

AGENDA – RSU 13 CURRICULUM COMMITTEE

Thursday, March 26, 2015 – 5:30 PM

McLain Building Rockland

Please note: at the August 21, 2014 Curriculum Committee meeting, the decision was made to move regular Curriculum Committee meetings to the 4th Thursday of the month, 5:30 – 7:00 PM.

Committee	Committee & Admin. Liaison	Committee or Visitors
<input type="checkbox"/> Sally Carleton, Chair	<input type="checkbox"/> Steven Roberts	<input type="checkbox"/> C. Veit
<input type="checkbox"/> George Emery	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Donald Robishaw	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Carol Bachofner	<input type="checkbox"/> Neal Guyer, Admin. Liaison	<input type="checkbox"/>
Time IN:	Time OUT:	
Discussion		Results / Follow Up
1. Committee discussion - <i>becoming the ambassadors for proficiency-based education</i> . At the 2/26/15 meeting members received a one page document, Ten Principles of Proficiency-Based Learning . This document will be the focus of discussion and will be utilized to identify areas for further committee learning opportunities. (see accompanying document)		
2. Discussion – continuing work of the Curriculum Committee. Sally Carleton (<i>This discussion was begun at the January meeting. Chair Carleton asked that a continuation of this discussion be held over to the March meeting</i>).		
3. Other/Adjourn: Confirm meeting date & time for April.		

Ten Principles of Proficiency-Based Learning

Over the past decade, the movement to adopt proficiency-based approaches to teaching, learning, and graduating has gained momentum throughout the United States, as more educators, parents, business leaders, and elected officials recognize that high academic expectations and strong educational preparation are essential to success in today's world. Schools use proficiency-based learning to raise academic standards, ensure that more students meet those higher expectations, and graduate more students better prepared for adult life.

To help schools establish a philosophical and pedagogical foundation for their work, the Great Schools Partnership created the following "Ten Principles of Proficiency-Based Learning," which describe the common features found in the most effective proficiency-based systems:

1. All learning expectations are clearly and consistently communicated to students and families, including long-term expectations (such as graduation requirements and graduation standards), short-term expectations (such as the specific learning objectives for a course or other learning experience), and general expectations (such as the performance levels used in the school's grading and reporting system).
2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students regardless of whether they are enrolled in traditional courses or pursuing alternative learning pathways.
3. All forms of assessment are standards-based and criterion-referenced, and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons.
4. Formative assessments measure learning progress during the instructional process, and formative-assessment results are used to inform instructional adjustments, teaching practices, and academic support.
5. Summative assessments evaluate learning achievement, and summative-assessment results record a student's level of proficiency at a specific point in time.
6. Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.
7. Academic grades communicate learning progress and achievement to students and families, and grades are used to facilitate and improve the learning process.
8. Students are given multiple opportunities to improve their work when they fail to meet expected standards.
9. Students can demonstrate learning progress and achievement in multiple ways through differentiated assessments, personalized-learning options, or alternative learning pathways.
10. Students are given opportunities to make important decisions about their learning, which includes contributing to the design of learning experiences and learning pathways.



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