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
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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The System

Practical
Metrics, Materials, and Standards

Change measurable things
Change flow of resources
Change feedback loops

Structural
Information, Rules, and Power

Create new feedback loops
Change the rules

Cultural
Goals, Beliefs, and Values

Democratize innovation
Change the purpose
Change public mindset

Weaker leverage
Easier to implement

Stronger leverage
Harder to implement

Donella Meadows classic work “Leverage Points: Places to Intervene in a System”, graphic from Populace.
States Advancing Policies to Support K-12 Competency-Based Education - 2012

- **Advanced States**: Those states with clear policies that are moving towards proficiency-based, more than just an option.
- **Developing States**: Those states with pilots of competency education, credit flexibility policies, or advanced next gen policies for equivalents to seat time.
- **Emerging States**: Those states with waivers, task forces.
- **ILN States**: Since its inception, the Innovation Lab Network (ILN) engaged schools, districts, and state education agencies working to identify through local efforts new designs for public education that empower each student to thrive as a productive learner, worker, and citizen. The state’s responsibility is to establish conditions in which innovation can flourish and to develop capacity to sustain and scale what works through policy. The Council of Chief State School Officers (CCSSO) facilitates this network of states to support programmatic, policy, and structure design work within each participating states and across the network.
- **No Policies in Competency Education**: States with seat-time and no competency education policies.
2011 Definition: 
Five Elements of Competency-Based Education

- **Students advance upon demonstrated mastery.**
- **Competencies include explicit, measurable, transferable learning objectives that empower students.**
- **Assessment is meaningful and a positive learning experience for students.**
- **Students receive timely, differentiated supports based on their individual learning needs.**
- **Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.**
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

Redefining Student Success / Profile of a Graduate

- Innovation Zones
- CBE Task Forces
- Credit Flexibility
- Pilot Programs
- Multiple Pathways

- Proficiency-Based Diplomas
- Modernized Systems of Assessments
- State Initiatives to Build Local Capacity

- Comprehensive Statewide Policy Approach

State Leadership