

Proficiency-Based Learning: A Systemic Approach

Seminar Outcomes Reflection

Session	Outcomes
Series	<ul style="list-style-type: none"> Understand the elements of proficiency-based learning and the requirements as outlined in state board policy (Education Quality Standards) Understand the elements of personal learning plans and the requirements as outlined in Act 77 Each district team will have a three-year plan for implementation Team members will be trained as a local leaders for implementation of proficiency-based learning
December Conceptual Framework and Principles of Proficiency-Based Learning	<ul style="list-style-type: none"> I can articulate components of an effective proficiency-based teaching and learning system I can use a broad research-base to support proficiency-based learning I can analyze my district / organization's needs for proficiency-based learning. I can explain how a conceptual framework and core principles of proficiency-based learning can guide our work.
January Summative Assessment	<ul style="list-style-type: none"> I can describe the key elements of performance assessment. I can use a process to refine/develop scoring criteria for performance tasks. I can identify strengths and challenges for our local comprehensive system. I can design a summative assessments aligned to graduation standards and performance indicators.
February Formative Assessment	<ul style="list-style-type: none"> I can plan formative assessments aligned to summative assessment goals. I can identify strategies or steps to improve my district's system of formative assessment. I can use PLPs to inform assessment. I can reflect on and adjust instruction based on formative assessment data/evidence.
March MTSS-RTI / Classroom Instruction Pathways (1)	<ul style="list-style-type: none"> 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 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. I can develop systems to support students accessing flexible learning pathways.

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April Grading / Reporting / Verification	<ul style="list-style-type: none"> • I can describe grading principles and practices that support proficiency-based learning for all students. • I can explain the importance of habits of work for student success and strategies for assessing these habits separately from academic performance. • I can use strategies and resources to facilitate faculty and community discussions to reach shared agreements on the purpose of grading and effective grading practices. • I can describe grading principles and practices that support proficiency-based learning for all students. • I can identify systems of reporting and verification that support proficiency-based grading practices.
May Community Engagement Policy Pathways (2)	<ul style="list-style-type: none"> • I can identify key strategies for increased student and community involvement/ engagement in our transition to proficiency-based learning. • I can describe core principles in communicating our transition to proficiency-based learning to a variety of audiences • I can use a process to analyze policies that support proficiency-based learning • I can identify clear steps to improve my district / SU's work to ensure every student can utilize flexible learning pathways to demonstrate proficiency.