Nevada's Commission on Innovation and Excellence in Education

April 23, 2024

NCEE

Goals for Today

Consider different possible futures and their implications for Nevada's education policy design and youth.

Participants explore global trends and plausible future scenarios in more depth. In doing so, they consider implications for Nevada's education policy. They develop the ability to stress-test whether policy proposals are sufficiently bold and future-forward.

Introduce Commission Subcommittee structure and associated policy areas

Participants meet for the first time in Subcommittees. They will leave with a clear understanding of their role, responsibilities, timeline and next steps for developing policy as a Subcommittee and how information will be shared across Subcommittees.

Chart the path forward

Participants can describe what success looks like for this Commission: What does success mean for our state and our youth? They understand how they will undertake the work of policy analysis and development to achieve those aims.

Why Break into Subcommittees?

| Review existing studies, recs, and examples of their policy area | Identify gaps and opportunities for growth in existing studies and recommendations | Draft potential new policy recommendations to be stress tested with full Commission | Consider full Commission feedback on those recommendations | Revise recommendations as needed |

Recommended Schedule of Future Commission & Subcommittee Meetings

Subcommittee Meetings
May 2024

Subcommittee Meetings
Late July/ Early August 2024

Subcommittee Meetings
October 2024

Subcommittee Meetings
Early 2025

June 4, 2024
Commission Meeting

August 28, 2024
Commission Meeting

December 10, 2024
Commission Meeting

Membership of Subcommittees

SUBCOMMITTE 1: Proficiency-Based Learning		SUBCOMMITTEE 2: Next Generation Career Pathways		SUBCOMMITTEE 3: Portrait of World-Class Teacher Subcommittee		SUBCOMMITTEE 4: Measuring What Matters
Anthony Nunez (Chair)		Dr. Mariluz Garcia (Chair)		Marilyn Dondero Loop (Chair)		Erica Mosca (Chair)
Dr. Gregory Koenig		Teresa Dastrup		Elysia Byrd		Patricia Charlton
Paul Johnson		Maite Salazar		Jhone Ebert		Tim Hughes
Kali Fox Miller		Dr. Robin Titus		Roberta Lange		Sean Parker
Malinda Riemersma		Joyce Woodhouse		Dr. Angie Taylor		Tina Quigley
Nicole Rourke		Peter Zierhut				Amy Stephenson
Alexa Walsh (Student NYL Rep)						Adam Young

Topics of Subcommittees

1. Proficiency Based Learning

This subcommittee will make recommendations aimed at transitioning NV to a system where all students move on when ready, to pathways that are meaningful and rewarding for them, with no dead ends. This means examining topics to include:

- Implementation of the NV Portrait of a Learner and Nevada Network
- Standards & curriculum
- How to measure future-ready competencies
- Learner-Centered Assessment
- High school redesign options (what will HS look like) and graduation requirements
- The design of the high school diploma
- Necessary complimentary action by post-secondary institutions

2. Next Generation Career Pathways

This subcommittee will make recommendations aimed at ensuring that NV's career pathways are preparing Nevada learners for jobs today and tomorrow and to learn for life, and that quality pathways and exploratory opportunities are available to all Nevadans. Topics will include:

- Apprenticeship
- Work-based learning
- CTE pathways
- High school redesign options and graduation requirements
- Credentialing
- Implications for high school diploma
- The role of employer partnerships
- CTE governance
- The role of intermediaries
- Capacity building for CTE educators and partners

Topics of Subcommittees

3. Portrait of a World-Class Teacher
This subcommittee would make recommendations aimed at ensuring that all Nevada's teachers are future-forward, strategic and adept at facilitating the kind of learning experiences needed to realize the Nevada Portrait of a Learner. Participants will investigate what knowledge, skills, and experiences teachers need and make systemic recommendations to ensure that teachers develop them. More specifically, they will explore:

- The future of teacher preparation apprenticeship, certification, and induction
- Continuing career progressions and other career development opportunities
- Lifelong professional learning opportunities

Measuring What Matters
This subcommittee would make recommendations aimed at ensuring that Nevada's K-12 system is focused on measuring what matters for ensuring success for every student, setting fair and clear targets and expectations for the growth of the system, ensuring equity and providing targeted support to those that need it. It will also focus on communicating a clear and compelling storyline about public education to Nevadans; ensuring that the data systems that communicate that message are clear, transparent, and navigable; and assessing whether the message reaches a broad, diverse and representative set of stakeholders (communities, families, policymakers, learners, the country as a whole). Topics would include:

- System, district, and school-level metrics
- Accountability and oversight
- Support for struggling districts and schools
- Data transparency
- Dashboards and other communications tools
- Stakeholder analysis
- Public communications

Anticipating the Future Workshop

April 23, 2024

NCEE

This session's agenda:

- Welcome and warm-up: future-thinking
- Small group work:

Round 1: Current expectations and global megatrends

Round 2: Scenarios for the future of education: discussing consequences

Round 3: Implications for action
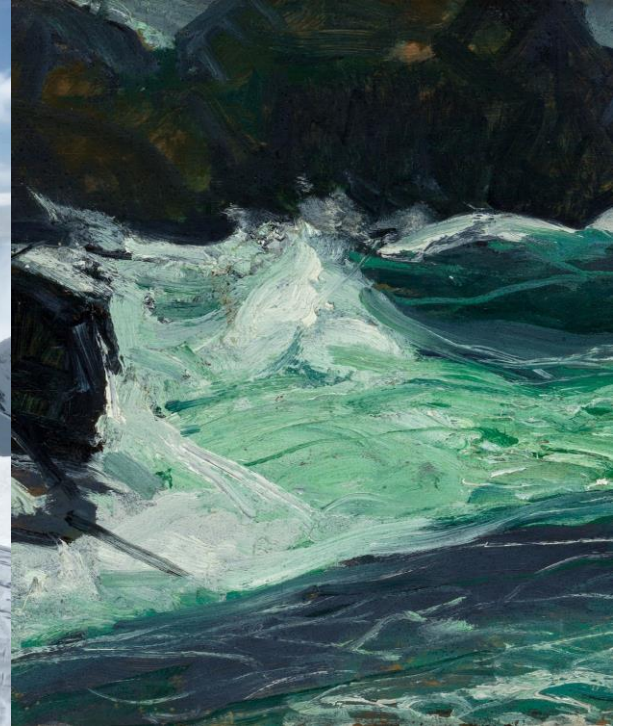
Main uses for strategic planning

Better anticipation
(identifying new opportunities and challenges)
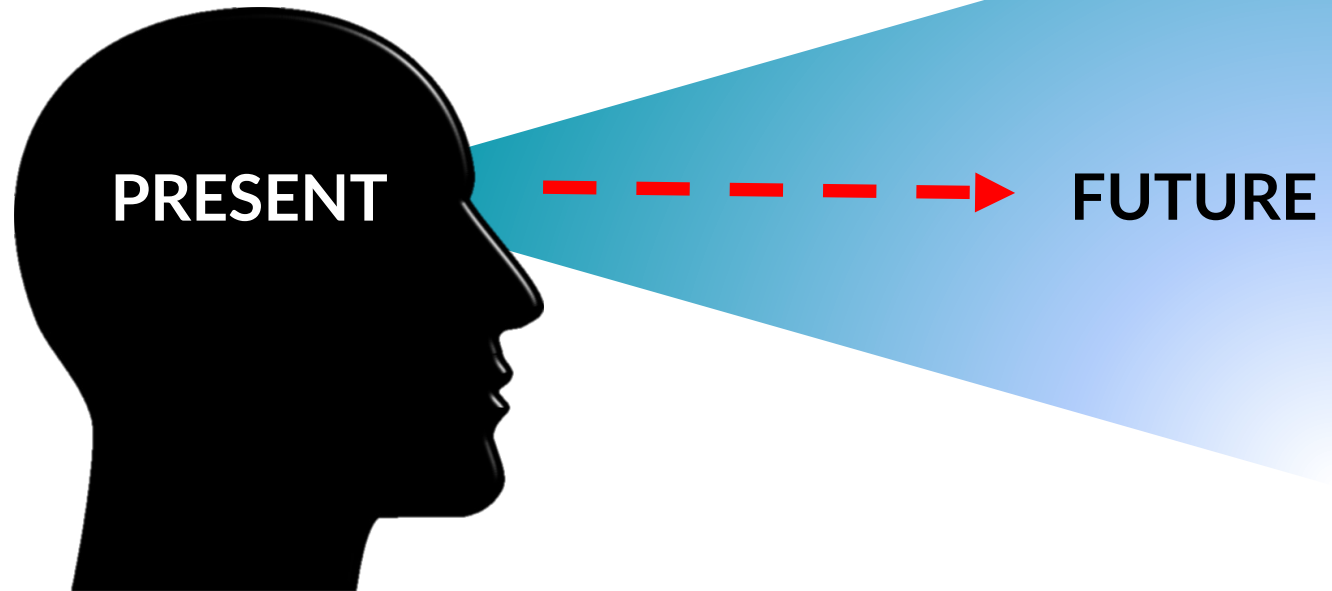
Policy innovation
(broadening options, setting direction, creating the plan)

Future fitness
(testing adaptive, no-regrets policies)

How is foresight different?

We can't know everything about the future; fortunately we don't need to

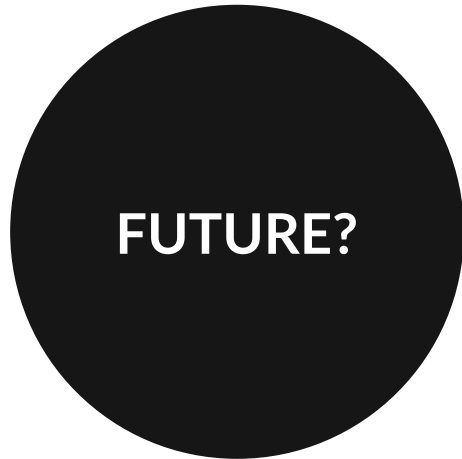# Policy making usually assumes an 'expected future'

PRESENT

FUTURE

Using an 'evidence base' means relying on knowledge from the past
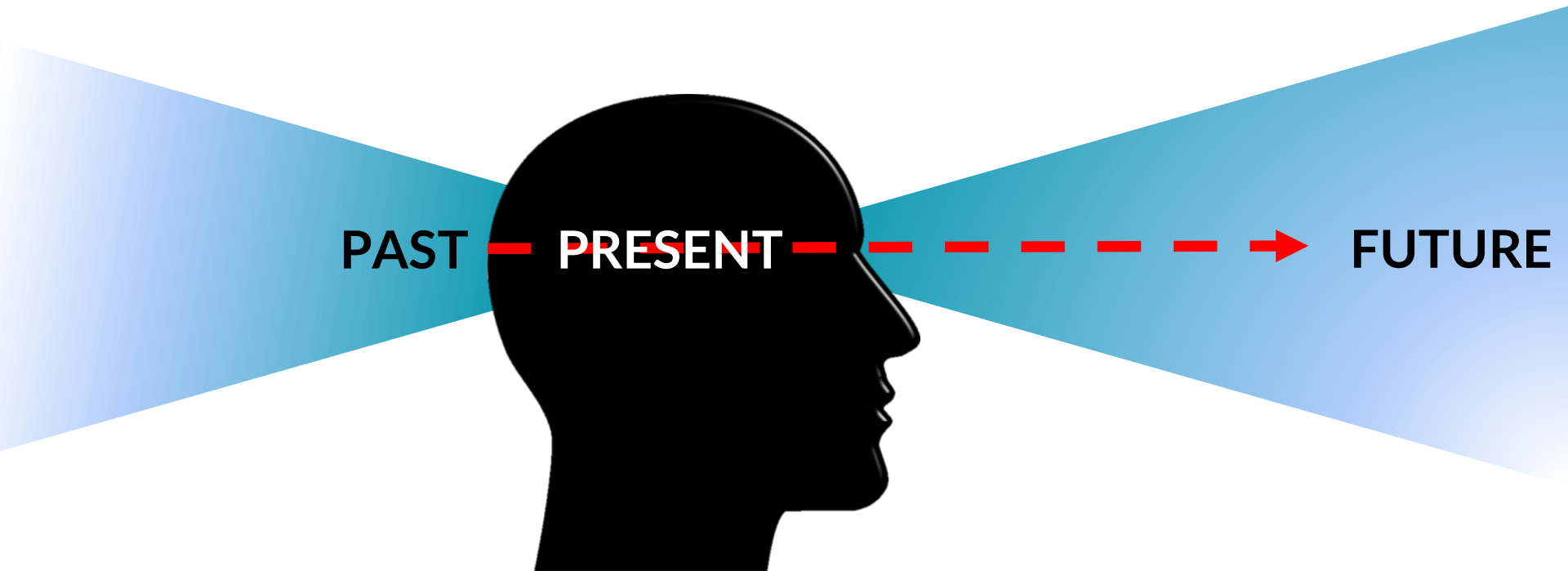
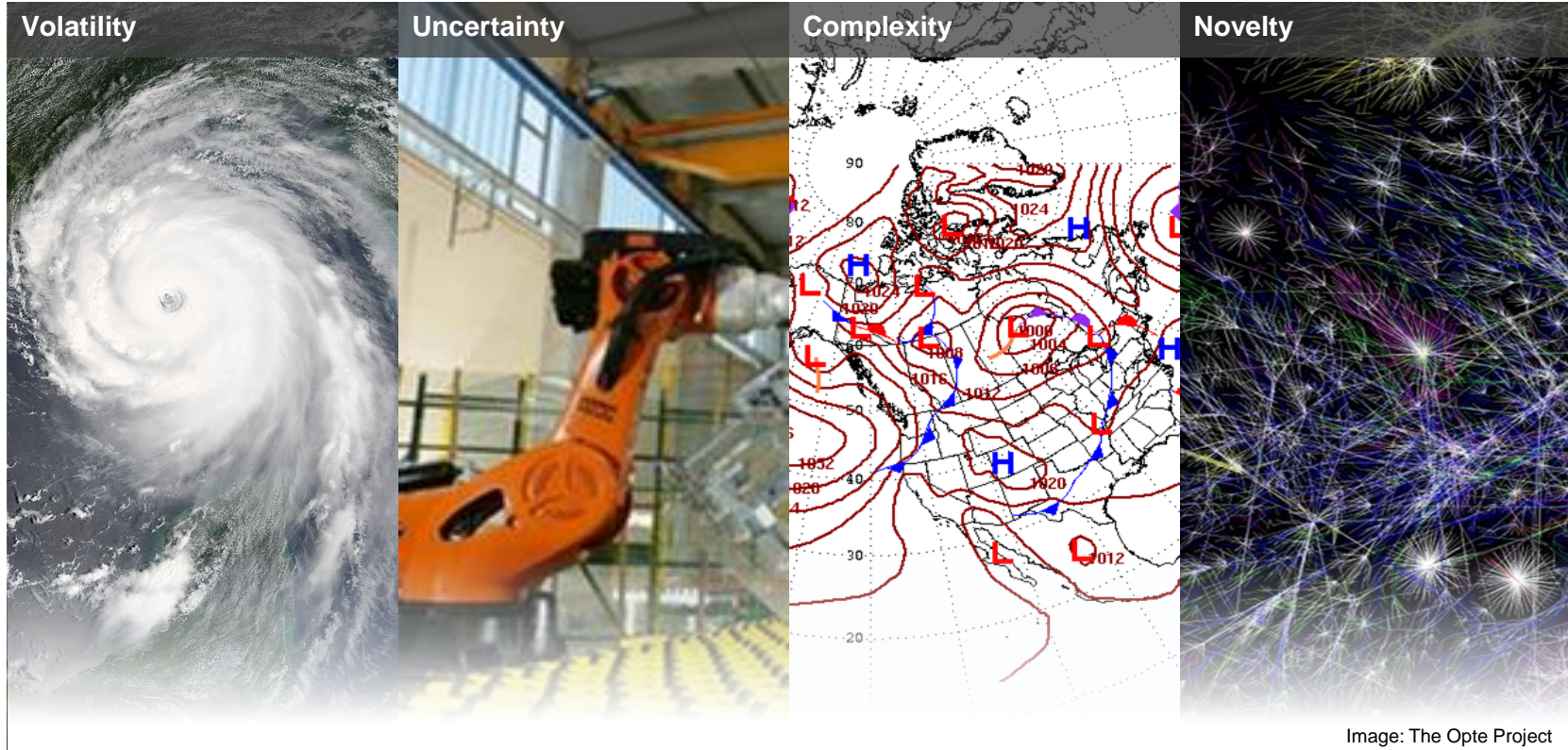# Forecasting tries to estimate the most likely or probable future
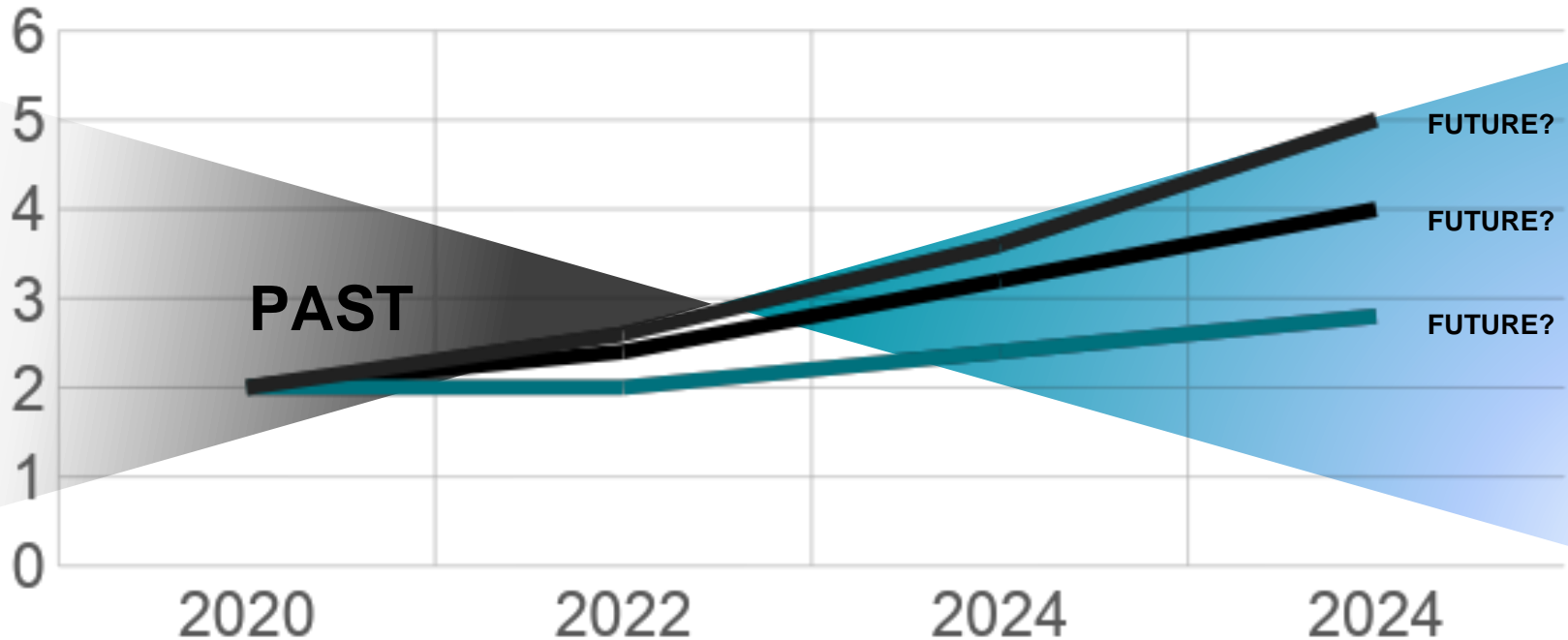
Predicting is about trying to 'get the future right'

FUTURE?
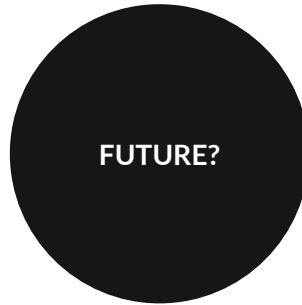
FUTURE?

FUTURE?

But the future likes to prove us wrong!

Volatility | Uncertainty | Complexity | Novelty

Image: The Opte Project

Warm-up question

What would be an example of a recent event which you would have never believed if someone had told you about it in 2014?
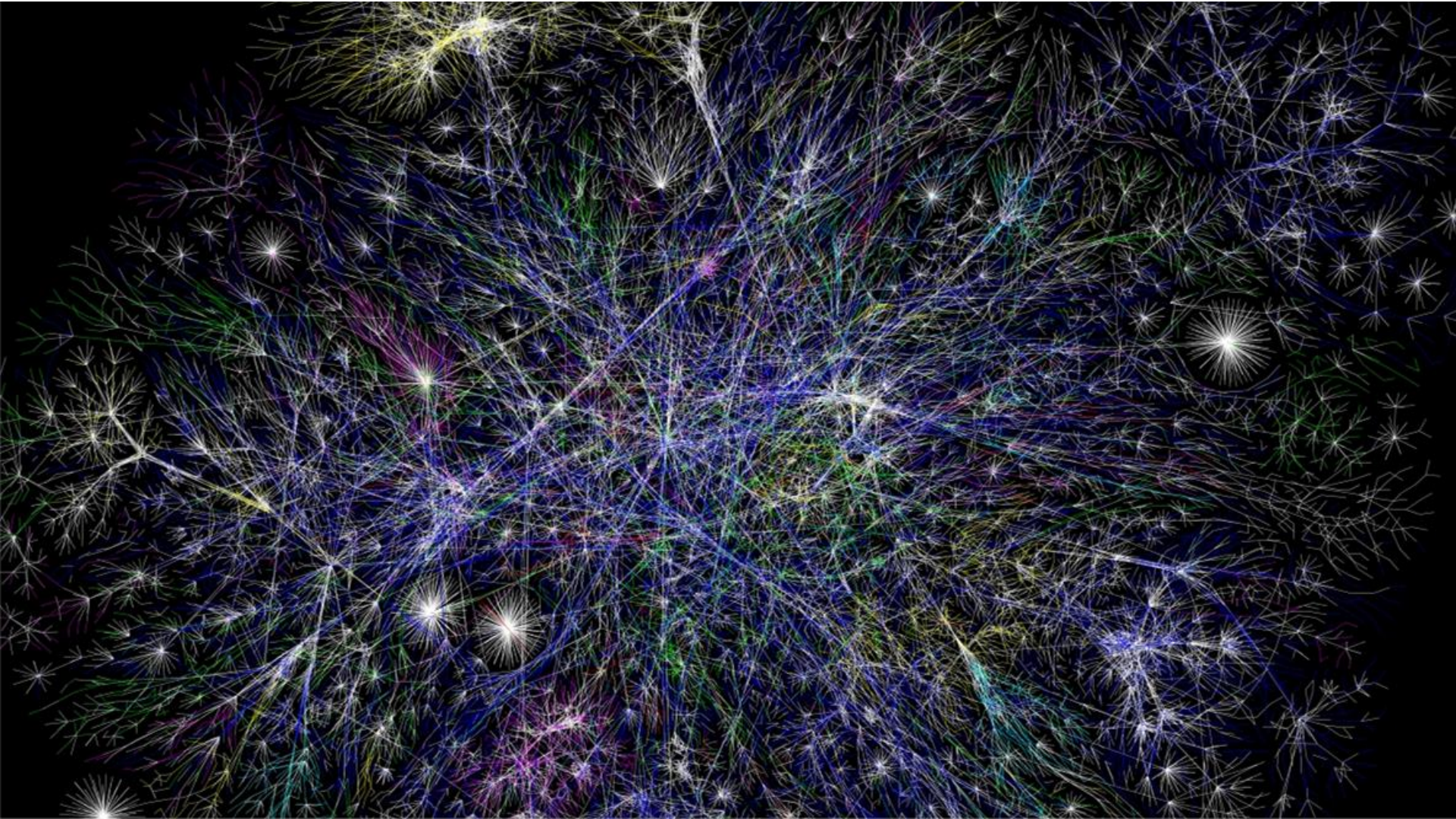
Forecasts can be misleading

Photo: Multicherry

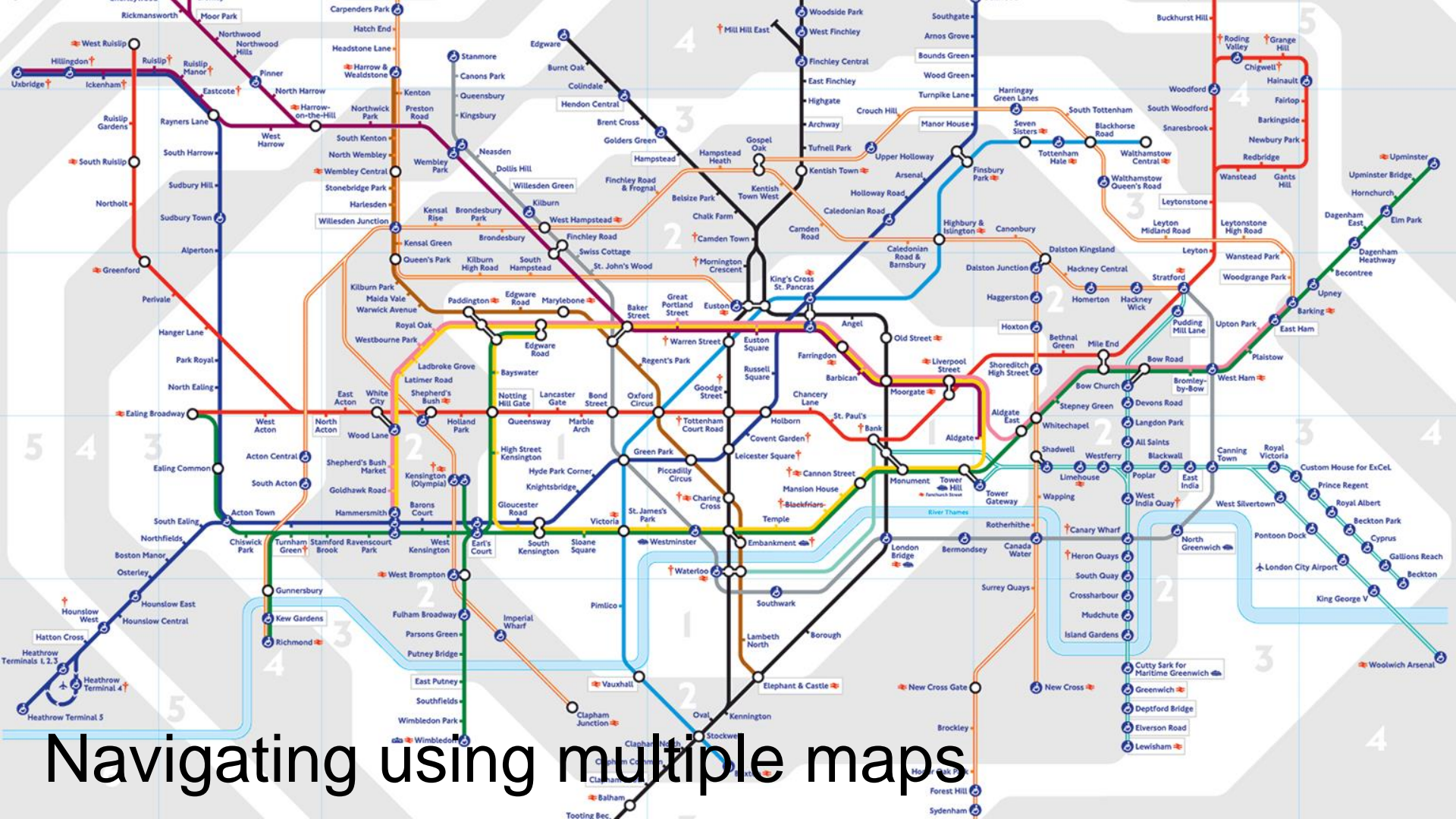Photo: Matt Yohe

Evidence can be contradictory

Waiting for enough evidence might mean waiting too long

Photo: Multicherry

Photo: Matt Yohe

Navigating using multiple maps

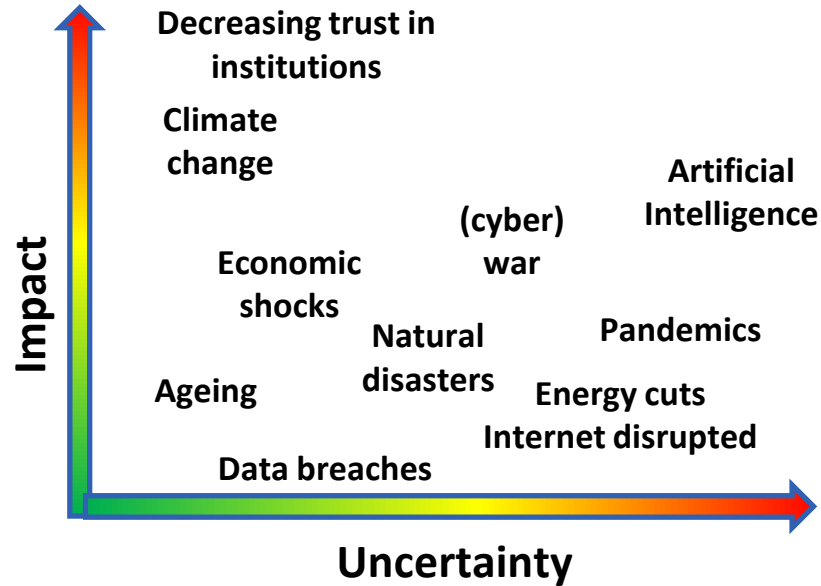Rehearsing the unknown
for future fitness

Photo: Staff Sgt. Bryan Nygaard

Round 1:

Global mega-trends shaping education

Education in a changing world
Uncertainty, volatility, ambiguity
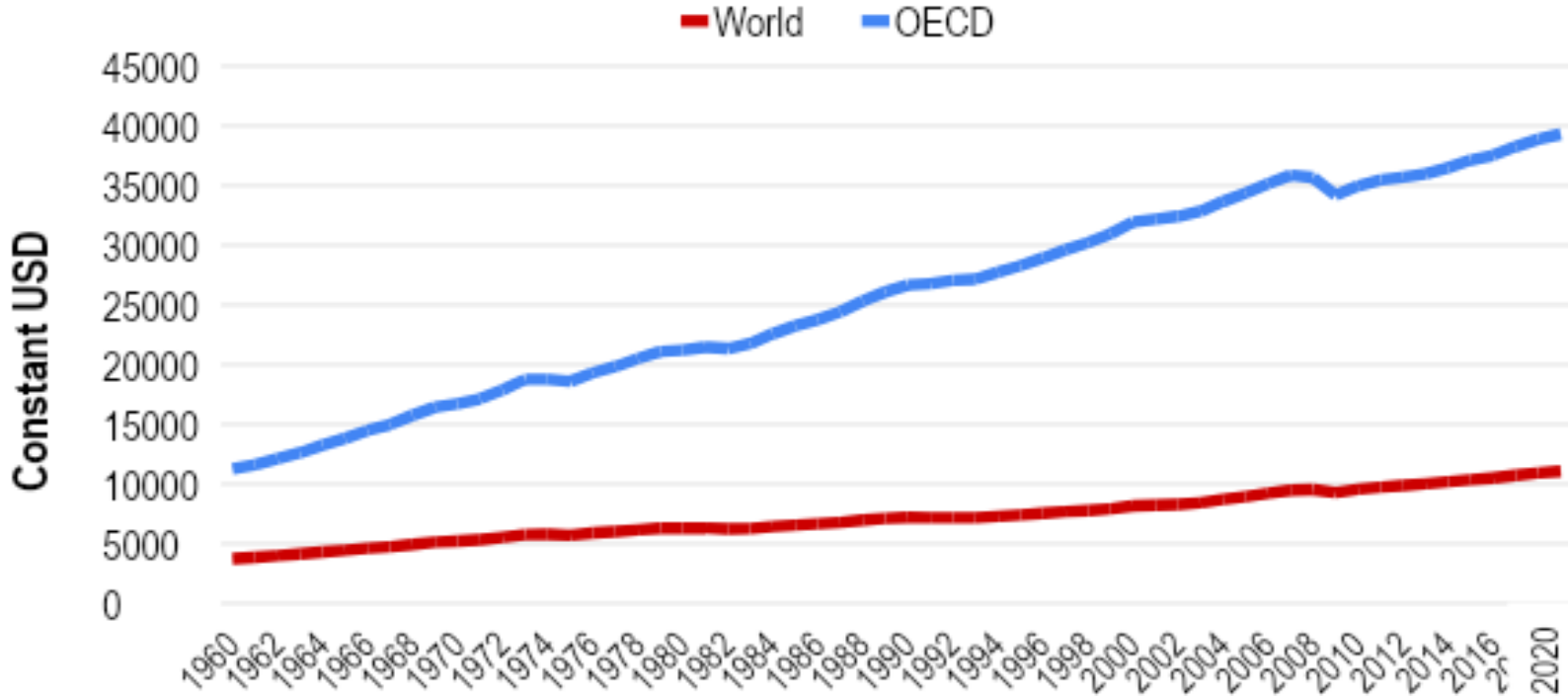
Expanding population, shrinking extreme poverty

People living in extreme poverty worldwide, 1820-2018
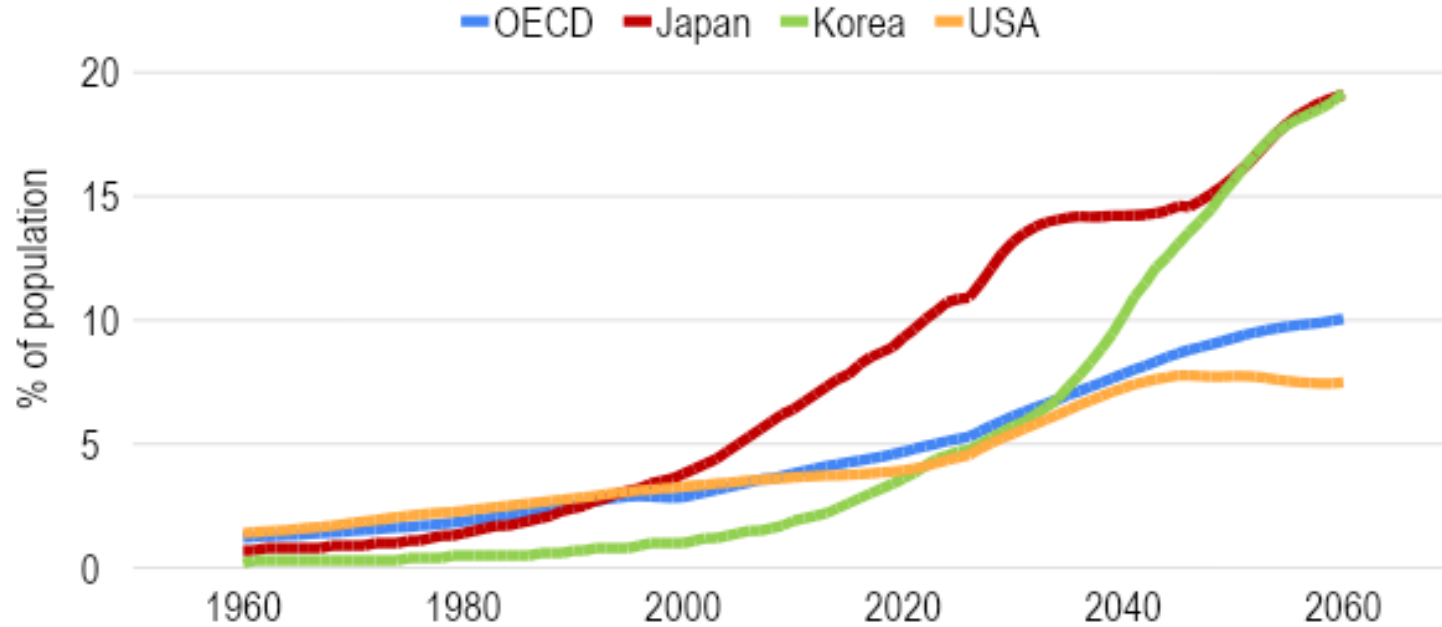
Increasing affluence – unequally

Gross domestic product (GDP) per capita, constant 2015 USD, 1960-2019

Source: World Bank (2021), "GDP per capita (constant 2015 US$)", (indicator), https://data.worldbank.org/.

Living longer

Share of the population aged 80 years and over, 1960-2060

The rise of Big Tech

Annual revenue of top four companies from the Fortune 500 in 1960 vs "Big Four" tech companies, 2005-2020

In pursuit of a work-life balance

Average annual hours actually worked per worker, 1971-2019

Turkey
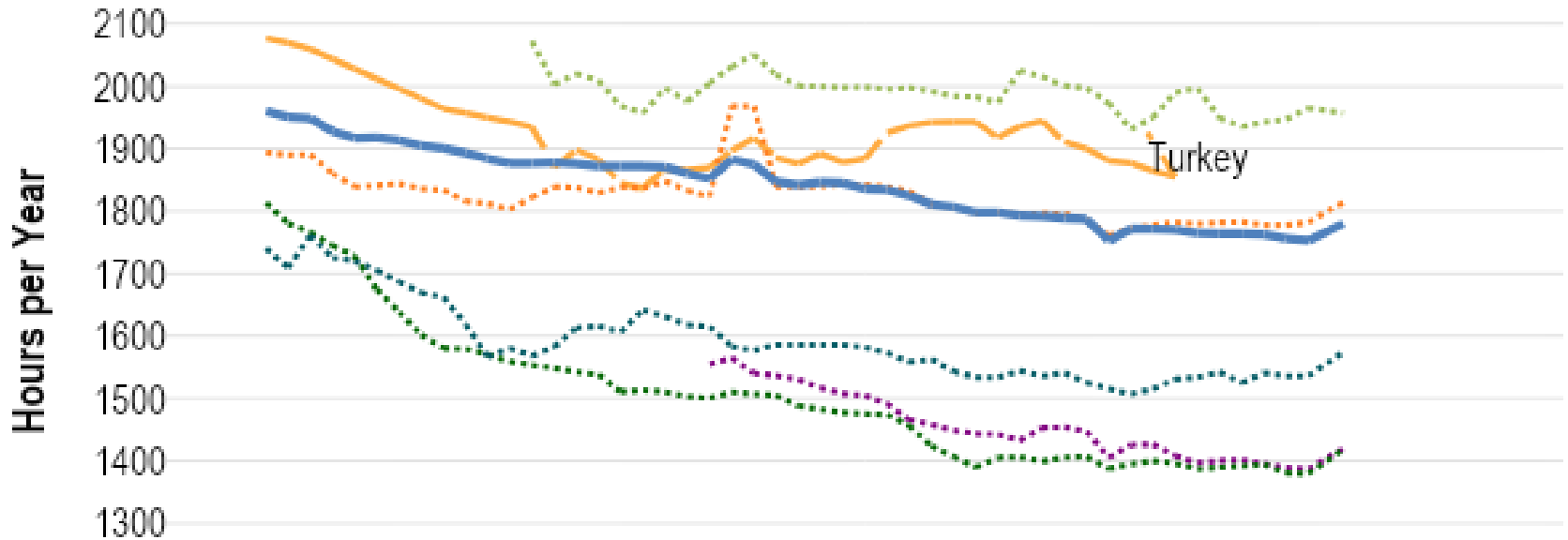
The age of precariousness

Share of temporary employment by age group, OECD average, 1980-2020

— Age group 15-24 — Age group 25-54 — Age group 55-64
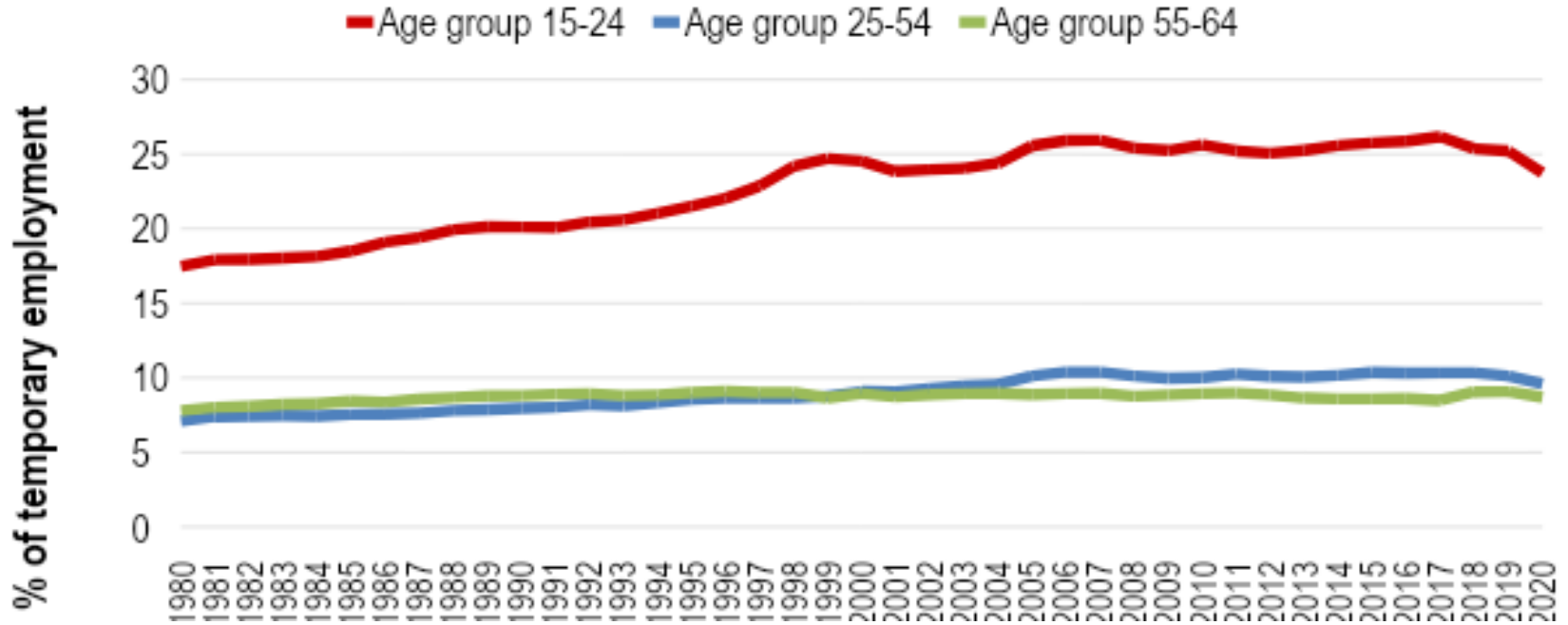
Source: OECD (2021), *OECD Labour Force Statistics* (database), https://stats.oecd.org/.

The Changing World of Work:
23% Structural Labor Market Churn - Next 5 Years

Jobs Lost
Stable Jobs
Jobs Created

One Million Jobs
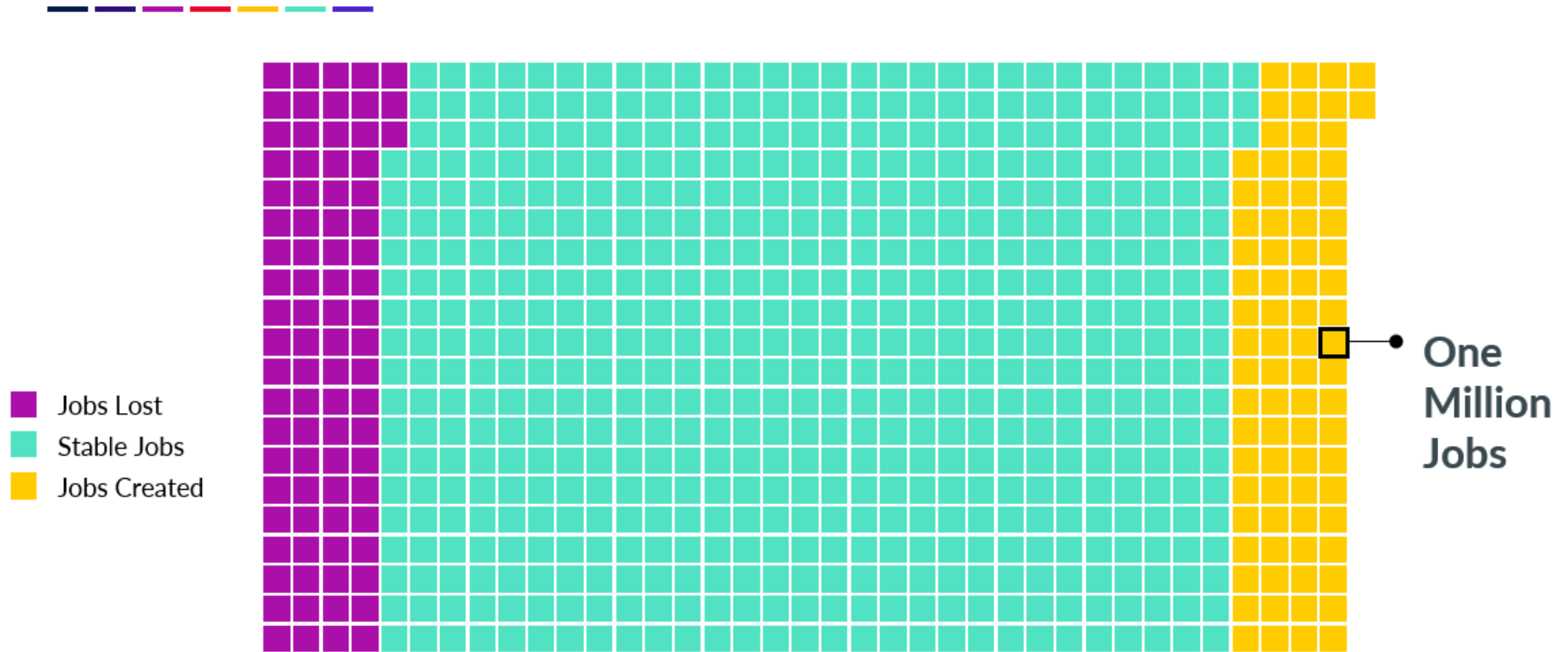
Current Core Top Skills

Ranked by Importance

1. Analytical thinking
2. Creative thinking
3. Resilience, flexibility, and agility
4. Motivation and self-awareness
5. Curiosity and lifelong learning
6. Technological literacy
7. Dependability and attention to detail
8. Empathy and active listening
9. Leadership and social influence
10. Quality control
11. Systems thinking
12. Talent management
13. Service orientation and customer service
14. Resource management and operations
15. AI and big data
16. Reading, writing, and mathematics
17. Design and user experience
18. Multi-lingualism
19. Teaching and mentoring
20. Programming
21. Marketing and media
22. Networks and cybersecurity
23. Environmental stewardship
24. Manual dexterity, endurance and precision
25. Global citizenship
26. Sensory-processing abilities

Cognitive skills
Engagement skills
Ethics
Management skills
Physical abilities
Self-efficacy
Technology skills
Working with others

Source: World Economic Forum, Future of Jobs Survey, 2023

Traditional binding powers declining

Individuals who identify religion as "very important" or "rather important" in their life, 1990 and 2020
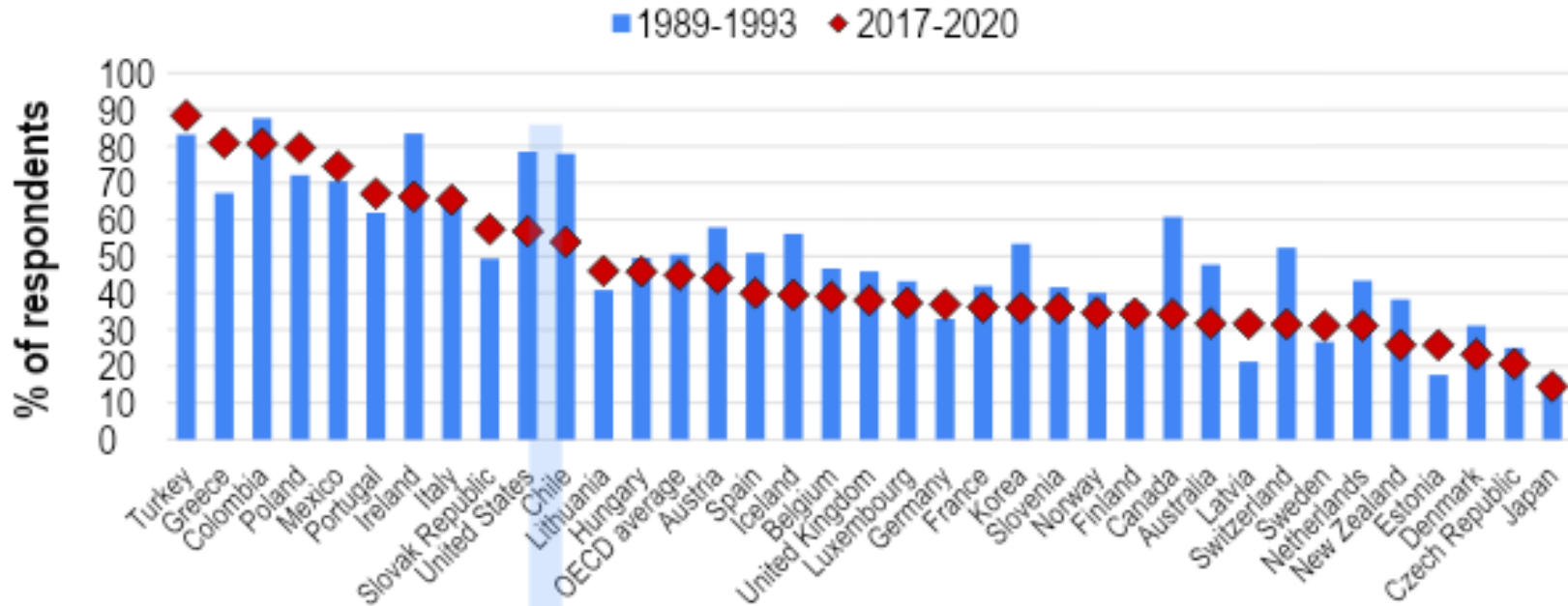
Legend: ■ 1989-1993 ◆ 2017-2020

X-axis categories: Turkey, Greece, Colombia, Poland, Mexico, Portugal, Ireland, Italy, Slovak Republic, United States, Chile, Lithuania, Hungary, OECD average, Austria, Spain, Iceland, Belgium, United Kingdom, Luxembourg, Germany, France, Korea, Slovenia, Norway, Finland, Canada, Australia, Latvia, Switzerland, Sweden, Netherlands, New Zealand, Estonia, Denmark, Czech Republic, Japan

Y-axis: % of respondents (0–100)

Rising cost of living

Rent Price Index (2015=100), 1980, 1995, 2005 and 2020
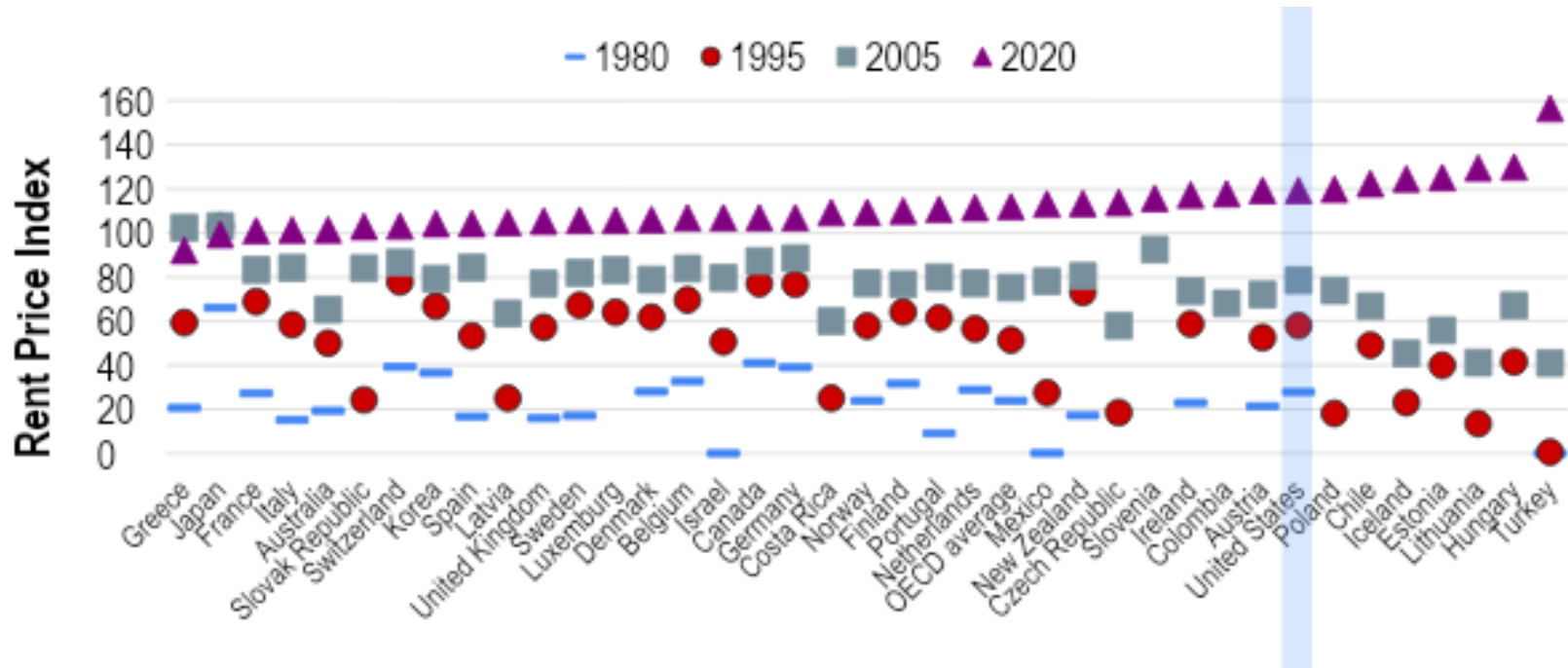
Jumping hurdles: Sports and inclusion

Participation in the Paralympic Games, number of countries and athletes, 1960-2021
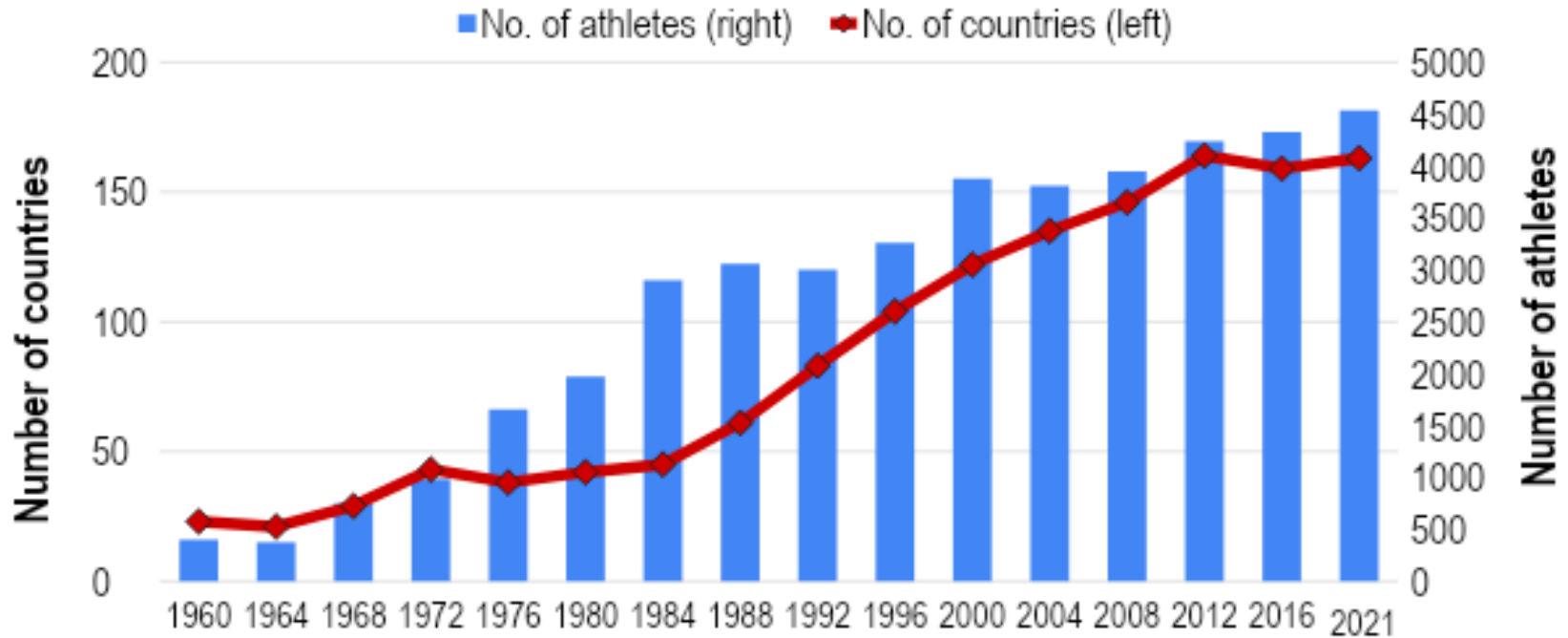
Digital identities

Number of monthly active users on social media platforms, 2004-2021

Voting age decreasing

Average minimum voting age across OECD countries, 1900-2020

Source: Coppedge et al. (2021), "V-Dem Dataset v11.1", Varieties of Democracy Project, https://doi.org/10.23696/vdemds21.

*What are the **opportunities and challenges** for the organization and structures of education (spaces, time, content) in this scenario? ?*

Round 2:

Scenarios for the future of education

We can learn from exploring alternative futures
Discussing scenarios can help us anticipate, future-proof and innovate

Four OECD Scenarios for the Future of Schooling

1 SCHOOLING EXTENDED

2 EDUCATION OUTSOURCED

3 SCHOOLS AS LEARNING HUBS

4 LEARN-AS-YOU-GO

Back to the Future of Education: Four OECD Scenarios for Schooling

Participation in formal education continues to expand. International collaboration and technological advances support more individualized learning. The structures and processes of schooling remain.

1

🎯 **Goals and functions**

⚙️ **Governance and geopolitics**

🏫 **Organization and structures**

👨‍🏫 **The teaching workforce**

Educational monopolies remain: Schools are key actors in socialization, qualification, care and credentialing.

International collaboration and digital technologies power more personalized teaching and learning practices.

Distinct teacher corps remain, although with new divisions of tasks and greater economies of scale.

Scenario 2: **Education Outsourced**

Traditional schooling systems break down as society becomes more directly involved in educating its citizens. Learning takes place through more diverse, privatized and flexible arrangements, with digital technology a key driver.

Goals and functions

Governance and geopolitics

Organization and structures

The teaching workforce

Fragmentation of demand with self-reliant "clients" looking for flexible services.

Schooling systems as players in a wider (local, national, global) education market. Diversification of structures: multiple organizational forms available to individuals.

Diversity of instructional roles and teaching status operating within and outside of schools.

Back to the Future of Education: Four OECD Scenarios for Schooling

Scenario 3: **Schools as Learning Hubs**

Schools remain, but diversity and experimentation have become the norm. Opening the "school walls" connects schools to their communities, favouring ever-changing forms of learning, civic engagement and social innovation.

Goals and functions

Governance and geopolitics

Organization and structures

The teaching workforce

Strong focus on local decisions; self-organizing units in diverse partnerships. Schools as hubs function to organize multiple configurations of local-global resources.

Flexible schooling arrangements permit greater personalization and community involvement.

Professional teachers as nodes of wider networks of flexible expertise.

Education takes place everywhere, anytime. Distinctions between formal and informal learning are no longer valid as society turns itself entirely to the power of the machine.

Goals and functions

Governance and geopolitics

Organization and structures

The teaching workforce

Traditional goals and functions of schooling are overwritten by technology. Dismantling of schooling as a social institution.

Open market of "prosumers" with a central role for communities of practice (local, national, global).

(Global) governance of data and digital technologies becomes key.

What skills will your districts and communities need most in 5-10 years?

What evidence do we have that our students are developing these skills?

Round 3:

Implications for action

IDENTIFY/DECIDE

- 1 thing that became relevant in your discussion that you hadn't considered before;
- 1 thing you can stop doing now in your work to better prepare
- 1 thing Nevada isn't currently discussing that we should be

Goals for Today's Breakout Discussion

➔ Establish an understanding of the timeline, responsibilities, and actionable commitments of our Subcommittee.

➔ Communicate a rationale for this Subcommittee and its purpose in Nevada state policy.

➔ Build relationships and share knowledge across the Subcommittee members.

➔ Identify existing bright spots, challenges, and opportunities.

➔ Communicate our collective goals across four Subcommittees dedicated to success for all Nevada learners.

How We Hope to Accomplish Our Goals

Why This Subcommittee? Why me?

- Establish relationships across Commission members
- Share rationale for this Subcommittee focus
  - For Nevada's Learners
  - For Nevada as a national leader

What We Know and What We Need to Learn

- Facilitated Start, Stop, Continue, Learn mapping with discussion

Who We'll Get There and How We'll Know

- A review of subcommittee meeting structure, milestones, and timeline
- Communicate roles and responsibilities
- Develop success statements

https://bit.ly/3UoVMVd

Our work is connected

Proficiency-Based Learning

Measuring What Matters

We are here

Next Generation Career Pathways

World Class Teachers

53
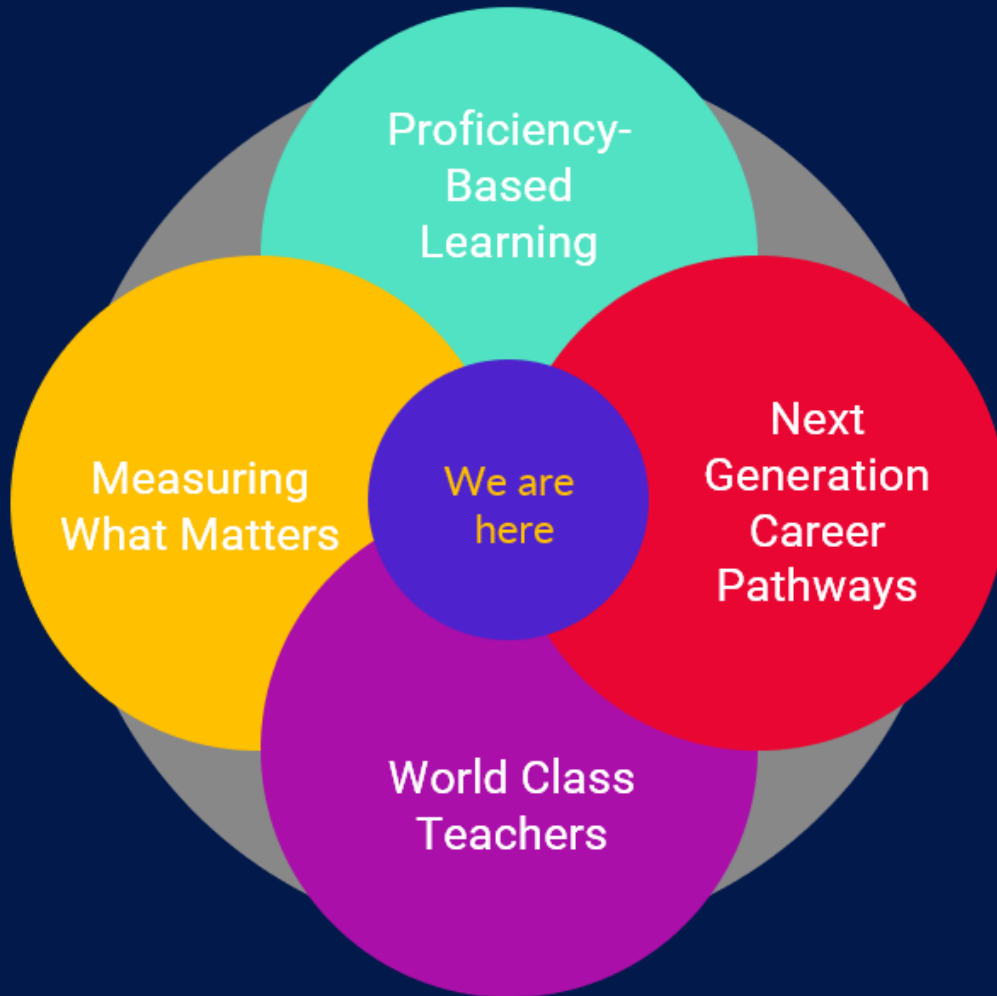
As a Committee, we commit to:

Future-focused, systemic approach supported by learning from:

- Existing studies within Nevada
- Policy exemplars and lessons learned from other states / jurisdictions
- Recommendations from local voices & stakeholders

Collaboratively working to:

- Identify gaps & opportunities through feedback and stakeholder engagement
- Draft policy recommendations to be stress tested with the Commission
- Iterate upon feedback to ensure all policy positions Nevada to deliver world class education.

Guiding our Work Together: Portrait of a Nevada Learner

https://www.nvfutureoflearning.org/process

EMPOWERING How will I grow in my learning?	**Reflect** on my personal strengths and unique qualities to leverage them in all aspects of my life. Approach learning and life experiences with **curiosity** and a growth focused attitude to find ways to connect them to my passions and interests. Be **self-aware,** monitor my needs, and advocate for myself in a variety of environments. Strive for **balance** by asking for support related to my intellectual growth, physical, mental, social, and emotional well-being.
CONNECTING How do I build and sustain relationships and community?	Build connections by actively listening, sharing ideas, and **collaborating** toward common goals. **Communicate** effectively, adapting my communication style to different audiences and situations, while using a variety of tools and technologies. Show **empathy and respect** toward individuals and groups of diverse backgrounds, cultures, and experiences exploring multiple viewpoints.
IMPACTING How will I contribute to make an impact?	Transfer and apply knowledge and skills across academic disciplines to make a **purposeful impact.** Evaluate and analyze data, ideas, and interactions as **critical thinkers and creative problem-solvers** to overcome challenges in all aspects of my life. Be an engaged member of my community, participating in public discourse and decision-making processes, and promoting opportunities of **civic engagement**.
THRIVING How will I thrive?	Stay **resilient and courageous** in the face of challenges and changing contexts, learning from my mistakes and growing as a result. Practice **intellectual agility,** continuously learning, unlearning, and relearning to adapt to evolving opportunities in my school and community. Be a person of **integrity,** making and keeping commitments to my peers and community while staying true to my values and beliefs.

PAUSE: A discussion on our context so far:

- **Clarifications:** what needs further explanation?

- **Curiosities:** What questions would you like to discuss further?

- **Considerations:** What stands out to you? What have we not yet thought about, and what do we still need to learn?

- **Collaboration:** Where might we be able to work & learn together?

https://bit.ly/3UoVMVd

A Brainstorm to Create our Baseline

START: What might we START that hasn't yet been done?

STOP: What are we doing that isn't working and should end?

CONTINUE. What are we doing that is working and could continue, be enhanced, or grow?

LEARN. What do we still need to discover? Where do we need more data?

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Establishing Our Norms and Needs
Roles & Responsibilities: Subcommittees

- **Subcommittee Chair is *responsible for:***
  - Support in meeting agenda design and prioritization
  - Direct communication as needed with Commission leads
  - Coordinating with Subcommittee members and NCEE facilitators to ensure progress of Subcommittee
  - Leading updates for full Commission meetings

- **Subcommittee Members are *responsible for***
  - Active participation during scheduled meetings, honest and thoughtful collaboration
  - Feedback on content and coordination of material leading up to scheduled meetings
  - Communication of needs & opportunities with facilitator or Subcommittee Chair
  - Stakeholder engagement as identified and prioritized by the Subcommittee.

- **NCEE Facilitator is *responsible for***
  - Developing meeting materials, co-designing agendas and learning opportunities as identified by the Subcommittee
  - Coordinating with Subcommittee Chair
  - Ensuring Subcommittee meetings progress towards identified metrics of success

Establishing Our Norms and Needs

COMMUNICATION AND PARTICIPATION

- **Subcommittee Meeting Attendance (4 virtual meetings)**
  - Review all materials, meeting notes, and any light pre-reads in advance of the meeting
  - Surface any questions, concerns, or conflicts of interest with Subcommittee chair prior to meeting

- **Commission Attendance (June 4, Aug 28, Dec 10)**
  - Collaborate with Subcommittee to share progress updates, relevant metrics, and topics for further discussion
  - Review agenda, full Commission updates, and Subcommittee updates in preparation for engaging discussion

- **Stakeholder engagement**
  - Conducted as needed in-between meetings
  - Consider additional perspectives that can be engaged through surveys, data collection, focus groups as needed

- **Primary Communication**
  - Conducted via email and during official meeting times

Success: Our Headline

If we are successful, the April 2026 headline of the *Review Journal will read* ....

The article will include these three data points....

Sensemaking

What is one aspect of today's discussion that we should share with the full commission? (ThoughtExchange)

What is one question you would like to surface to the full commission?

Full Commission Discussion

Each Subcommittee to share:
- Introduce your headline and data points
- Share 2 important findings from today's discussion
- Share 1 thing you seek to learn or 1 question you still have

**Wrap UP
&
Next Steps**