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.
   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.

   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.