

Vermont House of Representatives Education Committee

February 3, 2015

David Ruff, executive director, GSP

druff@greatschoolspartnership.org

207.773.0505



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

Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

Graduation Requirement	Reporting Method		Assessment Method
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



Graduation Standards

Performance

Indicators

Learning Targets



Graduation Standards

Performance

Indicators

Learning Targets



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 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

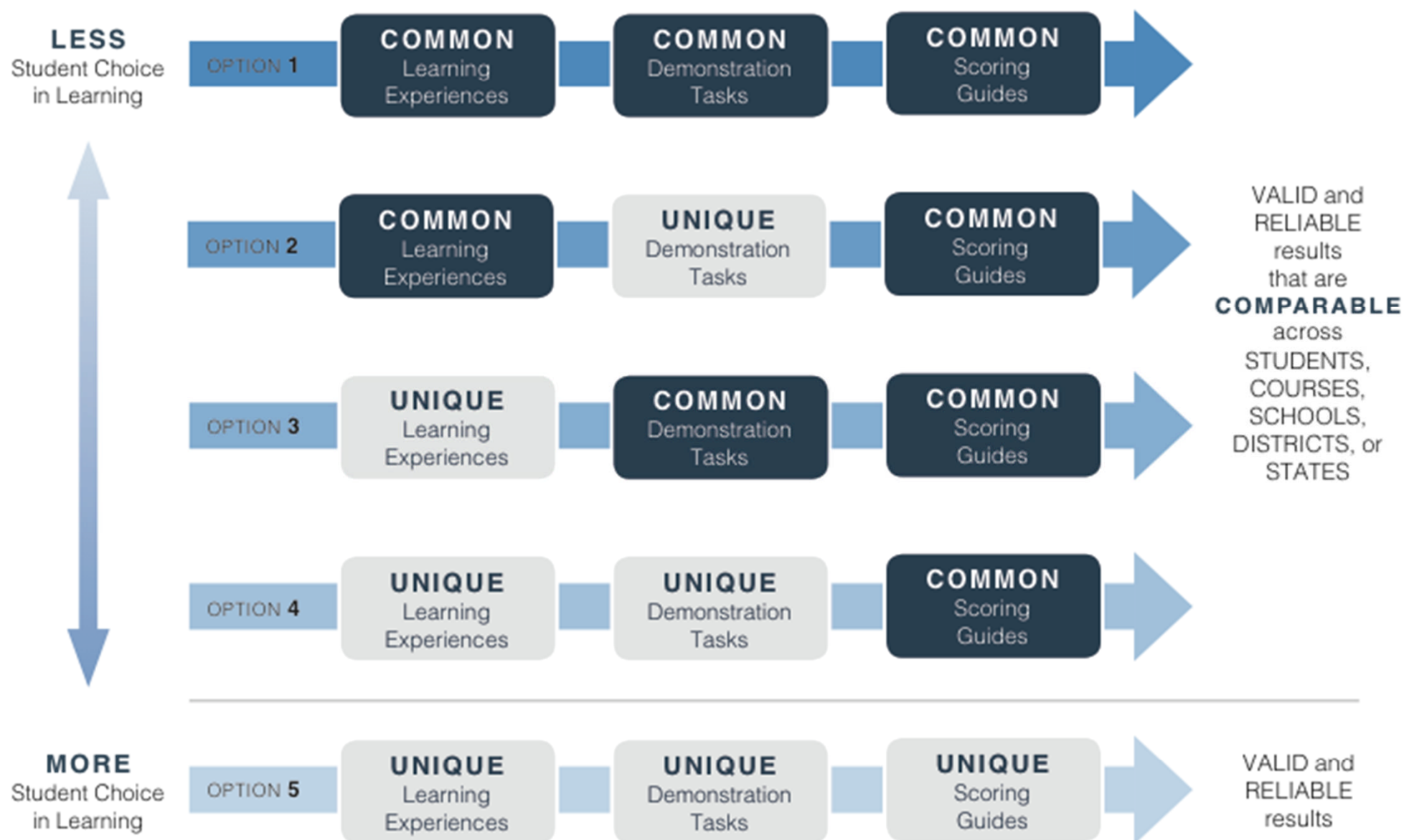
THIS DOCUMENT IS DESIGNED TO:

- 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

GRADUATION PROFICIENCIES	PERFORMANCE INDICATORS—ELEMENTARY SCHOOL	PERFORMANCE INDICATORS—MIDDLE SCHOOL	PERFORMANCE INDICATORS—HIGH SCHOOL
1. READING Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.	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)	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	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

Assessment Pathways Simplified

A Great Schools Partnership Learning Model



Designing Scoring Criteria: Sample

1	2	3	4
I can describe linear and exponential functions as increasing/growth or decreasing/decay.	I can recognize how a linear or exponential function must change for a particular problem.	I can explain the starting value and the change factor for a linear and exponential function.	I can create models for real world problems in terms of linear and exponential functions.

Describe

Recognize

Explain

Create

Avoid Terms Focused on Frequency

FREQUENTLY

RELIABLY

RARELY

NEVER

Use Terms Focused on Cognitive Demand

CREATE

EXPLAIN

RECOGNIZE

DESCRIBE

Instructional Implications

1. All **learning expectations are clearly and consistently communicated** to students and families, including long term expectations (such as graduation requirements and graduation standards), short-term expectations (such as the specific learning objectives for a course or other learning experience), and general expectations (such as the performance levels used in the school's grading and reporting system).

Instructional Implications

2. Student achievement is **evaluated against common learning standards and performance expectations** that are consistently applied to all students regardless of whether they are enrolled in traditional courses or pursuing alternative learning pathways.

Instructional Implications

3. All forms of assessment are standards-based and criterion-referenced, and **success is defined by the achievement of expected standards**, not relative measures of performance or student-to-student comparisons.

Instructional Implications

4. Formative assessments measure learning progress during the instructional process, and **formative assessment results are used to inform instructional adjustments, teaching practices, and academic support.**

Instructional Implications

5. Summative assessments evaluate learning achievement, and summative-assessment results record a **student's level of proficiency at a specific point in time.**

Instructional Implications

6. **Academic progress and achievement are monitored and reported separately from work habits**, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.

Instructional Implications

7. Academic grades communicate learning progress and achievement to students and families, and **grades are used to facilitate and improve the learning process.**

Instructional Implications

8. **Students are given multiple opportunities** to improve their work when they fail to meet expected standards.

Instructional Implications

9. Students can **demonstrate learning progress and achievement in multiple ways** through differentiated assessments, personalized-learning options, or alternative learning pathways.

Instructional Implications

10. Students are given opportunities to make important decisions about their learning, which includes **contributing to the design of learning experiences and learning pathways.**

SEMINAR SERIES WEBSITE



Strengthening Today's Schools for the World of Tomorrow

[ABOUT](#) [WORK](#) [RESOURCES](#) [PROFICIENCY](#) [PRESENTATIONS](#) [#EDCHATME](#) [NEWS](#) [DONATE](#) [EMPLOYMENT](#) [CONTACT](#)

Vermont Seminar Series

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](#)

*i*Walkthrough

Empowered Professional Development
for Educators, by Educators

★ THE GLOSSARY OF ★
**EDUCATION
REFORM**

THREE-YEAR PLAN

Excel File Edit View Insert Format Tools Data Window Help

VT_PBL.Three_Year_Plan_Sample.xlsx

New Open Save Print Import Copy Paste Format Undo Redo AutoSum Sort A-Z Sort Z-A Gallery Toolbox Zoom Help

Helvetica 10 B I U \$ % , .00

Sheets Charts SmartArt Graphics WordArt

1 **ofi** **Sample Implementation Timeline** Expand Collapse

2 **mpl** 9/1/14 Today: 12/4/14

3 **mpl** 9/1/18 [Project Manager Name] 2014 2015

4 Qtr3 Qtr 4 Qtr 1 Qtr 2 Qtr 3 Qtr 4

Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov

	Status	Task Name	Duration	Start	Finish	Work Days	Used Days	Balance	LEAD
72	On Schedule	Students experience individual, small group, and whole-group instruction designed to meet learning needs.	365	9/1/17	9/1/18	261		977	
73	Complete	Teachers use student PLPs to inform instructional practice.	365	9/1/17	9/1/18	261		977	
74	At Risk	Students utilize PLPs to reflect on learning strategies and set goals.	243	1/1/18	9/1/18	175		977	
75	On Schedule	Tier I interventions are planned for as part of instructional time.	365	9/1/17	9/1/18	261		977	
76	On Schedule	Teachers receive specific, actionable feedback on teaching practice from peers and/or administrators on a regular basis.	1461	9/1/14	9/1/18	1045	68	977	
78	On Schedule	Student Academic Support							
79	On Schedule	Interventions are based on clear quantitative and qualitative data	1096	9/1/15	9/1/18	784		977	
80	On Schedule	Interventions are matched to student needs	1096	9/1/15	9/1/18	784		977	
81	On Schedule	Tier II and Tier III interventions are flexibly employed to meet student needs	365	9/1/17	9/1/18	261		977	
82	On Schedule	Time is built into school schedule for flexible Tier II and III interventions	730	9/1/16	9/1/18	522		977	
84	On Schedule	Pathways	730	9/1/16	9/1/18	522		977	
85	On Schedule	Appoint district and school-based pathways coordinators	1005	12/1/15	9/1/18	719		977	
86	On Schedule	Conduct student surveys for interests, career goals	365	9/1/17	9/1/18	261		977	