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

Source: Education Evolving Student-Centered Learning Principles
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?
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

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
<table>
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<tr>
<th>Strategy A:</th>
<th>Strategy D:</th>
<th>Strategy G:</th>
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<td><strong>CULTURAL COMPETENCE</strong></td>
<td><strong>RECRUITMENT AND RETENTION</strong></td>
<td><strong>COMMUNITY BRIDGES</strong></td>
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<td>Develop, sustain and evaluate cultural competence for teachers</td>
<td>Develop and build systemic strategies for recruiting and retaining staff of color</td>
<td>Build bridges between school and community</td>
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<td><strong>PERSONALIZED EDUCATION</strong></td>
<td><strong>STUDENT VOICE</strong></td>
<td><strong>SHARED UNDERSTANDING</strong></td>
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<td>Prioritize and ensure personalized education with emphasis on acceleration vs. intervention</td>
<td>Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment</td>
<td>Create and sustain consistent shared understanding of equity and high level of skill application for leaders</td>
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<td><strong>CULTURAL INCLUSIVITY</strong></td>
<td><strong>ADULT BEHAVIORS</strong></td>
<td><strong>STATEWIDE FUNDING</strong></td>
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<td>Develop and implement culturally inclusive standards, curriculum and comprehensive system of assessment</td>
<td>Eliminate adult behaviors and policies that lead to disproportionality; provide growth-oriented support</td>
<td>Statewide funding that ensures equity, access and opportunity for all students</td>
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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

Read the full project outline on AMSD’s website
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

Read the full survey results summary
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
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
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
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