

Credit for Proficiency Taskforce

Implementation Process Guidelines for School Districts September, 2008

Introduction: The following guidelines may assist school districts as they implement Credit for Proficiency options			
Type of Credit for Proficiency	In-Class Credit: Proficiency–based options within the traditional classroom, but without the time-based restrictions for awarding credit	Out-of-Class Credit: Credit for proficiency option outside the traditional classroom (e.g., Career Related Learning Experiences)	Prior Learning: Credit for proficiency option based on student demonstration & verification prior learning.
Suggested Processes	<ul style="list-style-type: none"> Teachers/district personnel identify state core standards, locally identified content standards, career area skill sets, essential skills, industry-based, or other nationally recognized standards appropriate to specific courses District personnel ensure approved option is assigned appropriate NCES coding in accordance with required teacher licensure rules (NCES: National Center for Educational Statistics) Teachers/district personnel identify appropriate proficiency levels, evaluative criteria, and variety of evidence for course standards Teachers/district personnel design and employ appropriate instructional strategies and assessments (both formative and summative) to ascertain student proficiency Depending on local district policy, a planned course statement or syllabus is developed 	<ul style="list-style-type: none"> Teachers/district personnel and students identify a need and/or opportunity to earn out-of-class credit in a specific content or skill area* The opportunity to earn credit or partial credit is offered to students based on identified ties to student Education Plan & Profile/Diploma Requirements District personnel ensure approved option is assigned appropriate NCES coding in accordance with required teacher licensure rules Depending on local district policy, a planned course statement or syllabus is developed (These could be stored centrally for use in subsequent proposals) 	<ul style="list-style-type: none"> Teachers/district personnel and students identify a specific process for students with prior or non-traditional learning experience to earn credit in a specific content or skill area* The process should include: <ul style="list-style-type: none"> Guidelines for documentation of sufficiency Demonstration/performance guidelines for proficiency levels Student/advisor interview and facilitation scheduling Application & timelines Assessment and Reflection guidelines Opportunity to earn credit or partial credit is approved based on identified ties to student Education Plan & Profile/ Diploma Requirements <ul style="list-style-type: none"> These opportunities can include courses taken in schools outside of the US and/or expertise in such areas as native languages other than English District personnel ensure approved option is assigned appropriate NCES coding in accordance with required teacher licensure rules Depending on local district policy, a planned course statement or syllabus is developed (These could be stored centrally for use in subsequent proposals)
<i>*Required criteria for proficiency learning options is curriculum, instruction and assessment based on standards (e.g., state core standards, locally identified content standards, career area skill sets, essential skills, industry-based, or other nationally/internationally recognized standards).</i>			

Credit for Proficiency Taskforce

Type of Credit for Proficiency	In-Class Credit: Proficiency–based options within the traditional classroom, but without the time-based restrictions for awarding credit	Out-of-Class Credit: Credit for proficiency option outside the traditional classroom	Prior Learning: Credit for proficiency option based on student demonstration & verification prior learning.
To Earn Credit	<ul style="list-style-type: none"> ▪ The student and teacher participate in a recurring dialog during which the following are established: <ul style="list-style-type: none"> ○ Applicable content and performance standards, ○ Evaluation criteria, and ○ Appropriate timeline to encourage self-monitoring of progress ▪ Student submits sufficient collection of evidence for identified course standards at identified level of proficiency as appropriate to course syllabi ▪ Credit and grades should not be dependent on attendance or other seat-time parameters, but on demonstration of proficiency to the course's identified content standards 	<ul style="list-style-type: none"> ▪ The student participates in a facilitated dialog with a supervising teacher (and local content expert if available) during which the following are established: <ul style="list-style-type: none"> ○ Applicable content standards and performance targeted proficiency levels, ○ Evaluation criteria, and ○ Appropriate timeline to encourage self-monitoring of progress ▪ The student completes and submits an application or plan as per district policy indicating: <ul style="list-style-type: none"> ○ Parent/guardian approval, ○ Standards to be assessed, ○ Action plan, and ○ Evaluation format ▪ The student's application is approved as per district policy ▪ The student submits a sufficient collection of evidence providing proof of proficiency ▪ The student earns credit through demonstration of gained knowledge and skills, and reflection on his/her learning 	<ul style="list-style-type: none"> ▪ The student participates in a facilitated dialog with a advising teacher and local content expert if available) during which the following are established: <ul style="list-style-type: none"> ○ Nature and recency of prior learning experience, ○ Applicable content and performance standards, ○ Evaluation criteria, ○ Possible credit options available, and ○ Appropriate timeline to encourage self-monitoring of progress. ▪ The student completes and submits an application or plan as per district policy indicating: <ul style="list-style-type: none"> ○ Parent/guardian approval, ○ Standards to be assessed, ○ Action plan, and ○ Evaluation format ▪ The student's application is approved as per district policy ▪ The student submits a sufficient collection of evidence providing proof of proficiency ▪ The student earns credit through demonstration of gained knowledge and skills, and reflection on his/her learning

Credit for Proficiency Taskforce

Type of Credit for Proficiency	In-Class Credit: Proficiency–based options within the traditional classroom, but without the time-based restrictions for awarding credit	Out-of-Class Credit: Credit for proficiency option outside the traditional classroom	Prior Learning: Credit for proficiency option based on student demonstration & verification prior learning.
Student/Staff/ Parent Connections	<ul style="list-style-type: none"> ▪ Dialog with students should: <ul style="list-style-type: none"> ○ be grounded in Oregon core content standards, industry or other nationally recognized standards as indicated by course intent (e.g. ACTFL for world languages, ASE for automotive services) ○ include clear expectations for student deliverables (documentation of learning, knowledge and skills acquired, personal reflection on learning process) ○ include implicit and/or explicit ties to the Extended Application Standard and Essential Skills where appropriate ▪ The process should provide: <ul style="list-style-type: none"> ○ reflective prompts to elicit students' recognition of the relevance and rigor of their learning experience ○ consistent opportunities for teacher, student, and parents to connect during the course term on student progress 	<ul style="list-style-type: none"> ▪ Initial conversations with participating students should: <ul style="list-style-type: none"> ○ be grounded in Oregon core content standards, industry or other nationally recognized standards as indicated by course intent (e.g. ACTFL for world languages, ASE for automotive services) ○ include clear expectations for student deliverables (documentation of learning, knowledge and skills acquired, personal reflection on learning process) ○ include implicit and/or explicit ties to career related learning experiences, the extended application standards, and essential skills where appropriate ▪ The process should provide: <ul style="list-style-type: none"> ○ reflective prompts to elicit students' recognition of the relevance and rigor of their learning experience ○ consistent opportunities for teacher, student, and parents to connect during the course term on student progress ○ district or school-wide (multi-disciplinary) committee to oversee process and/or audit final student products 	<ul style="list-style-type: none"> ▪ Initial conversations with participating students should: <ul style="list-style-type: none"> ○ be grounded in Oregon Core Content Standards, industry or other nationally recognized standards as indicated by course intent (e.g. ACTFL for world languages, ASE for automotive services) ○ include clear expectations for student deliverables (documentation of learning, knowledge and skills acquired, personal reflection on learning process) ○ include implicit and/or explicit ties to the Extended Application Standard and Essential Skills where appropriate ▪ The process should provide: <ul style="list-style-type: none"> ○ reflective prompts to elicit students' recognition of the relevance and rigor of their learning experience ○ consistent opportunities for teacher, student, and parents to connect during the course term on student progress ○ district or school-wide (multi-disciplinary) committee to oversee process and/or audit final student products

Credit for Proficiency Taskforce

Type of Credit for Proficiency	In-Class Credit: Proficiency–based options within the traditional classroom, but without the time-based restrictions for awarding credit	Out-of-Class Credit: Credit for proficiency option outside the traditional classroom	Prior Learning: Credit for proficiency option based on student demonstration & verification prior learning.
Examples from School Districts Implementing Credit for Proficiency Options	<ul style="list-style-type: none">▪ <i>Insert Link</i>	<ul style="list-style-type: none">▪ <i>Insert Link</i>	<ul style="list-style-type: none">▪ <i>Insert Link</i>