

# **From State Commitment to District Implementation: Approaches and Strategies for Personalized, Competency-Based Learning**

## **A Discussion of Key Findings at the State Level**



# Agenda

- Opening Thoughts
  - Stewart Hudson, Executive Director, Leon Lowenstein Foundation
  - Rebecca Wolfe, Vice President of Impact and Improvement, KnowledgeWorks
- Key Research Findings at the State Level
  - Mark Duffy, Senior Research Associate, Research for Action
  - Mary Eddins, Policy Associate, Research for Action
- Discussion of Findings and Policy Implications
  - Jon Alfuth, Director of State Policy, Knowledge Works
- Q&A

# Opening Thoughts

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LEON LOWENSTEIN FOUNDATION

# Overview of the Study

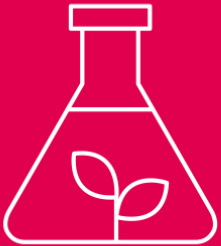
- Research for Action (RFA) is a Philadelphia-based education research and evaluation nonprofit organization with 30 years of experience.
- Over the past year, RFA partnered with KnowledgeWorks on the documentation and analysis of how personalized, competency-based learning takes hold in states and local districts.
- This research aims to directly support and inform states and districts already utilizing personalized, competency-based learning as well as others considering the effort.
- The study was informed by an array of qualitative sources from the study states and districts including document reviews, policy scans, and interviews with state and district level respondents; states involved in the research included Arizona, Nevada, North Dakota, and South Carolina.
















# Creating State Level Conditions to Support the Work: A Roadmap

# Decision Point 1. What are the potential catalysts for the advancement of personalized, competency-based learning?











 <b>CATALYSTS</b>	<b>Adoption of related State Legislation &amp; Regulation</b>	<b>Changing Instructional Needs in wake of COVID-19</b>	<b>Development &amp; Adoption of State Graduation Pathways</b>
<b>Definition</b>	Contextual shifts that helped to encourage adoption in states		
<b>State Examples</b>	<b>AZ</b> <b>ND</b> <b>NV</b> <b>SC</b>	<b>NV</b>	<b>AZ</b> <b>ND</b> <b>SC</b>

# Decision Point 2. How can personalized, competency-based learning advance the larger state vision for education?








 <b>STATE VISION</b>	<b>Help Each Student Succeed</b>	<b>Facilitate Educational Flexibility &amp; Innovation</b>	<b>Support State Goals for High School Graduates</b>
<b>Definition</b>	Educational changes that states hope to achieve		
<b>State Examples</b>	   	   	 














# Decision Point 3. What state policy mechanisms can be used to create the conditions needed?

 POLICY MECHANISMS	State Legislation	Commissions and Task Forces	Accountability & Instructional Frameworks	Pilot Testing
Definition	State policy levers creating a landscape in support of reform			
State Examples	  	 	 	 





# Decision Point 4. What type of state leadership model will be used to support adoption and scaling?

 <b>STATE LEADERSHIP</b>	<b>State-Based Nonprofit Organization</b>	<b>Multiple Offices within the State Department of Education (SDE)</b>	<b>Coalition of State Stakeholders</b>	<b>Designated Office within the State Department of Education</b>
<b>Definition</b>	The state-level organization(s) making decisions about the effort			
<b>State Examples</b>		 	 	


# Decision Point 5. What are the potential partner organizations to provide training and ongoing support?

 <b>PARTNERS</b>	Structured Network of Cohort Districts	Regional Education Service Centers	Technical Assistance Providers	State Partnerships
	Organizations from inside and outside the state that support the effort			
	 	 	 	   

# Decision Point 6. What will be the order of implementation from the district to the school level?

 ORDER OF IMPLEMENTATION	Focus on District Systems & then School Level Implementation	Focus on School Level Implementation & then District Systems
	Definition Initial sequence of district systems change and classroom instruction	
	State Examples  	

# Decision Point 7. What scaling strategies will best fit the state political and cultural context?

 <b>SCALE-UP</b>	Organic Expansion for Wider Adoption	Peer-to-Peer Network of Educators	Initial Cohort Demonstration Sites	Multiple Entry Points & Supports
Definition	Strategies for the expansion of the effort to more schools and districts			
State Examples	<b>AZ</b> <b>ND</b> <b>NV</b> <b>SC</b>	<b>AZ</b> <b>ND</b> <b>NV</b> <b>SC</b>	<b>ND</b> <b>SC</b>	<b>AZ</b> <b>SC</b>



# State Supports for District Implementation

# Common Resources to Support Local Adoption and Implementation

- State Policymakers and Agencies
- State-Based Organizations
- External Organizations
- District Leaders and Educators

# State Level Activities to Support Local Implementation

- Building capacity
- Cultivating systems change
- Empowering student learning
- Ensuring quality

# Common Projected Short-Term Results and Long-Term Impact at the State Level

- **Short Term Results:**
  - Increased knowledge and capacity
  - Adoption of state and district policies
  - Implementation in classroom instruction
  - Completion and/or integration of the Portrait of a Graduate
  - Increased student agency
  - Development of metrics to measure the impact
  - Development and dissemination of lessons learned
- **Long Term Impact:**
  - Scaling personalized, competency-based learning to more districts
  - Development of evidence on the impact on student outcomes
  - Elimination of student achievement gaps
  - Increased student readiness for life after high school.

# Equity Considerations across States

- Difficult to define equity for this work
- Explicit commitment to equity
- Key factors related to equity
- Meeting the needs of each individual student



# Recommendations: Creating State Level Conditions to Support the Work

- Clear and shared vision and goals
- Leverage catalysts
- Vehicle to achieve the state's larger vision for education
- Develop state policy that supports adoption and scale-up
- Broad coalition at the state level

# Recommendations: State Support for Local Implementation

- Leverage both internal and external partners
- Provide technical assistance to districts
- Identify measurement indicators
- State political and cultural context
- Clear definition for equity

# Discussion of Findings and Policy Implications

# Connecting Recommendations to Practice

- System change is difficult and takes time!
- Overall communications strategy matters
- Every state is different and every state wants to know what other states are doing
- Districts need guidance and support to act on state policy flexibilities

# KnowledgeWorks State Policy Framework for Personalized, Competency-Based Learning



KnowledgeWorks.org





# Important State Policy Roadblocks/Opportunities

- Accountability
- Assessment
- Graduation requirements/college & career pathways
- Funding systems
- Higher education requirements (real or perceived)
- Legal flexibilities
- Statewide vision
- Teacher supports

# Q&A



# Thank you!

