



Competency-Based Education: A Reflection on the Field and Future Directions

March 23, 2021





Welcome

- Introduce yourself in the chat box
- We welcome your questions, answers, and comments
- Share your learning on Twitter (we are @Aurora_Inst)
- We are recording and archiving the webinar
 - The slides and video will be available on aurora-institute.org

Presenters



Tonya Howell, CBE Social Emotional Integration Specialist, Chicago Public Schools

Fred Jones, Policy Director, Aurora Institute

Eliot Levine, Research Director, Aurora Institute

Susan Patrick, President and CEO, Aurora Institute

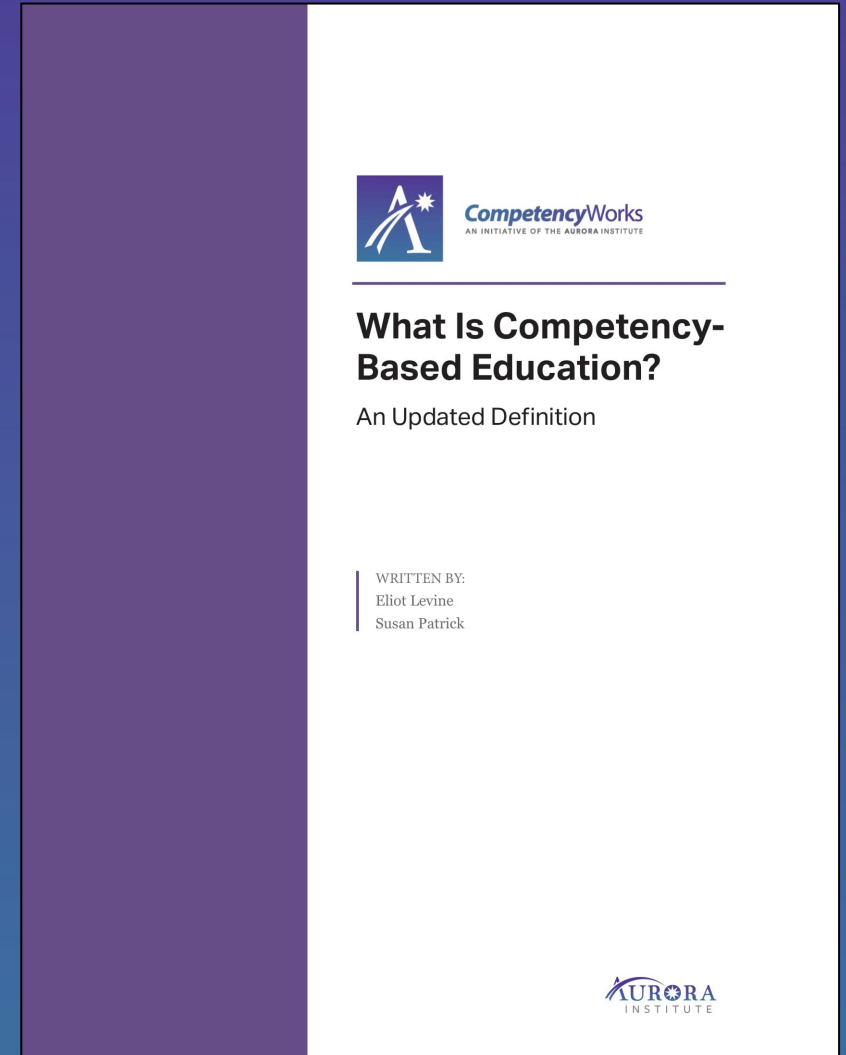
Damarr Smith, Senior Program Manager of CBE, Chicago Public Schools

Guiding Questions

- **How is the K-12 competency-based education system evolving in terms of policy, practice, and research?**
- **What are future directions for strengthening K-12 competency-based education?**

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. 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



Personalized Learning

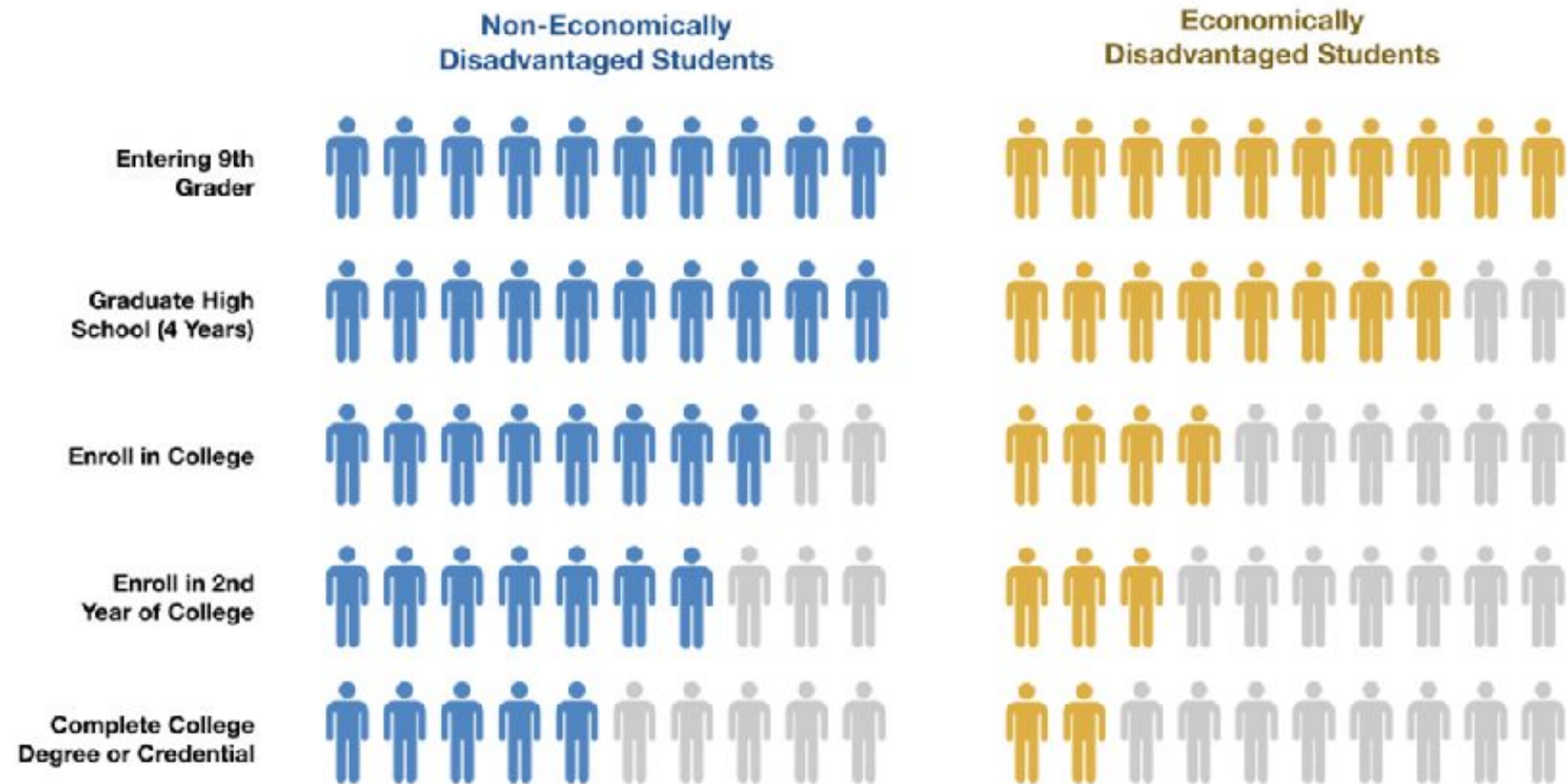
Tailoring learning for each student's strengths, needs, and interests – including enabling student voice and choice in what, how, when, and where they learn – to provide flexibility and supports to ensure mastery of the highest standards possible.

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

Susan Patrick, Kathryn Kennedy and Allison Powell

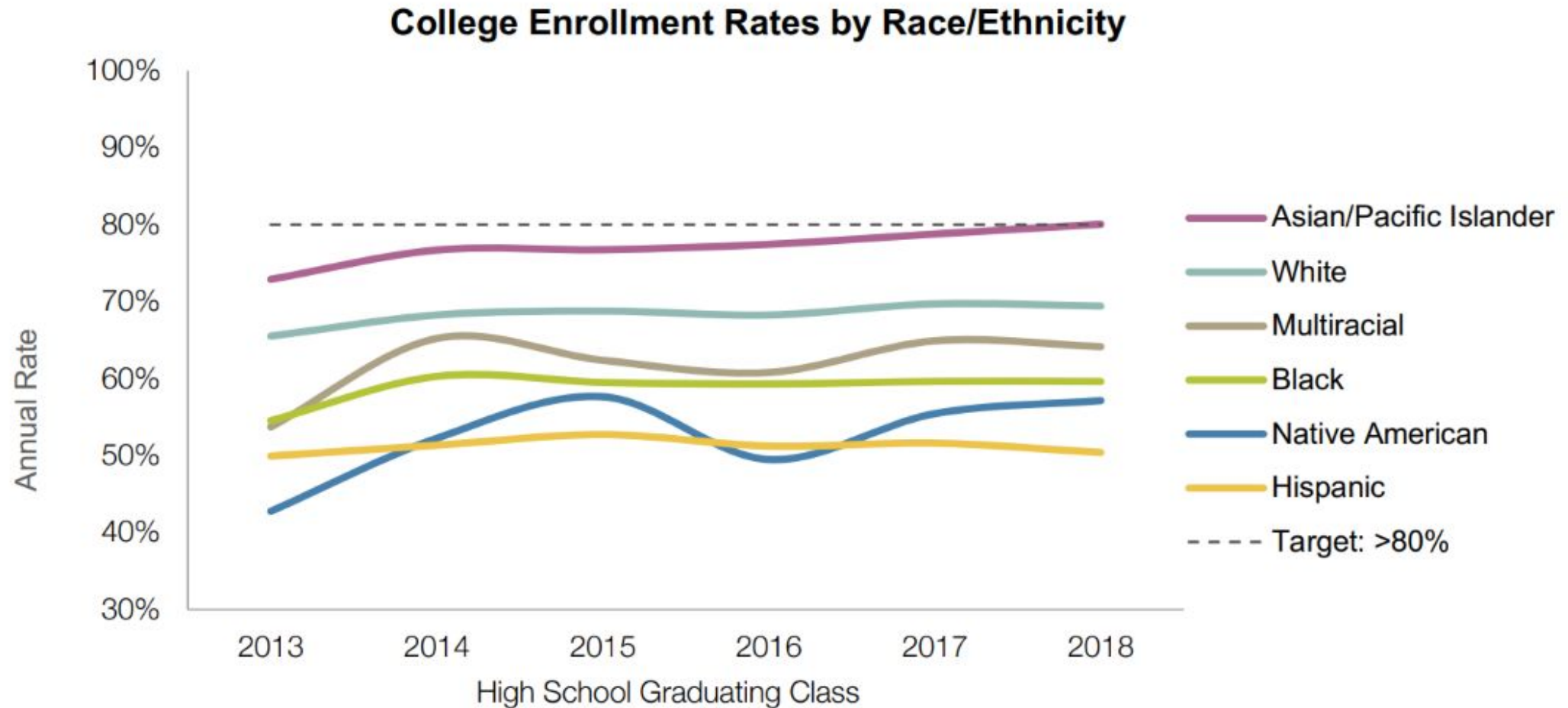


An Urgent Need for Educational Equity



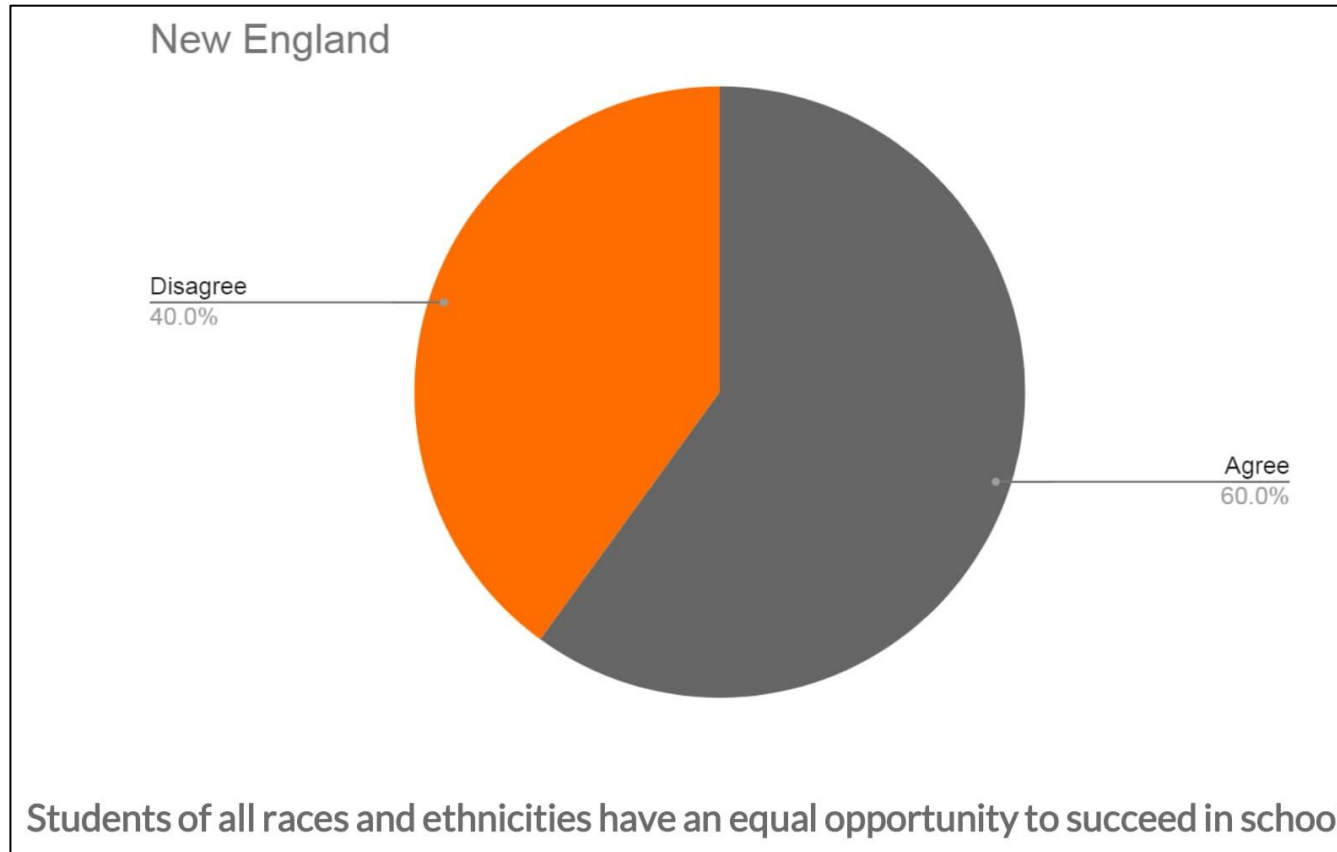
Source: New England Secondary Schools Consortium, 2021

An Urgent Need for Educational Equity



Source: New England Secondary Schools Consortium, 2020

More than 90% said they believe it's important that all students have the same opportunity to succeed, even if that means some students get more resources than others, BUT...



Source: Rennie Center, December 2019

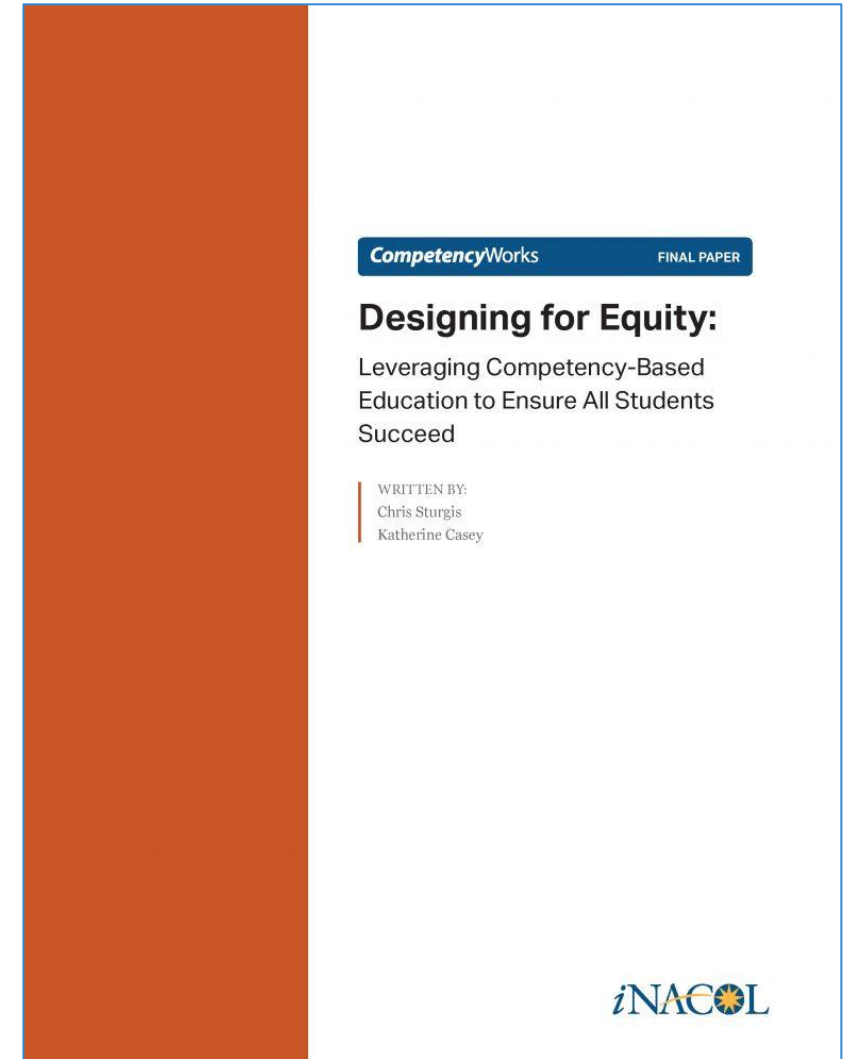
Equity and Competency-Based Education

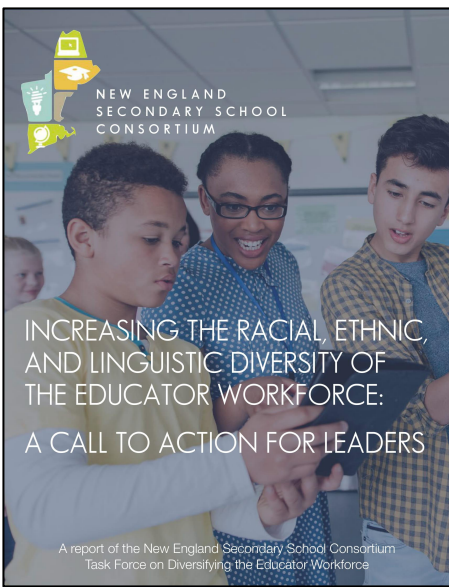
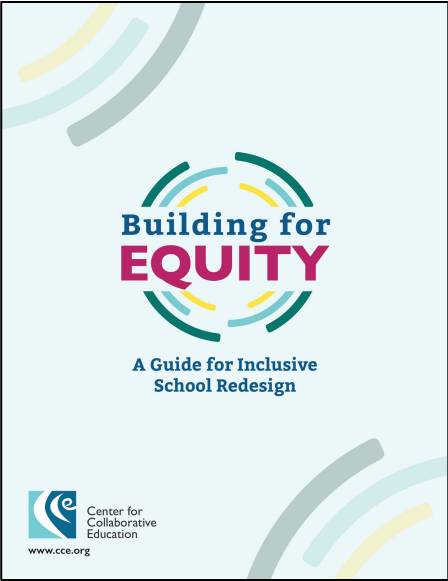
Belief Statements

- Equity is a central goal of advancing competency-based education systems.
- Communities that aspire to achieve equity must work toward implementing a competency-based education system.

Definition

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





CULTURALLY RESPONSIVE WALKTHROUGH TOOL		
1. Classroom culture/environment: How do I create an inclusive environment?		
Indicators	"Look Fors" in the Classroom	
	Teacher Practice	Student Practice
The environment is socially and intellectually safe for all students.	<ul style="list-style-type: none">Teachers uses language that validates multiple identities, encourages questioning and builds discourse.Teacher instructs and models a growth mindsetTeachers emphasize effortTeachers creates expectations and criteria for peer collaboration and feedback	<ul style="list-style-type: none">Students take risks in their learning.Students engage cooperatively and collaboratively in their learning.Students engage in exploration, discovery and hands-on learning activities.Students admit when they need help or don't know something
Rituals and routines have been established that reinforce self-directed learning and academic identity (Who am I as a learner?)	<ul style="list-style-type: none">Teacher provides an opportunity for verbal and written reflectionsTeacher embeds self-evaluation into lessons.Teacher creates learning groups in which all students learn to work collaboratively and independently.**Teachers give timely feedback on student workTeachers familiarize students with how they learn.	<ul style="list-style-type: none">Students reflect on their learning.Students exercise voice and choice in their learning.Students are able to provide feedback on lessons.Students can process feedback with the teacherStudents are able to work for appropriate periods of time without direct teacher directions.
The classroom has been organized so that the physical landscape includes images, materials, and resources that reflect a wide range of diverse people and perspectives.	<ul style="list-style-type: none">Teacher has several classroom areas (reading corner, class library, shared meeting space).Teacher includes images and visuals that are reflective of diverse student identities.Teacher makes problem-solving visuals noticeable and accessible	<ul style="list-style-type: none">Students know how to use each area of the classroom.Students know how and when to use visuals provided around the classroom.Students contribute to creating images that are reflective of their identities.
Key concepts and facts are interrogated across subject areas to account for multiple perspectives and representation.	<ul style="list-style-type: none">Teacher uses lessons that represent differing viewpoints.Teacher encourages all students to see, question, and interpret concepts from a variety of perspectives.	<ul style="list-style-type: none">Students are able to cite multiple points of view on a given topic.Students engage in critical conversations about complex topics

BUILDING FOR EQUITY SCHOOL SELF-ASSESSMENT TOOL

The goal of this needs assessment is to determine a school's readiness for culturally responsive, student-centered learning and to support the strategic planning process.

Culturally Responsive School Design Principles	Along with the Critical Drivers:	Will result in:
<ol style="list-style-type: none">Culturally-Proficient Teachers and LeadersInclusive School CultureStudent-Centered Academic LearningSupportive ResourcesEngaged Community	<ul style="list-style-type: none">Intersection of Self and SystemsCommunity-Driven Process	<ul style="list-style-type: none">Effective, sustainable, and equitable student outcomes.


Rating Scale:

- 1—Area of Concern: demonstrates insufficient evidence of creating a culturally responsive, student-centered school
- 2—Demonstrates little evidence of creating a culturally responsive, student-centered school
- 3—Demonstrates some evidence of creating a culturally responsive, student-centered school, but more evidence is needed
- 4—Demonstrates evidence of creating a culturally responsive, student-centered school

Design Principles to Support Sustainable, Equitable Outcomes

Culturally Proficient Teachers and Leaders	1	2	3	4
1. An equity-minded mission and vision for the school drives policy and practices.				
2. The school leadership team demonstrates strong, consistent, and equity-focused management and organizational skills.				
3. Distributed, effective, and supportive leadership supports educators and students, using governance and decision-making platforms such as instructional leadership teams, committees, advisory councils, and design teams.				
4. Teachers and leaders are highly diverse (across various factors and including race/ethnicity).				
5. Educators (including both teachers and leaders) are provided resources, time, and support to engage in work exploring their own identities as related to systems of privilege and oppression, and are pursuing ever-deeper cultural proficiency.				
6. Educators pursue ever-deeper cultural proficiency through a variety of learning opportunities while fostering asset-based language and behaviors about and among students.				
7. The school, using data, develops and implements a strategic plan to address inequitable patterns of achievement and reviews the results of such plans to maintain attention to and further address inequities of opportunity and outcomes.				
8. Professional learning communities and professional development opportunities elevate and support continual improvement toward equitable student outcomes.				

Inclusive School Culture	1	2	3	4
1. The school fosters and sustains high expectations for all students.				
2. Culturally responsive discipline practices ensure all students are physically and emotionally safe, using culturally sustaining restorative practices.				
3. Strong relationships between teachers and students, especially including students from historically marginalized groups, support learning.				



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Building for Equity: A Guide for Inclusive School Improvement

**INVITATION TO A NEW PATH FORWARD:
SEEKING EQUITY TOGETHER THROUGH
ASSESSMENT AND ACCOUNTABILITY**

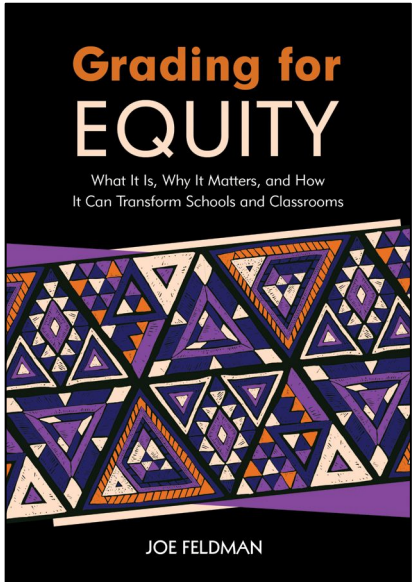
As stewards of America's noble endeavor to educate our children, it is our collective privilege and responsibility to marshal the resources, skills, and knowledge necessary to ensure that each and every child is prepared for lifelong learning, a meaningful career, and productive engagement in our communities and broader civil society. In recent history we have raised expectations for our students, educators, and the systems that serve them, and have developed broad policies and programs intended to assess progress and hold ourselves accountable for results. We are beginning to see, however, that the consequences of our current approach to assessment and accountability are not living up to intentions, and that new solutions – as well as new ways of working together – are required.

This invitation communicates what we – the Center for Innovation in Education in partnership with our local, state, and national learning communities – are learning about how we can better seek equitable, authentic, and sustainable improvements in education through new approaches to assessment and accountability design. It is offered as a launching pad for exploring the potential to support such work in partnership with state and local leaders and communities in the states.

I. RECOGNIZE WHERE WE ARE

Even before the tumult of 2020, we recognized that the assessment and accountability structures we built were not working. As Gene Wilhoit [wrote to chief state school officers](#) in September, the current system's shortcomings are plain to see. **Even where one can show important gains through the use of end-of-year summative assessments for institutional accountability and oversight, the negative impact of these systems on the most critical goal, improving teaching and learning, is well-documented: a narrowing of curriculum; preoccupation with the performance of "bubble" kids in tested subjects while others are ignored; decreased student motivation; increased pressure to cheat; and growing disillusionment among the teaching workforce.** At a systems level, over-reliance on top-down external pressures to coerce changes in behavior has removed responsibility and ownership from those closest to students, causing them to perceive assessment not as integral to improving outcomes but as a state endeavor with which they must minimally comply.

Families, too, have become increasingly disillusioned by assessment and accountability systems they perceive as intrusive, punitive, and perpetuating systemic racism. Indeed, the current system consumes considerable percentages of taxpayer money and instructional time to identify results that, in the eyes of those inside classrooms, are already known. Disparities in performance within and across schools and districts do require surfacing, therefore we do agree that states cannot abdicate their important role in holding public institutions accountable for serving each and every child. But the invasive and punitive manner in which current systems enact that role – especially when consequences for persistent achievement gaps are prescribed without also providing resources to make necessary improvements – insufficiently promotes improvement. Instead the current system largely shrugs at resource disparities like differences in local tax-based revenue and educator experience that are historical consequences of



Education Issues for the COVID-19 Era:

Responses to Leverage the Moment for Future Readiness

1. Using Blended, Competency-Based Learning as an Entry Point for Innovation
2. Moving Away from Seat Time Credits to Awarding Credit Based on Demonstrated Mastery
3. Re-Examining Grading Policies
4. Rethinking Assessment and Addressing the Need for Balanced Systems of Assessments to Measure Student Learning
5. Examining the Purpose of Accountability
6. Creating Flexibility and Multiple Pathways for Graduation Requirements
7. Ensuring All Communities Have the Necessary Technology Infrastructure and Internet Access
8. Supporting Students with Disabilities
9. Ensuring Students Have Continued Access to Meals during School Closures
10. Prioritizing Future Readiness for Pandemic Preparedness and Continuity of Learning



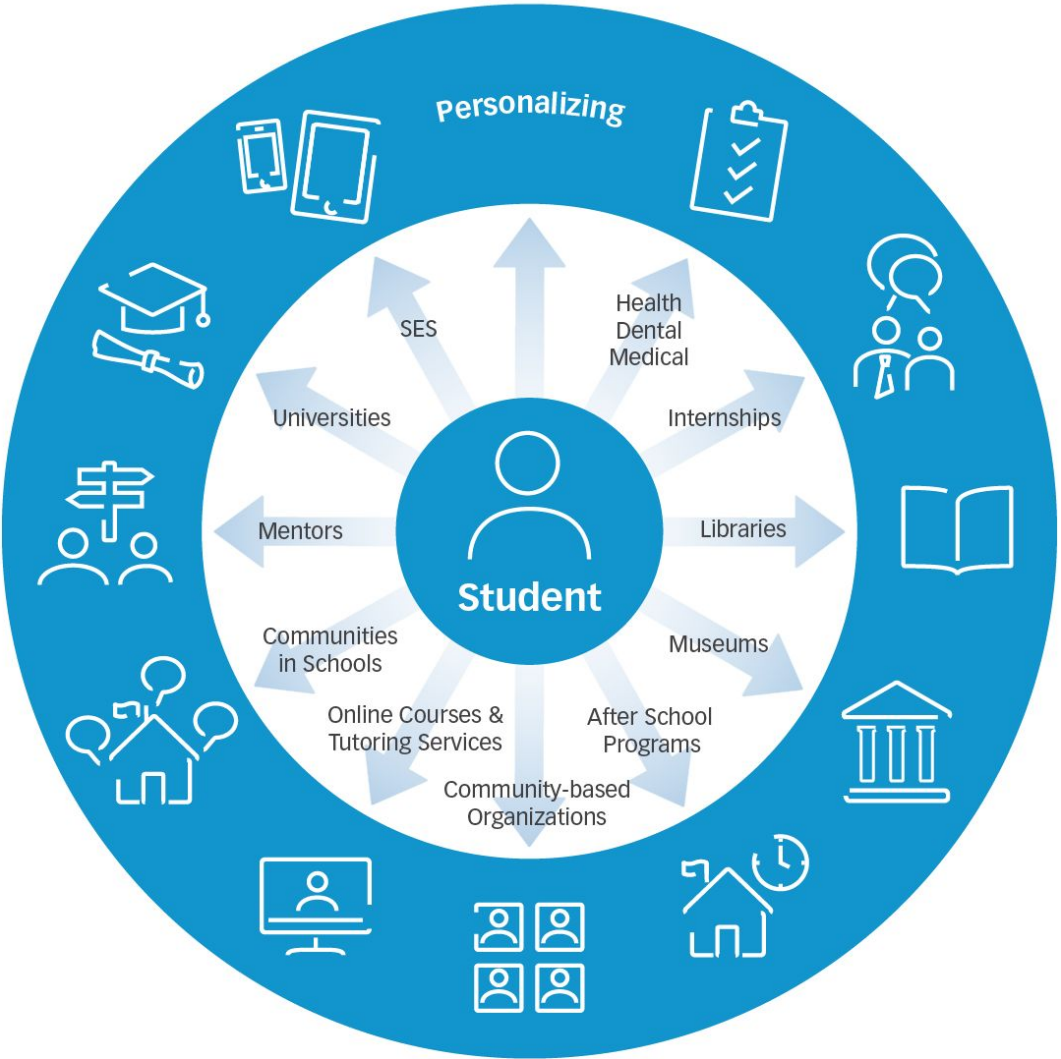
Reflections & Future Trends

Build capacity for educators to redesign toward a competency-based, learner-centered system



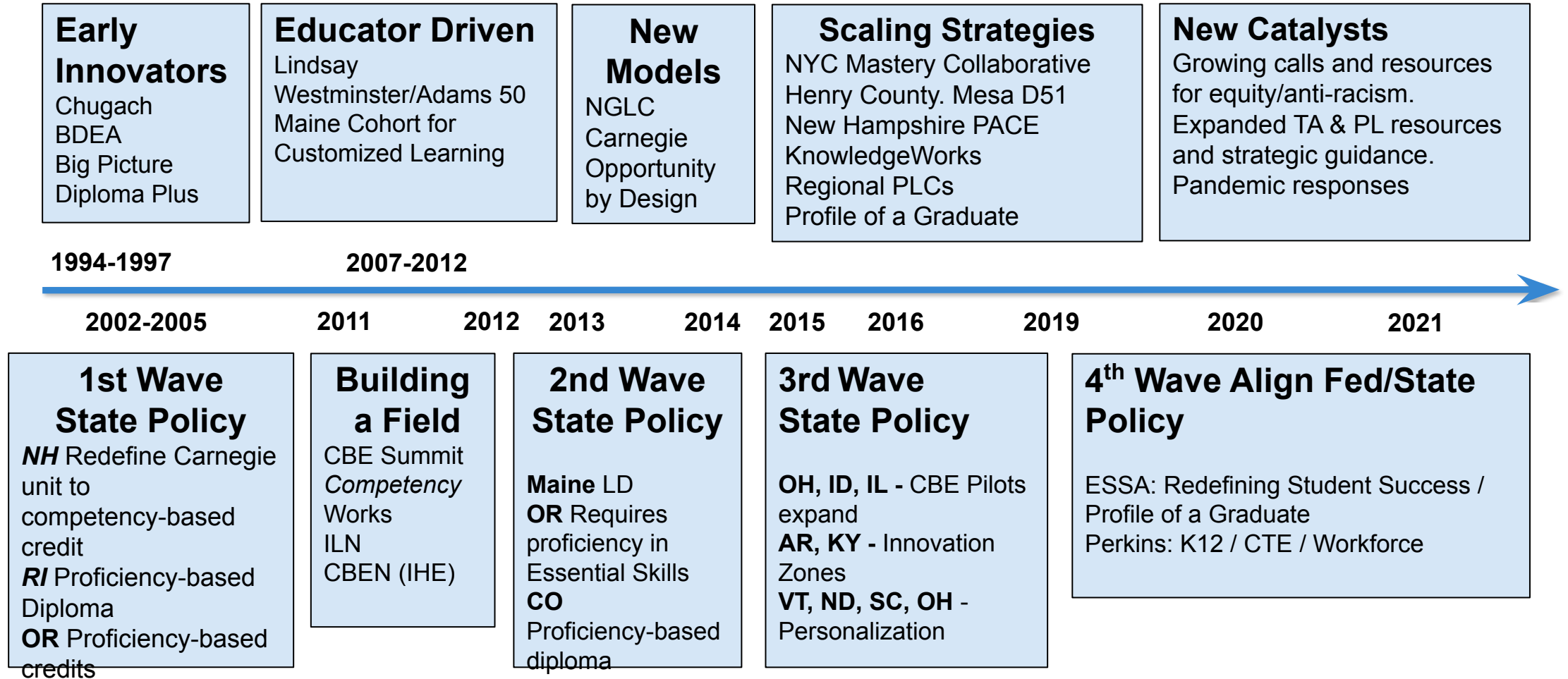
Education Beyond the Classroom: Connectivism in Action

Organizing Learning Resources
Around Students



Learning Environments Designed Around
Student Access to Services

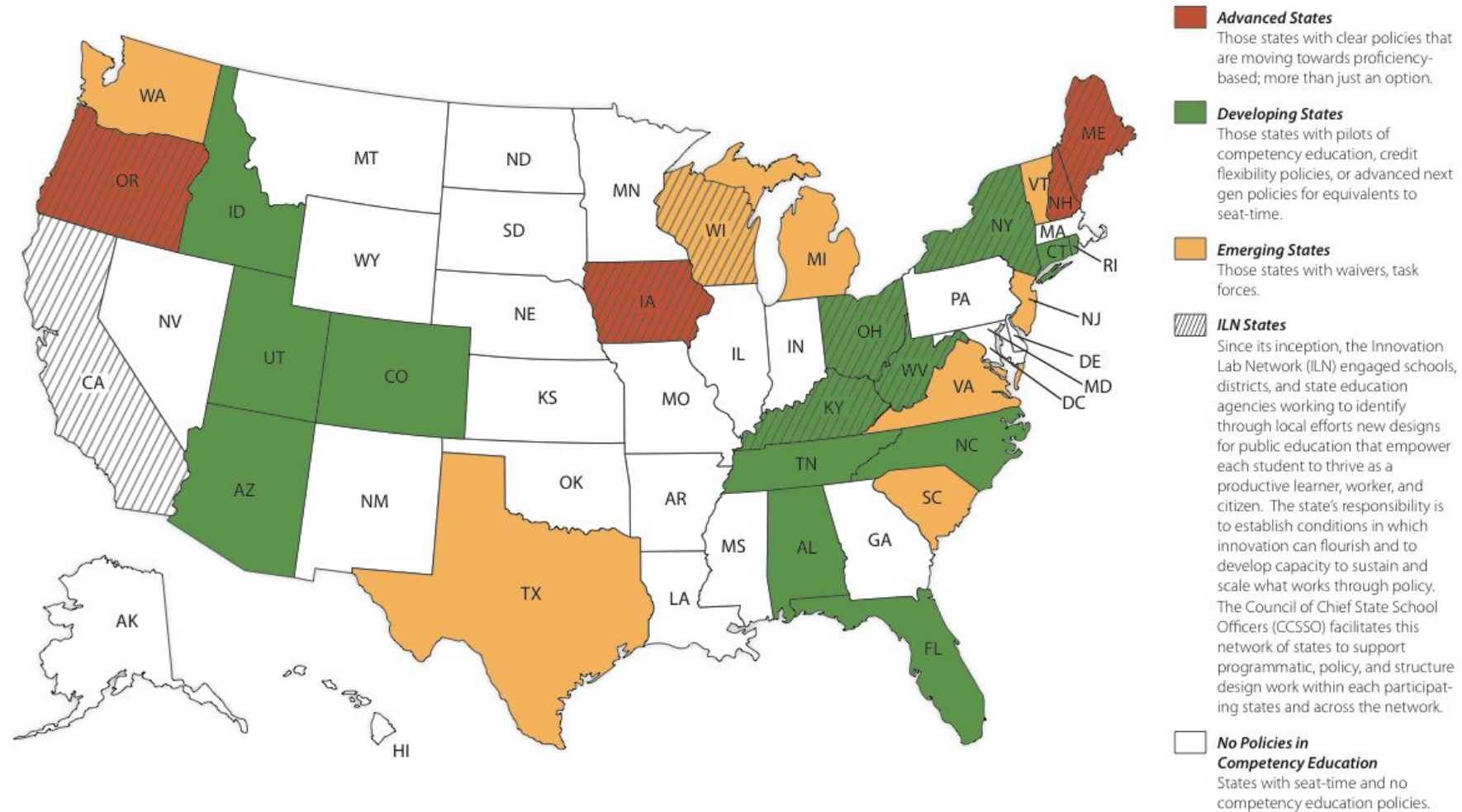
Stages of Development of the CBE Field



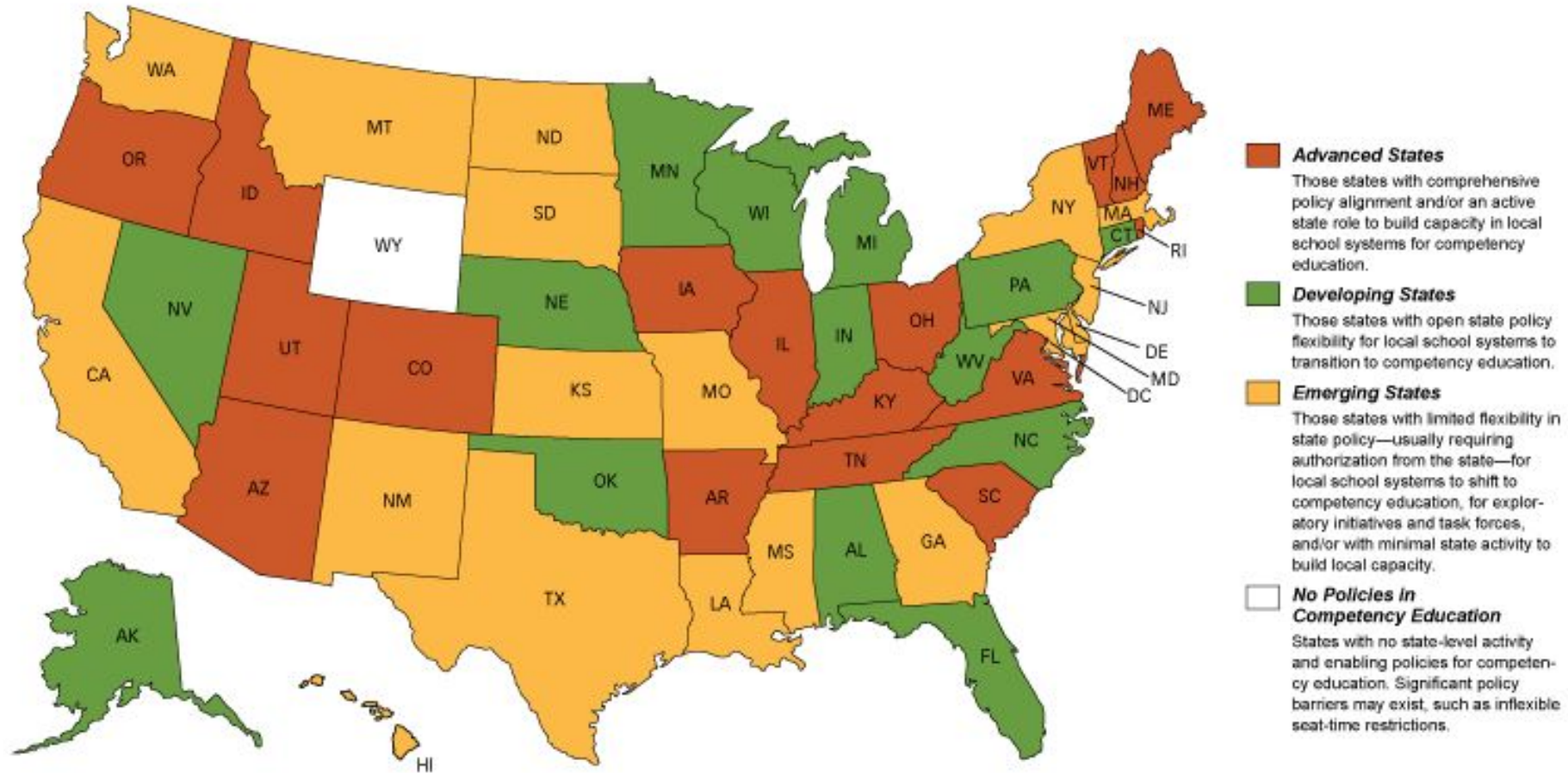


Competency-Based Education Policy Updates and Opportunities

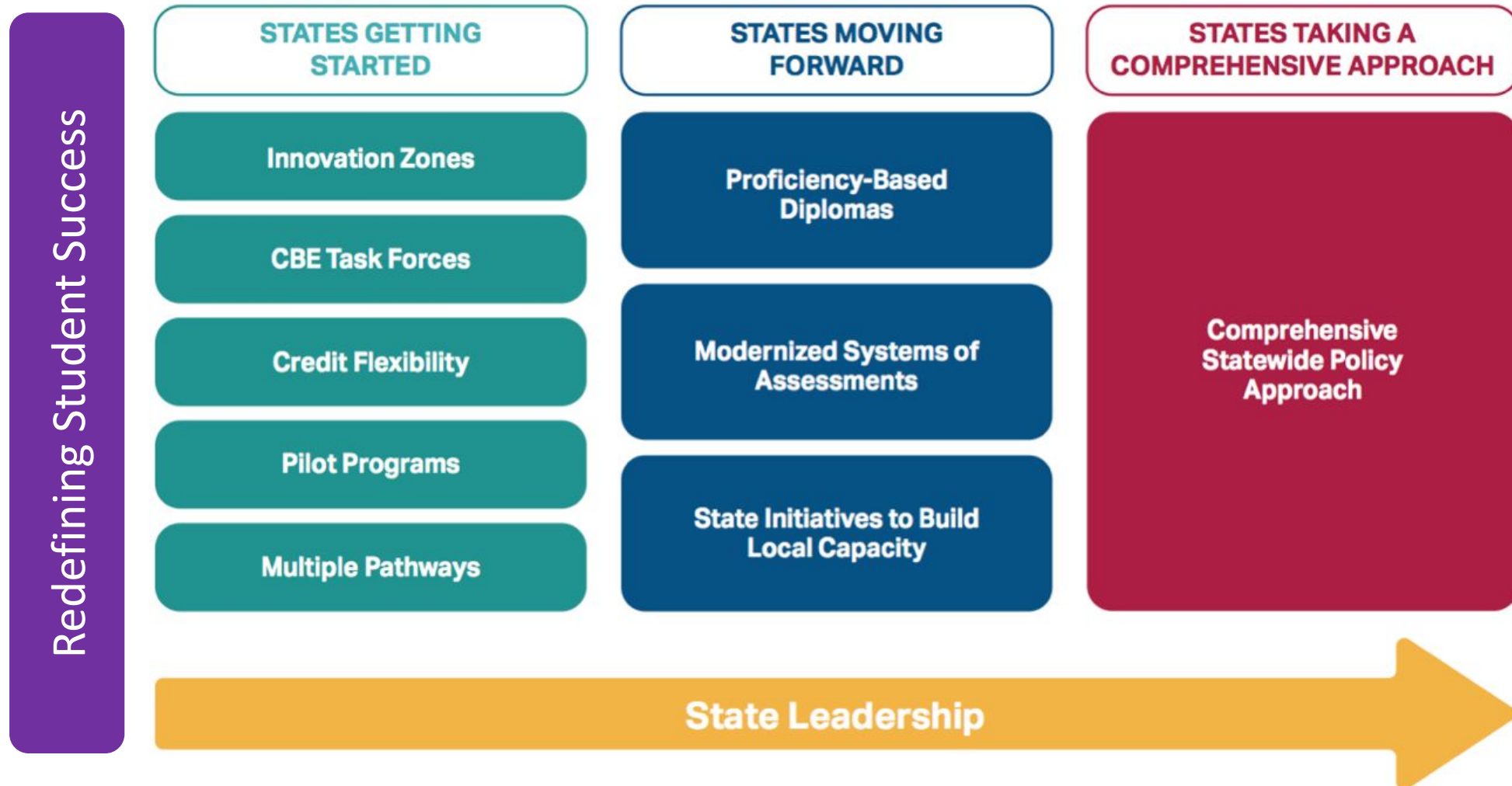
Competency-Based Education State Policy 2012



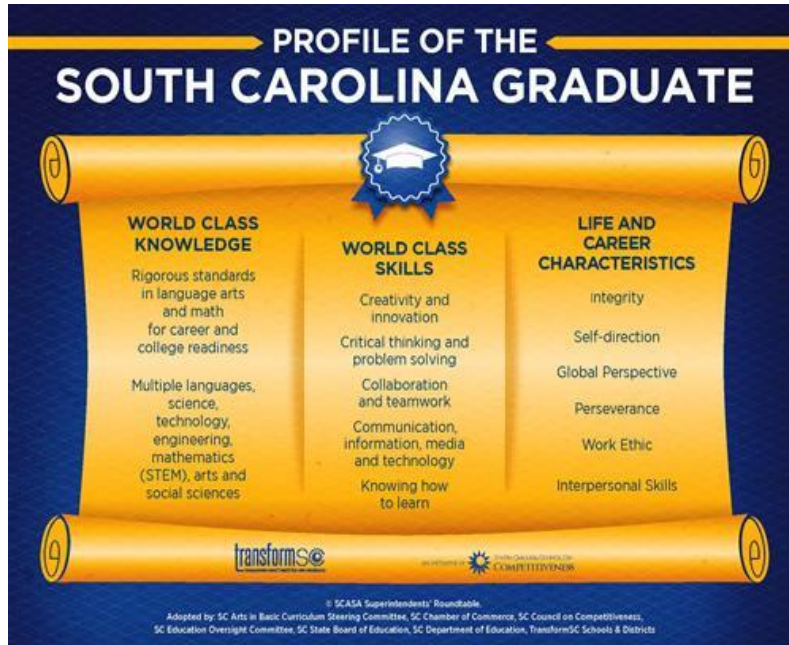
Competency-Based Education State Policy 2020



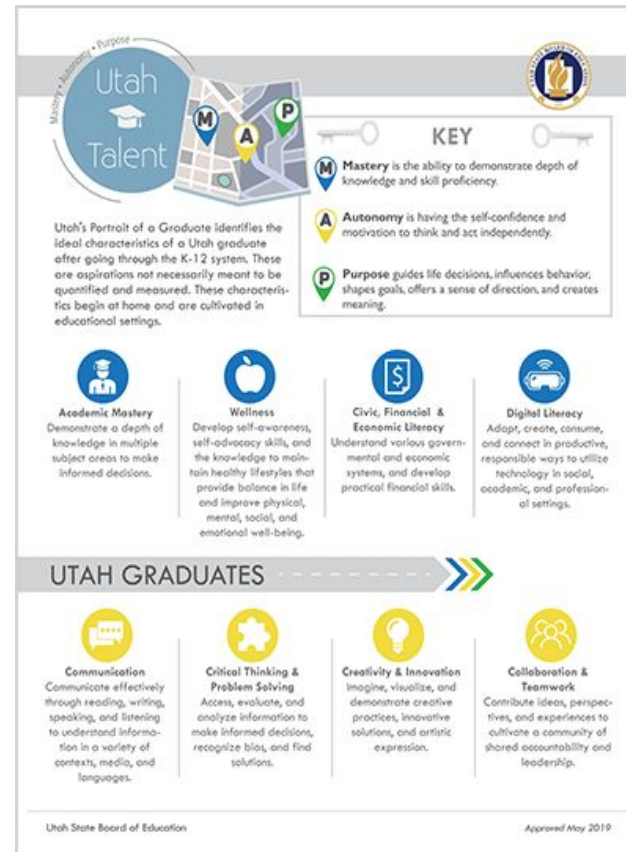
Continuum of Promising State Policies



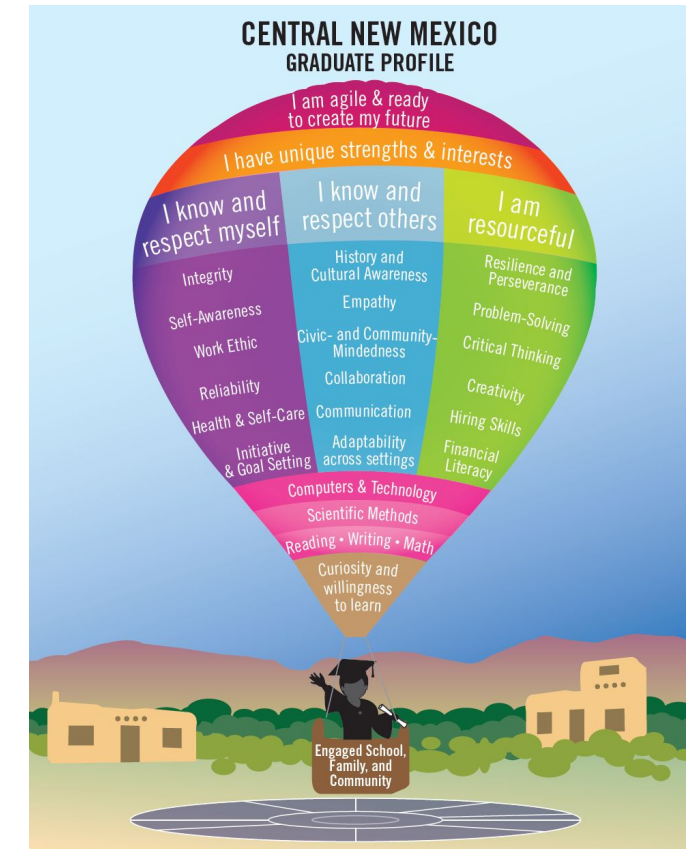
Profile of a Graduate



South Carolina



Utah



New Mexico

Innovation Zones

- Innovation Zones allow districts or schools to request a waiver from outdated state policies and regulations.
- Innovation Zones can be administered at the state or local level
- Over 40% of states have some of I-Zones

Arkansas



Colorado



Georgia



Idaho



Kentucky



Virginia



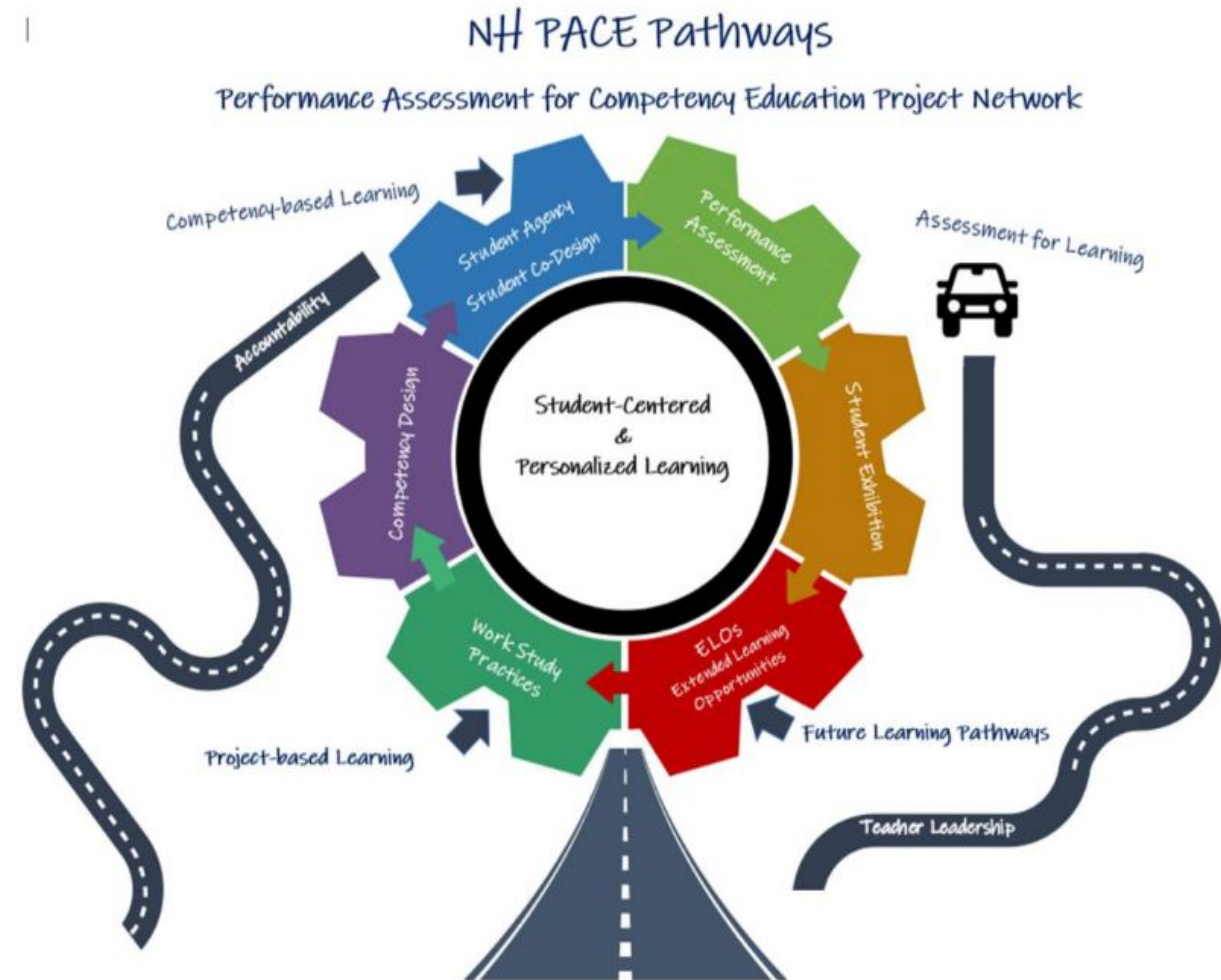
New State Innovation Zones Proposals

- **Florida (FL HB 907)** – A bill that authorizes Schools of Innovation
- **Mississippi (MS HB 302)** – A bill that allows schools of innovation to utilizes community school strategies to meet needs of the whole child
- **New Hampshire (NH HB 609)** – A bill that permits schools and districts to become an innovation school



Balanced Systems of Assessments: New Hampshire

- In 2018, **New Hampshire** was granted Innovative Assessment Demonstration Authority for its use of [PACE \(Performance Assessment of Competency Education\)](#) program.
- Individual schools and entire districts can apply to the New Hampshire Department of Education to use performance assessments.



New Federal Opportunities Included in the American Rescue Plan Act of 2021



\$7.2 billion – To expand broadband and access to devices for students through the E-Rate program

Unprecedented district funding (\$122 billion) to stabilize and diversify the educator workforce and implement more learner-centered instruction





Competency-Based Education Practice

Learning Communities at the Center



Signs of Growth

- Support organizations
- Convenings
- Support requests
- Use of resources





American Youth
Policy Forum



Center for
Assessment



Center for
Collaborative
Education



center for innovation
in education

leading with learning



Educating for Good



ENVISION

LEARNING PARTNERS



HIGHLANDER
INSTITUTE
Leveling the Field for All Learners



MASTERY
COLLABORATIVE



NASBE



NCSL



NEXT GENERATION
LEARNING
CHALLENGES

BUCK INSTITUTE FOR EDUCATION



springpoint
PARTNERS IN SCHOOL DESIGN

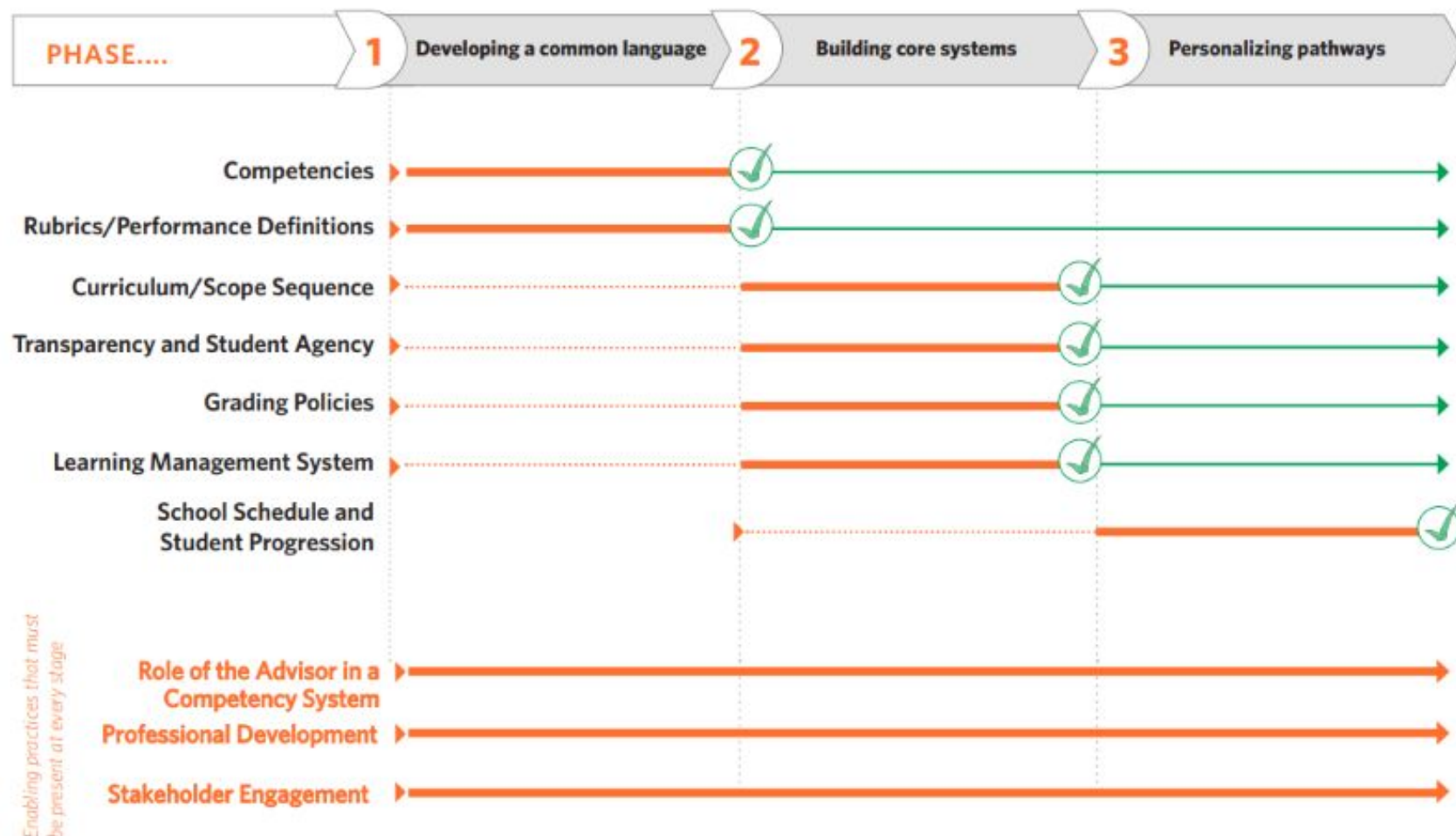


Transcend
BUILDING BEYOND THE LIMITS OF SCHOOL DESIGN



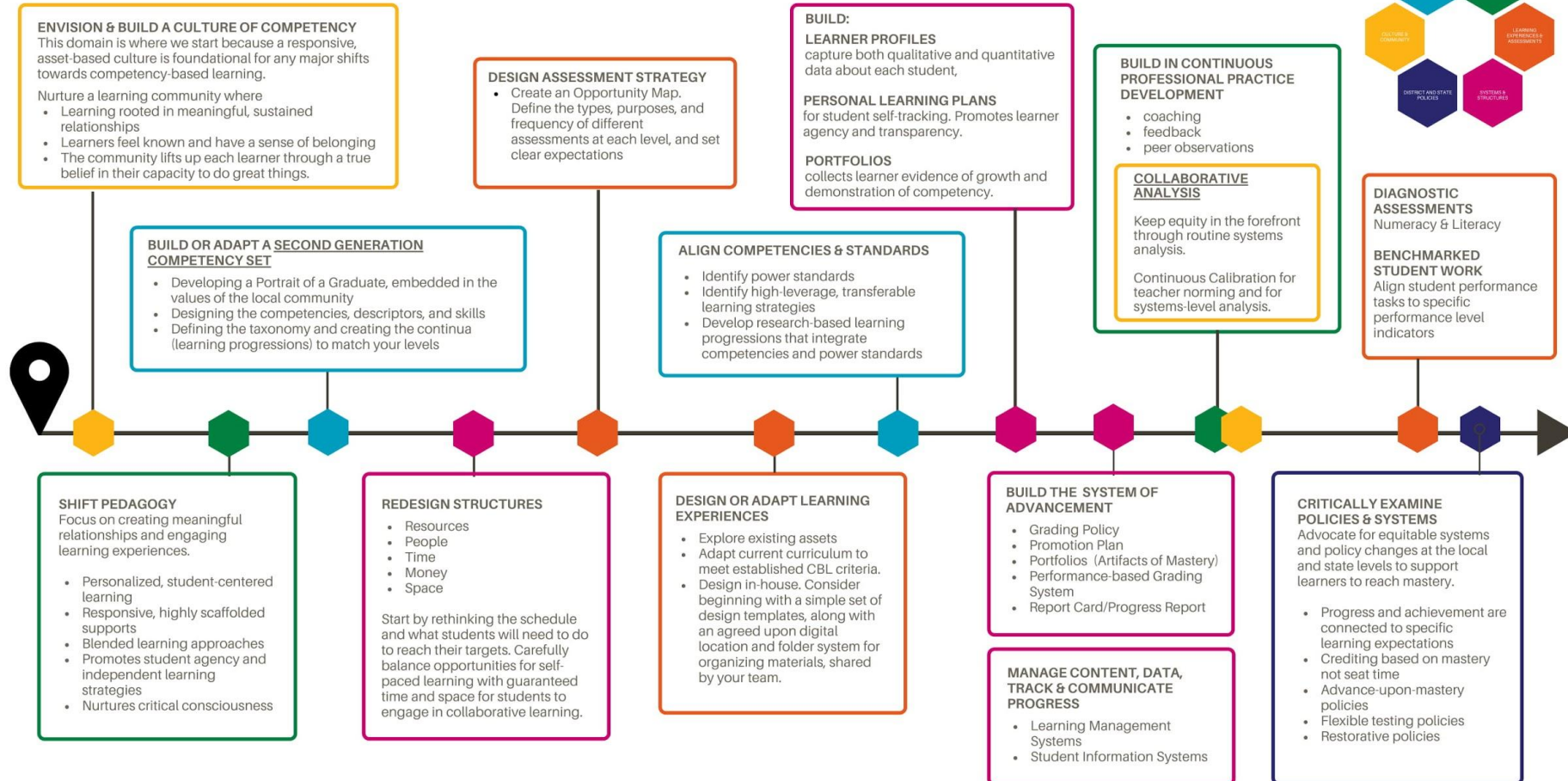
Structuring Transformation

At a Glance: Focus areas by phase



Structuring Transformation

A FRAMEWORK FOR COMPETENCY ROADMAP



While this roadmap depicts a linear process, the journey is definitely 3-dimensional with iterative cycles within and between the stages. There can be various starting points, however culture and pedagogy are prioritized in the roadmap as they have immediate and constant impact on students. Together, they are the air that sustains and enlivens the learning community. Building and maintaining a healthy, vibrant culture and instructional environment is an ongoing responsibility.

Structuring Transformation

Example: Personalized Learning Plans

[illegible]

2018-19

- **Pilot PLPs in data dashboard**

2019-20

- **Create PLPs with all students**

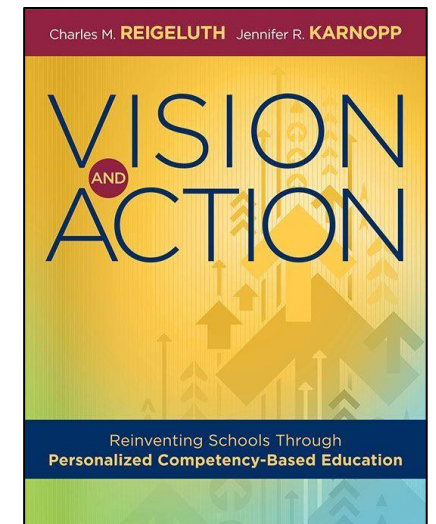
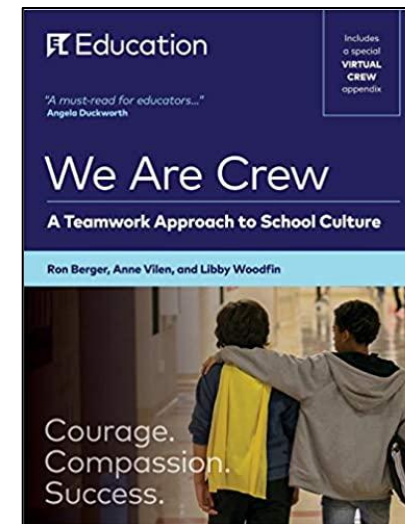
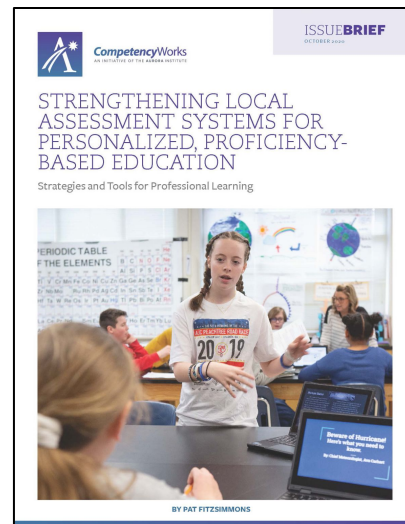
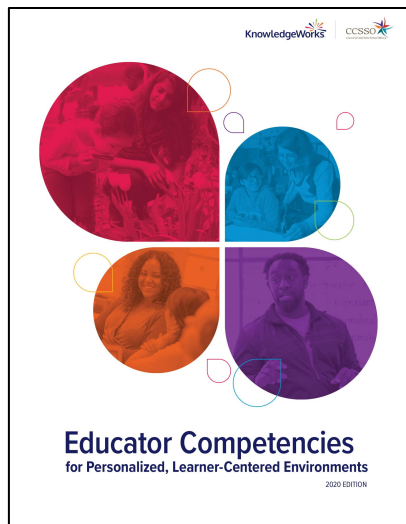
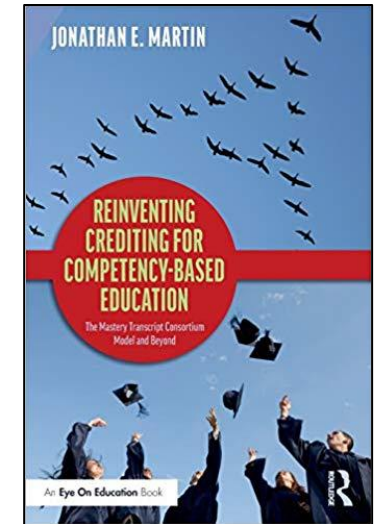
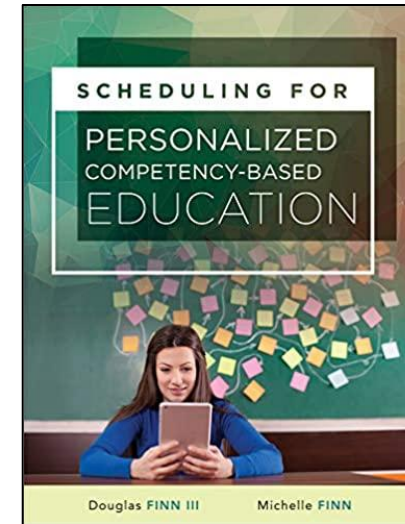
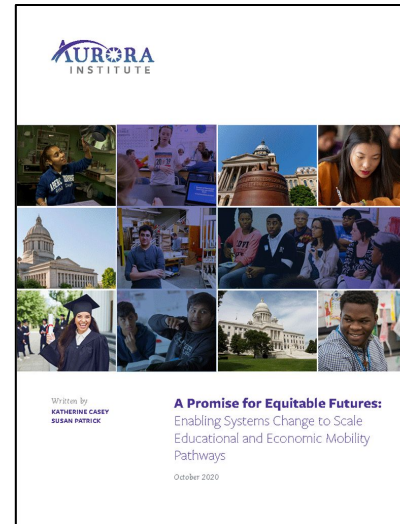
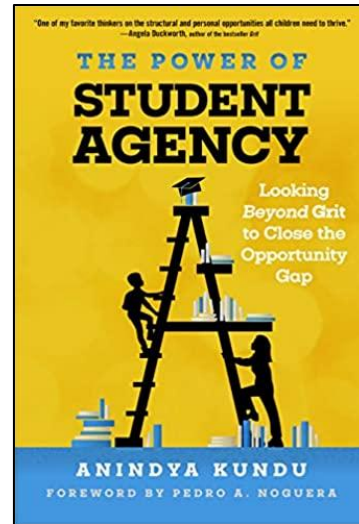
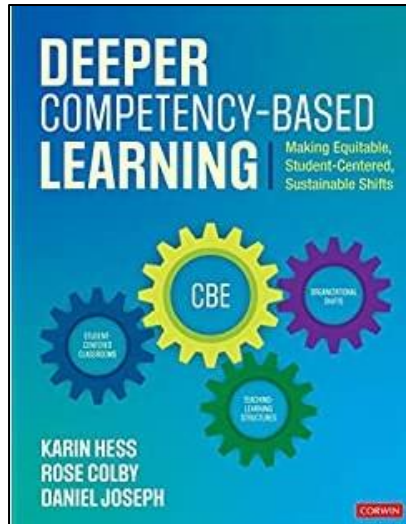
2020-21

- **Share PLP ownership with students**

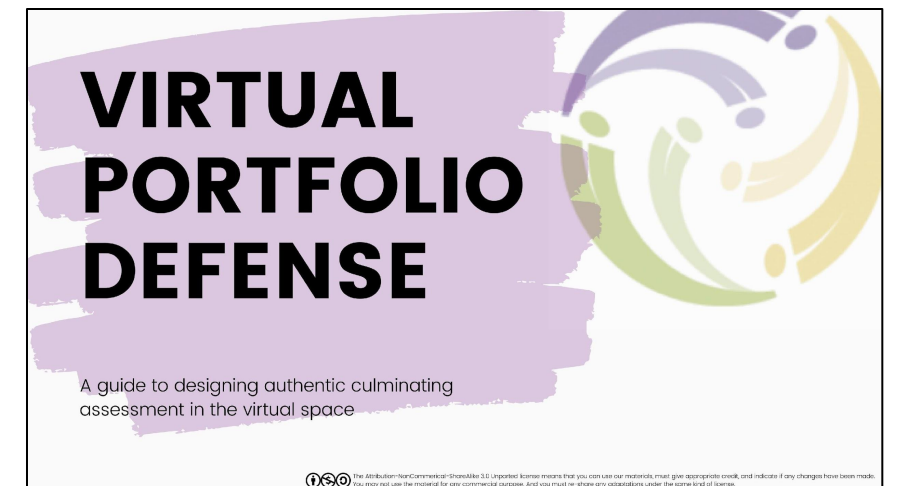
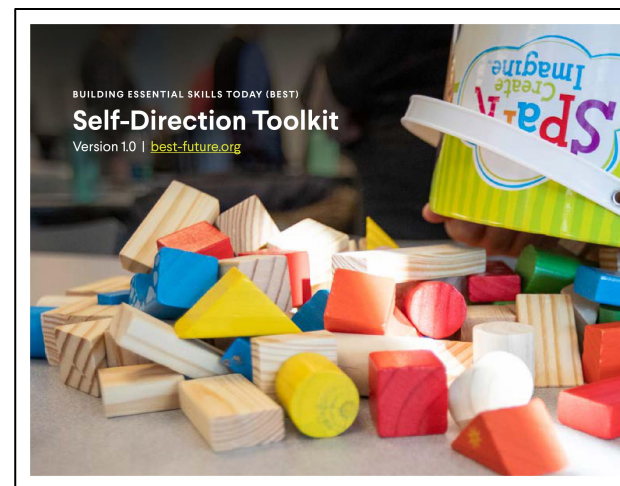
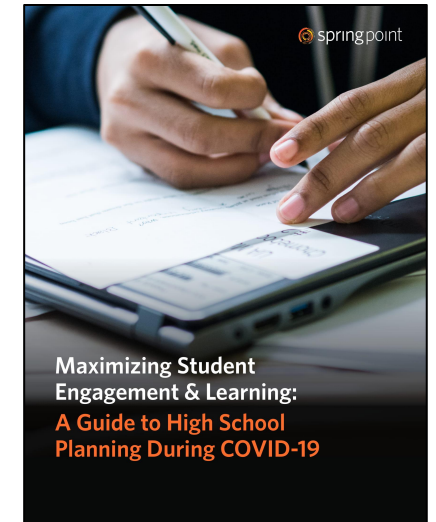
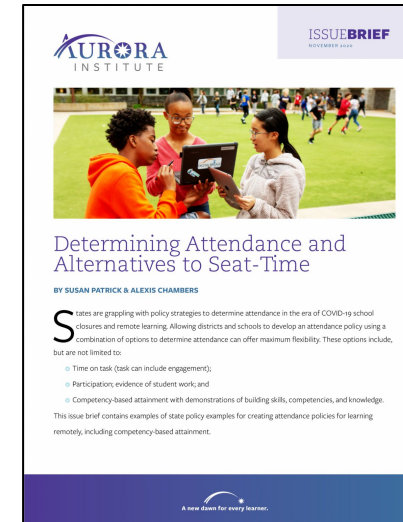
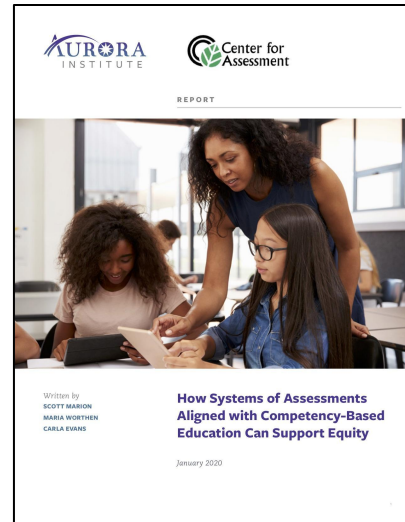
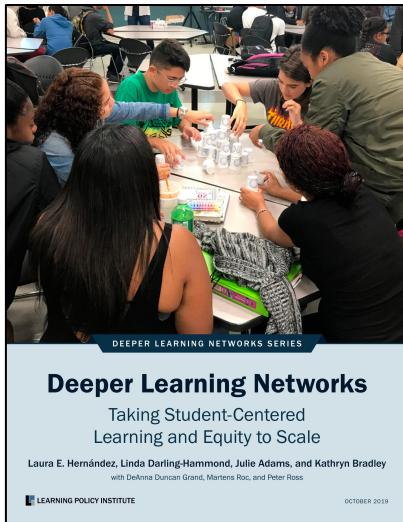
2021-22

- **Shift ownership of PLPs to students**

Practice Resources

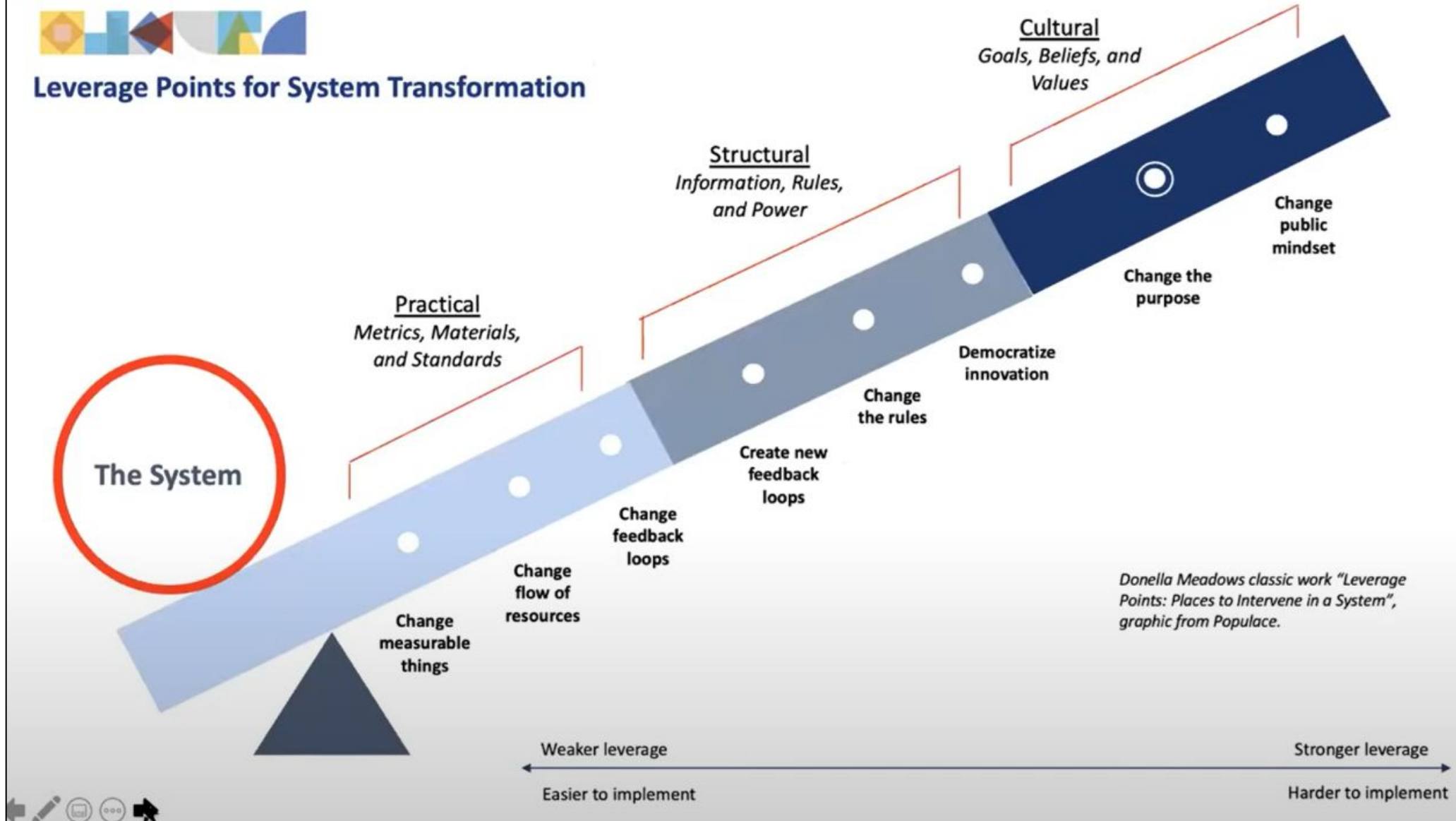


Practice Resources





Leverage Points for System Transformation

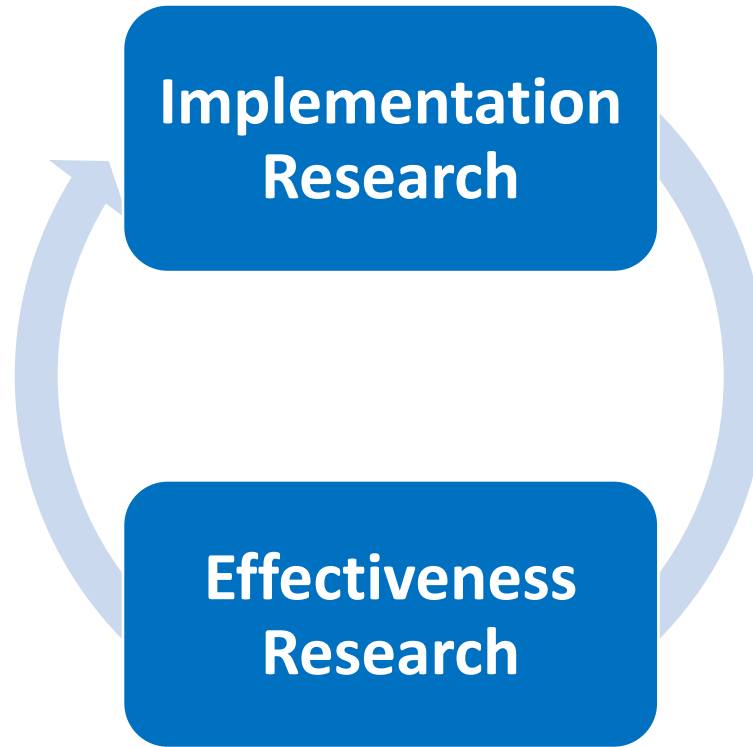


Source: Rebecca Winthrop, The Brookings Institution



Competency-Based Education Research

We need more of both...



...while keeping in mind the ample evidence that the traditional system isn't working for so many students.

Culturally Responsive Mastery-Based Education Study



- Documented CRE and MBE school-wide policies, practices and resources, teachers' attitudes and practices, and equity-oriented student outcomes
- Leah Q. Peoples, Pamela D'Andrea Martínez and Lindsey Foster




NYU | STEINHARDT

Metropolitan Center for Research on
Equity and the Transformation of Schools

STUDENT-CENTERED LEARNING
RESEARCH COLLABORATIVE ¹


Source: Adapted from Peoples et al. Presentation at 2020 National Research Convening on Building the Evidence Base for K-12 Personalized Learning

Project-Based Learning Studies



Lucas Education Research
GEORGE LUCAS EDUCATIONAL FOUNDATION

Rigorous Project-Based Learning
An Inquiry-Based Educational Approach



RESEARCH BRIEF

Project-Based Learning Increases Science Achievement in Elementary School and Advances Social and Emotional Learning

Introduction

Rigorous project-based learning has strong, positive effects on science achievement and aspects of social and emotional development related to science learning among elementary school students. This brief highlights these findings based on a study on the effects of Multiple Literacies in Project-Based Learning (ML-PBL), a project-based approach to teaching science in elementary school.

The researchers, developers, and teachers who developed ML-PBL sought to transform science classrooms from places where students typically learn disconnected facts and memorize procedures to environments that call for making sense of ideas and engaging in real-life scientific disciplines and practices. The developers aligned ML-PBL to Next Generation Science Standards (NGSS), its interdisciplinary focus emphasizes science learning and literacy and math knowledge and skill, as well as aspects of social and emotional learning (SEL). Questions that focus on real-world problems and complex scientific phenomena drive the learning and anchor the lessons. The ML-PBL approach includes curricular and instructional resources,

assessments, and professional-learning support for teachers.

To test the efficacy of ML-PBL, researchers at Michigan State University and the University of Michigan conducted a randomized controlled trial to determine if the approach improved third-grade students' science learning and aspects of their social and emotional development related to science learning. The result was that students in the ML-PBL program significantly outperformed their peers in typical classrooms on a science assessment and more frequently reported the value of reflection and collaboration, hallmarks of SEL.

About the study

In the 2018-19 school year, researchers randomized 46 schools across Michigan for the study. This led to 23 treatment and 23 control schools with a total of 2,371 third-grade students.

Schools in the study were located in different regions of the state of Michigan and represented a range of economic and racial diversity. Table 1 provides a summary of the demographic composition of the student sample from across all schools and regions participating in the research program.

PBL INCREASES SCIENCE ACHIEVEMENT IN ELEMENTARY SCHOOL AND ADVANCES SOCIAL AND EMOTIONAL LEARNING

1

Michigan State University
and University of Michigan



Lucas Education Research
GEORGE LUCAS EDUCATIONAL FOUNDATION

Rigorous Project-Based Learning
An Inquiry-Based Educational Approach



RESEARCH BRIEF

The Impact of Project-Based Learning on Social Studies and Literacy Learning in Low-Income Schools

Introduction

Project-based learning is an inquiry-based educational approach in which students are active learners who work on complex and authentic tasks leading to a public product. While a growing body of research shows the positive effects of high-quality, project-based learning (PBL) on student achievement, the majority of these studies have been conducted in middle and high schools. More investigation is needed into the impact of PBL on elementary school students' learning in social studies, reading, and writing as well as in low-income communities. For this reason, the research study described in this brief contributes to the field in important ways.

The study explored the effects of a PBL social studies curriculum on social studies and literacy achievement and motivation among second-grade students in low-income, low-performing schools. The results showed a statistically significant and positive effect of the PBL curriculum, with five to six more months of growth in social studies and about two more months of growth in literacy achievement. These effects were even greater with increased consistency in implementing the PBL lessons.

It is important to understand the impact of PBL on the academic achievement of students from low-income backgrounds because practices

common to PBL, which give students more autonomy over their learning than typical instruction affords them, are less frequently used in high-poverty schools as compared with those with students from higher-income communities. The findings of this study indicate that this issue deserves the attention of system leaders and policy makers, as there is strong evidence that all students can benefit from engaging in sense making through project-based learning.

About the study


Researchers investigated the impact of project-based learning and limited, aligned professional development on social studies and literacy achievement and on student motivation. Participating students were second graders from schools serving predominantly low-income families.

Teachers were randomly assigned to teach four PBL social studies and literacy units or were assigned to a comparison group in which they taught social studies as they normally would. Each of the PBL sessions was approximately 45 minutes long, and teachers instructed between 48 and 86 sessions over the course of the year. At the end of the year, students in the experimental group showed greater growth than the comparison

THE IMPACT OF PBL ON SOCIAL STUDIES AND LITERACY LEARNING IN LOW-INCOME SCHOOLS


1

Michigan State University
and University of Michigan



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Rigorous Project-Based Learning
An Inquiry-Based Educational Approach



RESEARCH BRIEF

Project-Based Learning Leads to Gains in Science and Other Subjects in Middle School and Benefits All Learners

Introduction

Growing evidence shows that rigorous project-based learning (PBL) benefits students. However, there is a need for further research examining the impact of project-based learning on science learning at the middle school level, particularly in racially and ethnically diverse schools that also serve low-income students and English language learners.

To address that, a team of researchers and teachers designed the Learning Through Performance (LTP) in Middle School Mathematics and Science project. They developed, piloted, and researched the efficacy of a sixth-grade project-based learning science course and professional learning, aligning the curriculum with the Next Generation Science Standards (NGSS).

The researchers examined the impact of the PBL curriculum on student engagement and science achievement. The results showed the curriculum had positive effects on both measures. In addition, LTP students outperformed peers on standardized tests in mathematics and English language arts. And LTP students classified as English language learners outperformed peers on a standardized English proficiency test. The findings from the three-year research study—funded by Lucas Education Research,

a division of the George Lucas Educational Foundation—present strong evidence that all students experience multiple benefits from learning science through hands-on, rigorous project-based learning.

About the study

The researchers investigated how a science course designed with a project-based learning approach and performance-based assessments impacted student engagement and academic achievement. Researchers also examined the impact of professional learning that incorporated opportunities for teachers to further develop and refine the curriculum.

Researchers used state test scores and other measures to examine the effects of students' participation in LTP on their achievement during Years 2 and 3 of the study. The state tests included the Smarter Balanced assessments in mathematics and English language arts (ELA) and the California English Language Development Test (CELDT).

A matched comparison study design used advanced statistical models to develop a comparison group of students who were matched according to multiple variables, such as race, ethnicity, gender, income status, and prior academic performance. This matching process created a comparable group of students who did not have access to

PBL LEADS TO GAINS IN SCIENCE AND OTHER SUBJECTS IN MIDDLE SCHOOL AND BENEFITS ALL LEARNERS

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Stanford Center for
Assessment, Learning,
and Equity



Lucas Education Research
GEORGE LUCAS EDUCATIONAL FOUNDATION

Rigorous Project-Based Learning
An Inquiry-Based Educational Approach



RESEARCH BRIEF

Project-Based Learning Boosts Student Achievement in AP Courses

Introduction

Rigorous project-based learning (PBL) benefits students in many ways, including by raising academic achievement. This research brief adds to the evidence base by highlighting the findings of a study showing the impact of project-based learning approaches on student outcomes in college-preparatory courses.

The randomized study examined the impact of PBL and aligned resources and teacher professional-learning experiences on student outcomes in Advanced Placement (AP) courses. This is the first study to harness the power of a randomized controlled trial (RCT) to determine the impact of PBL on AP Exam scores. The study found that students who took the PBL courses outperformed those in traditional AP courses. Specifically, the students were more likely to earn a credit-qualifying score of 3 or higher (on a scale of 1 through 5) on the end-of-year AP tests. Qualifying scores can earn credit at many U.S. colleges and universities, lowering the cost of tuition. They also signal to colleges that high school students are prepared to do college-level work.

Researchers from the University of Southern California (USC) conducted this study. They investigated the efficacy of the Knowledge in Action (KIA) PBL approach to teaching AP U.S. Government and Politics and AP Environmental

Science. A team of University of Washington education experts and high school teachers designed Knowledge in Action to deepen students' content knowledge and skills in AP courses. The curriculum includes both instructional materials and robust professional learning. As with other PBL approaches, students in KIA classrooms work on complex tasks organized around central questions leading to a final product.

Lucas Education Research, a division of the George Lucas Educational Foundation, funded the research project.

About the study

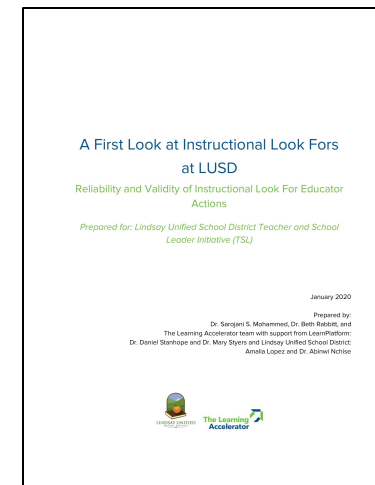
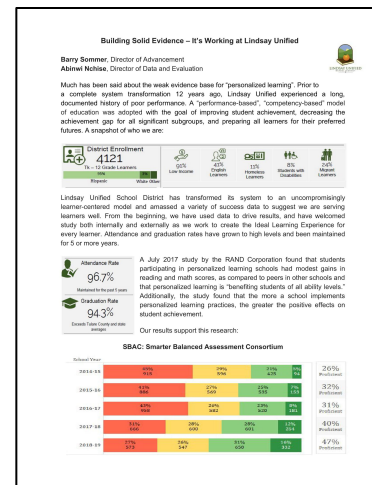
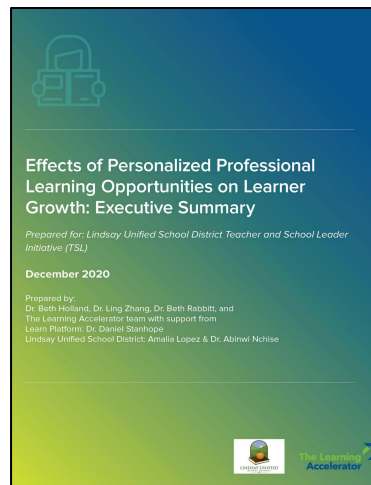
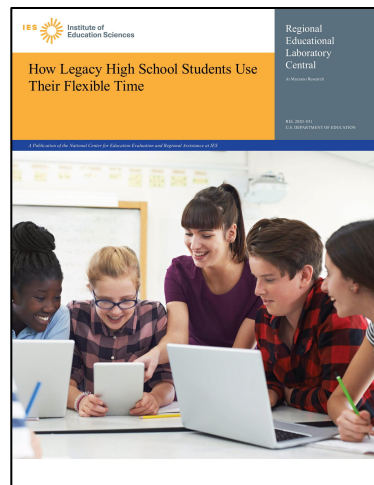
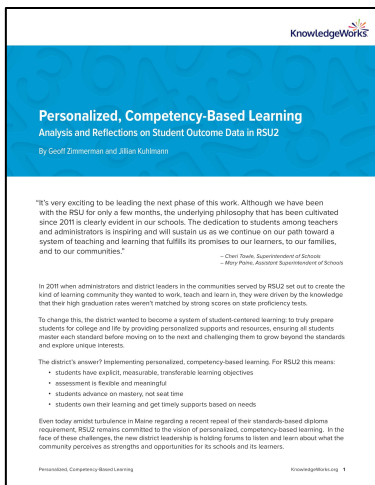
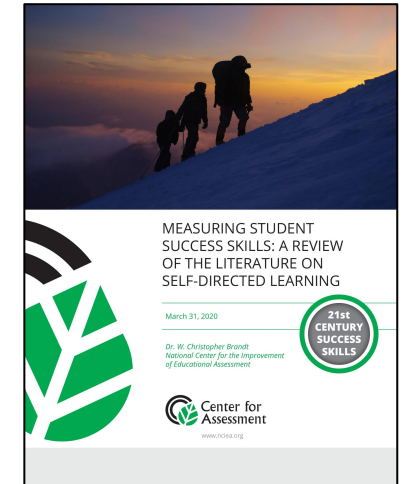
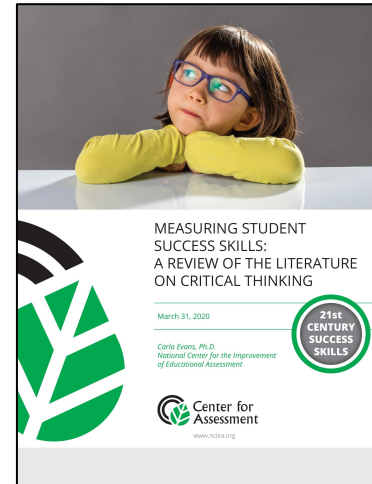
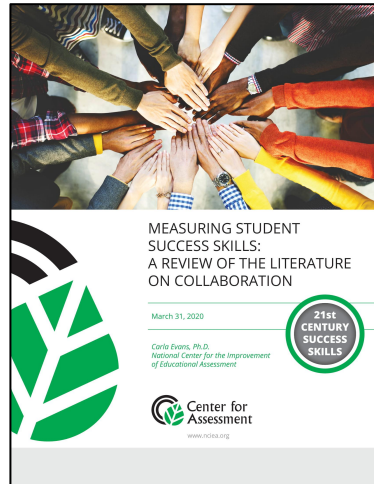
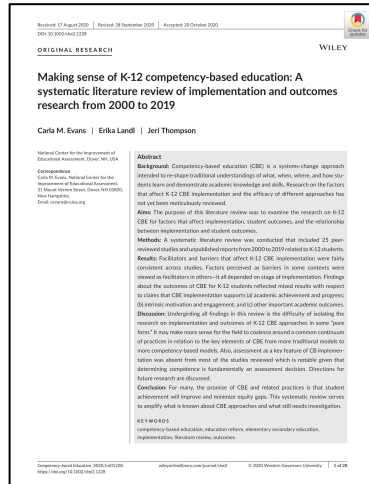
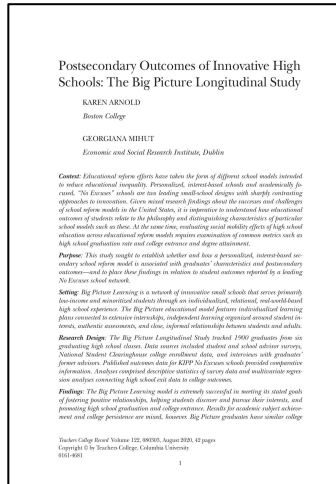
Over a two-year period, the USC researchers studied the impact of the PBL courses in five predominantly urban school districts around the country that primarily served students of color. A majority of students in four of the five districts were Black and Hispanic. In addition, a significantly higher proportion of the students in the study were from low-income households than is typical for AP test takers. 38 percent of students in the first year and 46 percent of students from the second year of the study who took the test qualified for free and reduced-price lunch as compared with 30 percent of students from the national sample of AP test takers. These student demographics are notable, as the College Board, policy makers, and

PROJECT-BASED LEARNING BOOSTS STUDENT ACHIEVEMENT IN AP COURSES

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University of Southern
California

New Research, 2020-21





Competency-Based Education in the Chicago Public Schools

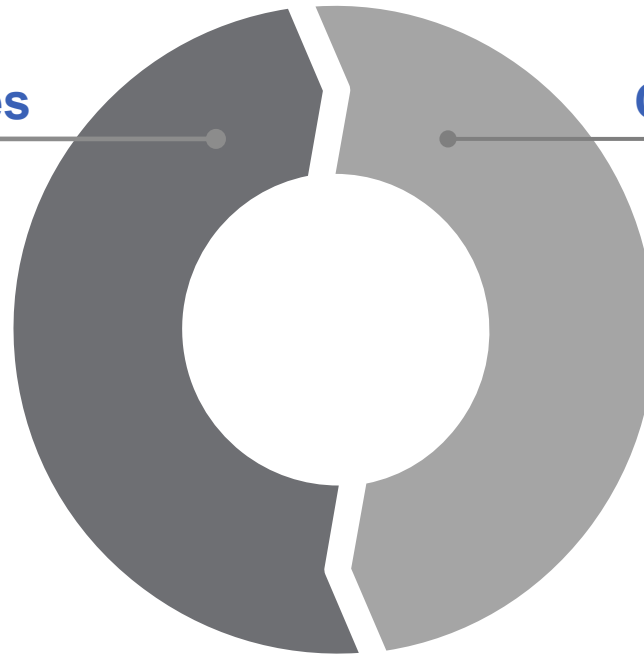
Schools Participating in the CPS CBE Pilot

Approval year	High school	Initial pilot students	Scope of Initial implementation
2018	Gwendolyn Brooks	Grades 7-12	Math, Science, English 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 Stem Military Academy	Grade 9 opt-in cohort	English provided to student cohort
NA	Hyde Park Academy	Grades 9-12	All courses school-wide

Two sets of competencies for our Model

**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

Competency Based Education Overview

Key CBE Initiatives

Summer Extended Learning Mastery Courses

Summer Extended Learning Acceleration Courses

Increase Dual Enrollment Opportunities

Adaptive Pacing

SEL Integration and Adaptive Competencies



School-level Innovation

Equity in grading

- No zero policies, instituting grading floors
- Examining grading practices across schools and in each department

Earned Honors Credit

- Expanding opportunities for more students to take honors courses

Key Adaptive Competencies

Adaptive Competency

Students are able to practice...

Agency

- pursuing passions & exploring interests
- engaging in a goal-setting process
- making informed choices

Adaptability & Flexibility

- being flexible in their thinking
- responding to feedback & learning from their mistakes
- persevering through challenges

Collaboration

- working well with others towards a common goal
- understanding various perspectives
- engaging with people across the globe

Leadership

- innovating and finding creative solutions to existing problems
- tackling social justice issues that impact us all
- working towards a more equitable future

Overview of SEL Integration

CBE Key Adaptive Competencies

- Agency
- Adaptability & Flexibility
- Collaboration
- Leadership

Performance Based Assessment

- Social Justice
- Culturally Relevant Content and Pedagogy
- Student Voice
- Reflection & Feedback
- Academic and Adaptive Competencies

School Based SEL Teams

- Create a bank of shared tiered SEL strategies
- Design and deliver school-wide SEL PD for staff
- Collect teacher and student voice

The background of the slide is a blue-tinted photograph of graduates in gowns and caps, celebrating with their arms raised and caps tossed into the air. The image is semi-transparent, allowing the text to be clearly visible.

Q&A

Please type your questions in
the chat box.



Quick Feedback

One-Minute Survey: https://www.surveymonkey.com/r/Aurora_Webinar_3-23-21



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