

**COSA Seaside Conference
June 2015**

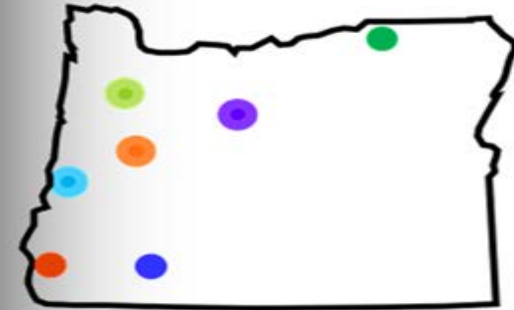
A close-up, warm-toned photograph of a compass rose serves as the background for the main text. The needle is visible, pointing towards the top of the frame. The numbers 11, 12, and 1 are partially visible on the compass face.

**What Would You Do?
7 Important Lessons BEC Demo Sites
Learned About Proficiency
Implementation**

2014-15 ODE Proficiency Initiative Grant

Improving Student Learning through Proficiency

**BEC-ODE
grant partnership**



Demonstration Sites

Madison MS

Madras HS

Sunset School

Talmadge MS

ESD Partners

InterMountain ESD

South Coast ESD

Southern Oregon ESD

7 Lessons from the Field

#1: It Works!

#2: Student Achievement

#3: Equity

#4: Professional Interaction/Collaboration

#5: Climate

#6: Support/Sustainability

#7: Lessons Learned/Read the Data

Biggest Discovery – It Works!



#2: Student Achievement



Grading system is secondary; classroom teaching and learning are primary.

#2: Student Achievement

Students can verbalize what they learned or need to learn to be successful.

Teachers know more about what students are learning and what they need to succeed.

Move students from retake mode to practice mode.

#3: Equity

PBTL is fairer to all students than a traditional model; however, students working significantly below grade level will need more interventions and support to reach grade level.



#3: Equity

I have increased creativity in formative and summative assessments.

Systems-level classroom opportunities for student voice are hard to understand, design and use.

Each teacher has pockets of expertise, but we all need to be trained in how to write quality assessments that reflect student voice/choice.

#4: Professional Interactions/Collaboration

Make sure your professional development structure reflects a system where teachers can learn from and with one another.



#4: Professional Interactions/Collaboration

Offer students chances to create cross-curricular assessments.

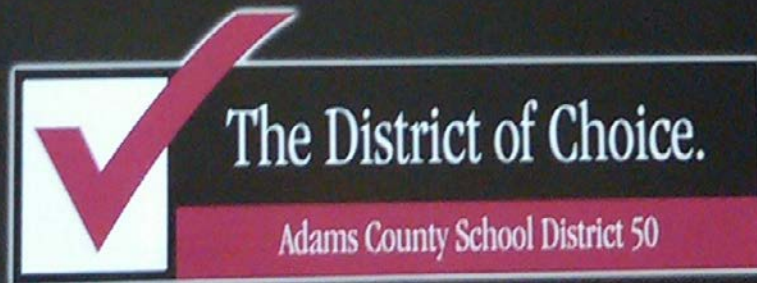
There is an intense debate about mastery vs. deadlines among staff.

We struggle with how to create higher levels of student ownership.

#5: Climate

Instead of being grouped by age, students are grouped in some subjects by what they know and are able to do. They move to the next level in each subject when they are ready. That means those who master skills quickly move forward, and those who need more help get it.

It's about learning — not about time.



Each student can achieve high levels of learning. The classroom and school climates are key to setting and supporting this goal. Ask ourselves: What are we doing to help each student succeed?

#5: Climate

Proficiency is not a system you can pick and choose to buy into; going halfway makes it harder. Each staff member has an important job to help students meet an expected level of knowledge and skills. Ask ourselves: How will we hold ourselves to a high level of accountability?



#6: Support/Sustainability

It is never too soon to engage all stakeholder groups; this is a cultural shift that is not familiar to them.



#6: SUPPORT/SUSTAINABILITY

Educate the parents about proficient being more than turning in assignments; teach them quality counts.

Quality reporting is important . Make it say what you want it to.

Make frequent/scheduled communication from teachers to stakeholders happen.

We need administrators in our trainings to “have our back” and know what questions to anticipate.

Establish creative lines of constant communication with all stakeholders.

#7: Data & Lessons Learned

Everyone has to be on board; pockets of exceptions play into the hands of students who have “checked out.”



#7: Data & Lessons Learned

There is no “part way” buy-in; it’s ***all or nothing*** because the pieces depend on one another.

Create culture that helps kids work to personally achieve; it’s not about just turning in work.



Find out about....

Classroom Practices	Student Skills
Learning targets are posted.	I am certain I can meet or exceed the standards in this class.
Standards are on my assignments and tests.	I understand the scoring guide for standards I am learning.
I have choices in what I know and can do in this class.	I am able to learn the material and skills as fast as I can and move on to the next set of standards as soon as I am ready.

**For questions, resources and
professional development**

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