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SYMPOSIUM BREAKOUT SESSION
MONDAY, OCTOBER 24, 2022 | 3:30-4:30 PM ET

Unpacking the Competency-Based Classroom: Equitable, Individualized Learning in a Professional Learning Community (PLC) at Work

PRESENTERS:

- Brian Stack, V & S School Solutions, Solution Tree, Sanborn Regional High School
- Jonathan Vander Els, V & S School Solutions, Solution Tree, New Hampshire Learning Initiative

Brian M. Stack

Director of Innovative Projects, NH Learning Initiative
Solution Tree Author and Associate
Twitter: @bstackbu

Jonathan G. Vander Els

Director of Collaborative Learning, NH Learning Initiative
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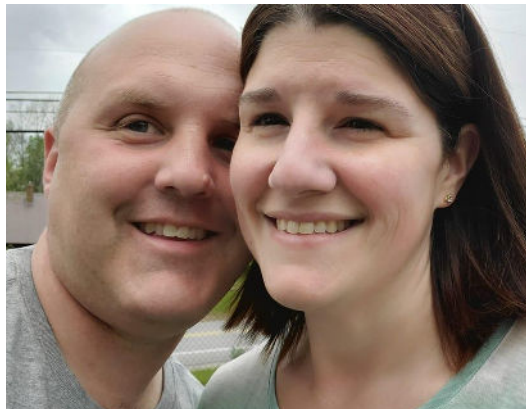
Meet Brian



BREAKING WITH TRADITION

THE SHIFT TO COMPETENCY-BASED LEARNING IN PLCS AT WORK™

Brian M. Stack Jonathan G. Vander Els

WITH A FOREWORD BY CHRIS STURGIS

UNPACKING the Competency-Based CLASSROOM

EQUITABLE, INDIVIDUALIZED LEARNING IN A PLC AT WORK®

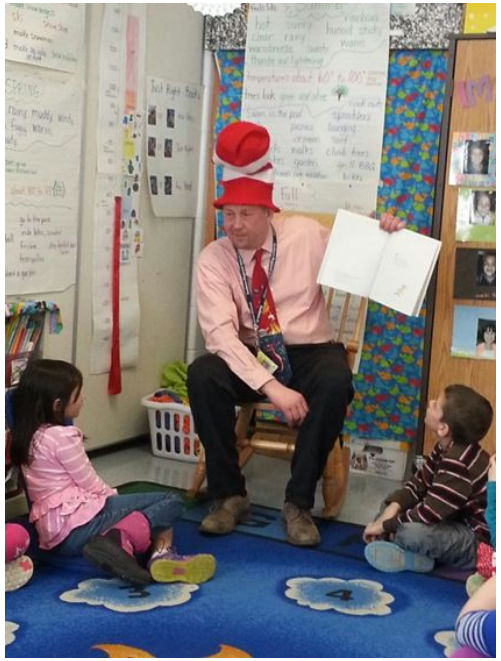
Jonathan G. Vander Els Brian M. Stack

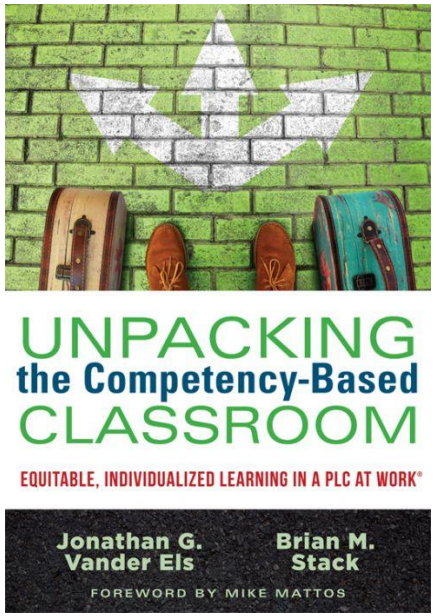
FOREWORD BY MIKE MATTOS

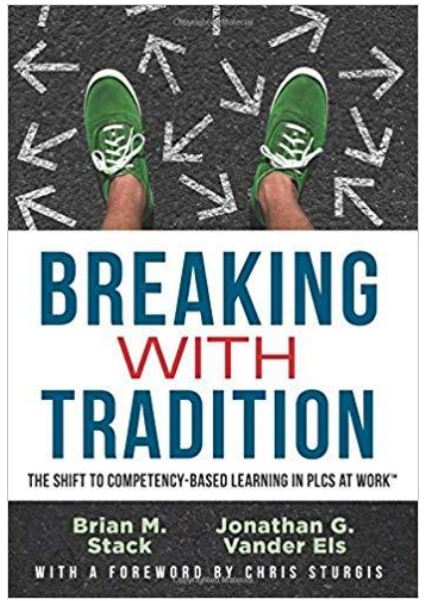
Solution Tree

New Hampshire Learning Initiative

Meet Jon







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New Hampshire Learning Initiative

V&S SCHOOL SOLUTIONS

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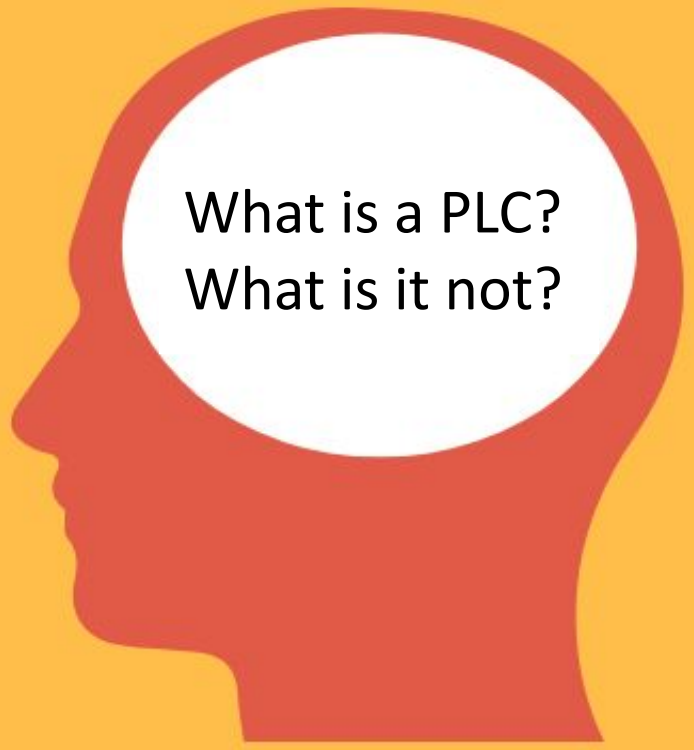
A New Dawn for Every Learner

Our Learning Targets

1. Participants will learn how a PLC model can be used to best support a highly effective competency-based learning system.
2. Participants will self-assess their readiness and/or current status for advancing CBL in their classroom/school(s)
3. Participants will engage in deep conversations for the purposes of networking, sharing of ideas, and actively learning from each other throughout this session.

Assessing Prior Knowledge

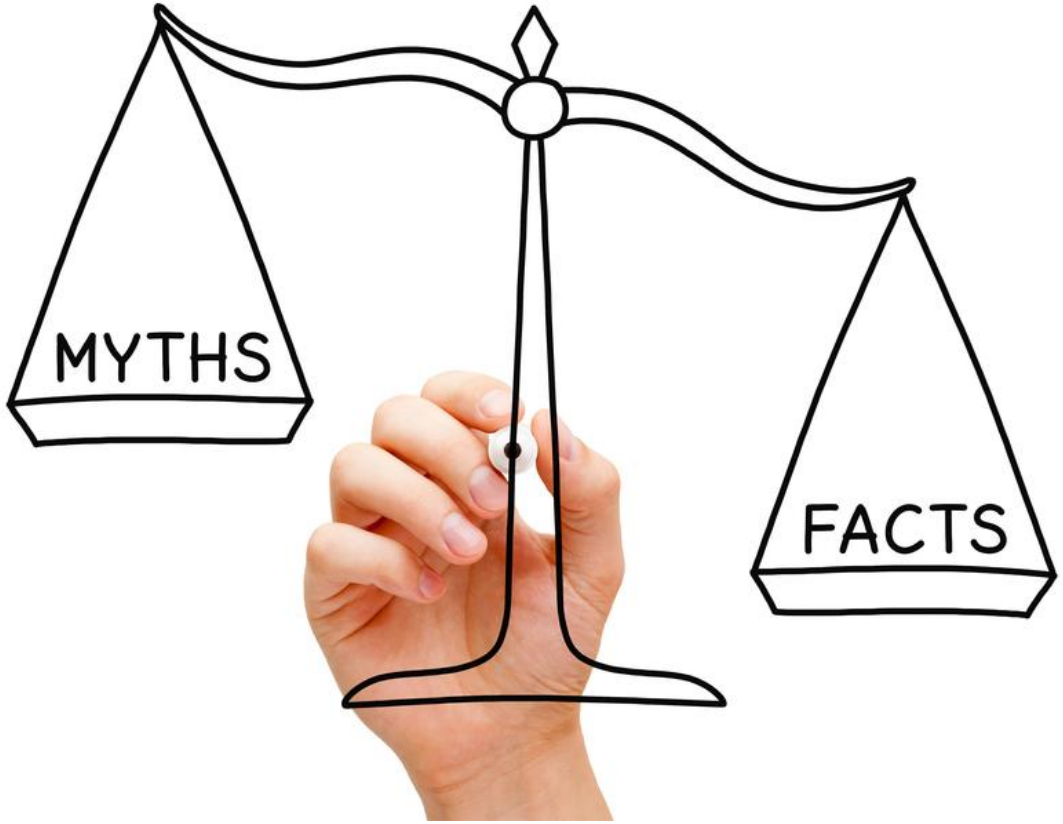


Enter your comments in the chat…

A PLC is not:

- A department meeting
- A new program or a new initiative
- A prep or planning period
- A book study

It is also not something you “do.”



It is the collaborative process used by teachers while they are meeting together.

A professional learning community is an "ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve."

- DuFour, DuFour, Eaker, Many, and Mattos (2016) Learning By Doing p.10

THREE BIG IDEAS THAT DRIVE THE WORK OF A PLC

Focus on Learning

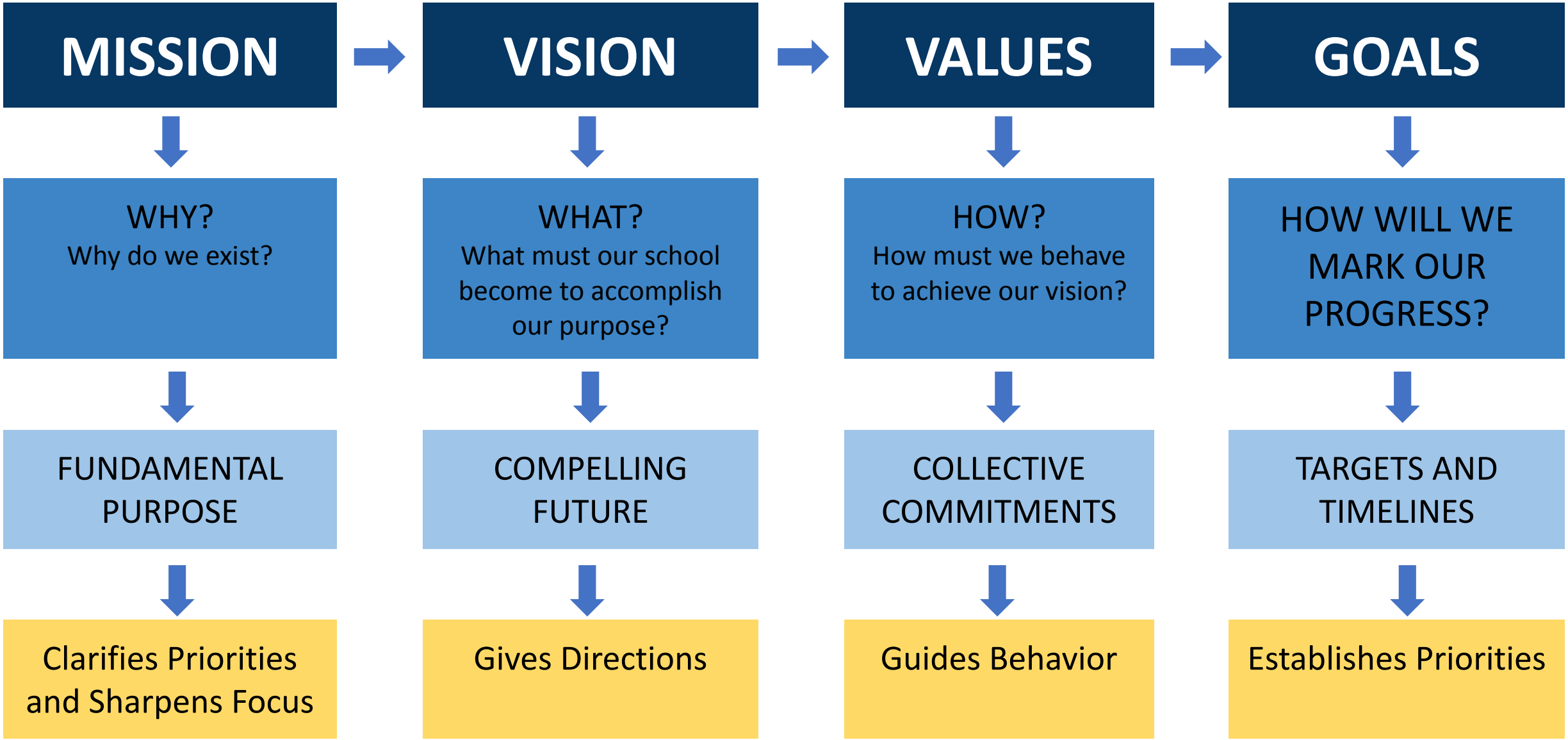
The fundamental purpose of the school is to ensure that all students learn at high levels.

Collaborative Culture and Collective Responsibility

In order to ensure all students learn at high levels, educators must work collaboratively and take collective responsibility for the success of each student.

Results Orientation

Educators in a PLC focus on results - evidence of student learning.



- DuFour, DuFour, Eaker, Many, and Mattos (2016) Learning By Doing p.39

4 Critical Questions of a PLC

1. What do we want students to learn?
2. How will we know if they've learned it?
3. What will we do if they didn't learn it?
4. What will we do if they already know it?

Definition of Competency Education

Design Principle 1

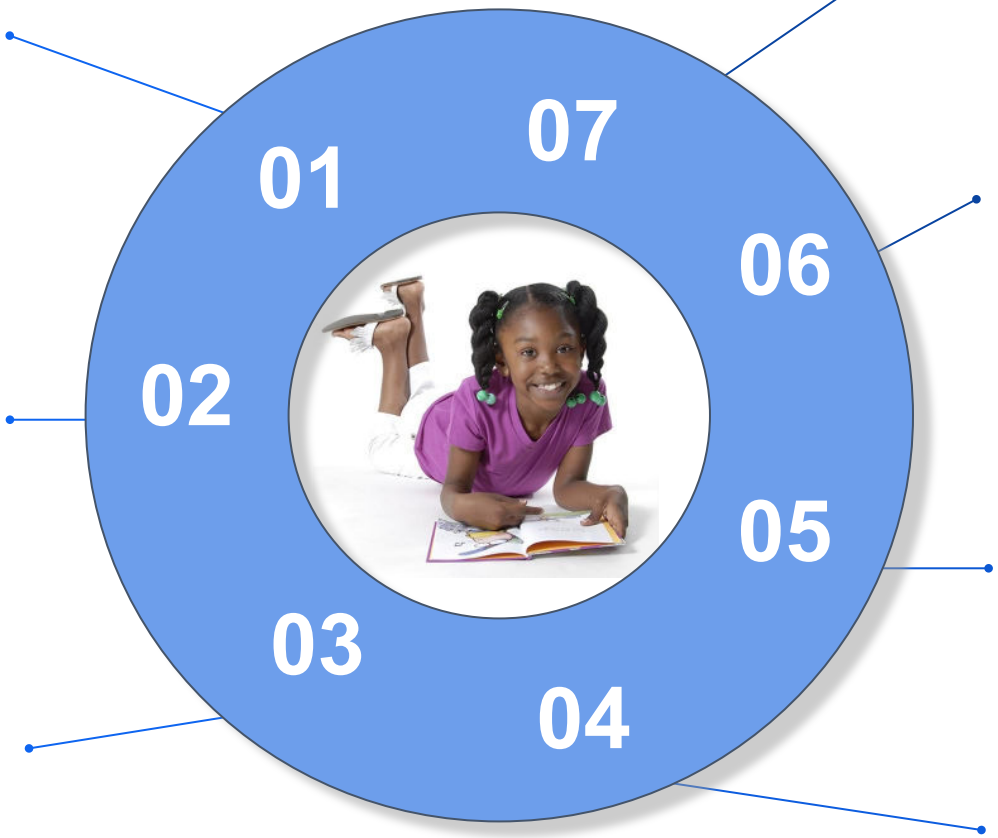
Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.

Design Principle 2

Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.

Design Principle 3

Students receive timely, differentiated support based on their individual learning needs.



Design Principle 7

Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

Design Principle 6

Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.

Design Principle 5

Students learn actively using different pathways and varied pacing.

Design Principle 4

Students progress based on evidence of mastery, not seat time.

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Written by E. Levine and S. Patrick, 2019

Connections to the PLC Questions

Design Principle 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.

PLC Questions 1 and 2

Design Principle 2

Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.

PLC Question 2

Design Principle 3

Students receive timely, differentiated support based on their individual learning needs.

PLC Questions 3 and 4

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PLC Question 1

Design Principle 6

Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.

PLC Questions 1, 2, 3, and 4

Design Principle 5

Students learn actively using different pathways and varied pacing.

PLC Questions 1, 3, and 4

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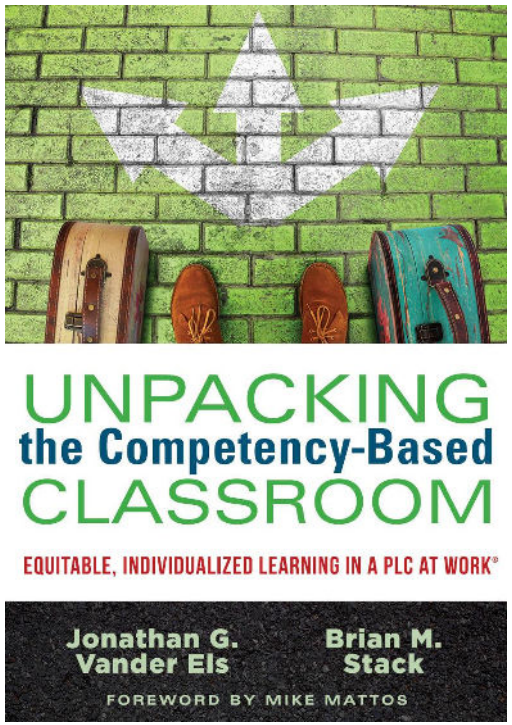
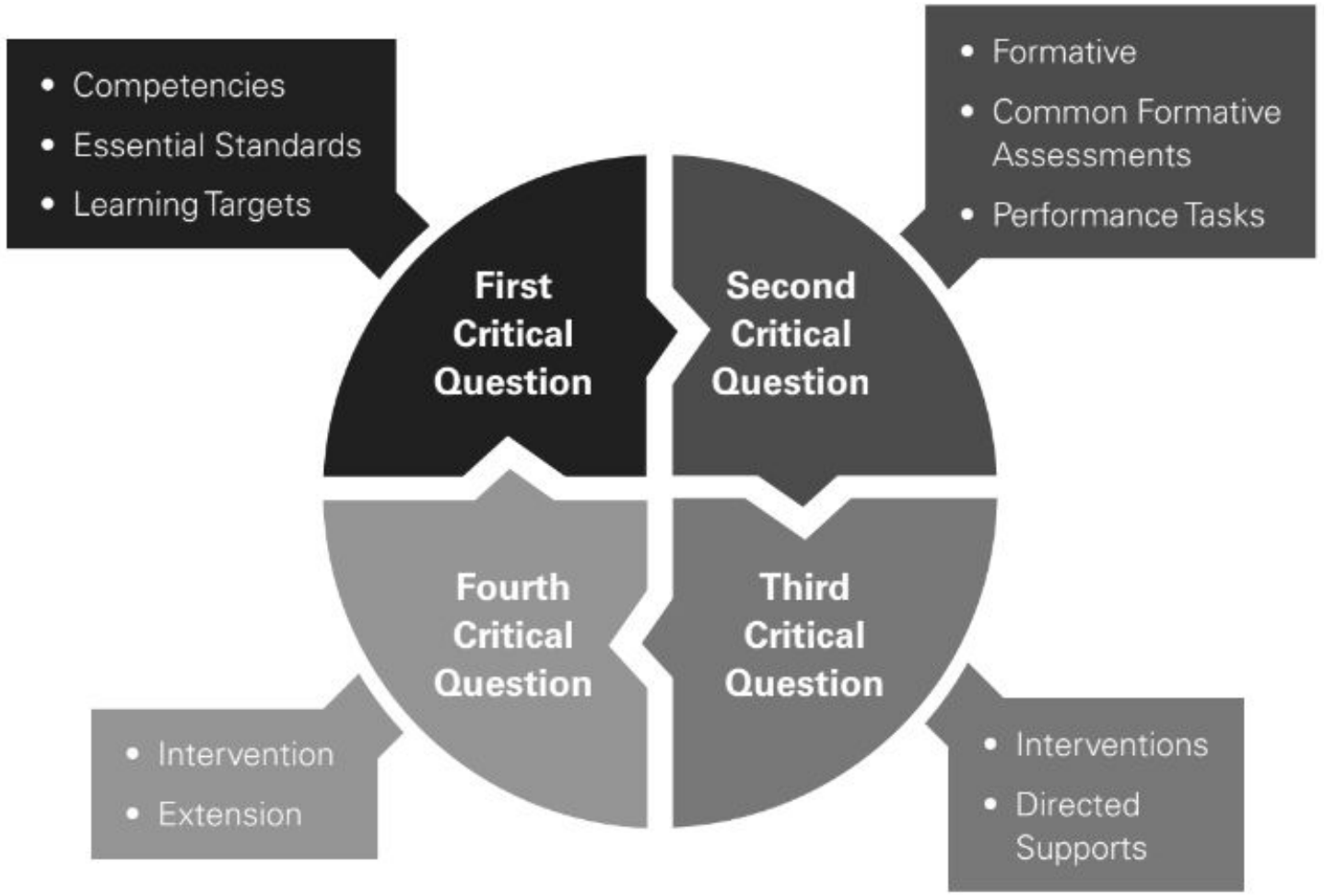
PLC Questions 3 and 4

Connecting the Four Critical Questions to the Work of Unpacking Standards

p. 44

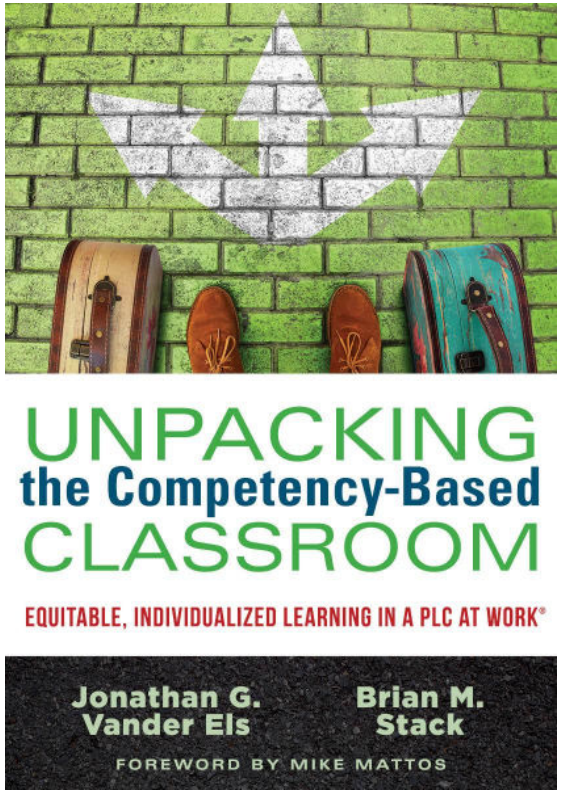


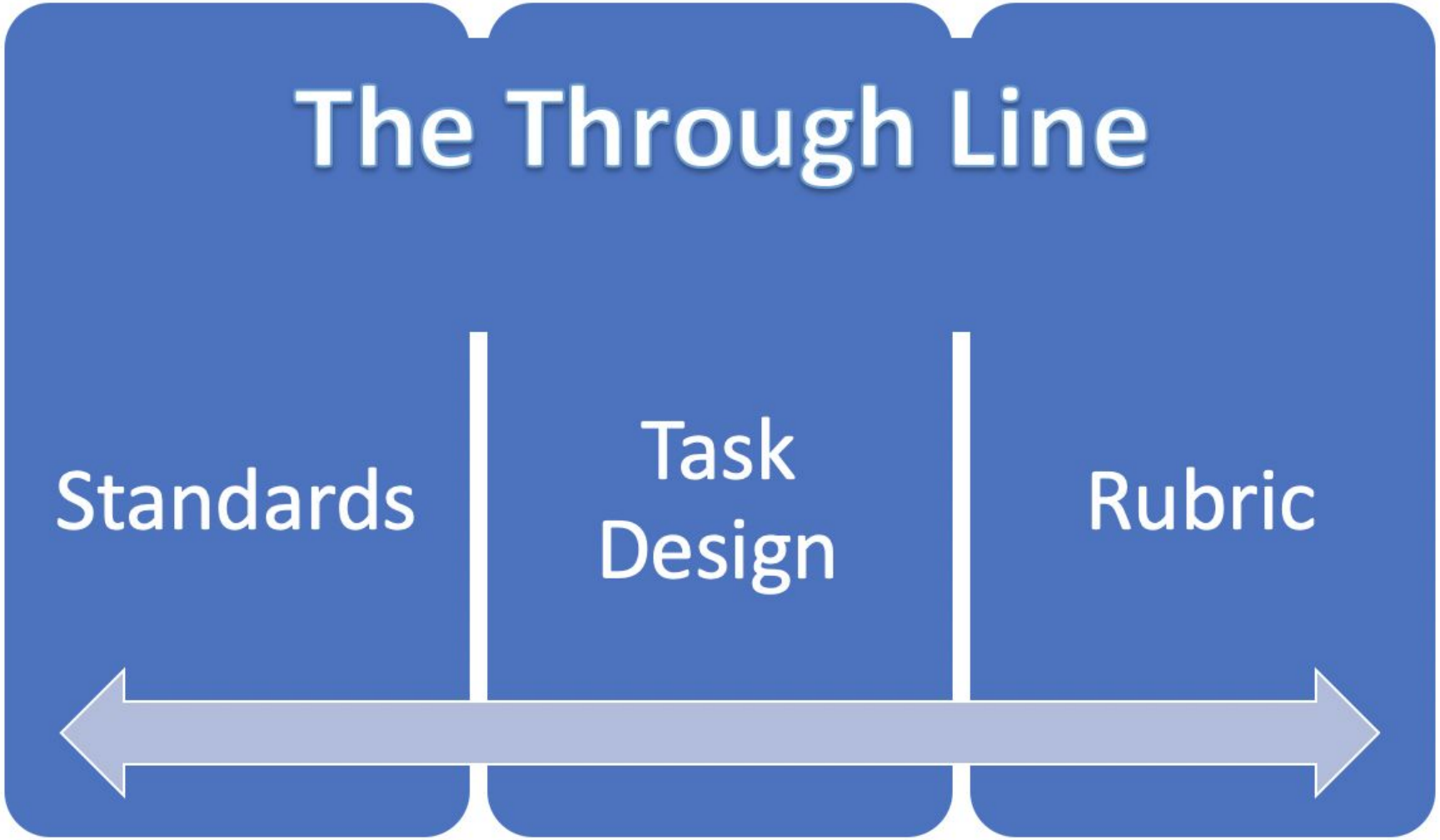


Source for critical questions: DuFour et al., 2016

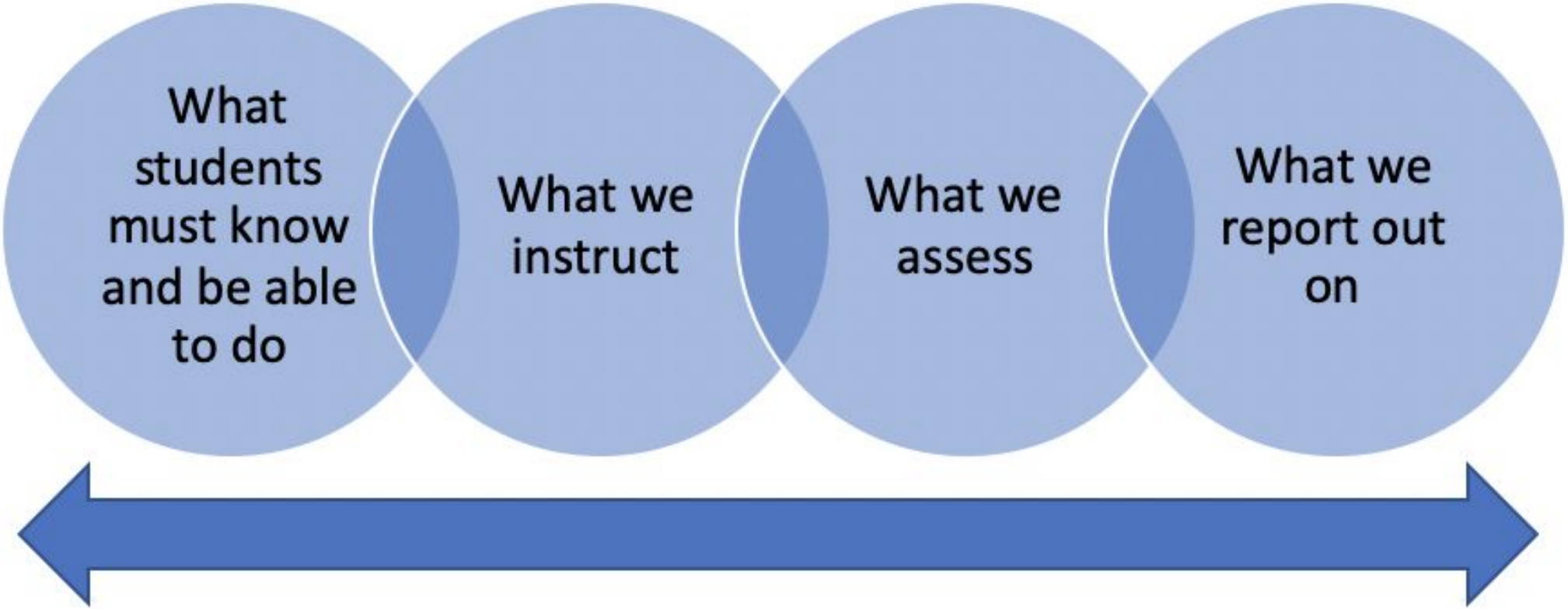
Figure 2.2: The four critical questions as the framework for collaborative teamwork in a competency-based system.

The Bones of a QPA





Curriculum, Instruction and Assessment: A Thread of Continuity



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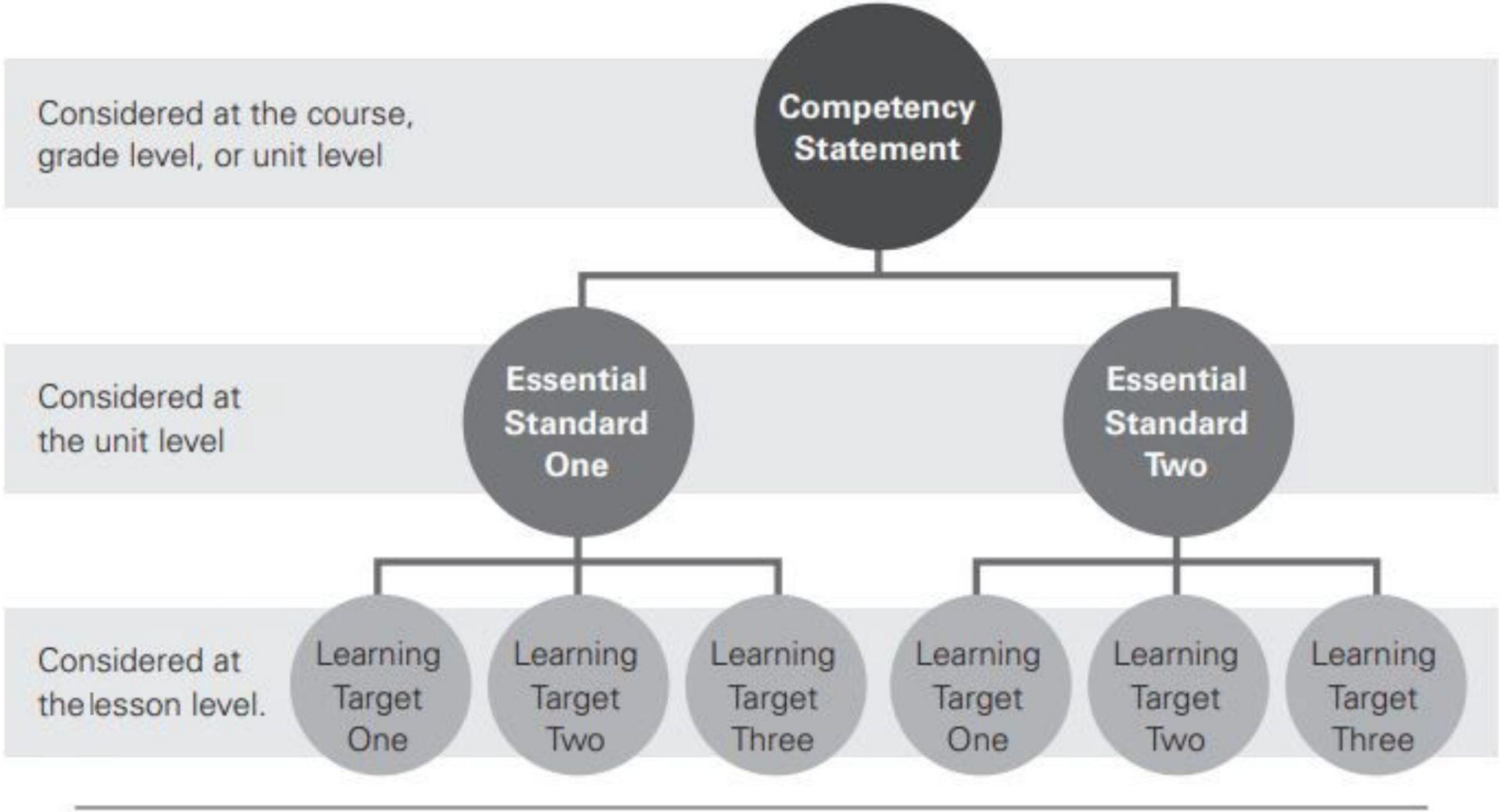
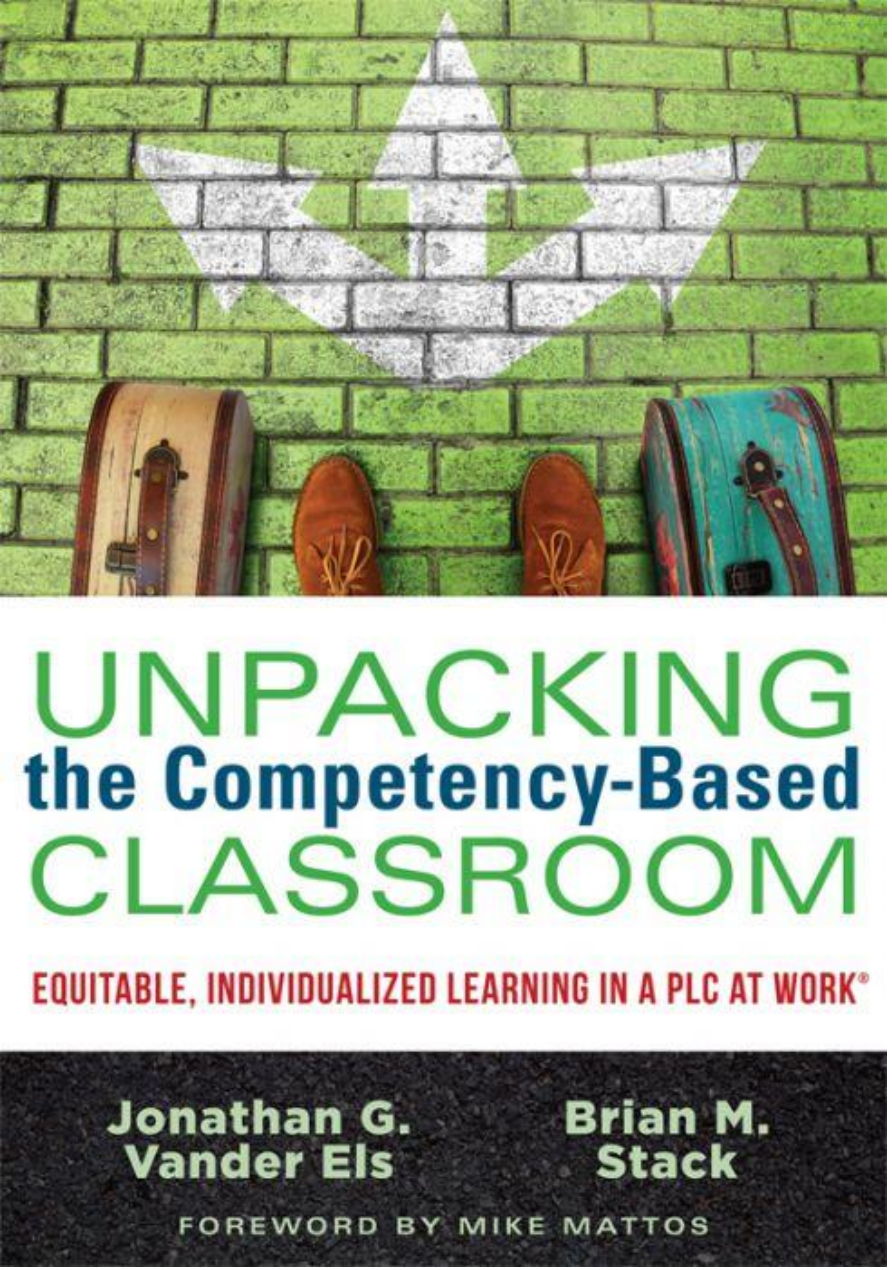


Figure 3.6: Visual for the grain size of competencies, essential standards, and learning targets.



You will now have time to work with a small group to unpack and discuss one of the design principles in more detail, using the Competency Based Learning School Design Rubric from the book as a guide (see the links on the next slide to find the rubric for your principle).

In your group, please do the following:

1. Self-assess your school according to the rubric.
2. In your group, share your assessment results and the evidence that supports your rating.
3. Discuss: What would need to happen at your school to advance your CBL work in this design principle?
4. Discuss: What are the challenges you face in your efforts to advance your CBL work in this design principle?
5. Discuss: What are the opportunities your students would have as you advance your CBL work in this design principle?

We will come back together as a large group and share some of our learning today in 15 minutes.

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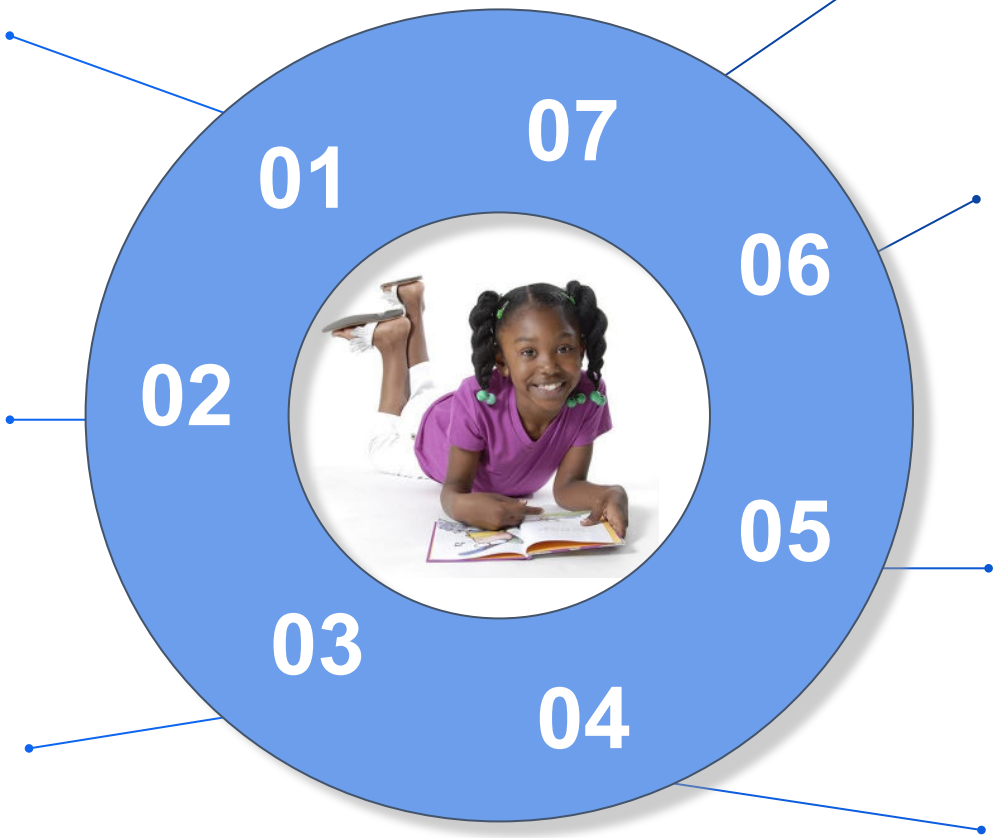

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Please Share Your Learning….

In the chat, please comment on one thing you are thinking about (a new learning or a wonder) right now related to this work (a new learning or a wonder).

We will discuss some of these as a group.

UNPACKING the Competency-Based CLASSROOM

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Brian M. Stack

FOREWORD BY MIKE MATTOS

"The PLC framework is the single best support structure that districts and schools need to have in place to successfully implement competency-based learning. When implemented correctly, the PLC framework cultivates teacher-leaders who become collectively responsible and mutually accountable for the learning for all students in the entire school."

-Unpacking the Competency-Based Classroom

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FOREWORD BY MIKE MATTOS

"If teams are focusing on the four critical questions then they are engaging in the work of a Professional Learning Community. The four questions by design encompass curriculum, assessment, and instruction, and allow teachers to move through each unit of study with a focus on learning rather than simply on teaching."

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For More Information...

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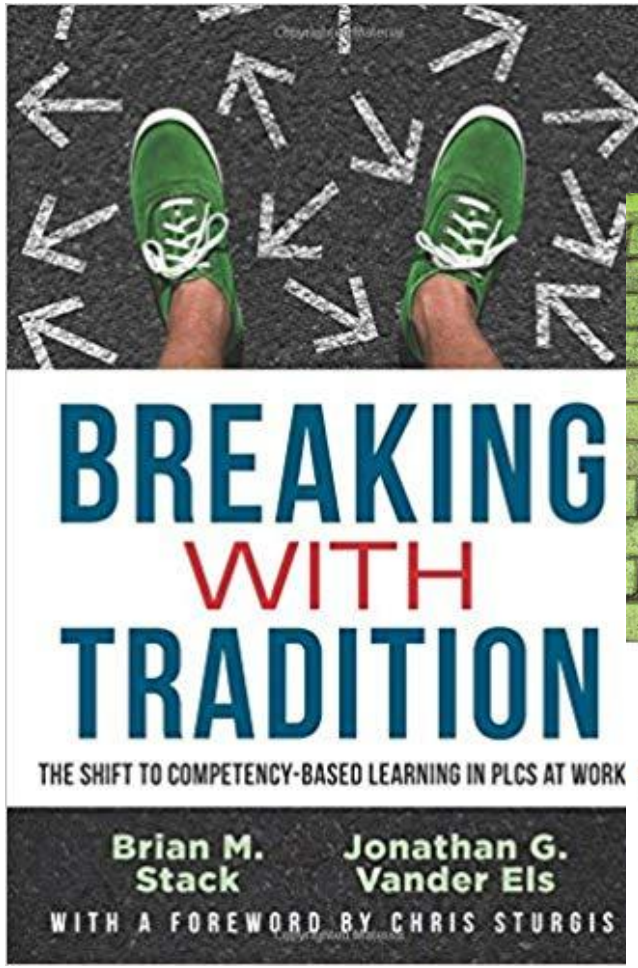

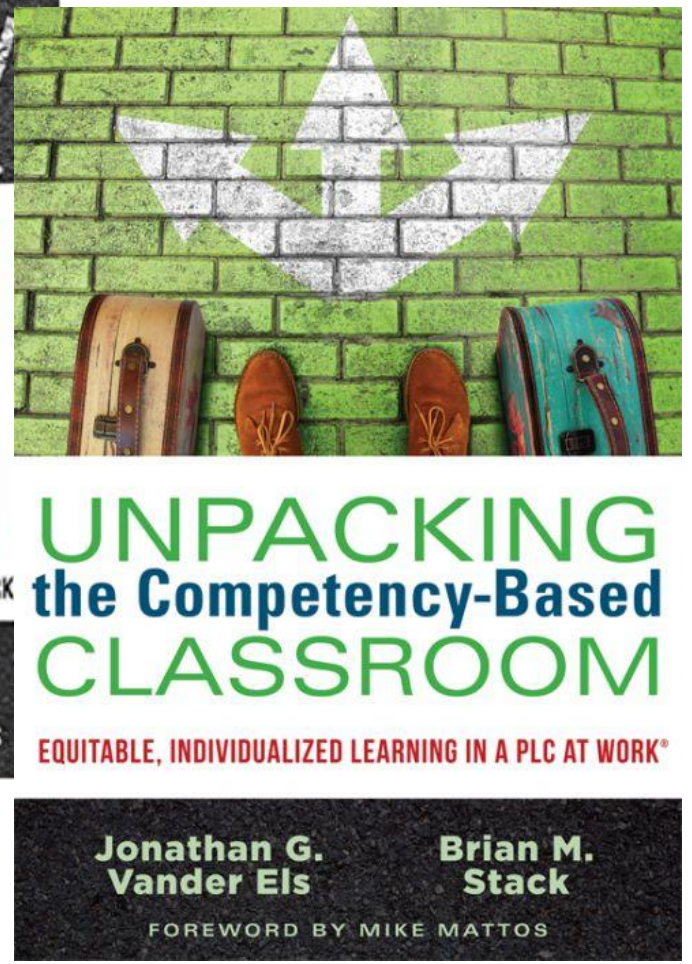

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Thank you for joining us!

Share Your Thoughts

Participate in our one-minute poll (link in chat box)