

Proficiency-Based Learning:

A Systemic Approach

March 2015

Welcome

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WiFi Network (open) =

Materials & Resources:

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

Welcome

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Welcome

Katie Thompson, Senior Associate

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Agenda - March 11

Welcome

High Expectations for Students and Teachers

Break

Differentiation to Prevent Learning Challenges

Alignment + Coordination Across Settings

Lunch

Team Time (meet together first)



Proficiency-Based Learning: A Systemic Approach

March Agenda

March 11, 2015

8:30 a.m. — 3:00 p.m.

- I can describe structures and practices that promote equitable access to consistent high quality classroom instruction (universal support).
- I can analyze and refine our multi-tiered intervention practices and systems in my school/district/supervisory union to ensure equitable outcomes for all students (universal, targeted and intensive supports).

Time	Activity	Resources
8:30	Welcome	
8:45	High Quality Instruction: High Expectations	Constructivist Listening Dyad Quotations on Expectations
9:45	Break	
10:00	High Quality Instruction: Differentiation	District/SU Leaders <ul style="list-style-type: none">• Guide to Crafting NextGen PD• Three Essentials: Vision, Support, Leadership• Leadership and Instruction

Where We've Been

December

**Cross-Curricular
Graduation Standards**
5–8 standards taught in all
content areas

Body of Evidence

Students demonstrate achievement through a
body of evidence evaluated by the state

**Content-Area
Graduation Standards**
5–8 standards for each content area

Verification

Students demonstrate achievement through
graduation standards through summative assessment

Performance Indicators
5–10 indicators for each cross-curricular and content-
area standard that move students toward proficiency
and the achievement of graduation standards

Summative Assessment

Graded summative assessment measures
the achievement of performance indicators

Learning Objectives
Learning objectives guide the design of curriculum
units that move students toward proficiency and the
achievement of performance indicators

Formative Assessment

Ungraded formative assessment
evaluate student learning

January

February

Guiding Questions

- How can we ensure high quality teaching in every classroom/ learning experience?
- How do we support students and teachers to succeed?

Outcomes - Today

I can describe structures and practices that promote equitable access to consistent high quality classroom instruction (universal support).

Outcomes - Today

I can analyze and refine our multi-tiered intervention practices and systems in my school/district/supervisory union to ensure equitable outcomes for all students (universal, targeted, and intensive support).



MTSS-RTII

VERMONT

VERMONT Multi-tiered System of Supports Response to Intervention and Instruction (MTSS-RTII) Field Guide

Vermont Reads Institute at UVM
and
Vermont Statewide Steering Committee on RTII

MTSS Core Principles



1. Success begins with committed educators who **believe that all students learn and can achieve high standards** as a result of effective teaching.
2. A successful multi-tiered system begins with the **highest quality classroom instruction** that is informed by research and supported by a standards-based curriculum.
3. A coherent, articulated and **balanced assessment system** guides responsive teaching, informs educators and students about progress, and leads to effective decisions.

MTSS Core Principles



4. The analysis and **use of on-going performance data** to monitor progress, inform instructional decisions, and refine ambitious goal-setting results in acceleration of student learning.

5. Student success occurs when expert personnel provide **targeted and differentiated instruction** at the earliest indication of student need at a level of intensity that is responsive to the need.

6. To address the full range of students' needs, schools provide a **comprehensive, responsive system of instruction and intervention** that reflects fidelity to the research-based approach while supporting teachers as they use keen observation to make decisions about and engage in responsive teaching.

MTSS Core Principles

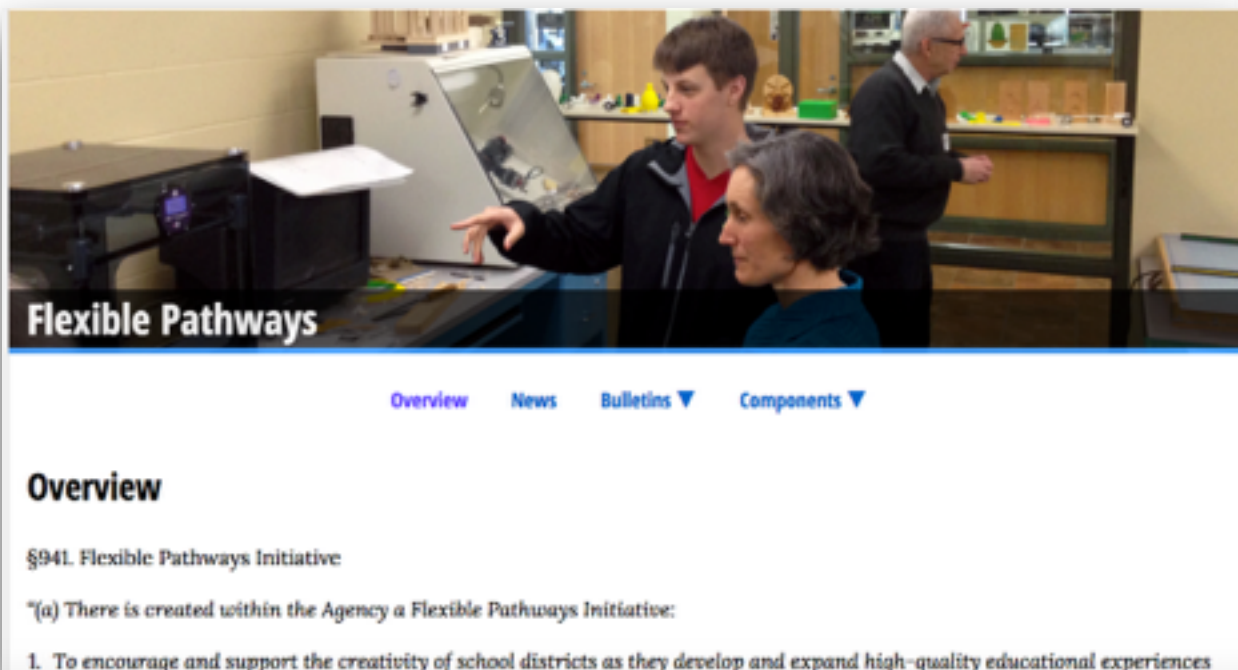



7. Dynamic, positive, and productive **collaboration among students, families, and professionals** with relevant expertise is the foundation for effective problem solving and instructional decision-making within a multi-tiered system.

8. Effective leadership, including building administrator engagement and **distributed leadership**, is crucial for guiding and sustaining a multi-tiered system.

9. The success of a multi-tiered system is dependent on continuously-developing expertise. **Professional development** for all members of the school community is needed to build capacity and sustain progress.


10. These principles are interrelated and will be most effective when integrated within a **coherent plan for continuous improvement** that recognizes how recursive assessment, reflection, and adaptation are needed to improve instruction and increase student achievement.






PERSONALIZED LEARNING PLAN FOR SUCCESS

school is dedicated to ensuring that we personalize learning for every student while ensuring that all students attain the skills, knowledge, and dispositions required for success in their lives. While this is a form, students and parents should view this as record keeping for a much more dynamic, developing and ongoing process.



STUDENT INFORMATION

Student name and ID:	<input type="text"/>	Grade:	<input type="text"/>
Date of initial plan development:	<input type="text"/>	Planned Date of Graduation:	<input type="text"/>
Participants:	<input type="text"/>	Date of Revised Plan:	<input type="text"/>



STUDENT PROFILE

High Expectations



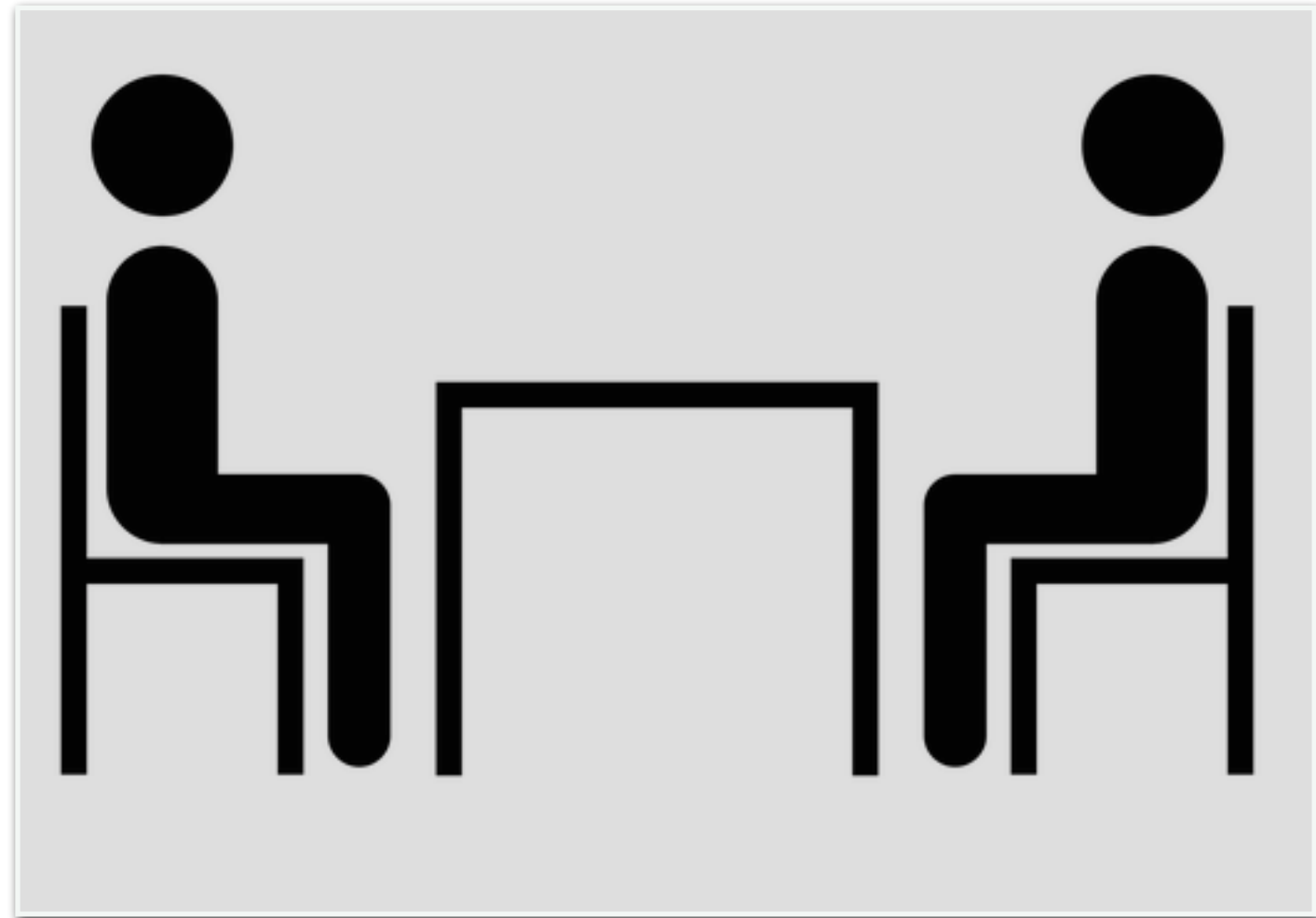
Core Principle #1

Success begins with committed educators who believe that all students learn and can achieve high standards as a result of effective teaching.

High Expectations—Dyad

Ground Rules

1. Each person has equal time to talk.
2. The listener will listen. The listener will not paraphrase, interrupt, give advice, or break in with a personal story.
3. The dyad is confidential.

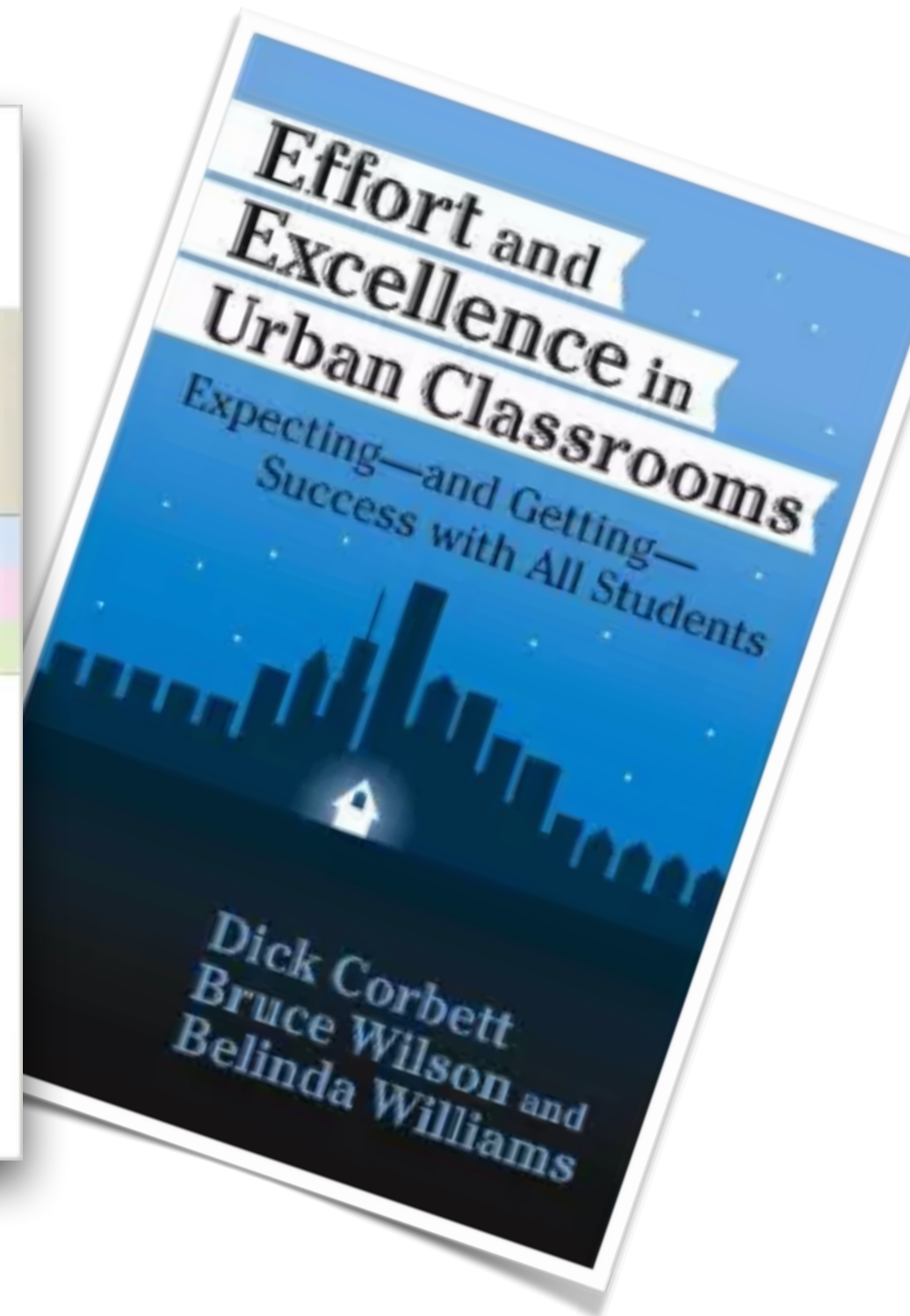
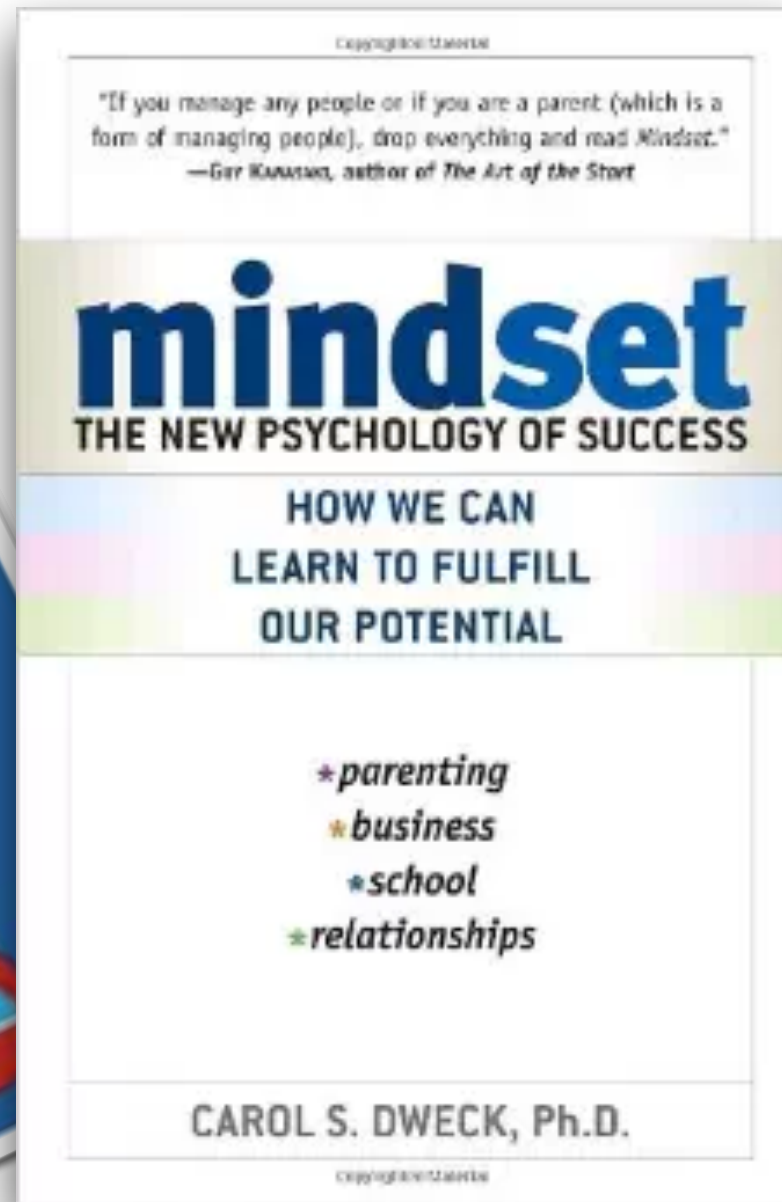
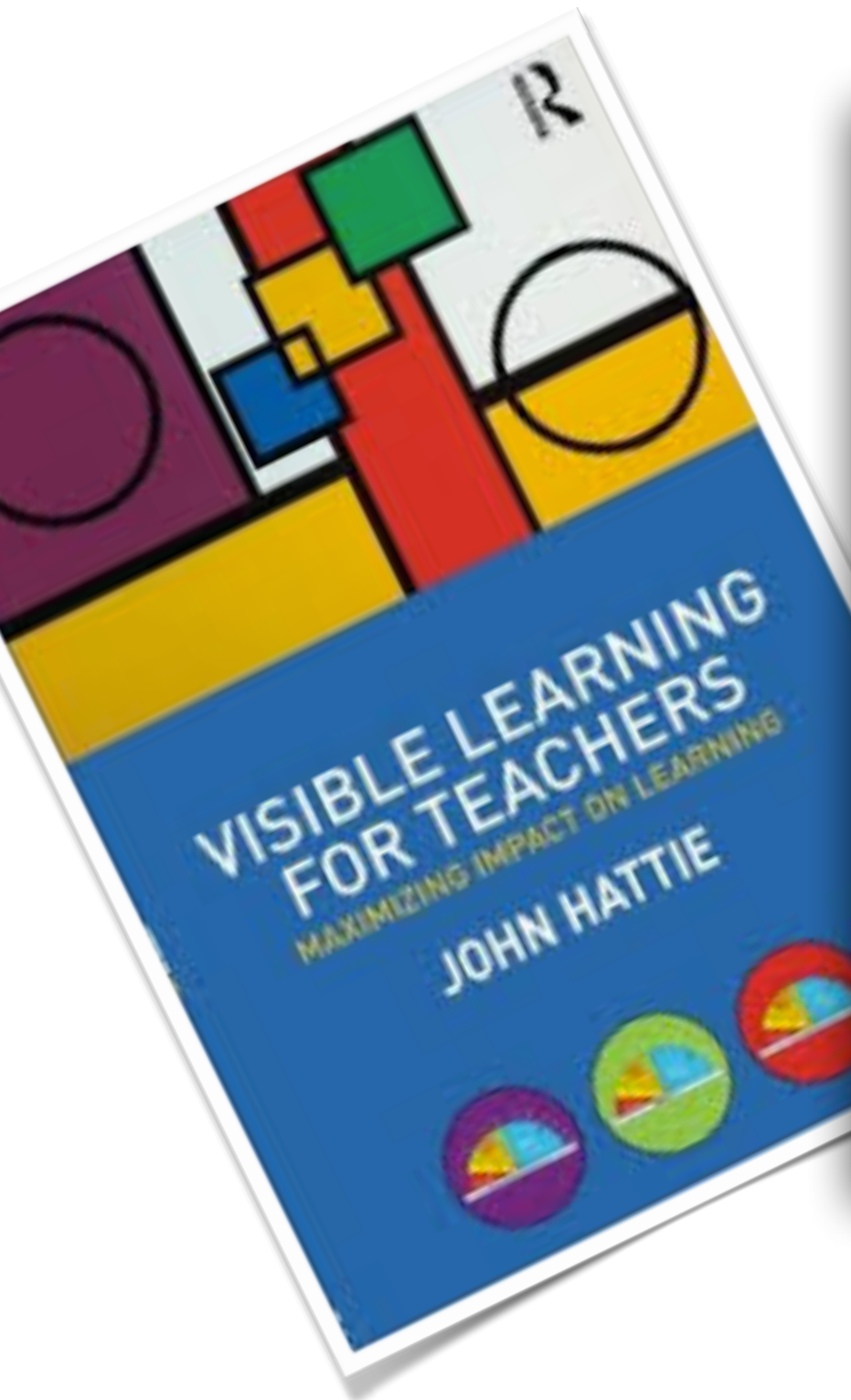


High Expectations

For this activity, you will need:

- Your thoughts on your HW assignment on high quality instruction.
- A pen/paper *or* camera (to capture a quotation)

High Expectations



High Expectations

Read your quotation.

Explain why you chose it.

High Expectations

What did you learn from your homework on high quality instruction?

High Expectations

How do you know a school has high expectations for its *teachers*?

High Expectations

What is one thing you might change in your school/district/SU to make it more likely that there are shared high expectations for students and teachers?

High Expectations

District Reflection:

To what extent does our district have shared high expectations for students and teachers?

What assets and barriers do we have with regards to high expectations?

High Expectations

Debrief:

How was it being listened to?

How was it listening?

How did the dyad inform your district conversations?

Break - 15 Min

Differentiation



Core Principle 2

A successful multi-tiered system begins with the **highest quality classroom instruction** that is informed by research and supported by a standards-based curriculum.

Differentiation



Core Principle 5

Student success occurs when expert personnel provide **targeted and differentiated instruction** at the earliest indication of student need at a level of intensity that is responsive to the need.

Differentiation

Pick One Column

Work Silently for 5 minutes

Share With a Partner

1	2	3
Draw a picture of what a differentiated classroom looks like.	Think of an analogy as a way to explain the principles of differentiation to a non-educator.	Describe an example of differentiation that you have tried or seen in a classroom.

Differentiation

Differentiation is a teacher's proactive response to learner needs, shaped by mindset, and guided by principles:

An
environment
that
encourages
and supports
learning

Quality
curriculum

Assessment
that informs
teaching and
learning

Instruction
that responds
to student
variance

Leading
students and
managing
routines

Differentiation

Teachers can differentiate through:

Content	Process	Product	Affect/ Environment
The information and ideas students grapple with to reach learning goals	How students take in and make sense of the content	How students show what they know, understand and can do	The climate or tone of the classroom

according to students'

Readiness

Interests

Learning Profile

Differentiation

Role-Alike Groups:

- District Administrators
- Building Administrators
- Teacher Leaders

Differentiation

Process:

- 15 min reading time
- 30 min discussion
- Return to district team

Differentiation

How does our
system support
this vision?

What are
teachers doing?

What are
students doing?

What do we
aspire to?

Alignment + Coordination



Core Principle #4

The analysis and **use of on-going performance data** to monitor progress, inform instructional decisions, and refine ambitious goal-setting results in acceleration of student learning.

Alignment + Coordination



Core Principle #8

Effective leadership, including building administrator engagement and **distributed leadership**, is crucial for guiding and sustaining a multi-tiered system.

Alignment + Coordination



Core Principle #9

The success of a multi-tiered system is dependent on continuously-developing expertise. **Professional development** for all members of the school community is needed to build capacity and sustain progress.

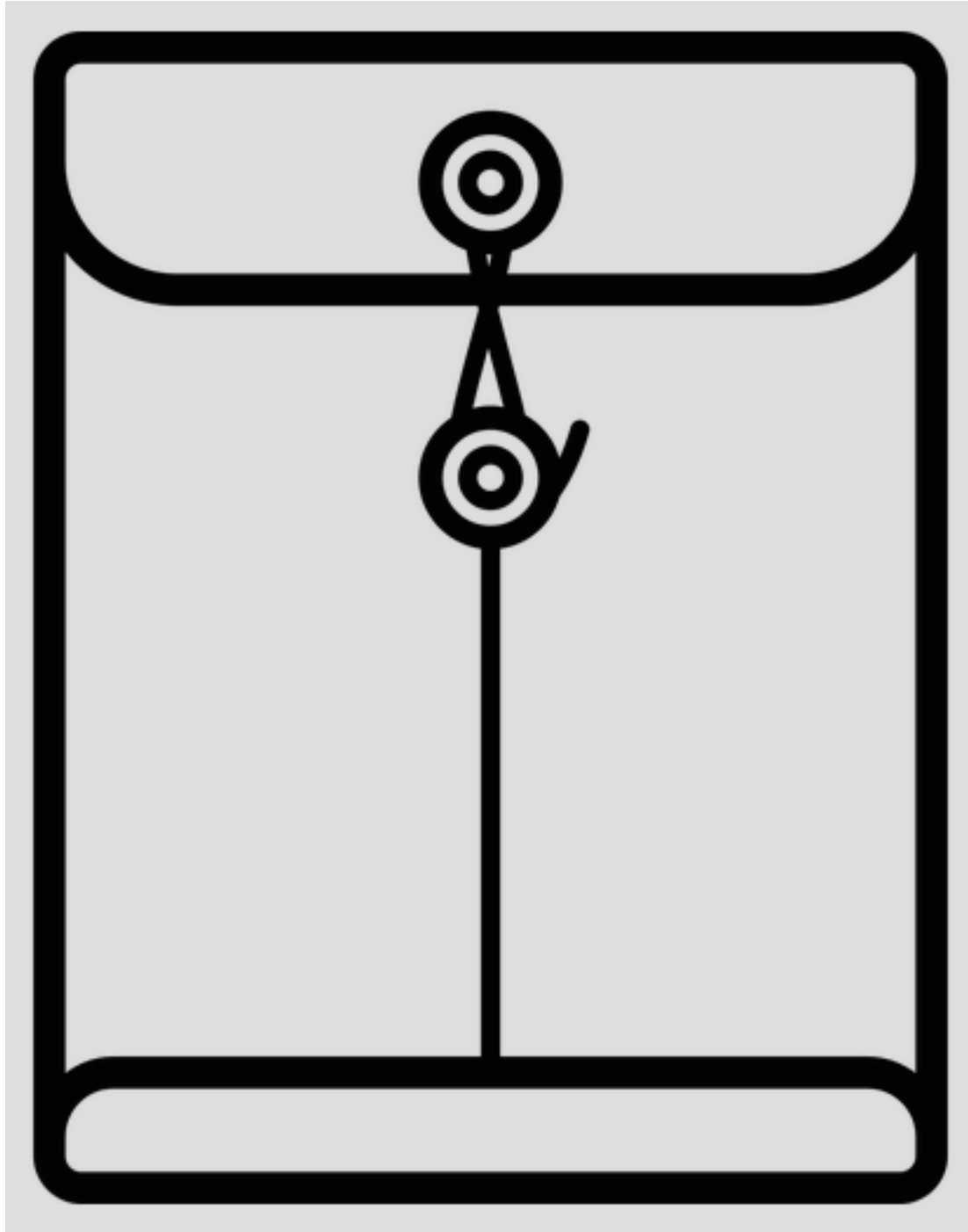
Alignment + Coordination

HARNESSING TEACHER KNOWLEDGE



A Guide to Developing School-Based Systems for
Professional Learning and Planning

Alignment + Coordination

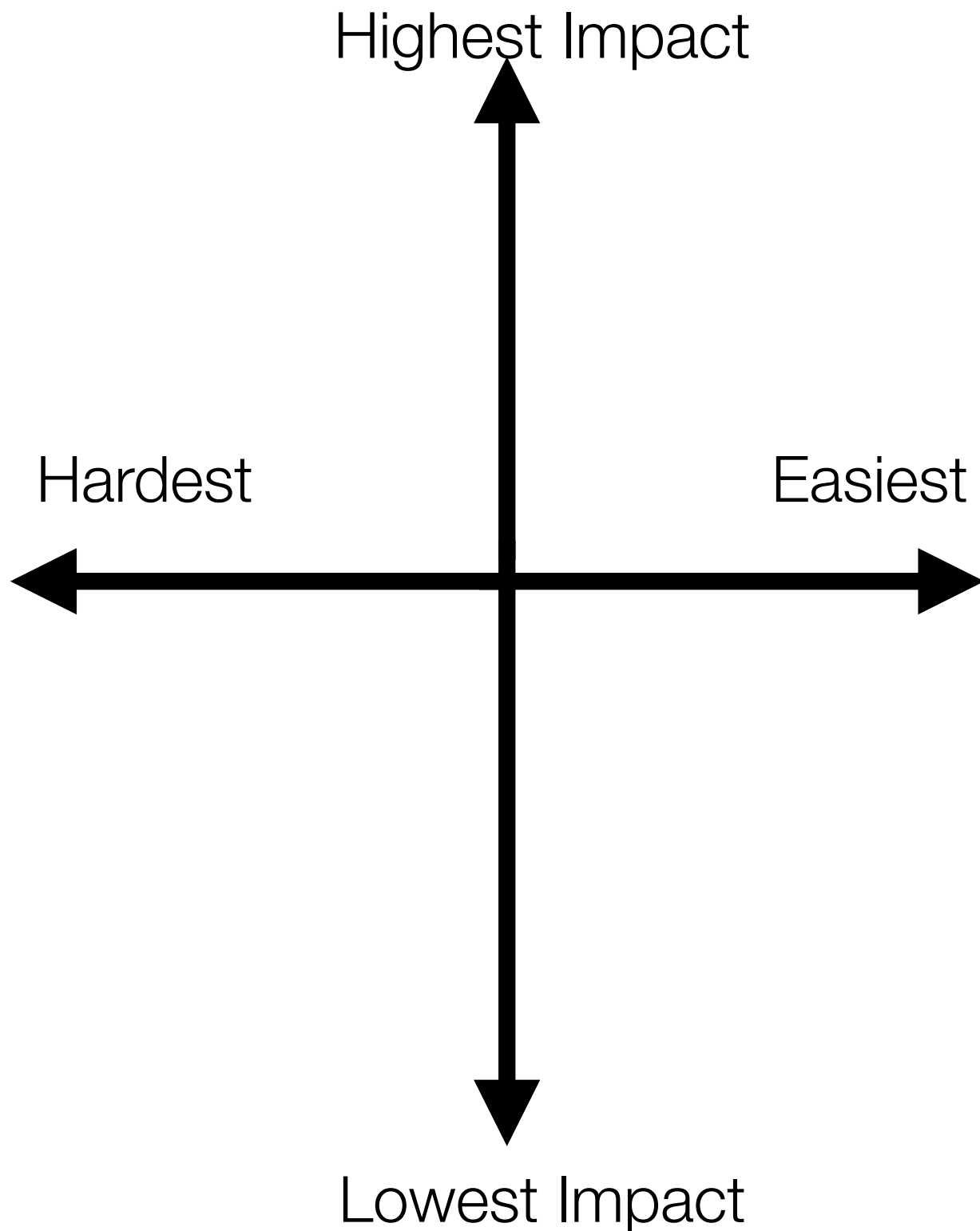


In the envelope:

Action Steps from 5 Domains in Harnessing Teacher Knowledge:

- School Leadership
- Faculty Culture
- Professional Development
- Instruction + Achievement
- Policies + Resources

Alignment + Coordination



Process:

1. Review Action Steps
2. Sort Into Two Piles: Done, Not Done
3. Add Other Work You Plan to Do.
4. Sort “Not Done” + Plan Steps onto 2x2 grid

Guiding Questions

- How can we ensure high quality teaching in every classroom/ learning experience?
- How do we support students and teachers to succeed?

Guiding Questions

- How can we ensure high quality teaching in every classroom/ learning experience?
- How do we support students and teachers to succeed?
- What are the implications for our three-year plan?

Lunch

Team Time

Options:

- **Focus on three year plan.** How might you use processes from today in your plan?
- **Focus for Feedback.** Review process and specify when you will discuss feedback focus.
- **Review previous materials.** What is clear, what do we need help with?
- **Cross-district planning.** How might we collaborate on this work?

Feedback



THANK YOU

Proficiency-Based Learning:

A Systemic Approach

March 2015

Agenda - March 12

Welcome

Intervention Systems

Team Time

Lunch

Flexible Pathways

Team Time

Close

Your Feedback

Outcomes - Today

I can analyze and refine our multi-tiered intervention practices and systems in my school/district/supervisory union to ensure equitable outcomes for all students (Tier I, II, III).

Outcomes - Today

I can develop systems to support students accessing flexible learning pathways.

I can refine my district / union plan based on feedback from peers.

Intervention Systems



Mindset

“It is helpful to think of MTSS-RtII as a comprehensive, **systemic approach to teaching and learning** designed to improve learning for all students through increasingly differentiated and intensified assessment, instruction, and intervention.”

Ways of Looking at RTI



Mindset:
What's wrong with Nick?

**Behavioral
Referrals**

**Parent
conferences**

**Teacher
Meetings**

**Summer
School**

**Learning
Contract**

**Remedial
Reading Group**

**Special Education
Testing**

Ways of Looking at RTI



Mindset:
How can we help Nick?

**Classroom
Assessment**

**Teacher Team
with Parents**

**Tier 2
Intervention,
Progress
Monitoring**

**Learning
Contract**

**Student
Conference**

**Special Education
Testing**

Ways of Looking at RTI



Mindset:

How can focusing on Nick help our system improve?

**Classroom
Assessment**

Instructional Plan

**Tier 2
Intervention,
Progress
Monitoring**

**Differentiated
Reading Groups**

**Consultation with
special educators**

**Tier 3 aligned
with classroom
instruction**

Intervention Systems



Core Principle #3

A coherent, articulated and **balanced assessment system** guides responsive teaching, informs educators and students about progress, and leads to effective decisions.

Intervention Systems



Core Principle #6

To address the full range of students' needs, schools provide a **comprehensive, responsive system of instruction and intervention** that reflects fidelity to the research-based approach while supporting teachers as they use keen observation to make decisions about and engage in responsive teaching.

Intervention Systems

Choose a text for a text-based discussion:

- **Beliefs:** *The Why Behind RTI or Mindsets and Equitable Education*
- **Systems:** *Time: It's Not Always Money or EWS: A Practitioner's Guide*

Intervention Systems

Use Four A's Protocol

- What **assumptions** does the author have?
- What do I **agree** with?
- What might I **argue** with?
- What do I **aspire** to?

Intervention Systems

Option 1:

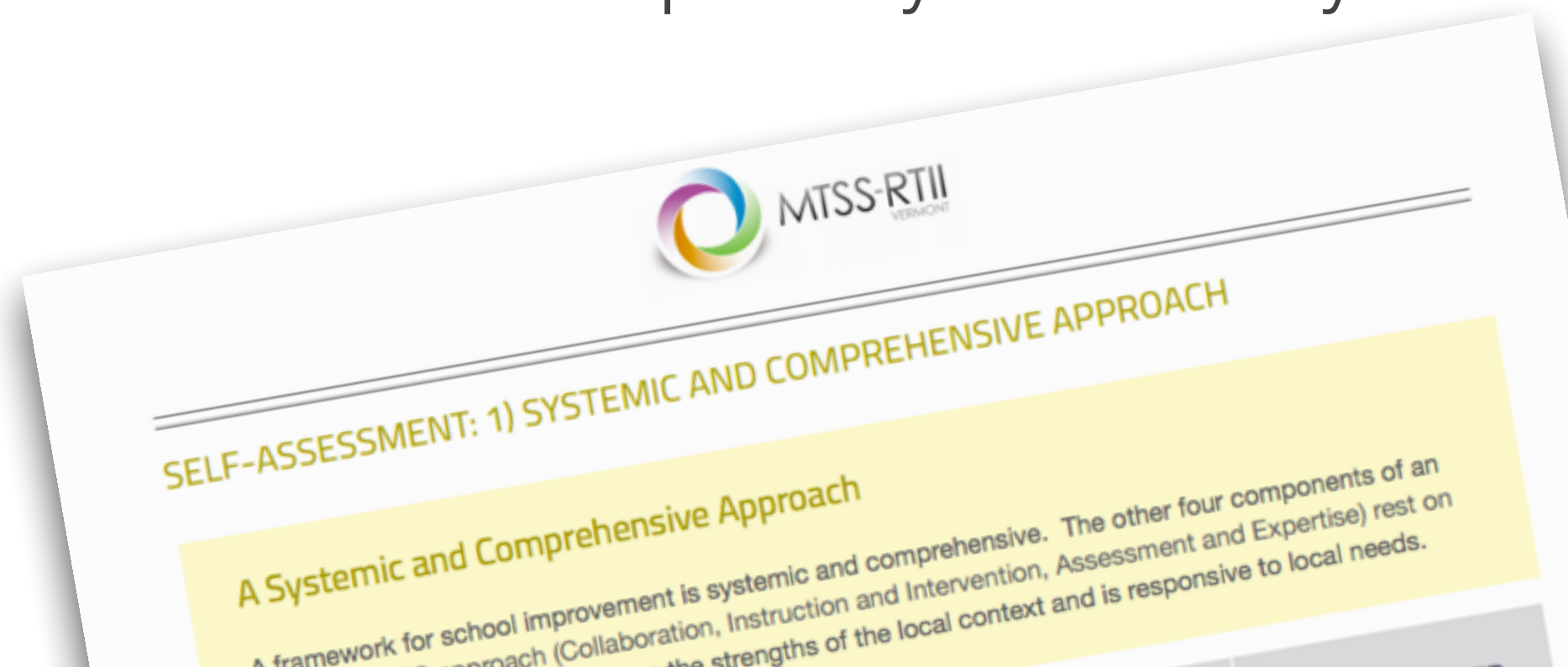
- Read MTSS-RTII Field Guide Section on A Systemic and Comprehensive Approach.
- Complete Roles and Responsibilities Checklist.
- Reflect on how this work impacts your three-year plan.



Intervention Systems

Option 2:

- Access the MTSS-RTII self-assessment.
- Take the self-assessment as a team.
- Reflect on how this work impacts your three-year plan.



Break - 15 Min

Team Time

Options:

- **Focus on three year plan.** How might you use processes from today in your plan?
- **Focus for Feedback.** Review process and specify when you will discuss feedback focus.
- **Review previous materials.** What is clear, what do we need help with?
- **Cross-district planning.** How might we collaborate on this work?

Lunch

Flexible Pathways

- Sharing Practice (30 min)
- Pathways Reflection (45 min)

Flexible Pathways

Sharing Practice

- 1. Franklin Central will share artifacts and aspects of their work (15 min)**
- 2. Open Q + A and discussion (15 min)**

Flexible Pathways

Sharing Practice

- 1. Danville will share artifacts and aspects of their work (15 min)**
- 2. Open Q + A and discussion (15 min)**

Flexible Pathways

Sharing Practice

- 1. Otter Valley will share artifacts and aspects of their work (15 min)**
- 2. Open Q + A and discussion (15 min)**

Flexible Pathways

Assessing Pathways (15 min)

1. Read the Pathways Design Guide.
2. Identify Area(s) of Focus
3. Cross-District Teams According to Areas

Flexible Pathways

Pathways Action Steps (20 min)

1. Read Action Steps
2. Brainstorm Other Action Steps
3. Take 2-3 Ideas Back to Your Team

Flexible Pathways

Team Sharing

1. Share summary of conversations and action step ideas
2. Revise/reflect on three-year plan

Team Time

Options:

- **Focus on three year plan.** How might you use processes from today in your plan?
- **Focus for Feedback.** Review process and specify when you will discuss feedback focus.
- **Review previous materials.** What is clear, what do we need help with?

Feedback

Next Steps

- Webinar on 3/24 - What's in a Grade?
- Next in-person session 4/1-4/2:
 - Grading and Reporting
 - Community Engagement
- Contact Ken Templeton for support in-between sessions:
ktempleton@greatschoolspartnership.org



THANK YOU