

A map of North America, including the United States, Canada, and parts of Mexico, is shown. The map is covered with many colorful pushpins of various colors (red, blue, green, yellow, orange, pink, purple) marking numerous locations. A hand is visible on the right side of the map, pointing towards a specific location in the central United States. The map is slightly blurred, and the background is dark.

AS YOU JOIN...

Please introduce yourself in the chat and share where you're joining from

Webinar Series on the Future of Educator Learning

April 8, 2019

Facilitators:

Adam Rubin, Founder and Partner, 2Revolutions

Katherine Casey, Founder, Katherine Casey Consulting

Natalie Truong, Policy Director, iNACOL

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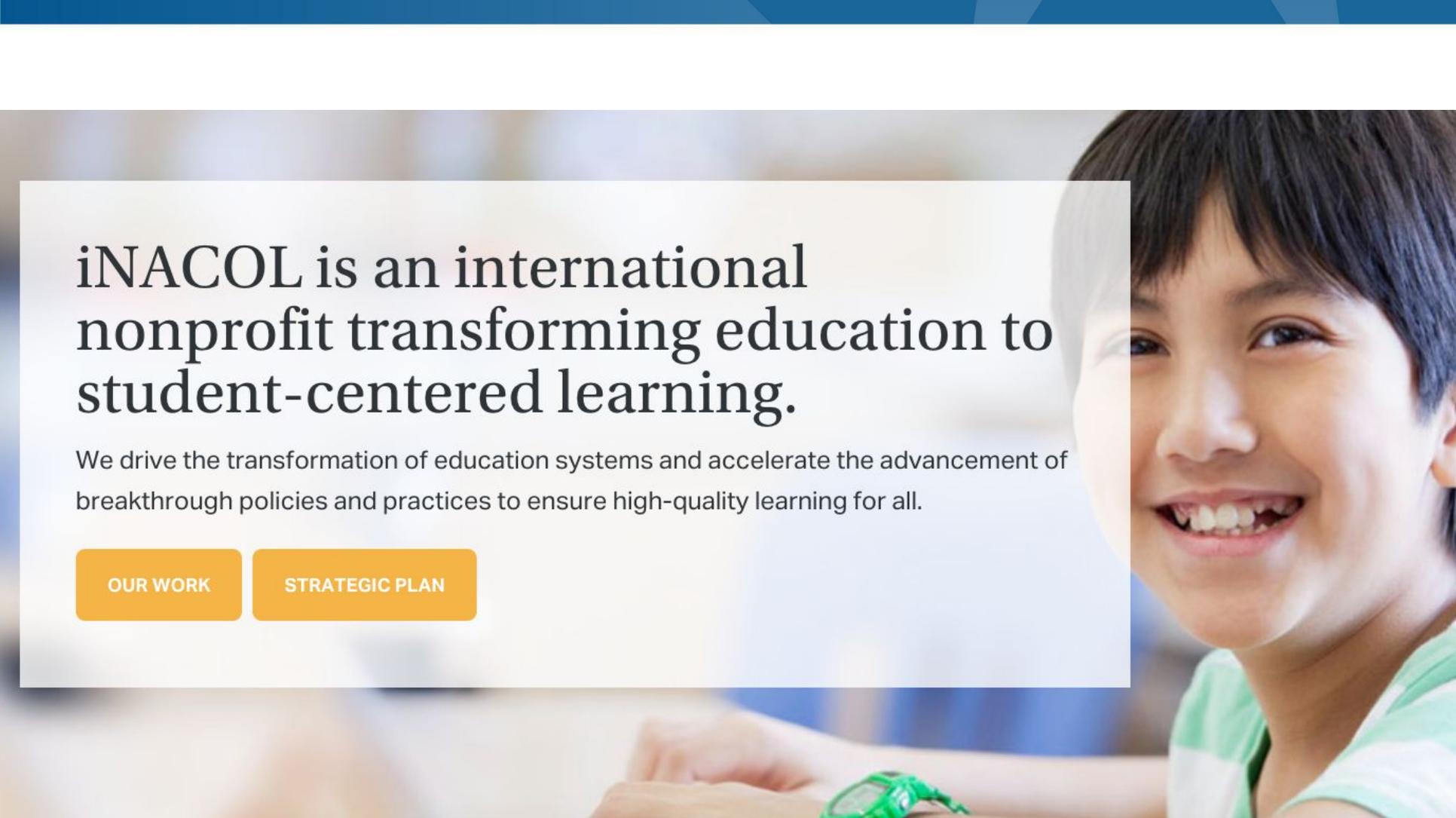
iNACOL

Webinar Series

- **Webinar 2:** Implementing the Future of Educator Learning- April 15, 2019 | 3 p.m. ET
- **PANELISTS:** Adam Rubin, Founder, 2Revolutions; Nasue Nashida, Executive Director, Center for Strengthening the Teaching Profession; Amelia Brown, Professional Learning Coach, Northern Kentucky Cooperative for Educational Services

- **Webinar 3:** Reimagining Credentialing in Partnership with Higher Ed- May 9, 2019 | 3 p.m. ET
- **PANELISTS:** Adam Rubin, Founder, 2Revolutions; Ali Brown, 2Revolutions Principal; Wendy Baker, SNHU Head of Graduate Studies; and Maria Worthen, iNACOL Vice President for Federal and State Policy

REGISTER AT WWW.INACOL.ORG/EVENTS



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

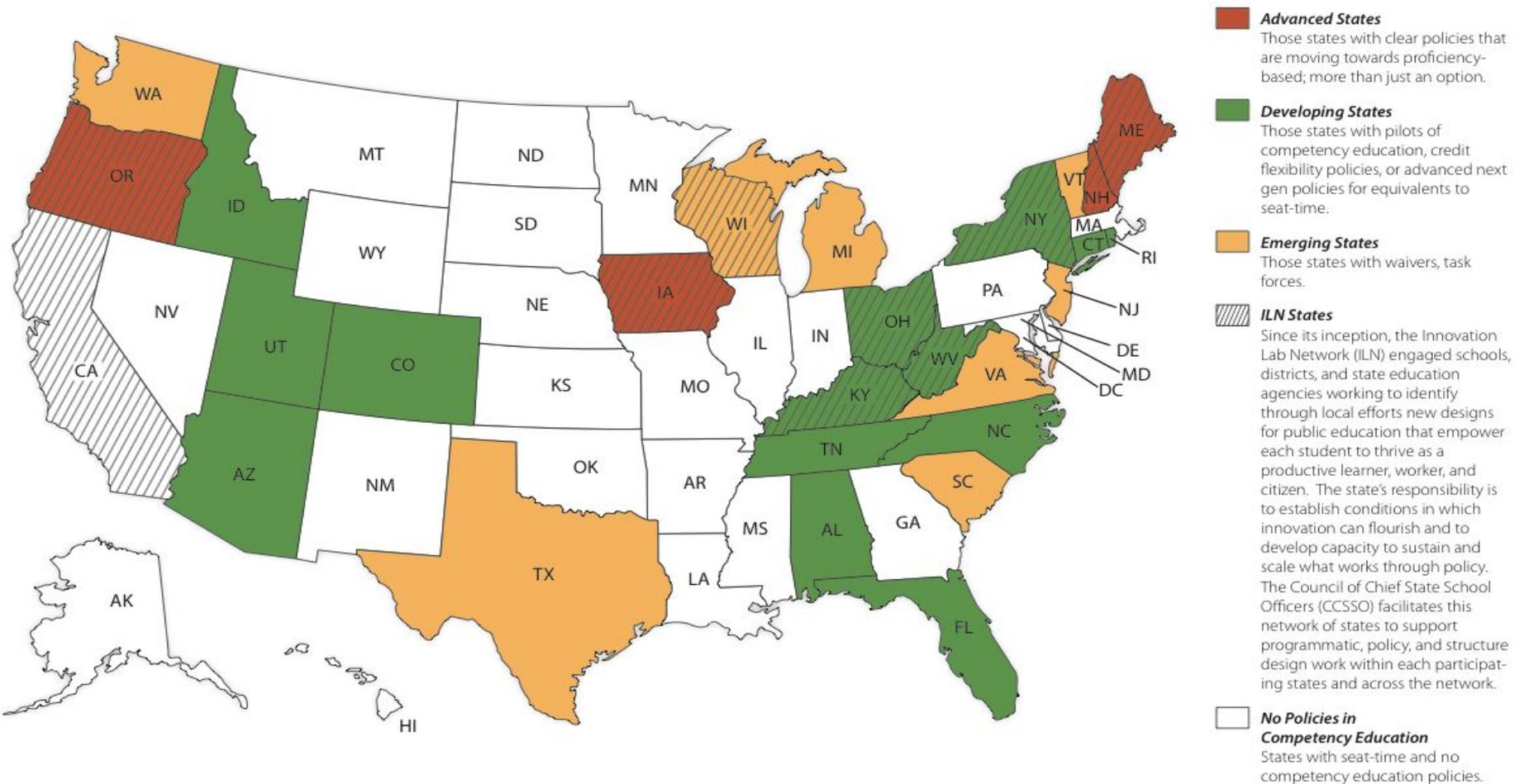
We drive the transformation of education systems and accelerate the advancement of breakthrough policies and practices to ensure high-quality learning for all.

[OUR WORK](#)

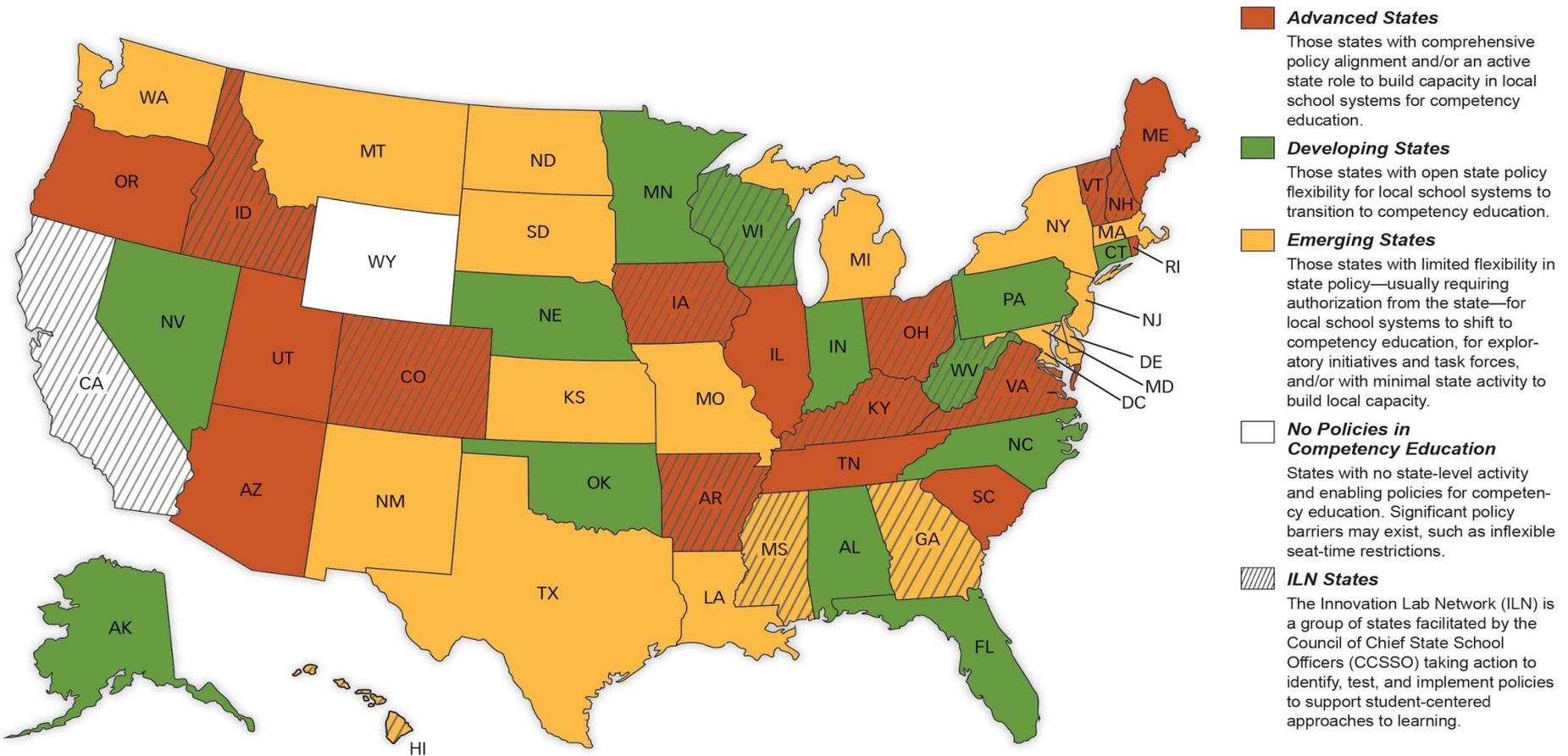
[STRATEGIC PLAN](#)

*i*NACOL 

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

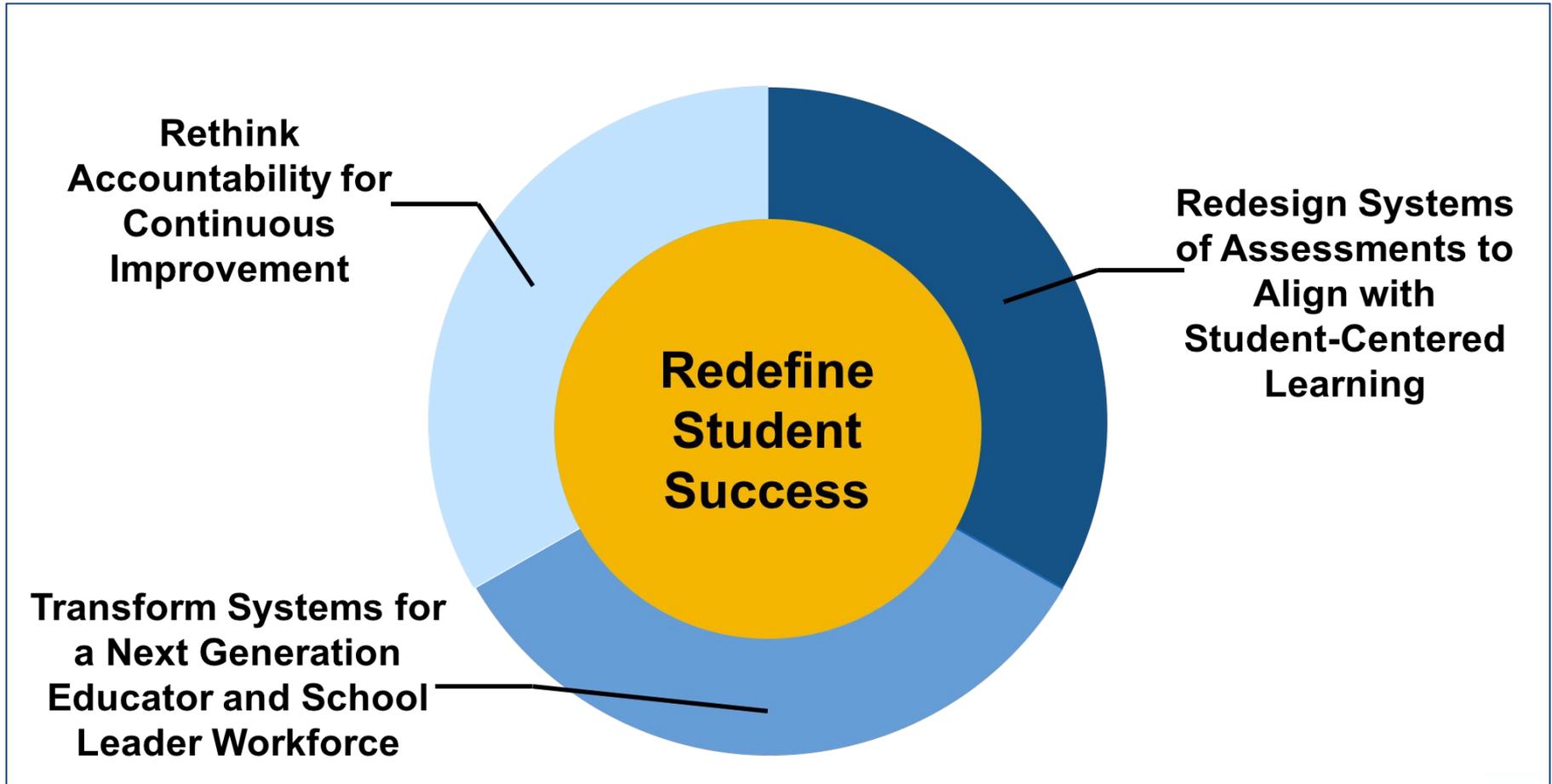


A Snapshot of K-12 Competency Education State Policy - 2018



- 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 exploratory 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 competency 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.

Future Focused Education System: Coherence



Developing Educator Capacity

**Multiple
Pathways to
Educator
Credentials
and
Development**

**Educator
Competencies
Needed for
Personalized
Learning**

**Educator
Professional
Judgment for
Student-
Centered
Learning**

**Assessment
Literacy**

Developing Educator Capacity for Competency-Based Education in State Policy



State Strategies to Develop Teacher Capacity for Personalized, Competency-Based Learning

Issue

Identifying Policies to Support Developing Teacher Capacity for Personalized, Competency-Based Education. Transforming K-12 education systems to student-centered learning requires teacher capacity for personalized, competency-based education. State policymakers need to consider whether policies are supporting or hindering modernizing systems of teacher and school leader development. There is a need for state educational leaders and stakeholders to revisit the policies and structures of accreditation for teacher preparation programs, educator licensure and certification standards, teacher professional development and educator quality or effectiveness metrics in state accountability systems.

This issue brief will highlight and explain four strategies for states and school districts to transform educator workforce systems to prepare teachers with the skills they need for student-centered learning:

1. Identifying clear, specific educator competencies for personalized, competency-based learning environments;
2. Creating multiple, high-quality pathways to educator credentials and development;
3. Developing educator professional judgment for student-centered learning; and
4. Building assessment literacy.

Background

Developing educator capacity is critical to transforming the education system to student-centered learning.

Educators in the United States can learn from numerous examples across the globe of best practices in contemporary theories of learning, evidence-based approaches, competency-based models, balanced systems of assessments and innovative instructional approaches for increasing learner agency and personalizing learning.

States can work with stakeholders to transform educator workforce systems to prepare teachers with the skills they need for student-centered learning by:

- Identifying clear, specific educator competencies for personalized, competency-based environments;
- Create multiple, high-quality pathways for educator credentialing and development;
- Developing educator professional judgment for student-centered learning; and
- Building assessment literacy.

Developing Educator Capacity in Federal Policy



iNACOL's 2019 Federal Policy Priorities issue brief highlights top issues in the K-12 education system and provides recommendations to address them.

With the 2015 [Every Student Succeeds Act](#) (ESSA), states have new flexibility to redefine success, rethink accountability designs, modernize educator preparation for a quality workforce and pilot innovative, balanced systems of assessments. In addition, a focus on preparing students for their future in higher education and future employment is timely with the passage of the 2018 [Strengthening Career and Technical Education for the 21st Century Act](#) (Perkins V),¹ providing states an opportunity to refocus and align pathways across K-12 and post-secondary education including career and technical education. This opens new opportunities for partnerships and pathways for educational success with skills and knowledge for careers and life. The pending reauthorization of the Higher Education Act offers a forthcoming opportunity for federal policymakers to incentivize modernizing educator and leader preparation programs as well as drive innovative educator development.

iNACOL's 2019 Federal Policy Priorities are an equity-driven and future-focused set of recommendations designed to ensure the nation's education system is [fit for purpose](#). The priorities are intentionally constructed to support moving future-focused states and localities forward from their [current state of education to future systems](#) capable of preparing all graduates with the knowledge, abilities and dispositions necessary to achieve success, to contribute to their communities and to advance our society.

¹ The Strengthening Career and Technical Education for the 21st Century Act was signed into law July 2018. It is the latest reauthorization of the federal career and technical education law, the [Carl D. Perkins Career and Technical Education Act of 2006](#).

At the federal level, there is an opportunity to encourage the development of innovative, fully competency-based and personalized teacher preparation programs in the reauthorization of the Higher Education Act.



SYMPOSIUM

Shining a Light on the Future of Learning

OCTOBER 28-31, 2019 • PALM SPRINGS, CALIFORNIA



iNACOL Resources

iNACOL

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

WRITTEN BY:
Sasha Patrick
Mara Worleis
Dale Pratt
Natalie Dreyer

PRODUCED BY:
iNACOL

iNACOL

High-Quality Learning for All

2019 STATE AND FEDERAL POLICY PRIORITIES

Policy actions are needed to drive the transformation of K-12 education systems and accelerate the advancement of breakthrough policies and practices to ensure high-quality learning for all.

Presented here are iNACOL's 2019 policy priorities, an equity-driven and future-focused set of state and federal policy recommendations, informed by the learning sciences and lessons learned from studying highly effective education systems from other countries.

These policy priorities, designed to ensure the nation's education system is fit for purpose, are intentionally constructed to move states forward from their current state of education to future systems capable of preparing all graduates with the knowledge, abilities and dispositions necessary to achieve success, to contribute to their communities and to advance our society.

2019 STATE POLICY PRIORITIES

| | | | |
|--|--|--|---|
| TRANSFORM U.S. EDUCATION SYSTEMS | 1 Redefine student success to ensure students are prepared for college, career and civic life with the knowledge, skills and mindsets for healthy and prosperous futures. | RETHINK ACCOUNTABILITY & ASSESSMENT | 3 Redesign accountability systems for continuous improvement to achieve equity and excellence, empowering stakeholders with multiple, balanced measures and rationality processes. |
| | 2 Create meaningful qualifications that are based on mastery, rather than seat time. | | 4 Build balanced systems of assessments to certify student mastery of knowledge and skills and provide timely feedback on where students are in their learning. |
| BUILD CAPACITY BY INVESTING IN PEOPLE | 5 Develop educator capacity for next-generation learning by modernizing educator preparation and development systems and increasing workforce diversity. | CREATE SYSTEM COHERENCE & INNOVATE | 7 Establish enabling state policies to create and launch innovative new learning designs and multiple pathways in schools and systems through innovation zones, pilots, credit flexibility, mastery-based, diploma and mastery-based, transcripts. |
| | 6 Build system and school leadership capacity for change through personalized and competency-based preparation and professional development systems, and increase diversity within school district and system leadership. | | |

iNACOL
ISSUE BRIEF

DEVELOPING A MODERN TEACHER WORKFORCE
FEDERAL POLICY RECOMMENDATIONS FOR PROFESSIONAL LEARNING AND SUPPORTING FUTURE-FOCUSED, COMPETENCY-BASED EDUCATION SYSTEMS

Introduction

Taking action to realize a vision for a new teaching profession should be a priority for any leader invested in improving K-12 public education. Federal policymakers can enact enabling policies to encourage and support dramatically redesigning teacher preparation, learning, and advancement in alignment with 21st-century student learning and workforce needs. Federal policymakers can activate a common vision of preparing a diverse and sustainable education workforce—moving toward competency-based education systems—designed for each and every learner to thrive in the future.

Issue

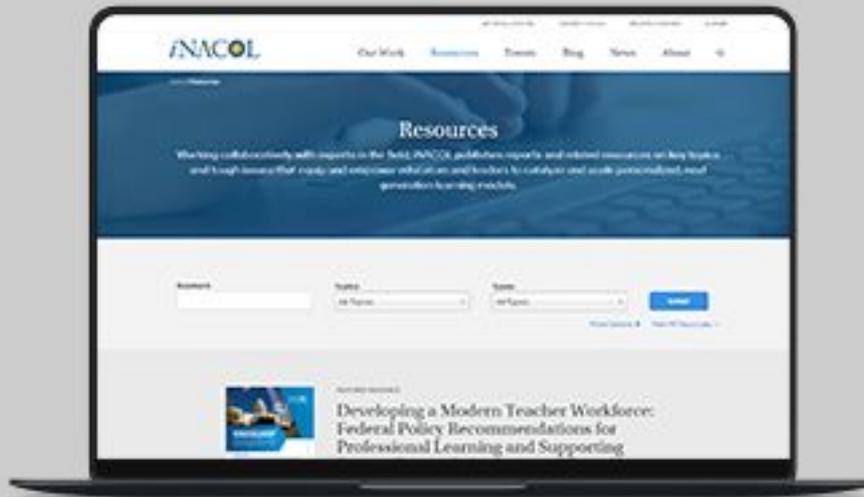
Transforming K-12 education systems to meet the new economic, civic, and cultural demands of our global society requires a modern teacher workforce. Specifically, it requires a teacher workforce with the knowledge, skills, and systems of support to be successful in student-centered, competency-based, and diverse learning environments. This brief will:

- Articulate a future vision for the teaching profession;
- Frame the role federal policymakers can play in advancing toward this vision; and
- Describe three federal policy priorities that can help transform teaching:
 - Diversifying pathways into the teaching profession;
 - Catalyzing innovation to redesign teacher preparation; and
 - Developing meaningful systems of assessments and evaluation.

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Upcoming Publications

WWW.INACOL.ORG/RESOURCES/



1

Moving Toward Mastery -
Higher Education
Recommendations

2

Moving Toward Mastery -
State Policy
Recommendations

Contact Information

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ENVISIONING THE FUTURE OF EDUCATOR LEARNING



OUR STORIES



Adam Rubin
Founder + Partner
2Revolutions



Katherine Casey
Founder
Katherine Casey
Consulting





is a national education design lab that helps imagine, launch, and support innovative learning models and systems

2REV'S WORK

Building capacity to transform through customized, integrated supports and deep partnership over time

TRANSFORM SCHOOLS

Design, prototype and test new approaches

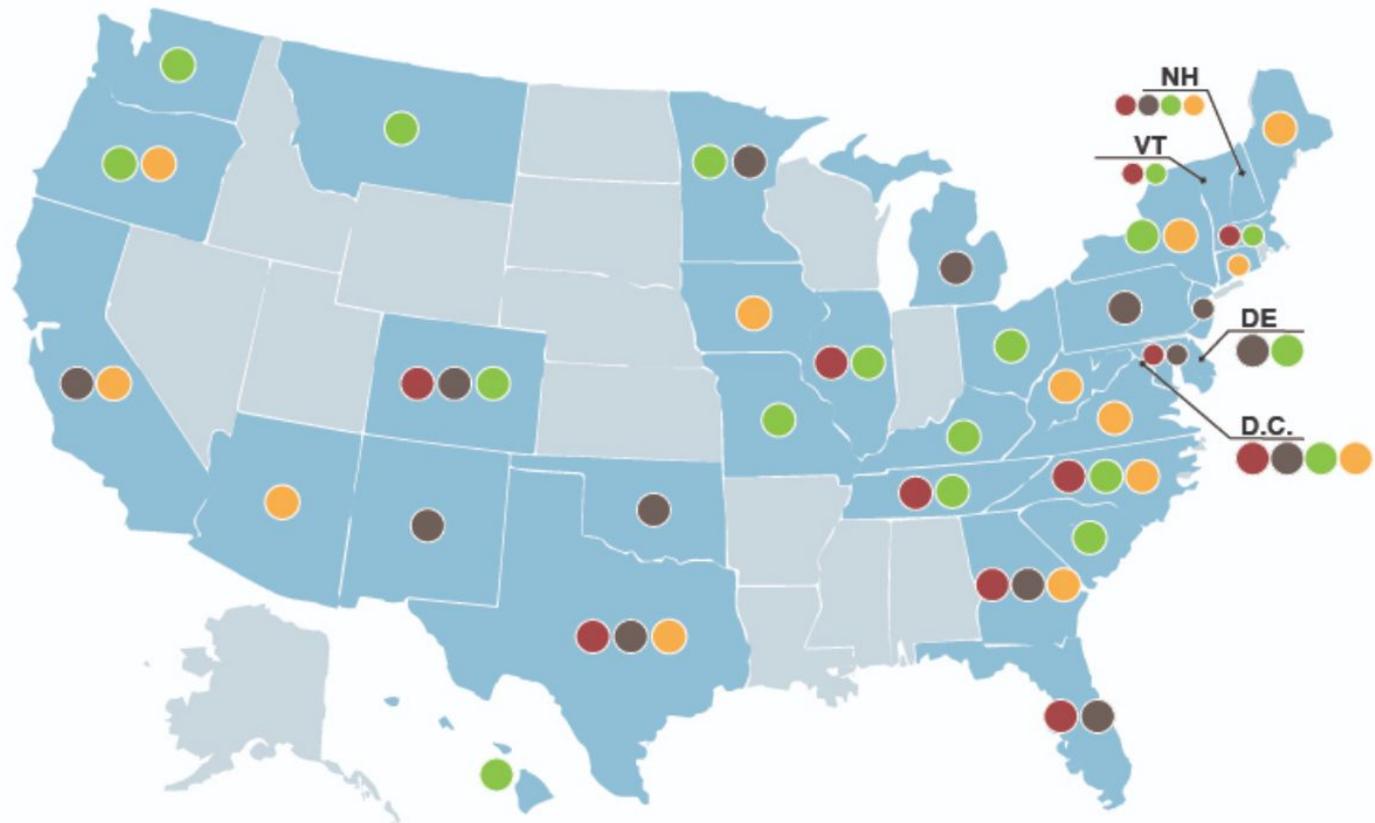
TRANSFORM SYSTEMS

Nurture the conditions that enable change

TRANSFORM CAPACITY

Grow individuals and teams for the long haul





* State Education Agencies, Foundations, For-profit and Non-profit partners

2REV VALUES...



Continuum of learning vs fragmented, incoherent learning



Capacity building vs training



Application around felt need vs learning in isolation



LEARN NEXT



A Toolbox for Educators to Transform Practice



A group of children are shown outdoors, blowing bubbles. The central focus is a young girl with dark, curly hair, wearing a grey tank top, who is blowing into a red bubble wand. To her left, another child is partially visible, looking down. In the background, other children are also blowing bubbles, and the scene is filled with soft, out-of-focus greenery and light. The overall atmosphere is joyful and playful.

Learning is human.



Develop
Leaders

Develop
Community

Develop
Learning

Develop
Knowledge

CompetencyWorks

REPORT

Moving Toward Mastery: Growing, Developing and Sustaining Educators for Competency-Based Education

WRITTEN BY:
Katherine Casey



TODAY'S OBJECTIVES



Understand the limitations of our traditional professional learning model



Envision what a transformed professional learning model could look like



Engage in an experiential process to design a next generation professional learning experience



Walk away with an innovative professional development prototype you can use to jumpstart professional learning in your context



TODAY'S AGENDA



1.
**THE
CHALLENGE**



2.
**THE
OPPORTUNITY**



3.
ENVISION



4.
DESIGN



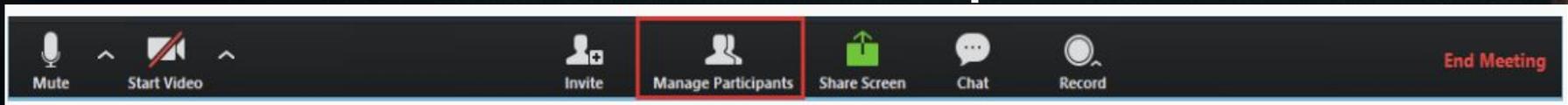
5.
NEXT STEPS

TIPS FOR USING ZOOM

- Muting: You can mute and unmute yourself by clicking on the microphone icon in the bottom left of the window.

- Video: To enable collaboration, we encourage you to turn on video if possible. You can do that by clicking on the icon to the right of the microphone.

- Chat: Access the chat by clicking on the speech bubble on the command bar at the bottom of your screen.

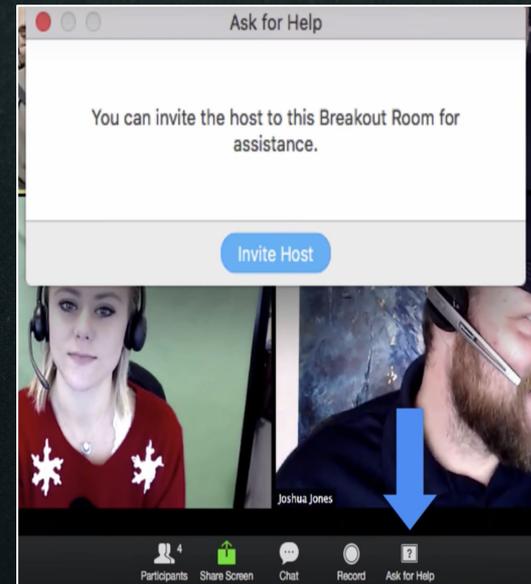


BREAKOUT ROOMS

At several points in this webinar, we'll move you to breakout rooms. You'll see a link to join/exit your breakout room and a 60 second countdown clock until you're automatically moved.



Joining



Requesting Help

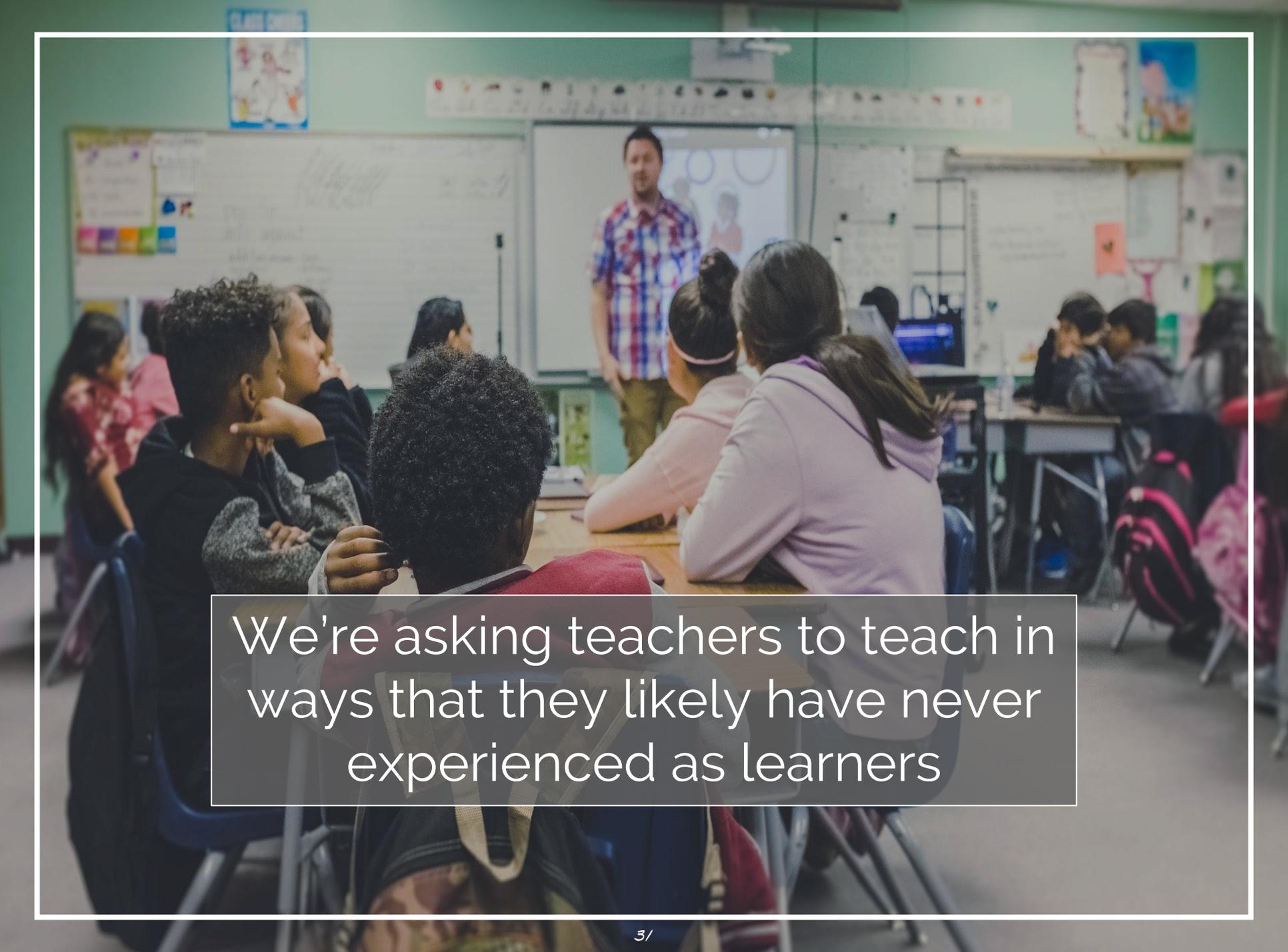


1. THE CHALLENGE

Let's start with the reasons PD needs to change

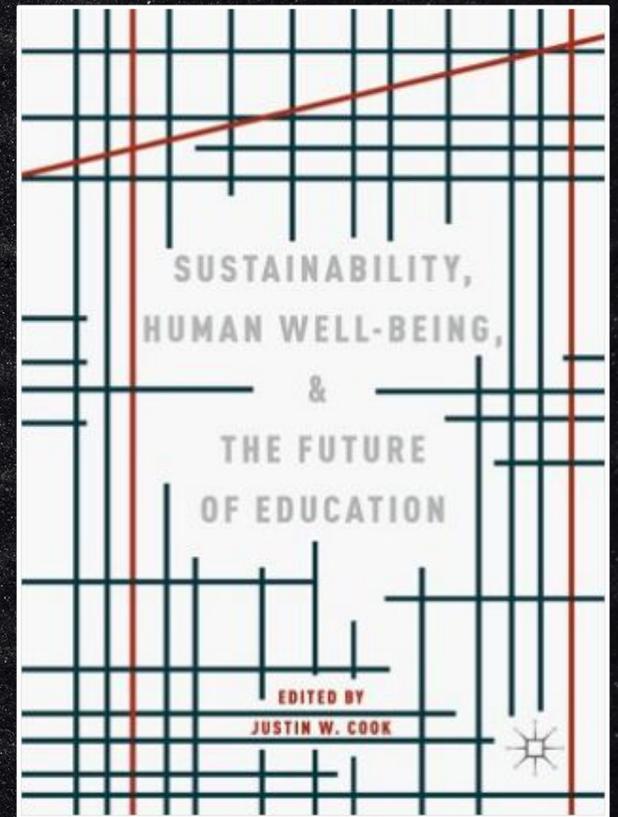
A diverse group of people is seated in a theater, looking towards the front. The audience members are of various ages and ethnicities, and they appear to be engaged in a presentation or performance. The lighting is warm and focused on the audience. A semi-transparent white box with a thin black border is positioned at the bottom of the image, containing the text "We think you know the problem".

We think you know the problem



We're asking teachers to teach in ways that they likely have never experienced as learners

TO LEARN MORE



Read our chapter on the **Future of Educator Learning** in this new book published by Palgrave Macmillan 2018.

Available for free download here:

<https://www.palgrave.com/gp/book/9783319785790>

[#aboutBook](#)

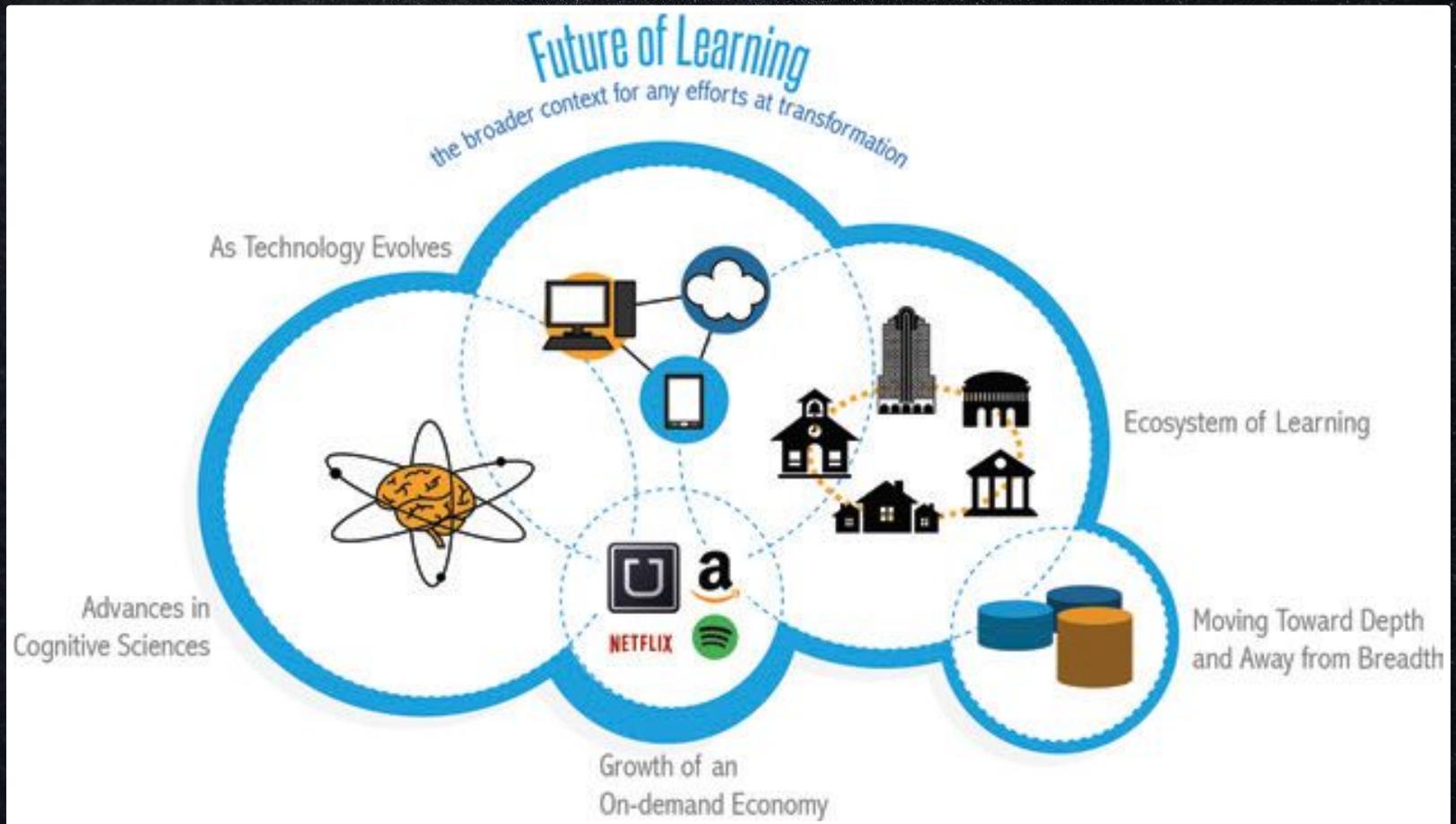


2.

THE OPPORTUNITY

What are some trends shaping the future of learning?

KEY TRENDS



EVOLVING TECHNOLOGY



ECOSYSTEM OF LEARNING



**MOVING
TOWARD
DEPTH
AND AWAY
FROM
BREADTH**



GROWTH OF AN ON-DEMAND ECONOMY



ADVANCES IN COGNITIVE SCIENCE





**WHAT DO THESE
SHIFTS MEAN
FOR ADULT
LEARNING?**

A hand holding a glowing lightbulb against a sunset background. The lightbulb is the central focus, with a warm glow emanating from it. The background is a gradient of orange and red, suggesting a sunset or sunrise. The hand is positioned in the lower right, holding the base of the bulb. The overall mood is one of hope and inspiration.

3. ENVISION

What could the future of educator learning look like?

HOW A STUDENT LEARNED



Link to video: <https://youtu.be/OgzdDp5qfdI>

HOW DO YOU LEARN?

Discuss in breakout rooms

What's a skill you recently learned?

What process did you use to learn it?



AS YOU RETURN...

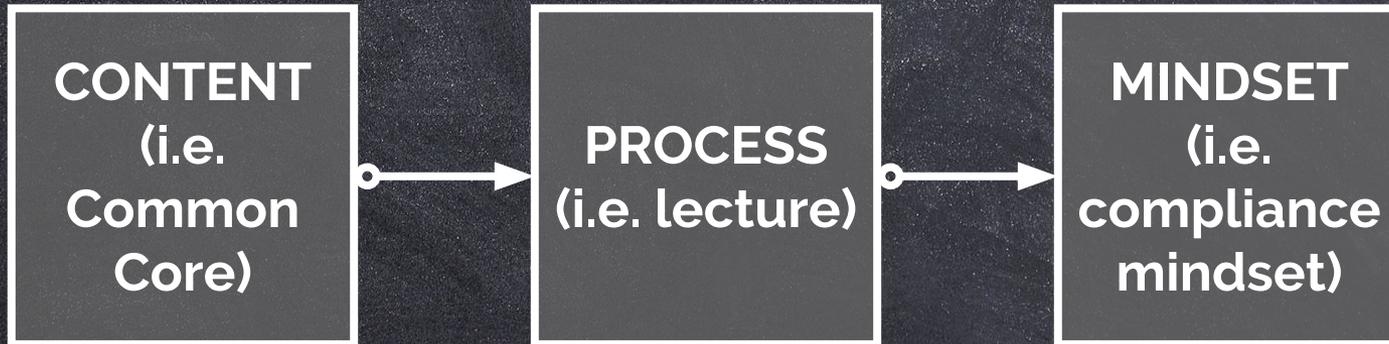
Please type the some of the characteristics of how you learned your new knowledge or skill in the chat box.

Assumptions

| About | Pedagogical | Andragogical |
|------------------------------|---|---|
| Concept of the learner | Dependent personality | Increasingly self-directed |
| Role of learner's experience | To be built on more than used as a resource | A rich resource for learning by self and others |
| Readiness to learn | Uniform by age-level & curriculum | Develops from life tasks & problems |
| Orientation to learning | Subject-centered | Task- or problem-centered |
| Motivation | By external rewards and punishment | By internal incentives curiosity |

(Knowles, 1992)

TRADITIONAL PD



Often, PD providers focus on a block of **content** they want educators to learn, use a **process** to impart that content, and that leads to an unintended **mindset**.

TRANSFORMED PD



What if we instead started with an experiential **process** that activates an intentional **mindset** and leads to deeper understanding of the **content**?



4. DESIGN

Challenge yourself by designing an innovative professional learning session!

A close-up photograph of a person's hands engaged in a craft project. The person is wearing a white long-sleeved shirt. They are using a yellow paintbrush to apply paint to a white ceramic plate. The plate already has a simple smiley face drawn on it with black and red paint. In the foreground, there is a white paint palette with several wells containing different colors of paint: red, black, green, and brown. A small jar of brown paint is being tilted, pouring paint into one of the wells. To the left of the palette is a silver metal can with a brush resting inside it. The background is a light-colored surface, possibly a table, with some other craft supplies like a red and white striped object and a silver ball partially visible. The overall scene is brightly lit and focused on the creative activity.

Ready to get
creative?

YOUR TASK

Quickly prototype a professional learning session with other webinar participants.



You'll have a packet with your **scenario**, the **mindset** you want to cultivate in educators, and the **content** you want them to learn. You'll have to choose a **process** that will activate that learning.

At the end, we'll pull you back to the main room to share back the "headline" for your plan in the chat box.

OPEN THIS LINK FOR YOUR INSTRUCTIONS

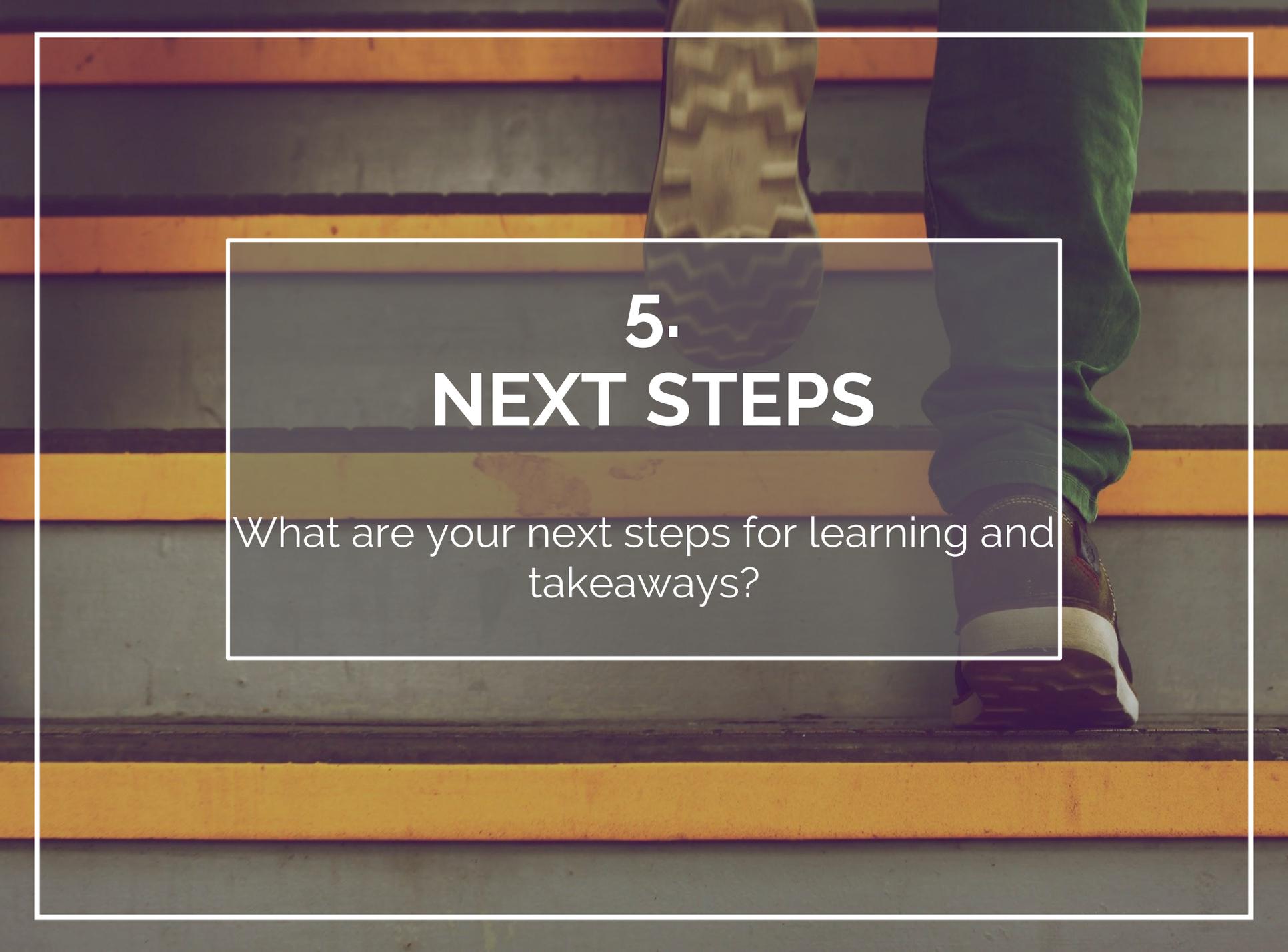
<https://drive.google.com/file/d/165mreUlsGfan9QW7xKoGDqGHvd36pJMM/view?usp=sharing>



We'll bring you back at about :50 minutes past the hour

AS YOU RETURN...

Recorder, please type the "headline" for your professional learning session in the chat box, trying to stick to 10 words or fewer.



5. NEXT STEPS

What are your next steps for learning and takeaways?

UPCOMING WEBINARS

Implementing the Future of Educator Learning

Explore in advance:

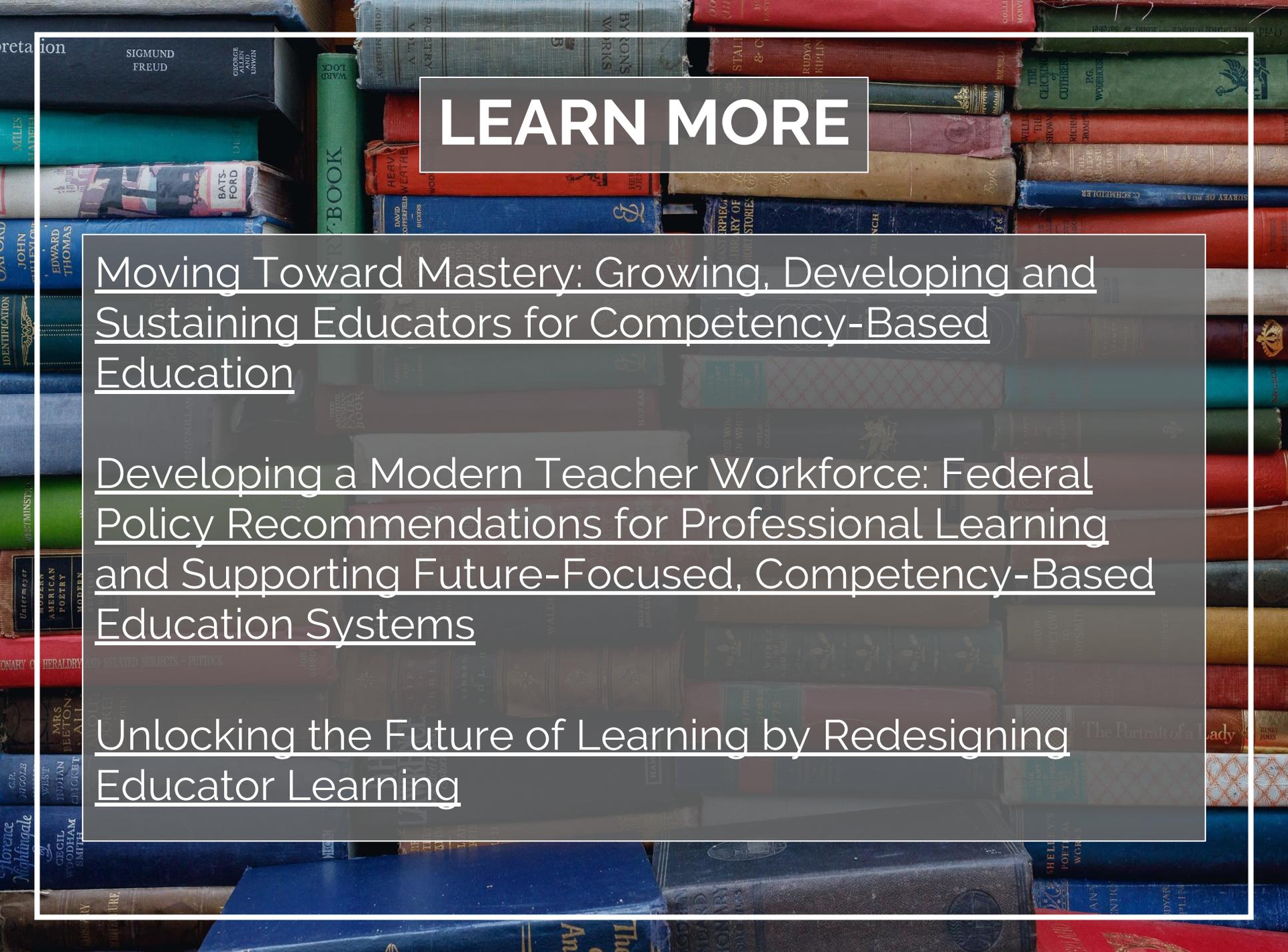
<https://getinspired.2revolutions.net/external/signup>

April 15th, 3:00 pm ET

Reimagining Credentialing in Partnership with Higher Ed

May 9th, 3:00 pm ET

Register on the [iNACOL Events](#) page



LEARN MORE

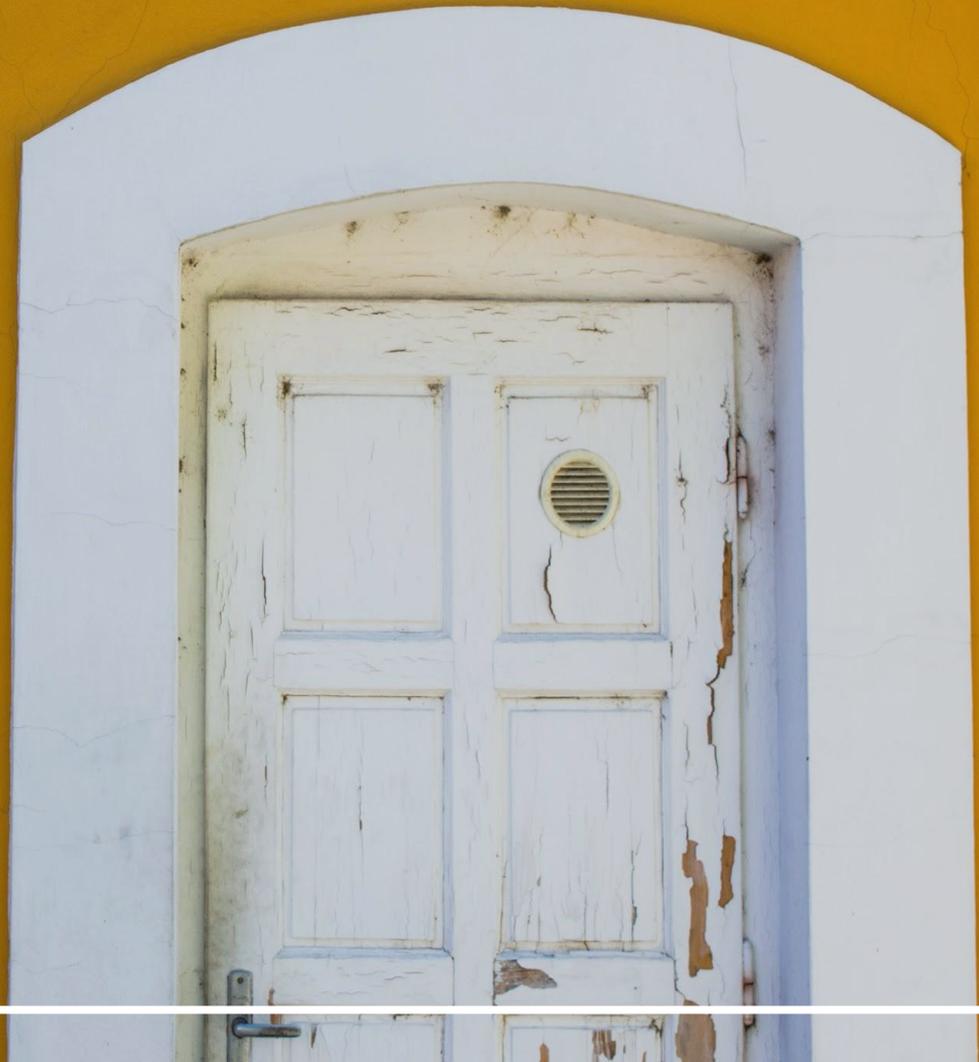
[Moving Toward Mastery: Growing, Developing and Sustaining Educators for Competency-Based Education](#)

[Developing a Modern Teacher Workforce: Federal Policy Recommendations for Professional Learning and Supporting Future-Focused, Competency-Based Education Systems](#)

[Unlocking the Future of Learning by Redesigning Educator Learning](#)

POST IN THE CHAT...

What is one
takeaway, action
step, or lingering
question you are
going to bring with
you when you leave
this conversation?



ANY QUESTIONS?

Please feel free to reach out to
adam@2revolutions.net and
[Katherine Casey Consulting!](#)

