

Digging Deeper into the new Proficiency Expectations for Maine's Schools and Arts Programs Follow Up Webinar "Meeting Plan" Maine Arts Assessment Initiative

For access to the Maine Arts Assessment Initiative wiki, click [here](#).

For access to the Proficiency Expectations for Arts Classrooms Webinar, click [here](#).

In 2014 there is a series of four free webinars which address key topics identified by the Maine Arts Assessment Initiative. These webinars have an accompanying "meeting plan" such as this one, which all educators can use or adapt to facilitate faculty meetings, conversations or study groups looking at quality arts education instructional practices.

Suggestions for Use:

At a full staff meeting at your school or district

At an arts staff meeting in your school, district or region

As an individual to learn more about the key topics in arts education

Adapt as needed.

Be sure to make arrangements for participants to preview the webinar prior to this meeting.

Meeting Plan – 1 Hour

LD 1422: The New Proficiency Expectations

The purpose of this staff meeting is to:

- 1) Become better informed about the new law, LD 1422, Proficiency-based diploma standards, and its implications and expectations of teachers in the classroom.
- 2) Discuss and better understand just what "proficiency" means (and what it doesn't mean).
- 3) Discuss what "proficiency" looks like in the Arts (Visual Art, Music, Drama, Dance) classroom
- 4) Review resources available and plan next steps for your team or school.

Materials/Roles Needed:

- Preview the Proficiency Webinar ahead of time.
- Facilitator and Whole Group Reporter
- Chart paper, markers, highlighters and paper, computer/LCD projector or Smart Board
- Pre-meeting – arrange for everyone to have seen the webinar of May 7, 2014 and come prepared with questions and take-aways.
- Proficiency-based Learning Glossary (linked to in the Webinar)
- LD 1422 Law (linked to in Webinar)

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- Standards Resources page (linked to in Webinar)
- Maine Learning Results with Guiding Principles
- Getting to Proficiency: Helping Maine Graduate Every Student Prepared

Set-up: Whole group, then smaller groups, then Whole group

Whole Group Discussion: 10 min.

Participants should start out discussing questions, surprises, “aha” moments, or other “take aways” from listening to the webinar. Facilitator will record ideas and can list them according to

positives and concerns. This provides an opportunity to offer clarity, to dispel any misperceptions about Proficiency expectations and helps staff to set a pathway for further professional development for implementation.

Small Group Discussion: 30 min.

Participants break up into small groups, either assigned to topics by facilitator or by the individual according to interest. Groups should appoint a note taker to summarize their discussion and report out on findings. Suggested topics include:

- Points of concern as identified by group
- A deeper reading of [LD 1422](#) – getting clear on what it means
- Discussion and identification of multiple pathways for assessing proficiency and how the arts provide them. How can the work by arts teachers help meet overall proficiency expectations? Arts standards?
- What would “benchmarking” activities look like? (Have teachers use rubrics to individually assess the art work of a class, for example, and compare notes. Where there are differences of opinion, offer further discussion).
- Discuss how your school district will handle teacher effectiveness as it relates to attaining proficiency.

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- How to create quality performance assessments to measure proficiency (seek out models of quality arts standards-based units, such as in the Resource Bank, and tease out what are the elements in these units that make them high quality resources?)
- Exploration of Resources provided by Maine Department of Education – [Getting to Proficiency](#)

Whole Group Report Out: 15 min.

Each group will report out a brief summary of their findings. Whole Group Recorder will add notes to the charts/computer.

Wrap Up: 5 min.

Determine Next Steps to take for future professional development. Set dates/location.

Suggestions for Future Meetings:

- Do a [District Self Assessment](#) prior to action planning for proficiency based learning.
- Develop strategies for whole school curriculum mapping, with arts educators at the table, facilitated by Curriculum Director or Administration.
- Discuss how your school district will handle teacher effectiveness as it relates to attaining proficiency.
- Register for upcoming webinars with colleagues or view archived webinars and utilize the meeting plans created for those webinars.

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