

State Board of Education  
August 23, 2016  
Item N

# Aligning Agency Work with Education Quality Standards

# Agenda

- Workgroups
  - Personalization and Flexible Pathways
  - Proficiency-Based Learning
  - Multi-Tiered Systems of Support
  - Education Quality
- Website Redesign and Migration

# Personalization & Flexible Pathways

## Key Work:

### PERSONALIZATION

- Share best practices for embedding personalization within the school and classroom
- Guide development and implementation of personalized learning plans and k-12 personalized instruction
- Organize and implement professional learning events, in collaboration with other AOE teams and field partners

### FLEXIBLE PATHWAYS

- Guiding development and implementation of flexible pathways opportunities, including:
  - dual enrollment and early college
  - virtual learning and blended learning
  - work-based learning
  - expanded learning opportunities
  - career technical education and adult education
- Providing guidance around mapping flexible pathways experiences to proficiencies and PBGRs
- Creating collaborative partnerships that build capacity for community and instructional leadership around flexible pathways

## Key Staff:

**Division Director**, Personalization and Flexible Pathways (TBA)  
**Toni Marra**, Program Coordinator, Dual Enrollment and Early College  
**Veronica Newton**, Program Coordinator, Personalization and Flexible Pathways  
**Sigrid Olson**, Program Coordinator, Personalization and Flexible Pathways

# Personalization & Flexible Pathways

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Personalized Learning

Personalized Learning Plans

What Schools Are Doing

How to Implement

Flexible Pathways

Career Technical Education

Work Based Learning

Dual Enrollment

Early College

## PERSONALIZED LEARNING

Personalized Learning will help students achieve academic success, be prepared for post-secondary opportunities, and engage actively in civic life. Schools will be expected to initiate a process for students to identify their goals, learning styles, and abilities and align this with the school's academic expectations and student's pathway toward graduation.

## FLEXIBLE PATHWAYS

The Flexible Pathways Initiative, created through Act 77 of 2013, 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. Flexible pathways also promotes opportunities for Vermont students to achieve postsecondary readiness through high-quality educational experiences that acknowledge individual goals, learning styles, and abilities; and increase the rates of secondary school completion and postsecondary continuation in Vermont.

# Proficiency-Based Learning

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STUDENTS FAMILIES EDUCATORS ADMINISTRATORS COMMUNITIES

Home

Student Learning

Content Areas

Proficiency-Based Learning

Transferable Skills

Proficiency-Based Graduation Requirements

Personalized Learning

Flexible Pathways

Assessments

Student Support

Educator Quality

Vermont Schools

Data and Reporting

State Board and Councils

About Us

## PROFICIENCY-BASED LEARNING

Proficiency-Based Learning is a key component of flexible and personalized pathway set forth in Act 77 and the State Board of Education's Education Quality Standards . Vermont public schools must provide students with flexible and personalized pathways for progressing through grade levels and to graduation. Students can only advance when they demonstrate the attainment of skills and knowledge, irrelevant of time spent in a classroom.



Sample Graduation Proficiencies



Transferable Skills Scoring Criteria

### What is proficiency-based learning?

In a proficiency-based system, there are clear expectations for learning:

- Proficiencies include explicit, measurable, transferable learning objectives that empower students;
- Learning outcomes emphasize proficiencies that include application and creation of knowledge, along with the development of important skills and dispositions. (Patrick & Sturgis, 2013)

Student progress is measured and supported:

- Assessment is meaningful and a learning experience for students;
- Students receive timely, differentiated support and feedback based on their individual learning needs;
- Students advance upon mastery, not seat time; learning is the constant and time is the variable.

Learning occurs with the student at the center:

- Students take ownership of their learning;
- Learning can happen anywhere and anytime.

# Proficiency-Based Learning

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[STUDENTS](#) [FAMILIES](#) [EDUCATORS](#) [ADMINISTRATORS](#) [COMMUNITIES](#)

Home

Student Learning

Content Areas

English Language Arts

Mathematics

Science

Global Citizenship

Arts

Health Education

Physical Education

Driver Education

Proficiency-Based Learning

Personalized Learning

Flexible Pathways

Assessments

Student Support

Educator Quality

Vermont Schools

Data and Reporting

## CONTENT AREAS

As outlined in the Education Quality Standards (make link to State Board rule 2000), each supervisory union board shall ensure the written and delivered curriculum within their supervisory union is aligned with the standards approved by the State Board of Education. Each school shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allows them to demonstrate proficiency in English Language Arts (Literacy), Mathematics, Science, Global Citizenship, Physical Education, Health Education, Artistic Expression, and Transferable Skills.



Common Core



Mathematics and Science Partnership

## English Language Arts and Mathematics Standards

The Common Core State Standards (CCSS) were developed in collaboration with our education partners to establish clear goals for learning that will prepare children for college and the workforce. The standards represent an aspirational document, which is our best current description of what we want our students to learn and be able to do in [English language arts](#) and [mathematics](#).

**The standards are not curricula.** Local districts and teachers have authority over how to help students meet these standards. We help on the expertise and professional judgment of educators to figure out how to personalize instruction to achieve these goals.



# Multi-Tiered System of Supports

## Key Work:

### TECHNICAL ASSISTANCE

- Support implementation of a comprehensive and systematic framework that uses research-based strategies and practices designed to meet the academic and behavior needs of all students.
  - 1) high-quality universal (core) instruction for all students,
  - 2) additional targeted supports for some students, and
  - 3) additional intensive supports for a few students.
- Key Strategies:
  - Leadership Teams development within each school/SD/SU
  - Dissemination of professional learning, resources, research, guidance documents, and tools
  - Guidance on all aspects of Safe and Healthy Schools identified in EQS
  - Networking opportunities for field staff

## Key Staff:

- **Tracy Watterson**, MTSS Team Manager
- **Richard Boltax**, Program Coordinator, MTSS
- **Vacant**, Program Coordinator, MTSS

# Multi-Tiered System of Supports

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STUDENTS FAMILIES EDUCATORS ADMINISTRATORS COMMUNITIES

Home

Student Learning

Student Support

Adult Education

Early Education

Federal Programs Under ESSA

Integrated Educational Frameworks

Multi-Tiered System of Supports

Positive Behavior Interventions and Supports

SWIFT

Educational Support System

Healthy and Safe Schools

Nutrition

Special Education

Educator Quality

Vermont Schools

## POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

### What is PBIS?

Vermont Positive Behavior Interventions and Supports (VTPBiS) is a statewide effort designed to help school teams form a proactive, school-wide, systems approach to improving social and academic competence for all students. Schools in Vermont are engaged in using a formal system of positive behavioral supports in their schools.

### Resources for Schools and Administrators

The Vermont State BEST (Building Effective Strategies for Teaching Students with Behavioral Challenges) Team supports VTPBiS implementation in Vermont schools statewide. Each year more and more Vermont schools are actively implementing systems of [Positive Behavior Interventions and Supports](#) in their schools.

### Resources for Parents and Families

The [Vermont Family Network \(VFN\)](#) works with the agency to bring families information about VTPBiS and the many benefits for children and schools. VTPBiS is a decision-making framework that guides selection, integration, and implementation of the best evidence based practices for improving academic and behavioral outcomes for all students. VTPBiS is being implemented in many Vermont schools, to varying degrees; from awareness and readiness levels to full implementation that includes school wide planning, to small group interventions, to individual plans. For questions, contact [Vermont Family Network](#) at (800) 800-4005.





# Education Quality Team

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[Home](#)

[Student Learning](#)

[Student Support](#)

[Educator Quality](#)

[Vermont Schools](#)

[Education Quality](#)

[Education Quality Standards](#)

[Education Quality Reviews](#)

[Education Laws](#)

[School Governance](#)

[School Finance](#)

[School Operations](#)

[Data and Reporting](#)

[State Board and Councils](#)

## EDUCATION QUALITY

### Theory of Action

If we provide evidence-based, differentiated technical assistance, resources, and professional learning opportunities to Supervisory Unions and Supervisory Districts based on a coherent, education quality and continuous improvement framework, then we will build statewide capacity, equity, internal accountability and improve educational outcomes for all.

Over the past few months we have been in the process of maximizing the quality of internal infrastructure and processes in order to better support the needs of our local education agencies (LEAs) and schools. Our Education Quality Assurance Team (formerly School Effectiveness) is committed to providing evidence-informed, differentiated technical assistance, resources, professional learning opportunities, and support to local education agencies, based on a coherent education quality framework for continuous improvement. Our goal is to build statewide capacity, equity, internal accountability, and improve educational outcomes for all. Collectively, with other newly formed Agency of Education teams, we are integrating our Education Quality Standards (EQS), as well as the new federal Every Student Succeeds Act (ESSA) standards for equity, to best support LEAs and schools.

- [Education Quality and Continuous Improvement](#)
- [Federal School Improvement Program Assistance \(1003a of the Every Student Succeeds Act\)](#)

# Education Quality Team



## Key Work:

### **LEAD A STATEWIDE SYSTEM OF SUPPORT FOR CONTINUOUS IMPROVEMENT BY:**

- Providing technical assistance and support for applying a Continuous Improvement approach to improvement planning
- Guiding the administration of comprehensive needs assessments and implementing continuous improvement plans
- Differentiating support and monitoring of continuous improvement plans
- Organizing and managing systems of Networked Improvement Communities (NICs) in which schools can test and revise improvement theories, as well as share promising practices

### **MANAGES FEDERAL PROGRAMS BY: (*All of EQS*)**

- Administering the school improvement grant application and approval process
- Guiding the development and implementation of comprehensive support and improvement programs, and targeted support and improvement programs, as described in Every Student Succeeds Act, as well as monitoring the implementation and impact

### **SUPPORTS INTEGRATED FIELD REVIEWS (IFR) BY: (*All of EQS*)**

- Developing the IFR process
- Leading and supervising review teams and ensuring the fidelity of the process
- Organizing and managing the appropriate professional learning and support for all areas in the report, in collaboration with essential AOE teams

## Key Staff:

**Josh Souliere**, Assistant Director of Education Field Reviews

**Donna Stafford**, Education Quality Manager

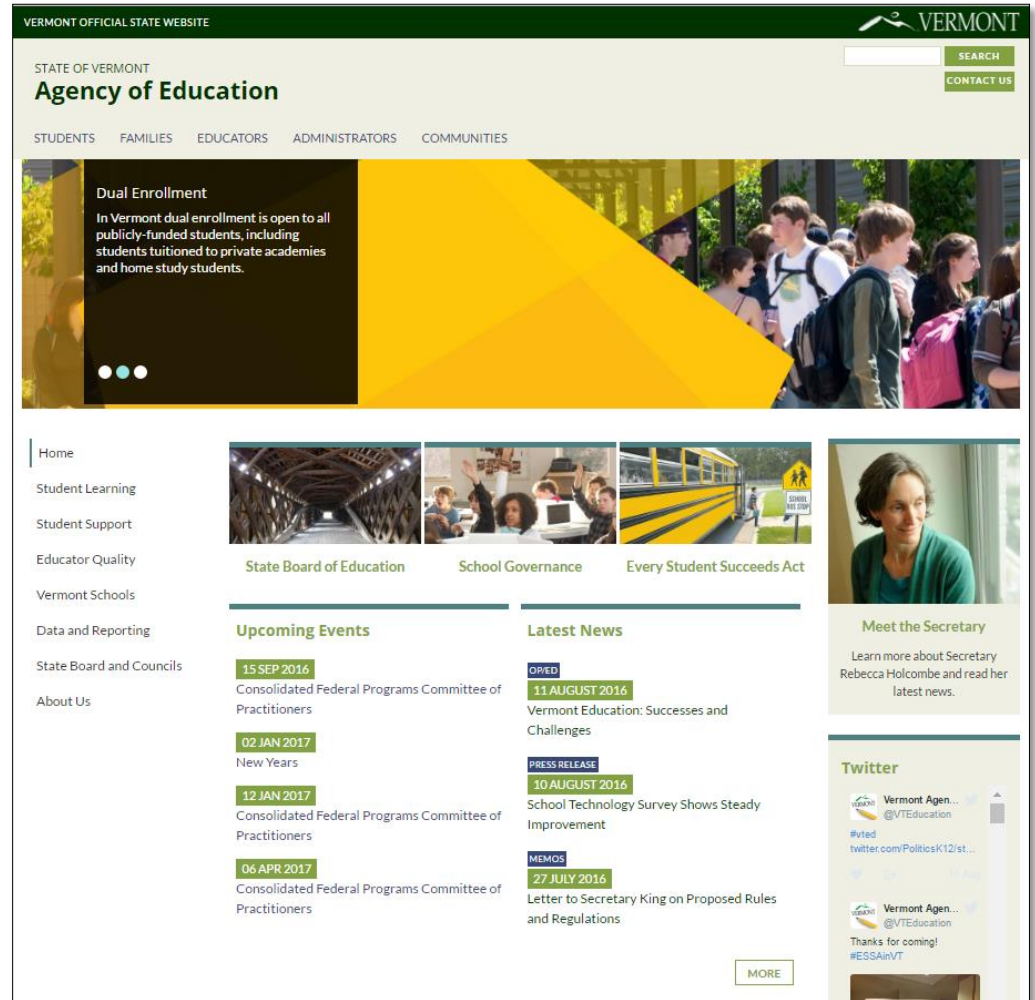
**Lori Dolezal**, Education Quality Manager

**Jesse Roy**, Education Quality Coordinator

# Website Redesign and Migration

## Advantages

- Accessible
- Organized
- Responsive
- State Branded
- State System
- Up-to-date Documents
- Increased Communications



# Website Organization

- STUDENTS
- FAMILIES
- EDUCATORS
- ADMINISTRATORS
- COMMUNITIES

