

VERMONT'S JOURNEY TOWARD Proficiency and Personalization

EDUCATORS TALKING WITH EDUCATORS



PRE-SYMPOSIUM SESSION JULY 17, 2018

"MEASURING WHAT MATTERS AND DOING IT WELL"

Dr. Lee Ann Jung, Chief Academic Officer & Co-Founder of ASCD Student Growth Center

"How can we measure what really matters most to students?"

This session will address this question, and explore ways to make classroom assessment more meaningful for students and streamlined for teachers. Participants will consider the measurement issues in assessment and grading that are causing problems with long-term student engagement and motivation. Alternatives will be explored.

TWO-DAY SYMPOSIUM JULY 18 AND 19, 2018

Hear how Vermont educators and students are co-creating engaging proficiency-based and personalized educational environments. Attendees will have time to reflect and plan their own next steps. Educators and students from schools implementing this work will recount their transformational journeys toward proficiency and personalization. Over the course of the two days, participants will have the opportunity to attend five workshop sessions in the following areas:

- Elementary School Proficiency
- Middle/High School Proficiency
- Personalization/Flexible Pathways
- Innovation/Leadership/Building Capacity

To register

castleton.edu/symposium

SUMMER 2018 CASTLETON UNIVERSITY

PRE-SYMPOSIUM SESSION

JULY 17, 2018

\$125

TWO-DAY SYMPOSIUM

JULY 18 -19, 2018

\$200

Breakfast and lunch
provided each day

OPTION OF
3 GRADUATE CREDITS
\$950

Course Description

Learning cooperatively, participants will build a comprehensive understanding of how to create a learner-centered, proficiency-based culture that enables students to personalize their own learning experiences. Areas of study will include embedded formative assessment, proficiency-based, and project-based strategies that encourage students to: reflect on their progress against clear learning objectives; make choices around how, where, and when to access and demonstrate evidence of their learning; work with and learn from each other; and design and execute inquiry-based projects that involve an integrated use of learning in authentic contexts. The course is designed for K-12 teachers. *Limited to 16 people*

FOR MORE INFORMATION

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