

Current to Future State:

Issues and Action Steps for State Policy to Support Personalized, Competency-Based Learning

Presenters:

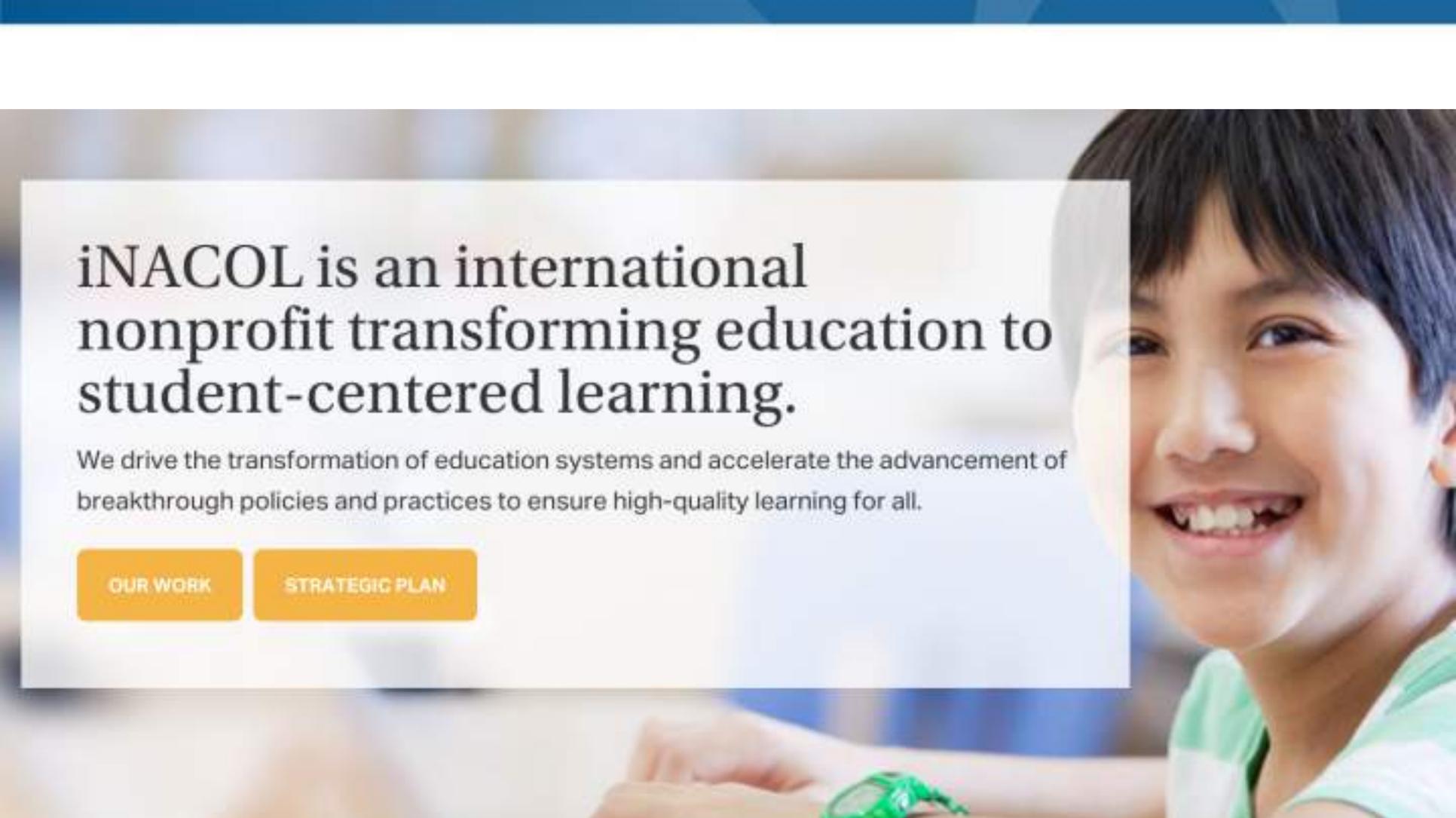
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www.inacol.org

iNACOL
International Association for K-12 Online Learning



iNACOL is an international nonprofit transforming education to student-centered learning.

We drive the transformation of education systems and accelerate the advancement of breakthrough policies and practices to ensure high-quality learning for all.

[OUR WORK](#)

[STRATEGIC PLAN](#)



Blended Programs



Philanthropy / Foundations



Teachers & Educators



Nonprofits



Parents



Think Tanks



State Virtual Schools



Public Schools / Districts



International



Policy Makers



Colleges & Universities



Online Content Providers



Full-time Online Programs



Private & Independent Schools



Researchers & Evaluators



Charter Schools



Next Generation Learning Partners



OER



Part-time Online Programs



Regional Education Agencies



State Departments of Education



Tech Tool Providers



Tutoring / Services

iNACOL

International Association for K-12 Online Learning

Who We Are



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Current to Future State:

Issues and Action Steps for State Policy
to Support Personalized, Competency-
Based Learning

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Learning Objectives

1. What does it mean to move from the “current state” to the “future state” in K-12 education?
2. What it will take to transform K-12 education to the “future state” over the long term?
3. What action steps could policy-makers take to tackle core issues for getting to the “future state”?

Current to Future State of Education



What is Competency-Based 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

10 Flaws in the Traditional Education System



Focused on a narrow set of academic outcomes



Grading practices send misleading signals



Time-based



Perpetuates traditional roles, cultural norms and inequities

10 Flaws in the Traditional Education System



Built on a fixed mindset



Fails to reflect the learning sciences

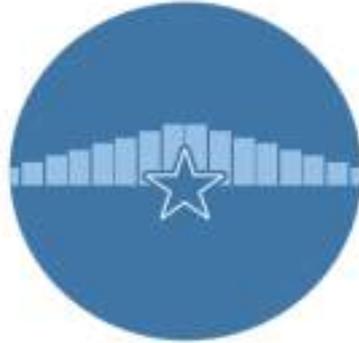


Depends on extrinsic motivation



Organized to efficiently deliver curriculum

10 Flaws in the Traditional Education System

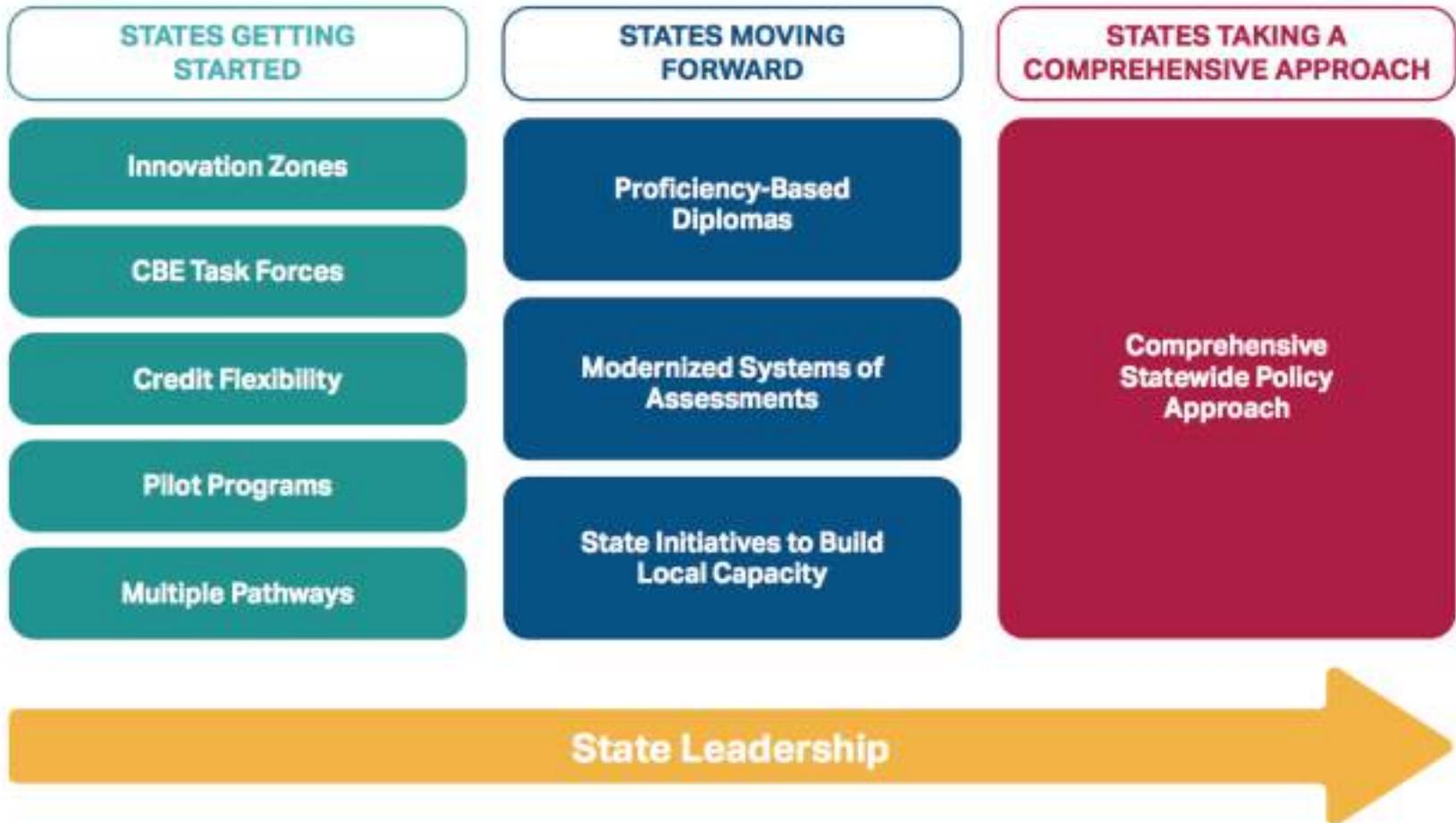


**High variability in
how teachers
determine
proficiency**



**Ranks and sorts
students creating
“winners” and
“losers”**

Continuum of Promising State Policies for Personalized Learning





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

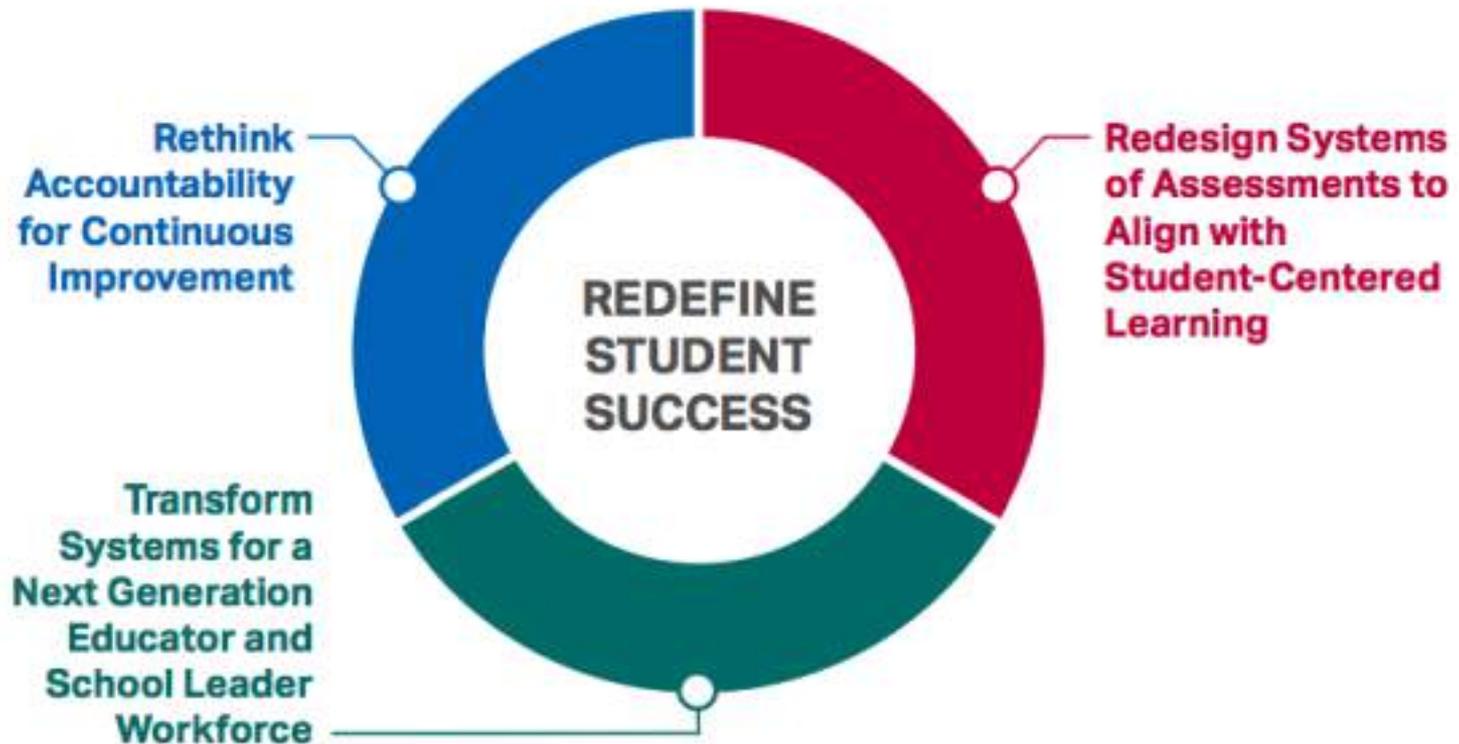
New Policy Opportunities Under ESSA

- + 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.

**REDEFINING STUDENT SUCCESS:
DRIVING COHERENCE IN EDUCATION TRANSFORMATION**



Threshold Concepts



1. Certifying Learning
2. Assessment Literacy
3. Pedagogical Innovations Based on Learning Sciences
4. Meeting Students Where They Are

Current to Future State of Education



Redefining Success



Organizing education systems around the knowledge and skills students need for success in college, career and civic life

According to the World Economic Forum, the top ten skills required by employers in the year 2020 will include:

- 1 Complex problem solving
- 2 Critical thinking
- 3 Creativity
- 4 People management
- 5 Coordinating with others
- 6 Emotional intelligence
- 7 Judgement and decision making
- 8 Service orientation
- 9 Negotiation
- 10 Cognitive flexibility

Source: Future of Jobs Report, World Economic Forum

Profile of a Virginia Graduate

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

*Achieve and apply
appropriate academic and
technical knowledge*

CONTENT KNOWLEDGE

*Attain and demonstrate
productive workplace skills,
qualities, and behaviors*

CAREER PLANNING

WORKPLACE SKILLS

*Align knowledge, skills,
and personal interests with
career opportunities*

**COMMUNITY AND
CIVIC RESPONSIBILITY**

*Build connections and value
for interactions with diverse
communities*

Source: Virginia Department of Education

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Meaningful Qualifications

How could we make a high school diploma more meaningful?



Meaningful Qualifications

Meaningful qualifications hold promise to:

- Motivate students to learn by clearly linking their studies with tangible outcomes;
- Improve college persistence and graduation rates by reducing the need for remediation;
- Reduce retraining costs for employers; and
- Promote lifelong learning.

New Zealand

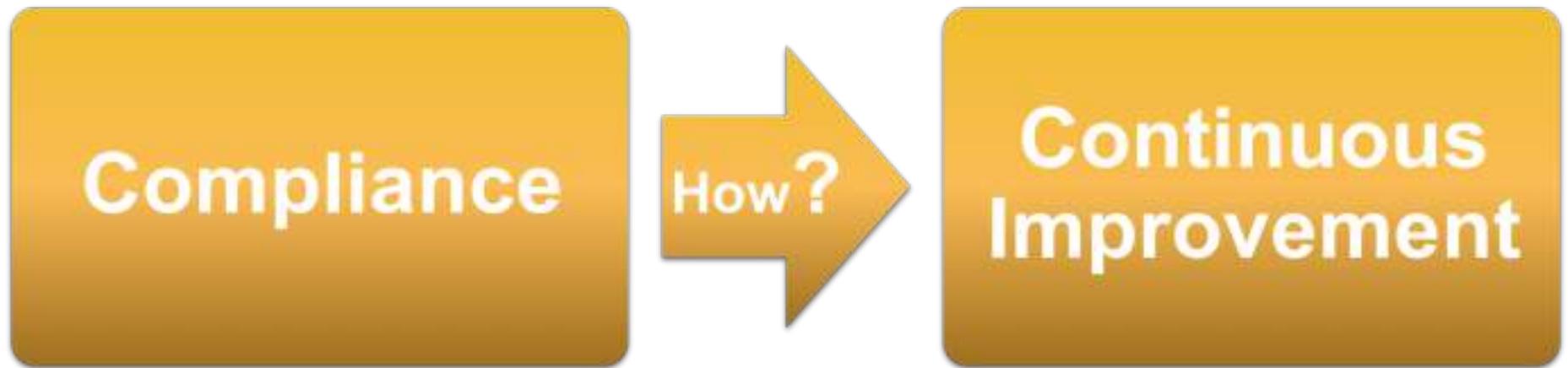
Level	Knowledge
1	Basic general and/or foundation knowledge
2	Basic factual and/or operational knowledge of a field of work or study
3	Some operational and theoretical knowledge of a field of work or study
4	Broad operational and theoretical knowledge of a field of work or study
5	Broad operational or technical and theoretical knowledge within a specific field of work or study
6	Specialized technical or theoretical knowledge with depth in a field of work or study
7	Specialized technical or theoretical knowledge with depth in one or more fields of work or study
8	Advanced technical and/or theoretical knowledge in a discipline or practice, involving a critical understanding of the underpinning key principles
9	Highly specialized knowledge, some of which is at the forefront of knowledge, and a critical awareness of issues in a field of study or practice
10	Knowledge at the most advanced frontier of a field of study or professional practice

Source: <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/>

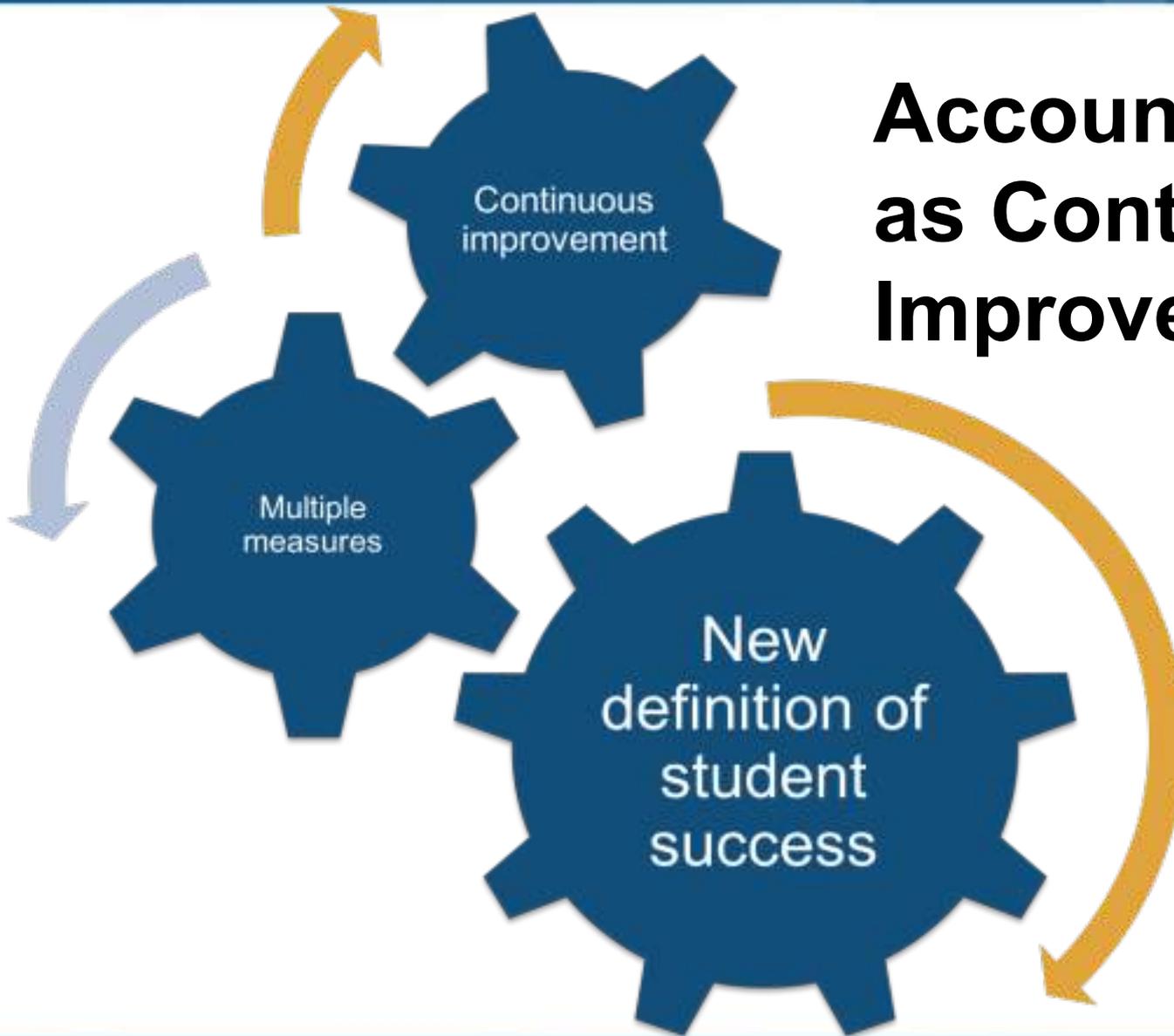
Current to Future State of Education



Accountability as Continuous Improvement



Accountability as Continuous Improvement



Reciprocal Accountability

“Accountability must be a reciprocal process. For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation. Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance. This is the principle of “reciprocity of accountability for capacity.”

–Harvard Professor Richard Elmore

Weighting of Measures: Academic Proficiency

Vermont uses eight measures to determine ESSA accountability. Four measures are required by ESSA, and four others reflect additional Vermont priorities. Each measure must be “weighted” to arrive at an overall rating for Academic Proficiency. Because Vermont schools have numerous grade configurations, a measure’s weight depends on which measures are applicable to a specific school. Under ESSA, regardless of the school configuration, English language arts, mathematics, and graduation rate must be given “substantial weight.” When a measure is not present in a school, its weight is redistributed to those measures that are present. Three examples are presented below.



Weighting Example #1

(K-12 School with English Learners)

Indicator	Rating
English Language Arts (20%)	
Mathematics (20%)	
Science (5%)	
Physical Education (5%)	
Graduation Rate (20%)	
English Proficiency (10%)	
CCR Assessment (10%)	
Alumni Measure (10%)	
Weighted Rating	

Weighting Example #2

(K-8 School with English Learners)

Indicator	Rating
English Language Arts (35%)	
Mathematics (35%)	
Science (10%)	
Physical Education (10%)	
Graduation Rate (Not Assessed)	
English Proficiency (10%)	
CCR Assessment (Not Assessed)	
Alumni Measure (Not Assessed)	
Weighted Rating	

Weighting Example #3

(K-4 School without English Learners)

Indicator	Rating
English Language Arts (40%)	
Mathematics (40%)	
Science (No Tested Grade)	
Physical Education (20%)	
Graduation Rate (Not Assessed)	
English Proficiency (Not Assessed)	
CCR Assessment (Not Assessed)	
Alumni Measure (Not Assessed)	
Weighted Rating	



CALIFORNIA SCHOOL DASHBOARD

10 Indicators to Measure Performance

6 State Indicators

Performance Categories:



College & Career*

Percent of students prepared for college & career

Graduation Rate

Percent of students who earn a regular H.S. diploma

Academics - ELA & Math

Distance from the lowest score needed for "Standard Met"

English Learner Progress

Percent of English Learners making one year's progress

Chronic Absenteeism*

Suspension Rate

Percent of students who were suspended

4 Local Indicators

Performance Categories:

Met / Not Met / Not Met for 2+ Years

Basic Conditions

Implementation of Academic Standards

Parent Engagement

School Climate

California Accountability Model & School Dashboard from the California Department of Education. For a closer look at California's multiple measures dashboard and reporting system, refer to the Appendix.

Source: California Department of Education

Accountability as Continuous Improvement

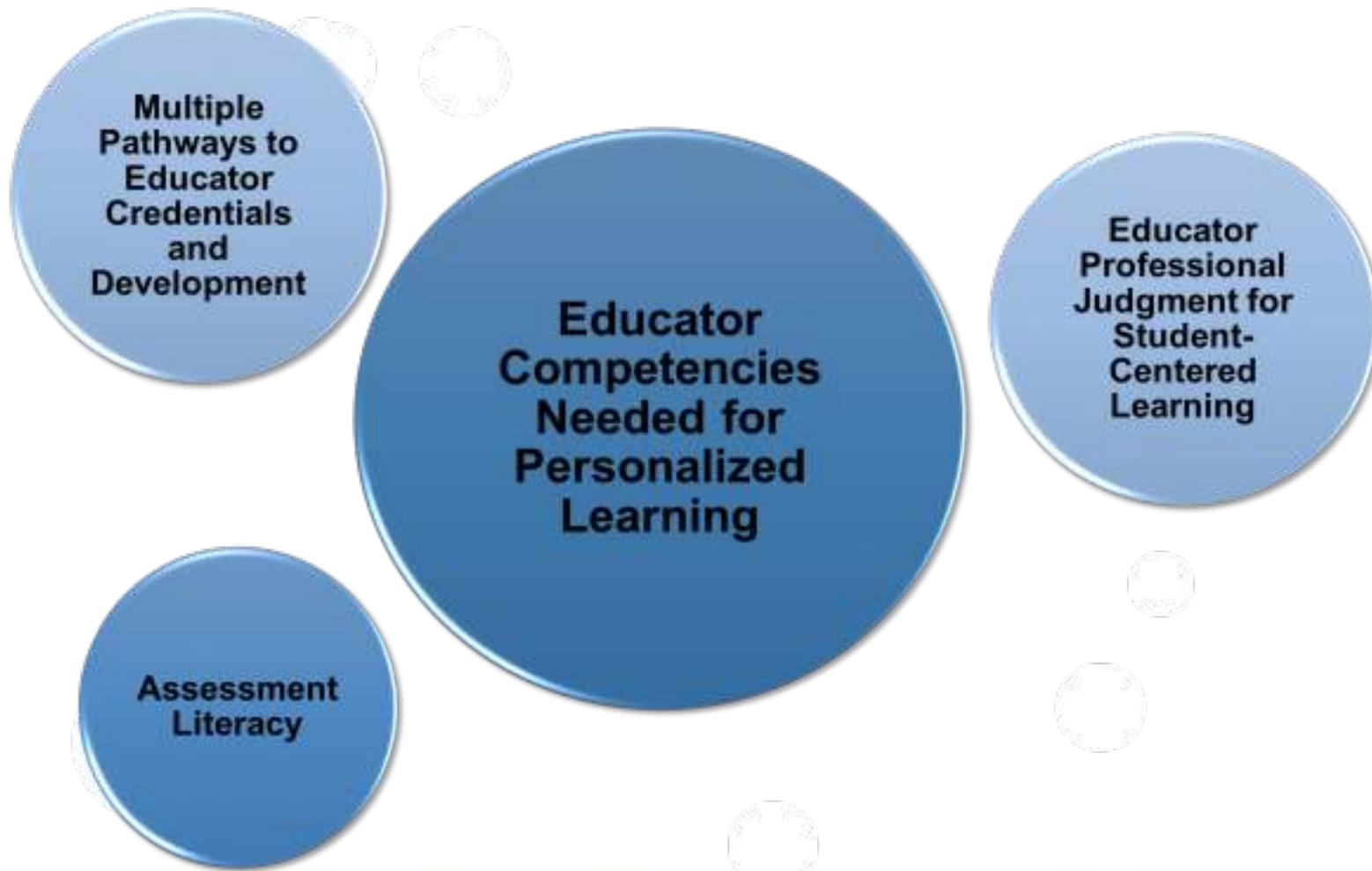
State Policy Action Steps

1. Convene diverse stakeholders to redefine student success
2. Determine the multiple measures the state will use for accountability purposes
3. Support professional learning communities to create a culture of continuous improvement
4. Build trust by developing a framework for reciprocal accountability
5. Identify school improvement models that support personalized, competency-based education

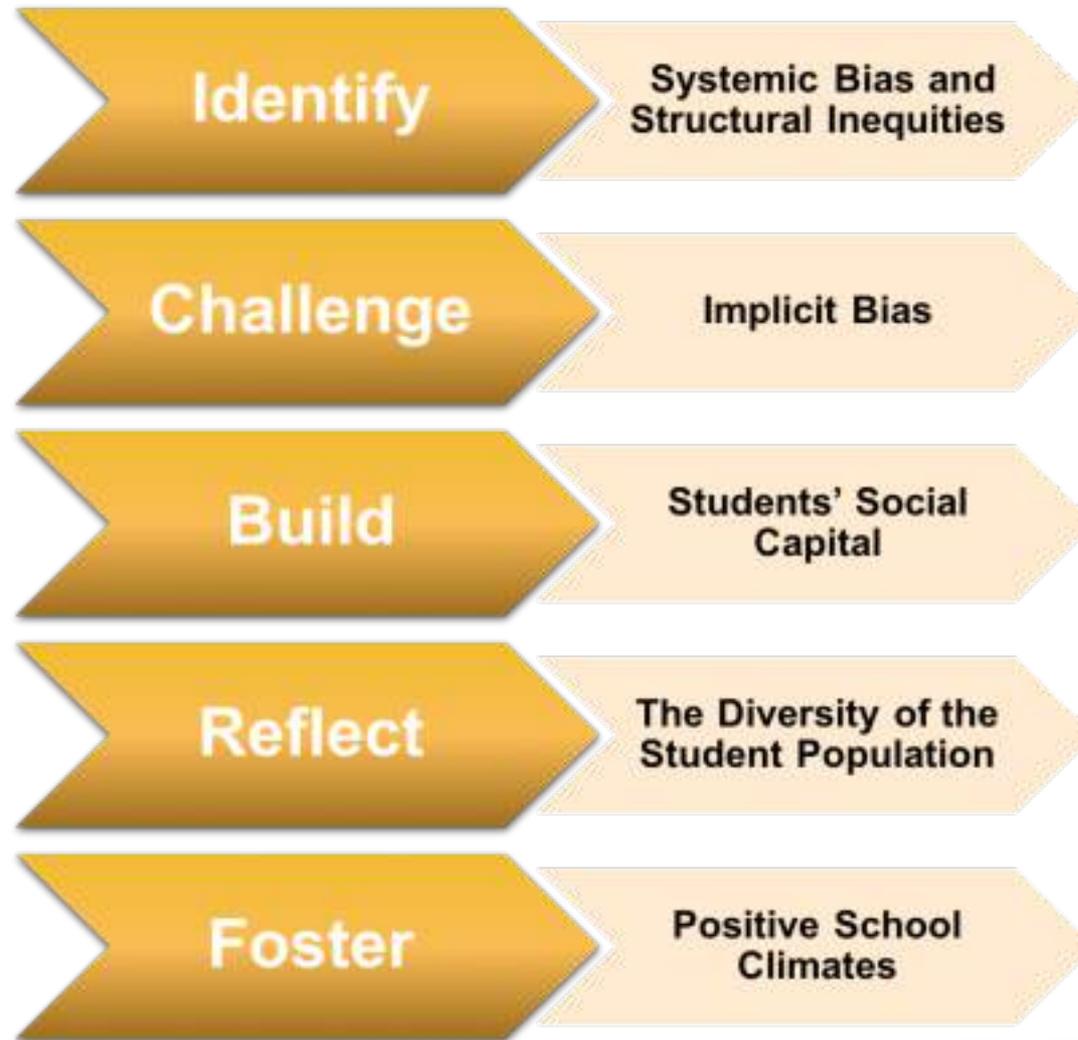
Current to Future State of Education



Developing Educator Capacity



Equity By Design in the Educator Workforce



Developing Educator Capacity for Competency-Based Education

State Policy Action Steps

1. Engage with education stakeholders and experts to:
 - a. Learn about promising practices and policies to transform the educator workforce;
 - b. Define educator competencies for personalized, competency-based learning models;
 - c. Address barriers to creating, scaling and accrediting innovative leadership and educator preparation models; and
 - d. Assess implications for:
 - i. Educator preparation program accreditation;
 - ii. Teacher licensure and certification standards; and
 - iii. Teacher effectiveness metrics in state accountability systems.
2. Enumerate assessment literacy as a core principle in teacher certification, licensure and accreditation standards.

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Building Capacity to Lead Change



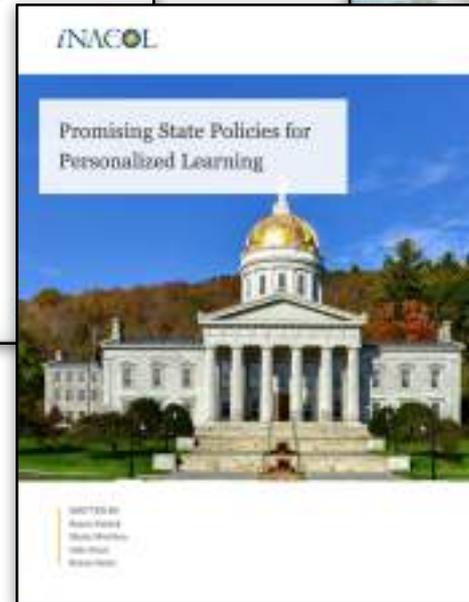
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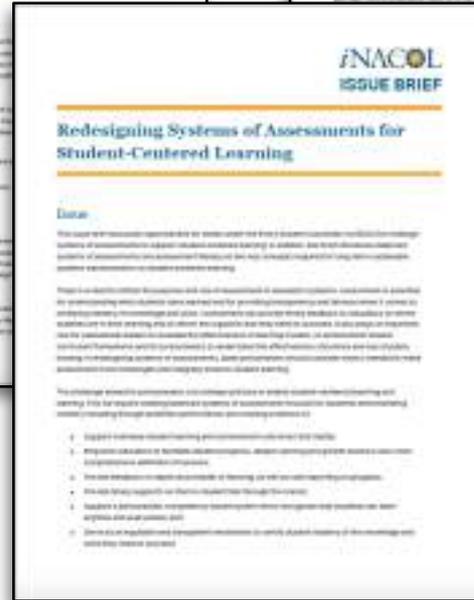
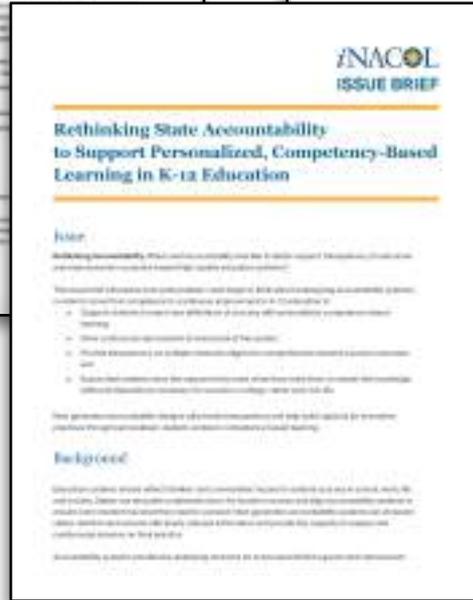
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Q&A

