Innovation in Action:

State Pathways for Advancing Student-Centered Learning

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THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Innovation in Action: State Pathways for Advancing Student-Centered Learning

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Introduction

The Council of Chief State School Officers (CCSSO) is committed to supporting state education leaders as they build public education systems that prepare every child for college, careers, and life. To reach that goal, CCSSO routinely convenes state leaders to discuss emerging and pressing issues in their states. At one convening in 2009, a group of state chiefs surveyed the reform landscape and acknowledged the need for innovation in their state systems to reach the goal of college and career readiness for every student. The chiefs, in conjunction with CCSSO, committed to an ambitious goal of refocusing state systems to more directly support innovation toward student-centered learning environments.

CCSSO and the state chiefs developed the Innovation Lab Network (ILN) to share learning, drive collective action, and to create and scale student-centered learning environments. The ILN developed a framework, referenced as the ILN Policy & Implementation Logic Model (the Logic Model), to guide states as they explore unique pathways toward this shared vision. The Logic Model provides a set of policy and implementation considerations necessary for advancing student-centered learning at scale in ways that lead to improved outcomes in college, career, and citizenship readiness (CCCR).

This document provides an overview of the ILN vision and the Logic Model and provides examples of how state chiefs are using the Logic Model to put their vision into action.[1] What sets this work apart from other state policy frameworks is that a dozen states[2] around the country are actively leveraging this Logic Model to create coherent education systems that support learners as they prepare for college and careers. CCSSO and our key partners work with ILN states to define individual state goals, specific actions, and milestones for success for each of the Logic Model domains. As states set individual priorities, the shared framework allows CCSSO to look across states to identify areas for collaboration and collective action.

Therefore, as you read and use this resource, consider the pathways that your state can take to ensure responsive, student-centered learning environments for all students in your state. What can you do to put innovation in action?

The Innovation Lab Network's Vision for Next-Generation Systems

The work of the ILN began with the observation that the current education delivery model can be better optimized to meet the needs of all students. With support from CCSSO, leading states articulated a new vision for student-centered systems through a set of design principles for next-generation systems (Figure 1), referenced as the "ILN six critical attributes." These include

1 This framework will be accompanied by a forthcoming resource that further highlights state exemplars of policies and practices and illustrates the various strategies state leaders have employed to advance next-generation learning models that place the needs of students at the center.

2 Current Innovation Lab Network states include California, Colorado, Iowa, Kentucky, Maine, New Hampshire, Ohio, Oregon, Vermont, Virginia, West Virginia, and Wisconsin.

1) **World-class knowledge and skills:** Requires clear and high expectations for all students aligned with CCCR and integrates essential knowledge, skills, and dispositions that guide students' progression of learning from early childhood through secondary school.

2) **Performance-based learning** or competency-based education (CBE):[3] Puts students at the center of the learning process by enabling the demonstration of mastery based on high, clear, and commonly-shared expectations.

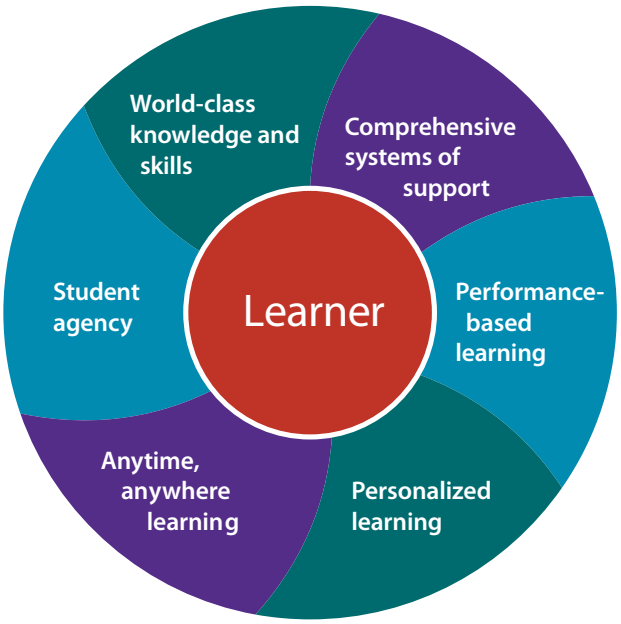
3) **Personalized learning**: Calls for a data-driven framework to set goals, assess progress, and ensure students receive the academic and developmental supports they need.

4) **Anytime, everywhere learning**: Provides learning experiences throughout a child's life beyond the boundaries of classroom walls and schedules and supported by technology-enabled solutions.

5) **Comprehensive systems of learning supports**: Addresses social, emotional, physical, and cognitive development along a continuum of services to ensure the success of all students.

6) **Student agency**: The deep engagement of students in directing and owning their individual learning and shaping the nature of the education experience among their peers.

Figure 1: The ILN's Six Critical Attributes



It's important to note how the attributes interact because they are symbiotic. World-class knowledge and skills, performance-based learning, and personalized learning comprise the core elements of a redesigned student-centered education system. The other attributes — anytime, anywhere learning, comprehensive systems of support, and student agency — play a critical support role to enable student-centered education systems.

Putting the Vision into Action: The ILN Logic Model

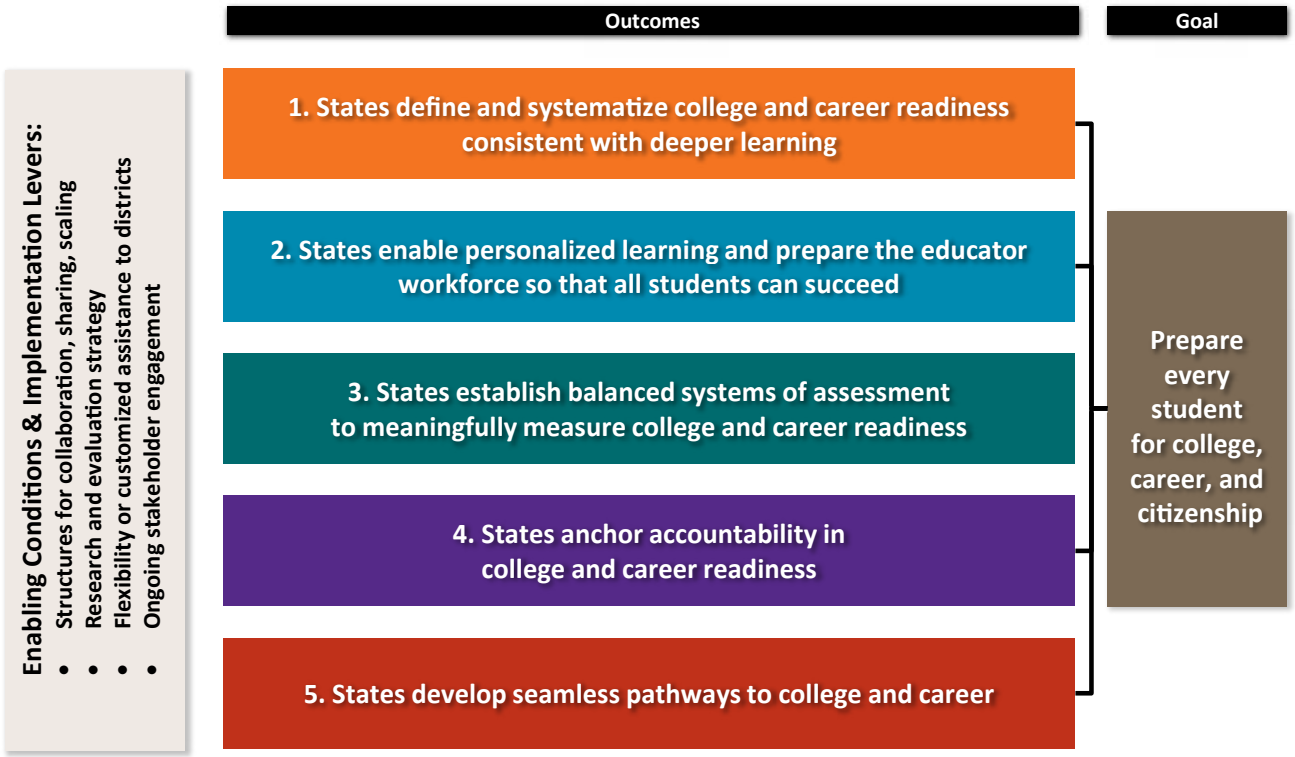
Achieving college and career readiness at scale requires significant and comprehensive changes in our education systems and continuous improvement. This change entails complicated and challenging work that requires action at all levels of the education system including local, state, and national; involves a large and diverse group of stakeholders; and impacts several moving pieces in education policy. The ILN Logic Model is a tool that provides structured guidance to states on how to shape their strategies for advancing student-centered learning and keeping those strategies aligned to the overall goal of preparing all students

3 CCSSO endorses the competency-based education (CBE) definition proposed by CompetencyWorks, which is available at http://www.competencyworks.org/about/competency-education/.

for college, career, and life. Moreover, the Logic Model represents a set of actions states can take to support and help scale successful locally-led innovations that embody the six critical attributes of student-centered learning that, in turn, result in transformative changes in the education system.

The ILN Logic Model was developed in partnership with Redstone Strategy Group and the William and Flora Hewlett Foundation, and reflects insights gathered from extensive interviews with state and local leaders, policymakers, stakeholders, and experts in the field.

Figure 2. The ILN Policy & Implementation Logic Model



The Logic Model is structured to include five domains on critical policy and areas — along with enabling conditions and implementation levers — that articulate the action steps and policy considerations necessary to advance student-centered learning. States must take coherent action in all five domains to strengthen the instructional core and build education systems that best reflect the attributes of student-centered learning including world-class knowledge and skills, performance-based learning, personalized learning, anytime and anywhere learning, student agency, and comprehensive systems of support. This may include specific efforts to remove barriers to local innovation and/or to promote action through policy, incentives, or technical assistance.

ILN state leaders work with CCSSO to translate their vision for educational transformation into priorities identified within Logic Model domains. States then identify specific actions or mechanisms for advancing those priorities, and milestones for tracking progress. By mapping diverse state priorities to a common Logic Model framework, CCSSO is able to identify areas of common challenges and high priority issues recurring among ILN states. With this information, the network can more effectively bring states together to collectively problem solve and strategize on how to best address those issues.

The Logic Model Domains

The sections below describe each domain of the ILN Logic Model in greater detail, and provide illustrative state examples.

The Goal: Prepare every student for college, career, and citizenship

For the ILN, the ultimate goal of transforming education is to create a system that prepares all students to become lifelong learners who succeed in college, career, and citizenship. This overarching goal is the focal point of the Logic Model. In order to achieve this goal, state leaders must establish a set of enabling conditions and implementation levers that support the scaling of promising innovative practices that lead to CCCR for all students.

Enabling Conditions & Implementation Levers

- Ongoing stakeholder engagement
- Research and evaluation strategy
- Structures for collaboration, sharing, and scaling
- Flexibility or customized assistance to districts

Ongoing stakeholder engagement: To achieve success and sustainability, policies must be supported by the communities they impact. Continuously engaging stakeholders such as teachers, students, parents, local businesses, and community-based organizations supports a culture of transparency and collaboration. Furthermore, these stakeholders can act as valuable resources that can help shape policies to be responsive to the concerns of local communities and they can become powerful advocates for innovative practices that yield positive results.

Research and evaluation strategy: In order for states to sustain changes beyond initial excitement and ensure that they are successful at scale, states should consider engaging research partners — including local universities, regional education laboratories, comprehensive centers — to help create and deliver on a research and evaluation strategy. States should consider how local and state-collected data, including state longitudinal data, might be leveraged to help determine the efficacy of innovations. In addition, states should consider how case studies and implementation studies can help communicate lessons learned to support adoption and implementation at scale.

Structures for collaboration, sharing, and scaling: In addition to establishing a research and evaluation strategy, states need to build structures that support collaboration, sharing, and scaling. These structures allow educators and leaders to work together — across school, district and state boundaries — to share best practices, collectively problem solve, and build a culture of innovation and continuous improvement. These structures allow policymakers to learn from local practitioners on how they can support and incentivize student-centered practices. These structures can take a variety of forms including online communities, regional cooperatives or networks, study groups, state and regional meetings, and networked improvement communities.

Flexibility or customized assistance: Schools often operate in a high-pressure and high-stakes environment, which discourages risk-taking and stifles creativity and innovation. New approaches to education require pressure-testing, adapting promising models to local contexts, shared learning, and constantly exploring ways to improve practice. States should provide flexibility and a safe space for schools to develop new approaches that will lead to better outcomes for students, especially in classrooms where traditional instruction and interventions have fallen short. Many states have passed policies that provide flexibility such as making the Carnegie unit[4] optional, but schools and districts need to be empowered and trained to take advantage of available opportunities. Providing customized assistance builds capacity in schools and districts so that they can better take advantage of the existing flexibilities.

In addition to these cross-cutting enabling conditions and implementation levers, the ILN Logic Model lists high level outcomes for each domain of policy and implementation. Each is broken down into a set of intermediate outcomes, or sets of action steps, listed below.

1. College & Career Readiness

States define and systemize college and career readiness consistent with deeper learning

A 21st century definition of college and career readiness should include a baseline for content knowledge, skills, and dispositions. High standards in content areas — including, but not limited to, the Common Core State Standards (CCSS) — are necessary to ensure that students can transition from high school into post-secondary education without the need for remediation. Education systems should also cultivate in students the skills — such as critical thinking, problem solving, and effective communication — and dispositions such as resilience, adaptability, and self-efficacy — to succeed in today's economy. Therefore, to transform our education system so that it truly prepares all students to succeed in college and career, states should consider the following:

a. Create institutional commitments to define college and career readiness as the knowledge, skills, and dispositions that result in deeper learning

b. Formally establish college and career readiness for every student as the goal of the education system

ILN leaders may use different policy levers and mechanisms to establish institutionalized commitments to define college and career readiness that are appropriate to their state's specific context and governance structures. States may need to go through their governing bodies such as the state board, governor's office, or legislature to adopt a formal definition. They may also incorporate the definition into mechanisms in place in their education system such as graduation requirements or Elementary & Secondary Education Act (ESEA) flexibility waivers.[5]

4 The Carnegie unit is a system used to award academic credit based on how much time a student spends in a classroom. More information on the Carnegie unit is available at http://edglossary.org/carnegie-unit/.

5 For more information on ESEA flexibility waivers, please see http://www.ed.gov/esea/flexibility.

State Highlight: Maine

The Maine Department of Education codified a robust definition of college, career, and citizenship through Maine's Learning Results[6] and Guiding Principles,[7] which include a set of standards in eight content areas and set of skills and dispositions all students need to succeed in the 21st century. The Maine Learning Results and Guiding Principles were further solidified when the legislature passed LD 1422 in 2012, which puts into place a proficiency-diploma for all students graduating after 2017. The proficiency-based diploma requires students to demonstrate mastery of the Maine Learning Results and Guiding Principles that can be demonstrated through performance-based tasks such as internships, portfolios, and capstone projects.

Related Enabling Condition & Implementation Lever: Ongoing Stakeholder Engagement

States are most successful in developing and adopting a definition of college and career readiness that motivates action when stakeholders are involved throughout the process. Policymakers should think about engaging stakeholders in both the development and the implementation of the definition. Stakeholders, which include teachers, parents, higher education, businesses, and community leaders, can help draft and vet the definition so that it's relevant to the state's context and reflects community values and priorities. In Maine, for example, the business community played a critical role in developing and supporting Maine's Guiding Principles because they have a vested interest in hiring graduates with those skills, such as effective communication and problem solving, necessary meet their workforce demands.

2. Personalized & Competency-Based Learning

States enable personalized learning and prepare the educator workforce so that all students can succeed

Education leaders are fundamentally changing teaching practices in schools so that educators can prepare all students with the knowledge, skills, and dispositions they need to succeed after high school. Leaders are exploring new classroom models that are personalized — meaning they set clear and high expectations for all students; adapt to students' unique learning styles and interests; and empower students to take responsibility over their education.[8] In addition, many state and local leaders are piloting or implementing competency-based education (CBE) systems, wherein students advance in school once they demonstrate that they have mastered a learning goal (often called competencies or standards), instead of simply advancing because they have accrued enough "seat-time" or reach a

6 The Maine Learning Results are standards in eight content areas; they were updated in 2011 to adopt the Common Core State Standards in mathematics and ELA.

7 The Maine Guiding Principles are parameters for instruction. They stipulate that a Maine high school graduate must be a clear and effective communicator; a self-directed and lifelong learner; a creative and practical problem solver; and an integrative and informed thinker. For more information, please see http://www.maine.gov/doe/proficiency/standards/guiding-principles.html.

8 For more information, see the approach taken by the Institute@CESA#1 for defining personalized education: http://www.cesa1.k12.wi.us/institute/designdevelop/personalized-learning.cfm.

certain age.[9] In CBE classrooms, students who excel in a subject can advance at a faster pace, while students who struggle receive uniquely tailored supports so they do not fall behind. In order to encourage and support the creation of these types of learning environments, state education agencies should establish the following conditions:

a. Students co-design learning, set goals, and map their progress

b. Students progress toward mastery and credentials based on competency

c. Students have multiple, anytime/anywhere, high-quality pathways to demonstrate progress and mastery

d. Students demonstrate progress toward college and career readiness through complex challenges

e. Educators and other adults provide personalized, competency-based learning

In order to set conditions that enable and incent personalized and/or competency-based learning environments, policymakers may need to remove policies that restrict innovative approaches and build the capacity of the education workforce to provide high quality instruction. An example of policies and actions that enable personalized learning are policies that lift requirements around the use of the Carnegie unit.[10] Other examples include implementing individualized learning plans that allow students and educators to track their progress and co-design their learning based on their learning styles, interests, and their life experiences; allowing flexibility in the school calendar and schedules to build time for teachers to collaborate; and providing ongoing professional development opportunities to support educators in the transition to these new learning models.

State Highlight: Wisconsin

In an effort to encourage innovation in their public schools, the Wisconsin Department of Public Instruction established a Credit Flexibility Workgroup to identify and examine the flexibilities available in state statutes and rules around the use of credits and seat time. The workgroup released a guide, "Fostering Innovation in Wisconsin Schools: Beyond Credits and Seat Time and Toward Innovative Practices that Lead to College and Career Readiness,"[11] to help districts explore different ways they can take advantage of existing flexibilities to support personalized learning and implement innovative approaches to CCCR. The Department of Public Instruction also collaborated with the Institute@CESA1, a regional collaborative charged with coordinating Wisconsin's ILN districts, to facilitate a webinar with local school and district representatives exploring flexibility opportunities to support innovation. Furthermore, as the need to prepare educators to thrive in personalized learning environments became apparent, the Institute @CESA1 created a program for educators that leads to a Personalized Learning Endorsement to complement their teaching license.

9 For more information, please see http://www.competencyworks.org/about/competency-education.

10 The Carnegie Foundation conducted a 50-State Scan of Course Credit Policies that lists which states have passed policies that provide flexibility around the use of seat time. The report is available at http://www.carnegiefoundation.org/blog/giving-credit-where-credits-due-a-50-state-scan-of-course-credit-policies/.

11 Available at http://cal.dpi.wi.gov/sites/default/files/imce/cal/pdf/fostering-innovation-credit-flexibility.pdf.

Related Enabling Condition & Implementation Lever: Structures for Collaboration, Sharing, and Scaling

Redesigning an education system to create personalized and competency-based learning environments requires educators to do their work in a radically different way, while also being responsive to the specific needs of a school's community. They key to supporting this change is keeping a constant focus on continuous improvement and building upon best practices that can be shared. Various structures for collaboration, sharing, and scaling allow educators and leaders in the field to work together to share successes, identify common challenges, and collectively create solutions.[12] *These structures also connect what is being learned in schools and districts to inform state action. Consequently, structures for collaboration allow state leaders to become more responsive to local needs. For example, the Institute@CESA1, which was designated by the state superintendent of public instruction as the coordinating entity for Wisconsin ILN sites, supports the implementation of personalized learning in Southeastern Wisconsin. Through CESA1's Personalized Learning Network, districts collectively work to design and implement personalized learning projects. CESA1 also collaborates closely with the Wisconsin Department of Public Instruction and other regional cooperatives to share best practices and build support for personalized learning.*

3. Balanced Systems of Assessment

States establish balanced systems of assessment to meaningfully measure college and career readiness

As state leaders and policymakers start creating personalized and competency-based learning environments, they need to build balanced systems of assessment that more effectively capture evidence of student mastery of the knowledge, skills, and dispositions they need to succeed. State systems of assessment directly impact classrooms because they both signal and incentivize educators to focus on the kinds of student outcomes that are assessed, and to tailor instruction based on assessment results. Therefore, states should consider building systems of assessment that go beyond a single summative assessment to incorporate richer and more authentic assessments, such as performance-based assessments, that encourage meaningful learning and provide feedback that helps improve instruction. To build balanced systems of assessments, states should consider the following:

a. Develop a comprehensive, multi-dimensional system of assessments to inform instruction, and consider the role of multiple forms of evidence of learning including assessments, performance tasks, portfolios, industry certifications, etc.

b. Use valid and reliable assessments to measure student progress against college and career readiness standards of at least mathematics and English language arts (ELA).

c. Assess student college and career readiness in areas beyond mathematics and ELA, including other subjects as well as cross-curricular skills and dispositions.

12 Structures for collaboration can take on many forms such as communities of practice, online learning communities, and regional or state cooperatives.

In order to design and build balanced systems of assessments, states should consider the role of local districts in determining what evidence of student learning is collected at different points and at what levels of the system, and whether flexibility exists for districts to propose or pilot locally-developed assessments. States also play a critical role in building professional capacity to support local leaders and educators in areas such as assessment literacy and how to use data from formative assessments to improve their instruction.

State Highlight: Oregon

The Oregon Department of Education (ODE) utilizes the Smarter Balanced assessments and the Oregon Assessment of Knowledge and Skills for required content areas. Additionally, they require local performance assessments of skills such as writing, speaking, mathematics, and scientific inquiry. These locally developed assessments must be aligned to the state content standards, embedded in the curriculum, and must provide an opportunity for students to learn and receive feedback on their progress.[12] As a part of this work to support a balanced assessment system, ODE partners with school districts and external organizations to build local assessment literacy and capacity. For example, ODE has developed statewide criteria for high-quality assessments[14] based on learning progressions.

Related Enabling Condition & Implementation Lever: Flexibility or Customized Assistance to Districts

With better assessments of college and career ready standards coming online, states are increasingly interested in determining additional measures of students' knowledge, skills, and dispositions that can be implemented to capture a more robust sense of what students know and are able to do. Several states are exploring the role that performance-based assessments (and other longer-term, more complex, student-driven demonstrations of learning) might play. While many of these methods are not new, the ability to be use them effectively and reliably at scale with the assistance of new technology is being piloted in leading classrooms, schools, and districts in several states. States, therefore, should consider the extent to which leading-edge districts can be afforded flexibility – or even, relief from existing statewide summative assessments – to continue to field test more innovative approaches to assessment. At the same time, states should consider what customized supports can be provided as well as what parameters or non-negotiables should be set up to guide local development.

13 More information is available at http://www.ode.state.or.us/wma/teachlearn/testing/resources/local-performance-asmt-requirement.pdf.

14 More information is available at http://www.ode.state.or.us/search/page/?id=512.

4. Aligned Accountability

States anchor accountability in college and career readiness

Accountability systems can inadvertently incentivize a narrow focus on summative assessments that do not necessarily capture the full range of desired student outcomes. As states implement personalized learning environments and establish balanced systems of assessment, accountability systems must also shift to be anchored in college and career readiness so that educators and schools are held accountable to deeper learning outcomes. To align accountability systems to college and career readiness, states should consider the following:

a. Support data collection and reporting by providing (or supporting local implementation of) longitudinal data systems that can incorporate data from multiple forms of assessment and provide information on whether students are "on track"
b. Tie accountability determinations to multiple measures of student progress, integrating data from various forms of assessment, some of which may be locally-determined
c. Tie accountability determinations to postsecondary outcomes, integrating data related to placement, retention, and success from higher education and workforce data sources
d. Implement accountability and/or public reporting systems that represent multiple indicators of student progress toward college and career readiness and deeper learning outcomes through a multiple-measure dashboard
e. Align systems of supports and interventions and continuous improvement processes, such as school quality reviews, with multiple indicators of student progress toward college and career readiness and deeper learning outcomes
f. Align systems of educator capacity development and evaluation with multiple indicators of student progress toward college and career readiness and deeper learning outcomes

Each state has a unique governance structure that shapes the design of its education accountability system. As such, states must align their accountability systems to incentivize and encourage deeper learning environments and drive continuous improvement. Examples of state policies and actions include realigning public reporting systems to include multiple measures; engaging postsecondary and workforce stakeholders in collecting and/or reviewing accountability data and developing improvement plans; and sponsoring pilot initiatives to determine how multiple forms of evidence of student learning can contribute to accountability calculations.

State Highlight: New Hampshire

The New Hampshire Department of Education is piloting an initiative as part of its accountability redesign efforts with the goal of constructing an accountability model that is driven by continuous improvement, rather than by compliance. Most notably, New Hampshire's Performance Assessments for Competency-Based Education (PACE) pilot initiative will use both common validated performance-based assessment tasks and locally designed assessment tasks that target state-defined model competencies in the area of knowledge, skills, and work-study practices along with Smarter Balanced interim and grade-span summative assessments. This pilot, which has been approved by the U.S. Department of Education, will explore ways New Hampshire can incorporate more meaningful methods of assessing student learning and college and career readiness while ensuring high and equitable outcomes for all students.

Related Enabling Condition & Implementation Lever: Research & Evaluation Strategy

Education leaders must place a strong emphasis on accountability because it is a tool that helps education leaders ensure all students receive an enriching educational experience that allows them to thrive as lifelong learners after high school — particularly students that encounter systemic barriers such as poverty that often prevent them from succeeding. As state education leaders and policymakers work to transform student learning experiences, they must establish a strategy for evaluating their work and ensuring that that changes lead to positive outcomes for students. For example, policy changes with good intentions can sometimes create unforeseen consequences. A research and evaluation strategy allows policymakers to create proof points of effective practices in teaching and learning that can be linked to improved outcomes for all students and allow space for leaders to build on lessons learned. Strong accountability systems for college and career readiness create a culture of continuous improvement instead of a compliance-based education environment. The New Hampshire PACE pilot is designed with this goal in mind. Student progress will be assessed through high quality performance assessments, but they will also be validated through standardized state assessments in benchmark years, and through an ongoing quality review process with the state and participating districts. Through these processes, the pilot schools and districts will compile, report, and review evidence on whether the pilot initiative is working to improve outcomes for all students. Where necessary, adjustments will be made.

5. Seamless Pathways

States develop seamless pathways to college and career

To ensure that all of these state actions drive toward college and career readiness in real and meaningful ways, states should work with key partners and stakeholders to ensure students can transition successfully to post-secondary education and the workforce. In order to ensure seamless pathways for students, states should consider the following:

a. Engage post-secondary and workforce systems to endorse and incent the K-12 definition of college and career readiness

b. Ensure successful transitions from K-12 to post-secondary learning and work by engaging higher education and workforce stakeholders to align admissions, placement, and hiring decisions with college and career ready assessment data and/or high school diplomas and transcripts

c. Provide flexibility and support accessibility for students to earn post-secondary credits and vocational certificates before graduation

Examples of how states can work with higher education and the workforce to ensure seamless transitions for students include providing accelerated learning opportunities and dual credit options; ensuring that credits and certificates awarded to students have value and transferability to higher education institutions and workforce institutions; and engaging with the business community to ensure that learning aligns with workforce demands.

State Highlight: Iowa

Following the recommendations outlined by the Competency-Based Task Force in 2013,[15] the legislature directed the Iowa Department of Education to establish the Iowa CBE Collaborative to engage in collaborative inquiry to investigate, develop, and implement competency-based educational pathways for their students and create a framework to guide the statewide implementation of CBE. This collaborative is comprised of district representatives, Iowa Department of Education representatives, and other key stakeholders including institutions of higher education. Iowa made the intentional decision to invite institutions of higher education to participate in the planning and design of a competency-based framework to ensure that students who graduate from competency-based classrooms are not disadvantaged when they pursue postsecondary education opportunities.

Related Enabling Condition & Implementation Lever: Ongoing Stakeholder Engagement

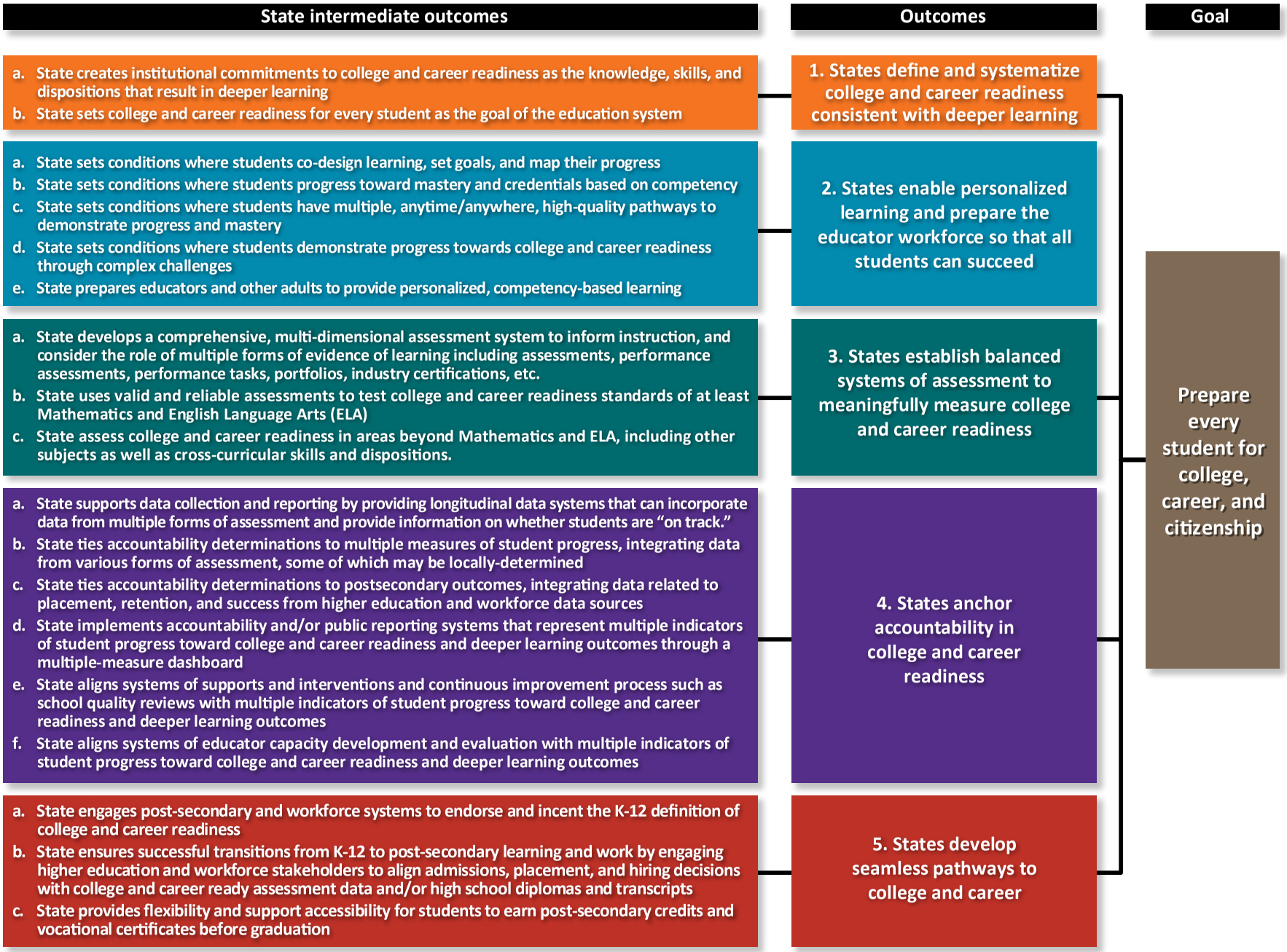
Stakeholders such as the business community can become partners that help design relevant and applicable learning experiences. They can also become strong advocates for policy changes that support and scale innovative student-centered practices in schools. In order to advance the policy and implementation actions outlined in the Logic Model Domains, stakeholders can become critical friends, thought partners, and influencers to state governing bodies.

Conclusion

The work of innovative states to improve teaching and learning is ongoing and constantly evolving. As states pave the way toward student-centered education systems, they encounter new questions, challenges, and develop new solutions. Consequently, they are generating a wealth of best practices and lessons-learned that can inform the thinking beyond state lines. The ILN Logic Model helps frame the conversations around a shared understanding of how state actions can support systems transformation. Furthermore, by using the Logic Model, the ILN is able to trace lessons learned and best practices back to a series of short-term outcomes driving toward longer-term aspirational goals, as delineated in Figure 3 below. The ILN aspires to translate the work of leading states into tools and resources that will help other states begin their journey toward student-centered education transformation.

15 Available at https://www.educateiowa.gov/sites/files/ed/documents/CompBasedTaskForceFinalReport.pdf.

Figure 3. The ILN Policy & Implementation Logic Model with Intermediate Outcomes



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