

# Proficiency-Based Learning

## A Systemic Approach

MAY 5-6, 2015

# Welcome

**WIFI, etc. - TO INSERT**

Don Weafer, Senior Associate

Becky Wilusz, Senior Associate

# Welcome

WIFI, etc. - TO INSERT

Jon Ingram, Senior Associate

Katie Thompson, Senior Associate

# Welcome

**WIFI, etc. - TO INSERT**

Reed Dyer, Senior Associate

Andi Summers, Senior Associate

# Agenda: May 5

Welcome / June Preview

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Reflection: Where are we now?

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Break

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Community Engagement

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Team Time / Lunch / Team Time

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Communication

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Feedback / Close

# June Preview

- Review draft sessions
- Circle sessions that you might want to attend
- Compare sessions with your team
- Jot down logistical questions on sticky notes - give these to GSP staff



# Outcomes

I can identify strengths and next steps for my district / SU to implement proficiency-based learning and can use team time effectively to work toward our goals.



# Outcomes

I can identify key strategies for increased student and community involvement/engagement in our transition to proficiency-based learning.





# Outcomes

I can describe core principles in communicating our transition to proficiency-based learning to a variety of audiences

# Reflection: Futures Protocol

- Purpose: **to plan concrete steps** to take in **May, June**, and beyond, for success in 2015-16 school year.
- Review PBL Implementation Flowchart (5 min)
- Think about Dec. 2015. (10 min)
  - Where are you?
  - What are teachers/students saying/doing?
  - What has begun?

# Reflection: Futures Protocol

- Think back to **April, 2015**. (5 min)
  - What *were* teachers, students, community members saying/doing?
  - Where were you then?
- What steps did you take in between? (15 min)
  - Created a school-wide culture of growth mindset.

# Reflection: Futures Protocol

- Think back to **April, 2015**. (5 min)
  - What *were* teachers, students, community members saying/doing?
  - Where were you then?
- What steps did you take in between? (15 min)
  - ~~Created a school-wide culture of growth mindset.~~
  - Planned end-of-year professional learning day around growth mindset.

# Reflection: Futures Protocol

- Sort the steps (10 min)
  - What did your team do in May?
  - What did your team do in June?
  - What happened in the summer / fall?
- Team Time Planning (15 min)
  - Use planning template to plan your work for today / tomorrow.

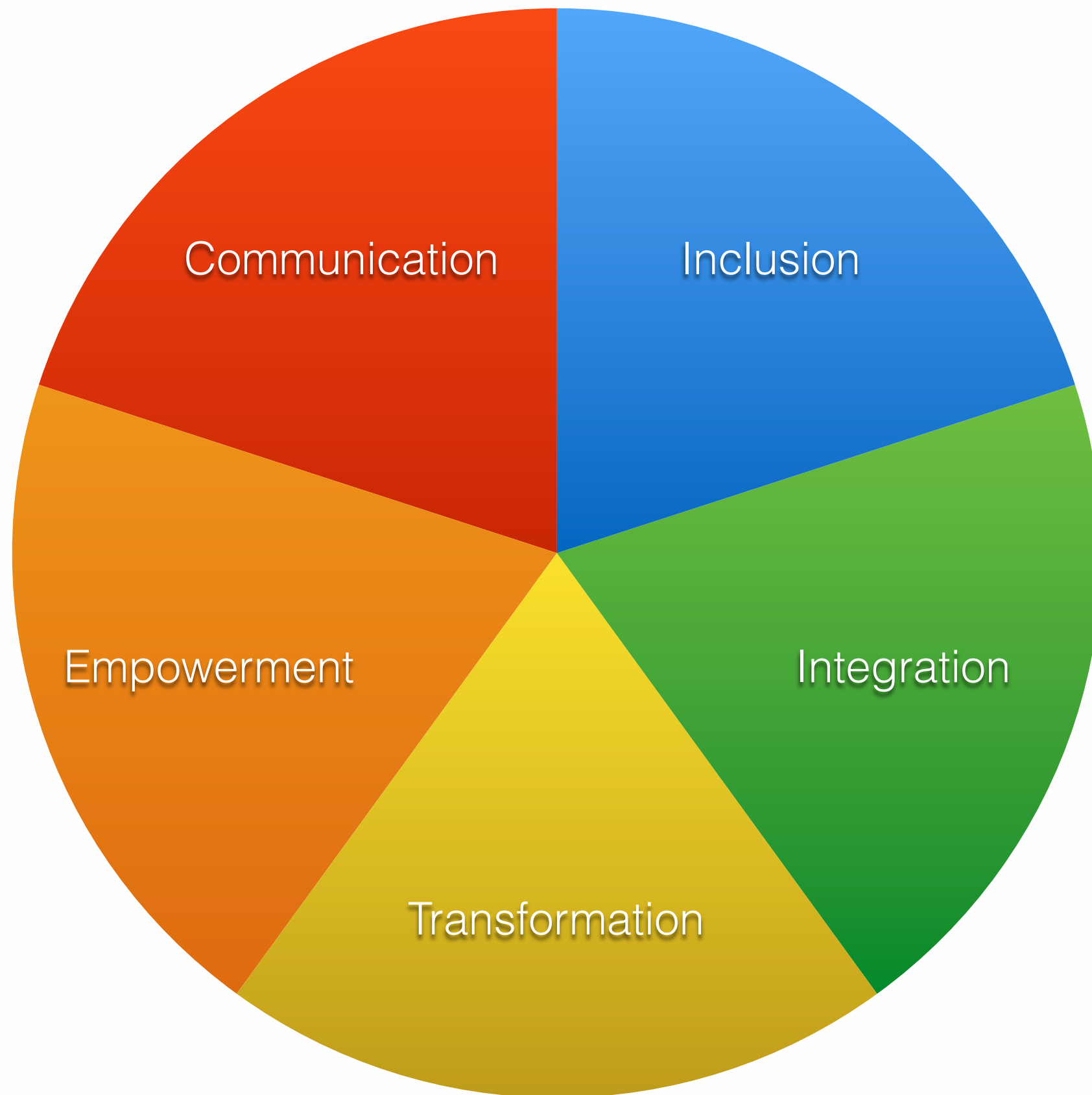
# Break!



# Community Engagement

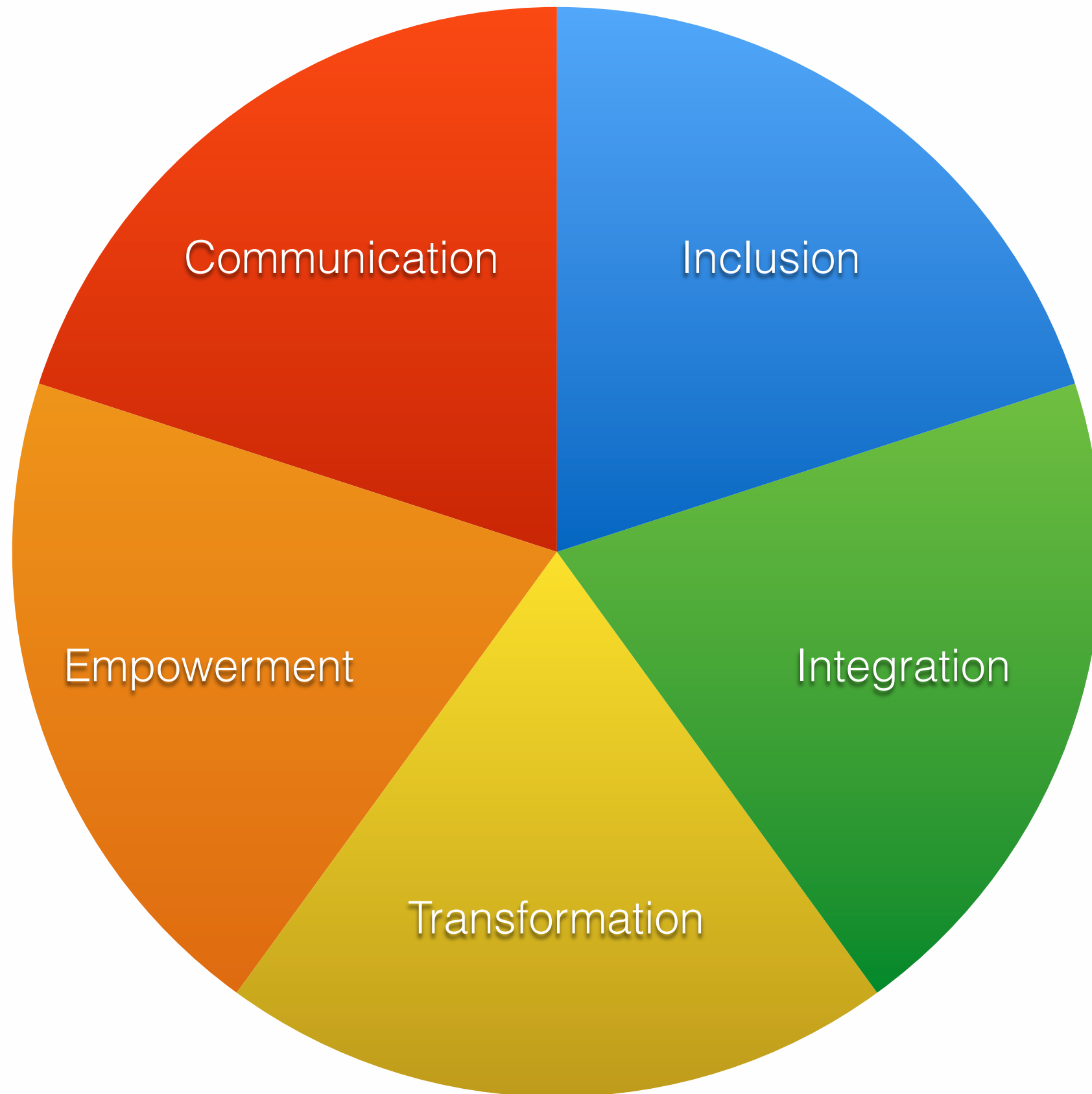
- What have we done already?
  - Discuss as a team specific actions you have taken to encourage greater engagement among families and community members.
  - Write each action on a separate sticky note.

# Community Engagement: A Spectrum





# Community Engagement: Reflection



# Community Engagement: Reflection

- I notice...
- I wish...
- I wonder...

# Community Engagement: Samples and Steps

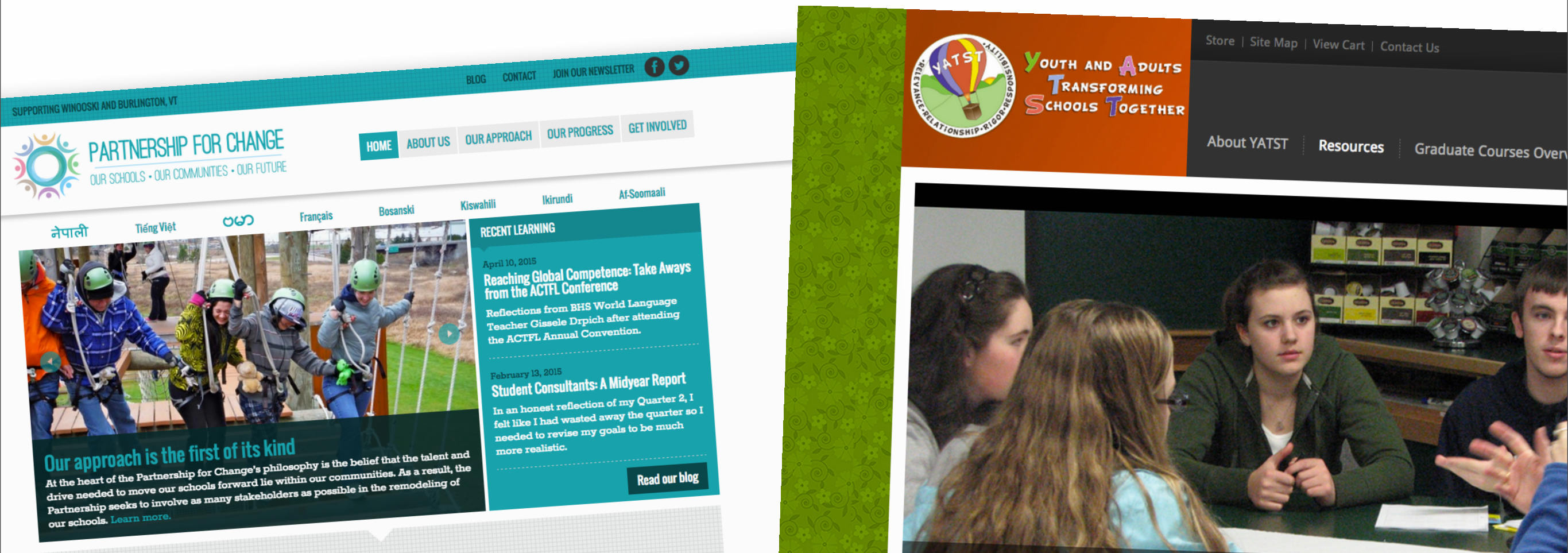
How might we enhance/improve our community engagement work?

## Two Options:

1. Review samples of community engagement
2. Review community engagement action steps.

# Community Engagement: Samples

- Review samples linked in agenda
- Identify practices that might be useful in your context
- Discuss as a team what steps you might take



# Community Engagement: Action Steps

- Review Community Engagement Action Steps
- Identify steps that you could take as a school / district / SU
- Identify where these steps fit in your three-year plan.

**Images of action  
step guide**

# Team Time

- Use your plans from this morning.
- Post agenda to stay on track.
- If there are specific things you want support on, check in with us before you get started!

# Lunch



# #TeamTime



# Communication Principles

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# Phi Delta Kappa-Gallup

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Poll of the Public's Attitudes Toward the  
Public Schools



75% Public schools = D, F



50% Local public schools = A, B



75% My kid's school = A, B



**75%** Public schools = D, F

**50%** Local public schools = A, B

**75%** My kid's school = A, B



# Core Principles

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Why It Matters

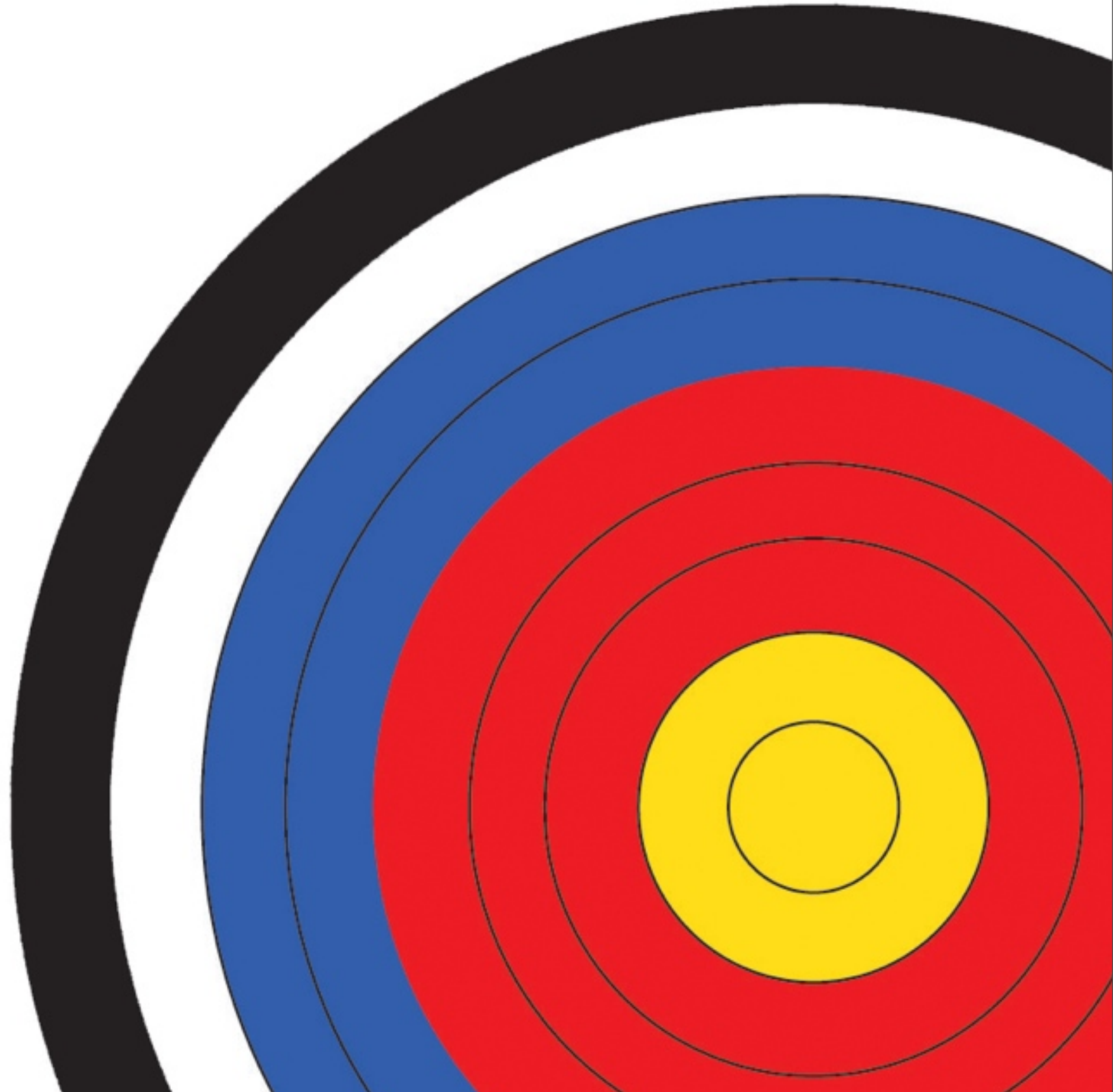
Goals

Specificity

Values

Metaphors

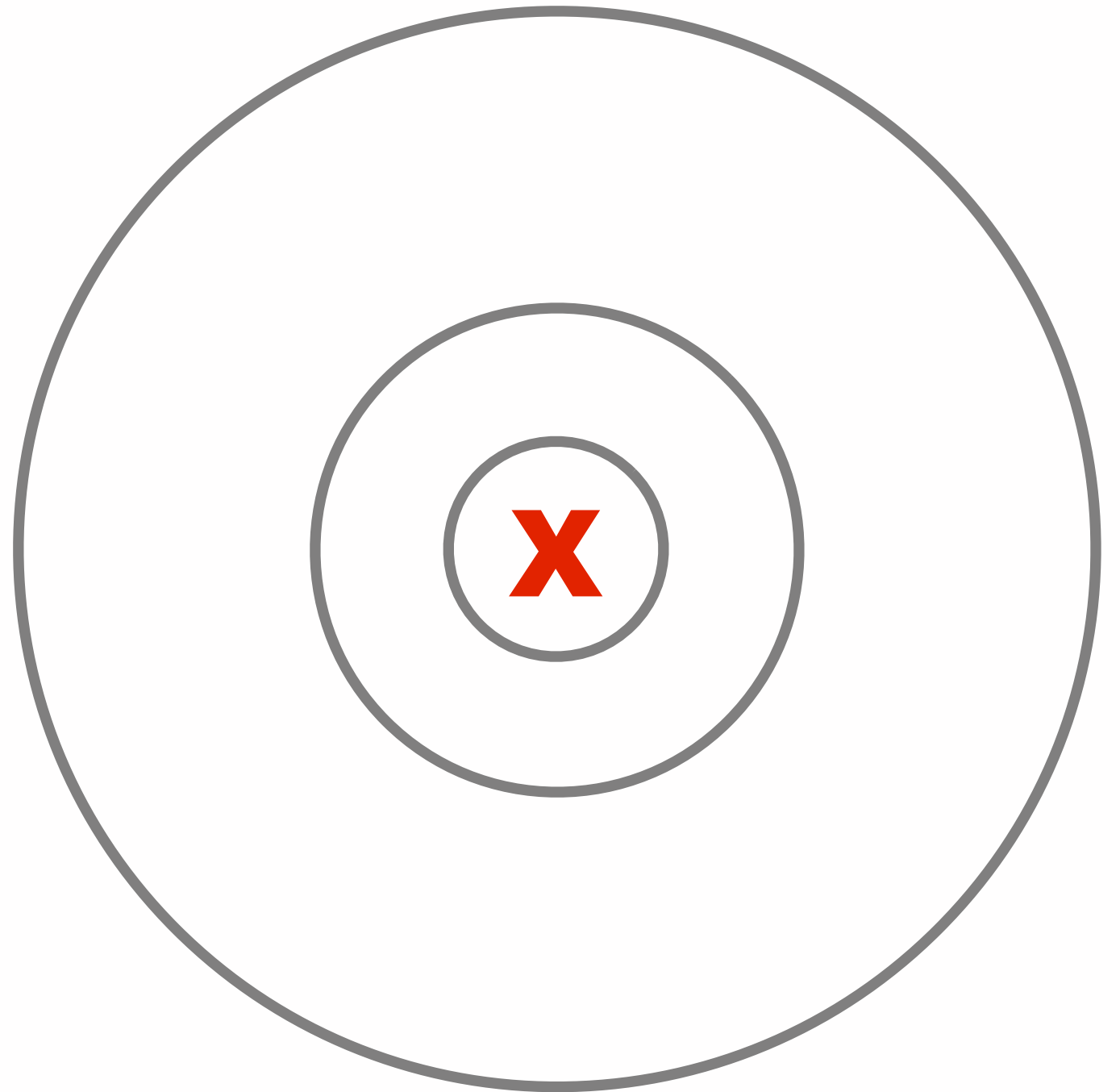
# Message Target





“Every student graduates  
prepared for life—  
no exceptions”

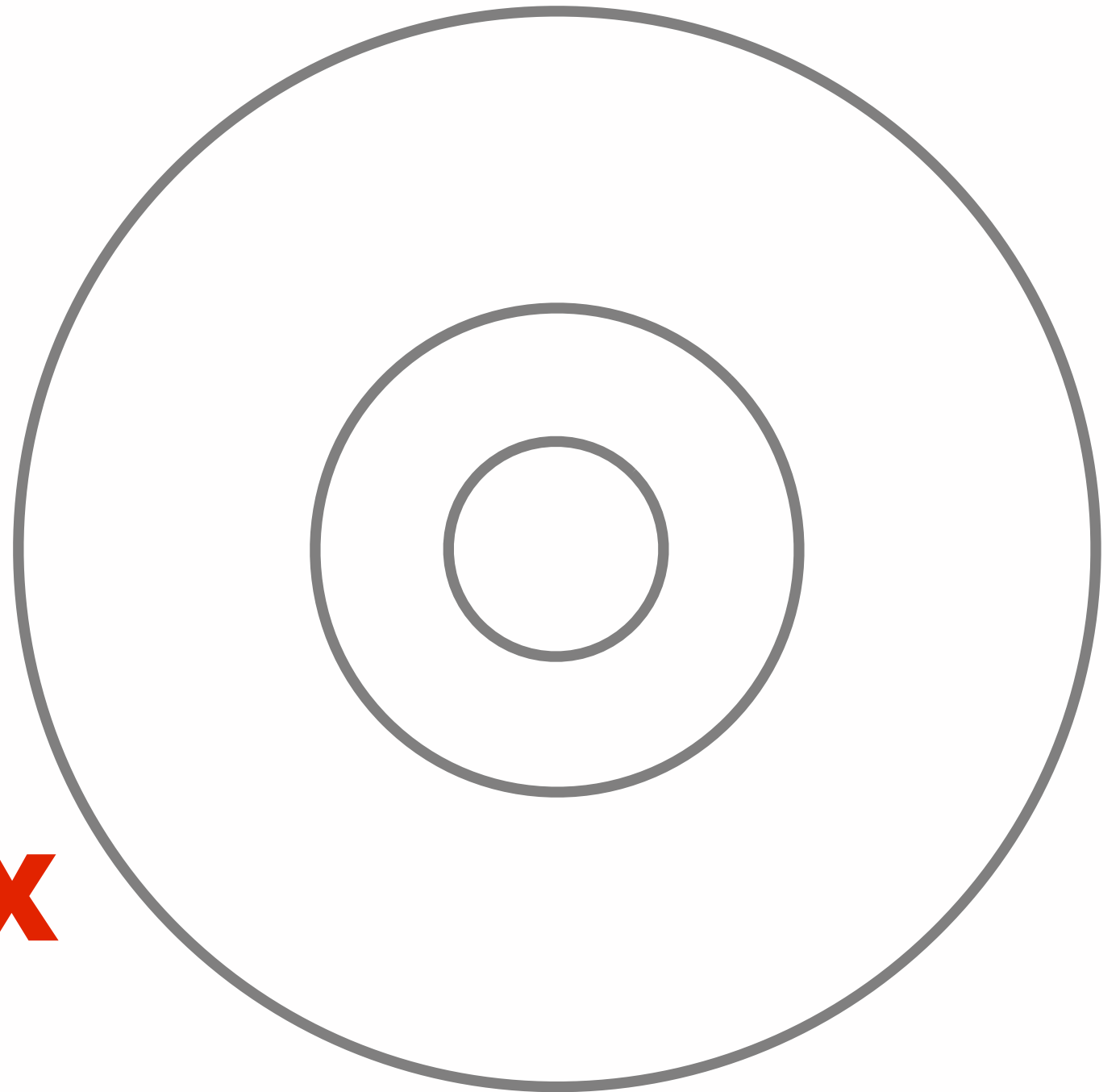
Why It Matters  
Goals  
Specificity  
Values  
Metaphors



“We are abandoning  
traditional letter grades”

Why It Matters  
Goals  
Specificity  
Values  
Metaphors

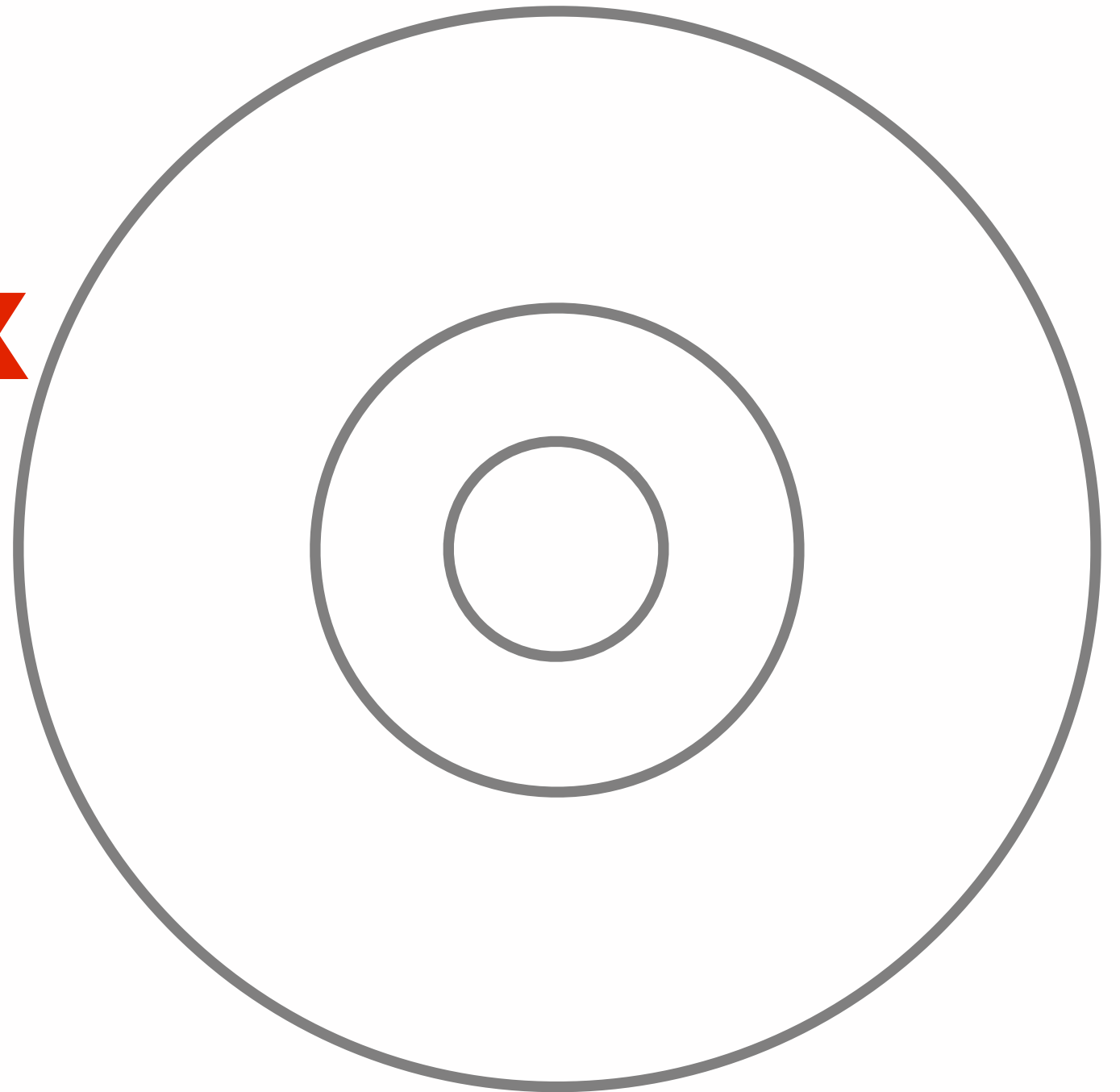
**X**



“Personalized anytime/anywhere  
learning pathways”

Why It Matters  
Goals  
Specificity  
Values  
Metaphors

**X**



# Core Principles

Why It Matters

Goals

Specificity

Values

Metaphors

Core Principle	Tips	Guiding Questions
<b>Why it Matters</b>  Most people can support change if the rationale is clear and compelling. Focus on why it matters for your audience, for students, community, and society.	<ul style="list-style-type: none"><li>• Don't use jargon or unfamiliar language to describe the "why." Keep it simple.</li><li>• Revisit the "why" even as you unpack the "what" and "how."</li><li>• Tailor the "whys" to different audiences—families have different concerns than business leaders.</li></ul>	<ul style="list-style-type: none"><li>• <i>How well does our mission and vision describe our core purpose?</i></li><li>• <i>How is our work based learning connected to our mission/vision?</i></li><li>• <i>To what extent do school communities are refining our practices to become proficient?</i></li></ul>
<b>Goals</b>  Including clear end results and milestones is an	<ul style="list-style-type: none"><li>• Goals should be focused on students.</li><li>• Use a combination of quantitative and qualitative evidence for</li></ul>	<ul style="list-style-type: none"><li>• <i>What do you want for students in your school?</i></li><li>• <i>What are the tangible outcomes for students, families</i></li></ul>

# Communication Principles: Analysis

1. Describe documents or recent experience.  
(10 min)
2. Where do you see the communication principles in play? (10 min)
3. Where do you see opportunities to improve your work in communication? (15 min)
4. Next Steps (5 min)

# Feedback

# May 6: Preview

- Policies: Process to Refine
- Pathways, Round 2
- Lunch
- Team Time

# THANK YOU



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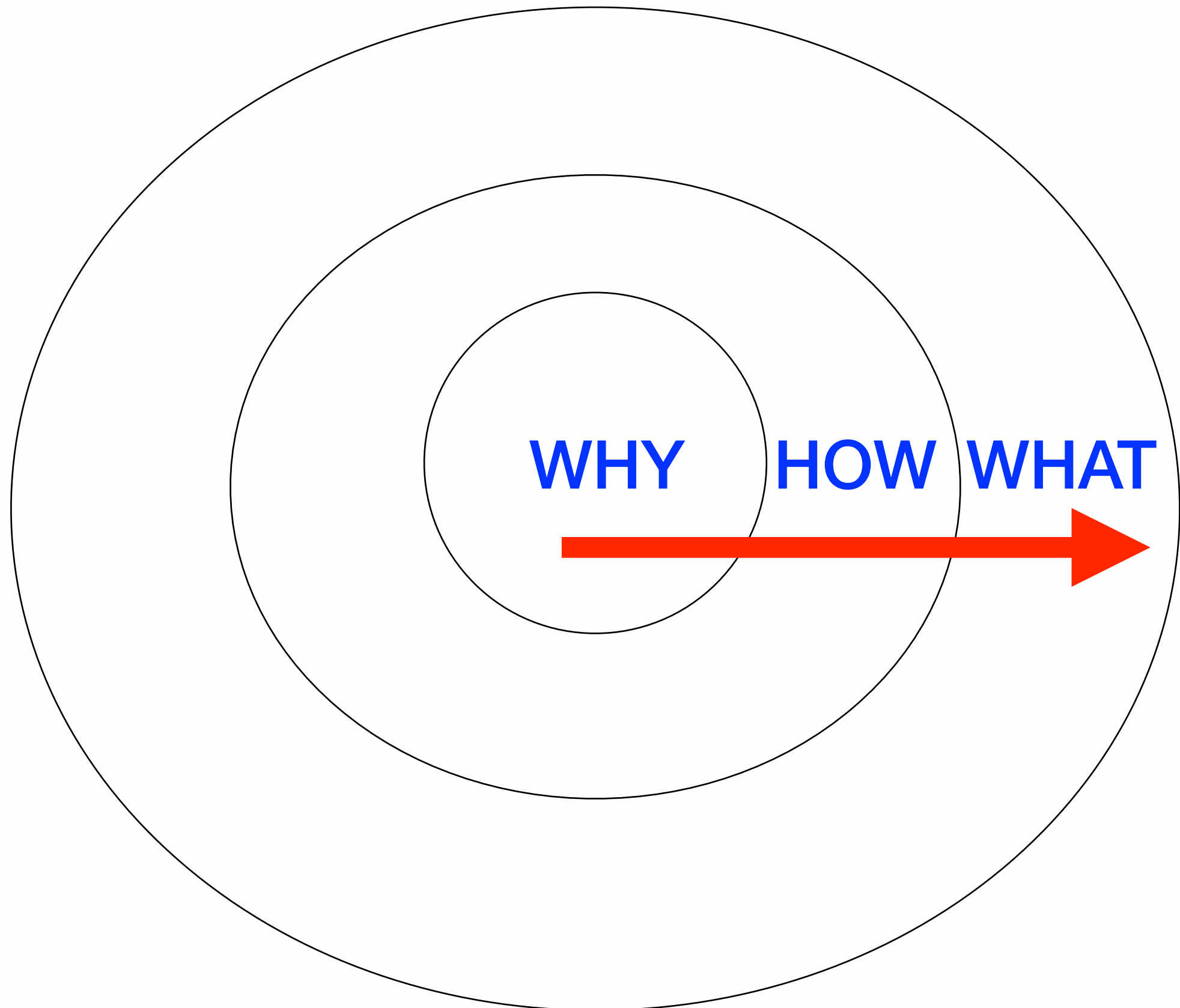
Andi Summers, Senior Associate

# Start With Why



Photo courtesy of startwithwhy, retrieved from [wikimedia commons](#)

# Start With Why



# Agenda: May 6

Welcome

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Policy: Process

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Break

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Flexible Pathways

---

Lunch

---

Team Time

---

Feedback / Close



# Outcomes

I can identify strengths and next steps for my district / SU to implement proficiency-based learning and can use team time effectively to work toward our goals.





# Outcomes

I can use a process to analyze policies that support proficiency-based learning



# Outcomes

I can identify clear steps to improve my district / SU's work to ensure every student can utilize flexible learning pathways to demonstrate proficiency.

# Policy

## Turn And Talk:

How can district and school  
policies support

**practice**

and

**community engagement?**



Policy Barriers to School Improvement:

# **What's Real and What's Imagined?**

# Pop Quiz

What percentage of policy barriers were classified as **real**?

- A. 7%
- B. 31%
- C. 52%
- D. 67%

# Pop Quiz

What percentage of  
policy barriers  
were classified as **real**?

31%

Miller, Lawrence J. and Jane S. Lee (2014). *Policy Barriers to School Improvement: What's Real and What's Imagined?* Center for Reinventing Public Education: Seattle, WA.

# Policy: Imagined Barriers

“Imagined barriers take root when **norms and procedures gain the weight of statutes** or managerial directives;

when policies and contracts are **misinterpreted or assumed to prohibit** new approaches to instruction; and

when policies or rules are accepted at face value **despite references in the written policy to waivers** and work-arounds.”

Miller, Lawrence J. and Jane S. Lee (2014). *Policy Barriers to School Improvement: What's Real and What's Imagined?* Center for Reinventing Public Education: Seattle, WA.

# Imagined Barrier: Example

**Imagined Policy:** Teachers' contract prohibits teachers working in evenings or weekends

**Actual Policy:** To work evenings or weekends, teachers must be asked and agree to do so.

Miller, Lawrence J. and Jane S. Lee (2014). *Policy Barriers to School Improvement: What's Real and What's Imagined?* Center for Reinventing Public Education: Seattle, WA.



# Real Barrier: Example

**School Strategy:** Offer on-line credits to students who are parents, to provide greater flexibility for schedules and managing childcare.

**Policy Barrier:** State approved on-line courses: English 1, English 3, and English 4.

Miller, Lawrence J. and Jane S. Lee (2014). *Policy Barriers to School Improvement: What's Real and What's Imagined?* Center for Reinventing Public Education: Seattle, WA.

# Implications

- Transparency is critical
- Determine ‘real’ and ‘imagined’ policies
- Educate about ‘imagined’ policies—correct assumptions
- Advocate about ‘real’ policies—work to change the landscape, if necessary

# Policy: A Process

## Choose One Policy

- Graduation
- Grading
- Flexible Pathways

Follow **Policy Review Process** linked in agenda

# Policy Process: Debrief

What worked in the process?

What might you modify?

What new ideas did you consider?

What are you taking away from the conversation?

# Break!



# Flexible Pathways: Core Ideas

- Flexible - not multiple.
- There are as many pathways as there are students.
- Pathways can be:
  - pre-designed by teachers/administrators;
  - available in the community;
  - designed by students.

# Flexible Pathways: Core Ideas

- Specific programs or themes in place in a school (e.g. STEM, CTE program, etc.), are considered a component of a student's overall pathway to graduation.
- The learning from pathways are assessed by teachers to ensure college- and career-readiness, and we must evaluate pathways' effectiveness by these standards.

# Flexible Pathways

**What steps do we need to take to ensure all students can access or design flexible pathways for proficiency?**

## Choices

- Use design guide/action steps to reflect on flexible pathways and identify next steps.
- Read “Invested in Inquiry” and discuss with 4 A’s protocol
- Watch student videos and discuss with \_\_\_\_ protocol.



# Lunch

# Team Time

- Use agenda developed on day one.
- Check in with coaches for support on specific outcomes/processes.

# Reflection

- Review the list of session outcomes.
- Which outcomes (2-3) do you feel most confident taking a lead on personally in your district/SU?
- Which outcomes (2-3) have been the areas of greatest growth for you since beginning this work on proficiency-based learning?

# THANK YOU

# Feedback

# Next Steps

- Webinar 5/26: Implementing PBL
- In session: June 2-3 at Castleton
  - Break-out sessions and team time to refine 3-year plans

# THANK YOU