

**Network:** BACSGUEST

**Password:** guestbacs20143!

**Resources:**

[greatschoolspartnership.org/ri-champions](https://greatschoolspartnership.org/ri-champions)



# Rhode Island

# Learning Champions

August 8, 2017

Welcome!

# Today's Facilitators

## Great Schools Partnership:

Courtney Jacobs

Erin Dukeshire

Nicole Bradeen

Katie Thompson

Kate Gardoqui

# Partners

**Rhode Island Department of Education**

**Coordinators:**

Cali Cornell, Education Specialist

Kate Schulz, Instructional Improvement  
Specialist

# TODAY'S OUTCOMES

Continue to build a network of Learning  
Champion educators across Rhode  
Island

# TODAY'S OUTCOMES

Explore the role of proficiency-based learning in supporting the development of graduates who are prepared for post-secondary education, work, and life

# TODAY'S OUTCOMES

Revise scoring criteria in alignment with  
Cross-Curricular Performance Indicators



# TODAY'S OUTCOMES

Identify exemplar Content-Area Graduation  
Proficiencies

# Today's Agenda

Welcome, Overview and Building Our Community

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Spotlight on Student Work

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Break

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Revisiting and Revising Cross-Curricular Scoring Criteria

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Lunch

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Defining Content-Area Proficiencies

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Closing in Content Area Groups

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# **Connect!**

## #RILearningChampions

# Logistics

- Restrooms
- Book group meetings at lunch
- Stipend payments

# Norms

# Norms

Assume good intentions

Listen well

Allow others sufficient “air time”

Freely attend to personal needs

Foster good humor

Honor the wisdom and perspectives of all

Respect: time, social media wishes and works in progress

# Building Our Community of Learners



# Proficiencies

- Communication
- Research
- Collaboration
- Problem Solving and Critical Thinking
- Reflection and Evaluation

1. Review the cross-curricular proficiencies
2. Choose one that resonates with you in terms of the skills that you have used most or developed most as an educator

# Proficiencies

- Communication
- Research
- Collaboration
- Problem Solving and Critical Thinking
- Reflection and Evaluation

# Proficiencies

Stand by the chart paper with a proficiency that resonates with you in terms of the skills that you have used most or developed most as an educator

# Form a Trio

Discuss with your partners:

How have used and/or developed this proficiency as an educator?

# Join Another Trio to Form a Group of 6

Discuss with your partners:

How do you help students in your classroom, school or district to develop this proficiency?

Share Out

# Spotlight on Student Work



# Student Work Review

- Focus on: GSP Communication “A”:  
Demonstrate organized communication through varied modes (oral, written, visual and/or performance)
- Aligned to: RI Champions Communication #3:  
Demonstrate organized communication through one or more mode of communication: oral, written, visual, and/or performance, including technology when applicable

# Student Work Review

- Use scoring criteria and reflection questions to guide your review of student work
- Connection between Cross-Curricular and Content Performance Indicators
- Reflection on how student evidence changes over time
- Usefulness and challenges of scoring criteria

# Video

# Student Work Discussion

1. Review student work samples
2. Get together with 2-3 other people at your table
3. Use scoring criteria and reflection questions to guide your discussion of student work

Share Out

Break

# Cross Curricular Work

# Cross Curricular Work

Welcome, review names

Review of work so far and agenda for morning session

- Defined and refined PIs
- Brainstormed Need to Know/Can Do
- Wrote or selected draft scoring criteria



# Review Feedback

- Individually read through the full set of PIs and scoring criteria.
- Note feedback that was given. Consider patterns you see and aspects of the feedback that you particularly notice or wonder about.

# Share Out

Patterns, “Notices”, “Wonders”

# Give Feedback

**In your group of approximately 4 people:**

- Individually read through your assigned PI and scoring criteria.
- Use Scoring Criteria Design Guide to note warm and cool feedback digitally
- Meet with others assigned to your performance indicator to share warm and cool feedback

# Designing/Refining Scoring Criteria Process

## In your performance indicator group:

- Review and/or add to ideas in “What Can I Do? What Do I Need to Know” charts
- Use feedback, samples and feedback to generate and/or revise scoring criteria

## Don't forget to:

- Start with the proficient (3) level of performance
- Review sample drafts
- Use Hess' chart to check on levels of cognitive demand
- Look at the work of other groups to make sure the full set of scoring criteria is coherent and cohesive

# Describing Proficiency

- Work in your small group to generate a one sentence description of the proficiency you have been working on.
- Share sentence ideas.
- Come to consensus on a summary sentence.

# Next Steps

Drafts will be reviewed by Great Schools Partnership and RIDE staff. We will compile a refined draft that you will have an opportunity to review before it is published.

# Exit Ticket

On a post it note, generate a one-sentence description of the proficiency you have been working on with your group.

\*These sentences will be used to craft an overall one sentence description of the Cross- Curricular Proficiency

Lunch



# Content Area Work

# Overview of Content Outcomes

- Content-area proficiencies for K-12 math, science, social studies, and ELA
- Performance indicators for each proficiency, by grade band (K-2, 3-5, 6-8, 9-12)
- Scoring criteria for selected sets of performance indicators, by grade band
- Assessment considerations for sets of content-area and cross-curricular scoring criteria, by grade band

# Content Area Connections

- Connecting with each other
- Connecting with the content area
- Building shared knowledge of standards

# Content-Area Agenda: August 8

Connecting With Content and Each Other

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Reflection: Essential Skills and Knowledge

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Examine RI Standards & Sample Proficiencies / Indicators

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Determine Proficiencies

---

# Content-Area Agenda: August 9

Connecting With Content and Each Other

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Reflection: Essential Skills and Knowledge

---

Examine RI Standards & Sample Proficiencies / Indicators

---

Determine Proficiencies

---

# Content-Area Agenda: Fall

Revise Performance Indicators

---

Select Bundles of Performance Indicators for Assessment Tasks

---

Write Scoring Criteria for Selected Performance Indicators

---

Determine Assessment Considerations for Selected Performance Indicators

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# Content Area Proficiencies

# Powers of Ten

*Reflect and write, individually:*

What are the **100** most important things you want students to know, understand, or be able to do in your content area?



# Powers of Ten

*Reflect and write, individually:*

What are the **10** most important things you want students to know, understand, or be able to do in your content area?

# Powers of Ten

*Reflect and write, individually:*

What is the **1** most important thing you want students to know, understand, or be able to do in your content area?

# Small Group Discussion

- Count off to form groups of 4-5 people.
- Share and discuss your lists of 10 items and of 1 item.
- Agree on 5-8 items, and record them on chart paper.

# Gallery Walk

What do you notice?

What's similar? What's different?

What connections are there to the cross-curricular proficiencies? To state standards?

# Discussion

What do you notice?

What's similar? What's different?

What connections are there to the cross-curricular proficiencies? To state standards?



Graduation Proficiency



Performance Indicator

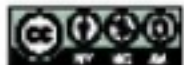


Learning Target

# Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

Graduation Requirement	Reporting Method		Assessment Method
YES	Transcripts and Report Cards	<b>Cross-Curricular</b> Graduation Proficiencies 5–8 standards taught in all content areas	<b>Body of Evidence</b> Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics
YES	Transcripts and Report Cards	<b>Content-Area</b> Graduation Proficiencies 5–8 proficiencies for each content area	<b>Verification of Proficiency</b> Students demonstrate achievement of content-area graduation proficiencies through their aggregate performance on summative assessments over time
NO	Progress Reports	<b>Performance Indicators</b> 5–10 indicators are derived from individual or bundled state standards for each cross-curricular and content-area proficiency that move students toward mastery and the achievement of graduation proficiencies.	<b>Summative Assessment</b> Graded summative assessments are used to evaluate the achievement of performance indicators
NO	Teacher Feedback	<b>Learning Target</b> Learning targets are derived from the content and skills articulated in the state standards. Learning targets guide the design of curriculum and units that move students toward proficiency and the achievement of performance indicators.	<b>Formative Assessment</b> Ungraded formative assessments are used to evaluate student learning progress



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# A Proficiency

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aligns with national and state standards  
and is essential to understanding the  
content area.





# A Proficiency

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requires transfer of knowledge and skills. It describes learning that applies across disciplines and beyond a particular point in time.



# A Proficiency

---

requires high levels of cognitive demand  
and deep conceptual understanding.



# Examine RI Standards

## *Guiding Questions:*

- If you're **less familiar** with the standards document..
  - What do the standards highlight as the most essential knowledge and skills?
  - Where do you see the group's "Powers of Ten" ideas reflected in the standards?
- If you're **more familiar** with the standards document...
  - How do standards build from one grade band to another?
  - How does the standards document inform or add to your thinking about the most essential learning in the content area?

# Examine Samples

Consider both the **organizational structure** of proficiencies and performance indicators and the **knowledge and skills** that have been included.

- What do you **like** about the proficiencies and performance indicators in each sample? What do you see that would be useful?
- What seems **challenging** about the sample?

# Organization / Structure

- What are the possible organizing principles for proficiencies and performance indicators?
- What are the advantages and disadvantages of the various possibilities?
- Select an approach.

# Drafting Proficiencies

Based on this afternoon's reflection, discussion, and reading:

- With your small group, select 4-5 proficiencies.
- Write each proficiency on a separate, large sticky note.

# Round Robin

1. Group #1 shares one of their proficiencies.
2. If your group has a similar proficiency, hold it up. The group discusses whether they agree that the ideas are, in fact, similar enough to be grouped together.
3. Move to the next group, and repeat until all ideas have been shared and grouped.

# Writing Proficiencies

- **Select** a proficiency grouping, and **move** to it.
- Work with other participants who have selected that grouping to:
  - Write a **word or phrase** to name the proficiency.
  - Draft a **descriptive sentence** to describe the proficiency, based on the written ideas and your collective expertise.



# Preparing for Tomorrow

Tomorrow's agenda will begin in mixed content areas. Identify three people from your group to stay with your content area's ideas during tomorrow morning's opening.

# Preview of Tomorrow

Welcome and Overview

---

Connections & Cross-Content Feedback

---

Revise Proficiencies

---

Draft Performance Indicators

---

Lunch

---

Complete Performance Indicator Draft

---

Tune Performance Indicators

---

Closing Activity & Feedback Survey

---

# Feedback

- An online survey will be shared tomorrow to gather feedback on both days of in-person meetings.
- Please bring your folder back tomorrow.
- Write feedback on today's session on post-it notes. The most helpful feedback will be items that can be adjusted before meeting tomorrow:
  - What worked well today?
  - What would you suggest changing for tomorrow?

Day 2

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Explore the role of proficiency-based learning in supporting the development of graduates who are prepared for post-secondary education, work, and life

# TODAY'S OUTCOMES

Revise Content-Area proficiencies, based  
on reflection and feedback

# TODAY'S OUTCOMES

Examine Content-Area Performance  
Indicator examples and draft Performance  
Indicators

# Today's Agenda

Welcome and Overview

---

Connections & Cross-Content Feedback

---

Revise Proficiencies

---

Draft Performance Indicators

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Lunch

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Complete Performance Indicator Draft

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# Connect!

#RILearningChampions



# Norms

# Norms

Assume good intentions

Listen well

Allow others sufficient “air time”

Freely attend to personal needs

Foster good humor

Honor the wisdom and perspectives of all

Respect: time, social media wishes and works in progress

# Building Our Community of Learners

# Connections

- Choose a content area that you did not work with yesterday. Move to that area.

*If you volunteered yesterday afternoon, go to your content area's area. Your role is to listen and answer any clarifying questions.*

- Find a partner. Introduce yourself.

# Think:

What's a favorite learning experience that you've had related to this content area?

- What did you learn?
- How did you learn it? Describe the setting and the people involved in the learning.
- Why or how was the learning valuable to you?

# Partner A:

What's a favorite learning experience that you've had in this content area?

- What did you learn?
- How did you learn it? Describe the setting and the people involved in the learning.
- Why or how was the learning valuable to you?

# Partner B:

What's a favorite learning experience that you've had in this content area?

- What did you learn?
- How did you learn it? Describe the setting and the people involved in the learning.
- Why or how was the learning valuable to you?

# Review Proficiencies

1. **Merge** with another pair. Identify a scribe.
2. **Read** the draft of proficiencies. Consider the Content-Area Proficiencies Design Guide as you read.



# Review Proficiencies

**Discuss** and **record** feedback on the draft on sticky notes.

- **Warm:** What do you like about the list?
- **Cool:** What's unclear? What's missing?
- Make **connections:**
  - Where do you see connections to the cross-curricular proficiencies?
  - Where do you see connections to your (assigned) content area?

**Note:** Record the number of any proficiency on which you are providing specific feedback.

# Wrap Up & Transition

- Post sticky notes on the appropriate proficiency chart paper.
- GSP Coaches will bring chart paper to your groups.
- Move into content-area groups.

# Content Area Work

# Revise Proficiencies

# Gallery Walk

- What themes do you notice in the feedback?
- Add any additional feedback of your own.
- What feedback do you want to act on?

# Group Discussion

Regarding the overall set of proficiencies, what feedback do you want to act on?

# Revise

Form small groups to revise individual proficiencies, based on feedback.

# Revisit Performance Indicators





Graduation Proficiency



Performance Indicator

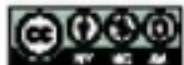


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# A Performance Indicator

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Describes or defines what students need to know and be able to do to demonstrate mastery of a graduation proficiency.



# A Performance Indicator

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Is measurable.



# A Performance Indicator

---

Students can demonstrate their performance over time.



# A Performance Indicator

---

The aggregation of students' mastery of these performance indicators measures whether a student has met the graduation proficiency.





# Design Guide

## for performance indicators

Criteria	Weaker Statements	Stronger Statements
<b>Alignment</b> <i>To what extent do the statements align with and describe the essential skills within the relevant graduation proficiency?</i>	<ul style="list-style-type: none"> <li>Individually, define knowledge and skills which are not essential to the graduation proficiency;</li> <li>Taken together, the indicators fail to define the essential skills and knowledge within the graduation proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>Use precise, descriptive language to define the essential skills and knowledge that demonstrate mastery in the graduation proficiency;</li> <li>Taken together, the indicators define the essential skills and knowledge within the graduation proficiency.</li> </ul>
<b>Transfer</b> <i>Do the statements describe knowledge, and skills that can be applied across multiple disciplines and that will be of value beyond a particular point in time?</i>	<ul style="list-style-type: none"> <li>Describe topics that are only relevant to or applicable within a unit, textbook, resource, course, or program;</li> <li>Focus on factual content without connecting the statements to enduring cross-curricular and content-specific skills.</li> <li>Are “nice to know” but not essential for students to learn if they are going to succeed in the next unit, course, or grade level.</li> </ul>	<ul style="list-style-type: none"> <li>Require students to develop an understanding of relationships among principles, theories, and/or concepts;</li> <li>Require students to develop and demonstrate skills and knowledge that will endure throughout their education, professional careers, and civic lives.</li> <li>Answers the question: “What do we want students to remember, understand, and be able to do several years from now, perhaps long after they have forgotten the details?”</li> </ul>
<b>Cognitive Demand</b> <i>Does the statement encourage higher order thinking, deep conceptual understanding and transferable skill acquisition?</i>	<ul style="list-style-type: none"> <li>Require only basic recall and lower-level cognitive skills, such as identifying, defining, summarizing, or listing;</li> <li>Do not require the application of knowledge to diverse or novel problems, texts, or situations.</li> </ul>	<ul style="list-style-type: none"> <li>Require students to demonstrate higher-order cognitive skills such as reasoning, analyzing, planning, interpreting, hypothesizing, investigating, or creating;</li> <li>Require the application of knowledge to diverse or novel problems, texts, or situations.</li> </ul>

# Design Guide

## for performance indicators

Criteria	Weaker Statements	Stronger Statements
<b>Assessment Facilitation</b> <i>Are the statements measurable? To what extent does the statement encourage multiple and varied types of assessment?</i>	<ul style="list-style-type: none"><li>● Fail to describe in precise and understandable language what will be measured;</li><li>● Are so discrete and numerous that it would be unmanageable for a teacher to grade and track all of them, or to support complex reasoning / higher order thinking.</li><li>● Suggest that a single task or activity can be considered a valid demonstration of proficiency.</li><li>● Are so complex that the details associated within the indicator are unmanageable and challenging to assess as a whole.</li></ul>	<ul style="list-style-type: none"><li>● Help define the specific knowledge and skills that will be assessed and measured;</li><li>● Are detailed enough to give the student helpful direction;</li><li>● Are more fine-grained than graduation proficiencies, but broad enough to be assessed with a complex summative assessment task;</li><li>● Allow for multiple and varied options for students to demonstrate evidence of learning.</li></ul>



# Content Area Performance Indicators

# Design Teams

Design Teams are groups of Learning Champions who share a focus on a particular grade band and content area (i.e. K-2 science, 9-12 Math).

# Move Into Design Teams

Select a note-taker, a time-keeper, and a facilitator.

# Protocol: Defining Performance Indicators

1. Select a standard (5 min)
2. Identify possible performance indicators. (10 min)
3. Share. (5 min)
4. Limit the list. (7 min)
5. Refine the list. (8 min)
6. Repeat for other standards.

*Note: If your Design Team is large enough, you may decide to split into partners. Then you can tune and coordinate one another's work, using the protocol on the handout.*

# Performance Indicator Criteria

1. Is there clear **alignment** between the graduation proficiency and the performance indicator?
2. Is each performance indicator what we want students to **understand and be able to do several years from now**, perhaps long after they have forgotten the details?
3. Do the performance indicators suggest **assessment**?
4. Are the performance indicators **measurable**?

# Tune Within Design Teams

(If teams opt to split into partners)

1. Read the other small group's list of indicators. Provide warm and cool feedback, using the Design Guide criteria. **(15 min)**
2. Exchange feedback. Make decisions as a Design Team about alignment of any indicators that are listed under multiple standards. **(5 min)**
3. Return to small groups, and revise your list of indicators, based on the feedback you received. **(15 min)**

Lunch

# Feedback Rounds



# Feedback

## Process

- Short context/overview from each design team re: any important considerations in their draft and/or any areas on which they particularly need feedback
- Feedback rounds-capture feedback digitally or on hard copy sheets
- Time to meet with your design team to review feedback and make revisions

# Assessment Preparation

# Assessment Preparation Process

- In your design team, discuss and capture ideas for which performance indicators you may want to include in an assessment task in the fall
- Consider content and cross-curricular performance indicators
- Capture your ideas in the “Need to Know/Can Do” document
- Begin to fill in “Need to Know/Can Do” charts for selected content area PIs

# Closing

# Closing

## On your star record:

- One skill or concept you helped to define over the last two days that will lead our students to be prepared for citizenship, career and college

OR

- One action you will take in your school, district and/or community that will move this work forward and help to ensure equitable outcomes for students

# Next Steps and Feedback

Webinar

Future Sessions

Feedback

# Questions?

## **State Policy Context: Strategic Plan and State Regulations**

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Kate Schulz | Instruction Improvement Specialist | RIDE  
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## **Session & Webinar Content**

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## **Logistics: Webinars, Events, Registration, Document Access**

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# Thank You