iNACOL’s Evolution: Pushing the Field and Building Momentum

EMERGING ISSUES

Online learning expanding opportunities to courses/programs

1990s to 2000s

INACOL created in 2002 to advance work of practitioners & policy makers, publish quality standards and promising practices

INACOL embraces blended and hosts Blended & Online Learning Symposium

2005 to 2015

Personalized learning models emerge with better tools

2010 to 2015

INACOL partners with Educause on NGLC promoting hundreds of next-gen models

2011 to 2015

Competency-based education (CBE) models and policies emerge

2011 CompetencyEd Summit

2015 & beyond

Student agency: voice and choice

Illuminate the path forward by integrating student-centered learning and personalized pathways; choices expand at the lesson, course, program and school levels

Launch CompetencyWorks:
- in 2011 from < 10 states;
- in 2014 to > 40 states; and provide CBE flexibility

iNACOL
International Association for K-12 Online Learning
Competency-Based Education

Principles from 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
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)
Equity in education is the means to achieving equality.

- It intends to provide the best opportunities for all students to achieve their full potential and act to address instances of disadvantage which restrict educational achievement.

- It involves special treatment/action taken to reverse the historical and social disadvantages that prevent learners from accessing and benefiting from education on equal grounds.

- Equity measures are not fair per se but are implemented to ensure fairness and equality of outcome.

- [UNESCO World Education Forum 2015](https://www.unesco.org)
Systems of student-centered learning must be designed to **increase equity**, elevating the learning and readiness of all graduates, regardless of race, zip code or circumstance.

- *Meeting the Every Student Succeeds Act's Promise*
A Snapshot of K-12 Competency Education Policy - 2012

- **Advanced States**: Those states with clear policies that are moving towards proficiency-based; more than just an option.
- **Developing States**: Those states with pilots of competency education, credit flexibility policies, or advanced next gen policies for equivalents to seat-time.
- **Emerging States**: Those states with waivers, task forces.
- **ILN States**: Since its inception, the Innovation Lab Network (ILN) engaged schools, districts, and state education agencies working to identify through local efforts new designs for public education that empower each student to thrive as a productive learner, worker, and citizen. The state's responsibility is to establish conditions in which innovation can flourish and to develop capacity to sustain and scale what works through policy. The Council of Chief State School Officers (CCSSO) facilitates this network of states to support programmatic, policy, and structure design work within each participating states and across the network.
- **No Policies in Competency Education**: States with seat-time and no competency education policies.
A Snapshot of K-12 Competency Education Policy - 2016

- **Advanced States**: Those states with comprehensive policy alignment and/or an active state role to build capacity in local school systems for competency education.
- **Developing States**: Those states with open state policy flexibility for local school systems to transition to competency education.
- **Emerging States**: Those states with limited flexibility in state policy—usually requiring authorization from the state—for local school systems to shift to competency education, for exploratory initiatives and task forces, and/or with minimal state activity to build local capacity.
- **No Policies in Competency Education**: States with no state-level activity and enabling policies for competency education. Significant policy barriers may exist, such as inflexible seat-time restrictions.
- **ILN States**: The Innovation Lab Network (ILN) is a group of states facilitated by the Council of Chief State School Officers (CCSSO) taking action to identify, test, and implement policies to support student-centered approaches to learning.

[Map of the United States with states color-coded according to policy status]

International Association for K-12 Online Learning
Create Personalized, Competency-Based Education Systems

**STATES GETTING STARTED**
- Innovation Zones
- CBE Task Forces
- Credit Flexibility
- Pilot Programs
- Multiple Pathways

**STATES MOVING FORWARD**
- Proficiency-Based Diplomas
- Modernized Systems of Assessments
- State Initiatives to Build Local Capacity

**STATES TAKING A COMPREHENSIVE APPROACH**
- Comprehensive Statewide Policy Approach

*State Leadership*
Every Student Succeeds Act (ESSA)  
December 10, 2015
New Opportunities Under ESSA

Redefine Student Success

- Rethink Accountability for Continuous Improvement
- Redesign Systems of Assessments to Align with Student-Centered Learning
- Transform Systems for a Next Generation Educator and School Leader Workforce
Meeting ESSA’s Promise: State Policy to Support Personalized Learning

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International Association for K-12 Online Learning
Meeting The Every Student Succeeds Act’s Promise:
State Policy to Support Personalized Learning

WRITTEN BY:
Susan Patrick
Maria Worthen
Dale Frost
Susan Gentz
Redefining Student Success

• Opportunity for local stakeholders to come together across communities to ask:
  – What do we want students to know and be able to do to be successful and fulfilled in college, career, and civic society?

• Opportunity for states to develop “profile of a graduate” to meaningfully drive system redesign conversations
Example:
Virginia’s Profile of a Graduate
Meeting ESSA’s Promise: State Policy to Support Personalized Learning

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Rethink Accountability

New definition of student success

Multiple measures

Continuous improvement
Rethink Accountability

• Engage stakeholders
• Redefine student success
• Clarify purposes of accountability
• Align:
  – Metrics
  – School improvement strategies
  – Capacity-building initiatives
Meeting ESSA’s Promise: State Policy to Support Personalized Learning

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Assessment for and of learning

• Systems of assessments should:
  – Provide timely data to teachers to differentiate supports based on individualized learning needs
  – Measure content knowledge, application of knowledge and important skills and dispositions
  – Determine student progress on and mastery of standards and learning objectives
Systems of assessments can use combo of:

- Summative assessments
- Interim assessments*
- Formative assessments**

Assessments can include:

- Adaptive items
- Performance tasks

* Must be able to combine into single summative determination of proficiency.
** Used for diagnostic and continuous improvement purposes; could be embedded in performance tasks.
Innovative Accountability & Assessment Demonstration Authority

- States can pilot innovative assessments in a subset of districts
- Opportunity to build capacity for common performance tasks
- Rigorous technical quality and comparability requirements
- Resource: innovativeassessments.org
Student-led Assessment Networked Improvement Community in Virginia

– Fairfax Co
– Frederick
– Loudoun
– Cumberland
– Henry
– Albemarle
– Roanoke
– Chesterfield
– Virginia Beach
– EdLeader21
– VDOE
### Meeting ESSA’s Promise: State Policy to Support Personalized Learning

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Next Generation Educator Development: A Competency-Based Continuum

**Pre-Service Preparation**
Teaching and leadership degrees are awarded after candidates build a portfolio of multiple forms of evidence that demonstrate mastery of rigorous academic and clinical competencies aligned to practice expectations.

**Educator Evaluation**
The primary purpose of educator evaluation systems is to improve practice and functionalize educator supports through real-time feedback on individual and collaborative educator performance. This seamlessly aligns with customized professional development opportunities to ensure educators continuously improve their practice.

**Professional Development**
Professional development programs are highly personalized, ongoing, and job embedded. They address the individual needs of educators and are aligned to a set of rigorous, practice-aligned competencies that help educators advance along individualized career pathways. These programs build on pre-service and credentialing expectations.

**State Credentials**
Educators can obtain state credentials that reflect changing teaching roles, are aligned to learning progressions, and may enable educators to teach integrated or multiple subject areas. Credentials are obtained only upon demonstrated mastery of clinical teaching competencies and are directly aligned to pre-service programs.

Source: Lillian Pace and Maria Worthen, *Laying the Foundation: Building the Next Generation Educator Workforce*
Next Generation Educator Workforce Systems

- Educator competencies
- Accreditation requirements
- Multiple pathways to credentials
- Micro-credentials
- Job-embedded PD
- Aligned evaluations
### Meeting ESSA’s Promise: State Policy to Support Personalized Learning

#### New Policy Opportunities Under ESSA
- Rethink accountability for continuous improvement.
- Redesign systems of assessments to align with student-centered learning.
- Transform systems to build capacity for a next generation educator and leader workforce.

#### Continuing Opportunities
- Create personalized, competency-based education systems.
- Build new learning models infrastructure.
- Create system coherence and build capacity for the long-term.
Districts and schools can make incremental shifts to student-centered learning without state supports or policy flexibility.

However, transformation at scale will require alignment and synchronization of policy with innovative practice.

-Meeting the Every Student Succeeds Act's Promise
‘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
Promising State Policies for Personalized Learning

WRITTEN BY:
Susan Patrick
Maria Worthen
Dale Prost
Susan Gentz
Existing Opportunities for States

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New Learning Models Infrastructure

• Broadband connectivity
• Data systems
• Open educational resources
• Student data privacy
Opportunity Gap Statistics

Of US high schools, only
- 50% offer calculus
- 63% offer physics

In US high schools with the highest percent of black and Latino students,
- 25% do not offer algebra II
- 33% do not offer chemistry
## Access to Advanced Coursework in Virginia

### Table 3. Mathematics and science course offerings in high schools, by course and state: 2011-12

<table>
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<tr>
<th>State</th>
<th>% Offering Algebra I</th>
<th>% offering geometry</th>
<th>% offering Algebra II</th>
<th>% offering calculus</th>
<th>% offering biology</th>
<th>% offering chemistry</th>
<th>% offering physics</th>
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<td><strong>UNITED STATES</strong></td>
<td>89%</td>
<td>85%</td>
<td>81%</td>
<td>50%</td>
<td>87%</td>
<td>75%</td>
<td>63%</td>
</tr>
<tr>
<td>Virginia</td>
<td>94%</td>
<td>92%</td>
<td>87%</td>
<td>68%</td>
<td>93%</td>
<td>82%</td>
<td>77%</td>
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Source: US Department of Education Office of Civil Rights
Course Access provides public school students with expanded course offerings across learning environments from diverse, accountable providers.
Course Access Key Elements

- Equitable Access
- Sustainable Funding
- A Focus on Quality
- Stakeholder Engagement
States with Course Access Programs
Course Access & ESSA: Opportunities for States
Direct Student Services

- 3% optional state set-aside from Title I
- States must target funds to districts with highest numbers of schools identified for improvement
- Allowable uses include:
  - Enrollment in courses not available at a student’s school
  - Credit recovery and acceleration courses
  - Activities that assist students in completing postsecondary credit
  - Components of a personalized learning approach
  - Transportation for students attending comprehensive support and improvement schools who wish to switch schools
Student Support & Academic Enrichment Grants

- ESSA Title IV
- $1.6 billion annually through 2020
  - 95% grants to districts
    - Funds can be used for:
      - School health and safety (at least 20%)
      - School counseling
      - Expanding access to a well-rounded education (at least 20%)
      - Education technology
- Remaining 60% can be used for any of the above purposes
“Systems of student-centered learning must be designed to increase equity […] , elevating the learning and readiness of all graduates, regardless of race, zip code or circumstance.”

- Meeting the Every Student Succeeds Act's Promise
Contact Information

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