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<th>Session</th>
<th>Outcomes</th>
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| Series                | • Understand the elements of proficiency-based learning and the requirements as outlined in state board policy (Education Quality Standards)  
• Understand the elements of personal learning plans and the requirements as outlined in Act 77  
• Each district team will have a three-year plan for implementation  
• Team members will be trained as a local leaders for implementation of proficiency-based learning  |
| December              | • I can articulate components of an effective proficiency-based teaching and learning system  
• I can use a broad research-base to support proficiency-based learning  
• I can analyze my district / organization’s needs for proficiency-based learning.  
• I can explain how a conceptual framework and core principles of proficiency-based learning can guide our work.  |
| December              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| December              | • I can describe the key elements of performance assessment.  
• I can use a process to refine/develop scoring criteria for performance tasks.  
• I can identify strengths and challenges for our local comprehensive system.  
• I can design a summative assessments aligned to graduation standards and performance indicators.  |
| January               | • I can plan formative assessments aligned to summative assessment goals.  
• I can identify strategies or steps to improve my district’s system of formative assessment.  
• I can use PLPs to inform assessment.  
• I can reflect on and adjust instruction based on formative assessment data/evidence.  |
| February              | • 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 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.  
• I can develop systems to support students accessing flexible learning pathways.  |

May 2015
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| April                         | - I can describe grading principles and practices that support proficiency-based learning for all students.  
- I can explain the importance of habits of work for student success and strategies for assessing these habits separately from academic performance.  
- I can use strategies and resources to facilitate faculty and community discussions to reach shared agreements on the purpose of grading and effective grading practices.  
- I can describe grading principles and practices that support proficiency-based learning for all students.  
- I can identify systems of reporting and verification that support proficiency-based grading practices.                                                                                                          |
| Grading / Reporting / Verification |                                                                                                                                                                                                                                                                                                                                   |
| May                           | - I can identify key strategies for increased student and community involvement/ engagement in our transition to proficiency-based learning.  
- I can describe core principles in communicating our transition to proficiency-based learning to a variety of audiences  
- I can use a process to analyze policies that support proficiency-based learning  
- I can identify clear steps to improve my district / SU’s work to ensure every student can utilize flexible learning pathways to demonstrate proficiency.                                                                 |
| Community Engagement Policy Pathways (2) |                                                                                                                                                                                                                                                                                                                                   |