

Local Policy Framework

FOR STUDENT-CENTERED LEARNING

Introduction

VALUES • VISION • ACTION • IMPACT

Local policy is a critical lever for districts seeking to create more student-centered systems. Yet policy change is often shaped by top-down, system-centered approaches that result in fragmented initiatives that emphasize compliance rather than meaningful transformation. Creating student-centered systems requires more than adopting new policies or revising policy language. It requires using policy to create the conditions, structures and practices that help a student-centered vision become reality.

Local policy includes both the formal rules that govern education and the everyday practices, structures and expectations that shape how education actually works. It can take many forms, including board policies, administrative regulations, procedures, guidelines

and decision-making structures. Together, these policies and structures influence what is prioritized, how resources are used, how time is organized, what roles people hold, how decisions are made and what experiences are available to students and educators.

This framework is organized into essential policy areas districts can address to strengthen a student-centered system. Each policy area includes a policy description; a comparison of traditional and student-centered policy systems; and policy moves and implementation considerations.

- **Academic Policies:** Grading, credit, graduation, progression
- **Use of Time:** Scheduling, calendars, learning time
- **Professional Learning and Advancement:** Learning, leadership, career pathways
- **Assessment and Accountability:** Performance, improvement, local indicators
- **Technology:** Digital systems, Artificial Intelligence, learner tools

This framework helps local leaders and their communities understand their current systems, envision where they want to go and identify the policy and implementation shifts needed to create a more student-centered system. Some traditional policy systems may provide stability, consistency and structures that serve important priorities. The goal is not to replace what is working, but to understand when existing systems support a learning community's vision and when changes may be needed to better serve learners and educators.

The framework also provides an approach to policy implementation that prioritizes collaborative design, community commitment and a learning-based mindset, all of which help ensure policies are supportive, responsive and coherent across the system. Effective policy implementation is not simply communicating a new expectation and ensuring compliance. It requires engaging the people who will experience and implement the policy, aligning structures and resources to support it and learning from implementation to adapt as needed. This approach provides a structured process for connecting a learning community's values and vision to action and measurable impact.

By leveraging this process to guide leaders through development, activation and sustainability of efforts, the framework helps districts move beyond reactive problem-solving to create lasting, systems-level change.

Effective policy implementation starts with a learning community's core values, not with policy itself. When learning communities establish what they value for students and the system they want to create, policy becomes a tool for aligning structures, practices and resources to that vision, rather than a solution on its own. This process connects core values to vision, vision to action and action to impact, helping communities design and implement policy, learn from its effects and build the conditions needed to sustain their vision over time.

Values to Vision

- Determine core values and establish a shared direction
- Design for local context
- Prepare for implementation

Vision to Action

- Put policy into practice
- Learn from pilots
- Prepare to scale

Action to Impact

- Build lasting systems
- Support long-term success
- Measure and improve

Academic Policies

GRADING • CREDIT • GRADUATION • PROGRESSION

Student-centered learning requires districts to rethink how learning is designed and validated. Academic policies define the academic program and credentials available to students throughout their educational career.

Standards frameworks, academic programs and graduation requirements establish what students are required to learn. Grading, promotion and credit policies set requirements for how time and mastery interplay to move students through the required learning. While some traditional academic policies aim to ensure all students receive a quality baseline education, layering them with tracking and sorting can lead to the very inequity they are intended to prevent.

Student-centered academic policies shift the focus from sorting and stratifying students to creating flexible learning experiences that help each learner build knowledge, skills and competencies aligned with their goals and aspirations. As the nexus between the state and the classroom, districts are uniquely positioned to facilitate the creation of coherent, student-centered academic policy systems.

TRADITIONAL ACADEMIC POLICY SYSTEMS

Progression Based on Time



Instructional minutes in separate academic subjects serves as the primary basis for progression through the system



Students who do not demonstrate sufficient mastery within an allotted time may repeat a course or grade



Students may advance with unresolved gaps in their learning

STUDENT-CENTERED LEARNING ACADEMIC POLICY SYSTEMS

Progression Based on Demonstrated Learning



Promotion and credit are based on demonstrated mastery in prioritized standards and competencies



Students receive timely support and additional opportunities to demonstrate learning



Students do not move forward with significant gaps in their learning

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from progression based on time to progression based on demonstrated learning

- **Prioritize essential standards and competencies:** Identify the learning that matters most and align instruction, assessment and support to those expectations
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Establish progression policies based on demonstrated learning: Advance students based on demonstrated mastery of prioritized standards and competencies, with support to address unfinished learning

Engage the community in implementation policies: Engage educators, students and families in developing expectations for reassessment, revision and late work

TRADITIONAL ACADEMIC POLICY SYSTEMS

Curriculum Organized in Disciplinary Silos



Content standards are organized and addressed separately, leading to disconnected curriculum and assessment practices



Educators have limited time or opportunity to unpack standards together and build shared learning progressions



Purchased instructional materials determine the sequence and pace of learning

STUDENT-CENTERED LEARNING ACADEMIC POLICY SYSTEMS

Coherent, Connected Learning Framework



Standards, competencies and transferable skills are connected through a coherent learning framework that aligns learning across disciplines and grade levels



Educators have the time and resources to unpack standards, align learning experiences and focus on the knowledge and skills that matter most



High-quality instructional materials are intentionally selected and used to support, not drive, the district's learning framework and priorities

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from curriculum organized in disciplinary silos to a coherent, connected learning framework

- **Ground learning in a shared vision:** Use a Portrait of a Learner or Graduate to guide standards, competencies, experiences and courses

Develop a coherent learning framework: Connect standards, competencies and transferable skills into a coherent progression across disciplines and learning experiences

Empower educators to contextualize curriculum: Provide educators with the time, training and resources to use high-quality instructional materials with flexible fidelity

TRADITIONAL ACADEMIC POLICY SYSTEMS

Grades Influenced by Arbitrary Factors



Grading practices vary across schools, classrooms or students, even where district guidance exists



Grades may combine evidence of learning with non-academic factors like behavior, participation, attendance or assignment completion



Students internalize grades as academic identities

STUDENT-CENTERED LEARNING ACADEMIC POLICY SYSTEMS

Grades Communicate Demonstrated Learning



Districtwide grading policies establish clear, consistent expectations



Grades reflect mastery of learning goals and separate academic learning from non-academic factors (behavior, participation, attendance or assignment completion)



Grading scales move away from labels that students internalize as academic identities

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from arbitrary grading practices to learning-based grading

- **Align grades to demonstrated mastery:**
- Ensure grades reflect mastery of prioritized standards, not behavior, effort, attendance or other non-academic factors

Build educator capacity for mastery-based grading:

Provide clear guidelines, shared expectations and support for consistent, mastery-aligned grading

Build trust around grading changes:

Address grade point average and admissions concerns with families, higher education and employers

TRADITIONAL ACADEMIC POLICY SYSTEMS

Tracking Based on Perceived Ability



Students are assigned into different academic pathways based on perceptions of their ability or past performance



Students in advanced pathways often have access to richer learning experiences and greater flexibility, while students in lower tracks may experience more restrictive or repetitive learning opportunities



Movement among pathways may be limited, reinforcing differences in access and opportunity



You may hear language like “low kids” or “high-flyers” used to describe learners

STUDENT-CENTERED LEARNING ACADEMIC POLICY SYSTEMS

Equitable Access to Rigorous Learning



All students have access to rigorous, grade-level learning with appropriate scaffolding to access the learning



Educators hold high expectations for every learner and use evidence to identify appropriate learning support, extension and enrichment



Pathways allow flexibility without limiting future opportunities



You may hear growth-oriented language like “Not Yet” to refer to unfinished learning

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from perceived ability-based tracking to equitable access to rigorous learning

- **Analyze access and outcomes:** Review enrollment, opportunities and results to identify inequities across student groups
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Build asset-based beliefs: Support educators in holding high expectations and seeing all students as capable of rigorous learning

Equip educators to personalize support: Provide time, training and resources to help students succeed in rigorous work with flexible pacing

TRADITIONAL ACADEMIC POLICY SYSTEMS

State-Defined Graduation Requirements



Districts adhere primarily to state-created graduation requirements and choose not to introduce additional opportunities into the system



Districts default to state requirements

STUDENT-CENTERED LEARNING ACADEMIC POLICY SYSTEMS

Locally Contextualized Graduation Requirements



Graduation requirements are aligned to local priorities as represented in the Portrait of a Graduate or strategic plan and drive local programming, pathways and credit practices



State requirements are seen as a floor not a ceiling

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from state-driven graduation requirements to locally contextualized graduation requirements

- **Align graduation requirements to local priorities:** Use the Portrait of a Graduate, strategic plan and community vision to define graduation expectations that meaningfully build on state requirements

Redesign pathways around graduate outcomes:

Align courses, pathways, capstones and supports to the knowledge, skills and dispositions students should demonstrate

Audit programs for alignment:

Review programs, pathways and requirements to remove work that does not support the district's vision

Use of Time

SCHEDULING • CALENDARS • LEARNING TIME

Student-centered systems require school districts to think differently about the role of time. Policies governing the use of time shape how student and educator time is structured throughout the school day, week and year.

Time is one of the most valuable and limited resources any district has. Relevant policies include daily, weekly and annual schedules, as well as state requirements for instructional minutes and minutes required by a student's individualized education plan (IEP). For educators, district policy must align contract time with the needs of the student experience and provide adequate time for planning, collaboration and professional learning. Together, these policies converge in the master schedule.

Traditional policy systems often treat time as fixed and learning as variable. Student-centered systems reverse that relationship by organizing around learning and adapting time to meet learner needs. This requires schedules that prioritize flexibility, support deeper learning and make strategic use of staffing, space and resources. Longer learning blocks, flexible groupings and innovative staffing approaches can help create more responsive and coherent learning experiences.

TRADITIONAL USE OF TIME POLICY SYSTEMS

Schedules Organized Around Time Requirements



Master schedules prioritize seat-time requirements, often resulting in fixed learning periods and progression timelines



Support, extension and enrichment may be added outside the regular learning experience rather than integrated into the school day

STUDENT-CENTERED LEARNING USE OF TIME POLICY SYSTEMS

Schedules Organized Around Learning Needs



Master schedules support varied pacing while integrating support, extension and enrichment into the school day



Flexible blocks, groupings and staffing approaches allow time to respond to learner needs

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from compliance-driven scheduling to flexible learning structures

- **Redesign schedules for flexibility:** Audit time use and
- support block scheduling,
- flexible learning blocks,
- career-connected learning
- and interdisciplinary
- opportunities

Dedicate time for personalization and enrichment: Build regular time for targeted support, interests, deeper learning and acceleration into the school schedule

Maintain clear expectations: Keep meaningful deadlines and structures while allowing appropriate flexibility and support

TRADITIONAL USE OF TIME POLICY SYSTEMS

Narrow Learning Opportunities



Learning opportunities that occur outside the traditional school day, school building or academic calendar require exceptions, workarounds or special approval processes to be counted toward instruction

STUDENT-CENTERED LEARNING USE OF TIME POLICY SYSTEMS

Expanded Learning Opportunities



The master schedule creates space for learning experiences beyond traditional classrooms and pathways are flexible to allow students to access opportunities that align to their varied interests

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from narrow learning opportunities to expanded learning opportunities

- **Extend learning beyond school:** Count internships, career-connected, community-based and other real-world experiences toward instructional time or credit

Plan for equitable access and alignment: Address transportation and align schedules across sites so students can access expanded learning

Design for equitable access: Ensure personalization expands opportunity for all students rather than creating new tracking patterns

TRADITIONAL USE OF TIME POLICY SYSTEMS

Isolated Educator Learning



Teacher planning periods are often constrained by scheduling rather than instructional needs, leading to limited or inconsistent collaborative planning across teams



Professional learning and continuous improvement activities are often fragmented and occur only intermittently

STUDENT-CENTERED LEARNING USE OF TIME POLICY SYSTEMS

Collaborative Professional Practice



Professional collaboration and learning are embedded into the regular use of educator time, allowing staff to analyze student learning, refine practice and strengthen implementation of the district's vision

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from isolated educator learning to collaborative professional practice

- **Embed collaboration in educator schedules:** Protect
- team planning time aligned to
- instruction, learner needs and
- improvement goals
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Organize meaningful learning teams: Create time for teams to examine learning, plan instruction and solve shared challenges

Focus learning on collective improvement: Use professional learning to build shared knowledge and address problems of practice

TRADITIONAL USE OF TIME POLICY SYSTEMS

Inflexible Time Structures



Master schedules are typically revised between school years rather than adjusted through an ongoing improvement process



Contract timelines and requirements may limit opportunities to reconsider how educator time supports instructional goals

STUDENT-CENTERED LEARNING USE OF TIME POLICY SYSTEMS

Continuous Improvement of Time Use



Leaders regularly evaluate how time is being used and make adjustments to ensure that schedules continue to support learning, equity and the district's student-centered vision



District leaders plan intentionally for contract negotiations, working with educators to establish mutually beneficial terms

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from inflexible time structures to continuous improvement of time use

- **Monitor and adjust time use regularly:**
- Review schedules at set intervals and
- adjust based on student and educator
- needs

Align educator time to improvement priorities: Structure contracts, schedules and learning time for collaboration, shared inquiry and district priorities

Professional Learning and Advancement

LEARNING • LEADERSHIP • CAREER PATHWAYS

Student-centered learning depends on the educators who bring policy to life each day. Professional learning and career advancement include the systems, structures and opportunities that help educators build knowledge, refine their practice, expand their responsibilities and grow throughout their careers.

While district leaders establish direction, teachers serve as the primary implementers of instructional change. Local policy should therefore create the conditions for educators to exercise professional agency, strengthen their professional identity and continuously develop their expertise through collaborative learning, shared leadership and meaningful career advancement.

Rather than viewing professional learning as a compliance requirement, student-centered policy positions it as a strategic

investment in successful implementation. Districts can create structures that allow educators to learn from one another, lead continuous improvement efforts, test new approaches and take on expanded responsibilities over time. When educators have opportunities to make decisions, solve problems collaboratively and contribute to district improvement, implementation becomes more sustainable because the people responsible for the work have ownership of it.

TRADITIONAL PROFESSIONAL LEARNING AND ADVANCEMENT POLICY SYSTEMS

Professional Learning as Compliance



Professional learning is primarily compliance-driven, centered on required workshops, mandated initiatives or accumulated seat time



Professional learning occurs during designated professional development days or as isolated events

STUDENT-CENTERED PROFESSIONAL LEARNING AND ADVANCEMENT POLICY SYSTEMS

Professional Learning as Continuous Growth



Professional learning is continuous, personalized and embedded in daily practice



Professional learning functions as an ongoing system that strengthens educator agency and supports sustained improvement

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from compliance-driven professional learning to continuous professional growth

- **Redefine professional learning:** Shift from
- workshops and seat time to
- ongoing learning, application,
- reflection and improvement
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Embed learning in daily practice: Build time for coaching, collaborative inquiry and professional learning communities into the workday

Elevate educator voice: Engage educators in identifying priorities, co-designing learning and shaping implementation

TRADITIONAL PROFESSIONAL LEARNING AND ADVANCEMENT POLICY SYSTEMS

Educators as Implementers of Change



Educators are primarily expected to implement initiatives developed by others



Collaboration is often informal or limited to scheduled meetings



Professional learning is evaluated through participation or completion

STUDENT-CENTERED PROFESSIONAL LEARNING AND ADVANCEMENT POLICY SYSTEMS

Educators as Leaders of Change



Educators contribute to designing, leading and refining change alongside administrators



Collaboration is embedded in ongoing improvement and professional practice



Professional learning is connected to changes in instructional practice, student outcomes and implementation progress

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from educators as implementers of change to educators as leaders of change

- **Create educator-led improvement structures:**
- Establish teams and structures for educators to lead change
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Share implementation leadership: Enable educators to design, pilot, refine and lead implementation with administrators

Protect time for educator leadership: Give educators time to lead improvement and collaborate with colleagues

TRADITIONAL PROFESSIONAL LEARNING AND ADVANCEMENT POLICY SYSTEMS

Limited Pathways for Leadership and Advancement



Career advancement occurs through graduate credits, endorsements or administrative licensure



Leadership opportunities are concentrated in formal administrative positions or occasional committee assignments

STUDENT-CENTERED PROFESSIONAL LEARNING AND ADVANCEMENT POLICY SYSTEMS

Multiple Pathways for Leadership and Advancement



Career advancement includes pathways into specialized instruction, coaching, advising, improvement and systems leadership



Teacher leadership extends beyond the classroom into mentoring, facilitation, coaching, implementation and systems improvement

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from limited pathways for leadership advancement to diverse pathways for leadership advancement

- **Create differentiated leadership pathways:** Offer advancement in coaching, advising, specialized instruction, improvement and systems leadership
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Clarify leadership roles: Define responsibilities, authority, workload and qualifications for educator leadership roles

Align advancement with contribution: Recognize expanded responsibilities and leadership through compensation and incentives

TRADITIONAL PROFESSIONAL LEARNING AND ADVANCEMENT POLICY SYSTEMS

Staffing and Compensation Organized Around Traditional Roles



Staffing models generally assume one educator fulfills most instructional responsibilities



Compensation primarily rewards years of service and graduate credits

STUDENT-CENTERED PROFESSIONAL LEARNING AND ADVANCEMENT POLICY SYSTEMS

Staffing and Compensation Aligned with Local Priorities



Staffing models support differentiated roles, collaborative work, flexible structures and specialized expertise



Compensation and incentives recognize expanded responsibilities, specialized expertise and leadership

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from organizing staffing and compensation around traditional roles to aligning staffing and compensation with district priorities

- **Design staffing around district needs:** Use differentiated roles, collaborative staffing and specialized expertise to support local priorities
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Create flexible educator roles: Adapt responsibilities, workloads and work structures to student and district needs

Align compensation with responsibilities: Recognize leadership, expertise and expanded responsibilities in compensation structures

Assessment and Accountability

PERFORMANCE • IMPROVEMENT • LOCAL INDICATORS

Student-centered assessment and accountability systems shift local policy from a primary focus on compliance to a focus on improving learning. Assessment and accountability include the policies, systems and practices that shape how student learning, school quality and district performance are measured, communicated and used to inform decision-making.

While federal and state requirements establish what districts must collect and report, local policy can go further by defining what success looks like, identifying additional evidence to collect and determining how data are used to support learners, educators, schools and continuous improvement across the district.

Rather than relying primarily on standardized assessments and accountability measures to evaluate success, student-centered systems use multiple forms of evidence that demonstrate student growth, transferable skills and competency attainment. Data

becomes a tool for learning and improvement, informing continuous improvement across classroom, school and district levels.

Because educators are the primary implementers of instructional change, district policy must also build their capacity to design, facilitate, calibrate and continuously improve approaches for evaluating multiple measures of learning. Local assessment and accountability policies should establish the structures, professional learning and collaborative processes educators need to generate meaningful evidence of student learning while supporting districtwide improvement.

TRADITIONAL ASSESSMENT AND ACCOUNTABILITY POLICY

School Quality Measured Through Standardized Performance and Compliance



School quality is defined primarily through standardized assessment proficiency and compliance measures



Student success is defined primarily through standardized test scores and course completion

STUDENT-CENTERED ASSESSMENT AND ACCOUNTABILITY POLICY

School Quality Measured Through Multiple Forms of Evidence



School quality is understood through student learning, learner experiences, system conditions and continuous improvement



Student success is demonstrated through mastery, transferable skills and authentic evidence of learning

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from measuring school quality through standardized performance and compliance to measuring school quality through multiple forms of evidence

- **Define balanced success**
- **measures:** Use indicators for learning, learner experience, system conditions and improvement

Broaden evidence of success: Include competencies, transferable skills and authentic learning evidence alongside required measures

Connect measures to local priorities: Align school quality and student success measures to community goals and district priorities

TRADITIONAL ASSESSMENT AND ACCOUNTABILITY POLICY

Assessment Concentrated at Fixed Points in Time



Assessment is primarily summative and administered at fixed points in time

STUDENT-CENTERED ASSESSMENT AND ACCOUNTABILITY POLICY

Coherent Systems for Ongoing and Authentic Assessment



Ongoing assessment includes performance assessments, portfolios, exhibitions and other demonstrations of learning alongside required measures

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from emphasizing standardized assessment and reporting to building coherent systems for authentic assessment

- **Expand assessment**
- **practices:** Use performance assessments, portfolios, exhibitions and authentic demonstrations of learning

Build shared assessment practices: Use common tasks, rubrics and calibration to support consistency across classrooms and schools

Build educator assessment capacity: Provide learning, coaching and calibration to strengthen assessment design and evaluation

TRADITIONAL ASSESSMENT AND ACCOUNTABILITY POLICY

Performance Data Used Primarily for Accountability and Compliance



Data are primarily used for compliance, reporting, school rankings and targeting funding for school improvement



Accountability emphasizes standardized reporting requirements

STUDENT-CENTERED ASSESSMENT AND ACCOUNTABILITY POLICY

Data Used for Learning and Continuous Improvement



Data are used for reflection, continuous improvement and local decision-making



Accountability balances state requirements with locally meaningful indicators of student success

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from using data primarily for accountability and compliance to using data to support continuous improvement

- **Balance state and local measures:** Pair state requirements with local indicators of student success

Use data for improvement: Help educators and leaders examine evidence, identify needs and adjust practice

Build accessible data systems: Provide shared platforms and processes that make evidence easy to access and use

TRADITIONAL ASSESSMENT AND ACCOUNTABILITY POLICY

Performance Communicated Solely Through State Systems



School performance is communicated primarily through state report cards and accountability ratings

STUDENT-CENTERED ASSESSMENT AND ACCOUNTABILITY POLICY

Performance Communicated Through Accessible Local Dashboards



School performance is communicated through accessible information that compiles state and local data while highlighting strengths, growth and opportunities for improvement

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from communicating performance through state accountability systems to communicating performance through transparent local dashboards

- **Expand performance communication:** Pair state report cards and accountability ratings with locally meaningful measures of student success and system progress

Make information accessible: Present information in clear formats that community members can understand and use

Create opportunities for dialogue: Use performance information to support conversations about priorities and improvement

Technology

DIGITAL SYSTEMS • ARTIFICIAL INTELLIGENCE • LEARNER TOOLS

Technology plays a critical role in creating and sustaining student-centered learning systems. Technology policies govern the systems and infrastructure that support teaching, learning and school operations.

Student information systems, learning management systems and related platforms shape how attendance is recorded, learning is documented, progress is tracked and achievement is communicated. These systems operationalize policy and influence what is possible in practice. Technology policy must also address safe and effective use of digital tools, including screen time, personal devices, social media and artificial intelligence (AI). Districts may adopt student-centered policies on paper, but if their technology systems cannot support them, technology limitations can effectively determine what schools can do.

Student-centered technology policies align technology decisions with a district's vision for learning. Districts implementing student-

centered approaches often find that legacy or state-required systems are not designed to support flexible pathways, competency-based progression or learning across multiple settings. Well-intentioned instructional changes can stall when technology systems reinforce traditional assumptions about time, learning and achievement. Rather than treating technology as primarily an operational or compliance function, student-centered districts intentionally design technology ecosystems that support flexibility, transparency and meaningful reporting of student learning. Districts are uniquely positioned to align instructional priorities, state requirements and technology systems to create conditions for innovation and continuous improvement.

TRADITIONAL TECHNOLOGY POLICY SYSTEMS

Technology Decisions Made in Fragmented Ways



Technology decisions may be driven by operations, cost or compliance requirements rather than by the district's vision for teaching and learning



Policies and purchasing decisions may be developed without sufficient input from educators, learners, families and other community members



Implementation may vary across schools without clear districtwide expectations and support.

STUDENT-CENTERED LEARNING TECHNOLOGY POLICY SYSTEMS

Technology Decisions Aligned with the Learning Vision



Technology decisions are guided by a coherent vision for teaching, learning and student success



Educators, learners, families and community members inform technology policies and implementation



Districtwide guidance establishes shared expectations while allowing schools to respond to local needs

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from fragmented technology strategy to vision-aligned technology strategy

- **Determine requirements before procurement:**
- Establish a clear student-centered learning model
- before purchasing technology, but don't let the tech drive your model
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Align technology to student-centered goals: Ensure systems, platforms and tools support the district's instructional vision, learner outcomes and academic policies

Set clear emerging technology policies: Engage the learning community to develop districtwide guidance for artificial intelligence, personal devices, social media, digital well-being and online safety; establish a structure and cadence to iterate regularly

TRADITIONAL TECHNOLOGY POLICY SYSTEMS

Systems Designed for Traditional Learning Models



Student information and scheduling systems may be organized around seat-time, age-based grade levels and fixed academic calendars, limiting flexible pacing and learning across settings



Learning management systems may be used primarily to distribute assignments, collect work and calculate traditional grades

STUDENT-CENTERED LEARNING TECHNOLOGY POLICY SYSTEMS

Systems Support Flexible Learning Models



Student information and scheduling systems support flexible attendance, pacing and out-of-school learning, while maintaining state reporting requirements



Learning management systems allow educators and students to document evidence and provide functionality for competency-based grading, allowing students to monitor progress and exchange timely feedback

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from constrained student information and learning management systems to flexible student information and learning management systems

- **Assess system needs and limits:** Gather input to identify barriers and prioritize features that support flexible, student-centered learning

Pilot before scaling: Test competency tracking, flexible pacing, alternative credits and mastery-based grading before districtwide rollout

Address wider system constraints: Where current or required systems are limited, advocate with vendors and state leaders to secure enhanced flexibility, new features and systems interoperability

TRADITIONAL TECHNOLOGY POLICY SYSTEMS

Reporting Focused on Courses, Grades and Credits



Report cards and transcripts communicate course completion, grades and accumulated credits



Reporting systems provide limited information about the specific knowledge, competencies and skills students have demonstrated

STUDENT-CENTERED LEARNING TECHNOLOGY POLICY SYSTEMS

Reporting That Communicates What Students Know and Can Do



Report cards, transcripts and portfolios clearly communicate progress toward standards, competencies and graduate outcomes



Reporting systems connect conclusions about learning with relevant evidence of student work

POLICY MOVES AND IMPLEMENTATION CONSIDERATIONS

Making the shift from limited communication of learning to mastery-based reporting

- **Align reporting to learning goals:** Design report cards, transcripts, portfolios and tools around timely reporting on competencies, standards and graduate outcomes

Engage students and families: Explain mastery-based reporting, invite questions and gather feedback to build confidence

Partner with postsecondary stakeholders: Engage higher education, employers and partners early so reporting changes are understood and valued

KnowledgeWorks is a national nonprofit organization advancing a future of learning that ensures each student graduates ready for what's next. For more than 25 years, we've been partnering with states, communities and leaders across the country to imagine, build and sustain vibrant learning communities. Through evidence-based practices and a commitment to equitable outcomes, we're creating the future of learning, together. **KnowledgeWorks.org**

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