
SUPERINTENDENT'S MEMO

TO: **BOARD OF EDUCATION**
FROM: **SUZANNE GODIN**
SUBJECT: **PROFICIENCY-BASED STEERING COMMITTEE**

Purpose - to broaden the K-12 plan and facilitate the implementation of the plan including Board and Community outreach. The members of that team will then be the liaisons back to their building teams.

Driving Questions:

1. How will we ensure that every student has an opportunity – and is encouraged – to “exceed the standard?” How will we identify exemplary work?
2. How will we recognize exemplary accomplishments in the areas of learning (content and Habits of Work)?
3. What changes to eligibility policies need to be made
4. How do we accurately and meaningfully report learning? What does our report card/transcript look like?

At the November 19, 2013 meeting the Proficiency-based Steering Committee addressed the first driving question: *How will we ensure that every student has an opportunity – and is encouraged – to “exceed the standard?” How will we identify exemplary work?*

The committee reviewed a taxonomy of understanding framework that Becky is using to develop a “continuum of understanding” with teachers. This framework served as a catalyst for the committee to discuss what deeper understanding means.

Discussion centered on “exceeding” being something generated from within a student versus something a teacher puts out as an opportunity for all students. The committee strongly felt that teachers needed to scaffold/pre-teaching learning that aims at a 4, then provide opportunities within summative assessments for all students to show a deeper/broader understanding of standards.

Consensus:

The committee consensus was that a 4 would represent exemplary work which depicts a deeper/broader understanding of standards versus going faster or further to future standards. Teachers will be expected to scaffold that understanding through pre-teaching and provide opportunities within summative assessments for all students to show Level 4 work.