



**COLORADO**  
Department of Education

# **Competency-Based Learning**

## **Series: Seminar #3 Breakout**

### **Policy Considerations**

April 2017

# Openers

Which policies have been on your radar this year?

What about CBE has your board been learning / discussing?

## Event

APR


26

### Colorado Seminar Series 2016-2017

🕒 4/26/17, 9:00am - 4/27/17, 3:00pm    📍 Denver, Colorado

Times listed indicate Mountain Time zone.

Competency-Based Learning: A Systemic Approach is a seminar series focused on supporting districts in Colorado to implement competency-based learning. Here, you can find all the meeting materials, our webinar archive, and essential guiding documents and resources to support your work.



**Proficiency-Based  
Learning Simplified**

# Resources

## Guiding Documents + Resources

GUIDING DOCUMENTS



RESOURCES



## 2016/2017 Meeting Sessions

NOVEMBER 16 + 17, 2016



JANUARY 11 + 12, 2017



APRIL 26 + 27, 2017



JUNE 27 + 28, 2017



## 2016/2017 Webinar Sessions

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# Breakout Session

## Outcomes

Describe the interconnected relationship of Competency Based Education-supportive policies.

# Breakout Session

## Outcomes

Analyze CBE policies for their likely and/or intended impacts on school structures, classroom instruction and student learning.

# Breakout Session

## Outcomes

Adapt sample CBE policies to local setting and needs.

# Policies:

- Mix expectations with support (rationale; resources; PD)
- Assign responsibility
- **Are coordinated with existing policies**
- Draw attention to vision and goals
- Are supported by stakeholders



# Policies:

- Focus on what matters most
- Guidance without micromanagement
- Increase broad-based support
- Ensure sustainability of long-range work; policies endure
- Bring about change in schools and classrooms ... to benefit learners and to ensure equitable outcomes

# ***Engaged: Educators & the Policy Process***

## **NNSTOY 2015 White paper**

- **Intended policy outcomes are more likely to be achieved and unintended consequences avoided when expert teachers are part of policy development and implementation planning.**
- **Policy will more effectively address the diverse set of PK-12 student needs when expert teachers are part of the policy process.**
- **Explicitly designed initiatives and structures can generate effective partnerships between policy makers and expert teachers.**

# ***Engaged: Educators & the Policy Process***

## **NNSTOY 2015 White paper**

**Cheryl Youakim, Minnesota State  
Representative:**

***“It is important to listen to our teachers, they are the community experts. To be effective with any policy, you need to talk to the people who have to apply it in a current real life setting.”***

# Policy Checklist

- Grading and Reporting
- Academic Recognition
- Academic Eligibility (two versions)
- Transcripts

# Review + Preparation

- Whose wisdom and perspective will help us create the wisest language?
- Who is most affected by the policy under review (fairness)?
- What effects should this policy launch & sustain (Teacher; Student; School). Envisioning.
- What are the intended outcomes for learners, and how likely are those outcomes to benefit every student?

# Work Session Practice

- Select, read and highlight a policy from the packet. (Form interest groups?)
- Analyze the policy against your local context and vision. Consider revisions needed.
- Identify hot spots and prepare your responses.
- Determine the value / urgency of the policy to your system.
- Write a starter list of implementation steps.

# DEBRIEF

## YOUR NEXT STEPS?



**THANK YOU**

