

Proficiency-Based Learning:

A Systemic Approach

December 2014

Welcome Back!

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WiFi Network (open) = Holiday Inn Banquet

Materials & Resources:

[http://www.greatschoolspartnership.org/
presentations/vermont-seminar-series/](http://www.greatschoolspartnership.org/presentations/vermont-seminar-series/)

AGENDA

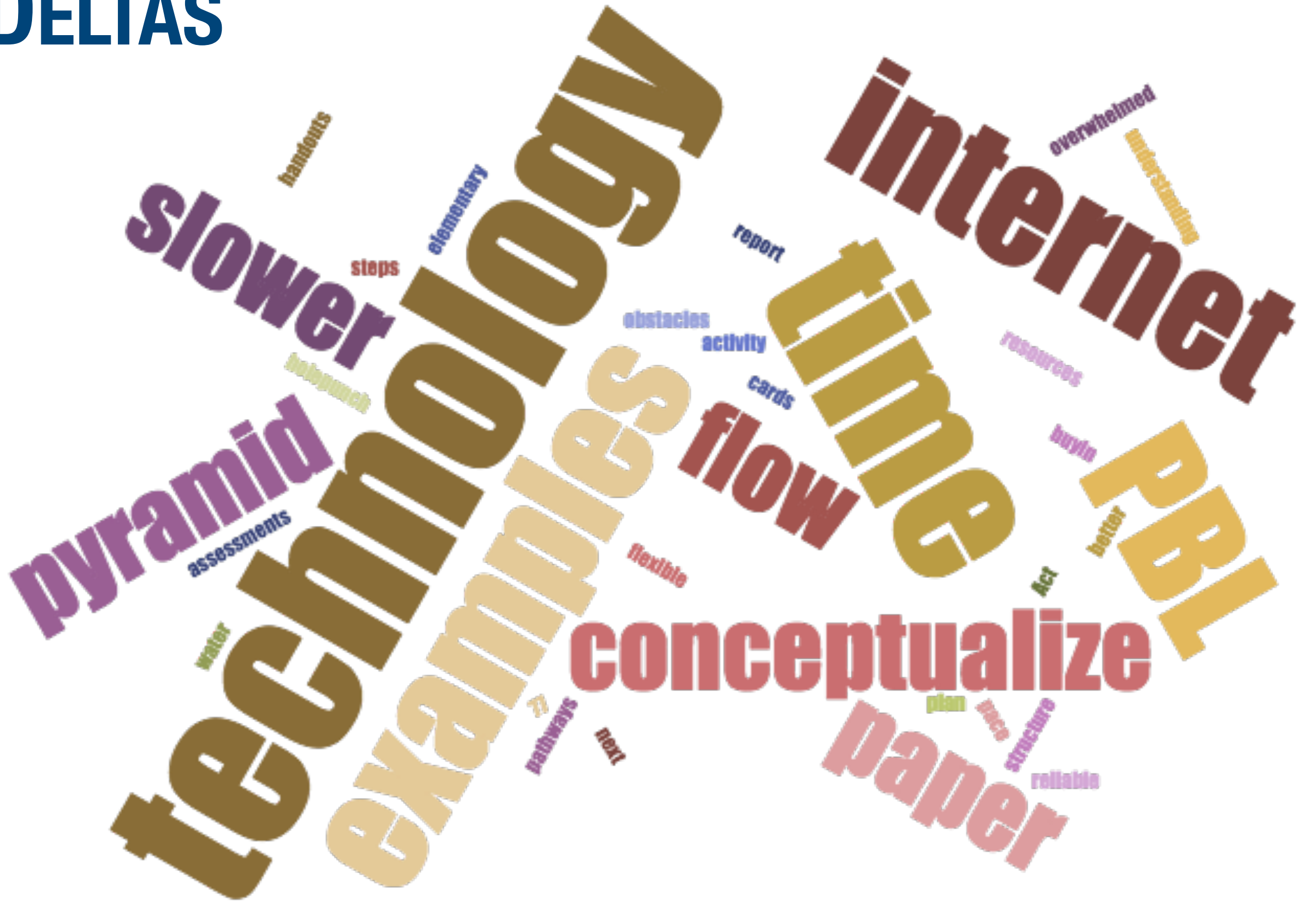
- ▶ Welcome, overview, review feedback
- ▶ Three Year Plan - modifying a sample
- ▶ Short-Term Plan - Jan-Sept professional learning
- ▶ **Lunch 12:15 PM**
- ▶ Initial School/Community Engagement
- ▶ PLP Reflection
- ▶ Reflection, Feedback

YOUR FEEDBACK

POSITIVES



DELTAS



<http://www.jasondavies.com/wordcloud/>

SERIES OUTCOMES

Understand the elements of proficiency-based learning and the requirements as outlined in state board policy (Education Quality Standards)

SERIES OUTCOMES

Understand the elements of personal learning plans and the requirements as outlined in Act 77

SERIES OUTCOMES

Each district team will have a three-year plan for implementation

SERIES OUTCOMES

Team members will be trained as a local leaders for implementation of proficiency-based learning

SERIES OUTCOMES

Each district team will have designed and planned professional development pertaining to these topics within the 2014/15 school year

OUTCOMES - TODAY

Begin to develop district three-year
implementation plan

OUTCOMES

Consider the needs and perspectives of your community's stakeholders in the development of your engagement strategies

OUTCOMES

Complete your PLP and use it as both a personal reflection and seminar feedback tool

LOGISTICS

- ▶ VT AOE Participation Sign-In Sheet (BOTH days)
- ▶ Pastries and coffee throughout the morning
- ▶ Lunch in restaurant at 12:15 PM
- ▶ Cookies at 2 PM
- ▶ Breakout rooms available

AGENDA

- ▶ Welcome, overview, review feedback
- ▶ **Three Year Plan - modifying a sample**
- ▶ Short-Term Plan - Jan-Sept professional learning
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THREE-YEAR PLAN

Purpose: to see the big picture and the details.

Reminders:

1. It is a goal for JUNE that you have a three-year plan.
2. We will revisit your developing three-year plan each month—it will change!
3. The template is one way to do this, and if you have work in-progress, you can use that instead or in addition.

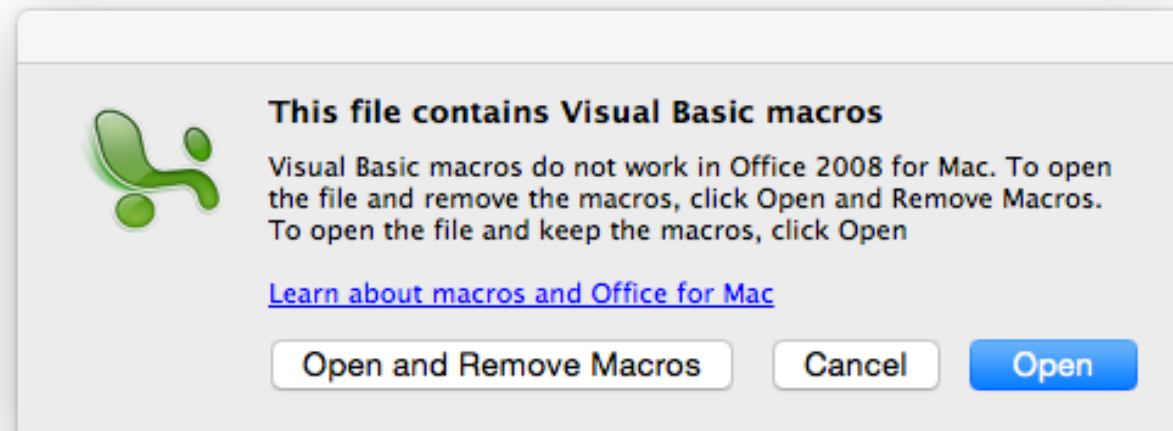
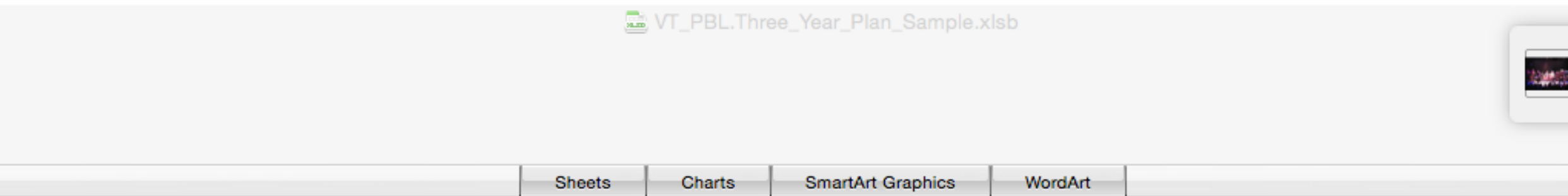
THREE-YEAR PLAN

- ▶ Open: **VT_PBL.Three_Year_Plan_Sample1.xlsb**
- ▶ Save As: **District_PBL.Three_Year_Plan_001.xlsb**

**This file must be opened in Excel in order for all of its features to work*

- ▶ Open: **VT-Three-Year-Plan-Protocol.pdf**

MACROS ARE YOUR FRIENDS



THREE-YEAR PLAN

[illegible]

THREE-YEAR PLAN

The screenshot shows an Excel spreadsheet titled "VT_PBL.Three_Year_Plan_Sample.xlsb". The main content is a "Sample Implementation Timeline" table. The table has columns for Status, Task Name, Duration, Start, Finish, Work Days, Used Days, Balance, and LEAD. Rows 72 through 86 list various tasks, including "Students experience individual, small group, and whole-group instruction", "Teachers use student PLPs to inform instructional practice", and "Student Academic Support". A red circle highlights the "Status" column for rows 72-75, and another red circle highlights the "Start" and "Finish" dates for rows 72-75. A third red circle highlights the "Used Days" column for row 76. The spreadsheet also includes a calendar view for 2014 and 2015.

| Row | Status | Task Name | Duration | Start | Finish | Work Days | Used Days | Balance | LEAD |
|-----|-------------|--|----------|---------|--------|-----------|-----------|---------|------|
| 72 | On Schedule | Students experience individual, small group, and whole-group instruction designed to meet learning | 365 | 9/1/17 | 9/1/18 | 261 | | 977 | |
| 73 | Complete | Teachers use student PLPs to inform instructional practice. | 365 | 9/1/17 | 9/1/18 | 261 | | 977 | |
| 74 | At Risk | Students utilize PLPs to reflect on learning strategies and set goals. | 243 | 1/1/18 | 9/1/18 | 175 | | 977 | |
| 75 | On Schedule | Tier I interventions are planned for as part of instructional time. | 365 | 9/1/17 | 9/1/18 | 261 | | 977 | |
| 76 | On Schedule | Teachers receive specific, actionable feedback on teaching practice from peers and/or administrators on a regular basis. | 1461 | 9/1/14 | 9/1/18 | 1045 | 68 | 977 | |
| 77 | | | | | | | | | |
| 78 | On Schedule | Student Academic Support | | | | | | | |
| 79 | On Schedule | Interventions are based on clear quantitative and qualitative data | 1096 | 9/1/15 | 9/1/18 | 784 | | 977 | |
| 80 | On Schedule | Interventions are matched to student needs | 1096 | 9/1/15 | 9/1/18 | 784 | | 977 | |
| 81 | On Schedule | Tier II and Tier III interventions are flexibly employed to meet student needs | 365 | 9/1/17 | 9/1/18 | 261 | | 977 | |
| 82 | On Schedule | Time is built into school schedule for flexible Tier II and III interventions | 730 | 9/1/16 | 9/1/18 | 522 | | 977 | |
| 83 | | | | | | | | | |
| 84 | On Schedule | Pathways | 730 | 9/1/16 | 9/1/18 | 522 | | 977 | |
| 85 | On Schedule | Appoint district and school-based pathways coordinators | 1005 | 12/1/15 | 9/1/18 | 719 | | 977 | |
| 86 | On Schedule | Conduct student surveys for interests, career goals | 365 | 9/1/17 | 9/1/18 | 261 | | 977 | |

ADDING STEPS

Excel File Edit View Insert Format Tools Data Window Help

VT_PBL.Three_Year_Plan_Sample.xlsb

New Open Save Print Import Copy Paste Format Undo Redo AutoSum Sort A-Z Sort Z-A Gallery Toolbox Zoom Help

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Sheets Charts SmartArt Graphics WordArt

1 ofi **Sample Implementation Timeline** Expand Collapse

2 mpl 9/1/14 Today: 12/4/14

3 mpl 9/1/18 [Project Manager Name]

4

2014 2015

Qtr3 Qtr 4 Qtr 1 Qtr 2 Qtr 3 Qtr 4

Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov

Status Task Name Duration Start Finish Work Days Used Days Balance LEAD

72 On Schedule Students experience individual, small group, and whole-group instruction designed to meet learning targets 365 9/1/17 9/1/18 261 977

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78 On Schedule **Student Academic Support**

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84 On Schedule **Pathways** 730 9/1/16 9/1/18 522 977

85 On Schedule Appoint district and school-based pathways coordinators 1005 12/1/15 9/1/18 719 977

86 On Schedule Conduct student surveys for interests, career goals 365 9/1/17 9/1/18 261 977

THREE-YEAR PLAN

Purpose: to see the big picture and the details.

Process:

Download sample three-year plan and process.

1. Review the sample plan
2. Reflect on what your district/school has already done
3. Add steps you think would be critical in your context.
4. Adjust timelines as necessary.

****Work in your district teams until 12:15 PM***

INITIAL SCHOOL/COMMUNITY ENGAGEMENT

| Stakeholders | Values | Concerns | Values / PBL | Concerns / PBL |
|----------------------|--------|----------|-----------------|-------------------|
| Faculty | | | | |
| Students | | | | |
| Families | | | | |
| School Board | | | | |
| Community Members | | | | |

INITIAL SCHOOL/COMMUNITY ENGAGEMENT

| Stakeholders | Values | Concerns | Values / PBL | Concerns / PBL |
|-------------------|-------------------|--------------------|---------------------------------------|--|
| Faculty | Student ownership | Lack of motivation | Multiple ways to demonstrate learning | Motivation linked to mastery and purpose |
| Students | | | | |
| Families | | | | |
| School Board | | | | |
| Community Members | | | | |

PLP

Reflection

Three things I learned / were affirmed for me.

Two questions I have.

One resource or process I can use with my colleagues back home.

Take-Aways

What are the take-aways or implications for our work as a district?

PLP

Please send your PLP to
Ken Templeton:

ktempleton@greatschoolspartnership.org

We need this information to plan our
work!

NEXT STEPS

1. Webinar Jan. 6 - Performance Assessment
2. In-person session Jan 13-14 - Assessment
3. In-between support:
ktempleton@greatschoolspartnership.org

THANK YOU