

Report to School Board on NEASC Final Report of Visiting Committee

September 13, 2016

Questions from School Board Members Connected to NEASC Final Report of Visiting Committee

Schoolwide Rubrics/Proficiency Diplomas/Curriculum

1. What is your time frame for developing and implementing school-wide rubrics? Where are we in that process?
2. What is the timeline for developing school-wide rubrics?
3. How will all this be approached with regard to proficiency-based standards?
4. What is the timeline for developing and implementing one common template of “essential questions” which embody 21st Century Learning Expectations?
5. What rubrics are and will be in place across all departments?

21st Century Learning/Authentic Learning/Personalized Learning

6. What is your plan to develop and later implement instructional strategies to better personalize learning for all students within the learning community at CEHS through the use of professional development time? Have you and teachers agreed on what it means to “personalize learning” for all students?
7. What is the plan for prioritizing 21st Century Learning expectations within the curriculum and having it be understood and embraced by all stakeholders? All stakeholders must be able to identify civic and social competencies.
8. What are our plans for aggressively targeting the cultural conflict between 21st century learning skills and traditional/outdated teaching skills?
9. Why did only 48.9% of staff feel that all students have access to practice and achieve learning expectations? What are we doing to improve this?
10. Please define “authentic learning” and a plan for making sure this is at the core of all instruction.
11. What is the timeline for creating and implementing one model for instructional best practices?

Teacher Evaluation Process

12. What are the plans for the new evaluation process reinforcing the shift towards 21st century learning skills and away from outdated teaching skills?
13. Please explain how the new teacher evaluation pilot will be used to reflect 21st Century Learning and what is the current status of the pilot?

School Climate/Culture

14. What is the plan to celebrate the successes of all student including vocational and special education students?
15. What is planned for creating a climate of belonging for all students?
16. Is the advisory program under review?
17. Is the Achievement Period under review?
18. What are the goals in place for fortifying the advisory program in terms of professional development, data collecting, and rubrics?

Alternative Pathways

19. How are you going about encouraging more students to explore and participate in authentic learning opportunities outside of the school? PATHS but in addition to PATHS?
20. What are we doing to promote PATHS within CEHS and across the district? What changes need to be made to change cultural perception of PATHS students? What goals do we have in place for increasing numbers and access to attending PATHS? What barriers are there?

Time/Priorities/Training

21. What is your plan for carving out time for this work?
22. When will teachers be provided time to start working collaboratively on these complex issues?
23. What is the plan for school year work and summer work?
24. In your opinion do we need to lengthen the school year for teachers through collective bargaining to gain additional days for PD?

25. With significant proficiency-based diploma work already on your plate, what do you think you and your staff's highest priorities should be in the 2016-2017 school year in response to the NEASC report? In other words, which actionable items do you think will have the most potential to immediately enhance teaching and learning in the high school?

Systems of Support for Students

26. Is the Achievement Period under review?
27. Where are we with creating and implementing a systematic student intervention protocol? When do you anticipate it being up and running?
28. When do you anticipate having a formal identification process for at risk students that is regularly communicated to all staff?
29. How can we reconstruct the Achievement Period to better serve all students and ensure that all students go? Will a curriculum and rubrics [for the Achievement Period] be created?
30. What systems are in place and should be in place for increasing support for at-risk families?

Student/Parent Involvement

31. Schoolwide rubric—parent and student involvement? Plan?
32. Student involvement in review of advisory program?
33. Student involvement in review of achievement period?
34. How do we plan to go about involving all stakeholders in developing school-wide, district-wide rubrics?
35. What is the plan for gaining more student feedback so to best guide instruction? What will the approach and timeline be?

Budget

36. How will you go about including faculty and staff in the entire budget process, both in its development and if necessary the reduction of the budget?

Process of Change

37. Criticism can make people feel defensive and resist the change that is long overdue. How will you work with the staff to get them on board with the cultural and curricular improvements that are needed? What are your short and long term strategies?
38. You mentioned during our August meeting that there were many points of the NEASC identified areas for improvement that would dovetail nicely with proficiency-based work that is under way. A) Since there are many critical areas for improvement (cultural and curricular), how will you integrate that work so that it doesn't feel like just checking off a list but truly addresses concerns and is meaningful to CEHS students and staff? B) Instead of what may feel like piling on more and more work, what traditions can be let go to make way?

Miscellaneous

39. When will CEHS offer at least one heterogeneous core class for all students? Please be specific. Starting which year?
40. What is and how will we provide "site-based leadership in areas of curriculum, instruction, assessment and current research practices?"
41. What is being done to increase the value and data available from formative assessments?
42. What goals are in place to create more heterogeneous core classes and what is the timeline....beyond what already is there (e.g., English, World Language)
43. What plans are in place for the counseling department to gather ongoing data and feedback from all grades and parents?
44. What is needed to make industrial arts more successful...both in terms of physical space and bringing in a more heterogeneous mix of students?
45. What is needed by the fitness programs to provide greater instruction to all students?
46. What is the timeline for the formal follow-up review and implementation process? Who, what, and when will be involved?

FROM CEHS SELF-STUDY REPORT

III. Statement of Critical Strengths and Needs

Approved by CEHS Faculty, December 2015

Strengths:

1. Creation, due to student energy, of a culture where new ideas ranging from TEDx Youth to LGBT Unity events are embraced.
2. The large variety of activities, clubs, and athletics in which nearly 85 percent of CEHS students are active.
3. The Achievement Center, which is staffed throughout the day by teachers and peer tutors, provides the opportunity for academic support and personalized instruction to all students.
4. The feeling of a majority of parents, students and faculty that a rigorous curriculum challenges students.
5. Provision of curriculum and instruction intended to promote higher order thinking skills, inquiry and problem-solving as well as many opportunities for students to exhibit these skills and learn in varied ways.
6. Implementation of the Achievement Period to provide students the opportunity to receive one-on-one instruction with each of their teachers and give teachers the ability to work with students who are in need of additional support.
7. The strong, positive relationships formed by teachers and students both in and out of the classroom.
8. A high graduation rate and percentage of college placement resulting from the work of school staff and students as well as the culture of high expectations that permeates the school and community.
9. The dedication of teachers to constantly improving their practices, and their passion for providing instruction that consistently engages students.
10. The strong parent and community involvement in various school initiatives such as the High School Parents Association and the Cape Elizabeth Education Foundation.

Needs:

1. The development and use of school wide rubrics to measure and report to families each student's progress toward meeting the 21st century learning expectations.
2. Finalization of formalized curriculum for all courses and creation of a formal curricular review plan to ensure curricular coordination between schools in the district.
3. Cross-disciplinary learning opportunities that are explicitly tied to curriculum and the school's 21st century learning expectations.
4. Increased opportunity for students to have their passions and interests drive their educational program.
5. Continued discussions and training about school climate, with special attention towards the high stress levels among students and staff.
6. Regular follow up and monitoring of new programs in the school such as the Advisory Program and the Achievement Period.
7. Recommitment to the Professional Learning Community model including an assessment of current practices and further training of faculty, especially around how to use formative assessment data to differentiate learning and inform instruction.
8. Increased teacher voice in the structure and offerings of school and district professional development.
9. Actions to address the perceived problems in trust and communication between teachers and district administrators including creation of systems that assure teacher voice in critical decision-making and the grounding of those decisions in student growth and learning needs.
10. Formalization of a diversity of intervention systems (medical health, mental health, social supports, academic supports) for all students including timely communication to all staff.
11. A system to track all underperforming students and a structure to facilitate timely academic interventions for these students through use of the Achievement Period and the Achievement Center.

Part IV. Two and Five Year Plans to Address Critical Needs

Adopted by Department Chairs, January 2016

Two Year Plan

1. Starting with review of currently used rubrics tied to 21LE, develop and begin implementing schoolwide use of those rubrics
2. Train staff in the use of schoolwide use or rubrics in a manner that supports the shift to proficiency grading and proficiency diplomas
3. Complete curriculum writing in Math, English, Science, Social Studies and Foreign Language using UBD format
4. Expand current pilot offerings (Student Driven Learning and Freshman Academy) involving cross-disciplinary learning opportunities, integrating more teachers into these new programs.
5. Train staff in the process and skills of teaching these cross-disciplinary offerings
6. Systematically incorporate stress management into our advisory curriculum, and train staff in the instruction of these techniques. Incorporate these techniques also in staff meetings.
7. Provide leadership roles to a small committee of staff to evaluate the advisory and AP programs, to develop norms around AP best practices, and to communicate data with staff that informs understanding of how those programs are working.
8. Develop through conference attendance and other professional development opportunities the capacity of department chairs to take our PLC work to the point that sharing student data and instructional practices is a regular and effective part of that work
9. Develop through professional development content specific, best practice formative assessment capacity and understanding, and implement those best practices through improved common formative assessments.
10. Define, document, and communicate in an easy-to-understand way the mechanisms in place for raising concerns about students needing some type of additional support and the protocols and indicators for turning to each intervention tool or system
11. Develop a report card-like approach to evaluating courses and programs in the school, piloting that process with an examination of our Achievement Period and Advisory program.

Five Year Plan

1. Develop and implement a proficiency based report card that reflects student progress on each of the 21LE
2. Create common planning that includes departments that are currently left out of our provisions for common time (Arts & Technology and Health & Physical Education).
3. All students experience opportunities to pursue in a cross-curricular way study or projects in an area of passion or interest.
4. Complete curriculum writing in a UBD format in Health/PE and all arts and technology classes.
5. Complete the implementation of stress management into our advisory program, and provide concomitant training for staff to share those practices with students.
6. Use school meeting times to provide a system for staff to regularly share and discuss concerns and practice of common interest so that teachers feel better informed and supported in their work.
7. Use report card internal review process, by which we regularly monitor existing and new programs and courses, to review other programs and courses according to a cycle TBD. The progress will compare their successes to defined course and program targets, using the results to drive program change and staff training.

What are the priorities for new work this year?



1. PLAN FOR AND COMMUNICATE PLANS FOR IMPLEMENTING PRACTICES LEADING TO PROFICIENCY DIPLOMAS BEGINNING WITH NEXT YEAR'S NINTH GRADE CLASS.

Steps entailed in this work:

- ✓ Complete **curriculum writing**, identifying content-specific standards tied to graduation (*we have made great progress towards this goal over past two years; we are in the process of creating a digital archive of all of our curriculum documents*)
- ✓ Create **rubrics** tied to 21st Century Learning Expectations (NEASC language) and Maine Guiding Principles (Maine language) that will be used to score and report on student progress towards the demonstration of proficiency against those cross-disciplinary graduation standards. (*we have drafted writing, research skills, and presentation rubrics; next up will be reading and problem-solving; we will then turn to "social and civic" rubrics*)
- ✓ Create **rubrics** tied to the content standards that we identify that will be tied to graduation
- ✓ Identify **assessments** in grades 9-12 that will be used to assess student proficiency against content-specific standards and cross-disciplinary standards tied to graduation (*we are in preliminary stages of this work, but it is begun*)
- ✓ Gather **exemplars** of student work on those assessments that will be used to illustrate the quality of work required to attain proficiency at each grade level on those assessments
- ✓ Develop a manageable **reporting system** that will be informative to teachers, students, and parents concerning student progress towards graduation standards (*we are in preliminary stages of gaining familiarity with standards-based reporting possibilities through PowerTeacher Pro gradebook*).
- ✓ Gather **input from students and parents** to shape our understanding of those assessments (and related instruction) that have been most helpful in students' development of skills and knowledge tied to the standards as well as to find the sweet spot of reporting on standards that is informative of where students stand without being overwhelming because of information overload (*will be done through advisory program this year and through meetings with parents*)

- ✓ **Educate and communicate** with our relevant public (the Board, teachers and staff in Pond Cove and the Middle School, students, parents, and the community) our plans for implementing proficiency diplomas beginning next year
- ✓ **Train staff** in scoring of assessments to ensure consistency in judgment in application of rubrics to student work and in maintaining gradebooks that transparently and clearly communicate student progress overall and student progress towards attaining standards proficiency.

All of the above while keeping in mind **the mantra** that any system we develop must meet these criteria:

- ✓ **Simple**
- ✓ **Manageable**
- ✓ **Educationally Valuable**



2. PILOT THE NEW TEACHER EVALUATION SYSTEM

What does that mean?

For all teachers, a minimum of **six mini-observations** with follow-up conversations and brief writeup

Three departments piloting **SMART goal** setting tied to new system

- ✓ English
- ✓ Math
- ✓ Science

Fall and spring meetings with teachers identifying their placement on effective teaching practices rubrics (Marshall rubrics) and assessing progress towards SMART goals.

Nate Carpenter and I will be sharing this work, but I will be handling more of it than Nate

What projects are continuing this year that address issues of climate and instruction?

2nd year of **Academy classes** (from 1 Freshman Academy class last year to 2 Freshman Academy classes this year and 1 Junior Academy class)

Continued **Wessler training** of groups of students in values and practices of building a positive, caring school climate (including bystander actions that can make a difference)

2nd year of **Student Driven Learning** program (from 10 students last year to 31 this year; from one non-teacher leading program last year to one non-teacher and three teachers leading program this year).

3rd year of **Advisory program**, with newly defined focus areas:

- ✓ 9th grade—Asking for and accepting help
- ✓ 10th grade—Study Skills
- ✓ 11th grade—Building community
- ✓ 12th grade—College Applications and Senior Transition Project

Where will we get the time to do the new work, in particular, this year?

- ✓ Professional Development Mondays
- ✓ Faculty Meetings
- ✓ Use of common planning time
- ✓ Release time for groups of teachers to:
 - ✓ Visit other schools
 - ✓ Plan
 - ✓ Train
- ✓ Summer time or additional days added onto school calendar for next August (subject to discussion with Association)

The Connections Between Maine's Guiding Principles and the 21st Century Learning Expectations in CEHS's Mission Statement

Maine Guiding Principles	CEHS 21st Century Learning Expectations	Where we are/what we have
Clear and Effective Communicator (including foreign language)	<ul style="list-style-type: none"> ✓ Write proficiently ✓ Read well and reflectively ✓ Express themselves clearly in oral presentations 	
Self-directed and lifelong learner	<ul style="list-style-type: none"> ✓ Be engaged in classes ✓ Persevere and seek/accept help when work becomes difficult <p>These are elements of this quality but do not fully reflect the intent behind being "self-directed"</p>	<p>There are examples of this experienced by every student (e.g., iSearch, 10th grade Social Studies project, 11th grade policy paper, 12th grade STP), and some richer examples experienced by some (SDL and many co-curricular activities), but the pieces may not be sufficient to measure up to the spirit or intent of this principle.</p>
Creative and practical problem solver	<p>Solve problems and challenges with creativity, insight, and persistence, using tools and resources well suited to the task.</p>	
Responsible and involved citizen (including economic and civic literacy)	<ul style="list-style-type: none"> ✓ Complete work in timely way ✓ Demonstrate academic honesty ✓ Be engaged in classes ✓ Persevere and seek/accept help when work becomes difficult ✓ Treat others with dignity, honesty, and respect ✓ Work productively in team settings 	
Integrative and informed thinker		<p>This is work to do to develop cross-disciplinary aspects to every student's experience. There is connection between this and the Self-Directed Learner principle.</p>

Maine Department of Education

Home → Getting to Proficiency → Standards → Guiding Principles

Guiding Principles

Part of The Maine Learning Results: Parameters for Essential Instruction

The knowledge and skills described in the Maine Department of Education Regulation 132 support Maine students in achieving the goals established in Maine's Guiding Principles. The Guiding Principles state that each Maine student must leave school as:

A. A clear and effective communicator who:

- Demonstrates organized and purposeful communication in English and at least one other language
- Uses evidence and logic appropriately in communication
- Adjusts communication based on the audience
- Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)

B. A self-directed and lifelong learner who:

- Recognizes the need for information and locates and evaluates resources
- Applies knowledge to set goals and make informed decisions
- Applies knowledge in new contexts
- Demonstrates initiative and independence
- Demonstrates flexibility including the ability to learn, unlearn and relearn
- Demonstrates reliability and concern for quality
- Uses interpersonal skills to learn and work with individuals from diverse backgrounds

C. A creative and practical problem solver who:

- Observes and evaluates situations to define problems
- Frames questions, makes predictions and designs data/information collection and analysis strategies
- Identifies patterns, trends and relationships that apply to solutions
- Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response
- Sees opportunities, finds resources and seeks results
- Uses information and technology to solve problems
- Perseveres in challenging situations

D. A responsible and involved citizen who:

- Participates positively in the community and designs creative solutions to meet human needs and wants
- Accepts responsibility for personal decisions and actions
- Demonstrates ethical behavior and the moral courage to sustain it
- Understands and respects diversity
- Displays global awareness and economic and civic literacy
- Demonstrates awareness of personal and community health and wellness

E. An integrative and informed thinker who:

- Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology
- Evaluates and synthesizes information from multiple sources
- Applies ideas across disciplines
- Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes

The following Guiding Principles standards were developed in response to Public Law 669, Section 9 Development of standards based tools.

Maine Learning Results Guiding Principles Standards

A. A Clear and Effective Communicator

Standard A: Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes.

B. A Self-Directed and Lifelong Learner

Standard B: Understands the importance of embracing and nurturing a growth mindset.

C. A Creative and Practical Problem Solver Who:

Standard C: Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.

D. A Responsible and Involved Citizen

Standard D: Understands the interdependence within and across systems and brings to each situation the appropriate actions.

E. An Integrative and Informed Thinker

Standard E: Is skilled at using complex reasoning processes to make meaning.

Understanding Maine's Guiding Principles

Understanding Maine's Guiding Principles. (PDF, 747KB) A researched-based framework created to convey the knowledge, skills, and dispositions embedded in the Maine Learning Results' Guiding Principles. The frameworks describe what it may look like when students exhibit the