



Advanced Instructional Systems

The Big Bet for 2033

Increasing district and community capacity to accelerate student learning and to expand access to post-secondary and work-based learning opportunities.

Why This Big Bet?

Students of color and youth attending high-poverty schools are more likely to endure cycles of skills remediation. Disrupting these cycles will require school and district leaders to redesign instruction, address outdated school structures, and provide personalized support for students and teachers. Schools can – and should – accelerate student learning, meeting students where they are and ensuring that they perform up to their level of capability. Integrating practical and work-aligned experiences into the curriculum should increase the relevance of accelerated learning opportunities.

Benefits of Accelerated and Career-Connected Learning Systems

- **Move on when ready:** Over time, local districts should enable students that have demonstrated skills mastery on academic benchmarks to access more rigorous academic and career-aligned content.
- **Learning time reform:** The pandemic proved that learning can happen everywhere and at any time. Extending learning beyond the school day could help students who need supplemental academic support.
- **Embedded and authentic assessments:** The hallmark of a mastery-based system of learning is the use of performance assessments to evaluate if students are ready to progress to the next academic milestone. Performance assessments can – and should – coexist with credentials such as high school diplomas and career pathway certificates.

Power Strategies State Leaders Should Prioritize

<i>Instructional System Redesign</i>	<i>Post-Secondary Credit</i>	<i>Community-Driven Improvement</i>
Creation of simpler, more transparent, and open-ended instructional systems in which students earn a high school diploma and can demonstrate skills mastery through a variety of performance assessments.	Ensuring that students who complete career pathways and obtain industry-recognized credentials in high school earn post-secondary credit, regardless of where they enroll.	Drafting a K-12 accountability model that includes multiple measures of school quality and structures that support performance feedback and improvement.
Supporting learner-centered instruction: a model in which students are agents of their own learning and can apply skills in real-world and work-based learning environments.		Providing training and technical assistance to school and district leadership teams as they use student-level assessment data to accelerate and personalize student learning.

How Can State Leaders Get Involved

The EdQuest Georgia Coalition recommends:

- State policymakers convene two statewide working groups – the first to create a new school and district accountability framework that reflects state workforce needs and community priorities; the second to develop recommendations about how to integrate career-connected and work-based learning into the secondary curriculum.
- State agency leaders promote the use of individual and career academic plans (iCAPS) to document student progress toward planning for post-secondary opportunities.
- State agency leaders determine what industry-recognized credentials are in the greatest demand and explore whether districts and post-secondary systems are meeting these needs. This analysis should support efforts to prioritize which career pathways to expand.

Three Ways Practitioners Can Support the Big Bet

Support the Spread of Education and Economic Development Partnerships

Local leaders should partner with business and industry leaders to co-develop career-oriented curricula and sponsor work-based learning placements. Successful models exist across Georgia, and state agencies are well-positioned to identify the factors that promote enduring partnerships.

Build Local Capacity

District leaders should expand educator professional learning in three areas:

1. How to supplement curriculum with digital resources and technologies
2. How to use formative assessment data to personalize learning
3. How to improve educator capacity to use classroom tools through targeted professional learning opportunities.

Identify the Obstacles to Developing a Mastery-Based Instructional System

Advocacy leaders and experts should identify the current policies, structural barriers, and mindsets that stand in the way of creating competency and mastery-based learning for students and educators. Also, nonprofit and community stakeholders should consider how to develop a set of rigorous and aligned performance assessments. Without these tests of mastery, learning in this new model might not look significantly different than the current instructional format.