

Presentation Audio Transcript

Question #3: How do you write a proficiency statement?

Slide 1: The third question of this course is: How do you write a proficiency statement?

Slide 2: Just to be sure we're all on the same page, let's define what we mean by "proficiency statement." Proficiency statements are locally created expressions of what a student should know and be able to do at a particular time – in this case, graduation – and in a particular context.

Slide 3: Once again, we'll remind you, "Start with the end in mind!" As we explored the last question about starting points, we described what it would look like for a graduate to be proficient in collaboration. Now we'll be taking that general description, and turning it into a TARGET that students can aim at through their education. Remember, this should be specific, measurable, and observable. By "observable" we mean that the description refers to behaviors that you can see, not to what a student knows or feels. For example, you wouldn't say that the student is confident while they collaborate, because you have no way of knowing with certainty what the student is feeling. Rather, you might use terms that describe what *confidence* looks or sounds like (ie. posture, eye contact, body language, etc).

Slide 4: A proficiency statement for collaboration might read something like this: " Student collaboratively works in a variety of groups and pairings effectively to achieve goals and create products." Notice that it is specific in that it gives you some idea of the scope of the proficiency (a variety of groups) and also the purpose of the proficiency (achieve goals and create products). Because of this specificity it is also measurable and observable. Students will be able to collect evidence of goals met and products created through collaborative practice. Also notice that it is written generally enough to be used K-12.

Slide 5: As you explore this question in the readings, tasks and activities, we ask you to work on proficiency statements for speaking while paying close attention to the language you use. Consider not only the skills you want students to be able to do, but the wording you choose. Will students understand the language? In a personalized system where they are asked to reflect on progress and make goals related to proficiency statements, will they understand what you are asking of them. Also consider if the language is engaging. Is it inspiring? Is it challenging? If you are looking at adopting and adapting ask your self these same questions.



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Slide 6: In the Text-Based Reflection, we introduce you to an article called "The Art and Science of Designing Competencies." It offers some insight from experienced practitioners who have helped many schools write proficiency language. Note that although the word competency is used throughout the brief, it is interchangeable with what Vermont calls Proficiency.

Slide 7: Also, we want you to remember proficiency development should be done with others because it represents a bigger system and not just our own visions, classroom, department, or grade level. Plus, our colleagues often press us to do better work, while being resources that allow us to do so. If you are doing this course alone, try to find a colleague to bounce ideas off of as you practice.

Slide 8: Thank you for watching. Remember to record your work in the Evidence of Learning Tool and to check out More Resources below. If you have any questions or want to share additional resources you think might help others, please contact the Center for Collaborative Education at vtclg@ccebos.org.



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