

What is Proficiency-Based Teaching and Learning?

Proficiency-based teaching and learning builds upon and enhances standards-based education with the following common features:

Student centered instruction: The individual student is at the center of the learning process; the teacher acts on the expectation that all students will achieve at a proficient level given the necessary supports. Teachers adjust instruction to allow students to learn at their own rates and provide supports to all students.

Standards-based: Explicit learning outcomes or targets are derived from well-defined standards that clearly articulate what students must know and be able to do.

Student engagement: Once students understand the learning targets and proficiency levels to be attained, they take responsibility and ownership for their learning with appropriate teacher support. Students are active, intentional partners in the learning process.

Students are evaluated on performance: Students demonstrate that they have become proficient at each learning outcome/target. Students are allowed multiple opportunities to demonstrate learning. Grading and credits are based on demonstrated proficiency only.

Formative assessment: On-going formative assessments are used throughout the instructional cycle to monitor student progress, provide feedback on learning goals, adjust instruction and provide additional supports.

Collaboration among educators: Teachers work collaboratively with colleagues to improve instruction based on student outcomes. Professional learning communities are focused and targeted on instructional effectiveness.

Instructional leadership: The principal and district office create the necessary conditions in the school to support teachers' proficiency-based practice.

Learning vs. time based: Students move at their own pace. Seat time is not the measure of learning.

<http://www.ode.state.or.us/teachlearn/standards/creditforproficiency/proficiency-based-tl-evolution.pdf>