

## MCLA May 28, 2015 *Practical Proficiency: Using What We've Learned* Carousel

### 1. What have you done this year to define and assess proficiency?

- Chose graduation standards and indicators
- Unpacked progressions of learning
- Explored ways to calculate proficiency
- Separated habits of work and learning from assessment of content proficiency (everyone's in different stages)
- Define score points 2, 3 and 4
- Utilized *Classroom Assessment for Learning* (in book study and application) to unpack standards
- Used Repair Kit for Grading to make decisions about what to use in rubrics
- Unpacked standards and identified evidence to be tracked by students.
- Aligning Common Core, standards, indicators, into Empower
- Staff proficiencies
- Work with RISC, the Finns (Doug and Michelle), Great Schools Partnership
- School board approved graduation standards
- Identified learning targets
- Rigor/reasoning levels/application
- Identification of reporting out/power standards
- Rubric development
- Selected Empower as our learning management system. Built scoring guides for each power standard
- Cornerstones aligned to standards have been developed and implemented in core classes
- Recognized where we are – brought in experts to define what needs to be done, the work we need to do
- Come to consensus on definition of proficiency and indicators of proficiency
- Define proficiency vs. competency
- Search for a reporting system that fits
- Assess our assessments – are they aligned with standards?
- Created scoring criteria for performance indicators
- Review of curriculum
- Prioritize areas of focus for standards
- Using common assessments in a cycle of proficiency checks, assessing along the way, charting progress, teachers meeting and reflecting
- Define a system of support for students
- District mission, vision, and strategic plan (“Big Picture”)
- Increased PD and release time for teachers

## 2. What have you done this year to engage teachers in transforming teaching and learning?

- Common planning time for content areas and grade level teams
- ATLAS software for organizing standards and the work done
- Collaborating with area schools to support teachers
- Book studies and vertical teaming, PLC's
- Work with Great Schools Partnership
- Unpacking standards and indicators, creating scoring criteria
- Instructional coaching
- Teacher leadership structure; shared leadership
- Applying proficiency-based learning principles to adult learners; personalized and customized PD
- Time for working on the work
- Opportunities to share and celebrate
- Innovation Team
- Identifying/integrating initiatives
- Piloting PEPG
- Instructional Rounds; learning rounds
- Flexible scheduling for staff
- Support Team to coordinate high school Learning Center services
- Action research and national conferences (implementing math & math practices)
- School visits
- Marzano Art & Science of Teaching (4 v)
- RISC classroom culture coaching (3 v)
- ATLAS Rubicon Curriculum (5 v)
- Identifying power standards and linking to graduation standards (6 v)
- Late start vertical teaming (5 v)
- PBE choice-based PD (3 v)
- BARR (Building Assets/Reducing Risk) implementing next year for all freshmen
- RTI with secondary focus (5 v)
- Doubled academy options from 6 to 14
- Grading and reporting (7 v)
- Taxonomy and DOK (Marzano) (2 v)
- Organizing and identifying curriculum and placing into Learning Management System in preparation for deeper conversations
- Common language through book study
- Set district goals (from Marzano's work)
- CIA and steering committee working together
- Using differentiation leveling criteria based on standard not age
- Content teams defining benchmarks and graduation standards
- Multiple groupings of TCM's to work on building system
- Beginning of common scoring for cross-curricular assessment of Guiding Principles
- PBE group – all teachers involved
- Curriculum teacher leaders – keep in loop, plan, build capacity
- Implementing reporting tool was key
- All teachers involved in Marzano teacher evaluation course together, meeting monthly K-5 and 6-12
- iObservation

### 3. What have you done this year to provide all students with opportunities to learn the standards?

- Define the learning and commonly assess
- Expanded the ways in which students can assess and demonstrate their learning through PBL and the variety of courses to meet standards
- Data team process to group and regroup students
- Started to develop a protocol to integrate more anytime anyplace learning
- Building in more supports to offer learning opportunities outside the school year
- WIN (What I Need) targeted time for RTI, enrichment
- Summer school based on standards for 7-12
- Schedule shift – numeracy & literacy blocks, flexible grouping
- SS & SCI – applied learning blocks
- Co-teaching (regular and special educators) in all classrooms
- Focus time when students can connect with classroom teachers
- Posted learning targets and discuss how to reach them with students
- Differentiation – goals/choice
- Intervention/focus time/ labs in reading, writing, math
- Plan with the end in mind
- Begun to identify standards in each content area
- Broke standards down into declarative/procedural knowledge; develop targets related to standards
- Developed lessons/assessments aligned to the standards
- Established a strategic planning committee
- Defined “habits of work” – separate the academic from the non-academic standards
- Expanded intervention time
- Acceptance of CTE work for PBG
- Student choice of standards being worked on; self-assessment used as the pre-assessment of proficiency
- Posting targets. Kids asked: What is your target? How will you know when you know it? What will you do next?
- Kids know the capacity matrix, scoring scale, level of reasoning
- Common assessments
- Syllabus project – all teach the same thing
- Empower targets – students get reporting from it
- Skills labs, SAS
- Unpacking of standards by students
- Flexible schedule; flexible grouping (5 v); data driven flexible grouping (3 v)
- Alternative ed.
- Organized multi-age learning communities
- Inquiry teams do multi-age and grade level work
- High school & middle school: post learning goals (3 v); multiple opportunities to master standard (2 v)
- Creative Arts interdisciplinary with content
- FLIP – completely individualized work on health/PE standards
- Teacher shared problem solving to see what works for kids (behavior, academics, social) (5 v)
- Opportunities to redo with no penalties
- Revamped intervention system (2 v)
- Restructured grade 9 team; placement of MS students in HS math based on a blind review of data by the 7-9 team

#### **4. What have you done this year to help stakeholders understand standards and proficiency?**

- World Café – stakeholder input about HS traditions and rituals
- Open houses/student led conferences, small informative sessions
- Parent access to standards and rubrics
- District-wide glossary of education terms from administrators and teachers for the community (3 v)
- Board presentations and workshops (3 v)
- 4 C's training for teachers – Dr. Jim Curry graduate level course for middle and high school staff
- Cohort monthly trainings for new teachers and special educators
- Students help unpack standards K-8, some districts (3 v)
- Established communications team (3 v)
- Website, Twitter, videos, facebook
- Responsive PD embedded (staff meetings, preps) (2 v)
- Community partners participate in redesign and learning
- Town Hall forums/meetings
- PB steering committee
- Communications graphics for all stakeholders
- Common language K-12
- Built local grade book system for Power School
- Curriculum maps open to all stakeholders
- Empower grade book training for all stakeholders
- Academic work night for community between tech school and high school
- Community dine and discuss (It's a challenge to get the community to turn out without a controversial issue)
- Surveys about grading, reporting, eligibility
- Share info with post-secondary institutions
- Unpacking CCSS with teachers
- Create vision in a community forum
- Skills chart for CCSS covered in unit
- Creating graphic "road map" to proficiency to support teachers' understanding of the connections
- Jumped in, started doing, less talking about proficiency
- Parent advisory committee
- Student leadership team K-12
- Graduation policy committee
- Online learning opportunities for parents