Proficiency-Based Learning:
A Systemic Approach

March 2015
Welcome

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Andi Summers, Senior Associate

WiFi Network (open) =

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

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Welcome

Katie Thompson, Senior Associate
Jon Ingram, Senior Associate

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Welcome

High Expectations for Students and Teachers

Break

Differentiation to Prevent Learning Challenges

Alignment + Coordination Across Settings

Lunch

Team Time (meet together first)
Proficiency-Based Learning: A Systemic Approach

March Agenda
March 11, 2015
8:30 a.m. — 3:00 p.m.

- 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 supports).

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<th>Time</th>
<th>Activity</th>
<th>Resources</th>
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<td>Welcome</td>
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<td>8:45</td>
<td>High Quality Instruction: High Expectations</td>
<td><a href="#">Constructivist Listening Dyad</a></td>
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<td><a href="#">Quotations on Expectations</a></td>
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<td>9:45</td>
<td>Break</td>
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<td>10:00</td>
<td>High Quality Instruction: Differentiation</td>
<td>District/SU Leaders</td>
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<td>- <a href="#">Guide to Crafting NextGen PD</a></td>
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<td>- <a href="#">Three Essentials: Vision, Support, Leadership</a></td>
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<td>- <a href="#">Leadership and Instruction</a></td>
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Where We’ve Been

December
Transcripts and Report Cards

January

February

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

Body of Evidence
Students demonstrate achievement of body of evidence evaluated

Verification
Students demonstrate understanding of graduation standards through summative assessments

Summative Assessment
Graded summative assessments to evaluate the achievement of objectives

Formative Assessment
Ungraded formative assessments to evaluate student learning
Guiding Questions

• How can we ensure high quality teaching in every classroom/learning experience?

• How do we support students and teachers to succeed?
I can describe structures and practices that promote equitable access to consistent high quality classroom instruction (universal support).
Outcomes - Today

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).
MTSS-RTII
VERMONT

VERMONT Multi-tiered System of Supports Response to Intervention and Instruction (MTSS-RtII) Field Guide

Vermont Reads Institute at UVM and Vermont Statewide Steering Committee on RTII
1. Success begins with committed educators who believe that all students learn and can achieve high standards as a result of effective teaching.

2. A successful multi-tiered system begins with the highest quality classroom instruction that is informed by research and supported by a standards-based curriculum.

3. A coherent, articulated and balanced assessment system guides responsive teaching, informs educators and students about progress, and leads to effective decisions.
MTSS Core Principles

4. The analysis and **use of on-going performance data** to monitor progress, inform instructional decisions, and refine ambitious goal-setting results in acceleration of student learning.

5. Student success occurs when expert personnel provide **targeted and differentiated instruction** at the earliest indication of student need at a level of intensity that is responsive to the need.

6. To address the full range of students’ needs, schools provide a **comprehensive, responsive system of instruction and intervention** that reflects fidelity to the research-based approach while supporting teachers as they use keen observation to make decisions about and engage in responsive teaching.
7. Dynamic, positive, and productive collaboration among students, families, and professionals with relevant expertise is the foundation for effective problem solving and instructional decision-making within a multi-tiered system.

8. Effective leadership, including building administrator engagement and distributed leadership, is crucial for guiding and sustaining a multi-tiered system.

9. The success of a multi-tiered system is dependent on continuously-developing expertise. Professional development for all members of the school community is needed to build capacity and sustain progress.

10. These principles are interrelated and will be most effective when integrated within a coherent plan for continuous improvement that recognizes how recursive assessment, reflection, and adaptation are needed to improve instruction and increase student achievement.
Flexible Pathways

Overview

$941. Flexible Pathways Initiative

*(a) There is created within the Agency a Flexible Pathways Initiative:

1. To encourage and support the creativity of school districts as they develop and expand high-quality educational experiences

PERSONALIZED LEARNING PLAN FOR SUCCESS

Student Information

<table>
<thead>
<tr>
<th>Student name and ID:</th>
<th>Grade:</th>
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<table>
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<tr>
<th>Date of initial plan development:</th>
<th>Planned Date of Graduation:</th>
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<table>
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<th>Participants:</th>
<th>Date of Revised Plan:</th>
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Proficiency-Based Graduation Requirements

Overview

Proficiency-Based Graduation Requirements (PBGRs) are the locally-delineated set of content knowledge and skills connected to state standards that, when supplemented with any additional locally-developed requirements, have been determined to qualify a student for earning a high school diploma. Vermont’s Education Quality Standards (EQS) require that schools’ graduation requirements be rooted in demonstrations of student proficiency, as opposed to time spent in classrooms. This requirement will take effect in Vermont beginning with the graduating class of 2009.

The ACE, in collaboration with Vermont educators and staff from Maine’s Great Schools Partnership, have developed a body of resources for schools, supervisory unions, and districts to use as they develop and implement PBGRs. These resources can be found by using the links above. They include sample sets of graduation proficiencies that are specific to academic course areas (e.g., Math, English, Science), and sample graduation proficiencies for transferrable skills that cross content areas (e.g., effective communication, creative and practical problem-solving). These resources also include additional supplemental guidelines, including ACE interpretations of guiding state policy.
High Expectations

Core Principle #1

Success begins with committed educators who believe that all students learn and can achieve high standards as a result of effective teaching.
High Expectations—Dyad

Ground Rules

1. Each person has equal time to talk.

2. The listener will listen. The listener will not paraphrase, interrupt, give advice, or break in with a personal story.

3. The dyad is confidential.
High Expectations

For this activity, you will need:

• Your thoughts on your HW assignment on high quality instruction.

• A pen/paper or camera (to capture a quotation)
High Expectations
High Expectations

Read your quotation.

Explain why you chose it.
High Expectations

What did you learn from your homework on high quality instruction?
How do you know a school has high expectations for its teachers?
High Expectations

What is one thing you might change in your school/district/SU to make it more likely that there are shared high expectations for students and teachers?
High Expectations

District Reflection:

To what extent does our district have shared high expectations for students and teachers?

What assets and barriers do we have with regards to high expectations?
Debrief:

How was it being listened to?
How was it listening?
How did the dyad inform your district conversations?
Break - 15 Min
Differentiation

Core Principle 2

A successful multi-tiered system begins with the highest quality classroom instruction that is informed by research and supported by a standards-based curriculum.
Differentiation

Core Principle 5

Student success occurs when expert personnel provide targeted and differentiated instruction at the earliest indication of student need at a level of intensity that is responsive to the need.
## Differentiation

### Pick One Column

### Work Silently for 5 minutes

### Share With a Partner

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<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td><strong>Draw a picture of what a differentiated classroom looks like.</strong></td>
<td><strong>Think of an analogy as a way to explain the principles of differentiation to a non-educator.</strong></td>
<td><strong>Describe an example of differentiation that you have tried or seen in a classroom.</strong></td>
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Differentiation is a teacher’s proactive response to learner needs, shaped by mindset, and guided by principles:

- An environment that encourages and supports learning
- Quality curriculum
- Assessment that informs teaching and learning
- Instruction that responds to student variance
- Leading students and managing routines

Tomlinson, Carol Ann and Tonya R. Moon (2010). *Assessment and Student Success in Differentiated Classrooms*. ASCD: Alexandria, VA
**Differentiation**

Teachers can differentiate through:

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Product</th>
<th>Affect/Environment</th>
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<tr>
<td>The information and ideas students grapple with to reach learning goals</td>
<td>How students take in and make sense of the content</td>
<td>How students show what they know, understand and can do</td>
<td>The climate or tone of the classroom</td>
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according to students’

- Readiness
- Interests
- Learning Profile

Tomlinson, Carol Ann and Tonya R. Moon (2010). *Assessment and Student Success in Differentiated Classrooms*. ASCD: Alexandria, VA
Differentiation

Role-Alike Groups:

- District Administrators
- Building Administrators
- Teacher Leaders
Differentiation

Process:
- 15 min reading time
- 30 min discussion
- Return to district team
Differentiation

How does our system support this vision?

What are students doing?

What are teachers doing?

What do we aspire to?
The analysis and **use of on-going performance data** to monitor progress, inform instructional decisions, and refine ambitious goal-setting results in acceleration of student learning.
Effective leadership, including building administrator engagement and distributed leadership, is crucial for guiding and sustaining a multi-tiered system.
The success of a multi-tiered system is dependent on continuously-developing expertise. **Professional development** for all members of the school community is needed to build capacity and sustain progress.
Alignment + Coordination

HARNESSING TEACHER KNOWLEDGE

A Guide to Developing School-Based Systems for Professional Learning and Planning
Alignment + Coordination

In the envelope:

Action Steps from 5 Domains in Harnessing Teacher Knowledge:

- School Leadership
- Faculty Culture
- Professional Development
- Instruction + Achievement
- Policies + Resources

Image courtesy of Michela Tannoia, retrieved from The Noun Project.
Alignment + Coordination

Process:

1. Review Action Steps
2. Sort Into Two Piles: Done, Not Done
3. Add Other Work You Plan to Do.
4. Sort “Not Done” + Plan Steps onto 2x2 grid
Guiding Questions

• How can we ensure high quality teaching in every classroom/learning experience?

• How do we support students and teachers to succeed?
Guiding Questions

• How can we ensure high quality teaching in every classroom/learning experience?
• How do we support students and teachers to succeed?
• What are the implications for our three-year plan?
Lunch
Team Time

Options:

- **Focus on three year plan.** How might you use processes from today in your plan?

- **Focus for Feedback.** Review process and specify when you will discuss feedback focus.

- **Review previous materials.** What is clear, what do we need help with?

- **Cross-district planning.** How might we collaborate on this work?
THANK YOU
Proficiency-Based Learning:
A Systemic Approach

March 2015
Welcome

Intervention Systems

Team Time

**Lunch**

Flexible Pathways

Team Time

Close
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 (Tier I, II, III).
I can develop systems to support students accessing flexible learning pathways.

I can refine my district / union plan based on feedback from peers.
Mindset

“It is helpful to think of MTSS-RtII as a comprehensive, systemic approach to teaching and learning designed to improve learning for all students through increasingly differentiated and intensified assessment, instruction, and intervention.”
Ways of Looking at RTI

Mindset:
What’s wrong with Nick?

- Behavioral Referrals
- Parent conferences
- Teacher Meetings
- Special Education Testing
- Remedial Reading Group
- Learning Contract
- Summer School

Ways of Looking at RTI

Mindset:
How can we help Nick?

Classroom Assessment
Teacher Team with Parents
Tier 2 Intervention, Progress Monitoring

Learning Contract
Student Conference
Special Education Testing

Ways of Looking at RTI

Mindset:
How can focusing on Nick help our system improve?

Classroom Assessment
Instructional Plan
Tier 2 Intervention, Progress Monitoring
Differentiated Reading Groups
Consultation with special educators
Tier 3 aligned with classroom instruction

Intervention Systems

Core Principle #3

A coherent, articulated and **balanced assessment system** guides responsive teaching, informs educators and students about progress, and leads to effective decisions.
To address the full range of students’ needs, schools provide a comprehensive, responsive system of instruction and intervention that reflects fidelity to the research-based approach while supporting teachers as they use keen observation to make decisions about and engage in responsive teaching.
Intervention Systems

Choose a text for a text-based discussion:

• **Beliefs**: *The Why Behind RTI or Mindsets and Equitable Education*

• **Systems**: *Time: It’s Not Always Money or EWS: A Practitioner’s Guide*
Intervention Systems

Use Four A’s Protocol

• What **assumptions** does the author have?

• What do I **agree** with?

• What might I **argue** with?

• What do I **aspire** to?
Option 1:

• Read MTSS-RTII Field Guide Section on A Systemic and Comprehensive Approach.

• Complete Roles and Responsibilities Checklist.

• Reflect on how this work impacts your three-year plan.
Option 2:

- Access the MTSS-RTI self-assessment.
- Take the self-assessment as a team.
- Reflect on how this work impacts your three-year plan.
Break - 15 Min
Options:

• **Focus on three year plan.** How might you use processes from today in your plan?

• **Focus for Feedback.** Review process and specify when you will discuss feedback focus.

• **Review previous materials.** What is clear, what do we need help with?

• **Cross-district planning.** How might we collaborate on this work?
Lunch
Flexible Pathways

• Sharing Practice (30 min)

• Pathways Reflection (45 min)
Sharing Practice

1. Franklin Central will share artifacts and aspects of their work (15 min)

2. Open Q + A and discussion (15 min)
Flexible Pathways

Sharing Practice

1. Danville will share artifacts and aspects of their work (15 min)

2. Open Q + A and discussion (15 min)
Flexible Pathways

Sharing Practice

1. Otter Valley will share artifacts and aspects of their work (15 min)

2. Open Q + A and discussion (15 min)
Flexible Pathways

Assessing Pathways (15 min)

1. Read the Pathways Design Guide.

2. Identify Area(s) of Focus

3. Cross-District Teams According to Areas
Flexible Pathways

Pathways Action Steps (20 min)

1. Read Action Steps
2. Brainstorm Other Action Steps
3. Take 2-3 Ideas Back to Your Team
Flexible Pathways

Team Sharing

1. Share summary of conversations and action step ideas

2. Revise/reflect on three-year plan
Team Time

Options:

- **Focus on three year plan.** How might you use processes from today in your plan?

- **Focus for Feedback.** Review process and specify when you will discuss feedback focus.

- **Review previous materials.** What is clear, what do we need help with?
Next Steps

• Webinar on 3/24 - What’s in a Grade?

• Next in-person session 4/1-4/2:
  • Grading and Reporting
  • Community Engagement

• Contact Ken Templeton for support in-between sessions:
ktempleton@greatschoolspartnership.org
THANK YOU