Competency-Based Education: Promising Policies and Practices for the Future of K-12 Education

March 22, 2019
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Setting the Context

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Competency-Based Education and the Future of Work and Learning

March 22, 2019
Capitol Hill Briefing
Washington, D.C.

Facilitators:
Susan Patrick, CEO, iNACOL and Co-Founder, CompetencyWorks
Maria Worthen, Vice President for Federal and State Policy, iNACOL
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.
A Snapshot of K-12 Competency Education State Policy - 2012

Advanced States
Those states with clear policies that are moving towards proficiency-based; more than just an option.

Developing States
Those states with pilots of competency education, credit flexibility policies, or advanced next gen policies for equivalents to seat-time.

Emerging States
Those states with waivers, task forces.

ILN States
Since its inception, the Innovation Lab Network (ILN) engaged schools, districts, and state education agencies working to identify through local efforts new designs for public education that empower each student to thrive as a productive learner, worker, and citizen. The state’s responsibility is to establish conditions in which innovation can flourish and to develop capacity to sustain and scale what works through policy. The Council of Chief State School Officers (CCSSO) facilitates this network of states to support programmatic, policy, and structure design work within each participating states and across the network.

No Policies in Competency Education
States with seat-time and no competency education policies.
A Snapshot of K-12 Competency Education State Policy - 2018

- **Advanced States**: States with comprehensive policy alignment and/or an active state role to build capacity in local school systems for competency education.
- **Developing States**: States with open state policy flexibility for local school systems to transition to competency education.
- **Emerging States**: 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.
5-Part Definition of 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 supports 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.
FLAWS OF THE TRADITIONAL SYSTEM

1. Narrow set of academic outcomes
2. Based on a fixed mindset
3. Is time-based
4. High levels of variability in how teachers determine proficiency; mixed messages
5. Grading systems depend on extrinsic motivation
6. Opaque performance expectations
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: Calibration for proficiency

Organized to personalize learning
What is Personalized Learning?

“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: Defining and Integrating Personalized, Blended and Competency Education
How Far Have We Come In Personalizing Learning?

Map 2015: Personalized Learning Identified by Schools & Districts

Figure 1: How Far Have We Come In Personalizing Learning? Personalized Learning Identified by Schools & Districts (Map 2015)
How Far Have We Come In Personalizing Learning?

Map 2017: Personalized Learning Identified by Schools & Districts
Federal Policy Priorities to Drive Transformation of K-12 Education Systems
iNACOL’s Federal Policy Priorities

**Teacher Preparation.** Launch a pilot program in the Higher Education Act to encourage the development of innovative, fully competency-based and personalized teacher preparation programs.

**Leverage Resources for Postsecondary Transitions.** Target funding within the Perkins Act to encourage alignment of programs with personalized, competency-based approaches.

**ESSA Assessment Pilot Expansion.** Remove barriers for states in ESSA Section 1204 (Innovative Assessment Pilot) by lifting the seven-state cap, allowing time for planning and development, and making funding available for state development of high quality, innovative systems of assessments that include performance assessments for competency education.
Future Focused Education System: Coherence

Rethink Accountability for Continuous Improvement

Redefine Student Success

Transform Systems for a Next Generation Educator and School Leader Workforce

Redesign Systems of Assessments to Align with Student-Centered Learning
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Virgel Hammonds

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Creating the future of learning communities by transforming systems with personalized, competency-based learning.
Bold, Visionary Approach

- Community Commitment to Change
- Partnership Driven
- Competency-Based Delivery
- Equity Commitment
- Policy Impact
- Innovation & Efficacy Partners
A strong, aligned vision can have lasting impact and influence.
Reshaping Learning and Innovation

- **Equity**
- **Social and Policy Impact**
- **Scalable Implementation**
- **Readiness**
- **Student Learning Outcomes**
- **People and Talent**
- **Community-Based Ecosystems**
- **System Transformation**
States and systems alignment:

- South Carolina
- North Dakota
- Ohio
- Michigan
- Tennessee
- Minnesota
Latoya Dixon

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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

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COMPETENCIES FOR THE PROFILE OF A SOUTH CAROLINA GRADUATE

USE SOURCES
I can engage with diverse sources of information.

LEAD INQUIRY
I can frame questions and organize an investigative process.

DESIGN SOLUTIONS
I can engage in a systematic design process, independently and with others.

EXPRESS IDEAS
I can clearly and effectively express my ideas, in written and oral form, for particular purposes and audiences.

REASON QUANTITATIVELY
I can think and solve problems like a mathematician.

READ CRITICALLY
I can make meaning of, engage with, and critique diverse forms of media.

NAVIGATE CONFLICT
I can contribute toward healthy dynamics between individuals and among communities.

LEARN INDEPENDENTLY
I can apply metacognitive, behavioral, and motivational skill-sets.

LEAD TEAMS
I can lead teams of diverse individuals for a range of purposes.

DEVELOP NETWORKS
I can initiate relationships with diverse individuals and networks for a purpose.

SUSTAIN WELLNESS
I can support my own physical, emotional, and social health.

ENGAGE AS A CITIZEN
I can demonstrate citizenship to improve my community and country for myself and for others.

https://ed.sc.gov/Instruction/Personalized-Learning/Compentency-Based-Education SEPT 2018
Kelly Brady

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Idaho Mastery Education - Origin

Governor’s K-12 Task Force
House Bill 110
Committee of Educators
Statewide Awareness Campaign
Idaho Mastery Education Network (IMEN)

19 Incubators, consisting of 32 schools
Idaho Mastery Education - Sustainability

Statewide Outreach & Communication

Idaho Mastery Education Network (IMEN)

Open to Idaho Districts/Schools

Sustainability Plan for Statewide Scaling
What is Mastery Education in Idaho?

A student-centered educational system that promotes relevant learning while allowing flexibility in both time and teaching methods, where student success is the only option.
Idaho Mastery Education Network - Cohort 1

Three Creek School District
Venture High School/Coeur d’Alene School District
Silver Creek Alternative High School/Blaine School District
Nampa School District
North Valley Academy Charter School/Gooding
American Heritage Charter School/Idaho Falls
Meadow Valley School District
Moscow School District
Rocky Mountain Middle School/Bonneville School District
West Ada Academies/West Ada District
Meridian Technical Charter High School/West Ada District
Wilder School District
Notus School District
Rivervue Academy/Vallivue School District
Salmon Junior-Senior High School/Salmon School District
Middleton Academy/Middleton School District
Union High School/Nampa School District
Ross Elementary, Teed Elementary, Kuna Middle School, and Initial Point Alternative High School/Kuna School District
Clark Fork Jr. and Sr. High School/Lake Pend Oreille School District

To see our Idaho Mastery Education Network in action, visit http://www.sde.idaho.gov/mastery-ed/
Build a Needs-Based Support Process

01 SDE Website
02 IMEN School Visits
03 Inquiry Lab
04 Exploration
05 Planning & Design
06 Implementation
07 Sustain & Scale
Idaho Mastery Education Policies

Mastery-Based Education
House Bill #110 (2015)
Section 33-1632

Awarding Credit
House Bill #458 (2016)
Section 33-4602

Awarding Credit Waiver
IDAPA Rule 08.02.03.105.01a-b

Next Steps:
Equity Assessments
Funding Teacher Certification Graduation
Questions?

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Supporting Schools and Students to Achieve
SHERRI YBARRA, Ed.S., Superintendent of Public Instruction
Bill Zima

Superintendent of Schools,
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RSU 2 History

• 2005 – began working on a standards-referenced system
• 2011 – became a competency-based system
• 2015 – used competencies to create multiple pathways for students to demonstrate understanding

Diesel Course – Finding a student his niche

June 2018 – A tale of two graduations
Next Steps

• Continue to build multiple pathways
• Find additional ways to measure the whole child
• Provide internship experiences
• Grow our portfolio of Dual Enrollment courses.
Policy Needs

• Next Generation Assessments to measure more than grade-level achievement
• Continue to create innovation zones
• Continue to ask for learners who are competent
• Teacher and Leader Credentialing to represent new models of learning
• Time-based requirements for learning
We value your feedback!

Please complete the yellow feedback form before leaving the event. We appreciate your remarks!