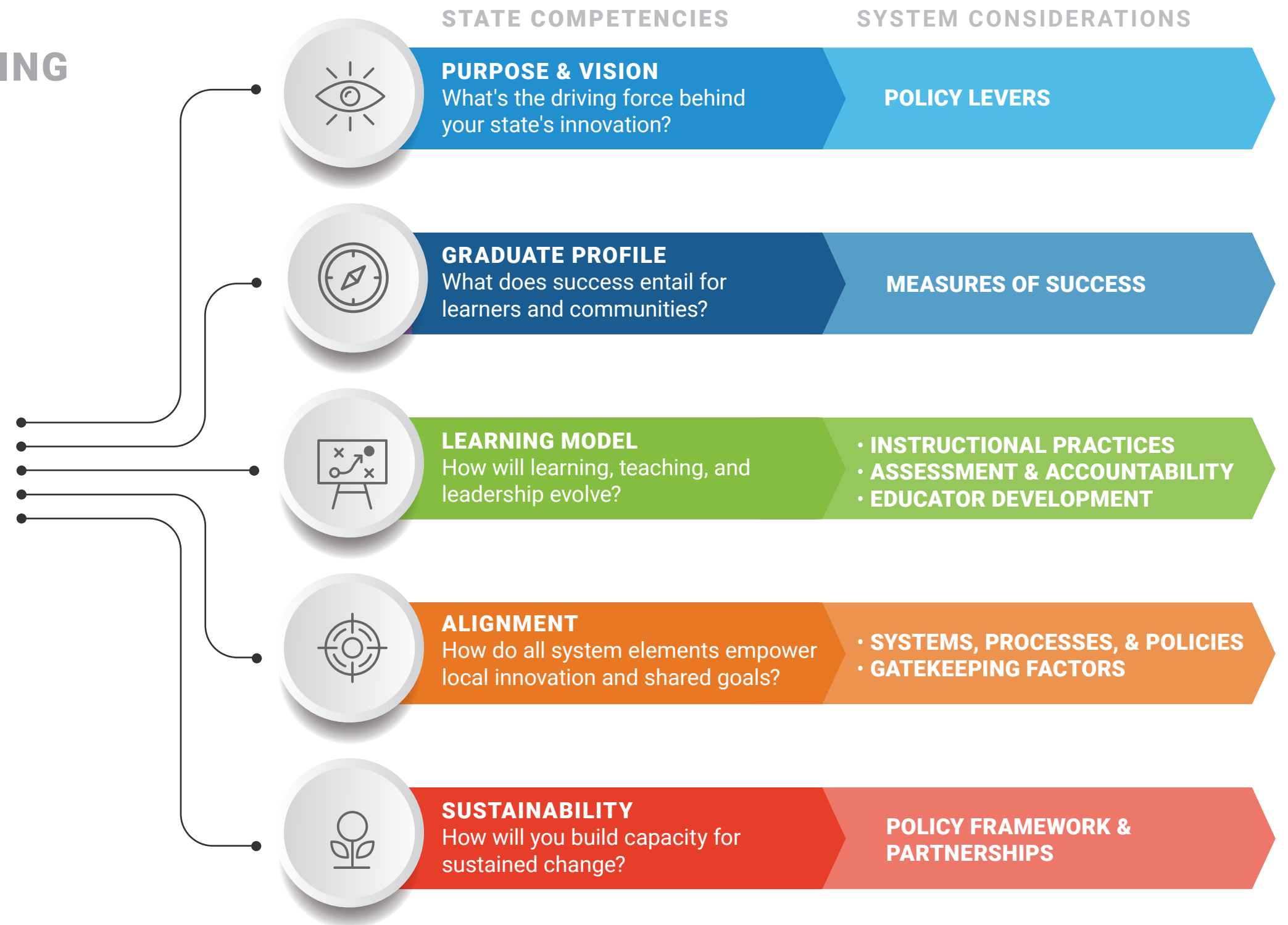


# DRIVING CHANGE FROM THE INSIDE-OUT STATE SYSTEMS APPROACH TO CREDENTIALING COMPETENCY-BASED LEARNING



## KEY INTERFACES: INTERCONNECTED DECISIONS

State systems include multiple players; decisions in one area influence actions in another.

- K12 ↔ Higher Education
- K12 ↔ Workforce / Employers / Hiring Managers
- K12 ↔ Higher Education ↔ Workforce
- Local Boards of Education ↔ State Board of Education ↔ State Legislature

# STATE JOURNEY TO MASTERY LEARNING



## PURPOSE & VISION

What's the driving force behind your state's innovation?

- Deep Community Engagement
- Continuous Learning with Adaptive Timeframes
- High-Quality Learning for All
- Schools as Leaders
- Community Strength Through Education



## GRADUATE PROFILE

What does success entail for learners and communities?

- Community-Driven Vision of Success
- Vision-System Integration
- Competency-Based Learning Records
- Diverse Perspectives in Co-Design Process



## LEARNING MODEL

How will learning, teaching, and leadership evolve?

- Competency-Informed Instructional Design
- Student Agency and LEA Autonomy
- Flexible and Community-Validated Assessments
- Shared Vision for Learning and Teaching
- Prioritized Community Partnerships for Learning
- Anywhere, Anytime Learning



## ALIGNMENT

How do all system elements empower local innovation and shared goals?

- Equity-Based Accountability and Support Systems
- Success Pathways
- Growth and Adaptive Mindset
- CBE-Driven Policy Decisions
- Culture of Feedback
- Community-Validated School Quality



## SUSTAINABILITY

How will you build capacity for sustained change?

- System-Level Capacity Building
- Reflective and Strategic Iteration
- Network Effects
- Flexible, Equity-Driven Policy Framework

## ACKNOWLEDGEMENTS

Developed with support from the Walton Family Foundation, this framework was designed to guide state agencies and policymakers in implementing competency-based learning and credentialing statewide. It aligns with and builds off MTC's original [K-12 Journey to Mastery Learning framework](#), and draws from Utah's experience as reflected in [People, Practice, and Policy: How Utah Turned the Portrait of a Graduate into a Powerful Lever for Systems Change](#).

