

# Proficiency-Based Learning:

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A Systemic Approach

December 2014

# Welcome

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Mark Kostin, Associate Director

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Andi Summers, Senior Associate

**WiFi Network (open)** = Holiday Inn Banquet

Materials & Resources:

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

# Introductions

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Please introduce your district and one thing you would like us to know.



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

# We Believe

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

# We Believe

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

# We Believe

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

# AGENDA

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Welcome, overview, introductions

Proficiency-Based Simplified

**Lunch**

District Self-Assessment

PLP

Reflection, Feedback



# OUTCOMES

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Articulate components of an effective proficiency-based teaching and learning system

# OUTCOMES

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Use broad research-base to support proficiency-based learning

# OUTCOMES

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Analyze my district / organization's needs for proficiency-based learning.

# OUTCOMES

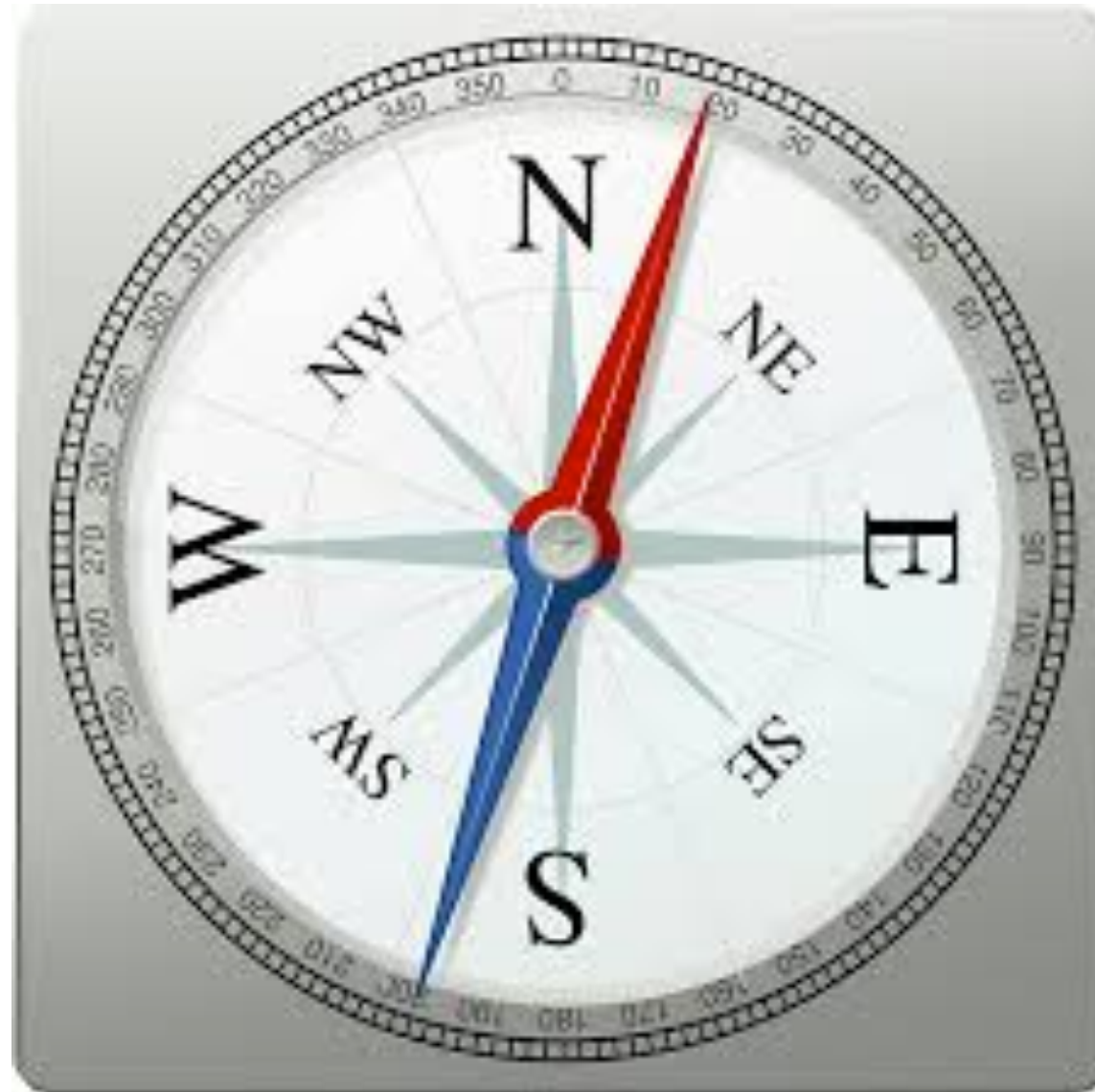
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Set professional learning goals for seminar series.

# 4 CORNERS

---

Action



Meaning

Caring

Structure

# 4 CORNERS

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What is a **strength** your corner brings to a group?

# 4 CORNERS

---

What is a **challenge** for your corner?

What things does your corner do that might make a group unproductive?

# 4 CORNERS

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What are two things your corner will need **from your team** for this seminar to be productive?



# NORMS

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1. Return to your district groups
2. Share your “corner’s” norms.
3. Suggest other norms for your district team.
4. Fist to Five Agreement

# 4 CORNERS

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## Debrief

How did this process work for learning more about yourself and others as members of a team?

How might knowing each other's preferences improve your work?

To what extent do your colleagues back home know how each other prefer to work?

# SEMINAR SERIES WEBSITE

<http://www.greatschoolspartnership.org/presentations/vermont-seminar-series/>



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Vermont Seminar Series

## Vermont Seminar Series

*Proficiency-Based Learning: A Systemic Approach* is a seminar series focused on supporting districts and school unions in Vermont to implement proficiency-based learning. Here, you can find all the **meeting materials**, our **webinar archive**, and essential **guiding documents and resources** to support your work.

*i*Walkthrough

Empowered Professional Development  
for Educators, by Educators

## Guiding Documents and Resources

[→ Guiding Documents](#)

[→ Resources](#)

## Webinars

[→ 11.18.14 | Proficiency-Based Learning: A Systemic Approach](#)

★ THE GLOSSARY OF ★  
**EDUCATION**  
— **REFORM** —

# AGENDA

---

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# Proficiency-Based Learning

---

Why PBL?



# Nick - 12th Grade

ELA	Grade
Q1	73
Q2	70
Q3	70
Q4	68
Final	70.25



Nick  
12th grade  
ELA

Comprehend complex literary and informational texts.	Meets
Interpret complex literary and informational texts.	Does Not Meet
Write clear and coherent arguments.	Does Not Meet
Produce clear and coherent informative and narrative writing.	Meets
Develop and strengthen writing.	Meets
Conduct research projects.	Incomplete
Initiate and participate effectively in a range of discussions.	Meets
Present information and supporting evidence, conveying a clear perspective.	Meets
Habits of Work	Does Not Meet

# RESEARCH GIVE AND GO

---

- The Ten Principles of Proficiency Based Learning



# RESEARCH GIVE AND GO

---

- Read your research brief
- Boil it down - 1-2 sentences. Where does it fit within the 10 Principles of PBL?
- Go find 4-5 more pieces of research from other people. (15 min)
- Return to your group.
- Using the research you've gathered, make the case as a group that PBL is just "good teaching".

# RESEARCH GIVE AND GO

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## **Making the Case**

How is PBL just a different way of saying “good teaching”?

# **VISIBLE LEARNING, JOHN HATTIE**

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**Synthesis of over 800 meta-analyses of education research**

Hattie has ranked most effective practices schools / teachers can engage in to improve learning

# VISIBLE LEARNING, JOHN HATTIE

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- Teachers, working together, as evaluators of their impact.
- Helping students move from where they are to explicitly described criteria for success.
- Errors are welcomed as opportunities to learn.

# VISIBLE LEARNING, JOHN HATTIE

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- Maximize feedback to teachers about their impact.
- Balancing surface and deep knowledge.
- The Goldilocks principle.

**BREAK - 15 MIN**

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# BIGGEST CHALLENGE

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“You would have to change schooling from K-12 to K-22. The sheer number of standards is the biggest impediment to implementing standards.”

- Robert Marzano

# **(Un)COMMON TERMS FOR “STANDARDS”**

**PRIORITY  
STANDARD**

**LEARNING  
TARGETS**

**POWER  
STANDARDS**



# **(Un)COMMON TERMS FOR “STANDARDS”**

**POWER  
STANDARDS**

**LEARNING  
TARGETS**

**PRIORITY  
STANDARD**

**DESCRIPTORS**

**PROFICIENCY  
STANDARDS**

**COMPETENCIES**

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**PROFICIENCY  
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**BENCHMARKS**

**COMPETENCIES**

**MASTERY  
OBJECTIVES**

**MEASUREMENT  
TARGETS**

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**GRADUATION  
STANDARD**

**POWER  
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OBJECTIVES**

**PROFICIENCY  
STANDARDS**

**BENCHMARKS**

**COMPETENCIES**

**PERFORMANCE  
INDICATORS**

**MASTERY  
OBJECTIVES**

**MEASUREMENT  
TARGETS**

# Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

Graduation Requirement	Reporting Method		Assessment Method
YES	Transcripts and Report Cards	<b>Cross-Curricular Graduation Standards</b> 5–8 standards taught in all content areas	<b>Body of Evidence</b> Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics
YES	Transcripts and Report Cards	<b>Content-Area Graduation Standards</b> 5–8 standards for each content area	<b>Verification of Proficiency</b> Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time
NO	Progress Reports	<b>Performance Indicators</b> 5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards	<b>Summative Assessment</b> Graded summative assessments are used to evaluate the achievement of performance indicators
NO	Teacher Feedback	<b>Learning Objectives</b> Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators	<b>Formative Assessment</b> Ungraded formative assessments are used to evaluate student learning progress



Graduation Standard



Performance Indicator



Learning Target

**INSTRUCTIONAL FOCUS**

Graduation Standards

Performance Indicators

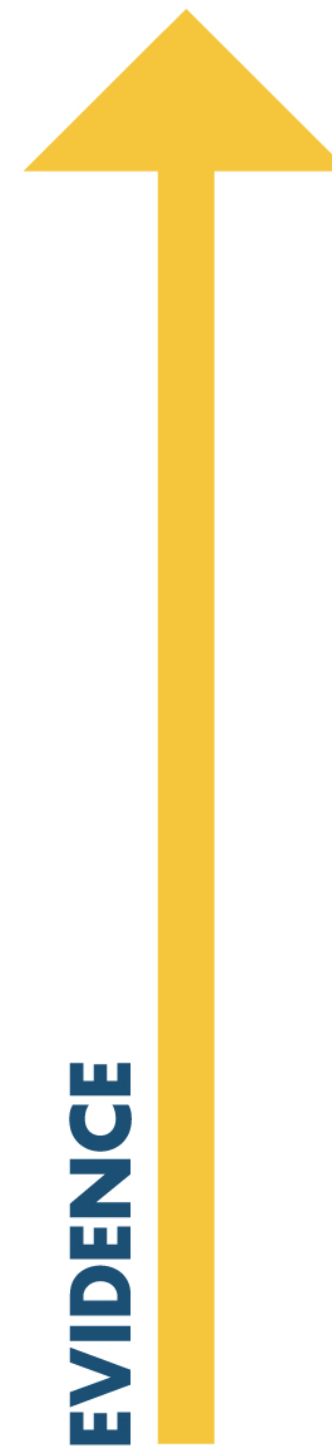
Learning Targets



Graduation Standards

Performance Indicators

Learning Targets



# THE ENVELOPE PLEASE...

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- Take out the slips of paper with sample “standards” on them.
- Order them from broadest to most specific.
- Draw a line, or separate, the standards that you can come to consensus should be required for every student in your k-12 system to learn and demonstrate.



# Standard

Established norms or benchmarks for learning that define what students need to know and be able to do.

# All These Terms Are Standards:

Graduation Standard

Learning Targets

**BROAD**

**SPECIFIC**

Performance Indicator

# A Graduation Standard Is...

a standard that focuses instruction on the most foundational, enduring, and leveraged concepts and skills within a discipline.



# Text-Based Discussion

- Read excerpt from Doug Reeves chapter.
- How might we use this description for graduation standards with faculty, students, families and community members?

# A Performance Indicator

Describes or defines what students need to know and be able to do to demonstrate mastery of a graduation standard.



# A Performance Indicator

is measurable.



# A Performance Indicator

Students can demonstrate their performance over time.



# A Performance Indicator

The aggregation of proficiency on these performance indicators measures whether a student has met the graduation standard.





# Learning Targets Are...

The component parts of a performance indicator - that is, the performance indicator has been broken down into a series of progressive steps and digestible chunks.



<b>Graduation Standard</b>	The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments and societies.

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<b>Performance Indicators</b>	<p>The student describes and analyzes how planned and market economies shape the production, distribution, and consumption of goods, services, and resources.</p> <p>The student analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability.</p> <p>The student evaluates the costs and benefits of governmental fiscal and monetary policies.</p>

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<b>Learning Targets</b>	<p>The student can explain how scarcity impacts a market economy and a planned economy.</p> <p>The student can compare and contrast the allocation of goods in a market economy and planned economy.</p>

<b>Graduation Standard</b>	<p>The student <b>applies understanding</b> of economic concepts and systems to <b>analyze</b> decision-making and the interactions between individuals, households, businesses, governments and societies.</p>
<b>Performance Indicators</b>	<p>The student <b>describes and analyzes</b> how planned and market economies shape the production, distribution, and consumption of goods, services, and resources.</p> <p>The student <b>analyzes and evaluates</b> how people across the world have addressed issues involved with the distribution of resources and sustainability.</p> <p>The student <b>evaluates</b> the costs and benefits of governmental fiscal and monetary policies.</p>
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# Proficiency-Based Learning Simplified

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**Sample Graduation Proficiencies & Performance Indicators**

**VT CONTENT AREA GRADUATION PROFICIENCIES & PERFORMANCE INDICATORS:**

- ARE REQUIRED BY SECTION 2120.8 OF THE EDUCATION QUALITY STANDARDS
- REFLECT EXISTING LEARNING STANDARDS REQUIRED BY THE VT STATE BOARD OF EDUCATION, UNDER THE VT FRAMEWORK OF STANDARDS (CCSS, NGSS, AND GES)
- ARE DESIGNED TO BE USED IN CONJUNCTION WITH THE VT TRANSFERABLE SKILLS GRADUATION PROFICIENCIES, WHICH OUTLINE STUDENTS' DESIRED SKILLS AND HABITS ACROSS CONTENT AREAS
- INCLUDE THREE SETS OF PERFORMANCE INDICATORS DIFFERENTIATED BY GRADE CLUSTER—ELEMENTARY, MIDDLE, AND HIGH SCHOOL
- SERVE AS BENCHMARKS OF LEARNING PROGRESSION FOR ELEMENTARY AND MIDDLE SCHOOL

**THIS DOCUMENT IS DESIGNED TO:**

- ASSIST VERMONT SCHOOLS AND DISTRICTS/SUs IN DEVELOPING LEARNING REQUIREMENTS AND EXPECTATIONS FOR THEIR STUDENTS
- PROMOTE CONSISTENCY ACROSS SCHOOLS AND DISTRICTS/SUs FOR TRANSFER STUDENTS
- INCREASE PERSONALIZATION AND FLEXIBILITY FOR INSTRUCTION AND LEARNING
- HELP BUILD CURRICULUM AND STEER ASSESSMENT DEVELOPMENT
- SUPPORT FORMATIVE ASSESSMENT PRACTICES, INCLUDING PERFORMANCE ASSESSMENT
- SIMULTANEOUSLY PROVIDE DATA AND INSIGHT INTO ACHIEVEMENT WHEN ALIGNED WITH THE TRANSFERABLE SKILLS
- SUPPORT STUDENT ACHIEVEMENT OF THE EXPECTED CONTENT STANDARDS

GRADUATION PROFICIENCIES	PERFORMANCE INDICATORS—ELEMENTARY SCHOOL	PERFORMANCE INDICATORS—MIDDLE SCHOOL	PERFORMANCE INDICATORS—HIGH SCHOOL
<b>1. READING</b> Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.	<ul style="list-style-type: none"> <li>a. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (1)</li> <li>b. Determine themes and central ideas of texts; summarize texts. (2)</li> <li>c. Analyze the relationships or interactions between individuals, events, ideas, or concepts in literary and informational text. (3)</li> <li>d. Interpret words and phrases and analyze how word choice shapes meaning and tone. (4)</li> <li>e. Analyze how individual components contribute to overall text structure. (5)</li> </ul>	<ul style="list-style-type: none"> <li>a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (1)</li> <li>b. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (2)</li> <li>c. Analyze how a text makes connections among and distinctions between individuals, ideas, or events. (3)</li> <li>d. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to</li> </ul>	<ul style="list-style-type: none"> <li>a. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (1)</li> <li>b. Determine the central ideas of the text and provide an objective summary. (2)</li> <li>c. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (3)</li> <li>d. Determine the meaning of words and phrases as they are</li> </ul>

# GRADUATION STANDARDS - PERFORMANCE INDICATORS - LEARNING TARGETS

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- Pick a sample content area that you are familiar with and one graduation standard.
- Review the performance indicators.
- What **content** might be appropriate or necessary? What would students have to know to be successful?
- What **skills** would be necessary? What would students have to be able to do to be successful?
- What **products or tasks** would be appropriate ways to assess these performance indicators?
- What are some of the key **formative** pieces of learning to check on as students progress toward those summative assessments?



# MOVING TO CONCEPTUAL FRAMEWORK SUPPORTING PBL

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- What is essential for students to learn?
- What “grain size” of standards will support accountability, assessment, curriculum, and instruction?
- What should be common and what can be unique?

# DISTRICTS...

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

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

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

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

Set meaningful  
expectations for k-12 aims

Develop clear local  
assessment system.

Support pedagogical  
risk-taking and learning

# SCHOOLS...

**Cross-Curricular  
Graduation Standards**  
5–8 standards taught in all  
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**Content-Area  
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**Learning Objectives**  
Learning objectives guide the design of curriculum  
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achievement of performance indicators

Clearly communicate  
expectations

Use common scoring  
criteria to assess student  
work.

Clear feedback on  
instruction

# TEACHERS...

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

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

Use ends for backward planning. Help students reflect on progress.

Develop/refine curriculum and assessments.

Design engaging learning activities.

# STUDENTS...

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

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

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

**Learning Objectives**  
Learning objectives guide the design of curriculum  
units that move students toward proficiency and the  
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Gather evidence of proficiency. Set goals and reflect on progress.

Demonstrate proficiency and advocate for ways to show knowledge and skill.

Identify learning strategies to build on strengths and address challenges.

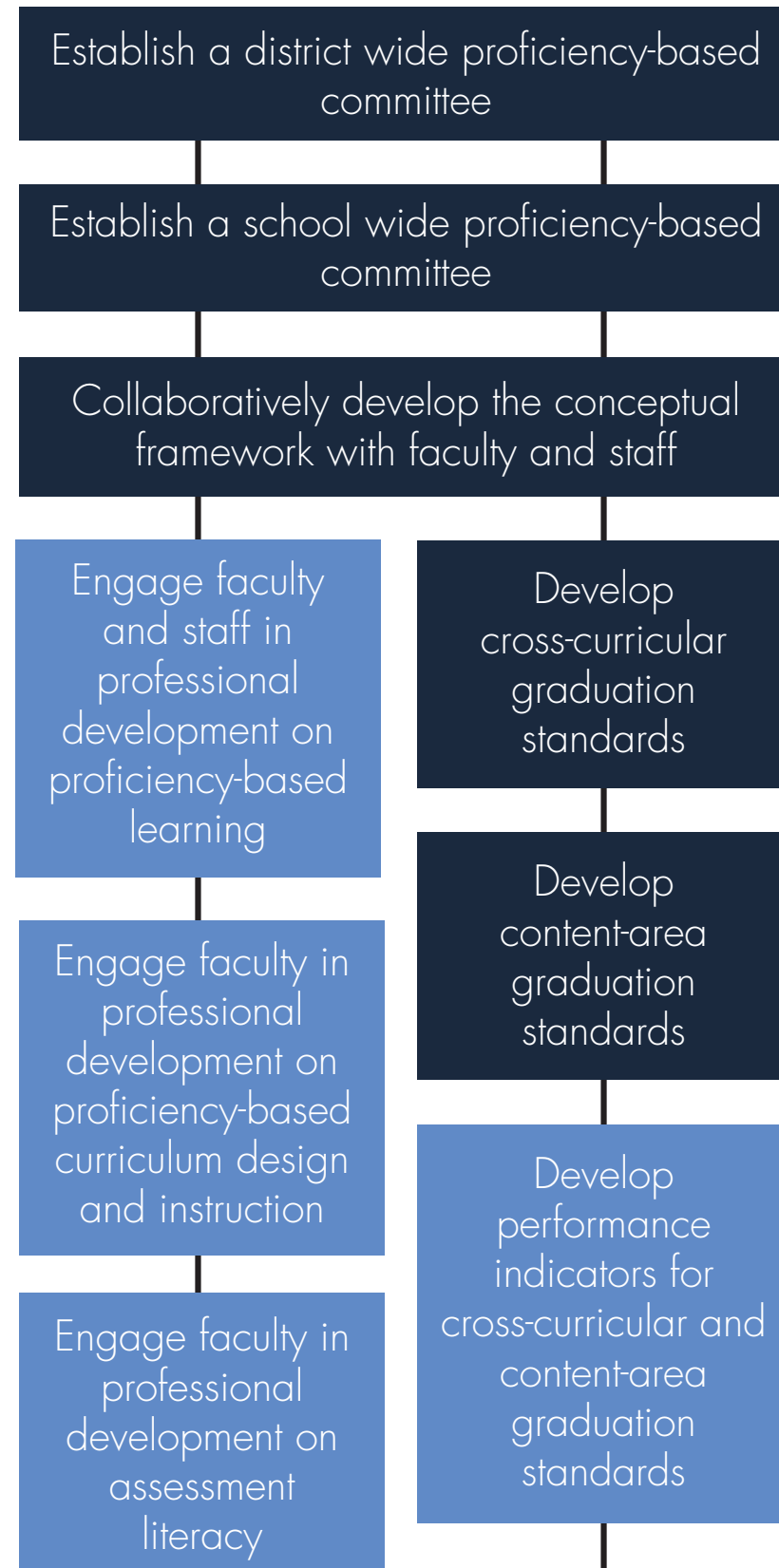


# Planning for Proficiency-Based Learning

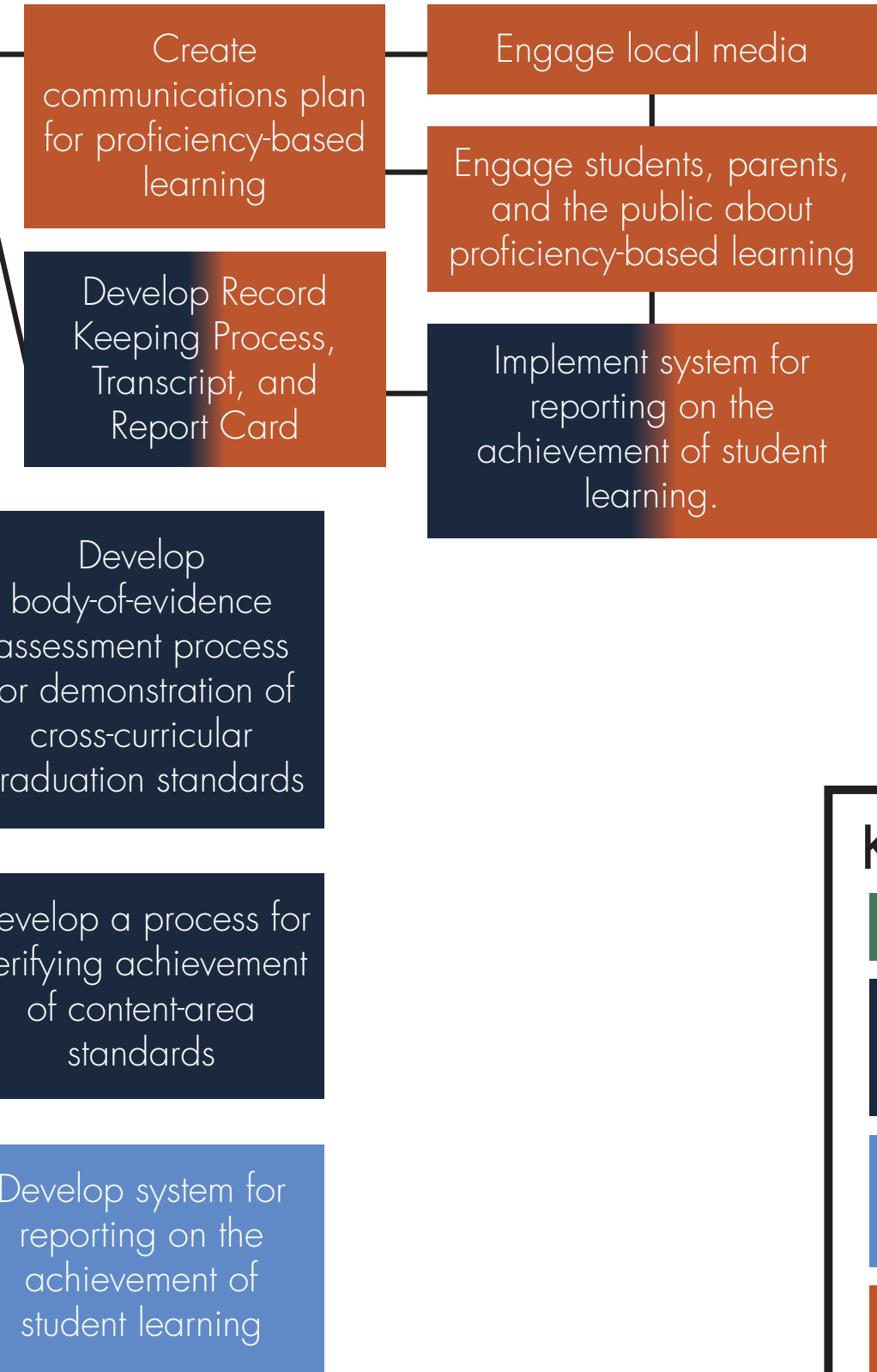
## POLICY



## PRACTICE



## COMMUNITY ENGAGEMENT



## KEY

Policy

Practice:  
Graduation  
Requirements

Practice:  
Instructional  
System

Community  
Engagement

# AGENDA

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**Lunch**

District Self-Assessment

PLP

Reflection, Feedback

# DISTRICT SELF-ASSESSMENT

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If you haven't completed the self-assessment, please do so during lunch.

**[bit.ly/pblsa](https://bit.ly/pblsa)**



# LUNCH!

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# SEMINAR SERIES WEBSITE



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# DISTRICT SELF-ASSESSMENT

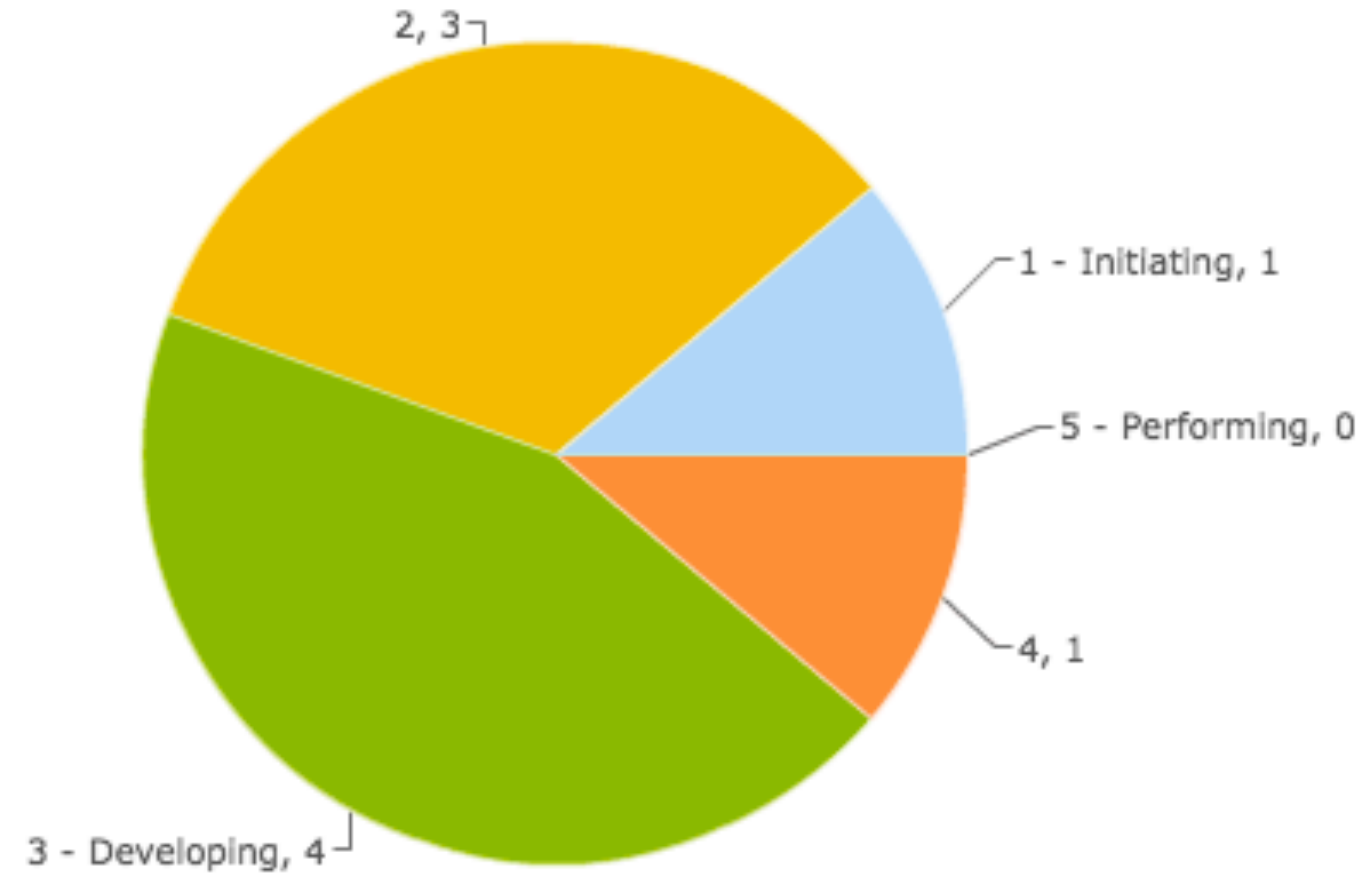
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- Goal: **shared understanding of where your district is in its work.**
- Identify strengths and challenges for shifting to a proficiency-based system.
- Follow process for analyzing results on seminar site.

# DISTRICT SELF-ASSESSMENT

## - Conceptual Framework and Core Principles

- Conceptual Framework and Core Principles
- District Alignment
- School Board/Committee Support
- Local Policies
- Comments on Policy and Framework
- Summative Assessments
- Formative Assessments
- Grading and Feedback
- Instruction
- Flexible Pathways
- Personal Learning Plans
- Intervention and Support
- Use of Time and Space
- Comments on Practice
- Family and Community Engagement
- Communication Structures
- Reporting on Student Progress
- Comments on Community Engagement



9 responses in 9 results

# PLP – PURPOSE

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- Purpose is for your own reflection for this series.
- We will revisit the PLP at each session.
- Share with GSP coach so we can plan sessions more effectively.

# PLP – PROCESS

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- Download electronic copy from seminar site
- 20 minutes to work on your own
- Share one strength and one stretch with team colleagues

# DAY 2 PREVIEW

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- Three-Year Plan
- Professional Learning - Jan-June
- Initial Engagement with Faculty, Students and Community
- PLP Reflection

# FEEDBACK

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- Please share feedback at this site:

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# THANK YOU

# Proficiency-Based Learning:

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A Systemic Approach

December 2014

word cloud

# AGENDA

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Welcome, overview, review feedback

Three Year Plan - modifying a sample

Short-Term Plan - Jan-Sept professional learning

## **Lunch**

Initial School/Community Engagement

PLP Reflection

# YOUR FEEDBACK

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# YOUR FEEDBACK

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# YOUR FEEDBACK

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# THREE-YEAR PLAN

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**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.



# INITIAL SCHOOL/COMMUNITY ENGAGEMENT

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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

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## 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

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**Please send** your PLP to  
Ken Templeton:

[ktempleton@greatschoolspartnership.org](mailto:ktempleton@greatschoolspartnership.org)

We need this information to plan our  
work!

# NEXT STEPS

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

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# THANK YOU

# COMMUNITY ENGAGEMENT INITIATIVE

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- The **Great Schools Partnership**, with support from the **Nellie Mae Education Foundation**, is coordinating a new regional initiative to facilitate and support **community-engagement activities** in school districts throughout New England
- Goal: Stronger **community support** of public schools and educational innovation
- Looking for districts that want to **prioritize** community engagement; 3 or more districts to be select in Vermont
- Initiative provides: **Technical assistance, training, & resources** to local leaders; Community and school-board **engagement** activities; Teacher and student **voice and leadership** activities

# COMMUNITY ENGAGEMENT INITIATIVE

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For more information:

**[greatschoolspartnership.org/  
community-engagement](https://greatschoolspartnership.org/community-engagement)**

**Blythe Armitage**

barmitage@greatschoolspartnership.org

207.773.0505