



Swift House

THREE PILLARS OF PERSONALIZED LEARNING

Personalized Learning Plans	Proficiency Based Learning	Flexible Pathways
• Knowing students well • Framework for goals and action • Student as director • Platform for family engagement	• Removes seat time • New language for learning • Authentic evidence • Values transferable skills	• Authentic learning • Array of collaborators • Anytime, anywhere • Powerful pedagogies



(courtesy of Middle Grades Collaborative)

Proficiency-Based Learning (PBL)

Hi Swift families,

As our district moves toward proficiency-based learning, we wanted to remind all of our families of the proficiency-based model that Swift House has used and will continue to use and also shed light on some changes to our reporting system.

Proficiency-based learning is the educational format that is part of Vermont's Act 77. The explanation below is taken directly from the [CVU Learns website](#):

- *Proficiency-based learning is not a program. It is not a system. It is not a new-fangled-next-best-thing kit. It is teaching based on what we know about the brain, about students, and about how to maximize learning.*

For another helpful resource, check out the [CVU Learns 'infographic'](#).

Design:

Class content:

- Math, Music, Science, P.E., Language Arts, etc.; the content does not change.

Standards:

- How students explore, engage with, and show their understanding of class content is based on [standards](#). We use these standards to help guide and focus our various curriculum.

Transferable Skills:

- The transferable skills apply to all academic content areas. CVU currently uses the transferable skills as a way to measure proficiency for graduation requirements ([PBGRs](#)) in high school. We use the transferable skills as a foundation for our Personal Learning Plan (PLP) goals, which our students engage with and reflect on throughout the school year.



Swift House

Assessment:

Four-point scale:

- The way that we assess students on Swift House will not change. We will continue to use a proficiency scale of Novice, Apprentice, Practitioner, and Scholar to communicate student growth toward a learning target.
- The most notable change will be in how we report these assessments. Our district has moved to a reporting system called JumpRope, which utilizes a 4-point scale to communicate proficiency. Scoring a 3 (“**achieving the standard**”) will be the same as receiving a “Practitioner” on Swift House.

Learning targets:

- On any given assignment or project, the academic standards connected with the work are shown in a four-point **learning target**. These are sometimes referred to as “learning scales”; the idea is to move up the scale to achieve the standard.

Example:

				
Informed & Integrated Thinking Analyze, evaluate, and synthesize information to build on knowledge	I can identify details/facts from a source.	Using the details and facts, I can determine topics within a source (what a source is all about).	I can determine Big Ideas within a text that relate to the text's topic.(what a text is about).	I can generalize truths about the world or humans using multiple BIG IDEAS.

The Language:

- You’ll see “proficiency-based learning” (PBL), “standards-based learning” (SBL) or even standards-based grading (SBG) - it’s all the same!

Practice:

- Ideally, all students have opportunities to practice skills (standards) before being assessed independently. Any standard will be practiced and assessed (while applying each skill to varied content) multiple times throughout the school year.

As always, please don’t ever hesitate to email us with any questions!

-Swift House Facilitators

(Document adapted from SCS Winton House)