



Castleton

Certificate in Proficiency-Based Learning

This 4-course sequence, supported and credited by Castleton University, is geared towards K-12 teachers and administrators wanting to gain further understanding of the shift towards a proficiency-based system of teaching and learning. These courses can be taken “sequentially” towards earning the certificate, taken individually as electives for a concentration in PBL within the Masters in Curriculum and Instruction, or individually, through the Castleton Center for Schools. Each course will earn three (3) Castleton University graduate credits.

Course Offering Calendar for 2018-2019

Summer 2018	Putting Proficiency-Based Learning into Action
Fall 2018	Developing Assessment Literacy
Spring 2019	Personalizing Learning for All Students
Spring 2019	Leading Continuous School Improvement

Course Descriptions

Putting Proficiency-Based Learning into Action

This course aims to provide a review of the problems with “traditional” grading, assessment and reporting practices, in addition to analyzing the central tenets of a proficiency-based system of teaching and learning. Developing a solid understanding of the “why”, “what”, and “how” of proficiency-based learning is at the core of this course.

Developing Assessment Literacy

Valid and reliable information is critical to a proficiency-based system of teaching and learning. Assessment design and the use of both formative and summative assessment are critical to gauge student proficiency. This course aims to build a toolkit of assessment literacy so that classroom assessments can be crafted in a way that creates coherence between curriculum and instruction.

Personalizing Learning for All Students

Voice and choice with accessing one’s learning is a non-negotiable. Providing students with personalized learning experiences is no easy task. This course will teach various strategies to rethink the classroom and school environment to effectively offer flexible pathways through the curriculum for all students.

Leading Continuous School Improvement

Implementing proficiency-based learning is a gargantuan task and requires a distributed leadership model which calls on teachers to be leaders. This course will focus on the systemic aspects of putting proficiency-based learning from policy to practice at the classroom, school and district level. The systems and structures of implementing change, especially as it relates to PBL will be discussed.

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