



A New Dawn for
Every Learner

Mission, Vision, & Values

Our Mission

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

Our Vision

We envision a world where all people are empowered to attain the knowledge, skills and dispositions necessary to achieve success, contribute to their communities and advance society.

Our Values



Student-Centered



Equity-Driven



Future-Focused



Credible



Knowledge-Driven



Collaborative

Our Theory of Action



POLICY AND ADVOCACY

Advancing enabling policies by providing technical assistance, expertise, briefings and support to partner organizations and to policymakers at the federal, state and local level.



FIELD-BUILDING AND KNOWLEDGE CREATION

Activating feedback loops within our network, analyzing field data and the latest learning science research to produce and communicate insights to move the field forward.



CONVENING AND CONNECTING

Facilitating networks of practitioners, researchers and service providers developing new models through field coordination, collaborative writing, technical advisory groups and in-person convenings.



“Often, the most striking and innovative solutions come from realizing that your concept of the problem was wrong.”

["The Cathedral and the Bazaar"](#) by Eric Raymond

“

The Paradigm of One: One teacher, teaching one subject, to one class of one age, using one curriculum at one pace, in one classroom for one hour.

David Hood

The Rhetoric
and
The Reality

New Zealand schools
and schooling
in the 21st century

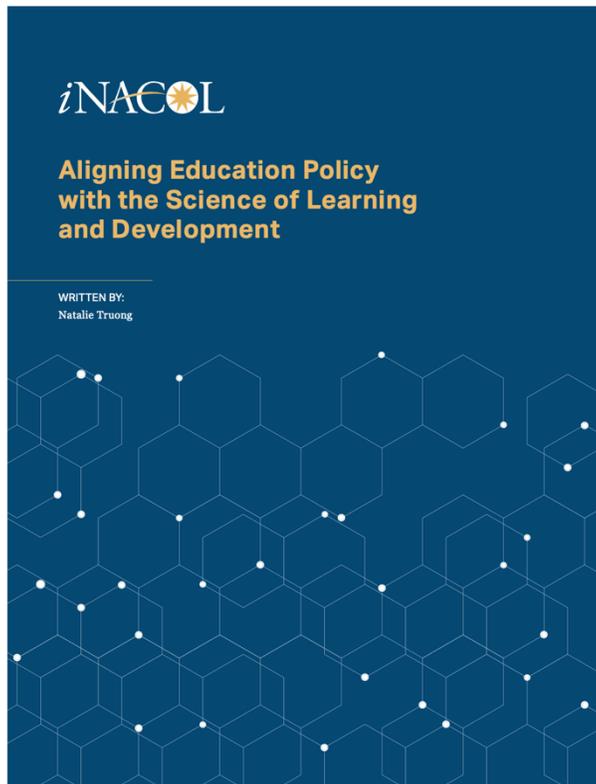
David Hood



Summary

Aligning Education Policy with the Science of Learning and Development

Report: *Aligning Education Policy with the Science of Learning and Development*



Aurora conducted a literature review on the science of learning and development and consulted with experts in the fields of the science of learning and education policy. In the report, we:

- Highlight nine valuable resources from the research
- Summarize the findings on how students learn and grow
- Offer recommendations on how leaders can align policy with the learning sciences

Does Education Policy Support and Align to How Students Learn Best?

- With advancements in neuroscience, psychology, brain science, and other disciplines, there is more evidence of how dynamic learning is.
- A focus on educating the whole child is necessary to maximize learning opportunities to ensure every student has mastered the knowledge and skills they will need to thrive and succeed.
- The traditional K-12 education policy environment is often predicated on outdated models of teaching and learning that were designed for the industrial age.
- The one-size-fits-all education model does not support what we know from the learning sciences on motivation theory, brain research, or whole child development.

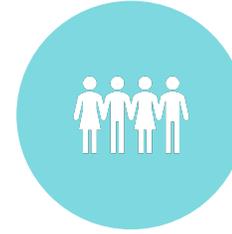
Takeaways from the Learning Sciences research:

- Brain science tells us that learning is malleable, extending from childhood through adulthood;
- Contexts, such as environments and relationships, affects and informs development;
- Student learning is diverse, varied, and does not occur in straight and narrow ways. Instead, students learn “jaggedly” through interconnected webs (Cantor, Rose, et. al. 2018);
- Individuality is a facet of the science of learning. Students learn and develop along unique pathways;
- Students’ cognitive functions are activated when they feel they belong and can connect meaningfully; and,
- Learning is connected to memory, motivation, and builds on prior knowledge.

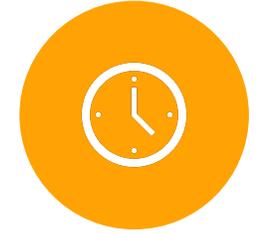
Where is policy at odds with the learning sciences?



NARROW DEFINITION OF
STUDENT SUCCESS



ACCOUNTABILITY AND
INSTRUCTION SYSTEMS
BUILT AROUND GRADE-
LEVEL PROFICIENCY AND
AGED-BASED COHORTS



SEAT-TIME RESTRICTIONS
FOCUSED ON TIME SPENT
IN A COURSE INSTEAD OF
STUDENT MASTERY



SINGLE-SUMMATIVE
RATING SYSTEMS IN
MEASURING SCHOOL
QUALITY



TEST-BASED
ACCOUNTABILITY

Nine Recommendations for Policymakers to Transform the K-12 Education System

1. Redefine student success for the whole child
2. Focus on supporting inclusive and safe learning environments
3. Create meaningful credentials that certify mastery of knowledge and skills
4. Provide diverse learning pathways
5. Meet students where they are

Nine Recommendations for Policymakers to Transform the K-12 Education System

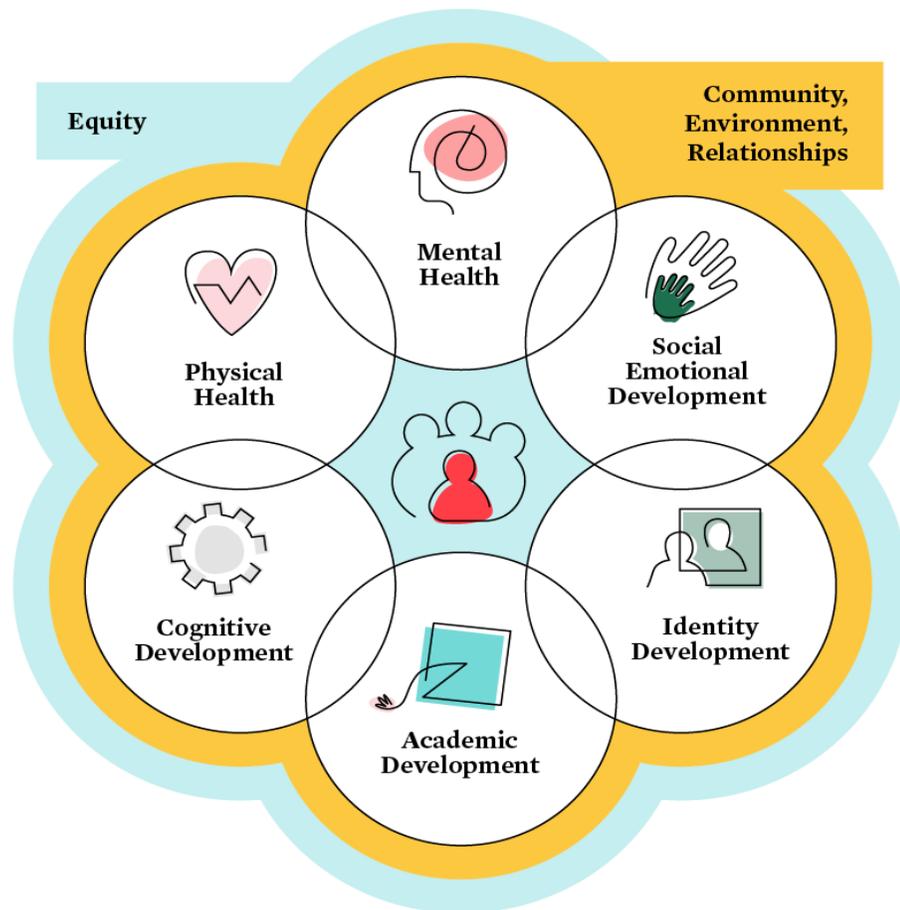
6. Build educator capacity and professional judgement to support whole child learning

7. Build balanced systems of assessments that better align with student-centered learning

8. Support innovative student-centered learning environments

9. Additionally, support bridging the domains of policy, practice, and research

Supporting Whole Child learning in education



Source: Chan-Zuckerberg Initiative



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Aligning Education Policy with the Science of Learning and Development

WRITTEN BY:
Natalie Truong

CompetencyWorks
AN ALLIANCE FOR THE ALIANCE

What Is Competency-Based Education?
An Updated Definition

WRITTEN BY:
Edin Lavin
Susan Patrick

AURORA
IMAGINE IT. BUILD IT. LIVE IT.

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10 STATE POLICY PRIORITIES

Policy actions are needed to drive the transformation of K-12 education systems and accelerate the advancement of breakthrough policies and practices to ensure high-quality learning for all. These state policy priorities are identified to move states forward from their current state of education to future systems capable of preparing all graduates with the knowledge, skills, and competencies necessary to achieve success, to contribute to their communities, and to advance our society.

TRANSFORM U.S. EDUCATION SYSTEMS
PRIORITY #1
Redefine student success to ensure students are prepared for college, career, and civic life with the knowledge, skills, and mindsets for healthy and prosperous futures.

RETHINK ACCOUNTABILITY & ASSESSMENT
PRIORITY #3
Build balanced systems of assessments to certify student mastery of knowledge and skills and provide timely feedback on where students are in their learning.

BUILD CAPACITY BY INVESTING IN PEOPLE
PRIORITY #5
Modernize the educator workforce. Create professional learning communities and incentivize competency-based teacher and leader preparation models to support building educator capacity for personalized, competency-based education systems. Build knowledge and skills through micro-credentialing.

CREATE INNOVATION ZONES TO SUPPORT DISTRICTS AND SCHOOLS DESIGNING NEW LEARNING MODELS AND TO HELP REMOVE BARRIERS FOR MODERNIZING EDUCATION DELIVERY.
PRIORITY #2

REDESIGN ACCOUNTABILITY SYSTEMS FOR CONTINUOUS IMPROVEMENT TO ACHIEVE EQUITY AND EXCELLENCE, EMPOWERING STAKEHOLDERS WITH MULTIPLE, BALANCED MEASURES AND RECIPROCAL PROCESSES.
PRIORITY #4

INCREASE EDUCATOR WORKFORCE DIVERSITY TO BETTER REFLECT STUDENT POPULATIONS.
PRIORITY #6

Revised Oct. 2019

CompetencyWorks REPORT

Moving Toward Mastery:
Growing, Developing and Sustaining Educators for Competency-Based Education

WRITTEN BY:
Katherine Casey

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Featured Resources

2019 Revised Definition of Competency-Based Education

The revised 2019 definition of competency-based education is:

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 Believe...

- Equity is a central goal of advancing competency-based education systems.
- Communities that aspire to achieve equity must work toward implementing a competency-based education system.

CompetencyWorks

FINAL PAPER

Designing for Equity:

Leveraging Competency-Based
Education to Ensure All Students
Succeed

WRITTEN BY:
Chris Sturgis
Katherine Casey

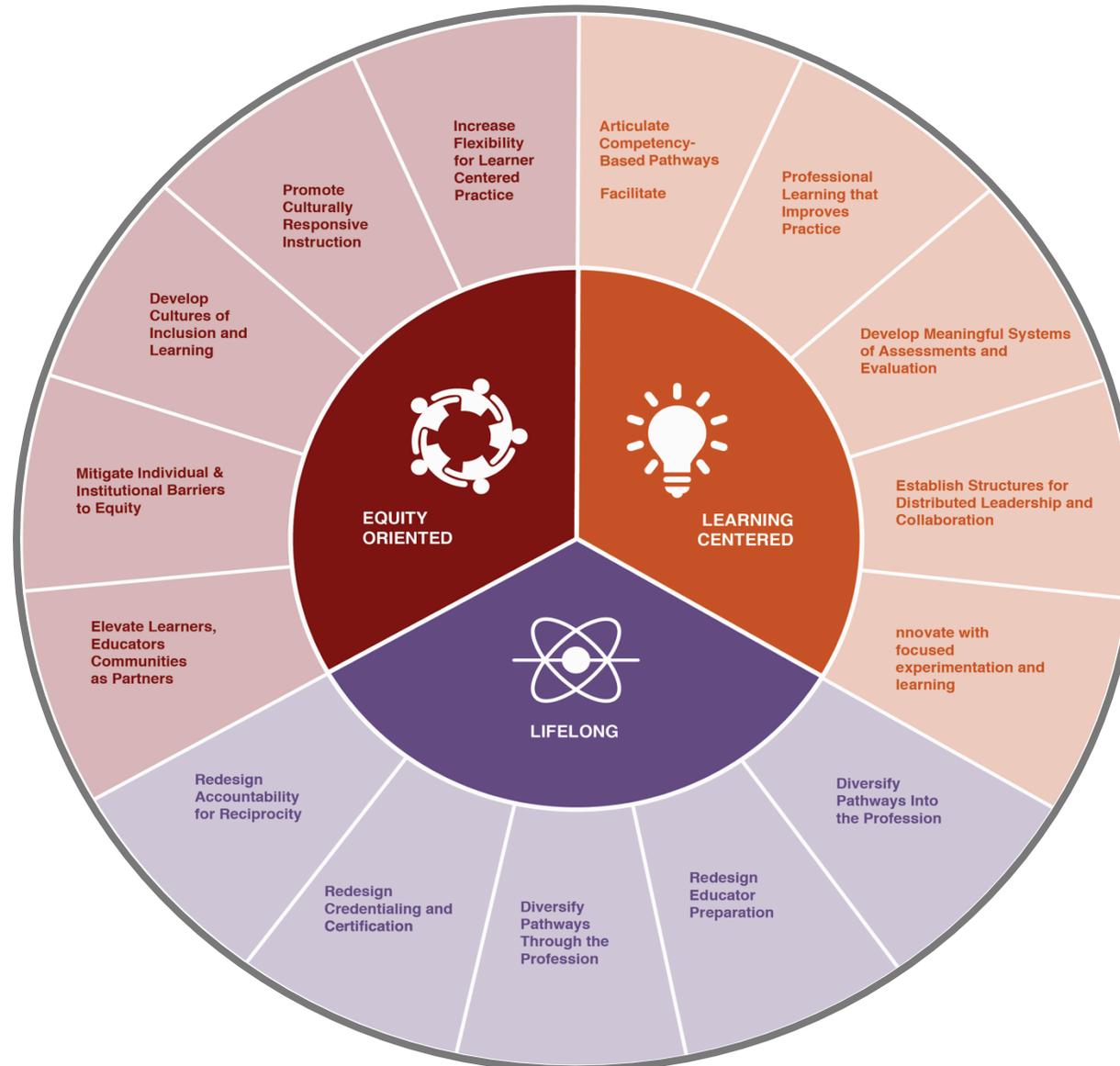
10 State Policy Priorities

1. Redefine student success
2. Create innovation zones
3. Build balanced systems of assessments
4. Redesign accountability systems for continuous improvement
5. Modernize the educator workforce
6. Increase educator workforce diversity
7. Launch competency-based education pilots
8. Offer seat-time waivers and credit flexibility
9. Create meaningful credentials
10. Align systems from pre-K, K-12 education, higher education into employment

Moving Toward Mastery: Growing, Developing, and Sustaining Educators for Competency-Based Education



Change Themes & Strategies





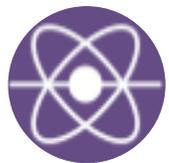
Teaching as an Equity-Oriented Profession

1. Elevate Learners, Educators and Communities as Partners
2. Mitigate Individual and Institutional Barriers to Equity
3. Develop Cultures of Learning and Inclusion
4. Promote Culturally Responsive Instruction
5. Increase Flexibility for Learner Centered Practice



Teaching as a Learning-Centered Profession

6. Articulate Competency Based Pathways
7. Facilitate Learning that Improves Practice
8. Develop Meaningful Systems of Assessments and Evaluations
9. Establish Structures for Distributed Leadership and Collaboration
10. Innovate with Focused Experimentation and Learning



Teaching as a Lifelong Profession

11. Diversify Pathways Into The Profession
12. Redesign Educator Preparation
13. Diversify Pathways Through The Profession
14. Redesign Credentialing and Certification
15. Redesign Accountability for Reciprocity



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