

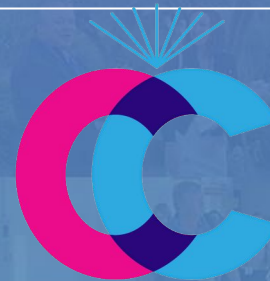


SYMPOSIUM BREAKOUT SESSION
TUESDAY, OCTOBER 26, 2021 | 12:00-1:00 PM ET

It's Up to Us to Make Competency-Based Education Culturally Responsive and Sustaining

PRESENTER:

- Joy Nolan, Competency Collaborative
(formerly Mastery Collaborative)
NYC Department of Education



**COMPETENCY
COLLABORATIVE**



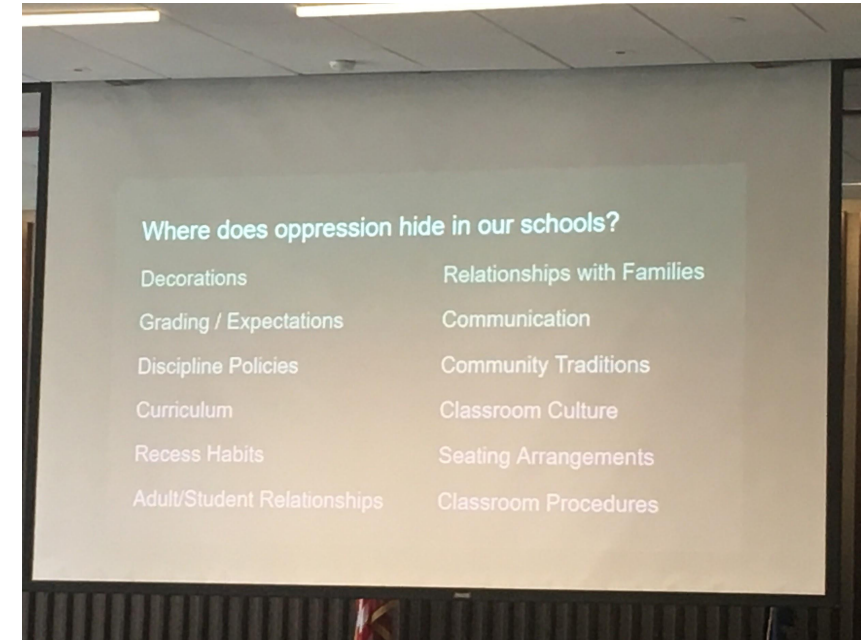
**Department of
Education**
Chancellor Meisha Porter



The front lines of love and liberation

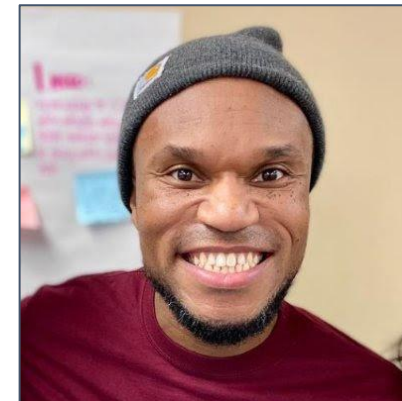
Cornelius Minor asks: Where does oppression hide in our schools?

Decorations	Relationships with Families
Grading/Expectations	Communication
Discipline Policies	Community Traditions
Curriculum	Classroom Culture
Recess Habits	Seating Arrangements
Adult/student relationships	Classroom Procedures



The front lines of love and liberation (10 min.)

- 1) Greetings! In the chat, please say hi, share your first name, home state, and pronouns if you care to share them.
- 2) THEN, open this Crowdsourcing resource: <https://bit.ly/FrontlinesActivityAurora21>. Choose 1 focus area of oppression in school: **Curriculum**, **Pedagogy**, **Grading**.
- 3) For your focus area: ***How can love and liberation replace oppression?*** Brainstorm **specific** and **actionable** ways: What could we do differently?
- 4) When we come back together: Be ready to share in the chat what you find to be the **most powerful levers of love and liberation**.



[@MisterMinor](#)


A must-follow

The front lines of love and liberation

The front lines of love and liberation (10 min.)

- 1) Greetings! In the chat, please say hi, share your first name, home state, and pronouns if you care to share them.
- 2) THEN, open this Crowdsourcing resource: <https://bit.ly/FrontlinesActivityAurora21>. Choose 1 focus area of oppression in school: **Curriculum, Pedagogy, Grading**.
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- 4) When we come back together: Be ready to share in the chat what you find to be the **most powerful levers of love and liberation**.




COMPETENCY COLLABORATIVE
* gratitude to @MisterMinor for the question!

FOCUS AREA: CURRICULUM	
Where does oppression hide in our curriculum? *	How can love and liberation replace oppression? (specific/actionable ideas, please)
<div></div>	<div></div>

FOCUS AREA: PEDAGOGY	
Where does oppression hide in our pedagogy? *	How can love and liberation replace oppression? (specific/actionable ideas, please)
<div></div>	<div></div>

FOCUS AREA: GRADING	
Where does oppression hide in our grading? *	How can love and liberation replace oppression? (specific/actionable ideas, please)
<div></div>	<div></div>



team@masterycollaborative.org
www.masterycollaborative.org
@Competency_NYC

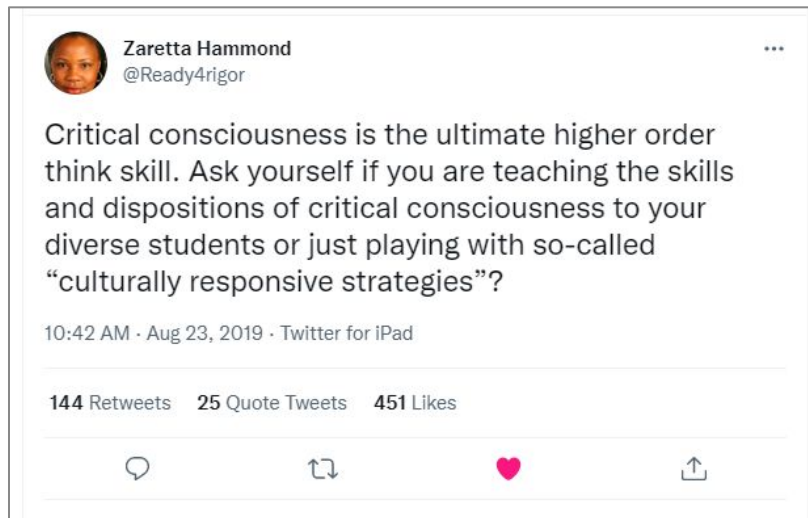
- Start with love and liberation (always!)
- CRSE: Culturally Responsive-Sustaining Education
- CBE: Competency-based Education
- CRSE + CBE: what happens when we use them together?
- Continuing in this work



KAPPA International HS, Bronx

Outcomes for our time

- Understand how CRSE & CBE can work together in youth-centered learning.
- Discover ways to address young people as learners (using CBE), and respond to and sustain their racial, cultural, and social identities (using CRSE).
- Create CRSE academic outcomes that go beyond subject areas: cultural competence and critical consciousness--which Zaretta Hammond calls the ultimate higher-order thinking skill."



KAPPA International HS, Bronx

NYC Department of Education

K-12 public schools across the 5 boroughs of NYC that choose to focus on **culturally responsive-sustaining & competency-based** systems & practices. This is our 7th year.

Our community of 76 member schools “cross-pollinate”

youth-centered principles and practices via professional learning, PLCs, virtual visits, mentoring, and resource sharing. The MC also partners with several NYC DOE geographic school districts.

Friends of Mastery Collaborative: Interest group for 2,000+ educators exploring CRSE/CBE shifts around the city and country. Friends of MC can opt in to many program events, such as virtual school visits.

To join: bit.ly/MCFriends To follow: [Twitter.com/Competency_NYC](https://twitter.com/Competency_NYC)



*Pan American International HS
at Monroe, Bronx*

We focus on school-wide and classroom change processes in these areas:

- Youth-centered, responsive school culture
- Curriculum
- Classroom moves
- Equitable grading practices
- Planning and preparation moves



Flushing International HS, Queens

We recently changed our name to Competency Collaborative from Mastery Collaborative.

Why the name change?

At its heart, our community's work is about disrupting harmful power dynamics in school. We seek collectively to change spaces and systems of oppression to those of joy, freedom, love and liberation. We are moving away from the term mastery because of its connotation of dominance, and the connection of the word "master" to the history of enslavement.

Shifting our language is a journey. Please join us! We suggest talking about competency-based education, rather than mastery-based education. We are using words such as proficiency and competency to replace the word mastery—and more broadly reflecting always about language and other messaging and substance that can make a space more or less liberatory.



*Students from MS 442, Brooklyn NY
at a full-community gathering*

Youth-Centered Approach

Who are the students at the center of our practice?

How are we getting to know students and their families?

As learners, as experts, as people with complex intersecting identities and communities.



KAPPA International HS, Bronx

Shout out and appreciations to:

**Metropolitan Center for Research on Equity
and the Transformation of Schools**



steinhardt.nyu.edu/metrocenter



WHAT TRULY *GIVES YOU JOY* AS AN EDUCATOR?





How do you Put **YOUTH AT THE CENTER?**



www.menti.com/un3ppfsgx8



WHAT TRULY *GIVES YOU JOY* AS AN EDUCATOR?



HOW DO YOU PUT *YOUTH AT THE CENTER*?



IN 3 WORDS:
WHAT'S YOUR VISION
FOR THE STUDENTS YOU SERVE?



**COMPETENCY
COLLABORATIVE**



**Department of
Education**
Chancellor Meisha Porter

IN 3 WORDS:

***WHAT'S YOUR VISION
FOR THE STUDENTS YOU SERVE?***

RESULTS!

<https://www.mentimeter.com/s/089b20d45dd4bbc0094d469e64d79087/e1ccf16653ae>

Culturally Responsive-Sustaining Education (CRSE)



Flushing International HS, Queens

Dr. Gloria Ladson-Billings's 3 Pillars: The basis of CRSE



Department of
Education
Chancellor Meisha Porter

1) Students must experience **academic success**.

2) Students must develop and/or maintain **cultural competence**.

3) Students must develop a **critical (aka sociopolitical) consciousness** through which they challenge the status quo of the current social order."



Dr. Gloria Ladson-Billings is known for her groundbreaking work in the fields of Culturally Relevant Pedagogy and Critical Race Theory.

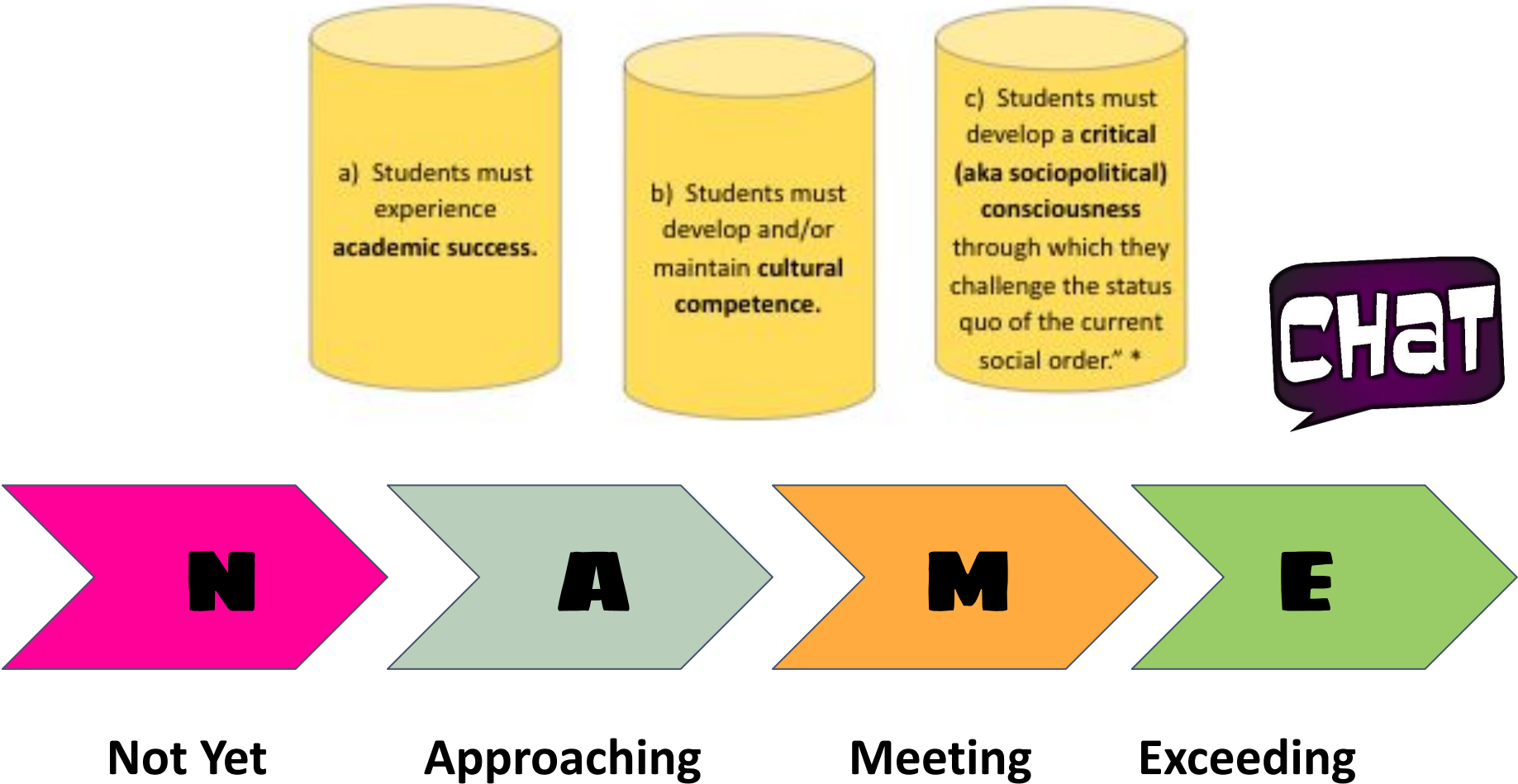
Literacy, numeracy, tech, social, political skills. And also: Love of learning, and a focus on what's important *to learners*.
CBE is a strong support here.

Understanding our own racial/cultural/social identities; working effectively with others not like ourselves.

Agency and critical lens to join forces with others to challenge inequities.



SELF-RATING for today: Dr. Gloria Ladson-Billings's 3 pillars of CRSE



Dr. Gloria Ladson-Billings is known for her groundbreaking work in the fields of Culturally Relevant Pedagogy and Critical Race Theory.

Where are you right now, in your ability to: Understand this work? Make it happen? Lead this work?
Give yourself a rating: N A M E. AND: What are your questions?

CRSE Pillar 1: Academic Success

a) Students must
experience
academic success.

b) Students must
develop and/or
maintain **cultural
competence.**

c) Students must
develop a **critical
(aka sociopolitical)
consciousness**
through which they
challenge the status
quo of the current
social order.” *

CBE is a strong support
for **Pillar 1: Academic
Success.**



Dr. Gloria Ladson-Billings is known for her groundbreaking work in the fields of Culturally Relevant Pedagogy and Critical Race Theory.

a) Students must
experience
academic success.

“Despite the current social inequities and hostile classroom environments, students must develop their academic skills ...

All students need **literacy, numeracy, technological, social, and political skills** in order to be active participants in a democracy. “

Young people also need adults who “ensure that they learn **that which is most meaningful to them.**” *

“But That's Just Good Teaching!
The Case for Culturally Relevant Pedagogy”
Dr. GLB, 1995



Dr. Gloria Ladson-Billings is known for her groundbreaking work in the fields of Culturally Relevant Pedagogy and Critical Race Theory.



Culturally Relevant Pedagogy — Gloria Ladson-Billings (1994)

- “empowers students intellectually, socially, emotionally, and politically by using cultural referents to impact knowledge, skills and attitudes.”



Culturally Responsive Teaching — Geneva Gay (2010)

- “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them.”



Culturally Sustaining Pedagogy — Django Paris & H. Samy Alim (2014)

- “seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling.”

Build your CRSE expertise!

NYSED Culturally Responsive-Sustaining Education Framework

CRSE helps educators create student-centered learning environments that:

- affirm racial, linguistic and cultural identities
- prepare students for rigor and independent learning
- develop students' abilities to connect across lines of difference
- elevate historically marginalized voices
- empower students as agents of social change.

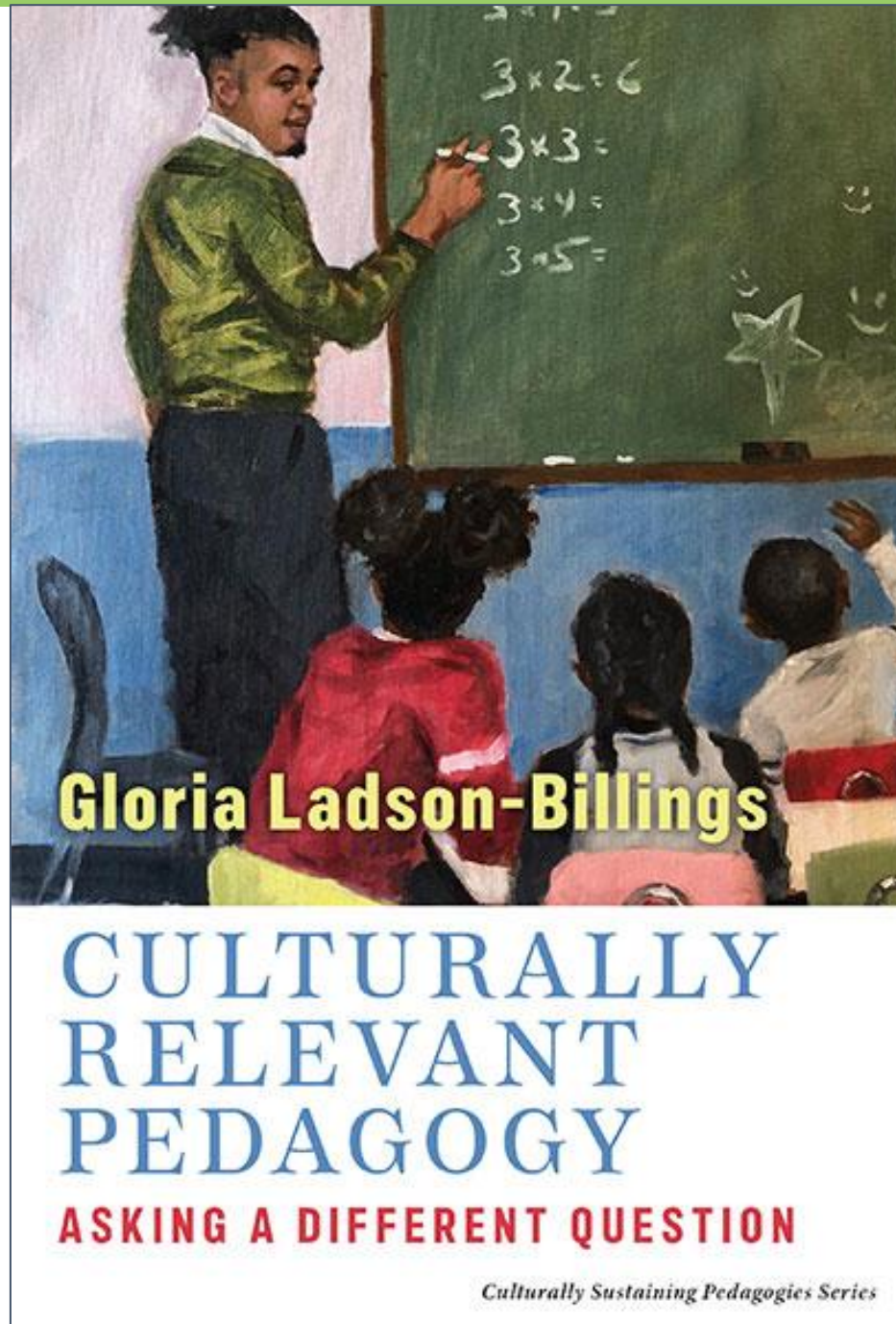
<http://bit.ly/CRSEFrameworkNYS>



Build your CRSE expertise!

Dr. Gloria Ladson-Billings's
just-released book: Oct 2021

[Order here.](#)



Follow Dr. Ladson-Billings
here:

[@gildadson](#)



- What already makes sense?
- What questions do you have?



Competency-based* Education (CBE)



Students at Urban Assembly Institute of Math and Science for Young Women

* *aka Mastery-based*

Why make the shift to mastery-based learning?

featuring KAPPA International, Bronx & Urban Assembly Maker Academy, Manhattan



<https://vimeo.com/159998675>

AS YOU WATCH:

- *Pay special attention to the story of Angelica.*
- *What resonates with you?*
- *What questions and hesitations come up for you?*

Make time & space to TALK IT ALL THROUGH.

What does competency-based learning look like?

Learning is active.

Students engage actively in hands-on tasks to build toward proficiency. Collaboration and peer feedback are central.



Learning outcomes are clear from the start. Students get timely coaching on next steps towards proficiency.

COMMUNICATE: I can express ideas, mine and what I know from others, in different formats while being mindful of my audience purpose. I listen and respond to what others share.			
Task:			
Grows Where this work shines	Integrating Goes beyond the standard	Applying Meets the standard of the outcome	Grows Where this work needs improvement
	I can adjust my communication to develop specific strategies based on the engagement of my audience.	I can express ideas clearly while being mindful of the way my message might be received by my audience.	
	I solicit ideas from perspectives other than my own and use them to develop my message.	I can acknowledge and reference perspectives different from my own.	
	I can, in a variety of contexts, adapt protocols/formats to more effectively express or explore different perspectives, information and ideas.	I can, in specific contexts and by using protocols/formats, express different perspectives, information and ideas.	

Can you NAME your grade?

N

A

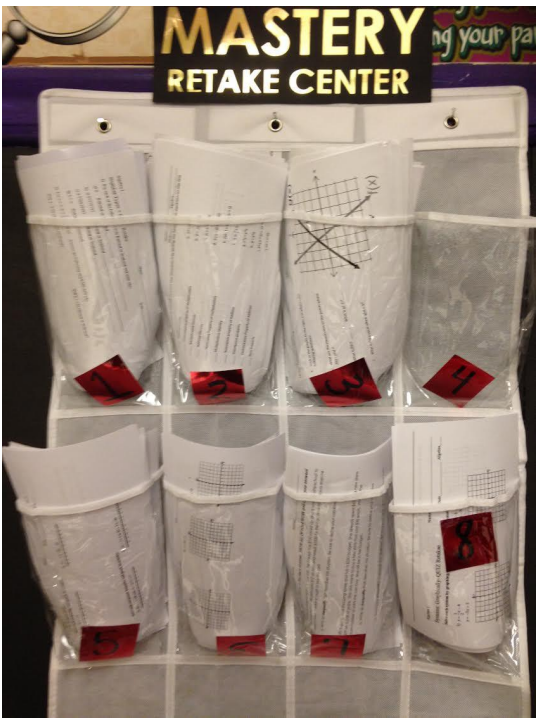
M

E

Not Yet	Approaching	Meeting	Exceeding
No evidence of progress towards mastery	Evidence of progress towards mastery	Evidence of mastery	Evidence of above grade level performance

Grades function as feedback.

The focus is away from competition via alphanumeric grades, and more on learning itself and increasing proficiency over time.



Retakes: Using a system of multiple assessments, retakes, revisions, students can work more on outcomes they want to improve.

CBE Principles

Based on clear learning outcomes:

- Learning outcomes are a throughline for all teaching & learning.
- Outcomes are aligned to and/or in support of standards, and may include habits of mind and dispositions, supporting academic success, cultural competency, and critical consciousness.

Assessment supports learning:

- multiple “at-bats” to show progress & proficiency in varied ways, over time.
- Some student choice in how they demonstrate their learning.

Transparency:

Purpose, goals, and criteria are shared and understood from the outset. There is no “secret path” to success.

Responsive pacing & supports:

- “glow & grow” rubrics are tools for learning, not just for grading
- flexible and responsive pacing makes learning, not time, the constant
- timely, personalized feedback and cognitive coaching (a term from Zaretta Hammond) support the learning journey

Intentional power/role shifts:

Student & teacher roles shift to allow for youth-centered, active, co-generative learning, reaching toward equity via intentional disruption of harmful power dynamics.

Grading for equity, accuracy, and social-emotional wellbeing:

Learning is not competitive. Letter/number grades are de-emphasized. Grades are based on evidence of learning, not on compliance. Grades are neither rewards nor punishments—and improve with growing proficiency.

SELF-RATING for today: Competency-based Education aka CBE

Based on clear learning outcomes

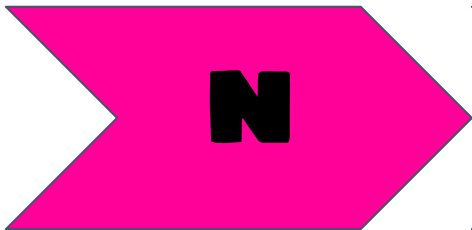
Transparency

Responsive pacing & supports

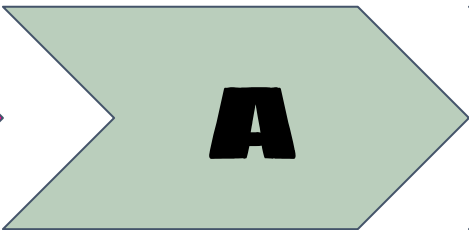
Intentional power/role shifts

Assessment supports learning

Grading for equity, accuracy, and wellbeing



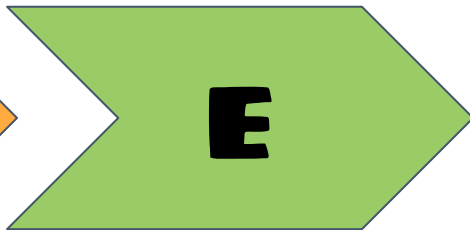
Not Yet



Approaching



Meeting



Exceeding

Where are you right now, in your ability to: Understand this work? Make it happen? Lead this work?
Give yourself a rating: N A M E. AND: What are your questions?



CRSE + CBE * — How do they go together? What does it look like?



* *Culturally
Responsive-Sustaining
Education*

&

*Competency-based,
aka Mastery-based Education*

CRSE & CBE: How do they go together?

- Two separate sets of youth-centered practices and research that amplify each other and share common ground.
- **Competency-based education is not inherently culturally responsive and sustaining. It's up to us to make it that way.**

CRSE

- honor and sustain students' cultures, racial identities, social identities
- this approach allows us to create more equitable youth-centered learning spaces. *(Most folks do it without competency-based practices.)*

BOTH

- Youth-centered, equity-minded
- Focused on increasing academic ability/achievement
- willingness to rethink "the basics" deeply
- new ways for teaching and learning, school culture
- new ways to plan & collaborate
- new ways to see and serve young people and families

COMPETENCY-BASED EDUCATION

(aka mastery-based)

- great support for Dr. Ladson-Billings' Pillar 1: Academic Success
- BUT can be blind to student culture and racial identity. *(Most folks do it without CRSE practices.)*

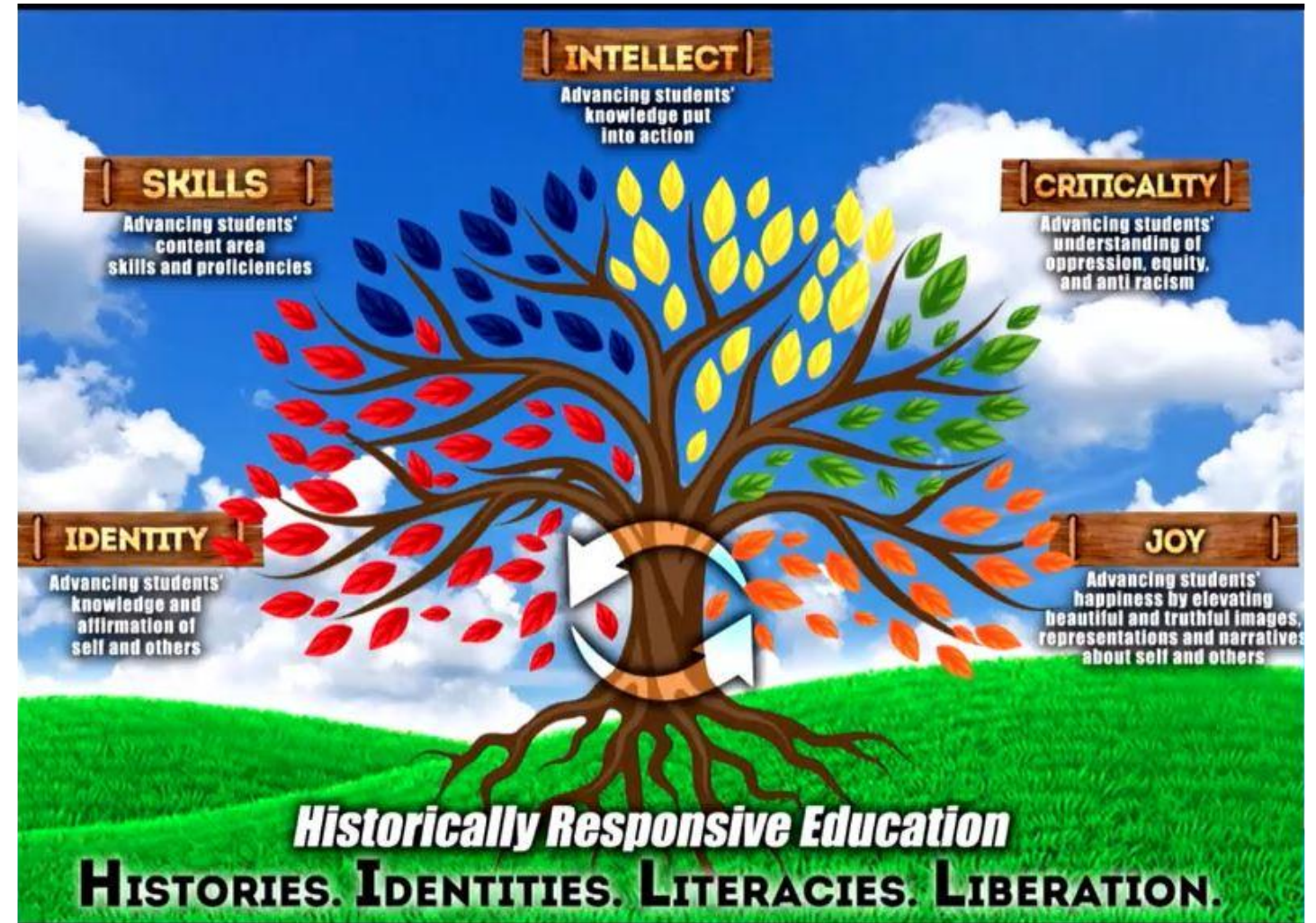
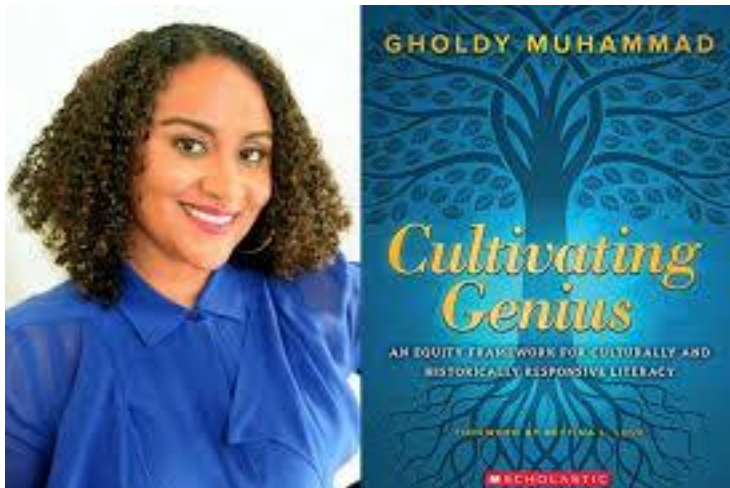
CRSE & CBE: What does it look like?

- Competency-based education is not inherently culturally responsive and sustaining. It's up to us to make it that way. Here's one way it can look: Dr. Gholdy Muhammad's 5 pursuits

Read more about the 5 pursuits on
Dr. Gholdy Muhammad's website:

<https://hillpedagogies.com/>

Follow Dr. M: @GholdyM

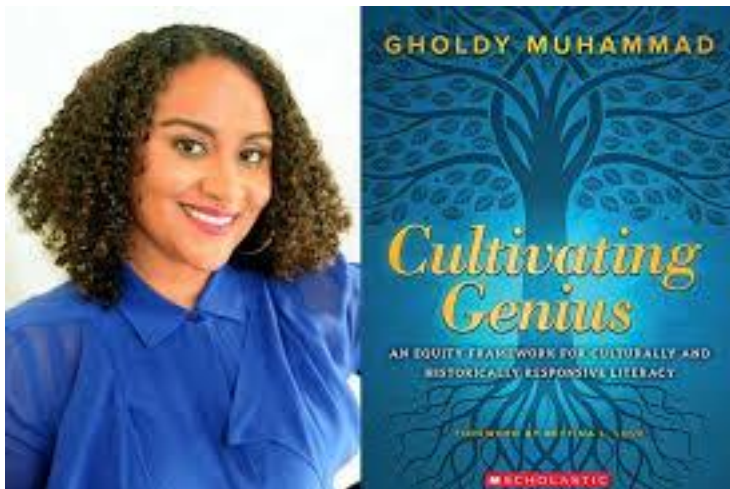



CRSE & CBE: What does it look like?

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MS/HS Social Studies

Example from Dr. Gholdy





Identity: Students will learn about the genius of African American people and their innovations through education, arts, healthcare and other fields/domains. *Which examples of Black genius do we still use today?*

Skills: Students will learn how to read, analyze and critique primary source documents.

Intellectualism: Students will learn about **Juneteenth** and the ways in which Black people built the United States. *How can we honor this history? What's the difference between the label of calling Black people "slaves" vs. "enslaved"? Describe how our Black ancestors are genius.*

Criticality: Students will learn the concepts of justice, liberation and freedom and the history of oppression in the United States. *How can we learn from this history to advance lives today? What can we do to ensure that oppressive histories aren't replicated?*

Joy- Students will consider the joy that we experience when we are all truly free (not just some). *How is freedom and justice connected to happiness?*

Home & Family/Caregiver Connection:

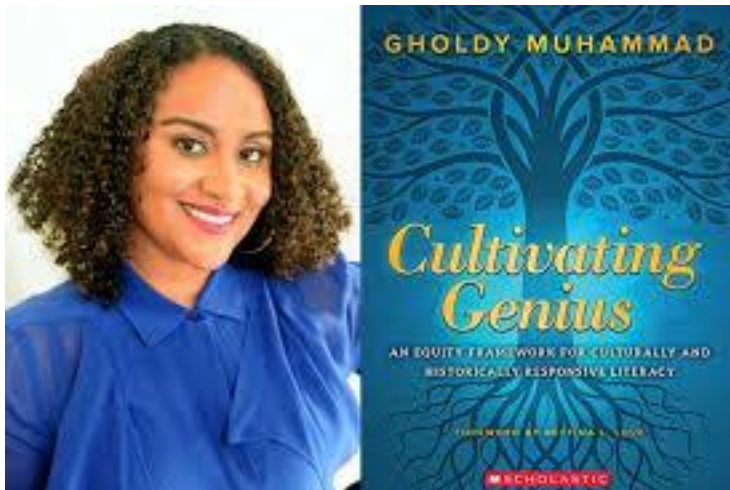
As a family, discuss ways we can celebrate Juneteenth by honoring the freedom, genius and joy of Black people in the United States. *Who celebrates Juneteenth, who doesn't? Why?* (examples: support Black business, engage in family reads, learn the history together, etc..)

CRSE & CBE: What does it look like?

- Competency-based education is not inherently culturally responsive and sustaining. It's up to us to make it that way. Here's one way it can look: Dr. Gholdy Muhammad's 5 pursuits

Elementary Science

Example from Dr. Gholdy



Charles Henry Turner was an American zoologist, educator, and comparative psychologist, known for his studies on the behavior of insects, particularly bees and ants. *Born 1867

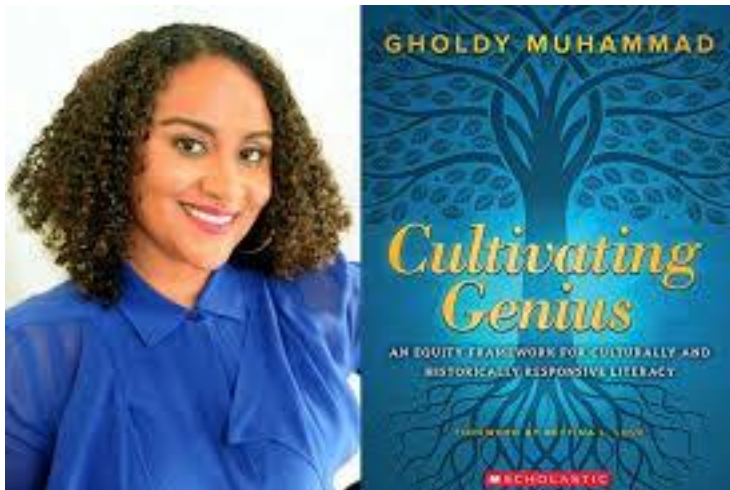
1. **Identity**: What do you want to know more about?
2. **Skills**: Write out 5 questions you have about the world.
3. **Intellectualism**: Who is Charles Henry Turner?
4. **Criticality**: Why do we need to learn about Black male scientists?
5. **Joy**: What gives you happiness when you learn about it?

CRSE & CBE: What does it look like?

- Competency-based education is not inherently culturally responsive and sustaining. It's up to us to make it that way. Here's one way it can look: Dr. Gholdy Muhammad's 5 pursuits

MS/HS Spanish

Example from Dr. Gholdy

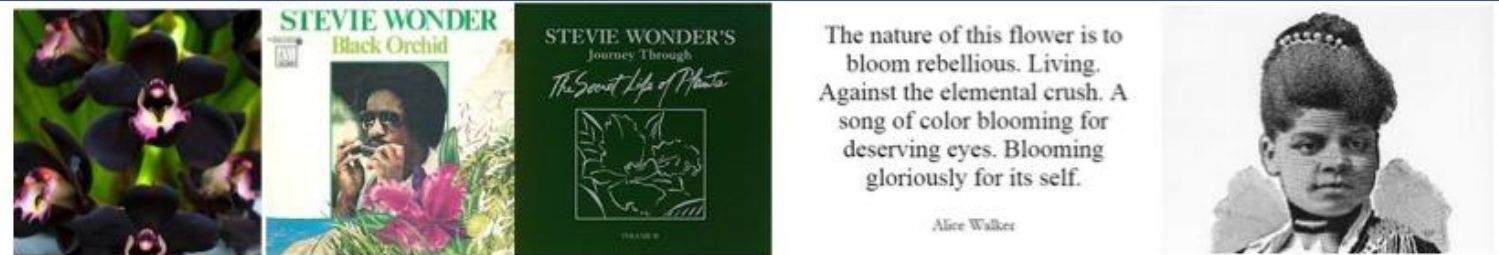
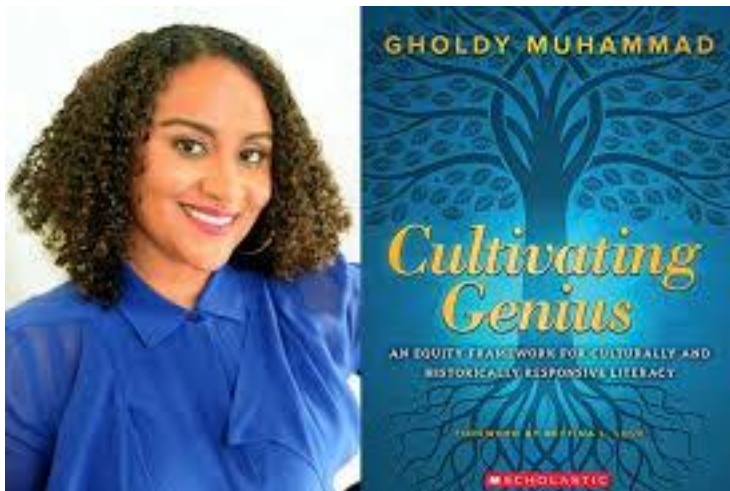


	<p>Piedra del Sol, unknown, 1250/1500</p> <p>Vanitas - Still Life with Books and Manuscripts and a Skull, Edwaert Collier, 1663</p> <p>Salvador Dalí, "The Persistence of Memory," 1931</p> <p>Melting Men: Nêle Azevedo</p> <p>The Dialogue: Mineko Grimmer</p> <p>Luxor Temple Obelisk, built during the reign of Ramesses II (c.1279-1213 B.C.E.)</p> <p>Stonehenge, appx. 3000 BC to 2000 BC</p> <p>*About Time: Fashion and Duration (Extended Exhibition Preview) Met Fashion</p> <p>Arlene Shechet: Sculpting Time Art21 "Extended Play"</p> <p>*William Kentridge: "Breathe" Art21 "Extended Play"</p>
<p>Identity: Students will explore and come to understand relationship with time (individual vs. their communities)</p> <p>Skills: Students will be able to describe in Spanish how they spend their time</p> <p>Intellect: Students will come to understand how time has been measured and perceived differently across cultures (geographically, temporally)</p> <p>Criticality: Students will reflect on the impact western European measurements and domination of time have had on the rest of globe and other methods of existing in time</p> <p>Joy: Students will gain ownership of their time and become mindful of how they find joy in their time, by sharing what they enjoy doing with their time</p> <div data-bbox="1923 1049 2535 1379"><p>HOME & FAMILY CONNECTION</p><p>Try to spend time doing something NEW with the people important in your lives</p><p>Describe in Spanish how you spent time with the people who are important to you</p></div>	

- Competency-based education is not inherently culturally responsive and sustaining. It's up to us to make it that way. Here's one way it can look: Dr. Gholdy Muhammad's 5 pursuits

MS/HS English Language Arts

Example from Dr. Gholdy



Black Orchid (1979)-Stevie Wonder

Theme- *Identity*

Identity: Students will learn about the beauty, complexity and delicacy of Black women.

Skills: Students will analyze language and study the metaphor of the black orchid flower.

Intellectualism: Students will learn about selected moments and movements led by Black women.

Criticality: Students will learn the theory of about Black Feminist Thought and why we need to understand BFT to understand the history of society.

Joy: Students will study the line in the song, "Her Freedom Makes Us Free" and compare the line to the needs and joys of humanity.

What do you want to see happening with students?

How can you use youth-centered CRSE & CBE to get there?



How can we reach this vision using youth-centered CRSE & CBE?



Department of
Education
Chancellor Meisha Porter

Results: <https://www.mentimeter.com/s/089b20d45dd4bbc0094d469e64d79087/e1ccf16653ae>

Keep on keeping on.

Please share in the chat...



- One takeaway from the session
- One intention for carrying this forward



To join our interest group:

bit.ly/MCFriends

To follow:

[Twitter.com/Competency_NYC](https://twitter.com/Competency_NYC)



Thank you so much,



- This slide deck: bit.ly/CCNYCAurora21
- bit.ly/MCApproach Overview of our approach (CRSE & CBE)
- bit.ly/OurApproachCBECRSEarticle KnowledgeWorks article about our work
- vimeo.com/masterynyc Our Vimeo page
- bit.ly/MCTeachingMovestoTry Teaching Moves to Try
- bit.ly/MCGradingMovestoTry Grading Strategies to Try
- bit.ly/CRSEFrameworkNYS NYSED CRSE Framework
- bit.ly/ShiftingVibeCRSE Shifting the Vibe: Intro to CRSE website from NYC Department of Teacher Development
- <https://abolitionistteachingnetwork.org> Abolitionist Teaching Network
- <https://crehub.org/> CRE Hub from NYU Metro Center



Frank McCourt HS

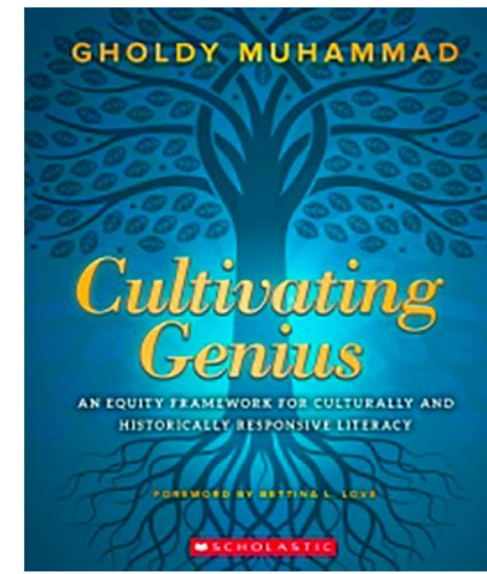
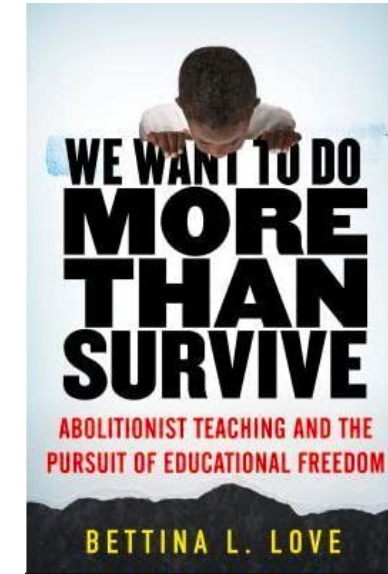
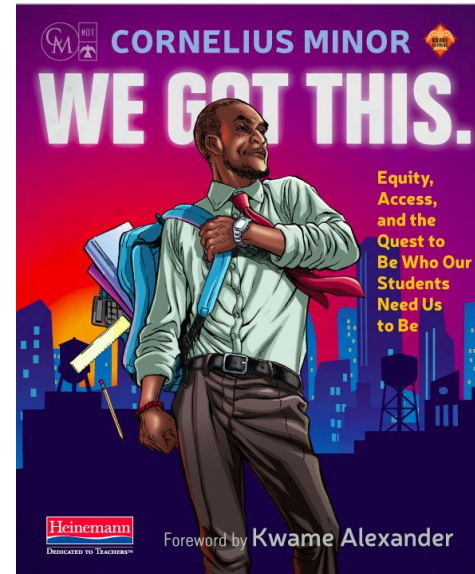
Build your CRSE expertise!

Recent books:

Minor (2018) *We Got This*

Love (2019)
We Want to Do More Than Survive

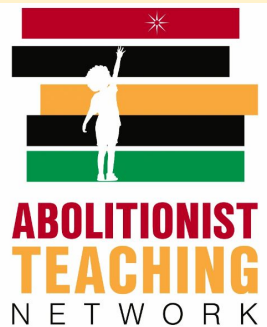
Muhammad (2020) *Cultivating Genius*



Websites:

Shifting the Vibe!: RE-GROUNDING OURSELVES IN THE IMPORTANCE OF CULTURALLY RESPONSIVE-SUSTAINING EDUCATION
<http://bit.ly/ShiftingVibeCRSE>

<https://abolitionistteachingnetwork.org>



CULTURALLY RESPONSIVE EDUCATION

CRE HUB

<https://crehub.org/>



Build your CRSE expertise!

Classics:

Ladson-Billings (1997, 2009)
The Dream Keepers

Gay (2000)
Culturally Responsive Teaching

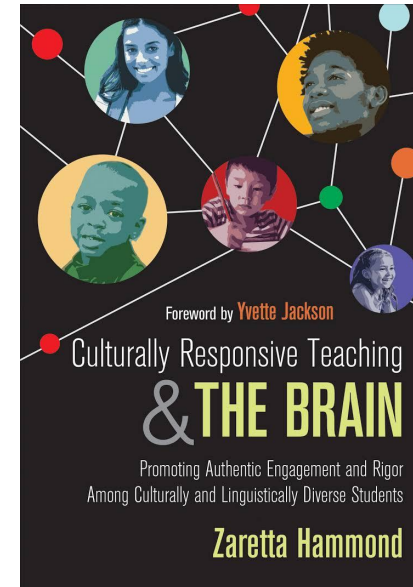
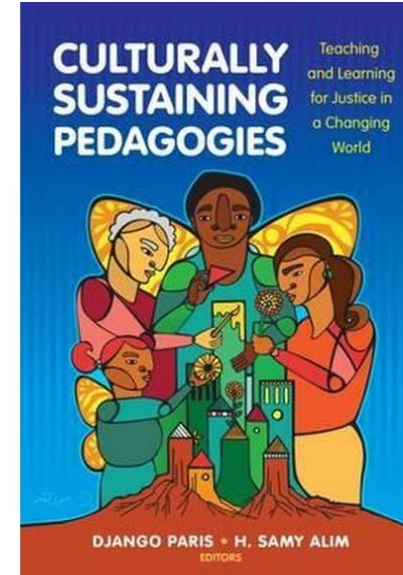
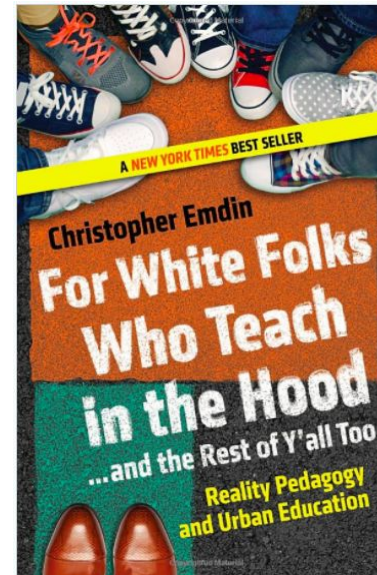
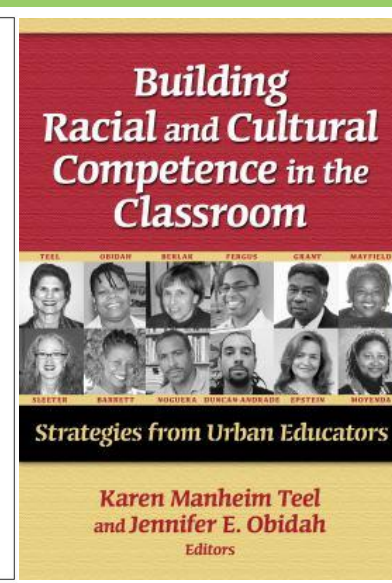
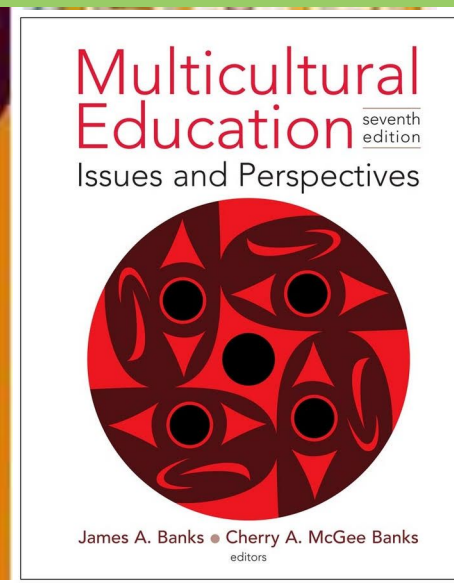
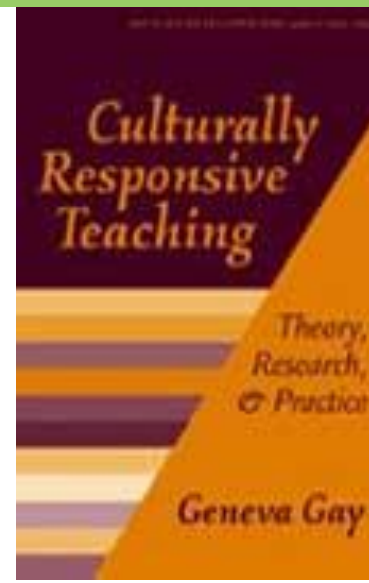
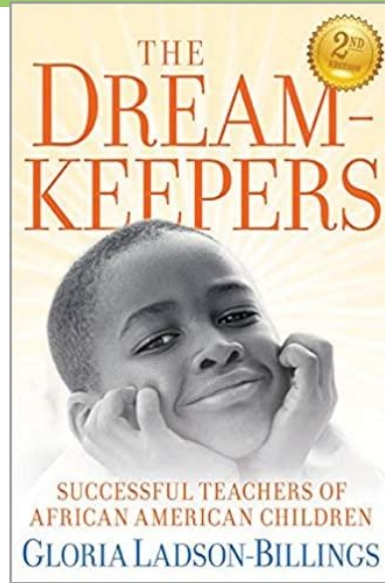
Banks (2002) *Multicultural Education*

Teel and Obidah (2008)
Racial and Cultural Competencies

Emdin (2011) *Reality Pedagogy (5 C's)*

Paris & Alim (2012)
Culturally Sustaining Pedagogies

Hammond (2015)
Culturally Responsive Teaching and the Brain



The logo for the Aurora Institute Symposium. It features a stylized white graphic of a rising sun or star above the word "AURORA" in a large, white, serif font. Below "AURORA" is the word "INSTITUTE" in a smaller, white, sans-serif font. At the bottom is the word "Symposium" in a white, cursive script font. The entire logo is centered on a blue background that is a collage of various images from the symposium, including people at sessions, networking, and presentations.

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).