

Roadmap of Resources for Implementing Student-Centered Learning

Keywords: Academic Achievement, Assessment, Engagement, Flexible Pathways, Local Comprehensive Assessment System, Personalized Learning, Portrait of a Graduate, Proficiency-Based Learning, SEL, Transferable Skills

Purpose

This support document was developed to provide a virtual roadmap of resources on the Agency of Education website that support student-centered learning (i.e., personalized, proficiency-based). It summarizes the Agency of Education's (AOE) work and consolidates resources developed by the Agency to lead and support the implementation of student-centered learning across Vermont.

Introduction

The Flexible Pathways Initiative, created by Act 77 of 2013 and found in statute under 16 V.S.A. § 941, encourages and supports the creativity of school districts as they develop and expand high-quality educational experiences that are an integral part of secondary education in the evolving 21st-century classroom, and specifically outlines the expectation for personalized learning and flexible pathway opportunities.

The Education Quality Standards (EQS), adopted in 2014, incorporates the language of Act 77 and further details expectations for schools to develop proficiency-based graduation requirements. Taken together, Act 77 and the EQS created the educational and regulatory framework for implementation of student-centered learning Vermont.

Recently, [A Cornucopia of Competency-Based Education Resources from Vermont](#) blogpost by Aurora Institutes highlighted a number of AOE resources that can be used by educators at all levels who are working to advance personalized, [proficiency-based education](#). Their blog post provided an overview of resources and specifically focuses on [personalized learning plans](#), [proficiency-based grading](#), and a tool to evaluate decisions with an [equity lens](#). A recent addition to the [State and Local Assessment](#) page, [Essential Components for Ensuring Local Comprehensive Assessment Systems Are Culturally Relevant and Equitable](#), was also featured in the blog.

Contact Information:

If you have questions about this document or would like additional information please contact:
Jess DeCarolis, Student Pathways Division, at jess.decarolis@vermont.gov

Personalized Learning

[What is Act 77](#) [2017] Gives the historic context for Act 77 and explains the essential elements contained within the law.

[The What and Why of Act 77](#) [2019] Flyer designed for schools to use with their students, families, colleagues, and community to support schools in the communication of the components and prospects of Act 77.

[What is Personalized Learning?](#) [2017] Vermont's definition of personalization and personalized learning, and our five essential attributes of personalized learning (personal relationships, flexibility, learner profiles, proficiency-based progression, student agency)

[Personalized Learning](#) [2019] Flyer designed for schools to use with their students, families, colleagues, and community to support schools in the communication of the components and prospects of Act 77.

[Personalized Learning Plans Process Manual](#) [UPDATED 2019] The Personalized Learning Plan Process Manual offers guidelines, strategies, resources, and tools to assist district administrators, school leaders, and educators working to implement the Personalized Learning Planning (PLP) process. This manual is intended to clarify statutory expectations, establish a standard for PLPs to allow for coherence across the state, and provide tools and resources to enable educators to work with students, parents/guardians, and the community to create a process and a product that reflects the distinct context of each school and the unique qualities of each student.

[Conceptual Framework For Adults](#) [UPDATED 2017]: Outlines the process that supports the development and use of Personalized Learning Plans from the adult perspective.

[Conceptual Framework For Students](#)[UPDATED 2017]: Outlines the process that supports the development and use of Personalized Learning Plans from the student perspective.

[Critical Elements of a Personalized Learning Plan](#) [UPDATED 2017] This document has organized recommended critical elements that align with the student and adult PLP companion documents. This organization does not suggest a recommended template, format, or design to the actual PLP.

[Glossary of Terms](#) [2017] Glossary of terms related to personalized learning

[Crosswalk of Personalized Learning Plans, Educational Support Team Plans, Individualized Education Program, and Section 504 Plans](#) [UPDATED 2018] Compares plans around who is the plan for and who should create the plan, purpose and function, legal basis, core components, family involvement, etc.

[Vermont AOE Case Study Learning Project](#) [2018] The goal of these case studies is to provide exemplars of the inter-relationship between a student's personalized learning plan (PLP), IEP transition plan and the student's pathway to meeting proficiency based graduation requirements (PBGRs).

Flexible Pathways

[Flexible Pathways](#) [2019] Flyer designed for schools to use with their students, families, colleagues and community to support schools in the communication of the components and prospects of Act 77.

[What are Flexible Pathways?](#) [UPDATED 2020] Defines Flexible Pathways, lists the flexible pathways mentioned in Act 77, and defines them.

Flexible Pathways Implementation Kit [2019]: These resources have been developed for schools, supervisory unions, and school districts to use with students, colleagues, families, and community to support the development, expansion, and implementation of flexible pathway opportunities.

- [Facilitation Guide: Developing Flexible Pathway Profiles at the Local Level](#)
- [VT Flexible Pathways Profile: A Tool to Evaluate Flexible Pathways at the Local Level](#)
- [Facilitation Guide: Considerations for Student Participation in a Flexible Pathway](#)
- [VT Flexible Pathways Tool: Considerations for Student Participation in a Flexible Pathway](#)
- [Research Review of Flexible Pathway Opportunities](#)
- [Equity Lens Tool](#)

Dual enrollment

- [Dual Enrollment Program Manual FY21 \[UPDATED 2020\]](#) (under revision for FY22) - details include connections to PLP and personalized learning planning process
- [Dual Enrollment: Implications for Special Education \[2019\]](#) - Details include implications for personalization, specifically for students with IEPs/504 and Dual Enrollment
- [Developmental Disabilities Services Division: Postsecondary Education Opportunities](#) - Resources for students accessing dual enrollment.
- [Dual Enrollment Student Guide \[UPDATED 2019\]](#) - Discusses dual enrollment and the personalized planning process.

Dual Enrollment System FAQ's – These discuss common questions about the dual enrollment program, including questions about how students should include dual enrollment in their personal learning plans (PLPs)

- [For Students \[2019\]](#)
- [For High Schools and CTE Teachers \[2019\]](#)
- [For Colleges \[2019\]](#)

Dual Enrollment Participation Agreements – These participation agreements underscore the responsibilities of partners, which include expectations and responsibilities of the participants,

and specifically requires that all students participating in dual enrollment must have dual enrollment on their Personalized Learning Plan.

For High Schools

- [Participation Agreement Memo \[UPDATED 2020\]](#) (under revision for FY22)
- [Participation Agreement \[UPDATED 2020\]](#) (under revision for FY22)

For CTE Centers

- [Participation Agreement Memo \[UPDATED 2020\]](#)
- [Participation Agreement \[UPDATED 2020\]](#)

For Colleges/Universities

- [Participation Agreement Memo \[UPDATED 2020\]](#)
- [Participation Agreement \[UPDATED 2020\]](#)

Early college

Home Study Students: [Memo Regarding Enrollment and Personalized Learning Plans \[UPDATED 2020\]](#)

Post-secondary program options for high school students

- [Early College Program Options for Students and Families \[UPDATED 2019\]](#) - Outlines connections to personalized learning and the PLP process
- [Developmental Disabilities Services Division: Postsecondary Education Opportunities](#) - Outlines supports available to students with disabilities accessing the EC program
- [Early College Program Manual \[UPDATED 2019\]](#) **What is the process for students who wish to participate in Early College?** Students must have the Early College element written into their Personalized Learning Plan (PLP). For a student in a high school, the high school develops and maintains the plan. For students in the home study program, the parent or guardian is responsible for developing and maintaining the plan.

High School Completion Program

[High School Completion Program](#) [2019] Flyer designed for schools to use with their students, families, colleagues and community to support schools in the communication of the components and prospects of Act 77.

Work-Based Learning

Vermont Work-Based Learning Resources: A variety of tools to support safe, meaningful, and sustainable work-based learning experiences for all learners, designed to assist practitioners

with the development, implementation, and evaluation of well-rounded work-based learning experiences for all learners.

- [Vermont Work-Based Learning Manual Guidelines and Tools to Support Work-Based Learning for All Learners \[2017\]](#): This manual is designed to assist practitioners with the development, implementation, and evaluation of well-rounded work-based learning experiences for all learners.
- [Work-Based Learning within the Career Development Progression \[UPDATED 2020\]](#): This resource defines the four stages of career development with corresponding sample experiences and direct connections to the personalized learning planning process.
- [Work-Based Learning Evaluation for Students \[2019\]](#): This student evaluation may be used in conjunction with any work-based learning (WBL) experience. The purpose is to reflect on learning in relation to the learning objectives of the work-based learning experience. The information provided is important supporting evidence of student learning that can inform actual work samples to be shared as part of job applications, demonstrations of learning, scholarships, or admission to education or training programs.
- [Checklist for Potential Work-Based Learning Worksite \[2019\]](#): This checklist addresses Safety; Rules and Regulations; and Student Learning
- [Vermont Work-Based Learning Standards \[2017\]](#)
- [Work-Based Learning Collaborative Webinar I \[2018\]](#): The purpose of this webinar is to advance the sharing of effective practices around work-based learning programs in Vermont and to collectively brainstorm issues regarding education and workforce relationships. Ken Cadow, Director of Career Pathways and Workforce Development, Randolph High School shares The Deployed Classroom: The Meeting of Graduation Standards with and through the Working World. Ellen Berrings, Employment/Transition Specialist and Rachel Potts, Internship and Transition Coordinator, Harwood Union High School share The Next Step Program: Aligning Graduate Expectations to Work Based Learning. Participants from this session will acquire strategies and processes from their colleagues around implementing a work-based learning experience in a proficiency-based system.
- [Work-Based Learning Collaborative Webinar II \[2018\]](#): High school students and educators in Vermont gathered to discuss work-based learning opportunities and experiences in schools. Students participated in a panel discussion and engaged in round table conversations with educators to share their experiences.
- [Work-based Learning Flyer \[2019\]](#) designed for schools to use with their students, families, colleagues, and community to support schools in the communication of the components and prospects of Act 77.

Proficiency-Based Learning

Vermont Agency of Education Briefs

Educators in some school systems have moved beyond discussing the "what" and the "why" of proficiency-based learning. Others, however, are still in the initial stages of implementation.

Regardless of where educators are along this continuum, it is important to revisit these questions at different points in time to help ensure a shared vision for the future. These briefs can be used to provoke important conversations among educators. Questions to consider include: How do these documents align with our thinking? How are they different? What might be missing?

- [Proficiency-Based Learning Glossary \[UPDATED 2021\]](#)
- [Why is Proficiency-Based Learning Important? \[2017\]](#)
- [Key Characteristics of a Proficiency-Based Learning System of Education \[2017\]](#)
- [What is Proficiency-Based Learning? \[UPDATED 2020\]](#)

Proficiency-Based Learning and Project-Based Learning Connections

Project-based learning is a “teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge” ([PBL Works](#)). Learn more about the approach and how it aligns with proficiency-based learning through the ongoing Project-Based Learning document series. Readers are encouraged to interact with the documents following the order found in this [Project-Based Learning Document Sequence](#) and listed here:

[Project-Based Learning Document Sequence \[2021\]](#)

[Project-Based Learning: A Student-Centered Approach \[UPDATED 2021\]](#)

[Project-Based Learning: An Interdisciplinary Approach \[UPDATED 2021\]](#)

[Essential Components for Implementing Project-Based Learning \[2020\]](#)

[Project-Based Learning in Remote Learning Environments](#)

[Assessing Project-Based Learning: An Integral Part of Local Comprehensive Assessment Systems \[UPDATED 2021\]](#)

Proficiency-Based Grading Practices and Transcripts

[Proficiency-Based Grading and Transcripts: Responding to Parent and Community Concerns \[2019\]](#): This document was created in order to respond to common questions related to proficiency-based grading practices and transcripts.

[Research Brief: Proficiency-Based Grading Practices \[2018\]](#): The information in this document should be used to inform rather than dictate decisions related to grading practices in a personalized and proficiency-based system. Focus questions with related research are provided. Specific sections of this document could be selected for discussion based on the specific needs of a school community.

[Vermont Proficiency-Based Grading Practices \[2021\]](#): This document provides current examples of proficiency-based grading and reporting practices in Vermont. The intent is to share resources and materials so that leaders and educators in school systems can support one another on the path to proficiency.

Scoring Criteria for Transferable Skills

Scoring criteria provide rubrics for assessing VTSAS performance tasks, in alignment with the Agency's sample transferable skill proficiency-based graduation requirements' performance indicators.

[Clear and Effective Communication \[UPDATED 2020\]](#)

[Creative and Practical Problem-Solving \[2016\]](#)

[Informed and Integrative Thinking \[2016\]](#)

[Responsible and Involved Citizenship \[2016\]](#)

[Self-Direction Scoring Criteria \[2016\]](#)

Transferable Skills Task Models

Task models provide general guidelines for what a performance task should include if it is to effectively measure proficiency in a Vermont EQS transferable skill.

- [Clear and Effective Communication \[2016\]](#)
- [Creative and Practical Problem-Solving \[2016\]](#)
- [Informed and Integrative Thinking \[2016\]](#)

Sample Performance Assessments with Transferable Skills

Sample performance tasks reflect the structure and components of VTSAS task models. They provide schools with examples of tasks and activities that can be used to assess students' transferable skills proficiency.

- [Change We Can See: Making the Invisible Visible \[2016\]](#)
- [Feed the Chicks \[2017\]](#)
- [Free Throw Adjustments \[2016\]](#)
- [Health in our Town \[2016\]](#)
- [Wildlife and Lyme Disease: Connections and Control \[2016\]](#)

Annotated Student Work: Clear and Effective Communication

Educators reviewed and annotated student work that assesses the transferable skill: Clear and Effective Communication. Copies of the student work without annotations are included so that teachers can provide an opportunity for students to use the scoring criteria to assess this work and become familiar with expectations for Clear and Effective Communication.

- [Student 5A \[2016\]](#)
 - [Student 5A with Comments](#)
- [Student 6C \[2016\]](#)
 - [Student 6C with Comments](#)
- [Student 8A \[2016\]](#)
 - [Student 8A with Comments](#)
- [Student 9A \[2016\]](#)

- [Student 9A with Comments](#)
- [Student 10A \[2016\]](#)
 - [Student 10A with Comments](#)
- [Comments for Student #13 Slideshow \[2016\]](#)
 - [Student 13 Copy of Basketball Project](#)

A Vermont Portrait of a Graduate

A Vermont Portrait of a Graduate (PoG) clarifies the expectations for College and Career Readiness as described in the Vermont Education Quality Standards. It specifies the cognitive, personal, and interpersonal skills and abilities that students should be able to demonstrate upon graduation. A Vermont PoG was developed collaboratively by over three hundred Vermont students, community members, and educators. It can be used as a tool for reviewing and refining proficiency-based graduation requirements, as well as a guide for making instructional decisions.

- [A Vermont Portrait of a Graduate with Performance Indicators \[2020\]](#)



Proficiency-Based Graduation Requirements: Supervisory Union/District Websites

This [document](#) [2020] contains a list of supervisory union/district websites that was generated from the 2020 Proficiency-Based Learning/Personalized Learning Survey regarding the current status of proficiency-based graduation requirements.

Sample Graduation Proficiencies and Performance Indicators

The sample graduation proficiencies are examples of a rigorous proficiency-based graduation framework that meets [Education Quality Standards requirements](#).

PBGRs for Content Areas

[An Introduction to the AOE Sample Graduation Proficiency Documents \[2016\]](#)

- Arts [2017]:
 - [Dance](#)
 - [Media Arts](#)
 - [Music](#)
 - [Theatre](#)
 - [Visual Arts](#)
- [English Language Arts & Literacy \[2016\]](#)
- Financial Literacy [2021]:
 - [Agency of Education: K-12](#)
 - [Professional Learning Community: K-8](#)
 - [Professional Learning Community: 9-12](#)
- Global Citizenship [2018]:
 - [Social Studies](#)
 - [World Language](#)
- [Health Education \[2016\]](#)
- [Mathematics \[2016\]](#)
- [Physical Education \[2016\]](#)
- [Science \[2016\]](#)

PBGRs for Transferable Skills

The transferable skills identified in the Education Quality Standards can be organized in different ways. In the first document Collaboration, Innovation, Inquiry, and Use of Technology are woven throughout the Performance Indicators. Using this model, students would need to have opportunities to demonstrate acquisition of those skills as a part of attaining their Transferable Skills Graduation Proficiencies. The Transferable Skills in the second document are the specific skills identified in EQS.

- [Transferable Skills: Sample Graduation Proficiencies and Performance Indicators \[2016\]](#)
- [EQS Transferable Skills and Recommended Performance Indicators \[2016\]](#)

Special Education PBGR Resources

The PBGR Access Plan (PBGR-AP) was created to assist educators and teams make local graduation requirements accessible for students with intensive needs. With input from stakeholders across the state, the PBGR-AP will replace the Multi-year Plan, which was based around credits/Carnegie units. The PBGR Access Plan will embrace the same spirit of accessibility that the Multi-year Plan embraced. The challenge for teachers will be to implement the PBGR Access Plan where necessary to make the graduation requirements accessible for students who are not able to access the PBGRs without some type of accommodation or modification to the PBGR Performance Indicators. A sample of a [PBGR Access Plan \[2019\]](#) for “Kevin” from the [AOE Case Study Project \[2018\]](#) and a [blank template](#) of the PBGR Access Plan that educators and teams can use for students who need help accessing the graduation requirements.

Local Comprehensive Assessment Systems

[Essential Components for Ensuring Local Comprehensive Assessment Systems are Culturally Relevant and Equitable \[2021\]](#)

This document serves to support supervisory unions and/or school districts (SUs/SDs) as they refine their local comprehensive assessment systems (LCAS) to ensure that assessments are equitable and culturally relevant.

[Strengthening Local Assessment Systems for Personalized, Proficiency-Based Education: Strategies and Tools for Professional Learning \[2020\]](#) describes Vermont's convenings to support schools, districts, and other education organizations seeking to create high-quality local comprehensive systems of assessments. It can serve as a resource for schools, districts, and states that are working toward improving their own assessment systems. Readers will learn about the rationale and essential components, formative and summative performance assessments, and student-designed performance assessments.

A [webinar \[2021\]](#) related to the report, *Strengthening Local Assessment Systems for Personalized, Proficiency-Based Education: Strategies and Tools for Professional Learning*, was recorded by Aurora Institute on January 14, 2021. Additionally, here is a [link](#) to the related slide deck.

[Local Comprehensive Assessment Systems in School District Systems: Act 173 Technical Guidance \[2019\]](#)

This document provides additional technical assistance and guidance around local comprehensive assessment systems (LCAS). It is one of a series of four supporting guidance documents the Agency of Education (AOE) has developed to provide supplemental information to the Education Quality Standards (EQS) rules and practices as they pertain to the change in practices necessary to implement Act 173 of 2018.

Local Comprehensive Assessment Systems (LCAS) are a vital part of a broader educational system aimed at improving outcomes for students and enabling every student to meet proficiencies. The [Local Comprehensive Assessment System Quality Criteria](#), as well as the related [Local Comprehensive Assessment System Quality Criteria Single Point Rubric](#), were developed with input from educators as tools for reflecting on a system's strengths as well as areas in need of improvement. These tools can therefore be used to determine next steps towards strengthening balanced assessment systems that enhance the effectiveness, availability and equity of services provided to all students.

The [Strengthening and Streamlining Local Comprehensive Assessment Systems: Guidelines and Support for Leadership Teams \[2017\]](#) provides guidelines and resources to help educators in supervisory unions and districts develop a streamlined balanced local comprehensive

assessment system (LCAS) for all students. This document was produced following a thorough review of literature and current practices in the field of student assessment by Agency of Education staff as well as educators in the field. It provides a synthesis of research and current policy, including the MTSS field guide and Education Quality Standards.

Performance assessments play a vital role in a proficiency-based system. Performance assessment templates for content areas as well as an interdisciplinary template are available below.

- [Quality Criteria for Performance Assessments \[2019\]](#)
- [Performance Assessment Tools and Resources \[2021\]](#)

Performance Assessments Templates

- [Arts Performance Assessment Template](#)
- [English Language Arts Performance Assessment Template \[2021\]](#)
- [Health Performance Assessment Template \[2019\]](#)
- [Interdisciplinary Performance Assessment Template \[2021\]](#)
- [Mathematics Performance Assessment Template \[2019\]](#)
- [Physical Education Performance Assessment Template \[2019\]](#)
- [Science Performance Assessment Template \[2019\]](#)
- [Social Studies Performance Assessment Template \[2019\]](#)