



American Youth  
Policy Forum

Informing Youth Policy,  
Improving Youth Outcomes

## Competency-Based Education: Promising Policies and Practices for the Future of K-12 Education

March 22, 2019



American Youth  
Policy Forum



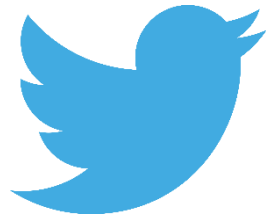
#CBE4All

@AYPF\_Tweets @nacol

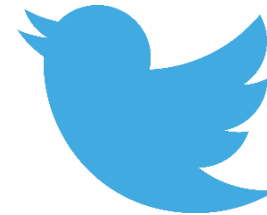
# Join the Virtual Conversation

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**Kelly Brady: @IDmastery**

**Latoya Dixon: @latoyadixon5 @EducationSC**

**Virgel Hammonds: @VirgelHammonds @knowledgeworks**

**Susan Patrick: @susandpatrick @nacol**

**Maria Worthen: @mariaworthen @nacol**

**Bill Zima: @zimaw**

# Setting the Context



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President and Chief Executive Officer,  
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# Competency-Based Education and the Future of Work and Learning

March 22, 2019  
Capitol Hill Briefing  
Washington, D.C.

*Facilitators:*

*Susan Patrick, CEO, iNACOL and Co-Founder, CompetencyWorks  
Maria Worthen, Vice President for Federal and State Policy, iNACOL*





# 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](#)

# CompetencyWorks



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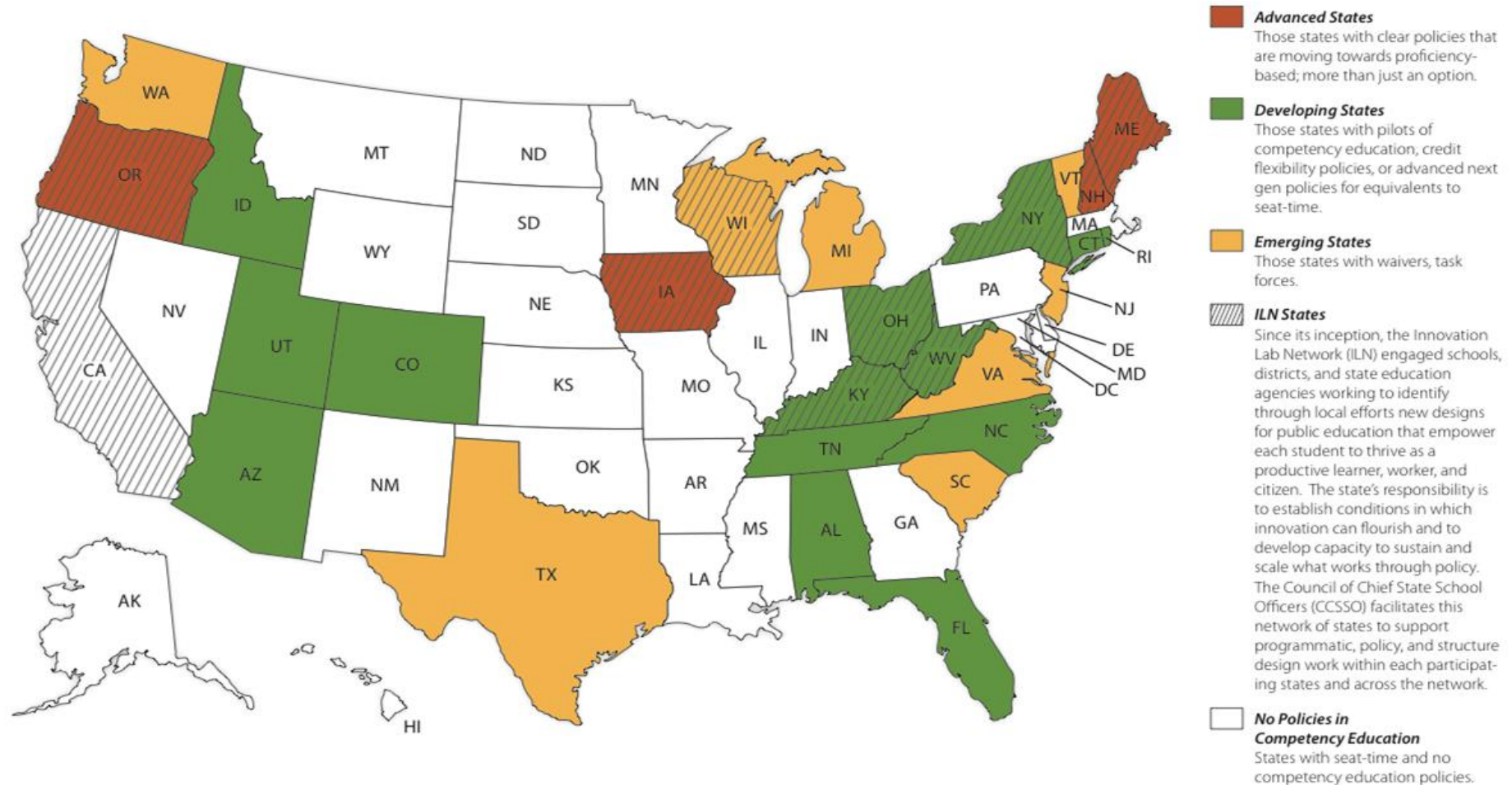
[www.metisnet.net](http://www.metisnet.net)



**JOBS FOR THE FUTURE**

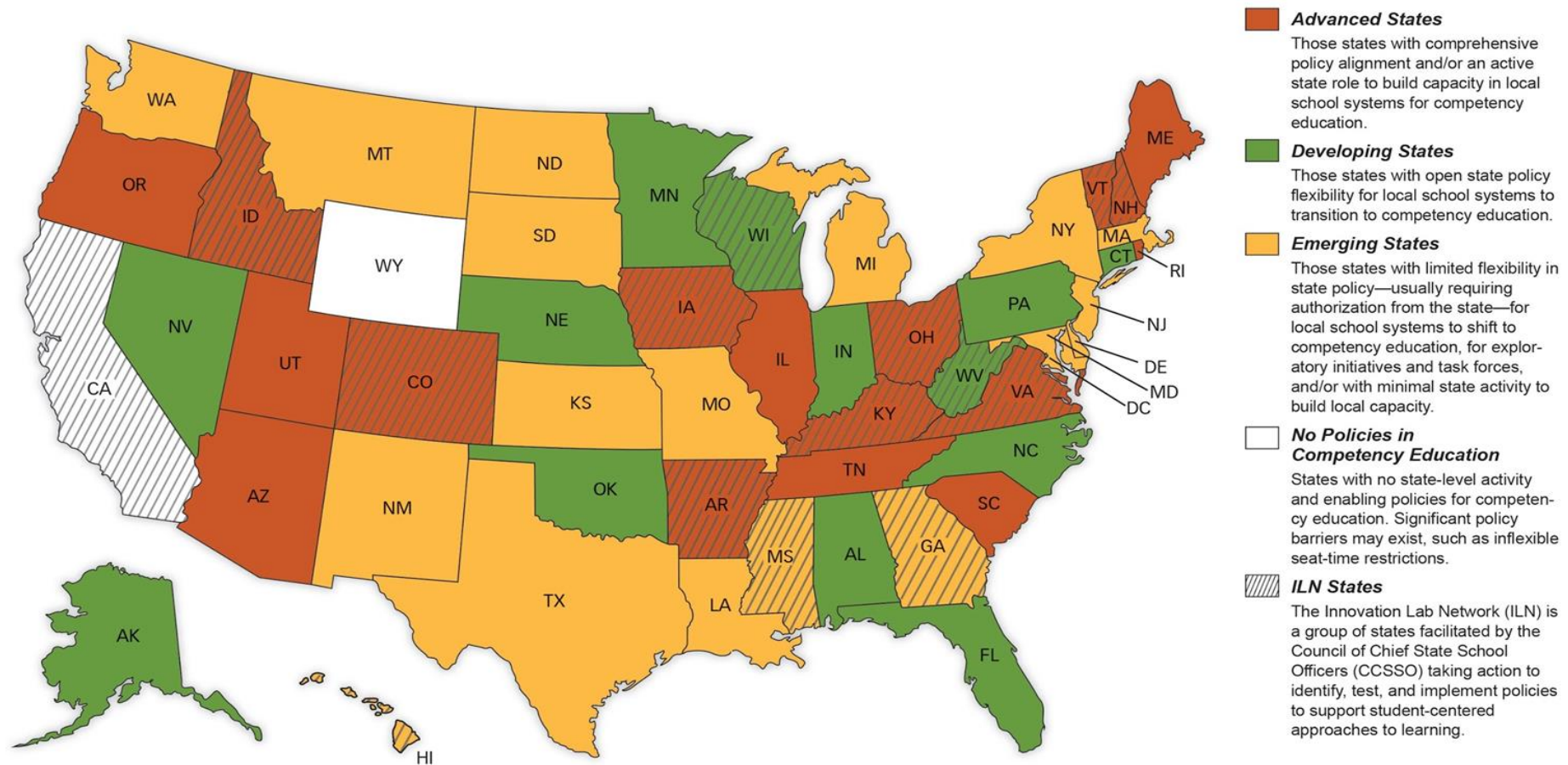


# A Snapshot of K-12 Competency Education State Policy - 2012





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





# 5-Part Definition 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.**

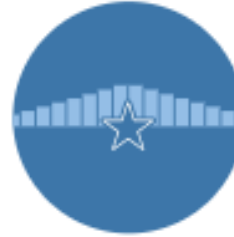


**Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.**

# FLAWS OF THE TRADITIONAL SYSTEM



**NARROW SET OF  
ACADEMIC OUTCOMES**



**HIGH LEVELS OF  
VARIABILITY IN HOW  
TEACHERS  
DETERMINE  
PROFICIENCY; MIXED  
MESSAGES**



**BASED ON A FIXED  
MINDSET**



**GRADING SYSTEMS  
DEPEND ON EXTRINSIC  
MOTIVATION**



**IS TIME-BASED**



**OPAQUE  
PERFORMANCE  
EXPECTATIONS**

## A Competency-Based Education System....



**Is built upon a growth mindset: All children can learn**



**Builds educator capacity: Calibration for proficiency**



**Is mastery learning-based (with time-bound targets)**



**Organized to personalize learning**



**Fosters intrinsic motivation**

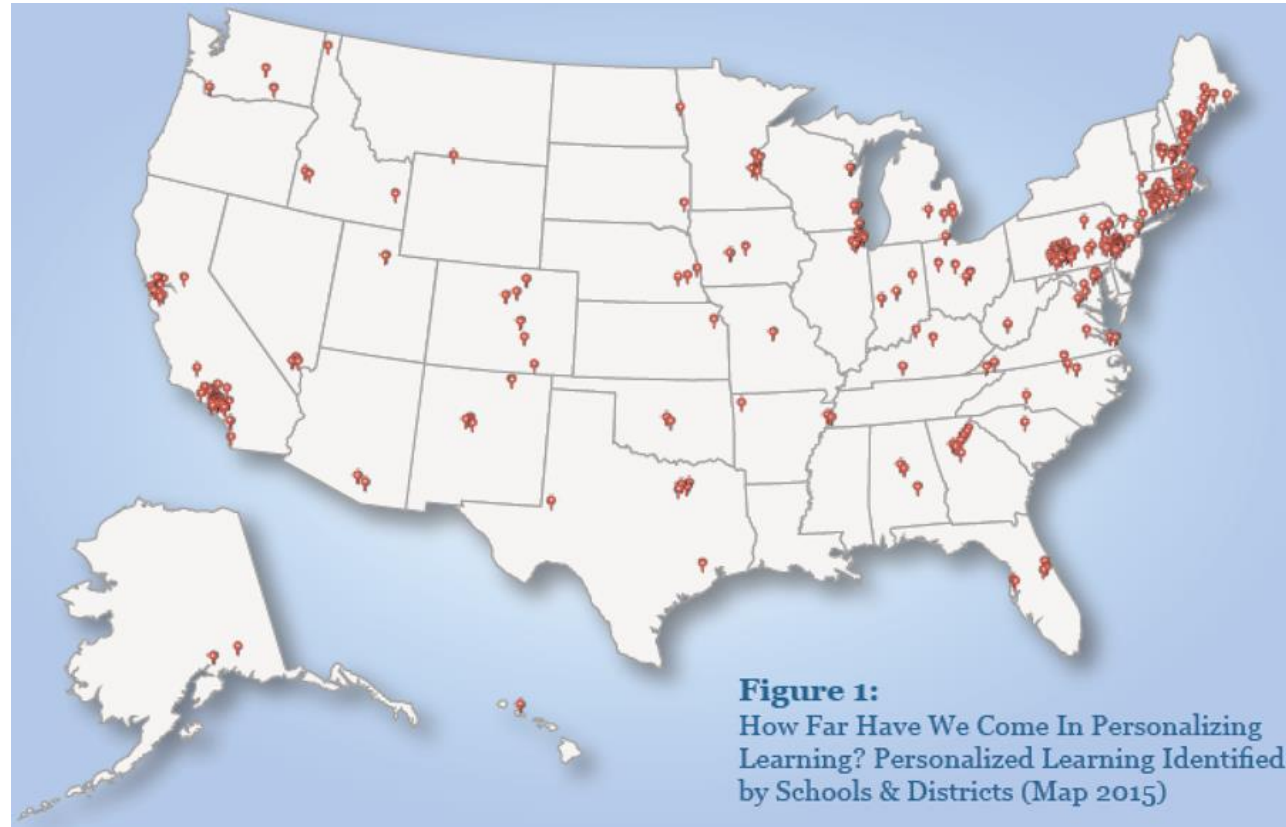
# What is Personalized Learning?

“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: Defining and Integrating Personalized, Blended and Competency Education*



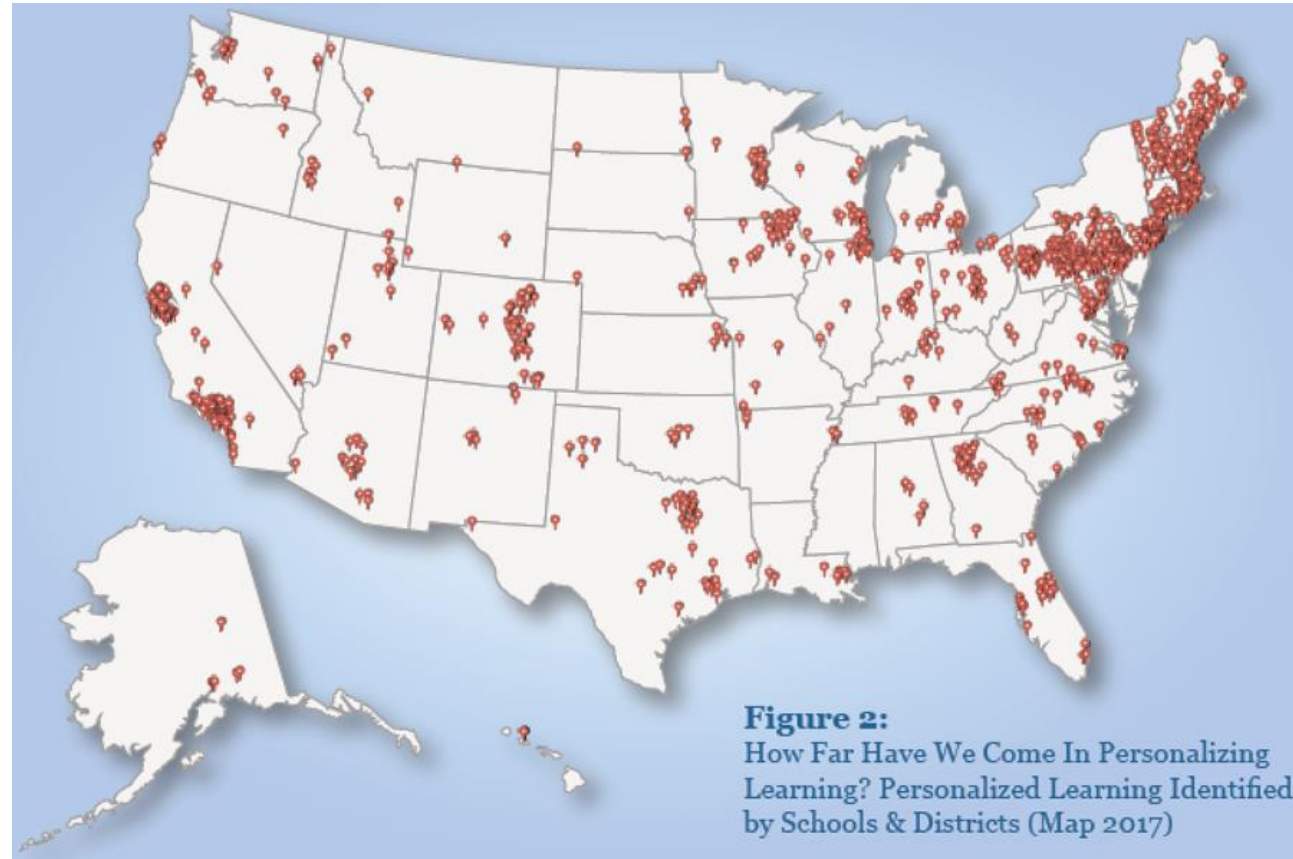
# How Far Have We Come In Personalizing Learning?

**Map 2015:**  
Personalized Learning Identified by Schools & Districts



# How Far Have We Come In Personalizing Learning?

**Map 2017:**  
Personalized Learning Identified by Schools & Districts



# iNACOL 2019 FEDERAL POLICY PRIORITIES

iNACOL  
ISSUE BRIEF

iNACOL's 2019 *Federal Policy Priorities* issue brief highlights top issues in the K-12 education system and provides recommendations to address them.

With the 2015 [Every Student Succeeds Act](#) (ESSA), states have new flexibility to redefine success, rethink accountability designs, modernize educator preparation for a quality workforce and pilot innovative, balanced systems of assessments. In addition, a focus on preparing students for their future in higher education and future employment is timely with the passage of the 2018 [Strengthening Career and Technical Education for the 21st Century Act](#) (Perkins V),<sup>1</sup> providing states an opportunity to refocus and align pathways across K-12 and post-secondary education including career and technical education. This opens new opportunities for partnerships and pathways for educational success with skills and knowledge for careers and life. The pending reauthorization of the Higher Education Act offers a forthcoming opportunity for federal policymakers to incentivize modernizing educator and leader preparation programs as well as drive innovative educator development.

iNACOL's 2019 Federal Policy Priorities are an equity-driven and future-focused set of recommendations designed to ensure the nation's education system is [fit for purpose](#). The priorities are intentionally constructed to support moving future-focused states and localities forward from their [current state of education to future systems](#) capable of preparing all graduates with the knowledge, abilities and dispositions necessary to achieve success, to contribute to their communities and to advance our society.

<sup>1</sup> The Strengthening Career and Technical Education for the 21st Century Act was signed into law July 2018. It is the latest reauthorization of the federal career and technical education law, the [Carl D. Perkins Career and Technical Education Act of 2006](#).

## Federal Policy Priorities to Drive Transformation of K-12 Education Systems

# iNACOL's Federal Policy Priorities

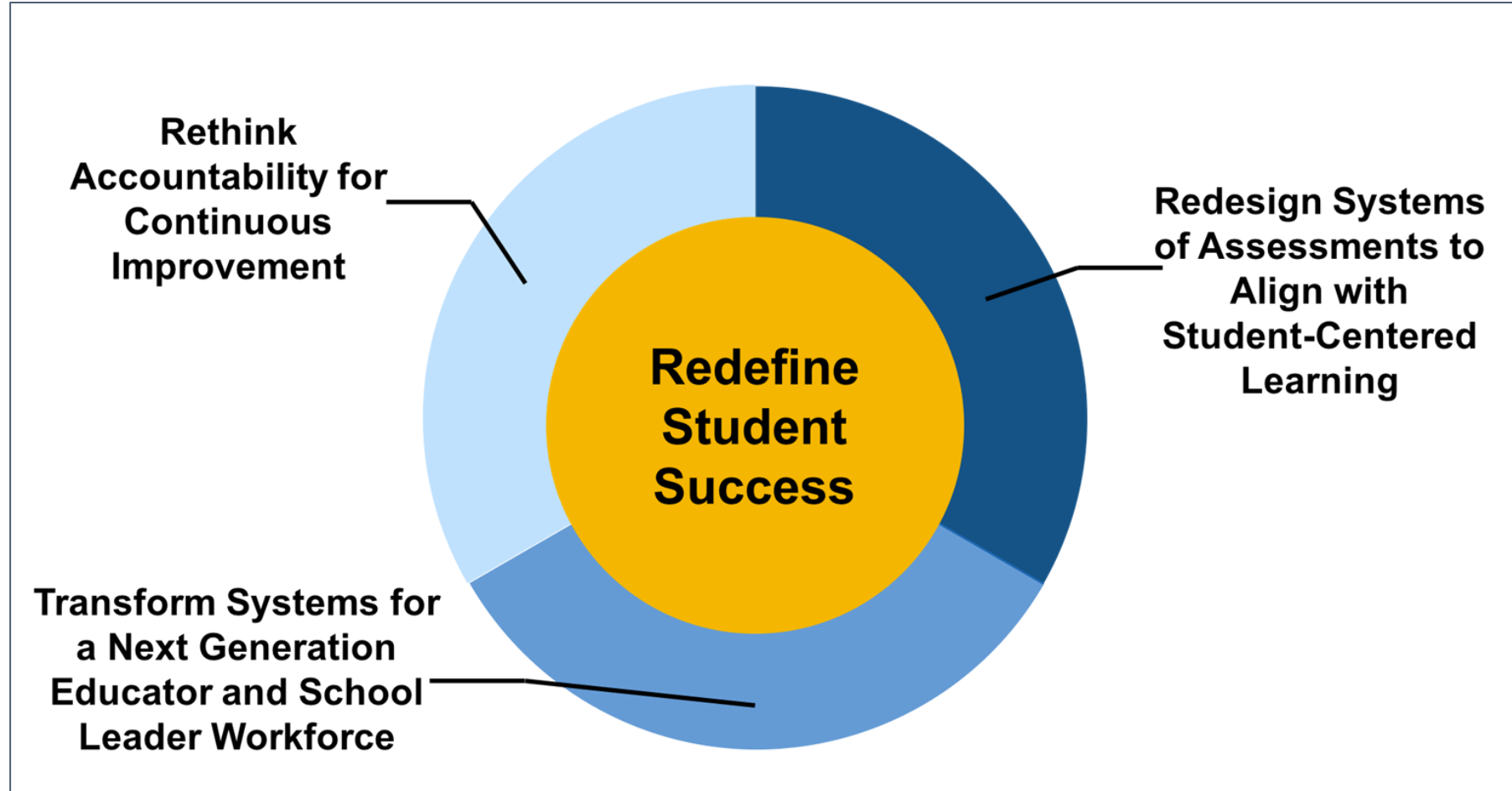
**Teacher Preparation.** Launch a pilot program in the [Higher Education Act](#) to encourage the development of innovative, fully competency-based and personalized [teacher preparation](#) programs.

**Leverage Resources for Postsecondary Transitions.** Target funding within the [Perkins Act](#) to encourage alignment of programs with personalized, competency-based approaches.

**ESSA Assessment Pilot Expansion.** Remove barriers for states in [ESSA Section 1204 \(Innovative Assessment Pilot\)](#) by lifting the seven-state cap, allowing time for planning and development, and making funding available for state development of high quality, [innovative systems of assessments](#) that include performance assessments for competency education.



# Future Focused Education System: Coherence



# Contact Information

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- ❖ Maria Worthen, Vice President for Federal & State Policy, iNACOL: [mworthen@inacol.org](mailto:mworthen@inacol.org)

# Virgel Hammonds



Chief Learning Officer,  
KnowledgeWorks

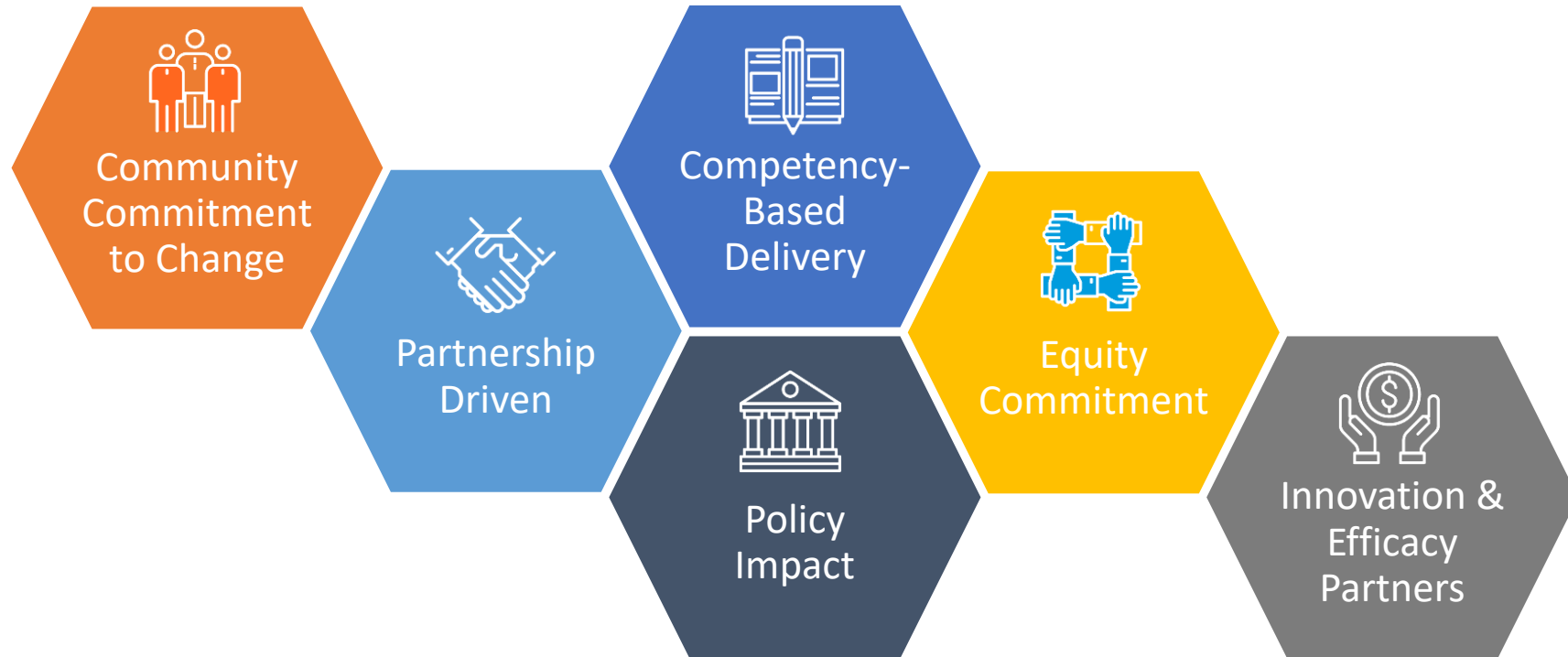
@VirgilHammonds @knowledgeworks



Creating the future  
of learning  
communities by  
transforming systems  
with personalized,  
competency-based  
learning



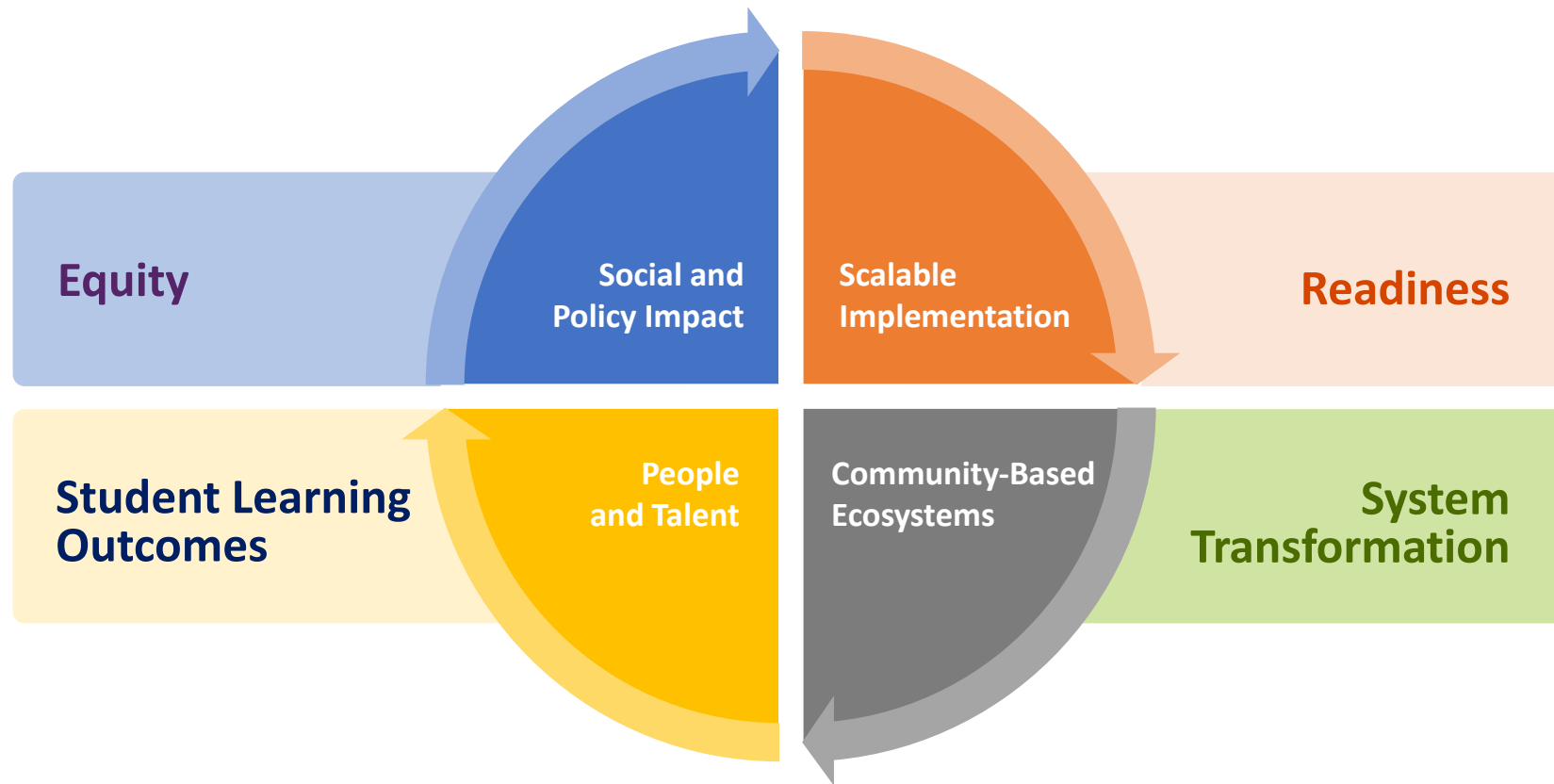
# Bold, Visionary Approach



A strong,  
aligned vision  
can have  
lasting  
impact and  
influence.



# Reshaping Learning and Innovation





## **States and systems alignment:**

- South Carolina
- North Dakota
- Ohio
- Michigan
- Tennessee
- Minnesota



# Latoya Dixon



Director, Office of School Transformation,  
South Carolina Department of Education

@latoyadixon5 @EducationSC

# PROFILE OF THE South Carolina Graduate

## WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts  
and math for career and college  
readiness

Multiple languages, science, technology,  
engineering, mathematics (STEM), arts and  
social sciences



## WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and  
problem solving

Collaboration and teamwork

Communication, information,  
media and technology

Knowing how to learn

## LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC State Board of Education, SC Department of Education, SC Education Oversight Committee, SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC School Boards Association, TransformSC Schools and Districts.

## COMPETENCIES FOR THE PROFILE OF A SOUTH CAROLINA GRADUATE



### USE SOURCES

I can engage with diverse sources of information.



### LEAD INQUIRY

I can frame questions and organize an investigative process.



### DESIGN SOLUTIONS

I can engage in a systematic design process, independently and with others.



### EXPRESS IDEAS

I can clearly and effectively express my ideas, in written and oral form, for particular purposes and audiences.



### REASON QUANTITATIVELY

I can think and solve problems like a mathematician.



### READ CRITICALLY

I can make meaning of, engage with, and critique diverse forms of media.



### NAVIGATE CONFLICT

I can contribute toward healthy dynamics between individuals and among communities.



### LEARN INDEPENDENTLY

I can apply metacognitive, behavioral, and motivational skill-sets.



### LEAD TEAMS

I can lead teams of diverse individuals for a range of purposes.



### DEVELOP NETWORKS

I can initiate relationships with diverse individuals and networks for a purpose.



### SUSTAIN WELLNESS

I can support my own physical, emotional, and social health.



### ENGAGE AS A CITIZEN

I can demonstrate citizenship to improve my community and country for myself and for others.

# Kelly Brady



Director, Instructional Support for  
Student-Centered Learning,  
Idaho State Department of Education

@IDmastery





# Idaho Mastery Education

Kelly Brady

Director, Instructional Support for Student-Centered Learning

*Supporting Schools and Students to Achieve*

SHERI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

# Idaho Mastery Education - Origin



**Governor's K-12 Task Force**

**Committee of Educators**

+

**House Bill 110**

**Statewide Awareness Campaign**

**Idaho Mastery Education Network (IMEN)**

*19 Incubators,  
consisting of 32 schools*



# Idaho Mastery Education - Sustainability



Statewide  
Outreach &  
Communication

**Idaho Mastery  
Education  
Network (IMEN)**

*Open to Idaho  
Districts/Schools*

Sustainability  
Plan for  
Statewide  
Scaling

# What is Mastery Education in Idaho?



**A student-centered educational system that promotes relevant learning while allowing flexibility in both time and teaching methods, where student success is the only option.**



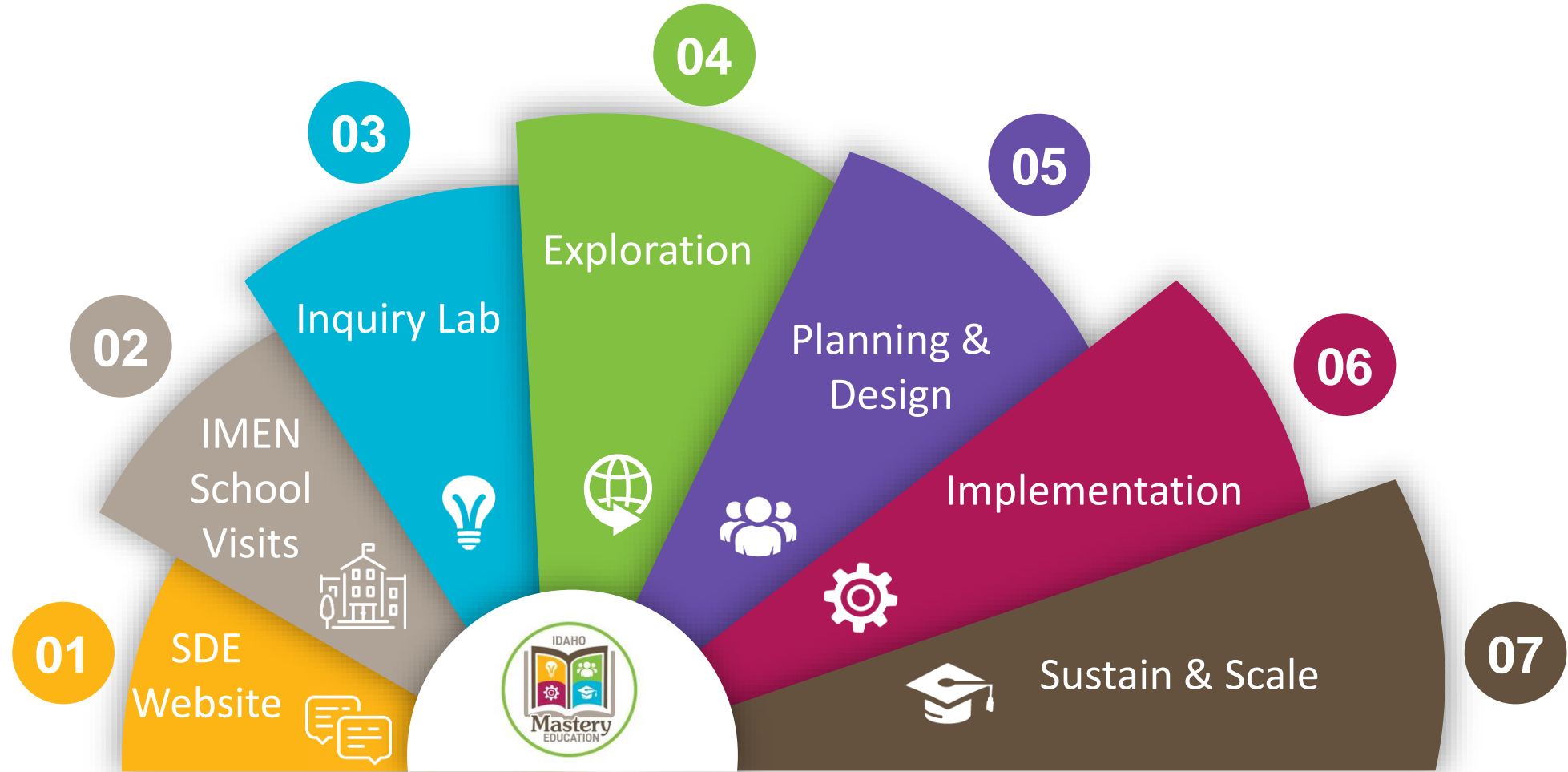
# Idaho Mastery Education Network - Cohort 1



To see our Idaho Mastery Education Network in action, visit <http://www.sde.idaho.gov/mastery-ed/>

Three Creek School District  
Venture High School/Coeur d'Alene School District  
Silver Creek Alternative High School/Blaine School District  
Nampa School District  
North Valley Academy Charter School/Gooding  
American Heritage Charter School/Idaho Falls  
Meadow Valley School District  
Moscow School District  
Rocky Mountain Middle School/Bonneville School District  
West Ada Academies/West Ada District  
Meridian Technical Charter High School/West Ada District  
Wilder School District  
Notus School District  
Rivervue Academy/Vallivue School District  
Salmon Junior-Senior High School/Salmon School District  
Middleton Academy/Middleton School District  
Union High School/Nampa School District  
Ross Elementary, Teed Elementary, Kuna Middle School, and Initial Point Alternative High School/Kuna School District  
Clark Fork Jr. and Sr. High School/Lake Pend Oreille School District

# Build a Needs-Based Support Process



# Idaho Mastery Education Policies

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## **Mastery-Based Education**

**House Bill #110  
(2015)**

**Section 33-1632**

## **Awarding Credit**

**House Bill #458  
(2016)**

**Section 33-4602**

## **Awarding Credit Waiver**

**IDAPA Rule  
08.02.03.105.01a-b**

## **Next Steps:**

Equity  
Assessments  
Funding  
Teacher  
Certification  
Graduation





# Questions?

**Kelly Brady** | Director, Instructional Support for Student-Centered Learning

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*Supporting Schools and Students to Achieve*

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION



# Bill Zima



Superintendent of Schools,  
Regional School Unit 2, Maine

@zimaw

# RSU 2 History



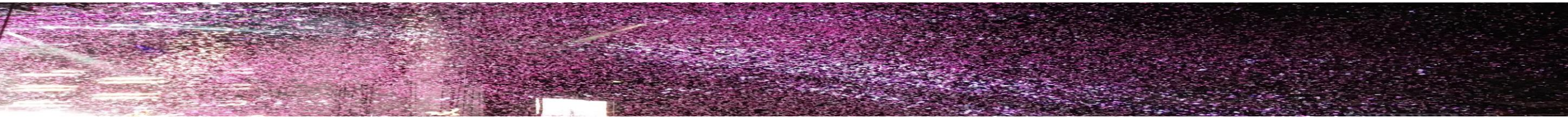
- 2005 – began working on a standards-referenced system
- 2011 – became a competency-based system
- 2015 – used competencies to create multiple pathways for students to demonstrate understanding

Diesel Course – Finding a student his niche

June 2018 – A tale of two graduations

# Next Steps

- Continue to build multiple pathways
- Find additional ways to measure the whole child
- Provide internship experiences
- Grow our portfolio of Dual Enrollment courses.



# Policy Needs

- Next Generation Assessments to measure more than grade-level achievement
- Continue to create innovation zones
- Continue to ask for learners who are competent
- Teacher and Leader Credentialing to represent new models of learning
- Time-based requirements for learning



# Panel Discussion



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# Audience Q&A



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# **We value your feedback!**

Please complete the yellow feedback form before leaving the event. We appreciate your remarks!