



# Competency-Based Learning Simplified

February 20, 2017

# TODAY'S PRESENTERS

## **From the Great Schools Partnership**

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# Resources

<http://greatschoolspartnership.org/pinellas/>

# Outcomes

**WHY** Competency-Based Progression?

Shared understanding of core principles of competency-based learning.

# Outcomes

**WHAT** does it look like?

Shared understanding of a conceptual framework for competency-based learning.

# Outcomes

What **NEXT STEPS** can I take?

Identification of entry points for implementing competency-based learning in a personalized learning system.



Is a non-profit support organization based in Portland, Maine working nationally with schools, districts and state agencies, providing coaching, and developing tools.

# We Believe

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In equitable, personalized, rigorous learning for **all students** leading to readiness for college, careers, and citizenship

# We Believe

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That schools must simultaneously attend to  
**policy, practice, and community engagement**

# We Believe

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School improvement is **context-based**,  
not one-size fits all

# **Who is** in the room?

**Building; Grade level/span**

**Years in service of education**

**Question that draws you to this session**

# Mastery

is a student's ability to transfer learning in and/or across content areas.

# Proficiency

is a student's ability to transfer learning in and/or across content areas.

# Competency

is a student's ability to transfer learning in and/or across content areas.

**Why**

**Competency-Based**

**Learning?**



Nick  
12th Grade

ELA	Grade
Q1	73
Q2	70
Q3	70
Q4	68
Final	70.25



Nick  
12th grade  
ELA

Comprehend complex literary and informational texts.	Meets
Interpret complex literary and informational texts.	Does Not Meet
Write clear and coherent arguments.	Does Not Meet
Produce clear and coherent informative and narrative writing.	Meets
Develop and strengthen writing.	Meets
Conduct research projects.	Incomplete
Initiate and participate effectively in a range of discussions.	Meets
Present information and supporting evidence, conveying a clear perspective.	Meets
Habits of Work	Does Not Meet

# COMPETENCY-BASED LEARNING

IS NOT

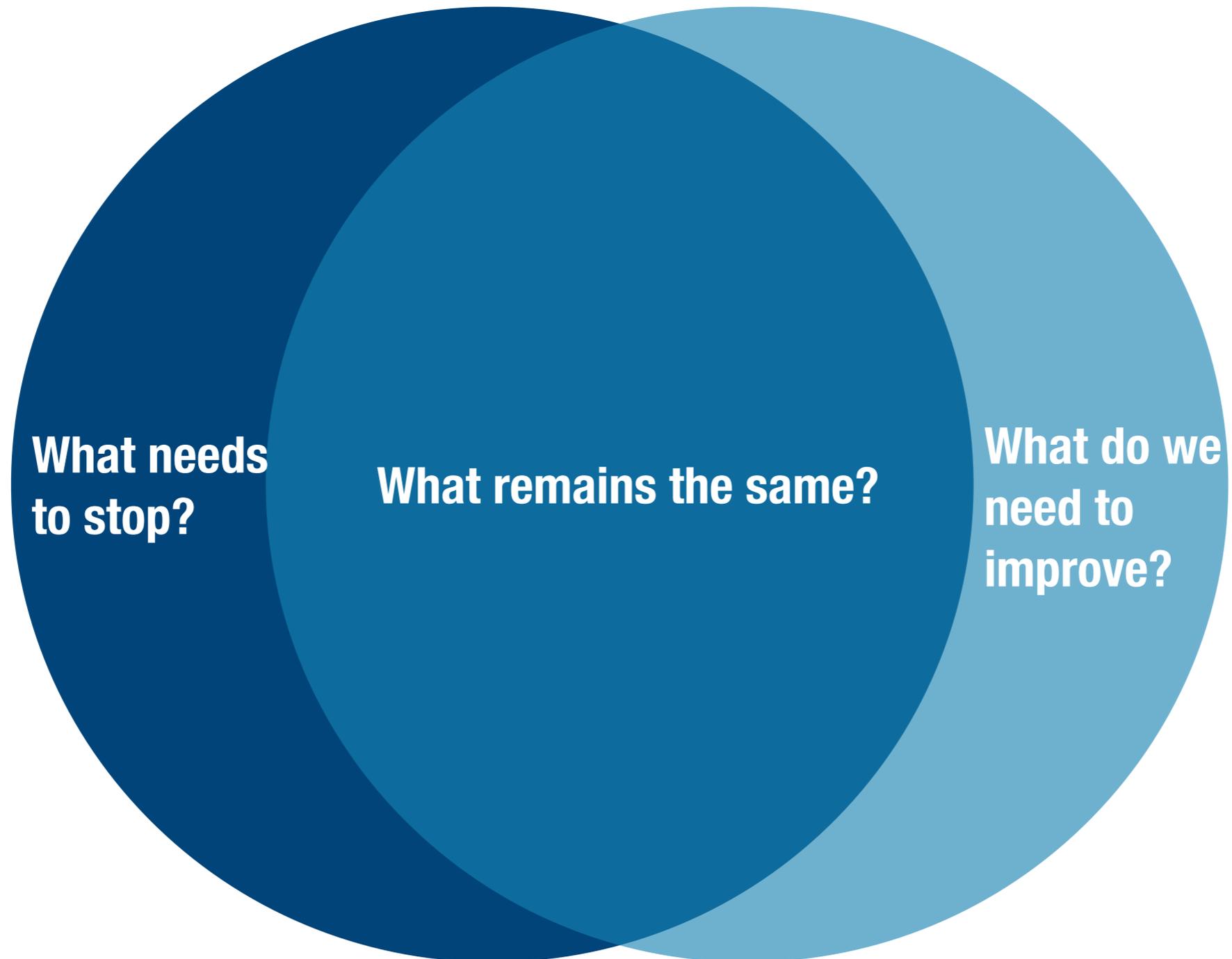
A stand-alone intervention

# COMPETENCY-BASED LEARNING

IS

A suite of practices resulting from the thoughtful combination of best practices currently used by expert educators with solid support in the literature

# SHIFTING CONCEPTS

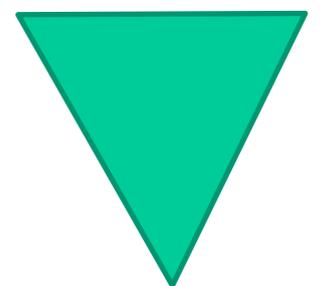
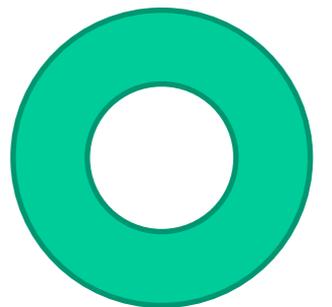
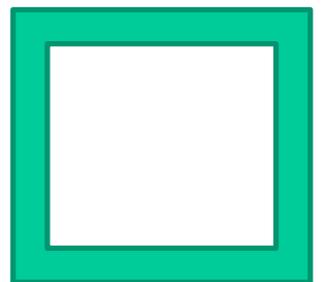


# 10 Principles Of Competency-Based Learning

# Applying the Principles

Review the ten principles and code the principle that:

- makes sense to you and **squares** with your thinking
- is **circling** around in your head because you're still wondering about it
- might be a challenge to implement and might encounter **roadblocks**



# Learning Standards

1. All learning expectations are clearly and consistently communicated to students + families
2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students

# Assessment Practices

3. All forms of assessment are standards-based and **criterion-referenced**
4. Formative assessments measure learning progress during the instructional process
5. Summative assessments are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings

# Grading + Reporting

6. Academic performance is monitored and reported separately from behavior and work habits
7. Academic grades communicate learning progress and achievement
8. Students are given multiple opportunities to improve their work when they fail to meet expected standards

# Instructional Strategies

9. Students can demonstrate learning progress and achievement in multiple ways
10. Students are given opportunities to make important decisions about their learning

# So, what's the problem with standards?

Robert Marzano pointed out that at one time there were 3,500 performance indicators across 14 content areas K-12.

# So, what's the problem with standards?

“You would have to change schooling from K-12 to K-22. The sheer number of standards is the biggest impediment to implementing standards.”

— Robert Marzano (2001)

# Standard

Established norms or benchmarks for learning that define what students need to know and be able to do.

# **(Un)Common Terms for “Standards”**

**GRADUATION  
STANDARD**

**LEARNING  
TARGETS**

**POWER  
STANDARDS**

**PRIORITY  
STANDARD**

**LEARNING  
OBJECTIVES**

**DESCRIPTORS**

**PROFICIENCY  
STANDARDS**

**PERFORMANCE  
INDICATORS**

**BENCHMARKS**

**COMPETENCIES**

**MASTERY  
OBJECTIVES**

**MEASUREMENT  
TARGETS**

# Sort these statements from broad to specific...

- Conjugate the verb *estar*.
- Students demonstrate dependability, productivity, and initiative.
- Prove, understand, and model geometric concepts, theorems, and constructions to solve problems.

# It's a matter of grain size...

- Students demonstrate dependability, productivity, and initiative.
- Prove, understand, and model geometric concepts, theorems, and constructions to solve problems.
- Conjugate the verb *estar*.

Graduation  
Competency

Performance  
Indicators

Learning  
Target



# Competency-Based Learning Simplified

A Great Schools Partnership Learning Model

Graduation Requirement	Reporting Method		Assessment Method
YES	Transcripts and Report Cards	<b>Cross-Curricular Graduation Competencies</b> 5–8 competencies taught in all content areas	<b>Body of Evidence</b> Students demonstrate achievement of competencies through a body of evidence evaluated using common rubrics
YES	Transcripts and Report Cards	<b>Content-Area Graduation Competencies</b> 5–8 competencies for each content area	<b>Verification of Proficiency</b> Students demonstrate achievement of content-area graduation competencies through their aggregate performance on summative assessments over time
NO	Progress Reports	<b>Performance Indicators</b> 5–10 indicators for each cross-curricular and content-area competency that move students toward proficiency and the achievement of graduation competencies	<b>Summative Assessment</b> Graded summative assessments are used to evaluate the achievement of performance indicators
NO	Teacher Feedback	<b>Learning Objectives</b> Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators	<b>Formative Assessment</b> Ungraded formative assessments are used to evaluate student learning progress



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# The Envelope Please...

Order the statements from the envelope on your table from broad to specific

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# A Graduation Competency

## Is...

a standard that focuses instruction on the most foundational, enduring, and leveraged concepts and skills within a discipline.



# A Graduation Competency

**Graduation Competency 3: HISTORY:**  
Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the United States, and the world.



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# A Performance Indicator

Describes or defines what students need to know and be able to do to demonstrate mastery of a graduation competency.



# A Performance Indicator

Is measurable.



# A Performance Indicator

Students can demonstrate their performance over time.



# A Performance Indicator

The aggregation of meeting competency on these performance indicators measures whether a student has met the graduation competency.



# A Performance Indicator

**3B.** Analyze how historical contexts and enduring themes shaped and continue to shape people's perspectives.

**3C.** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past, as it relates to the present.



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# Learning Targets Are...

The component parts of a performance indicator - that is, the performance indicator has been broken down into a series of progressive steps and digestible chunks.



# A Learning Target

Student will **read** Standing Bear's Courtroom Speech, **identify** themes in the speech, and **connect** the themes of the speech to a contemporary issue impacting Native Americans.





**Graduation Standards**

**Performance Indicators**

**Learning Targets**



# Let's revisit the three statements we sorted...

- Categorize the statements using one of these terms:
  - Cross-curricular Skills
  - Graduation Standards
  - Performance Indicators
  - Learning Targets

**Conjugate the verb estar.**

**Students demonstrate dependability, productivity, and initiative.**

**Prove, understand, and model geometric concepts, theorems, and constructions to solve problems.**

# Let's revisit the three statements we sorted...

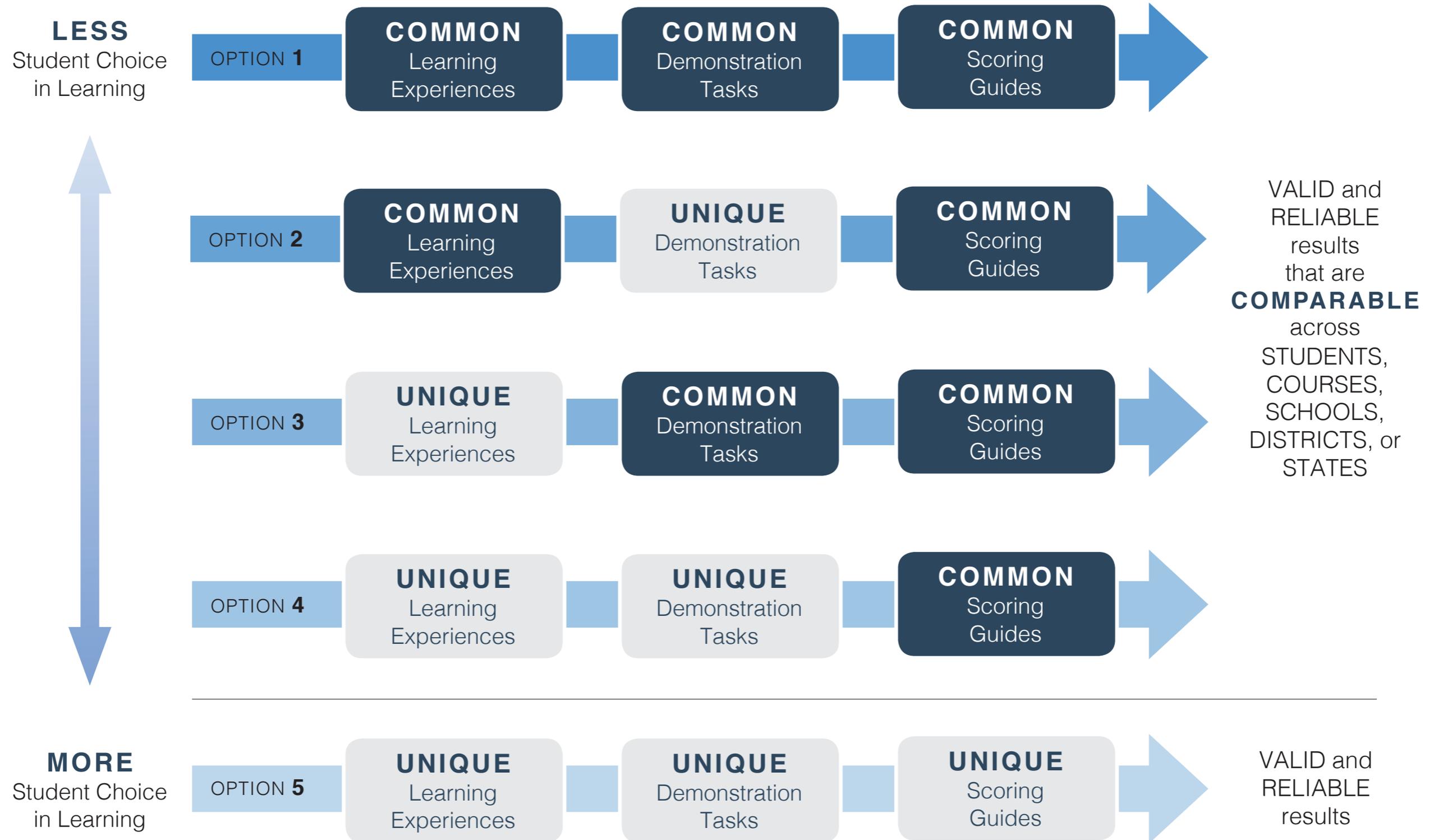
**Conjugate the verb estar.** Learning Target

**Students demonstrate dependability, productivity, and initiative.** Cross-curricular Skill

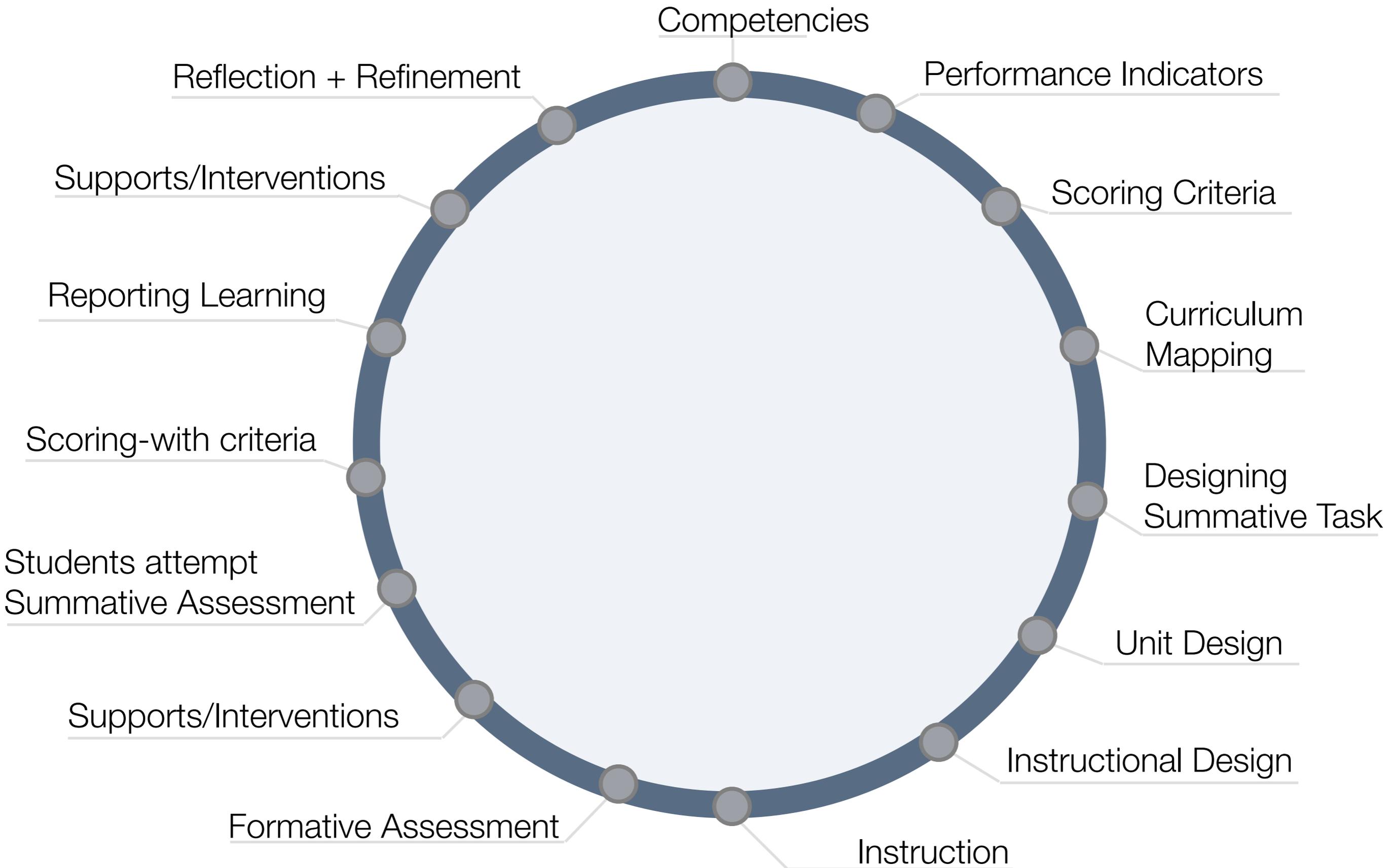
**Prove, understand, and model geometric concepts, theorems, and constructions to solve problems.**  
Performance Indicator

# Assessment Pathways Simplified

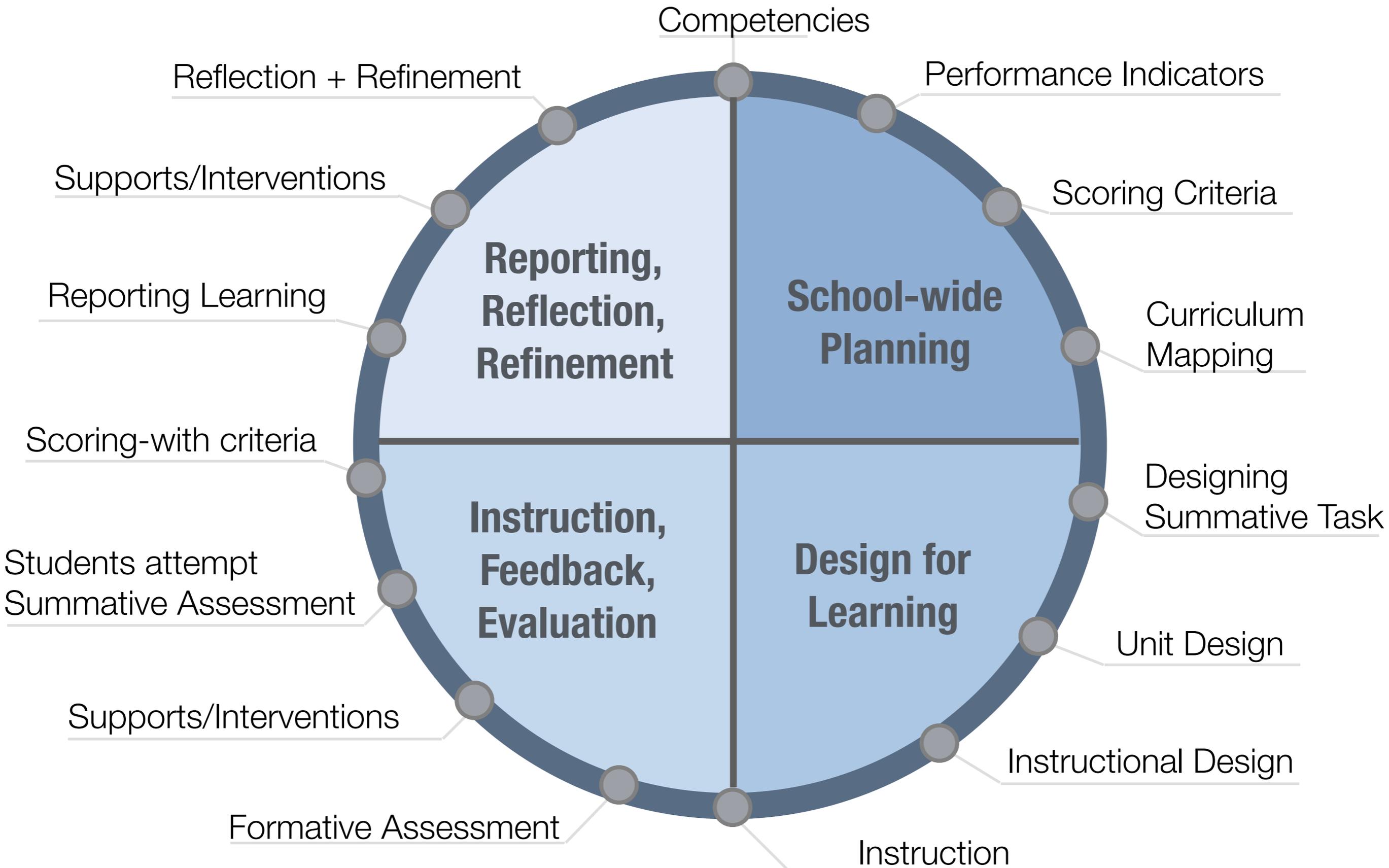
A Great Schools Partnership Learning Model



# From Standards to Units



# From Standards to Units



# Work-To-Date

Graduation Competencies

Performance Indicators

Task-Neutral Rubrics

Performance Tasks

Learning Goals & Scales

Formative Assessments

# Upcoming Work

## February 20th & 21st

- DWT Competency-based Assessment (Science, SS, ELA)
- School Visits to Support PL Teachers
- Continued work with ES + MS Team

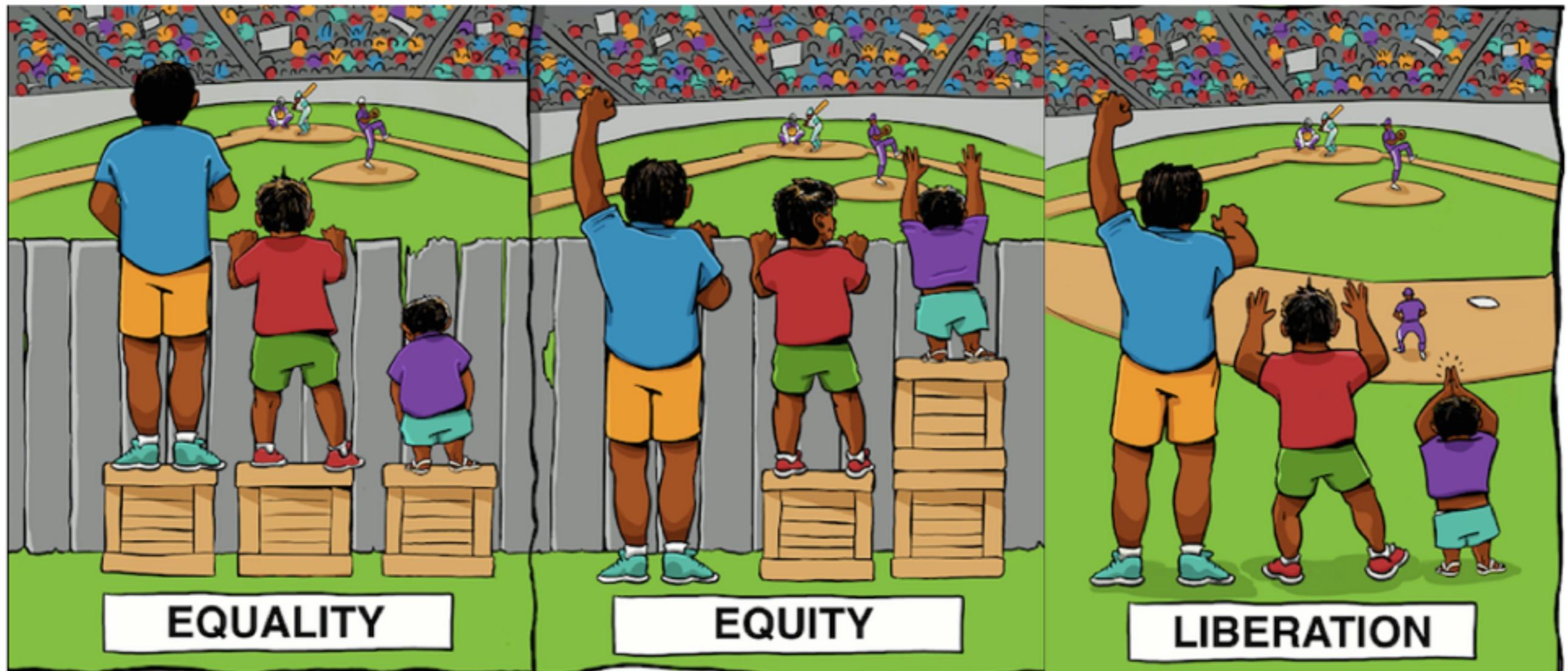
## March 20th & 21st

- Seminole Personalized Learning Summit
- School Visits to Support PL Teachers (Teachers pilot rubrics)
- Continued work with Elementary + Middle School Team

## May 30th & 31st

- PL Teacher Workshop (prep for roll-out fall 2017)
- End of Year Reflection & Action Planning for 2016-2017

# EQUALITY versus EQUITY versus LIBERATION



Images by Angus Maquire - <http://madewithangus.com>

# Outcomes

**WHY Competency-Based Progression?**  
Shared understanding of core principles  
of competency-based learning.

# Outcomes

**WHAT** does it look like?

Shared understanding of a conceptual framework for competency-based learning.

# Outcomes

What **NEXT STEPS** can I take?

Identification of entry points for implementing competency-based learning in a personalized learning system.

# Questions?





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# Thank You

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