PROFICIENCY-BASED LEARNING 101

#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)
From the Great Schools Partnership

Kate Gardoqui, Senior Associate
Outcomes

Shared understanding of core principles of proficiency-based learning.
Outcomes

Shared understanding of a conceptual framework for proficiency-based learning.
Outcomes

Identification of entry points for transitioning to proficiency-based learning.
Agenda

Who We Are and What We Believe

Why Proficiency-Based Learning?

Core Principles of Proficiency-Based Learning

Framework and Entry Points for PBL

Questions?
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.
Why Proficiency-Based Learning?
<table>
<thead>
<tr>
<th>ELA</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>73</td>
</tr>
<tr>
<td>Q2</td>
<td>70</td>
</tr>
<tr>
<td>Q3</td>
<td>70</td>
</tr>
<tr>
<td>Q4</td>
<td>68</td>
</tr>
<tr>
<td>Final</td>
<td>70.25</td>
</tr>
</tbody>
</table>
Reading Comprehension
Reading Interpretation
Writing: Argument
Writing: Informative + Narrative Texts
Writing Process
Writing: Research
Speaking + Listening: Discussion
Speaking + Listening: Presentation
So, what’s the problem with standards?

Robert Marzano pointed out that at one time there were 3,500 performance indicators across 14 content areas K-12.
So, what’s the problem with standards?

“You would have to change schooling from K-12 to K-22. The sheer number of standards is the biggest impediment to implementing standards.”

— Robert Marzano (2001)
(Un)Common Terms for “Standards”

DESCRIPTORS
GRADUATION STANDARD
LEARNING TARGETS
PRIORITY STANDARD
POWER STANDARDS
LEARNING OBJECTIVES
BENCHMARKS
PROFICIENCY STANDARDS
COMPETENCIES
PERFORMANCE INDICATORS
MEASUREMENT TARGETS
MASTERY OBJECTIVES
# Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

<table>
<thead>
<tr>
<th>Graduation Requirement</th>
<th>Reporting Method</th>
<th>Cross-Curricular Graduation Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>Transcripts and Report Cards</td>
<td>5–8 standards taught in all content areas</td>
</tr>
<tr>
<td>YES</td>
<td>Transcripts and Report Cards</td>
<td>Content-Area Graduation Standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5–8 standards for each content area</td>
</tr>
<tr>
<td>NO</td>
<td>Progress Reports</td>
<td>Performance Indicators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards</td>
</tr>
<tr>
<td>NO</td>
<td>Teacher Feedback</td>
<td>Learning Objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators</td>
</tr>
</tbody>
</table>

### Assessment Method

- **Body of Evidence**: Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics.
- **Verification of Proficiency**: Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time.
- **Summative Assessment**: Graded summative assessments are used to evaluate the achievement of performance indicators.
- **Formative Assessment**: Ungraded formative assessments are used to evaluate student learning progress.

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A Graduation Standard Is...

a standard that focuses instruction on the most foundational, enduring, and leveraged concepts and skills within a discipline.
A Performance Indicator

Describes or defines what students need to know and be able to do to demonstrate mastery of a graduation standard.
A Performance Indicator

Is measurable
A Performance Indicator

In aggregate with other, related performance indicators, measures whether a student has met the graduation standard.
Learning Targets Are...

The component parts of a performance indicator - that is, the performance indicator has been broken down into a series of progressive steps and digestible chunks.
The Envelope Please …

• Read the statement on each strip of paper
• Attempt to categorize the statements
  • Cross-curricular Skills
  • Graduation Standards
  • Performance Indicators
  • Learning Targets
# Proficiency-Based Learning Simplified

## A Great Schools Partnership Learning Model

<table>
<thead>
<tr>
<th>Graduation Requirement</th>
<th>Reporting Method</th>
<th>Cross-Curricular Graduation Standards</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| YES                    | Transcripts and Report Cards | 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 | 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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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.
Ten Principles of Proficiency-Based Learning

Review the ten principles silently

Note components of each principle that are a strength for you or your school

Note components of each principle that are an area of growth for you or your school
Ten Principles of Proficiency-Based Learning

Share a strength or an area of growth with one other person at your table.
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.
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
Resources

- Proficiency-Based Learning Simplified
- Assessment Pathways Simplified
- Global Best Practices
- Bloom’s Taxonomy
- Scoring Criteria Design Guide
- Scoring Criteria Design Protocol
- Sample Scoring Criteria
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

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