



An Introduction to K-12 Competency-Based Education

October 14, 2021



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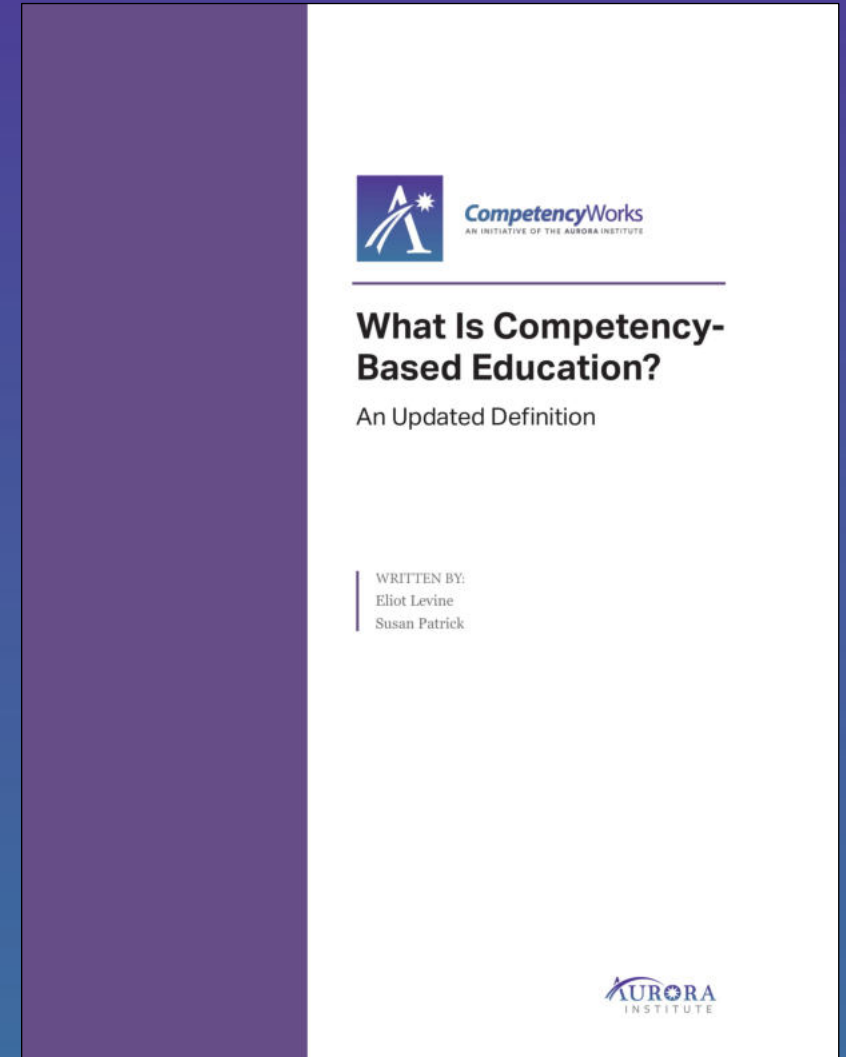
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Guiding Questions

- **What is competency-based education? What isn't it?**
- **Why should we change the system of learning?**
- **What policies are needed to catalyze CBE?**
- **What does CBE look like in practice?**
- **What resources are available to guide transformation toward CBE?**

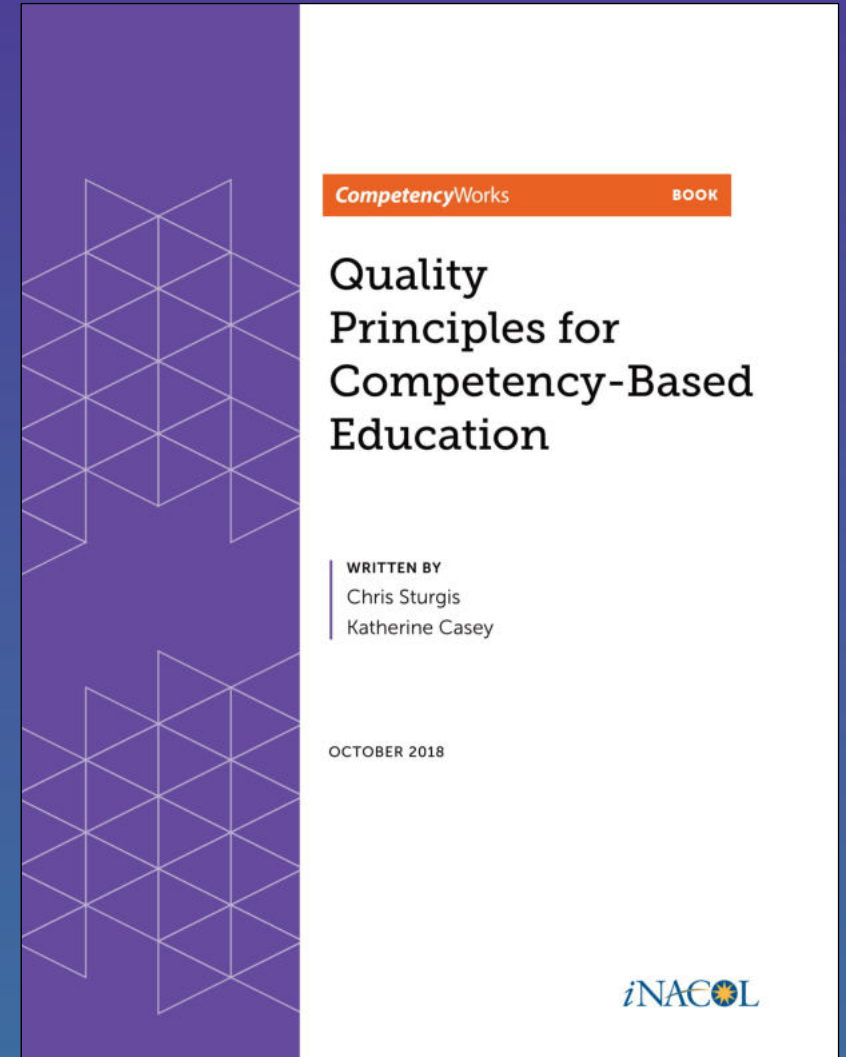
Definition of Competency-Based Education

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



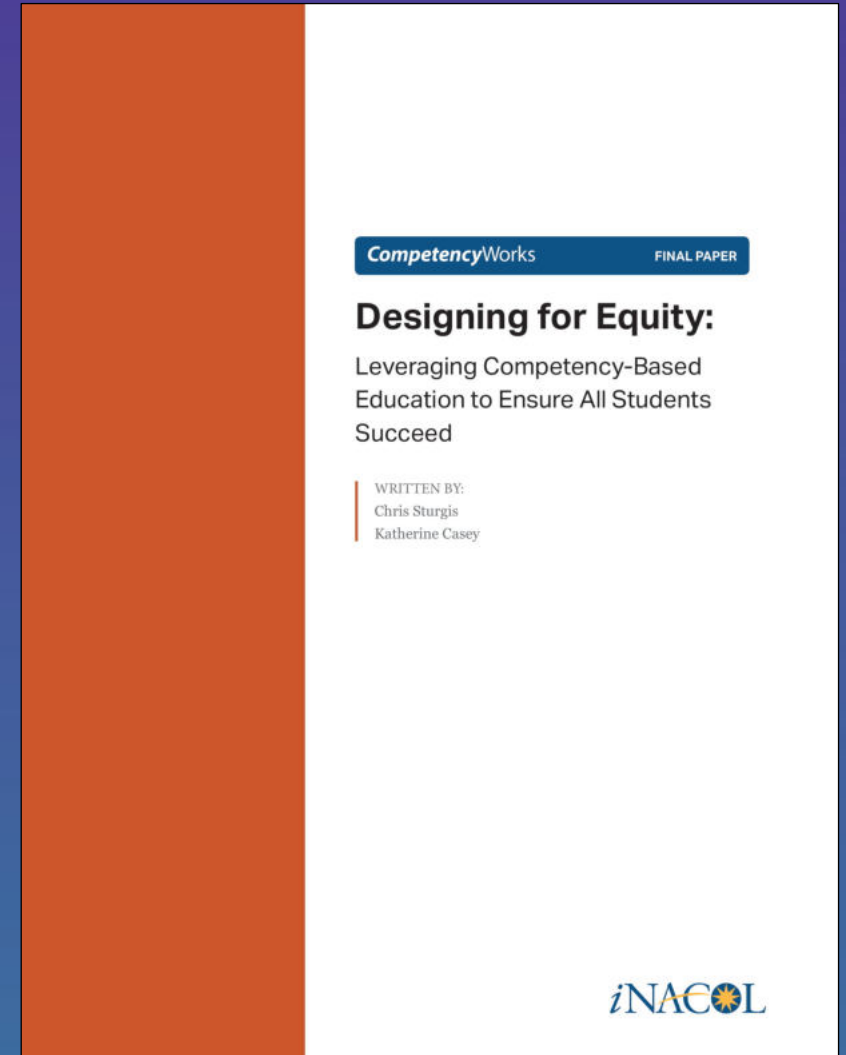
Definition of Competency-Based Education

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



Definition of Competency-Based Education

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

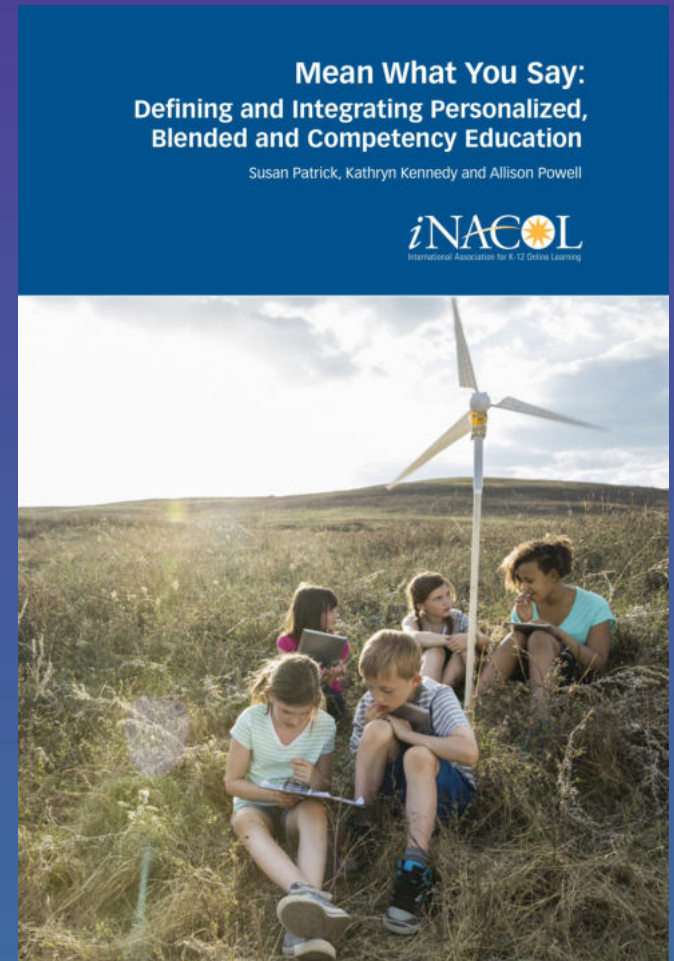


Districts and Schools Turn to Competency-Based Education for Many Reasons

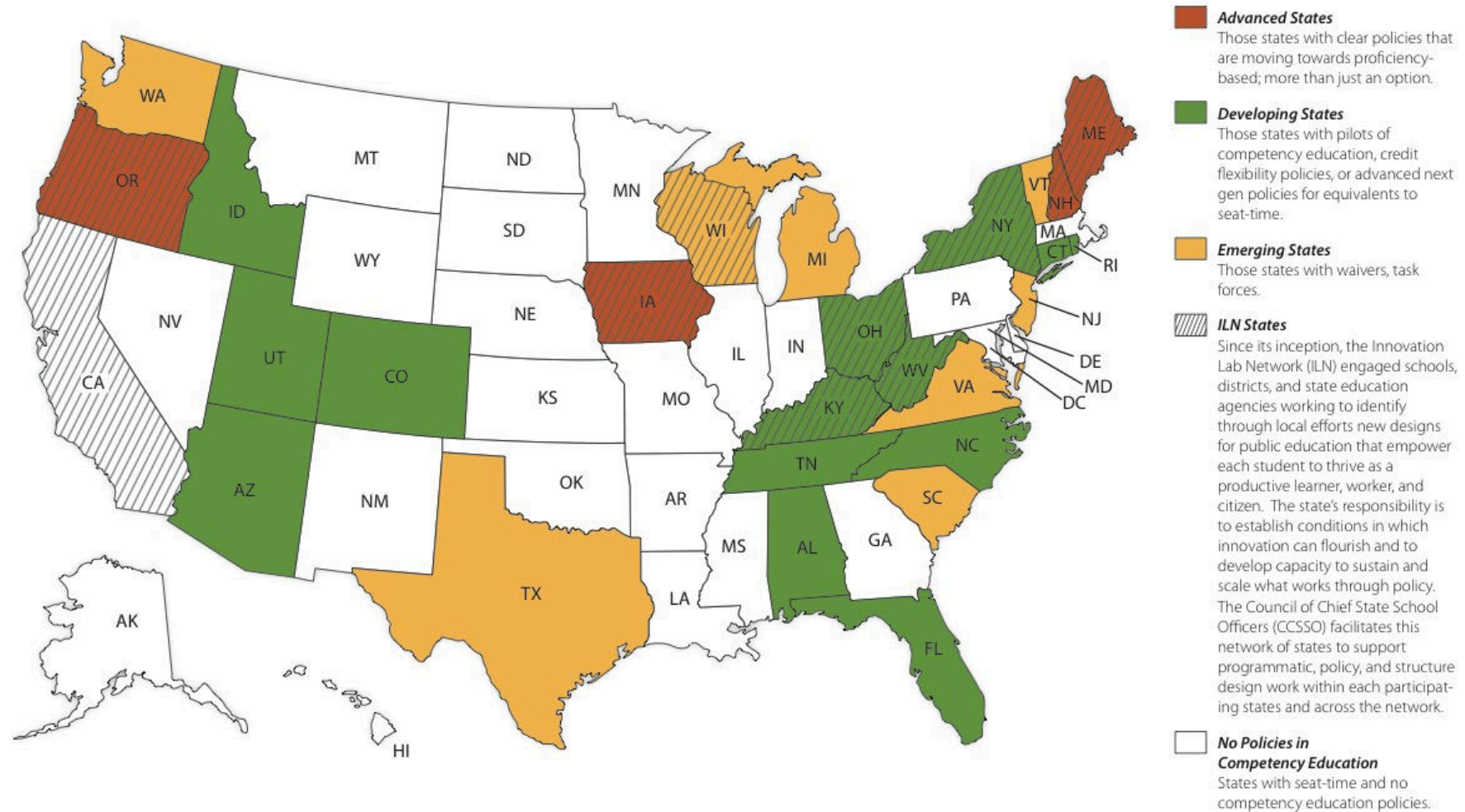
- **Equity**
- **Make sure all students learn**
- **Deeper learning**
- **More personalized opportunities**
- **Global competitiveness**
- **Flaws of the traditional system**
- **Responding to the COVID-19 pandemic**



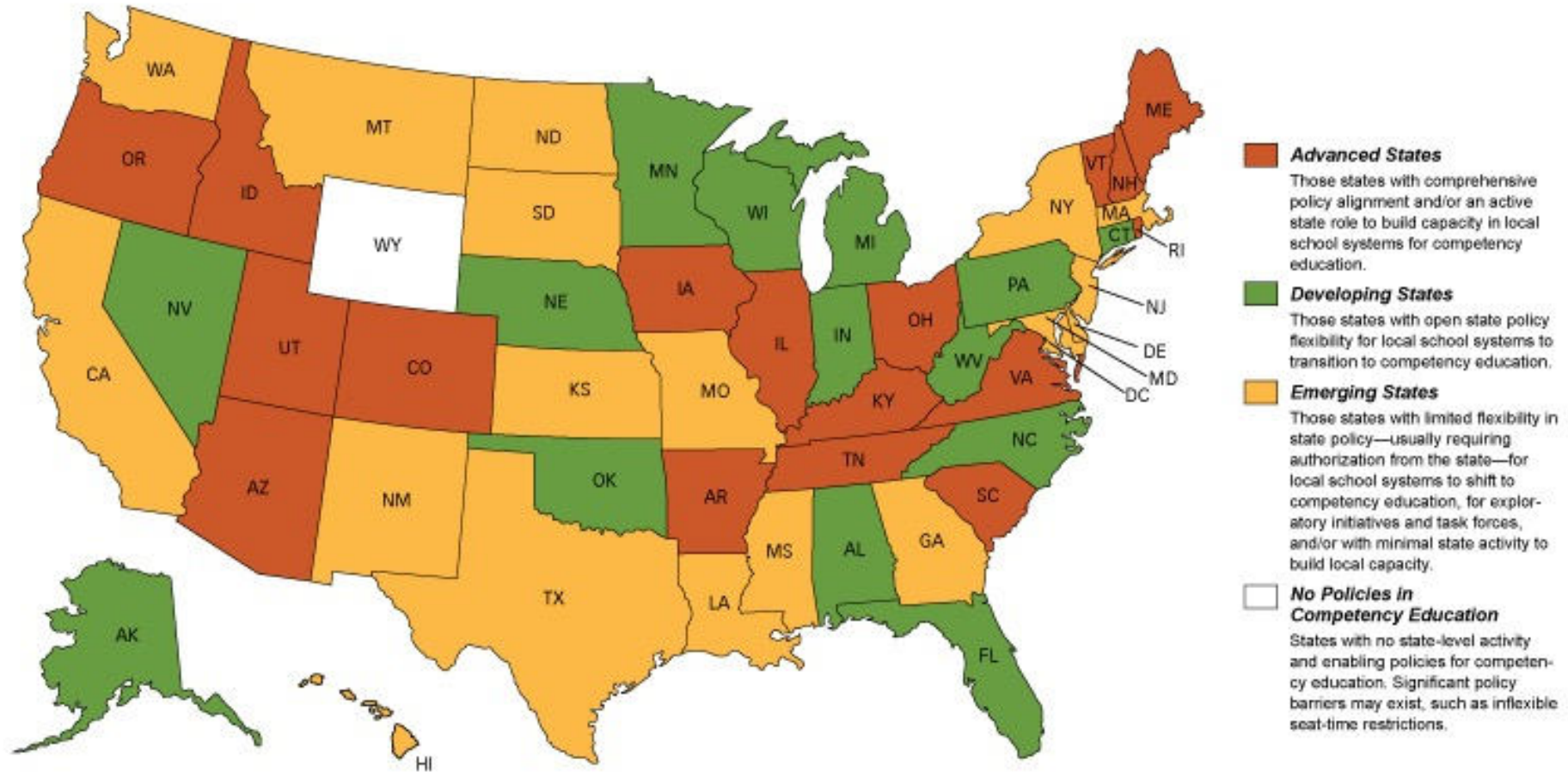
Personalized learning is tailoring learning for each student's strengths, needs, and interests – including enabling student voice and choice in what, how, when, and where they learn – to provide flexibility and supports to ensure mastery of the highest standards possible.



Competency-Based Education State Policy 2012



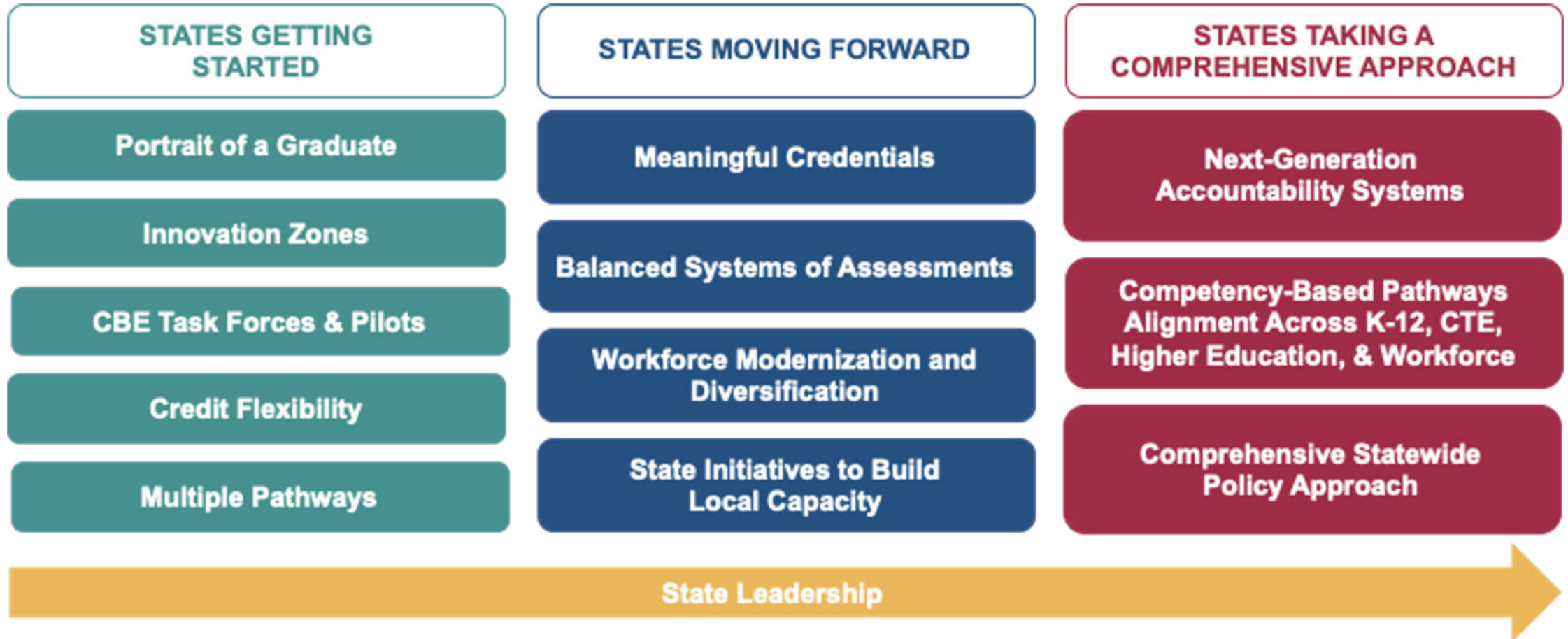
Competency-Based Education State Policy 2019





What Policies Are Needed To Catalyze Competency-Based Education?

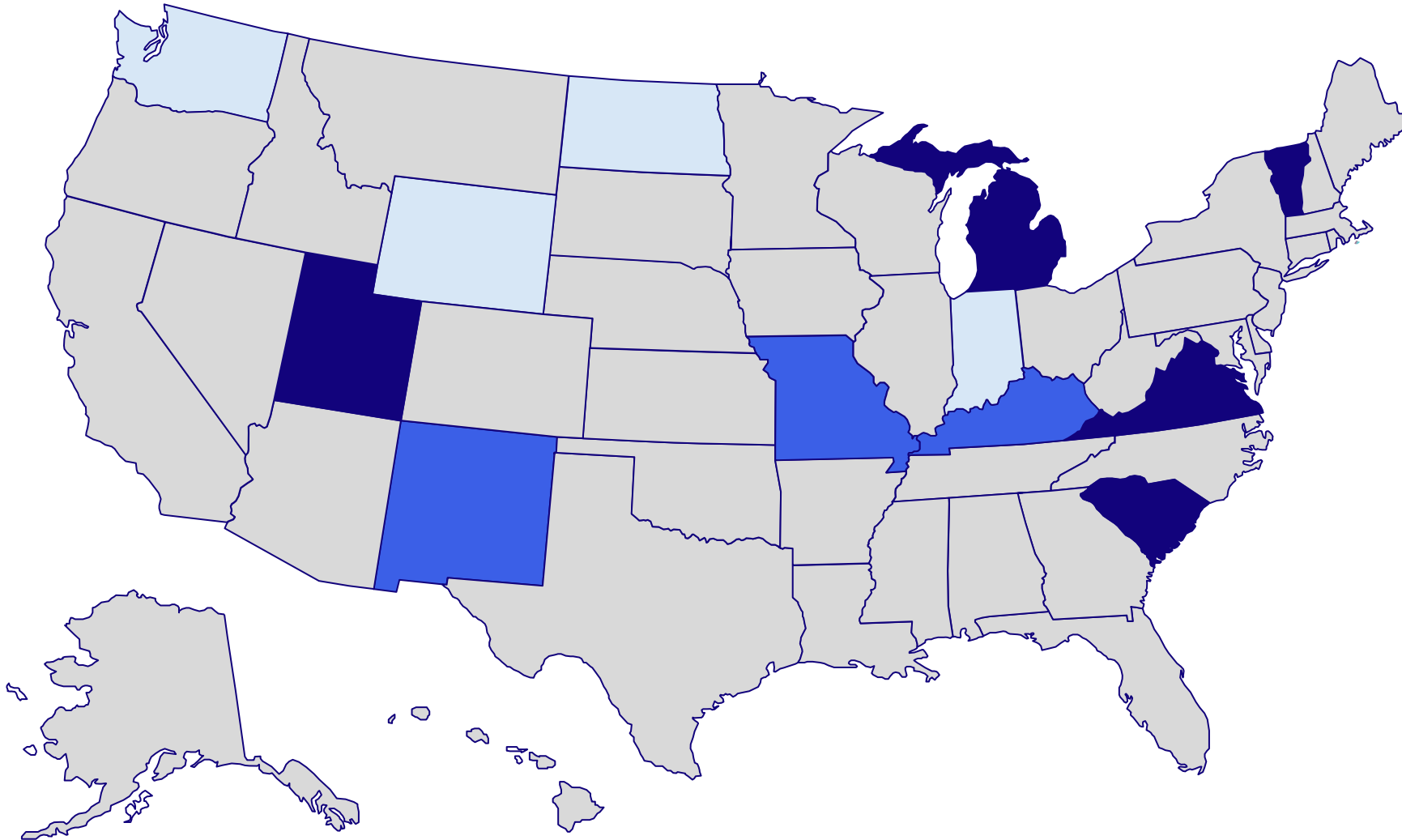
State Policy Entry Points to Create and Support Personalized, Competency-Based Systems





States Getting Started

Status of States with Graduate Profiles



- States with a statewide Profile of a Graduate
- States with a regional Profile of a Graduate
- States developing a statewide Profile of a Graduate

Examples of a State Profile of a Graduate Utah, Virginia, & Vermont

Utah's Portrait of a Graduate

KEY

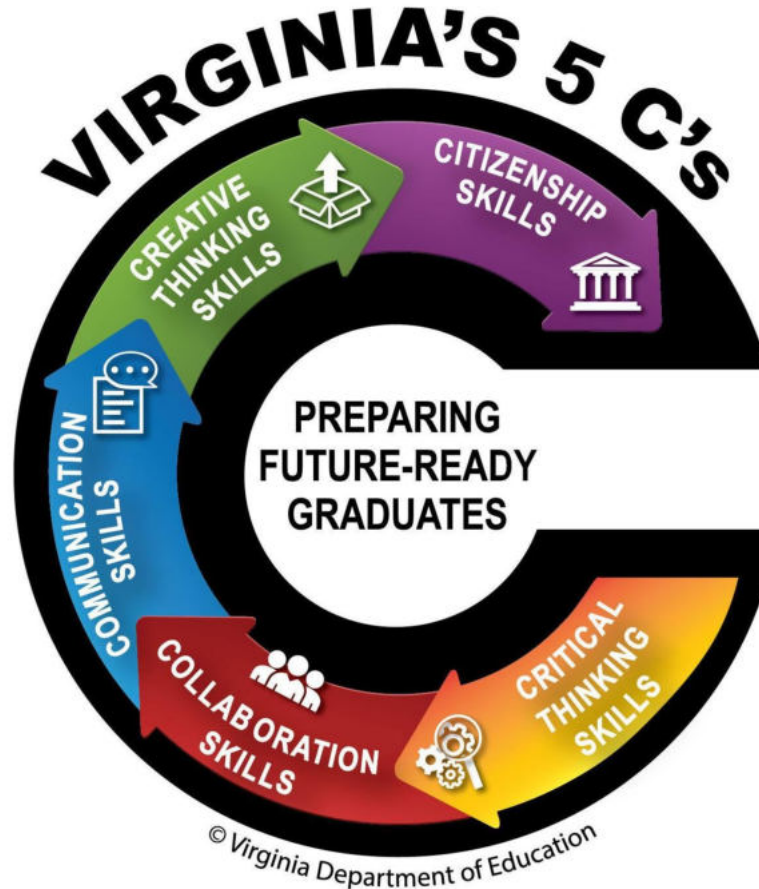
- M** Mastery is the ability to demonstrate depth of knowledge and skill proficiency.
- A** Autonomy is having the self-confidence and motivation to think and act independently.
- P** Purpose guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.

Utah's Portrait of a Graduate identifies the ideal characteristics of a Utah graduate after going through the K-12 system. These are aspirations not necessarily meant to be quantified and measured. These characteristics begin at home and are cultivated in educational settings.

UTAH GRADUATES

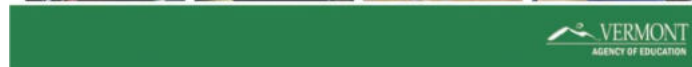
- Academic Mastery**: Demonstrate a depth of knowledge in multiple subject areas to make informed decisions.
- Wellness**: Develop self-awareness, self-advocacy skills, and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental, social, and emotional well-being.
- Civic, Financial & Economic Literacy**: Understand various governmental and economic systems, and develop practical financial skills.
- Digital Literacy**: Adapt, create, consume, and connect in productive, responsible ways to utilize technology in social, academic, and professional settings.
- Communication**: Communicate effectively through reading, writing, speaking, and listening to understand information in a variety of context, media, and languages.
- Critical Thinking & Problem Solving**: Access, evaluate, and analyze information to make informed decisions, recognize bias, and find solutions.
- Creativity & Innovation**: Imagine, visualize, and demonstrate creative practices, innovative solutions, and artistic expression.
- Collaboration & Teamwork**: Contribute ideas, perspectives, and experiences to cultivate a community of shared accountability and leadership.

Utah State Board of Education | Approved May 2019



Vermont Portrait of a Graduate

Leamer Agency	Global Citizenship	Academic Proficiency
<ol style="list-style-type: none"> Students take ownership of their own learning. Students develop their own voice and the ability to use it in a variety of settings. Students have high expectations for themselves and see themselves as lifelong learners. 	<ol style="list-style-type: none"> Students recognize that our world is increasingly complex and interdependent. Students understand and exercise their rights and responsibilities within a democratic society. Students study a non-native language and understand the importance of learning about other cultures. 	<ol style="list-style-type: none"> Students understand essential concepts in academic domains and apply this knowledge in authentic situations. Students ask questions effectively to acquire knowledge. Students acknowledge their growth and identify possibilities for continued learning.
Well-Being	Critical Thinking & Problem Solving	Communication
<ol style="list-style-type: none"> Students develop strategies and interpersonal skills to manage stress, promote mental health and cultivate positive relationships. Students recognize the value of healthy behaviors and physical activity in promoting health, enjoyment, self-expression and social interaction. Students have the knowledge necessary to make financially responsible decisions that are integral to their everyday lives. 	<ol style="list-style-type: none"> Students use inquiry to solve real-world problems with innovation, creativity and curiosity. Students participate in a collaborative problem-solving and decision-making process. Students evaluate information critically. 	<ol style="list-style-type: none"> Students communicate effectively using oral, written and nonverbal (body language) strategies. Students communicate through a variety of media and create a positive digital footprint. Students take into consideration multiple points of view.



Examples of State and Regional Profile of a Graduate South Carolina, Michigan, & New Mexico

PROFILE OF THE SOUTH CAROLINA GRADUATE

WORLD CLASS KNOWLEDGE	WORLD CLASS SKILLS	LIFE AND CAREER CHARACTERISTICS
Rigorous standards in language arts and math for career and college readiness	Creativity and innovation	Integrity
Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences	Critical thinking and problem solving	Self-direction
	Collaboration and teamwork	Global Perspective
	Communication, information, media and technology	Perseverance
	Knowing how to learn	Work Ethic
		Interpersonal Skills

transformSC logo and other branding at the bottom.

Profile of a Graduate

Communicate & Collaborate
Communicate and collaborate effectively with a variety of audiences

Argument & Reasoning
Use argument and reasoning to do research, construct arguments, and critique the reasoning of others

Social & Emotional Learning
Demonstrate knowledge, attitudes, and skills to manage emotions to enable responsible decisions and successful choices

Technology & Tools
Use technology and tools strategically in learning and communicating

Solve Problems
Solve problems, construct explanations, and design creative and innovative solutions

Michigan's citizens have high expectations that the state's K-12 graduates will be prepared for life. Career & college-ready students possess the skills necessary to earn a self-sustaining wage and participate in post-secondary opportunities without remediation. Michigan's "Profile of a Graduate" includes characteristics of career & college-ready students that are evident within all of the academic standards, including those in the arts and the Career and Technical Education (CTE) Career Ready Practices. Students obtain these skills through instruction that includes real-world challenges, cross-content integration, relevancy to student lives, and transfer of knowledge.

CBE-CASS
Competency-Based Education
Competencies and Assessment Structures/Supports

MICHIGAN
Department of Education

CENTRAL NEW MEXICO GRADUATE PROFILE

I am agile & ready to create my future

I have unique strengths & interests

I know and respect myself
Integrity
Self-Awareness
Work Ethic
Reliability
Health & Self-Care
Initiative & Goal Setting

I know and respect others
History and Cultural Awareness
Empathy
Civic- and Community-Mindedness
Collaboration
Communication
Adaptability across settings

I am resourceful
Resilience and Perseverance
Problem-Solving
Critical Thinking
Creativity
Hiring Skills
Financial Literacy

Computers & Technology
Scientific Methods
Reading • Writing • Math
Curiosity and willingness to learn

Engaged School, Family, and Community

Common Themes in State Graduate Profiles



**Knowledge and Content
Mastery** (ELA, Math, Science,
Etc.)



Habits of Success (Critical
Thinking, Collaboration,
Communication, Creativity)



Career Exploration

Innovation Zones: New Hampshire

- In 2021, **New Hampshire** passed [legislation](#) that allows multiple schools in a district or an individual district to become an innovation school or innovation zone, respectively, with approval from the state board of education.
- The legislation allows flexibility on policies such as the length of the school day or school year, student promotion, and graduation policies.
- The new law also encourages schools to engage students and families and solicit their support to become an innovation school.



Innovation Zones: South Carolina

- **South Carolina [legislation](#)** allows a school board to apply to the State Board of Education to allow multiple schools in a district to be designated as a School of Innovation.
- A designation of “school of innovation” allows districts to have exemptions from specific statutes and regulations, but a district may not designate all schools in the district as schools of innovation.



Credit Flexibility / Multiple Pathways

- **North Dakota** [Senate Bill 2196](#) provides flexibility to instructional and graduation requirements in hopes of advancing student-centered learning.
- **North Dakota** [House Bill 1478](#) allows certain alternative education opportunities outside the classroom to count toward course credit. This policy opportunity has increased pathways and enabled more student-centered practice.

North Dakota





States Moving Forward

Building Capacity for Competency-Based Education

- In 2019, Washington's [HB 1599](#) established a task force to identify barriers to mastery-based learning (MBL) and propose recommendations to increase capacity for a MBL pathway to a diploma.
- The workgroup, comprised of members cross-sector, explores ways to increase student access to relevant and robust mastery-based academic pathways aligned to personal career and postsecondary goals.

Washington State



“Graduation Must Depend on Learning, Not Time”

The overdue case for competency-based education

By Morcease Beasley, Alberto Carvalho, William Hite, Jesus Jara, Monica Goldson & Jerry Almendarez

October 12, 2021

“...The students we serve cannot afford to have an empty-promise diploma. All students deserve to graduate with a credential that has real value in the changing economy, no matter their plans after high school...

Achieving **real equity in education does not mean all kids learn the same things at the same pace**, but, at a minimum, equity dictates all kids get the support they need to be educated for success in life after high school.”





What Does Competency-Based Education Look Like in Practice?



Mastery-Based Education

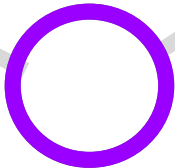
The Young Women's Leadership School of Astoria



Our journey
implementing
competency
or mastery-based
learning

1-2-3-4 Scale
(Students earned two grades for each class: a content-specific skills grade and a work habits grade.)

2006



2008

**NY - MS - ES
Scale
Individual Teacher
Create Outcomes**

SHARED OUTCOMES

CREATE

Produce or develop a product for expression

INNOVATE

Develop new and helpful ways of looking at opportunities, challenges and problems.

DISCERN

View, read and listen with focused attention to what matters.

CONCLUDE

Infer meanings, analyze information and develop valid ideas based on evidence and analysis.

BE PRECISE

Accurately represents solutions, ideas and language.

COMMUNICATE

Make ideas and information understood, mindful of audience, purpose and setting.

INVESTIGATE

Design and gather appropriate information to complete an inquiry.

COLLABORATE

Work effectively with others to achieve common goals.

PLAN

Make deliberate plans, reflect, and persevere in order to achieve goals.

ARGUE

Defend conclusions with sound logic and valid evidence.

School-wide "shared"

Schoolwide "Shared" Outcome:
Be Precise: Accurately represents solutions, ideas and language

Rubric
Criteria

Science

Outcome Target 1

Collect and record data following a scientific procedure

Outcome Target 2

Calculate accurate mathematical problems with correct and appropriate units

Outcome Target 3

Transfer scientific data onto a graph

Algebra 2

Outcome Target 1

Write and solve equations

Outcome Target 2

Solve for all values of a trig function

Drama

Outcome Target 1

Memorize and execute blocking, lines, choreography and lyrics accurately.

Outcome Target 2

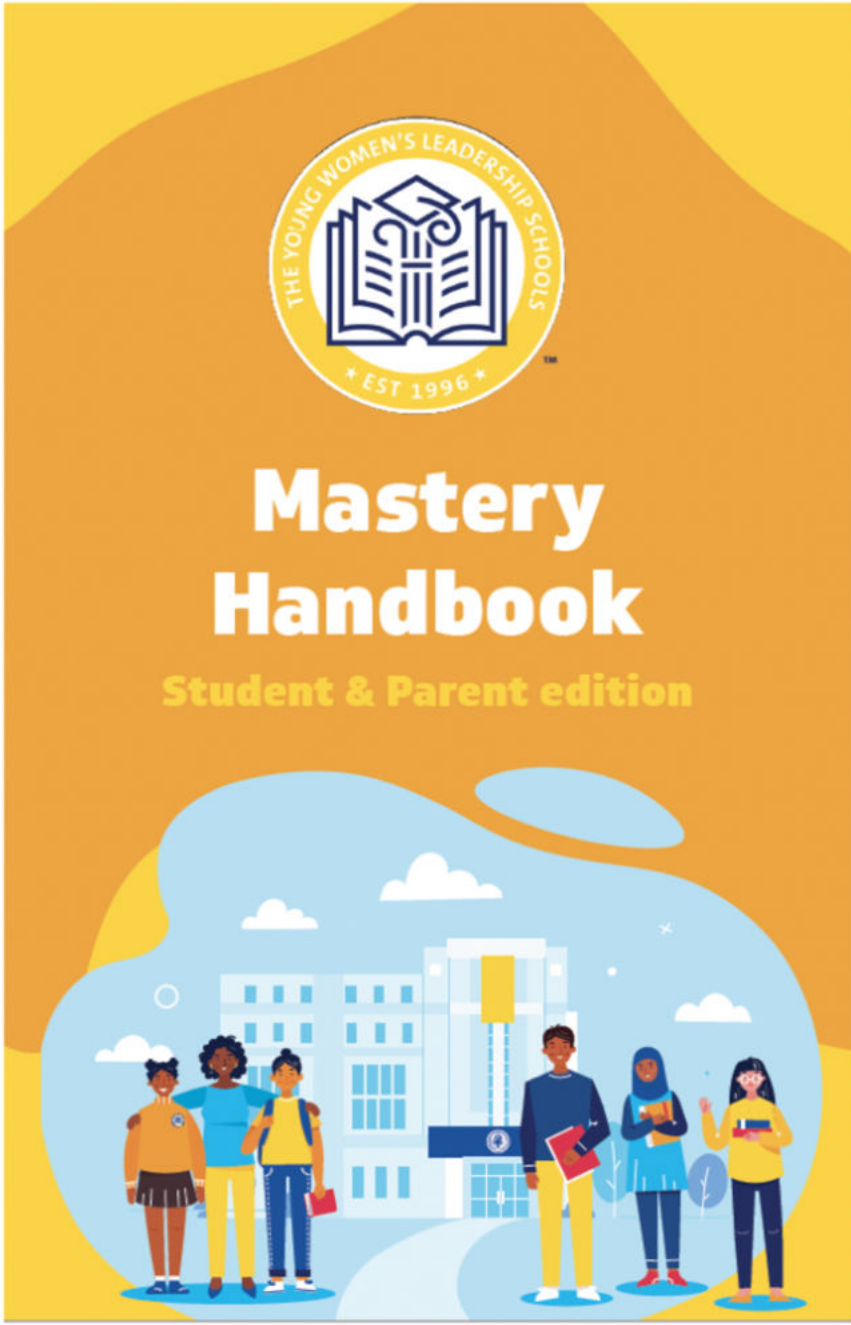
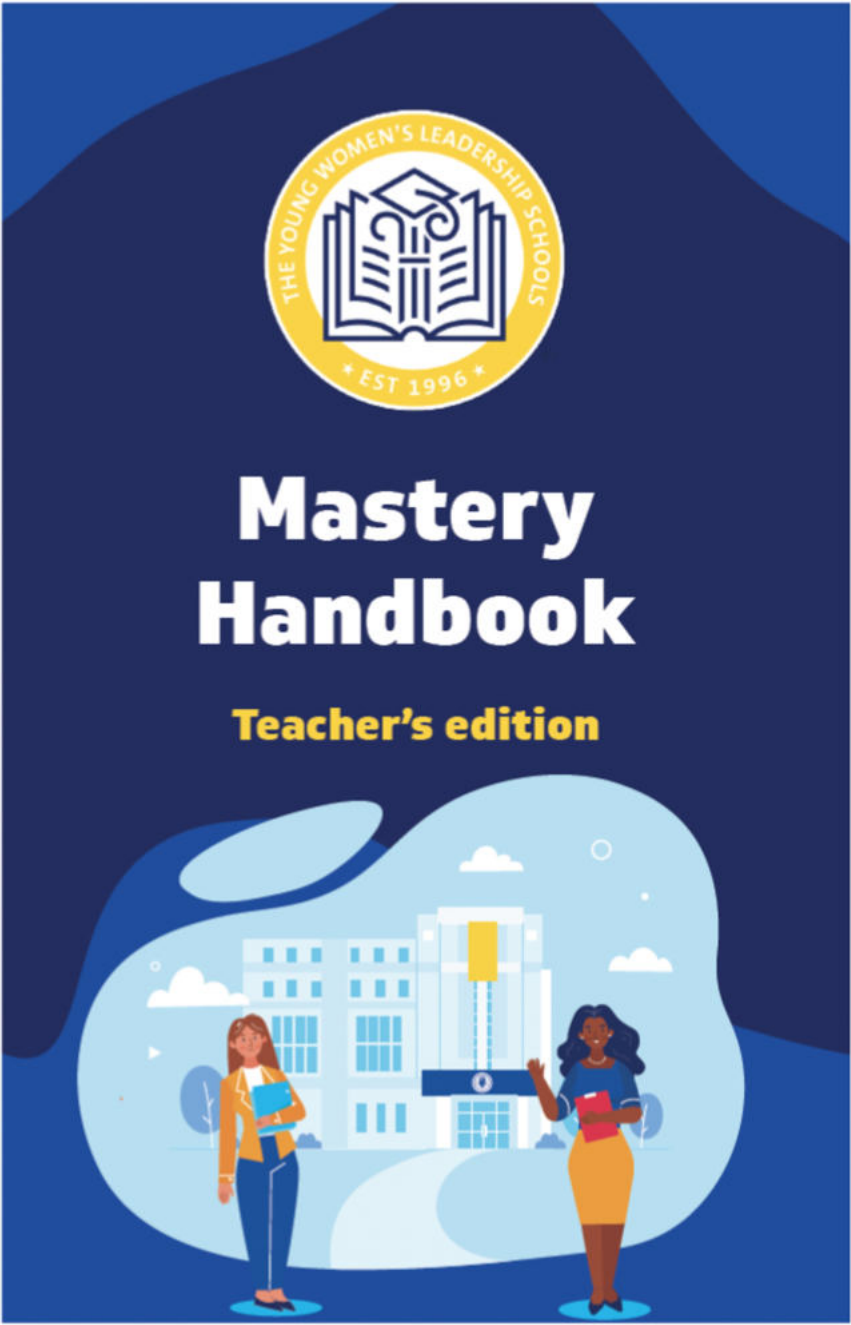
Use vocabulary that is authentic and integral to theater.

vidence

PES

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Our journey
implementing
competency
or mastery-based
learning



What a
 "report card"
 looks like at
 TYWLS of Astoria

Sample Student Mastery Transcript on Jumpro.pe

"Shared"
 Outcome
 Outcome
 Target

PRE-CALCULUS - Katherine Tansey		
Argue		
Uses, applies, or interprets definitions and theorems to solve problems or justify conclusions. (Final Rating)		M
Be Precise		
Be precise dividing polynomials. (Final Rating)		NY
Be precise in completing algebraic or computational processes. (Final Rating)		M
Be precise performing operations with complex numbers. (Final Rating)		E
Be precise solving for all values of a trig function (Final Rating)		NY
Finding all solutions to radical, rational, and quadratic equations. (Final Rating)		NY
Use exponents and their inverse to solve equations. (Final Rating)		E
Use Pythagorean Identities and reciprocal functions to verify and solve for other trig values. (Final Rating)		E
Communicate		
Clearly communicates with teachers and peers about their present level of understanding, wonderings & questions. (Final Rating)		E
Conclude		
Make conclusions about the behaviors of functions using limits. (Final Rating)		M

Rating for
 that
 Outcome
 Target

Evidence for Argue Outcome Target

Excee

Argue		
Uses, applies, or interprets definitions and theorems to solve problems or justify conclusi...		M
Final Rating		M
[2020-12-09][Test] Benchmark #1		N
[2020-12-15][Quiz] 12.15 PearDeck Polynomial Thrms Task		M
[2021-01-20][Test] 1.20 Unit 3 Assessment Pear Deck		M
[2021-06-15][Test] Final Exam (2 Parts)		M

Sample piece of evidence with teacher feedback

Class: U.S. History and Government

Grade: 11th

Assignment Overview: After participating in a simulation of a Supreme Court hearing, students were asked to write an Op-ed featuring the central issue of the case, the Court's ruling, and their opinion on the Court's ruling and the unit's essential question (What role, if any, should the government play in limiting free speech?)

Outcome: BE PRECISE

Outcome Target: Understands and applies the rules of grammar

NY	MS	ES
	Uses grammatically and mechanically accurate, sentences to communicate ideas and conclusions.	Uses both simple and complex grammatically and mechanically accurate sentences to progress ideas and meaning.

Feedback: Strong sentence structure

Outcome: COMMUNICATE

Outcome Target: Uses language to communicate with clarity

NY	MS	ES
	Student communicates an abundance of information or text clearly by choosing words deliberately and eliminating repetitive words or phrases.	Student uses specific, not vague, words. She masterfully combines sentences, with attention to removing superfluous words.

Feedback: Be mindful of vague words (what do you mean by "worse?") Also, consider using transitional phrases to link sentence and ideas.

Paula Burac
Greg
U.S History
Supreme Court Op-Ed

Walker v. Texas Sons of Confederate Veterans Decision Declares License Plates as Public Speech

On Friday February 17, The Supreme Court ruled 0-8 in favor of the Petitioners, in the *Walker v. Texas Sons of Confederate Veterans* case. In a unanimous decision, the Supreme Court Justices ruled that Texas is allowed to reject a license plate design that featured a Confederate battle flag.

The *Walker v. Texas Sons of Confederate Veterans* case was very controversial because of the involvement of the Confederate Flag. The case became even worse when the First Amendment was brought into the situation. Taking the First Amendment into consideration, the Supreme Court Justices needed to determine whether or not the government violated the Texas Sons of Confederate Veterans' right to freedom of speech. At the same time, The Justices needed to decide whether or not license plates are a form of public or private speech.

Based on the arguments presented by the Petitioners, 8/8 Justices decided that license plates are a form of government speech. The First Amendment of the United States declares that the government is not permitted to interfere with private speech, however, is entitled to become involved with public speech. Due to the fact that license

Student-centered learning and assessment



Student-led conferences

ONE LIFE. SIX WORDS. WHAT'S YOURS?

When Hemingway famously wrote, "For Sale: baby shoes, never worn," he proved that an entire story can be told using a half dozen words. When the online storytelling magazine *SMITH* asked readers to submit six-word memoirs, they proved a whole, real life can be told this way too. The results are fascinating, hilarious, shocking, and moving.

Unit 1 Project: Metacognitive Reflection

Congratulations! You have completed your first project of the year :) Take a step back and think about all that you learned and worked on! For the metacognitive reflection, please answer these questions:

Create

Outcome Target	Outcome: Create		
	NY	MS	ES
Creates a product or expresses an idea using the features of a genre	Student expresses an idea and/or creates a product that meets all requirements of the task and includes elements of an existing structure or genre.	Student combines and/or enhances elements of an existing structure or genre to express an idea and/or create a product that meets all requirements and emotionally and/or meaningfully impacts the audience.	

How did you perform on Create? *

Exceeding Standards (ES)
 Meeting Standards (MS)
 Not Yet (NY)

Why did you give yourself that grade? Use specific language from the rubric to support your thinking. *



Long answer text

Self-Assessments

Unit 5: Immigration and American Identity
Essential Question: Who can be an American?

United States History and Government

UNIT 5 PROJECT: Immigration Now and Then

America is a nation of immigrants, but Americans remain divided about what kind of immigration to allow and from where—and whether to allow those who come here illegally to stay. But even though immigration seems to be generating a lot of anger and headlines today, as you learned from our investigation of the Chinese Exclusion Act, the debates about who to let in and who to keep out are nothing new.

For this unit project, you will continue to investigate other past and present-day immigration policies or actions taken by the United States government in an effort to expand and/or complicate our conclusions about the unit essential question.

Determining Your Project: Use your current ratings on Jumpro.pe (the Google form you filled out) and your own personal interests to determine your final product for this project.

	Option 1	Option 2	Option 3
Possible Outcome Targets Assessed	Argue Investigate Be Precise (citations) Be Precise (grammar) Communicate (organization) Conclude Discern Plan (writing process) Plan (time management)	Investigate Create Communicate (language use) Conclude Plan (time management)	You choose!
Final Product	Investigate a past immigration policy or action taken by the United States government and follow an exhaustive investigative process, in which you will gather and discern information from various primary source materials and write a 2-3 page essay that presents your conclusions about the effects or lasting consequences of this immigration policy or action.	Contribute to a TWL5 of Astoria Oral History Database by creating an oral history, (primary source) or voice recording of an interview you conduct with a family member, friend, community member or classmate who immigrated to the United States. Investigate their experience/time period they moved to the United States by discerning information from primary sources either provided by the interviewee or located online.	Design your own project that allows you to practice and demonstrate mastery of the outcome targets of your choosing and showcases your conclusions about the unit essential question. Possible products: <ul style="list-style-type: none"> Public Service Announcement Performance Piece Short documentary film Community service project
Specific Guidelines and Grading Rubric	Investigative Essay	Oral History Project	You create the Guidelines and Grading Rubric using the 11th Grade Master Outcomes List .

Students generate their own evidence to demonstrate mastery

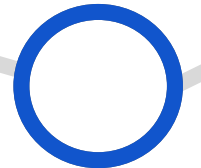
A student's journey with mastery-based learning



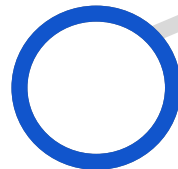
My first year at TYWLS of Astoria and in a "mastery" school.



2016
6th Grade



2017
7th Grade

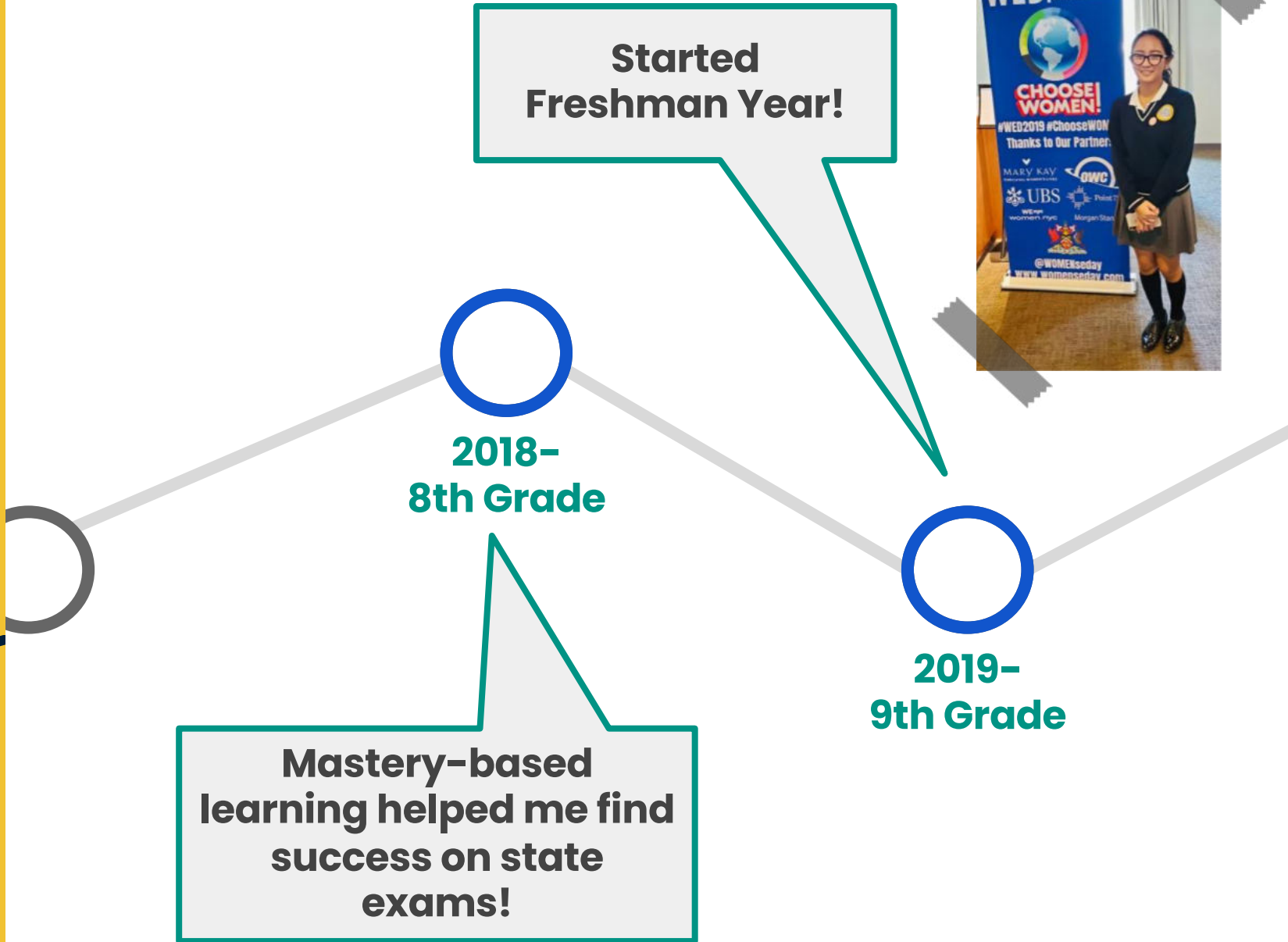


2010-2016
K-5th Grade

Attended a charter school with a 1-2-3-4 grading scale



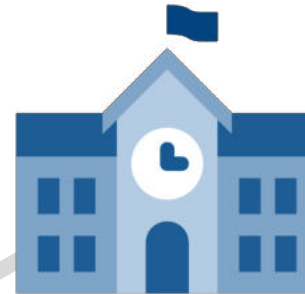
A student's
journey with
mastery-based
learning



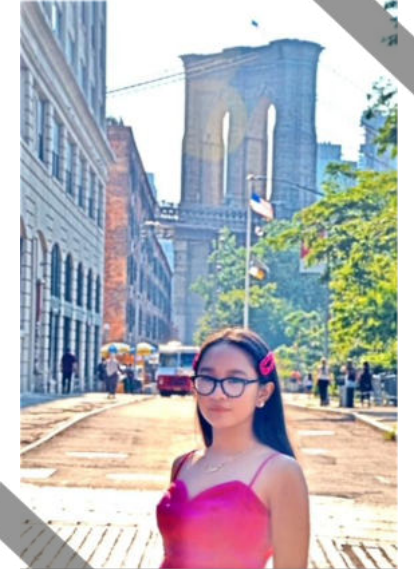
A student's journey with mastery-based learning



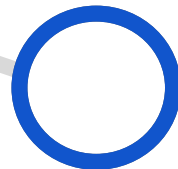
Detailed rubrics help with AP classes!



**2021-
11th Grade
(Present)**



Mastery Based Learning prepares me for college!



**2020-
10th Grade**

**Online learning +
Became a
Mastery Ambassador**

And the journey continues for both
TYWLS of Astoria and Trianne.

We can't wait to see what happens next!



Q&A

**Please type your questions in
the chat box.**



What Resources Are Available to Guide Transformation Toward Competency-Based Education?



American Youth Policy Forum



BUCK INSTITUTE FOR EDUCATION



The logo for Aurora Institute features the word "AURORA" in a white, serif font. The letter "O" is replaced by a white circle containing a blue eight-pointed star. Above the "A" and "U" are three white, curved lines that sweep upwards and to the right, ending over the "A".

AURORA
INSTITUTE
Symposium

OCTOBER 25-27, 2021 | VIRTUAL

“Leading Competency-Based Education Redesign”

Aurora Institute Resources

CompetencyWorks

What is Competency-Based Education? An Updated Definition

WRITTEN BY
Ellie Lender
Tara Eshick

AURORA

CompetencyWorks BOOK

Quality Principles for Competency-Based Education

WRITTEN BY
Chris Sturgis
Katherine Casey

OCTOBER 2018

INACOL

CompetencyWorks FINAL REPORT

Designing for Equity: Leveraging Competency-Based Education to Ensure All Students Succeed

WRITTEN BY
Chris Sturgis
Katherine Casey

INACOL

CompetencyWorks FINAL REPORT

Meeting Students Where They Are

WRITTEN BY
Amanda Rubenstein
Robert Rissard
Helen Hamilton
Beth Haskett

reDesign

INACOL

CompetencyWorks REPORT

Moving Toward Mastery: Growing, Developing and Sustaining Educators for Competency-Based Education

WRITTEN BY
Katherine Casey

INACOL

AURORA
INSTITUTE

Eliot Levine

Habits of Success: Helping Students Develop Essential Skills for Learning, Work, and Life

AURORA
INSTITUTE

FUTURE-FOCUSED STATE POLICY ACTIONS TO TRANSFORM K-12 EDUCATION

APRIL 2020

Successful students are in a unique position to make the transition to education necessary to prepare students for a rapidly changing world, working with future employers, preparing for civic participation, and for an ever-evolving career path for working and learning for a lifetime.

Education systems recognize the need to redesign the education system through innovative, evidence-based practices that align to the world to which all the students our education system prepare them to enter. This report provides a framework for policy actions that can be taken to support the transition to a future-focused education system. The report outlines the current state of education policy and practice, and provides a framework for policy actions that can be taken to support the transition to a future-focused education system. The report outlines the current state of education policy and practice, and provides a framework for policy actions that can be taken to support the transition to a future-focused education system.

The traditional model of K-12 education is a variable model in which each student's learning follows a single path at a single pace. This model is not aligned to the needs of students, and it is not aligned to the needs of the workforce. The traditional model of K-12 education is a variable model in which each student's learning follows a single path at a single pace. This model is not aligned to the needs of students, and it is not aligned to the needs of the workforce. The traditional model of K-12 education is a variable model in which each student's learning follows a single path at a single pace. This model is not aligned to the needs of students, and it is not aligned to the needs of the workforce.

Change will happen through a combination of regional or national-level efforts and state-level efforts. This publication will outline the policy actions that can be taken to support the transition to a future-focused education system. The following framework outlines the key policy actions that can be taken to support the transition to a future-focused education system.

- IMPROVE THE QUALITY OF TEACHERS
- IMPROVE THE QUALITY OF LEADERSHIP
- IMPROVE THE QUALITY OF CURRICULUM
- IMPROVE THE QUALITY OF ASSESSMENTS
- IMPROVE THE QUALITY OF LEARNING ENVIRONMENTS
- IMPROVE THE QUALITY OF SUPPORT SERVICES
- IMPROVE THE QUALITY OF COMMUNITY ENGAGEMENT
- IMPROVE THE QUALITY OF DATA ANALYTICS
- IMPROVE THE QUALITY OF TECHNOLOGY USE
- IMPROVE THE QUALITY OF FINANCING
- IMPROVE THE QUALITY OF EQUITY
- IMPROVE THE QUALITY OF ACCESSIBILITY
- IMPROVE THE QUALITY OF INCLUSION
- IMPROVE THE QUALITY OF PARTICIPATION
- IMPROVE THE QUALITY OF TRANSPARENCY
- IMPROVE THE QUALITY OF ACCOUNTABILITY
- IMPROVE THE QUALITY OF INTEGRITY
- IMPROVE THE QUALITY OF ETHICS
- IMPROVE THE QUALITY OF HONESTY
- IMPROVE THE QUALITY OF COURAGE
- IMPROVE THE QUALITY OF KINDNESS
- IMPROVE THE QUALITY OF PATIENCE
- IMPROVE THE QUALITY OF HUMILITY
- IMPROVE THE QUALITY OF GRACE
- IMPROVE THE QUALITY OF MERCY
- IMPROVE THE QUALITY OF COMPASSION
- IMPROVE THE QUALITY OF GENTLENESS
- IMPROVE THE QUALITY OF MILDNESS
- IMPROVE THE QUALITY OF MEANNESS
- IMPROVE THE QUALITY OF MODERATION
- IMPROVE THE QUALITY OF SELF-CONTROL
- IMPROVE THE QUALITY OF TEMPERANCE
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- IMPROVE THE QUALITY OF ORDER
- IMPROVE THE QUALITY OF CLEANLINESS
- IMPROVE THE QUALITY OF NEATNESS
- IMPROVE THE QUALITY OF TIDINESS
- IMPROVE THE QUALITY OF ORGANIZATION
- IMPROVE THE QUALITY OF PREPARATION
- IMPROVE THE QUALITY OF PRACTICE
- IMPROVE THE QUALITY OF PERSEVERANCE
- IMPROVE THE QUALITY OF DILIGENCE
>

SPECIAL ISSUE: COMMITMENT TO LEARNING

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FEDERAL POLICY PRIORITIES TO ACCELERATE EDUCATION INNOVATION

APRIL 2020

Today's students face a world of rapid change. To ensure they are prepared for the future, education systems must embrace innovation. This report outlines the federal policy priorities that can be taken to support the transition to a future-focused education system. The report outlines the current state of federal education policy and practice, and provides a framework for policy actions that can be taken to support the transition to a future-focused education system.

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FEDERAL POLICY PRIORITIES AT A GLANCE

- 1. IMPROVE THE QUALITY OF TEACHERS
- 2. IMPROVE THE QUALITY OF LEADERSHIP
- 3. IMPROVE THE QUALITY OF CURRICULUM
- 4. IMPROVE THE QUALITY OF ASSESSMENTS
- 5. IMPROVE THE QUALITY OF LEARNING ENVIRONMENTS
- 6. IMPROVE THE QUALITY OF SUPPORT SERVICES
- 7. IMPROVE THE QUALITY OF COMMUNITY ENGAGEMENT
- 8. IMPROVE THE QUALITY OF DATA ANALYTICS
- 9. IMPROVE THE QUALITY OF TECHNOLOGY USE
- 10. IMPROVE THE QUALITY OF FINANCING
- 11. IMPROVE THE QUALITY OF EQUITY
- 12. IMPROVE THE QUALITY OF ACCESSIBILITY
- 13. IMPROVE THE QUALITY OF INCLUSION
- 14. IMPROVE THE QUALITY OF PARTICIPATION
- 15. IMPROVE THE QUALITY OF TRANSPARENCY
- 16. IMPROVE THE QUALITY OF ACCOUNTABILITY
- 17. IMPROVE THE QUALITY OF INTEGRITY
- 18. IMPROVE THE QUALITY OF ETHICS
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- 40. IMPROVE THE QUALITY OF PERSEVERANCE
- 41. IMPROVE THE QUALITY OF DILIGENCE

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Innovation Zones

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

BY FRED A. JOHNSON, JR. AND RILEY CHAMBERS

While the current crisis is undoubtedly challenging for all, it is also an opportunity to reimagine education. This report outlines the policy actions that can be taken to support the transition to a future-focused education system. The report outlines the current state of federal education policy and practice, and provides a framework for policy actions that can be taken to support the transition to a future-focused education system.

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A Promise for Equitable Futures: Enabling Systems Change to Scale Educational and Economic Mobility Pathways

WRITTEN BY
KATHERINE CASEY
SUSAN HAYES

October 2020

INACOL

AURORA
INSTITUTE

A Mastery-Based Math Teacher's Journey

ASHLEY FERRIS

INACOL

CompetencyWorks

STRENGTHENING LOCAL ASSESSMENT SYSTEMS FOR PERSONALIZED, PROFICIENCY-BASED EDUCATION

Strategies and Tools for Professional Learning


BY PAT FITZSIMMONS

Aurora Institute Blogs

BLOGS

News & Insights for the K-12 Personalized, Competency-Based Learning Community

Sharing trends, analysis, and lessons learned to build knowledge on the future of teaching and learning practices and policies in K-12 education. Subscribe to our [newsletters](#) to stay up to date.



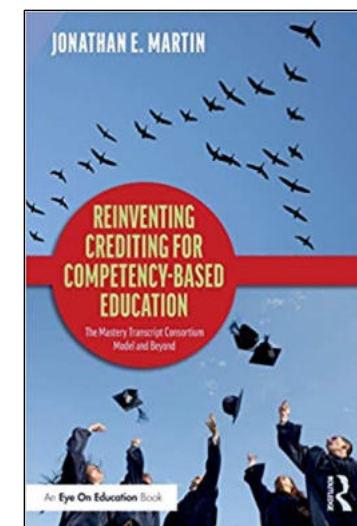
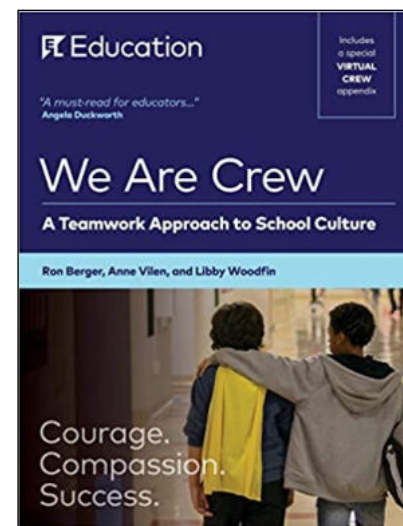
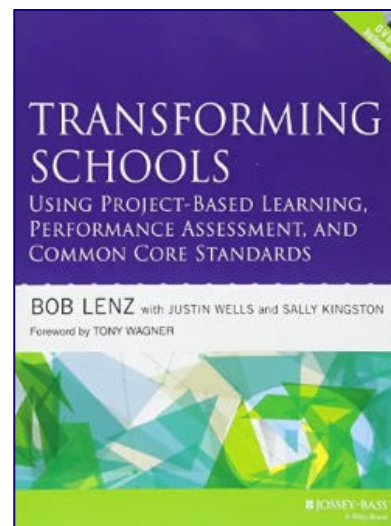
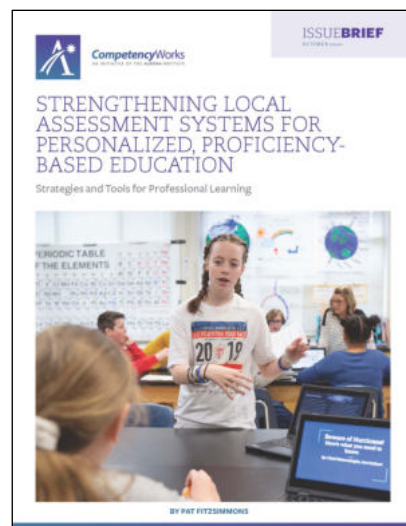
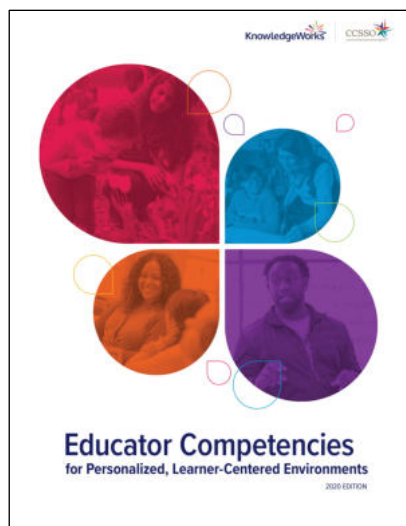
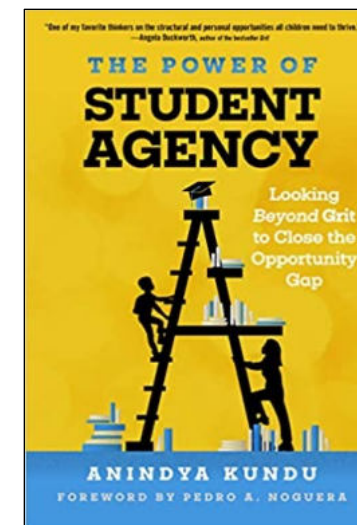
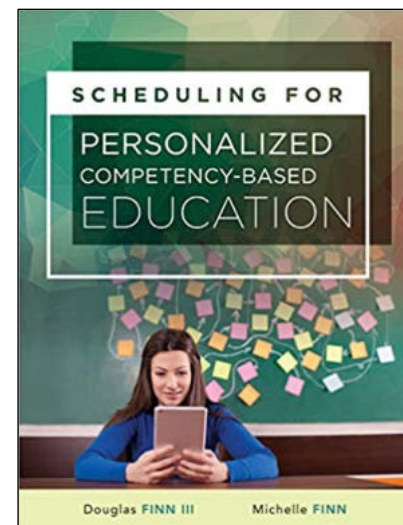
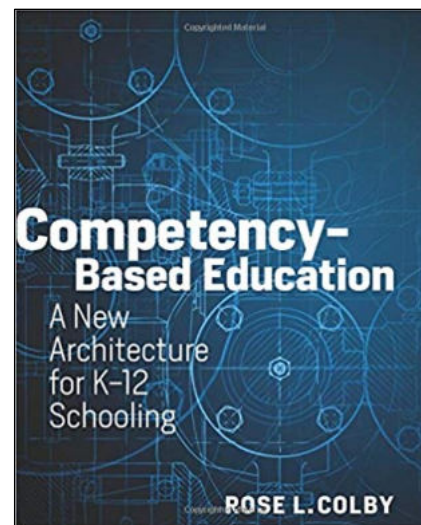
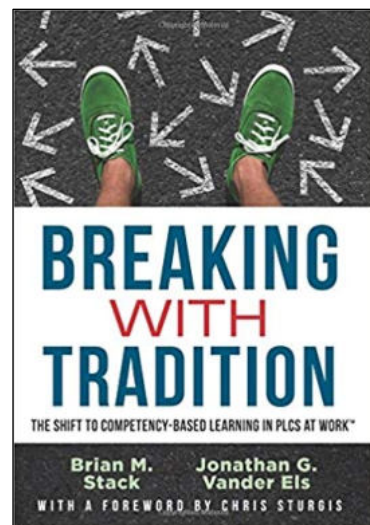
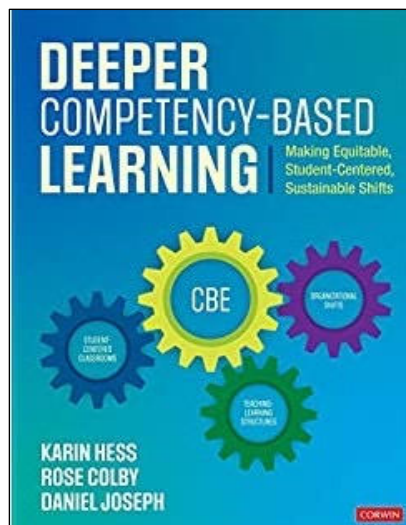
CompetencyWorks

Competency-Based Education Across America


EDUCATION DOMAIN BLOG

Federal and State Policy Updates

Practice Resources



Practice Resources



DEEPER LEARNING NETWORKS SERIES

Deeper Learning Networks

Taking Student-Centered Learning and Equity to Scale

Laura E. Hernández, Linda Darling-Hammond, Julie Adams, and Kathryn Bradley
with Debra Duncan Grand, Mariana Rice, and Peter Ross

LEARNING POLICY INSTITUTE

OCTOBER 2020



AURORA INSTITUTE Center for Assessment

REPORT

How Systems of Assessments Aligned with Competency-Based Education Can Support Equity

Written by
SCOTT HARRISON
MARIA BOUTIN
CARLA ERING

January 2020



AURORA INSTITUTE

ISSUE BRIEF
MARCH 2020

Mere Engagement

Reflections about the Connections Between Online Learning, Student Agency, and Student Engagement

BY LAUREN AVERY, MARSHA JONES, SARA HARR, AND DEREK WENHOOT

Of course, family and friends in education... We get it. Everyone must be concerned about the first few days of the school year... Consider the pedagogical and safety needs of adults and children during this time of pandemic... However, at some point, we must not lose sight of the needs of students, which in part, have been missed along the way... We need more support for the teachers and those who are establishing relationships and they're with students in the "new normal."



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ISSUE BRIEF
NOVEMBER 2020

Determining Attendance and Alternatives to Seat-Time


BY SUSAN PATRICK & ALEXIS CHARRERS

Schools are grappling with policy strategies to determine attendance in the era of COVID-19 school closures and remote learning. Allowing districts and schools to develop an attendance policy using a combination of options to determine attendance can offer maximum flexibility. These options include, but are not limited to:

- Time on task (task can include engagement)
- Participation, evidence of student work, and
- Competency-based attainment with demonstrations of building skills, competencies, and knowledge.

This issue brief contains examples of state policy examples for creating attendance policies for learning remotely, including competency-based attainment.

A new dawn for every learner.



springpoint

Maximizing Student Engagement & Learning: A Guide to High School Planning During COVID-19



CHRISTENSEN INSTITUTE

Developing a student-centered workforce through micro-credentials

BY HEATHER STAKER, THOMAS ARNETT, AND ALLISON POWELL

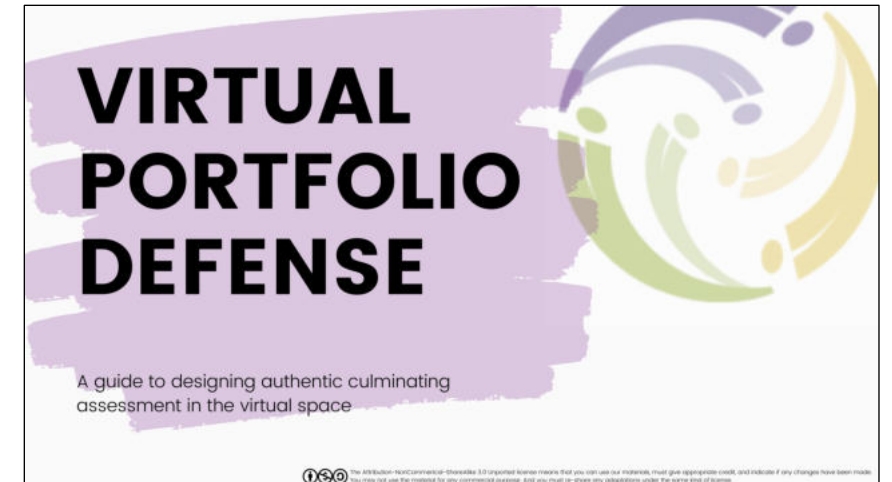
SEPTEMBER 2020



BUILDING ESSENTIAL SKILLS TODAY (BEST)

Self-Direction Toolkit

Version 1.0 | best-future.org



VIRTUAL PORTFOLIO DEFENSE

A guide to designing authentic culminating assessment in the virtual space

USC

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Q&A

**Please type your questions in
the chat box.**

The logo for the Aurora Institute Symposium 2019. It features the word "AURORA" in a large, white, serif font. The letter "O" is replaced by a white compass rose. Above the "AURORA" text is a white graphic of a stylized sun or starburst with three curved lines extending upwards and to the left. Below "AURORA" is the word "INSTITUTE" in a smaller, white, sans-serif font. At the bottom of the logo is the word "Symposium" in a white, cursive font. The entire logo is set against a blue background with a collage of photos from the symposium.

AURORA INSTITUTE *Symposium*

OCTOBER 25-27, 2021 | VIRTUAL

“Leading Competency-Based Education Redesign”

Thank you for joining us!

Please share your thoughts.
Participate in our 1-minute poll.
[Click on link in Chat Box.](#)