

Emerging Impact Data

MEASURING ADULT DEVELOPMENT TO SUPPORT
COMPETENCY-BASED LEARNING

OCTOBER 2021

AURORA INSTITUTE VIRTUAL SYMPOSIUM



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- CBL nerd
- Mommy of Lincoln and Olivia
- Happy transplant to Lancaster, PA



MISSION

Creating **learner-centered communities** where all young people thrive.

WHAT WE DO

- Design
- Adult development
- Change leadership

CORE VALUES

#equity a vision for racial and economic justice through education inspires and focuses our work.

#excellence we commit to delivering exceptional designs and experiences, always.

#care we strive to always humanize, connect, and support one another in the journey; everything with love.

#humility we are dedicated learners who recognize the limitations of our own perspectives and experiences.

#possibility pushing the creative boundaries of purposeful change is in our organization's DNA.

Context

Profile of a South Carolina Graduate

COMPETENCY FRAMEWORK



READ CRITICALLY

I can make meaning from diverse media to better understand the world around me.



EXPRESS IDEAS

I can communicate through diverse formats for a range of purposes and audiences.



INVESTIGATE THROUGH INQUIRY

I can explore questions and build knowledge through inquiry.



REASON QUANTITATIVELY

I can work with numerical data, solve problems, and construct mathematical solutions.



USE SOURCES

I can assess the credibility of sources and synthesize my new learning to build knowledge.



DESIGN SOLUTIONS

I can engage in a systematic design process to develop data-informed solutions to authentic design challenges.



LEARN INDEPENDENTLY

I can develop a plan, monitor my progress, and persevere through challenges to achieve my goal.



NAVIGATE CONFLICT

I can develop skills, strategies, and emotional awareness while navigating conflicts with others.



LEAD TEAMS

I can effectively lead teams with clarity, purpose, and care.



BUILD NETWORKS

I can initiate relationships with diverse individuals and networks for a purpose, and sustain relationships with authenticity and care.



SUSTAIN WELLNESS

I can support my own physical, emotional, and social health in order to live a healthy and productive life.



ENGAGE AS A CITIZEN

I can participate in my community, build my civic knowledge, and take action to improve my community.

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



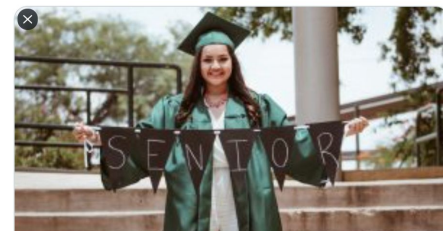
WORLD-CLASS SKILLS

Creativity and innovation
Critical thinking and problem solving
Collaboration and teamwork
Communication, information, media and technology
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

Adopted by: SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Commission on Higher Education, SC Council on Competitiveness, SC Education Oversight Committee, SC School Boards Association, SC State Board of Education, SC State Department of Education, Translating Schools and Districts



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Five Big Ideas for Learner-Centered Competency Framework Design - ...
Five big ideas for learner-centered competency framework design plus question prompts that can serve as equity filters for each big idea.

COMPETENCY

LEARNING INDEPENDENTLY

SKILL

Set goals and make plans

SKILL

Monitor progress and adjust

LEVEL 1

With guidance, I can stop to check in with myself and see how I'm doing.

With guidance, I can make one change that will help me reach my goal.

LEVEL 2

With prompting or support, I can stop to ask myself how I'm doing. *Am I stuck? Do I need anything? Am I closer to my goal?*

With guidance, I can choose and make a helpful change.

LEVEL 3

I can pause to **reflect on my learning process and progress toward my goal.**

I can choose and make a helpful change.

If/when I get stuck, I can ask for help in a positive way.

SKILL CONTINUUM → EARLY LEARNING (LEVEL 1) TO PRE-PROFESSIONAL (LEVEL 6)



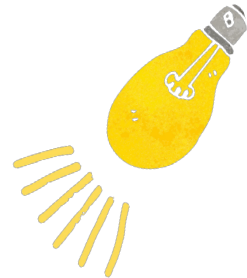


efficacy

A belief in one's own capability to take the specific actions necessary to achieve her goals (Bandura, 1977, 1986, 1997) developed through:

- ❑ “Mastery experiences:” bite-size learning and visible evidence of growth
- ❑ Verbal Persuasion
- ❑ Positive examples of shared identities
- ❑ Low-anxiety learning experiences

Standards-based vs. Competency-based Designs



Standards-based Proficiency Scale

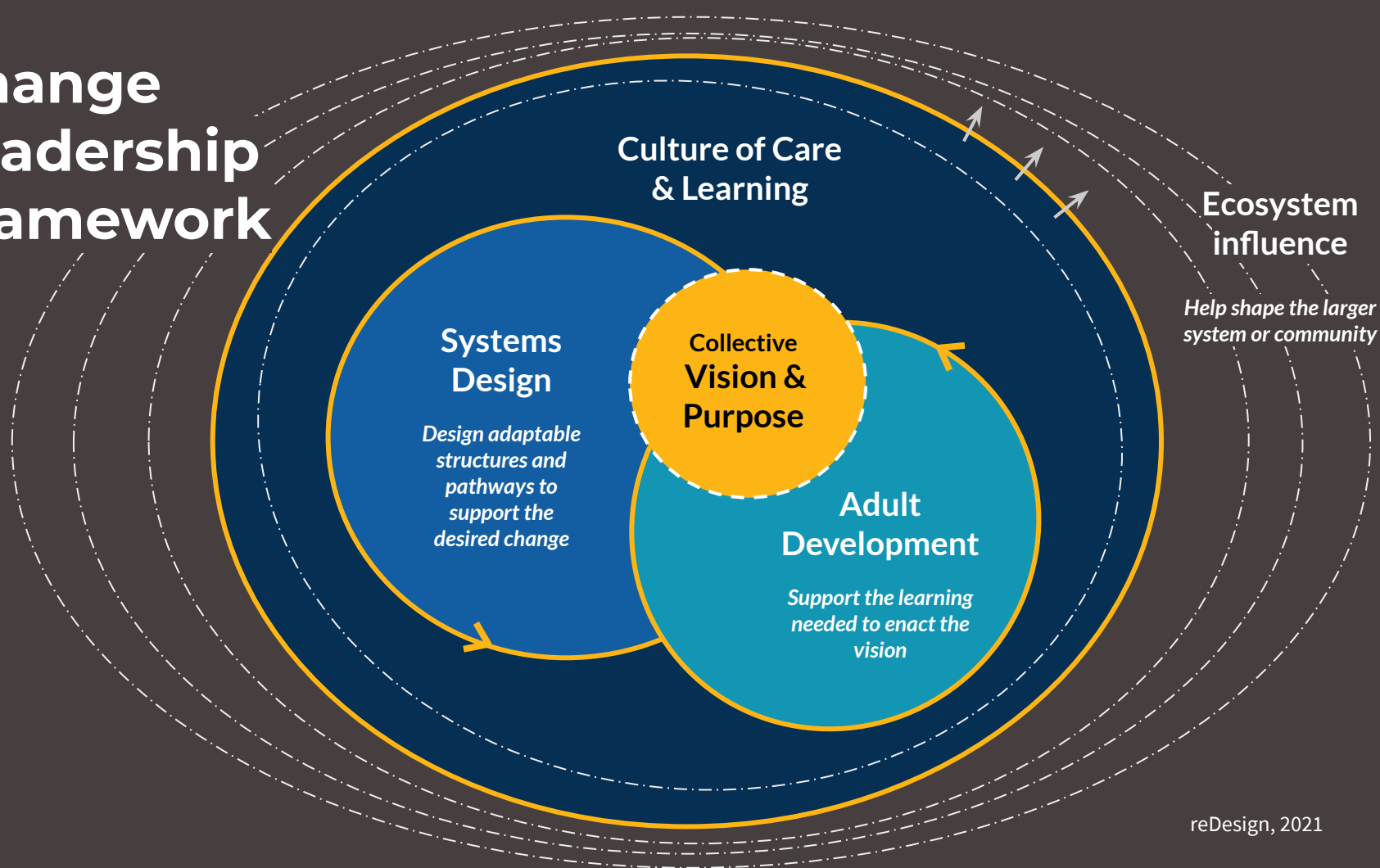
Level 1: Emerging	Level 2: Developing	Level 3: Proficient	Level 4: Advanced
Not even close. Here's stuff that's missing.	Not quite there. Here's what's missing.	Woohoo! You are proficient in this grade-based standard!	Wow! Even better than the standard. You must be gifted and talented.

Competency-based Continuum

Level 1	Level 2	Level 3	Level 4
You are proficient at this level. Great job!	You are proficient at this level. Yes!	You are proficient at this level. Great job.	You are proficient at this level. Wonderful.
Keep going!	Keep going!	Keep going!	Keep going!...

Change theory

Change Leadership Framework



Methods

ASSUMPTIONS

Engaged leadership in a **multi-year journey** is key to good strategy.

Adult development in a **culture of care and learning** is key to shifting the student experience.

Meaningful skill development in a **culture of care and learning** will cultivate efficacy and engagement

RESOURCES

Up to 64 hours of **leadership coaching & change strategy** support

Up to 64 hours per year of **instructional coaching** support

Action research budget allocation

INPUTS

Robust discovery

PSCG Competency framework orientation

Responsive, caring, job-embedded coaching: curriculum adaptation; skill instruction; conferencing, and feedback

Students' active use of competencies for goal-setting, self-assessment, and reflection

DATA WE GATHERED

Instr. Coaching Log

Observational data

Teacher self-assessment and reflective journaling

Post-intervention survey

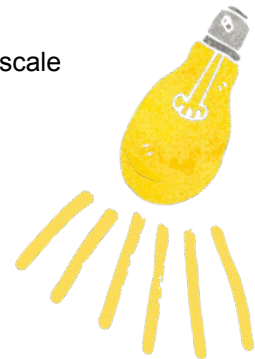
Teacher share-out sessions

Student interviews and focus groups

Results

Teacher perspectives

n = 35
4 or 5 on likert scale



88%

Improves clarity of the learning process for students.

96%

Requires students to **do more higher order thinking** work.

91%

Creates an environment where students and teachers naturally **build relationships** through conferencing and feedback.

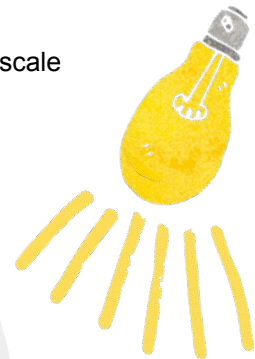
96%

Contributes to the development of a growth mindset, as students can see **visible evidence of their learning** and reflect on their progress.



Teacher perspectives

n = 35
4 or 5 on likert scale



100%

Provides a structure for students to **self-assess, reflect, and set learning goals** that are **personalized and relevant**.

94%

Provides opportunities for students to **share their voice and experiences**, make **meaningful choices** about their learning, and **take more responsibility** for and ownership of their learning.

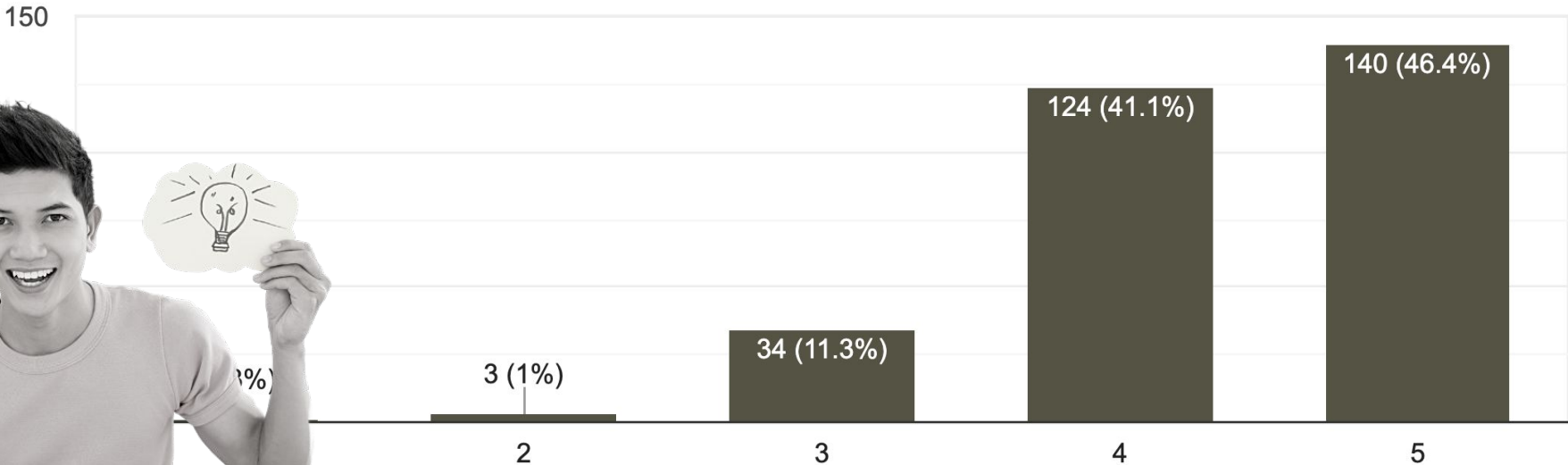
88%

Provides a more **equitable approach to grading** that is less subjective and results in students accurately articulating where they are and what they could do to improve.



I know I have the ability to learn new things and improve my skills.

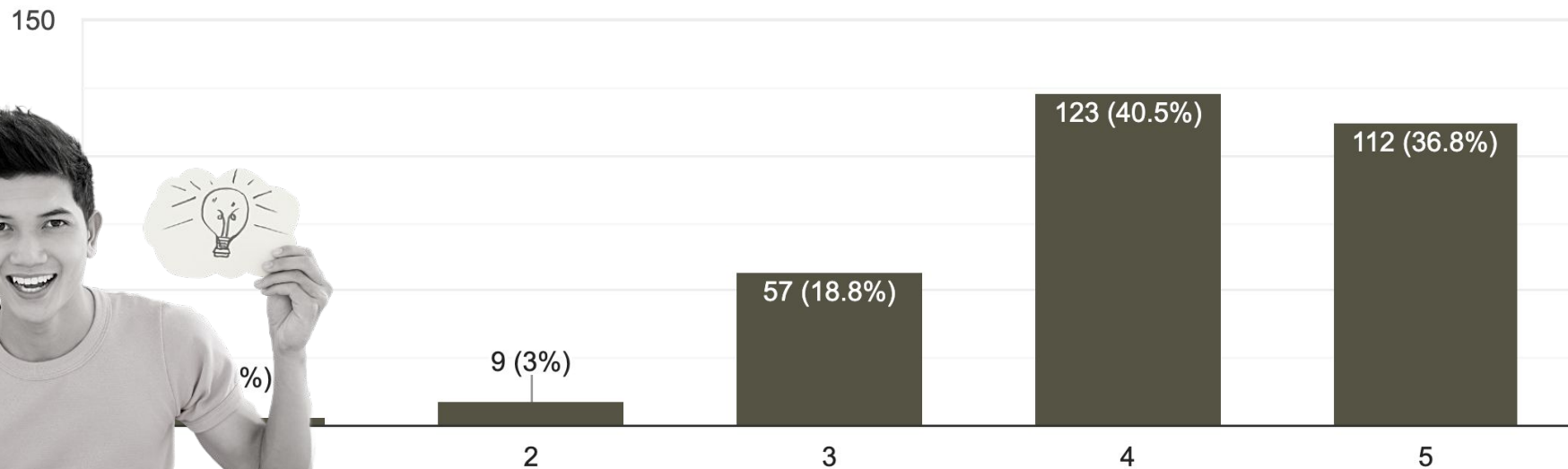
302 responses



Student voices

On assignments I know why I got the grade that I got and what I can do to improve.

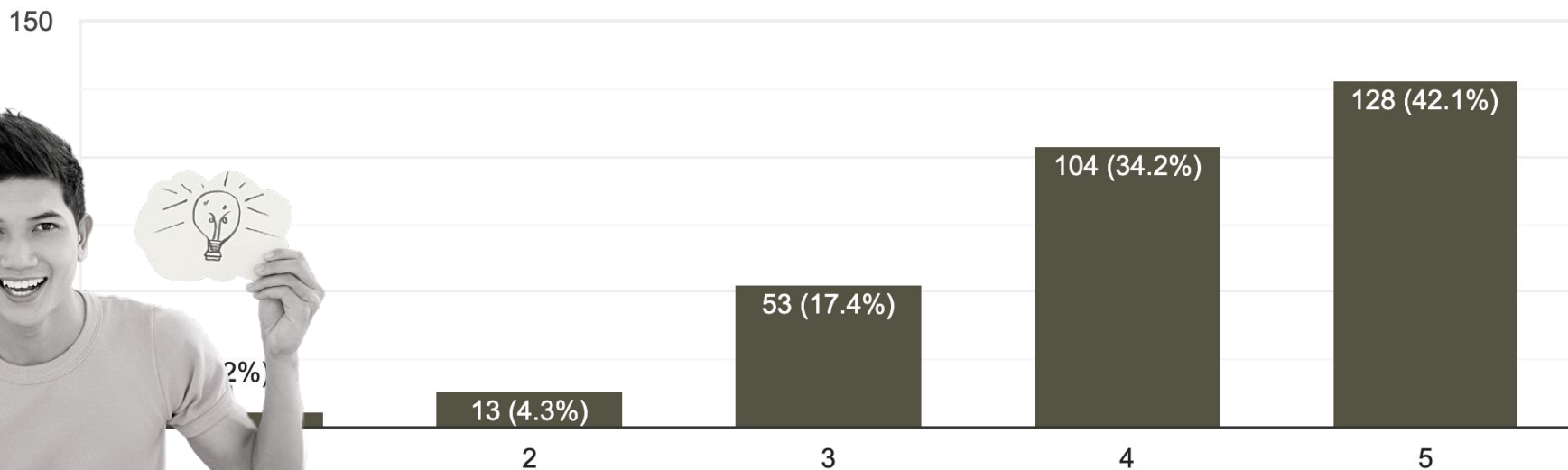
304 responses



Student voices

My teacher explains things clearly and provides the right amount of support to help me improve.

304 responses



Student voices

#culture

Before CBL, the classroom culture felt more sterile and focused solely on academics and **now the culture is more warm and focused on the student as a whole.**

Before CBL, I use to do do most of the talking when helping students identify area of needs but **now I see students advocating for themselves and being an instrumental part of the learning process.**

Student voices

In this class I feel like **I'm not alone if I don't understand something** but sometimes in other classes I feel that I'm the only one who doesn't understand.

In different classes I feel like I can't be myself and in this class I can, which helps me learn better I feel.

In another class, I struggle with talking to my teacher and understanding the material but in this class **I can talk to my teacher and understand everything.**

In another class I felt like my teacher didn't understand what I needed help with and how to help me but in this class **my teacher asked me what I needed and listened to me** when I said I needed help.

#engagement

Before CBL, students were stagnant, unmotivated, and compliant and now **I see students with confidence, engaged, and being world changers.**

Before CBL, students were more often required to be lectured, write notes, and have very little input in their education. Now **students are active participants**, possibly even builders of their own learning experiences.

Before CBL, students would say I don't feel comfortable asking for help and **now I see students engaging with teachers and self advocating for them.**



#efficacy

Before...students were less comfortable with reflection and focus on individual growth (they were focused on their numerical grade). Now **they say that they can see improvement** and that makes them **feel good about their learning**.

Before...students would be unsure of what was required of them ...what would be assessed...[or where they] were in the growth continuum. Now students are able to see quite clearly where their learning places them on the continuum and how that will affect their grades in class.

Before...students would say it's too hard...**now they say wow I finally get it**. They still say it's hard sometimes but it's different. They say it's hard until I explain it and help them, **then they move forward**.

Before...students would fall through the cracks which would create gaps in their learning. **Now I see them working to fill those gaps** for a better understanding of what they are learning.

Student voices

In this class I feel **more independent** in other classes I feel like I'm more supervised over.

In another class, I feel overwhelmed but in this class, **I feel challenged but in a good way**.

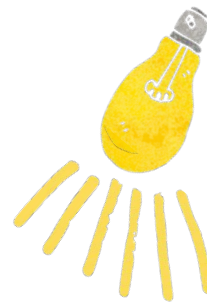
In another class I feel rushed to do some assignments but in Math I feel like **I have plenty of time to complete something and making sure it's right**.

Teacher paradigm shifts

“Before CBL I used to think there was one certain way of teaching - **now I think that there are more ways to assess learning and help students be successful.** Before CBL learning I struggled with knowing exactly what kids needed to learn and how to help them and **now I know exactly where they are and what they need to be working on.**”

“Before CBL, I used to think grades were the way to report student learning but now I realize there is so much more that goes in to learning and who a student is than just the grade on assessments. **I see how grades drive so much of how a student feels** about who they are as a student/their intelligence, when in reality there is much more than should go in to their feelings about their abilities. **I have shifted my conversations with students around growth** and try to limit their conversations about the actual number grade.”

“Before CBL, **I used to think the SLO process was a waste of time** and did not really reflect student growth. Now after using a competency rubric as the baseline and post-test data, **I can focus more on individual student growth and learning and the data is more usable.**”



“Before CBL, I used to assume my students knew what it looked like to be independent learners and how to use their data in class to drive their decisions, but **now I realize that students need teaching and explicit explanations of what it looks like to do those things.**”

They need time to reflect on data and be shown how to productively use the data to make better decisions. We can't assume as teachers that they already have all of the necessary skills.”

Teacher practice shifts

Before CBL, I used to prepare one-size fits all activities, but now I prepare many activities for my students on a skill

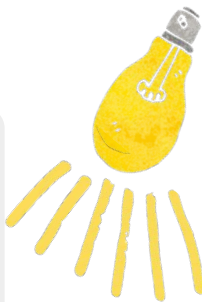
[Before, I used to] struggle creating rubrics now I don't. [Before, I used to] struggle with grading and now it's more clear cut. [Before] **I used to teach skills now I teach explicit skills so that the students know exactly what they need.**

Before CBL I was not as intentional in getting students to **think through a process, choice based on needs and reflect.**

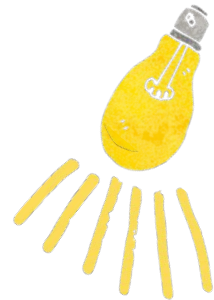
Before implementing personalized learning, I **did not always meet my students where they were at.** We focused on our fourth grade goals, and not on filling gaps that would be necessary for students to reach their full potential.

I was much more focused on how students would do on the end of year test, instead of their progress throughout. I did not know my students as well. I could not look at each child and tell you EXACTLY what he or she needed to work on in order to be successful.

Before CBL, I did not do pretests. **The use of these pretests has helped me tailor my instruction to be relevant to the needs of my students** - skipping material they already know, going back and reteaching material that students are not progressing on.



Case Studies



River Bluff High School

Competency Implementation
Journey 2020-2021

Saluda Trail Middle School

Competency Implementation
Journey 2020-2021

About the coaches.

n = 30
4 or 5 on likert scale

96%

- ★ My coach challenges my thinking and has high expectations for our work in education.
- ★ My coach possesses a varied toolbox of practices (tools, strategies, resources) that support the individual needs of educators.
- ★ The work with my coach helps me grow as an educator.
- ★ My coach shares resources and tools that are practical, relevant, and applicable/transferable to multiple contexts.

“This is what I like about reDesign. I feel like **you actually understand and you care about me as a person** and know **how hard this work is.**”



Our learning.

Adult development focus.

Discovery process.

Culture of care & learning.

The complexity factor.



Qs

Stay connected.

Check out our new concept papers:



Follow up session: Intensive Supports Program deep dive

Monday, November 15th
2021

3:30pm - 5:00pm EST

[Register interest form >>](#)

Stay in touch!

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♥ Reach out: sydney@redesignu.org

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