GREAT SCHOOLS PARTNERSHIP | Webinar Series

Research-Supported Principles For Proficiency-Based Learning

February 10, 2015

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Please **type your name, school, state** into the chat space

e.g. **Mark Kostin, GSP (ME)**

TODAY'S PRESENTERS

From the Great Schools Partnership:

Kate Gardoqui, Senior Associate

Mark Kostin, Associate Director

GREAT SCHOOLS PARTNERSHIP

Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.

We Believe

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

We Believe

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

We Believe

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

TODAY'S OUTCOMES

Review Proficiency-Based Learning Simplified: a collection of best practices supported by the literature

TODAY'S OUTCOMES

Provide literature/research base for each PBL principle

TODAY'S OUTCOMES

Share activities that will engage colleagues in discussion of the principles and supporting literature

Today's Agenda

Review Proficiency-Based Learning Simplified

Meaningful Learning Experience

Research Base Supporting the 10 Principles of PBL

Sample Activities

Questions?

Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

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

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Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

www.greatschoolspartnership.org/proficiency/

- State + Local Policies
- State + Local Standards
- Assessment + Verification
- Grading + Reporting

PROFICIENCY-BASED LEARNING

Is not a stand-alone intervention

PROFICIENCY-BASED LEARNING

Is a suite of practices resulting from the thoughtful combination of best practices currently used by expert educators with solid support in the literature

NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

GLOBAL BEST PRACTICES

An Internationally Benchmarked Self-Assessment Tool *for* Secondary Learning

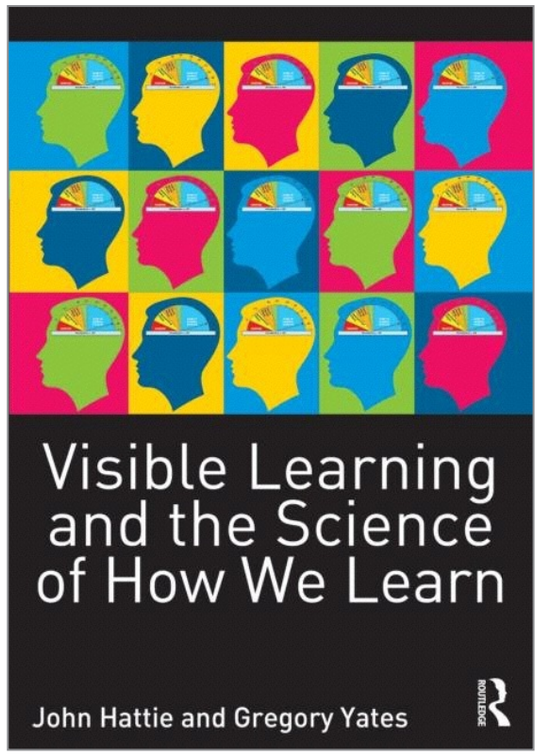
PROFICIENCY-BASED LEARNING

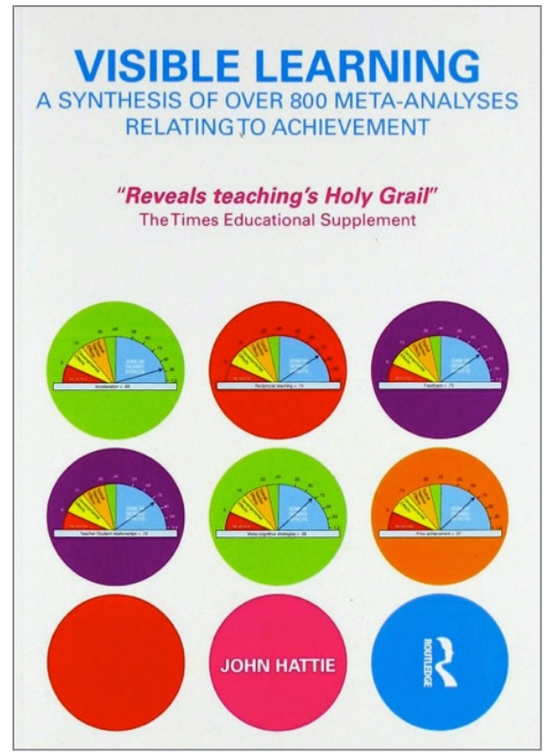
NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

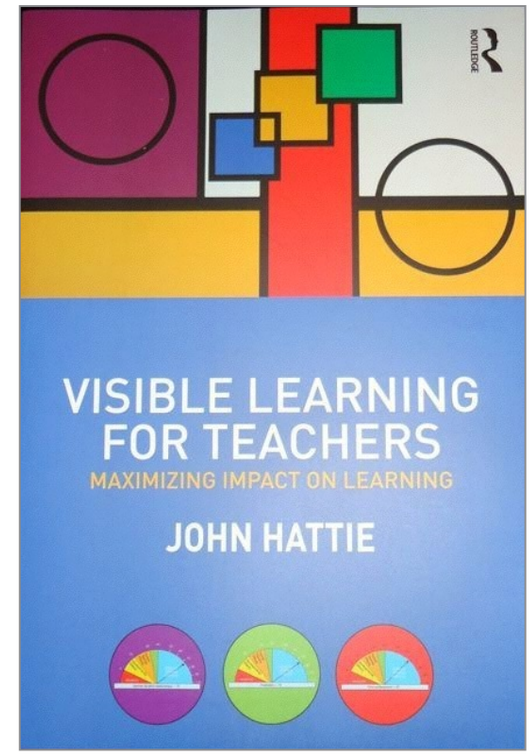
Has the greatest chance of success when educators in the school:

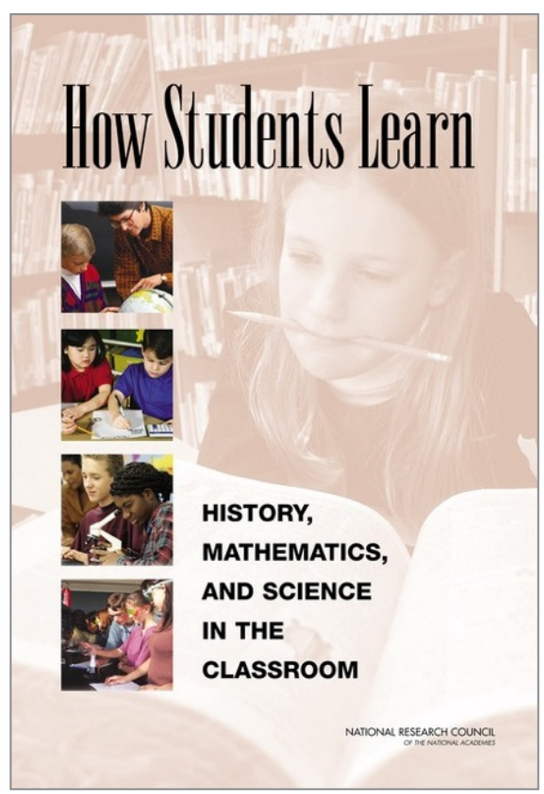
1. Share a commitment to continuous improvement
2. Believe all students can learn
3. Have a collective understanding of the school's vision and the plan to realize it
4. Have the time, supports, and structures in place to learn with and from one another (e.g. Professional Learning Groups)

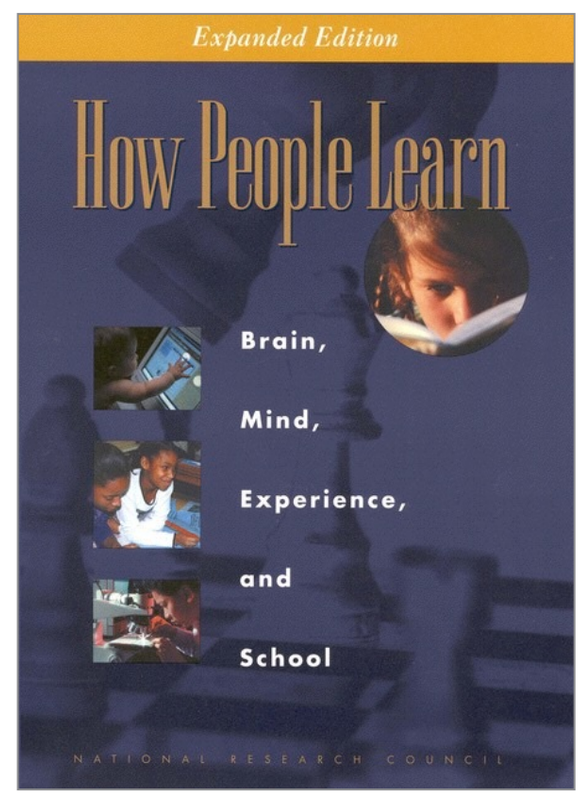
The Research











Notes About The Research

As a support-based organization, our aim is to be practical in our approach and provide information that is accessible for educators

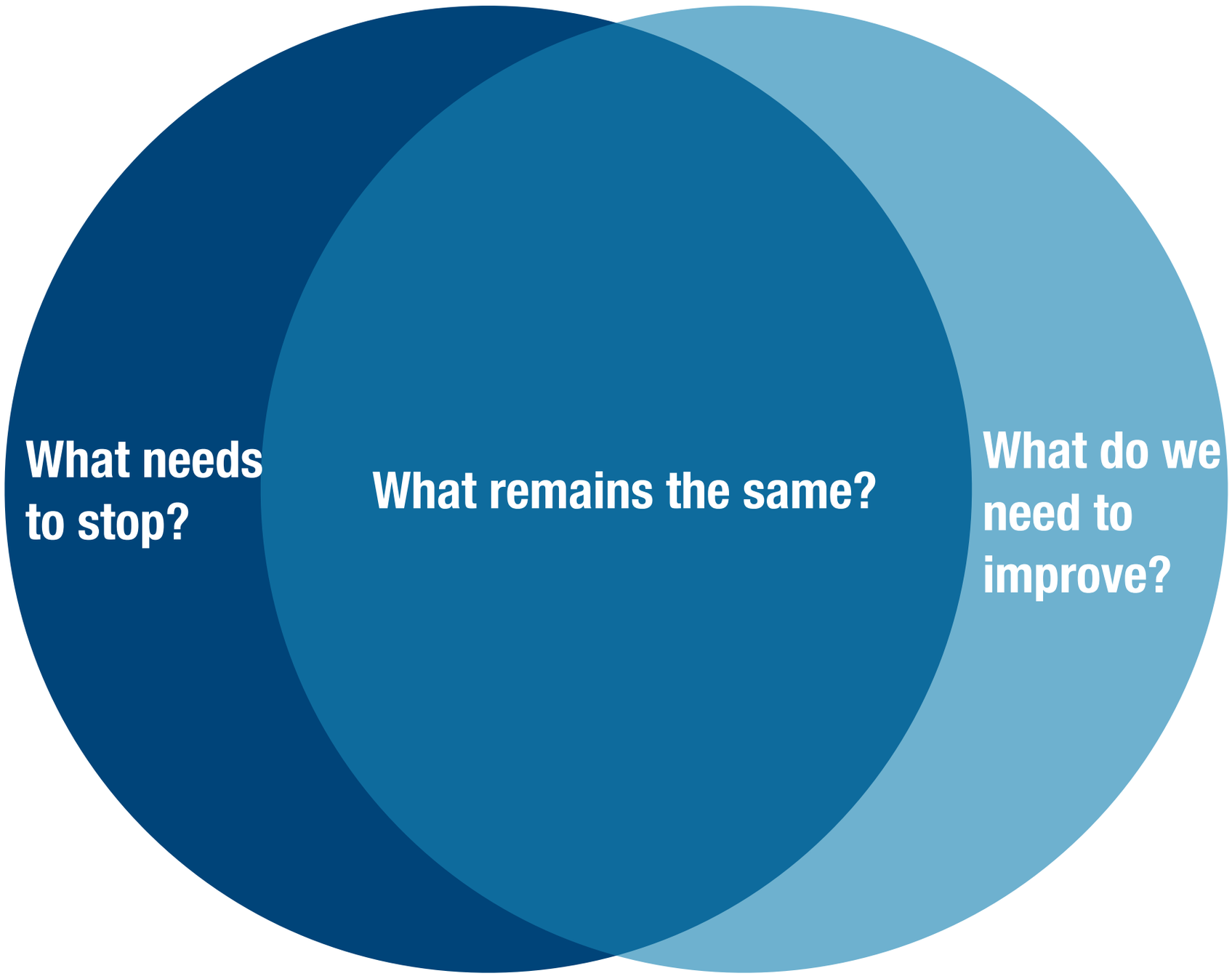
Notes About The Research

This is not an exhaustive literature review, but a summary of a variety of recent publications with several powerful and relevant findings

Notes About The Research

We hope the information we share with you today will help **inform and support the critical conversations** you engage in with your colleagues as you determine how best to **collectively improve teaching and learning** on behalf of **all** of your students

Shifting Concepts



Reflection

Take a minute to recollect a particularly successful and meaningful experience you had as a learner in your K-12 education.

What made it so meaningful?

Please share some of the attributes in the chat box

10 Principles Of Proficiency-Based Learning

Ten Principles of Proficiency-Based Learning

Over the past decade, the movement to adopt proficiency-based approaches to teaching, learning, and graduating has gained momentum throughout the United States, as more educators, parents, business leaders, and elected officials recognize that high academic expectations and strong educational preparation are essential to success in today's world. Schools use proficiency-based learning to raise academic standards, ensure that more students meet those higher expectations, and graduate more students better prepared for adult life.

To help schools establish a philosophical and pedagogical foundation for their work, the Great Schools Partnership created the following "Ten Principles of Proficiency-Based Learning," which describe the common features found in the most effective proficiency-based systems:

1. All learning expectations are clearly and consistently communicated to students and families, including long-term expectations (such as graduation requirements and graduation standards), short-term expectations (such as the specific learning objectives for a course or other learning experience), and general expectations (such as the performance levels used in the school's grading and reporting system).
2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students regardless of whether they are enrolled in traditional courses or pursuing alternative learning pathways.
3. All forms of assessment are standards-based and criterion-referenced, and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons.
4. Formative assessments measure learning progress during the instructional process, and formative-assessment results are used to inform instructional adjustments, teaching practices, and academic support.
5. Summative assessments evaluate learning achievement, and summative-assessment results record a student's level of proficiency at a specific point in time.
6. Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.
7. Academic grades communicate learning progress and achievement to students and families, and grades are used to facilitate and improve the learning process.
8. Students are given multiple opportunities to improve their work when they fail to meet expected standards.
9. Students can demonstrate learning progress and achievement in multiple ways through differentiated assessments, personalized-learning options, or alternative learning pathways.
10. Students are given opportunities to make important decisions about their learning, which includes contributing to the design of learning experiences and learning pathways.

1 All learning expectations are clearly and consistently communicated to students + families

…including long-term expectations (such as graduation requirements/standards), short-term expectations (specific learning objectives for learning experiences), and general expectations (performance levels used in the school's grading and reporting system).

1 supporting quotes

"Clear learning goals help students learn better."

—(Seidel, Rimmele, & Prenzel, 2005).

1 supporting quotes

“When students understand exactly what they're supposed to learn and what their work will look like when they learn it, they're better able to monitor and adjust their work, select effective strategies, and connect current work to prior learning (Black, Harrison, Lee, Marshall, & Wiliam, 2004; Moss, Brookhart, & Long, 2011).”

—Susan Brookhart and Connie M Moss,
“Learning Targets on Parade,” Ed Leadership

2 Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students

…regardless of whether they are enrolled in traditional courses or pursuing alternative learning pathways.

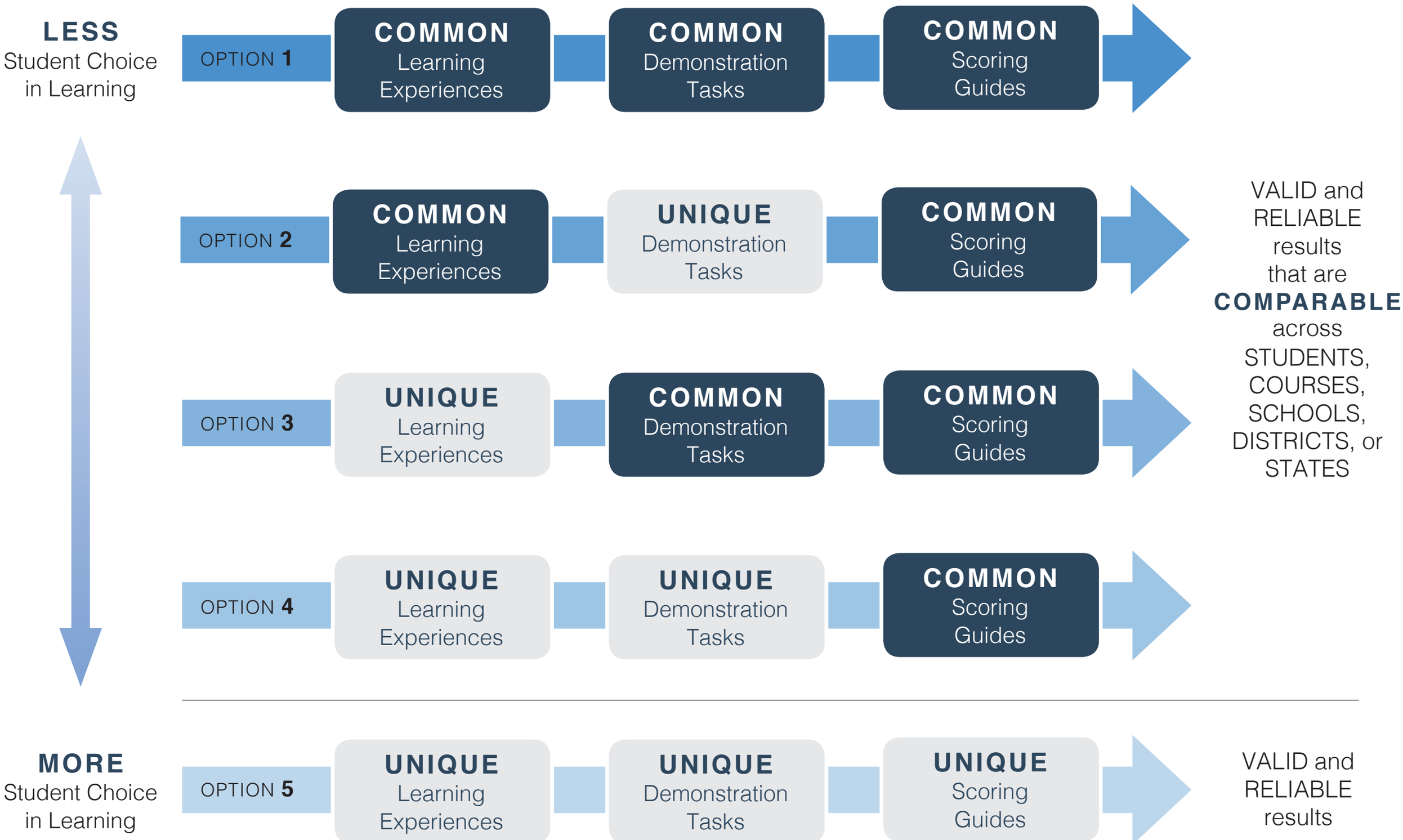
2 supporting quotes

“In 1965, Robert Rosenthal and Lenore Jackson, in a now famous experiment, told a group of teachers that some of the students in their classrooms had been identified by a special Harvard test as being on the brink of rapid intellectual and academic development. Unbeknownst to the teachers, the test didn’t exist at all; the students had simply been randomly labeled as having special aptitudes. By the end of the experiment, many student who had been randomly labeled as special were demonstrating higher IQs than their peers.”

—Bransford, et al (2000). How People Learn: Brain, Mind, Experience, and School.

Assessment Pathways Simplified

A Great Schools Partnership Learning Model



3 All forms of assessment are standards-based and criterion-referenced

…and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons.

3 supporting quotes

"...the school-level variable with the strongest apparent link to student success is “opportunity to learn”; that is, the extent to which a school (1) clearly articulates its curriculum, (2) monitors the extent to which teachers cover the curriculum, and (3) aligns its curriculum with assessments used to measure student achievement. Of these three variables, aligning curriculum to assessments appears to have the strongest link with student achievement.”

—Goodwin, B. (2010).

Changing the odds for student success: What matters most.

4 Formative assessments measure learning progress during the instructional process

…and formative-assessment results are used to inform instructional adjustments, teaching practices, and academic support.

4 supporting quotes

"At least 12 previous meta-analyses have included specific information on feedback in classrooms (Table 1). These meta-analyses included 196 studies and 6,972 effect sizes. The average effect size was 0.79 (twice the average effect). To place this average of 0.79 into perspective, it fell in the top 5 to 10 highest influences on achievement in Hattie's (1999) synthesis…"

—Hattie, John and Timperley, Helen. The Power of Feedback. (2007). Review of Educational Research, Vol. 77, No. 1, pp 88-112.

4 supporting quotes

“In Snow Creek School in Virginia, teachers used collaboratively-designed formative assessment to dramatically increase its students' proficiency in reading,Over the course of two years, the school moved from having 40% of 3rd graders meet the reading proficiency on the state assessment to having 96% of those students achieve proficient status by 5th grade. Math proficiency for the same cohort jumped from 70% to 100%.”

—Stiggins, Rick and DuFour, Rick. (2009). Maximizing the Power of Formative Assessments. Phi Delta Kappan 90: 640-644.

4 supporting quotes

"After analyzing 8,000 studies, researcher John Hattie (1992) commented that 'the most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be dollops of feedback'" (p. 9)

—Hattie, J. (1992). Effects of learning skills interventions on student learning: A meta-analysis. Review of Educational Research 66(2), 99-136.

5 Summative assessments - which are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings -

… evaluate a student’s level of proficiency at a specific point in time.

5 supporting quotes

“Teachers who systematically assess students' academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction. The more frequent the progress monitoring, the more quickly the student can receive appropriate instruction. (Compton, Fuchs, Fuchs and Bryant, 2006.)”

—McInerny, Maurice and Elledge, Amy. (2013). Using a Response To Intervention Framework to Improve Student Learning. American Institutes for Research.

5 supporting quotes

"Mastery must be tested using authentic tasks and scenarios at the heart of "doing" the subject. And instruction for mastery must be designed backward from these cornerstone tasks."

—Wiggins, Grant, & McTighe, Jay. (2005) Understanding By Design: Expanded Edition. Alexandria, VA: ASCD.

6 Academic progress and achievement are monitored and reported separately

…from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.

6 supporting quotes

“Decades of research point to indisputable evidence that grading penalties are far less effective that feedback and personalized learning. Responsive teaching has always reacted to the needs of learners over the agendas of teachers; it is less about delivering a grade than about delivering timely, accurate and specific feedback. (2010)”

— Reeves, D. (2008). Leading to change: effective grading practices. Educational Leadership (volume 65, no. 5).

6 supporting quotes

"There are certainly many things that inspired teacher do not do; they **do not: use grading as punishment; conflate behavioral and academic performance; elevate quiet compliance over academic work**; excessively use worksheets; have low expectations and keep defending low-quality learning as 'doing your best; evaluate their impact by compliance, covering the curriculum, or conceiving explanations as to why they have little or no impact on their students; prefer perfection in homework over risk-taking that involves mistakes."

—Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. London: Routledge. p. 36

6 supporting quotes

"**A grade is supposed to provide an accurate, undiluted indicator of a student's mastery of learning standards.** That's it. It is not meant to be a part of a reward,motivation, or behavioral contract system. If the grade is distorted by weaving in a student's personal behavior, character, and work habits, it cannot be used to successfully provide feedback, document progress, or inform our instructional decisions regarding that student – the three primary reasons we grade."

—Wormeli, R. (2006). Accountability: Teaching through assessment and feedback, not grading. American secondary education, 34(3).

7 Academic grades communicate learning progress and achievement

…to students and families, and grades are used to facilitate and improve the learning process.

7 supporting quotes

"The principal limitation of any grading system that requires the teacher to assign one number or letter to represent course learning is that one symbol can convey only one meaning … **one symbol cannot do justice to the different degrees of learning a student acquires across all learning outcomes**."

—Tombari & Borich, 1999, p. 213 Authentic Assessment in the classroom. Upper Saddle River, J: Merrill/Prentice Hall. (Excerpted in O'Connor, p. 65)

7 supporting quotes

"Because of concerns about student motivation, self-esteem, and the social consequences of grading and reporting, most teachers base their grading procedures on some combination of [product, process, and progress] learning goals. In many cases, they combine elements of product, process, and progress into a single grade or mark. Evidence indicates that teachers also vary the goals they consider from student to students, taking into account individual circumstances."

—Guskey, Thomas and Jane M. Baily (2010). Developing Standards-Based Report Cards. Thousand Oaks, CA: Corwin Press.

7 supporting quotes

“In the best classrooms, grades are only one of many types of feedback provided to students. Music teachers and athletic coaches routinely provide abundant feedback to students and only occasionally associate a grade with the feedback. Teachers in visual arts, drafting, culinary arts, or computer programming allow students to create a portfolio to show their best work, knowing that the mistakes made in the course of the semester were not failures, but lessons learned on the way to success. In each of these cases, "failures" along the way are not averaged into a calculation of the final grade.”

—Reeves, Douglas B. (2008) “Leading to Change: Effective Grading Practices.” Educational Leadership. 65(5). P. 85–87

8 Students are given multiple opportunities

…to improve their work when they fail to meet expected standards.

8 supporting quotes

"Research on academic motivation shows that students learn more deeply when they attribute their to performance to effort rather than to ability, when they have the goal of mastering the material rather than the goal of performing well or not performing, when they expect to succeed on a learning task and value the learning task, when they have the belief that they are capable of achieving the task at hand…"

—National Research Council. (2012). Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century.

9 Students can demonstrate learning progress and achievement in multiple ways

…through differentiated assessments, personalized-learning options, or alternative learning pathways.

9 supporting quotes

"The construct of **self-regulated learning** has been used to design instructional interventions that have improved academic outcomes among diverse populations of students, from early elementary school through college. These interventions have led to improvements in class grades and other measures of achievement in writing, reading, mathematics, and science (Wolters, 2010)."

—National Research Council. (2012). Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century.

9 supporting quotes

"Helping learners choose, adapt, and invent tools for solving problems is one way to facilitate transfer while also encouraging flexibility… One characteristic of experts is an ability to monitor and regulate their own understanding in ways that allows them to keep learning adaptive expertise: this is an important model for students to emulate."

—Bransford, J.D., et al (2000). How People Learn: Brain, Mind, Experience, and School.

10 Students are given opportunities to make important decisions about their learning

…which includes contributing to the design of learning experiences and learning pathways.

10 supporting quotes

"No matter what we decide students need to learn, not much will happen until students understand what they are supposed to learn during a lesson and set their sights on learning it… [U]nless all students see, recognize, and understand the learning target from the very beginning of the lesson, one factor will remain constant: the teacher will always be the only one providing the direction, focusing on getting students to meet the instructional objectives. The students, on the other hand, will focus on doing what the teacher says, rather than on learning. This flies in the face of what we know about nurturing motivated, self-regulated, and intentional learners."

—Zimmerman, B. J. (2001). Theories of self-regulated learning and academic achievement: An overview and analysis.

SAMPLE ACTIVITY

School-Based Activity

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Proficiency-Based Learning:
A Systemic Approach

School-Based Activity:
Considering the research that supports proficiency-based learning

Directions

1. Form small groups of 4-6 educators
2. Divide up the research excerpts among the members of the group
3. Silently read the excerpts assigned to you
4. For each excerpt reviewed, indicate which proficiency-based principle is best supported by it using the worksheet provided
5. After all of the excerpts have been matched to a principle, have each group member summarize the research statement and explain why they felt it supported the principle they matched it to
6. After this step is complete, engage in a small group discussion around the following prompts:
    a. Which principles align with or support practices I currently strive to implement?
    b. Which principles best support the teaching and learning experiences we currently provide for our students?
    c. Which principle might we want to learn more about and aspire to implement this year?

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Proficiency-Based Learning:
A Systemic Approach

PBL Principles	**Research** *(Read the excerpts provided and indicate which Principle(s) each one might support. Discuss your selections with colleagues: Which principles align with and support your current practice? What learning goal might you set for yourself?)*
Standards	
1. All learning expectations are clearly and consistently communicated to students and families, including long-term expectations (such as graduation requirements and graduation standards), short-term expectations (such as the specific learning objectives for a course or other learning experience), and general expectations (such as the performance levels used in the school's grading and reporting system).	
2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students regardless of whether they are enrolled in traditional courses or pursuing alternative learning pathways.	
Assessment	
3. All forms of assessment are standards-based and criterion-referenced, and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons.	
4. Formative assessments measure learning progress during the instructional process, and formative-assessment results are used to inform instructional adjustments, teaching practices, and academic support.	
5. Summative assessments – which are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings – evaluate a student's level of proficiency at a specific point in time.	

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SAMPLE ACTIVITY

Planting the Seed

SCHOOL REFORM INITIATIVE
A COMMUNITY OF LEARNERS

Planting the Seed
A Text Protocol

Developed in the field by educators.

This protocol offers the opportunity for readers to "grow" interpretations of text through conversations with others.

1. Readers read a text and identify two significant ideas (one idea and a back up).
2. On a ½ sheet of card stock, a large post it, or a large index card, write your name as well as record one idea and page number on each side. Write small enough that others can write below the quote.
3. Everyone will stand up and identify a partner to share a quote. After the chooser of the quote shares, the two engage in a conversation about what that quote may mean and what interpretations may arise. The chooser of the quote takes notes on the card immediately below the quote.
4. Switch roles. If the new partner has the same quote that has been chosen, use the back-up that you identified.
5. After the sharing has completed, bid adieu, switch cards and find another place to plant the seed that you have now been given (someone else's quote).
6. Repeat: read the quote you now have (read only the quote, not the notes) and engage in a conversation.
7. Switch.
8. Facilitator can choose how long to plant seeds.
9. At the conclusion of the planting, everyone needs to find the owner of the card.
10. Spend a few moments reading the newly-constructed text and identify any changes or affirmations in thinking that my have occurred.

Debrief the process of Planting the Seed.

Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org

Planting the Seed Worksheet **Planter:** _____

Passage A: _____

Passage B _____

Notes – Round I

Notes – Round II

QUESTIONS

GREAT SCHOOLS PARTNERSHIP

Webinar Series

Next Webinar

March 3, 2015 **Determining Proficiency Levels and Establishing Scoring Criteria**

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THANK YOU FOR PARTICIPATING

Please take a moment to give us some feedback:

http://fs19.formsite.com/GSP1/webinar_eval/index.html