Student-Centered Learning
New England Landscape

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Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.
We Believe

In equitable, personalized, rigorous learning for all students leading to readiness for college, careers, and citizenship
We Believe

That schools must simultaneously attend to policy, practice, and community engagement.
We Believe

School improvement is context-based, not one-size fits all
GSP has served as the coordinator of the New England Secondary School Consortium since its inception in 2009
Is not a stand-alone intervention
Is a suite of practices resulting from the thoughtful combination of best practices currently used by expert educators with solid support in the literature.
1. Emphasis on **Transfer**

2. **21c/Transferable skills** are vital

3. **Personalized** not **Individualized**

4. Beyond paced and tech-enabled... **Learning is a Social Endeavor**

5. **Personalize the Learning**, not the Standards

6. As a leverage point to...
GLOBAL BEST PRACTICES
2ND EDITION

An Internationally Benchmarked Self-Assessment Tool for Secondary Learning
MEMBERSHIP

commissioners and deputy commissioners of education, state legislators, state board members, governors' representatives, business leaders, state SEA leads, Nellie Mae Education Foundation, New England Board of Higher Education, New England Association of Schools and Colleges

RESPONSIBILITIES

overall leadership, advocacy, and support for all NESSC activities

SEA Leads Team

MEMBERSHIP

SEA leads and liaisons

RESPONSIBILITIES

leadership and coordination of NESSC activities; primary SEA representatives

SEA Implementation Team

MEMBERSHIP

SEA leaders and liaisons

RESPONSIBILITIES

coordination of in-state NESSC activities; participation on strategic action teams

Great Schools Partnership

MEMBERSHIP

GSP staff and liaisons

RESPONSIBILITIES

facilitation and coordination of NESSC activities and communications

Policy Strategic Action Team

MEMBERSHIP

commissioners, SEA leads, state policy makers, key SEA staff, liaisons

RESPONSIBILITIES

development of the NESSC regional policy framework and implementation plan; preparation of the framework for SEA lead and Council approval; state-by-state implementation support

League of Innovative Schools Strategic Action Team

MEMBERSHIP

SEA leads, key SEA staff, K–12 leaders, higher education representatives, liaisons

RESPONSIBILITIES

development of the LIS framework and plan; preparation of materials for SEA lead and Council approval; state-by-state implementation support

Messaging Strategic Action Team

MEMBERSHIP

SEA directors of communication, SEA leads, liaisons

RESPONSIBILITIES

development of the NESSC messaging and communications plan; advising on the design of messaging tools; support for and execution of in-state and regional communication and messaging activities

Data Strategic Action Team

MEMBERSHIP

SEA data coordinators, liaisons

RESPONSIBILITIES

development of the NESSC's common regional performance metrics and methodologies; collecting and reporting state data; creating a rationale for official state adoption of NESSC metrics for SEA lead and Council approval

League of Innovative Schools

Leadership in Action

Data Reports

College Statements

High Leverage State Policies

League of Innovative Schools

School Redesign in Action

Leadership in Action

Data Reports

College Statements
Goals

- Increase Graduation Rate
- Increase College Enrollment Rate
- Decrease Drop-out Rate
Theory of Action

Personalized-Learning Levers

- Proficiency-based graduation
- Multiple and flexible pathways
- Learner-centered accountability

State and Regional Support Strategies

- Changes in state and district policy
- Changes in district and school practice
- Increased public will, understanding, and support

State and Regional Performance Goals

- Increase five-year graduation rates
- Decrease annual dropout rates
- Increase the share of students enrolled in two- or four-year degree programs or pursuing industry-certified accredited postsecondary certificates

*Performance-growth targets will be determined individually by each school
## New England Context

<table>
<thead>
<tr>
<th>Proficiency-Based Learning Policy</th>
<th>Maine</th>
<th>Connecticut</th>
<th>New Hampshire</th>
<th>Rhode Island</th>
<th>Vermont</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation is based on a student's demonstration of proficiency in the Maine Learning Results (8 content areas + Guiding Principles)</td>
<td>Graduation is based on mastery demonstrated through the accumulation of credits</td>
<td>Graduation is based on mastery of required graduation competencies as demonstrated through the accumulation of credit</td>
<td>Graduation is based on demonstrating proficiency in courses (defined as broad learning experiences where students are assessed against content area standards) and on a performance-based diploma assessment (applied learning standards + content area standards)</td>
<td>Students demonstrate proficiency in the locally defined proficiency-based graduation requirements (including the Transferable Skills)</td>
<td></td>
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<table>
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<tr>
<th>Location of PBL Policy</th>
<th>State Statute</th>
<th>State Statute</th>
<th>State Board of Education Regulations</th>
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</tr>
</thead>
</table>
What is a High Leverage Policy?

A high leverage policy:

• Increases academic aspirations, achievement and attainment for all students

• Promotes greater equity in learning, performance, or life outcomes for students

• Generates positive ripple effects throughout the educational system
The High Leverage Policy Framework

Success Factors

Leverage Points

Policy Features

Implementation Contingencies

Systems Change

Positive Student Outcomes

Policy Theory of Action
How the Framework Operates

Example: Graduation Requirements

LEVERAGE POINT
- graduation requirements; senior exit exhibitions

Success Factors

POLICY FEATURES
- state mandates; capacity-building

IMPLEMENTATION CONTINGENCIES
- engagement of district/school leadership in the creation of exhibition model

REDESIGNED CURRICULUM AND PEDAGOGY; ALIGNED PD; REALLOCATION OF RESOURCES; ETC.

MASTERY OF 21ST CENTURY SKILLS; INCREASED COLLEGE READINESS; INCREASED COLLEGE-GOING AND PERSISTENCE
Leverage Points

The intended objectives of an educational policy or the entry points within the educational system that policy makers desire to influence.
Policy Features

The intentional, predetermined features of a policy—both written and unwritten—as it was initially crafted.
Policy Features

Policy Features determine:

• The mixture between pressure (usually outlined in accountability expectations) and support (usually provided through appropriate educator development and/or financial incentives)

• The breadth and/or specificity of the leverage point

• Coherence with existing policies (or it identifies required policy changes)

• Where best to locate the policy on a “goal-strategy” continuum
Policy Features: Capacity Needs

- Monitoring Requirements
- Current School + District Capacity
- Educator Ownership + Local Control

- Policy Features: Capacity Needs
- High Requirements
- Low Requirements
- Prescriptive Strategy
- Goal-Oriented Strategy
Policy Features: Capacity Needs

- **High** knowledge and skill gap requires professional development
- **Low**

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**Prescriptive Strategy**
- Monitoring Requirements
- Current School + District Capacity
- Educator Ownership + Local Control

**Goal-Oriented Strategy**
Anger and aggravation creates poor implementation.

Policy Features: Capacity Needs

- Monitoring Requirements
- Current School + District Capacity
- Educator Ownership + Local Control

High vs. Low

Prescriptive Strategy vs. Goal-Oriented Strategy
Implementation Contingencies

The contextual factors and foreseeable contingencies that may arise during the implementation of a policy and that may influence how it is interpreted and enacted.
QUESTIONS

DISCUSSION
Proficiency-Based Learning Simplified

Developed by the Great Schools Partnership, Proficiency-Based Learning Simplified helps schools develop efficient and effective standards-based systems that will prepare all students for success in the colleges, careers and communities of the 21st century.

LEARN MORE →
Keeping my students, their histories, their dreams and their potential at the center of everything.
THANK YOU

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