



## Proficiency-Based Learning Team

### Essential Support for Vermont's Educational Quality Standards (EQS)

2120.1 Instructional Practices

2120.5 Curriculum Content

2120.6 Curriculum Coordination

2120.7 Graduation Requirements

2123.2 Development and Implementation of Local Comprehensive Assessment System<sup>1</sup>

### Technical Assistance and Supports

Vermont AOE believes that a strong commitment to a proficiency-based learning system will improve educational outcomes for all students. Proficiency-based learning requires a shift from a focus on teaching to a focus on learning that provides equitable opportunities for each and every student. As a result, students are empowered to take ownership and provide evidence of their learning.

### Our Team Supports Proficiency-Based Learning (PBL) By:

- promoting high-quality, evidence-based professional learning for educational leaders focused on implementation of standards, alignment of curriculum to standards, and best instructional practices;
- creating collaborative partnerships that build capacity for instructional leadership and proficiency-based learning;
- supporting school systems to develop proficiency-based, local assessment systems that complement our statewide assessment system; and
- coordinating our work with other teams at the Agency and developing shared messages for the field.

### Key Resources

- [Content Standards and Supports](#): Information about content-specific standards, resources, curriculum, & assessment.
- [Local Comprehensive Assessment Systems in School District Systems: Act 173 Technical Guidance](#): This document provides additional technical assistance and guidance for the refinement of local

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<sup>1</sup> <http://education.vermont.gov/state-board/rules/2000>

comprehensive assessment systems (LCAS). It is one of a series of four supporting guidance documents the Agency of Education (AOE) has developed to provide supplemental information to the Education Quality Standards (EQS) rules and practices as they pertain to the change in practices necessary to implement Act 173 of 2018.

- [Proficiency-Based Graduation Requirements \(PBGR\) Sample Documents and Resources](#): Sample graduation requirements are provided for literacy, mathematics, science, global citizenship (under development), artistic expression, health education, physical education, and transferable skills.
- [Transferable Skill Sample Scoring Criteria and Resources](#): A bank of resources for infusing transferable skills into curriculum including scoring criteria, tasks, and sample student work developed collaboratively with educators and support from Great Schools Partnership.
- Proficiency-Based Learning Resources related to Transcripts: [How Do Colleges View Proficiency-Based Transcripts? How Selective Colleges and Universities Evaluate Proficiency-Based Transcripts: Insights for Students and Schools](#)
- [Key Characteristics of a Proficiency-Based Learning System of Education](#): A review of essential shifts happening in Vermont school systems and the research that supports it.
- [Research Brief—Proficiency-Based Grading Practices](#): The information in this document should be used to inform rather than dictate decisions related to grading practices in a personalized and proficiency-based system.
- [A Vermont Portrait of a Graduate](#): A Vermont Portrait of a Graduate (PoG) clarifies the expectations for College and Career Readiness as described in the Vermont Education Quality Standards. It specifies the cognitive, personal, and interpersonal skills and abilities that students should be able to demonstrate upon graduation.

## Key Staff

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