



GREAT
SCHOOLS
PARTNERSHIP



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

Implementing Proficiency-Based Learning in Your District

March 17-18, 2016
High School Redesign in Action

TODAY'S

PRESENTERS

From the Great Schools Partnership

Katie Thompson, Senior Associate

David Ruff, Executive Director

Mary Hastings, Senior Associate

Tony Lamair Burks II, Senior Associate

Agenda



Outcomes and Beliefs

Principles of PBL

District Self-Assessment

Policy, Practice, Public Will

Action Planning

Resources

greatschoolspartnership.org/nessc16_district

Outcomes

Determine, through self-assessment, where your district currently is in the development of a district-wide proficiency-based learning plan

Outcomes

Explore the roles of policy, practice, and public will in district-wide implementation of proficiency-based learning

Outcomes

Apply the components of district-wide implementation of proficiency-based learning to the design of a local district plan

Outcomes

Create a framework to jumpstart development of a multi-year action plan using the provided resources



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



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NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

GSP has served as the coordinator of the
**New England Secondary School
Consortium** since its inception in 2009

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

Mastery

is a student's ability to transfer learning in and/or across content areas.

Competency

is a student's ability to transfer learning in and/or across content areas.

Proficiency

is a student's ability to transfer learning in and/or across content areas.

(Un)Common Terms for “Standards”

DESCRIPTORS

GRADUATION STANDARD

LEARNING TARGETS

PRIORITY STANDARD

POWER STANDARDS

LEARNING OBJECTIVES

BENCHMARKS

PROFICIENCY STANDARDS

COMPETENCIES

PERFORMANCE INDICATORS

MEASUREMENT TARGETS

MASTERY OBJECTIVES

PROFICIENCY-BASED LEARNING

Is not a stand-alone intervention

PROFICIENCY-BASED LEARNING

Is a suite of practices resulting from the thoughtful combination of best practices currently used by expert educators with solid support in the literature

Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

Graduation Requirement	Reporting Method		Assessment Method
YES	Transcripts and Report Cards	Cross-Curricular Graduation Standards 5–8 standards taught in all content areas	Body of Evidence Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics
YES	Transcripts and Report Cards	Content-Area Graduation Standards 5–8 standards for each content area	Verification of Proficiency Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time
NO	Progress Reports	Performance Indicators 5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards	Summative Assessment Graded summative assessments are used to evaluate the achievement of performance indicators
NO	Teacher Feedback	Learning Objectives Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators	Formative Assessment Ungraded formative assessments are used to evaluate student learning progress

10 Principles Of Proficiency-Based Learning

Learning Standards

1. All learning expectations are clearly and consistently communicated to students + families
2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students

Assessment Practices

3. All forms of assessment are standards-based and criterion-referenced
4. Formative assessments measure learning progress during the instructional process
5. Summative assessments - which are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings

Grading + Reporting

6. Academic progress and achievement are monitored and reported separately
7. Academic grades communicate learning progress and achievement
8. Students are given multiple opportunities to improve their work when they fail to meet expected standards.

Instructional Strategies

9. Students can demonstrate learning progress and achievement in multiple ways
10. Students are given opportunities to make important decisions about their learning

Applying the Principles

Review the ten principles and identify:

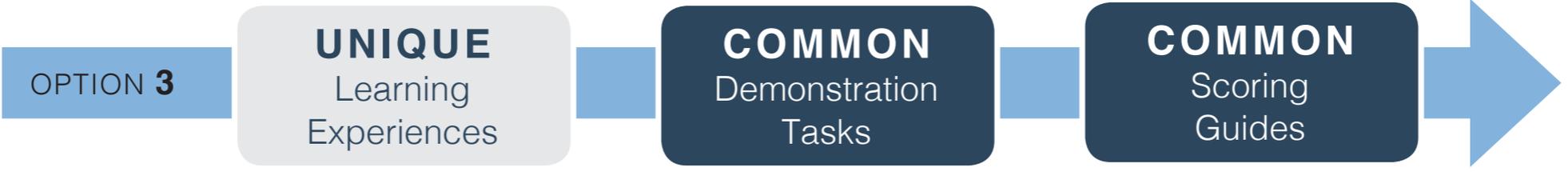
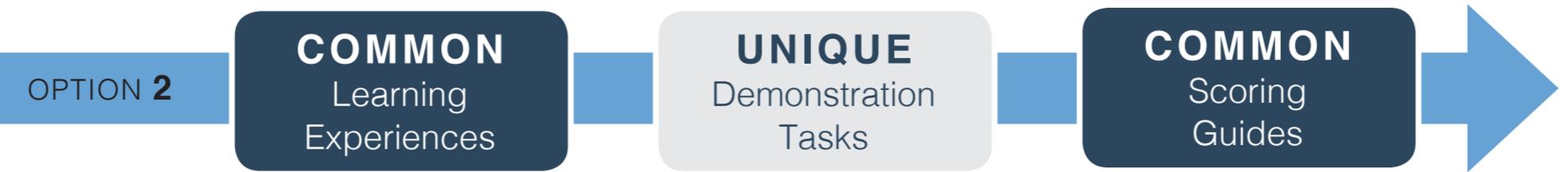
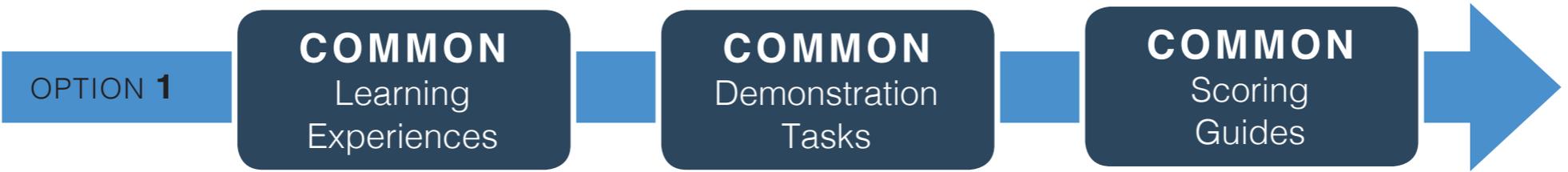
- the principle you feel most confident about
- the principle that challenges you the most
- the principle you are most excited about implementing in your school or classroom

Turn and talk with one or two others at your table

Assessment Pathways Simplified

A Great Schools Partnership Learning Model

LESS
Student Choice
in Learning



VALID and RELIABLE results that are **COMPARABLE** across STUDENTS, COURSES, SCHOOLS, DISTRICTS, or STATES

MORE
Student Choice
in Learning

VALID and RELIABLE results





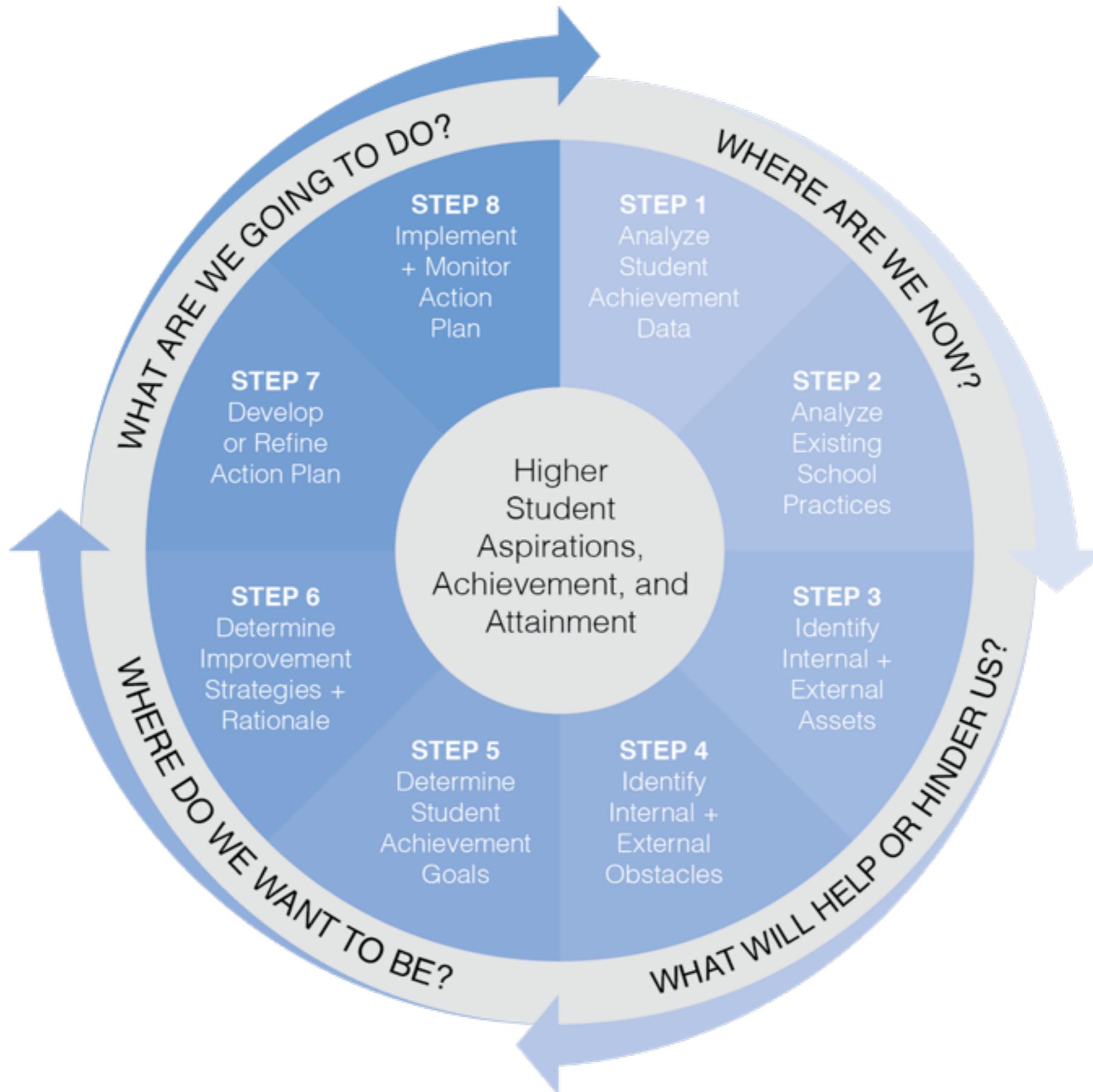
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GLOBAL BEST PRACTICES

*An Internationally Benchmarked
Self-Assessment Tool
for Secondary Learning*



Cycle of Action



Self-Assessment Tool

Determining the current state of your district

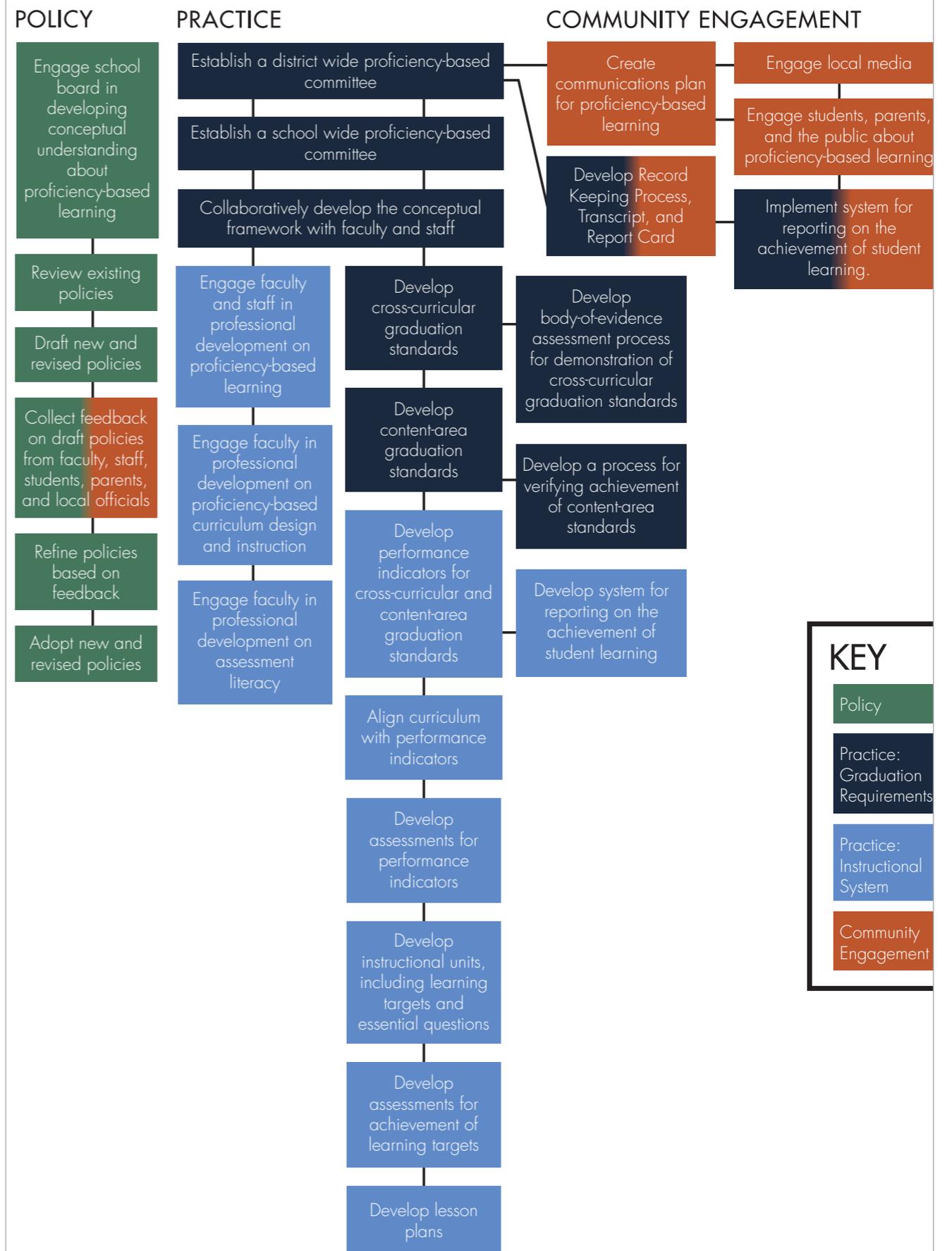
- Developed by the Maine Department of Education assisted by the Great Schools Partnership
- Reflects the three areas that districts and schools attend to for the development of their work
- Allows schools and districts to determine both their current state of readiness for Proficiency-Based Education and helps them prioritize a starting place for their work

Self-Assessment Tool

DIRECTIONS

1. Choose one of the three areas to begin: policy, practice or community engagement.
2. Complete as many responses as you are able to and identify:
 - your greatest asset for moving ahead in PBE work
 - your greatest challenge or barrier to forward movement
3. Meet with another district team(s) or individual(s) and discuss
4. Make certain each district group or individual has time to share.

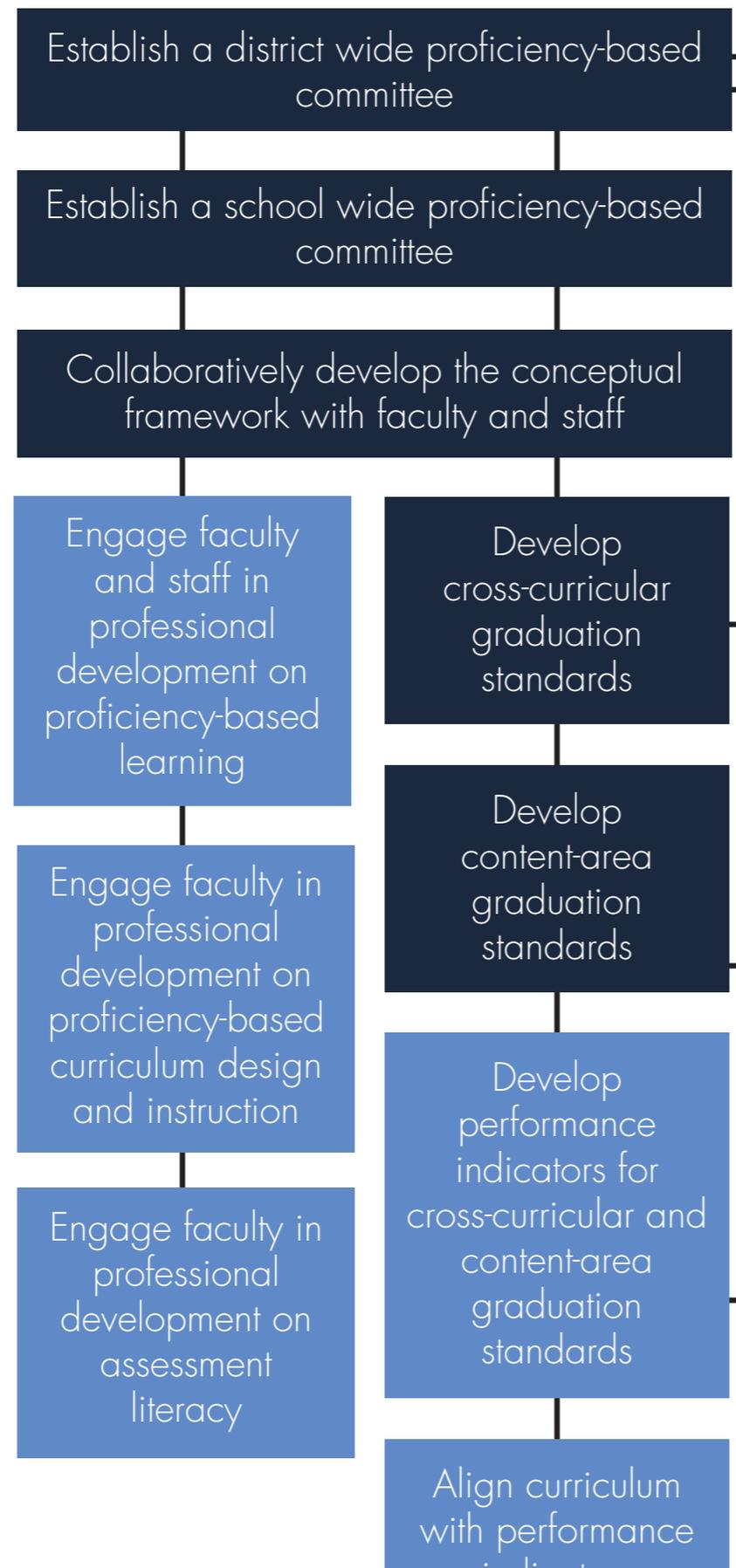
Planning for PBL



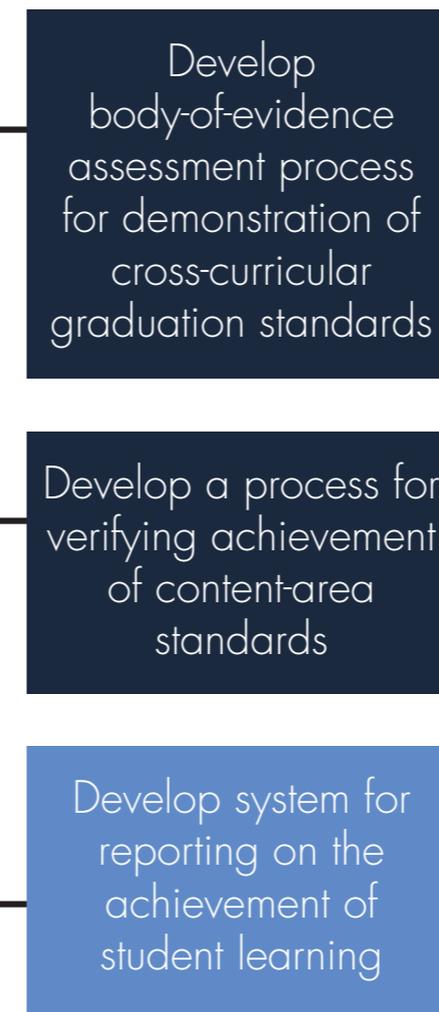
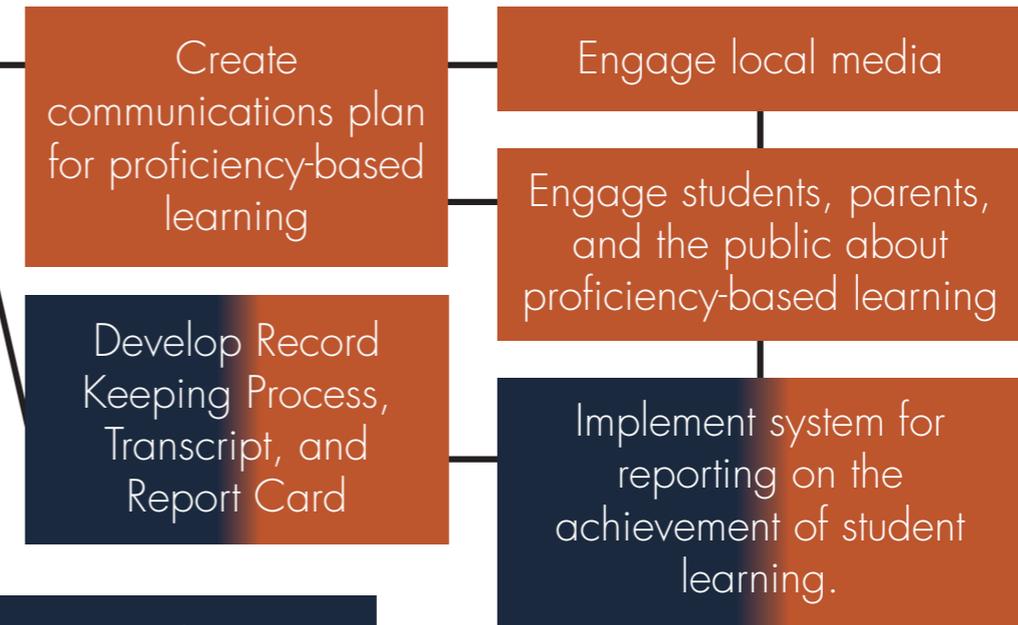
POLICY



PRACTICE



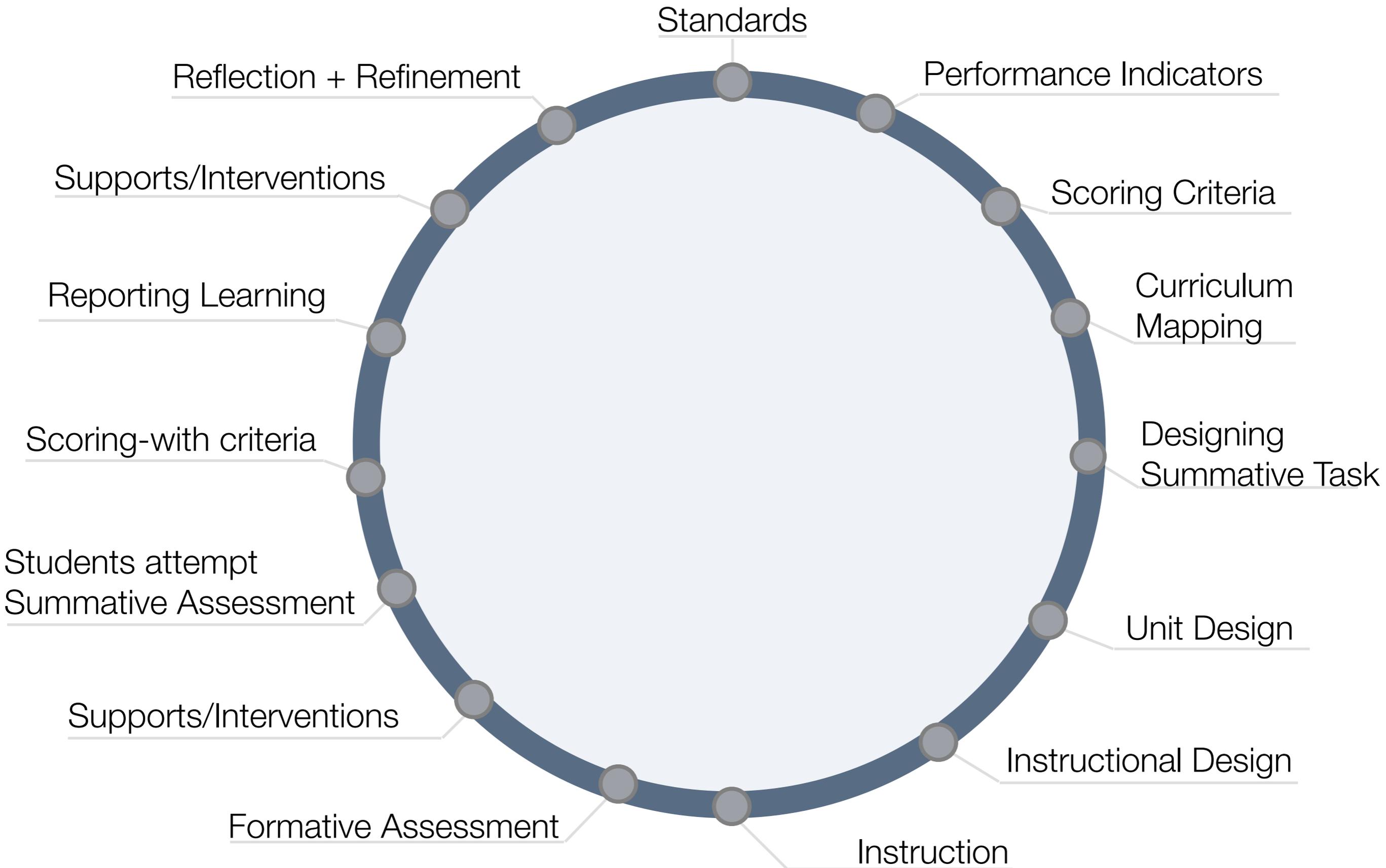
COMMUNITY ENGAGEMENT



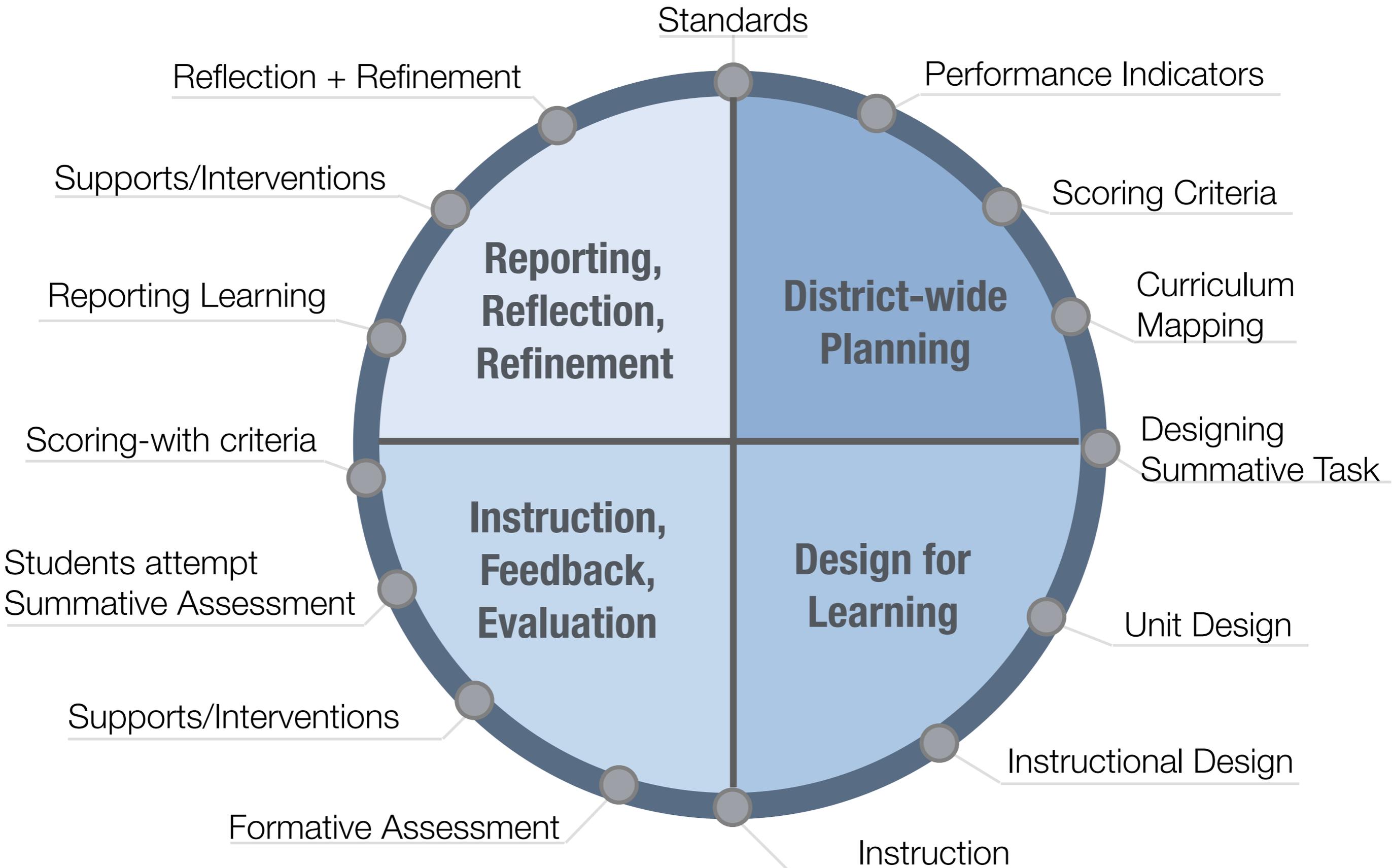
KEY

- Policy
- Practice: Graduation Requirements
- Practice: Instructional System
- Community Engagement

From Standards to Units



From Standards to Units

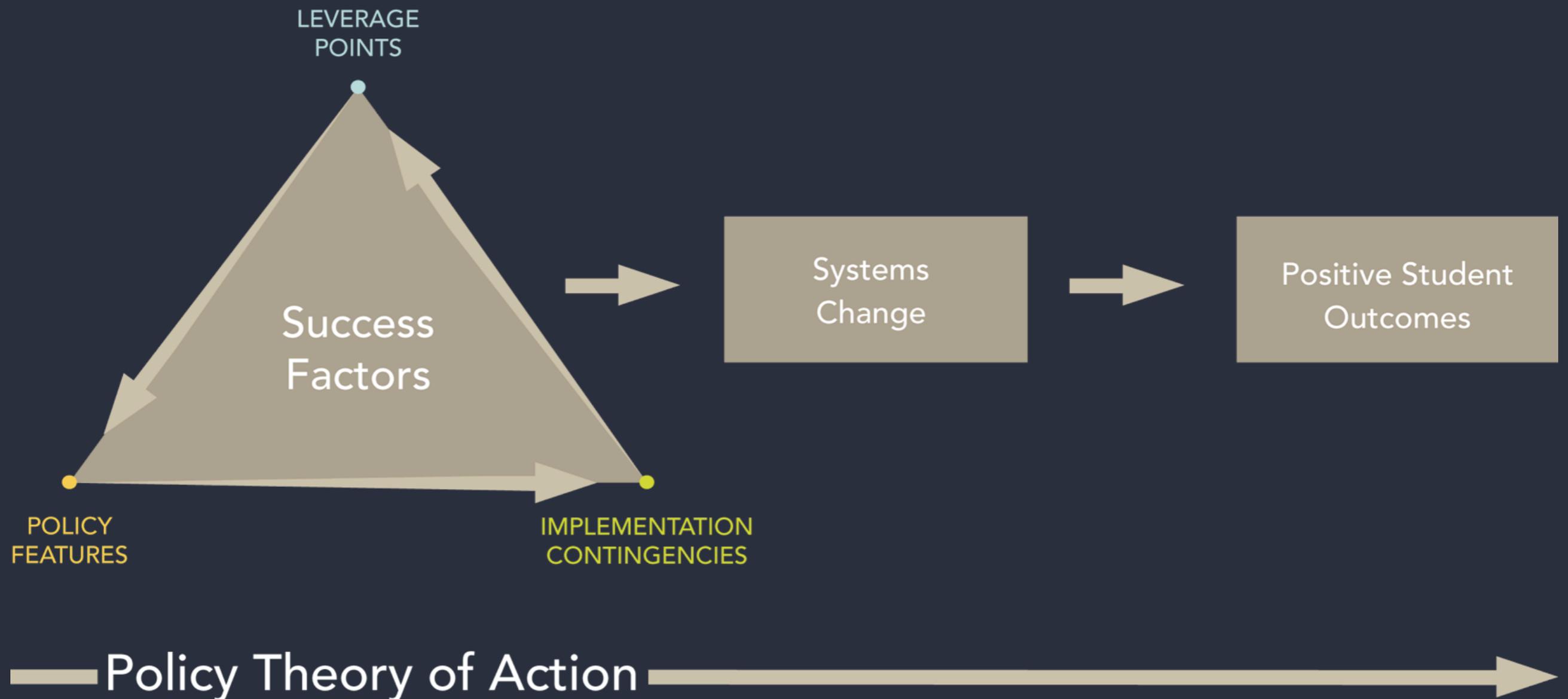


What is a High Leverage Policy?

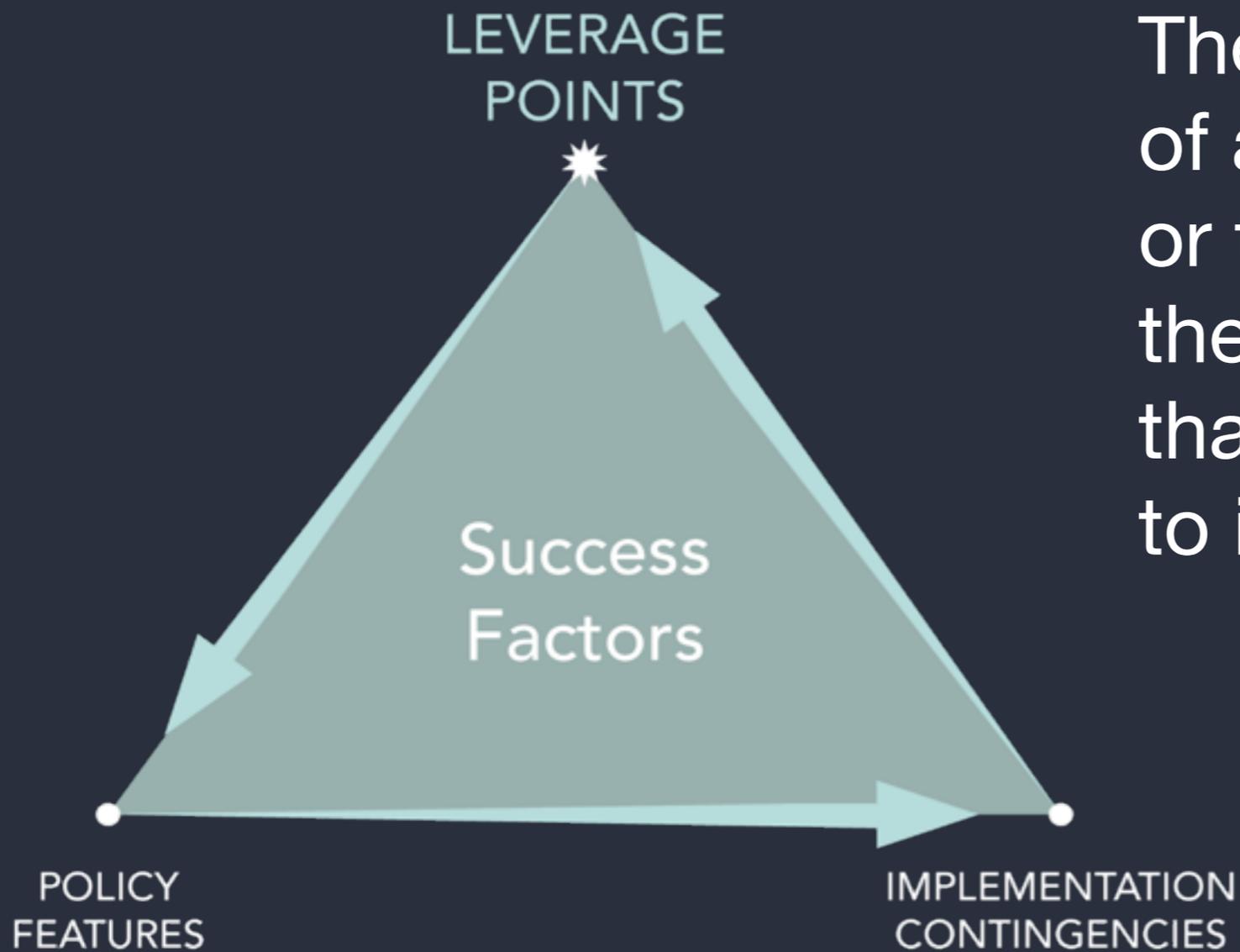
A high leverage policy:

- Increases academic aspirations, achievement and attainment for all students
- Promotes greater equity in learning, performance, or life outcomes for students
- Generates positive ripple effects throughout the educational system

The High Leverage Policy Framework



Leverage Points



The intended objectives of an educational policy or the entry points within the educational system that policy makers desire to influence.

Policy Features



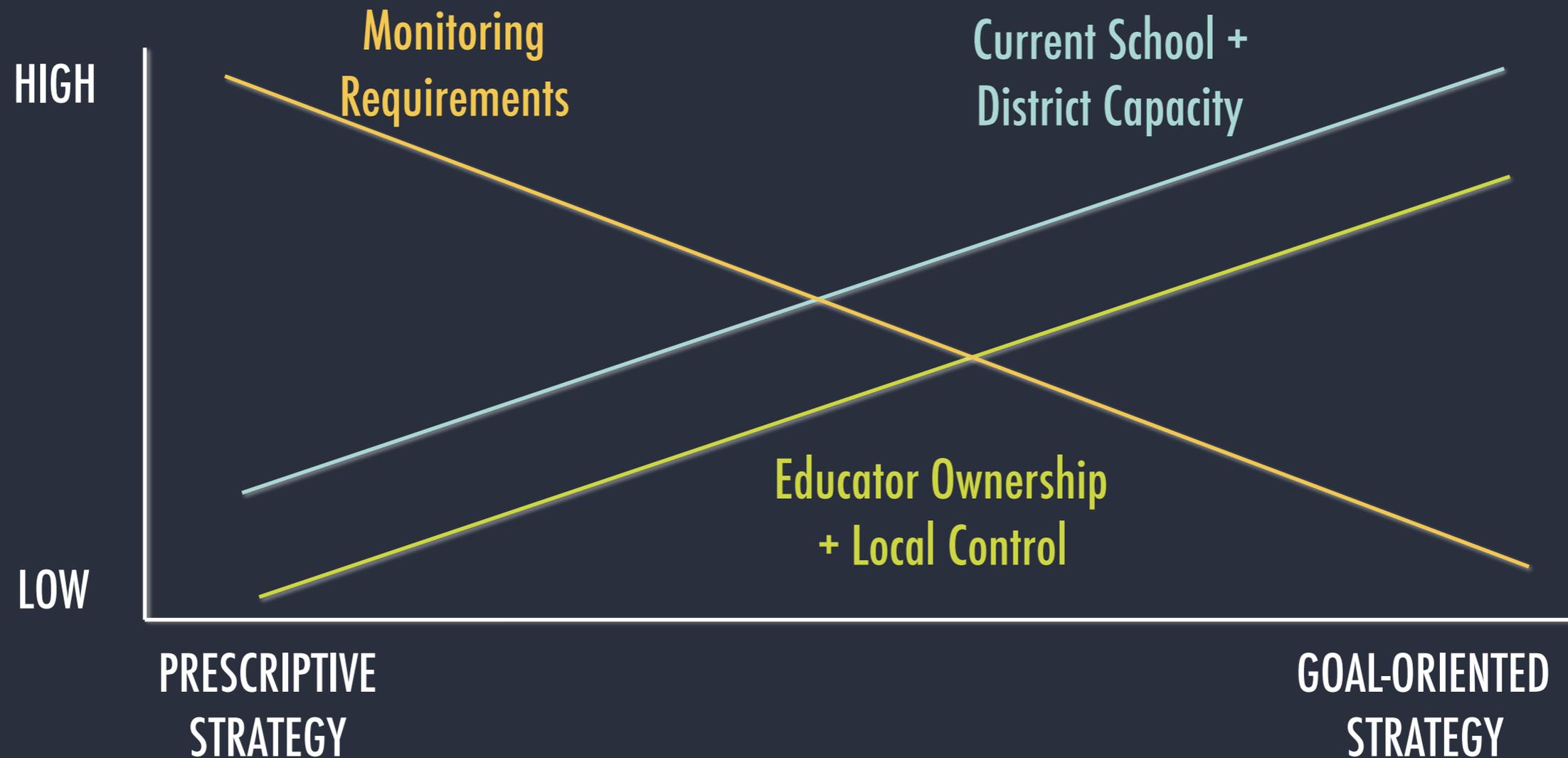
The intentional, predetermined features of a policy—both written and unwritten—as it was initially crafted.

Policy Features

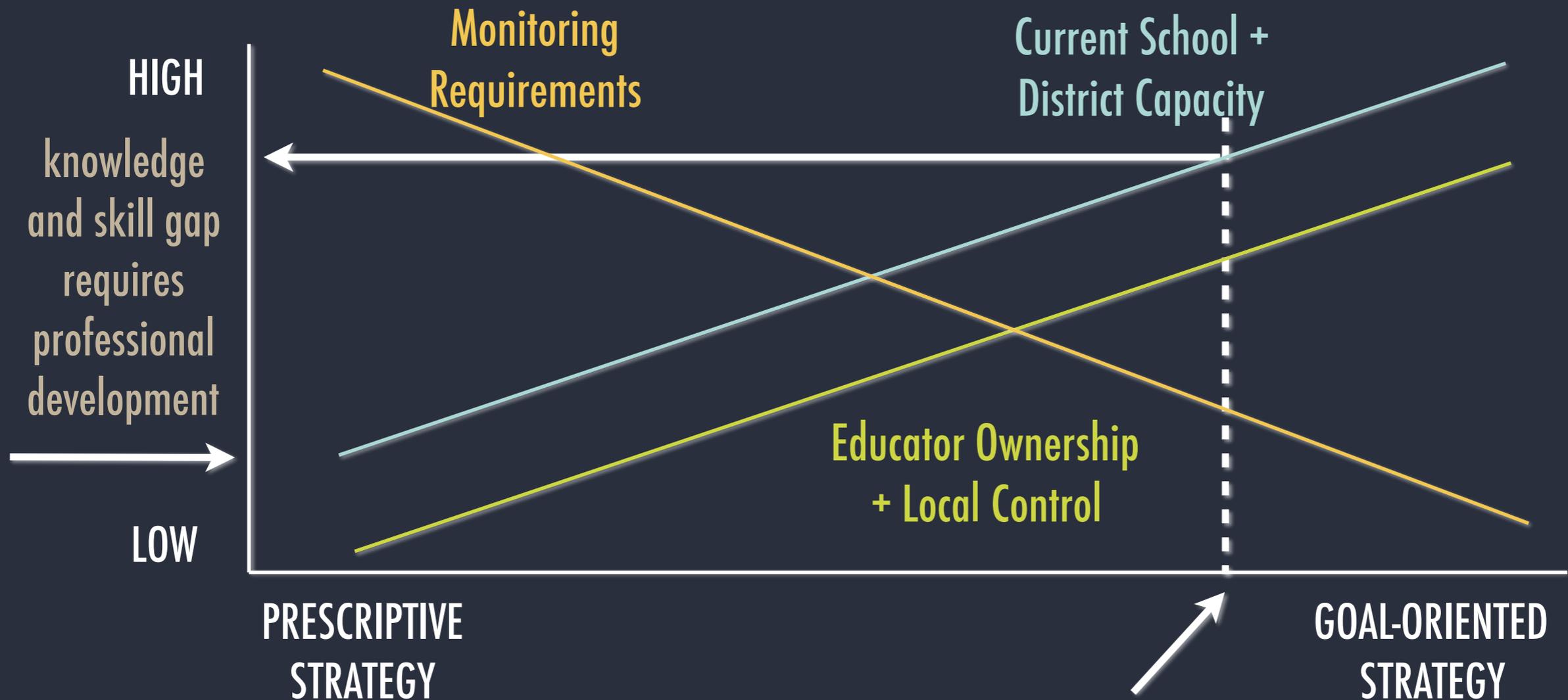
Policy Features determine:

- The mixture between pressure (usually outlined in accountability expectations) and support (usually provided through appropriate educator development and/or financial incentives)
- The breadth and/or specificity of the leverage point
- Coherence with existing policies (or it identifies required policy changes)
- Where best to locate the policy on a “goal-strategy” continuum

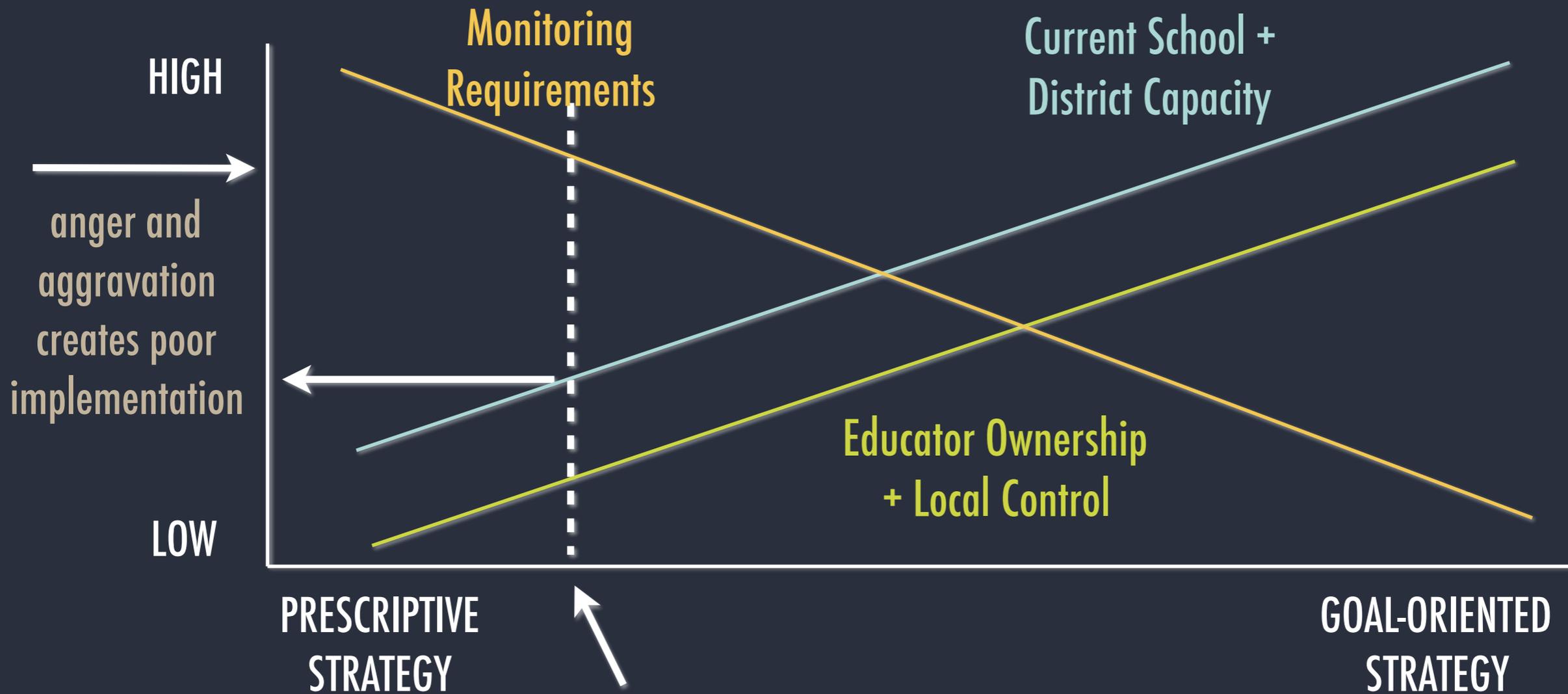
Policy Features: Capacity Needs



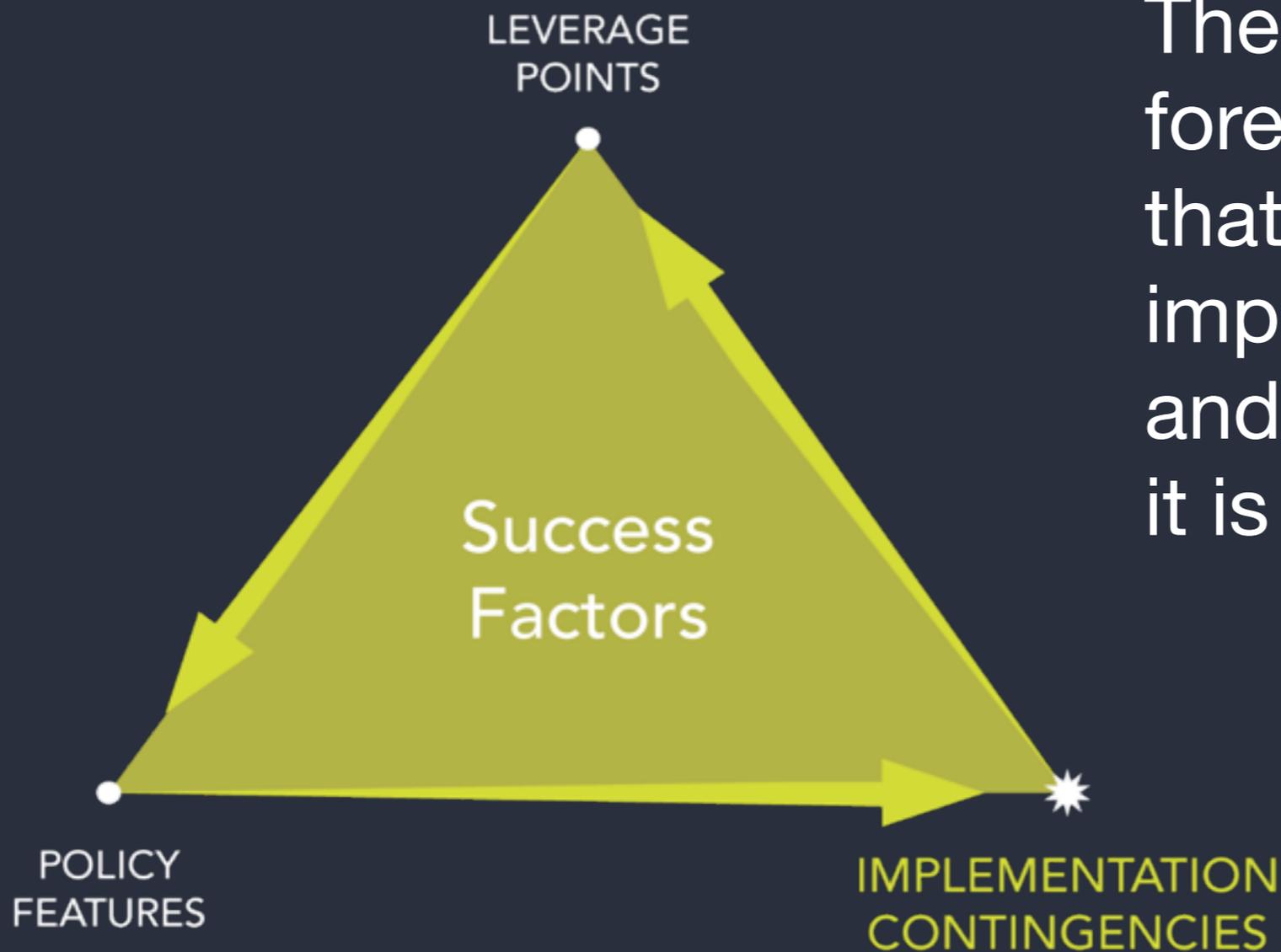
Policy Features: Capacity Needs



Policy Features: Capacity Needs



Implementation Contingencies



The contextual factors and foreseeable contingencies that may arise during the implementation of a policy and that may influence how it is interpreted and enacted.

How the Framework Operates

Example: Graduation Requirements

LEVERAGE POINT
graduation requirements;
senior exit exhibitions

Success
Factors

REDESIGNED CURRICULUM AND
PEDAGOGY; ALIGNED PD;
REALLOCATION OF RESOURCES; ETC.

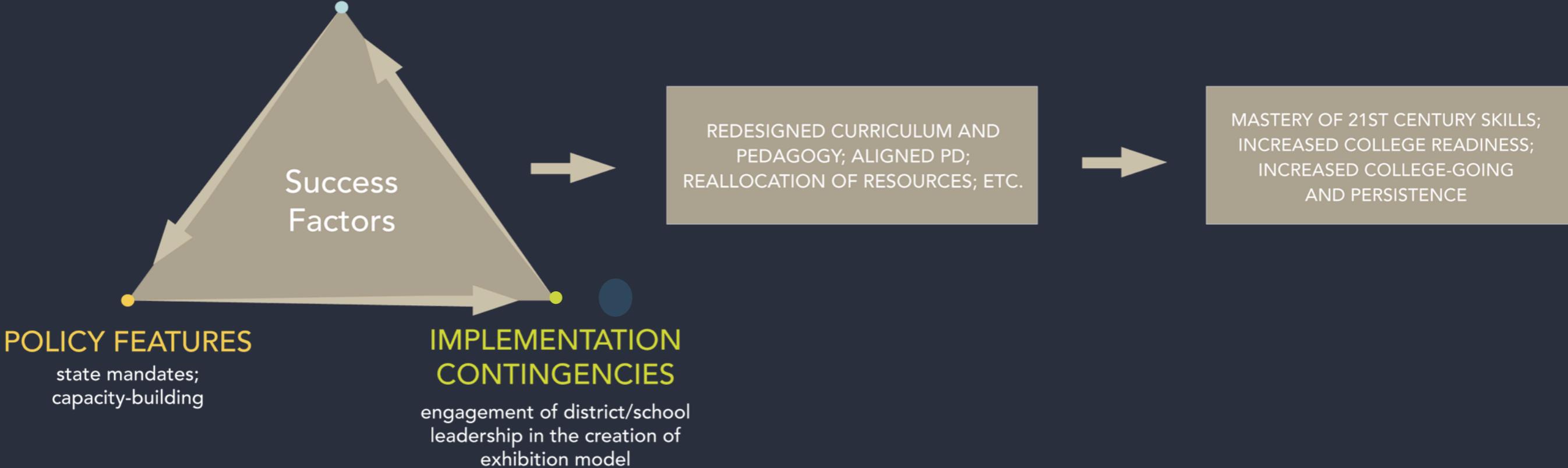
MASTERY OF 21ST CENTURY SKILLS;
INCREASED COLLEGE READINESS;
INCREASED COLLEGE-GOING
AND PERSISTENCE

POLICY FEATURES

state mandates;
capacity-building

**IMPLEMENTATION
CONTINGENCIES**

engagement of district/school
leadership in the creation of
exhibition model



Personalized Learning

District and School Policy Checklist

- ✓ Graduation Requirements (Policy File IKF)
- ✓ Multiple Pathways (Policy File IKFF)
- ✓ Academic Recognition: Latin Honors and Grade Point Averages (Policy File IKD)
- ✓ Transcripts (Policy File IKC)
- ✓ Grading and Reporting System (Policy File IKA)
- ✓ Dual Enrollment and Early College (Policy File IHCD A)
- ✓ Assessment of Student Learning (Policy File ILA)

Personalized Learning

District and School Policy Checklist

- ✓ Promotion, Retention, and Acceleration (Policy File IKE)
- ✓ Demonstrations of Learning, Exhibitions, and Capstone Projects (Policy File ILA)
- ✓ Academic Interventions (Policy File JC DL)
- ✓ Personal Learning Plans (Policy File ILAPL)
- ✓ Portfolios (Policy Files ILA and ILAPL)
- ✓ Attendance (Policy File JEA)
- ✓ Academic Eligibility: Athletics and Co-Curricular Activities (Policy File JJIC)



Principles of Successful Community Engagement

1. Inclusive and equitable
2. Intentional
3. Connected to decision-making and change



What Do People Want?

1. To belong
2. To have a legitimate voice
3. To have an impact

Engagement Spectrum



Informing



Seeking Input



Deciding Together



More school
directed

Less community
involvement

Less school
directed

More community
involvement

Critical Considerations

What is the intent of the engagement effort?

- To what extent is it scaffolding the schools and community toward a larger goal for engagement?
- Are we clearly communicating about engagement activities and their purpose?

Critical Considerations

Why engage?

- How will engagement improve teaching and learning in our schools?
- How will engagement benefit the community?

Critical Considerations

Who needs to be involved?

- Who has historically not been at the table?
- What are the barriers to participation?
- What shared values would drive people to participate?

Action Planning Template

GREAT SCHOOLS PARTNERSHIP ACTION PLANNING TEMPLATE	GOAL:	RATIONALE:
	STRATEGY:	

ACTION STEPS	EVIDENCE	TIMELINE	COORDINATOR	PARTICIPANTS	EXTERNAL SUPPORT	RESOURCES
<small>Describe the specific action steps that will be implemented to support of the goal and strategy above.</small>	<small>Indicate the data and evidence that will be collected and how it will be tracked and analyzed.</small>	<small>Indicate when the proposed action steps will be carried out and when they will be completed.</small>	<small>Name the lead coordinator and supply any relevant information about the role.</small>	<small>List the names of additional participants and describe their roles in the process.</small>	<small>Indicate what role (if applicable) any external support provider will play in carrying out the action step</small>	<small>List the financial and material resources that will be needed to carry out the action step.</small>

Action Planning Process

Directions for beginning the Action Plan:

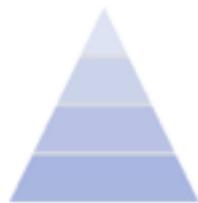
1. Begin with the biggest challenge you identified in your self-assessment early in the session if you desire, or perhaps another priority you would like to address.
2. Develop a goal to address the challenge or priority, i.e. what would you like your ultimate outcome to be? (measurable, attainable, realistic)
3. Create your first strategy towards achieving that goal.
4. Identify action steps and horizontally flesh out the columns pertaining to your action steps.



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Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

The Great Schools Partnership created Proficiency-Based Learning Simplified to help schools develop efficient [standards-based](#) systems that will prepare all students for success in the colleges, careers, and communities of the 21st century. For this reason, our model is focused on prioritizing and assessing the most vitally important knowledge and skills, while also balancing these [high academic expectations](#) with the need for flexibility, responsiveness, and creativity in the classroom.

We know that learning standards are powerful instructional assets that can bring focus and [coherence](#) to an academic program. But we also recognize that standards are sometimes translated into burdensome instructional checklists that can stifle instructional flexibility and limit learning options. In our model, standards are not checklists but prioritized learning goals that help schools and teachers design more effective academic programs and [learning experiences](#) that will meet the distinct needs of each student.

Throughout this website, school leaders and teachers will find detailed guidance on developing a proficiency-based system. We have strived to keep our guidance concise and practical, focusing only on the most essential policies, processes, and practices. In addition, we see our model as an iterative process, and we intend to revise, improve, and expand our resources over time.

For general questions related to Proficiency-Based Learning Simplified, contact Stephen Abbott: sabbott@greatschoolspartnership.org

Questions?





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