IMPLEMENTING PROFICIENCY-BASED LEARNING IN YOUR SCHOOL OR DISTRICT

#NESSC14

AGENDA

Thursday, March 20
- 7:30 a.m. - Registration – Foyer
- 8:30 a.m. - Pre-Conference Sessions (Pre-registration required)
- 11:30 a.m. - Lunch on your own
- 1:00 p.m. - Plenary Session: Re-affirming Our Commitment to Personalized Learning and Voices From Our Schools – Tiffany Ballroom
- 2:15 p.m. - Concurrent Sessions (9 sessions)
- 3:30 p.m. - Break – Break Stations (1st + 2nd floors)
- 3:45 p.m. - Concurrent Sessions (10 sessions)
- 5:00 p.m. - Hor d’oeuvres and Special performance by Cabot School student band, The Limes! – Foyer
- 5:45 p.m. - Networking
  - Special Student Networking Session – Essex/Lennox Room
  - Educator Networking – Foyer
- 7:00 p.m. - Dinner on your own
- 8:00 p.m. - #NESSC14 / #EdChatME: Twitter Chat – Essex/Lennox Room

Friday, March 21
- 7:00 a.m. - Continental Breakfast – Ballroom Terrace + Foyer
- 8:15 a.m. - Plenary Session: Student Voice in the Learning Process – Tiffany Ballroom
- 9:15 a.m. - Concurrent Sessions (10 sessions)
- 10:30 a.m. - Break – Break Stations (1st + 2nd floors)
- 10:45 a.m. - Concurrent Sessions (10 sessions)
- 12:00 p.m. - Lunch and NESSC Awards Ceremony – Tiffany Ballroom + Foyer
- 1:15 p.m. - Concurrent Sessions (9 sessions)
- 2:30 p.m. - Adjournment (no closing ceremony)

#MPA16

all materials at: greatschoolspartnership.org/mpa-2016
From the Great Schools Partnership

Angela Hardy, Director of Coaching
Jon Ingram, Senior Associate
From the Great Schools Partnership
Katie Thompson, Senior Associate
Don Weafer, Senior Associate
Apply the components of implementation of proficiency-based learning to the design of a local school or district plan.
Outcomes

Consider the roles of policy, practice, and public will in school and district-wide implementation of proficiency-based learning.
Outcomes

Explore a framework to begin development of a school or district action plan.
Agenda

Who We Are and What We Believe

Principles of PBL

Critical Considerations - Policy, Practice, Public Will

Resources for Action Planning
Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.
GSP has assisted the **Maine Principals’ Association** with the Summer Leadership Retreat since 2013.
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
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.
## Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

<table>
<thead>
<tr>
<th>Graduation Requirement</th>
<th>Reporting Method</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| 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 |

This work by Great Schools Partnership is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.
## Assessment Pathways Simplified

### A Great Schools Partnership Learning Model

<table>
<thead>
<tr>
<th>Option</th>
<th>Learning Experiences</th>
<th>Demonstration Tasks</th>
<th>Scoring Guides</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 1</strong></td>
<td>COMMON</td>
<td>COMMON</td>
<td>COMMON</td>
</tr>
<tr>
<td><strong>Option 2</strong></td>
<td>COMMON</td>
<td>UNIQUE</td>
<td>COMMON</td>
</tr>
<tr>
<td><strong>Option 3</strong></td>
<td>UNIQUE</td>
<td>COMMON</td>
<td>COMMON</td>
</tr>
<tr>
<td><strong>Option 4</strong></td>
<td>UNIQUE</td>
<td>UNIQUE</td>
<td>COMMON</td>
</tr>
<tr>
<td><strong>Option 5</strong></td>
<td>UNIQUE</td>
<td>UNIQUE</td>
<td>UNIQUE</td>
</tr>
</tbody>
</table>

### LESS Student Choice in Learning

- **Option 1**: COMMON Learning Experiences → COMMON Demonstration Tasks → COMMON Scoring Guides

### MORE Student Choice in Learning

- **Option 5**: UNIQUE Learning Experiences → UNIQUE Demonstration Tasks → UNIQUE Scoring Guides

**VALID and RELIABLE results** that are **COMPARABLE** across **STUDENTS**, **COURSES**, **SCHOOLS**, **DISTRICTS**, or **STATES**
From Standards to Units

- Standards
- Performance Indicators
- Scoring Criteria
- Curriculum Mapping
- Designing Summative Task
- Unit Design
- Instructional Design
- Instruction
- Formative Assessment
- Supports/Interventions
- Students attempt Summative Assessment
- Scoring-with criteria
- Reporting Learning
- Reflection + Refinement
- Supports/Interventions
Planning for PBL

**Policy**
- Engage school board in developing conceptual understanding about proficiency-based learning
- Review existing policies
- Draft new and revised policies
- Collect feedback on draft policies from faculty, staff, students, parents, and local officials
- Refined policies based on feedback
- Adopt new and revised policies

**Practice**
- Establish a district wide proficiency-based committee
- Collaboratively develop the conceptual framework with faculty and staff
- Engage faculty and staff in professional development on proficiency-based learning
- Develop cross-curricular graduation standards
- Develop content-area graduation standards
- Develop performance indicators for cross-curricular and content-area graduation standards
- Align curriculum with performance indicators
- Develop assessments for performance indicators
- Develop instructional units, including learning targets and essential questions
- Develop assessments for achievement of learning targets
- Develop lesson plans

**Community Engagement**
- Create communications plan for proficiency-based learning
- Develop Record Keeping Process, Transcript, and Report Card
- Develop body-of-evidence assessment process for demonstration of cross-curricular graduation standards
- Develop a process for verifying achievement of content-area standards
- Develop system for reporting on the achievement of student learning
- Engage local media
- Engage students, parents, and the public about proficiency-based learning
- Implement system for reporting on the achievement of student learning

**Key**
- Policy
- Practice: Graduation Requirements
- Practice: Instructional System
- Community Engagement

© 2013 This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. Maine Department of Education and Great Schools Partnership.
Policy:
- Engage school board in developing conceptual understanding about proficiency-based learning
- Review existing policies
- Draft new and revised policies
- Collect feedback on draft policies from faculty, staff, students, parents, and local officials
- Refine policies based on feedback
- Adopt new and revised policies

Practice:
- Establish a district wide proficiency-based committee
- Establish a school wide proficiency-based committee
- Collaboratively develop the conceptual framework with faculty and staff
- Engage faculty and staff in professional development on proficiency-based learning
- Engage faculty in professional development on proficiency-based curriculum design and instruction
- Engage faculty in professional development on assessment literacy
- Develop cross-curricular graduation standards
- Develop content-area graduation standards
- Develop performance indicators for cross-curricular and content-area graduation standards
- Align curriculum with performance indicators

Community Engagement:
- Create communications plan for proficiency-based learning
- Develop Record Keeping Process, Transcript, and Report Card
- Develop body-of-evidence assessment process for demonstration of cross-curricular graduation standards
- Develop a process for verifying achievement of content-area standards
- Develop system for reporting on the achievement of student learning
- Engage local media
- Engage students, parents, and the public about proficiency-based learning
- Implement system for reporting on the achievement of student learning.
To what extent do current practices support your school or district vision for personalized learning?

• Are your units, assessments, and learning activities aligned to standards?

• How do current teaching practices support the 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.
Applying the Principles

Review the ten principles and identify:

- the principle you feel is a strength in your school(s)
- the principle that challenges you/your school(s) the most
- the principle(s) that might play a major role in your action plan as you work to implement PBL

Turn and talk with one or two others at your table
How might policy need to be changed to align with your vision?

• Are current policies aligned to your vision of personalized learning?

• To what extent are current policies “high leverage policies” that would promote equity in outcomes for students?
A high leverage policy:

• Increases academic aspirations, achievement and attainment for all students

• Promotes greater equity in learning, performance, or life outcomes for students

• Generates positive ripple effects throughout the educational system
Personalized Learning

District and School Policy Checklist

✓ Graduation Requirements  (Policy File IKF)

✓ Multiple Pathways  (Policy File IKFF)

✓ Academic Recognition: Latin Honors and Grade Point Averages  (Policy File IKD)

✓ Transcripts  (Policy File IKC)

✓ Grading and Reporting System  (Policy File IKA)

✓ Dual Enrollment and Early College  (Policy File IHICDA)

✓ Assessment of Student Learning  (Policy File ILA)
Personalized Learning
District and School Policy Checklist

✓ Promotion, Retention, and Acceleration *(Policy File IKE)*
✓ Demonstrations of Learning, Exhibitions, and Capstone Projects *(Policy File ILA)*
✓ Academic Interventions *(Policy File JCDL)*
✓ Personal Learning Plans *(Policy File ILAPL)*
✓ Portfolios *(Policy Files ILA and ILAPL)*
✓ Attendance *(Policy File JEA)*
✓ Academic Eligibility: Athletics and Co-Curricular Activities *(Policy File JJIC)*
CRITICAL CONSIDERATIONS

PUBLIC WILL

Who needs to be involved?

• How will engagement improve teaching and learning in our schools?

• Who has historically not been at the table?

• What are the barriers to participation?

• What shared values would drive people to participate?
Engagement Spectrum

Informing

- More school directed
- Less community involvement

Seeking Input

- Seeking input

Deciding Together

- Less school directed
- More community involvement
Turn & Talk

What best describes your current efforts?

- Informing
- Seeking Input
- Deciding Together

More school directed
Less community involvement

Less school directed
More community involvement
GLOBAL BEST PRACTICES

An Internationally Benchmarked Self-Assessment Tool for Secondary Learning
## 2.1 VISION, MISSION + ACTION PLAN

### 1 INITIATING

The school has a public vision and mission, but these statements have not been reviewed for many years and no longer reflect the needs of the current student body or the values and contributions of the current staff. The school’s improvement plan does not represent a collective commitment or reflect the expressed values of the school community. State and federal funds for school improvement and professional development often go underutilized or unused. Many major decisions appear to contradict the school’s mission statement, but faculty, students, and parents rarely discuss these inconsistencies. Teaching, assessment, and reporting practices are inconsistent across grade levels, departments, and classrooms.

### 3 DEVELOPING

The school has collaboratively developed a public vision and mission that reflects the contributions and values of diverse stakeholders in the school community, although some staff members and parents remain critical of the school’s new direction. Despite broad-based participation in its development, the action plan tends to reflect the personal interests and desires of a few strong voices. School leaders have discussed the action plan with all staff members and some community leaders. These communication efforts have increased support among parents, the public, and the local media. The principal has presented the school’s action plan to the school board and received general approval of its goals and strategies. Major decisions are increasingly aligned with the school’s vision, mission, and action plan, and instructional practices are being modified to reflect the school’s stated goals and values.

### 5 PERFORMING

In collaboration with staff, students, parents, community members, and local policy makers, the school has created a bold, student-centered, long-term vision for ongoing school improvement and professional growth. The mission and vision statements express a unified value system that is based on personalizing teaching and learning, promoting common high expectations, cultivating student aspirations and ambitions, and nurturing the holistic development and wellness of every student. The language of the vision and mission is clear, understandable, and powerful, and it exemplifies the shared principles and ideals of the school community. These statements have been formally endorsed by the school board, local policy makers, and business and community leaders. The vision and mission are used to guide all budgetary, staffing, and instructional decisions, and to shape annual action plans. The action plan and all relevant documents are publicly available online, and school and community stakeholders are familiar with its major goals and strategies.

### STEP 4 >> SCORE YOUR SCHOOL

Place an X on the scale below to indicate your school’s performance in this dimension.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT ADDRESSED</td>
<td>INITIATING</td>
<td>DEVELOPING</td>
<td>PERFORMING</td>
<td></td>
</tr>
</tbody>
</table>
The school has a public vision and mission, but these statements have not been reviewed for many years and no longer reflect the needs of the current student body or the values and contributions of the current staff. The school’s improvement plan does not represent a collective commitment or reflect the expressed values of the school community. State and federal funds for school improvement and professional development often go underutilized or unused. Many major decisions appear to contradict the school’s mission statement, but faculty, students, and parents rarely discuss these inconsistencies. Teaching, assessment, and reporting practices are inconsistent across grade levels, departments, and classrooms.

In collaboration with staff, students, parents, community members, and local policy makers, the school has created a bold, student-centered, long-term vision for ongoing school improvement and professional growth. The mission and vision statements express a unified value system that is based on personalizing teaching and learning, promoting common high expectations, cultivating student aspirations and ambitions, and nurturing the holistic development and wellness of every student. The language of the vision and mission is clear, understandable, and powerful, and it exemplifies the shared principles and ideals of the school community. These statements have been formally endorsed by the school board, local policy makers, and business and community leaders. The vision and mission are used to guide all budgetary, staffing, and instructional decisions, and to shape annual action plans. The action plan and all relevant documents are publicly available online, and school and community stakeholders are familiar with its major goals and strategies.
Rationale for Action Plan

- Collaboratively developed & shared commitment
- Comprehensive (not initiative-specific and not just PBL)
Rationale for Action Plan

- Leads to student learning outcomes: aspirations, achievement, attainment
- GSP Goals:
  - Increased 5-year HS graduation
  - Increased 2- & 4-year college enrollment
Rationale for Action Plan

- Provides public roadmap, timeline, rationale
- Tangible document to inform leadership team process for monitoring, reflection, and adjustments
Action Planning

- What have you accomplished?
- What have you learned?
- What are your challenges & successes?
- What specific student learning targets can you now set?
Cycle of Action

Higher Student Aspirations, Achievement, and Attainment

WHAT ARE WE GOING TO DO?

STEP 1: Analyze Student Achievement Data
STEP 7: Develop or Refine Action Plan

WHERE ARE WE NOW?

STEP 2: Analyze Existing School Practices
STEP 8: Implement + Monitor Action Plan

WHERE DO WE WANT TO BE?

STEP 3: Identify Internal + External Assets
STEP 5: Determine Student Achievement Goals

WHAT WILL HELP OR HINDER US?

STEP 4: Identify Internal + External Obstacles
STEP 6: Determine Improvement Strategies + Rationale
Action Planning Guidance

Processes

Action

Structure

Caring

Meaning
"OK, all those in favour of delegating decision-making, shrug your shoulders"
Action Planning Guidance
Planning Outcomes

• Consider all initiatives underway
• Incorporate proficiency-based learning
• Address troubling data
• What’s your end product?
• How will you start the new school year?
Action Planning Guidance
Scheduling
Action Planning Guidance
Data Analysis
• What will help our progress?
• What might hinder our progress?
Action Planning Guidance

Goal-Setting
## Sample Implementation Timeline

### Status: On Schedule

### Task Name

<table>
<thead>
<tr>
<th>Status</th>
<th>Task Name</th>
<th>Duration</th>
<th>Start</th>
<th>Finish</th>
<th>Work Days</th>
<th>Used Days</th>
<th>Balance</th>
<th>LEAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structures / Frameworks</td>
<td>District PBL committee is in place</td>
<td>153</td>
<td>9/1/14</td>
<td>2/1/15</td>
<td>110</td>
<td>69</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td></td>
<td>District-wide vision developed collaboratively</td>
<td>212</td>
<td>11/1/14</td>
<td>6/1/15</td>
<td>151</td>
<td>24</td>
<td>127</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conceptual framework in place</td>
<td>151</td>
<td>1/1/15</td>
<td>6/1/15</td>
<td>108</td>
<td>127</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implementation timeline is finalized and shared publicly</td>
<td>92</td>
<td>6/1/15</td>
<td>9/1/15</td>
<td>67</td>
<td>193</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shared understanding of plan throughout district</td>
<td>61</td>
<td>9/1/15</td>
<td>11/1/15</td>
<td>44</td>
<td>236</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduation Policy reflects demonstration of proficiency</td>
<td>61</td>
<td>9/1/15</td>
<td>11/1/15</td>
<td>44</td>
<td>236</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promotion, retention, acceleration policy includes demonstrations of proficiency</td>
<td>61</td>
<td>9/1/15</td>
<td>11/1/15</td>
<td>44</td>
<td>236</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eligibility policy supports proficiency-based learning</td>
<td>61</td>
<td>11/1/15</td>
<td>1/1/16</td>
<td>45</td>
<td>281</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attendance policy includes multiple pathways, connection to habits of work.</td>
<td>61</td>
<td>11/1/15</td>
<td>1/1/16</td>
<td>45</td>
<td>281</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grading policies support student growth and attainment of proficiency</td>
<td>60</td>
<td>2/1/16</td>
<td>4/1/16</td>
<td>45</td>
<td>346</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multiple Pathways policy in place to support learning beyond the classroom</td>
<td>60</td>
<td>2/1/16</td>
<td>4/1/16</td>
<td>45</td>
<td>346</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reporting and Transcript Policies reflect demonstration of proficiency</td>
<td>61</td>
<td>4/1/16</td>
<td>6/1/16</td>
<td>44</td>
<td>389</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic Recognition/Honors policies based on attaining/exceeding proficiency standards</td>
<td>61</td>
<td>9/1/16</td>
<td>11/1/16</td>
<td>44</td>
<td>498</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Policy guidance on assessment, portfolios, exhibitions or demonstrations of learning</td>
<td>61</td>
<td>11/1/16</td>
<td>1/1/17</td>
<td>44</td>
<td>541</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal Learning Plans policy in place to support student ownership of learning</td>
<td>59</td>
<td>1/1/17</td>
<td>3/1/17</td>
<td>43</td>
<td>584</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice - Leadership and Coordination</td>
<td>Needs Assessment - Curriculum, Assessment, Instruction</td>
<td>1461</td>
<td>9/1/14</td>
<td>9/1/18</td>
<td>1045</td>
<td>69</td>
<td>976</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Long-term Professional Development plan</td>
<td>92</td>
<td>3/1/15</td>
<td>6/1/15</td>
<td>66</td>
<td>127</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Common planning time for teachers built into school schedule</td>
<td>1461</td>
<td>9/1/14</td>
<td>9/1/18</td>
<td>1045</td>
<td>69</td>
<td>976</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proficiency-based learning 101: PD to develop shared language, terms, and goals.</td>
<td>487</td>
<td>3/1/15</td>
<td>7/1/15</td>
<td>348</td>
<td>199</td>
<td>149</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Site Visits to PBL Schools</td>
<td>243</td>
<td>9/1/15</td>
<td>5/1/16</td>
<td>174</td>
<td>366</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School-based PBL teams in place, with teacher, student members.</td>
<td>59</td>
<td>1/1/15</td>
<td>3/1/15</td>
<td>42</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School-based PBL teams bi-weekly research and planning meetings</td>
<td>639</td>
<td>8/1/15</td>
<td>5/1/17</td>
<td>456</td>
<td>627</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**GOAL:**

**RATIONALE:**

**STRATEGY:**

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>EVIDENCE</th>
<th>TIMELINE</th>
<th>COORDINATOR</th>
<th>PARTICIPANTS</th>
<th>EXTERNAL SUPPORT</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the specific action steps that will be implemented to support of the goal and strategy above.</td>
<td>Indicate the data and evidence that will be collected and how it will be tracked and analyzed.</td>
<td>Indicate when the proposed action steps will be carried out and when they will be completed.</td>
<td>Name the lead coordinator and supply any relevant information about the role.</td>
<td>List the names of additional participants and describe their roles in the process.</td>
<td>Indicate what role (if applicable) any external support provider will play in carrying out the action step</td>
<td>List the financial and material resources that will be needed to carry out the action step.</td>
</tr>
<tr>
<td>Focus on Student Learning</td>
<td>Weak Plan</td>
<td>Stronger Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals and strategies are defined in such a way as to impact student learning.</td>
<td>Goals define adult performance. The focus of the plan is on structural elements and organizational design. Student learning goals may focus on only one aspect of student performance (e.g., only performance on standardized tests).</td>
<td>Goals clearly define student learning outcomes related to achievement, aspirations and attainment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals are responsive to student learning needs identified through analysis of relevant data.</td>
<td>Student learning goals are established without a clear connection to the school’s existing data.</td>
<td>Student learning goals are defined based upon a thorough analysis of a wide range of student performance data. Established goals are reasonable, achievable and based on historical student learning data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies and action steps align clearly with goals.</td>
<td>Strategies don’t directly align with the stated learning goals. Related actions steps are ambiguous or insufficient to implement the suggested strategies.</td>
<td>There is a clear relationship between the suggested strategies and the goals they are intended to support. The suggested action steps provide a clear and detailed way to implement the set of suggested strategies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies and action steps are grounded in research-based best practices.</td>
<td>The literature on school improvement provides little or no support that the suggested strategies and/or steps will lead to the attainment of the learning goals.</td>
<td>There is research-based support in the literature that the strategies and action steps proposed in the plan will have a positive impact on teaching and learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All school/district initiatives are integrated into the plan in a cohesive and manageable way.</td>
<td>The action plan proposed is stand-alone and makes little or no mention of other initiatives taking place in the district or school.</td>
<td>The action plan brings all initiatives under one umbrella that also illustrates the cohesive and complementary manner in which they combine to reach the stated learning goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measurements</td>
<td>Criteria</td>
<td>Weaker Plan</td>
<td>Stronger Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Data are identified to clearly measure the effectiveness of strategies.</strong></td>
<td>Limited data are identified that would provide evidence of progress toward and/or attainment of the goals.</td>
<td>Each action step lists data that can be collected as evidence of progress or completion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data listed is not relevant to the related strategy or step.</td>
<td>The data identified for collection are indicative of the evidence that would be expected if the related step was completed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Checkpoints are built into the plan to reflect on the implementation of the action steps.</strong></td>
<td>The data, if listed, is not available during the school year to engage in an analysis and reflection.</td>
<td>There are opportunities throughout the year that allow for data analysis and reflection on leading indicators.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Leaders for each aspect of the plan are clearly defined.</strong></td>
<td>It is unclear who is responsible for completing each step outlined in the plan.</td>
<td>Each specific action step lists a person who is responsible for ensuring its implementation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders</td>
<td><strong>Leaders of various aspects of the plan hold a leadership position in the school/district.</strong></td>
<td>The responsibility for completing the steps is limited to a handful of individuals who are primarily administrators or who do not hold a leadership position in the school/district.</td>
<td>There is shared responsibility for completing the steps listed in the plan, and the distribution among the school/district leaders is fair and diverse.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mid-year reflection opportunities are built into the plan.</strong></td>
<td>There are few, if any, opportunities for the leadership team to reflect upon the progress of the plan.</td>
<td>There are scheduled opportunities for the leadership team to examine the data collected to date and engage in a reflection on progress in order to consider possible adjustments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td><strong>Resources indicate a careful analysis of internal and external assets and barriers.</strong></td>
<td>If resources are suggested, they are insufficient to support the completion of the step.</td>
<td>The resources suggested to support the steps are sufficient to ensure effective implementation and take advantage of the assets already available.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Local resources are identified to enhance the local school budget.</strong></td>
<td>The resources listed do not take into consideration the existing assets and/or barriers in the school/district.</td>
<td>Community engagement strategies and resources are clearly identified and relevant to the action plan.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Think about an action plan or other type of plan you’ve developed or used in your school/district. Use the design guide to consider:

1. What aspects of the plan made it particularly strong?

2. In what areas was the plan lacking?

3. What items in the design guide seem particularly important to pay attention to as your group designs your plan?
GOAL 1: INCREASE THE CLASS OF 2018 GRADUATION RATE TO 90% - Graduation leads to success in college, the military and the workplace

GOAL 2: ALL GRADUATES WILL MEET STANDARDS-BASED ACADEMIC COMPETENCIES - A coherent, rigorous curriculum will better support student learning

GOAL 3: INCREASE SCHOOL-WIDE LITERACY RATE TO 85% BY 2017-18 SCHOOL YEAR – Literacy leads to success in all content areas, college and the workplace

GOAL 4: PROVIDE STUDENTS WITH MORE OPPORTUNITIES FOR VOICE AND CHOICE IN THEIR EDUCATIONAL PLANNING - Increased voice increases student engagement

GOAL 5: CREATE A COLLABORATIVE, COLLEGIAL PROFESSIONAL LEARNING ENVIRONMENT - Will provide opportunities to improve practice, analyze data and align curriculum

GOAL 6: PROVIDE TIMELY ACADEMIC INTERVENTIONS FOR ALL STUDENTS - Timely interventions help promote academic success

GOAL 7: PROVIDE MULTIPLE PATHWAYS TO GRADUATION - Increased educational options increase student interest and engagement

A. Teaching and Learning
For each activity you identify as completed, provide evidence in a separate section.
C = Complete; IP = In Progress; NY = Not Yet

<table>
<thead>
<tr>
<th>Required Activity</th>
<th>Aligned GBP Dimension</th>
<th>Deadline</th>
<th>Person(s) Responsible</th>
<th>Goal</th>
<th>Status (C, IP, NY)*</th>
<th>Action steps if not completed (with implementation date and person responsible for its completion)</th>
</tr>
</thead>
</table>
| The school has clearly defined graduation learning standards that lead to college and career readiness (and is on track to adopt these for the start of the 1.3 Academic Expectations) | 1.3 Academic Expectations | December 2014 | All teachers, Administrative Team, Guidance Department | 2    | C                   | Evidence of Completion:  
  1. **XXHS Program of Studies 2014-2015**: This document demonstrates how each course aligns to XXHS Graduation Standards and contributes to graduation requirements.  
  2. **XXHS Scope and Sequence example**: These documents illustrates and outlines the Graduation Standards and recommended teaching orders for each required course at each grade level.  
  3. **XXHS 21st Century Learning Expectations**: This document describes the XXHS 21st Century Learning Expectations that all students must meet in order to earn a diploma; meeting these... |
<table>
<thead>
<tr>
<th>2015-2016 school year.</th>
<th>1.3 Academic Expectations</th>
<th>December 2014</th>
<th>Principal, Superintendent and School Board</th>
<th>2</th>
<th>C</th>
<th>Evidence of Completion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 The school board has taken steps to support proficiency-based graduation through policy and/or adherence to a state requirements (and is on track to adopt these for the start of the 2015-2016 school year).</td>
<td>1.7 Technology Integration</td>
<td>December 2014</td>
<td>Technology Department</td>
<td>2, 5, 6</td>
<td>C</td>
<td>Evidence of Completion:</td>
</tr>
<tr>
<td>3 The school must have adequate bandwidth to support access for all students.</td>
<td>1.8</td>
<td>August</td>
<td>Principal, Assistant</td>
<td>5</td>
<td></td>
<td>Evidence of Completion:</td>
</tr>
</tbody>
</table>

- Each 21st Century Learning Expectation also aligns with a required XXHS Graduation Standard.
- **XXHS School-wide Rubrics**: This website provides access to the school-wide, analytic rubrics that are used to assess students’ proficiency in the XXHS 21st Century Learning Expectations.
- **Crosswalk: Maine Guiding Principles vs. XXHS 21st Century Learning Expectations**: This document shows that through the demonstration of proficiency in XXHS 21st Century Learning Expectations that students also demonstrate proficiency in the Maine Guiding Principles.

**Evidence of Completion:**

1. **MSAD #XX Board Policy IKF**: School board policy in support of proficiency-based diplomas.
2. **MSAD #XX Board Meeting Agenda regarding Policy IKF**
   - December 5, 2013 (Example 1)
   - January 9, 2014 (Example 2)
3. **XXHS Proficiency-based Graduation Presentation**
   - Keynote Presentation: May 15, 2014
   - Board Agenda: May 15, 2014
4. **Board Policy Committee notes on IKFC**
5. **MSAD #XX Extension #4 Application**
6. **MSAD #XX Extension #4 Clarification Document**

**Evidence of Completion:**

1. We currently support a 1-to-1 laptop initiative with heavy emphasis on the Google suite (e.g., Google Docs, Gmail, etc.)
2. **MSAD #XX Technology Site**
3. **MSAD #XX Chromebook Project**
4. Contact: Tech.Director@msadXX.org (District Technology Director)
5. Reported bandwidth: Gigabit to the edge with an external, bidirectional 200MB connection.
**Action Planning**

### Proficiency Based Learning: Sample Implementation Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Task Name</th>
<th>Status</th>
<th>Duration</th>
<th>Start</th>
<th>Finish</th>
<th>Week Days</th>
<th>End Days</th>
<th>Balance</th>
<th>LEAD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GAINING SUPPORT</td>
<td>PHASE 1</td>
<td>183</td>
<td>9/1/14</td>
<td>2/11/16</td>
<td>110</td>
<td>102</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>1.1</td>
<td>On Schedule: CB committees are in place</td>
<td>183</td>
<td>9/1/14</td>
<td>2/11/16</td>
<td>110</td>
<td>102</td>
<td>11</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>1.2</td>
<td>On Schedule: District-wide vision developed collaboratively</td>
<td>212</td>
<td>11/1/14</td>
<td>6/1/15</td>
<td>95</td>
<td>56</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>1.3</td>
<td>On Schedule: Community involved</td>
<td>82</td>
<td>11/1/14</td>
<td>2/11/16</td>
<td>65</td>
<td></td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>2.1</td>
<td>On Schedule: Conceptual plan with criteria in place</td>
<td>187</td>
<td>1/1/15</td>
<td>6/1/15</td>
<td>52</td>
<td>56</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>2.4</td>
<td>On Schedule: Tech budget supports Tech learning needs</td>
<td>182</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>On Schedule: Technology Platform</td>
<td>72</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Task Name</th>
<th>Status</th>
<th>Duration</th>
<th>Start</th>
<th>Finish</th>
<th>Week Days</th>
<th>End Days</th>
<th>Balance</th>
<th>LEAD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IDENTIFICATION OF CONCEPTUAL PLAN</td>
<td>PHASE 1</td>
<td>273</td>
<td>6/1/15</td>
<td>6/15</td>
<td>196</td>
<td>140</td>
<td>56</td>
<td>58</td>
</tr>
<tr>
<td>2.1</td>
<td>On Schedule: Conceptual plan with criteria in place</td>
<td>187</td>
<td>1/1/15</td>
<td>6/1/15</td>
<td>52</td>
<td>56</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>2.2</td>
<td>On Schedule: Timeline is finalized and shared widely</td>
<td>61</td>
<td>4/1/15</td>
<td>6/1/15</td>
<td>44</td>
<td>56</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>2.3</td>
<td>On Schedule: Shared understanding of Plan throughout district</td>
<td>214</td>
<td>3/1/15</td>
<td>6/1/15</td>
<td>10</td>
<td>144</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>2.4</td>
<td>On Schedule: Policy Review completed. Barriers identified</td>
<td>61</td>
<td>11/1/14</td>
<td>11/14</td>
<td>45</td>
<td></td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

### Great Schools Partnership

**ACTION PLANNING TEMPLATE**

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>EVIDENCE</th>
<th>TIMELINE</th>
<th>COORDINATOR</th>
<th>PARTICIPANTS</th>
<th>EXTERNAL SUPPORT</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the specific action steps that will be implemented to support the goal and strategy above.</td>
<td>Indicate the data and evidence that will be collected and how it will be tracked and analyzed.</td>
<td>Indicate when the proposed action steps will be carried out and when they will be completed.</td>
<td>Name the lead coordinator and supply any relevant information about the role.</td>
<td>List the names of additional participants and describe their roles in the process.</td>
<td>Indicate what role (if applicable) any external support provider will play in carrying out the action step.</td>
<td>List the financial and material resources that will be needed to carry out the action step.</td>
</tr>
</tbody>
</table>
## Action Planning Template

<table>
<thead>
<tr>
<th>GREAT SCHOOLS PARTNERSHIP</th>
<th>GOAL:</th>
<th>RATIONALE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTION PLANNING TEMPLATE</td>
<td>STRATEGY:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>EVIDENCE</th>
<th>TIMELINE</th>
<th>COORDINATOR</th>
<th>PARTICIPANTS</th>
<th>EXTERNAL SUPPORT</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the specific action steps that will be implemented to support the goal and strategy above.</td>
<td>Indicate the data and evidence that will be collected and how it will be tracked and analyzed.</td>
<td>Indicate when the proposed action steps will be carried out and when they will be completed.</td>
<td>Name the lead coordinator and supply any relevant information about the role.</td>
<td>List the names of additional participants and describe their roles in the process.</td>
<td>Indicate what role (if applicable) any external support provider will play in carrying out the action step</td>
<td>List the financial and material resources that will be needed to carry out the action step.</td>
</tr>
</tbody>
</table>
Action Planning Process

Directions for beginning the Action Plan:

1. Begin with the biggest challenge you identified in your self-assessment early in the session if you desire, or perhaps another priority you would like to address.

2. Develop a goal to address the challenge or priority, i.e. what would you like your ultimate outcome to be? (measurable, attainable, realistic)

3. Create your first strategy towards achieving that goal.

4. Identify action steps and horizontally flesh out the columns pertaining to your action steps.
Resources

- Proficiency-Based Learning Simplified
- Ten Principles of PBL
- Global Best Practices
- Planning for PBL Flow Chart
- Action Plan Design Guide
- Action Plan Template
- Action Plan Spreadsheet
Proficiency-Based Learning Simplified
A Great Schools Partnership Learning Model

The Great Schools Partnership created Proficiency-Based Learning Simplified to help schools develop efficient standards-based systems that will prepare all students for success in the colleges, careers, and communities of the 21st century. For this reason, our model is focused on prioritizing and assessing the most vitally important knowledge and skills, while also balancing these high academic expectations with the need for flexibility, responsiveness, and creativity in the classroom.

We know that learning standards are powerful instructional assets that can bring focus and coherence to an academic program. But we also recognize that standards are sometimes translated into burdensome instructional checklists that can stifle instructional flexibility and limit learning options. In our model, standards are not checklists but prioritized learning goals that help schools and teachers design more effective academic programs and learning experiences that will meet the distinct needs of each student.

Throughout this website, school leaders and teachers will find detailed guidance on developing a proficiency-based system. We have strived to keep our guidance concise and practical, focusing only on the most essential policies, processes, and practices. In addition, we see our model as an iterative process, and we intend to revise, improve, and expand our resources over time.

For general questions related to Proficiency-Based Learning Simplified, contact Stephen Abbott: sabbott@greatschoolspartnership.org
Questions?
THANK YOU

Angela Hardy
Director of Coaching
ahardy@greatschoolspartnership.org

Jon Ingram
Senior Associate
jingram@greatschoolspartnership.org

482 Congress Street, Suite 500
Portland, ME 04101
207.773.0505
greatschoolspartnership.org
THANK YOU

Katie Thompson
Senior Associate
kthompson@greatschoolspartnership.org

Don Weafer
Senior Associate
dweafer@greatschoolspartnership.org

482 Congress Street, Suite 500
Portland, ME 04101
207.773.0505
greatschoolspartnership.org