AURORA
INSTITUTE
WEBINAR

Deeper Competency-Based Learning: Making Equitable, Student-Centered, Sustainable Shifts

November 10, 2020

Rose Colby, Karin Hess, Dan Joseph

Welcome

- **Introduce yourselves.**
  - Share who you are, where you are from, and one hope you have for this school year.

- **Ask and answer questions.**
  - Use the chat function to pose questions of our panelists. All attendees are encouraged to respond.
  - We will leave time for our panelists to answer questions.

- **Share your learning.**
  - Tell your colleagues what you are learning. Use #Aurora2020 on Twitter and mention @Aurora_Inst.

- **We are recording and archiving the webinar.**
  - The slides and video will be available on **aurora-institute.org**.

*Deeper Competency-Based Learn*ing
Authors

Karin Hess

Founder and President
Educational Research in Action

karinhessvt@gmail.com

@drkarinhess
www.karin-hess.com

Rose Colby

Competency-Based Learning &
Assessment Specialist

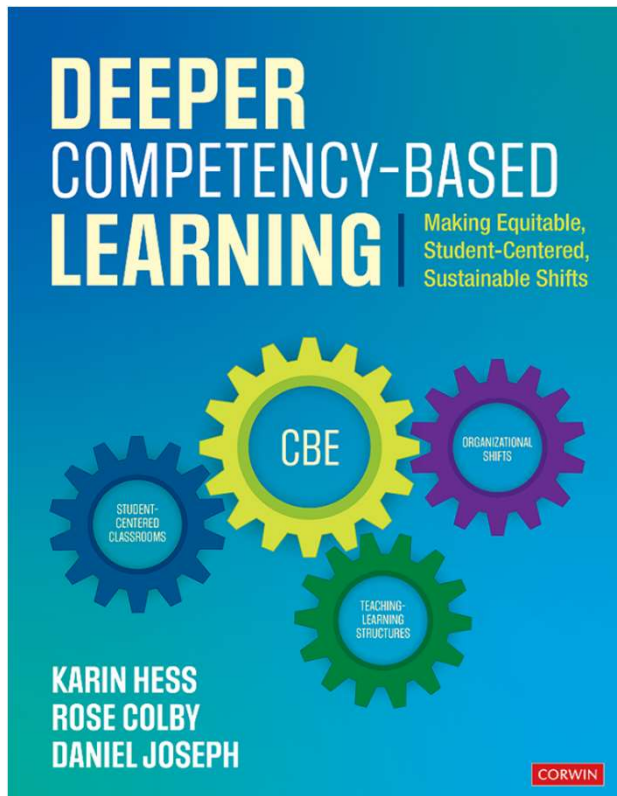rosecolby@icloud.com

@rose_rosecolby
www.competencyed.com

Daniel Joseph

Founder and President
CBE Solutions

djoseph@cbesolution.com

@DJosephCBEcoach
www.cbesolution.com
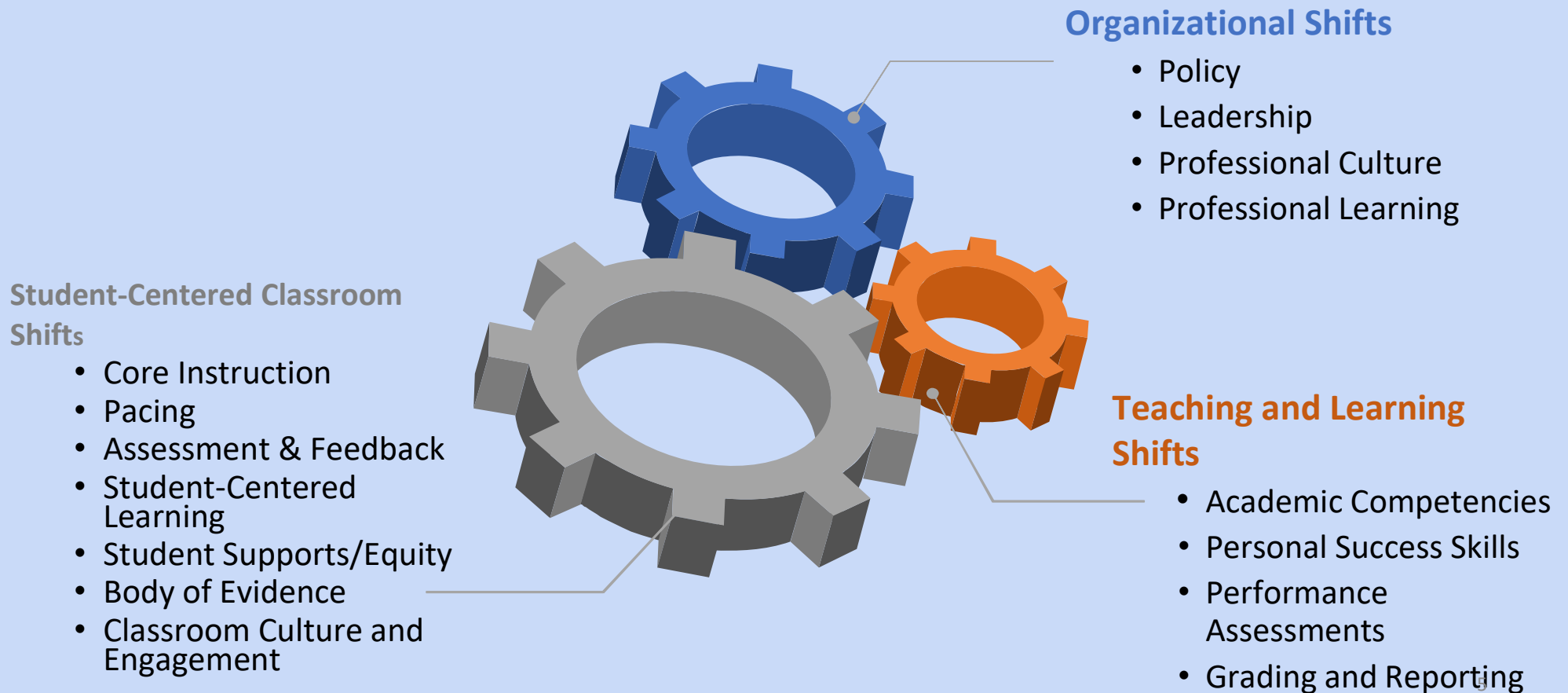
Deeper Competency-Based Learning*

Making Equitable, Student-Centered,

Sustainable Shifts

Karin Hess, Rose Colby, Daniel Joseph

Employ the WHAT (deeper learning), the WHY (equity), and the HOW (learner-centered approaches) of Competency-Based Education, maximizing the time, place, and pace of student learning.

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Major Shifts from Traditional Education to Personalized, Competency-Based Education

Organizational Shifts

- Policy
- Leadership
- Professional Culture
- Professional Learning

Student-Centered Classroom Shifts

- Core Instruction
- Pacing
- Assessment & Feedback
- Student-Centered Learning
- Student Supports/Equity
- Body of Evidence
- Classroom Culture and Engagement

Teaching and Learning Shifts

- Academic Competencies
- Personal Success Skills
- Performance Assessments
- Grading and Reporting

Webinar Learning Outcomes:

Participants will…

- **Reflect** on 5 core components in transforming from traditional to competency-based deeper learning.

- **Consider** how making equitable, student centered, and sustainable shifts in instruction, assessment, and grading support personalized learning.

- **Begin to examine** how our competency-based framework offers systemic opportunities to address new challenges in meeting students "where they are" in their learning.

Core Components of Personalized Competency-Based Education for Deeper Learning

Competencies

Broadly-stated academic goals and personal success skills that are measurable, rigorous, and transferable, empowering student learning beyond a single lesson, unit of study, or course.

Evidence-Based Grading

Scoring and reporting based on a body of evidence (BOE) that reflects progress or mastery of unit, course, and graduation competencies.

Learning Pathways

Descriptions of how students will develop and demonstrate deeper, broader, and more sophisticated understanding over time, with flexible pacing of learning.

DEEPER LEARNING

Personal Success Skills

Life skills explicitly referenced in a school's portrait of the graduate, including workplace habits, self-management skills, and skills for interacting and working effectively with others.

Performance Assessments

Multi-step assessments with clear criteria, expectations, and processes that measure how well a student transfers knowledge and integrates complex skills to create or refine an original product.

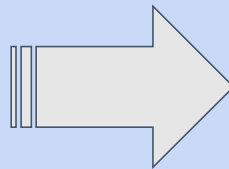# Book Resources: CBE Readiness Tools

5 Core Components

- Self-Assessment Tools

Focus Areas

- Leadership
- Instruction and Assessment
- Learner Culture
- Organizational Structure

Phases

- Initiating
- Emerging
- Implementing

CBE Tool 1E	Core Components of Competency-Based Education: CBE Readiness Tool			
Component 5: Evidence-Based Grading Scoring, grading, and reporting reflect students' progress toward unit, course, and graduation competencies.				
Focus	**Phase 1: Initiating**	**Phase 2: Emerging**	**Phase 3: Implementing**	**Where is your school now? What are possible next steps?**
Leadership	Grading and reporting policies and practices are different at the elementary, middle, and high school levels.	Grading and reporting policies support practices in standards-based grading. Competency-based assessments are graded but are not part of a larger body of evidence (BOE) for meeting graduation requirements.	Policies define the body of evidence (BOE) needed to demonstrate proficiency in relation to academic and personal skills competencies. CB reporting indicates student progress toward mastery of competencies.	
Instruction and Assessment	Grading and reporting are done within the context of a course or content area. Mathematical calculations and averaging generally determine grades.	Formative assessments provide a level of transparency to inform where a student is in relation to a particular learning outcome for a course or content area. Learning outcomes are tracked and measured relative to standards.	Formative assessment data provide the body of evidence used for instructional and learner feedback. Evidence informs where a student is in relation to a competency and whether the student is ready for a summative assessment.	
Learner Culture	Grading practices affect both positive and negative student attitudes toward learning and self-image.	Grading practices are more transparent to the learner, relative to progress in demonstrating skills described in standards.	The body of evidence informs pacing of learning, is responsive to addressing student needs, and promotes student reflection and ownership of learning experience and learning outcomes.	
Organizational Structures	Systems of scoring and reporting are aligned to course expectations, reporting policies, and school year timelines.	Systems of scoring and reporting are aligned to course and graduation requirements, standards-based reporting, and school year timelines.	Competency-based systems of building a student's BOE, scoring work samples, and reporting results informs graduation readiness relative to the POG.	

- **Initiating:** District has begun to examine its existing system and identify where shifts in teaching and learning are needed.
- **Emerging:** District is beginning to develop and deploy competency-based systems and structures and is monitoring shifts in teaching and learning to measure impact.
- **Implementing:** District uses an ongoing feedback cycle to design, evaluate, and revise all core components of CBE for equitable and deeper learning.

Available for download at http://resources.corwin.com/DeeperCompetencyBasedLearning.

© Karin Hess (2009, updated 2017). A local assessment toolkit to support deeper learning: Guiding school leaders in linking research with classroom practice. Permission to reproduce is given only when authorship is fully cited (karinhessvt@gmail.com).

Focus Area 1: Organizational Shifts
(Table 1.3, p.26)

Dimensions of Systemic Shifts:

- Policy

- Leadership

- Professional Culture

- Professional Learning

CompetencyWorks Publication
Designing for Equity

Equity: Our duty as educators to ensure that each child is successful* in their learning through:

❖ Access
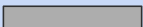❖ Opportunity
❖ Pathways to success

*whatever it takes!

Enabling Drivers for Shifts

1. Time

2. Talent

3. Technology

4. Resources

Ridgewoood Graduation Competencies				Experiences	
Life & Career	Innovation	Learning		Student Success	
Professionalism	Project Quality	Reading		Career and College Readiness	
	Presentation	Writing			
	Research	Problem Solving			
	Collaborative Discussion	Financial Literacy			
		Globally Informed Citizen			
		Design Process			
		Wellness			

Competency Rubrics

All competencies have been through a revision process which includes: teacher feedback, student feedback, calibration protocols, Division Head feedback, community college feedback, university feedback, & experts in the field.

Your Changing World

Submit responses or questions in the chat. We'll try to address questions by the end of the presentation.

Time for reflection!

Do you see a logical entry point in **your organization** to address the systemic shifts to CBE?

Focus Area 2: Teaching and Learning Shifts
(Table 1.4, p.28)

Dimensions of Systemic Shifts:

- Academic Competencies

- Personal Success Skills Competencies

- Range of Performance Assessments

- Grading and Reporting

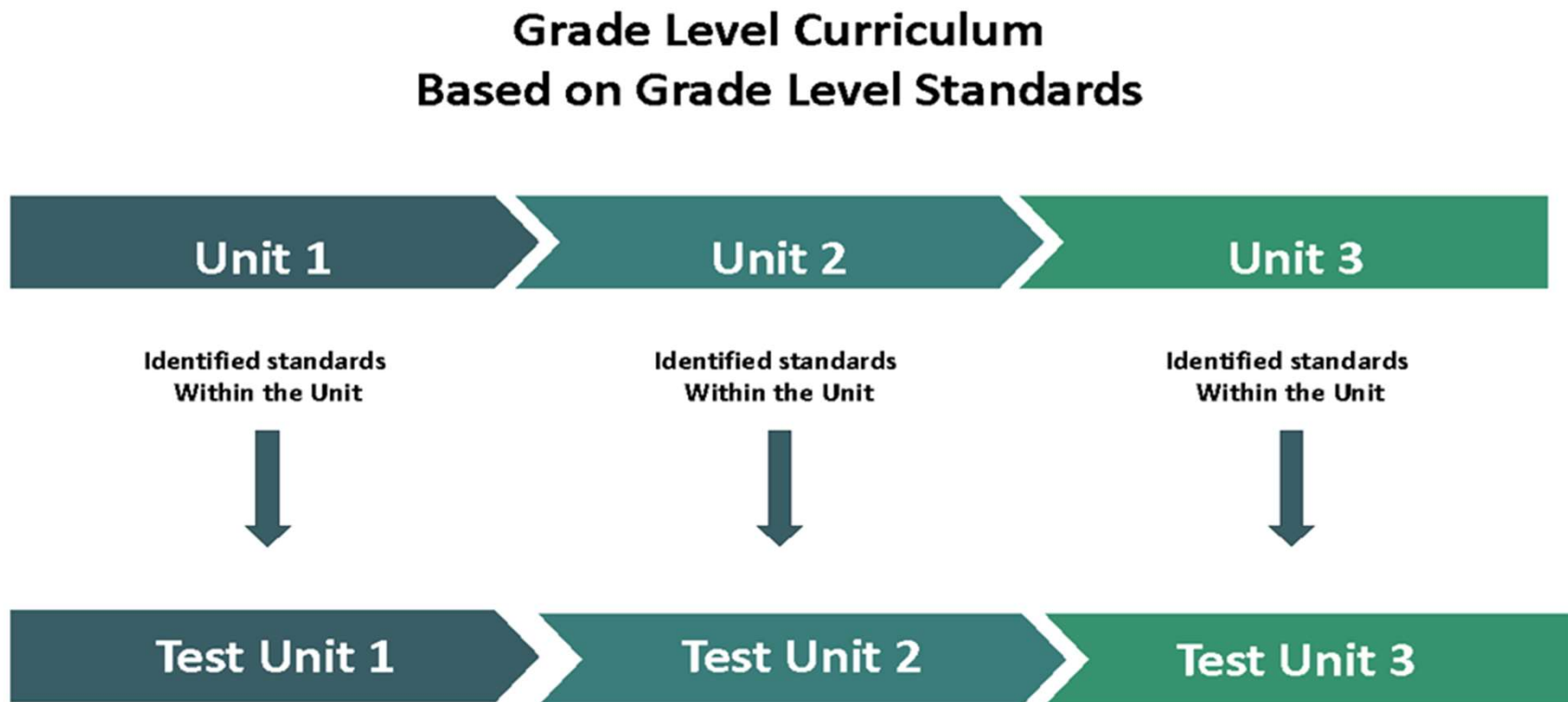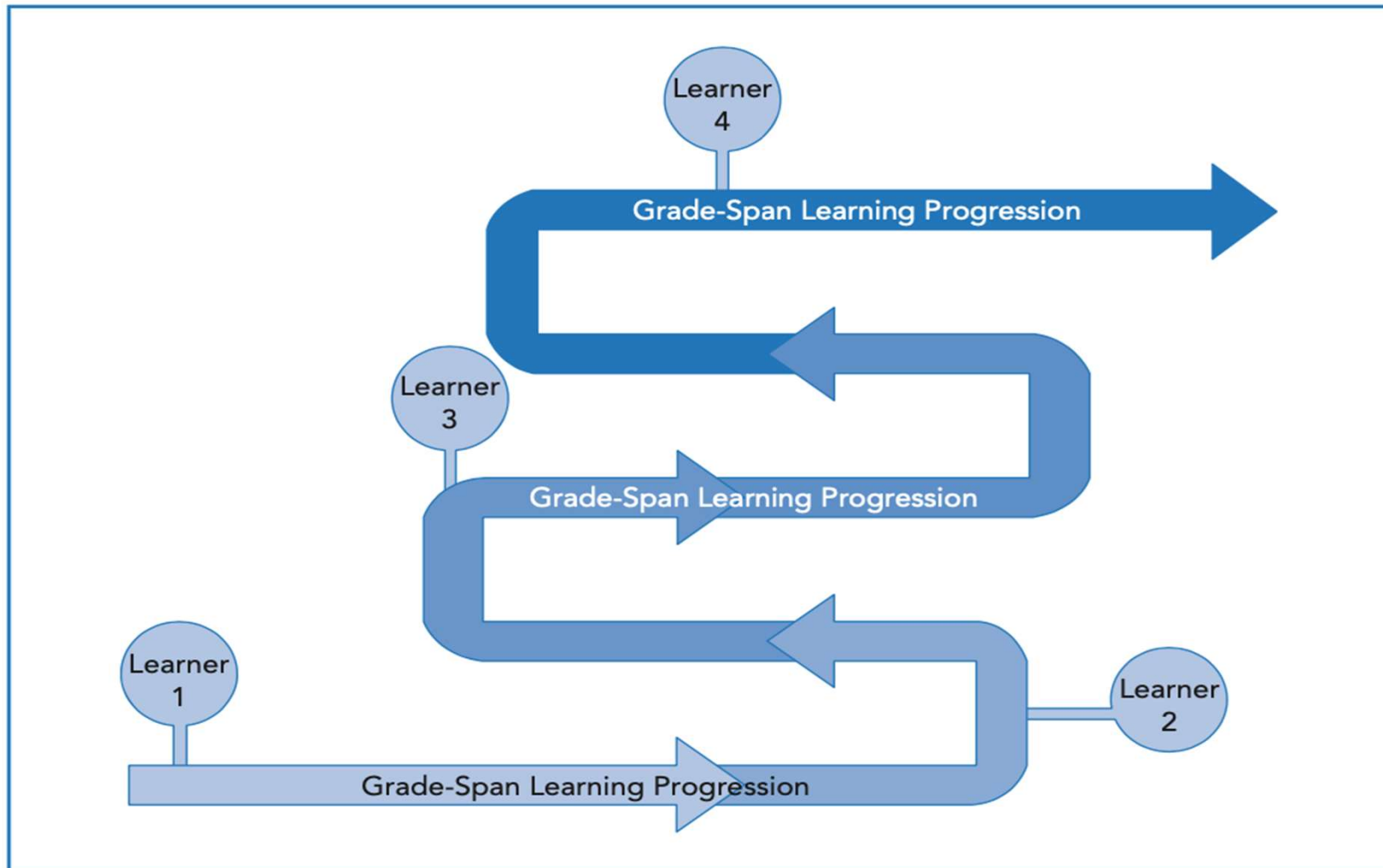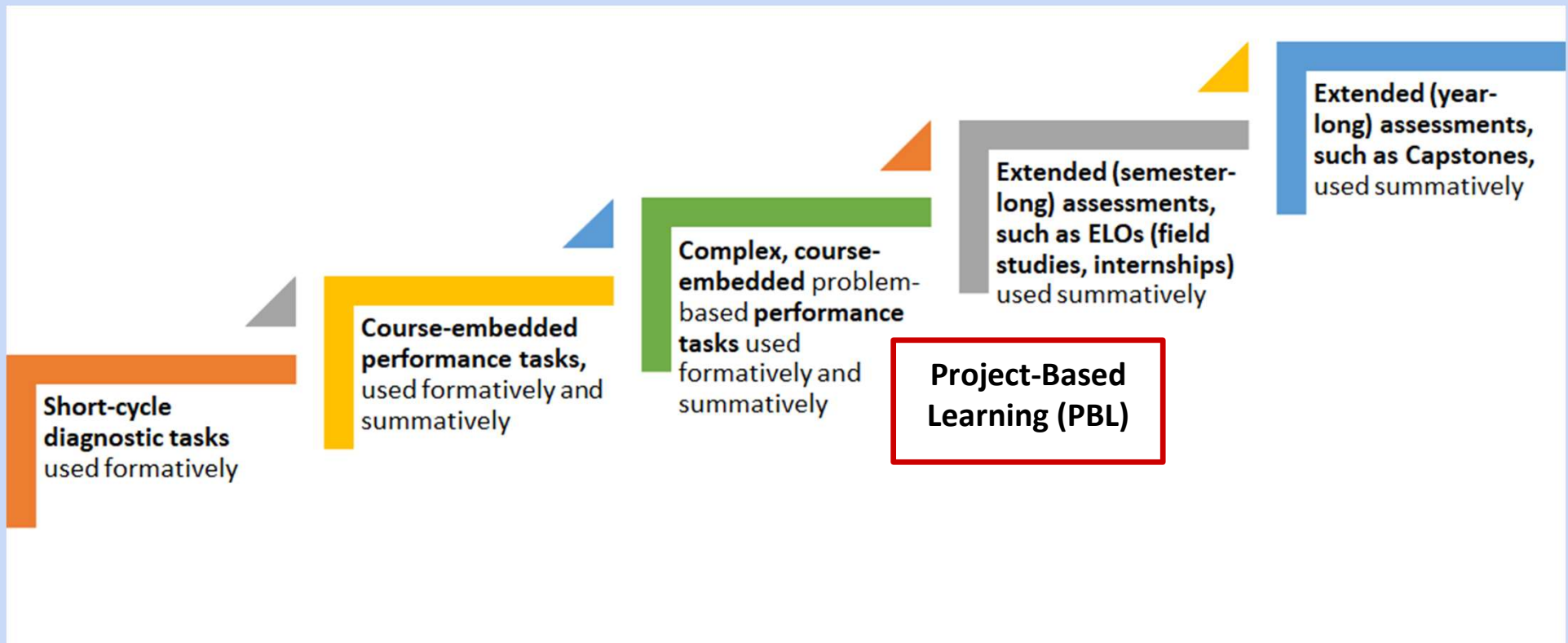# Typical Approach to Standards-Based Curricular Planning

Grade Level Curriculum
Based on Grade Level Standards

Unit 1 | Unit 2 | Unit 3

Identified standards Within the Unit | Identified standards Within the Unit | Identified standards Within the Unit

Test Unit 1 | Test Unit 2 | Test Unit 3

FIGURE 4.8 Mapping CB Curriculum Along a Learning Progression

A Range of Performance Assessments Builds Each Student's Body of Evidence

Short-cycle diagnostic tasks used formatively

Course-embedded performance tasks, used formatively and summatively

Complex, course-embedded problem-based **performance tasks** used formatively and summatively

Extended (semester-long) assessments, such as ELOs (field studies, internships) used summatively

Extended (year-long) assessments, such as Capstones, used summatively

Project-Based Learning (PBL)

Three Benefits of Using CB Performance Scales

They guide assessment development & instruction that builds upon earlier learning, using less complex to more complex tasks.

They are task-neutral and flexible enough to assess progress on the same competency with different (but comparable) assessments.

They offer an alternative approach to grading – using evidence of learning at lower-to-higher steps in the performance scale to determine a more *holistic* grade.

Making Connections: From Performance Scale – To Performance Task – To Scoring Rubric (adapted from Table 3.7)		
Performance Scale **(I can...)**	**Performance Task(s)**	**Criteria for Scoring Rubric(s)**
• I can gather information to research a topic. • I can analyze accuracy and relevance of information and link past to present or future. • I can interpret and communicate findings in a variety of ways. • I can reflect on new learning and personalize the meaning of underlying themes	**?**	• Use research skills • Determine validity and accuracy of content, concepts, theories, etc. • Analyze the impact of the information on intended audience • Self-Reflection

Three Options for Assessing the Same Competency:
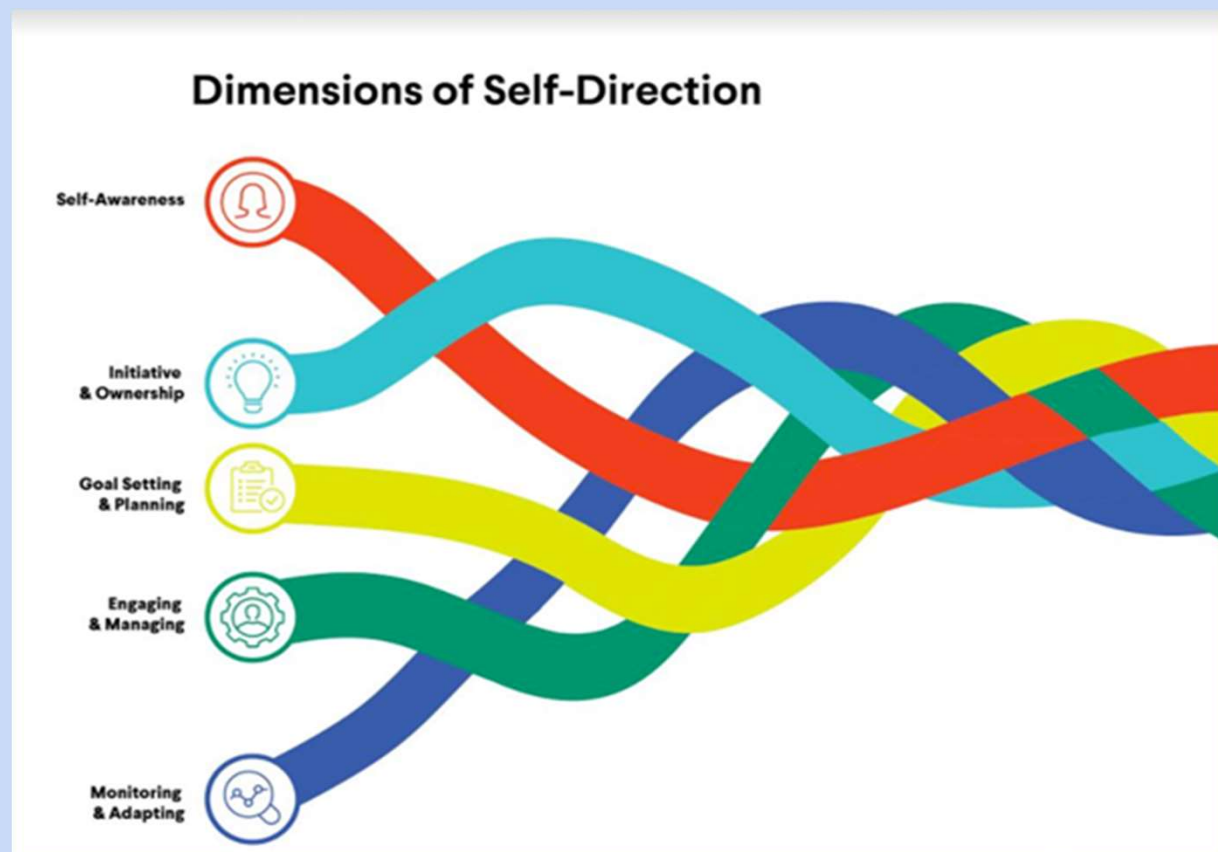# Using Rhetorical Strategies in Communication (Proviso East HS)

ACA Pathway Arts & Communications	BHA Pathway Business & Human Services	STEM Pathway Sci, Tech, Engineering, Math
Choose a product that carries one or more brand...	**Choose a highly debatable political issue...**	**Choose a highly debatable scientific issue...**
• Annotate an example • Complete a graphic organizer comparing two examples • Use Flip grid to get and give feedback from peers	• Annotate an example • Complete a graphic organizer comparing two examples • Use Flip grid to get and give feedback from peers	• Annotate an example • Complete a graphic organizer comparing two examples • Use Flip grid to get and give feedback from peers
• Create an original advertisement for the product you selected in Part 1, (commercial, a flyer, window poster, etc.) • Write a reflection on your development process and decisions made.	• Create an original political promise for the debatable political topic you selected in Part 1, (commercial, a pamphlet, speech, etc.) • Write a reflection on your development process and decisions made.	• Create an original scientific treatise for the debatable scientific topic you selected in Part 1, (journal article, infographic, speech, etc.) • Write a reflection on your development process and decisions made.

Assessing Academic Competencies versus Assessing Personal (CCR, SEL) Skills Competencies

Assessing *Interrelated* Components of Self-Direction

Source: BEST Toolkit
https://www.best-future.org/

Dimensions of Self-Direction

- Self-Awareness
- Initiative & Ownership
- Goal Setting & Planning
- Engaging & Managing
- Monitoring & Adapting

BEST Self-Direction Rubric Grades 9-12

	I can...	I can...	I can...	I can...	I can...
Emerging	Analyze how my interests have sometimes been in conflict with expectations of others and generate ways I might overcome this in the future.	Choose a new learning opportunity from options provided and explain how it reflects personal curiosity or interests.	Set a project-based goal modeled after examples provided and use familiar strategies to develop steps and strategies to accomplish it.	Follow a process provided to select reliable resources based on task requirements or suggested criteria.	Begin a course of action, seeking help when gaps in my progress, understanding, or work quality are identified by me or others.
Developing	Explain how my strengths or strategies used successfully in the past can be applied in a new learning situation.	Collaborate with others to share control of shaping the direction of a new learning task while pursuing my interests or learning goals.	Analyze project-specific expectations, identifying resources needed, strategies suited to completing the tasks, and steps to complete the project.	Adapt strategies for my approach, with help as needed, when accessing more complex information or resources.	Use established benchmarks or feedback to monitor quality or progress, consider alternative approaches, and revise my plan, as needed.
Applying	Analyze my ability to adapt or expand my strengths and interests to successfully complete a new task or project.	Take responsibility for my own learning by establishing driving questions to guide my own learning process.	Set a personally meaningful project-based goal, with steps to complete the plan and possible challenges along the way with alternative strategies or resources needed to complete the project.	Anticipate complexities of task completion and schedules, and explain how I adjusted my pace appropriately to meet agreed-upon deadlines.	Evaluate my progress and work quality, citing examples of successful strategies used and analyzing the effectiveness of changes made to complete a multistep task or project.
Extending	Cite examples from my work to evaluate how I have expanded my strengths and interests by setting learning goals beyond assigned tasks.	Seek input to help me analyze the content and context of learning tasks in order to reshape, extend, or enhance my own learning.	Independently seek input on a project-based learning goal and plan that pushes my learning beyond the task, and use feedback to improve the plan.	Provide examples of how I set and maintained a high standard of work quality and how I plan to improve my process in the future.	Analyze my learning by citing examples of how I met or exceeded project goals, transformed mistakes into new learning, and enhanced my personal growth.

Summative Assessments:

- 1 or more competencies - content based and/or schoolwide
- Multiple assessment types, formats
- Uses: grading, report cards, <u>determining competency, part of BOE verification</u>

Body of Evidence

Summative Assessments

Performance Scales Link Formative-Summative Assessments

Daily Learning Targets Assessed Formatively

Body of Evidence:

- Multiple competencies – content based and/or schoolwide (personal success skills) *over time*
- Course-based & Cross-curricular
- Multiple assessment types and data
- Evaluated using common holistic rubrics or guidelines for "standard setting"
- Uses: graduation, <u>advancement</u>

Daily Learning Targets:

- 1 or parts of 1 competency – all levels of performance scale
- Multiple formative assessment types
- Uses: plan lessons, <u>determine progress</u>, student supports

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Holistic Proficiency Scale: Building Systemic Coherence

FIGURE 2.1 Sample Holistic Proficiency Scale

Local Assessment and Grading Policies describe the types of assessments that assess both basic skills and deeper learning.[2] They also provide guidance in how to interpret student work samples. Policies are consistent with using student evidence to assign evidence-based grades.

Sample Holistic Proficiency Scale:
It describes levels of performance based on multiple pieces of evidence, not grade averages.

Report Card Grade	A	B	C	NYC	IWS
Performance Level	Advanced Competency	Beyond Competent	Competent	Not Yet Competent	Insufficient Work Shown
Performance Descriptor	Competency-based performance assessment scores demonstrate that the student can analyze and synthesize course content within the discipline and can initiate and extend understanding to other disciplines or real-world contexts.	Competency-based performance assessment scores are a mixture of evidence of *Competent* and some *Advanced Competency* Scores.	Competency-based performance assessment scores consistently demonstrate both basic skills and the application and transfer of essential content and skills.	There is evidence of many basic skills mastered. Competency-based performance assessment scores are inconsistent in demonstrating the ability to apply and transfer essential content and skills.	There is insufficient evidence in the student's body of evidence to determine proficiency.

Competency-Based Performance Assessments assess deeper learning (competencies) and incorporate multiple standards. Assessments are designed based on levels described in performance scales for each competency.[3]

Your Changing World

Submit responses or questions in the chat. We'll try to address questions by the end of the presentation.

Time for reflection!

What are the greatest challenges and opportunities for your school to address the systemic **shifts in assessment and grading** culture?

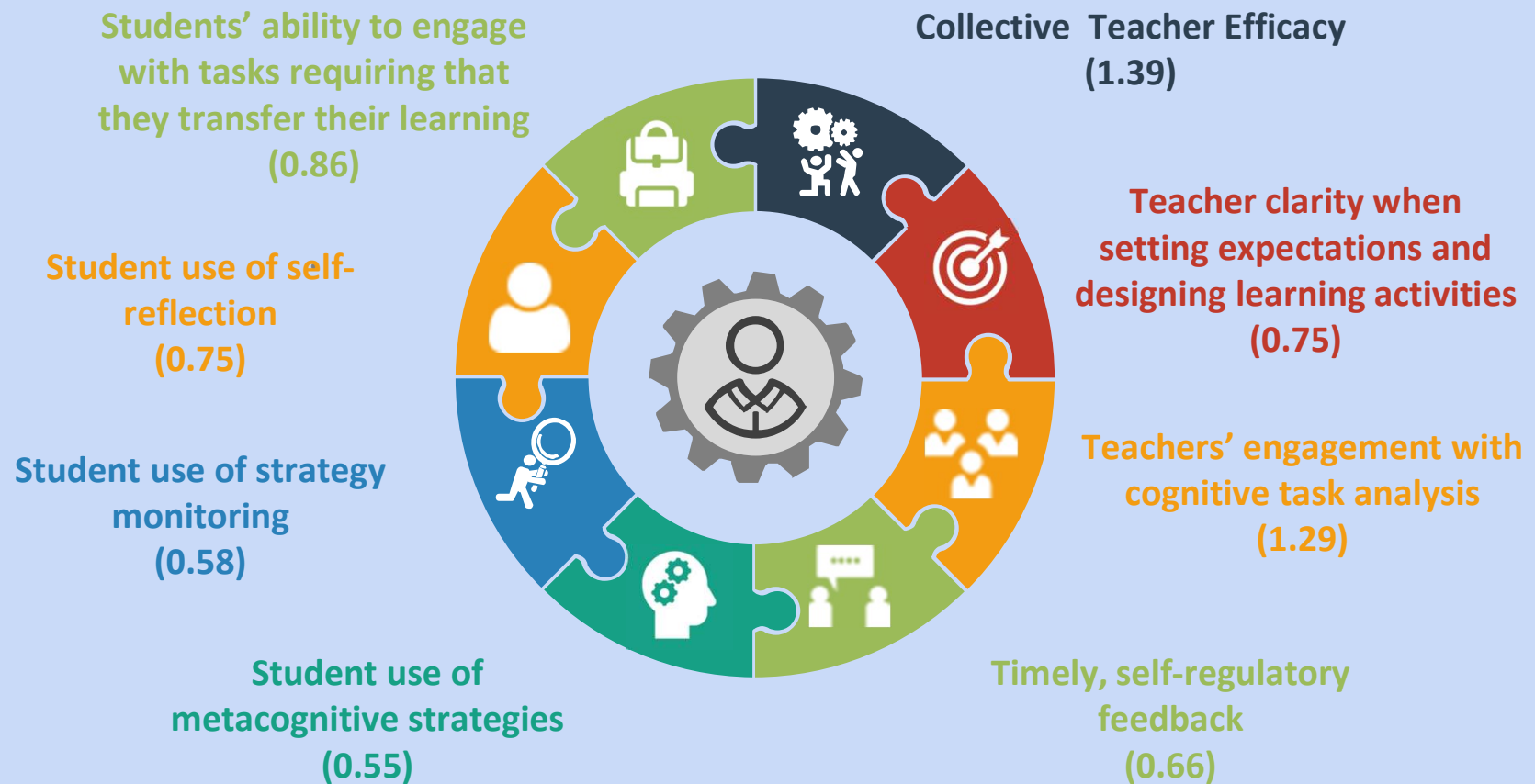# Focus Area 3: Student-Centered Classroom Shifts
(Table 1.5, p.30)

Dimensions of Systemic Shifts:

- Core Instruction
- Pacing
- Assessment & Feedback
- Student-Centered Learning
- Student Supports/Equity
- Body of Evidence
- Classroom Culture and Engagement

Visible Learning™ Influences
Connecting with CBE

Students' ability to engage with tasks requiring that they transfer their learning (0.86)

Student use of self-reflection (0.75)

Student use of strategy monitoring (0.58)

Student use of metacognitive strategies (0.55)

Collective Teacher Efficacy (1.39)

Teacher clarity when setting expectations and designing learning activities (0.75)

Teachers' engagement with cognitive task analysis (1.29)

Timely, self-regulatory feedback (0.66)

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Based on the Visible Learning work by John Hattie (2019)

Self-Systems: Metacognition, Reflection, and Goal Setting

What fuels learning?

Learning Strategies- Levers for Engagement, Equity and Mastery

Cognitive Strategies

Deepen understanding of content as defined by rigor.

Metacognitive Strategies

Planning, monitoring and regulating the learning process.

Motivational Strategies

Self-efficacy and self-regulation to remain engaged in the learning process.

Management Strategies

Finding, navigating and evaluating resources and information.

Personalization, Competencies and Deeper Learning

Academic Competencies- domain-specific content and ways to interact deeply with the content. (e.g. problem solving, critical thinking)

Intrapersonal Competencies- skills such as goal setting, metacognition and self-reflection. (e.g. self-awareness, decision-making)

Interpersonal Competencies- ability to work with others (collaboration and communication) and other social and emotional skills (e.g. relationship skills and social awareness)

CTE- Competency Driven Design

Industry- Sector Competencies

Competencies included in this domain represent the knowledge, skills, abilities and other characteristics needed by all occupations within an industry segment. Industry leaders and partner associations need to specify and define these competencies for each specific industry as part of the competency model development.

Industry Wide Technical Competencies

Competencies included in this domain represent the knowledge, skills and abilities needed by all occupations within an industry.
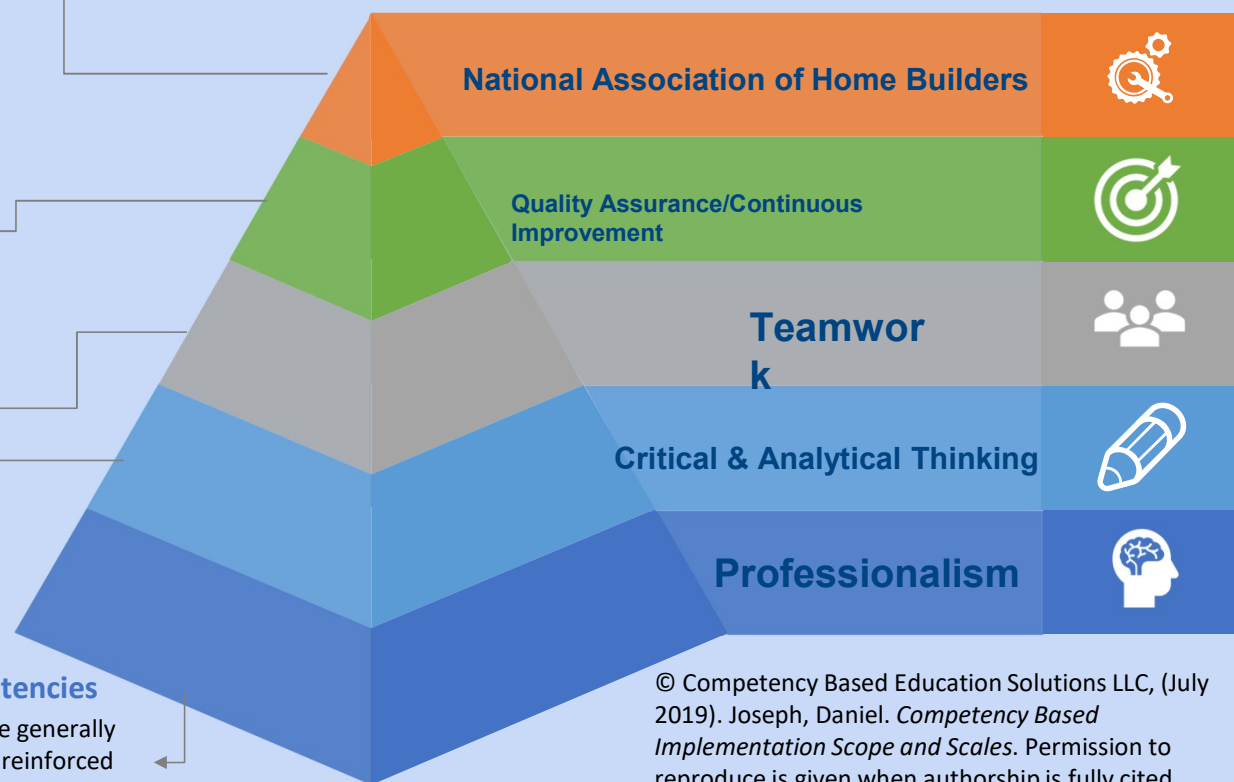
Workplace Competencies

Competencies included in this domain represent those skills and abilities that allow individuals to function in an organizational setting. As with the Academic Competencies, these are generally applicable to a large number of occupations and industries on a national level.

Academic Competencies

Critical competencies primarily learned in an academic setting, as well as cognitive functions and thinking styles. These competencies are likely to apply to all organizations represented by a single industry or industry association nationwide.

Personal Effectiveness Competencies

Personal effectiveness competencies are generally learned in the home or community and reinforced and honed at school and in the workplace. They represent personal attributes that may present some challenges to teach or assess.

National Association of Home Builders

Quality Assurance/Continuous Improvement

Teamwork

Critical & Analytical Thinking

Professionalism

A Model of Feedback

Visible Learners Seek Feedback and Recognize opportunities

.73 **Assessment-Capable Visible Learners**

Effective feedback is timely, specific, and includes actions that students can take to further their learning.

- I know where I am going.
- I have the tools for the journey.
- I monitor my progress.
- I can recognize when I'm ready for what's next.
- I know what to do next.

TASK LEVEL
HOW WELL TASKS ARE UNDERSTOOD AND PERFORMED

PROCESS LEVEL
THE PROCESS NEEDED TO UNDERSTAND AND PERFORM TASKS.

SELF-REGULATION
SELF-MONITORING, DIRECTING, AND REGULATING OF ACTIONS

SELF LEVEL
PERSONAL EVALUATIONS AND EFFECT ON THE LEARNER. (POSITIVE)

Self-Systems: Metacognition, Reflection, and Goal Setting
(Source: Frey, Hattie, & Fisher, 2018)

I know where I am going.

(Transparency, Clarity, Feedback)

I have the tools for the journey.

(Intentionality, Perseverance, Learner Inventory and Choice)

I monitor my progress.

(Feedback, Growth Mindset, Appropriate Challenge)

I recognize when I'm ready for what's next.

(Transparency, Self-Reflection)

I know what to do next.

(Engagement, Agency)

STUDENT LEARNING STRATEGIES		ES
Strategies emphasizing student meta-cognitive/ self-regulated learning		
Elaboration and organization	●	0.75
Elaborative interrogation	●	0.56
Evaluation and reflection	●	0.75
Meta-cognitive strategies	●	0.55
Help seeking	●	0.72
Self-regulation strategies	●	0.52
Self-verbalization and self-questioning	●	0.59
Strategy monitoring	●	0.58
Transfer strategies	●	0.86

Visible Learning™ 250+ Influences on Student Achievement

Promoting Intrinsic Motivation (p.150)

High-Quality Formative Assessment

(Hess, 2018)

Key Idea #1: Authentic assessment is continuous. Formative assessment is both integral to the cycle of learning and part of a balanced assessment system.

Key Idea #2: Formative assessment may take different forms, but should always inform instruction and learning—and be *actionable*.

Key Idea #3: Feedback is multifaceted and used to gauge how close a student is to the intended learning target.

Key Idea #4: Students are actively involved in formative assessment.

Key Idea #5: All high-quality assessment uses three key components: understanding how one learns, how one demonstrates what was learned, and how we interpret/measure the evidence observed.

Learner-Centered Culture

LEARNER-CENTERED

LEARNER DI[SPOSITION]

a customized path that considers skills and h[abits]
what will be DEVELOPED in the learner. They

- Learner commitment is towards competency with continuous progress
  (Hattie- Mastery- .58)

- Learner is monitoring their own progress, seeks feedback from teacher or others in classroom, and acts on it.
  (Hattie - Feedback -.75)

- Learner tracks growth with teacher to co-create goals aligned to Habits of Mind and the Profile of a Kettle Moraine Graduate.
  (Hattie - Self-monitoring- .45)

- Learner mindset is centered around a partnership between student and teacher to meet learning needs
  (Hattie - Teacher student relationships- .72)

PERSONALIZED LEARNING "LOOK FORS"

PURPOSE: This document was created to build understanding and goals as the district continues to move toward the vision of "personalized learning for all". This is not an evaluative document but rather one that recognizes the many small moves required to provide a personalized learning experience for all students

KM PL Team Revision, March 2018

LEARNER-DRIVEN	LEARNER-CENTERED	TEACHER-DRIVEN	CURRICULUM-CENTERED
LEARNER DISPOSITION All learners follow a customized path that considers skills and habits that impact all areas of life. The dispositions in each area are what will be DEVELOPED in the learner. They are not prerequisites to work within that strand.			
- Learner commitment is to reflect on purpose of learning and to pursue mastery with growth focus (Hattie- Mastery- .58)	- Learner commitment is towards competency with continuous progress (Hattie- Mastery- .58)	- Learner commitment is toward earning desired grade	- Learner commitment is to following directions when given
- Learner monitors own progress and collaborates with others to build ownership of learning, generate success criteria and create next steps based on reflection and feedback from sources inside and outside the classroom (Hattie - Self-reported- 1.44)	- Learner is monitoring their own progress, seeks feedback from teacher or others in classroom, and acts on it. (Hattie - Feedback -.75)	- Learner seeks feedback and may not act on it	- Learner doesn't actively seek feedback, rather feedback is given through teacher or resource
- Learner tracks own growth and evidence of growing in Habits of Mind and meeting the Profile of a Kettle Moraine Graduate (Hattie - Self-monitoring- .45)	- Learner tracks growth with teacher to co-create goals aligned to Habits of Mind and the Profile of a Kettle Moraine Graduate. (Hattie - Self-monitoring- .45)	- Learner responds to teacher direction and intermittently demonstrates Habits of Mind and works towards behaviors/goals of the Profile of a Kettle Moraine Graduate	- Learner is directed to Habits of Mind/Profile of a Kettle Moraine Graduate, though does not yet see the connection to goals and goal setting
- Learner mindset is that they are their own best teachers and seeks connections based on own intrinsic needs (Hattie -Self-instruction- .62)	- Learner mindset is centered around a partnership between student and teacher to meet learning needs (Hattie - Teacher student relationships- .72)	- Learner mindset is to complete teacher-designated learning to meet goals outlined	- Learner mindset is to be encouraged to learn by teacher and comply with teacher-inspired products and directions

Hattie, J. Visible Learning: A synthesis of over 800 meta analyses relating to achievement (2009).

- Learning Without Boundaries -

FIGURE 4.10 Sample Grade 2 Student-Friendly Math Progression

2.OA.4

$3 + 4 = ?$

I can write an equation to match an array.

2.G.3

I can partition circles and rectangles into equal shares and can identify ½, ⅓, and ¼ of the shapes.

2.MD.10

I can draw a picture graph and bar graph to represent data and read, interpret, and compare the data.

2.MD.1

I can measure length by selecting and using appropriate tools.

2.MD.5

I can use addition and subtraction within 100 to solve word problems involving length.

2.NBT.9

I can explain addition and subtraction strategies using place value and properties of operation.

2.OA.1

I can solve addition and subtraction story problems within 100.

2.NBT.4

I can compare three-digit numbers.

2.MD.8

I can solve money word problems using dollars, quarters, dimes, nickels, and pennies.

2.NBT.8

I can mentally add and subtract 10 or 100 to a number.

2.NBT.6

$27 + 33 + 41 = ?$

Ones: $7 + 3 = 10 + 1 = 11$
Tens: $20 + 30 + 40 = 90$
$90 + 11 = 101$

I can add up to 4 two-digit numbers based on place value.

I can tell time to the nearest 5 minutes. I can identify a.m. or p.m. (2.MD.7)

Transparency
Visible Learning

FIGURE 4.11 Sample Student Self-Assessment: Tracking My Learning Pathway

Name		Unit/Project: Measurement	
		2.MD.7 I can tell time to the nearest 5 minutes.	**2.NBT.A.2** 1000 I can count within 1000 by 5s, 10s, and 100s.
Tracking My Learning Pathway NH Math Competency #5: Use measurement tools, units, and attributes to describe and compare objects, situations, or events, and to solve authentic applied measurement problems.			
Performance Level	**Learning Target**	**My Evidence (and Dates)**	
Extending My Learning **4**	I can tell time to the nearest minute in a variety of problem-solving situations.		
Demonstrating Proficiency **3**	I can tell time to the nearest 5 minutes. I can identify a.m. or p.m.		
Making Progress **2**	I can tell time to the nearest hour, half-hour, and quarter-hour and share my answer in minutes (e.g., 3 = 15, 6 = 30, 9 = 45).		
Working on the Basics **1**	I can count by 5s, 10s, and 100s to 1,000. I can identify the hour and minute hand.		

Source: Images from istock.com/kraphix and istock.com/bombuscreative

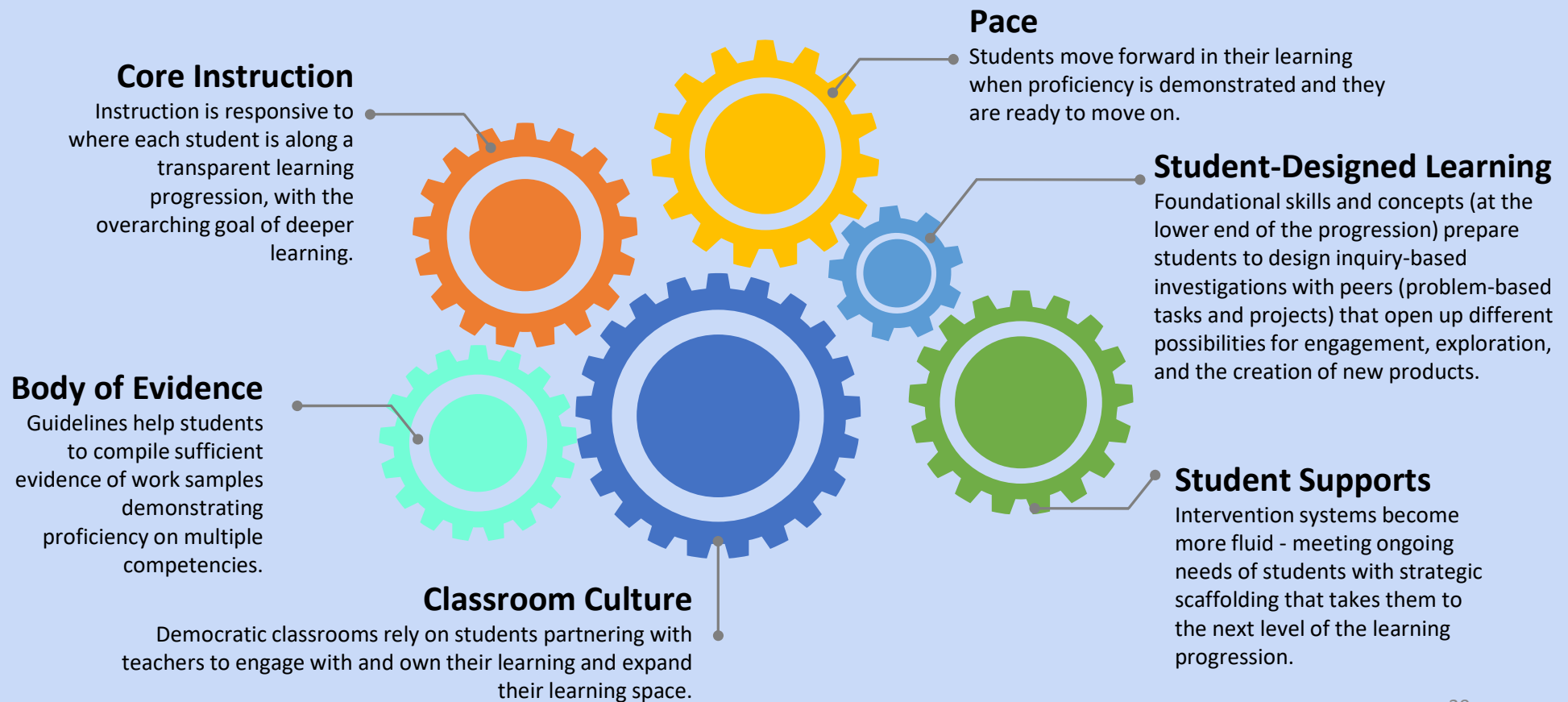**FIGURE 4.13 Sample High School Science CB Self-Monitoring Tool**

UNIT 1: Universe and Stars
Competency Statement: (HS-ESS1-1) **DEVELOP A MODEL BASED ON EVIDENCE** to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
Science Concepts: life span of the sun, nuclear fusion, form of radiation, anatomy of the sun

Score	Performance Level	Criteria for Evidence of Learning
4.0 Advanced	Analyzing knowledge (Analyzing perspectives)	I can **EXPLAIN THE REASONS BEHIND THE EVIDENCE** of the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
3.0 Proficient	Comprehending knowledge (Symbolize)	I can **DEVELOP** a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
2.0 Developing	Retrieving knowledge (Recall)	I can **EXPLAIN** • The life span of the sun • Nuclear fusion • The forms of radiation • The anatomy of the Sun (internal and atmospheric layers, features)
1.0 Beginning	Retrieving knowledge (Recognize)	I can **RECOGNIZE** explanations of • The life span of the sun • Nuclear fusion • The forms of radiation • The anatomy of the Sun (internal and atmospheric layers, features)

Source: Developed by Biddeford High School. Used with permission.

Your Changing World

Time for reflection!

Share your thoughts in the Chat.

What are the greatest challenges and opportunities for your school to address the systemic shifts in creating a **personalized pathways for learning?**

Traditional Classrooms to Personalized Competency-Based Education

Pace
Students move forward in their learning when proficiency is demonstrated and they are ready to move on.

Core Instruction
Instruction is responsive to where each student is along a transparent learning progression, with the overarching goal of deeper learning.

Student-Designed Learning
Foundational skills and concepts (at the lower end of the progression) prepare students to design inquiry-based investigations with peers (problem-based tasks and projects) that open up different possibilities for engagement, exploration, and the creation of new products.

Body of Evidence
Guidelines help students to compile sufficient evidence of work samples demonstrating proficiency on multiple competencies.

Student Supports
Intervention systems become more fluid - meeting ongoing needs of students with strategic scaffolding that takes them to the next level of the learning progression.

Classroom Culture
Democratic classrooms rely on students partnering with teachers to engage with and own their learning and expand their learning space.

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Some Recommended CBE Resources

Colby (2017). *Competency-Based Education - A New Architecture for K-12 Schooling*. Harvard Ed Press.

Frey, Hattie, & Fisher (2018). *Developing Assessment-Capable Visible Learners, K-12*. Corwin.

Hess (2018). *A Local Assessment Toolkit to Promote Deeper Learning*. Corwin.

Hess, Colby, & Joseph (2020). *Deeper Competency-Based Learning.* Corwin.

National Equity Project https://nationalequityproject.org/

New Hampshire's Building Essential Skills Today (BEST) for the Future Project
http://www.best-future.org

Online CBE resources - Aurora Institute https://aurora-institute.org/continuity-of-learning-resources/)

Some Recommended Remote Learning Resources

"A New Reality: Getting Remote Learning Right" (April 2020). Educational Leadership, ASCD.
https://shop.ascd.org/Default.aspx?TabID=55&ProductId=244681142&Educational+Leadership+A+New+Reality%3a+Getting+Remote+Learning+Right

Assessment strategies for distance learning (posted https://www.karin-hess.com/archived-postings and https://www.karin-hess.com/blog-1)

Ed tech and remote learning resources https://www.edsurge.com/news

Media support newsletter - https://byrnesmedia.com/newsletter/

Quick Feedback

One-Minute Survey: https://www.surveymonkey.com/r/Aurora_11-10

Symposium Webinar Series

1. **Designing Engaging, Purposeful, Rigorous Tasks for Remote and In-Person Learning** | November 12, 2020 | 2 pm ET

2. **Supporting the Learner Throughout Their Competency-Based Journey: Examining Tech Standards** | November 17, 2020 | 2 pm ET

https://aurora-institute.org/events-webinars/

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🌐 www.aurora-institute.org

✉ communications@aurora-institute.org

📞 (703) 752-6216