Promising State Policies for Personalized Learning

Presenters:
Maria Worthen, Vice President for Federal and State Policy, iNACOL
Dale Frost, State Policy Director, iNACOL
Susan Gentz, Policy Manager, iNACOL
Sunny Deye, Education Program Principal, NCSL

www.inacol.org

iNACOL
International Association for K-12 Online Learning

Maria Worthen
Vice President for Federal & State Policy
iNACOL

Dale Frost
State Policy Director
iNACOL

Susan Gentz
Policy Manager
iNACOL

Sunny Deye
Program Principal, Education
NCSL

About NCSL

- Instrumentality of all 50 state and territorial legislatures
- Bipartisan
- Provides research, technical assistance and opportunities to exchange ideas
- Advocates on behalf of legislatures before the federal government

NCSL is committed to the success of state legislators and staff. Founded in 1975, we are a respected bipartisan organization providing states support, ideas, connections and a strong voice on Capitol Hill.

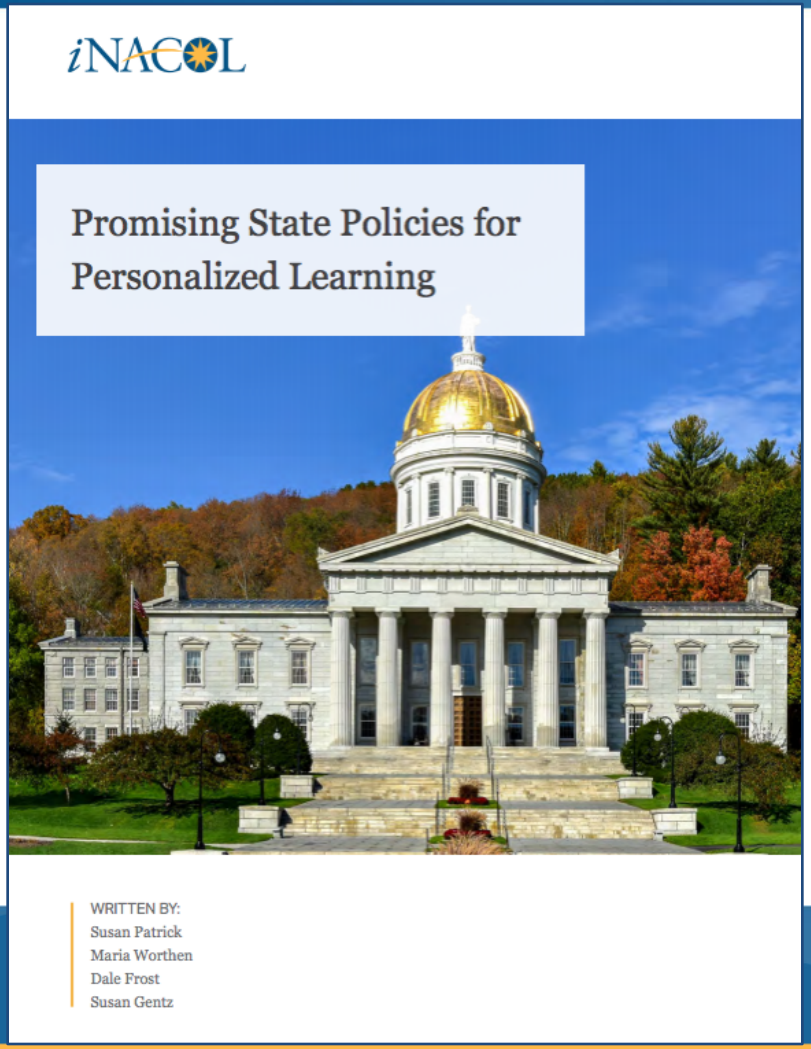
NCSL Education Program

Key work groups:

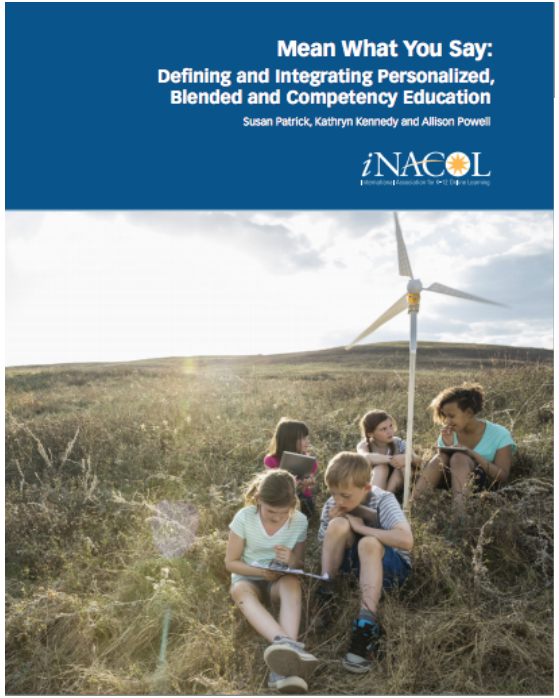
- The NCSL Standing Committee on Education
- Education Committee Chairs
- The Legislative Education Staff Network

NCSL Resources on Personalized Learning

- http://www.ncsl.org/research/education/hot-topics-in-digital-and-competency-based-learning.aspx



- State policy strategies to scale personalized learning
- Multiple entry points
- Specific state examples
- Can be tailored to each state's unique policy landscape and education system

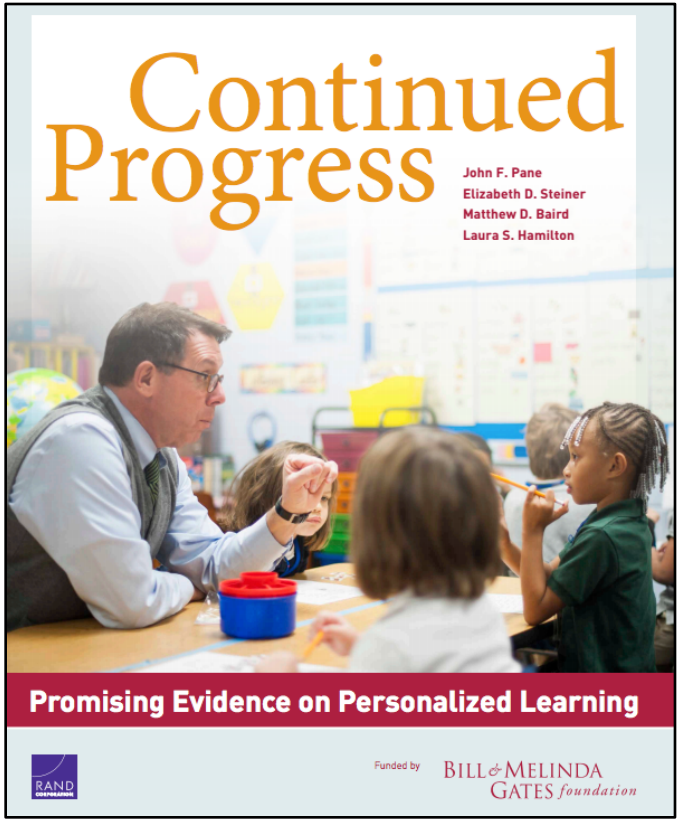


Personalized learning is tailoring learning for each student's strengths, needs and interests — including enabling student voice and choice in what, how, when and where they learn — to provide flexibility and supports to ensure mastery of the highest standards possible.

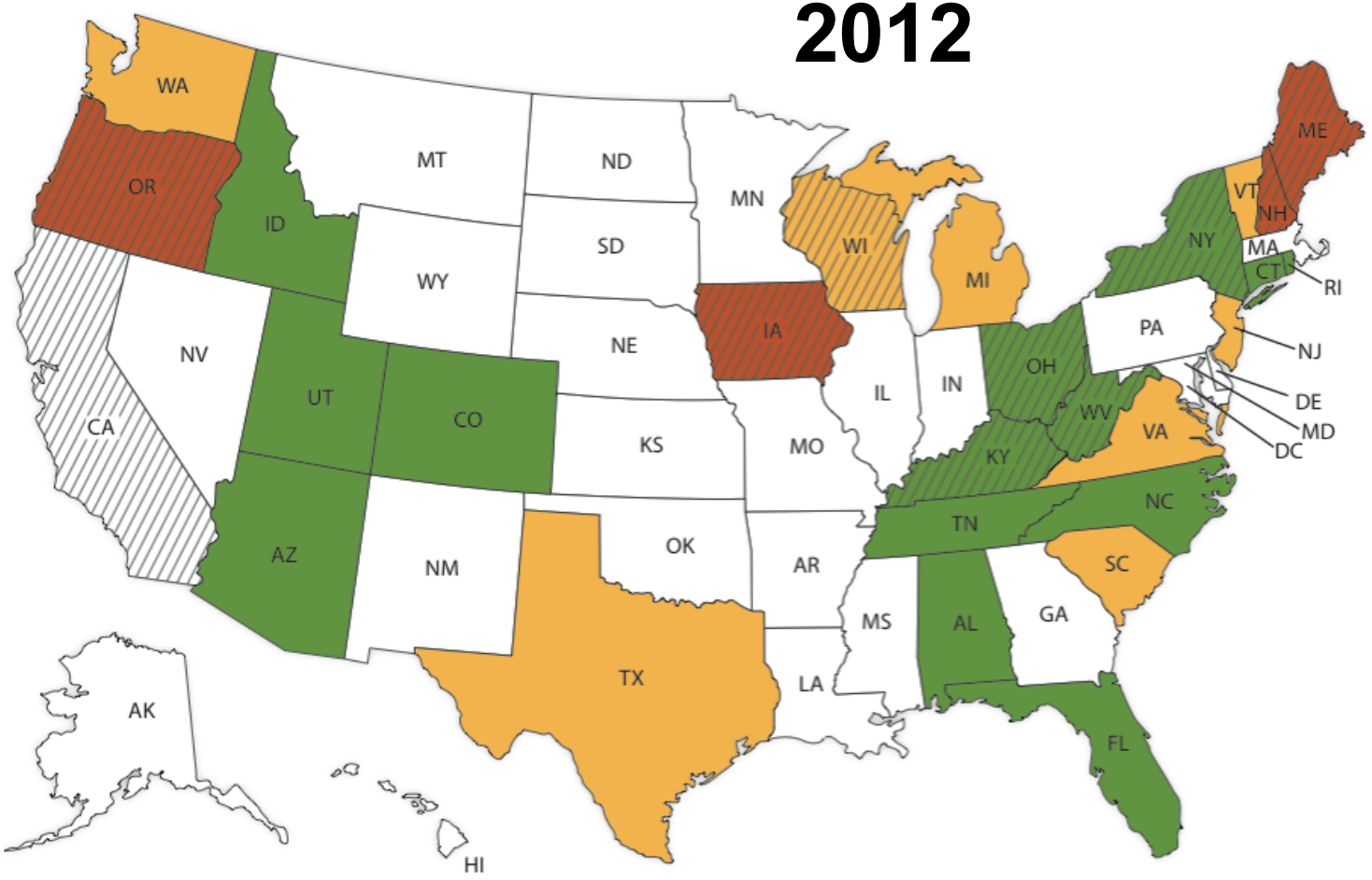
— *Mean What You Say: Integrating Personalized, Blended and Competency Education (Patrick, Kennedy, Powell, iNACOL 2013)*

Students attending schools using personalized learning models “made gains...significantly greater than a comparison group made up of similar students...”

-RAND, 2015



2012



Advanced States
Those states with clear policies that are moving towards proficiency-based; more than just an option.

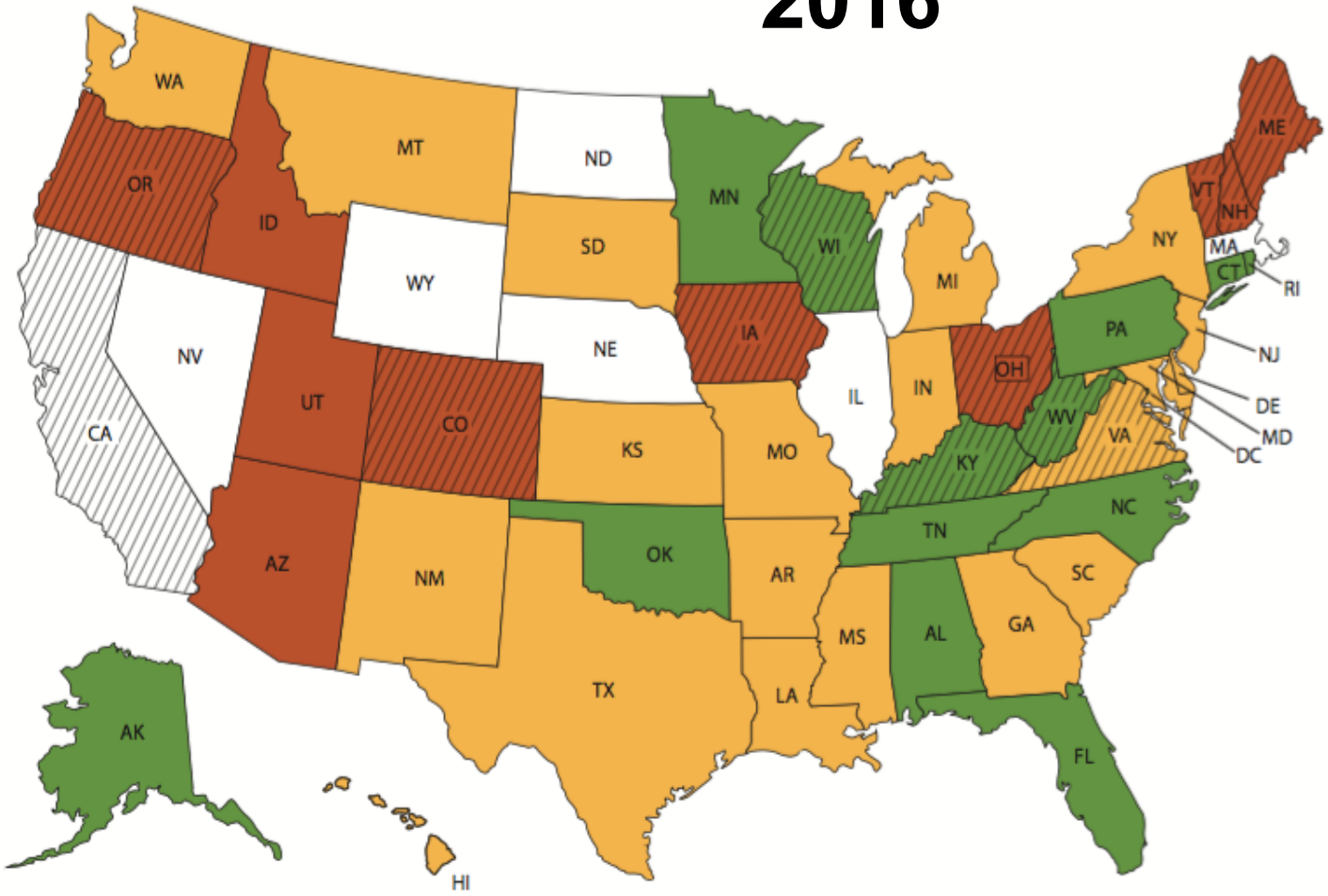
Developing States
Those states with pilots of competency education, credit flexibility policies, or advanced next gen policies for equivalents to seat-time.

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.

2016



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 explor-atory 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 compe-tency 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.

Every Student Succeeds Act (ESSA)

December 10, 2015

Continuum of Promising State Policies for Personalized Learning

Policies for States Getting Started

- CBE Task Forces
- Credit Flexibility
- Innovation Zones
- Pilot Programs
- Multiple Pathways

Policies for States Moving Forward

- Proficiency-Based Diplomas
- Modernized Systems of Assessments
- State Initiatives to Build Local Capacity

Comprehensive Statewide Policy Approach

- Common Performance Assessments
- Building Educator Capacity + Professional Judgement

Level of State Involvement

Continuum of Promising State Policies for Personalized Learning

Policies for States Getting Started

- CBE Task Forces
- Credit Flexibility
- Innovation Zones
- Pilot Programs
- Multiple Pathways

Policies for States Moving Forward

- Proficiency-Based Diplomas
- Modernized Systems of Assessments
- State Initiatives to Build Local Capacity

Comprehensive Statewide Policy Approach

- Common Performance Assessments
- Building Educator Capacity + Professional Judgement

Level of State Involvement

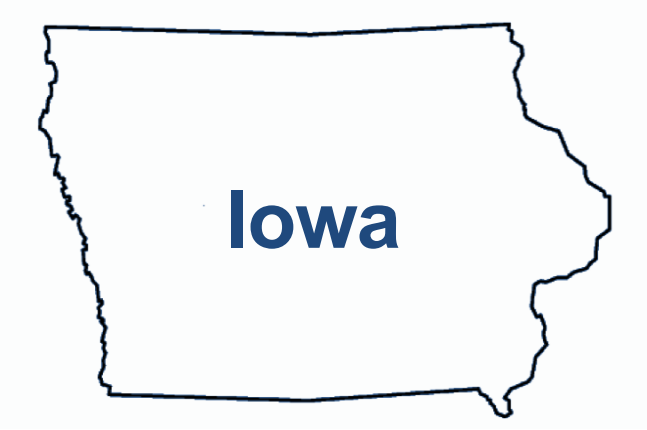
Competency-Based Education Task Forces

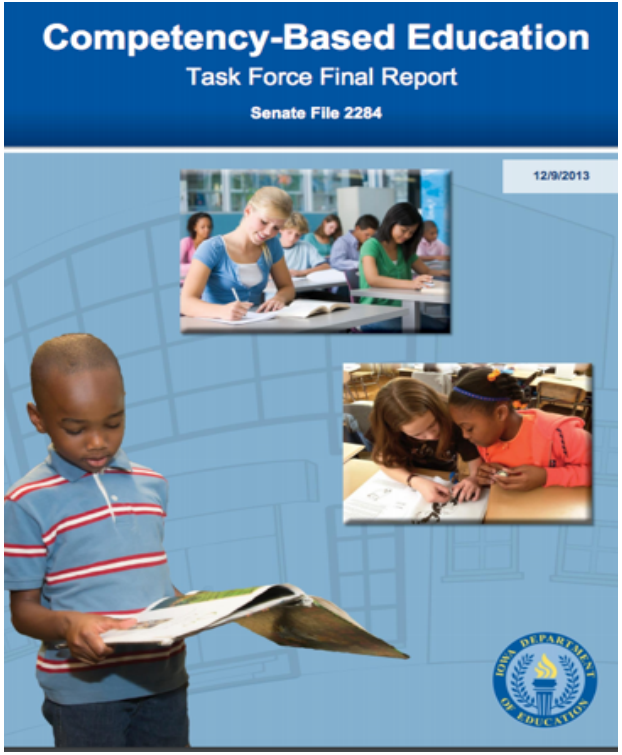
Identify policy issues and best practices

Create a space for dialogue

Develop understanding of competency education

Competency-Based Education Task Forces





Credit Flexibility

Waivers

Credit Flexibility

Redesign

Innovation Zones

- Offer waivers and exemptions from state regulations and statutes
- Support practitioners implementing new learning models
- Identify policy barriers to innovation

Innovation Zones

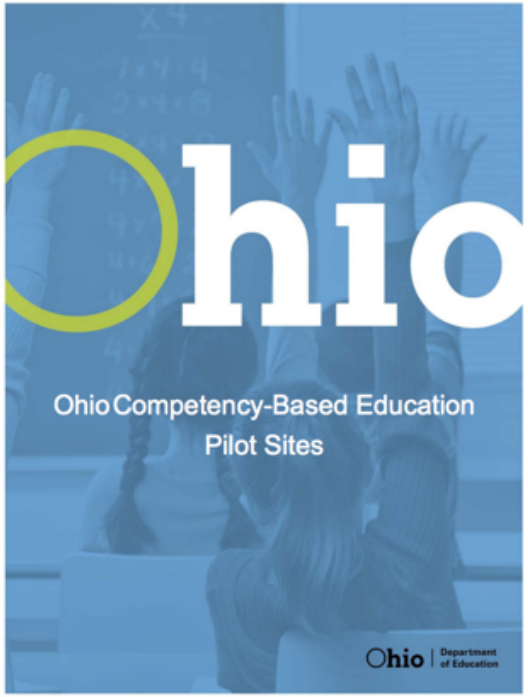
Pilot Programs

Launch small-scale, short-term programs to determine how to go to scale

Facilitate sharing and scaling of best practices

Build increased understanding of transformation

Pilot Programs



Multiple Pathways

Create distinct, equally rigorous paths for students to pursue their interests and gain real-world skills, knowledge and experiences.

Multiple Pathways

P-TECH
Pathways in Technology Early College High School

Microsoft Imagine Academy

Continuum of Promising State Policies for Personalized Learning

Policies for States Getting Started

- CBE Task Forces
- Credit Flexibility
- Innovation Zones
- Pilot Programs
- Multiple Pathways

Policies for States Moving Forward

- Proficiency-Based Diplomas
- Modernized Systems of Assessments
- State Initiatives to Build Local Capacity

Comprehensive Statewide Policy Approach

- Common Performance Assessments
- Building Educator Capacity + Professional Judgement

Level of State Involvement

Proficiency-Based Diplomas

Graduation decisions based on demonstrated proficiency rather than on seat-time credits.

Proficiency-Based Diplomas

Vermont

Maine

Arizona

Modernizing Systems of Assessments

ESSA allows states to use the following types of assessments:

- Competency-based
- Instructionally-embedded
- Interim
- Cumulative year-end
- Computer-adaptive
- Performance-based

Modernizing Systems of Assessments

Performance Assessment for Competency Education (PACE)

State Initiatives to Build Local Capacity

Providing Information

Offering technical assistance

Leveraging partnerships

Creating specialized training

Facilitating peer learning

State Initiatives to Build Local Capacity

NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

GREAT SCHOOLS PARTNERSHIP

Continuum of Promising State Policies for Personalized Learning

Policies for States Getting Started

- CBE Task Forces
- Credit Flexibility
- Innovation Zones
- Pilot Programs
- Multiple Pathways

Policies for States Moving Forward

- Proficiency-Based Diplomas
- Modernized Systems of Assessments
- State Initiatives to Build Local Capacity

Comprehensive Statewide Policy Approach

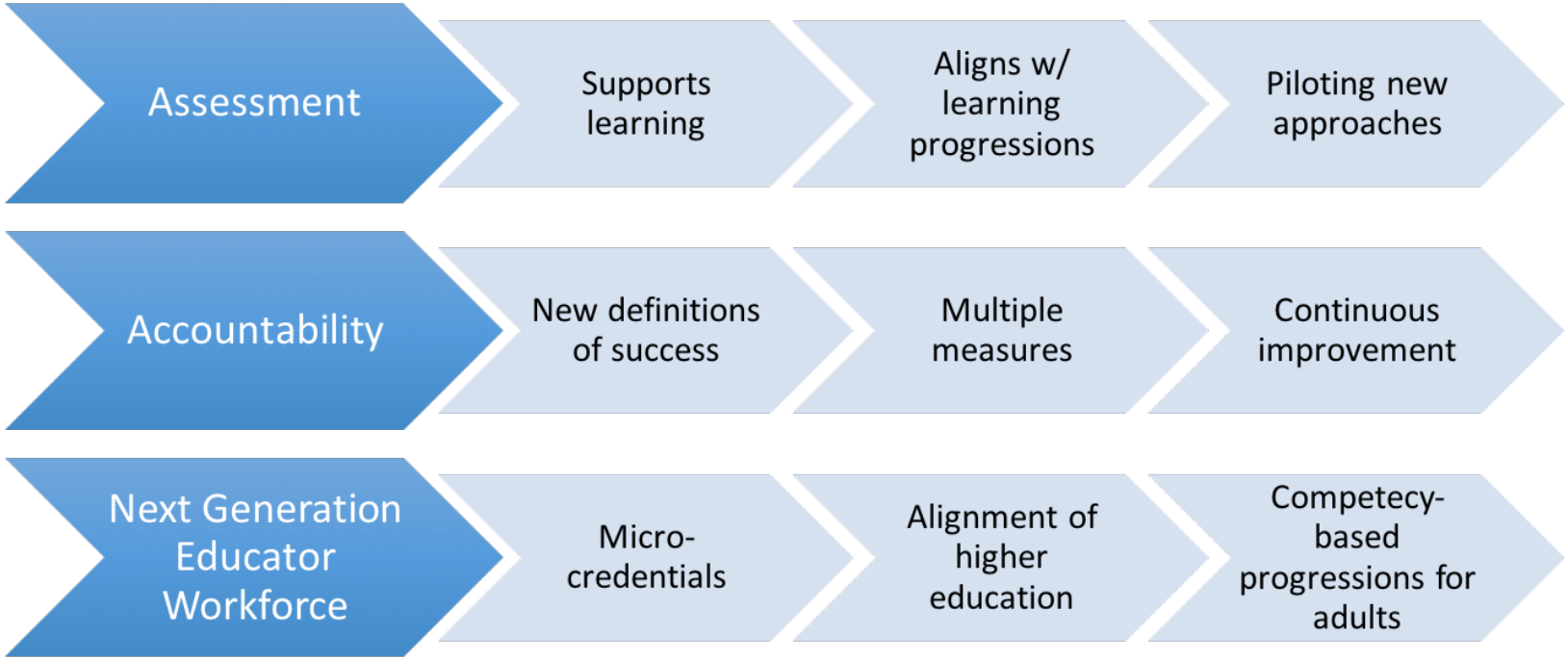
- Common Performance Assessments
- Building Educator Capacity + Professional Judgement

Level of State Involvement

Vermont's Comprehensive Policy Approach

- Proficiency-based graduation requirements
- Personalized learning plans
- Rethinking systems of assessments
- Accountability and continuous improvement
- Multiple, flexible pathways
- Educator and school leader development

Future Issues



“We aren’t done innovating until 100% of our students are graduating.”

- Ty Cesene, Co-Director, Bronx Arena High School

For information about state legislative activity
on personalized learning,
or to get involved with NCSL committees:

Sunny Deye
Program Principal, Education
National Conference of State Legislatures

sunny.deye@ncsl.org
303-856-1469

Q&A

Contact Information

- Maria Worthen, VP, Federal & State Policy, iNACOL
  mworthen@inacol.org
- Dale Frost, State Policy Director, iNACOL
  dfrost@inacol.org
- Susan Gentz, Policy Manager, iNACOL
  sgentz@inacol.org
- Sunny Deye, Program Principal, Education, NCSL
  sunny.deye@ncsl.org