



I. Policy

1. Engage school board to increase understanding of proficiency-based learning— what it is and why it matters to the different stakeholders
2. Review existing district and school policies to determine what needs to be modified or developed, including what is potentially in conflict with proficiency-based learning
3. Draft new or revised district and school policies
4. Collect feedback on draft policies from faculty, staff, students, parents, and local officials
5. Refine policies based on feedback
6. Adopt new or revised policies

II. Practice

A. Processes

1. Establish a district-level leadership team to plan and coordinate implementation (GS, IS)
2. Establish a school-level leadership team to plan and coordinate implementation (GS, IS)
3. Openly and collaboratively develop the rationale and learning philosophy for proficiency-based learning with faculty, staff, students, parents, and community members (GS, IS)
4. Create a professional-development plan for faculty and staff (IS)
5. Engage faculty and staff in professional development related to curriculum design, instruction, assessment, grading, and reporting (IS)
6. Establish and use professional learning groups to sustain professional development for proficiency-based learning over time (IS)

B. Teaching and Learning

1. Develop cross-curricular graduation standards (GS)
2. Develop content-area graduation standards (GS)
3. Develop performance indicators for cross-curricular and content-area graduation standards (GS)
4. Align standards and performance indicators to learning experiences (i.e. courses, extended learning opportunities, internships, dual enrollment, etc.) (GS)
5. Develop task neutral scoring criteria for cross-curricular and content-area performance indicators
6. Develop summative assessments for performance indicators (GS)
7. Develop instructional units based on standards, enduring understandings, and essential questions (GS)

C. Reporting

1. Develop a process for verifying achievement of cross-curricular performance indicators and graduation standards (GS)
2. Develop a process for verifying achievement of content-area performance indicators and graduation standards (GS)
3. Revise each school's program of studies so that it describes how learning experiences (including pathways) are offered and serves as a guide to the school's new graduation requirements for students, parents, and families (GS, CE)
4. Develop record keeping process, transcript and school profile, and report card.
5. Implement record keeping process, transcript and school profile, and report card.

D. Supports & Interventions

1. Design a data-informed system for supporting student learning during the school day (inside and outside of the classroom).
2. Create processes for proactively helping students review their progress towards proficiency and plan the use of academic support time.
3. Design processes and explore opportunities for students who consistently exceed the standards (note: we're still struggling with this one.... should we explicitly call attention to acceleration and enrichment?)

III. Community Engagement

1. Develop a communications plan for proficiency-based learning
2. Identify a district or school staff member who will be the point person or coordinator for communications related to the implementation plan
3. Engage the community to determine their views on the skills, knowledge, and habits of work that students need, and what kind of learning experiences they believe will prepare students for adult life
4. Dedicate a section of the district and school websites to proficiency-based learning that explains—in accessible language—what proficiency-based learning is, why it matters, and how it works
5. Proactively meet with local media outlets to brief editors and reporters on proficiency-based learning and why it matters
6. Proactively meet with local business, community, and political leaders to brief them on proficiency-based learning and why it matters
7. Hold community forums on the proficiency-based learning plan, using compelling data, images, and presentations to increase understanding
8. Continue to create and publish press releases, blog posts, images, videos, presentations, and other resources related to innovative learning experiences, success stories, and performance gains

NOTES

GS = Practice: Graduation Standards (i.s. the literal requirements of the statute in Maine)

IS = Practice: Instructional System (i.e. while not specific required, these are elements that we recommend are implemented to ensure the successful implementation of PBLs)

CE = Community Engagement