YEAR IN REVIEW: 2021 STATE LEGISLATIVE SNAPSHOTS 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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3:00 P.M. - 4:00 P.M. EST
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
How we do it.

RESEARCH
REPORT
COUNSEL
CONVENE
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
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. These policy examples are real-time waivers, credit flexibility, pilot programs, innovation zones, proficiency-based diplomas, multiple graduation pathways, a state graduate profile, and statewide competencies.

Policy Solutions That Foster Competency-Based Learning

This Policy Brief identifies opportunities for states to maximize their 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.

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 our issue area interests or comprehensive analysis.

State Education Policy Tracking

The Education Commission of the States tracks state education policy on a wide variety of education issues. There are three editions available:

1. Small short-term projects and integrated bodies of education topics for the 2019-2021 legislative sessions.
2. This is where you can find State Education Policy Watch, which includes pending legislation in each state.
3. This is where you can find the full state policy tracking for the 2019 through 2021 legislative sessions.

For more information about how to use 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

2015/16
- SB 143 Creates CBE Grant Program

2017
- 13 LEAs join CBE Exploratory Pilot

2018
- Framework
  - USBE publishes CBE Framework

2019
- Portrait of a Graduate
  - USBE creates Portrait of a Graduate with Utah stakeholders

2020
- Competencies
  - USBE releases competencies and PCBL Framework

2021
- Model Rubrics
  - USBE collaborates to develop P-20 model rubrics
"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

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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
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, EOGOAC 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
Alissa Muller: Director of the Mastery-based Learning Collaborative, Washington State Board of Education
Email: Alissa.Muller@k12.wa.us
Phone: 360-725-6501
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!