

Minutes
MSAD #8 School Board Work Session
October 10, 2017
Middle School Science Room
Work Session

1. **Called to order** at 6:00 PM by R. Jones

2. Yvonne Thomas facilitated an activity (“Compass Points”) designed to help Board members best understand their personal thinking, processing, and communication preferences, and to appreciate those of their Board colleagues. All agreed that this understanding and insight will help the Board work more effectively as a group. Board members found the activity to be quite valuable and agreed it will serve them well to have a variety of working styles on the board, and will provide balance to how they process information and make decisions.

3. Principal Kirkpatrick, Superintendent Crawford and teachers Robb Warren and Pat Paquet then lead an information session about proficiency-based education. Pat is working toward her master’s degree in proficiency education and presented a PowerPoint she had developed for her course of study. The PowerPoint focused on meeting students where they are, empowering students to make decisions regarding their education, and giving students multiple pathways to show what they know and can do. Roy presented a chart (see below) showing the differences between traditional and proficiency systems and showed sample data indicating that the traditional practice of averaging grades was not an accurate indication of what students actually knew and could do and disguised significant gaps in student learning. And lastly, using English/Language Arts as an example, Robb showed the board a sample of what standards and performance indicators actually look like.

Traditional

Proficiency

Classrooms are teacher driven. The teacher dictates the "how", "what", and "why" of the curriculum.

Students are empowered and make decisions about what and how they learn: to own what they do and how they do it.

The course content is determined by age and grade level, regardless of student ability and skills.

Course content (Performance Indicators a student is focusing on) is determined by demonstrated student skill/competence.

Students demonstrate competence in a manner dictated by the teacher which may not fit the student's learning style i.e. paper and pencil TEST.

Students may demonstrate competence in multiple ways: test, projects, artwork, presentations, individually, collaboratively.

Grade averages are used to determine the child's competence, therefore students may lack necessary skills and be moved on based upon averaging calculations. (See averaging model spreadsheet)

Assessments are not averaged. Students must demonstrate proficiency on each indicator. Sub standard previous work is not relevant when determining proficiency. (Track and field analogy.)

Students can meet course requirements by attaining the lowest possible grade. (70)

Students must demonstrate full proficiency. Partially proficient is not good enough.

Attitude and behavior weigh heavily in determining competence: do homework well and on time, neatness, behavior in class, working hard, being a "good kid."

Attitude and behavior are not factors in demonstrating proficiency. They are measured and reported as "Habits of work."

Must demonstrate competence within a set timeframe. If students "fails", class moves on. Opportunity is lost.

Time is not a factor. Proficiency is the goal and requirement, regardless of how long it takes.

4. 7:50 PM: Adjournment