

AGENCY OF EDUCATION

Barre, Vermont

TEAM: Integrated Support for Learning: Proficiency-Based Learning Team

ITEM: Will the State Board of Education:

Approve replacing the Framework of Standards and Learning Opportunities with the state-adopted Transferable Skills and content standards for the Arts, English Language Arts, Global Citizenship, Health, Mathematics, Physical Education, Science, Technology and, recommended for adoption, Financial Literacy Standards?

SECRETARY'S RECOMMENDED ACTION:

- 1. Recommend that the SBE approve replacing the Framework of Standards and Learning Opportunities with the state-adopted Transferable Skills and content standards.**

STATUTORY AUTHORITY:

16 V.S.A. § 164 (9) State Board; general powers and duties: Implement and continually update standards for student performance in appropriate content areas. The standards shall be rigorous, challenging and designed to prepare students to participate in and contribute to the democratic process and to compete in the global marketplace.

16 V.S.A. § 165 (3) EQS

(B) instructional practices and curriculum leadership, content and coordination

(D) access to current technology

BACKGROUND INFORMATION:

POLICY IMPLICATIONS: The State Board of Education adopted the Framework of Standards and Learning Opportunities in the Fall of 2000. Since then, new standards have been adopted for English language arts, mathematics, science, social studies, the arts, health, physical education, technology, and transferable skills. As a result, the Framework is outdated and no longer used by educators to guide instructional decisions. No existing state policies, other than standards adoption, are affected.

EDUCATION IMPLICATIONS: The standards adopted by the State Board reflect the best effort at this time to provide standards that are “. . . rigorous, challenging and designed to prepare students to participate in and contribute to the democratic process and to compete in the global marketplace.”

FISCAL IMPLICATIONS: None.

STAFF AVAILABLE:

Proficiency-Based Learning Team:

- Pat Fitzsimmons, Proficiency-Based Learning Team Leader
- Susan Yesalonia, Health/Physical Education Specialist
- Emily Titterton, Arts Content Specialist
- Sarah Birgé, English Language Arts Specialist
- Martha Deiss, Global Citizenship Specialist
- Heidi Whipple, Mathematics Specialist
- Margaret Carrera-Bly, Science Specialist
- Greg Young, STEM Specialist

Alignment of Vital Results with Vermont State Board of Education Adopted Standards & Transferable Skills

Vital Results	AOE Assessment	Transferable Skills	English Language Arts/Literacy	Mathematics	Science	Global Citizenship	The Arts	Health & PE	Technology
Released Fall, 2000	Fall, 2017	Adopted by SBE: Spring 2014 Transferable Skills	Adopted by SBE: Summer 2010 CCSS ELA	Adopted by SBE: Summer 2010 CCSSM	Adopted by SBE: Summer 2013 NGSS	Adopted by SBE: Fall 2017 C3	Adopted by SBE: Spring 2016 NCAS	Adopted by SBE: Spring 2015 Health Physical Education	Adopted by SBE: Fall 2017 ISTE
<p>Communication: Read to understand and read critically, to interpret a variety of materials.</p> <p>Write effectively for a variety of purposes.</p> <p>Listen actively for a variety of purposes.</p> <p>Express self with power and purpose.</p> <p>Use the tools of information technology to communicate.</p>	This Vital Result is fully met by adopted standards.	<p>Clear and Effective Communication: Demonstrate organized and purposeful communication.</p> <p>Use evidence and logic appropriately in communication.</p> <p>Integrate information gathered from active speaking and listening.</p> <p>Adjust communication based on the audience, context, and purpose.</p> <p>Demonstrate effective, expressive, and receptive communication, including oral, written, and multimedia.</p> <p>Use technology to further enhance and disseminate communication.</p>	<p>Read closely to understand and analyze a variety of complex literary and informational texts.</p> <p>Write clearly and effectively for a variety of purposes.</p> <p>Gather evidence from a variety of sources in order to analyze, reflect, and research.</p> <p>Listen actively for a variety of purposes.</p> <p>Use a variety of tools to communicate effectively across a range of contexts.</p> <p>Demonstrate command of standard English grammar, usage, and mechanics.</p>	<p>Make sense of problems and persevere in solving them.</p> <p>Model with mathematics.</p> <p>Use appropriate tools strategically.</p>	<p>Communicate ideas clearly and persuasively and method generated.</p> <p>Understand that argumentation is the process by which explanations and solutions are reached</p>	<p>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, and technical).</p> <p>Critique the use of claims and evidence in arguments for credibility.</p>	<p>Convey meaning through the presentation of artistic work.</p> <p>Interpret intent and meaning in artistic work.</p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p>Health Demonstrate the ability to use interpersonal communication skills to enhance health and avoid health risks.</p> <p>Physical Education Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Exhibit responsible personal and social behaviors that respects self and others.</p> <p>Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Creative Communicator Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p>

Vital Results	AOE Assessment	Transferable Skills	English Language Arts/Literacy	Mathematics	Science	Global Citizenship	The Arts	Health & PE	Technology
<p>Reasoning and Problem Solving: Ask meaningful questions.</p> <p>Choose and use effective means of solving problems.</p> <p>Approach problem solving with an open mind, healthy skepticism, and persistence.</p> <p>Think abstractly and creatively.</p>	<p>This Vital Result is fully met by adopted standards.</p>	<p>Creative & Practical Problem Solving: Ask meaningful questions.</p> <p>Choose and use effective means of solving problems.</p> <p>Approach problem solving with an open mind, healthy skepticism, and persistence.</p> <p>Think abstractly and creatively.</p> <p>Informed & Integrative Thinking: Apply knowledge from various disciplines and contexts to real life situations.</p> <p>Analyze, evaluate, and synthesize information from multiple sources to build on knowledge.</p> <p>Use evidence and reasoning to justify claims.</p>	<p>Listen actively for a variety of purposes.</p> <p>Use a variety of tools to communicate effectively across a range of contexts.</p> <p>Gather evidence from a variety of sources in order to analyze, reflect, and research.</p>	<p>Make sense of problems and persevere in solving them.</p> <p>Reason abstractly and quantitatively.</p> <p>Construct viable arguments and critique the reasoning of others.</p> <p>Attend to precision.</p>	<p>Ask and refine questions that lead to descriptions and explanations of how the natural and designed world works.</p> <p>Construct explanations for phenomena seen and apply standard explanations learned from teachers and readings.</p>	<p>Explain how a question reflects an enduring issue.</p> <p>Explain points of agreement and disagreement that experts have about interpretations and applications of disciplinary concepts and ideas.</p> <p>Determine the kinds of sources that will be helpful in answering questions, taking into consideration multiple points of view, types of sources and potential use of sources.</p> <p>Use evidence and reasoning to draw conclusions about probable causes and effects.</p>	<p>Generate and conceptualize artistic ideas and work.</p> <p>Organize and develop artistic ideas and work.</p> <p>Refine and complete artistic work.</p> <p>Analyze, interpret, and select artistic work for presentation.</p> <p>Perceive and analyze artistic work.</p> <p>Interpret intent and meaning in artistic work.</p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p>Health Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Demonstrate the ability to use decision-making skills to enhance health.</p> <p>Physical Education Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Computational Thinker Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.</p> <p>Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.</p>

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<p>Personal Development: Develop a sense of unique worth and personal competence.</p> <p>Make healthy choices.</p> <p>Makes informed decisions.</p> <p>Develop productive and satisfying relationships with others.</p> <p>Demonstrate the skills necessary to participate in the workplace.</p>	<p>This Vital Result is fully met by adopted standards.</p>	<p>Clear & Effective Communication: Collaborate effectively and respectfully.</p> <p>Self-Direction: Identify, manage, and assess new opportunities related to learning goals.</p> <p>Integrate knowledge from a variety of sources to set goals and make informed decisions.</p> <p>Demonstrate initiative and responsibility for learning.</p> <p>Demonstrate flexibility, including the ability to learn, unlearn, and relearn.</p> <p>Collaborate as needed to advance learning.</p> <p>Persevere in challenging situations.</p> <p>Use technology and digital media strategically and capably.</p>	<p>Read closely to understand and analyze a variety of complex literary and informational texts.</p> <p>Listen actively for a variety of purposes.</p> <p>Use a variety of tools to communicate effectively across a range of contexts.</p> <p>Write clearly and effectively for a variety of purposes.</p> <p>Gather evidence from a variety of sources in order to analyze, reflect, and research.</p>	<p>Construct viable arguments and critique the reasoning of others.</p>	<p>Data must be presented in a form that can reveal patterns and relationships</p> <p>Analysis informs design decisions, helps define/clarify problems, and determine economic feasibility, evaluate alternatives and investigate failures.</p>	<p>Understand virtues and principles by applying and reflecting on them through actual civic engagement.</p> <p>Understand that scarcity necessitates the need for setting individual and societal goals and identifying the resources needed to achieve set goals.</p>	<p>Generate and conceptualize artistic ideas and work.</p> <p>Refine and complete artistic work.</p> <p>Develop and refine artistic work for presentation.</p> <p>Synthesize and relate knowledge and personal experiences to make art.</p> <p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p>Health Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Demonstrate the ability to use decision-making skills to enhance health.</p> <p>Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Physical Education Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Exhibit responsible personal and social behaviors that respects self and others.</p>	<p>Empowered Learner Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>Global Collaborator Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</p>

Vital Results	AOE Assessment	Transferable Skills	English Language Arts/Literacy	Mathematics	Science	Global Citizenship	The Arts	Health & PE	Technology
<p>Civic / Social Responsibility: Learn by serving others, and participate in democratic processes.</p> <p>Respect and value human diversity as part of our multicultural society and world.</p> <p>Understand continuity and changes</p>	<p>This Vital Result is fully met by adopted standards.</p>	<p>Responsible and Involved Citizen: Participate in and contribute to the enhancement of community life.</p> <p>Take responsibility for personal decisions and actions.</p> <p>Demonstrate ethical behavior and the moral courage to sustain it.</p> <p>Respect diversity and differing points of view.</p> <p>Demonstrate a commitment to personal and community health and wellness.</p> <p>Practice responsible digital citizenship.</p>	<p>Read closely to understand and analyze a variety of complex literary and informational texts.</p> <p>Write clearly and effectively for a variety of purposes.</p> <p>Gather evidence from a variety of sources in order to analyze, reflect, and research. Listen actively for a variety of purposes.</p> <p>Use a variety of tools to communicate effectively across a range of contexts.</p>	<p>Make sense of problems and persevere in solving them.</p> <p>Model with mathematics.</p> <p>Attend to precision.</p>	<p>Events have causes. How these events are linked can be used to predict and explain events in new contexts.</p> <p>Conditions of stability and rates of change or evolution of a system are critical elements of study</p>	<p>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p>Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>	<p>Interpret intent and meaning in artistic work.</p> <p>Synthesize and relate knowledge and personal experiences to make art.</p> <p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p>Health Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</p> <p>Demonstrate the ability to advocate for personal, family, and community health.</p> <p>Physical Education Exhibit responsible personal and social behaviors that respects self and others.</p>	<p>Digital Citizen Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p> <p>Global Collaborator Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</p>