

An Approach to Systemic Change . . .

South Carolina Education Innovation Initiative



Background



- In November, 2011 the State Board of Education established “a steering team comprising public/private sector leaders to develop a plan to catalyze, identify, evaluate and spread effective innovation in South Carolina’s K-12 public schools.”
- The Steering Team convened in January, met with Dr. Zais in February. The team includes:

Melanie Barton, Interim Director, EOC (co-leader)

Trip DuBard, Executive Director, SC Future Minds (co-leader)

Gerrita Postlewait, former State Board Chair (co-leader)

David Blackmon, State Board of Education Chair-elect

Mike Brenan, Governor’s appointee to State Board of Education

Don Gordon, Executive Director, The Riley Institute at Furman University

Don Herriott, Director, Innovista Partnerships and member SC BEA

Penny Fisher, Superintendent, Greenville County Schools (Retired)

Jim Reynolds, Chairman, SC Chamber of Commerce

Chad Walldorf, Chair of SC Board of Economic Advisors

Karen Woodward, Superintendent, Lexington One School District

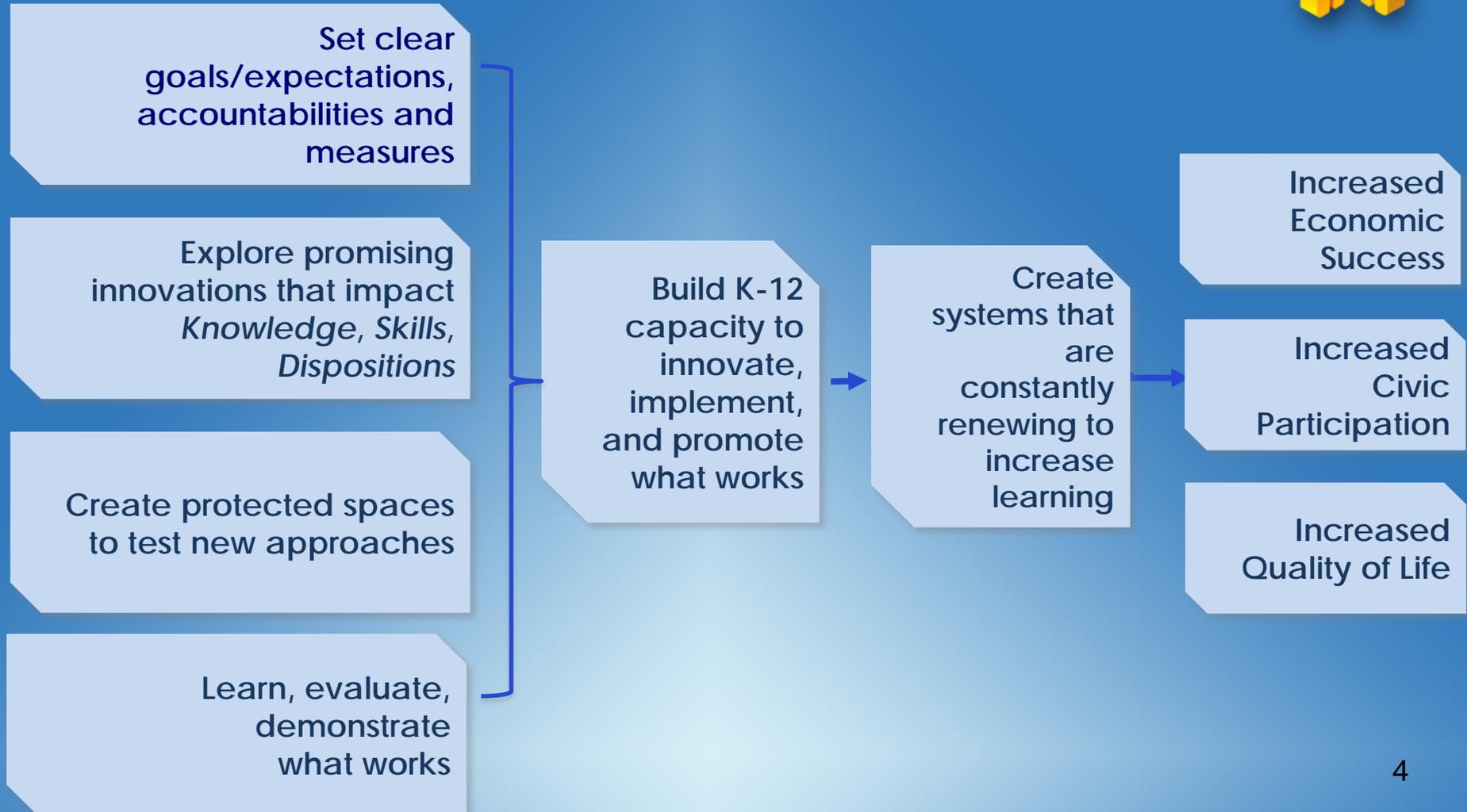
Our goal, in a few words



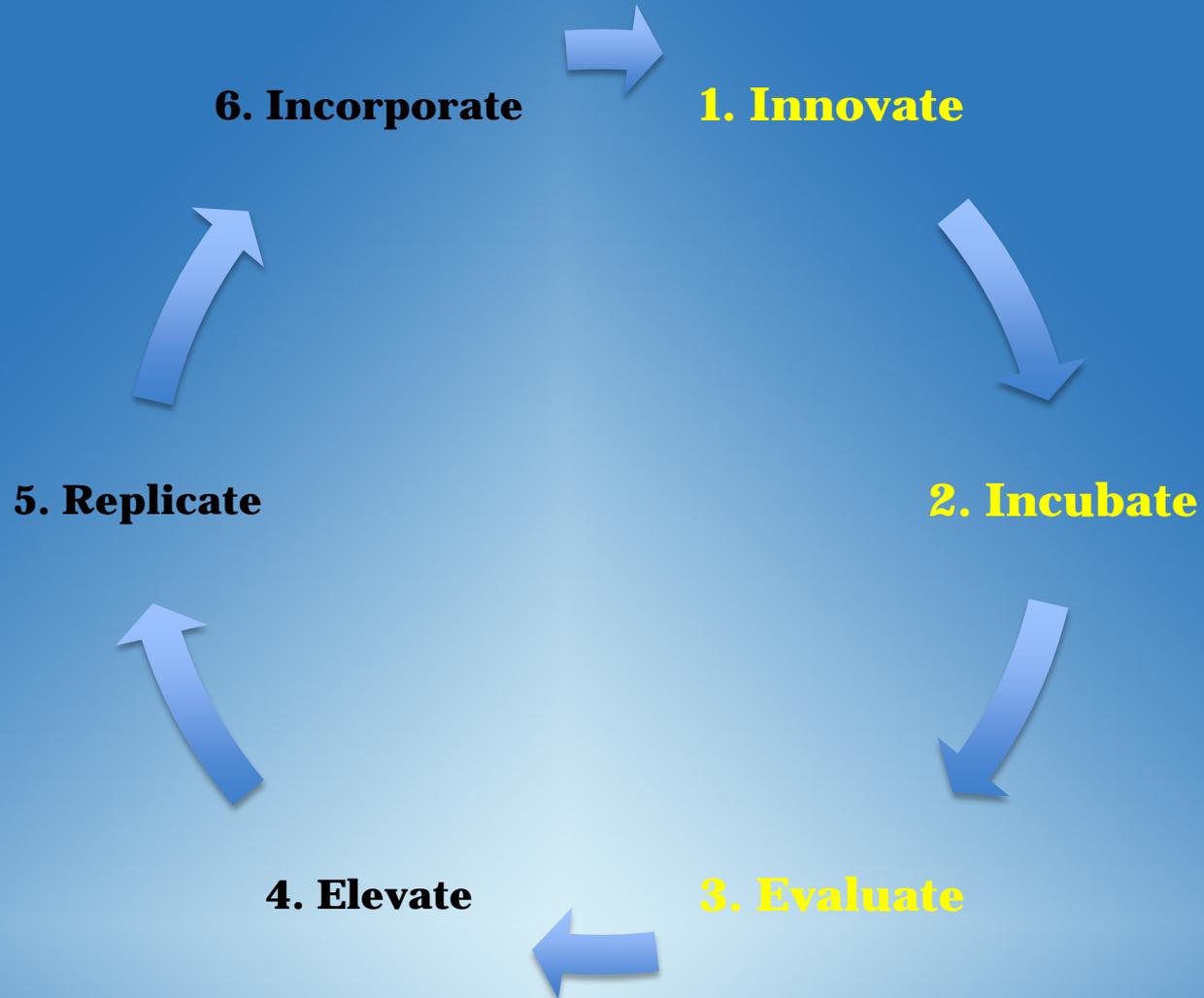
We want to create a change process in which a few pioneering educators, supported by cross-sector experts, imagine, develop and test learning experiences that dramatically reduce dropout rates and increase the number of students graduating ready for learning, work and citizenship.

These educators will be networked so that they can identify, test and share replicable, cost-effective models proven to produce dramatically better outcomes for students.

Our longer-term strategy



The Cycle of Innovation



We've developed a short-term plan of action, March through June

Enlist:

- Educators: Representative teachers, district and state leaders
- Private Sector: SC Chamber of Commerce and others
- Public Sector: Legislative leaders, State and Local Board of Education members, non-profits
- Higher Education: Reps of two- and four-year colleges, tech schools

Learn:

- How states in the national Innovation Lab Network are doing this work
- Which non-traditional approaches are showing promising results
- About assessment and evaluation tools to provide data and feedback to inform improvement (in content knowledge, skills, dispositions)
- About scientific improvement processes: design, test, refine cycles

Connect:

- Leaders across sectors to discuss:
 - Design and implementation possibilities
 - Supports and resources that will be required
 - Roles, relationships, responsibilities moving forward

Develop:

- An action plan with input from cross-sector leaders
- Proposed 12-month timeline, milestones, deliverables Sept '12- Aug '13
- A proposed management plan and operational guidelines
- Criteria for selecting first round of participating schools

We've talked with many people. A coalition of potential supporters is beginning to emerge.*

EOC

Adopted measure to explore innovative ways to transform learning assessment, delivery

SC Chamber

Offered work space for director; perhaps some in-kind support

SC Board of Education

Original sponsors of the initiative

Riley Institute

Assisting with concept development and research, evaluation

SC Future Minds

May be major fund raiser; might be willing to serve as fiscal agent

SCSBA, SCASA

Providing financial support, conducting visioning process, SCSBA would like to have rep on Steering Team

*ASAP, we will update Dr. Zais and discuss possible collaboration with the SDE.

Key K-12 leaders support this effort. They . . .



1. View this effort as the next logical step in their visioning process.
2. Affirm their commitment to lead the change that is essential to the future of public education in South Carolina.
3. Believe the current system needs fundamental re-design

They support radical change that increases student engagement and produces vastly improved results.

Personalize Learning

- Move from textbook-driven classrooms to learning models and materials that are rigorous, yet relevant and personally meaningful
- Deepen educators' capacities to deliver customized learning experiences responsive to the needs and assets of individual students
- Employ technologies that amplify our capacity to customize learning

Deliver world-class Knowledge and Skills

- Identify the knowledge, skills and dispositions required for careers, lifelong learning, and civic life
- Seek out innovative practices that promote authentic learning through technology and non-place bound experiences
- Shift educators' role to orchestrating meaningful work that results in learning and providing supports when students need help

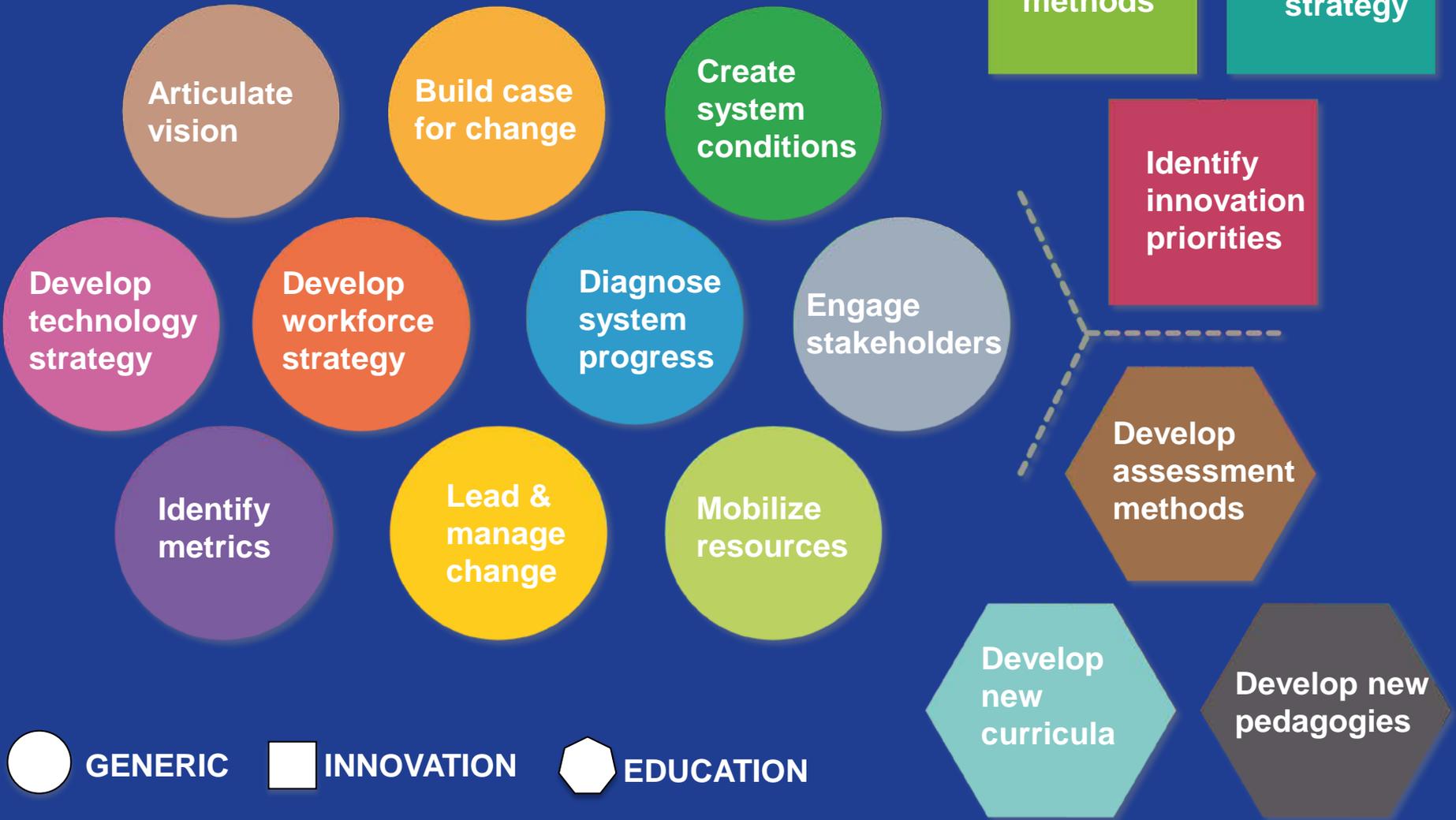
Develop more meaningful accountability systems

- Provide "real-time" assessments so that students, teachers and parents can monitor individual students' progress in developing knowledge, skills, dispositions
- Develop processes to credential learning based on student performance and mastery, not seat-time
- Ensure a balanced approach to learning, including the development of creative thinking, critical thinking, and appreciation of the arts

Increase student ownership of learning

- Design learning experiences to help students direct and own their learning and assume responsibility for themselves, e.g., students learn to analyze and solve problems, communicate, collaborate, persevere, take calculated risks, learn from failure, etc.
- Provide robust support structures to address core social, emotional, physical and academic needs as well as career, civic, and entrepreneurial skills

We've gained greater insight into the components of system change*



*Valerie Hannon, United Kingdom Innovation Unit

May 2 Symposium: Learning from other States



Outline of Sessions

11:00

- Invite participants to pre-session innovation initiative overview

12:30

- David Cook, Director of Innovation, Kentucky

1:45

- Gary Chapin, Research Director-Center for Best Practice, Maine

3:00

- James Rickabaugh, Director, The Institute at CESA 1, WI

4:15

- Paul Leather, Deputy Commissioner, New Hampshire
- Next Steps

5:30

- Adjourn

Attendees at May 2 Symposium

Linda O'Bryon SCETV	Len Marini, Leg. Staff	Neil Robinson, EOC	Susie Shannon, Palmetto Inst.
Nella Barkley, Fut. Mind	Sally Cauthen, Leg. Staff	John Warner, EOC	Lemuel Watson, USC
Trip DuBard, Fut. Minds	Rep, Sec Commerce Office	Senator Wes Hayes	Kathy Coleman, Clemson
Jim Rex, SC Fut Minds	Ken Childs, Childs & Halligan	Otis Rawl, SC Chamber	Sonny White, Midlands Tech
Clint Mullins, CHE	C. Bosket, Deputy State Supt	Molly Spearman, SCASA	David Blackmon, St. Bd.
Julie Carullo, CHE	Anton Thomas, Michelin	Don Gordon, Riley Inst.	Mike Brenan, St. Bd.
Abe Turner, DEW	John Butzon, Charls Ed Ntwk	Jacki Martin, Riley, Inst.	Don Herriott, Innovista
Paul Krohne, SCSBA	Rose Wilder, Superintendent	Brooke Culclasure, Riley	Jim Reynolds, Chamber
Debbie Elmore, SCSBA	Betty Bagley, Superintendent	Rep. Phillip Owens	Senator John Matthews
Richard Cook, Flor 3 Bd	Rainey Knight, Superintendent	Rep. Jenny Horne	Karen Woodward, St Team
Josh Bell, Tch for Amer.	Katie Brochu, Superintendent	Patti Tate, Tch of the Yr.	Senator Mike Fair
Melanie Barton, EOC	Russell Booker, Superintendent	David Cook, Presenter	Gary Chapin, Presenter
Anita Zucker, InterTech	Lynn Moody, Superintendent	Paul Leather, Presenter	Jim Rickabaugh, Presenter
Dennis Thompson State Board Chair	Darryl Owings, Superintendent	Wayne Brazell, SC Charter Schools	Gerrita Postlewait, St. Team

Note: Gray font indicates invitees unable to attend, often due to Legislative responsibilities



Key Points – Other States

- *Kentucky*: Passed new legislation; selected few pilot districts; moved to ACT assessment suite for all students; connected innovation lab with higher education-leader/teacher development
- *Maine*: Cohort for Customized Learning; continuous progress model; new strategic plan; graduation based on proficiency; huge infusion of technology; new legislation May, 2012



Key Points – Other States

- *Wisconsin*: One region as innovation center; personalized learning approach; innovators networked; established new certification process for educators
- *New Hampshire*: Moving to competency-based diploma; redefining Carnegie Units around College, Career, Citizenship readiness; applying to pilot new accountability model for US



Innovation Network and Incubator

“Innovation Network”

Several schools/districts

Participants focus on system components:

- A common problem of practice related to Improving student performance
- Identified areas of need, measures of improvement and responsive solutions
- Developing, implementing, evaluating and sharing solutions

“Education Incubator”

Only 3-5 Schools in this group

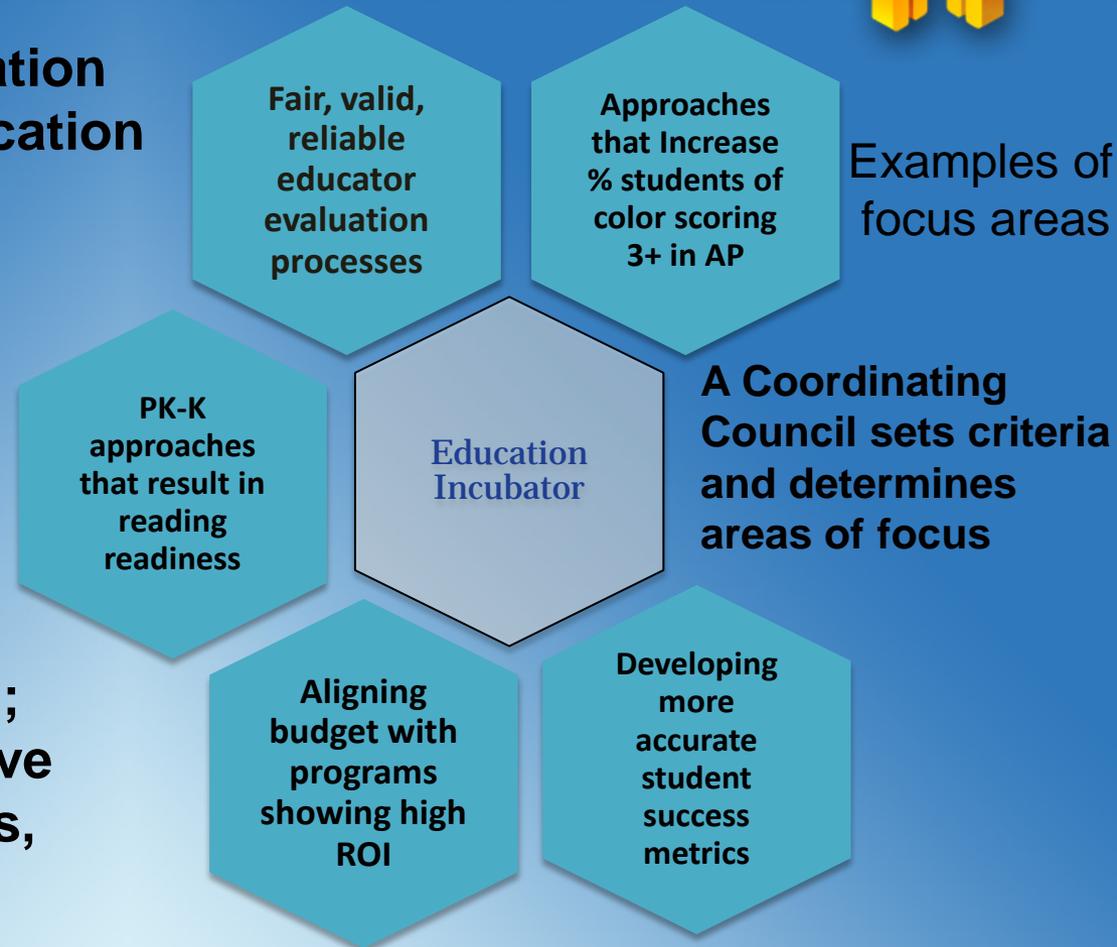
Participants focus on:

- **All students career-, higher-ed, citizen-ready**
- Changing the K-12 model itself
- Testing new assessment, learning, accountability approaches
- Powerful feedback mechanisms and quick correction cycles
- Scaling successes



The Innovation Network . . .

- Could be managed by education community, e.g. higher education institution, SCASA, SCSBA
- Focused on clearly defined common problem of practice
- Well-developed plan of action, based on emerging promising practice
- Clear measures of progress; participants use data to drive decisions, learn what works, and share results



(Illustrative)

The Education Incubator

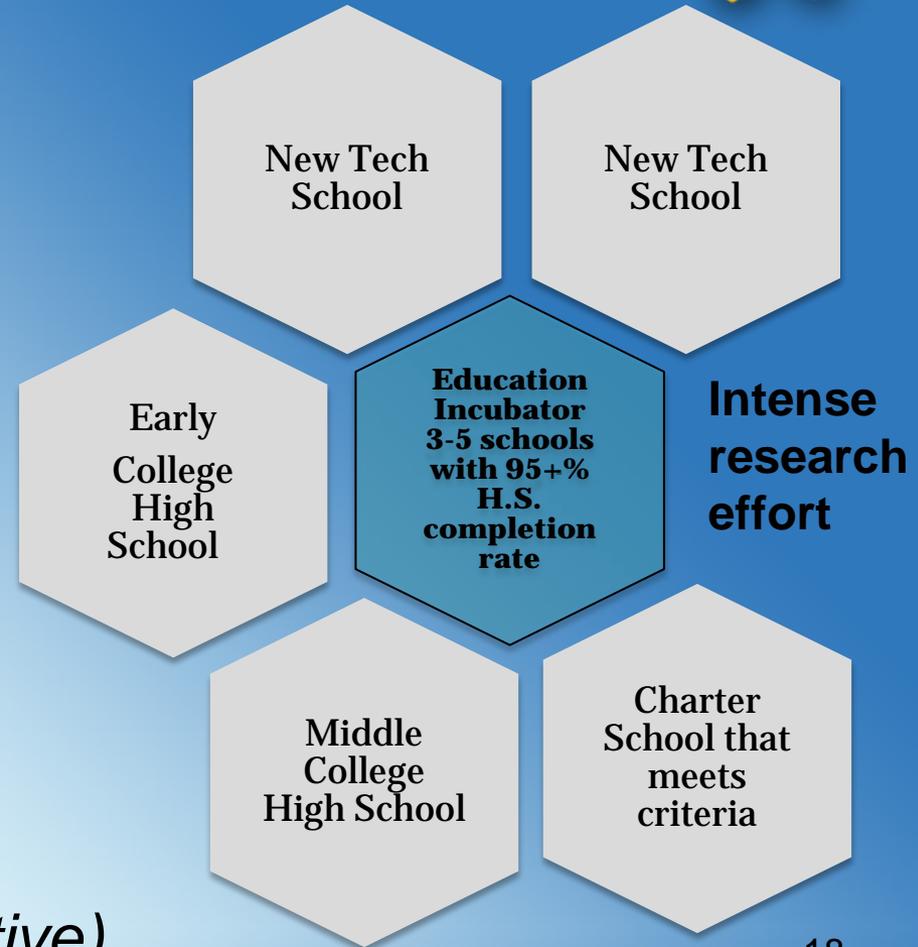


- What if we could completely rethink the current structure, moving from systems of “schooling” to systems of “learning”?
- What is the best evidence of student learning?
- How would we create well-defined and mutually beneficial partnerships between schools and post-secondary learning entities (e.g., higher education, career certification programs, the military)?
- How would we redesign the process for credentialing student learning? (Would it be Carnegie Units?)

We propose the *Education Incubator* initially focus on two high school models that have produced impressive graduation results



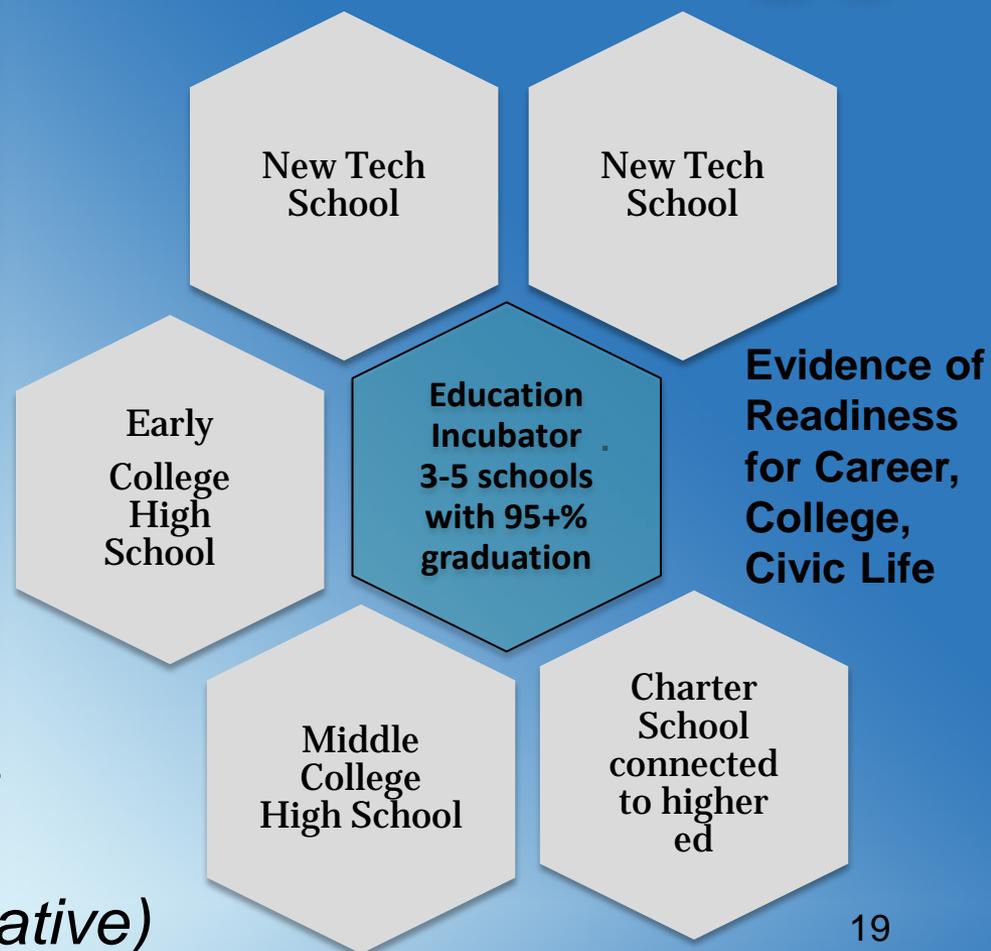
- EOC, Riley Institute might assist in coordinating, managing
- Focus on increasing number of students leaving high school prepared for learning, careers, citizenship
- Test new approaches, e.g., New Tech, Early/Middle College—using a proficiency-based approach to award credit
- Develop and test new measures, metrics, accountability system
- Build in scaling mechanisms



(Illustrative)

We are searching for assessment approaches that support personalized learning and produce indicators of program effectiveness

- The Riley Institute and Betsy Carpentier are conducting a scan of assessments that measure progress in acquisition of Knowledge, Skills, Dispositions related to career, college, civic life readiness
- We talked with EPIC (Education Policy Improvement Center) researchers about working with us next year . . . they are interested
- We contacted ACT to discuss possible partnership using WorkKeys and new measurement tools



(Illustrative)

Illustrative High-level Timeline, 2012-13

July-Aug	Sept - Oct	Nov - Dec	Jan-Feb	Mar - Apr	May - June
Work with principal partners to develop and refine plan	Enlist commitment of critical partners	Develop operating protocols	Obtain official commitment of boards, etc.	Ensure necessary waivers, etc. are in place	
Establish governance structure	Fall Summit: Innovation Network	Initiate application process	Select participating schools	Conduct training	
	Analyze and select measures and metrics for use in incubator	Identify high-quality tools and practices for development, establish research approach; establish baseline data			
		Schedule visits to sites in other states	Address essential enabling legislation		
Continually coordinate functions among entities leading this work. Ensure steady communication flow among education community, business and policy leaders, and critical partners					
Begin fund raising efforts by late summer; continue to work throughout the year to take advantage of every opportunity to pursue public, private, philanthropic funding to support implementation in Year 2					



Next Steps: By the end of June, we hope to:

- Brief the EOC and State Board of Education on our progress
- Engage a wider group of policy makers, business leaders, parents, educators, students through in-person and on-line approaches
- Enlist additional partners and advocates for this effort—higher education, ETV, workforce development entities, the military
- Continue to research non-traditional education models that produce out-sized results
- Develop an evaluation plan; recommend measures and metrics
- Assure adequate funding for start-up
- Plan *June 11 presentation*, to include: a) the innovation proposal; b) recommended non-traditional approaches for incubator; c) measures, metrics, indicators to gauge success, if feasible
- Begin establishing governance and decision making processes