

Proficiency-Based Learning:

A Systemic Approach

Webinar:

PBL Implementation

May 26, 2015

Housekeeping

For **technical support**,
please contact
Great Schools Partnership:
207-773-0505

Housekeeping

All phone lines will be **muted** during the presentation to reduce background noise.

Housekeeping

This webinar is being recorded.

An archive will be posted at:

greatschoolspartnership.org/presentations/vermont-seminar-series/

The link will be emailed to all participants.

Introductions

Ken Templeton, Senior Associate
Great Schools Partnership

Gregg Palmer, Principal
Falmouth High School



Ken Templeton
Senior Associate
Great Schools Partnership

Outcomes

- Clear understanding structure for June 2-3 session

Outcomes

- Identification of key areas to consider when leading PBL transitions.

Agenda

- Preview June Session
- Gregg Palmer: PBL Implementation
- Q + A

June Session

- Combination of Team Time and Workshop Sessions
- Workshop Times will be posted to website and emailed with webinar recording.
- Coaching support, as requested
 - Each team will be assigned a coach to contact for support
- Feedback sessions with other teams, as requested
 - Email Ken Templeton for feedback session:
ktempleton@greatschoolspartnership.org

June 2: Schedule

Time	Activity
8:30-9:30	Welcome, Plenary
10:00-11:30	<ul style="list-style-type: none">• Assessing Transferable Skills• Student Voice• Community Engagement• Student Work and Norming
12:00-1:00	Lunch

June 2: Schedule

Time	Activity
1:00-2:30	<ul style="list-style-type: none">• Assessing Transferable Skills• Student Voice• Community Engagement• PLPs
3:00-4:30	<ul style="list-style-type: none">• Instructional Practice• Verification / Reporting

June 3: Schedule

Time	Activity
8:30-10:00	<ul style="list-style-type: none">• PLPs• Instructional Practice
10:30-12:00	<ul style="list-style-type: none">• Panel: VT Educators Using Technology to Innovate for PBL• Student Work and Norming• Verification / Reporting
12:00-1:00	Lunch
1:00-2:30	Feedback Sessions
2:30-3:00	Closing



Gregg Palmer

Principal
Falmouth High School (ME)

Searsport, Maine

- 250 Students 9-12
- 64% Free/Reduced Lunch
- 83% HS Graduation Rate (2009-2014)
- Historically low postsecondary enrollment
- Coastal fishing community
- Began transition to PBL in 2005

Falmouth, Maine

- 700 Students 9-12
- 4.6% Free/Reduced Lunch
- 94% Graduation Rate (2009-2014)
- Historically high postsecondary enrollment
- Coastal community, Portland suburb
- Began transition to PBL in 2012

Where Did We Start?

- **Searsport:** Standards for Graduation and Courses
- **Falmouth:** Supports for Students, Standards, Common Assessments

Where Did We Start?

- **Searsport:** Created guide for faculty members
- **Falmouth:** Series of “flipped” faculty meetings
- **Both:** PLTs to create common documents and discuss process

Where Did We Start?

- **Searsport:** Series of Community Forums
- **Falmouth:** Sessions before P/T conferences
- **Both:** Information Letters, School Board Reports and Workshops

Similarities and Differences

Standards

- **Searsport:** Graduation Standard
Language = Course Standard
Language
- **Falmouth:** Course Standard
Language can be more content-specific
- **Both:** Graduation Standards are broad

Supports

- **Searsport:** Directed by teachers
- **Falmouth:** Selected by students
- **Both:** Immediate, Quarterly, Yearly supports

Promotion

- **Searsport:** Pass all standards in every course
- **Falmouth:** C average in course. If specific standards are not met, address them in future courses.

Grading/Reporting Scales

- **Searsport:** 1-4.5
- **Falmouth:** NM, C-A+

Transitioning to PBL: You Will Need...

- Agreed upon learning targets
- Department/content team matrices mapping coverage of learning targets in courses
- Curriculum documents (templates, syllabi, unit plans, rubrics)
- Assessment Strategy (summative/formative) for assuring learning targets are accurately measured
- Skill, content, & just-in-time interventions
- Grading & reporting system

Transitioning to PBL: You Will Need...

**Tolerance for
discomfort**

Proficiency Oriented Systems:

- are **modular** in nature
- are more **transparent**
- use **targeted, timely feedback** to students
- ask students to **produce work in an iterative process**, then ask *both* teachers and students to **adjust based on results**, and then look for **improvement and growth**

What is *IT*?

- Make it so students need to improve the quality of their knowledge and skills in order to score higher grades.
- Then build in robust support in order to accommodate the additional work/practice required.
- Finally, represent the results in a more descriptive grading and reporting system.

Signs You're On The Right Track:

- less extra credit
- more drafts of student work
- allowing/planning for struggle and “failure” in the learning process
- rubrics combining with actual grading
- more re-takes (that can include restrictions)

Signs You're On The Right Track:

- erasing the boundaries between two quarters and/or the semesters (not storing the grades at those points in time)
- separating academic progress from work habits
- building more practice and support/intervention time for all students

Grading and Reporting

- **Getting clear inside the black box**
- **Rank and sort? Or learning?**
- **Why rubrics and the rule of 3**
- **The question of averaging**
- **Implications for graduation policy and document**
- **Make your learning targets central to the reporting system**
- **Averaging down**
- **Keep the reporting simple and last**

Specifics at FHS

All Teachers at FHS:

- Assesses to course learning targets (aligned to content standards)
- Reports to course learning targets
- Delineates between formative & summative assessments
- Has rubrics or scoring guides for summative assessments
- Uses a set of reduced cut points
- Refers to a set of Habits of Work (HOWs)

Academic Focus Time (AFT)

- Purpose: Academic support: facilitate make-up homework, quizzes, and other assessments; review for upcoming assessments; preview concepts; and provide students with time to work on group projects.
- Who: AFT is available for all students.
- When: First hour of Wed / Fri.

Academic Focus Time (AFT)

- Where: Teachers in their rooms during AFT. Library, tutoring center, and student services all open to students at this time.
- Protocol: Students report to advisor at the beginning of AFT. Students are expected to report to a teacher's room if s/he has a question or needs help, whether the teacher has requested the student or the student is selecting on their own to go seek help. Students should return to advisory if or when they have received the help they need.
- Assigning AFT: Students may be assigned to report to a given teacher(s) during AFT. The student is required to meet with the teacher(s) and will be unexcused absent if they do not.

	NM (not meeing)	C (partially meets)	B (meets)	A (exceeds)
Course Learning Target, aligned to Content Standard	Individualized Feedback	Descriptors	Descriptors	Descriptors
Course Learning Target, aligned to Content Standard	Individualized Feedback	Descriptors	Descriptors	Descriptors

	NM (60)	C (80)	B (88)	A (97)
Course Learning Target, aligned to Content Standard	Individualized Feedback	Descriptors	Descriptors	Descriptors
Course Learning Target, aligned to Content Standard	Individualized Feedback	Descriptors	Descriptors	Descriptors

	NS (0)	NM (60)	C (80)	C+ (83)	B (88)	B+ (91)	A (97)	A+ (100)
Course Learning Target, aligned to Content Standard		Individualized Feedback	Descriptors		Descriptors		Descriptors	
Course Learning Target, aligned to Content Standard		Individualized Feedback	Descriptors		Descriptors		Descriptors	

Questions?

THANK YOU