

State Policies to Support Competency Education and Personalized Learning

Presentation to North Carolina Policymakers

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Raleigh, North Carolina*

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www.inacol.org

iNACOL
International Association for K-12 Online Learning

CBE
is a model



Centered on
the student



Focused on
mastery of
competencies



Based on
learning
outcomes

Competency-Based Education

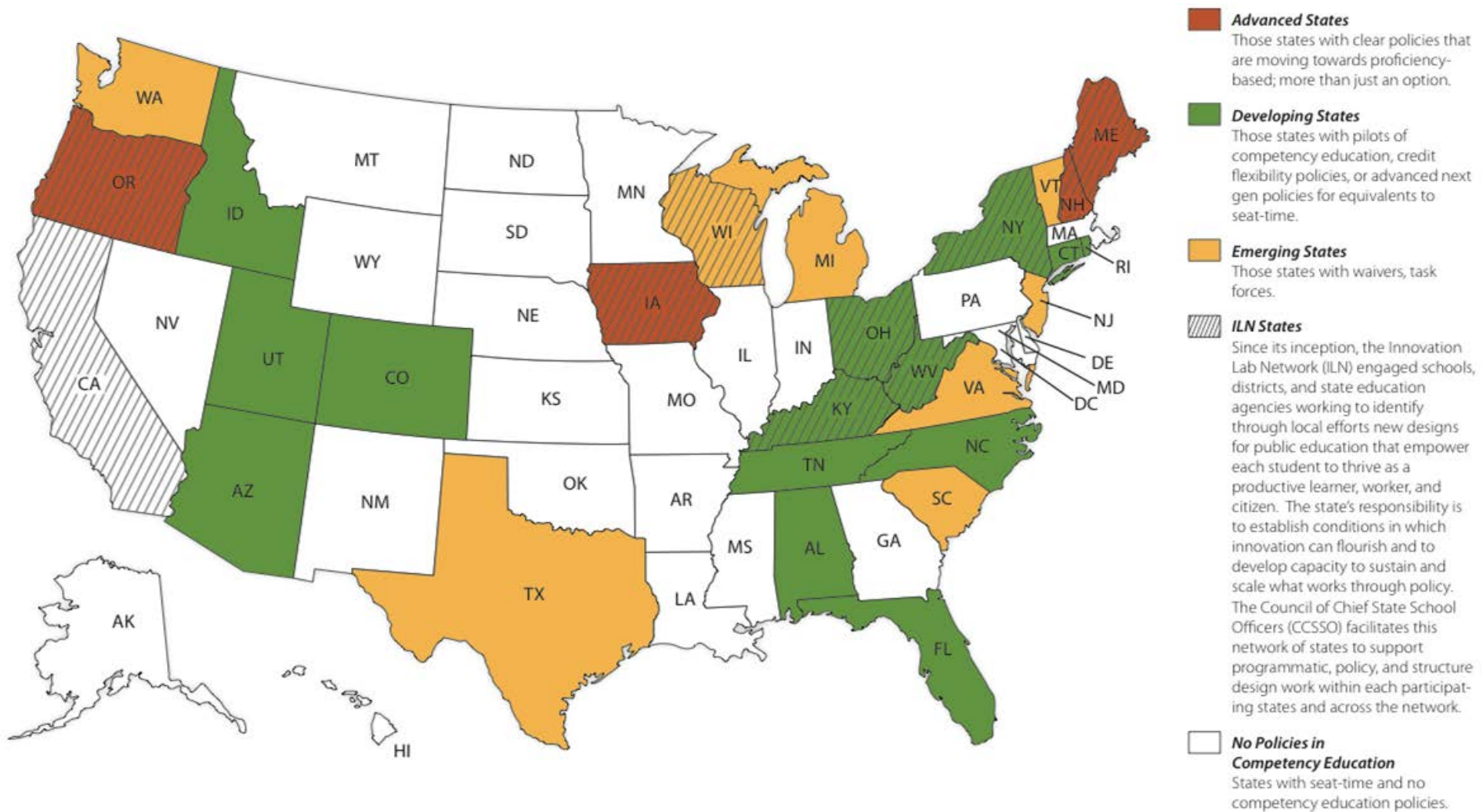
5-part working definition:

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

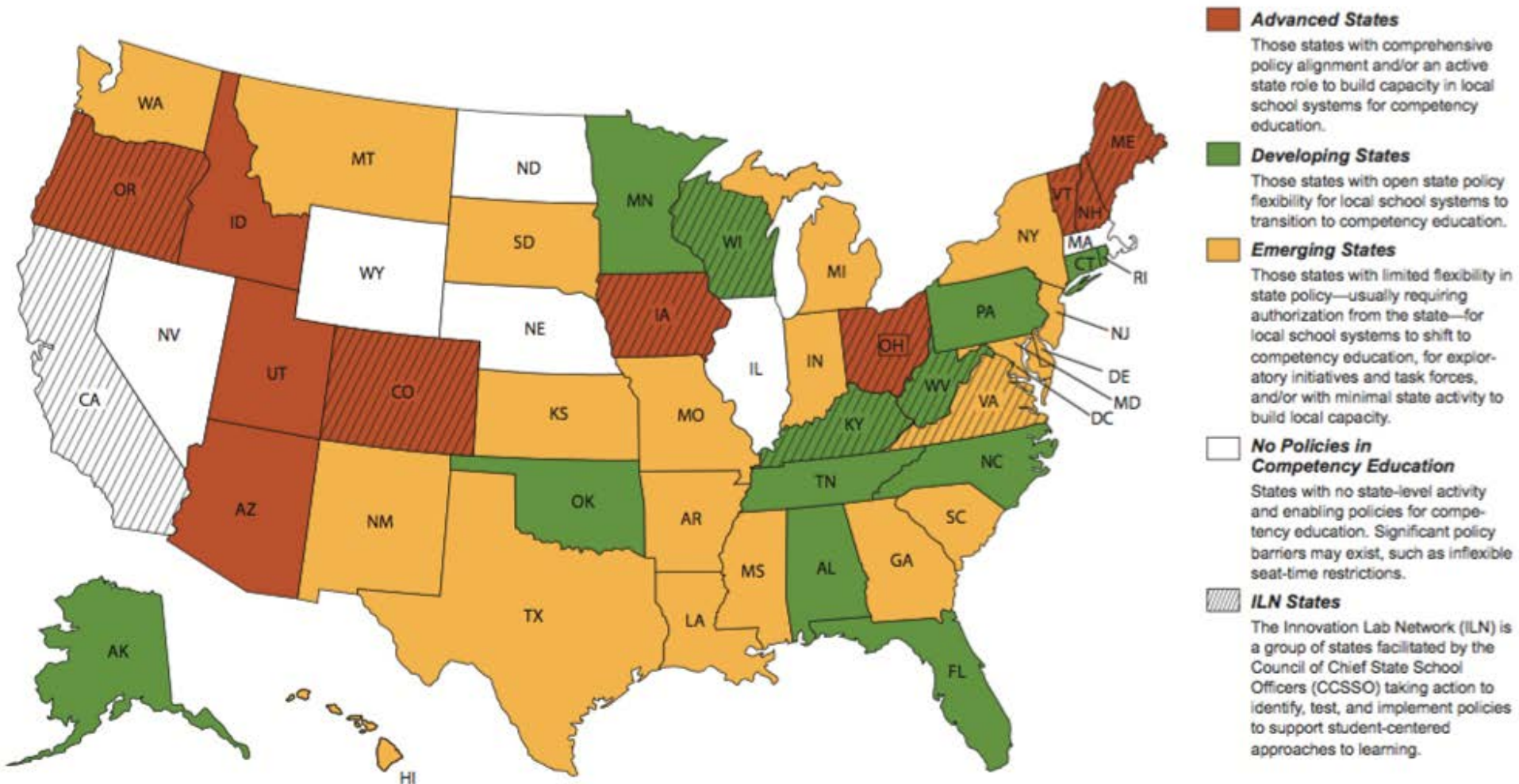
- CompetencyWorks.org



A Snapshot of K-12 Competency Education Policy - 2012



A Snapshot of K-12 Competency Education Policy - 2016



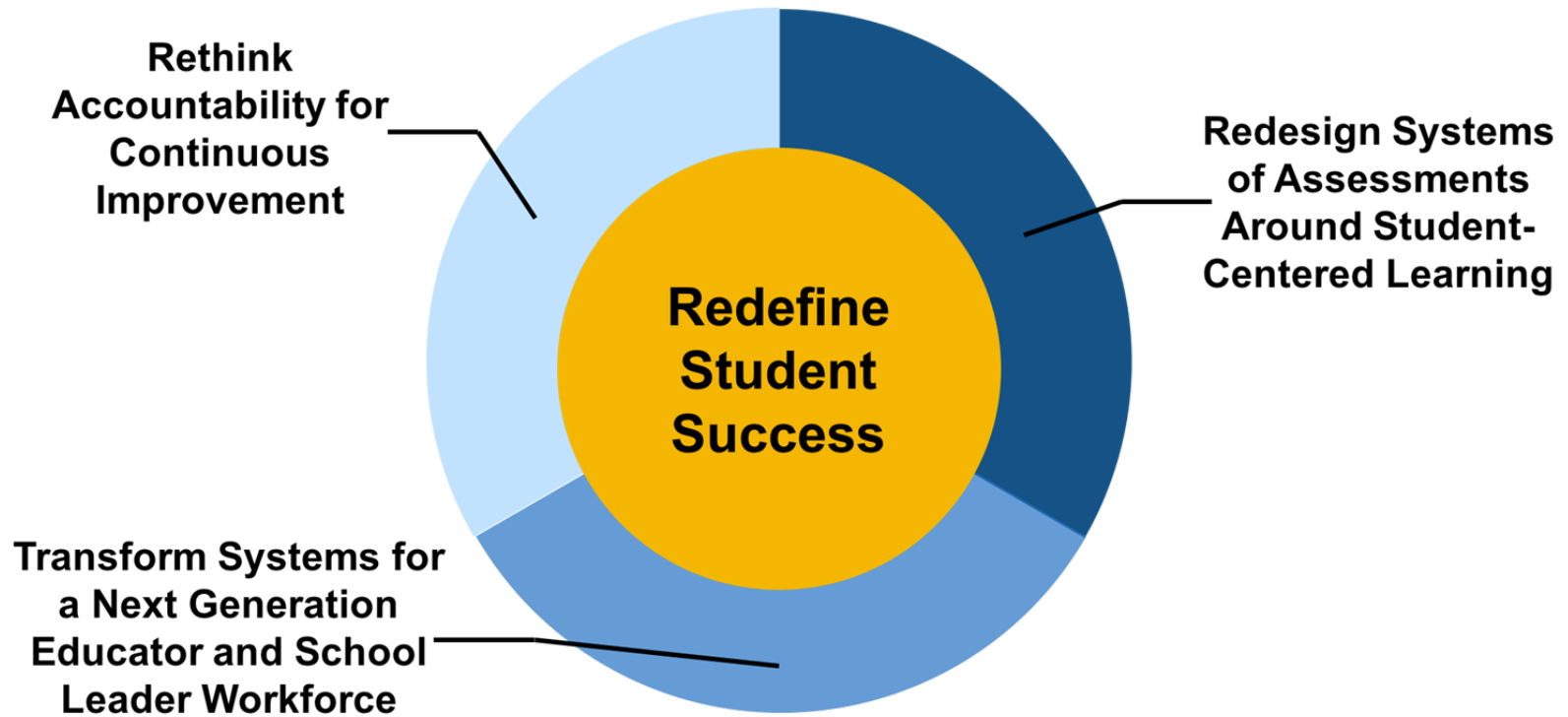
Every Student Succeeds Act (ESSA)



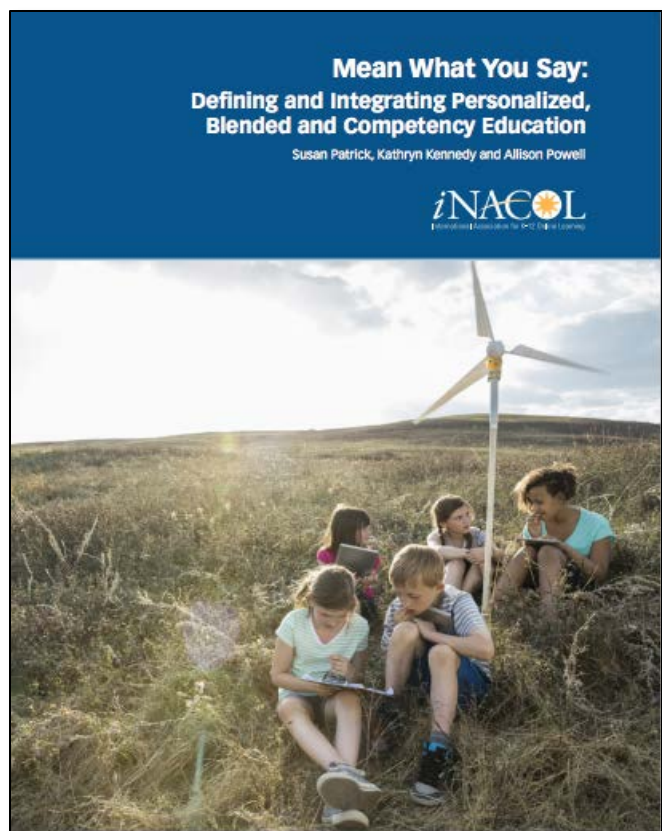
December 10, 2015

New Opportunities Under ESSA

Create Cohesive Student-Centered Systems



Personalized Learning

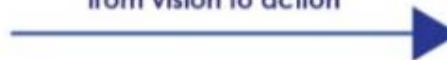


Personalized learning is tailoring learning for each student's strengths, needs and interests — including enabling student voice and choice in what, how, when and where they learn — to provide flexibility and supports to ensure mastery of the highest standards possible.

— Mean What You Say: Integrating Personalized, Blended and Competency Education (Patrick, Kennedy, Powell, iNACOL 2013)



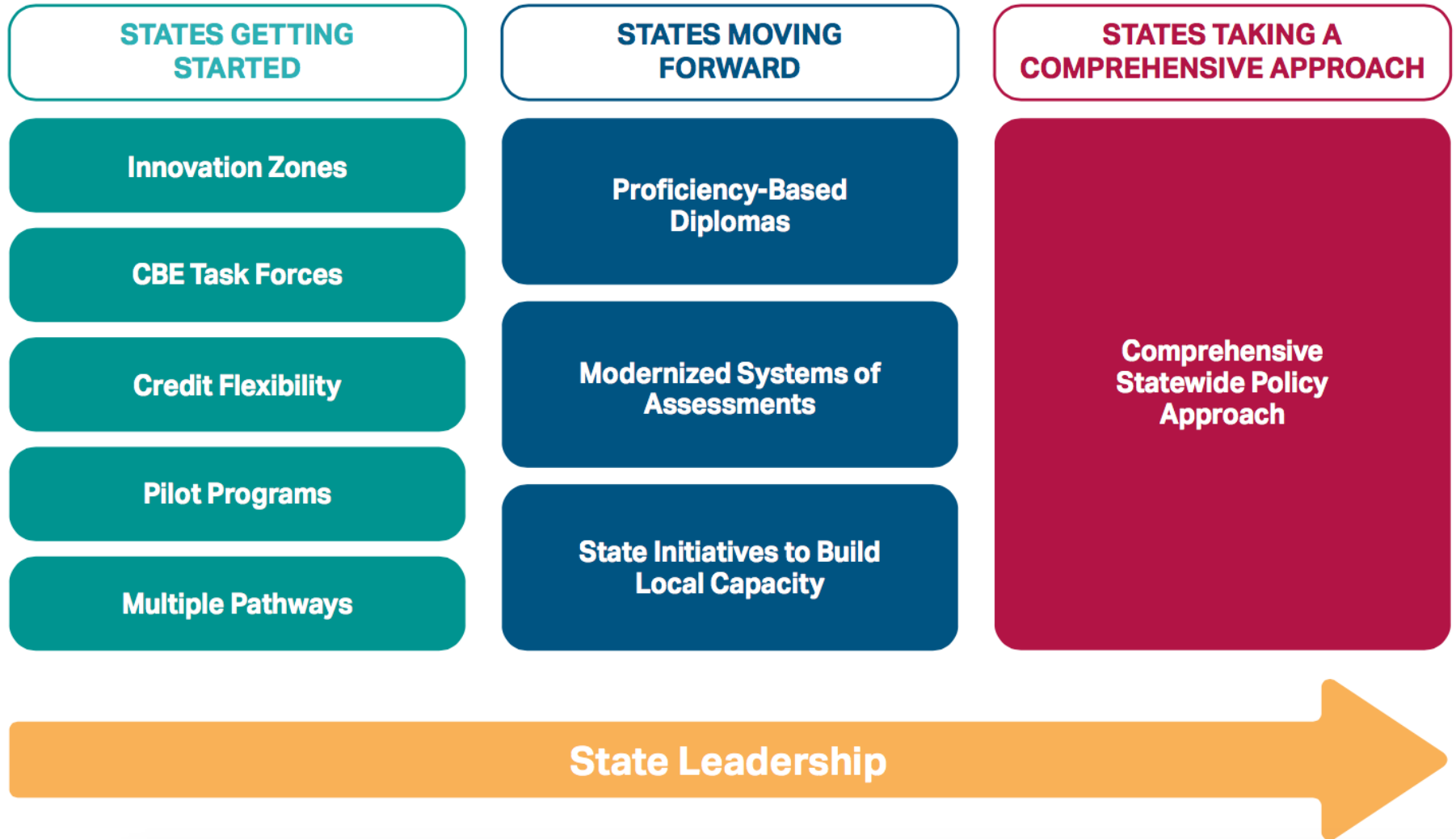
Personalized Learning in the 21st Century:
from vision to action



Personalized Learning

- Empowers and engages both teachers and students as they design learning goals and pathways for students to meet college- and career-ready standards
- Helps teachers and students build strong relationships and provides students with rigorous, customized options

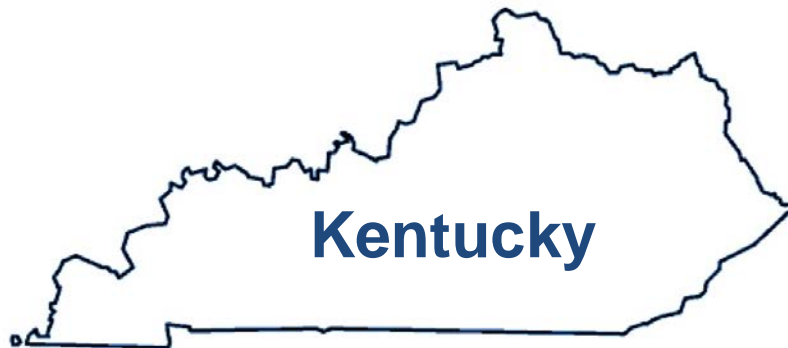
Continuum of Promising State Policies for Personalized Learning



Innovation Zones

- Offer waivers and exemptions from state regulations and statutes
- Support practitioners implementing new learning models
- Identify policy barriers to innovation

Innovation Zones

The image shows the cover of an iNACOL issue brief. The background is a photograph of the Kentucky State Capitol building. Overlaid on the image is a white box containing the iNACOL logo and the title "Innovation Zones: Creating Policy Flexibility for Personalized Learning". Below the title, it says "WRITTEN BY: Susan Patrick and Susan Gentz". The date "MARCH 2016" is at the bottom right. There are two text boxes on the right side of the cover. The top one is titled "What Are Innovation Zones?" and the bottom one is titled "Why Are Innovation Zones Important?". Both contain text explaining the concept of innovation zones and their importance in state education policy.

iNACOL ISSUE BRIEF

Innovation Zones: Creating Policy Flexibility for Personalized Learning

WRITTEN BY:
Susan Patrick and Susan Gentz

What Are Innovation Zones?

There is a new state education policy concept termed either **innovation zones** or **districts of innovation**. State education agencies interested in shifting their role from enforcing compliance to one of supporting innovation and building capacity in districts are working to spur new innovative instructional models and create space for competency-based pathways in student-centered learning models. States set up an innovation zone by passing enabling legislation to set up a program and/or offering certain waivers or exemptions from administrative regulations and statutory provisions.

Innovation zones help state policy leaders identify outdated policies and regulations that may get in the way of educators designing innovative models. School leaders creating new, personalized learning models may run into policy barriers or outdated regulations, and the innovation zone allows for a waiver process to identify and remove these barriers. The terms innovation zones and districts of innovation both refer to this idea of creating space for districts and schools to innovate, identify policy barriers and remove them through waivers (the concept name varies from state to state).

Why Are Innovation Zones Important?

Policy makers establish innovation zone authority or programs through legislation or rulemaking to catalyze the development of new learning models. The innovation zone authority provides increased flexibility for a state to waive certain regulations and requirements for schools and systems beginning to plan, design and implement personalized, competency-based education models.

MARCH 2016

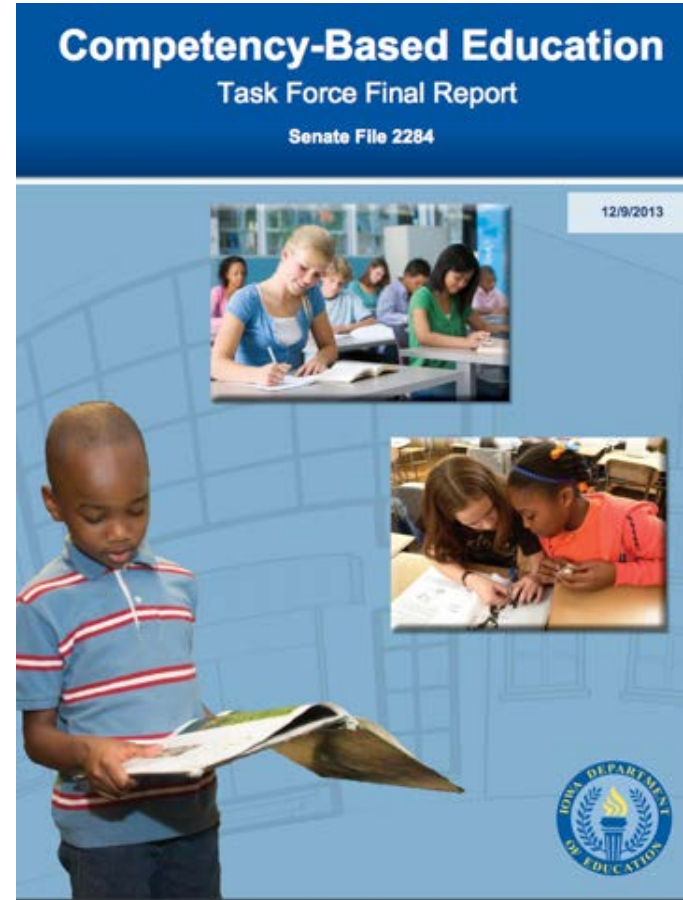
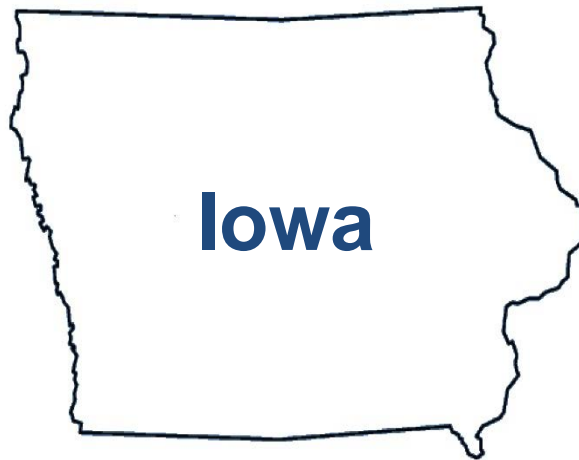
Competency-Based Education Task Forces

Identify
policy issues
and best
practices

Create a
space for
dialogue

Develop
understanding
of competency
education

Competency-Based Education Task Forces



Credit Flexibility

Waivers

**West
Virginia**

An outline map of the state of West Virginia, showing its characteristic shape with a high northern point and a jagged southern border.

Credit Flexibility

**North
Carolina**

An outline map of the state of North Carolina, showing its elongated shape and coastal features.

Redesign

**New
Hampshire**

An outline map of the state of New Hampshire, showing its vertical shape and irregular borders.

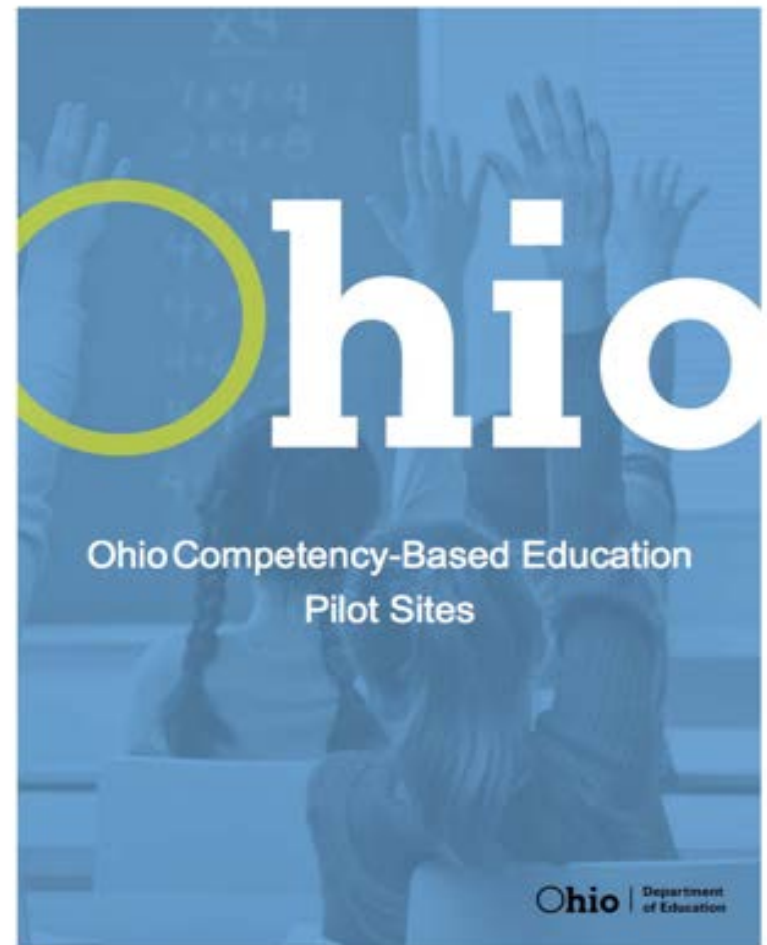
Pilot Programs

Launch small-scale,
short-term
programs to
determine how to
go to scale

Facilitate
sharing and
scaling of best
practices

Build increased
understanding of
transformation

Pilot Programs



Multiple Pathways

Create distinct, equally rigorous paths for students to pursue their interests and gain real-world skills, knowledge and experiences.

Multiple Pathways



New York

P.TECH

Pathways in Technology
Early College High School

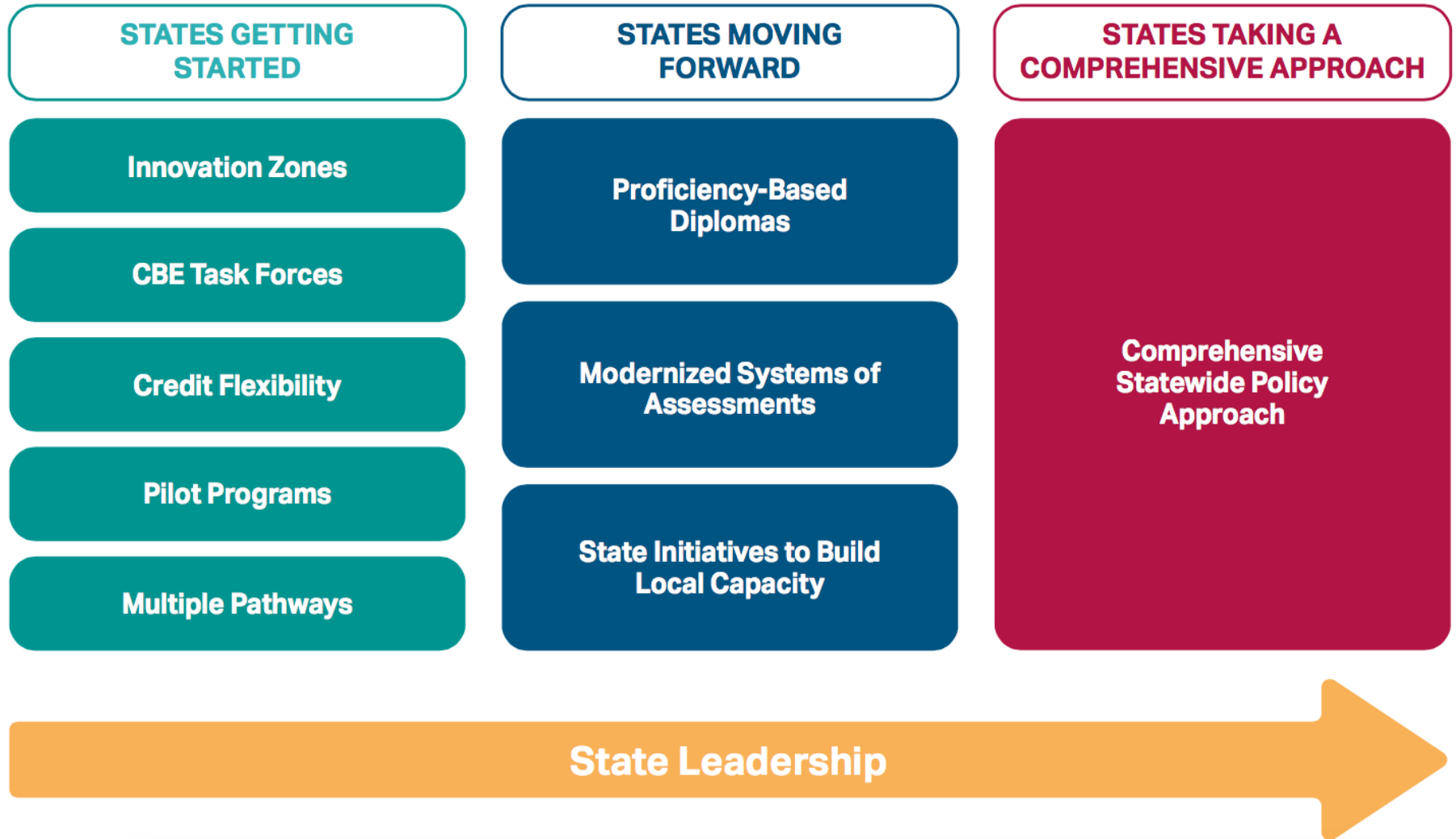


**North
Carolina**

Microsoft Imagine
Academy



Continuum of Promising State Policies for Personalized Learning



Proficiency-Based Diplomas

Graduation decisions based on demonstrated proficiency rather than on seat-time credits.

Proficiency-Based Diplomas



Modernizing Systems of Assessments

ESSA allows states to use the following types of assessments:

- Competency-based
- Instructionally-embedded
- Interim
- Cumulative year-end
- Computer-adaptive
- Performance-based

Modernizing Systems of Assessments



Performance Assessment
for Competency Education
(PACE)

State Initiatives to Build Local Capacity

Providing
Information

Offering
technical
assistance

Leveraging
partnerships

Creating
specialized
training

Facilitating
peer learning

State Initiatives to Build Local Capacity



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM



GREAT
SCHOOLS
PARTNERSHIP

“We aren’t done innovating until 100% of our students are graduating.”

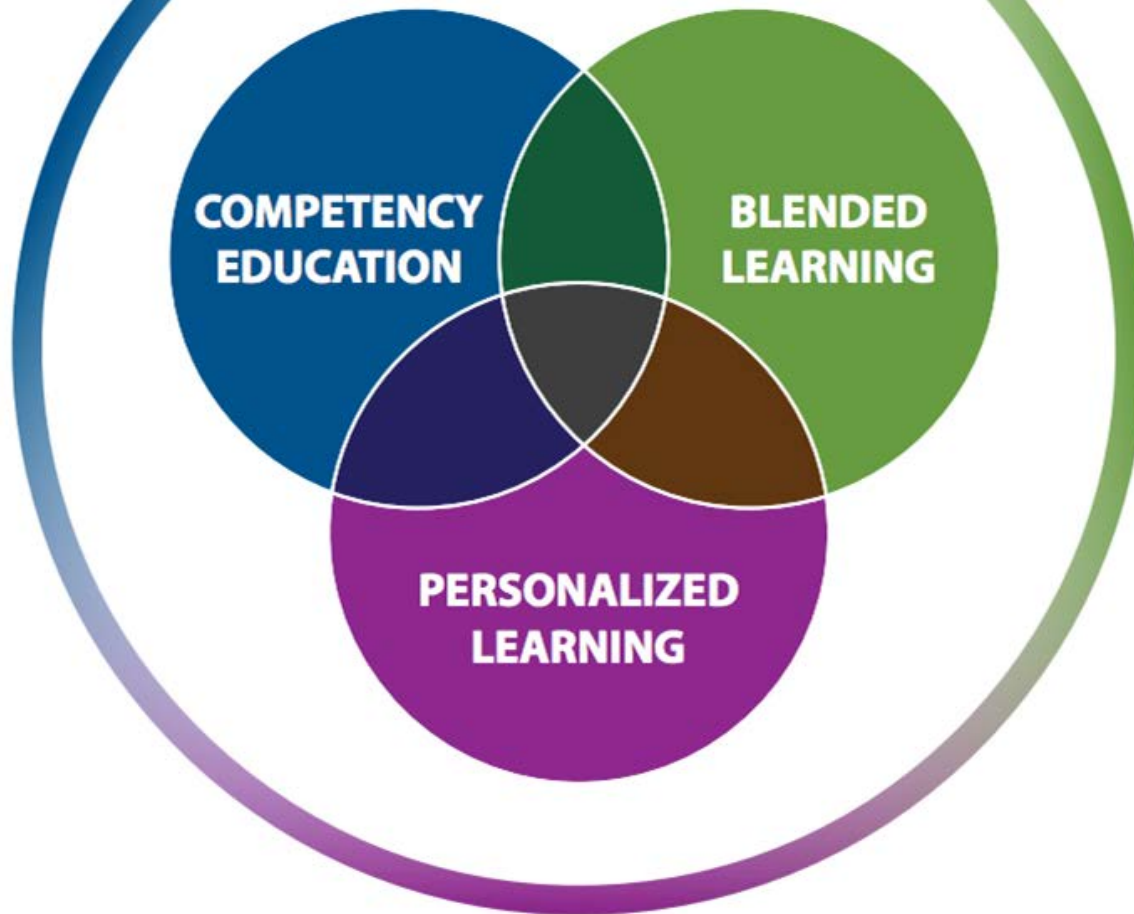
- Ty Cesene, Co-Director, Bronx Arena High School

Contact Information

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Supplemental Slides

Personalization



Vermont's Comprehensive Policy Approach

- Proficiency-based graduation requirements
- Personalized learning plans
- Rethinking systems of assessments
- Accountability and continuous improvement
- Multiple, flexible pathways
- Educator and school leader development

