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/
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

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

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

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

Set professional learning goals for seminar series.
4 Corners

Meaning

Action

Caring

Structure
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?
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

Welcome, overview, introductions

Proficiency-Based Simplified

Lunch

District Self-Assessment

PLP

Reflection, Feedback
Proficiency-Based Learning

Why PBL?
# Nick - 12th Grade

<table>
<thead>
<tr>
<th>ELA</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Q1</td>
<td>73</td>
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<tr>
<td>Q2</td>
<td>70</td>
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<tr>
<td>Q3</td>
<td>70</td>
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<tr>
<td>Q4</td>
<td>68</td>
</tr>
<tr>
<td>Final</td>
<td>70.25</td>
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<tr>
<td>Skill</td>
<td>Performance</td>
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<td>--------------------------------------------</td>
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<tr>
<td>Comprehend complex literary and informational texts.</td>
<td>Meets</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>
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<td>Develop and strengthen writing.</td>
<td>Meets</td>
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<tr>
<td>Conduct research projects.</td>
<td>Incomplete</td>
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<td>Initiate and participate effectively in a range of discussions.</td>
<td>Meets</td>
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<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>
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</table>
The Ten Principles of Proficiency Based Learning
• 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”.
Making the Case

How is PBL just a different way of saying “good teaching”? 
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.
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
- Proficiency Standards
- Competencies
- Power Standards
- Descriptors
(Un)Common Terms for “Standards”

Priority Standard

Proficiency Standards

Competencies

Mastery Objectives

Learning Targets

Descriptors

Power Standards

Benchmarks

Measurement Targets

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

Graduation Standard
Priority Standard
Proficiency Standards
Competencies
Learning Objectives
Performance Indicators
Mastery Objectives
Descriptors
Power Standards
Benchmarks
Measurement Targets
Proficiency-Based Learning Simplified
A Great Schools Partnership Learning Model

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

Performance Indicator

Learning Target
INSTRUCTIONAL FOCUS

Graduation Standards
Performance Indicators
Learning Targets
Graduation Standards
Performance Indicators
Learning Targets
**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.
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.
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>
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<th>Graduation Standard</th>
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<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>
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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. |
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  The student **analyzes and evaluates** how people across the world have addressed issues involved with the distribution of resources and sustainability.  
  
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| 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. |
Proficiency-Based Learning Simplified
A Great Schools Partnership Learning Model

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English Language Arts & Literacy

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 GE)
- 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)</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)</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)</td>
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<tr>
<td></td>
<td>b. Determine themes and central ideas of texts; summarize texts. (2)</td>
<td>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)</td>
<td>b. Determine the central ideas of the text and provide an objective summary. (2)</td>
</tr>
<tr>
<td></td>
<td>c. Analyze the relationships or interactions between individuals, events, ideas, or concepts in literary and informational text. (3)</td>
<td>c. Analyze how a text makes connections among and distinctions between individuals, ideas, or events. (3)</td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>d. Interpret words and phrases and analyze how word choice shapes meaning and tone. (4)</td>
<td>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>d. Determine the meaning of words and phrases as they are</td>
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<tr>
<td></td>
<td>e. Analyze how individual components contribute to overall text structure. (5)</td>
<td>text. (4)</td>
<td>text. (5)</td>
</tr>
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</table>


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
Teachers...

- 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
- Engage faculty and staff in professional development on proficiency-based learning
- Engage school board in developing conceptual understanding about proficiency-based learning
- 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 in professional development on proficiency-based learning
- Develop cross-curricular graduation standards
- Develop content-area graduation standards
- Develop body-of-evidence assessment process for demonstration of cross-curricular graduation standards
- Develop performance indicators for cross-curricular and content-area graduation standards
- Develop system for reporting on the achievement of content-area standards
- Develop system for reporting on the achievement of student learning

**PRACTICE**
- Engage faculty and staff in professional development on proficiency-based learning
- Collect feedback on draft policies from faculty, staff, students, parents, and local officials
- 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 in professional development on proficiency-based learning
- Develop cross-curricular graduation standards
- Develop content-area graduation standards
- Develop body-of-evidence assessment process for demonstration of cross-curricular graduation standards
- Develop performance indicators for cross-curricular and content-area graduation standards
- Develop system for reporting on the achievement of content-area standards

**COMMUNITY ENGAGEMENT**
- Create communications plan for proficiency-based 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
- Engage local media
- Engage students, parents, and the public about proficiency-based learning
- Implement 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 completed the self-assessment, please 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.
DISTRICT SELF-ASSESSMENT

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

- 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
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:

________
THANK YOU
Proficiency-Based Learning:
A Systemic Approach

December 2014
word cloud
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
YOUR FEEDBACK
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.
# Initial School/Community Engagement

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Values</th>
<th>Concerns</th>
<th>Values / PBL</th>
<th>Concerns / PBL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
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<tr>
<td>Students</td>
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<tr>
<td>Families</td>
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## Initial School/Community Engagement

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</thead>
<tbody>
<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>
<tr>
<td>Students</td>
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</tbody>
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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 - Performance Assessment

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

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

For more information:

greatschoolspartnership.org/community-engagement

Blythe Armitage
barmititage@greatschoolspartnership.org
207.773.0505