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## **A Vermont Portrait of an Adult Graduation Companion Document Draft**

### **Purpose**

This companion document to the [Vermont Portrait of an Adult Graduate](#) details how students can demonstrate the attributes of a Vermont Adult Graduate.

### **Attributes:**

#### **Workforce and Career Readiness**

1. Learners recognize and use the life and work experiences/expertise they have to meet proficiencies.
  - a. Apply knowledge and skills to advance their postsecondary and/or employment/careers to support their economic self-sufficiency.
2. Learners attain digital literacy and recognize the importance of digital citizenship and its real-world applications.
3. Create and maintain a respectful, responsible online presence.
4. Understand the benefits and consequences of creating and maintaining accounts across multiple platforms.
  - a. Understand the impact of online presence on employment, housing, educational pursuits, personal and family reputation, and community.
5. Learners demonstrate workplace skills/employability.
  - a. Navigate workforce-relevant technology.
  - b. Observe safety standards, data security and privacy policies in the workplace.
  - c. Understand professionalism in the workplace – arriving to work on time, personal responsibility in the workplace, effectively working with others, etc.
  - d. Manage resources (time, money, materials, personnel, etc.).
6. Learners can identify their career and post-secondary goals and know how to find and use resources to help them meet those goals.
  - a. Develop a transition plan that states their long-term goals and how they will meet them.



- b. Access services from organizations like HireAbility, Department of Labor, or the Vermont Student Assistance Corporation (VSAC).

## **Learner Agency**

1. Learners take initiative in planning, carrying out, and evaluating their own learning experiences.
  - a. Act with focus, engagement, and perseverance.
  - b. Demonstrate self-awareness through reflection.
2. Conduct self-assessments of skill levels and needs to determine appropriate learning goals.
  - a. Participate in the development of an adult learning plan that sets learning goals, strategies and evaluation criteria.
3. Learners develop their own voice and the ability to use it in a variety of settings.
  - a. Advocate for themselves and the educational development of their family members.
  - b. Think independently.
  - c. Use evidence and experience to inform decisions.
4. Learners have high expectations for themselves and see themselves as lifelong learners.
  - a. Set goals and take action to achieve them.
  - b. Work with others to achieve a common goal.
  - c. Identify areas for lifelong learning, and connect those to college, career, and life goals.

## **Engaged Citizenship**

1. Learners recognize the connection between community, personal, and family matters and goals.
  - a. Ask probing questions that encourage inquiry.
  - b. Explain how choices and actions impact themselves and others.
  - c. Learn from and work collaboratively with others in a spirit of mutual respect.
  - d. Examine local and world issues using tools, data, and cultural information to propose balanced or unbiased solutions.
  - e. Exercise the skills and knowledge that seek new ways to improve one's situation as well as the situations of others in the community and recognize the potential for growth.
2. Learners understand and exercise their rights and responsibilities for full participation within a democratic society.
  - a. Explain their own point of view on current issues.
  - b. Contribute to the enhancement of community life.
  - c. Respect diversity and seek to understand different perspectives.
  - d. Communicate in ways that foster a respectful exchange of ideas and support conflict resolution.

- e. Exercise citizenship skills that may include participation in town meetings and/or elections.
  - f. Use and preserve public resources and services effectively (i.e., library, town/city hall, employment agencies, health entities).
3. Learners understand the importance of learning about other cultures.
- a. Develop cultural competencies and appreciation for diversity by studying other languages, customs, values, attitudes, and/or beliefs.
  - b. Express curiosity about the history and lived experiences of others.
  - c. Examine historical influence on society, culture, and religion.

### **Academic Proficiency**

1. Learners understand essential concepts in academic domains and apply this knowledge in authentic situations.
- a. Summarize important ideas and core processes that are central to a discipline.
  - b. Explain the connections among essential ideas of various disciplines.
  - c. Use knowledge and skills to solve meaningful problems or respond to important questions.
2. Learners use a variety of approaches to effectively acquire knowledge.
- a. Develop questions to access applicable information.
  - b. Obtain a deeper understanding of a concept or topic through research.
3. Learners document their growth and identify possibilities for continued learning.
- a. Revise work based on feedback from teachers, peers, and community members.
  - b. Reflect critically on learning experiences, feedback, processes and solutions.
  - c. Demonstrate self-direction and persistence to achieve goals.

### **Communication**

1. Learners communicate effectively using oral, written, and nonverbal (body language) strategies.
- a. Convey information clearly.
  - b. Listen to understand.
  - c. Ensure that others feel heard and understood.
  - d. Express needs and views respectfully.
  - e. Adjust communication strategies in response to cultural cues.
2. Learners communicate through a variety of media.
- a. Communicate information and ideas to multiple audiences using a variety of media.
  - b. Understand that a digital footprint is created as a result of online activity.
  - c. Set boundaries with the use of technology and social media, and act in ways that are safe, legal, and ethical.
3. Learners take into consideration multiple points of view.

- a. Define their opinions and ideas based on new information.
- b. Listen closely to decipher meaning, including knowledge, values, attitudes and intentions.

## **Critical Thinking and Problem Solving**

1. Learners use inquiry and lived experiences to solve problems with innovation, creativity, and curiosity.
  - a. Acquire, process, interpret, synthesize, and critically analyze information to make informed decisions.
  - b. Transfer what they have learned from one situation to another.
  - c. Use technology to support and enhance the critical thinking process.
  - d. Design projects, take risks, and use failure as an opportunity to learn.
2. Learners participate in a collaborative problem-solving and decision-making process.
  - a. Adjust point of view based on new information.
  - b. Adapt to varied roles, responsibilities and contexts.
  - c. Evaluate and implement feedback in the decision-making process.
3. Learners evaluate information critically.
  - a. Determine the credibility of a source.
  - b. Apply criteria to determine if information is valid, applicable, or correct.
  - c. Evaluate the relevance, perspective, motive, or potential bias of information sources.

## **Well-Being**

1. Learners hone strategies and interpersonal skills to identify and respond to stressors, cultivate healthy relationships, and support mental health.
  - a. Understand their own and their family's needs and access support to meet those needs.
  - b. Demonstrate resilience through dedication and hard work.
  - c. Act with empathy and care for others.
  - d. Persist in the face of adversity.
2. Learners recognize factors that may contribute to good health.
  - a. Exercise and eat a balanced diet to maintain or achieve good health.
  - b. Participate in a variety of activities to promote strong mental and physical health.
  - c. Understand that different forms of media can promote and detract from well-being.
3. Learners have the knowledge necessary to make financially responsible decisions that are integral to their everyday lives.
  - a. Apply strategies to monitor income and expenses, plan for spending, and save for future goals.
  - b. Use a career plan to develop personal income potential.
  - c. Understand the uses, benefits and consequences of credit.

- d. Demonstrate skills to conduct daily financial transactions.
- e. Revise financial goals as life circumstances change.