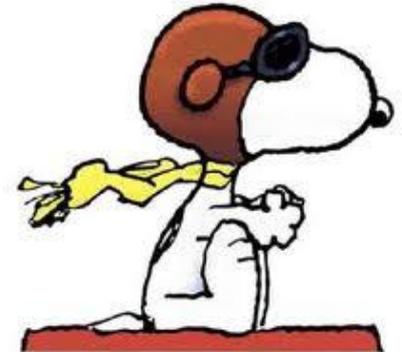


# Navigating to Proficiency- Based Education

Comprehensive School Health Education  
Spring Conference 2014

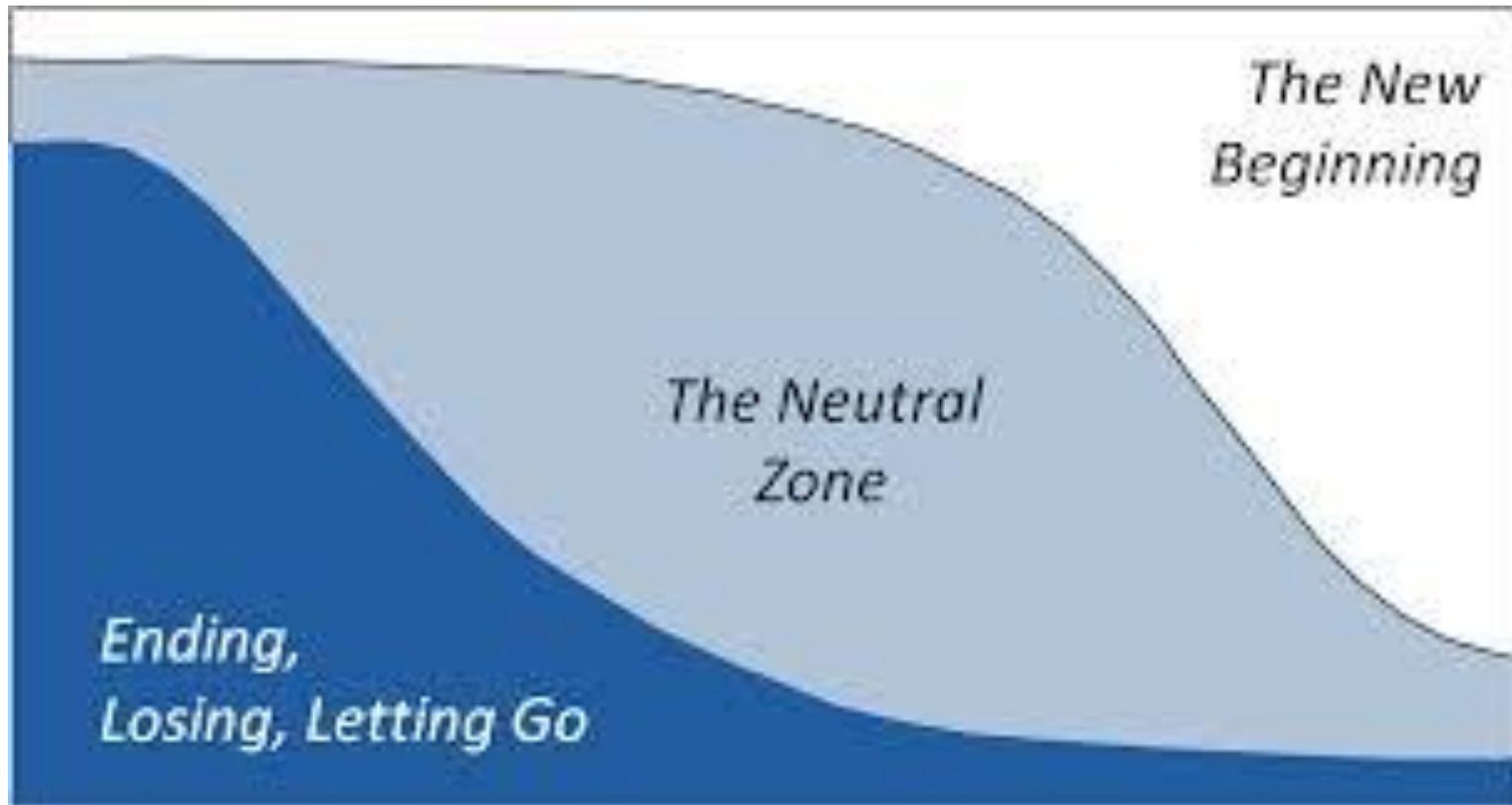
# Adaptive Change

- ▶ Internalize and come to terms with details of the new situation that the change brings about.
- ▶ Reconstructing deeply-internalized patterns of thought and action.
- ▶ May involve letting go things that they have always done or situations that they have depended upon for years.

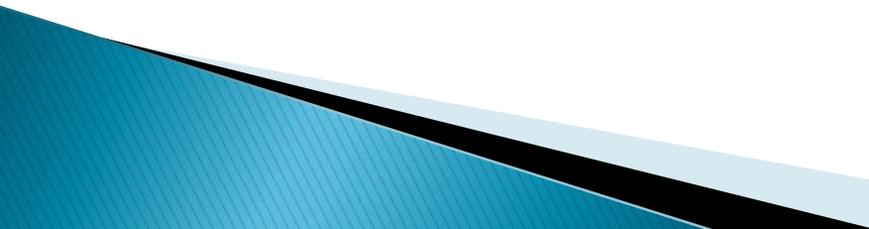


# Transitions

- ▶ by William Bridges



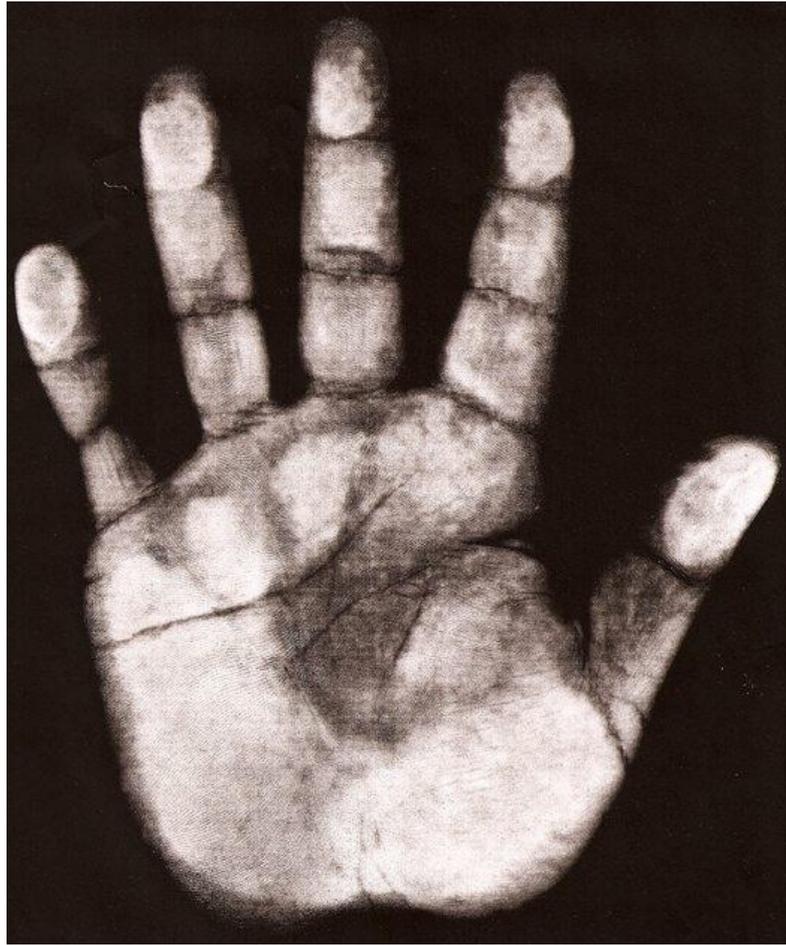
# Proficiency–Based Diplomas

- ▶ After January 1, 2018, in order to receive a diploma indicating graduation from secondary school, a student must:
  - ▶ 1. Engage in educational experiences in English language arts, mathematics, and science and technology in each year of the student’s secondary schooling
  - ▶ 2. Demonstrate proficiency in meeting state standards in all content areas
  - ▶ 3. Demonstrate proficiency in each of the guiding principles of the Maine Learning Results
  - ▶ 4. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.
- 

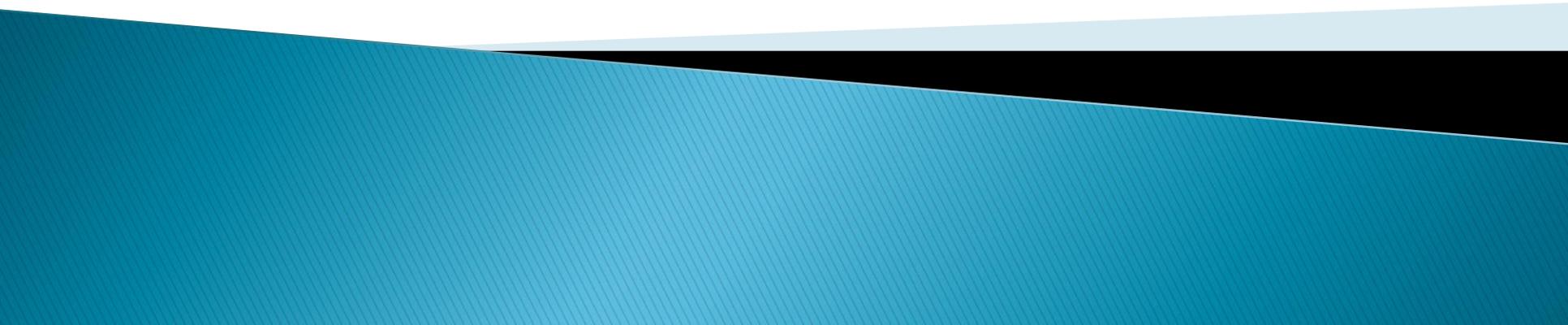
# The PBE Neutral Zone

- ▶ Learning how to create the conditions for every student to learn and demonstrate proficiency with evidence.

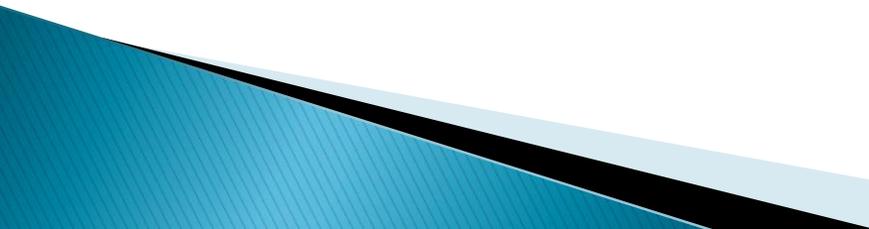
All our youngsters and teens are Maine's most precious resource. We must prepare all for the demands of their future.



**What are the essential  
knowledge and skills?  
Health Education**



# The Big Five

- ▶ Understand health promotion and disease prevention to enhance health
  - ▶ Access valid health information, services, and products to enhance health
  - ▶ Practice health-enhancing behaviors and avoid or reduce health risks
  - ▶ Analyze the ability of family, peers, culture, media, technology, and other factors to enhance health
  - ▶ Use interpersonal communication and advocacy skills; make decisions and set goals to enhance personal, family, and community health
- 

# Proficiency-Based Learning Simplified

The Guiding Principles Reporting Standards are drawn from the Maine Learning Results, which include the updated mathematics and English language arts standards and are anticipated to include the Next Generation Science Standards, and relevant national college- and career-ready standards documents.

The Content-Area Reporting Standards are drawn from the Maine Learning Results, which include the updated mathematics and English language arts standards and are anticipated to include the Next Generation Science Standards, and relevant national college- and career-ready standards documents.

Required for Graduation	Reporting Method		Assessment Method
YES	Transcript and Report Cards	<b>Guiding Principles Reporting Standards</b>	<b>Demonstration by Body of Evidence</b> Portfolios, exhibitions, and other culminating demonstrations of learning are assessed
YES	Transcript and Report Cards	<b>Content-Area Reporting Standards</b>	<b>Verification and Proficiency</b> Student progress toward the achievement of standards is determined and reported
NO	Progress Reports	<b>Performance Indicators</b> Describe the breadth and depth of reporting standards	<b>Summative Assessments</b> Summative assessments used to evaluate achievement of performance indicators
NO	Feedback to Student	<b>Unit-Based Learning Objectives</b> Guided by essential questions, teachers use daily learning targets to create progressions that move students toward the demonstration of performance indicators	<b>Formative Teacher Assessments</b> Ongoing formative assessment used to evaluate student learning progress

Design, implement, and evaluate a plan for stress management.

What would proficiency look like, sound like, and /or feel like for this performance indicator?

# Complex Reasoning Process:

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- ▶ What is stress?
- ▶ How can stress be managed?
- ▶ What are the actions or steps in implementing a plan?

Conceptual  
Understandings

Execution of Steps

TAXONOMY (Maine Cohort for Customized Learning)

USING KNOWLEDGE															
<b>Investigating</b> <i>Generate and test a hypothesis using assertions and opinions</i>		<b>Experimenting</b> <i>Generate and test a hypothesis using data collection</i>		<b>Problem Solving</b> <i>Accomplish a goal for which obstacles exit</i>		<b>Decision Making</b> <i>Use information to make a decision</i>		<b>Invention</b> <i>Develop unique product/process that fulfills a perceived need</i>							
<ul style="list-style-type: none"> <li>How did this happen</li> <li>Why did this happen</li> <li>What would have happened if</li> </ul>		<ul style="list-style-type: none"> <li>Investigate</li> <li>Research</li> <li>Find out about</li> </ul>		<ul style="list-style-type: none"> <li>Test the idea that</li> <li>Based on ___ what can be predicted</li> <li>What would happen if</li> <li>How would you determine if</li> </ul>		<ul style="list-style-type: none"> <li>How would you test</li> <li>How can this be explained</li> <li>Why did this happen</li> </ul>		<ul style="list-style-type: none"> <li>Solve</li> <li>Develop a strategy</li> <li>Figure out a way</li> <li>How will you reach your goal under these conditions</li> <li>How would you overcome</li> </ul>		<ul style="list-style-type: none"> <li>Decide</li> <li>Select the best alternatives</li> <li>What is the best way</li> <li>Which of these is most suitable</li> </ul>		<ul style="list-style-type: none"> <li>Create</li> <li>Devise</li> <li>Generate a new way to</li> <li>Change the way</li> <li>Think of another way</li> </ul>			
ANALYZING KNOWLEDGE															
<b>Comparing</b> <i>Identify similarities &amp; differences among items</i>		<b>Classifying</b> <i>Identify similarities &amp; differences among lists of items</i>		<b>Abstracting</b> <i>Identify similarities &amp; differences among chunks of info</i>		<b>Analyzing Errors</b> <i>Identify logical or factual errors in knowledge</i>		<b>Analyzing Perspectives</b> <i>Identify reasons logic for multiple perspectives on an issue</i>		<b>Constructing Support</b> <i>Build support for assertions or statements</i>		<b>Deductive Reasoning</b> <i>Identify logical conclusions or predictions of information</i>		<b>Inductive Reasoning</b> <i>Infer new generalizations from known knowledge</i>	
<ul style="list-style-type: none"> <li>Compare</li> <li>Compare &amp; contrast</li> <li>Differentiate</li> <li>Discriminate</li> <li>Distinguish</li> </ul>		<ul style="list-style-type: none"> <li>Sort</li> <li>Categorize</li> <li>Organize</li> <li>Identify types of</li> <li>Identify categories</li> </ul>		<ul style="list-style-type: none"> <li>Compare</li> <li>Compare &amp; contrast</li> <li>Create an analogy</li> <li>Create a metaphor</li> </ul>		<ul style="list-style-type: none"> <li>Revise</li> <li>Edit</li> <li>Evaluate</li> <li>Identify errors</li> <li>Identify problems</li> <li>Assess</li> <li>Critique</li> </ul>		<ul style="list-style-type: none"> <li>Analyze the perspective of</li> <li>Identify the logic behind</li> <li>Explain the reasons behind</li> <li>Explain why someone might think</li> </ul>		<ul style="list-style-type: none"> <li>Take a position on</li> <li>Defend your position on</li> <li>Explain your reasoning for</li> </ul>		<ul style="list-style-type: none"> <li>Make and defend</li> <li>Predict</li> <li>Judge</li> <li>Deduce</li> <li>Develop an argument for</li> <li>What would have to happen</li> </ul>		<ul style="list-style-type: none"> <li>Infer</li> <li>Create a principle</li> <li>Create a rule</li> <li>What inferences can be made</li> <li>What conclusions can be drawn</li> </ul>	
COMPREHENDING KNOWLEDGE															
<b>Symbolizing</b> <i>Construct symbolic representations of information</i>				<b>Integrating</b> <i>Identify basic elements/structure of knowledge</i>											
<ul style="list-style-type: none"> <li>Symbolize</li> <li>Represent</li> <li>Draw/Illustrate</li> </ul>		<ul style="list-style-type: none"> <li>Show</li> <li>Diagram</li> <li>Chart</li> </ul>		<ul style="list-style-type: none"> <li>Describe how or why</li> <li>Describe the key parts of</li> <li>Describe the relationship between</li> </ul>		<ul style="list-style-type: none"> <li>Describe the effects</li> <li>Explain ways in which</li> <li>Paraphrase, Summarize</li> </ul>									
RETRIEVING KNOWLEDGE															
<b>Recognizing</b> <i>Identify accurate statements regarding DK and PK</i>			<b>Recalling</b> <i>Produce information regarding DK and PK</i>			<b>Executing</b> <i>Carry out a mental or physical procedure</i>									
<ul style="list-style-type: none"> <li>Recognize</li> <li>Select from a list</li> </ul>	<ul style="list-style-type: none"> <li>Identify from a list</li> <li>Determine if the statements are true or false</li> </ul>		<ul style="list-style-type: none"> <li>Name:</li> <li>List</li> <li>Label</li> </ul>	<ul style="list-style-type: none"> <li>State</li> <li>Describe</li> <li>Who, What, Where, When</li> </ul>		<ul style="list-style-type: none"> <li>Draft</li> <li>Complete</li> <li>Solve</li> </ul>	<ul style="list-style-type: none"> <li>Read</li> <li>Demonstrate</li> <li>Write</li> </ul>	<ul style="list-style-type: none"> <li>Add</li> <li>Subtract</li> <li>Multiply, Divide</li> </ul>							

SOURCE: Dimensions of Learning (Marzano & Pickering); The New Taxonomy of Educational Objectives (Marzano & Kendall)

How will students know if they are  
proficient in this performance  
indicator?

How will they know the criteria for quality?  
(The value of specific feedback on progress  
towards clear learning outcomes.)

How and where might students gather their evidence of demonstration for this performance indicator?

- ▶ Design, implement, and evaluate a plan for stress management.



Evidence

Performance Indicator

What system of supports are in place to support students who may need more time to demonstrate proficiency of the performance indicator?

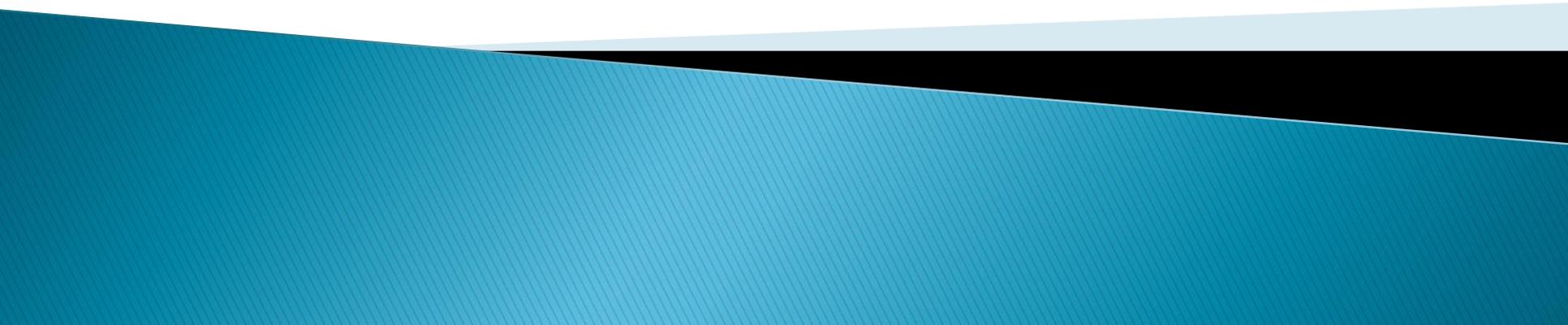
It matters more that we learned it not how quickly we learned it.

# Empowering Questions

- ▶ What are you learning and why is it important?
  - ▶ What do you do when you get stuck?
  - ▶ How will you know when you have learned it?
  - ▶ What do you do next?
- 

It requires, from us all, energy,  
commitment, introspection, and a vision  
that all students can learn.

Navigating the way to proficiency ....



# Maine DOE Proficiency-Based Education Resources

- ▶ [www.maine.gov/doe/proficiency](http://www.maine.gov/doe/proficiency)
- ▶ Commissioners weekly updates:  
<http://mainedoenews.net/category/publications/commissioners-updates/>