



Montana Education Interim Committee

Constitutional Players
Convening

June 17, 2024



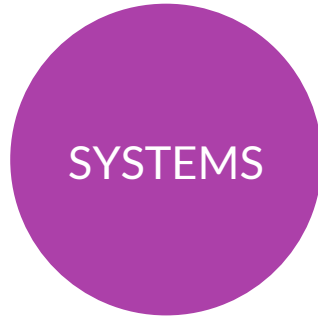


2033 Goal

With our allies and partners we have turned the corner, realizing the cumulative impact of collective action. **A dramatically different education system has emerged.**



Previously we've shared:



Redesigning Montana's
Education System for a
Changing Global
Economy
(11/30/21)



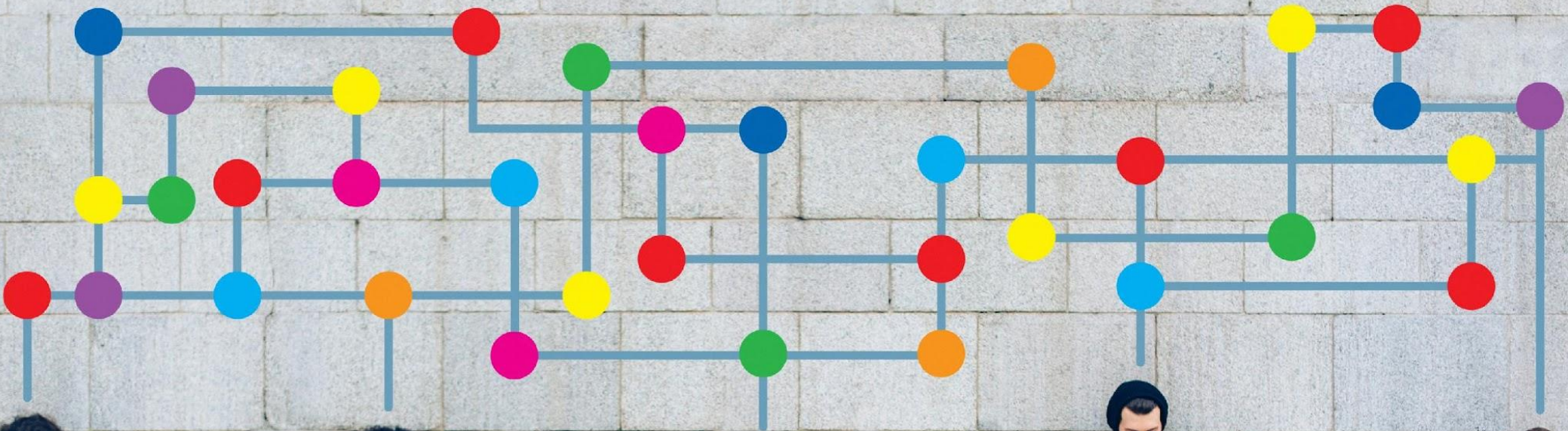
Montana's Conference of
Education Leadership:
Considering who are
young people are and
how they are performing
(10/19/23)

Today:



Montana's Conference of
Education Leadership:
Considering Montana's
Four Focus Areas
(06/17/24)

The world has **changed** for our students.



42%

of the global population is under age 25

1.2B

young people aged 15 to 24 in the world today

Gen Z: Highly Educated Change-makers



5%

of Gen Z in the U.S. between ages 18-20 have dropped out of high school, a **much lower dropout rate** than among Millennials and Gen X

Source: NCES

57%


of college-aged Gen Z in the U.S. are enrolled in college, putting them on track to be the **best-educated generation yet**

Source: PEW Research Center

70%

of Gen Z globally are engaged in activism to **“create change for a common good”**

Source: Ernst & Young



Young people universally care about the same topics across the globe, although the priority may differ country to country.

Top issues are education, conservation, gender and human rights, sustainability, climate, mental health and wellbeing.

Source: United Nations

Young people benefit from intergenerational collaboration - working hand-in-hand with adult-led organizations to accelerate progress and access mentorship opportunities.

Adults benefit too.

Source: Forbes

Young people have faith in the power of the collective.

They value collective action over individual leadership and individual action.

Source: Paramount Insights

Participation, co-creation, and passion-based learning are core to how young people problem solve.

They want agency over their learning, and they want learning to reflect topics they connect with.

Source: The Buck Institute for Education

And **what they need to know** has changed too.

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. Multilingualism
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



We work at the intersections.



As our name indicates, **we work at the intersection of education & the economy** — and unpack how these systems interact with social, cultural, and political systems to eradicate barriers, elevate effective practices, and innovate for opportunity.

We deliver cutting-edge research and connect it to policy and practice to drive innovation and transformative progress — by engaging educators, policymakers, business leaders, and youth as allies and co-designers.

We know that at its most effective, leadership is shared. We develop leaders — superintendents, principals, teachers, policymakers, youth, and other stakeholders — and bring them together as allies in creating high-performing education systems.

We find synergy where others see divides. Recognizing differences, we build bridges across many political perspectives, co-identifying shared goals & priorities and co-constructing a path forward.

We anticipate the future and advance solutions to the critical issues of our time — such as technology, well-being, the future of work, and climate — working with other organizations, adjacent sectors, and coalitions to advance their mission and ours.

We study high-performing and rapidly improving systems...

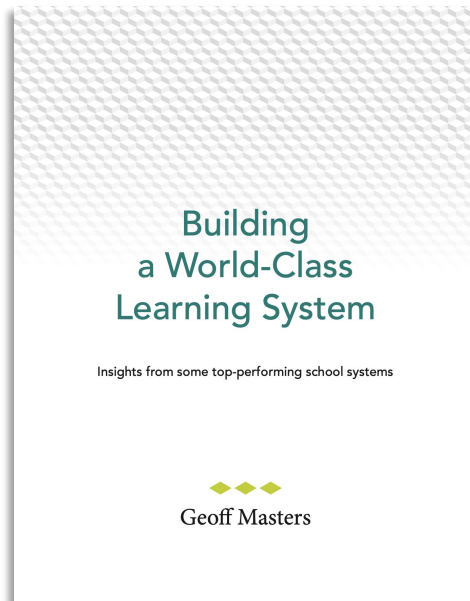
...and document effective practice through actionable, game-changing research, tools, and supports.

Building a World-Class Learning System

Recent Publication

An extensive report detailing what makes five distinct education systems high-performing:

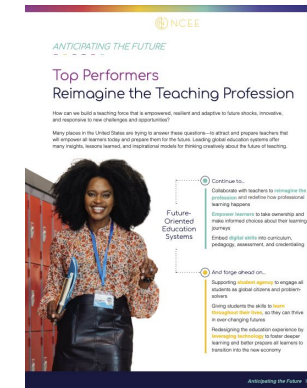
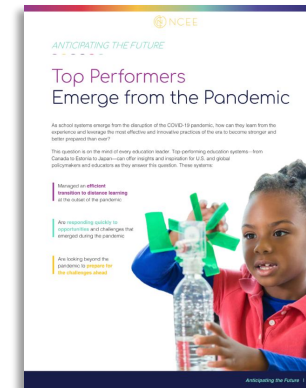
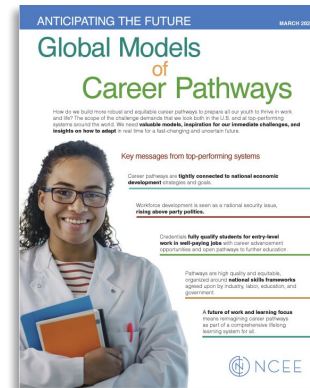
Hong Kong, South Korea, British Columbia, Estonia, and Finland



Anticipating the Future

A series of research briefs that identify current success factors and emerging trends

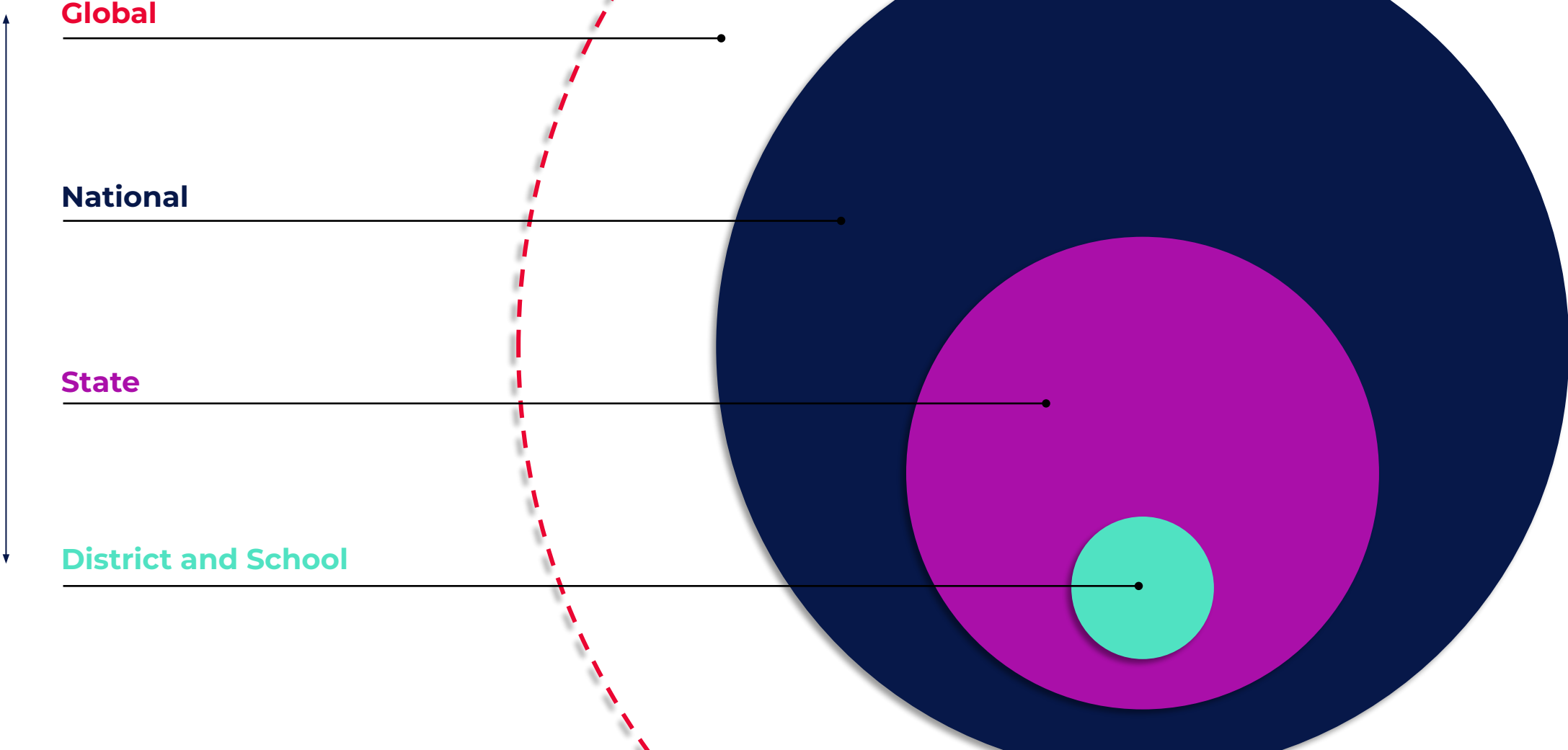
Released



Coming Soon

- The Power of Math
- Working Out Change: Education & Workforce Readiness

We work at multiple levels, applying research to specific contexts and co-designing strategies with policymakers and practitioners.



We power the field: 35+ years of results.

1985

The Carnegie Corporation creates the **Carnegie Forum on Education and the Economy** to focus on changes in the global economy & its implication for education – which later becomes NCEE.

1986

Publishes **A Nation Prepared: Teachers for the 21st Century**, demanding higher standards for teachers and students.

1987

Creates **The National Board for Professional Teaching Standards**.

1989

Forms the **National Alliance for Restructuring Education**, a coalition of states & districts redesigning their education systems.

Launches the **Commission on the Skills of the American Workforce**, how leading nations respond to the challenges of the global economy by changing their education systems.

Releases **Tough Choices or Tough Times**, which makes the case for comprehensive education reform

2005

Launches **America's Choice School Design**, that would go on to be one of the most successful school designs ever studied.

1999

Launches the report, **America's Choice: High Skills or Low Wages!**

1998

Develops the **National Institute for School Leaders (NISL)**, a comprehensive program to prepare education leaders to create and lead exceptional education systems.

Creates workforce development program – which becomes **Jobs for the Future**.

1990

Creates **New Standards**, a set of performance standards for learners, and a precursor to the Common Core State Standards.

2010

Partners with **OECD** on understanding what could be learned from top performing systems – a partnership that continues today.

Establishes **Center on International Benchmarking**, formalizing NCEE's research on international education and system design.

2011

Launches **Excellence for All**, piloting strategies to improve teaching & learning systems in the U.S.

2016 Partners with **The National Conference of State Legislatures** to produce **No Time to Lose: How to Build a World-Class Education System State by State**.

2016

2016 Partners with the **state of Maryland** to develop comprehensive education policy to redesign its entire education system. The legislation passed in 2021.

2022

Dr. Vicki Phillips appointed CEO, only the third in the organization's history. Interestingly, Dr. Phillips led this work back in 1989.

2023

+

NCEE Onward!
Discover
Design
Deliver
for the next 35 years of impact!

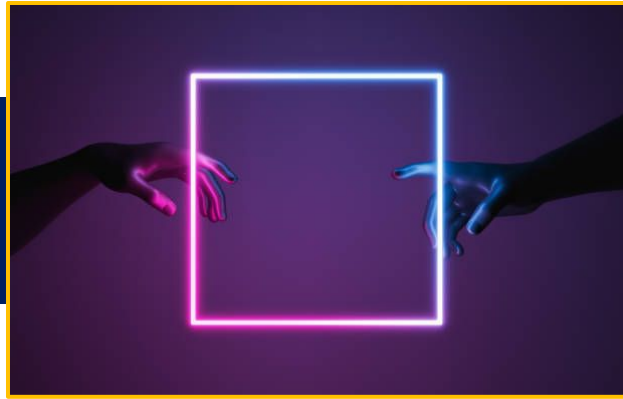
A Systemic Approach

The systems that outperform the U.S. and are **rapidly innovating and improving** post-pandemic all have centralized, cross-cutting (bipartisan, bicameral, cross-agency) structures for:

- Setting a jurisdiction-wide vision
- Linking education to economic goals
- Floating above partisan politics
- Focusing on the far future prosperity of the jurisdiction



Getting Started: Redesigning State Systems



Begin with a state-wide conversation to create a **vision for the state's future economy** and what you want young people to know and be able to do

Acknowledge you will have to **redesign the system** to most effectively and efficiently achieve those goals within the current context

Through policy & practice set up the **incentives, structures and supports** necessary for success

Spotlight On: A Successful State Example



Maryland

Redesigning a State's System to Compete With the World's Best

Maryland's Commission on Innovation and Excellence in Education worked alongside teachers, policymakers, and advocates to study global best practices and make policy recommendations.

That study resulted in the Blueprint for Maryland's Future, an historic \$4 billion investment in education, with far-reaching policy changes that will:

- Elevate the teaching profession throughout the state, including a new competitive starting salary, new leadership roles for teachers, and protected time in the working day for teachers to collaborate, learn, and grow together.
- Guarantee early learning opportunities for 3- and 4-year-olds.
- Establish more future-ready learning pathways for Maryland's high school students
- Fully funded Special Education and English Language Learners
- And more

Portrait of a World Class Teacher

Policy Principles to Consider & Discuss



How to **recruit diverse and committed candidates** into the profession and to prepare them for the future of teaching

How to **offer incentives, structures, and supports** for teachers to grow professionally and work together to improve learning across their schools

How best to **organize schools** to build on teacher expertise and drive student learning

How to **create learning environments** that challenge and engage students and build the competencies they need for the future

Portrait of a World-Class Teacher

Goals

- Address pervasive teacher shortages by making teaching a more attractive profession.
- Offer consistent opportunities for learning and growth and ensure that teachers are future-focused.
- Align teacher prep to the demands of the future.
- Create systemic supports for teacher development.
- Ensure all teachers have the competencies and skills to realize Nevada Portrait of a Learner.

Considerations for Policy Development

- Consider incentives for districts to create more time for **collaborative teacher professional learning**.
- **Learn about professional learning for school leaders in order to ensure that principals can develop teachers to do their best work.**
- Align **prep & licensure renewal requirements** with the current and future demands of teaching.
- **Explore teacher career progressions.**
- Support teachers in **using tech effectively.**



Next Generation Career Pathways

Goals

- Ensure high-quality career pathways and exploration opportunities are available for all learners.
- Emphasize transferable skills and entrepreneurial experiences, integrated alongside academics.
- Ensure equitable access to quality pathways for all, even career exploration in early years.
- Coordinate at the systems level, across intermediaries, and among diverse education providers.

Considerations for Policy Development

- Focus on **transferable and entrepreneurial skills** through work-based and project-based experiences.
- Offer **career exploration** and career exposure for all students, starting in middle school or earlier.
- Consider **employer partnerships** that enable rural and remote career-connected learning.
- Improve **data collection and messaging** to understand and communicate the impact of CTE.

Imagine Systems Where...

To graduate students future-ready, high performing systems have:



Proficiency-based learning system based on future-ready performance standards, with supports for all students



World-class **teaching and learning** to develop confident and engaged self-directed learners



Aligned and coherent governance focused on accountability for system goals and continuous improvement

SB425: Nevada Commission on Innovation and Excellence In Education

This Commission differs significantly from other education commissions because it:

- focuses on studying new evidence about the future and its impact on education;
- takes a global perspective on policy change; and
- links education systemically with workforce, economic development, and other sectors.





Commission Goals

The CIEE is creating the policies needed to create a world-class, globally competitive, relevant, and adaptable education system.

This means ensuring every learner in Nevada can develop the knowledge and skills needed to prosper in an increasingly challenging and uncertain future.

The CIEE is intended to deliver on this bold promise of a world-class, future-ready education for every Nevada learner.



Time Horizons

Getting to this goal will take time, perseverance, and adaptability. The CIEE has discussed its work along multiple time horizons:

- **2030 is the end-goal:** a world-class education system for Nevada learners.
- The CIEE will also build in **interim goals and action steps for 2028**, with progress monitoring and opportunities to learn, adapt, and course-correct along the way.
- The CIEE is building the policy infrastructure needed to launch Nevada down that path **starting in 2026**.



Deliverables

Guiding Vision

Nevada Portrait of a Learner:

Focus on key mindsets, skills, and attributes needed for future readiness

Long-Term Goal

Position Nevada as a world leader in innovative education.

Roadmap

Implementation plans, timelines, and policy recommendations.

Systems Evaluation

Proposal for ongoing evaluation of education systems.

Engagement Plan

Communications and stakeholder engagement strategy.



Proficiency-based learning system based on future-ready standards

Students

- Work towards a **clear performance standard**
- Are **assessed for learning** and move on when ready
- Experience a **well-designed curriculum**
- Receive a range of **supports**

Proficiency Based Learning

Policy Principles to Consider & Discuss



Moving from a **seat time** measure of attainment to a **competency-based** measure of achievement

Defining a minimum readiness standard that includes **more than just standards for literacy and math** (and that all communities help define)

Rethinking **what** we assess, **how** we assess, and **how often** we assess

Weighing the importance of **early supports** to the success of the entire system



Connect with us to learn more about NCEE's work.



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