

**Officers**

**Neil Odell**  
President  
Norwich

**Clarence Haynes**  
Past President  
Middletown Springs

**Don Collins**  
Vice President  
Missisquoi Valley

**Kim Gleason**  
Treasurer  
Essex - Westford

**Jim Salsgiver**  
Member-At-Large  
Taconic & Green

**Adrienne Raymond**  
Member-At-Large  
Mill River

**Staff**

**Sue Ceglowski**  
Executive Director  
sceglowski@vtsba.org

**Susan Holson**  
Director of  
Education Services  
sholson@vtsba.org

**Kerri Lamb**  
Director of Operations  
klamb@vtsba.org

**Sandra Cameron**  
Director of Public Policy  
scameron@vtsba.org

To: Senate Education Committee  
From: Sue Ceglowski, Executive Director  
Re: Proficiency Based Learning  
Date: February 18, 2020

Good afternoon Chairman Baruth and Committee members:

Thank you for the opportunity to speak with you about proficiency-based learning.

The VSBA is governed by bylaws, resolutions and policies. We have a resolution that speaks directly to personalization and proficiency-based learning. It states “The VSBA believes that students learn best when they play an active and meaningful role in their education. The learning styles, interests, and aptitudes of each student should drive instruction and learning activities in every school, as opposed to standardized programs designed to prepare students to perform well on state standardized assessments. All schools must provide equitable access to meaningful and rigorous learning experiences that will allow students to demonstrate proficiency in multiple ways.”

This resolution was the result of a focused effort on assuring that every student in Vermont gets an exceptional public education. The VSBA was a strong supporter of Act 77 (flexible pathways) and the Education Quality Standards.

Flexible pathways, personalization and proficiency-based learning go hand in hand, providing schools with the ability to build diverse and equitable opportunities for students to gain transferable skills and content skill-based proficiencies. The aim in affording students the flexibility to meet requirements in personalized and dynamic ways is to increase students’ engagement in their education.

VSBA supports implementation of proficiency-based learning and respects the work that has been done in Vermont schools to date. Further, VSBA recognizes the variability in implementation across the state and advocates for focused support for those systems facing challenges with implementation.

