

**The following 8 scenarios represent the 8 most pressing PBL implementation issues leaders articulated during our session at the VPA Summer Academy on Wednesday August 2, 2017. The bulleted responses represent the ideas developed by teams of participants in our workshop.**

*\*Represent ideas endorsed/suggested by more than one team*

**#1: Transitioning grading and reporting to PBL:**

- Start using 4 point rubrics (Teacher created)
- For schools within an SU in different places (internal PD use self as resources)
- Front loading at HS--examining the why.
  - PD parent meetings teacher training
  - Grades and reporting
- Infinite Campus does not allow a four point system; power school does--but ps doesn't keep proficiency scores over years
- What does this change mean? GPA? Honors? Class rank? Scholarships?
- Forces colleges to know applicants better
- Latin honors (as a possible strategy)--reaching certain levels
- Use other programs--Jump rope, parallel reporting during transition; CVU is good resource
- Reflect and make changes in subsequent years--focus on learning
- LIFT-- a good resource
- Use portfolios in a meaningful standards based manner

**#2: Herding the cats + buy in and understanding why**

- Go to GSP website to see research
- Up For Learning has great videos to explain PBL
- Well planned, ongoing PD for teachers and community (3-5 years plan) \*\*
- Guests from other schools + do site visits to others--where? Who's doing what? \*\*
- Have teachers share best practices \*\*
- Creating the time; PLC time, early release, site visits \*
- 2020 mandate- it's the law - get on board or get off the train
- No more isolations; collaboration is the KEY! \*
- All VT schools must legally make this shift...we are not alone \*
- Integrated field review are coming...(winter is coming...)
- Coherent messaging
- Lots of looking at student work
- Book studies (PLC)
- Ask teachers what supports they need
- Best for students -- Equity
- Staff value content and drawing out habits of work!
- Have students share their experiences and why it makes sense to them \*

### **#3: Create K-12 alignment when train has left the station**

- Backward design (Grad→ Pre K)\*
- GSP can help with alignment
- Explain to community
- Identify power standards and timeline/common assessments
- 10 principles survey staff--know what they need
- Reboot--district
- Identify a district/su level person to coordinate/plan manage curriculum alignment work
- Utilize PLC/release time for teachers to engage in alignment work
- Articulate as goal in action plan
- Adopt a continuous improvement mindset
- The standards exist--no confusion (ELA, Math, Science)
- Include Transferable Skills
- Provide time
- Include right people to do the work
- Communicate often
- Start by acknowledging missteps
- Lots of looking at student work
- SU aligned K-12, K-8, K-6 programs
- Systemic
- Engage parents in concept early

### **#4: Move from HS course centered → k-12 content proficiencies**

- Time for content area alignment between grades, schools, etc.
- Shifting from a rank→ reward system and figuring out accolades, scholarships, etc, eg. cum laude, summa magna
- Continue PD for all and share openly success to challenges
- Dual reporting while people are learning
- Determine a combo of PBGRs and required + flexible pathways
- Define what and when (what could a personal plan look like)
- Visit other school, Met in RI
- College admission offices want to see rigor of schedule, so course info/org is still relevant (school profile)
- It's OK to maintain a dual reporting system - at least during the transition period. This way you can gradually help people move toward and understand a reporting system that lists content area proficiency scores (alongside Transferable Skills scores) in a report card and transcript

### **#5: Transcript Shift (Mid-way):** What to do with current grade 10, 11, 12 students when 9th graders are all-in on proficiency?

- Stay with pt system or move into new arena
- (PBSL or a combination
- Super clear communication during the transition (refine the school profile)

- Need a software system with supports the transition--which ones do?
- Issue 2 transcripts for each student
- 2 columns on same transcripts
- Requires ongoing translation between credits and proficiencies
- Legend Tool (student info management system) show both together or separately \*
- Communication/Education/Training
- AOE should coordinate info between schools so we don't reinvent the wheel \*
- Bring in college admissions counselors--verify soothe parents, students \*
- Student voice - find kids for whom this "works well" and have them share their story \*
- Gradual shift-one grade at a time (ideal)
- Or rip the bandaid off!

#### **#6: Communications**

- Focus forums (parents/community)\*\*
- Press releases/social media (share articles, meetings)\*\*
- Board presentation/updates/with students and staff\*\*
- Advisories (students) standardized presentations by teachers \*
- Meet with PTO and other similar parent groups\*\*
- Public access TV \*
- Business organizations meetings
- How to inform parents who are not or can't connect with school?
- Take advantage of report card time to gather, listen, educate, and inform
- Student-created PSAs
- Rotary and other group presentations
- Timed strategic messaging
- Student led conferences
- Videos- student voice (their words)
- Blog- teachers share stories, PD, etc.
- Use what they know are familiar with eg. capstone assessments
- Testing results, project based learning other examples of non traditional assessment
- Develop a common language
- Listening to parent and student concerns
- Public forum to ask questions
- Tweets/blog/facebook pages
- Clear, concise language
- PLP student led conferences

#### **#7: System leverage points: what are the ways we can influence the system so that the result is a coherent, K-12 approach?**

- Reporting
- Ensure that this work includes and impacts all students in all grade levels in all programs: Pre-K, k-6, 7-12, CTE, special education
- Needs assessment at each level to identify strengths

- Provide real world examples: Driver's license test, praxis exams
- Growth mindset \*
- Equity best for students
- Study high yield strategies for instruction and the connection to PBGRs
- Spend time-->why this is good for kids, communication
- Moving from task-specific to task-neutral performance indicator based rubrics
- Career center--explore relationship with CC competencies to transferrable skills
- It's the law--2020
- Compliance vs ownership/passion
- Encourage humor!
- Very hard work--celebrate successes

#### **#8: SPED reporting and success/esteem**

- Contradicts growth mindset incentive for learning multiple certificates
- EQS 2120.7 IEP synchronizes with PLP to assure regular HS diploma is obtained after meeting his/her graduation requirements as outlined in IEP + PLP → replaces M.Y.P.
- Meaning: same standards different pathways including assessment-could be more demonstrating
- How do we initially identify, and ID for re-evaluations if we don't give 1's and 2's?
- Curriculum alignment
- Multi-standards in a context area
- Guskey book regarding standards-based report cards
- L. Jung + Guskey training
- Can we say that the students must meet the standards for graduation in order to earn a diploma? (vs. certificate)
- Teamwork and shared ownership + vision between reg and SPED
- "Our kids"
- Collaboration
- Consider Universal Design for Learning (UDL)