

Fit for Purpose:

Taking the Long View on Systems Change and Policy to Support Competency Education

August 28, 2018

2:00– 3:00 p.m. ET

Presenters:

Susan Patrick: President and CEO, iNACOL; Co-founder, CompetencyWorks

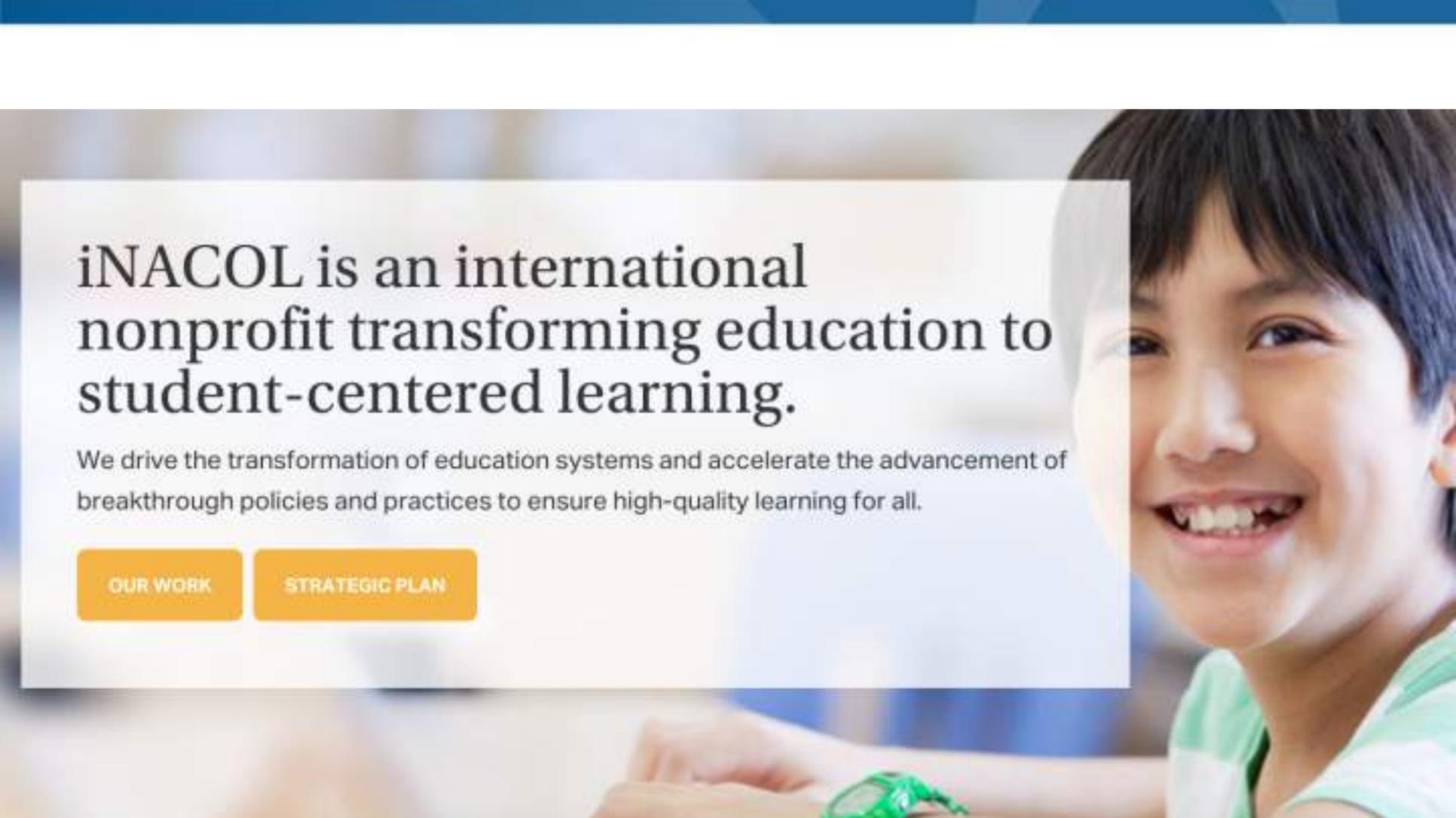
Maria Worthen, Vice President for Federal and State Policy, iNACOL

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Agenda

- Introduction
- 4 Threshold Concepts
 - Certifying learning
 - Assessment Literacy
 - Pedagogical Innovations Based on Learning Sciences
 - Meeting Students Where They Are
- Issues to Tackle
- Action Steps
- Q&A



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](#)

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iNACOL Center for Policy Advocacy

The iNACOL Center for Policy Advocacy leads the multi-stage evolution of policy necessary for the growth of effective personalized learning models toward the goals of high quality, equity, access and dramatically improving student learning to close the achievement gap and ensure every student has access to high-quality, world-class learning opportunities. To achieve this, iNACOL:

- Provides lawmaker education and technical assistance on issues analysis and policy development;
- Responds to requests for support from policymakers and practitioners in the field;
- Develops the vision of the future of education through transformational policy for systems; and
- Builds knowledge on policies to support student-centered, competency-based, personalized learning.

CompetencyWorks

FINAL PAPER

Fit for Purpose:

Taking the Long View on Systems
Change and Policy to Support
Competency Education

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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

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



Overview

We will...

1. Examine what it will take to transform K-12 education over the long term.
2. Learn core concepts that policymakers might think about addressing to shift to personalized, competency-based learning.
3. Explore how can states begin to build system coherence in K-12 education towards student-centered learning.

Long-Range Vision

- Realizing a vision for K-12 education systems that can prepare all students to succeed will require:
 - Sustained focus, support and leadership
 - Meaningful, sustained and inclusive stakeholder engagement

We envision a future state of K-12 education that...

- Is based on the **belief that every student can and will succeed**, reaching high standards, when systems are student-centered, providing the right supports, at the right time, **personalized** to each student's unique interests, needs and strengths;
- Creates instructional systems based on the research on **how students learn best**;
- **Empowers educators** to build personalized, competency-based learning environments, including assessment literacy to exercise professional judgment of student work to consistent high standards;
- Certifies qualifications, degrees and **credentials that are meaningful**, awarded based on mastery of the core competencies required to succeed; and
- Is based on a **growth mindset**, with systems that are purpose-built for continuous improvement of student learning, educator practice and supports

Threshold Concepts

- Threshold concepts are “core concepts, that once understood, are needed to transform a given subject.” (Meyer, Land, & Baillie, 2010.)
- They can help us think differently about what is possible in an equitable future education system where all students succeed, and how to address deep-seated systems design flaws across K-12 education.

Threshold Concepts

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

Certifying Learning

- What do we need to think differently about a broader set of outcomes?
- How could the high school diploma align to a more comprehensive definition of success?

Assessment Literacy



“Student assessment is essential to measure the progress and performance of individual students, plan further steps for the improvement of teaching and learning, and share information with relevant stakeholders.” – OECD, 2013

Assessment Literacy

“The knowledge and skills associated with designing, selecting, interpreting, and using high-quality assessments to improve student learning and to serve other important educational and policy purposes.”

- *Scott Marion, Center for Assessment*

Pedagogical Innovations Based on the Learning Sciences



How do students learn best based on the learning sciences?

How do we create the right environments conducive to learning?

Meeting Students Where They Are



Learner-centered

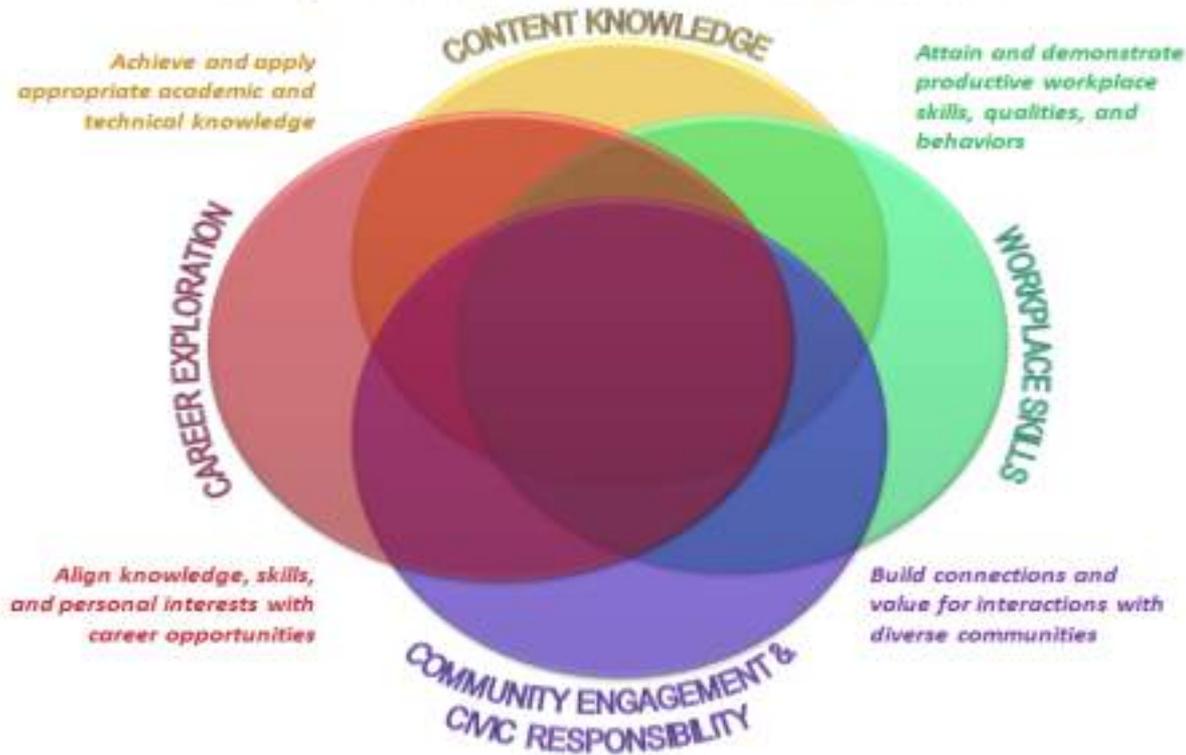
Individualized
pathways and
supports

Issues to Tackle

- Redefine success
- Meaningful Qualifications
- Accountability as Continuous Improvement
- Educator Capacity for Competency-Based Education
- Capacity to Lead Change
- Competency-Based Systems

Issue to Tackle: Redefining Student Success

Profile of a Virginia Graduate
In Virginia, the Life Ready Individual Will,
During His or Her K-12 Educational Experience:

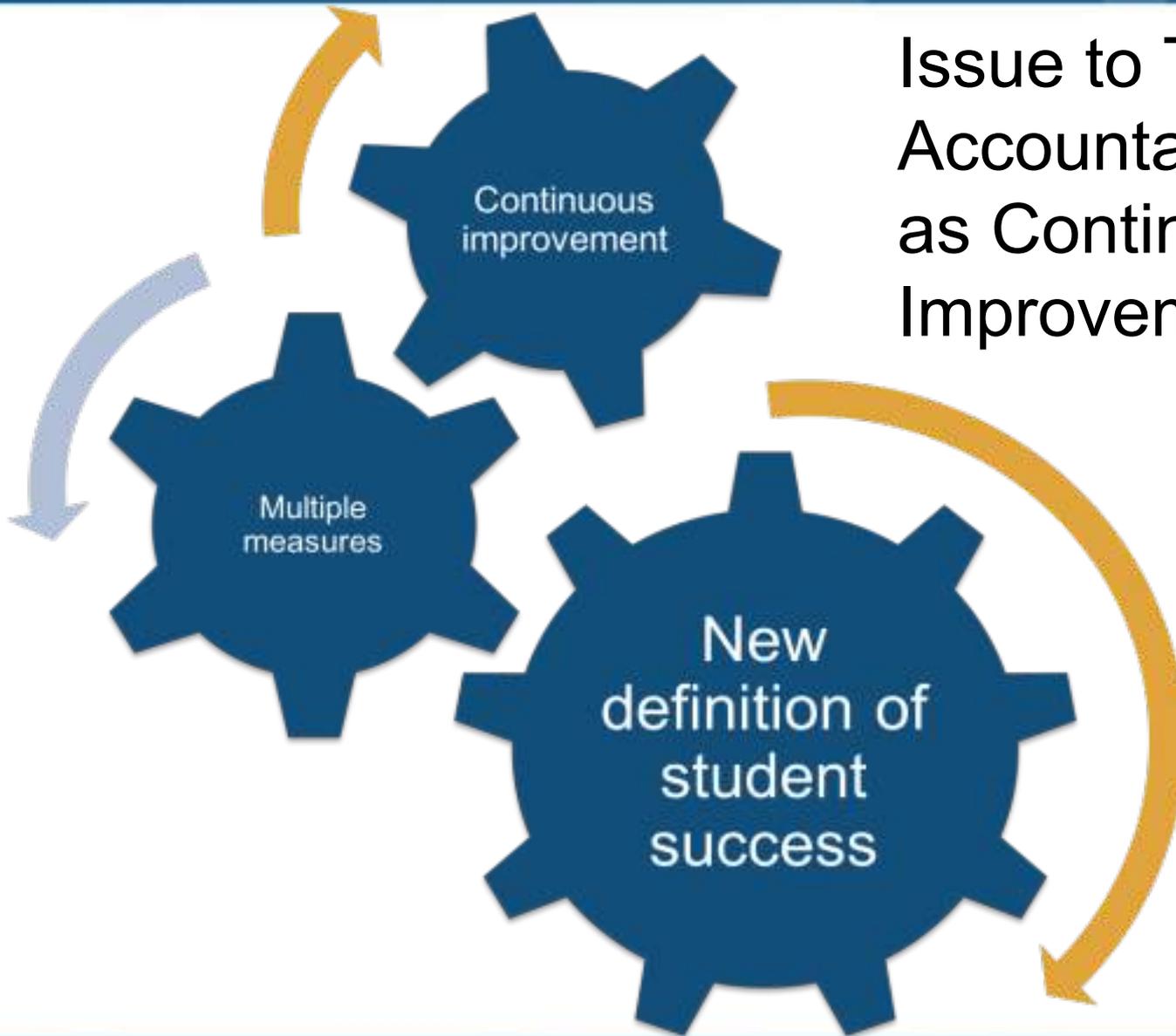


Issue to Tackle: Meaningful Qualifications

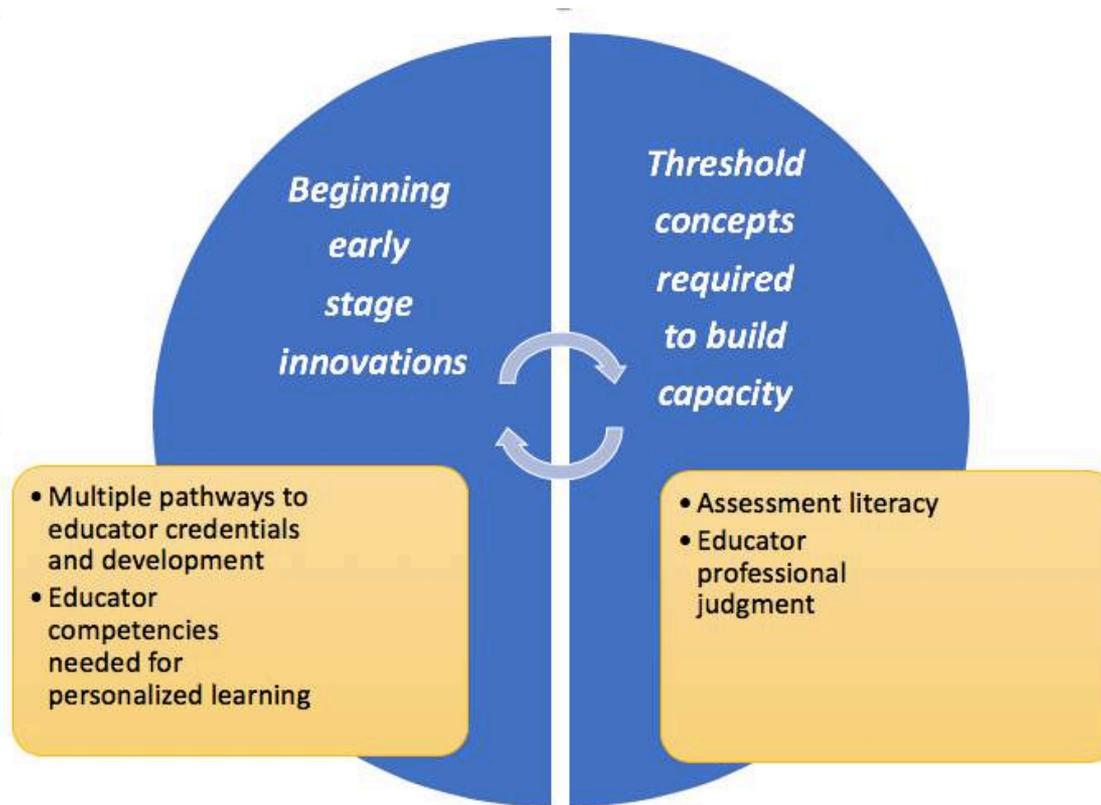
How could we make a high school diploma more meaningful?



Issue to Tackle: Accountability as Continuous Improvement



Issue to Tackle: Educator Capacity for Competency-Based Education



How do we get there?

States have to begin to identify their own Theory of Change.

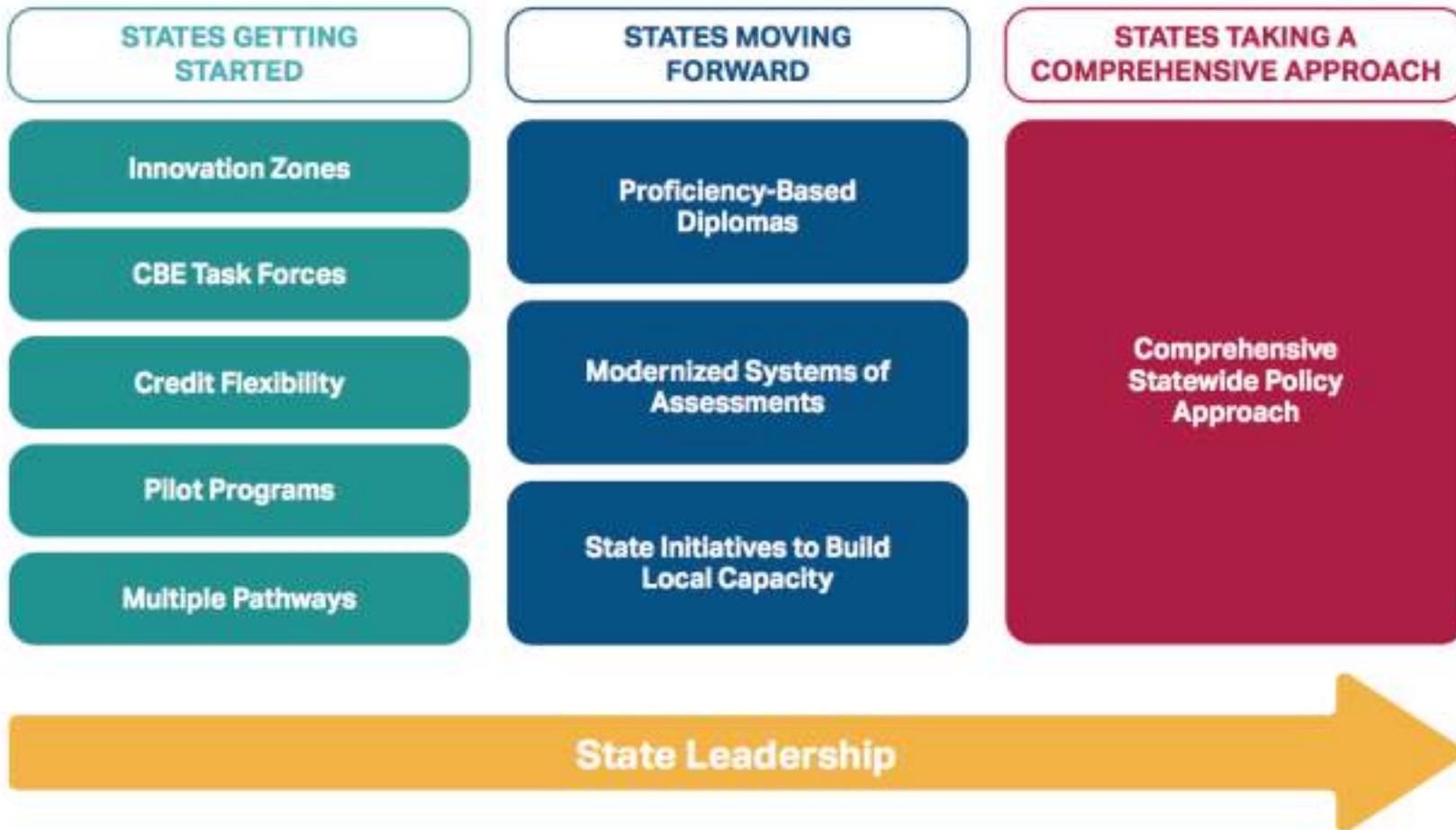
States can start working toward the future state of education:

- Partner with stakeholders to craft a vision for the purpose and future of their education systems;
- Create space for innovating designed with equity in mind;
- Build capacity of educators and school leaders to transform learning environments to meet the needs of every student.

Current to Future State of Education



Continuum of Promising State Policies for Personalized Learning





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

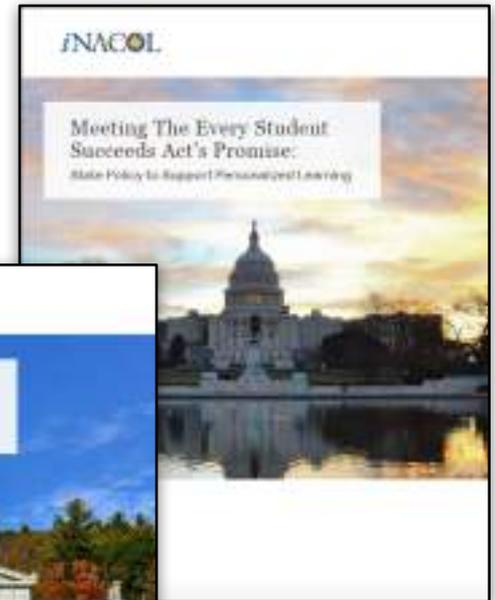
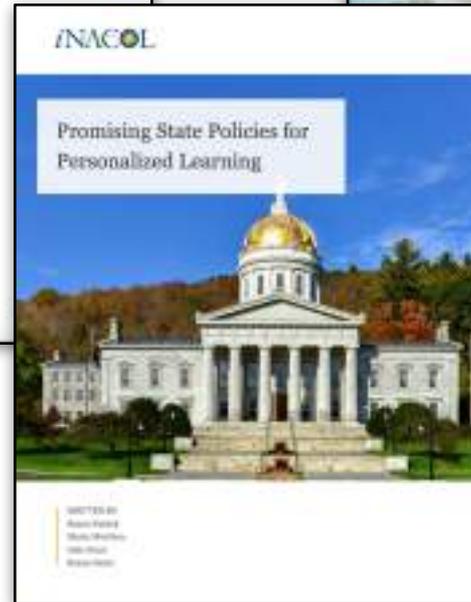
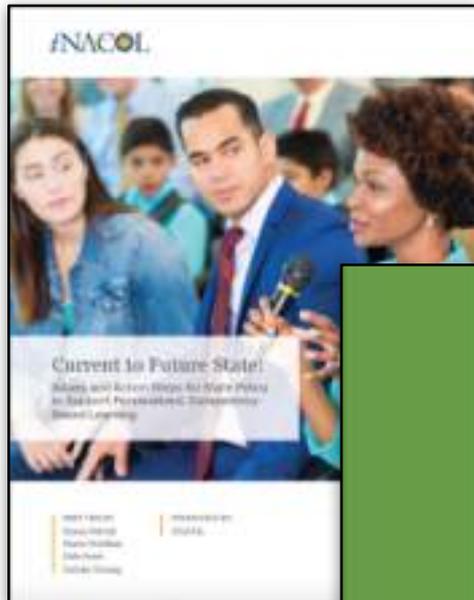
New Policy Opportunities Under ESSA

- + 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.

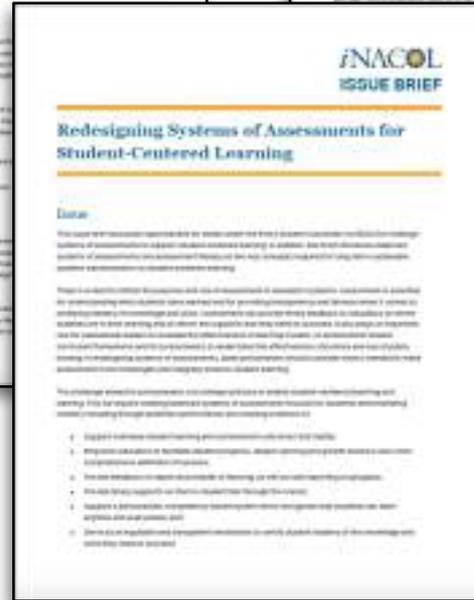
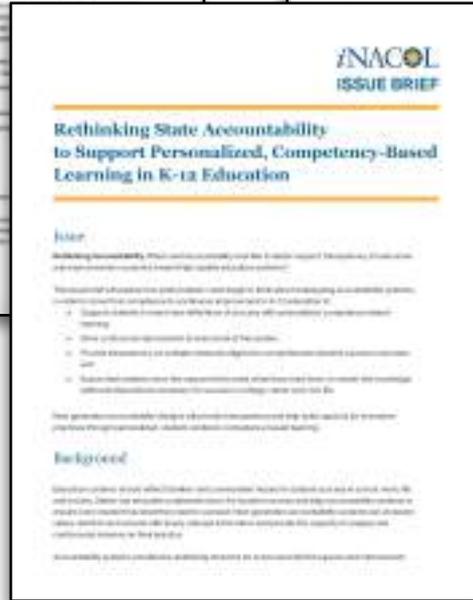
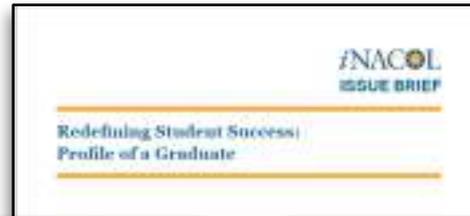
Continuing Opportunities

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

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Q&A

