

The logo for the Aurora Institute Symposium. It features a stylized white starburst icon above the word "AURORA" in a serif font. Below "AURORA" is the word "INSTITUTE" in a sans-serif font, and below that is the word "Symposium" in a script font. The entire logo is centered on a blue background with a collage of images showing people at various events.

AURORA INSTITUTE Symposium

OCTOBER 24 – 26, 2022 | VIRTUAL

WELCOME TO OPENING DAY!

#Aurora22

THANK YOU TO OUR SPONSORS:



**Barr
Foundation**





Welcome

- **Introduce Yourself.**
 - We welcome you to introduce yourself in the chat.
- **Use the Chat.**
 - We welcome commentary, questions, and answers.
- **Share your Learning.**
 - Use #Aurora22 on Twitter and mention @Aurora_Inst.
- **We are recording the Symposium keynotes and breakout sessions.**
- **Session Zoom Links Are in Program Book:**
 - Zoom links for all sessions are in your Aurora Institute Symposium program book, email, and our website.



Symposium Agenda Overview

MONDAY, OCTOBER 24

11:00-11:50 AM ET – Opening Keynote
Igniting a Vision for Education Systems Transformation: Future Directions in Policy and Practice

11:50 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

3:30-4:30 PM ET – Book Clubs

TUESDAY, OCTOBER 25

11:00-11:50 AM ET – Morning Keynote
Spotlighting Efforts to Transform Education Systems Toward Personalized, Competency-Based Learning

11:50 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

2:15-3:00 PM ET – Break

3:00-4:30 PM ET – Workshops

WEDNESDAY, OCTOBER 26

11:00-11:50 AM ET – Morning Keynote
Unlocking the Student Perspective: Meeting the Needs of All Students Through Personalized, Competency-Based Learning Designs

11:50 AM-12:00 PM ET – Break

12:00-1:00 PM ET – Breakout Sessions

1:00-1:50 PM ET – Lunch Break & Networking

1:50-2:00 PM ET – Break

2:00-3:30 PM ET – Workshops

3:30-4:15 PM ET – Closing Keynote
Future-Focused Promising Practices to Implement Personalized, Competency-Based Education



Opening Keynote

Igniting a Vision for Education Systems Transformation: Future Directions

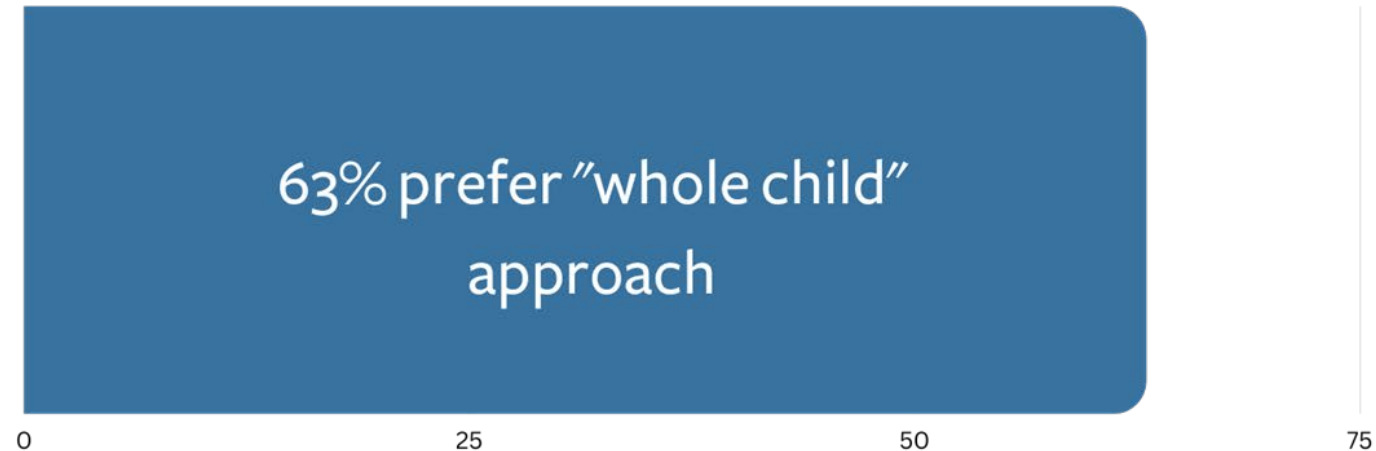
Susan Patrick, President & Chief Executive Officer, Aurora Institute

October 24, 2022

#Aurora22



Parents Want “Education Reimagined”

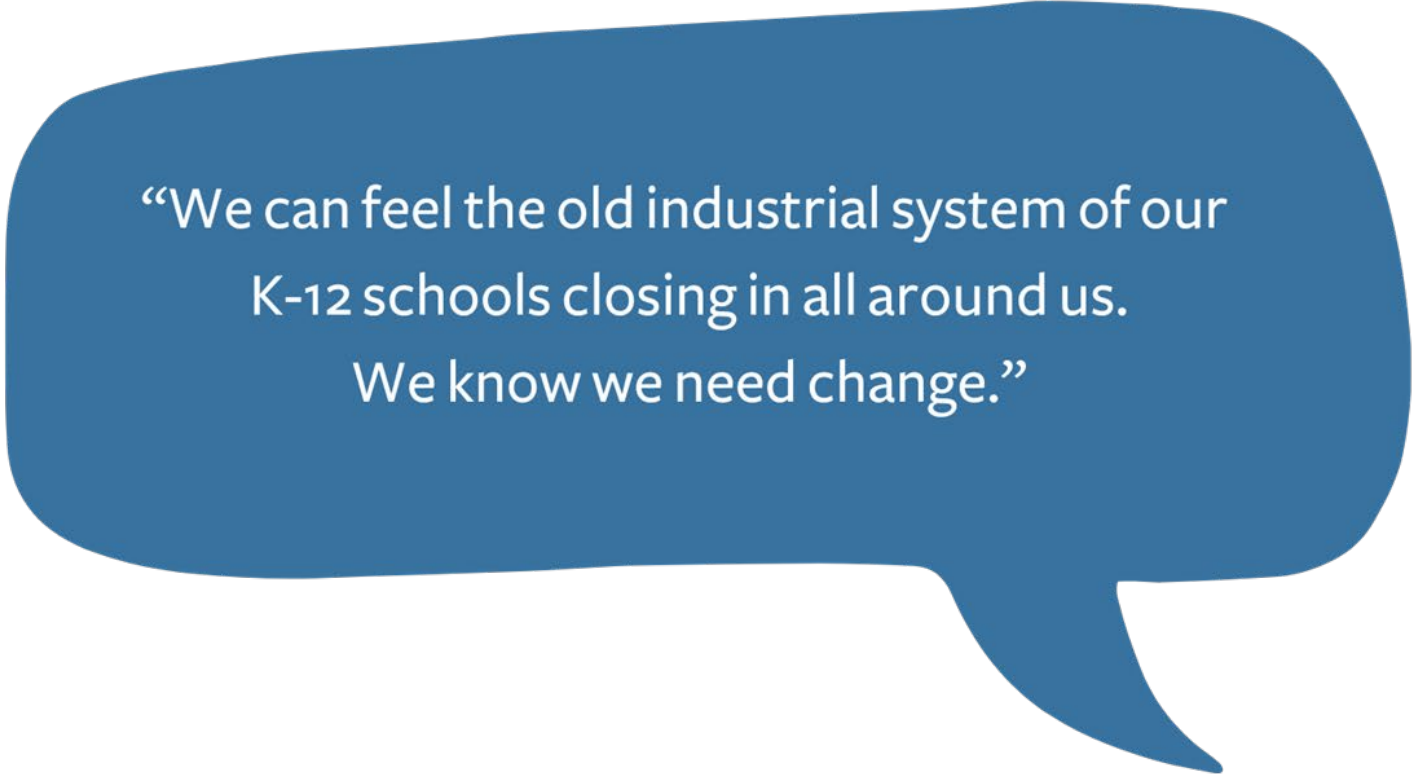




Goals

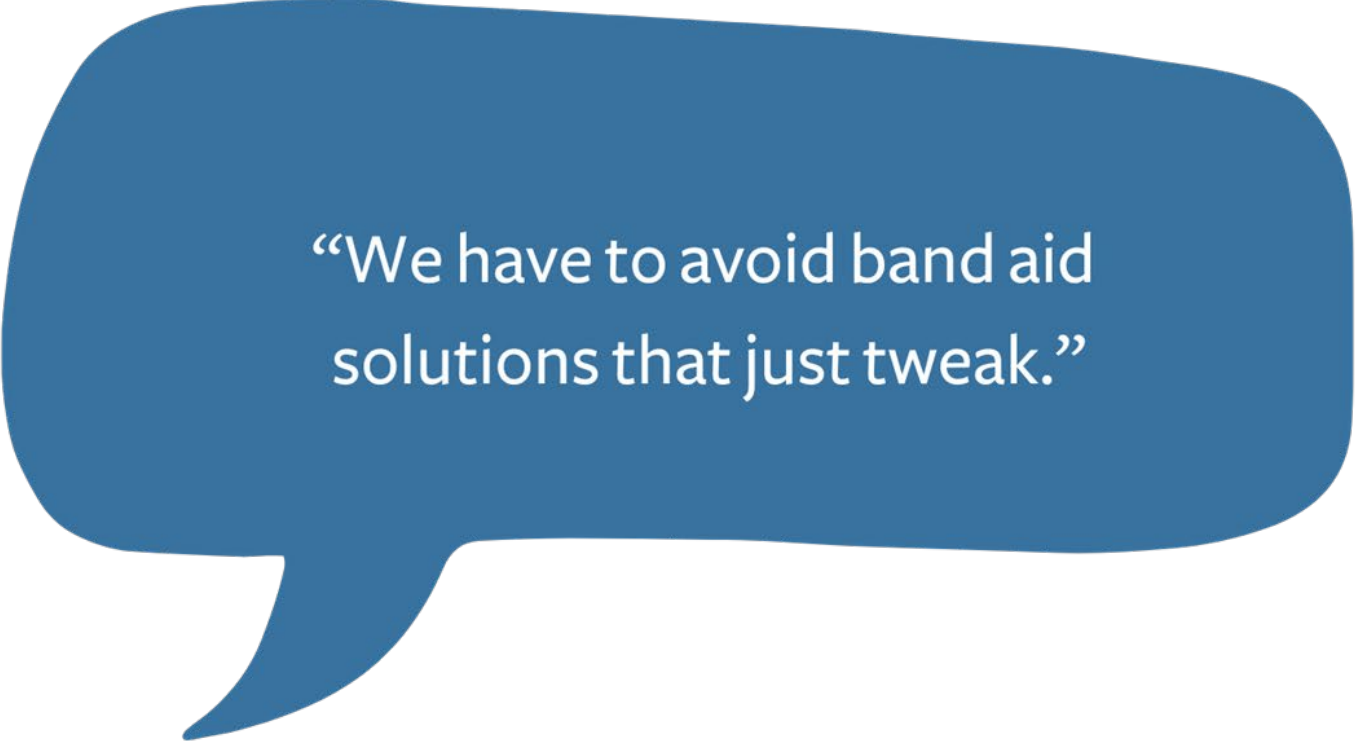
- **Flaws of the Traditional System**
- **Definitions: CBE, PL, SCL**
- **What It Looks Like**
- **What States Can Do**
- **How to Get Started**

What We're Hearing




“We can feel the old industrial system of our
K-12 schools closing in all around us.
We know we need change.”

What We're Hearing




“We have to avoid band aid solutions that just tweak.”

What We're Hearing



“Getting rid of time constraints is the single biggest barrier. It forces ranking and sorting of students into a de facto caste system. Maybe this is a technical challenge in policy, but it has important implications for significant change.”

What We're Hearing



“Accountability in U.S. is unchanged in 21 years.
The frame we created and envisioned is not
leading to improved results.”

What We're Hearing



“Our system is designed for hierarchy to rank and sort kids to weed them out.”

Flaws of the Traditional System



Time-based



One-size-fits-all



**Advance with
learning gaps**



**Narrow set of
academic outcomes**

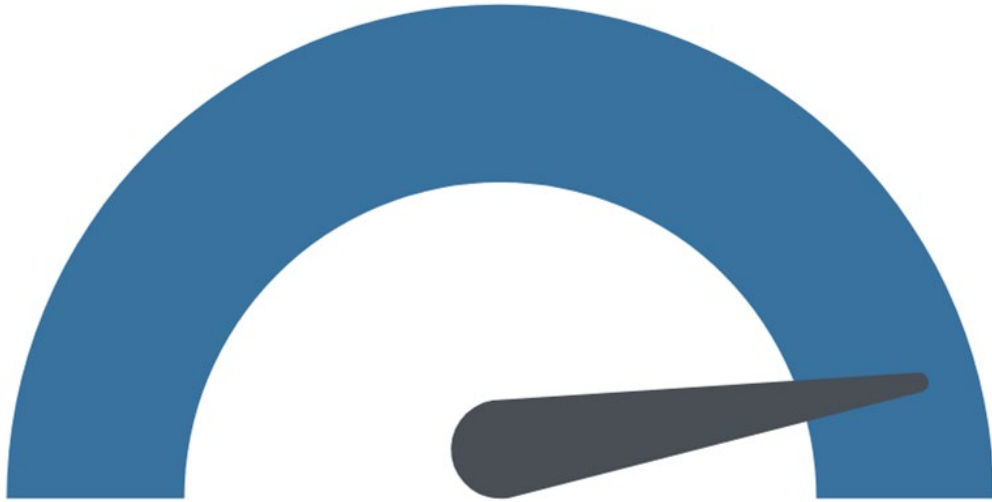


**Variable
expectations**



**Grading practices with
mixed and misleading
messages**

Students Proficient? Disconnect Between Perception & Reality



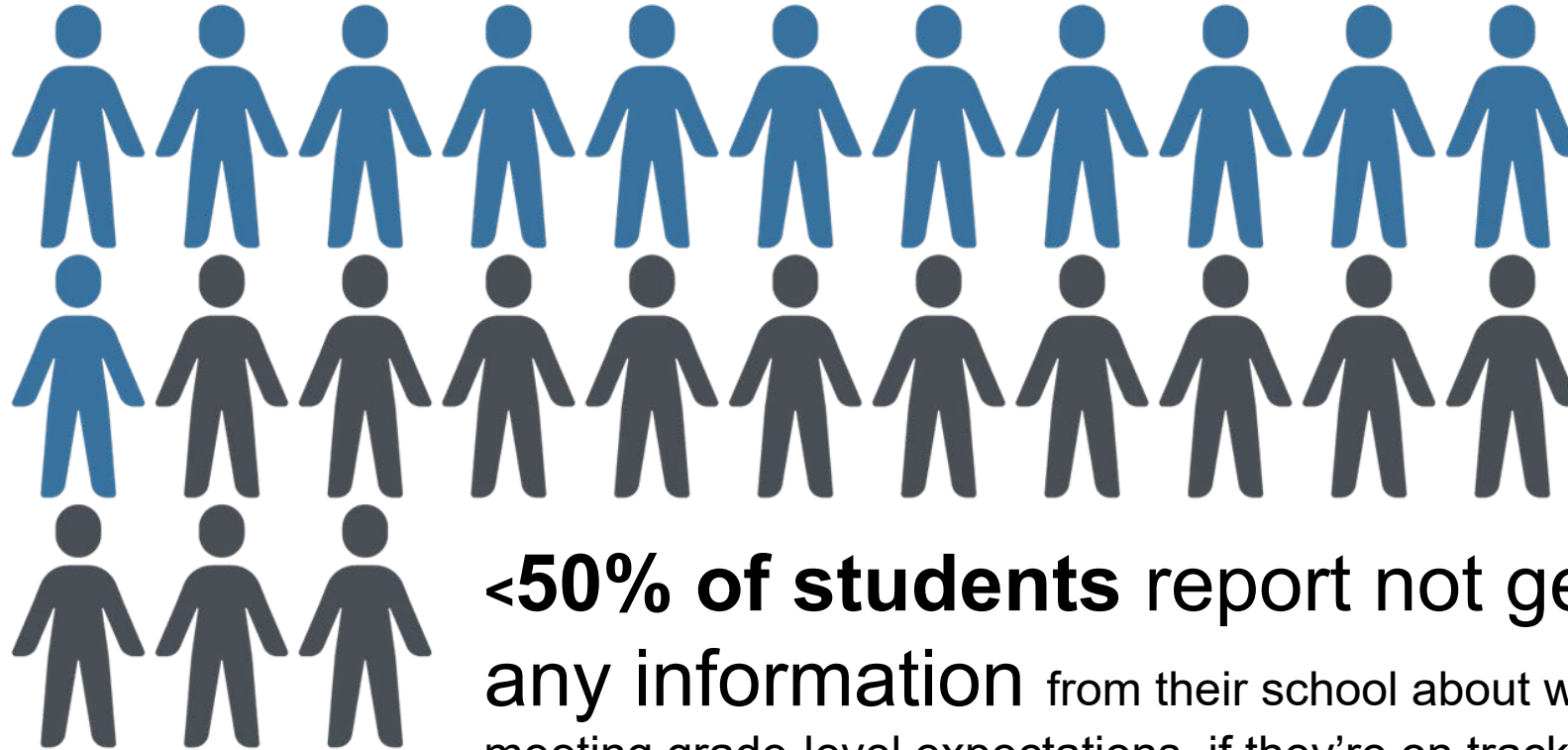
92% parents believe
their child is at or above grade
level in reading and math



But NAEP results show that **less than
a third of students** are proficient

Source: Learning Heroes, 2022

Students Are In the Dark About Their Own Learning



<50% of students report not getting any information from their school about whether they're meeting grade-level expectations, if they're on track to graduate from high school, or how much academic progress they've made this year.

Source: DCQ, KY Student Voice Team, The Harris Poll



1.2 million

STUDENTS LEAVING THE K-12
SYSTEM SINCE 2020





Definitions for Competency-Based Education, Personalized Learning, Student-Centered Learning

2011 Definition: Five Elements of Competency-Based Education



Students advance upon demonstrated mastery.



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



Competencies include explicit, measurable, transferable learning objectives that empower students.



Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.



Assessment is meaningful and a positive learning experience for students.

Defining Competency-Based Education

2011 DEFINITION OF COMPETENCY-BASED EDUCATION

1. Students advance upon demonstrated mastery.
2. Competencies include explicit, measurable, transferable learning objectives that empower students.
3. Assessment is meaningful and a positive learning experience for students.
4. Students receive timely, differentiated support based on their individual learning needs.
5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

2011



REVISED 2019 DEFINITION

1. **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.**
2. Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
3. Students receive timely, differentiated support based on their individual learning needs.
4. Students progress based on evidence of mastery, not seat time.
5. **Students learn actively using different pathways and varied pacing.**
6. **Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.**
7. Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

2019

Defining Personalized Learning

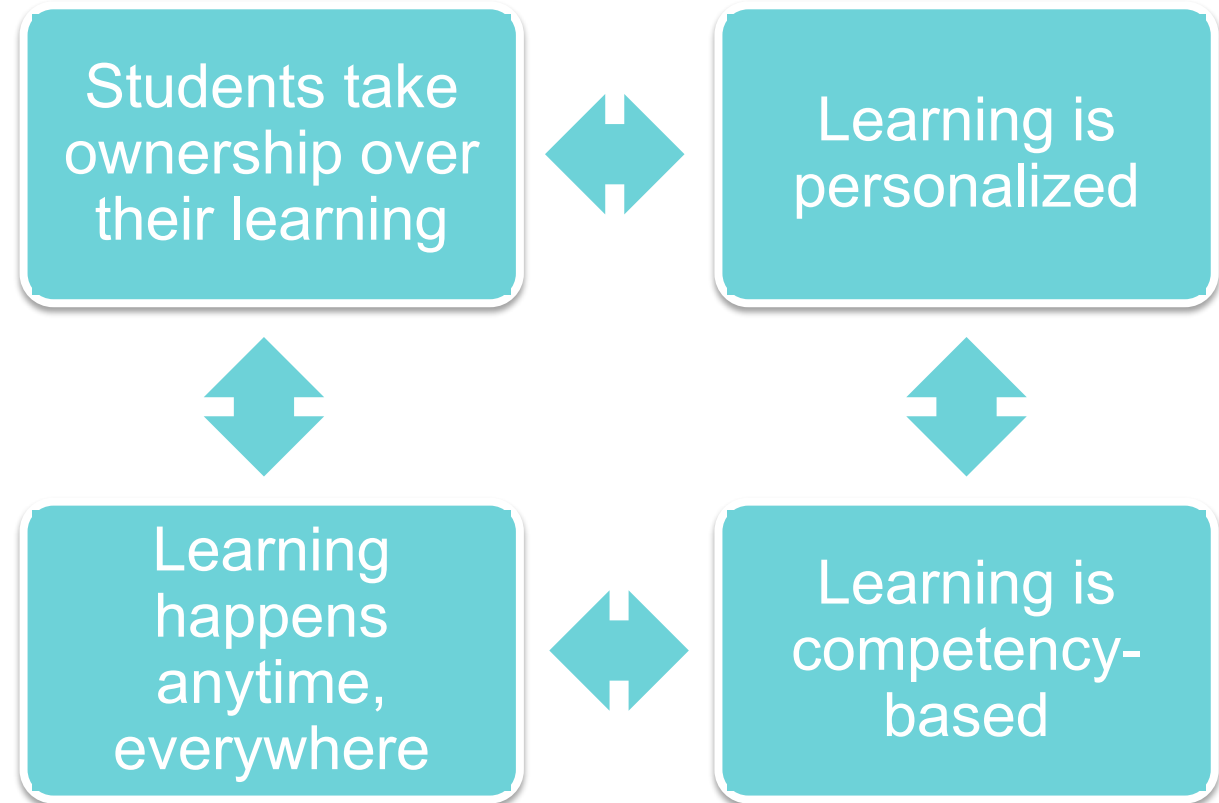
Tailoring learning for each student's strengths, needs, and interests – including enabling student voice and choice in what, how, when, and where they learn – to provide flexibility and supports to ensure mastery of the highest standards possible.

Mean What You Say:
Defining and Integrating Personalized,
Blended and Competency Education

Susan Patrick, Kathryn Kennedy and Allison Powell



Defining Student-Centered Learning





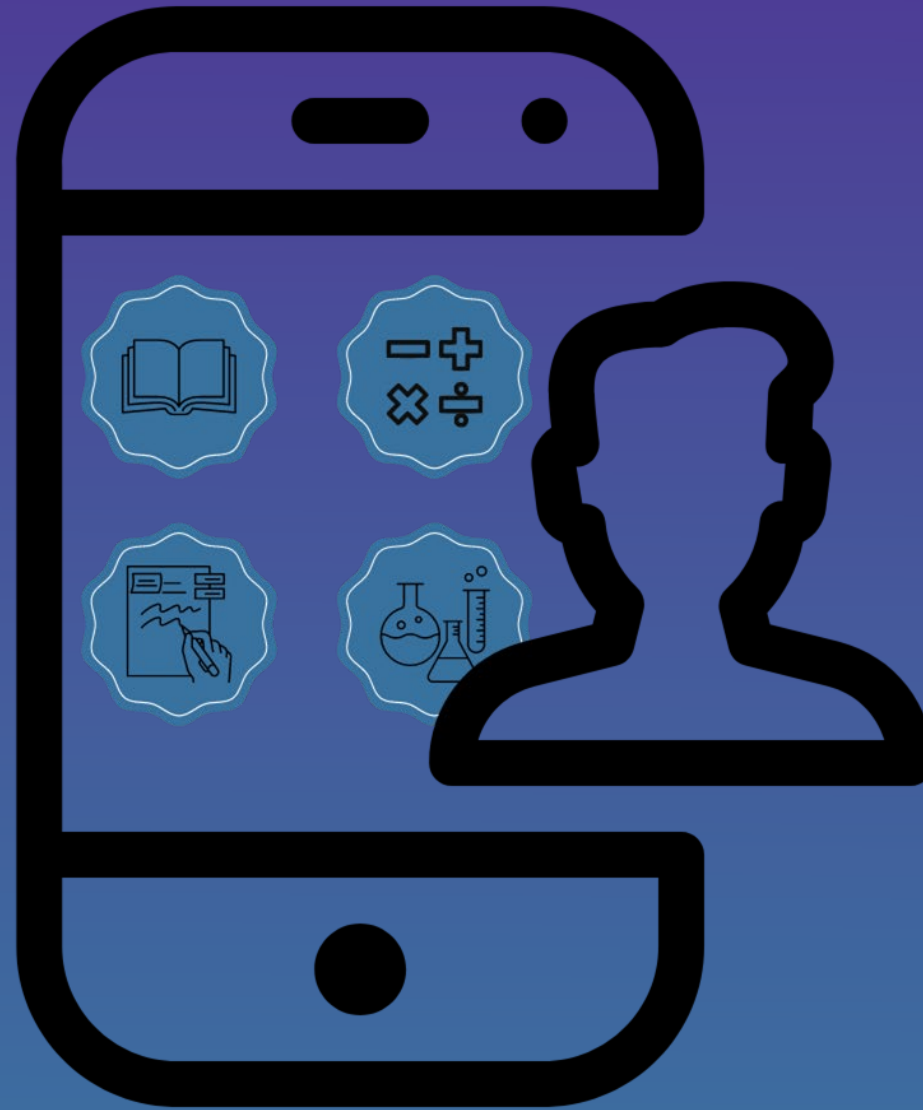




EDUCATION

2050







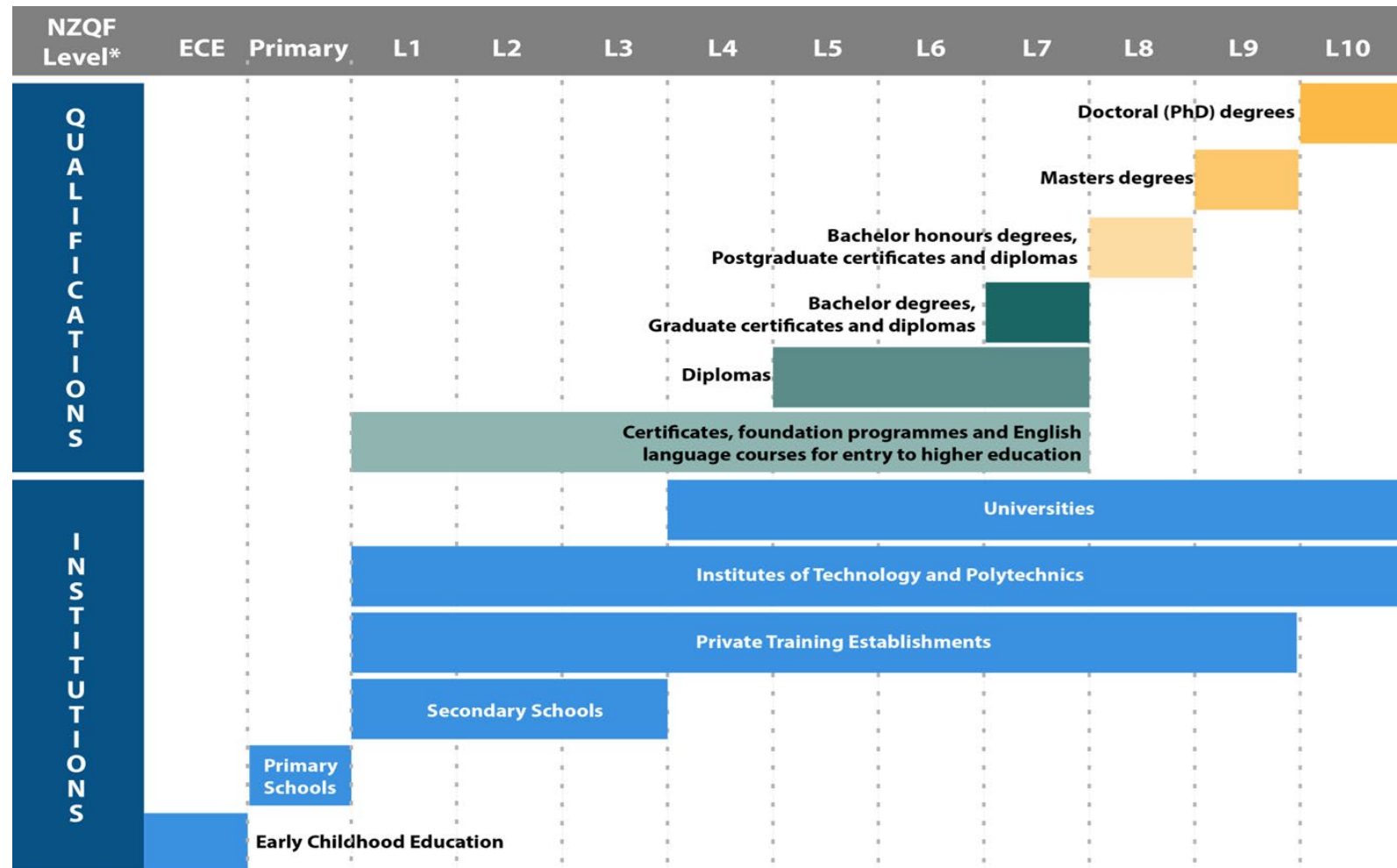


OECD LEARNING COMPASS 2030



Source: OECD

Rethinking Next Gen Credentials and CBE Qualifications Frameworks



*NZQF = New Zealand Qualifications Framework determined by NZQA



“

Reciprocal accountability can support the building of consensus on a set of shared objectives and values for the system.

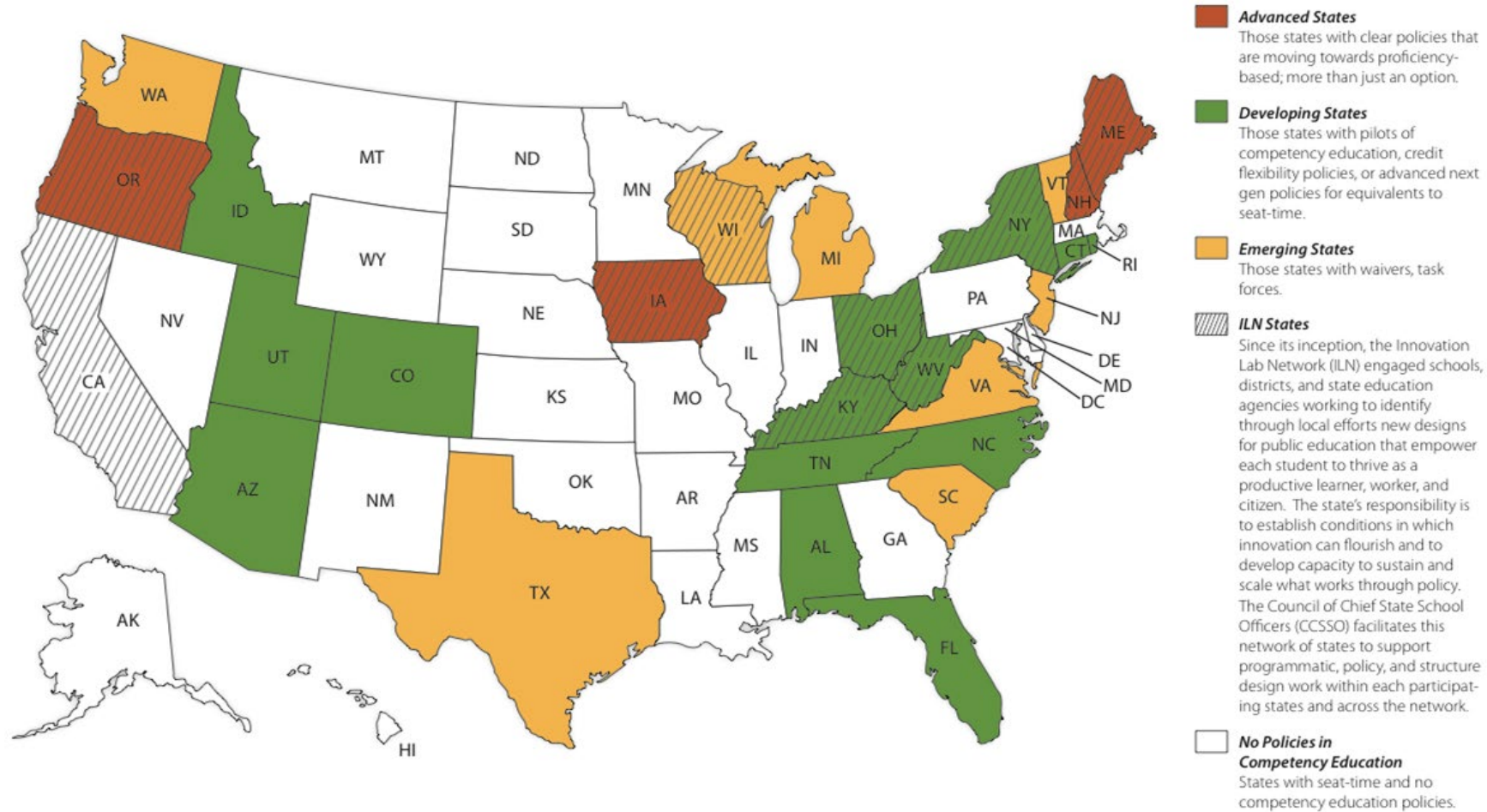
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Source: *Accountability in the New Zealand Schooling System*

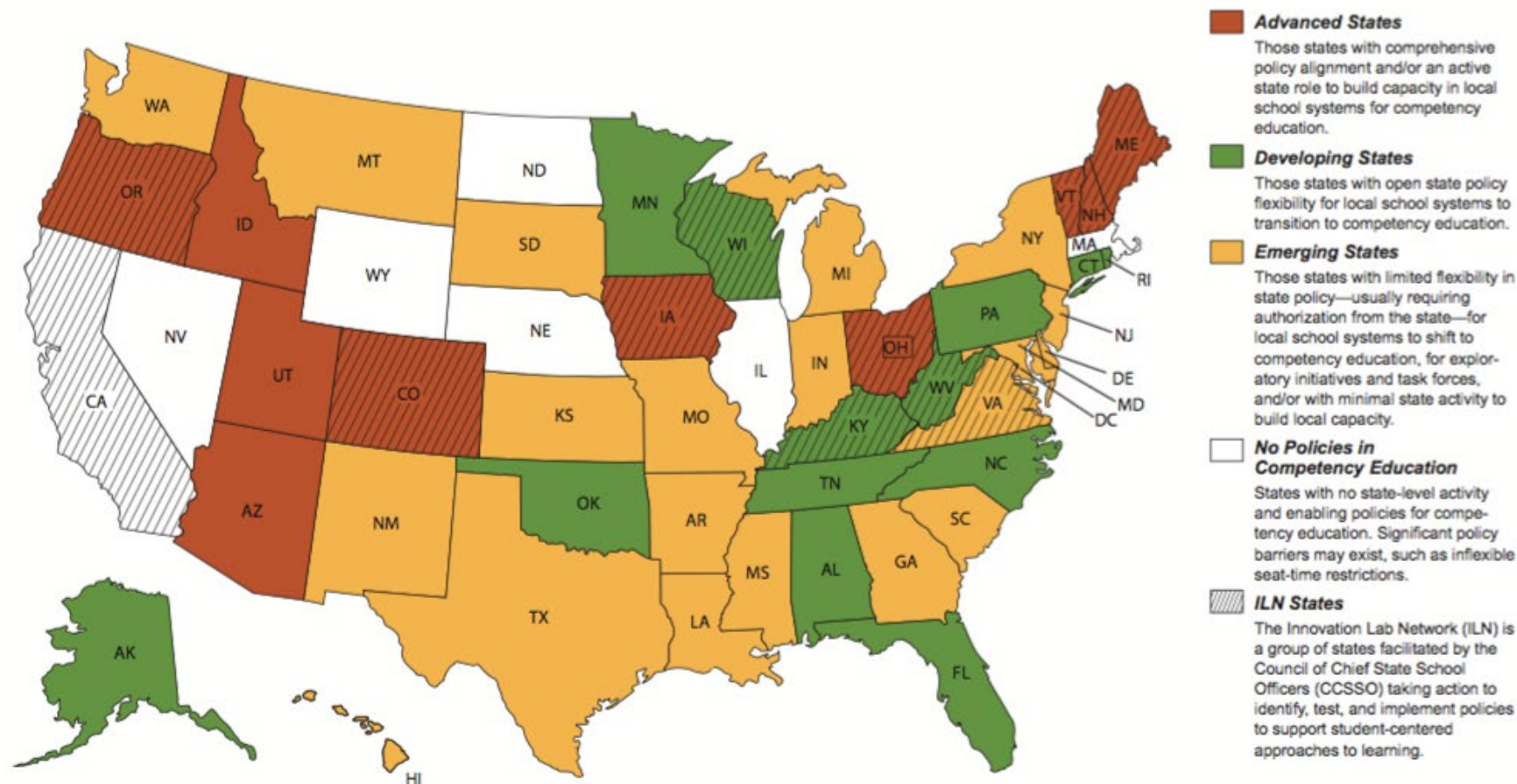


What States Can Do

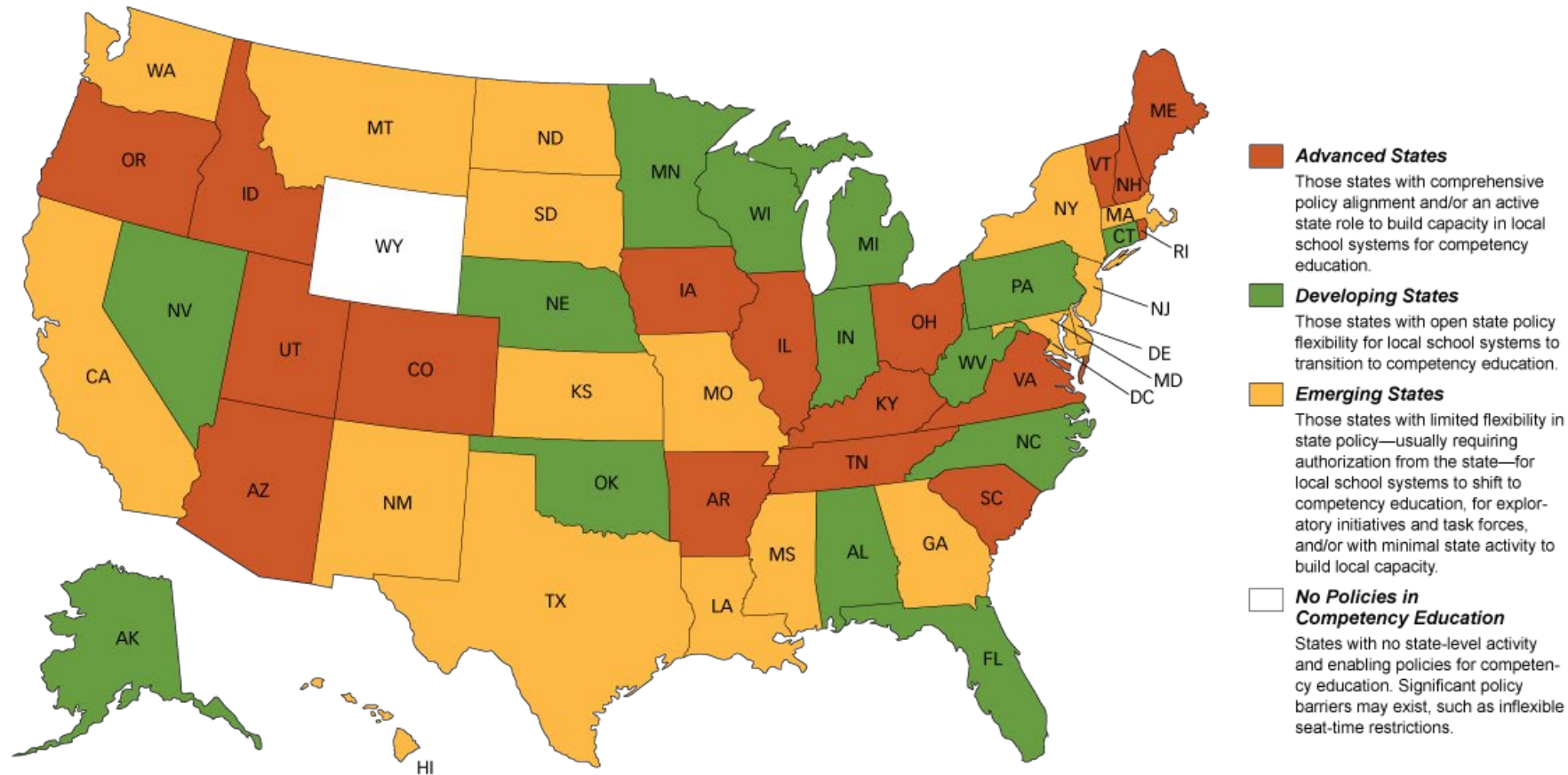
A Snapshot of K-12 Competency Education State Policy - 2012



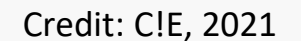
A Snapshot of K-12 Competency Education State Policy - 2016



A Snapshot of K-12 Competency Education State Policy - 2022



aurora-institute.org



State Policy Entry Points for Student-Centered, Competency-Based Education Systems

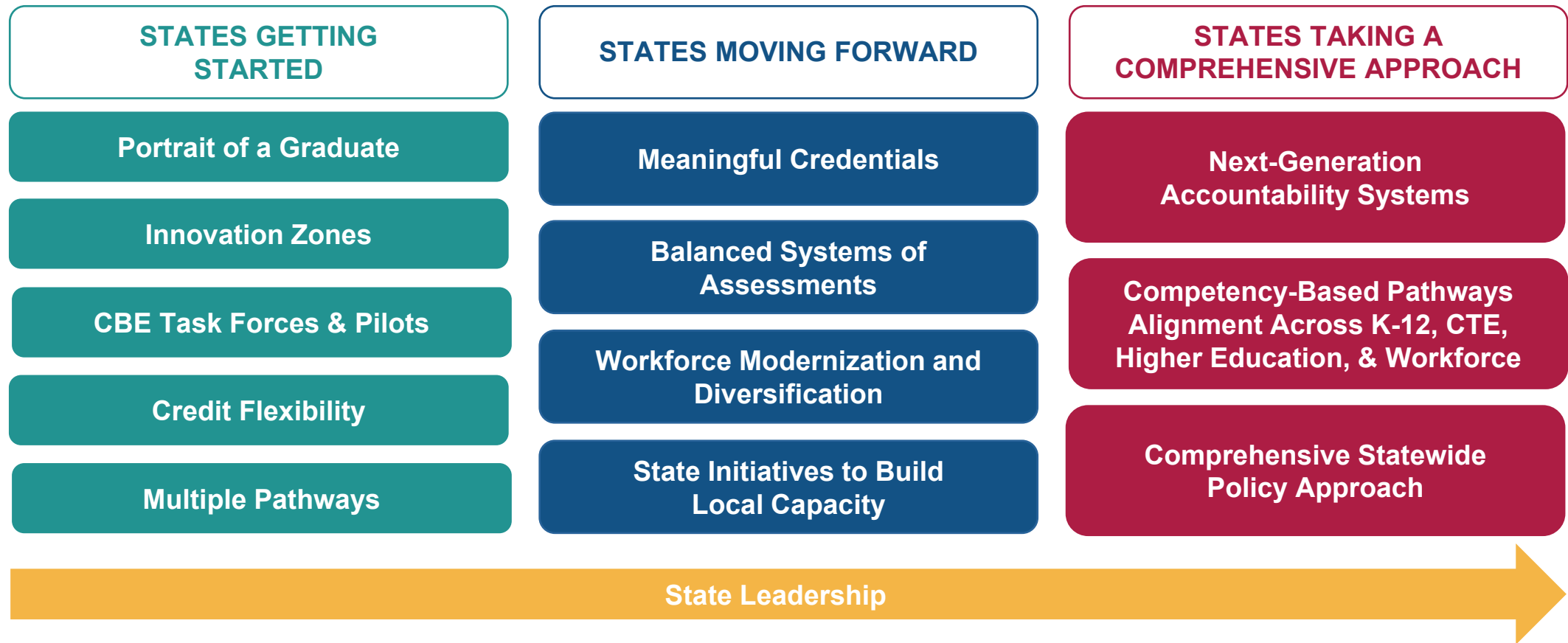






Photo by Areous Ahmad from Pexels



Allison Shelley for EDUImages



A New Dawn for
Every Learner

The logo for the Aurora Institute Symposium. It features a stylized white starburst or compass rose icon to the left of the word "AURORA" in a large, white, serif font. Below "AURORA" is the word "INSTITUTE" in a smaller, white, sans-serif font, and below that is the word "Symposium" in a white, italicized serif font. The entire logo is centered on a blue background that is a collage of various photos from the symposium.

AURORA INSTITUTE *Symposium*

OCTOBER 24 – 26, 2022 | VIRTUAL

Thank you for joining us and for your leadership.

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

#Aurora22

BREAKOUT SESSIONS

October 24, 2022
12:00-1:00 PM ET

TO JOIN:

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

A Personalized Approach to Professional Learning: Clear, Consistent, Cohesive, NOT One More Thing!

**A Student, a Community Member, and a Superintendent Walk Into a Room....
Lessons on Transforming Systems through Inclusive Co-Creation**

Achieving Education Equity: Engaging and Amplifying Student Voices

Awareness is Key: Why All Change Efforts Should Start Here

**Empowering and Elevating Student Voice in Policy Development and Discussions
in a Post-COVID-19 System**

**From The State House to the Classroom: Competency-Centered System Design
Catalyzes Equitable, Rigorous and Engaged Learning**

Students as Agents in Their Learning: The What, Why, and How

**Teachers of Color: District Pilots Designed to Increase Recruitment and
Retention**

BREAKOUT SESSIONS

October 24, 2022

1:15-2:15 PM ET

TO JOIN:

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

Avoiding the Pitfalls of Fake-quity? Our District's Journey Towards True Educational Equity

Creating Equitable, Community-Based, Learner-Centered Ecosystems: Where Learning Lives Everywhere

Enacting Equity-Seeking Habits While Redesigning Assessment and Accountability From Local Communities Up to the SEA in Kentucky

Partnering on the Path: Spring Lake Park Public Schools (MN) and LiFT Learning, a Journey to a Competency-Based Education System

Reimagining School in Rural America: The Transcend Rural Schools Design Community

The National Partnership for Student Success: Leveraging Federal Resources to Implement Holistic, Evidence-Based, People-Powered Student Supports

You've Designed Your Graduate Profile. What's Next? Learners Bringing it to Life.

BREAKOUT SESSIONS

October 24, 2022

2:30-3:30 PM ET

TO JOIN:

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

Achieving Diversity and Equity: Pathways to College Success and the Teaching Profession

Apapacho, The Story of a Teacher-Leader Network Supporting a Capstone Graduation Assessment, Defined by a Community-Developed Graduate Profile

Building a Professional Learning Program to Promote the Use of Performance Assessments at the Local Level

Demonstrating the Vision of the Graduate Through Capstone and Personal Interest Projects: What do the Students Say?

Designing a Process for Inclusive Innovation: A Radical Commitment to Equity

Measuring Progress and Growth in a Competency-Based Model

Strategies to Support Personalized, Competency-Based Learning Implementation at the District Level: Lessons Learned from Three States

We Are Empowered! Inclusive Environments, Enhanced Ownership of Learning, and Personalized, Competency-Based Pathways Have Transformed Our Education

Book Clubs: Meet the Experts with Authors

**October 24, 2022
3:30-4:30 PM ET**

TO JOIN:

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program book.

Becoming Einstein's Teacher: Six Steps to Awaken the Genius in Your Students

Define Your WHY: So You Can Live and Learn on Purpose

Developing an Evidence Base for Culturally Responsive & Sustaining Instruction

Meet the Free Agent Learners: Changing School from the Outside In

Redefining Student Success

Unpacking the Competency-Based Classroom: Equitable, Individualized Learning in a Professional Learning Community (PLC) at Work