Wednesday, June 22

Session A:
2:00 PM – 3:15 PM

**PROFICIENCY-BASED LEARNING**

Proficiency-Based Learning 101
Hedges Hall | Marshall Point Room
Presenter:
Kate Gardoqui | Senior Associate, Great Schools Partnership | kgardoqui@greatschoolspartnership.org

In this workshop, participants will learn about the fundamental components of an effective proficiency-based teaching and learning system, learn about an array of resources that can support their work, and identify entry points for transitioning to proficiency-based learning.

**PROFICIENCY-BASED LEARNING**

Reporting Student Progress in Habits of Work
athenaU | Aroostook Room
Presenter:
Don Weafer | Senior Associate, Great Schools Partnership | dweafer@greatschoolspartnership.org

Monitoring and reporting academic achievement separately from work habits, character traits, and behaviors such as attendance, class participation, and turning work in on time can yield a more accurate report card and can increase student motivation.

In this session, participants will learn about habits-of-work reporting and how the practice can help teachers more accurately diagnose learning needs and improve academic interventions and support. Participants will also learn how to communicate the rationale for separating work habits from content knowledge and skills in grading, and how to engage students, faculty, families, and community members in the process. The presentation will include examples of report cards and transcripts from schools that separate the reporting of academic achievement and work habits.

**LEADERSHIP**

Approaching Leadership & Change Mindfully
athenaU | Oxford County Cafeteria
Presenter:
Ted Hall | Senior Associate, Great Schools Partnership | thall@greatschoolspartnership.org

As schools embark on ambitious improvement, the ways in which all of the leaders approach this work can significantly impact the outcomes. Through an examination of key research findings in neuroscience and mindfulness, participants will look at their own leadership strengths and challenges to find ways to improve their work as leaders.
LEADERSHIP

Creating a Culture of Collaboration Through Shared Leadership
Hedges Hall | Seal Harbor Room
Presenters:
Holly Couturier | Assistant Executive Director, MPA | hcouturier@mpa.cc
Katie Thompson | Senior Associate, Great Schools Partnership | kthompson@greatschoolspartnership.org

Shared leadership, distributed leadership, transformative leadership- what are these and how do we get our schools there? In this session, participants will consider aspects of a system of communication, transparency, and accountability that ensures fidelity to the school’s vision, mission, and action plan while honoring and valuing all stakeholder voices. Emphasis will be placed on structures and processes that can help to develop a collaborative, respectful school culture where faculty is involved in critical instructional decisions and the design of professional development that foster a common vision and shared responsibility.

ENGAGEMENT

Talking About Proficiency: What You Need to Know
Hedges Hall | Grindle Point Room
Presenters:
Angela Hardy | Director of Coaching, Great Schools Partnership | ahardy@greatschoolspartnership.org
Jon Ingram | Senior Associate, Great Schools Partnership | jingram@greatschoolspartnership.org

The transition to proficiency-based learning is one of the most important educational strategies being pursued by numerous schools across New England and the country. Yet while nearly everyone agrees that higher academic achievement and stronger student preparation are absolutely essential in today’s world, explaining the rationale behind learning standards and proficiency-based diplomas, or describing new approaches to instruction, assessment, grading, and reporting, can quickly pose a tricky communications dilemma for educators.

In this session, the presenters will discuss a variety of research-based strategies that will help school leaders and educators increase understanding of proficiency-based learning in their communities, including the construction of a compelling narrative, the power of metaphors and specific examples, and the use of language that speaks to the values of parents, families, and community members. Participants will leave with a stronger understanding of how to talk about proficiency-based learning in ways that are comprehensible and compelling to a wide variety of audiences.
How can proficiency-based learning serve students with disabilities? When successfully designed and executed, a proficiency-based system can improve and accelerate learning for all students, clarify academic expectations, enable differentiated instruction, refocus teachers on the assessment of learning rather than compliance, and—above all—ensure equitable access to the curriculum and multiple opportunities for success. In a proficiency-based system, Individual Education Plans (IEPs) can not only address unique learning needs, but they can also scaffold the learning process and move students toward college readiness and postsecondary success.

In this session, the presenters will address the role of Individual Education Plans in a proficiency-based system, including the development of appropriate accommodations to ensure that students with disabilities achieve proficiency.

Participants will leave with a stronger understanding of the components of district-wide and school-wide implementation of proficiency-based learning and a set of resources, such as a district self-assessment and planning tool and action planning template. The resources are designed to guide a leadership team through a thoughtful process that will result in a concrete plan of action, building upon the district’s and/or school’s existing assets in the areas of policy, practice, and community engagement. This session will also focus on the particular role leaders and the leadership team must play, both at the district and school level.
ENGAGEMENT

How Can You Increase Student Voice Across the School?

athenaU | Aroostook Room

Presenters:
Ted Hall | Senior Associate, Great Schools Partnership | thall@greatschoolspartnership.org
Meredith Hawkins | Yarmouth High School '16
Nate Gallagher | Yarmouth High School '16
Anna Parker | Yarmouth High School '18
Sage Watterson | Yarmouth High School '18

In many schools, the primary vehicle for student voice in school-wide matters is through an elected student council where often significant members of the student body do not have a real voice. With help from students from Yarmouth High School, this session will examine ways to increase student voice in the school through reimagined student government, advisor programs, school board representation, and other activities and programs designed to facilitate student voice.

ENGAGEMENT

Talking About Proficiency: What You Need to Know

Hedges Hall | Grindle Point Room

Presenter:
Angela Hardy | Director of Coaching, Great Schools Partnership | ahardy@greatschoolspartnership.org

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Thursday, June 23  
Session C:  
8:30 AM – 9:45 AM

**PROFICIENCY-BASED LEARNING**

Classroom Practice that Supports Proficiency  
Hedges Hall | Marshall Point Room  
Presenters:  
Kasie Giallombardo | Social Studies Teacher, Nokomis Regional High | kgiallombardo@rsu19.org  
Kate Gardoqui | Senior Associate, Great Schools Partnership | kgardoqui@greatschoolspartnership.org  

The transition to a proficiency-based system of teaching and learning can bring changes in the scoring criteria or rubrics that are used to grade student work, the gradebooks that are used to record student progress, and the transcripts that are used to communicate student achievement. This presentation will explore how these changes in grading and reporting can change how teachers approach instruction and assessment. The presenters will share examples from various middle and high school classrooms, and will discuss how different approaches to designing graduation standards, performance indicators, and reporting systems can yield different changes in instruction.

**PROFICIENCY-BASED LEARNING**

Transcripts, Profiles, and Student Recognition  
athenaU | Aroostook Room  
Presenter:  
Ted Hall | Senior Associate, Great Schools Partnership | thall@greatschoolspartnership.org  

As schools transition to proficiency-based diplomas, it is important to be fully prepared with the reporting of student progress through an clear transcript and informative school profile. In addition, a close examination of current practices for student recognition is a critical step in ensuring alignment with the school’s goals. In this session, we will look at transcripts, profiles, and recognition protocols that align with proficiency-based learning.

**LEADERSHIP**

Approaching Leadership & Change Mindfully  
Hedges Hall | Seal Harbor Room  
Presenters:  
Angela Hardy | Director of Coaching, Great Schools Partnership | ahardy@greatschoolspartnership.org  
Jean Haeger | Senior Associate, Great Schools Partnership | jhaeger@greatschoolspartnership.org  

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LEADERSHIP

School & District Planning for Proficiency-Based Learning
Hedges Hall | Grindle Point Room
Presenters:
Katie Thompson | Senior Associate, Great Schools Partnership | kthompson@greatschoolspartnership.org
Jon Ingram | Senior Associate, Great Schools Partnership | jingram@greatschoolspartnership.org

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Session D:
10:15 AM – 11:45 AM

**PROFICIENCY-BASED LEARNING**

Reporting Student Progress in Habits of Work
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Presenters:
Don Weafer | Senior Associate, Great Schools Partnership | dweafer@greatschoolspartnership.org
Kate Gardoqui | Senior Associate, Great Schools Partnership | kgardoqui@greatschoolspartnership.org

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**LEADERSHIP**

Maximizing Professional Learning: Taking PLG to the Next Level
Hedges Hall | Marshall Point Room
Presenters:
Kasie Giallombardo | Social Studies Teacher, Nokomis Regional High | kgiallombardo@rsu19.org
Jean Haeger | Senior Associate, Great Schools Partnership | jheager@greatschoolspartnership.org

An extensive and growing body of research has shown that professional learning groups provide highly effective professional development for educators—when they are well designed, well facilitated, and supported by their schools. In this session, presenters and participants will explore the most effective ways to focus PLGs on building capacity in teachers as they implement personalized, proficiency-based teaching and learning in schools/districts.

**ENGAGEMENT**

Entry Points for Effective School and Community Engagement
athenaU | Aroostook Room
Presenter:
Ted Hall | Senior Associate, Great Schools Partnership | thall@greatschoolspartnership.org

As schools continue to bring about improved practices for student learning, it is very important that all stakeholders in the community are not just informed, but engaged in the changes. In this session, participants will, through a variety of examples, better understand authentic school-community engagement. Using a planning tool, participants will learn about the concept of “planning for the plan” by considering effective entry points for school and community engagement.