



*CompetencyWorks & Coffee*  
**What's In & What's Out for the CBE Field in 2024**

Tuesday, February 13, 12-1 ET

# What's 'In' for 2024? In-and-Out Lists, Apparently.

In the final days of 2023, social media was overrun with tongue-in-cheek predictions for the year ahead from regular people moonlighting as professional prognosticators.

Source: The New York Times, 2024.

## Chat Introductions!

- Name, Role, and Org/Location
- Share one personal 'In and Out' from your 2024 list



# 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



Aurora Institute and *CompetencyWorks* acknowledge that this virtual webinar takes place on lands that have been home to Indigenous peoples since time immemorial. We acknowledge and honor the original inhabitants of our regions, Turtle Island, and beyond. By focusing on the whole child, real-world application, and learning in context, competency-based education (CBE) uses similar principles to traditional Indigenous education. Whether intentional or not in the initial design, we acknowledge that CBE ideas reflect traditional Indigenous education approaches that long pre-date CBE. We want to take a moment to honor the ancestral grounds that we are collectively gathered upon and support the resilience and strength that Indigenous people have shown worldwide. Specifically, we reflect on the impact of colonization on Indigenous Peoples through education systems and the profound brutalization faced as their traditional knowledge systems and ways of being were marginalized and suppressed.

# Welcome



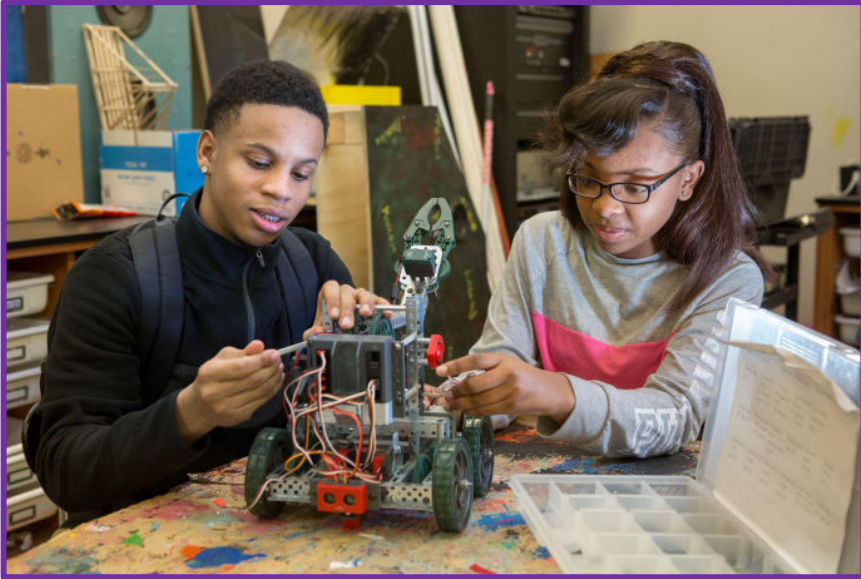
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- Welcome & Meeting Invitations
- INS and OUTS
- Discussion
- Share Out & Closing Reflection

## Meeting Invitations

- ❖ Have fun while reflecting on our work
- ❖ Engage with agency and an open mind
- ❖ Accept and expect non-closure

# IN: Student Agency







**OUT: Seat Time**

# IN: Navigating Generative AI







Photo by Andy Barbour from Pexels:  
<https://www.pexels.com/photo/a-person-writing-on-paper-while-cheating-6684211/>

**OUT: Using large-scale, high-stakes assessment to track student progress**

# IN: Local assessment systems



**LEARNER RECORD**  
"Digital Portfolio" Model

STUDENT PROFILE	PERSONALIZED LEARNING PLAN	PROFILE OF PROGRESS & EVIDENCE
Interests: My Pathway	My Goals	Profile of a Graduate
Background: My Goals	Current Learning Experiences	Competency-Based Transcript
Experiences: Current Learning Experiences		Learning = Employment Record

Empowerment with a variety of evidence

- Digital Record of "Work" Experiences
- Assessments (Learning Evidence)
- Workplace Learning + Industry Credentials
- Customizable

**Benefits of the Digital Learner Record**

- Interactive, clickable information about what was demonstrated, at what performance level, with artifacts
- Interoperable between platforms – institutions
- Useful to the learner as they learn
- Translates into useful formats for external audiences

**FOR HIGHER ED**  
Competency-Based Transcript

**FOR EMPLOYERS**  
Learning = Employment Record





**OUT: Silos and competition in the field**





## IN: Culturally Responsive and Sustaining Education

# Networking Breakout Discussions

## Pick an IN/OUT Topic

1. IN: Student Agency
2. OUT: Seat Time
3. IN: Navigating Generative AI
4. OUT: Using large-scale, high-stakes assessment to track student progress
5. IN: Local Assessment Systems
6. OUT: Silos and competition in the field
7. IN: Equity & Culturally Responsive and Sustaining Education

## Discussion Guide

- Name, role, org & one word about why you picked this room
- Open discussion:
  - What are you doing in this area?
  - What questions do you have?
- Summarize: pick 1-3 ideas/question & add to the slides.
- Synthesis: Create a headline on the slide for your topic. Identify who will share.

**Slides: [bit.ly/CWandCoffee](https://bit.ly/CWandCoffee)**

# IN: Student Agency

## Summarize:

- Agency ≠ “I’m gonna just grab my stuff and go **work over there by myself**”
- How to best **translate research/theory** to practice for educators and systems?
- Requires a **big mindset shift** in teachers, letting go, trusting kids
- Is there “**too much agency**”? Can they redo anything anytime? Can’t we fail them?
- Students **owning the connections** to post-secondary goals, making it theirs
- How to **systematize agentic experiences** to establish some consistency across a school/system? Concept needs to be woven thru all instruction & assessment
- **Leadership** into and through the bumps is essential
- **Troubling “accountability”** and systems that are often inflexible in integrating agency

## Headline:

*Agency STRENGTHENS the instructional model (but you gotta prep!)*



# OUT: Seat Time

## Summarize:

- How do we move community understanding and will?
- What is the role of performance tasks/PBL in facilitating this shift?
- What can we learn from CTE?
- What is the role of AI in creating interdisciplinary projects and other materials?
- How does this impact teacher contracts? Scheduling?
- How can the portrait of a graduate be a guide for shifting away from seat time?
- How do you overcome fear of change away from traditional systems?

## Headline:

*Moving away from seat time requires shifting will and shifting/replacing structures (contracts, LMS, SIS, schedules, etc...).*

# IN: Navigating Generative AI

## Summarize:

- Building capacity in AI usage with all learners
- Adapting assessments for an AI world (evidences of learning, NOT just multiple choice tests!)
- Importance of ethics and discernment when using AI and applying AI related skills

## Headline:

*AI is here to stay: how will we prepare learners NOW (we can't wait!), with and through AI?*

# OUT: Using large-scale, high-stakes summative assessment to track student progress

## Summarize:

**Can there be a model where classroom assessment is reliable and valid enough to replace assessment?**

School interprets standards and proficiency differently, how does this reflect when we use local assessment as the system? Variability in our conception of proficiency (aka sufficiency) and are we basing it on the same criteria?

We have to have complete confidence in the quality of classroom assessments so that state leaders and policy makers will be willing to accept these as an effective alternative to standardized state test.

## Headline:

*Reimagining and redesigning reliable and valid assessment models*



# IN: Local assessment systems

## Summarize:

**How do we balance PBL based assessments and assessments of core skills and knowledge in competency based systems?**

Local assessments of deeper learning should be part of a dialogue and collaboration among teachers throughout the year.

Local performance based assessments should focus on the enduring skills that you want students to remember a year from now.

Graduation Hierarchies is a helpful framework based in Vermont for organizing different levels of learning and assessment

## Headline:

*Local Assessment - Balancing Durable Skills and Discrete Knowledge and Incremental Skills*

# OUT: Silos and competition in the field

## Summarize:

- The policies we choose in a school create the culture for students to interact and think creatively (rather than competitively) - *reframing the culture around grading is key*
- Status Quo keeps us in our silo-ed patterns - we need brave leaders who listen
- Relevant entry points into CBE can help practitioners get on the same page - what gets people to look at things differently? what helps different types of schools learn from each other
- There are parallels between school-level competition and support organization competition - *shifting mindsets/reframing*

## Headline:

*Start small, shift mindsets, find the connections*

# IN: Equity & Culturally Responsive and Sustaining Education

## Summarize:

### Challenge/Problem of Practice

- What are ways to recenter the equity conversation as *belonging* for every student and good for all?

### Suggested Approaches

- Summer readings
- Conversations that make CRSE **everyone's** responsibility
- Anchor equity to school values
- Used the Equity Compass as check-in at the beginning of every meeting
- Empowered student voice
- Designing performance tasks for authenticity

### Resources

- <https://www.theteachercollaborative.org/scitoolkit>
- <https://sites.google.com/greatschoolspartnership.org/mbc-unity/blog/june-2023-crse-and-mbl-together?authuser=0>
- [https://docs.google.com/document/d/1iBlIFdayFI\\_rySOExGYd1p41rdM0HnJZk-mK0H8juS4/edit?usp=sharing](https://docs.google.com/document/d/1iBlIFdayFI_rySOExGYd1p41rdM0HnJZk-mK0H8juS4/edit?usp=sharing)
- <https://building21.org/resources/levels-of-authenticity/>
- [https://docs.google.com/document/d/1iBlIFdayFI\\_rySOExGYd1p41rdM0HnJZk-mK0H8juS4/edit?usp=sharing](https://docs.google.com/document/d/1iBlIFdayFI_rySOExGYd1p41rdM0HnJZk-mK0H8juS4/edit?usp=sharing)
- [Dr. Gholdy Muhammad](#)

## Headline:

“Competency education isn’t equitable enough.” - Joy Nolan



# Ins & Outs Bonus Board!



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## CBE Ins

- Classroom teacher voices at national-level events
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## CBE Outs

- [Add yours]
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# Reflection & Closing

- Please take a minute to fill out this short feedback survey: <https://forms.gle/rLp6ofy8vUtW7nVv5>
- Reflect in the chat:
  - “Buy someone a coffee/tea” with a shoutout: share an appreciation for something from your discussion!
  - What are you taking away?



# SAVE THE DATE

November 3rd-5th, 2024    New Orleans, LA

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Submit your presentation proposal by Friday, March 8, 2024

And check our *CompetencyWorks* blog every Friday for new posts relating to competency-based education.



## Stay Connected

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Every Learner