

## Guidelines for 2012 Model Schools Conference Papers

Congratulations on your selection for the 20<sup>th</sup> annual Model Schools Conference. The International Center requires a paper from each model school presenter. The papers are edited, put in a uniform format, and shared with participants through the Conference website. Please follow the guidelines below.

### Content

Your paper should describe your program, model, or system in detail. Successful practices should be highlighted. **Please include evidence (statistics, graphs, etc.) of the gains you mention**, such as higher test scores, increased attendance, etc. The best papers are ones that Conference participants can use to help them **replicate the models** in their schools and districts even if they were not able to attend one of your sessions.

### Suggested Outline

1. **Overview**—Concise one-page summary of school/district community, students served, and key elements that make the school/district a model of success including:
  - a. School type (such as comprehensive, magnet, academy, career cluster, small learning communities, etc.) and grades served
  - b. School community and culture
  - c. Student demographics
  - d. What it is about your school that makes it stand out from other schools
2. **Foundation Learning** – Be as quantitative as possible (borrow from school report card, data forms). Please describe the following:
  - a. Core academic areas
  - b. Percentage of students at/above state proficiency levels
  - c. Percentage of student at/above state mastery levels
  - d. Any subgroups exempt from reporting
  - e. Additional measure of core academic learning
  - f. Description of instructional practices that are highly effective
  - g. Plans for continuous improvement
3. **Learner Engagement** - Please describe and be as quantitative as possible:
  - a. Students are actively engaged in their courses, with supporting evidence
  - b. Instruction encourages students to be curious and creative
  - c. Instruction is relevant to real-world predictable/unpredictable situations
  - d. Organizational changes/initiatives undertaken to personalize education programs and improve student achievement
  - e. Intervention system to help students succeed, with supporting evidence
  - f. Examples of strong student–teacher relationships
  - g. The school fosters strong relationships between and among students and teachers
  - h. Examples of how organizational and instructional leadership supports learner engagement
4. **Stretch Learning** – Please describe and be as quantitative as possible:
  - a. How instruction is differentiated to stretch all students academically
  - b. Examples of effective instructional practices that stretch different types of learners
  - c. How students are prepared for college, and career readiness

- d. Examples of how organizational and instructional leadership supports stretch learning
5. **Personal Skill Development** – Please describe and be as quantitative as possible:
    - a. Examples of how teachers and instructional leaders integrate 21<sup>st</sup> century skills into daily practice
    - b. Examples of how the school has developed of positive behaviors/attitudes and a safe learning environment
    - c. Opportunities for students to develop personal/interpersonal/leadership skills, global awareness, entrepreneurial skills, self-directed learning, etc.
    - d. Examples of how organizational and instructional leadership supports personal skill development
  6. **Teaching**— Describe examples of effective instruction including:
    - a. How teaching and learning is rigorous and relevant based on how students learn
    - b. Opportunities for teachers to deepen content knowledge and make it relevant to students
    - c. Assessments are used to guide and differentiate instruction
    - d. Examples of instructional technology use and other best or next practices
  7. **Organizational Leadership** — Describe how leadership is shared among staff, students, and others, including descriptions that address the following:
    - a. What is the school/district mission and vision and are those known/owned by all staff and students?
    - b. How are organizational structures supporting the vision?
    - c. How are data systems used to support decision making?
    - d. Describe the process for teacher/administrator selection, support and evaluation.
  8. **Instructional Leadership** – Describe instructional leadership team and functions, including descriptions that address the following:
    - a. How research is used to establish a sense of urgency for higher expectations
    - b. The process for aligning curriculum to standards.
    - c. How teachers integrate literacy and math across all content areas
    - d. Opportunities for teachers’ focused professional development and growth
  9. **Parent/Community Partnership**—In what ways is the school community fostering strong relationships with parents and others? What kinds of business/community partnerships have been established?
  10. **Effective and Efficient Best Practice** – Describe strategy, methodology, program, or intervention that yields positive results in student performance and involves either a reallocation of resources or a decrease in current expenditures in the area of staffing, professional development, teaching and learning, technology, organizational structures/scheduling, community partnerships, and/or use of categorical aid. Use the following to guide your description:
    - a. Identify how the best practice has impacted student performance.
    - b. The quantitative impact the program has had on improving student performance (e.g., percent increase of students that have raised their proficiency levels, percent increase in students making AYP, etc.). If possible, provide any post-implementation data that demonstrates the positive impacts.
    - c. Describe strategies and procedures for implementing the practice or program. Include implementation timeline and professional development needed.
    - d. Identify the cost of full implementation.

- e. Is there an annual cost savings associated with implementation or have costs stayed the same but an increase in student performance has occurred?

**11. By the numbers**

- a. Number of students
- b. % free/reduced lunch
- c. Attendance rate
- d. Graduation rate
- e. Percent of students reading on grade level
- f. % minorities
- g. % students with disabilities
- h. % ELL

**12. A Model of** (list 5-6 such as Rigor/Relevance/Relationships, Use of Data, Shared Leadership, etc).

### Format

- Your paper should be about **10 single-space pages**, including appendices. Appendices are optional, but they can be a convenient way to provide participants with information that you might otherwise want to distribute in handout form. **Please reference every appendix** in the body of your paper, e.g., (see Appendix A for a complete list of course options).
- **Submit paper in straight text format. Do not use page layout software or send a PDF.** We must be able to make edits.
- **Do not use text wrapping, text boxes, unusual fonts, etc.**
- **Graphics** (tables, figures, charts) **must be incorporated electronically** in your paper or they cannot be included.
- **Do not use footnotes or endnotes.** Put a brief citation in the text, e.g., (Daggett) or (Daggett, p. 6) and include the full bibliographic data at the end of your paper. You may include a list of resources at the end of the paper whether or not you cited any in the text.
- Your paper should have a title (the name of the school will do) and list the name, title, and affiliation of the presenter/author.
- Up to two levels of subheading under the main section heads are acceptable.
- One-inch margins all around are preferred.

**E-mail an electronic copy to:**

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