CompetencyWorks

Reaching the Tipping Point

Insights on Advancing Competency Education in New England

January 11, 2017 2-3 PM ET

Speakers

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iNACOL
International Association for K-12 Online Learning

Our Speakers

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New Hampshire Department of Education

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Co-Founder

CompetencyWorks

Overview

- How is our understanding of competency education deepening?

- How is CBE advancing in each of the states?

- What are the policy features that can explain the different levels of progress in the NE states?

- What are lessons learned about implementing a goal-oriented policy strategy?

- What is the future direction and challenges for competency education in New England?

HOW IS OUR UNDERSTANDING OF COMPETENCY EDUCATION DEEPENING?

Five Elements of Competency Education

STUDENTS ADVANCE UPON DEMONSTRATED MASTERY

STUDENTS RECEIVE TIMELY AND DIFFERENTIATED SUPPORT

ALIGNED ASSESSMENTS ARE ROOTED IN THE CYCLE OF LEARNING

EXPLICIT AND TRANSPARENT LEARNING OBJECTIVES EMPOWER STUDENTS AND IMPROVE INSTRUCTION

STUDENTS DEVELOP AND APPLY A BROAD SET OF SKILLS AND DISPOSITIONS

Three Conditions for Competency Education

NURTURE A GROWTH MINDSET AND SAFE, RESPECTFUL CULTURE OF LEARNING

BUILD INTRINSIC MOTIVATION SO STUDENTS ALWAYS PUT THEIR BEST EFFORTS FORWARD

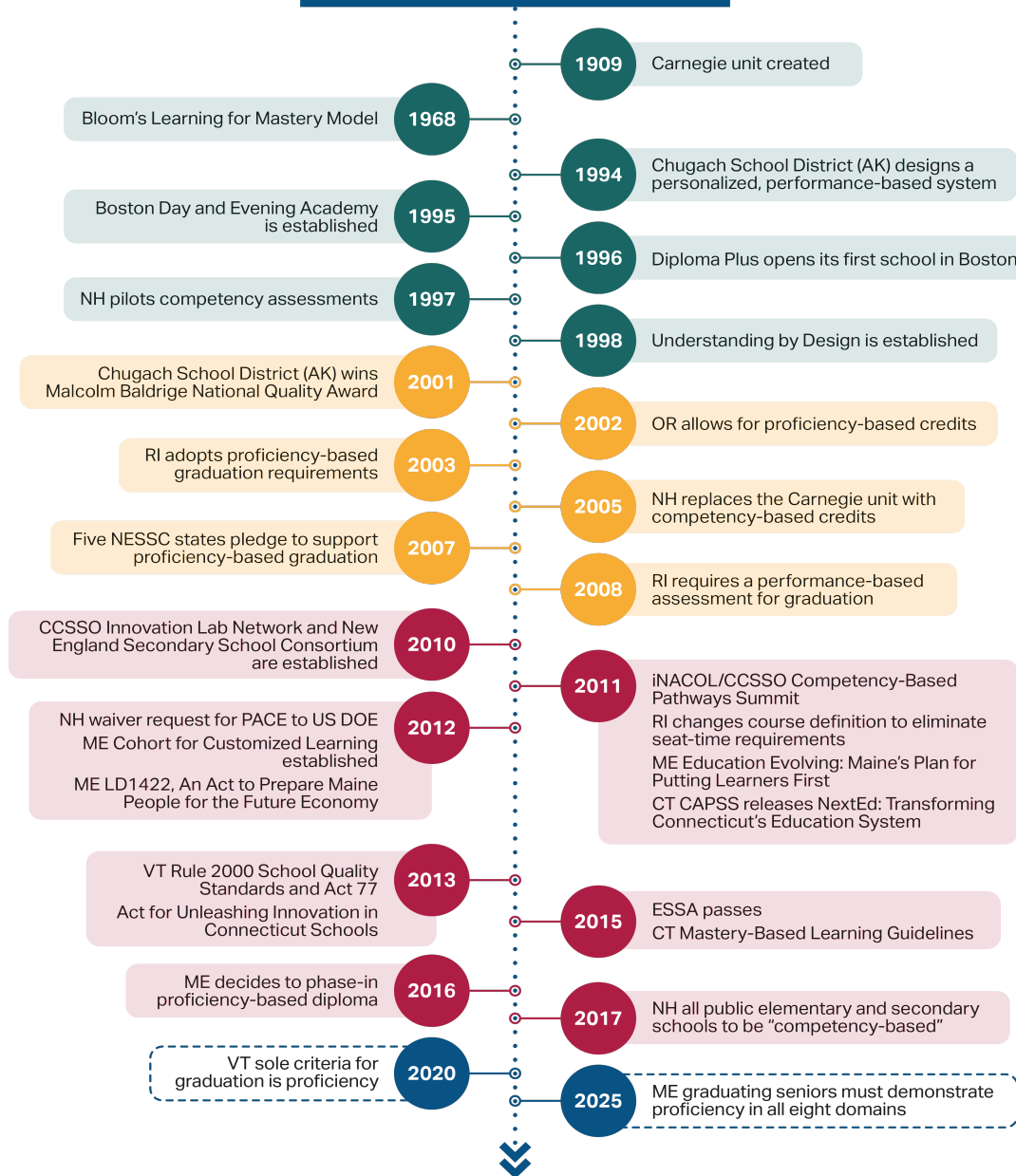**EMBED ACCOUNTABILITY INTO SCHOOL AND DISTRICT OPERATIONS**

How has your understanding of competency education deepened?

Discussion with Paul and David

HOW IS CBE ADVANCING IN EACH OF THE STATES?

TIMELINE
Competency Education in New England

1909 Carnegie unit created

1968 Bloom's Learning for Mastery Model

1994 Chugach School District (AK) designs a personalized, performance-based system

1995 Boston Day and Evening Academy is established

1996 Diploma Plus opens its first school in Boston

1997 NH pilots competency assessments

1998 Understanding by Design is established

2001 Chugach School District (AK) wins Malcolm Baldrige National Quality Award

2002 OR allows for proficiency-based credits

2003 RI adopts proficiency-based graduation requirements

2005 NH replaces the Carnegie unit with competency-based credits

2007 Five NESSC states pledge to support proficiency-based graduation

2008 RI requires a performance-based assessment for graduation

2010 CCSSO Innovation Lab Network and New England Secondary School Consortium are established

2011 iNACOL/CCSSO Competency-Based Pathways Summit

RI changes course definition to eliminate seat-time requirements

ME Education Evolving: Maine's Plan for Putting Learners First

CT CAPSS releases NextEd: Transforming Connecticut's Education System

2012 NH waiver request for PACE to US DOE

ME Cohort for Customized Learning established

ME LD1422, An Act to Prepare Maine People for the Future Economy

2013 VT Rule 2000 School Quality Standards and Act 77

Act for Unleashing Innovation in Connecticut Schools

2015 ESSA passes

CT Mastery-Based Learning Guidelines

2016 ME decides to phase-in proficiency-based diploma

2017 NH all public elementary and secondary schools to be "competency-based"

2020 VT sole criteria for graduation is proficiency

2025 ME graduating seniors must demonstrate proficiency in all eight domains

New Hampshire

- *Schools and Districts*
  - 16 leading districts with 90% districts making transition.
  - **More emphasis on CBE with growing understanding of personalized learning**

- *State Policy*
  - Carnegie credit to competency-based credit & revised ed code
  - Theory of change is supports, incentives, and co-design
  - Extended learning opportunities
  - Virtual Learning Academy Charter School

- *Initiatives That Can Inform*
  - NG2: Personalized Inclusive Education Pathways
  - Work-study practices based on developmental framework for essential skills and dispositions
  - PACE

Maine

- *Schools and Districts*
  - Moderate understanding of personalized, CBE
  - 80-90% making transition
  - 26 schools in League of Innovative Schools

- *State Policy*
  - **Proficiency-based diploma** and standards-based system
  - Early investments in networks/training, self-assessments, Guiding Principles, SEA support
  - Limited state investments since then...

- *Initiatives That Can Inform*
  - **Maine Cohort for Customized Learning & collaboratives**
  - Research on implementation by ME Education Policy Research Institute

Vermont

- *Schools and Districts*
  - 50% of districts received training
  - 23 schools in League of Innovative Schools

- *State Policy*
  - **Personalization & Proficiency**
    - Personalized learning plans, flexible pathways, proficiency-based graduation
  - Comprehensive system of assessments
  - Qualitative reviews

- *Initiatives That Can Inform*
  - VT Transferrable Skills Assessment Supports
  - School Quality Review Process

Connecticut

- *Schools and Districts*
  - Two districts are moving system-wide
  - 32 secondary schools in LIS

- *State Policy*
  - **Act for Unleashing Innovation**
  - Change in credit attainment requirements
  - Mastery-based Guidelines for Implementation

- *Initiatives That Can Inform*
  - **CAPSS: Role of school superintendents as leaders for change**

Massachusetts

- *Schools and Districts*
  - Early innovators
    - Diploma Plus
    - Boston Day, Evening Academy
    - Francis Parker Charter Essential School
  - Melrose

- *State Policy*
  - To date inactive on competency-based education although credits are not time-based

- *Initiatives That Can Inform*
  - District-led MA Consortium for Innovative Education Assessment
  - MAPLE—Massachusetts Personalized Learning EdTech Consortium

Rhode Island

- *Schools and Districts*
  - Emphasis on high schools
  - Grad requirements include PBA or exhibitions
  - **Little or no district wide transitions to K12 system**
  - Providence w/ Carnegie for 2 new schools
  - 17 schools in League of Innovative Schools

- *State Policy*
  - **"Diploma System"** including individualized plans, multiple opportunities and measures to demonstrate learning, multiple pathways, supports and interventions.
  - New strategic plan emphasizing personalized learning

- *Initiatives That Can Inform*
  - PASA extended learning using competencies
  - Scaling Up Performance Based Graduation Network
  - Performance Assessment for Learning Micro-Credential

How does this reflect your understanding of each of the states?

Questions from Participants

&

Discussion with Paul and David

POLICY FEATURES

Why move beyond policy permission?

Policies can help to:

- Clarify and focus on what matters most

- Increase broad-based support

- Ensure sustainability of meaningful work

- Make equity public

- Bring about change in schools and classrooms

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

Leverage Points

LEVERAGE
POINTS

Success
Factors

POLICY
FEATURES
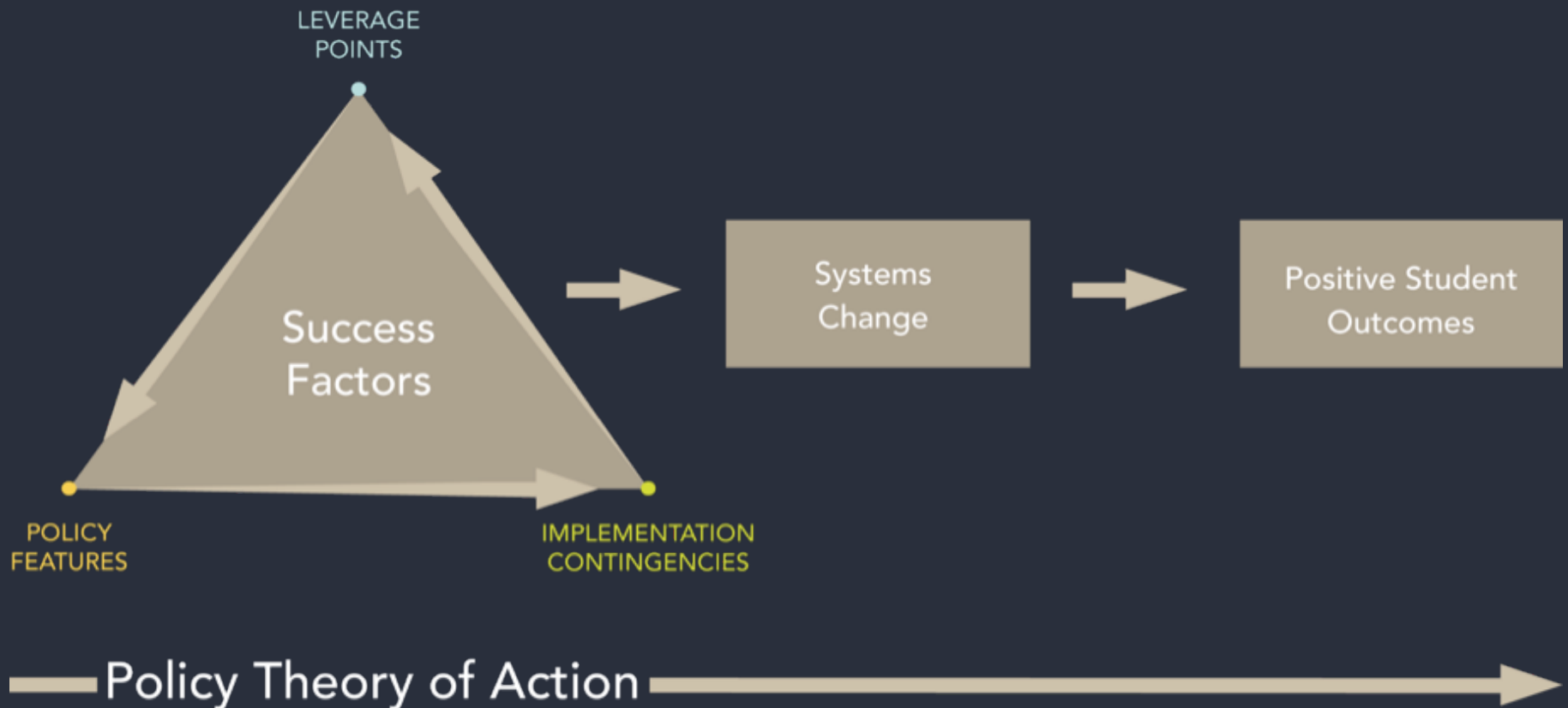
IMPLEMENTATION
CONTINGENCIES
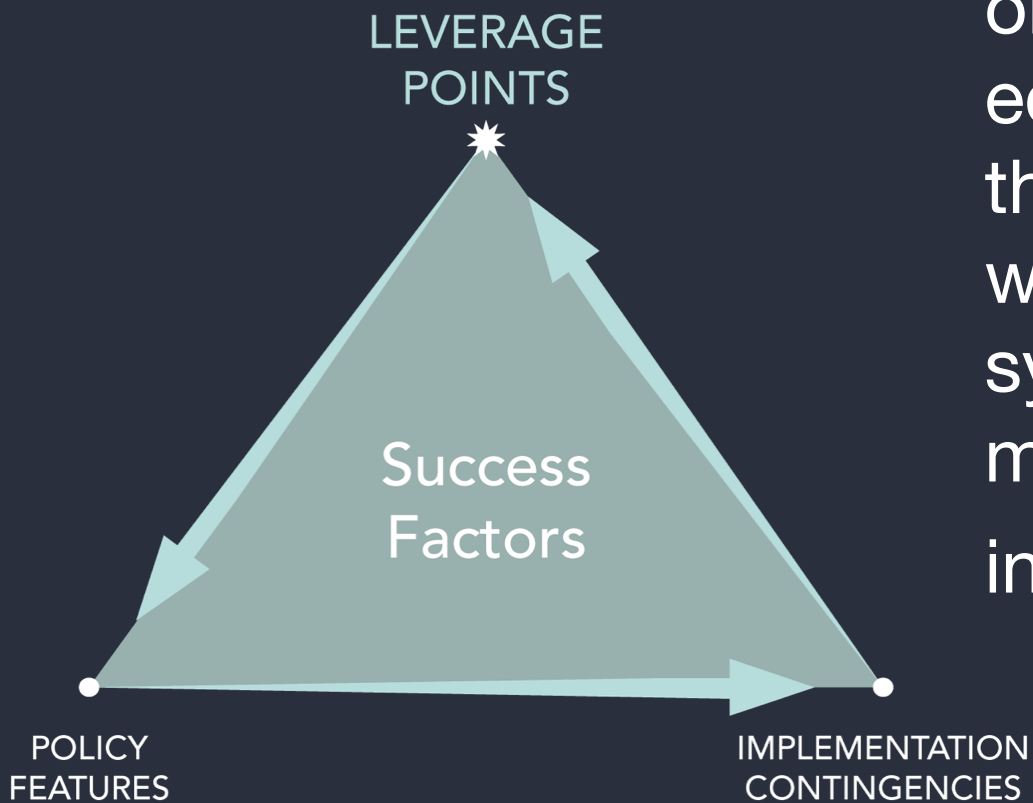
The intended objectives of an educational policy or the entry points within the educational system that policy makers desire to influence.

Policy Features

LEVERAGE
POINTS

Success
Factors

POLICY
FEATURES

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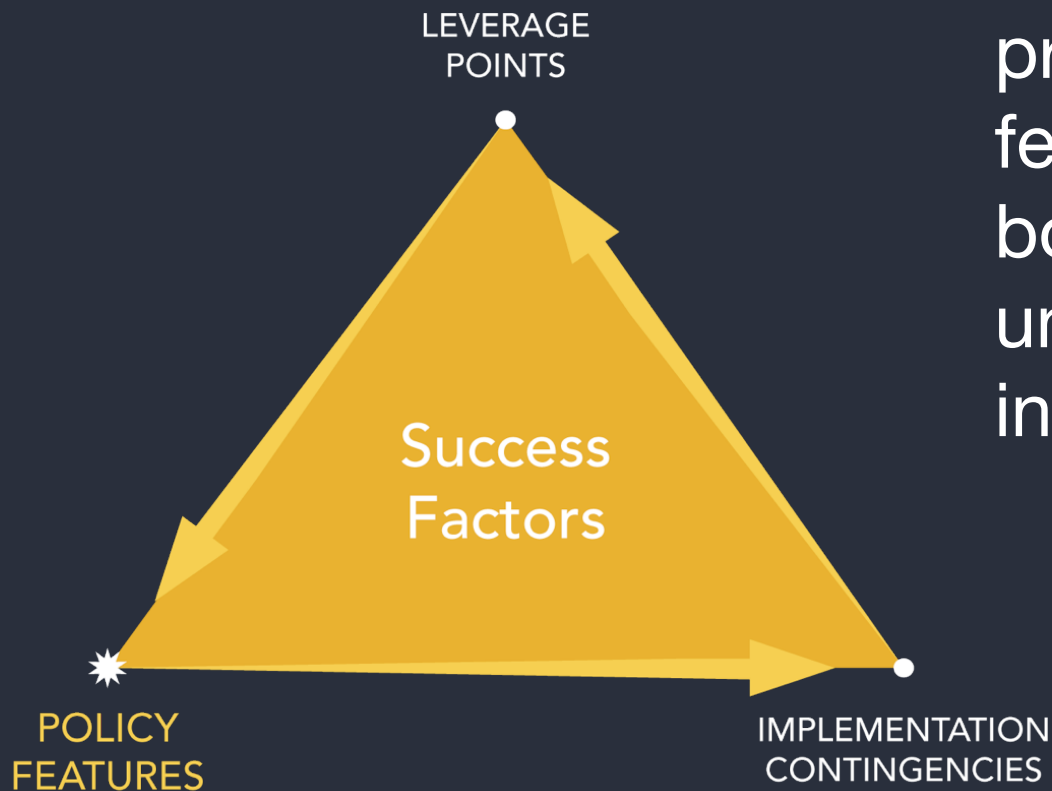
The intentional, predetermined features of a policy—both written and unwritten—as it was initially crafted.

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
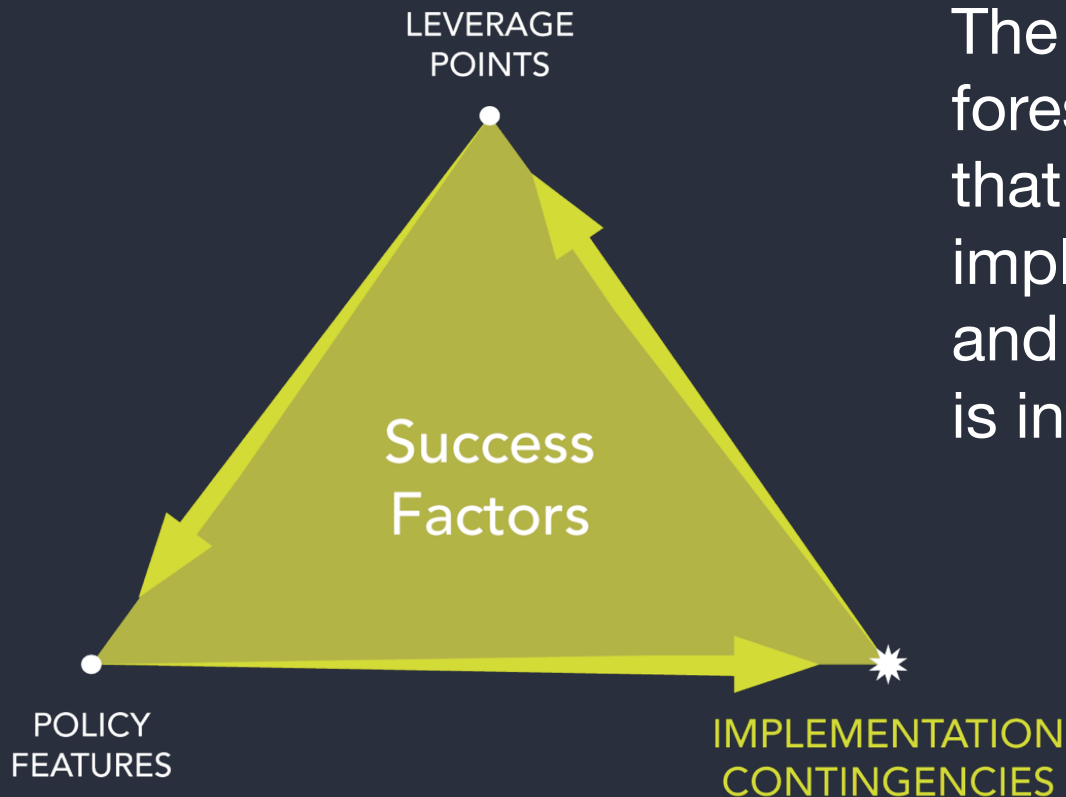
Policy Features: Capacity Needs
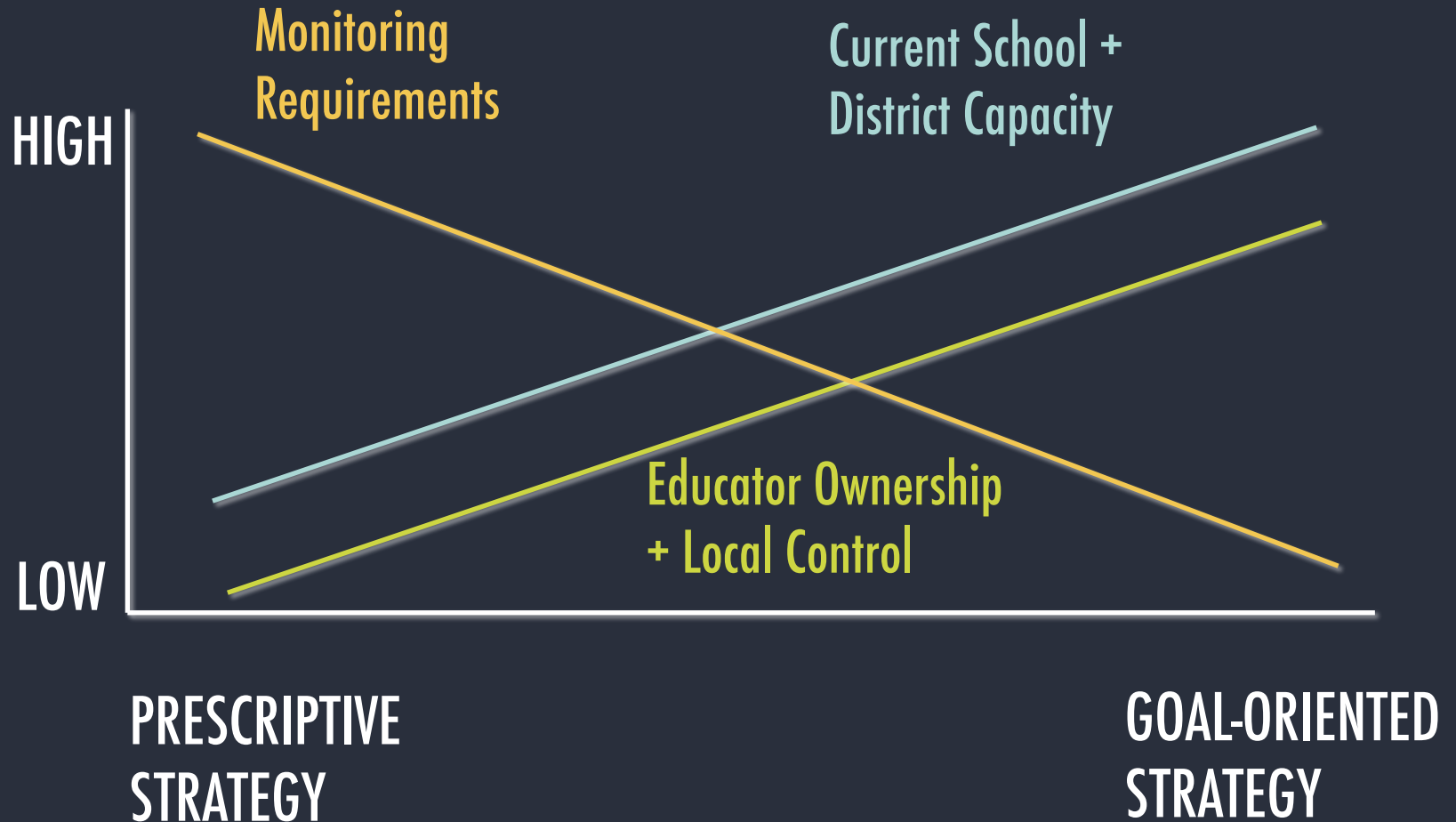
Policy Features: Capacity Needs
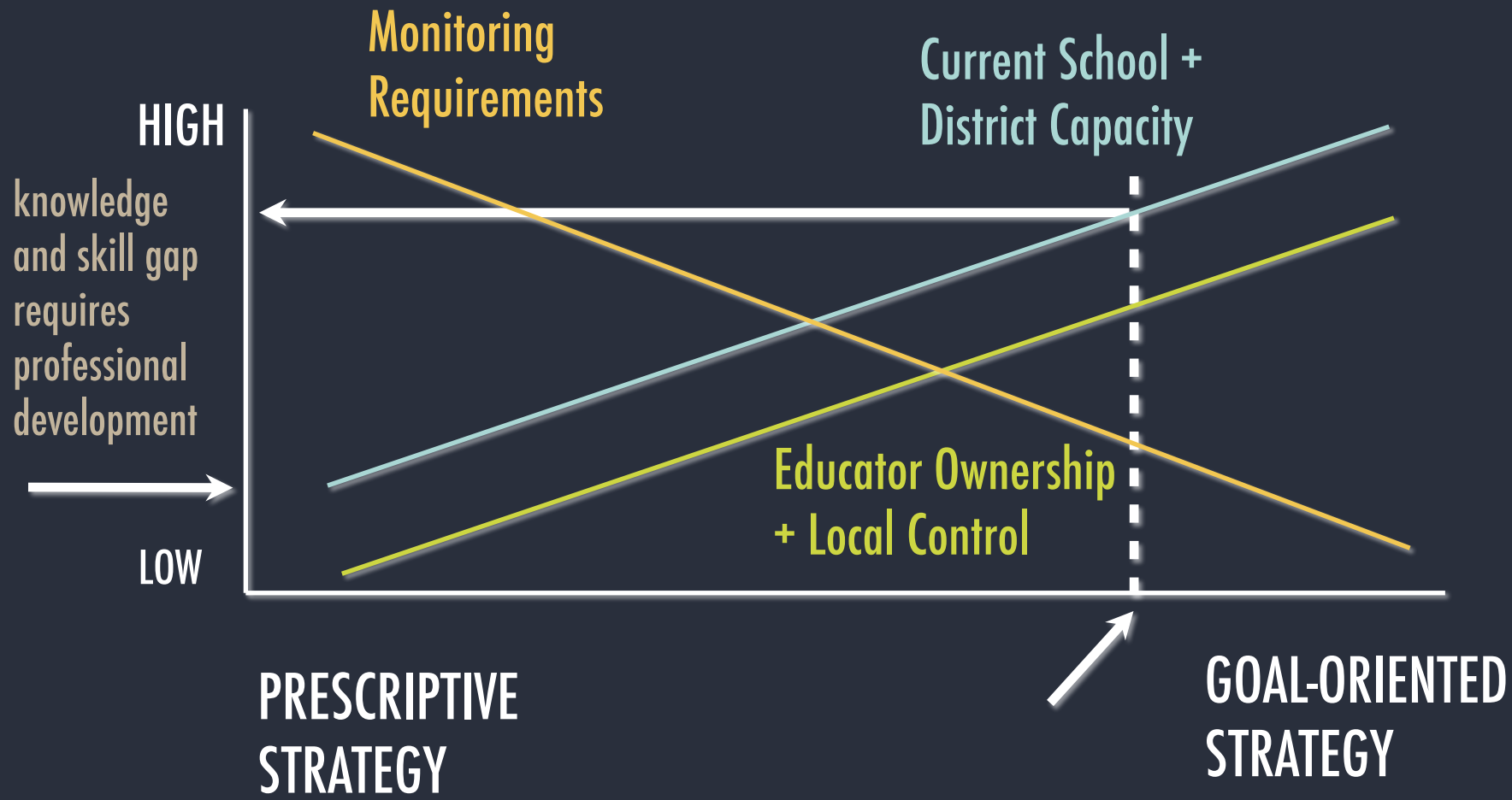
Policy Features: Capacity Needs

Implementation Contingencies

LEVERAGE POINTS

Success Factors

POLICY FEATURES
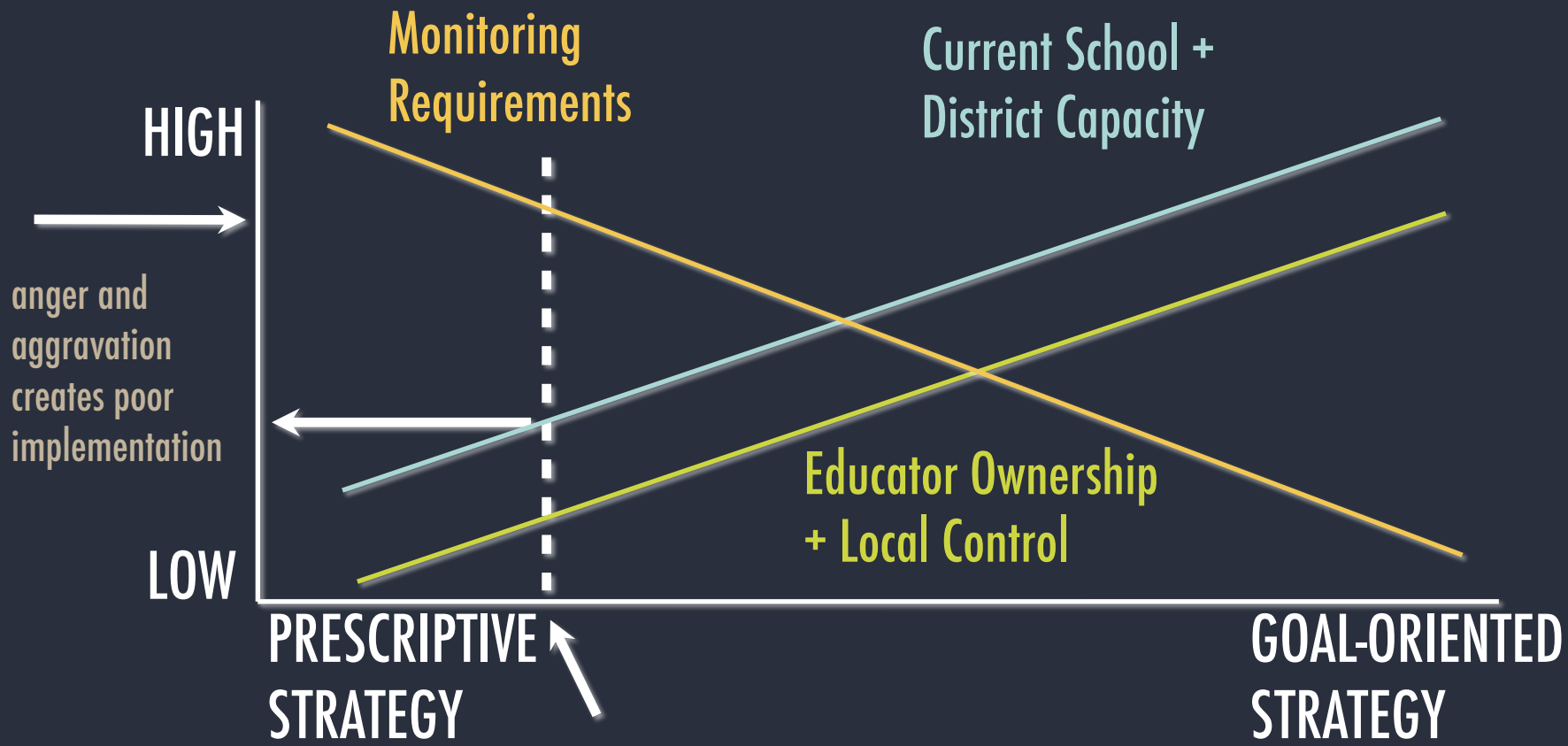
IMPLEMENTATION CONTINGENCIES

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.

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
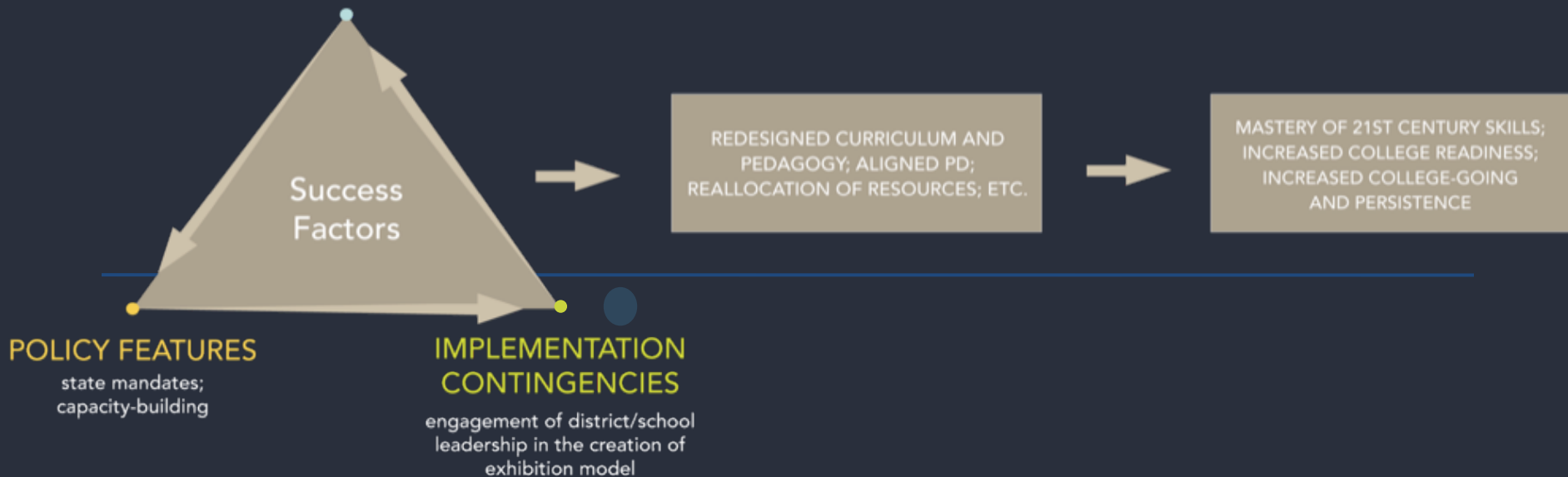
Personalized Learning

District and School Policy Checklist

✓ Graduation Requirements **(Policy File IKF)**

✓ Multiple Pathways **(Policy File IKFF)**

✓ Academic Recognition: Latin Honors and Grade Point Averages **(Policy File IKD)**

✓ Transcripts **(Policy File IKC)**

✓ Grading and Reporting System **(Policy File IKA)**

✓ Dual Enrollment and Early College **(Policy File IHCDA)**

✓ Assessment of Student Learning **(Policy File ILA)**

Personalized Learning
District and School Policy Checklist

✓ Promotion, Retention, and Acceleration **(Policy File IKE)**

✓ Demonstrations of Learning, Exhibitions, and Capstone Projects **(Policy File ILA)**

✓ Academic Interventions **(Policy File JCDL)**

✓ Personal Learning Plans **(Policy File ILAPL)**

✓ Portfolios **(Policy Files ILA and ILAPL)**

✓ Attendance **(Policy File JEA)**

✓ Academic Eligibility: Athletics and Co-Curricular Activities **(Policy File JJIC)**

Implications of policy features

Questions and Comments

MANAGING POLICY AND PRACTICE THROUGH RECIPROCAL ACCOUNTABILITY

Learning from the New Hampshire Experience

Richard Elmore's concept of "reciprocal accountability" is at the core of New Hampshire's model

"For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation. Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance."

~ Elmore, 2002, p.5

Aligned With the State's Vision—
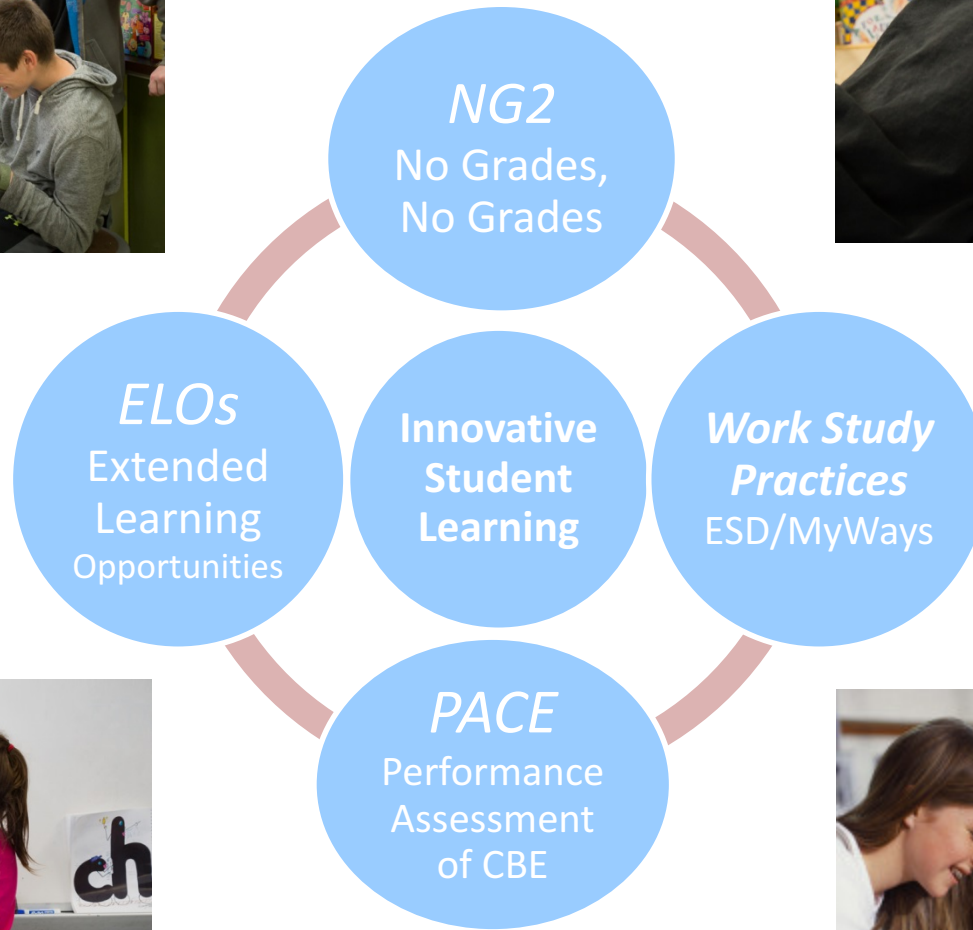# Core Values and the Instructional Core

*Includes a
pre-K-20 vision*
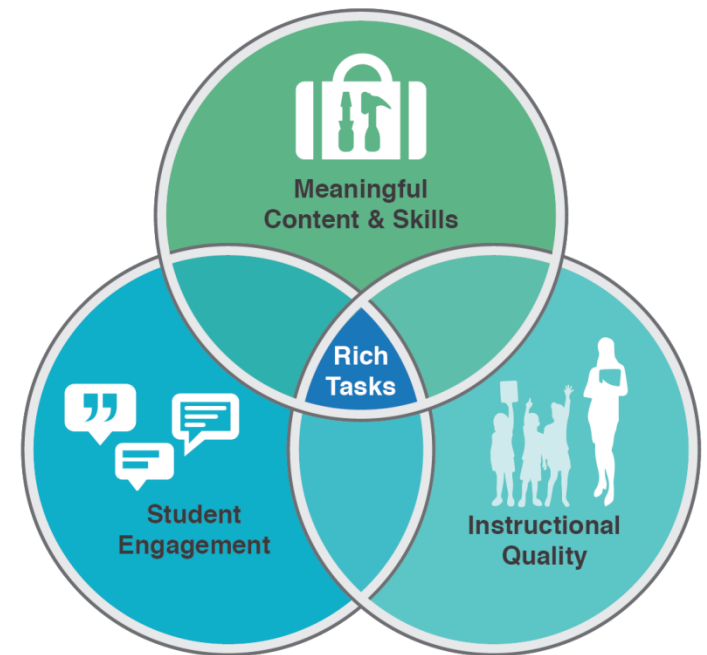
Who is PACE -- Which Districts/Schools?

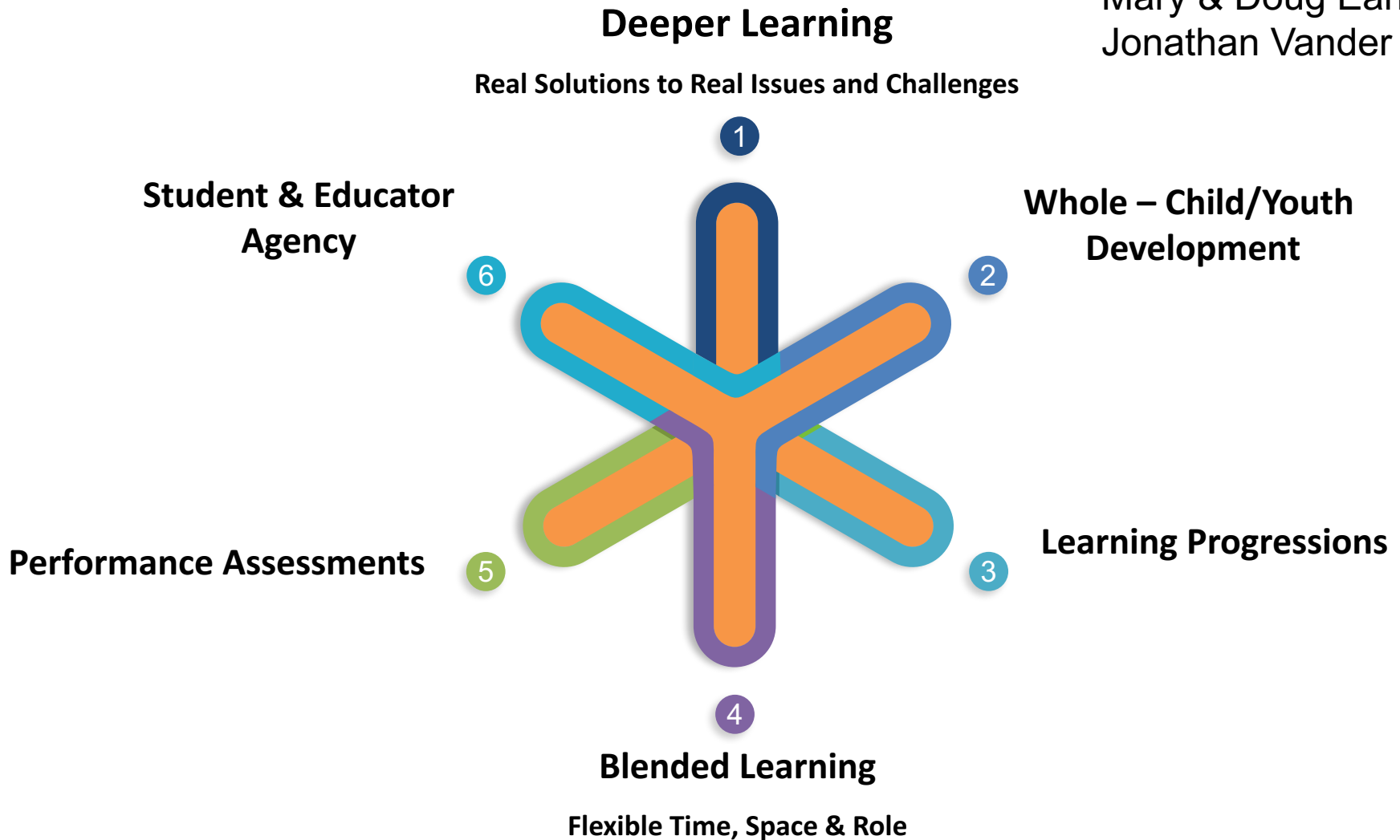| Tier 1 -- Year 1 (2014-15)	Additional Tier 1 -- Year 2 (2015-16)	Additional Tier 1 -- Year 3 (2016-17)	Tiers 2 and 3 – Year 3 (2016-17)
• Rochester • Sanborn Regional • Epping • Souhegan HS	• Concord • Monroe • Pittsfield • Seacoast Charter	• SAU 35 White Mountains • VLACS (as negotiated with USED)	• Allenstown • Fall Mountain • Plymouth • SAU 23 No Haverhill • SAU 58 Groveton • Manchester • Rollinsford • Ashland • SAU 39 Amherst and Mont Vernon

Organization to PACE Scaling

DoE/NH Learning Initiative PACE Management Team

Tier I Implementing Districts

Tier 2 Preparing Districts

Tier 3 Planning Districts

NG2
No Grades,
No Grades

Work Study
Practices
ESD/MyWays

Innovative
Student
Learning

ELOs
Extended
Learning
Opportunities

PACE
Performance
Assessment
of CBE

NHLI

Jonathan Vander Els

NG²: Personalized Inclusive Education Pathways

Deeper Learning

Real Solutions to Real Issues and Challenges

Mary & Doug Earick
Jonathan Vander Els

Student & Educator Agency

Whole – Child/Youth Development

Performance Assessments

Learning Progressions

Blended Learning

Flexible Time, Space & Role

CBE (No Grades: NG) + Multiage Learning (No Grades: NG) = NG²

Implications for states in managing a goal-oriented strategy

Questions and Comments

WHAT IS THE FUTURE DIRECTION AND CHALLENGES FOR COMPETENCY EDUCATION IN NEW ENGLAND?

Future Direction for New England?

1. ESSA? Department of Education and the Trump Administration?

2. Will leading states be able to sustain momentum? Has there been enough community engagement? Is there enough belief that this is the right direction that parents, community members and educators advocate for CBE?

3. Will additional states lift off?

4. Are we really meeting the needs of students with gaps and those that are already beyond grade level?

5. Will we see development of more robust models drawing on personalized learning, inquiry or project-based, and blended learning?

6. What research, metrics, and information management systems do we need and how can we put them into place so that we can determine if we are getting results?

NATIONAL SUMMIT ON K-12 COMPETENCY-BASED EDUCATION

If you have one year of experience in CBE, please consider joining a Technical Advisory Group