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Using Flexible Pathways for Personalized Learning

Flexible Pathways Grant Project Summaries: Spring 2018

In the spring 2018 the Agency of Education awarded Flexible Pathways Expansion Grants to four supervisory unions and school districts through Vermont. These awards will be used to support high-quality, well-rounded, out-of-school time learning opportunities for Vermont learners. These grants represent the continued commitment to support schools and communities in their efforts to implement the Flexible Pathways Initiative – Act 77.

Addison Central School District:

Addison Central School District (ASCD) in partnership with the Patricia A. Hannaford Career Center (PHCC) will create interconnected design teams to support the development of vertically coherent PK-12 Personalized Learning Plans (PLP) and portfolios that build and reflect on evidence of learning over time. These design teams will explore the International Baccalaureate (IB) Career-related Program (CP); design the Middlebury Union High School Celebration of Learning; locally develop the promising practices of IB's Exhibition (6th grade), Personal Project (10th grade), and the Creativity, Activity, Service (CAS) project (11th & 12th grade). To maximize the potential for personalized learning and flexible pathways, the two main goals of this grant are to 1) clearly define and communicate opportunities for choice and engagement beyond traditional coursework, and 2) build a systemic, scaffolded approach to support students in developing the independent learning skills and personal agency required to personalize their learning.

Kingdom East Unified Union School District:

Kingdom East Unified Union School District will develop a two week summer session called "June Term" at the Lyndon Institute. June Term will serve 40 students in grades 7-10 and provide 60 additional hours of instructional time in academics through project-based learning approaches. Instructional teams consisting of partnered pairs of Career Technical Education and content-area teachers will create dynamic and small-group learning experiences to support students in meeting English and math proficiencies. Student schedules will be tailored by choice and aspiration. Sample courses include Angles: The Math of Shed Building, Making Maps and Surveying the Land: Geometry in Real Life, Medical Math: Ratios, Green Energy: The Argument, and Economics and Maple Production.

Orange Southwest School District:

Randolph Union High School will create a new summer program modeled after its successful Deployed Classroom initiative. Students will use this out-of-school experience to fill in learning gaps that are preventing them from demonstrating proficiency. This pilot program will support approximately 20 middle school students with instruction provided by two classroom teachers and a paraprofessional. Visits with community partners, facilitated by a strong and established connection with Randolph Area Community Development Corporation, will build relevance for middle school students and will simultaneously introduce them to many of the careers and businesses in the region. Multiple area businesses have signed on to the project, and through these connections students will be able to meet math or English proficiencies, create STEM-related projects, and produce a final writing experience, reflection, and documentation in their student portfolios. Ultimately, students will demonstrate investment in this learning by creating their Personal Learning Plans and engaging in their end of 8th grade Portfolio Defense.

River Valley Technical Center School District:

The Vermont Virtual Learning Cooperative (VTVLC) will pilot the Personalized Assessment of Student Standards (PASS) program to expand independent learning opportunities for students. VTVLC teachers will mentor students to develop a self-designed project tailored to demonstrate skills and knowledge of the student's school learning targets. Personalized learning opportunities that expand the school day and calendar will be supported by incorporating the appropriate technology to reduce barriers to their programs based on location, travel, and time. Consulting licensed teachers will develop a process to allow easy integration of transparent and shared learning targets into a school's proficiency-based graduation requirements. Ultimately, this program will be available through the VTVLC catalog of offerings and provide personalization of student pathways toward graduation in the same manner as other VTVLC offerings do now.