MCLA October 19 & 20, 2015 Guiding Principles Conference

October 20 Cross-District Data Collection

Identifying and Defining the Guiding Principles	
What are you doing now?	**What challenges are you experiencing?**
1. Practicing SLO development with GP's as our standards K-12 (SAD 40).	1. Unpacking and reorganizing the GP's to make sense to the district.
2. Developing scoring guides for our performance indicators (RSU 14).	2. Hard to address the value-based aspects of the GP's.
3. Agreeing on standards and developing performance indicators (Portland).	3. How to address the issue of integrating them vs. keeping the GP's separate.
4. Attending an excellent conference on GP's to learn what others are doing.	4. How often to assess? What grade spans?
5. Had meetings with many groups to define the GP's – part of our mission statements (RSU 75, Ellsworth, SAD 59).	5. Common language – even within the district.
6. Nothing.	6. Balance between student and adult assessment.
7. Cross-walking GP's with CTE competency standards.	7. Time and "man" power.
8. Working to transition from Habits of Work to GP's.	8. Lack of a logical system.
9. Having struggles with "proof".	9. Making teachers consistent without overwhelming them.
10. Embedding into curriculum maps.	10. Competing initiatives.
11. Created a proficiency-based task force, in the discovery phase for GP's.	11. Wordsmithing too much.
12. Draft proficiency scales (AOS 94).	12. Community buy-in.
13. Using 4 C's to encompass GP's with rubrics; now aligning.	13. Student voice.
14. Creating a capstone project with GP's using Habits of Work.	14. GP's were not intended to be standards when they were created. They were meant to guide the standards.
15. Rewritten vision using GP's.	15. We've had them since 1997 and they haven't changed that much. What does that tell us?
16. Creating rubrics.	
17. We've done learning habits, vision, mission; created GP rubrics and are planning to fold these into classes. Wondering how does this get reported out?	16. Habits of work, GP's, 21st Century, 4 C's – are they all the same or not?
18. We still have many different translations. Wondering how this works as students move from school to school?	17. Having students and community understand and see a need for all of this, including GP's, leading to effective self-assessment.
19. Using Marzano's taxonomy to explore how we engage students in learning (SAD 75).	18. Where and how does this become inserted into curriculum and reported out to parents?
20. Developing performance tasks to assess content plus GP's.	19. Who is doing the work? (GP's identified by a small group, then disseminated to staff?)
21. Using the NEASC process for core beliefs.	20. Resource needed that supports awareness of the presence of GP's across all curriculum areas.
22. Strategic plan is built on the GP's.	

Teaching the Guiding Principles	
What are you doing now?	**What challenges are you experiencing?**
1. Attending a conference! 2. Mini-workshops. 3. Rewriting mission statement to include GP's. 4. Capstone/Senior Exhibition. 5. Using GP's in advisory group format. 6. WIN time (RTI). 7. Creating curricular experiences that deal with GP's. 8. Professional development for teachers. 9. Discussions with students. 10. Using the format and protocols of Restorative Justice. 11. Teaching 5 GP's to freshmen, with a focus on collaborative problem solving. 12. Connected to mission statement posted in classrooms. 13. Through SLO development, having conversations about teaching them. 14. Middle School poster activity. 15. Creating common language and glossary of terms. 16. School-wide employability rubric being changed to include GP's. 17. Quest days – experiential learning at middle school. 18. Sophomores participate in classroom activity. 19. Challenge Day. 20. Specifically teaching GP's at primary grades. 21. Mentors for Freshmen. 22. Capstone project for seniors. (Mt. Ararat) 23. Invention convention in conjunction with UMO (Madison Middle School). 24. GP's posted in all grades, modeling GP's, using Atlas to support (Ellsworth). 25. Restorative Justice at the middle school (Maranacook). 26. Using technology as a tool to document progress toward GP's.	1. Conflicting with all other work. Time to do everything. 2. Really a K-12 issues, but tends to fall on 9-12. 3. Hard to be objective. 4. Life-long skills – the journey is never done. 5. How to assess/decide – not standardized. 6. What do we do when a new student moves into our school/district? 7. Pulling apart the components of Habits of Work from the broader GP's. 8. Understanding and board support. 9. Lack of experience with explaining to get community support and involvement. 10. Resources – identifying resources needed and ways to use them effectively. 11. Examples/exemplars that are working for others – need explicit teaching help. 12. How to integrate with what we're already doing. 13. Need a clear connection/crosswalk to content standards to help with transition and explicitly and intentionally teach the GP's. 14. Need simplification and clarification. 15. GP's are a continuum – not a moment! 16. TIME. 17. Working on standards first. 18. Nothing is easy in the process. 19. Variety of audiences K-12. 20. Creating unified curriculum. 21. So much is involved in teaching a lesson – teachers cannot check 500 boxes on a lesson template. 22. Making sure this doesn't feel like an add-on. 23. Teacher buy-in and investment. 24. Embedding GP's in real world environments: "This is where you'll use them…" 25. Consistency of teaching, assessment, and expectations.

Assessing and Documenting Proficiency

What are you doing now?	What challenges are you experiencing?
1. Capstone project with GP-based rubric.	1. Time and capacity.
2. Expanding senior project to include community service.	2. Managing and documenting.
3. Identified GP's, performance indicators; working toward rubrics and assessments.	3. Practicality.
4. Habit of Work.	4. Having the GP's identified.
5. Informally assessing GP's in the classroom, but there is no formal system available yet to document scores.	5. Lots of decisions need to be made.
6. Nothing.	6. How to communicate everything to the community.
7. School-wide Habits of Work rubric.	7. Time for teachers to understand the GP's and learn to model them explicitly for students.
8. Capstone senior graduation project.	8. Seeing the difference between assessing/responding and documenting.
9. Assess twice a semester; little consistency and evidence.	9. Documenting progress towards and attainment of GP's is the challenge.
10. K-8 have identified habits of work and report on the report card.	10. Too much time documenting evidence vs. teaching.
11. Working on K-12 continuum.	11. Difficulty measuring evidence that takes place outside the classroom.
12. Student work portfolios.	12. Time to create assessments and rubrics.
13. Developed proficiency scales.	13. Transforming current practice to GP/standards.
14. Badging rubrics.	14. Informing parents and community.
15. Exploring how to report, who will assess, and what will be used to collect evidence.	15. Need to be transparent.
16. Students reflect on portfolio at Middle School.	16. How many boxes can be checked off before they lose their true meaning?
17. In the planning stages.	17. Separating Habits of Work and transitioning to GP's.
18. Assessing Habits of Work.	18. Finding appropriate evidence.
19. Using Jumprope to track.	19. Quantity of evidence = proficient?
20. Document and aggregate a proficiency score from discrete targets.	20. Tracking it.
21. Piloting at high school.	21. Reporting system.
	22. Community buy-in, beliefs, and understanding.
	23. Lacking common language.
	24. Need shared understanding.