

Systems Level Logic Model

NELLIE MAE EDUCATION FOUNDATION • DISTRICT LEVEL SYSTEMS CHANGE INITIATIVE

A LARGER PURPOSE: UNIVERSAL ATTAINMENT OF DEEPER LEARNING OUTCOMES TO PREPARE COMMUNITIES FOR A POSITIVE FUTURE

CREATING A NEW SYSTEMS PARADIGM

Continuous cycles of revision and improvement; organizational and individual flexibility and adaptability; K-12 education is organized to minimize systemic barriers and enhance systemic catalysts (in policy, practice, and professional norms) to ensure that each student is ready for success in college, career, and civic life

SHAPING AND STRENGTHENING PUBLIC UNDERSTANDING AND SUPPORT

K-12 education is viewed as a **Public Good** and commands broad public understanding, public engagement and **Public Will** to realize robust outcomes for students and the wider community

BUILDING A NEW SYSTEM OF LEARNING OPPORTUNITIES

Learner needs define system responses, replacing batch processing and traditional system constructs that define limited learner opportunities

Students are authors of their own learning; educational professionals accept responsibility for supporting each student

Districts support this culture shift through capacity building; multiple measures of student proficiency; personalization; and cohesive integration of student-centered curriculum, instruction, assessment, and anytime, anywhere learning

Alignment and Interaction of Key Systems Components

The alignment or interaction of policies and practices regarding human resources, assessment and accountability, finance, technology, and leadership supports broader goals for equity and student outcomes (skills, dispositions, and knowledge)

Continuous Improvement, Cycles of Innovation and Experimentation, and a Culture of Sustainable Change

At district, school, and classroom levels, educators seek to implement student-centered learning policies and practices, develop usable data, and assume a research mindset toward cycles of innovation

Systems Outcomes

Results Oriented Integrated Systems of Leadership, Finance, Governance, Public Engagement, Instruction, and Assessment accelerate progress toward goals of student-centered learning

Consolidation and Expansion of New Paradigm

Public Outcomes

Increased public understanding and support for SCL inside and outside the K-12 system

Visible public benefits flow from students' individual success

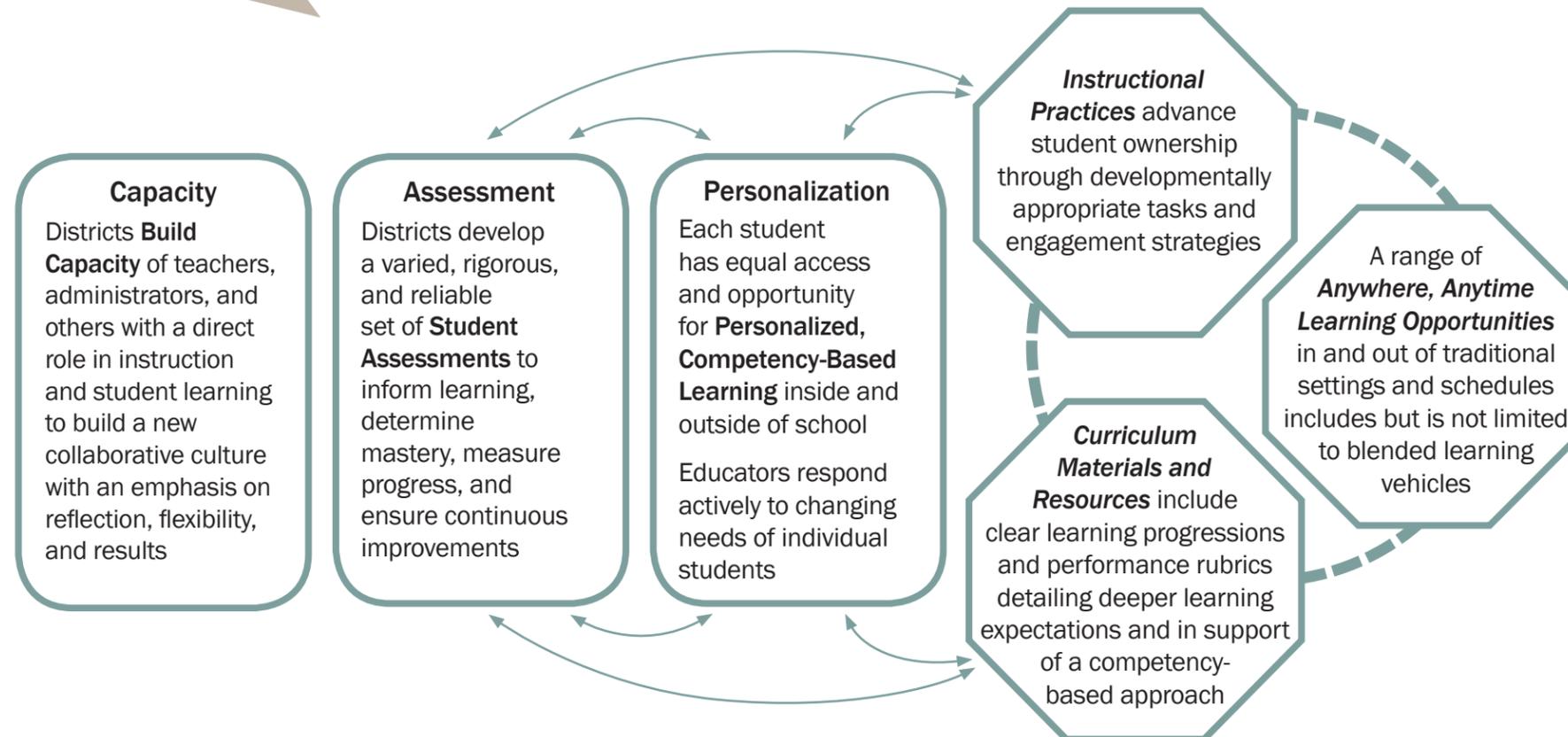
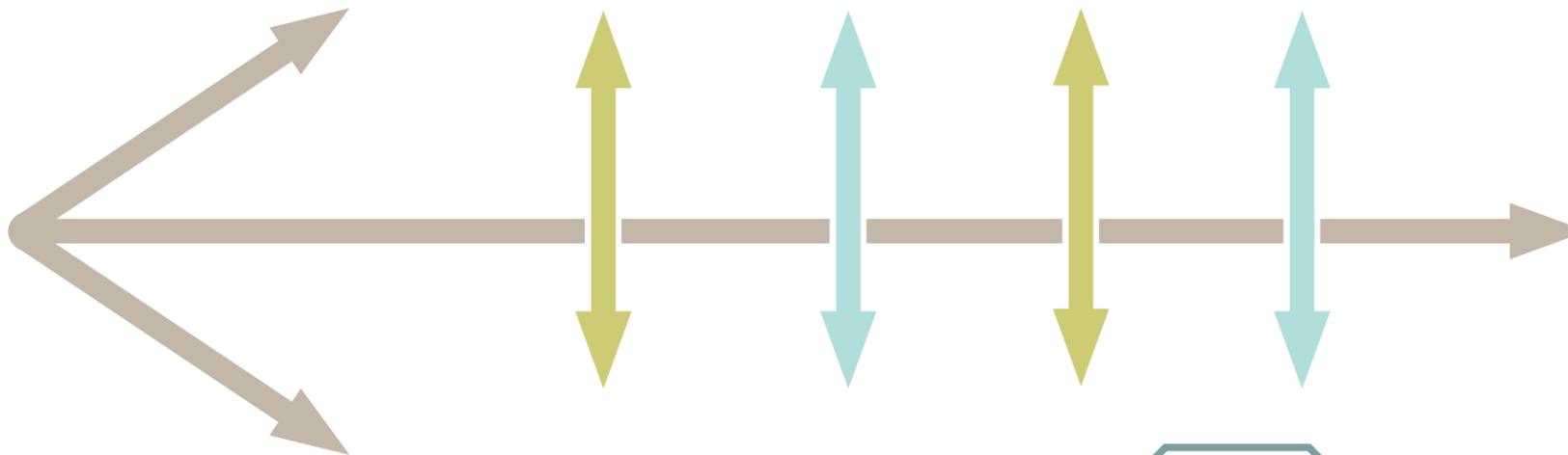
Student Outcomes

Readiness: Each student completes secondary education having mastered the skills, dispositions, and knowledge necessary to succeed in college, career, and civic life

Higher Bar for student learning

Narrowing the Achievement Gap

All subgroups of students will reach 80% **college and career readiness** by 2030, with 100%—each student—the ultimate goal



Capacity

Districts **Build Capacity** of teachers, administrators, and others with a direct role in instruction and student learning to build a new collaborative culture with an emphasis on reflection, flexibility, and results

Assessment

Districts develop a varied, rigorous, and reliable set of **Student Assessments** to inform learning, determine mastery, measure progress, and ensure continuous improvements

Personalization

Each student has equal access and opportunity for **Personalized, Competency-Based Learning** inside and outside of school

Educators respond actively to changing needs of individual students

Instructional Practices advance student ownership through developmentally appropriate tasks and engagement strategies

Curriculum Materials and Resources include clear learning progressions and performance rubrics detailing deeper learning expectations and in support of a competency-based approach

A range of **Anywhere, Anytime Learning Opportunities** in and out of traditional settings and schedules includes but is not limited to blended learning vehicles

Student-Centered Learning Logic Model

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MOVING FROM  THROUGH  TO

Initial Conditions

Today's innovation economy and diverse society require skills that are not covered by the traditional curriculum and top-down, "one-size-fits-all" approach. By some estimates less than 50% of high school learners are truly "ready" (defined as graduating high school and entering college without the need for remediation) for post-secondary success at a time when this level of achievement is essential for individual economic viability. Readiness levels are much worse for learners of color, low income learners, English Language learners, and other underserved learners.

This situation is unacceptable for practical and moral reasons. It is a practical matter because we must ensure that far more learners are truly college ready in order to move our society forward to a positive future. Predictions about employment needs indicate this, and the historical requirements necessary to be an active participant in a democracy demands it. It is a moral matter because a public system that demonstrates institutional and structural barriers to achievement connected to race, ethnicity, income, or English ability is unfair and unjust.

Assumptions

A growing body of research and practice in college and career readiness, cognitive science, education leadership, and school culture and climate provides some guidance for navigating the shift to a student-centered learning system. This new knowledge base about student learning creates a firm foundation for student-centered work.

"We know now that individuals are most likely to learn when they are positively disposed towards the learning task.

"They are most likely to attempt difficult tasks when they have developed a 'growth mindset' (the belief that intelligence is malleable, not fixed, and that effort makes a critical difference in achievement).

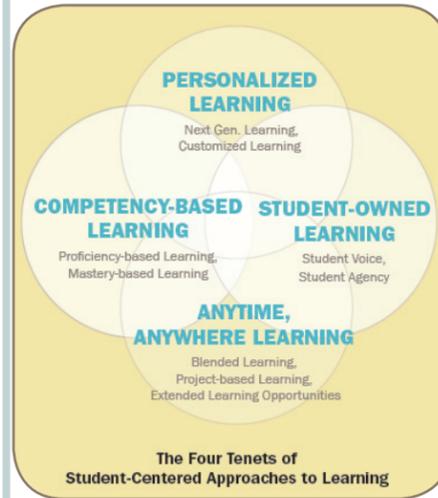
"And they are most likely to persist when learning tasks reflect and respond to their particular needs and interests and when they can employ effective learning strategies.

"Students are most likely to succeed when they experience a strong connection to others—whether in the classroom, at home, or in their communities."*

Building on this knowledge base, districts will be well-positioned to implement student-centered learning strategies inside and outside schools.

The challenge will be to create a rigorous and coherent set of learning opportunities that embraces best ideas and best practices about engaging young learners, creates the conditions for learning inside and outside of school, and ensures that all students have rich opportunities to attain and demonstrate proficiency.

SCL Organizing Principles



Strategies for designing and fully implementing a student-centered learning system at the high school level are under development in sites throughout the country. To date, there is no universally preferred pathway for implementation, but among the core organizing principles that hold special promise for dramatically increasing student achievement are the following:

- Learning is Personalized
- Learning and Assessment are Competency-Based
- Learning takes Place Anytime, Anywhere
- Students have Voice and Ownership in Shaping their Learning Pathways

While any one of the tenets, in isolation, can be beneficial for educators, the collective embrace and systemic implementation of all the tenets is critical.

To ensure universal high achievement and address underlying inequities, allowance should be made for different staging, pacing, dosage and resource allocation based on local context and student needs.*

Outputs

Personalized Learning

- Learning tasks start from where the student is, formatively assess existing skills and knowledge, and address the student's needs and interests
- Learning is reinforced through collaborative group work
- Learning is deepened through authentic problems and projects

Competency-Based Learning

- Students move ahead based primarily on demonstrating key learning milestones along a path to mastery of core competencies
- A student assessment system provides frequent, fair, and rigorous assessment of student progress toward proficiency
- Each student is assured scaffolding and differentiated support needed to progress at a pace appropriate to reaching college, career, and civic outcomes

Anytime, Anywhere Learning

- Learning takes place within and beyond traditional school day, week, and year
- Learning takes place within and beyond the walls of the school (including ELOs, VLOs, and/or dual enrollment)
- Digital technologies play a central role in enhancing learning

Student-Owned Learning

- Students take increasing responsibility for their own learning
- Students rely on strategies for self regulation, self assessment, and self reflection to guide learning
- Students understand how to get "smarter" by applying effort strategically to learning tasks

Medium- and Long-Term Outcomes

Increase in students' "deeper learning" knowledge and skills, including six competencies essential to prepare students to achieve at high levels:

- Master core academic content
- Think critically and solve complex problems
- Work collaboratively
- Communicate effectively
- Learn how to learn
- Develop academic mindsets

Decrease in achievement gaps by race and class, as determined by multiple measures of student knowledge and skills

Increase in post-secondary education enrollment without need for remediation

Increase in post-secondary employment at a living wage or in career training

Impact

Each student completes secondary education having mastered the skills, dispositions, and knowledge to be ready to succeed in college, career, and civic life

All subgroups of students will reach 80% college and career readiness by 2030, with 100% the ultimate goal

* "Putting Students at the Center: A Reference Guide." Nellie Mae Education Foundation