

# Welcome to Vermont

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Home of a world-class public education  
system dedicated to fulfilling the  
aspirations of each student



Presented by: Vermont Superintendents  
Education Quality Framework

## **Education Quality Task Force:**

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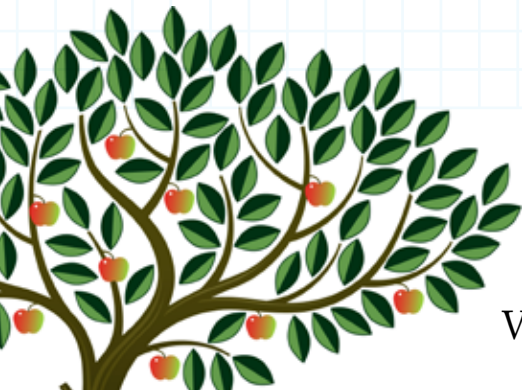
# Vision/Mission

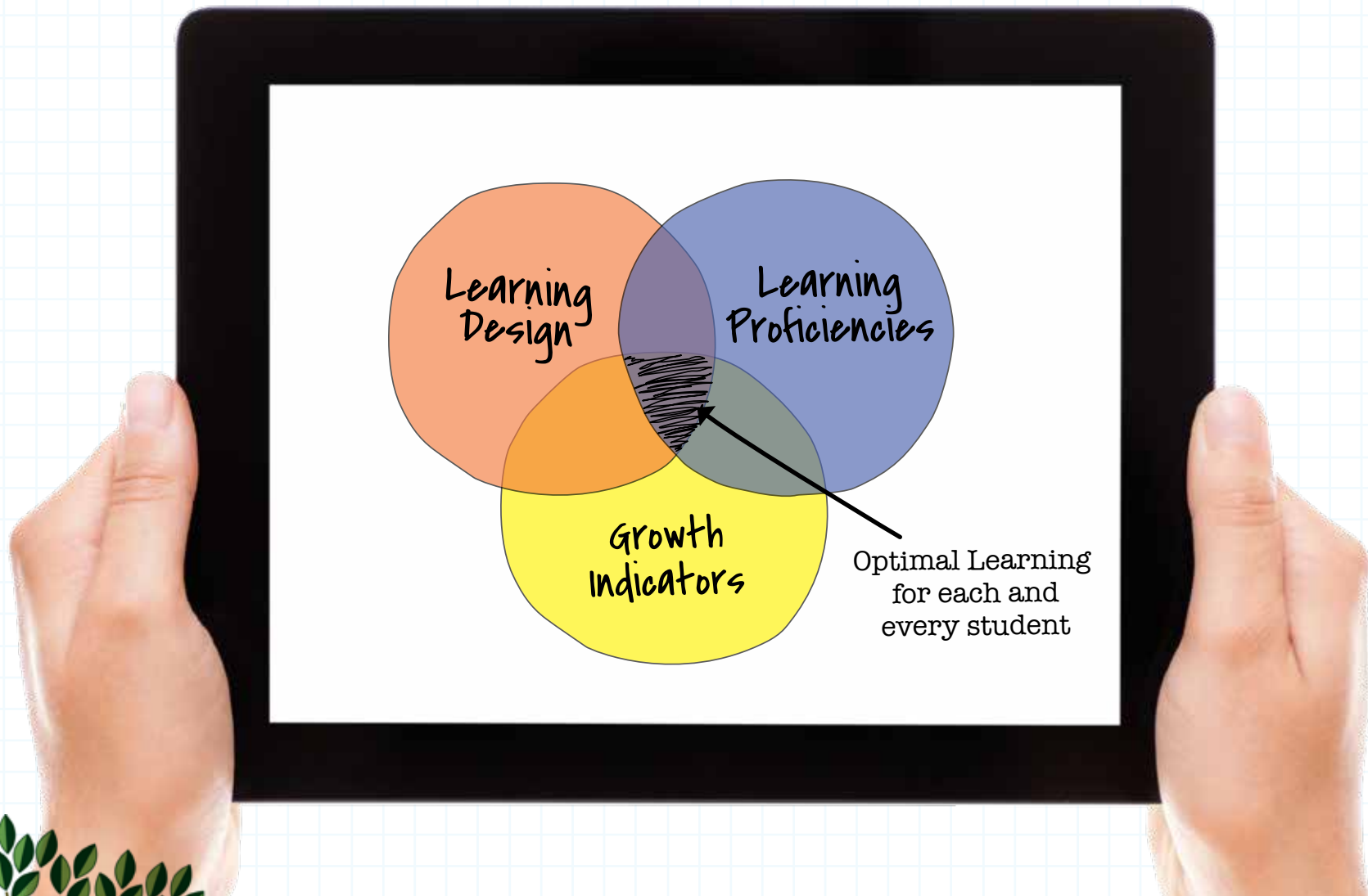


A quality education results in each and every student possessing the knowledge, skills, and dispositions needed for success in a rapidly changing world.

In order to achieve a quality education for every student, the educational system is intentionally designed based on what is known about learning, to include:

- **Learning Proficiencies**
- **Learning Design**
- **Growth Indicators**





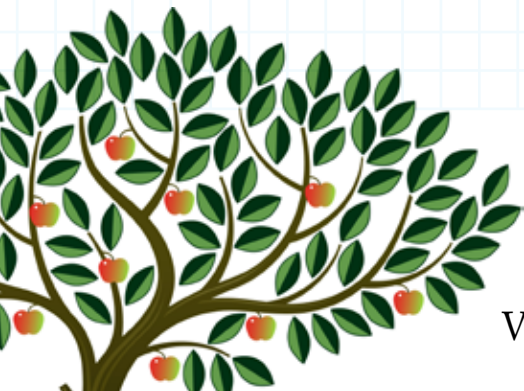
# Definitions



**Learning Proficiencies:** the skills, knowledge, and dispositions that learners apply across disciplines in new or complex situations.

**Learning Design:** the learning-centered principles and learner-driven choices and decisions that ensure student engagement and proficiency.

**Growth Indicators:** the criteria used to measure the desired outcomes for students and the system.



**Learning Proficiencies:** the skills, knowledge, and dispositions that learners apply across disciplines in new or complex situations.

Literacy

Numeracy

Creativity & Innovation

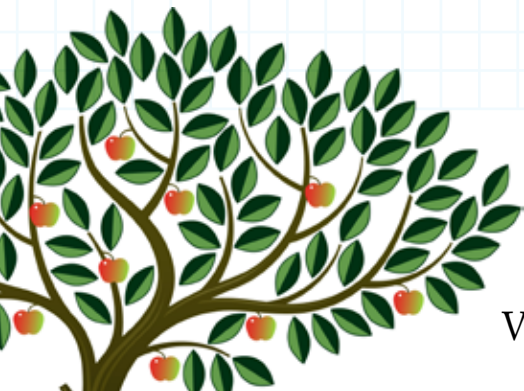
Inquiry

In order to demonstrate:

Individual, civic & global responsibility

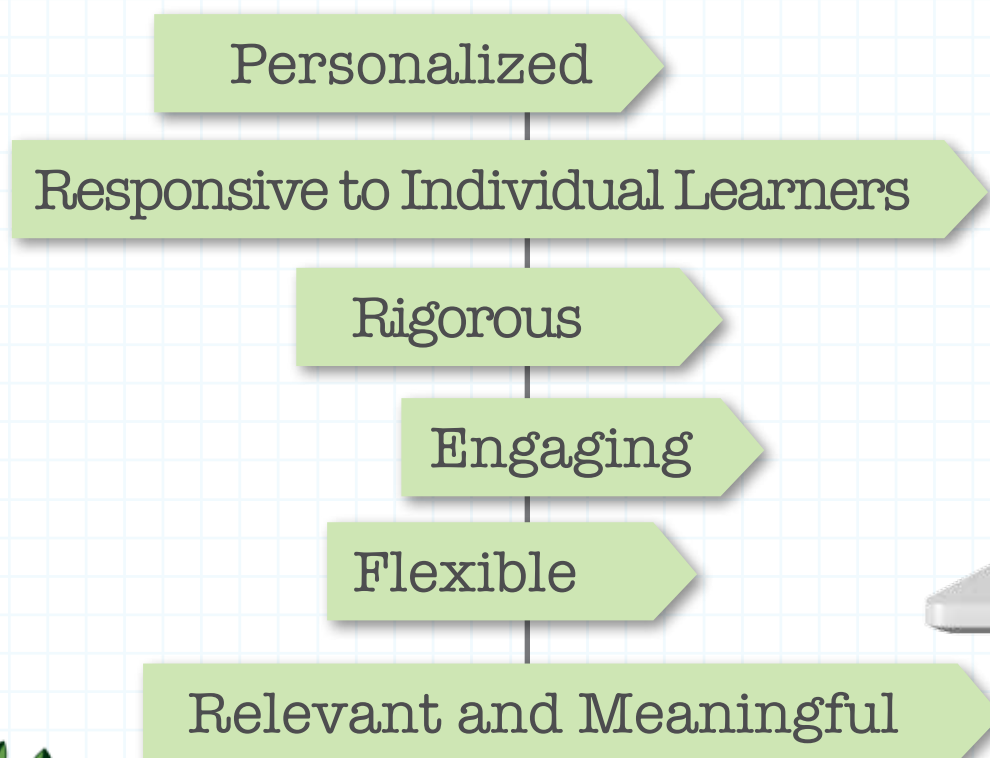
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**Learning Design:** the learning-centered principles and learner-driven choices and decisions that ensure student engagement and proficiency.

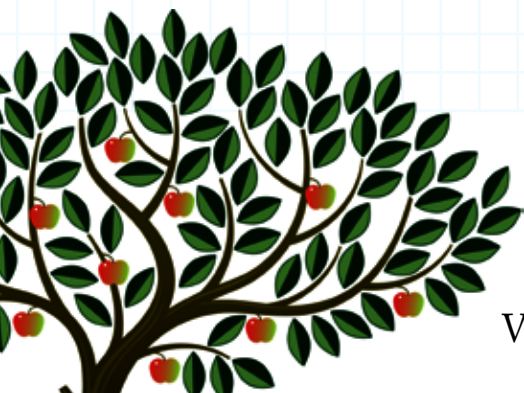


**Growth Indicators:** the criteria used to measure the desired outcomes for students and the system.

## EXEMPLARS

Students - individual growth

System - based on student outcomes





## Growth Indicators: STUDENTS - It's all about the LEARNING

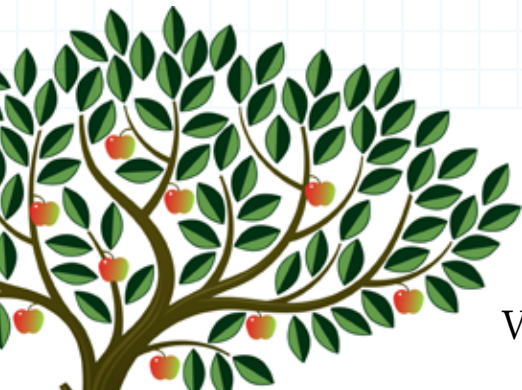
- Literacy
- Numeracy
- Inquiry

Academic

- Creativity

- Innovation
- Engagement
- Self-monitoring
- Civic, social responsibility

Dispositions



## Growth Indicators: SYSTEM

- Based upon student outcomes
- Requires Comprehensive Data System

### People

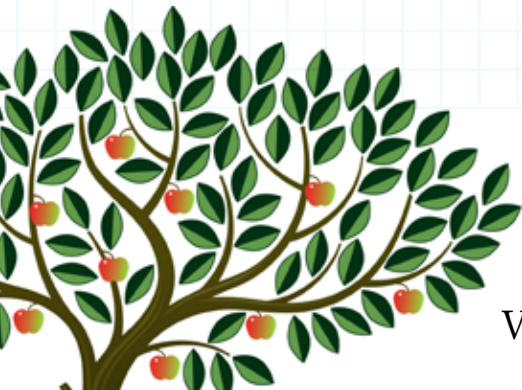
To analyze the impact of teacher and leader skills, knowledge, and dispositions upon student outcomes

- e.g.
- Feedback system: Supervision & Evaluation 2.0
  - Learning system: Professional Development 2.0
  - Decision-Making Process 2.0

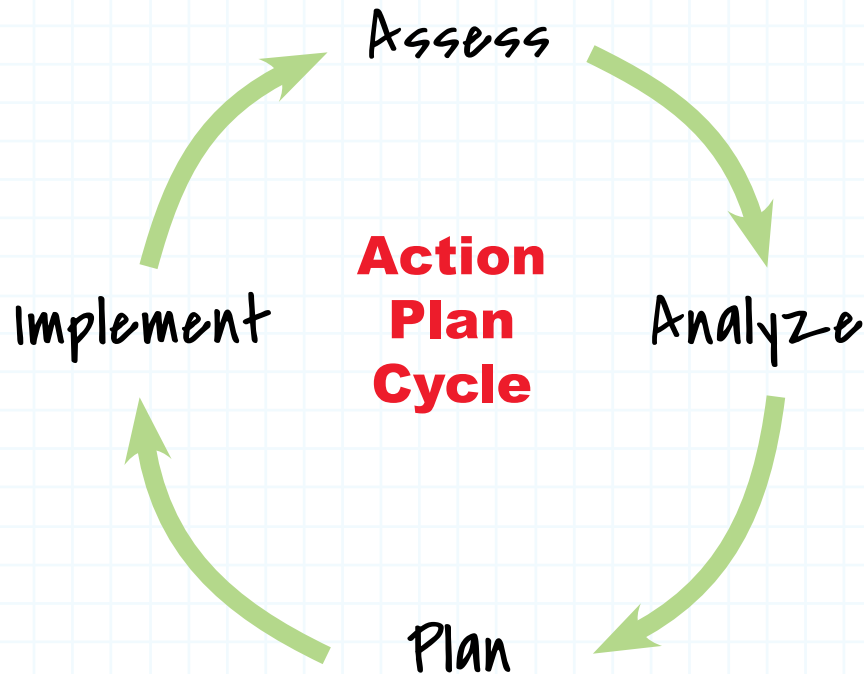
### Structures

To analyze the impact of particular structures upon student outcomes

- e.g.
- in school / out of school
  - traditional / non-traditional
  - partnerships / internships
  - learning time: 24/7; anytime / anywhere

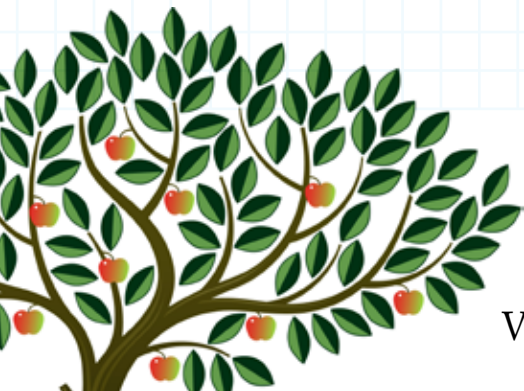


# Continuous Improvement: **System**

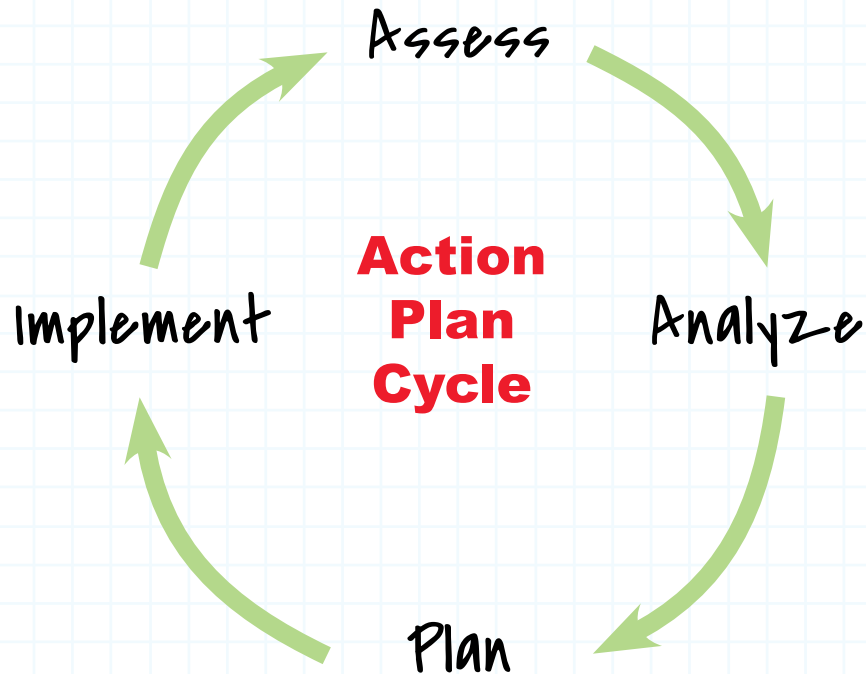


## **People and Structures:**

- Is our Recruitment, Hiring, and Retention System effective?
- Does our Supervision and Evaluation System support student growth?
- Does our Professional Learning System support student growth?
- Do our calendar and schedules promote/enhance learning?
- Does our Learning Support System enhance learning?
- Do our resource allocations promote student growth?

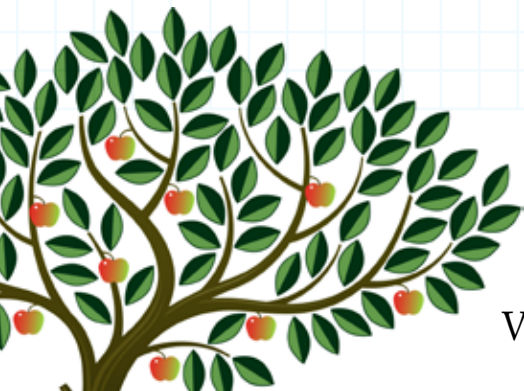


## Continuous Improvement: **Students**



### **Academics and Dispositions:**

- Are we providing rigorous curricular to all students?
- Are we focusing our energies and resources on transferrable skills--creativity, innovation, engagement, self-monitoring?
- Are we differentiating instruction and providing tiered interventions?
- Are we using individual student data to inform instruction?
- Are our instructional practices engaging to students, relevant and meaningful?



**From**

**To**

Universal access to education

Educate all students with high standards

Standardized solutions

Customized learning plans and processes

Limited choices and options

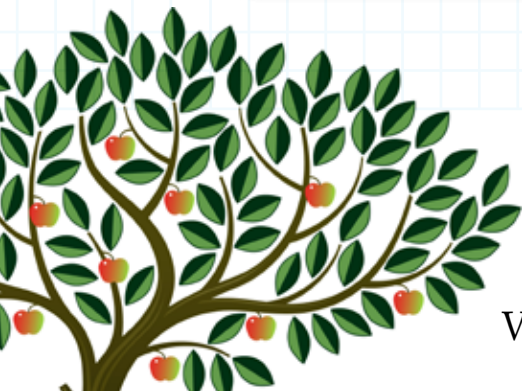
Many choices and pathways to learning

Educational progress measured  
by seat time and credits

Progress measured by authentic  
learning, using direct measures

Traditional annual school  
calendar and schedules

Instruction and learning  
delivered anytime, anywhere



## **Endorsement:**

Vermont State Board of Education



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