



Digital Credential Summit

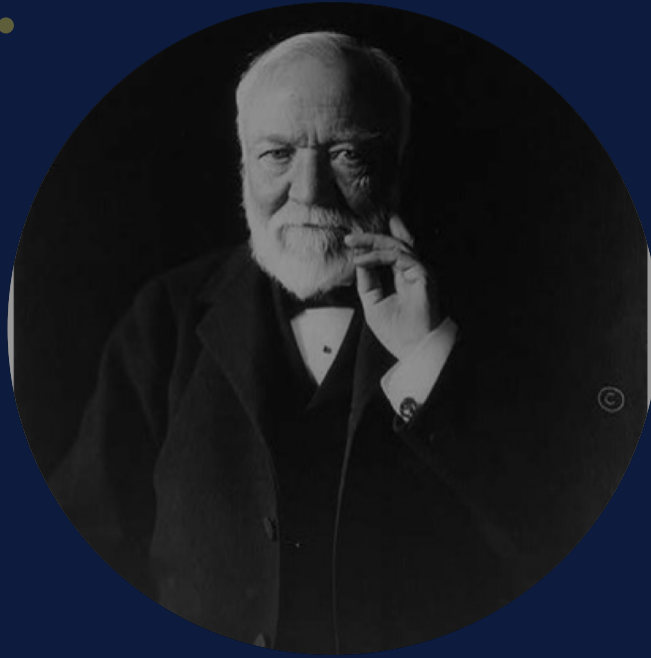
Toward a Common Language

Chris Sturgis

LearningEdge

The background of the image is a dark blue field filled with a pattern of small, multi-colored dots. The dots are scattered across the entire frame, with a higher density on the right side. The colors of the dots include red, yellow, green, blue, purple, and orange. The text 'LearningEdge.me' is centered horizontally and vertically in a light blue, sans-serif font.

LearningEdge.me



**What would
Andrew Carnegie
think?**



From Techvision21.com



“People who are unable to motivate themselves must be content with mediocrity, no matter how impressive their other talents.”

--Andrew Carnegie



“Human beings have an innate inner drive to be autonomous, self-determined, and connected to one another. And when that drive is liberated, people achieve more and live richer lives.”

--Daniel H. Pink, Drive: The Surprising Truth About What Motivates



What Will it Take to Design a *K-16 – Career - Economic Driving* Eco-System?

- Common Concepts and Language
- Common Design Principles
- Commonly Shared Commitment



1. Common Language

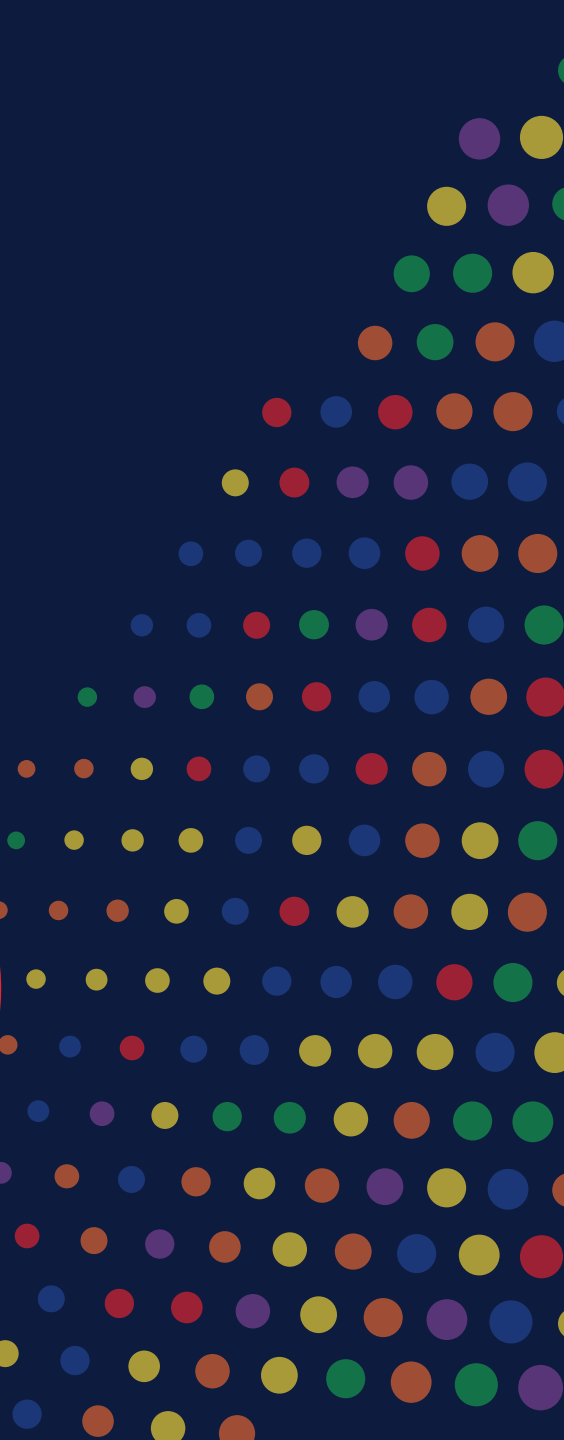
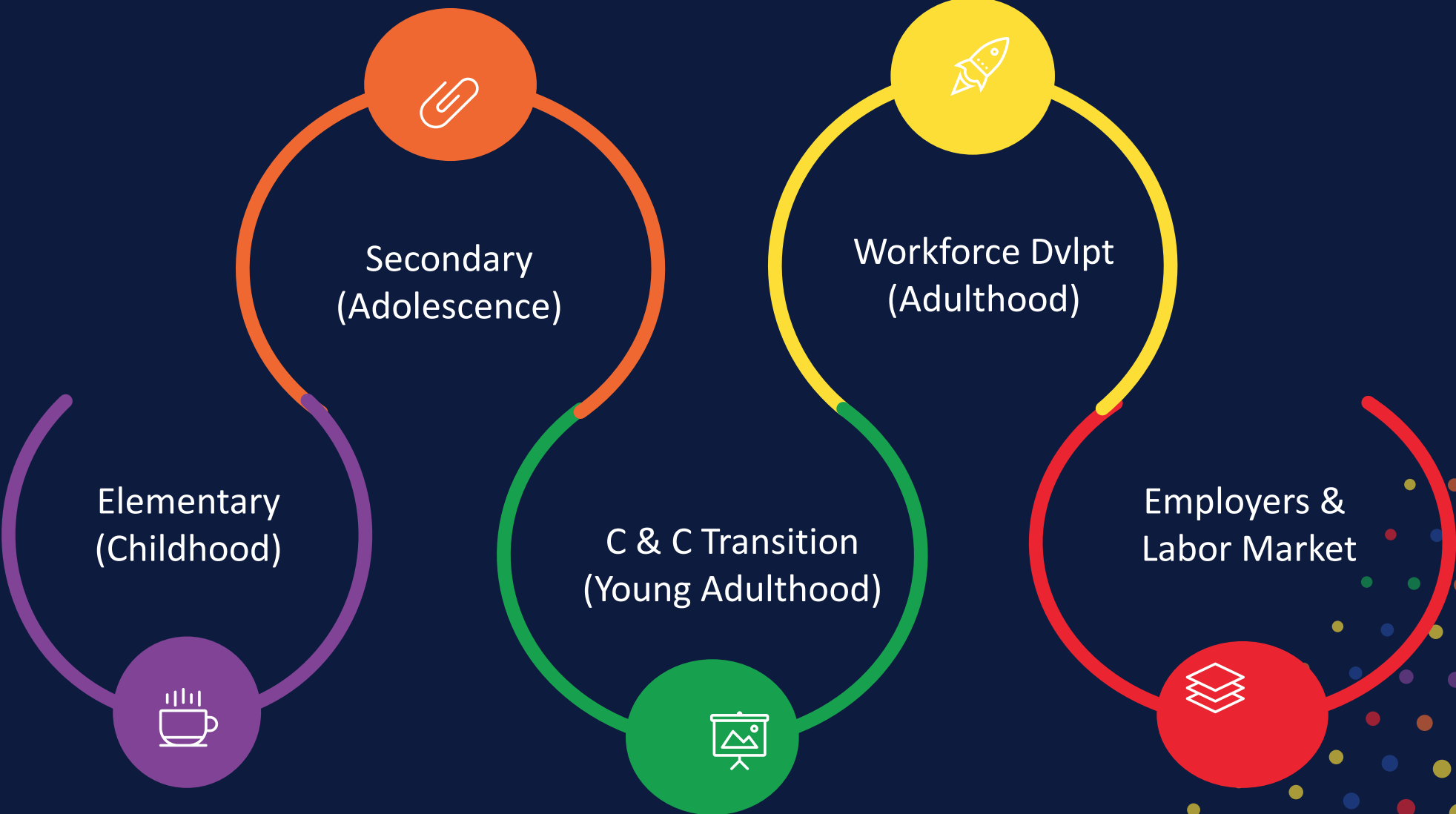


Common Aspects of Competency-Based Education

- ✓ Timely and differentiated support
- ✓ Clear, meaningful and measurable learning objectives
- ✓ Balanced system of assessment to provide feedback for learning and reliability of attainment
- ✓ Successfully demonstration of learning (transfer of K & S)



Segmenting the Pipeline?



Types of Competencies



Lifelong Learning



Academic Knowledge



Transferable

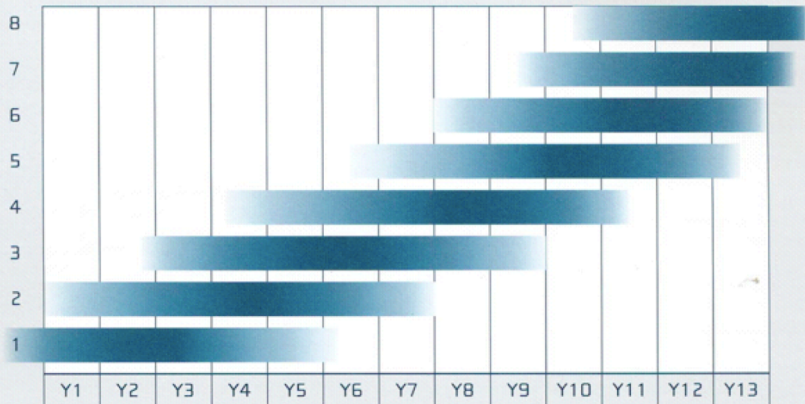


Tech/Workplace

Level of Learning: Consistency across and within sectors

Lessons from Aotearoa New Zealand

Years and Curriculum Levels



LEVEL	NAMING SEQUENCE
10	Doctoral Degree
9	Master's Degrees
8	Postgraduate Diplomas and Certificates, Bachelor Honours Degree
7	Bachelor's Degrees, Graduate Diplomas and Certificates
6	Diplomas
5	
4	
3	Certificates
2	
1	

2. Common Design Principles



Research on Learning and Development

- Learning is an activity that is carried out by the learner.
- Intrinsic motivation leads to better outcomes than extrinsic motivation.
- Effort is dependent on motivation and self-regulation.
- Acquiring new knowledge and skills requires effective feedback.
- Learning shaped by the way info is transferred into long-term memory.





Purpose & Culture Principles

1. Purpose-Driven
2. Commit to Equity
3. Nurture a Culture of Learning & Inclusivity
4. Foster the Development of a Growth Mindset
5. Cultivate Empowering & Distributed Leadership

Teaching & Learning Design Principles

6. Base School Design & Pedagogy on Learning Science
7. Activate Student Agency & Ownership
8. Design for the Development of Rigorous Higher-Level Skills
9. Ensure Responsiveness

Structure Design Principles

10. Seek Intentionality & Alignment
11. Establish Mechanisms to Ensure Consistency & Reliability
12. Maximize Transparency
13. Invest as Educators as Learners
14. Increase Organizational Flexibility
15. Develop Processes for Ongoing Continuous Improvement & Organizational Learning
16. Advance Upon Demonstrated Mastery

CompetencyWorks

BOOK

Quality Principles for Competency-Based Education

Quality Framework for Competency-Based Education Programs

Eight Elements of Quality

-  **1** **Demonstrated Institutional Commitment to and Capacity for CBE Innovation**
-  **2** **Clear, Measurable, Meaningful and Integrated Competencies**
-  **3** **Coherent Program and Curriculum Design**
-  **4** **Credential-level Assessment Strategy with Robust Implementation**
-  **5** **Intentionally Designed and Engaged Learner Experience**
-  **6** **Collaborative Engagement with External Partners**
-  **7** **Transparency of Student Learning**
-  **8** **Evidence-driven Continuous Improvement**

COMPETENCY-BASED
EDUCATION NETWORK



Modern Digital Credentials

Learner-
Controlled

Verifiable

Discoverable

Skills-
Based

Shareable

Interoperable

Competencies and Academic Standards

Exchange (CASE)



Comprehensive Learner Record



Open Badges





NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

Connecting Credentials

BUILDING LEARNING-BASED CREDENTIALING SYSTEMS

Mastery Transcript: Work-in-Progress

The screenshots display the Mastery Transcript Viewer interface. The first panel shows a 'Case Study' with a landscape image and a list of items. The second panel shows a 'Featured Project' for Gene Roberts with a mobile app icon and 'Featured Advanced Mastery Credits' for 1c, 4a, and 7e. The third panel shows 'Impact Public Schools Makerspace' with a photo of students and a 'Background' section.

Mastery Transcript Consortium mastery.org

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LRNG + snhu

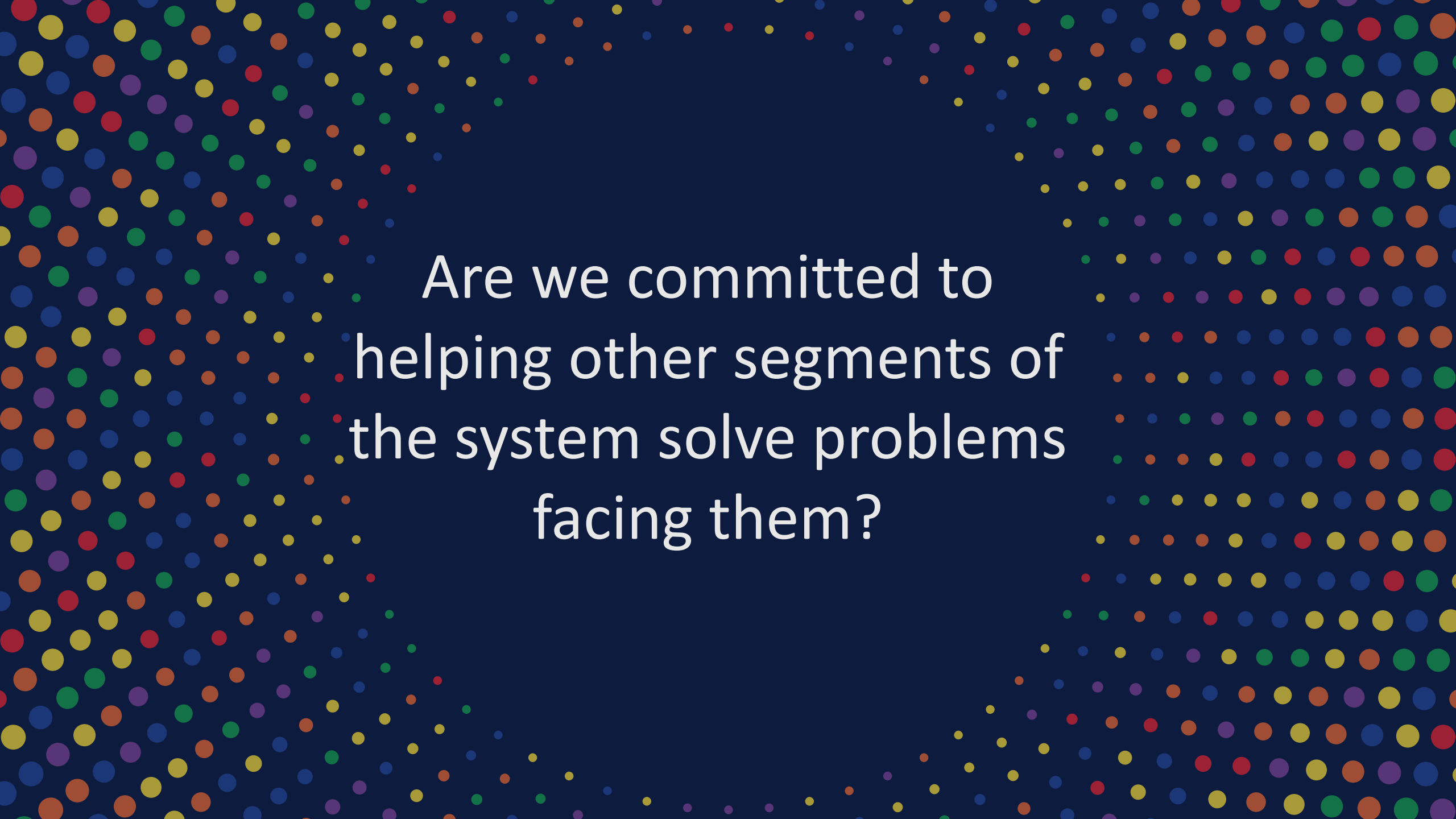
Table Talk

Which principles most important in creating competency-based models across sectors?

Which principles most important to strengthen the collaborative capacity for cross-sector system-building?

3. Commonly Shared Commitment





Are we committed to
helping other segments of
the system solve problems
facing them?

#1 Calibrating across sectors:

What does it really mean to be college ready?

#2 Grading that reinforces learning: If the GPA isn't meaningful in terms of what students know, how can we reduce its stranglehold?

What might replace it?



Are We Committed to the Same System Goals?



Holding Ourselves Accountable

Can we create a system in which

Equity = Quality = Continuous Improvement?



“We aren’t done innovating until
every student graduates”

- Ty Cesene, Bronx Arena





Designing an
educational
ecosystem that is
learning-centered
and
competency-based?

**“There is little success where
there is little laughter.”**

-- Andrew Carnegie





Lifelong Learning = Building Blocks of Learning

+

Habits of Success

www.turnaroundusa.org

