Proficiency-Based Learning: A Systemic Approach

Webinar: The Flow of a PBL Classroom

March 4, 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

Josh Tripp, Principal
Bucksport Middle School
Ken Templeton
Senior Associate
Great Schools Partnership
• Clear understanding of process for March session meetings
Outcomes

• Identification of key shifts in classroom practice in a proficiency-based classroom.
• Preview March Session
• Homework Reminder
• Josh Tripp: PBL Classroom Shifts
• Q + A
March Session Outcomes

- I can describe structures and practices that promote equitable access to consistent high quality classroom instruction (Tier I).

- I can analyze and refine our multi-tiered intervention practices and systems in my school/district/supervisory union to ensure equitable outcomes for all students (Tier I, II, III).

- I can develop systems to support students accessing flexible learning pathways.
March Session Outcomes

- I can refine my plan based on feedback
• All teams will meet with 1-2 other teams during March or April to give and receive feedback.

• Your team coordinator should email Ken Templeton by Thursday 3/5 stating your preference for March or April.

• We will organize these sessions during team time and GSP coaches will facilitate.
March 11

- High Expectations for Students and Teachers
- Differentiation to Prevent Learning Challenges
- Alignment + Coordination Across Settings
- Team Time
  - Process to prepare for feedback.
March 12

• Intervention Systems
• Team Time (with Feedback sessions)
• Lunch
• Flexible Pathways
• Team Time (45 min)
What does “high quality instruction” mean to you?

- Write a reflection
- Shadow a student
- Visit a classroom
- View a video on our series seminar site (Feb. Materials)
Questions?
Josh Tripp
Principal
Bucksport Middle School
Bucksport, Maine
In The Classroom: Before PBL

- Review HW: 10 minutes
- Present New Material: 25 minutes
- Practice: 5 minutes

Class Time (Minutes)
In The Classroom: Before PBL

Mon | Tues | Wed | Thurs | Fri

Quiz/Test
Early “Tinkering”

- Leadership Team Discussion
- Book Study: *Fair Is Not Always Equal*, by Rick Wormeli
- PLC Reflection and Discussion
- Site Visits - Background
Getting Ready

- Growth Mindset
- Talked with Students
- Established Standard Operating Procedures
- Site Visits - Implementation
Standard Operating Procedures

• Ask a Peer

• Check Your Notes

• Help Board

• Work on Another Problem
In The Classroom: Before PBL

Mon | Tues | Wed | Thurs | Fri

Quiz/Test
In The Classroom: After PBL

Mon

Tues

Wed

Thurs

Fri
Assessment After PBL

Introduce Learning Targets

Practice / Formative Assessment

Feedback

Student Indicates Readiness for Summative Assessment

Feedback
Supports for BHS Teachers

• District-wide support for proficiency-based learning.
• 9th Grade Team and PLCs
• Site Visits to PBL Schools
• Used 76-100 reporting scale
  ‣ All standards must be met, or “incomplete”
Indicators of Success

• What do students think?
• What do teachers think?
• What do data say?
  ‣ Students became more skilled at knowing their readiness for summative assessments.
  ‣ NWEA growth exceeded national average.
  ‣ Increased attendance rates.
  ‣ Use and effectiveness of interventions increased.
  ‣ Failure/Incompletion rate cut by 50%.
Classroom Practice

Use of groups increased from 19% - 33% of classroom observations.
Classroom Practice

Teachers increased coaching/conferencing from 25%-40% of classroom observations.
Other classroom data:

- Student choice increased from 13%-21% of observations.
- The use of multiple, different tasks increased from 34%-44% of observations.
- Literacy strategies increased from 22%-39%.
• “I can…” statements for entire curriculum
• Working on 5-8 “promotion” standards per content area
• 8 new teachers - 24 teachers total.
• Elementary schools use 1-4 report card—will use in 5th grade next year, and phase in over time at the middle school.
Questions?
THANK YOU