

## **Proficiency-based Learning Steering Committee**

4/12/16

2:30 – 4:00

In attendance: Dick Mathews, Kat Cox, Max Saffer-Meng, Kathleen Doan, Susan Adams, Teri Wark, Sarah Gay, Nancy Sporacio, Lue Bagley, Heidi Watson, Lue Bagley, Megan Welter, Ryan Caron, Kathy Germani, Jon Ingram, Becky Brown, Ken Kunin

### Welcome

Ken talked briefly about the March 2016 report on Proficiency-based Diplomas done by Center for Education Policy Applied Research and Evaluation (CEPARE) at USM for Maine Legislature. Report attached to e-mail with minutes.

I. The Why (video) “The Game of School” Craig Messerman TEDx talk:

[https://www.youtube.com/watch?v=bn\\_sCLoQNVs&nohtml5=False](https://www.youtube.com/watch?v=bn_sCLoQNVs&nohtml5=False)

After viewing the video clip, four small groups discussed the questions and reported out: What evidence do you see that a shift is happening in our schools (formative evidence)? What evidence do we need to see that shows it is really becoming part of our culture?

Evidence we see:

- Nice split between proficiency and Habits of Work (HOW)
- Teachers talking in terms of targets and formative assessments
- Interactions with kids and kid language around summative and formative
- Teachers are clear about seeing kids doing things over time to demonstrate mastery
- Teachers are designing assessments
- Some HS people are seeing the why and the need to calibrate assessment
- Elementary level teachers talking about scaffolding targets
- Conversation about getting to all of the targets during the year
- Core content teachers at MS are more involved, collaborating around assessment
- Targets give teachers more to talk about
- One HS student wanted all of his grades to be in Jumprope
- HOW grades at the HS are prevalent and people are more energized
- Differences between MS and HS overall system seems to be working better at the MS
- AT MS kids are being pushed a bit harder than at the HS

Challenges:

- Difference between HS and MS – MS farther along in implementation
- Students may not be taught how to learn as envisioned in PbL at HS
- Not the range of opportunities at the HS for students to show proficiency
- We still have a structure of the day-need more opportunities for conversation to happen between kids and teachers about how to present the evidence

- HS functions in % of correct and there is a fear of being subjective on the evidence
- Teachers need permission to use different body of evidence
- HS teachers reportedly concerned with what they see as equity and fairness
- HS has not done a good job of calibrating HOW-there is such a high standard for HOW-how do they report the information clearly
- How do we get to the 4, make it hard, but show me how to get there
- HS is in an ingrained culture of working for grades and not working for learning
- Two systems at once in the high school is hard-fighting against the way they are talking about learning-language
- Related arts at MS is still having trouble with proficiency while core academics appears farther along
- At HS there has been some time looking at the targets- a number of groups (music as example) wants to relook at the targets

## 2. Professional Development

Becky has been collecting information about PD needs

Meeting with Curriculum and Instruction teacher leaders at the end of the month to get information about needs

Jon Ingram is meeting with HS teams to gather information and help assess their needs

- ## 3. Passing scores during the transition years – this needs to match the conversion noted in item 5 and may be adjusted based upon outcome of scale

2015-19 (this year's 9<sup>th</sup> and 10<sup>th</sup> graders)

Passing a course is a 2.5

Summer Academy eligibility 2.0

Below a 2.0 they have to repeat the class

## 4. Strength of schedule for honors and recognition

Cum laude 3.00+ at least 4 advanced courses (honors, level 4/5 language classes, AP)

still in conversation on some courses

A student attending PATHS for 2 years can receive honors status for year 2 of a certificate program

Magna cum laude 3.30+ at least 8 advanced courses with a minimum of 3 being AP or college courses

Summa cum laude 3:50+ at least 12 advanced courses with a minimum of 5 being AP or college

Early college for me would fall into this category

Weighting system would not change next year, but it would be the following year when fully in a PbL system in the HS

5. Conversion from 100 point scale courses to proficiency during transition period for grade 9 in 2015-16 and grades 9 and 10 in 2016-17

Ryan Caron presented an option for a conversion and the group asked questions and provided feedback on the scale.

The conversion is necessary as we transition between the 100 point and 4 point scales. While students may have courses during the year in two different scales in order to not limit student choice in courses, the transcript for a given year needs to represent only one scale.

The group had many questions regarding the proposed scale. Ken, Ryan and Becky agreed to review the conversion scale in light of feedback and then to bring it back to a special meeting on Wednesday, April 27 at 2:30.

It is important that we decide upon a scale so that we can begin informing students and parents.