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

STATE COMPETENCIES

PURPOSE & VISION
What’s the driving force behind your state’s innovation?

SUSTAINABILITY
How will you build capacity for sustained change?

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

LEARNING MODEL
How will learning, teaching, and leadership evolve?

GRADUATE PROFILE
What does success entail for learners and communities?

POLICY FRAMEWORK & PARTNERSHIPS

SYSTEM CONSIDERATIONS

INSTRUCTIONAL PRACTICES
ASSESSMENT & ACCOUNTABILITY
EDUCATOR DEVELOPMENT
SYSTEMS, PROCESSES, & POLICIES
GATEKEEPING FACTORS

POLICY LEVERS

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
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.