What do you think proficiency-based learning is?

What do you think proficiency-based learning is not?
Sort the Standards

Put all strips on the table
Attempt to categorize standards
Sort the Standards

Graduation Standard
Power Standards
Graduation Competency

Learning Objectives

Performance Indicator
Proficiency-Based Learning
As a Pathway to Equity

October 28, 2016
iNACOL Symposium
From Great Schools Partnership

Tony Lamair Burks II, Senior Associate

Angela Hardy, Director of Coaching
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
Presentation Outcomes

- Clarify the rationale for proficiency-based learning

- Identify the critical elements of a proficiency-based learning system

- Discuss the implications of district and state policy on ensuring equitable college- and career-readiness for high school graduates
What do you think **all students** should know or be able to do to be college, career, and citizenship ready?
High schools ought to be able to prepare students for success in whatever path they choose.
Is not a stand-alone intervention
Is a suite of practices resulting from the thoughtful combination of best practices currently used by expert educators with solid support in the literature.
10 Principles Of Proficiency-Based Learning
Applying the Principles

Review the ten principles and code the principle that:

- makes sense to you and *squares* with your thinking
- is *circling* around in your head because you’re still wondering about it
- might be a challenge to implement and might encounter *roadblocks*
(Un)Common Terms for “Standards”

- DESCRIP'TORS
- GRADUATION STANDARD
- LEARNING TARGETS
- PRIORITY STANDARD
- POWER STANDARDS
- LEARNING OBJECTIVES
- BENCHMARKS
- PROFICIENCY STANDARDS
- COMPETENCIES
- PERFORMANCE INDICATORS
- MEASUREMENT TARGETS
- MASTERY OBJECTIVES
A Graduation Standard

Graduation Standard 3: HISTORY

Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the United States, and the world.
3B. Analyze how historical contexts and enduring themes shaped and continue to shape people’s perspectives.

3C. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past, as it relates to the present.
<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td></td>
<td></td>
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<tr>
<td>Analyze how historical contexts and enduring themes shape and continue to shape people’s perspectives.</td>
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<tr>
<td>Integrate</td>
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</tr>
<tr>
<td>Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past, as it relates to the present.</td>
<td></td>
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</tr>
</tbody>
</table>
Learning Target

Support Formative Assessment Practices

The components of a lesson

For example:

- Students will research Standing Bear...
- Students will compare various sources to ...
Alignment in a **Mastery-Based** Model

Cognitive Demand

- Standards
- Assessment Design
- Demonstration

Scoring Criteria

Instruction + Feedback

Scoring
Alignment in a Traditional Model

Cognitive Demand vs. Intention vs. Reality

- Standards
- Instruction+
- Feedback
- Assessment
- Scoring
Alignment in a **Mastery-Based** Model
Assessment Pathways Simplified
A Great Schools Partnership Learning Model

We believe that reliability results from the careful alignment of demonstrations tasks and instruction with intended learning outcomes. Comparability is possible when teachers assess student work with task-neutral common scoring guides and have time to calibrate their understanding and use. The graphic below represents five general learning pathways and how they can be assessed. While each of these has instructional value, only the first four will lead to greater comparability over time because they are assessed using common scoring criteria. We believe that these pathways are valuable and represent the many ways educators are personalizing learning for students in a proficiency-based learning system.

LESS
Student Choice in Learning

PATHWAY 1
COMMON Learning Experiences
COMMON Demonstration Tasks
COMMON Scoring Guides

PATHWAY 2
COMMON Learning Experiences
UNIQUE Demonstration Tasks
COMMON Scoring Guides

PATHWAY 3
UNIQUE Learning Experiences
COMMON Demonstration Tasks
COMMON Scoring Guides

PATHWAY 4
UNIQUE Learning Experiences
UNIQUE Demonstration Tasks
COMMON Scoring Guides

PATHWAY 5
COMMON or UNIQUE Learning Experiences
COMMON or UNIQUE Demonstration Tasks
UNIQUE Scoring Guides

RELIABLE and COMPARABLE results across STUDENTS, COURSES, SCHOOLS, DISTRICTS, or STATES

MORE
Student Choice in Learning

RELIABLE results

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EQUALITY vs EQUITY
Bucksport High School, ME
9th graders (class of ’17)
Equality vs. Equity
A Snapshot of K-12 Competency Education State Policy Across the United States

**Advanced States**
Those states with comprehensive policy alignment and/or an active state role to build capacity in local school systems for competency education.

**Developing States**
Those states with open state policy flexibility for local school systems to transition to competency education.

**Emerging States**
Those states with limited flexibility in state policy—usually requiring authorization from the state—for local school systems to shift to competency education, for exploratory initiatives and task forces, and/or with minimal state activity to build local capacity.

**No Policies in Competency Education**
States with no state-level activity and enabling policies for competency education. Significant policy barriers may exist, such as inflexible seat-time restrictions.

**ILN States**
The Innovation Lab Network (ILN) is a group of states facilitated by the Council of Chief State School Officers (CCSSO) taking action to identify, test, and implement policies to support student-centered approaches to learning.
Why Proficiency-Based Education?

Clear, universal, rigorous, college & career-ready expectations

- Assessments aligned to standards + indicators
- Consistency in scoring
- Clear, descriptive, actionable feedback
- System of interventions and supports
- Learning pathways and demonstrations

-> Increased attendance, engagement, voice, choice

= Successful student learning
SHIFTING CONCEPTS

What needs to stop?

What remains the same?

What do we need to improve?
Questions?
THANK YOU

Angela Hardy
Director of Coaching
ahardy@greatschoolspartnership.org

Tony Lamair Burks II
Senior Associate
tburks@greatschoolspartnership.org