





Introductions

<p>Lana Brown Assistant Superintendent, Lindsay Unified School District</p>	<p>Rebecca Midles Performance Based Systems Specialist, Lindsay School District</p>
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People Learn in Different Ways and Different Times



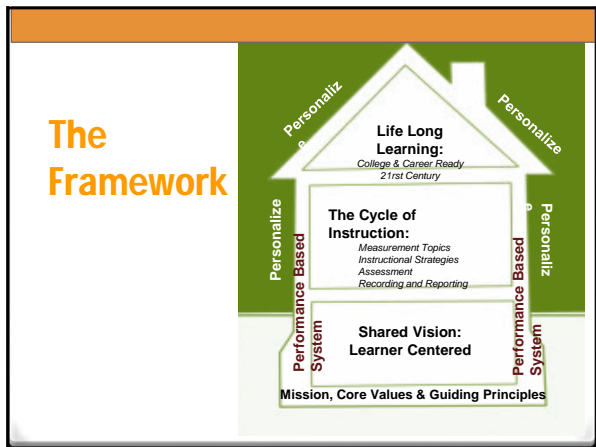
Our Strategic Design



Everyday, Lindsay learners come to school and **are met** at their developmental learning level; they are **challenged**, they are successful and they leave school **wanting to return tomorrow.**

Performance Based Education is an innovative learner-centered approach to learning





Key Components

LUSD Performance-Based System (PBS)

- Guaranteed and Viable Curriculum fully aligned to CCSS
- Aligned and Comprehensive Assessment System
 - ◆ 0-4 Scoring Scale that measure learning
 - ◆ No A-F grades
 - ◆ No averaging
 - ◆ No zero's
 - ◆ Separate academic and non-academic grades
- Electronic Assessments and automated Scoring and Reporting System
- Strategic Use of Data



What Does It Take?

1. Empowered learners, parents, learning facilitators, leaders
2. Remove weight bearing walls (grading, grouping, movement, proficiency)
3. Learner-centered decision-making and Learner-centered leadership





Transforming to a Learning Culture

- Honoring the basic principle that **people learn in different ways and different time frames.**
- Admitting the fact that too many adults have a high school diploma that has not academically or personally prepared them to **effectively contribute to our society.**
- Traditional systems create **unmotivated learners** (ownership and relevance)
- Allowing learner to progress without demonstrating competency creates **gaps in their learning** that will eventually catch up to them.



Transforming Learning


<p>Time-Based learning</p> <ul style="list-style-type: none"> • Movement based on time • Learning happens only in the classroom • Driven by textbooks • Teacher-centered decision making • Focus on learning in different subject areas • Teacher is the only judge of quality • Prepares learners for industrial-age jobs 	<p>Performance-Based Learning</p> <ul style="list-style-type: none"> • Movement based on performance • Learning takes place anytime, anywhere • Driven by needs of learners • Learner-centered decision making • Focus on critical thinking/ problem-solving • Self, peers, stakeholders judge work • Prepares learners for 21st century jobs
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Transforming Learning

Role of the Teacher

<p>Time Bound</p> <ul style="list-style-type: none"> • Industrial Model • Factory Oriented • Lecturer • Chalkboard • Textbooks – outdated • Static classroom • Academic Disciplines <i>Only</i> (Reading, Writing, Arithmetic, Science, Social Studies, Foreign Language) • Structured Environment 	<p>21st Century</p> <ul style="list-style-type: none"> • Facilitator of Learning • Allows for Cooperative Learning • Provides Hands-on • Individualize Instruction • Technology as Accelerator • Relevant Curriculum • Flexible to Change • Visionary • Different Type Organization & Classroom Management
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Building a Learner Centered Culture

Moving from a culture of compliance to a culture of engagement



How: Building the Framework

Performance Based Learning

Supporting the Cycle of Instruction and Lifelong Learning

- Performance Pacing
- Level Appropriate
- Mastery Learning
- Life Long Learning



HOW: Personalize the Learning

- How do you personalize learning?
- What are the different ways?




Performance Pacing

Personalized Pacing
Not time bound



Level Appropriate

- **Learner Facilitator Pacing* or faster**
 - *Knows Needs of Learners to Support Appropriate Pacing*
 - *Data used for placement*
- **Based on ability**
 - *Not age*
 - *Mastery Driven*





LEARNING & RIGOR

Level 3, Showing Mastery of Content
Level 4, Higher Depth of Knowledge (DOK)




Lifelong Learning & SEL

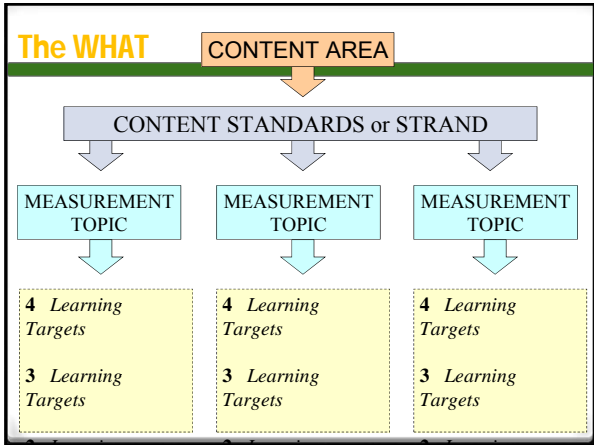
★ A Well-Balanced Person	➤ Personal Sphere
★ A Self-Directed, Lifelong Learner	➤ Learning Sphere
★ A Caring, Compassionate Person	➤ Relationship Sphere
	➤ Civic Sphere
★ A Civic-Minded Person	➤ Global Sphere
★ A Responsible Global Citizen	➤ Cultural Sphere
★ A Culturally Aware Person	➤ Economic Sphere
★ A Quality Producer & Resource	



WHAT is a Measurement Topic?


- The identified guaranteed and viable curriculum.
- A unit of study directly from the standards, organized by the complex and simple learning, including vocabulary development.
- An assessment tool with defined learning goals.
- A scoring scale for measuring learning.

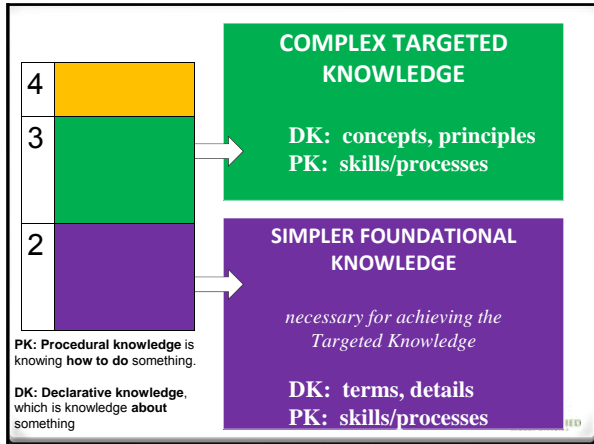


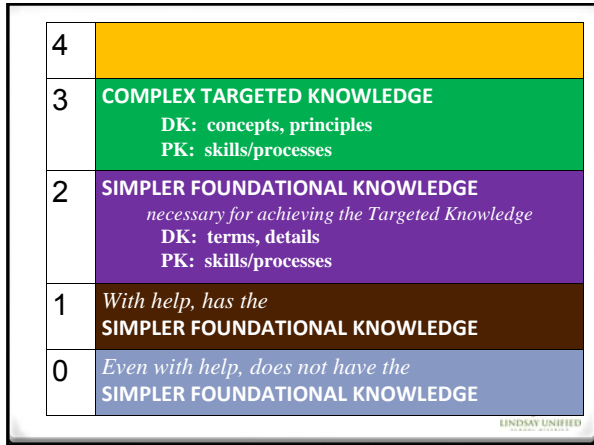


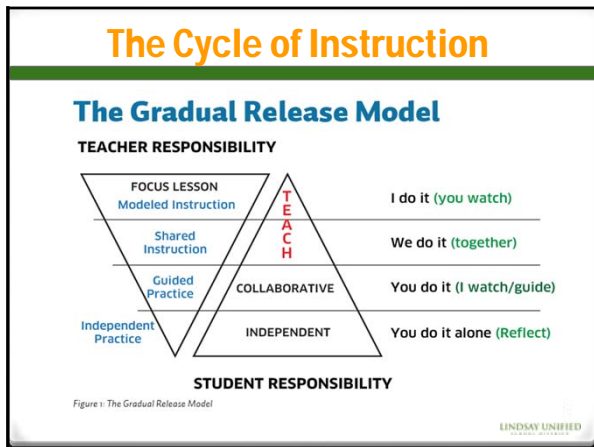
Learning Goals at each level of difficulty using the same topic

Levels of Difficulty	Learning Goal (learners will be able to)
Level 4: Knowledge utilization	LWBAT <u>investigate</u> the gradual growth of knowledge about the solar system.
Level 3: Analysis	LWBAT <u>identify</u> similarities and differences between various planets in the solar system.
Level 2: Comprehension	LWBAT <u>explain</u> the critical features of the Copernican model of the solar system.
Level 1: Retrieval	LWBAT <u>recognize</u> or recall important details about the solar system.









Mathematics Level 5
Place Value
Version 4, 2012-13

Big Idea: Estimators provide a way to know the approximate value without doing full calculations.

Score 4.0:
In addition to Score 3.0 performances, the learner demonstrates in-depth inferences and applications that go beyond what was explicitly taught, such as understanding how to:

- use a variety of methods, such as words, numbers, symbols, diagrams, and models to solve mathematical problems
- teaches someone else the L3 knowledge/skills resulting in evidence that learning occurred

Score 3.5: In addition to score 3.0 performance, in-depth inferences and applications with partial success.

Score 3.0:
While engaged in problem solving tasks regarding place value, the learner understands how to:


- estimate, round, and manipulate very large (million) and very small (thousandths) numbers (5.1.1) Partial alignment to 5.1.NBT.5a: Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 147,321 = 1 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 2 × (1/100) + 1 × (1/1000). 5.NBT.4: Use place value understanding to round decimals to any place. (See sample tasks. Learners will use “round out” estimating unless otherwise specified in the problem. Note that the skill of rounding is rounding off a number to a specific value. Whereas, estimating involves rounding to the greatest place value.)

The learner exhibits no major errors or omissions.
Score 2.5: No major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements.

Score 2.0: No major errors or omissions regarding the simpler details and processes as the student:

- recognizes or recalls specific terminology, such as:
 - estimate
- performs basic processes, such as:
 - with prompting and support, uses full sentences and academic vocabulary to discuss learning

However the learner exhibits major errors or omissions with score 3.0 elements.
Score 1.5: Partial knowledge of the score 2.0 elements but major errors or omissions regarding the score 3.0 elements.
Score 1.0: With help, a partial understanding of some of the score 2.0 elements and some of the score 3.0 elements.




HS Math Measurement Topic

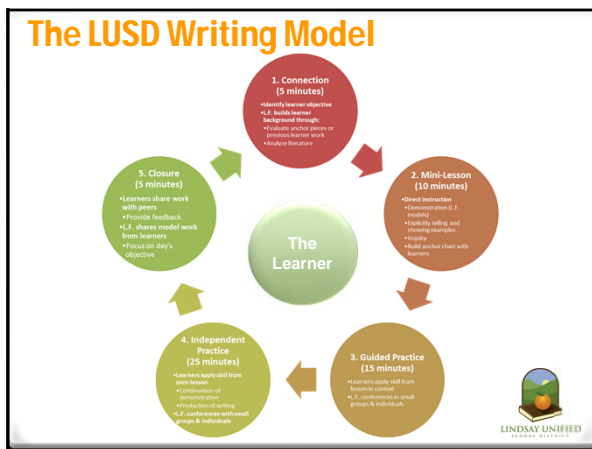
Algebra 1 – MF2 – Graphing Linear Equations and Inequalities – Capacity Matrix

Name: _____ Start Date: _____

Big Idea: Graphing Linear Equations/Inequalities can help us predict future trends and save money!

Level 4.0:	Peer mastery support – Learning leader <i>As evidenced by 3 peers achieving 3.0</i>	Present <i>- Predict completion and presentation</i>	Challenge problems <i>- Parallel and Perpendicular Lines Pages 121, 220-23</i>				
Steps	Learn by	Essential Questions <i>(Learning Goals)</i>	Evidence	3.0	2.0	3.0	4.0
Pre-Requisite		1) Analyze and explain the relationship between variables					
Topic 1: Graph a line equation and graph the inequality		1) How do you graphically represent the relationship between variables in a Linear Equation/Inequality?					
Topic 2: Graph a system of linear equations and graph a system of linear inequalities		1) How do you graphically represent the relationship between variables in a Linear Equation/Inequality? 2) How do you graphically represent the relationship between variables in a Linear Equation/Inequality? 3) How do you graphically represent the relationship between variables in a Linear Equation/Inequality? 4) How do you graphically represent the relationship between variables in a Linear Equation/Inequality?					
Topic 3: Write an equation for a line that is parallel to a given line and write an equation for a line that is perpendicular to a given line		1) How do you graphically represent the relationship between variables in a Linear Equation/Inequality? 2) How do you graphically represent the relationship between variables in a Linear Equation/Inequality? 3) How do you graphically represent the relationship between variables in a Linear Equation/Inequality? 4) How do you graphically represent the relationship between variables in a Linear Equation/Inequality?					
Topic 4: Write an equation for a line that is parallel to a given line and write an equation for a line that is perpendicular to a given line		1) How do you graphically represent the relationship between variables in a Linear Equation/Inequality? 2) How do you graphically represent the relationship between variables in a Linear Equation/Inequality? 3) How do you graphically represent the relationship between variables in a Linear Equation/Inequality? 4) How do you graphically represent the relationship between variables in a Linear Equation/Inequality?					
Unit Review		1) How do you graphically represent the relationship between variables in a Linear Equation/Inequality? 2) How do you graphically represent the relationship between variables in a Linear Equation/Inequality? 3) How do you graphically represent the relationship between variables in a Linear Equation/Inequality? 4) How do you graphically represent the relationship between variables in a Linear Equation/Inequality?					
Verification Evidence – (20%)	Target Date:						
Verification Evidence – (30%) of evidence	Target Date:						
	Maximum 70% on each 12						
	Maximum 90% on each 12						





English Language Arts Level 7
Writing: Research Report
Version 3_2011-12

Score 4.0
In addition to score 3.0 performances, the learner demonstrates an in-depth understanding through inferences and applications that go beyond what is taught, such as:

- evaluating the effectiveness of the writing and organization of their own research report, explain what improvements could be made, and hypothesize the impact these improvements would have.
- teaches someone else the L3 knowledge/skills resulting in evidence that some learning occurred

Score 3.5
In addition to score 3.0 performance, in-depth inferences and applications with partial success.

Score 3.0
While engaged in writing a single expository essay in HSS or SCL, the learner is skilled at:

- writing research reports that: pose relevant and tightly drawn questions about the topic; convey clear and accurate perspectives on the subject; include evidence compiled through the formal research process; document reference sources by means of footnotes and a bibliography. (7.2.3) CC, W, ... conduct their research projects or address a question, including a self-generated question, through a formal process and generating additional related, focused questions that allow for multiple answers or explanations.
 - ✓ an engaging lead
 - ✓ support paragraphs
 - ✓ additional inferences that support the topic
 - ✓ a conclusion that includes a summary of the main ideas
 - ✓ reliable sources for support
- using research and technology to identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation and research (7.2.3)

The learner exhibits no major errors or omissions.

Score 2.5
No major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements.

