

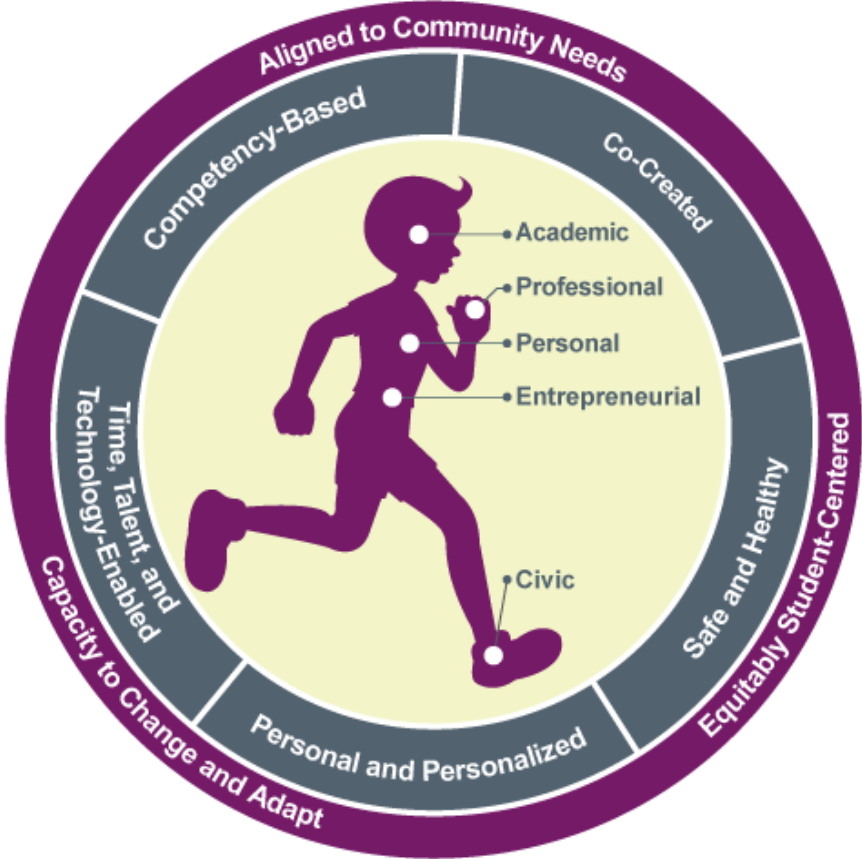


**Colorado
Education
Initiative**

**Big Bet Strategy
Competency-based/Personalized Learning
Theory of Change Overview
January 2018**

ORGANIZATION GOALS

EQUITY



SYSTEMS
CHANGE

Big Bets (entry points to transforming systems to reliably produce these outcomes at scale for all students...)

High School
Redesign

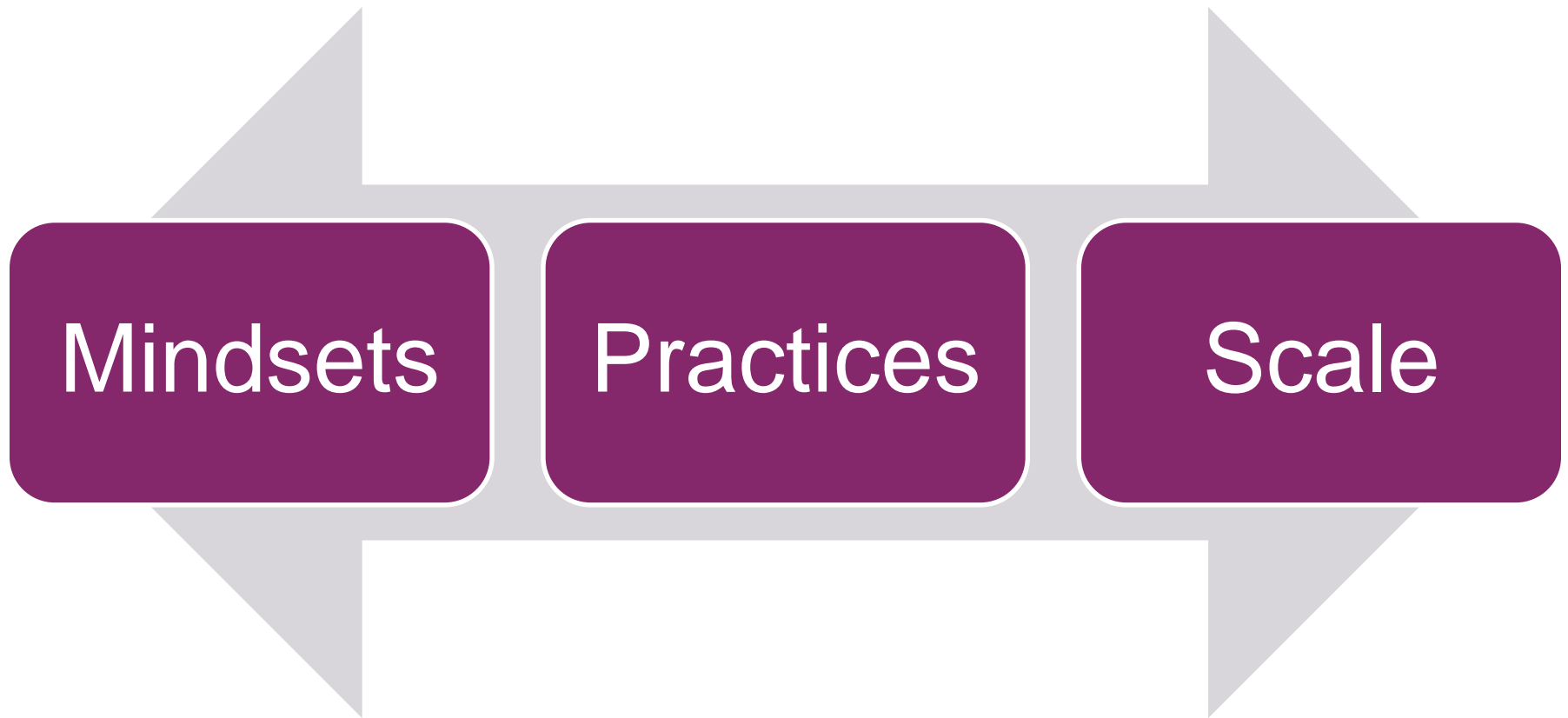
Competency-
based/Personalized
Learning

SpaceLab

CHOSEN BECAUSE THEY REPRESENT:

- (1) Work that has the potential to drive the outcomes we seek with an eye towards equity.
- (2) Work that has high potential to move systems and make them responsive.
- (3) Work that has momentum in Colorado and nationally.
- (4) Work that leverages our skills and experience.

Theory of Action (how we have learned change happens...)



THEORY OF CHANGE

Consistent across all big bets

Mindsets

- Equity
- User-centered
- Future-facing
- Results oriented
- Student & teacher agency

Specific to each big bet

Practices

Consistent across all big bets

Scale

- Leadership
- Community engagement
- Systems alignment
- Networked learning
- Knowledge management

COMPETENCY-BASED/PERSONALIZED LEARNING GOAL

Colorado school districts will begin building education systems that promote student agency by tailoring learning to students' strengths, needs, and interests and where each student will progress through and exit the system based on demonstrated mastery of postsecondary and workforce readiness, so they are prepared for postsecondary learning, work, and life.

COMPETENCY-BASED/PERSONALIZED LEARNING: THEORY OF CHANGE

Consistent across all big bets

Mindsets

- Equity
- User-centered
- Future-facing
- Results oriented
- Student & teacher agency

Specific to each big bet

Practices

- Climate and culture
- Articulated and transparent competencies
- Teaching and learning

Consistent across all big bets

Scale

- Leadership
- Community engagement
- Systems alignment
- Networked learning
- Knowledge management

COMPETENCY-BASED/PERSONALIZED LEARNING: THEORY OF CHANGE PRACTICES

Climate and culture

- Fidelity of implementation of culture and climate characteristics are monitored on an ongoing basis (both informally and as part of the district accountability process) to ensure that they are in place in schools and classrooms district-wide
- Critical foundational aspects of classroom culture are identified and district-wide strategies for educator and student learning are developed and implemented
- Belief that characteristics/aspects of climate and culture are pre-requisites for promoting student ownership of learning and implementing CB/PL

Articulated and transparent competencies

- Educators, students and families understand PWR competencies and the various pathways for achieving them and they guide teaching and learning and student progress through the system
- District PWR competencies and associated measures and multiple pathways for achieving them are effectively communicated to educators, students and families
- Belief that students, educators and families need to understand the nature of PWR competencies and how they will be measured

Teaching and learning

- Instructional practices that support the development of student agency and CB/PL are implemented in classrooms district-wide and are key elements in the educator evaluation process
- Effective structures for ongoing teacher and administrator learning (e.g., job-embedded PD, PLCs, peer observation) about mindsets, climate/culture and instructional practices that support student agency and CB/PL are in place district-wide
- Belief that elements of climate and culture and instructional practices (e.g., growth mindset, A4L and responsive pedagogy) support student ownership of learning and are key to the successful implementation of CB/PL

INTERESTED TO LEARN MORE?

Please join our informational webinars: <https://zoom.us/j/8938687235>
(no need to register, same link for all webinars)

Competency-based/Personalized Learning

- January 24, 9 – 10 a.m.

OR

- January 31, 3 – 4 p.m.