

# Proficiency-Based Learning:

A Systemic Approach

Webinar:

The Flow of a PBL Classroom

March 4, 2015

# Housekeeping

For **technical support**,  
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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/](https://greatschoolspartnership.org/presentations/vermont-seminar-series/)

The link will be emailed to all participants.

# Introductions

Ken Templeton, Senior Associate  
Great Schools Partnership

Josh Tripp, Principal  
Bucksport Middle School



Ken Templeton  
Senior Associate  
Great Schools Partnership

# Outcomes

- Clear understanding of process for March session meetings

# Outcomes

- Identification of key shifts in classroom practice in a proficiency-based classroom.



# Agenda

- Preview March Session
- Homework Reminder
- Josh Tripp: PBL Classroom Shifts
- Q + A

# March Session Outcomes

- I can describe structures and practices that promote equitable access to consistent high quality classroom instruction (Tier I).
- I can analyze and refine our multi-tiered intervention practices and systems in my school/district/supervisory union to ensure equitable outcomes for all students (Tier I, II, III).
- I can develop systems to support students accessing flexible learning pathways.

# March Session Outcomes

- I can refine my plan based on feedback

# Feedback

- All teams will meet with 1-2 other teams during March **or** April to give and receive feedback.
- Your team coordinator should email Ken Templeton by **Thursday 3/5** stating your preference for March or April.
- We will organize these sessions during team time and GSP coaches will facilitate.

# March 11

- High Expectations for Students and Teachers
- Differentiation to Prevent Learning Challenges
- Alignment + Coordination Across Settings
- Team Time
  - ▶ Process to prepare for feedback.

# March 12

- Intervention Systems
- Team Time (with Feedback sessions)
- Lunch
- Flexible Pathways
- Team Time (45 min)

# Homework

**What does “high quality instruction” mean to you?**

- Write a reflection
- Shadow a student
- Visit a classroom
- View a video on our series seminar site (Feb. Materials)

# Questions?



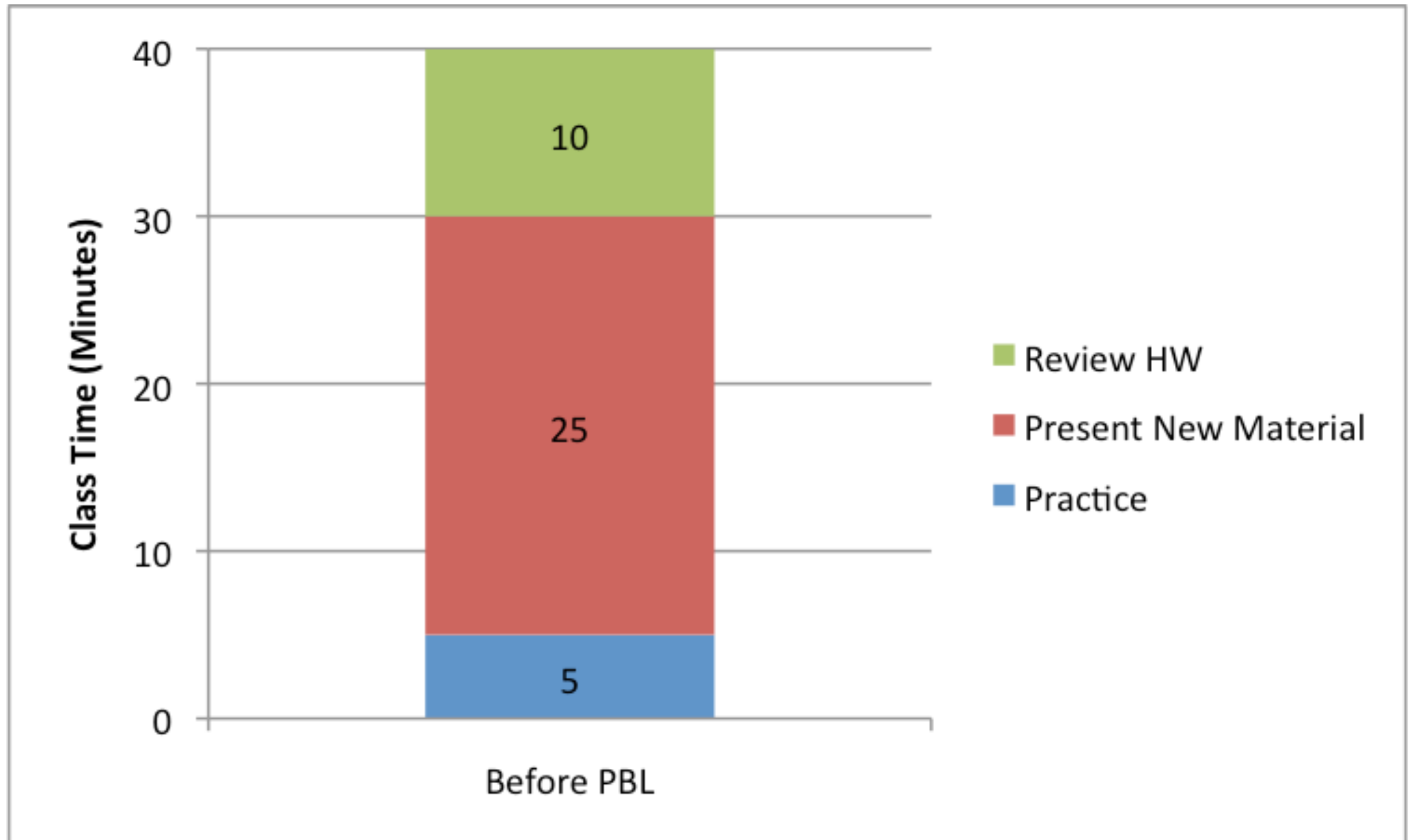


**Josh Tripp**  
Principal  
Bucksport Middle School

# Bucksport, Maine



# In The Classroom: Before PBL



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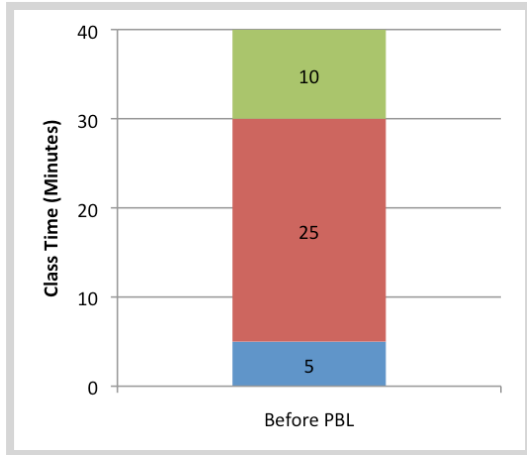
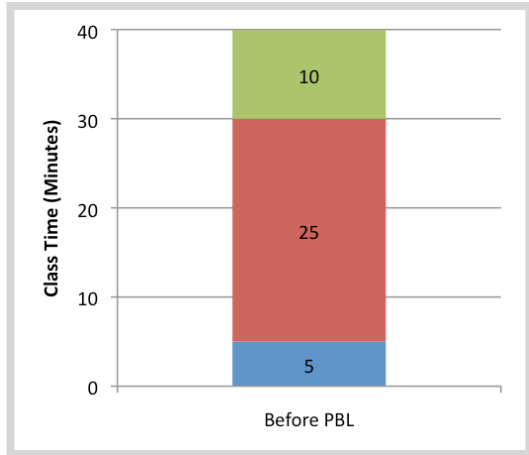
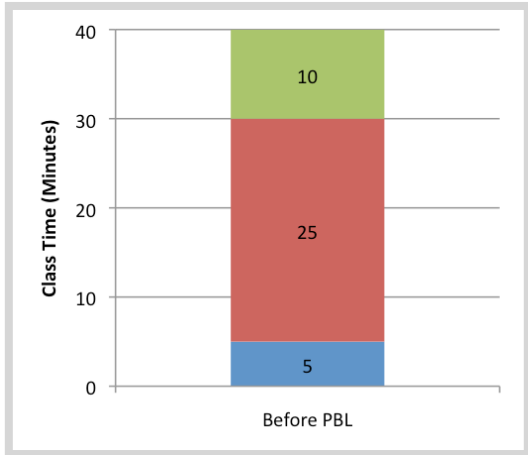
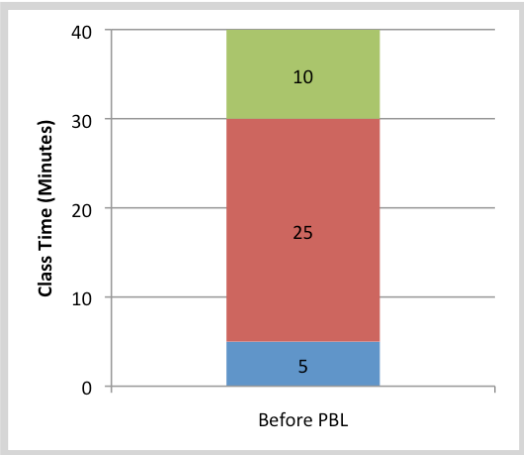
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Quiz/Test

# Early “Tinkering”

- Leadership Team Discussion
- Book Study: *Fair Is Not Always Equal*, by Rick Wormeli
- PLC Reflection and Discussion
- Site Visits - Background

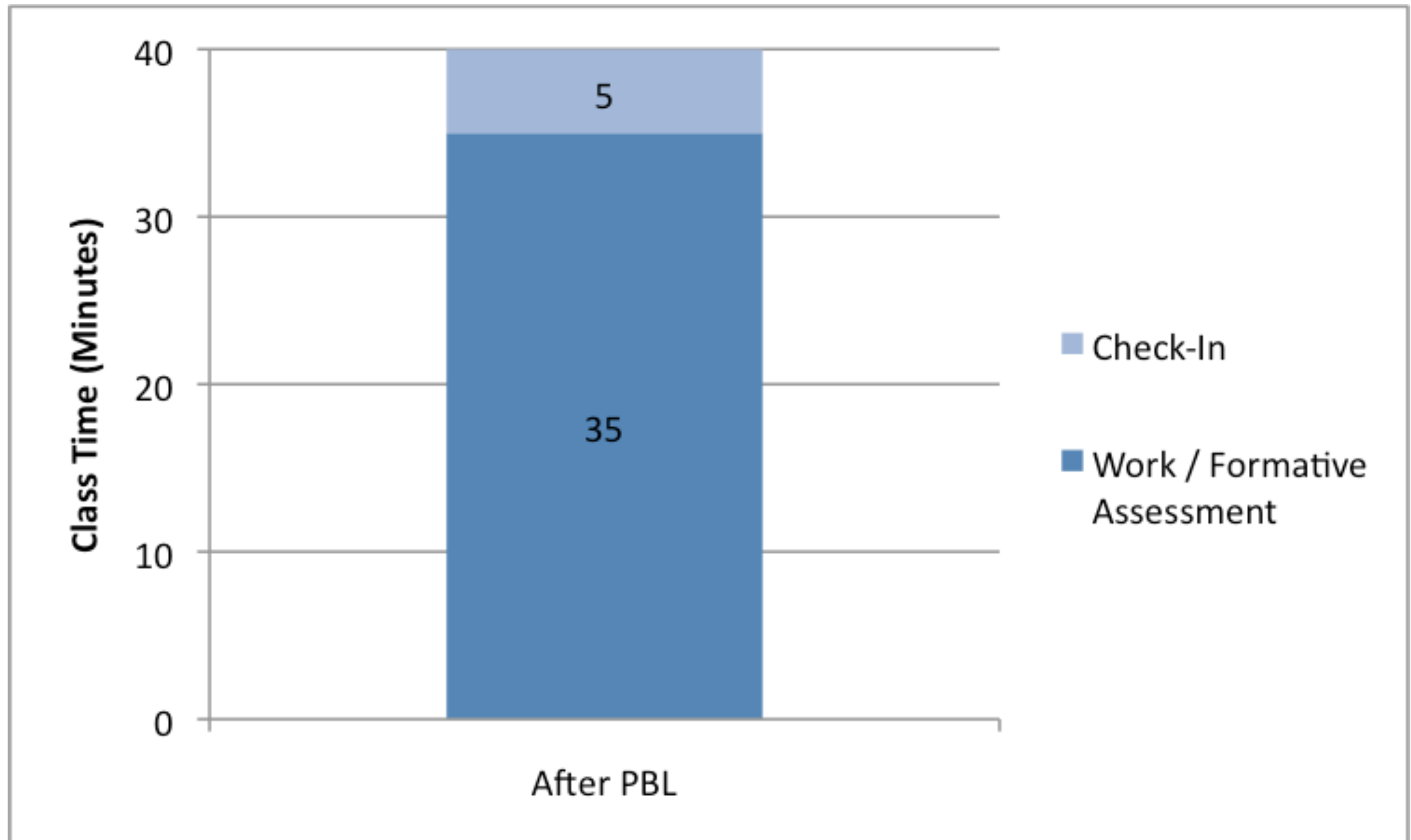




# Getting Ready

- Growth Mindset
- Talked with Students
- Established Standard Operating Procedures
- Site Visits - Implementation

# In The Classroom: After PBL





# Standard Operating Procedures

- Ask a Peer
- Check Your Notes
- Help Board
- Work on Another Problem

# In The Classroom: Before PBL

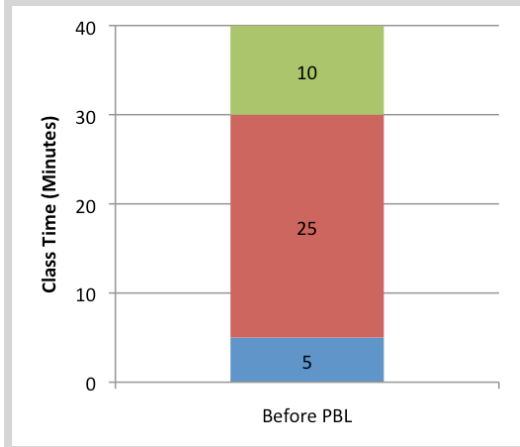
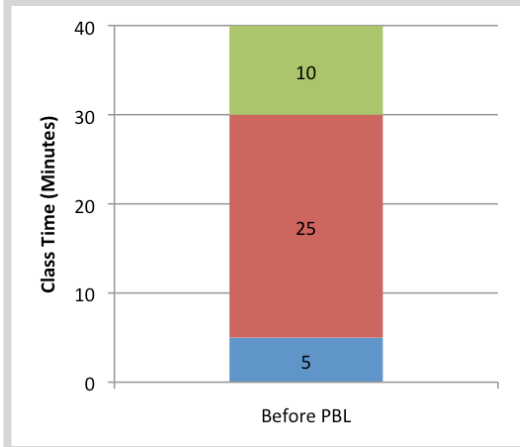
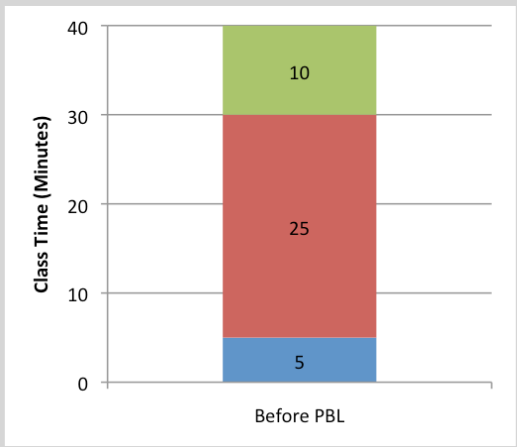
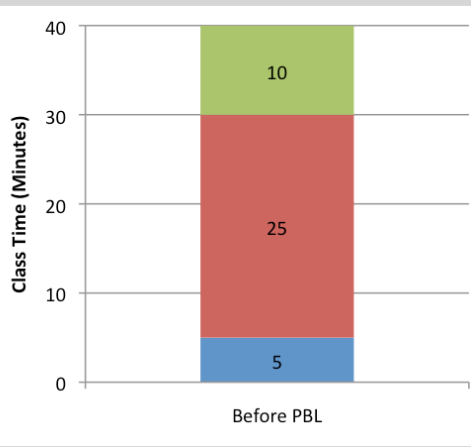
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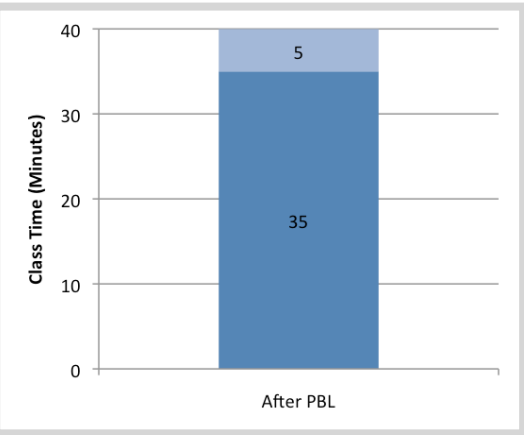
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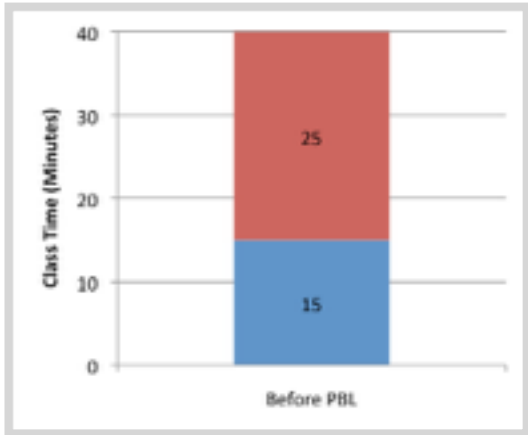
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# In The Classroom: After PBL

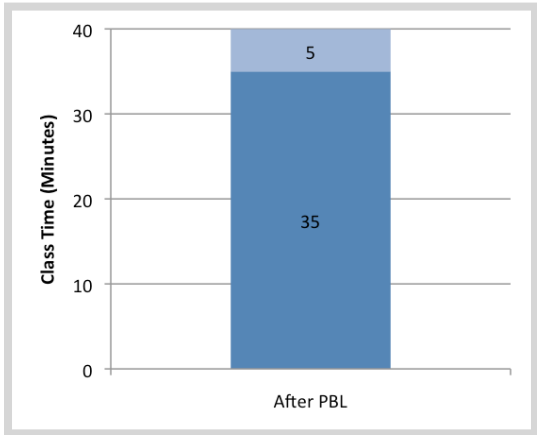
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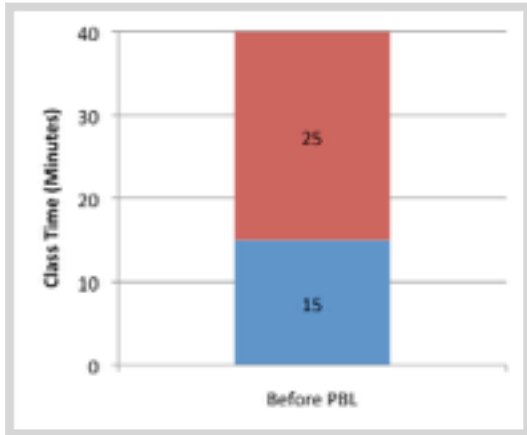
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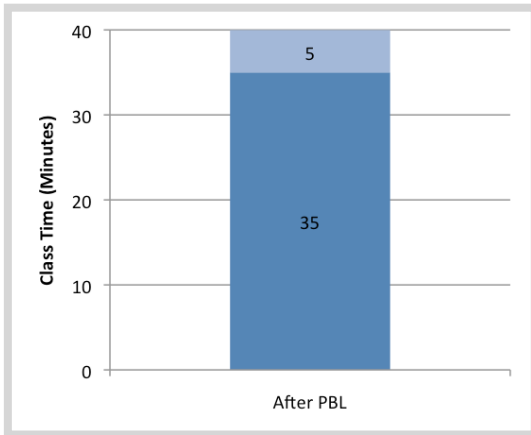
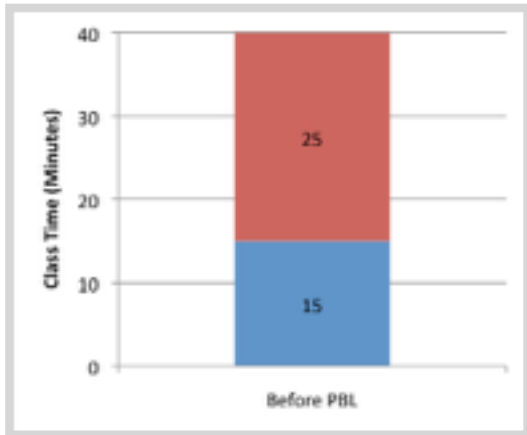
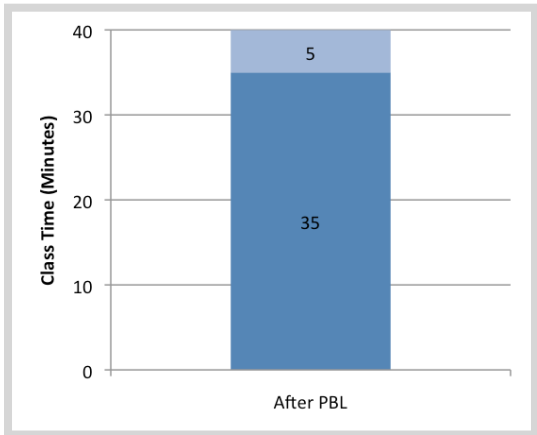
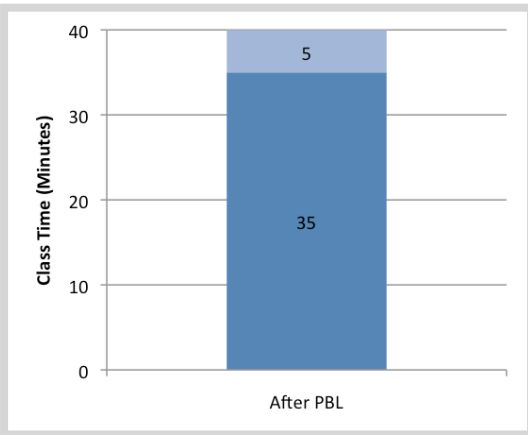
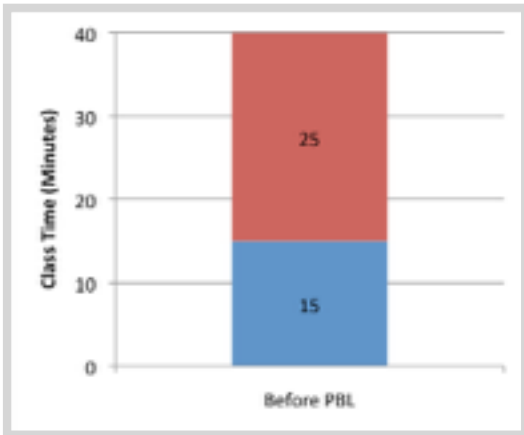
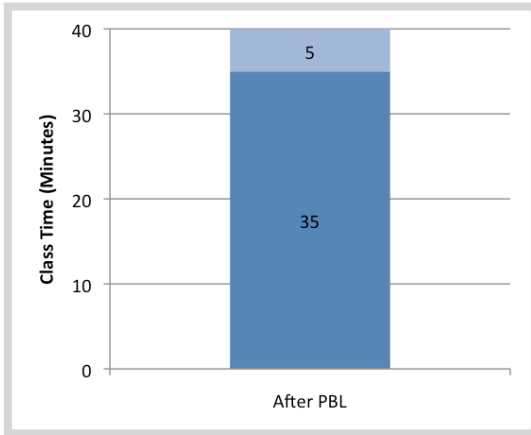
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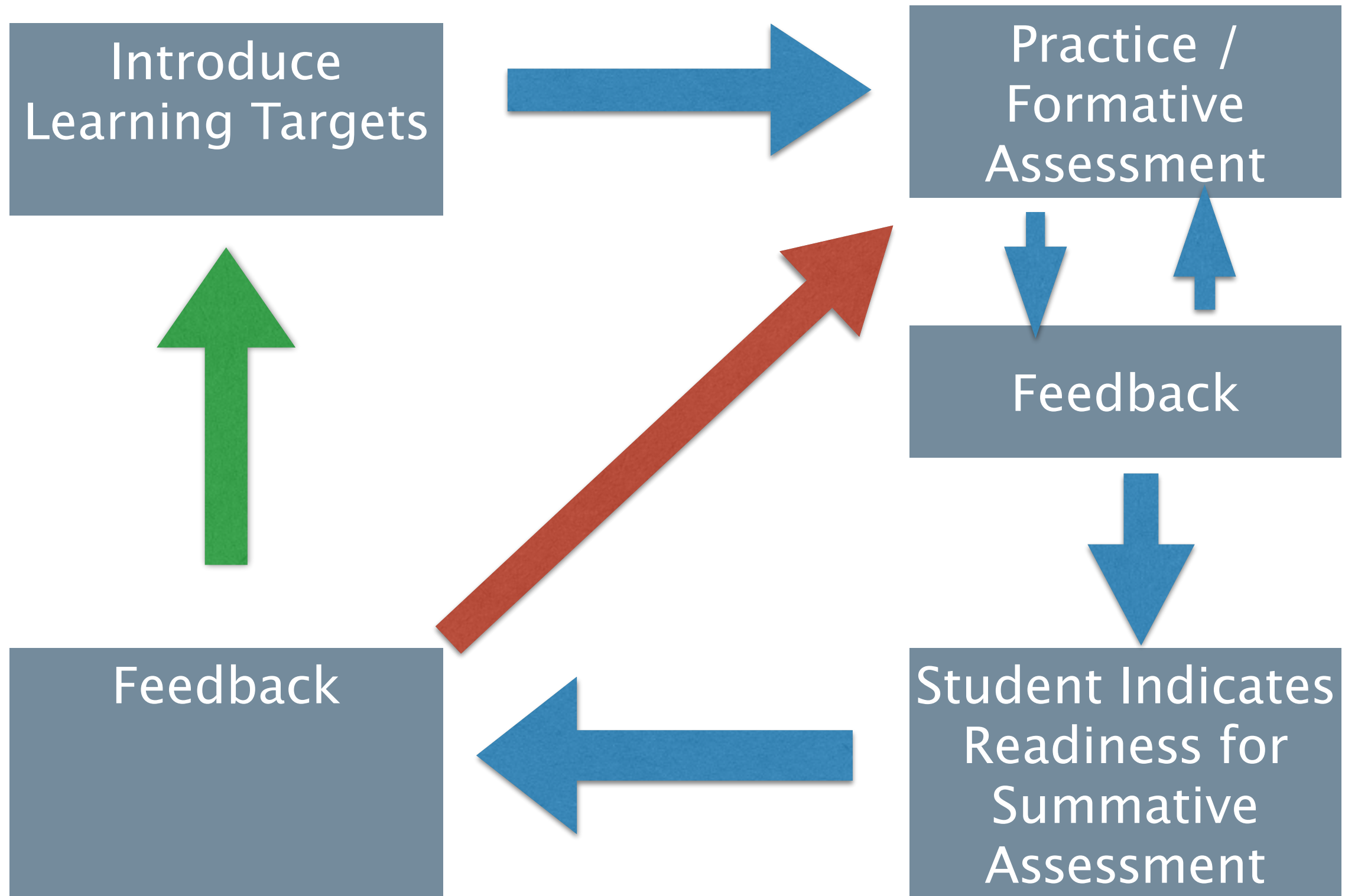
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# Assessment After PBL



# Supports for BHS Teachers

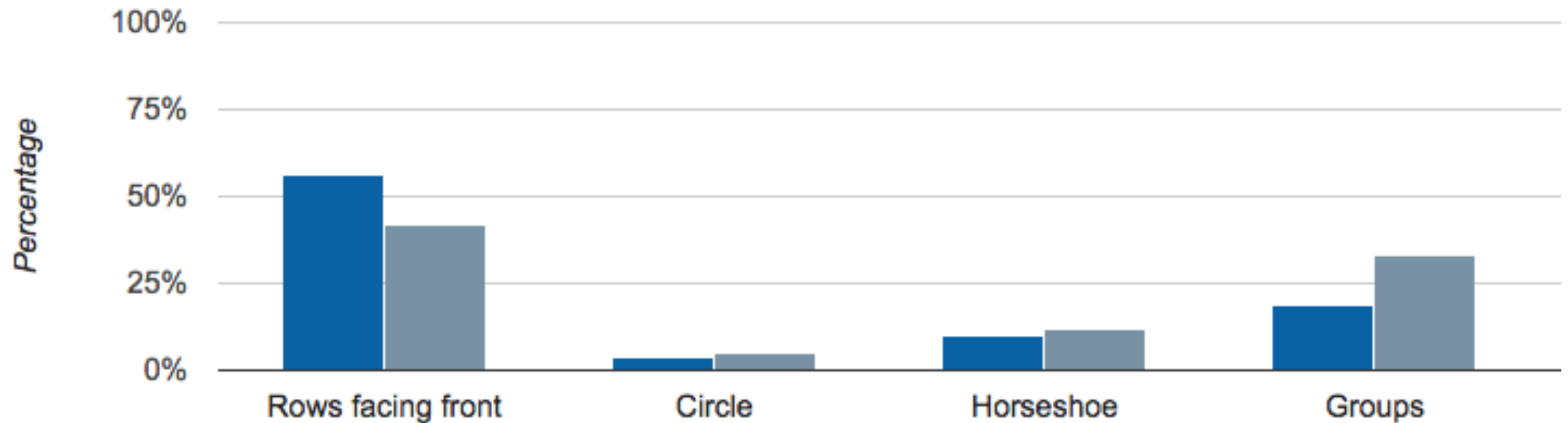
- District-wide support for proficiency-based learning.
- 9th Grade Team and PLCs
- Site Visits to PBL Schools
- Used 76-100 reporting scale
  - ▶ All standards must be met, or “incomplete”

# Indicators of Success

- What do students think?
- What do teachers think?
- What do data say?
  - ▶ Students became more skilled at knowing their readiness for summative assessments.
  - ▶ NWEA growth exceeded national average.
  - ▶ Increased attendance rates.
  - ▶ Use and effectiveness of interventions increased.
  - ▶ Failure/Incompletion rate cut by 50%.

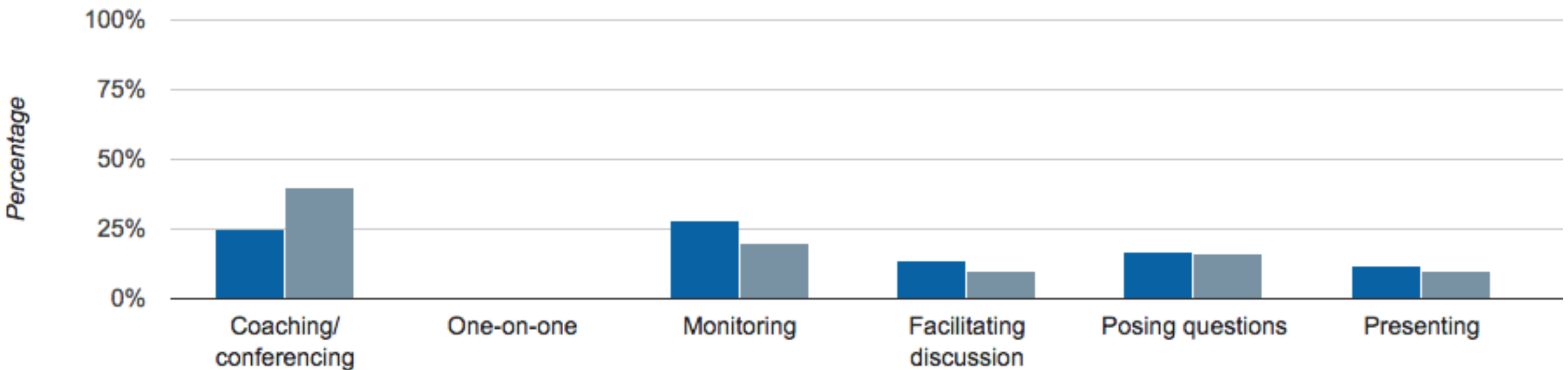
# Classroom Practice

Use of groups increased from 19% - 33% of classroom observations.



# Classroom Practice

Teachers increased coaching/conferencing from 25%-40% of classroom observations.





# Classroom Practice

## Other classroom data:

- Student choice increased from 13%-21% of observations.
- The use of multiple, different tasks increased from 34%-44% of observations.
- Literacy strategies increased from 22%-39%.

# Bucksport Middle School

- “I can...” statements for entire curriculum
- Working on 5-8 “promotion” standards per content area
- 8 new teachers - 24 teachers total.
- Elementary schools use 1-4 report card—will use in 5th grade next year, and phase in over time at the middle school.

# Questions?

THANK YOU