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,
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Jocelyn Fletcher Scheuch
English Teacher &
PD Coordinator,
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Tori Cleiland
Special Educator,
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Lindsey Cox
Project Manager, Burlington-
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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:

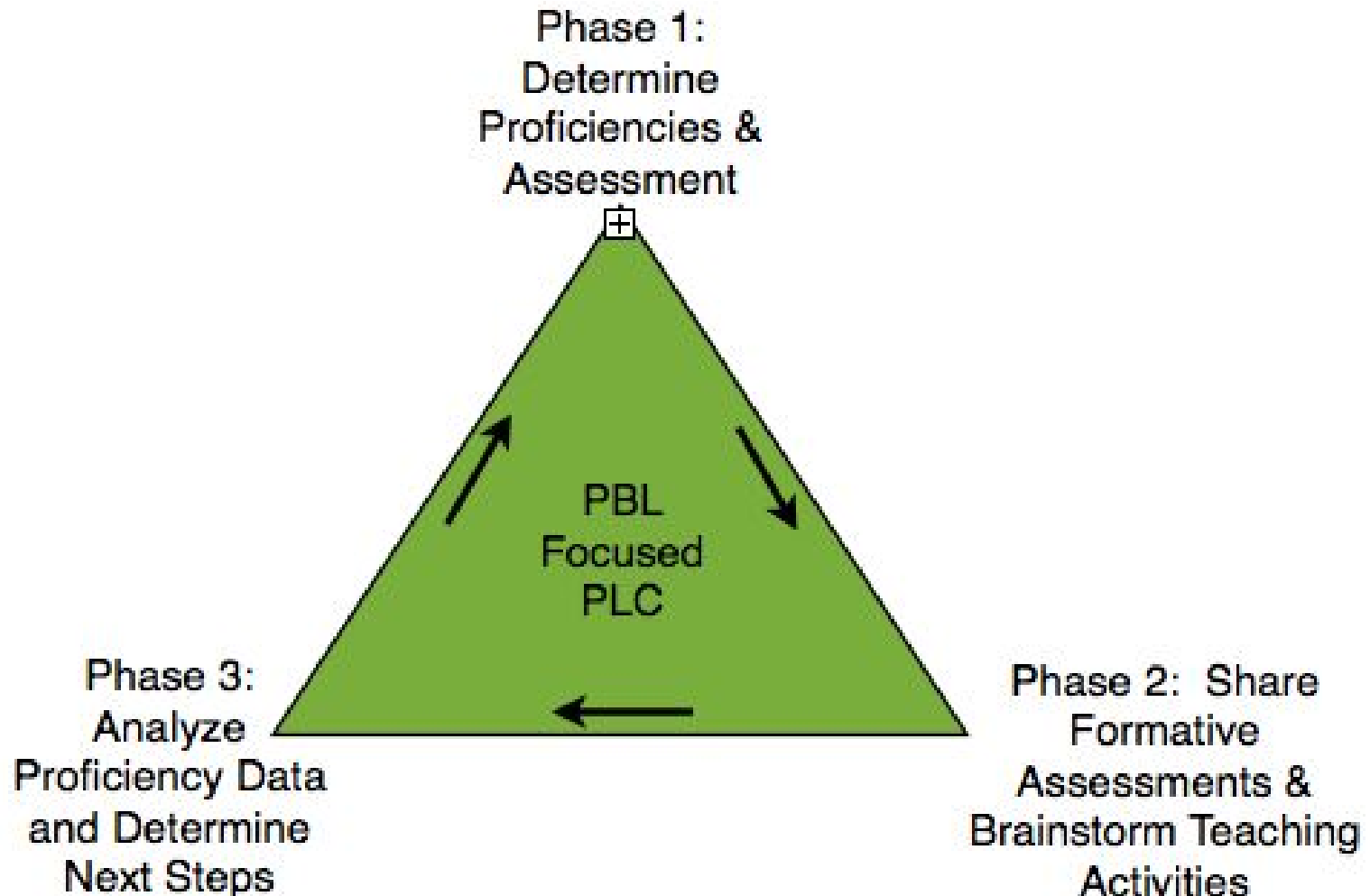# **Less is more.**

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

PBL Focused PLC

Phase 2: Share Formative Assessments & Brainstorm Teaching Activities

Phase 3: Analyze Proficiency Data and Determine Next Steps

Key Principle #3:

Less is more…

so **build on your strengths.**

Putting PBL into Action

Vergennes Union High School: Piloting Proficiencies in Biology

Draft 1

Draft 2

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

Burlington High School Proficiency-Based Diploma

Graduation Requirement	Reporting Method		Assessment Method
YES	**Transcripts** and **Report Cards**	**Graduate Expectations (GXs)** 5 cross-curricular, transferable skills taught in all content areas. *Effective Communication · Curiosity & Creativity · Personal Development* *Cross Cultural Understanding & Civic Engagement · Critical Thinking & Problem Solving*	**Body of Evidence** Students demonstrate achievement of GX's through a body of evidence evaluated using common rubrics
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

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

Example Content Area PBGRs

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

When the process gets bogged down…

Keep it real --

focus on assessments.

Proficiency | Assessments

Proficiency

Demonstrate the 8 proficiencies outlined by NGSS

★ each proficiency will need at least ____ pieces of evi____ across diff. disciplines (Life, Ph___ Earth)

Assessments

✓ Inquiry L___

• Research Proj___ (product w/choi___

✓ Desig, build + te___

Prof. | Ass.

Prof.

Research and Information Analysis

Ass. *1 in each Earth, Physical, Life (or just L + P)*

✓ Research Project

Includes a critique of sources (ex: annotated bibliog.)

✓ Design, Conduct, Communicate Scientific Investigation

✓ What's on the handout + at least 1 mathematical model

Lab Practical Exam

✓ Vocab Test or Portfolio ⌐# of terms per area (Earth, Physical, Life) in ?

Science Dept. GX's

Researchable Question & Experimental Design	✓ Dept. Rubric for Report, Presentation, or other media
Scientific Topic Knowledge	✓ Dept. Rubric for scientific principles, relavance connection to history, math, culture etc.
Basic Science knowledge	✓ Test or X ~~one~~ number of course prof.

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...*