



SYMPOSIUM BREAKOUT SESSION
TUESDAY, OCTOBER 26, 2021 | 1:15-2:15 PM ET

Competency-Based Education: Getting Started with Learner-Centered Practice and an Equity Lens

PRESENTERS:

- Cinnamon Scheufele, Lindsay Unified School District
- Claudette Trujillo, Westminster Public Schools
- Deion A. Jordan, Crosstown High
- Rebecca Midles, Getting Smart



Competency-Based Education

Getting Started with Learner-Centered
Practice and an Equity Lens

Facilitators



Rebecca Midles

Getting Smart,
Olympia, WA



Deion A. Jordan

Crosstown High,
Memphis, TN
Educator in Residence,
Getting Smart



Cinnamon Scheufele

Lindsay Unified SD,
Lindsay, CA



Claudette Trujillo

Westminster Public
Schools,
Westminster, CO

Agenda

Introduction & Expectations

Starting the Journey

- **District**
- **School**
- **Classroom**

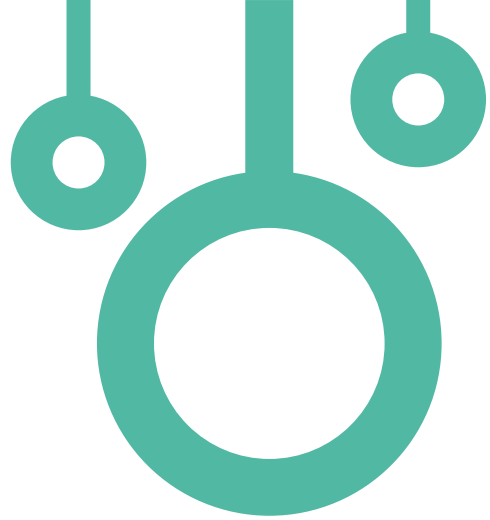
Equitable Design & Whole Child

Next Steps & Closing Survey

Representation & Participation



Please use chat to tell us your name, role and location*
Please consider changing name on zoom to reflect information.



Quick Check-in: Competency-Based Education & Learner Centered Practices

**Designing
Sandbox
[DS]**

**Playing in
Sandbox
[PS]**

**Constructing
in Sandbox
[CS]**

**Designing
w/ Others
[DO]**

Please use chat to share. *Example: “PS”*

Organizational View



Our WHY, leads to our Vision

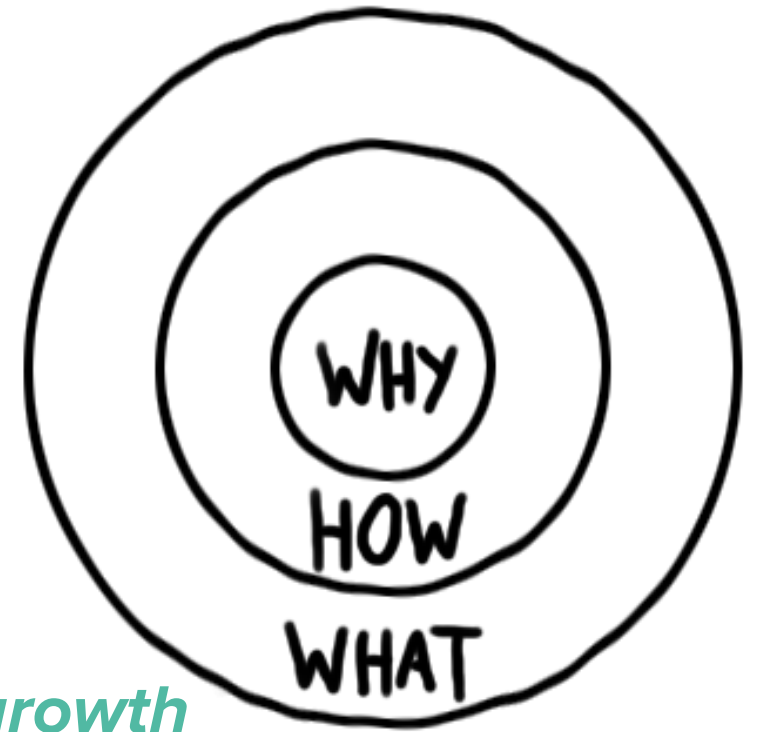
Learning profiles, graduates

Our HOW, leads to our Behavior

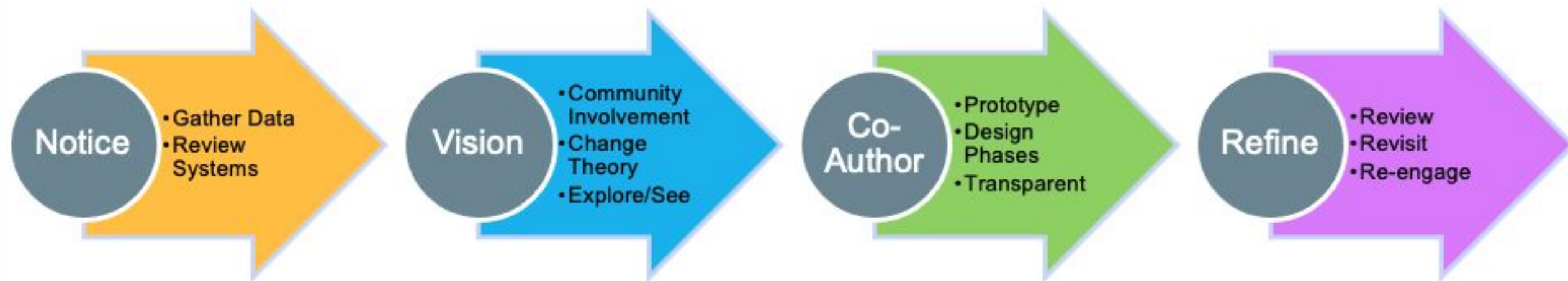
Shared commitments & beliefs

Our WHAT, leads to our Learning Model

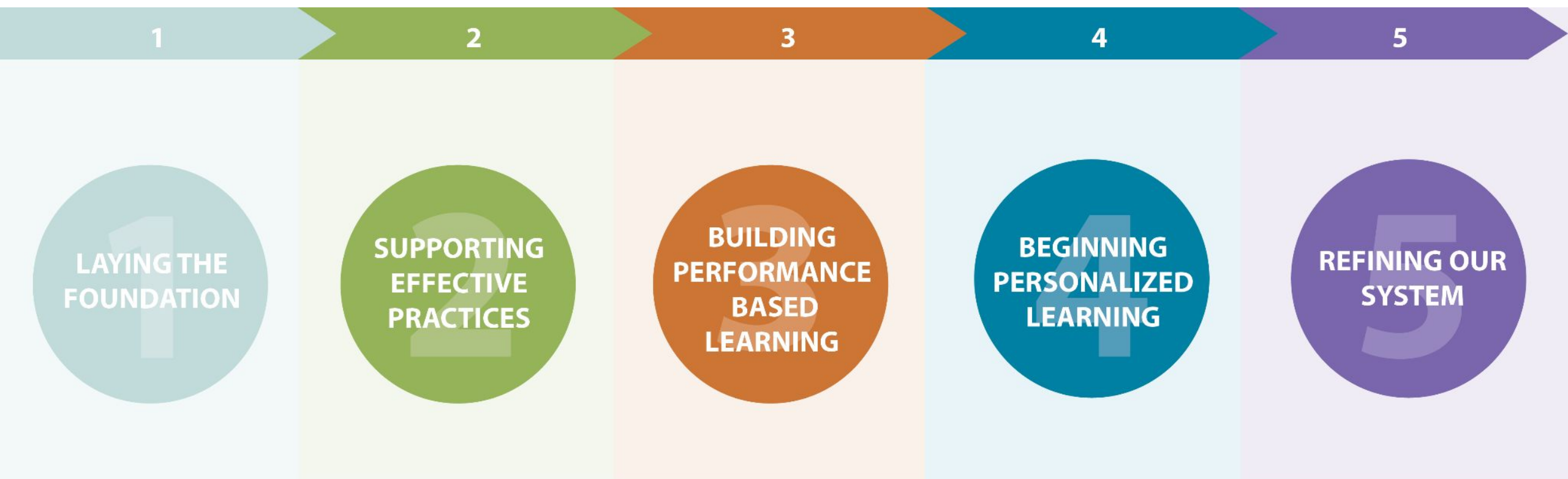
Design principles for learning and capturing growth

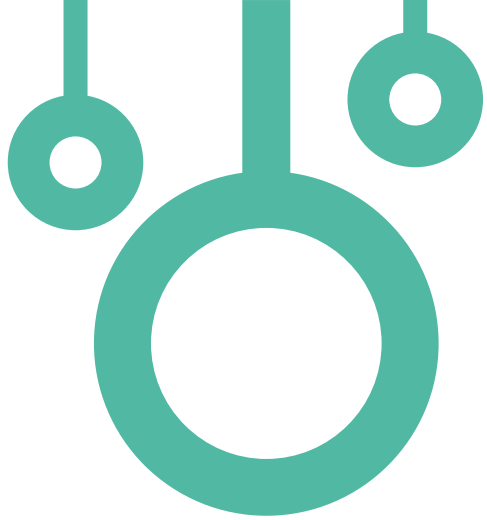


Organizational View

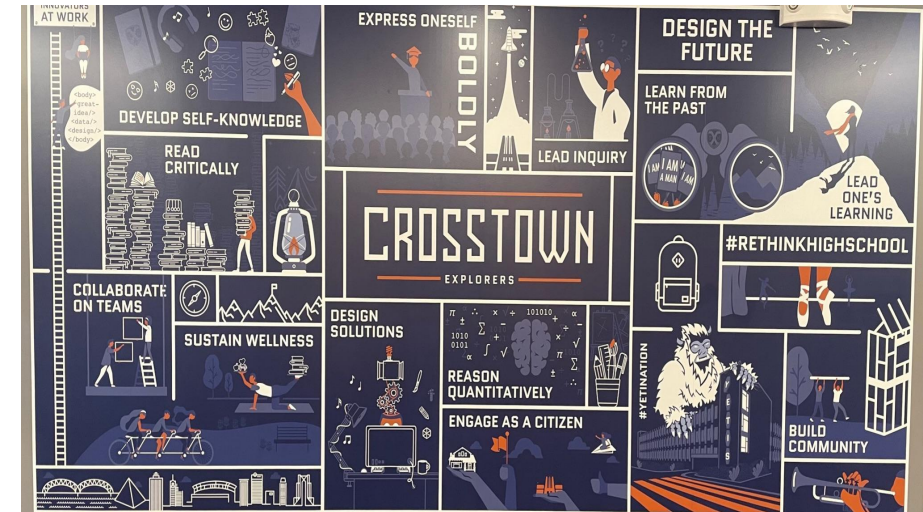
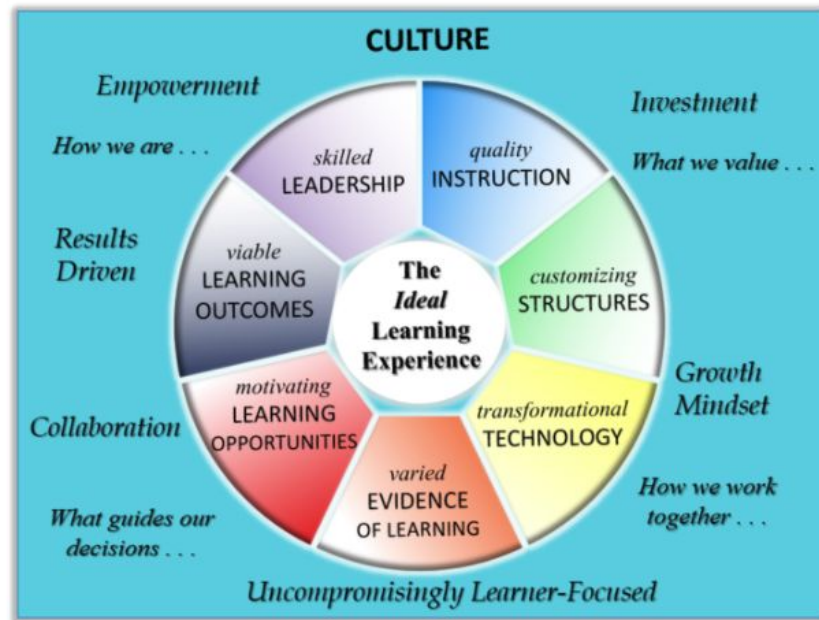


Learning Models, Phased Approach





Visioning the Work, Building Transparency



Competency Based Education

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.

Competency Based Education

4. Students progress 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.

Laying the Foundation

Getting Started

- District
- School
- Classroom

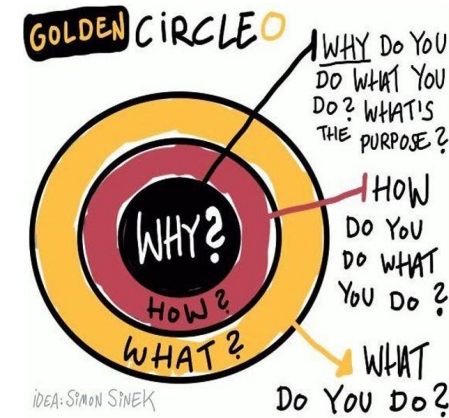


Cinnamon Scheufele

- I have served learners in Lindsay for 28 years
 - Learning facilitator (way back in 1994 I was called “teacher/maestra”)
 - Reading specialist
 - Director of Preschools
 - Principal
 - Executive Director C&I

Lindsay Unified

- 100% receive free-and-reduced lunch
- 93% Latino/a/x
- 37% English Learners
- 43% from a home where one or both parents did not graduate from high school
- 30% Migrant Learners
- 12% meet state and federal standards for homeless
- Average community education level is 5th grade



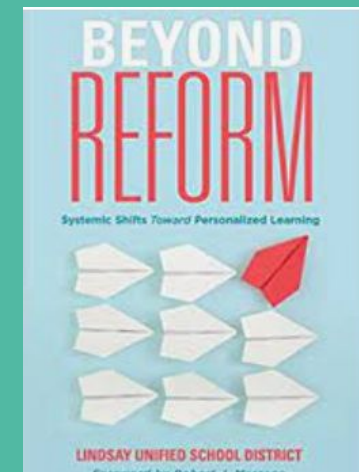
We Made a Promise to Our Families



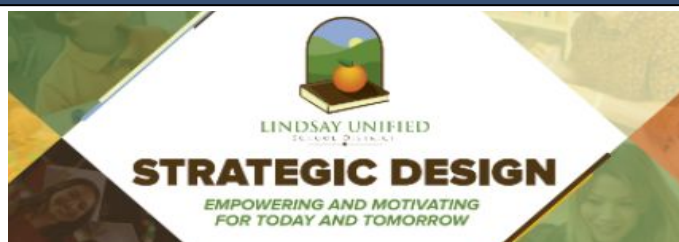
Lindsay Unified Strategic Design

- In 2007 we gathered as a community and designed what we wanted for our learners and our community
- The Lindsay Unified Strategic Design was created, and by design, works to ensure equity
- Through **core values, beliefs and guiding principles**, and the **vision** for what we want for our learners, we continue to work toward the full realization of the Strategic Design

Many parts of our journey have been captured in our book:
Beyond Reform



Supporting The LUSD Strategic Design



The Learning Accelerator



Resources that support an equity lens at LUSD

- [LUSD Strategic Design](#)
- [Instructional Look Fors](#)
- [Site Level Conditions](#)
- [Measuring What Works: TLA](#)
- [Insight Education Group](#)



Claudette Trujillo

Why?

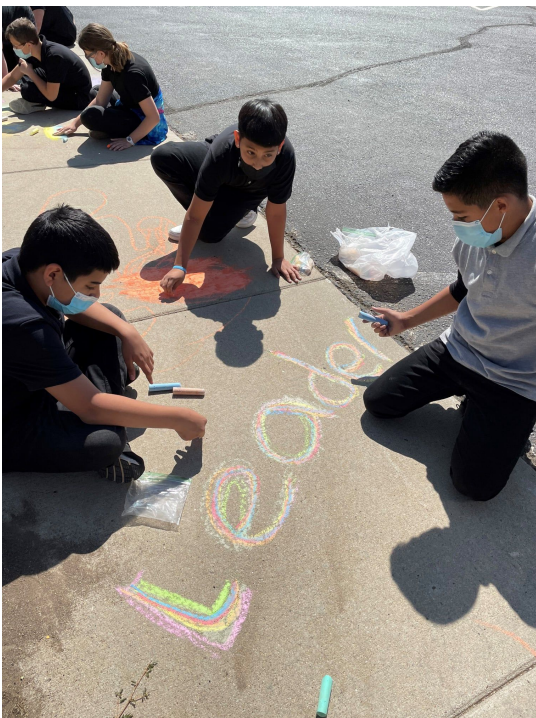
We wanted immediate and equitable access to rigorous arts programming and performance opportunities through arts integrated, project-based learning in a competency-based model for PK-8 students.





Supporting District Vision with School Vision

Visioning as a site, supporting district vision



- Responsive approach to community input & needs
- Systemic Alignment-Pipeline
- Equity Focus-Knowing your community
- Lesson learning-Planning for mobility/college transition

Learning Environment: Site Level

Starting with Strengths



- Inventory of Resources
- Inventory of staff talents/strengths
- Equity Focus-Recruiting for needs and unicorns
- Lesson Learned-Growing your own leadership

Learning Environment: Site Level

Instructional Design



- Finding and allotting CBE Resources
- Equity Focus-Innovative Staffing
- Lesson Learned-Master Scheduling-planning for anytime learner transitions

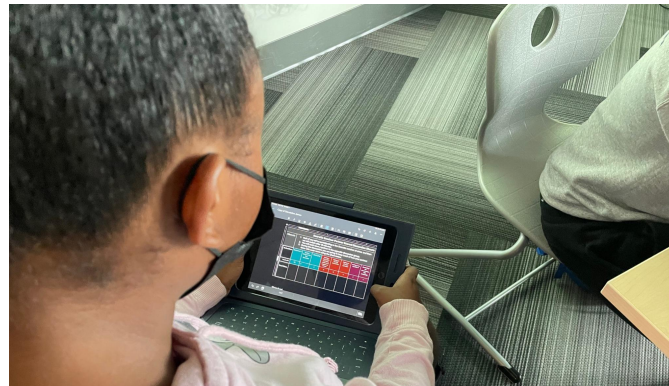


Deion Jordan

Schools in Memphis are segregated socioeconomically, and our goal is to cultivate a diverse learning community, developing student leaders who know who they are, how to learn, and how to contribute in ways that matter to them and the future of our community.

Learning Environment: Classroom

Site Visioning with Community



Six Core XQ Design Principles

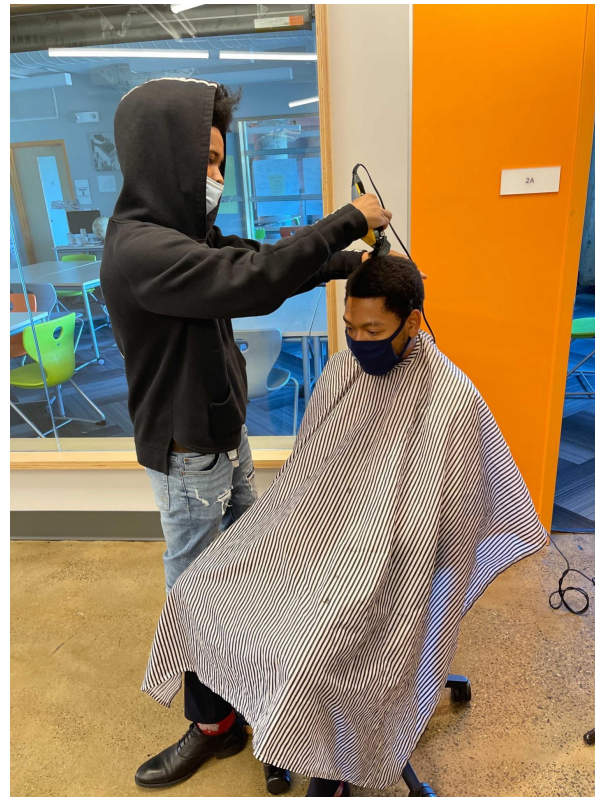
- Strong mission and culture.
- Meaningful, engaged learning.
- Caring, trusting relationships.
- Youth voice and choice.
- Smart use of time, space, and tech.
- Community partnerships.

Crosstown 4 Pillars:

- Project-based
- Competency-based
- Relationship Driven
- Diverse by Design

Learning Environment: Classroom

Culture and Relationships



Advisory

- SEL and Academic
- FHAO

Diversity by Design

- DEI
- RJE
- Student Affinity Groups

Learning Environment: Classroom

Learner Voice, Staff Cohesion, Instructional Design

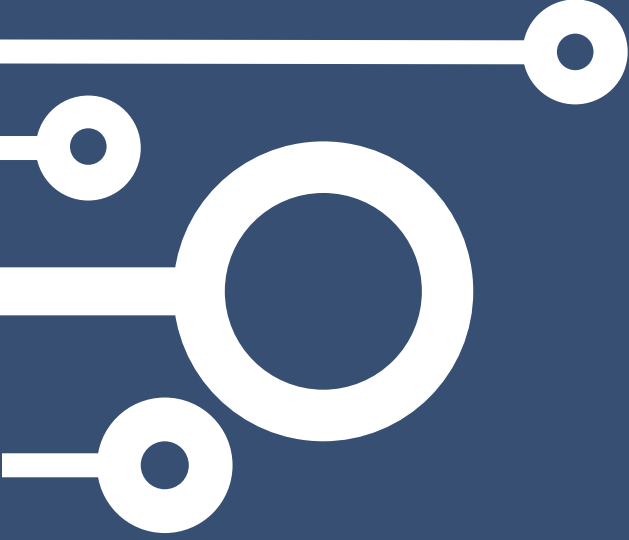


Student Feedback Cycles

- Project Development
- Master Schedule

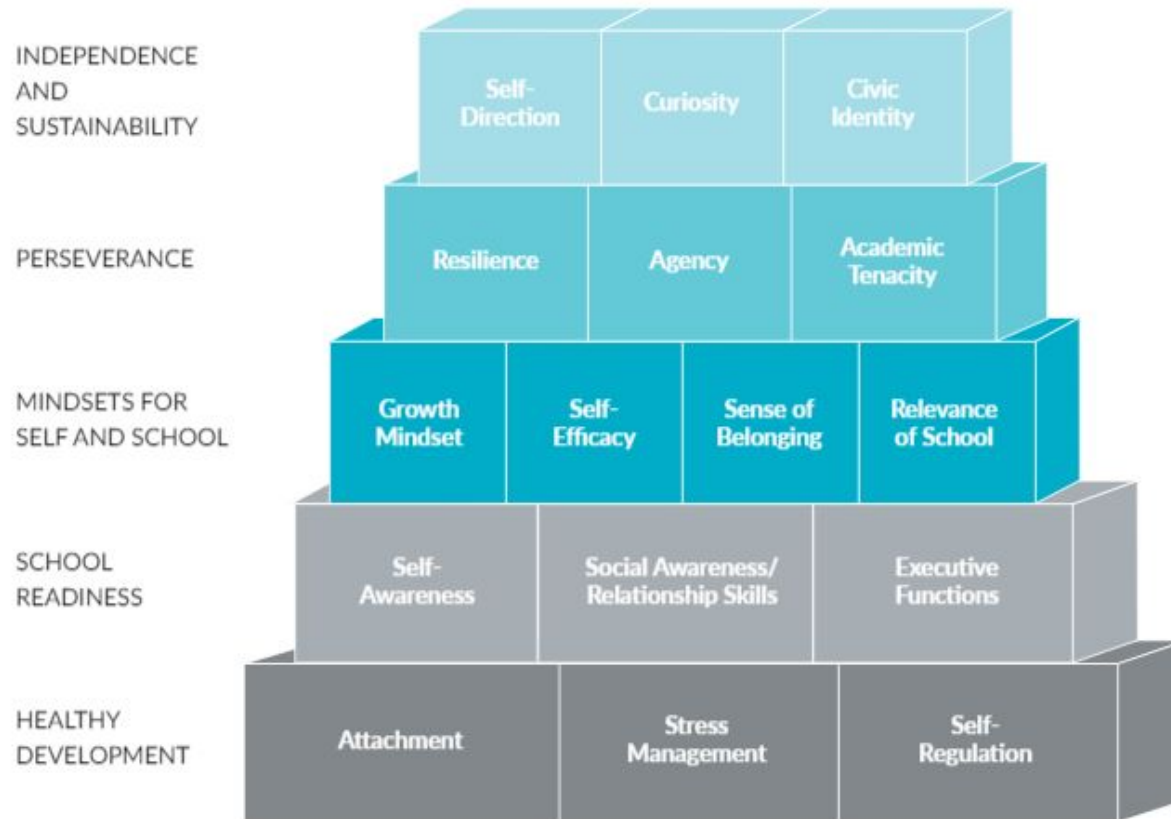
Student Leadership

- School Board Members (Non-voting/Voting)
- Student Internship/externships

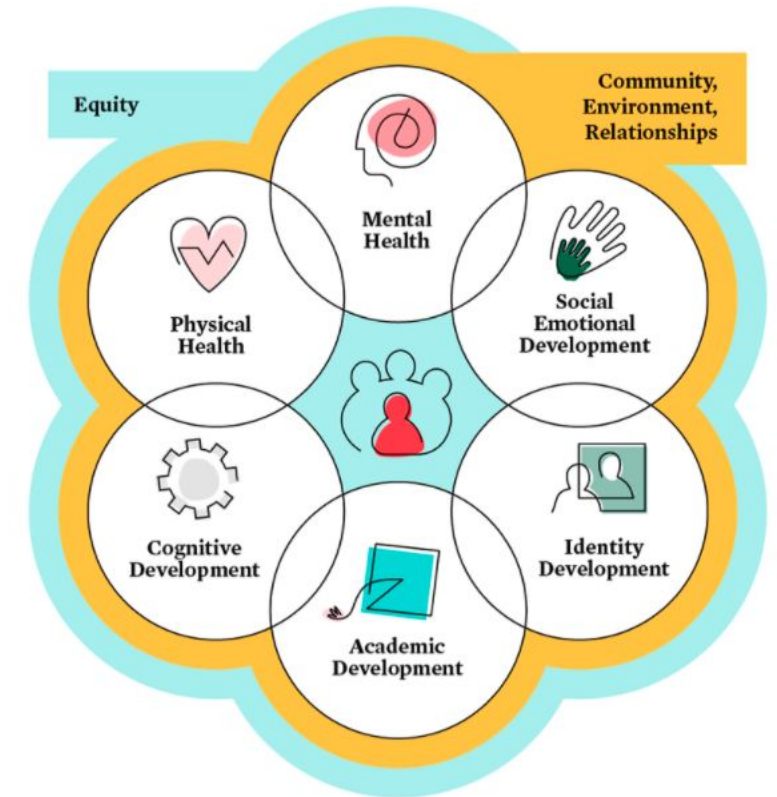


Equitable Design

The Pursuit of Agency

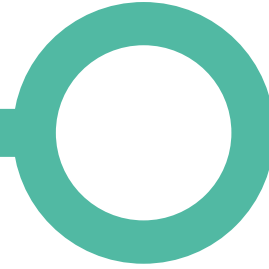


*Building Blocks for Learning,
Turnaround for Children*



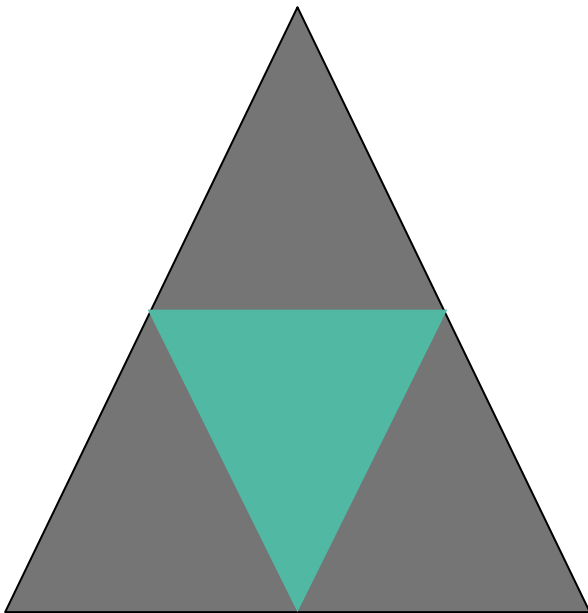
*Whole Child Education, Learning Policy Institute,
Illustration by Grady Fike, courtesy of the Chan Zuckerberg Initiative.*

Design Principles





Equity Audits & Data



- Access, Process, Outcome
- Personalized Learning Plans (PLPs)
- Equity Audits for all members of the learning community as a whole
- Roles of data chats at the district and site level
- Entering into discussions around equity (one example: LUSD podcast featuring a conversation with Supt. Tom Rooney)
- Triangulation & Self Perception Surveys

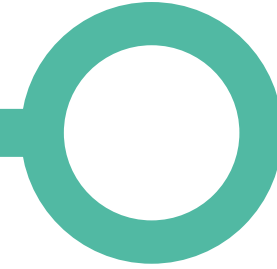
Strategies and Practices



- ❑ Innovative Use of Time
- ❑ Flexible Grouping of Learners
- ❑ Sequence & Documentation of Learning
- ❑ Assessment Literacy and Practices
- ❑ Grading, Reporting, Recording
- ❑ Instructional Framework
- ❑ Learning Culture
- ❑ Flexible Use of Space

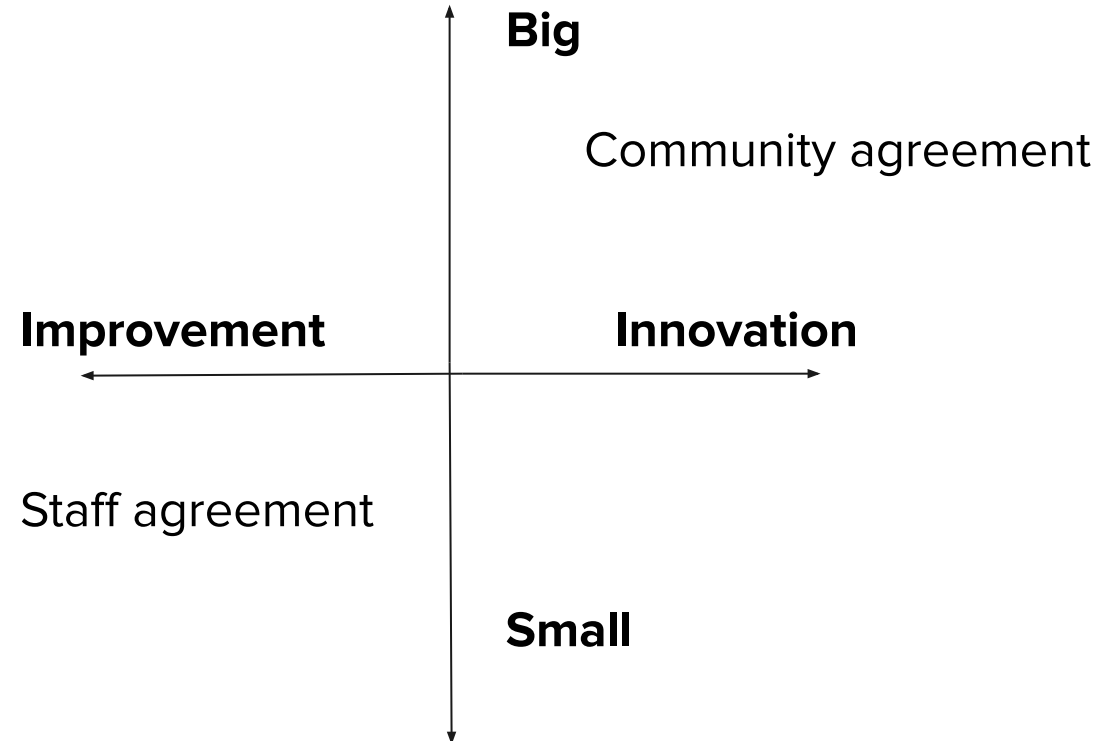
For guiding questions and look fors, check out
[Are You Putting Learners First? 8 Ways to Check.](#)

Improvement v. Innovation?



Improvement: agreements
can often be internal to staff

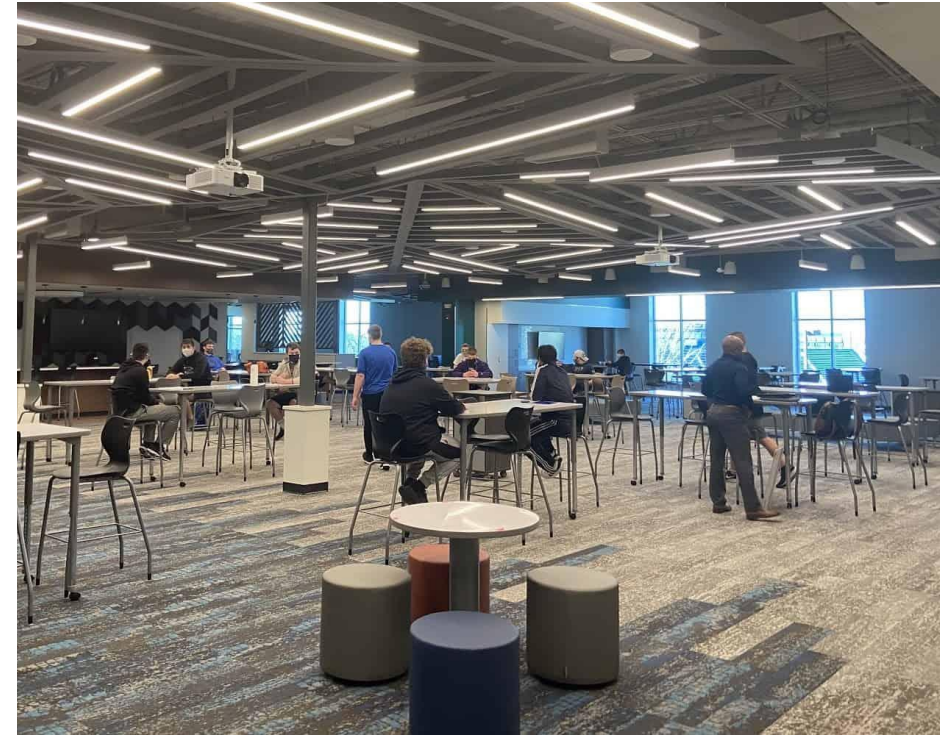
Innovation: given risk & cost,
agreements often involve
community



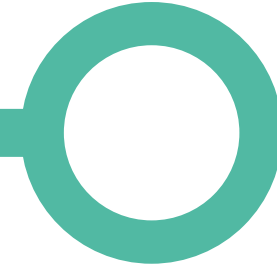
Entry Points

Visualize the Future

- School visits & community conversations
- Popup experiences: afterschool, summer school
- Microschools: full or part time academies
 - Pilot/demonstrate new learning model
 - Invite teachers to illustrate & investigate the future
- Distribute leadership
- Profiles of an Educator



Entry Points



Social & Emotional Learning, Mindsets

- Improve morning meetings
- Add skill building to advisory
- Multi tiered support services

Student Agency

- Student voice opportunities
- Co-authored learning experiences
- Leadership opportunities



Equitable Access to High Quality Learning

*All learners need to be seen,
be heard and be valued.
They all need to see a path
of their choosing in their future.*

Thank you



Deion A. Jordan
*Crosstown High School,
& Getting Smart
@deion_jordan*



Claudette Trujillo
*Metropolitan Arts
Academy, Westminster
Public Schools
@Claudetteleads*



Cinnamon Scheufele
*Executive Director of C & I,
Lindsay USD
@Lindsay_USD*



Rebecca Midles
*VP of Learning Design,
Getting Smart
@akrebecca*

The background is a collage of various images from the Aurora Institute Symposium, including people networking, presentations, and group photos. The Aurora Institute logo, featuring a stylized star and the word 'AURORA', is positioned at the top left. The word 'INSTITUTE' is written in a smaller, sans-serif font below 'AURORA'. The word 'Symposium' is written in a large, elegant, serif font below 'INSTITUTE'.

AURORA INSTITUTE *Symposium*

OCTOBER 25-27, 2021 | VIRTUAL

“Leading Competency-Based Education Redesign”

Thank you for joining us!

**Share Your Thoughts.
Participate in our one-minute poll (link in chat box).**