

# Personalized, Competency-Based Learning and State Policy

*9/11/17 Presentation to Joint Education Committee  
Subcommittee on Virtual Learning & Education Technology*

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*[www.inacol.org](http://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**

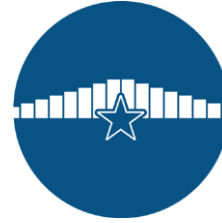


**Students develop and apply a broad set of skills and dispositions**

# The Traditional System....



**Is built upon an institutional fixed mindset**



**Has high variability in how teachers determine proficiency**



**Is time-based**



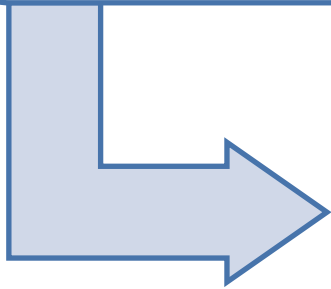
**Depends on extrinsic motivation**



**Is organized to efficiently deliver curriculum**

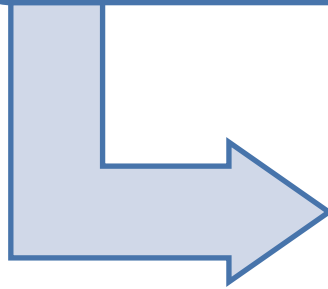
high school  
graduation rate  
at an all-time  
high of 82%

• BUT...



37% college  
students need  
remediation

• and only...



59% of college  
undergraduates  
attain a degree.

# 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



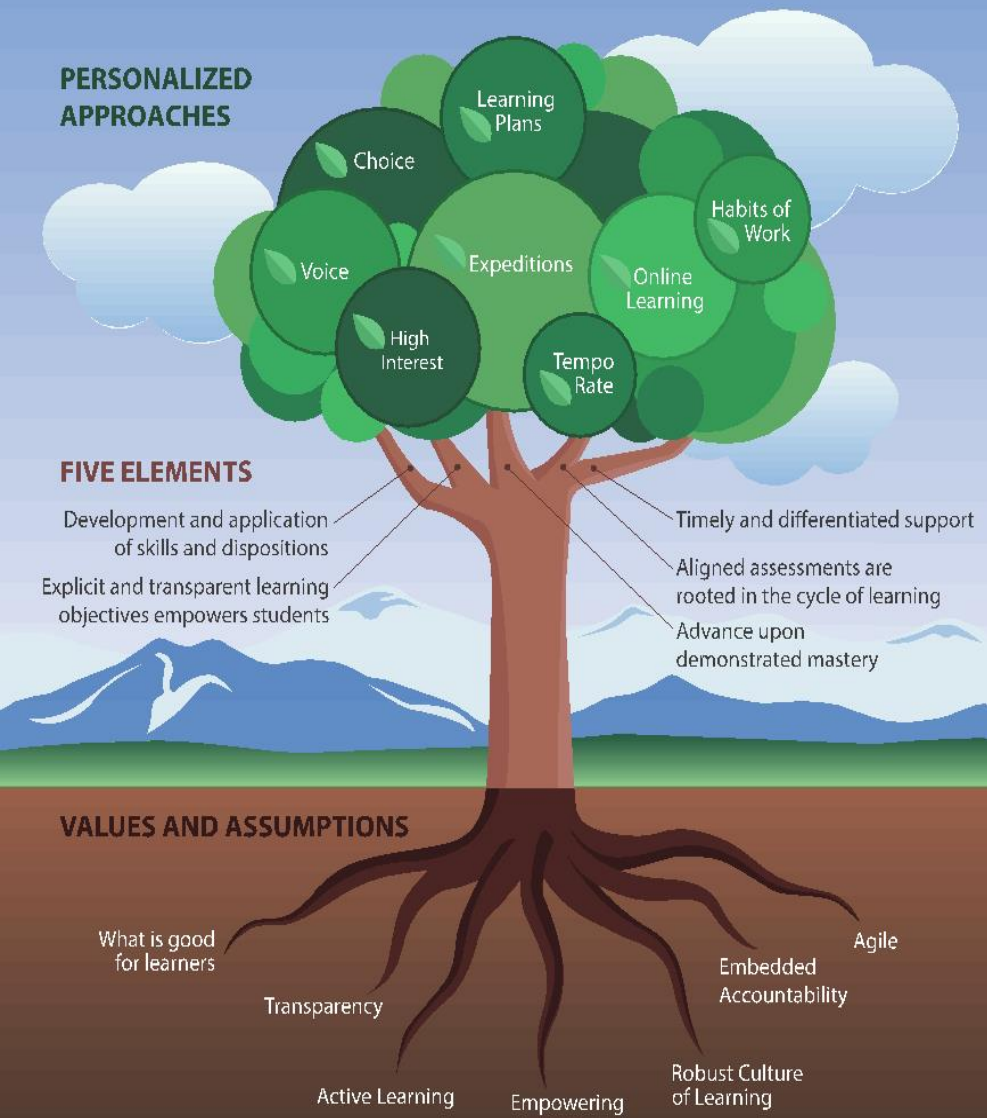
*Personalized learning is tailoring learning for each student's strengths, needs and interests — including enabling student voice and choice in what, how, when and where they learn — to provide flexibility and supports to ensure mastery of the highest standards possible.*

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



# WHAT IS COMPETENCY-BASED EDUCATION?

*Designing For Success. Not Ranking & Sorting.*

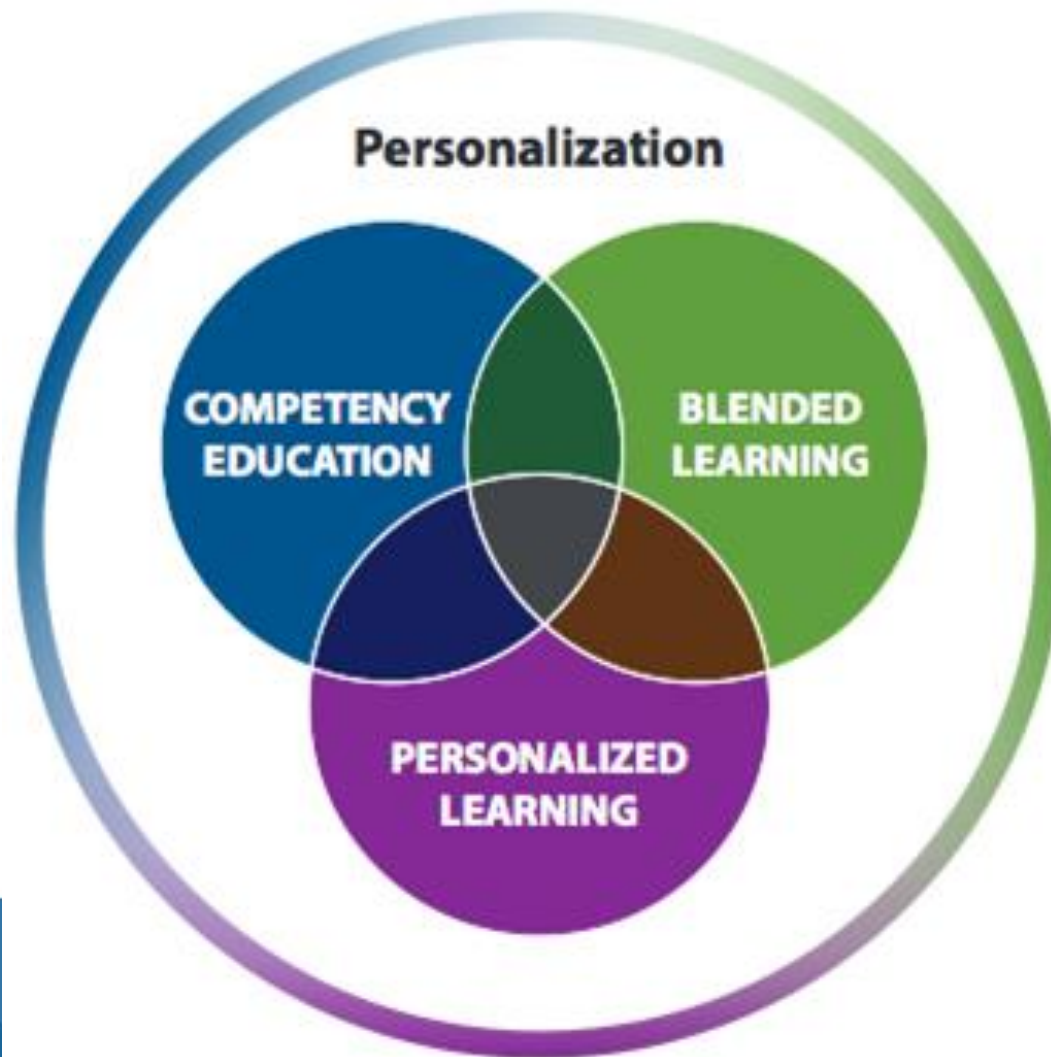


**Personalization and CBE go hand in hand.**

**Without CBE, personalization may result in variable achievement.**

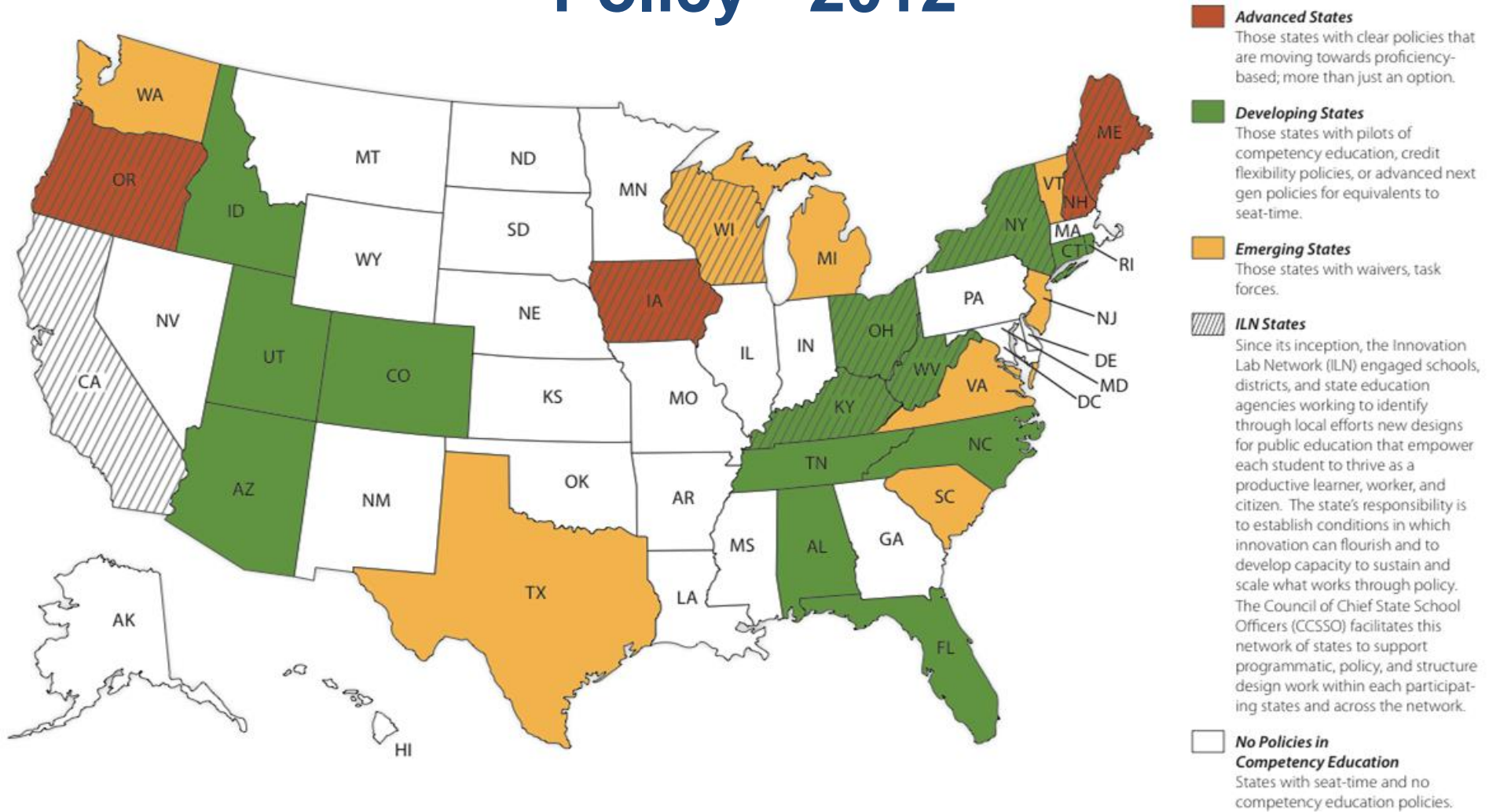
**Without personalization, unlikely all students will reach outcomes.**

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

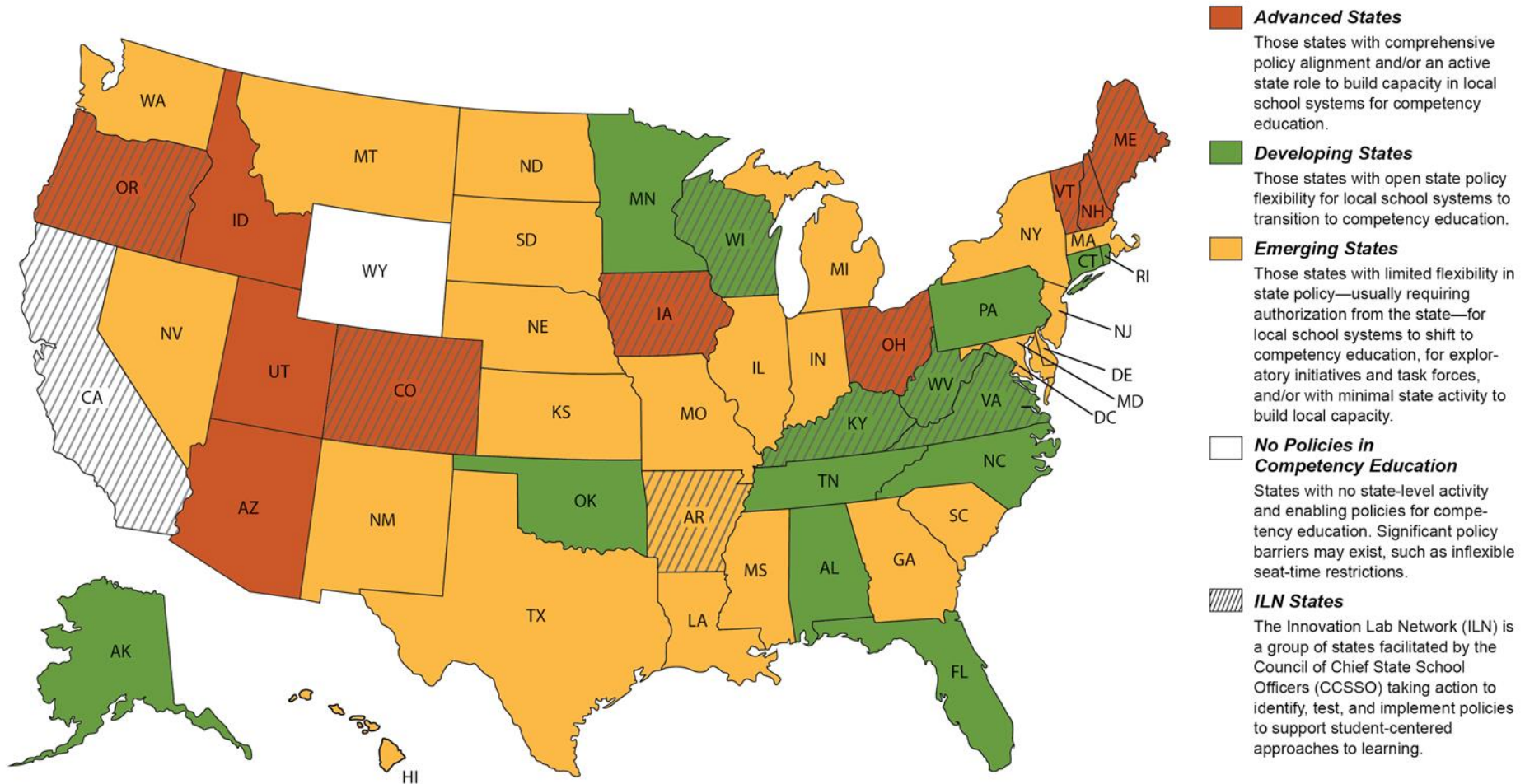




# A Snapshot of K-12 Competency Education Policy - 2012



# A Snapshot of K-12 Competency Education Policy - 2017



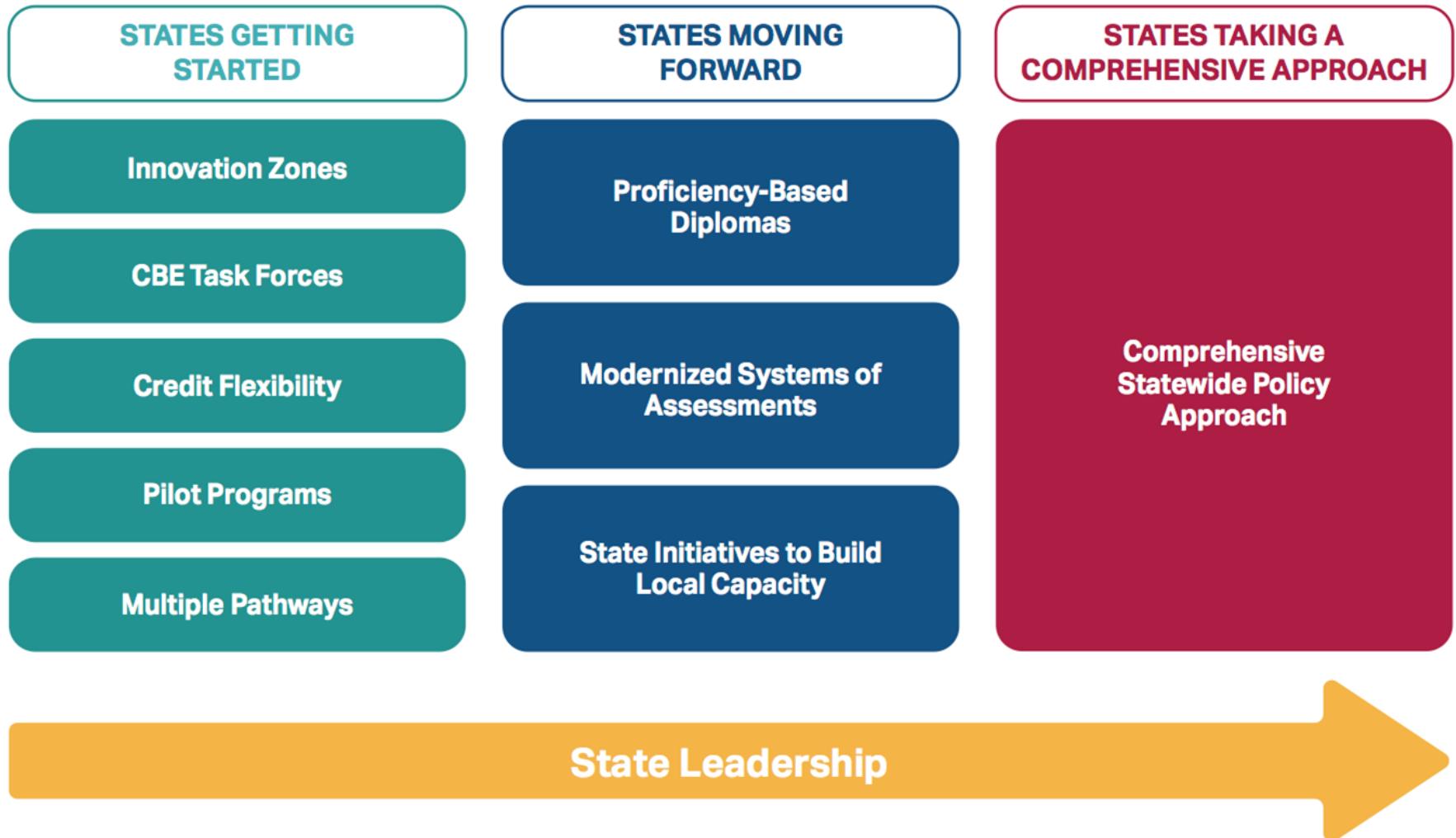
### **III. What are the policy strategies legislators can use to advance competency education?**

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# 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





# Every Student Succeeds Act (ESSA)

## December 10, 2015







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

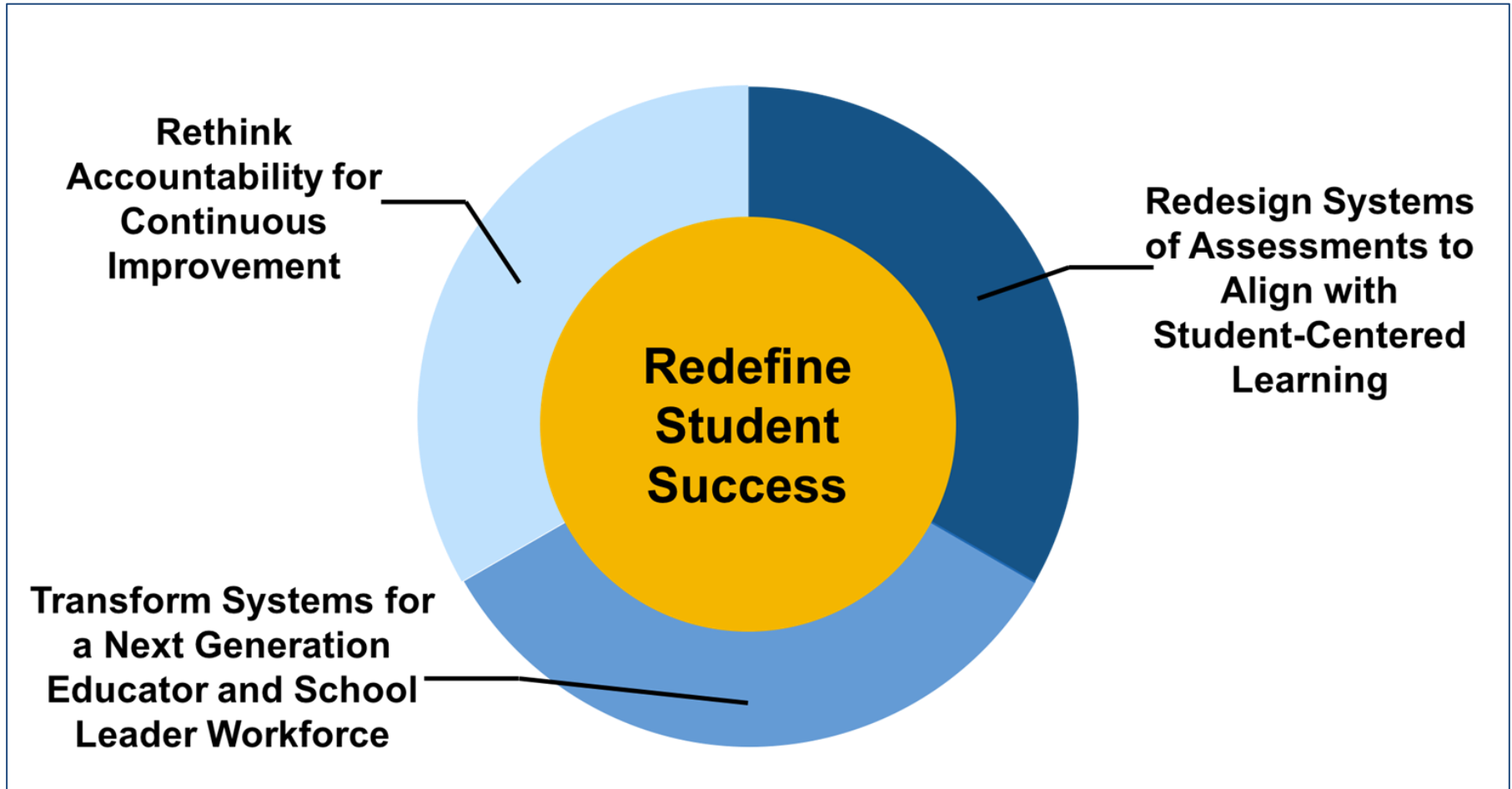
### New Policy Opportunities Under ESSA

- + 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.

### Continuing Opportunities

- + Create personalized, competency-based education systems.
- + Build new learning models infrastructure.
- + Create system coherence and build capacity for the long-term.

# System Coherence

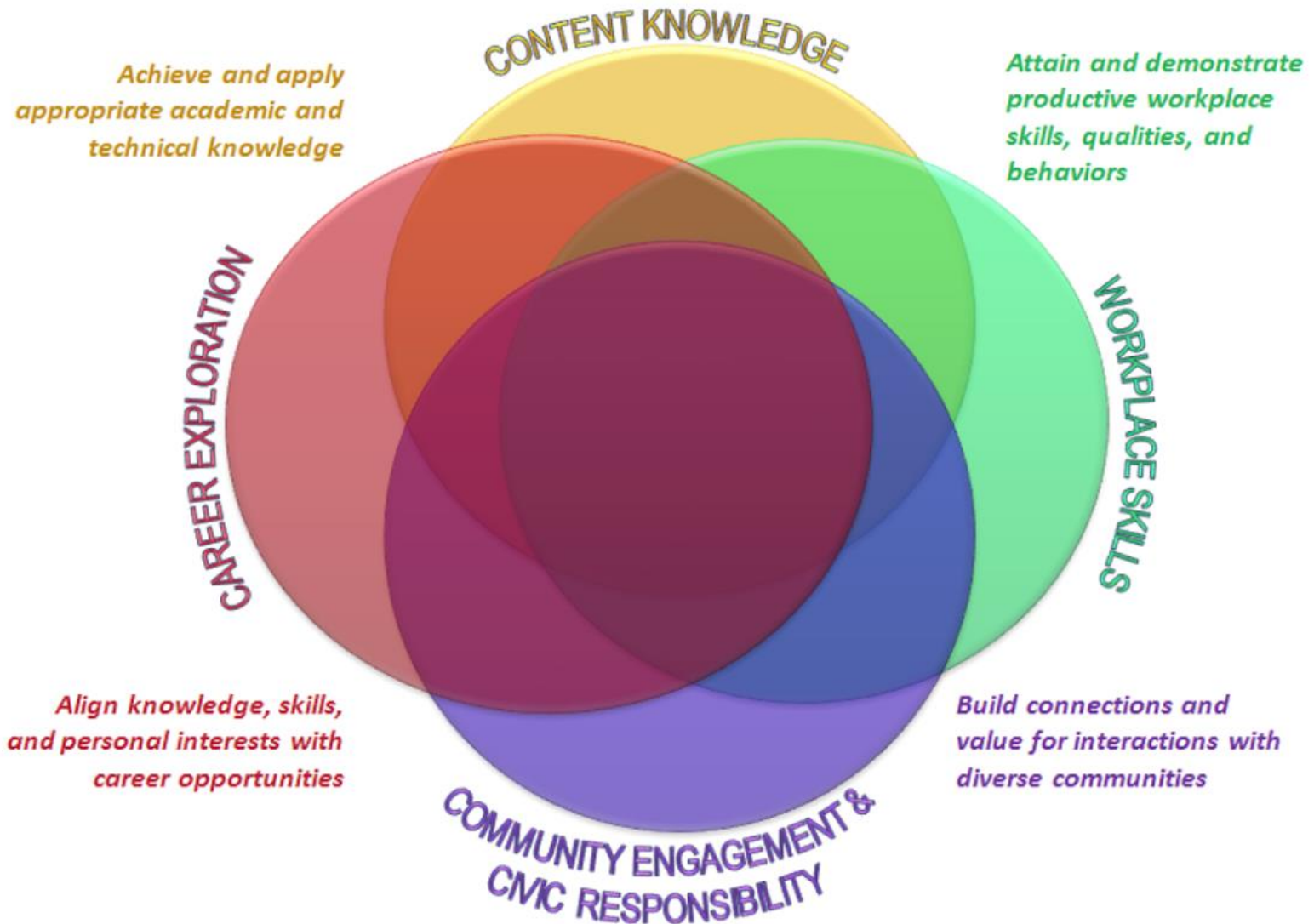


# Redefining Student Success

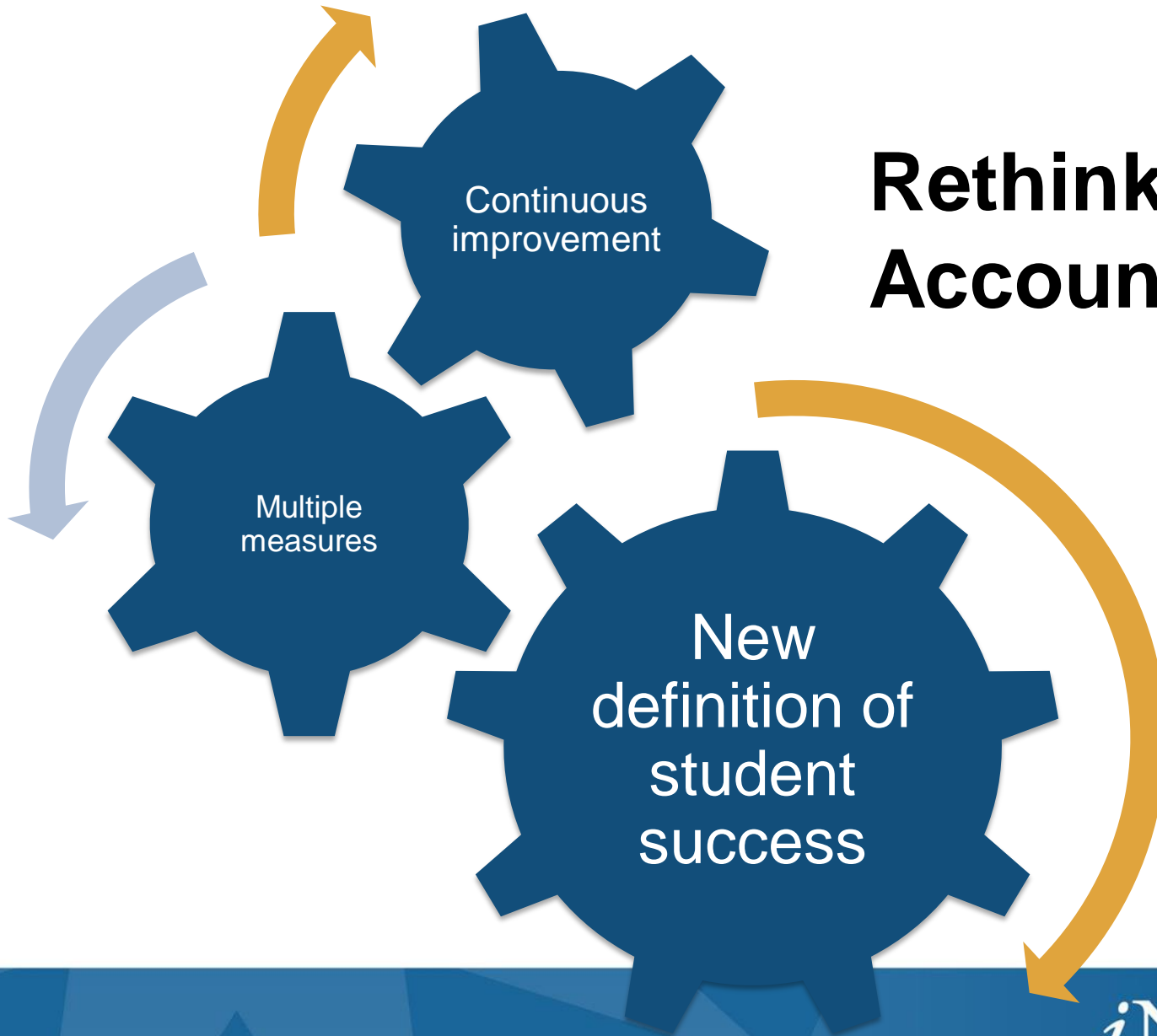
- Opportunity for local stakeholders to come together across communities to ask:
  - What do we want students to know and be able to do to be successful and fulfilled in college, career, and civic society?
- Opportunity for states to develop “profile of a graduate” to meaningfully drive system redesign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

# ***Profile of a Virginia Graduate***

**In Virginia, the Life Ready Individual Will,  
During His or Her K-12 Educational Experience:**



# Rethink Accountability




# 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



Systems of  
assessments  
can use combo  
of:

- Summative assessments
- Interim assessments\*
- Formative assessments\*\*

Assessments  
can include:

- Adaptive items
- Performance tasks

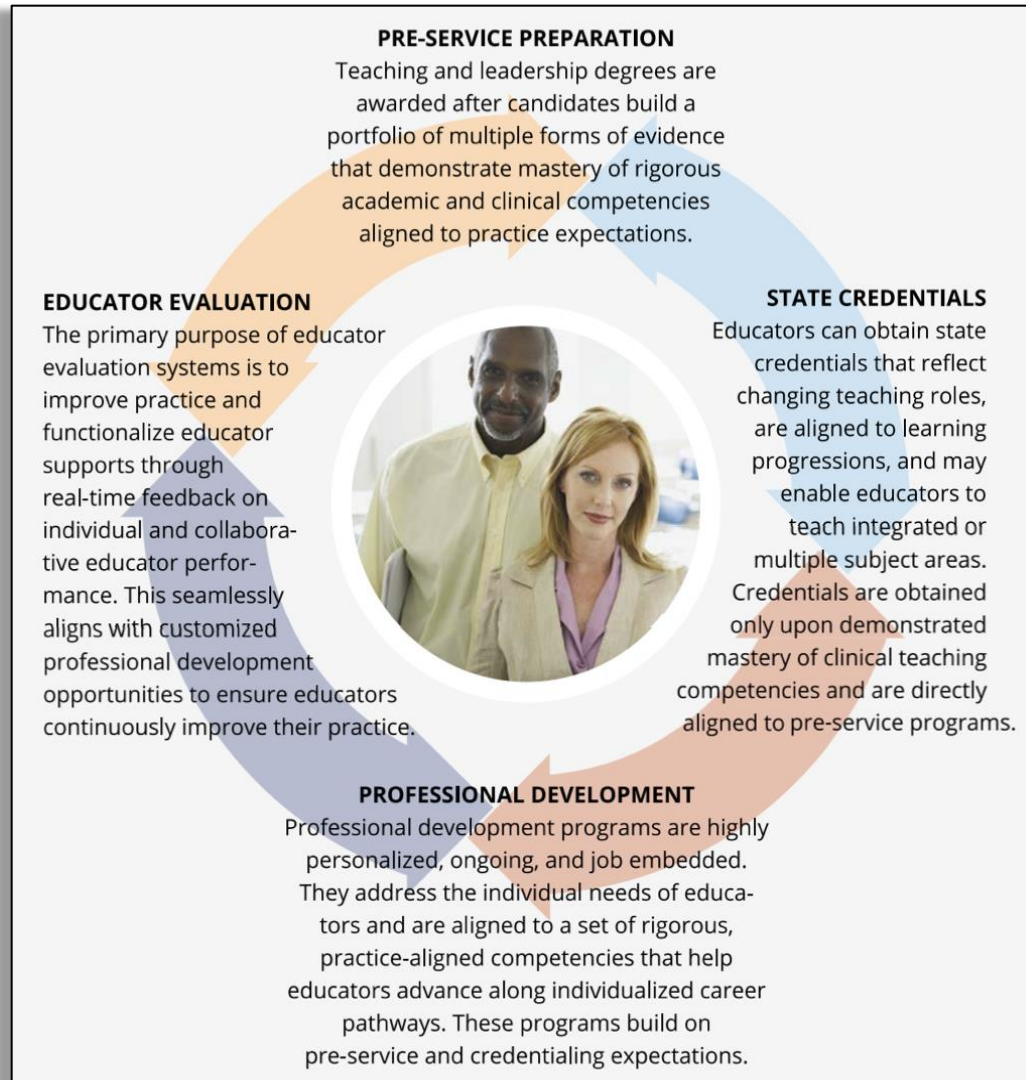
\* Must be able to combine into single summative determination of proficiency.

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

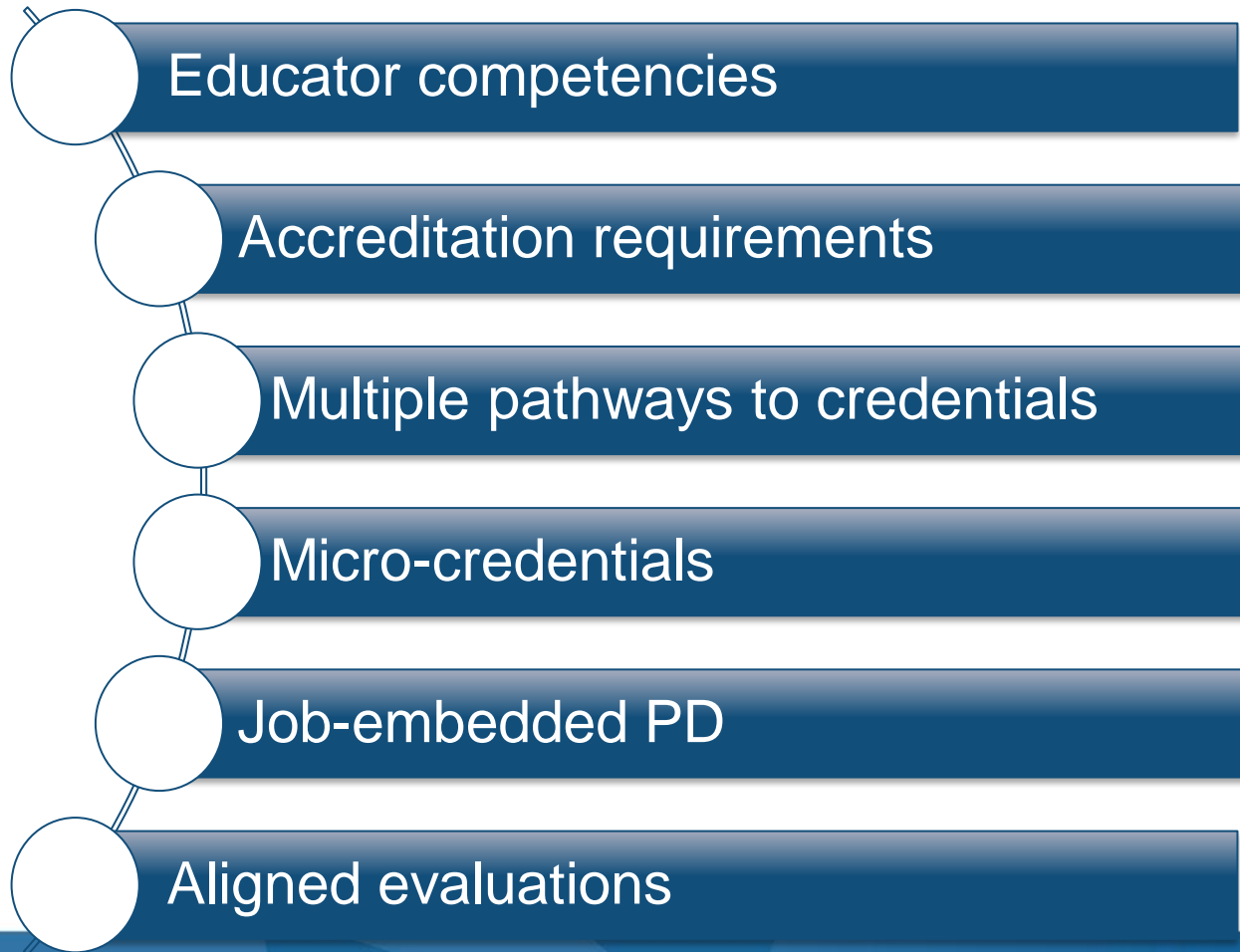
# Innovative Accountability & Assessment Demonstration Authority

- 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](http://innovativeassessments.org)

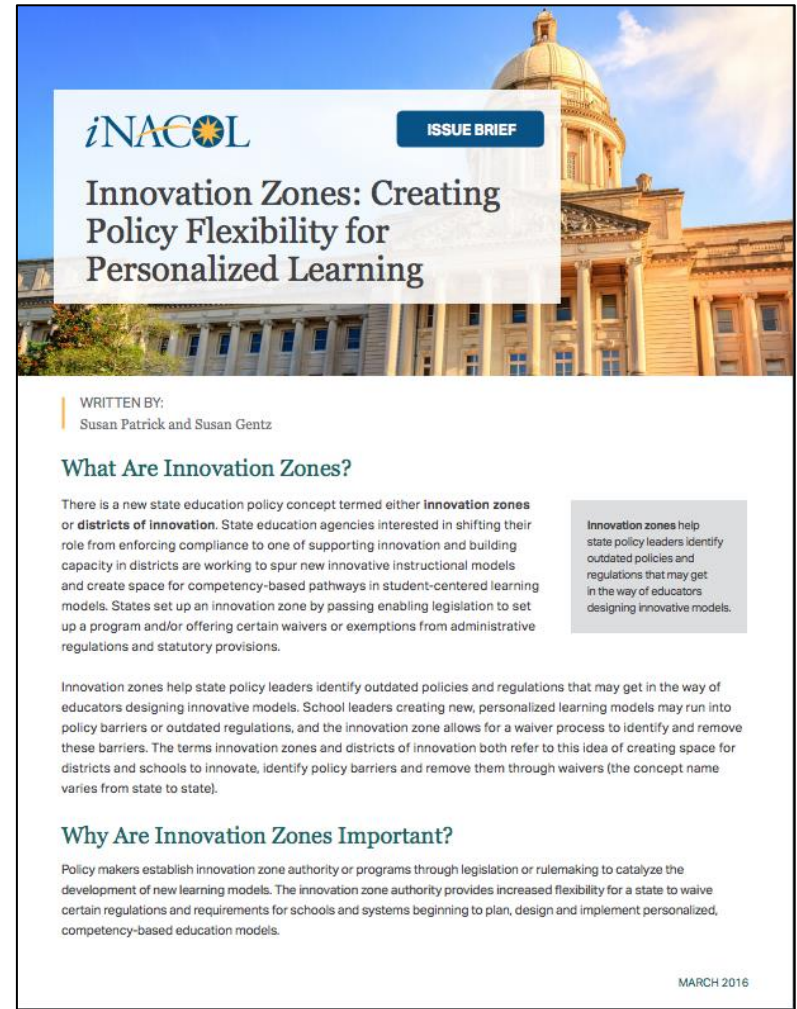
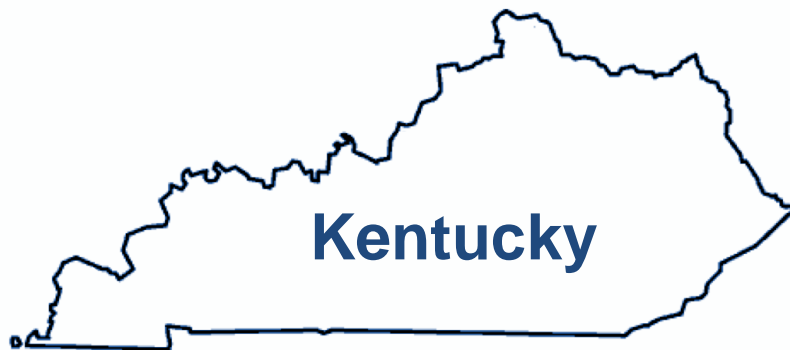
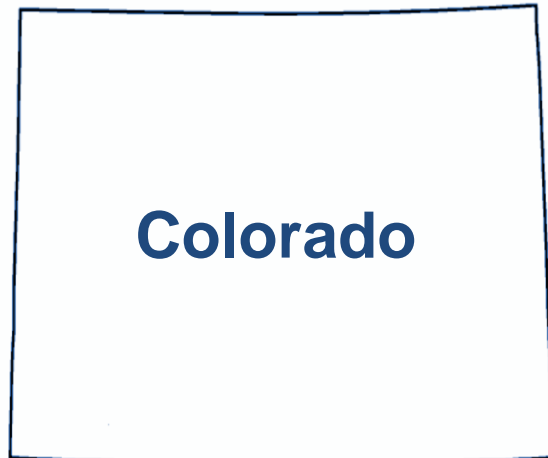
# Next Generation Educator Development: A Competency-Based Continuum



# Next Generation Educator Workforce Systems



# Innovation Zones

The image shows the cover of an issue brief from iNACOL. The background is a photograph of a large, classical-style building with a prominent dome, likely a state capitol. Overlaid on the image is a white rectangular box containing the iNACOL logo (a stylized 'i' followed by 'NACOL' and a sunburst icon) and the title "Innovation Zones: Creating Policy Flexibility for Personalized Learning". Below the title, it says "ISSUE BRIEF". Further down, it lists the authors: "WRITTEN BY: Susan Patrick and Susan Gentz". The main body of the brief contains two sections: "What Are Innovation Zones?" and "Why Are Innovation Zones Important?". The "What Are Innovation Zones?" section explains that innovation zones are a new state education policy concept designed to support innovation and building capacity in districts. The "Why Are Innovation Zones Important?" section states that policy makers establish innovation zone authority through legislation or rulemaking to catalyze the development of new learning models. A small grey box on the right side of the brief states: "Innovation zones help state policy leaders identify outdated policies and regulations that may get in the way of educators designing innovative models." The date "MARCH 2016" is printed in the bottom right corner.



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SYMPOSIUM

*Personalizing Learning: Equity, Access, Quality*

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