Proficiency-Based Learning:
A Systemic Approach

December 2014
Welcome

Mark Kostin, Associate Director
Reed Dyer, Senior Associate
Andi Summers, Senior Associate

WiFi Network (open) = Holiday Inn Banquet

Materials & Resources:
http://www.greatschoolspartnership.org/presentations/vermont-seminar-series/
Introductions

Please introduce your district and one thing you would like us to know.
Great Schools Partnership is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching and developing tools.
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
AGENDA

Welcome, overview, introductions

Proficiency-Based Simplified

Lunch

District Self-Assessment

PLP

Reflection, Feedback
Understand the elements of proficiency-based learning and the requirements as outlined in state board policy (Education Quality Standards)
SERIES OUTCOMES

Understand the elements of personal learning plans and the requirements as outlined in Act 77
SERIES OUTCOMES

Each district team will have a three-year plan for implementation.
SERIES OUTCOMES

Team members will be trained as a local leaders for implementation of proficiency-based learning.
SERIES OUTCOMES

Each district team will have designed and planned professional development pertaining to these topics within the 2014/15 school year.
Articulate components of an effective proficiency-based teaching and learning system
OUTCOMES - Today

Use broad research-base to support proficiency-based learning
OUTCOMES - Today

Analyze my district / organization’s needs for proficiency-based learning.
OUTCOMES - Today

Set professional learning goals for seminar series.
4 CORNERS

Meaning  Action  Caring  Structure
What is a **strength** your corner brings to a group?
What is a **challenge** for your corner?

What things does your corner do that might make a group unproductive?
What are two things your corner will need from your team for this seminar to be productive?
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

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?
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.

Guiding Documents and Resources

→ Guiding Documents

→ Resources

Webinars

→ 11.18.14 | Proficiency-Based Learning: A Systemic Approach
AGENDA

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Reflection, Feedback
Proficiency-Based Learning

Why PBL?
Nick - 12th Grade

<table>
<thead>
<tr>
<th>ELA</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>73</td>
</tr>
<tr>
<td>Q2</td>
<td>70</td>
</tr>
<tr>
<td>Q3</td>
<td>70</td>
</tr>
<tr>
<td>Q4</td>
<td>68</td>
</tr>
<tr>
<td>Final</td>
<td>70.25</td>
</tr>
<tr>
<td>Comprehend complex literary and informational texts.</td>
<td>Meets</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Interpret complex literary and informational texts.</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>Write clear and coherent arguments.</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>Produce clear and coherent informative and narrative writing.</td>
<td>Meets</td>
</tr>
<tr>
<td>Develop and strengthen writing.</td>
<td>Meets</td>
</tr>
<tr>
<td>Conduct research projects.</td>
<td>Incomplete</td>
</tr>
<tr>
<td>Initiate and participate effectively in a range of discussions.</td>
<td>Meets</td>
</tr>
<tr>
<td>Present information and supporting evidence, conveying a clear perspective.</td>
<td>Meets</td>
</tr>
<tr>
<td>Habits of Work</td>
<td>Does Not Meet</td>
</tr>
</tbody>
</table>
Research of PBL

- PBL is not a “thing”—it’s a constellation of practices supported by research.

- Some of the research is new; some is from seminal works in education.

- Review 10 principles before we dig into some of the research.
Read your research brief

Boil it down - 1-2 sentences.

Go find 4-5 more pieces of research from other people.

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
Making the Case

How is PBL just a different way of saying “good teaching”? 
Visible Learning, John Hattie

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

- 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

• Maximize feedback to teachers about their impact.

• Balancing surface and deep knowledge.

• The Goldilocks principle.
BREAK - 15 MIN
“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”

- Priority Standard
- Learning Targets
- Power Standards
- Proficiency Standards
- Competencies

Common Terms for "Standards"
(Un)Common Terms for “Standards”

- Priority Standard
- Proficiency Standards
- Competencies
- Mastery Objectives
- Learning Targets
- Descriptors
- Power Standards
- Benchmarks
- Measurement Targets
(Un)Common Terms for “Standards”

- Graduation Standard
- Priority Standard
- Proficiency Standards
- Competencies
- Learning Targets
- Learning Objectives
- Performance Indicators
- Descriptors
- Benchmarks
- Mastery Objectives
- Measurement Targets
- Power Standards
### Proficiency-Based Learning Simplified

**A Great Schools Partnership Learning Model**

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

- 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
- Performance Indicator

- Broad
- Specific
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.
<table>
<thead>
<tr>
<th>Graduation Standard</th>
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<tbody>
<tr>
<td>The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments and societies.</td>
</tr>
<tr>
<td>Graduation Standard</td>
</tr>
<tr>
<td>---------------------</td>
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<tr>
<td>Performance Indicators</td>
</tr>
<tr>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
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| Performance Indicators | The student describes and analyzes how planned and market economies shape the production, distribution, and consumption of goods, services, and resources.  

The student analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability.  

The student evaluates the costs and benefits of governmental fiscal and monetary policies. |
| Learning Targets | The student can explain how scarcity impacts a market economy and a planned economy.  

The student can compare and contrast the allocation of goods in a market economy and planned economy. |
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Proficiency-Based Learning Simplified
A Great Schools Partnership Learning Model

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</tr>
<tr>
<td>NO</td>
<td>Progress Reports</td>
<td>Summative Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graded summative assessments are used to evaluate the achievement of performance indicators</td>
</tr>
<tr>
<td>NO</td>
<td>Teacher Feedback</td>
<td>Formative Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ungraded formative assessments are used to evaluate student learning progress</td>
</tr>
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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
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

<table>
<thead>
<tr>
<th>GRADUATION PROFICIENCIES</th>
<th>PERFORMANCE INDICATORS—ELEMENTARY SCHOOL</th>
<th>PERFORMANCE INDICATORS—MIDDLE SCHOOL</th>
<th>PERFORMANCE INDICATORS—HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. READING</td>
<td>a. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (1) b. Determine themes and central ideas of texts; summarize texts. (2) c. Analyze the relationships or interactions between individuals, events, ideas, or concepts in literary and informational text. (3) d. Interpret words and phrases and analyze how word choice shapes meaning and tone. (4) e. Analyze how individual components contribute to overall text structure. (5)</td>
<td>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) 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) c. Analyze how a text makes connections among and distinctions between individuals, ideas, or events. (3) 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</td>
<td>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) b. Determine the central ideas of the text and provide an objective summary. (2) 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) d. Determine the meaning of words and phrases as they are</td>
</tr>
</tbody>
</table>
Graduation Standards - Performance Indicators - Learning Targets

- 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

• 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...

Set meaningful expectations for k-12 aims

Develop clear local assessment system.

Support pedagogical risk-taking and learning
Clearly communicate expectations

Use common scoring criteria to assess student work.

Clear feedback on instruction
Use ends for backward planning. Help students reflect on progress.

Develop/refine curriculum and assessments.

Design engaging learning activities.
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**
- Engage school board in developing conceptual understanding about proficiency-based learning
- Review existing policies
- Draft new and revised policies
- Collect feedback on draft policies from faculty, staff, students, parents, and local officials
- Refine policies based on feedback
- Adopt new and revised policies

**PRACTICE**
- Establish a district wide proficiency-based committee
- Establish a school wide proficiency-based committee
- Collaboratively develop the conceptual framework with faculty and staff
- Engage faculty and staff in professional development on proficiency-based learning
- Engage faculty in professional development on proficiency-based curriculum design and instruction
- Engage faculty in professional development on assessment literacy
- Develop cross-curricular graduation standards
- Develop content-area graduation standards
- Develop performance indicators for cross-curricular and content-area graduation standards

**COMMUNITY ENGAGEMENT**
- Engage local media
- Engage students, parents, and the public about proficiency-based learning
- Implement system for reporting on the achievement of student learning
- Develop Record Keeping Process, Transcript, and Report Card
- Develop a process for verifying achievement of content-area standards
- Develop system for reporting on the achievement of student learning

**KEY**
- Policy
- Practice: Graduation Requirements
- Practice: Instructional System
- Community Engagement
AGENDA

Welcome, overview, introductions

Proficiency-Based Simplified

Lunch

District Self-Assessment

PLP

Reflection, Feedback
If you haven’t taken the self-assessment, do so during lunch.

bit.ly/pblsa
LUNCH!
Vermont Seminar Series

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Guiding Documents and Resources

→ Guiding Documents

→ Resources

Webinars

→ 11.18.14 | Proficiency-Based Learning: A Systemic Approach
DISTRICT SELF-ASSESSMENT

- 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.
PLP - Purpose

- 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

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

- Jan: Performance Assessment, Rubrics, and Formative Assessment, Using PLPs for Assessment
- Feb: Instructional design for PBL, Formative Assessment and Instruction, PLPs and instruction.
- March: Intervention In and Beyond the Classroom; Flexible Pathways
- April: Grading and Reporting PBL, Separating Work Habits from Academics
- May: Policies for PBL, Community Engagement
- June: Long-Term Planning, Community Engagement
Day 2 Preview

- Three-Year Plan
- Professional Learning - Jan-June
- Initial Engagement with Faculty, Students and Community
- PLP Reflection
Please share feedback at this site: bit.ly/lmfbdec9
• Please share feedback at this site: bit.ly/essfbdec9
THANK YOU
Proficiency-Based Learning: A Systemic Approach

December 2014
Welcome Back!

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› Welcome, overview, review feedback
› Three Year Plan - modifying a sample
› Short-Term Plan - Jan-Sept professional learning
› Lunch 12:15 PM
› Initial School/Community Engagement
› PLP Reflection
› Reflection, Feedback
YOUR FEEDBACK
OUTCOMES - TODAY

Begin to develop district three-year implementation plan
Consider the needs and perspectives of your community’s stakeholders in the development of your engagement strategies.
OUTCOMES

Complete your PLP and use it as both a personal reflection and seminar feedback tool
Logistics

› VT AOE Participation Sign-In Sheet (BOTH days)
› Pastries and coffee throughout the morning
› Lunch in restaurant at 12:15 PM
› Cookies at 2 PM
› Breakout rooms available
Welcome, overview, review feedback

Three Year Plan - modifying a sample

Short-Term Plan - Jan-Sept professional learning

Lunch 12:15 PM

Initial School/Community Engagement

PLP Reflection

Reflection, Feedback
Three-Year Plan

Purpose: to see the big picture and the details.

Reminders:

1. It is a goal for JUNE that you have a three-year plan.
2. We will revisit your developing three-year plan each month—it will change!
3. The template is one way to do this, and if you have work in-progress, you can use that instead or in addition.
THREE-YEAR PLAN

- Open: VT_PBL.Three_Year_Plan_Sample1.xlsx
- Save As: District_PBL.Three_Year_Plan_001.xlsx

*This file must be opened in Excel in order for all of its features to work*

- Open: VT-Three-Year-Plan-Protocol.pdf
MACROS ARE YOUR FRIENDS
### Three-Year Plan

#### Sample Implementation Timeline

<table>
<thead>
<tr>
<th>Status</th>
<th>Task Name</th>
<th>Duration</th>
<th>Start</th>
<th>Finish</th>
<th>Work Days</th>
<th>Used Days</th>
<th>Balance</th>
<th>LEAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Schedule</td>
<td>Students experience individual, small group, and whole-group instruction designed to meet learning targets</td>
<td>365</td>
<td>9/1/17</td>
<td>9/1/18</td>
<td>261</td>
<td>977</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Schedule</td>
<td>Teachers use student PLPs to inf practice.</td>
<td>365</td>
<td>9/1/17</td>
<td>9/1/18</td>
<td>261</td>
<td>977</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Schedule</td>
<td>Students utilize PLPs to reflect on learning strategies and set goals.</td>
<td>243</td>
<td>1/1/18</td>
<td>1/2/18</td>
<td>175</td>
<td>977</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Schedule</td>
<td>Tier I interventions are planned for as part of instructional time.</td>
<td>365</td>
<td>9/1/17</td>
<td>9/1/18</td>
<td>261</td>
<td>977</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Schedule</td>
<td>Teachers receive specific, actionable feedback on teaching practice from peers and/or administrators on a regular basis.</td>
<td>1461</td>
<td>9/1/14</td>
<td>9/1/18</td>
<td>1045</td>
<td>68</td>
<td>977</td>
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#### Academic Support

<table>
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<tr>
<th>Status</th>
<th>Task Name</th>
<th>Duration</th>
<th>Start</th>
<th>Finish</th>
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<th>Used Days</th>
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<th>LEAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Schedule</td>
<td>Interventions are based on clear quantitative and qualitative data</td>
<td>1096</td>
<td>9/1/15</td>
<td>9/1/18</td>
<td>784</td>
<td>977</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Schedule</td>
<td>Interventions are matched to student needs</td>
<td>1096</td>
<td>9/1/15</td>
<td>9/1/18</td>
<td>784</td>
<td>977</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Schedule</td>
<td>Tier II and Tier III interventions are flexibly employed to meet student needs</td>
<td>365</td>
<td>1/1/18</td>
<td>1/2/18</td>
<td>175</td>
<td>977</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Schedule</td>
<td>Time is built into school schedule for flexible Tier II and Tier III interventions</td>
<td>730</td>
<td>9/1/18</td>
<td>9/1/18</td>
<td>522</td>
<td>977</td>
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#### Pathways

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<tr>
<td>On Schedule</td>
<td>Appoint district and school-based pathways coordinators</td>
<td>1005</td>
<td>12/1/15</td>
<td>9/1/18</td>
<td>719</td>
<td>977</td>
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<td>On Schedule</td>
<td>Conduct student surveys for interests, career goals.</td>
<td>365</td>
<td>9/1/18</td>
<td>9/1/18</td>
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<tr>
<td>On Schedule</td>
<td>Examine use of vacation time for student interests that cannot be delivered locally</td>
<td>365</td>
<td>9/1/18</td>
<td>9/1/18</td>
<td>261</td>
<td>977</td>
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<td>On Schedule</td>
<td>and individuals to support student interests that can be met virtually.</td>
<td>365</td>
<td>9/1/18</td>
<td>9/1/18</td>
<td>261</td>
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<td></td>
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</tr>
</tbody>
</table>

#### Additional Notes:
- LEAD: Leadership and Accountability.
# Three-Year Plan

## Sample Implementation Timeline

<table>
<thead>
<tr>
<th>Task Name</th>
<th>Status</th>
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<tbody>
<tr>
<td>Students experience individual, small group, and whole-group instruction designed to meet learning targets.</td>
<td>On Schedule</td>
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<tr>
<td>Students utilize PLPs to reflect on learning strategies and set goals.</td>
<td>On Schedule</td>
<td>243</td>
<td>1/1/18</td>
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<tr>
<td>Teachers receive specific, actionable feedback on teaching practice from peers and/or administrators on a regular basis.</td>
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<td>1461</td>
<td>9/1/14</td>
<td>10/4/18</td>
<td>1045</td>
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## Student Academic Support

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<tbody>
<tr>
<td>Interventions are matched to student needs.</td>
<td>On Schedule</td>
<td>1096</td>
<td>9/1/15</td>
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<td>784</td>
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<tr>
<td>Tier II and Tier III interventions are flexibly employed to meet student needs.</td>
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<tr>
<td>Time is built into school schedule for flexible Tier II and III interventions.</td>
<td>On Schedule</td>
<td>730</td>
<td>9/1/16</td>
<td>9/1/16</td>
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<tr>
<td>Appoint district and school-based pathways coordinators.</td>
<td>On Schedule</td>
<td>1005</td>
<td>12/15</td>
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<td>977</td>
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# Adding Steps

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**THREE-YEAR PLAN**

**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.

*Work in your district teams until 12:15 PM*
# Initial School/Community Engagement

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Values</th>
<th>Concerns</th>
<th>Values / PBL</th>
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</thead>
<tbody>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Students</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Families</td>
<td></td>
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</tr>
<tr>
<td>Faculty</td>
<td>Student ownership</td>
<td>Lack of motivation</td>
<td>Multiple ways to demonstrate learning</td>
<td>Motivation linked to mastery and purpose</td>
</tr>
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<td>Students</td>
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The GSP & Nellie Mae Education Foundation coordinating new regional initiative to facilitate and support community-engagement activities in districts throughout NE.

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.
PLP

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?
Please send your PLP to Ken Templeton:

ktempleton@greatschoolspartnership.org

We need this information to plan our work!
NEXT STEPS

1. Webinar Jan. 6, 2015; 3-4 PM: Performance Assessment

2. In-person session Jan 13-14 - Assessment

3. In-between support: ktempleton@greatschoolspartnership.org
THANK YOU