



SYMPOSIUM BREAKOUT SESSION
TUESDAY, OCTOBER 26, 2021 | 12:00-1:00 PM ET

Demonstrating Evidence of Learning – Anytime, Anywhere – Spotlighting State Efforts to Leverage This Unprecedented Opportunity to Dismantle the Legacy of Seat-Time

PRESENTERS:

- Angie Stallings, Utah State Board of Education
- Jason Berg, Farmington Area Public Schools
- Jon Alfuth, KnowledgeWorks (moderator)
- Michelle Udall, Arizona House of Representatives



The background is a collage of various images from the Aurora Institute Symposium 2019, including people networking, presentations, and group photos. The text is overlaid on this collage.

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).

Background and Context

- COVID has highlighted long-standing personalized learning roadblocks
- Seat-time requirements are at the forefront
- During COVID, every state implemented temporary measures to ensure schools were funded and students receive credit
- Moving forward, some states are seizing the moment and implementing bold, systemic changes to empower future innovation

Session Objectives

1. Understand why seat-time policies have long been a barrier to personalized, competency-based learning, before, during and after COVID
2. Discover how states are dismantling these barriers in differing ways
3. Brainstorm how teaching and learning can shift once these barriers are removed

Presenters



Jonathan Alfuth
State Policy Director
KnowledgeWorks
(moderator)



Angie Stallings
Deputy Superintendent
Utah State Board of
Education



Jason Berg
Superintendent
Farmington Public
Schools, Minnesota



**Representative
Michelle Udall**
Chairwoman,
AZ Education Committee

KnowledgeWorks®





Angie Stallings
Deputy Superintendent
Utah State Board of
Education

Educational Services not Hours

"Educational services" means providing learning opportunities and services designed to support a student to be prepared to succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives, including by providing:

- (a) high quality instruction for each student;
- (b) personalized learning supports for each student; and
- (c) implementation of evidence-based student health and wellness practices.



"Attendance validated program" means a program within an LEA that consists of eligible, enrolled public school students who physically attend school in a brick and mortar school.

"Learner validated program" means a program within an LEA that consists of eligible, enrolled public school students where the student receives instruction through:

- (a) an online learning program;
- (b) a blended learning program; or
- (c) a competency-based learning program.





Jason Berg
Superintendent
Farmington Public
Schools, Minnesota

Our Frameworks

DANIEL PINK Feb 19, 2011

Brevity = Levity = Repetition

motivation a.k.a. SCIENCE
to find **INNER DRIVE**

remands for good behavior? Punishment for bad behavior?

IF/THEN 😊 = SIMPLE
IF/THEN ☹️ = COMPLEX

THE OUNDE PROBLEM - Functional FIREDNESS see with PESTO 50%

50 Yrs of Science
00000

more complex than carrots + sticks. **ROWE**

GRIT - perseverance, passion for a long term GOALS

MASTERY | **PURPOSE**

- Making progress on one's work
- ① MASTERY IS MINDSET
- ② MASTERY IS PAIN

How | WHY

many Profit + Purpose

do something meaningful contribute to the world

MASTERY IS AN ASYNTOPE

AUTONOMY!

- self direction
- greater freedom
- one day working
- not the prob on whatery
- not the solut

WE vs THEY

every great President has a sentence

do an AUTONOMY AUDIT

Master depends on feedback

20% To TIME

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Webb's Depth of Knowledge

<p>DOK Level 1 (Recall)</p> <p>Verbs: arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...</p> <p>Focus: on specific facts, definitions, details, or procedures</p> <p>Note: there's one correct answer, and a combination of Level 1s does not make it a Level 2</p>	<p>DOK Level 2 (Skill / Concept)</p> <p>Verbs: categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...</p> <p>Focus: on applying skills and concepts explaining how or why</p> <p>Note: there's one correct answer</p>
<p>DOK Level 3 (Strategic Thinking)</p> <p>Verbs: assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...</p> <p>Focus: on reasoning and planning in order to respond complex and abstract thinking required defending reasoning or conclusions</p> <p>Note: multiple answers or approaches</p>	<p>DOK Level 4 (Extended Thinking)</p> <p>Verbs: apply concepts, analyze, connect, create, critique, design, prove, ...</p> <p>Focus: on complex reasoning, planning, and thinking make real-world applications in new situations</p> <p>Note: has multiple answers or approaches often requires extended periods of time with multiple steps</p>

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Competency-Based Education

A New Architecture for K-12 Schooling

ROSE L. COLBY

All FHS grads should be able to...

- Talk to adults and advocate for themselves
- Manage workflow
- Handle interpersonal problems and cope with ups/downs
- Accept challenges and handle failing through perseverance/grit

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
0 Hour 7:15-8:15	0 Hour 7:15-8:15	0 Hour 7:15-8:15	0 Hour 7:15-8:15	0 Hour 7:15-8:15
AM Academic Support: 8:20-8:40	AM Academic Support: 8:20-8:40	Teacher Collaboration until 8:30	AM Academic Support: 8:20-8:40	AM Academic Support: 8:20-8:40
1st Hour 8:45-9:45	1st Hour 8:45-9:45	1st Hour 8:45-9:45	1st Hour 8:45-9:45	1st Hour 8:45-9:45
2nd Hour 9:49-10:49	2nd Hour 9:49-10:49	RAMP-Up 2 Readiness 9:49-10:19	2nd Hour 9:49-10:49	RAMP-Up 2 Readiness 9:49-10:19
3rd Hour & Lunch 10:53-12:29	3rd Hour & Lunch 10:53-12:29	2nd Hour 10:23-11:23	3rd Hour & Lunch 10:53-12:29	2nd Hour 10:23-11:23
4th Hour 12:33-1:34	4th Hour 12:33-1:34	3 rd Hour & Lunch 11:27-1:03	4th Hour 12:33-1:34	3 rd Hour & Lunch 11:27-1:03
5th Hour 1:38-2:40	5th Hour 1:38-2:40	4th Hour 1:07-2:05	5th Hour 1:38-2:40	4th Hour 1:07-2:05
PM Academic Support: 2:44-3:05	PM Academic Support: 2:44-3:05	5th Hour 2:09-3:05	PM Academic Support: 2:44-3:05	5th Hour 2:09-3:05

Note: EVERY day the buses arrive and depart at normal times. Arrive: around 8:00 Depart: around 3:05
AM Academic Support: Required for ALL students first 3 weeks of each trimester and each Monday the rest of the trimester, then required for students who have been assigned by a teacher to receive additional support
PM Academic Support: Required only for students who have been assigned by a teacher to receive additional support. Math/Reading Centers open during this time
RAMP-Up to Readiness: Required to be in class and complete all activities

Flexible Learning Days

Planned Flexible Learning Days

- 2013-14 School Year
 - 4 days in the school calendar
- 2016-17 School Year
 - 2 days in the school calendar

Emergency Flexible Learning Days

- 2013-14 due to weather