

Proficiency Steering Committee  
May 10, 2016

1. Professional Development Plan-Becky

Becky presented a historical look at the past PD offered to staff to set context for PD for summer 2016 and SY 16-17

Summer 2013 10 field test teachers(25 hours)

She met weekly and on early release days

MS content met to calibrate rigor

HS met to work on ELTs

Lessons learned-teachers needed more time on formative assessment

JumpRope was not the stumbling block

Summer 2014

All teachers grade 5-8 paid for up to 6 hours

Sessions on assessment

Summative

Formative

Student self-assessment

Jumprope

School year 2014-15

Monthly meeting sat MS

MS early release days to work on rigor, calibration

HS worked on content

Lessons learned- 2nd year is easier

Planning ahead is important

Rigor level verbs were using to literally

JumpRope was not a stumbling block

You don't know what you need until you are into it

Summer 2015

Teachers K-5 up to 6 hours paid

Assessment work

Jumprope

MS up to 6 hours paid

Backward design

Support work sessions

12 HS teachers up to 15 hours of paid time

First hour was about design/revision

13 hours to work, 1 hour summary meeting

School year 2015-16

K-5 grade level leaders have worked with staff on early release days

Office hours at each elem. Building

6-8 content areas have met on early release days

12 HS teachers have met on early release days together

HS other teachers have worked on ALTs, final ELTs

Becky has been at the high school every Thursday

Lessons Learned-year 3 is even easier

Planning ahead about objectives

What do you assess formatively and summatively

Starting fresh with new units is easier than the retro-fit

Rigor levels are where the rich discussions happen

JumpRope is not the stumbling block

Planning process 2016

Met with the curriculum leaders

Met with outside consultant who met with departments

Collecting data through a survey

Survey got 93 responses in less than 24 hours

Backward design +shift

Time, models and processes, talk with colleagues

Rigor +shift

More examples, how do you assess an activity, looking at student work

Summative evidence +shift

Time, colleagues, examples

Formative assessment as feedback + shift

People feel good about formative assessment

Distribution of feedback

36 HS

25 MS

30 Elem

Summer 2016-draft (see documents)

Offered for all teachers already in PbL  
Defining objectives and formative feedback  
Rigor and summative evidence  
Backward planning  
Jumprope refresher

HS teachers that are new in 2016-17  
Same offerings  
New Jumprope

Current people in PbL will get up to 6 hours of paid work

HS teachers new to PbL - from lessons learned group sessions important to build foundation for work and make the planning more specific and directed to PbL approach for teachers, so...  
2 sessions (4 hours) plus 6 hours work time = 10 total  
3 sessions (6 hours) plus 9 hours of work time = 15 total  
4 sessions (8 hours) plus 12 hours of work time = 20 total

Sessions will be plugged into PDEExpress for people to sign up - lots of time options  
This will help with planning  
There also will be a deadline for submission of units for review  
Sessions will be held at the high school

Question:

1. What type of training has been done for support staff

All HS ed techs have participated in sessions

District wide special ed meetings had information presented by Becky

All ed techs had an intro session during early release

2. What was the stumbling block if it was not JumpRope?

Trying to retro-fit what we have always done into the PbL approach

Looking at feedback, but not always as a data point

3. Should you look at August sessions for parents?

We would be open to hosting sessions for parents - possible questions:

What types of things should parents be looking for?

What types of questions should parents be asking?

How about a short overview?

(maybe link to welcome sessions, open house when parents come anyway)

What has changed in Jump rope?

There are changes specific to the things that teachers have asked for

?? - How about having sessions about the parent portal?

They used the portal as a discussion point when they did the preview

The portal helps you talk about formative and summative

A version of the PD plan maybe with more sessions will be shared with staff over the next few weeks

## 2. Conversion Update from SPHS

Ryan shared the conversion with the Leadership Team. Asked LT to share with their teams.

Feedback was "this makes sense". Enduring question is "how will let students in the proficiency graduation group know they are on the right track towards proficiency without the use of credits.

Once we start looking at ELTs combining how can students keep track to see if they are moving in the right direction.

Teachers are ready to share this with kids. The question is "are we going to open up the back of the transcript earlier so kids know where they are?" Now it is not open to the kids until grade 11.

Teachers would like a number that they can give to kids so they know they are on track.

Currently the conversations with kids are all about credits and whether they have attained them.

Thoughts:

- we need to be clear when there are standards that only occur in one or two spots
- we have started to look at the strands to see where the standards fall. Which electives fall where.
- we are looking at "Guaranteed and Viable" being 3 years with the 4th year being for remediation or extension. We need to set benchmarks along the way that let kids know they are 'getting there'. Some things will factor into endorsements.
- We will be able to look in year and say where kids are deficient. This gives much more information. How do we let know when they are on their way?
- where are we with this map?
- staff has been working on where things fall. They are determining where the ELTs fit. Science is more difficult because of the course offerings. This may have 2 pathways.
- Current thinking is that we should end Guaranteed and Viable after 3 years. The 4th year might be AP classes, internships, projects and of course remediation.
- Teachers still want a number.

## 3. Newsletter

We introduced the development of the newsletter. It includes the definitions of the terms, outlines the work of the committee, and sets the path.

Likes-definitions

Cohort groups

FAQs

Highlights the Steering Committee

Missing-

Honor roll information

Should there be a comparison of the current system and the new system? Here is the difference between the 2 systems. It might be helpful for parents.

We aimed for 1 page, down and dirty to be ready for next year

Question about the Latin Honors system. This was revised.

Are we using the conversion and averaging them with the proficiency?

What makes the most sense is to only recognize kids at the end of the year. It should be trending upwards. This is the only thing that makes sense.

Definitions are good but maybe we cut back on these

Too much information on one page even if they are familiar

Should tie together with the graduation requirements. Can we do a visual chart about what high school looks like in a proficiency system? We need to see that there are truly pathways to get to graduation.

Things on the back are what people will be interested in

Can we do a graphic? Here is what is the same for... What is the same and what is different

How does it affect each class should be highlighted so that folks can quickly see how it impacts them

What is somewhat the same

Is the purpose of this newsletter is to go out at the beginning of the year? If so maybe it does not outline student recognition (to go at a later date)

Others thought student recognition should be there

Comment about switching the student summary to the front and not the back. Another piece that is missing is Co-curricular participation.

You need to make note that those scores will be converted

Current sophomores think they will not be in the system which is not correct

How do you let those parents know that it will affect them in grade 12

Are we planning on a public forum before the year ends? No, we are looking to the fall.

Next steps:

Admissions rep would be helpful because we could have them talk about Merit Scholarships. It would also allow us to ask questions about dual enrollment.

Review final draft of the newsletter

Next Meeting: Tuesday, June 7, 2:30-4:00 p.m., rm 204, SPHS