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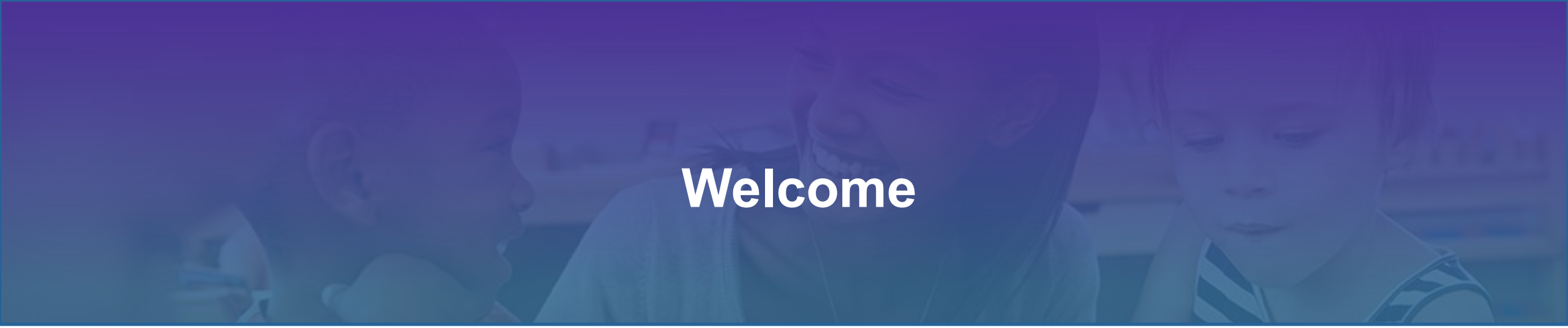
Closing Keynote

Future-Focused Promising Practices to Implement Personalized, Competency-Based Education

October 26, 2022 | 3:30-4:15 p.m. ET

#Aurora22



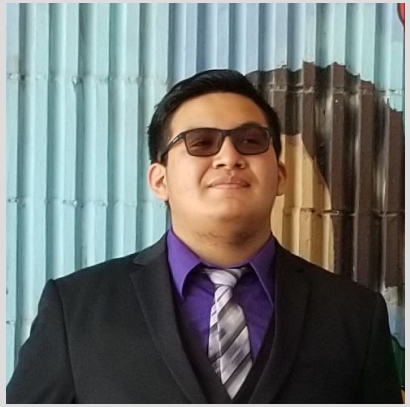
Welcome

- **Introduce Yourselves.**
  - We welcome you to introduce yourself in the Chat.
- **Use the Chat.**
  - We welcome commentary, reactions, and reflections.
- **Use the Q & A button for asking questions to our panelists.**
- **Share your Learning.**
  - Use #Aurora22 on Twitter and mention @Aurora_Inst.
- **We are recording the Symposium keynotes and breakout sessions.**
- **Zoom Links for all sessions are on the Aurora Institute Symposium website, program book, and in your email.**

Future-Focused, Promising Practices to Implement Personalized, Competency-Based Education

Damarr Smith

Senior Program Manager of Competency-Based Education,
Chicago Public Schools



Jose Guzman, Jr.

Junior, Benito Juarez Community Academy,
Chicago Public Schools

Ashley Ferrara

Assistant Principal,
Academy for Software Engineering

Facilitator:
Laurie Gagnon

*Competency*Works Program Director,
Aurora Institute

CPS CBE Pilot Schools

Origin Story:
11 schools district-wide participate in an ISBE-sanctioned pilot of Competency-Based Education (CBE) at CPS authorized in 2016 through the Postsecondary Workforce Readiness Act.

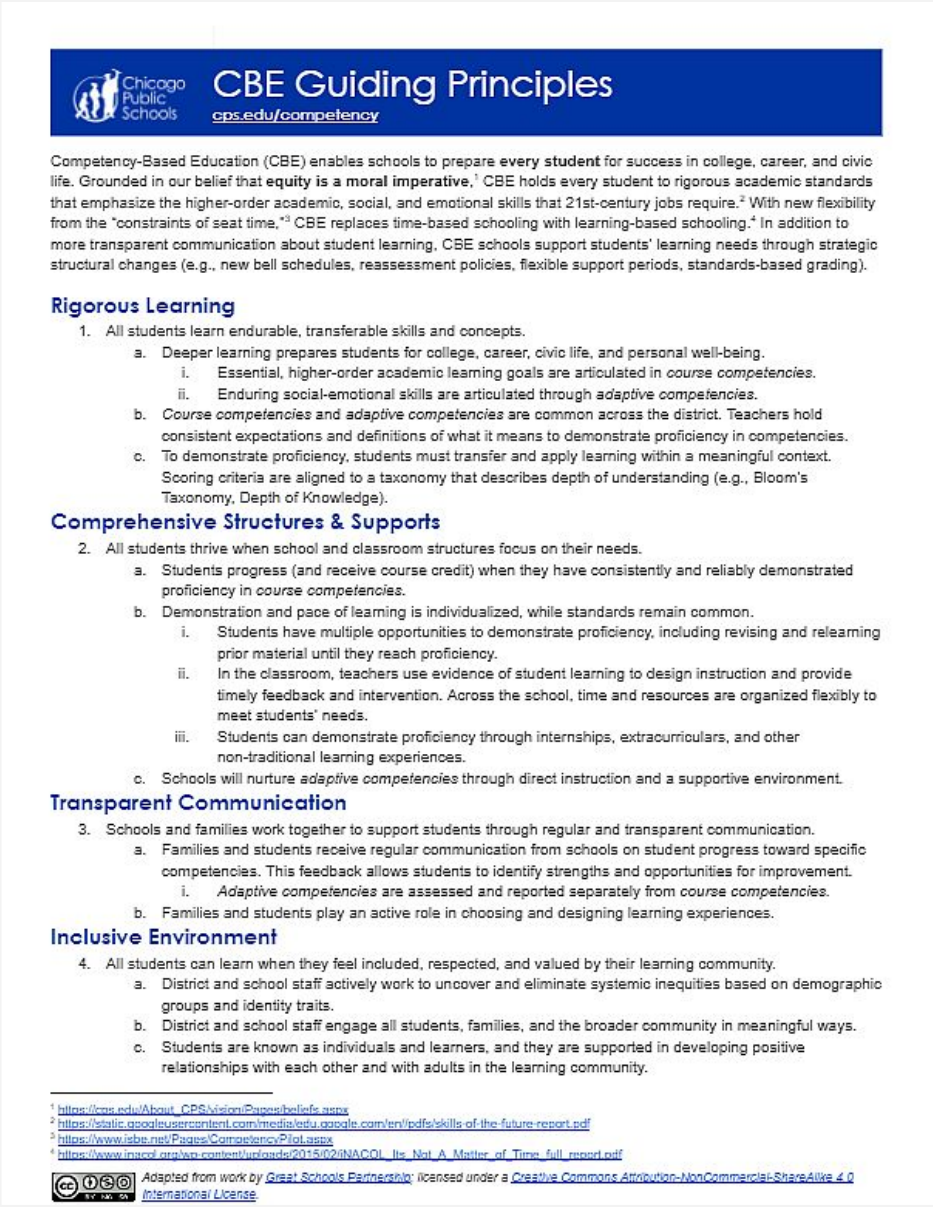
Approval year	High school	Initial pilot students
2018	Gwendolyn Brooks College Prep	Grades 7-12
2018	Southside Occupational High school	Ages 16-21
2018	Consuella B. York High School	Ages 18-21 selected cohort
2018	Benito Juarez Community Academy	Grades 9-12
2018	Walter Payton College Prep	Grades 9-12
2018	Lindblom Math and Science Academy	Grades 7-12
2019	Curie High School	Grades 9-12
2019	Disney II High School	Grades 7-11
2019	Northside College Prep	Grade 9 opt-in cohort
2019	Phoenix STEM Military Academy	Grade 9 opt-in cohort
NA	Hyde Park Academy	Grades 9-12

CPS CBE Overview: Mission, Vision, Principles

Competency-Based Education *Mission and Vision:*

The **mission** of Competency-Based Educations (CBE) is to provide a student-centered learning experience that not only emphasizes academic rigor but also the development of metacognitive skills.

CBE **envisions** a district in which all students graduate from high school with high order academic, social and emotional, employability, and 21st century skills that prepare them for civic life, college, career, and beyond.



Chicago Public Schools

CBE Guiding Principles

cps.edu/competency

Competency-Based Education (CBE) enables schools to prepare **every student** for success in college, career, and civic life. Grounded in our belief that **equity is a moral imperative**,[1] CBE holds every student to rigorous academic standards that emphasize the higher-order academic, social, and emotional skills that 21st-century jobs require.[2] With new flexibility from the "constraints of seat time,"[3] CBE replaces time-based schooling with learning-based schooling.[4] In addition to more transparent communication about student learning, CBE schools support students' learning needs through strategic structural changes (e.g., new bell schedules, reassessment policies, flexible support periods, standards-based grading).

Rigorous Learning

1. All students learn endurable, transferable skills and concepts.
   a. Deeper learning prepares students for college, career, civic life, and personal well-being.
      i. Essential, higher-order academic learning goals are articulated in *course competencies*.
      ii. Enduring social-emotional skills are articulated through *adaptive competencies*.
   b. *Course competencies* and *adaptive competencies* are common across the district. Teachers hold consistent expectations and definitions of what it means to demonstrate proficiency in competencies.
   c. To demonstrate proficiency, students must transfer and apply learning within a meaningful context. Scoring criteria are aligned to a taxonomy that describes depth of understanding (e.g., Bloom's Taxonomy, Depth of Knowledge).

Comprehensive Structures & Supports

2. All students thrive when school and classroom structures focus on their needs.
   a. Students progress (and receive course credit) when they have consistently and reliably demonstrated proficiency in *course competencies*.
   b. Demonstration and pace of learning is individualized, while standards remain common.
      i. Students have multiple opportunities to demonstrate proficiency, including revising and relearning prior material until they reach proficiency.
      ii. In the classroom, teachers use evidence of student learning to design instruction and provide timely feedback and intervention. Across the school, time and resources are organized flexibly to meet students' needs.
      iii. Students can demonstrate proficiency through internships, extracurriculars, and other non-traditional learning experiences.
   c. Schools will nurture *adaptive competencies* through direct instruction and a supportive environment.

Transparent Communication

3. Schools and families work together to support students through regular and transparent communication.
   a. Families and students receive regular communication from schools on student progress toward specific competencies. This feedback allows students to identify strengths and opportunities for improvement.
      i. *Adaptive competencies* are assessed and reported separately from *course competencies*.
   b. Families and students play an active role in choosing and designing learning experiences.

Inclusive Environment

4. All students can learn when they feel included, respected, and valued by their learning community.
   a. District and school staff actively work to uncover and eliminate systemic inequities based on demographic groups and identity traits.
   b. District and school staff engage all students, families, and the broader community in meaningful ways.
   c. Students are known as individuals and learners, and they are supported in developing positive relationships with each other and with adults in the learning community.

[1] https://cps.edu/About_CPS/Vision/Pages/beliefs.aspx
[2] https://static.googleusercontent.com/media/edu.google.com/en//pdfs/skills-of-the-future-report.pdf
[3] https://www.isbe.net/Pages/CompetencyPilot.aspx
[4] https://www.inacol.org/wp-content/uploads/2015/02/iNACOL_Its_Not_A_Matter_of_Time_full_report.pdf

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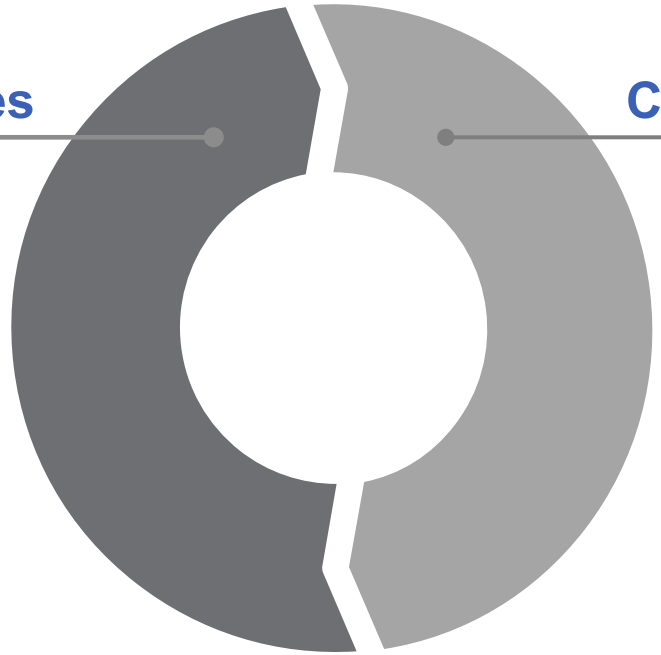
CPS CBE Two Sets of Competencies

Academic Competencies



Adaptive Competencies

"Academic Competencies" means goals aligned to clusters of content standards that foster the development of literary, mathematical, scientific, and technological skills

"Adaptive Competencies" means foundational skills needed for success in college, careers, and life, such as, but not limited to, work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving.

Comprehensive
You need to be proficient in every competency.

Higher-Order
To be proficient, you need not only to recall, but apply skills and knowledge

Transferable
Skills and knowledge you're taught and assessed on are needed to succeed in college, career, and life

CPS CBE Academic Competencies

Rigorous Learning:

In the Spring of SY19, CBE and Great Schools Partnership convened 53 core content area teachers across nine schools to develop vertically aligned academic competencies for the core courses of CTE, Math, English, Social Sciences, Fine Arts, Physical Education, Science, Special Education, and World Languages. Each CBE school has constructed competencies or leveraged grade-level standards to provide **rigorous learning** experiences.

Benito Juarez Community Academy
Language and Literature Competency

A - Analyzing

Student should be able to:

1. analyze the content, context, language, structure, technique and style of text(s) and the relationship among texts
2. analyze the effects of the creator's choices on an audience
3. justify opinions and ideas, using examples, explanations and terminology
4. evaluate similarities and differences by connecting features across and within genres and texts.

Disney II Magnet High School
English Language Arts and Literacy Competency

A - Theme/Central Idea

Reading Literature Competency: students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.

1. I can identify multiple themes/central ideas in a text and provide a thorough, accurate analysis of their development and interaction with each other and with supporting ideas or other elements in the text (e.g. setting, plot, character)
2. I can interpret theme/central idea through a critical lens or framework

CPS CBE Adaptive Competencies

CPS Graduate Profile

Key Adaptive Competencies

Agency

I can take ownership and responsibility for my learning and the pace at which I learn best through targeted goal setting, taking initiative, self-reflection, and internalizing self-efficacy.

Adaptability & Flexibility

I can persevere through challenges, engage in strategic problem-solving, and demonstrate a willingness to receive and offer feedback to make adjustments as a lifelong learner.

Leadership

I can pursue my passions, demonstrate integrity and follow a path that positively impacts my family, school, community, nation and world.

Collaboration

I can work with others towards a common goal by sharing my ideas and incorporating the ideas of others through effective communication, respecting the various perspectives of others, and carrying out a thoughtful and organized plan.

CPS CBE SEVEN KEY DOMAINS

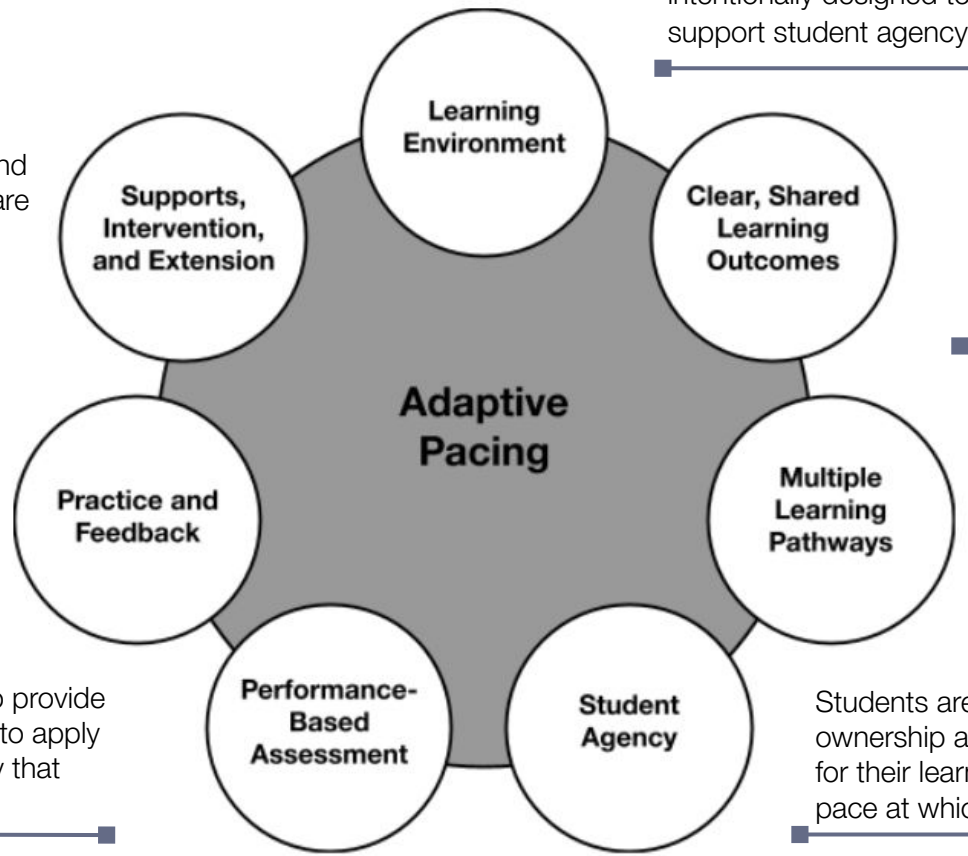
Chicago Public Schools

GREAT SCHOOLS PARTNERSHIP

Adaptive Pacing Tool

The learning environment is intentionally designed to support student agency.

Academic supports and interventions are integral to achieving equitable outcomes and ensuring teaching and learning are responsive and rigorous for ALL students.



The learning outcomes are shared and internalized by teachers and students. These outcomes anchor and guide the choices and pace of the instructional process.

Opportunities to practice of essential skills and knowledge are provided throughout a unit or course. Feedback is provided to help adjust student pace and performance throughout the instructional process.

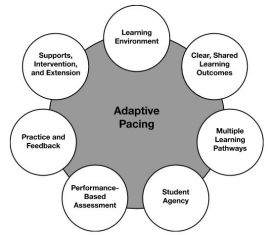
There are varied pathways of learning and pacing available to students leading to common ends.

Assessments are designed to provide students with an opportunity to apply knowledge and skills in a way that aligns with their interests.

Students are able to take ownership and responsibility for their learning and the pace at which they learn.

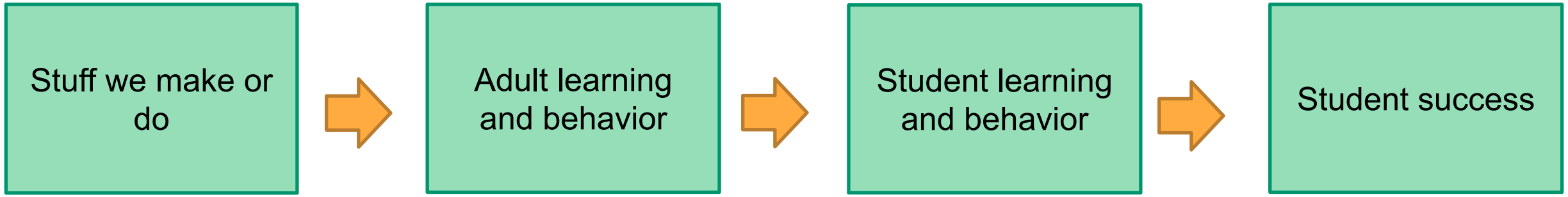
Created by a CPS CBE Steering Committee in 2019., comprised of two leaders across 10 CBE high schools.

Principals Select the Domains Their School Will Implement



Adaptive Pacing Domains	CBE Schools
Learning Environment	Curie, Southside, York, Brooks, Lindblom
Clear, Shared, Learning Outcomes	Hyde Park, Lindblom
Multiple Learning Pathways	Lindblom
Student Agency	Southside, York, Brooks, Disney II
Performance-Based Assessment	Southside, Phoenix, Northside
Practice + Feedback	Juarez, Southside, Phoenix, York, Hyde Park
Supports, Interventions, and Extensions	Southside, York, Brooks, Northside, Disney II

CPS CBE Theory of action



CBE Structures & Programs

- Competency Working Group
- Adaptive Competencies
- Student Reflection Tool
- Summer Mastery
- Summer Acceleration
- Student Mentoring Program
- PBA Design Cohort Training
- Student Video Storytelling Project
- Math Integration (SY23)
- Computer Science Integration (SY23)

Provided Training & Coaching

- Trained teachers
- Provide SEL Training
- Coach SEL Teams
- Share best practices
- Share best practices
- Train schools leads
- Train PBA Design Cohort
- Help leaders empower students
- Piloted training at 2 schools
- Will pilot training at 2 schools

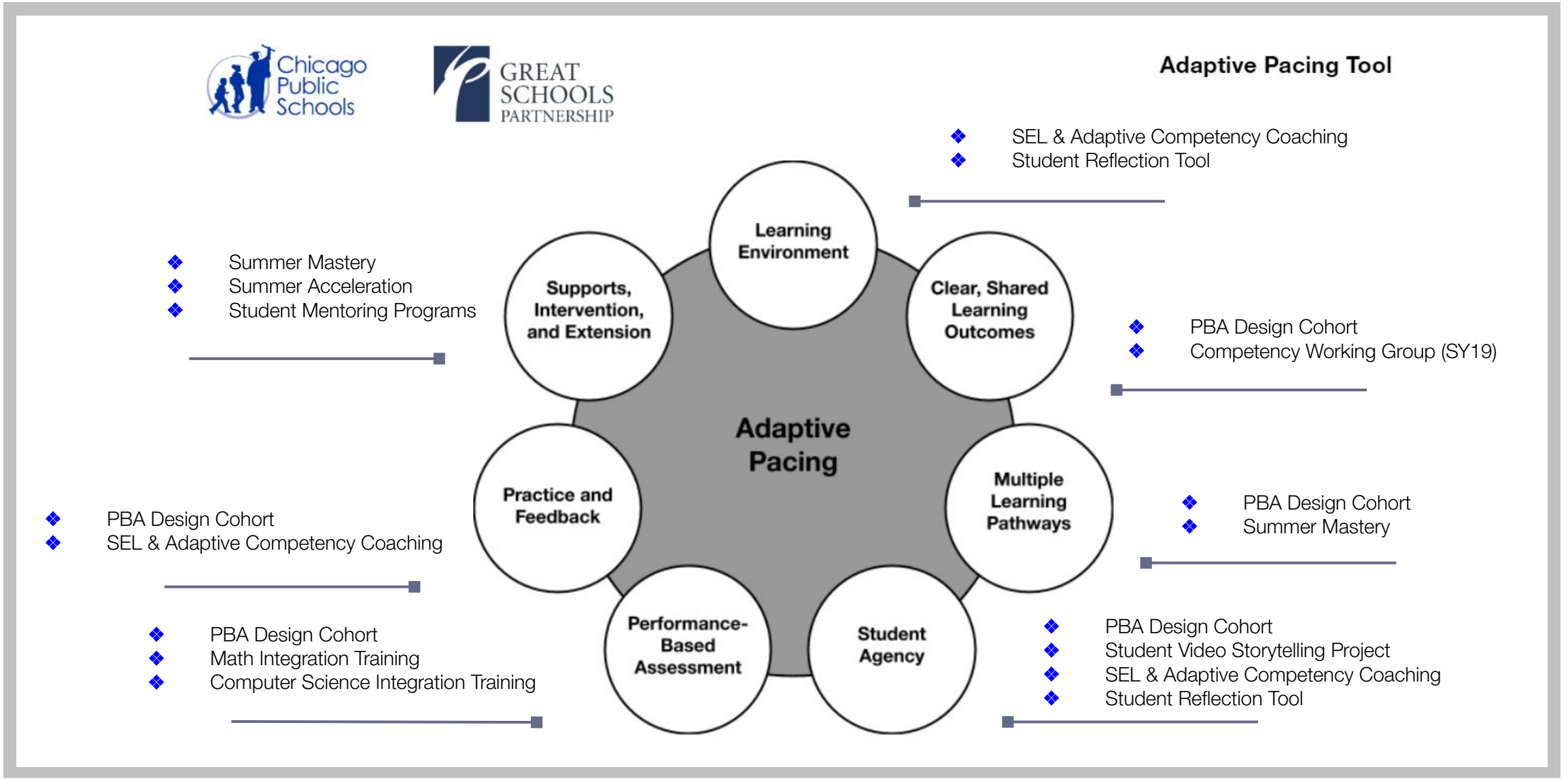
Student Engagement

- Developing academic skills
- Developing adaptive skills
- Developing adaptive skills
- Developing academic skills
- Developing academic skills
- Developing relationships and goals
- Developing academic/adaptive skills
- Developing technical/ adaptive skills
- Developing academic skills
- Developing academic skills

Student Outcomes:

- Gained relevant knowledge
- Nurtured metacognitive skills
- Increased student voice
- Increased Passing Rates
- Increased College Credit Access
- Increased student connections
- Exhibited relevant skills
- Exhibited relevant skills
- Exhibited relevant skills
- Exhibited relevant skills

CPS CBE Initiatives Connection to Key Domains



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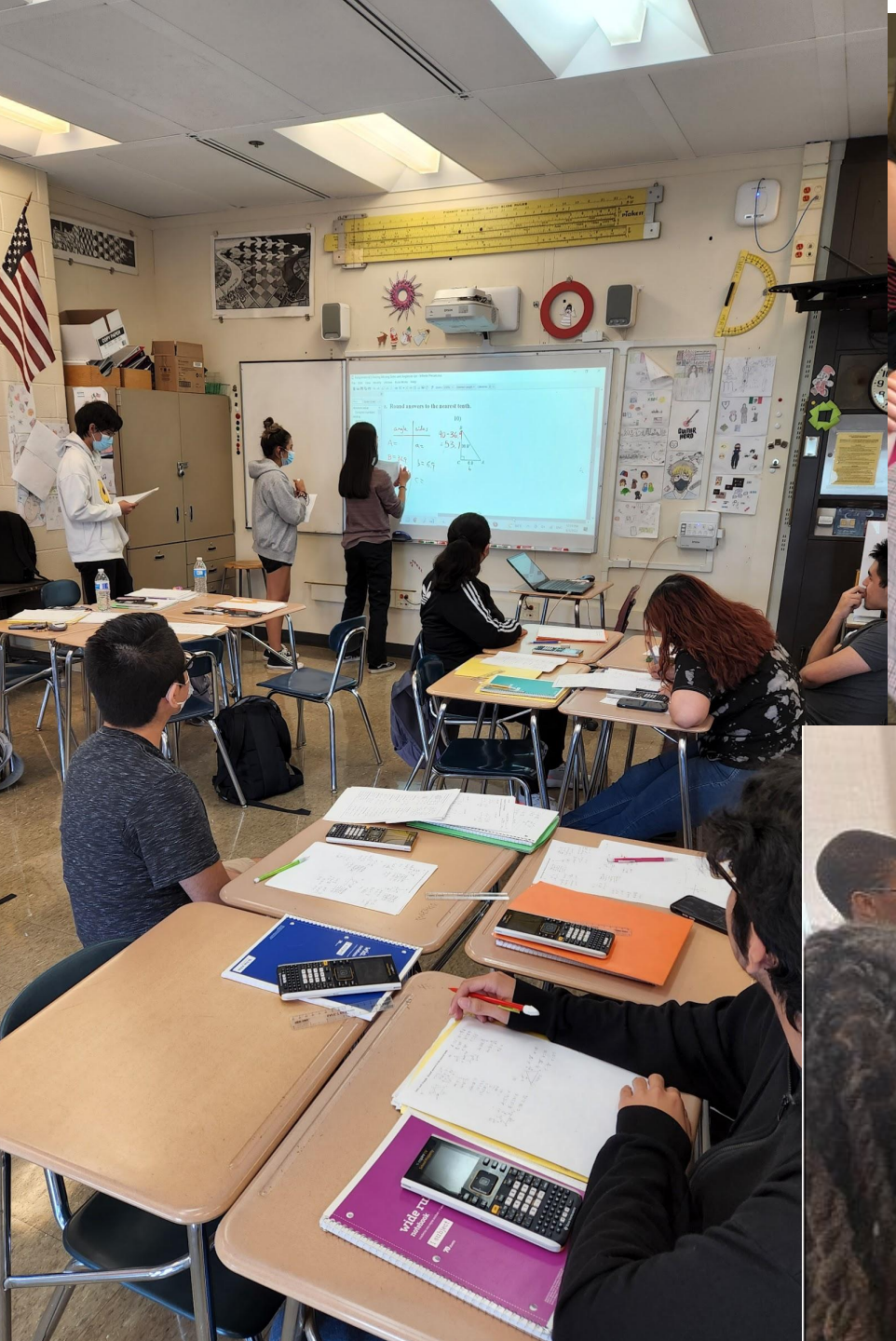

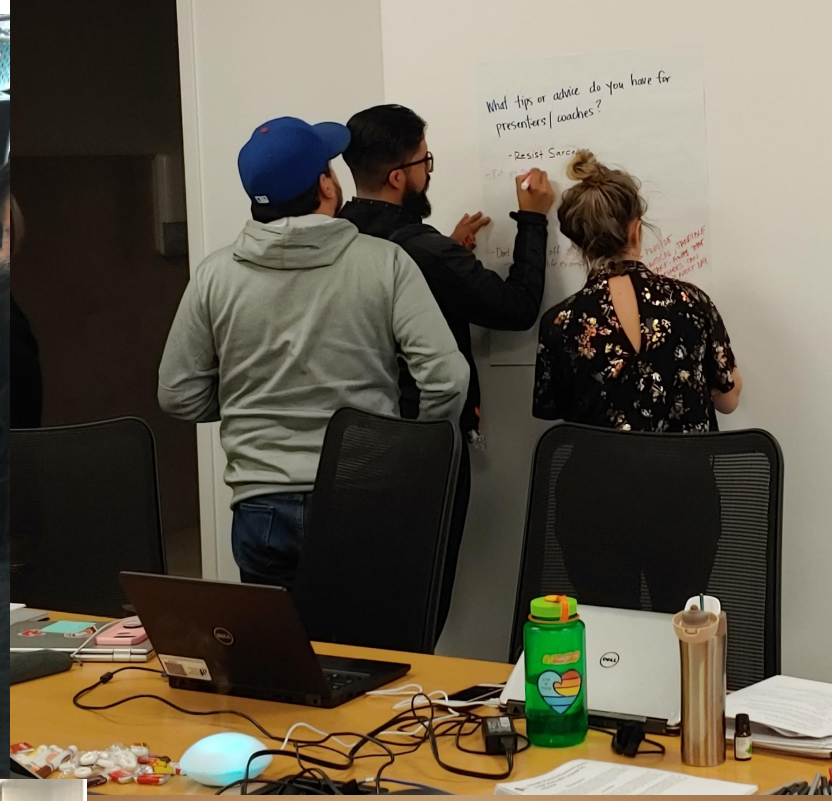
What tips or advice do you have for presenters/coaches?

About CBE Learning

By Jose Guzman Jr

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The Pillars of CBE Learning

CBE (Competency-Based Education) is made up of 2 important components. They are the pillars/ points of CBE.

- Academic Competencies
- Developmental Competencies

Academic Competencies

The Academic Competencies are made up of 4 competencies per subject. The competencies are the same for all 4 years of high school.

For example, these are the competencies for math:

A. Knowing and understanding

B. Exploring

C. Communicating

D. Applying mathematics in real-life contexts

- In CBE, students are evaluated, not graded.
- Students are evaluated on a scale from 1-8.
- There are no midterms and no finals, only formatives and summatives.

My personal experience changing from standard education to CBE learning

Developmental Competencies

- 5 Developmental Competencies in CBE Learning
- Students practice these in high school and use in their daily lives

5 Developmental Competencies:

- Self Awareness
- Self Management
- Perseverance
- Relationships
- Social Awareness

2 main things about Juarez and Suggestions for Students and Teachers

About Juarez

- Juarez is a school that aims to hear student voices
- Juarez is helping students and teachers heal from the pandemic that we are going through

Suggestions

Students

- Give CBE learning time
- Support each other in the change
- Talk to teachers if you need help

Teachers

- Do 1 on 1 talks with students
- Give extra help to a student if needed
- Be patient in the change in students

Thanks!

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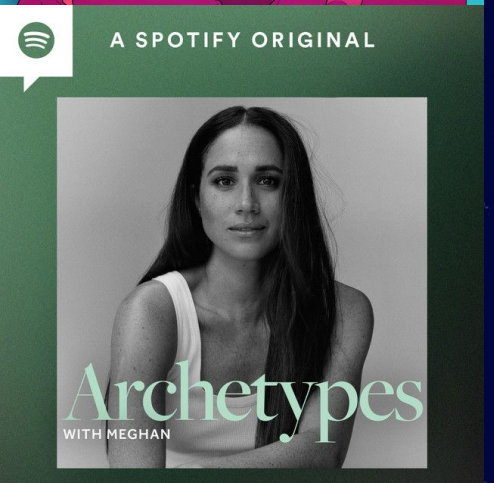
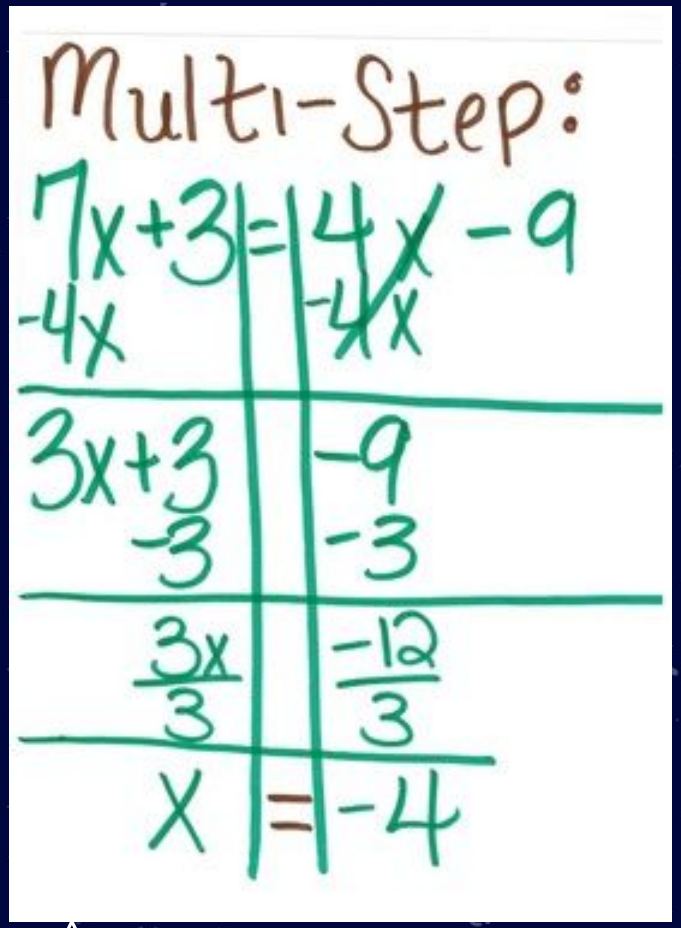
A Little About Me



I do not possess the magical solution for how to "do CBE."

But, WE possess takeaways, "I won't try that agains," small shifts, ideas, inspiration, & more.

My A-HA Moment



What am I TRANSLATING?

New York State's Algebra I curriculum contains **56** unique standards that "define what students should understand and be able to do at the high school level."

- Where is the overlap?
- What patterns exist?
- What are the "big rocks" of the Algebra I curriculum?

Ask Yourself: What skill(s) from your class do you want your students to use regularly 10 years from now?

What needs to be REDEFINED?

BEFORE CLASS

What skills do I want my students to have, and am I planning in a way that brings those to the forefront?

How do we plan for student-centered and not teacher-led experiences?

DURING CLASS

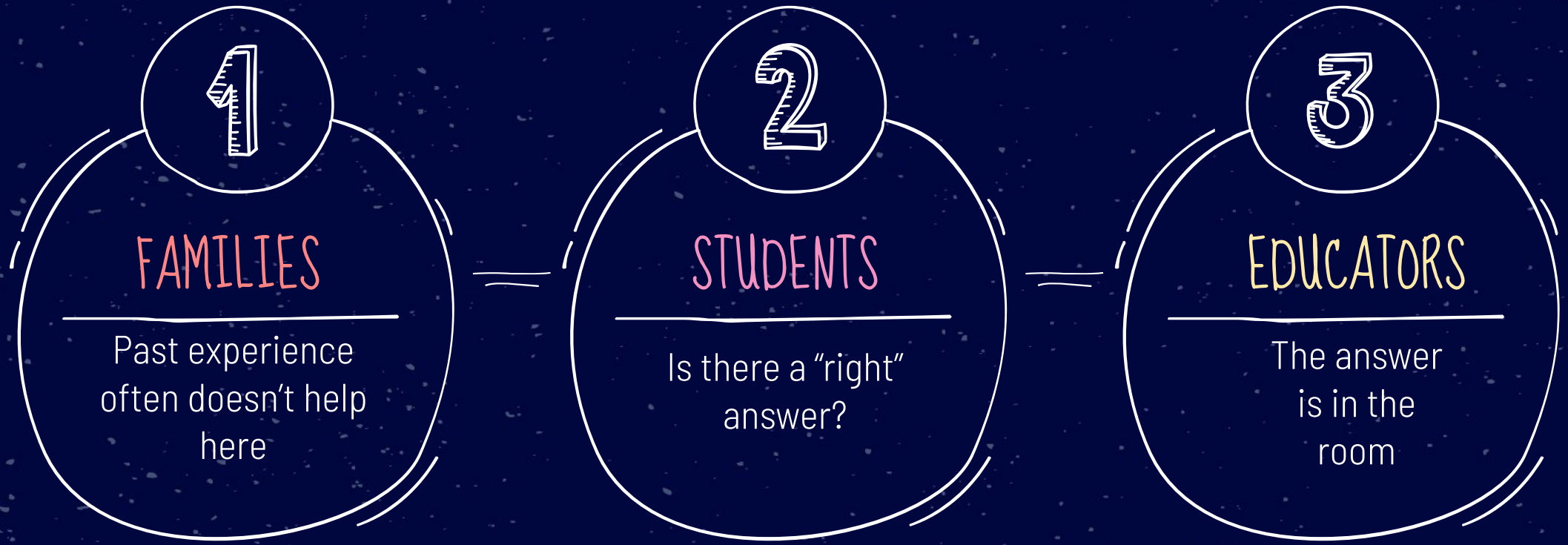
With students in control of their own path, the class can be in 30 unique parts of the work.

Productive Noise

What if we asked questions instead of provided answers?

Ask Yourself: What are you spending the most time and least time doing during a single class period?

You aren't the only one making this SHIFT



COMMITMENTS

Connect with [person/school/group] about x

Pilot a retakes/reassessment process

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following the link in the chat.
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