VTNEA MEMBERS ON PBGRS
• Survey of 1024 members in Vermont
• Margin of Error +/- 3.06 at 95% confidence
• Survey was conducted via email from April 15-24, 2019
• Sample was pulled from a full list of members with non-school email addresses on file.
RESOURCES AND PREPAREDNESS
THREE QUARTERS WERE NOT INVOLVED IN THE DEVELOPMENT OF STRATEGIC PLANS

After the passage of Act 77, were you involved in the development of strategic plans to develop Personalized Learning Plans (PLPs), proficiency-based graduation requirements (PBGRs), and a dual enrollment system at your school?

Was your input valued by administrators and peers in the development of your strategic plan?
HALF OF MEMBERS DO NOT BELIEVE THEY HAVE ADEQUATE RESOURCES TO IMPLEMENT PROFICIENCY-BASED LEARNING

Do you believe that you and your colleagues have adequate resources (curricular materials, technology, etc.) with which to make the transition to a personalized, proficiency-based learning system?
In developing your school’s personal learning plan system, did you receive adequate professional development opportunities?

JUST A FIFTH SAY THEY RECEIVED ADEQUATE PROFESSIONAL DEVELOPMENT FOR PLP

- Yes: 18
- No: 60
- Don’t know/Not applicable: 23
HALF OF MEMBERS DID NOT RECEIVE ADEQUATE PROFESSIONAL DEVELOPMENT IN TRANSITIONING TO PBGR

In making the transition to proficiency-based graduation requirements, did you receive adequate professional development opportunities?

- Yes: 29
- No: 51
- Don’t know/Not applicable: 20
In developing your school’s personal learning plan system, did you receive adequate professional development opportunities?
ELEMENTARY TEACHERS REPORT FEWEST HOURS OF PD FOR TRANSITIONING TO PBGR

Percent saying they received fewer than 2 hours of PD for PBGR

- Elementary: 51%
- Middle: 34%
- Senior: 24%

Please estimate the number of hours of professional development devoted to calibration your district has provided to you and your colleagues.
PLURALITY OF MEMBERS RECEIVED FEWER THAN 2 HOURS OF PD FOR CALIBRATION

Please estimate the number of hours of professional development devoted to calibration your district has provided to you and your colleagues.
Please estimate the number of hours of professional development devoted to calibration your district has provided to you and your colleagues.
VAST MAJORITY OF MEMBERS ARE FAMILIAR WITH PLPS, BUT JUST 43 PERCENT VERY FAMILIAR

How familiar are you with Personalized Learning Plans, also known as PLPs?
High school educators and teachers are most likely to be very familiar with PLP.

<table>
<thead>
<tr>
<th></th>
<th>Very familiar</th>
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<tbody>
<tr>
<td>Teachers</td>
<td>50</td>
</tr>
<tr>
<td>ESP</td>
<td>31</td>
</tr>
<tr>
<td>Pre-K-Elem</td>
<td>25</td>
</tr>
<tr>
<td>Middle</td>
<td>54</td>
</tr>
<tr>
<td>High</td>
<td>63</td>
</tr>
<tr>
<td>0-10 years</td>
<td>37</td>
</tr>
<tr>
<td>11-19 years</td>
<td>44</td>
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<tr>
<td>20+ years</td>
<td>48</td>
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*How familiar are you with Personalized Learning Plans, also known as PLPs?*
HALF OF MEMBERS SAY PLPS HAVE BEEN POSITIVE, JUST 5 PERCENT SAY VERY POSITIVE

Based on your own experience, do you believe PLPs have been generally positive or generally negative for students?
JUST 15 PERCENT SAY THEY ARE VERY CONFIDENT IN THEIR ABILITY TO IMPLEMENT PLPS

How confident are you in your own ability to implement Personalized Learning Plans with your students?
HALF OF MEMBERS SAY STUDENTS ARE DISENGAGED IN THE PERSONALIZED LEARNING PLAN PROCESS

How would you rate the level of student engagement in the personalized learning plan process?

- Engaged: 24 (Very 3, Somewhat 21)
- Disengaged: 52 (Very 25, Somewhat 27)
- Don't know/Not applicable: 25
HALF OF TEACHERS SAY THEY ARE ACTIVELY ENGAGED, JUST 11 PERCENT VERY ACTIVELY ENGAGED

How would you rate your level of engagement in discussions and collaboration with students about their PLPs?
ASSESSMENTS
HALF OF MEMBERS SAY THEIR SCHOOL’S CALIBRATION OF ASSESSMENT PRACTICES IS INEFFECTIVE

To ensure alignment in expectations, teachers must calibrate their assessment practices with their colleagues within their school district. How would you rate your school’s approach to calibration of assessment practices?
HALF SAY THEY SPEND MORE TIME ASSESSING STUDENT WORK

Have you experienced a change in the amount of time you spend assessing student work?
OLDER TEACHERS REPORT SPENDING MUCH MORE TIME ASSESSING STUDENT WORK

Have you experienced a change in the amount of time you spend assessing student work?
Have you experienced a change in the amount of time you spend reporting assessment results (submitting grades, etc)?
OUTCOMES
HALF SAY STUDENTS’ CONTENT KNOWLEDGE HAS DECREASED

In your opinion, has students’ content knowledge increased or decreased over the last four years?
Nearly three quarters say students’ work ethic decreased

In your opinion, has students’ work ethic increased or decreased over the last four years?
At your school, what impact has the implementation of PBGRs had on the equity of educational opportunities within your school community?
As PBGRs and PLPs have been implemented in your school, have you noticed any changes in student behavior?
As PBGRs and PLPs have been implemented in your school, have students’ frustration levels changed?

A third say students are more frustrated.

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<thead>
<tr>
<th></th>
<th>Much</th>
<th>Somewhat</th>
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<tbody>
<tr>
<td>Less frustrated</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>No change</td>
<td>29</td>
<td>0</td>
</tr>
<tr>
<td>More frustrated</td>
<td>34</td>
<td>9</td>
</tr>
<tr>
<td>Don’t know/Not sure</td>
<td>30</td>
<td>0</td>
</tr>
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</table>
Based on your personal experience, do you believe that parents have a clear understanding of how well their students are learning in their courses?
FLEXIBLE PATHWAYS HAS LARGELY NOT AFFECTED COMMUNICATION WITH PARENTS

Since implementing PLPs, PBGRs, and other programs associated with flexible pathways, has your communication with parents increased?
PLURALITY SAY SOME ACCOMMODATIONS HAVE BEEN MADE TO MEET THE NEEDS OF STUDENTS WITH IEPs

To what extent have appropriate modifications and accommodations been made to meet the needs of students with IEPs in your school?
QUESTIONS?

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