



School Administrative Units (SAUs) award diplomas. The Maine Department of Education's role is to ensure that SAUs base the awarding of a diploma on student proficiency for students graduating after January 1, 2018. The following Proficiency-Based Diploma Extension application is intended to provide the Department and the school administrative unit with evidence of a good fit between the district's current progress and their extension request.

Directions for submitting an extension application

1. Complete the document and provide evidence to support the responses. Our intent is to keep the process streamlined and reasonable and have therefore set word limits of 1000 words for each section in the application and request that districts submit a total of no more than 25 pages of evidence.
2. Convert the extension application document and all pages of evidence to a PDF format and fax your complete application to Diana Doiron at the following fax number: 1-877-227-9838.

Note: Extension applications that are incomplete or lack sufficient evidence will receive feedback requesting additional information. Our plan is to process all submissions within a month of the submittal window. This plan is dependent on the number of submissions received per submittal deadline.

Proficiency-Based Diploma Extension Option 2

At the time of the extension application the SAU will:

- Provide evidence demonstrating its preparedness to deliver diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles in 2019.
- Provide an implementation plan that outlines benchmarks for the 2014 2015 school year that the SAU will meet in order to pilot and refine the mechanisms for reporting and refine assessments that have already been developed and are necessary to meet the goal of awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds carried over to support the implementation of proficiency-based diplomas

LIMIT RESPONSES TO QUESTIONS TO 1000 WORDS PER QUESTION AND LIMIT TOTAL ATTACHED EVIDENCE TO 25 PAGES

Submittal Window

1. Indicate the submitting date.

August 18, 2014, 5 pm September 17, 2014, 5 pm October 18, 2014, 5 pm

January 19, 2014, 8am

Superintendents Region

2. Indicate the superintendent region in which your SAU is a member.

Aroostook	
Cumberland	X
Hancock	
Kennebec Valley	
Midcoast	
Penquis	
Washington	
Western Maine	
York	

- 3. School Administrative Unit: Falmouth**
- 4. High School(s): Falmouth High School**
- 5. Name and title of people completing the extension request:**
Gregg Palmer – FHS Principal
Erica Mazzeo – Curriculum Director
Geoff Bruno – Superintendent of Schools
- 6. Superintendent’s name, address, phone number and email:**
Geoff Bruno
51 Woodville Road
Falmouth, ME 01405
207-781-3200
gbruno@falmouthschools.org

Evidence of Preparedness

- 7. Describe the SAU’s preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after January 1, 2019. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).**

Criteria:

- **Clear description of the proficiency-based education work completed to date**
- **Clear connection between evidence and the work done**
- **Clear description of the impact the proficiency-based work is having on students, staff and community**
- **Clear alignment to extension option**

Falmouth High School (FHS) has been actively preparing to implement LD 1422 since its passage in the spring of 2012, and began adjusting RTI structures in anticipation of a proficiency-based law as early as the 2010/2011 school year. As a result of the many early steps taken, we feel comfortable to proceed towards the goal of graduating the class of 2018 with diplomas meeting criteria under the new statute. The transition to a standards-based system culminating with all students earning a proficiency-based diploma is well underway; to apply for an extension and complete the additional documentation required, would only slow our momentum and divert our professional development focus from completing the transition for our current freshman class. Furthermore, FHS students (all 9th grade world history classes and 11th grade American history classes) have already completed a formal pilot during the 2013/2014 school year. In addition to the teachers taking part in the pilot, many other members of the faculty collaborated informally to implement proficiency-based methodology and standards-

based grading practices in their classrooms. Teachers involved in the formal pilot served as a panel at multiple faculty meetings where others asked probing questions and outlined their plans to implement standards-based practices. Staff debriefed concerns, articulated opportunities for growth, and began the process to adapt systems and practices to meet the new statute. Informational letters were sent out to parents. Students participating in the pilot were surveyed multiple times throughout the year to get real-time feedback on the new proficiency-based practices (appendix A).

Falmouth High School, in conjunction with PBE work going on K-8, has taken purposeful steps to prepare curriculum, set content/graduation standards and course learning targets (our nomenclature for performance indicators), design a set of school-day interventions for all students, outline a four-year implementation plan/structure to graduation for all students, and implement proficiency-based best practices in classrooms.

Since that time, the school and district has adjusted curriculum documents (see appendix B) based on the updated Maine Learning Results using a backward planning model based on McTighe and Wiggins' Understanding By Design. The district used common templates (appendix B) to create both 6-12 unit lesson plans and high school syllabi emphasizing content standards and course learning targets (i.e. performance indicators) for common learning experiences. In addition, more adjustments were made to the system of interventions as well as adding new multiple pathways courses that would eventually serve as more individualized option for 504 and identified students who needed access to the regular curriculum through mainstream teachers in alternative settings.

Teachers in the various content areas worked, through their professional learning teams (PLTs), to create content learning targets aligned to Maine's Learning Results (and the Common Core before and after it was absorbed into the Learning Results) along with the Next Generation Science Standards (in anticipation of Maine formally adopting NGSS as part of a revised MLR document).

From the content standards, teams of teachers identified course learning targets (our term for performance indicators) for the various core courses (with electives following). This work allowed staff to write standards-based syllabi and unit lesson plans (appendix C). Finally, staff that taught the same courses created common assessments to measure student progress towards the course learning targets. This work included all content areas and all teachers.

The high school will have students meet one of the Guiding Principles through a service learning graduation requirement (responsible and involved citizen) and another through Discovery, a program that includes job shadows, financial literacy sessions, hands-only CPR, a capstone project, and other requirements. Taken together, discovery will fulfill the self-directed and lifelong learning criteria. The last three guiding principals will be keyed to common assessments that occur over the course of a student's academic career across disciplines.

During the previous four years, anticipating the arrival of the class of 2018, the school created layered interventions that happen during the regular school day to support students in meeting all course learning targets and content standards over time. These include one-hour intervention periods that begin the school day every Wednesday and Friday mornings where all students and teachers are available to one another (these periods are called AFT – academic focus time), a tutoring center for all students, labs for recommended freshmen students who meet with a core teacher once per week for direct support, guided study halls for recommended students who receive executive functioning support in a small setting with one adult and five to eight students, and Pathways classes for recommended students. Two additional support structures are in the process of being created and piloted during the 2014/2015 school year.

The school and district have active Professional Learning Teams (PLTs) across all content areas. Those professional meetings have been dedicated to creating documents and structures that will support implementing LD 1422 for the class of 2018 (appendix D). All freshmen teachers met on June 16th, 2014 to discuss full implementation in the fall of 2014. In this meeting it was agreed there would be a new PLT formed in the fall of 2014 for all freshmen teachers to support their implementation of the new system. This was followed up with a meeting on August 25th, 2014 to go over common agreements and work that all teachers would engage with students (assessing to course learning targets, using a reduced grading scale...) and to plan on when the PLT would initially meet. The freshmen team PLT is led by the same teachers who piloted the system in 2013-2014, and it is designed so that staff members could share documents and implementation processes, structures, and procedures. They assist one another to set up their grade books in PowerSchool, discuss and look at formative versus summative assessments, and other day to day issues that can only be uncovered and solved as the system is in motion.

Our IT staff is programming our own proficiency-based grade book. We made the decision to invest in a district programmer and design our own customized reporting tool that will meet the needs of a high performing district committed to proficiency-based structures. We will continue to use PowerSchool (assigning assessments to course learning target areas) for the 2014/2015 school year and pilot our internally developed grade book this spring in anticipation of a full change-over in the fall of 2015.

A district-wide proficiency-based steering committee (PBSC) has been formed to help coordinate and guide the work going forward (we now have a new superintendent of schools and curriculum director for 2014/2015, with each providing oversight). The PBSC will consolidate the efforts of each grade span in the system and optimize system-wide collaboration. Part of this work will also be continuing to roll out an effective communication plan. The high school has communicated and met with freshmen parents multiple times. The first meeting occurred in August of 2013, during the world history and American history pilot. Information developed during principal's roundtable workshops facilitated by the Great Schools

Partnership was also disseminated to parents. Another parent meeting was held on August 21st, 2014, followed up by an informational letter sent in early September and a second meeting for parents of the class of 2018 scheduled prior to the FHS open house held on September 16th, 2014. During freshmen orientation, the class of 2018 learned more about the new graduation requirements and proficiency-based reporting. Letters outlining PBE and standards-based grading were disseminated to all 9th grade students.

The school board has viewed two public presentations in preparation for and implementation of LD 1422 at Falmouth High School, both during the 2013/2014 school year and at the Board's first public workshop in September of 2014/2015. The district committed to using Rubicon Atlas to synchronize and warehouse all collaborative curriculum efforts K-12 in a coordinated fashion. Curriculum Director Erica Mazzeo is leading this effort with a team of high school teacher leaders having been introduced to the system on June 16th. This same group met with a Rubicon project leader on July 23rd to set initial design parameters. This team then met again with all PLT leaders and Skyped in John Rumin, from Rubicon Atlas, for additional training on August 26th and, finally, conducted an initial training of the entire staff on August 28th. All high school documents were uploaded to Rubicon following that training. With our internal capacity, we feel confident in our implementation of this instructional tool to support our systems approach.

The high school has created, taken feedback, revised, and finalized 4-year design elements for implementation of LD 1422 through to graduation for all students including a new draft policy and transcript (appendix E) and communicated with all major constituents. The remaining work is to continue our implementation and revise based on data and ongoing feedback.

Overall Implementation Plan

- 8. Provide a description of the overall plan to meet the goal of awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after January 1, 2019. The description should include benchmarks and metrics that the SAU will meet in the 2014-2015 school year. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).**

Criteria:

- Overall plan is aligned with the SAU shared vision focus areas
- Benchmarks for progress in 2014-2015 include activities/actions that will support the achievement of the benchmarks and metrics to measure them.
- Evidence included clearly supports the benchmarks

As outlined in the above section, Falmouth will proceed with our plans to award proficiency-based diplomas to our current freshman class, the future class of 2018, under our revised graduation policy. Our plan is fully and successfully implemented as described in section 7 of this document. Since submission of readiness in October, we held a well-attended public forum on proficiency-based education to communicate our new mechanisms for grading and measuring student progress, outline revised graduation standards/course learning targets, and address community questions and concerns. We had over 150 parents/community members participate, and our faculty panel comprised of educators representing all content areas and grade spans. At our next school board meeting in January of 2015, we will have our third and final reading of the new graduation policy, at which point it will formally be adopted for the class of 2018 and beyond. Our leadership team and teachers have worked hard to communicate how integrating proficiency-based instructional practices and changing how we measure and report academic performance will enhance learning and boost achievement even further for all kids. This is no easy task, one requiring patience, collaboration, an unwavering commitment to clearly articulate expectations, and support structures in place to meet the individual needs of all students along the learning spectrum.

With respect to our continuing implementation plans for 2014/2015, teachers will be providing feedback on our new customized standards-based reporting grade book and professional development training/time will be provided to ensure seamless integration of the new grade book in the fall of 2015. Teachers continue to use weekly professional time to meet in PLTs focused on disseminating proficiency-based classroom practices, refining habits of work rubrics to measure performance relative to the guiding principles, developing common formative and summative assessments/rubrics, and collaborating on effective interventions for kids.

Our K-12 Proficiency-Based Steering Committee established this September, continues to meet regularly and has set aggressive SMART goals to embed aligned proficiency-based practices across all schools, grade levels, and content areas. We continue to refine and build a K-12 learning continuum culminating with earning a proficiency-based diploma linked to graduation standards aligned to the Maine Learning Results. In order to do this effectively, educators at all levels are collaborating and working together to outline what students need to know and be able to do, and develop assessment tools to measure proficiency. Throughout the course of the 2014/2015 school year we continue to input/import curriculum alignment work, graduation standards, course learning targets, formative and summative common assessments, rubrics, and other instructional program related documents into Rubicon Atlas, a web-based software management tool we are using to develop and maintain our K-12 learning continuum.

This spring, we will continue our implementation plan to graduate our class of 2018 under new graduation standards while also responding to the additional adjustments and actions outlined in the Commissioner's letter dated 12/30/2014. Additional evidence requested includes all graduation standards and course learning targets for each content area (8), proficiency criteria for the standards of the guiding principles and methodology to verify at each secondary grade

level, sample assessments in place to verify proficiency aligned to course learning targets in all content areas, copies of newly developed and revised policies, the plan to integrate our new customized proficiency-based grade book, and evidence outlining learning experiences related to each content area designed for students who demonstrate proficiency earlier than the expected timeline for graduation. In addition, we will be publishing an updated program of studies reflecting new course learning targets and proficiency-based grading methodology. Teachers will also continue refining HOW rubrics to effectively separate academic performance from work habits. HOW rubrics will connect to our protocol for verifying proficiency of standards related to the guiding principles identified in Maine's Learning Results.

System of Supports for Student Learning

- 9. Describe the system of supports you have in place for secondary students when proficiency is not demonstrated. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced) and attach evidence to support the description referencing the name of the document(s) and specific page(s).**

Criteria:

- **Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit**
- **Clear description of practices for regular monitoring of student progress**
- **Clear description of equity of opportunity for support in any content area and Guiding Principle**

To reiterate the overview provided in question #7, Falmouth High School anticipated passage of LD 1422 and the arrival of the class of 2018, creating layered interventions (through our RTI system) that happen during the regular school day and that support students in meeting all course learning targets and content/graduation standards over time.

AFT(academic focus time): AFT is a structure that was created, voted on by all staff, and piloted during the 2010/2011 school year. Since then, it has evolved and become central to supporting the individualized learning needs of students. Over the past two years there has been an AFT period every Wednesday and Friday morning (C and E days in the FHS schedule), from 8:00 a.m. to 8:56 a.m. During AFT, every teacher and every student are available to work together. No classes are held during this time. Students report to their adviser for attendance and then can access any of their teachers or be assigned to a specific teacher to receive additional formative practice, make up late or missing work, be reassessed on a recent summative, or complete any other work required to make progress towards a specific learning objective. Students also have the opportunity to collaborate on group projects and/or form study groups. The school's tutoring center is open and staffed during AFT as well. In the spring of 2014, staff voted on a proposal to create half-day AFT sessions during every early release day

during the year. This means during the 3.5 hours that students are in school on these days, they will be able to remediate and accelerate instead of attending 40-minute classes in their traditional schedule. This will provide students will longer blocks of time throughout the year to address skill and content gaps and to move ahead on advanced work with all teachers available to assist and support students.

Guided Study Halls: During the 2012/2013 school year, the high school piloted a new RTI structure where any student is eligible to be placed in a small study of no more than 8 students. Since then, guided study halls have been expanded and are now available every period during the school day. The primary goal of guided studies is to offer executive functioning support, targeted work/study time, and closely monitor academic progress for all students. Every student is expected to self-monitor work completion with support from the staff member running the guided study. The assigned faculty facilitator remains in close contact with each student's teachers, helping the learner to set goals and priorities, sort formative from summative assessments and reassessments, meet deadlines, and arrange to attend help sessions with their teacher during AFT and other available times.

Labs: FHS runs one lab period for freshmen students who are screened at the end of their 8th grade year. There is one lab each in social studies, English, math, and science. Approximately 8 to 12 students are placed in each lab that meets once per week to a study period and where the students receive pre-teaching and skill and content support from a freshman teacher in the given content area.

Tutoring Center: The tutoring center is open every period of the day and after school to all students. It is staffed with a literacy specialist and select faculty who are assigned to the center during duty periods. If a math teacher has her/his duty period in the tutoring center, then three times per week (during period 2, for instance) s/he will report to the center and be available to any student who drops by or is assigned there during that period.

Pathways: Pathways courses are available to any student who is identified by a team (student centered team, IEP team) for this structure. These classes fall under our multiple pathways options, which are necessary as stipulated in LD 1422. We have Pathways courses in each of the four major content areas that include Pathways math, humanities (sophomore and junior social studies and English combined), freshman English, freshman earth and space science, chemistry, personal finance, art, and freshmen world history. Over the last four years, the Pathways program has placed students on IEP or 504 plans, and other academically vulnerable students with a regular education teacher with curriculum directly aligned to the traditional course from which Pathways classes are derived. In this way there can be shared syllabi, content standards, and common assessments ensuring all students remain on track for graduation. No student at FHS takes only Pathways courses in her/his schedule. The following is from the program of studies: *The Pathways Program at Falmouth High School is designed to provide alternative educational opportunities for students needing academic flexibility to create*

individualized pathways to graduation. Classes offered through The Pathways Program are considered mainstream courses and are taught at the college preparatory level. They are unique in that they offer small class size, a team teaching approach, integrated studies and student centered curriculum design.

Student Centered Team (SCT): Every school in the K-12 system has a student-centered team created and designed to discuss individual students who are at risk and match them up with services/support through RTI and PBIS. There are three teams in Falmouth, each chaired by an instructional strategist, with both teachers and administrators serving as members of the team at all three schools (Falmouth Elementary, Middle, and High School). These teams identify student needs and match them up with appropriate structures in order to best support success. Every school engages in progress monitoring, with K-2 using AIMS Web, grades 3-9 using the NWEA, state and national testing, Accuplacer, ReadStep, and the upcoming Smarter Balanced Assessments.

The high school will discuss, in 2014/2015, additional support in both the tutoring center and for yet another expansion of AFT during the regular year to help round out the multi-tiered support for all students.

Falmouth elementary and middle school also have a full compliment of support structures for all students. RTI specialists, tier 1, 2, and 3 interventions, ELL teachers, special education, instructional strategists, and 504 teams all work together to support our students. The high school program picks up on all the good work that has come before to continue to support students who have been provided with individualized assistance for years at the appropriate age and skill level for each learner.

Proficiency-Based Diploma Transition Funds

10. Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:

- **Policy:**
- **Practice:**
- **Community Engagement:**
- **One-year Carry Over:**

The Falmouth system did not expend much of the 2013/2014 funds from the proficiency-based transition allocation. The \$3,581.75 expended during FY14 was utilized to hire a district programmer full time to build a customized proficiency-based reporting system integrated into our student management system. This work will also include building a new transcript. The rest of the work that went into preparing to implement LD 1422 was completed by teachers and

administrators during PLT (professional learning team) time each month and also during early release days built into the school calendar. Presentations to the school board in public session and communications with parents were accomplished through already existing structures by administration. Staff attended conferences such as the New England Secondary School Consortia (NESSC) in the spring of each year from 2011 through 2014, taking teams of teachers who attended sessions and compared practice with an eye to implementation of LD 1422. Again, this money was already budgeted into the district PD lines. Since the school and district began this work in 2010-2011, there has been a steady, consistent approach that did not require large additional expenditures in one year. \$20,394.72 in targeted proficiency-based transition funding was carried over to the current 2014/2015 school year.

11. Provide a description of the intended impact for your transition funds. Attach a budget for the 2014-2015 transition funds and any 2013-2014 transition funds that were carried over after June 30, 2014. For each expense, identify the amount and date by which it will be expended. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced. Attach a budget document and limit the budget document to 2 pages.

Criteria:

- Clear description of intended impact for your use of transition funds
- Budget aligns to intended impact

The district has spent, to date, \$13,278.30 of its transition funds. The total encumbered is 8,635.03. Of these amounts, \$2,889.47 (including taxes) was for the district programmer to continue his work. There is an additional \$7,384.61 encumbered for the same purpose. All future expenses for the programmer have been absorbed into the district's regular budget and will no longer come from transition funds. An additional \$9,350 was spent to purchase Rubicon Atlas for the K-12 system in order to align and further develop K-12 articulation of content standards, performance indicators, assessments, and curriculum units. Teacher teams worked together during the summer of 2014, and \$1065.96 (which includes taxes and MePERS match) was spent from transition funds in order to pay for those hours. They created more standards-based syllabi, course learning targets, and content standards for various electives and development of new courses. Money has also been expended to take middle school teachers to a fall 2014 NELMS conference (\$1065.42) focused on standards-based grading practices and proficiency-based instructional best practices. The district has also engaged a consultant to assist with the ongoing communication plan, creating simple, illustrative visuals to use when meeting with parents and the public in order to delineate important aspects of the new system. This will cost approximately \$2000. There will be approximately \$12,000 expended on stipends for the district PBSC (Proficiency Based Steering Committee) that will meet weekly throughout 2014/2015. Beyond this, there are small amounts of money encumbered (\$175 for a conference). Budget sheets are included in appendix F. The district's intent is to improve the effectiveness of our communications regarding the educational shifts being implemented,

Appendix A

Pilot Overview

This pilot will help prepare you as students as well as teachers and staff for the implementation of Maine LD 1422. This law requires all Maine public schools to use a standards-based proficiency diploma instead of the credit-based diploma currently being used. Although the Class of 2018 will be the first class to be legally affected by the law you as members of the Class of 2017 will most likely take classes using a standards-based grading before you graduate.

It is important that you understand that you have an important and active role to play in this pilot. Your obligations will include:

- making sure you understand the pilot's procedures and requirements
- asking questions when applicable
- providing constructive and honest feedback
- being flexible and having an open mind

Course Learning Targets

1. Writing: Students will be able write a five-paragraph persuasive essay.
2. Reading: Students will be able to read, comprehend, analyze and evaluate complex and varied primary and secondary sources independently and proficiently.
3. Change: Students can recognize and evaluate continuity and change over time and its impact on groups in Islamic societies.
4. Beliefs: Students can thematically recognize and evaluate how beliefs, ideas, and diversity have impacted aspects of Asian societies throughout history.

Assignments

Assignment Type	Purpose	In PowerSchool	Used to calculate Q2 final grade?
Preparation Assignments	Background and preparation that works toward meeting a Course Learning Target	Marked as completed or not completed	No
Formative Assessments	Practice versions of assignments that provide students with feedback regarding their progress toward meeting the Course Learning Target(s)	Scored using the rubric for the applicable Course Learning Target(s)	No
Summative Assessments	Independently completed assignments that assess whether or not the student can meet the Course Learning Target(s)	Scored using the rubric for the applicable Course Learning Target(s)	Yes

Summative Assessments

Assignment	Description	Course Learning Target(s)
Image Analysis Writing Assignment	Analyze a set of images about a particular society.	Change
Persuasive Essay	Write a persuasive essay explaining how Confucianism affects one aspect of society.	Beliefs Writing
Source Analysis Test	Analyze a group of primary and secondary sources	Reading
Islam project	In a format of your choosing, demonstrate continuity and change in an Islamic society	Change

Redoing Summative Assessments

Students may redo a summative assessment if:

- they have a HOWs score of at least a B (includes completing Preparation Assignments and Formative Assignments)

The score for the redo will replace the original regardless of whether not it is better, worse, or the same.

Sample Rubric

Circle the correct description:

I did this assessment (completely independently / with help.)

A	Students can thematically* recognize and evaluate continuity and/or change within Islamic societies making connections between themes and drawing unique conclusions. (*applying at least two themes)
B	Students can thematically* recognize and evaluate continuity and/or change within Islamic societies and draw appropriate conclusions. (*applying a single theme)
C	Students can thematically recognize but not evaluate continuity and/or change within Islamic societies. Students attempt to draw appropriate conclusions.
D	Students attempt to thematically recognize continuity and/or change within Islamic societies.

OPTIONAL: An A+ is exceeding rubric expectations. It should be self-guided. For example: applying additional thinking skills or themes, making connections to outside research or current events, etc. If you believe your work exceeds the rubric expectations please describe why you think it does in the space below.

Rubric Information

A score of C+ or B+ means that your work is close to moving up a level on the rubric, but it is not quite there yet. There are no minus (-) grades. There are no plus (+) or minus (-) grades for a D.

P 2

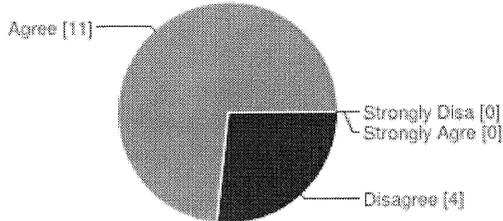
15 responses

[View all responses](#) [Publish analytics](#)

(17 students -
two missing)

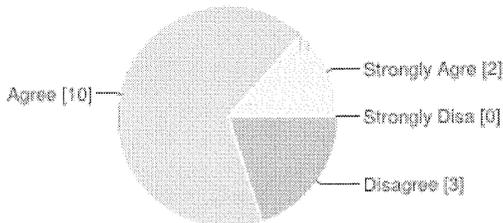
Summary

1. I understand how the standards-based grading system works



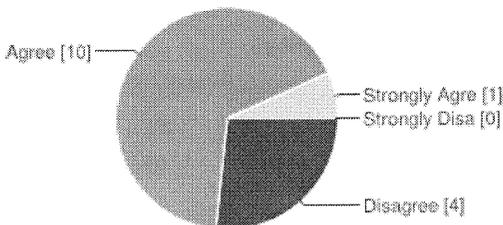
Strongly Disagree	0	0%
Disagree	4	27%
Agree	11	73%
Strongly Agree	0	0%

2. The Formative Assessments for the Continuity and Change Image Analysis helped me prepare for the Summative Assessment for Continuity and Change Image Analysis.



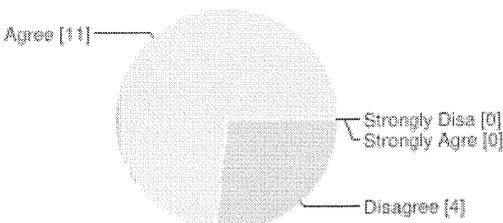
Strongly Disagree	0	0%
Disagree	3	20%
Agree	10	67%
Strongly Agree	2	13%

3. The Formative Assessments for the Reading Primary and Secondary Sources helped me prepare for the Summative Assessment for Reading Primary and Secondary Sources



Strongly Disagree	0	0%
Disagree	4	27%
Agree	10	67%
Strongly Agree	1	7%

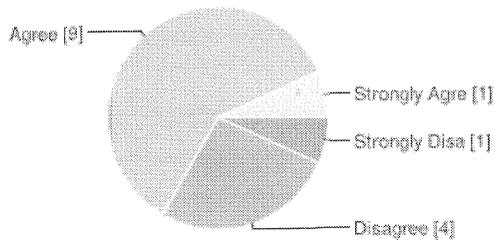
4. The Formative Assessments for introductory and body paragraphs helped me prepare for the (Asia Essay) Writing Summative Assessment.



Strongly Disagree	0	0%
Disagree	4	27%
Agree	11	73%
Strongly Agree	0	0%

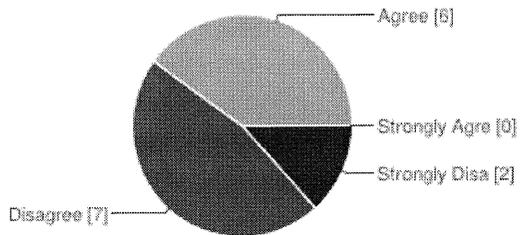
5. The Formative Assessment for the Beliefs Rubric (this was the multi-part chart) helped me prepare for

the (Asia Essay) Beliefs Summative Assessment.



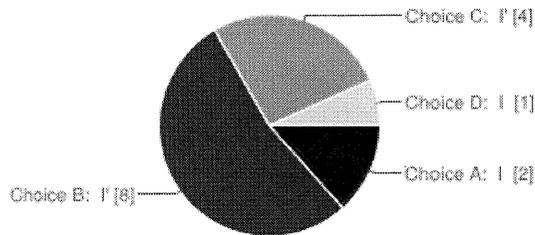
Strongly Disagree	1	7%
Disagree	4	27%
Agree	9	60%
Strongly Agree	1	7%

6. Standards-based grading allows me to understand academic expectations better than the traditional grading system.



Strongly Disagree	2	13%
Disagree	7	47%
Agree	6	40%
Strongly Agree	0	0%

7. HYPOTHETICAL QUESTION: If, emphasis on IF, you were asked to vote on whether or not to continue to use the standards-based grading system for the rest of the year how would you vote?



Choice A: I would definitely vote AGAINST using the standards-based grading system for the rest of the year.	2	13%
Choice B: I'm not sure, but I'd probably vote AGAINST using the standards-based grading system for the rest of the year.	8	53%
Choice C: I'm not sure, but I'd probably vote IN FAVOR OF using the standards-based grading system for the rest of the year.	4	27%
Choice D: I would definitely vote IN FAVOR OF using the standards-based grading system for the rest of the year.	1	7%

8. If you chose Choice A or Choice B above, please explain why you chose that choice below.

im not a fan of this grading I chose this because you had to go way above expectations to get an A+ however I liked how you could chose to go for the A or not. I chose B because i did like the traditional grading system better than this standards based. I feel like it dosent give enough credit where it needs to be given. i kind of liked it I still like the other grading system better than this one. This new grading system is very repetitive and I personally don't like it. Im not a big person on this new grading system, I don't really like it because if you get a bad grade on the summative it really effects your grade in the overall... This happens because we don't get graded on the formative and I don't like that because you should be getting grades for more then two things. I just don't like how only actual assesments count and not anything else... Because its more confusing and I don't like new grading ways I chose B because i much rather prefer the traditional grading system. I did not like this because you can only get a B+ at best. It also made no sense to me. I liked the first trimester better. I think after all my years going to school, I don't think I could be bothered switching systems.

9. If you chose Choice C or Choice D above, please explain why you chose that choice below.

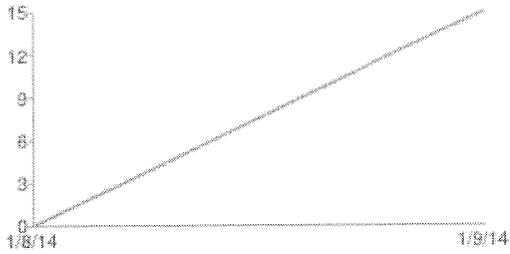
I dont mind the standards based grading system. i feel that if homework isnt graded then you need to do the homework to

get a good grade on the test which is the thing being graded. I don't not like it considering it has helped with stress and just overall how I learned but I also do not think it made a huge change. I chose c because I think it benefits students because we can redo summative assessments and the formative assessments help students prepare for the summative assessments and if you get a bad grade on a formative it won't affect the overall grade I think.

Do you have any additional thoughts, questions, or concerns about the Q2 Standards-based Pilot?

no No Will this grading be used for midterms? can we not do standard based for q3 I would make prefer if the HW was graded because honestly I felt that sometimes if I missed a homework I wouldnt feel as bad as other classes

Number of daily responses



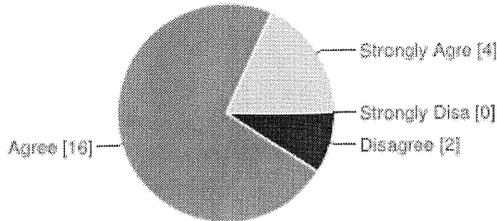
P3
(I only have 21...?)

22 responses

[View all responses](#) [Publish analytics](#)

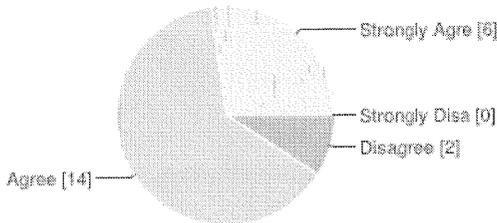
Summary

1. I understand how the standards-based grading system works



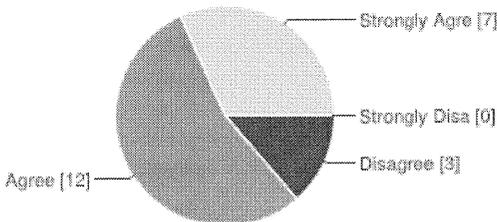
Strongly Disagree	0	0%
Disagree	2	9%
Agree	16	73%
Strongly Agree	4	18%

2. The Formative Assessments for the Continuity and Change Image Analysis helped me prepare for the Summative Assessment for Continuity and Change Image Analysis.



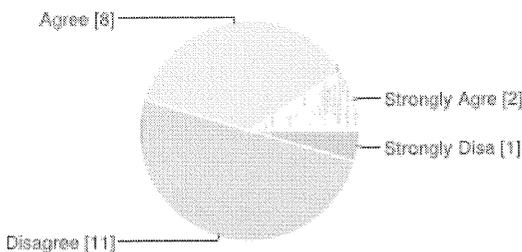
Strongly Disagree	0	0%
Disagree	2	9%
Agree	14	64%
Strongly Agree	6	27%

3. The Formative Assessments for the Reading Primary and Secondary Sources helped me prepare for the Summative Assessment for Reading Primary and Secondary Sources



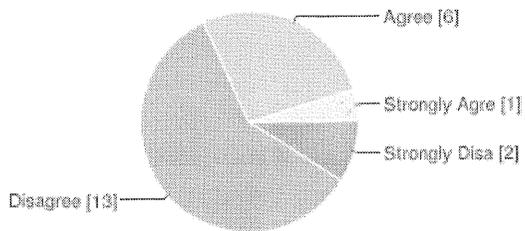
Strongly Disagree	0	0%
Disagree	3	14%
Agree	12	55%
Strongly Agree	7	32%

4. The Formative Assessments for introductory and body paragraphs helped me prepare for the (Asia Essay) Writing Summative Assessment.



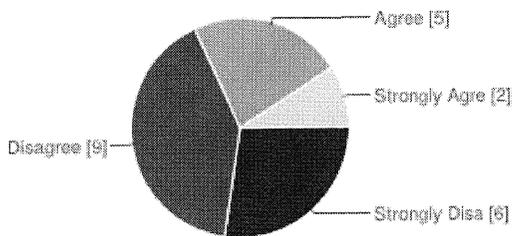
Strongly Disagree	1	5%
Disagree	11	50%
Agree	8	36%
Strongly Agree	2	9%

5. The Formative Assessment for the Beliefs Rubric (this was the multi-part chart) helped me prepare for the (Asia Essay) Beliefs Summative Assessment.



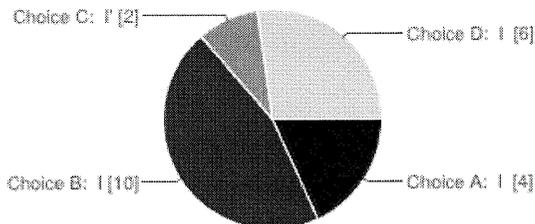
Strongly Disagree	2	9%
Disagree	13	59%
Agree	6	27%
Strongly Agree	1	5%

6. Standards-based grading allows me to understand academic expectations better than the traditional grading system.



Strongly Disagree	6	27%
Disagree	9	41%
Agree	5	23%
Strongly Agree	2	9%

7. HYPOTHETICAL QUESTION: If, emphasis on IF, you were asked to vote on whether or not to continue to use the standards-based grading system for the rest of the year how would you vote?



Choice A: I would definitely vote AGAINST using the standards-based grading system for the rest of the year.	4	18%
Choice B: I'm not sure, but I'd probably vote AGAINST using the standards-based grading system for the rest of the year.	10	45%
Choice C: I'm not sure, but I'd probably vote IN FAVOR OF using the standards-based grading system for the rest of the year.	2	9%
Choice D: I would definitely vote IN FAVOR OF using the standards-based grading system for the rest of the year.	6	27%

8. If you chose Choice A or Choice B above, please explain why you chose that choice below.

I think that the standard based system does not leave room for freedoms and uniqueness in writing which i believe we should be grade on. Also, I don't like how that their are no A-'s etc. The standard based grading system grades the summates too harshly. I like having formatives to prepare for the summates but the grading is to harsh to get a good grade. I think that it helped not having most of the assignments graded, but a lot of people decided against doing some of the assignments that weren't graded, so their final summative assessment grade wasn't as good as it would've been if they had been doing the rest of the assignments. Standards made things unclear and it also was very un-motivating when it came to formitives. It was also a bit odd that our final grades were only based off five grades. There are aspects of the system that I very much dislike. One of which is that if you try for an A and make one tiny mistake on the curriculum fora B, your grade goes from a possible A to a C I don't like the standard based grading system, but it did help me. I don't like that there are no minuses and it's so much easier to mess up and I don't like it I chose that below because I think it is much harder to earn an A or A+ even when you think that the work you did was better than a B. Also there are no A-'s which really annoy me because that is what I aim for. I feel that standards helps me make up to better grades, but I think only have 8 possible grades it is a little restricting. I do not like standards based grading because you must go above and beyond to get a grade in standards that you could more easily without standards. Also, I do not think that the system is clear enough for us to be able to easily comprehend and conform to it. With normal grading, it is much easier to meet your goals. The procedure for receiving an A+ is ludicrous, Procedure for A

should get the student an A+. We should also be able to receive a grade of A-, B-, etc. I think standards is more confusing and harder to learn from than the other way of learning we used before.

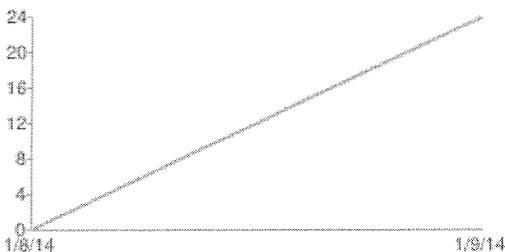
9. If you chose Choice C or Choice D above, please explain why you chose that choice below.

In standards, it's much easier to get good grade. I chose this because I have now gotten used to the standards-based grading system and if there was another change it would take me a few weeks to adjust back. The Formative Assessments helped me prepare for the Summative Assessments very much. I appreciate that there are specific goals that need to be met in order to get an A or B and so on. I honestly think that Standards is helping me with my writing and thinking process. I think it really ties into how much you are learning and taking from the work, not so much on memorization. It was very difficult in the beginning but once understood I really enjoy it! I am becoming quite comfortable with standards and I would like to continue it because it helps me pursue an 'A' and it challenges and pressures me more (in a positive way). There are guidelines for what grade you want to go for. There are some minor changes I would make but overall I liked the standards-based grading system. I chose this because I think it feels like everyone is being clumped into 4 grades, and doesn't allow you to be slightly different, and say, have a 93 or an A- instead of an A or A+.

Do you have any additional thoughts, questions, or concerns about the Q2 Standards-based Pilot?

1. Specify what "sophisticated" language because it's too vague. 2. There should be the possibility for and A minus because the jump from A to B+ is too large. I think whatever we chose, either to use standards or the traditional grading system, we should use that for the rest of the year because more change makes it harder and if we do change, then we should be given some time to adjust (a period where we are only graded formatively). I do not think that standards is helpful to our learning in class and it is not very clear. It was good for people that are productive on their own, and chose to do the formative assessments, but for those who need guidance, it was not better. Please bring back the A-, I miss it :(Standard-based grading is like communism. It's great in theory, but once tried out in the physical world, it is frowned upon by those who are a part of it. I was wondering if we are going to use standards in Q3 none. I think the A should be a 100, and the A+ should be a 103 or a 105. Why did we do this? This would be a better grading system if there were minuses. I feel like the formative assesments should be mandatory however remain not affecting the final grade. Also I think that there should be minus grades (like A-, B-, C- D-) incorporated in the grading system. I would personally make all formative assessments should be mandatory, they should not be optional because it takes the stress off of the work and makes it a lot more easy to fall behind. Now I understand that it is the students responsibility to keep up on the work but it creates a more relaxed time frame to complete the work so it's very easy to fall behind. I think an A+ should not have to be explained, but awarded if it is earned. I also think that we should have more examples of grade A pieces of work. what a bummer for next year's students. It was odd that are goals were more like ones for English than Social Studies.

Number of daily responses



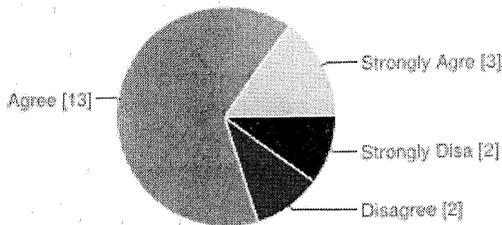
20 responses

[View all responses](#) [Publish analytics](#)

*p5
(21 students -
maybe someone
removed theirs)*

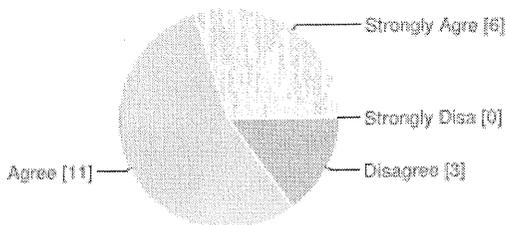
Summary

1. I understand how the standards-based grading system works



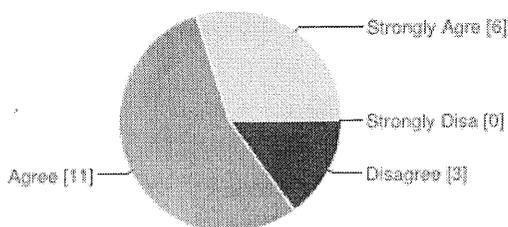
Strongly Disagree	2	10%
Disagree	2	10%
Agree	13	65%
Strongly Agree	3	15%

2. The Formative Assessments for the Continuity and Change Image Analysis helped me prepare for the Summative Assessment for Continuity and Change Image Analysis.



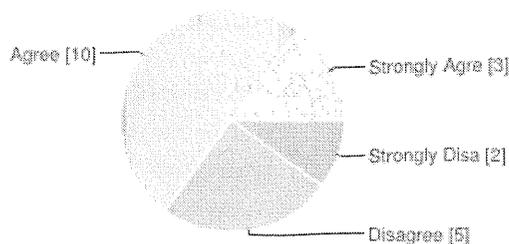
Strongly Disagree	0	0%
Disagree	3	15%
Agree	11	55%
Strongly Agree	6	30%

3. The Formative Assessments for the Reading Primary and Secondary Sources helped me prepare for the Summative Assessment for Reading Primary and Secondary Sources



Strongly Disagree	0	0%
Disagree	3	15%
Agree	11	55%
Strongly Agree	6	30%

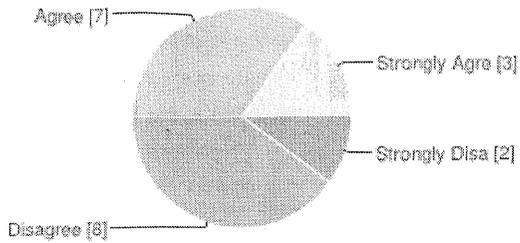
4. The Formative Assessments for introductory and body paragraphs helped me prepare for the (Asia Essay) Writing Summative Assessment.



Strongly Disagree	2	10%
Disagree	5	25%
Agree	10	50%
Strongly Agree	3	15%

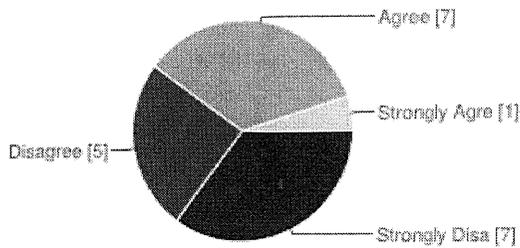
5. The Formative Assessment for the Beliefs Rubric (this was the multi-part chart) helped me prepare for

the (Asia Essay) Beliefs Summative Assessment.



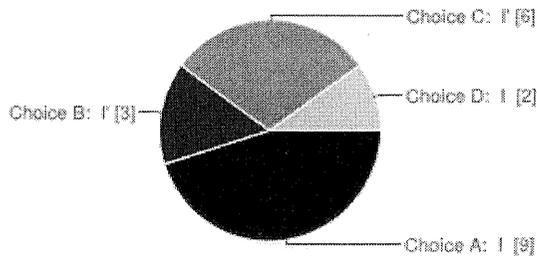
Strongly Disagree	2	10%
Disagree	8	40%
Agree	7	35%
Strongly Agree	3	15%

6. Standards-based grading allows me to understand academic expectations better than the traditional grading system.



Strongly Disagree	7	35%
Disagree	5	25%
Agree	7	35%
Strongly Agree	1	5%

7. HYPOTHETICAL QUESTION: If, emphasis on IF, you were asked to vote on whether or not to continue to use the standards-based grading system for the rest of the year how would you vote?



Choice A: I would definitely vote AGAINST using the standards-based grading system for the rest of the year.	9	45%
Choice B: I'm not sure, but I'd probably vote AGAINST using the standards-based grading system for the rest of the year.	3	15%
Choice C: I'm not sure, but I'd probably vote IN FAVOR OF using the standards-based grading system for the rest of the year.	6	30%
Choice D: I would definitely vote IN FAVOR OF using the standards-based grading system for the rest of the year.	2	10%

8. If you chose Choice A or Choice B above, please explain why you chose that choice below.

Students should get an A if they get everything right, it should not depend on other things. It's also harder to get a high grade than with the old grading system, so students have to adjust. Also, a 95 should be an A-, but because standards goes straight from A to B+, it's a B instead of an A. While I don't hate standards grading, I feel that it is TOO general. However, I like the formative assessments that help you prepare for the summative. Maybe next quarter could be a hybrid of these? Taking formatives but graded with the normal system. I would chose choice A because the way standard grading works is not good at all. It is too general and has quantity over quantity. Also, why would be keep doing it if most everyone hates it. I think we should not continue it because it is not required for us. I do like some things about the system, such as the formative assessments theat prepare us for the summative. I also like how the summative assessment can be re-taken. But, I'm not sure I'm completely "in love" with the system. I chose choice A, because I feel the standard based grading system is extremely flawed. For one, if you miss a single part of the rubric you automatically get a C or D. This seems ridiculous to me, because in regular grading, you might only drop down two or three points. In addition to this, standard based grading doesn't involve us learning any content or historical knowledge. Even though I do not like memorization quizzes and tests, it is a skill, and it is an important part of learning, so you then can further your knowledge. Also, in standard based grading if you have a 93-97, which is suppose to be an A, it is actually a B. It doesn't seem right to just change the grading scale. I would have a

better grade than I do now. I chose B, and was close to choosing A, because not only is the grading system confusing, but you have no incentive to do the formatives. For example when we handed in parts of an essay and it was formative, there wasn't really any reason I had to do it then, and it didn't matter if I saved it for vacation to do the rest. First off there was nothing wrong with the last grading system I never heard anyone complain about that system. However it seems that all the classes are focusing on the actual structure of the essay, although this is important, I feel it is equally important to actually learn the subject, yet we were given reading but haven't devoted a class to actually learning history in the last several weeks, we can develop these skills as we write, but if we have these skills and have nothing to write about I don't see the point. I strongly dislike the current standards-based system, be it Common Core or LD1422. Both seem half-baked and poorly thought out. Until a moving curricula is implemented that allows high-achieving students to receive the rigorous learning experience they demand, the system is flawed. Of course we need standards; You cannot measure anything if you don't have a criteria to measure against. Some of the ideas in standards-based systems are very, very promising. Because I do not think standards allows students to get as good grades that they would in regular grading. I understand the system, but the grading is my achilles heel. It is a completely illogical way to teach students about any subject. It values quantity over quality, the rubrics are always unclear and do not cover everything that is necessary, and students are not learning ANYTHING! History is often about making connections, however it is never exclusively about continuity and change. We have to be learning facts, dates, names, wars, etc. Standards based grading does nothing to help students elaborate on various skills. It decreases work ethic in students, and has been received with highly negative responses. It also completely screws with out over all grade in the course, and that is something that, especially at Falmouth, students care a lot about. If standards based grading is enforced, this generation, and generations to come, will be the dumbest and most ignorant citizens in the history of our country.

9. If you chose Choice C or Choice D above, please explain why you chose that choice below.

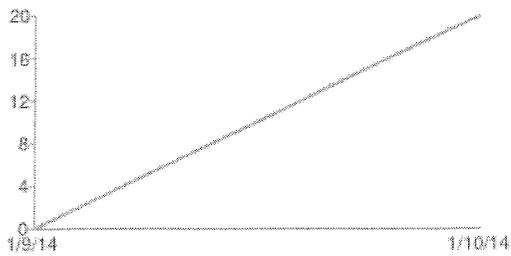
I chose Choice D because I think that the standards based grading is a great system that allows students to focus on developing their skills that will be used in future years in history and other classes. In regular grading systems, students are more focused on memorizing information that many students will soon forget, but standards focuses on crucial skills that will be used in years ahead. The rubrics also clearly spell out what student have to do in order to get their desired grade. I would vote in favor because i think the system allows you to get more help and understand skills better for the future, but i would be unsure because i think the way it is organized is still unclear and inconsistent. I was divided between the approach that I liked and the grading system that I disliked. For the most part, the requirements associated with the standard-based grading has been explicitly specific. This specificity of standards has helped me eliminate unnecessary "fluff" in my writing. However, at times, the requirements became so specific that people got confused and the directions became unclear, blurring together all the little details. It was frustrating sometimes when everyone got caught up on the details that you had to meet to get certain grades. Overall, I support standards, but it seems as though there are some gray areas in the system that cause confusion. My Grade hasn't changed drastically since we started using standard based grades. I chose C because I like the way formative assessments prepare you for the summatives, but I don't like how the whole class is learning about different things. I've come to really like this grading system. I feel that it is fair and is a more accurate way to asses understanding. I like standard based grading because it is more specific in what kind of work you want to recieve, and i feel like theres a broader spectrum of topics you can study.

Do you have any additional thoughts, questions, or concerns about the Q2 Standards-based Pilot?

no I think I understand everything I need to know. I like standard based grading. I advise not to do it again. Students lost an entire quarter of what had the potential to be a good learning experience. This was severely detrimental to our learning. I don't understand why the pilot was used in the middle of the year on a class that isn't even going to use it, it should have been used on the class that will be using it next year. There are a lot of things with standards that i'm unsure of, however, I do like the emphasis on analytical thinking instead of memorization and specific content work. Standards seems to take a broader view. On the other hand, in terms of grading the Standards grading system is not as clear as the traditional grading system with it's grades being far too broad and muddled for comfort. Yes, my concerns are mainly rooted in the lack of a continuous curriculum to follow. All we ever seem to talk about is the standards-based system. This is not at the fault of the teacher, or the administrator, but rather the negative externality of a new, confusing education system. Everyone is learning how to accurately use standards in the classroom, teachers and students alike. But, in an attempt to give my full, honest opinion, the standards-based system has decreased my interest in history, and has hindered my ability to learn. Let's do it again I

think that you can take the good parts of standard based grades, like being able to make up summatives and learning skills rather than content, and incorporate them into a regular grading system. I dont like if you get everything right on something it is only an A. Also, I have learned barley anything about world history when that is what the class is called. I cant remember the last time we actually went over content, it seems each class is taken up by re-explaining standards and the teachers are just as confused as the students. I think standards is great, but its hard to work with when it is being developed because it gets confusing. But, I know it will be a great system when the kinks are worked out. Standards keeps me from getting high honors, B+ s get very annoying. Above all, the grading system and rubrics are ludicrous, and I think that might bring some of the hatred for standards. I don't like that even if you do everything on he rubric you only get a b and that you have to do extra to get the a. Also I dont like that it is really independent and loose. It's confusing to me because I don't exactly know what I'm expected to do. I have nothing against using standards for history to learn to apply skills, but I feel as though standards grading would hinder my experience in other classes that I enjoy. I also don't understand how standards would be used on classes such as math and science.

Number of daily responses



Appendix B

[Course]
[Teacher(s)]
[Academic Year]

Course Description

[1st Content Standard]
Descriptors of how the content standard will be met in the course. Should include the following: <ul style="list-style-type: none">● course learning targets (to be added after unit learning targets are created)● formative and summative assessments (common)● instructional strategies (common/individual)● resources (common/individual)

[2nd Content Standard]
Descriptors of how the content standard will be met in the course. Should include the following: <ul style="list-style-type: none">● course learning targets (to be added after unit learning targets are created)● formative and summative assessments (common)● instructional strategies (common/individual)● resources (common/individual)

[3rd Content Standard]
Descriptors of how the content standard will be met in the course. Should include the following: <ul style="list-style-type: none">● course learning targets (to be added after unit learning targets are created)● formative and summative assessments (common)● instructional strategies (common/individual)

- resources (common/individual)

Units

Grading Procedures

[Other]

[CONTENT AREA]

Grade Level (K-6) or Course Title (7-12):

Unit Title:

Unit Duration:

Content Standard(s): TBD from CCSS, MLR, and any national content standards

Course Learning Target(s): TBD following identification of unit learning targets; reporting will occur at the course learning target level (May ignore the course learning targets for now!)

Unit Learning Targets: [2-3 understandings aligned to the content standards]

<p><i>Students will understand that...</i> [full-sentence statement that gives the content meaning, connects the facts and skills, and has endurance, leverage, and/or necessity]</p>
<p><i>Students will understand that...</i></p>
<p><i>Students will understand that...</i></p>

<p><i>Students will know...</i> [bulleted list of vocabulary and facts necessary to achieve unit learning targets]</p>	<p><i>Students will be able to...</i> [bulleted list of skills necessary to achieve unit learning targets]</p>
--	--

Common Assessments:

<i>Formative (aligned to what students will know and be able to do)</i>	<i>Summative (aligned to understandings)</i>
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Learning Experiences: (optional)

Appendix C

WORLD HISTORY

2014-2015

Course Description

This year-long course surveys the political, economic, and social history of Europe, the Middle East, Asia, and Africa to 1914. Skills emphasized include reading comprehension, research, writing, and historical thinking.

Content Standards

Content Area Standard: Students will understand that societies are shaped by beliefs, ideas, and diversity.

I. Course Learning Targets

- A. Students will understand how significant belief systems, ideas, and diversity can impact individuals, communities and regions in Asia, Africa and Europe.

II. Common Summative Assessments

- A. Five-paragraph essay on impact of Enlightenment person
- A. Urban planning project (effects of capitalism, industrialization, settlement houses, socialism, etc.)

III. Units

- 1. European Change
- 2. Economic Changes: Capitalism, Industrialization, and Socialism

Content Area Standard: Students will understand that societies and individuals experience continuity and change over time.

I. Course Learning Targets

- A. Students will identify and analyze continuity and change over time and its impact on individuals, communities, nations and regions in Asia.
- B. Students will identify and analyze continuity and change over time and its impact on individuals, communities, nations and regions in European History.
- C. Students will identify and analyze continuity and change over time and its impact on individuals, communities, nations and regions in Africa.

II. Common Summative Assessments

- A. Islamic continuity and change student-choice project
- B. Salon Report: European Change Unit
- C. African continuity and change student-choice project

III. Units

- 1. Belief systems and societies of Asia
- 2. European Change
- 3. Imperialism in Africa

Content Area Standard: Students will write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

I. Course Learning Targets

- A. Students will be able to write an introductory paragraph with a compelling hook and strong, specific thesis.
- B. Students will be able to write a focused body paragraph with a claim supported by evidence.
- C. Students will be able to write a concluding paragraph that restates and expands upon the thesis.

II. Common Summative Assessments

- A.-C. Five-paragraph essay on Asia
- A.-C. Five-paragraph essay on Enlightenment person

III. Units

- 1. Belief systems and societies of Asia
- 2. European Change
- 3. Imperialism in Africa

Skill Standards

Content Area Standard: Students will be able to read, comprehend, analyze, and evaluate complex and varied sources independently and proficiently.

I. Course Learning Targets

- A. Students will be able to identify whether a source is primary or secondary.
- B. Students will be able to identify a source's main idea or claim.

II. Common Summative Assessments

- A.-C. Source analysis assessment for all three targets (primary and secondary sources about Islam)
- A.-C. Source analysis assessment for all three targets (primary and secondary sources about European Change)
- A.-C. Source analysis assessment for all three targets (primary and secondary sources about Asian societies)
- A.-C. Source analysis assessment for all three targets (primary and secondary sources about Asian societies)

III. Units

- 1. Islam and the World
- 2. European Change
- 3. Belief systems and societies of Asia
- 4. Imperialism in Africa

Content Area Standard: Students will write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

I. Course Learning Targets

- A. Students will be able to write an introductory paragraph with a compelling hook and strong, specific thesis.
- B. Students will be able to write a focused body paragraph with a claim supported by evidence.
- C. Students will be able to write a concluding paragraph that restates and expands upon the thesis.

II. Common Summative Assessments

- A.-C. Five-paragraph essay on Asia
- A.-C. Five-paragraph essay on Enlightenment person

III. Units

- 1. Belief systems and societies of Asia
- 2. European Change

Summative Assessment Addendum

End of Semester Revisions will provide students with an opportunity to get a second chance on previously taught standards.

AMERICAN HISTORY

2013 - 2014

Course Description

This year-long course examines the development of the United States from a federal republic in the early 19th century to the world power that it is today. Thematic emphasis will be placed on the spread of democracy and civil liberties, the rise of the middle class, the effects of immigration, the growth of the central government, and the influence of the United States. The course will include selected topics in the history of Canada and Latin America.

This course will examine the following eras:

- ERA 1: The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes. (1800-1844)
- ERA 2: As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war – the course and aftermath of which transformed American society. (1844-1876)
- ERA 3: The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes. (1865-1910)
- ERA 4: An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role. (1890-1945)
- ERA 5: After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals. (1945-1980)
- ERA 6: As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology. (1980-today)

Students will read, comprehend, analyze, and evaluate complex informational texts independently and proficiently.

I. Course Learning Targets

- A. Students will identify and use the key ideas of complex primary and secondary texts independently.
- B. Students will analyze the craft and structure of complex primary and

secondary texts independently.

II. Aligned Summative Assessments

- A. Students will identify and use the key ideas of complex primary and secondary texts independently. (rubric)
- Read an article from the Gilder Lehrman collection, identify its main idea, and explain how the evidence supports the author's claim
 - Read a complex primary source, identify its main idea, and explain how the evidence supports the author's claim (see list of potential documents under "Resources" at the end of the syllabus)
 - Read a chapter from Howard Zinn's A People's History of the United States, identify its main idea, and explain how the evidence supports the author's claim in writing
- B. Students will analyze the craft and structure of primary and secondary texts independently. (rubric)
- Conduct an independent close-read of a complex primary source for craft and structure.
 - Conduct an independent close-read of a complex primary source for craft and structure (see list of potential documents under "Resources" at the end of this syllabus)
 - Using a chapter from Howard Zinn's A People's History of the U.S., students will independently identify the point of view and find evidence to support their interpretation.

III. Units:

- Era 1 (1800-1850)
 - GL article (here or in Era 2)
- Era 2 (1840-1876)
 - GL article (here or in Era 1)
 - Primary Source Close Read
- Era 3 (1865-1910)
 - Primary Source Close Read
- Era 4 (1890-1945)
 - Zinn Chapter
 - Primary Source Close Read
- Era 5 (1945-1980)
 - Primary Source Close Read

Students will write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences.

I. Course Learning Targets

- A. Students will introduce a topic, frame a question or thesis, and organize complex ideas and concepts independently. (use FHS writing rubric)

- B. Students will research and select evidence from a variety of sources to support claims and refute counterclaims independently.
- C. Students will be able to write in an academic style, using a confident academic voice and appropriate MLA format and writing conventions.

II. Aligned Summative Assessments

- A. Students will introduce a topic, frame a question or thesis, and organize complex ideas and concepts independently. (rubric: see FHS writing guidelines)
 - Causal free response (out of class) essay (“Why did...?” or “What caused...?”) on an event in American history
 - Document-based essay
 - Public Policy Paper
- B. Students will select and research evidence from a variety of sources to support claims and refute counterclaims independently. (rubric)
 - Causal free response (out of class) essay (“Why did...?” or “What caused...?”) on an event in American history
 - Document-based essay
 - Public Policy Paper
- C. Students will be able to write in an academic style, using a confident academic voice and appropriate MLA format and writing conventions (See FHS Writing Rubric as well as last rubric here)
 - Causal free response (out of class) essay (“Why did...?” or “What caused...?”)
 - Document-based essay
 - Public Policy Paper

III. Units:

- Era 2 (1840-1876)
 - Causal free Response Essay (here or in Era 3)
- Era 3 (1865-1910)
 - Casual free Response Essay (here or in Era 2)
- Era 4 (1890-1945)
 - Document Based Essay
- Era 6 (1980-today)
 - Public Policy Paper

Students will think like a historian by finding and using sources from a variety of voices to answer questions.

I. Course Learning Targets

- A. Chronological Thinking: Students will demonstrate a historian’s disposition of critical skepticism by employing judicious reasoning and holding claims as

tentative.

- B. Evidence: Students will source, contextualize, and corroborate evidence.
- C. Historical Argument: Students will synthesize and evaluate multiple and competing narratives to interpret past and current events.

II. Aligned Summative Assessments

- A. Students will demonstrate a historian's disposition of critical skepticism by employing judicious reasoning and holding claims as tentative. (Rubric)
 - Historical Assessment of Thinking (short answer based on a primary source)
 - Historical Assessment of Thinking
 - Historical Assessment of Thinking
- B. Students will source, contextualize and corroborate historical evidence. (Rubric)
 - Historical Assessment of Thinking (short answer based on a primary source)
 - Close-Read Primary Source Analysis
 - Historical Assessment of Thinking
- C. Historical Argument: Students will synthesize and evaluate multiple and competing narratives to interpret past and current events. (Rubric)
 - Document-based essay on an aspect of American life 1890-1945
 - Written follow-up analysis of longer historical chapter (Zinn)
 - Public Policy Paper

III. Units:

- Era 1 (1800-1850)
 - Historical Assessments of Thinking
- Era 2 (1840-1876)
 - Historical Assessments of Thinking
 - Lincoln's Speeches
- Era 3 (1865-1910)
 - Frederick Jackson Turner thesis
 - Historical Assessments of Thinking
- Era 4 (1890-1945)
 - Document-based essay
 - Howard Zinn follow-up
- Era 6 (1980-today)
 - Public Policy Paper

Students will understand that the relationship among people, places, events, and ideas are dynamic and interconnected.

I. Course Learning Targets

- A. Students will evaluate the dynamic relationships among people, places, events, and ideas and their impact on the individual, society,

and/or state.

- B. Students will analyze the context of the relationships among people, places, events, and ideas and draw conclusions about regions and eras.

II. Aligned Summative Assessments

- A. Students will evaluate the dynamic relationships among people, places, events, and ideas and their impact on the individual, society, and/or the state.
 - Causal free response (out of class) essay (“Why did...?” or “What caused...?”) on an event in American history between 1844 and 1910
 - Document-based essay on an aspect of American life 1890-1945
 - Public Policy Paper
- B. Students will analyze the context of the dynamic relationships among people, places, events, and ideas and draw conclusions about regions and eras.
 - Zeitgeist #1 (era title, sentence, and defense). Good eras include Antebellum America, the Gilded Age, the 1920s, and any post-WWII American decade.
 - Zeitgeist #2 (era title, sentence, and defense). Good eras include Antebellum America, the Gilded Age, the 1920s, and any post-WWII American decade.
 - Zeitgeist #3 (era title, sentence, and defense). Good eras include Antebellum America, the Gilded Age, the 1920s, and any post-WWII American decade.

III. Units:

- Era 1 (1800-1850)
 - Antebellum Zeitgeist
- Era 2 (1840-1876)
 - Causal free Response Essay (here or in Era 3)
- Era 3 (1865-1910)
 - Causal free Response Essay (here or in Era 2)
 - Turner Thesis Follow-Up
 - Gilded Age Zeitgeist
- Era 4 (1890-1945)
 - 1920s Zeitgeist
- Era 6 (1980-today)
 - Public Policy Paper

Instructional Strategies: class discussions, lecture, small group learning, inquiry-based

research, primary-source based inquiries, text-based seminars, interdisciplinary infusion of arts, sciences, literature, music, film and documentary

Resources: primary sources, secondary sources (published monographs and essays), relevant websites, creative products as expressions of times and contexts (arts, literature, music, etc)

Potential Primary Texts for Close Reads (craft & structure)

- Chief Seattle's Oration
- Gettysburg Address (Lincoln)
- Lincoln's Second Inaugural (Lincoln)
- Civil Disobedience (Thoreau)
- What to the Negro is the Fourth of July? (Douglass)
- Frontier Thesis (Turner)
- Harlan's Dissent in *Plessy v. Ferguson*
- Gospel of Wealth (Carnegie)
- FDR's First Inaugural (Roosevelt)
- "Four Freedoms" (Roosevelt)
- Eisenhower's Farewell Address (Eisenhower)
- Letter From a Birmingham Jail (King)
- Kennedy's Inaugural Address (Kennedy)
- Ballad of Birmingham (Randall)
- Silent Spring (Carson)
- Feminine Mystique (Friedan)

Longer Secondary Texts for Close Reads

- Selections from Howard Zinn, A People's History of the United States
- Selections from Eric Foner, The Story of American Freedom
- "The Cycle of American Politics" by Arthur Schlesinger, Jr.
- Selections from After the Fact: The Art of Historical Detection
- Selections from Carl Degler, Out of Our Past

Grading Policies: Varied

Biology

2013-2014

<p>Course Description</p>
<p>This class is a survey course designed to familiarize students with some of the many aspects of biology -- the study of life. Topics covered include: ecology, cell biology, genetics, and natural selection & evolution. The main theme of this course is the interconnections that exist within and among all living things. Through labs, lectures, outside observations, exams, videos, group and individual projects, students will get a look into the fascinating study of the living world and how they fit into the world around them. Students will also gain experience in problem solving and using science process skills such as observation, prediction, data collection and organization, and data analysis to examine the living world.</p>

<p>Organisms have structures and functions that facilitate their life processes, growth, and reproduction.</p>
<p><u>Course Learning Targets</u></p> <ul style="list-style-type: none"> ● There are interdependent relationships in ecosystems ● Matter cycles and energy flows in organisms and ecosystems ● Systems of specialized cells within organisms help perform essential functions of life ● Growth and differentiation of cells in organisms occurs by mitosis.
<p><u>Formative and Summative Assessments</u></p> <ul style="list-style-type: none"> ● Summative: Cell Unit Test, Mid-Term/Final Exam, Plant/Animal Cell Lab, Cell Analogy Project, Diffusion Lab, Food Web Project, Population Growth Practice ● Formative: Mitosis card, Organelle Trading Cards, Snail/Elodea Activity, Protein Synthesis Practice, Cell Group Application Questions, Deer Population Activity, Community Interaction Activity, Molecule Lab
<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ● Graphic organizers, feedback, practice, note taking, in-class discussion, summarizing, cooperative learning, labs, supporting claims using evidence
<p><u>Resources</u></p> <ul style="list-style-type: none"> ● lab components, worksheets, textbook for reference only

<p>Biological evolution explains the unity and diversity of species</p>
<p><u>Course Learning Targets</u></p> <ul style="list-style-type: none"> ● Natural selection occurs and adaptations result from genetic variation in organisms' genes.

- DNA carries instructions for forming species' characteristics that are inherited.
- Genetic variation can result from mutations.
- There are multiple sources of evidence of common ancestry and diversity
- Humans impact various components of evolution.

Formative and Summative Assessments

- **Summative:** Evolution Exam, Genetics Exam, Mid-Term/Final Exam, Graded Punnett Square Problem Set, Ethics Research Paper, Tiger Evolution Lab, Arthropod Activity
- **Formative:** Coevolution research activity, Evolution Stations, Punnett Square practice problems, Beaker Babies traits activity, Build-A-Beast Activity, Gattaca Questions (ethics), Ghost in your Genes questions

Instructional Strategies

- Graphic organizers, feedback, practice, note taking, in-class discussion, summarizing, cooperative learning, labs, supporting claims using evidence

Resources

- *Ghost in your Genes* video, *Gattaca* movie, worksheets, lab components, textbook for reference only

Units

- Nature of Science
- Evolution
- Macromolecules/The Chemistry of Biology
- Cells
- Genetics
- Ecology

Grading Procedures

- All quarterly grades are determined by calculating the points earned/points possible for each assignment.
- First semester grade (S1) is calculated using the following formula: $45\%Q1 + 45\% Q2 + 10\%E1$ where E1 is the midterm exam.
- Second semester (S2) grade is calculated using the following formula: $45\%Q3 + 45\% Q4 + 10\%E2$ where E2 is the final exam
- Final grade (F1) is calculated using the following formula: $50\%S1 + 50\% S2$

World Languages

Grade Level: French II

Unit Title: How would I get to know demographic facts about my [extended] French host family with the use of family photos?

Unit Duration: 3 weeks

Content Standard(s):

- I. Communication: Students communicate in the target language using the Interpersonal, Interpretive and the Presentational modes of communication.
- II. Culture: Students will demonstrate an understanding on Asking and Answering questions in the target language.
- III. Connections: Students expand their knowledge by connecting their study of the target language and culture to other content areas, such as English structure and syntax, and also public speaking.

Course Learning Targets:

1. Students communicate at the novice II level using the Interpersonal, Interpretive and the Presentational modes of communication.
2. Students will demonstrate an understanding on Asking and Answering questions with a controlled set of interview questions at the novice II level.
3. Students expand their knowledge by connecting their study of French at the novice II level to other content areas, such as English structure and syntax, and also public speaking.

Unit Learning Targets:

Interpersonal: Students will provide and exchange detailed information on familiar topics and express agreement or disagreement or opinions.

Interpretive: Students will inquire and Identify main ideas, topics and specific information in a variety of authentic visual materials, using oral proficiency. Keeping a written template to code and track this information.

Presentational: Students will give oral presentation on a familiar subject related to Family and self.

Culture: Students will view recordings and Read blogs [and/or text excerpts] from French speaking nations regarding descriptions of family.

- *Students will understand that subject pronouns are useful to ask questions, using inversion with verbs.*
- *Students will understand that adjectives must agree in gender and number with the noun(s) they describe.*
- *Students will understand that interrogatives are used to capture specific [non "yes/no"] information.*

- *Students will understand that subject pronouns are needed in many situations to make the message of the verb clear and efficient, to differentiate between people, places, and things.*
- *Students will understand that adjectives are needed in many situations to provide a richer description of the topic(s) being discussed.*

- *Students will understand that asking and answering questions upon meeting a host family is essential*

in getting to know one another.

- Students will understand that asking and answering key/controlled questions about people [places and things] is an essential tool to building understanding about your surroundings, and building relationships.

Students will know...

- Vocabulary thru lesson 5 (Espaces)
- Subject pronouns
- Interrogatives
- Describing requires adjective agreement
- Irregular verbs & idiomatic expressions: avoir and être
- Special verb use: habiter à + city/town

Students will be able to...

- ask for and answer with descriptions of people and pets, including opinions
- ask and answer ages, nationalities/country of origin, familial relationships,
- ask questions using interrogatives plus inversion with subject pronouns
- create a family tree that also codes the obtained information
- using photos as a visual to stimulate and track conversation and take turns

Common Assessments:

Formative

- Homework, white-board notes, quick learning checks, simulations
- Opportunities to read and do practice drills interpretive exercises [textbook prompts]
- Opportunities to converse with partners. Feedback and editing assistance will be given with whole group process, small group simulations, and teacher observations

Summative Summative Assessment

Situation:

You are spending the first evening in France with a host family. Your host brother, Paul, wants to prepare you to meet the extended family by familiarizing you with "who is who", by using family photos. You also answer questions he has when you are showing him photos of your family. Ask for relationships, names, ages, town of residence, and a couple of descriptions about each member of the extended family. Create a family tree as you go, to keep track of this data. [Don't worry, a sample and simulations will occur.]

Interpretive- Reading a blog or letter, and/or, Listenin & Viewing a French video, that introduces a new French-speaking friend and his/her family and friends.

Interpersonal- With a partner [or two], ask the key interview questions. While interviewing, come up with a family tree of your partner. Include the data collected in the interview under the name of each relative.

Presentational- Bring your family photos to class (extended paternal or maternal family, but not both!) and be prepared for the live interview.

Learning Experiences:

Materials

Textbook readings

Textbook videos

Family photos to share

Authentic readings - online blogs and student drafted "pen pal letters"

Songs for memorization - of interrogatives (to the tune of "Jingle Bells"); and, of verbs "avoir & être"

In Portal, assignment description reads as follows:

Exam level interviews ~ bring in photos of your family

In an oral, live interview of two classmate, look at their family photos and ask questions to create their family trees.

Then, be interviewed by two classmates classmates so that they may create your family tree.

Find out the following four pieces of information about each family member:

(emphasis on the verbs: interrogatives; inversion; conjugations with être & avoir; s/he forms)

Names? Ages? Town where they live? Relationship to the classmate? One trait or characteristic to describe the relative?

See Leçon 5 (text page 74) for the layout of a family tree (other family vocabulary is found on text page 108).

Tip: write names, ages, town, and your relationship on the backs of photos that you might not readily remember ~ but don't show information to classmates.

Appendix D

TO: STAFF
FROM: GREGG
DATE: 9.14.14

RE: Week 3

1. **Rotation for week of 9.15.14:** A, B, C, D, E
2. Dates / meetings to keep in mind:
 - 9.9.14 Administrative mtg with juniors during advisory; theater, 12:36 – 12:59
 - 9.16.14 Open house @ 6:00 p.m.
 - 9.18-20 GodSpell @ 7:00 p.m. on Thursday; 7:30 p.m. Friday and Saturday nights
3. I've started meeting with teams and teachers around early implementation of structures that support LD 1422. The most common adjustment being made, at this point, is boiling more specific unit learning target type language (being used as course learning targets) up into slightly broader language that is then producing fewer course learning targets. I would caution you to have between 3 and 8 course learning targets for a year long class, and between 3 and 5 for a class that lasts a semester in to avoid having to have too many summative assessments through the year, or having to make every summative measure every course learning target each and every time. Both will not serve your students well. Remember that before now everyone had just one target to report out on, which was the title of your course. Often, when beginning this work, teachers will create too many course learning targets that are too detailed because it feels to them as if having slightly broader statements doesn't delineate the learning with enough exactitude. In essence, they try to make unit learning target specificity into the statements that get reported out on at the course learning target level. Having too many statements at too specific a level when you start this work is, in a way, an overcorrection from where we've been in the past. You can and will get much more specific in your learning goals with kids through daily lessons and conversations (that's the unit level), but at the reporting level please don't box yourselves in by having the course learning targets be too detailed. I'd like to check this with everyone who is teaching to the course learning targets as we embark this fall.

I'll continue those conversations this week and have emailed teaching teams I'd like to sit with in the coming days. To date, here are some of the steps we've followed:

- 2013-2014: PLT work finishing up new syllabi, drafting units, selecting course learning targets, and planning and writing common assessments (most content teams had finished up work on content standards though a few were still refining). Teams wrote and submitted to a common Google doc, last year, some of those course learning targets and lists of common assessments so that everyone could start to norm theirs and get a sense of how others were constructing these statements that are aligned to content standards.
- June, 2014: Freshmen teachers met on our last PD day to talk about using the core documents with students in the 2014-2015 school year; they decided to have a freshman team PLT during 2014-2015 and an action team, both of which would be dedicated to having dialogue around implementation.
- August 25, 2014: Freshmen teachers met to again talk about a handful of common expectations for classrooms in this school year; notes were shared out for those

- who couldn't attend.
 - September 2nd: The freshman PLT met instead of going to the regular staff mtg (with teacher and admin in attendance).
 - September 9th: The freshman PLT met with teachers and admin in attendance.
 - September 9th: Other PLTs met with admin in attendance, covering all but world languages on that day.
 - Week of 9.15: Admin will continue to meet with teaching teams to talk about design features of the new system and answer questions around the early implementation.
4. I've posted a draft of the new graduation law for Falmouth Schools. There are a couple of key things to know about it, below:

- The increase from our current graduation policy is as follows:
 - students now need 2 world language experiences
 - there is an increase for both science and math to 4 learning experiences each over four years; currently, our graduation policy asks for 3 credits each; the additional experience required in the law could be a semester course
 - we must report out on the Learning Results' list of 5 Guiding Principles
 - in order to account for one of the Guiding Principles (*life-long learner*) there is an addition of Discovery as a graduation requirement (with service learning being used to have students meet the *involved citizen* Guiding Principle) <http://www.maine.gov/doe/proficiency/standards/guiding-principles.html>
- There is no other increase, though it may look that way when you first see the document. For instance, you'll see 2 required learning experiences in P.E., but each semester course (currently each counted as a .5 credit) is counted as 1.0 learning experience. In this way the student is still required to complete the equivalent of 2 P.E. courses. The same is the case in social studies, where the new policy says there must be 4 learning experiences, but we'll count both a semester of Civics and a semester of 20th Century World History as 1.0 learning experience each (where, again, we currently count them as .5 credit each) which means students will have the same number of courses in social studies under the new policy as the old policy. We will interpret the 4 learning experiences in ELA as 8 semesters of courses, which is the same as now.

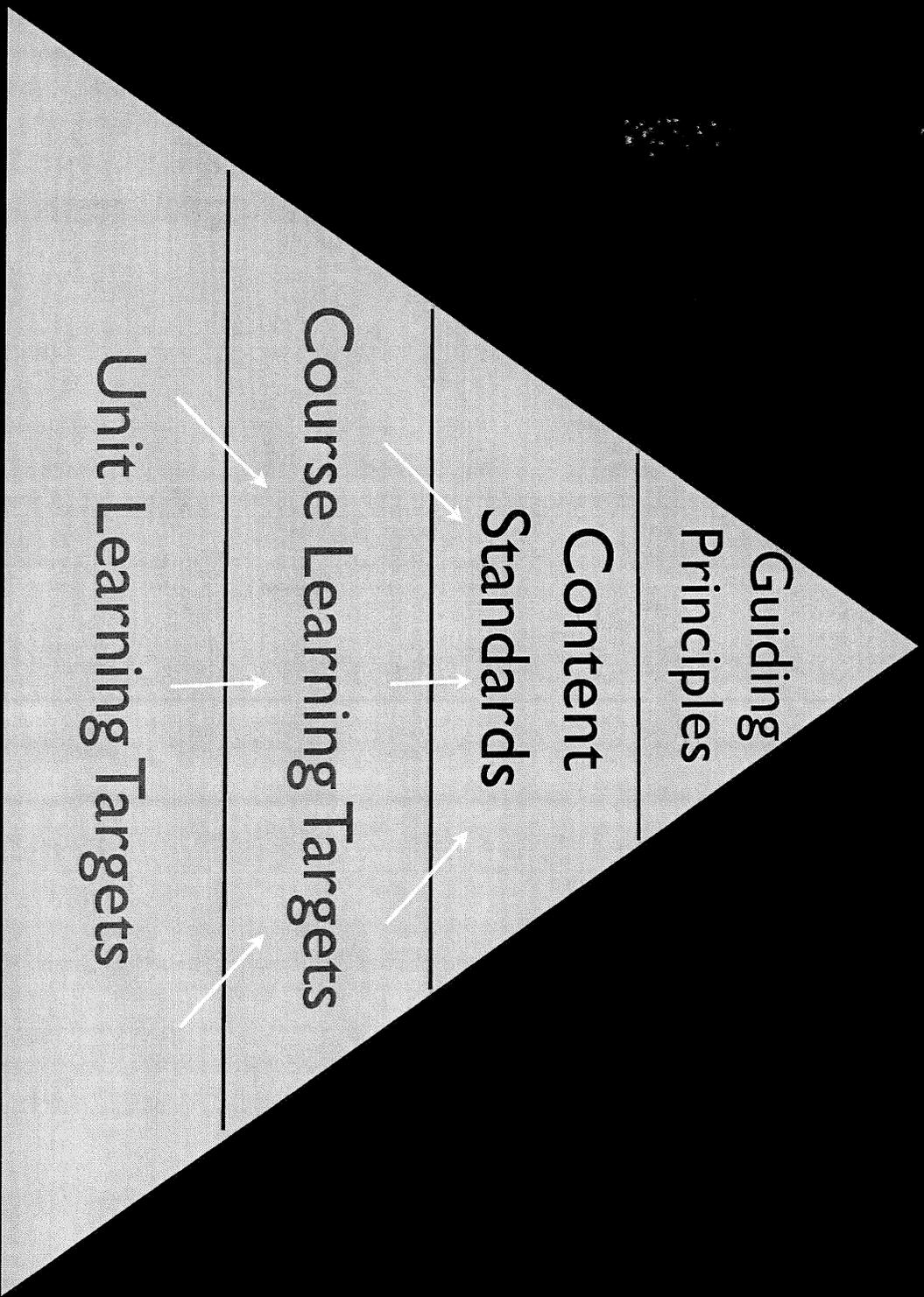
Please ask any questions or provide any feedback you may have about this draft of the policy. It has not yet reached the school board level.

5. I've also posted a few slides that explain how students will be able to matriculate from course to course in the new system. The proposal is that if a student misses a course learning target or two s/he can move to the next course in the sequence and, if the target (which will use different words from the first to the second course but be aligned to the same content standard) is met in the higher level course, we will restore backward the target in the first course but *will not* change the GPA for that course. In this way we're asking student to get there prior to graduation, in terms of the content standards, though also understand that many factors may contribute to a student missing some targets at the course level along the way. Please look over the slides and either talk directly to me or to your content team leader who I will be checking in with as well.

Appendix E

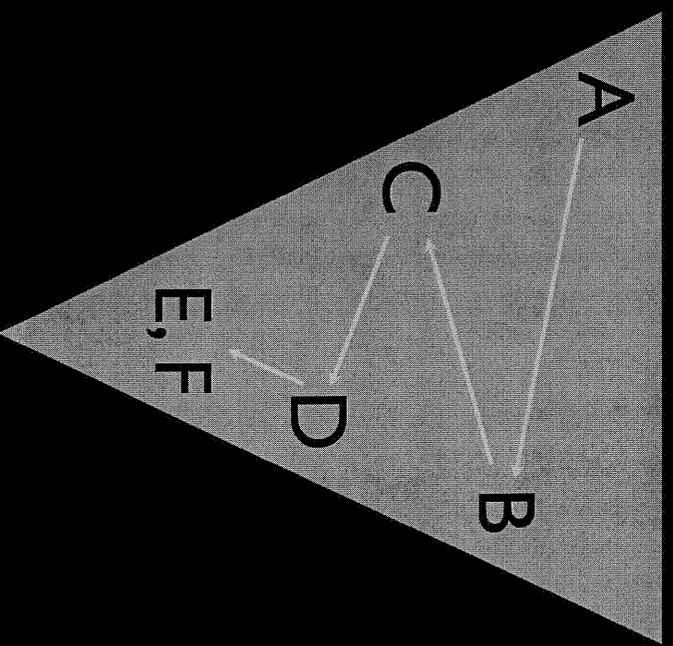
Proficiency oriented system...

- is modular in nature
- is more transparent
- uses targeted, timely feedback to students
- asks students to produce work in an iterative process and itself test drives structures, adjusts based on results, and then works with the adjusted structures looking for ways to improve them, again



Translating from broad standards to specific targets:

- Content area standards (A)
- Course learning targets (B)
- syllabi (C)
- unit plans (D)
- assessments & rubrics (E)
- exemplars (F)



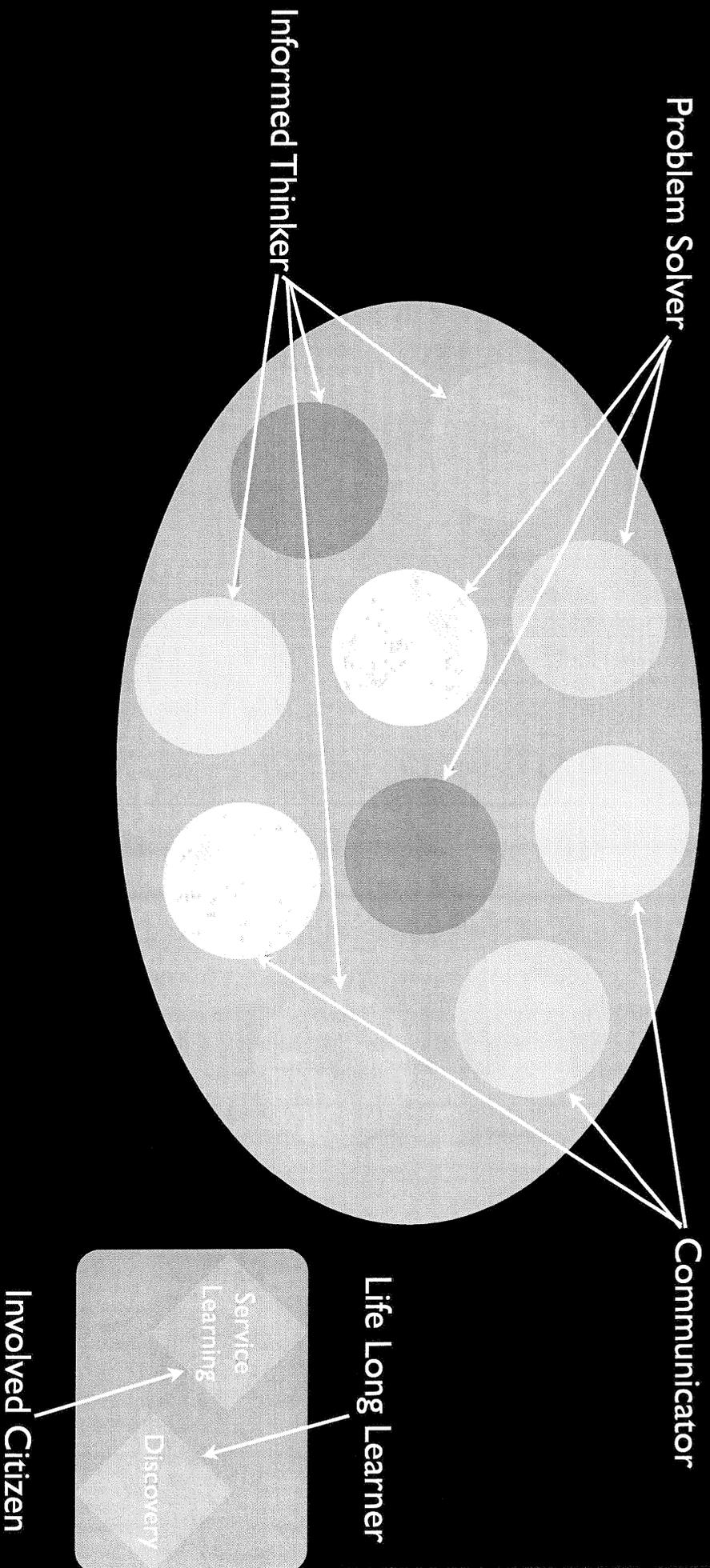
Meeting Guiding Principles

You can either create separate, school-wide rubrics for each guiding principle and have teachers score students on these, in addition to having them grade students in the given course, or you can connect each guiding principle to existing assessments across content areas and thereby create a separate score for each principle.

At FHS, we might connect three of the guiding principles (that are more academic) to various existing assessments, and list students as complete in two other of the guiding principles that get measured through service learning requirements and our student Discovery program.

System of Assessments

tied to specific guiding principles



Cut Points for 2014-2015

- A+ = 100
- A = 97
- B+ = 91
- B = 88
- C+ = 83
- C = 80
- NM = 60
- NS = 0
- DM = doesn't meet
- NS = not submitted

	<p>NM (not yet)</p>	<p>C (partially meets)</p>	<p>B (meets)</p>	<p>A (exceeds)</p>
<p>Course Learning Target, aligned to Content Standard</p>	<p>Individualized Feedback</p>	<p>Descriptors</p>	<p>Descriptors</p>	<p>Descriptors</p>
<p>Course Learning Target, aligned to Content Standard</p>	<p>Individualized Feedback</p>	<p>Descriptors</p>	<p>Descriptors</p>	<p>Descriptors</p>

Standard Units versus Carnegie Units

- grounded in seat time
- 60 hours per credit
- created as a way to build a retirement system
- state law = 16.5, then localities added to them
- Falmouth HS = 21
- hide both strengths and areas for needed growth
- no mention of credits in LD 1422
- grounded in learning proficiency
- one unit per course learning target; need ALL targets in a course met before they equal a completed (1.0) learning experience
- can be restored by meeting aligned (through content standards), but more complex targets in subsequent courses
- many standard units across courses that add up to 23 learning experiences for graduation (some of which are .5 credit in the old system)

**Falmouth Schools
Falmouth High School**

Graduation Requirements

I. All students will demonstrate proficiency in the content-area graduation standards of the Maine Learning Results. Proficiency will be achieved through school approved learning experiences. A learning experience is complete when designated standards have been met. Meeting the standard entails demonstrating proficiency in each of the following content areas prior to graduation:

- English Language Arts (8 experiences)
- Math (7 experiences)
- Science and Technology (7 experiences)
- Social Studies (6 experiences)
- Physical Education (2 experience) and Health (1 experience)
- Visual and Performing Arts (2 experiences)
- World Languages (2 experiences)
- Career and Education Development (may be embedded in other content-area learning experiences)

* An academic experience equals one semester

II. All students will demonstrate that they have achieved proficiency in the cross-curricular Guiding Principles of the Maine Learning Results, including the following:

- A clear and effective communicator
- A self-directed and lifelong learner
- A creative and practical problem solver
- A responsible and involved citizen
- An integrative and informed thinker

III. Additional Requirements for Graduation

- A. Complete Discovery program requirements
- B. Complete Service Learning requirements
- C. Every student will complete and submit an application to a post-secondary educational institution, training program, or other certified experience, such as the military, in order to provide an opportunity for academic, career, and personal continued growth.

IV. Multiple Pathways to Graduation

A. Falmouth High School offers multiple learning options that allow students to demonstrate proficiency on expected learning standards and satisfy graduation requirements. A Multiple Pathway will be approved by the school unit in an individual student plan. Learning options may include, but are not limited to, the following:

- Independent study courses offered by the school
- Dual enrollment or early college courses
- Career and technical education
- Accredited online learning programs
- Alternative or at-risk programming
- Apprenticeships, internships, field work, or exchange experiences

V. Special Education

A. Students who successfully meet all of Falmouth High School's content standards of the Maine Learning Results and Guiding Principles, as accommodated in their Individualized Education Plans (IEP), will be awarded diplomas.

VI. Students Entering After the Official Start of School for their 9th Grade Cohort

- A. For students who transfer to Falmouth High School from another state, country, school, program, or home-schooling situation, including educational programs that are not aligned with Falmouth High School's content standards of the Maine Learning Results and Guiding Principles, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. The Superintendent will ultimately determine whether these students are eligible to receive a diploma
- B. For home-schooled students wishing to receive a diploma from Falmouth High School, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in Falmouth High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal.

VII. Participation in Graduation Ceremonies

A. A student must complete all the requirements of their, individual program in order to participate in graduation exercises.

Legal Reference

20-A M.R.S.A § 4722-A (as revised) Proficiency-Based Diploma Standards
Ch. 127 § 7 (Me. Dept. of Ed. Rule) (as revised)

Cross References

IK: Academic Achievement

IKA: Weighted Grades
IKC: Grade Point Average
IKC-E: Procedures for Determining Grade Point Average
IKE: Progress Through the Grades
IKFA: Early Graduation
IKFD: Award of High School Diplomas to Veterans
IKF-R1: Graduation Guidelines
IKF-R2: Community Service Requirement

Draft

Falmouth High School Official Transcript

74 Woodville Rd., Falmouth, Maine 04105

Phone 207-781-7429

Website: www.falmouthschools.org



Student Personal Information

Date of Birth
Parent/Guardian

Date of Enrollment
Date of Graduation

Address
Contact Info

	FIN	S1	S2	Cr.	SU
2014 - 2015					
English 9	92	90	94	1.0	4/4
History 9	78	80	76	1.0	5/5
Geometry	94	96	92	1.0	3/3
Spanish I	90	90	90	1.0	4/4
Earth Science	81	80	82	1.0	6/6
Foundations of Art	89	89		1.0	5/5
2015 - 2016					
English 10	98	97	98	1.0	5/5
History 10	85	82	88	1.0	4/4
Algebra II	93	94	92	1.0	5/5
Spanish II	84	86	82	1.0	4/4
Biology	94	94	94	1.0	5/5
Introduction to Drama	99		99	1.0	5/5
2016 - 2017					
English Lang. & Comp. (AP)	91	88	94	1.0	4/4
US History	96	97	95	1.0	5/5
Calculus	86	85	87	1.0	4/4
Spanish III	88	84	92	1.0	5/5
Physics	95	95	95	1.0	4/4
Computer Science	89	89		1.0	5/5
2017-2018					
English Lang. & Comp. (AP)	98	90	94	1.0	5/5
Mountain Biotech Industries (STEM)	85	91	89	1.0	4/4
Physical Education	93	100		1.0	3/3
Statistics (AP)	84	90	92	1.0	4/4
Oceanology	94		95	1.0	3/3
Holocaust Studies	99	89		1.0	4/4

Grade and Cumulative Summary

Cumulative Weighted GPA: 87.041

Total Courses/Learning Experiences
For the calculation of a weighted
GPA, 4% is added to the grade
point for honor and AP courses.

Grading System

Lowest Numerical Equivalents

A = 93

B = 85

C = 77

D = 70

Falmouth High School does not
report rank in class.

2014-2015 Current Classes

Advisor 12
Ceramics Throwing
College Seminar I – English
College Seminar II – English
Intro to Pre-Calc I
Intro to Pre-Calc II
Physics
Public Speaking
Spanish Intermediate II

Falmouth High School

Official Transcript

Graduation Standards: Performance Summary

English Language Arts	Proficiency Level
Reading Comprehension	3.0
Reading Interpretation	3.0
Writing Range	3.5
Writing Research	4.0
Discussion	3.5
Presentation	3.0

Social Studies	Proficiency Level
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5
Standard 4	4.0
Standard 5	3.5
Standard 6	3.5

Health and Physical Education	Proficiency Level
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5

Mathematics	Proficiency Level
Numbers and Quantity	3.0
Algebra	3.0
Functions	3.5
Geometry	4.0
Statistics and Probability	3.5

Visual and Performing Arts	Proficiency Level
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5
Standard 4	3.5
Standard 5	4.0

Career and Education Development	Proficiency Level
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5

Science and Technology	Proficiency Level
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5
Standard 4	4.0
Standard 5	3.5
Standard 6	3.0
Standard 7	4.0
Standard 8	3.5

World Languages	Proficiency Level
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5
Standard 4	4.0
Standard 5	3.0

KEY: Type of Learning Experience

Course: Learning took place in and was verified by a certified teacher in a regular high school course.

Honors: Learning took place in and was verified by a certified teacher in a regular high school course in which the student opted to engage in more rigorous course work.

Dual-Enrollment: Learning took place in a college course that enabled the student to demonstrate proficiency of one or more graduation standards.

Independent: Learning took place in a student-designed and teacher-supported learning experience. The teacher verified the student's achievement of one or more graduation standards.

Internship: Learning took place in a work-environment after which a certified teacher verified achievement of one or more graduation standards.

Appendix F

Proficiency Transition Grant

Expenditure Description

FY13-14 Grant	23976.47								
FY13-14 Expenditures	-3581.75								
Carryforward balance to FY14-15	20394.72								software programming for grading & reporting system 9-12
FY14-15 Grant	25100.63								
FY14-15 Budget (includes 13-14 carryforward)	45495.35								

9-22-14

Account	Description	Budget	Expended YTD	Encumbrance	Budget Balance	
K-8						
22395000022101230000	K-8 Salaries - Substitutes	0.00	0.00	0.00	0.00	
22395000022101500000	K-8 Stipends	5000.00	0.00	0.00	5000.00	
22395000022102000000	Fringe Benefits	35.00	0.00	0.00	35.00	
22395000022102030000	Fringe Benefits - Substitutes	0.00	0.00	0.00	0.00	
22395000022102310000	Maine PERS Employer Portion	100.00	0.00	0.00	100.00	
22395000022103200000	K-8 Purchased Prof Educ. Servic	2400.00	0.00	718.00	1682.00	NELMS conference
22395000022105800000	Travel	750.00	0.00	357.42	392.58	NELMS lodging
22395000022106000000	Supplies	0.00	0.00	0.00	0.00	
22395000022106400000	Books & Periodicals	0.00	0.00	0.00	0.00	
22395000022306500000	Supplies - Technology Related	500.00	0.00	0.00	500.00	
22395000022306500000	Supplies-Instructional	500.00	0.00	0.00	500.00	
Totals		45495.35	13278.30	8635.03	23582.02	

Planned 14-15 Expenditures

12000.00 District proficiency transition committee stipends
2000.00 Consulting fees?

Proficiency Based structures at FHS

I. Targeted Supports

A robust system of interventions (also known as RTI, or response to intervention) that occur during the regular school day is a key to proficiency based design. Schools that leave students to try and find teachers before or after school but don't provide structured, regular time during the day are not engaged in proficiency based work. FHS have several types of interventions available during the school day for when students need additional practice or help, or when they've missed days due to illness, a college visit, or for other reasons. Below are the different types of interventions available on a daily/weekly basis.

AFT (academic focus time): AFT is a structure that was created and piloted during the 2010-2011 school year when LD 1422 first appeared on the horizon. This structure evolved over time until AFT happened every Wednesday and Friday morning (C and E days in the FHS schedule), from 8:00 a.m. to 8:56 a.m., the same length of time of a full class period. During AFT, every teacher and every student are available to work together. No classes are held during this time. Students report to their adviser for attendance and then can access any of their teachers or be assigned to a specific teacher to receive additional practice, make up late or missing work, be reassessed on a recent summative assessment, or complete any other work required to make progress towards a specific learning objective. Students also have the opportunity to collaborate on group projects and/or form study groups. The school's tutoring center is open and fully staffed during AFT. In the spring of 2014, staff voted on a proposal to create half day AFT sessions during some early release days during the year. This means during the 3.5 hours students are in school on early release days, students will have longer blocks of time throughout the year to address skill and content gaps and to move ahead on advanced work with all teachers available to assist and support students. Older students can go out on job shadows, work on their senior Discovery projects; we can have other required Discovery sessions for our seniors. This is a new pilot for supporting our students, and we plan on brainstorming new ways to provide even more support during regularly scheduled schools days.

Guided Study Halls: During the 2012-2013 school year, the high school piloted a new support structure where any student is eligible to be placed in a small study of no more than 8 students. Since then, guided study halls have been expanded and are now available every period during the school day. The primary goal of guided studies is to offer executive functioning support, targeted work/study time, and closely monitor academic progress for all students in a guided study hall. Every student is expected to self monitor work completion with support from the staff member running the guided study. The assigned staff person monitoring guided study hall remains in close contact with each student's teachers, helping the learner to set goals and priorities, complete and hand in work, meet

deadlines, and schedule and attend help sessions with their teacher or in the tutoring center during AFT and other available times.

Labs: FHS runs one lab period for freshmen students who are screened at the end of their 8th grade year. There is one lab each in social studies, English, math, and science. Approximately 8 to 12 students are placed in each lab that meets once per week during a study hall where the students receive pre-teaching and skill and content support from a freshman teacher in the given content area.

Tutoring Center: The tutoring center is open every period of the day and after school to all students. It is staffed with a literacy specialist and select faculty who are assigned to the center during their duty periods. If a math teacher has her/his duty period in the tutoring center, then three times per week (during period 2, for instance) s/he reports to the center and is available to students who need help.

Pathways: Pathways courses are available to any student who is identified by a team (student centered team, IEP team) for this structure. These classes fall under our multiple pathways options, which are necessary as stipulated in LD 1422. We have Pathways courses in each of the four major content areas that include Pathways math, humanities (sophomore and junior social studies and English, combined), freshman English, freshman earth and space science, chemistry, personal finance, art, and freshmen world history. Over the last four years, the Pathways program has placed students on IEP or 504 plans, and other students who can benefit, with a regular education teacher who aligns the curriculum to the traditional course from which Pathways classes are derived. In this way there can be shared syllabi, content standards, and common assessments ensuring all students remain on track for graduation. No student at FHS takes only Pathways courses in her/his schedule. The following is from the program of studies: *The Pathways Program at Falmouth High School is designed to provide alternative educational opportunities for students needing academic flexibility to create individualized pathways to graduation. Classes offered through The Pathways Program are considered mainstream courses and are taught at the college preparatory level. They are unique in that they offer small class size, a team teaching approach, integrated studies, and student centered curriculum design.*

Student Centered Team (SCT): Every school in the K-12 system has a student centered team created and designed to discuss individual students who are at risk and match them up with services/support through RTI and PBIS. There are three teams in Falmouth, each chaired by an instructional strategist, with both teachers and administrators serving as members of the team at all three schools (Falmouth Elementary, Middle, and High School). These teams identify student needs and match them up with appropriate structures in order to best support success. The high school SCT team will discuss, in 2014-2015, additional support in both the tutoring center and for yet another expansion of AFT during the regular year to help round out the multi tiered support for all students.

II. Assessment Types

The basic kinds of assessment are often referred to as *formative*, *interim*, and *summative* assessments. Formative assessment is, essentially, practice toward a final trial. Like all practice, formative assessments don't count for or against a student in terms of the course grade. All learning theory posits that the person engaged in the task must struggle if real learning is going to occur. If we grade everything and count it toward the final course grade, students rightly feel as if they must score the grade of A on every assessment no matter how small it is. Instead, with formative assessment, students practice the skill or work with the content knowing that the goal is to grow up to the summative assessment. Also, after giving a formative assessment the teacher also looks at her or his approach and makes adjustments around instruction.

Years ago, I had a friend who had never cooked a Thanksgiving dinner and wanted to get it right when friends and family came to him that day. The weekend before he cooked a mini version of Thanksgiving, working with all the foods and garnishes, the layout of the room, even what music he thought would set the right tone. He made some mistakes, took notes, then had a beautiful Thanksgiving dinner the following weekend. The first meal was formative, while Thanksgiving day itself was summative. So, as the example indicates, summative assessments are taken after ample practice and they do count toward the final grade. Over time students take multiple summatives, so no one will determine a final score in a course, but each one contributes to it. The key is that all summatives have a process of formative assessment in order to prepare students.

In a recently completed glossary of terms, we've defined these strategies in this way:

Assessment, Formative

Measurement of learning designed to gauge how close students are to hitting the learning targets for a given unit or lesson. Information gained from formative assessment is used by the teacher to adjust pedagogy, pacing, and other classroom tools that will help students meet the targets being addressed. These assessments are not used to score students in a manner that influences the final grade in a course or experience but do indicate how students might perform on summative assessments.

Assessment, Summative

Measurement of learning designed to gauge how close a student came to hitting the learning targets for a given unit or lesson. Summative assessments are used to score a student in a way that contributes to a final grade in a course or experience.

III. Student Growth Models

Often, proficiency based structures work with the idea of measuring student *growth* instead of averaging every step in the learning process.

The simple example is learning how to ride a bicycle. If a young student were going through this process and climbed on the bike and fell off (assessment #1; grade=0), tried and fell off again (assessment #2; grade=0), rode ten feet then fell off (assessment #3; grade=50), rode fifty feet (assessment #4; grade=80), and then finally got on the bike and rode away (assessment #5; grade=100).

The question is, what is this student's grade and do they have to repeat the bike riding class? If we average all the grades then the student gets a grade of 46, can ride the bike perfectly, and must retake the course (and have the 46 on their permanent transcript).

Another way of calculating would be to *decay* the grade, which means weighting each subsequent assessment heavier than the last, assuming that the student is heading toward her or his true level of achievement given more practice. Depending on the weighting, the student could get an 80, and 85, or higher.

Teachers are working on identifying what students know and are able to do at the end of a unit of learning and not penalize them for struggle on early practice. This idea, combined with the idea of being able to retake final assessments for a better score after some amount of re-teaching, will be discussed in the next principal's notes.

IV: Reworking Assessments

In many traditional programs, retaking assessments is not always typical. Often students are not allowed to do so or are penalized having, for instance, to take the first low grade and average it with the second grade which is often the higher of the two. In more proficiency-based systems students are often allowed to have a number of retakes for summative assessments (that count to the final grade). This practice, when used, follows a pattern of assess-reteach/relearn-reassess and is designed to move students in the direction of refinement of skills and knowledge. While this isn't the case for every assessment in a given course, it does happen with more frequency when the point is to move students to meeting and exceeding expectations.

It's easy to think of examples from the real world. It's rare that adults are assessed one time and cannot improve and try again if the person is willing to better her or himself. The whole premise of evaluation systems is based on feedback and improvement. In these systems, the idea is that a person is rated against criteria and then s/he takes the feedback and works to improve in specific areas.

We want the same thing for our students. It's in the reassessing that students get more practice, and when coupled with the specific feedback, that additional practice is super sized for maximum impact and improvement. In traditional systems students get a grade and too often walk away without the opportunity for improvement to criteria. Teachers at Falmouth High School have been working in this direction over the past years, and this practice will only accelerate as we look to capitalize on the best practices available to help our students learn and grow.

V: Common Assessments

In many traditional programs, one teacher's test or assessment can have little to nothing in common with another teacher's, even if the two people are teaching sections of the same course. However, in more proficiency-based structures, there is more of an effort to give *common assessments* or assessments scored with a common rubric so that key skills and knowledge are being guaranteed to all students.

Imagine crossing a stream. If we think about that journey as moving through the educational system, we do our students a favor if we can place some solid rocks on which to land as they cross. These rocks -- the guaranteed skills and knowledge that we teach then measure on common assessments -- assure that when they make it to the other side every student is equipped to move in their own direction on their own journey.

Another advantage to common assessments is that it puts teachers together building this work together in teams. That act -- good teachers putting their heads together to create the best possible assessments, then reviewing the results and revising -- is a hallmark of successful organizations. It best serves customers (and, in this case, students) instead of the opposite, having professionals work in isolation. Every industry has moved in this direction, from doctors and the medical field to design teams to forward thinking schools. Strong teachers, when working together to create measures of student learning, multiply their talents and insight. As we move forward, teachers will continue to express what is unique in their craft and outlook on daily assignments and work with students. That's part of how staff form important, meaningful relationships with students and it will continue to be supported as we, at the same time, focus on creating common assessment around foundational skills and knowledge.

Glossary of Terms

Assessment, Formative

Measurement of learning designed to gauge how close students are to hitting the learning targets for a given unit or lesson. Information gained from formative assessment is used by the teacher to adjust pedagogy, pacing, and other classroom tools that will help students meet the targets being addressed. These assessments are not used to score students in a manner that influences the final grade in a course or experience but do indicate how students might perform on summative assessments.

Assessment, Interim

This is a form of assessment used to evaluate where students are in their learning progress after formative assessments have been used, and also to determine whether they are on track to perform well for future assessments such as end-of-course or unit summative assessments.

Assessment, Summative

Measurement of learning designed to gauge how close a student came to hitting the learning targets for a given unit or lesson. Summative assessments are used to score a student in a way that contributes to a final grade in a course or experience.

Carnegie Unit (credit)

The unit designated to measure learning in American high schools and colleges. Initially, a student needed to have 120 hours of contact time with a teacher in order to earn a Carnegie Unit, but the limitation of time in most high schools reduced that number via state law. Carnegie Units represented a belief that time equals learning.

Content Standards

Statements of skills and/or knowledge of core content that must be met in order receive a completed transcript and diploma from Falmouth High School. These statements have endurance, leverage, and readiness for students' post-secondary aspirations.

Course Learning Target (CLT)

A statement about what students need to know and be able to do in a class. CLTs are derived from broader content standards. Students are required to meet every course learning target in order to successfully complete a given course.

Criterion Referenced Testing

A test or other type of assessment that measures learning against a clearly defined set of learning targets. In criterion referenced testing, the goal is to have all students master the skills and content.

Differentiation

A variety of teaching techniques and lesson adaptations designed to help instruct a diverse group of students. The primary educational objectives remain the same for every student, but teachers may use different instructional methods and materials to help learners meet expectations.

Discovery

A program that involves all Falmouth High School students and that is primarily organized through advisory. Students maintain an academic portfolio, conduct a junior job shadow, attend a financial literacy seminar and learning hands-only CPR, and plan and present a senior capstone project, among other Discovery activities. When students complete Discovery, they have demonstrated meeting one of the Maine Learning Results Guiding Principles which are graduation requirements per LD 1422.

Extended Learning Opportunity (ELO)

An activity related to the endorsement area that occurs outside the regular classroom setting and school day that enhances and helps students to apply their academic learning.

Endorsement

A qualification on a student's transcript and diploma that verifies completion of a program that includes advanced course taking in the particular area (STEM, arts, global citizenship) coupled with a prescribed number of extended learning opportunities, a dedicated job shadow, and Discovery capstone project.

Grading

The symbol system and method for determining a student's level of skills and knowledge inside that system. A grade should represent the student's ability to hit particular learning targets both in the moment and as secured skills and knowledge in the future.

Guiding Principles

The guiding principles are overarching, interdisciplinary standards that describe the broad skills and dispositions that most impact learner success now and in the future. In Maine, there are five guiding principles. Every student must meet the criteria to graduate as the following: (1) a clear and effective communicator; (2) a self-directed and lifelong

learner; (3) a creative and practical problem solver; (4) a responsible and involved citizen; (5) an integrative and informed thinker.

Habits of Work/Mind

Often referred to as HOWs or HOWLs (habits of work and learning), these behaviors positively influence learning across disciplines. Traits such as timeliness, organization, perseverance, and cooperation are viewed as complimentary to, but separate from, academic skills and knowledge.

Learning Experience

The term used by the State of Maine in new its new graduation statute, LD 1422, to reference an experience, endorsed by a school unit, that will advance a student as part of her or his program. A traditional course is a learning experience, as well as an internship or other experiences that are aligned to the requirements of the Maine Learning Results.

L.D. 1422: An Act to Prepare Maine People for the Future Economy

Maine Learning Results

Standards adopted by the Maine State Legislature, the Learning Results – which incorporate *The Common Core State Standards* – articulate the *Maine Guiding Principles* and content standards for all eight content areas. The introduction to Learning Results states, "The Learning Results identify the knowledge and skills essential to prepare Maine students for work, for higher education, for citizenship, and for personal fulfillment. This document defines only the core elements of education that should apply to all students without regard to their specific career and academic plans."

Multiple Pathways

The State of Maine defines multiple pathways – stipulated in LD 1422 as a requirement for all schools as part of the menu of student options as they devise plans for earning a diploma – as “premised on the idea that learning does not have to occur at the same time every day, be delivered exclusively by teachers or be confined to traditional classrooms. Learning can occur at different times and different places, whether it’s in a school setting, a career and technical education center, a local college, a community-based organization, a workplace or through an online learning application. Student learning may also take place under the guidance of business professionals, trades people, scientists and community leaders who work closely with teachers. When schools embrace proficiency-based learning, students can pursue a wider variety of learning pathways while still meeting high academic standards and their school’s graduation and promotion requirements. Personalized pathways are also premised on the idea that learning accomplishments should be recognized, rewarded or valued consistently and equally regardless of whether students learn in a school, outside a school or online.”

Next Generation Science Standards (NGSS)

Science standards developed by Achieve and 26 lead states (including Maine) based on *A Framework for K-12 Science Education*, itself a framework developed by the National Research Council. Maine's legislature has not yet taken up the NGSS for adoption.

Norm-Referenced Testing

A test or other type of assessment designed to measure a student's performance in terms of her/his relative standing against the larger group.

Pathways Courses

Pathways courses are available to any student who is identified by a team (student centered team, IEP team, 504 team) for this structure. These classes are aligned to the curriculum followed in the traditional courses that are parallel with Pathways. Regular education teachers instruct Pathways classes. Falmouth High School has offered Pathways options in each of the four major content areas that include Pathways math, humanities (social studies and English, combined), freshman English, freshman earth and space science, chemistry, personal finance, art, and freshmen world history.

Proficiency

Proficiency means that a student has achieved targeted levels of learning in a standard or learning target. Being proficient is akin to having met requirements on the given assessment task.

Proficiency-based Education (P-B)

The term (often used interchangeably with standards-based) referred to a school system setting explicit, educational targets that are used to guide the curriculum. Students progress to graduation by meeting standards at increasingly advanced levels.

Proficiency-based Reporting

A reporting system is proficiency-based when it is delineating the quality of work to specific criteria in and when grades are based on this quality and criteria analysis. It is in lieu of a rank and sort grading system.

Response to Intervention (RTI)

A set of tiered interventions designed to support all learners with the appropriate types and amount of assistance. RTI is designed to first keep all students in the regular classroom with support, and then have increase support that can occur in other settings as needed.

Rubric

A rubric is a tool that delineates the quality of work against specific descriptors and learning targets. Rubrics are designed so students know what is expected of them on given summative assessments.

Standards-Referenced System

Here, standards are used to guide curriculum and measure student progress, but they advance in age-based cohorts (grade levels) and maintain other aspects of traditional systems that instead only borrow the most reliable, research-based aspects and structures of proficiency-based education.

Standard Unit

The unit awarded to a student for meeting each course learning target (CLT) in a given class. If a course has five CLTs, the student would need to earn 5.0 standard units in order to have met all requirements.

Taxonomy

A classification system used to define and distinguish different levels of cognition and learning. Bloom's taxonomy is one example. Educators use taxonomies to inform or guide the development and use of assessments, curriculum, and instructional methods in order to match learning targets and goals and the techniques and approaches for learning and appropriate assessment in order to accurately determine that students have been successful.

Sources:

Maine Department of Education:
<http://www.maine.gov/doe/cbp/glossary.html>

Glossary of Education Reform:
<http://edglossary.org/>

Great Schools Partnership:
<http://www.greatschoolspartnership.org/resources/glossary-of-education-reform/>

The Partnership for 21st Century Skills:
<http://www.p21.org/>

FALMOUTH PUBLIC SCHOOLS

Schedule C Job Description

POSITION TITLE: Proficiency-Based Steering Committee Membership
SCHOOL/DEPT: District-Wide
PAY: \$1,000 (“Proficiency Based Grant Funds” - Technical Assistance Planning Funds per LD1422)
SUPERVISES (Staff and/or students, expected participation numbers, etc.): Steering Committee
<p>GOAL/ACTIVITY OUTCOMES:</p> <p>The committee will do the following:</p> <ul style="list-style-type: none"> ● Support the launch of Proficiency-based Learning (PBL) for Class of 2018 ● Sustain a working committee, focused on vetting and generating related policies, programs of study, proficiency-based grading and reporting systems. ● Promote understanding ● Provide an opportunity for community voice and contribution <p style="margin-left: 40px;">Champion the Work, Do the Work</p> <ul style="list-style-type: none"> ● Generate/Vet/Refine proposals ● Foster a productive, positive feedback channel ● Support/Ensure community relations
<p>RESPONSIBILITIES/DUTIES:</p> <p>Major Initiatives:</p> <p>Generate Policies for School/District/Board Approval</p> <p>Generate and Publish an Index of Terms</p> <p>Generate and Publish Programs of Study</p> <p>Generate frameworks for PBL/Portfolio</p> <p>Generate PBG (Proficiency-Based Grading and Reporting) systems</p> <p>Support Communications</p> <p>Identify Standards and Benchmarks</p> <p>Identify demands of Standardized Assessments</p>
<p>TIME EXPECTATION (Number of meetings per week/month, hours per meeting, planning time, length of activity, etc.):</p> <p>Meeting once weekly during school year each Thursday, beginning October 9 (3:00 - 4:30pm) , share with building-based teams and staff in regularly scheduled meetings, as determined by committee.</p> <p>Location - FES</p>
REPORTS TO: Curriculum Director

EVALUATION (Basis/method):

Completion of SMART Goals/ Deliverables as mapped/tracked through Rubicon Atlas

CONTRACT TERM: One year

Participants

Format: Role: Last Name, First Name: Attendance Status

Roles: FAC:Facilitator, TK:Time Keeper, R:Recorder,
PO:Process Observer,O:Other

Attendance status: P:Present, A:Absent, L:arrived Late,
E:departed Early

Committee Member (Representing)

A John Flaherty (K-5, FES, All Stakeholders)

P Roxie Johnson (Consulting Teacher, K-12, SpED)

P Sarah Simmonds (Gr. 4, FES, Parent Stakeholders)

P Joyce Hebert (6-8, Faculty and Student Stakeholders)

L Janet Adams (6-8, FMS, Parent Stakeholders)

A April DeCoursey (6-12, FMS, FHS, SCT, RTI, Parent and
SpED Stakeholders)

P Joy Halligan (K-5, FES, SCT, RTI, Faculty Stakeholders)

P Tammy Paul (6-8, FMS, SpED)

P Gene Kucinkas (K-12 SpED)

P Erica Mazzeo (District Wide)

P Ben Harder (9-12, FHS, ELA)

P Schouvieller, Rebecca (9-12, FHS, History)

 [Add a Link](#)

Falmouth Public Schools
SMART Goal Template 2014/2015:

S - Specific/Strategic M - Measurable A - Achievable R - Results-oriented/Relevant T - Time-bound	Use this template to compose team/individual SMART goals focused on student achievement and/or professional practice. Focus on defining a measurable desired outcome and then plan action steps that will take you there. Action steps outline strategic decisions necessary towards achieving the goal. Description of action steps should include a rough timeline or series of target dates, and identify team members responsible.
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School:	ALL!	Team Members	Joyce Hebert, Wendy Northrup, Becca Schouvieller
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Describe the Problem:

- Confusion about practices
- High school is driving
- Other issues:
 - Homework
 - Retakes
 - What does an “A” mean?
 - Can an “A” have a plus?
- “What do we want teachers to know?”
- The problem is that we are all reinventing wheels but don’t have the time to do so thoughtfully and therefore big decisions aren’t being made OR are being made by fiat
- Some of this needs to be top-down (at least in creating the parameters)

Interim Goal Thinking

- Identify the sticky points/nitty-gritty and be the people who think through them so that we can move forward as a collaborative district (NOT the deciders)
- We can research and modify “the wheel” → create working documents
- Collection of best practices → what are they?
 - Name/define them
 - Formative assessment
 - Summative assessment
 - “A” “3” “Wow!” “partially meets” → what do these mean?
 - Guidance about what teachers should know and be able to do (not prescriptive)
 - Drill deeper on the universals and understanding
- How do we respond when students don’t meet standards?
- How do you set up an assessment?
- Clarity:
 - Do we want consistent policies around:
 - Homework?
 - Retake?
 - Role of Habits of Work?
 - Zeroes?
 - Different pathways?
 - If not, what are potential options?
- “Clearing house for model”
- Create a controlled choice

SMART Goal Statement:

This committee will facilitate teacher understanding of proficiency based learning best practices. They will also support the implementation of classroom-level, building-level, and district-wide practices. They will do so by producing specific recommendations about the implementation of specific standards-based practices. In the 2014-2015 school year, the committee will draft and share recommendations about [fill in the blank].

Action Plan:

Action Step:	Timeline:						
Determine areas of focus for the 2014-2015 school year.	Done!						
Meetings with Anita Stewart McCafferty and Michele Kaschub	Ongoing						
Identify & deploy sherpas (consultants, lead teachers, leadership)	By end of December						
<p>Concrete nitty-gritty practices</p> <table border="1" data-bbox="207 747 1133 997"> <tr> <td data-bbox="207 747 979 810">Research and discuss</td> <td data-bbox="979 747 1133 810"></td> </tr> <tr> <td data-bbox="207 810 979 905">Draft a clear, concise recommendation of practices, definitions, possibilities, etc.</td> <td data-bbox="979 810 1133 905"></td> </tr> <tr> <td data-bbox="207 905 979 997">Share these recommendation with appropriate stakeholders (faculty at the schools, PLTs,) for discussion and, where appropriate, decisions.</td> <td data-bbox="979 905 1133 997"></td> </tr> </table>	Research and discuss		Draft a clear, concise recommendation of practices, definitions, possibilities, etc.		Share these recommendation with appropriate stakeholders (faculty at the schools, PLTs,) for discussion and, where appropriate, decisions.		
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<p>What Grades Signify</p> <table border="1" data-bbox="207 1094 1133 1344"> <tr> <td data-bbox="207 1094 979 1157">Research and discuss</td> <td data-bbox="979 1094 1133 1157"></td> </tr> <tr> <td data-bbox="207 1157 979 1251">Draft a clear, concise recommendation of practices, definitions, possibilities, etc.</td> <td data-bbox="979 1157 1133 1251"></td> </tr> <tr> <td data-bbox="207 1251 979 1344">Share these recommendation with appropriate stakeholders (faculty at the schools, PLTs,) for discussion and, where appropriate, decisions.</td> <td data-bbox="979 1251 1133 1344"></td> </tr> </table>	Research and discuss		Draft a clear, concise recommendation of practices, definitions, possibilities, etc.		Share these recommendation with appropriate stakeholders (faculty at the schools, PLTs,) for discussion and, where appropriate, decisions.		
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<p>Formative/Summative in Practice</p> <table border="1" data-bbox="207 1440 1133 1690"> <tr> <td data-bbox="207 1440 979 1503">Research and discuss</td> <td data-bbox="979 1440 1133 1503"></td> </tr> <tr> <td data-bbox="207 1503 979 1598">Draft a clear, concise recommendation of practices, definitions, possibilities, etc.</td> <td data-bbox="979 1503 1133 1598"></td> </tr> <tr> <td data-bbox="207 1598 979 1690">Share these recommendation with appropriate stakeholders (faculty at the schools, PLTs,) for discussion and, where appropriate, decisions.</td> <td data-bbox="979 1598 1133 1690"></td> </tr> </table>	Research and discuss		Draft a clear, concise recommendation of practices, definitions, possibilities, etc.		Share these recommendation with appropriate stakeholders (faculty at the schools, PLTs,) for discussion and, where appropriate, decisions.		
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Notes 11/20

Focus:

1. Concrete nitty-gritty guidance:
 - a. Homework
 - b. Retake & growth
 - c. Final grades
 - d. Zeroes
 - e. Pathways
2. Signifier of Grades
3. Formative/summative in practice (design)
 - a. Rubric 201
 - i. What is quality?
 - ii. Validity, predictability, reliability?
 - b. Retrofitting
 - c. Formative in practice
 - d. Practical level of assessment

Areas of Confusion:

- What grades signify
- Rubric writing
- Must everything be rubriced? → Using formative assessment while avoiding bureaucratic pain, breaking apart a unit learning target
- Formative/summative in practice
- Retrofitting older tests to the standards
- Options for the final grade
- Growth over the year -- how to accommodate/design/assess?
- How assessment functions in practice

Falmouth Public Schools
SMART Goal Template 2014/2015:

S - Specific/Strategic M - Measurable A - Achievable R - Results-oriented/Relevant T - Time-bound	Use this template to compose team/individual SMART goals focused on student achievement and/or professional practice. Focus on defining a measurable desired outcome and then plan action steps that will take you there. Action steps outline strategic decisions necessary towards achieving the goal. Description of action steps should include a rough timeline or series of target dates, and identify team members responsible.
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School:	District	Teacher Name:	
Team/Dept:	PBT	Team Members:	

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SMART Goal Statement:

To develop the framework for developing a K-12 program of studies that reflects necessary elements of PBE by August 2015.

Action Plan:(

Action Step:	Timeline:
Define program of studies: (Mission Statement and Beliefs) Reflect on PBE as it relates to the Mission Statement and Beliefs.	Nov. 2014
Define common language around content standards/targets and structure.	
Determine where we are and what we need to add to a program of studies	
Research and analyze similar school systems that have a developed a successful program of studies for a PBE system (Adams 50, CO (http://www.cbsadams50.org/?s=program+of+studies); Lindsey, CA).	
Define support structures (Core instructional level, RTI, SPED)	
Define areas of cross-cutting standards (BACK-FILL STANDARDS) by grade level/benchmark expectations (2, 5, 8, 12)	
“Threshold Expectations” in Grades 2, 0-5 and 8	

Professional Growth Self-Assessment:

SMART Goal Statement/Problem of Practice:

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Action Plan:

Action Step:	Timeline: