

Innovation Lab Network

The Innovation Lab Network (ILN) is a network of states that pilot, scale, and improve student-centered approaches to public education, including personalized, competency-based, anytime/anywhere learning. States collaborate in learning communities to implement policies and improve practices to support underserved students. The network has no cost associated with it, but does require a commitment from states and their chiefs to join and receive support for their work. For more information, please contact the ILN Program Manager Joey Hunziker at joey.hunziker@ccsso.org

Peer Learning Communities

The ILN's Peer Learning Communities (PLCs) are an opportunity for state education leaders to connect with their peers from across the country and collaborate to support the implementation of personalized, competency-based, anytime/anywhere learning. State participants will create a Learning Agenda to guide their work through July 2018, rooted in an inquiry model to support implementation within their states. State Learning agendas should build off the Anchor Questions of the Peer Learning Community, adding individual state context and specificity to help our network members pursue their own challenges, but have interrelated topics and activities. State learning agendas will assist the state in building the capacity and knowledge needed to implement practices and policies related to personalized, competency-based, anytime/anywhere learning. Additionally, the PLCs will integrate the following cross-cutting considerations into their work, assisted by CCSO staff:

- Equity
- State education agency leadership
- Quality of implementation and rigor

PLC #1: Whole Child Approaches to Personalized Learning

This Peer Learning Community (PLC) is comprised of state education agency (SEA) officials working on topics related to personalized, competency based learning with a focus on prioritizing historically underserved students. Many are working on ways to integrate whole child and personalized learning initiatives at the district and local level. Through this learning community, states will explore together the following Anchor Questions:

1. How can SEAs, working with districts and schools, identify common language for communicating personalized, whole child approaches to students, families, and local communities?
2. How can SEAs facilitate partnerships between government agencies, nonprofits, and schools to identify and address the academic and nonacademic needs of students?
3. What practices build student pathways that meet the needs of historically underserved students, are data-driven, and informed by parents, business leaders, and local communities?

PLC #2: Measuring Learning

This is a peer learning community for state leaders who are examining how to measure learning in personalized, competency-based systems. State participants are examining how to measure, report and communicate on student learning and methods they can use to track student performance over time. Through

this community, state participants will develop plans to understand and take action on the following Anchor Questions:

1. How do state public education systems go beyond content assessed by standardized assessments to assess deeper learning competencies and students' abilities to apply learning across standards and content areas?
2. What are the appropriate roles for key actors (state education agencies, local education agencies, school leaders and teachers) in a public education system when it comes to measuring, reporting and tracking learning of deeper learning competencies across content areas?
3. What processes and/or enabling structures might states use for setting goals, standards and guidelines that advance the work and ensure equity?
4. How can SEAs support and leverage the role of formative assessment practices and learning progressions in promoting student agency and adult agency?

PLC #3: Building Local Capacity for Personalized Learning

This is a peer learning community for state leaders who are examining increase the ability of their local school systems and workforce to teach in a personalized, competency-based system. State participants are examining how to scale promising practices in their communities, increase their teacher and leader pipelines and connecting instructional practices to student learning. Through this community, state participants will develop plans to understand and take action on the following Anchor Questions:

1. How do you understand and build the capacity of educators and leaders to teach in personalized learning environments?
 - a. What effect might infusing the CCSSO Educator and Leadership Competencies have on shifting educator practices? (Multistate partnership in a research effort?)
 - b. What does leadership look like to deliver on the vision of CBE and Deeper Learning principles?
2. How might we build understanding of and structures for learner agency in professional learning and development of postsecondary readiness (academic and cognitive/conative skills)?
3. How do we operationalize making connections between practice shifts and student acquisition of our graduate profile goals?
 - a. How do we effectively measure the impact of educator practice shifts (personalized, job-embedded, and competency-based) on student engagement, academic success, and postsecondary readiness?

PLC #4: State Action for Innovation

This Peer Learning Community will focus on the SEA's role in building, supporting, and scaling innovation, exploring topics related to innovative pilots (CBE, innovation zones, etc), establishing guardrails for statewide implementation, pursuing and managing networks of innovation in their state, and enabling policy to support systemic improvement. Through this PLC, states will establish learning agendas that build off the following Anchor Questions:

1. How can SEAs support innovation within a consistent framework (ie. Guardrails) for scaling and statewide implementation?

2. What are effective ways for SEAs to educate and communicate innovation across and beyond the system (including within the SEA, across the field, and with partners and legislators)?
3. In what ways can state leaders strategically integrate the work of innovation, and a culture that appreciates innovation, across their SEAs?