hill School
485. Trent College
486. Trinity Episcopal School
487. Trinity Preparatory School
488. Trinity Valley School
489. Tsinghua Experimental School in Shenzhen
490. Tsinghua International School
491. UCDS
492. UCI
493. UCLA
494. UCourse.Inc
495. ULink Education Group
496. United Nations Int'l School
497. University College School
498. University High School
499. University of Miami Global Academy
500. University School of Nashville
501. Urban School of San Francisco
502. Ursuline Academy of Dallas
503. Valor Christian
504. VHS Collaborative
505. Viewpoint School
506. Village School
507. Virtual High School
508. Virtual Independent School Network
509. VISNET
510. Vistamar School
511. Walnut Hill School for the Arts
512. Wardlaw-Hartridge School
513. Waring School
514. Wasatch Academy
515. Washington Episcopal School
516. Washington Market School
517. Watkinson School
518. Waynflete School
519. Webb Schools
520. Wellesley High School
521. Wesleyan University
522. Westminster School
523. Westridge School
524. Westside Neighborhood School
525. Wheeler High School
526. Wilbraham & Monson Academy
527. Wildwood School
528. Wilmington High School
529. Winchendon School
530. Winchester Thurston School
531. Windward School
532. Winsor School
533. Winston Preparatory Schools
534. Wisconsin International Academy
535. Woods Academy
536. Woodward Academy
537. Worcester Academy
538. World Leadership School
539. World Leading Schools Association
540. Xi'an Gaoxin No.1 High School
541. Xi'an Middle School
542. Xian Bodi Evergrande Primary School
543. Xian Bodi School
544. Xian Gaoxin No. 1 MS
545. Xuzhou No.1 Middle School
546. Yeshiva High Tech
547. Yeshivah of Flatbush
548. Yong Kang Ming Middle School
549. York School
550. YSC Academy
551. Yu Huang Ding Primary School
552. Zhong Hui Ed. Group
553. Zhuji Hailiang Foreign Language School
554. Zibo High-Tech Zone Overseas City Primary School

About the Author: Sanje Ratnavale

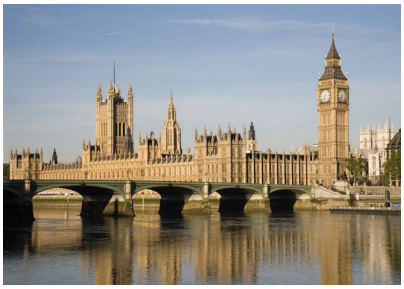
Sanje Ratnavale
President
OESIS Group

Sanje is the President and Co-Founder of the OESIS Group. He has held senior administrative positions at independent schools including Associate Head of School at a K–12 school for seven years and High School Principal for three years. Sanje has taught Latin and History at the High and Middle School levels. His educational career spans both British (Windlesham House School in Sussex) and American (Marlborough School and Sierra Canyon School in L.A.) independent schools, schools that are boarding, single-sex and co-ed institutions respectively. He was one of three founding administrators and the financial architect of a new greenfield non-profit independent school built on the outskirts of Los Angeles which grew into a K–12 institution with 850 students, a 35-acre campus, and $80 million in assets during his seven-year tenure. Sanje led the raising and management of $60 million for the project from investors. Prior to making a switch to education, Sanje spent 15 years in venture capital, investment banking and senior C-level management. He was educated at Christ Church, Oxford University (B.A. and M.A. in Jurisprudence) and the British independent school system (Harrow School). Sanje lives with his family in Los Angeles.

The Leading Network for Innovation at Independent Schools



2017 Beijing
March 25 – 26, 2017



London

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Los Angeles

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Fixed-Price Faculty & Trustee PD

Purpose and Overview

OESIS is taking our network of 550 schools online in a program of 225–250 Webinars open to all member schools at a fixed annual price of $50 per faculty member enrolled. We believe that teachers learn best from other teachers because they get exposure to real take-home strategies and they build a network of peers with whom to innovate. Our mission is to increase the velocity of innovation at independent schools, at the lowest possible cost to schools.

Pricing

We require a minimum of 30 teachers to participate from each school, so at $50 a person in our fixed price "all-you-can-eat" plan, this is $1,500.

What Independent School Leaders are Saying About OESIS-XP:

Scott Looney, Head of School, Hawken School (OH):

"Independent schools have been longing for "an all-you-can-eat solution" for professional development serving Faculty and Trustees with exposure to innovation and networking. By aggregating educators, who will be the authors of the next chapter for education, we now have in OESIS a network that can deliver this. Really impressed by the careful and creative way OESIS has built its mandate."

Patricia C. Russell, Dean of Studies, Phillips Academy, Andover (MA):

"Knowing how much my colleagues and I have learned while attending OESIS conferences, I am thrilled that OESIS-XP will soon dramatically expand access to this strong network of educators and ideas."

Emily McCarren, Academy Principal (9-12), Punahou School (HI):

"The OESIS-XP concept has the potential to have a huge impact on nurturing conversations around innovation across schools. Being in Honolulu, we are eager to continue to explore models that connect our teachers across distances with great thinkers from other schools for job-embedded just-in-time learning."

Other Benefits and Opportunities for XP Network Teachers
35% discount on OESIS conferences in Boston and Los Angeles of $399 per person
25% discount on online and face-to-face workshops offered by other OESIS network teachers: in 2017–2018 a number of teachers like Jeff Robin, Founding Faculty at High Tech High (CA), and Doris Korda, Associate Head at Hawken School (OH), will be offering online courses over several weeks on PBL and Entrepreneurship, respectively.
Free OESIS-XP Canvas account for all OESIS-XP presenters or teachers wishing to market and offer a PD course to the network. Teachers determine PD content, pricing and course duration. OESIS will host, advise and market.

For more information, email:

Sanje Ratnavale, sratnavale@oesisgroup.com