A SAMPLE SYSTEM FOR PROFICIENCY-BASED LEARNING in the classroom

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Agenda for this Session

1. Introductions & Goals
2. Defining Key Elements of Proficiency-Based Learning
3. Proficiency-Based Learning in Chemistry: A Classroom Example
   ■ Video
   ■ Q & A / Discussion
4. Further Examples of PBL at BHS
5. Application & Reflection
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
On an index card:

Based on your current understanding,
What are some of the key components of proficiency-based learning?
Key Elements of Proficiency-Based Learning

➔ Clear Learning Goals ("Proficiencies")

*Ideally these include higher-order thinking and transferable skills*

➔ Frequent Assessments that Directly Measure Proficiencies

➔ Multiple Chances to Reach Proficiency

➔ Autonomy & Flexible Supports

➔ Everyone Expected to Reach The Goals
Classroom Example:
Proficiency-Based Learning in Chemistry
Video: [Proficiency-Based Learning in Chemistry](#)

As you watch, look for:
- key elements of PBL in action
- questions you have about implementing PBL
On your own:

- Look over the example materials from chemistry.
- Jot down any questions you have.
On your own:

● Look over the example materials from chemistry.
● Jot down any questions you have.

With your group:

● Discuss your questions to identify most important or common questions.
Additional Resources:
https://sites.google.com/a/bsdvt.org/bhs-proficiency-resources/home
IN GROUPS OF SAME-SUBJECT TEACHERS

● How do or how could you apply these principles and strategies in your classroom?

● What is one thing you want to take from this workshop and try out?

● What is one idea or suggestion you have for Molly & Amy to apply in their work?
Closing Reflection

Two sentences on an index card or something else you’ll hold onto:

1. I learned...

2. I will...