

Proficiency Based learning can be a lot to take in and understand. We've developed this conceptual model, "Journey to Denver" and we hope you find it useful – and maybe a bit entertaining, too!

WHAT IS MY DESTINATION?

Graduation Requirements:

Think of your child's school experience as a trip to Denver. It is not as far as you could possibly go on the continent, but the Mile-High City is a cool destination. Plus it's a transportation hub so if you want to keep going to other places you can do that pretty easily, too.



Note this map shows two different routes to take to Denver, but we all know that when you zoom in there are a multitude of options and different roads one can take along the way – so you can personalize your travel itinerary, just as a student can personalize her/his learning, which will be codified in a **Personalized Learning Plan (PLP)**.

*What does Denver Look like?
Take a look at Harwood's graduation proficiency requirements at:
<http://harwood.org/graduation-requirements-2020.php>*

Learning Experience Expectations:

Before you get to Denver, you have to get out of Vermont and through many other states. You want to make sure you're not going in circles and generally

going in a forward direction. But this doesn't mean you can't get off an exit to explore your interests.

Learning Experiences - be they courses or internships or independent studies - help students move toward "Denver." Harwood courses are already designed to address graduation proficiencies, and Teachers and advisors will help identify graduation proficiencies for less traditional experiences.



WHERE AM I NOW?

Just as it's helpful to understand where you are specifically (where you can stop for gas, have lunch, or go to a local museum), you also want to know how close you are to Denver, and that you really are making forward progress toward the Mile-High City. How do you know where you are?

The Progress report:

You can call this a report card, but it does something very different than the report cards of the past. We have named it a "Progress Report" because we think it better reflects the continuous nature of a student's path toward proficiency. In our new framework, a student doesn't pass or fail, but rather they show progress (or not) toward a graduation proficiency.

Progress reports will be provided to parents two times per year. A progress report is a snapshot in time – showing your child's learning experiences that year and their progress within them, as well as where they are on the path toward graduation-level proficiencies. The larger context is included so that students and parents can always keep the end goal in mind.

BUT EVEN BETTER.... Powerschool Online!

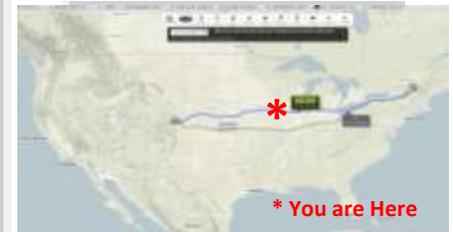
Although the progress reports can be a helpful snapshot – and we do recognize the value of a printed piece of paper – the best way to really understand how your student is progressing is by checking Powerschool online. This system includes the details of each course, including specific course expectations and how they contribute to graduation-level proficiencies. If you really want to see the connection between the project your child is working on, how it relates to their performance in class, and how it contributes to their progress toward proficiency, get online!



Teachers are committed to updating students' progress in the Powerschool system. Students and parents should check their profiles regularly to address any questions that may arise in a timely manner.

PROGRESS REPORT

Here's where you are in relation to your path to Denver (i.e. graduation requirements)



And here are the tools (i.e. courses, learning experiences) you are using so far in your journey

Tires *Excellent condition – they will take you all the way to your destination!*

Gas *Getting low - need to fill up soon!*

I MADE IT!

The Transcript:

Transcripts are needed for colleges, jobs, and sometimes other special programs. A transcript is not typically needed until later in a student's high school years. A graduating senior's transcript will show that the student has reached Denver – i.e. has reached proficiency in all required areas.



A transcript could show that a student achieved proficiency early and then moved on to a level beyond what is required to graduate. Or it could show that a student ended 9th grade behind the recommended pace for that year, but over time achieved proficiency (and probably worked extra hard in the intervening years to do so). It is important to understand that students will be assessed on “Habits of Work” SEPARATELY from content proficiency. Here again, a deeper story can emerge about the student who performs on pace or slower, but has excellent work habits; the student who achieves proficiency but is not engaged; the student who achieves proficiency early and goes even further to challenge him/herself. You can imagine there are multiple variations, almost as numerous as the different and amazing students who attend our schools.

UPCOMING TRAINING!

Look for more information about the *Parent Training: Progress Reports and Powerschool*. With this training, you will see what a progress report looks like (and what you can and can't learn from it), get into Powerschool to learn how to find more details and more timely information, and look at your own child's class schedule to find out what they will be doing for the year and how the work will map to graduation-level proficiencies.

Act 77 and the State Board of Education's Education quality Standards (EQS) state that Vermont Public Schools must provide students with flexible and personalized pathways for progressing through grade levels and to graduation. Proficiency-Based Learning is a key component of this, requiring that students advance based on demonstration of skills and knowledge, rather than based on time spent in a classroom. A proficiency based school system identifies what students know are able to do. It provides a variety of ways for students to achieve these standards of learning both within and outside of the traditional classroom.

The Washington West Supervisory Union is committed to complying with both the spirit and the specific requirements of this law, and we are excited about the benefits to our students and our community.

“Schools use proficiency-based learning to raise academic standards, ensure that more students meet those higher expectation, and graduate more students better prepared for adult life.”

*The Great Schools Partnership
www.greatschoolspartnership.org*

Proficiency Based Learning at Harwood A conceptual Model:

JOURNEY TO DENVER

*What are Proficiencies?
How do courses map to
the various proficiencies?*

*What is a Personalized
learning plan?
If graduation is dependent
upon proficiencies (and not
“seat time”), how do students
know they are progressing?*