10 x 10
Connecting the 10 Common Principles to the 10 Principles of Proficiency-Based Learning
From the Great Schools Partnership
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Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.

The five partner states—Connecticut, Maine, New Hampshire, Rhode Island, and Vermont—work together to close persistent achievement gaps and promote greater educational equity and opportunity for all students.
GSP has served as the coordinator of the New England Secondary School Consortium since its inception in 2009.
Outcomes

Build understanding of how the CES Common Principles are connected to the growing work of Proficiency-Based Learning.
Outcomes

Continue the conversation about next steps, resources, and ways to stay connected to the Coalition’s vision
Agenda

Introductions and Overview

Crosswalk Activity and Gallery Walk

Microlab

Next Steps

Wrap Up and Feedback
Proficiency is a student’s ability to transfer learning in and/or across content areas.
(Un)Common Terms for “Proficiency”

MASTERY

STANDARDS-BASED

PERFORMANCE EXPECTATIONS

OUTCOMES BASED

COMPETENCY
Is not a stand-alone intervention
Is a suite of practices resulting from the thoughtful combination of best practices currently used by expert educators with solid support in the literature.
10 Principles Of Proficiency-Based Learning
1. All learning expectations are clearly and consistently communicated to students + families

2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students
Assessment Practices

3. All forms of assessment are standards-based and criterion-referenced

4. Formative assessments measure learning progress during the instructional process

5. Summative assessments - which are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings
6. Academic progress and achievement are monitored and reported separately.

7. Academic grades communicate learning progress and achievement.

8. Students are given multiple opportunities to improve their work when they fail to meet expected standards.
Instructional Strategies

9. Students can demonstrate learning progress and achievement in multiple ways

10. Students are given opportunities to make important decisions about their learning
Coalition of Essential Schools

10 Common Principles
The Coalition of Essential Schools: Common Principles

**Learning to use one’s mind well**

The Coalition of Essential Schools envision young people learn to use their minds well. Schools should not be “comprehended” if such a claim is made at the expense of the school’s central intellectual purpose.

**Less is more: depth over coverage**

The Coalition of Essential Schools believe that schools should be simpler. Curricular content should be limited to a number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program’s design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by “subjects” as conventionally defined. The aphorism “less is more” should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.

**Goals apply to all students**

The Coalition of Essential Schools believe that the school’s goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practices should be tailor-made to meet the needs of every group or class of students.

**Personalization**

Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students in the high school and middle school and no more than 20 in the elementary school. The principal and teachers should be aware of the details of the course of study, the use of students’ and teachers’ time and the pace of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.

**Student-as-worker, teacher-as-coach**

The Coalition of Essential Schools believe that the teaching and learning should be “student-as-worker”, rather than the more familiar metaphor of “teacher as deliverer of instructional services.” Accordingly, a prominent pedagogy will be coaching students to learn how to learn and thus to teach themselves.

**Demonstration of mastery**

Teaching and learning should be documented & assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support & resources to assist them quickly to meet those standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner’s strengths & needs, & to plan for further assistance. Students should have opportunities to exhibit their expertise before family & community. The Coalition of Essential Schools believe that the diploma should be awarded upon a successful final demonstration of mastery for graduation – an “Exhibition.” As the diploma is awarded when earned, the school’s program proceeds with no strict age grading & with no system of “credits earned” by “time spent” in class.

**A tone of decency and trust**

The Coalition of Essential Schools believe that the tone of the school should explicitly and self-consciously stress values of generous expectation, of trust, and of decency (honesty, generosity, and tolerance). The Coalition of Essential Schools believe that the school’s goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practices should be tailor-made to meet the needs of every group or class of students.

**Commitment to the entire school**

The Coalition of Essential Schools believe that the principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager). Schools should model democratic practices that involve all who are directly affected by the school. The Coalition of Essential Schools believe that the school’s goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practices should be tailor-made to meet the needs of every group or class of students.

**Resources dedicated to teaching and learning**

The Coalition of Essential Schools believe that resources should be dedicated to teaching and learning. Resources dedicated to teaching and learning should include student-related and budget targets that promote personalization, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per-pupil cost not to exceed that at traditional schools by more than 15 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided to students in many schools.

**Democracy and equity**

The Coalition of Essential Schools believe that the school should honor diversity, build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.
Create a crosswalk or other visual to represent the ways in which the 10 Common Principles and the Key Ideas behind Proficiency-Based Learning intersect.
Creating a Crosswalk

You May Want to Include

- Your school or organization’s core values or beliefs
- Elements of your mission statement
- Practices in place in your classroom, school or organization that embody these principles and ideas
- Practices you hope to implement in your classroom, school or organization that embody these principles and ideas
Gallery Walk
Microlab

- What do you see as the strongest or most exciting connections or overlap between the 10 Common Principles and the core ideas of proficiency or mastery-based learning?

- Where are the sources of tension between the 10 Common Principles and the core ideas of proficiency or mastery-based learning?

- What opportunities do you see in your work to incorporate or continue to build upon these principles and ideas?
Next Steps

bit.ly/SharedResources10X10
Questions?
Feedback

On a Sticky Note

• Pluses: What worked for you in this session? What did you enjoy or learn the most from?

• Deltas: What did NOT work for you? What suggestions do you have to improve this session?
THANK YOU

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