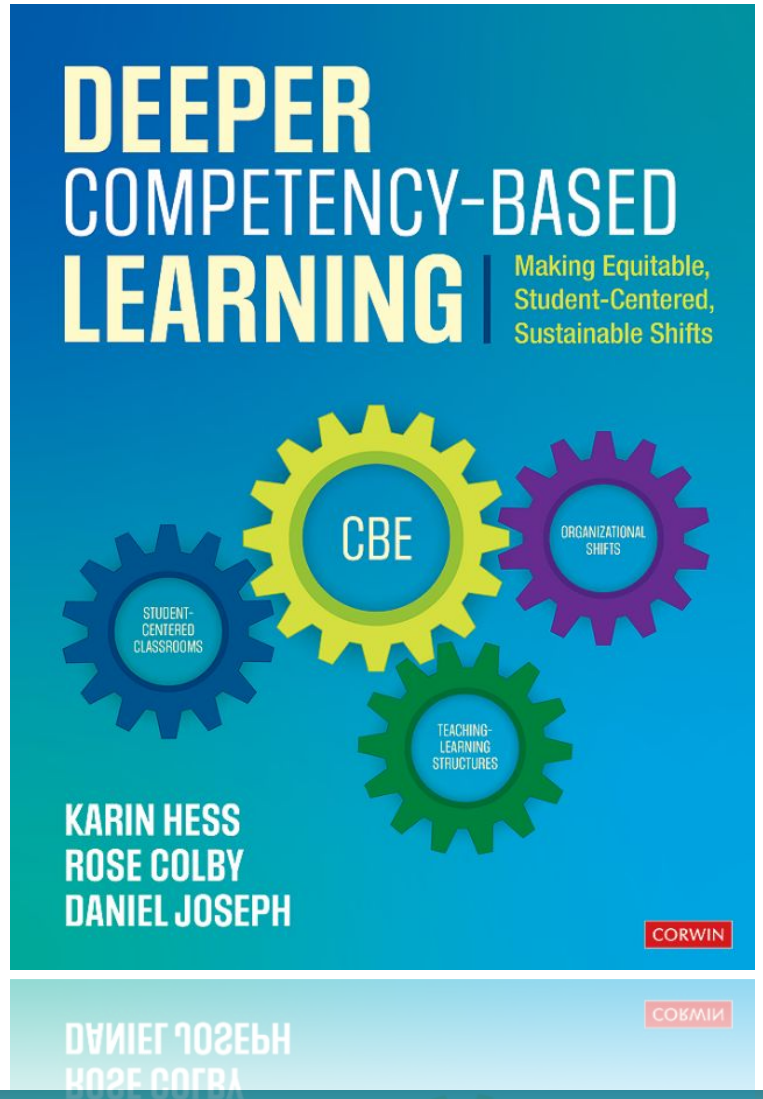

Please use the chat to comment or raise questions for the authors.

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*Deeper Competency-Based Learn*ing
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Webinar Learning Outcomes:

Participants will…

- **Reflect** on 5 core components in transforming from traditional to competency-based deeper learning.

- **Consider** how making equitable, student centered, and sustainable shifts in instruction, assessment, and grading support personalized learning.

- **Begin to examine** how our competency-based framework offers systemic opportunities to address new challenges in meeting students "where they are" in their learning.

Core Components of Personalized Competency-Based Education for Deeper Learning

Competencies

Broadly-stated academic goals and personal success skills that are measurable, rigorous, and transferable, empowering student learning beyond a single lesson, unit of study, or course.

Evidence-Based Grading

Scoring and reporting based on a body of evidence (BOE) that reflects progress or mastery of unit, course, and graduation competencies.

Learning Pathways

Descriptions of how students will develop and demonstrate deeper, broader, and more sophisticated understanding over time, with flexible pacing of learning.

Personal Success Skills

Life skills explicitly referenced in a school's portrait of the graduate, including workplace habits, self-management skills, and skills for interacting and working effectively with others.

Performance Assessments

Multi-step assessments with clear criteria, expectations, and processes that measure how well a student transfers knowledge and integrates complex skills to create or refine an original product.

Book Resources: CBE Readiness Tools

5 Core Components

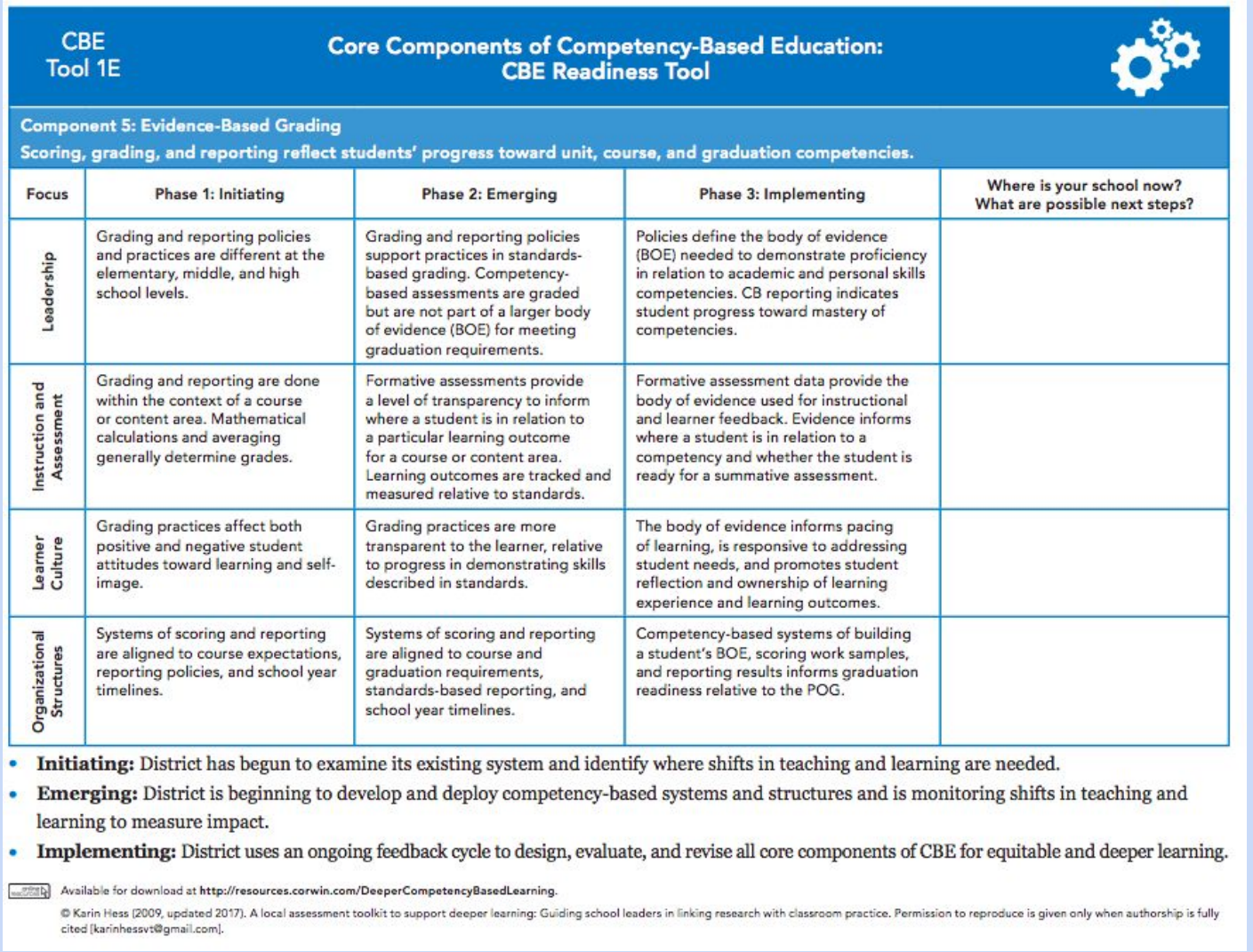
- Self-Assessment Tools

Focus Areas

- Leadership
- Instruction and Assessment
- Learner Culture
- Organizational Structure

Phases

- Initiating
- Emerging
- Implementing



CBE Tool 1E

Core Components of Competency-Based Education: CBE Readiness Tool

Component 5: Evidence-Based Grading
Scoring, grading, and reporting reflect students' progress toward unit, course, and graduation competencies.

Focus	Phase 1: Initiating	Phase 2: Emerging	Phase 3: Implementing	Where is your school now? What are possible next steps?
Leadership	Grading and reporting policies and practices are different at the elementary, middle, and high school levels.	Grading and reporting policies support practices in standards-based grading. Competency-based assessments are graded but are not part of a larger body of evidence (BOE) for meeting graduation requirements.	Policies define the body of evidence (BOE) needed to demonstrate proficiency in relation to academic and personal skills competencies. CB reporting indicates student progress toward mastery of competencies.	
Instruction and Assessment	Grading and reporting are done within the context of a course or content area. Mathematical calculations and averaging generally determine grades.	Formative assessments provide a level of transparency to inform where a student is in relation to a particular learning outcome for a course or content area. Learning outcomes are tracked and measured relative to standards.	Formative assessment data provide the body of evidence used for instructional and learner feedback. Evidence informs where a student is in relation to a competency and whether the student is ready for a summative assessment.	
Learner Culture	Grading practices affect both positive and negative student attitudes toward learning and self-image.	Grading practices are more transparent to the learner, relative to progress in demonstrating skills described in standards.	The body of evidence informs pacing of learning, is responsive to addressing student needs, and promotes student reflection and ownership of learning experience and learning outcomes.	
Organizational Structures	Systems of scoring and reporting are aligned to course expectations, reporting policies, and school year timelines.	Systems of scoring and reporting are aligned to course and graduation requirements, standards-based reporting, and school year timelines.	Competency-based systems of building a student's BOE, scoring work samples, and reporting results informs graduation readiness relative to the POG.	

- **Initiating:** District has begun to examine its existing system and identify where shifts in teaching and learning are needed.
- **Emerging:** District is beginning to develop and deploy competency-based systems and structures and is monitoring shifts in teaching and learning to measure impact.
- **Implementing:** District uses an ongoing feedback cycle to design, evaluate, and revise all core components of CBE for equitable and deeper learning.

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CBE Tool 1A

Core Components of Competency-Based Education: CBE Readiness Tool

Component 1: Competencies

Develop a K–12 continuum of rigorous competencies describing how students will apply or transfer essential knowledge, skills, and dispositions across the grades leading to graduation.

Focus	Phase 1: Initiating	Phase 2: Emerging	Phase 3: Implementing	Where is your school now? What are possible next steps?
Leadership	Graduation requirements are policy driven. Curriculum and course offerings are used to develop scope and sequences by course or content area.	Articulated profile of a graduate (POG) is developed with input from staff and shared with community stakeholders. Graduation requirements, curriculum, college and career pathways are not yet aligned to POG.	Articulated profile of a graduate (POG) is developed with input from staff and community stakeholders. Graduation requirements are clearly articulated and integrated into curriculum and college and career pathways.	
Instruction and Assessment	Learning outcomes are clear and articulated by course or grade level. Instructional design emphasizes application of knowledge and skills described in state-adopted standards.	Learning outcomes are clear and articulated by course and standards-based curriculum. K–12 academic competencies are adopted but not incorporated into instruction or assessment design.	Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important personal skills and dispositions. Instruction and assessments support and measure competencies.	
Learner Culture	Interpersonal skills are expressed as personal behaviors. Students are aware of these skills and monitored by teachers.	Interpersonal and intrapersonal competencies are developing and evidenced by students when they monitor and reflect on these skills.	Interpersonal, intrapersonal, and learning competencies include explicit, measurable, transferable learning objectives that empower students to have input into their learning path.	
Organizational Structures	The system is driven by "seat time" and whole-class instruction with some differentiation and remediation. Departments and grade-level teams with content expertise guide the delivery of instruction.	The structure and schedule allow for teacher collaboration and flexible grouping of students. School structures and systems are developing new pathways for students to advance to the next level of learning.	Structures and scheduling support collaboration in creating multiple pathways and academies that integrate standards and skills into core competencies aligned to career readiness standards and postsecondary expectations.	

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CBE Tool 1C

Core Components of Competency-Based Education: CBE Readiness Tool

Component 3: Performance Assessments

To determine a student's college and career readiness, the continuum of assessments rely on varied formats and multiple opportunities for students to demonstrate learning in authentic (real-world) tasks.

Focus	Phase 1: Initiating	Phase 2: Emerging	Phase 3: Implementing	Where is your school now? What are possible next steps?
Leadership	Assessments of student learning are evidenced within courses and content areas and guided by policies (grading, graduation, etc.) and curriculum.	Policies support multiple and varied assessments, including rigorous assessments that capture student learning and mastery within a standards-based curriculum.	Timely, rigorous, and competency-based assessments capture student learning and mastery within and beyond the school-based environment.	
Instruction and Assessment	Standards are expressed as learning outcomes and are assessed in all content areas. Assessments are given to all students on the same day. Performance assessments are rarely used to capture evidence of deeper learning.	Rigorous competencies with learning outcomes are identified. Performance tasks are introduced as a part of a balanced assessment system used both formatively and summatively in most courses and content areas.	Rigorous competencies and learning outcomes are scaffolded and integrated across content areas. Performance assessments provide meaningful feedback and measure both academic and personal success skills to promote deeper learning.	
Learner Culture	Students are aware of the knowledge and skills that will be assessed. Students do not view most assessments as relevant to their learning because there is only one way to demonstrate what they know.	Performance assessments begin to align with the knowledge, skills, and dispositions that all students should acquire within and across content areas or courses. Learning can be demonstrated in a variety of ways.	Performance assessments align with academic and personal skills (e.g. collaboration, goal setting, social discourse). Learning is student driven and demonstrated in a variety of ways. Assessment evidence and feedback promote deeper learning.	
Organizational Structures	Grading methods are often limited by the student information systems (SIS). Grades are reported by traditional assessment types (e.g., exams, state assessments), methods (averaging), and timelines.	Teachers are given the time and tools to co-plan and co-develop common rigorous assessments, including performance tasks and projects.	District protocols guide consistent design and use of assessments and review of student evidence from competency-based performance assessments. Evidence informs instruction and student learning.	

- **Initiating:** District has begun to examine its existing system and identify where shifts in teaching and learning are needed.
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CBE Tool 1D

Core Components of Competency-Based Education: CBE Readiness Tool

Component 4: Learning Pathways

Competencies drive a rigorous, transparent, flexible system of learning in which students are empowered by opportunities to choose what and how they learn.

Focus	Phase 1: Initiating	Phase 2: Emerging	Phase 3: Implementing	Where is your school now? What are possible next steps?
Leadership	Policies aspire to prepare students for college and careers, but practices support a single learning pathway to promotion or graduation for all students.	Policies and practices become more flexible in determining how and where learning can occur. The development of multiple, rigorous pathways ensures each student's learning is possible within the school-based accountability system.	Policies and practices support multiple pathways for authentic, rigorous student learning, which is appropriately credentialed within and outside learning agencies (e.g., college-course taking for graduation credit).	
Instruction and Assessment	Course-level standards and learning outcomes are taught and scaffolded by teachers and made transparent to parents and learners using course syllabi.	Competency-based learning outcomes are scaffolded and begin to be integrated across content areas and grade levels. Students have some options for learning (e.g., online, blended, face-to-face, community-based learning).	Competencies and learning outcomes are scaffolded and integrated across content areas as well as grade levels. Personalized learning plans guide students in their learning choices, pathways, and learning support.	
Learner Culture	Limited pathways and choice are offered to students in meeting grade-level or graduation requirements.	Multiple course and content pathways are aligned to competencies. Students have some options in how to demonstrate their learning across courses or content disciplines.	Students advocate how to navigate their personal pathways, leading to a demonstration of proficiency of the competency-based graduation requirements and the POG.	
Organizational Structures	A single system of teaching and learning is organized in the same way for all students, with provisions for remediation.	Equitable pathways articulate the alignment to academic or personal success skill competencies and are mapped to curricular programs or course offerings.	Equitable pathways clearly articulate the alignment to academic and personal success skill competencies and are mapped to learning opportunities anytime and anywhere.	

- **Initiating:** District has begun to examine its existing system and identify where shifts in teaching and learning are needed.
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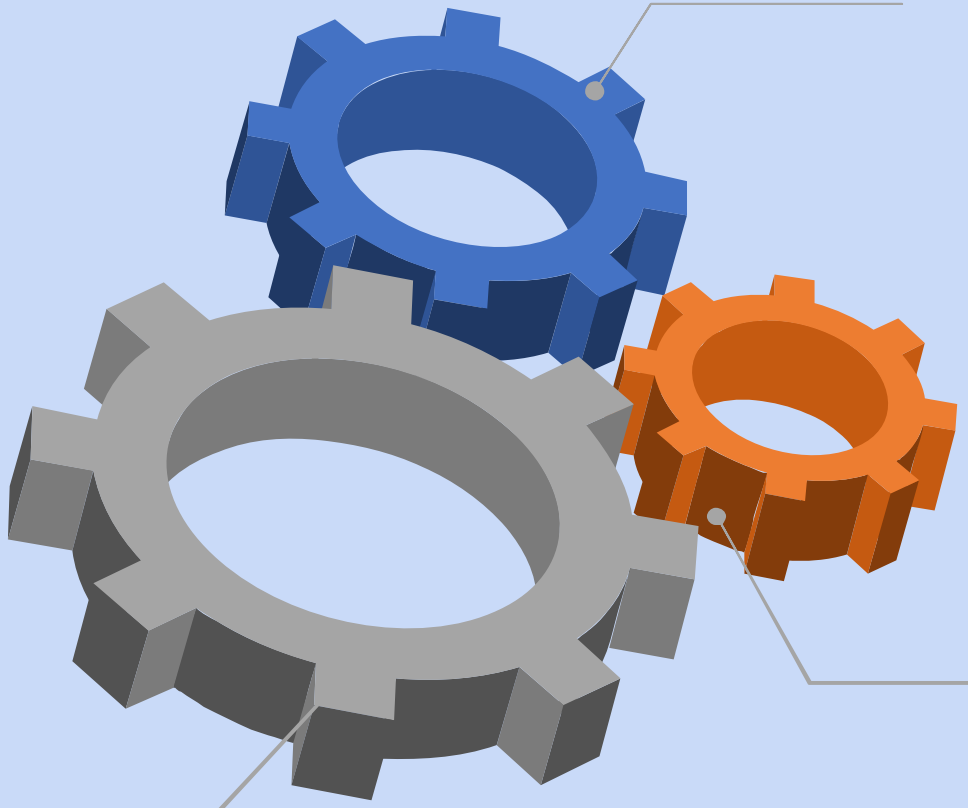
Major Shifts from Traditional Education to Personalized, Competency-Based Education



Organizational Shifts

- Policy
- Leadership
- Professional Culture
- Professional Learning

Student-Centered Classroom Shifts

- Core Instruction
- Pacing
- Assessment & Feedback
- Student-Centered Learning
- Student Supports/Equity
- Body of Evidence
- Classroom Culture and Engagement

Teaching and Learning Shifts

- Academic Competencies
- Personal Success Skills
- Performance Assessments
- Grading and Reporting

Focus Area 1: Organizational Shifts
(Table 1.3, p.26)

Dimensions of Systemic Shifts:

- Policy
- Leadership
- Professional Culture
- Professional Learning

CompetencyWorks Publication
Designing for Equity

Equity: Our duty as educators to ensure that each child is successful* in their learning through:

- Access
- Opportunity
- Pathways to success

**whatever it takes!*

Enabling Drivers for Shifts

1. Time
2. Talent
3. Technology
4. Resources

Your Changing World

Time for reflection!

Submit any comments or questions in the chat.

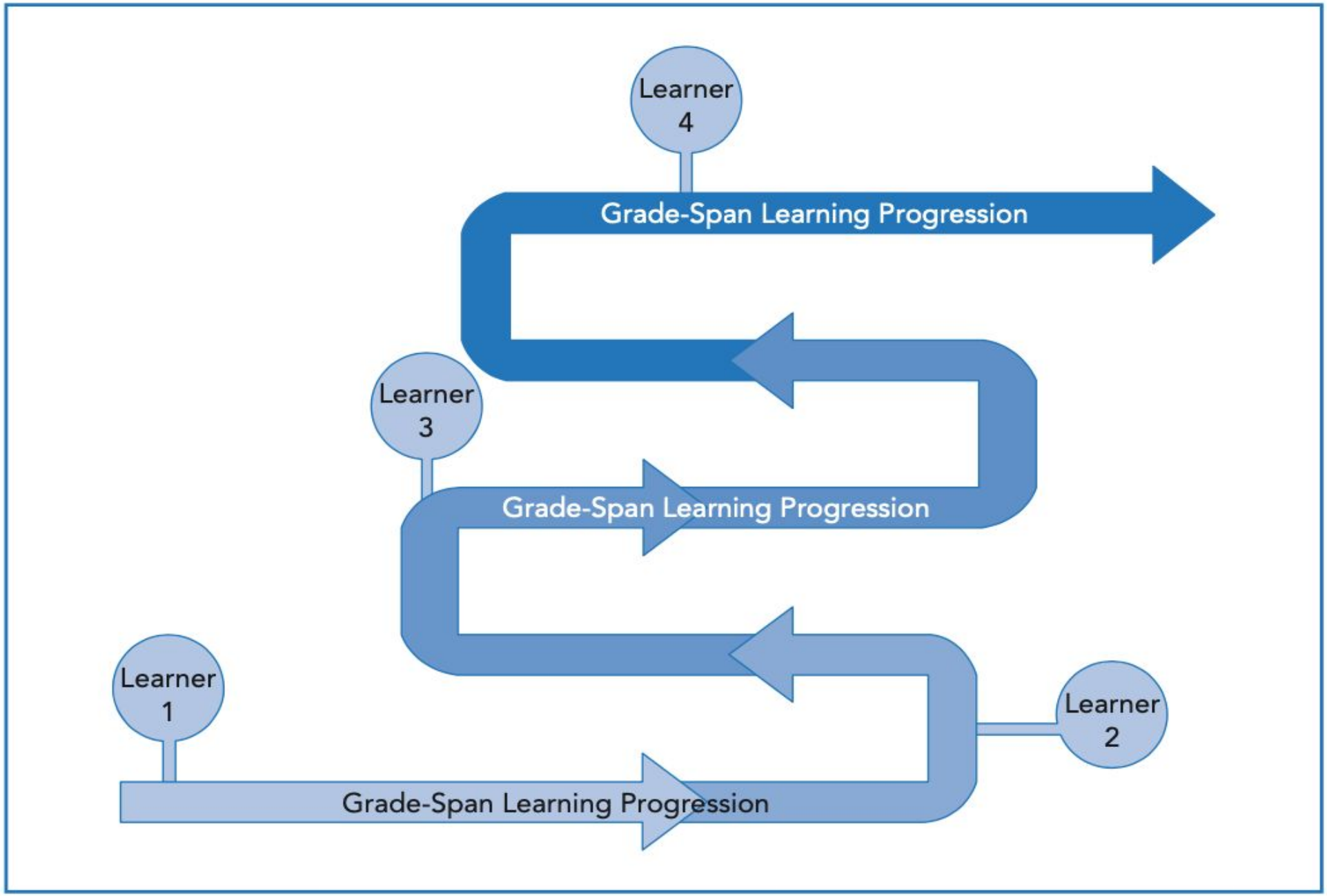
Do you see a logical entry point in **your organization** to address the systemic shifts to CBE?

Focus Area 2: Teaching and Learning Shifts
(Table 1.4, p.28)

Dimensions of Systemic Shifts:

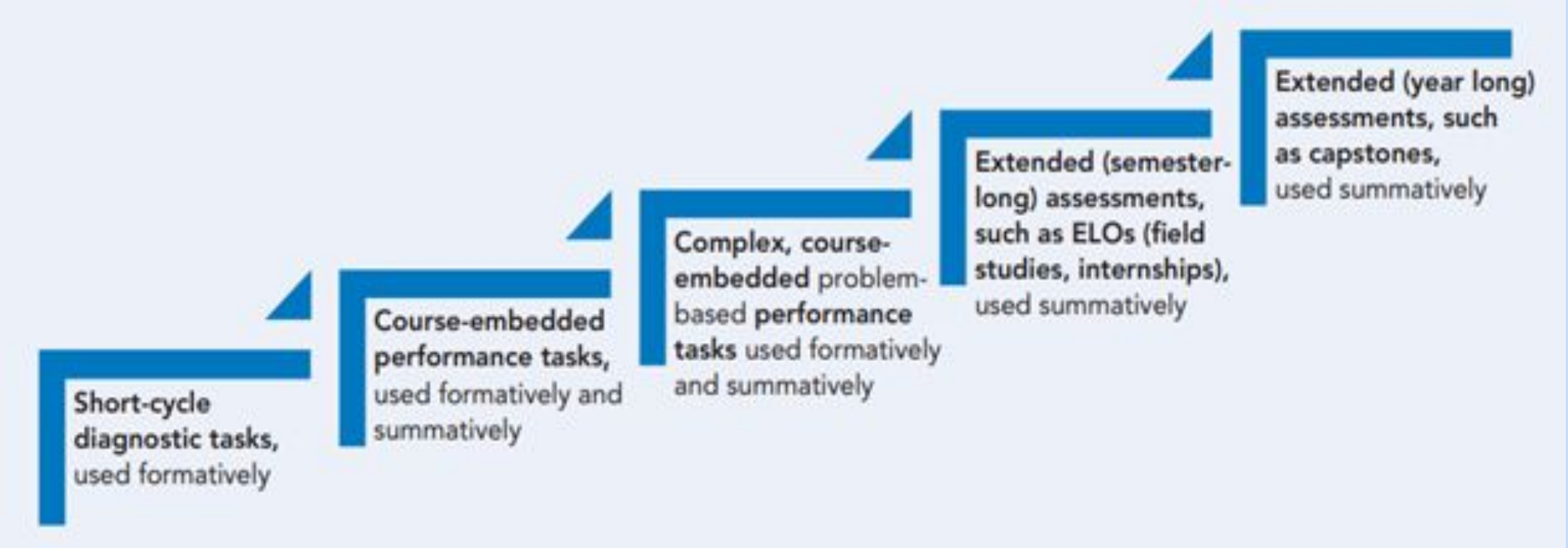
- Academic Competencies
- Personal Success Skills Competencies
- Range of Performance Assessments
- Grading and Reporting

FIGURE 4.8 Mapping CB Curriculum Along a Learning Progression



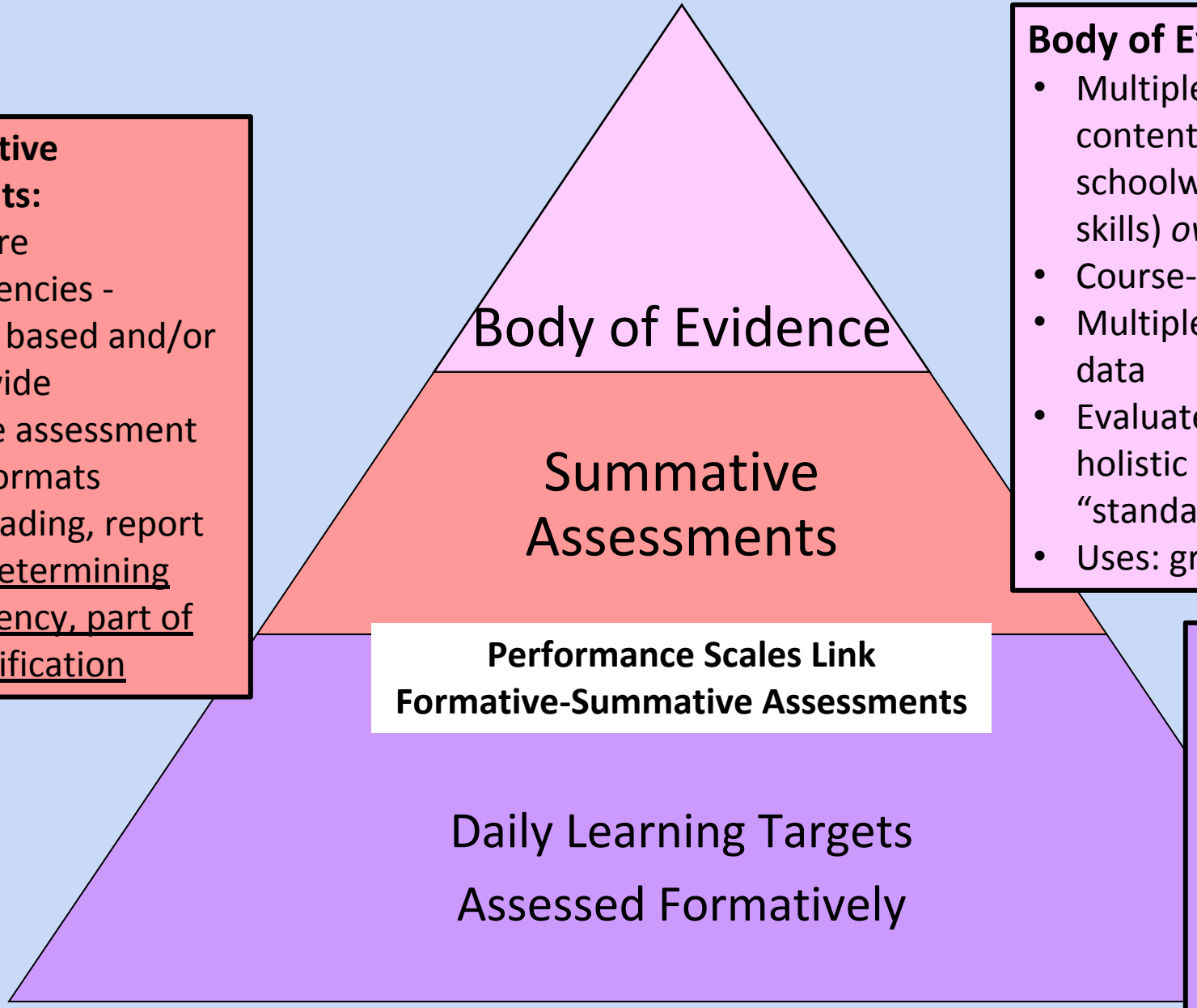
A Range of Performance Assessments Builds Each Student's Body of Evidence

Figure 3.3 - The Performance Assessment Continuum (p. 65)



CB Summative Assessments:

- 1 or more competencies - content based and/or schoolwide
- Multiple assessment types, formats
- Uses: grading, report cards, determining competency, part of BOE verification



Body of Evidence:

- Multiple competencies – content based and/or schoolwide (personal success skills) *over time*
- Course-based & Cross-curricular
- Multiple assessment types and data
- Evaluated using common holistic rubrics or guidelines for "standard setting"
- Uses: graduation, advancement

Daily Learning Targets:

- 1 or parts of 1 competency – all levels of performance scale
- Multiple formative assessment types
- Uses: plan lessons, determine progress, student supports

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Your Changing World

Submit any comments or questions in the chat.

Time for reflection!

What are the greatest challenges and opportunities for your school to address the systemic **shifts in assessment and grading** culture?

Focus Area 3: Student-Centered Classroom Shifts
(Table 1.5, p.30)

Dimensions of Systemic Shifts:

- Core Instruction
- Pacing
- Assessment & Feedback
- Student-Centered Learning
- Student Supports/Equity
- Body of Evidence
- Classroom Culture and Engagement

Visible Learning™ Influences

Connecting with CBE

Students' ability to engage with tasks requiring that they transfer their learning (0.86)

Collective Teacher Efficacy (1.39)

Student use of self-reflection (0.75)

Teacher clarity when setting expectations and designing learning activities (0.75)

Student use of strategy monitoring (0.58)

Teachers' engagement with cognitive task analysis (1.29)

Student use of metacognitive strategies (0.55)

Timely, self-regulatory feedback (0.66)

Based on the Visible Learning work by John Hattie (2019)

What fuels learning?

Learning Strategies- Levers for Engagement, Equity and Mastery

Cognitive Strategies

Deepen understanding of content as defined by rigor.

Metacognitive Strategies

Planning, monitoring and regulating the learning process.

Motivational Strategies

Self-efficacy and self-regulation to remain engaged in the learning process.

Management Strategies

Finding, navigating and evaluating resources and information.

Self-Systems: Metacognition, Reflection, and Goal Setting
(Source: Frey, Hattie, & Fisher, 2018)

I know where I am going.

(Transparency, Clarity, Feedback)

I have the tools for the journey.

(Intentionality, Perseverance, Learner Inventory and Choice)

I monitor my progress.

(Feedback, Growth Mindset, Appropriate Challenge)

I recognize when I'm ready for what's next.

(Transparency, Self-Reflection)

I know what to do next.

(Engagement, Agency)

STUDENT LEARNING STRATEGIES	ES
Strategies emphasizing student meta-cognitive/ self-regulated learning	
Elaboration and organization	0.75
Elaborative interrogation	0.56
Evaluation and reflection	0.75
Meta-cognitive strategies	0.55
Help seeking	0.72
Self-regulation strategies	0.52
Self-verbalization and self-questioning	0.59
Strategy monitoring	0.58
Transfer strategies	0.86

Visible Learning™ 250+ Influences on Student Achievement

A Model of Feedback

Visible Learners Seek Feedback and Recognize opportunities

.73 Assessment-Capable Visible Learners

Effective feedback is timely, specific, and includes actions that students can take to further their learning.

- **I know where I am going.**
- **I have the tools for the journey.**
- **I monitor my progress.**
- **I can recognize when I'm ready for what's next.**
- **I know what to do next.**

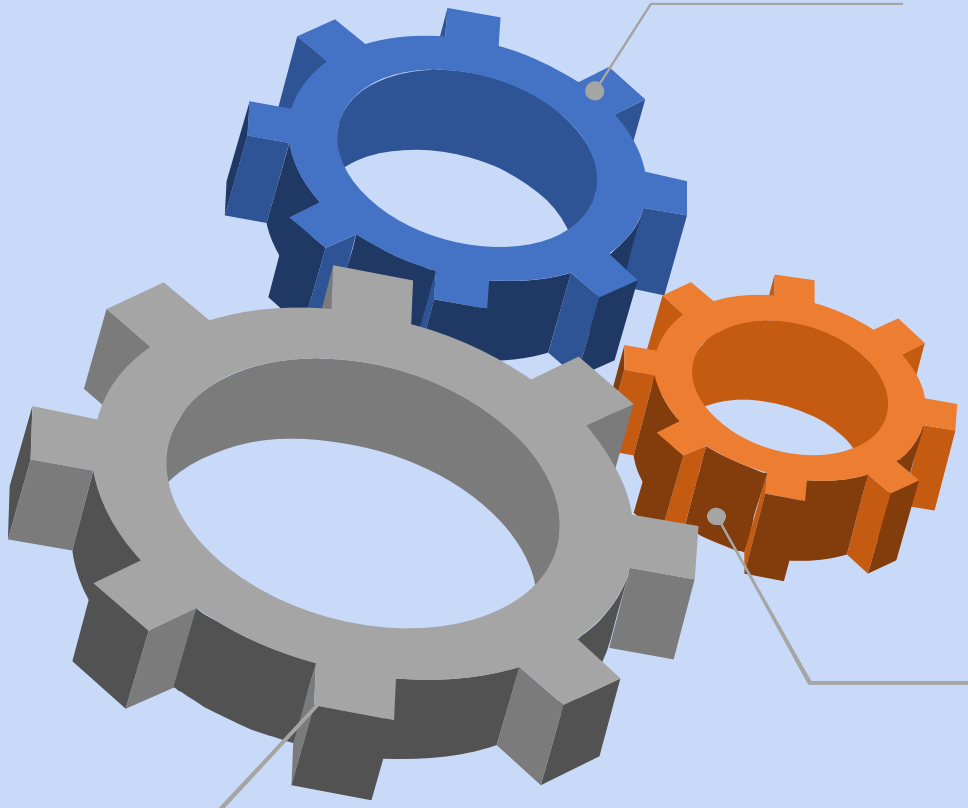
Your Changing World

Submit any comments or questions in the chat.

Time for reflection!

What are the greatest challenges and opportunities for your school to address the systemic shifts in creating a **personalized pathways for learning?**

Major Shifts from Traditional Education to Personalized, Competency-Based Education



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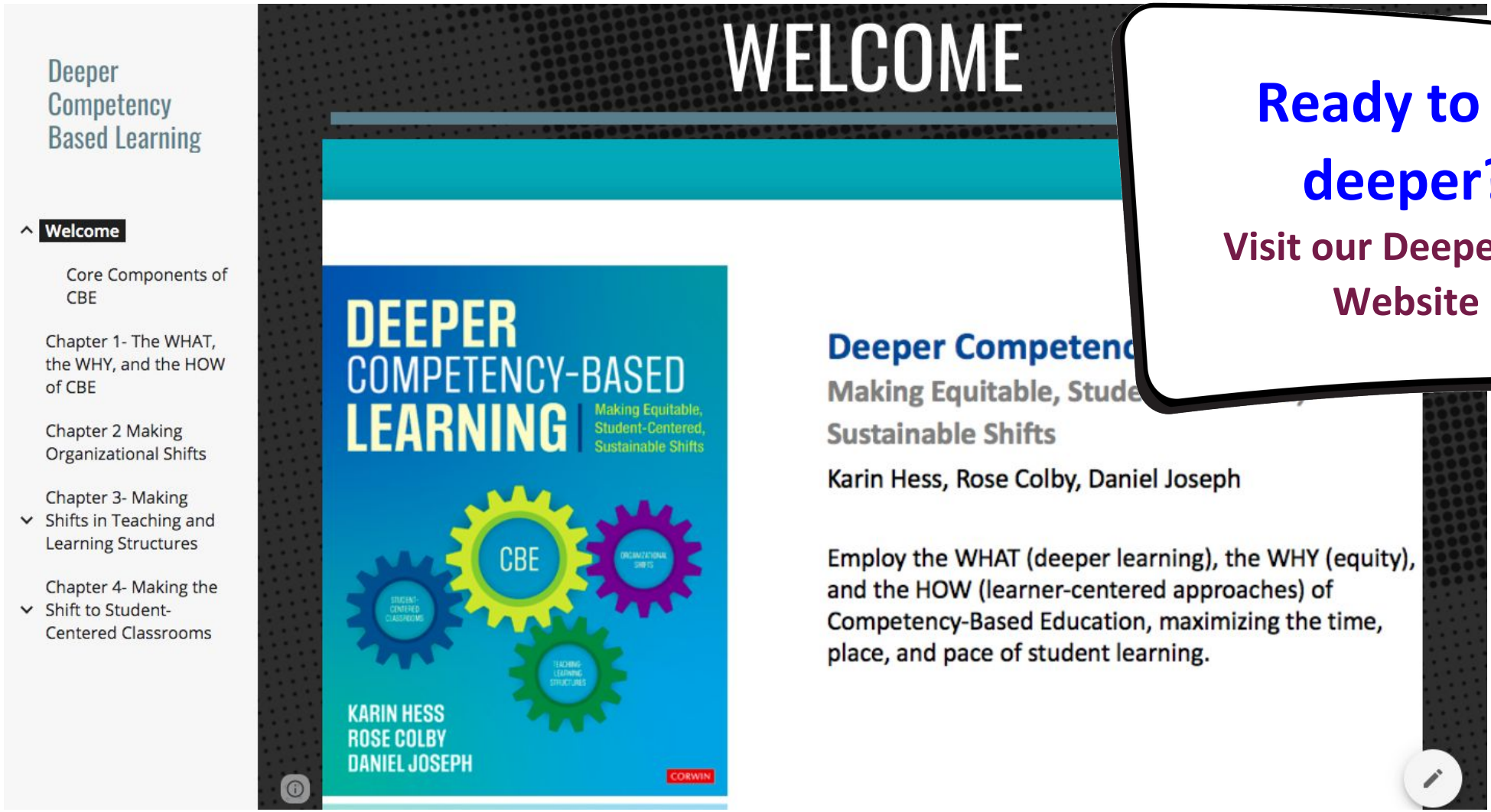

https://sites.google.com/a/cbesolution.com/deeper-competency-based-learning/

Q&A
You have
Questions
We have
Answers