



SCHOOL DISTRICT

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

## Our Journey towards an Aligned Proficiency Model

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# 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

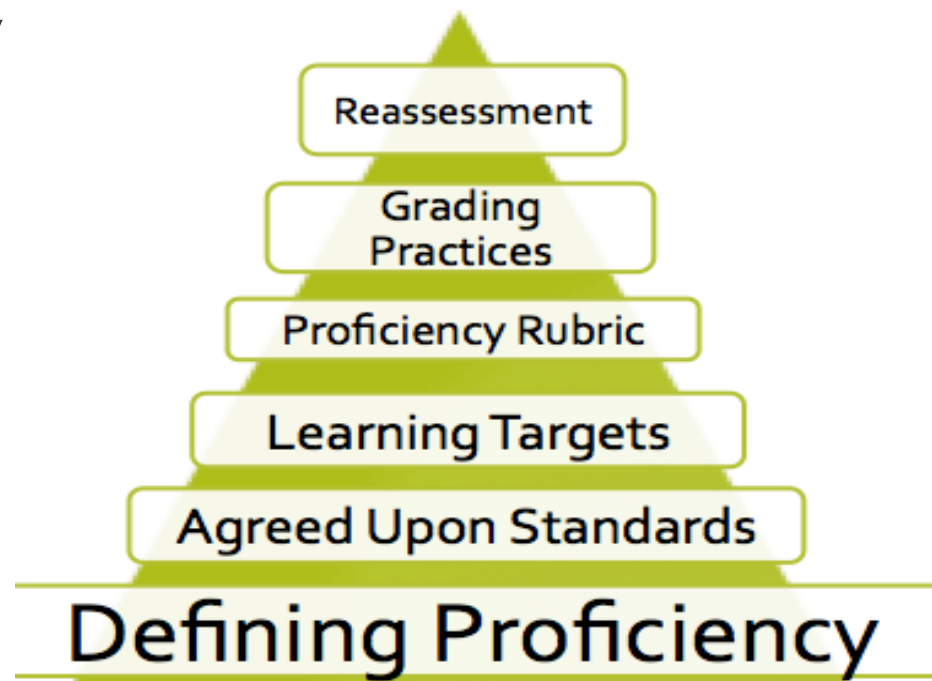
- I can describe the three Cs of Bethel's strategic plan to improve their communication with all stake holders
  1. Common Message
  2. Curriculum Alignment
  3. Continuous Improvement

# 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

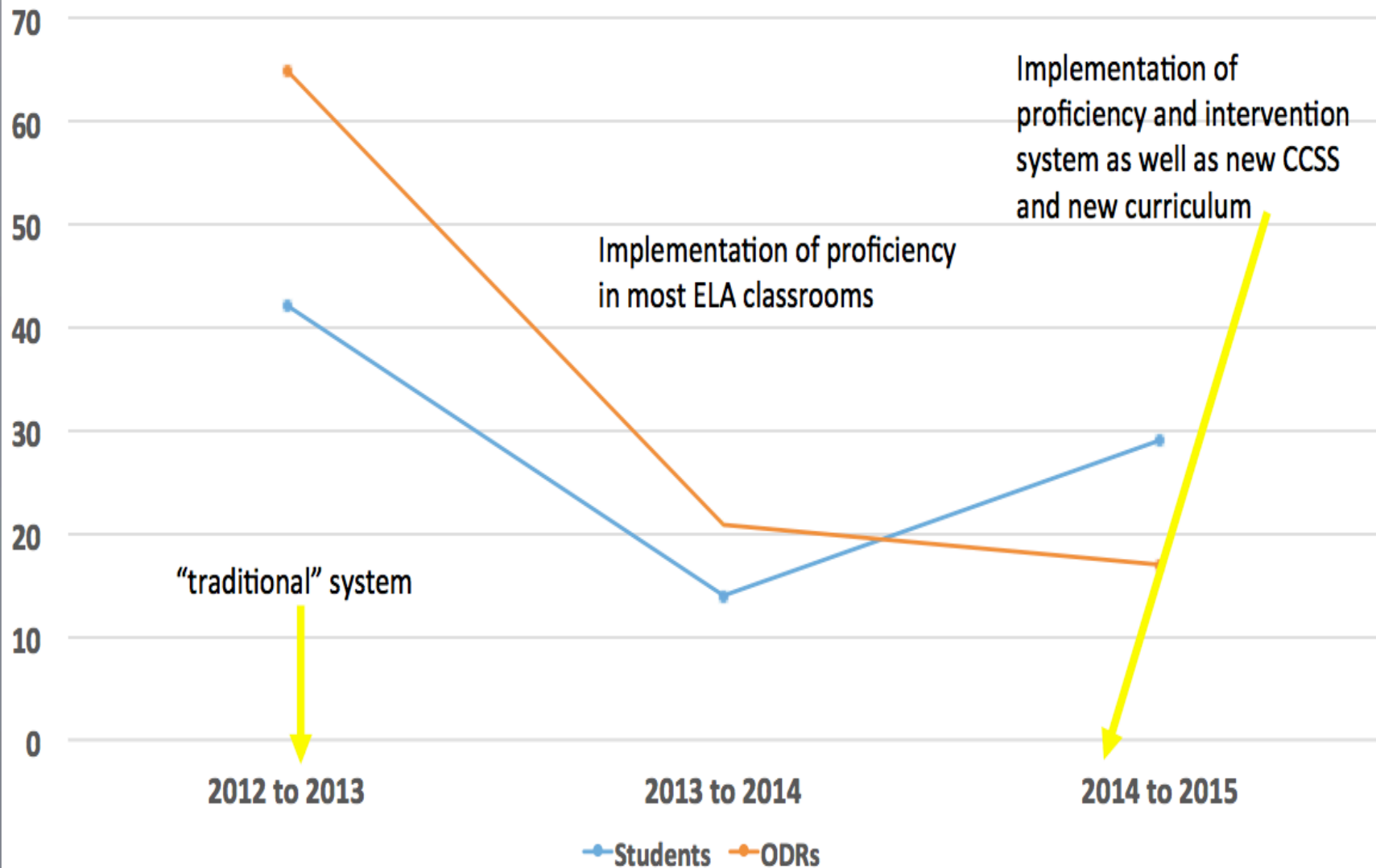
- Re-introducing Proficiency Practices - Why Proficiency?
- 10 Steps Toward Proficiency
- The Proficiency-Based Classroom
- Teacher Input

# Focused Conversation

Break out into small groups

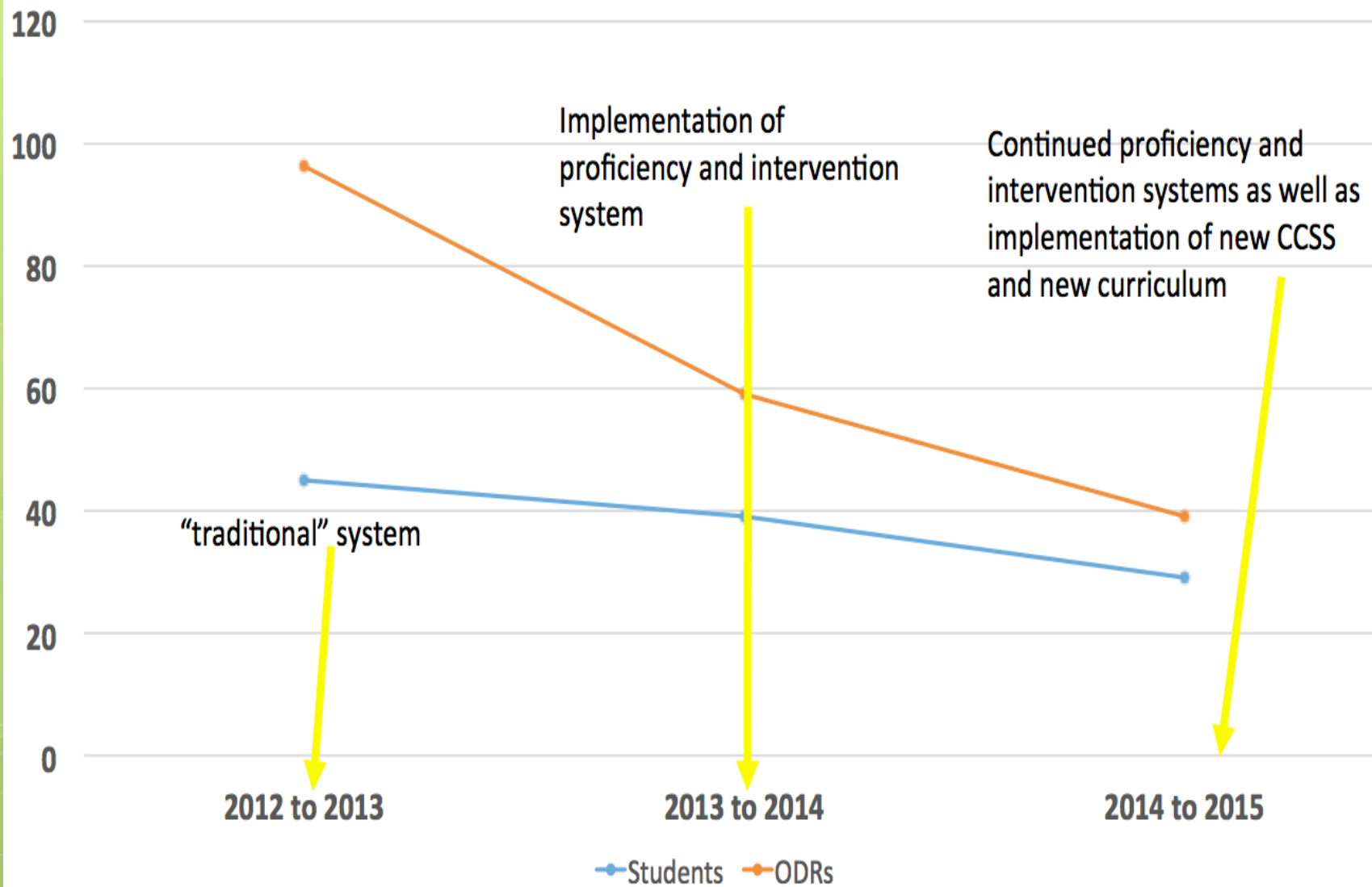
1. Common Message (Carlos and Dana)
2. Curriculum Alignment (Jill and Brady)
3. Continuous Improvement (Natalie)

# Referrals from ELA Classes

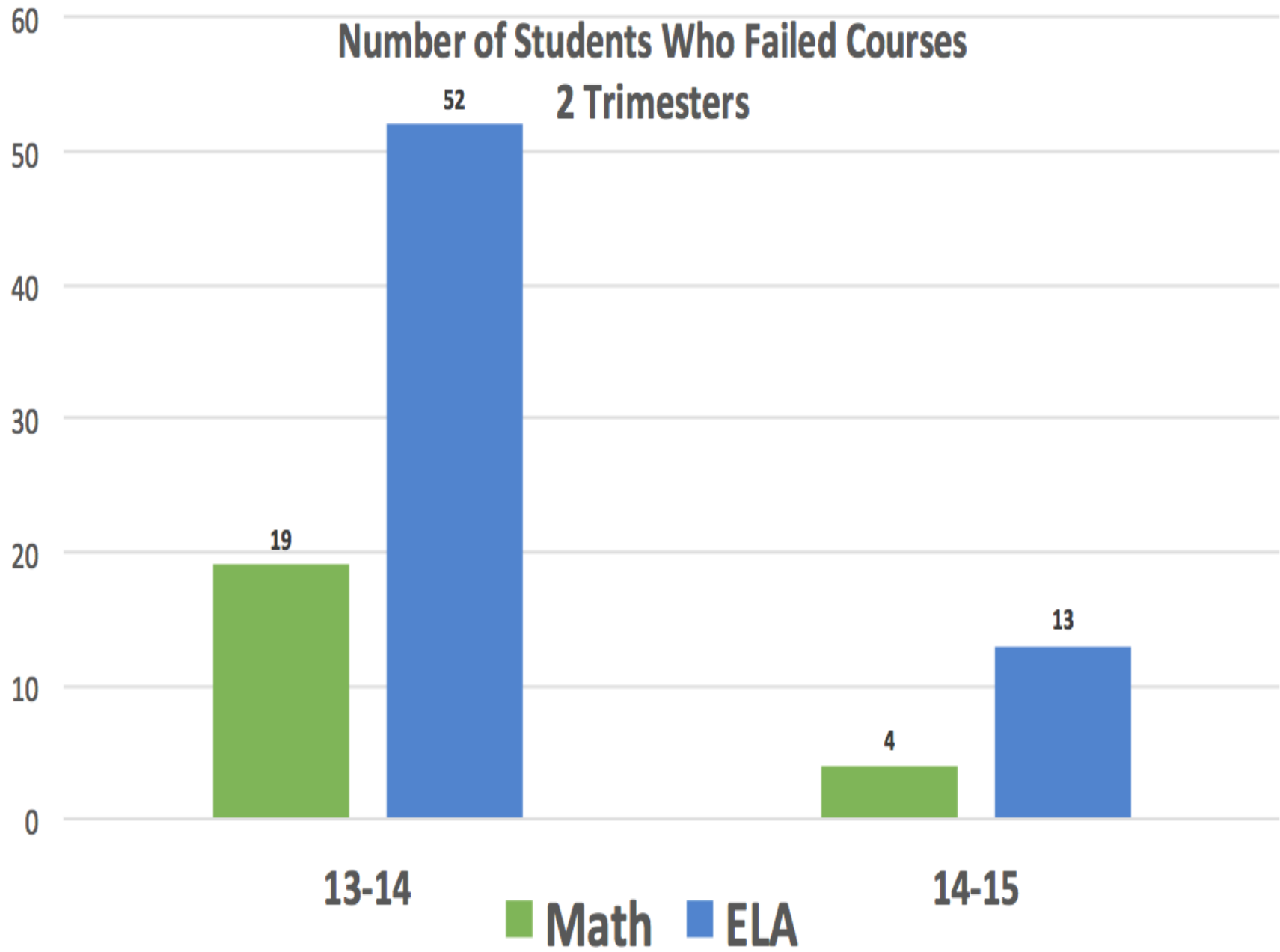




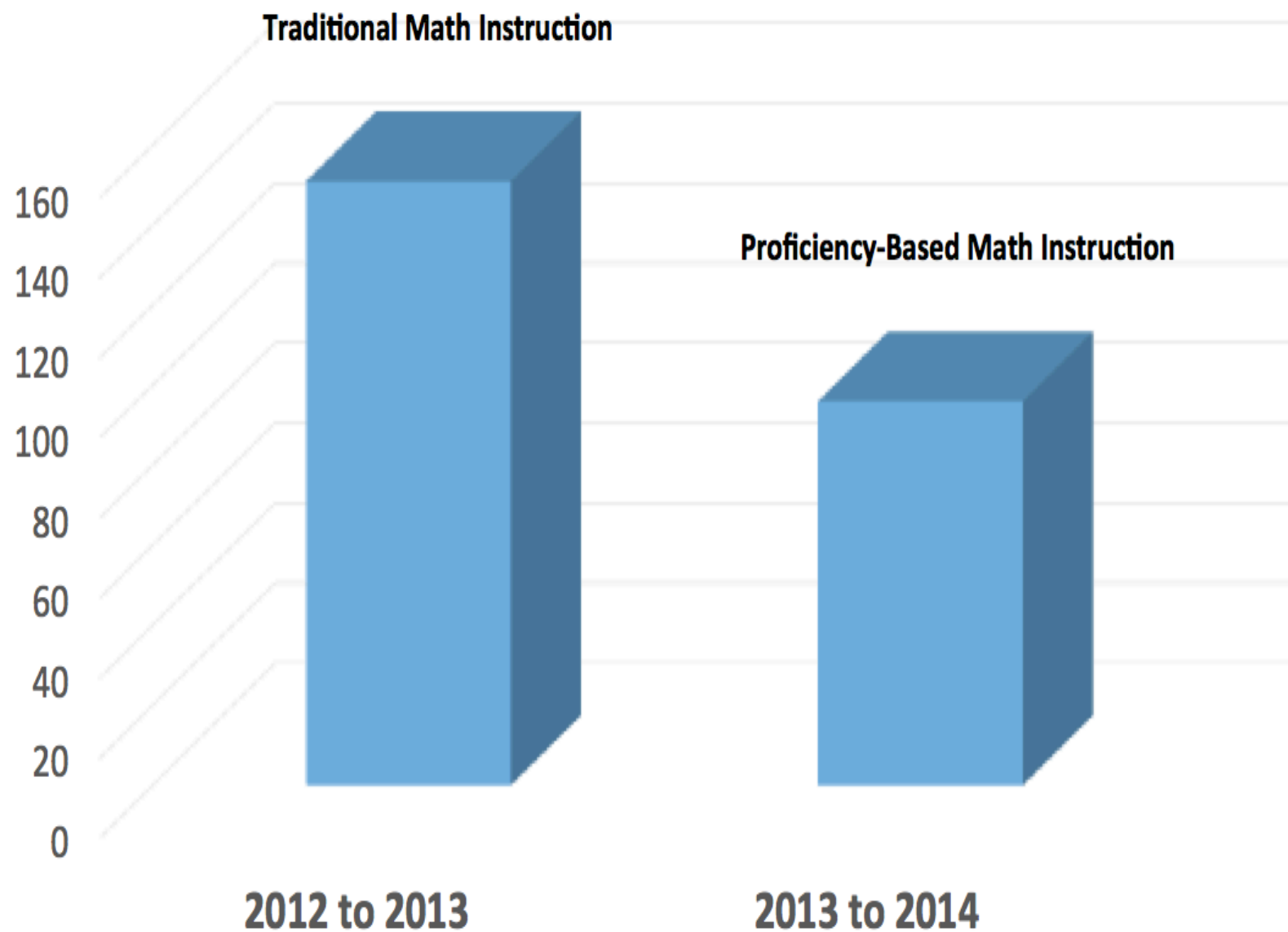
# Referrals from Math Classes



## 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**

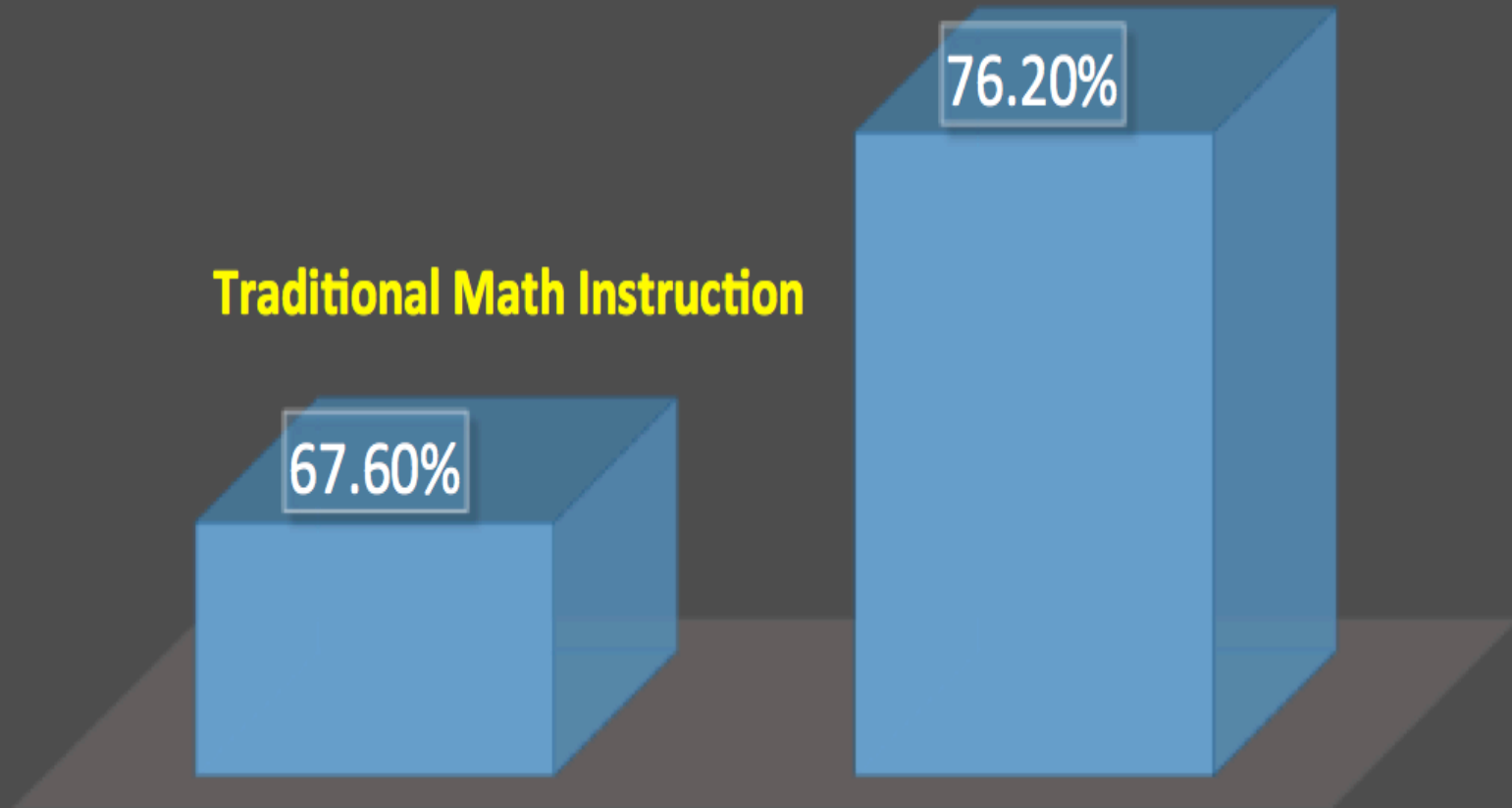
76.20%

**Traditional Math Instruction**

67.60%

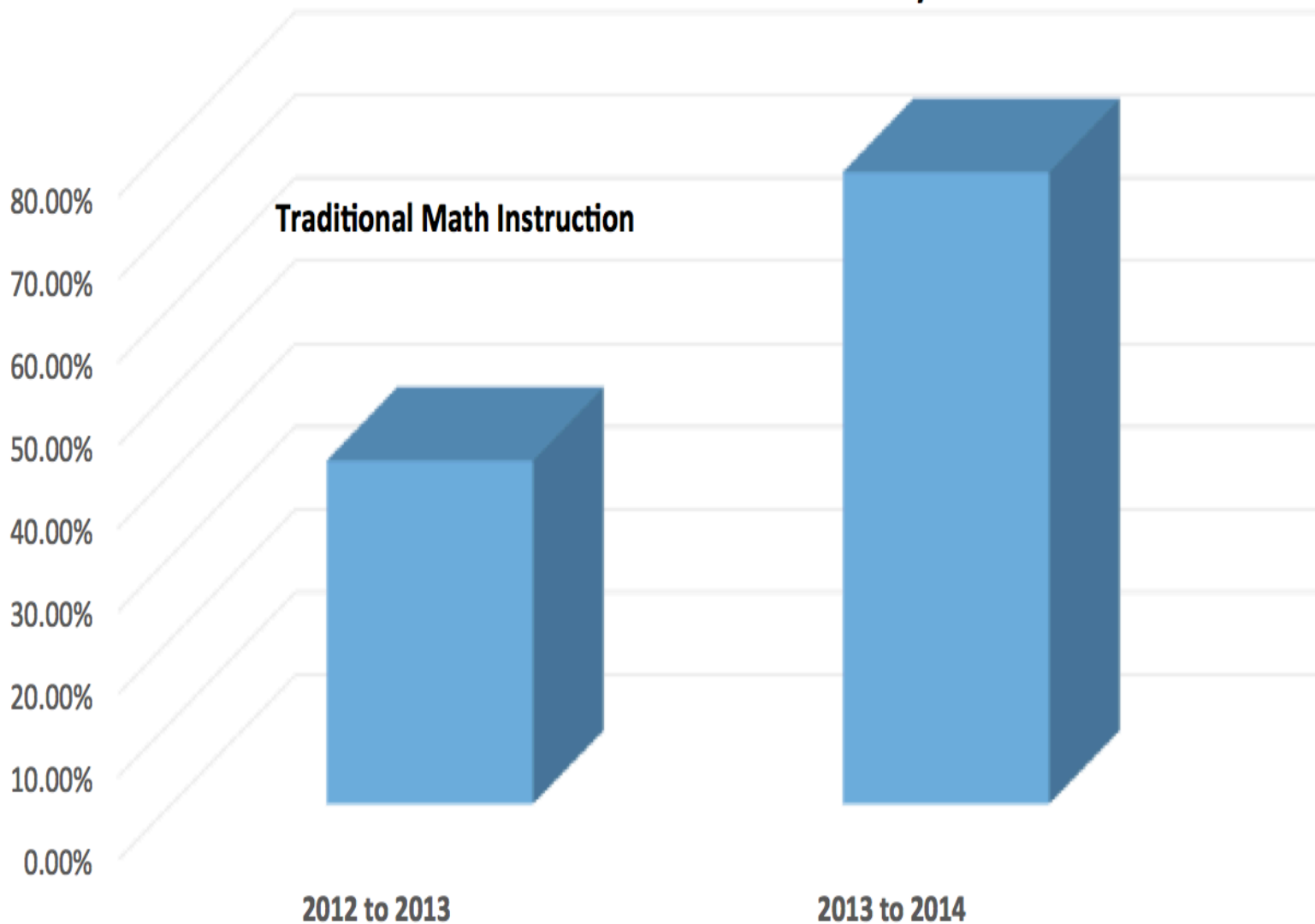
2012 to 2013

2013 to 2014



## Between Cohorts: 8<sup>th</sup> Grade Students Meeting/Exceeding Standards in Math

Proficiency-Based Math Instruction



# Teacher Input

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

# Create Capacity for Teacher Leadership

What is **Adaptive Leadership**?

Adaptive leaders mobilize people to tackle tough challenges and thrive.<sup>1</sup> 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*

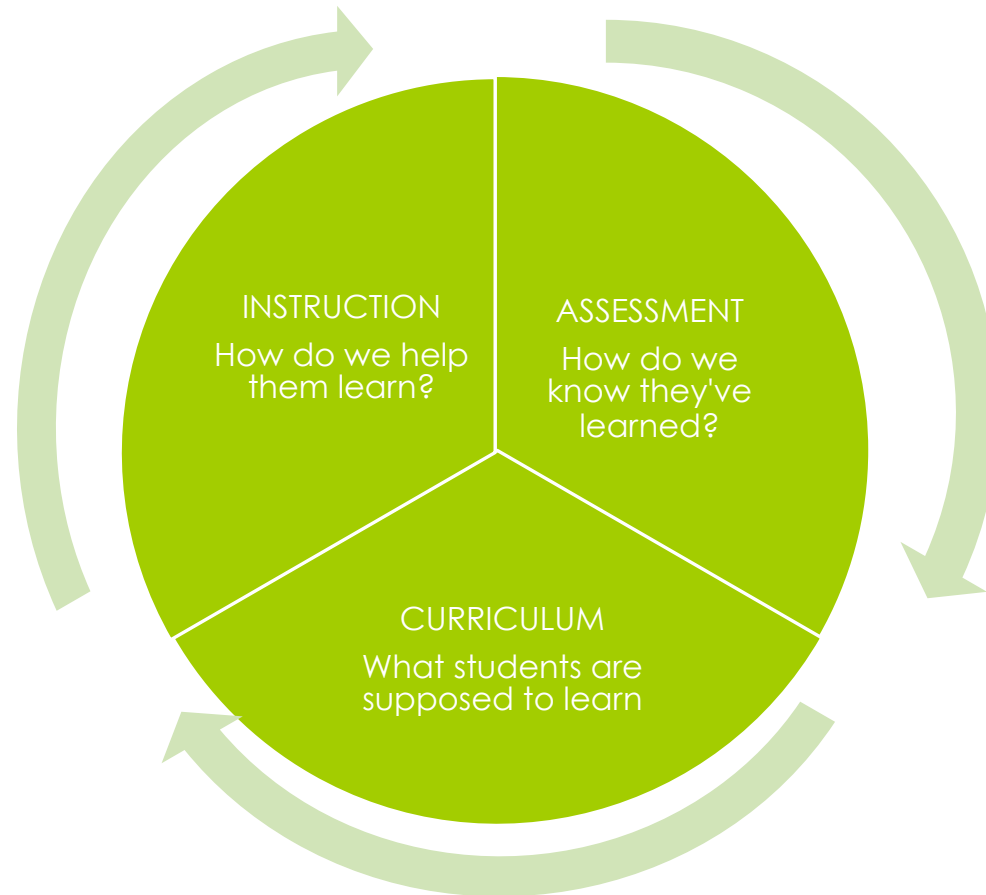
<sup>1</sup>Heifetz, R., Linsky, M., Grashow, A. (2009). *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Cambridge Leadership Associates.]

## 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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