



BETHEL

SCHOOL DISTRICT

*Together we will reach, teach and
inspire each student to excellence*

Our Journey
towards an
Aligned
Proficiency Model

Bethel's Proficiency Journey

Power Standard

- Develop an understanding of Bethel's journey to implementing an aligned Proficiency model for their 6-12 schools

Learning Targets

- I can describe the three Cs of Bethel's strategic plan to improve their communication with all stake holders
 1. Common Message
 2. Curriculum Alignment
 3. Continuous Improvement

Improving Teaching and Learning



Common Message

- Bethel's Proficiency Manual
- A Proficiency Brochure
- A Common Parent Letter



Curriculum Alignment

- Math
- Science
- ELA
- Social Studies

Continuous Improvement

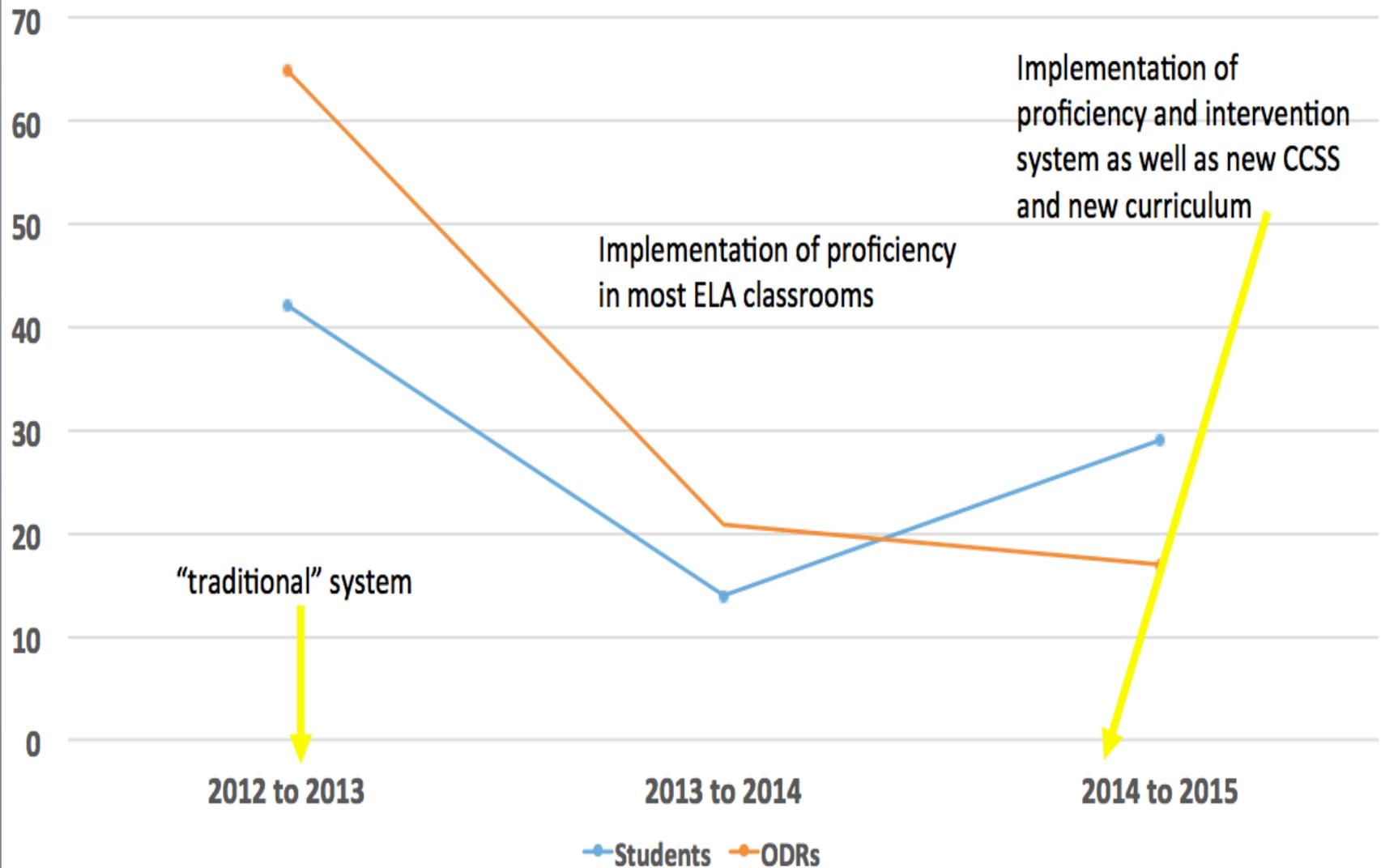
- Re-introducing Proficiency Practices - Why Proficiency?
- 10 Steps Toward Proficiency
- The Proficiency-Based Classroom
- Teacher Input

Focused Conversation

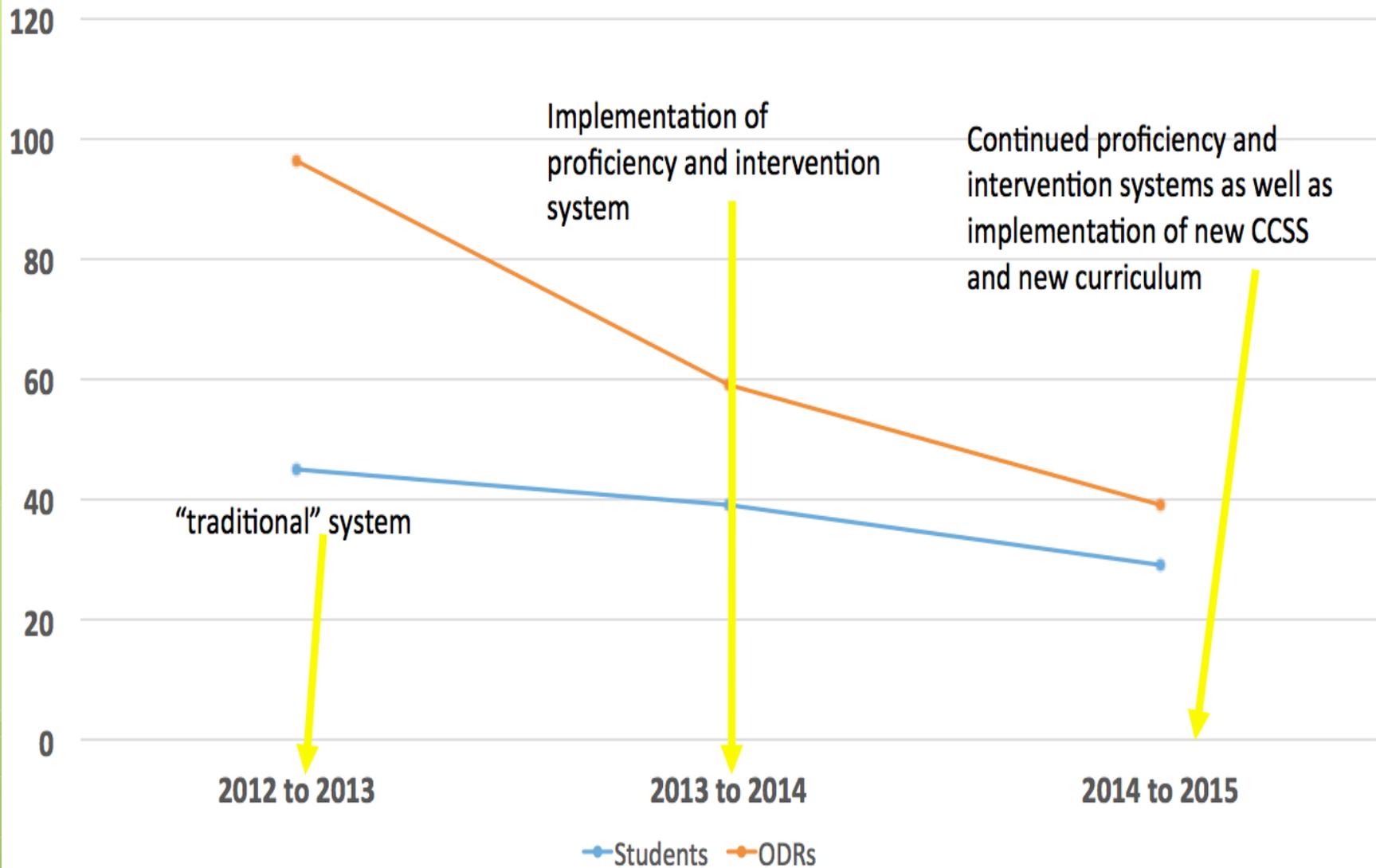
Break out into small groups

1. Common Message (Carlos and Dana)
2. Curriculum Alignment (Jill and Brady)
3. Continuous Improvement (Natalie)

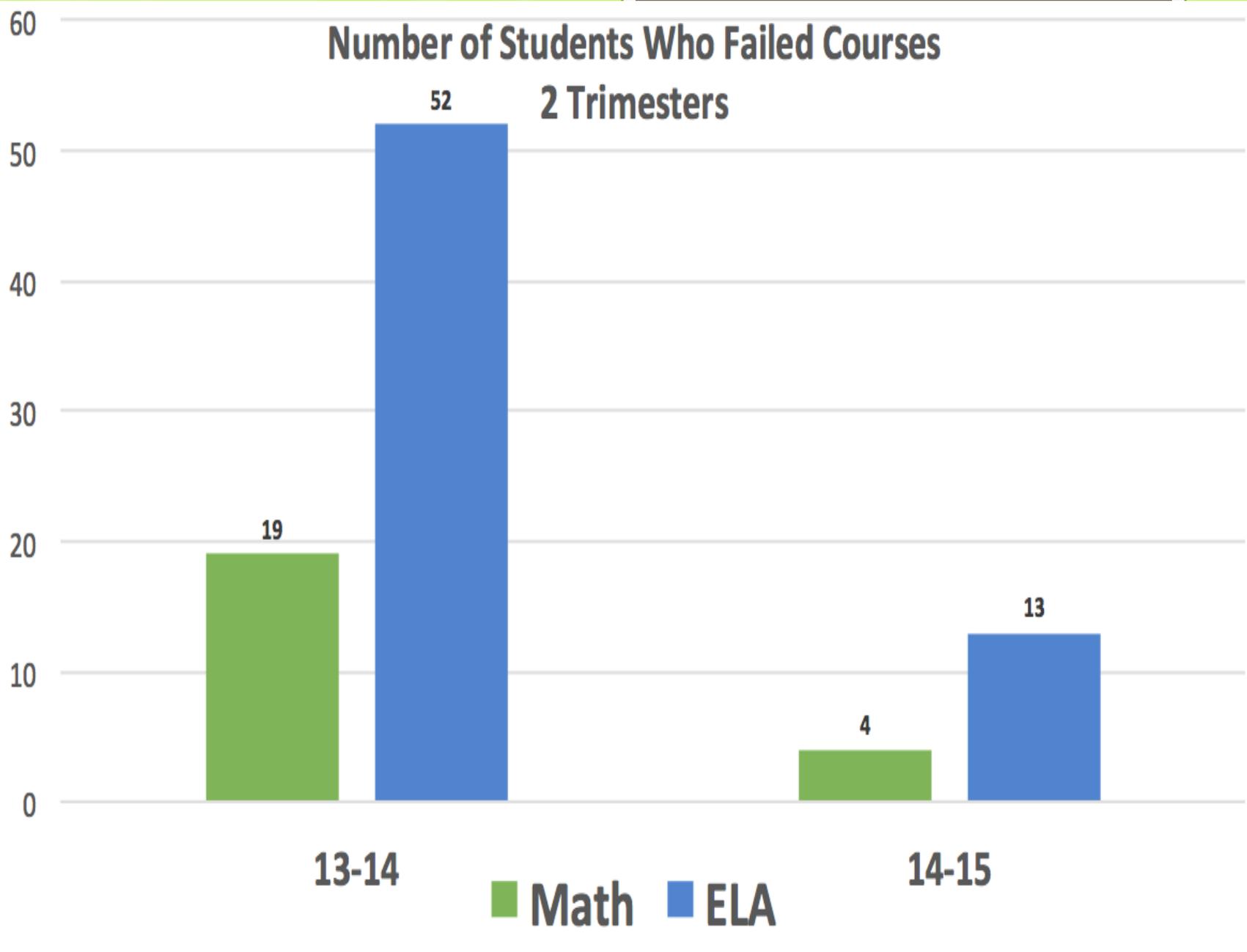
Referrals from ELA Classes



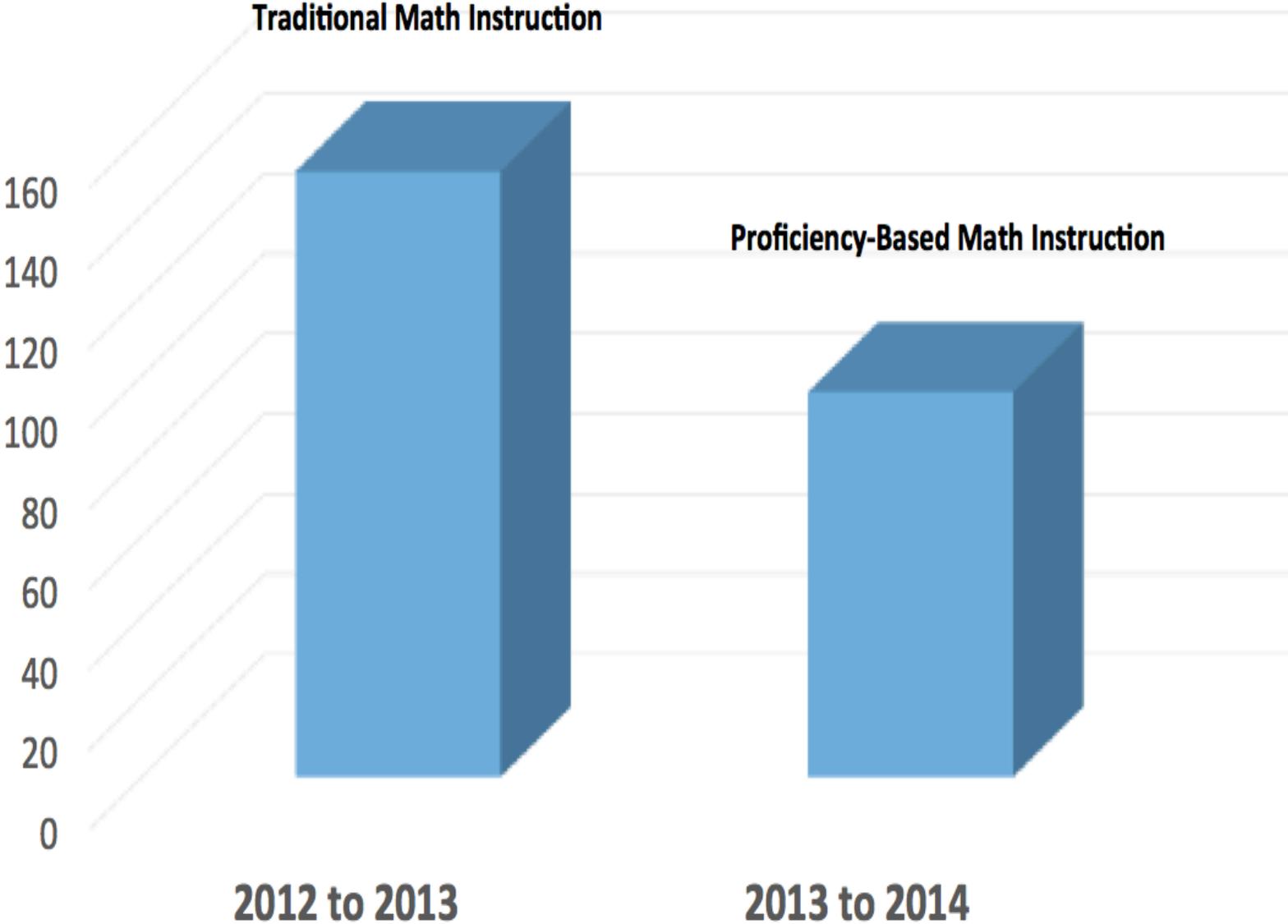
Referrals from Math Classes



Number of Students Who Failed Courses 2 Trimesters



Between Cohorts: ODRs Earned By 8th Grade Students



WITHIN COHORT (7TH TO 8TH GRADE): STUDENT MEETING OR EXCEEDING STANDARDS

Proficiency- Based Math Instruction

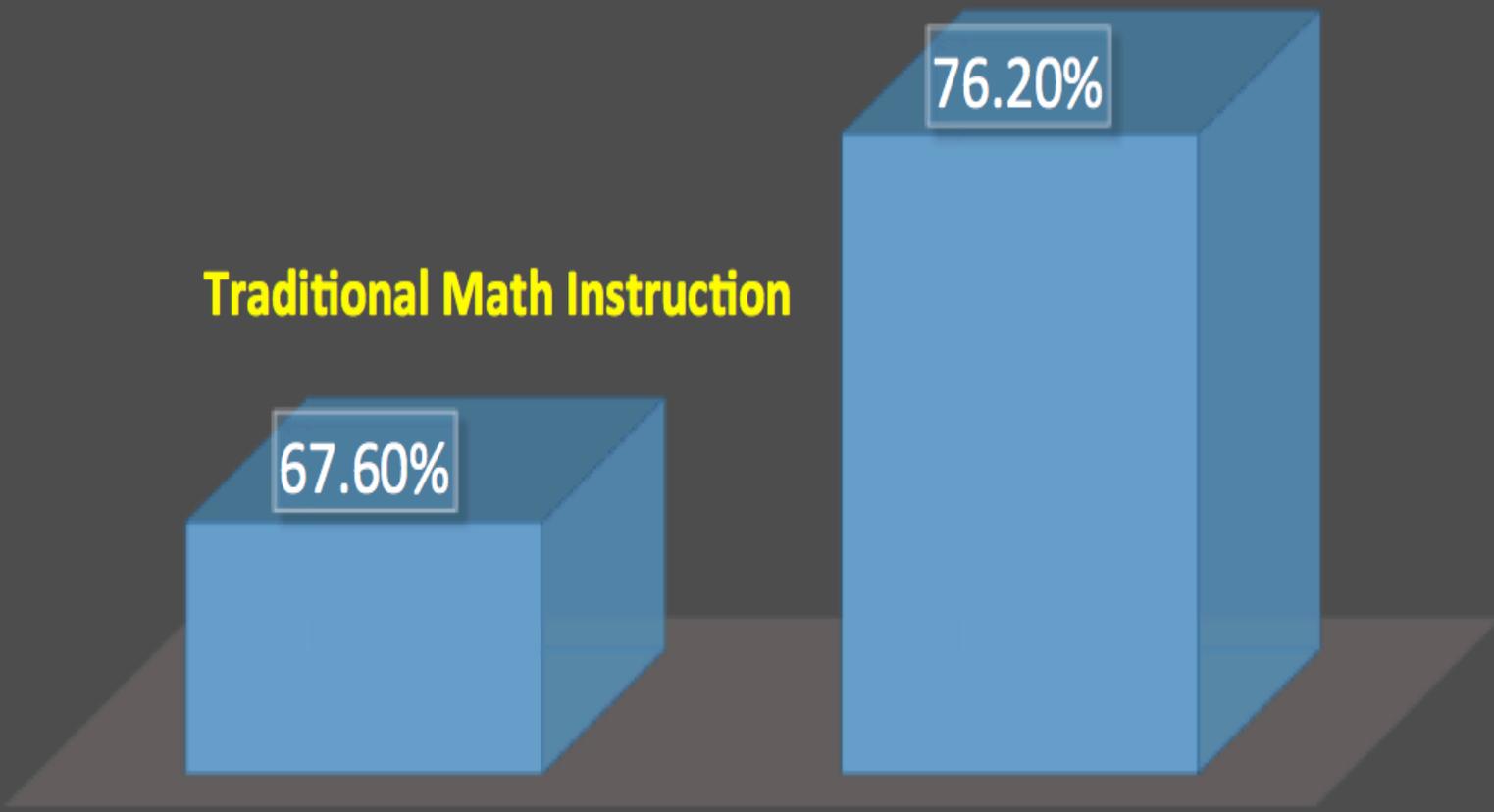
76.20%

Traditional Math Instruction

67.60%

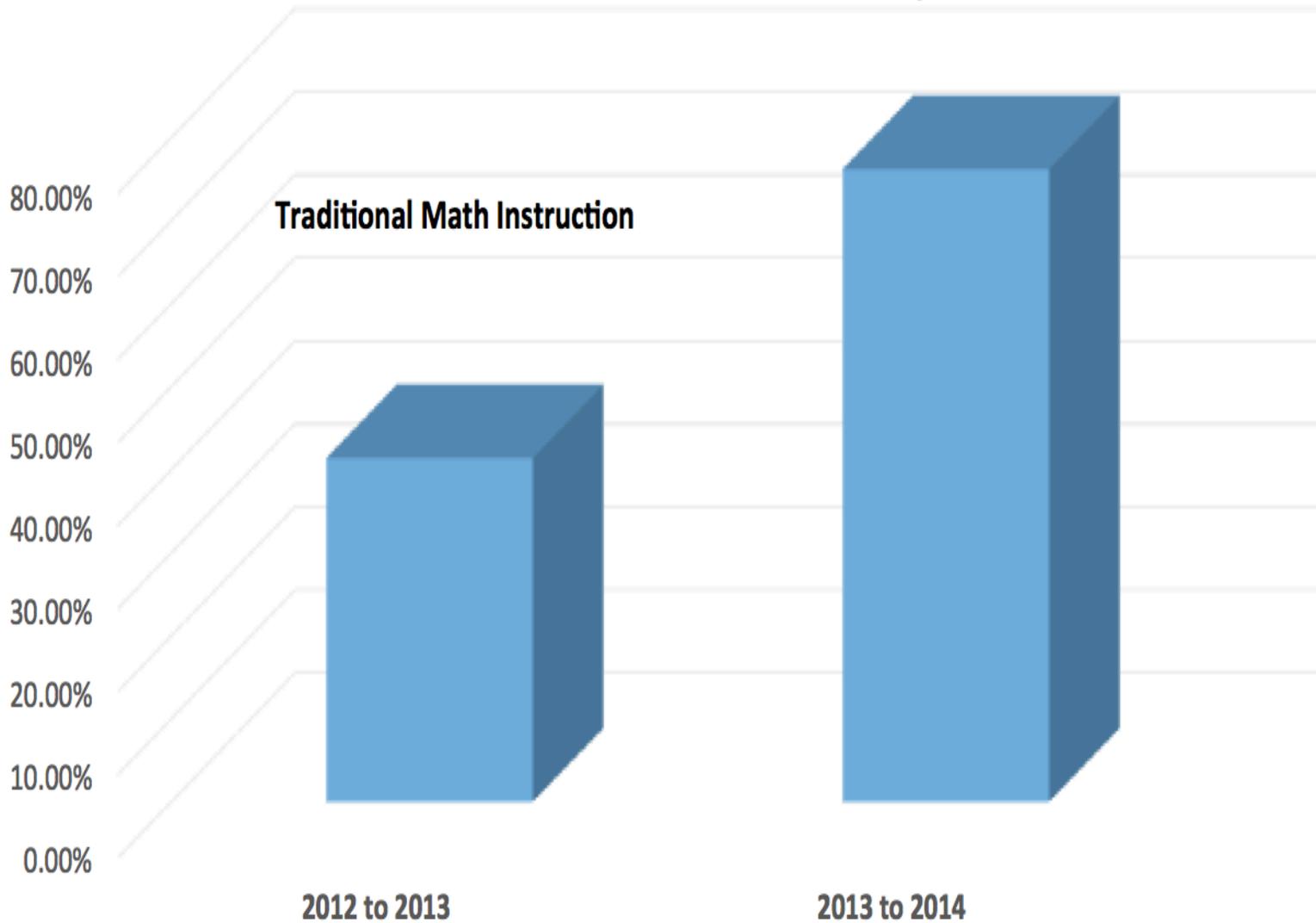
2012 to 2013

2013 to 2014



Between Cohorts: 8th Grade Students Meeting/Exceeding Standards in Math

Proficiency-Based Math Instruction



Teacher Input

Action Team	Example Work Topics
<p>Student Motivation and Engagement</p> <p>Lenore Woods Amanda Sasaki Kee <u>Zublin</u> Debi <u>Bostwick</u> Eric Wright</p>	<ul style="list-style-type: none"> ▪ Establish a clear routine and policy for allowing re-proofing ▪ Reframe the idea of “work ethic” around student learning and engagement ▪ Communicate the purpose of practice work ▪ Explore the implications of turning in late work with a proficiency model
<p>Re-teaching and Re-proofing</p> <p>Jill R-W Natalie Oliver Kelly Leguizamon Erika Case</p>	<ul style="list-style-type: none"> ▪ Schedules that accommodate intervention and reproofing ▪ Teachers/staff with skills and time to conduct intervention ▪ Materials for reproofing ▪ Workload expectations for teachers for reproofing ▪ Space and time for reproofing ▪ Support for in-class intervention models
<p>Grading Scale and Grade book</p> <p>Brady <u>Cottle</u> Jill R-W Kelly Leguizamon Val <u>Michalenko</u> Sebastian Bolden Debi <u>Bostwick</u></p>	<ul style="list-style-type: none"> ▪ Address the process for entering grades and proofs ▪ Explore a 4 point scale instead of 5 (based on curriculum and ease of grading) ▪ Hide percentage and grade letter from view in the gradebook ▪ Explore alternative ways to show a reproof in the gradebook ▪ Explore how to excuse students and enter new students’ incoming grade ▪ Recommend reorganization of Power Standards shown on report cards by trimester

Create Capacity for Teacher Leadership

What is **Adaptive Leadership**?

Adaptive leaders mobilize people to tackle tough challenges and thrive.¹ Adaptive leadership creates a strong alignment with living systems theory:

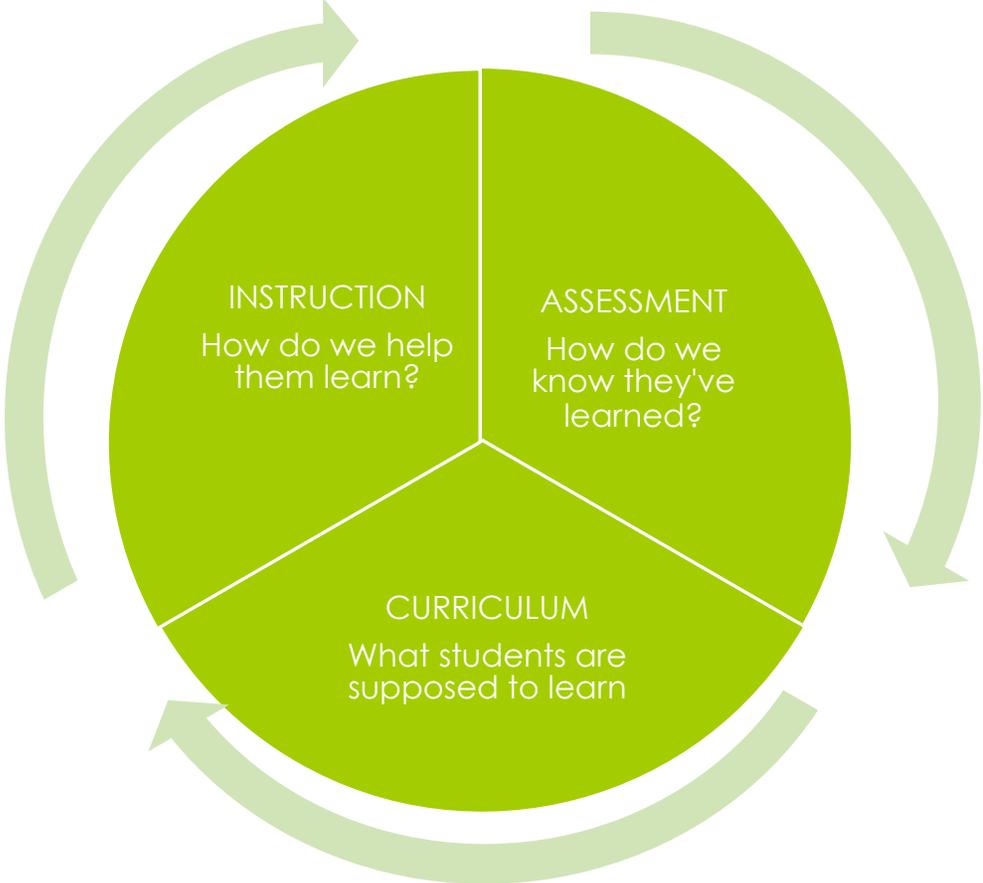
- *Embraces change that enables the capacity to thrive*
- *Builds upon the past rather than jettisons it*
- *Adapts through experimentation*
- *Relies on diversity of talent and thought*
- *Displaces and rearranges the old order*
- *Understands that adaptation takes time*

¹Heifetz, R., Linsky, M., Grashow, A. (2009). *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Cambridge Leadership Associates.]

Addressing Information and Knowledge Gap

- Professional development opportunities for teachers new to proficiency or new to the teaching profession
- A systemic approach – consistent implementation of agreements in every building
- A common aligned curriculum (both horizontal and vertical alignment)
- Common assessments
- High impact Instructional strategies that lead to active student engagement
- Common approach to reporting students progress in a new system – 5 point scale at the middle level and back to percentages at the high school
- **Student data system that facilitates reporting students progress in a Standards-based system, Power Standards and Learning Targets**

Elevating the Essentials to Improve Student Learning



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