



An Introduction to K-12 Competency-Based Education

January 25, 2023 | 3:00-4:00 PM Eastern



Welcome

- **Introduce yourself in the chat box**
 - *We invite you to share your role, location, & why you joined today*
- **We welcome your questions, answers, and comments**
 - *Use the chat for sharing thoughts and participant engagement*
 - *Use the **Q & A button** to ask questions for the presenters*
- **Share your learning on Twitter with #CompetencyEd & @Aurora_Inst**
- **We are recording and archiving the webinar**
 - *The slides and video will be available on aurora-institute.org*

Guiding Questions

- What is competency-based education?
- How does CBE culture, pedagogy, and structure center students and equity?
- What policies and practices are needed to enable the shift to CBE systems?



**HARRISBURG
SCHOOL
DISTRICT**

*Travis * Haley * Nash*



**SOUTH
BRONX
COMMUNITY**
CHARTER HIGH SCHOOL

*John * Louisianny * Maria*

Where We've Been



NPS photo. Grand Canyon Museum Collection, P.O.
Box 129, Grand Canyon, AZ 86023



Photo by Allison Shelley/The Verbatim Agency for EDUimages



Photo by Allison Shelley for EDUimages

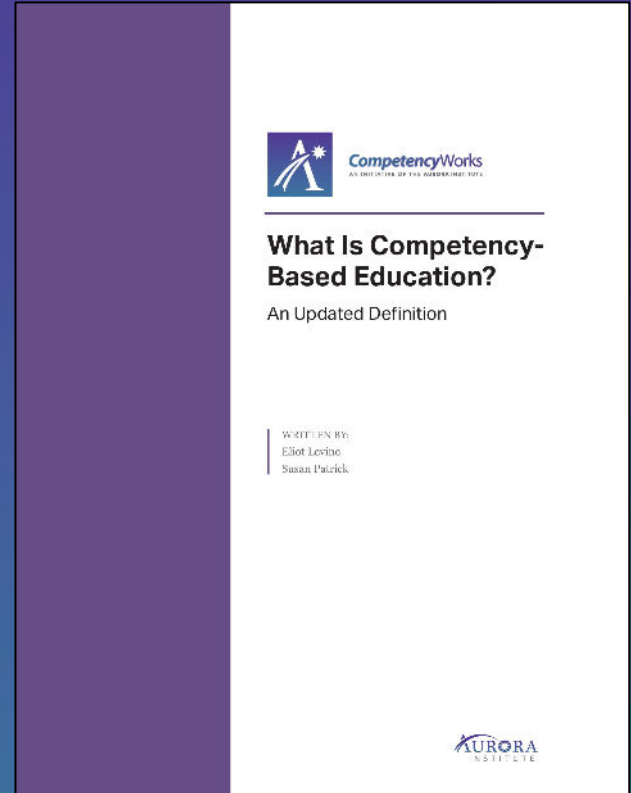


Where We're Going



Definition of Competency-Based Education

1. Deep student agency in learning
2. Positive, timely, relevant, actionable assessment
3. Timely, differentiated student supports
4. Progression upon demonstrated mastery
5. Active learning with varied pacing and pathways
6. Equity strategies embedded in culture, structure, and pedagogy of schools and systems
7. Rigorous common expectations (knowledge, skills, and dispositions) that are explicit, transparent, measurable, and transferable



Districts and Schools Turn to Competency-Based Education for Many Reasons

- Design for equity
- Make sure all students learn
- Deeper learning
- More personalized opportunities
- Global competitiveness
- Flaws of the traditional system
- Responding to the COVID-19 pandemic



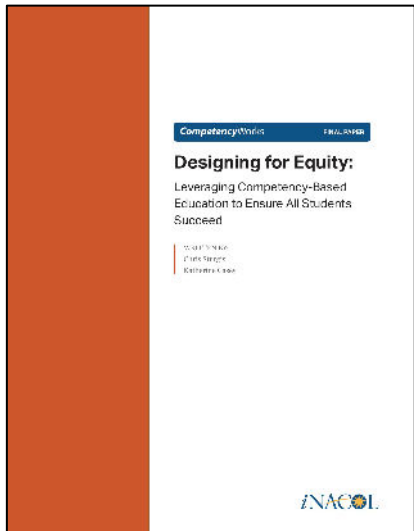
EQUITY PRINCIPLES

In order to seek educational equity districts and schools will....

Equity is the Goal

Educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential.

(Source: The National Equity Project)



Nurture Strong Culture of Learning and Inclusivity



Support Students in Building Skills for Agency



Establish Transparency About Learning, Progress and Pace



Engage Community in Shaping New Definitions of Success and Graduation Outcomes



Develop Shared Pedagogical Philosophy Based on Learning Sciences



Ensure Consistency of Expectations and Understanding of Proficiency



Monitor and Respond to Student Progress, Proficiency and Pace



Invest in Adult Mindsets, Knowledge and Skills



Respond and Adapt to Students Using Continuous Improvement Processes

Flaws of the Traditional System



Time-based



One-size-fits-all



**Advance with
learning gaps**



**Variable
expectations**



**Narrow set of
academic
outcomes**



**Grading practices with
mixed and misleading
messages**

How does CBE design differently to address the traditional flaws?



Every student creates a personalized learning plan (i.e. learner record)



Clear and explicit learning goals with criteria/rubrics help teachers and students understand what mastery looks like.



Teachers, students, and parents have data indicating the level of progress on learning goals to monitor student progress and know what is next.

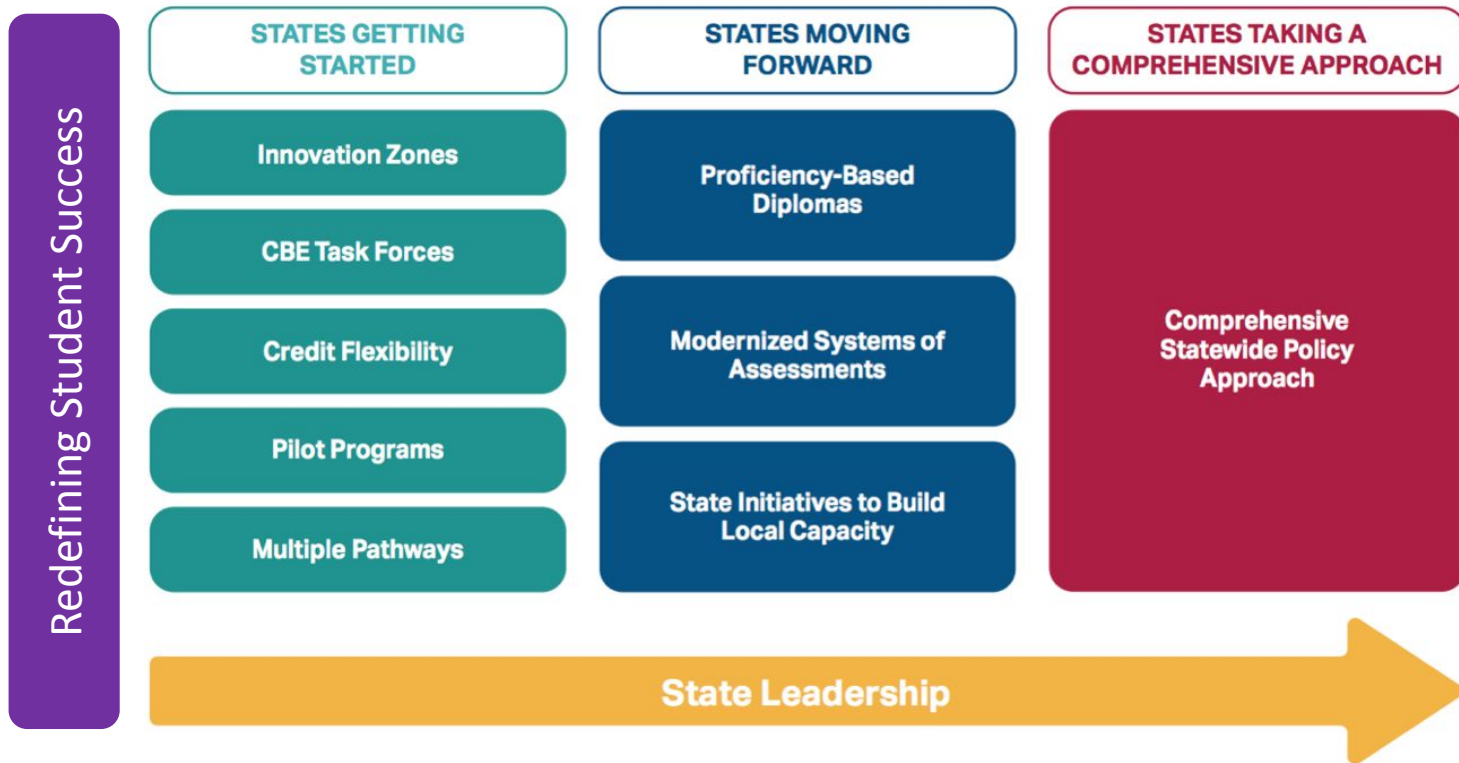


Adults shifting roles to personalized learning, small grouping, teacher specialization, advisory roles

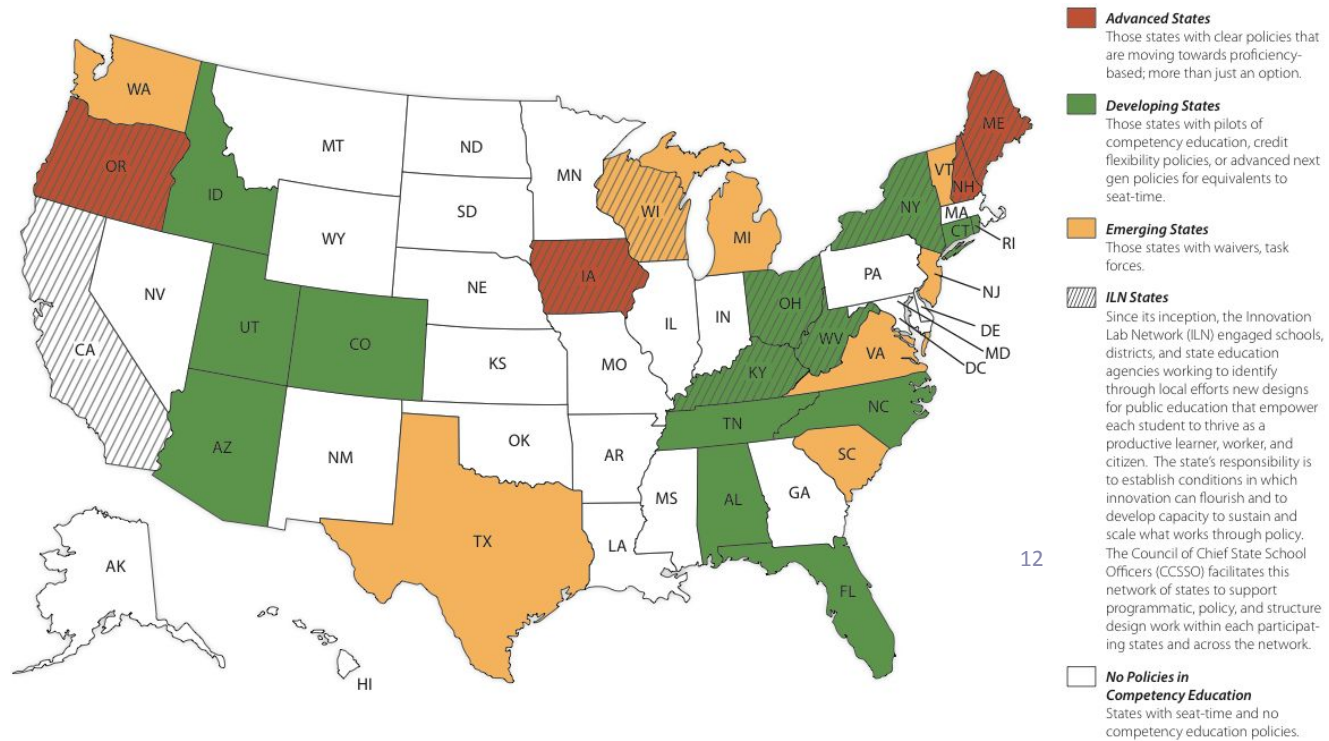


Classroom, online, hybrid, expanded learning opportunities, including after school, work-based, internships, museum, projects, and more

What Policies Are Needed To Catalyze Competency-Based Education?

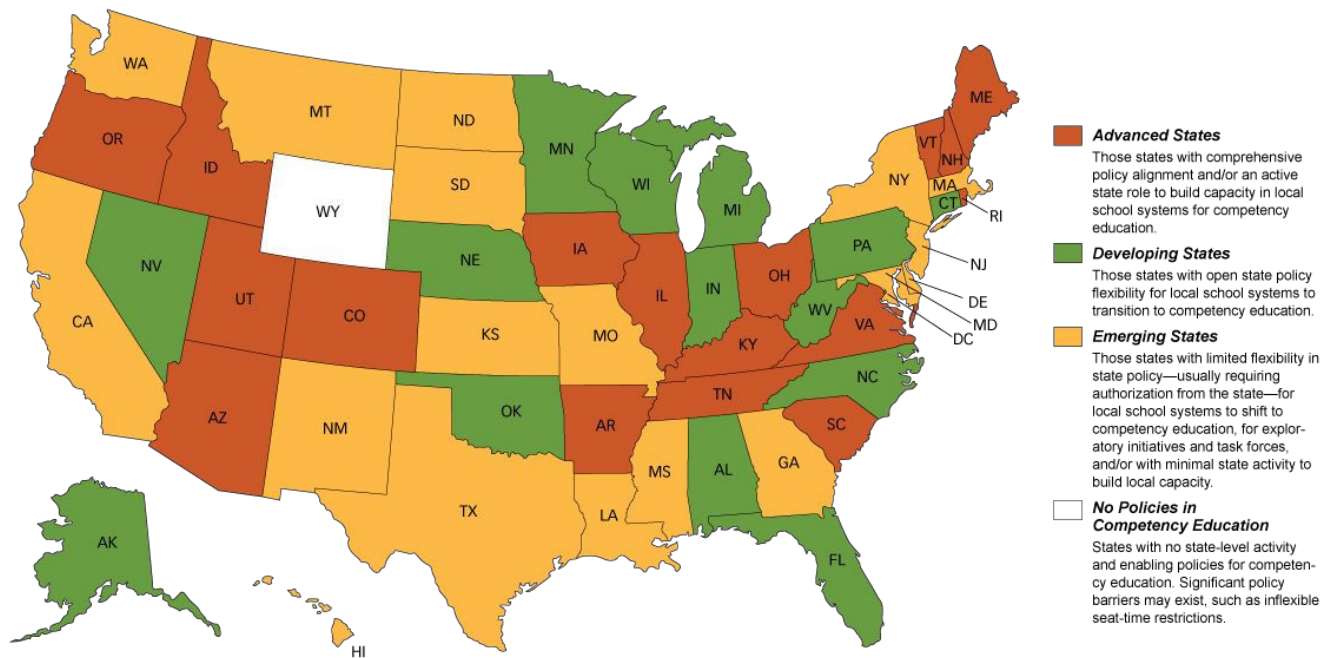


Competency-Based Education State Policy 2012



12

A Snapshot of K-12 Competency Education State Policy - 2021



Best Practices for Competency-based Education

Frame the Change

- Set a Vision for All Learners to Thrive
- Engage with Stakeholders
- Build Coalitions

Build Capacity for Change

- Networks of Schools
- Co-creation of Resources
- Professional Learning

Support and Enable Change

- Enabling Policy
- Alignment of regulations
- Collaborate with Higher Ed
- Holistic and Inclusive Data



What Does Competency-Based Education Look Like in Practice?



HARRISBURG

SOUTH DAKOTA



Travis

Innovative
Programs Director

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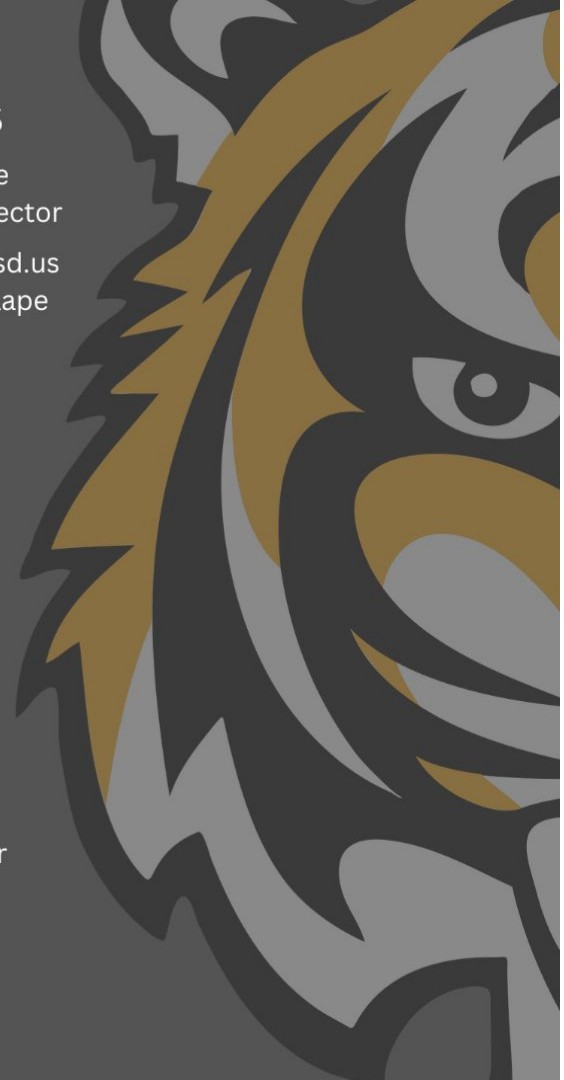
Haley

Olders Learner



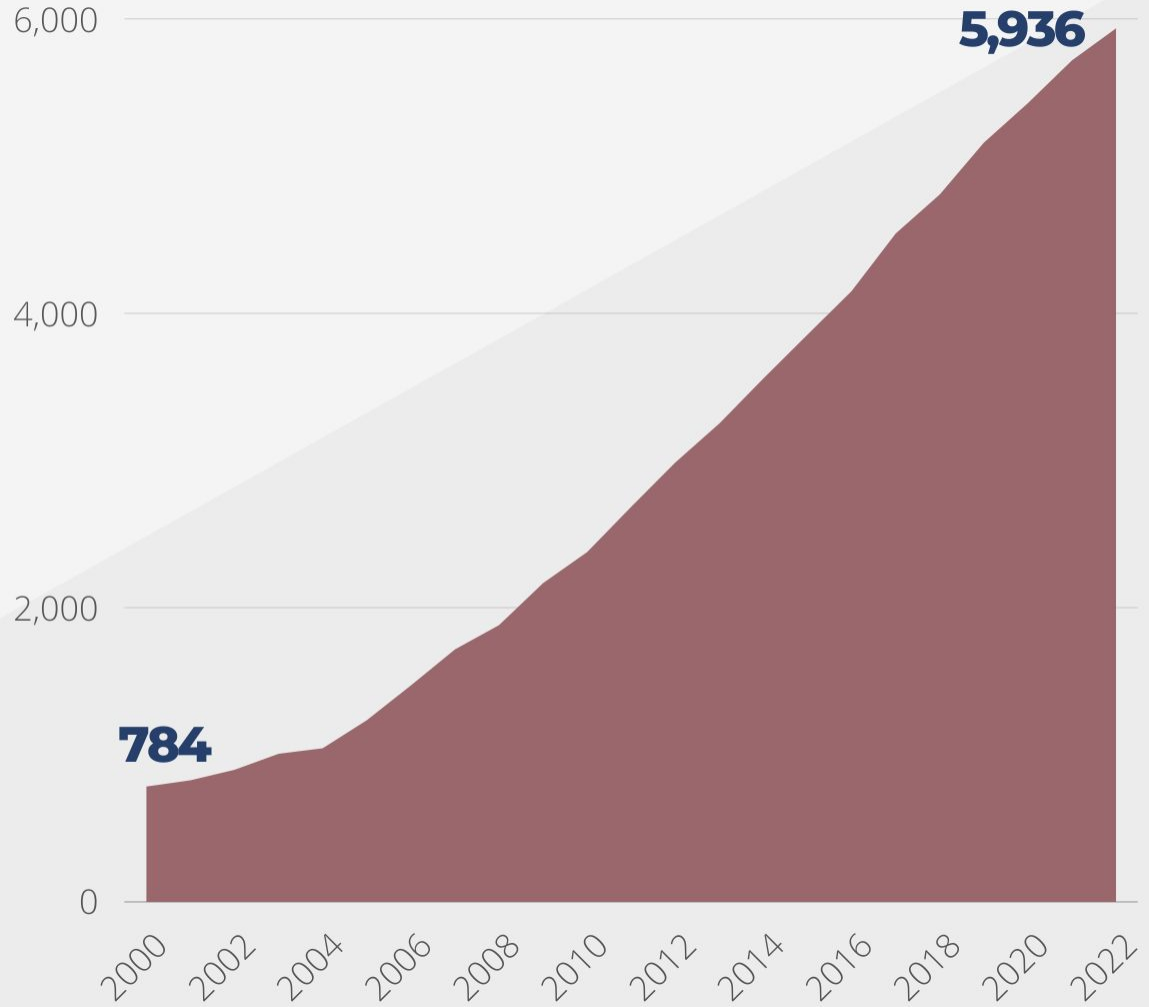
Nash

Molders Learner



Our Growth

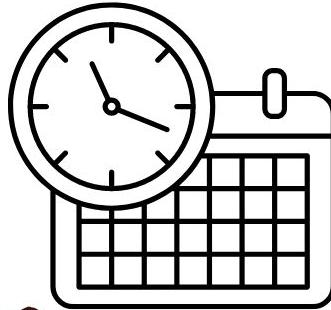
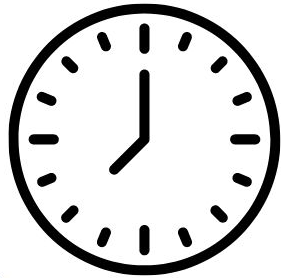
DISTRICT
GROWTH
IN THE PAST 20 YEARS
592%



Our Schools



**A FRESHMAN
ACADEMY
& MIDDLE
SCHOOL**



<p>Thinking About Your Thinking (Metacognition) Metacognition Being aware of one's own thought processes, strategies, feelings and actions and how they affect an action.</p>	<p>Persisting Stick to it! Continuing to persevere in working toward something of value, even when it is difficult, frustrating, or takes a long time.</p>	<p>Managing Impulsivity Think! Thinking before acting, especially when the impulse or emotion is strong.</p>	<p>Striving for Accuracy Check it! Checking for errors and correcting them, especially when the task is challenging or the stakes are high.</p>
<p>Listening with Understanding and Empathy See the other side! Seeking to understand others' thoughts and ideas, listening to and from many perspectives, and allowing several voices to be heard.</p>	<p>Thinking Flexibly Think out of the box! Generating and comparing multiple solutions or approaches to a problem, and evaluating them.</p>	<p>Questioning and Finding Problems Ask! Generating and comparing multiple questions and problems to explore an issue, topic, or text, and using them to deepen understanding.</p>	<p>Thinking Interdependently Help! Working with others as needed, taking on different roles and responsibilities, and learning from one another.</p>
<p>Thinking & Communicating with Clarity and Precision Be clear! Using clear words, phrases, and sentences to express ideas and arguments, and using media and technology to enhance communication.</p>	<p>Applying Past Knowledge to New Situations Use what you know! Applying previous knowledge to solve a new problem or to approach a new idea, topic, or issue.</p>	<p>Gathering Data Through All Senses Pay attention! Gathering relevant information through multiple media representations (e.g., visual, quantitative, digital, text, audio, interactive), and then analyzing the gathered data.</p>	<p>Creating, Imagining, and Innovating Try it! Generating and testing creative and innovative ideas, problems, and solutions.</p>
<p>Taking Responsible Risks Venture out! Engaging in activities and taking on challenges for which you have not yet mastered the skills or knowledge.</p>	<p>Finding Humor Laugh! Finding the humorous side of a situation, and using humor to defuse tension or to highlight a situation.</p>	<p>Responding with Wonderment and Awe Be amazed! Experiencing and expressing interest, excitement, and wonder about phenomena and their relationships.</p>	<p>Remaining Open to Continuous Learning Learn! Seeking to learn and to engage in lifelong learning.</p>

Puzzle Pieces

Curriculum

Self Agency

Professional Development

Flexible Learning Spaces



○ ○ ○ ○

AGENCY THROUGH HABITS OF MIND

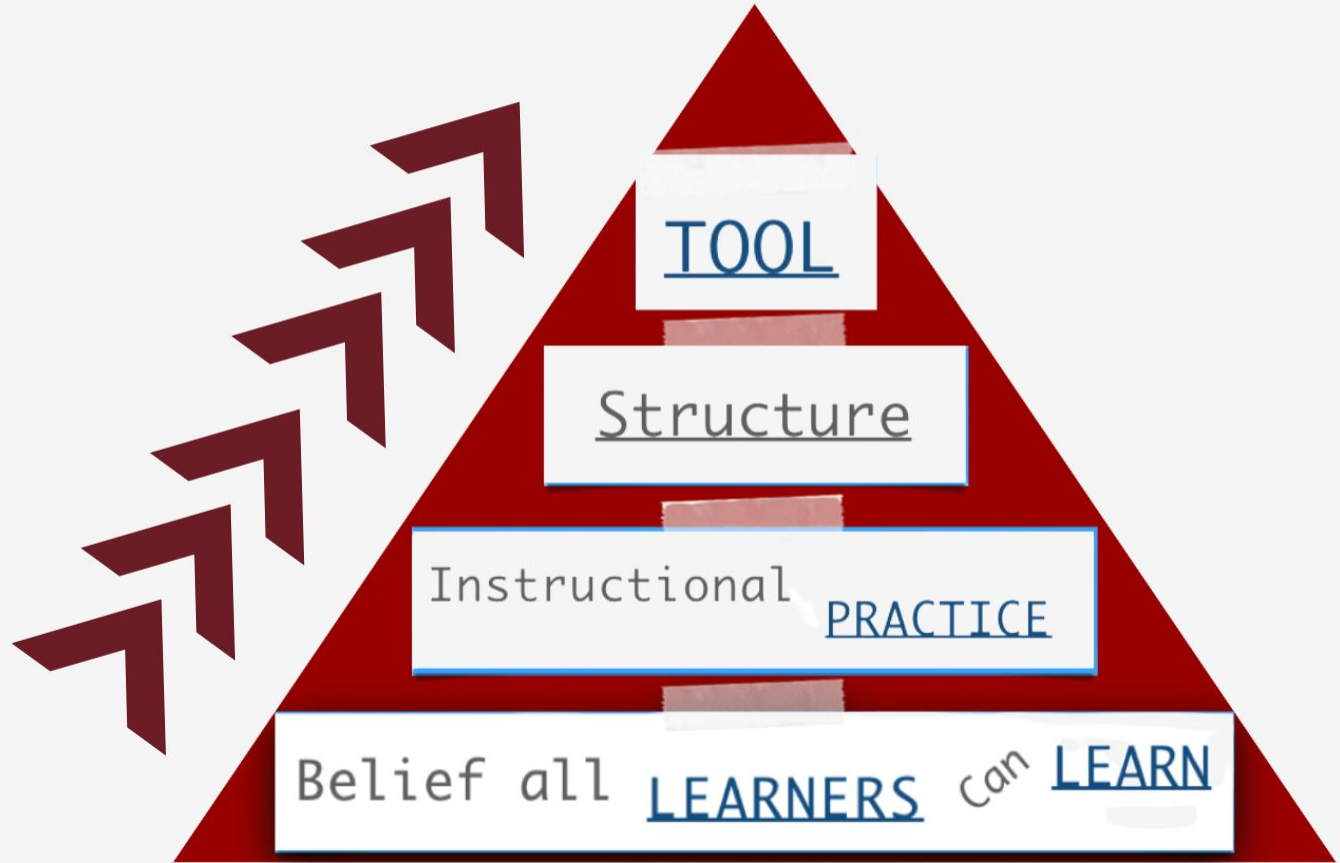
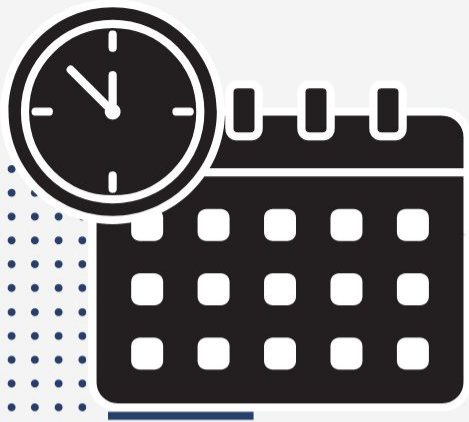


Haley



Nash

Pyramid of Change



o o o o

MULTI - AGE LEARNING STUDIOS



Haley



Nash



Learning is transparent

Domain	NUMBER OF LEVELS OF THE SCOPE & SEQUENCE FOR EACH MEASUREMENT TOPIC													
Place Value	1	2	3	4	5	6	7	8	9					
Addition & Subtraction I	1	2	3	4	6	7	8							
Multiplication & Division	1		2		3	4	5	6	7	8	9	10	11	
Fractions, Decimals, Percents	1	1	2	3	4	5	6	7	8	9	10	11	12	
Money	1	2	3	3										
Time	1	2	3											
Measurement	1	2	3	4	5	6	7	8						
Addition & Subtraction II	5	6												
Geometry	1	2	3	4	5	6								
Shapes-Attributes	1	2	3	4	5	6								
Data	1	2	3	4										
Algebra	1	2	3	4	5									

Learners learn how
to read.
Learners reading
to learn.

READING



Travis
Innovative
Programs Director



Haley
Olders Learner



Nash
Molders Learner

THANKS

Any questions?

You can connect with me at

travis.lape@k12.sd.us

[@travislape](#) - Twitter





South Bronx Community Charter High School promotes student excellence through an emphasis on academic, personal and professional skills in a supportive and responsive learning environment. SBC students graduate with a positive sense of self, ready to design and realize their futures in college, community and career.





Our current education infrastructure is broken, particularly for our students in the South Bronx.

8th Grade State ELA Exam Results 2015 South Bronx, District 7

ALL STUDENTS

PROFICIENT



TOTAL TESTED: 1,334

Poverty Rate South Bronx: 40%

New York City: 16%

88% of SBC students are eligible for free/reduced price lunch

**Skill up.
Design your future.
Be EPIC!**

Our tag line denotes our focus on competencies that prepare young people for a happy, productive life.





COMMUNICATE & BE
CREATIVE



WRITE
EFFECTIVELY



EVALUATE SPACES,
SHAPES & CONDITIONS



PRACTICE SOCIAL
RESPONSIBILITY

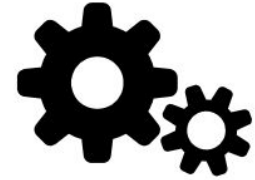
Competencies designed for life happiness



DESIGN MY FUTURE



DEVELOP MYSELF

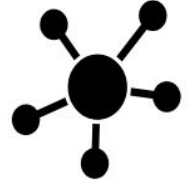


How we developed

***Theoretical
Framework***

***Let 1000
flowers
bloom***

***Formal
systems,
common
across grades***



How we define CBE

- Transparent learning targets that are clear and comprehensible to students, teachers and families;
- Sustained learning experiences that have an arc and duration (not just small discrete lesson plans and disparate activities);
- Student ownership of learning and an understanding of what's needed to advance/achieve/improve;

Skills in Our Framework

- #1: I can read and interpret technical text and literature.
- #20: I can formulate a sound argument based on evidence.
- #41: I can recognize how point of view influences the presentation of ideas and information.
- #52: Conflict Resolution: I can successfully resolve disagreements and arguments, remaining respectful and considerate of others
- #54: Self Advocacy: I can seek and connect to the resources and people that I need to meet my needs and goals
- #61: Goal and Priority Management: I can set, monitor, adjust and achieve realistic goals that support my growth and development

CORE Curriculum

4 year advisory curriculum and projects

Focus on social & emotional
learning, college and career
exposure

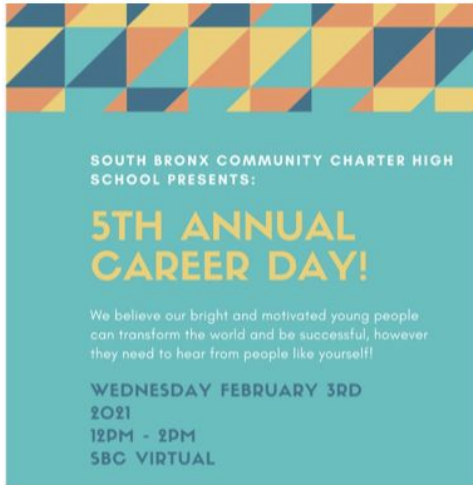
Creativity, Opportunity, Risk and Experience (CORE): Self Management

South Bronx Community Charter High School

Add Materials Options

All Materials

- MORNING LIBATIONS MEETING LINK
- Travis' Office Hours (Mondays 10:20am ...)
- Libations
- Growth Mindset Challenge
- Back To School Challenge
Find out some useful tools to help keep you ahead of the academic game
- Internships/Essay Contests/General Opportunities
- Challenge Reflections
- SLC Challenge (Fall)
- Career Challenge
- Stamped Challenge



SOUTH BRONX COMMUNITY CHARTER HIGH SCHOOL PRESENTS:

5TH ANNUAL CAREER DAY!


We believe our bright and motivated young people can transform the world and be successful, however they need to hear from people like yourself!

WEDNESDAY FEBRUARY 3RD
2021
12PM - 2PM
SBC VIRTUAL

Career Day Challenge



Think Tank Challenge



"my dark days made me strong. Or maybe i was already strong, and they made me prove it."
- Emery Lord

South Bronx Community Charter High School

Group 3: Paulina, Fanta, Kennedy, Taylour and James

Mental Health Disorder: Phobia

Final Project: [Podcast](#) and [PDF one Sheet](#)

Mental Health Challenge

Legacy Projects

The Student Experience

Thanks!

Any questions?

You can find me at

- @johnclemente, @sbxcharter
- john.clemente@southbronxcommunity.org

Background mosaics: Rico Gatson, *Beacons* 2019



**Skill up.
Design your future.
Be EPIC!**

Our tag line denotes our focus on competencies that prepare young people for a happy, productive life.



The background of the slide features a blue-to-purple gradient. Silhouettes of a crowd of people are visible, with many individuals having their arms raised in celebration. Several white, diamond-shaped confetti pieces are scattered across the upper portion of the image.

Q&A

**Please type your questions in the Q & A box
(next to the chat, which you can use to share
general reflections).**




What Resources Are Available to Guide Transformation Toward Competency-Based Education?

Aurora Institute Blogs

BLOGS

News & Insights for the K-12 Personalized, Competency-Based Learning Community

Sharing trends, analysis, and lessons learned to build knowledge on the future of teaching and learning practices and policies in K-12 education. Subscribe to our [newsletters](#) to stay up to date.

A photograph of a young woman with dark hair, smiling warmly while looking at a laptop screen. She is in a classroom or office setting, with other people blurred in the background.

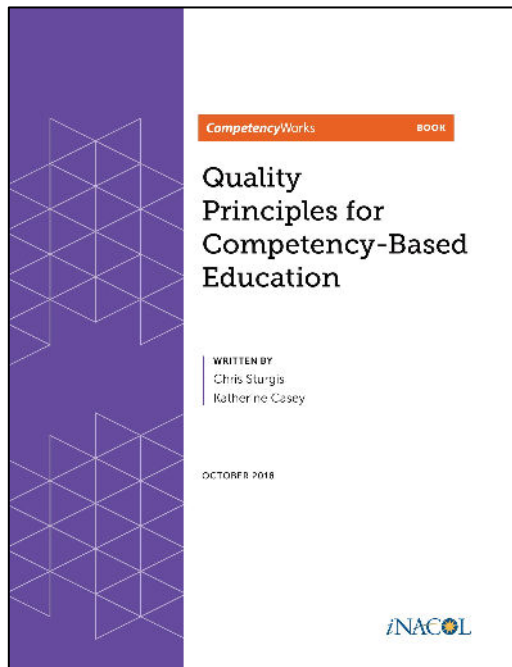
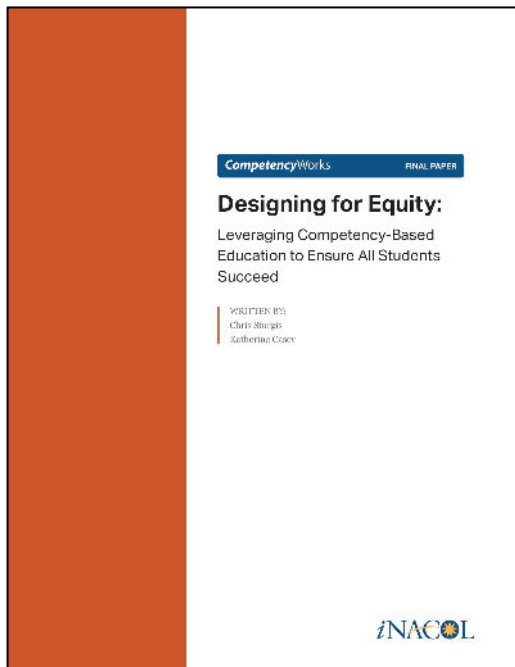
CompetencyWorks

Competency-Based Education Across America

EDUCATION DOMAIN BLOG

Federal and State Policy Updates

Core Competency-Based Education Resources



COMPETENCY-BASED EDUCATION



1. Students Are Empowered Daily
#StudentAgency



2. Meaningful Assessment
#RethinkAssessment



3. Timely, Differentiated Support
#PersonalizedLearning



4. Progress Based on Mastery
#MasteryNotTime



5. Varied Pathways and Pacing
#PowerfulLearning



6. Equity Strategies Drive Culture, Structure, and Pedagogy
#EquityByDesign



7. Rigorous, Common Expectations
#MeaningfulCompetencies

New
Starter
Pack
Series

A Sampling of Research from 2022

- [What Made Them So Prepared?](#) (NGLC led)
- [Culturally Responsive and Sustaining Pedagogy \(CRSP\) Framework Research Base Overview](#) (Highlander)
- [Teachers Making the Shift to Equitable, Learner-Centered Education: Harnessing Mental Models, Motivations, and Moves](#)
- [From State Commitment to District Implementation: Approaches and Strategies for Personalized, Competency-Based Learning](#) (Research for Action & KnowledgeWorks) (AZ, NV, ND, and SC)
- [Interdisciplinary Education Literature Review and Landscape Analysis](#) (RTI International & Lucas Education Research)
- [Diversifying the Educator Workforce Collaborative Regional Landscape Snapshot](#) (GSP) (New England states)
- [Measuring Forward: Emerging Trends in K-12 Assessment Innovation](#) (Aurora, CfA, CIE, Envision, GSP, KW) (ok, this one is 2021)



The background of the slide features a blue-to-purple gradient. In the lower half, there are dark blue silhouettes of several people celebrating, with their arms raised. Above them, numerous small, light-colored squares representing confetti are scattered across the upper portion of the slide.

What is one idea you will take away from today?

Please share in the chat box.



One-Minute Survey:

https://www.surveymonkey.com/r/Aurora_Webinar_1-25-23

(link in chat box)



Stay Connected

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Facilitator: Laurie Gagnon: Program Director, *CompetencyWorks*, Aurora Institute
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Thank you to our student presenters: Haley, Nash, Maria, and Louisianny!

Aurora Institute Mission, Vision, & Values

Our Mission

The mission of the Aurora Institute is to drive the transformation of education systems and accelerate the advancement of breakthrough policies and practices to ensure high-quality learning for all.

Our Vision

We envision a world where all people are empowered to attain the knowledge, skills and dispositions necessary to achieve success, contribute to their communities and advance society.

Our Values



Student-Centered



Equity-Driven



Future-Focused



Credible



Knowledge-Driven



Collaborative





A New Dawn for
Every Learner