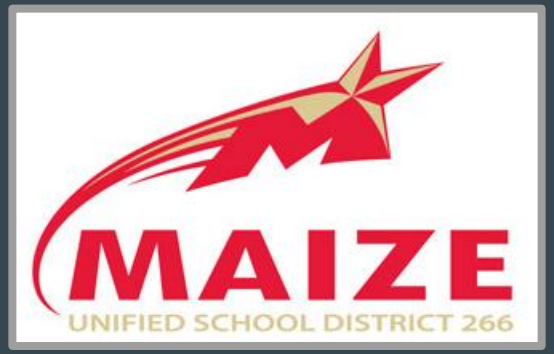

Competency-Based Education

June 29, 2020

Spring 2020 Continuous Learning Plan

Celebrations	Challenges
Success in sustaining relationships with students	Student participation and engagement varied and declined over time.
Teacher adaptability, willingness to learn	Difficult for teachers to assess student understanding
Content was delivered synchronously and asynchronously.	Providing timely, specific feedback was difficult.
Technology distribution and support	Differentiating instruction was difficult.
Emphasis on grace and flexibility	Inequities were magnified (access to technology, home support, intervention/remediation, etc.).

Competency-Based Education

(Full implementation of these principles would likely take 5-7 years.)

1. Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
2. Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
3. Students receive timely, differentiated support based on their individual learning needs.
4. Students' progress is based on evidence of mastery, not seat time.
5. Students learn actively using different pathways and varied pacing.
6. Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
7. Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

What CBE Is:

Students understand their learning targets and know what is expected for proficiency.

Students can advance or go deeper into topics that interest them as soon as they demonstrate proficiency.

Students receive timely feedback. Grades assist students in understanding where they are in relation to learning targets.

Learning is measured by progress on learning targets rather than on participation, effort, or seat time.

Students are “met” at their instructional levels and are fully supported in their learning.

What CBE Is NOT:

Teaching to the Middle, "Dumbing Down" our instruction

Elimination of standards

A shift that will require significant financial investment of new technology and curriculum

A shift that can be made overnight. We advocate for a slow implementation of the CBE components.

Brand new
Completely different
Overhaul

What is a competency?

Competencies themselves are broadly stated and may include groups of related standards within and between subject areas, resulting in an instructional delivery model that does not focus on teaching singular skills.

A competency is more than just academic knowledge and skill. A competency:

- Includes non-academic skills
- Requires integration
- Enables a student to apply and expand his or her learning over time

In a competency-based model, *priority* competencies and *extended* competencies are clearly defined. The list of “must dos” is more manageable. The designation of *priority* and *extended* will give more guidance as to what components of a course need to be mastered for a student to be successful at the next grade level or grade band and what topics can be viewed as extensions or challenges.

Analogy

Standards

- Turns: speed and use of signals
- Braking smoothly: gradually slowing to a stop
- Accelerating smoothly: steadily increasing to a safe speed within the posted limit
- Approaching intersections controlled by stop signs or lights
- Determining right of way
- Single-lane and multi-lane roadways (low speeds)
- Changing lanes and how to merge into traffic safely
- Maintaining appropriate speed
- Scanning for and identifying hazards
- Keeping a safe following distance
- Sharing the road with cyclists, pedestrians, and school buses
- Driving in a school zone
- Reacting to an approaching emergency vehicle
- Using turning lanes

Competency

Grade/ Content	Standards	Competencies
2nd Grade ELA example	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	A successful student can draw/dictate/write to compose narrative texts, describing real or imaginary events or experiences. (W.2.3, W.2.5, W.2.6, W.2,10)
	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
	W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
	W.2.10 Demonstrate command of the conventions of standard English grammar and usage when writing.	
5th Grade Math example	5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g. x-axis and x-coordinate, y-axis and y-coordinate).	A successful student can create, identify, and distinguish between lines, angles and shapes based on their properties and defining attributes using a coordinate plane. (5.G.1, 5.G.2, 5.G.3, 5.G.4)
	5.G.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation	
	5.G.3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	
	5.G.4. Classify two-dimensional figures in a hierarchy based on properties.	

What's already been accomplished (19-20 and before)

- Secondary teachers worked in content-area teams to identify priority standards that represent agreed-upon student competencies that teachers need to help every student learn, and demonstrate proficiency in, by the end of the term or course.
- An assessment audit was completed in 17-18. Secondary MTSS teams began exploring screening tools to identify which students need additional supports for intervention or enrichment. AIMSweb Plus is currently utilized in grades K-5 and has been selected as the screener for grades 6-9. The BASC/BESS social-emotional screener was selected for use with students in K-12.
- All principals and new teachers received training in Learning Objectives and Formative Assessments. The trainings were replicated in several schools across the district as these instructional strategies are measured on our eWalkthrough tool.
- MTSS has been fully implemented in grades K-5. The middle schools and high schools are in the process of structuring MTSS frameworks to provide intervention and enrichment.
- The T4T blueprint was designed to promote equity.

Recommendations for 2020-21

- Teachers will use priority/extended competencies to guide learning objectives and instruction.
- Elementary teachers will revise curriculum maps; secondary teachers will crosswalk KSDE's competencies with our district's priority standards.
- Teachers will analyze existing assessment tools and begin developing tools (if needed) for meaningful assessment of competencies.
- Teachers will focus on providing timely feedback to all students.
- Teachers will focus on providing differentiated support to all students based on assessment results.
- Teachers will implement strategies to ensure equity for all students.

Other Components of CBE That Will Be Considered Later

- Students are empowered to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- Students advance based on evidence of mastery, not seat time.
- Students learn actively using different pathways and varied pacing.
- Implementation of competency-based grade cards.

Questions?