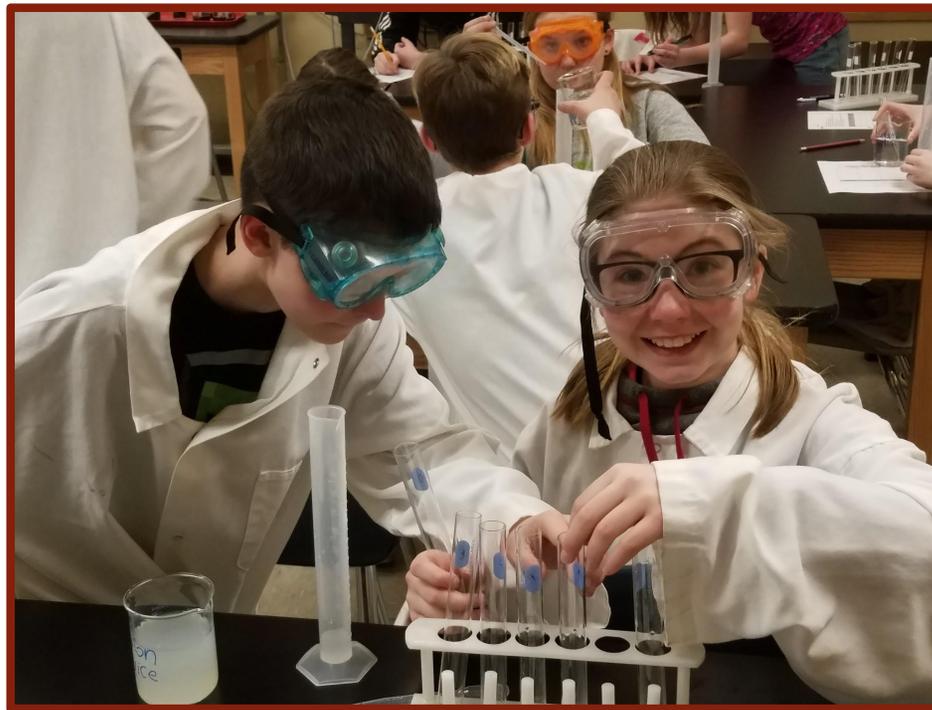


# PreK-8 Teaching and Learning Practices 2018-2019



## Goal of the Presentation

- To share our philosophy with the Board and Community about proficiency based instructional practices and student learning PreK-8 in RSU 5



## Proficiency Based Practices

- Clearly defined learning goals (standards)
- Success criteria (rubrics aligned to standards)
- Specific feedback for students to move to the next level
- Separation of content from Habits of Work
- Recognition that different students will need varying amounts of time for success
- Opportunities for reassessment

All Students Can Achieve!



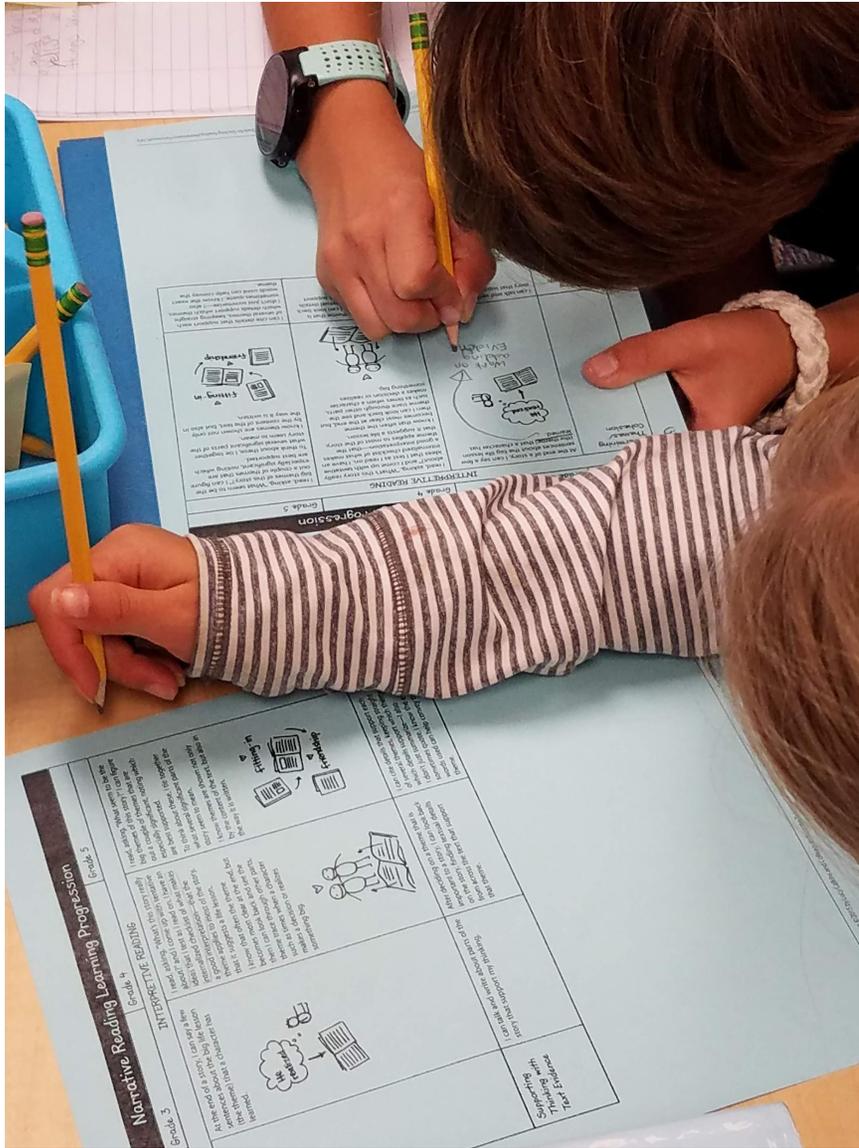
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- 
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# Practice 1: Clearly Defined Learning Goals

**Example:**

Narrative Reading Learning Progression			
	Grade 3	Grade 4	Grade 5
INTERPRETIVE READING			
Determining Themes/ Cohesion	<p>At the end of a story, I can say a few sentences about the big life lesson (the theme) that a character has learned.</p>	<p>I read, asking, "What's this story really about?" and I come up with tentative ideas that I test as I read on. I have an internalized checklist of what makes a good interpretation—that the theme applies to most of the story, that it suggests a life lesson.</p> <p>I know that often the theme becomes most clear at the end, but then I can look back and see the theme trace through other parts, such as times when a character makes a decision or realizes something big.</p>	<p>I read, asking, "What seem to be the big themes of this story?" I can figure out a couple of themes that are especially significant, noting which are best supported.</p> <p>To think about these, I tie together what several significant parts of the story seem to mean.</p> <p>I know themes are shown not only by the content of the text, but also in the way it is written.</p>

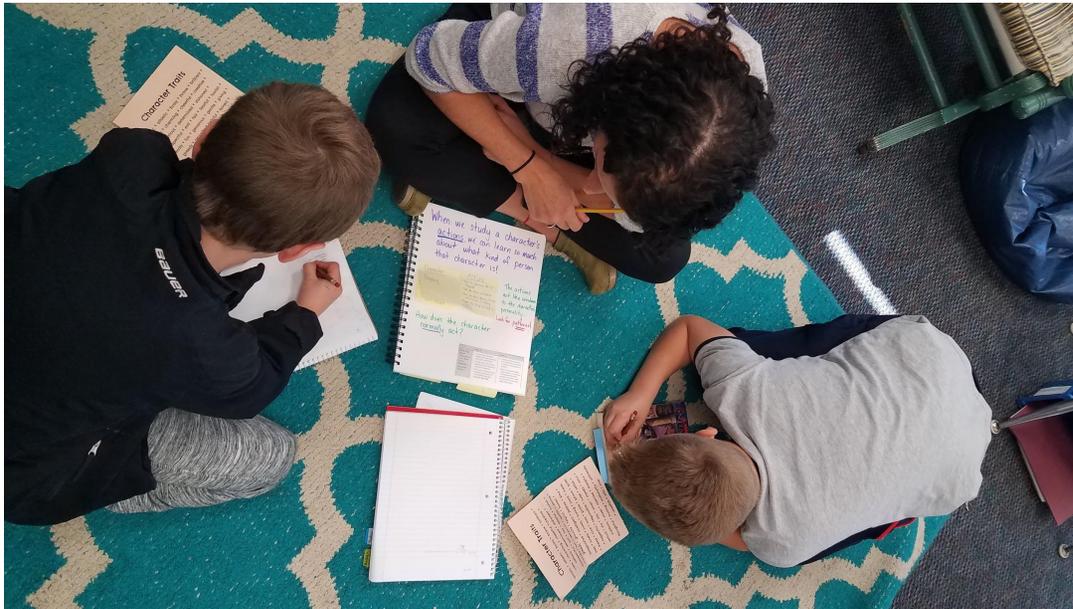


feeling like a million bucks

Revise!

The The announcement came: "All students Must go out side" I knew what that meant, our adventure had ended, but we had made it so far on our own, so much farther than anyone else! And that, That felt Amazing, That felt like a million bucks!

4th grade, because I kind of gave a sense of closure but it should have been stronger, My goal is to: give a sense of closure and to connect back to the main part of the story. but I did revise some thing and I used feeling too I also want to try to write two pages per day.



When we study a character's actions, we can learn so much about what kind of person that character is!

Character  
Poppy  
persistent

Actions

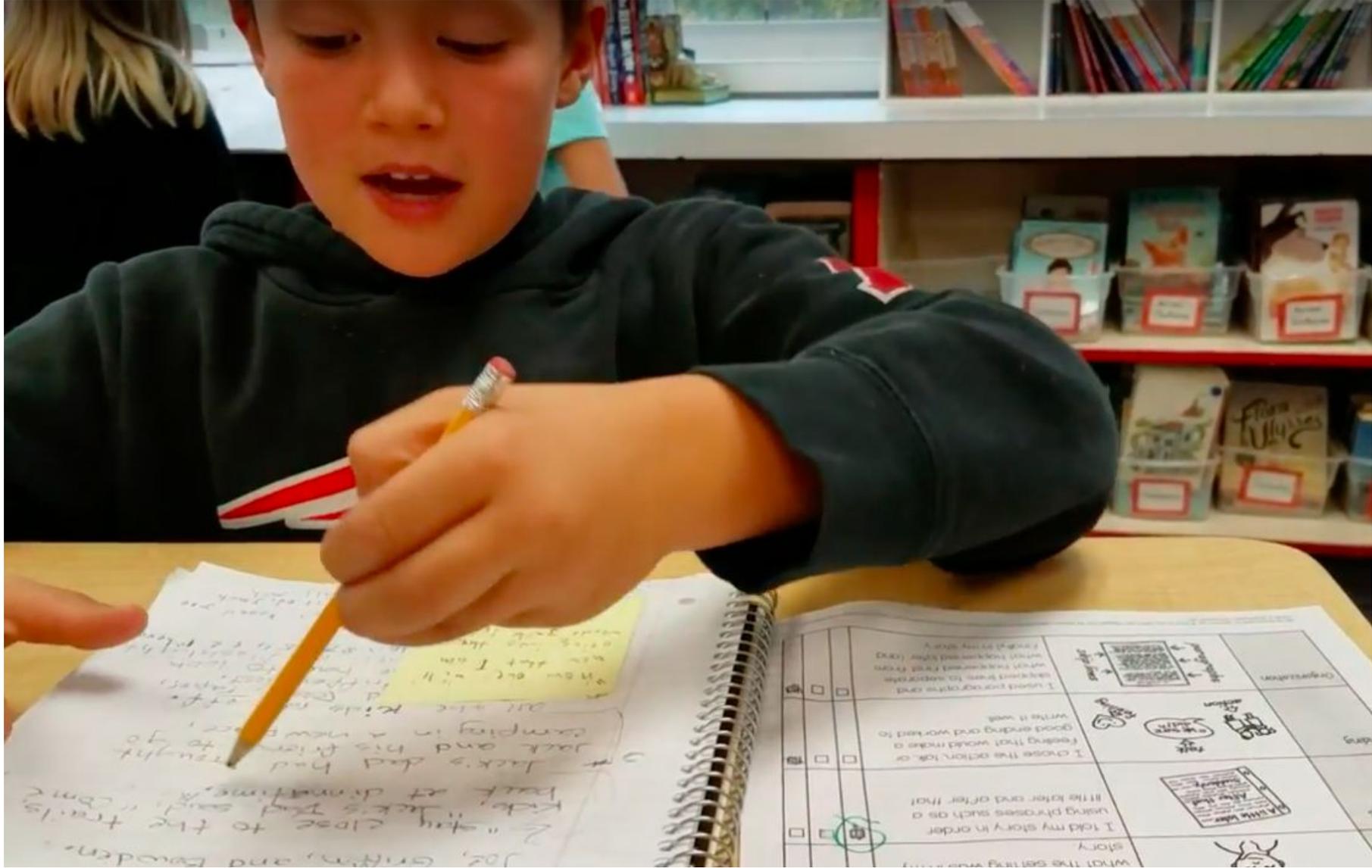
- Goes to Bannock Hill w/ Ragweed
- Visits Mr. Oxax w/ father
- Goes to New House to see what Oxax is hiding
- Fights Mr. Oxax at end of story

The actions act like windows to the character's personality.  
Look for patterns!

How does the character normally act?

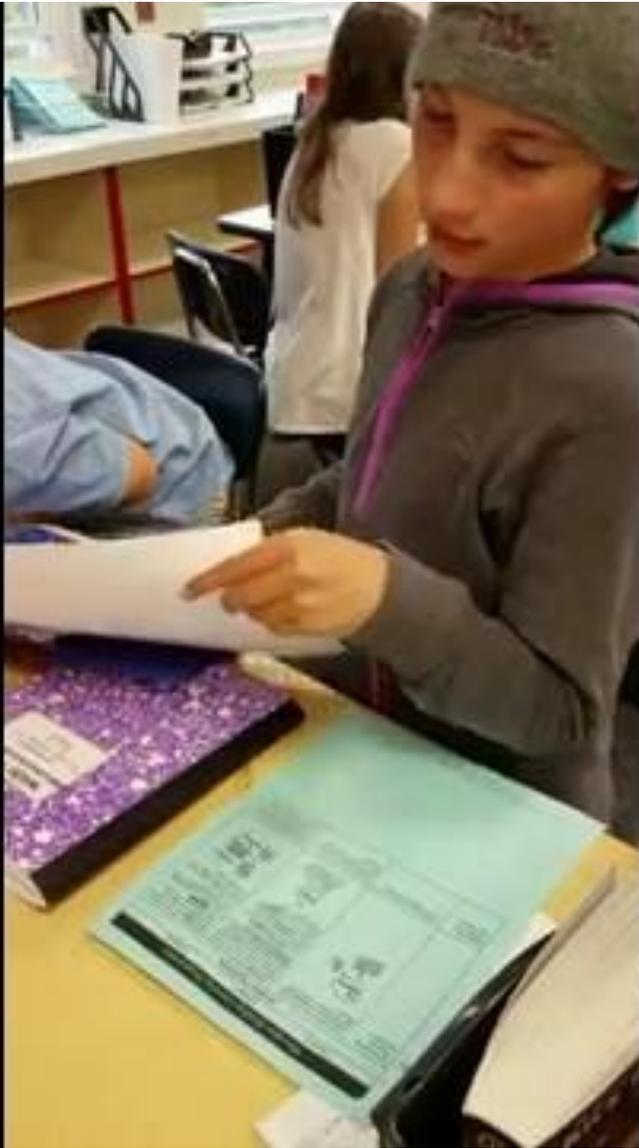
	Level 2	Level 3
<p>Inferring about Characters and Other Story Elements Character Traits</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about the big things the main character does, says, and thinks.</li> <li><input type="checkbox"/> I wrote about what these big things show about the character's feelings.</li> <li><input type="checkbox"/> If the main character faces a problem and solves it, I wrote about how the character does that.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote an idea about the kind of person a character is, telling a trait (and not a feeling).</li> <li><input type="checkbox"/> When a character makes a big decision, I could use what happened earlier and the character's traits to tell why the character made that choice.</li> </ul>

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Joe, Griffin, and Bowden.  
2. "Stay close to the trails.  
Kids' dad said, "Don't  
back at drinkings."  
Jack's dad had thought  
Jack and his friend to go  
camping in a new place.  
All the kids had  
D. (Don't)  
show out will  
with that I am  
with me. My  
made me to  
I have one  
of the

<input type="checkbox"/>	What the setting was...				
<input type="checkbox"/>	I told my story in order using phrases such as a little later and after that				
<input type="checkbox"/>	I chose the action, or feeling that would make a good ending and worked to write it well.				
<input type="checkbox"/>	I used language and support from my friend which helped me to finish my story.				



## Group

- stay on topic the whole meeting time
- Focus on Theme and evidence as well as important details not minor details
- Zone in on one part

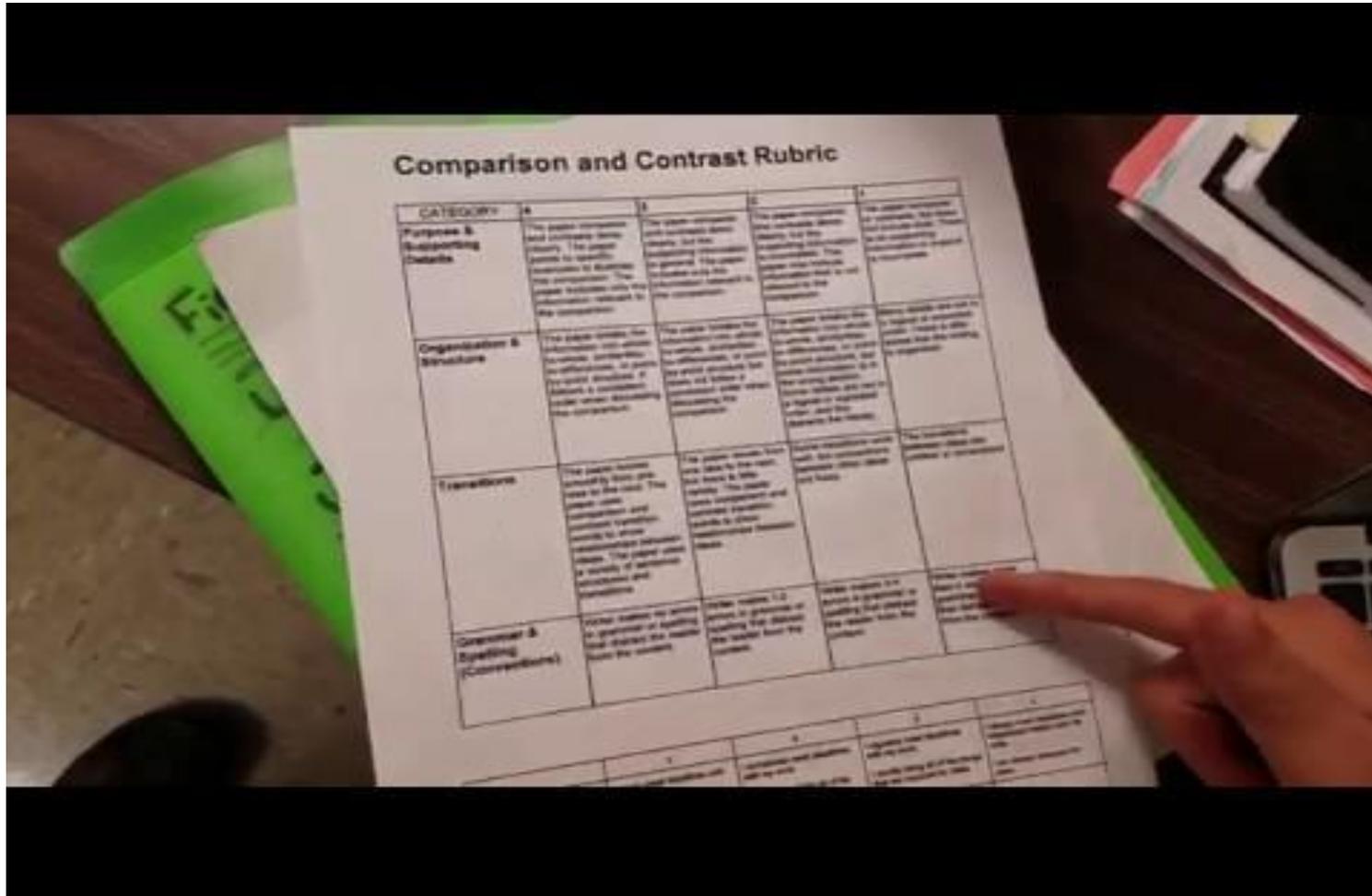
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## Practice 2: Success Criteria (Rubrics Aligned to Standards)

- **All assessments are aligned to national standards**
- **Teaching teams design assessments based on the standards**
- **Assessments all have a combination of the following:**
  - **Scoring criteria**
  - **Rubrics**
  - **Product descriptors**

# Students Using a Product Descriptor and Rubric



# Pathway to a 4 (K-5)

## STUDENT OUTCOMES

Number and Operations in Base Ten	Number correct out of 5 NBT items: _____
<ul style="list-style-type: none"> <li>Add and subtract within 1,000 fluently</li> </ul>	<p>*Pathway to a 4: Must earn a 3 and get challenge question #1 and 4a correct _____</p> <p>Unit Proficiency Level: _____</p>
Operations and Algebraic Thinking	Number correct out of 5 OA items: _____
<ul style="list-style-type: none"> <li>Interpret multiplication and division in terms of equal groups and equal shares</li> <li>Use multiplication and division to solve number stories</li> <li>Multiply and divide fluently within 100</li> </ul>	<p>*Pathway to a 4: Must earn a 3 and get challenge questions #2, #3 and #4b correct _____</p> <p>Unit Proficiency Level: _____</p>

## Proficiency Based Practices

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## Practice 3: Specific Feedback for Students to Move to Next Level

- What does success look like?
- Where are you relative to success?
- What are next steps to move you closer to success?

# Learning Progressions

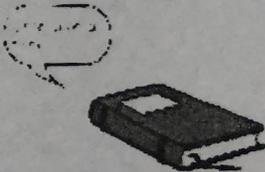
## Sulzby's Stages of Emergent Storybook Reading

Stages 1&2	<p>The story is not formed. Reading is governed by pictures.</p> <ol style="list-style-type: none"> <li>Labeling and Commenting</li> <li>Stating Actions</li> </ol> 
Stages 3&4	<p>The story is not formed. Reading is governed by pictures. <b>Storytelling begins to sound like oral language.</b></p> <ol style="list-style-type: none"> <li>Using dialogue</li> <li>In sequence</li> </ol>  
Stages 5&6 & 7	<p>The story is not formed. The reading is governed by pictures. <b>Storytelling begins to sound like written language. "Talks like the book"</b></p> <ol style="list-style-type: none"> <li>Mix of oral and story language</li> <li>Story language without elaboration</li> <li>Story language with elaboration</li> </ol> 
Stage 8	<p><b>Reading is refused!!!</b> "I can't read the words!"</p> 
Stages 9a, 9b and 9c	<p><b>Story formed. Reading governed <i>mostly</i> by pictures.</b> Sounds like written language. <b>Refers to the print at times (most likely the refrain).</b></p>  <p>9a. Comprehension: connects all the pages.            9b. Letter/Sound: at times identifies some letters in the text.            9c. Word: at times identifies some words in the text</p>
Stages 10&11	<p>Story formed and sounds like written language. Reading is governed mostly by pictures <b>and a little bit of print.</b> <b>Begins to use SOME visual information.</b></p>  <ol style="list-style-type: none"> <li>Reads with expression and connects the parts</li> <li>Cross checks - when it doesn't make sense or fit revises. Refers to some print.</li> </ol>

# Teacher Providing Feedback



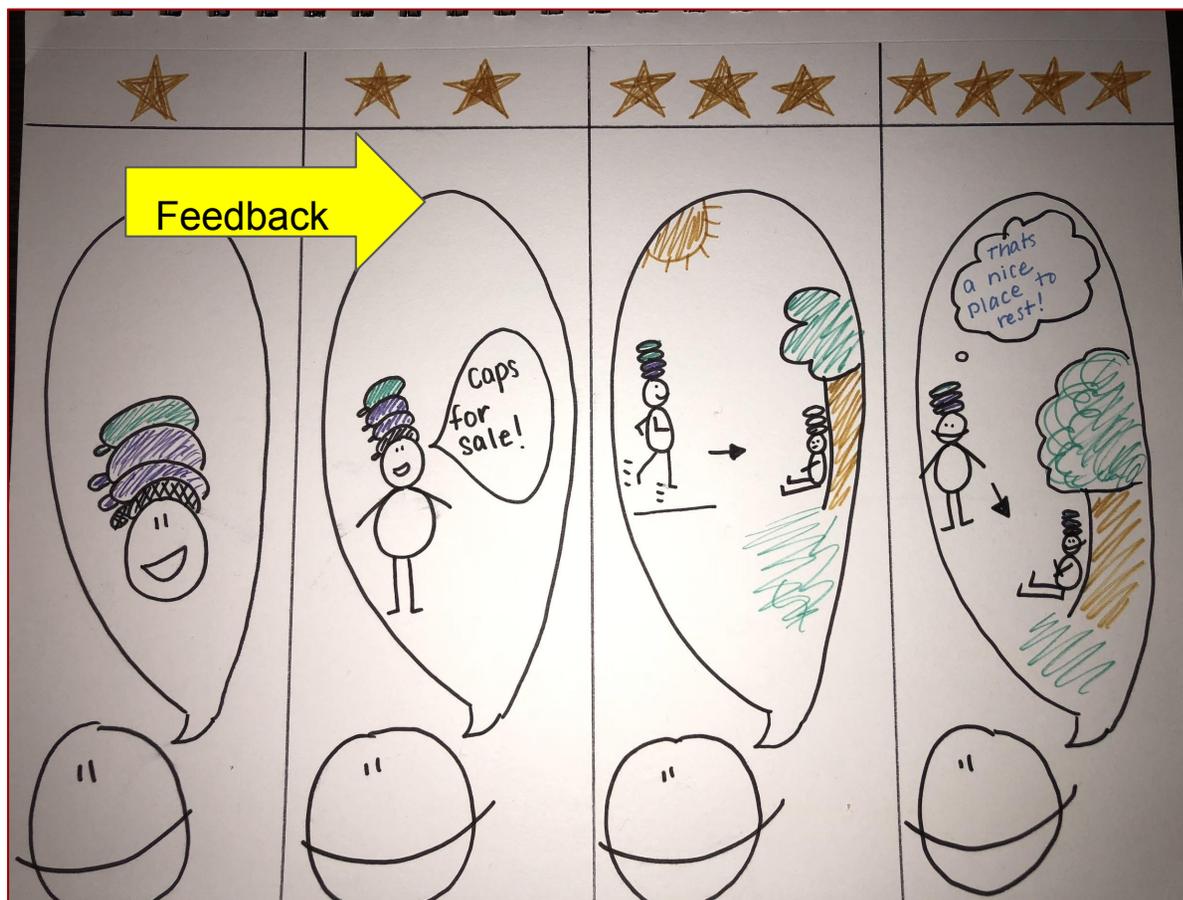
## Sulzby's Stages of Emergent Storybook Reading

<p>Stages 1&amp;2</p>	<p>The story is not formed. Reading is governed by pictures.</p> <ol style="list-style-type: none"> <li>1. Labeling and Commenting</li> <li>2. Stating Actions</li> </ol> 
<p>Stages 3&amp;4</p>	<p>The story is not formed. Reading is governed by pictures. <b>Storytelling begins to sound like oral language.</b></p> <ol style="list-style-type: none"> <li>3. Using dialogue</li> <li>4. In sequence</li> </ol>  <div style="border: 1px solid black; padding: 2px; display: inline-block;">1. 2. 3.</div>
<p>Stages 5,6 &amp; 7</p>	<p>The story is not formed. The reading is governed by pictures. <b>Storytelling begins to sound like written language. "Talks like the book"</b></p> <ol style="list-style-type: none"> <li>5. Mix of oral and story language</li> <li>6. Story language without elaboration</li> <li>7. Story language with elaboration</li> </ol> 
<p>Stage 8</p>	<p>Reading is refused!!! "I can't read the words!"</p> 

## Peers Providing Feedback



# Student Friendly Progressions

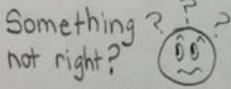


## Next Steps for Learning: Individual Goal Setting

What are your next steps to move you closer to success?

My goal is to talk  
like the characters  
as I retell

\_\_\_\_\_ 's Reading Goals

GOAL: Read accurately. (Read all the words correctly).		Date:
Strategies:		
Something not right? Notice. Fix it!		

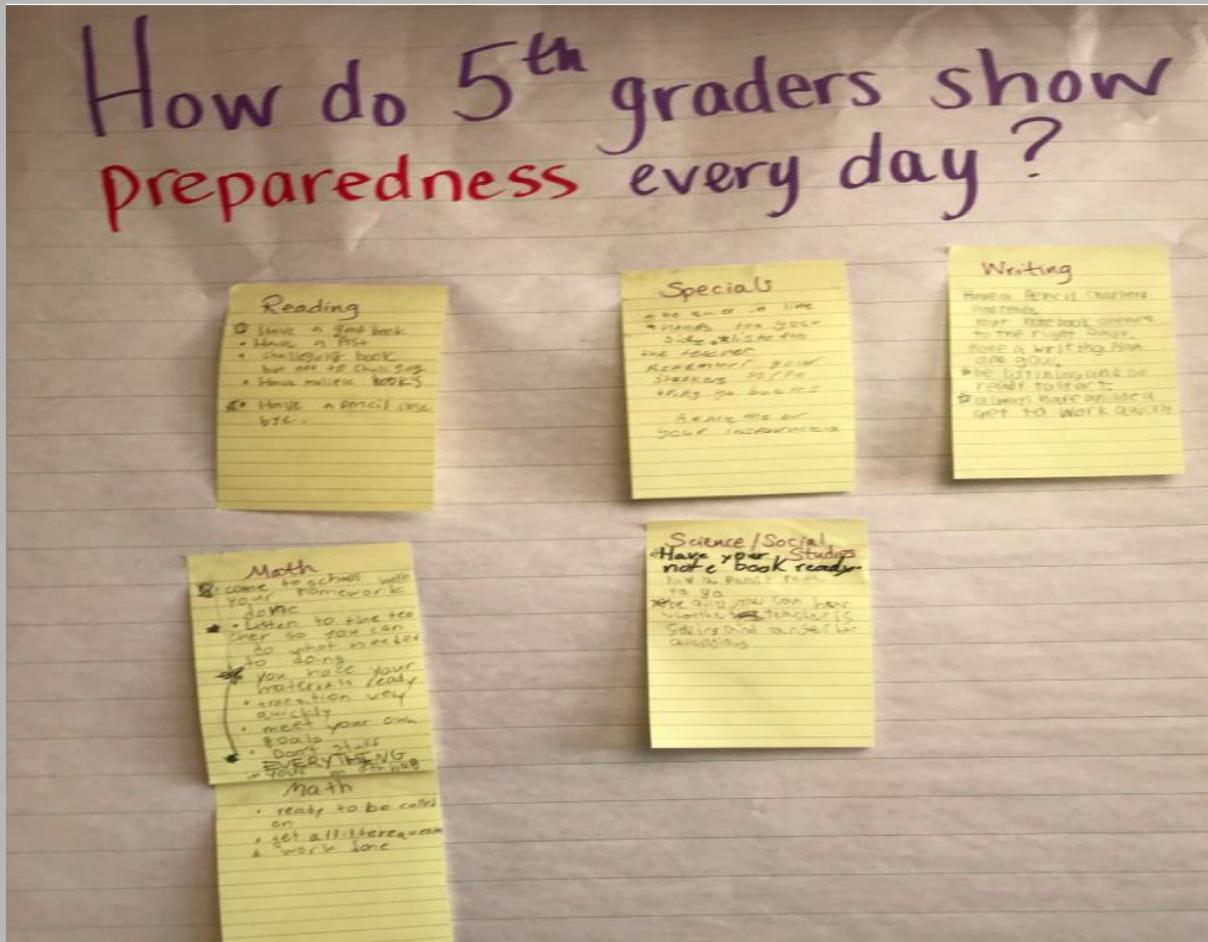
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## Practice 4: Separation of Content from HOW



# Preparedness



# Student Samples:

**Preparedness**  
 - timeliness  
 - mindset  
 - organization

- I transition efficiently.
- I consistently bring all of my expected class materials including assigned work.
- I use my folder to bring materials back and forth from school. I pass in homework and file my folder in my mailbox.

4	3	2	1
Regularly exceeds expectations.	Frequently meets expectations.	Sometimes meets expectations.	Rarely meets expectations.

example: every day when I come to school I put my homework in the orange box then put my folder away then read the message.

**Preparedness**  
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 - organization

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need to work on bringing my homework and being ready with materials.

## K-5 Habits of Work on Report Card

Beginning-work on it  
to be modified

<b>Grades HOMEROOM - Woodard</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>HABITS OF WORK (HR)</b>			
Respect	2.5	2	3
Preparedness	3	3	3
Engagement	3	2	3
Determination	3	3	3

# Grades 6-8 Report Card

All Grades now round to the nearest tenth place

Language Arts 7 - Witte			
	T1	T2	T3
<b>ELA **HABITS OF WORK GRADE**</b>	3.2		
Preparedness	3		
Integrity	3.3		
Engagement	3.3		
<b>ENGLISH LANGUAGE ARTS - **CONTENT GRADE**</b>	3.5		
WRITING	3.5		
LANGUAGE	3.5		

Math 7 - Forster			
	T1	T2	T3
<b>MATHEMATICS ** HABITS OF WORK GRADE**</b>	3		
Respect	3		
Preparedness	3		
Engagement	3		
<b>MATHEMATICS - **CONTENT GRADE**</b>	4		
NUMBERS and QUANTITY	4		

Social Studies Literacy - Roney			
	T1	T2	T3
<b>SOCIAL STUDIES ** HABITS OF WORK GRADE **</b>	3.6		
Preparedness	3.8		
Determination	3.5		
<b>SOCIAL STUDIES - **CONTENT GRADE**</b>	4		
GEOGRAPHY	4		
INFORMATIONAL READING and WRITING	4		

French Prep 7 - Davis			
	T1	T2	T3
<b>WORLD LANGUAGE **HABITS OF WORK GRADE**</b>	3		
Preparedness	3		
<b>WORLD LANGUAGE - **CONTENT GRADE**</b>	3.5		
CONVENTIONS			

Science 7 - Brown			
	T1	T2	T3
<b>SCIENCE **HABITS OF WORK GRADE**</b>	3		
Preparedness	3		
Determination	3		
<b>SCIENCE - ** CONTENT GRADE **</b>	3.5		
MATTER and ENERGY in ORGANISMS and ECOSYSTEMS	4		
SCIENCE SKILLS	3		

Physical Education 7 - Cormier			
	T1	T2	T3
<b>PHYSICAL EDUCATION ** HABITS OF WORK GRADE**</b>	3.5		
Preparedness	4		
Respect	4		
Determination	3		
Engagement	3		
<b>PHYSICAL EDUCATION - **CONTENT GRADE**</b>	3.7		
DECISION-MAKING and GOAL-SETTING	4		
MOVEMENT/MOTOR SKILLS and KNOWLEDGE	3		
PERSONAL and SOCIAL SKILLS and KNOWLEDGE	4		

# Grades 6-8: PowerSchool - Quick Lookup

Science 8 - O'Brien, Eugenia R.	T1	T2	T3
SCIENCE **HABITS OF WORK GRADE**	3		
SCIENCE - **CONTENT GRADE**	3.3		
Math 8 (Advanced) - Briasco-Brin, Alex	T1		
MATHEMATICS **HABITS OF WORK GRADE**	3.3		
MATHEMATICS - **CONTENT GRADE**	4		
Language Arts 8 - Murphy, Janice	T1		
ELA **HABITS OF WORK GRADE**	3.4		
ENGLISH LANGUAGE ARTS - **CONTENT GRADE**	4		
STEMS - FMS - Nicholson, John	T1		
SCIENCE **HABITS OF WORK GRADE**	3.4		
Social Studies 8 - Favreau, Shawn	T1		
SOCIAL STUDIES **HABITS OF WORK GRADE**	3.3		
SOCIAL STUDIES - **CONTENT GRADE**	4		

**Quick Lookup** is easier to see the HOW and content grades separated

**73% of middle school students** preferred to have HOW and content grades separate

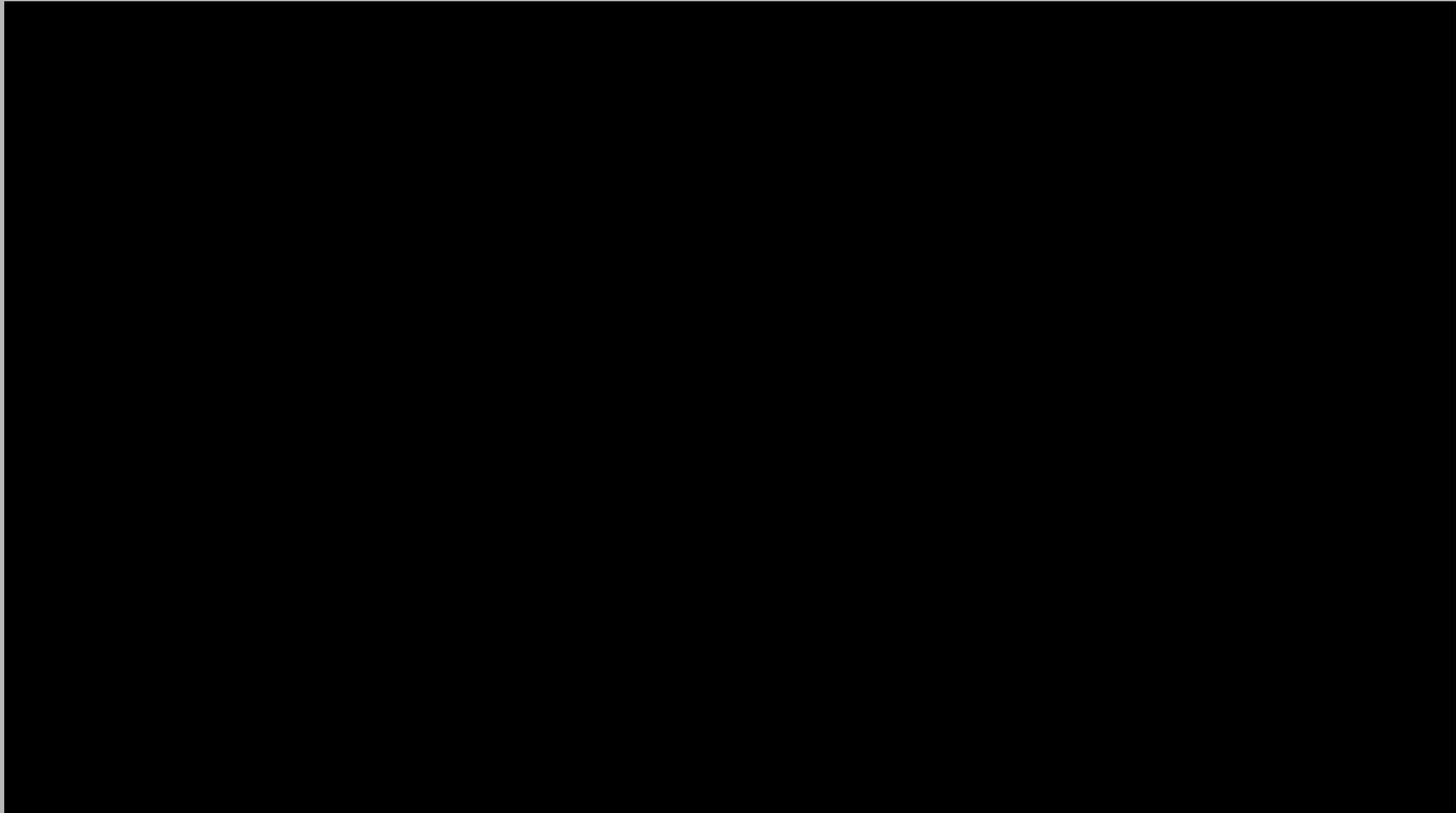
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## Practice 5: Opportunities for Reassessment

- We recognize that different students will need varying amounts of time for success.
- We don't want instructional holes in critical content.
- We want a culture where students are striving to be as successful as they can.
- Relearning plans require additional feedback and work on the student's part.



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## PK-8 PBE Aligned Teaching and Learning Practices

- Are they effective?
- Are they working for RSU 5 students?

## Science MEA Data

Impact of teaching and learning practices over time.

Year	DCS % meet or exceed	State % meet or exceed
2012/13	60%	70%
2013/14	83%	73%
2014/15	89%	71%
2015/16	95%	73%
2016/17	95%	69%

# MEA SCORES 2016-2017

Grade	State Avg ELA	RSU 5 ELA	Difference	State Avg Math	RSU 5 Math	Difference
3	49%	69%	+20%	46%	67%	+21%
4	52%	66%	+14%	44%	66%	+22%
5	55%	71%	+16%	36%	58%	+22%

## FMS DATA OVER TIME (MATH AND ELA COMBINED)

**MEA:** (% above State avg.)

2013-14: + 8.5%

2016-17: + 14%

**NWEA:**

2007: 40% met targeted growth

2018: 59% met targeted growth

## Proficiency Based Practices

- Best practices in teaching and learning
- Systemic approach to professional learning & coaching
- Focused on student growth
- Focused on students becoming proficient or distinguished



Thank you for supporting our students!