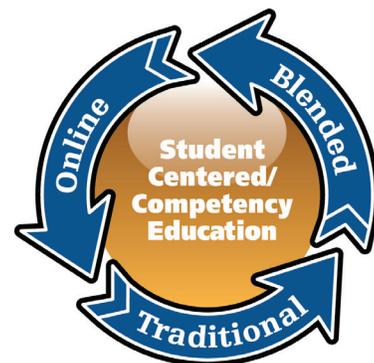


Statement of Principles for Model Legislation in States

1. Shift to competency-based education from seat-time.
 - Competency education, where students advance upon mastery, is required for systemic transformation to student-centered, world-class learning. Seat-time regulations are a barrier for online and blended learning programs that seek to enable anytime, any place, any pace learning. Mastery-based learning is critical for changing from a time-based system to a learner-centered system.
 - Develop regulations to provide flexibility from seat-time and enable competency-based education models.
 - Update regulations to enable competency education and credit flexibility for all schools (online, blended and traditional).
2. Increase access for each student and permit the entire continuum of student-centered, online and blended learning.
 - Ensure each student has access to a full range of high-quality online courses, full-time online learning programs and new learning models using blended learning.
3. Design outcomes-based accountability and funding incentives.
 - Focus on outcomes based on student learning (increasing proficiency, student growth, closing the achievement gap, graduation, college and career readiness).
 - Enable funding to follow the student to the program and course level.
 - With quality assurance based on outcomes, consider pay for performance models with weightings and incentives for serving “hard” (challenged or at-risk) students.
 - For pay for performance, consider approaches that offer a percentage upon enrollment and completion but do not create performance-based pay for 100% of the funding amount.
4. Increase access to excellent, effective teachers.
 - Provide true teacher reciprocity for online teaching.
 - Support professional development for new learning models using anytime, anywhere online and blended learning.
5. Provide room for innovation.
 - While requiring accountability for outcomes, policy should also ensure opportunity for emerging technologies and new approaches.
 - Care should be taken to guard against overly prescriptive policies and practices that stifle innovation.



iNACOL believes high-quality education is a civil right for each student, regardless of Zip code or socio-economic background.

Our mission is to ensure all students have access to world-class education and quality online learning opportunities that prepare them for a lifetime of success.

Statement of Principles for Model Legislation in States

iNACOL Statement of Policy Values

iNACOL is student-centered and makes policy recommendations based on doing what is right for kids to have access to a world-class education. iNACOL believes in competency education as a critical design and foundation for student learning. In competency-based learning, students advance upon demonstrating mastery, have clear and explicit learning objectives, have systems of assessments that are meaningful to students, include differentiation and immediate support as they need it, and are required to demonstrate acquired knowledge, skills and dispositions to be successful. Globally, the highest performing nations have competency based education systems – not seat-time based systems.

iNACOL encourages quality assurance through outcomes based on student learning (increasing proficiency, student growth, closing the achievement gap, graduation, college and career readiness). iNACOL believes policy should not prescribe inputs or create barriers for innovation.

iNACOL believes students should have access to the continuum of high-quality learning opportunities through online and blended learning to allow for multiple pathways for students. iNACOL encourages policy that supports innovation and new learning models toward achieving student-centric learning. iNACOL seeks to inform practice in helping to build capacity in field. iNACOL seeks systemic transformation through sharing promising practices in policy and practice, understand interventions, steps and activities that are working for student learning (we care about kids). iNACOL believes that teachers are important – we have more than 4,000 members – and 2,000 members are educators in online and blended learning programs. Teachers matter most. Our advocacy supports teacher-led, personalized learning using online resources to differentiate instruction.

About iNACOL

iNACOL is the International Association for K-12 Online Learning, a non-profit 501(c)(3) organization based in Washington, DC. Representing more than 4,000 members, iNACOL's mission is to ensure every student everywhere has access to a world class education, no matter their geographic or economic situation by advocating for student-centered educational policies to ensure equity and access, developing quality standards for emerging learning models using online, blended and competency-based education, providing research, and supporting the ongoing professional development of classroom, school and district leaders.

High quality competency education means:

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.