NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

Rhode Island

Learning Champions

April 4, 2017

Welcome!

Mary Ann Snider, Deputy Commissioner for Teaching and Learning, RIDE

Today's Facilitators

From the Great Schools Partnership:

Courtney Jacobs, Senior Associate

Erin Dukeshire, Senior Associate

Angela Hardy, Director of Coaching

Jon Ingram, Senior Associate

Ted Hall, Senior Associate

Partners

Rhode Island Department of Education Coordinators

Cali Cornell, Education Specialist

Kate Schultz, Instructional Improvement Specialist

Apple, Inc.

Paul Fateau, Innovation Investigator

TODAY'S OUTCOMES

Get to know other RI Learning Champions in order to begin to build a network of Learning Champion educators across Rhode Island

TODAY'S OUTCOMES

Explore the purposes and possibilities of Proficiency-Based Learning

TODAY'S OUTCOMES

Envision and describe the skills and knowledge we want all Rhode Island graduates to develop and demonstrate across content areas throughout their educational journey

Today’s Agenda

Welcome and Overview
What is the Vision of a RI Graduate?
Starting with Why
Proficiency-Based Learning 101
Introduction to Cross-Curricular Proficiencies
Lunch
Cross-Curricular Performance Indicator Work
Reflection and Feedback

GREAT SCHOOLS PARTNERSHIP

Great Schools Partnership

The Great Schools Partnership

The Great Schools Partnership is a nonprofit school-support and educational leadership organization based in Portland Maine

Serves as the lead coordinator of

-The New England Secondary School Consortium

-The League of Innovative Schools

-The School-Community Engagement Initiative

We Believe

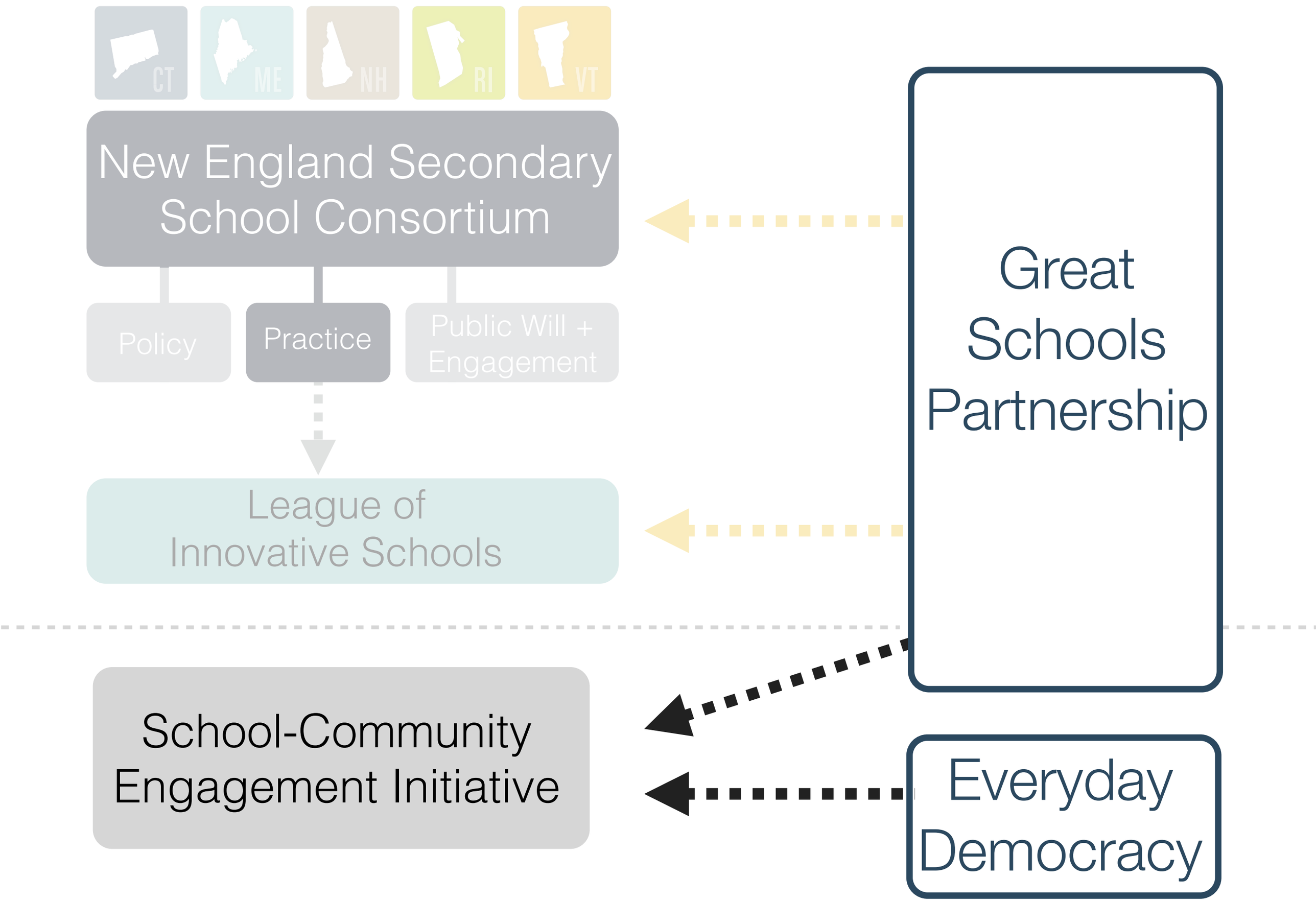
In equitable, personalized, rigorous learning for **all students** leading to readiness for college, careers, and citizenship

We Believe

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

We Believe

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


CT
ME
NH
RI
VT
New England Secondary School Consortium
Policy
Practice
Public Will + Engagement
League of Innovative Schools
Great Schools Partnership
School-Community Engagement Initiative
Everyday Democracy

WIFI

Network: Rhodes Guest

Password: rhodesguest

Resources

http://greatschoolspartnership.org/ri-champions/

Connect!

#RILearningChampions

Building Our Community of Learners

Where in Rhode Island do you work?

North

East

South

West

Pair Share

What do you love most about your work?

With which grade level do you primarily work?

N=PreK-2

E=3-5

S=6-8

W=9-12 or post-secondary

Small Group Share

What is special about the grade level(s)/age(s) with which you work? What might others not know about this grade span?

How do you like to spend time outside of school/work?

N=Outdoor Adventures

E=Arts and Entertainment

S=Water Fun

W=Sports and Recreation

Trio Share

What do you enjoy doing outside of school/work?

Norms

Norms

Assume good intentions

Listen well

Allow others sufficient “air time”

Freely attend to personal needs

Foster good humor

Respect: time, social media wishes and works in progress

Norms

- Pick a norm
- Think of a time in your professional or personal life when that norm was particularly important to maintain good relationships and high quality work
- Share and discuss with two other participants

Norms

- Individually, consider what else you might need (in terms of norms) to [illegible] ductively in a group

This is the last slide in the welcome and overview section. Erin, your section starts after this slide.

- If you have additional suggestions please record them on a sticky note

What is the vision of a Rhode Island graduate?

Purpose

Support the **strategic plan** by building a framework that will help to **ensure every one of our graduates is well prepared for postsecondary education, work, and life**.

This includes ensuring that our students are challenged and supported to **think critically**, to **work collaboratively** and to **act as creative, self-motivated, culturally competent** learners and citizens.

Purpose

Support revised **secondary regulations** through building a deeper understanding of **proficiency-based learning**

Rhode Island Diploma System

Rhode Island Diploma System

Local Education Agency (LEA)

A public board of education/school committee....[with] administrative control... of one or more Rhode Island public elementary schools or secondary schools

L-6-1.0

Rhode Island Diploma System

Performance-Based Diploma Assessment

Multifaceted assignments that serve as a culminating demonstration of a student's applied learning skills and knowledge of one or more content areas

L-6-1.0

Rhode Island Diploma System

Applied Learning Skills

The cross-curricular, skill-based standards students are expected to learn and acquire over the course of their K-12 education...

L-6-1.0

Read lines 171-238.

1. According to the policy, **what does a Rhode Island graduate need to do** to earn a diploma?

2. What **decisions need to be made by a district** to align with the Rhode Island diploma system?

3. Considering the policy and your individual role, **how do you contribute** to the development of Rhode Island graduates?

Rhode Island Diploma System

- Students earn diplomas through the demonstration of proficiency in coursework and a performance-based diploma assessment.
- Districts define proficiency, as well as scoring criteria for performance-based diploma assessments.

Goals of the Learning Champions

- Develop a **community** of RI practitioner-learners to **explore and support Proficiency-Based Learning** in their classrooms, schools and/or districts
- Craft an **exemplar set of proficiencies, performance indicators and scoring criteria** for cross-curricular skills and content areas
- Design **sample assessments** aligned to proficiencies, performance indicators and scoring criteria

Starting with Why

Paul Facteau, Apple Inc.

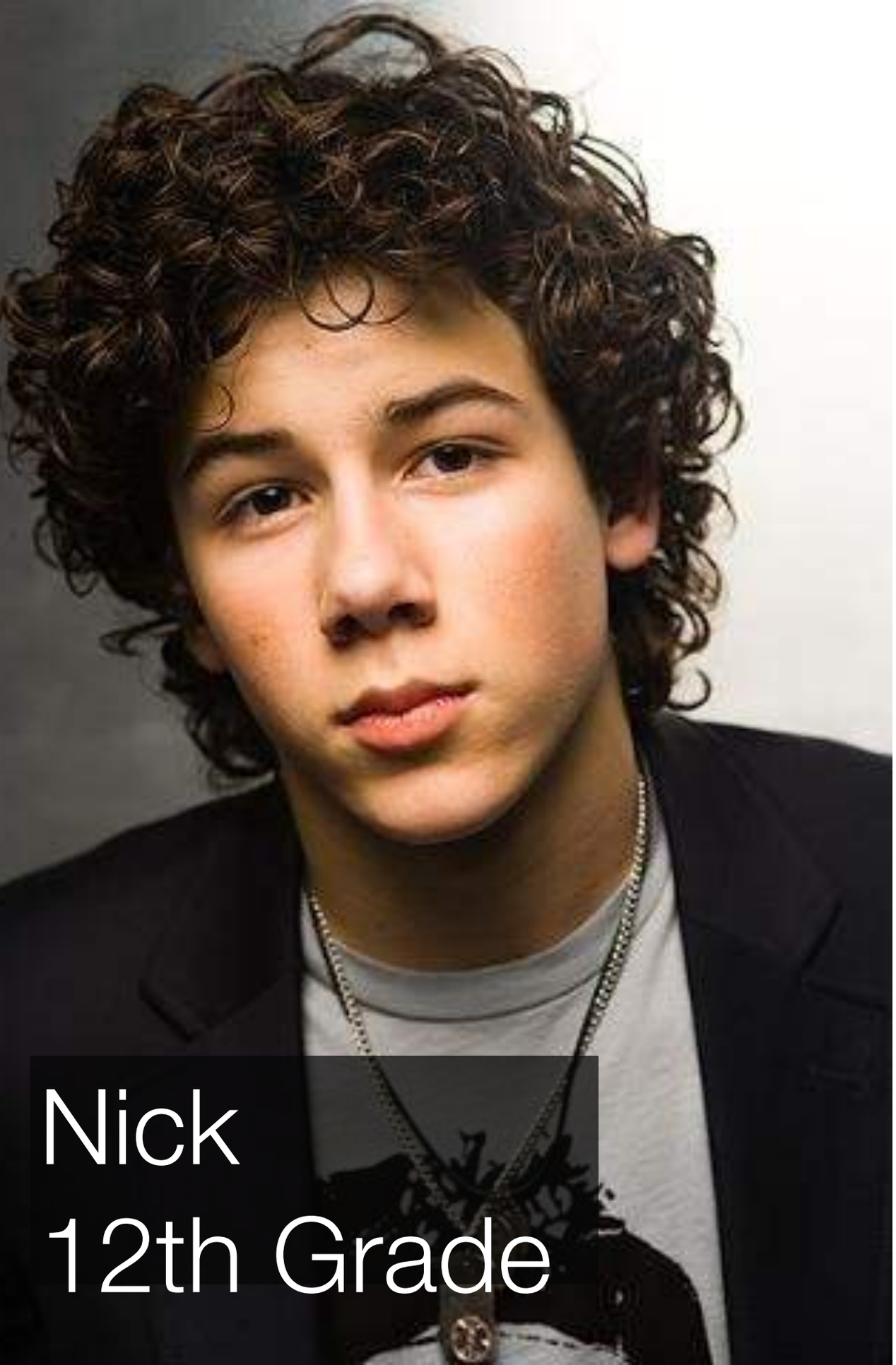
Proficiency-Based Learning 101

PROFICIENCY

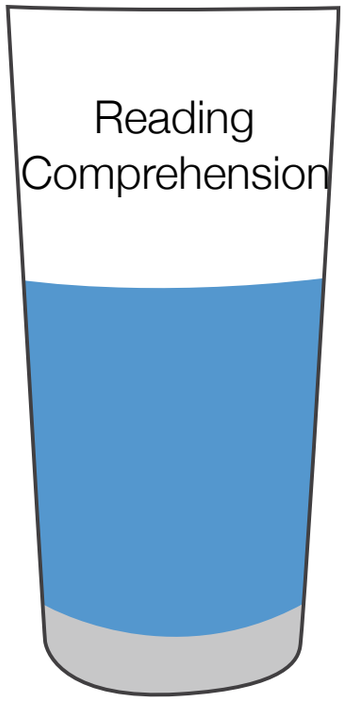
is a student's ability to transfer learning in and/or across content areas.

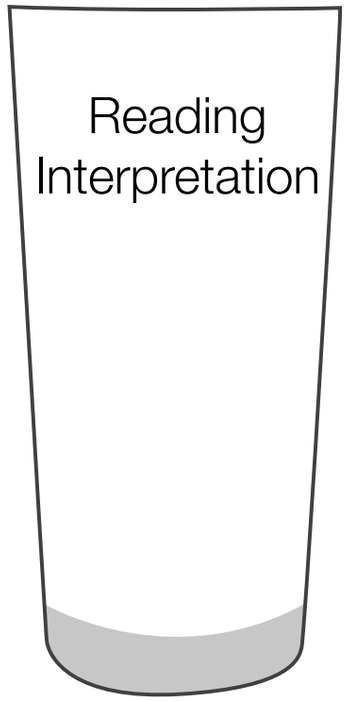
WHY

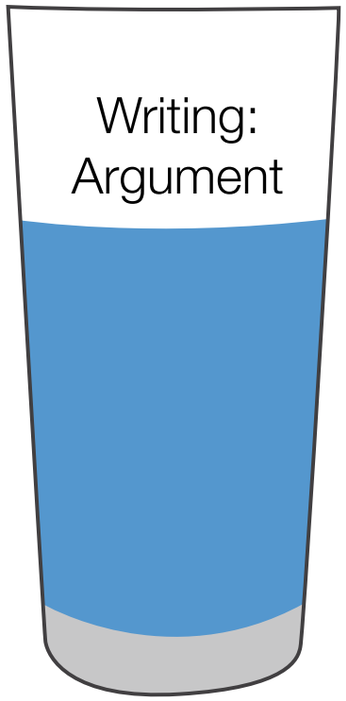
Proficiency-Based Learning?

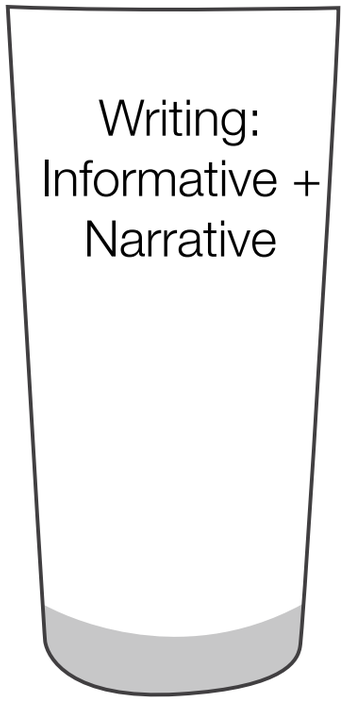


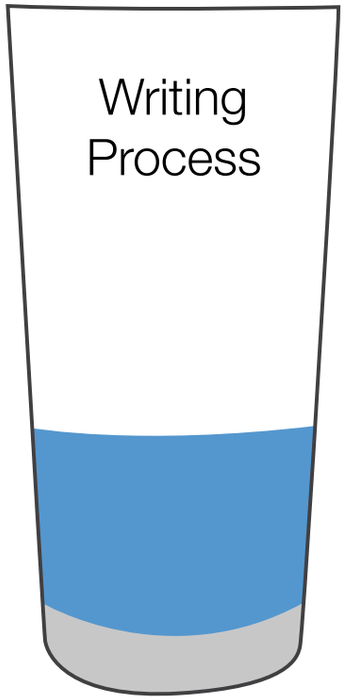
ELA	Grade
Q1	73
Q2	70
Q3	70
Q4	68
Final	70.25


Reading
Comprehension

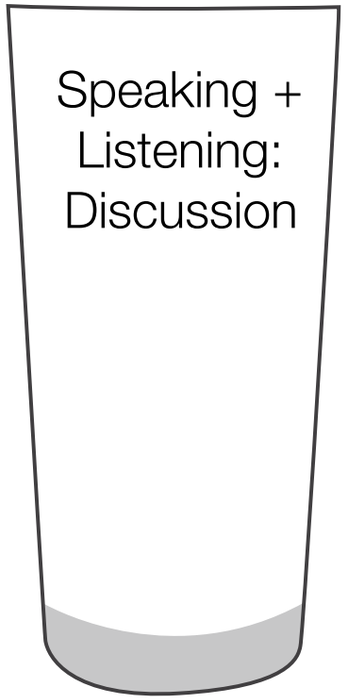

Reading
Interpretation

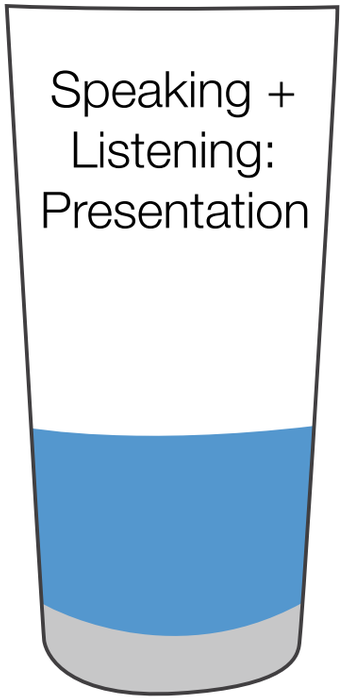

Writing:
Argument

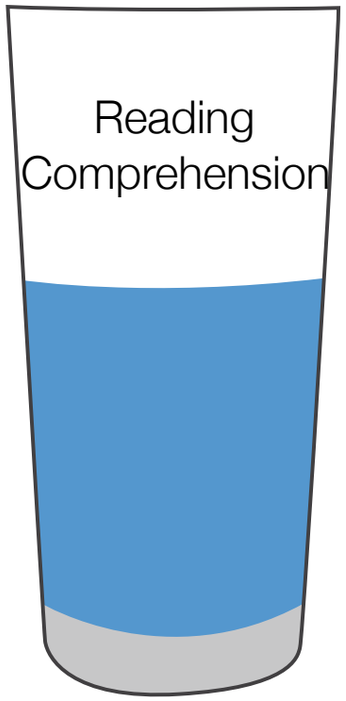

Writing:
Informative +
Narrative


Writing
Process

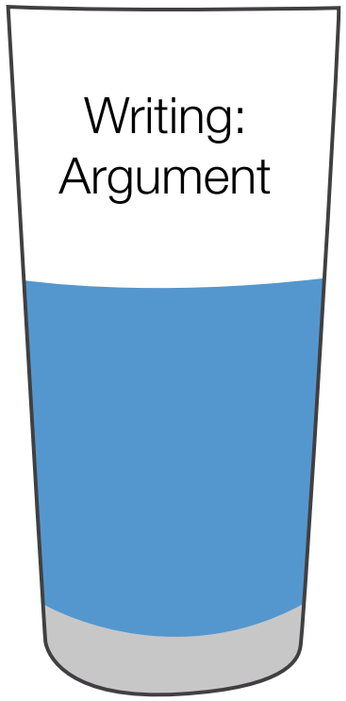

Writing:
Research

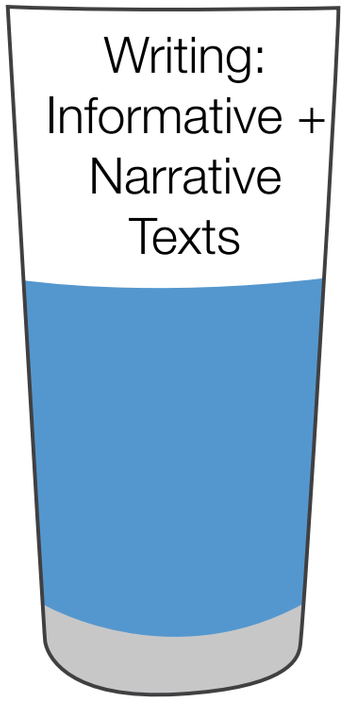

Speaking +
Listening:
Discussion

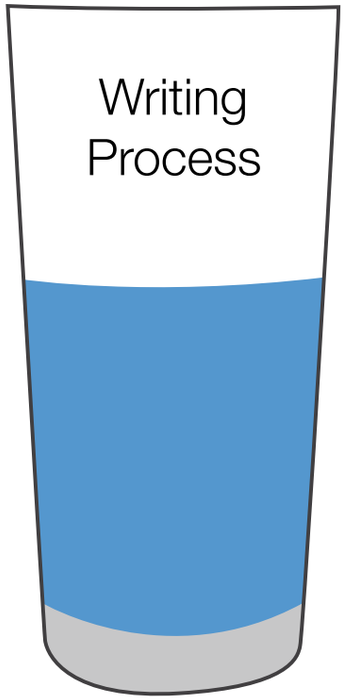

Speaking +
Listening:
Presentation


Reading
Comprehension


Reading
Interpretation

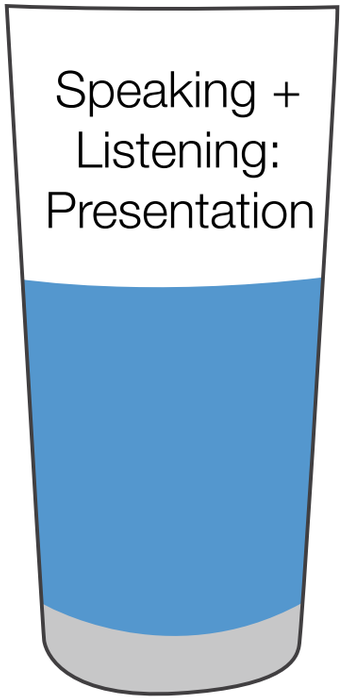

Writing:
Argument


Writing:
Informative +
Narrative
Texts


Writing
Process


Writing:
Research


Speaking +
Listening:
Discussion


Speaking +
Listening:
Presentation

What is the framework for Proficiency-Based Learning?

Graduation Proficiency

Performance Indicator

Learning Target

Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

Graduation Requirement	Reporting Method		Assessment Method
YES	**Transcripts** and **Report Cards**	**Cross-Curricular** Graduation Proficiencies 5–8 proficiencies taught in all content areas	**Body of Evidence** Students demonstrate achievement of proficiencies through a body of evidence evaluated using common rubrics
YES	**Transcripts** and **Report Cards**	**Content-Area** Graduation Proficiencies 5–8 proficiencies for each content area	**Verification of Proficiency** Students demonstrate achievement of content-area graduation proficiencies through their aggregate performance on summative assessments over time
NO	**Progress Reports**	**Performance Indicators** 5–10 indicators for each cross-curricular and content-area proficiency that move students toward mastery and the achievement of graduation proficiencies	**Summative Assessment** Graded summative assessments are used to evaluate the achievement of performance indicators
NO	**Teacher Feedback**	**Learning Targets** Learning targets 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

The Envelope Please…

1. Take out the slips of paper.
2. Order the statements from broadest to most specific.
3. Discuss: Which statements do you agree should be required for every K-12 system to learn and demonstrate?

A Graduation Proficiency…

focuses instruction on the most foundational, enduring, and high-leverage concepts and skills within a discipline.

A Graduation Proficiency…

focuses instruction on the most foundational, enduring, and high-leverage concepts and skills within a discipline.

Cross-Curricular Proficiencies

- are **aligned** with cross-curricular state standards
- describe the most **essential skills and habits** of work that students will need to succeed in adult life.

Content Area Proficiencies

- are aligned with **state standards** and learning progressions
- describe the most **essential content knowledge** that students will need to succeed in adult life.
- define **common outcomes** for all students
- drive **assessment design** for teachers

A Performance Indicator

Describes or defines what students need to know and be able to do to demonstrate mastery of a graduation proficiency.

A Performance Indicator

Is measurable.

A Performance Indicator

Students can demonstrate their performance over time.

A Performance Indicator

The aggregation of students' mastery of these performance indicators measures whether a student has met the graduation proficiency.

Learning Targets Are...

The component parts of a performance indicator - that is, the performance indicator has been broken down into a series of progressive steps and digestible chunks.

SCORING CRITERIA

What is scoring criteria?

Designing Scoring Criteria

Scoring criteria describe levels of proficiency for each performance indicator.

Performance Indicators	Does Not Meet	Partially Meets	Meets	Exceeds
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

SCORING CRITERIA

How is it used?

Creating a Rubric for a Summative Assessment

Performance Indicator	Emerging	Developing	Accomplished	Exemplary
Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms (HS-PS1-1)	Student is able to locate an element on the periodic table	Student is able to locate an element on the periodic table, identify its basic properties, and determine the number of electrons in the outermost energy level.	Student is able to use the periodic table to accurately predict relative physical and chemical properties of elements. Student is able to describe the relationship between the patter of electrons and other characteristics of that element.	Student is able to analyze observed relative physical and chemical properties of elements and classify them appropriately in the periodic table.
Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron state of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (HS-PS-1-2)	Student is able to determine the outcome of a simple chemical reaction.	Student is able to determine the outcome of a simple chemical reaction and explain it in relation to the element's location on the periodic table	Student is able to use their knowledge of the periodic table to predict the outcome of simple chemical reactions. Student is able to explain the outcomes by explicitly referencing the periodic table and its inherent patterns.	Student is able to compare the results of different chemical reactions and explain the differences in outcomes by explicitly referencing the periodic table and its inherent patterns such as outermost electrons, trends, and properties of reactants.
B. Use evidence and logic appropriately in communication	Recognize ideas, concepts, problems, or varied perspectives related to a topic or concept but does not use reasoning to generate a clear claim.	Student includes information from several sources and analyzes or compares the information from these sources.	Analyze and integrate carefully selected evidence from diverse sources and incorporate the relevant pieces into the finished work, analyzing or comparing the information from these sources	Apply evidence in a novel or unfamiliar situation to design a model or solution.

Creating a Rubric for a Summative Assessment

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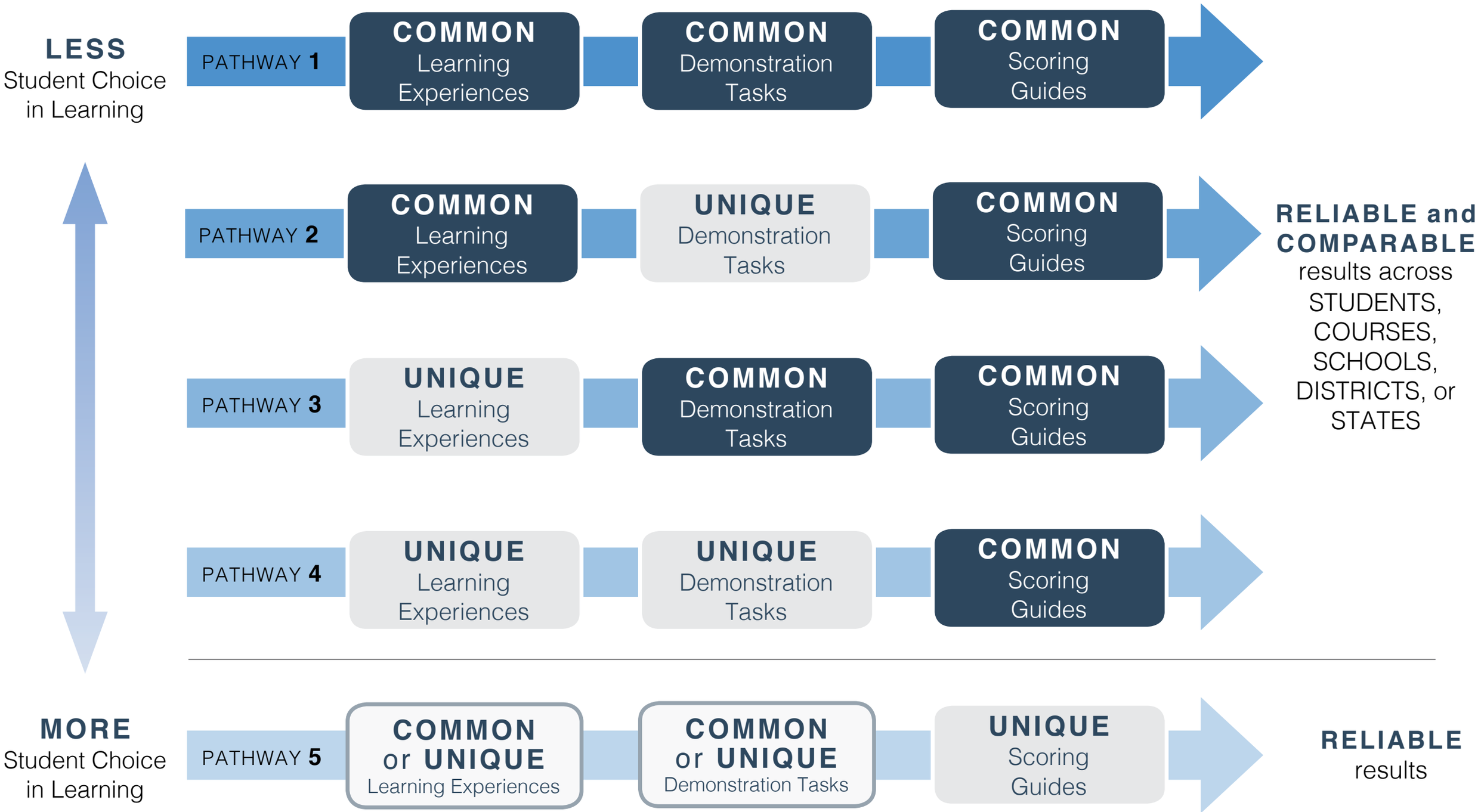
Science Performance Indicator

Science Performance Indicator

Cross-Curricular Performance Indicator

Assessment Pathways Simplified

A Great Schools Partnership Learning Model



Session Outcomes

Session 1: Introduction and Cross Curricular Performance Indicators

Session 2: Refine Cross Curricular Performance Indicators, Write Cross Curricular Scoring Criteria

Session 3: Refine Cross Curricular Scoring Criteria, Craft Content Area Proficiencies and Performance Indicators

Session 4: Refine Content Area Proficiencies and Performance Indicators, Craft Content Area Scoring Criteria

Session 5: Refine Content Area Scoring Criteria, Assessment Design

Session 6: Assessment Design

Webinars: Used to refine work and extend learning

Cross-Curricular Proficiencies

What are they?

21st Century Skills

Guiding Principles

Transferable Skills

Deeper Learning

Cross Curricular Skills

Applied Skills

Interdisciplinary Skills

General Competencies

Cross-Curricular Proficiencies

- are **aligned** with cross-curricular state standards (if applicable)
- describe the most **essential skills and habits** of work that students will need to succeed in adult life
- are often **demonstrated through a body of evidence**, such as portfolios, exhibitions, or capstone projects
- are evaluated using **common scoring criteria**

New England Context

Maine	Vermont	New Hampshire	Connecticut (Grades K-3)
Maine Guiding Principles	**The Vermont Transferable Skills**	**Work-Study Practices**	
Clear and Effective communication	Clear and Effective Communication	Communication	Clear and Effective Communication
Self-Directed and Lifelong learner	Self-Direction	Self-Direction	Initiative, Self-Direction and Accountability
Creative and Practical Problem-Solver	Creative and Practical Problem-Solving	Creativity	Problem Solving and Critical Thinking
Responsible and Involved Citizen	Responsible and Involved Citizenship	Collaboration	Citizenship and Civic Responsibility
Informed and Integrative Thinker	Informed and Integrative Thinking		Accessing and Analyzing Information

RI Applied Learning Skills

- Communication
- Problem-Solving
- Critical Thinking
- Research, Reflection and Evaluation
- Collaboration

Video

Focus: What evidence do you see of the RI Applied Learning Skills?

RI Applied Learning Skills

Turn and Talk

- What were students doing that connects to the RI Applied Learning Skills? What evidence did you see?
- In what ways were those skills contributing to students' ability to build deep knowledge?

RI Applied Learning Skills

Table Discussion

- Where, in your experience, have you seen examples of students intentionally developing and/or demonstrating cross-curricular proficiencies?
- How might we ensure that students have consistent, high-quality experiences that allow them to develop and demonstrate these skills?

Directions for After Lunch

- Please check the participant list in your folder to find the RI Applied Learning Skills on which you will be working
- Note who your facilitator is and where you will meet
- Please meet promptly after lunch with your RI Applied Learning Skill group

LUNCH

Developing Cross-Curricular Performance Indicators

Graduation Proficiency

Performance Indicator

Learning Objective

A Graduation Proficiency…

focuses instruction on the most foundational, enduring, and high-leverage concepts and skills within a discipline.

Foundational Lens:

To what extent is this statement at the heart of understanding the content area? To what extent does it align with national and state standards?

Endurance Lens:

To what extent does this statement provide students with knowledge & skills that will be of value beyond a particular point in time (i.e.test, unit)?

Leverage Lens:

Will this provide knowledge and skills that will be of use as a student advances in this discipline?
Will this provide knowledge and skills that will be of use in multiple disciplines?

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Science Performance Indicator

Science Performance Indicator

Cross-Curricular Performance Indicator

PERFORMANCE INDICATORS

What Makes Strong Performance Indicators?

PERFORMANCE INDICATORS

Criteria	Weaker Statements	Stronger Statements
Alignment *To what extent do the statements align with and describe the essential skills within the relevant graduation standard?*	• Individually, define knowledge and skills which are not essential to the graduation standard; • Taken together, the indicators fail to define the essential skills and knowledge within the graduation standard.	• Use precise, descriptive language to define the essential skills and knowledge that demonstrate proficiency in the graduation standard; • Taken together, the indicators define the essential skills and knowledge within the graduation standard.
Transfer *Do the statements describe knowledge, and skills that can be applied across multiple disciplines and that will be of value beyond a particular point in time?*	• Describe topics that are only relevant to or applicable within a unit, textbook, resource, course, or program; • Focus on factual content without connecting the statements to enduring cross-curricular and content-specific skills. • Are "nice to know" but not essential for students to learn if they are going to succeed in the next unit, course, or grade level.	• Require students to develop an understanding of relationships among principles, theories, and/or concepts; • Require students to develop and demonstrate skills and knowledge that will endure throughout their education, professional careers, and civic lives. • Answers the question: "What do we want students to remember, understand, and be able to do several years from now, perhaps long after they have forgotten the details?"
Cognitive Demand *Does the statement encourage higher order thinking, deep conceptual understanding and transferable skill acquisition?*	• Require only basic recall and lower-level cognitive skills, such as identifying, defining, summarizing, or listing; • Do not require the application of knowledge to diverse or novel problems, texts, or situations.	• Require students to demonstrate higher-order cognitive skills such as reasoning, analyzing, planning, interpreting, hypothesizing, investigating, or creating; • Require the application of knowledge to diverse or novel problems, texts, or situations.
Assessment Facilitation *Are the statements*	• Fail to describe in precise and understandable language what will be measured;	• Help define the specific knowledge and skills that will be assessed and measured;

DEFINING PERFORMANCE INDICATORS

Individually:

-brainstorm the components and/or characteristics you think are most important to this RI Applied Learning Skill

In small groups:

-review your brainstormed lists and look for similarities and differences between group member lists

-review the state and city samples and note similarities and differences with your original brainstorm lists

-use the **design guide** to create a suggested list of performance indicators on chart paper

DEFINING PERFORMANCE INDICATORS

As a whole group:

-share proposed performance indicators in a round robin fashion

-compare the lists to look for similarities and differences between the groups' lists

-come to consensus on a draft set of performance indicators for your Applied Learning Skills

*Be sure that the draft of performance indicators is recorded in your group's googledoc

Preparing for Next Steps

Preparing for Next Steps

What do these performance indicators look like in action? How will we know what level of proficiency a student has reached?

-Use the "I Can/Need to Know" template to generate ideas about what students might need to know and be able to demonstrate in terms of proficiency on these performance indicators

-Identify questions, resources, and/or additional support needed to complete Scoring Criteria during our next session

Preparing for Next Steps

-If your group is ready, begin crafting a description for your RI Applied Learning Standard

Chalk Talk

Next Steps and Feedback

Webinar Preview

Feedback

Questions?

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Thank You