

# Proficiency-Based Learning:

---

## *A Systemic Approach*

Ken Templeton, Senior Associate, GSP  
Kate Gardoquoi, Senior Associate, GSP  
Sarah Linet, Project Specialist, GSP

# HOUSEKEEPING

---

For **technical support**,  
please contact  
Great Schools Partnership:  
207-773-0505

# HOUSEKEEPING

---

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

# HOUSEKEEPING

---

This webinar is being recorded.

An archive will be posted at:

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

The link will be emailed to all participants.

# INTRODUCTIONS

---



Ken Templeton  
Senior Associate  
Great Schools Partnership



Kate Gardoqui  
Senior Associate  
Great Schools Partnership





Sarah Linet

Project Specialist  
Great Schools Partnership



# OUTCOMES

---

I can describe the goals and process for the January seminar session.

# OUTCOMES

---

I can describe the project **goals**, **process** and **timeline** for statewide work on performance assessments of transferable skills.



# AGENDA

- Welcome and introductions
- Brief reflections on December
- Preview January session
- Statewide work on Transferable Skills

# Reflections on December



# Reflections on December

	
Pace, variety, resources and processes to use.	More team time, please!
Conceptual framework & core principles focus the work.	Opportunities for cross-district sharing.
Sample three-year plan clarifies long-term approach.	Sample three-year plan was overwhelming.

# December Goals

---

1. Sound understanding of conceptual framework for PBL.
2. Ability to use research base to support PBL.
3. Beginning of a three-year plan.
4. Personal Learning Plans for all participants.



# December Clarifications

---

- The three-year plan template is not required.
- Role of AOE staff at sessions is to support your work

# What if...

---

- ... we need some more time as a team to understand some of the ideas from December?
- ... we got snowed out and didn't get some pieces accomplished?
- ... we have some work we would like feedback on?

# ...then

---

- Team time built into both days in January.
- Quick survey will be sent with webinar recording - for mini-session purposes.
- Videoconference with Ken in-between sessions.

# Previewing January Session

---

- I can describe the key elements of assessments to summatively assess graduation standards and performance indicators.
- I can design scoring criteria and tasks for summative assessments.
- I can plan formative assessments to support student success on summative assessments.
- I have resources and processes to continuously improve our local assessment system.

# January 13

---

- Performance Assessment: key criteria and student work review
- Designing scoring criteria from performance indicators
- Team Time
  - Planning template / process available on seminar series site under 'January Materials'.

# January 14

---

- Designing Summative Assessments
- Connecting summative and formative assessments
- Refining local assessment systems
- Team Time
  - Planning template / process available on seminar series site under 'January Materials'.



# QUESTIONS



# Vermont Transferable Skills Assessment System

# VT TSAS - Purpose

---

Create a system that measures student achievement of the Transferable Skills in schools across Vermont.

# VT TSAS - System Elements

---

The system will:

- Provide trustworthy common data points across VT that can be used for continual improvement
- Be flexible enough to enable personalization by students and teachers
- Be manageable and sustainable for schools
- Build upon past efforts
- Build assessment literacy of VT educators beyond the specific assessments of this initiative for:
  - a. building assessments
  - b. rendering reliable judgements on student work

# VT TSAS - Benefits to Districts

---

- Training for teachers in how to design curriculum that integrates the transferable skills with content area skills and knowledge
- Training for teachers in how to design rich, authentic performance tasks that simultaneously assess content area skills and knowledge as well as the transferable skills

# VT TSAS - Benefits to Districts

---

- Guidance on how to design a portfolio system that can help guide PLP discussions, record the student's PLP journey, and demonstrate his/her attainment of the transferable skills
- Opportunities for teachers to calibrate their scoring of student work and to develop a deeper sense of the quality



# VT TSAS - Rationale

---

Why focus on Transferable Skills?

# VT TSAS - Rationale

---

A decline in blue collar jobs and middle-skill, middle-wage jobs over the past several decades has led to increased demand for “expert thinking” from job applicants:

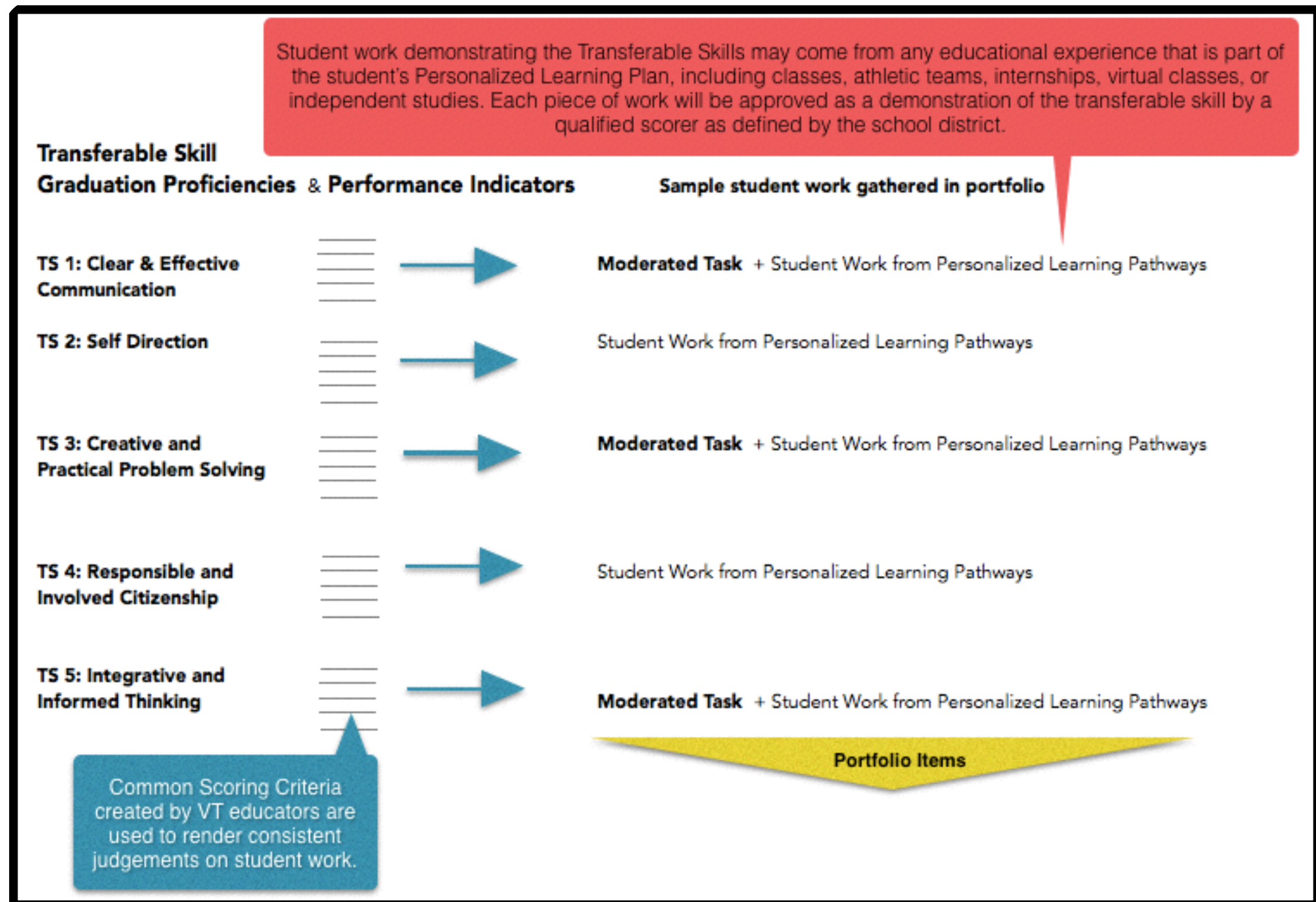
- non-routine problem solving
- complex communication competencies
- verbal and quantitative literacy.\*

# VT TSAS - Rationale

---

- Focusing on the transferable skills along with content-area skills and knowledge encourages the design of rich and authentic tasks for students.
- Students who grow up in impoverished or stressful situations receive much less support and guidance at home in developing non-academic and transferable skills; it is critical that their schools focus explicitly on teaching these skills along with content-area skills and knowledge.

# VT TSAS - Portfolio Model



# VT TSAS - Process

---

## 2014 - 2015 School Year:

- Teams of Vermont educators along with staff from the AOE create Scoring Criteria for the Transferable Skills
- Teams of Vermont educators along with staff from the AOE create Task Model and Sample Tasks for these Transferable Skills:
  - Clear & Effective Communication, Creative & Practical Problem Solving, Informed and Integrative Thinking

# VT TSAS - Process

---

## 2014 - 2015 School Year:

- Sample tasks are sent out to educators and students for feedback
- Creation of software to train teacher scorers, enable double-scoring of student work, and guide schools in the creation and maintenance of student portfolios.



# VT TSAS – Process

---

## Summer 2015:

- Recruitment of teachers to pilot the sample tasks and collect student work during the fall of 2015
- Training for teachers who will pilot the tasks
- Creation of software to train teacher scorers, enable double-scoring of student work, and guide schools in the creation and maintenance of student portfolios

# VT TSAS – Process

---

## 2015 - 2016 School Year:

- Teachers pilot the sample tasks in classrooms across the state. Student work from the pilot is collected.
- Groups of educators, AOE staff and other experts are convened to select exemplar student work at each level of proficiency.
- Creation of software to train teacher scorers, enable double-scoring of student work, and guide schools in the creation and maintenance of student portfolios. Exemplar works are loaded into software.

# VT TSAS - Process

---

## Summer 2016:

- Training workshops for teachers/districts that will use the Vermont Transferable Skills Assessment System for the Class of 2020.

# VT TSAS - Process

---

## **2016 - 2017 School Year:**

- Students begin collecting demonstrations of the Transferable Skills in their portfolios.
- Teachers design curriculum with a focus on Transferable Skills as well as content skills and knowledge. This curriculum helps to prepare students for the moderated tasks which they will take later in their high school career.

# VT TSAS - District Considerations

---

- Build on established structures and practices (ie: advisory, PLPs, portfolios).
- All districts may create their own Transferable Skills PBGR's. **However, this system will be easier to use if districts align their work with the sample Transferable Skill PBGR's available on the AOE website.**

# QUESTIONS



# THANK YOU

Ken Templeton  
Senior Associate  
cell: 207.831.8772  
[ktempleton@greatschoolspartnership.org](mailto:ktempleton@greatschoolspartnership.org)