

A SAMPLE SYSTEM FOR PROFICIENCY-BASED LEARNING in the classroom

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Agenda for this Session

1. Introductions & Goals
2. Defining Key Elements of Proficiency-Based Learning
3. Proficiency-Based Learning in Chemistry: A Classroom Example
 - Video
 - Q & A / Discussion
4. Further Examples of PBL at BHS
5. Application & Reflection

Table Introductions

Introduce yourselves by sharing:

- Your name
- Your school or organization
- Briefly, your experience with proficiency-based learning *and* one thing you hope to gain from this workshop

On an index card:

Based on your current understanding,

What are some of the key components of proficiency-based learning?

Key Elements of Proficiency-Based Learning

- Clear Learning Goals (“Proficiencies”)
Ideally these include higher-order thinking and transferable skills
- Frequent Assessments that Directly Measure Proficiencies
- Multiple Chances to Reach Proficiency
- Autonomy & Flexible Supports
- Everyone Expected to Reach The Goals

**Classroom Example:
Proficiency-Based
Learning in Chemistry**

Video: [Proficiency-Based Learning in Chemistry](#)



As you watch, look for:

- key elements of PBL in action
- questions you have about implementing PBL

On your own:

- Look over the example materials from chemistry.
- Jot down any questions you have.

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With your group:

- Discuss your questions to identify most important or common questions.

Additional Resources:

<https://sites.google.com/a/bsdvt.org/bhs-proficiency-resources/home>

IN GROUPS OF SAME-SUBJECT TEACHERS

- How do or how could you apply these principles and strategies in your classroom?
- What is one thing you want to take from this workshop and try out?
- What is one idea or suggestion you have for Molly & Amy to apply in their work?

Closing Reflection

Two sentences on an index card or something else you'll hold onto:

1. *I learned...*

2. *I will...*