

Flexible Pathways in Vermont: The Route Changes, but the Destination Stays the Same

Video Transcript

Kevin Hunt, Teacher, Williston Central School: Flexible Pathways is demonstrating their understanding, their knowledge, their proficiency in a variety of different methods and ways.

Maura Kelly, Teacher, Peoples Academy Middle Level: I really think about cultivating student passion and thinking about how to connect students with new opportunities that they might not have received in a traditional 8:00 to 3:00 school schedule.

Meg O'Donnell, Teacher, Shelburne Community School: Flexible Pathways, it is one of the three pillars of Act 77. It is the idea that as unique as learners are, there are unique pathways through their educational story. The state has recognized that we need to honor those different pathways.

Lindsey Halman, Teacher, Essex Middle School: Kids are much more engaged and inspired to do good writing, good speaking, good reading, and reflecting, when they're writing, reading, thinking, speaking about topics of interest, especially ones that they feel really knowledgeable about. Our kids are developing proficiencies at a much more successful place than if we just gave them a piece of reading and then said write a paragraph reflection on this.

Joe Rivers, Teacher, Brattleboro Area Middle School: For middle grade students, a real challenge is engagement and feeling ownership over the time that they spend in school and what they do with their time while they're there and then what they produce. Education that goes out into the community, education that has real world results where it goes beyond the border of the school, is education that most students remember as their years go on.

Maura Kelly, Teacher, Peoples Academy Middle Level: A personalized learning plan is a plan that is developed between the student, the teacher, and the family of the students. Within the personal learning plan, it's a place for students to set goals that are linked to the transferrable skills outlined by the Vermont Agency of Education. Students are setting goals within those fields, collecting evidence, reflecting, and also showing growth on their proficiency-based learning.

Kevin Hunt, Teacher, Williston Central School: I'll have fifth graders at their first student-led conference. They're able to say, "This is what I've done. This is what's been going well. These are my next steps." They can advocate for themselves, and they can reflect.

Maura Kelly, Teacher, Peoples Academy Middle Level: Going through this process of goal setting and reflecting on goals and hearing the students and the choices that they're making, it



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really has helped to strengthen the relationships that I have with my students. I understand them in a different way. When they're in my classroom, I know how they feel as a learner. I have that insight into how they're thinking.



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