

**AGENCY OF EDUCATION**

**Barre, Vermont**

**TEAM: Proficiency-Based Learning Team**

**ITEM:** Will the State Board of Education permit the research and proposal of an update to the Vermont Social Studies Standards which are national in scope, allow for a range of research-based instructional practices that most effectively improve student learning while providing for college and career readiness, enable the demonstration of proficiency and are aligned with personalization and transferable skills? (EQS 2120.1; 2120.5)

**SECRETARY'S RECOMMENDED ACTION:**

**1. That the State Board of Education grant approval for the research and proposal of an update to the Vermont Social Studies Standards which are national in scope, allow for a range of research-based instructional practices that most effectively improve student learning while providing for college and career readiness, enable the demonstration of proficiency and are aligned with personalization and transferable skills. (EQS 2120.1; 2120.5)**

**STATUTORY AUTHORITY:** 16 V.S.A. § 906 (b)

**BACKGROUND INFORMATION:**

1. The last update of Social Studies Standards took place in 2004 when the History and Social Sciences Grade Expectations were released.
2. Global Citizenship is one of the seven content areas identified in EQS for which students must demonstrate proficiency.
3. The current GE's do not adequately emphasize EQS transferable skills and are outdated in the context of Vermont's movement towards proficiency-based learning and personalization.

**POLICY IMPLICATIONS:**

Vermont History and Social Sciences Grade Expectations be replaced with new standards that are national in scope and allow relevant content and instructional practices to be selected and developed by supervisory unions/districts.

**EDUCATION IMPLICATIONS:**

A rigorous global citizenship curriculum will be coordinated across all grades and the supervisory union, including career technical centers, to allow all learners to successfully engage in the curriculum and meet the graduation requirements.

**FISCAL IMPLICATIONS:** minimal, and already accommodated in our budget

**STAFF AVAILABLE:**

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## **Proposal for Upgrading Vermont's Social Studies Standards**

### **Why?**

The last update of Social Studies Standards took place in 2004 when the History and Social Sciences Grade Expectations were released.

Global Citizenship is one of the seven content areas identified in the Education Quality Standards (EQS) for which students must demonstrate proficiency. (2120.5 Curriculum Content)

The current Grade Expectations do not adequately emphasize the EQS transferable skills, and feel outdated in the context of Vermont's movement towards proficiency-based learning and personalization. (2120.1 Instructional Practices; 2120.5 Curriculum Content)

The Vermont State Board of Education has adopted the Common Core State Standards for English Language Arts and Mathematics, the Next Generation Science Standards, the National Health Education Standards, and the National Core Arts Standards. It is time for the Board to update our standards to reflect the current research as well as the collective wisdom of educators from across the country.

### **Field Input Plan**

A survey that will be disseminated through the Weekly Field Memo and a state-wide social studies teacher listserv so that principals, curriculum directors and teachers will have the opportunity to provide feedback regarding the potential adoption of the College, Career, and Civic Life (C3) Framework or other standards which are national in scope. Educators will be asked if Global Citizenship could be strengthened and brought more closely into alignment with proficiency-based learning, personalization, and the emphasis on transferable skills through the adoption of these more current, learner-engaging set of standards.

### **Assumptions**

Standards presented for adoption will:

1. Allow for each supervisory union to select or develop appropriate and relevant content to align with standards approved by the State Board of Education. (2120.5 Curriculum Content)
2. Enumerate global citizenship curriculum that will be rigorous and coordinated across all grade levels and the supervisory union/district, including career technical centers, to prepare all students for graduation. (2120.6 Curriculum Coordination; 2120.3 Career and Technical Education)
3. Support implementation of proficiency-based learning and personalization in alignment with Education Quality Standards.
4. Reflect the best thinking of teachers, professional organizations and national experts in the core disciplines to allow for engagement, demonstration of proficiency as well as college and career readiness within relevant and comprehensive opportunities for all learners. (2120.5 Curriculum Content; 2120.7 Graduation Requirements)