



• Transforming Teaching through Proficiency-Based Learning: A Three-Day Series •

Facilitators: Andrew Jones, M.A.T., & Jennifer Stainton, Ed.D.

Audience: *K-12 Teachers and Instructional Coaches*

October 2, 2018: Building Assessments to Ensure Proficiency Alignment

How reliable and valid are your classroom assessments? Do they accurately evaluate student proficiency? This workshop focuses on how to align both formative and summative assessments with specific learning targets and performance indicators to better understand student strengths and weaknesses. In working toward better alignment, we often discover it necessary to tweak current assessments or create new ones - improving reliability and validity of grade data. Using an "Assessment Audit Tool," participants will revise one of their current classroom assessments. A wide variety of exemplars will be provided.

November 6, 2018: Redefining Student Accountability: From Earning to Learning

"What is this worth? Does this count? Can I do extra credit?" Fielding these questions is all too common in classrooms, as we have built a culture where students can play the "game of school" in which jockeying for points is a central component. A proficiency-based learning system changes many aspects of grading and reporting. When teachers encourage students to move from an "earning mindset" to a "learning mindset," points and percentages take a back seat, and we begin to develop a culture of learning in which both students and teachers view accountability through a different lens. Participants will walk away with strategies to better provide feedback, improve student achievement and shift understanding of grading. Topics to be discussed include: alternatives to punitive grading, assessing homework, leveraging habits of work, alternative methods for scoring assessments, and more.

December 4, 2018: Rethinking the Instructional Core: Changing Teaching Practices

How will classroom instruction look different in five years? Ten years? How will proficiency-based learning and personalized learning change the "instructional core" of the classroom? The final installment of this series will look at how to best provide student-driven learning experiences. Using Universal Design for Learning principles as a foundation, participants will consider how to put personalized learning strategies, project-based learning options, and methods for teaching transferable skills at the forefront of their instructional design. In addition, participants will develop a plan for redesigning their classroom practices.

Andrew Jones, M.A.T., is the Director of Curriculum for Mill River Unified Union School District in Clarendon, Vermont. Jennifer Stainton, Ed.D., is the Curriculum Coordinator for Woodstock Union High School and Middle School in Windsor Central Unified District in Woodstock, Vermont.

Dates: October 2, November 6, December 4, 2018

Place: Killington Grand Resort
Killington, VT

Cost: \$190/workshop; \$510 for entire series of 3 workshops

Time: 8:30-3:30



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