

## **Preliminary Concepts for Comprehensive Review of the Regulations Establishing Standards for Accrediting Public Schools in Virginia**

- A. Align with the definition and framework developed for the life-long, career-ready individual
1. Content knowledge – achieve and apply appropriate academic and technical knowledge
  2. Workplace skills – attain and demonstrate productive workplace skills, qualities and behaviors
  3. Career pathways – align knowledge, skills and personal interests with career opportunities
  4. Community – build connections with, value for and interactions with diverse communities

- B. Consider changing diploma types and graduation requirements
1. Should the graduation requirements be focused more on competencies rather than academic disciplines? For example:
    - a) read technical text and provide a written summary;
    - b) use sources to write a persuasive paper;
    - c) interpret statistics provided in an article and use as support for an oral presentation or a written argument.

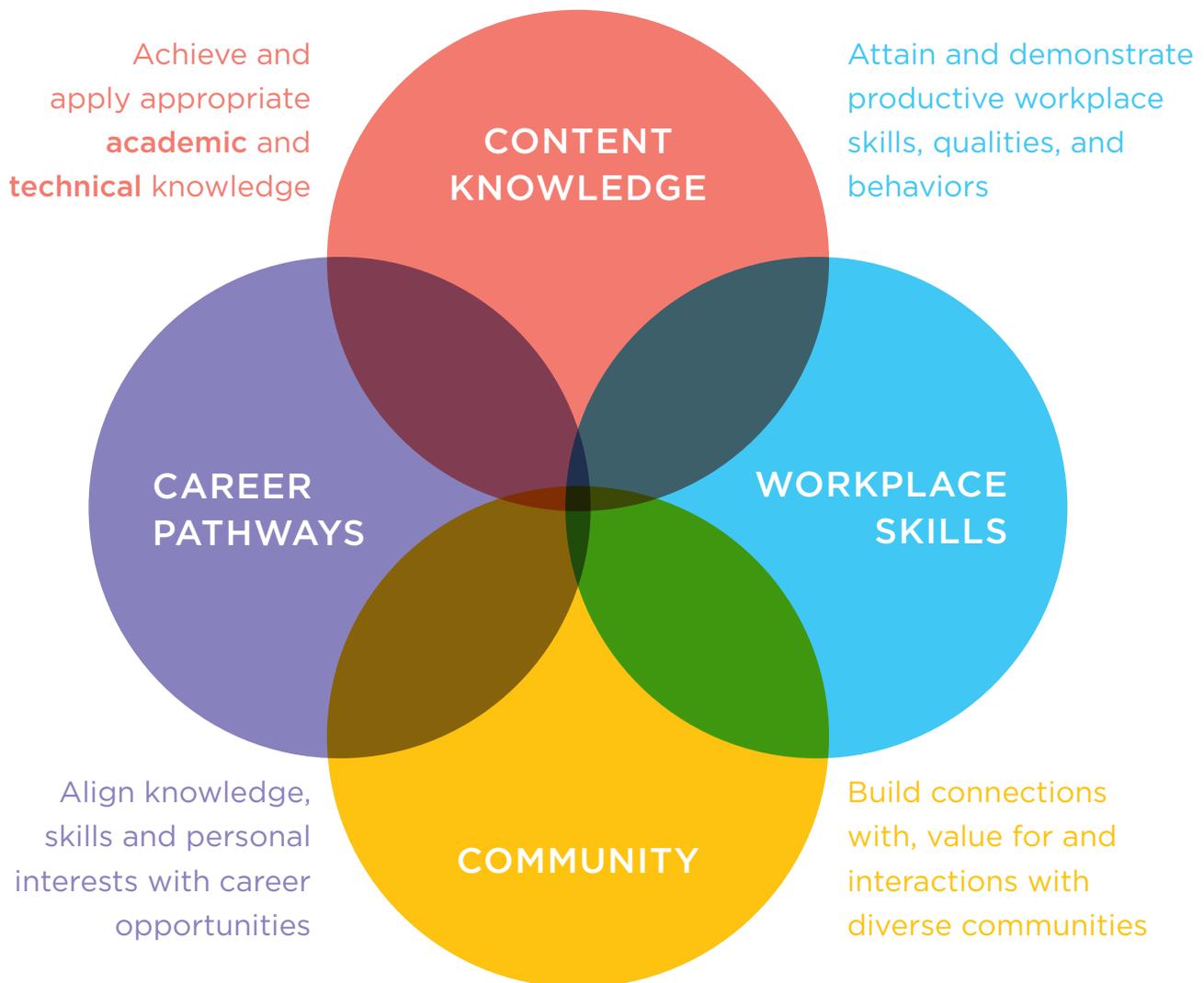
Encourage interdisciplinary courses to meet graduation requirement – meet reading and writing requirements as part of history or science course. Add college readiness indicators for both two-year and four-year institutions. This would allow the college readiness indicator to be related to the post-secondary plans rather than the diploma type.

- C. Add “non-academic” indicators to accreditation process
1. Should these indicators be factored into an overall rating? OR
  2. Should a model in which each factor receives a rating be used?
    - a) Rating could look at improvement or compare school’s status on an indicator to a benchmark.

- D. Enhance the Board of Education’s authority and capacity with respect to Memoranda of Understanding (MOUs) with schools denied accreditation.

- E. Employ the process of accreditation as a means to drive continuous improvement in all schools regardless of their accreditation rating
1. Make more effective use of student performance data, self-evaluation and other school improvement tools utilized in the accreditation process in order to
    - a) highlight problems early and target interventions before there is a performance issue;
    - b) successfully implement school improvement plans; and
    - c) identify areas of success so that strategies for continuous improvement can be more narrowly focused on areas of concern.

In Virginia, the life-long career-ready individual will, during their K-12 educational career:



## In Virginia, the life-long career-ready individual:

### CONTENT KNOWLEDGE

- Has the knowledge and skills associated in the Standards of Learning performance expectations and career and technical education competencies
- Has the content knowledge to successfully transition to credit-bearing postsecondary courses, workforce training, apprenticeship opportunities, and/or directly into the workforce

### WORKPLACE SKILLS

- Attains and demonstrates productive work ethic and professionalism
- Demonstrates effective communication and interpersonal skills
- Demonstrates productive qualities and strategies (e.g., think critically, coherently, creatively; direct and evaluate own learning; problem solve; exhibits intellectual curiosity, flexibility, self-advocacy, responsibility)

### COMMUNITY

- Demonstrates connection and involvement in their communities through opportunities such as volunteer service, ecological stewardship and civic engagement
- Balances self-advocacy with consideration of others, behaves honestly and ethically, takes responsibility for actions, attends to personal health and wellness
- Respects diversity of individuals, groups and cultures

### CAREER PATHWAYS

- Has an awareness of career opportunities aligned with personal interests and skills
- Sets goals for career, school and life and has knowledge of a variety of pathways and requirements to achieve these goals
- Develops a foundational set of skills that will allow students to adapt to changing global and workplace opportunities and careers.