

The challenge...is to build a system that prepares every student for some type of post-secondary education and the high-skill careers of today and the future....We have to address the basic architecture of the industrial-era model of schooling built more than a century ago. – Education Evolving

Getting to **PROFICIENCY**

Helping Maine Graduate Every Student Prepared
for Career and Technical Educators

A vibrant **Career and Technical Education (CTE)** pathway is central to a successful proficiency-based system. As students take ownership of their own learning, they will require flexible and creative options in order to demonstrate proficiency in every standard. Districts will need access to strong CTE pathways if they are to get every student to proficiency.



The Maine DOE **Center for Best Practice (CBP)** contains resources for districts trying to implement school improvement measures such as proficiency-based or learner-centered systems. At the CBP you will find extensive case studies of school districts that have begun implementation of such systems. You will also find videos of students and teachers showing what proficiency-based education looks like in their classrooms.

www.maine.gov/doe/proficiency
www.maine.gov/doe/cbp



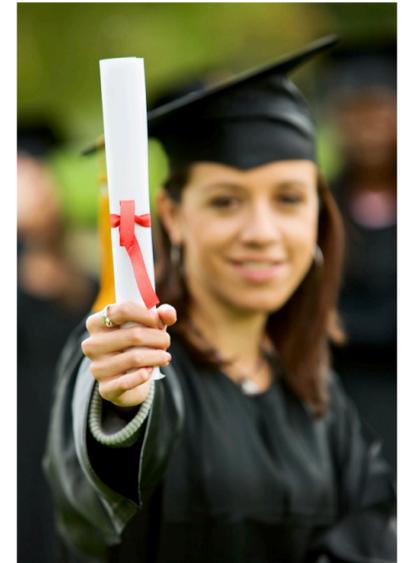
www.maine.gov/doe 207.624.6600 23 State House Station, Augusta, ME 04333

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What are the benefits of proficiency-based education? ... for students? ... for districts? ... for parents?

Evidence from school districts around the country indicates that the adoption of proficiency-based practices leads to increased student achievement over the traditional system. Students report that they understand academic expectations more clearly and can identify their own strengths and weaknesses in relation to those expectations. Students are better able to connect what they are doing in a classroom activity or assignment to the acquisition of skills and knowledge. Qualitative data from Maine suggests the same outcome (see the Maine DOE Center for Best Practice).

What educators are seeing in Maine is increased student engagement, increased personalization of instruction, and increased targeting of interventions to the specific needs of students. Educators also report that implementation of a proficiency-based system leads to greater collaboration and articulation of curriculum within and across schools, more reflective practice, and a greater capacity to respond to the individual needs of students. The reporting system provides parents with more specific information about their child's growth and achievement. Parents are better able to understand school and grade level expectations and more thoroughly support their child in achieving these expectations.

What is the role of Career and Technical Education in proficiency-based systems?

CTE is an essential part of the capacity of a district to get all students to proficiency. For a district to succeed in getting all students to proficiency in the Maine Learning Results and the Guiding Principles (as required by law), it will be necessary for that district to consider CTE as a partner in facilitating student learning and certifying demonstration of achievement of the standards. Because of their connection to industry, CTE has been standards-based for longer than any other area of our school system. CTE provides a model for districts to learn from around assessing and reporting on content standards and, very importantly, the Guiding Principles. For many, many students CTE provides an ideal path to becoming college and career ready. In a system that requires multiple pathways, the CTE pathway should be embraced.

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