

A Vermont Portrait of a Graduate

Learner Agency

1. Students take ownership of and drive their own learning.
 - a. Act with focus, engagement, and perseverance.
 - b. Develop self-awareness through reflection.
 - c. Collaborate to identify strategies for meeting proficiencies.
2. Students develop their own voice and the ability to use it in a variety of settings.
 - a. Take a stand for themselves and others.
 - b. Think independently.
 - c. Use evidence and experience to inform decisions.
3. Students 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.

Global Citizenship

1. Students recognize that the world is increasingly complex and interdependent.
 - a. Ask probing questions that encourage inquiry around relevant issues.
 - 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 to issues.
2. Students understand and exercise their rights and responsibilities 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.

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3. Students study a non-native language and understand the importance of learning about other cultures.
 - a. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics through a second language.
 - b. Communicate through a second language in written and spoken words.
 - c. Express curiosity about the history and lived experiences of others.
 - d. Examine diversity in social, cultural, political and historical contexts.

Academic Proficiency

1. Students 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. Students ask questions effectively to acquire knowledge.
 - a. Develop questions to access relevant information.
 - b. Use questions to develop a deeper understanding of a concept or topic.
 - c. Use questions to understand another person's perspective.
3. Students 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, processes and solutions.
 - c. Demonstrate persistence to achieve goals.

Communication

1. Students communicate effectively using oral, written, and nonverbal (body language) strategies.
 - a. Convey information clearly.
 - b. Listen to understand another perspective.
 - c. Ensure that others feel heard and understood.
2. Students communicate through a variety of media and create a positive digital footprint.
 - 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. Students take into consideration multiple points of view.
 - a. Voice their own opinions in a respectful manner.
 - b. Refine their opinions and ideas based on new information.

- c. Listen closely to decipher meaning, including knowledge, values, attitudes and intentions.

Critical Thinking and Problem Solving

1. Students use inquiry to solve real-world 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. Students participate in a collaborative problem-solving and decision-making process.
 - a. Are open to changing their minds based on new information.
 - b. Adapt to varied roles, responsibilities and contexts.
 - c. Accept and respond to feedback effectively.
3. Students 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, point of view, or potential bias of information sources.

Well-Being

1. Students develop strategies and interpersonal skills to manage stress, promote mental health, and cultivate positive relationships.
 - a. Understand their own needs and access support to meet those needs.
 - b. Believe that their abilities can be developed through dedication, hard work, access and opportunity.
 - c. Act with empathy and care for others.
2. Students recognize the value of healthy behaviors and physical activity in promoting health, enjoyment, self-expression and social interaction.
 - 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. Students 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. Apply reliable information and systematic decision-making to personal financial decisions.