Proficiency-Based Learning Simplified: Supporting Students with Disabilities
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Articulate how a proficiency-based system allows for equitable access to the curriculum and multiple opportunities for success
Consider the role of educators within the IEP process
OUTCOMES

Clarify the process for developing an IEP within a proficiency-based system
AGENDA

Proficiency-Based Learning Simplified

Core Beliefs

IEP Process in a Proficiency-Based System

Showcase Example: Bruce M. Whittier Middle School

Questions?
COMPETENCY

is a student’s ability to transfer learning in and/or across content areas.
MASTERY

is a student’s ability to transfer learning in and/or across content areas.
PROFICIENCY

is a student’s ability to transfer learning in and/or across content areas.
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>
<tbody>
<tr>
<td>YES</td>
<td>Transcripts and Report Cards</td>
<td>Cross-Curricular Graduation Standards 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 5–8 standards for each content area</td>
</tr>
<tr>
<td>NO</td>
<td>Progress Reports</td>
<td>Performance Indicators 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 Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators</td>
</tr>
</tbody>
</table>

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Example

**Standard**
Application of Social Studies Processes, Knowledge, and Skills

**Performance Indicator:**
Distinguish among fact, opinion and reasoned judgment in a text and cite specific textual evidence to support analysis.

MLR A1 b-c, f; CCSS RH 8.1, 8.8
Example

**Standard**
ELA Reading Comprehension: Read and comprehend appropriately complex literary and informational texts independently and proficiently. (CCRA 10)

**Performance Indicator:**
Grade span 6-8
C. Analyze how any genre of text makes connections among and distinctions between individuals, ideas, or events. (RL+RI.3)
Monitoring Student Progress

**Content-Area Graduation Standards**
5–8 standards for each content area

**Performance Indicators**
5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards

**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

**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
Monitoring Student Progress

**Content-Area Graduation Standards**
- 5–8 standards for each content area

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Monitoring Student Progress

- **Content-Area Graduation Standards**: 5–8 standards for each content area.

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- **Verification of Proficiency**: Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time.

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Assessment Pathways Simplified
A Great Schools Partnership Learning Model

LESS
Student Choice in Learning

OPTION 1
COMMON Learning Experiences
COMMON Demonstration Tasks
COMMON Scoring Guides

OPTION 2
UNIQUE Learning Experiences
COMMON Demonstration Tasks
COMMON Scoring Guides

OPTION 3
UNIQUE Learning Experiences
UNIQUE Demonstration Tasks
COMMON Scoring Guides

OPTION 4
UNIQUE Learning Experiences
UNIQUE Demonstration Tasks
UNIQUE Scoring Guides

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

MORE
Student Choice in Learning

VALID and RELIABLE results
We Believe...
We Believe...

All students benefit from being in general education classes, with their peers, in their neighborhood schools.
We Believe...

All students should pursue the same learner outcomes.
We Believe...

Annual IEP goals should reference content area standards.
We Believe...

Educators should work collaboratively to design optimal learning environments for all learners
IEP Process is Driven by Three Questions

Where am I going?
IEP Process is Driven by Three Questions

Where am I now?
IEP Process is Driven by Three Questions

How can I close the gap between where I am now and where I want to go?
Planning For Learning

Inventory of Student Profile → Identification of Goals

Do → Plan → Assess → Revise → Reflect → Do
# PBL + IEP Aligned

<table>
<thead>
<tr>
<th>PBL</th>
<th>IEP</th>
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<tbody>
<tr>
<td>Standards remain the same for all students</td>
<td>Grade level content standards based on age of student</td>
</tr>
<tr>
<td>Ongoing formative assessment demonstrated in various ways</td>
<td>Student proficiency data</td>
</tr>
<tr>
<td>Varied instructional strategies</td>
<td>Focused instruction based on identified strengths</td>
</tr>
<tr>
<td>Technology as support to learning</td>
<td>Accommodations</td>
</tr>
</tbody>
</table>
Clarifying Understanding
Modifications + Accommodations
Changes expectation of student learning
IEP Process Modifications

ELA Standard: Writing Informative and Narrative Texts

Grade 5 Performance Indicator B.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Modified Performance Indicator B.

State the topic.
IEP Process  Accommodations

Adapt the instructional process by using tools + resources to allow access to the standard regardless of disability

Present information in multiple ways and allow for student to express what they know in a variety of ways
ELA Standard: Writing Informative and Narrative Texts

Grade 5 Performance Indicator B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Accommodation
Student uses a graphic organizer to consider how to add details to a topic.
IEP Process
Role of Classroom Instructor

• Communicating grade level standards
• Accommodating for all learners
• Partnering in the design of an optimal learning environment
• Monitoring + reporting academic performance data
IEP Process

Role of Special Education Instructor

- Facilitating communication + meeting structures
- Gathering relevant data from instructors
- Monitoring progress
- Partnering in the design of an optimal learning environment
IEP Process

Role of Student

- Being present + providing personal perspective at the IEP meeting
- Knowing what is expected in the classroom
- Providing evidence of proficiency
- Advocating for a learning environment that works
Role of Administrator

• Promoting decisions in the spirit of school’s core beliefs

• Creating conditions for meeting the needs of all students

• Supporting all members of the IEP team

• Employing adults + resources strategically to support learning for all
Role of Family

- Understanding the IEP process
- Communicating pro-actively with classroom instructors
- Being present + providing personal perspective at the IEP meeting
- Supporting your student and the plan
IEP Process

Key Considerations

- Consider the grade level content standards based on age of student
- Examine Student proficiency data to determine current levels of performance
- Leverage accommodations + assistive technology to allow access to standards
IEP Process

Key Considerations

- Consult with students regularly regarding progress
- Design focused instruction based on identified strengths
Showcase Example:
Integrated Learning Model
Giving students what they need, when they need it

Shannon Shanning
Whittier Middle School
Integrated Learning Model

Develop a collaborative culture of learners
Integrated Learning Model

Identify Essential Standards

Cross-Curricular
Graduation Standards
5–8 standards taught in all content areas

Content-Area
Graduation Standards
5–8 standards for each content area

Performance Indicators
5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards

Learning Objectives
Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators

Where am I going?
Integrated Learning Model

Student Voice: Where am I now?

Common Core Standard:

What is this really asking me to do?:
(Unpack the standard, circle nouns and underline verbs)

What am I able to do as it relates to this standard?:
(Use Aimsweb, Moby Max, Khan, etc.)

Tool Box of Strategies:
What will help me to achieve this goal?

What is my goal?:
(SMART goal format)

What are my barriers?
What prevents me from achieving this goal?
Integrated Learning Model

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Integrated Learning Model

Student Choice:
How are we going to close the gap?

OPTION 3

UNIQUE Learning Experiences
Reading survival - based texts. Researched survival skills. Hands-on application of skills

UNIQUE Demonstration Tasks

COMMON Scoring Guides
Reading + Writing Standards and Common Scoring Criteria

Online Survival Guide
Integrated Learning Model

Benefits

• Students know the standards and their current levels
• Students are engaged and take ownership in their learning
• Students are using the same language + practice of their peers
Co-Teaching Model

Seamless Service Approach for all Learners in the Mainstream Classroom
Co-Teaching in a Proficiency-Based Math Class

- Reflect
- Assess
- Do
- Plan

Identification of Goals
Inventory of Student Profile
Revise

Diagram:
- Assess
- Do
- Plan
- Identify Goals
- Inventory of Student Profile
- Revise
Co-Teaching Model

STEM Challenge

- Co-taught model
- Clear content and cross-curricular expectations for all students
- Strategic facilitation by educator(s)
Co-Teaching Model

STEM Challenge

- Modeling strategies for collaboration
- Multiple opportunities for practice + reflection
Resource

Support Discussion On How To:

• Use professional expertise of staff strategically

• Build in time for collaborative planning

• Consider the role of independent learning + just-in-time learning
GRADING Exceptional Learners

This five-step model provides fair and accurate grades for students with disabilities and English language learners.

Lee Ann Jung and Thomas R. Guskey

http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Grading-Exceptional-Learners.aspx
Questions
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