

STRUCTURE AND GOVERNANCE

High Expectations Work Group

April 30, 2014

Meeting Notes

Present: Jason Hancock, Alan Millar, Tom Taggart, Cheryl Charlton, Cindy Wilson, Dean Mortimer (via phone).

Diana Dorian, Proficiency-based Education Specialist with Maine Dept. of Education

Maine has been on a path toward proficiency based education for several years. The target is to have professional-based diplomas by 2018. They began in 2008 with cohorts or districts. After three cohorts had been started, they experienced budget cuts. This led to a grass-roots effort to continue the process with districts assisting in the effort where the state could not.

Infrastructure has been built – students can use “experts” who have mastered the subject. Teachers work with small groups. Students are grouped based on how they are doing, with clear exemplars that they can check.

Maine is a local-control state. Teacher preparation decisions are being made at the local level. They structure their schedule based on the learning rather than structuring learning based on the schedule. It is a local decision based on geography.

Horizontal – typically middle school teachers work in teams. In 7th grade, 4-5 teachers are responsible for core content areas: science and math; English Language Arts (ELA) and Social Studies. The core team has home rooms for the content area team.

Vertical – a team organized across grades. Many have teachers with home room responsibilities for 6-8 grades.

Teacher planning time – there is a start-up cost in terms of teacher time and in rethinking how to organize instructional time. When they team, they divide and conquer that demand. Sharing students and coordination of preparation time increases the load and requires time and perseverance.

See video clips on the website.

The committee asked several questions:

Are there remedial or advanced opportunities? Maine requires a response to intervention model. Their response model is to immediately look at data and adjust instruction. For those with proficiency, their response becomes seamless. All schools have Gifted and Talented Education (GATE) programs – not all students are pull out; many are embedded. A question remains as to how that will evolve as they get closer to full implementation.

Is there a statewide Learning Management System (LMS)? No, however there is a statewide accountability. The infinite campus has its limitations. Maine does not yet offer a state LMS system. Districts are making their own choices. Some groups use Educate, a data version of Empower. Some districts have chosen Jumprope. They are making those decisions based on their readiness and what they can afford. They would like the state to be able to leverage a statewide contract.

Incentives were available in 2009 which gave the districts the opportunity to build capacity. Districts received opportunity for coaching and training with site visits to check systemic level of implementation. There were deliverables and expectations for participating in the cohorts. The shift is significant. When Maine passed legislation for a proficiency-based diploma, they set aside \$2 million for transition grants which was allocated above and beyond the general allocation. It was awarded to the cohorts.

Maine has infrastructure and articulation in place as a bridge program with postsecondary institutions. If they are proficient in all areas, they can work on postsecondary opportunities while still in a secondary setting. Maine has expectations around multiple pathways and believes they are ripe for apprenticeships and internships.

How do you evaluate when kids are ready to move? How were assessments developed? The state effort was overdone, it imploded, and the governor repealed it. Now Maine is looking at guiding principles – 21st century skills. Performance assessments are offered as exemplars that districts can adopt, adapt, and use as springboards. They have teams of teachers building repositories from which districts can choose. The state is not building a formal system as they attempted a few years ago. Instead, they are offering. At the district level, formative assessments are used around learning targets, and summative assessments are used to assess progress toward proficiency. Many are choosing to work together on it.

Innovation Lab Network (INL)¹ – Maine facilitates the INL in identifying districts. The ILN has hired three vendors that make direct contact with teachers. Guiding principle work is at the state department level. ILN is part of the Council of Chief State School Officers (CCSSO) which supports states in moving toward proficiency-based systems. They are working to remove obstacles.

If the committees wish to talk to individual teachers, they need to contact the district coordinator. Districts have protocols for requests for teachers' time.

Great Schools Partnership that worked on district self assessment:

<http://www.maine.gov/doe/proficiency/support/self-assessment.html>

Proficiency based education has less baggage and is more fluid.

Donald Siviski is an Ambassador from Maine Department of Education to various organizations and associations, specifically CCSSO-ILN, Achieve, NASBE, CompetencyWorks etc .

Educate Maine² worked to get stakeholder buy in from business roundtables, chambers of commerce, teachers and parents.

Proficiency in thinking skills are assessed as well – these are habits on mind. Guiding principles were explicitly assessed and transcribed.

Performance Assessment – students have to work through prompts. The prompts are taxonomy based.

Maine needed to pass a law for performance-based standards. A Task Force worked for six years before the law was passed and needed to address the federal requirements. Knowledge Works grant.

Guiding principles were the areas that business community is interested in.

¹ The Innovation Lab Network (ILN) is a group of states taking action to identify, test, and implement student-centered approaches to learning that will transform our public education system. The goal of the ILN is to spur system-level change by scaling locally-led innovation to widespread implementation, both within and across states, with a constant focus on student outcomes. Current states in the ILN include California, Iowa, Kentucky, Maine, New Hampshire, Ohio, Oregon, West Virginia and Wisconsin... In the context of the ILN, CCSSO acts as a centralizing entity that facilitates collaboration and communication among ILN states, and provides leadership as states move forward with their innovative efforts. - See more at: www.ccsso.org

² Educate Maine is a business-led organization whose mission is to champion college, career readiness and increased education attainment. It was created by the merger of the Maine Coalition for Excellence in Education and the Maine Compact for Higher Education.

High school seniors choose a Senior exhibit capstone project and are required to synthesize data.

Maine's report card includes test score, performance index and a growth score. That gives a better assessment. There were 49 other indicators, but those were the top 3. The National Report Card should be expanded to include those top 3. Metrics – used in school if only evaluating one test score; otherwise metrics do a disservice to different kinds of learning. See System of assessment from Linda Darling-Hammond.³ (Don to send)

Essential Programs and Services (EPS)⁴ per capita allocation in each area (English Language Learners (ELL), Supplemental Education Services (SES), Average Daily Attendance (ADA), number of teachers, sports, etc). They receive general purpose aid in a lump sum of 50-50 with local funding. The entire formula needs to change. Students participating in internships affect ADA.

Resources are available on Yammer with 3-4 years of resources and data. (Don to send).

Stephen.bowen@ccsso.org – resources and would come out. *See also:* Chapter 7 in Growth Mindset by Carol Dweck; Leadership on the Line: Staying Alive through the Dangers of Leading by Martin Linsky and Ronald A. Heifetz.

It was suggested that Idaho choose some district as models and present results to the legislators.

In 2002, Governor King used a budget surplus to obtain Apple laptops for all 7th and 8th graders. Maine experienced numerous legal and technical challenges. Districts then built technology into their budgets. Every 4 years, the state did a new iteration of technology and districts then purchased the 4-year old technology. After 8 years, they bought all new devices.

Ask questions: What are you learning? Why are you learning those things? How are you learning? What happens when you get stuck? 1) Check capacity matrix for other kids who have mastered, 2) go to teacher website, 3) raise your hand and have teacher help you. Let's teacher becomes real facilitator of learning.

³ **Linda Darling-Hammond** is the Charles E. Ducommun Professor of Education at the [Stanford Graduate School of Education](#), where she launched the School Redesign Network, the Stanford Educational Leadership Institute, and the Stanford Center for Opportunity Policy in Education. Darling-Hammond is author or editor of more than a dozen books and more than 300 articles on education policy and practice. Her work focuses on school restructuring, teacher education, and educational equity

⁴ Essential Programs & Services is designed to insure that all schools have the programs and resources that are essential for all students to have an equitable opportunity to achieve Maine's Learning Results. The EPS model provides a basis for adequacy and greater equity in the funding of K-12 education because it is cost driven instead of expenditure driven.

Presentations on Advanced Opportunities:

AVID Program⁵, Stacie Curry, Boise School District [see presentation].

What is AVID?

- A structured, college preparatory system working directly with schools and districts;
- A direct support structure for first-generation college goers, grades 4-12
- A school wide approach to curriculum and rigor; and
- A professional development program providing training throughout the world.

AVID students generally demonstrate academic potential and may be the first in their family to attend college or come from a lower socioeconomic setting. Participation is voluntary.

Academic rigor is the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative and personally or emotionally challenging. In order to help students do rigorous work, AVID helps students develop as readers and writers, develop deep content knowledge, know content specific strategies for reading, writing, thinking and talking, and develop habits, skills and behaviors to use knowledge and skills.

In the Boise School District:

- AVID works as a systematic approach for college readiness;
- College entry and retention data support the program;
- All strategies are used school wide
- Enrollment in rigorous coursework and increased and the program has expanded;
- College entry rates from AVID students are greater than traditional students.

Cost: Have to pay for cost of training of the teachers. After full implementation, the program requires an average of \$4,200/year/school. A Western Division program manager comes to Boise three times per year. Boise has shifted the Full Time Equivalent (FTE) for the elective course. General Fund AVID budget was \$200,000 to pay for training supplies, per school, benefits, etc.

⁵ Advancement Via Individual Determination (AVID) is a global nonprofit organization that operates with one guiding principle: Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge. AVID's kindergarten through Higher Education System brings research-based curriculum and strategies to students each day that develop critical thinking, literacy and math skills across all content areas. Source: www.avid.org

AVID PROGRAM, Gary Johnston, Vallivue School District – (see presentation)
Gary provided folders with information to each committee member.

- If Idaho Core is the what, AVID becomes the how
- It's not for remediation, it's for acceleration
- Having the right AVID teacher is key
- Cost is approx.. \$600 per student
- Many of the same skills translate across the school and the district.

Ryan Gravette; Sherawn Reberry State Board of Education Portal; iPath,

Alan Millar PTECH,

Matt McCarter/Melissa McGrath Advanced Opportunities – State Dept. of Education,

NEXT MEETING:

Travel to Idaho Falls evening of May 27. Jason, Cheryl, Alan and Marilyn

May 28th

9:00 a.m. Tour of Compass Charter School - George Boland

11:00 a.m. Meeting at Eastern Idaho Technical College

1 hour: presentation on Funding Model – Jason Hancock

Noon Luncheon and discussion of PTE

12:30 PTECH presentation – Alan Millar

1:30 Superintendents, teachers or school 4 presentations on what they are doing and what they would like to do.

Panel of models in Idaho:

Sen. Mortimer to Invite legislators

Follow on meeting: SC mastery model, Carpe Diem