Sherwood School District

OVERCOMING OBSTACLES TO IMPLEMENTING PROFICIENCY

MARCH 7, 2014

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Running a Collaborative, Teacher-Driven Process

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Proficiency History

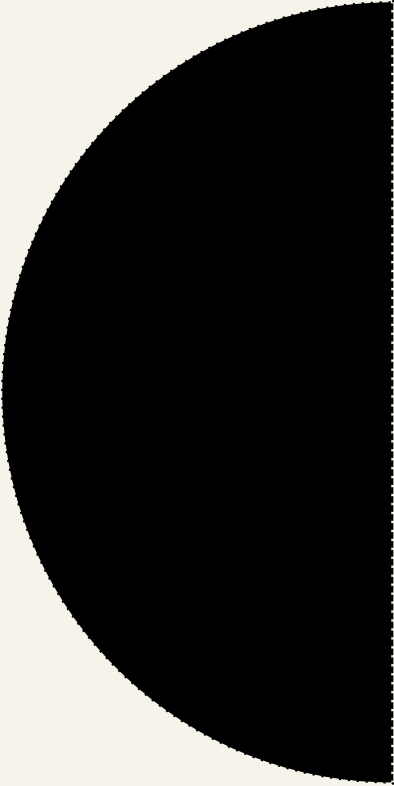|	
2009-12	• Began as grassroots pilots • The district supported these pilots
Spring 2012	• Proficiency announced as an official district initiative • First district-wide training
Spring 2012 through fall 2013	• Professional development on proficiency
Fall 2013	• District-wide proficiency implementation

Early Pilots - What Went Well

- Generative period of time

- Buy-in from staff as they owned it

- Success led to interest from other staff

- Small proficiency movement grew

Teachers developed a wide variety of...

- Rubrics
- Assessment practices
- Grade reporting
- Definitions of student proficiency

Communication Breakdown

Without consistent practices

- Parents were confused
- Students generally understood
- Misunderstandings between school levels
- Frustration and pushback

Need for Consistency

Chose 18 'Early Adopters' of proficiency

- Leaders
- Influencers
- Collaborators
- Diverse practitioners
- Outstanding teachers

Develop consistent guidelines for implementation

- Common rubric formats and verbiage
- Method for converting to letter grades
- Retakes and multiple opportunities guidelines
- Definition of student proficiency
- Guidelines for weighting of grades
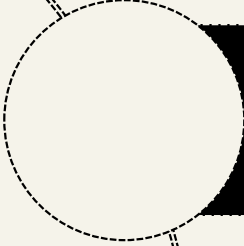
The Second Pilot -- Early Adopters

All Early Adopters agreed to...

- Develop implementation agreements
- Pilot the agreements with fidelity
- Meet three times to refine, adjust, and reflect
- Provide professional development to colleagues in 2012-13 school year

Outcomes

District-wide agreements for proficiency implementation

Group of resident experts in each school

A grassroots model developed by Sherwood teachers and administrators

Lessons Learned

- Grassroots process leads to inconsistency

- That leads to confusion and pushback

- And it's worth it; ultimately leads to a better model

- Leads to buy-in from staff

- Communicate early and often

Common Assessments

Critical to have a common understanding of proficiency for each course

Used PLC time, Collaboration Grant, and other PD funds to develop common assessments
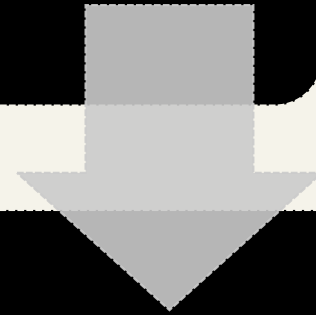
In Hindsight

- Over communicate to teachers, parents, and students
  - We did not communicate enough with our students
- Messy is OK at first
- Later, Early Adopters should pilot with consistency
  - Other teachers should pilot using the same guidelines
- Launch in the spring for fall implementation
  - Summer is too late to do the work

Team Time

Questions?

Converting Proficiency-Based Assessments into Letter Grades

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Converting to Letter Grades

Chose not to develop standards-based report cards for secondary

- Shrink the change for teachers
- Shrink the change for parents
- Remain focused on instruction and assessment practices

Sought a system that used...

- Letter grades
- Traditional 0 - 100% model

The Simple Solution

A = Exceeding

B = Proficient

C = Progressing

D = Emerging

F = Insufficient Evidence

Sherwood School District – Secondary Proficiency Rubric

Category Label	Synergy Reporting*	Generalized Definition	Generalized Example**
Exceeding	90 – 100%	Meets all of the requirements of the grade level standard and can demonstrate understanding at a higher level of rigor based on Blooms Taxonomy.	To exceed the standard students might be required to JUSTIFY (Evaluate)** an idea, DEFEND (Evaluate)** a particular point of view or DEVELOP an alternate solution (Create)**
Proficient	80 – 89%	Meets all of the requirements and demonstrates all of the knowledge and skills of the grade level standard at the appropriate level of rigor.	Standard requires students to COMPARE and CONTRAST (Analyze)** multiple viewpoints or concepts embedded in the standard
Progressing	70 – 79%	Meets the most basic elements of a given standard, but not all knowledge and skills embedded in the standard are demonstrated. Demonstrates the essential knowledge and skills required. Cannot demonstrate level of rigor called for by verb in the standard	Student can EXPLAIN (Understand)** essential information or concepts in the standard, but is unable to apply or analyze the information
Emerging	60 – 69%	Meets a few elements of a given grade level standard, but many required elements are missing and limited understanding demonstrated	Student can IDENTIFY (Remember)** essential information in the standard from a list or multiple choice assessment
Insufficient Evidence	0 – 59% depending on level of understanding	Student completed the assessment, but little, if any evidence of learning relative to the standard is shown	Student is unable to identify, explain, or demonstrate knowledge and skills
No Attempt Made	Blank in Gradebook	Student did not complete the given assessment	

*Scores show potential range of values for each level of proficiency based on student performance.

**From Revised Bloom's Taxonomy
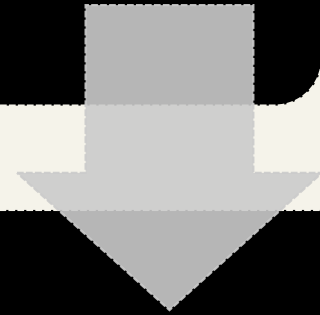
HB 2220 Compliance

Loaded all standards into Synergy

Teachers connect each assessment to a standard

Piloting a report that reports progress on each standard

Team Time

Questions?

Ongoing Challenges and Resources

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Continuing Challenges

- Defining and quantifying sufficiency
- Consistent gradebook categories
- Timebound vs. learning bound
- 10-80-10 Rule
- Potential changes to HB2220

HB 4150

Revamps HB 2220

Changes requirements for reporting and proficiency

Requires a council of teachers to determine proficiency implementation

Early adopters are our council

Web Resources

Google "Sherwood Proficiency Resources"

Compilation of the best resources we have found

Beg, borrow, and steal

Best Introductory Read

- 2008 *Education Leadership: Seven Reasons for Standards-Based Grading*
- Google "Educational Leadership seven reasons for standards based grading" to find it
- Article is posted on our webpage
- Air tight, teacher-authored article on proficiency

Questions?

Thank You!