



2020 NATIONAL POLICY FORUM

Friday, November 13, 2020 | 1:00-2:45 p.m. ET

#Aurora2020
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Use the Chat to Introduce Yourself

National Policy Forum Agenda Overview

FRIDAY, NOVEMBER 13, 2020

1:00-1:10 PM ET | National Overview of State Policies to Drive the Transformation of K-12 Education Systems

Susan Patrick, Aurora Institute

1:10-1:20 PM ET | Redefining Student Success to Ensure All Students Graduate Prepared for the Future: Profile of a Graduate

Utah: Profile of a Graduate, *Sarah Young, Utah State Board of Education*

1:20-1:30 PM ET | Building Capacity for Competency-Based Education

Washington State: Building Capacity for Competency-Based Education, *Representative Sharon Tomiko Santos, Washington State*

1:30-1:40 PM ET | Creating Innovation Zones

Arkansas: Innovation Zones, *Denise Airola, Office of Innovation for Education, University of Arkansas*

1:40-1:50 PM ET | Creating Task Forces to Launch Statewide Pilot Programs to Support Education Innovation

Idaho: Create Personalized Competency-Based Education Task Forces and Pilots, *Aaron McKinnon, Idaho State Department of Education*

1:50-2:00 PM ET | Aligning K-12, Higher Education, CTE, and Workforce Pathways

Alabama: Continuous Learning System, Aligned and Competency-Based, *Nick Moore, Governor's Office of Education and Workforce Transformation*

2:00-2:10 PM ET | BREAK

2:10-2:20 PM ET | Developing Balanced Systems of Assessments

National Landscape Scan of States: Balanced Systems of Assessments, *Paul Leather, Center for Innovation in Education*

2:20-2:30 PM ET | Rethinking Accountability Systems for Next Generation Learning

Colorado: Creating Next Generation Accountability Systems for Student-Centered Learning, *Rebecca Holmes, The Colorado Education Initiative*

2:30-2:40 PM ET | Educator Workforce Diversification and Modernization

A Snapshot of State Policies on Modernizing and Diversifying the Teacher Workforce, *Alyssa Evans, Education Commission of the States*

2:40-2:45 PM ET | Closing

Susan Patrick, Aurora Institute



National Overview of State Policies to Drive Transformation of K-12 Education Systems

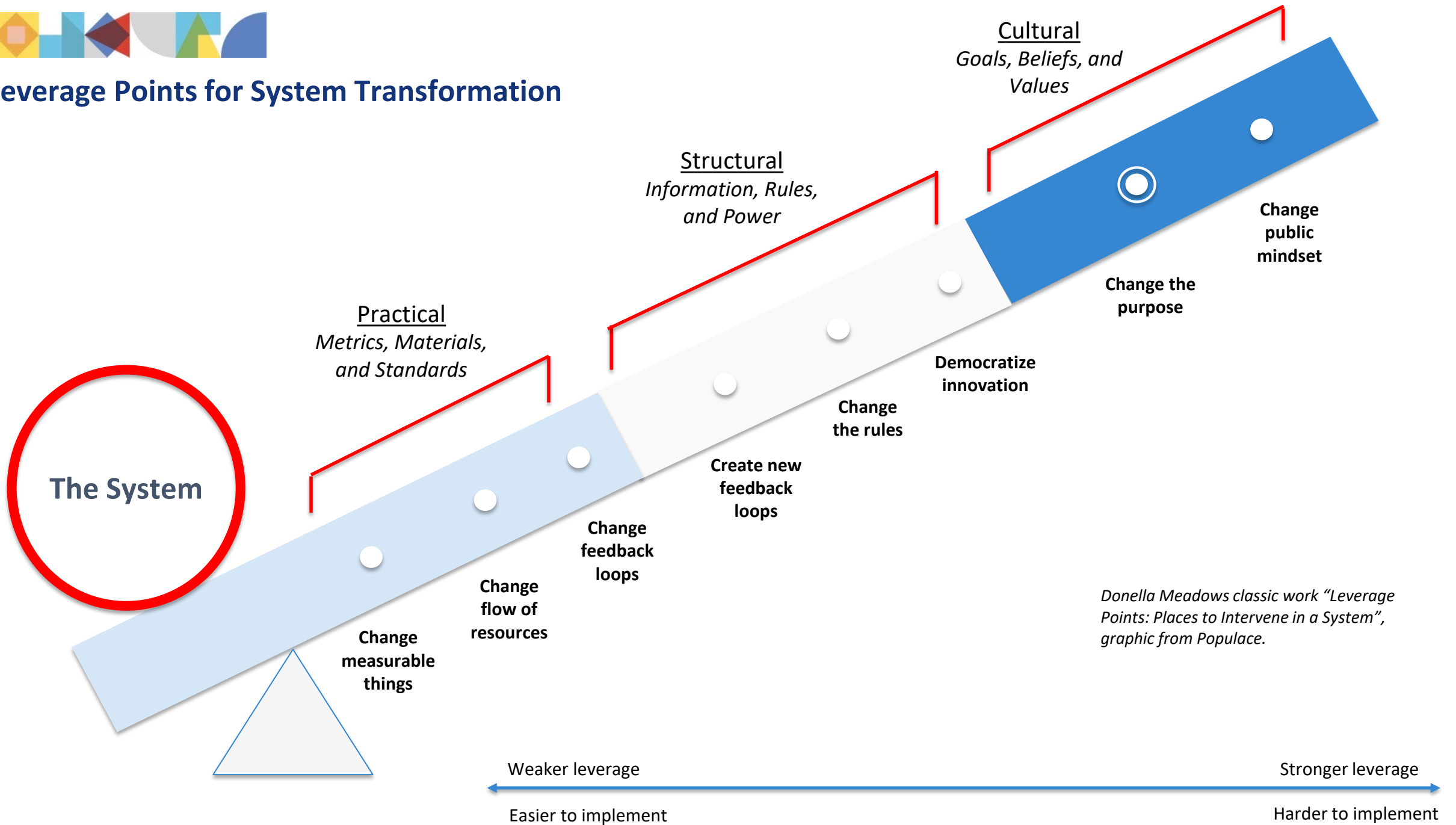
Susan Patrick, Aurora Institute

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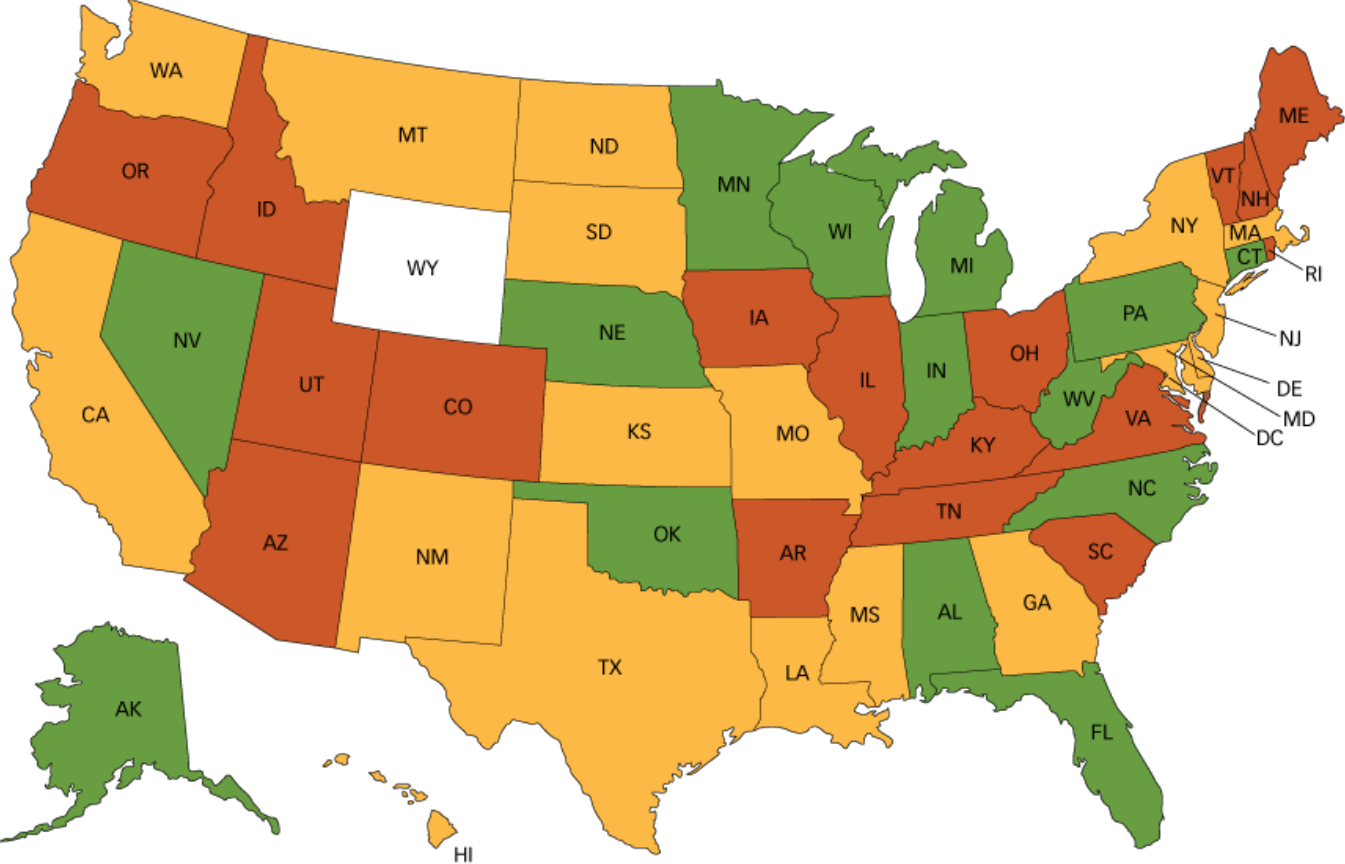




Leverage Points for System Transformation



States Advancing Policies to Support K-12 Competency-Based Education - 2020



- Advanced States**
Those states with comprehensive policy alignment and/or an active state role to build capacity in local school systems for competency education.
- Developing States**
Those states with open state policy flexibility for local school systems to transition to competency education.
- Emerging States**
Those states with limited flexibility in state policy—usually requiring authorization from the state—for local school systems to shift to competency education, for exploratory initiatives and task forces, and/or with minimal state activity to build local capacity.
- No Policies in Competency Education**
States with no state-level activity and enabling policies for competency education. Significant policy barriers may exist, such as inflexible seat-time restrictions.

2011 Definition: Five Elements of Competency-Based Education



Students advance upon demonstrated mastery.



Students receive timely, differentiated supports based on their individual learning needs.



Competencies include explicit, measurable, transferable learning objectives that empower students.



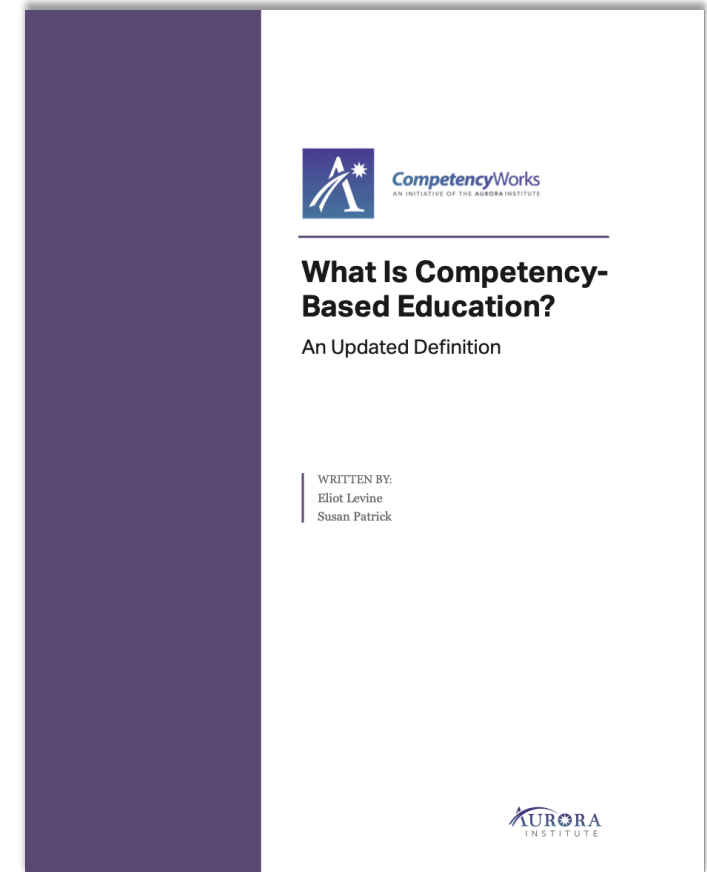
Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.



Assessment is meaningful and a positive learning experience for students.

2019 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.
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.
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.



We updated the 2011 definition of competency-based education to include nuances as the field advances

Promising State Policies to Advance Personalized Competency-based Education

