

Hermon School Department
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facsimile transmittal

To: Diana Doiron

Fax: 1-877-227-9838

Fr: Patricia Duran

Date: 9/17/2014

Re: Proficiency-Based Diploma
Option 5

Pages: Cover + 39

Urgent For Review Please Comment Please reply Please recycle

Confidential

2



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 5

At the time of the extension application the SAU will:

- Provide evidence of active participation in proficiency-based system of supports to address identified critical areas of need, build capacity and the infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and the annual benchmarks for each year for which the extension is requested that outline the steps the SAU will take to ensure that students graduating after July 1, 2020 will be awarded a diploma 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 that were 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

Superintendents Region

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

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

- 3. **School Administrative Unit:** Hermon School Department
- 4. **High School(s):** Hermon High School
- 5. **Name and title of person completing the extension request:**
 Patricia Duran, Superintendent of Schools
 Gail Gordon, Curriculum Coordinator
 Brian Walsh, Hermon High School Principal
 Melissa Biehn, MS/HS Literacy Coach
- 6. **Superintendent’s name, address, phone number and email:**
 Patricia Duran, Superintendent of Schools
 Hermon School Department
 31 Billings Road, Hermon, ME 04401
 207-848-4000x6003 duranp@hermon.net

Evidence of Preparedness

- 7. **Provide evidence of active participation in a proficiency-based system of supports to address identified critical areas of need, build capacity and build infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles. Include evidence showing the impact of participation on your district’s preparedness. 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

Hermon School Dept.	Evidence of Preparedness:
	<p>District A-Team completes a DOE Needs Assessment Survey to determine level of readiness and to give direction to the work to be done. (10/2013)</p> <p>Community Education Forums were held to inform community members, school board members, and parents on the research and rationale for moving to a proficiency-based system of education. (5/2012 – It’s All About the Learning, 10/2013 – A Focus on Learning) Feedback indicated that these were informative, but unfortunately they did not draw a high attendance.</p>

HS School Improvement Committee works on the school-wide academic work habits reporting rubrics, formative and summative assessment procedures, and a common unit planning template. **(Conversation during these meetings reflects the culture shifts that need to happen in order to operate a proficiency-based model of education. Not everyone agrees with the changes. Even with models, consistency of practice is an issue)**

In-school release time given to HS and MS content areas to re-align curriculum. Curriculum Coordinator worked with the CC in the district that sends students to our HS so that their grade 8 teachers could work with our grade 8 and grade 9 teachers. **(Half of our HS is comprised of students that have not been with us for their K-8 education. Facilitating opportunities for sending and receiving districts to work together makes sense but does take additional time, effort, and money)**

District Literacy Team was established (2010) and a **Comprehensive K-12 Literacy Plan was completed (6/2014)**. The plan outlines the direction and supports needed for the continuous improvement of our students' reading, writing, communication, and thinking skills necessary to be college and career ready.

A common writing prompt for all grade 7-12 students is administered at 3 points within the school year. The MS/HS Literacy Coach facilitates this process which includes calibration for scoring, aggregation and disaggregation of data, and discussion of instructional next steps. **(2011-2014)**

PLC groups were established in all 3 schools. Book studies are a regular part of the PLC work and involve whole district reads and school choice reads. Book studies are helping to deepen teachers' knowledge and understanding of what the standards require, how to support student learning and demonstration of mastery, and how to transform the practice of teaching and the advancement of learning. **(see attached list)**

Four science teachers (2 MS and 2HS) are accepted into the Maine Physical Science Partnership, a collaboration between school districts, the University of Maine, The Maine Center for Research in STEM Education, and the MEDOE. **(5/2013)** Teacher work focuses on understanding the NGSS and the new instructional practices needed and developing assessments needed to achieve these standards.

Curriculum Coordinator and the MS/HS Literacy Coach attend 3, day-long sessions on Teaching the Thinking Skills presented by Debra Pickering, Senior Scholar with the Marzano Research Laboratory. **(Feb. 6, March 12, April 9, 2014)**

Contracted with Great Schools Partnership for support as we create our locally designed proficiency-based model. **(1/2014) GSP consultant work Jan. 21, 31, Feb. 27, March 3, May 8**

HS principal and district Curriculum Coordinator attended the HS Redesign Conference in Norwood, MA (March 2014)

Superintendent, HS principal, and Curriculum Coordinator attend a PREP sponsored discussion of Proficiency-Based Education held at Eastern Maine Community College on April 29, 2014. **(Affinity Diagram)**

HS principal, Superintendent, and Curriculum Coordinator are working with the technology dept. to develop a standards-based grading/ reporting system within PowerSchool. **(This is very much a work in progress. We want to move away from the 100 pt. scale but this is proving difficult to do.)** District administrators and a lead HS teacher attended a conference call presentation with a representative from JumpRope. **(Jan. 2014)**

Special Services Director works with K-12 special educators around new IEP planning, transition issues, and proficiency-based diploma requirements.

Teams comprised of a special education teacher and a regular education teacher participated in numerous training sessions around the co-teaching model of instruction. Pilot classes will start this fall (2014) at both the MS and HS.

All teachers, either by grade level or by content area, were provided time to look at the SBAC site and work on sample assessment items. **(Jan. 2014, Well worth the time spent doing this.)** ES and HS pilot the SBAC Field Tests. **(Spring 2014)(SBAC proctor training was a bit cumbersome as there were multiple, lengthy guidelines to sift through.)**

Request to submit a Proficiency-Based Diploma Extension (Option 5) **(School Committee approval August 4, 2014)**

Multi-year Implementation Plan

8. Provide a description of the multi-year 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 July 1, 2020. The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the

extension is requested. 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:

- Multi-year 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
See attached plan.

System of Supports for Student Learning

9. Describe the system of supports you have in place for secondary school 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 Principles

The spring prior to eighth grade students entering high school, the high school guidance staff meets with the sending schools counselors in transition meetings – *these are in addition to 504 and IEP transition meetings*. At these meetings students in need of academic support and intervention are identified and successful middle school interventions are shared with high school personnel.

At the beginning of the school year all ninth grade students meet with their guidance counselors. Counselors conduct a learning survey with each new student. Surveys include questions around goal setting, academic planning, personal learning inventories, learning obstacles, as well as identifying any risk factors. Information from these surveys is then shared with appropriate faculty/staff.

Students entering high school also come with data which includes AIMSweb data in reading and math that our district tracks progress in grades K-8, Diagnostic reading assessment from the Fountas & Pinnell Benchmarking System and the Developmental Reading Assessment, standardized assessment data, analytically scored writing prompts, and constructed response writing samples in various subject areas. Our 9th grade teachers use this information to better know their

students and to understand their individual needs as learners. Identification of students is crucial to the process of providing support for secondary students who are not demonstrating proficiency. The Special Education Department builds on this data by using measurements aligned to standards in the area of writing – *this measurement is being piloted in reading as well.*

The Hermon School Department employs instructional coaching in all schools in the district to assist with data collection and analysis, teacher instruction, professional development, and resource management. Our immediate goals for professional development include assessment creation and rubric design to reliably and validly measure the extent to which students have met the standards. Our high school has been diligently working with Great Schools Partnership to redesign our curriculum with standards in mind. While working in 5-12 vertical teams, the process includes using a backward planning model for unit design, providing learning targets and specific feedback for students, assisting students to monitor their progress, while allowing teachers to carefully monitor individual progress in the classroom.

In order to be able to provide a system of supports for secondary students who are not demonstrating proficiency our school runs an alternating block schedule to assure sound pedagogy and to support research based teaching practices. Within that schedule there are 40 minute intervention periods two times a week where teachers meet with struggling students for more intensive instruction. Students also have the ability to refer themselves for extra instruction during that time should they feel that they need it. This process is monitored by an individual student tracking form. Teachers are also available to meet with students before and after school for additional instruction. To ensure equity and accessibility for all students, all students are able to sign up for any course in our high school. We offer support during intervention periods for every class to be able to target exactly what students need to be successful. In addition to the intervention provided by one's teachers, a full time interventionist is on faculty. She is available to students before and after school, and during student study halls. This interventionist works closely with the teachers of individual students to provide extra instruction and support while building self-reliance within the student. Students can be referred to the interventionist by teachers, guidance, parents, or by the students themselves. The interventions and progress are tracked and reported by the interventionist and students' teachers.

We also offer classes that are co-taught by special education faculty and department faculty. This integrated program focuses on the proficiency standards and offers more support to our special education students than in a traditional classroom.

For further accessibility, our high school offers not only biology, chemistry, and physics but also conceptual and accelerated courses. All of these classes are

developed and assessed using the standards and performance indicators for the discipline. Providing the student more options gives students more opportunities to meet the standards based on the interest level, ability or needs, and career aspirations.

Within our developing proficiency based system, we allow students to retake summative assessments. Prior to the retake students develop a plan with their teacher that consists of reviewing the completed formative assessments and identifying areas to address before another attempt to successfully complete a summative assessment.

We provide summer school opportunities for the students that are not successful and have designed the program around the individual needs of the students taking part. We also partner with other area schools to provide credit recovery opportunities to students that are in need.

Including students in the process of intervention has proved to be valuable for the struggling learner. As stated before students keep track of learning targets, record their progress, can re-take summative assessments, and can refer themselves for extra help as soon as they feel that they are struggling. The teachers use the student self-assessment in addition to their own assessment and to guide future instruction.

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: 0%**
- **Practice: 100%**
- **Community Engagement: 0%**
- **One-year Carry Over: 0%**

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**

FY 2013-2014 Allocation \$8,960.64

Expended \$8960.64 to Great Schools Partnership, Inc. – January 2014

FY 2014-2015 Anticipated Allocation \$8,960.64

Expended \$9500.00 to Great Schools Partnership, Inc. – July 2014

All of our transition funds have been used to contract with the Great Schools Partnership. It is through this partnership that we have been able to map out a plan to capitalize on the work we have been doing and now help move us in the direction of being able to develop a commonality in curriculum, reshape our instruction, and develop clear assessments to determine proficiency.

Our work with GSP is most often in the form of a train-the-trainer model. The GSP consultant has scheduled days to work in the district with administration and with department heads at the HS. It is in between these scheduled days that much of our work occurs. Local funds and Title II funds are being used to support our work since our transition funds are not sufficient to cover all the work that needs to occur. In addition to our transition funds supporting our contract with GSP, our local and Title II funds will provide release time for teachers to do the curriculum and assessment work, resources for understanding the changes that need to occur, and any further training that may be necessary.

School Board Vote and Approval of the Extension Request

12. Provide the agenda and minutes from your SAU school board meeting reflecting a formal board vote and approval of the extension request. Reference the page numbers that specifically address the board vote and approval of the extension request option.

See attached – page 2 Item VII New Business, item A

Option 5 Authorization Page

Annually the SAU will host a site review from the Maine DOE. During the annual site visit which must precede June 1, your SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- classroom visits
- evidence of progress toward quarterly benchmarks for the year
- goals and quarterly benchmarks for continued progress over the next school year toward the awarding of diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles
- a budget for use of additional proficiency-based diploma transition funds.

We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;

B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.

Patricia A. Duran

Superintendent of Schools

9-16-2014

Date

[Signature]

Chair of School Board

9/16/2014
Date

9/16/2014

It's All About The Learning

Hermon School Department
Educational Forum
May 21, 2012

"The primary aim of education is not to enable students to do well in school, but to help them do well in the lives they lead outside of school."

Ray McNulty, ICLE

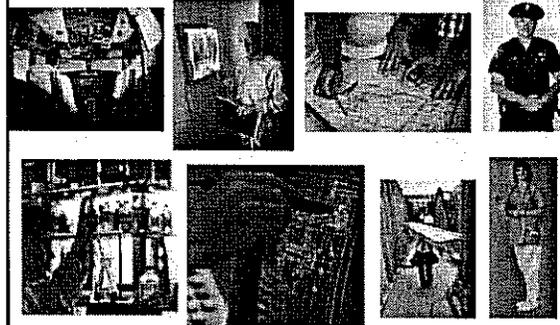


Our Essential Questions

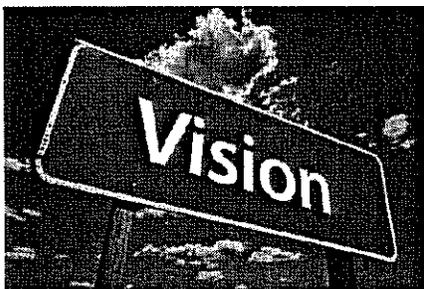


- Why are we re-envisioning schooling?
- How are we responding to the educational realities of 2012 and beyond?

Jobs/Careers



Why are we re-envisioning schooling?



Why do we need to change our schools if they seem to be working?

- Schools aren't broken
- Problem = Goal has changed
- Industrial Age vs. Information Age
- Frustration = trying to meet one goal with a tool designed for another

BOTTOM LINE

We need to move public education into the 21st century- That's a paradigm shift!

Question 7 - Evidence of Preparedness

The World is Demanding More

(International Center for Leadership in Education 2012)

<p>Basic Knowledge Skills</p> <ul style="list-style-type: none"> • English Language (spoken) • Reading Comprehension • Writing (grammar, spelling, etc.) • Mathematics • Science • Government/Economics • Humanities/Arts • Foreign Language • History/Geography 	<p>Applied Skills</p> <ul style="list-style-type: none"> • Critical Thinking/Problem Solving • Oral communication • Written Communication • Teamwork/Collaboration • Diversity • Information Technology • Application • Leadership • Creativity/Innovation • Lifelong learning/Self direction • Professionalism/Work Ethic • Ethics/Social Responsibility
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Stop this...



Sorting talent



Start this!



Developing talent

Employers' Expectations of Employees Have Increased

<p>Top 5 New-Hire Skills</p> <ul style="list-style-type: none"> • Communication • Honesty/Integrity • Teamwork • Interpersonal Skills • Strong Work Ethic 	<p>Employers' Top Priorities for Students</p> <ul style="list-style-type: none"> • Effective oral/written communication • Critical thinking/analytical reasoning • Knowledge/skills applied to real world settings • Connect choices and actions to ethical decisions • Teamwork skills/ability to collaborate • Ability to innovate and be creative • Concepts/developments in science/technology
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Sources: International Center for Leadership in Education
Source: Association of American Colleges & Universities

Move from serving some



... to serving all.



Does our current model of education support all students being successful?





Education is changing



<p>From...</p> <ul style="list-style-type: none"> • What did you do? • What do you know? • Teaching students, and then at the end of teaching, finding out what has been learned. • Sorting out talent 	<p>To ...</p> <ul style="list-style-type: none"> • What did you learn? • What can you do with what you know? • Assessing the progress of learning while it is happening, so that we can adjust the teaching if things are not working. • Developing talent
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9/16/2014

A Focus on Learning



Hermon School
Dept.
Education Family
October 7, 2013

Essential Understandings for Tonight

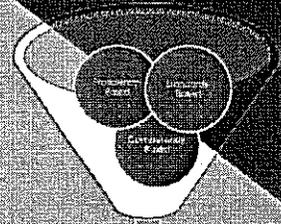


- Why having standards is not enough.
- How we are improving the learning for all.
- Proficiency Based Education in Hermon.

The BIG Picture

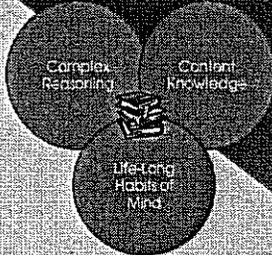


Whatever you call it...



It's all about the learning

We want learners to be:



Our Current Work Is About: Identifying



- ✓ What is the essential knowledge?
- ✓ What is the scope or progression of that knowledge?
- ✓ What are the proficiency levels for that knowledge?
- ✓ What level of processing (learning) do we want for that knowledge?
- ✓ What are various ways it could be measured that knowledge?

Question 7 - Evidence of Preparedness

9/16/2014

What is the same;
what is different?

The term "proficiency-based learning" refers to systems of:

- Instruction
- Assessment
- Grading

that are based on students being able to proficiently demonstrate knowledge and skills at a particular grade level.

In Maine, standards describe a knowledge or skill that is deemed essential to preparing students for college and/or the workforce.

Achieving 'proficiency' is synonymous with 'meeting the standard' at a targeted level.

Given a set of rigorous standards in which a topic is taught as early as possible, instruction depends on:

- knowing goals, both end-of-year and graduation
- making key instructional shifts
- using practices and materials that are research-based
- differentiating instruction to ensure student progress
- providing targeted intervention

Given a set of rigorous standards in which a topic is taught as early as possible, assessment will depend on:

- a coherent progression of key topics across grade levels
- the development of high level thinking and problem solving at earlier ages
- formative opportunities for practice and feedback
- both conceptual understanding and procedural fluency

Given a set of rigorous standards in which a topic is taught as early as possible, grading will depend on:

- ✓ local selection of measurement standards and criteria
- ✓ student demonstration of achievement
- ✓ achievement reported separately from work habits and behaviors
- ✓ multiple opportunities to demonstrate proficiency



Hermon School Department's Comprehensive Literacy Plan

**Our K–12 literacy plan to enable lifelong
learning and lifelong success**

Table of Contents

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 - **Our Guiding Principles for Literacy**

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 - **System-wide Commitment and Partnerships**
 - **Standards and Curriculum**
 - **Instruction and intervention**
 - **Assessment**
 - **Professional Learning**

- IV. District Literacy Goals and Action Steps**

I. About the Plan

The Maine Department of Education (Maine DOE) is fully committed to ensuring that Maine's children are ready for post-secondary education, careers, and civic life by the time they graduate from high school. Maine's learners must be highly literate to accomplish this goal.

Literacy for ME is the comprehensive literacy plan for the state of Maine. It is this document that provides the framework in which the Hermon School Department has developed its plan to address the literacy education of all its students. We recognize the increasing demands for a variety of literacy skills and rapidly changing technology that affects how we work and how we communicate. With these realizations in mind we have developed a local literacy plan that addresses our perceptions of literacy, literacy instruction, and how we will attain our literacy goals.

II. The Big Picture:

Literacy, as defined by the Maine Department of Education, is the ability to convey meaning for a variety of purposes through an array of contextual forms and symbols, including reading, writing, speaking, listening, and viewing.

Hermon School Department – Our Vision

The Hermon School Department encourages the combined effort of teachers, administrators, parents, and community members to empower all students to acquire knowledge, skills, values, and attitudes to guide their lives in fulfilling ways and realize their potential in an ever-changing world.

Our Literacy Mission

The literacy mission of the Hermon School Department is to equip our students with the skills needed to think critically and communicate effectively for personal success in college, work, and community. We believe that our schools should prepare every student to read, write, speak, listen, and view media, so they are enabled to think critically and creatively to solve problems, both independently and collaboratively, and are able to communicate their ideas in an effective, appropriate manner.

Guiding Principles for our Mission:

- Providing a literate environment in our schools through a wide variety of reading experiences, including rich and diverse opportunities for students to read, discuss, and write text across the curriculum.
- Using data to inform and drive instruction
- Using a menu of strategies and interventions for meeting the needs of all learners
- Using a differentiated approach to learning

- Providing access to professional development to ensure that all teachers in the Hermon School Department have the support and training to assist them in meeting the needs of all their students.

III. Components of the Literacy Plan:

The components of the literacy plan, grounded in our district's mission, define the infrastructure we want in place across the district so that consistency and coherence are assured. These components also outline the direction and supports needed for continuous improvement of students' reading, writing, communication and thinking skills that are necessary to be successful in learning and life.

Leadership – In order to sustain the comprehensive district literacy plan, leadership will facilitate the creation and implementation of clear goals for teaching and learning. Leadership is shared among various members of the school community including administration, instructional coaches, and faculty.

System Wide Commitment and Partnerships – Collaboration, including open and candid communication—among teachers, students, parents and community members is essential to our district literacy efforts. This partnership is committed to helping our students become creative, innovative and adaptable thinkers, qualities that are critical to personal success.

Standards and Aligned Curriculum – A rigorous and relevant curriculum that develops incrementally and allows students to build on prior learning is vital to student achievement. Our comprehensive literacy program will bridge all content areas, be standards-based and meet the needs of the individual learner. We will continuously improve our curriculum by:

- Using literacy in all content areas to fully implement Common Core State Standards
- Identifying specific reporting standards and associated content
- Transforming standards into classroom/course learning targets that are shared with students and parents
- Using rubrics, scoring criteria, and examples to explain, model, and illustrate the work expected

Instruction and intervention - Central to a comprehensive literacy program are the instructional practices and intervention strategies that are used. Instruction will be designed to ensure that learning builds incrementally. Teachers will utilize evidence-based practices in response to the demands of the *Common Core*. This includes instructional strategies throughout all the content areas that augment student engagement, introduce new concepts and skills, and offer multiple opportunities where students apply the concepts and skills they have gained with increasing complexity.

Intervention will be based on data collected throughout the year to monitor progress toward benchmarks. Certain practices are expected:

- Differentiated instruction delivered through the Workshop Model.
- Data-driven decision-making to inform instruction.
- Multiple tiers of evidence-based interventions matched to student need.
- Explicit instruction and application of *Habits of Mind* as part of effective classroom practice.

Assessment –Assessment should advance learning as well as document it. The district will design and develop an ongoing system of assessments that are accurate indicators of what students know and are able to do. The district’s assessment system will include:

- **Universal screening in grade K-8**, administered three times per year to determine appropriate student growth.
- **Progress monitoring assessments** utilized with targeted students to measure student progress.
- **Formative assessments** to check for student understanding, inform instruction, provide feedback for learners, tailor in-class interventions, and track learners’ progress toward grade-level standards.
- **Summative assessments** to determine student achievement against a standard, measure instructional effectiveness, and inform instructional practices
- **Common assessments** at the grade level or course level.
- **Performance task assessments** with technical quality embed in the curriculum and instruction to provide application and relevancy to the concepts and skills taught.
- **Rubrics** to accompany performance task assessments.

Professional learning – Professional learning is essential and must be continuous in order to support and refine the work we do with students. The district will provide professional development opportunities for educators that align with CCSS and the most current evidence-based research for teaching, learning, and assessment. Examples include working with instructional coaches in various contexts: lesson study, professional study groups, grade level planning, peer observations, and instructional team meetings.

Teachers are expected to provide evidence that supports application of this knowledge. All teachers are responsible for actively seeking the support of the literacy/instructional coach and working with them as they implement or refine instructional practices and analyze data to inform instruction in whole, small, and 1-1 learning contexts. Literacy/instructional coaches are responsible for providing a variety of coaching options such as coaching cycles, lesson study, classroom demonstrations, observations, and working side-by-side with teachers.

IV. District Literacy Goals and Action Steps: In order to realize the components outlined in our Literacy Plan, a yearly action plan for each school will be developed and shared with respective staff.

Literacy Goals and Action Steps for 2014-15

Hermon Elementary School

Data Analysis		
Area of Need: writing assessments (the three modes)		
SMART Goal Statement #1		
Students will produce clear and coherent narrative, informative, and opinion writing pieces and progress will be measured by using a 4 point rubric with 3 being proficient on the summative assessment in May.		
Means for Attaining Goal and Progress Monitoring		
Instructional Strategies	Evidence	Target Date
Implementation of Lucy Calkins <i>Units of Study</i>	Baseline assessments	September
Visible learning targets	Performance of understanding	Daily
Scheduling – 30 minutes required for direct instruction	Teacher schedules	Ongoing and consistent

Data Analysis		
Area of Need: constructed response		
SMART Goal Statement #2		
Students will construct written responses across content areas that demonstrate comprehension and comprehension will be measured at appropriate intervals by using a 4 point rubric with 3 being proficient.		
Means for Attaining Goal and Progress Monitoring		
Instructional Strategies	Evidence	Target Date
Explicit teaching of the elements of constructed response	Student response journals	Ongoing
Opportunities to write across content areas	Student response journals	Ongoing
Opportunities for self assessment	Student friendly rubrics and anchor charts	Ongoing

Hermon Middle School

Data Analysis		
Area of need: writing assessments in grades 5-8		
SMART Goal Statement #1		
Students will produce clear and coherent writing pieces as measured by school-wide writing assessments given three times a year and using an analytical rubric for scoring with the expectation of an increase in achievement at each interval.		
Means for Attaining Goal and Progress Monitoring		
Instructional Strategies	Evidence	Target Date
Implementation of Lucy Calkins <i>Units of Study</i>	Baseline assessments	September
Visible learning targets	Performance of understanding	Daily
Scheduling – at least 2 writing workshops per week	Teacher schedules	Ongoing and consistent

Data Analysis		
Area of Need: increase student reading		
SMART Goal Statement #2		
Students will increase the amount that they read with 50% of the 5-8 students attaining the goal of 40 books within the school year as monitored by their grade level teams.		
Means for Attaining Goal and Progress Monitoring		
Instructional Strategies	Evidence	Target Date
Scheduling 1 day per week of advisory devoted to SSR (Silent Sustained Reading)	Teachers schedules	Ongoing
Scheduling at least 2 reading workshops per week where guided reading/book groups occur.	Teachers schedules	Ongoing and consistent
Opportunities for student self assessment	Student logs and surveys	Ongoing

Data Analysis		
Area of Need: writing across the curriculum		
SMART Goal Statement #3		
Students will construct written responses across content areas that demonstrate appropriate writing competency and proficiency levels will be determined by a team of teachers using an analytical rubric.		
Means for Attaining Goal and Progress Monitoring		
Instructional Strategies	Evidence	Target Date
Explicit teaching of the elements of constructed response	Student work	Ongoing
Opportunities to write across content areas	Student work	Ongoing
Implementation of cross-disciplinary thematic units	Thematic unit plans	Ongoing

Hermon High School

Data Analysis		
Area of Need: standards and curriculum alignment		
SMART Goal Statement #1		
All unit plans will be developed using the Great Schools Partnership backwards planning model and graduation standards, performance indicators, daily learning targets, and assessments will clearly show alignment to each other.		
Means for Attaining Goal and Progress Monitoring		
Instructional Strategies	Evidence	Target Date
Employ the backwards planning method to create units and assessments aligned to the standards for the course.	Unit plans, lesson plans, learning targets, and assessments	Each unit will be completed prior to the teaching of the unit and all units for a course will be completed by the end of the 2014-15 school year.
Teachers will collaborate within their departments to vet unit plans and assessments for validity, reliability, rigor, and instructional soundness.	Common unit plans for like courses Unit plans and assessments	Ongoing
Teachers will connect standards, performance indicators, and learning targets with daily lessons and activities for students allowing them to self-monitor their progress toward meeting the standards.	Capacity matrix	Ongoing

Data Analysis		
Area of Need: writing assessments in grades 9-12		
SMART Goal Statement #2		
Students will produce clear and coherent writing pieces as measured by school-wide writing assessments given three times a year and using an analytical rubric for scoring with the expectation of an increase in achievement at each interval.		
Means for Attaining Goal and Progress Monitoring		
Instructional Strategies	Evidence	Target Date
Implementation of writing workshop within English classes	Unit plans	Ongoing
Visible learning targets	Performance of understanding	Daily
Calibration in practice of scoring student writing using an analytical rubric	Scored student work	Ongoing

Hermon School Department

Books Studies: 2013-14

Elementary School
<p>1. Topic: Learning Targets</p> <ul style="list-style-type: none"> • Resource: <i>Learning Targets: Helping Students Aim for Understanding in Today's Lesson</i> (Moss) • Meeting Dates: Wednesdays September 11th, September 18th <p>2. Topic: Writing Assessment</p> <ul style="list-style-type: none"> • Resource: <i>Writing Pathways: Performance Assessments and Learning Progressions</i> (Calkins) • Meeting Dates: Wednesdays October 2nd, October 9th, October 23rd, November 6th, November 20th, November 25th <p>3. Topic: Teacher Choice</p> <ul style="list-style-type: none"> • Resources: <i>Already Reading: Nurturing Writers in Preschool and Kindergarten</i> (Ray), <i>Catching Readers Before They Fall: Supporting readers Who Struggle K-4</i> (Johnson), <i>Guided Writing: Practical Lessons, Powerful Results</i> (Oczkus), <i>Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature K-8</i> (Dorfman)
Middle School and High School
<p>1. Topic: Learning Targets</p> <ul style="list-style-type: none"> • Resource: <i>Learning Targets: Helping Students Aim for Understanding in Today's Lesson</i> (Moss) <p>2. Topic: Teacher Choice</p> <ul style="list-style-type: none"> • Resources: <i>Designing and Teaching Learning Goals and Objectives: Classroom Strategies That Work</i> (Marzano), <i>How Children Succeed: Grit, Curiosity, and the Hidden Power of Character</i> (Tough, Paul), <i>Coaching Writing in Content Areas: Write-for-Insight Strategies, Grades 6-12</i> (Strong), <i>Getting to the Core of English Language Arts, Grades 6-12: How to Meet the Common Core State Standards with Lessons from the Classroom</i> (Giouroukakis) <p><i>Repair Kit for Grading: 15 Fixes for Broken Grades</i> (O'Connor) New staff were provided copies as this was a foundational read that was done in the previous year at the MS and HS.</p>

Question 7 - Evidence of Preparedness



INVOICE

Invoice Date: January 9, 2014

DUE DATE: February 9, 2014

TO: Patricia Duran, Superintendent
 Hermon School Department
 PO Box 6360
 Hermon, ME 04402

RE: 20 Days District/School Coaching Support
 January 1, 2014 - June 30, 2015

Date	Description	Per Unit	Amount Due this Invoice
1/9/2014	District/School Coaching Support	\$19,000.00	
	January 1, 2014 - June 30, 2015		
	First Payment DUE		\$9,500.00
TOTALS			\$9,500.00

Note:

Payment is due within 30 days of invoice date.

If you have any questions concerning this invoice, contact Darlene Hart at 207-773-0505.

Please make check payable to:
GREAT SCHOOLS PARTNERSHIP, INC.
 482 Congress Street, Suite 500
 Portland, ME 04101

Great Schools Partnership will charge a 1.5% late fee per month for all payment over 30 days late

THANK YOU

Question 7 - Evidence of Preparedness
 Question 11 - Use of Transition Funds

PREP System Components of a Proficiency-Based Education Affinity Chart

The purposes are: #1 to learn where districts have put energy to date towards meeting LD 1422 requirements
#2 to determine what areas of professional development should be addressed by PREP in 2014-2015

Directions: 1. Using the stickers with your district's name/number, please place stickers in row 1 that identify where your district has already done some work.
2. Please take colored dots and place them on the chart indicating your district's 4 top priorities to move along your work.

Categories	Foundational Resources	Leadership Resources	Structure Work	Curriculum Work	Assessment Work	Grading Work	Instruction Work	Technology Work
Already Done Some Work	UMaine RSU 24 Greenbush RSU 67 RSU 25 Glenburn RSU 26 RSU 34 Hermon SAD41 RSU 22 SAD 63 RSU 64	SAD 63 RSU 64 SAD 41 RSU 22 RSU 67 Greenbush Hermon RSU 25 RSU 24 Indian Island	RSU 64 RSU 24 RSU 87 RSU 26 RSU 22 SAD 41 RSU 24 RSU 67 Hermon Glenburn Indian Island RSU 25	RSU 64 RSU 24 RSU 34 SAD 63 RSU 67 SAD 41 RSU 22 Hermon Glenburn RSU 25 Greenbush	RSU 34 RSU 64 UMaine RSU 24 SAD 63 RSU 87 SAD 41 RSU 24 RSU 67 Hermon Glenburn RSU 22 Hermon Glenburn RSU 25 Greenbush	RSU 64 RSU 34 RSU 87 RSU 24 RSU 67 Hermon Glenburn RSU 25 RSU 22 RSU 24	SAD 41 SAD 63 RSU 64 RSU 24 RSU 67 Hermon Glenburn RSU 25 Greenbush RSU 22 RSU 87	RSU 26 RSU 64 RSU 24 RSU 67 UMaine RSU 25 RSU 87 Glenburn RSU 22

Question 7 - Evidence of Preparedness

4/29/2014

Categories	Foundational Resources	Leadership Resources	Structure Work	Curriculum Work	Assessment Work	Grading Work	Instruction Work	Technology Work
Top Priorities to Move Forward	Greenbush SAD 63 RSU 67	RSU 24 Indian Island	SAD 63 Glenburn RSU 87	RSU 22 RSU 34 RSU 26	UMaine Glenburn Hermon RSU 22 Indian Island RSU 87 RSU 25 RSU 67 RSU 64	UMaine Hermon RSU 34 SAD 41 SAD 63 Greenbush RSU 26 RSU 87 RSU 25 RSU 67 Glenburn RSU 64	SAD 63 SAD 41 RSU 22 RSU 34 RSU 87 Indian Island RSU 26 RSU 25 Glenburn Hermon RSU 64	RSU 25 RSU 24 RSU 67 Greenbush UMaine Indian Island Hermon RSU 64 SAD 41 RSU 22

4/29/2014

System Components of Proficiency-based Education

Note: This listing is not a checklist or comprehensive list, it is intended to prompt discussion

Foundational Resources: District Mission and Vision, School Culture, Growth Mindset

- Has your district undergone a future search process with your community?
- Has your community, staff, and parents been involved in the visioning process?
- Do you have written expectations of proficiency for all students in your schools?
- Is your staff aware of LD 1422 and the expectations for your district?
- Is your staff aware of LD 1858 and the expectations for your district?

Leadership Resources: Model of Leadership, district plan for improvement

- Have you adopted a specific model of leadership for your district?
- Do you use your model of leadership in leading change?
- Have you shared your model of leadership with your staff?

Structure Work: Student Centered structures in place

- Does your schedule allow for flex grouping of students?
- Does your schedule allow for students to demonstrate proficiency of standards at their own pace?
- Does your schedule provide time for students to receive intervention services?

Curriculum Work: Explicit model of curriculum, maps out learning progressions

- Has your district created and adopted a curriculum model?
- Have you facilitated with your staff a process to identify promotion/graduation standards?
- Have you facilitated with your staff a K – 12 learning progressions in content areas?
- Have you developed units of instruction with common themes?

Assessment Work: Summative, formative, taxonomy of learning

- Have you provided training for your staff in formative assessment?
- Have you supported staff in their journey to develop formative assessments?
- Has your district adopted a specific taxonomy of learning to guide instruction?
- Have you provided time for staff to develop common assessments for common courses?

Grading Work: Learning targets, separate behavior from academic, formative approach, development of rubrics

- Have you identified your progression of learning targets for content areas?
- Have you worked with your staff in creating a behavior rubric to separate behavior reporting from academic learning?
- Have you shared with parents and community your written grading practices?
- Does all your staff follow common grading practices?
- Is your community aware of your grading practices to document proficiency-

Question 7 - Evidence of Preparedness

based education in your district?

Instruction Work: Adopt and embrace an explicit model of instruction, rubrics for effective instruction

Has your district adopted a common model of instruction?

Is your model of instruction linked to your teacher growth system?

Have you provided training for all staff in your model of instruction?

Technology Work: Student Information System (learner progress on standards), Learning Management System (curriculum mapping), Student Demographic System

Have you adopted a Student Information System?

Have you adopted a Learning Management System?

Does your student demographic system connect to the other two systems?

These components were created by Bea McGarvey's as a result of her review of research and are not intended to be a complete picture of the components of implementing proficiency-based learning systems. The questions under each component are intended for discussion purposes only and are not intended as a check list of activities to complete.

Timeline of Transition to a Proficiency-Based System of Education

Hermon School Department

GOAL: Develop and implement a proficiency-based educational system K-12 that will prepare our students for success in college, career, and community life.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<u>POLICY</u>	Incorporate District Literacy Team into the formation of a district proficiency-based committee	Review existing policies relating to student achievement	Identify school and district-wide operating policies to provide equitable opportunity to demonstrate proficiency	Begin to develop proficiency-based equivalents for honor roll, class standing, class parts, scholarship requirements, transcripts	Develop or adopt policies that support proficiency-based education	Adopt new and revised policies that pertain to proficiency-based education
<u>PRACTICE:</u> Curriculum-Instruction-Assessment Work	Continue to build units of instruction and design a feedback system to review the units and lessons created Explore ways to support student learning and demonstration of mastery Design assessments to measure course proficiencies including scoring guides and rubrics Continue to explore how to accurately and meaningfully report on student learning in a standards-based system	Revise units of instruction to reflect evidence from student demonstrations of learning Discuss and decide what evidence of proficiency is necessary and sufficient for each standard Assess intervention processes and revise as needed to support individual students to achieve standards Continue to design and refine standards-based assessments Align assessment practices with reporting	Identify and embed opportunities for each student to learn and demonstrate the Guiding Principles Begin to build an online assessment bank of vetted items and align them to specific standards Multiple measures are identified and used to assess proficiency Pilot standards-based grading and reporting with grade 9 & 10	Use data about incoming 9 th graders' proficiency to continuously revise the 9 th grade course of study and intervention processes to meet students where they are when they arrive Continue standards-based grading and reporting to grade 1.1 Design additional HS math and science courses to provide grade 12 students more options for study in these two areas	Connect graduation standards to K-12 district standards, indicators, the Guiding Principles, and interventions to produce a district-wide standards-based curriculum. Expand standards-based grading and reporting to grade 12 Review and revise any reporting issues Implement new course offerings for grade 12 students	Fully implement the K-12 standards-based curriculum in all content areas All grades K-12 grading and reporting in standards-based format.

<p>COMMUNITY ENGAGEMENT</p>	<p>Continue to provide all educators with opportunities to understand and clarify what the standards require</p> <p>Continue with ongoing meetings with parent groups and organizations to share our work and acquire feedback</p>	<p>Continue to develop an understanding of proficiency-based education among all stakeholders</p>	<p>Engage students, parents, and the public about the implementation system for reporting on the achievement of student learning</p>	<p>Continue to engage with all stakeholders on the implementation process and progress for reporting on the achievement of student learning</p>	<p>Continue ongoing engagement with all stakeholders to share the work being done and to gather impressions and suggestions for the district as the work continues</p>	<p>Continue sharing our work</p>
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BENCHMARKS for Progress in 2014-2015

Evidence - Activities and Actions	
<p>Quarter 1</p> <p>Professional development for teachers of grades 5-8 on unit design based on the "backwards planning" model has been started</p> <p>Have begun professional development for HS & MS teachers on designing standards-based assessments</p> <p>Begin book study groups with MS & HS teachers on assessment design.</p> <p>Explicitly have identified the connections between the instructional standards in the Danielson Teacher Effectiveness framework and students' opportunity to achieve the standards</p>	<p>Repeat professional development cycle from 2013-14 training with HS to MS</p> <p>New units of instruction are created prior to teaching and are electronically available. The intent is to have, by the end of the 2014-15, all new units of instruction designed in all content areas at the 5-8 level and at the 9-12 level.</p> <p>Great School Partnership consultant works with dept. heads(HS) and lead teachers(MS) in a train-the-trainer model (9/29/2014, 11/24/2014, 3/16/2015, 4/17/2015)</p> <p>How to Create and Use Rubrics for Formative Assessment and Grading by Susan Brookhart will provide the framework for this work. Teachers will be surveyed on their needs relating to assessment design.</p> <p>Teacher lead presentation of work done to date on developing the new Teacher Performance Evaluation (8/27/14) PE/PG Committee researches, designs, adapt, or adopt documents that support the evaluation process which in turn supports students to achieve proficiency targets.</p>
<p>Quarter 2</p> <p>Faculty and staff continue to receive professional development on proficiency-based learning, curriculum design, and instruction.</p> <p>Faculty have engaged in professional development on assessment literacy, design, and practices</p>	<p>Grade level teams and /or content teams develop formative assessments to determine students' progress toward learning outcomes</p> <p>Grade level teams and/or content/course level teachers develop 1 to 2 common assessments</p> <p>Work habits will be separated from academic performance at the HS level</p>

Quarter 3	Provide on-going training and gather feedback via surveys 2 or more additional common assessments are developed by grade level, content/course level teachers
Quarter 4	Reporting standards are entered into PowerSchool Teachers submit questions/suggestions regarding grading procedures Documented informational sessions

ANNUAL Benchmarks for Progress in 2015-2020

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Continued professional development given on using assessment results to create ways for students to demonstrate proficiencies Implemented instructional and assessment practices that are deemed highly effective Continue book studies	Designed and developed for students, multiple pathways to proficiency Instructional units all begin with some form of pre-assessment All courses at the MS and HS will have publicly posted syllabi Continue book studies	Have developed an on-going, responsive intervention system district wide Continue book studies	Have formally addressed how Guiding Principles will be assessed New course offerings have been reviewed and revised based on feedback Continue book studies	Student achievement is documented on transcripts A K-12 standards-based curriculum is operational Continue book studies

DRAFT

Hermon School Committee
Minutes – Regular Meeting
Monday, August 4, 2014
Hermon High School Room #139

Providing Leadership to Enhance the Aspirations of our Children

Present

Mr. John Snyder, Chairperson
Mr. Christopher Patten, Vice Chairperson
Mrs. Debora Farnham
Mr. Ralph Carr
Mr. Anthony Reynolds
Mrs. Debbie CoWallis
Mrs. Shannon Knowles

Staff: Mrs. Rhonda Byers, Mrs. Janice Clain, Mr. Jerry Kiesman, Mrs. Barbara Libby,
Mr. Brian Walsh

Item I: Mr. Snyder, Chairperson, called the meeting to order at 6:30 p.m. followed by the Pledge of Allegiance.

Item II: Agenda Adjustments

Mrs. Duran, Superintendent, requested the addition of the following items under New Business:

- H. Committee to Study Future of hermon.net
- I. Outside Lights at Hermon High School
- J. Part Time Financial Clerk.

Item III: Mr. Carr motioned, seconded by Mrs. CoWallis, to approve the minutes of the regular meeting of July 7, 2014.

Unanimous vote (7)

Item IV: PROCLAMATIONS AND PRESENTATIONS

Public Comments – None.

Item V: PERSONNEL

A. Resignations

Mrs. Duran announced the resignations of Mrs. Camden Carter, 9-12 Theater Arts/English LA teacher, Mrs. Jennifer Tabor, HHS Math teacher/Department Chair, and Ms. Alyssa Bragdon, 9-12 J.V. field hockey coach.

B. Employment

1. Mr. Carr motioned, seconded by Mr. Reynolds, to approve the Superintendent's nomination of Ms. Kathleen Toole as the 9-12 Theater Arts/English Language Arts teacher for 2014-2015.
Unanimous vote (7)
2. Mr. Carr motioned, seconded by Mr. Reynolds, to approve the Superintendent's nomination of Mrs. Colette Jadis as a 9-12 math teacher for 2014-2015.
Unanimous vote (7)
3. Mr. Carr motioned, seconded by Mr. Reynolds, to approve the Superintendent's recommendation of Mrs. Tina Fabian as the Food Services Director.
Unanimous vote (7)

C. 2014-2015 Extra Curricular Appointments

Mr. Carr motioned, seconded by Mrs. CoWallis, to confirm the following extra curricular appointments at Hermon High School for 2014-2015:

Department Heads

Electives
English
Mathematics
Science
Social Studies

Janice Clain
Chad Boucher
Wendy Lynds
Amy Taylor
Jesse Hargrove

Item VII: G. 2014-2015 HSC Goals

(cont'd) The School Committee chose to goal set at the September meeting.

H. Committee to Study Future of hermon.net

Messrs. Reynolds and Snyder volunteered to serve on this sub committee.
Mr. Wheeler will serve on this committee as will Mrs. Duran, ex officio.

I. Outside Lights at Hermon High School

Mrs. Duran reported that she has a proposal from Carmel Electric to install 48 LED lights on the existing poles with an annual savings of \$2,500 and a one-time \$3,500 rebate from Efficiency of Maine.

Mr. Carr motioned, seconded by Mr. Patten, to table this item pending more information.

Unanimous vote (5)

J. Part Time Financial Clerk

Mr. Carr motioned, seconded by Mr. Reynolds, to grant permission to the Superintendent to advertise for a part time financial clerk for the central office.

Voting for: Patten, Farnham, Carr, Reynolds

Voting against: Snyder

Item VIII: REPORTS**A. Principals**

Principals did not have additional comments to their written reports.

B. Superintendent

-Mrs. Duran reported that she will be seeking an estimate to repair the chimney for the building housing the Superintendent's Office.

-She reminded the board of the September 23 presentation/discussion at EMMC for school board members and superintendents with Maine Department of Education staff sponsored by PREP (Penobscot River Educational Partnership) and requested that those planning to attend let her know.

C. School Committee Follow-up and Request for Information

-Mrs. CoWallis announced that Mr. Mark Turner is the new principal at Caravel Middle School.

-In response to Mr. Carr, Mr. Walsh stated that a substitute is in place for the French teacher who will be out on maternity leave at the start of the school year.

D. Other – None.

Item IX: Mr. Patten motioned, seconded by Mr. Carr, to approve Warrant # 2 of July 18, 2014, Warrant # 3 of August 1, 2014, and Warrant # 3A of August 1, 2014.

Unanimous vote (5)

Item X: Mr. Carr motioned, seconded by Mr. Patten, to adjourn the meeting at 7:58 p.m.

Respectfully submitted,

Gaynor Reynolds
Recording Secretary

A Focus on Learning



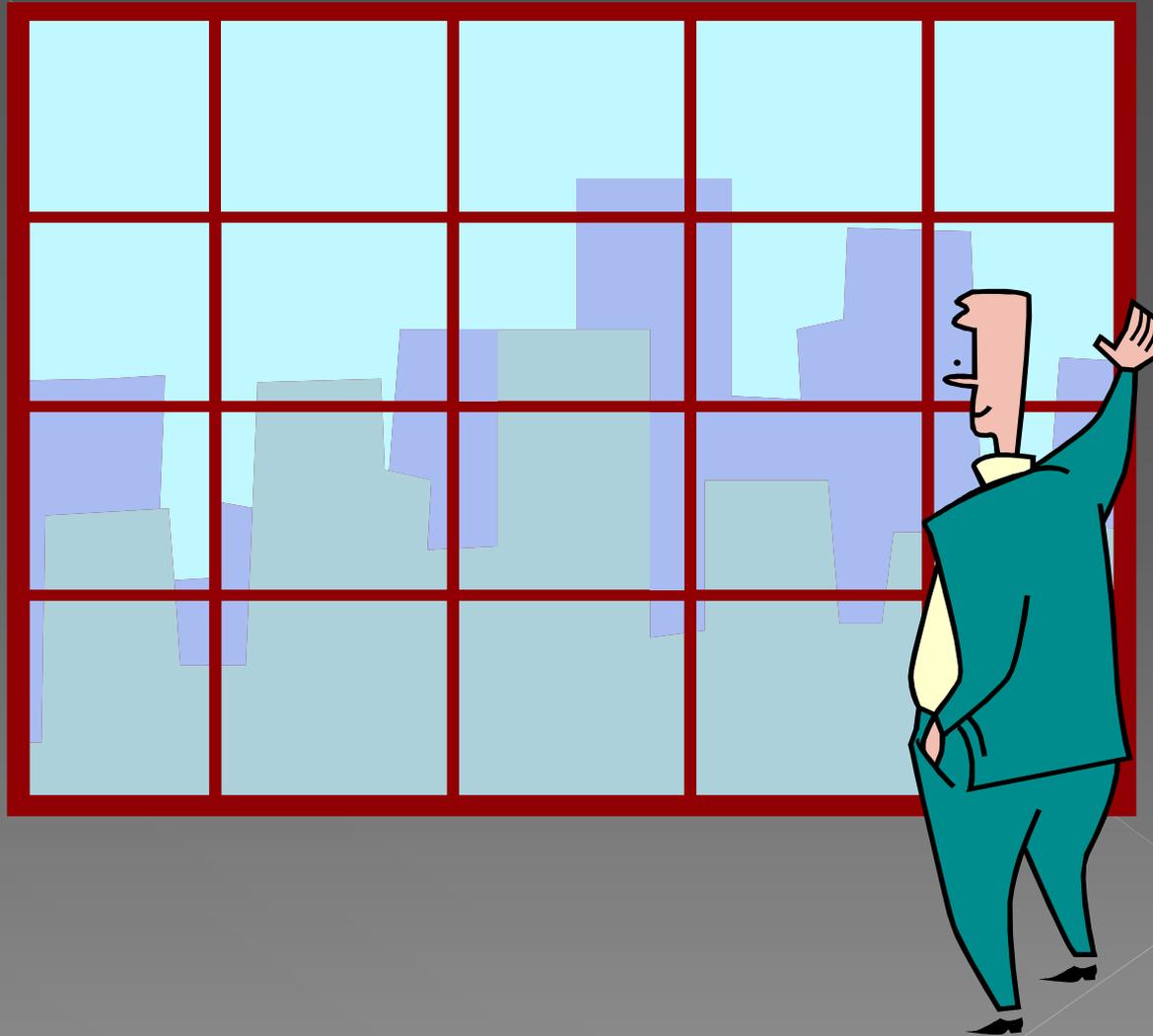
Hermon School
Dept.
Education Forum
October 9, 2013



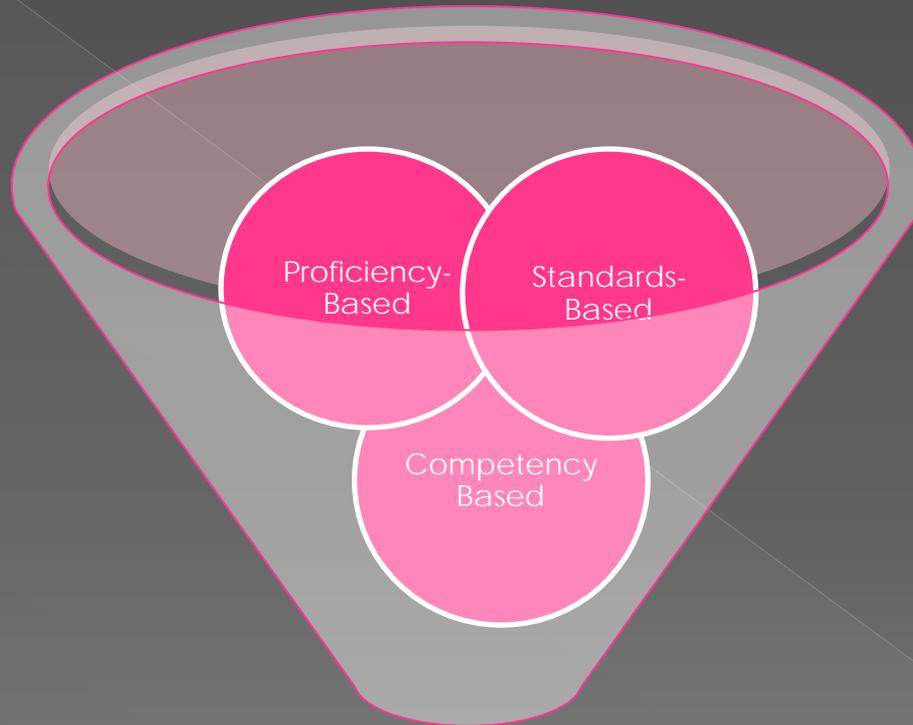
Essential Understandings for Tonight

- ◉ Why having standards is not enough.
- ◉ How we are improving the learning for all.
- ◉ Proficiency-Based Education in Hermon.

The BIG Picture



Whatever you call it...



P

It's about the
learning

We want learners to be:

Complex
Reasoning

Content
Knowledge



Life-Long
Habits of
Mind



Our Current Work Is About:

Identifying

- ✓ What is the essential knowledge?
- ✓ What is the scope or progression of that knowledge?
- ✓ What are the proficiency levels for that knowledge
- ✓ What level of processing (learning) do we want for that knowledge?
- ✓ What are various ways students could demonstrate that knowledge?

What is the same;
what is different?

The term “proficiency-based learning” refers to systems of:

- Instruction
- Assessment
- Grading

that are based on students being able to proficiently demonstrate knowledge and skills at a particular grade level.

In Maine, standards describe a knowledge or skill that is deemed essential to preparing students for college and/or the workforce.

Achieving 'proficiency' is synonymous with 'meeting the standard' at a targeted level.

Given a set of rigorous standards in which a topic is taught as early as possible, **instruction** depends on:

- knowing goals, both end-of-year and graduation
- making key instructional shifts
- using practices and materials that are research-based
- differentiating instruction to ensure student progress
- providing targeted intervention

Given a set of rigorous standards in which a topic is taught as early as possible, **assessment** will depend on:

- ❑ a coherent progression of key topics across grade levels
- ❑ the development of high level thinking and problem solving at earlier ages
- ❑ formative opportunities for practice and feedback
- ❑ both conceptual understanding and procedural fluency

Given a set of rigorous standards in which a topic is taught as early as possible, **grading** will depend on:

- ✓ local selection of measurement standards and criteria
- ✓ student demonstration of achievement
- ✓ achievement reported separately from work habits and behaviors
- ✓ multiple opportunities to demonstrate proficiency

Standards

It's About the Learning

Standards
guide
instruction.

Standards
are **NOT** the
curriculum.

Standards
+ Content
+ Instruction

LEARNING

To Improve
learning.....

Teachers

use standards and content to develop learning objectives that break down further into daily Learning Targets.

When teachers start from what it is they want students to know and design their instruction backward from that goal, then instruction is far more likely to be effective.

(Wiggins and McTighe 2000)

Students

see Learning Targets
daily in their
classrooms.

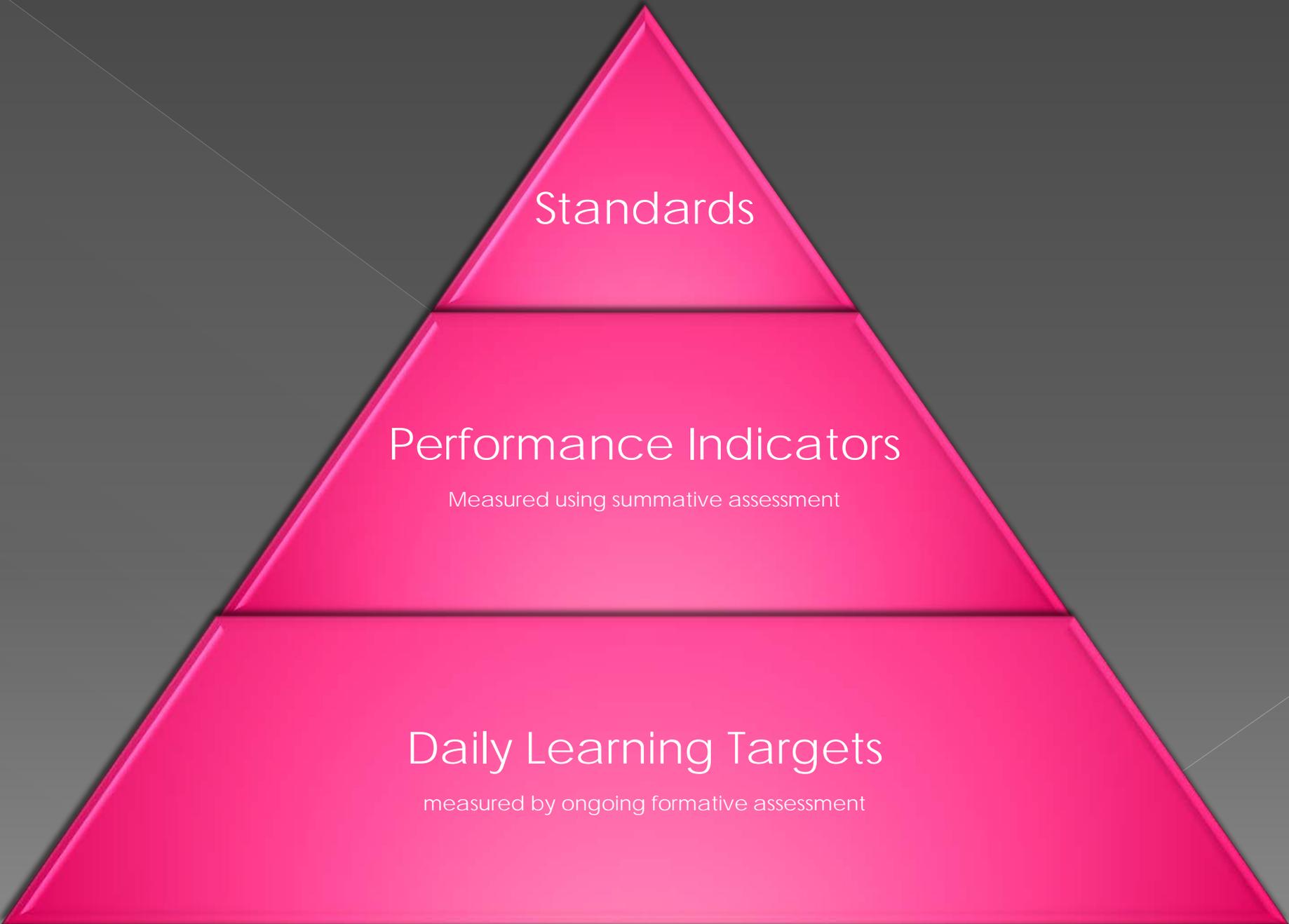
Research indicates that students who understand what they are being asked to learn and how they will recognize success are more likely to make learning gains than those who don't have this understanding.

Black & William (1998, 2003, 2004, 2009)

DeMeester & Jones (2009)

Meyer, Turner & Spencer (1997)

Wiggins & McTighe (2000)



Standards

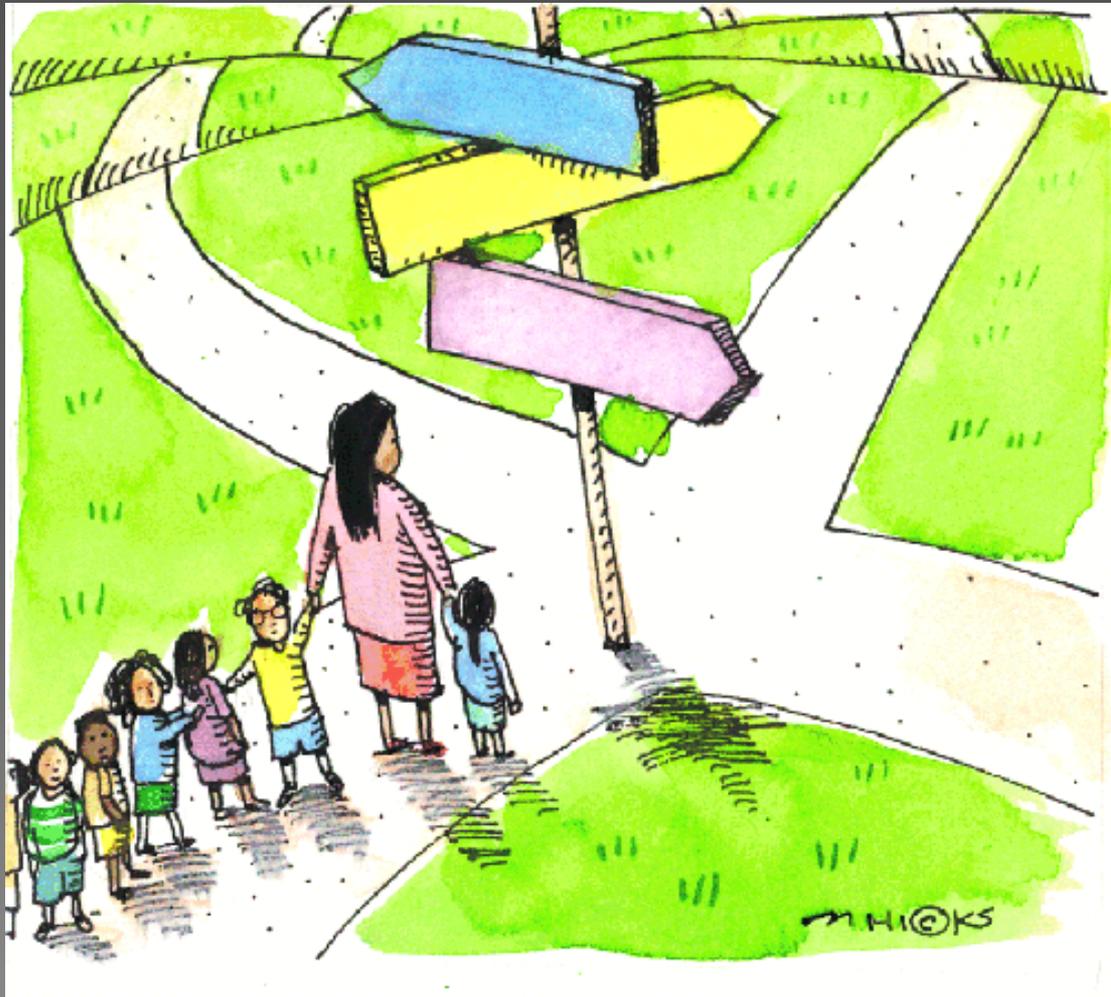
Performance Indicators

Measured using summative assessment

Daily Learning Targets

measured by ongoing formative assessment

LEARNING TARGETS ARE DESIGNED WITH THESE QUESTIONS IN MIND.



Where is the learner right now?

Where is the learner going?

How will the learner get there?

(Thompson & William, 2007)

Here's what it looks like...

Let's look at a
writing standard.

The Research standard says that the student that is successful in this area must be able to...

Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigations.

In First Grade...

The learning targets may be:

- ◉ I can define research and explain how research is different from other forms of writing.
- ◉ I can research a topic with others.
- ◉ I can work with others to write about a research topic.

In Fourth Grade...

The learning targets may be:

- ◉ I can focus my research around a question/topic that is provided.
- ◉ I can determine my own research worthy question. (e.g. Why do birds migrate?)
- ◉ I can gather a variety of information about my topic.

In Eighth Grade...

The learning targets may be:

- I can choose several sources (e.g., biographies, non-fiction texts, online encyclopedia) and gather information to answer my research question.
- I can analyze the information found in my sources and determine if it provides enough support to answer my question.

In High School...

The learning targets may be:

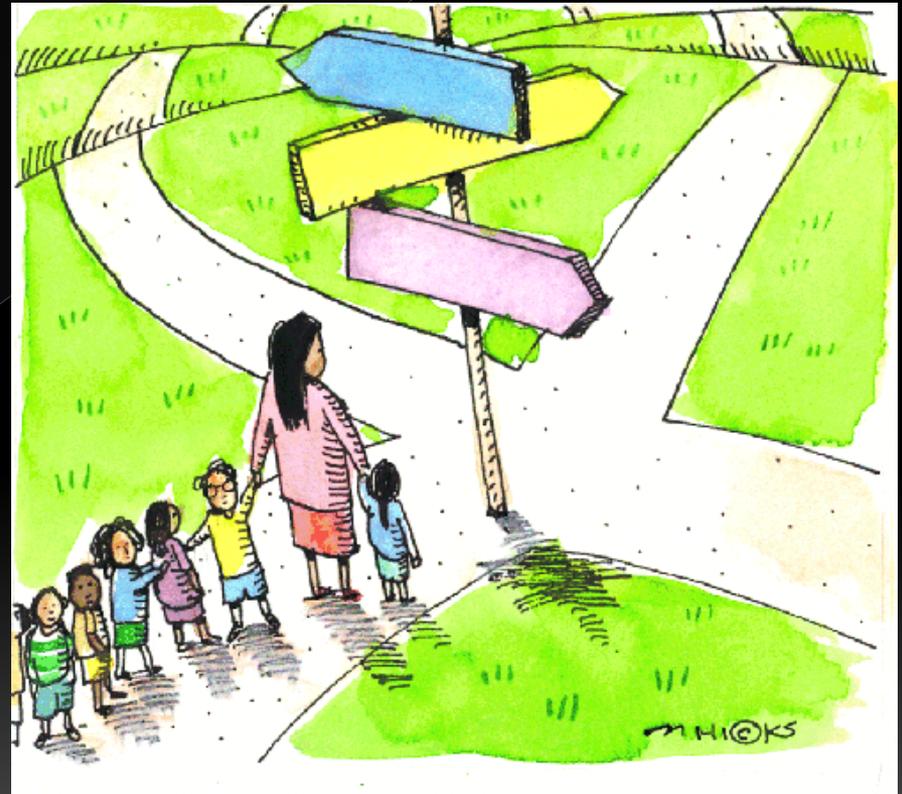
- I can choose several sources (e.g., biographies, non-fiction texts, online encyclopedia) and synthesize information to answer my research inquiry.
- I can determine if I need to narrow or broaden my inquiry based on the information gathered.

What's ahead?

Standards

Performance
Indicators

Daily Learning Targets



STUDENTS WITH DISABILITIES



ACCOMMODATIONS

- ◉ PRESENTATION
- ◉ MATERIALS USED
- ◉ EXPRESSION



LOCAL DISTRICTS WILL DECIDE

- ◉ WHICH STANDARDS
- ◉ CRITERIA FOR MEETING STANDARDS



Recommended Resources

- ◉ Getting to Proficiency website
<http://www.maine.gov/doe/proficiency.index.html>
- ◉ Great Schools Partnership website
<http://www.greatschoolspartnership.org/>
- ◉ Partnership for 21st Century Skills <http://www.P21.org>
- ◉ Smarter Balanced Assessment Consortium
<http://www.smarterbalanced.org>.
- ◉ LD 1422 - An Act to Prepare Maine People for the Future Economy (125th Maine Legislature)
- ◉ National PTA: www.pta.org
- ◉ National Education Association www.nea.org
- ◉ Common Core State Standards:
<http://www.corestandards.org>
- ◉ Next Generations Science Standards:
<http://www.nextgenscience.org>

Questions?

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