

Self-Assessment for Proficiency -Based Education

Policy

Policy Step 1 Engage school board in developing conceptual understanding about proficiency-based learning	N/A	No	In progress	Yes
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A.	Has the school board engaged in a discussion concerning proficiency-based learning?			
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B.	Has the school board reviewed the statute describing the requirements of a proficiency-based diploma?			
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C.	Has the school board had an opportunity to learn about similar successful models currently implemented?			
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D.	Has the board led the development of a mission and vision that supports 21st century learning?	
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E.	Have you shared a framework for the implementation of proficiency-based learning with the school board?	
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F.	Does the school board understand this framework?	
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G.	Does the school board support the framework and the general direction being developed?	
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Policy Step 2 Review existing policies	N/A	No	In progress	Yes
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A.	Has the school board engaged a committee to review current policies to determine which polices need to be revised or replaced?	
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B.	Has the school board developed a plan and timeline for policy revision?	
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Policy Step 3 Draft new and revised policies	N/A	No	In progress	Yes
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A.	Has the board reviewed policies from other districts implementing proficiency-based learning?	
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B.	Has the board's policy committee identified, revised, and written polices that support proficiency-based learning?	
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Policy Step 4 Refine policies based on feedback	N/A	No	In progress	Yes
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A.	Has the board reviewed the feedback from parents and the public?			
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B.	Has the board revised its proposed new policies taking this feedback into account?			
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Policy Step 5 Adopt new and revised policies	N/A	No	In progress	Yes
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A.	Has the board secured approval of the revised policies?			
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B.	Has the board updated its policy manual to reflect the newly passed policies?	
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Practice

Practice Step 1 Establish a district-wide proficiency-based committee	N/A	No	In progress	Yes
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A.	Have you established a district-wide committee focused on proficiency-based learning?	
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B.	Does the committee include representation from each school building and from the central office?	
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C.	Are there central office administrators, principals, and teachers on the committee?	
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Practice Step 2 Establish school-wide proficiency-based committee(s)	N/A	No	In progress	Yes

A.	Have you established a school-based committee or assigned an existing committee to coordinate implementation of proficiency-based learning?	
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B.	Does the committee include representation from various building constituents including students?	
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C.	Are there both administrators and teachers on the committee?	
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Practice Step 3 Collaboratively develop the conceptual framework with faculty and staff	N/A	No	In progress	Yes

A.	Has the faculty engaged in a discussion concerning proficiency-based learning?				
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B.	Have you identified a framework to implement proficiency-based learning?				
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C.	Does the faculty understand this framework?				
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D.	Does the faculty support the framework and the general direction being developed?				
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Practice Step 4 Engage faculty and staff in professional development on proficiency-based learning	N/A	No	In progress	Yes
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A.	Does the district have a comprehensive professional development plan for proficiency-based learning?	
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B.	Does each school have a school-based plan that is coordinated with the district plan?	
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C.	Do the plans provide opportunities for learning for all faculty?	
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Practice Step 5 Engage faculty in professional development on proficiency-based curriculum design and instruction	N/A	No	In progress	Yes
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A.	Does the PD support the development of instructional units aligned with the district's graduation standards and performance indicators?	
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B.	Does the PD plan provide opportunity and time to learn about unit design models?			
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C.	Does the PD plan provide opportunities and time for ongoing support, learning, and feedback?			
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Practice Step 6 Engage faculty in professional development on assessment literacy	N/A	No	In progress	Yes
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A.	Is there a plan in place that provides teachers with the knowledge and skills necessary to develop assessments aligned with district graduation standards and performance indicators?			
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B.	Does the plan provide sufficient time to learn about appropriate assessments for proficiency-based learning?	
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C.	Does the plan provide opportunities for ongoing support, learning, and feedback?	
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Practice Step 7 Develop cross-curricular graduation standards that describe how students demonstrate proficiency in Maine's Guiding Principles	N/A	No	In progress	Yes
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A.	Does the district have clearly identified cross-curricular graduation standards that describe how students demonstrate proficiency in Maine's Guiding Principles?	
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B.	Are these standards aligned with the Common Core and the MLR Guiding Principles?				
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C.	Are these standards understood by a majority of faculty members?				
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D.	Have these standards been integrated into courses or grade levels (which could be multiple)?				
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Practice Step 8 Develop performance indicators for cross-curricular graduation standards that describe how students demonstrate proficiency in Maine's Guiding Principles	N/A	No	In progress	Yes
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A.	Does the district have clearly identified performance indicators for each cross-curricular graduation standard that describe how students demonstrate proficiency in Maine's Guiding Principles at the graduation level?	
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B.	Does the district have clearly identified performance indicators for each cross-curricular graduation standard that describe how students demonstrate proficiency in Maine's Guiding Principles at the 8th grade level?	
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C.	Does the district have clearly identified performance indicators for each cross-curricular graduation standard that describe how students demonstrate proficiency in Maine's Guiding Principles at the 5th grade level?	
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Practice Step 9

Develop body-of-evidence assessment process for demonstration of cross-curricular graduation standards that illustrate how students meet proficiency in Maine's Guiding Principles

N/A

No

In progress

Yes

A.

Has the district created a process to assess student proficiency on the cross-curricular graduation standards to award a diploma that indicates how students are proficient in Maine's Guiding Principles?

B.

Has the district created a process to assess student proficiency on the cross-curricular graduation standards that indicates how students are proficient in Maine's Guiding Principles at the 8th grade level?

C.	Has the district created a process to assess student proficiency on the cross-curricular graduation standards that indicates how students are proficient in Maine's Guiding Principles at the 5th grade level?	
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Practice Step 10 Develop content-area graduation standards	N/A	No	In progress	Yes

A.	Does the district have clearly identified graduation standards for each content area?	
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B.	Are these standards aligned with the Common Core and state learning standards?			

C.	Are these standards understood by a majority of faculty members?			

D.	Have these standards been 'assigned' to courses or grade levels (which could be multiple)?			

Practice Step 11 Develop a process for verifying achievement of content-area standards	N/A	No	In progress	Yes
A.	Has the district developed a process for verifying student proficiency in each content area graduation standard?			

Practice Step 12 Develop performance indicators for content-area graduation standards	N/A	No	In progress	Yes
A.	Does the district have clearly identified performance indicators for each content area graduation standard at the graduation level?			

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B.	Does the district have clearly identified performance indicators for each content area graduation standard at the 8th grade level?			
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C.	Does the district have clearly identified performance indicators for each content area graduation standard at the 5th grade level?			
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Practice Step 13 Develop system for reporting on the achievement of student learning	N/A	No	In progress	Yes
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A.	Has the district created an electronic platform to record, save and analyze information regarding student proficiency on the performance indicators?			
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B.	Do parents and students have access to this information?				
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C.	Do teachers have appropriate access to this information?				
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Practice Step 14 Align curriculum with performance indicators	N/A	No	In progress	Yes
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A.	Are over 50% of all performance indicators aligned in one or more places in the curriculum that all students experience?				
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B.	Are over 75% of all performance indicators aligned in one or more places in the curriculum that all students experience?				
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C.	Are over 90% of all performance indicators aligned in one or more places in the curriculum that all students experience?	
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Practice Step 15 Develop assessments for performance indicators	N/A	No	In progress	Yes

A.	Do all teachers understand how to create and implement appropriate assessments for proficiency-based learning using a variety of methods?	
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B.	Do all students engage in demonstrations of learning (assessments of some sort) that address at least 50% of the performance indicators?			

C.	Do all students engage in demonstrations of learning (assessments of some sort) that address at least 75% of the performance indicators?			

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D.	Do all students engage in demonstrations of learning (assessments of some sort) that address at least 90% of the performance indicators?	
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E.	Has the district developed a process to refine assessments or rubrics based on use, student results, teacher feedback or student feedback?	
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Practice Step 16 Develop instructional units, including learning targets and essential questions	N/A	No	In progress	Yes
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A.	Is there a uniform process in place for designing units of instruction that align with standards?	
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B.	Is there adequate time to support teachers in the design of units of instruction that are aligned with standards?	
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Practice Step 17 Develop assessments for achievement of learning targets	N/A	No	In progress	Yes

A.	Is there a uniform process in place for designing formative assessment of learning aligned with standards?	
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B.	Is there a uniform process in place for designing summative assessment of learning aligned with standards?			

C.	Is there adequate time to support teachers in the design of assessments aligned with standards?			

Practice Step 18 Develop lesson plans	N/A	No	In progress	Yes
A.	Is there a uniform process in place for designing daily lessons that align with standards?			

B.	Is there adequate time to support teachers in the design of daily lessons that are aligned with standards?			

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Community Engagement

Community Engagement Step 1 Collect feedback on draft policies from faculty, staff, students, parents, and local officials	N/A	No	In progress	Yes
A.	Has the board shared these revised policies with the public?			

B.	Has the board solicited and recorded feedback on the proposed policies?			

Community Engagement				
Step 2	N/A	No	In progress	Yes
Develop record keeping process, transcript, and report card				
A.	Has the district reviewed current report cards at all levels?			

B.	Has the district collected evidence-feedback from parents, students or teachers; etc.-regarding potential changes in the report card to better communicate student learning?			

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C.	Has the district created an electronic platform to record, save and analyze information regarding student proficiency on graduation standards?	
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D.	Has the district developed a template for the transcript that reports students' achievement on all of the standards?	
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E.	Has the district revised its school profile document that complements its transcript?	
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F.	Does the student information system (or grading software) in place in the district support the collection and reporting of student progress and achievement on the standards?	
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Community Engagement Step 3 Implement system for reporting on the achievement of student learning	N/A	No	In progress	Yes
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A.	Do all appropriate stakeholders (educators, students, and parents) have timely access to all relevant information?			
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B.	Has training been provided around the use of the record keeping system?			
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C.	Have staff been trained in assessment and reporting in a proficiency-based system?			
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D.	Are resources and learning opportunities available for parents to facilitate understanding of student learning reports?			
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E.	Are resources and learning opportunities available to facilitate students' understanding of their learning reports?	
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Community Engagement				
Step 4 Create communications plan for proficiency-based learning	N/A	No	In progress	Yes

A.	Has the district developed a unifying consistent message that will be used to describe their proficiency-based work?	
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B.	Does the plan contain a timeline for implementation?	
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C.	Does the plan address the various audiences that will be engaged?	
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D.	Are the messaging materials devoid of education jargon and written in accessible language?	
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E.	Has the district engaged the faculty and staff as partners in messaging?	
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F.	Does the plan include specific roles for key champions (e.g. superintendent, principals, school board, town officials, business community, etc.)?	
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Community Engagement Step 5 Engage students, parents, and the public about proficiency-based learning	N/A	No	In progress	Yes
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A.	Do opportunities to communicate the message arise early and often in the plan?	
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B.	Does the plan utilize multiple media and settings (web, email, letters, other social media, meetings, individual conversations, etc.)?	
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C.	Does the plan provide multiple and ongoing opportunities for listening and responding to questions and concerns?	
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D.	Are parents, students, and the public provided with multiple and ongoing opportunities to engage in appropriate aspects of the work?	
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E.	Do students have an active role in communicating their learning process?	
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Community Engagement Step 6 Engage local media	N/A	No	In progress	Yes
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A.	Has the district developed a relationship with members of the local media?	
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B.	Does the district have a plan for communicating its efforts on a regular basis?	
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C.	Are key messaging points written and provided for local media following each public forum or media contact?	
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D.	Do media attend key events such as student demonstrations of learning and public meetings about their proficiency-based work?	
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