

# NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Thursday, October 1, 2020 3:30 PM
- Meeting Title:** State Board of Education Retreat Notification and Agenda
- Location:** State Board Meeting Room State Office Building, Sixth Floor 301  
Centennial Mall South Lincoln, Nebraska 68509-4987  
PO Box 94987  
Lincoln, NE 68509
- Web Streaming:** Live web streaming will be available through the State Board of Education website: [www.education.ne.gov/StateBoard/](http://www.education.ne.gov/StateBoard/)
- Agenda:** Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.
- Interpreter:** If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.
- Website:** An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: [www.education.ne.gov/StateBoard/Agendas.html](http://www.education.ne.gov/StateBoard/Agendas.html)
- Lunch:** On Thursday, October 1, 2020, if necessary, the State Board of Education may break for lunch at 12:00 p.m. The lunch will take place in Conference Room C at the State Office Building, Sixth Floor, 301 Centennial Mall South, Lincoln, Nebraska. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER  
President Nickels
  1. Roll Call  
President Nickels
  2. Announcement of the placement of the Open Meetings Act information  
President Nickels
2. BUSINESS  
President Nickels
  1. Nebraska Ready Discussion  
Commissioner Blomstedt

3. ADJOURNMENT  
President Nickels

The regularly scheduled meeting of the State Board of Education will reconvene at 9:00 a.m. on October 2, The Cornhusker Hotel, Lancaster Room, 333 South 13th Street, Lincoln, Nebraska 68508.



# Nebraska State Board of Education

Competency-based Education Study Committee Report of Recommendations

Presented to the State Board of Education:  
October 6, 2016

## Members

Mr. Glen Flint, Chair  
Ms. Patricia Timm  
Dr. Rachel Wise  
Mr. John Witzel

## Staff

Dr. Cory Epler  
Dr. Ryan Foor  
Ms. Katie Graham  
Mr. Rich Katt  
Dr. Janine Theiler

NEBRASKA  
**COMPETENCYBASEDEDUCATION**



# Nebraska State Board of Education

## Competency-based Education Study Committee Report of Recommendations

“Students, teachers, and school leaders are seeking flexibility and supports to enable powerful, personalized learning experiences both inside and outside of the traditional classroom” (iNACOL, p. 5). The notion of competency-based education (CBE) came to the attention of members of the Nebraska State Board of Education as an innovative approach to meeting the needs of changing education practices. Personalized learning through CBE recognizes that students learn in different ways and at different rates. Student learning can improve when each student advances upon mastering a sequence of increasingly advanced skills rather than when they have been taught those skills for a prescribed amount of time. According to associates at the Regional Educational Laboratory (REL) Central, “In a traditional education setting, time is the constant and learning is the variable. In a competency-based education system, time is the variable and learning is the constant.” To further explore CBE and the implications for Nebraska schools, an ad hoc study committee was formed of the State Board of Education. The study committee met over the course of 2015 and 2016.

Committee members and staff engaged in professional learning on the topic of CBE by reading excerpts from the books *Delivering on the Promise* (see Resources) and *Blended* (see Resources); observed elements of CBE in schools in Maryland, Nebraska, Iowa, and Wisconsin; and were briefed on the topic from REL Central associates. Staff members gleaned information from colleagues at other state education agencies where competency-based education is being implemented (e.g., Iowa, Maine, New Hampshire) for review by committee members. Study committee members also met with leadership from the Educational Service Unit Coordinating Council (ESUCC) to discuss the connections between CBE and the ESUCC/NDE statewide BlendEd initiative (see Resources).

Through the year of study on the topic, definitions and frameworks of CBE were explored, particularly from the U.S. Department of Education (see Resources) and CompetencyWorks (see Resources). The CompetencyWorks design principles frame the opportunities found within this document around resources and technical assistance. The following working draft definition was developed by the committee: *CBE is a personalized learning system that allows learners to advance academically upon demonstrated mastery of clearly defined expectations depicting what students should know and be able to do. In a CBE system, students progress at an individualized pace, receiving instructional support as needed. CBE prioritizes mastery, permits flexibility with time, and encourages alternative instructional approaches.*

A survey was conducted to determine knowledge and interest of CBE among local education agency and educational service unit (ESU) educators. The findings indicated that educators varied in their knowledge of CBE and that interest in the topic was high. Follow-up telephone conversations were conducted with selected schools to determine interest in a pilot program. Two themes emerged from those conversations: Interest in professional learning opportunities from experts, and a need for resources, including



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## Competency-based Education Study Committee Report of Recommendations

financial resources and technical assistance, to support the implementation of CBE efforts. In response to the interest in professional learning, a two-day session was offered for schools and ESU staff who indicated initial interest in the effort. The event was held in Kearney, at ESU 10, September 6 and 7, 2016. Facilitated by associates at REL Central and Marzano Research, the event was attended by over 80 Nebraska educators, including representatives from postsecondary education.

Three overarching areas of opportunity are offered in this report: A public information campaign, professional learning opportunities, and resources and technical assistance. Each opportunity is connected to a tenet of Nebraska's statewide school accountability system, AQuESTT (see Resources), followed by strategies, identified leadership and partners, and a timeline, based on an annual goal basis. Committee recommendations are included at the end of this report.

### Resources

Accountability for a Quality Education System, Today and Tomorrow (AQuESTT), Nebraska: <http://aquestt.com/>

CompetencyWorks, What is Competency Education?: <http://www.competencyworks.org/about/competency-education/>

DeLorenzo, R. A., Battino, W. J., Schreiber, R. M., & Gaddy Carino, B. B. (2008). *Delivering on the promise: The education revolution*. Bloomington, IN: Solution Tree Press.

Educational Service Unit Coordinating Council BlendEd project: <http://www.esucc.org/BLENDED>

Horn, M. B., & Staker, H. (2015). *Blended: Using disruptive innovation to improve schools*. San Francisco, CA: Jossey-Bass.

International Association for K-12 Online Learning (iNACOL). *Promising State Policies for Personalized Learning*. <http://www.inacol.org/wp-content/uploads/2016/05/iNACOL-Promising-State-Policies-for-Personalized-Learning.pdf>

Regional Educational Laboratory Central: <https://www.relcentral.org>

Reinventing Schools: A division of Marzano Research: <http://rs.marzanoresearch.com/>


United States Department of Education Competency-Based Learning or Personalized Learning: <http://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning>



# Nebraska State Board of Education

Competency-based Education Study Committee Report of Recommendations

## Opportunity #1


<b>Public information campaign</b>		<b>AQuESTT connection</b>	
Design and implement a public information campaign around competency-based education to inform local education agencies, educational service units, postsecondary education partners, other educational partners, policy makers, and citizens.		Student Success & Access  Positive Partnership, Relationships, & Student Success	
Strategies	Leadership & Partners		Timeline
	Internal	External	
Adopt a common definition of competency-based education within the context of personalized learning.	NDE staff	ESUCC, Post-secondary education partners	2017
Create a website of vetted resources related to competency-based education available for public use.	NDE staff	ESUCC	2017
Create an implementation guide in compliance with Rule 10 and other NDE policies, for local education agencies aiming to pursue competency-based education efforts.	NDE staff	Partner school districts	2017
Designate resources to design and implement a public information campaign.	NDE staff		2017



# Nebraska State Board of Education

Competency-based Education Study Committee Report of Recommendations

## Opportunity #2





Professional Learning Opportunities		AQuESTT connection	
Provide professional learning opportunities for local education agency and educational service unit staff and educators on competency-based education.		Teaching & Learning  Educator Effectiveness	
Strategies	Leadership & Partners		Timeline
	Internal	External	
Design, implement and deliver professional learning opportunities on competency-based education.	NDE staff	ESUCC, Post-secondary education partners	2018
Offer professional learning opportunities facilitated by national experts on competency-based education.	NDE staff		2018
Designate resources to provide professional learning opportunities.	NDE staff		2018



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## Opportunity #3

Resources & Technical Assistance	AQuESTT connection
<p>Provide local education agencies resources and technical assistance to implement <i>advancement upon mastery</i> mechanisms that are in compliance with NDE Rule 10 and other governing policies.</p>	<p>Student Success &amp; Access</p>  <p>Transitions</p>
<p>Provide local education agencies resources and technical assistance around implementation of a competency-based education system that is content standards-based.</p>	<p>Teaching &amp; Learning</p>  <p>College &amp; Career Ready</p>
<p>Provide local education agencies resources and technical assistance to implement competency-based education assessments.</p>	<p>Teaching &amp; Learning</p>  <p>Assessment</p>
<p>Provide local education agencies resources and technical assistance to afford students with personalized, timely, and differentiated learning supports.</p>	<p>Student Success &amp; Access</p>  <p>Educational Opportunities &amp; Access</p>



# Nebraska State Board of Education

## Competency-based Education Study Committee Report of Recommendations

Provide local education agencies resources and technical assistance to develop learning outcomes that emphasize relevant competencies.		Teaching & Learning  College & Career Ready	
Strategies	Leadership & Partners		Timeline
Designate resources to support local education agencies in the implementation of competency-based education efforts.	NDE staff	ESUCC	2018
Designate resources to support intensive NDE staff professional learning on competency-based education for the intent of providing technical assistance to local education agencies.	NDE staff		2018
Designate resources to support a staff person to develop educational resources and provide technical assistance to local education agencies to implement competency-based education efforts.	NDE staff		2018

### Recommendations:

1. Develop a competency-based education staff work group with individuals representing each of the six AQuESTT tenets.
  - a. Designate the ongoing work of CBE efforts to the Teaching and Learning domain committee of the State Board of Education.
2. Explore the resources necessary to implement the strategies outlined for each of the three opportunities included in this report.
3. Implement strategies as resources permit, and as they align to support the agency's strategic plan.

## **Nebraska Ready Draft for Board Discussion**

**Nebraska Ready** is an initiative of the Nebraska State Board of Education and of Commissioner Matt Blomstedt to help students demonstrate achievement in specific milestones throughout their educational journey in Nebraska schools. It is designed to help students and parents understand that these critical milestones will help students be successful during their educational journey and in becoming ready for success in their future! This initiative has milestones for elementary students (grades 3 & 4), middle school students (grades 6 & 8), and high school students (grades 9-12). These milestones have been mapped out to help students understand what they can accomplish to become *Nebraska Ready*.

### ***Elementary Milestones: 3<sup>rd</sup> and 4<sup>th</sup> Grade***

In elementary school there are three milestones that are the foundation for *Nebraska Ready*. There are many important benchmarks of success throughout elementary school, but the following three are the foundation for *Nebraska Ready* in elementary school.

#### ***3<sup>rd</sup> Grade-Reading to Learn Recognition***

The first milestone involves reading. By the end of third grade students are making a transition from learning to read to reading to learn. This transition is so crucial, students who have challenges with independent reading may be on a pathway to significant struggles throughout their school career.

#### ***4<sup>th</sup> Grade-Explore Your Nebraska***

#### ***5<sup>th</sup> Grade—Math or the Arts***

### ***Middle School Milestones:***

In middle school there are many important benchmarks of success to help prepare students to transition to high school, but the following are the foundation for *Nebraska Ready* in the middle school.

#### ***6<sup>th</sup> Grade-My Scientific Journey***

#### ***7<sup>th</sup> Grade-Language Arts or the Arts***

#### ***8<sup>th</sup> Grade-Algebra Ready***

### ***High School Milestones: Grades 9<sup>th</sup>-12<sup>th</sup>***

#### ***9<sup>th</sup> Grade High School Planning Recognition***

In eight and ninth grade students are introduced to the concept of high school and post high school planning.

## **10<sup>th</sup> Grade Post High School Financial Planning Tool**

### **11<sup>th</sup> and 12<sup>th</sup> Grade Nebraska Ready Graduation Requirements**

Up to this point, Nebraska Ready has been a series of activities that if completed, students receive Nebraska State Board of Education and Commissioner recognition. For the successful completion of the following components, students will receive a seal and certificate along with their high school diploma that indicates they are “**Nebraska Ready**”.

#### **Academically (College) Ready**

- Successfully complete Advanced Placement courses in English and math.
- Complete the English and Algebra programs in Ed Ready.
- Complete dual credit courses in college English or Math with a grade of “B” or better.

#### **Career Ready**

- Successfully complete at least one dual credit course, college course or courses that lead to career, technical or industry certification.
- Successfully complete one online course. This may be a high school course, college level course or a career focused course.

#### **Civic Ready**

- Participate in Service Learning

## **Nebraska Ready Development and Implementation Timeline**

### **2020/2021 School Year**

- Work with the State Board on the Conceptual Framework
- Develop a “Nebraska Ready” Team of key stakeholders to create an operational framework.
- Build out the framework for all components of Nebraska Ready.
- Integrate Nebraska Ready into the accountability framework.
- Seek input on design and framework components from key stakeholders.
- Secure Board approval.
- Work with pilot schools on implementing various components.

### **2021/2022 School Year**

- Establish recognition processes for elementary and middle school components of the recognition program with optional participation.
- Establish pilot processes for the class of 2022 Nebraska Ready diploma.

### **2022/2023 Full Implementation**

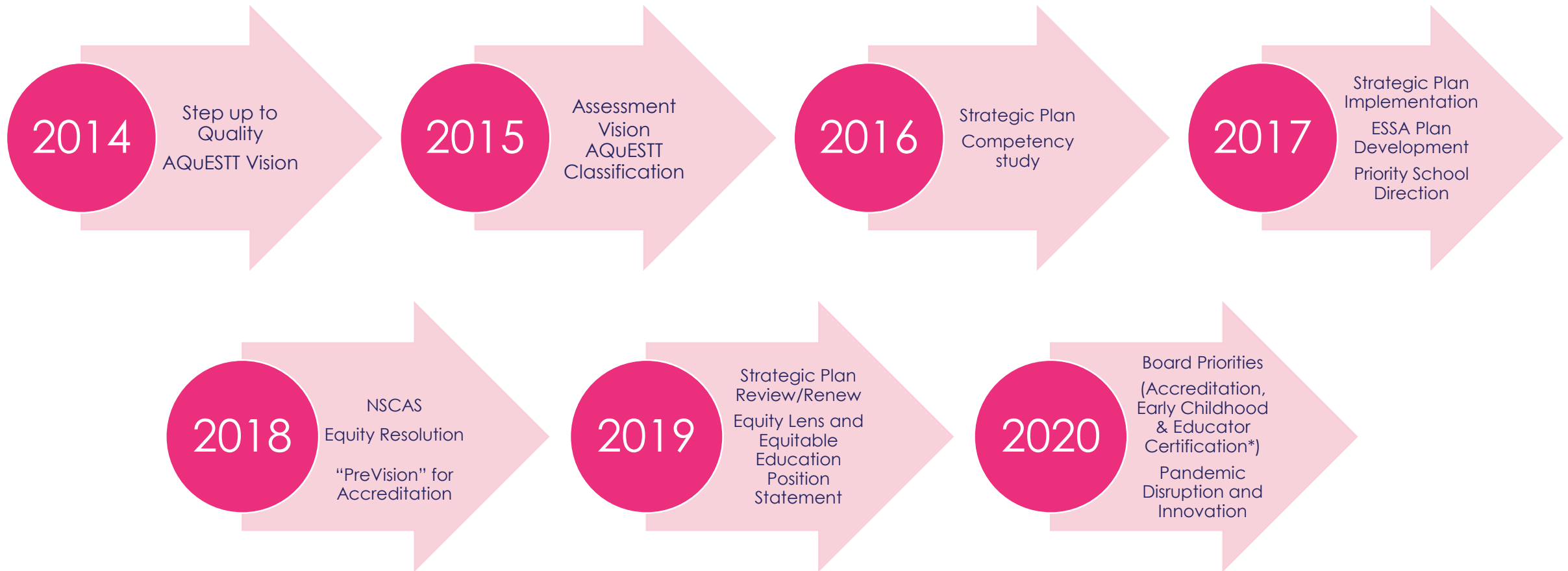
# DISRUPTION & INNOVATION

## Nebraska Ready: How can we build on the State Board strategic vision and direction?

Board Retreat Facilitation Guide  
Commissioner Matthew L. Blomstedt Ph.D.  
October 1, 2020

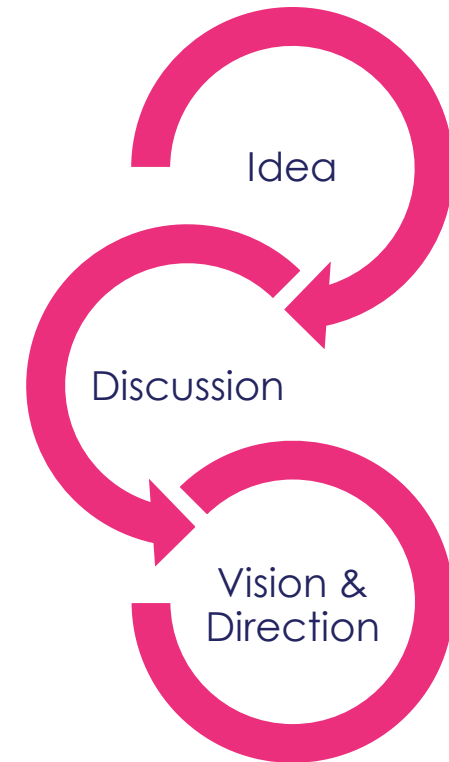


# Recent Board Policy Journey Highlights

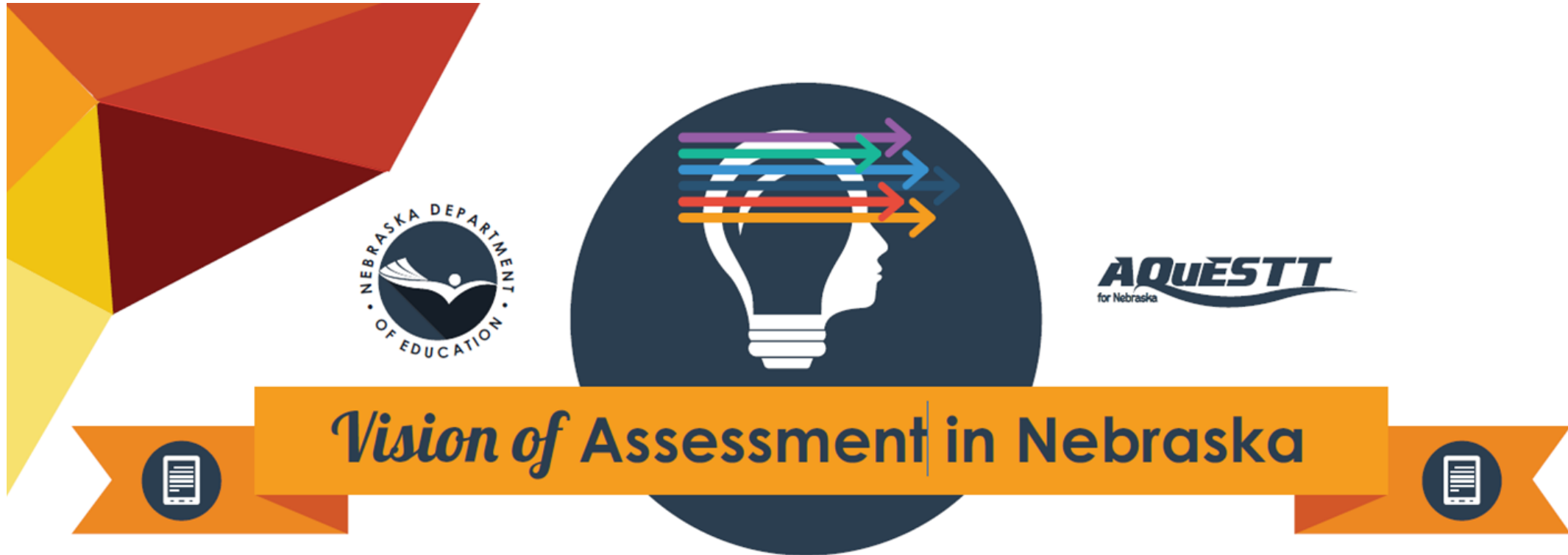


# Examples

- Accountability - AQuESTT
- Assessment
- Competency Study
- Strategic Plan
- Equity Lens
- Board Policy/Position Statement



# More Context... Assessment Path



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*"While annual accountability standardized testing has raised awareness of some of the problems schools face, it has done little to help us solve those problems. In that sense, it has let us down as a **school improvement** strategy."*

*– Richard Stiggins, Revolutionize Assessment: Empower Students, Inspire Learning*

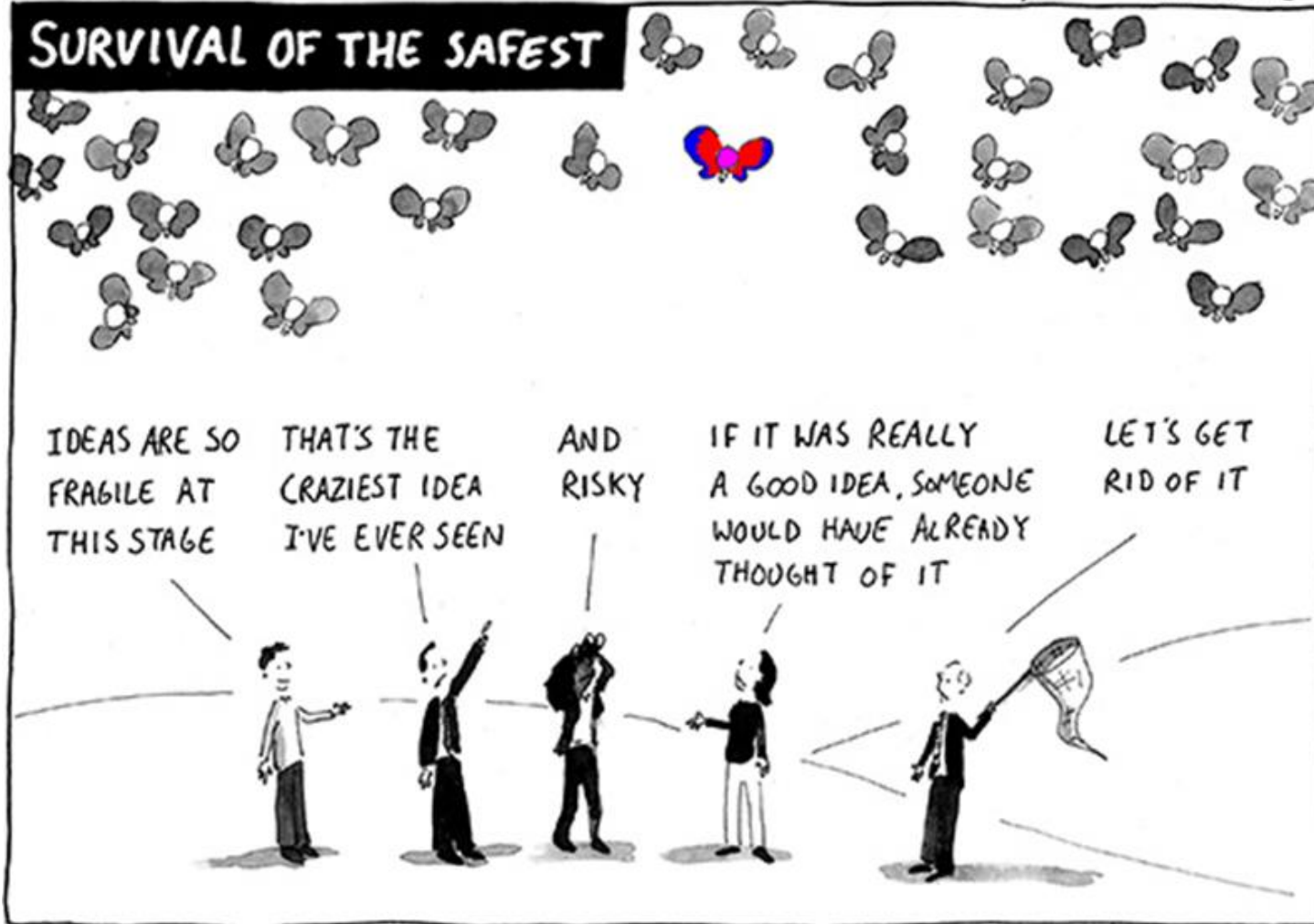
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# The nature of the “beast” ...

BRAND CAMP

by Tom Fishburne


## SURVIVAL OF THE SAFEST



© 2006

SKYDECKCARTOONS.COM

# Competency Study Example

 **Nebraska State Board of Education**  
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NEBRASKA  
COMPETENCYBASED EDUCATION

Updated 9.23.2016



# Key Context: Missing Links?



Strategic Plan



Student/Client  
Outcomes

# System vs. Student



- NDE System Role

- Approval, Accreditation, Accountability (3 Rules)
  - Does the Board generally concur this is the right direction?
- Standards -----missing link?----- Assessment

What we expect of the system & schools?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What we expect of the students?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# DISRUPTION & INNOVATION

## Discord and Discourse and Finding the Energy to Move Forward

Opening Comments by  
Commissioner Matthew L. Blomstedt Ph.D.  
July 29, 2020



# Nebraska Historical Threads

- Pandemics and Wars

- 1918 State Superintendent Report (W.H. Clemmons)

- War and pandemic disruptions

- Food security, prevent the spread of disease, women's suffrage, "standards of truth and principles of justice"
      - "More than ever before the present demands that we modify and enrich our courses of study, that we simplify our methods of instruction and that we define more accurately our aim and purpose in education."



**"Applied education and needs have taught us, not only why and wherein our civilization has practically broken down and why reconstruction is necessary, but also, it has pointed out some definite and specific things which have to do with the social, industrial, religious, economic, and educational life, and not alone of the schools but of the people as well." W.H. Clemmons, Nebraska Superintendent of Public Instruction 1918**

# Nebraska Historical Threads

- Pandemics and Wars

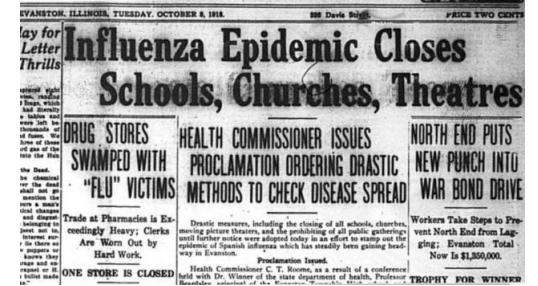
- 1918 State Superintendent Report (W.H. Clemmons)

- The Influenza

- “It has disorganized the schools and crippled the work everywhere. To make up, during the remaining part of the year, the time which has been lost, each district and community must judge for itself the best thing to do.”

- 50 Years prior and forecast

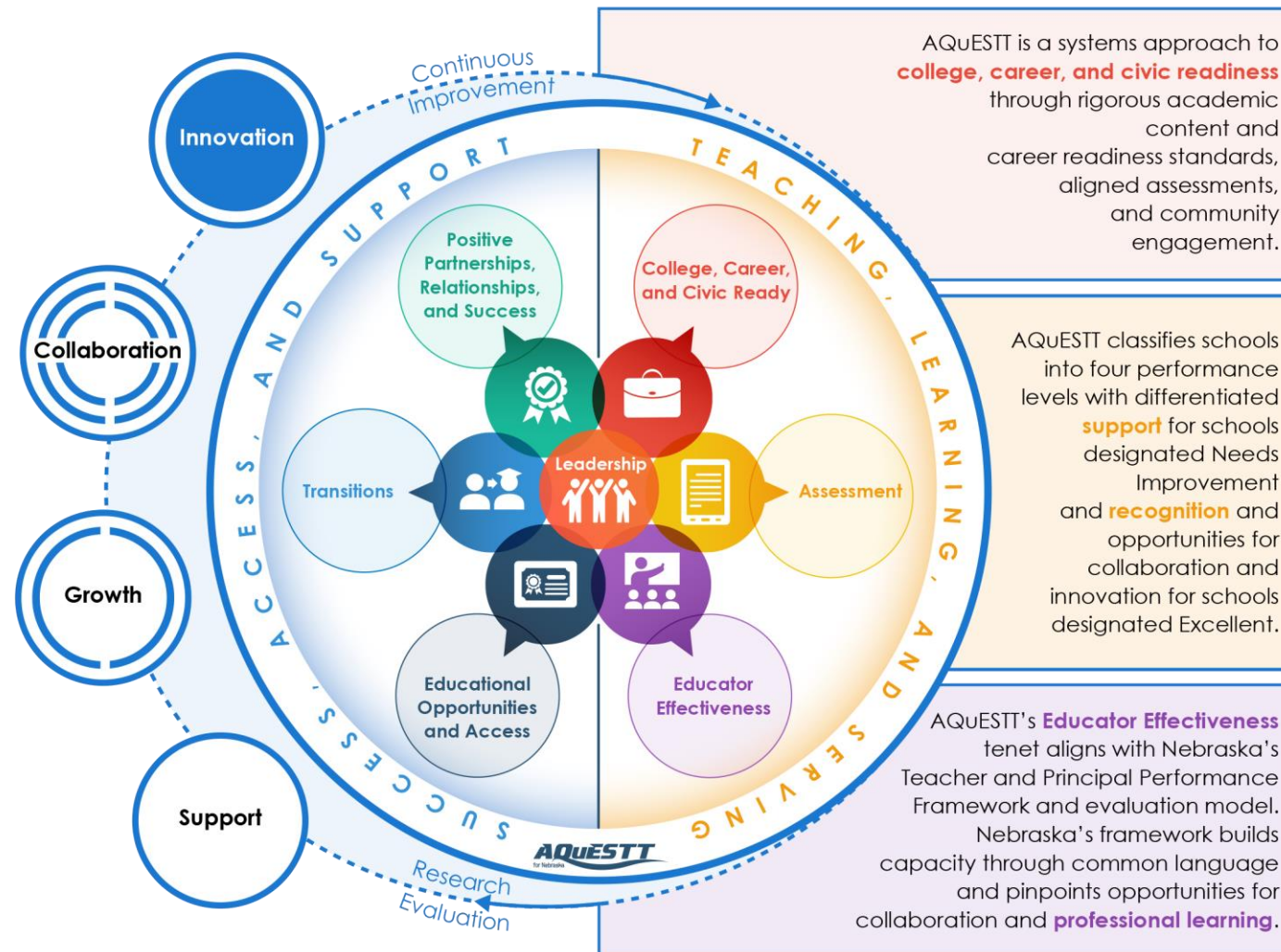
- “A boy or a girl who graduated from a good twelfth grade high school in May or June 1918 is no better prepared for the world of life and activity which lies between this year and 1968 than the father and mother were for the equal period between 1868 and 1918 when they had completed the eighth grade or its equivalent. ”



# More than ever before the present demands?

- A vigorous response and recovery the pandemic and crisis that afflicts the nation and the world;
- We affirm our aim and purposes of education; that our students are **Nebraska Ready**.
- An unmitigated focus on addressing inequity, challenging racism, and focus our collective efforts to improve educational circumstances and outcomes for all of our students;
- A promise, to make our students ready for their future and ours;
- To ensure students are engaged throughout their educational journey;
- That students are prepared for college, career, and civic life; to be prepared to actively participate in the next chapters of Nebraska's future;
- Fifty years from now our students can look back and say they were ready...they were **Nebraska Ready**.

# AQuESTT is a system theory of action



# But there is more to it about the individual student experience...



## SCHOOL ACCOUNTABILITY AND SUPPORT SYSTEM

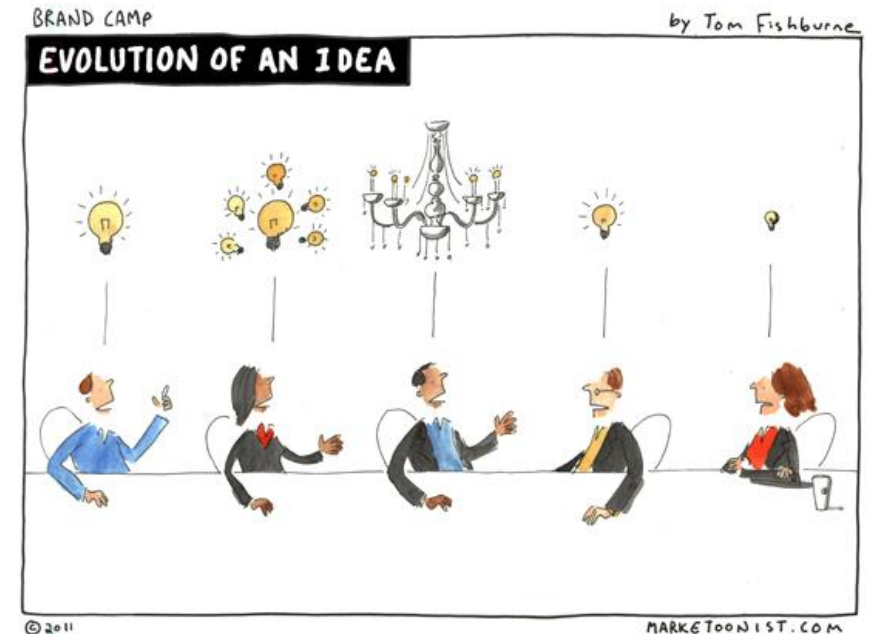


# What is Nebraska Ready?

- Policy vision to ensure that our system advances student-centered experiences
- The individual student “dimension” and perspective on the system that we have built
  - We want students to read by third grade, experience art, science, literature and cultural relevance etc.
  - We want students to be College, Career, and Civic Ready but we know a test doesn't do that for us...
- A promise to students that they will get what they need in the journey to be ready for their futures

# Nebraska Ready Discussion

- See discussion draft (ideas... remember the pretty butterfly)
  - Grade Level/Range milestones and recognitions
    - Examples but not all inclusive
    - Outcomes that are not simply assessment/test
  - Align with current expectations
    - Standards
    - Strategic Plan
    - Nebraska READS
    - Future Ready
    - College, Career, & Civic Ready
    - Others?



# Next Steps?

- Assign to Strategic Planning and Performance Improvement Committee?
- Identify/Refine key concepts
- Possible outcomes:
  - Study committee
  - Adjustments to the strategic plan
  - Position statement
  - Vision document
  - Alignment with current work
  - Influence on new measures and metrics for AQuESTT and rules and investments for more student centered approaches

