

AGENCY OF EDUCATION
Barre, Vermont

TEAM: Proficiency-Based Learning Team

ITEM: Will the State Board of Education permit the research and proposal of an update to the Vermont World Language Standards which are national in scope, allow for a range of research-based instructional practices that most effectively improve student learning while providing for college and career readiness, enable the demonstration of proficiency and are aligned with personalization and transferable skills? (EQS 2120.1; 2120.5)

ACTING SECRETARY'S RECOMMENDED ACTION:

1. That the State Board of Education grant approval for the research and proposal of an update to the Vermont World Language Standards which are national in scope, allow for a range of research-based instructional practices that most effectively improve student learning while providing for college and career readiness, enable the demonstration of proficiency and are aligned with personalization and transferable skills. (EQS 2120.1; 2120.5)

STATUTORY AUTHORITY: 16 V.S.A. § 906 (b)

BACKGROUND INFORMATION:

1. The last update of World Language Standards took place in 2004 when the Grade Expectations for Vermont's Framework of Standards and Learning Opportunities, Standards for Non-Native Language was released.
2. World Language is included within Global Citizenship, which is one of the seven content areas identified in EQS for which students must demonstrate proficiency. The recently adopted College, Career and Civic Life C3 Framework for Social Studies State Standards was adopted under the lens of Global Citizenship, but the C3 does not address the teaching of World language.
3. The current Vermont Non-Native Language Grade Expectations (GEs) and Grade Cluster Expectations (GCEs) do not adequately emphasize EQS transferable skills and are outdated in the context of Vermont's movement towards proficiency-based learning and personalization.

POLICY IMPLICATIONS:

Vermont's Framework of Standards and Learning Opportunities, Standards for Non-Native Language be replaced with new standards that are national in scope and allow

relevant content and instructional practices to be selected and developed by supervisory unions/districts.

EDUCATION IMPLICATIONS:

A rigorous World Language curriculum will be coordinated across all grades and the supervisory union to allow all learners to successfully engage in the curriculum and meet the graduation requirements.

FISCAL IMPLICATIONS: minimal, and already accommodated in our budget

STAFF AVAILABLE:

Martha Deiss, Proficiency-Based Learning Team- Global Citizenship Specialist

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