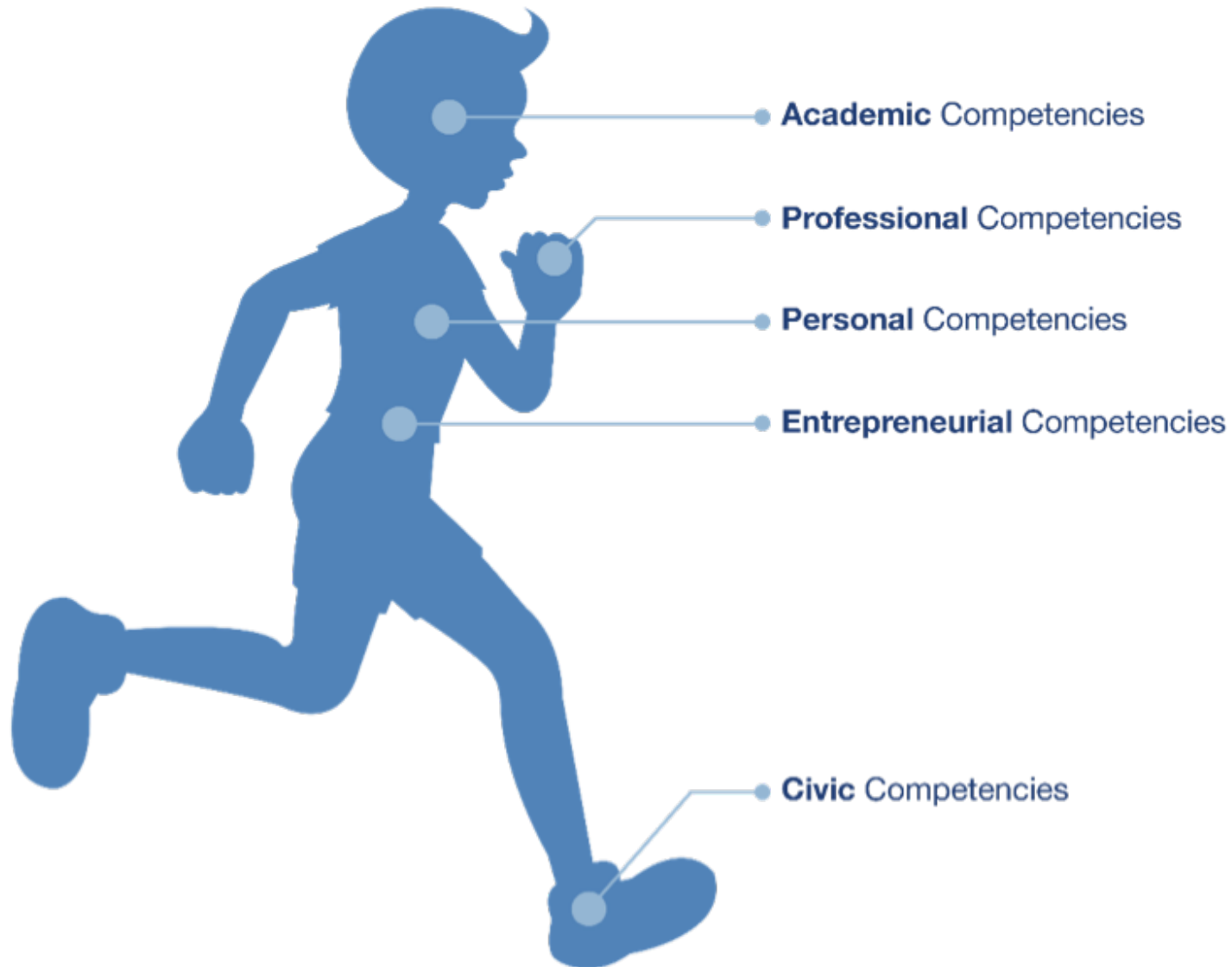


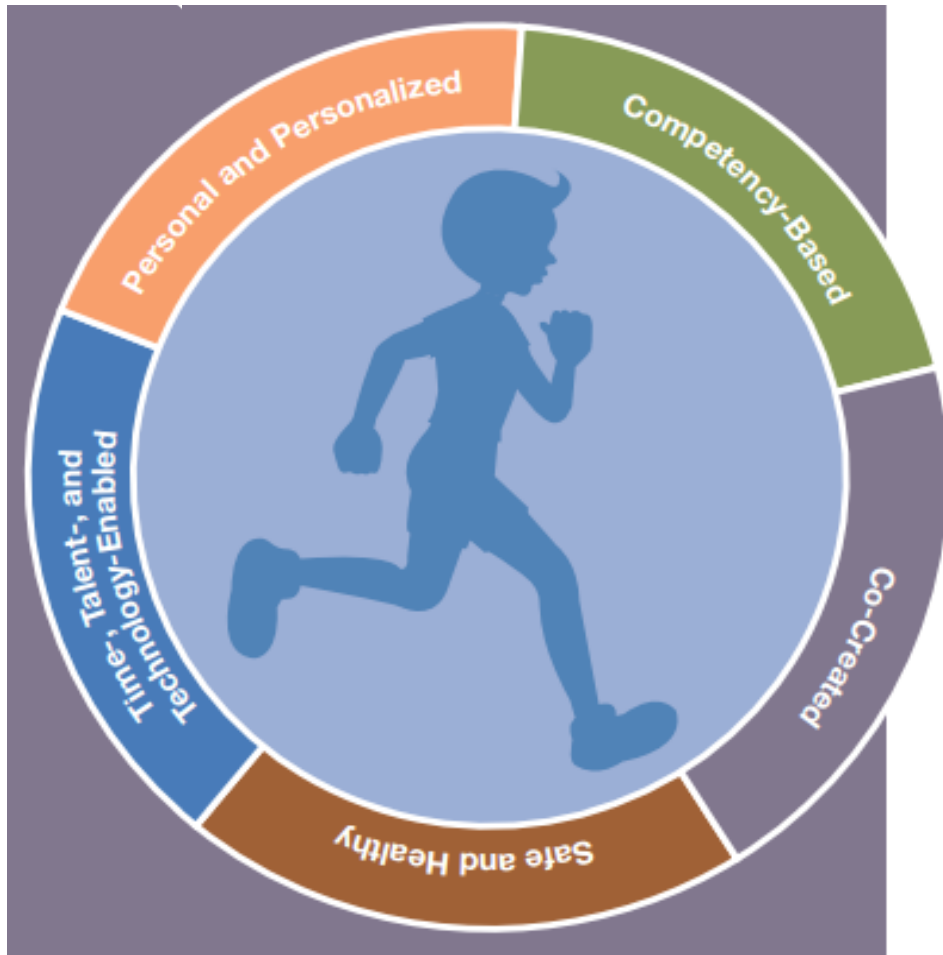
NEXT GENERATION LEARNING STUDENT OUTCOMES



- **Academic competencies**, including: math skills, literacy skills, and critical thinking skills
- **Professional competencies**, including: ability to manage time, collaborate with others, and independently learn new things
- **Entrepreneurial competencies**, including: the ability to manage professional risk, make interesting connections, and learn from failure
- **Personal competencies**, including: deep knowledge of self that students can use to make good decisions that play on their strengths
- **Civic competencies**, including: drive to contribute as a member of the community and the workforce



NEXT GENERATION LEARNING ENVIRONMENT CHARACTERISTICS



- **Personal and Personalized:** Educators use a variety of data, approaches, partners, schedules, and media to best meet the needs of each student.
- **Competency-Based:** Students' progress is based on assessed mastery of learning rather than seat time and grade level.
- **Co-Created:** Students play an active role in shaping their learning and own their educational outcomes.
- **Safe and Healthy:** Students are supported in maintaining active lives and in building self-awareness, confidence, and advocacy skills through safe, welcoming, and healthy learning environments.
- **Time-, Talent-, and Technology-Enabled:** Time, talent, and technology are redesigned to maximize support for instructional priorities.



NEXT GENERATION LEARNING ENVIRONMENT CHARACTERISTICS

Current		Next Generation
School- and grade-based	→	Personal and personalized
Seat time	→	Competency-based
Teacher-driven learning	→	Co-created
Culture is secondary	→	Safe and healthy
Time-, talent-, and technology-driven	→	Time-, talent-, and technology-enabled



NEXT GENERATION LEARNING SYSTEM CHARACTERISTICS

Current		Next Generation
Risk averse	→	Manages risk through learning agenda
Narrow focus of accountability	→	Holds schools accountable for all next gen outcomes
Centralized decisions	→	Co-created
Students and teachers organized into cohorts	→	Organized to be responsive to individual students
Driven by historical schedules and structures	→	Driven by learner needs



NEXT GENERATION LEARNING & GRADUATION GUIDELINES

In May 2013, the State Board of Education adopted a new set of Graduation Guidelines which create a positive incentive to shift systems toward personalized learning.

The Guidelines:

- Focus on competency-based requirements rather than seat time
- Provide students with a menu of options to demonstrate readiness (portfolios and capstone projects), rather than a single exit exam
- Promote multiple pathways for student learning Reinforce the next generation learning student outcomes



NEXT GENERATION LEARNING & GRADUATION GUIDELINES

The Guidelines outline minimum components, expectations, and responsibilities for local districts to meet or exceed to support student graduation from high school. We find it helpful to think about them in two categories:

Student competencies required for graduation	Structures to support student competencies
<ul style="list-style-type: none">• Must state the minimum academic competencies needed for students to demonstrate postsecondary and workforce readiness and the types of measurements used• Must include student demonstrations of 21st century skills in addition to attainment of minimum academic competencies (incl. critical thinking and reasoning, information literacy, collaboration, self-direction, and invention)• Must include successful completion of the Individual Career and Academic Plan (ICAP)• Must align with the postsecondary and workforce readiness definition adopted in 2009• Must align with Colorado's Academic Standards, English Language Proficiency Standards, and Career and Technical Education (CTE) standards	<ul style="list-style-type: none">• Must allow students multiple, equally rigorous and valued ways to demonstrate competency of the knowledge and skills necessary for postsecondary education and meaningful careers• May permit students longer or shorter time to earn their diploma• Should acknowledge the importance of world languages, comprehensive health, physical education, music, dance, performing arts, visual arts, and CTE in strengthening student learning in other subjects and in supporting students' ability to succeed in the 21st century• Beginning no later than 6th grade, districts must provide information to students and families about graduation requirements

