



Classroom Practice That Supports Proficiency

 #MPA16

all materials at:
greatschoolspartnership.org/mpa-2016

TODAY'S PRESENTERS

From Nokomis Regional High

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From the Great Schools Partnership

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Outcomes

Hear about the changes in practice that PBL systems create.

Outcomes

Explore the changes in practice that accompanied the transition to PBL for one Nokomis High School teacher

Agenda

The Ten Principles of Proficiency-Based Learning

Research on Best Practices

Common Roadblocks

Strategies for Targeted Feedback, Student Choice, Student Self-Advocacy & Differentiation

Questions?



Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.



GSP has assisted the **Maine Principals' Association** with the Summer Leadership Retreat since 2014.

We Believe

In equitable, personalized, rigorous learning for **all students** leading to readiness for college, careers, and citizenship

We Believe

That schools must simultaneously attend to
policy, practice, and community engagement

We Believe

School improvement is **context-based**,
not one-size fits all

Guiding Questions

PBL is driven by the same questions for teachers and students



Where am I going?

Guiding Questions

PBL is driven by the same questions for teachers and students



Where am I now?

Guiding Questions

PBL is driven by the same questions for teachers and students



How can I close the gap?

Ten Principles of Proficiency-Based Learning

Over the past decade, the movement to adopt proficiency-based approaches to teaching, learning, and graduating has gained momentum throughout the United States, as more educators, parents, business leaders, and elected officials recognize that high academic expectations and strong educational preparation are essential to success in today's world. Schools use proficiency-based learning to raise academic standards, ensure that more students meet those higher expectations, and graduate more students better prepared for adult life.

To help schools establish a philosophical and pedagogical foundation for their work, the Great Schools Partnership created the following “Ten Principles of Proficiency-Based Learning,” which describe the common features found in the most effective proficiency-based systems:

1. All learning expectations are clearly and consistently communicated to students and families, including long-term expectations (such as graduation requirements and graduation standards), short-term expectations (such as the specific [learning objectives](#) for a course or other [learning experience](#)), and general expectations (such as the performance levels used in the school's grading and reporting system).
2. Student achievement is evaluated against common [learning standards](#) and performance expectations that are consistently applied to all students regardless of whether they are enrolled in traditional courses or pursuing [alternative learning pathways](#).
3. All forms of [assessment](#) are [standards-based](#) and [criterion-referenced](#), and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons.
4. [Formative assessments](#) measure learning progress during the instructional process, and formative-assessment results are used to inform instructional adjustments, teaching practices, and [academic support](#).
5. [Summative assessments](#) evaluate learning achievement, and summative-assessment results record a student's level of proficiency at a specific point in time.
6. Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.
7. Academic grades communicate learning progress and achievement to students and families, and grades are used to facilitate and improve the learning process.
8. Students are given multiple opportunities to improve their work when they fail to meet expected standards.
9. Students can demonstrate learning progress and achievement in multiple ways through [differentiated assessments](#), [personalized-learning options](#), or [alternative learning pathways](#).
10. Students are given opportunities to make important decisions about their learning, which includes contributing to the design of learning experiences and learning pathways.

Think-Pair-Share

Which of these principles have you seen translated into practice successfully?

Which of these principles do you think will be most challenging to put into practice?



How does Proficiency-Based Learning Change Classroom Practice?

- Teachers communicate clear learning targets and standards for each lesson and unit
- Teachers build instruction and assessments in alignment with these standards;
- Teachers use formative assessment to adapt instruction, to diagnose weaknesses, and to deliver targeted interventions & supports,
- Feedback, grading and reporting reflect the learning targets and standards

Research Support

Clear Learning Targets

“When students understand exactly what they're supposed to learn and what their work will look like when they learn it, they're better able to monitor and adjust their work, select effective strategies, and connect current work to prior learning (Black, Harrison, Lee, Marshall, & William, 2004; Moss, Brookhart, & Long, 2011).”

—Susan Brookhart and Connie M Moss, “Learning Targets on Parade,” Ed Leadership

Sample Scoring Criteria:

Content Area: Life Sciences

Performance Indicators	Beginning	Developing	Proficient	Distinguished
Students will be able to develop appropriate research questions. (CCSS.ELA-Literacy.WHST.11-12-7)	I can list some specifics about a topic that would help develop my understanding	I can identify broad questions that are relevant to my studies and focus my research	I can construct open-ended questions that build on one another and require evidence and support	I can analyze my own research questions to refine them based on my earlier questions and learning

Principles

into practice

Research Support

Aligned Instruction & Assessment

"...the school-level variable with the strongest apparent link to student success is “opportunity to learn”; that is, the extent to which a school (1) clearly articulates its curriculum, (2) monitors the extent to which teachers cover the curriculum, and (3) aligns its curriculum with assessments used to measure student achievement. Of these three variables, aligning curriculum to assessments appears to have the strongest link with student achievement.”

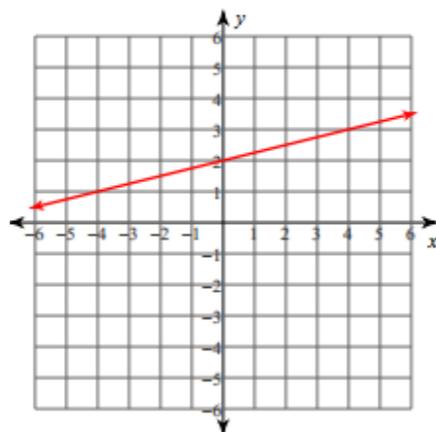
—Goodwin, B. (2010). *Changing the odds for student success: What matters most*

2.3 Students will analyze functions using different representations. (HSF.IF.C.7A-C, E, 8-9)	I can summarize a representation of a function.	I can compare more than one representation of a function.	I can draw conclusions about functions based on more than one representation of that function.	I can choose which representation best represents a problem and defend my choice.
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3a. Lori rents a car from a rental company. Her cost increases according to the amount of time in days she keeps the car and can be represented by the function $f(x) = 25x + 30$ where x represents the number of days Lori rents the car.

Use your knowledge of slope and y-intercept to describe this function according to the context of the problem. _____

b.



Describe the graph above in terms of its slope and y-intercept. _____

Principles

into practice

Research Support

Standards-Based Grading & Reporting

“When teachers utilized standards-based grading methods, not only did the number of As and Bs increase, but the rate of passing the state assessment among students who earned these grades approximately doubled as compared to the two traditional grading cohorts.”

- Pollio, Marty and Craig Hochbein. “The Association Between Standards-Based Grading and Standardized Test Scores in a High School Reform Model.” Teachers College Record, Volume 117 Number 11, 2015, p. 1-28, <http://www.tcrecord.org> ID Number: 18111

Standards-Based Reporting

M **Interpersonal A** I can ask and answer questions about familiar topics.

M **Interpersonal C** I can understand and use appropriate vocabulary in speaking and writing.

M **Interpersonal D** I can exchange detailed information on familiar topics.

P **Interpretive A** I can identify main ideas, topics, and specific information I HEAR in a variety of ways.

M **Interpretive B** I can use comprehension strategies to understand the language I READ.

M **Presentational B** I can present ORALLY basic information about myself, others and familiar topics...

P **Presentational C** I can write briefly about familiar topics and give information using a series of sim...

M **Comparisons A** I can compare English and the target language to better understand structures.

M **Comparisons B** I can describe the practices and views of a culture.

Principles into **practice**

Research Support

Formative Assessment & Clear Feedback

“...the most influential practice that improves student outcomes...”

John Hattie, *Visible Learning*, 2012

Research Support

Formative Assessment & Clear Feedback

“... When feedback provides explicit guidance that helps students adjust their learning, there is a greater impact on achievement, students are more likely to take risks with their learning, and they are more likely to keep trying until they succeed (Brookhart, 2008; Hattie & Timperley, 2007; Shute, 2008).”

--Dean, C. B., Hubbell, E. R., Pitler, H. & Stone, B. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Common Roadblocks

to achieving proficiency

- Unclear expectations.
- Reading level.
- Processing time.
- Readiness level.
- Student interest and engagement.

Individual Feedback

Aligned to the Performance Indicators

Based on what you submitted, you are currently...

Students will **analyze** geographic features that have impacted culture and conflict in the United States and other regions.

I can **define** geographic features.

I can **identify** geographic features in a region.

I can **draw conclusions** about how geographic features impact a region.

I can **assess** the significance of geographic features on a region.

Because:

-

Your next steps to move up to a **3 are:**

-

-

Revision Based on Feedback

For Teachers

Evidence

Analysis

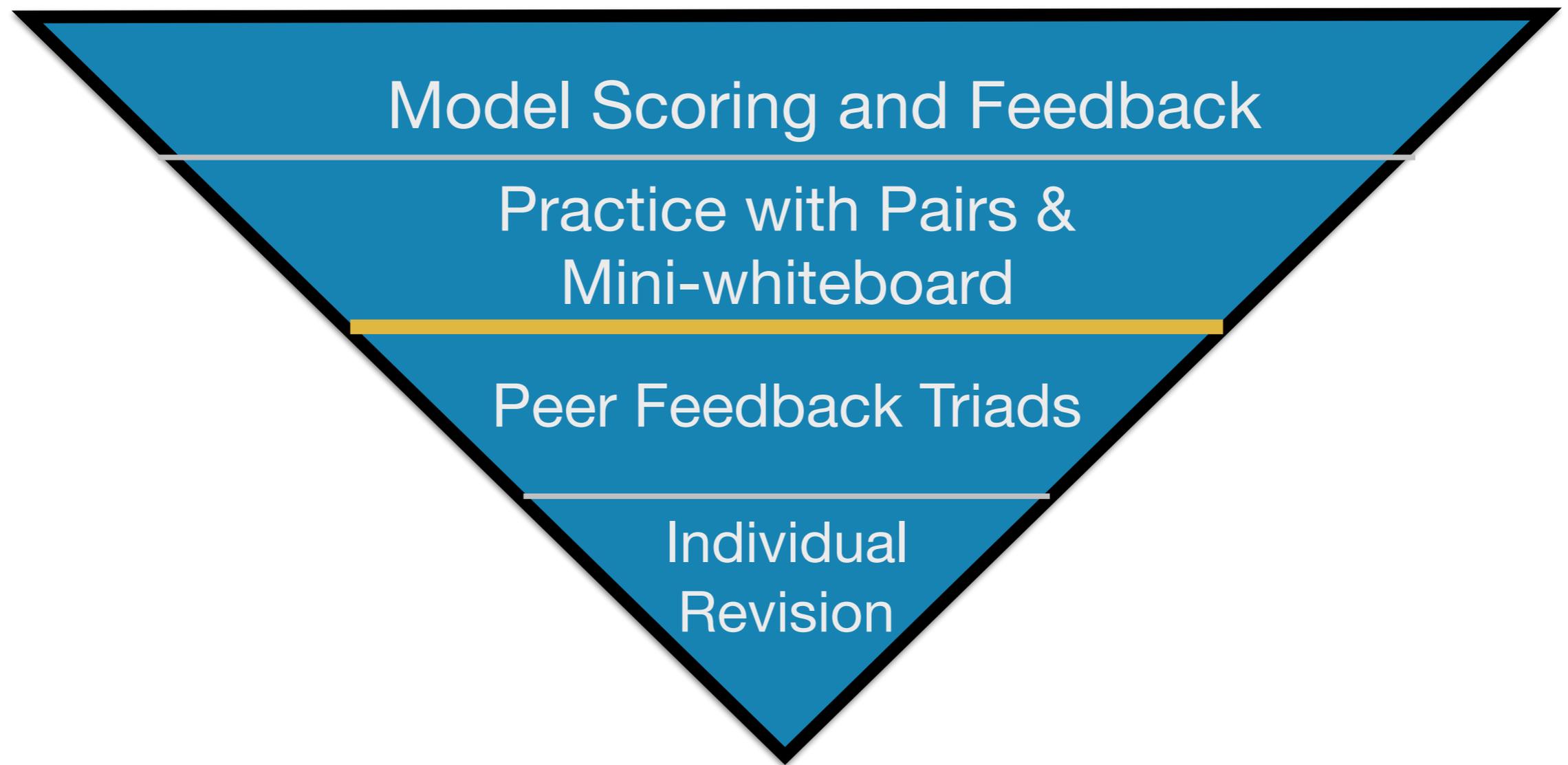
Group Students
by Feedback:

Organization
& Conventions

Synthesizing

Peer Feedback

In a Workshop Model



Student Choice In Levels

Differentiation

Re-teach
Scaffolded

Practice

Challenge

Readiness Groups With Rigor

Differentiation

Group Students By Readiness

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graph TD; A[Group Students By Readiness] --> B[Peer Reliance]; B --> C[Sealed "Hint" Cards]; C --> D[Teacher];
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Peer Reliance

Sealed "Hint" Cards

Teacher

Student Choice in Text

Differentiation

Opinion: Humans could cause, or prevent, Earth's 6th mass extinction

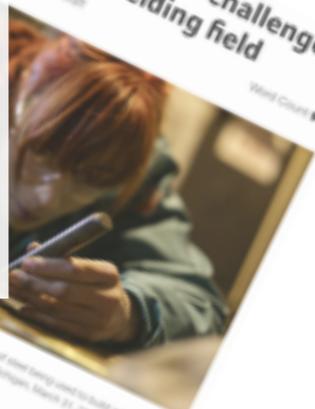
By Scientific American, adapted by Newsela staff
09.21.14

Word Count 961



A giant tortoise named "Lonesome George" is seen in the Galapagos islands, an archipelago off Ecuador's Pacific coast. Lonesome George, the last reptile prince of the Galapagos Islands, may be dead, but scientists now say he may not be the last giant tortoise of his species after all. Photo: AP Photo/Galapagos National Park, File

Men taking on the challenges of a dominated welding field



- Student choice in topic
- Lexiled articles
- Two versions of text questions

Newsela Upfront

Student Choice in Stations

Differentiation



- Student choice in station
- Different Learning Styles

Student Choice in Topic & Demonstration

Learning Menus

Student choice in **what** they learn and **how** they show they have learned it.

INDEPENDENT LEARNING MENU

APPETIZER:

- Choose three of the following to read or watch.
- [Biodiversity Hotspots: Mesoamerica](#)
- [Biodiversity Hotspots: Sao Tome](#)
- [Monarch Butterfly needs protecting](#)
- [Humans could cause or prevent Earth's 6th mass extinction](#)
- [Beef Production Linked to Climate Change](#)

MAIN COURSE:

- Choose one of these to watch. (All videos are 12 minutes in length)
- Complete graphic organizer and get approval before moving onto dessert.
- [Human Activities that Threaten Biodiversity Locally](#)
- [How does climate change affect biodiversity](#)
- [Conservation and the race to save biodiversity](#)

DESSERT:

- Choose one task on the next page to demonstrate your knowledge.
- You will be graded using the following rubric.

	(NYP)	(PP)	(P)	(E)
2.5 Students will be able to identify enduring themes by applying patterns of continuity and change, cause and effect, or comparing and contrasting based on eras in world and United States history.	I can define continuity and change, cause and effect, or comparing and contrasting. <i>-Student can summarize what is causing a loss in biodiversity.</i>	I can identify patterns of continuity and change, cause and effect, or comparing and contrasting. <i>- Student can list examples of how humans are causing a loss in biodiversity.</i>	I can utilize patterns of continuity and change, cause and effect, or comparing and contrasting. <i>-Student can use specific evidence and thorough reasoning to conclude how humans are impacting the environment.</i>	I can evaluate historical eras by choosing patterns of continuity and change, cause and effect, or comparing and contrasting. <i>-Once "proficient", student is able to analyze what global trends or historical factors like population growth or consumption have influenced human impact on the Amazon rainforest or global environment as a whole.</i>

Student Choice in Topic & Demonstration

Learning Menus

Student choice in **what** they learn and **how** they show they have learned it.

Dessert Options

Tasks for Creative Thinkers:

- A. Write a script for a talk show with a panel of experts. Dialogue reflects accurately how humans impact plants, animals, and the environment. Examples should come from the videos and articles from today AND from previous classes.
- B. Improve The Lorax by changing the children's book from a fictional story to reflect what is actually happening in the Amazon rainforest because of humans. Be sure to include examples from today AND from previous classes.
- C. Create a Piktochart (or use any infographic application website) to convey how humans are impacting the Amazon rainforest. Examples should come from the videos and articles from today AND from previous classes.

Tasks for Practical Thinkers:

- A. Write a last will and testament of the Amazon rainforest, including which personal items it would leave behind, who they would go to, and why. This last will should reflect how humans have impacted the forest. Examples should come from the videos and articles from today AND from previous classes.
- B. Create a short story that involves a dilemma facing how humans impact the Amazon rainforest. Describe how these two character's would have faced this same challenge differently. Examples should come from the videos and articles from today AND from previous classes.
- C. Develop a visual timeline of human impacts on the Amazon rainforest over time that range from before the Columbian Exchange to now. Note local or global events that impacted plants and animals in the Amazon in one color and the effects of those impacts in another color. Examples should come from the videos and articles from today AND from previous classes.

Tasks for Analytical Thinkers:

- A. Write an essay on how American consumerism and global mass-production impact the the Amazon rainforest in various ways. The essay should start with these global trends and then end with their impact on the regional level in the Amazon rainforest, using examples from today's videos and articles in addition to previous learning.
- B. Create a visual graphic organizer that identifies all the major problems affecting the economy, environment, and society because of the extraction of natural resources. Then for each problem, create a global or local solution that could stem or stop each of those problems.
- C. Write a letter from the perspective of an environmentalist who wants to stop human impact in the Amazon. Then write a letter back to the environmentalist from the local workers causing those impacts that explains their perspective in the same format. The letters should contain examples of human impact from today's learning and previous classes.

If you have a different idea on how to show this, see me and we'll chat.

Overall Changes To My Practice

Proficiency-Based Learning

- Daily differentiation to overcome roadblocks.
- Fostering self-advocacy and peer reliance among my students.
- Feedback became more precise and actionable.
- Where I put my time changed, not how much.

Changes To Our Practice

- Differentiation
- Student choice
- Feedback and revision

In triads, discuss these questions:

- **Which of these strategies would you most like to see adopted in your school?**
- **What steps need to be included in your action plan in order for this to happen?**
 - For teachers?
 - For students?
 - For the community?

Questions?





THANK YOU

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