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

Wednesday, December 8, 2021
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
<table>
<thead>
<tr>
<th>Event</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Introductions and Definitions of Key Terms</td>
<td>Fred Jones (AI)</td>
</tr>
<tr>
<td>Student-Centered Learning State Policy Trends</td>
<td>Ben Erwin (ECS)</td>
</tr>
<tr>
<td>Moderated State Discussion</td>
<td>Jon Alfuth (KW)</td>
</tr>
<tr>
<td>State Presentations</td>
<td>Angie Stallings (UT State Board of Education)</td>
</tr>
<tr>
<td></td>
<td>Alissa Muller (Washington State Board of Education)</td>
</tr>
<tr>
<td>State Recommendations</td>
<td>Fred Jones (AI)</td>
</tr>
<tr>
<td>Q&amp;A</td>
<td></td>
</tr>
</tbody>
</table>
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.
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

ecs.org | @EdCommission
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**

---

**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 nine states that grant the flexibility and autonomy needed to implement competency-based education. These policy examples are web-based courses, credit flexibility, pupil programs, innovation zones, proficiency-based diplomas, multiple graduation pathways, a state graduate profile, and statewide competencies.

**POLICY APPROACHES TO COMPETENCY-BASED EDUCATION**

**KEY TERMS**

- Competency-based education refers to a systematic approach to skill mastery and achievement.

---

**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 issues team’s views or comprehensive analysis.

- **PUBLISHED:** June 14, 2021
- **AUTHORS:** Dan Edelman
- **RESOURCE TYPE:** State Information Request

---

**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.

---

**State Education Policy Tracking**

Education Commissioner of the States tracks state education policy on a wide variety of educational issues. There are three rounds available:

1. Small-down to view current and archived follow on a wide variety of education topics for the 2016–2017 legislative sessions.
2. Click here to view our 2017 State Education Policy Tracker, which includes pending legislation in four states.
3. Click here to view an archive of state policy tracking for the 2016 through 2018 legislative sessions.

For more information about how to utilize this interactive map, click here.

---

ecs.org | @EdCommission
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

**Partnership**
- **2015/16**: SB 143 Creates CBE Grant Program

**Framework**
- **2017**: 13 LEAs join CBE Exploratory Pilot
- **2018**: USBE publishes CBE Framework

**Competencies**
- **2019**: USBE releases competencies and PCBL Framework

**Model Rubrics**
- **2020**: USBE collaborates to develop P-20 model rubrics
- **2021**: USBE creates Portrait of a Graduate with Utah stakeholders
"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)
E-mail: angie.stallings@schools.utah.gov
Phone: 801-538-7550

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 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 [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 performance-based assessments
- 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!