



## *Symposium 2021*

OCTOBER 25-27, 2021 | VIRTUAL

# WELCOME TO OPENING DAY!

#Aurora21



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# Symposium Agenda Overview

## MONDAY, OCTOBER 25

**11:00-11:45 AM ET** - Opening Keynote

*Meeting the Moment to Build a Better Future*

*Building a Brighter Tomorrow: Redesigning Education and Innovating Systems to Enable Each Child to Thrive*

**11:45 AM – 12:00 PM ET** - Break

**12:00-1:00 PM ET** - Breakout Sessions

**1:00-1:15 PM ET** - Break

**1:15-2:15 PM ET** - Breakout Sessions

**2:15-2:30 PM ET** - Break

**2:30-3:30 PM ET** - Breakout Sessions

**3:30-3:40 PM ET** - Break

**3:40-4:00 PM ET** - Twenty-Minute Power Sessions and Programs to Watch

## TUESDAY, OCTOBER 26

**11:00-11:45 AM ET**

Keynote – Transforming Toward Equity-Centered, Whole-Child Personalized Learning

**11:45 AM – 12:00 PM ET** - Break

**12:00-1:00 PM ET** - Breakout Sessions

**1:00-1:15 PM ET** - Break

**1:15-2:15 PM ET** - Breakout Sessions

**2:15-2:30 PM ET** - Break

**2:30-2:40 PM ET** - Ten-Minute Ignite Sessions

## WEDNESDAY, OCTOBER 27

**11:00-11:45 AM ET** - Morning Keynote  
*Former Students: Where Are They Now?*

**11:45 AM – 12:00 PM ET** - Break

**12:00-1:00 PM ET** - Breakout Sessions

**1:00-1:15 PM ET** - Break

**1:15-1:35 PM ET** - Twenty-Minute Power Sessions and Programs to Watch

**1:35-1:45 PM ET** - Closing Keynote  
*The Time Is Now: Students Take the Driver's Seat to Share Reflections on the Past to Inform Innovative, Student-Centered Education Transformation for the Future*



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# Welcome

- **Introduce Yourself.**
  - We welcome you to introduce yourself in the Chat.
- **Use the Chat Box.**
  - We welcome commentary, questions, and answers.
- **Share your Learning.**
  - Use #Aurora21 on Twitter and mention @Aurora\_Inst.
- **We are recording the Symposium keynotes and breakout sessions.**
- **Zoom Links:**
  - Zoom links for all sessions are on the Aurora Institute Symposium website, program book, and in your email.



Opening Keynote

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# Meeting the Moment to Build a Better Future

*Susan Patrick, President & CEO, Aurora Institute*

*Fred Jones, Director of the Center for Policy, Aurora Institute*

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October 25, 2021







# 91% of Parents Want “Education Reimagined”

- **Parent Poll:** Conducted by [Hart Research](#) in May 2021
- Fully 91% of parents agree (61% strongly) that “this is an opportunity to reimagine public education to meet children’s academic, social, and emotional needs and ensure that all children can thrive.”
- By 63% to 37%, parents prefer the “whole child” approach to education that includes emotional and social development, over a focus only on teaching basic academics















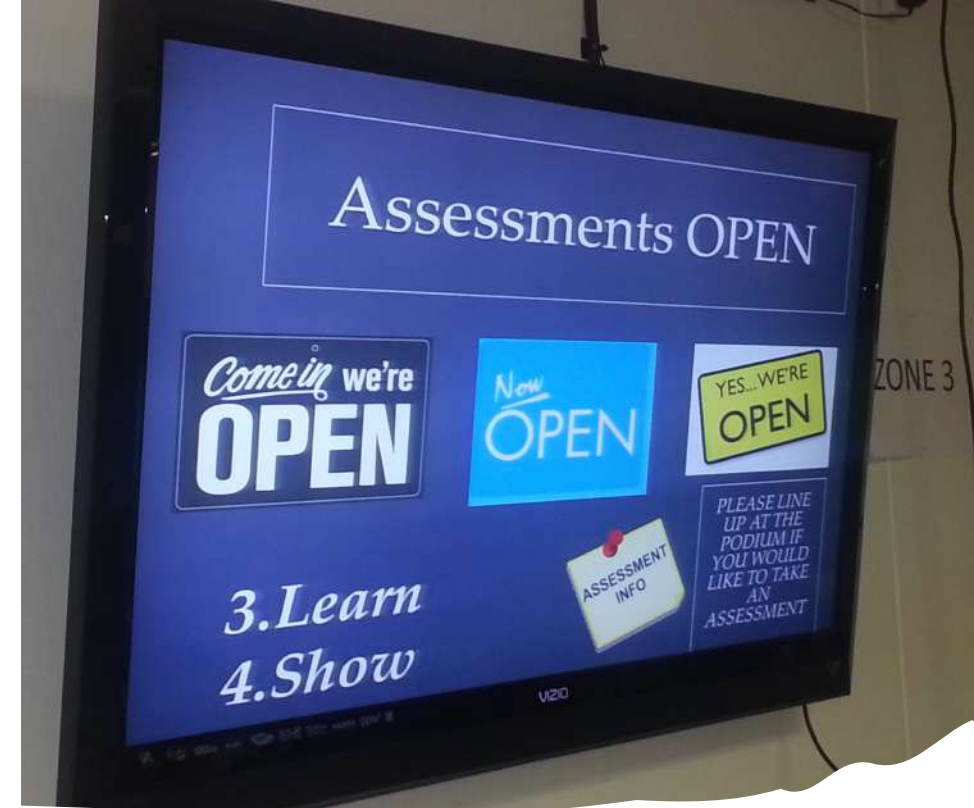
# Comprehensive Learner Record (IMS Global)











Assessment is Always Open



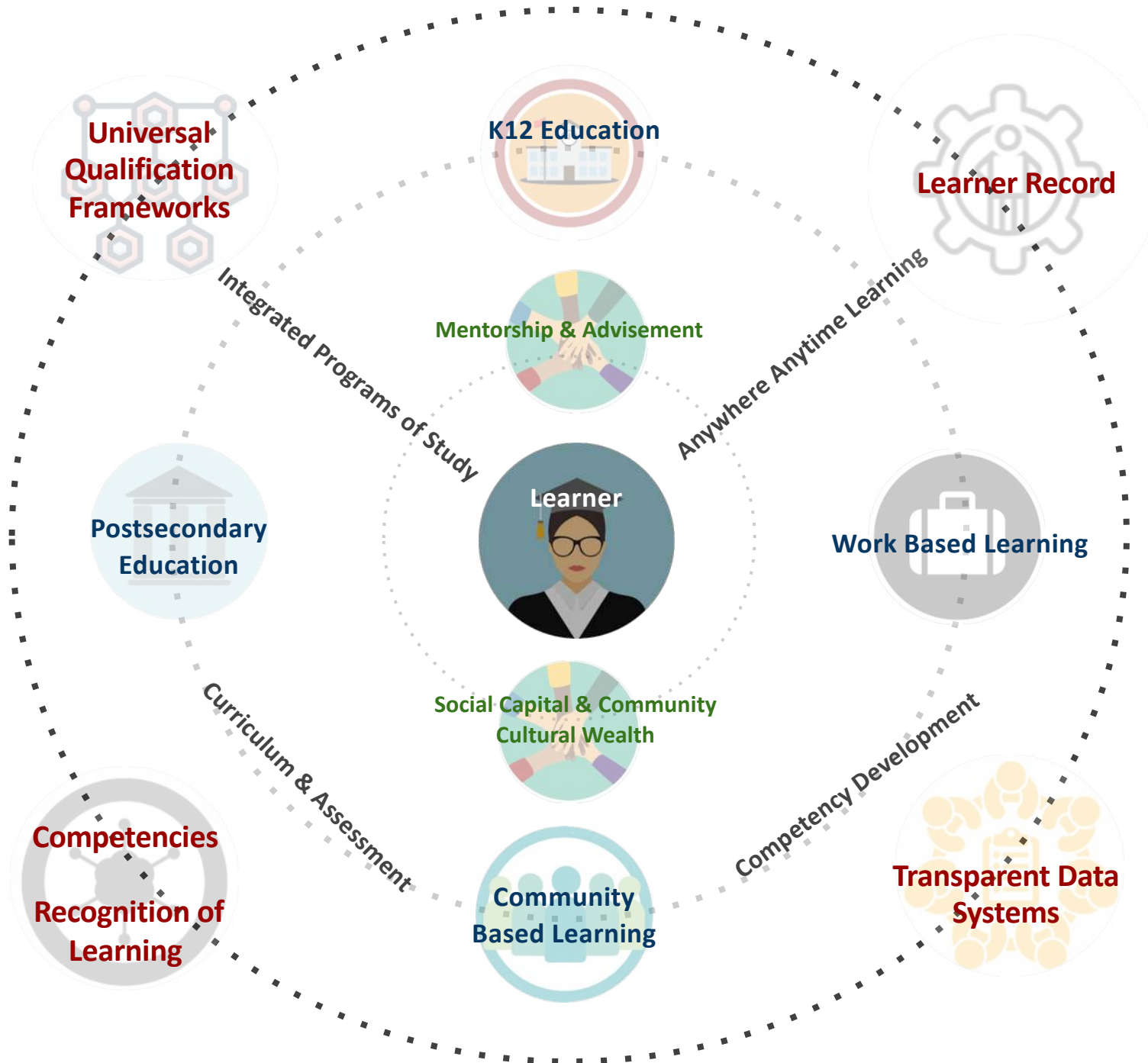


**Learning  
Ecosystems**

**Learner Centered**

**Equitable**

**Flexible &  
Responsive**





## Moderation processes

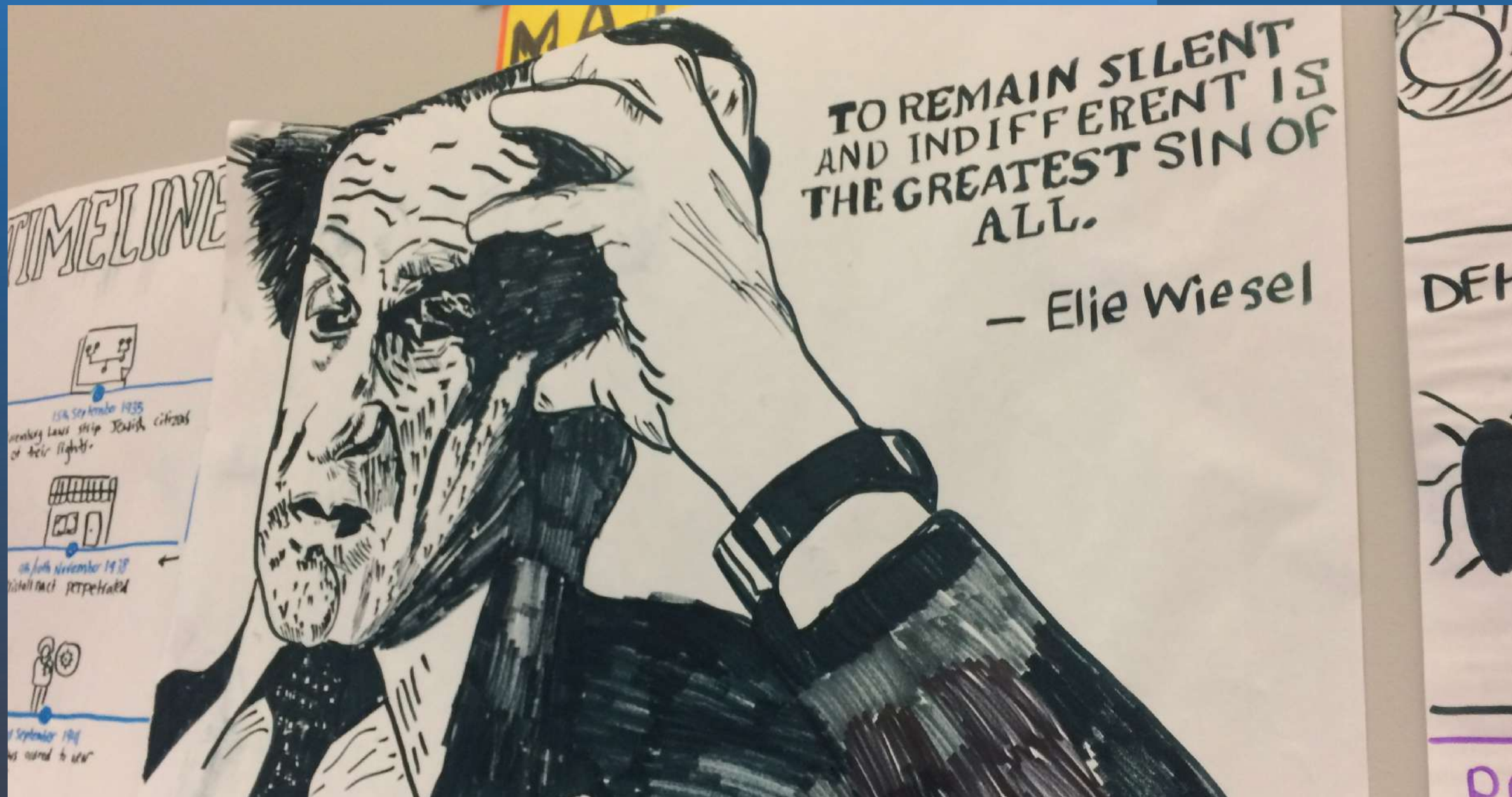


- Building Capacity for Assessment Literacy & Professional Judgements of Performance Assessments with Evidence of Learning









TO REMAIN SILENT  
AND INDIFFERENT IS  
THE GREATEST SIN OF  
ALL.

— Elie Wiesel

TIMELINE

15th September 1935  
Nuremberg laws strip Jewish citizens  
of their rights

9th/10th November 1938  
Kristallnacht perpetrated

1st September 1941  
Jews ordered to wear

DEF

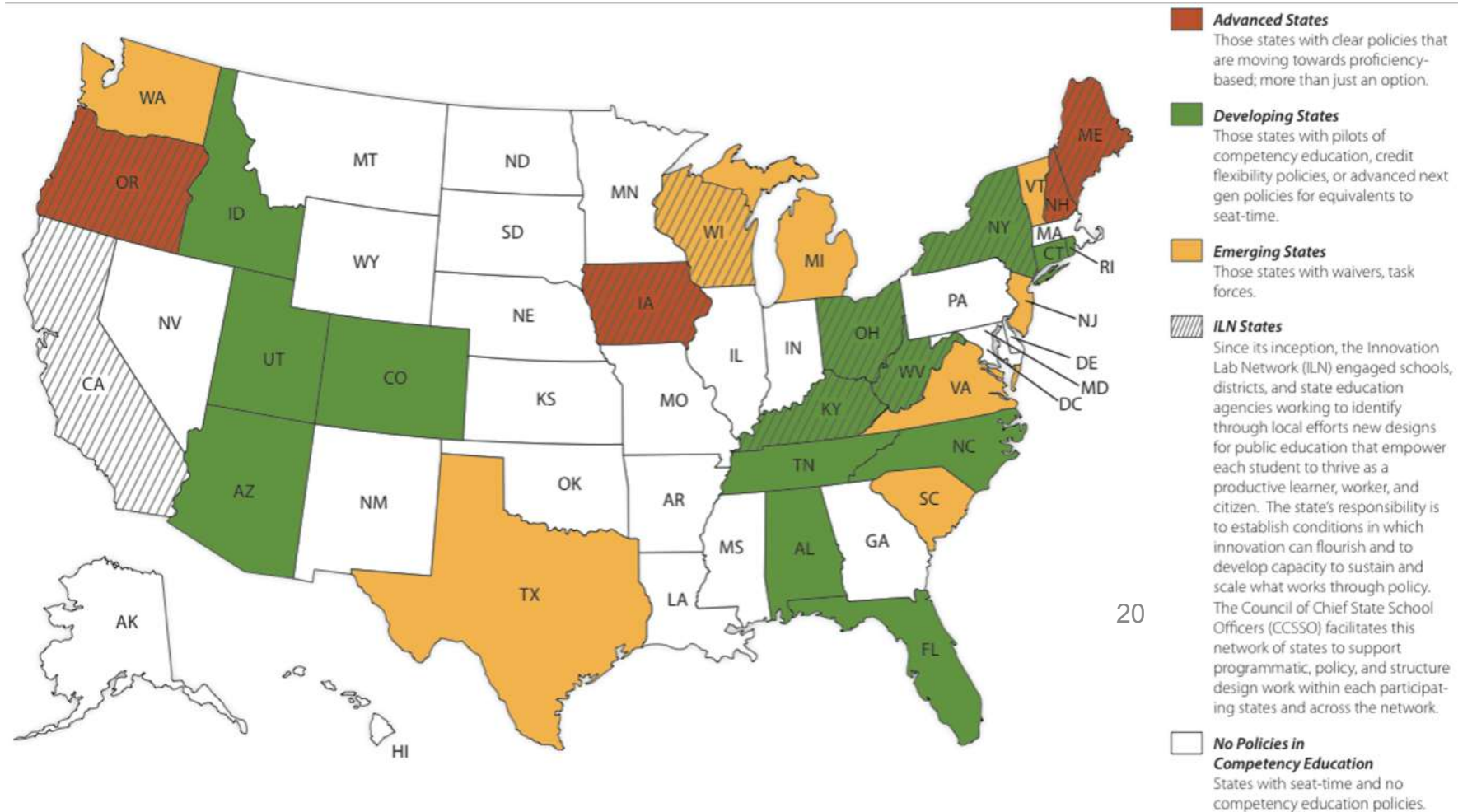






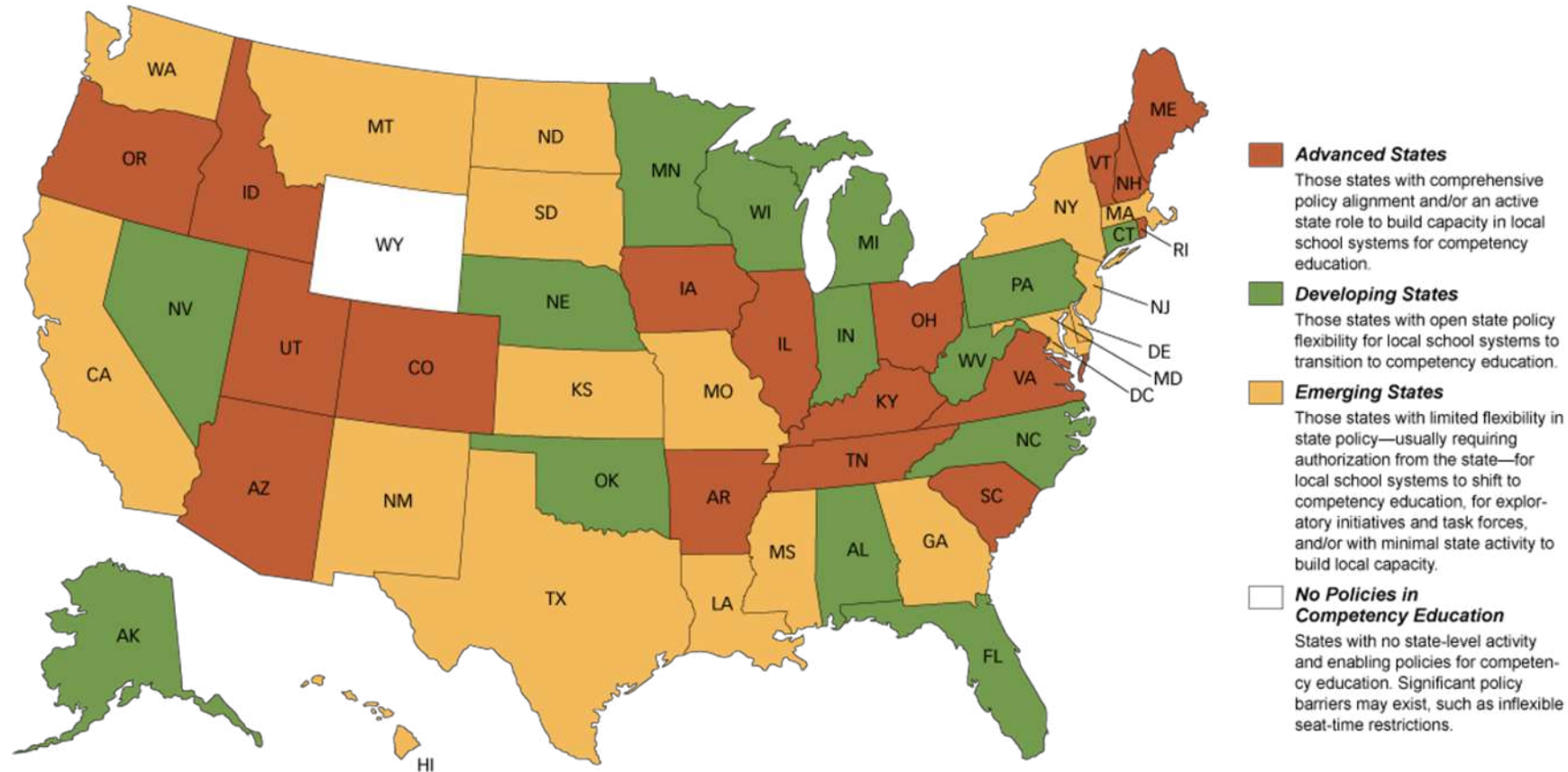
# Policy

# Competency-Based Education State Policy 2012

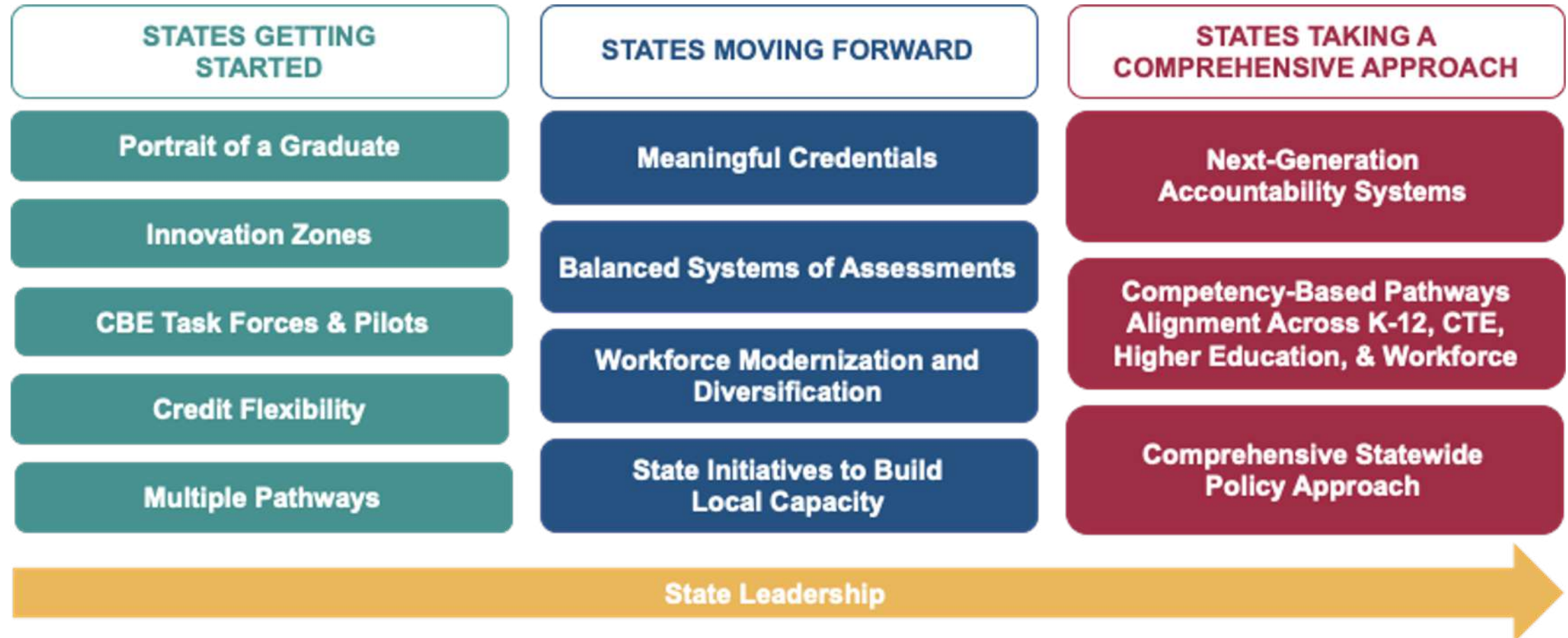




# Competency-Based Education State Policy 2021

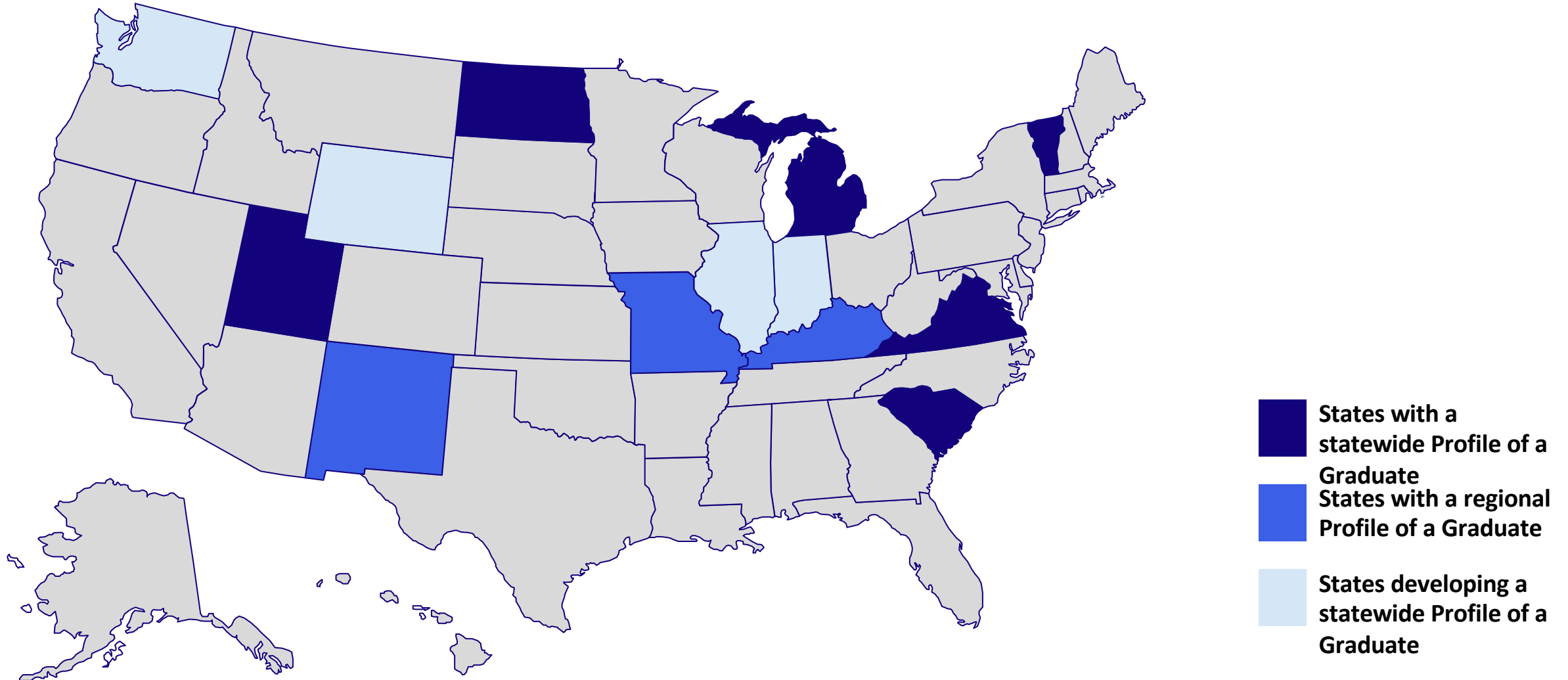


# State Policy Entry Points to Create and Support Personalized, Competency-Based Systems





# Status of States with Graduate Profiles



ISSUE BRIEF  
JUNE 2021

## Policy Flexibility to Reimagine and Modernize K-12 Education Post-COVID-19

While the United States is simultaneously recovering from a global pandemic and facing a national reckoning of racial injustice, the effects of COVID-19 continue to exacerbate academic and opportunity gaps that were decades in the making in K-12 systems. Most students are performing worse than before the pandemic. For students of color, there is a growing learning gap that is disproportionately impacting Black, Brown, and Indigenous students.<sup>1</sup>

**Innovation**, working in concert with more than \$190 billion of K-12 federal relief, can be a method to improve outcomes and tailor whole-child efforts to support learners without any system constraints. In particular, state-constructed innovation zones can provide school districts with a mechanism to identify policy barriers and improve flexibility from state regulations and statutes that impede implementation of new instructional models for the 21st-century learner.

This policy brief provides an overview of the concept of innovation zones, how states are using them, and why the time is ripe for innovation zones to catalyze large-scale systems change for all students.

It would be unjust for the American education system to simply return to its pre-COVID form. The entire ecosystem of learning needs transformative change. Merely tweaking or tinkering with the current system will not generate the necessary change to ensure the success of all students.





# States Meeting the Moment



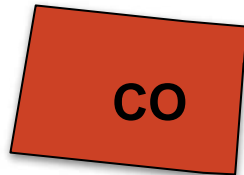
**Innovation Zones**



**Mastery-Based  
Learning Collaborative**



**Credit Flexibility and Personalized Learning & Competency-  
Based Pathways**



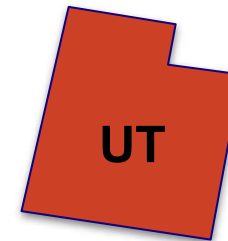
**Next-Generation Local  
Accountability System Pilot**



**Redesign Assessments  
& New Graduation  
Pathways**



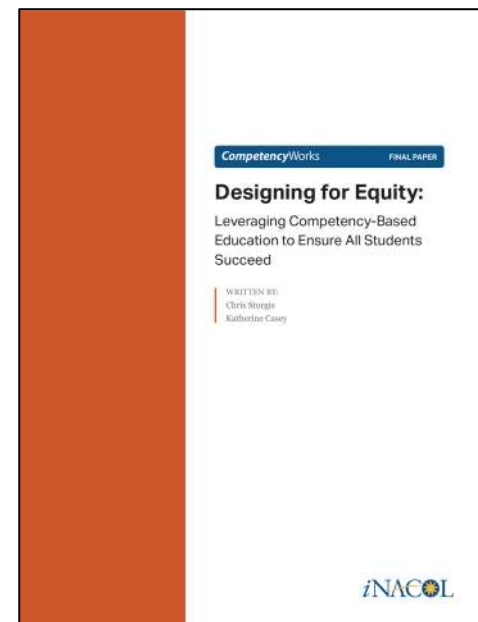
**Redesign  
Accountability**



**Student-Centered  
Accountability System**

# How Competency-Based Education Advances Equity

“**Equity**—giving all individual students what they need, when they need it—requires us to meet students where they are to help them excel to the best of their abilities.”





## Comparison Of The Traditional Education System With Competency-Based Education

	Flaws of the Traditional System	Unique Features of CBE	CBE with Equity at the Center
<b>OUTCOMES</b>	Focuses on a narrow set of academic outcomes emphasizing academic skills, memorization and comprehension of content.	Focuses on a broad and holistic set of student success outcomes that include deep understanding of content knowledge and skill demonstrated through application.	Recognizes students for the assets they already possess and encourages them to develop and build upon their unique interests and talents
<b>SUPPORTS</b>	Targets supports to students when their academic or behavioral needs are identified as significantly above or below the norm.	Designs to provide timely and differentiated instruction and support, including daily flex time and time for additional support before and after semesters.	Provides the necessary—and sometimes disproportionate level of—resources to each learner to interrupt historical inequities and to cultivate each learner’s unique talents and interests.
<b>ASSESSMENT</b>	Conducts one-size-fits-all assessments at predetermined points of time or at the end of the unit and are administered to all students at the same time and in the same format on the same content.	Embeds assessment in a personalized learning cycle and aligns to outcome; clarifies students’ next steps for individual learning pathways and informs educator professional learning.	Maintains rigor and high expectations for all students; balanced, valid and reliable; includes authentic, performance assessments; aligns with culturally and linguistically responsive teaching.

# Federal Momentum for Student-Centered Learning

- **\$130 billion in Education (Innovation, CBE, Personalized Learning)**
- **U.S. Department of Education's Budget/Latest Actions**
  - Modernizing to CBE
- **U.S. Senator Murray's Labor-HHS-Education Appropriations Proposal**
  - \$50 million proposed increase to improve innovative assessments







# **A Global Perspective on Transforming Education**





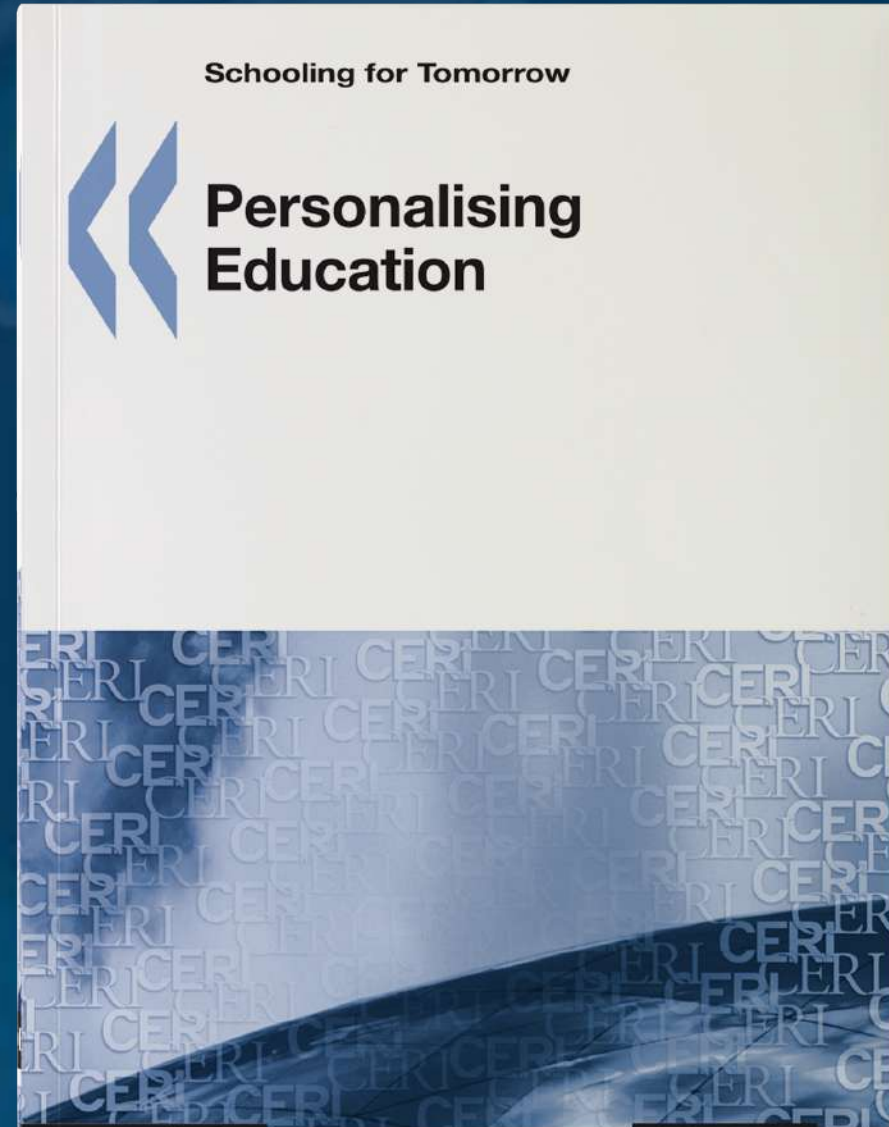
# Realizing the Future of Learning

**FROM LEARNING POVERTY  
TO LEARNING FOR EVERYONE,  
EVERYWHERE**

“

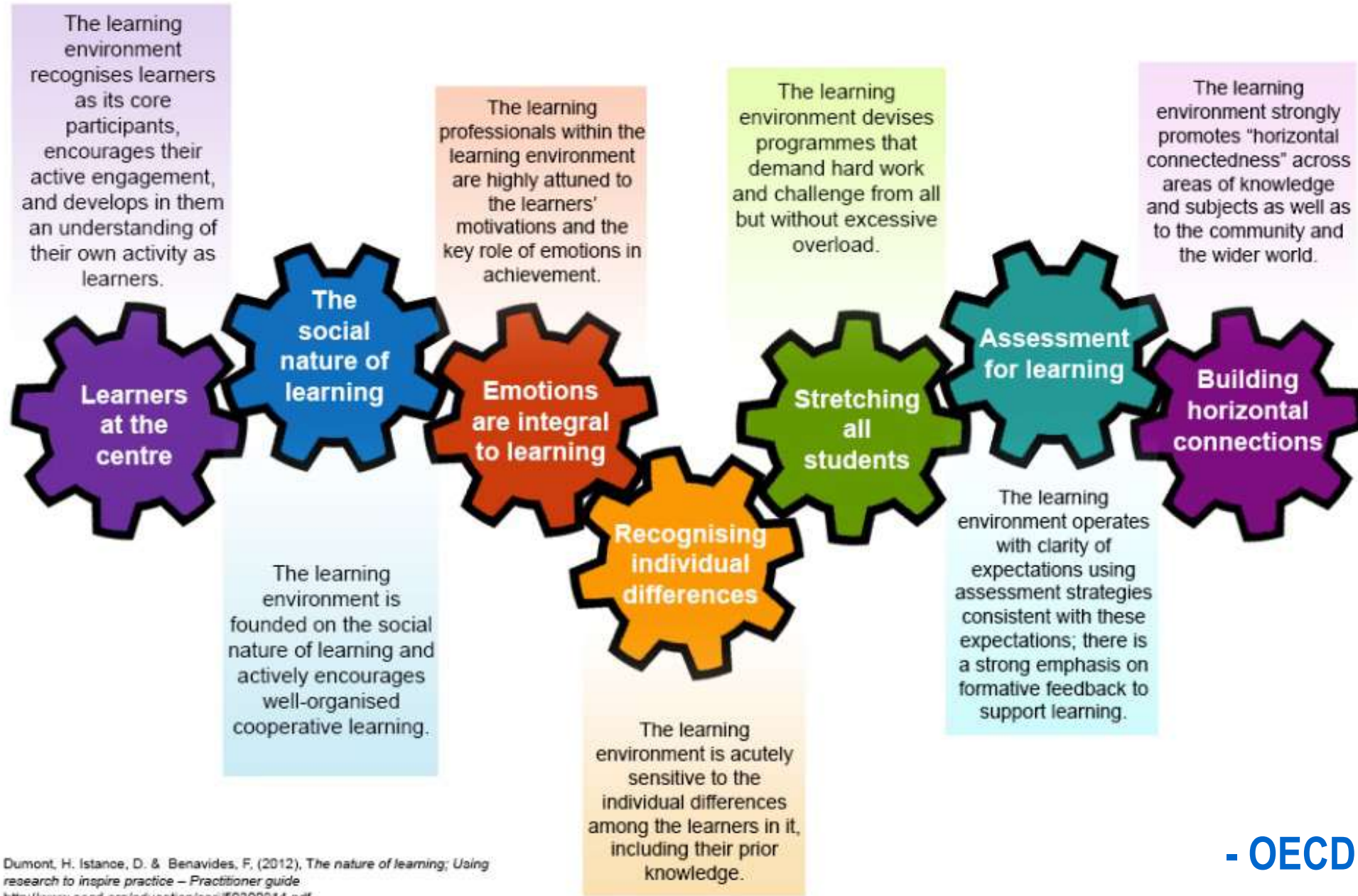
There is growing awareness that one-size-fits-all approaches to school knowledge & organization are ill-adapted to individuals' needs and to the knowledge society at large. To move beyond uniform, mass production can be described as 'personalization'

**-OECD 2006**



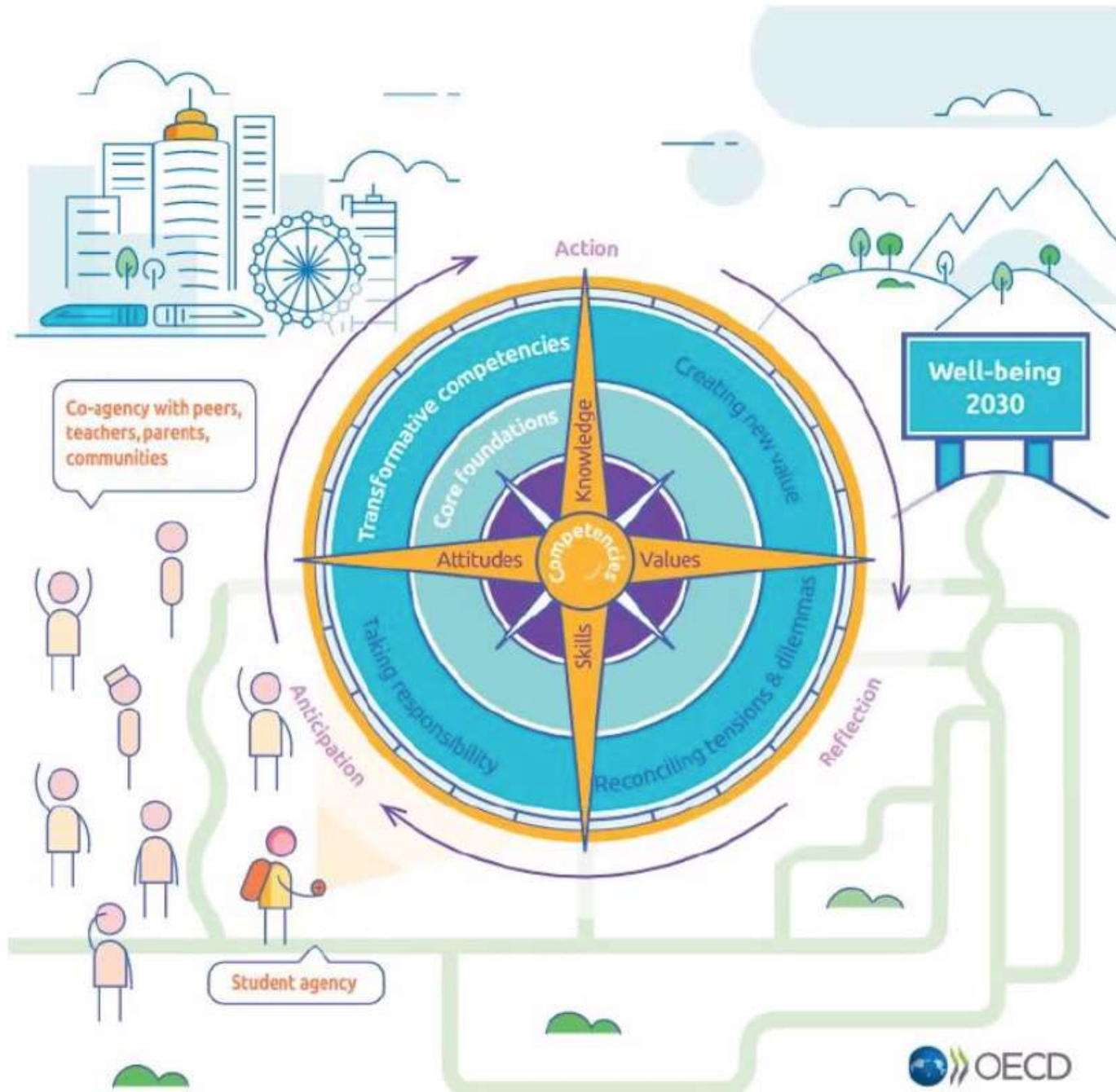


# Seven principles of learning



# The OECD Learning Compass 2030

- **Competencies** – Knowledge, skills, attitudes and values
- **Student agency**
- **Co-agency**
- **AAR** (Anticipation-Action-Reflection)
- **Transformative competencies** – creating new value, reconciling tensions and dilemmas, and taking responsibility
- **Well-being 2030**





# Ways of evidencing progression in creativity

## Pupil

Real-time feedback  
Photos  
Self-report questionnaires  
Logs/diaries/journals  
Peer review  
Group critique  
Badges  
Portfolios

## Teacher

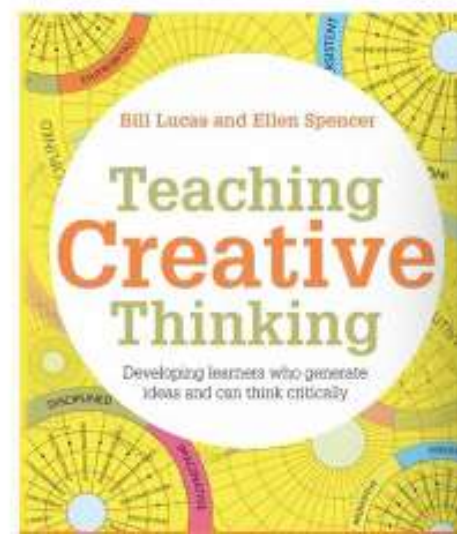
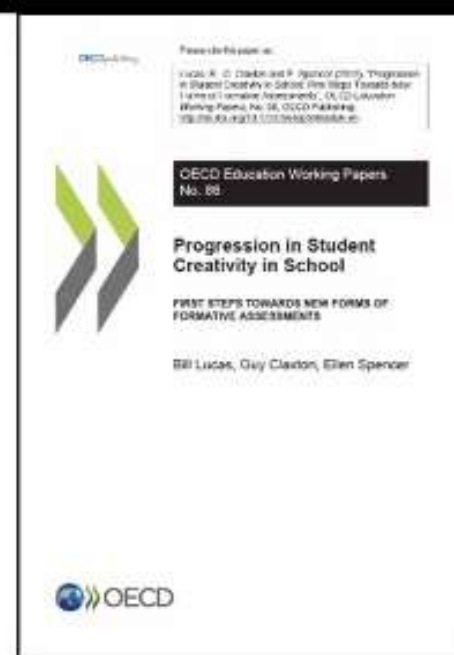
Criterion-referenced grading  
Rating of products and processes  
Structured interviews  
Performance tasks  
Capstone projects

## Real-world

Expert reviews  
Gallery critique  
Authentic tests eg  
displays  
presentations,  
interviews  
podcasts  
films  
Exhibitions

## Online

Reliable, validated online tests  
Digital badges  
E-portfolios



# A global strategic agenda for Doncaster?

1. Shallow, narrow, solo	1. Nature of learning	Deep, wide, collaborative
2. Dominated by head-work	2. Range of strengths	Head, heart and hand
3. Number or grade	3. Style of credential	Evidenced narrative
4. Single body	4. Source of credential	Broad consortium
5. Predominantly summative	5. Focus of assessment	Predominantly formative
6. High-stakes, standardised	6. Integration	Ongoing, authentic
7. National/State norms	7. Personalisation	Individual progression
8. Employers/HE/FE	8. Ownership	For learners and for others
9. Largely for accountability	9. Strategic intent	Mainly for improvement
10. Formulaic, mechanistic	10. Approach	Carefully evidencing capability

5 areas we need for a truly transformative education system.

### BROADER MEASURES OF SUCCESS

Pursue a broader set of educational goals valuing cognitive, social, emotional and physical wellbeing so young people are set up to thrive and contribute positively to the community around them.



### KNOWLEDGE, SKILLS & ATTITUDES

Design teaching and learning experiences that support growth in knowledge, skills and attitudes without compromising focus, rigour or transferability.



### BUILDING LEARNER AGENCY

Build transformational capabilities in young people such as reflection, creativity, responsibility and resilience that allow them to be agents of change in their own lives.



### MANY POINTS OF LEARNING

Recognise the role and value of people and places working together to support learning: teachers, parents, peers, communities, businesses and civic institutions in a connected ecosystem.

### LEARNING TO LEARN & RELEARN

Support young people's metacognitive skills and cultivate an appetite for lifelong learning and the ability to re-learn throughout their career.



**BIG  
CHANGE.**



# Knowledge Innovations Exchange KIX Africa CIP

## STRENGTHENING OUR PRACTICES AND SYSTEMS FOR LEARNER-CENTERED EDUCATION

The purpose of this community of practice in the Foundations of Educational Quality is to bring together regional experts, ministry officers, and policy actors in curriculum, teaching, assessment design, and education planning.

Participants will share their expertise, experiences, challenges, and innovations in curriculum, teaching, learning, and learning assessment to enrich their understanding of the domain and to extract policy ideas from other ministries and from technical advisors.

We will meet six times from 3:00–5:00P.M East Africa Time. Zoom link via email

**JULY 1:** STRATEGIC PLANNING, DESIGNING, AND DEVELOPING OF COMPETENCY-BASED EDUCATION AND CURRICULUM REVIEW AND REFORM

**JULY 8:** TEACHER PROFESSIONAL DEVELOPMENT FOR COMPETENCY-BASED EDUCATION

**JULY 15:** COMPETENCY-BASED ASSESSMENT

**JULY 22:** MONITORING AND EVALUATING COMPETENCY-BASED LEARNING

**JULY 29:** QUALITIES AND PRACTICES OF AND EVIDENCE ON EDUCATION SYSTEMS WHICH DEVELOP 21ST CENTURY SKILLS

**AUGUST 5:** REGIONAL PROJECTS AS CASE STUDIES ON STAKEHOLDER ENGAGEMENT AND SCALING OF INNOVATIONS IN TEACHING AND LEARNING



Developer's expectations in competency-based curriculum pptx - PowerPoint (Product Activation Failed)

File Home Insert Design Transitions Animations Slide Show Review View Tell me what you want to do...

Cut Copy Paste Format Painter Clipboard Layout = Reset Section = New Slide = Slides Font Paragraph Drawing

## Assessment Modalities of the CBC

The Curriculum Framework prescribes a new model of assessment which is a hybrid of assessment for learning and assessment as learning (assessment is learning) and assessment of learning. This Assessment Framework is, therefore, an integration of the three forms of assessment into the teaching-learning processes.

**Assessment**

Inclusive learning, which accommodates learner diversity, is key in the Framework. The Assessment Framework accommodates diverse needs such as different aptitudes, talents, gender, disabilities, socio-economic status and vulnerabilities.

Assessment for learning seeks to interpret evidence for use by learners and their teachers during the learning process.

Assessment as learning entails ongoing self-assessment by learners in order to monitor their own learning. It is characterised by learners reflecting on their own learning and making adjustments so that they achieve deeper understanding.

Assessment of learning (summative assessment - SA) is administered at the end of a learning period in the form of public examinations.

All assessment at all stages of the framework need to conform to best practices as defined below.

- **Validity:** is the assessment measuring the right competences and skills, in the right way and at the right level
- **Reliability:** is the assessment producing results that are meaningful and accurate
- **Fairness and impact on teaching:** is the assessment fair, unbiased and does it promote good teaching?
- **Practicability:** is it manageable within the resource and time constraints for all stakeholders it impacts

## Key features

Warranted by the University of Melbourne through the Assessment Research Centre

### International Big Picture Learning Credential *A passport to the world*

Flower diagram  
each petal represents a credential and demonstrates the student's level of proficiency

**Student Statements**  
a nutshell description of the student's passions, goals and achievements as a learner

**Live links**  
these lead to a repository of evidence in a student's Online Portfolio and Video Profile



**Level Statements**  
a description of the standard from 1 - 5 attained by the student

**Achievements**  
a list of awards, short courses, internships, part time work and community activities



# Definitions and Frameworks

# Definition of Competency-Based Education

(Aurora CompetencyWorks, 2019)

Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.

Assessment is meaningful, positive, and empowering for students that yields timely, relevant, and actionable evidence.

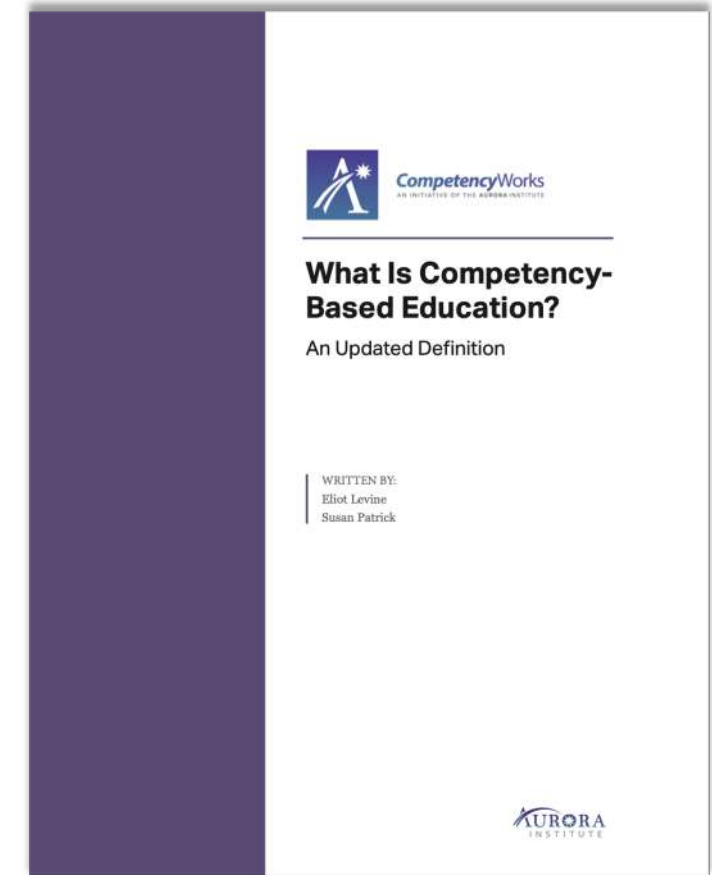
Students receive timely, differentiated support based on their individual learning needs.

Students progress based on evidence of mastery, not seat time.

Students learn actively using different pathways and varied pacing.

Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.

Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

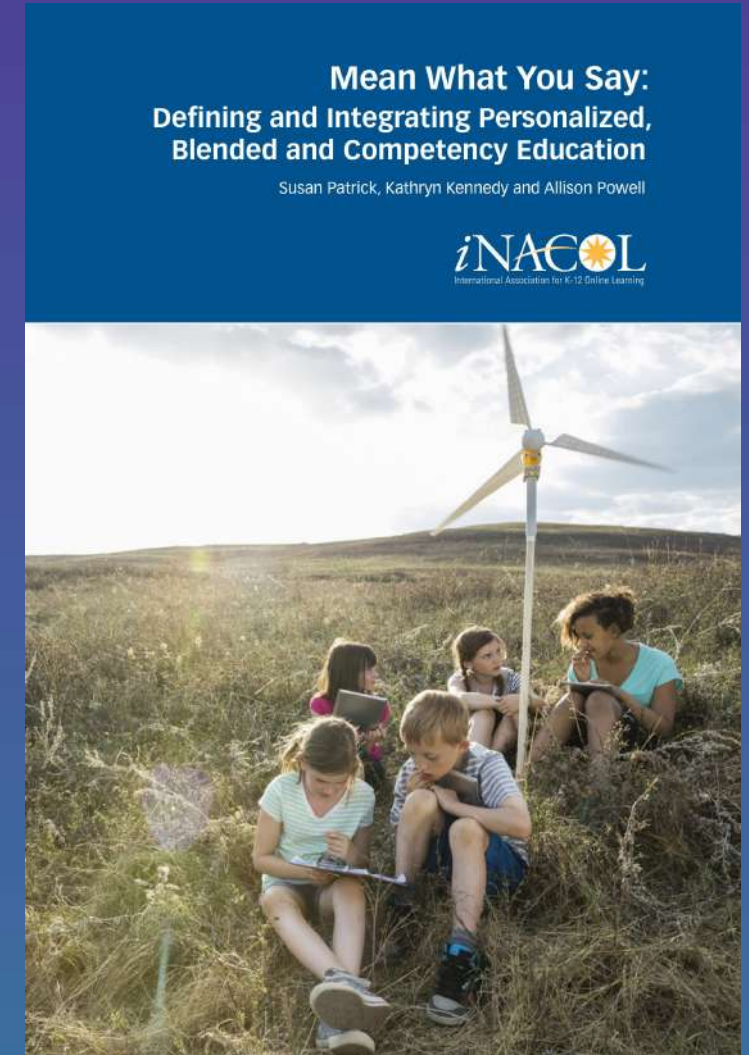


*Aurora Institute CompetencyWorks Initiative updated the 2011 5-part definition of competency-based education to include nuances as the field advances*



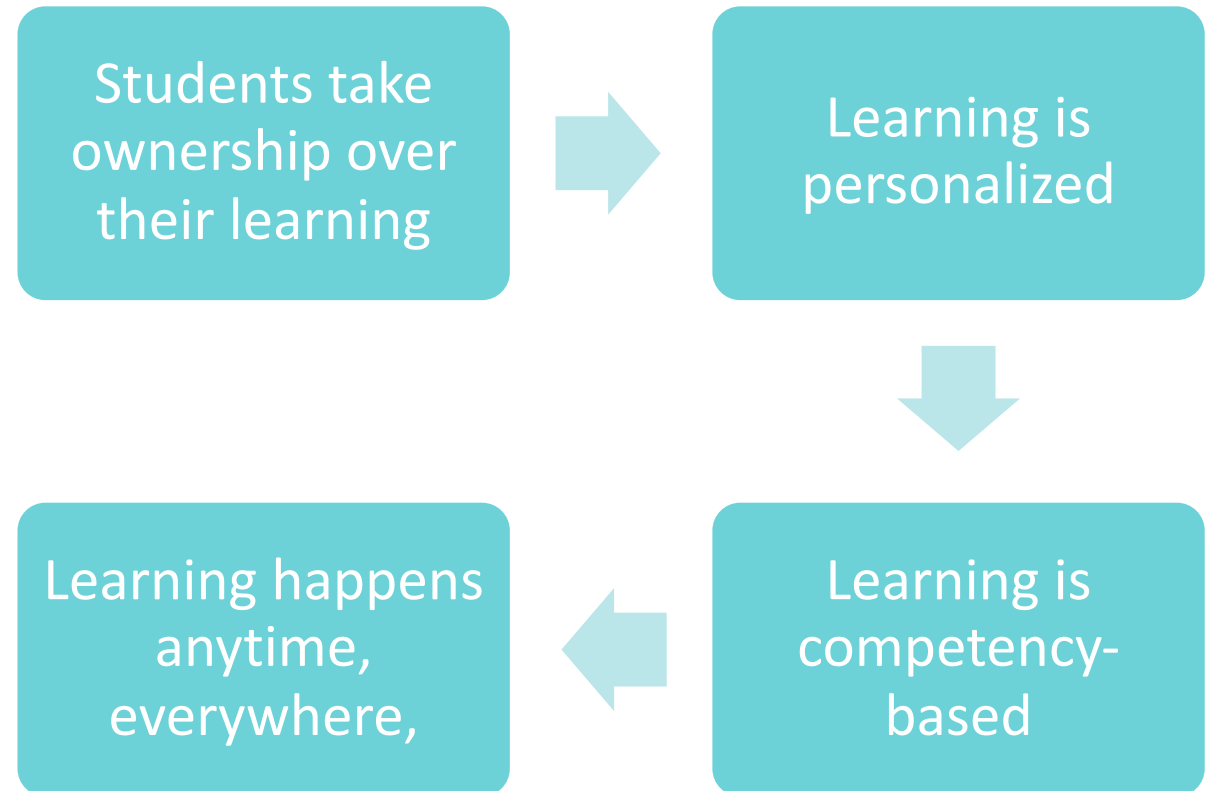
# Personalized Learning

**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.**



# Student-Centered Learning

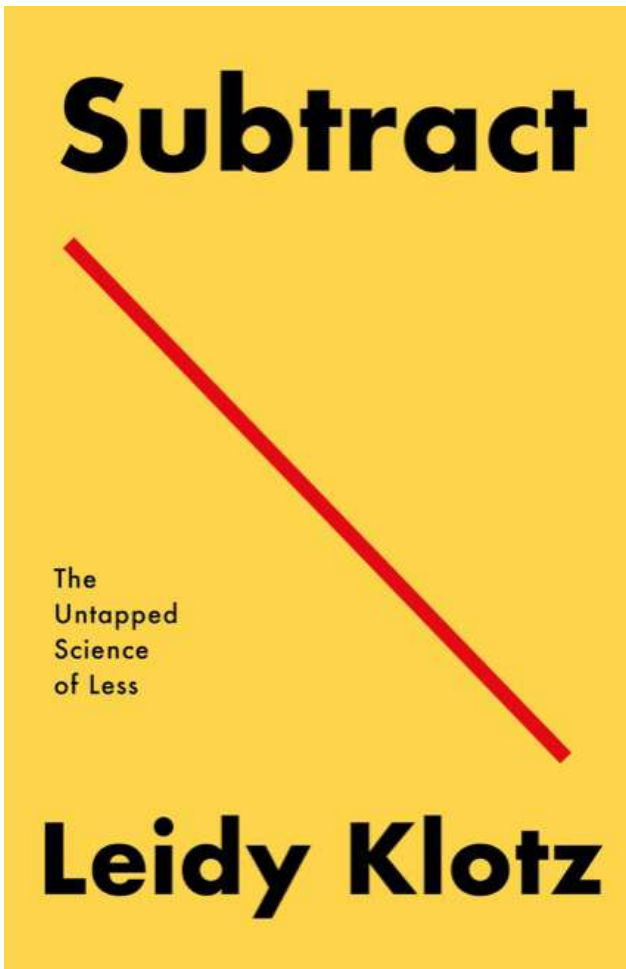
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# What's Happening?







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# ***Building a Brighter Tomorrow: Redesigning Education and Innovating Systems to Enable Each Child to Thrive***

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**MIGUEL CARDONA**

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Secretary,  
United States  
Department of Education

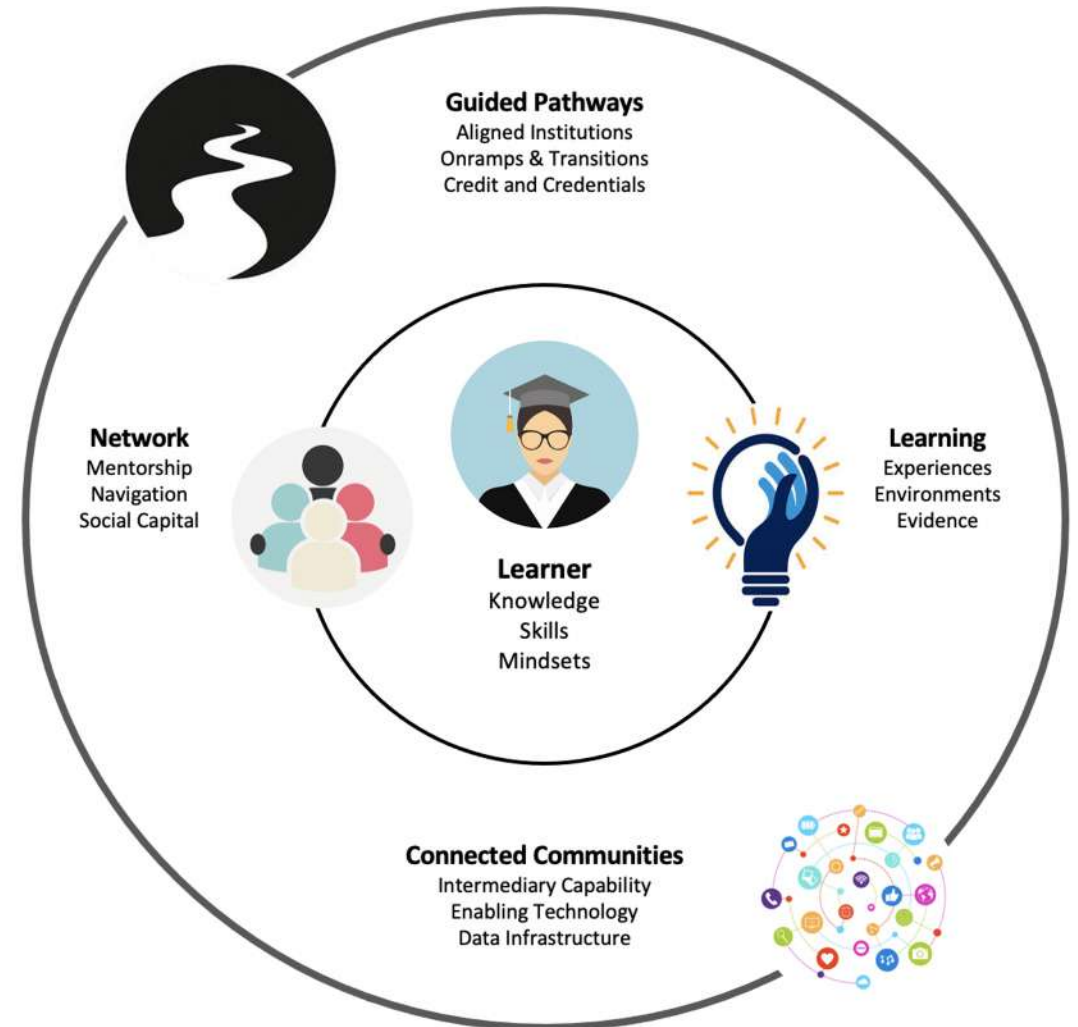




# Call to Action: Invest in the Learner Promise

## Recommendations

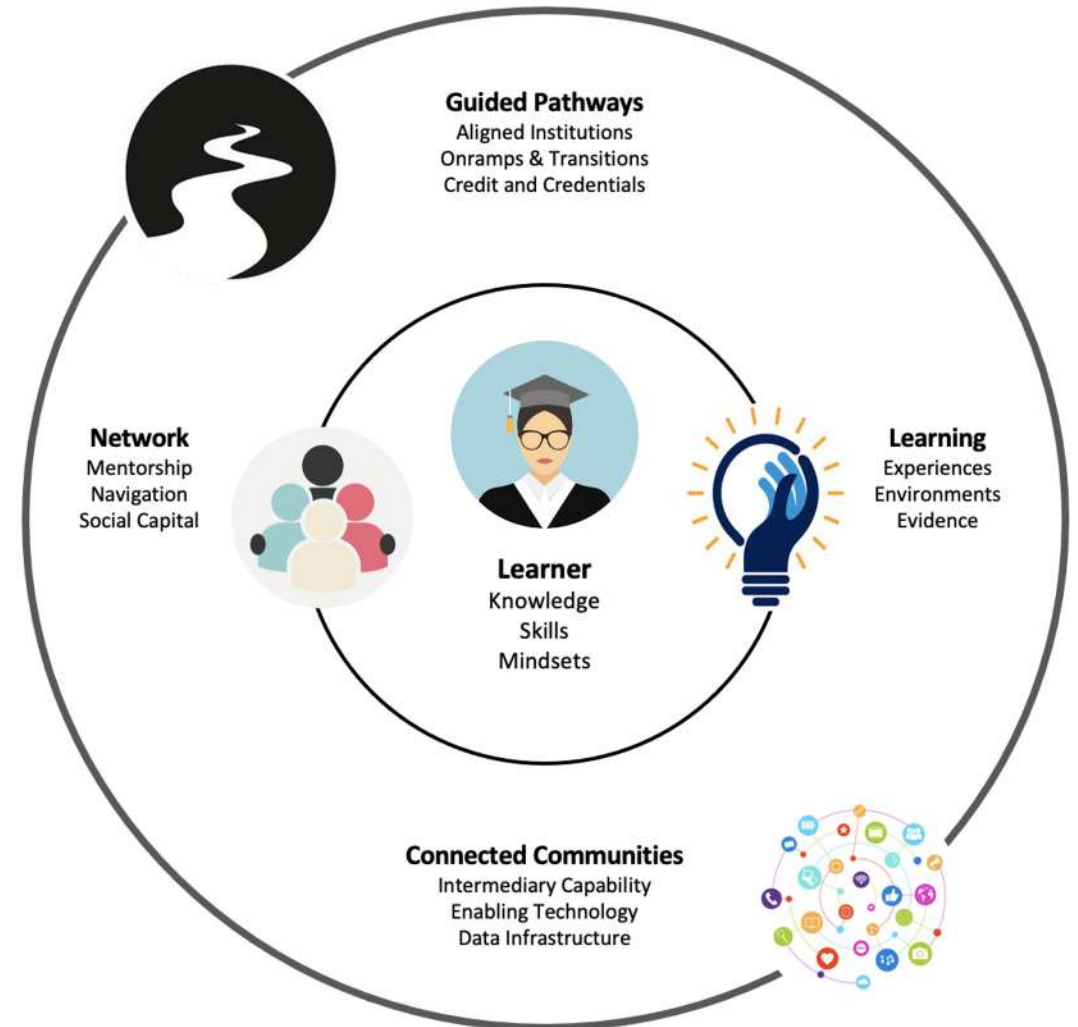
- Create student-centered, personalized, competency-based education systems that empower students.
- Utilize Innovation Zones to advance mastery-based learning and to remove barriers to advance student-centered learning.
- Invest in new learning designs.
- Invest in assessment literacy for educators, parents, and students.



# Call to Action: Invest in the Learner Promise

## Recommendations

- Focus on “Purpose.” Create a north star. What do students need to know and do?
- Provide the necessary—and sometimes disproportionate level of—resources to each learner to interrupt historical inequities and cultivate each learner’s unique talents and interests.
- Build a knowledge-sharing ecosystem by facilitating structures for shared learning, improvement, and sensemaking.





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**Thank you for joining us and for your leadership.**

**Participate in our 1 minute survey  
by following the link in the chat.**



## **BREAKOUT SESSIONS**

**October 25, 2021  
12:00-1:00 PM ET**

### **TO JOIN:**

Zoom links available on  
Aurora Institute Symposium  
website and program book.

**A Journey – Lessons About Student Learning During COVID-19 and Implications for Current Practice**

**Aligning Systems Change in Three Urban Districts – Rethinking the District Role in Leading for Student Agency**

**Centering Young People in Pathways Systems Change**

**Personalizing State-Wide Transformation**

**Taking an Ecosystem Approach to Meeting the Diverse Needs of Learners in Response to COVID-19 and Beyond**

## BREAKOUT SESSIONS

October 25, 2021  
1:15-2:15 PM ET

### TO JOIN:

Zoom links available on  
Aurora Institute Symposium  
website and program book.

**Connections at the Center: Innovative Approaches to Relationship-Centered School Designs**

**Equity-Seeking Transformation as a Core COVID-19 Recovery Strategy**

**One Good Question: How Three New School Models Shifted from Redesign to COVID-19 Implementation**

**Ready for the Challenge: How Student-Centered Schools Have Innovated, Adapted, and Gauged their Success in a Global Pandemic**

**Reimagining Washington's Education System Through Mastery-Based Learning and a Profile of a Graduate**

**The Future of Accountability: Learning Lessons from Local Accountability Pilots to Inform Transformational Change**

**Transformative Learning Experiences in Post-COVID-19 School: Lessons from an Alternative School on Re-Engaging Youth in their Learning**

## BREAKOUT SESSIONS

October 25, 2021  
2:30-3:30 PM ET

### TO JOIN:

Zoom links available on  
Aurora Institute Symposium  
website and program book.

**Agency by Design: Making Learning Engaging**

**Designing a Personalized, Competency-Based Learning System of Professional Learning: Placing Collaboration, Flexibility, and a Bias Towards Action at the Core**

**Elevating Student Experiences to Build Equitable Learning Environments and Outcomes Together: Learn How to Utilize a Free Research-Based Survey to Highlight and Support 6th-12th Grade Student Voices**

**Equitable Access to Learning through Competency-Based School Choice Models**

**From Standards-Based to Competency-Based Learning: One District's PK-12 Story**

**Our Journey to Equitable Community Engagement in Springfield**

**Supporting All Teachers as Teachers of English Learners: A Micro-Credential, Competency-Based Approach to Teacher Professional Learning**

**Upgrading Our Educators' Job Descriptions for Student-Centered Success: Bringing the Portrait of a Future Educator to Life**



## POWER SESSIONS AND PROGRAMS TO WATCH

October 25, 2021  
3:40-4:00 PM ET

### TO JOIN:

Zoom links available on  
Aurora Institute Symposium  
website and program book.

Colorado's Graduation Guidelines: An Implementation Study

Diversifying the Teaching Profession through AmeriCorps Service: City Year's Teacher Pathway Initiative

Leveraging Integrated and Holistic Learning Solutions to Support Literacy

Leveraging Open System Leadership to Create Equitable Pathways with Authentic Shared Ownership – and Redefined Roles – Across K-12, Higher Education, Workforce, and Community Partners

Reimagining Civic Education Through Museum and Community-Based Learning

#RethinkCurriculum: A Model That Increases Learners' Engagement and Success with High-Quality, Culturally-Relevant, Competency-Based Learning Experiences

Shovel the Ramp Not the Stairs: Turning Inequality into Inclusive Instruction

Speak Truth to Power: Action Research of Graduation Pathways

The Student Experience Survey: Actionable Data Connected to Culturally Responsive Teaching

Whole-Child Design: How To Use The Science of Learning and Development to Redesign Classrooms, Schools, and Systems and Accelerate Healthy Development, Learning, and Thriving