OVERVIEW OF K-12 COMPETENCY-BASED EDUCATION

WEDNESDAY, JUNE 28, 2017
3:00 PM ET/ 2:00 PM CT/ 1:00 PM MT/ NOON PT
NCSL Student-Centered Learning Commission

About the Commission

- The NCSL Student-Centered Learning Commission is a bipartisan group of state legislators studying legislative policy options, obstacles and recommendations to help state legislators move forward with systems that support student-centered learning opportunities.

Examples of Student-Centered Learning Principles

- Learning is personalized
- Learning is competency-based
- Learning takes place anytime, anywhere
- Students have ownership over their learning
Today’s Presenters

Susan Patrick
President and CEO, iNACOL

Chris Sturgis
Principal, MetisNet
Overview of K-12 Competency-Based Education

June 28, 2017  3 pm ET

Hosted by the Co-Founders of CompetencyWorks
Susan Patrick, CEO & President, iNACOL
Chris Sturgis, MetisNet
Overview: What We Hope to Accomplish Today

• What is competency-based education (and what it isn’t)?
• How is competency-based education advancing across the country?
• What is the relationship between competency-based education and personalized learning?
• What are the opportunities in the Every Student Succeeds Act for competency-based education?
• What are the policy strategies legislators can use to advance competency education?
To Understand CBE...

It Helps to Understand How the Traditional System is Designed for Sorting
THE TRADITIONAL SYSTEM ....

- Is based on a fixed mindset
- Has grading systems that depend on extrinsic motivation
- Is time-based
- Has high variability in how teachers determine proficiency
- Is organized for efficiently delivering curriculum

THE TRADITIONAL SYSTEM ....
I. What is competency education?
5-Part Working Definition Competency-Based Education

- Students advance upon demonstrated 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.
A Competency-Based Education System….

- Is built upon a growth mindset: All children can learn
- Is mastery learning-based (with time-bound targets)
- Fosters intrinsic motivation
- Builds educator capacity: calibrated and organized for proficiency
- Is organized to personalize learning
What It Looks Like

• Every student with a personalized learning “map”
  • Standards into competencies and rubrics for each level -
    academic+ (what a student knows and can show)
• Data systems to support teachers and students clearly
  indicating level of progress on each academic standard and
  efficacy standards to monitor student progress
• Rubrics to help teachers understand what mastery looks like
• Students know their targets; collaborate w/each other
• Adults shifting roles
  • Personalization, grouping, teacher specialization
• Learning beyond textbooks: expanded learning opportunities
  • Projects, after school, internships, museums, formal &
    informal learning
II. How is K-12 competency education advancing across the U.S.?
A Snapshot of K-12 Competency Education Policy - 2016

- **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.
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- **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.
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Differences and Commonalities: Personalized Learning, Competency Education, and Blended Learning?
Personalized learning is tailoring learning for each student’s strengths, needs and interests — including enabling student voice and choice in what, how, when and where they learn — to provide flexibility and supports to ensure mastery of the highest standards possible.

— Mean What You Say: Integrating Personalized, Blended and Competency Education (Patrick, Kennedy, Powell, iNACOL 2013)
The Learning Process

Making Meaning
- think, connect...
  - sort/group
  - order
  - summarise
  - infer
  - compare/contrast
  - weave together/synthesise
  - consider
  - analyse
  - negotiate
  - evaluate

Build Knowledge
- break code
  - bring what I know
  - use my senses
  - looks, feels, sounds like...
  - find
  - try out/experiment
  - predict
  - practice

Apply Understandings
- take action
  - create
  - decide
  - solve
  - design
  - generalise
  - justify
  - imagine possibilities/innovate
Curious
Creative
Resilient
Reflective
Responsive
Purposeful
Resourceful
Contributive
Adventurous
Compassionate
<table>
<thead>
<tr>
<th>Taiohi Name</th>
<th>Career Aspiration</th>
<th>Exit Strategy</th>
<th>Learning Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areta</td>
<td>Clinical Psychologist Sport Psychologist</td>
<td>UE - Website</td>
<td>L3 English, Maths, L2 &amp; L3 Health, L3 Painting, L3 Photography</td>
</tr>
<tr>
<td>Bruce</td>
<td>Personal Trainer Business Gym owner</td>
<td>UE - ATU Hawaii</td>
<td>L2 English, L2 Maths, L3 Health &amp; PE, L3 Science, L2 Physics, L3 Arts</td>
</tr>
<tr>
<td>Chanelle</td>
<td>Professional Sportsman Sports Psychologist</td>
<td>UE - Massey or Otago</td>
<td>L10 Discovery, L10 Maths, L10 Science, L7 Kupapa Maori, L10 Art</td>
</tr>
<tr>
<td>Dearnne</td>
<td>Hospitality</td>
<td>UE - Auckland</td>
<td>L2 English, L1 Health &amp; PE, L1 Photography, L1 Science</td>
</tr>
<tr>
<td>Dylan</td>
<td>Physiotherapist Chiropractor</td>
<td>UE - Otago</td>
<td>L1 English, L1 Maths, L1 Biology, L1 Chemistry, L1 Physics, L1 Health &amp; PE</td>
</tr>
<tr>
<td>Jackson</td>
<td>AFL (Australian Football) Q Champion, Businessman</td>
<td>UE - Otago</td>
<td>L3 English, L3 Health &amp; PE, L3 Science, L3 Physics, L3 Arts</td>
</tr>
<tr>
<td>Jacob</td>
<td>Trades Accountant</td>
<td>UE - Wintec</td>
<td>L3 English, L2 Maths, L2 Health &amp; PE, L2 Physics, L1 Performing Arts, Y10 Kupapa</td>
</tr>
<tr>
<td>Kaahuh</td>
<td>Defense Lawyer Police dog handler</td>
<td>UE - Waikato</td>
<td>L1 English, L1 Maths, L1 Health &amp; PE, L1 Tē Reo Mauri, L1 Mauri Performing Arts</td>
</tr>
<tr>
<td>Matariki</td>
<td>Personal Trainer Physiotherapist</td>
<td>UE - Auckland</td>
<td>L10 Discovery, L10 Maths, L10 Science, L7 Kupapa Maori, L10 Art</td>
</tr>
<tr>
<td>Mihi</td>
<td>Medicine Health Professional</td>
<td>UE - Auckland</td>
<td>L2 Chemistry, L2 English, L2 Maths, L2 Physics, L2 Biology, L2 Scholarship</td>
</tr>
<tr>
<td>Peata</td>
<td>Actress, Performing Arts Teacher</td>
<td>Study Bachelor of Arts at Toi Whakaari</td>
<td>L10 Discovery, L10 Maths, L10 Science, L7 Kupapa Maori, L10 Art</td>
</tr>
<tr>
<td>Raumati</td>
<td>Navy - Electronic Technician Professional Rugby Player</td>
<td>Navy BCT training with Navy 15 Credits</td>
<td>L3 English, L3 Maths, L3 Health &amp; PE, L3 Physics, L3 Tē Reo Mauri, L2 Dance</td>
</tr>
<tr>
<td>Sheldon</td>
<td>Professional League Player Anesthetian</td>
<td>UE Health Science</td>
<td>L3 English, L3 Maths, L3 Health &amp; PE, L3 Physics, L3 Tē Reo Mauri, L3 Art</td>
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<thead>
<tr>
<th>PBL</th>
<th>Project professional learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bubble</td>
<td>To achieve Excellence in all internships and gain credits needed for an overall L2 Excellence endorsement.</td>
</tr>
<tr>
<td>Les Mills work experience</td>
<td>To gain Achieved or Merit in my next Science test.</td>
</tr>
<tr>
<td>Les Mills work experience</td>
<td>To pass all my assessments with Merit or higher.</td>
</tr>
<tr>
<td>Les Mills work experience</td>
<td>To pass all my assessments and get up to date with my mark.</td>
</tr>
<tr>
<td>Les Mills work experience</td>
<td>To pass all my assessments and get up to date with my mark.</td>
</tr>
<tr>
<td>Les Mills work experience</td>
<td>To pass all my assessments and get up to date with my mark.</td>
</tr>
<tr>
<td>Les Mills work experience</td>
<td>To gain Merit in Maths, English and Physics.</td>
</tr>
<tr>
<td>UE entrance</td>
<td>UE entrance of 3 approved subjects in Phys, Chem and Biol 14 credits each.</td>
</tr>
<tr>
<td>Analytics Research Centre</td>
<td>To get Achieved Merit or Excellence in all my learning areas.</td>
</tr>
<tr>
<td>Honey</td>
<td>To seek help from kāraka for my internals and all learning areas.</td>
</tr>
<tr>
<td>Les Mills work experience</td>
<td>To complete all Internals with Merit.</td>
</tr>
<tr>
<td>Les Mills work experience</td>
<td>To get at least a Merit on all assignments and exams.</td>
</tr>
<tr>
<td>Les Mills work experience</td>
<td>To get at least a Merit in week 8.</td>
</tr>
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Variations in CBE Models

- **Skills and How They Relate**
  Emphasis on habits of work and learning, social & emotional learning, academics and higher order skills
- **Organizing Around Age and Skills**
  Design around age-based cohorts & performance levels
- **Applied Learning**
  Creating opportunities for applying knowledge
- **Meeting Students Where They Are**
  Developmentally building foundational skills, scaffolding for skills, advancing beyond grade level
- **Communicating Progress**
  New metrics for growth and improved grading practices
- **Reciprocal Accountability**
  Ensuring transparency, consistency, commitment to success
Competency-based learning

Performance or competency based learning is fundamental to personalizing learning at scale and it challenges almost all of our assumptions about the present system.
Q & A
III. What are the opportunities in the Every Student Succeeds Act for competency-based education?
Every Student Succeeds Act (ESSA)
December 10, 2015
Meeting ESSA’s Promise: State Policy to Support Personalized Learning

<table>
<thead>
<tr>
<th>New Policy Opportunities Under ESSA</th>
<th>Continuing Opportunities</th>
</tr>
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<tbody>
<tr>
<td>Rethink accountability for continuous improvement.</td>
<td>Create personalized, competency-based education systems.</td>
</tr>
<tr>
<td>Redesign systems of assessments to align with student-centered learning.</td>
<td>Build new learning models infrastructure.</td>
</tr>
<tr>
<td>Transform systems to build capacity for a next generation educator and leader workforce.</td>
<td>Create system coherence and build capacity for the long-term.</td>
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System Coherence

- Rethink Accountability for Continuous Improvement
- Transform Systems for a Next Generation Educator and School Leader Workforce
- Redefine Student Success
- Redesign Systems of Assessments to Align with Student-Centered Learning
IV. What are the policy strategies legislators can use to advance competency education?
State Policy: Entry Points to Create Personalized, Competency-Based Education Systems

**States Getting Started**
- Innovation Zones
- CBE Task Forces
- Credit Flexibility
- Pilot Programs
- Multiple Pathways

**States Moving Forward**
- Proficiency-Based Diplomas
- Modernized Systems of Assessments
- State Initiatives to Build Local Capacity

**States Taking a Comprehensive Approach**
- Comprehensive Statewide Policy Approach
Leading States Use Different Strategies

- New definitions of student success or “Profile of a Graduate”
- New models of accountability
- Pilots for competency-based education
- Task forces
- Innovation zones
- Proficiency-based diplomas
- Building capacity for assessments for learning and performance-based assessments
  - Assessments for Learning project
Redefining Student Success

● Opportunity for local stakeholders to come together across communities to ask:
  ○ What do we want students to know and be able to do to be successful and fulfilled in college, career, and civic society?

● Opportunity for states to develop “profile of a graduate” to meaningfully drive system redesign conversations
Example:
Profile of a Virginia Graduate
Profile of a Virginia Graduate
In Virginia, the Life Ready Individual Will, During His or Her K-12 Educational Experience:

- Achieve and apply appropriate academic and technical knowledge
- Attain and demonstrate productive workplace skills, qualities, and behaviors
- Align knowledge, skills, and personal interests with career opportunities
- Build connections and value for interactions with diverse communities

CONTENT KNOWLEDGE
CAREER EXPLORATION
COMMUNITY ENGAGEMENT & CIVIC RESPONSIBILITY
WORKPLACE SKILLS
Profile of a Virginia Graduate
In Virginia, the Life Ready Individual:

**CONTENT KNOWLEDGE**
- Attains and is able to use the knowledge and skills described in the Standards of Learning for core instruction areas (English, math, science, and history/social science), the arts, personal wellness, languages, and Career and Technical education programs.
- Attains and demonstrates the knowledge and skills necessary to transition to and achieve in a global society and be prepared for life beyond high school graduation.
- Explores multiple subject areas that reflect personal interests and abilities.

**WORKPLACE SKILLS**
- Attains and demonstrates productive work ethic, Professionalism, and personal responsibility.
- Communicates effectively in a variety of ways, and to a variety of audiences, to interact with individuals and within groups.
- Demonstrates workplace skills including collaboration, communication, creativity, critical thinking, problem solving, and responsible citizenship.

**COMMUNITY ENGAGEMENT & CIVIC RESPONSIBILITY**
- Makes connections and is involved in the community through civic opportunities.
- Demonstrates integrity, maintains personal health and wellness, and shows respect for others.
- Shows respect for diversity of individuals, groups, and cultures in words and actions.
- Understands and demonstrates citizenship by participating in community and government decision-making.

**CAREER EXPLORATION**
- Understands knowledge, skills and abilities sought by employers for career opportunities.
- Aligns knowledge, skills, and abilities with personal interests to identify career opportunities.
- Sets goals for career, school and life and has knowledge of a variety of pathways, course work, and/or requirements to achieve goals.
- Develops skills to align to current workplace needs, and that adapt to evolving job opportunities.
- Applies skills and knowledge by participating in workplace experiences.

*Critical Thinking, Creative Thinking, Collaboration, Communication, and Citizenship*
Example:
Profile of the South Carolina Graduate
Profile of the South Carolina Graduate

**World Class Knowledge**
- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

**World Class Skills**
- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

**Life and Career Characteristics**
- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Approved by SCASA Superintendent’s Roundtable and SC Chamber of Commerce
New definition of student success

Multiple measures

Continuous improvement

Rethink Accountability
Rethink Accountability

- Engage stakeholders in new definitions of student success
- Clarify purposes of accountability
- Align:
  - Metrics
  - School improvement strategies
  - Capacity-building initiatives
Assessment for and of learning

- Systems of assessments should:
  - Provide timely data to teachers to differentiate supports based on individualized learning needs
  - Measure content knowledge, application of knowledge and important skills and dispositions
  - Determine student progress on and mastery of standards and learning objectives
  - Provide transparency
Systems of assessments can use combo of:

- Summative assessments
- Interim assessments*
- Formative assessments**

Assessments can include:

- Adaptive items
- Performance tasks

* Must be able to combine into single summative determination of proficiency.
** Used for diagnostic and continuous improvement purposes; could be embedded in performance tasks.
Innovative Accountability & Assessment Demonstration Authority

- States can pilot innovative assessments in a subset of districts
- Opportunity to build capacity for common performance tasks
- Rigorous technical quality and comparability requirements
- Resource: innovativeassessments.org
Next Generation Educator Development: A Competency-Based Continuum

Source: Lillian Pace and Maria Worthen, Laying the Foundation: Building the Next Generation Educator Workforce
Next Generation Educator Workforce Systems

- Educator competencies
- Accreditation requirements
- Multiple pathways to credentials
- Micro-credentials
- Job-embedded PD
- Aligned evaluations
Innovation Zones

Colorado

Kentucky

Innovation Zones: Creating Policy Flexibility for Personalized Learning

What Are Innovation Zones?

There is a new state education policy concept termed either innovation zones or districts of innovation. State education agencies interested in shifting their role from enforcing compliance to one of supporting innovation and building capacity in districts are working to spur new innovative instructional models and create space for competency-based pathways in student-centered learning models. States set up an innovation zone by passing enabling legislation to set up a program and/or offering certain waivers or exemptions from administrative regulations and statutory provisions.

Innovation zones help state policy leaders identify outdated policies and regulations that may get in the way of educators designing innovative models. School leaders creating new, personalized learning models may run into policy barriers or outdated regulations, and the innovation zone allows for a waiver process to identify and remove these barriers. The terms innovation zones and districts of innovation both refer to this idea of creating space for districts and schools to innovate, identify policy barriers and remove them through waivers (the concept name varies from state to state).

Why Are Innovation Zones Important?

Policy makers establish innovation zone authority or programs through legislation or rulemaking to catalyze the development of new learning models. The innovation zone authority provides increased flexibility for a state to waive certain regulations and requirements for schools and systems beginning to plan, design and implement personalized, competency-based education models.

Written by: Susan Patrick and Susan Genta

March 2016
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Q & A
For more Information and share ideas

Chris@metisnet.net
SPATRICK@inacol.org

CompetencyWorks.org
Stay Connected

- An archived version will be available shortly, please visit:

- Learn more about NCSL’s Student-Centered Learning Commission:

- Connect with NCSL Staff:
  Sunny Deye, Program Principal, Education Program
  sunny.deye@ncsl.org / 303-856-1469