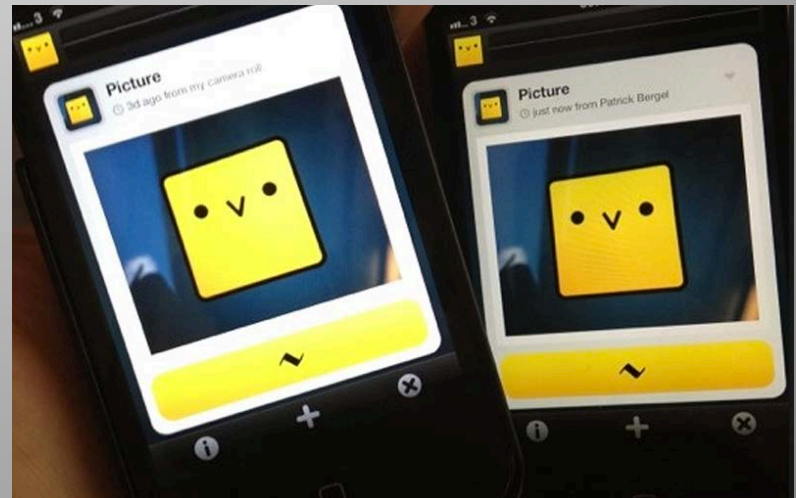


# NW Proficiency Summit

## Mike Durrant

I will be using an app called “Celly” to get feedback from you. Please text **@COSA9229** to **23559**.

Also, I will be using the “Chirp” app, which is a cool app that is an easy way to share your stuff.



# Why Celly?

- **Egalitarian**: Schools require group collaboration applications that are instantly accessible to all participants (even those without Smart Phones).
- **Privacy**: Schools have strict privacy requirements. Phone numbers are never shared between participants so there is no concern about issues of impropriety.
- **Curation**: Teachers view and control all communication. Students stay on-topic without abuse.
- **Unlimited Group Size**: Students can be grouped by class, period, age, etc.
- **Cross-Media**: All communications can be posted using a variety of media types (websites, Facebook, Twitter, etc.)
- **Polling**: In addition to chatting, Celly lets teachers send out polls in a quick and easy way.

# *What is the extent of your experience in proficiency?*

- Celly poll

<b>TRADITIONAL CLASSROOM</b>	<b>PROFICIENCY-BASED CLASSROOM</b>
<b>Covers a wide array of skills and topics.</b>	<b>Covers select skills and content, based on state or national standards.</b>
<b>Lessons are determined by teacher judgment. Some adhere to textbooks; some use other resources.</b>	<b>Each lesson is explicitly tied to a core skill; the teacher stays on each topic until most students demonstrate proficiency. Use of textbooks may be selective.</b>
<b>Homework, class participation, assignments count heavily toward grade. Work is often assigned without a specific purpose.</b>	<b>Grade is based almost entirely on tests, essays and assignments that measure understanding of skills; homework and participation typically count 10% or less.</b>
<b>High scores on some tests or assignments can offset weak scores on others; extra credit can boost a low grade.</b>	<b>Failing to pass a single standard can mean failing the course; students must relearn and retake tests or rewrite papers until each standard is met.</b>
<b>No do-overs if you fail a test.</b>	<b>Students can retake tests or redo papers.</b>
<b>Middle school philosophy</b>	<b>High school philosophy</b>

# What are some myths or worries of a proficiency-based classroom?

- “If homework doesn’t count, then students won’t do it.”
- “With such an emphasis on tests, I will have more students fail my class.”
- “A proficiency-based classroom means students are working at different paces.”
- “Proficiency-based education is teaching to the test.”

# TODAY'S LEARNING TARGETS

- *I can use technology to improve my classroom management by efficiently evaluating behaviors.*
- *I can create systems to assess student learning using technology. (CELLY????)*
- *I can identify programs that provide intervention opportunities to students.*
- *I can select various examples*

*“Students who can identify what they are learning significantly outscore those which cannot.”*

# HOW DO YOU TRACK BEHAVIORS?



**“ClassDojo makes it easy to keep my students alert and on-task.”**



**SUPPORTING PROFICIENCY**



# ABC BELL TIME - M,T,TH,F

<b>A</b>	<b>B</b>	<b>C</b>	<b>Bell Time</b>
1	2	1	7:54 - 8:59
3	3	2	9:05 - 10:10
<i>Break</i>	<i>Break</i>	<i>Break</i>	10:10 - 10:28
4	5	4	10:28 - 11:33
<b>CAVE</b>	<b>CAVE</b>	<b>CAVE</b>	11:39 - 12:09
<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	12:09 - 12:52
6	6	5	12:58 - 2:03
7	7	-	2:09 - 3:14
-	-	Office Hours	2:09 - 2:49
-	-	Teacher Prep	2:49 - 3:14

# ABC BELL TIME - Late Start

*Wednesday*

<b>A</b>	<b>B</b>	<b>C</b>	<b>Bell Time</b>
1	2	1	8:45 - 9:47
<i>Break</i>	<i>Break</i>	<i>Break</i>	9:47 - 10:05
3	3	2	10:05 - 11:07
4	5	4	11:13 - 12:15
<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	12:15 - 12:58
6	6	5	1:04 - 2:06
7	7	-	2:12 - 3:14
-	-	Office Hours	2:12 - 2:52
-	-	Teacher Prep	2:52 - 3:14



[calculus moodle page](#)

[Geometry moodle page](#)



# FLIPPING THE CLASSROOM

How Will You Reverse Instruction?

# Flipped VS Traditional

## Flipped

Teacher instructs lesson at home  
(video / podcast / book/ website)

Students work in class.

- Deeper understanding of concepts, applications, and connections to content are made.
- Students receive support as needed.

## Traditional

Teacher instructs

Students take notes

Students follow guided instruction

Teacher gives assessment

Students have homework



# GRAPHING CALCULATORS

- Math type answers
- Wireless capabilities
- Students can save work
- Students can submit solutions

*“THESE AREN’T YOUR  
DADDY’S CALCULATORS.”*

- Ricki Geltz