Personalized, Competency-Based Learning and State Policy

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www.inacol.org



What is Competency Education?



Students advance upon demonstrated mastery



Assessment is meaningful and a positive learning experience



Competencies include explicit measurable, transferable learning objectives that empower students



Students receive timely and differentiated support



Students develop and apply a broad set of skills and dispositions



The Traditional System....



Is built upon an institutional fixed mindset



Has high variability in how teachers determine proficiency



Is time-based

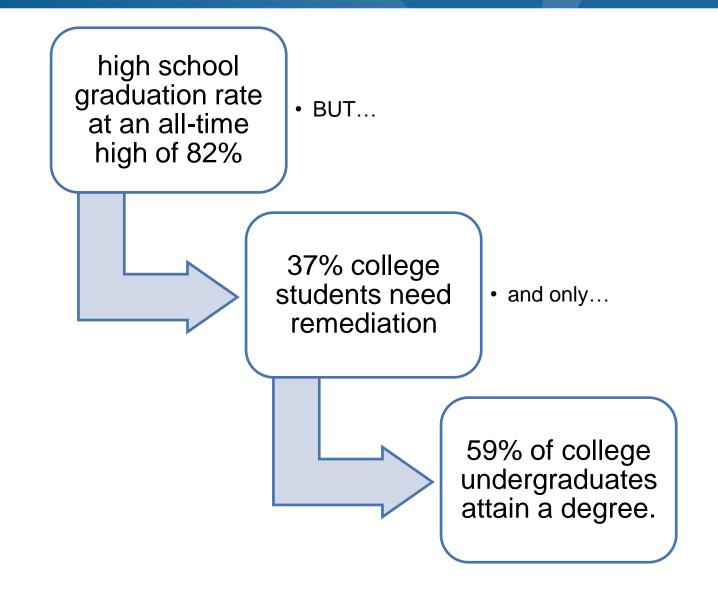


Depends on extrinsic motivation



Is organized to efficiently deliver curriculum







A Competency-Based Education System....



Is built upon a growth mindset: All children can learn



Builds educator capacity: Calibration organized for proficiency



Is mastery learning-based (with time-bound targets)



Organized to personalize learning



Fosters intrinsic motivation



Personalized Learning Definition

Mean What You Say: Defining and Integrating Personalized, Blended and Competency Education susan Patrick, Kathryn Kennedy and Allison Powell

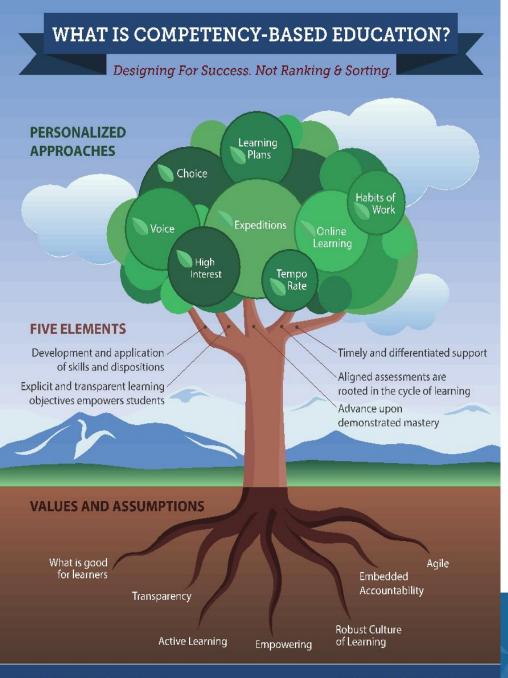
*i*NACOL



Personalized learning is tailoring learning for each student's strengths, needs and interests — including enabling student voice and choice in what, how, when and where they learn to provide flexibility and supports to ensure mastery of the highest standards possible.

 Mean What You Say: Integrating Personalized, Blended and Competency Education (Patrick, Kennedy, Powell, iNACOL 2013)





Personalization and CBE go hand in hand.

Without CBE, personalization may result in variable achievement.

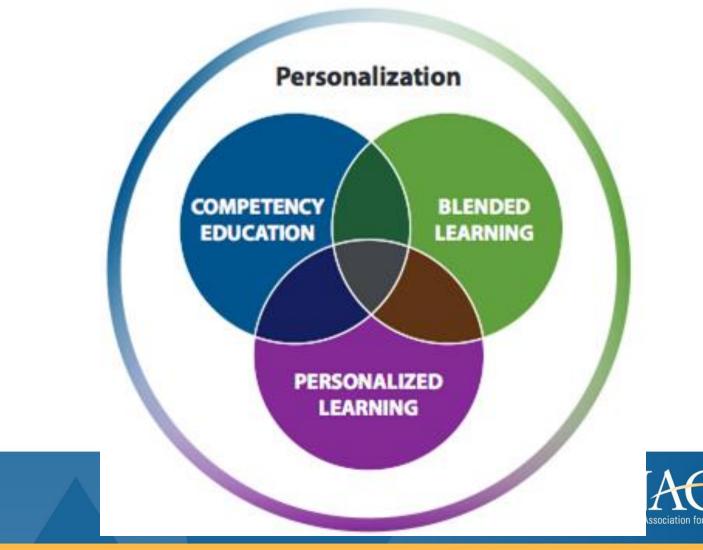
Without personalization, unlikely all students will reach outcomes.



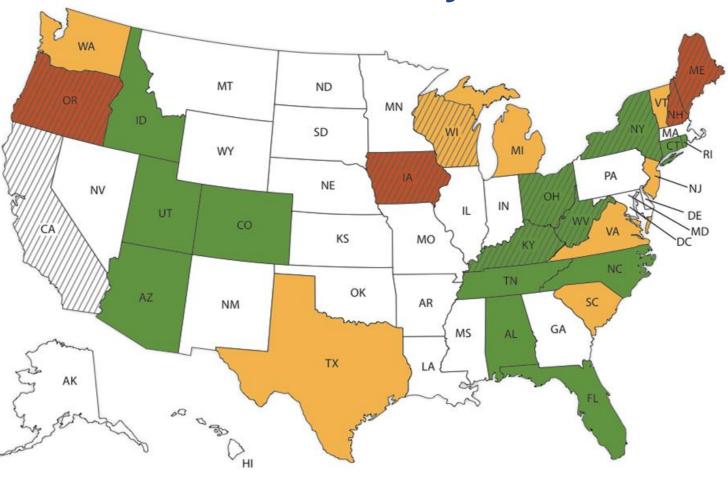
REFED 2016 PERSONALIZED LEARNING SUMM

KEY DRIVER: COMPLIENCY BASED LEARNING

Differences and Commonalities: Personalized Learning, Competency Education, and Blended Learning?



A Snapshot of K-12 Competency Education **Policy - 2012** Advanced States



Those states with clear policies that are moving towards proficiencybased; more than just an option.

Developing States

Those states with pilots of competency education, credit flexibility policies, or advanced next gen policies for equivalents to seat-time.

Emerging States

Those states with waivers, task forces.

ILN States

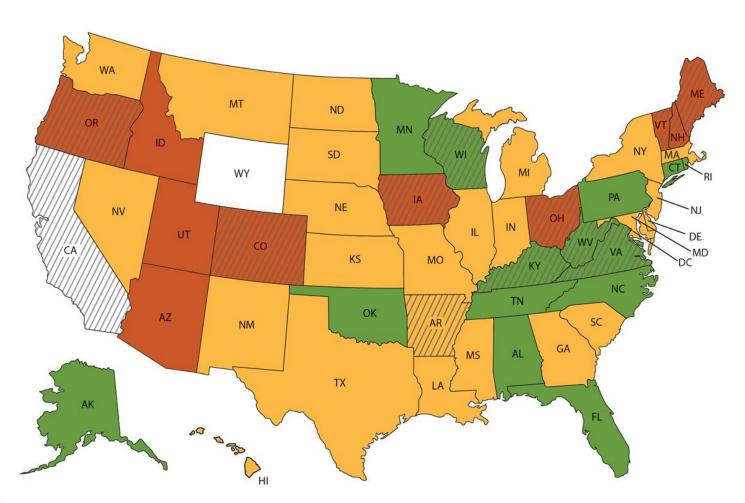
Since its inception, the Innovation Lab Network (ILN) engaged schools, districts, and state education agencies working to identify through local efforts new designs for public education that empower each student to thrive as a productive learner, worker, and citizen. The state's responsibility is to establish conditions in which innovation can flourish and to develop capacity to sustain and scale what works through policy. The Council of Chief State School Officers (CCSSO) facilitates this network of states to support programmatic, policy, and structure design work within each participating states and across the network.

No Policies in **Competency Education** States with seat-time and no

competency education policies.



A Snapshot of K-12 Competency Education Policy - 2017



Advanced States

Those states with comprehensive policy alignment and/or an active state role to build capacity in local school systems for competency education.

Developing States

Those states with open state policy flexibility for local school systems to transition to competency education.

Emerging States

Those states with limited flexibility in state policy—usually requiring authorization from the state—for local school systems to shift to competency education, for exploratory initiatives and task forces, and/or with minimal state activity to build local capacity.

No Policies in Competency Education

States with no state-level activity and enabling policies for competency education. Significant policy barriers may exist, such as inflexible seat-time restrictions.

ILN States

The Innovation Lab Network (ILN) is a group of states facilitated by the Council of Chief State School Officers (CCSSO) taking action to identify, test, and implement policies to support student-centered approaches to learning.



III. What are the policy strategies legislators can use to advance competency education?

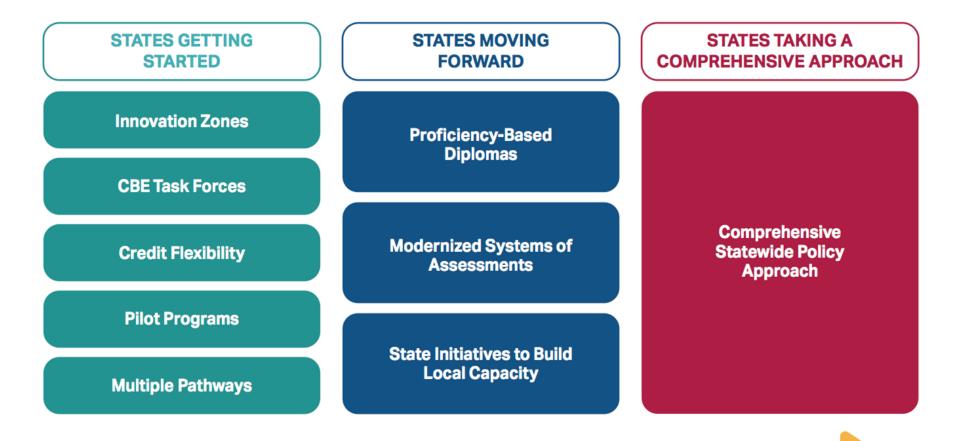


Leading States Use Different Strategies

- Proficiency-based diplomas
- Building capacity for assessments for learning and performance-based assessments
 Assessments for Learning project
- New definitions of student success or "Profile of a Graduate"
- New models of accountability
- Pilots for competency-based education
- Task forces
- Innovation zones



State Policy: Entry Points to Create Personalized, Competency-Based Education Systems



State Leadership

Every Student Succeeds Act (ESSA) December 10, 2015











Meeting ESSA's Promise: State Policy to Support Personalized Learning

New Policy Opportunities Under ESSA

Continuing Opportunities

- Rethink accountability for continuous improvement.
- Redesign systems of assessments to align with student-centered learning.
 - Transform systems to build capacity for a next generation educator and leader workforce.

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- Create personalized, competency-based education systems.

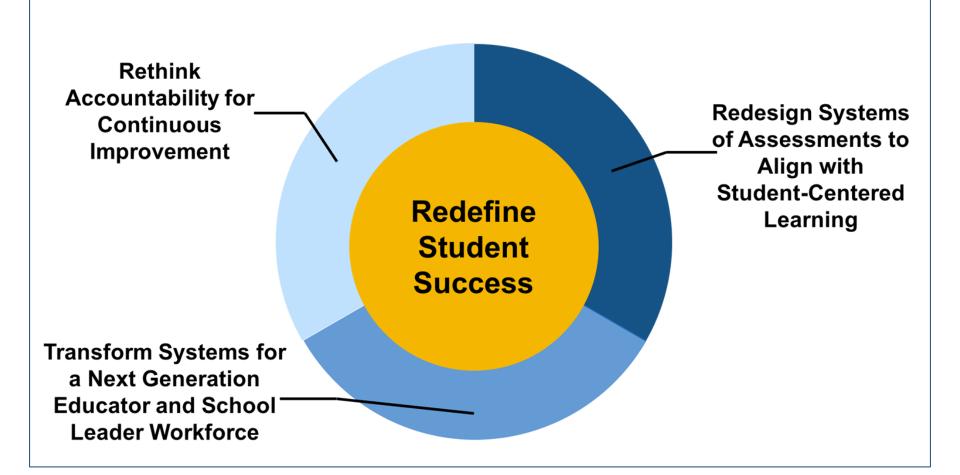


Build new learning models infrastructure.



Create system coherence and build capacity for the long-term.

System Coherence



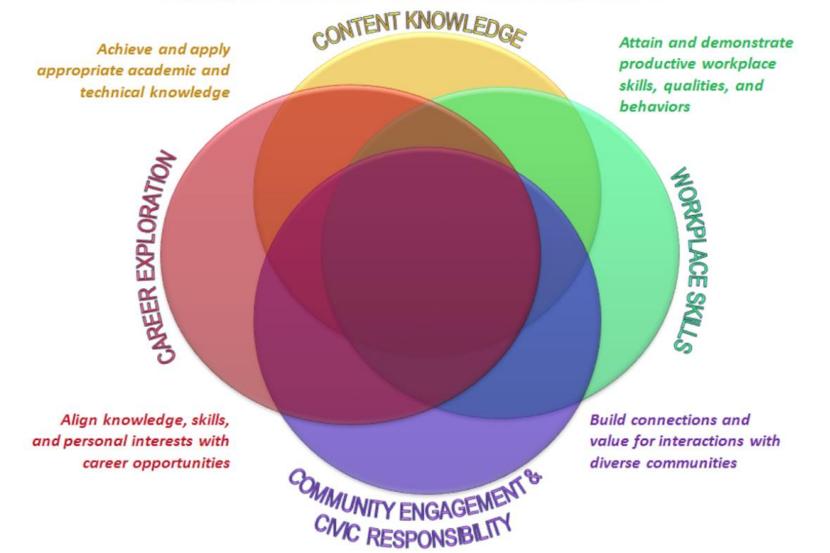


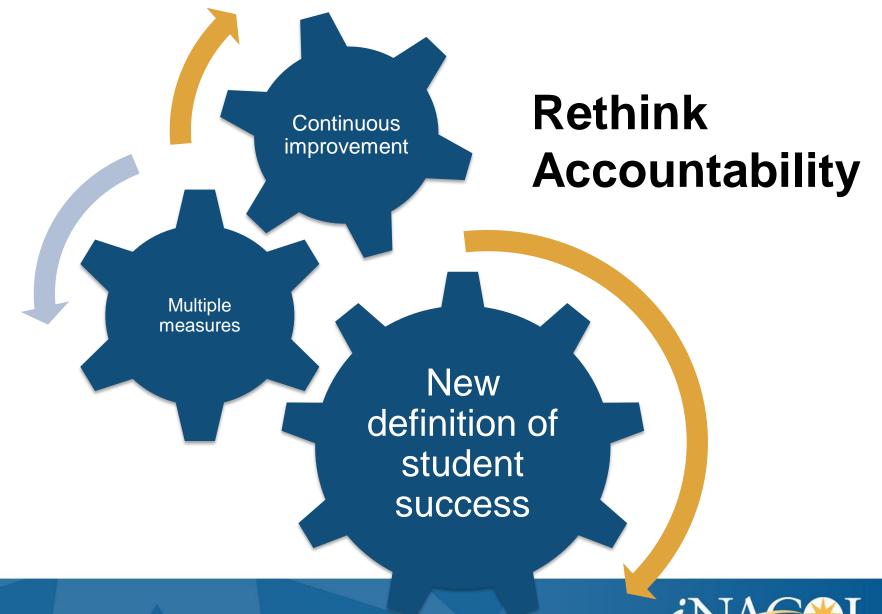
Redefining Student Success

- Opportunity for local stakeholders to come together across communities to ask:
 - What do we want students to know and be able to do to be successful and fulfilled in college, career, and civic society?
- Opportunity for states to develop "profile of a graduate" to meaningfully drive system redesign conversations



Profile of a Virginia Graduate In Virginia, the Life Ready Individual Will, During His or Her K-12 Educational Experience:







Rethink Accountability

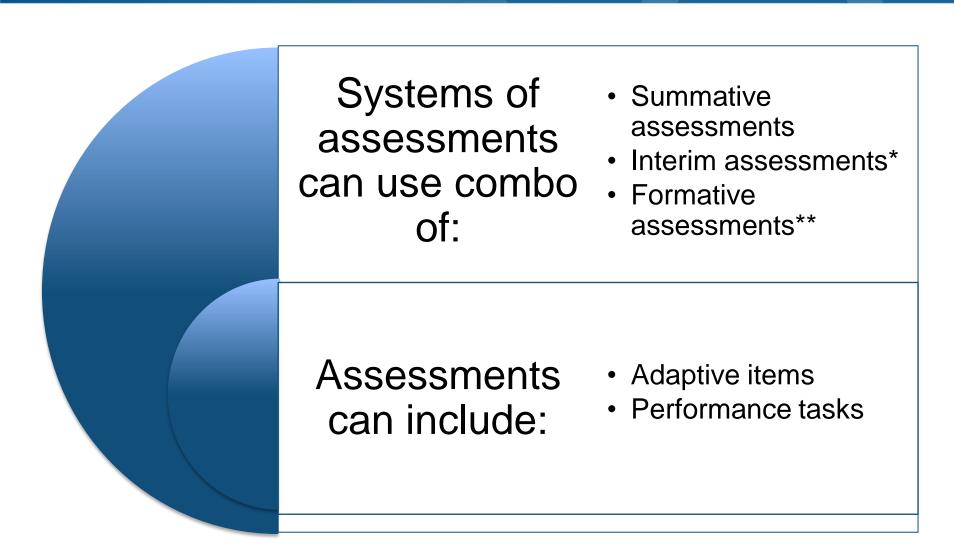
- Engage stakeholders
- New definitions of student success
- Clarify purposes of accountability
- Align:
 - Metrics
 - School improvement strategies
 - Capacity-building initiatives



Assessment for and of learning

- Systems of assessments should:
 - Provide timely data to teachers to differentiate supports based on individualized learning needs
 - Measure content knowledge, application of knowledge and important skills and dispositions
 - Determine student progress on and mastery of standards and learning objectives





* Must be able to combine into single summative determination of proficiency.

** Used for diagnostic and continuous improvement purposes; could be embedded in performance tasks.



Innovative Accountability & Assessment Demonstration Authority

- States can pilot innovative assessments in a subset of districts
- Opportunity to build capacity for common performance tasks
- Rigorous technical quality and comparability requirements
- Resource: innovativeassessments.org



Next Generation Educator Development: A Competency-Based Continuum

PRE-SERVICE PREPARATION

Teaching and leadership degrees are awarded after candidates build a portfolio of multiple forms of evidence that demonstrate mastery of rigorous academic and clinical competencies aligned to practice expectations.

EDUCATOR EVALUATION

The primary purpose of educator evaluation systems is to improve practice and functionalize educator supports through real-time feedback on individual and collaborative educator performance. This seamlessly aligns with customized professional development opportunities to ensure educators continuously improve their practice.

STATE CREDENTIALS

Educators can obtain state credentials that reflect changing teaching roles, are aligned to learning progressions, and may enable educators to teach integrated or multiple subject areas. Credentials are obtained only upon demonstrated mastery of clinical teaching competencies and are directly aligned to pre-service programs.

PROFESSIONAL DEVELOPMENT

Professional development programs are highly personalized, ongoing, and job embedded. They address the individual needs of educators and are aligned to a set of rigorous, practice-aligned competencies that help educators advance along individualized career pathways. These programs build on pre-service and credentialing expectations.

Source: Lillian Pace and Maria Worthen, Laying the Foundation: Building the Next Generation Educator Workforce

Next Generation Educator Workforce Systems

Educator competencies

Accreditation requirements

Multiple pathways to credentials

Micro-credentials

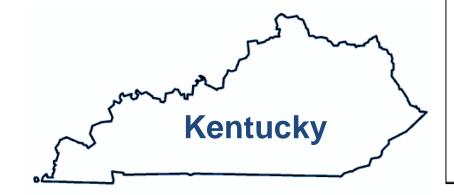
Job-embedded PD

Aligned evaluations



Innovation Zones

Colorado





WRITTEN BY: Susan Patrick and Susan Gentz

What Are Innovation Zones?

There is a new state education policy concept termed either **innovation zones** or **districts of innovation**. State education agencies interested in shifting their role from enforcing compliance to one of supporting innovation and building capacity in districts are working to spur new innovative instructional models and create space for competency-based pathways in student-centered learning models. States set up an innovation zone by passing enabling legislation to set up a program and/or offering certain waivers or exemptions from administrative regulations and statutory provisions.

Innovation zones help state policy leaders identify outdated policies and regulations that may get in the way of educators designing innovative model

Innovation zones help state policy leaders identify outdated policies and regulations that may get in the way of educators designing innovative models. School leaders creating new, personalized learning models may run into policy barriers or outdated regulations, and the innovation zone allows for a waiver process to identify and remove these barriers. The terms innovation zones and districts of innovation both refer to this idea of creating space for districts and schools to innovate, identify policy barriers and remove them through waivers (the concept name varies from state to state).

Why Are Innovation Zones Important?

Policy makers establish innovation zone authority or programs through legislation or rulemaking to catalyze the development of new learning models. The innovation zone authority provides increased flexibility for a state to waive certain regulations and requirements for schools and systems beginning to plan, design and implement personalized, competency-based education models.

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SYMPOSIUM Personalizing Learning: Equity, Access, Quality

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