CBP Videos

Regional possibilities:
Collaborations in western Maine

Western Maine Education Collaborative

One conversation at a time:
Getting the message out

Western Maine Education Collaborative

Unpacking the standards:
A teacher's perspective

Williams Elementary School

At their own pace:
Student voice and choice

James H. Bean Elementary School

To a whole new level:
Demonstrating learning

Lyman Elementary School

Finding your way:
The learner-centered dashboard

Hall-Dale Middle School

Assessing their own work:
Students as active participants

Massabesic Middle School

Bringing it all together:
The senior capstone project

Hall-Dale High School

Coming soon:

Troy Howard Middle School

&

Commissioner Bowen

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

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Management Plan / DOE Workshops

Aug 27, Sept 5, Sept 18, Oct 22, 31

Core Questions:

When we say "State Standard," what do we mean?

All, Some, Groups? State role?

When we say "Proficiency," what do we mean?

What is the state's role here?

When we say "Demonstrate," what do we mean?

Does it meet Proficiency? What role?

Guiding Principles all the above?

Maine Department of Education

Technical Assistance Team

January 2013

Don Siviski, DOE Superintendent of Instruction

Diana Doiron, DOE Standards Specialist

Gary Chapin, DOE/ Center for Best Practice Research Writer

Mark Kostin, Great Schools Partnership Associate Director

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Maine Department of Education

TAP Team Expectations

- DOE position and definition; glossary
- DOE working groups
- Web sites: CBP (maine.gov/doe/cbp)
- Stakeholders and practitioners group
- Statute review and Timeline (3 years)
- March 1st, June 24, July 1st Sept 1st and beyond
- Alignment with ESEA, CCSS and SBAC implementation schedule

Maine Department of Education

Considerations

Can the current system meet these expectations fairly and equitably?

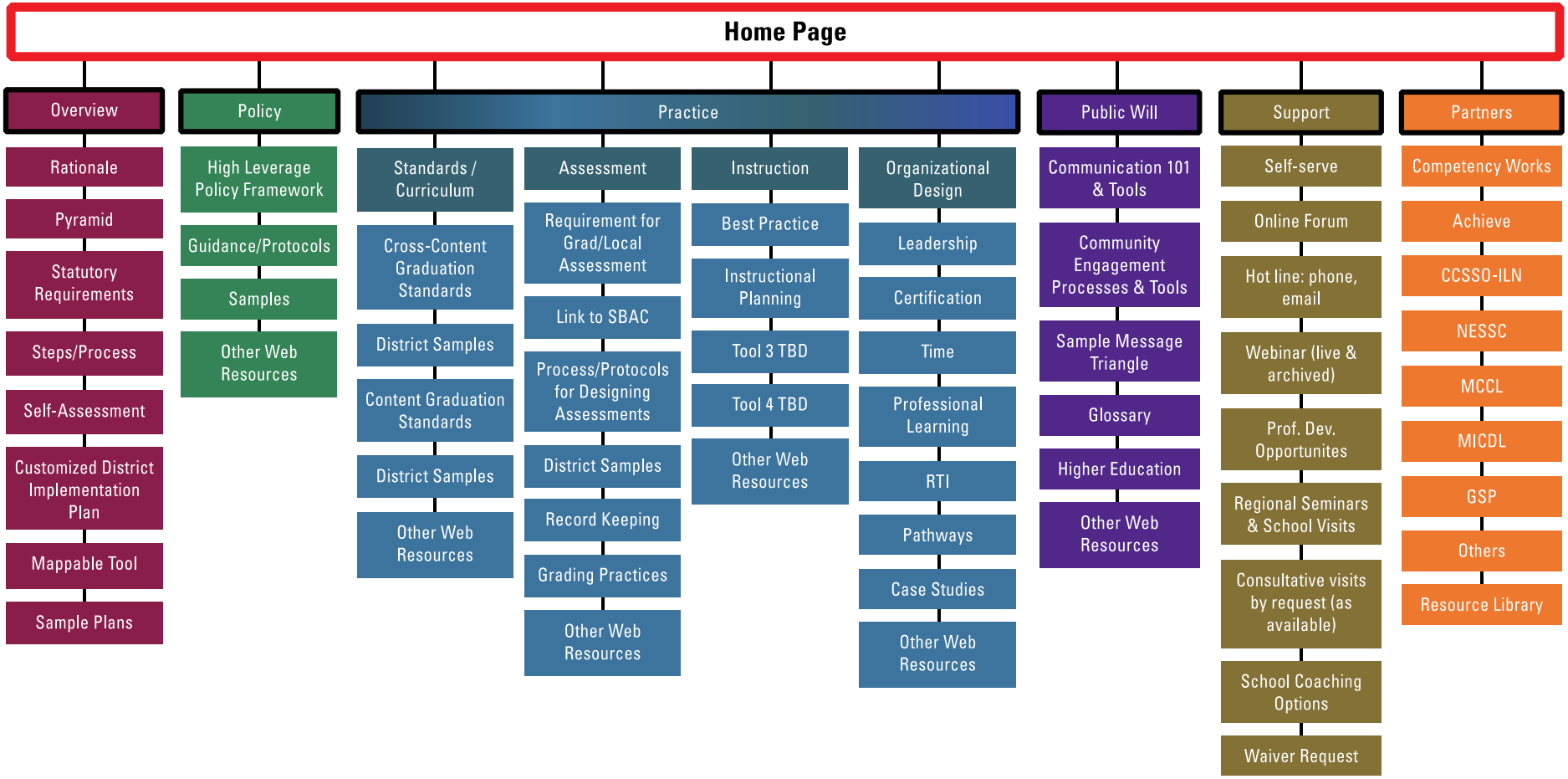
How will we transition to a new system of accountability and assessment that will be useful rather than punitive?

Is there a hierarchy of standards or are they all of equal value?

What statutes need to be addressed to assist SAU's with the transition?

Maine Department of Education

Maine School Administrative Unit Planning For Proficiency-Based Graduation Website Map



Version 1

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Who else is on this journey?

- Achieve and ~~35~~ 36 states
- Deeper Learning Network and 14 states
- Innovative Lab CCSSO and ~~9~~ 10 states
- NESSC and 5 states, 42 NE colleges
- Growing collaboration ME, NH, VT, IA, OR
- Strong interest from philanthropy foundations