

***Peer Leading Application & Scoring Protocol for New Applicants:
Masconomet Regional High School***

Peer Leading Overview

Peer Leading is a program at Masconomet Regional High School designed to create a integrated and comprehensive mentoring program for the incoming Freshman class. The program is comprised of select Sophomore and Junior girls and boys who are trained to guide and educate their Freshman groups to unite the class and begin working towards achieving their academic, extracurricular, and social goals.

Application Components

There are extensive, thorough, and thoughtful procedures designed to create the fairest application process for Sophomores and new Junior applying to the program. The following components have been implemented to capture a holistic understanding of the applicants and to objectively assess their abilities to fulfill the roles and responsibilities of a Peer Leader.

The application process is comprised of three components:

(1) Essay:

- Students applying for a Peer Leader position must complete an essay based on questions provided to them (see attached) beginning two weeks before the application is due. The first day students can pick-up an application is the Peer Leading information session held two weeks prior to the essay due date. Applicants may also pick-up an application in the Peer Leader Advisor's room anytime before the essay is due.
- The essay is scored based on a standardized rubric (see attached). More information about scoring is provided below.

(2) Interview:

- Students applying for a Peer Leader position must complete a three-question interview. Applicants must choose from an available time-slot on the interview sign-up sheet posted in House B on the day on which the informational session occurs. When the first day of interviews begins, the sign-up sheet will be moved to the Peer Leader Advisor's room for safety and tracking purposes. Students may access the list at any point up until the last day the interviews are being held in order to add their name to the sign-up sheet or to change their time-slot to another available opening.
- The Peer Leading Captains from the previous year conduct the interview. The Peer Leading Captains follow the same protocol for each interview in which two Peer Leading Captains conduct the three-question interview with the applicant, and two

Peer Leader Captains score the applicant on a standardized rubric used for each applicant (see attached). Applicants are given the amount of time needed to answer the three questions, or up to 5 minutes maximum.

- The Peer Leading Captains and the applicant are supervised by the Peer Leader Advisor to ensure there are no inappropriate interactions between students, and to keep track of time during the interview process to ensure the interview schedule is adhered to as outlined. Applicants are made aware before the start of the interview that the Peer Leading Advisor will be present in the room and that the scoring is completed by the Peer Leading Captains assigned to that role. All students are aware that the advisor's role is only to monitor the room and track the interview schedule.

(3) Teacher Nominations:

- Once all essays are submitted, a list of all applicant names are sent to teachers and staff who have the opportunity to nominate students who they believe, based on their experience with the student (e.g., observations in class, interactions with the student, etc.), would fulfill the roles and responsibilities of a Peer Leader. Teachers and staff are able to assign a recommendation of "outstanding" or "exceptional" when making their nominations. "Outstanding" is defined as a top student in different domains (i.e., academics, athletics, extracurriculars, overall role model, etc.) who teachers or staff feel would contribute substantially to the program. "Exceptional" is defined as a student with these qualities that teachers or staff would consider to be in the top 5% of students you have worked with in their time at Masco. These are worth an additional 2 points or 1 point respectively.
- Teachers are also able to note if there are any serious reservations or reservations about a student based on their experiences with the student (e.g., observations in class, interactions with the student, etc.), who they feel would be unable to fulfill the roles and responsibilities of a Peer Leader. A teacher may note a "serious reservation" if the nominated student has ever violated any protocol in the Masconomet Student Handbook's Code of Conduct or have failed to adhere to Masconomet's Core Values and the expectations. In this case, the application may be eliminated from the running, depending on the severity of the violation, or could take away 2 points from the student's score. A teacher may note a "reservation" based on negative encounters with the student that may go against what it means to be a Peer Leader (e.g., being disrespectful in academic/social settings in school, not showing qualities that align with the Masconomet's Core Values and the expectations). This could result in a negative 1 point on the student's score.

Process for Establishing an Applicant "Score"

Each application component is associated with a specific numerical range. The points earned within that range are tallied together to create a cumulative score for each applicant.

The essay is worth up to 25 points.

- Applicants have the opportunity to earn up to 25 points on their essay based on being able to earn up to 5 points in 5 separated themes of the essay. The rubric is designed to award points to applicants based on the thoroughness, quality, and relevance of their answers to the questions provided to them (as mentioned above).
- Applicants' essays are read anonymously by two different readers who are either teachers or staff at Masconomet High School. The readers use a standardized rubric to score each essay. The average score from the two readers is then calculated for the applicant's overall essay score (e.g., average of 18+20=19). To ensure the anonymity of the applicant in order to eliminate all possibility of bias, the Peer Leader Advisor separates all cover sheets (which is the only place on the paper application in which the applicant is instructed to write their name) from the essays and assigns a randomly generated number to the essay (e.g., applicant 204). All applicant names are stored along with their assigned number in a secured computer program to ensure all applicants' identifying information is consistent when scores are entered.
- *In the event that the two readers' scores are separated by more than five points, the essay will be re-read anonymously by two new readers to ensure scores are as accurate as possible.

The interview is worth up to 12 points.

- The applicant has the opportunity to earn up to 4 points on each of the three questions asked in the interview. The interview rubric outlines how to assign points based on the quality of the answer. The number of points earned on each question is then tallied to create the applicant's overall interview score.

The points associated with teacher nominations is as follows:

- Teachers and staff are allowed to nominate up to a specified number of Sophomore and Junior girls and boys. Those making the nominations can assign a recommendation of either "outstanding" or "exceptional" (as defined above). Teachers and staff do not make a nomination for each name on the list of applicants; they only nominate students they know and believe deserve the nomination. A nomination of "outstanding" is assigned 1 point; a nomination of "exceptional" is assigned 2 points. The nominations are tallied for the applicants' overall teacher nomination score (e.g., 1 "outstanding" nomination + 1 "exceptional" nomination=3 teacher points).
- A "serious reservation" could result in the elimination of the student's candidacy or -2 points. A "reservation" would be -1 point off of the students total score.

The points earned from each component of the application process are then tallied for each applicant to create their overall applicant score (e.g., essay score of 19+interview score of 7+teachers nomination score of 5=31 total points). The top 15 Sophomore girls and the top

15 Sophomore boys with the highest cumulative point totals are chosen for a Peer Leader position. The number of Junior girls and Junior boys chosen for a Peer Leader position varies depending on the number of applicants in that given year; the same process as outlined above applies for all Junior applicants as well.

Tied Scores

In some cases, there may be a tie for a number of open positions (e.g., the top 14, 15, and 16 point-earners for Sophomore boys may all have the same score). In the event a tie occurs, those applicants will have their scores recalculated with their interview score removed so the tie-breaker is based on their essay score and teacher nomination scores only. The reasoning for this tie breaker is because the essay and teacher nominations are the components in which the applicant had the most time to prepare. In the event this tie-breaker process still results in a tie, the remaining applicants that are tied after recalculating the essay scores and teacher nominations alone will be re-assessed by using their essay scores only. The applicants still in consideration with the top essay score will then earn the Peer Leader position(s).

Special Considerations

The administration reserves the right to communicate with teachers and staff regarding known student behavior believed to be inconsistent with the Peer Leading program's main principles (i.e., adherence to Masconomet's Core Values and the expectations in Student Handbook's Code of Conduct). The administration reserve the right to consider all valid information obtained to decide if an applicant should not be offered the Peer Leader position based on their unpreparedness to fulfill the role.