

**Bethel Proficiency Purpose Statement:** *To support the success of all students, Bethel is implementing an aligned proficiency-based model of teaching and learning so that students meet all skills and knowledge requirements of their grade level or course standards.*

The Three Pillars of Education	The Proficiency-Based Model Classroom
<p><b>Curriculum</b> What do we teach?</p>	<ul style="list-style-type: none"> <li>▪ Instruction is based on a rigorous curriculum driven by adopted State Standards grounded both on content knowledge and literacy skills.</li> <li>▪ Teacher utilizes the textbook and other materials as <b>resources</b> to meet State and National Standards.</li> <li>▪ The district establishes a K-12 aligned Scope and Sequence of <b>Power Standards</b> and <b>Learning Targets</b> to help prepare students for a post-secondary career or education.</li> <li>▪ <b>Learning Targets</b>, also known as lesson goals and objectives, are clearly defined, linked to standards and posted in classrooms. They identify what the student knows and is able to do relative to the standard, stated in “I can” statements.</li> </ul>
<p><b>Assessments</b> How do we know students have learned the content and acquired the necessary skills to be successful as they advance to the next level? How do we report student’s learning?</p>	<ul style="list-style-type: none"> <li>▪ Students are expected to apply newly acquired knowledge to relevant and real-world scenarios.</li> <li>▪ In tests and quizzes, students demonstrate their <i>knowledge and skills</i> of grade level standards.</li> <li>▪ Higher order thinking (critical thinking) questions are provided as part of the assessment.</li> <li>▪ Student’s grade is not an “average” of points accumulated throughout the course or a year.</li> <li>▪ Student’s learning is reported based on their level of proficiency in each grade level Power Standard and/or Learning Target.</li> </ul>
<p><b>Instruction</b> How we teach? What do we do when the student has or has not learned the material or acquired the necessary skills?</p>	<ul style="list-style-type: none"> <li>▪ Pacing of instruction is based on students’ learning, adjusting to meet the needs of those not yet meeting the standards and those exceeding the standards.</li> <li>▪ Teacher “facilitates” instruction, the coach on the side, not the sage on the stage.</li> <li>▪ Teachers rely on students’ previous knowledge</li> </ul>

**District Mission Statement**

*Develop and operate an aligned K-12 system designed to ensure that all students graduate from high school prepared to continue their education or enter the work force.*