An Introduction to K-12 Competency-Based Education

May 12, 2020

3:00 - 4:00 pm ET

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Presenters

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Using The Chat Box

Now – We invite you to share your name, organization, and location. If you are shifting to CBE, please share your work in CBE.

During Webinar – Any questions or comments

End of Webinar – We will invite you to share:
(1) One step you want to take toward CBE, and
(2) Resources that would help you do that
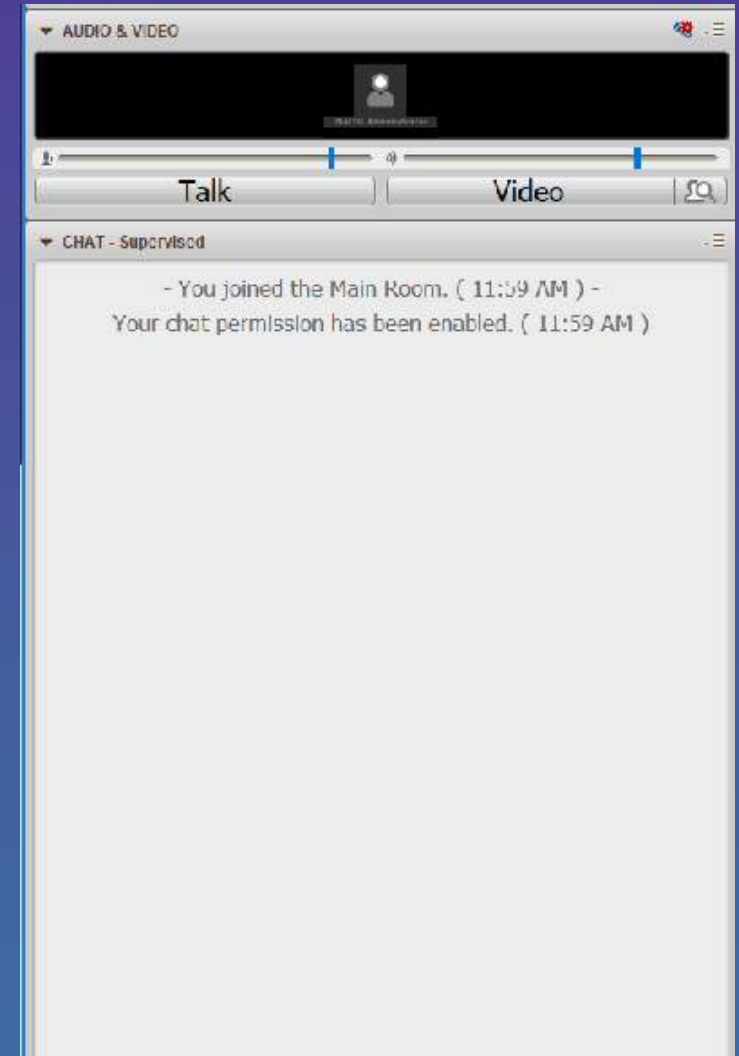
Guiding Questions

- **What is competency-based education? What isn't it?**

- **Why should we change the system of learning?**

- **How is CBE advancing across the country?**

- **What is the relationship between CBE and personalized learning?**

- **What policies are needed to catalyze CBE?**

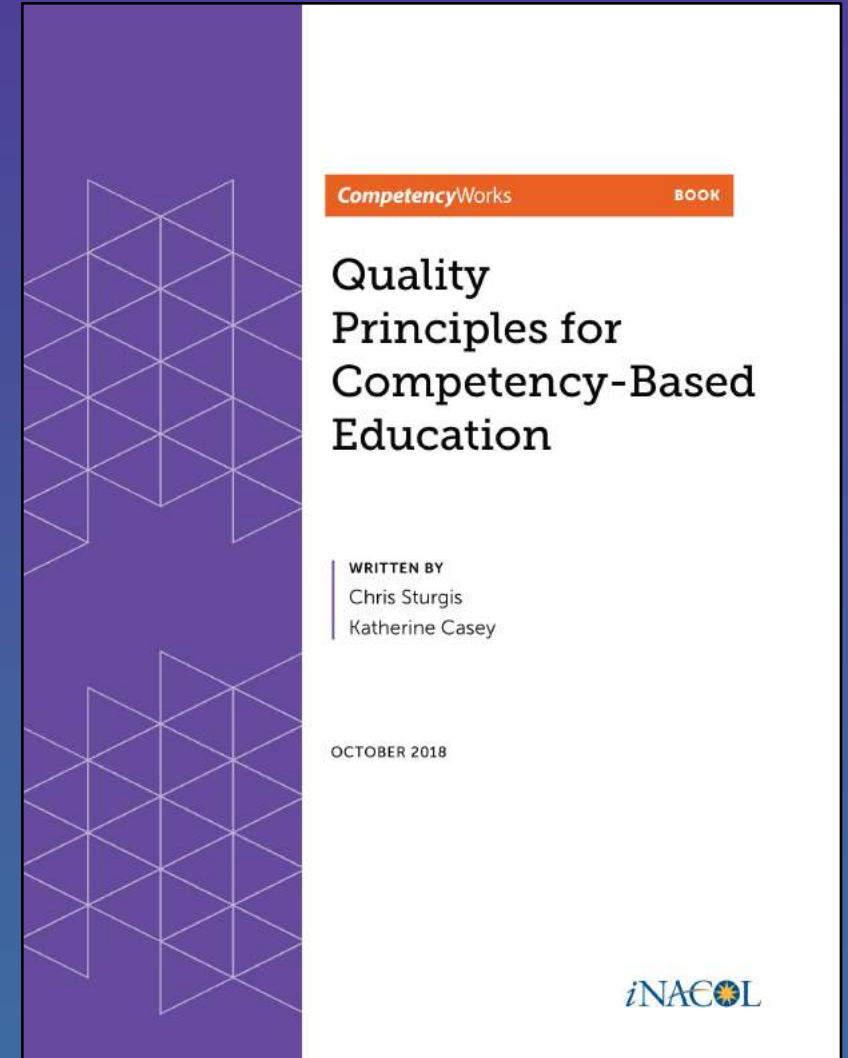- **What resources are available to guide transformation toward CBE?**

Definition of Competency-Based Education

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**

2. **Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence**
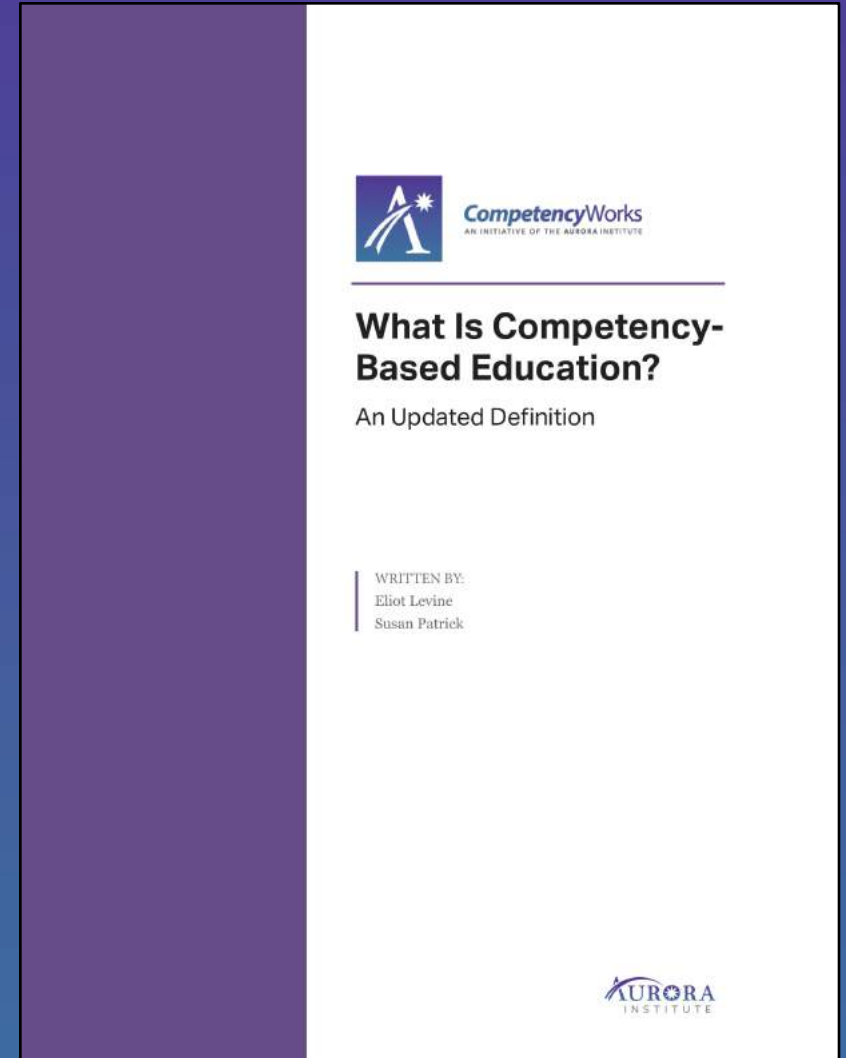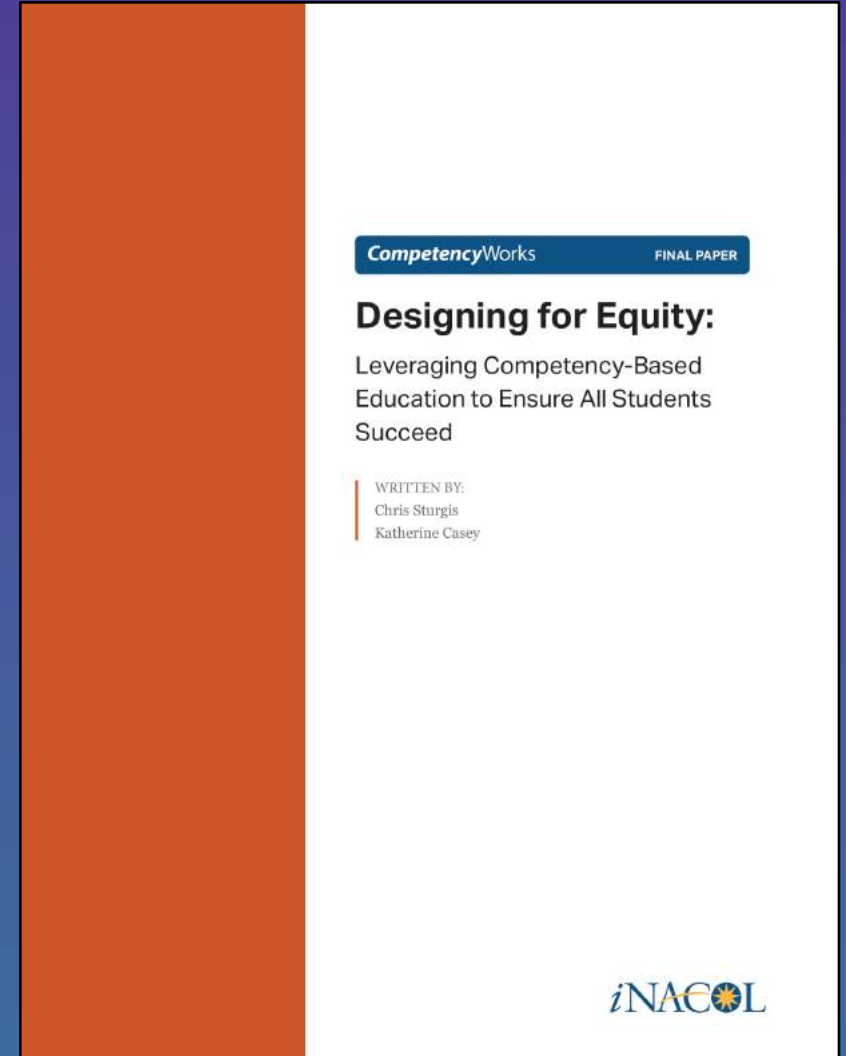
Definition of Competency-Based Education

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

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

5. Students learn actively using different pathways and varied pacing

CompetencyWorks   BOOK

Quality
Principles for
Competency-Based
Education

WRITTEN BY
Chris Sturgis
Katherine Casey

OCTOBER 2018

iNACOL

Definition of Competency-Based Education

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

7. **Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable**
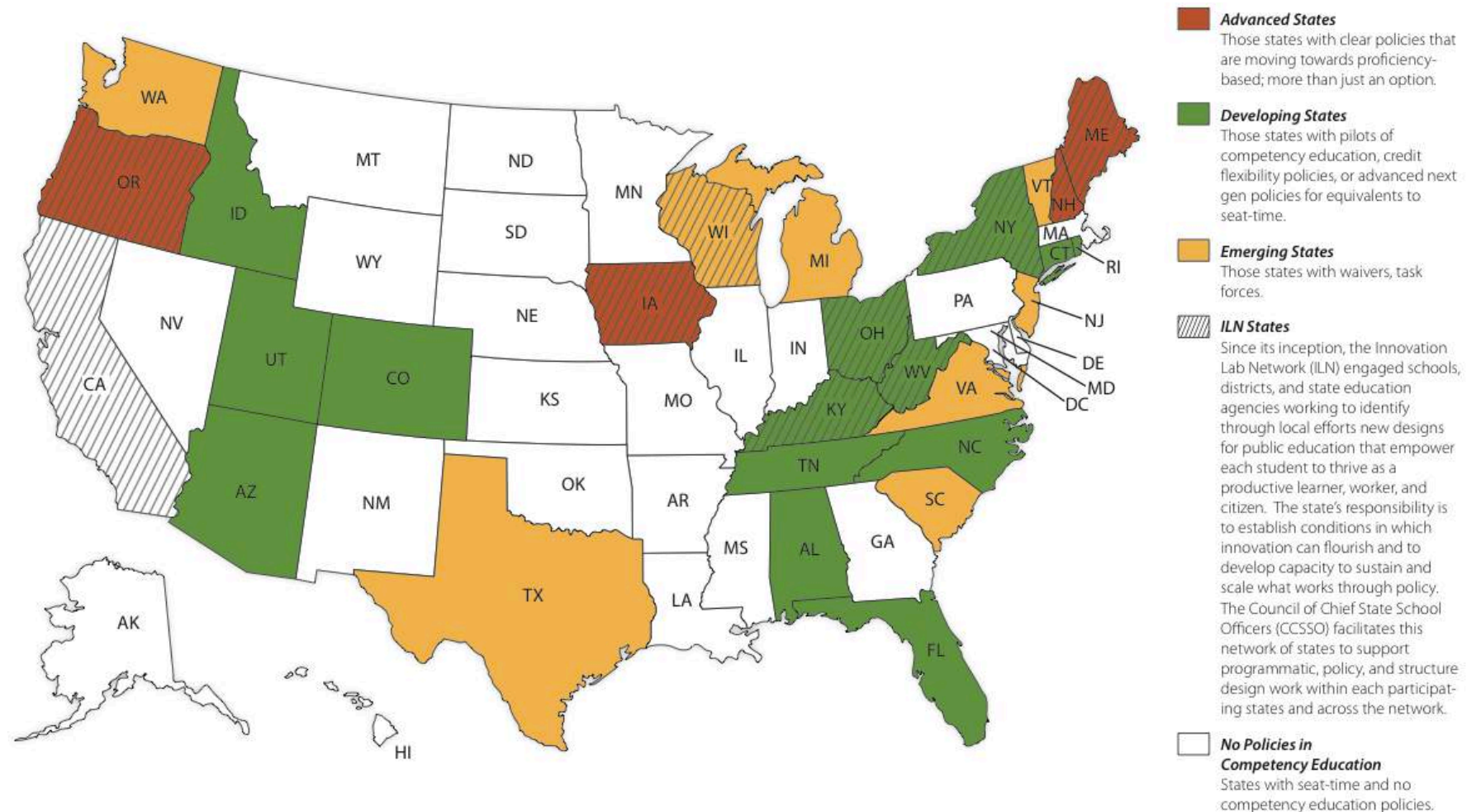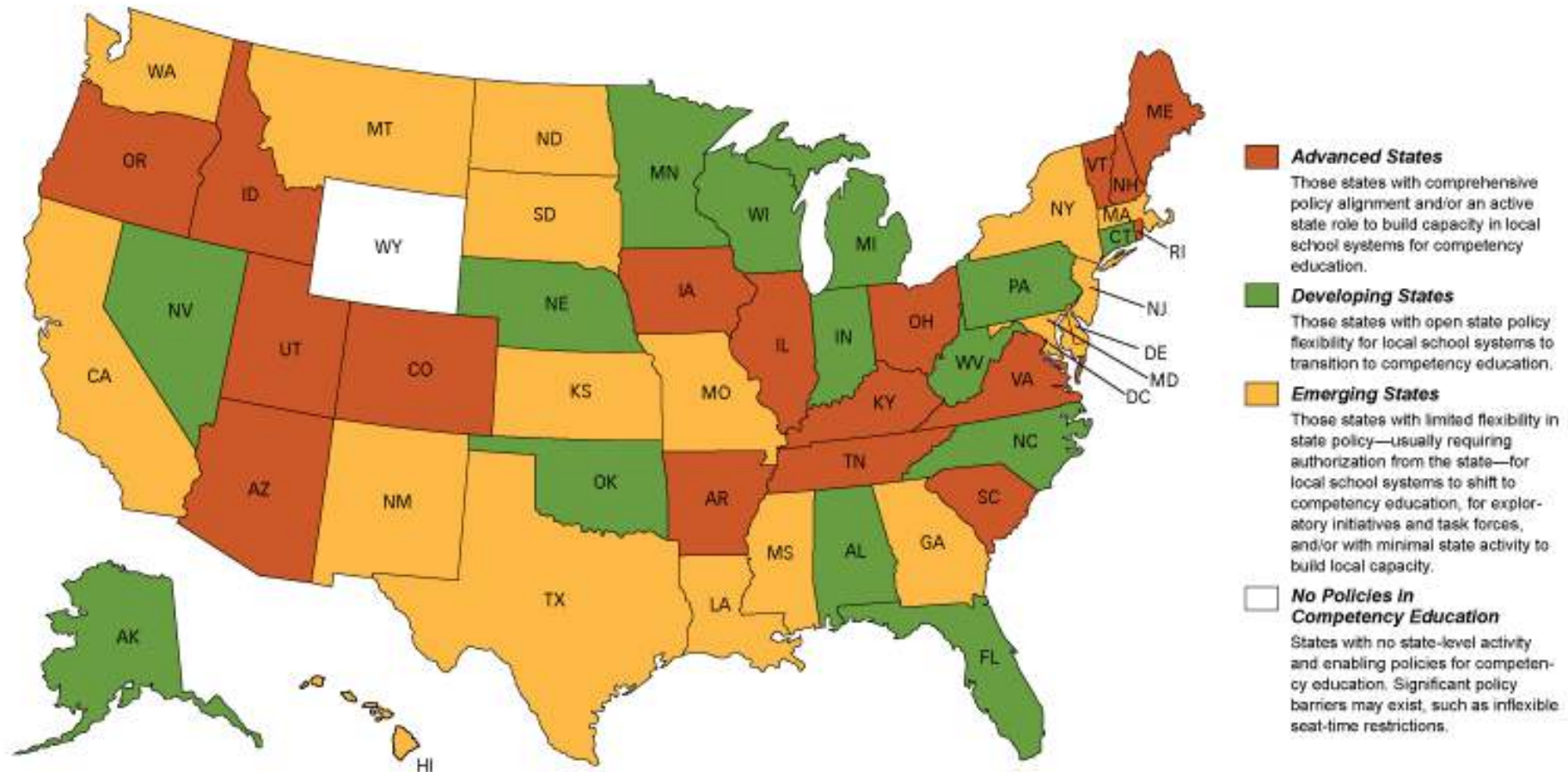
CompetencyWorks FINAL PAPER

Designing for Equity:
Leveraging Competency-Based Education to Ensure All Students Succeed

WRITTEN BY:
Chris Sturgis
Katherine Casey

iNACOL

How Is Competency-Based Education Advancing Across The Country?

Competency-Based Education State Policy 2012

Advanced States
Those states with clear policies that are moving towards proficiency-based; more than just an option.

Developing States
Those states with pilots of competency education, credit flexibility policies, or advanced next gen policies for equivalents to seat-time.

Emerging States
Those states with waivers, task forces.

ILN States
Since its inception, the Innovation Lab Network (ILN) engaged schools, districts, and state education agencies working to identify through local efforts new designs for public education that empower each student to thrive as a productive learner, worker, and citizen. The state's responsibility is to establish conditions in which innovation can flourish and to develop capacity to sustain and scale what works through policy. The Council of Chief State School Officers (CCSSO) facilitates this network of states to support programmatic, policy, and structure design work within each participating states and across the network.

No Policies in Competency Education
States with seat-time and no competency education policies.

Competency-Based Education State Policy 2019

Advanced States
Those states with comprehensive policy alignment and/or an active state role to build capacity in local school systems for competency education.

Developing States
Those states with open state policy flexibility for local school systems to transition to competency education.

Emerging States
Those states with limited flexibility in state policy—usually requiring authorization from the state—for local school systems to shift to competency education, for exploratory initiatives and task forces, and/or with minimal state activity to build local capacity.

No Policies in Competency Education
States with no state-level activity and enabling policies for competency education. Significant policy barriers may exist, such as inflexible seat-time restrictions.

Why Do We Need To Change The System of Learning?

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

- **Equity**
- **Make sure all students learn**
- **Deeper learning**
- **More personalized opportunities**
- **Global competitiveness**
- **Flaws of the traditional system**

Ten Flaws of the Traditional System

Narrow set of academic outcomes

Variable expectations

Fixed mindset

Opaque learning objectives

Compliance-based

Grading practices with mixed and misleading messages

Ten Flaws of the Traditional System

Time-based

Focus on extrinsic motivation

Targets supports to students whose needs are well above or below the norm

Emphasizes one-size-fits-all summative assessments

Competency-Based Education: What It Is and What It Isn't

Ten Distinguishing Features of CBE

Purpose and Culture

Districts and schools make a commitment to be responsible for <u>all</u> students mastering learning expectations

Student success outcomes are designed around preparation for college, career, and lifelong learning

Districts and schools nurture empowering, inclusive cultures of learning

Ten Distinguishing Features of CBE

Pedagogy

Students receive timely and differentiated instruction and support

Pedagogy emphasizes meeting students where they are and building intrinsic motivation

Assessments are embedded in the personalized learning cycle and aligned to outcomes including the transfer of knowledge and skills

Ten Distinguishing Features of CBE

Structure

Schools are transparent and explicit about learning expectations, the level of performance for mastery, and student progress

Strategies for communicating progress support the learning process and student success

Learners advance by attaining mastery through personalized learning pathways

Calibration ensures consistency in expectations of what it means to master knowledge and skills

What Is The Relationship Between Competency-Based Education and Personalized Learning?

Personalized learning is tailoring learning for each student's strengths, needs, and interests – including enabling student voice and choice in what, how, when, and where they learn – to provide flexibility and supports to ensure mastery of the highest standards possible.

Mean What You Say:
Defining and Integrating Personalized, Blended and Competency Education

Susan Patrick, Kathryn Kennedy and Allison Powell

iNACOL
International Association for K-12 Online Learning
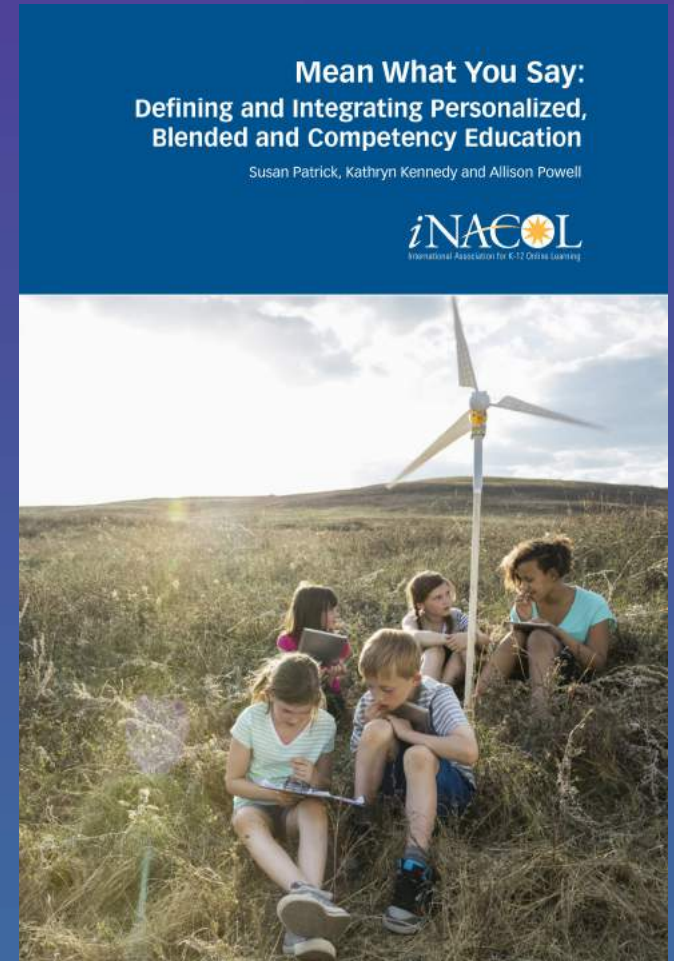
Personalized Learning & CBE Work Together

- **Without competency-based education, personalized learning may result in variable achievement**

- **Without personalization, it's unlikely that all students will reach outcomes**

What Policies Are Needed To Catalyze Competency-Based Education?

State Policy: Entry Points to Create Personalized, Competency-Based Systems

STATES GETTING STARTED	STATES MOVING FORWARD	STATES TAKING A COMPREHENSIVE APPROACH
Portrait of a Graduate	Meaningful Credentials	Next-Generation Accountability Systems
Innovation Zones	Balanced Systems of Assessments	Competency-Based Pathways Alignment Across K-12, CTE, Higher Education, & Workforce
CBE Task Forces & Pilots	Workforce Modernization and Diversification	Comprehensive Statewide Policy Approach
Credit Flexibility	State Initiatives to Build Local Capacity	
Multiple Pathways		

State Leadership →

Q&A

Please type your questions in the chat box.

Competency-Based Education

Chicago Public Schools

Agenda

- Context Matters

- There isn't one way to do this

- Balance between Alignment and Autonomy

- The Role Central Office Can Play

Number of Districts Implementing CBE in Illinois

Currently, Chicago Public Schools is one of 47 districts in Illinois that is implementing competency-based education.

Details found on the ISBE CBE Pilot Website

CBE Pilot Timeline

Postsecondary Workforce Readiness Act creates the Competency-Based Education Pilot.

Implementation Year for Cohort 1 and Planning year for Cohort 2

2017-2018

2019-2020

July 2016

2018 - 2019

June 2023

Planning Year for Cohort 1

Implementation Year for Cohort 2
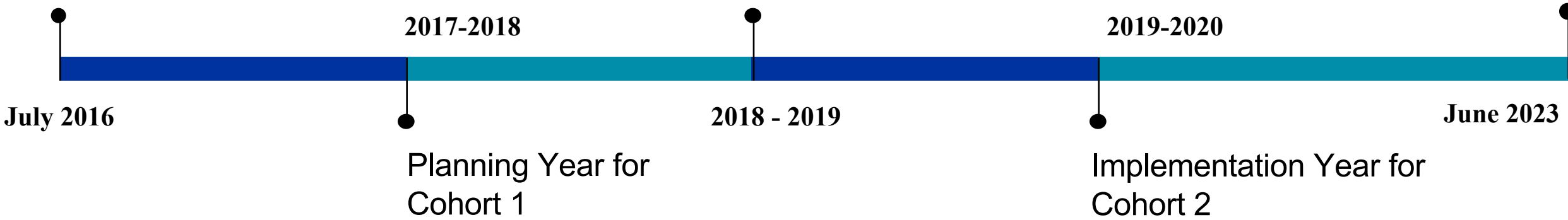
CPS CBE Pilot Schools

Approval year	High school	Initial pilot students	Scope of Initial implementation
2018	Gwendolyn Brooks	Grades 7-12	Math and Academic Center High School Courses
2018	Southside Occupational High school	Ages 16-21	All courses school-wide
2018	Consuella B. York High School	Ages 18-21 selected cohort	All courses provided to student cohort
2018	Juarez Community Academy	Grades 9-12	All courses school-wide
2018	Payton	Grades 9-12	All courses school-wide
2018	Lindblom	Grades 7-12	CTE courses
2019	Curie High School	Grades 9-12	World Language courses
2019	Disney II High School	Grades 7-11	All core courses provided
2019	Northside College Prep	Grade 9 opt-in cohort	All courses provided to student cohort
2019	Phoenix Military Academy	Grade 9 opt-in cohort	English provided to student cohort
NA	Hyde Park Academy	Grades 9-12	All courses school-wide

CPS Five Year HS Goals & Core Values

HIGH SCHOOL

90% Freshmen will be on track to graduate high school.

90% Students will graduate high school within five years.

50% Students will meet college readiness benchmarks on the SAT.

78% Graduates will enroll in college.
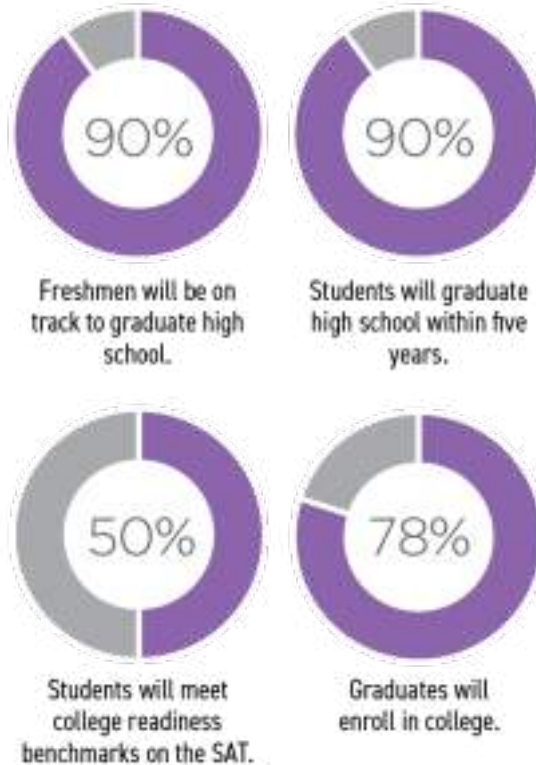
CPS Core Values

Student Centered

We place students at the center of everything we do.

Whole Child

We support our students so they are healthy, safe, engaged, and academically challenged.

Equity

We eliminate barriers to success and ensure equitable opportunities for all students.

Academic Excellence

We provide diverse curriculum and programs with high academic standards to prepare students for future success.

Community Partnership

We rely on families, communities, and partners in every neighborhood to shape and support our shared mission.

Continuous Learning

We promote an environment of continuous learning throughout CPS for students, teachers, leaders, and district staff.

CBE Focuses on the Journey to Proficiency

Multiple Paths

You can demonstrate proficiency through tests, projects, or even out of school work.

Multiple Paces

You can advance early if you demonstrate proficiency. If it takes you longer, it doesn't count against you. The ultimate goal is to be proficient, no matter how long it takes.

Support and Intervention

Teachers use assessments to see how they need to support you. Failure isn't a grade, it's part of the learning process.

Two Sets of Competencies in CBE

Academic Competencies

Adaptive Competencies
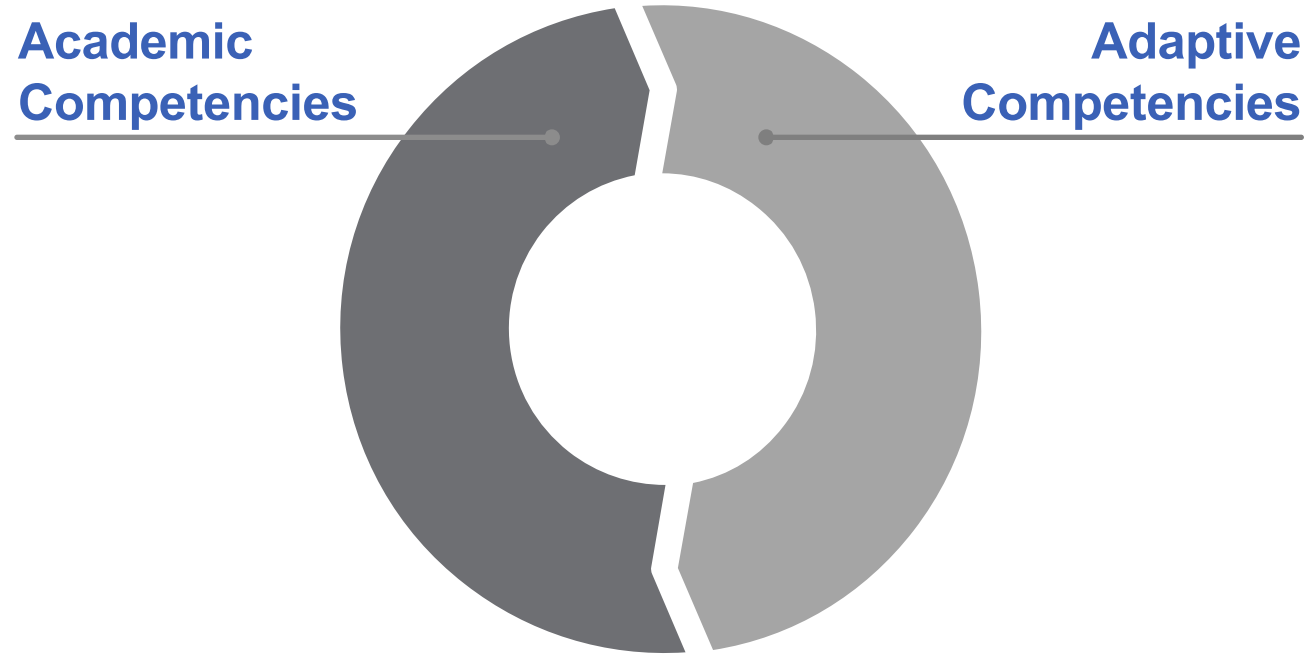
Comprehensive
You need to be proficient in every competency.

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

There Isn't One Way to Do This...

Key CBE Initiatives	Initiative Summary	CPS Core Values	Schools Participating
Extended Learning → Mastery Courses	Additional instructional time for students that are not yet proficient.		Juarez Disney Brooks Lindblom
Extended Learning → Enrichment and Acceleration	Opportunities for students to participate in credit bearing accelerated courses, college and AP prep over the summer.		Brooks Phoenix Military Lindblom
Increase Dual Enrollment Opportunities	Forge and strengthen relationships with higher education institutions to offer more options for college credit		Juarez
SEL Integration	Targeted coaching and professional development to build teacher capacity to better integrate SEL		Juarez Brooks Southside York, Lindblom **Pilot wide in SY21**
Adaptive Pacing	Seven key elements of effective instruction to support student choice and academic intervention		All CBE schools

Balance Between Alignment and Autonomy...
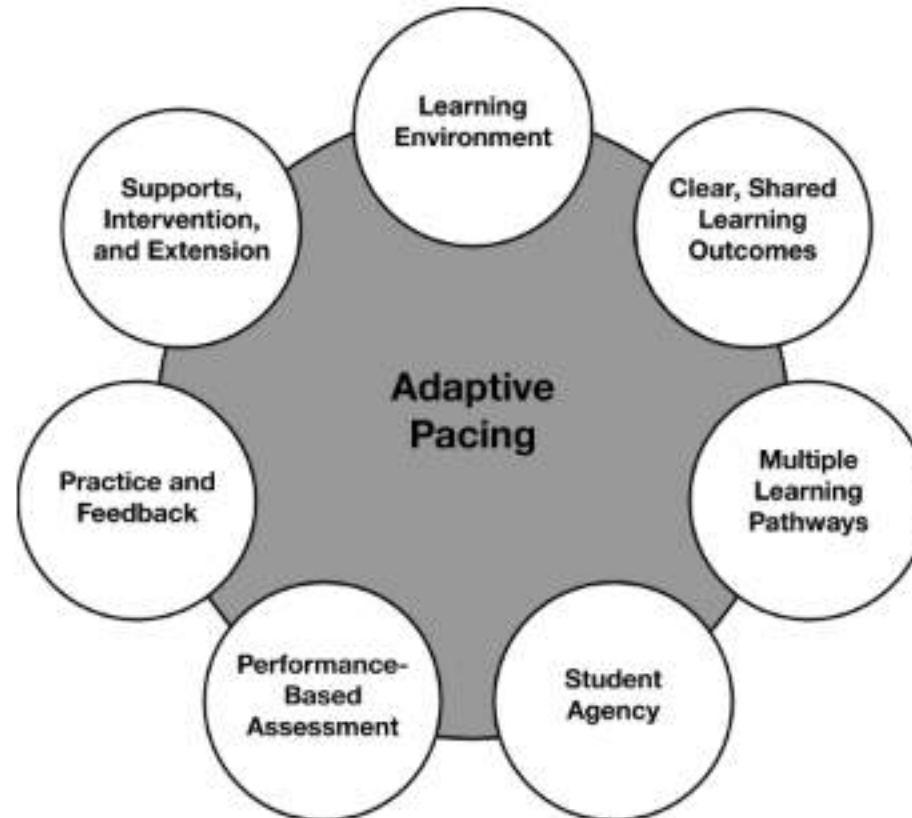
Characteristics of Adaptive Pacing	Indicators
Learning Environment: The learning environment is intentionally designed to support student agency.	❏ Tools and materials are readily accessible to students ❏ There are clear routines and procedures. Students know what is expected, when and why ❏ There are positive relationships between the teacher/s and the students ❏ There are positive relationships between students ❏ Students collaborate with each other throughout the learning process ❏ The classroom can be configured in different ways to best fit the task at hand ❏ The learning environment evolves and adapts with students' needs
Clear, Shared Learning Outcomes: The learning outcomes are shared and internalized by teachers and students. These outcomes anchor and guide the choices and pace of instructional process.	❏ There are clear descriptions of what success looks like ❏ The learning outcomes are clear--long-term (e.g., graduation standards) and short-term (learning objectives) ❏ Scoring criteria are created for each performance indicator ❏ The materials and activities align with the learning objectives ❏ Students can explain how tasks align to learning objectives ❏ Students can use the standards and learning objectives to reflect on their own progress and set goals for growth
Multiple Learning Pathways: There are varied pathways of learning and pacing available to students leading to common ends.	❏ Common scoring criteria is used to assess student learning regardless of the learning pathway ❏ Pre-assessments are used to establish baseline data about students strengths and needs ❏ Materials selected for instructional activities accommodate a variety of learners (are in written, oral, visual modes; are at varied reading levels, etc.) ❏ Unique learning experiences are offered for students depending on their needs and interests ❏ Students can work/move through learning activities independently, when appropriate ❏ Students have choice over the assessment they will use to demonstrate proficiency ❏ Student and teacher co-create an action plan that leads to proficiency of performance indicators that will be assessed
Student Agency: Students are able to take ownership and responsibility for their learning and the pace at which they learn.	❏ Self-advocacy and awareness skills are explicitly taught ❏ Habits of work are explicitly taught ❏ Students have multiple methods for overcoming a problem/obstacle ❏ Students can communicate when and what type of support they need. ❏ Students set goals to guide and pace their learning ❏ Students monitor progress of learning and goals ❏ Student can communicate learning and behavioral expectations (or knows where to look to find that information)

	❏ Students make meaningful choices about their learning and are taught how to make those choices well.
Performance-Based Assessment: Assessments are designed to provide students with an opportunity to apply knowledge and skills in a way that aligns to their interests.	❏ Skills or knowledge students will demonstrate through the task (Graduation competencies and performance indicators) are clearly identified ❏ Scoring criteria clearly defines levels of proficiency and are shared with students in advance of assessment ❏ Habits of work are assessed separately from academic knowledge and skills ❏ Assessment is culturally relevant and provides opportunities for student choice ❏ Assessment requires higher-order thinking: application, analysis, evaluation or creation in alignment with the indicators being assessed, or the use of complex or novel sources or texts ❏ Students have multiple methods of assessment ❏ Teachers are calibrated on quality of assignments & student work
Practice + Feedback: 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.	❏ Instructional activities support student understanding of learning targets, where they are in relation to the targets and how they can make progress toward targets ❏ Teachers use formative assessments on learning targets to give students feedback that is timely, specific, and actionable ❏ Students are taught how to give, interpret, and use feedback in their learning ❏ Students use feedback data to reflect on their progress and set goals ❏ Students revise work (as time and resources allow) to demonstrate growth and competency ❏ Students practice applying complex skills over time within and across disciplines
Supports, Interventions and Extensions: Academic supports and interventions are integral to achieving equitable outcomes and ensuring teaching and learning is responsive and rigorous for ALL students.	❏ Data is used from formative and summative assessments to determine differentiated supports and interventions. ❏ Data is used from formative and summative assessments to provide opportunities for extension/deeper learning ❏ Clear retake and reassessment policy ❏ Students have multiple opportunities to demonstrate proficiency ❏ Small-group and one-on-one instruction used to support and extend student learning. ❏ Students have the opportunity to begin the next level of competencies within your course ❏ Trauma-informed practices are used to support students' learning

The Role Central Office Can Play

- Seek internal and external funding to support the transition to CBE

- Move barriers to innovation out if the way

- Help schools set guidelines and expectations for CBE

Launched SEL Integration Support Through Collective Impact

Together for Students

COALITION FOR COMMUNITY SCHOOLS | IEL Institute for Educational Leadership: Innovation. Equity. Leadership. | Communities In Schools | StriveTogether Every child. Cradle to career.

Nearly $4 Million Investment Will Expand Student-Centered Learning

Funding Supports Partnerships in Chicago, Dayton (OH), Lehigh Valley (PA), and Memphis (TN)

➔ Thrive Chicago, Communities in Schools, and Chicago Public Schools received funding to support SEL skill growth in students in and out of school

➔ The CPS CBE pilot now provides SEL Integration supports to schools via a train the trainer model

Leveraged Internal Funds for Better Student Outcomes...

Juarez Academy-Summer Extended Learning

90%
Freshmen Graduating On Track

90%
Students Graduating in Five Years

Juarez SY19	# of Calculated Grades in the System by end of Semester 1	% of Proficiency at Semester 1	# of Students Not Yet Proficient by end of Semester 1	% of Proficiency by end of Semester 2	# of Students Not Yet Proficient by end of Semester 2	% of Proficiency after Summer Learning
Full-school Student Proficiency Data	11145	84.6%	1719	89.6%	1166	94.3%

Chicago Public Schools
CBE Requirements for Participation
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.** CBE holds every student to rigorous academic standards that emphasize the higher-order academic, social, and emotional skills that 21st-century jobs require. With new flexibility from the "constraints of seat time," CBE replaces time-based schooling with learning-based schooling. 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).

To be eligible to participate in the pilot each school should have the following:

1. **Know your Why**
   - Have a clear "why" for implementing CBE and how it addresses equity within your school
   - Make a five-year commitment to piloting CBE

2. **Internal Support**
   - Signatures from each Department Lead and teacher that will be implementing CBE
   - Signatures from School LSC
   - Signature from the Network Chief (if not an ISP)
   - Three CBE Leads Identified
     - Principal or Assistant Principal
     - Two Teachers
       - One Department Lead

3. **Foundational Knowledge (implemented one of the below school-wide)**
   - Standards-Referenced Grading
   - Standards-Based Grading
   - Personalized Learning
   - Proficiency-Based Learning

4. **Commitment to the Current and Future CBE Structures**
   - Guiding Principles
   - CBE Framework
   - CBE Grading and Calculations Scale
   - SEL Integration
   - Aligned Graduation Competencies Across All CBE Schools

5. **Commitment to Fully Participating in Our CBE Learning Community**
   - Steering Committee Meetings
   - Principal Retreats
   - ISBE Convenings
   - CBE Conferences
   - Attend ALL Mandatory Professional Development

6. **School Profile Benchmarks**
   - 2 or Above SQRP Score
   - 5 Essentials Survey Data
     - Moderately Organized or Above 5 Essentials Score
     - Neutral or Above Leadership Score

Questions schools should answer with your school community

1. How does CBE align with your school mission and vision?

2. How does CBE address an equity challenge within your school?

3. How will you build a climate and culture of CBE at your school?

4. What has happened to get buy-in thus far?

5. What experiences will students need to become academically and adaptively proficient?

6. What partners will help you bring your CBE vision to fruition? Do you currently have a working relationship with these partners? Are these partners committed to implementing CBE practices?

7. How will CBE enable your students to connect to post-secondary opportunities? How will CBE unlock more opportunities for students to participate in AP courses, Dual Credit and Dual Enrollment, and internships?

8. What will you do to increase the commitment and investment in CBE within your school?

9. How will you track and monitor the fidelity of implementation of CBE at your school?

Aurora Institute Resources
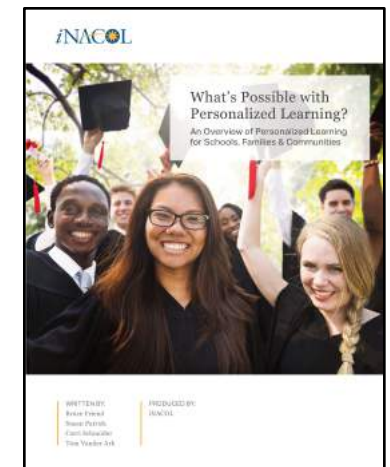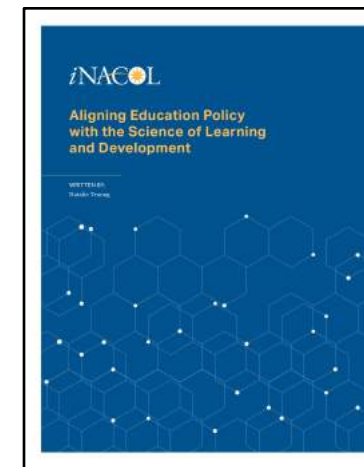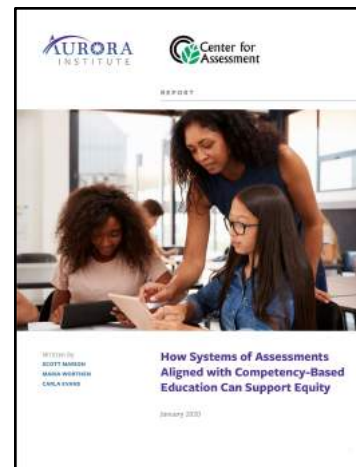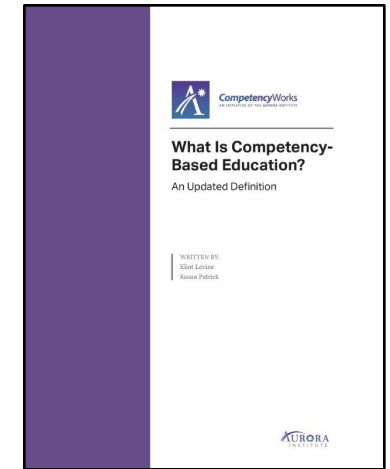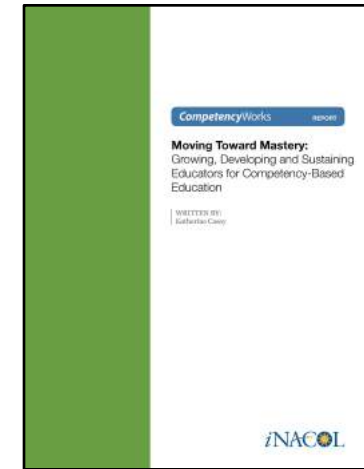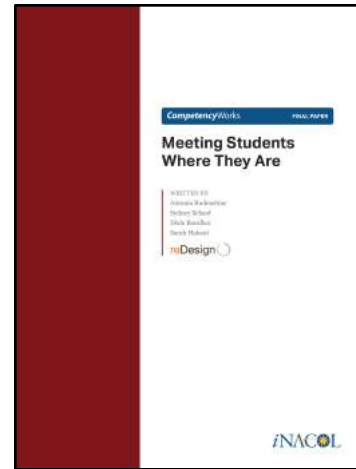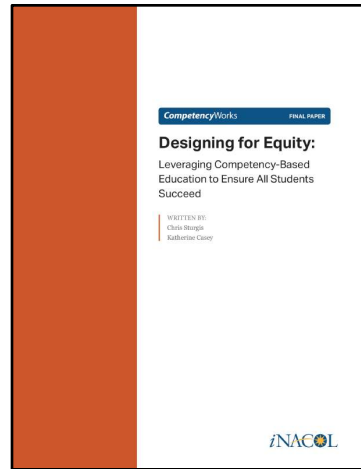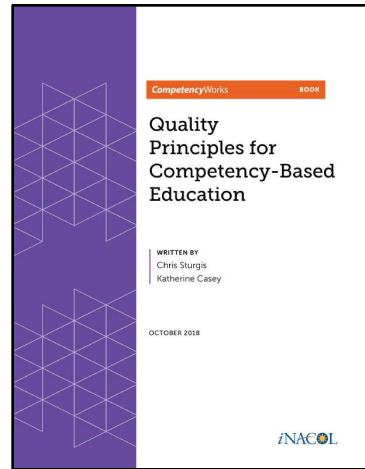
Aurora Institute Blogs

EDUCATION DOMAIN BLOG

Profile of a Graduate to Redefine Student Success for the Future

May 4, 2020 | Alexis Chambers, Natalie Truong
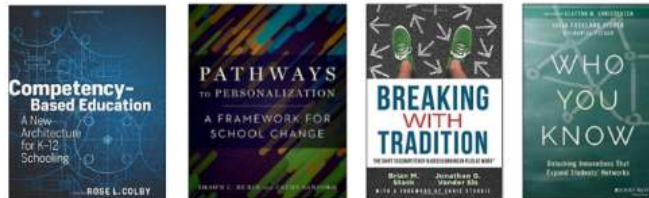
CompetencyWorks

What's New in K-12 Competency-Based Education?

May 5, 2020 | Eliot Levine

New Resources and Future Directions in Competency-Based Education

Competency-Based Education Across America

South Dakota

Harrisburg School District (2019)

Part 1 – District-wide Transformation in Harrisburg, South Dakota

Part 2 – Littles, Middles, Molders, and Olders – Multi-age Learning at Journey Elementary

Part 3 – Habits of Mind and Learning New Ways of Learning at Journey Elementary

Vermont

Montpelier Public Schools (2016)

A Conversation with the Two Mikes from Montpelier

Wisconsin

Kettle-Moraine (2017)

Part 1 – Kettle Moraine: Where the Future of Education is Being Created Student by Student

Part 2 – Kettle Moraine: How They Got Here and Where They are Going

Your Next Steps Toward Competency-Based Education

Please enter in the chat box:

– One step you want to take toward deeper implementation of CBE in your school, district, or organization

– Supports or resources that would help you accomplish that

Q&A

Please type your questions in the chat box.

Stay Connected

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