



Vermont Proficiency-Based Learning Seminar Series

June Workshop Sessions

This document describes the workshops that Great Schools Partnership coaches will offer during the June 2-3 sessions at Castleton State. Workshops will be offered more than once to allow teams flexibility, and are scheduled to be 90 minutes long. Teams can also sign up to give/receive feedback with other teams in attendance, and GSP coaches will facilitate those sessions.

Assessing Transferable Skills.

How do you know if a student communicates well or solves problems? More importantly, how does a student come to know that about himself/herself? Participants will examine the qualities of performance assessment for the VT AOE sample transferable skills, examine the processes of professional learning for teachers through assessment design, examining student work, and using this learning to impact assessment practice throughout the school.

Verification / Grading / Reporting.

What are the implications of how we verify and report learning? Participants will examine specific examples of verification and reporting systems and identify how those systems impact assessment, instruction and personalization in schools.

Student Work and Norming.

Rick Wormeli asks educators, "What will you tolerate as evidence [for proficiency]?" Of all the questions in proficiency-based learning, this might be the most important one! In this workshop, participants will walk away with key processes and resources for using student work to continually develop shared expectations for student learning in a school and community.

Instructional Practice.

What does proficiency-based teaching look like? Is it very different from "good" teaching? In this session, participants will examine models and resources to use to help identify the key components of a proficiency-based lesson, as well as strategies to support teachers shifting practice.



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Student Voice.

How might students not just experience new ways of learning, but also help to design them? What roles can students play to lead educational improvement? Participants will use tools and resources to refine their own school's work to enhance the role of individual students' voices in their learning and the collective role of students in shaping school change.

Community Engagement.

What does it mean to include your community authentically in school change? How can school leaders develop skills for building capacity throughout their community to listen, facilitate, and actively respond to community needs? In this session, participants will learn from successful models of community engagement and refine their own plans to deepen the work in their local community.

Personal Learning Plans.

How can we ensure that PLPs inform every learning experience for every student? Participants will identify key processes in schools that support effective use of PLPs in classrooms, advisories, and through flexible learning pathways.