

School Administrative District #44

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David W. Murphy, Ed. D.
Superintendent of Schools

Paula S. Leavitt, M.S.
Assistant Superintendent for
Special Education, Curriculum
and Special Projects

FAX COVER SHEET

Date: 12/16/14

To: Diana Doiron

From: MSAD #44 - Nancy Robertson for Paula Leavitt

Number of Pages including cover sheet: 32

Comments: _____

Submitting an extension application

MSAD #44

Telstar Regional High School



School Administrative Units (SAUs) award diplomas. The Maine Department of Education's role is to ensure that SAUs base the awarding of a diploma on student proficiency for students graduating after January 1, 2018. The following Proficiency-Based Diploma Extension application is intended to provide the Department and the school administrative unit with evidence of a good fit between the district's current progress and their extension request.

Directions for submitting an extension application

1. Complete the document and provide evidence to support the responses. Our intent is to keep the process streamlined and reasonable and have therefore set word limits of 1000 words for each section in the application and request that districts submit a total of no more than 25 pages of evidence.
2. Convert the extension application document and all pages of evidence to a PDF format and fax your complete application to Diana Doiron at the following fax number: 1-877-227-9838.

Note: Extension applications that are incomplete or lack sufficient evidence will receive feedback requesting additional information. Our plan is to process all submissions within a month of the submittal window. This plan is dependent on the number of submissions received per submittal deadline.

Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

- Provide evidence of active participation in proficiency-based system of supports to address identified critical areas of need, build capacity and the infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and the annual benchmarks for each year for which the extension is requested that outline the steps the SAU will take to ensure that students graduating after July 1, 2020 will be awarded a diploma based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

LIMIT RESPONSES TO QUESTIONS TO 1000 WORDS PER QUESTION AND LIMIT TOTAL ATTACHED EVIDENCE TO 25 PAGES

Submittal Window

1. Indicate the submitting date.

August 18, 2014, 5 pm September 17, 2014, 5 pm October 18, 2014, 5 pm

Superintendents Region

2. Indicate the superintendent region in which your SAU is a member.

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	

Washington	
Western Maine	X
York	

3. **School Administrative Unit: MSAD #44**
4. **High School(s): Telstar Regional High School**
5. **Name and title of person completing the extension request:**
Paula S. Leavitt, Assistant Superintendent of School
6. **Superintendent's name, address, phone number and email:**
David W. Murphy
1 Parkway Suite 204
Bethel, ME 04217
(207) 824- 2185
murphyd@sad44.org

Evidence of Preparedness

7. **Provide evidence of active participation in a proficiency-based system of supports to address identified critical areas of need, build capacity and build infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles. Include evidence showing the impact of participation on your district's preparedness. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).**

Criteria:

- **Clear description of the proficiency-based education work completed to date**
- **Clear connection between evidence and the work done**
- **Clear description of the impact the proficiency-based work is having on students, staff and community**
- **Clear alignment to extension option**

MSAD#44 has been moving to a standards-based system for the past ten years. During that decade staff from kindergarten through grade 12 have worked to align curriculum to standards, create standards-based reporting systems, differentiate instruction, customize learning, and measure proficiency. At the elementary and middle school levels, much of the work is complete in all content areas and students are entering Telstar Regional High School with an awareness of "meeting standards" and demonstrating proficiency. The K-12 math curriculum has been aligned to Common Core standards with local "power standards, grade level benchmarks,

assessments, and remediation in place. Other content areas are at various levels of implementation.

At Telstar Regional High School, work to move from a course/credit system to a proficiency-based system has undergone the following steps:

2008-2009: As part of the NEASC accreditation process the staff developed school-wide expectations for student learning with scoring rubrics to support its vision/mission in the areas of academic, civic, and social expectations. These rubrics serve as a foundation and allowed staff to begin a discussion separating social and civic behaviors from academic “grading.” (Evidence#1)

2009-2010: The School Board formally adopted school-wide expectations and a leadership team met monthly to develop a “multiple pathways” curriculum. (Evidence#2)

District-wide staff developed an RTI process for supporting students in meeting academic and behavioral goals. (Evidence #3)

2010-2011: Staff began mapping their curriculum (what they were presently teaching on a quarter-by-quarter basis) using the following basic template:

<p><i>Units of Study</i></p>	<p><i>Essential Skills</i> (What students know how to do.)</p>	<p><i>Essential Knowledge</i> (What students will know.)</p>	<p><i>Standards met from Maine Learning Results or Common Core</i></p>
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(Evidence #4)

2011-2012: Each staff member then met with his/her content peers area to analyze the resulting documents for alignment, planned and unplanned redundancies, and gaps in standards. Much of the discussion at this point led to revamping course content to insure that students at Telstar would have an opportunity to meet standards during their high school tenure. ELA and mathematics made the most immediate progress under the leadership of Melissa Poston and Doug Bennett in ELA and Robert Remington and Susan Owens in math. Course content was revised and perhaps, more importantly, instructional strategies modified. (Evidence#5)

During this time the entire district adopted “Mass Customized Learning” and implemented multiple professional development activities to encourage and support teachers in customizing learning. A district steering committee,

including members of the School Board, led the efforts and insured both district-wide coordination and Board support. All staff read and discussed *Inevitable: Mass Customized Learning* by Charles Schwahn and Bea McGarvey and attended several area trainings. (Evidence #6)

2012-2013: Telstar High School staff's next steps were to prioritize the standards for all core courses and determine what all Telstar students should know and be able to do in order to graduate. Below is a check list from that work:

Evidence#7

2013-2014: Staff focused on the grade 9 offerings in preparation for Proficiency-Based Diplomas for the class of 2018. (Evidence #8) In addition two staff members attended the Guiding Principles workshops, developed tasks and rubrics, and shared their work as a model for others. (Evidence #9)

In 2013, MSAD#44 received a TIF4 grant (a 5-year, 5 million dollar) project for teacher and leader training. Teacher-leaders and administrators received in depth training in connecting student achievement to teacher and leader evaluation. All staff began work on student learning objectives and personal goals to improve teaching and learning. Each teacher used student achievement data to focus on student growth on a specific measurable standard. At Telstar, the process heightened staff awareness of their impact on student learning and furthered the transition from "I taught to s/he learned." (Evidence#10)

During the summer of 2014, ELA, math, and science teachers worked to finalize standards for their grade 9 students. At the same time the district has entered into an agreement with the 4-H program at Bryant Pond (just a few miles from Telstar) for an experiential grade 9 program. Teachers and administrators have developed an interdisciplinary program that will allow for project based learning in an environment beyond Telstar Regional High School's walls. This is a key component to our ability to provide multiple pathways for learning to our students.

Clear connection between evidence and the work done Evidence Index

- #1. Telstar Academic, Social, and Civic School-wide Expectations and Rubrics
- #2. Multiple Pathways Document-Telstar Reform
- #3. RTI discussion
- #4. Curriculum Mapping/Customized learning template
- #5. Draft of Algebra I mapping
- #6. MSAD#44 Staff Development Plan
- #7. Curriculum Mapping Process Checklist
- #8. Grade 9 Math Power Standards from Common Core
- #9. Talking Points of transition to Standards and Proficiency Based Diplomas
- #10. Mass Customized Learning/TIF 4 agenda
- #11. Science Measurement Topics

Clear description of the impact the proficiency-based work is having on students, staff and community

Attached are the results of a staff and student survey that show a solid understanding of standards based education.

Clear alignment to extension option

The decade's worth of work detailed here attest that MSAD #44 will be fully ready to award proficiency-based diplomas in all eight content areas and the standards of the Guiding Principles in 2020. The results of the abovementioned survey will serve as a guide for professional development for staff.

Multi-year Implementation Plan

- 8. **Provide a description of the multi-year plan to meet the goal of awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the extension is requested. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).**

Criteria:

Multi-year plan is aligned with the SAU shared vision focus areas

Benchmarks for progress in 2014-2015 include activities/actions that will support the achievement of the benchmarks and metrics to measure them.

Evidence included clearly supports the benchmarks

Vision Focus Areas	Activities/actions	Evidence
2014-15		
Present Extension Plan to SAD #44 School Board	Board Presentation	Board meeting minutes
Develop a high school proficiency-based diploma committee to track progress	<ul style="list-style-type: none"> • Curriculum leaders will meet monthly to review progress • Committee members will report to whole staff at monthly staff meetings 	<ul style="list-style-type: none"> • Meeting agenda & notes • Meeting agenda & notes
Develop 1-4 reporting system from the work of Ken O'Connor	<ul style="list-style-type: none"> • Working in content groups, staff will separate guiding principles/habits of mind from academic grading 	<ul style="list-style-type: none"> • Published 1-4 reporting system for academics and guiding principles

Begin to use Empower to track standard proficiency	<ul style="list-style-type: none"> • Use the train the trainer model developed by MCCL • Empower sponsored webinars to provide professional development • Use Empower created videos 	<ul style="list-style-type: none"> • All students' progress toward proficiency in standards tracked in Empower
Explain Proficiency Based learning and tracking system (Empower) to parents and the community	<ul style="list-style-type: none"> • Hold community and parent evening meetings 	<ul style="list-style-type: none"> • Sign in sheet with pre-assessment of understanding • Use exit ticket to gauge increased understanding
Choose reporting standards for standards-based report cards (from those already in use at TRHS for ELA & math)	<ul style="list-style-type: none"> • Provide opportunity for teachers to attend PBE professional school year and summer • Provide up to three full release days to K-12 vertical curriculum teams 	<ul style="list-style-type: none"> • Newly created report cards
Develop common assessments that are aligned with reporting standards for ELA & math	<ul style="list-style-type: none"> • Provide up to three full release days to curriculum teams 	<ul style="list-style-type: none"> • Google Drive collection of common assessments
Develop interdisciplinary units for ELA and math	<ul style="list-style-type: none"> • Project based learning at Telstar's 4-H based outreach learning center 	<ul style="list-style-type: none"> • Project based learning at Telstar's 4-H based outreach learning center
Explain ELA and math reporting standards to parents and the community	<ul style="list-style-type: none"> • Hold community and parent evening meetings 	<ul style="list-style-type: none"> • Sign in sheet with pre-assessment of understanding • Use exit ticket to gauge increased understanding
2015 - 2016		
Choose reporting standards for standards-based report cards for science and technology, and guiding principles	<ul style="list-style-type: none"> • Provide opportunity for teachers to attend PBE professional school year and summer 	<ul style="list-style-type: none"> • Newly created report cards

	<ul style="list-style-type: none"> • Provide up to three full release days to K-12 vertical curriculum teams 	
Develop common assessments that are aligned with reporting standards for science and technology, and guiding principles	<ul style="list-style-type: none"> • Provide up to three full release days to curriculum teams 	<ul style="list-style-type: none"> • Google Drive collection of common assessments
Develop interdisciplinary units for ELA, math, and science and technology, and guiding principles	<ul style="list-style-type: none"> • Project based learning at Telstar's 4-H based outreach learning center 	<ul style="list-style-type: none"> • Project based learning at Telstar's 4-H based outreach learning center
Explain science and technology, and guiding principles reporting standards to parents and the community	<ul style="list-style-type: none"> • Hold community and parent evening meetings 	<ul style="list-style-type: none"> • Sign in sheet with pre-assessment of understanding • Use exit ticket to gauge increased understanding
2016 - 2017		
Use the same process as above to establish reporting standards for physical education and health	<ul style="list-style-type: none"> • Same activities as pervious year 	<ul style="list-style-type: none"> • Same means evidence collect
2017 – 2018		
Use the same process as above to establish reporting standards for social studies and visual and performing arts	<ul style="list-style-type: none"> • Same activities as pervious year 	<ul style="list-style-type: none"> • Same means evidence collect
2018 - 2019		
Use the same process as above to establish reporting standards for world languages and career and educational development	<ul style="list-style-type: none"> • Same activities as pervious year 	<ul style="list-style-type: none"> • Same means evidence collect

2019 - 2020		
Use the same process as above to establish reporting standards for world languages and career and educational development	• Same activities as pervious year	• Same means evidence collect

System of Supports for Student Learning

9. Describe the system of supports you have in place for secondary school students when proficiency is not demonstrated. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced) and attach evidence to support the description referencing the name of the document(s) and specific page(s).

Criteria:

- Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit
- Clear description of practices for regular monitoring of student progress
- Clear description of equity of opportunity for support in any content area and
Guiding Principle

MSAD #44 has a framework for a system of supports for students when proficiency is not demonstrated in place. We will continue to build upon that framework over the next two years. All schools in the district will have universal screeners (for both behavior and academics) and a progress monitoring system in place by the fall of 2015. Each school will develop data review teams made up of general educators, special educators, social workers, and administrators. The responsibility of these teams will include cross-referencing standardized test data with classroom-generated data, attendance data, and that generated by the universal screeners.

Administration and guidance at both the middle and high school will create an RTI block as part of each student's academic day. This will provide an opportunity for pre-teaching and re-teaching for those students who are struggling to meet the standards or an opportunity for enrichment for those who are proficient. This will be scheduled into each student's day and will provide either a time to work on guiding principals, extensions, Tier II, or Tier III intervention. The level of intervention will be determined by the data team. Possible intervention include, but are not limited to IXL, evidence-based reading intervention strategies, and teacher-created pathways to show proficiency.

Special education staff is working with parent to and general education to ensure that IEP goals are aligned with standards to help students earn proficiency-based diplomas.

MSAD #44 does not offer world languages at the middle school level. It will be difficult for students to show proficiency when they do not start learning a second language until high school. To combat that, we are exploring providing instruction in American Sign Language beginning in 2016.

We will continue to use Mahoosuc Kids, our 21st Century grant, to provide summer programming to students who qualify for Title 1 services. The intent of the program is to avoid regression, continue a connection to school and staff for students who may be or are at risk of becoming disengaged. Retention skills in math, English/Language Arts are presented in a project-based learning environment. Students also participate in enrichment activities.

Starting in January 2015, our 9th grade class will attend a project-based learning initiative. The program is a joint venture between MSAD #44 and the University of Maine's Extension Program. It is housed at the 4-H center in Bryant Pond, Maine. Our staff, the University staff, and administration are working diligently to develop interdisciplinary units that will provide multiple pathways to show proficiency in all standards, including the guiding principles.

Proficiency-Based Diploma Transition Funds

10. Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:

- **Policy: 0%**
- **Practice: 95%**
- **Community Engagement: 5%**
- **One-year Carry Over: ? – need to get from Cindy**

11. Provide a description of the intended impact for your transition funds. Attach a budget for the 2014-2015 transition funds and any 2013-2014 transition funds that were carried over after June 30, 2014. For each expense, identify the amount and date by which it will be expended. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced). Attach a budget document and limit the budget document to 2 pages.

Criteria:

- **Clear description of intended impact for your use of transition funds**
- **Budget aligns to intended impact**

Transition fund will provide teacher with the opportunity to develop a better understanding of proficiency-based education along with the strategies and materials to assess and report to both students and parents more precisely what a student knows and can do.

Expenditures include time for teachers to work on developing interdisciplinary curriculum – including common assessments. This work will be release time during the school year and summer workdays. During the school year, in order to have the skills necessary teachers will be provided an opportunity and the resources to participate in book studies, professional learning communities, use of the coaching model, and training on use of Empower, our computer-based standards tracking system.

I will add the actual budget once I get he numbers from Cindy.

School Board Vote and Approval of the Extension Request

12. Provide the agenda and minutes from your SAU school board meeting reflecting a formal board vote and approval of the extension request. Reference the page numbers that specifically address the board vote and approval of the extension request option.

Option 5 Authorization Page

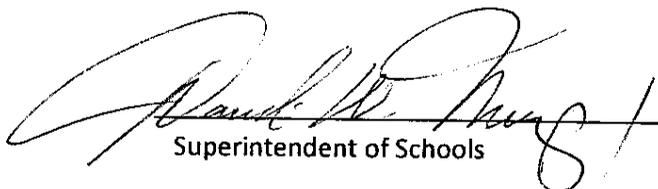
Annually the SAU will host a site review from the Maine DOE. During the annual site visit which must precede June 1, your SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- classroom visits
- evidence of progress toward quarterly benchmarks for the year
- goals and quarterly benchmarks for continued progress over the next school year toward the awarding of diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles
- a budget for use of additional proficiency-based diploma transition funds.

We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

- A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;
- B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;
- C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and
- D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.


 Superintendent of Schools _____ 11/10/14
 Date


 _____ 11-10-14

Chair of School Board

Date

**M.S.A.D. #44 BOARD OF DIRECTORS
NOVEMBER 10, 2014 - MINUTES**

I CALL TO ORDER:

Directors Absent: Mr. Akers, Mr. Cooper, Ms. Gray, Mr. Polak and Ms. Sharkey

Others Present: Ms. Bell, Mr. Brown, Ms. Chapman, Mr. Deegan, Mrs. Hanscom, Mr. Kenney, Mr. Kuzyk, Ms. Lang, Ms. Leavitt, Ms. Littlehale, Dr. Murphy, Mr. Rafford and Mrs. Waite.

Pledge of Allegiance

II ACTION ON MINUTES:

Ms. Cross moved and Ms. Taylor seconded that the Board approve the minutes from the meeting held on October 14, 2014.

VOTE: Unanimous Yea

III CITIZEN COMMENTS:

None

IV BOARD MEMBER COMMENTS:

Mr. Merlino read from the District's policy manual the Board's process for evaluating the Superintendent and asked if the Board was following the procedure outlined. Ms. Davis said the most recent evaluation was done in December 2013 and followed the policy guidelines.

Ms. Cross, Ms. Taylor and Mr. Merlino recently attended the Maine School Management Association Conference and reported the sessions were very informative.

Chairman's Report:

V COMMITTEE/BOARD MEETINGS:

SAD #44 Board Meeting: Monday, December 8, 2014, 6:30 PM, Telstar Library

Education Committee: Monday, December 1, 2014, 9:00 AM, NSB Conference Room

Facilities Committee: Tuesday, December 2, 2014, 4:00 PM, Telstar Middle/High School

Finance Committee: To Be Determined

Negotiations Committee: To Be Determined

Executive Committee: To Be Determined

Personnel Committee: Monday, December 8, 2014, 6:15 PM, Telstar Library

Policy Committee: Proposed, December 8, 2014, 3:30 PM, NSB Conference Room

Region 9 Cooperative Board: Wednesday, December 3, 2014 – 6:00 PM, Region 9 School of Applied Technology, Mexico

VI COMMITTEE REPORTS:

Education Committee: Ms. Taylor reported the committee recently heard an update from Mr. Rafford on progress on middle school standards, a review of the Empower software program and an update on the Grade 9 program.

Facilities & Ancillary Services Committee: Mr. Carter told the Board the committee heard an update on the pellet heating system installation at the Telstar complex and discussed the feasibility of a possible installation at the Crescent Park School.

Finance Committee: none

**MSAD #44 Board of Directors Meeting Agenda
November 10, 2014 - Minutes -Page 3**

3. Ms. Taylor moved and Ms. Davis seconded that the Board approve creating a committee to consider possible changes to the method of sharing costs among MSAD #44 towns per 20-A M.R.S. §1301(3).

After some discussion, Mr. Carter moved and Mr. Merlino seconded to table the article until the December 15, 2014 meeting.

VOTE: 619 Yes; 77 No
No Vote: Ms. Largess and Mr. Melville

4. Ms. Morgan moved that the Board approve the Personnel Committee's recommendation to appoint Jolene Littlehale as the District's Affirmative Action Officer and Homeless Liaison.

VOTE: Unanimous Yea

5. Ms. Cross moved and Ms. Davis seconded that the Board change the December Board meeting to December 15th.

VOTE: Unanimous Yea

6. Following a presentation by Mrs. Leavitt, Ms. Taylor moved that the Board approve the Education Committee's recommendation to approve of a request to the Maine Department of Education for a Proficiency Based Diploma Implementation Extension.

VOTE: Unanimous Yea

ADJOURNMENT:

Ms. Cross moved and Mr. Melville seconded that the meeting adjourn.

VOTE: Unanimous Yea

Respectfully submitted,

David W. Murphy, Ed.D.
Superintendent

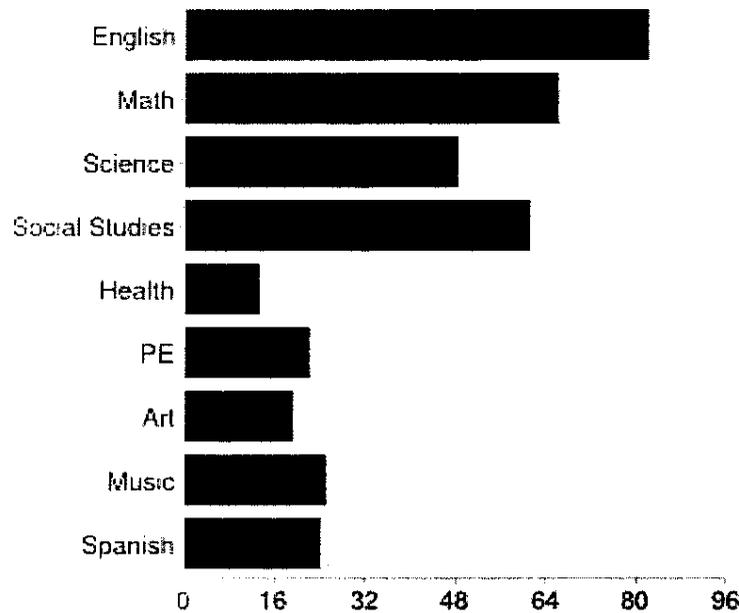
05 responses

[View all responses](#)

[Publish analytics](#)

Summary

In which of your classes do you know what standards you are working on?

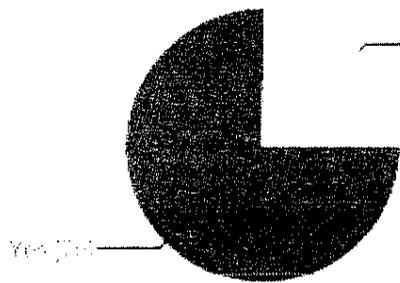


English	82	78%
Math	66	63%
Science	48	46%
Social Studies	61	58%
Health	13	12%
PE	22	21%
Art	19	18%
Music	25	24%
Spanish	24	23%

Do you know what standards you need to meet in order to graduate from Telstar?

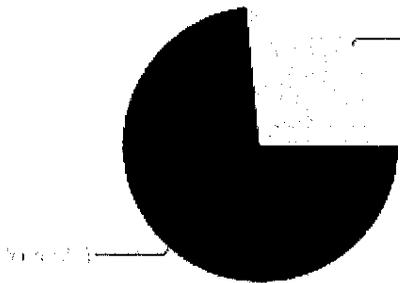
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Proficiency Based Education - Google Forms



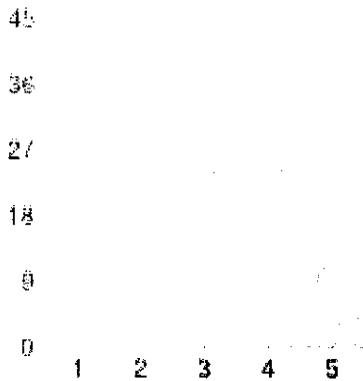
Yes	79	75%
No	26	25%

Do you know where to go for help if you're struggling to meet standards?



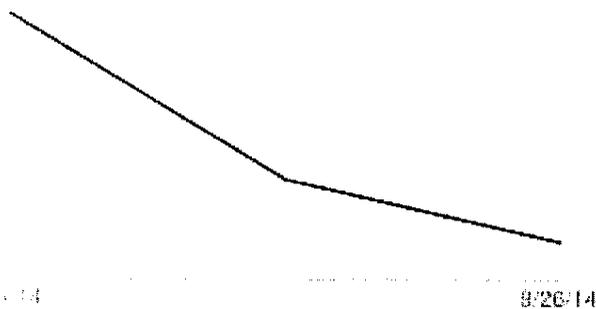
Yes	77	73%
No	28	27%

How well do you understand proficiency-based education?



1	15	14%
2	9	9%
3	44	42%
4	26	25%
5	11	10%

Number of daily responses



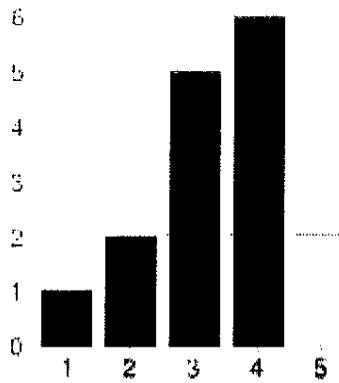
4 responses

[View all responses](#)

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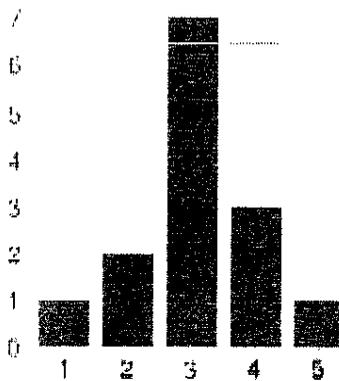
Summary

How well do you understand proficiency-based education (PBE)?



1	1	7%
2	2	14%
3	5	36%
4	6	43%
5	0	0%

How clearly do you understand the connection between MCL & PBE?

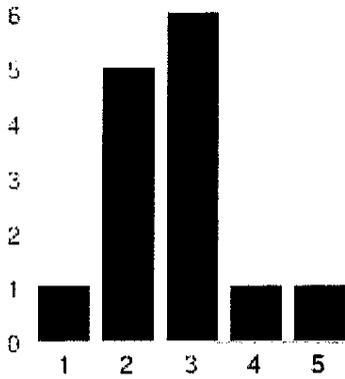


1	1	7%
2	2	14%
3	7	50%
4	3	21%
5	1	7%

How well do you understand the connection between Response to Intervention & PBE?

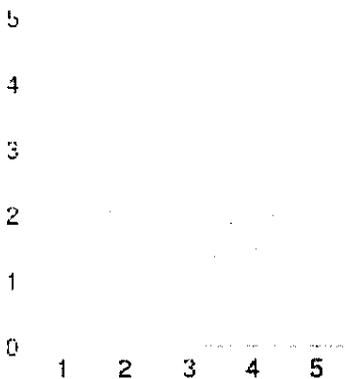
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Proficiency-based Education - teachers - Google Forms



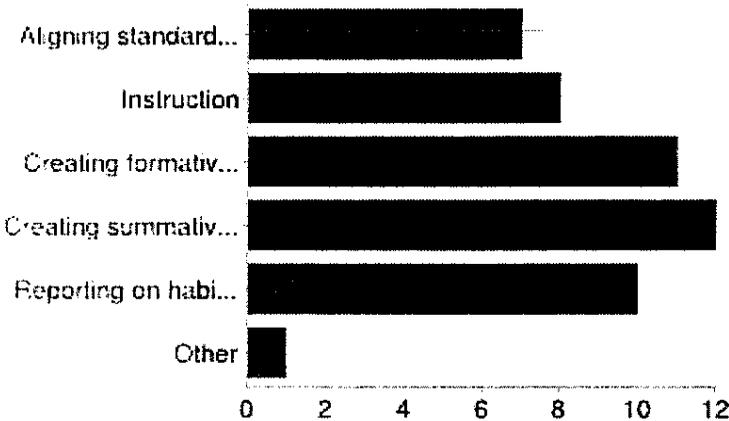
1	1	7%
2	5	36%
3	6	43%
4	1	7%
5	1	7%

How well do you understand the connection between teacher evaluation & PBE?



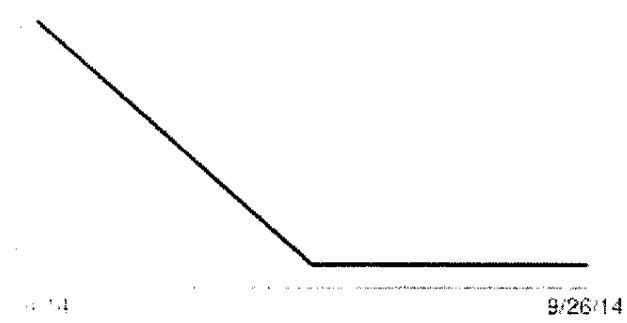
1	2	14%
2	5	36%
3	5	36%
4	2	14%
5	0	0%

What professional development do you need to implement PBE?



Aligning standards to course	7	50%
Instruction	8	57%
Creating formative assessments	11	79%
Creating summative assessment	12	86%
Reporting on habits of work/behavior	10	71%
Other	1	7%

Number of daily responses



Curriculum Review Process Leading to a Standards-Based Program

A curriculum is a statement of what students are expected to know and be able to do in a content area and over a span of time. While MCL would reduce or eliminate the “time” factor; at present, the high school structure defines the span; and “graduation” is the goal.

Essential questions in reviewing and rewriting curriculum:

What is the current curriculum?

What should it be to insure that students have the essential skills and knowledge they need at the next level?

What needs to be done differently to make that happen?

Steps:

1. **Map Current Curriculum** : Using a template: create a map of what is currently taught.

This is most often accomplished by a chronological listing.

Teachers should attempt to state the curriculum in terms of what students should know and be able to do (knowledge and skills) as opposed to what is “covered.”

2. **Know and understand the standards** for the content area.

In English and math: Common Core

Science: Maine *Learning Results* and Next Generation

Social Studies, Health, PE, World Language: Maine *Learning Results*

3. **Determine which standards are essential for all students to know or be able to do in order to graduate.**

(Usually there are 12-15 for a secondary level course. Marzano calls these student learning outcomes. What we expect students to learn. Others refer to “power standards” or “student learning outcomes”)

3. Working backwards from the standards, **match standards with the mapped curriculum.**

Look for redundancies: Are they planned and necessary?

If not, where can they be eliminated?

Look for gaps: Which standards are not taught at all?

Which are taught to only a select few, say just AP or honors?

Where could they be taught to reach all students?

Look for topics currently in the curriculum that are not in the standards:

Why are they being taught? (eg: teacher preference or textbook order) and eliminate if possible.

4. Review the curriculum maps vertically:

Look for topics that that can just be quickly reviewed, not re-taught year after year. (Textbook companies often repeat the first several chapters)
Know what students should know from previous years; and what they need to know and be able to do next.

5. Rewrite the curriculum so that:

Each student is insured a progression through the standards.
Each student has opportunities to learn or relearn if needed.
Students have opportunities for enrichment or deeper knowledge if they wish.

6. Devise assessments that fairly measure students' skills and knowledge.

Use rubrics that are student friendly and clear.
Offer each student multiple ways and opportunities to demonstrate "mastery," if needed.

7. Assess current resources and supplies, including texts, for applicability.

Research resources needed to fully implement the revised curriculum. Create resource lists, "kits" of materials, websites, etc. that are NOT teacher owned and can be used to meet student needs. Review new texts if necessary. Consider texts as resources not as blueprints.

8. Present the curriculum to administrators and others for review. When acceptable, present it to the Education Committee of the School Board and subsequently the full Board for adoption.

9. Implement the adopted curriculum.

Research, collect, organize, redistribute, and purchase resources as necessary.

10. Tweak or begin again, if necessary! *Continue to work on instruction* and assessments to facilitate all students meeting the standards.

THE GUIDING PRINCIPLES – 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:

B.

A self-directed and lifelong learner who:

1. Recognizes the need for information and locates and evaluates resources;
 2. Applies knowledge to set goals and make informed decisions;
 3. Applies knowledge in new contexts;
 4. Demonstrates initiative and independence;
 5. Demonstrates flexibility including the ability to learn, unlearn, and relearn;
 6. Demonstrates reliability and concern for quality; and
 7. Uses interpersonal skills to learn and work with individuals from diverse backgrounds;
1. Demonstrates organized and purposeful communication in English and at least one other language;
 2. Uses evidence and logic appropriately in communication;
 3. Adjusts communication based on the audience; and
 4. Uses a variety of modes of expression (spoken, written, and visual and performing including the use of technology to create and share the expressions);

C. A creative and practical problem solver who:

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

D. A responsible and involved citizen who:

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

E. An integrative and informed thinker who:

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

**Telstar Curriculum Mapping Chart
May 2012**

Teacher	Curriculum Maps w/ knowledge and skills	Knowledge and Skills align w/ standard(s)
Mark Antell		
Doug Bennett	Eng 10, 11, and 12- complete	Not Yet
Jennifer Bennett		Not Yet
Susan Coyne	Complete	Not yet
Kelly Dole	Complete	Not Yet
Valerie Forman	English 11 and 12 Need Quarter 4 (Need skills clarified)	Not Yet
Robin Fraser	Need quarter 3 and 4 for Pre-Algebra	Not Yet
Sara Holmes	Need quarters 3 and 4	Not Yet
Steve Keane	Need quarters 3 and 4	Not Yet
David LeClerc	US 1- Have Quarter 1; missing 2,3,4 US 2- have 3 and 4 Grade 9 Humanities complete	Not Yet
Jim Lunney	Need 3 and 4	Not Yet
Bill Morton	Complete	Standards Identified
Tim O'Connor	Wood Tech 1 and 2; need 3 and 4 Metal tech :need 2,3, and 4	Not Yet
Merrie Lee Ojeda	Complete	Standards identified
Melissa Poston	Humanities complete Honors English 10- missing 4th	Some standards identified
Bob Remington	Complete	Not yet
Sarah Southam	Have quarters 1 and 2 for all courses; Need 3 and 4	Not yet

Curriculum Review Process Leading to a Standards-Based Program

A curriculum is a statement of what students are expected to know and be able to do in a content area and over a span of time. While Standards-based technically would reduce or eliminate the "time" factor. At present, the high school structure defines the span; and "graduation" is the goal. The class of 2018 (next year's grade 9 students) must graduate based on meeting standards both the Guiding Principles* of the Maine Learning Results and the content standards, rather than by accumulating credits. Over the past three years Telstar faculty have been engaged in a curriculum review process designed to move to standards-based. Below is a check list that is keyed to the steps on the attached page. It is designed to help you determine where you/your department is in the process and what are the necessary next steps for each of your courses/departments.

Map Current Curriculum (Completed for most in 2011-2012)	Know current standards: Common Core; Next Generation, Maine Learning Results	Determine essential standards to meet course and graduation requirements (Completed for most in 2013)	Compare standards to current curriculum. (Gaps, redundancies, unnecessary units/courses.)	Adjust and rewrite curriculum as need to insure all students can master the essential standards	Devise assessments to measure essential standards. Determine when Guiding Principles can be taught/measured.*	Determine best practices to customize learning for all students.	Rewrite course guide to indicate what standards will be measured and met in that year or semester.	Present standards-based curriculum to Education Committee and whole School Board for approval.	Assess current resources. Determine needs for implementation. Prepare budget based on approved curriculum.	Implement and adjust.
CourseName:										

- For many, measurement of the Guiding Principles is a requirement you have not yet considered. The law, however, is quite clear. Melissa Poston and Sarah Southam are participating in a statewide effort to create an on-line bank of assessments for measuring achievement of the Guiding Principles. Many of these assessments will also measure content-area standards. Talk with Sarah and Melissa for more specifics. Check this website for more information: <http://www.maine.gov/doe/proficiency/>

Where are you now and what are the next steps?

Maine Cohort for Customized Learning Guiding Principles about Learners & Learning:

- Learners learn in different ways and in different time frames.
- Learners like to learn, can learn and want to be successful.
- Learners learn best in a safe and welcoming environment.
- Learning is enhanced when connected to relevant, real world, experiences.
- Success breeds success and influences attitude, esteem, and motivation.
- Mistakes are inherent to learning.

Assumptions about learners & learning.	Language/Concepts that supports all learners being successful.	Language /Concepts that will interfere with attempts at making all learners successful.
<ul style="list-style-type: none"> • Learners learn in different ways and in different time frames. 	<ul style="list-style-type: none"> • Learners must be able to progress along a continuum of learning expectations based on their demonstration of proficiency and readiness to learn. • Learners should be offered multiple ways to demonstrate their learning. Assessment systems must be transparent, and flexible to allow students to move along when they are ready. • Assessment systems must offer a common bank of assessment items in which evidence of proficiency can be collected. This collection of assessment items should allow for different venues and choices for validating learning. • Systems must honor that learning can occur anywhere and anytime. We must allow for students to meet standards outside of the regular school day. • Language and requirements for 	<ul style="list-style-type: none"> • Requirements that learners and learning expectations are grouped by their age. • Expectations defined by credits and seat time. • Assessment system language should not require a singular, common, benchmark assessment to determine proficiency. • Assessment systems should allow for grouping of learners based on their proficiencies rather than their age. • “Early” diploma language sends the message that we really don’t believe that it is normal for some to take longer or shorter times to reach the expectations for graduation.

<ul style="list-style-type: none"> Learning is enhanced when connected to relevant, real world, experiences. 	<p>teacher certification must be flexible enough to allow learners to work and gain proficiencies with experts outside the classroom.</p> <ul style="list-style-type: none"> The time it takes for learners to reach "graduation expectations" will vary. 	<ul style="list-style-type: none"> We recommend language that supports the learning that happens outside the classroom. We cannot let certification requirements prevent us from being able to recognize demonstration of proficiency in outside learning experiences. Language like "alternative" and "remedial" are not used in everyday life. We don't refer to adult paint classes or ski lessons, etc as "remedial".
<ul style="list-style-type: none"> Learners like to learn, can learn and want to be successful. Learners learn best in a safe and welcoming environment. 	<ul style="list-style-type: none"> Systems must allow for learners to meet standards outside of the regular school day. In everyday, adult life we often are required to prove our expertise to get certifications in specific occupations. Assessments used to gain these certifications often vary from paper/pencil to hands on demonstrations of learning and are timed to be offered when learners are ready and "do overs" are allowed, often after more learning and practice. 	<ul style="list-style-type: none"> Language that supports practices around tracking or grouping "some" learners in "special" programs like SPED & GT.
<ul style="list-style-type: none"> Mistakes are inherent in learning 	<ul style="list-style-type: none"> Systems must accommodate the concept of "Growth Mindset". Bullying policies, cyber-bullying instruction required by law, suicide prevention, etc. Drug & Alcohol education, general health education, etc. Systems that send the message that we learn from mistakes. (Growth Mindset) Traditional grading practices replaced with reporting systems that focus on what is learned and 	<ul style="list-style-type: none"> No "one time" assessments. Reporting systems should be based on a record of gaining proficiencies on learning expectations and should allow for multiple chances to meet these expectations. They should not punish learners for making

	<p>what has to be learned next.</p> <ul style="list-style-type: none"> Learners are given multiple opportunities to gain proficiency. Positive classroom environments where it is ok to take risks Technology to support learning 	<p>mistakes while gaining proficiency.</p>
<ul style="list-style-type: none"> Success breeds success and influences attitude, esteem, and motivation. 		

References & Comments about Current Language in Chapters 125 & 127

- Maine’s Guiding Principles should be met and learners should demonstrate proficiency across multiple areas of the curriculum.
 - Ch. 127 Sec. 2.09: *“Course of study: means a planned program of learning designed to prepare students to meet the content standards of the system of Learning Results for each of the grade-spans, as specified in local school board policy.”*
 - Ch. 127 Sec. 2.10 *“Curriculum means the school administrative unit’s written document that includes....”* Describe the curriculum as “guaranteed & viable”.
- Guaranteed & Viable: we think there needs to be a discussion about the viability of the learning expectations required in law. Being “proficient” means much more than just covering material and, even for our strongest learners, getting to **proficiency** in all the expectations, in all the content areas, is unreasonable in 12-13 years. Consequently, many systems will define proficiency in clusters of learning expectations in a way that will allow learners to appear to be proficient in EVERYTHING.
- Ch. 127 Sec. 3.04 *Alternative Programs: we suggest that this section be written to reflect the need to provide ALL learners with multiple options/choices. Part A: “These programs shall have stated goals, objectives, and procedures for implementing and assessing their effectiveness. Such programs may include interventions such as programs outside the school administrative unit, specialized instructional settings, extended or shortened school day, or extended school year, and may be scheduled outside of the regular school day, if appropriate.* These types of opportunities should be offered to any learner... All learners should be encouraged to access learning opportunities outside the regular school day/year to continue to meet their learning goals. Language like “interventions” implies that it is not normal for learners to take longer periods of time to gain proficiency. There should be an expectation that all learners will be focused on their own personal learning plans and that those plans may include participating in additional learning experiences outside the regular school day in order for a learner to reach required learning expectations.
 - Ch. 127 Sec. 3.04 Part B: This section is about PLPs for alternative ed. students. PLPs should be required for all learners.
 - Ch. 127 Sec. 3.05 Part E: *“Each school unit shall promote the acquisition by secondary school students of accessing, interpreting, analyzing, evaluation, synthesizing, organizing, and applying information for an intended purpose.* We recommend that these are critical thinking skills that should be taught, learned and continually practiced, to ALL learners regardless of age.

- Chap. 127 Sec. 7: This section includes a lot of language around credits (a time-based measure). Since “credit” is defined as “an award for completion of a course of instruction plus assigned homework for an entire school year” it is based on time spent in the classroom and assignments that have been completed. Neither of these two criteria guarantees “proficiency” of learning expectations.
- Sec. 5.02 & 6.01: “Each school board operating a middle school shall adopt a curriculum aligned with the content standards of the system of Learner Results in the 5-8 grade span. This language implies that our system be designed to move a learner to a set of learning expectations that they may not be ready to learn. What about the learner who is leaving elementary school and has not quite met all the expectations deemed to be “elementary” learning expectations? There should be an expectation that systems be built to meet learners where they are in their learning and move them forward through a guaranteed & viable curriculum. There may be guidelines set for specific grade spans but it should not be acceptable to ignore a learners needs when they learn slower than their peers of the same age.
We also recommend using the reference to the curriculum as “guaranteed & viable”.
- Chap. 125 Sec. 5.02 & Chap. 127 Sec. 4.01: State-wide Assessment Program. Since learners learn in different ways and different time frames, our learners should take the required state test when they are ready, within a 1-2 year difference. When they take it should be determined by when they have met proficiency in a predetermined set of learning expectations.
- Chap. 127 Sec. 5.01 – 5.02 Standards and Expectations for Learning Grades: To recognize that learners learn at different times this language should communicate that schools are expected to group and regroup learners to address their current learner needs and in a way that allows them to move without waiting for other learners to catch up with them.
- Sec. 5.02 currently reads: “Each school board operating an elementary school shall adopt a curriculum aligned with the content standards of the system of Learning Results in up to three grade spans: Pre-kindergarten-2 and 3-4 , and, where appropriate, 5-8”. These groupings “grade spans” are being dictated by a set of learning expectations that predict that learners of the same age will learn the same thing...
- Sec. 5.03 & 6.02 Promotion and Placement Decisions: This is an opportunity (with a different title) to communicate that learners learn in different ways and different time frames and thus must be regularly regrouped to meet their individual learning needs, as determined by information gathered through a reporting system that tracks learners along a continuum of learning expectations.
- Chap. 125 Sec. 10 School Health & Safety Services: Sec. 10.03 Part C Equipment: should the use of technology and the internet be mentioned here?
- Chap. 125 Sec. 7.02 Personnel Ratios: This section defines grouping sizes based on grade-level classrooms. We would recommend a more flexible guideline that allows and encourages systems to allocate their human resources based on learner needs and that those groupings should be reviewed multiple times during the school year in order to meet the needs of learners on a daily bases. In the current regulations there is a reference to “class size” yet there is no definition of “class”. A more flexible system would reference a student/teacher ratio across a grade span, rather than for individual classrooms in individual grades which are defined by ages. There is a section for exceptions to these requirements but we propose that it is important to require of all schools to set their systems up to be flexible enough to meet the needs of learners, daily.

- Chap. 125 Sec. 12.01 Student Records Part 1: *"The high school transcript shall include a summary of the student's academic records for grades 9-12"*. We recommend there be some reference to a learners record of proficiencies as part of the final transcript and that the "grades 9-12" reference is unnecessary.
- Chap. 125 Sec. 4.02: The Comprehensive Education Plan should include "outside learning opportunities offered to ALL learners.

A Note About Teacher Evaluation

- Systems will not be successful getting ALL learners to proficiency if they do not develop a strong system of collaborative reflective practice amongst teachers. Evaluation systems must include a student learning metric but that metric should be a school metric for student learning and every teacher should receive that same score. This would encourage and support the development of a collaborative culture where teachers work together and share the responsibility to get all learners to proficiency.
- The "teacher of record" concept encourages the old, assembly line practice of assigning a group of learners to one teacher and expecting that teacher to provide for all the needs of each learner, everyday. This expectation of teachers is not working and is unreasonable in a system that expects proficiency for all learners.

Expectations for Student Learning

The Telstar community will provide a learning environment where each student:

Academic

- Communicates effectively, both verbally and in writing;
- Reads for a wide variety of purposes;
- Effectively solves problems;
- Utilizes technology-based resources effectively and appropriately;
- Makes choices with an awareness of short and long term outcomes; and
- Displays intellectual curiosity needed for life long learning.

Social

- Treats all people and property with and respect;
- Assumes personal responsibility;
- Works as an effective team member;
- Adapts to change; and
- Exhibits a strong work ethic

Civic

- Is punctual and prepared;
- Participates in class, school, and community activities;
- Recognizes and applies sound environmental practices;
- Demonstrates the life skills needed for career and family life; and
- Demonstrates an awareness of the rights and responsibilities of school, local, and global citizenship.

School wide Rubrics Academic

Telstar Student Expectation	Does Not Meet 1	Partially Meets 2	Meets 3	Exceeds 4
<p>Communicates effectively, both verbally and in writing.</p>	<ul style="list-style-type: none"> • Seldom conveys intended message to the audience. • Writing is often inappropriate for audience and purpose. • Speech is often inappropriate for audience and purpose. 	<ul style="list-style-type: none"> • Sometimes conveys intended message to the audience. • Writing is occasionally inappropriate for audience and purpose. • Speech is occasionally inappropriate for audience and purpose. 	<ul style="list-style-type: none"> • Consistently conveys intended message to the audience. • Writing is appropriate for audience and purpose. • Speech is appropriate for audience and purpose. 	<ul style="list-style-type: none"> • Richly conveys intended message to the audience. • Writing is richly suited to audience and purpose. • Speech is richly suited to audience and purpose.

School wide Rubrics Social

Telstar Student Expectation	Does Not Meet 1	Partially Meets 2	Meets 3	Exceeds 4
<p>Treats all people and property with respect.</p>	<ul style="list-style-type: none"> • Often displays disrespect toward peers • Often displays disrespect toward adults • Is often destructive or careless with own, school, or others property. 	<ul style="list-style-type: none"> • Usually treats peers with respect, but may occasionally be disrespectful. • Usually treats adults with respect, but may occasionally be disrespectful. • At time, may be careless with own, school, or others property. 	<ul style="list-style-type: none"> • Treats peers with respect • Treats adults with respect • Takes care of own, school, and others property 	<ul style="list-style-type: none"> • Treats peers with respect and encourages others to do so. • Treats adults with respect and encourages others to do so. • Cares for own, school, and others property and demonstrates the initiative to make improvements.

School wide Rubrics Civic

Telstar Student Expectation	Does Not Meet 1	Partially Meets 2	Meets 3	Exceeds 4
<p>Demonstrates an awareness of the rights and responsibilities of school, local, and global citizenship.</p>	<ul style="list-style-type: none"> • Often confuses rights with privileges • Frequently ignores school-wide expectations • Never participates in community organizations or community service • Is never concerned with global issues 	<ul style="list-style-type: none"> • Sometimes confuses rights with privileges • Occasionally ignores school-wide expectations • Sometimes participates in a community organization or community service • Occasionally learns about global issues 	<ul style="list-style-type: none"> • Demonstrates an understanding of the difference between rights and privileges • Demonstrates an understanding of school-wide expectations • Participates in a community organization or community service • Takes advantage of opportunities to learn about global issues. 	<ul style="list-style-type: none"> • Educates others on the difference between rights and privileges • Actively models and demonstrates school-wide expectations • Actively contributes to community organizations and service projects • Actively seeks out opportunities to learn about global issues

High School Reform Proposal Concepts:

The Umbrella of High School Reform is: Multiple Pathways to Graduation

Path Way 1 ->Traditional Curriculum Program

Path Way 2 -> Non -Traditional Curriculum Programming:

- >Standards Based Learning Projects and Telstar On-line (Mike Muir)
- > School-To-Work Program
- > Region 9 Career and Technical Programs
- > 1-2 yr. College Program and option for 3 and 4 year programs
- > Virtual High School On- line courses
- > CMCC / NHTC-Berlin Early College Courses
- > Summer /Non School Year Academic Support and Enrichment Programs

It has become increasingly clear over the past five years that some type of reform of the tradition brick and mortar, nine-month high school is necessary in order to keep pace with the 21st technologically driven world. As changes in how learning takes place in the 21st century the nature and needs of high school and college students have changed as well, and the high school needs to adapt to these changes on behalf of our learners. Creating multiple pathways to graduation is in keeping with national and state initiatives.

Key Concepts Supporting Reform

Transition to High School

8th grade students must meet high school standards to enroll in language arts, mathematics, science and social sciences (based on NWEA and MEA cut scores, common assessments, and GPA requirements) If an 8th grade student doesn't meet high school transition guidelines, he/she required to enroll in a summer academic prep program or a fall semester academic prep program for elective credits and to enhance skill development before enrolling in high school credit bearing core courses. This concept falls in line with helping credentialed high school students enrolled in college but requiring development courses in core academic content areas. This strategy is aimed at proactively addressing content learning skills gaps and creating grade-level appropriate learning skills and capacity leading to student persistence and success.

Alignment of THS student schedules with Community Learning Partnerships and the Community College Semester System

The high school facilities and academic schedule should be redesigned and structured to create a student schedule that creates a union of academic labs, teacher office hours, academic schedules, community, and school partnerships in an effort to intentionally combine technology and hands-on-learning resources.

To develop a more strategic relationship with the Community College to increase access to college classes for 11th and 12th graders during the day as well as the evening.

Professional Development

Time is essential and critical for all faculty and staff in order to successfully implement changes in teaching methodologies driven by reform strategies. Teaching professionals need time to learn how to implement adaptive differentiation learning strategies across the core curriculum successfully. Providing structured time every month, with specific themes supported by time allotted throughout the school year to evaluate and subsequently make necessary changes to initiated changes will be important to successful implementation reform strategies.

Use Technology to provide Elective and Core Curriculum

An On-line High School; the creation and institution of a virtual high school to provide core academic instruction as appropriate this aligns well with Non-Tradition Curriculum Programming. Full across the curriculum access to; class syllabi, homework assignments, use of electronic completion and submission of assignments, threaded discussions, especially for upper classmen.

Activities are essential to revised high school curriculum

As students access learning in different way the need to support and maintain a face-to-face student community increases. Therefore the role of school sports, community recreation activities, Community Art Showcases, Drama Productions, Music and Dance Performances continue to play an essential role in student development. These activities can also meet graduation requirements in Fine and Performing Arts and Physical Education.

Proactive Focused Academic Support

The elimination of Study Halls for upper classman to be supplemented by the creation of targeted Academic Support Labs in lieu of General Study Labs. This concept will become part of the successful accrual of credits for core academics and develops student capacity. Institution of school wide 'Teacher Office Hours'; this concept mirrors the Community College model of instructors supporting students both academically as well as in an advisory capacity. 'Teacher Office Hours' will not be limited to the traditional day school schedule to ensure academic support for those students opting to participate in Region #9 Vocational/Technical Programs, On-line courses, Learning Seminars, Partnership Projects, etc.

Staffing and Personnel

District 44 and State Educational funding means eliminating and shifting teaching assignments to provide instruction and support of both Traditional and Non-Traditional Curriculum.

Examples:

- .5 Social Studies/Science/ English Teacher positions reduced and shifted to:
 - a) Humanities (English and Social Studies combination)
 - b) Literacy (Reading and Writing)
 - c) Community Mentors & Volunteers
- .5 French Teacher shifted to:
 - a) French I (2 sessions), II (2 sessions) and 1 session of Social Studies/Humanities
 - b) Advanced French provided Independent Study, On-line, take at another school setting.
 - c) Community Mentors & Volunteers

Proposed New Curriculum Model for Telstar Regional High School

Students are to have a reduced number of courses per school day, yet have **more** instructional/learning time in *Core* courses, with fewer *Elective* courses to be provided by THS staff. Increasing the use of external instructional resources and methods of delivery broadening learning opportunities for students.

Grade 9 & 10 Curriculum Model

Creating an integrated instructional team that supports academic success for Grades 9 and 10. Students are assigned to a team of Grade 9 and 10 teachers and Mentors.

Language Arts - Reading & Writing

Humanities or Civics & Geography

Science

Mathematics

One elective area

Instructional Team for Grade 9/10:

1.5 ELA

1.5 Math

1.5 Science

1 Elective or Arts

1 Ed Tech, 1 Community Mentor and Guidance Support

Min. Credits to accumulated Year One= 4

Min. Credits to be accumulated Year Two= 5

Grade 11 & 12 Curriculum Model

Students assigned to a Team of Teachers, Advisors and Coaches

Language Arts

Science

Mathematics

Social Science/US History

World Language

Seminar/Experimental Projects

* Students are assigned to a Team of Teachers/Advisors/Coaches

* Independent Study, Seminars, and Experimental Educational Learning Programming are the preference for Grade 11 and 12 students

Min. Credits to accumulated Year Three = 5

Min. Credits to be accumulated Year Four = 4

Students in both the Tradition and Non-Traditional Curricula would participate in Seminar / Alternative / Standard Based Learning Activities at the Telstar Complex consisting of but not limited to:

The Environment,

Energy Conservation,

Culinary Arts,

The Arts – Music, Art, Drama,

School Facilities Improvement are

School and Community Partnerships – Community Service

Review/Revision of Graduation Requirements for Non-Traditional Curriculum Pathways:

Grade 9	4- 5 credits and 3 specific standards/learning expectations
Grade 10	5- 6 credits and 3 specific standards and learning expectations
Grade 11	5- 6 credits and 3 specific standards and learning expectations
Grade 12	4-5 credits and 3 specific standards and learning expectations
Total credits and standards for graduation:16 to 22 credits with the ability to create a portfolio of up to 9 credits from other learning sources.	

English – 4 credits – Reading, writing, public speaking, communications

Mathematics - 4 credits - min. Algebra & Geometry. Also, statistics, consumer & tech./applied math

Sciences – 4 credits – including chemistry or physics

Social Studies – 3 credits – United States History/ government/ civics/humanities

The Arts – 3 credits - World Language, Music, Art, Drama, Technical Ed.

School and Community Partnerships that can help support the high school reform initiative:

- * Bethel Area Business Association
- * Bethel Chamber of Commerce
- * Bethel Rotary Club
- * Bethel Area Non-profit Collaborative
- * Bingham Foundation
- * Central Maine Community College
- * GEAR UP / UMF
- * Gould Academy
- * Great Maine Schools/Mitchell Foundation
- * Mahoosuc Arts Council
- * Mahoosuc Kids Association/ After School Program
- * Maine Educational Finance Authority – Wendy Ault
- * New Hampshire Community College – Berlin
- * Project Opportunity
- * Sunday River Ski Resort
- * TMS/THS Parents' Group
- * University of Maine / 4-H Camp
- * University of Maine: Distance Learning System

NOT A FINAL DRAFT – More Defining and Articulating 'Final Proposal' is Necessary.

- Dan Hart & Charlie Raymond

Standard	What must a student be able to know	What must a student be able to do	Assessment Ideas	Pacing
<p>HS.RL.1. (Literature) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Lower Level of Bloom's <i>knowledge</i> <i>comprehension</i></p> <ul style="list-style-type: none"> ● Definitions <ul style="list-style-type: none"> ○ cite ○ analysis ○ explicitly ○ inference ● Close reading ● Paraphrase and summarize 	<p>Higher Level of Bloom's <i>application</i> <i>analysis</i> <i>synthesis</i> <i>evaluation</i></p> <ul style="list-style-type: none"> ● Locate appropriate textual evidence for purpose (evaluating) ● Identify Theme ● Analyze evidence and synthesize information ● Connect and make meaning of text to inference beyond the text 	<p>Remember to allow for multiple pathways to showcase learning</p> <ul style="list-style-type: none"> ● Constructed Response ● Essays ● Prezi ● Screencast 	<p>What will you teach first, second, third, etc.</p> <ul style="list-style-type: none"> ● Vocabulary ● Close reading Skills ● Paraphrasing & Summarizing ● Locating and evaluating evidence ● Analysis and synthesis of information ● Inferencing

	<ul style="list-style-type: none"> ○ Man vs. Circumstance ○ Man vs. Self ○ Man vs. Society ○ Man vs. Environment 			
<p>HS.RI.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> ● Identify Central Idea or thesis ● How to locate specific details ● Summarize (Objective) and paraphrase 	<ul style="list-style-type: none"> ● Write objective summary ● Analyze the development of a main idea and determine how the author refines and organizes the text. 	<ul style="list-style-type: none"> ● Essay ● Fan Fiction ● Prezi ● Popplet ● Voice Thread ● Debate 	<ul style="list-style-type: none"> ● Main Idea ● Specific Details ● Summaries
<p>HS.RI.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<ul style="list-style-type: none"> ● Recognizing Organization <ul style="list-style-type: none"> ○ chronological ○ order of importance ○ compare/contrast ○ cause and effect ○ spatial order ○ topical 		Categorize	

2013-2014 MSAD#44 Staff Development Plan

The focus of MSAD#44's professional development in 2013-2014 will continue to provide staff with a clear understanding of "customized learning" as set out in Schwahn and McGarvey's book *Inevitable: Mass Customized Learning, Learning in the Age of Empowerment*.

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Over the coming year, MSAD 44 will work closely with other school districts in the Western Maine Educational Consortium (WMEC) as well as with Jane Blais, TIF4 coach from Maine Schools for Excellence.

The district is also participating in the development of Performance Assessments of the Maine *Learning Results* Guiding Principles as mandated by LD #1422 which will change graduation requirements for the class of 2018 (currently grade eight students).

It is understood that the shift to standards-based, customized learning will not happen overnight. Teachers and principals are learning to evaluate data, adjust curriculum and instruction, and set personal, school-wide, and student learning goals. Change to a true standards-based, individual student achievement model will likely take several years to reach full implementation. To that end, this plan will be one that is monitored closely and evaluated regularly to ensure that appropriate levels of progress are being made on an annual basis.

Telstar High School's Dec. 4th Staff Meeting's
Talking Points of Transition to Standards & Proficiency Base
for the Class of 2018

1. Expectations & "We are on the same page "

- * *It's state law, SAD 44's and Mr. Hart's expectation- we move to standards based education.*
- * *Several high schools comment it's good for students, for faculty and yes, its a challenge to change from tradition and current practices to standards/proficiency base.*

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- A) The essential standards of the Maine Learning Results, **including the Guiding Principles**. Common Core Standards in Mathematics, English and Science.
- B) Content areas are to have 5-8 essential standards. We all support and expect the Class of 2018/Grade 9 students to learn and master these standards, upon graduation from Telstar H.S. Examples and focus of essential standards consist of: Reading, writing, language arts, problem solving, critical thinking, working in teams, mathematics, physical and biological sciences, the fine/creative arts, social studies, civics, government, etc.
(World Language and Career Development standards not yet required.)

2. "Survey of THS's Standards Work Process"

A survey of our work over the last 3 years: We have done departments' curriculum mapping. We have analyzed gaps and matched standards. Last year, we looked at essential standards. We have and are continuing to, develop assessments. We need to focus on common and school wide assessments. We also need online assessments and, a need to develop a tracking system of assessment results, data.

3. "State, Professional Organizations and School Resources"

- * Many state organizations as the MEA, Maine Math Association, MPPERD, etc. have websites, sources.
- * DOE - <http://www.maine.gov/doe/proficiency>
- * Check out other high schools; websites: Brewer High School, Mt. Valley High School, Maranacook High School, Monmouth High School and Hall-Dale High School.
- * Recommend department members have Tandberg sessions with other high schools.
- * Consider Skype meetings with individual teacher, your colleague at other schools concerning their standards based work progress.
- * See Mr. Hart to schedule school visitations - meetings with teachers, guidance, other.

4. "Expectations & Delivery" of Standard/Proficiency Based Graduation Formats -

- Expectation: Grading - No zeros. Expectation: A minimum non-passing grade of 60.
- Expectation: Program/activities in place for students redo's and remediation of meeting standards.
- Expectation: A team of teachers assigned to 9 Grade to provide standards/proficiency based curriculum and programming.
- Expectation: Change in grading system. Change in student's academic transcript.
- Expectation: Change in our graduation requirements.
Change in our program of studies. Change in our school's profile.

5. "Proposed" Time Line of THS Standards/Proficiency Based:

- * January and February 2014:
- Outline of movement of Grade 9/Class of 2018 Standards/Proficiency Based.
Priority work sessions in our Department meetings
 - * March 2014:
- Meeting w/ Education Committee of THS Movement to Grade 9/Class of 2018 Standards/Proficiency Based.
 - * April 2014:
Class of 2018 / Grade 9 Parent and Student Standards & Proficiency Based Information meetings.
 - * April 2014:
Class of 2018 / Grade 9 course registration.
- * *This time line is subject to change.*

6. **Consideration/Suggestions/Sources:**

- > THS Curriculum Leaders, Lee Graham and Dan Hart continue to provide and support THS Faculty time, resources and contacts of other high schools and DOE to gather and implement "Movement of Standards" work.
- > Schedule an informational meeting (January) with TMS Grade 7 & 8 Teachers and THS Curriculum Leaders to assess what has been done and not been done at TMS with Standards/Proficiency based work.
- > Lori Lindsay has samples of other high schools' standards based movement work: High school transcripts, school profile, and parent letters informing and/or inviting parents to standards/proficiency information meetings.

**Mass Customized Learning/TIF 4
Steering Committee Meeting
Thursday, September 26, 2013
3:00 PM
Superintendent's Conference Room**

Present:

REVISED AGENDA

1. MCL Updates:
 - a. Update on Guiding Principles Work - Mary Merrill
 - b. Brief Report Out on Recent MCL Workshop - Charlie Raymond/Mary Merrill
2. TIF 4 Updates:
 - a. Recent Meeting with Scott Harrison, Grant Director - Dave Murphy
 - b. Posting of TIF 4 Grant Coordinator Position - Dave Murphy
 - c. Review of Professional Development Calendar Events to Date and Upcoming Workshops - Jane Blais
 - d. TIF 4 Grants Status Update— Jane Blais
 - e. Initial Overview of SLO Handbook
3. Next Meeting Date
4. Adjourn

MSAD#44 Data Workshop
October 9
3:00–4:30PM
Crescent Park and Telstar Complex

Agenda

- 1. 10 min: Introduction (Jane and Lee)**
 - a. purpose and procedure
 - b. norms
 - c. task examples

- 2. Small Group Data analysis: NWEA, NECAP, and MHSA data**
 - a. 15 min: Discuss & record observations of assigned data
(Handout: Part 1)
 - b. 10 min: Discuss & record questions and implications from data review
(Handout: Part 2)
 - c. 10 min: Prepare and report out on major 'take-aways' regarding observations, questions, &/or implications of your team's data review
(Handout: Part 3)

- 3. 40 min: NWEA: Digging deeply into data**

- 4. 5 min: wrap-up (index card 3-2-1)**
 - a. 3 things you learned this afternoon
 - b. 2 things you will do with this information
 - c. 1 question or concern you still have (ok to write more)

Small Groups:

Group #	Grade Span	Content	Data Source:	Data Table:
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9	11-12	Telstar MHSA data	MSHA: Grad/Drop-out rates; math, writing, reading & Science	Table 7

Exhibit #2

*High School Reform Proposal Concepts:***The Umbrella of High School Reform is: Multiple Pathways to Graduation**

Path Way 1 ->Traditional Curriculum Program

Path Way 2 -> Non -Traditional Curriculum Programming:

- >Standards Based Learning Projects and Telstar On-line (Mike Muir)
- > School-To-Work Program
- > Region 9 Career and Technical Programs
- > 1-2 yr. College Program and option for 3 and 4 year programs
- > Virtual High School On- line courses
- > CMCC / NHTC-Berlin Early College Courses
- > Summer /Non School Year Academic Support and Enrichment Programs

It has become increasingly clear over the past five years that some type of reform of the tradition brick and mortar, nine-month high school is necessary in order to keep pace with the 21st technologically driven world. As changes in how learning takes place in the 21st century the nature and needs of high school and college students have changed as well, and the high school needs to adapt to these changes on behalf of our learners. Creating multiple pathways to graduation is in keeping with national and state initiatives.

*Key Concepts Supporting Reform****Transition to High School***

8th grade students must meet high school standards to enroll in language arts, mathematics, science and social sciences (based on NWEA and MEA cut scores, common assessments, and GPA requirements) If an 8th grade student doesn't meet high school transition guidelines, he/she required to enroll in a summer academic prep program or a fall semester academic prep program for elective credits and to enhance skill development before enrolling in high school credit bearing core courses. This concept falls in line with helping credentialed high school students enrolled in college but requiring development courses in core academic content areas. This strategy is aimed at proactively addressing content learning skills gaps and creating grade-level appropriate learning skills and capacity leading to student persistence and success.

Alignment of THS student schedules with Community Learning Partnerships and the Community College Semester System

The high school facilities and academic schedule should be redesigned and structured to create a student schedule that creates a union of academic labs, teacher office hours, academic schedules, community, and school partnerships in an effort to intentionally combine technology and hands-on-learning resources.

To develop a more strategic relationship with the Community College to increase access to college classes for 11th and 12th graders during the day as well as the evening.

Professional Development

Time is essential and critical for all faculty and staff in order to successfully implement changes in teaching methodologies driven by reform strategies. Teaching professionals need time to learn how to implement adaptive differentiation learning strategies across the core curriculum successfully.

Providing structured time every month, with specific themes supported by time allotted throughout the school year to evaluate and subsequently make necessary changes to initiated changes will be important to successful implementation reform strategies.

Use Technology to provide Elective and Core Curriculum

An On-line High School; the creation and institution of a virtual high school to provide core academic instruction as appropriate this aligns well with Non-Tradition Curriculum Programming.

Full across the curriculum access to; class syllabi, homework assignments, use of electronic completion and submission of assignments, threaded discussions, especially for upper classmen.

Activities are essential to revised high school curriculum

As students access learning in different way the need to support and maintain a face-to-face student community increases. Therefore the role of school sports, community recreation activities, Community Art Showcases, Drama Productions, Music and Dance Performances continue to play an essential role in student development. These activities can also meet graduation requirements in Fine and Performing Arts and Physical Education.

Proactive Focused Academic Support

The elimination of Study Halls for upper classman to be supplemented by the creation of targeted Academic Support Labs in lieu of General Study Labs. This concept will become part of the successful accrual of credits for core academics and develops student capacity.

Institution of school wide 'Teacher Office Hours'; this concept mirrors the Community College model of instructors supporting students both academically as well as in an advisory capacity. 'Teacher Office Hours' will not be limited to the traditional day school schedule to ensure academic support for those students opting to participate in Region #9 Vocational/Technical Programs, On-line courses, Learning Seminars, Partnership Projects, etc.

Staffing and Personnel

District 44 and State Educational funding means eliminating and shifting teaching assignments to provide instruction and support of both Traditional and Non-Traditional Curriculum.

Examples:

.5 Social Studies/Science/ English Teacher positions reduced and shifted to:

- a) Humanities (English and Social Studies combination)
- b) Literacy (Reading and Writing)
- c) Community Mentors & Volunteers

.5 French Teacher shifted to:

- a) French I (2 sessions), II (2 sessions) and 1 session of Social Studies/Humanities
- b) Advanced French provided Independent Study, On-line, take at another school setting.
- c) Community Mentors & Volunteers

Proposed New Curriculum Model for Telstar Regional High School

Students are to have a reduced number of courses per school day, yet have **more** instructional/learning time in *Core* courses, with fewer *Elective* courses to be provided by THS staff. Increasing the use of external instructional resources and methods of delivery broadening learning opportunities for students.

Grade 9 & 10 Curriculum Model

Creating an integrated instructional team that supports academic success for Grades 9 and 10. Students are assigned to a team of Grade 9 and 10 teachers and Mentors.

Language Arts - Reading & Writing

Humanities or Civics & Geography

Science

Mathematics

One elective area

Instructional Team for Grade 9/10:

1.5 ELA

1.5 Math

1.5 Science

1 Elective or Arts

1 Ed Tech, 1 Community Mentor and Guidance Support

Min. Credits to accumulated Year One= 4

Min. Credits to be accumulated Year Two= 5

Grade 11 & 12 Curriculum Model

Students assigned to a Team of Teachers, Advisors and Coaches

Language Arts

Science

Mathematics

Social Science/US History

World Language

Seminar/Experimental Projects

* Students are assigned to a Team of Teachers/Advisors/Coaches

* Independent Study, Seminars, and Experimental Educational Learning Programming are the preference for Grade 11 and 12 students

Min. Credits to accumulated Year Three = 5

Min. Credits to be accumulated Year Four = 4

Students in both the Tradition and Non-Traditional Curricula would participate in Seminar / Alternative / Standard Based Learning Activities at the Telstar Complex consisting of but not limited to:

The Environment,

Energy Conservation,

Culinary Arts,

The Arts – Music, Art, Drama,

School Facilities Improvement are

School and Community Partnerships – Community Service

Review/Revision of Graduation Requirements for Non-Traditional Curriculum Pathways:

Grade 9	4- 5 credits and 3 specific standards/learning expectations
Grade 10	5- 6 credits and 3 specific standards and learning expectations
Grade 11	5- 6 credits and 3 specific standards and learning expectations
Grade 12	4-5 credits and 3 specific standards and learning expectations
Total credits and standards for graduation: 16 to 22 credits with the ability to create a portfolio of up to 9 credits from other learning sources.	

English – 4 credits – Reading, writing, public speaking, communications

Mathematics - 4 credits - min. Algebra & Geometry. Also, statistics, consumer & tech./applied math

Sciences – 4 credits – including chemistry or physics

Social Studies – 3 credits – United States History/ government/ civics/humanities

The Arts – 3 credits - World Language, Music, Art, Drama, Technical Ed.

School and Community Partnerships that can help support the high school reform initiative:

- * Bethel Area Business Association
- * Bethel Chamber of Commerce
- * Bethel Rotary Club
- * Bethel Area Non-profit Collaborative
- * Bingham Foundation
- * Central Maine Community College
- * GEAR UP / UMF
- * Gould Academy
- * Great Maine Schools/Mitchell Foundation
- * Mahoosuc Arts Council
- * Mahoosuc Kids Association/ After School Program
- * Maine Educational Finance Authority – Wendy Ault
- * New Hampshire Community College – Berlin
- * Project Opportunity
- * Sunday River Ski Resort
- * TMS/THS Parents' Group
- * University of Maine / 4-H Camp
- * University of Maine: Distance Learning System

NOT A FINAL DRAFT – More Defining and Articulating 'Final Proposal' is Necessary.

- Dan Hart & Charlie Raymond

Standard	What must a student be able to know	What must a student be able to do	Assessment Ideas	Pacing
<p>HS.RL.1. (Literature) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Lower Level of Bloom's <i>knowledge</i> <i>comprehension</i></p> <ul style="list-style-type: none"> ● Definitions <ul style="list-style-type: none"> ○ cite ○ analysis ○ explicitly ○ inference ● Close reading ● Paraphrase and summarize 	<p>Higher Level of Bloom's <i>application</i> <i>analysis</i> <i>synthesis</i> <i>evaluation</i></p> <ul style="list-style-type: none"> ● Locate appropriate textual evidence for purpose (evaluating) ● Identify Theme ● Analyze evidence and synthesize information ● Connect and make meaning of text to inference beyond the text 	<p>Remember to allow for multiple pathways to showcase learning</p> <ul style="list-style-type: none"> ● Constructed Response Essays ● Prezi ● Screencast 	<p>What will you teach first, second, third, etc.</p> <ul style="list-style-type: none"> ● Vocabulary ● Close reading Skills ● Paraphrasing & Summarizing ● Locating and evaluating evidence ● Analysis and synthesis of information ● Inferencing

	<ul style="list-style-type: none"> ○ Man vs. Circumstance ○ Man vs. Self ○ Man vs. Society ○ Man vs. Environment 				
<p>HS.RI.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> ● Identify Central Idea or thesis ● How to locate specific details ● Summarize (Objective) and paraphrase 	<ul style="list-style-type: none"> ● Write objective summary ● Analyze the development of a main idea and determine how the author refines and organizes the text. 	<ul style="list-style-type: none"> ● Essay ● Fan Fiction ● Prezi ● Popplet ● Voice Thread ● Debate 	<ul style="list-style-type: none"> ● Main Idea ● Specific Details ● Summaries 	
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MSAD#44 Data Workshop

ber 9

30PM

Telstar Complex

#10

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- a. purpose : sure
- b. norms
- c. task examples

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