

The background image shows a male teacher with glasses leaning over a table, assisting a group of diverse students. The students are focused on their work, with some looking at books and others at papers. The setting appears to be a library or a well-stocked classroom, with tall bookshelves filled with books visible in the background. The entire scene is overlaid with a semi-transparent red filter.

# Creating the Future of Learning Together

**Designing Systems to Sustain  
Student-Centered Learning Practices**

**Talk with your neighbor about a particularly fantastic learning experience from your past.**

**Why was it memorable? What made it different from others?**

# Education Evolving Framework for Student-Centered Learning

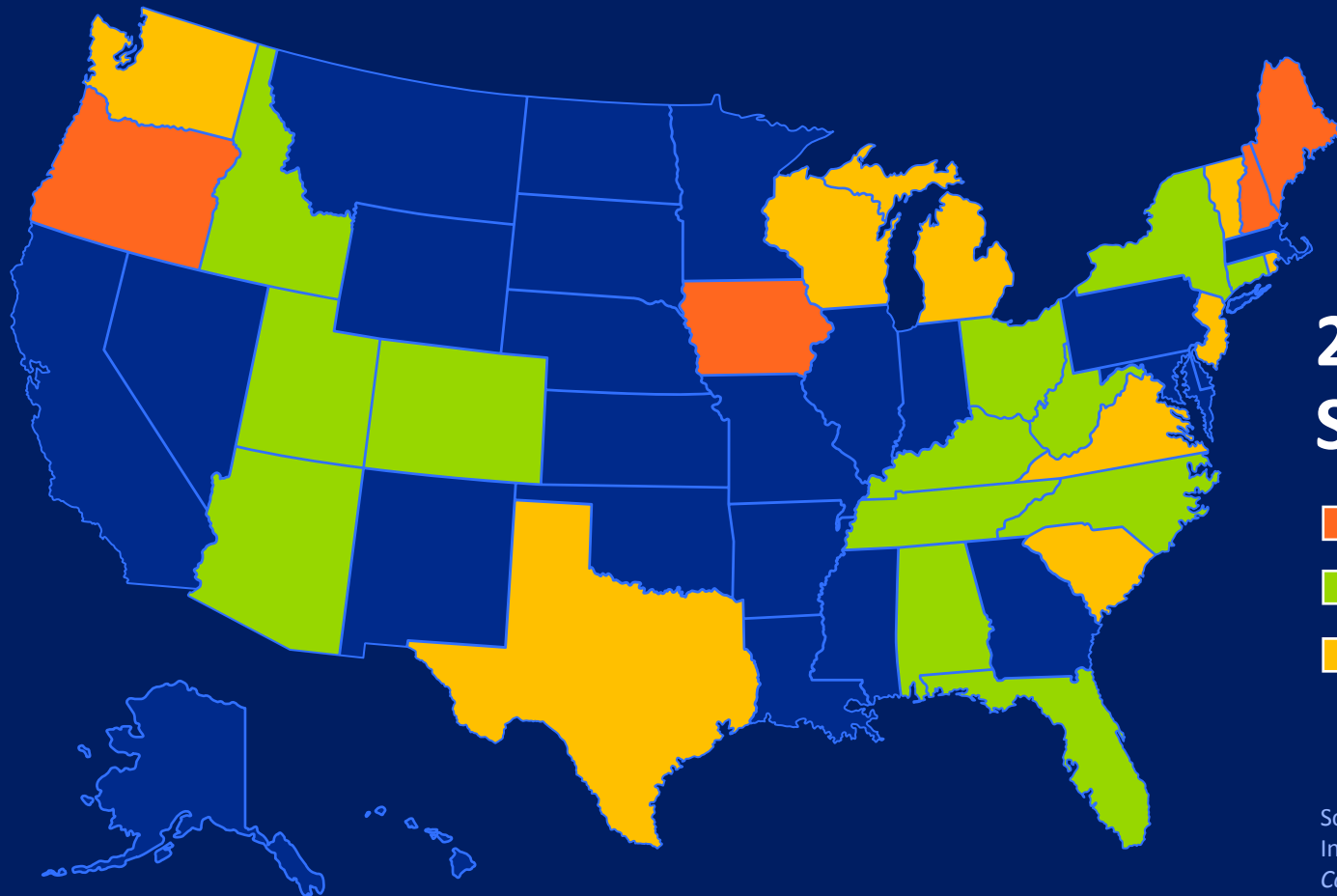


# Factors of an Innovative Practice

1. **Relative Advantage** - Is it better than what it replaces?
2. **Compatibility** - Is it similar enough to what we are doing that the change isn't so drastic?
3. **Complexity** - Is it relatively easy to understand?
4. **Trialability** - Can it be piloted before it is adopted?
5. **Observability** - Can we measure the results?

**So then why wasn't it sustainable?**

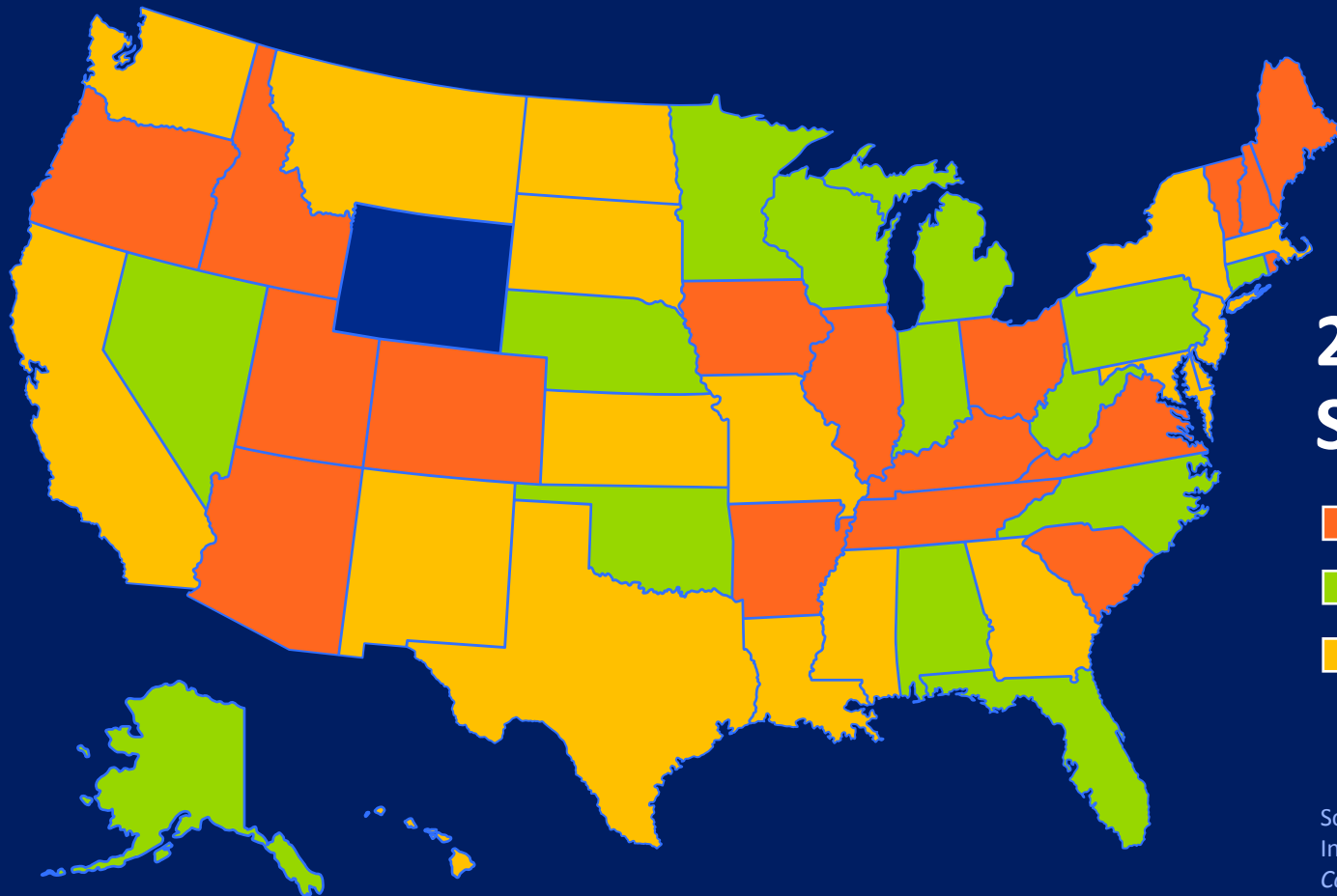




## 2012 State Snapshot

- Advanced
- Developing
- Emerging

Source: Adapted from Aurora Institute's *Snapshot of K-12 Competency-Based Education State Policy Across the United States*



# 2019 State Snapshot

- Advanced
- Developing
- Emerging

Source: Adapted from Aurora Institute's *Snapshot of K-12 Competency-Based Education State Policy Across the United States*

# State-Level Policies

**25 states** permit **graduation requirements** to be satisfied through student-centered assessment options

**31 states** have established **innovation schools or zones**

**12 states** have established **state-level competencies**

**17 states** provide **grant funding** to build capacity for student-centered instruction

**13 states** have policies allowing for **alternative instructional time** models

**Only 2 states** have created **official state guidance on AI to schools**; **11 states** are in the process of creating guidance

## What's missing: Context, internal politics and roles



# State Example: Washington's Mastery-Based Learning Collaborative (MBLC)

Demonstration project in 24 schools statewide

Led by the state's Department of Education

Professional evaluation to determine needed changes to further support Mastery Based Learning (MBL)

Evidence that the MBLC has helped catalyze transformation efforts elsewhere in the state

School leaders: statewide network has helped them make the case locally for the value of MBL and culturally responsive teaching

# State Example: Massachusetts Consortium for Innovative Education Assessment (MCIEA)

Partnership between eight districts and their teacher unions

Developing a more fair *and* effective accountability system with dynamic picture of student learning

Enabled by a line item in the state's budget

Focus on standards-aligned, curriculum embedded performance assessments with real-world application

Includes a School Quality Measures framework capturing strengths and areas of growth

# State Example: South Carolina's Office of Personalized Learning

Created to develop capacity of districts to create student-centered learning environments

PD through the office is free and offers three different tiers of support depending on where a district is in their journey to transformation

Support is relationship-based and includes a network of educators from across the state

# Student-Centered Learning in Minnesota: Building from the Ground Up



Strategy A:

## CULTURAL COMPETENCE

Develop, sustain and evaluate cultural competence for teachers

Strategy D:

## RECRUITMENT AND RETENTION

Develop and build systemic strategies for recruiting and retaining staff of color

Strategy G:

## COMMUNITY BRIDGES

Build bridges between school and community

Strategy B:

## PERSONALIZED EDUCATION

Prioritize and ensure personalized education with emphasis on acceleration vs. intervention

Strategy E:

## STUDENT VOICE

Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment

Strategy H:

## SHARED UNDERSTANDING

Create and sustain consistent shared understanding of equity and high level of skill application for leaders

Strategy C:

## CULTURAL INCLUSIVITY

Develop and implement culturally inclusive standards, curriculum and comprehensive system of assessment

Strategy F:

## ADULT BEHAVIORS

Eliminate adult behaviors and policies that lead to disproportionality; provide growth-oriented support

Strategy I:

## STATEWIDE FUNDING

Statewide funding that ensures equity, access and opportunity for all students



# Uncovering Policy Opportunity in Minnesota: Current Project with AMSD



**Project goal: Uncover opportunities to create a more innovative, student-centered learning ecosystem in Minnesota via policy and state systems-level change**

# First Step: Gathering Stakeholder Input



# Themes of Interest from the Survey

**Culture of Innovation** - things that make it easier or harder to try new things (e.g., calendar requirements, seat time definition, innovation zones)

**Teacher & Leader Policies** - training, licensure, professional development

**System of Assessments** - MN's existing system of state assessments

# Qualitative Insights

## Culture of Innovation

- Too many requirements, hard to leverage existing flexibilities
- Need flexibility within calendars, instructional time requirements
- Innovation zone too restrictive, hard to get approval
- Missing quality control mechanisms in areas like virtual learning

## Teacher & Leader Policies

- Impacts of existing licensure requirements
- Some lack of innovation in licensure, PD and training
- Traditional teacher training orientation
- State requirements aren't centered on students

## Systems of Assessment

- Questioning why MN hasn't pushed for flexibility from federal requirements
- One-size-fits-all system, doesn't take into account student differences
- Captures limited snapshot of student knowledge and skills
- Places undue pressure on teachers and students
- Takes time away from meaningful instruction

# Deep Diving into Minnesota's Policies and State Structures



**MN has:**

Opportunities to earn credit without the need of completing a year-long course

Benchmarks and career- and college-competencies that include the skills and dispositions students need for postsecondary success

At least some local control over “place and pace of learning” including options for project-based programs, service learning, and apprenticeship programs

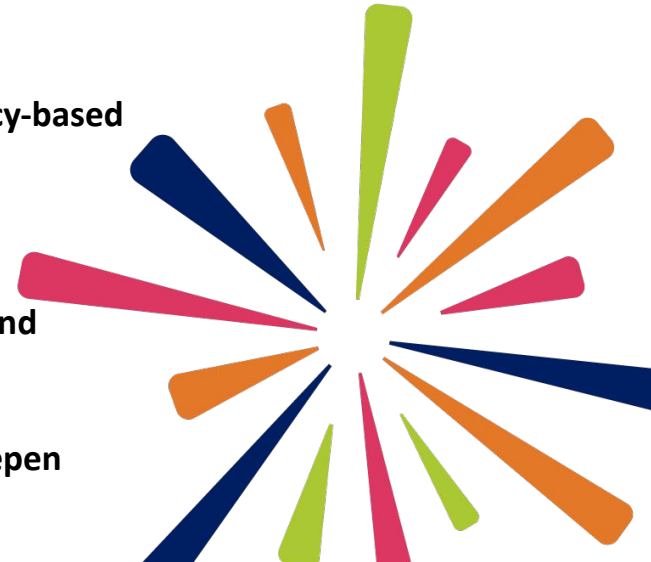
Funding sources that *could* be used to build district capacity for innovative and student-centered models (though none explicitly for personalized or competency-based learning)

**MN can:**

Develop clearer policy language, structures and guidance around how schools and districts can leverage existing structures for innovative practices

Create new structures of collaboration to better support districts seeking to deepen student-centered learning

# Culture of Innovation



**MN has:**

**Opportunities for educators to engage in areas essential to creating personalized learning environments (eg. culturally responsive practice and instruction)**

**MN can:**

**Integrate personalized learning opportunities into pre-service teaching programs and professional development offerings**

**More clearly define personalized learning elements for educators in existing resources**

**Consider ways to study the impact of high-quality personalized learning preparation and development on a holistic range of student outcomes**

**Integrate AI literacy into pre-service programs**

# **Teacher and Leader Policies**



**MN has:**

**Convened a number of working groups to explore assessment flexibilities**

**MN can:**

**Consider re-examining past working group's recommendations and identify action opportunities**

**Create opportunities for local communities to begin exploring innovative assessment approaches**

**Consider ways to better integrate local assessments into state measures**

# **Systems of Assessment**



# Overall:

Desire for state policies to provide flexibilities, support and guidance

Opportunities for collaboration across districts

Mutually beneficial partnership between districts and state agencies



# What you can do now

Get to know AMSD's 2024 legislative agenda and get involved during the legislative session

Get involved with the next phase of KnowledgeWorks' research with AMSD

Have a coffee with your legislator and talk about your vision for student-centered learning

Invite a legislator to visit your schools



# Thank you!

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For the most updated version of this presentation: <https://shorturl.at/mzGN8>

