



Proficiency-Based Teaching and Learning Forum Proceedings

Winema Place Event Center, Chemeketa Community College
Salem, Oregon
May 13, 2011

Oregon Department of Education,
Office of Educational Improvement and Innovation

PROFICIENCY-BASED TEACHING AND LEARNING FORUM MAY 13, 2011

INTRODUCTION

On May 13, 2011, the Oregon Department of Education (ODE) convened a select group Oregon school districts who are early implementers of proficiency-based teaching and learning to participate in a one-day forum. Practitioners at the forefront of this movement were invited to come together to share their expertise and insights on what is needed to implement high quality proficiency-based practice statewide. District teams were made up of a school or district administrator leading this work and a teacher engaged in proficiency practice. In addition to the practitioners, a small group of educational partners were invited to participate as listeners and to identify critical questions.

PURPOSE: To inform state policy, direction, and guidance for advancing proficiency-based education in Oregon to improve achievement for all students.

OUTCOMES:

- Develop a common understanding of proficiency-based teaching and learning through the lens of the Instructional Core.
- Identification of commonalities and differences in practice, barriers and key incentives.
- Identification of critical questions to inform statewide policy, direction, and guidance.
- Input on guidance and support from the Oregon Department of Education.

FORMAT:

The forum discussions were framed around the Coherence Framework developed by the Public Education Leadership Project (PELP) at Harvard University. The Framework places the Instructional Core (teaching and learning) at the center of the districts' work to improve student performance. The Instructional Core is supported by key organizational elements brought into a coherent relationship to improve teaching and learning.

The PELP Coherence Framework is designed to help leaders identify the key elements that support a district-wide improvement strategy and to bring these elements into a coherent and integrated relationship. School district leaders leverage this framework to develop strategies that work towards improving student performance throughout the district.

Instructional core: The core includes three interdependent components: *teachers'* knowledge and skill, *students'* engagement in their own learning, and academically challenging *content*.

<http://www.hbs.edu/pelp/framework.html>

Using the Coherence Framework as a lens, the Instructional Core is at the center of proficiency-based teaching and learning and the organizational elements should strengthen and support the Instructional Core. In a series of structured activities, participants were asked to describe their proficiency practices in relation to the Instructional Core and supporting organizational elements and strategies. In addition, participants discussed barriers and incentives and provided input on statewide guidance. Invited guests were asked to listen to the discussion throughout the day and identify critical questions.

**PROFICIENCY-BASED TEACHING AND LEARNING FORUM
MAY 13, 2011**

PARTICIPANTS

Table	District/School	Participants
Table 1	Eugene SD, Winston Churchill HS Hermiston SD, Hermiston HS Tigard-Tualatin SD	Kim Finch, Theresa Hilkey Jocelyn Jones, Josh Browning Sloan Presidio, Susan Payne
Table 2	Beaverton SD Umatilla - Morrow ESD Salem-Keizer SD, McKay HS	Robin Kobrowski Eric Volger, Jennifer Carnes Ken Parshall, Rhonda Priollaud
Table 3	Klamath Falls City Schools, Klamath Union HS Morrow SD, Heppner Jr/Sr High Falls City SD, Falls City HS	Daymond Monteith, Scott Mason Daye Stone, Troy Morgan Art Houghtaling, Gretchen Kircher
Table 4	Eugene SD, Kennedy MS Beaverton SD, Cedar Park MS Greater Albany SD, Timber Ridge 3-8	Charles Smith, Yvonne Twedt Linda Hall, Wendy Bernard Jason Hoffert-Hay, Susan Theirl
Table 5	Redmond SD, Redmond Proficiency Academy Springfield SD, Academy of Arts and Academics (A3) Woodburn SD, Academy of International Studies (AIS)	Michael Bremont Michael Fisher, Jason Valley Chuck Ransom, Susan Droke
Table 6	Lincoln County SD, Taft HS Scappoose SD, Scappoose HS North Wasco SD, The Dalles-Wahtonka HS	Julie Lafayette, Tyler Stiner Eric Clendenin, Mark Sprenger Stephen Jupe, Tegner Weiseth
Table 7	Forest Grove SD Arlington SD Klamath County SD, Henley HS	John O'Neill Steve Boynton, Rinda Montgomery Conwell Mark Greif, Jack Lee

Partners (Listener)

Tamra Busch-Johnsen, Business Education Compact
Ella Taylor, Teaching Research Institute
Jacqueline Raphael, Education Northwest
Jill Kirk, Oregon Business Council/Employers for Education Excellence
Amy Daggett Petti, Portland State University
Hilda Roselli, Western Oregon University
Joe Wehrli, Oregon School Boards Association
Diane Smith, Business Education Compact
Colin Cameron, Confederation of School District Administrators
Lindsey Capps, Oregon Education Association
Donna Acord, Employers for Education Excellence
Christina Reagle, Teaching Research Institute

Oregon Department of Education

Colleen Mileham, Office of Educational Improvement and Innovation
Theresa Richards, Office of Educational Improvement and Innovation
Susanne Daggett, Office of Educational Improvement and Innovation
Steve Woodcock, Office of Student Learning and Partnerships

PROFICIENCY-BASED TEACHING AND LEARNING FORUM
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AGENDA

Purpose: To inform state policy, direction, and guidance for advancing Proficiency-Based Teaching and Learning in Oregon.

Outcomes:

- Develop a common understanding of proficiency-based teaching and learning through the lens of the Instructional Core.
- Identification of commonalties and differences in practice, barriers and key incentives.
- Identification of critical questions to inform statewide policy, direction, and guidance.
- Input on guidance and support from the Oregon Department of Education.

8:30 – 8:45 Welcome, Purpose, and Outcomes for Today’s Forum

8:45 – 9:00 Context and Instructions for Today’s Work
Activity: Each person define “Proficiency-Based Teaching and Learning”

9:00 – 12:00 Morning Work Session:

9:00 - 9:45 Tables teams work on **Activity #1:** Instructional Practice

9:45 - 10:30 Report out to large group

10:30 -11:15 Table teams work on **Activity #2:** Implementation Supports

11:15 - 12:00 Report out to large group

12:00 - 12:30 Working Lunch: Critical Questions & Dialogue

12:30 – 3:00 Afternoon Work Session:

12:30 - 1:15 Table teams work on **Activity #3:** Barriers and Incentives

1:15 - 2:00 Report out to large group

2:00 - 2:30 Table teams work on **Activity #4:** Statewide Guidance

2:30 - 3:00 Report out to large group

3:00 -3:30 Wrap-up and Next Steps

3:30 Adjourn

PROFICIENCY-BASED TEACHING AND LEARNING FORUM
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INSTRUCTION SHEET

Activity # 1: Instructional Practice

Facilitator (*keeps group on task and time*):

Recorder (*captures the dialogue*):

Reporter (*reports to the large group*):

1. District teams answer the following questions about proficiency practice in their schools' classrooms.

Focus on the Instructional Core:

- a. How has teachers' practice (instruction and assessment) changed? (***Teacher***)
 - b. How has the students' role in the teaching and learning process changed? (***Student***)
 - c. How has proficiency practice changed the level and complexity of the content students are asked to learn? (***Content***)
2. District teams share their answers with their table team. Table teams identify and record commonalities and differences among districts.
 3. Report out to the large group.

Activity #2: Implementation Supports

Facilitator (*keeps group on task and time*):

Recorder (*captures the dialogue*):

Reporter (*reports to the large group*):

1. District teams select at least two strategies from the **Organizational Elements** and respond to the following:
 - a. Describe implementation of the strategy in their schools.
 - b. What impact has this strategy had on the Instructional Core (*teacher, student, content*)?
2. District teams share their answers with their table team. Table teams identify and record commonalities and differences among districts.
3. Report out to the large group.

Activity #3: Barriers and Incentives

Facilitator (*keeps group on task and time*):

Recorder (*captures the dialogue*):

Reporter (*reports to the large group*):

Table Discussion

1. Barriers to Implementation

- a. Add any barriers you think are missing from the list.
- b. Identify if the barriers listed are state or local barriers.
- c. Discuss common barriers and any solutions you may have found.

2. Incentives for Implementation

- a. Add any incentives you think are missing from the list.
- b. Discuss and prioritize your table's top three incentives.

Activity #4: Statewide Guidance

Facilitator (*keeps group on task and time*):

Recorder (*captures the dialogue*):

Reporter (*reports to the large group*):

Table Discussion

1. Common Understanding

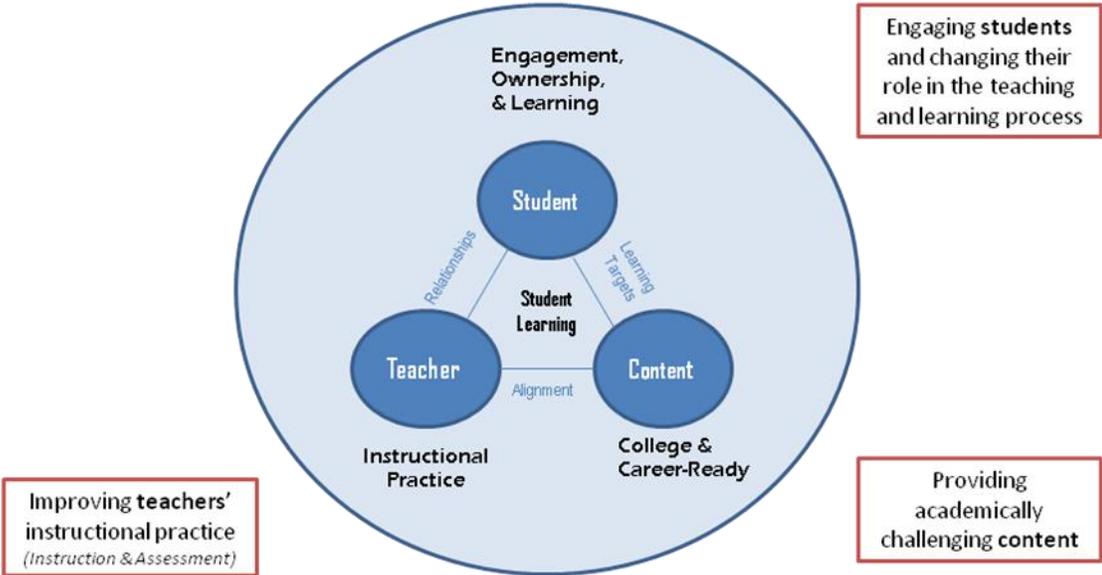
- a. We often use different language when talking about "proficiency" in Oregon;
 - Do we need to use common language to describe PBTB?
 - What aspects should be common across all districts?
 - What aspects should be unique to the school district?
- b. How do we build common understanding of PBTB across the state?

2. Statewide Guidance

- a. What guidance and support should the Oregon Department of Education provide to school districts statewide?

**Proficiency-Based
Teaching & Learning
System**

Instructional Core



Oregon Department of Education, May 13, 2011

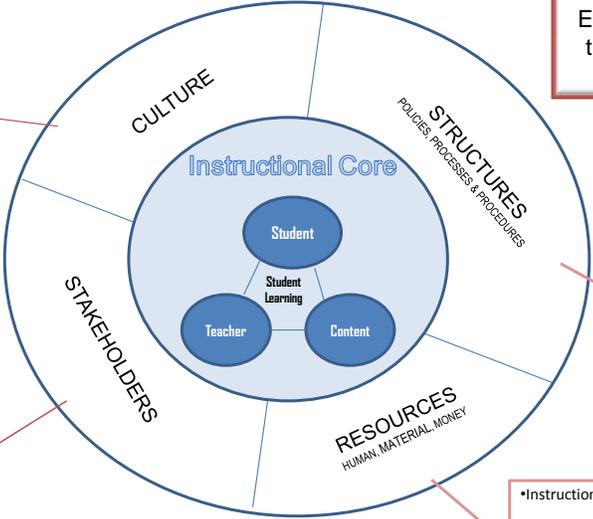
Adapted from the Public Education Leadership Project at Harvard University.

Proficiency-Based Teaching & Learning System

Organizational Elements

In a coherent system, the Organizational Elements support the Instructional Core

- Shared Vision
- Common Language
- High Expectations (College & Career Ready)



- School Schedule
- Grading Policy
- Awarding Credit
- Data/Technology

- Parent/Student Communications
- Partnerships

- Instructional Leadership
- Professional Development
- Teacher Collaboration

**Proficiency-Based
Teaching & Learning
System**

FEDERAL, STATE & LOCAL

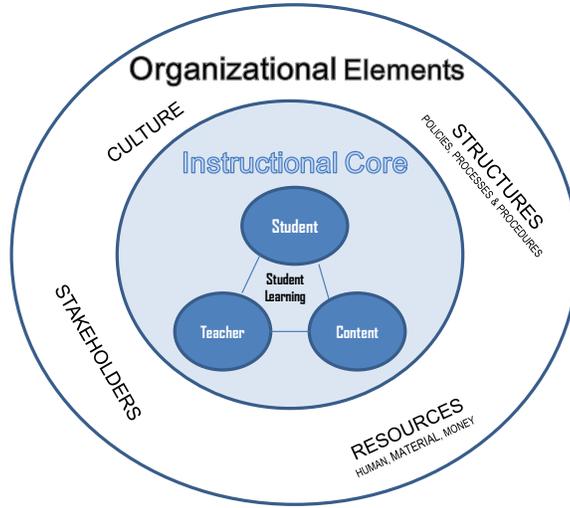
ENVIRONMENT

Policy, Rules and Statute

•Contracts

•Funding

•Politics



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PROFICIENCY-BASED TEACHING AND LEARNING FORUM MAY 13, 2011

PARTICIPANTS' DEFINITIONS OF PROFICIENCY-BASED TEACHING & LEARNING

Each participant was asked to define "proficiency-based teaching and learning" at the beginning of the forum. The following list is a compilation of the participants' definitions.

- PBL – Student (Learning & Understanding) of state-standard-based concepts through a variety of methods that best fit those students. These standards are evaluated by teachers using various rubrics which determine "proficiency" achieved (or not).
- Proficiency-based teaching & learning practices are based on principles of standards-based achievement, student-centered instruction and assessment techniques and collaborative professional learning for teachers. Instructional leadership by principals and other district leaders is key.
- Is allowing students multiple opportunities to learn/relearn material over standards and prove that they have attained and retained sufficient knowledge and understanding of material.
- Proficiency-Based Teaching & Learning is a concept that examines learning and teaching standards and applies the knowledge to classroom practice.
- Proficiency-Based Teaching & Learning is the idea that students progress through material in a rate and level that is unique. Students "master" a concept then move on.
- Teachers and students working as partners toward a shared understanding of what they need to know and be able to do to be "proficient."
- Approach to teaching and organizing learning so that students demonstrate proficiency on standards before progressing – involves different roles for teachers, different approaches to seat time, more individualized approaches for all students, and a philosophical shift away from seat time and traditional grading.
- Education that is focused on student outcomes rather the content that is covered.
- Student owned/teacher facilitated model of education where learning is the constant and time is the variable.
- Credit by proficiency: students must demonstrate their proficiency on the knowledge and skills identified by the essential standards for a given course in order to receive credit for that course.
- Consists of defining specific skills and outcomes and tracking these to students. Proficiency based learning consists of students being able to demonstrate their acquisition of information taught (understanding).
- Student-centered, formatively based instruction where learning isn't the variable, time is. Yet fluid enough to acknowledge product seeped in a process.

- Proficiency-Based Teaching and Learning allows students a high level of ownership in their learning, focusing on skills as well as content, and allows them to move at their individual best pace. It requires significant expertise from teachers/principals and a rework of the system, including use of time.
- A model for learning that focuses on standards for learning and success through teacher support and student endeavor.
- The idea that learning is the goal, rather than a process.
- Proficiency-Based Teaching & Learning centers on clear instructional goals, formative and summative assessment that informs instruction and engages students to take ownership of their own learning.
- Student-demonstrated knowledge and skills that meets or exceeds defined levels of proficiency without regard to non-academic barriers, i.e., time, attitude, effort, behavior, attendance, etc.
- Classroom practices focused on clear learning targets, multiple learning opportunity, assessments that guide learning, and communication about student learning that clarifies where students are in the learning progression to meeting standards/learning targets.
- A practice that clearly defines the learning targets for students and provides students multiple opportunities to demonstrate understanding of those targets. Time is the variable and learning is the constant.
- PBL is a concept that requires students to show they understand the standards. Teachers must provide students with alternative ways to demonstrate their understanding of the standards.
- Use of community partners to provide learning sites for students in partnership with schools to aid in education. Learning real world skills along with academics.
- Deciding what is most important for students to be able to know and do, facilitating their learning of those specific things, and then providing them with the opportunities to demonstrate them in their own way and time.
- Instruction and assessment that is directly tied to the standards and implemented in the context of a cycle of ongoing formative assessment.
- Proficiency-based education is a system of educational practices designed to ensure that all students are able to master key learning standards. The key practices involve clear learning targets, formative summative assessment, student centered instructional practices and standards-based grading.
- Students are graded only on demonstrating proficiency in state-adopted standards. Time is not a factor, interventions present to help students learn, multiple opportunities to demonstrate standards.
- Teachers setting clear expectations for what student must be able to do.
- Proficiency-Based = outcome based. Student demonstration of standards.
- Students demonstrate understanding of standards on “their” time.
- Students demonstrating knowledge of standards in curriculum areas.

- Student learning based on outcomes (what is learned), not time.
- Proficiency-based education is the best practice approach to ensuring students have sufficient evidence to meet academic standards at proficient levels of achievement.
- PB is about providing students multiple chances to learn at the highest levels possible.
- Transparent teaching. Kids know exactly what they need to learn and how they can demonstrate what they know.
- Individualized student directed and determined learning goals, based on established standards and formatively assessed.
- It is the future of education, providing a more focused and specific education for our students.
- Focus on student learning and demonstration of skill regardless of age, grade level, or/and student status.
- Proficiency-based teaching and learning: being fully aware of where students need to be with their learning and having that goal drive instruction; giving students multiple venues and opportunities to demonstrate this learning; reporting progress in a non-punitive way.
- Personal ownership of education goals; understanding what I am to learn; reaching goals and objectives specific to standard and demonstrating it in a variety of ways.
- Proficiency-based learning is measuring student learning at the “end”/assessing knowledge-based on clearly identified standards, not on behavior or “when” a child learns.
- PBTL is teaching and learning focused on standards that students must demonstrate understanding sufficiently and proficiently.
- It is a roadmap that is clearly defined by the standard, and that standard is directly assessed using rubrics that illustrate clearly defined learning.
- Instruction focused on standards; students have multiple opportunities to prove proficiency as they grow over time; students are assessed on knowledge and skills – NOT behavior or seat time.
- Cycle of instruction, practice, and assessment based on targets known to students.
- Students demonstrating standards-based learning in a particular study.
- Proficiency-based teaching & learning focuses on the notion that every student can learn and sets the expectations for teaching high:
 - a belief system which supports high level learning
 - formative practices
 - student-involved assessment and goal setting
 - instructional best practices in differentiation and intervention
- Learning is the constant. Time is flexible.
- Tying teaching and learning to student demonstration of targeted knowledge and skills.

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TABLE NOTES FROM ACTIVITY # 1A: INSTRUCTIONAL PRACTICE

1. District teams answer the following questions about proficiency practice in their schools' classrooms. *Focus on the Instructional Core.*

a. How has teachers' practice (instruction and assessment) changed? (Teacher)

TABLE 1: Winston Churchill HS, Eugene SD; Beaverton SD; Hermiston HS

- Laser-like focus on standards
- Clear expectations of expected outcomes
- Better understanding of where students need to be at end
- Learning targets become the focus
- Level of rigor of instructional tasks
- Pushing students higher/further
- Changing focus of teaching to student learning
- Teacher mentality of "no students may choose to fail"
- Teacher/student academic language/conversation
- "Fluff" is gone
- Providing student feedback throughout lesson
- Teacher lesson planning has shifted – incorporating formative assessments that truly inform instruction
- Help identify what students really need
- More individualized – easier to personalize
- Learned so much more about each student's actual learning/ability

TABLE 2: Tigard-Tualatin SD; Umatilla-Morrow ESD; McKay HS, Salem-Keizer SD

- Instructional activities focused on learning targets based on unwrapped standards
- Assessments are frequent, common, and provide specific, useful information about each student's level of proficiency on each standard
- Teachers provide specific, individualized feedback and multiple assessment opportunities
- Differentiated instruction takes each student to the "next level" on each standard
- Teachers provide relevance (often in elective/CTE courses too)

TABLE 3: Klamath Union HS, Klamath Falls City Schools; Heppner Jr/Sr High, Morrow SD; Falls City HS

- Students in classroom before/after school and on breaks
- Grading change (no grading homework) – only work done in classroom is "proficient" – no F's/D's
- More focused on the standards rubrics
- Multiple opportunities to assess
- Focus on target – tell kids what will be learned. If kids haven't learned, tighten interventions
- District PLCs to create standards for classes without standards
- Extension classes (discuss lessons before introduced to class – address deficiencies)

- Double dosing once hit level of proficiency, then can move on

TABLE 4: Kennedy MS, Eugene SD; Cedar Park MS, Beaverton SD; Timber Ridge School (grades 3-8), Greater Albany SD

Albany:

- Grades 3 -7 w/sister school k-2-started w/new school, core development team, this is how we will do things, putting PLC practices in place, sounds ideal, didn't get to choose every staff member--some had to be brought along, met with colleagues who are experts in Proficiency—teacher report being more thoughtful, what are the standards to focus on, how much time, old assumptions were off, started with standards target first, what would a students' performance look like, needed great clarity on grade level content, how to describe and instruct, flips the model, it's been fun, inviting students into it, not a black box what will happen at the end
- We all know what the target is, what performance will look like, then we look at what is in our bag of tricks to get there, Another critical piece is practice without penalty, the high stakes of grades has to be untaught, don't have to grade everything, feedback is more important, opportunities for reteaching. About 7 years ago, starting asking what does a grade mean? Opening a new school-- what do we want it to look like? Identified nine core teachers were guaranteed a position at the school. District is rolling in district wide PLCs on the DuFour model. District had written policy work (due to Diane Smith)
- Extra credit doesn't exist. Students don't ask about it. They ask about a specific target

Eugene:

- Middle school (6, 7, 8) limited PBTL practice right now, happening in Mathematics, wanted to be able to teach Algebra I at 8th grade level, teaching, curriculum, and assessment based on standards, moving a system already intact. Now in 2nd year full of implementation, school expectation-- all 8th graders will go through this model. Students can retake assessments as needed. Have an overall idea in district to move in that direction. Implementing PLC practices--collaboration time moved away from business to focus on student progress. Success teams—key players on each grade level examine data on student performance at grade level. Easy CBM used to monitor student progress

Beaverton:

- Middle school--about 5 years ago looked at Harvard work on Instructional Core, huge push for PLCs four or five years ago, Middle school decided to be an IB school, completely a proficiency school, eight middle schools made single focus on PBTL. Started scaling this across middle schools--30, 60, 90 teachers trained I assessment (Stiggins, William, DuFour). Didn't have learning targets—content facilitators did this work. Put teacher teams together for moderation of collection of student work to be sufficient to demonstrate proficient. Middle Years Program (IB for middle years Criterion Related=Proficiency based) A lot of teachers have made progress—practice without penalty, behavior being reported separately, grades become a report on what a student knows and can demonstrate. What the end result or target that you're working for. PLCs bring heads together on this work. Teachers share what was a fail and how to fix it. MYP has helped us identify tasks for kids (especially at the high level). Transparency--sharing rubrics and sharing student work. This is what it's going to look like for students when they get there

TABLE 5: Redmond Proficiency Academy, Redmond SD; Academy of Arts and Academics (A3), Springfield SD; Academy of International Studies (AIS), Woodburn SD

AIS, Woodburn:

- Teachers internalized standards and proficiencies to internalize their tasks
- Moved away from text books as the primary source of instruction
- Struggling with the sequencing of the standards and make sure kids are staying proficient

- Teachers know what it looks like to be proficient in their content; now need to have tool kit to help kids get there
- Progressing but uneven understanding of using formative assessments to help inform their instruction. Grappling with the idea that, acknowledging formative assessment results may mean that I need to address students aren't getting it, so, perhaps, I shouldn't move on
- Increased use of differentiation in classrooms to help all students meet proficiency levels A3

A3, Springfield:

- Focus priorities on what really matters for a student to do, instead of just going through the textbook and trying to get to the end
- The structure of isolation is gone; our structure requires collaboration
- Relevance is the starting point; there are no solo warriors in this structure. Walls are broken down and teachers talk with one another
- Multiple opportunities for students to show proficiency
- Sufficiency is critical; it is depth over breadth. Deciding factor is whether student can teach it to someone else

Redmond Proficiency Academy:

- Teachers have developed skill at teaching content and then having students go out and research or develop context in which they have to demonstrate proficient use of the content

TABLE 6: Taft HS, Lincoln City SD; Scappoose HS; The Dalles-Wahtonka HS, North Wasco SD

Instruction:

- standard/learning target focused
- transparent expectations

Assessment:

- formative assessments – feedback
- summative assessments – multiple opportunities/multiple modes

TABLE 7: Forest Grove SD; Arlington SD; Henley HS, Klamath Co. SD

- Evaluation methods
- Students teach students
- PLCs
- Assessments and rubrics

Table Notes from Activity #1b: Instructional Practice

<p>1. District teams answer the following questions about proficiency practice in their schools' classrooms. Focus on the Instructional Core.</p>
<p>b. How has the students' role in the teaching and learning process changed? (Student)</p>
<p>TABLE 1: Winston Churchill HS, Eugene SD; Beaverton SD; Hermiston HS</p>
<ul style="list-style-type: none"> • Know expected outcomes from beginning; Outcomes aren't the "teacher" secret; no mystery; gives students a "stake" in process • Student ownership of products • Multiple opportunities to improve • Higher rigor – more students choosing to move to higher level • Personalization – responsible for own learning • "must learn it" – no coasting • Invested in learning • Highly individualized • Moving away from seat time to demonstrated achievement
<p>TABLE 2: Tigard-Tualatin SD; Umatilla-Morrow ESD; McKay HS, Salem-Keizer SD</p>
<ul style="list-style-type: none"> • Tracking progress and learning over time • Self-assessment and reflection • Self directed choices during differentiated instruction • Work toward mastery – not just end of chapter or unit • Students retain content
<p>TABLE 3: Klamath Union HS, Klamath Falls City Schools; Heppner Jr/Sr High, Morrow SD; Falls City HS</p>
<ul style="list-style-type: none"> • Students in classroom before and after – more engaged • If students pass OAKS – they are out of intervention • Kids feel successful • 7-10 grades – powerful for high school success • Can move faster through school knowing they can advance quicker • Gives kids talking points (standards) • Like an IEP for each kid
<p>TABLE 4: Kennedy MS, Eugene SD; Cedar Park MS, Beaverton SD; Timber Ridge School (grades 3-8), Greater Albany SD</p>
<p>Albany:</p> <ul style="list-style-type: none"> • When there is a clear target, students have stopped asking about what is their final grade. They ask what target am I missing. What can I do to hit that? Parents are a slower shift. Students pick up on shared language of assessment, standards, target, improve, evidence not how many points did I get. Students are on a trajectory—they get it –video games. Similar to writing scoring process. Grading system-academic-performance on standard, behavior grade—citizenship, effort grade. Can use sports analogy to help parents understand practice without penalty

Eugene:

- Students are more motivated. Target is clear. They know where they have to get. No confusion on their part. While they get a final grade, it's become less important, Kids know where they are on a continuum. More fluid, rests within the student to move and grow. They know quickly if they are off. It's on them to get back on track. Seeing less test anxiety—not a one time to make it or not. They know they can keep trying. Less tension between teacher and students. Practice without penalty—sometimes difficult for parents to understand you're not going to grade every problem

Beaverton:

- Transforming student led conferencing—shifted to significant concepts I've learned and this is how I have transformed this learning into real life and these are my goals for next year. Grading and reporting became a problem—would love to eliminate grades altogether but had to back this off. Students are in control of their own learning. It's not the grade you gave me but the performance that I showed. If I am not happy I know what I have to do to get there. Different ways for students to demonstrate their proficiency—they help select—not all kids are ready to make those choice but explaining this ahead of time--helps

TABLE 5: Redmond Proficiency Academy, Redmond SD; Academy of Arts and Academics (A3), Springfield SD; Academy of International Studies (AIS), Woodburn SD

AIS, Woodburn:

- Changing role in student understanding of what learning is
- They own their own learning and understand where they are relative to proficiency. See students on continuum
- What Woodburn is trying to do is very transparent; it is out there in front of kids. At a minimum, they understand they are held accountable for a level of proficiency and are aware they need to redo, refine, relearn, etc.

A3, Springfield:

- Students are accountable for being proficient. Someone who wants to know why they didn't get an "A" is told what it looks like and what they need to do to reach proficient level. No longer a conversation of "What do I need to do to earn an A?"
- Students know from the beginning what they need to do to get there

Redmond Proficiency Academy:

- Clear expectations that they must demonstrate proficiency, that they aren't there to just take up space
- Learning is not about earning points or getting stuff done; it is about having knowledge and skills at a defined level
- Holding them accountable with a strong set of supports

TABLE 6: Taft HS, Lincoln City SD; Scappoose HS; The Dalles-Wahtonka HS, North Wasco SD

- Student responsible for their own learning
- Accountability with support
- Students engaged/students excited
- Students strive for master rather than settle for proficiency

TABLE 7: Forest Grove SD; Arlington SD; Henley HS, Klamath Co. SD

- Students come in for help
- Students believe they can succeed
- More practice

Table Notes from Activity #1c: Instructional Practice

<p>1. District teams answer the following questions about proficiency practice in their schools' classrooms. <i>Focus on the Instructional Core.</i></p>
<p>c. How has proficiency practice changed the level and complexity of the content students are asked to learn? (Content)</p>
<p>TABLE 1: Winston Churchill HS, Eugene SD; Beaverton SD; Hermiston HS</p>
<ul style="list-style-type: none"> • Content is important – addition of higher order thinking skills required after high school (college/career readiness) • Are instructional tasks including high level learning • Content clarity – “what is algebra?” looks the same • Students are driven to work at higher level – exceeds • Very clear about scaffolding learning – learning progression • Needed PD for differentiation • Content really changed -- “fluff” gone – focus on standards/simplifies/clarifies
<p>TABLE 2: Tigard-Tualatin SD; Umatilla-Morrow ESD; McKay HS, Salem-Keizer SD</p>
<ul style="list-style-type: none"> • Assessments are designed to provide information about each student’s level of proficiency – this has resulted in more instruction at all levels: Fundamental, Standard, Higher-level thinking
<p>TABLE 3: Klamath Union HS, Klamath Falls City Schools; Heppner Jr/Sr High, Morrow SD; Falls City HS</p>
<ul style="list-style-type: none"> • Tighter focus (90% math in Morrow) • Clear target – tell them what they are going to learn, teach it, review, and tell what you learned
<p>TABLE 4: Kennedy MS, Eugene SD; Cedar Park MS, Beaverton SD; Timber Ridge School (grades 3-8), Greater Albany SD</p>
<p>Albany:</p> <ul style="list-style-type: none"> • Big picture it’s about identifying a “what meets level”. All about identifying for the kids how do you meet level. Next year, will be focused on exceeds level. Under a letter grade system A = 91 – 100% but now have a path. Highly motivated kids are asking what do I have to do to exceed. Second group—some are only trying to meet rather than exceed—effort grade can be affected. No extra credit work exists. Helps extinguish poor teaching practices. As a reading teacher, chose 6 score reporting categories. Framing lesson to students—explaining what they’re working on. When previewing the OAKS test with students, connecting to the six categories and their skills levels. • No tracking. Targets are not different. Kids who are struggling, really helps to have clear targets. Students who are struggling-- are still on the continuum—not seen as failing. When students don’t meet, teachers realize they have to re-scaffold. Enrichment and interventions— <p>Beaverton:</p> <ul style="list-style-type: none"> • Looking at state standards—asking students to do something with knowledge not just have information, if you keep the target in mind—teachers can design assessments to demonstrate the target • MYP helps bring focus of assessments to students’ ability to transfer knowledge to unfamiliar situations in the assessments. These types of tasks really help separate out A’s and B’s

- It's about bringing higher level thinking to all students— lower end students?
- Embedded in the core that it's for everyone

Eugene:

- Switched to teaching around the standards—cut out things that are not related to standards—this summer will work more on making proficiency more performance based

TABLE 5: Redmond Proficiency Academy, Redmond SD; Academy of Arts and Academics (A3), Springfield SD; Academy of International Studies (AIS), Woodburn SD

No notes from Table #5

TABLE 6: Taft HS, Lincoln City SD; Scappoose HS; The Dalles-Wahtonka HS, North Wasco SD

- Increase rigor
- Focused content
- Include content outside of building
- Standard focused
- Teaching essential skills – need more of higher level thinking/enrichment

TABLE 7: Forest Grove SD; Arlington SD; Henley HS, Klamath Co. SD

- Tied to standards
- Common scope and sequence
- 90/10 – career-related up to 10%

Table Notes from Activity #1: Instructional Practice: Commonalties and Differences

2. Table teams identify commonalties and differences among districts.

TABLE 1: Winston Churchill HS, Eugene SD; Beaverton SD; Hermiston HS

Commonalties:

- Focus on standards and clear expectations
- Changing “teaching” to “student learning”
- Student ownership and responsibility for learning
- Teachers end up knowing more about students as individuals

Differences:

- Started at middle school vs. high school
- “Pools of interest” vs. whole district or building
- Degree of implementation
- Number of teacher leaders
- Content area vs. building focus

TABLE 2: Tigard-Tualatin SD; Umatilla-Morrow ESD; McKay HS, Salem-Keizer SD

Commonalties:

- Begin with pockets of interested, motivated participants
- CTE courses as a means to earn math/science credit
- Training and exposure to ignite movement toward Standards Based Grading
- Collaboration and calibration help

Differences:

Start with assessment

TABLE 3: Klamath Union HS, Klamath Falls City Schools; Heppner Jr/Sr High, Morrow SD; Falls City HS

Commonalties:

- No D’s

Differences:

- Individualized courses
- Schedules: Semesters (7); Linear Hybrid (7); Trimester (5); Semester (6)
- Summer school

TABLE 4: Kennedy MS, Eugene SD; Cedar Park MS, Beaverton SD; Timber Ridge School (grades 3-8), Greater Albany SD

- Great deal of commonalty with exception of continuum of implementation (# of curriculum areas). Systems are the same. Focus on standards. Opening that door to students with student involvement
- Movement away from grades. Effort reported separately

TABLE 5: Redmond Proficiency Academy, Redmond SD; Academy of Arts and Academics (A3), Springfield SD; Academy of International Studies (AIS), Woodburn SD

Commonalities:

Teacher

- Facilitator and coach
- Textbook is not primary source; standards are the instruction and assessment targets
- Expectations are clear and achievable
- Formative assessment is prominent practice
- Using the content to teach the concepts
- Focus on higher level thinking and processes related to content areas

Student

- Owns learning
- Expectations for something other than seat time
- Opportunities to advance or retry with support systems in place
- Looking for the ability to use the bigger skills associated with the content; we're not going for the short term memory (test now/forget in 60 minutes) model
- Proficiency offers hope to all students
- What is unique to the student role is that students are becoming agents for their own learning. The clarity in the outcomes is the proficiency component. Time may be the variable within the four years; however, the system of start/stop points seems to be beyond our control
- Not unique to just high school

No notes on question #2 from Table #6 & #7

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TABLE NOTES FROM ACTIVITY #2: IMPLEMENTATION SUPPORTS

1. District teams select at least two strategies from the Organizational Elements and respond to the following:
 - a) Describe implementation of the strategy in their schools.
 - b) What impact has this strategy had on the Instructional Core (*teacher, student, content*)?

Organizational Elements	Strategies
Culture	Shared Vision; Common Language; High Expectations
Structures	School Schedule, Grading Policy, Awarding Credit, Data/Technology
Human Resources	Instructional Leadership; Professional Development; Teacher Collaboration
Stakeholders	Parent/Student Communications; Partnerships

TABLE 1: Winston Churchill HS, Eugene SD; Beaverton SD; Hermiston HS

STRUCTURE: Grading/Awarding Credit

Hermiston:

- Students work until reach best level – no penalty
- Teachers record as student progresses

Exemplary = Strong – Proficiency
 95% 85% 75%
Developing = In Progress
 65% 55%

Eugene:

- Every student must reach 70%
- Multiple chances on tests
- Actual grading is individual
- Uses “incomplete” instead of F for most part
- Students with less than 3 standards met – repeats

Beaverton:

- Middle level collecting evidence of proficiency; no grades

HUMAN RESOURCES

Hermiston:

- PLC’s
- Late start – flex teacher schedule
- Every Wednesday – 3-group time – 1 individual data collection
- Staff-led professional development (PD)

Eugene:

- “Teaching/learning groups”
- 1 per month; other 3 are professional development (PD)
- 10 volunteer teacher-leaders that lead PD (after school), Small Learning Communities grant

Beaverton:

- Professional Learning Communities (PLC's) addressing instruction
- Common vision
- Scheduling is different for elementary, middle school, high school
- Used grant to pay for extra time
- Uses PASS model – use to evaluate student work to inform instruction

CULTURE: Shared Vision/High Expectations

- Visual (using Dr. Conley's model) – key cognitive, key concepts, higher order thinking skills, academic behavior, college preparedness/career
- Building/Scaffolding from 4-12 – mapping
- Very high expectations for ALL students
- 'FULL OPTION GRADUATE' – "Relevance"
- How do we use standardized tests? What can they show? What else do we need?

TABLE 2: Tigard-Tualatin SD; Umatilla-Morrow ESD; McKay HS, Salem-Keizer SD

Tigard-Tualatin:

HUMAN RESOURCES

Year 1

- Content area team leader meeting, principal brought reading
- Core group – collaborating, content teachers, experimented/report back
- Panels for whole staff

Year 2

- Standards work
- Common assessment training (especially LA teachers)
- Rubrics all common
- District using the Elmore model to train administrators to get toward proficiency looking at instructional practice, using common language, learning walks (so they know what good instruction looks like)
- Scaling up assessment work/PD for teachers
- PD for instructional coaches in 11-12
- Lab-classroom model– students instructional coaching – can affect more; follow protocols

STRUCTURE

Salem-Keizer:

- Started with August retreat; 2-day of Eric Jensen training; 3 days of teaming
- Seeing huge gains
- Program advisors at district level
- Late start-Tuesday for PD; Thursday PLC
- A major impact on PD; most PD has been on assessment
- Next year – instructional coaches
- Focus on student products; PLCs accountability products due
- Administrative instructional coaches; divide staff into groups
- Doing work in writing
- Admin – want to get better at gathering data

Umatilla-Morrow ESD:

HUMAN RESOURCES: Regional Support

- Stakeholder groups meet regionally

- CTE Director, Principals, District and Spec Ed/Curriculum, Supts, Counselors
- Consortiums for federal funds
- Bring or provide PD to region; facilitate small projects that regional groups want to do
- Flexibility

TABLE 3: Klamath Union HS, Klamath Falls City Schools; Heppner Jr/Sr High, Morrow SD; Falls City HS

CULTURE

- Have teacher buy-in
- Communications to stakeholders
 - Impact:*
 - Unified front
 - Kids feel as adults, on same page
- Build partnerships with outside people
 - Impact:*
 - Actual hands on experience
 - Opportunities for jobs/internships
 - Elective credit
 - Builds good rapport

STRUCTURE

- Implement rubrics for content areas
- Standardized assessments
 - Impact:*
 - Consistency
 - Accurate
 - Kids move to other schools; other school knows what’s going on
 - Consistency with teachers on grading policy

TABLE 4: Kennedy MS, Eugene SD; Cedar Park MS, Beaverton SD; Timber Ridge School (grades 3-8), Greater Albany SD

Eugene:

STRUCTURE

- All of the Algebra classes across the district using the same concept test based on Algebra I high school standards—proficiency = 70% to earn high school credit
- All of the schools use the same 16 concepts, scoring rubric, multiple opportunities
- Established consistency across the district—proved that middle schools can meet the same level as high school
- All students have access to Algebra I—eliminated failure through six opportunities. If student needs more opportunity, then customize assessment

Beaverton:

HUMAN RESOURCES

- Began with *coalition of the willing* (30-35) brought evidence to moderation tables, now have 90 content facilitators in all middle schools
- Need to develop common language example common assessment—teacher developed classroom assessment
- Wanted to support teacher collaboration in each building—content facilitators plan the professional development day by content area across the district

- Now moving into high schools. They get 8-9 short meetings-42 minutes each; back-to-back with planning—can combine them

STRUCTURE

- Building level, MYP school, needed to make curriculum agreements, both horizontal and vertical, when they started had \$ for releases at the time. Then principals got creative for PLC time built into school schedule
- First year—what are you going to do with your PLC time—didn’t work. Built accountability into PLCs. Meeting schedule for the month. Identify topic (ex. unit planning). Aligned content across every class, developing common assessments, backwards planning (Wiggins and McTighe). Could be a benefit to content area common planning time if too small for grade level PLC.
- Need to master the Tight-Loose continuum
- If you want productivity out of a PLC, need to require a product

Albany:

HUMAN RESOURCES

- Two types of PLC meetings: curriculum focused and kid focused meetings (the latter are more RTIish). Clarifying targets & common assessments (tight on requiring that). Curriculum PLCs are organized around content. Kid focused PLC are organized around grades
- Communication has to be one-on-one (parents, boards, teachers, students.) Every person has to have their voice
- Still get grades at the high school level—was the topic of parent conferences first year
- Parents are looking at the online Pinnacle standards based system

TABLE 5: Redmond Proficiency Academy, Redmond SD; Academy of Arts and Academics (A3), Springfield SD; Academy of International Studies (AIS), Woodburn SD

AIS, Woodburn:

HUMAN RESOURCES: Teacher Collaboration

- Teachers collaborate in PLC teams to develop proficiencies; teacher collaboration continues and incorporates other programs, such as IB program; from that, the teachers developed rubrics, look at student work together, focus on strengths instead of weaknesses; next stage is to develop PLC walk-through structure; English/LA, Spanish and Russian share the same proficiencies (Woodburn HS is a dual-language school)
- HR: Walk-throughs by PLC’s after developing the same coaching model within their PLC’s that they have been using in the Oregon Proficiency Project

Impact:

- Teachers empowered to understand how they needed to teach standards and assess students; resulted in greater understanding and accountability with students; content is better defined; the walk-throughs help everyone be connected to the common core for the improvement of student learning

A3, Springfield:

CULTURE AND STRUCTURE

- **Culture:** Focus on learning process at their site; community agreements across the school; connections with parent family and local colleges and universities; integration across content areas creates common language across content areas, i.e., art language in other content areas; project-based approach in the school allows students to demonstrate proficiency in various content areas
- **Structure:** Common prep time; team teach classes; weekly collaboration with small learning communities with dedicated staff whose responsibility is to organize this; puts everyone on the same page; creates opportunities to create common proficiencies which they think is critical since proficiencies can’t exist in a vacuum; end of year exit interview by students in front of a panel, with

high profile event focused on showing integration of art and content, since this is the name of the school; included is a Q/A from the panel

Impact:

- These formalize what students are doing; have clear expectations from class to class; integration of arts and academics is expected
- Agreements are reflected through Explore, Design, Create, Refine, and Own (EDCRO)

Redmond Proficiency Academy:

CULTURE AND STRUCTURES

- **Culture:** Have shared vision; focused on this development this year so it is more than just Michael’s; school went from 5 teachers to 12, so this was necessary; teachers rotate weekly in leading discussions in improvement areas; allowed us to create expectations that all teachers support cross-curricular issues (important so students who struggle in one content area can find success in another area); this has resulted in increased teacher communication with students; teachers have access to student progress electronically through Focus software program; constantly looking to improve opportunities for students
- **Structure:** School schedule is unique in that classes follow a university model, with classes only meeting 2-3 times a week; this allows students to take more classes and for teachers to work with students more in-depth; not an issue for the 990 requirement because any instructional time available is counted; students present learning in class, to outside groups, panels, etc.

Impact:

- Creation of high expectations; know them in every class; work cross curricular to help students figure out what standards they are meeting in a class and how these can work cross-curricular; students self manage and are responsible for their learning

TABLE 6: Taft HS, Lincoln City SD; Scappoose HS; The Dalles-Wahtonka HS, North Wasco SD

STRUCTURE

- Flexible schedule
- Grading policy – A – C + I
- Data/Tech – Software challenges
- Conflict resolution process – forum

Impact:

- Unscheduled daily teacher support period
- 70% minimum for credit
- Need a system that can record “In progress” as unscored and “Incomplete” as scored

STAKEHOLDERS

- Common language
- Controlling the message
- Sharing the data
- Accessing community
- Resources for learning

TABLE 7: Forest Grove SD; Arlington SD; Henley HS, Klamath Co. SD

Klamath Co:

CULTURE: Common Language

- Newsletters
- Clarifying expectations
- Communications with parents

STRUCTURE: Schedule

Tutorial – 30 minutes a day

Arlington:

STRUCTURE: Schedule

- Daily schedule
- Academic/social learning – ability/age grouping
- Special services
- After hours support

STAKEHOLDERS

- Professional partnerships (ESD/ETC)
- Involving board
- Modules have student/teacher/parent expectations

Forest Grove:

STRUCTURE

- Late start
- Grading policy 90/10
- Transcript – trace essential standards

HUMAN RESOURCES: Instructional Leadership

- Professional Learning Communities (PLCs)
 - Teacher determine essential standards
 - Data teams
 - DuFour’s PLC goals/strategies

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NOTES FROM ACTIVITY #3: BARRIERS AND INCENTIVES

BARRIERS

The left-hand column is a compilation of barriers identified by districts in the Proficiency Practice Template, organized by common themes. Combined table team notes are bulleted on the right.

Barriers	Discussion/Solutions
GRADING	
Grading systems	<ul style="list-style-type: none"> • Need a Credit by Proficiency friendly system • Communication, better data system linked # to grades • Don't throw out grades, parents know this • Contract time/\$ • Kids start later – after school time; give teachers time to do Professional Development (PD) • Structured teacher access period • Use PD time to produce things teachers can use; common formative assessments/rubrics • State can implement a student-information system that is connected to a grading/reporting system that allows teachers to measure standards and report growth • Grades: grading system: school master, pinnacle, something with a standards based grading system; better system • Incompletes - opportunity to prove proficiency (time to retest) • Transcript reporting
Grading scales & reporting systems -trying to translate a 4 or 5 point scale in Student Information System (eSIS) makes communication with parents confusing	
Time for grading- both the 1st time (we tend to look at work in more detail) and each redo when students don't meet	
Teachers having time to counsel with students, go back and change grades, making grading deadlines more flexible	
STANDARDS	
Using standards based grading within a traditional percentage grading system	<ul style="list-style-type: none"> • Allowing for multiple modes of demonstrating knowledge • Essential skills training • Use of rubrics that are consistent • State PLC and school-to-school PLC • Power standards that are clearly defined • Packaging them with consistency • Union barriers; contract – admin and teachers working around that • Quick, short formative assessments • Going to an integrated model • Don't define proficiency in a subject like mathematics as it relates to the number of problems correct • Start somewhere, be patient, take advantage of the momentum • Peer pressure • Teacher access • State should set some sort of benchmark, or, at least define what proficiency looks like if a student hits the standard. Content panels could add a section, as they roll them out, "Here is what it looks like if a student is proficient in this standard." We are looking for the level that students can demonstrate proficiency at an independent level. Focus our teaching and learning on looking at collections of student
Consistent standards from class to class	
Connecting our outcomes with state standards	
What to do with students who do not meet the standard?	
Defining proficiency in a subject like mathematics as it relates to the number of problems correct	
Textbooks in science are not aligned or not available	

	work that would give you a clear picture of student proficiency and, when you give them the OAKS, you know they're going to hit the "Meets." Focus on finding multiple modes for demonstrating standards
ASSESSMENT/TESTING	
*Testing as the main tool of determining mastery	<ul style="list-style-type: none"> • Testing window open until end of school year • New student accountability • Progressive depository bank that are linked to standards • Working together; developing and embedding performance tasks, CFA's Smarter Balanced, rubrics • Need multiple opportunities to administer SBAC as students don't learn at the same rate • Maintain multiple opportunities to take OAKS (3x/yr is fine) • Multiple opportunities for writing exam especially grades 9-11 to demonstrate essential skills
Accountability measures such as high-stakes testing, and the expectation for immediate results	
Use of excessive testing	
*Limited assessment question bank, especially in the Exceeds level. This is one where we are needed to develop our own	
STAKEHOLDERS	
Expectations of stakeholders (e.g. colleges, parents, community)	<ul style="list-style-type: none"> • Professional development on "how" to implement step-by-step • Communication • Developing a scaffolding – buy-in from teachers • Common vision, values, equity work • Equity based conversations with community <ul style="list-style-type: none"> Needs of achievement gap Importance for all kids Perceived loss Challenge of getting communication out ahead of misperceptions • Parent Communication - time to explain and transition from grades (what they know) • Cultural Shift from <i>teaching to learning; essence of time, time to learn, time to prove learning...</i> can insult people's traditions, backgrounds, beliefs
Parents and community: School practices look very different from their school experiences	
Patience from all stakeholders with the transformative nature of this work	
Parent Communication	
Lack of understanding of proficiency based teaching and learning	
Traditional Culture: Huge change of focus for teachers, students and parents	
STUDENTS	
Students: Held to high standards; switch from process to learning; independent to collaborative; teacher driven to student driven	<ul style="list-style-type: none"> • Shift responsibility for learning to student • What to do with students already meeting? Part of it, teachers forced to help with these – how do you do enrichment
TEACHERS	
Teachers: Change that requires very careful guidance: incremental forethought, trust the process.: Must be time for players to form mental model, and come to collective consensus	<ul style="list-style-type: none"> • Professional learning • Time to process, research, provide PD, and support • Teacher leaders
Staff buy-in	
A variety of different "systems" being used by different teachers	
PROFESSIONAL DEVELOPMENT	
Enough PD and time for it	
PLC district-wide with days and time	
Teachers in the beginning phases of implementation need PD and support	

DATA/TECHNOLOGY	
Lack of technology and need for creating data systems to inform all stakeholders	<ul style="list-style-type: none"> • Guidance of the Student Information System (eSIS) • eSIS: consortium: instructional leaders not necessarily represented • Identification of teachers assigned to students through the PK-12 system • Common Core Standards Movement: still new to most; <i>potential to bring in with proficiency?</i> • Push OAKS assessment to end of year
Technology: Credit for Proficiency grading system demands a flexible software system: Rolling IPR grading system	
Reporting system/software system limitations	
Progress monitoring software	
STRUCTURES/SCHEDULE/TIME	
Class sizes (large and growing)	
Block periods would assist in this area	
Schedule in one district	
TIME TIME TIME!	
Lack of time to collaborate	
Time, energy and knowledge to develop and implement a proficiency based program	
Some teams need time to collaborate on the deconstruction of standards and the creation of standards assessment. They need paid time outside of the school day (perhaps in the summer)	
The limited meeting time for PLTs	
It has taken a Memorandum of Understanding (MOU) to implement a schedule and teacher prep time that is different than other schools in the district, but it has not been a barrier	
It has taken a Memorandum of Understanding (MOU) to implement a schedule and teacher prep time that is different than other schools in the district, but it has not been a barrier	
ACCREDITATION	
Accreditation agencies unfamiliarity with this work	
PRE-SERVICE	
Pre-service teacher programs largely unaware of proficiency-based education	<ul style="list-style-type: none"> • Work with preparation programs
OTHERS (added May 13th)	
Teacher certification	<ul style="list-style-type: none"> • Flexibility to have “great” teachers teaching multiple subject matter
990 hours	<ul style="list-style-type: none"> • Focus on student learning and outcomes instead of seat time
Defining test leveling criteria	<ul style="list-style-type: none"> • Lexiled test
Federal funding – Title I restrictive use of funds across all title programs	
OSAA eligibility	<ul style="list-style-type: none"> • Work with OSAA on fixing anything that prevents students from participating and a school from using proficiency • Coordinate with OSAA... allow kids to play; don't let proficiency penalize them
	<ul style="list-style-type: none"> • Whole lot of right answers and a few that are really wrong. It isn't important to make time a variable in proficiency. It is more important that the non-negotiables be: clear expectations, learning targets that are clear to students, students articulating them and knowing how to meet them, and at what levels, and how they connect with what I am learning now and what my next steps are

INCENTIVES

The left-hand column is a compilation of the incentives identified by districts in the Proficiency-Practice Template. Combined table team notes are bulleted on the right.

Incentives	Discussion: Identify the top incentives that would advance PBTL statewide
Internet access for all students & access to online curricula	<ul style="list-style-type: none"> • Time: system level change (common prep time, time to evaluate student work, examine student product more than once) • Time for PLC collaboration • Statewide professional learning communities (PLC) • Statewide formative assessment bank (question bank) • State communication beats local message RE: proficiency • Positive student achievement gains • Maintaining the proficiency network • Improvement assessment data • Network of teachers and administrators to share best practices • Increase scores/behaviors/happy kids/parents • Relief from 990 credit hour requirements • Data bank to assessments set up by standards • State providing trainers that can go in and work with districts. Clear picture of what proficiency looks like: Reference Mike’s comment about a whole lot of right answers and few wrong ones • Clearinghouse on where we can get ideas of what this looks like and documents from other teachers would be helpful • Trying to get the definable “word” out to parents in the state about how important it is to move in this direction could come from the state • Consider pooling all unused FED money (T1,2,3,4,7, 11); and instead of dolling out in small region grants; pool money to invite districts to high quality PD; let Federal program schools attend FREE (using grant carry over); and send additional people or non fed program schools to attend at reasonable cost... i.e. T2 has to give away \$500K a year; T1 gives out 1-2MIL a year in 'carry over' grants; fund proactive PD around proficiency • Research on effects on closing achievement gap, etc.
Cadre of competent permanent subs to allow teacher release time for collaboration and coaching and to facilitate a professional development model	
Space, time, and money for professional development, site visits, workshops	
Storage system (paper or electronic) for student portfolios	
Create and maintain a network of teachers and administrators involved in this work	
Professional Development time needed, (pay, time, training incentives...)	
Training for more advanced implementers	
Money at the District level to give us time to work as a staff on credit for proficiency	
Common preps, more planning time, more time to evaluate student work, fewer students a day	
Passage of HB 2220; Greater support through Student Information Systems to deal with tracking proficiency credit	
Time/resources for grading; Early Release Days more frequently; Public education	
Pre-service teacher education programs need shared knowledge; colleges need to understand proficiency practices and honor them as students come to university	
Developing an understanding of and honoring student effort	
Improved State Assessment data	
Leveled library of books to differentiate and escalate student reading levels	
One of the most powerful incentives is seeing the positive impact on students	
It appears that the data showing significant improvement in AYP scores and a drop in behavior referrals has been most recognizable by staff, parents, and others	
PBIS	
Student success; happier and more willing student scholars	

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TABLE NOTES FROM ACTIVITY #4: STATEWIDE GUIDANCE
(Combined table notes)

1. Common Understanding

a. We often use different language when talking about “proficiency” in Oregon.

- **Do we need to use common language to describe PBTL?**
 - May need some key definers/descriptors that define practices and beliefs. Could help avoid confusion on what it really means to be implementing PBTL. Caution about putting it out there too fast without clear definitions, defining what it takes, accountability, etc. Need to incorporate boards, superintendents
 - Yes, State could help with language, access to training, and networking. Glossary for proficiency based on agreement from those implementing—could be including it in the Oregon Standards materials
 - Focus on teaching and learning instead of some other issues that are NOT necessarily part of teaching and learning
 - YES, banked at ODE- shared across district and university prep; our students, their families, and teachers deserve to understand what is expected without having to translate from teacher to teacher, district to district. Definitions, glossary with examples, use existing practitioners to do this. Especially in areas that are confusing in teaching & learning. Define difference as well
 - We want essential elements of proficiency standards for learning
 - Define proficiency
 - Define Standards Based/Proficiency Assessment
 - Standards Based Grading = course grade awarded based on achievement on standards; Credit By Proficiency = not tied to seat time; Distinguish between SBG and SBP
 - Some confusion between standards-based grading and proficiency, so important that we come up with a common set of definitions that work K-12
 - Not necessarily . . . “Proficiency” is the common name
- **What aspects should be common across all districts?**
 - Ensure that, with whatever language we agree on, we are awarding a diploma based on a level of proficiency in content knowledge and skills, i.e., work with OSBA to create possible policy language that addresses the differences between academic performance and behavior/citizenship/career grade
 - Content of proficiency, language, meaning; same set of content standards
 - Common definition
 - Key aspects of proficiency – explicit outcomes, standards-based instruction
 - Some requirements for number of standards/depth/level of proficiency for a certain amount of credit
 - Same set of content standards, language, restructuring the grading, moving away from seat time. Solutions to the grading issues
 - Common student expectations for Mastery/Proficiency; i.e. 80% (now range might be as grade as 70-90%)
 - Credit for OAKS/work samples?
 - What types of evidence constitute credit?
 - Use common tenets of Professional Learning Communities (PLCs)
 - Teacher empowerment
 - Student empowerment

- Learning constant and time as variable
- Learning constant; time a variable
- Student centered
- Not very much; each district/school needs to have flexibility with implementation
- Accountability: timeline - *will this coincide with common Core Standards?*
- **What aspects should be unique to the school district?**
 - Loose and tight--allow creativity. State should define where we need to get to and then districts can determine how we get there
 - Sufficiency elements should be unique to the program the school delivers
 - Interventions should be unique to what the school/district can create and support
 - Delivery model for instruction should be unique to the student and the district should have control over how to deliver these variances
 - Don't try to micro-managing the delivery model; instead having some expectations and agreements on levels of proficiencies in content areas
 - Process to get there, choice of method, use of time, structures to support, community engagement; (consistent agreement on this)
 - Proficiency-based diploma is a guarantee that the student leaves our system and has an established level of knowledge and skill
 - Some language for community stakeholder support
 - Implementation
 - How it's implemented (teacher driven)
 - Based on student data demographics and district environment
 - Delivery of instruction
 - Scoring scale
 - Scheduling
 - Interventions
 - Interventions
 - Pacing
 - Local options for experience
 - Which courses can be challenged/demonstrated by proficiency

b. How do we build common understanding of PBTL across the state?

(Grouped by common themes)

Communication/Message:

- Communication plan
- Clear communication
- Need to sell why this is important
- Talking points
- Consistently ready response to develop the what ifs?
- Design timeline for proficiency implementation
- Where does information go from meeting like this and how to disseminate?
- Define a continuum

Tools and Resources:

- PowerPoint
- The state should create a web site with everything/tools that schools and districts could use (PowerPoint for presentations to stakeholders, short definitions, key bullet language)
- Best practices articulated
- State department publicizing PBTL best practices to general public

Shared Leadership:

- Buy in from COSA , OEA, OSBA to help educate
- Connect it to multiple agendas (Common Core Standards, Equity, 21st Century schools, Educator Effectiveness, ESE, etc.); could even tie to lowered costs

Networking and Professional Development Support:

- NETWORKS for sharing successes, materials, with options for content area teachers gathering: i.e. math based
- Have state-wide summit on proficiency-based learning for lots of people
- Consistent training: BEC? ESD? Local? National? Can there be a consistent method/language/vendor?
- Grassroots: send teacher leaders... to training; come back & train...incentivize local time with grants
- FOLLOW UP: coaching, support, principals, leadership

2. Statewide Guidance**a. What guidance and support should the Oregon Department of Education provide to school districts statewide?**

(Grouped by common themes)

Connections to other initiatives:

- State supported initiative; Practices not a program
- Support proficiency by connecting it to other state initiatives, i.e., if this is a compilation of quality teaching techniques that every K-12 student deserves, what can we do to establish proficiency as the lens through which we address everything else?
- Connect the message of proficiency to other initiatives and issues (e.g. equity, 21st century skills, etc)
- Oregon Diploma: use PBTL evidence to meet graduation requirements
- Accept Proficiency as viable use of T1,2, 3, 4 funding
- Get rid of Carnegie unit
- Give guidance about student information systems that support this instruction
- We are worried about the new student Information System being determined by non-instructional people (IT folks) and want the instructionally minded folks at ODE to be sure this doesn't happen. Don't let consortium decide what the new SIS plan will be

Assessment:

- Local assessment options for essential skills
- Talked about the reference in the Oregon diploma around "alternative assessment". State could help establish an avenue by which collections of evidence can be used to show proficiency as an alternative assessment, similar to what was originally good about CAM. Use a backward planning process. Need to address which standards and to what levels would students need to demonstrate to address the Oregon diploma. Could then move away from Carnegie units; not another standardized test
- Build & maintain proficiency assessment bank aligned to COMMON CORE STANDARDS...

Research:

- Collect evidence that answers student achievement question
- Fund/support research on evidence of student achievement linked to proficiency

Professional Development/Networking:

- Professional development
- Providing trainings by showcasing best practices
- Continuing networking opportunities
- Teacher EXPO
- Professional Development Need: ODE doesn't have resources...Coordinate and Quality Control for PD providers

Resources & Support:

- Curriculum and assessment resources
- Help with deconstructing new National Standards
- Best practices articulation
- Draw upon well developed resources that have already been developed
- Maintain models of exemplar schools & districts
- Publish to general public proficiency work...help with communication

Administrator Training:

- How can we get more administrators trained and onboard when this isn't a licensing requirement?
Make it part of continuing administrator course work
- Create support vehicle to help administrators move teachers forward with proficiency practices
- Build proficiency into CAL

Resources:Resources to share

Woodburn AIS – Walk Through Strategies – Univ. of Washington, CEL video (www.k12.leadership.org)

Contact: Chuck Ransom Cransom@woodburn.k12.or.us

Resources needed

Research showing how proficiency affects test scores

Contact: Troy Morgan morgant@morrow.k12.or.us

PROFICIENCY-BASED TEACHING AND LEARNING FORUM
MAY 13, 2011

CRITICAL QUESTIONS

Invited guests were asked to listen to the discussion throughout the day and identify critical questions that will inform state direction and guidance.

Joe Wehrli, Oregon School Boards Association (OSBA)

- What is the role for school boards in supporting proficiency with respect to:
 - Community engagement
 - Communications
 - Resource allocation
 - Establishing accountability
 - Policy framework
 - Grading? School structure? Staffing?
 - Use of data
- Is there part of the governance picture that could be created to support proficiency?
- How can we best position this work to help continue the progress toward eliminating achievement gaps that exist in our systems? Or more specifically how can we ensure that we do not inadvertently widen the margin that currently exists by changing what we teach and how we measure without informing all of our constituents; what is the boards' role in this work?

Tamra Busch-Johnsen, Business Education Compact (BEC)

- How can we move the technology to move the teachers in the classroom to keep up with the use of technology to have students keep up with where they are with the standards?
- How can we shape information out to the community about proficiency?
- How can we create stronger connection with higher education so we have identified places using proficiency to place our student teachers?
- How can we collect important student data to prove this is making a difference?

Colin Cameron, Confederation of Oregon School Administrators (COSA)

- What is the data that we can collect that is outside the OAKS score set of info?
- How can we show growth over time?
- Student data system that works well with proficiency and other required components, i.e., GPA, credits, etc., needs to be discovered and shared with everyone.
- We may need to be working on certification that is integrated and focuses on proficiency.
- How can we move forward on this in a reasonable way?

Hilda Roselli, Western Oregon University

- For those with responsibility in preparing teachers like WOU, we are listening to identify the teacher skills that will be needed by schools implementing PBTL: data literacy, collaboration, differentiation, an in-depth knowledge of content (and standards) and facileness with content when planning instruction.
- We are interested in developing sustained partnerships at schools embracing PBTL where we can place clusters of students who can be mentored by experienced PBTL teachers so that they are job ready.

- Regarding the way grades or Carnegie units may need to change, universities may want to develop agreements similar to the way IB graduates are handled to help articulation of PBTL students into college.
- Witnessing the grassroots nature of PBTL reminded me of Saul Bass’s observation, "Have you ever thought that radical ideas that threaten institutions eventually become institutions and are then threatened by radical ideas?"
- As for the role of the state, this is a time when we need what DuFour describes “loose-tight leadership.”

Jill Kirk, Employers for Education Excellence/Oregon Business Council

- How much time do we have before these definitive decisions must be made?
- Who will make the decisions that will shape our definition of the practice?
- How high will the bar be set and how much real system redesign will be required?
- Will we build capacity and accountability into the front end of the redesign or will we tack those considerations on at the end?

Jacqueline Raphael, Education Northwest

- ❑ Does proficiency really help students who are underperforming? Is it a tool for achieving equitable outcomes across schools?
- ❑ How are we setting up an opportunity to document the growth of proficiency and to evaluate its effects on students, particularly in comparison to traditional coursework?
- ❑ Who is talking to students about the strengths and weaknesses and opportunities of proficiency? *(We’d really like to do this research...)*

Lindsey Capps, Oregon Education Association

- How does this work inform policy and get supported?
- How do we change culture?

Ella Taylor, Teaching Research Institute, Western Oregon University

- Looking at Instructional Core...what are the most critical elements? Does it need to come in one package? What are the supports when Instructional Core is not working?
- What is being used to document process of movement in proficiency?

Diane Smith, Business Education Compact (BEC)

- Because variations on the theme of proficiency are apparent; the issue of equity makes sense. Kids only have opportunity for proficiency in a learning environment where a teacher is prepared and committed to do so. How do we push/make equity an issue?

Donna Acord, Employers for Education Excellence (E3)

- Instructional leadership from principal role; how can they be brought together, being in classrooms, being a partner in planning, being involved? K-12 central office aligned to support student outcomes.
- Let’s measure remediation rate.
- What is transition like for kids into college after a proficiency based system?

Christina Regal, Teaching Research Institute, Western Oregon University

- How do you scale up?

- We need data; how do we know students are benefitting? How do schools and districts know their model is making a difference? Sustainable over time...?
- Cultural shift, especially for parents and tax payers; who is helping parents understand?
- What is necessary to keep a student-focus in instructional practice?
- What models of Professional Development works to support PBTL?
- How does PBTL become embedded into a sustainable instructional strategy to ensure that it doesn't disappear when administrators/instructional staff retire or leave?
- How can academic and CTE teachers be connected in order to integrate content to meet standards and learning targets?