Designing Personalized Learning Pathways:

Best Practices from Vermont

HOUSEKEEPING

For **technical support** please contact Great Schools Partnership:

207-773-0505

HOUSEKEEPING

All phone lines will be **muted** throughout the presentation to reduce background noise.

HOUSEKEEPING

This is a "listen only" webinar - to ask questions of the presenters, or to interact with one another, please use the **chat space**

HOUSEKEEPING

This webinar is being recorded and an **archive of materials** will be available on our website

http://greatschoolspartnership.org/webinars/webinar-archive/

SAY HELLO!

If you're sharing a computer, and your name does not appear in the attendee list, please take a minute to **type your name** in to the chat pod.

PRESENTERS

Tom Alderman
Director,
Secondary + Adult Division
Vermont Agency of Education

Meg Powden
School Effectiveness
Coordinator

Vermont Agency of Education

Mark Kostin

Associate Director
Great Schools Partnership

OUTCOMES

Describe the relationship between multiple learning pathways and personalized student learning

OUTCOMES

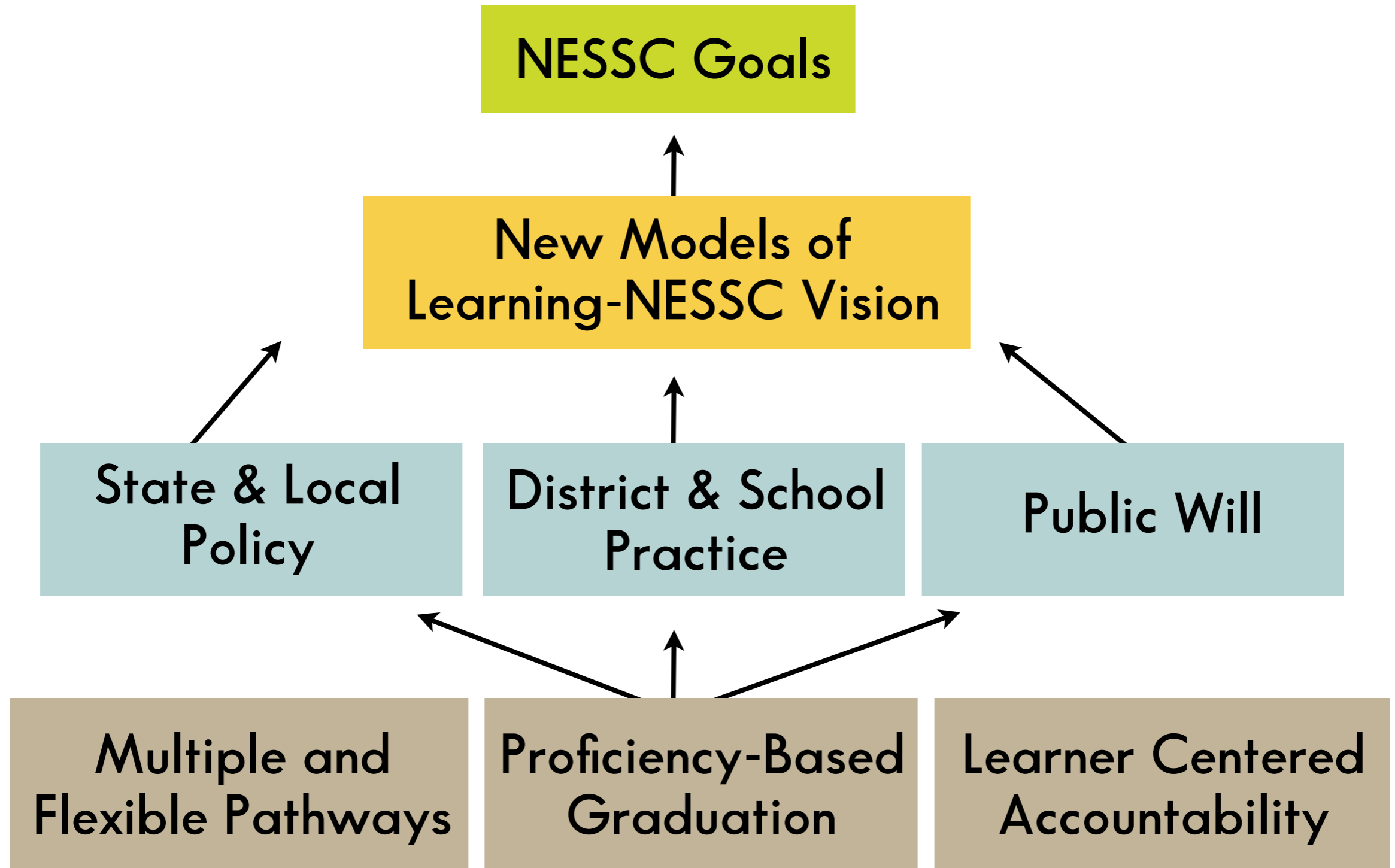Describe a state policy framework that supports a comprehensive system of flexible learning pathways

OUTCOMES

Demonstrate how schools have implemented multiple pathways with specific examples from Vermont High Schools

What **Matters** in School Improvement

GLOBAL BEST PRACTICES

**An Internationally Benchmarked
Self-Assessment Tool for Secondary Learning**

TEACHING + LEARNING

1.1 Equity
1.2 Personalization + Relevance
1.3 Academic Expectations
1.4 Standards-Based Education
1.5 Assessment Practices
1.6 International + Multicultural Learning
1.7 Technology Integration
1.8 Learning Communities

ORGANIZATIONAL DESIGN

2.1 Vision, Mission + Action Plan
2.2 School Culture
2.3 Multiple Pathways
2.4 Transitions
2.5 Interventions + Support
2.6 Time + Space
2.7 Data Systems + Applications
2.8 Continual Improvement

SCHOOL LEADERSHIP

3.1 Teacher Recruitment + Retention
3.2 Administrative Leadership
3.3 Shared Leadership
3.4 Moral Courage

GLOBAL BEST PRACTICES

**An Internationally Benchmarked
Self-Assessment Tool for Secondary Learning**

TEACHING + LEARNING

1.1 Equity
1.2 Personalization + Relevance
1.3 Academic Expectations
1.4 Standards-Based Education
1.5 Assessment Practices
1.6 International + Multicultural Learning
1.7 Technology Integration
1.8 Learning Communities

ORGANIZATIONAL DESIGN

2.1 Vision, Mission + Action Plan
2.2 School Culture
2.3 Multiple Pathways
2.4 Transitions
2.5 Interventions + Support
2.6 Time + Space
2.7 Data Systems + Applications
2.8 Continual Improvement

SCHOOL LEADERSHIP

3.1 Teacher Recruitment + Retention
3.2 Administrative Leadership
3.3 Shared Leadership
3.4 Moral Courage

ORGANIZATIONAL DESIGN

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1	INITIATING

The curriculum is a series of classroom-based courses culminating in a high school diploma, and students infrequently engage in learning experiences outside the classroom. Interdisciplinary collaboration is rare, and teachers infrequently use strategies to make content more relevant or to connect students with local issues, leaders, organizations, and opportunities. Student choice is primarily limited to course selection, and most courses do not integrate personalization strategies that address different learning styles and needs. The school has not taken steps to develop partnerships with local businesses or collegiate institutions, and it does not have established internship or dual enrollment programs. Technical education is entirely separate from the academic program. Students are given few opportunities to earn academic credit outside of classroom-based courses.

3	DEVELOPING

Multiple course options are available, although course content and sequences are largely predetermined and learning expectations are applied unevenly. Most courses are still taught in traditional classrooms, but teachers are gradually redefining their conceptions of what an effective learning environment can or should be. Online credit-recovery provides students who have failed one or more courses with alternative learning options that allow them to catch up to their peers and graduate on time. The school is responsive when students propose alternative pathways to meeting graduation requirements, but the faculty has not developed a system to encourage innovative, student-designed projects. Teachers in the academic program are beginning to collaborate with educators from the local technical program, and several integrated courses expose students to rigorous academic content while giving them the opportunity to develop applied skills. Partnerships with local business and collegiate institutions have led to the development of new internship and dual enrollment programs, but only a small number of students are taking advantage of these opportunities.

5	PERFORMING

The school and faculty have adopted a general pedagogical philosophy that teaching strategies, learning environments, and time can be variable, but learning standards will remain constant. The school provides a variety of learning pathways to every student—including classroom-embedded, co-curricular, and outside-of-school pathways—that accommodate different learning styles while applying the same universally high academic expectations. Students are encouraged to take an active role in planning their own education, and opportunities to propose and co-design additional projects or courses of study are provided. Access to and participation in alternative learning options is consistent across all student subgroups, and all pathways prepare students for success in college and globally competitive modern careers. The school's career and technical education program is integrated into and aligned with the school's academic program, and students are encouraged to select courses from both programs. Vibrant internship and dual enrollment programs enroll a significant percentage of the student body.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

	1	2	3	4	5

☐

NOT ADDRESSED   INITIATING   DEVELOPING   PERFORMING

GLOBAL BEST PRACTICES

Multiple + Flexible Pathways

The curriculum is a series of classroom-based courses culminating in a high school diploma, and students infrequently engage in learning experiences outside the classroom. Interdisciplinary collaboration is rare, and teachers infrequently use strategies to make content more relevant or to connect students with local issues, leaders, organizations, and opportunities. Student choice is primarily limited to course selection, and most courses do not integrate personalization strategies that address different learning styles and needs. The school has not taken steps to develop partnerships with local businesses or collegiate institutions, and it does not have established internship or dual enrollment programs. Technical education is entirely separate from the academic program. Students are given few opportunities to earn academic credit outside of classroom-based courses.
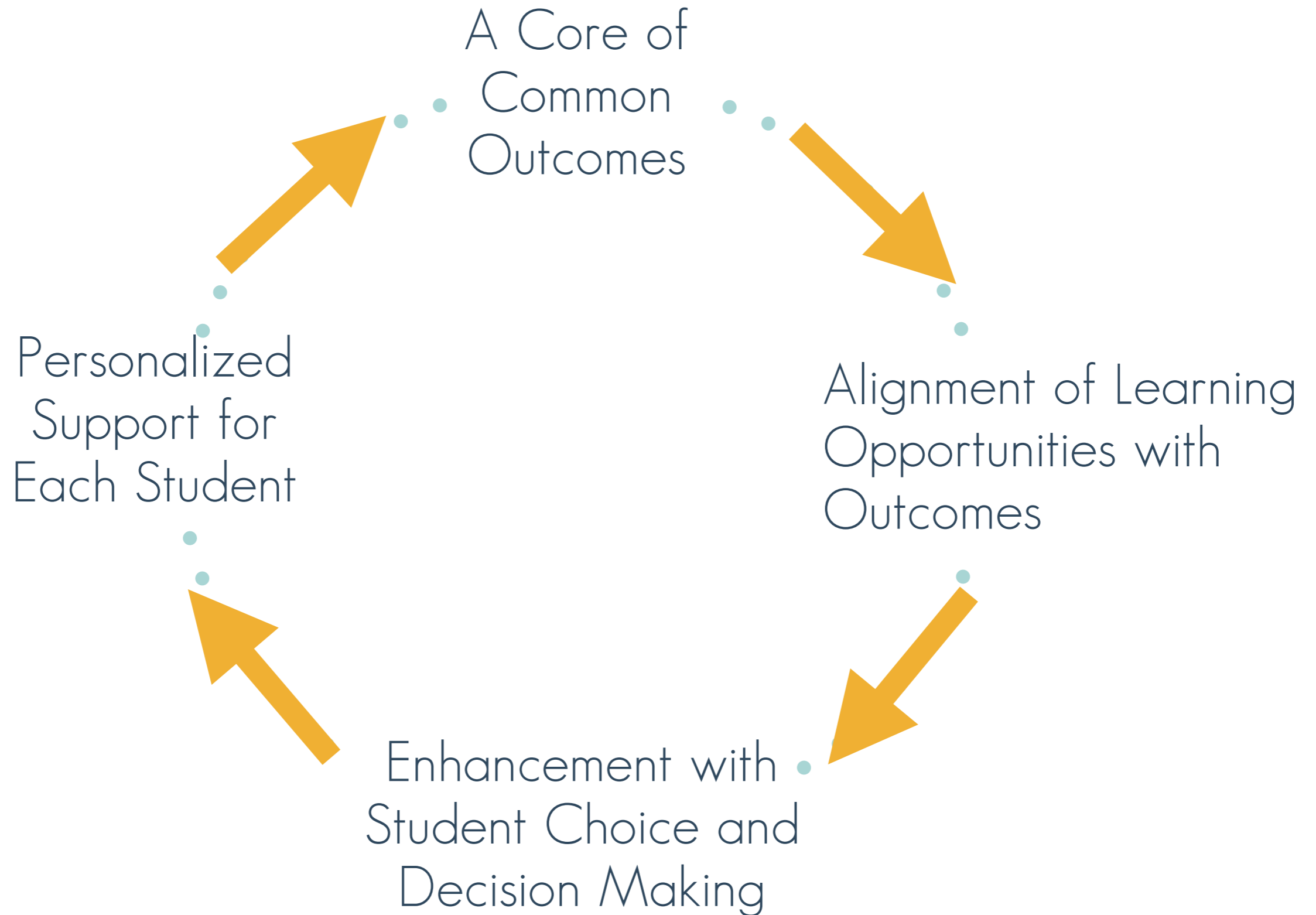
GLOBAL BEST PRACTICES

Multiple + Flexible Pathways

The school and faculty have adopted a general pedagogical philosophy that teaching strategies, learning environments, and time can be variable, but learning standards will remain constant. The school provides a variety of learning pathways to every student—including classroom-embedded, co-curricular, and outside-of-school pathways—that accommodate different learning styles while applying the same universally high academic expectations. Students are encouraged to take an active role in planning their own education, and opportunities to propose and co-design additional projects or courses of study are provided. Access to and participation in alternative learning options is consistent across all student subgroups, and all pathways prepare students for success in college and globally competitive modern careers. The school's career and technical education program is integrated into and aligned with the school's academic program, and students are encouraged to select courses from both programs. Vibrant internship and dual enrollment programs enroll a significant percentage of the student body.

The Power of Pathways

A Core of Common Outcomes

Alignment of Learning Opportunities with Outcomes

Enhancement with Student Choice and Decision Making

Personalized Support for Each Student

Successful Student Engagement

- Clear, universal, rigorous, college & career-ready expectations

- Progression & diploma granting by proficiency

- Personalized learning & pathways

- Interventions, supports, and enrichment

How Pathways Have Been Supported in Vermont
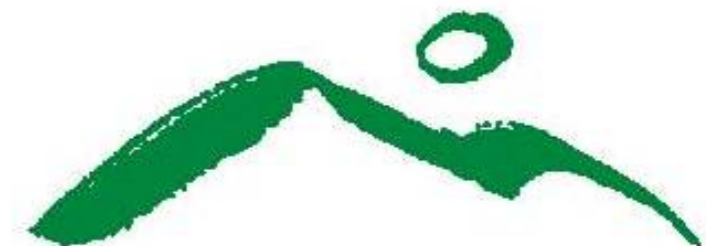
Policy Initiatives

Practice Initiatives

Public Will Initiatives

Support | State Policy

Act 44 of 2009

First mention in session law of "flexible pathways" to graduation

Support | State Policy

Act 44 of 2009

Began as bill to establish 0% dropout rate by 2020

Support | State Policy

Act 44 of 2009

Became legislation to improve graduation rates

Support | State Policy

Act 44 of 2009

Described a breadth of learning opportunities beyond the traditional classroom

- Personal learning plans

- Work-based learning

- Dual enrollment

- Proficiency-based assessment

Support | State Policy

State of the State Address, 2012

Governor championed dual enrollment

Support | State Policy

Work Group Convened, 2012

Used "flexible pathways to graduation" as umbrella

- Dual enrollment

- Work-based learning

- Tech Ed

- Virtual Learning

- High School Completion Program

Support | State Policy

Flexible Pathways Legislation, 2012

Failed to pass

Support | State Policy

State of the State Address, 2013

Governor championed flexible pathways

- Flexible pathways, not dual enrollment, at center

- Places "flexible pathways to graduation" in statute

Support | State Policy

Flexible Pathways Legislation, 2013

- Passed by Senate

- Currently in House

Support | State Policy

School Quality Standards

- State Board of Education Rules

- Currently under review

- Commission appointed to recommend revisions

Support | State Policy

Education Quality Standards

From:

Inputs **to** outcomes

SQS **to** EQS (Education Quality Standards)

Transition **to** Proficiency-based system

Support | State Policy

Education Quality Standards

- SBE will review recommendations

- Parallel to legislative initiative

- Aligned with strategic plans of SBE and Governor

- Aligned with NESSC goals

How Pathways Have Been Supported in Vermont

Policy Initiatives

Practice Initiatives

Public Will Initiatives

Support | Practice Initiatives

League of Innovative Schools

- Committed to NESSC goals

- Laboratories and models for innovative practice

- Action research

Brattleboro Union High School

- Collegiate High School

- Partnering with several Vermont + New Hampshire colleges

- High school and college credit

- Secondary and postsecondary campus

Burlington High School

- 9th grade academies

- Personalized learning experiences

- Common planning time for faculty

- Foundation for extension to higher grades

- Thematic, interest-based pathways

Champlain Valley Union High School

- GOAL - Go Out and Learn

- Personal learning plans

- Reflects students passions and interests

- On or off campus

- Meets graduation requirements

Essex High School

- Academy of Visual and Performing Arts

- STEM Academy

  - Personal Learning Plans

  - Experiential Learning Opportunities (ELO)

  - Internships

  - Capstone

Academy of Visual and Performing Arts

[Essex High School]

- Multiple specialization options
  - vocal or instrumental music
  - theater
  - dance
  - film
  - visual arts
  - new media

STEM Academy

[Essex High School]

- Multiple specialization options:

  - Biology
  - Medicine
  - Computer
  - Science/IT

  - Engineering
  - Environmental Science
  - CTE Partnership

Mount Abraham Union High School

- School-wide transformation vision

- Assessment of proficiency based on standards

- Relevant, engaging and student-centered design

- Multiple timeframes and pathways to graduation

Mount Abraham Union High School

- Department of "Personalized Learning"

- Enrolls 200+ independent learners each year

- R+D to produce models of student-centered processes

South Burlington High School

- "Big Picture" school within a school

- Students develop personal and academic goals around interests

- Proficiency-Based Graduation Requirements (PBGR)

- Hosting PBGR conferences with statewide interest

How Pathways Have Been Supported in Vermont

Policy Initiatives

Practice Initiatives

Public Will Initiatives

Support | Public Will

Legislative advocacy

Support | Public Will

Policy Research Team

- Funded by Nellie Mae Education Foundation

- Recommendations aligned with current policy initiatives

Support | Public Will

Community dinners on innovation

- Several events around the state

- Public input invited

Support | Public Will

Agency of Education

- Secretary of Education a member of Governor's Cabinet

- Increased stature

QUESTIONS FOR PRESENTERS