

Appendix A: State Examples and Resources

State Board Action 1: Approve Standards, Curriculum, and Materials That Reinforce Deeper Learning.

Policy Action	State Examples
Conducting a gap analysis between existing standards and their potential to support student deeper learning	Before adopting the Next Generation Science Standards, Washington state developed a <u>comparison</u> of the NGSS and the 2009 Washington Science Learning Standards. The document included general advice around the standards as well as comparisons between new and existing standards through elementary, middle, and high school and technical advice around a transition plan. The Washington State Board of Education adopted NGSS, known in the state as the Washington State 2013 Science Learning Standards, in October 2013.
Guiding statewide implementation of standards	<u>EngageNY.org</u> is developed and maintained by the New York State Education Department (NYSED) to support the implementation of key aspects of the New York State Board of Regents Reform Agenda.
Adopting curriculum frameworks, rubrics, and materials necessary to implement standards	The Illinois State Board of Education and other states have promoted the use of <u>the EQuIP rubric</u> to ensure instructional materials are aligned to the Common Core State Standards (CCSS) and reinforce skills associated with college, career, and civic success.
Establishing clearinghouses for practitioners to share materials	One state that has been a leader in this effort is Utah. In 2009, the state board approved an administrative rule that allows open licensing of materials for noncommercial use created by state employees using public funds, including teachers. Rather than being limited to a handful of expensive providers to access materials, the state board's rule enables Utah's educators to access curricula, assessments, and other materials created by their peers at little to no cost. This initiative and others like it across the country allow teachers, acting as a professional community, to more easily access and share resources that enable high-quality learning experiences.

State Board Action 2: Develop High-Quality Professional Learning Systems.

Policy Action	State Examples
<p>Standards for teacher preparation programs that highlight deeper learning competencies</p>	<p><i>Kentucky</i> is revising its teacher preparation programs to incorporate program designs that focus on the instructional practices necessary in competency-based environments. The redesign will occur by the start of AY 2014-15.</p>
<p>Ensuring licensure and relicensure of teachers, including through alternative licensure models, support educator competencies leading to student deeper learning</p>	<p><i>Delaware</i>: “Professional development activities submitted for license renewal must be aligned with the Delaware Teaching Standards, the Delaware Administrator Standards or national specialist standards.” Delaware Teaching Standards incorporate principles outlined in InTASC Model Core Teaching Standards, including those about creating learning environments for personalized and collaborative learning, supporting different approaches to student learning, application of content (e.g., critical thinking).</p>
<p>Incorporating development of quality instructional practices that lead to deeper learning in teacher and leader induction and mentoring experiences</p>	<p>North Carolina Mentor Program: Beginning Teacher Guidelines for the 21st Century Professional, authored by the State Board of Education and Department of Public Instruction, Educator Recruitment and Development Division, outlines quality instructional and professional practices and how mentors could help teachers attain mastery of these practices.</p>
<p>Inclusion of deeper learning competencies within state professional learning standards</p>	<p><i>New Hampshire</i> is supporting educators in understanding how the roles of educators change when transitioning to a competency-based system and providing competency-based learning tools to succeed in this new system.</p> <p>Delaware’s professional learning standards include professional learning communities committed to continuous improvement, collective responsibility, and goal alignment to increase educator effectiveness and results for all students.</p>

State Board Action 3: Measure and Account for Deeper Learning.

Implementing high school graduation requirements that call on students to clearly demonstrate competencies through student-driven projects

Maryland's Service Learning High School graduation requirements. In order to receive a diploma, each Maryland senior must complete a service-learning project that meets seven state-defined best practices, including connecting academics to an applied service activity, ensuring reflection throughout the activity, and developing student understanding of the complexities of the issue, project-specific skills related to the issue, and the importance of civic responsibility.

Providing evaluation and support systems for teachers based on clearly defined and communicated rubrics that highlight teachers' ability to collaborate and support deeper learning

Georgia has implemented a new framework, Teacher Assessment on Performance Standards (TAPS), to measure teacher proficiency on a variety of domains including active, differentiated instructional strategies; more effective assessment use; and instructional planning. The TAPS approach is designed to enable administrators to support teachers in improving their practice and supporting deeper content understanding for Georgia's students.

Adopting or developing multiple-measure, holistic accountability systems that credit schools for providing students a well-rounded education aligned to and accountable for student postsecondary success

Oregon Diploma. In January 2008, the state board of education adopted new high school graduation requirements. These requirements are designed to better prepare each student for success in college, work, and citizenship. To earn a diploma, students now need to successfully complete the credit requirements, demonstrate proficiency in the Essential Skills, and meet the personalized learning requirements. Students will also have the option to earn credit for proficiency. A phase-in schedule (2007–14) was created for the Essential Skills of Reading, Writing, and Math to allow students, families, schools, and teachers to prepare to meet the requirements.

Ensuring that information at all levels is not only summative data that are reflected on retrospectively but also formative data, including more authentic assessments of student learning

Ohio Performance Assessment Pilot Project is designed to pilot the use of performance assessments in classrooms. Ohio's Task Dyad system uses both learning and assessment tasks. The learning tasks are intended to be used as formative tools, and these are designed to give students an opportunity to learn the skills and knowledge that will be assessed in assessment tasks.

State Board Action 4: Provide Flexibility to Innovate.

Policy Action	State Examples
<p>Developing the state’s vision for an education that prepares all students for college, career, and civic success</p>	<p>New Hampshire has adopted a definition of <u>College and Career Readiness</u>, including knowledge, skills, and dispositions, which it has embedded in the state’s ESEA waiver and accountability model. The state board of education has adopted the definition and plans to follow up with legislation.</p>
<p>Passing policy that enables local districts and schools to expand who delivers learning and where, when, and how learning takes place (and what)</p>	<p>The <u>Colorado State Board of Education</u> revised the state’s graduation requirements in May 2013, putting in place a menu of competency-based requirements that districts may select from in crafting new diploma policies, beginning with the graduating class of 2021. Before, there were no state-level requirements for districts in setting their diploma policies other than a semester-long course in civics. These new requirements place emphasis on students’ mastery of content rather than seat time. The state created “graduation guidelines,” outlining ways in which students can demonstrate mastery in the four major content areas (English, math, social studies, and science), such as earning a certain score on the ACT, Partnership for Assessment of College and Career Readiness (PARCC) or statewide assessment; passing a concurrent/dual enrollment course; or passing an AP/IB exam. The menu also includes demonstrations of competency, including capstone experiences and obtaining an approved industry certificate. Local education agencies are expected to set their own district-level requirements in alignment with the state policy. Districts may select multiple pathways from the menu in creating their diploma policies, thus signaling the importance of personalized progressions, all with high bars of rigor. Additionally, Ohio has introduced a <u>Credit Flexibility policy</u>, which provides students options for fulfilling requirements for earning high school credit(s).</p>
<p>Providing local districts and schools waivers, creating innovation zones, or sparking pilot programs to try out new policies</p>	<p><u>Kentucky Districts of Innovation</u> KRS 156.108 and 160.107 (House Bill 37, enacted 2012) provide Kentucky public school districts the opportunity to apply to the Kentucky Board of Education to be exempt from certain administrative regulations and statutory provisions, as well as waiving local board policy, in an effort to improve the learning of students. By “rethinking” what a school might look like, districts will be able to redesign student learning in an effort to engage and motivate more students and increase the numbers of those who are college and career ready.</p> <p>In addition to providing flexibility, a number of state efforts have provided resources for local stakeholders to engage in innovation. Notable state efforts in this arena include <u>Ohio’s Straight A’s Fund</u>.</p>
<p>Guiding and/ or monitoring implementation plans of new state policies</p>	<p>West Virginia State Board of Education is one example of a board that not only adopts policy but also remains an active partner in the implementation of policy. Among other policies, this was the case in the adoption of the state’s <u>Policy 2510, Assuring Quality of Education; Regulations for Education Programs</u>, where the board began to remove restrictive requirements around time and provided local autonomy in decision making around student needs. The board has monitored this policy regularly and revises as necessary (on average every two years) with the most current revisions enacting personalized education pathways for high school students based upon career aspirations.</p>

State Board Action 5: Facilitate Systemic Change.

Policy Action	State Examples
<p>Developing and communicating a vision of college, career, and civic success that subsequently organizes state education initiatives toward a common goal</p>	<p>Maine’s State Department of Education, Legislature, and State Board of Education have communicated a new and consistent vision of college, career, and civic readiness around Maine’s Guiding Principles that include key skills students need to succeed, such as effective communication, creative problem solving, life-long learning, and responsible citizenship. Upon acceptance of these principles, the state has moved to align all other policies to this vision and communicate this vision across the state. For the whole story, refer to the following NASBE State Education Standard article.</p>
<p>Establishing stakeholder engagement around state education initiatives that elicits early investment</p>	<p>Hawaii’s P-20 initiative nurtures cross-agency partnerships and continuously engages partners in a broad array of policies and activities designed to increase alignment between K-12 and higher education, one of which is the development of a statewide definition of College Career and Community Readiness.</p>
<p>Conducting policy audits that ensures policy implementation and monitoring are transparent and build toward continuous learning at both the local and state level</p>	<p>The Washington, DC, State Board of Education has begun to develop a new standards review protocol to ensure that each of its standards is aligned to the knowledge, skills, and dispositions that students need to succeed. The DC Board has begun this formalized process on its health standards and is working to ensure the process it defines is transportable to other standards as well.</p> <p>Kentucky’s Department of Education and State Board of Education conduct a yearly superintendent summit where they convene all district superintendents across the state to engage in learning, communicating policies and getting feedback on current policy implementation challenges across the state.</p>
<p>Creating more seamless connections across early childhood, K-12, postsecondary, and workforce development systems</p>	<p>In its new competency-based education system, New Hampshire has worked to implement an integrated learning system. The state intends to create stronger connections between pre-K, K-12, postsecondary, and workforce systems (see value 4, New Hampshire: Our Story of Transformation).</p>

