PROFICIENCY & SPECIAL EDUCATION
MAKING QUALITY LEARNING WORK FOR ALL STUDENTS

#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)

#MPA16

all materials at:
greatschoolspartnership.org/mpa-2016
From the Great Schools Partnership

Jon Ingram, Senior Associate
Outcomes

Articulate how a proficiency based learning system allows for equitable access to the curriculum and multiple opportunities for success
Outcomes

Consider the role of educators within the IEP process
Outcomes

Clarify the process for developing an IEP within a proficiency based learning system
Agenda

Who We Are and What We Believe

Principles of PBL

Critical Considerations- Policy, Practice, Public Will

Resources for Action Planning
Agenda

GSP’s Approach to Proficiency

Foundational Expectations

Possible Solutions Worth Investigating

Assessment of Standards v Assessment of Tasks
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.
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
## 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>Body of Evidence Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics</td>
</tr>
<tr>
<td>NO</td>
<td>Progress Reports</td>
<td>Content-Area Graduation Standards 5–8 standards for each content area</td>
</tr>
<tr>
<td>NO</td>
<td>Teacher Feedback</td>
<td>Verification of Proficiency Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time</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>Summative Assessment Graded summative assessments are used to evaluate the achievement of performance indicators</td>
</tr>
<tr>
<td>NO</td>
<td>Teacher Feedback</td>
<td>Formative Assessment Ungraded formative assessments are used to evaluate student learning progress</td>
</tr>
</tbody>
</table>

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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

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

OPTION 2

COMMON Learning Experiences
UNIQUE Demonstration Tasks
COMMON Scoring Guides

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

OPTION 3

UNIQUE Learning Experiences
COMMON Demonstration Tasks
COMMON Scoring Guides

OPTION 4

UNIQUE Learning Experiences
UNIQUE Demonstration Tasks
COMMON Scoring Guides

OPTION 5

UNIQUE Learning Experiences
UNIQUE Demonstration Tasks
UNIQUE Scoring Guides

MORE
Student Choice in Learning

VALID and RELIABLE results
From Standards to Units

- Standards
- Performance Indicators
- Scoring Criteria
- Curriculum Mapping
- Designing Summative Task
- Unit Design
- Instructional Design
- Instruction
- Formative Assessment
- Supports/Interventions
- Reporting Learning
- Scoring-with criteria
- Students attempt Summative Assessment
- Reflection + Refinement
- Supports/Interventions
From Standards to Units

- Standards
- Performance Indicators
- Scoring Criteria
- Curriculum Mapping
- Designing Summative Task
- Unit Design
- Instructional Design
- District-wide Planning
- Reporting, Reflection, Refinement
- Instruction, Feedback, Evaluation
- Reporting Learning
- Scoring-with criteria
- Students attempt Summative Assessment
- Supports/Interventions
- Formative Assessment
- Instruction
- Reflection + Refinement
- Reporting Learning
- Scoring-with criteria
- Students attempt Summative Assessment
- Supports/Interventions
- Formative Assessment
- Instruction
- Reflection + Refinement
Proficiency-Based Learning Simplified
A Great Schools Partnership Learning Model

**Graduation Requirement** | **Reporting Method** | **Cross-Curricular** | **Assessment Method**
---|---|---|---
YES | Transcripts and Report Cards | Graduation Standards 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 | Graduation Standards 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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All Standards
All Students
What does this mean?
David Ortiz
<table>
<thead>
<tr>
<th>Batting Average</th>
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<tr>
<td>Slugging</td>
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<tr>
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<tr>
<td><strong>Strike Outs</strong></td>
<td>1664</td>
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<tr>
<td><strong>Bunting</strong></td>
<td>?</td>
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</table>
Would you want Big Papi on your team?
It is clear that in life we can’t all be great at all things—or even average at all things—but we can be successful
Possible Approaches for Students with Disabilities
4722-A 1-C explicitly states that in order to be granted a diploma, students must “(d)eemonstrate proficiency in meeting state standards in all content areas of the system of learning results.” The statute is silent on both how this is determined and whether this applies to performance indicators.
Foundational Expectations

All students are expected to be proficient in every standard in each of the eight disciplines and the Guiding Principles of the Maine Learning Results
Foundational Expectations

Educators in the school district share the assumption and belief that all students can be successful and demonstrate proficiency in each of the graduation standards.
For Students with Disabilities, the IEP Team is highly functioning and carefully considers the accommodations embedded in the approaches that follow in a way that provides the most appropriate supports needed while maintaining the rigor and challenge of the district’s graduation standards.
Foundational Expectations

Each of the Ten Principles of Proficiency-Based Learning is in place in the district.
Ten Principles of Proficiency-Based Learning

Over the past decade, the movement to adopt proficiency-based approaches to teaching, learning, and graduating has gained momentum throughout the United States, as more educators, parents, business leaders, and elected officials recognize that high academic expectations and strong educational preparation are essential to success in today's world. Schools use proficiency-based learning to raise academic standards, ensure that more students meet those higher expectations, and graduate more students better prepared for adult life.

To help schools establish a philosophical and pedagogical foundation for their work, the Great Schools Partnership created the following “Ten Principles of Proficiency-Based Learning,” which describe the common features found in the most effective proficiency-based systems:

1. All learning expectations are clearly and consistently communicated to students and families, including long-term expectations (such as graduation requirements and graduation standards), short-term expectations (such as the specific learning objectives for a course or other learning experience), and general expectations (such as the performance levels used in the school’s grading and reporting system).

2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students regardless of whether they are enrolled in traditional courses or pursuing alternative learning pathways.

3. All forms of assessment are standards-based and criterion-referenced, and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons.

4. Formative assessments measure learning progress during the instructional process, and formative-assessment results are used to inform instructional adjustments, teaching practices, and academic support.

5. Summative assessments evaluate learning achievement, and summative-assessment results record a student's level of proficiency at a specific point in time.

6. Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.

7. Academic grades communicate learning progress and achievement to students and families, and grades are used to facilitate and improve the learning process.

8. Students are given multiple opportunities to improve their work when they fail to meet expected standards.

9. Students can demonstrate learning progress and achievement in multiple ways through differentiated assessments, personalized-learning options, or alternative learning pathways.

10. Students are given opportunities to make important decisions about their learning, which includes contributing to the design of learning experiences and learning pathways.
All learning expectations are clearly and consistently communicated to students + families

...including long-term expectations (such as graduation requirements/standards), short-term expectations (specific learning objectives for learning experiences), and general expectations (performance levels used in the school’s grading and reporting system).
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...and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons.
Formative assessments measure learning progress during the instructional process …and formative-assessment results are used to inform instructional adjustments, teaching practices, and academic support.
Summative assessments - which are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings -

... evaluate a student’s level of proficiency at a specific point in time.
Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.
Academic grades communicate learning progress and achievement...to students and families, and grades are used to facilitate and improve the learning process.
Students are given multiple opportunities ...

to improve their work when they fail to meet expected standards.
Students can demonstrate learning progress and achievement in multiple ways

...through differentiated assessments, personalized learning options, or alternative learning pathways.
Students are given opportunities to make important decisions about their learning

...which includes contributing to the design of learning experiences and learning pathways.
Pathways to Demonstration

Strategy 1

All Standards; all Performance Indicators

Measurement: All performance indicators are met through common means at a minimally accepted level above a common cut score
Strategy 2
All Standards; all Performance Indicators with accommodations

Measurement: All performance indicators are met through common means with accommodations as necessary and appropriate at a minimally accepted level above a common cut score
Pathways to Demonstration

Strategy 3

All Standards; all Performance Indicators Attempted; Non-100% Mathematical Determination

Measurement: Students earn scores on all performance indicators through common means but student demonstration of the graduation standard is based on a different mathematical computation
Pathways to Demonstration

Strategy 4

All Standards; all Performance Indicators Attempted; Accommodated Non-100% Mathematical Determination

Measurement: The same as Strategy 3 accept that a student’s IEP may make accommodations in the usual and common mathematical determination.
Mathematical Determination?

As the statute is quiet on local determination of achievement of standards, instead of mathematically requiring passing scores on all performance indicators, a district could:

- require an average score on performance indicators is above any set cut score; or
- set a % of performance indicator scores that must be above the cut score; or
- identify key performance indicators plus an overall %
PBL + IEP Aligned
PBL + IEP Aligned

PBL

Standards remain the same for all students

IEP
PBL + IEP Aligned

PBL

Standards remain the same for all students

IEP

= grade level content standards based on age of student
PBL + IEP Aligned

PBL

Standards remain the same for all students

Ongoing formative assessment demonstrated in various ways

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= grade level content standards based on age of student
PBL + IEP Aligned

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grade level content standards based on age of student

Student proficiency data
# PBL + IEP Aligned

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IEP Process

Role of Classroom Instructor

- Communicating grade level standards
- Monitoring and reporting academic performance data
- Partnering in the design of an optimal learning environment
IEP Process

Role of Special Education Instructor

- Facilitating communication + meeting structures
- Gathering relevant data from instructors
- Partnering in the design of an optimal learning environment
Role of Student

- Being present and 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
IEP Process

Role of Administrator

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

• Creating conditions for meeting the needs of all students

• Supporting all members of the IEP team
IEP Process

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

• Design focused instruction based on identified strengths

• Develop accommodations and modifications
Next Steps

What excites you?

What puzzles you?

What concerns you?
Questions?
THANK YOU

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jingram@greatschoolspartnership.org

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