

Designing Your Elementary Proficiency-Based Classroom: District & Classroom Decisions and Practices for Success

NW Proficiency/Competency Pre-Conference Session
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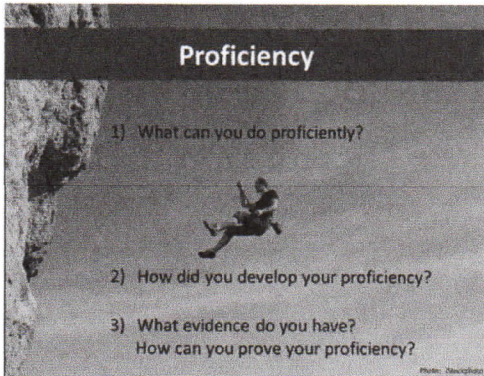


Our Learning Outcomes

- Define proficiency and how it is addressed in your context.
- Identify what it looks like in the classroom and in the school.
- Realize and plan for your next steps to implement proficiency practices.



Proficiency



- 1) What can you do proficiently?
- 2) How did you develop your proficiency?
- 3) What evidence do you have?
How can you prove your proficiency?

Connector Activity: Think-Pair-Share

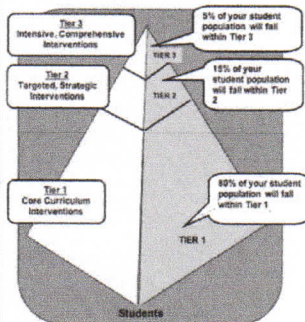
1. Write down your definition of proficiency.
2. When time is called, stand up, hand up, and pair up with someone new.
3. Introduce yourself and take turns sharing your story and definition of proficiency.
4. Remain with your partner when you hear the signal.



Definition of Proficiency



It's About Time by Diane Smith



Highlighter Activity

Page 3 of the book

What do you have in place at your school and/or district?



TRADITIONAL CLASSROOM	PROFICIENCY-BASED CLASSROOM
Covers a wide array of skills & topics within a curriculum.	Covers select skills and content, based on state or national standards.
Lessons are determined by teacher judgment. Adherence to textbooks; some use other resources.	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.
Homework, class participation, assignments count toward total grade.	Grade is based only on tests, essays and assignments that measure proficiency.
High scores on some tests or assignments can offset weak scores on others; extra credit can boost a low grade.	Students relearn and retake tests or rewrite papers until each standard is met. They are given credit. By demonstrating knowledge and are scored. Through use of a rubric and collection of work.
Time is constant, learning is the variable.	Time is the variable, learning is the constant.

What Does Proficiency Look Like?

Student-Centered Classroom

The Student-Centered Classroom

- Focus on student's strengths and areas for improvement
- Adjust rate and level when necessary
- Fair and achievable expectations
- Student owns the learning and expects to make learning gains
- Flexible and rapid interventions and advancement
- More student talk; less teacher talk
- Activity and seating supports dialogue among students
- "Organized" disorganization; **disequilibrium**



Planning for Proficiency

This is YOUR study time!



Directions:

1. Using the teacher rubrics in the book examine your school's/district's level of performance, making notes as you read.
2. Using the handout "My Action Plan" list some immediate and future actions you will need to take to implement proficiency practices.




ACTION


1. Post learning targets in student language and align to standards.
2. Use capacity matrices to track learning.
3. Teachers meet every 2 weeks in teams to analyze student work and make plans.
4. Grade level teams create rubrics for performance tasks in math.
5. Committees discuss changes to grade books and how to report grades.



What Should Grades Reflect?




Rick Wormeli "Defining Mastery Learning"




The Rubric's Place in Proficiency

Proficiency Scale #	Proficiency Level	Description
4.0	Advanced	Student has in-depth understanding and can make applications that go beyond what was taught. (above and beyond)
3.5		
3.0	Proficient	Student has met expectations based on what was taught. (arrived)
2.5		
2.0	Needs Improvement	Student needs improvement in meeting expectations and has some errors or incomplete understandings based on what was taught. (on the way)
1.5		
1.0	Unsatisfactory	Student is making unsatisfactory progress toward meeting expectations and needs additional support to learn what was taught. (at the starting gate)



Decisions That Need to Be Made

- What does a student need to do to earn an A? B?...
- What determines the grade (test vs. other stuff)?
- What does a student need to do to be proficient?
- Can a student retake an exam? How many times? When?
- Do you average grades or record the highest achieved scores?



Checking Beliefs: A Visioning Activity

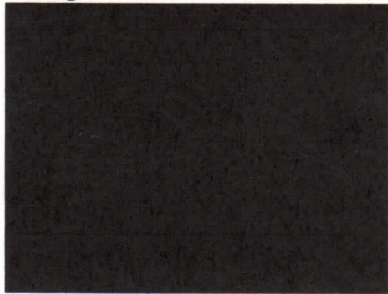
Directions: Discuss the guiding questions as is pertains to your poster's title:

- Explain what you think this statement means.
- Do you favor this practice?
- Is so, what will it take for Oregon classrooms to get there?
- How would we make it happen?

Procedure: Once your have identified the "How will we make it happen" measures, list those on post-it notes and stick them to the chart paper.



Thoughts About Grade Books



Rick Wormeli "Gradebooks"



Contact Information



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