

Proficiency Based Teaching and Learning

Brunswick School Department's Commitment,
Accomplishments, and Future Plans

Our Commitment:

- Brunswick School Department will implement the aspects of Proficiency Based Education that are GOOD for TEACHING and LEARNING and GOOD for the BRUNSWICK COMMUNITY.



Standards-Based Teaching and Learning

What IS it???

- Proficiency Based Teaching and Learning is about Empowering students to become active, engaged, partners in the learning process through the use of a crystal clear progression of academic and behavioral expectations.
- The purpose is to ensure that students acquire the knowledge and skills that are deemed to be essential to success in school, higher education, careers, and adult life.

What Does it Look Like?

- On the “input” end, it looks like truly great teaching. Teachers are clear about learning targets, students are encouraged to use multiple pathways and diverse exemplars to acquire the skills and knowledge.

What are we Learning Right Now?


Tools for Solving and Checking Hard Words:

Try Something!		Check it!
<p>Get a running start.</p> <p>Get a running start. <i>Liam</i> <i>Norah</i> <i>Katie</i> <i>Aranna</i></p>	<p>Think about what's happening.</p> <p>Think about what's happening. <i>Jules</i> <i>Mia</i> <i>Sam</i> <i>Magie</i></p>	<p>Does that make <u>SENSE</u>?</p>
<p>Try it many ways.</p> <p>Try it many ways. <i>Ransey</i> <i>Jess</i> <i>Seth</i></p>	<p>Think what kind of word would fit.</p> <p>Think what kind of word would fit. <i>Kiara</i> <i>Reclary</i> <i>Ian</i> <i>Ben</i></p>	<p>Does that <u>SOUND</u> right?</p>
<p>Crash the parts together.</p> <p>Crash the parts together. <i>Liam</i> <i>Andrew</i> <i>Graden</i></p>	<p>Do a s-l-o-w check!</p> <p>Do a s-l-o-w check! <i>Graden</i></p>	<p>Does that <u>LOOK</u> right?</p>
<p>Look at ALL the parts of the word.</p>		

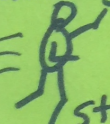
I can read closely to comprehend complex informational text.
 * I can support a claim with evidence.
 * I can take notes.
 * I can summarize information found in sources.
 * I can explain that government power is limited in order to protect people's rights and freedoms.

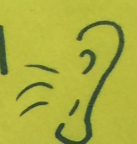
Learning Targets

📖 My Reading Goals 📖

SKIP 
the word

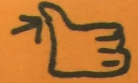


then

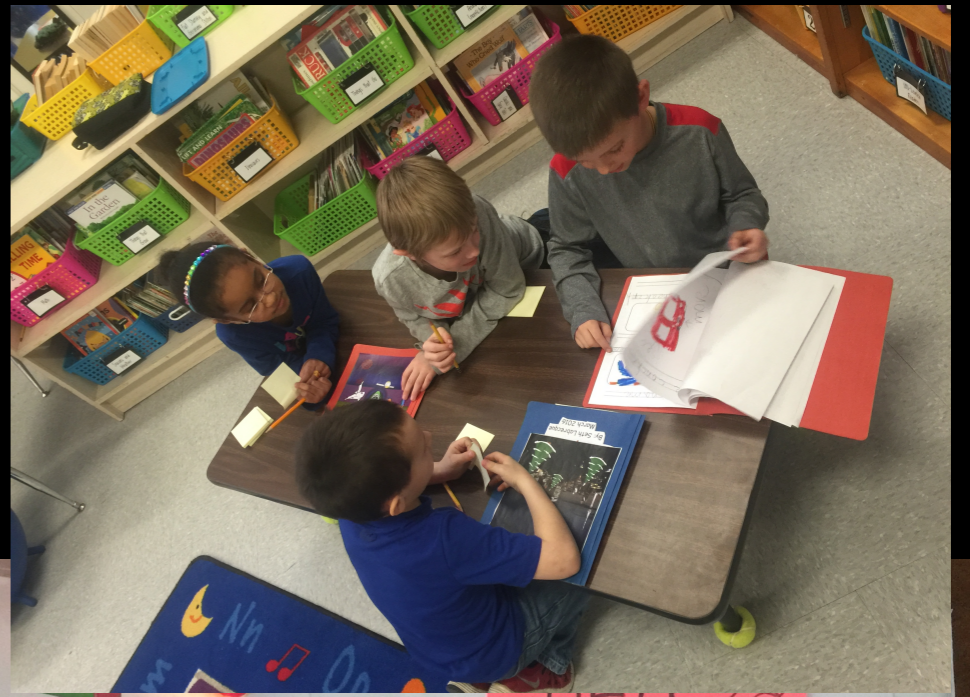
running 
start

look at
all 

Reminders

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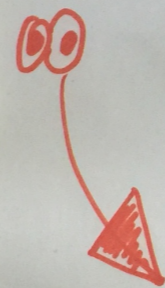


🖋 My Writing Goals 🖋

• !
? ...
•

Put a
capital letter
at the
beginning of
every sentence!

My Words



1. one
2. looked
3. because
4. they
5. get
6. when

Content Areas

English Language
Arts

Social Studies

CAREER & Education DEVELOPMENT

SCIENCE

WORLD LANGUAGE

Physical Education and Health Education

Math

Visual and Performing Arts

Guiding Principles

Responsible,
Involved
CITIZEN

Clear, Effective
Communicator

Creative and Practical Problem Solver

Informed and Integrative Thinker

Self-Directed, Lifelong Learner

Learning Standards:

- The skills, knowledge, and concepts within each CONTENT AREA.
- Teachers target instruction toward achievement of these.



Graduation Standard



Performance Indicator



Learning Target

Habits of Work:

- The Behavioral Characteristics, Affects, and Qualities that lead to attainment and demonstration of the GUIDING PRINCIPLES

Proficiency-Based Diploma Law

Proficiency-Based Learning Simplified

Graduation Standards for Cross-Curricular Skills

Drawn from Common Core State Standards (Standards for Mathematical Practice *in* Mathematics *and* College and Career Readiness Anchor Standards *in* English Language Arts), Next Generation Science Standards, *and* state-by-state cross-curricular standards

Graduation Standards for Content Areas

Drawn from Common Core State Standards, Next Generation Science Standards, *and* state-by-state content area standards

REQUIRED <i>for</i> GRADUATION	REPORTING METHOD		ASSESSMENT METHOD
YES	Transcript	Graduation Standards Cross-Curricular Skills <i>5–8 school-wide standards</i>	Demonstration by Body of Evidence <i>Portfolios, exhibitions, and other culminating demonstrations of learning are assessed</i>
YES	Transcript <i>and</i> Report Cards	Graduation Standards <i>by Content Area</i> <i>5–8 standards per content area</i>	Verification of Proficiency <i>Student progress toward the achievement of standards is determined and reported</i>
NO	Progress Reports	Performance Indicators <i>5–10 indicators per content-area standard</i>	Common School-Wide Assessments <i>Common summative assessments ensure greater consistency in the evaluation of student learning</i>
NO	Feedback <i>to</i> Student	Unit-Based Learning Objectives <i>Guided by essential questions, teachers use daily learning targets to create progressions that move students toward the demonstration of performance indicators</i>	Formative Teacher Assessments <i>Ongoing formative assessment is used to evaluate student learning progress</i>

What you may have
heard....

Brunswick's OPTION 6 Plan



Professional Development

Teacher Input and Leadership has been Key to our
Success so far!

Plans Going Forward

- 2016-2017 - Pilot Standards-Based Reporting in Grades 5-8
- BHS will implement assessments based on common criteria and including Guiding Principles.

Our Commitment

To implement proficiency based practices to the extent that these are good for teaching and learning - good for the Brunswick Community

