



A New Dawn for
Every Learner



8 Ideas to Transform America's Education System

EdUprising Conference 2020
Albuquerque, New Mexico

Presenter: Susan Patrick, CEO & President, Aurora Institute

Aurora Institute Mission, Vision, & Values

Our Mission

The mission of iNACOL is 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



Credible



Equity-Driven



Knowledge-Driven



Future-Focused



Collaborative

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, collaboration, advisory groups and in-person convenings.


Learning Outcomes

- The goal of this session is to support state policy development from the current state of education to the future state through examining trends with a focus on curriculum redesign.
- Participants will be able to...
 - Gain an understanding of trends driving the future of education
 - Engage in a conversation about curriculum redesign for the future of learning
 - Look at promising examples from across the U.S. and globally on curriculum redesign for student-centered learning systems
 - Discuss how to operationalize the Profile of a New Mexico graduate

 Learning to learn and the development of competencies.

 Recognizing and validating learning in a mobile world.

 Education policy making.

 Diverse stakeholders should be brought together to articulate principles in the guidance of policy.


 Cultural responsiveness.


 Role of educators must be a priority.


 Toward networks of learning spaces.



 Rethinking curriculum development.

 Ensuring more inclusive education.

 Education as a potential equalizer.

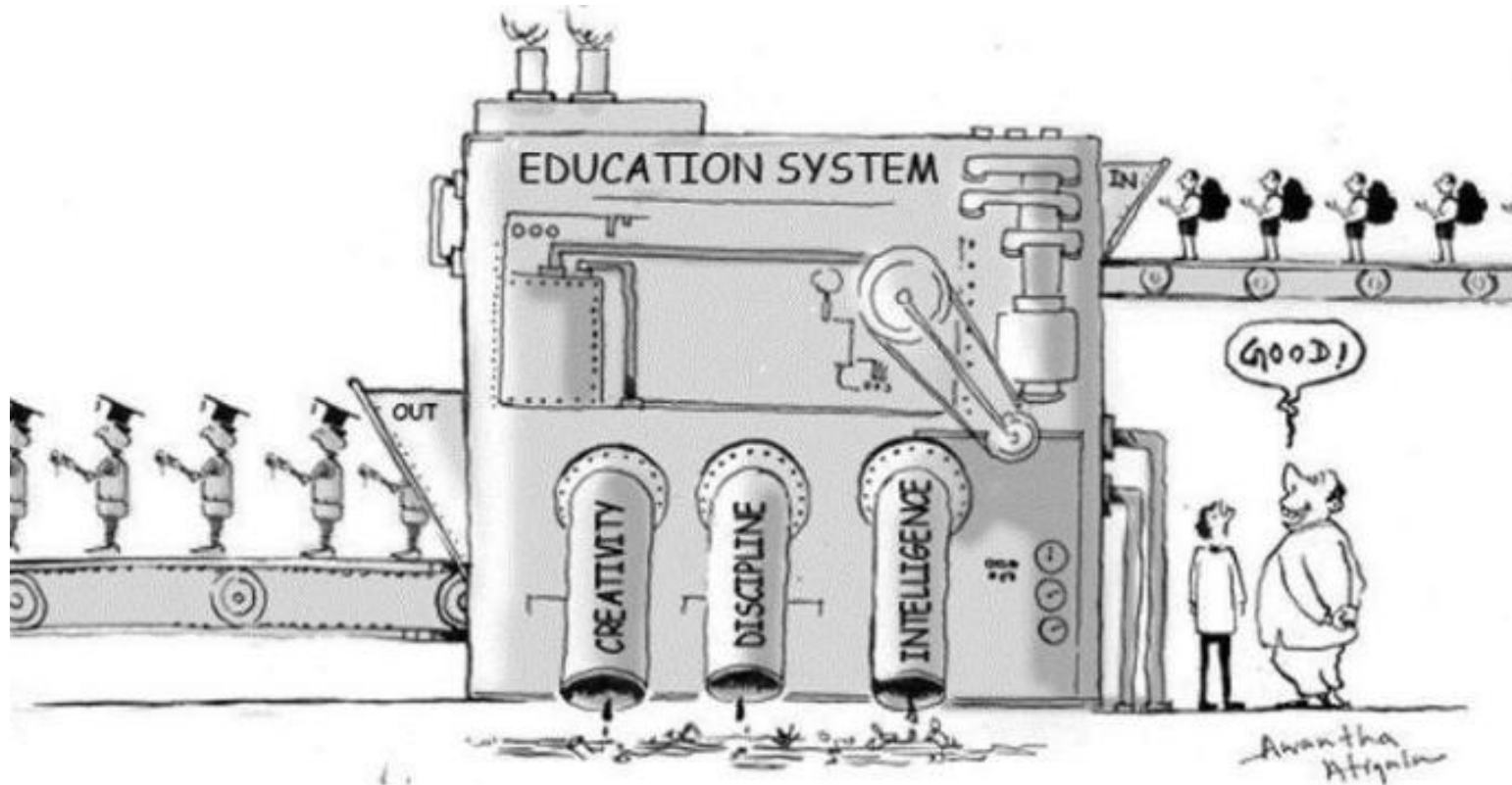
 The transformation of the educational landscape.

8 Trends Driving the Future

1. Ask if our education system is “fit for purpose”
2. Reject one-size-fits-all solutions
3. Focus on mastery, not seat-time
4. Modernize educator workforce and professional learning
5. Drive change from the ground up; talented educators are leading new designs
6. Empower communities for collective change
7. Focus on innovations for equity prioritizing diversity and inclusion
8. Collaborate to create an aligned, lifelong system of learning across early childhood, K-12, higher education and career pathways

8 Trends Driving the Future

1. Ask if our education system is “fit for purpose”



8 Trends Driving the Future

2. Reject one-size-fits-all solutions

The first step in personalized learning is to question all of the “givens” of our present, “one-size-fits-all” system.

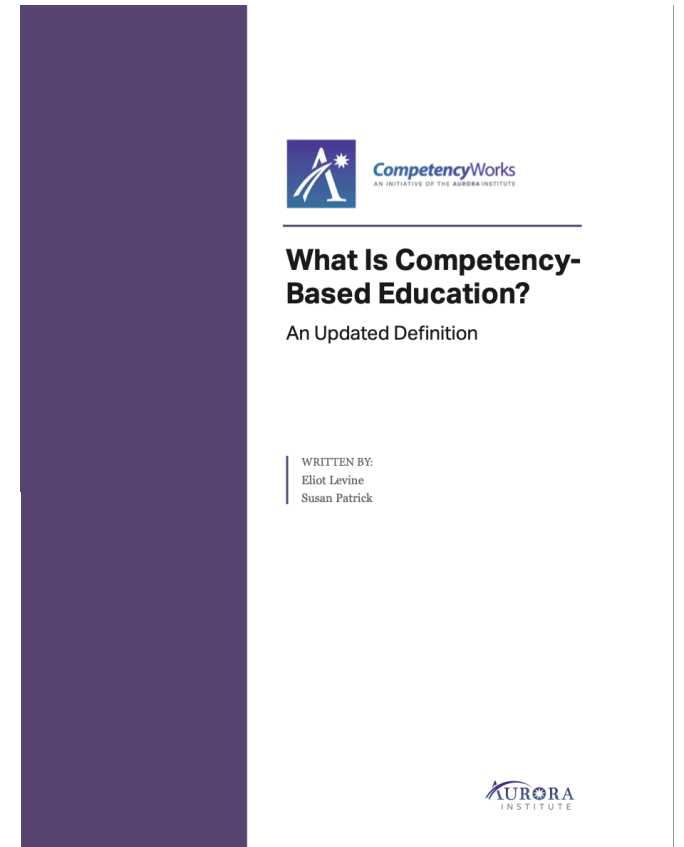
- Louis Cozolino in Education Week
Teacher

8 Trends Driving the Future

3. Focus on mastery, not seat-time

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 recently updated the 2011 definition of competency-based education to include nuances as the field advances

8 Trends Driving the Future

4. Modernize educator workforce and professional learning



8 Trends Driving the Future

5. Drive change from the ground up; talented educators are leading new designs



Teacher-Powered School Network in Minnesota

8 Trends Driving the Future

6. Empower communities for collective change



8 Trends Driving the Future

7. Focus on innovations for equity prioritizing diversity and inclusion

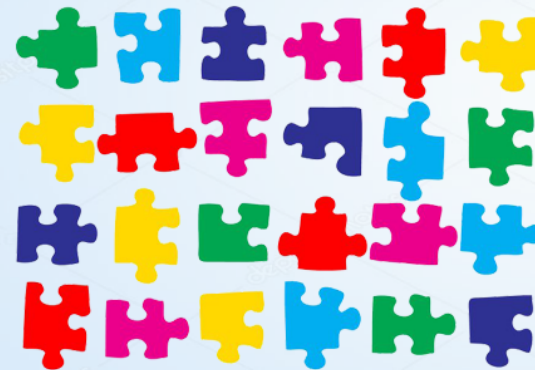
Educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential.

National Equity Project

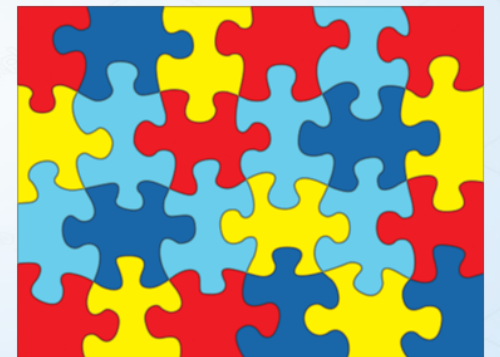
<http://tinyurl.com/MLPquotes>

@khmmc

DIVERSITY



INCLUSION



8 Trends Driving the Future

8. Collaborate to create an aligned, lifelong system of learning across early childhood, K-12, higher education and career pathways



Big Idea:

What do our students need to know and be able to do?

According to the World Economic Forum, the top ten skills required by employers in the year 2020 will include:

- 1 Complex problem solving
- 2 Critical thinking
- 3 Creativity
- 4 People management
- 5 Coordinating with others
- 6 Emotional intelligence
- 7 Judgement and decision making
- 8 Service orientation
- 9 Negotiation
- 10 Cognitive flexibility

Source: Future of Jobs Report, World Economic Forum

Introduction: Curriculum Redesign

“The foundational reason for why we find it so difficult to rebuild school curricula around the needs of the modern world is that we lack an organizing framework that can help prioritize educational competencies, and systematically structure the conversation around what individuals should learn at various stages of their development.”

- Andreas Schleicher, Director for Education and Skills, OECD.

Why Curriculum Redesign?

- In the traditional education system, schools emphasize covering content in the curriculum and fall short of reflecting the learning sciences about what we know about how children learn. Learning content is based on efficiency and assessments focus on memorization and comprehension rather than applied learning and mastery.
- Competency-based education is organized to personalize learning and support the development of higher order skills such as analysis, evaluation, and problem-solving.

What is Curriculum Redesign?

- According to UNESCO, curriculum articulates both the competencies necessary for lifelong learning and the competencies needed for holistic development. Curriculum is the description of the “what,” “why”, “how”, and “when” that students should be learning. Curriculum provides the bridge between education and development and follows the following principles:
 - Learning should be inclusive and equitable
 - It should be of high quality
 - It should promote lifelong learning
 - It is relevant to holistic development

(Stabbeck, P. 2016. “What Makes a Quality Curriculum?” UNESCO International Bureau of Education)

Questions in considering curriculum redesign

- Which knowledge, skills, and values should we include in our curriculum?
- Would the acquisition and development of such knowledge, skills, and values - and of the associated capabilities and competencies - enable our young people to lead meaningful and productive lives?
- Is our current paradigm of a set of “subjects” constituting a curriculum adequate?
- How can we make learning relevant and interesting to students?

(UNESCO, 2016)

A Quality Curriculum considers...

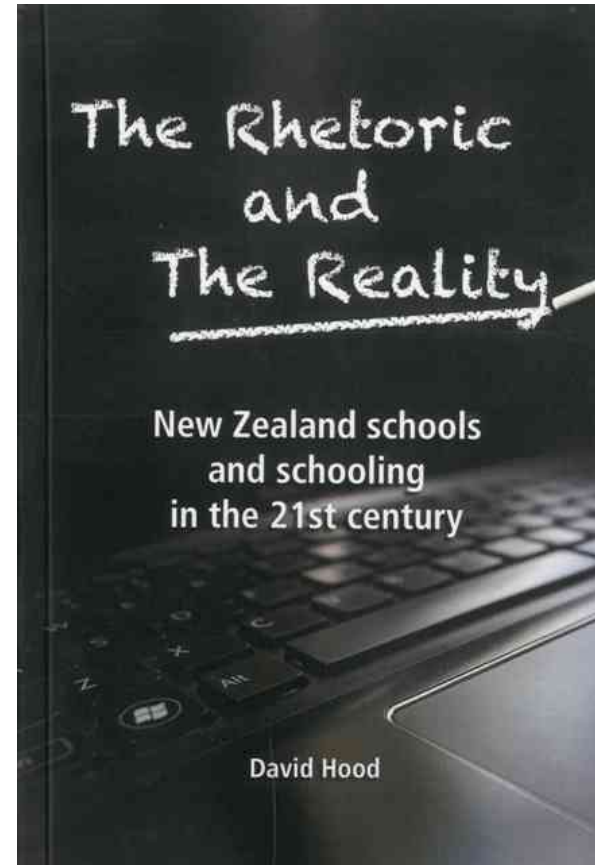
- What educational purposes do we seek to attain?
- What educational experiences can be provided that are likely to attain these purposes?
- How should these educational experiences be effectively organized (formally, through curriculum documents - as well as informally - through the set of values and culture of the school and teachers)?
- How should we determine whether these purposes are being attained?

Additionally, there should be considerations around the curriculum being **relevant, with clear aims, is equitable and inclusive, and learner-centered.**

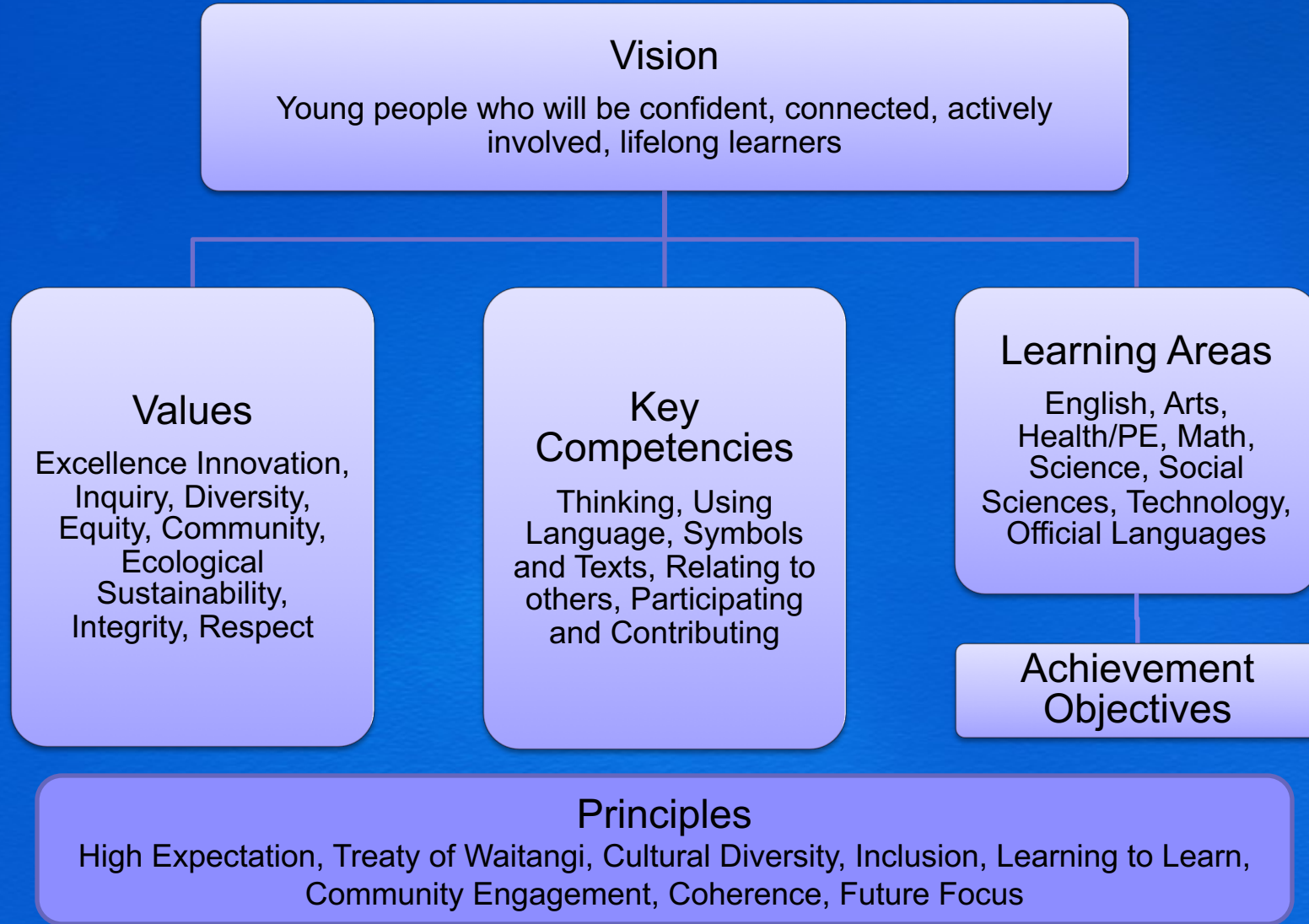


David Hood

“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.”



National Curriculum



Curriculum Learning Areas



English

- Students study, use, and enjoy language and literature communicated orally, visually, or in writing

The Arts

- Students explore, refine, and communicate ideas as they connect thinking, imagination, sense, and feelings to create works and respond to the works of others

Health and Physical Education

- Students learn to about their own well-being, and that of others and society, in health-related and movement contexts

Learning Languages

- Students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own

Mathematics and Statistics

- Students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them make sense of the world around them.

Science

- Students explore how both the natural and physical world and science itself work so they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role

Social Sciences

- Students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens

Technology

- Students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world

The New Zealand Curriculum

Directions for Learning

Vision

Young people who will be confident, connected, actively involved, lifelong learners.

Values

Excellence;
Innovation, inquiry,
and curiosity;
Diversity;
Equity;
Community and
participation;
Ecological
sustainability;
Integrity;
Respect.

Key Competencies

Thinking;
Using language,
symbols, and texts;
Managing self;
Relating to others;
Participating and
contributing.

Learning Areas

English;
The arts;
Health and physical
education;
Learning languages;
Mathematics and
statistics;
Science;
Social sciences;
Technology.
Official languages

Achievement Objectives

Principles

High expectations, Treaty of Waitangi, Cultural diversity,
Inclusion, Learning to learn, Community engagement,
Coherence, Future focus

Guidance

Purpose and Scope

Page 6

Effective Pedagogy

Pages 34–36
(For Assessment,
see pages 39–40.)

The School Curriculum: Design and Review

Pages 37–42

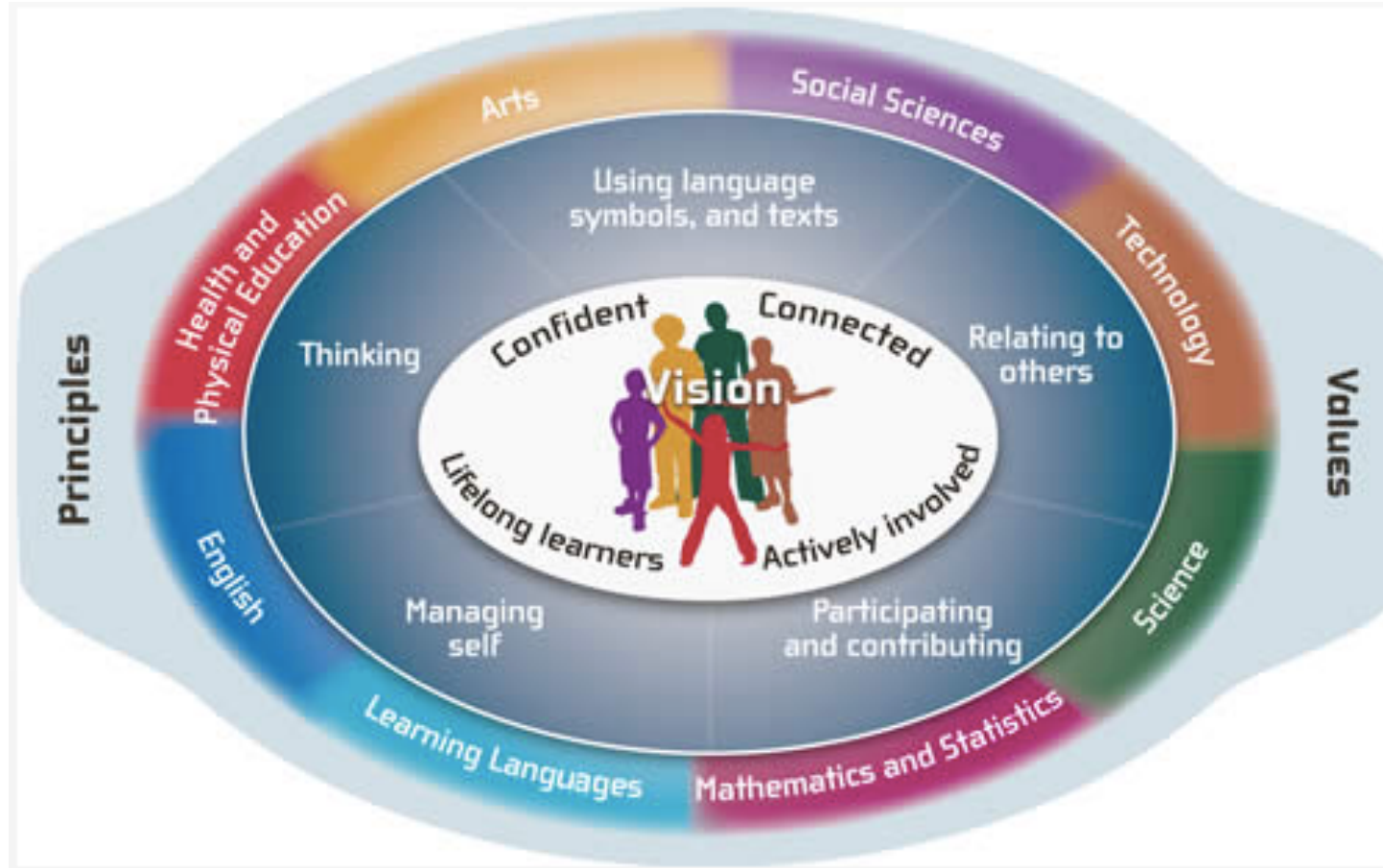
The School Curriculum



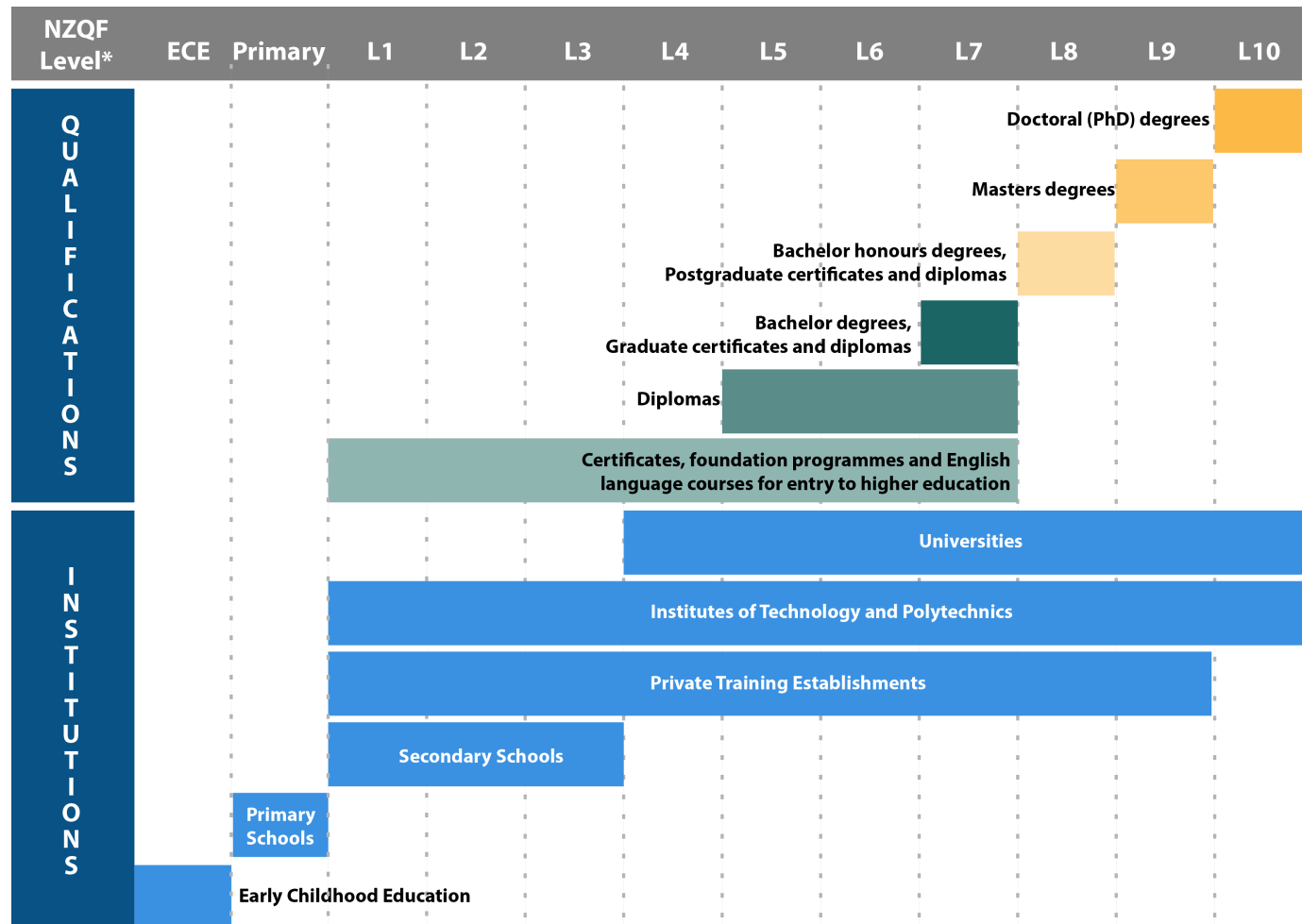
NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

NZ Curriculum Redesign (2007)



NZ National Qualifications Frameworks



*NZQF = New Zealand Qualifications Framework determined by NZQA

TAIOHI NAME	CAREER ASPIRATION	EXIT STRATEGY	LEARNING AREAS	PBL <small>(PROJECT BAS LEARNING)</small>	KIA TŪ	KIA ORA	KIA MĀORI
ARETA	Clinical Psychologist Sport Psychologist	UE - Waikato NCEA L3 + 14 credits in English, Maths, Health UE Lit/Num. Receive Merit or Excellence scholarships	L3 English, Maths, L2 & L3 Health, L3 Painting, L3 Photography	Bubble	To achieve Excellence in all internals and gain credits needed for an overall L2 Excellence endorsement.	Improve on all my fitness testing before week 8.	Work hard to learn all the kupu for the items in kapahaka.
BRUCE	Personal Trainer Business Gym owner	UE - BYU Hawaii NCEA L3 + 14 credits each in Health and PE, English, Maths UE - Lit/Num	L2 English, L2 Maths, L3 Health & PE, L2 Physics, STAR Cert Sports Training	Les Mills work experience	To hand in all internal assessments on time and to manage this I will take home mahi kainga each day	Aim for 52 push ups in next testing and aim to power clean/squat 85kgs by term 2	Learn new waiata, haka and kupu for kapahaka and stand with confidence.
CHANELLE	Professional Sportsman Sports Psychologist	UE - Massey or Otago NCEA L3 + 14 credits each in Biology, Health & PE L2/L3 UE - Lit/Num	Y10 Discovery, Y10 Math, Y10 Science, L1 Kaupapa Maori, Y10 Art		To gain Achieved or Merit in my next Science test.	To beat my 15m 40s time in 3k run.	To stand and say my whakapapa confidently.
DEARNNE	Hospitality	UE - Auckland NCEA L3 + 14 credits each in Te Reo, Chemistry, Health PE UE - Lit/Num	L3 English, L3 Health & PE, L3 Chemistry, L3 Photography		To pass all my assessments with Merits or higher.	To reach 15 in YoYo for testing in week 8.	To learn new kiwaha every week.
DYLAN	Physiotherapist Chiropractor	UE - Otago NCEA L3 + 14 credits each in English, Maths, Biology UE - Lit/Num	L1 English, L1 Maths, L1 Biology, L1 Chemistry, L1 Physics, L1 Health & PE		To pass all my internals with Merit or higher.	To beat my previous YoYo testing of 17.2	To learn my whakapapa.
JACKSON	AFL (Australian Football) Gym Owner Businessman	Make U18 NZ AFL Team April UE - Otago or Waikato Wintec NCEA L3 + 14 credits each in Health & PE, English, Maths UE - Lit/Num	L3 English, L3 Health & PE, L3 Maths, L3 Maori Performing Arts, STAR Cert Sports training	Les Mills work experience	To pass all my assessments and stay up to date with my mahi.	To continue to beat my previous testing results to better my PB	Stand take karakia in the morning at least once for this term.
JACOB	Trades Accountant	Wintec - Trades Building Design and Construction	L3 English, L2 Maths, L3 Health & PE, L2 Physics, Maori Performing Arts, L3 History		To gain Merit in Math, English and Physics.	To place in Touch regionals and zones.	To learn the morning karakia and understand my culture.
KAAHU	Defence Lawyer Police dog handler	UE - Waikato NCEA L3 + 14 credits each in English, Maths, Te Reo UE - Lit/Num	L1 English, L1 Maths, L1 Health & PE, L1 Te Reo Maori, Maori Performing Arts, Yr10 Kaupapa		To pass all english assessments.	Beat my 3km time.	Pass all my Maori assessments.
LILY	Sports Medicine	UE - Auckland or Otago NCEA L3 + 14 credits each in Chemistry, Physics, Biology UE - Lit/Num	L3 English, L3 Math, L3 Chemistry, L3 Physics, L3 Biology, L3 Health & PE, STAR Cert Sports Training		UE entrance 3 approved subjects in Phys, Chem and Biol 14 credits each.	Improve on my 5k run each session.	Participate in more maori events throughout the year inside and outside of school.
MATARIKI	Personal Trainer Physiotherapist	UE - Auckland NCEA L3 + 14 credits each in Biology, Health & PE UE - Lit/Num	Y10 Discovery, Y10 Maths, Y10 Science, L1 Kaupapa Maori, Y10 Health & PE, Y10 Te Reo Maori, Y10 Art		To get Achieved Merit or Excellence in all my learning areas.	Improve on my YoYo test and achieve at least 14.5 or better.	To get everything correct to achieve all my credits.
MIHI	Medicine Health Professional	UE - Auckland 250 points NCEA L3 + 14 credits each in Biology, Chemistry, Physics UE Lit/Num	L2 Chemistry, L2 English, L2 Maths, L2 Physics, L2 Biology, L3 Scholarship Te Reo Maori, L3 Maori Performing Arts.	Analytica Research Centre Honey	To seek help from kaiiaki for my internals and all learning areas.	Aim for 15 in the YoYo test week 8.	Give 110% to my prefect duties by prioritising my schedule include stuff I'd like to achieve having this position.
PEATA	Actress, Performing Arts Teacher	Study Bachelors of performing Arts at Toi Whakaari	Y10 Discovery, Y10 Maths, Y10 Science, L1 Kaupapa, Y10 Maori, Health & PE, L2 Te Reo Maori, L2 Dance		To hand in homework on time.	Improve my time for the 3km run.	To say my pepeha in karakia.



Health & Physical Education

Activity	Frequency	Duration
Cardio	3 times per week	30 minutes
Strength Training	2 times per week	45 minutes
Flexibility	Daily	10 minutes

Special Assessments Network - Level 1

Assessment	Assessment with Mail	Assessment with Feedback
Assessment 1	Assessment 2	Assessment 3

Special Assessments Network - Level 1

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Special Assessments Network - Level 1

Assessment	Assessment with Mail	Assessment with Feedback
Assessment 1	Assessment 2	Assessment 3

New Zealand

- In New Zealand, the country articulated a set of key competencies and aligned their qualifications framework
- To achieve a Level 2 qualification, students need to achieve a broader set of academic competencies and skills within the national curriculum framework and this is aligned across K-12 education into attainment of the diploma equivalents that extend into tertiary education and the workforce competencies.
- Each of the qualifications are earned within an aligned system of K-12, higher education and the workforce organizations/ professional competencies identified as students progress in their levels and higher education degrees and professional certifications.

The New Zealand Curriculum identifies five key competencies:

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing

People use these competencies to live, learn, work, and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area.

The development of the competencies is both an end in itself (a goal) and the means by which other ends are achieved. Successful learners make use of the competencies in combination with all the other resources available to them. These include personal goals, other people, community knowledge and values, cultural tools (language, symbols, and texts), and the knowledge and skills found in different learning areas. As they develop the competencies, successful learners are also motivated to use them, recognising when and how to do so and why.

Opportunities to develop the competencies occur in social contexts. People adopt and adapt practices that they see used and valued by those closest to them, and they make these practices part of their own identity and expertise.

The competencies continue to develop over time, shaped by interactions with people, places, ideas, and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex.

- From 2007-2010, NZ reviewed district curriculum to the New Zealand Curriculum, looking at the key competencies
- Schools were asked to initiate redesign of their curriculum aligned to the national one, articulating the schools' vision, values, key competencies, learning areas, and curriculum principles aimed at kick-starting their curricular discussions and decisions.

Review questions

Vision

- Is our vision for our students and their learning clear and shared?
- Does it express what we want for our young people?
- How might our vision be reflected in the design of our school's curriculum?

Values

- Have we identified and agreed on those values that we believe are important for everyone involved in the life of our school?
- Do our values support and complement those in the New Zealand Curriculum?
- Does our curriculum explain how our identified values will be an integral part of teaching, learning, and the daily life of our school?
- Does our curriculum explain how we will review our effectiveness in promoting our values?

Key competencies

- Have we clarified what each key competency should mean for our students and the conditions that will help to develop each competency?
- Does our curriculum explain how the key competencies are to be developed across all learning activities and programmes?
- Does our curriculum provide guidance on how to help students monitor their development and demonstration of the key competencies?

Learning areas

- Are the meaning and intent of our curriculum area statements well aligned with the New Zealand Curriculum learning area statements?
- Does our curriculum explain how our programmes are designed to meet the needs and interests of our students?
- Have we considered making, and planning for, connections across learning areas, values, and key competencies?
- Does our curriculum have a rationale and structure for covering learning area strands and selecting achievement objectives?
- Does our curriculum explain how students' learning and progress are monitored and recorded in relation to learning objectives?

Curriculum principles

- Are the New Zealand Curriculum principles evident in all aspects of the interpretation and delivery of our school's curriculum?
- How will we demonstrate our commitment to the principles and our success in putting them into effect in teaching and learning?



RETHINKING THE VALUE BASIS OF EDUCATION

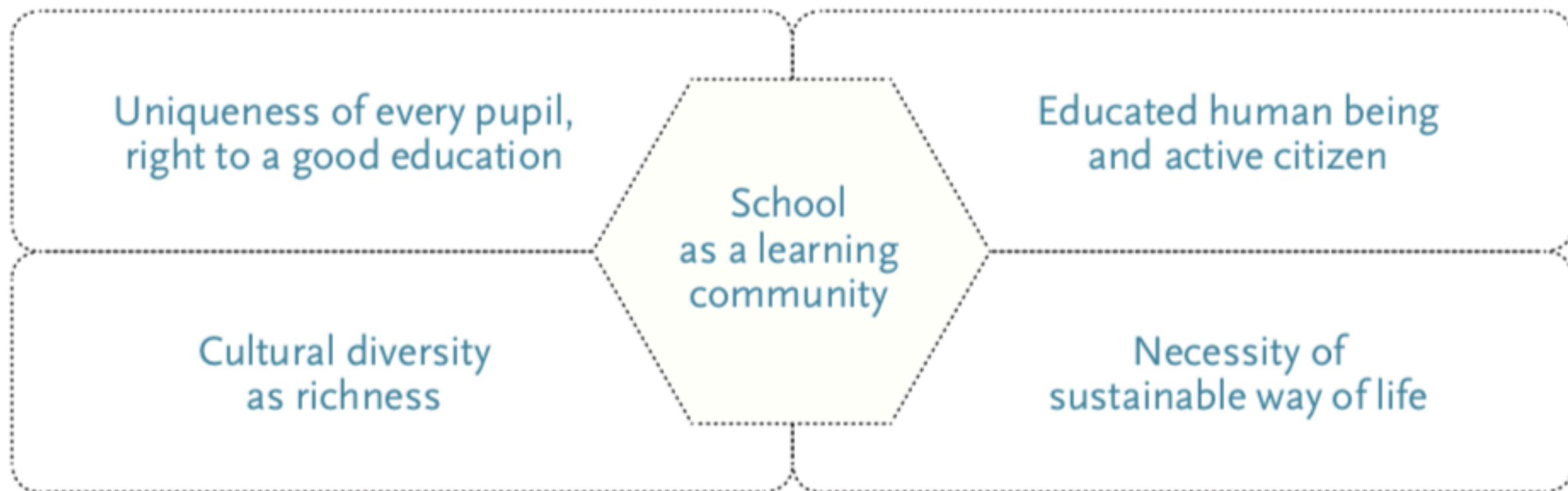


Figure 1: The values on which basic education in Finland is based

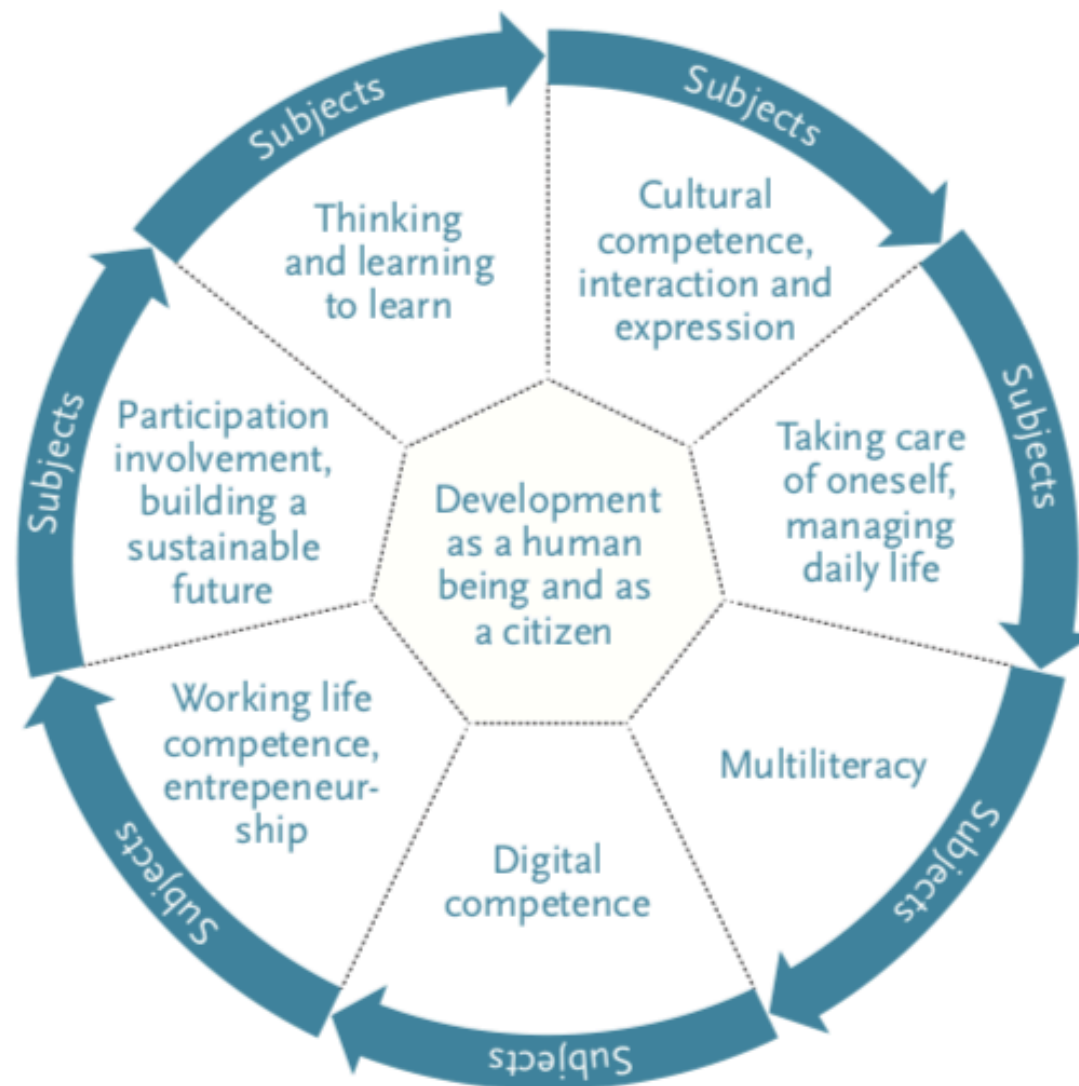


RETHINKING THE SCHOOL CULTURE – SCHOOLS AS LEARNING COMMUNITIES





RETHINKING COMPETENCIES IN BASIC EDUCATION



Transversal competencies (promoting students' growth as human beings and as citizens) demand: knowledge · skills · values · attitudes · will/volition

Vermont

- Since 2013, Vermont Education Quality Standards require schools to have proficiency-based graduation requirements for students graduating in 2020 and for each subsequent graduating class.
- Vermont allows students to demonstrate mastery through multiple means, including teacher-designed assessments, papers, presentations, portfolios, or projects.
- Local school districts may adopt their own specific graduation requirements but must adhere to state standards in the following curriculum areas:
 - Literacy, mathematical content and practices, scientific inquiry and content knowledge, global citizenship, physical education, health education, artistic expression, and transferable skills - including communication, collaboration, creativity, innovation, inquiry, problem solving, and use of technology.

New Hampshire

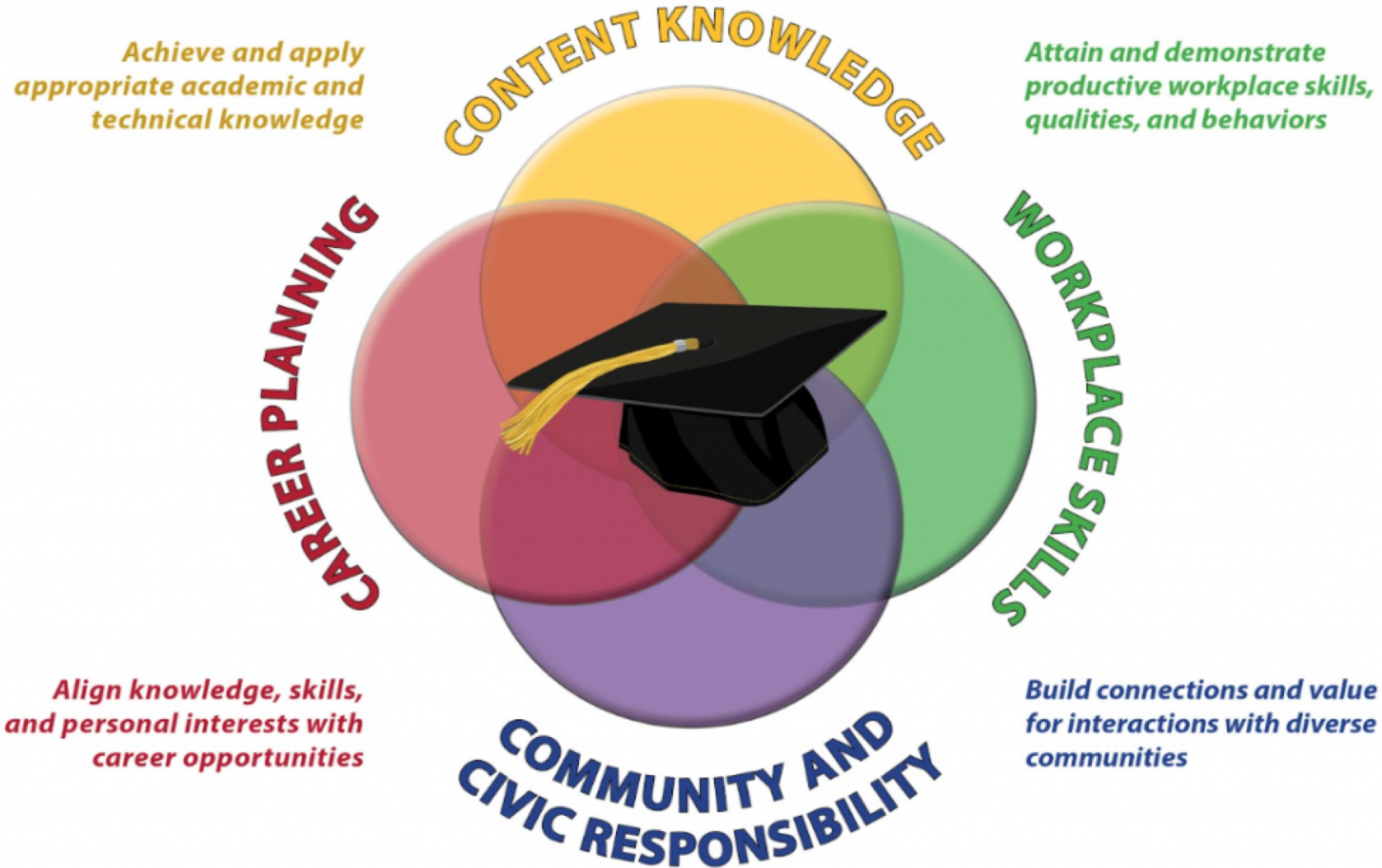
- New Hampshire is shifting the definition of credits into competencies, away from seat-time
- NH supports Extended Learning Opportunities (ELOs) for credit attainment
- Since 2014, NH has adopted college and career ready competencies
- Additionally, with teacher input, NH developed a competency validation rubric for their CCR competencies for the following elements: relevance, content, enduring concepts, cognitive demand, and relative to assessment.

COMPETENCY VALIDATION RUBRIC

	4	3	2	1
	←STRONG COMPETENCY STATEMENTS		WEAKER COMPETENCY STATEMENTS→	
	The competency statement...			
<p>Relevance to Content Area</p> <p><i>To what extent does this competency statement align with standards, leading students to conceptual understanding of content?</i></p>	<p>...aligns with national, state, and/or local standards/ frameworks; areas may be combined or clustered for learning.</p> <p>...articulates, in a clear and descriptive way, what is important in understanding the content area.</p> <p>...connects the content to higher concepts across content areas.</p>	<p>...aligns with national, state, and/or local standards/ frameworks; areas may be combined or clustered for learning.</p> <p>...states what is important in understanding the content area.</p> <p>...addresses conceptual content.</p>	<p>...has beginning alignment with national, state, and/or local standards/frameworks.</p> <p>... is either too abstract or too specific in its content area focus.</p> <p>...is so detailed in language that it obscures the connection to higher concepts.</p>	<p>...has little evidence of alignment with standards or frameworks</p> <p>...focus on content is factual in nature without connection to concepts.</p>
<p>Enduring Concepts</p> <p><i>To what extent does this competency statement reflect enduring concepts?</i></p>	<p>...includes skills that are transferable across content areas and applicable to real-life situations.</p> <p>...requires an understanding of relationships between/among theories, principles, and/or concepts.</p>	<p>...includes skills that are transferable across content areas with real-life connections.</p> <p>...is based on concepts supported by topics and/or facts.</p>	<p>...is a statement specific to program/resource used.</p> <p>...is based on topics applicable to the course.</p>	<p>...is limited to scope and sequence of textbook/program/resource.</p> <p>...is very specific to facts in content.</p>
<p>Cognitive Demand</p> <p><i>What depth of knowledge does this competency statement promote?</i></p>	<p>...requires deep understanding of content as well as application of knowledge to a variety of settings.</p> <p>...asks students to create conceptual connections and exhibit a level of understanding that is beyond the stated facts or literal interpretation and defend their position or point of view through application of content.</p> <p>...promotes complex connections through creating, analyzing, designing, proving, developing, or formulating.</p>	<p>...reflects academic rigor and implies opportunities for students to apply knowledge in a variety of ways.</p> <p>...asks students to create conceptual connections and exhibit a level of understanding that is beyond the stated facts or literal interpretation.</p> <p>...promotes deep knowledge using reasoning, planning, interpreting, hypothesizing, investigating, or explaining.</p>	<p>...is limited in academic rigor and/or opportunities to apply knowledge.</p> <p>...asks students to show what they know in ways that limit their ability to build conceptual knowledge.</p> <p>...requires engagement of mental practices such as identifying, defining, constructing, summarizing, displaying, listing, or recognizing.</p>	<p>...asks for routine or rote thinking or basic recall, and lacks opportunities to apply knowledge</p> <p>...asks students to show what they know in simplistic ways.</p> <p>...requires recall of information, facts, definitions, and terms such as reciting, stating, recognizing, listing, reproducing, memorizing or performing simple tasks or procedures.</p>
<p>Relative to Assessment</p> <p><i>To what extent does the competency statement promote opportunities for students to demonstrate evidence of learning?</i></p>	<p>...defines what is to be measured in clear and descriptive language.</p> <p>...promotes multiple and varied opportunities to demonstrate evidence of learning in interdisciplinary fashion.</p>	<p>...defines what is to be measured.</p> <p>...promotes either multiple or varied opportunities to demonstrate evidence of learning.</p>	<p>...Is disconnected from the product of learning.</p> <p>...implies limited opportunities to demonstrate evidence of learning.</p>	<p>...lacks description of what is to be measured.</p> <p>...limits evidence of learning to recall.</p>

Profile of a Virginia Graduate

In Virginia, the Life Ready Individual Will
During His or Her K-12 Experience:



Profile of a Virginia Graduate

In Virginia, the Life Ready Individual:

CONTENT KNOWLEDGE

- Attains and is able to use the knowledge and skills described in the Standards of Learning for core instruction areas (English, math, science, and history/social science), the arts, personal wellness, languages, and Career and Technical education programs.
- Attains and demonstrates the knowledge and skills necessary to transition to and achieve in a global society and be prepared for life beyond high school graduation.
- Explores multiple subject areas that reflect personal interests and abilities.

WORKPLACE SKILLS

- Attains and demonstrates productive work ethic, Professionalism, and personal responsibility.
- Communicates effectively in a variety of ways, and to a variety of audiences, to interact with individuals and within groups.
- Demonstrates workplace skills including collaboration, communication, creativity, critical thinking, problem solving, and responsible citizenship.

COMMUNITY ENGAGEMENT & CIVIC RESPONSIBILITY

- Makes connections and is involved in the community through civic opportunities.
- Demonstrates integrity, maintains personal health and wellness, and shows respect for others.
- Shows respect for diversity of individuals, groups, and cultures in words and actions.
- Understands and demonstrates citizenship by participating in community and government decision-making.

CAREER EXPLORATION

- Understands knowledge, skills and abilities sought by employers for career opportunities
- Aligns knowledge, skills, and abilities with personal interests to identify career opportunities.
- Sets goals for career, school and life and has knowledge of a variety of pathways, course work, and/or requirements to achieve goals.
- Develops skills to align to current workplace needs, and that adapt to evolving job opportunities.
- Applies skills and knowledge by participating in workplace experiences.

Critical Thinking, Creative Thinking, Collaboration, Communication, and Citizenship

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.

South Carolina

- During the 2017-18 academic year, the Office of Personalized Learning engaged groups of diverse stakeholders from across the state to develop competencies for the Profile of the South Carolina Graduate.
- Educators across the state are engaging with the prototype competencies in the 2019-2020 school year and will provide feedback to help inform future iterations of the competencies.

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.



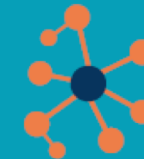
LEARN INDEPENDENTLY

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.

Utah

- Utah is taking a coherent approach to support and enable the implementation of competency-based education.
- In 2016, Utah created a competency-based education pilot program, which provides grant incentives to districts to transform their learning models.
- In 2018, the state published its Competency-Based Education Framework, which is informed by the earlier exploratory work and provides guidance on the shifts required to implement competency education, including those involve culture, quality and change management.
- Finally, in 2019, the [Utah Talent MAP](#) was launched to provide a model profile of a graduate. Utah is [building on the Talent MAP](#) and state standards to design prototype competencies for secondary education, which are expected to launch in spring 2020. Local pilot implementation of these prototypes may begin as soon as 2021.

Mastery • Autonomy • Purpose

Utah Talent

KEY

- M** **Mastery** is the ability to demonstrate depth of knowledge and skill proficiency.
- A** **Autonomy** is having the self-confidence and motivation to think and act independently.
- P** **Purpose** guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.

Utah's Portrait of a Graduate identifies the ideal characteristics of a Utah graduate after going through the K-12 system. These are aspirations not necessarily meant to be quantified and measured. These characteristics begin at home and are cultivated in educational settings.

Academic Mastery
Demonstrate a depth of knowledge in multiple subject areas to make informed decisions.

Wellness
Develop self-awareness, self-advocacy skills, and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental, social, and emotional well-being.

Civic, Financial & Economic Literacy
Understand various governmental and economic systems, and develop practical financial skills.

Digital Literacy
Adapt, create, consume, and connect in productive, responsible ways to utilize technology in social, academic, and professional settings.

- Communication**
Communicate effectively through reading, writing, speaking, and listening to understand information in a variety of contexts, media, and languages.
- Critical Thinking & Problem Solving**
Access, evaluate, and analyze information to make informed decisions, recognize bias, and find solutions.
- Creativity & Innovation**
Imagine, visualize, and demonstrate creative practices, innovative solutions, and artistic expression.
- Collaboration & Teamwork**
Contribute ideas, perspectives, and experiences to cultivate a community of shared accountability and leadership.

OUR VISION



Upon completion, all Utah students are prepared to succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives.



Honesty, Integrity, & Responsibility
Are trustworthy, ethical, reliable, and are accountable for the results they produce.



Hard Work & Resilience
Set personal goals, apply best efforts to achieve them, and persevere when faced with challenges and setbacks.



Lifelong Learning & Personal Growth
Continue to seek knowledge and develop skills in all settings.



Service
Seek opportunities to help when assistance is needed and act without expecting compensation or recognition.



Respect
Acknowledge differences by looking for the good in everyone, including oneself, and show due regard for feelings, rights, cultures, and traditions.

The Utah State Board of Education (USBE) is continuing the innovation for competency-based learning to improve educational outcomes in public schools by advancing student mastery of concepts and skills. The agency will be building on the Utah Talent MAP vision for graduates to design prototype competencies for secondary education in Spring 2020.

Data Gathering & Portrait of a Graduate



Local Implementation Phase



Development of Competencies

To learn more about Utah's Competency-Based Learning, please visit: schools.utah.gov/curr/competencybased.

Profile of the New Mexico Graduate



What are the opportunities for New Mexico?

- Ask:
 - What are the competencies that need to be explicit for students?
 - What are next steps?
- Examples:
 - State leaders can convene educators, curriculum and standards experts, as well as community and state stakeholders, to develop a framework or rubric (as in the cases of Utah and New Hampshire, respectively) articulating the goals and criteria of success
 - NM can ensure students are demonstrating evidence of mastery of key skills and competencies through personalized learning plans, performance assessments, and/or mastery-based transcripts

Featured Resources



Redesigning Systems of Assessments for Student-Centered Learning

Issue

This issue brief discusses opportunities for states to redesign systems of assessments to support student-centered learning and systems transformation to student-centered learning.

There is a need to rethink the purpose and role of assessments for understanding what students have learned and certifying mastery of knowledge and skills. Assessments should be designed to inform the support of students in their learning and to inform the support of educational leaders to evaluate the effectiveness of curriculum frameworks and for policymakers to understand the impact of funding. In redesigning systems of assessments, states should ensure that assessment is more meaningful and integrally linked to learning.

The challenge ahead for policymakers is to reshape assessment systems to support student-centered learning. This will require creating balanced systems of assessment that include authentic performance, formative assessment, and summative assessment.

- Support individual student learning and assessment
- Empower educators to facilitate student progress and comprehensive definition of success;
- Provide feedback on depth and breadth of learning
- Provide timely supports so that no student is left behind
- Support a personalized, competency-based system of assessment anytime and everywhere; and
- Serve as an equitable and transparent mechanism for measuring the skills they need to succeed.



Rethinking State Accountability to Support Personalized, Competency-Based Learning in K-12 Education



Fit for Purpose:

Taking the Long View on Systems Change and Policy to Support Competency Education

WRITTEN BY:
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Redefining Student Success: Profile of a Graduate



What Is Competency-Based Education?

An Updated Definition

WRITTEN BY:
Eliot Levine
Susan Patrick



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

WRITTEN BY:
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