St. Mark’s School 2020:

Strategic Plan

Originally adopted October 1, 2011
Updated September 2016
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Introduction
When Dr. Joseph Burnett founded St. Mark’s School in 1865, he chose to create an intentionally small educational community with a mission to educate students intellectually, physically, and spiritually. The legacy of that decision is evident today, where under Head of School Dr. John Warren (St. Mark’s Class of 1974), St. Mark’s still holds to Dr. Burnett’s original vision. While it has expanded considerably over the course of three different centuries, school life still takes place largely within its beautiful 110-year old main building, and its enrollment of 350 students remains among the smallest of the major independent boarding schools. St. Mark’s continues to hold its students to the highest academic standards, to provide extensive opportunities in the arts and in athletics, and to produce young leaders who are committed to service, both within the School and beyond.

Strategic Planning at St. Mark’s School
In May 2010, St. Mark’s initiated a strategic planning process designed to set direction for the School over the next ten years. This time frame was selected by the Board and administration of the School who believe that changes in the character of life and work in the 21st century will have profound, long-term implications for how St. Mark’s educates its students, and that the process of adapting to these changes will take longer than the three- to five-year time horizon of a typical strategic plan.

The planning process began with a Board and faculty planning retreat in June 2010. This retreat focused on John Warren’s vision essay titled Moving St. Mark’s Forward: Providing a Best-in-Class Education for the Twenty-First Century, the findings of initial interviews with a broad range of constituents and historical data on key indicators for St. Mark’s and other top independent schools. Dr. Jal Mehta of the Harvard University School of Graduate Education addressed the group on evolving educational trends and chaired a faculty panel discussion.

In September 2010, a Strategic Planning Steering Committee (SPSC) composed of Board members, administration, and faculty leaders was formed to guide the planning process. By December 2010, the SPSC had identified an educational philosophy based on St. Mark’s enduring values, a set of educational outcomes, and some key issues and hypotheses about strategic direction. The School then formed seven research teams of Board and faculty members to collect data and explore these subjects with external groups. Based largely on the findings of these committees, the Strategic Planning Steering Committee developed three strategic

“In making far wider use of [its freedom] than it has hitherto, the private school must move toward higher standards of scholarship. This does not mean higher marks in college examinations, but rather the production of higher scholars and the development of the [student] of superior ability.”

Headmaster Dr. William Thayer, writing on the future trend of independent school education in 1925

1 This paper is provided in an appendix to this report.
initiatives designed to adapt teaching and learning at St. Mark’s School to the needs of students in the 21st century. Versions of these initiatives were reviewed by several constituencies, including groups of faculty in May 2011, and many of their suggestions have been incorporated into this report.

This report provides a summary of the key concepts, research findings, and strategic initiatives that have been developed. Following the unanimous adoption of the plan on October 1, 2011 the Strategic Planning Implementation Team set to work developing more detailed implementation plans, including projected resource needs, refinement of the components of these initiatives, development of methods for tracking progress and assessing outcomes. Additional work included anticipating implications for other programs and practices at St. Mark’s, testing of faculty and alumni support, and identification of prospective funding sources.

**Vision for St. Mark’s: A Best-in-Class Education for the 21st Century**

The main purpose of this strategic planning process is to identify a compelling, modern vision for a St. Mark’s education that will ensure it remains an impactful educational experience for students. Such a vision will identify the traits and characteristics the School seeks to develop in its students and the ways in which it intends to do so. John Warren has repeatedly stated his desire for St. Mark’s to be “the finest small boarding school in the country” – a lofty goal to be sure. The strategic plan seeks to define what it means to provide an education of consequence, one that will produce students who will not only do “well”, but will also do “good”.

In his vision for St. Mark’s, Dr. Warren also cites the School’s motto, *Age Quod Agis.* “Do what you do, do it to the very best of your ability”, the motto urges, “put your full effort into every task.” The strategies outlined in this report affirm a clarion call that has guided the education of St. Markers from the very first day.

St. Mark’s is committed to ensuring that every member of its community, whether faculty or student, receives the support and encouragement needed to reach his or her full potential. While elements of a St. Mark’s education will remain constant, the best education for the 21st century will undoubtedly differ from the education that has served St. Markers well in the past. The most fundamental explanation of what St. Mark’s School seeks to accomplish can be found in its mission statement, which reads:

*St. Mark’s School educates young people for lives of leadership and service. Founded in 1865 as an intentionally small residential community, the School challenges its students to develop their particular analytic and creative capabilities by both inspiring their academic and spiritual curiosity and kindling their passion for discovery. We value cooperation over self-interest, and we encourage each person to explore his or her place in the larger world beyond our campus.*
Educational Philosophy: Three Enduring Values
Also unchanged, although more explicitly articulated, is St. Mark’s fundamental educational philosophy, which is to advance three core values: intellect, character, and leadership. By advancing these core values in a developmentally appropriate method, St. Mark’s will provide an education of consequence, sending into the world individuals who are prepared to make a meaningful difference in whatever arena they choose to focus their talents.

St. Mark’s School Today
A good strategic plan must begin with a clear assessment of where the School stands at present. This plan identifies the components of St. Mark’s distinctive character:

• **Small, close-knit educational community.** With roughly 350 students, St. Mark’s is one of the smallest independent schools of its quality in New England. Small size favors the development of an educational community in which faculty and students know and value everyone in the school. Consequently, it provides an ideal setting for character development. It also limits the range of courses that can be offered and constrains flexibility in students’ educational programs and extra-curricular activities.

• **History of educational excellence.** By many measures, St. Mark’s is one of the top independent schools, offering students small classes, high quality teachers, and teaching and learning methods that emphasize critical thinking, written and oral communication, and creative problem-solving. Yet the School’s leaders believe that both the education it offers and its reputation for academic excellence can be even better. Strengthening St. Mark’s contribution to the intellectual development students’ is a major theme of this strategic plan.

• **Athletics and the arts.** St. Mark’s provides a breadth of opportunities in both athletics and the arts. Despite its small size, the School offers a full range of choices for both boys and girls, and its teams play in the highly competitive Independent School League. In 2004, St. Mark’s opened a new performing arts facility for its music and drama programs and renovated its visual arts studios. The School produces a full schedule of concerts, plays, and exhibitions that encourage student creativity and expression.

• **Location in New England.** New England is an ideal setting for a first-rate independent school. New England’s vibrant and increasingly global economy, with its strengths in technology, health care, education, and finance, sustains a pool of parents and alumni who are able and willing to support the best possible education for young people, and provides students with valuable opportunities for experiential learning through internships and summer work. Proximity to some of the best colleges and universities provides access to lectures, research, and even coursework for student enrichment.
• **Diversity.** St. Mark’s has made significant progress in recent decades in attracting more students and faculty of color, more foreign students and teachers, and more students from lower income families. In the 2012-2013 school year, students of color make up 37% of the student body while 29% of students receive some level of financial aid. The School continues to face challenges in including students of color, international students, and those with different sexual orientations in its community, in recruiting faculty and trustees of color, and in incorporating cultural diversity and social justice issues more fully into its curriculum.

• **Resources.** St. Mark’s derives great educational benefits from the involvement of its board members, alumni and parents, its endowment of over $140 million, and its beautiful buildings and grounds. However, like many outstanding educational institutions, tuition at St. Mark’s is high. Both costs and tuition are increasing faster than the general inflation rate, and the financial aid budget is limited. The School requires major renewals and renovations in many of its existing facilities, with estimated capital costs as high as $75 million.

**External Factors: Trends Shaping the Future of Education**

While St. Mark’s must be mindful of the current educational landscape, its primary focus should be on the future. To understand the trends that will shape the future of independent education, committees of St. Mark’s alumni, faculty, and staff interviewed and surveyed seven external groups in order to understand their perspectives. These groups included alumni and board members, parents and students, college deans and admissions officers, employers, national educational organizations, academic researchers, and other independent and public high school administrators. The most significant findings of this research, along with other sources, can be summarized as follows:

• **Expectations.** Outside constituencies, including parents, alumni, and college admissions officers, have very high expectations for academic preparation on the part of independent school students. This is one of the primary reasons parents choose to enroll their children at independent schools and alumni choose to provide financial support.

• **Preparation for professional and entrepreneurial challenges.** Particularly at the college level, many respondents commented on the increased emphasis on preparation for the world of work among students and their parents, with high value placed on knowledge and skills that are useful in future professional life. This may reflect an increased sense of competition within American society and between this country and emerging economies, as well as concerns about economic stability and future prosperity that stem, in part, from the current recession.

• **Technological innovation and change.** Economic growth in advanced economies has long been driven by technological innovation. Computer-
based information, imaging, and communication technologies are re-shaping almost all industries and professions, including education. Such technologies are transforming social, political, and cultural relations, as well as economic systems. Technology can no longer be left to the technicians; it affects all people and all aspects of contemporary life. Educating students in science, technology, engineering, and math is increasingly important for individuals and for nations.

- **Global integration.** Evolving information and communication technology is driving a trend toward global integration that raises new economic, political, and cultural challenges for American society. Technologies cross national borders with ease, so only the continuous development of new technology can enable nations with high standards of living and high labor costs to remain competitive with emerging economies. The development of effective international governance structures has lagged behind economic integration, so educated leaders face new political challenges. Global citizens must develop an understanding of and appreciation for cultural differences so these differences will not impede social, economic, and political cooperation. Preparing students to cooperate and compete in a global society has become an educational imperative.

- **Traditional skills.** While many recognize that the world is changing, most believe that continued emphasis on traditional academic skills is warranted. These include critical thinking, quantitative reasoning, writing, and speaking. A number of respondents cited concerns that today’s students are not as well trained in writing as past generations, perhaps because students now spend more time with electronic media than books, magazines, and newspapers.

- **New skills for the 21st century.** A significant number of respondents and researchers suggest that technological innovation and global integration are creating a greater need for new intellectual skills such as collaborative problem-solving and cross-cultural knowledge and competence. Technological innovation requires groups of professionals, often with different areas of expertise, to cooperate in developing new products, services, and processes. As more businesses and professional services organizations become multinational, their staffs must often cooperate with counterparts from distant geographic regions and different cultures, many of whom they never meet in person. Some respondents note that these new skills are also related to both character and leadership development, particularly in areas such as leading through influence and networking, adhering to the highest standards of ethical integrity, and developing respect and trust across cultural boundaries.

- **Educational technology.** Schools are relying more on self-paced video instruction, on-line courses and information resources, student response “clickers” for teachers to gauge student understanding, integration of tablet computers, and other educational applications of information technology. Many educators are experimenting with “flipped” classes, in which students
watch video lectures on their own at home and do problem sets and group projects in class. Some respondents report that students are better prepared than many faculty to incorporate new technology into teaching and learning methods.

- **Innovative pedagogy.** Some argue that with advances in brain research and the scholarship of teaching and learning, schools need to incorporate a wider range of innovative, research-based, developmentally appropriate pedagogies, such as collaborative, team-based, inquiry-driven, self-paced, project-based, differential, multi-disciplinary, and experiential teaching and learning. These related approaches are often conceived as forms of student-centered learning, in which students are encouraged to learn through a process of active discovery, rather than by passively absorbing knowledge. By adopting this approach, teachers act more as expert guides and mentors than simply as disseminators of knowledge.

- **Faculty development.** Many respondents observed that if new skills are to be taught successfully with new teaching methods, schools will need to make larger investments in faculty training and development. While some faculty have already incorporated student-centered learning into their pedagogy, others have not and will need time, focus, and training to do so.

- **Assessment.** There was wide agreement that if new skills were to be taught and learned with new kinds of teaching and learning methods, traditional assessment tools, like grades and test scores, would need to be supplemented with new forms of assessment. Some top independent schools are moving away from advanced placement courses and exams, as a way of demonstrating academic excellence. A number of new assessment methods have been developed in recent years that offer the prospect of providing broader measures of student achievement than grades and test scores.

**Educational Outcomes**

These research findings on trends shaping the future of independent education led the Strategic Planning Steering Committee to focus on the identification of key outcomes that would define St. Mark's concept of a best-in-class education for the 21st century. These outcomes are organized according to the St. Mark's educational philosophy identified earlier in this report.

**Intellectual Development**

St. Mark's seeks to achieve the following outcomes in its education for intellectual development:

- Capacity for collaborative problem-solving

“Admitting that the private school has been an essential part of national education, it does not follow that it will continue to be, unless it can make its own contribution worthy of its opportunity.”

Dr. William Thayer, 1925
• Critical thinking and analysis
• Written and oral communication
• Intercultural knowledge and competence
• Creativity and interest in knowledge for its own sake

**Character Development**
The following are key educational outcomes for character development:

• Ethical integrity
• Courage, confidence, and self-advocacy
• Resilience and adaptability
• Consideration and care for others
• Appreciation of personal and cultural differences

**Leadership Development**
St. Mark's seeks to achieve the following outcomes for leadership development:

• Leadership through collaboration and teamwork
• Leading by example
• Ability to elicit excellence and cooperation from others
• Commitment to serving others
• Responsibility to make a positive impact on the lives of others

**Assessment**
To assess the effectiveness of a St. Mark's education, the School must first establish benchmarks and track progress over time. St. Mark's will develop a comprehensive system of assessment that identifies metrics and methods for evaluating student outcomes of the criteria listed above. Recently developed assessment tools such as the College and Work Readiness Assessment (CWRA) and the High School Survey of Student Engagement (HSSSE) will be evaluated for their potential to help broaden St. Mark's assessment methods. Assessment must extend longitudinally to include not only the time students spend at St. Mark's, but also demonstrate the impact of St. Mark's education on the progression of students’ lives.

**Focus on Intellectual Development**
In the view of the Strategic Planning Steering Committee, the most important trends that will shape the future of independent education are those that demand new kinds of intellectual skills. For this reason, the Committee proposes that St. Mark's focus this strategic plan on initiatives that promise to improve the intellectual development of St. Mark's students. This is not to say that character development and leadership development are unimportant, only that these educational goals are less affected by external trends, such as technological innovation and global integration than intellectual development, and hence do not require as much investment in new strategies. Further, market research confirms that St. Mark's
currently enjoys a fine reputation in the areas of character development and the quality of its community. While it is critical to protect that reputation, great opportunity lies in raising the intellectual reputation of the School.

**Focus on Character Development**

Heading into our fourth year of implementation, the Implementation Committee feels compelled to address the topic of character development. While the original plan focused on the three initiatives aimed principally at raising the intellectual profile of the School, St. Mark’s values intellect and character in equal measure. One could make the argument that developing intellect in the absence of character is a dangerous undertaking. Fortunately, St. Mark’s has maintained, throughout its history, an appropriate focus on reinforcing character lessons for its students. In the classroom, in the dormitory and on the playing field, character matters at St. Mark’s.

In the coming year, the Implementation Committee will define what character means at St. Mark’s and establish effective educational goals based on this definition. We will develop a character education program to include programs, strategies and assessment tools that focus on community values such as integrity, courage, resiliency, consideration for others and appreciation of differences.

**Strategic Initiatives**

The strategic plan proposed by the Strategic Planning Steering Committee is built around a core strategic initiative, a Center for Innovation in Teaching and Learning, devoted to the support and enrichment of both students and faculty. Building on this Center, St. Mark’s will strengthen educational programs in science, technology, engineering, and mathematics, the so-called “STEM” subjects, and incorporate global perspectives into the educations of all St. Markers across the entire curriculum.

For each initiative, the basic approach to development will be to inventory relevant work going on at St. Mark’s, select a small number of important, but simple ideas, experiment with small-scale prototype programs, and then extend refined programs to more students and faculty. The following sections outline such visions for each initiative.

“They have never seen the vision nor heard the call, and just here the private school has a chance to open the eyes of its [students] to the opportunity for service... Second only to this call is to enter the wide field of science. There is no finer thing for the school of the next generation to accomplish than giving... definite direction for great purpose.”

Dr. William Thayer, 1925
St. Mark's School Strategic Plan: St. Mark's 2020

**The Center for Innovation in Teaching and Learning**

St. Mark's has a commitment to each member of its community to ensure that they reach their full potential as a student, as a teacher, and as a global citizen. Through a combination of encouragement, support, and enrichment, the Center for Innovation in Teaching and Learning (the Center) aims to ensure that each student and faculty member fully develops their strengths and talents. Students and faculty alike must build upon their strengths and identify areas in which they wish to improve. Working with faculty advisors, deans, and department chairs, each person will benefit from a custom enrichment plan, which spans several years and links each individual to the resources that will benefit them the most.

As stated above, changes in the character of 21st century work and life demand new knowledge and skills from educated people, and hence require innovative approaches to education. Advances in science and technology continue to transform work, communication and social connection, and to drive a process of global integration that creates new economic, political, and cultural challenges. These developments place a premium on skills such as collaborative problem-solving, critical thinking and analysis, written and oral communication, and intercultural knowledge and skills. At the same time, the emerging scholarship of teaching and learning is beginning to shed new light on educational techniques that are most effective in helping students develop these skills.

**Purpose**

In response to these developments, St. Mark’s School created a physical space and programming for the Center for Innovation in Teaching and Learning that will provides focus and new resources for educational innovation. Looking beyond the teaching and learning center models developed by colleges and universities, the Center for Innovation in Teaching and Learning will introduce and adapt new educational approaches, support faculty development and research, and provide enrichment and support for students. Its activities will be designed to enhance all aspects of the St. Mark’s curriculum, including core subjects, STEM courses, and the Global Citizenship Initiative.

**Goals**

The Center for Innovation in Teaching and Learning will have five goals:

1. To improve educational outcomes for students, especially in their intellectual development, with emphasis on skills needed for successful lives of leadership and service in the 21st century
2. To enhance faculty teaching through support for faculty development, including opportunities for research and the development of innovative pedagogy
3. To identify, select, and develop effective pedagogies, curricula, and technologies that fit the educational mission, values, and character of St. Mark's School
4. To help recruit, develop, and retain the very best faculty, students, and staff
5. To contribute to the national dialogue on evolving secondary school education

Since opening in the fall of 2012, the Center quickly established itself as a permanent resource for educational excellence and innovation at St. Mark's. In addition to providing a centralized home for educational innovation, faculty development, and student enrichment and support, it helps to focus attention on the scholarship of teaching and learning, including research on the effectiveness of various educational approaches. Much of this research focuses on the shift from teacher-centered to student-centered education, using such pedagogical approaches as collaborative, inquiry-based, project-based, differentiated, and experiential teaching and learning. But most of all, the Center is a place where faculty go for informal discussion and mentoring on how to teach more effectively, how to motivate students and support student learning, and how to assess student outcomes.

The Center also has a public purpose, serving as a resource to schools striving for the best educational outcomes for their students. The Center for Innovation in Teaching and Learning may arrange teacher exchanges, organize a teachers’ institute, host conferences and disseminate information on successful strategies that help to enhance educational effectiveness for all students.

The Center supports teaching and learning with three strategies:
   1. Enrichment and support programs for students, including experiential learning opportunities
   2. An intentional focus on research-based, developmentally appropriate pedagogies, curricula, and educational technologies
   3. Increased support for faculty professional development, including opportunities for the development of innovative pedagogies

**Proposed Programs**
To achieve its goals, the Center for Innovation in Teaching and Learning is developing programs and activities selected from the following areas:

1. Student support and enrichment:
   - **Assessment, advising, and educational planning.** The Center will provide assessment of academic interests, skill levels, and challenges for all students. Based on these assessments, the Center will develop educational plans for each student, designed to maximize their academic engagement and intellectual growth. The Center will also support faculty members in advising students regarding academic issues on an ongoing basis.
• **Skill development labs.** The Center will offer group instruction programs or “labs” to improve student skills in areas that are particularly important, such as writing, oral communication, math, and research methods. These labs will be offered at several levels to ensure that they are developmentally appropriate for both younger and older St. Mark’s students.

• **Experiential learning.** The Center will sponsor and support the development of programs, partnerships, and opportunities for service learning, internships, outside research, alumni-sponsored summer jobs, international travel, and other forms of off-campus and experiential learning opportunities. Over the next few years, highest priority will be placed on opportunities that enhance the STEM and Global Citizenship initiatives described below. As part of these initiatives, the School will engage alumni wherever possible in the development of experiential learning opportunities for St. Markers. In 2013, St. Mark’s hosted its first Career Day, bringing alumni, parents, and students together for a day of programming designed to expose students to a myriad of career paths and help them connect their education with potential vocations.

2. Faculty Development:

• **Support for faculty teaching and advising.** The Center will provide faculty development programs and support that help St. Mark’s faculty members improve their effectiveness at all stages of their teaching careers and in their roles as advisors. Faculty development will include both formal programs to train faculty in the full range of pedagogies, curricula and technologies used at St. Mark’s, and informal methods of faculty peer discussion, classroom visitation, feedback, and innovation. In doing so, the Center will serve as a hub for faculty collaboration and learning about educational methods, courses, and technologies that can support the best outcomes for St. Mark’s students. Beginning in 2012 all St. Mark’s faculty will participate in expert-led Professional Learning Groups (PLGs) that meet regularly and build expertise in a wide variety of teaching competencies ranging from Mind-Brain Education to emerging trends in Educational Technology.

• **Conferences, workshops, residencies and fellowships.** The Center will create a series of conferences and workshops for Boston-area public and private school faculty, led by prominent researchers and educators, to review and discuss promising pedagogies, curricula, and technologies. The Center will offer short-term residencies to enable St. Mark’s faculty to observe and participate in educational innovations developed at other schools. The Center will also sponsor longer-term fellowships and sabbaticals for St. Mark’s faculty to learn about innovative educational approaches at graduate schools of education and leading independent and public high schools, and for teachers at other schools to spend time at St. Mark’s. Where possible, development of these programs will seek to support the STEM and Global Citizenship initiatives described below.
The Center in Action: Faculty

A new faculty member arrives for his first year at St. Mark's with an undergraduate degree from a distinguished English program, a year of teaching experience as an intern at a peer school, and a passion for working with students. During his second year, he completes a comprehensive assessment through the office of the Dean of Faculty, which identifies considerable strengths in soccer coaching and advising. The assessment also illuminates the need for greater attention to classroom instruction, particularly the active engagement of students in class discussions.

Working with faculty in the Center, the young teacher studies the engagement-based learning and teaching approach advocated by educational researcher Dr. Richard D. Jones. The teacher joins a peer group, organized through the Center, which meets monthly to discuss student engagement and compare notes on progress. Energized by this experience, in his fourth year the teacher is encouraged to apply for admission to the Bread Loaf Writers’ Conference, which helps him to become a stronger writer and to teach creative writing more effectively to St. Mark’s students. As he builds upon considerable strengths in coaching, the teacher is asked to mentor an inexperienced faculty coach in his fifth year.

Several times over his career, the teacher reaches out to the Center for fresh ideas and assistance in honing his craft as a teacher. Each time, he is connected with resources and encouragement that keep him motivated throughout his time at St. Mark’s.

- **Faculty scholarship.** If students are expected to learn through a process of active discovery, faculty will need to model this behavior through active scholarship of their own, whether this takes the form of research, curriculum development, experimentation with new educational methods and technologies, or other creative work. If they are to succeed, they will need institutional support in the form of release time, research assistance, off-campus travel, summer professional development opportunities, peer review, and publishing assistance. In 2013, the Center launched *LEO*, the St. Mark’s academic journal. Featuring work from students and faculty, the journal serves the St. Mark’s community and serves our public purpose goal as the journal is disseminated online and available to the public.

3. Educational Innovation:

- **Pedagogy.** Through its engagement with St. Mark’s faculty and outside experts, the Center will identify, select, and adapt research-based, developmentally appropriate teaching methods that focus on achieving key educational outcomes for the 21st century. The object is not to replace proven methods of teaching and learning that continue to work well for
St. Mark’s students and faculty, but rather to complement them with new approaches based on the emerging scholarship of teaching and learning. Such approaches are particularly useful in helping students learn to think independently, yet communicate and collaborate effectively with others, even across differences in location, organization, and culture. In 2013, as part of an in-depth curriculum review and to further the Center’s work we focused the year’s professional development on curriculum design, working with experts in the field. **Curriculum.** The Center plans to help faculty and academic administrators develop and implement new curricula, particularly in areas where the challenges of technological change and global integration create the need for new knowledge and skills. The Center will begin by working with teachers to develop new curricular initiatives in science, technology, engineering, and math (the “STEM” subjects), and to incorporate global perspectives into their courses. The STEM and Global Citizenship initiatives are described in detail below.

- **Technology.** The Center will stay current with developments in the use of technology in education, and will help faculty experiment with new educational technologies that have the potential to improve teaching and learning at St. Mark’s. For example, as St. Mark’s begins to employ collaborative learning methods for projects that apply technology to solving technical and policy problems, the School might rely more heavily on computer-aided design programs and team-based project management software. Or, as St. Mark’s develops international study and residence programs in partnership with international schools, Internet-2 (sophisticated two-way audio and video communications) and social networking technology might become an important channel for maintaining communication among faculty and students inside and outside the classroom at St. Mark’s and abroad. The role of the Center will be to help faculty identify, select, introduce, and evaluate new technologies that support teaching and learning, in consultation with the Director of Academic Technology. In 2013, the Center implemented the inaugural Patterson Grants for Innovation in Teaching and Learning program. Through a competitive process, grants are provided to faculty who wish to explore the use of innovative technology. A consortium of faculty members are developing blended learning models that have the potential to be adapted within courses across the curriculum.

- **Assessment.** The Center will identify, develop, and help implement comprehensive methods for evaluating student’s educational achievements and the effectiveness of new pedagogies, curricula, and technologies, particularly in helping students achieve the educational outcomes needed for success in the 21st century.

- **Research.** The Center will invite leading scholars of teaching and learning to conduct research at St. Mark’s on innovative pedagogies,
curricula, and technologies. St. Mark’s faculty will participate in such research and will be encouraged to develop, carry out, and publish their own research projects, thus contributing to the scholarship of teaching and learning. This will help to address a long-standing concern in the field of education research – the need for more teachers to contribute to the scholarship of teaching and learning.

**Illustrative Projects**
Projects undertaken by the Center for Innovation in Teaching and Learning may include the following:

- **Establish a Master Teacher Program and Certification and a Teaching Fellows program.** This professional development opportunity will help faculty to pursue excellence in their chosen profession and to hone the craft of teaching. Master Teachers will serve as mentors to colleagues who will benefit from their expertise in classroom teaching, coaching, advising, and dorm work. With a flexible educational approach, faculty will be able to pursue weighty designations in a way that is manageable for them and allows for appropriate work/life balance.

### The Center in Action: Student

A III Former arrives at St. Mark’s with a passion for science and undiagnosed, moderate dyslexia. Her faculty advisor identifies a learning challenge during the first window, and the Center coordinates the necessary educational testing. The results are interpreted, and an action plan is developed to assist the student in moving beyond this challenge. Her teachers are informed about the dyslexia and are provided with guidance that will enable them to recognize signs and help the student to do her best work.

The student also displays a passion for biology, perhaps a particular interest in nanotechnology. In her V Form year, the advisor again calls upon the Center, which reaches out to her teachers and connects the student with an internship that provides an opportunity for weekly hands-on learning with an alumni mentor at a nearby Genzyme lab. Inspired by this exposure, the student pursues an independent study in her VI Form year that includes original research in molecular manufacturing.

- **Summer learning programs for students.** These programs will serve newly admitted students who need to catch up on certain subjects before beginning their regular school year, in addition to serving all students with enrichment opportunities in the summer.
- **Summer teacher education programs.** These programs will focus on new pedagogical approaches, bringing teachers to St. Mark’s and establishing the School as a hub for teaching excellence.
• **Teaching workshops.** Establish a workshop series focused on processing learning assessments and teaching students with learning differences. Establishing St. Mark's as a destination for learning support professionals, the Center launched the “Coffee Talk” series, bringing local academic support professionals together to learn about topics related to the field and network.

• **Internship programs.** Center staff help arrange internships for students through parents, alumni, and others at leading technology companies, university research labs, medical centers, legal firms, and investment firms. Students are chosen through a competitive process and will be featured in School publications, web pages, and at key events like the Annual Founder's Associates Dinner, Open Houses, and Revisit Days. Using alumni and school resources, the Center is supporting an increasing number of students with internships.

• **Teacher exchanges.** Faculty members will exchange positions with faculty at other top schools, where they will teach, share their wisdom, and learn new approaches to bring back to their home institutions.

**Staffing**

In order to provide the programs and activities outlined above, the Center for Innovation in Teaching and Learning the Center is staffed by:

• **Director.** The director has overall responsibility for the Center’s programs and performance, and special responsibility for the educational development programs and activities outlined above, including pedagogy, curriculum, technology, assessment of student learning, and research. The director of the Center is an expert educator, with substantial teaching experience at the high school level, graduate-level knowledge of the scholarship of teaching and learning, expertise in educational assessment, and a commitment to educational innovation and improved student learning. The director is a full time member of the faculty who will hold an endowed chair with teaching responsibilities.

• **Associate Director for Student Enrichment Resources.** This position is responsible for developing, implementing, and evaluating enrichment programs, including off-campus experiential learning programs, internships, and other academic enrichment opportunities. This will be a full-time position, staffed by a member of the St. Mark's faculty with considerable experience in teaching and student support services.

• **Associate Director for Academic Support.** This position oversees all aspects of a comprehensive academic support program that will benefit all students. The associate director works with students presenting with learning differences or learning profiles indicating learning challenges. By providing accommodation plans and working with teachers and families, the associate director will build a support program for student academic success, and help students to move beyond their challenges. The Learning Specialist also leads the peer and professional tutoring programs, skill labs, and
academic skills workshops, ensuring that all students have access to necessary student support resources. This is a full-time position.

- **Oversight committee.** An oversight committee composed of five St. Mark’s faculty, the Head of School, the Assistant Head of School and Dean of Faculty, and the Dean of Academics will oversee the development of the Center and evaluate its performance on an annual basis.

**Facilities**

In addition to providing a set of innovative educational programs and activities, the Center for Innovation in Teaching and Learning is a physical space where faculty and students gather, a hub to engage educational pursuits and develop their teaching and learning skills. Made possible by the generosity of our parents, alumni and friends, St. Mark’s formally opened the Center for Innovation in Teaching in the spring of 2013. This beautifully executed renovation at the heart of the Main Building was designed to provide the following:

- **Informal discussion spaces.** The Center has informal gathering areas for small groups of faculty and students to discuss what’s working and what isn’t in their classes, to meet for conversation before and after presentations on new educational approaches, to discuss best practices in education, and to talk about issues particular to the St. Mark’s community. These spaces will also provide places for collaboration on projects and work in small groups.

- **Presentation room.** The top floor of the Center includes a small auditorium capable of supporting presentations with audio-visual technology for an audience about the size of the faculty, educational administrators, and guests. Easily reconfigurable furniture allows this critical facility to serve multiple needs.

- **Meeting rooms.** The Center contains rooms of various sizes where groups of three to ten students and their faculty advisors can meet to design, carry out, document, and describe collaborative learning projects. These rooms offer computers, televisions, large-screen monitors, printers, wireless network access, conference call capabilities, and other forms of technological support. Faculty make use of these rooms as they meet to discuss, develop and review innovative educational projects such as new pedagogies and curricula.

- **Advising and study space.** The Center includes small offices where students can meet with faculty advisors to plan educational programs, get help with special projects, and meet with peer and professional tutors.

- **Resource rooms.** The Center provides a faculty resource room that contains a library of written and media-based teaching and learning resources, including educational periodicals, books, reports, recordings, and videos. The room is a space for reading, faculty collaborative work, and technology for accessing media-based resources. It also provides a student resource room with student-specific resources including print and media resources on academic success, leadership, character, and selected materials that emphasize School values. These resource rooms function beautifully as collaboration spaces.
The Science, Technology, Engineering, and Mathematics Initiative (STEM)

In recent decades, the development of multidisciplinary initiatives focusing on science, technology, engineering, and mathematics (the STEM disciplines) has become a significant trend in American education. This trend reflects the shortage of students pursuing STEM fields (particularly in comparison to China and India) and the emergence of a series of challenging problems that require solutions informed by science and technology, such as access to proper nutrition, expansion of technology, advancements in energy transmission, and managing the effects of advances in biomedical science. If St. Mark’s graduates are to compete successfully in a world of technological innovation and global competition, and if they are to provide leadership in addressing critical issues, it is important for them to develop an understanding of science, technology, engineering, and math, and to learn how to apply their understanding of STEM subjects to the world around them.

St. Mark’s School will continue to invest in the development of a strong STEM program as a top priority in the coming years. The goal is to ensure that St. Markers will graduate with the knowledge and skills they need to pursue further work in STEM fields, to become successful in whatever field of work they ultimately enter, and to become responsible leaders in a global, technology-based society.

This initiative is founded on six premises.

• High school students should be prepared to master core concepts and basic knowledge in STEM disciplines, and to apply these concepts to challenging engineering problems and contemporary issues. This imperative will require St. Mark’s to maintain its current high standards of intellectual rigor with regard to learning disciplinary content, and to incorporate additional educational methods, such as inquiry-driven, project-based, and collaborative learning environments, that help students develop their capacity for creative problem-solving.

• Because real-world problems are complex, learning to address them will require students to apply integrated, multidisciplinary approaches to solving them. This contextualization requires St. Mark’s to develop new curricula that teach students to make connections between different STEM disciplines.

• Students with strong interests in science, technology, engineering, and math should not be limited by the standard curriculum in these subjects, but should have extra-curricular opportunities to broaden and deepen their knowledge and skills. St. Mark’s must develop enrichment programs in STEM subjects, and provide enough flexibility in schedules and requirements for interested faculty and students to participate.
St. Mark's School Strategic Plan: St. Mark's 2020

- The best way to teach students how to do science, technology, engineering, and math is to give students the opportunity to work directly with practicing scientists, engineers, and mathematicians. St. Mark’s is developing educational partnerships with technology-based corporations and research universities in the Boston area, so students can complement their classroom study by working as interns and research assistants.

- St. Mark’s believes that the most effective teachers are those who maintain an active scholarly interest in their subjects and a commitment to developing educational methods and curricula that enhance student learning. To support these processes, St. Mark’s must provide release time, sabbaticals, fellowships, publishing support, and other faculty development programs that enable STEM faculty to stay at the forefront of their professions.

- St. Mark’s believes that such a program will prove interesting and successful not only for students with unusual talent and interest in science, technology, engineering, and math, but for all St. Markers, including groups who are now underrepresented in elective STEM courses.

Purpose
The purpose of the STEM initiative is to enhance the teaching and learning of science, technology, engineering, and math at St. Mark’s School, to provide all students with the enduring understanding and skills in STEM subjects they will need for lives of leadership and service in the 21st century, to attract more students to these fields (including girls, students of color, and others underrepresented in STEM courses), and to help more St. Mark’s students gain admission to STEM programs at top universities and colleges.

Goals
1. To enhance student learning in science, technology, engineering, and mathematics, with regard to both content knowledge and creative problem-solving skills
2. To provide interested students with exceptional opportunities to deepen their understanding and skills in subjects through advanced courses and enrichment programs, both on and off campus
3. To recruit, develop, and retain top faculty in STEM subjects
4. To attract more St. Mark’s students to the study of science, technology, engineering, and mathematics, including girls, students of color, and other underrepresented groups
5. To best prepare St. Mark’s students for success in STEM programs at top colleges and universities
6. To provide all students with the literacy, knowledge, and skills in STEM subjects they will need for lives of leadership and service in the 21st century
Programs and Activities

To achieve these goals, St. Mark’s School will develop programs and activities selected from the following areas:

- **Pedagogies, curricula, and educational technologies.** Working with the Center for Innovation in Teaching and Learning, St. Mark's will provide opportunities for faculty to identify, develop, introduce, and assess well-researched, developmentally appropriate innovative pedagogies, curricula, assessments, and educational technologies that provide effective, affordable ways to teach and learn STEM subjects. Traditional methods of textbook, classroom, and lab instruction will be complemented with self-paced, inquiry-driven, project-based, technology-enhanced, and collaborative learning methods, as appropriate.

- **Coordinated math and science core.** With support from the Center, St. Mark's faculty will develop a coordinated core sequence of mathematics, science, and computer science classes to provide a solid base of content knowledge and analytic skills and help students make connections among different STEM disciplines.

- **Technology and engineering applications.** St. Mark’s will develop a coordinated sequence of courses and extra-curricular programs in key technologies and engineering disciplines designed to teach students how to apply science, mathematics, and technology to solve problems and improve human life. The engineering design cycle will be woven throughout a number of courses, providing students an opportunity to see different aspects of engineering as they progress through the curriculum.

- **Contemporary issues.** St. Mark’s will create electives that straddle traditional academic boundaries and use an integrated, multidisciplinary approach grounded in science, mathematics, technology, and engineering to address pressing contemporary issues, such as environmental sustainability, energy independence, and biomedical ethics, especially those with global dimensions.

- **Enrichment programs.** St. Mark's will develop extra-curricular and summer enrichment programs to provide extra-curricular opportunities for students and faculty to pursue science, technology, engineering, and mathematics interests.

- **University and corporate partnerships.** St. Mark’s will establish curricular and extra-curricular connections with Boston-area universities and technology-based businesses to develop opportunities for student learning on STEM research and projects through afternoon, weekend, and summer work as interns and research assistants.

- **Faculty research and development.** In conjunction with the Center, St. Mark's will provide release time and funded opportunities for STEM faculty to conduct research, develop new teaching methods and curricula,
experiment with new educational technologies, lead enrichment programs, and publish the results of their work.

- **Assessment.** St. Mark’s will develop and implement valid ways to assess student outcomes, faculty performance, and program effectiveness in STEM fields. Student assessment methods will measure student outcomes on both content knowledge and creative problem-solving skills. Faculty performance will be assessed in terms of teaching effectiveness and contribution to the development of effective pedagogies, curricula, educational technologies, and enrichment programs.

**Illustrative Projects**

Here are some illustrative extracurricular projects St. Mark’s School is undertaking to implement this strategic initiative during its first few years.

- **FIRST robotics competitions.** Over the last few years, a dedicated and growing group of St. Marker’s participated in the FIRST program, offering these students an excellent opportunity to engage in challenging engineering projects and test their achievement in competition with other high school teams. The collaborative and hands on nature of this program, coupled with a high degree of student ownership and leadership over its direction, is emblematic of the types of learning opportunities St. Mark’s desires to create for its students moving forward.

- **Taft STEM Research Fellowship Program.** A select group of students conduct novel research, with a focus on problems facing a rural community in a developing country, all under the guidance of faculty members and outside expert mentors. This program includes student and faculty travel to Haiti in partnership with the Global Citizenship Initiative to help students "explore his or her place in the larger world beyond our campus."

- **STEM diploma.** St. Mark’s will create a set of standard requirements for students to receive a Science, Technology, Engineering, and Mathematics diploma that recognizes advanced achievements in these subjects. Students receiving a STEM Diploma will have demonstrated a deep understanding and commitment to the STEM fields through coursework and independent research. Requirements currently under consideration include four years of STEM courses, one or more engineering courses, one or more internships related to STEM subjects, and an original research or engineering project as a capstone project.

- **Computer science.** St. Mark’s continues to expand its curricular program in computer science, adding additional courses for the 2014-2015 school year. With appropriate new teaching facilities, there is an opportunity to expand these offerings even further. These new offerings will be geared to appeal to a wide range of St. Markers, helping to increase the digital literacy of a wider population of students. Other early work includes a focus on faculty and program development:
**Faculty publications.** By helping faculty with the publishing process, the School will make it easier for faculty to publish and explore their fields as educators. This support makes a strong statement about the quality of St. Mark’s STEM faculty and educational programs.

**Exploratory visits.** St. Mark’s teachers continue to visit peer schools to engage in exchange of best practices and discussions of emerging trends and novel approaches to STEM education. This work will continue as faculty visit with colleagues at the middle school and collegiate levels, and in research laboratories.

**Interdisciplinary courses** As the School’s philosophy of STEM education matures and faculty develop their educational methods and capabilities, St. Mark’s will be in a position to develop interdisciplinary courses organized around key issues, such as environmental sustainability. The School is offering Advanced Environmental Science, a project-based course designed to challenge students to understand the environmental challenges and potential solutions related to climate change.

**Staffing and Faculty Work**

In order to provide the programs and activities outlined above, the STEM Initiative may need the following staff resources:

- **Release time.** Two additional full-time equivalent faculty positions, one in science and one in mathematics, would be required to provide faculty release time to conduct research, develop new pedagogies and curricula, experiment with educational technologies, and participate in faculty development activities.

- **Coaching season releases.** Two to four coaching season releases per year would be required for science and math teachers to develop off-campus research opportunities and internships, and to lead extracurricular enrichment programs during the afternoons.

- **Sabbaticals.** STEM faculty should have a one- or two-semester paid sabbatical provided by St. Mark’s every seven years to devote to research, curriculum development, and professional development.

- **Lab technician.** St. Mark’s will need to hire a full-time laboratory technician to provide support for STEM faculty and students in science labs, research and engineering projects, and other enrichment programs.

- **Professional Development.** While St. Mark’s faculty are already skilled in their content areas and various pedagogies, additional professional development will be required to help faculty understand the latest research on teaching and learning in the fast-moving STEM fields.
Facilities and Technology

The newly opened STEM Center increases the number of classrooms and integrates disciplines throughout the Center including a shared office for the current Science and Math departments. Below are selected facilities needs that are incorporated.

- **Classroom, project, and lab space.** Large, flexible facilities are needed for STEM learning. Science class, lab, research, and project work will be carried out in a single, multi-use space. Smaller spaces for group projects are also needed. Extracurricular activities, such as robotics competitions, need dedicated space in the STEM Center.

- **Larger math classrooms.** While St. Mark’s mathematics classes are not large, previous math classrooms were small and overcrowded. The new classrooms provide the flexibility for students to work individually, in small groups, and as a class.

- **Office and meeting space.** STEM faculty need a place to meet and work as an interdepartmental group to discuss educational issues and plans. The new STEM Faculty Office is a large space with a meeting area for all STEM faculty to share. This space influences informal collaboration, sharing, and discussion of educational issues between colleagues and departments.

- **Information technology.** St. Mark’s has upgraded its information, video, networking, and communication technology to support the STEM initiative.
Global Citizenship Initiative

In the rapidly changing 21st Century world there is an ever-increasing need for those who can skillfully and ethically navigate our increasingly complex and interconnected world. As technology, health, economics, environmental issues and political events intersect, boundaries blur and engaged citizens must work together without national bias with colleagues from a variety of backgrounds, nationalities, and experiences. The challenges in this type of work demand intercultural and global competency, and those competencies are best acquired through education, familiarity, direct contact, and ultimately, appreciation for the similarities and differences that define us.

The evolving process of globalization poses significant challenges for American education as we redefine the essential competencies, disciplines, attitudes and habits of mind needed to fully engage with a globalized world. Perhaps because of our geographic separation and our ethnocentrism, most Americans grow up with relatively little appreciation for the effects of cultural similarities and needs on human and international relations. As the process of globalization increases cultural contact, it is vital for educated citizens to develop global competencies that enable them to cooperate across different geographies and cultures.

St. Mark's is developing a global citizenship program that will broaden the perspectives of St. Mark's students, develop their intercultural knowledge and global competence, and help them to appreciate a multiplicity of perspectives. The School has approached the implementation of this initiative in the following ways:

- Curriculum
- Student and Teacher Exchanges and Travel Programs
- Co-Curricular Learning Opportunities

The School is committed to building a Global Citizenship Initiative that can serve as one of the signature programs at St. Mark's and as a model for other educational institutions.

Purpose
The purpose of the Global Citizenship Initiative is to broaden the global and cultural competence of St. Mark's students through comprehensive exposure to, study of, and exchange visits with, other cultures, perspectives and ways of thinking.

"...When the time comes for recognizing that the school has risen to its duty of producing its group of scholars, it will face a still higher obligation. The school must raise up leaders in public service in a democracy.”

Dr. William Thayer, 1925
Goals
The goals of the Global Citizenship Initiative are as follows:

1. To ensure that all St. Mark’s students develop the global and cultural competence to lead lives of leadership and service in an increasingly complex 21st century world
2. To support the development of global citizenship and cross-cultural understanding, knowledge and curiosity among faculty that enables them to incorporate global perspectives into their courses across the entire curriculum
3. To provide opportunities for all St. Mark's students to deepen their knowledge of at least one language, country, and culture through exchange visits and other enrichment programs
4. To encourage students from other areas and countries to learn through partnerships between their schools and St. Mark’s that include opportunities for them to participate in exchange visits to St. Mark’s
5. To encourage St. Markers to become engaged global citizens actively working to collaboratively solve problems of global significance

Proposed Programs
As with the other initiatives, the basic approach to developing global citizenship at St. Mark’s is to select a few important but simple ideas, experiment with small-scale prototype programs to develop good models, and then extend effective models over time. The development of such prototype programs is being carried out within the context of a larger vision for the kind of global citizenship experience St. Mark’s eventually seeks to provide.

- **Curricular approach.** St. Mark’s has begun the process of deepening student understanding by developing a multicultural and global citizenship curriculum that emphasizes a respect for cultural traditions. As a result current course offerings have been broadened and St. Mark’s students will ultimately experience an education that develops an understanding of world cultures, languages, religions, economics, science and technology. Additionally, the Global Citizenship Office is working closely with the Community and Equity Affairs Office to ensure a consistent message regarding perspective taking, empathy and appropriate responses to difficult multicultural issues.

- **Global education.** All St. Mark’s students will develop cross-cultural knowledge and competence through the study of at least one second language, country, and culture over an extended period of time. Additionally, all St. Mark’s students will have a global civics education that emphasizes the interconnectedness of the world and the importance of their active participation in solving issues of global significance. This goal is accomplished through our exchange program with our partner schools and with The Global Seminar - a required III Form course encompassing global civics.
• **Multi-disciplinary approach.** St. Mark’s believes that a comprehensive understanding of another culture is inherently multi-disciplinary and is embedding cross-cultural components into all areas of the curriculum. St. Mark’s also understands that active engagement is an important part of student education and seeks to help develop habits of mind that will support students throughout their lifetimes.

• **Partnerships and exchanges with schools around the country and around the world.** St. Mark’s believes that cross-cultural learning can be best achieved through the development of partnerships with schools that are interested in hosting St. Mark’s students and providing their own students with cross-cultural knowledge and experience. These partnerships would be used to develop in-person exchange visits that benefit students of both St. Mark’s and its partner schools. All St. Mark’s students should have the opportunity to deepen their understanding of at least one language, country, and culture through an intensive visit that includes a home stay. St. Mark’s will also offer its partner schools opportunities for their students to study at St. Mark’s. Students at St. Mark’s who do not participate in exchange visits will be required to engage in collaborative learning projects with exchange students visiting St. Mark’s, and will be encouraged to maintain contact with those students after they leave. Current Partnerships include schools in Chile, Swaziland, Australia, Germany, China, and Haiti.

• **Service learning trips.** St. Mark’s will continue to offer service-learning trips during school vacations. Students participating in these service-learning trips will participate in pre-trip seminars that contextualize the reasons for the trip as well as provide important background information for the student travelers. Such preparation will encourage intercultural and global competency.

• **Cross-cultural understanding within our borders.** Students will also be offered the opportunity to extend their cross-cultural understanding of different cultures by visiting an immigrant community, regional subculture, or Native American community in the United States and by inviting speakers from these communities to give talks and visit classes at St. Mark’s to discuss their experiences in this country.

• **Preparation and interpretation.** The experience of students participating in exchange visits will be enhanced by ensuring that all St. Mark’s exchange students have completed appropriate cross-cultural studies of the countries they will visit before they depart, and that they participate in appropriate debrief exercises when they return to St. Mark’s.

• **Student-centered approach.** Where feasible, student groups will visit and learn about other cultures using the full array of student-centered and global competency pedagogies developed under the auspices of the Center for Innovation in Teaching and Learning, including collaborative, inquiry-driven, and project-based learning. This will require St. Mark’s to send teachers to
accompany students on short visits, and to send St. Mark’s faculty or identify teachers at partner institutions to provide such learning experiences to groups of students on longer visits. We are also open to students participating in the programs of partner organizations, such as School Year Abroad and AFS International.

- **Summer programs at St. Mark’s.** St. Mark’s has created a Global Citizenship Institute in collaboration with the Salzburg Global Seminar that offers a week-long, in-depth, study of global citizenship. The first two sessions of The Institute were successful and the program is well situated to continue to grow and become a significant St. Mark’s summer program.

- **Faculty development.** Interested faculty members will be given development support, including release time for faculty exchange visits that will deepen their understanding of other cultures and the educational approaches that are most effective in helping students develop cross-cultural and global competence.

- **Global Citizenship diploma.** St. Mark’s is developing standard requirements for a possible Global Citizenship diploma. This diploma would recognize advanced achievement in cross-cultural and global citizenship education. Requirements may include a prescribed course of study, four years of study of at least one language, the completion of short- and long term-exchange visits and the completion of a capstone global citizenship project in the VI Form.

- **Faculty Professional Development.** All faculty will benefit from training on incorporation of global citizenship and cross-cultural perspectives and competencies into their courses, in addition faculty will need summer pay or release time to develop global citizenship and cross-cultural curricula.

- **Staffing Trips.** Faculty accompanying group exchange visits will require additional compensation for summer exchanges or release time for exchange visits when School is in session. Both types of work would require reimbursement for travel and living expenses.

**Staffing**

A robust program will require dedicated staffing in order to build relationships and create programs that will provide a meaningful experience for St. Mark’s students. The current staffing model has been created to support the goals of the Global Citizenship Initiative.

- **The Director of Global Citizenship** oversees the implementation of the external elements of the Global Citizenship Initiative and plays an active role in the curricular planning that will result in integration of Global Citizenship content in courses throughout the curriculum. The Director also acts as the Curriculum Specialist, supporting faculty in the development of global citizenship courses and helps find appropriate professional development opportunities.
• **The Trip Coordinator** serves as the administrative assistant for the Global Citizenship Program and makes travel and financial arrangements for all students and faculty participating in exchanges and service-learning trips.

• **The On-Site Coordinator for Partner Schools** supports the work of the Global Citizenship Initiative by logistics for visits from students and faculty at St. Mark's partner schools around the world. The On-Site Coordinator also works closely with St. Mark’s teachers, staff, and administrators to help integrate visiting students and teachers into the St. Mark’s community and helps create strong partner school relationships as part of Global Citizenship Initiative.

**Resource Requirements**
While the impact on facilities and technology may be limited, there are several resource considerations:

• The Global Citizenship Initiative requires travel and living funds for all students and faculty involved in immersive experiences. An endowed fund of $13.5 million would provide the annual income necessary to achieve this goal.

• Professional development funds are needed to support faculty release time as they create new course offerings. An endowed fund of $0.5 million would allow St. Mark’s to achieve this goal.

• An additional endowed fund of $1 million would fund ongoing operating costs for The Global Citizenship Institute.

• A modest increase in dormitory space would allow for the current exchange programs to thrive.

• An Internet-2 classroom is required for remote, shared classroom experiences. The Center Presentation Room is Internet-2 equipped.
Implementation and Assessment

Our strategic planning initiatives must be well conceived, well articulated, and must resonate with a critical mass of each School constituency. While the planning process to-date has been inclusive and transparent, there is still much work to be done to ensure its success.

Since its endorsement by the Trustees, accountability for implementation is vested in the Strategic Planning Implementation Committee. The Committee ensures that the initiatives are executed as planned and will make adjustments for normal mid-course corrections.

The Strategic Planning Implementation Committee reports regularly to the Trustees and to the faculty about implementation progress. Implementation progress must also be communicated to other School constituencies regularly, guided by the Director of Communications and Marketing (a member of the Implementation team). The Committee produces an annual report on the plan, which will identifies progress made to-date and any updates or changes to the plan going forward.

- We will evaluate key activity measures, for example actions undertaken during the implementation process for each initiative, mid-course corrections based on environmental changes, baseline measures, Strategic Planning Implementation Committee reports to the Board and faculty, and periodic communications to other School constituencies
- We will evaluate key capacity measures, for example evaluating faculty support for the initiatives, student, parent, and alumni support for the initiatives, tracking fundraising progress to finance the initiatives, and assessing the effectiveness of the Strategic Planning Implementation Committee
- We will evaluate the impact of the strategic initiatives, for example formative and summative evaluations of what students learned, how faculty teaching methods evolved, the impact of the initiatives on student/faculty recruitment and retention, and the impact on the college list.

St. Mark’s will adopt existing national or international institutional assessment instruments and may create its own instruments where none exist. Both quantitative and qualitative measures are taken. Assessment includes both progress (internal, against baseline) and effectiveness (against peers where this data is available).

Implementation progress must be measured in a rigorous systematic manner, hence, the need for an assessment component to strategic planning implementation.

Examples of questions for research include:

a. Are the actions being undertaken for each initiative meeting their objectives?
b. Does support for each initiative remain strong, and if not, what steps must be taken in order to regain that support?

c. Do planning assumptions for each initiative remain valid?

d. Have factors in the external world or factors at St. Mark’s changed in a way that impacts implementation plans?

e. Have new realities emerged as an initiative has been implemented that require a mid-course correction?

The planning assumptions that have informed the creation of this plan require an assessment strategy to inform implementation decisions. New factors continually emerge during the implementation process that must be identified, assessed, and incorporated into implementation thinking.

The Way Forward

Following unanimous adoption of the plan by the Board of Trustees in October 2011, the Strategic Plan was introduced to alumni, parents and friends through events and presentations. As expected, the reception has been overwhelmingly positive and has touched the passions of many in these groups.

The Strategic Planning Implementation Committee was created in fall 2011. Led by the Head of School, this group includes key faculty and administrators who are responsible for implementation of the plan. The committee worked to answer key questions and add detail that enabled them to create implementation plans for each initiative. The preceding pages provide a conceptual overview of the mission, goals, programs, implications, staffing, and facilities requirements of the proposed strategic initiatives for St. Mark’s School. From 2011 to present, the Strategic Planning Implementation Committee has met monthly to refine these ideas, develop more detailed implementation plans, identify implications, timelines, and resource needs (see attachments) and ensure a level of accountability for progress.

The successful implementation of the plan has become the work of the entire school community as St. Mark’s seeks to define its place in the educational landscape and to ensure the most impactful education for its students, now and in the future.