Proficiency-Based Learning: A Systemic Approach

Webinar: PBL Implementation

May 26, 2015
For **technical support**, please contact Great Schools Partnership: 207-773-0505
All phone lines will be muted during the presentation to reduce background noise.
This webinar is being recorded.

An archive will be posted at:
greatschoolspartnership.org/presentations/vermont-seminar-series/

The link will be emailed to all participants.
Introductions

Ken Templeton, Senior Associate
Great Schools Partnership

Gregg Palmer, Principal
Falmouth High School
Outcomes

• Clear understanding structure for June 2-3 session
Outcomes

• Identification of key areas to consider when leading PBL transitions.
• Preview June Session
• Gregg Palmer: PBL Implementation
• Q + A
June Session

- Combination of Team Time and Workshop Sessions
- Workshop Times will be posted to website and emailed with webinar recording.
- Coaching support, as requested
  - Each team will be assigned a coach to contact for support
- Feedback sessions with other teams, as requested
  - Email Ken Templeton for feedback session: ktempleton@greatschoolspartnership.org
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:30-9:30</td>
<td>Welcome, Plenary</td>
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<td>10:00-11:30</td>
<td>• Assessing Transferable Skills</td>
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<td>• Student Voice</td>
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<td>• Community Engagement</td>
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<td>• Student Work and Norming</td>
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<td>12:00-1:00</td>
<td>Lunch</td>
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## June 2: Schedule

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<th>Time</th>
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<tr>
<td>1:00-2:30</td>
<td>• Assessing Transferable Skills</td>
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<td>• Student Voice</td>
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<td>• Community Engagement</td>
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<td>• PLPs</td>
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<td>3:00-4:30</td>
<td>• Instructional Practice</td>
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<td>• Verification / Reporting</td>
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## June 3: Schedule

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<td>• PLPs</td>
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<td>• Instructional Practice</td>
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<tr>
<td>10:30-12:00</td>
<td>• Panel: VT Educators Using Technology to Innovate for PBL</td>
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<td>• Student Work and Norming</td>
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<td>• Verification / Reporting</td>
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<td>12:00-1:00</td>
<td>Lunch</td>
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<tr>
<td>1:00-2:30</td>
<td>Feedback Sessions</td>
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<td>2:30-3:00</td>
<td>Closing</td>
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Gregg Palmer
Principal
Falmouth High School (ME)
Searsport, Maine

- 250 Students 9-12
- 64% Free/Reduced Lunch
- 83% HS Graduation Rate (2009-2014)
- Historically low postsecondary enrollment
- Coastal fishing community
- Began transition to PBL in 2005
Falmouth, Maine

- 700 Students 9-12
- 4.6% Free/Reduced Lunch
- 94% Graduation Rate (2009-2014)
- Historically high postsecondary enrollment
- Coastal community, Portland suburb
- Began transition to PBL in 2012
Where Did We Start?

- **Searsport**: Standards for Graduation and Courses
- **Falmouth**: Supports for Students, Standards, Common Assessments
Where Did We Start?

- **Searsport**: Created guide for faculty members
- **Falmouth**: Series of “flipped” faculty meetings
- **Both**: PLTs to create common documents and discuss process
Where Did We Start?

- **Searsport**: Series of Community Forums

- **Falmouth**: Sessions before P/T conferences

- **Both**: Information Letters, School Board Reports and Workshops
Similarities and Differences
Standards

- **Searsport**: Graduation Standard Language = Course Standard Language

- **Falmouth**: Course Standard Language can be more content-specific

- **Both**: Graduation Standards are broad
Supports

• **Searsport**: Directed by teachers

• **Falmouth**: Selected by students

• **Both**: Immediate, Quarterly, Yearly supports
Promotion

- **Searsport**: Pass all standards in every course.

- **Falmouth**: C average in course. If specific standards are not met, address them in future courses.
Grading/Reporting Scales

• **Searsport**: 1-4.5

• **Falmouth**: NM, C-A+
Transitioning to PBL: You Will Need…

- Agreed upon learning targets

- Department/content team matrices mapping coverage of learning targets in courses

- Curriculum documents (templates, syllabi, unit plans, rubrics)

- Assessment Strategy (summative/formative) for assuring learning targets are accurately measured

- Skill, content, & just-in-time interventions

- Grading & reporting system
Transitioning to PBL: You Will Need…

Tolerance for discomfort
Proficiency Oriented Systems:

- are modular in nature
- are more transparent
- use targeted, timely feedback to students
- ask students to produce work in an iterative process, then ask both teachers and students to adjust based on results, and then look for improvement and growth
What is IT?

• Make it so students need to improve the quality of their knowledge and skills in order to score higher grades.

• Then build in robust support in order to accommodate the additional work/practice required.

• Finally, represent the results in a more descriptive grading and reporting system.
Signs You’re On The Right Track:

• less extra credit
• more drafts of student work
• allowing/planning for struggle and “failure” in the learning process
• rubrics combining with actual grading
• more re-takes (that can include restrictions)
Signs You’re On The Right Track:

• erasing the boundaries between two quarters and/or the semesters (not storing the grades at those points in time)

• separating academic progress from work habits

• building more practice and support/intervention time for all students
Grading and Reporting

- Getting clear inside the black box
- Rank and sort? Or learning?
- Why rubrics and the rule of 3
- The question of averaging
- Implications for graduation policy and document
- Make your learning targets central to the reporting system
- Averaging down
- Keep the reporting simple and last
Specifics at FHS
All Teachers at FHS:

- Assesses to course learning targets (aligned to content standards)
- Reports to course learning targets
- Delineates between formative & summative assessments
- Has rubrics or scoring guides for summative assessments
- Uses a set of reduced cut points
- Refers to a set of Habits of Work (HOWs)
Academic Focus Time (AFT)

• **Purpose:** Academic support: facilitate make-up homework, quizzes, and other assessments; review for upcoming assessments; preview concepts; and provide students with time to work on group projects.

• **Who:** AFT is available for all students.

• **When:** First hour of Wed / Fri.
Academic Focus Time (AFT)

• **Where:** Teachers in their rooms during AFT. Library, tutoring center, and student services all open to students at this time.

• **Protocol:** Students report to advisor at the beginning of AFT. Students are expected to report to a teacher’s room if s/he has a question or needs help, whether the teacher has requested the student or the student is selecting on their own to go seek help. Students should return to advisory if or when they have received the help they need.

• **Assigning AFT:** Students may be assigned to report to a given teacher(s) during AFT. The student is required to meet with the teacher(s) and will be unexcused absent if they do not.
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<th>Course Learning Target, aligned to Content Standard</th>
<th>Individualized Feedback</th>
<th>Descriptors</th>
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<td>C (partially meets)</td>
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<td>B (meets)</td>
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Questions?
THANK YOU