

**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

**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: RSU 5 - Durham, Freeport, Pownal

4. High School(s): Freeport High School

5. Name and title of people completing the extension request: Brian Campbell, Principal FHS; Ann Marie Barter, Assistant Principal FHS

6. Superintendent's name, address, phone number and email:

William Michaud and Michael Lafortune

17 West St.

Freeport, ME 04032

207/865-0928

[michaudw@rsu5.org](mailto:michaudw@rsu5.org), [lafortunem@rsu5.org](mailto:lafortunem@rsu5.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 alignment to extension option

Freeport High School Administration and staff have worked diligently to build foundational elements of curricula, instruction and assessment pieces of a standards-based system for the past 5 years. Much work has been

accomplished, and in order to complete this important system development, RSU 5 requests Extension #2. We make this request to continue our thoughtful approach in regard to incorporating all tenets of PBE to ensure a rigorous system that enables all students to be successful, allow time to examine instruction and assessment, identify mastery with exemplars by grade level, determine the best way to measure principles, create systems to address students who do not master a standard, and refine our management system. It is critical that we are poised to meet the requirements of LD1422 with high quality and in keeping with our tradition of solid student achievement.

#### **POLICY:**

- School Board revised RSU 20 graduation policy (IKE) and promotion policy (IKE) to align with PBD requirements

#### **PRACTICE:**

Freeport HS is currently operating under a blended system of credits and standards in order to earn a high school diploma. This system requires that students engage in a rigorous, relevant, and progressive course continuum with embedded standards-based assessments that ensure students meet the identified graduation standards across all content areas. Systems are in place and expanding to meet the needs of students who do not achieve standards mastery at certain points in time as well as to accommodate those students who meet the standards earlier in their high school experience and seek challenging academic opportunities to prepare for college, work, and life beyond high school. FHS staff have been engaged in professional development over the past 4 years to develop an instructional model that supports all students in a proficiency based system, as noted below; however, another year would allow teachers to refine assessment and reporting practices.

#### **2010-11:**

- Content-based units designed in all subject areas using UBD model

#### **2011-12:**

- Work and College Ready Standards developed to align with MLR Guiding Principles (with support from Heidi McGinley)
- Teacher visits to standards-based high schools: Casco Bay High School, Hall-Dale HS, Poland Regional HS

#### **2012-13:**

- Work and College Ready Standards approved by RSU 5 School Board
- Professional Learning Groups implemented with a focus on data-driven assessment practices
- Standards-based curriculum development using the Mark O'Shea model: scope and sequence defined by department across all courses; identification of power standards and essential questions for each course
- District Curriculum Coordinator, HS administrator and a team of interdisciplinary teachers attended the New England Secondary Schools Consortium annual conference to learn more about PBE in schools

#### **2013-14:**

- Professional Learning Groups in content-alike teams (math-science, English-social studies, etc), focused on evidence-based instructional practices and school-wide book study of Core 6 or The Art & Science of Teaching (first semester)

- PLGs focused on implementing evidence-based instructional practices and creating standards-based assessments (second semester)
- Work and College Ready standards piloted in every content area to create rubrics and develop shared understanding of mastery
- Curriculum Coordinator and school administrators researched standards-based learning management systems to recommend for implementation and tracking.
- Proficiency-based diploma team created to assist in professional-development planning and support early adopters
- Professional development for departments to better understand mastery of standards for CCSS, MLR, and NGSS.
- High School teachers met with Middle School teachers to identify foundational concepts taught along the continuum 6-12
- Principal held 2-day summer workshop facilitated by Great Schools Partnership to identify PBE elements in place and prioritize work to be done
- Curriculum Coordinator and HS administrators made presentations to School Board, Parent Teacher Organization and community about PBE

#### **PUBLIC ENGAGEMENT:**

- Published power standards and essential questions for each course geared to 9th graders in the FHS Program of Studies to increase transparency to students, parents, and community about PBE.
- RSU 5 contracted with Ray McNulty to guide staff towards standards-based curriculum development and adoption readiness and introduce PBE to parents and school board members

#### **Clear description of the impact the proficiency-based work is having on students, staff and community:**

**Community Impact:** The families of RSU 5 have attended annual Dine and Discuss events in each of the three towns for the past 2 years. At these roundtables, there have been substantive discussions about PBE and tracking of progress. In 2013-14, the Parent Teacher Organization of the High School had multiple sessions with administrators to get updates and input on the PBE and 20 members of the community attended the first overview and Q/A session on PBE facilitated by Ray McNulty.

**Staff Impact:** The staff dedicated 100% of their professional development time in 2012-13 to PBE and 100% of their PLG time in 2013-14 to PBE. Keeping the focus on high quality teaching practices and moving forward in building the PBE system has been the number one goal at the high school and faculty remained buoyed by the encouragement and vision of the incoming principal and the guidance of our school coach from Great Schools Partnership.

**Student Impact:** FHS students report that overall, they prefer their classes where teachers are early adopters of standards-based instruction and assessment. They understand learning targets better and feel that they understand the meaning of a grade/rubric score better. We will use the time offered in this extension to work towards school-wide agreement and implementation of shared scoring practices related to homework, cross-cutting standards, and standards-based reporting.

While FHS has made a good start, we need more time to develop the system in a manner that honors stakeholders' input along the way and gives staff and administration time to reflect on and refine their work. Opportunities for community PBE awareness and involvement this year include monthly coffee meetings with

the principal, after school and evening presentations, and dedicated meetings with the Parent Teacher Organization. Teachers will continue their focus on PBE during PLG and Department time this year. The overarching goal is to increase transparency, consistency, and understanding of the underpinnings of a proficiency-based instructional and assessment system.

**Still in development:**

- Refine graduation standards, performance indicators and course-based essential questions to match appropriate grain size
- Revise work and college ready standards to align with Guiding Principles more universally
- Clarify scoring criteria and rubrics for assessing content-based as well as work and college ready standards and indicators
- Calibrate student work in response to standards-based assessments
- Implement system of remediation and extension opportunities

**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

2014-2015 Blended System for PBE implementation: Four Benchmarks and Corresponding Timelines:

**Benchmark 1: Clear standards, performance indicators and scoring criteria established for all content areas**

Freeport HS is in the process of identifying 6-8 graduation standards by content area. This work will synthesize the standards currently identified by course and streamline the grain size to be more comparable and consistent across content areas. Each standard will have specific grade or course level performance indicators that will progress in level of complexity in order to define what mastery looks like at each level. Scoring criteria, rubrics and exemplars will be developed with the end in mind. FHS teachers will spend time in PLGs, department meetings and faculty meetings calibrating what proficiency for each standard and indicator entails and refining their work.

**Timeline:**

August 2014 - October 2014: Department level graduation standards and performance indicator refinement, focusing on increasing the grain size of existing standards, thus reducing the number per content area, while aligning performance indicators with the current course-based power standards.

August 2014 - December 2014: Strengthen indicators with the "end in mind" by developing scoring criteria. Use taxonomic levels to adjust complexity of indicators by grade level.

September 2014 - May 2015: Revise formative and summative assessments, based on a review of assessments and student work, through the lens of demonstrating understanding and using the indicators to inform the design of assessments.

September 2014 - May 2015: Identify exemplars of mastery by content area and grade/course level

Benchmark 2: System established to verify student attainment of Guiding Principles

The first step in the process is for FHS to finish refining the "Work and College Ready Standards" (WCRs) developed in partnership with Heidi McGinley and adopted by the RSU5 Board of Directors in 2013. The goal is to finalize a set of future readiness standards that reflect a more global approach to meeting the Guiding Principles. Concurrently, FHS will be exploring the implementation of project-based learning more intensively and in particular with a focus on the 4C's of Critical Thinking, Collaboration, Communication, and Creativity. The overarching goal is to incorporate project-based learning and WCR standards into our proficiency-based system through simple measures that can be evidenced through a student's e-portfolio.

Timeline:

September - December 2014: The FHS Leadership Team and staff will review and refine WCRs to check for alignment with the Guiding Principles and the "4 C's" of project based learning.

January - June 2015: Decisions will be made to determine process for assessing and tracking the WCRs, aligned with Guiding Principles

Benchmark 3: Technically sound and functional system in place for reporting student proficiency

Communicating student progress and success is an integral component of every school's mission. FHS utilizes PowerSchool for the student data management system which it is not yet equipped to track or report standards-based proficiency. Therefore, we are piloting JumpRope this year in order to identify the challenges and benefits of a standards reporting system. JumpRope will be used in conjunction with PowerSchool while faculty and administration educate the community about standards-based reporting. A shift of this magnitude requires time and teaming in order to address parents' questions, technological concerns, teacher training, and consistency throughout the k-12 system.

Timeline:

August 2014: Introduce JumpRope to pilot teachers

September 2014 - January 2015: teachers pilot use of JumpRope on a voluntary basis; reflect on experiences periodically through Sem I and revise processes as needed for Sem II; admin and IT continue to review reporting options

February 2015: Piloting teachers share their JumpRope experiences with full staff; other systems explained as information is available; focus groups with students and parents review systems under consideration

April 2015: Reporting software decisions are made and communicated; training process developed

June 2015: Standards, indicators and scoring criteria imported; initial staff training completed

Benchmark 4: Best practice in standards-based instruction defined to improve student achievement

FHS focused on researching and experimenting with evidence-based instructional practices in 2013-14. We started the year with a differentiated book study in every Professional Learning Group where each teacher chose to read either The Core 6: Essential Strategies for Achieving Excellence with the Common Core (Perini & Silver) or The Art and Science of Teaching (Marzano) and supplemental chapters specific to the teacher's content area were taken from Best Practice: Bringing Standards to Life in America's Classrooms (Steven Zemelman et al). While teachers experimented with instructional and assessment strategies, this extension will allow intensive curriculum work to be done implementing essential learning core practices, project-based learning, differentiation, increased student engagement, learner personalization, and multiple pathways to meet and demonstrate mastery of the standards.

Timeline:

September 2014 - January 2015: In PLGs, all teachers will reflect on and refine assessments aligned with standards and performance indicators

January - June 2015: In PLGs, all teachers will reflect on and refine units and instructional strategies to support personalized, proficiency-based student learning

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**

**System of Supports for Student Learning:** The FHS Guidance Department, along with input from the school social worker and instructional strategist, serve as the primary coordinators of the school's system of student intervention. The guidance counselors facilitate the Grade Level Teams whose goal it is to identify students that may be in need of requiring assistance. In order to ensure success for all students, even seemingly minor concerns are addressed immediately in the hopes of remediating issues before they become substantial. Grade Level Teams meet monthly and keep detailed records, along with attempted strategies and their results, are shared with all teachers and administrators. Parents are notified through the Guidance Department and follow-up is conducted in the weekly meeting between administration and the Guidance Department.

**Focus 9 Program:** FHS guidance counselors and administrators meet with the 2 middle school guidance counselors and administrators every spring to identify students who may struggle with the transition to high school due to lagging skills and/or a history of below grade level achievement. These 10-15 students have increased contact with teachers, smaller classes, a cohort model schedule, and additional academic supports to help them increase skills and better meet standards.

**FHS Response to Intervention (RTI):** RTI is a system designed to identify students who may be at risk due to academic or behavioral challenges, implement and track interventions to support those students, and ameliorate the behavior or achievement. In 2013-14, all administrators in RSU 5 focused on RTI-B as the professional development goal in order to better serve students whose behavior posed a barrier to learning. FHS supports for students include a learning lab available every period of the day to all students, a writing center and math lab available to all students all day long, tutoring available in the designated study hall, PLATO for credit recovery during the school year and the summer, structured study halls for students with accommodations through an IEP, an advisory that caters to students who are twice exceptional (identified as gifted/talented and receiving services through a 504 plan or IEP), and library hours before school and during lunch.

While the formal RTI process is still in development, FHS currently has a referral process and forms in place that have been piloted and adopted over the last two years. This extension will allow FHS to better educate faculty about the range of interventions in place and the importance of data tracking for students in all Tier levels. It will also afford us the requisite time for teachers to increase their repertoire of Tier 1 supports. At the building level, administration will address the need for structured Tier 2 supports. For Tier 3, administration is working with the incoming Special Education Director to transform the current delivery system of "pull-out" services to a "push-in" model that involves considerably more direct instruction on the part of the special education teachers.

### **Proficiency-Based Diploma Transition Funds**

*From Joe's email 8/4/14:*

FY 2014 \$20,000

\$10,000: Fy 2014 consultancy with Ray McNulty (Ann Marie has details, but this work centered around readiness with staff and the public, with presentations to both and follow up with leaders.)

\$5,000 to Great School Partnership. This was .5 of the first payment for the FY 2015 work.

\$5,000 to be applied to second GSP payment (January 2015)

FY 2015 \$ 20,000

\$5,000 (.5 second payment to Great School Partnership for FY 2015 consultancy)

\$15,000 (TBA, recommend \$3-\$5K on JumpRope and Haiku training, NESSC conference, with a portion carried over for year two of GSP consulting.)

**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: 25% (\$5,000)
- Community Engagement: 25% (approx \$5,000)
- One-year Carry Over: 50%

**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 intended impact of the transition funds is the preparing of teachers with a clear understanding of all elements of proficiency-based education, and how each piece of the system complements the other and increases the effectiveness of the overall system. Preparation includes not only equipping the staff with the necessary tools relative to teaching, assessing, and reporting in a proficiency-based system but also providing students and parents with a clear understanding of what students will be expected to know and do, how achievement will be reported and what supports will be available to support each student's success. Substantial work has been completed over the past several years to build a strong foundation in instructional design and assessment development; these transition funds will allow the FHS community to build a stronger more cohesive system.

The spending of transition funds are concentrated to the following areas:

1. *Time and training* for teachers to work in departments to develop standards-based units and adjust both formative and summative assessment practices that deepen understanding of big ideas and skills. Release time during the day will enable teachers to see PBE in practice through school visits, will enable departments to work with a Great Schools Partnership coach, and will afford teachers opportunities to acquire specific training related to scaffolding tasks, differentiation, co-teaching, using a taxonomy to increase rigor, rubric development, and project-based learning.
2. Provision of *resources* (books, materials, coaching) to help teachers fully understand and embrace a shift in practice and how they view teaching and learning. Resources will not only provide teachers with the rationale for PBE but also strengthen their ability to promote standards and the elements inherent to the system with students and parents.

Budget includes '14 carryover and school year '15

ACTIVITY	TIMEFRAME	BUDGET
Release time for departments to receive training for refining assessments and units as well as identifying exemplars of proficiency by standard and grade level	Throughout the 2014-2015 school year	2 days /teacher @ \$75/day for substitute (35 teachers) = \$5,250 with \$5,000 coming from '14 carryover
Proficiency based coaching - Great Schools Partnership	Throughout the 2014-2015 school year	\$5,000 from '14 carryover \$10,000 from '15 SY
		<b>\$9,750 remaining '15 SY</b>
Proficiency school site visits	SY '15	1 day/teacher @ \$75/day for substitute (10 teachers) = \$750
Project Based Learning Workshop	Spring '15	\$1,500

Math proficiency based practices (Pam Buffington) & Differentiation/student voice (Korah Soll)	December - April '15	<b>\$1,500</b>
Books & resource materials for Workshops	SY '15	<b>\$250</b>
NESSC Conferences	October '14, January '15, March '15	Conference fee ( <b>\$250</b> ) and substitutes ( <b>10 teachers @ \$75</b> ) = <b>\$1,000</b>
Community Engagement Events	Throughout the 2014-2015 school year	refreshments, <b>\$200</b>
Leadership Team Retreat (proficiency based action planning)	June '15	Per Diem x 10 teachers = <b>\$2,000</b>
Expected carryover for '16 school year (JumpRope management system, summer planning, Great Schools)		<b>\$2,550</b>

**Option 2 Authorization Page**

The SAU will submit a confirmation report to the Maine DOE by July 1, 2015. This report will include evidence that the SAU is prepared to award students graduating after July 1, 2018 a diploma based on proficiency of the standards of the eight content areas and standards of the Guiding Principles.

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, 2018 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.

  
 \_\_\_\_\_  
 Superintendent of Schools 9.15.14  
\_\_\_\_\_  
Date

  
 \_\_\_\_\_  
 Chair of School Board 9/15/14  
\_\_\_\_\_  
Date

**AMST-American Identity**

• Curriculum Unit - RSU5

Teachers: Anderson, Dyhrberg, Robinson, Mellon

Subject/Course: American Studies

Unit (name or Topic): American Identity

Grade: 11

Unit Summary: Students will explore what it means to be an American through the lens of historical concepts and American literature

**Materials and Resources:**

The Scarlet Letter

The West

Bury My Heart at Wounded Knee

Native American Readings

The Curious Incident of the Dog

Nickled and Dimed

Crossing the Wire

How the Garcia Girls Lost Their

Accent

The Color of Water

The Visitor

Code Talker

**Sub Topics:**

Westward Expansion and Native

Americans

Immigration

**Stage 1 Desired Results**

Established Goals (MLR): ELA A.1, A. 2, A.3, A.4, B.1, B.2, B.3, B.4, C.1, D.1, D.2, E.1, E.2, F.1

Social Studies A.1, A.2, B.1, B.2, C.1, C.2, D.1, D.2, E.1, E.2

**Enduring Understandings**

One person's perception of what it means to be an American may differ greatly from another's

Discussion of what it means to be an American may invite conflict

Discussion of what it means to be an American may create meaningful learning

Media and other outside influences can impact how one perceives what it means to be an American

Difference blinds us to negative consequences of our movement

**Essential Questions** (What provocative questions will foster inquiry, understanding, and transfer of learning):

What shapes identity?

What factors of one's identity (i.e. race, gender, religion, age, etc.) play into one's perception of what it means to be an American?

How can we (I) show respect for those with different opinions of what it means to be an American?

What are commonalities that unite us as Americans despite our differences?

What does it mean to be an American?

### **Knowledge**

**Students will know...**

Traits of pre-colonial civilizations and cultures

Role government played in Westward Expansion

History of specific time periods (patterns, conflicts, movement, environmental, economic)

Key terms, concepts, and figures of the eras

Inherent connection between authors and the era and topics about which they write

Key characters of the novels

Key themes and symbols of the novels

Concept of the narrator

### **Skills**

**Students will be able to...**

Effectively communicate their understanding of key historical and literary concepts

Connect contemporary issues with similar issues from the past, as studied in historical and literary contexts

Compare, infer, analyze, and interpret key components of the unit materials

Employ appropriate research skills as forms of inquiry and investigation of unit materials

Practice effective study skills (note taking, test preparation, time management with assignments)

Interact effectively with peers in group work

Stage 2 – Determine Acceptable Evidence

### **Performance Tasks:**

This I Believe Essay

### **Other evidence:**

- Writing a response to the essential question and bringing to class to share
- Taking notes on American identity in books

- Responding to blog questions
- Participation in reading circles
- Immigration project

**Student Self-Assessment/Reflection:**

- self assessment of participation in discussions and class time
- self assessment of major performance assessment

Stage 3 -- Learning Plan

**Learning Activities:**

- group discussions
- small group discussions
- note-taking (in and out of class)
- use of guided research materials (worksheets)
- internet research
- journal writing
- note-taking on literature
- blogging
- oral presentations
- written essay (s)
- literature assessments
- history assessments
- guest speakers

**Differentiation Strategies:**

varied learning activities (refer to Gardner's Multiple Intelligences)  
choice in reading selections  
choice in performance task

**Outcomes:**

- A shared understanding of what a proficiency-based system of education could look like at Freeport High School;
- A collaboratively designed model for proficiency-based teaching and learning at FHS;
- An outline of professional development support for 2014-15 to implement this model.

**Wednesday, July 23: A Model for Freeport High School**

7:45 *Refreshments*

8:00 Welcome, overview – Brian Campbell

Introductions & school context – Jean Haeger, Great Schools Partnership  
*What's underway? What questions are most pressing?*

8:30 Text Discussion: "Ten Principles of Proficiency Based Learning"

*How can a system of proficiency based learning benefit FHS students?*

9:15 *Break*

- 9:30 A Framework for Planning:  
*What components are already underway? What are the priority areas to focus on?*
- 10:00 Building a Model for FHS
- 11:30 Lunch
- 12:00 School-wide expectations – Guiding Principles  
*Clarify single set of expectations and implementation processes*
- 1:00 Content Area Graduation Standards and Performance Indicators  
*What's in place? What support is needed?*
- 1:45 Wrap-up; next steps – review Thursday's agenda
- 2:00 Adjourn

#### **Thursday, July 24: Supporting the Work / Next Steps**

- 7:45 Refreshments
- 8:00 Connections, Reflections  
Shared understanding of proficiency based system at FHS
- 8:30 Freeport High School proficiency system implementation Assets and Barriers  
A. Global Best Practices review – overview (5 min)
- 1.4 Standards-based Education (20 min)
- 1.3 Academic Expectations; 1.5 Assessment; 1.2 Personalization/Relevance (45 min)
- Break as needed*
- Summary reflection (10 min)  
B. Assets and Barriers; 2x2 chart (Full staff – Dept; hard – easy to implement) (1 hr)
- 11:30 Lunch
- 12:00 Department planning
- 12:45 Full staff topics planning
- 1:15 Opening of school presentation, visual
- 1:50 Wrap up, next steps
- 2:00 Adjourn

**NEPN/NSBA Code: IKE**

#### **PROMOTION, RETENTION AND ACCELERATION OF STUDENTS**

It is the intent of the RSU5 Board of Directors that appropriate instruction be offered to all students in a progressive and sequential way. Therefore, the grade placement of each student will be made on an individual basis, understanding that the level of instruction at each grade is not a single level of instruction but rather a series of levels intended to meet the various needs of students assigned to that grade level.

While most students will advance from one grade to another at the end of the academic year, some students may benefit from retention or acceleration. Decisions concerning promotion, retention or acceleration of a student should be consistent with the best educational interest of that student.

#### **A. Criteria**

The following criteria will be used in making decisions concerning promotion, retention and acceleration. Although all listed criteria may be considered in the decision-making process, because of the relationship between a student's achievement of the content standards of the system of Learning Results and his/her future success in school, more consideration shall be given to the criterion articulated in paragraph "1" below than to any other factors.

1. Achievement of the content standards of the Learning Results as demonstrated through classroom assessments, common assessments, standardized tests, portfolios, performances, exhibitions, projects and other elements of the school unit's local assessment system;
2. Achievement of cross-curricular skills associated with the Guiding Principles of the Learning Results.
3. Participation and success in remedial programs, tutoring, summer school, and/or other opportunities for success;
4. Potential benefit from repetition of a grade or learning experiences;
5. Potential for success if accelerated;
6. Attendance;
7. Social and emotional maturity;
8. Health;
9. Age in relation to grade placement;
10. Program options;
11. Student attitude; and
12. Parental concerns.

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#### B. Retention

Parents should be notified as early as possible in the event that retention is being considered. Parents will be informed of the remediation options available to students such as tutoring, online/Internet-based resources, after-school programs, and summer school. Whenever possible, decisions concerning retention should be made through a conference involving parents, the student's teacher, the building principal, and, as appropriate, the guidance counselor, other professional staff, and/or consultants. Advancement to the next grade may be made conditional on successful remediation or demonstrated proficiency within a specified period of time.

The principal shall be responsible for making the final decision regarding retention. A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final. If parents are still dissatisfied with the decision, they may appeal to the RSU Board, whose decision will be final.

### C. Acceleration

Decisions regarding acceleration shall be made by the principal in consultation with the student's teacher(s), the Gifted and Talented Education Coordinator, and other professional staff or consultants, as appropriate. A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final. If parents are still dissatisfied with the decision, they may appeal to the RSU Board, whose decision will be final.

### D. High School Grade Level Assignment

For students starting high school prior to the 2014-2015 school year, grade level assignment will be determined by the guidance department, based on the number of credits earned prior to the beginning of the school year.

Beginning January 1, 2018, demonstrated proficiency in the content standards of the system of Learning Results and in the cross-curricular standards skills identified in the Guiding Principles of the Learning Results, and successful completion of all other requirements specified in the Board's policy IKF (Graduation Requirements), will be required for a high school diploma. Starting with the 2014-2015 school year, credits will no longer be awarded or counted for graduation or other purposes.

High school grade level assignment will be determined by the guidance department, based on the number of learning experiences/courses completed prior to the beginning of the school year.

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### E. Transfer Students

For students who transfer into the school system from another state or educational program not required to meet the content standards of the system of Learning Results, the principal will determine the value of the student's prior educational experience for the purpose of grade placement or the fulfillment of credits.

Legal Reference: Ch. 127 (Me. Dept. of Ed. Rule)

Cross Reference: IK – Student Achievement  
IKAB – Report Cards/Progress Reports

IKF – Graduation Requirements  
ILA – Student Assessment/Local Assessment System

Adopted: July 8, 2009 Revised: October 28, 2009 Reviewed: December 12, 2012 Revised: June 11, 2014

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**NEPN/NSBA Code: IKF**

## **GRADUATION REQUIREMENTS**

Before entering high school, students need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

RSU5 has adopted a standards-based system of learning consistent with Maine law, which means that after January 1, 2018, the awarding of a diploma will be contingent on the demonstration of proficiency in the content areas and Guiding Principles and the Learning Results rather than the accumulation of credits.

To be awarded a high school diploma from the RSU5 schools, students graduating in the Class of 2018 and beyond must demonstrate proficiency in the content areas identified in Maine's system of Learning Results, meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results, and fulfill all additional graduation requirements set by the Board.

Students graduating in the Classes of 2014-2017 must meet the credit and other graduation requirements specified in this policy.

A student who would have graduated with the Class of 2017 and have been awarded a diploma at commencement but for his/her failure to earn sufficient credits or meet other requirements set by Board policy will have until December 31, 2017 to fulfill the graduation requirements applicable to the Class of 2017.

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection. This policy will also be included in every edition of the high school student handbook.

The Board has approved the following schedule of minimum requirements for graduation, which includes minimum requirements specified by the State of Maine. The Board is aware that current law and regulations are subject to change.

The Board expects the Superintendent/designee to inform students and parents as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.

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I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASSES OF 2014, 2015, 2016 OR 2017

As a minimum for graduation from high school, students graduating in the Classes of 2014, 2015, 2016, or 2017 must have completed successfully a total of 22 one-year course equivalents (credits) at the secondary level (grades 9 through 12).

Twelve and one-half (12 1/2) required credits are specified by the State of Maine. They are:

- A. English - 4 credits;
- B. Social Studies and History, including one year of American History and Government - 2 credits;
- C. Mathematics - 2 credits;
- D. Science, including at least one year of laboratory study - 2 credits;
- E. Fine Arts, which may include art, music, forensics or drama - 1 credit;
- F. Health - 1/2 credit; and
- G. Physical Education - 1 credit.

In addition, the Board requires the following:

- A. One year of a world language;
- B. A third year (credit) of math;
- C. A third year (credit) of social studies;
- D. Two additional credits of science;
- E. 1/2 of the P.E. credit must be Foundations of Fitness
- F. Four elective credits.

The remaining credits may be selected by the student based upon the student's interests, abilities, and the requirements of the field that the student plans to enter upon graduation.

Students must also demonstrate: (1) writing proficiency at an appropriate level and (2) a knowledge of computer skills for computer literacy, proficiency, and performance.

In order for a student to participate in graduation, the student must have successfully completed all of the above-listed requirements.

A student who has failed a course in the above-listed requirements may with prior professional approval receive credit for that course through successful completion of a post graduate course, a state approved Adult Education course(s) or a state-approved summer school program. Credit for a marked course may also be received for a correspondence course approved by the superintendent in advance of registration.

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The student may participate in the next regular graduation ceremony following successful completion of the requirements.

A student who is granted early admission to an accredited college or university may use college course work for graduation and may thereby graduate with his/her class upon successful completion of the course(s) needed for graduation if he/she requests and is granted permission from the high school principal to do so. A course being used to meet high school graduation requirements must meet minimum high school contact hour requirements and the high school's course outcome requirements.

#### Middle School Students Earning High School Credit

Middle School students successfully completing high school level courses offered at the high school and taught by high school staff will be given one (1) Carnegie unit credit toward graduation.

#### Veterans of World War II, the Korean Conflict and Vietnam War Era

The Board recognizes that Maine law provides that a secondary school may award a high school diploma, provided that certain requirements are met, to a person who left secondary school prior to graduation to serve in the Armed Forces during World War II or in the Korean Conflict, or to serve in the Armed Forces during the Vietnam era (February 28, 1961- May 7, 1975). The Board authorizes the Superintendent to develop and implement procedures regarding applications for diplomas, including timelines, and for determining whether veterans have met the criteria established by law. The Superintendent may also determine the time and manner in which a veteran's diploma may be presented.

## II. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2018 AND BEYOND

In accordance with Maine law and RSU5's standards-based system of learning, after January 1, 2018, the awarding of a diploma from RSU5 schools will be contingent on the demonstration of proficiency in the content areas of Maine's system of Learning Results and meeting the cross-content performance standards of the Guiding Principles of the Learning Results, rather than the accumulation of credits. The student must also fulfill any other requirements specified in this policy.

Students who anticipate graduating in the Classes of 2018 and beyond must meet the following requirements in order to be awarded a high school diploma:

A. Demonstrate proficiency in meeting standards in the following content areas of the Learning Results. Meeting the standards entails demonstrating proficiency for each standard within each content area.

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English Language Arts Mathematics  
Science and Technology Social Studies

Health Education and Physical Education  
Visual and Performing Arts  
World Languages  
Career and Education Development (embedded in the other content areas)

B. Meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results.

A student graduating from RSU5 schools is expected to be a: Clear and effective communicator;  
Self-directed and life-long learner;  
Creative and analytical problem solver;

Responsible and Involved citizen; and an Integrative and informed thinker.

**MULTIPLE PATHWAYS TO THE AWARDING OF A PROFICIENCY-BASED DIPLOMA**

RSU5's high school educational program is designed to enable students to satisfy graduation requirements in four years through a sequence of courses, learning experiences or integrated equivalents providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results.

Students following a traditional pathway will:

- A. Engage in courses in the content areas of English Language Arts, Mathematics, and Science and Technology in each year of their high school program.
- B. Engage in at least three courses in the content area of Social Studies during their high school program.
- C. Engage in at least one course in the content area of Visual and Performing Arts during their high school program.
- D. Engage in at least one course in the content area of World Languages during their high school program.

E. Engage in at least one Health and one Physical Education course during their high school program.

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F. Engage in courses that integrate career and education development into other content areas of the Learning Results.

Students following a traditional pathway must be enrolled in the equivalent of five full year courses in each of their high school years.

Students may also opt to pursue a high school diploma through multiple additional pathways, including:

Early college/dual enrollment courses  
Career and technical education programming  
Online/virtual learning  
Apprenticeships, internships and/or field work Community service  
Exchange programs  
Independent study  
Alternative education/"At Risk" programming Adult education

Each pathway must provide a quality learning experience comparable in rigor to the school unit's own course offerings.

In order to pursue one or more of the multiple/alternative pathways, a student must have a Personal Learning Plan detailing how the pathway will provide exposure to the content standards of the Learning Results and how the student will demonstrate proficiency in meeting the standards. The Personal Learning Plan must be approved by the guidance counselor and/or other qualified faculty member/s, and the principal.

### STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Students who achieve proficiency in the content standards of the Learning Results and Guiding Principles, as specified in the goals and objectives of their Individualized Education Plans (IEP) will be awarded diplomas.

### III. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM RSU5

This section applies to all students, in all graduation classes.

#### A. Transfer Students

For students who transfer to Freeport High School from another state or from an educational program that is not required to be aligned with the content standards of the system of Learning Results, the High School Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements.

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B. Home-schooled Students

For home-schooled students wishing to receive a diploma from Freeport High School, the Freeport High School Principal shall determine the value of the student's prior educational experience toward meeting graduation credit requirements.

C. Delayed Awarding of Diplomas

A student who leaves Freeport High School to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

D. Early Awarding of Diplomas

A student who has met the State's and the Board's diploma requirements in fewer than four years of high school may be awarded a diploma.

E. Extended Study

Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.

F. Certificate of Completion

The Board may provide a certificate of completion to a student who leaves school having completed four years attendance as a full-time high school student and who has completed the required courses, but has not met Learning Results proficiency standards that may be mandated by the State.

Legal Reference: 20-A M.R.S.A. § 4722  
Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Adopted: February 24, 2010  
Revised: December 14, 2011

Revised: June 11, 2014

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## **PROGRAM OF STUDIES 2014-2015**

Freeport High School is dedicated to an education that involves, among other things, the development of critical skills for effective lifelong learning. These skills include problem solving, decision making, critical thinking, creative thinking, communication, organization, cooperation, collaboration, management, leadership, independent learning, and documentation. They are integral to the courses offered and provide a basis on which content is taught and reinforced.

The Freeport High School Program of Studies presents information about the courses offered at the school. Students should use this book as they plan an appropriate academic program. Please recognize that these courses are possible offerings for the coming year. A variety of factors, including the number of students enrolled in a given course, will determine whether it is offered or not.

### **Developing Your Schedule**

Most of the questions you have about the classes to take next year are answered in this booklet. Read through the introductory material and pay particular attention to graduation requirements, and specific statements about course prerequisites. Consult the written descriptions in this guide and the course pre-registration sheet you developed in your individual session with your guidance counselor and discuss your choices with your parents. You may need to talk to the teacher of a course you plan to take. Please note that as you request elective courses, you are asked to identify "alternative choices". FHS may not run some electives due to a low number of requests or due to budgetary constraints.

Once you have completed this process, have your parents sign your form or schedule a conference with a guidance counselor (8654706) to discuss your schedule. Return your signed plan to the Guidance Office.

### **Planning for College or Vocational School**

If you intend to continue your education in college or vocational technical school, you must plan your program accordingly. Most colleges and technical schools require at least Algebra 1 and Geometry (Algebra 2 and Advanced Math are needed for many programs). Many colleges require at least 2 years of the same Foreign Language. Two (preferably three) years of lab science are required for most colleges and vocational programs. Refer to the recommended sequence of courses for postsecondary education in the next section.

## **Graduation Requirements**

**Number of credits:** For graduation from Freeport High School, a student must have earned 22 credits.

**Minimum enrollment:** Each Freeport High School student is required to enroll in an academic program which totals a minimum of 6 credits each year.

Writing Proficiency Graduation Requirement: Students will have to demonstrate writing proficiency on a school-wide writing prompt. All students may receive writing assistance in the Writing Center.

## Graduation Requirements: 22 required to earn diploma

- 4 English credits
- 3 Mathematics credits
- 4 Science and Technology
- 3 Social Studies credits, including 1 credit in United States History
- 1 Visual and Performing Arts credit
- 1 World Language credit
- 1 Physical education credit, including .50 credit in Foundation of Fitness 0.50 Health credit
- 4.50 Elective credits

## Grading System:

Grade	Grade Pt. Value	Grade Value
A	93-100	Honors
B	85-92	High Pass
C	77-84	Pass
D	70-76	Fail
F	0-69	No Credit
		Withdraw Pass
		Withdraw Fail

If a student withdraws from a class after the first quarter has closed, the course will be marked on the transcript with either a WP (for Withdraw Pass) or WF (for Withdraw Fail). Prior to the quarter closing, the dropped class will not be marked on the transcript.

Standards-based grading: While letter grades will still be awarded, they will be based more on *specific knowledge and skill* in a content area, and less on behavioral components.

For Recommended FHS FourYear Plan for PostSecondary Opportunities, please see the Guidance Web Page at <https://sites.google.com/a/rsu5.org/fhsguidance/>

## Proficiency-Based (Standards-based) Diploma

In accordance with Maine Law, after January 1, 2018, the awarding of a diploma from Freeport High School will be contingent on the demonstration of proficiency in the content areas of Maine's system of Learning Results and meeting the crosscontent performance standards of the Guiding Principles of the Maine Learning Results, rather than the accumulation of credits. The credit requirements described above represent the "traditional pathway," where the requirements for demonstrating proficiency are embedded within the course. This is to ensure that students taking required courses and electives will have the opportunity to meet the standards. The law also allows for "multiple pathways" toward demonstrating proficiency. This includes choices currently available such as virtual courses, career and technical education, adult education, community service,

independent study, etc., along with expanded opportunities for learning outside the traditional school day. Students wishing to pursue a nontraditional pathway should contact the guidance department.

A standards-based curriculum is a collection of guiding documents that can help teachers, parents, students and community members understand and support quality education. It describes what students should know and be able to do at each grade span, including both state and local standards, in everyday language. It includes information on how it should be taught, how it is to be assessed and how the educational system is organized to achieve its goals.

As Freeport High School moves towards a proficiency-based diploma, the focus shifts away from what is *taught* and instead towards what is *learned*. Student performance will be measured in relation to the standards and less dependent on seat time and homework. This is what is meant by the phrase "learning is the constant and time is the variable".

You will now see Power Standards and Essential Questions listed under course descriptions of classes that Freshmen typically take. Power Standards have been identified as those standards that represent skills and knowledge that are enduring over time, essential to the content area, and transferable to other contexts and disciplines. Essential Questions are posed to ensure that students engage deeply with the content, seeking a thorough understanding.

In addition to content specific standards outlined in the Maine Learning Results, the Common Core State Standards and the Next Generation Science Standards, Freeport High School also considers the *Cross-curricular Standards for Work and College Readiness* integral to a student's success after high school. These standards address skills and abilities required to be effective in all aspects of life college, employment, independent living and the military.

Crosscurricular Standards for Work and College Readiness, adopted by the RSU 5 Board of Directors on 6/12/13:

WCR.912.A	Self Management	Self Management
WCR.912.1	Revise work for accuracy/quality	Consistently revises work for accuracy/quality. Self-assesses academic performance against identified learning targets. Identifies learning strengths and needs based on current performance. (A)
WCR.912.A.2	Research and critique	Routinely identifies action steps necessary to address learning needs. Uses procedures and strategies across courses and in different learning situations. Uses resources and support to implement action steps. (B)
WCR.912.A.3	Complete tasks; Meet deadlines	Organizes time and materials to meet deadlines and complete tasks to expected levels. Routinely applies criteria for quality work. Uses time management strategies and tools to meet deadlines. Seeks support when necessary to complete work on time to expected levels. (B)
WCR.912.A.4	Set Goals; Take actions	Sets career and college goals and applies strategies to meet them. Evaluates personal strengths, aspirations, interests and attributes to identify longterm career and college options and goals. Researches requirements for success. Takes action to meet requirements for success. Applies college entrance and/or jobgetting strategies. (B)
WCR.912.A.5	Take Responsibility	Takes responsibility for actions and behaviors. (D)

WCR.912.B	Interpersonal Skills	Interpersonal skills in classrooms and small groups
WCR.912.B.3	Interpersonal skills in small groups	Assumes shared responsibility for accomplishing small group goals. Listens and contributes appropriately in a group situation. Performs a role that furthers the group's work. Helps solve group problems and reconcile differences. Builds on the ideas, abilities and perspectives of others. (D)
WCR.912.B.4	Interpersonal skills in the classroom	Routinely: Participates appropriately in classroom activities. Identifies and demonstrates key communication skills. Asks questions during class, and willingly answers the teacher's questions. Consistently offers ideas and questions that help clarify discussions. Contributes accurate, relevant information to whole class conversations. Stays focused during whole class activities. Follows classroom and school rules and procedures. (D)
WCR.912.C	Reasoning/Problem Solving	Reasoning/Problem Solving
WCR.912.C.1	Identify Patterns and Connections	Routinely identifies patterns and connections in information, situations, and across disciplines. Conducts comparisons using specific criteria. Analyzes and explains conflicting perspectives. Applies patterns and principles across disciplines. (C, E)
WCR.912.C.2	Use evidence and support for arguments and explanations	Constructs support and provides evidence to defend arguments, explanations, and lines of reasoning, including: identifying a valid thesis or position. Evaluating the relative strength of supporting evidence. Assessing credibility, accuracy and strength of the thesis. Integrating multiple sources of information presented in diverse formats and media to support arguments. (A, E)
WCR.912.C.3	Demonstrate a problem solving approach	Routinely uses appropriate methods and processes to solve problems, applying them with precision. Analyzes problems by identifying givens, constraints and relationships. Plans and monitors the effectiveness of solution pathways. Makes and tests inferences, hypotheses, and conjectures to draw conclusions. (C, E)

<sup>1</sup> These standards reference the *Guiding Principles* of the Maine Learning Results:

- A. *Clear and Effective Communicator*
- B. *Self-Directed and Lifelong Learner*
- C. *Creative and Practical Problem Solver*
- D. *Responsible and Involved Citizen*
- E. *An Integrative and Informed Thinker*

## English

In English classes, students collect evidence of their increasing skills and knowledge in a portfolio, which will contain exemplary pieces of writing of many types in order to demonstrate proficiency. The portfolio serves as a record of an individual's development, highlights areas for improvement over the course of time, and provides

a demonstration of writing competency by the time a student graduates. Completing a portfolio at an acceptable level is a course requirement each year and will be reflected in the student's grade.

## **English 9**

**Full year, 1 credit**

**Prerequisite: Summer Reading 1 book**

The ninth grade English course provides an introduction to high school reading and writing, and requirements of the portfolio. The course focuses on composition, vocabulary, and study skills through the study of world literature. Frequent writing assignments include journals, discussion questions, short and long essays, as well as creative pieces, all in response to the reading. Students extend their understanding of the poetry, short stories, and dramatic texts by presenting projects which require interdisciplinary work with Global Studies.

### **Common Core ELA Standards:**

**Literacy.RL.910.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**Literacy.RL.910.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**

**Literacy.W.910.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

**Literacy.W.910.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**

**Literacy.L.910.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**Literacy.L.910.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**

### **Essential Questions:**

- What makes a hero?
- Should a person's responsibility to their family, tribe, or community take precedence over their individual goals?
- How do we overcome adversity?
- What makes a good relationship?
- How can you creatively allow someone to experience your experience?

Hi Ray - I met with our planning group today and prior to meeting, they had a chance to get feedback from about half our staff about input for Friday's work. I asked them to share their critical questions and/or things we want to come to resolve about on Friday and here is what they brought:

- they do not want eduspeak, jargon, or "more" theory
- they want a common vision for the big picture of FHS
- they want exemplars, something concrete, practical implications for the classroom, videos or descriptors of what's working in other schools
- clear objective for the day

Critical questions were:

- what does a standards based classroom look like?
- how will the teaching and learning process be different?
- WHAT should I be doing differently?
- how do I know if kids meet the standard? and what if they don't?
- what do I do with kids that progress at different levels?



## Activity Information Sheet

Name of Organization: RSU5

Project Date(s): 3/20, 3/21 2014

3/20 5:30-6:00 PM Evening presentation to parents and some teachers (We hope to have board members present as well.) 6:30 Dinner conversation with leaders.

3/21 8-3 Lead day-long professional development for staff 3-4 Consult with leaders as to next steps for us. We are looking for advice on our process, short and long term and possible continuing consulting relationship

Brief Description of Project:

High School staff professional learning day

Objectives:

- Parents understand... why change? Why standards? (This is a savvy, educated parent group, won't respond to wow statements about the future.) Parents feel reassured.
- Teachers confident, informed about high school change, and energized to sweat the continuing difficult process of transitioning to a "standards-based system." Teachers know why they are working on this, have a better sense of choices and models.

Location:

Freeport High School

Brief Description of Audience:

Faculty of 500 student high school, good traditional school, facing change, change effort has not been siezed by the faculty, most see it as coming from outside. Also parents/board members the evening before

Projected Number of Participants:

50

Contact Person:

Name: Ann Marie Barter, assistant principal (for building, event details) Joe Makley, RSU5 curriculum director (district, \$\$)

Address:

E-Mail Address: barterm@rsu5.org

Phone (cell):

Time of Presentation(s):

Starting Time:

Ending Time:

Closest Airport:

Approximate Distance from Airport to Hotel: 30 miles

Approximate Distance from Hotel to Presentation Location: Walkable

Hotel Accommodations: (indicate closest hotel to meeting site)

Hotel: Hilton Garden Inn

Address: 5 Park St, Freeport, ME 04032

Phone: (207) 865-1433

*Please indicate whether the consultant or the client would prefer to make the hotel reservations:*

Client  Consultant

Ground Transportation (indicate preference)

- Ray is driving over from Vermont

**Additional Information:**

This is a good traditional high school (got a "B" in the governor's new letter grade school comparison system, test scores #22 out of 135 Maine high schools.) So the issue is "good to great," in the context of a transition to standards-based: Why change? How are standards a necessary part of the change? What is important, useful and positive about transitioning to a standards-based system? "We don't have a lot of models - what is a good one for us or what does the end product look like if we are designing this ourselves?"

The state has mandated a transition to a proficiency-based diploma, and the district has had a strategic plan to become a "standards-based system." Teachers and the community need more information about how/why standards are a part of the change. This needs to be conveyed in a way that is motivating, encouraging, and affirming, and do-able - not an add-on!

"Connecting Successful practices to next practices" looks good for this group. They have been working on "evidence-based practices," and are also experiencing pressure to innovate, particularly with their 1-1 program which they've had for many years.

"Culture is the primary factor" This is also a good topic for this group, but not in a "turnaround" sense. It's a

successful traditional school with the usual pressing issues for subgroups and the small population of disengaged

This is also a 1-1 technology school (recently shifted to iPads.)

Also, they really don't need futurist shock jock type information; they get that there is pressure to change. They need clear justification for the change. And most importantly, they need to get behind the wheel, get a sense of ownership for change. (This school had an innovation mantle 20 years ago, and many of those staff are still here; they would like to reclaim that.)

**Things they have done recently:**

Visited RISC-type schools, and been visited by them. (The Maine Consortium for Customized Learning is inspired by McGarvey and Schwan's book "Inevitable; Mass Customized Learning," but uses a lot of RISC training.) They read Core 6 and The Art & Science of Teaching this Fall

Chosen Power Standards and put them into new core course descriptions, along with essential questions. So they have redesigned courses based on standards.

Piloted a set of "cross-curricular" standards (12 lead teachers, teaching and scoring them in different ways. )

Lead teachers have attended the NESSC New England Secondary Schools Consortium

I noticed Ray has worked with Tom Vander Ark.

Maine has many of the issues Tom has articulated in terms of proper tools to manage the transition to a proficiency-based education. FHS is like many Maine school districts, having PowerSchool, no LMS, no coordinated data visualization, no case management for PLPs, etc. Big logistical challenges.

Ray has a great anecdote about the artistic student with the low class rank in Brattleboro; that's a good example of what can happen (has happened) here. This is a "good" high school, but there is a need to understand why good isn't good enough. Parents and teachers need to understand the need for the change.

Ray's emphasis on teachers as agents of change is important. "Change comes from inside the school." There is a concern here about teachers seeing change as resulting from top down or outside influences; questions about the need for change, as here it is not being driven by teachers. Without their ownership it has been a difficult beginning. We have a statute now requiring a proficiency-based diploma, and a strategic plan to become "world class" and "standards-based," but teachers and parents really have not had the opportunity to process the transformation to standards.

Burnout. Maine had a 10 year effort to transition to standards from 96-06, which ended in a legislative train wreck, a very high profile failure with a huge effort lost across the state. Many good, smart teachers have skepticism based on this experience.

Culture of Hospitality; sense of belonging... these teachers get that. They do "relationships" well. Relevance? That's the challenge, with a group of disengaged, at risk, etc. For instance, there are still a number of classes less challenging for students of perceived low ability.











Here are notes from our last meeting:

We know we need to address homework (is it graded? do we accept late HW?) and standards-based reporting school-wide. We will continue to issue transcripts with grades, but only grades that are standards-based will be entered. We agreed as a faculty that meeting the standards is the equivalent of passing the course (3, not 2, for credit) and that teachers would be giving fewer grades of greater importance. We were responding to Joe's requests for input on a conversion scale. We decided to focus our last faculty meeting on getting input/moving towards consensus on what a FHS diploma represents. There is a collective anxiety among staff because they want to get "it" right and perfect the first time.

Each teacher reported out what their department needs most right now:

Math - help developing conceptual thinking and understanding when answer is right/wrong

English - transforming practice, what is the purpose of PBD, and faculty wants to make choices about how to get there

SS - need to move from traditional lecture and note-taking

VPA - didn't know PBD was required - thought it was only a way of reporting

#### MEMORANDUM

TO: Dr. Shannon Welsh, Superintendent

CC: RSU No. 5 Board of Directors

FROM: Joe Makley, Curriculum Director

RE: Proficiency-based Diploma, Professional Development Update

DATE: March 06, 2014

The next step for Freeport High School in working to implement the proficiency-based diploma will be a series of professional development sessions with Ray McNulty, a specialist in high school reform. Ray has worked as Vermont Education Commissioner, and with the Bill and Melinda Gates foundation, and is currently a senior fellow with the International Center for Leadership in Education. Ray's work and publications have focused on *the elements of high performing high schools*. On the evening of Friday March 20, Ray will speak to an audience that includes parents and teachers, with the goal of clarifying the moral imperative for high school change, and an overview of the basic elements, especially how standards help. He will spend all of the march 21<sup>st</sup> with FHS teachers, working on several aspects of high school change, including the reasons, the options, and leadership/cultural issues within faculties. On both days, Ray will consult with a lead group of teachers and leaders to help determine the next steps in a significant redesign effort. It is expected these steps will involve a

continuing process of learning and consultation with the ICLE, as well as a series of short-term decisions to implement the required elements of a proficiency-based system for the incoming 9<sup>th</sup> grade class, to be followed by an evolving conceptual framework to ensure increasing choices, challenges and relevance for students.

ELA Scope and Sequence

	9th grade	10th grade	11th grade	12th grade	middle school
Language	Mechanics: punctuation(comma, semicolon, colon, apostrophe, dash, underlining/italicizing, quotation marks), words often confused	Mechanics: MLA citation punctuation, passive voice, verb tense consistency	Mechanics:parallel construction, advanced clauses, misplaced modifiers, pronoun agreement		Parts of speech, subj/verb agreement,
Reading: Literature	Literary elements:characterization, symbolism	Literary elements:symbolism, POV, tone and voice	Literary elements: theme, irony, satire	Literary elements:diction	Setting, plot
Reading: Literature	Literary Devices: metaphor, personification, alliteration, assonance, consonance		Literary devices: meter, parallelism	Literary devices:	Simile, onomatopoeia
Reading: Literature	Author's purpose: frontloading - author's background and setting of story	Author's purpose: Textual	Author's purpose: historical context (ethos), author background	Author's purpose:	
Reading: Literature	Textual evidence: cite textual evidence to support statements	Textual evidence: cite textual evidence to support statements	Textual evidence: cite textual evidence to support statements	Textual evidence: role of text; inference drawing	
Reading: Informational Text	Textual evidence: cite textual evidence to support statements	Textual evidence: cite textual evidence to support statements	Textual evidence: cite textual evidence to support statements	Textual evidence: role of text; inference drawing	
Reading: Informational Text					

Writing (* = explicit instruction )	Expository (***) Narrative (***)	Argumentative/p ersuasive (*++), Expository(***) Narrative(*)	Argumentative/per suasive (*), Expository(*), Narrative(+)	Argumentative/per suasive (**+), Expository(**+), Narrative(***) Research (**)	
How Many research papers completed in a year?					

**English 10 Course Standards for FHS Curriculum**

**Course Name:** English 10  
**Department:** English

**Power Standards Identified:**

**Reading; Literature:**

Thematic Development (CCSS ELA-Literacy RI 9-10 2) **Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

**Reading; Informational Text:**

Author's purpose (rhetoric) (CCSS ELA-Literacy RI 9-10 6) **Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose**

**Writing:**

Explanatory Writing (CCSS ELA-Literacy W 9-10 2) **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

Appropriate Style (CCSS ELA-Literacy W 9-10 4) **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

**Language:**

Parallel Structure, Clauses and Phrases

**Speaking and Listening:**

Rules and Goals

CCSS ELA-Literacy SL 9-10 1b **Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.**

**Content Outline:**

**Mechanics: MLA citation punctuation, passive voice, verb tense consistency**

Literary elements:symbolism, POV, tone and voice

Author's purpose

Textual evidence: cite textual evidence to support statements

Argumentative/persuasive (\*++), Expository(\*\*\*), Narrative(\*)

Mechanics: MLA citation punctuation, passive voice, verb tense consistency

## Anatomy & Physiology Curriculum Framework

**Course Name: Anatomy & Physiology**

**Department: Science and Technology**

**Power Standards Identified:**

**From Molecules to Organisms: Structures and Processes**

**Content Outline:**

1. **Biology Review:** A one-week review of biology concepts required for this course. These topics include cell structure, mitosis/meiosis, DNA replication and Protein synthesis.
2. **Introduction to Anatomy/Tissues:** An overview of Anatomy & Physiology, the concept of Homeostasis and an introduction to the language of Anatomy. The 4 main types of tissues will be examined in detail.
3. **Skeletal and Muscular Systems:** A full examination of bones and muscles and how they interact. Students will also learn muscle physiology.
4. **Cardiovascular Unit:** This unit will cover the main parts of the cardiovascular system including a review of the blood components. An addition to this unit students will read Richard Preston's book, *Demon in The Freezer*.
5. **Fetal Pig Dissection:** This is one of the most valuable units of this course. Students will be assigned their own fetal pig and specific system to dissect. They will be required to dissect and learn their system, and then teach this system to their peers. This is the opportunity for students to learn systems that we do not have time to study in detail. These systems include: the Nervous System, Respiratory System, Urinary System and Digestive System.
6. **Reproductive & Endocrine Systems, Embryology and Stem Cell Research:** This unit will encompass the male and female reproductive systems, fetal development and research into the latest developments in Stem Cell Research.

**Essential Questions:**

- How do lifestyle choices affect the proper functioning of human body systems?
- Why is it important for the human body to maintain a balance and what happens when body systems are extended beyond the "normal" range?
- How is anatomy related to physiology in terms of the body's ability to function in changing environments?

**Assessments:**

- *Performance Indicator: HS-LS1-c. Develop and use a model to support explanations about the hierarchical organization of interacting systems working together to provide specific functions within*

*multicellular organisms.*

Assesment:

Tissue Lab: Based on observations, students construct explanation of 4 individual tissue structure and function. Assessment is in class written response to assigned tissue. Students must first illustrate a model of the assigned tissue and then write an explanation how the assigned tissue functions and integrates into the human systems

Learning Activities:

Jigsaw activity on Tissues  
Chapter Reading/Homework Questions  
Tissue Lab

**Assessments:**

- *HS-LS1-d. Design and conduct an investigation to gather evidence in supporting explanations for the function of feedback mechanisms to maintain homeostasis.*

Assesment:

Pulse & BP Lab: Based on knowledge of Pulse and BP, students design, perform and gather evidence to support the role of Pulse and BP in maintaining a healthy cardiovascular system

Learning Activities:

Notes on Pulse and BP  
BP practice

**Assessments:**

- *HS-LS1-f. Construct an explanation using evidence for how cell differentiation is the result of activation or inactivation of specific genes and small differences in the immediate environment of the cells; relate these concepts to potential solutions in biomedical engineering and research.*

Assesment:

Stem Cell Writing

Learning Activities:

Notes on Embryonic Development/Stem Cells  
Embryonic Development Webquest

**Performance Indicators for Power Standard: From Molecules to Organisms: Structures and Processes**

- HS-LS1-a. Critically read scientific literature and produce scientific writing and/or oral presentations that communicate how the structure and function of systems of specialized cells within organisms help perform the essential functions of life.
- HS-LS1-b. Critically read scientific literature and produce scientific writing and/or oral presentations that communicate how DNA sequences determine the structure and function of proteins, which carry out most of the work of the cell.
- HS-LS1-c. Develop and use a model to support explanations about the hierarchical organization of interacting systems working together to provide specific functions within multicellular organisms.
- HS-LS1-d. Design and conduct an investigation to gather evidence in supporting explanations for the function of feedback mechanisms to maintain homeostasis.
- HS-LS1-f. Construct an explanation using evidence for how cell differentiation is the result of activation or inactivation of specific genes and small differences in the immediate environment of the cells; relate these concepts to potential solutions in biomedical engineering and research.
- HS-LS1-g. Develop and revise a model to support explanations about the role of cellular division and differentiation in producing and maintaining complex organisms composed of systems of tissues and organs that work together to meet the needs of the entire organism.

- HS-LS1-j. Use a model to represent and support the explanation that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy

**RSU 5 INITIAL REFERRAL FORM FOR PROBLEM SOLVING TEAM (PST) TEAM**

*Please return completed form to Building Principal*

**Student Name:** [REDACTED]      **Grade:** [REDACTED]      **Date:** [REDACTED]

**Person making referral:** GLT 11  
Vision & Hearing Checked (School Nurse) \_\_\_\_\_

**1. Description of concern:** Please describe the gap between the demands of the educational setting and the student's current academic or behavioral performance. Data should include: previous NWEA scores, NECAPS, attendance, grades, daily work, F&P assessment, anecdotal descriptions of student's difficulty in the classroom, behavior referrals and behavioral plans.

[REDACTED]:

[REDACTED] to

[REDACTED] ss

[REDACTED] show

[REDACTED]

[REDACTED]

[REDACTED] t

[REDACTED] s

[REDACTED]

**A [REDACTED]:**

I [REDACTED] concerned about his lack of engagement and [REDACTED]

[REDACTED] when Matthew is in class and is engaged in what's happening in class and does quite well.

Test Scores:

<u>9th:</u>		<u>10th</u>
NWEA Math: RIT 254 83%		NWEA Math: RIT 247 70%
NWEA Reading: RIT 226 58%		NWEA Reading: No Score
PSAT: CR 39		CR 27
Math 50		Math 58
Writing 29		Writing 36
SWWA: 8		SWAA: 11

Grades:

Class	Q1	Q2	M	S1
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American Studies/English	60			
Algebra	57	54	69	58
A&P	70	75	52	69
Cooking	67	90	98	82

**2. Intervention design and implementation:** List interventions that you have already tried in the classroom to narrow the gap between the demands of the educational setting and the student's performance.

Assign seat near positive peer models	Explain grading criteria for assignments	Model and encourage use of test taking strategies
Assign student to low distraction area.	Use of engaging high-interest materials	Allow access to computer
I regularly prompt Matt to work on assignments and to take notes. He does not respond to prompting.	Call on student often, Opportunity to preview materials	graded assignments every day.
Use visual aids with oral presentation.,	Give reminders to stay on task	Review using similar test questions
Highlight essential information/directions	Use short, frequent quizzes	
Give clear behavior objectives	Post-test analysis with student	

**Student Strengths/Interests:** Describe the student's strengths and any known interests.

[REDACTED]

[REDACTED] He is just a man of few words and [REDACTED] k.

[REDACTED]

[REDACTED] He is a quiet student that [REDACTED]

[REDACTED]

**5. Parents Contacted? Meetings?**

Thomas: Meeting/Guidance

**6. Date parents were contacted:** \_\_\_\_\_ Contact made via:  
 \_\_\_ phone \_\_\_ conference \_\_\_ email

\*\*\* It is necessary to contact parents before this form is submitted. \*\*\*

**7. Additional Comments:**

[REDACTED]

[REDACTED]

[REDACTED]

*This portion of the form is completed by the PST team*

**Form was:** *accepted (date: \_\_\_\_\_)*

*assigned to PST Team Member: \_\_\_\_\_*

**Plan:**

Reviewed- 2/28

Guidance will contact home and seek further information  
Possible referral to school Social Worker

**Update:**

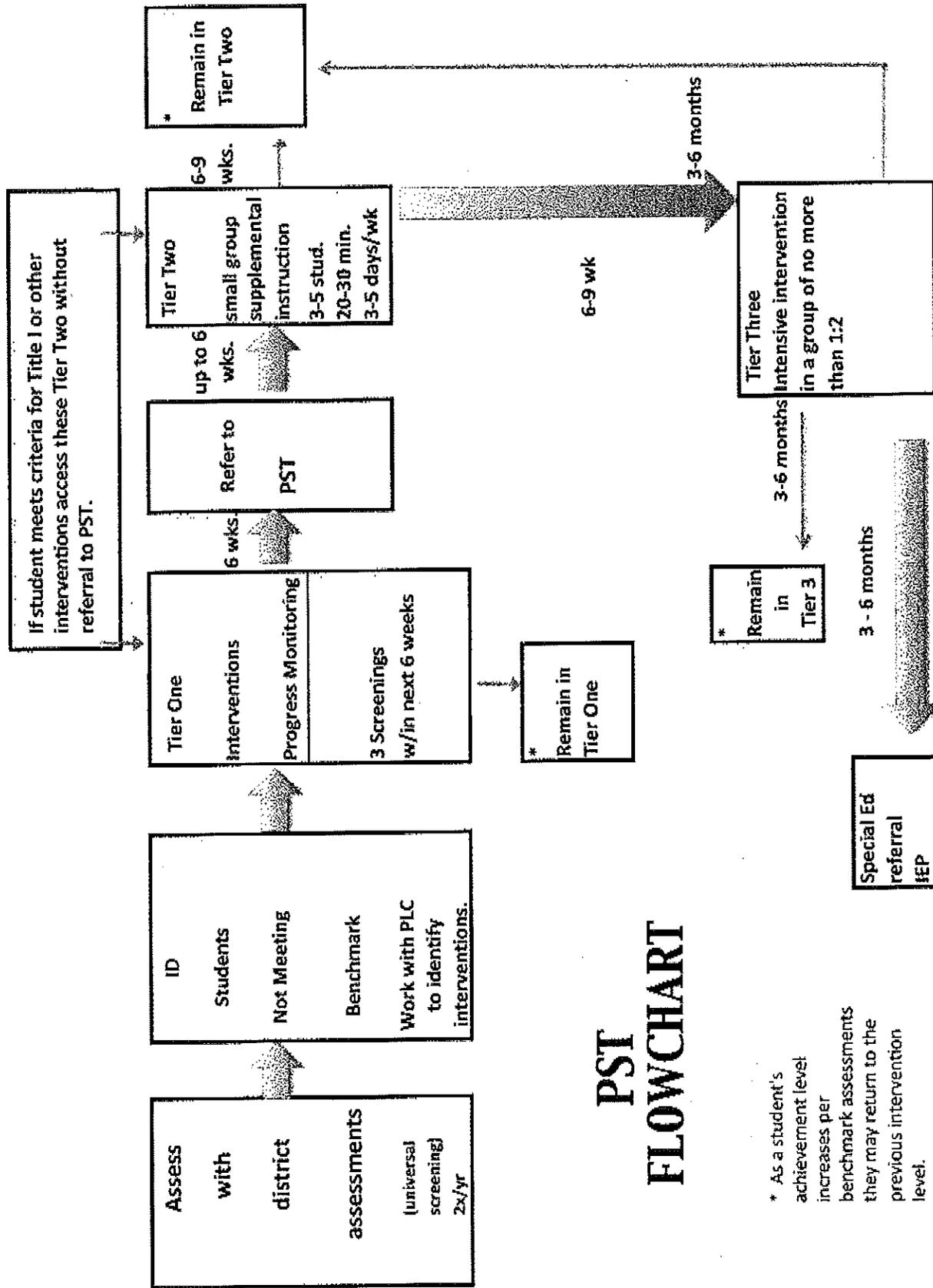
<b>STUDENT:</b>	<b>Failing Classes/areas of concern:</b>
<b>Positives - please include what the student excels at and/or activities involved in:</b>	<b>Interventions:</b>
	<b>Follow Up:</b>

<b>STUDENT:</b>	<b>Failing Classes/areas of concern:</b>
<b>Positives - please include what the student excels at and/or activities involved in:</b>	<b>Interventions:</b>
	<b>Follow Up:</b>

<b>STUDENT:</b>	<b>Failing Classes/areas of concern:</b>
<b>Positives - please include what the student excels at</b>	<b>Interventions:</b>

<b>and/or activities involved in:</b>	
	<b>Follow Up:</b>

<b>STUDENT:</b>	<b>Failing Classes/areas of concern:</b>
<b>Positives - please include what the student excels at and/or activities involved in:</b>	<b>Interventions:</b>
	<b>Follow Up:</b>



# PST FLOWCHART

\* As a student's achievement level increases per benchmark assessments they may return to the previous intervention level.

## Curriculum Planning Process'

At its simplest, the process has the following steps:

1. **Identifying the standards.**
2. **Analyzing or "unpacking" the standards.** Standards documents, as provided by the state or other agencies, represent large lists of skills and knowledge, often stated in professional language. They need to be prioritized, explained, clarified, etc. The result should be clear statements (understandable by parents, students and the public) of the most essential knowledge and skill in the content area for the grade span. In RSL 5, standards are typically broken into learning targets. Students must meet all the learning targets to meet the standard for that level. Illustration:  
Level I standard: CCSS English/Language Arts Grade 5  
Level II standard: Reading Grade 5  
Learning Target 1: R10 Literature Grade 5: Read and comprehend stories, dramas, and poetry, at the 5<sup>th</sup> grade reading level, independently.
3. **Describing student performances.** It must be clear what students must or could do to demonstrate mastery of the knowledge and skill as described in the standards. Performance levels must be consistent and valid. Scoring guides for the Learning Targets (rubrics, examples, etc...) should be available to students and parents.
4. **Designing/Planning/Selecting learning activities.** A focus on clear Learning Targets ensures alignment of the activities with the purposes for the course. All teachers should be familiar with current best practice in curriculum design, especially the principles incorporated in *Understanding by Design*.<sup>2</sup> Instructional units must allow for flexibility in teacher practice, with diagnostics and adjustments as necessary. In a standards-based system, it must also take into account students working at different levels, and/or qualifying with experiences outside the classroom. This phase includes any necessary *professional development*.
5. **Instruction.** Teachers work with the new/revised units in the classroom, which includes "unpacking" standards for students' understanding, practice, progress monitoring, consultation/conferring with students, reflection with colleagues, etc.
6. **Evaluating/reporting the results.** This process restarts the review cycle, where results (student work samples) are analyzed for alignment with the descriptions in the Learning Targets, calibrated to ensure teachers are scoring consistently, evaluated to see if the plans were successful, and suggest revisions, changes to instruction, additional professional development, and other next steps toward more students demonstrating proficiency.

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<sup>1</sup> Adapted in part from *From Standards to Success*, by Mark O'Shea, (2005.) USA: Association for Supervision and Curriculum Development.

<sup>2</sup> Wiggins, G. & McTighe, J.(2005). *Understanding by Design*, Expanded 2nd Ed. USA: Association for Supervision and Curriculum Development.

## RSU 5 Standards-based Curriculum Development Process

A standards-based curriculum is a collection of guiding documents that can help teachers, parents, students and community members understand and support quality education. It describes what students should know and be able to do at each grade span, including both state and local standards, in language and non-educator can understand. It includes information on how it should be taught, how it is to be assessed and how the educational system is organized to achieve its goals. A standards-based curriculum differs from a traditional curriculum in a couple of ways: First, there is a discernable shift from a focus on work is *taught*, to a focus on what must be *learned*. This means the document requires more detail in the description of the work (products, demonstrations, and performances) to be required of students. Second, it is not primarily calendar-based. It describes a continuum of knowledge and skill levels, giving more attention to what each student must learn and demonstrate, and less to the pace at which *all* students must be taught. One practical effect of this is that learning targets are often described for grade spans (K-2, 3-5, 6-8, 9-12, as in the 2007 *Maine Learning Results*.) rather than grade years. (The new *Common Core State Standards* are given for each year of schooling except for high school, which is in two spans, 9/10 and 11/12.) In a standards-based system, these grade levels apply to the level of mastery, rather than student placement. In other words, completion of a particular grade's work depends less on completing a calendar year of attendance and effort, and more on the demonstration of mastery of the grade level, at which time (even if not at the end of a school year) students would progress to the next year's level of work. This is what is meant by the phrase... "time is the variable, and learning is the constant."

## Curriculum Documents:

Basic curriculum documents include:

Component	Description	Document	Defining characteristics	Location
RSU 5 standards	Statements of what every student should know and be able to do.	RSU5 Standards Framework	Board approved, developed with community input... includes state and local standards. "unpacks" standards into <i>Learning Targets</i> and components readily understandable by non-educators.	District (Curriculum web site)
Course	A body of work students must complete to show mastery of the learning standards in one or more content areas.	Course Syllabus	Summative... The student has to <i>pass</i> it to move on to more advanced learning in the content area's. Includes major <i>Learning Targets</i> and assessments. Includes reference to <i>alternative courses or pathways</i> by which a student can demonstrate mastery of the learning standards.	District School (web site, program of studies)
Unit of Instruction	A cohesive block of learning experiences, organized around the completion of specific goals as a component of a course.	Unit Template ( <i>Understanding by Design</i> ) <sup>3</sup>	Describes specific activities with measurable objective understandable by students. Has one or more central ideas or questions to engage students and address the reason the content is important. May support individual choices for students to achieve the learning goals.	Classroom District
Lesson	An activity or collection of activities within a Unit.	Lesson Plan	A Teacher's plan for the learning activities of a particular day or series of days.	School Web Site Classroom Teachers' plan book, web site, etc.

Units are published, but can and do change. Lessons are generally not prescribed in detail. Both are designed and updated dynamically as classroom conditions and the needs of students require. While it is common and helpful to have references to the learning targets posted in classrooms for students, they do not take precedence over the colorful student products and performances that represent the actual fulfillment of these goals. Standards, done correctly, do not diminish the art of teaching or the fun and excitement of learning.

<sup>3</sup> Wiggins, & McTighe, (2012).

## **CURRICULUM TEAMS: ROLES, RESPONSIBILITIES, AND ORGANIZATION**

At RSU5, curriculum planning is done in a variety of settings, including grade level/grade span teams, building teams, and summer work projects by department or content area. The purpose of the Content Area Team structure is to provide leadership and coordination for these efforts toward a seamless K-12 curriculum, aligned with standards. The ultimate goal is assurance that an RSU5 diploma is earned through *demonstration of proficiency* in skills and knowledge that is necessary for college, technical programs or other post-secondary options.

### **Curriculum Steering Committee**

**Curriculum Director, All Content Area Team Leaders, Administrators, Community Members**  
*ELA/Literacy, Math, Science, Social Studies, Music, Art, World Languages, Wellness, Career and Education Development*

- Provides leadership in development of standards-based curriculum
- Insures continuity and consistency in a K-12 seamless curriculum
- Facilitates discussion on major curriculum decisions
- Supports teachers in the development of standards-based instruction and assessment
- Validates curriculum alignment with *Maine's Learning Results* and the *Common Core State Standards*
- Monitors curriculum implementation initiatives

### **Content Area Teams**

**Stipended teams have representation from each building and grade span, and work outside of school hours, in addition to Professional Development Days and release time. Non-stipended teams have more limited membership and work during Professional Development Days and release time. (All Content Areas have a stipended Team Leader.)**

*All Content Areas are a part of the core instructional program: ELA/Literacy, Math, Science, Social Studies, Music, Art, World Languages, Wellness, Career and Education Development*

- Coordinates/conducts curriculum planning process (described above)
- Communicates/supports system goals
- Advocates for content area
- Facilitates communication with content teachers
- Coordinates content area budget requests

# Policies

RSU5 Policies pertaining to the transition to a standards-based system:

[IGA-Curriculum Development and Adoption.pdf](#)

[IHA-Basic Instructional Program.pdf](#)

[IHCDA - Post-Secondary Enrollment Options.pdf](#)

[IKS- Homework.pdf](#)

[IKC-Academic Achievement.pdf](#)

[IKF-Graduation Requirements.pdf](#)

[IKFA-Early Graduation.pdf](#)

[IKFC-Credit for Private Tutoring.pdf](#)

[ILA-Student Assessment.pdf](#)

[IKAS- Report Cards Progress Reports.pdf](#)