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Talmadge Demographics	State Report Card Rating
<ul style="list-style-type: none"> 670 Students Grades 6 – 8 67% Eligible for Free & Reduced meals 51 % White, 42 % Hispanic, 7 % Other 14 % Special Education 16% English Language Learner 	<ul style="list-style-type: none"> 2013-2014 Level 4 2012-2013 Level 3 2011-2012 Satisfactory 2010-2011 Satisfactory

Need for Systemic Change

- Improve learning outcomes for all students.
- Engage Students in learning
- Move the control of learning from the teacher, to the student

Proficiency-Based Instruction, Assessment, and Reporting

- Research Base: Marzano, Guskey, O’Conner, Hattie
- Aligned with foundational questions driving PLCs
- Focus is continually on **what students need to know** – the Learning Targets, and where they stand in relation to those targets.
- Changes who is in control of learning – “Changes the conversation” for students from “how can I earn the points or get an A” to “how I can show you what I know” or “how can I get better at this specific skill.”
- The goal is for students to understand and take charge of their learning.
- What is the purpose of grading and reporting?

Talmadge Proficiency Practices Timeline

Talmadge Middle School Proficiency-Based Instructional Practices Timeline	2008-2010	<ul style="list-style-type: none"> Professional Learning Communities Established – Dufour’s 4 questions guide teams. Identification of Priority Standards by content Sequencing of Priority Standards Unwrapping standards to derive course Learning Targets Common formative and summative assessments Grade level team & content cross-grade alignment.
	2010-	<ul style="list-style-type: none"> Proficiency-Based Instruction & Grading Plan established with Site Council and School Instructional Staff. Proficiency components delineated with staff. PD - BEC Content Area Trainings.
	2011-2012	<ul style="list-style-type: none"> Proficiency-Based Instruction Tasks articulated Assessment and grading practices delineated. Course grade based on 75% academic proficiency assessment, 25% behavioral components. Proficiency communication guidelines articulated. No extra credit PD - BEC Content Area Trainings Teachers Pilot full proficiency-based grading.
	2012-2013	<ul style="list-style-type: none"> Utilized Jupiter Grades system to report proficiency for all instructional content. Proficiency levels reported on each learning target derived from state standards. Academic grades assessed, recorded and reported separately from behaviors/work habits. PD - BEC Content area trainings. PD: Common Assessment design and alignment. 5 point scale

2013-2014	<ul style="list-style-type: none"> ➤ Secondary schools moved to Pinnacle grade to align software and reporting system. ➤ Steps for proficiency PLC checklist ➤ Progress Reports/Report cards proficiency based: academic proficiency levels separated from behavior components; proficiency levels reported for content standard strands; ➤ Overall course grade derived from academic proficiency levels of content standards. ➤ 4 point Scale
2014-2015	<ul style="list-style-type: none"> ➤ Moved to Jumprope Grading Program after failure of Pinnacle system. ➤ Participation in State Grant with BEC to develop demonstration sites. ➤ PD Focus: Aligned Assessments, Rubric development for each learning target, performance task development. ➤ Focus: fidelity to proficiency practices.
2015-2016	<ul style="list-style-type: none"> ➤ Vertical alignment with high school: practices, content area Priority Standards & Learning Targets, learning progression reporting practices. ➤ Focus: fidelity to proficiency-based instruction, assessment, and reporting best practices. ➤ Personalizing learning for students.

Challenges

For Administrators & Leaders:

- Second Order Change (Marzano): "second-order" change is when it is not obvious how it will make things better, it requires people to learn new approaches, or it conflicts with prevailing values and norms. This type of change can disrupt people's sense of well-being and the co-operation and cohesion of the school community. They may confront and challenge expertise and competencies and throw people into states of "conscious incompetence".
- On-Going Professional Development: for leadership and teachers.
- Communication with stakeholders
- Monitoring alignment & fidelity of best practice
- Designing a building level system of interventions that are timely, targeted, and compulsory.
- Moving forward as the only building in the district.
- Recording and Reporting Software

For Teachers:

- TIME: to implement proficiency essential practices; unwrapping standards to create Learning Targets; designing aligned assessments; creating rubrics; designing align and differentiated instruction; communicating learning progress.
- Long held views on grading challenged: grading behaviors separately – late work, participation, homework.
- Designing rubrics and systems to track and record academic behaviors: Career Related Learning Skills.
- Creating multiple opportunities for students to demonstrate knowledge.
- Designing and accommodating opportunities for students to receive further instruction and re-assessment.
- Learning new grading programs and adapting them to align with proficiency practices.
- Differing levels of commitment to proficiency changes in PLC teams.