Proficiency-Based Learning

A Systemic Approach
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
Welcome / June Preview

Reflection: Where are we now?

Break

Community Engagement

Team Time / Lunch / Team Time

Communication

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
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

- Communication
- Inclusion
- Empowerment
- Integration
- Transformation

Tuesday, May 5, 15
Community Engagement: Reflection

- Communication
- Inclusion
- Empowerment
- Integration
- Transformation
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
Phi Delta Kappa-Gallup

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

Why It Matters
Goals
Specificity
Values
Metaphors
Message
Target
“Every student graduates prepared for life—no exceptions”

Why It Matters
Goals
Specificity
Values
Metaphors

Tuesday, May 5, 15
"We are abandoning traditional letter grades"

Why It Matters
Goals
Specificity
Values
Metaphors
“Personalized anytime/anywhere learning pathways”

Why It Matters
Goals
Specificity
Values
Metaphors
### Core Principles

#### Why It Matters

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.

- Don’t use jargon or unfamiliar language to describe the “why.” Keep it simple.
- Revisit the “why” even as you unpack the “what” and “how.”
- Tailor the “whys” to different audiences—families have different concerns than business leaders.

#### Goals

Including clear end results and milestones is an

- Goals should be focused on students.
- Use a combination of quantitative and qualitative evidence for

#### Values

- How well does our mission and vision reflect our core purpose?
- How is our work translating our vision into practice?
- To what extent are we refining our practice to become proficient?
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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Start With Why

Photo courtesy of startwithwhy, retrieved from wikimedia commons

Tuesday, May 5, 15
Start With Why

WHY

HOW

WHAT
Agenda: May 6

Welcome

Policy: Process

Break

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
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%

“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.”

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
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