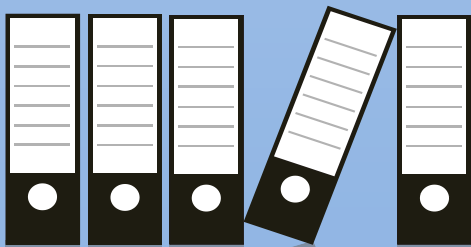


STUDENT-CENTERED TEACHING & LEARNING WHAT DOES IT LOOK LIKE IN COOS BAY?

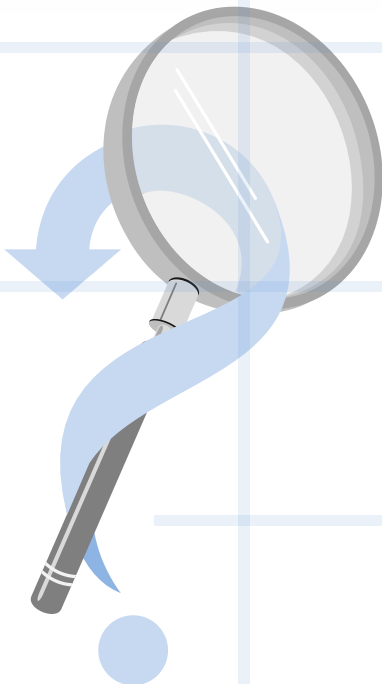


Introduction

This document was created by a group of teachers and administrators from both Millicoma and Sunset, along with our Director of Teaching and Learning. The meeting was guided by Diane Smith, Director - Teaching & Learning Initiative: Business Education Compact. The purpose of this document is to share with all teachers in grades 4-7 the top 30 proficiency decisions faced by Coos Bay Schools. As a team, we discussed each question and based our answers on best and current practices within the district. This is not a directive, it is a list of ideas to help us focus our priorities. The goal is that this information will help to guide all teachers through the process of moving forward with proficiency grading and setting up a student centered classroom. This document is a work in progress. Our hope is that you will read it, and share with us any ideas or suggestions that will help make this document more useful to everyone.

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Vocabulary

Academic Dishonesty: Cheating, plagiarism, fabrication, etc.

Department: 4-6 Grade Level Teams/Across District

Insufficient Evidence: IE – a mark to put in Synergy and on the report card to say that the student has not provided enough evidence towards proficiency of the standard.

K/S: Knowledge and Skill

PLT: Professional Learning Team

Proficient: Sufficient evidence of student demonstrated knowledge and skills that meet or exceed defined levels of performance.

Proficiency: Now called Student-Centered Teaching and Learning (SCTL) at the state level.

Rubric: A scoring guide that allows teachers to describe what proficiency in the standard “looks like” from a “1 = not yet proficient to a 4 = advanced understanding.”

Student-Centered Teaching and Learning (SCTL): Proficiency Based

Sufficient Evidence: Enough of the “*right stuff*” to make a decision; it is a level of professional judgment that might be calibrated in PLTs periodically to confirm consistency in teacher judgment.

Resources

Rick Wormeli – National Education Consultant, Teacher, Writer

Ken O'Connor – Independent consultant specializing to communication of student achievement.

http://blogs.edweek.org/edweek/finding_common_ground/2014/10/

Maine Dept. of Ed. – www.maine.gov/doe/

Grades 6-8 Easy Math Diagnostic: http://excelmath.com/downloads/placement_test.pdf

Great Minds - <http://greatminds.net/maps/math/home>

K-12 real world math aligned to CCSS; core of material free with teacher account.

Alphie Kohn – “Preparing for the next level.” BGUTI Principle: Better Get Used To It!

For additional information and resources visit www.cbdg.net/studentachievement .

Standards Related Decisions

Standards you teach vs. standards you teach and assess:

The department (grade level teams from both schools) determined priority standards which are listed on the report card. Although priority standards are the ones teachers are held accountable for assessing, any standard that is a prerequisite to a priority standard will need to be taught. In determining how to balance our time, current best practice indicates that we should work toward a mastery level on the priority standards and to an introductory or basic level on the remainder of standards.

Demonstrates all the standards vs. percentage of the standards:

Teachers should document sufficient evidence of student attempts, i.e., the work that goes in to making a summative decision about proficiency in a standard. This documentation can be in the form of a spreadsheet, a hand written check off list, or as an ungraded score in Synergy. Synergy grades and the report card should reflect the **current** proficiency level in the priority standards being measured.

The standard vs. the learning targets:

Judgment about student performance is based on the K/S necessary to show the entire standard, not the individual learning targets, i.e., we measure the entire standard, not the learning targets as discrete skills. Generally, teachers report on the entire standard. However, a department may determine that a complex standard needs to be divided into targets for reporting purposes. Teachers will advise the Director of Teaching and Learning about necessary report card changes.

Inflated Achievement

Homework:

Teachers decide if and when homework should be assigned.

Turning in homework is counted as a behavior, not as an element of proficiency or academic grading. Homework is reviewed for corrections in student learning or to guide instruction.

Struggles and successes in completing homework is reported as behavior or in the category of "Characteristics of a Successful Learner".

Extra credit:

Teachers should not assign or accept extra credit. 4-6 teachers should not recognize extra credit as a viable instructional option.

Students who want to pursue extended learning opportunities will discuss this option with the teacher and determine what standard(s) it measures. This extended opportunity is NOT extra credit; it is simply an alternative method of measuring student K/S.

Do-overs: (An opportunity or requirement identified by the teacher or student to revise, or complete again, an assignment or assessment)

Assignment do-overs are at teacher discretion; opportunities to do summative assessments over again are called "retakes." Offering retakes to demonstrate a proficient level of K/S is a required operational practice. Example: if a person does not pass the driving test, the DMV tells them their areas of weakness then the person studies those areas and retests. (Work in your PLTs to discuss acceptable mediums that focus on student strengths, interests, and areas needed to improve.)

Late work:

4-6 teachers recognize that each student learns at a different pace and level. Teachers recognize that work is assigned for a variety of reasons and the timeliness of assignments is crucial to advance student learning.

Students who do not complete work in a timely fashion are at risk of getting behind in their learning. Teachers will work with them to help correct this practice and will keep parents informed of a lack of evidence.

Non-Academic Factors

Non-academic factors are not included in the judgment and reporting of student academic achievement. Grades 4 -6 report effort separately in each content area and label the non-academic factors as Characteristics of a Successful Learner. The comments section provides additional opportunity for feedback.

Secondary report cards, grades 7-12, have a final mark for the content area. Some teachers may currently factor in a 10% feature for non-academic areas. The district, K-12, is moving towards exclusion of non-academic factors in the reporting of achievement on report cards.

The SCTL Support Team recommends (IE/insufficient evidence) for students who do not provide sufficient evidence for teacher to make a decision about academic performance. Example: A student chooses not to complete any piece of the assessment or hands in a blank assessment. Instead of using NA for Not Assessed, he would be given an IE for Insufficient Evidence.

SCTL Support Team will work with the Director of Teaching and Learning to determine whether the district will accept the development of a comprehensive rubric that defines non-academic factors. Sample rubrics are available to view from the district Curriculum page. (BEC AUG: Non-Academic Factors)

The support team discussed the option of using the term "Citizenship and Employability" instead of "Characteristics of a Successful Learner" in order to stress the importance of these qualities.

Planning

Teachers in each department are in agreement as to what students need to know and do to achieve proficiency at grade level standards.

All teachers are required to post standards in their classrooms. (Principal monitoring)

Students are encouraged to track their personal progress toward proficiency of standards. Teachers are free to explore the multiple options available to use for student tracking at their grade level. Some examples include: file folders/portfolios, Avery Labels with standards printed, check off lists, graphs, copies of the report card, etc.

Parents will receive information on student performance on grade level standards through conferences, progress reports, report cards, letters home and/or parent view in Synergy.

Teaching

Teachers are encouraged to use a higher order thinking/reasoning taxonomy to design instructional practices in the classroom. This results in complex questions, deeper thinking, student interaction, and teacher facilitation of learning rather than intensive direct instruction. Suggestions: Bloom's Taxonomy, Webb's Depth of Knowledge.

Teachers are encouraged to maintain the academic language of the standards in class, addressing the K/S necessary to demonstrate proficiency in a student friendly, academic manner. Example: use numerator/denominator as opposed to top number/bottom number

Classroom environments should reflect increased evidence of student-centered teaching and learning, where the teacher facilitates and guides the experiences and the students are provided opportunities to explore learning with flexibility, depth and occasions for choice.

Teachers will make decisions about the organizational structures necessary to provide quality instruction for retention of skills. When necessary, direct instruction and group processes are essential for skill evaluation, interventions, and cross-learning for mastery.

As a district, we need to develop and plan to implement the infusion of technology in the classroom. The use of technology should frequently be student directed.

Examples:

A student is learning how to add 2-digit numbers – the student watches a Kahn Academy video after the teacher gives direct instruction and then solves problems on the computer, submitting responses that lets the teacher know whether the student "gets it" or not.

A student uses technology to demonstrate K/S and application of learning in a self-selected area. Social studies – Understand and use latitude and longitude to explore areas of the world, their climate, economic, and social situations that impact migration. Student develops electronic flash cards with Lat. /Lon. locations on them, hands them out to other students who all move to a marked "football field" with lines used to play a particular sport. Students try to find the location on the field while a video tape is made of the experience. Students are interviewed about how they interpreted the Lat. /Lon. locations on the card to ensure understanding of the location reference to find their place.

Assessing

Rubrics:

District support will guide teachers towards the development of one rubric for each priority standard. The rubrics will be used across the department. To access rubric templates go to sharepoint \ curriculum\ student centered teaching and learning.

Students are proficient when they are able to demonstrate all of the K/S and application of the standard being measured. As discussed under Standards Related Decisions, teachers do NOT measure each learning target to determine a level of proficiency; they measure the complete standard.

Sufficiency (Adequate Evidence):

Formative and summative assessments may take many different forms and be delivered in a variety of environments at the discretion of the teacher. A formative assessment score can be changed to a summative assessment score provided the formative assessment measures the whole standard.

Reassessing:

Some standards are revisited during the year and can be assessed multiple times. In these situations, teachers will provide every opportunity for students to maintain a proficient or higher level of K/S in the standards; however, should the skill level fall off as time goes by, the mark on the report card relative to student's K/S in the standard will not be lowered.

Retakes on assessments are possible. Students must provide evidence of increased growth in the K/S of the standard being measured before being granted an opportunity to retake an assessment. Every effort will be made to eliminate a "revolving door" climate at the department level. Consider a contract with the student on retaking assessments.

Time is not a factor in students being able to demonstrate proficiency. Every effort will be made by the teacher, school and district to create a learning climate where students are focused on the practice of the standard to ensure they demonstrate proficiency in a sensible timeframe.

Assessing Cont.

Tracking:

Teachers will make efforts to establish a classroom learning environment where the students know where they are in their learning and are able to keep track of their efforts to reach proficient or higher levels of K/S in the priority standards.

Efforts will be made by the Director of Teaching and Learning to investigate how Synergy can be used to track student performance in the standards by creating a graph of achievement.

Options for a student checking out/leaving school prior to demonstrating a level of proficient K/S in all the standards: Leave blank, using N/A mark, using formative assessments and daily assignments to make a decision, etc. SCTL Support Committee will discuss whether there needs to be a decision at the department or district level on which practice is preferred.

Grading

Non-Academic Factors:

Non-academic factors are reported separately from academic and are measured separately as well. Students are not penalized in their academic evaluation for not completing all daily work; rather, it is noted in the overall evaluation of student behavior in that particular content area. Lack of completing routine work is likely to have a negative impact on learning. Late work does not affect the evaluation of student K/S in the standards, it is considered only as it relates to non-academic factors.

Use of o/zero:

Teachers are expected to use the proficiency grading scale, 1-4. Should Insufficient Evidence (IE) be available, teachers will be expected to mark IE when there is a lack of sufficient evidence to make a judgment about student achievement. Teachers **should not** enter o/zero in the Synergy gradebook.

Letter Grades:

Letter grade designations that align to being proficient will be discussed when grades 7-12 are included in this agreement.

Group work:

Teachers are encouraged to share strategies for establishing a structure where individual student work can be scored individually and not as a group score.

Communication

Millicoma and Sunset educators, in association with the Director of Teaching and Learning, will learn more on a variety of topics through recommended professional readings provided by the BEC.

Building administrators will routinely address elements of student-centered teaching and learning through regular communication with staff, students, and parents.

Academic dishonesty, is considered a behavior, and does not affect the student's academic marks. Students will be able to reassess without academic penalty or the lowering of a score or grade.

Given the expectation that a student must demonstrate proficiency in all priority standards in a content area, students who enter the school year late or leave early may earn an IE for lack of sufficient evidence. Effort will be made by the entering school to retrieve information from the student's former school on their K/S in grade level standards.

Learning Environment

The Role of the Building Administrator:

Building administrators need to be “present” to reinforce the positive whole school learning environment.

The presence of administrators in classrooms reinforces the importance of student ownership of his/her learning. Administrators are encouraged to ask these questions of teachers and students:

1. What are you learning? What standards are you working on?
2. How will you know if you get it?
3. What are the resources to help you?
4. What about this interests you? How will you use what you are learning?

When visiting a classroom, Administrators will be looking for posted standards.

Students:

Students are encouraged to have a list of the standards and maintain a record of when they reach a proficient level. (Possible examples: star chart, capacity matrix, spreadsheet, portfolio, Avery label on file folder, reference on the assessments, etc.)

All students are expected to make optimum (best quality and biggest stretch) individual academic growth.

Teachers:

Encourage developing opportunities for students to do “cross talk” with peers. When possible, connect this dialogue to standards, going deeper into learning about what the standard requires for them to reach a proficient or higher level of K/S.

Work on strategies for reducing teacher direct instruction and increase student discourse that leads to inquiry learning. Recognize the district’s efforts to distinguish between explicit instruction and direct instruction.

During Intervention Time, increase student/teacher interaction and decrease practice of handing out busy work (worksheets, puzzles, repetitive tasks) that students do without checks for understanding through student/teacher discourse.

Learning Environment Cont.

Create environments where students move fluidly through their learning (advance when they reach proficient or higher levels of K/S/application). This needs to be particularly worked out as a practice during Intervention Time and Core Time. Teachers need to be able to serve students through interventions that are appropriate to a student's rate/level of learning, which could mean that teachers at one school/grade level are **not** working on the same standards during Intervention Time and core time as the teachers at another school but same grade level.

School Environment:

School learning environments will reflect a growth mindset where student achievement in a safe and supporting environment is a high priority. Classroom experiences reinforce this expectation and establish experiences, practices, and routines that support this happening.

The school culture should reinforce the idea that it is OK to take more time to learn something or to fail and try again. Failure is simply a step in moving forward. It is another way of saying, "I'm just not there yet."

The school learning climate celebrates successes at all levels.

Examples: assemblies to celebrate successes and challenge students to learn; share unsolicited things that are spotted in classrooms; connect the PBIS rewards to learning when possible; students who need additional reinforcement, support, etc.; principal highly visible in the classroom more than the evaluation system requires; use "caught you being good," etc.

Motion Pictures:

Reference board policy and building administrators about showing publicly available videos/movies. Teachers are encouraged to prepare instructional crosswalks and student responsibility for learning content related to the videos shown. (EGAAA-AR) Check with your building administrator to determine if your school has purchased the rights to watch publicly released motion pictures before showing a movie as a reward. There should be a standard correlation to movies shown in the classroom. You may be required to provide proof of standard correlation. Teachers are not allowed to use NETFLIX and/or Amazon Prime movie rentals in the classroom as these are personal, not district accounts and subject to rental agreement. District subscribed movie/video programs do not fall under this restriction. (Learn 360/Discovery Ed.)

Where Are We Going?

Students Assess When Ready:

Walk students through steps necessary to assess when ready. Make sure they have the rubric, the anchor example of what it looks like to be successful and hit the target. Kids frequently know how much work they need to do to reach the target; we don't want our schedule of assessments to hold them back.

Think about training kids to use rubrics to "score" work so that they know variations in quality. They can also be involved in creating the rubrics after they are more familiar with them.

Create any organizational strategies necessary to keep track of this. Pursue the use of technology as much as possible. Find ways to share this with other teachers so that, when the student is ready to move to the standards that another teacher addresses, the continuum of learning and recording progress can continue.

Work as a team to figure out what it looks like in a classroom that does this. Use PLT structure to infuse this thinking and practice into the school climate; work toward implementation across department.

Students Advance Upon Mastery:

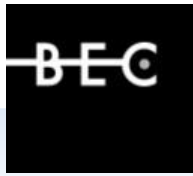
Learning should meet the student's rate and level of learning.

Use enrichment and acceleration strategies, and determine when one is more appropriate than the other.

Develop a system for providing the instructional level of students to other teachers who may be involved in assisting with learning.

If it is the last time a student will see a standard for a while then you should use enrichment; if the standard is directly related to an extension of that standard at the next grade level then you should use acceleration.

Department members recognize the importance of this practice and will continue to look for opportunities to incorporate it.



Top 30 Proficiency Decisions: What Are They? Who Makes Them?

Topic to be Decided	Teacher Decides	Grade Level Decides	Dept. Decides	School Staff Decides	District Decides	Our decision is.....
<p>Standards-related Decisions:</p> <p>1. Standards you teach vs. standards you teach and assess: Some standards are important stepping stones to other more complex standards; we teach them so students can understand and use the operations and skills in a more difficult standard. Since we know standards frequently build on each other, should we assess students on each standard or only on the priority standards that reflect the knowledge and skills that we think are the most critical?</p> <p>2. Demonstrate all the standards vs. percentage of the standards: Do students need to demonstrate proficiency in all of the priority standards that you are assessing? Or, will you base their grade on what percentage of the standards they were able to demonstrate proficiency in?</p> <p>3. The standard vs. the learning targets: Teachers break the standards up into learning targets. Will your assessments measure whether your students are proficient in the learning targets or will your assessments measure whether they are proficient in the standards? In other words, are you measuring the parts or are you measuring the whole?</p>						
<p>Inflating Achievement:</p> <p>1. Homework: What is the purpose of homework? Can teachers assign homework? If so, does it impact the academic performance of a student? Or, does it only impact the non-academic profile of the student? (This question implies that the academic and non-academic factors are reported separately.) Are teachers expected to look over the content of the homework and mark errors, “grading” it in a manner that gives students feedback and/or scores for their performance and ability to provide accurate information? Can</p>						

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<p>students earn points for just turning in their homework, even if it might not reflect quality or accurate responses?</p> <p>2. Extra credit: What is the purpose of extra credit? What type of extra credit, if any, should be available to students? Should teachers assign and accept extra credit from students who have not completed the regularly assigned work?</p> <p>3. Do-over's: What is the reason you allow students to redo assignments and assessments? When this happens, should the teacher replace the previous score with the most recent score? Should this happen ONLY if the newer score is better than the previous score? What will you do if the more recent score is lower? Should the student get to choose whether the new score replaces a previous score? Or should the two scores be averaged together and the new average score be the one entered in the grade book? How many times should the student be allowed to redo an assignment or assessment? Is there a time limit on when the revisions should be completed? Who sets the deadline for the revisions to be completed? Must all of the do-overs and reassessments be completed under "near assessment conditions"?</p> <p>4. Late work: Will you accept late work? Is it optional if a student does it? Will you look at it and mark whether it is finished? Mark whether it was turned in on time? Will teachers be expected to provide feedback on late work, offering suggestions on how it could be improved? Are you able to provide students differentiated homework that meets their needs, addressing the standard(s) that they are working on? If not, why not?</p>						
<p>Non-academic factors: If you measure and report non-academic factors, or combine them at the end of a grading period with academic factors, what non-academic factors will you measure and report to parents? How will you define and measure non-academic factors? How will you ensure that you are consistent with</p>						

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other faculty at your school site? Can teachers add other factors that they think are important in their particular classrooms?						
<p>Planning:</p> <p>1. Do teachers who teach and assess students in the same standards agree on what the standards require students to know and do? How have you determined there is agreement among teachers in this area? How do you share this understanding with other stakeholders, i.e., classroom assistants, parents, and especially students?</p> <p>2. Are teachers expected to post the standards or learning targets in the classroom, either on the walls or on the board? Are they expected to put these on the assessments they create?</p>						
<p>Teaching:</p> <p>To ensure that you engage students in questions and activities that require a more complex depth of thinking and problem-solving, which taxonomy of questioning strategies will you use: Bloom's, Webb's Depth of Knowledge?</p>						
<p>Assessing:</p> <p>1. Rubrics allow teachers to describe what proficiency in the standard "looks like" from a beginning level all the way to an advanced level. Should every standard have a rubric for teachers to use to evaluate student work? If so, how many levels should the rubric have? Should they have 3 levels: Beginning, Proficient, Advanced? Or, should the rubrics have 4 levels, or more? What words should be used for levels of proficiency on the rubrics?</p> <p>2. To avoid a revolving door pattern of students reassessing, will they need to demonstrate they have studied and learned additional knowledge and skills before they have a chance to reassess? How will you create a system for this new learning to be demonstrated before students reassess? What will your grade level/school wide system be for retakes?</p> <p>3. In order to have adequate evidence that a student is proficient in a standard, do you believe it is OK to change a formative assessment score to a summative score? If so, when should this be done, i.e., towards the end of a unit, after the first "check for understanding," in place of the first homework assignment?</p>						

Topic to be Decided	Teacher Decides	Grade Level Decides	Dept. Decides	School Staff Decides	District Decides	Our decision is.....
<p>4. Will you expect students to use a chart, or capacity matrix of some kind, to keep track of which standards they have demonstrated proficiency in? If not, how will they have access to information about how they are doing in demonstrating proficiency in the standards you require?</p> <p>5. Is there agreement on what it means to be proficient in the standards that students must demonstrate?</p> <p>6. Is there agreement on what it means to have sufficient evidence in considering whether the student is proficient in the standards?</p> <p>7. How much time do students have to demonstrate proficiency in a standard? Should every teacher have the same time limit? What happens if students don't meet the time limit? Can they move on to the next unit? The next term? The next grade level?</p>						
<p>Grading:</p> <p>1. Will the student's academic performance be reported separately from non-academic factors? Or, should the non-academic factors be averaged together with the academic factors to reflect student achievement?</p> <p>2. If teachers want to keep academic performance separate from non-academic factors but are NOT able to break these two apart on the report card, what percentage of the final grade should reflect academic performance and what percentage should reflect non-academic factors? Examples might be: 80% academic/20% non-academic; 90% academic/10% non-academic.</p> <p>3. Students need to have a clear idea what the expectations are for their work; they need to know what "proficient" performance looks like. This happens by defining proficiency and by providing this description to students. Are you prepared to assign grades to students based on clear performance descriptions? Do your colleagues who teach the same standards agree with these descriptions of proficient performance? If not, how can you collaborate to ensure consistent expectations across your team?</p>						

Topic to be Decided	Teacher Decides	Grade Level Decides	Dept. Decides	School Staff Decides	District Decides	Our decision is.....
<p>4. Should a teacher enter a “zero/0” in the gradebook when a student does not turn in assigned work? Or, should this mark only be used when a student completes an assignment but misses every question or activity on the assignment?</p> <p>5. Assuming you record letter grades on your report card, what letter grade reflects proficient knowledge and skills in the standards? What is your grading scale?</p> <p>6. When a student turns in late work, should the teacher reduce its value by a number of points, even if the quality is exceptional? Or, should the teacher mark the work for its full academic value, based on the accuracy of the student responses and, instead, reflect the fact the work is late in the non-academic factors area of the gradebook? (See Late Work on pg. 2)</p> <p>7. Sometimes we encounter a student who doesn’t want to complete the activities and assignments included in a unit; instead, he only completes the final assessments. If this student scored at a mastery level on all of the assessments, but never completed any of the daily assignments or activities, what kind of grade do you think he should earn?</p> <p>8. How will you keep track of individual accomplishments when students are working in a group? What system will you use to assign roles to students in the group and evaluate them on activities their roles require?</p>						
<p>Communication:</p> <p>1. How will you communicate with students, parents, and community members about the learning climate where each student is expected to make optimum academic growth and simply earning points for random non-academic things will no longer be happening?</p> <p>2. How will you deal with academic dishonesty? Will it affect a final grade or will you apply other consequences and reassess?</p> <p>3. What plan do you have for students who move into your school once the school year has started?</p>						

Topic to be Decided	Teacher Decides	Grade Level Decides	Dept. Decides	School Staff Decides	District Decides	Our decision is.....
<p>Creating the Right Learning Environment:</p> <p>1. How does the principal create and daily reinforce this culture? Schools work hard to establish a positive learning environment, a place where students have all of the support needed to succeed, and where they understand that they cannot get by with simply completing work of minimal quality. When teachers and students work together, and students experience success, they feel good about school and see hope for their academic future. All staff should be on the same page and have the same academic expectations for students; students are willing to work hard to reach proficient or higher levels of knowledge and skills in grade level standards.</p> <p>2. Classroom Expectations: School leadership and teachers agree on proficiency practices to be followed by every teacher in the school. They might include:</p> <ul style="list-style-type: none"> • Post standards and/or learning targets in the classroom. • Learning targets are in student-friendly language. • Formative and summative assessments group levels of questions reflecting a range of proficiency in the standard being measured. <p>3. Holding students accountable for learning: Sometimes students settle for completing work that a teacher knows reflects less than their best effort or ability. Occasionally a student operates under what some teachers have come to call the “one and done” mentality; this student reflects an unwillingness to invest any more effort than is minimally necessary to get the job/assignment done. Occasionally a teacher can work with a student to improve the quality of his efforts, to complete an activity with more care and concern for quality and detail. On other occasions, students are unwilling to do their best or to work hard. When this happens, we frequently don’t see academic growth from students that we know are capable of learning what we are trying to teach them.</p>						

Topic to be Decided	Teacher Decides	Grade Level Decides	Dept. Decides	School Staff Decides	District Decides	Our decision is.....
<ul style="list-style-type: none"> • Should we expect every student to show growth? To do their best work as frequently as possible and to reflect a commitment to learn through their words and actions? • How do you create a learning environment where this is the expectation? • How do you get student buy-in? 						

Three elements of proficiency that are difficult to implement: How will you address these?

Element Difficult to Implement	What is preventing you from addressing this? How can you remove this barrier?
Students assess when ready.	
Students advance upon mastery, moving to the next standards or course in the sequence.	
Learning is personalized through student voice and choice that results in high levels of engagement.	