



YEAR IN REVIEW: 2021 STATE LEGISLATIVE SNAPSHOT OF STUDENT-CENTERED LEARNING POLICY ADVANCEMENTS

Wednesday, December 8, 2021 | 3:00-4:00 PM ET



Year in Review: 2021 State Legislative Snapshot of Student-Centered Learning Policy Advancements

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Presenters:

Jon Alfuth, Director of State Policy, KnowledgeWorks

Ben Erwin, Policy Analyst, Education Commission of the States

Fred Jones, Policy Director, Aurora Institute

Angie Stallings, Deputy Superintendent of Policy, Utah State Board of Education

Alissa Muller, Director of the Mastery-Based Learning Collaborative, Washington State Board of Education

Agenda Overview

Wednesday, December 8, 2021

- **Brief Introductions and Definitions of Key Terms**, Fred Jones (AI)
- **Student-Centered Learning State Policy Trends**, Ben Erwin (ECS)
- **Moderated State Discussion**, Jon Alfuth (KW)
- **State Presentations**, Angie Stallings (UT State Board of Education) & Alissa Muller (Washington State Board of Education)
- **State Recommendations**, Fred Jones (AI)
- **Q&A**

Key Definitions

What is Student-Centered Learning?

Student-Centered Learning means (1) learning is personalized, (2) learning is competency-based, (3) learning happens anytime, everywhere, and (4) students take ownership over their learning and have agency.

What is Personalized Learning?

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.



Key Definitions

What is Competency-Based Education?

In 2019, Aurora Institute published an updated 7-part definition of competency-based education. Competency-based education is when...

- **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.



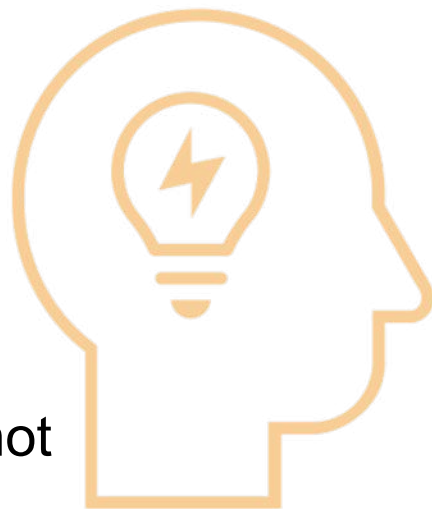


Overview of Student-Centered Learning Legislative Activities

**Ben Erwin, Policy Analyst
Commission of the States**

Student-Centered Learning

Year in Review: 2021 State Legislative Snapshot



INTRODUCTION



Ben Erwin

POLICY ANALYST

Education Commission of the States



How we do it.



2021 State Policy Trends



- Task Forces & Study Groups
- Instructional Flexibility
- Governance

Task Forces & Study Groups



- **Arizona** Competency-Based Education Pathways Study
- **Kansas** Graduation Requirements Task Force
- **North Dakota** Innovative Education Programs Study Group
- **Oregon** Graduation Requirements Review
- **Texas** Competency-Based Education Study Group
- **Washington** Mastery-Based Learning Work Group

Instructional Flexibility



- **Arizona** Alternative Instructional Time Models
- **Montana** Proficiency-Based Progression
- **Nevada** Distance Education Programs
- **North Dakota** Learning Continuum
- **Utah** Learner Validated Enrollment

Governance



- **New Hampshire** Innovation Schools
- **South Carolina** Innovation Schools

ECS Resources

RESOURCE TITLE:

Policy Approaches to Competency-Based Education

This Policy Outline defines competency-based education and its role in student-centered learning. It lists policy examples from eight states that grant the flexibility and autonomy needed to implement competency-based education. Those policy examples are: seat-time waivers, credit flexibility, pilot programs, innovation zones, proficiency-based diplomas, multiple graduation pathways, a state graduate profile, and statewide competencies.

SHARE THIS RESOURCE



RESOURCE TITLE:

State Information Request: Competency-Based Education Research

A state board of education staff member asked for research on the impact of competency-based education on student outcomes. Our response includes an annotated bibliography with an emphasis on meta-analyses and original research focused on student outcomes. To provide timely assistance to our constituents, *State Information Requests* are typically completed in 48 hours. They reflect an issue scan versus a comprehensive analysis.

DOWNLOAD

SHARE THIS RESOURCE



PUBLISHED: June 14, 2021

AUTHOR(S): Ben Erwin

RESOURCE TYPE: State Information Request

EDUCATION LEVEL: K-12

STATE(S): NH

RESOURCE TITLE:

Policy Solutions That Foster Competency-Based Learning

This Policy Brief identifies opportunities for states to maximize this year's virtual or hybrid environments to tailor learning and instruction for students. It draws on seven core elements for personalized, competency-based learning. This brief, authored by KnowledgeWorks, is part of a series, titled *Equitable Transitions Through Pandemic Disruptions*.

SHARE THIS RESOURCE



RESOURCE TITLE:

State Education Policy Tracking

Education Commission of the States tracks state education policy on a wide variety of education topics. There are three options available:

1. Scroll down to view enacted and vetoed bills on a wide variety of education topics for the 2018 - 2021 legislative sessions.
2. Click [here](#) to view our 2021 State Education Policy Watchlist, which includes pending legislation in a few states.
3. Click [here](#) to view an archive of state policy tracking for the 1996 through 2016 legislative sessions.

For more information about how to navigate this interactive map, [click here](#).



THANK YOU!

berwin@ecs.org



State Moderated Discussion

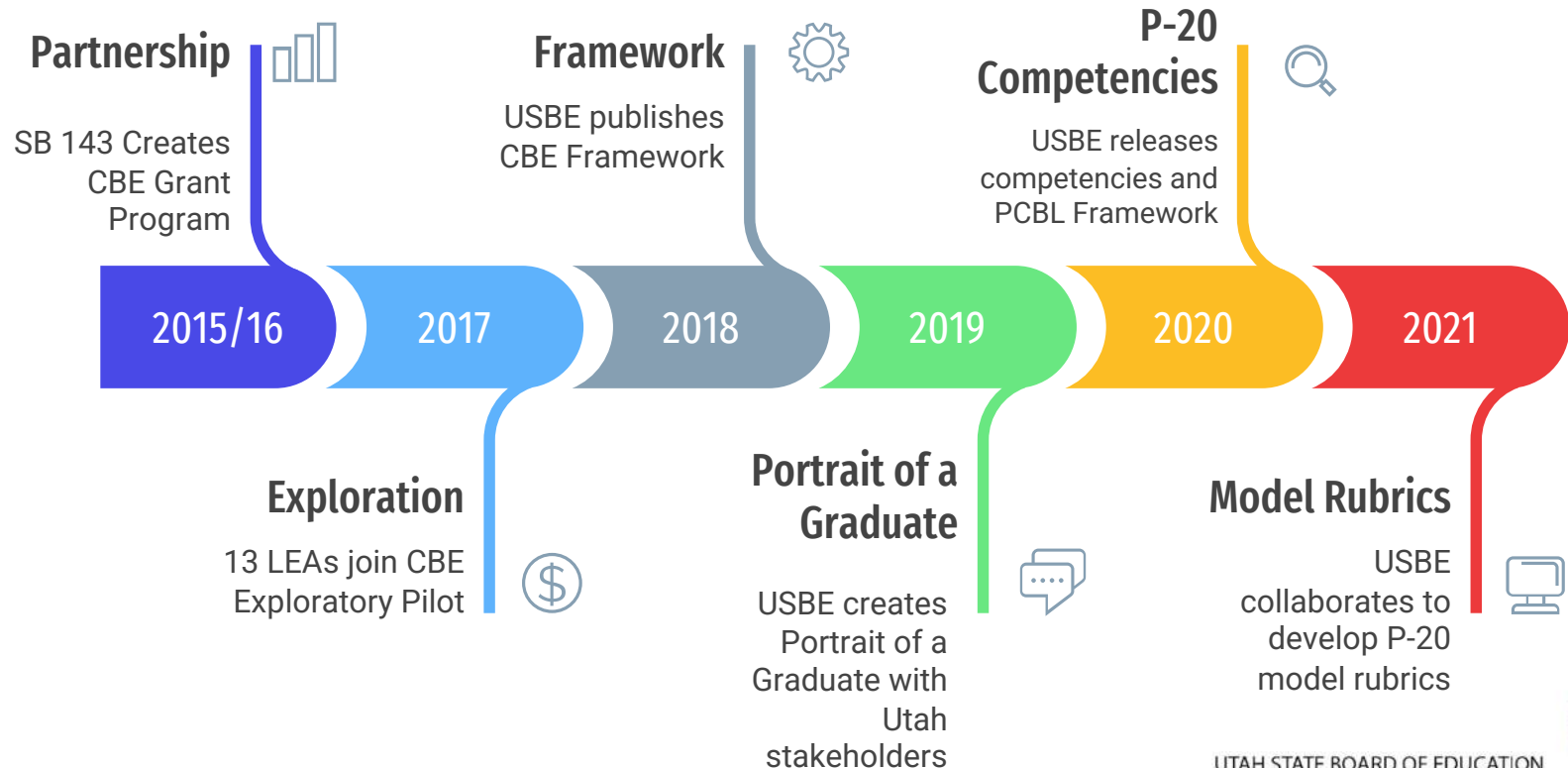
**Jon Alfuth, Director of State Policy
KnowledgeWorks**



Angie Stallings, Deputy Superintendent of Policy

Utah State Board of Education

Utah's Journey to Student Centered Learning



Educational Services not Hours

"Educational services" means providing learning opportunities and services designed to support a student to be prepared to succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives, including by providing:

- (a) high quality instruction for each student;
- (b) personalized learning supports for each student; and
- (c) implementation of evidence-based student health and wellness practices.



"Attendance validated program" means a program within an LEA that consists of eligible, enrolled public school students who physically attend school in a brick and mortar school.

"Learner validated program" means a program within an LEA that consists of eligible, enrolled public school students where the student receives instruction through:

- (a) an online learning program;
- (b) a blended learning program; or
- (c) a competency-based learning program.



2021-22 and 2022-23 Amendments

- Eliminated the 990-hour requirement for *two years*
- Requires LEAs to provide “educational services over a minimum of 180 school days each school year”
- Measuring LEAs based on the services they provide and outcomes rather than student time



Utah State Board of Education Information

Angie Stallings

Deputy Superintendent of Policy

Utah State Board of Education (USBE)

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USBE Website: <https://www.schools.utah.gov/>

Portrait of a Graduate info: <https://www.schools.utah.gov/portraitgraduate>

Board Rule R277-419: <https://www.schools.utah.gov/file/be7c9bd8-ae73-4d6f-acce-59586b9713eb>





**Alissa Muller, Director of Mastery-Based Learning
Collaborative**

Washington State Board of Education



Mastery-based Learning

in Washington State



The Washington State
BOARD OF EDUCATION
sbe.wa.gov

Washington State: Mastery-based Learning Collaborative



What's happening in Washington now?

- Mastery-based credit opportunities for students
- Mastery-based Learning Work Group
- Mastery-based Learning Collaborative



Mastery-based Learning Work Group Members



Rep. Sharon Tomiko Santos, Chair of Washington State House Education Committee



Sen. Lisa Wellman, Chair of WA State Senate Early Learning & K-12 Education Committee



Rep Alex Ybarra, House Education Committee Member



Sen. Ann Rivers, Ways and Means Committee Member and Senate Republican Leadership



Ashley Lin, Senior at Union High School (Camas School District), AWSL



Dr. Kory Kalahar, Principal, WestSide High School, Wenatchee Public Schools



Miguel A. Saldaña, Teacher, Pasco High School, Pasco School District



Ron Mayberry, Bethel School District, Online Learning Advisory Committee



Frieda Takamura, Renton Technical College Board of Trustees, EGOAC Member



Jenny Morgan, Counselor, Capital High School, Olympia School District



Aurora Flores, Academic Counselor at Omak School District (SD), Manson SD Board Member, Immediate Past President of WSSDA



Dr. Donita Torres, Eastern Washington University, WA Association of Colleges for Teacher Education



Paul Pitre, Seattle Chancellor and associate professor at WSU Everett, local nonprofit board member, SBE member



Krestin Bahr, Peninsula School District Supt., Immediate Past President of WASA



Rhett Nelson, Director, Alternative Learning Department, OSPI



Alexandra Manuel, Executive Director, Professional Educator Standards Board



Amelia Moore, Washington Student Achievement Council



Vision of the MBL Work Group

Our vision of a mastery-based learning (MBL) system is one that:

- **Empowers** students to advance upon demonstrated mastery of content, rather than seat time or age
- **Celebrates** diversity and every student feels a sense of belonging in their school community
- **Enables** students to direct their own learning and serves each student based on their personalized needs
- **Honors** the assets students bring and engages students through their diverse cultures and communities
- **Allows** students' innate creativity to shine through in their learning
- **Values** learning experiences that take place in environments outside the classroom
- **Facilitates** students' voices and transition to higher education and careers
- **Supports** both students and educators as lifelong learners; provides the freedom to fail and celebrates the resulting learning
- **Demonstrates** flexibility and responsiveness in our changing world

Mastery-based Learning Collaborative (MBLC): Project Overview

Project objectives include:

- **Establish** a statewide infrastructure to provide needed professional development, policy, and communications support to enable districts/schools to implement MBL.
- **Demonstrate** that schools can successfully implement MBL with student learning and assessment that are more authentic, engaging, and culturally connected and sustaining.
- **Document** the key steps that states, districts, and schools must take to transition to MBL successfully.
- **Positively impact** student engagement and progress toward learning goals.
- **Inform state policy** around MBL.



MBL Collaborative Structure

- Project Leadership
- State Board of Education
- Additional executive sponsors: Office of Superintendent of Public Instruction and Professional Educator Standards Board
- Collaborative Consulting Group: Informal advisory group
- Participating Schools
- Independent Evaluator: Aurora Institute
- Professional Learning Provider TBD through [RFP process](#)



MBL Collaborative: Schools

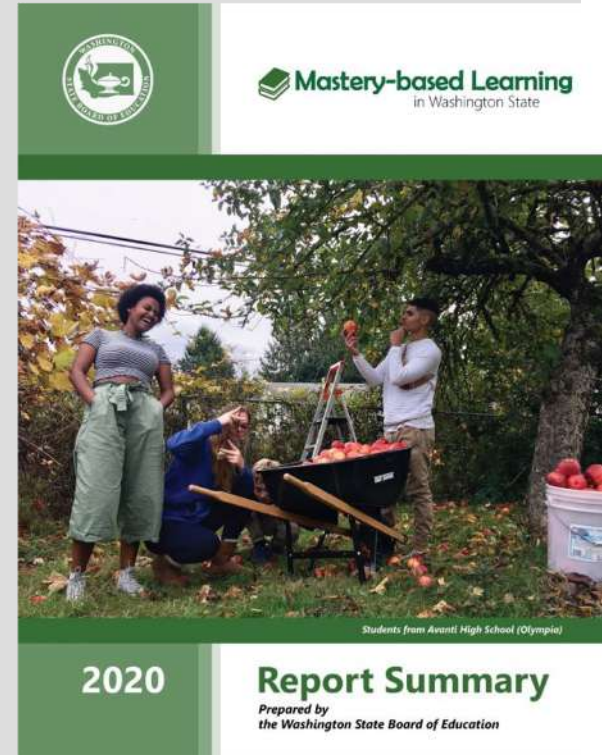
- 18 schools in the founding cohort
- Membership levels:
 - MBLC Incubator (schools new to MBL)
 - MBLC Living Lab (schools already doing MBL)
 - Friends of the MBLC (if space available)
- Timeline:
 - Spring 2022: Planning period
 - 2022-2023: First professional learning year
 - 2023-2024: MBL implementation begins at the building level





Past Work and Current Resources

- [Mastery-based Learning Collaborative](#)
- [MBL Work Group](#) Authorizing Legislation: [E2SHB 1599 Sec. 301](#)
- [2020 Report](#) and [Graphic Summary Report](#)
- The Washington State School Directors' Association (WSSDA) has [subject-specific model policies and procedures](#) that school boards can adopt that permit mastery-based credit.
- State Board of Education (SBE) [Rules](#), [Guidance](#) and [Handbook](#) on mastery-based crediting.
- [Washington's MBL One Pager](#)





SBE Contact Information & MBL Page

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Website: www.sbe.wa.gov

**More MBL work group
information and
resources:**



<https://www.sbe.wa.gov/our-work/mastery-based-learning-work-group>



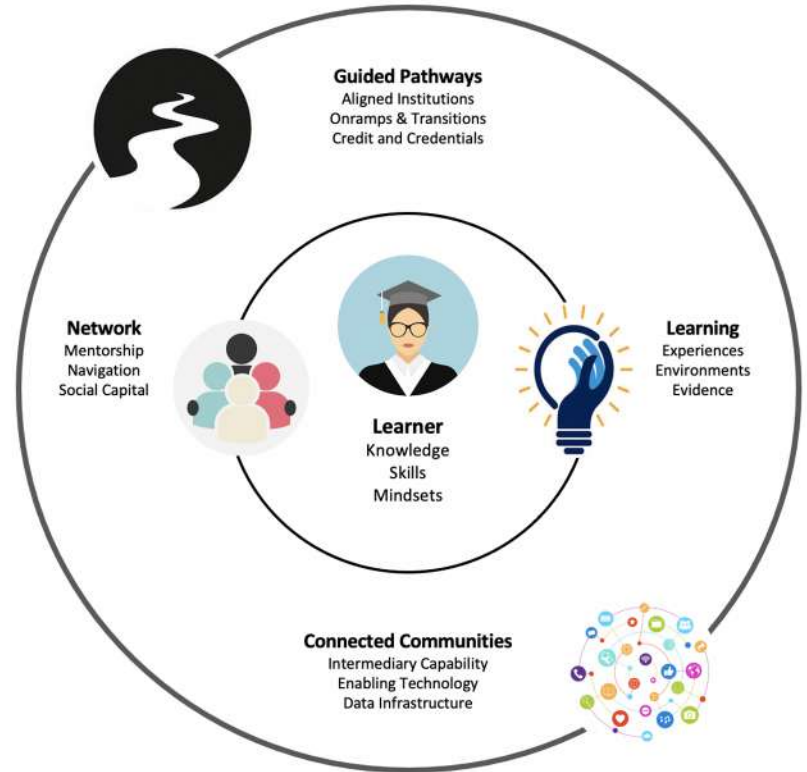
Student-Centered Learning State Policy Recommendations

By Fred Jones, Policy Director, Aurora Institute

State Policy Considerations

State Recommendations

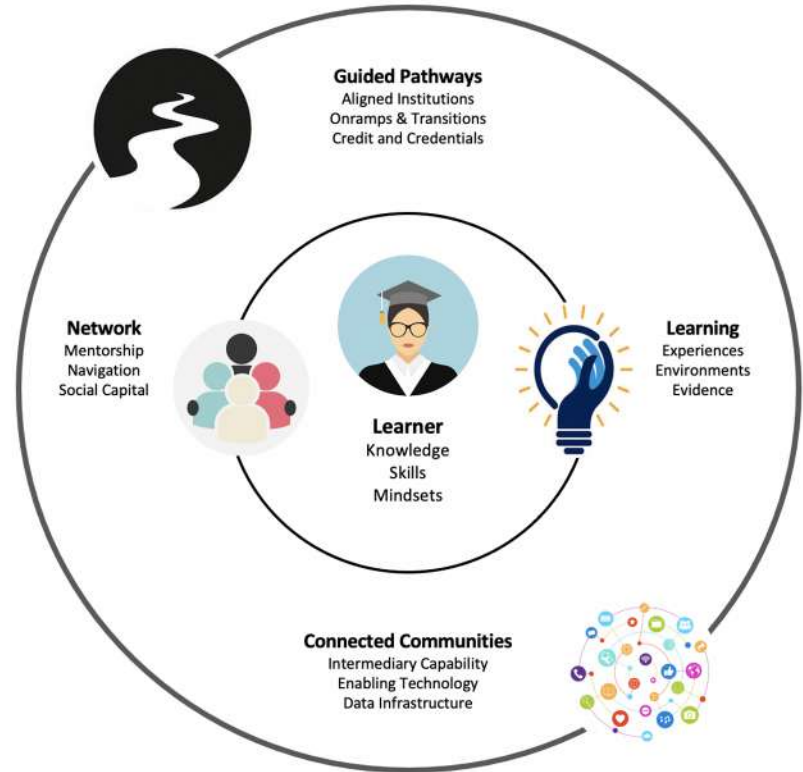
- Reimagine education by developing a new definition of success using a Profile of a Graduate
- Transform state funding formulas so that they provide the necessary—and sometimes disproportionate level of—resources to each learner to interrupt historical inequities
- Increase access to and affordability of both traditional and nontraditional educator preparation programs to recruit and retain a more diverse teacher workforce
- Support new approaches to competency-based teaching and learning by investing in modernizing the educator workforce



State Policy Considerations

State 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.
- Reverse the inequities exacerbated by the impact of COVID-19
- Invest in a balanced assessment system, including developing investments
- Rethink accountability to engage communities in new designs that offer a broader range of approaches to evaluate school performance





Q&A

**Jon Alfuth, Director of State Policy
KnowledgeWorks**



One- Minute Survey:

https://www.surveymonkey.com/r/Aurora_2021YearInReview



Thank you!