

REGIONAL SCHOOL UNIT NO. 13  
SCHOOL BOARD  
CURRICULUM COMMITTEE MEETING MINUTES  
February 26, 2015

Committee Members Present	:	S. Roberts, G. Emery, D. Robishaw, C. Bachofner
Other Board Members Present	:	L. Andrews, C. Curtis
Staff Members Present	:	J. McDonald, R. Thompson, K. Harrison. S. Browning, J. Bakley
Others Present	:	B. Fisher (MCST)
Location	:	McLain Building – Rockland

I. Call to order:

*This meeting was called to order by Steven Roberts, substituting for Curriculum Committee Chair, S. Carleton, at 5:02 PM.*

II. Presentation of the "Fisherman's Academy" being planned for OHS-E in FY 16; Principal Thompson:

*Principal Thompson provided a PowerPoint presentation of the intended Fisherman's Academy course sequence that would offer a graduation worthy pathway of specialized learning opportunities for those students intending to enter maritime pursuits following high school. Emphasized within the presentation were the following points:*

- *A guiding committee of community members, educators, parents, and industry participants have supported and been involved in the development of this effort.*
- *The program will become available for students in their 10<sup>th</sup> year and will involve a formal application process.*
- *The program's intent is to sustain students in a credible and engaging program of learning who might otherwise consider leaving high school early.*
- *The course sequence will cover proficiency-based graduation standards.*
- *The Fisherman's Academy will welcome a cohort of between 12 and 15 students.*
- *There are no anticipated additional budget implications.*
- *It is likely that applicable course offerings will be available at OHS-E and at MCST.*
- *Internship opportunities are intended as a component of this learning opportunity.*
- *While graduating students will receive a specific endorsement of program completion on their transcript – it is understood that this program is not a pathway to formal licensure.*
- *Students completing the program would not be compromised in any subsequent decision to pursue college or other post-secondary learning opportunities.*

III. Discussion/information – World Languages and Global Education; Kit Harrison:

*Kit Harrison, RSU 13 World Language Instructor, described her work as a Regional World Language Instructional Leader working with other regional leaders under the auspices of the DOE. A profile was provided demonstrating the developmental proficiency levels of language learning and application which will inform how graduation worthy 'proficiency' is defined going forward, and the learning structures that will likely need to be in place to support 'proficiency' as a graduation requirement/goal. This is valuable information as the RSU looks to rebuild world language programming – particularly at the elementary level.*

*An overview was also provided of the emerging instructional and program elements leading to Global Education Competence. This set of learning opportunities are intended to engage students in actively learning about cross-cutting global issues and expanded world-wide awareness. Educational organizations pursuing this recruit a guiding committee and employ designated personnel to intentionally embed these elements across curriculum and content areas. Upon graduation, students attain transcripts that certify the attainment of Global Education Competence.*

IV. Discussion – the Curriculum Committee becoming the ambassadors for proficiency-based education – next step; Steven Roberts:

*Steven Roberts introduced and provided context for this discussion indicating a need for curriculum committee members to expand their depth of accurate knowledge about the elements of proficiency-based teaching and learning. The suggestion is that future meetings should address specific questions or informational areas that committee members would appreciate pursuing. Neal Guyer distributed a document entitled **Ten Principles of Proficiency-Based Learning**. Committee members were asked to review this document in advance of the March meeting. This document will be the focus of continued discussion at that meeting and areas of further investigation will be identified at that time.*

V. Other/Adjourn:

*This meeting was adjourned by Steven Roberts, substituting for Curriculum Committee Chair, S. Carleton, at 6:20 PM.*

*The Curriculum Committee will next meet on March 26, 2015 at 5:30 PM.*

# 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.

