Charting the Course for the Next Phase of K-12 Competency-Based Education

Wednesday, November 8, 2017
2:00-3:00 p.m. ET

- Susan Patrick, President and CEO, iNACOL; Co-Founder, *Competency*Works

- Chris Sturgis, Principal, MetisNet; Co-Founder, *Competency*Works

- Nina Lopez, Owner, Nina Lopez Consulting

Learning Objectives

1. Understand purpose and design of the National Summit on K-12 Competency-Based Education.

2. Become familiar with the four key issues that must be addressed to advance and sustain competency-based education.

3. Consider recommendations for how to advance competency-based education and learn about initiatives.

Background

- **2010**: Conducted a scan of the field and identified pockets of innovation.

- **2011**: First Competency-Based Learning Summit with 100 innovators and policymakers to develop working definition and identify tough issues.

- **2012**: *Competency*Works launched to rapidly share knowledge developed by districts and schools.

- **2013-2017**: Increasing interest in competency-based education brings new challenges.

- **2017**: Second National Summit on K-12 Competency-Based Education.

Purpose of the National Summit on K-12 Competency-Based Education (June 2017)

1. Work with the field to generate ideas and provide guidance on four issues currently challenging the field: equity, quality, meeting students where they are, and taking the long view on systems change and policy.

2. Identify the emerging tough issues challenging schools, districts, and states that need to be addressed in the field of K-12 competency-based education.

Process

Completed:

▪4 participatory Technical Advisory Groups (TAGs) (104 people) produced 4 draft issue papers.

▪100 diverse participants at the Summit (regional, expertise, race/ethnicity, perspective) provided feedback on papers and identified 14 emerging issues.

▪The new report, *Quality and Equity by Design: Charting the Course for the Next Phase*, details the discussion and identifies recommendations for advancing the field.

In Process:

▪Updating working definition of competency-based education, and developing a logic model for CBE through TAG.

▪Revising and re-releasing four papers on key issues.
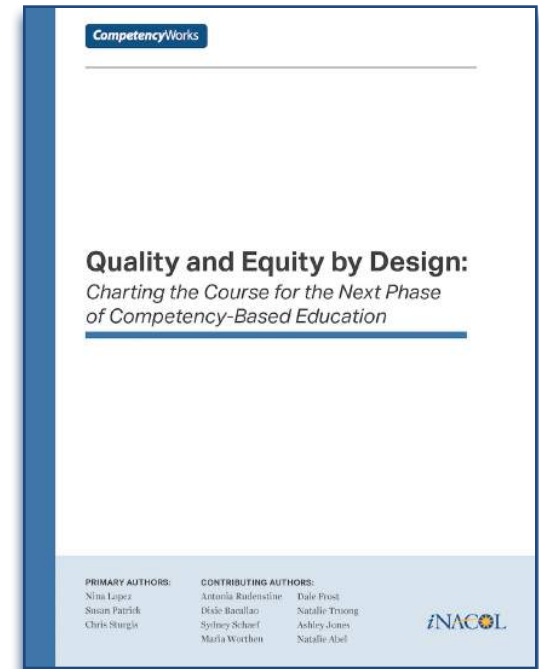
Papers
(drafts released Q2 2017, revised v2 releases by Q1 2018)

CompetencyWorks

Quality and Equity by Design:
Charting the Course for the Next Phase
of Competency-Based Education

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National Summit on K-12 Competency-Based Education

CompetencyWorks

**In Search of Efficacy:
Defining the Elements of
Quality in a Competency-Based
Education System**

Prepared for the National Summit on K-12 Competency-Based Education.

WRITTEN BY:
Chris Sturgis
WITH CONTRIBUTIONS FROM:
Natalie Abel

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**In Pursuit of Equality: A
Framework for Equity Strategies
in Competency-Based Education**

Prepared for the National Summit on K-12 Competency-Based Education.

WRITTEN BY:
Chris Sturgis
WITH CONTRIBUTIONS FROM:
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CompetencyWorks   reDesign

**Meeting Students
Where They Are**

Prepared for the National Summit on K-12
Competency-Based Education.

WRITTEN BY:
Antonia Rudenstine
Sydney Schaef
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**Fit for Purpose: Taking the
Long View on Systems
Change and Policy to Support
Competency Education**

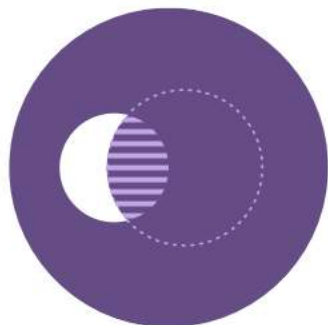Prepared for the National Summit on K-12 Competency-Based Education.

WRITTEN BY:
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4 Critical Issues to Advance Competency Education

Quality

Equity

Meeting Students Where They Are

Policy

16 Quality Design Principles

CULTURE DESIGN PRINCIPLES

Culture refers to the beliefs, perceptions, relationships, attitudes, practices, rituals, routines and rules (both formal and informal) that inform the day-to-day interactions of people at a school.

1. Equity
2. Learning and Inclusivity
3. Relevance
4. Empowering and Adaptive Leadership
5. Growth Mindset

STRUCTURE DESIGN PRINCIPLES

Structure refers to the beliefs, organizational configurations, processes and policies that create the conditions for high-quality learning. In a competency-based system, the structure is designed to support mastery by all students.

6. Advancement Upon Demonstrated Mastery
7. Transparency
8. Intentionality and Alignment
9. Consistency and Reliability
10. Flexibility
11. Educators as Learners
12. Continuous Improvement & Organizational Learning

TEACHING AND LEARNING DESIGN PRINCIPLES

These principles relate to a theory and practice of teaching and learning that is based on the learning sciences and is shared across a school. It includes approaches to and uses of assessment as a critical ingredient to responsive teaching.

13. Based on Learning Sciences
14. Student Agency and Ownership
15. Rigorous Higher-Level Skills
16. Responsive

Recommendations: Improving Quality

Develop Shared Understanding of Quality Design and Implementation

- Research the culture, structure and practices of high-achieving districts and schools.
- Explore quality assurance strategies that are consistent with the values and design principles of competency-based education.

Develop a Base of Research and Evaluation to Support High Quality Design and Implementation

- Engage districts in co-designing research.

Generate Knowledge on Metrics, Processes and Continuous Improvement

- Identify key processes, process indicators and decision points.
- Build capacity of districts and schools for data analytics.

CHAT BOX QUESTIONS:
What information system have you used to support monitoring student progress? What are its strengths and weaknesses?

Catalyze Development of Effective Student-Centered Information Management Systems

- Define requirements, aggregate demand and convene vendors.

Equity Framework

The National Equity Project: *Educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential.*

Working toward equity in schools involves:

- Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor;
- Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and
- Discovering and cultivating the unique gifts, talents and interests that every human possesses.

EQUITY PRINCIPLES

In order to seek educational equity districts and schools will....

Nurture Strong Culture of Learning and Inclusivity

Support Students in Building Skills for Agency

Establish Transparency About Learning, Progress and Pace

Engage Community in Shaping New Definitions of Success and Graduation Outcomes

Develop Shared Pedagogical Philosophy Based on Learning Sciences

Ensure Consistency of Expectations and Understanding of Proficiency

Monitor and Respond to Student Progress, Proficiency and Pace

Invest in Adult Mindsets, Knowledge and Skills

Respond and Adapt to Students Using Continuous Improvement Processes

Recommendations: Improving Equity

Design for and Strengthen Equity Strategies in Models and Implementation

- Build knowledge on how districts and schools embed equity strategies.
- Audit expertise of organizations providing technical assistance and equity strategies embedded in professional learning.

## Build Consistency in Student Learning *(This section equally applies to quality.)*

- Co-create mechanisms to moderate learning objectives and what is considered proficient.
- Invest in networks and initiatives that offer moderation and calibration opportunities across districts.

Expand Equity-Oriented Leadership

- Take *personal accountability for overcoming bias*.
- Invest in *adaptive leadership strategies*.
- Place a high priority on equity in the hiring process.
- Seek partners who share a commitment to equity.

> **CHAT BOX QUESTION:** *What strategies are you using to ensure that teacher determination of proficiency is calibrated?*

Meeting Students Where They Are
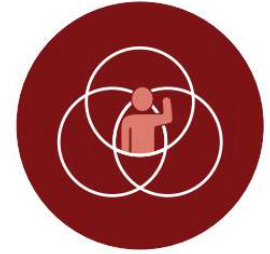
Which strategies help us navigate system constraints?

- Designing Modular Learning Experiences, Available to All

- Designing An Assessment Strategy for Competency-based Schools

- Personalizing the Path

- Organizing Timely, Differentiated Supports

- Instituting Flexible Scheduling

3 Domains:

- Strong Relationships

- Structure to Know Where Students Are

- Instruction to Advance Learning

Recommendations: Meeting Students Where They Are

Ensure Culture, Structure and Pedagogy are Based on Learning Sciences

● Develop resources that can help educators access information on and implications of the learning sciences.

Monitor and Communicate Student Growth

● Develop a shared understanding of pace and progress.
● Create a research initiative that monitors student growth.
● Launch an initiative that includes K-12 and higher education to review strategies for certifying learning, communicating growth and progress including competency-based report cards, transcripts and innovative diplomas.

Build Capacity Within Districts to Respond to Wider Set of Performance Levels

● Document strategies districts and schools are using to meet students where they are.
● Engage experts to discuss strategies for when students have gaps in knowledge.

Support Educators and Teaching

● Create a network of educators to share and document strategies and practices for meeting students.
● Engage schools of education, competency-based districts and intermediaries to outline the skills that new teachers and master teachers need in a competency-based, personalized system to inform teacher prep programs.

CHAT BOX QUESTION: *In what ways and what strategies are you using to meet students where they are?*

Systems Change and Policy

Threshold concepts are "core concepts, that once understood, are needed to transform a given subject."

4 Threshold Concepts:

1. Certifying learning: Issues to tackle — redefining success and meaningful qualifications.

2. Assessment literacy: understand assessments for learning, calibration/moderation for consistency in judgements of proficiency, and cycles of continuous improvement in teaching and learning.

3. Pedagogical innovations based on learning sciences.

4. Meeting students where they are: Issues to tackle — teacher professional judgment and developing capacity to lead change for the long-term.

Recommendations: Policy

Build a Vision and Long-Term Plan for K-12 Education Transformation to Competency-Based Education Systems

● Convene a state taskforce of diverse stakeholders to create a vision for student-centered education and devise a long-term plan for transformative policies.
● Create a new definition of success for student outcomes to address what students need to know and be able to do to thrive in college, career and civic life.

Support Building Leader and Educator Workforce Capacity for Competency-Based Education

● Define the needs/capacity for next gen educator workforce including accreditation, licensure, and certification standards, and teacher quality or effectiveness metrics in state accountability systems.

Support Building Assessment Literacy

● Elevate understanding of assessment literacy as a core principle to transform education to personalized, competency-based learning by building educator capacity.

Align Higher Education to K-12 Competency-Based Education Models

● Convene diverse stakeholders across K-12, higher education, and community and business leaders to identify opportunities and barriers to align the continuum of education and workforce development to a new definition of success including meaningful credentials, admissions and teacher prep.

Emerging Issues

- How can personalized, competency education be scaled?

- What research and evaluation is needed to advance competency-based education?

- How can technology best support competency-based education?

- How can schools support educators to exchange and build knowledge?

- How can we build a field of competency education that stretches from pre-kindergarten through higher education?

- How can we build public understanding and public will to support school and district policy development?

- How can districts and schools prepare for proficiency-based diplomas?

- What are the implications for ensuring students are supported in building agency and lifelong learning skills?

- What are the implications for leadership, management and human capital?

- What does teacher preparation and training look like in a personalized, competency-based system?

Next Steps

- *Competency*Works amplifying work and sharing knowledge across field (blogs, resources, wiki).

- *Competency*Works will be focusing on missteps and red flags as well as case studies.

- Revise each of the four issue papers by end of Q1 2018.

- Update working definition and develop a logic model for competency-based education.

  - Opportunity to react to proposed working definition from December through January

- Technical advisory group on professional learning mid-2018.

- iNACOL Symposium 2018: October 21-24 in Nashville.

Questions?

Thank you for attending.

For more information and to share ideas:
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