

Proficiency-Based Learning:

A Systemic Approach

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HOUSEKEEPING

For **technical support**,

please contact

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HOUSEKEEPING

All phone lines will be **muted**
during the presentation
to reduce background noise.

HOUSEKEEPING

This is a “listen only” webinar—to ask questions of the presenters, or to interact with one another, please use the **chat space**.

HOUSEKEEPING

This webinar is being recorded.

An archive will be posted at:

greatschoolspartnership.org/presentations/vermont-seminar-series/

The link will be emailed to all participants.

INTRODUCTIONS



Ken Templeton
Senior Associate
Great Schools Partnership



John Fischer

Deputy Secretary
Vt Agency of Education

OUTCOMES

I can articulate the core principles of proficiency-based learning

OUTCOMES

I can describe the essential components of EQS

OUTCOMES

I can describe the essential components of Act 77

OUTCOMES

I can explain the overview of the proficiency-based seminar

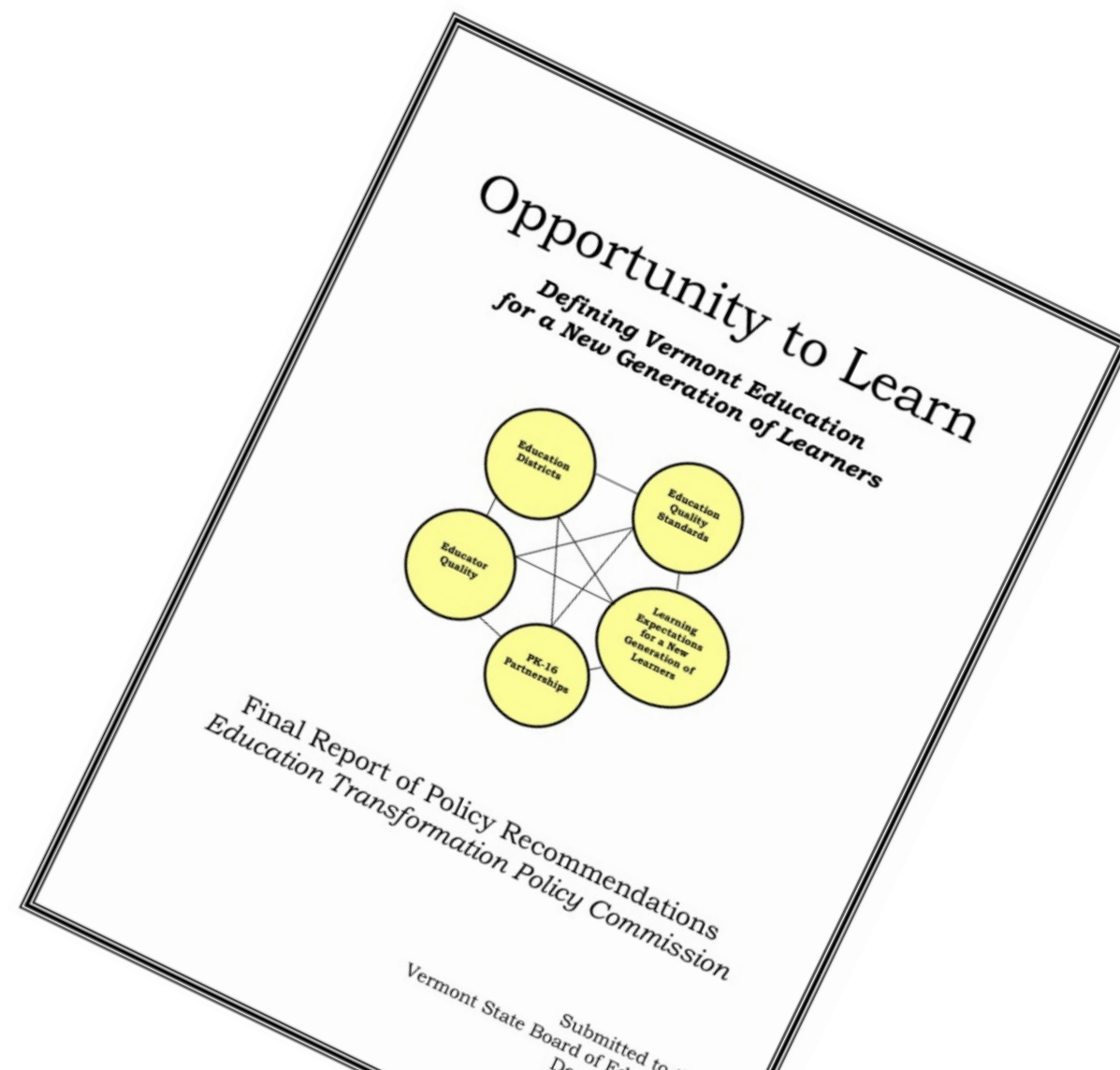
OUTCOMES

I can use the self-assessment tool for the proficiency-based seminar

AGENDA

- Welcome and introductions
- EQS + Act 77
- Proficiency-Based Learning Core Principles
- Overview of Seminar Series
- Review Self-Assessment
- Questions

Setting the Stage



Act 77 of 2013

- Expansion of existing Statewide Dual Enrollment
- Expansion of Early College Programs
- Increased access to work-based learning
- Increased access to Career Technical Education
- Implementation of personal learning planning

Education Quality Standards

Purpose: to ensure that all students are afforded educational opportunities that are substantially equal in quality, and enable them to achieve or exceed the standards approved by the State Board of Education.

- Curriculum, Standards and Instruction
- Local Assessment System
- Educator Quality and Effectiveness, Continuous Improvement
- Proficiency Based Systems
- Graduation Standards

EQS

Education Quality Standards

2120.2 Flexible Pathways

“Students must be allowed to **demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher- or student-designed assessments portfolios, performances, exhibitions and projects.**”

(Aligned with Act 77 of 2013, Flexible Pathways)

EQS

Education Quality Standards

2120.5 Curriculum Content

- a. literacy (including critical thinking, language, reading, speaking and listening, and writing);
- b. mathematical content and practices
- c. scientific inquiry and content knowledge
- d. global citizenship
- e. physical education and health education
- f. artistic expression
- g. transferable skills (communication, collaboration, creativity, innovation, inquiry, problem solving and the use of technology).

Is a non-profit support organization based in Portland, ME working nationally with schools, districts and state agencies, providing coaching and resources.

We Believe

In equitable, personalized,
rigorous learning for **all students**
leading to readiness for college,
careers, and citizenship

We Believe

That schools must
simultaneously attend to
**policy, practice, and
community engagement**

We Believe

School improvement is
context-based,
not one-size fits all

Core Principles of PBL

Standards

1. All learning expectations are clearly and consistently communicated to students and families.
2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students.

Core Principles of PBL

Assessment

3. All forms of assessment are standards-based and criterion-referenced, and success is defined by the achievement of expected standards.

Core Principles of PBL

Assessment

4. Formative assessments measure learning progress during the instructional process.
5. Summative assessments evaluate learning achievement and record a student's level of proficiency at a specific point in time.

Core Principles of PBL

Reporting

6. Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors.
7. Academic grades communicate learning progress and achievement to students and families, and grades are used to facilitate and improve the learning process.

Core Principles of PBL

Personalization

8. Students are given multiple opportunities to improve their work when they fail to meet expected standards.
9. Students can demonstrate learning progress and achievement in multiple ways.
10. Students are given opportunities to make important decisions about their learning.

The PBL Seminar

Logistics

- Meet on-site 2 days/month with GSP coaches and AOE staff. Meetings are 8:30 am-3:00 pm.
- Monthly webinar in between sessions.
- Schedule time with GSP coach in between sessions.

The PBL Seminar

Topics / Outcomes

- Full schedule is on our webinar site.
- Each session has specified outcomes.
- We will work with you from where you are.

The PBL Seminar

Topics / Outcomes

- **Dec:** Conceptual Framework, Core Principles, Planning for PBL
- **Jan:** Performance Assessment, Formative Assessment, Rubrics
- **Feb:** Instructional Design for PBL
- **March:** Intervention and Support / Flexible Pathways
- **April:** Grading and Reporting
- **May:** Policies / Community Engagement
- **June:** Long-Term Planning / Community Engagement / Capacity Building

The PBL Seminar

December Session

Outcomes:

- I have a conceptual framework and core principles of proficiency-based learning to guide our work.
- I have personal learning goals for the seminar series.
- Our school union / district has learning goals for the seminar series.
- I have a plan for engaging school leaders with broad implementation goals.
- I have a 3-year implementation plan.
- I have a professional learning plan for my school/district for January 2014-September 2015.

The PBL Seminar

December Session

Process:

- Agenda is on our presentation site.
- Combination of sharing tools and resources and team time to do the work.
- School coach role is to facilitate, question, offer support.
- AOE staff role is to answer questions, provide resources and support.

The PBL Seminar

December Session

Self-Assessment:

- Download from presentation site.
- Initiating, developing, implementing
- Should be completed individually, considering your school or district.
- Submit to GSP by Nov. 25 electronically - link on presentation site.
- Part of December session is to share and reflect on self-assessment results.

The PBL Seminar

Rutland



Reed Dyer



Andi Summers

The PBL Seminar

Lake Morey



Katie Thompson



Jon Ingram

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Essex



Becky Wilusz



Don Weafer

QUESTIONS



THANK YOU

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