The Struggle Is Real:
Supporting High School Teachers and Departments as they put Proficiency-Based Learning into Action

Burlington High School
Burlington-Winooski Partnership for Change
Burlington, VT
Agenda for this Session

- Introductions & Goals
- Key Principles for Putting PBL into Action
  1. Support Early Adopters
  2. Less is more (Try one thing)
  3. Less is more (Build on your strengths)
  4. Keep it real: Assessment, assessment, assessment
- Q & A and Discussion
- Exit Card
Table Introductions

Introduce yourselves by sharing:

- Your name
- Your school or organization
- Briefly, your experience with proficiency-based learning and one thing you hope to gain from this workshop
Introductions

Amy Dickson
Teacher Learning Coordinator, Burlington-Winooski Partnership for Change

Jocelyn Fletcher Scheuch
English Teacher & PD Coordinator, Burlington High School

Tori Cleiland
Special Educator, Vergennes Union High School

Lindsey Cox
Project Manager, Burlington-Winooski Partnership for Change
Putting PBL into Action

Key Principle #1: Support Early Adopters.
Structures for Supporting Early Adopters

Graduate Course in Proficiency-Based Learning

- Offered through UVM or St. Michael’s College
- 3 graduate credits
- 10 participants per year
- Video: PBL in Chemistry

Partner Teacher Program

- Opt-in (8-15 teachers per year at each school)
- Release time for collaboration, planning, and piloting of PBL in classroom
- Proficiencies video; student survival guide; WMHS ELL-Science websites
PAUSE FOR DISCUSSION

How do you, or how could you, support the “early adopters” at your school?
Key Principle #2:

Less is more.
Putting PBL into Action

Key Principle #2: Less is more... so just try one thing.
Putting PBL into Action

Proficiency Planning Template
Putting PBL into Action

Utilizing the PLC structure

Phase 1: Determine Proficiencies & Assessment

Phase 2: Share Formative Assessments & Brainstorm Teaching Activities

Phase 3: Analyze Proficiency Data and Determine Next Steps

PBL Focused PLC
Putting PBL into Action

Key Principle #3:

Less is more…

so **build on your strengths.**
PAUSE FOR DISCUSSION

How do you currently, or how could you, apply the “less is more” philosophy to your work?

- How might you narrow your focus?
- What strengths can you build upon?
- If you were going to just “try one thing,” what would it be?
Key Principle #4:

Keep it real.

Assessment

Assessment

Assessment
Proficiency-Based Learning Simplified—BHS Version

Graduation Requirement | Reporting Method | Graduate Expectations (GXs) | Assessment Method
--- | --- | --- | ---
YES | Transcripts and Report Cards | 5 cross-curricular, transferable skills taught in all content areas. | Body of Evidence
  - Effective Communication
  - Curiosity & Creativity
  - Personal Development
  - Cross Cultural Understanding & Civic Engagement
  - Critical Thinking & Problem Solving
YES | Transcripts and Report Cards | Content-Area Graduation Requirements
  - 2-8 essential skills and enduring understandings that demonstrate high school level proficiency in each discipline | Verification of Proficiency
  - Students demonstrate achievement of content-area graduation standards through department determined assessments using common scoring criteria
NO | Reports Cards or Learning Management System (Canvas) | Course Proficiencies
  - 2-8 essential skills or understandings, tied to graduation requirements, that students must demonstrate in order to move on from a course | Summative Assessment
  - Graded summative assessments are used to evaluate the achievement of proficiencies
NO | Teacher Feedback and Learning Management System | Learning Targets
  - Learning targets are the stepping stones toward achieving course proficiencies and drive the course curriculum | Formative Assessment
  - Achievement of learning targets is used to evaluate student learning progress

Adapted from: Great Schools Partnership “Proficiency-Based Learning Simplified”
### Example Content Area PBGRs

<table>
<thead>
<tr>
<th>English Graduation Proficiency</th>
<th>Proficiency-Based Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Literature:</strong> I can comprehend, analyze, and critique a variety of literary texts.</td>
<td>Literary Analysis</td>
</tr>
<tr>
<td></td>
<td>Minimum Lexile score or growth</td>
</tr>
<tr>
<td><strong>Writing:</strong> I can write effectively for a variety of audiences, including argument-driven writing, explanatory writing, and personal narrative.</td>
<td>Persuasive Essay or Speech</td>
</tr>
<tr>
<td></td>
<td>Explanatory Essay</td>
</tr>
<tr>
<td></td>
<td>Personal Narrative</td>
</tr>
<tr>
<td><strong>Speaking &amp; Listening:</strong> I can listen and speak effectively and purposefully in a variety of contexts.</td>
<td>Formal Speech or Presentation and/or</td>
</tr>
<tr>
<td></td>
<td>Graded Oral Discussion</td>
</tr>
<tr>
<td><strong>Self, Subject, Society:</strong> I make connections between myself, the subjects of texts, and society when I am reading, writing, and discussing texts and issues.</td>
<td>Self: Personal Narrative</td>
</tr>
<tr>
<td></td>
<td>Subject: Literary Analysis</td>
</tr>
<tr>
<td></td>
<td>Society: One or more of these assessments connects to American literature/culture, and to world literature/culture</td>
</tr>
</tbody>
</table>
### Example Content Area PBGRs

<table>
<thead>
<tr>
<th>Arts Graduation Proficiency</th>
<th>Proficiency-Based Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Artistic Creation or Performance.</strong> I demonstrate artistic processes, techniques, skills,</td>
<td><strong>Portfolio</strong> that includes:</td>
</tr>
<tr>
<td>concepts and terminology in order to make or perform works of visual art or music.</td>
<td>✓ Application of three or more artistic or musical techniques</td>
</tr>
<tr>
<td><strong>Artistic Critique and Refinement.</strong> I evaluate, critique, and refine artistic pieces</td>
<td>✓ Evidence of growth and refinement of technique over time</td>
</tr>
<tr>
<td>(individually or in collaboration with others).</td>
<td>✓ Reflection describing how critiques and feedback influenced growth</td>
</tr>
<tr>
<td><strong>Cross Cultural Understanding.</strong> I describe, analyze, and interpret the aesthetic</td>
<td>✓ Written, oral, or visual reflection identifying, analyzing, and interpreting the</td>
</tr>
<tr>
<td>differences in art or music from a variety of cultures.</td>
<td>differences between pieces drawn from, or inspired by, different cultures.</td>
</tr>
</tbody>
</table>
When the process gets bogged down…

Keep it real --

focus on assessments.
When the process gets bogged down…

Keep it real --
focus on assessments.

Proficiency

Demonstrate the 8 proficiencies outlined by NGSS
* each proficiency will need at least 2 pieces of evi across diff. disciplines (Life,Ph, Earth)

Science Dept. GX’s

Researchable Question
Experimental Design

Scientific Topic Knowledge

Basic Science Knowledge

Prof.
Research and Information Analysis

Ass.
Research Project

* 1 in each
Earth, Physical, Life (or just)

Research Project

Includes a critique of sources (ex: annotated bibliography)

Design, Conduct, Communicate Scientific Investigation

* What’s on the handout + at least 1 mathematical model

Lab Practical Exam

Vocab Test or Portfolio Test of terms per area (Earth, Physical, Life) in?
ASSESSMENTS (draft 1)

1. Research Project
2. Inquiry Lab
3. Design & Build & Test
4. Modeling for Explanation
5. Science Content Literacy (test or course proficiencies)
6. Science Article: Read + react to it
7. Experience + Report on Science Outside Classroom
8. Lab Practical Exam
All resources are online:
tinyurl.com/bhsproficiencyresources
FINAL DISCUSSION QUESTIONS

● To what extent is your proficiency work anchored in student assessment? What other strategies help you “keep it real”?

● What questions do you have for the presenters?

● What is one idea or suggestion you have for the presenters to apply in their work?
Two sentences on an index card or something else you’ll hold onto:

1. I learned...

2. I will...