

# Fit for Purpose:

## *Taking the Long View on Systems Change and Policy to Support Competency Education*

*August 28, 2018*

*2:00– 3:00 p.m. ET*

*Presenters:*

*Susan Patrick: President and CEO, iNACOL; Co-founder, CompetencyWorks*

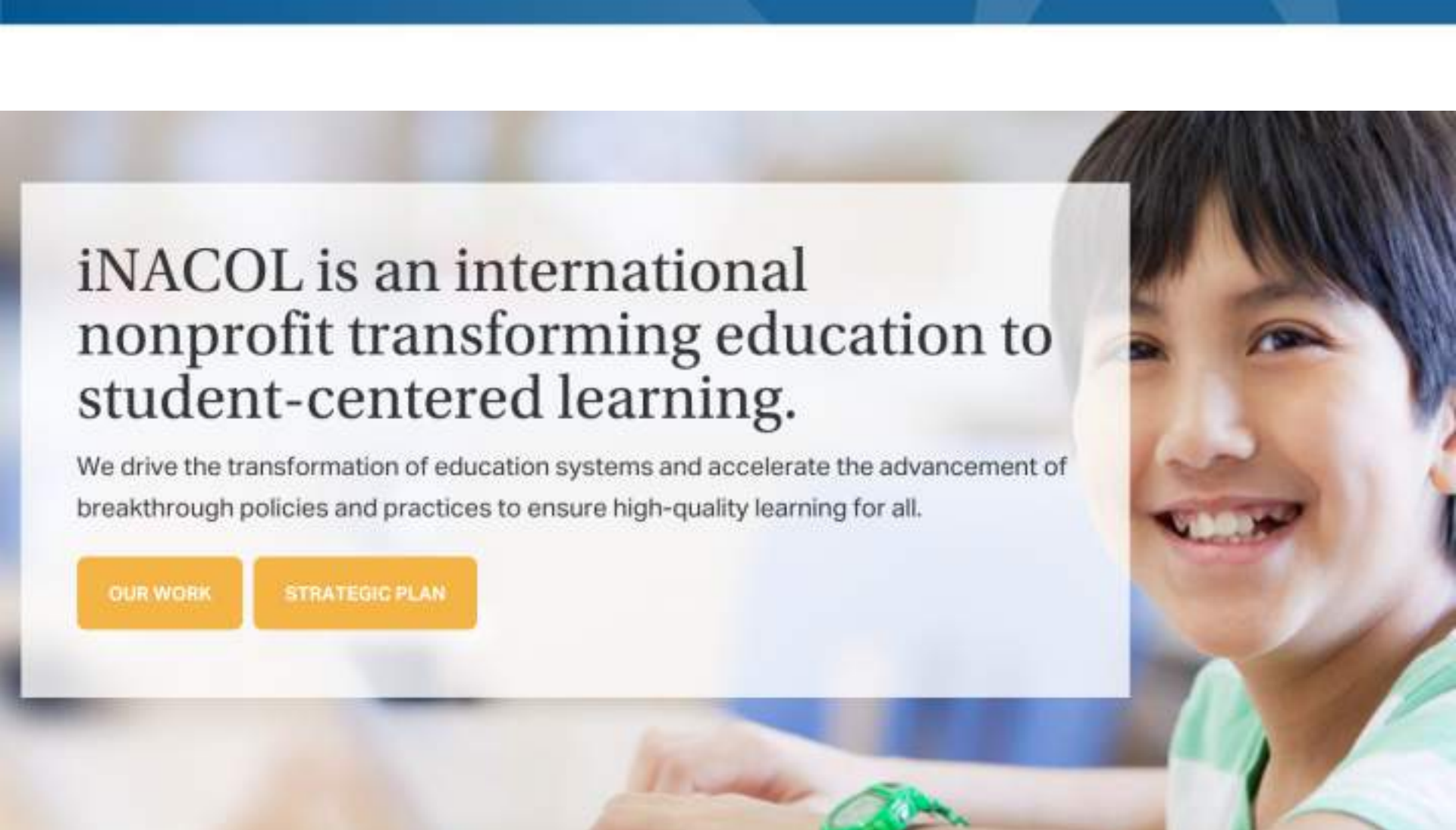
*Maria Worthen, Vice President for Federal and State Policy, iNACOL*

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# Agenda

- Introduction
- 4 Threshold Concepts
  - Certifying learning
  - Assessment Literacy
  - Pedagogical Innovations Based on Learning Sciences
  - Meeting Students Where They Are
- Issues to Tackle
- Action Steps
- Q&A



# iNACOL is an international nonprofit transforming education to student-centered learning.

We drive the transformation of education systems and accelerate the advancement of breakthrough policies and practices to ensure high-quality learning for all.

[OUR WORK](#)

[STRATEGIC PLAN](#)

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## iNACOL Center for Policy Advocacy

The iNACOL Center for Policy Advocacy leads the multi-stage evolution of policy necessary for the growth of effective personalized learning models toward the goals of high quality, equity, access and dramatically improving student learning to close the achievement gap and ensure every student has access to high-quality, world-class learning opportunities. To achieve this, iNACOL:

- Provides lawmaker education and technical assistance on issues analysis and policy development;
- Responds to requests for support from policymakers and practitioners in the field;
- Develops the vision of the future of education through transformational policy for systems; and
- Builds knowledge on policies to support student-centered, competency-based, personalized learning.

CompetencyWorks

FINAL PAPER

## Fit for Purpose:

Taking the Long View on Systems  
Change and Policy to Support  
Competency Education

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# What is Competency-Based Education?



**Students advance upon demonstrated mastery**



**Assessment is meaningful and a positive learning experience**



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

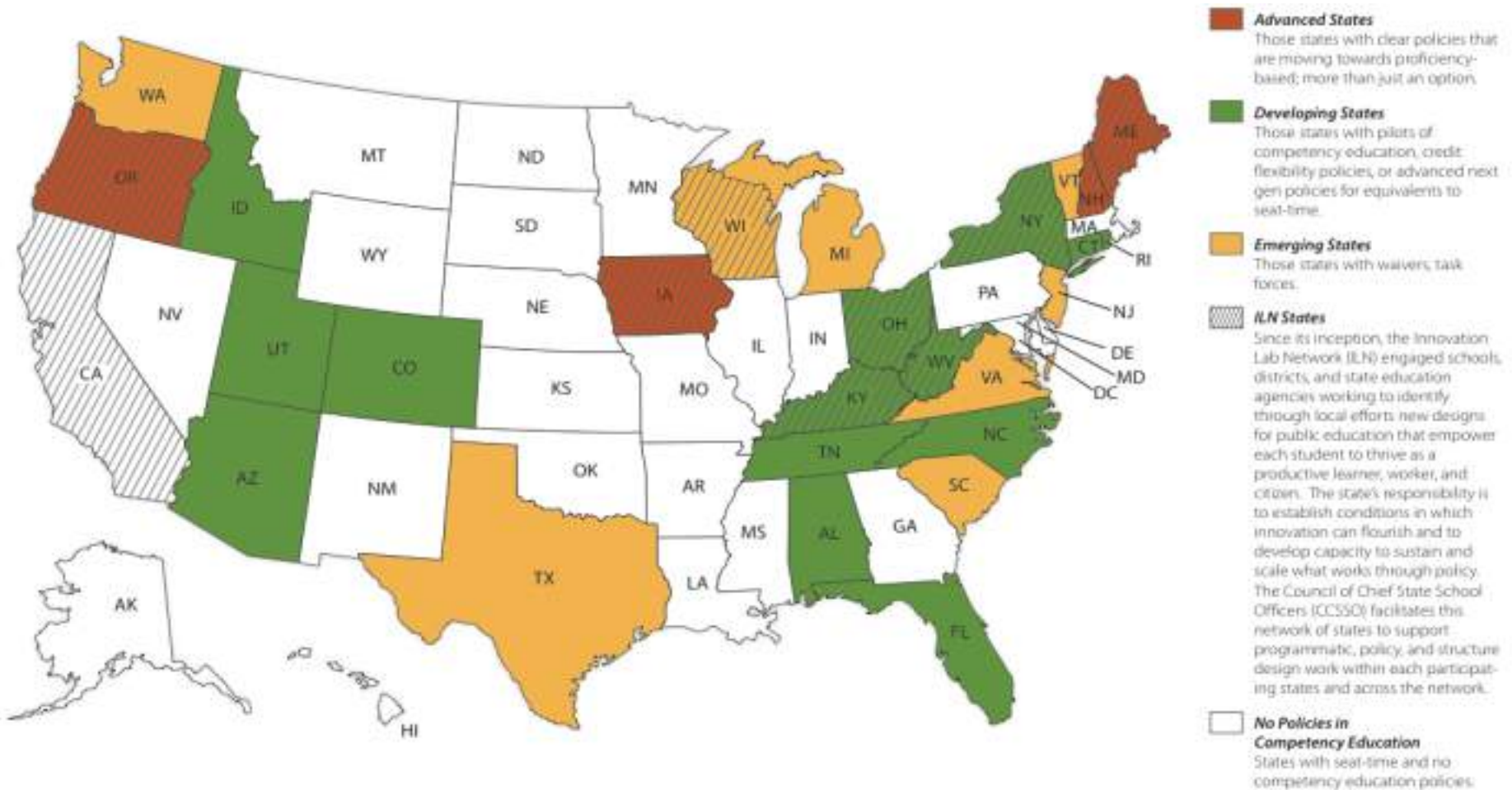


**Students receive timely and differentiated support**

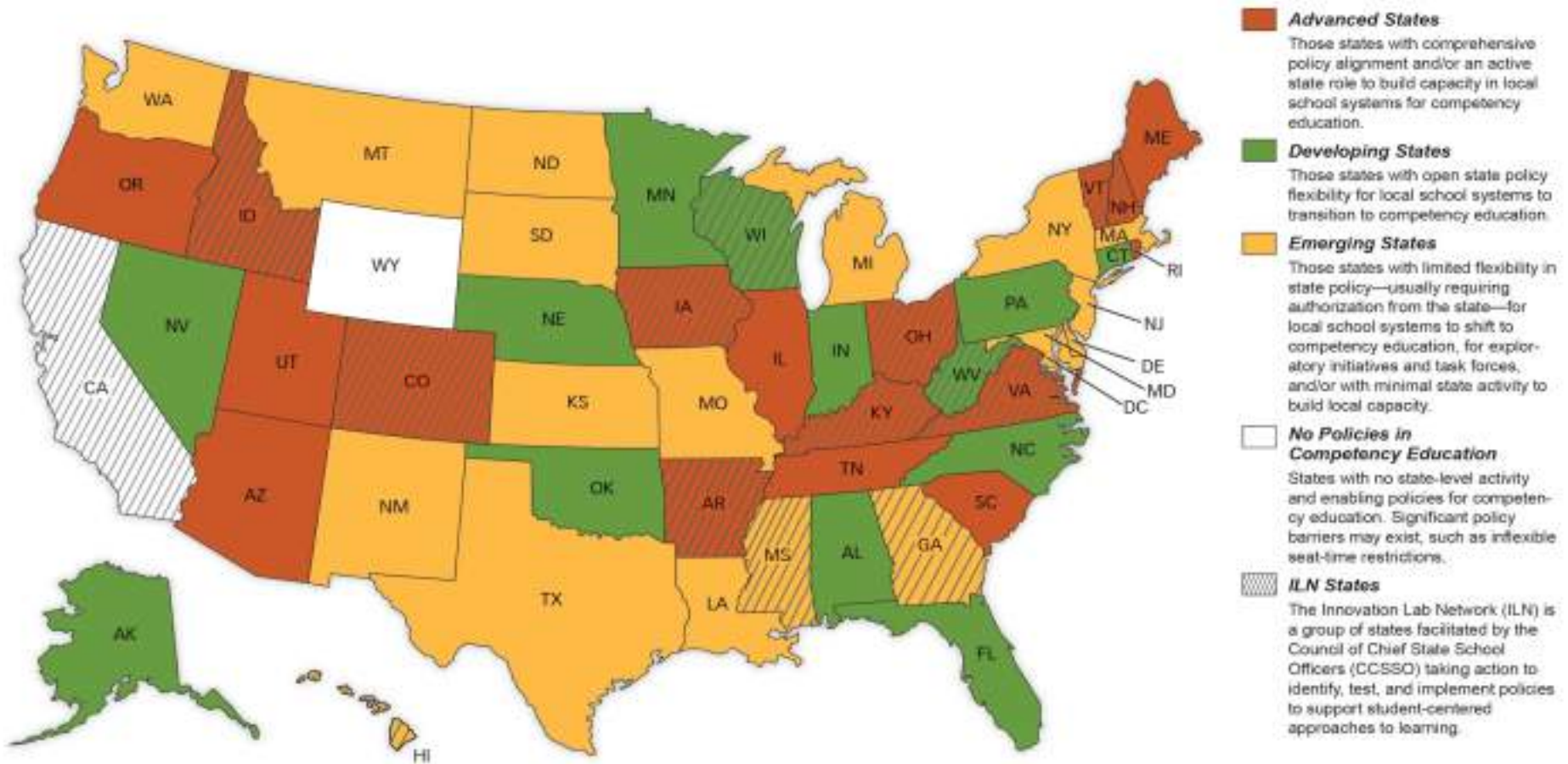


**Students develop and apply a broad set of skills and dispositions**

# A Snapshot of K-12 Competency Education State Policy - 2012



# A Snapshot of K-12 Competency Education State Policy - 2018





# Overview

We will...

1. Examine what it will take to transform K-12 education over the long term.
2. Learn core concepts that policymakers might think about addressing to shift to personalized, competency-based learning.
3. Explore how can states begin to build system coherence in K-12 education towards student-centered learning.

# Long-Range Vision

- Realizing a vision for K-12 education systems that can prepare all students to succeed will require:
  - Sustained focus, support and leadership
  - Meaningful, sustained and inclusive stakeholder engagement

# We envision a future state of K-12 education that...

- Is based on the **belief that every student can and will succeed**, reaching high standards, when systems are student-centered, providing the right supports, at the right time, **personalized** to each student's unique interests, needs and strengths;
- Creates instructional systems based on the research on **how students learn best**;
- **Empowers educators** to build personalized, competency-based learning environments, including assessment literacy to exercise professional judgment of student work to consistent high standards;
- Certifies qualifications, degrees and **credentials that are meaningful**, awarded based on mastery of the core competencies required to succeed; and
- Is based on a **growth mindset**, with systems that are purpose-built for continuous improvement of student learning, educator practice and supports

# Threshold Concepts

- Threshold concepts are “core concepts, that once understood, are needed to transform a given subject.” (Meyer, Land, & Baillie, 2010.)
- They can help us think differently about what is possible in an equitable future education system where all students succeed, and how to address deep-seated systems design flaws across K-12 education.

# Threshold Concepts

1. Certifying Learning
2. Assessment Literacy
3. Pedagogical Innovations Based on the Learning Sciences
4. Meeting Students Where They Are

# Certifying Learning

- What do we need to think differently about a broader set of outcomes?
- How could the high school diploma align to a more comprehensive definition of success?

# Assessment Literacy



*“Student assessment is essential to measure the progress and performance of individual students, plan further steps for the improvement of teaching and learning, and share information with relevant stakeholders.” – OECD, 2013*

# Assessment Literacy

“The knowledge and skills associated with designing, selecting, interpreting, and using high-quality assessments to improve student learning and to serve other important educational and policy purposes.”

- *Scott Marion, Center for Assessment*



# Pedagogical Innovations Based on the Learning Sciences



How do students learn best based on the learning sciences?

How do we create the right environments conducive to learning?

# Meeting Students Where They Are



Learner-centered

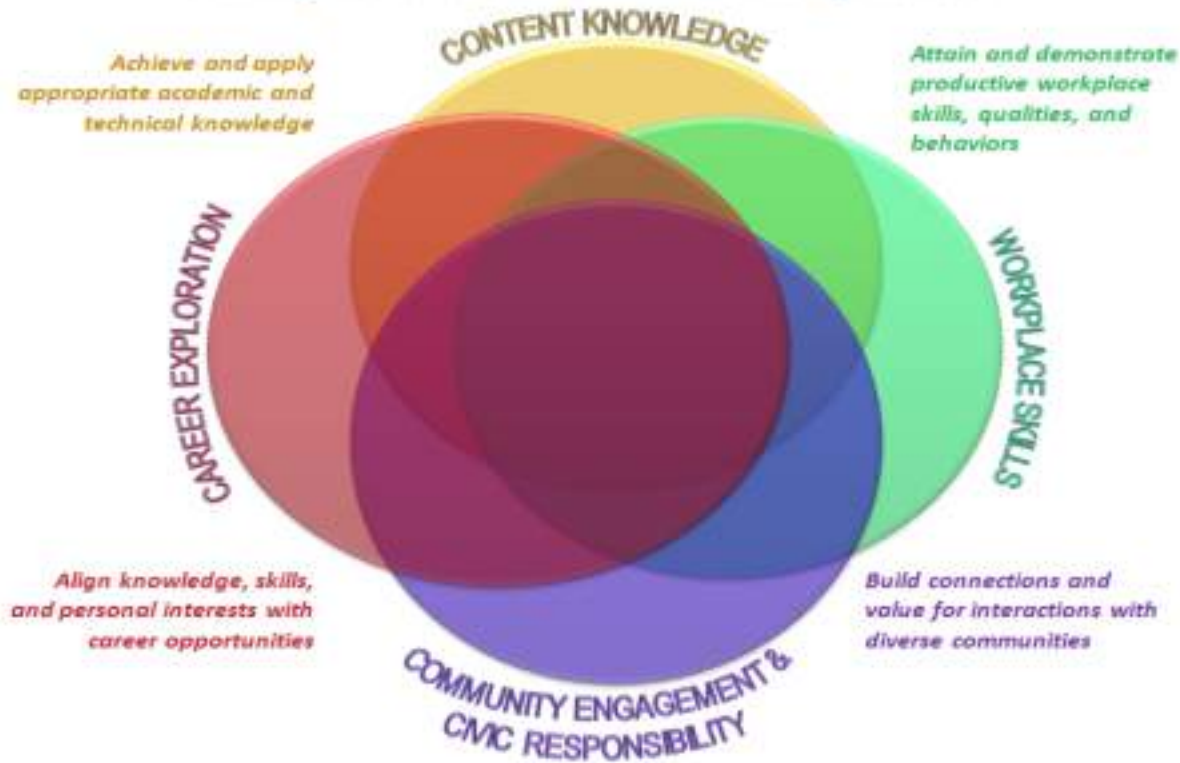
Individualized  
pathways and  
supports

# Issues to Tackle

- Redefine success
- Meaningful Qualifications
- Accountability as Continuous Improvement
- Educator Capacity for Competency-Based Education
- Capacity to Lead Change
- Competency-Based Systems

# Issue to Tackle: Redefining Student Success

*Profile of a Virginia Graduate*  
In Virginia, the Life Ready Individual Will,  
During His or Her K-12 Educational Experience:

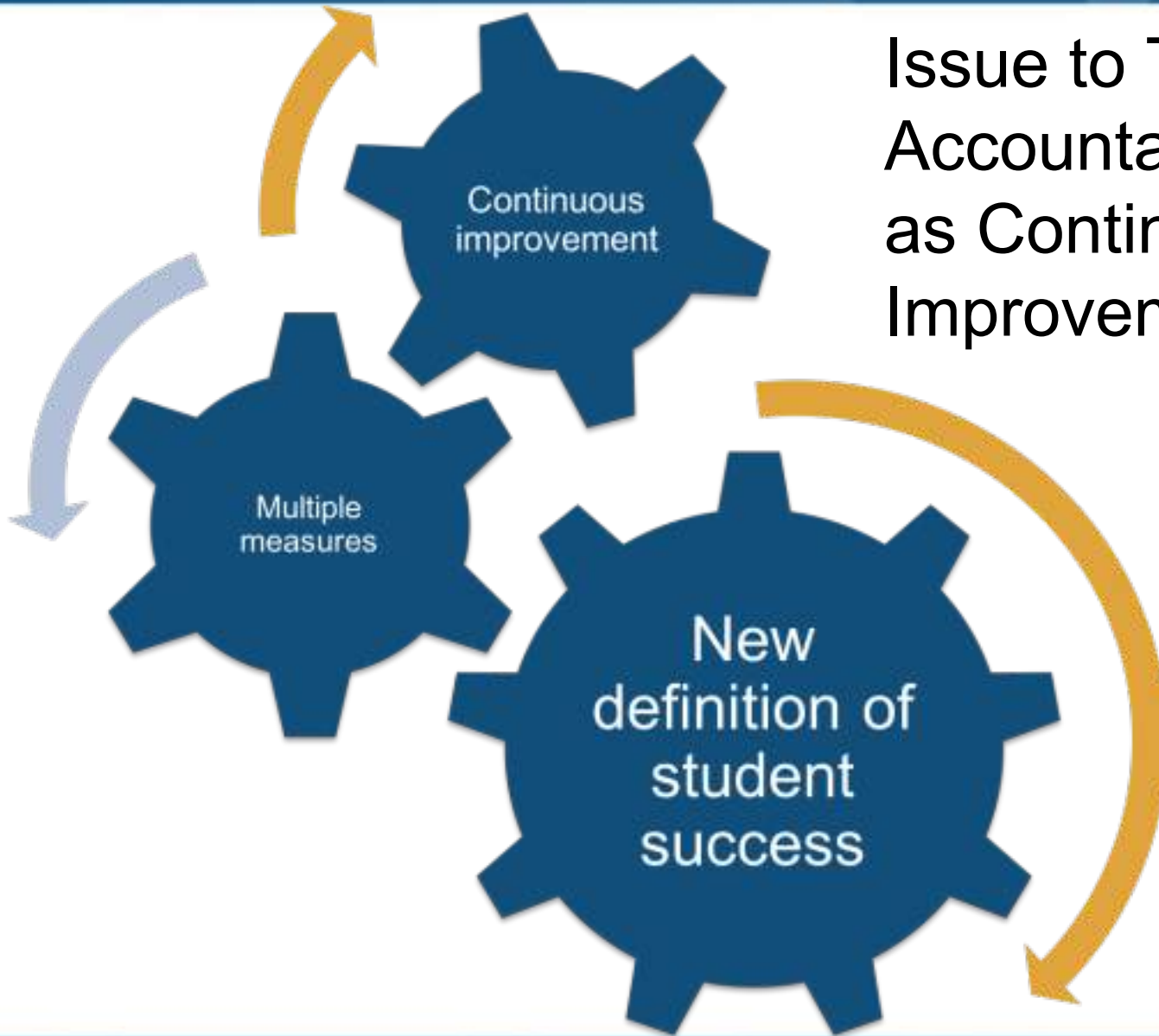


# Issue to Tackle: Meaningful Qualifications

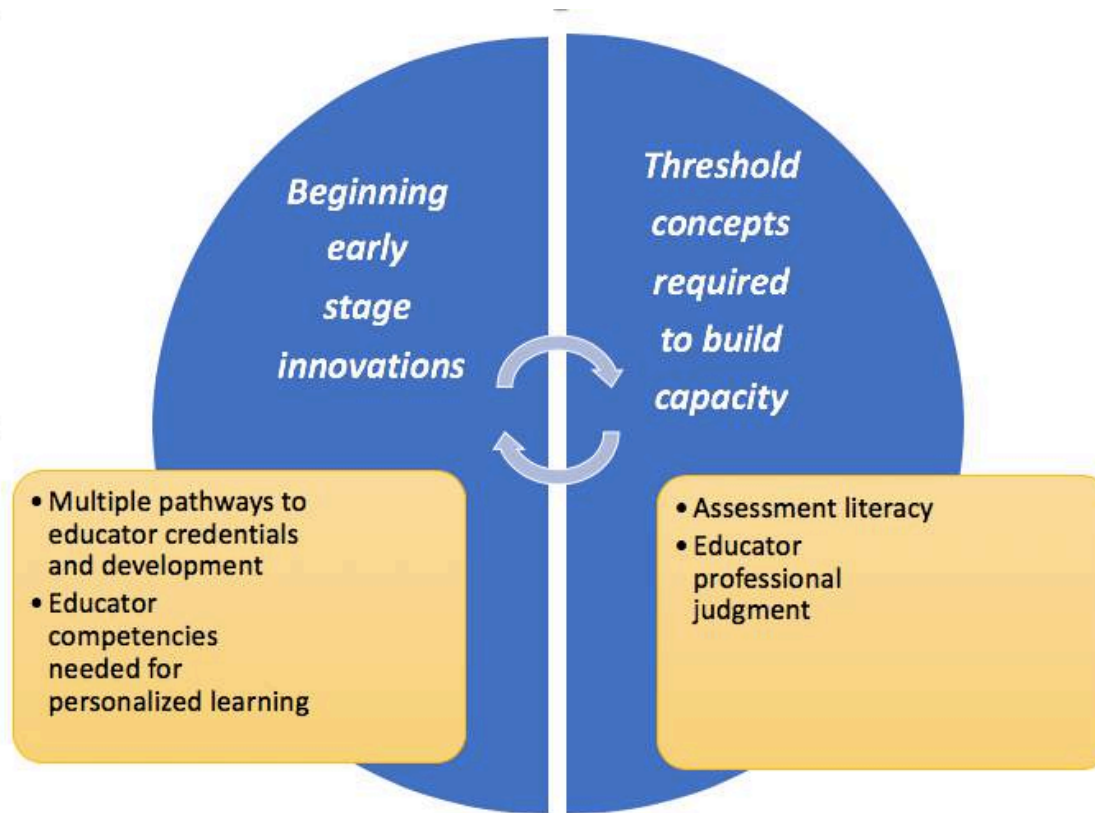
How could we make a high school diploma more meaningful?



# Issue to Tackle: Accountability as Continuous Improvement



# Issue to Tackle: Educator Capacity for Competency-Based Education



# How do we get there?

States have to begin to identify their own Theory of Change.

States can start working toward the future state of education:

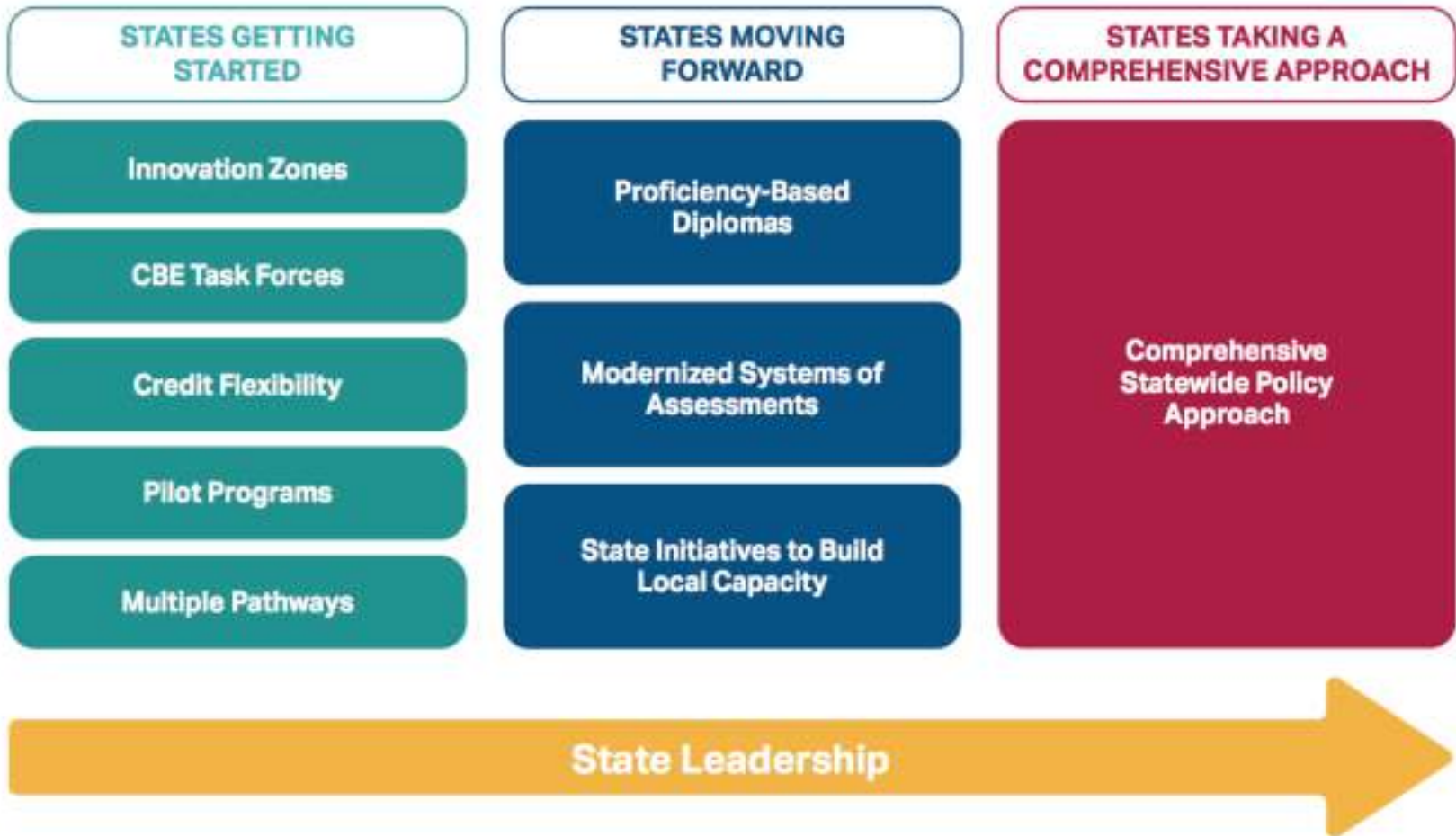
- Partner with stakeholders to craft a vision for the purpose and future of their education systems;
- Create space for innovating designed with equity in mind;
- Build capacity of educators and school leaders to transform learning environments to meet the needs of every student.



# Current to Future State of Education



# Continuum of Promising State Policies for Personalized Learning





## Meeting ESSA's Promise: State Policy to Support Personalized Learning

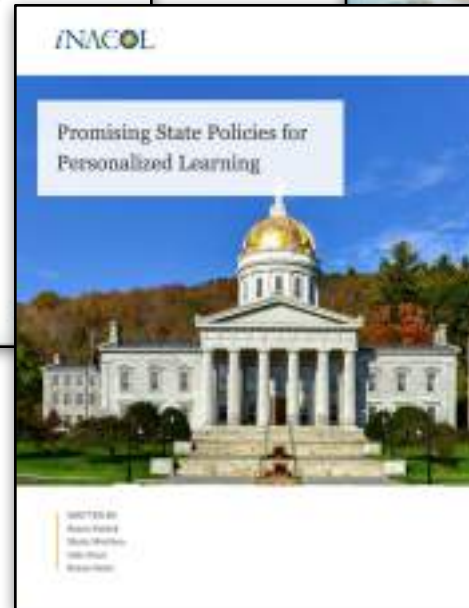
### New Policy Opportunities Under ESSA

- + Rethink accountability for continuous improvement.
- + Redesign systems of assessments to align with student-centered learning.
- + Transform systems to build capacity for a next generation educator and leader workforce.

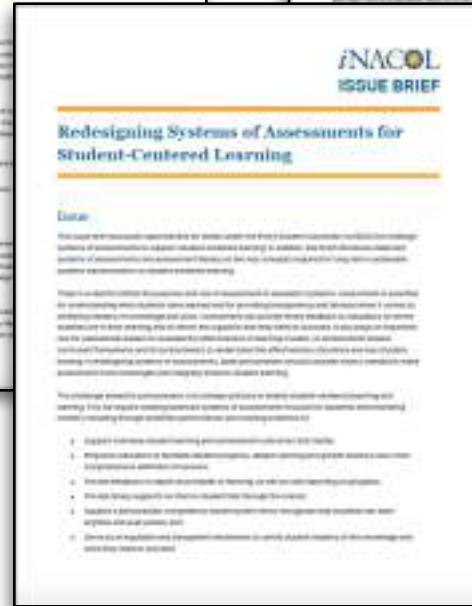
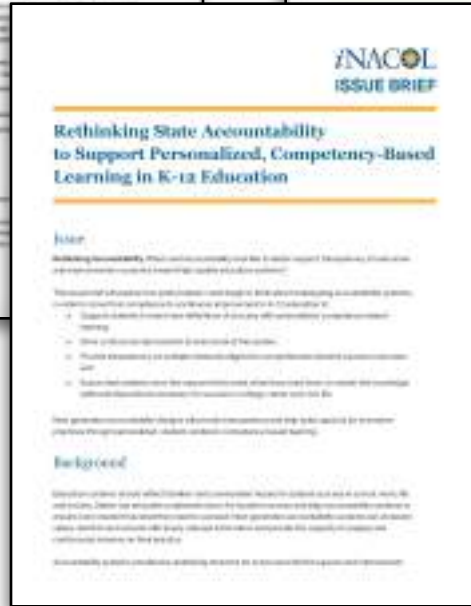
### Continuing Opportunities

- + Create personalized, competency-based education systems.
- + Build new learning models infrastructure.
- + Create system coherence and build capacity for the long-term.

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# Q&A

