

## High Expectations Work Group June 12, 2014 Meeting Notes

Present: Cheryl Charlton, Alan Millar, Cindy Wilson, Tom Taggart and Senator Steven Thayn

Not Present: Jason Hancock

Others Present: Lauren McCauley, Charleston County School District, South Carolina (via teleconference); Vera McCrink and Susan Johnson, Idaho Professional-Technical Education (PTE); Ryan Gravette, Idaho Digital Learning Academy (IDLA), and Marilyn Whitney, State Board of Education

Lauren McCauley, Assistant Director, Race to the Top, Charleston County School District (Charleston SD) said that they are in year 2 of implementing performance based education.<sup>1</sup> The Lindsey Unified School District in California has been using this system for five years.

Reinventing Schools Coalition (RISC) provides workshop opportunities for school districts and states who are contemplating changes to performance-based learning models.

<http://www.reinventingschools.org/>

Vera McCrink, Interim Director, Idaho Professional-Technical Education (PTE), and Susan Johnson, Program Standards, PTE explained PTE's badge system.

### Professional-Technical Ed Badge System

Overview

Idaho Program of Study Framework

Example of Program standards

Criticality survey documents

Dr. McCrink explained that PTE is working on fundamental learning systems that students can use to go on to postsecondary or to go into the workforce. If a student chooses to go into postsecondary but chooses a different direction, i.e. go into an academic program, the dual credits in PTE do not apply, however, the skills learned are applicable. The badge would be more valuable from an employment perspective than dual credit.

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<sup>1</sup> Performance-based education is an innovative, student-centered approach to learning. In a performance-based system students work at their performance level and advance through the curriculum when they have demonstrated proficiency of the required knowledge or skills.

These are stackable “badges” that build on one another.

Ms. Johnson explained that significant industry involvement is used to create program standards. Those then go out in a criticality survey to industry. Responses solicited are: Nice to know, Need to Know, Critical to Know

PTE uses these survey results to align course content with what students need to know and what industry needs.

Dr. McCrink’s full presentation is attached.

Ryan Gravette with IDLA presented on Skill Stack. Each student will have his/her own web portfolio with competencies and badges. Mr. Gravette’s presentation is attached.

Senator Thayne led a discussion of the Mastery system in Maine. He viewed it as self selection rather than a system.

Marilyn Whitney discussed South Carolina. South Carolina was driven by local districts and leadership. They wanted the state to remove barriers so that they could get to a competitive grant process – are you willing, are you ready -- different models could be studied and evaluated. South Carolina did not need to change funding to do this. Small districts could partner with large districts. Some might be focused on a regional basis. It takes time. One way to get the idea started is allowing individual students, like bi-lingual students, to challenge a class.

Andrea Morgan, Education Specialist with Oregon Department of Education and Diane Smith, ELA 4<sup>th</sup> grade teacher, retired explained the Oregon mastery model. Diane Smith was also a principal who used proficiency-based education and is now the Teaching & Learning Initiative Director for the Business Education Compact (BEC), a non-profit in Portland area. The BEC’s mission to train teachers in K-12 and to connect with pres-service programs for training in most critical elements of proficiency and to provide data and training toolkits back to Department of Education.

Proficiency-based education is not mandated in Oregon. Instead, Oregon shows the districts the benefits of it and lets them develop their model on their own timelines. Oregon has had some of legislation – one was misinterpreted and caused issues. Proficiency models continue to develop and districts are still very interested. The State provides grant money to develop models.

Oregon uses box.com as a cloud service and can send access to Oregon report cards. Depth of the report is an indication of the depth and the systematic way in which the proficiency-based has been implemented. There are many different ways the report can look depending on how little or how much involvement the district has.

This was the first state funded program where money was available from the state. Before that, it was all funded at the local level. The state became motivated when it found that high school students were graduating with high GPAs but facing remediation at the college level. It needed to show parents, postsecondary schools and business that students had

knowledge and skills when they graduated. Students were using money to take remedial classes before they could start their college education.

Some districts have moved away from seat time.

Oregon provides an opportunity to earn credit for proficiency outside the classroom and for prior learning. Internship, summer classes, overload classes and earning credit for proficiency in regular classroom setting in a high school setting still functions in a traditional seat time setting.

Proficiency based classrooms share common elements:

- Standards are broken into smaller learning chunks, sometimes referred to as learning targets, or “I Can”. Students chart a standard and indicate whether they are proficient or not using a capacity matrix from RISC. The chart is not a measure of student performance.
- Less teacher talk and more student engagement. Teachers attempt to minimize the single, discreet answers.
- Heirarchy – uses taxonomy to develop summative and formative assessments which have fewer questions. Most are divided into 3 levels – Level 1 – lowest, Level 2 – series of proficient questions, Level 3 – more advanced and challenging.
- More group activities. In advanced districts, students are assigned roles in a group.
- Teachers in a proficiency classroom talk about interventions for students who are not proficient and how to address those students immediately by providing other resources or opportunities.
- Secondary teachers, see online, blended or hybrid learning.
- Embedded Kahn in modules.

Next Meeting: July 10, 2014