



Proficiency-Based Learning Simplified

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Orleans Central Supervisory Union

TODAY'S PRESENTER

From Great Schools Partnership

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**Who's In
the Room?**

Outcomes

Shared understanding of core principles of proficiency-based learning.

Outcomes

Recognize the research that supports proficiency-based learning as a suite of best practices

Agenda

Welcome and Overview

Microlab Activity

Core Principles of Proficiency-Based Learning

Research Supporting Proficiency-Based Learning

Principles to Practice

Questions/Answers and Closing

Proficiency

is a student's ability to transfer learning in and/or across content areas.

Microlab Activity

- Find two other colleagues and sit close
- Identify group members as A, B, or C
- Three rounds with a different focus question
- During each person's time, the other two listen carefully, but do not respond

Microlab Guidelines

- Each person has equal time to talk (one minute/prompt).
- The listener(s) should not interrupt, interpret, paraphrase, analyze, give advice or break in with a personal story while the speaker is talking.
- Confidentiality should be maintained.

Microlab Activity

Question 1

Think back to your own school experience and a time when you really became proficient at something in school. What happened?

Microlab Activity

Question 2

What excites you about transitioning to Proficiency-Based Learning?

Microlab Activity

Question 3

What questions come up for you in transitioning to Proficiency-Based Learning?

Microlab Activity

Debrief this activity as an opening activity and how it can be used in the work in your schools.

What is Proficiency-Based Learning?

Proficiency

is a student's ability to transfer learning in and/or across content areas.

PROFICIENCY-BASED LEARNING

Is not a stand-alone intervention

PROFICIENCY-BASED LEARNING

Is a suite of practices resulting from the thoughtful combination of best practices currently used by expert educators with solid support in the literature

Where do we want to go?

Pathway 1 - Principles

Pathway 2 - Research

Guiding Questions

Guiding Questions

Proficiency-Based Learning is driven by three powerful questions for educators and learners



Where do I want to be?

Guiding Questions

Proficiency-Based Learning is driven by three powerful questions for educators and learners



Where am I now?

Guiding Questions

Proficiency-Based Learning is driven by three powerful questions for educators and learners



How can I close the gap?

10 Principles Of Proficiency-Based Learning

Applying the Principles

Read the ten principles. Identify the principle that:

- you feel most *confident* about
- *challenges* you the most
- *excites* you the most

Learning Standards

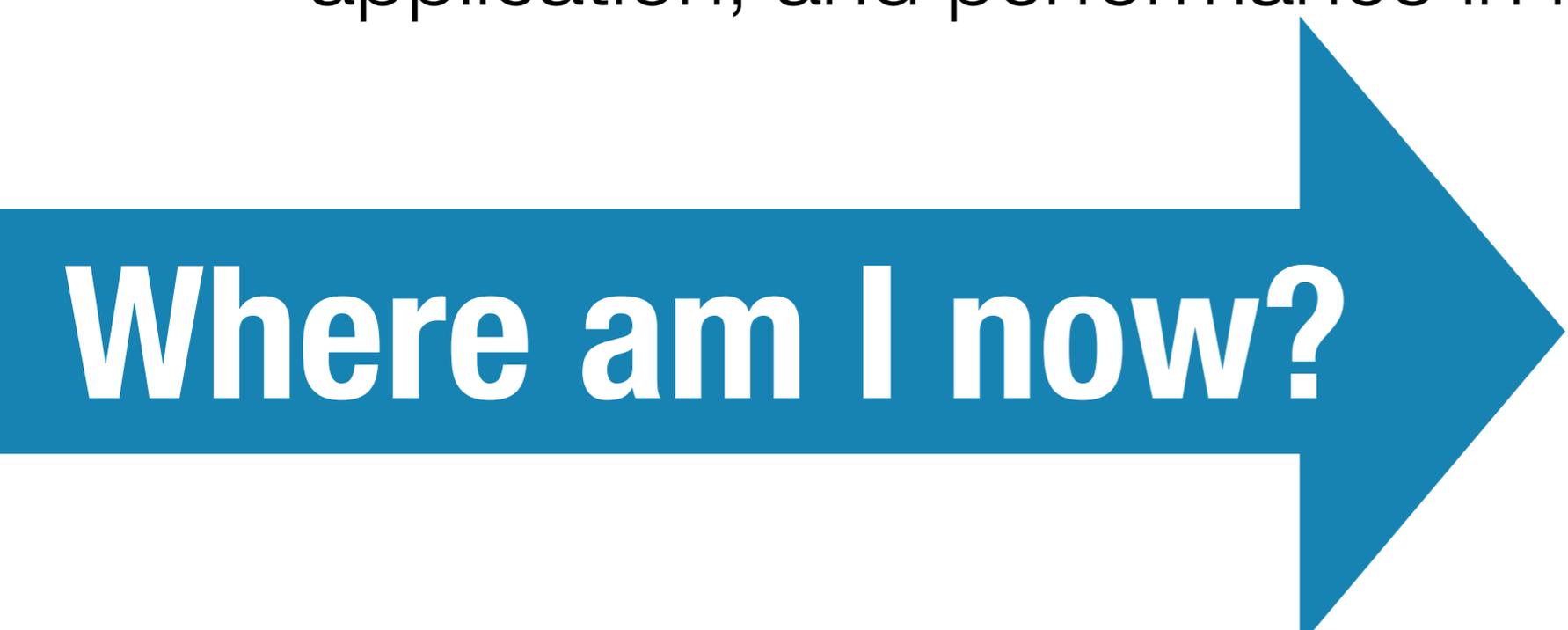
1. All learning expectations are clearly and consistently communicated to students + families
2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students



Where do I want to be?

Assessment Practices

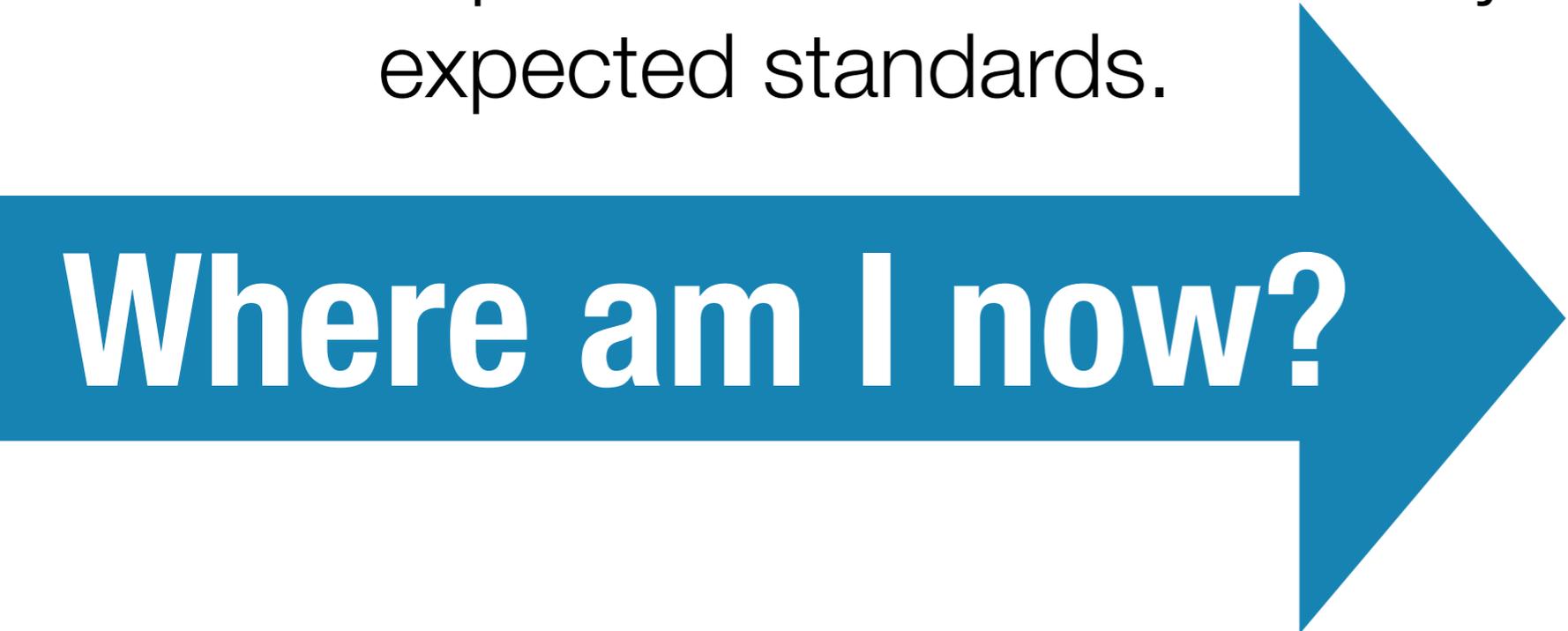
3. All forms of assessment are standards-based and criterion-referenced
4. Formative assessments measure learning progress during the instructional process
5. Summative assessments - which are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings



Where am I now?

Grading + Reporting

6. Academic progress and achievement are monitored and reported separately
7. Academic grades communicate learning progress and achievement
8. Students are given multiple opportunities to improve their work when they fail to meet expected standards.



Where am I now?

Instructional Strategies

9. Students can demonstrate learning progress and achievement in multiple ways
10. Students are given opportunities to make important decisions about their learning



How can I close the gap?

Applying the Principles

Discuss with a partner, the principles

- you feel most *confident* about
- *challenges* you the most
- *excites* you the most

RESEARCH SUPPORTING

Proficiency-Based Learning

- ➔ PBL is not a “thing” —it’s a constellation of practices supported by research.
- ➔ Some of the research is new; some is from seminal works in education.
- ➔ Review 10 principles before we dig into some of the research.

RESEARCH GIVE AND GO

1. Read your research brief.
2. Boil it down to 1-2 sentences.
3. Go find 4-5 more pieces of research from other people. Align to principles.
4. Return to your group.

RESEARCH GIVE AND GO

Using the research you've gathered, summarize what you've learned.

What do you need + want to keep in mind as you move this work forward in this district?



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Research Evidence

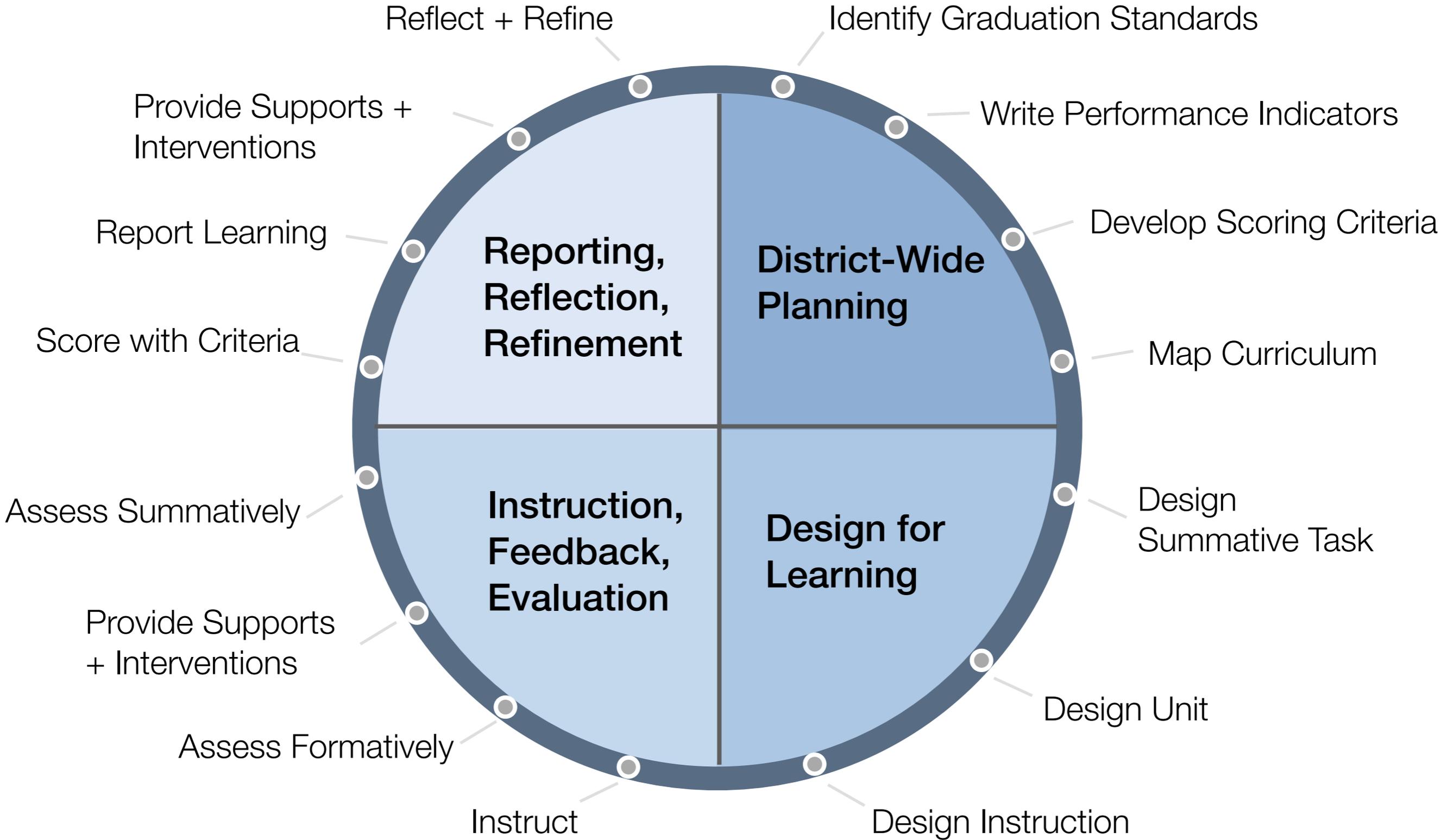
Proficiency-Based Learning Simplified

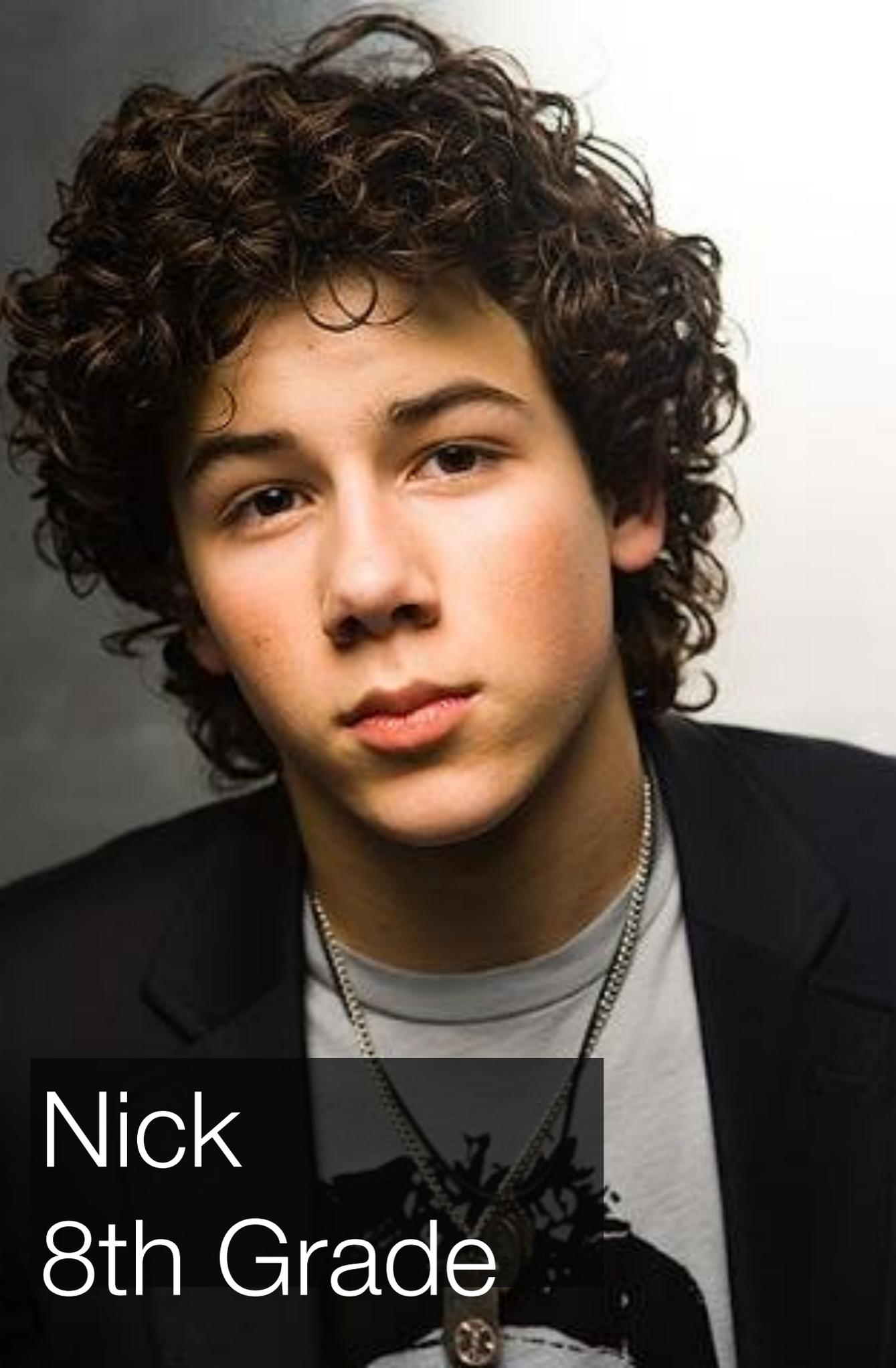
When educators talk about “proficiency-based learning,” they are referring to a variety of diverse instructional practices—many of which have been used by the world’s best schools and teachers for decades—and to organizational structures that support or facilitate the application of those practices in schools. Proficiency-based learning may take different forms from school to school—there is no universal model or approach—and educators may use some or all of the [ten principles of proficiency-based learning](#) identified by the Great Schools Partnership.

For this reason, educators are unlikely to find an abundant amount of research on “proficiency-based learning,” per se, because the term comprises educational models and instructional approaches that share many important commonalities, but that may also vary significantly in design, application, and results (as with any educational approach, some schools and teachers do it more effectively than others). The good news, however, is that there is a huge amount of research on the foundational school structures and instructional techniques that—when systematized in a school—are called proficiency-based learning, competency-based learning, mastery-based learning, or standards-based learning, among other terms.

On this page, we have provided a selection of statements and references that support the foundational features and practices of proficiency-based learning systems. In a few cases, we have also included additional explanation to help readers better understand the statements or the studies from which they were excerpted. The list is not intended to be either comprehensive or authoritative—our goal is merely to give school leaders and educators a brief, accessible introduction to available research.

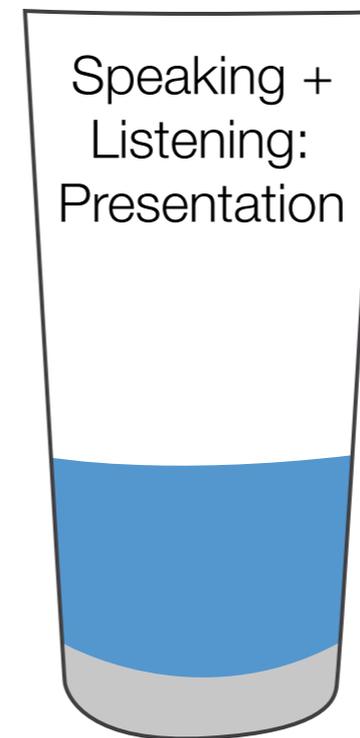
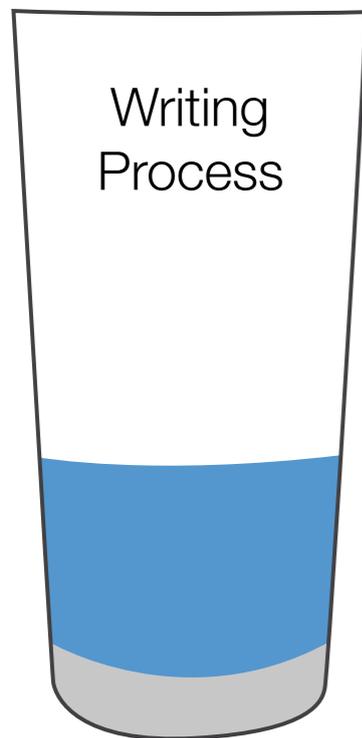
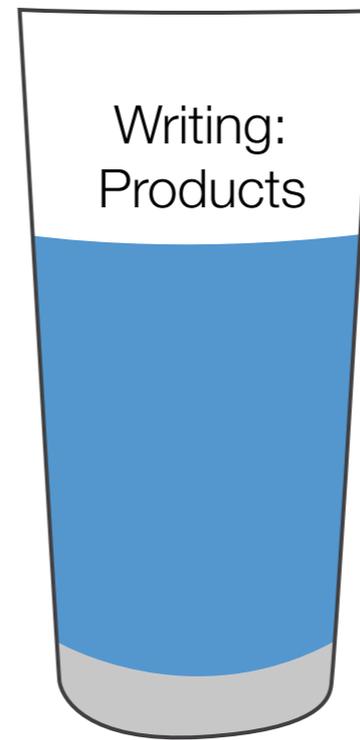
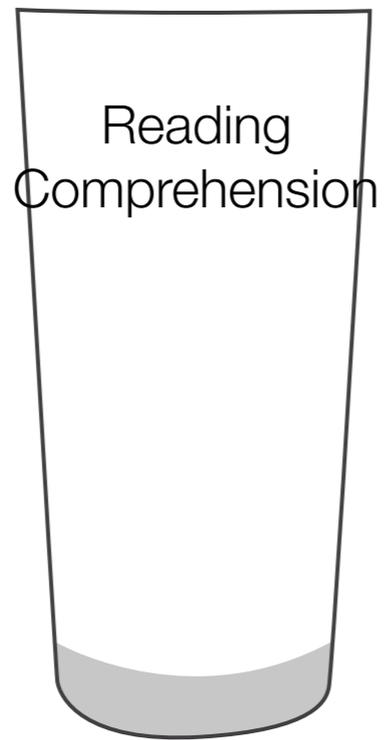
From Standards to Practice



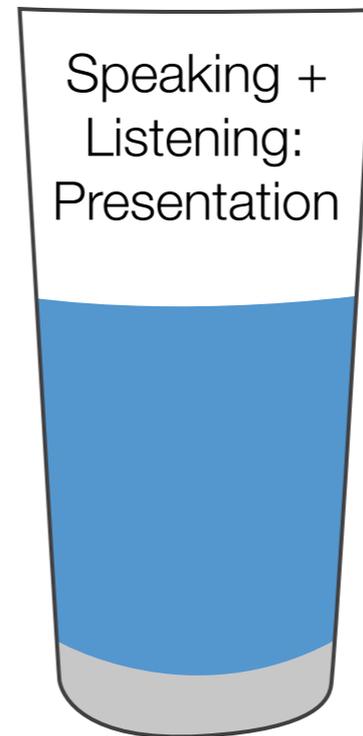
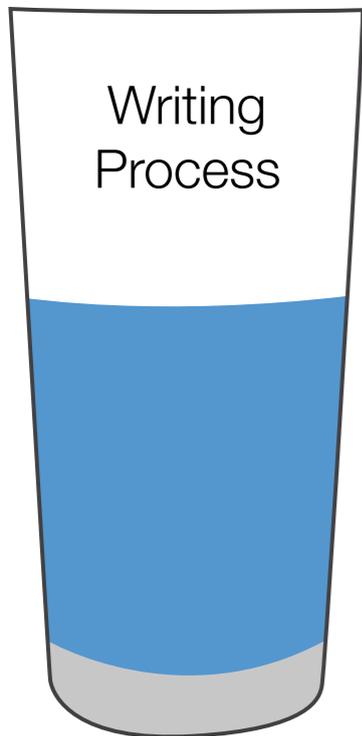
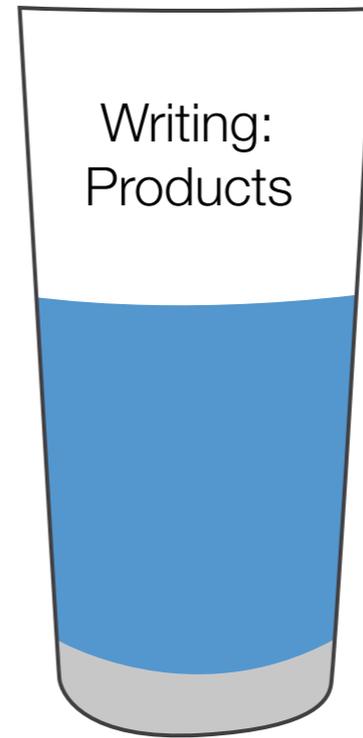
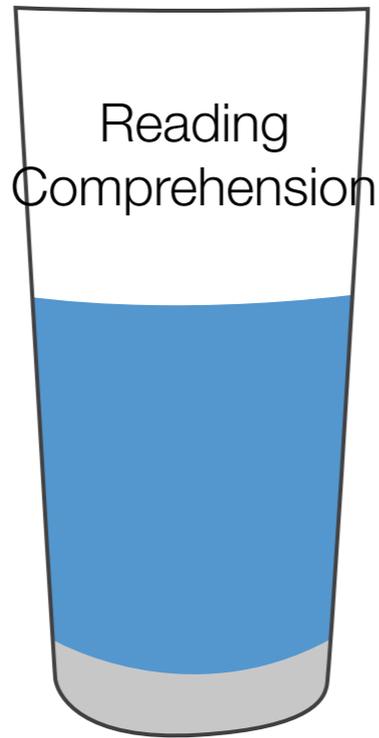


Nick
8th Grade

ELA	Grade
Q1	73
Q2	70
Q3	70
Q4	68
Final	70.25



**What do we
know about
this student?**



Supporting Evidence

“When teachers utilized standards-based grading methods, not only did the number of As and Bs increase, but the rate of passing the state assessment among students who earned these grades approximately doubled as compared to the two traditional grading cohorts.”

- Pollio, Marty and Craig Hochbein. “The Association Between Standards-Based Grading and Standardized Test Scores in a High School Reform Model.” Teachers College Record, Volume 117 Number 11, 2015, p. 1-28, <http://www.tcrecord.org> ID Number: 18111

So, what's the problem with standards?

Robert Marzano pointed out that at one time there were 3,500 performance indicators across 14 content areas K-12.

So, what's the problem with standards?

“You would have to change schooling from K-12 to K-22. The sheer number of standards is the biggest impediment to implementing standards.”

— Robert Marzano (2001)

(Un)Common Terms for “Standards”

DESCRIPTORS

GRADUATION STANDARD

LEARNING TARGETS

PRIORITY STANDARD

POWER STANDARDS

LEARNING OBJECTIVES

BENCHMARKS

PROFICIENCY STANDARDS

COMPETENCIES

PERFORMANCE INDICATORS

MEASUREMENT TARGETS

MASTERY OBJECTIVES

Proficiency

is a student's ability to transfer learning in and/or across content areas.

Standards

Established norms or benchmarks for learning that define what students need to know and be able to do.

All These Terms Are Standards

Graduation Standard

Power Standards

Graduation Competency

Learning Objectives



BROAD

SPECIFIC



Performance Indicator

Competency-Based Learning Simplified

A Great Schools Partnership Learning Model

Graduation Requirement	Reporting Method		Assessment Method
YES	Transcripts and Report Cards	Cross-Curricular 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	Content-Area 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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Graduation Standards

Performance Indicators

Learning Targets





Graduation Standard



Performance Indicator



Learning Target

A Graduation Standard Is...

a standard that focuses instruction on the most foundational, enduring, and leveraged concepts and skills within a discipline.



A Performance Indicator

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



A Performance Indicator

Is measurable



A Performance Indicator

In aggregate with other, related performance indicators, measures whether a student has met the graduation standard.



Learning Targets Are...

The component parts of a performance indicator - that is, the performance indicator has been broken down into a series of progressive steps and digestible chunks.



UNPACKING THE HIERARCHY OF STANDARDS

The Envelope Please...

- Take out the slips of paper with sample “standards” on them.
- Order them from broadest to most specific.
- Draw a line, or separate, the standards that you can come to consensus should be required for every student in your k-12 system to learn and demonstrate.

Graduation Standard

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments and societies.

Performance Indicators

- The student describes and analyzes how planned and market economies shape the production, distribution, and consumption of goods, services, and resources.
- The student analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability.
- The student evaluates the costs and benefits of governmental fiscal and monetary policies.

Learning Targets

The student can explain how scarcity impacts a market economy and a planned economy.

The student can compare and contrast the allocation of goods in a market economy and planned economy.

Graduation Standard

The student **applies understanding** of economic concepts and systems to **analyze** decision-making and the interactions between individuals, households, businesses, governments and societies.

Performance Indicators

- The student **describes and analyzes** how planned and market economies shape the production, distribution, and consumption of goods, services, and resources.
- The student **analyzes and evaluates** how people across the world have addressed issues involved with the distribution of resources and sustainability.
- The student **evaluates** the costs and benefits of governmental fiscal and monetary policies.

Learning Targets

The student can **explain** how scarcity impacts a market economy and a planned economy.

The student can **compare** and contrast the allocation of goods in a market economy and planned economy.

Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

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What **DISTRICTS** Do

Cross-Curricular Graduation Standards

5-8 standards taught in
all content areas

Content-Area Graduation Standards

5-8 standards for each content area

Performance Indicators

5-10 indicators for each cross-curricular and
content-area standard that move students
toward proficiency and the achievement of
graduation standards

Learning Objectives

Learning objective guide the design of curriculum units
that move students toward proficiency and the
achievement of performance indicators

**Set meaningful
expectations for K-12**

**Develop clear local
assessment system.**

**Support pedagogical
risk-taking and learning**

What **SCHOOLS** Do

Cross-Curricular Graduation Standards

5-8 standards taught in
all content areas

Content-Area Graduation Standards

5-8 standards for each content area

Performance Indicators

5-10 indicators for each cross-curricular and
content-area standard that move students
toward proficiency and the achievement of
graduation standards

Learning Objectives

Learning objective guide the design of curriculum units
that move students toward proficiency and the
achievement of performance indicators

**Clearly
communicate
expectations**

**Use common scoring criteria
to assess student work**

Clear feedback on instruction

What **TEACHERS** Do

Cross-Curricular Graduation Standards

5-8 standards taught in
all content areas

Use ends for backward planning

Content-Area Graduation Standards

5-8 standards for each content area

Help students reflect on progress

Performance Indicators

5-10 indicators for each cross-curricular and
content-area standard that move students
toward proficiency and the achievement of
graduation standards

**Develop/refine curriculum
and assessments**

Learning Objectives

Learning objective guide the design of curriculum units
that move students toward proficiency and the
achievement of performance indicators

**Design engaging
learning activities**

What **STUDENTS** Do

Cross-Curricular Graduation Standards

5-8 standards taught in
all content areas

Gather evidence of proficiency

Content-Area Graduation Standards

5-8 standards for each content area

**Set goals and reflect on
progress**

Performance Indicators

5-10 indicators for each cross-curricular and
content-area standard that move students
toward proficiency and the achievement of
graduation standards

**Demonstrate proficiency
and advocate for ways to
show knowledge and skill**

Learning Objectives

Learning objective guide the design of curriculum units
that move students toward proficiency and the
achievement of performance indicators

**Identify learning strategies
to build on strengths and
address challenges**

Why

Proficiency-Based

Learning?

Because...

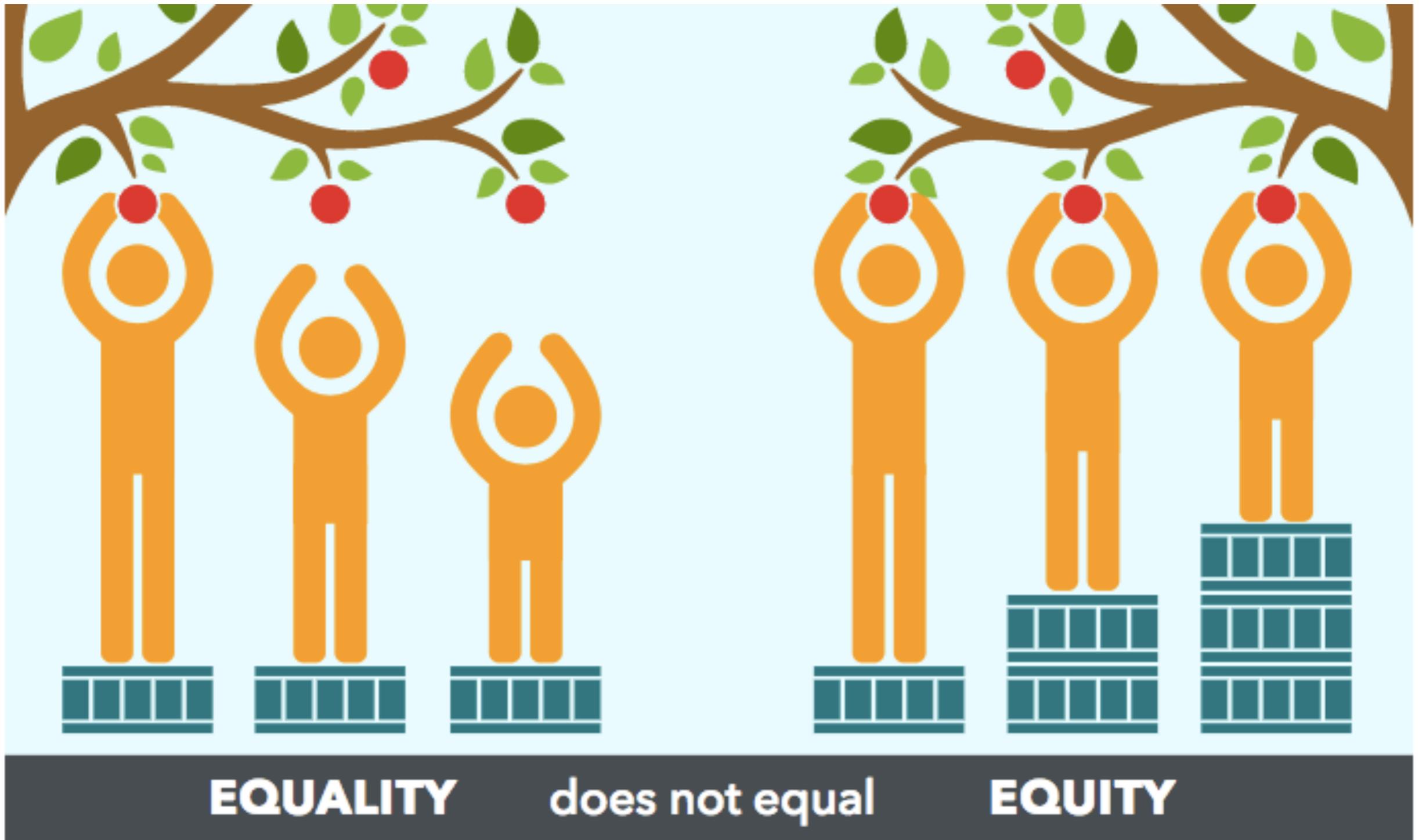
... our students are empowered when they know the goals and can take charge of their learning

...our students deserve work that is challenging, complex and authentic

...our students deserve responsive classrooms and schools



EQUALITY versus EQUITY



Questions?





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Thank You

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