

Defining Impact on Student Learning in Proficiency-Based K-12 Systems

**Results of the 2022
UVM Department of Education
Vermont Educator Preparation Survey**

Additional Reporting for CAEP Standard R4.1 - Completer Effectiveness



The University of Vermont

Contents

Survey Purpose.....	3
Background.....	4
Survey Development.....	5
Survey Structure.....	6
Data collection.....	7
Response Rate.....	7
Respondent Demographics and Teaching Locations.....	8
Responses from Recent UVM Licensure Program Alumnx	9
Appendix A: Survey Items.....	23

Acknowledgements

This report is possible because P-12 alumnx of educator preparation programs at the University of Vermont completed our survey. Faculty and staff in the Department of Education are extremely grateful to these Vermont educators for sharing of their time, reflections, and suggestions.

This report was prepared by the University of Vermont Department of Education. For questions or comments, please contact sratmeyer@uvm.edu.

Survey Purpose

The purpose of the Vermont Educator Preparation survey is to gather information about how Vermont teachers define impact on student learning in proficiency-based systems. This survey is part of data collection for national accreditation of educator licensure programs at the University of Vermont, and results inform improvement of program quality. *The focus of this report is results from UVM alumnx who completed licensure programs from 2016-2018 and who were teaching in Vermont in Spring 2022.*

Our overall objective is to answer this primary question—How do teachers define their impact on student learning in a proficiency-based system?

Sub-questions include:

- How do alumnx define student growth in a proficiency-based system?
- To what extent are they implementing principles of proficiency-based systems in their classrooms?
- What types of assessments do alumni develop and use in a proficiency-based system?
- How do school structures/policies support or interfere with implementation?
- How effective are proficiency-based systems for all students (e.g., students with special needs and ELLs)?

Background

In June 2013, the state of Vermont passed legislation in Act 77 which requires schools to develop personalized learning plans (PLPs) for each student in grades 7-12 that include flexible pathways to graduation. Flexible pathways include options like work-based learning, service-learning, and dual enrollment. This type of system requires a shift to proficiency-based education because student progress toward graduation is no longer based on seat time and grades. In this new paradigm, students navigate through middle and high school based on their attainment of skills and knowledge identified as proficiencies. These proficiencies are developed by each school district in alignment with Vermont's Education Quality Standards.

The shift to proficiency-based education has been a complex undertaking for schools in Vermont. Though the requirement for personalized learning plans is specific to grades 7-12, the shift to proficiency-based systems is happening across all grade levels and content areas. The survey is our Selected Improvement Plan (for our national accreditation through the Council for Accreditation of Educator Preparation (CAEP)) to deepen our understanding of how UVM educator preparation program alumnx impact their students' learning in proficiency-based systems. The findings are used to improve how we prepare future educators to effectively teach in proficiency-based systems.

Survey Development

The survey design process followed guidelines for development of high-quality survey instruments recommended by Dillman, Smyth, and Christian (2014). This included a review in fall of 2016 of existing literature on proficiency-based systems, including a survey featured in an American Institutes of Research study on teacher practices in proficiency-based education models (Haynes, et.al, 2016). This review informed the development of our survey framework which is aligned to our Selected Improvement Plan goals and objectives. It also informed, development of items for the initial survey draft. Three University of Vermont (UVM) educator preparation faculty participated in cognitive interviews about the initial draft, and their responses and comments informed revisions of survey items and structure. The survey was then piloted with two in-service Vermont educators who have expertise in proficiency-based learning and was again refined based on their feedback.

The 2018 version of the survey was sent to 2013 and 2014 alumnx of UVM educator preparation programs who we were able to confirm were employed in Vermont schools in the 2017-2018 academic year. In Spring 2021, we expanded the survey population to include all licensed teachers in Vermont, and therefore added questions about the year and institution of initial licensure. We also added questions about their opportunity to learn about proficiency-based systems during and after initial licensure. In 2022 we returned to surveying only completers of our educator preparation programs and revised the survey to include questions about whether respondents were currently teaching and in which state. The survey items are available in Appendix A.

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method* (4th edition). Hoboken, NJ: John Wiley & Sons, Inc.

Haynes, E., Zeiser, K., Surr, W., Hauser, A., Clymer, L., Walston, J., Bitter, C., & Yang, R. (2016) *Looking under the hood of competency-based education: The relationship between competency-based education practices and students' learning skill, behaviors, and dispositions*. Washington, DC: American Institutes of Research.

Survey Structure

The survey's 35 questions are organized into seven sections aligned with the study questions. These sections are:

- About You
- Teaching Context
- Defining Impact
- Implementing Proficiency-Based Education
- Assessment in Proficiency-Based Education
- School Structures and Supports
- Suggestions for Educator Preparation Programs

The chevron graphic below is a navigation tool for this report. The black bar indicates which section of the survey is represented in the data displays.



Data Collection

Data were collected using an online survey with both open-ended and closed-response items. The target population was alumnae teaching in Vermont. The first iteration of the survey was administered in Spring 2018.

This report presents results of the 2022 version of the survey, which was administered in May and June 2022 using the Qualtrics survey platform at UVM. The survey was distributed to 329 alumnae who completed one of our educator preparation programs in 2016, 2017, or 2018 and for whom we were able to locate a current email address. The survey invitation explained the purpose of the survey was to better understand how recent program completers define their impact on student learning in proficiency-based systems. The initial invitation was sent on May 19, and reminders were sent on May 31, June 7 and June 16, 2022.

Response Rate

Of the 329 individuals who were sent the invitation, 84 entered the survey for an **overall response rate of 26%**. Of these, 48 identified as currently teaching in Vermont. Those not currently teaching or not teaching in Vermont were thanked for their time and exited from the survey. Of the respondents teaching in Vermont, approximately 20 (43%) responded to most of the survey questions.

Based on the distribution strategy and response rate, it is unlikely that survey results are generalizable to all Vermont teachers. However, the results add to our evolving understanding of how teachers are responding to policy that requires broad implementation of proficiency-based learning.

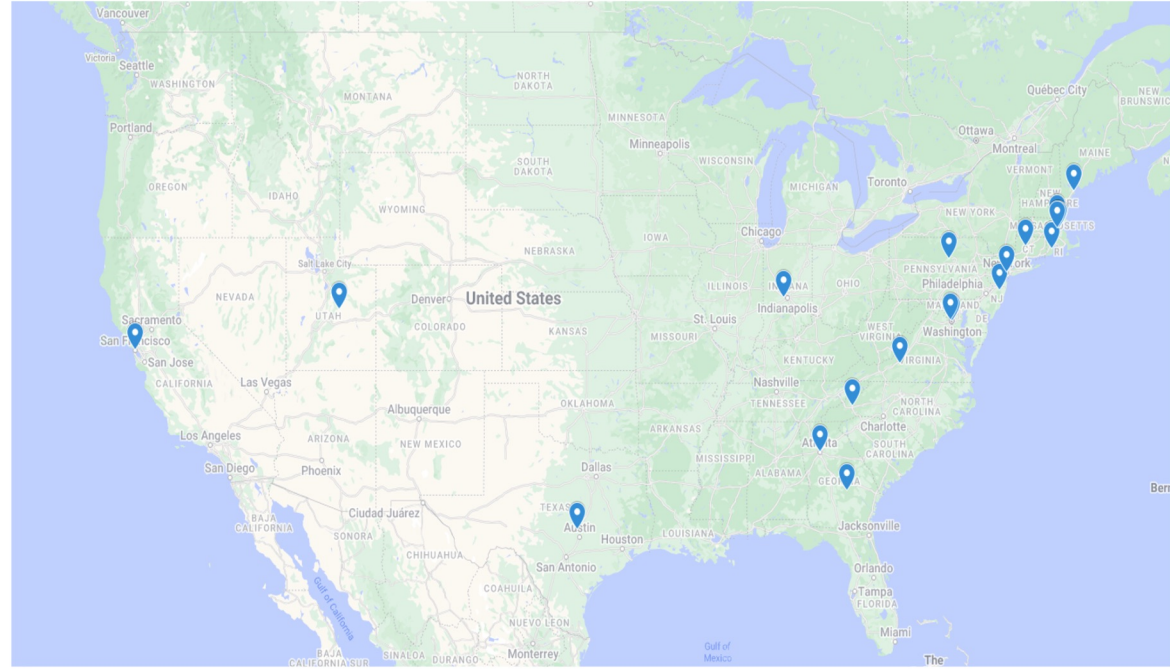
Respondent Demographics and Teaching Locations

Our survey is intended to better understand how our alumnx are implementing proficiency-based education in Vermont.

Of the 48 respondents who identified as teaching in Vermont, the year of initial licensure ranged from 2008 to 2019, and years teaching (including 2021-2022) ranged from two to 13. Of those who chose to indicate their ethnicity, the vast majority identified as Non-Hispanic and White.

Of the 36 who identified as not teaching in Vermont, 22 were teaching outside the state and 14 were currently not working as teachers.

The map on the left shows the geographic distribution of respondents teaching outside Vermont.

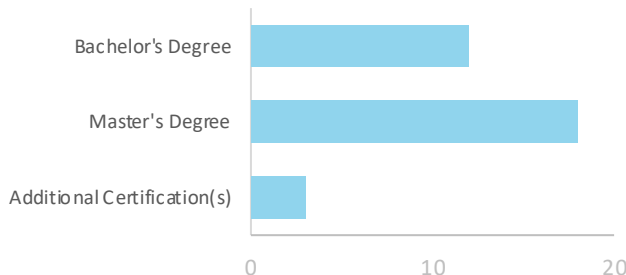


**UVM Licensure Program Alumnx
2016, 2017, and 2018 Completers**

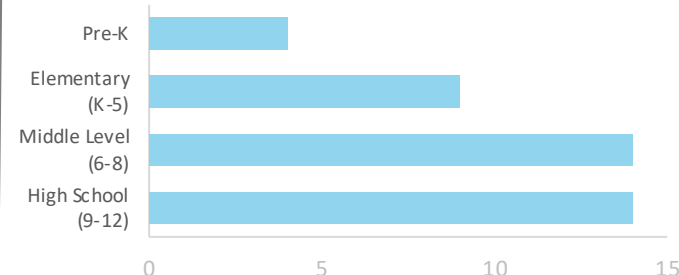
UVM Licensure Program 2016, 2017, and 2018 Completers Teaching in Vermont (n=33)

As shown in the charts, most of the survey respondents were working at the middle and high school levels and represented a full range of content areas. Most reported formal education beyond an undergraduate degree and had at least some opportunity to learn about proficiency-based education in their pre-service preparation.

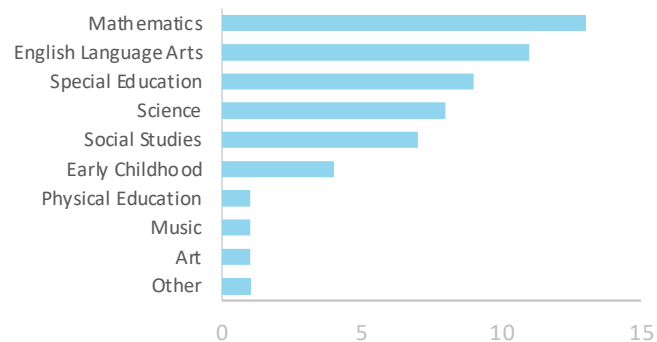
Most respondents highest education level is a Master's degree



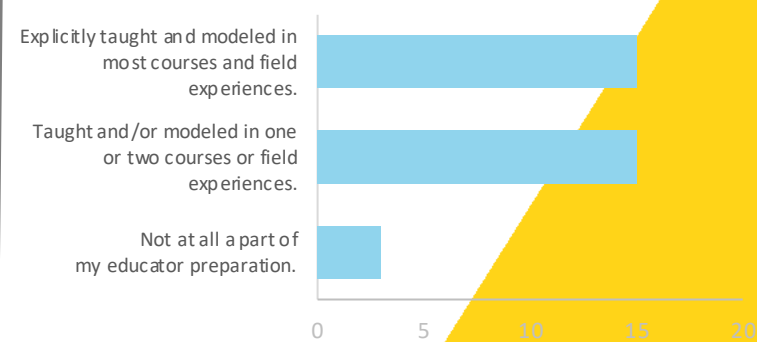
Most respondents work at the middle and high school level



Most respondents primary teaching areas include Math, ELA & Special Ed

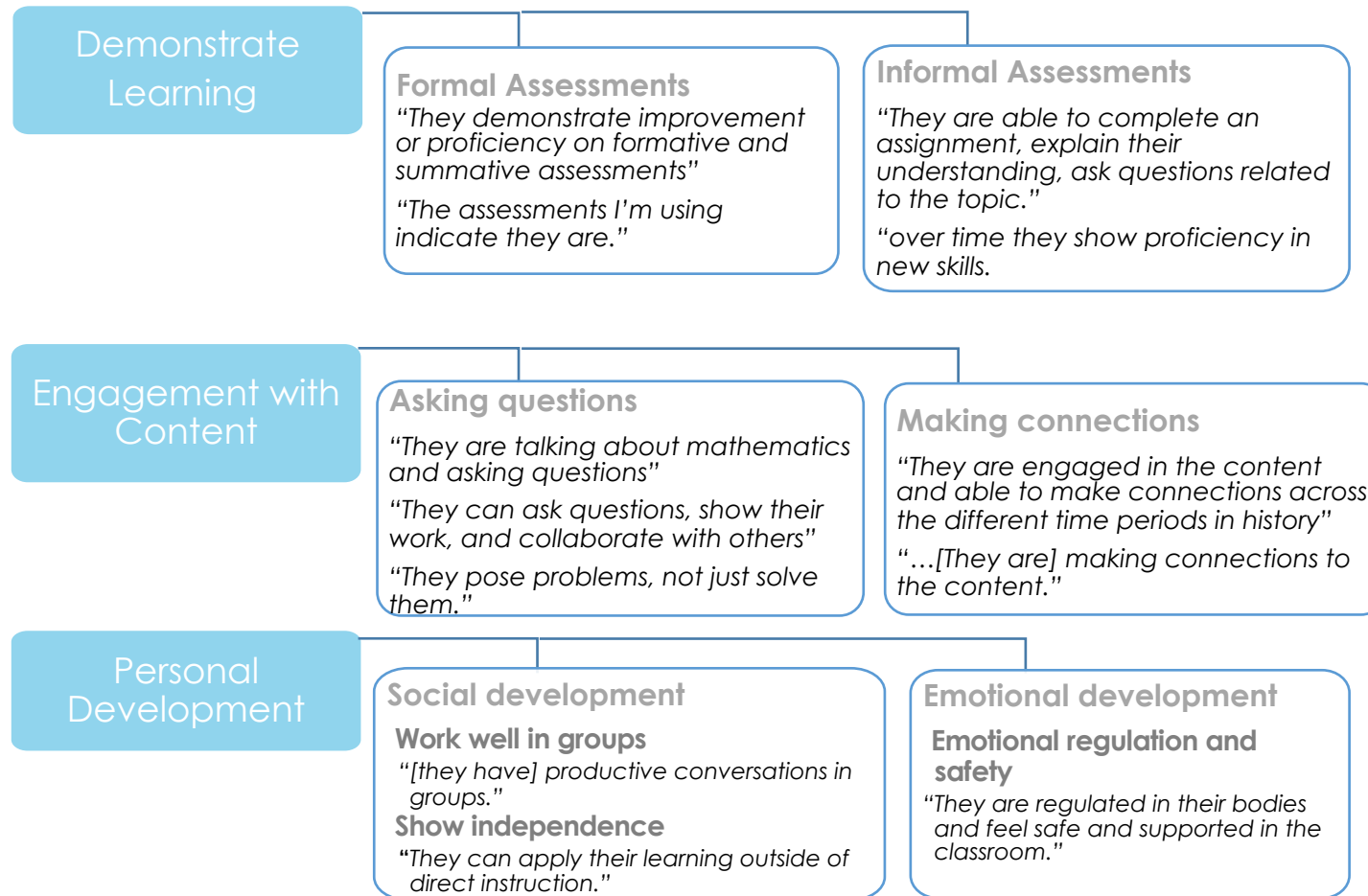


Most respondents were taught proficiency based learning in some or most courses



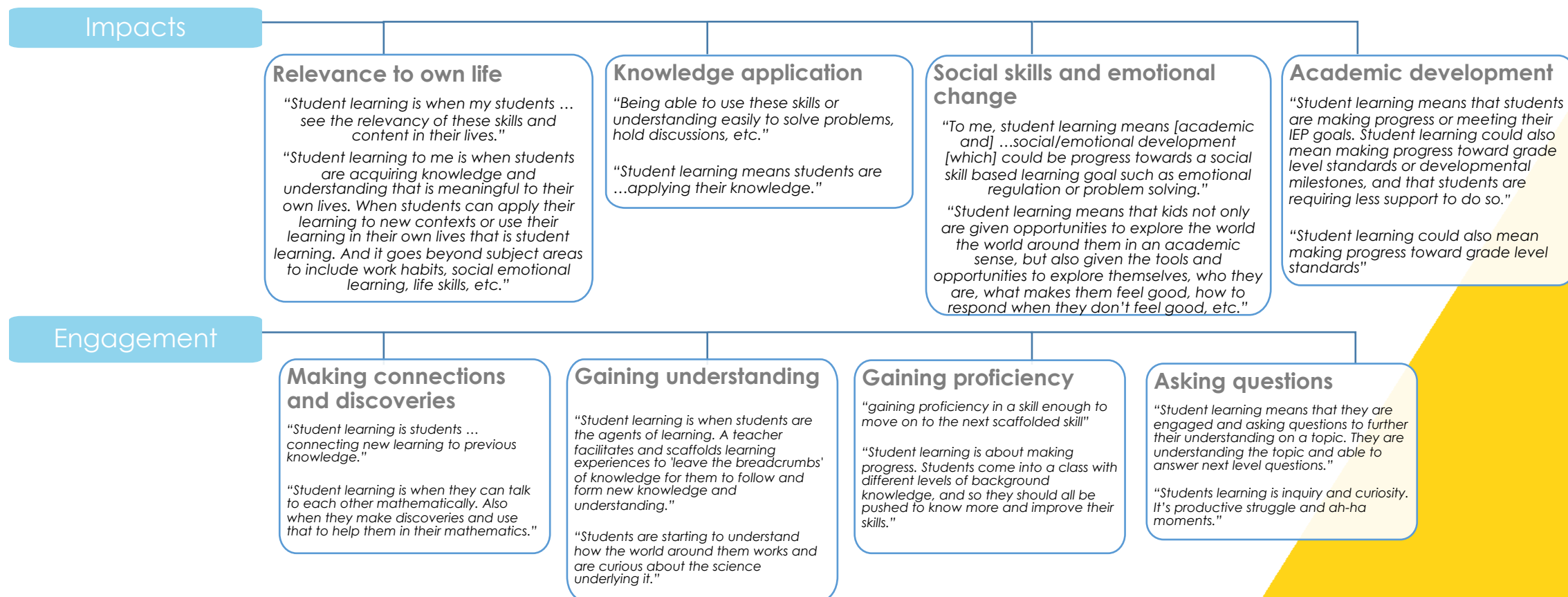
UVM Licensure Program 2016, 2017, and 2018 Completers Teaching in Vermont (n=21)

Recent UVM alumnx report *knowing when their students are learning* when students demonstrate growth on assessments, are engaged with content, and show emotional and social development.



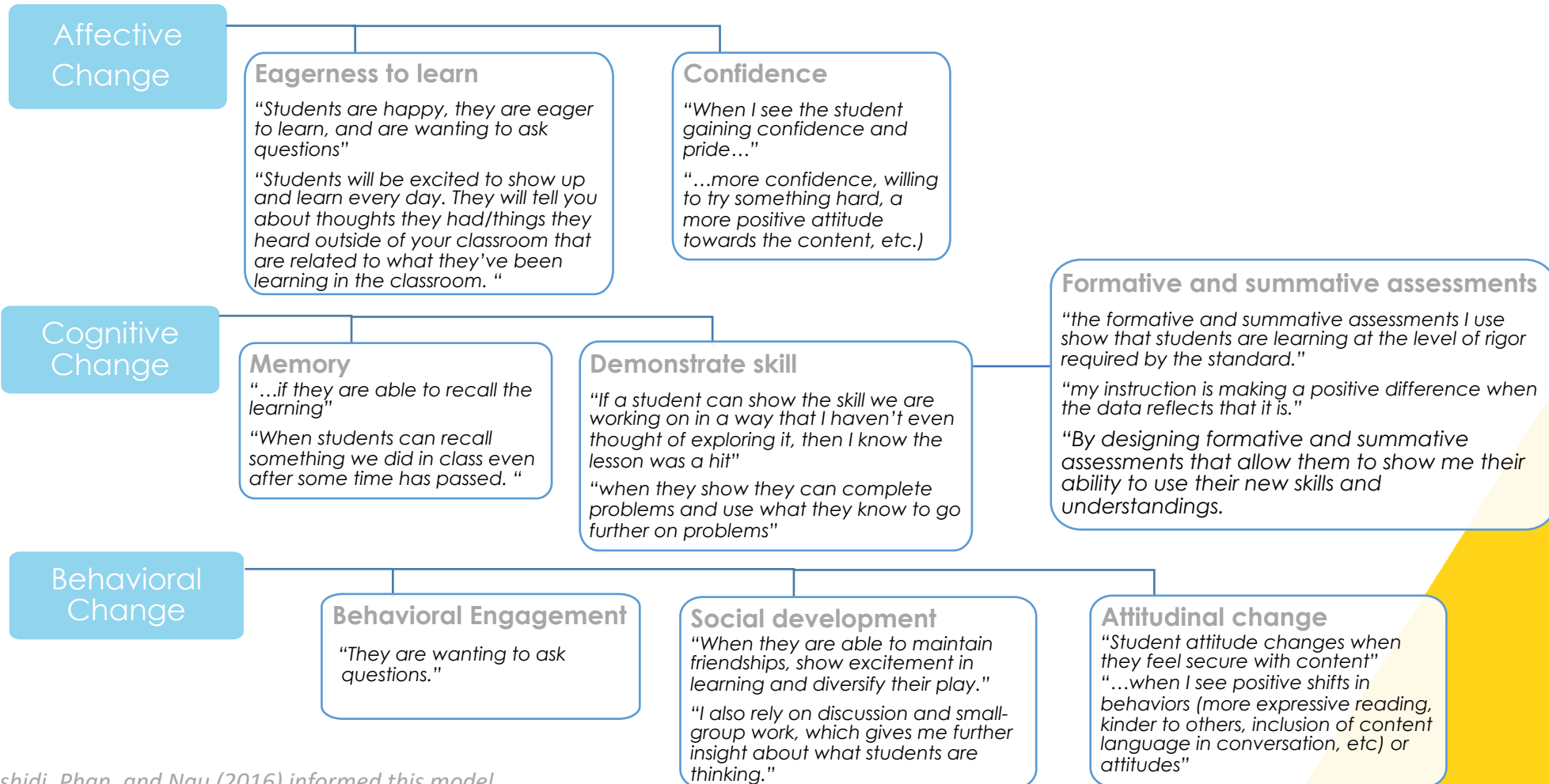
UVM Licensure Program 2016, 2017, and 2018 Completers Teaching in Vermont (n=20)

Recent UVM alumnx define “*student learning*” in terms of impact and engagement.



UVM Licensure Program 2016, 2017, and 2018 Completers Teaching in Vermont (n=20)

Recent UVM alumnx know whether their instruction is making a positive difference for student learning when they observe affective, cognitive and behavioral changes.*

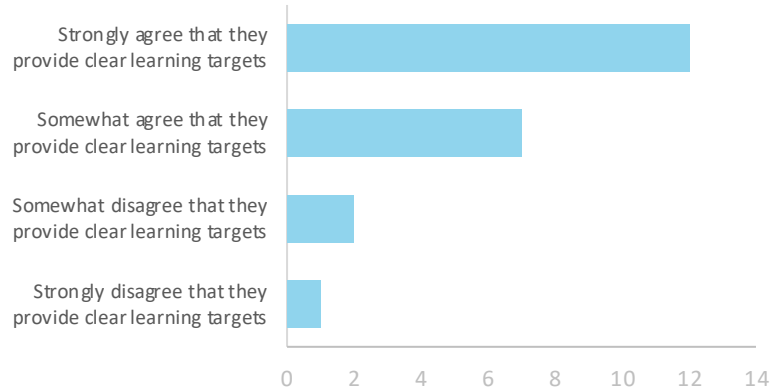


*Alrashidi, Phan, and Ngu (2016) informed this model

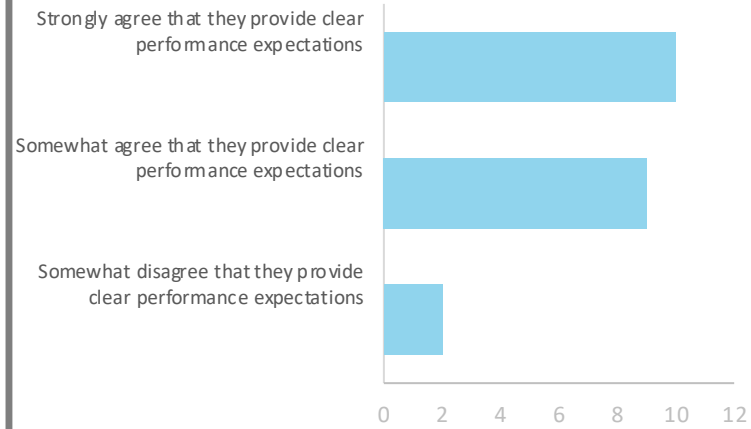
UVM Licensure Program 2016, 2017, and 2018 Completers Teaching in Vermont (n=22)

Recent UVM licensure program alumnx are implementing proficiency-based educational practices.

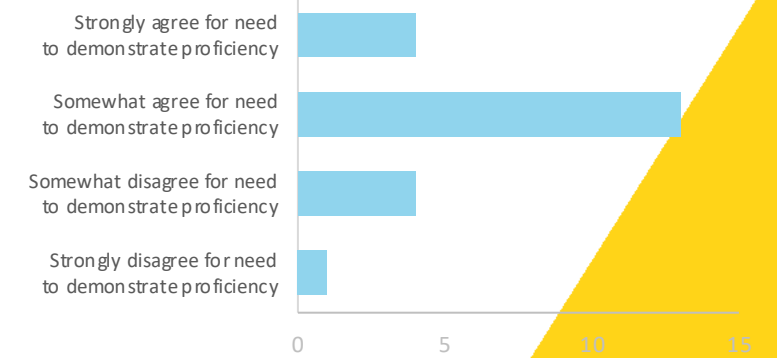
The majority of respondents provide clear written and/or verbal learning targets (or learning objectives) for their students.



Most respondents provide clear performance expectations (written and/or verbal).



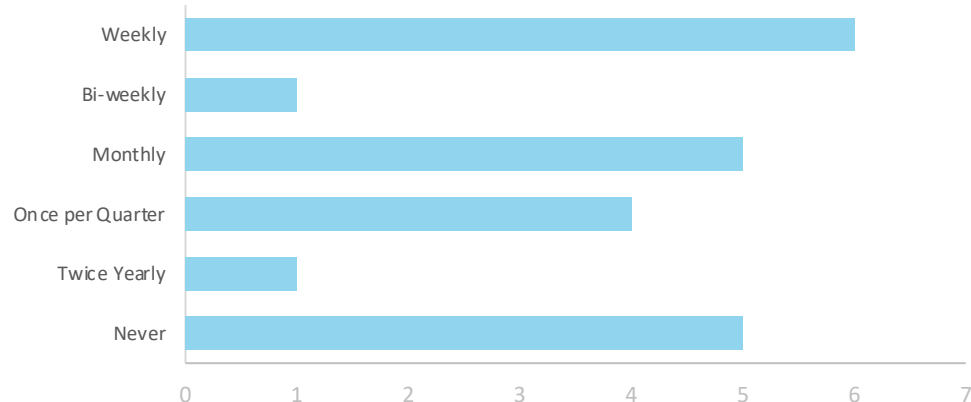
Most respondents require students to demonstrate proficiency on a specific set of learning targets (or learning objectives) to move forward to the next learning opportunity



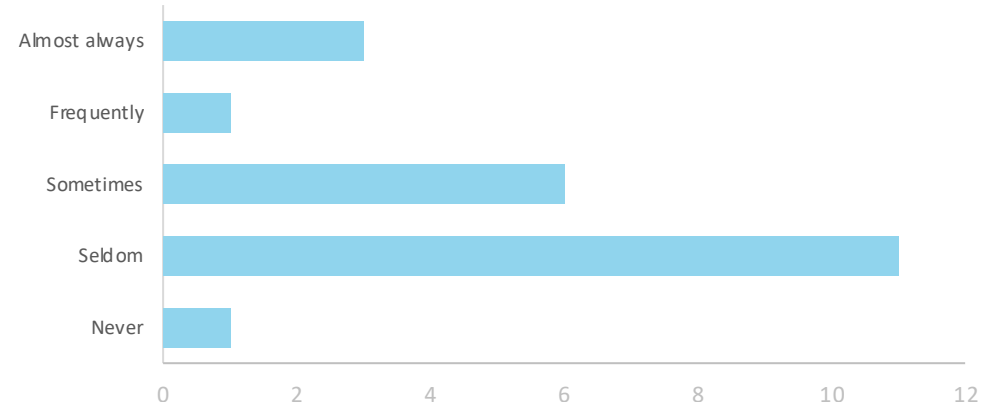
UVM Licensure Program 2016, 2017, and 2018 Completers Teaching in Vermont (n=22)

Recent UVM licensure program alumnx are implementing proficiency-based educational practices. (continued)

Respondents have varied timeframes for meeting with individual students regarding their progress



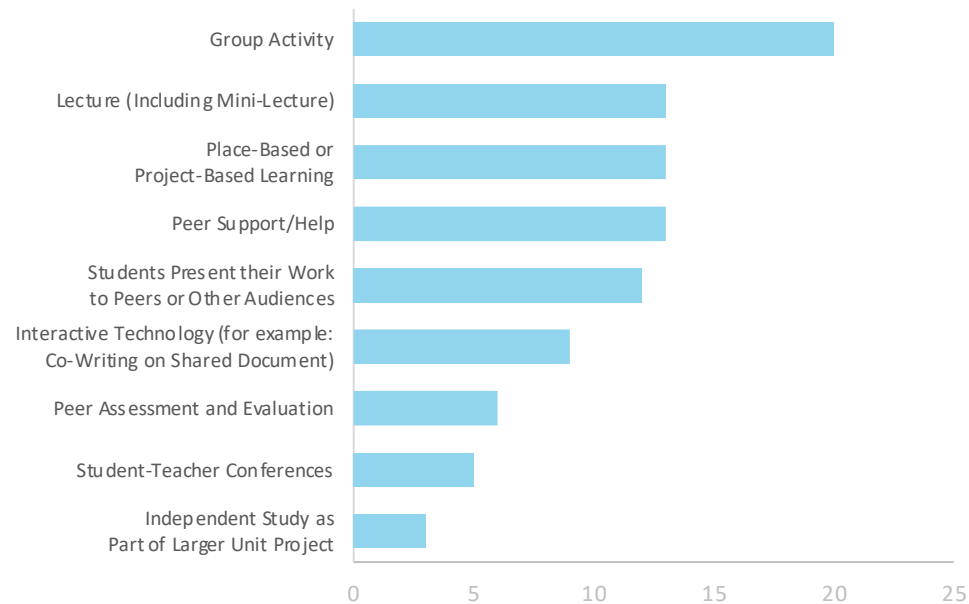
Most respondents allow students at least limited opportunity to co-design learning experiences.



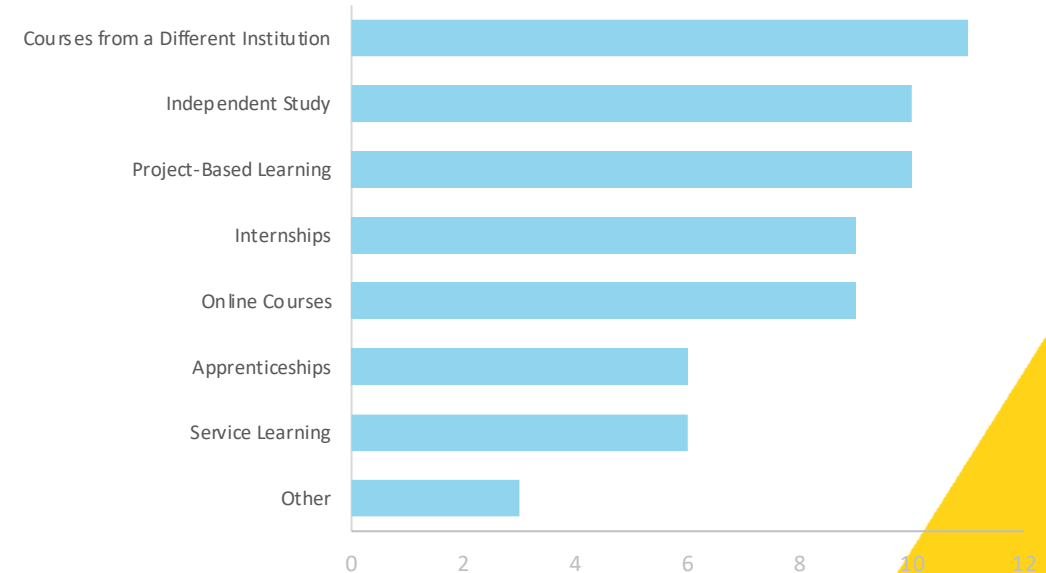
UVM Licensure Program 2016, 2017, and 2018 Completers Teaching in Vermont (n=20)

Recent UVM licensure program alumnx are implementing proficiency-based educational practices. (continued)

Group activities, lectures, and place based learning are the most commonly used weekly instructional practices



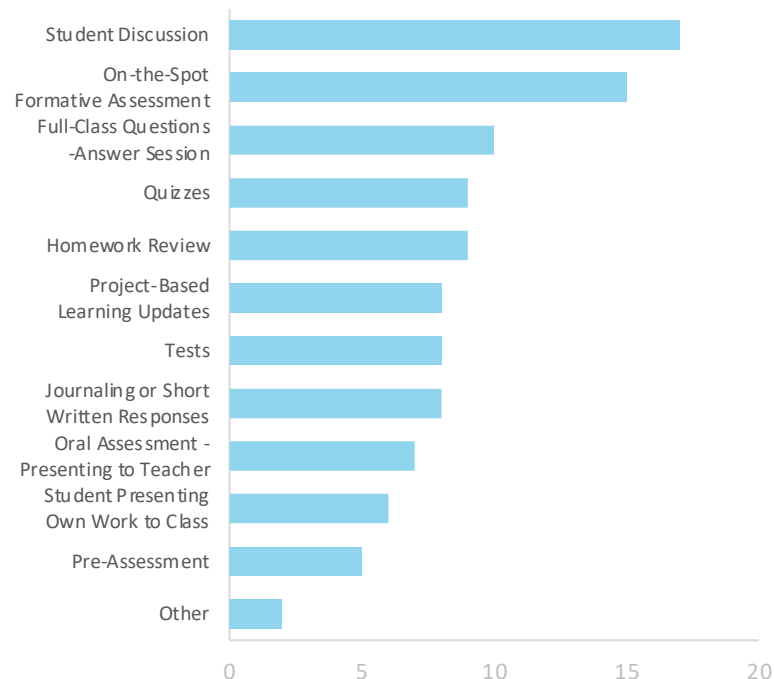
Respondents' schools had diverse possibilities for students to demonstrate proficiency through flexible pathways



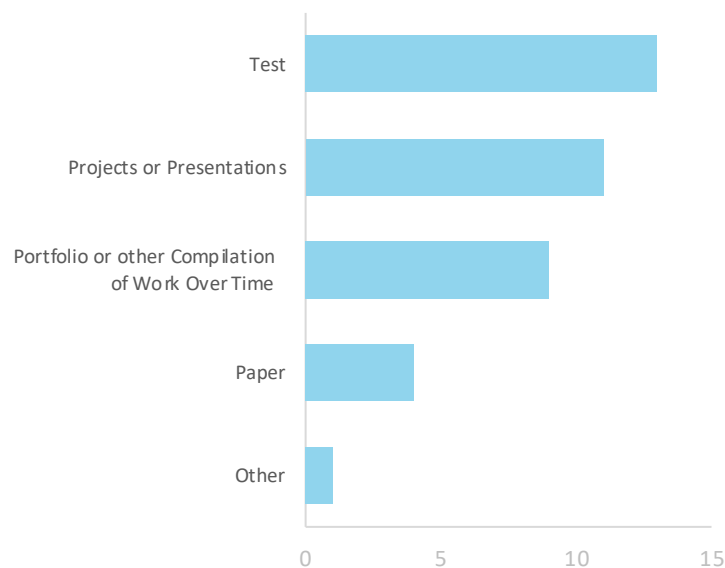
UVM Licensure Program 2016, 2017, and 2018 Completers Teaching in Vermont (n=22)

Recent UVM licensure program alumna are implementing proficiency-based assessment practices in varying degrees.

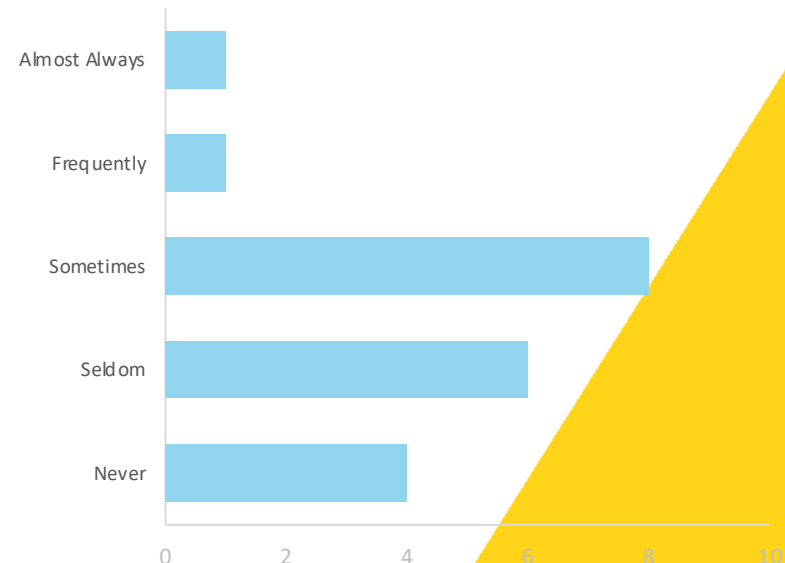
Student discussions and on-the-spot formative assessments are the most popular strategies to assess student learning per week



Students demonstrate proficiency mostly through tests, projects and presentations



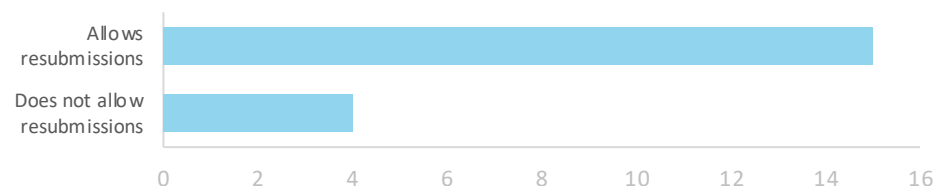
A plurality of students sometimes design their own demonstrations of proficiency (assessments, performance tasks, etc.):



UVM Licensure Program 2016, 2017, and 2018 Completers Teaching in Vermont

Recent UVM licensure program alumnx are implementing proficiency-based assessment practices in varying degrees. (continued)

Most respondents allowed students to resubmit work without penalty until they demonstrate proficiency (n=19)



Yes Comments

Yes, there are no penalties for late work and they can re-submit.

No Comments

They are kindergartners

If students want to improve their proficiency score, their opportunity is on the next assessment.

Per school expectations, work that is handed in more than a week late or that is a retake of a major assessment can be redone/retaken up to 90% credit. It can be done continually at any time to demonstrate proficiency, but there is the slight penalty.

Students are required to meet with me and discuss where they went wrong

Yes, especially with any writing assignment. I will always allow them to meet with me, get feedback, and continue to make edits and revisions.

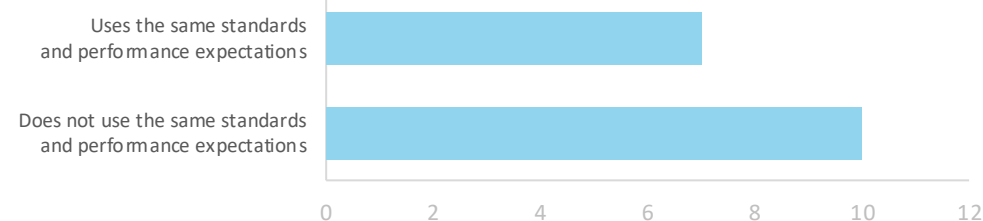
As long as they meet my expectations for earning the opportunity to reperform (which I call the "three c's of reperformance - corrections, conferencing, and continued practice")

Within reason of time. This option is rarely taken, most students don't seem to want to resubmit until later years of learning.

Students can re-assess with different questions/problems/experiments on the same standards.

Students can retake a unit assessment or resubmit work until they are proficient. In my class I require additional practice before they can retake an assessment.

A plurality of respondents do not use the same standards and performance expectations, regardless of the learning pathway, to evaluate all students (N=17)



No Comments

Some students are high-fliers and others have many deficiencies and need additional support. I expect my students to challenge themselves and as a result, the expectations can differ.

Some students are graded on standards above or below grade level. It depends on each students ability

Students with severe disabilities use different rubrics. Otherwise students all use the same rubric.

Students have the same standards except for those on IEPs, but students often get a choice in how they present.

Yes Comments

Yes, they have to complete the performance indicators in our proficiency scales. They may have different pathways, but they must complete them.

District/school-wide proficiency scales and scope/sequence

We have specific standards that students must meet in order to graduate. There are flexible pathways for students but I do not work with these.

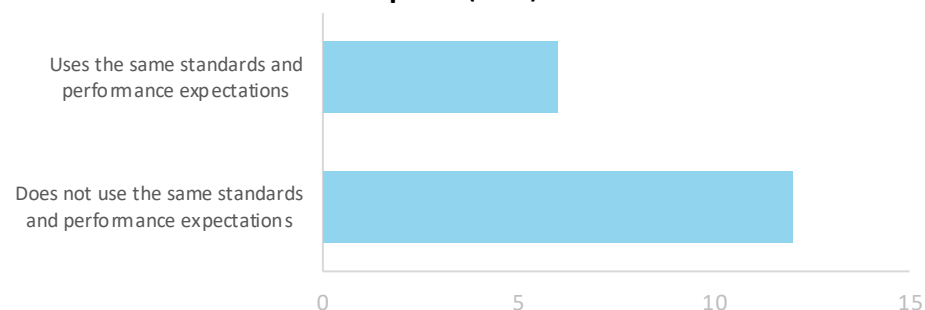
Yes, all students have required proficiencies to meet.

I use the same rubrics to assess student work in my classes.

UVM Licensure Program 2016, 2017, and 2018 Completers Teaching in Vermont

Recent UVM licensure program alumnx are implementing proficiency-based assessment practices to varying degrees. (continued)

Most respondents do not use the same standards and performance expectations to evaluate all of their students, including English and/or dual language learners and students on plans (n=18)



No Comments

students on IEPs sometimes have individualized standards

Students on plans sometimes have different performance expectations

Unless a student plan dictates otherwise, student SLOs are met equally.

Standards and expectations are adjusted to match student needs and plans.

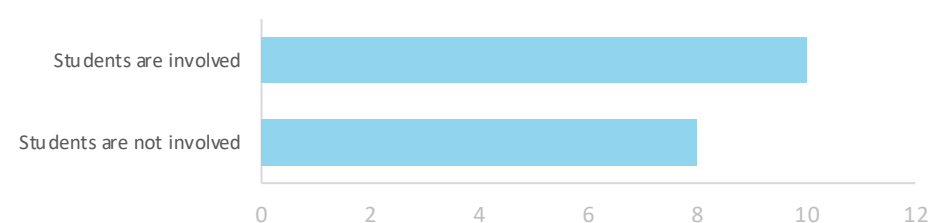
Yes Comments

I do not have any ELL students.

Expectations can be adjusted within the boundaries of the standard to make accommodations for students.

Yes, same as the first

Most respondents involved their students in tracking their own work and progress, regardless of the learning pathway (n=18)



No Comments

This is something our school is working on

I know this is important, I just haven't established a reliable way to consistently do this in my practice yet.

this is a goal of mine for next year

We have a software that keeps track of graduation proficiencies. It is complicated...

I give grade updates several times a year.

Not yet. This is something I am working towards including with my students.

Yes Comments

Students are responsible for reflecting on their scores and deciding if they need or want to retake or revise assessments for improvement

Yes, we have conferences to show where they are at in the class.

Through their portfolio over the school year, they can reflect and see what they can do now that they couldn't do at the beginning of the year.

proficiency scorecards and conferences

At times, yes.

Students create portfolios that they share with families. The portfolios do not tie to specific standards, but they reflect on the work they completed and their strengths/challenges.

UVM Licensure Program 2016, 2017, and 2018 Completers Teaching in Vermont (n=14)

School policies or practices that support teacher efforts to implement proficiency-based principles:

District wide humanities standards

We're a hybrid system that grades in letters and proficiencies

Reassessment Windows

Scholarly habits are separate from content grade.

School-wide proficiency scales.

Students graduate on standards/proficiencies

Proficiency based report card

Autonomy to reach SLOs

MTSS

We have had several PD days about MTSS and proficiencies

flexible scheduling, can rearrange if needed

PLC time built into all teachers schedules

Teachers must use digital platform Canvas to report out on proficiencies

Generous re-assessment policy

Proficiency Scales

project-based learning

It's a district wide requirement

proficiency based scale is created with four different sections

commitment to Act 273

School-wide expectations for retakes and revisions of assessments

jump rope grading system

Only summative scores "count" towards grade

Curriculum Camps

autonomy
flexible
habit
policy
reassessment
coach
scale
grade
proficient
wide
mtss
window
student
card
report
reach
base
need
separate
rearrange
requirement
humanities
instruction
content
generous
assessment

UVM Licensure Program 2016, 2017, and 2018 Completers Teaching in Vermont (n=14)

School policies or practices that inhibit teacher efforts to implement proficiency-based principles:

I try my best to implement proficiencies in my classroom, but other teachers have a different style or grading and it causes some frustration. I think we need to have a more streamlined approach that everyone in our district is held to.

SBAC and ... (take time away from teaching)

The other things a school needs to complete on a timeline

lack of staff availability (especially due to high absences due to covid, etc.) make intervention and re-teach to re-evaluate tough

We're a hybrid system that grades in letters and proficiencies

Not enough individual prep time

Lack of impact of transferable skills

PBIS

Not enough collaborative professional development surrounding growth and progress in the implementation of our proficiency based system

Deadlines are nearly nonexistent

Students not being required to be proficient in one class before moving onto another

School/district testing that are not proficiency based but are used by administration to determine success

Inconsistent workloads from year to year

Our grading platform is not ideal

Maintaining and prioritizing a 0-100 grading system

Parents only see letter grades

Extreme variability in proficiency-based practices

Our LMS does not calculate a grade for students when assignments are updated

district
school
time
proficient
grade
system

UVM Licensure Program 2016, 2017, and 2018 Completers Teaching in Vermont (n=13)

Suggestions recent UVM alumnx have for educator preparation programs:

Instruction on what a true proficiency based system is and how different schools in the state interpret this. Many schools that say they are doing proficiency based teaching are not implementing this fully.

Give the students as many opportunities as you can to score proficient. Make a reassessment process that is clearly laid out. Make sure they understand what they are being assessed on (learning targets and performance indicators). Make clear expectations.

Share practices in cohorts - it is easy to become accustomed to the silo of proficiency-based practices in one institution/school/SU

The entire state is doing this differently. How it is taught in schools may or may not be what is done in the school you teach in.

Focus more on the learning instead of the grading. I think that proficiency-based grading has been detrimental to students in many ways, and I think that schools are starting to revise their grading policies (away from proficiency).

I think using the education dept as an example of a proficiency based system would be a great used way for education students to experience it. I think finding ways for education student to use more proficiency based strategies and assessments in their placements would also be helpful. More time and support for designing proficiency based units/lessons would also be helpful. It feels like an overwhelming task to create proficiency based units and lessons. More information about how classroom procedures (e.g., processes for turning in work/resubmissions), management (e.g., making effective small groups), set up (e.g., designing a classroom that allows for a variety of learning experiences in a classroom) assessment (e.g., types of proficiency based assessments and how to create them) and environment (e.g., mistakes=learning, growth mindset) lend to proficiency based classrooms

Provide more practice making rubrics and deciding the skill breakdown for what proficiency means. Go through a full create-implement-assess-edit assessment process for a course that you are teaching to better suit the assessment to the student and the proficiencies.

Please educate students on trauma, regulation and neurodiversity first!! Academics and proficiencies cannot be attained until children feel safe, supported and loved at school, regardless of "behaviors."

Have them practice grading assignments and assessments using learning targets that they're written and that have been given to them.

I think that there needs to be more focus on how to teach your content. One of my biggest struggles at the beginning was figuring how to teach ELA. I know English and I know teaching strategies, but bridging the two was a serious struggle for me.

I think the most helpful thing was to have pre service classes that use standards based grading.

Prepare students for the push back they will receive about proficient based education, even though it is the legal mandate in our state. There are administrators and teachers who still do not believe in the system or are too afraid to change. Prepare them to ask the right interview questions to determine if a school ACTUALLY has both a proficiency based learning system and not just a grading system

Have students experience from both sides, as the student and as the teacher

Appendix A: Survey Instrument

2022 UVM Educator Preparation Survey

Welcome! The purpose of this survey is to gather information about how Vermont teachers define impact on student learning in proficiency-based systems.* The information will be used to improve the quality of University of Vermont educator preparation programs and is part of data collection for national accreditation. **You are invited to participate in this survey because you recently completed a UVM educator preparation program.**

Results from this survey will be aggregated to protect respondents and provide a layer of confidentiality. Individual responses will not be personally identifiable in any sharing of results. The summary data will be available on the UVM Department of Education web site and may also be disseminated more broadly through scholarly reports and conference proceedings. This survey has 24 multiple choice questions and 9 open response questions and takes approximately 15 minutes to complete. The potential benefits to you in completing this survey include influencing educator preparation and the opportunity to reflect on your professional practice as a P - 12 teacher. By completing this survey you agree to participate in this self-study. If you have any questions about this study now or in the future, you may contact Dr. Kimberly Vannest at Kimberly.Vannest@uvm.edu.

Some of the questions in the survey are multiple choice and some ask for short narrative responses. **We recognize that narrative responses require more work on your part, and we appreciate your willingness to contribute to deeper understanding of your professional practice in proficiency-based systems.** *Using the Vermont Agency of Education's definition, in proficiency-based systems students know the learning expectations, receive personalized feedback and support as they work toward proficiency, and choose from flexible pathways to meet proficiency-based graduation requirements. See <http://education.vermont.gov/sites/aoe/files/documents/edu-proficiency-based-education-what-is-proficiency-based-learning.pdf> (<http://education.vermont.gov/sites/aoe/files/documents/edu-proficiency-based-education-what-is-proficiency-based-learning.pdf>) for the agency's full definition. *Some questions in this survey were modified from Looking Under the Hood.... (Haynes, et. al. 2016)*

About You

Are you currently teaching in Vermont?

☐ Yes

☐ No

Do you currently work as a teacher outside of Vermont?

☐ Yes

☐ No

In what city, state/country do you teach?

This survey is intended for teachers in Vermont. Since you are not teaching in Vermont, the questions will not be relevant to you. Thank you for your time.

This survey is intended for teachers in Vermont. Since you are not teaching in Vermont, the questions will not be relevant to you. Thank you for your time.



What year did you receive your **initial** teacher licensure?



How many years have you worked as a teacher, including this year?

What is the highest level of education you completed?

☐ Bachelor's Degree

☐ Master's Degree

☐ Additional Certification(s)

☐ Doctorate

☐ Other:

Please list your teaching license endorsement areas:

☐ Endorsement #1:

☐ Endorsement #2:

☐ Endorsement #3:

☐ Endorsement #4:

To what extent did you or did you not have opportunity to learn about proficiency-based systems during your preparation for licensure?

- ☐ Explicitly taught and modeled in **most** courses and field experiences.
- ☐ Taught and/or modeled in **one or two** courses or field experiences.
- ☐ **Not at all** a part of my educator preparation.

Beyond school or district sponsored opportunities, what, if any, professional learning about proficiency-based education have you undertaken? (Select all that apply)

- ☐ Graduate Courses - Separate from Initial licensure
- ☐ Workshops / Seminars / Conferences
- ☐ Other: _____

We ask the following questions about ethnicity and race to help us better understand whether UVM teacher education programs are meeting the needs of all our teacher candidates.

Which of the following best describes your ethnicity?

- ☐ Hispanic or Latino
 - ☐ Not Hispanic or Latino
-

Which of the following best describe your race? Select all that apply.

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White

Teaching Context

Please think about your teaching context THIS year when responding.

Which age group(s) or grade level(s) do you work with this year? (Select all that apply)

☐

Birth - Age 3

☐

Pre-K

☐

Kindergarten

☐

1st

☐

2nd

☐

3rd

☐

4th

☐

5th

☐

6th

☐

7th

☐

8th

☐

9th

☐

10th

☐

11th

☐

12th

Which of the following best describes your primary content teaching area(s)? (Select all that apply)

☐

English Language Arts

☐

Mathematics

☐

Science

☐

Social Studies

☐

Art

☐

Music

☐

Physical Education

☐

Special Education

☐

World Languages

☐

Computer Sciences

☐

Early Childhood

☐

Other: _____

What is your primary teaching mode this year?

☐ Online

☐ In-Person

☐ Hybrid

Other: _____

Defining Impact

Please think about your teaching context THIS year when responding.

Please complete the following sentence: I know my students are learning when ...

Please describe in a few sentences what "student learning" means to you.

Please describe how you know whether your instruction is making a positive difference for student learning.

Implementing Proficiency-Based Education *Please think about your teaching context THIS year when responding.*

I provide clear written and/or verbal learning targets (or learning objectives) for my students.

- ☐ Strongly agree
 - ☐ Somewhat agree
 - ☐ Somewhat disagree
 - ☐ Strongly disagree
-

I provide clear performance expectations (written and/or verbal) for my students.

- ☐ Strongly agree
 - ☐ Somewhat agree
 - ☐ Somewhat disagree
 - ☐ Strongly disagree
-

My students need to demonstrate proficiency on a specific set of learning targets (or learning objectives) to move forward to the next learning opportunity.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Somewhat disagree
- ☐ Strongly disagree

Typically, I meet with individual students regarding their progress:

- ☐ Weekly
- ☐ Bi-weekly
- ☐ Monthly
- ☐ Once per Quarter
- ☐ Twice Yearly
- ☐ Never

My students co-design with me their own learning experiences:

- ☐ Almost always
- ☐ Frequently
- ☐ Sometimes
- ☐ Seldom
- ☐ Never

At my school it is possible for students to demonstrate proficiency through flexible pathways including: (Select all that apply)

☐

Online Courses

☐

Project-Based Learning

☐

Independent Study

☐

Courses from a Different Institution

☐

Service Learning

☐

Internships

☐

Apprenticeships

☐

Other: _____

My students demonstrate proficiency through: (Select all that apply)

- ☐ End-of-Unit or End-of-Course Project or Presentation
 - ☐ End-of-Unit or End-of-Course Paper
 - ☐ End-of-Unit or End-of-Course Test
 - ☐ Portfolio or other Compilation of Work Over Time
 - ☐ Other: _____
-

My students design their own demonstrations of proficiency (assessments, performance tasks, etc.):

- ☐ Almost Always
 - ☐ Frequently
 - ☐ Sometimes
 - ☐ Seldom
 - ☐ Never
-

My students are allowed to resubmit work without penalty until they demonstrate proficiency.

- ☐ Yes. Please Comment: _____
- ☐ No. Please Comment: _____

I use the same standards and performance expectations, regardless of the learning pathway, to evaluate all students.

☐ Yes. Please Comment: _____

☐ No. Please Comment: _____

I use the same standards and performance expectations to evaluate all of my students, including English and/or dual language learners and students on plans.

☐ Yes. Please Comment: _____

☐ No. Please Comment: _____

My students are involved in tracking their own work and progress, regardless of the learning pathway.

☐ Yes. Please Comment: _____

☐ No. Please Comment: _____

Page Break _____

School Structures and Policies

Please think about your teaching context THIS year when responding.

Please list up to three policies or practices of your school (or district/supervisory union) that support your efforts to implement proficiency-based principles.

- ☐ 1. _____
 - ☐ 2. _____
 - ☐ 3. _____
-

Please list up to three policies or practices of your school (or district/supervisory union) that inhibit your efforts to implement proficiency-based principles.

- ☐ 1. _____
 - ☐ 2. _____
 - ☐ 3. _____
-

Closing

What suggestions do you have for higher education programs that are preparing students to work in proficiency-based education systems?
