



**SYMPOSIUM BREAKOUT SESSION**  
**MONDAY, OCTOBER 24, 2022 | 2:30-3:30 PM ET**

# **Measuring Progress and Growth in a Competency-Based Model**

## **PRESENTERS:**

- Thomas Gaffey, Building 21
- Sandra Moumoutjis, Building 21





# As you enter the zoom:

- ★ Tell us about yourself in the chat! What's your name? Where are you from? What's your school/district/org and your role?
- ★ Optional: Register for a free account to access [Building 21's open resource library](#).



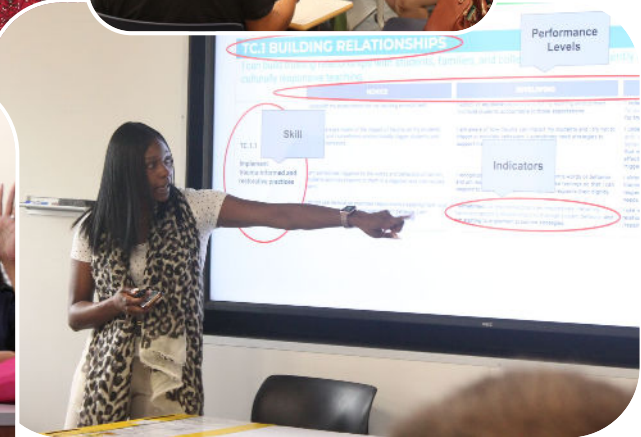
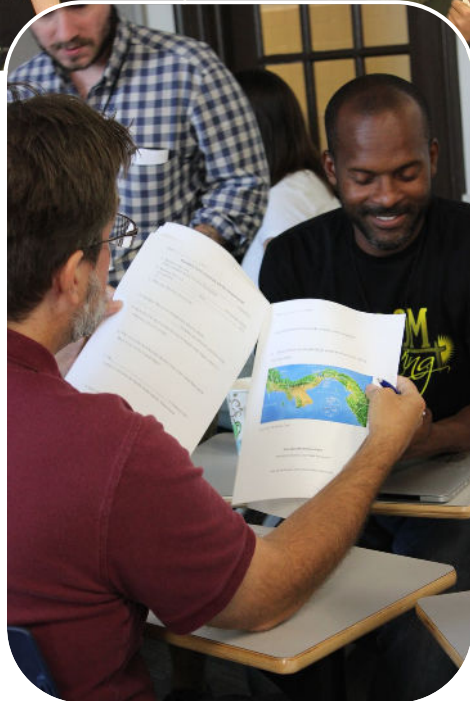
## Goals for this workshop:

- ★ Access to the Building 21 Competency Framework and learn how progressions are used to assess student work.
- ★ Learn about how Building 21 uses a mix of technologies to integrate data across systems to create dashboards for all stakeholders.
- ★ Engage with actual student dashboards called PLP's and learn how CBE data is converted to traditional grades and credits or a mastery transcript.

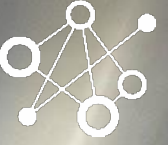




# Who is Building 21?







# Our Mission

Empowering networks of learners to connect with their passions and build agency to impact their world.



# Our Why

**Our traditional education system does not work for many of our young people. Schools need to change. We need to change.**

We believe the only way we can truly innovate is by rethinking and replacing traditional structures (e.g., age-based, time-based, course-based) to transform schools into student-centered learning communities that value the transparent growth and progress of every learner.



# Building 21's Initiatives



## Lab Schools

Along with our district partners, we operate two non-criteria, public high schools in Pennsylvania.



## Learning Innovation Network

Building off of our seven years of experience and learnings from operating two innovative schools, we coach schools across the country that are personalizing school for students.



## Launchpad

Launchpad seeks to directly connect young people to living-wage paying jobs in growing industries, while providing them with the tools to thrive in these roles.

# Competency Framework



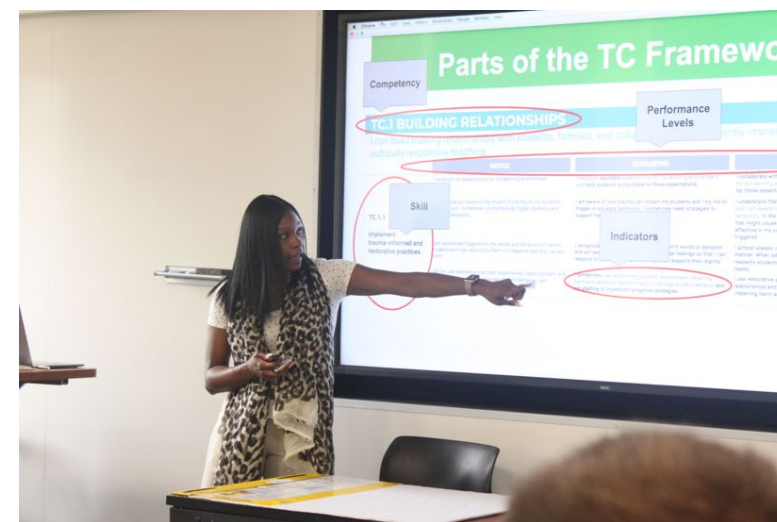
## Competencies for Students

Our competencies for students include a comprehensive set of academic and nonacademic competencies and a continuum of learning for each skill that defines for students what learning looks like at each level.



## Competencies for Teachers

Our competencies for teachers articulate the shifts in school culture, mindsets, instructional design and facilitation necessary to personalize learning in a competency-based model.



## Competencies for Leaders

Our competencies for leaders focus on the essential components of the change management process and the important work of engaging stakeholders and supporting students, families, and teachers on the journey to personalized and competency-based learning.



# Competency Continuum

Competency

Performance Levels

College & Career readiness!!

College level work

## HOS.2 Build Networks

[back to overview](#)

I can build relationships with diverse individuals and expand my network of people who can help and support me.

	Level 2	Level 4	Level 6	Level 8	Level 10	Level 12
<b>HOS.3.2</b>	I can ask for help when I need it and I know who I can go to for help (e.g. parent, sibling, friend, teacher, counselor, etc.).	I can ask for help, support, and advice from people that I trust.	I can ask for help, support, and advice from people that I trust.	I can actively seek out help, support, and advice from people in my network.	When I complete a final product, project or performance, I can reflect on the people who supported me and how they helped me to achieve my goals.	When I complete a final product, project or performance, I can reflect on the people who supported me and how they helped me to achieve my goals.
<b>Seek support and resources</b>	I can thank the people who help and support me.	I can show my appreciation when someone helps me.	I can follow up with the individuals who help and support me to express my gratitude (e.g. phone call, thank you card or email).	I can follow up with the individuals who help and support me to express my gratitude.	I can follow up with the individuals who help and support me to express my gratitude.	I can follow up with the individuals who help and support me to express my gratitude.
			I can clearly and respectfully express my needs and make specific requests (e.g. asking for assistance writing a resume).		I can think in advance about the types of support I need, and figure out who the best person within my network is to go to for help.	I can think in advance about the types of support I need, and figure out who the best person within my network is to go to for help.
					I can clearly articulate what I need help with and why.	I can clearly articulate what I need help with and why.
						I can actively seek out opportunities to connect with key individuals who could serve as a resource to me.

Indicators

Skill



# Competency Tracking Platform

SLATE Dashboard

Search

Courses

Tools

Manage Slate

Thomas

ELA.1 Reading Critically	100%	8	100%	8	31%	6	
ELA.2 Expressing Ideas	100%	8.1	100%	8	30%	10	
ELA.2.1 Identify a core message and audience		8	8	8	M	M	8
ELA.2.2 Develop and organize the message		9	8	8	8	M	5
ELA.2.3 Prepare the medium	ELA.2.3 Prepare the medium						
ELA.2.4 Finalize, practice and/or prepare	How well do I make decisions about format and features that are best for my audience?						
ELA.2.5 Engage, respond and reflect							
ELA.3 Writing Evidence-based Arguments	0%		0%		83%	3.4	
ELA.4 Writing Informational Texts	33%		33%		0%		3
ELA.5 Writing Narrative Texts	0%		0%		83%	7.4	
ELA.6 Engaging in Text-based Discussions	100%	8	100%	8	100%	9	
ELA.7 Conducting Research	0%		0%		100%	6.5	

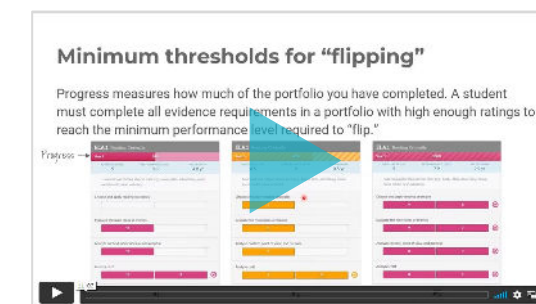
Portfolios: Y1 Y2 Y3 Y4

TRY IT OUT!

[b21-demo.slatepowered.net](https://b21-demo.slatepowered.net)

Teacher login: demoteacher, demoteacher

Student login: demostudent, demostudent



[Video about portfolio model](#)

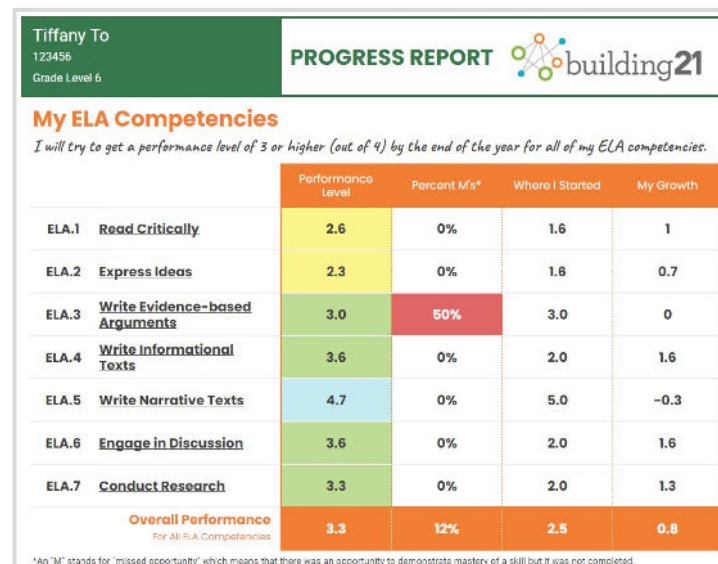


# Personalized Learning Plan



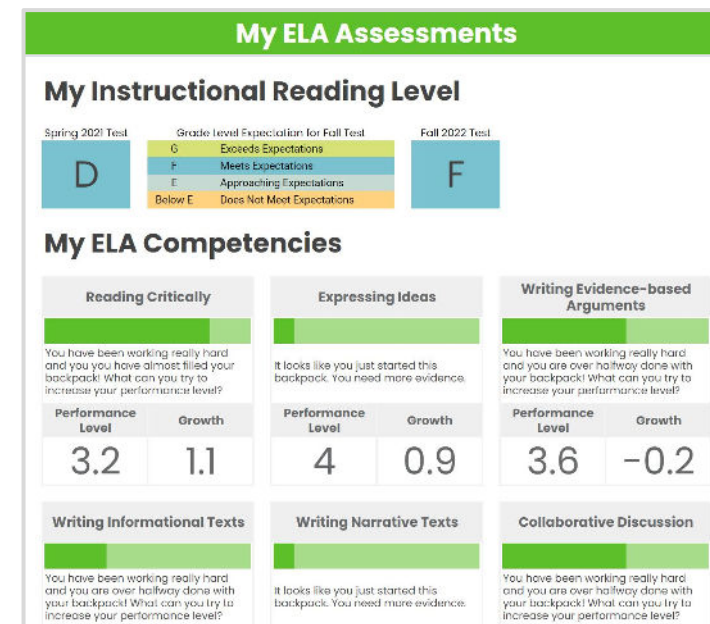
## Progress by Competency Area

Used by high school students, this PLP not only tracks progress and growth in our competencies but also allows students to pick a graduation date goal.



## Progress by Competency

A more detailed view, this PLP helps students understand their progress and growth in each competency. This pairs well with our Google Sheets competency tracker.



## PLP for Elementary Students

Our PLP system can communicate progress and growth, not only for our competencies but also for commonly used assessments, to offer a comprehensive view of learning.





# AURORA INSTITUTE

## *Symposium*

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OCTOBER 24 – 26, 2022 | VIRTUAL

Thank you for joining us!

***Share Your Thoughts***

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

