



COLORADO
Department of Education

Competency-Based Learning Series

Seminar 1

November 2015

Welcome

Great Schools Partnership partners:

Angela Hardy, Director of Coaching

Ted Hall, Senior Associate

Craig Kesselheim, Senior Associate

Colorado partners:

Samantha Olsen, Director of NextGen Learning, CEI

Christina Jean, Innovation and Blended

Learning Specialist, CDE

Microlab Activity

Find two others who are either from a different district or who you don't know well and set yourselves up so that you can listen to one another and not be distracted by another group's conversation.

Microlab Activity

- Identify group members as A, B, or C
- Three rounds with a different focus question
- During each person's time, the other two listen carefully, but do not respond

Microlab Guidelines

- Each person has equal time to talk.
- The listener(s) should not interrupt, interpret, paraphrase, analyze, give advice or break in with a personal story while the speaker is talking.
- Confidentiality should be maintained, unless the group decides to debrief the content of the questions.
- The speaker should not criticize or complain about the listener(s) or mutual colleagues during his or her turn.

Microlab Activity

Question 1

How did you decide to make a career as an educator?

Microlab Activity

Question 2

What excites you about transitioning to Competency Based Learning?

Microlab Activity

Question 3

What questions come up for you in transitioning to Competency Based Learning?

Microlab Activity

Debrief this activity as an opening activity for this seminar and how it can be used in the work in your schools.

Introductions

Please introduce yourself to the group with your name, your district and/or school, your role, and the first name of a student that you want to keep in mind while you do your work the next two days.



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

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

We Believe

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

We Believe

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

Who We Are

Angela Hardy

Ted Hall

Craig Kesselheim

Series Outcomes

Team members will be ready to **lead the implementation** of competency-based learning.

Series Outcomes

The district teams will be prepared to **design and plan** professional development regarding competency-based learning within the 2015/16 school year.

Series Outcomes

We will develop a **network of support** across the state of Colorado to enact a vision and implement a system of learning that supports personalization through competency-based learning and multiple and flexible pathways.

Seminar 1

Outcomes

I can explain how a conceptual framework and **core principles of competency-based** learning can guide my work.

Seminar 1

Outcomes

I will understand how to **develop graduation standards and performance indicators** for those standards.

Seminar 1

Outcomes

I will understand the importance of **school and community engagement** and how to best facilitate this work.

Seminar 1

Outcomes

I will have developed **personal learning goals** for the year-long seminar series.

Seminar 1

Outcomes

Our **school and district** will have learning **goals** for the year-long seminar series.

Today's Outcomes

I can explain how a conceptual framework and core principles of competency-based learning can guide our work.

Today's Outcomes

I understand how to develop graduation standards and performance indicators for those standards.

Today's Outcomes

I have used the design guides and other resources and know where to find them.

Today's Outcomes

I have personal learning goals for the seminar series.

Today's Outcomes

Our school / district has learning goals for the seminar series.

Today's Agenda

Welcome, overview, introductions

Competency-Based Learning Introduction

Team Time

Lunch (with reading assignment)

Text discussion

Graduation Standards & Performance Indicators

Team Time

Reflection, Feedback

RESOURCES

Online Resources

Folder with materials



Strengthening Today's Schools for the World of Tomorrow

- ABOUT
- WORK
- RESOURCES
- PROFICIENCY
- PRESENTATIONS
- NEWS
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Colorado Seminar Series

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.

Guiding Documents and Resources

→ [Guiding Documents](#)

→ [Resources](#)

Webinars

→ [Upcoming](#)

→ [Archive](#)

Meeting Sessions

→ [November 16-19, 2015 | Seminar 1](#)

NORMS FOR OUR WORK

WHY

Competency-Based

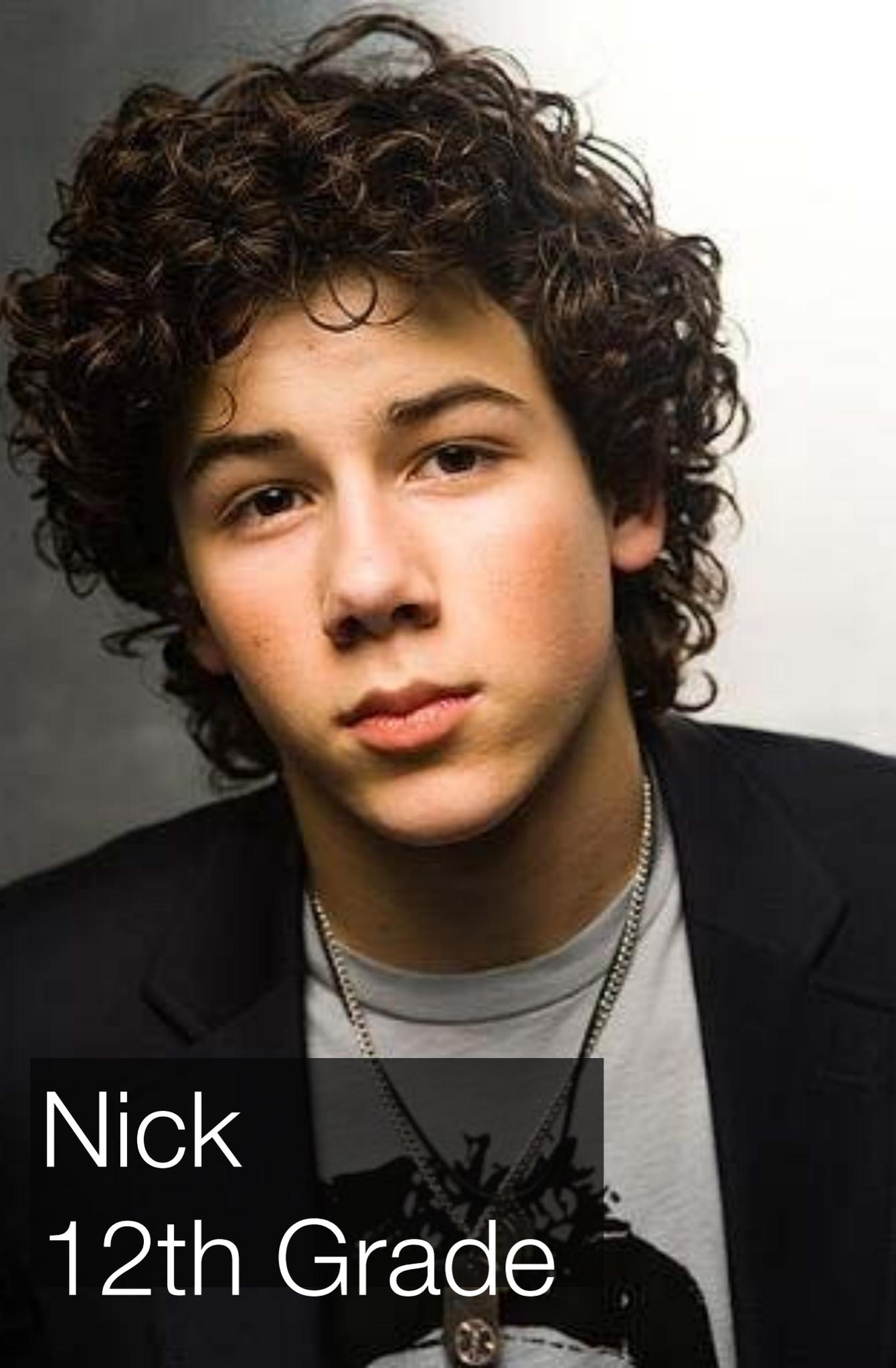
Learning

Level -2



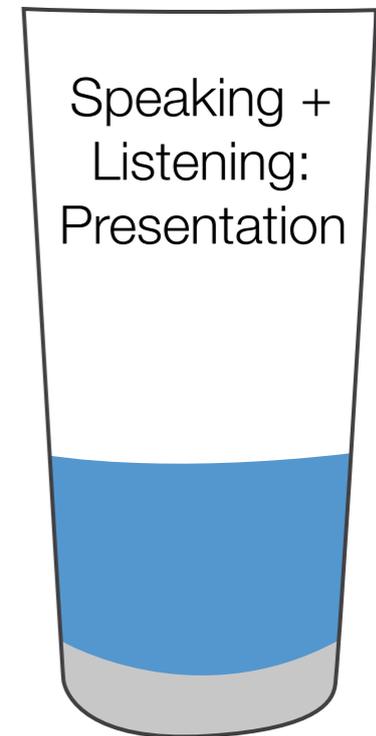
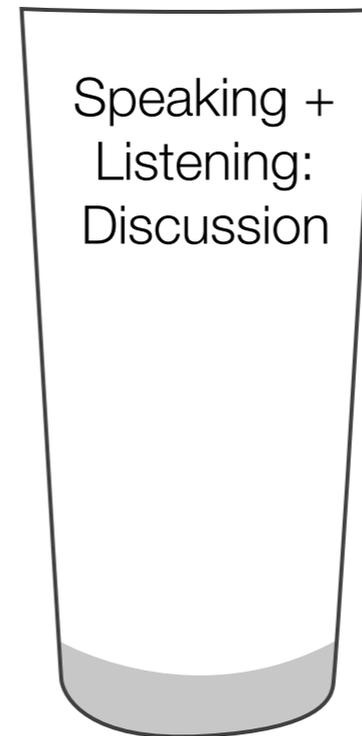
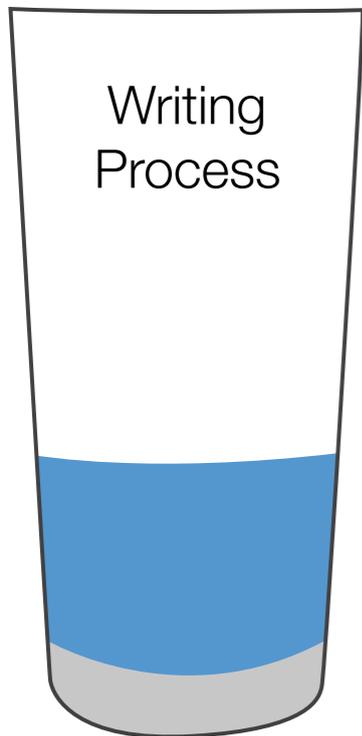
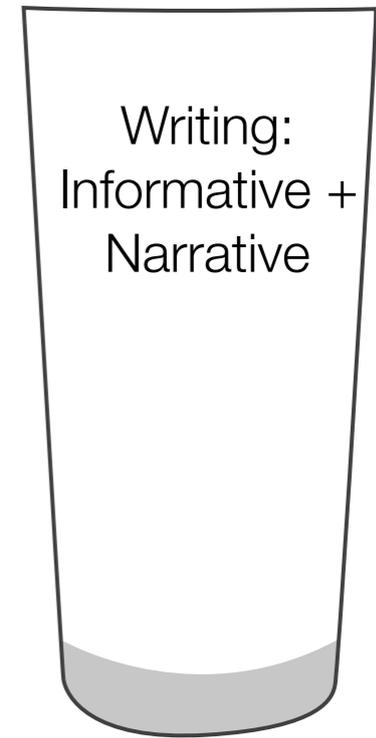
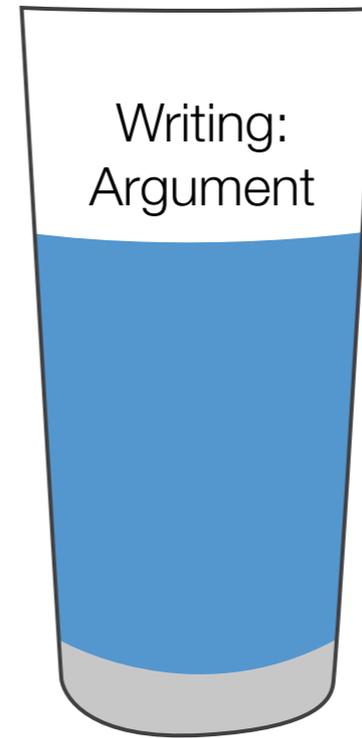
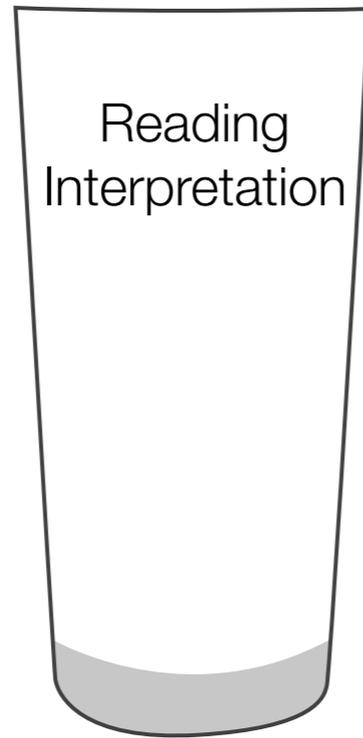
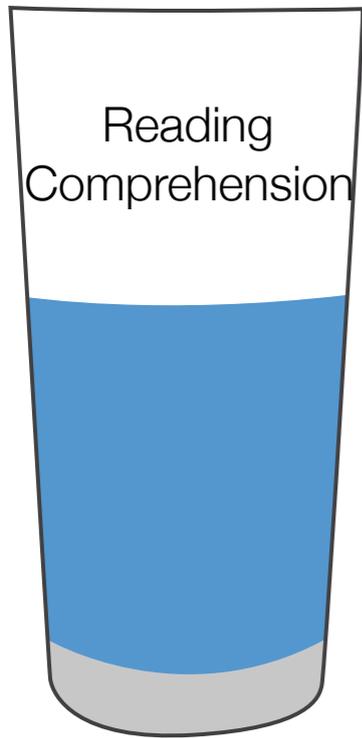
**Why
Competency-
Based Learning?**

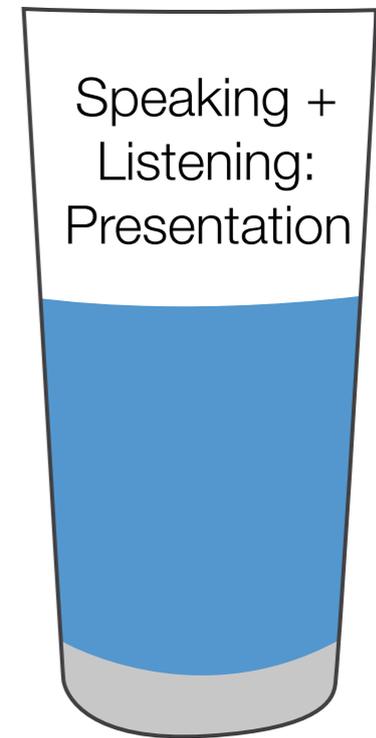
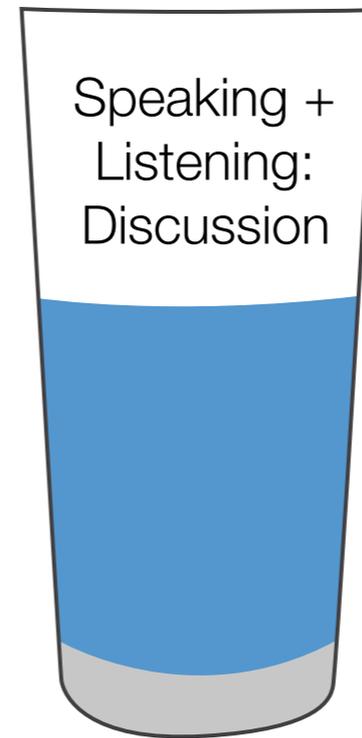
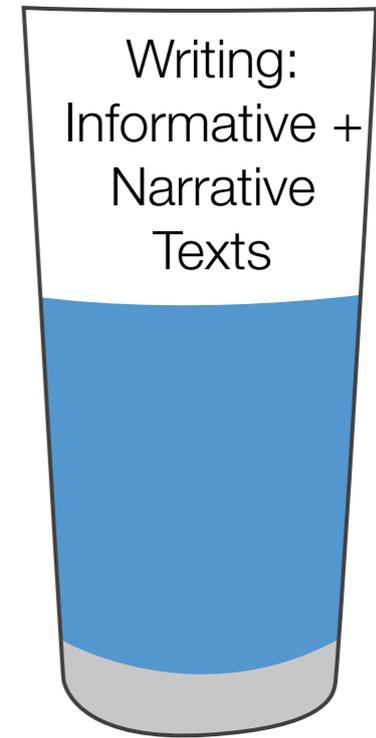
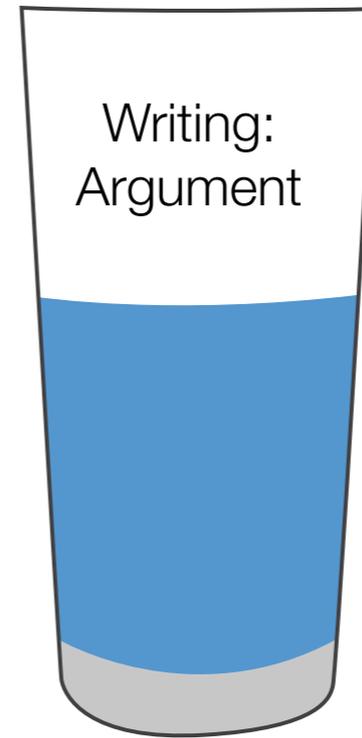
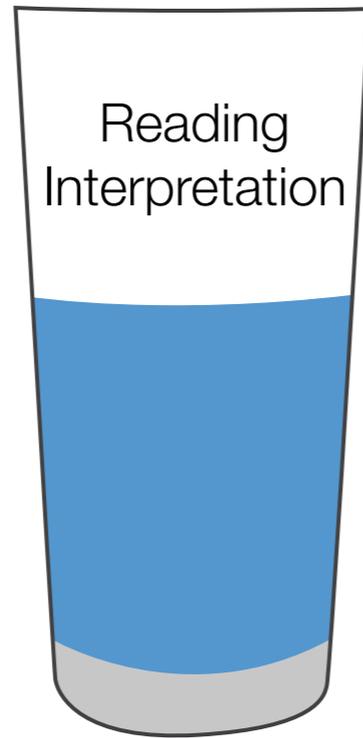
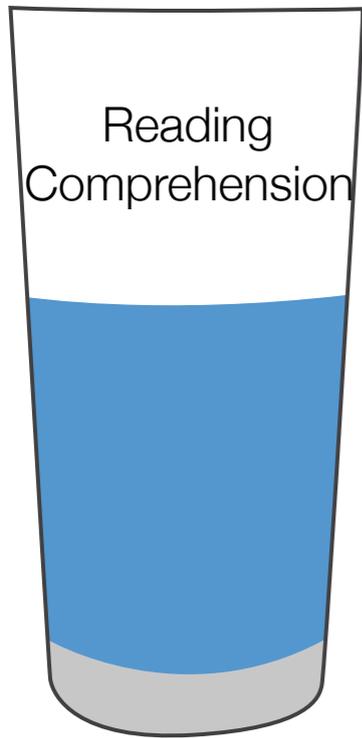




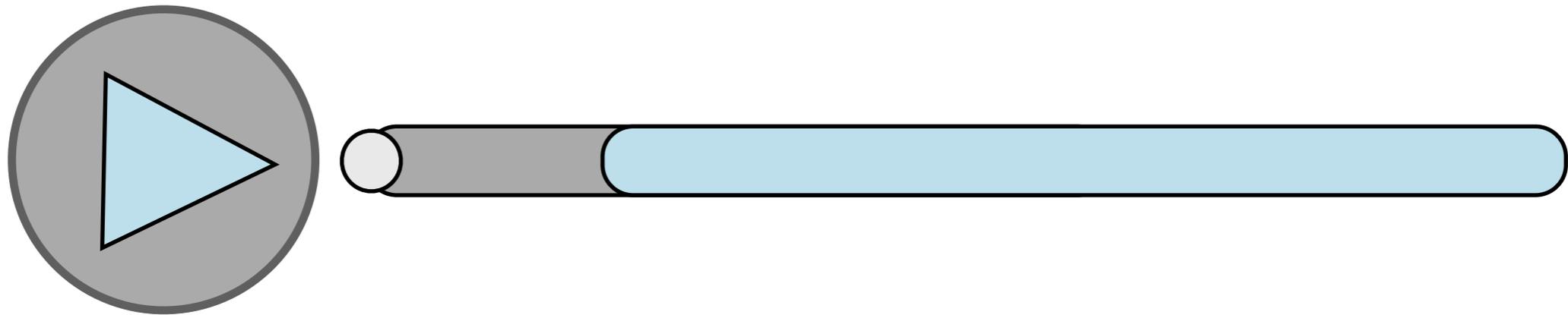
Nick
12th Grade

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





Ashby Bartke, Oceanside West High School



10 Principles Of Competency-Based Learning

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 - which are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings

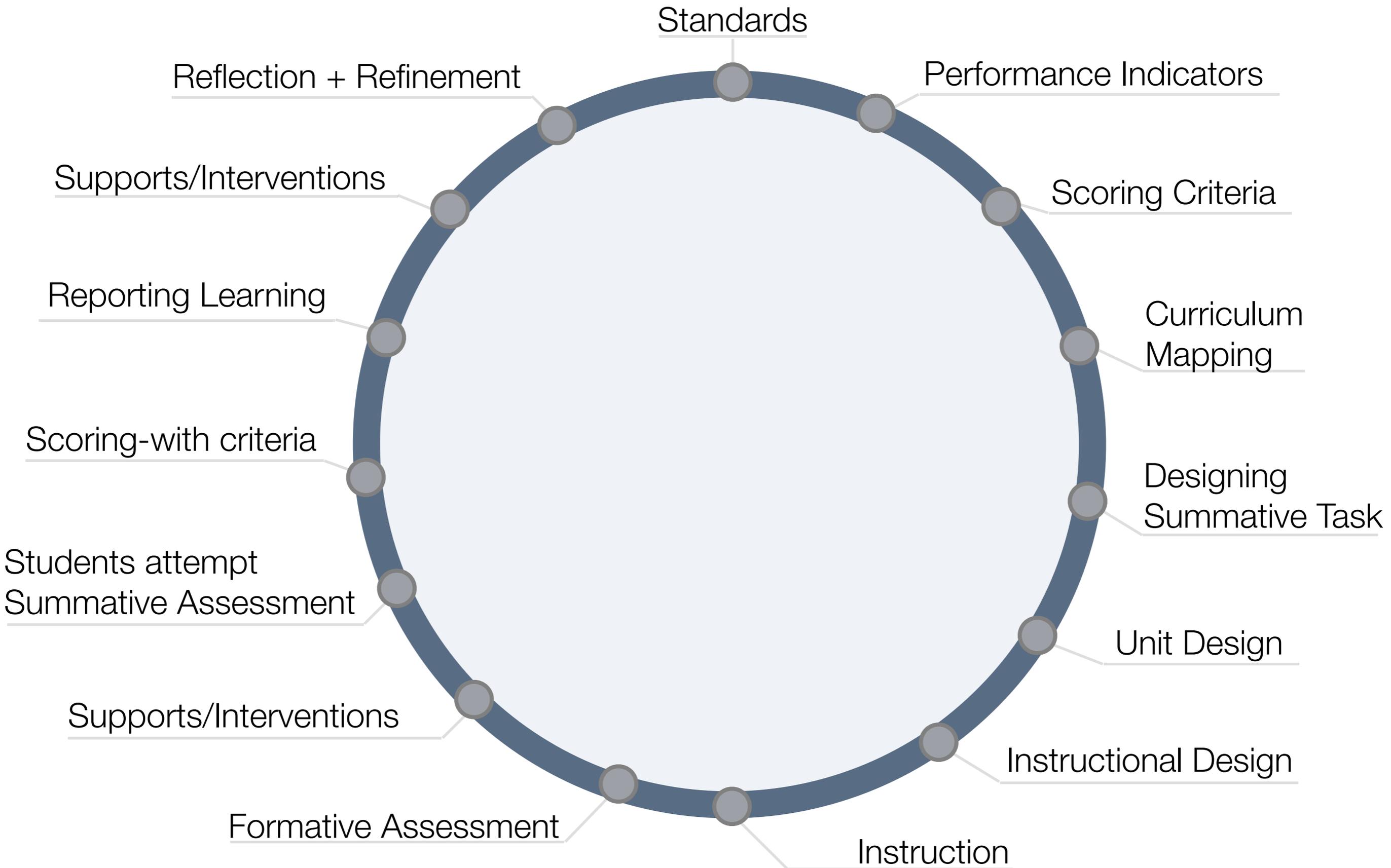
Grading + Reporting

6. Academic progress and achievement are monitored and reported separately
7. Academic grades communicate learning progress and achievement
8. Students are given multiple opportunities

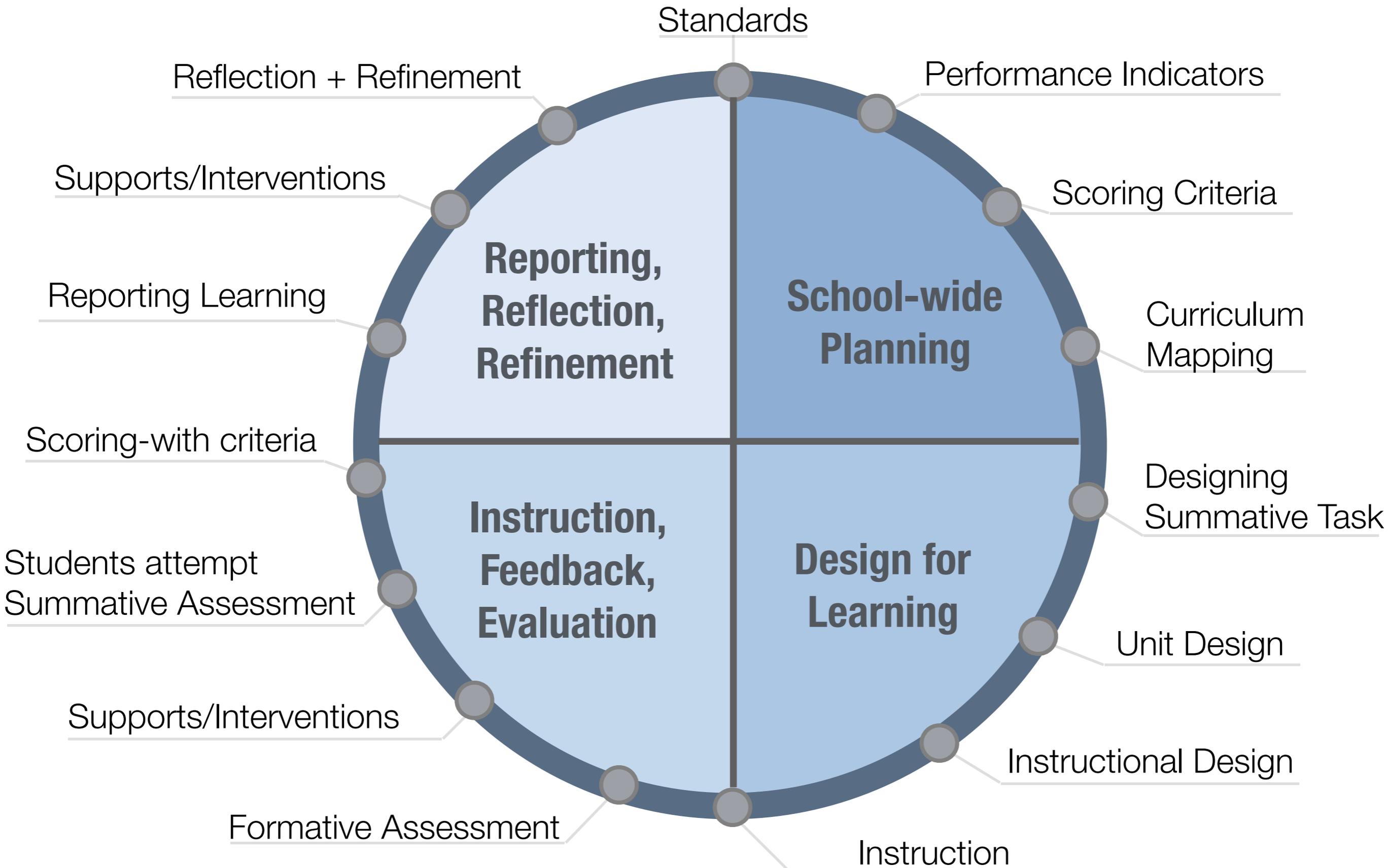
Instructional Strategies

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

From Standards to Units



From Standards to Units



RESEARCH ACTIVITY

RESEARCH OF COMPETENCY-BASED LEARNING

- Competency-Based Learning is not a “thing” — it’s a constellation of practices supported by research.
- Some of the research is new; some is from seminal works in education.

RESEARCH

GIVE + GO

- Read your research brief
- Boil it down - **What does it say, where does it align, what do I think about it.** 1-2 sentences and record in the template.
- Go find 4-5 more pieces of research from other people.
- Return to your group.

RESEARCH

GIVE + GO

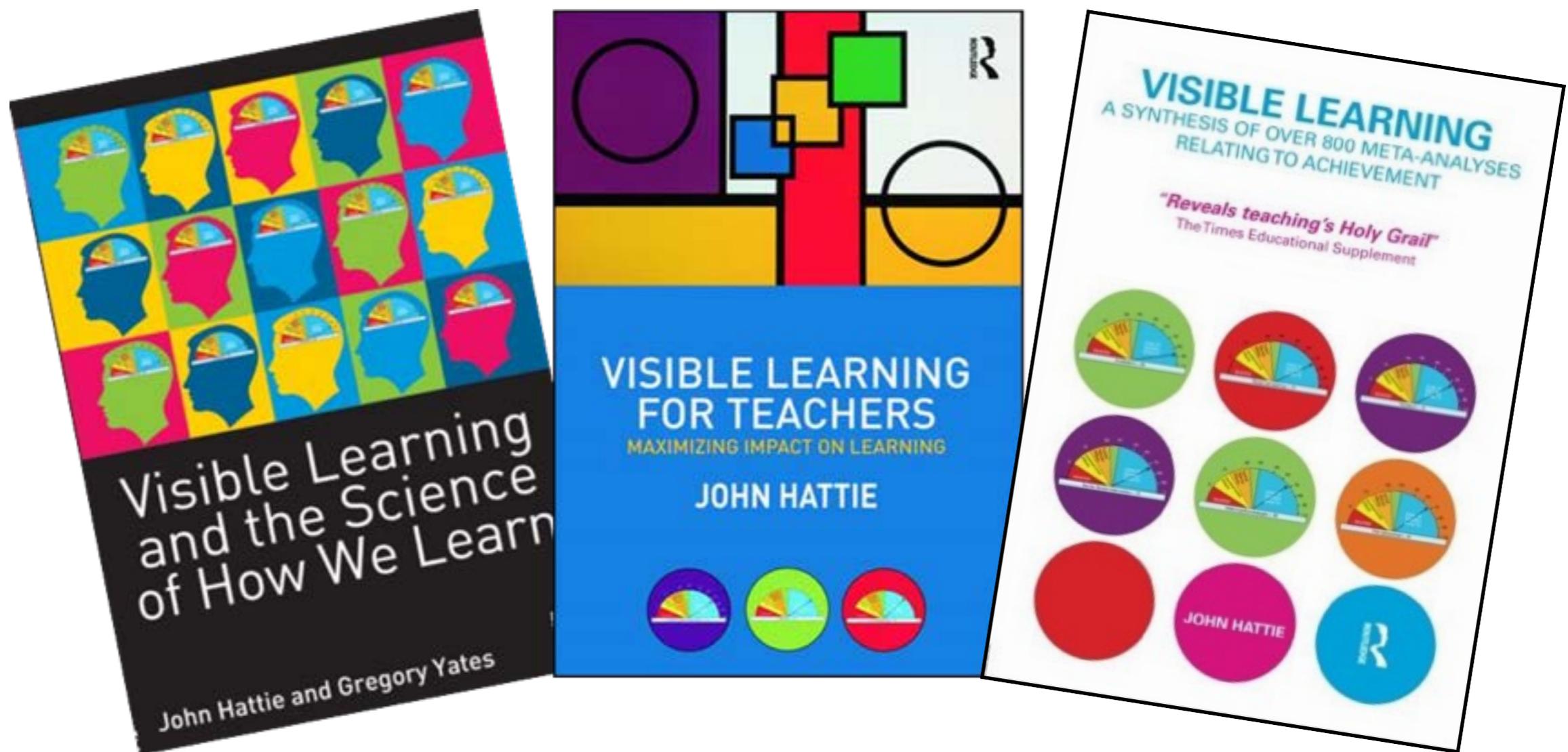
Making the Case

How is Competency-Based Learning just a different way of saying “good teaching”?

VISIBLE LEARNING—JOHN HATTIE

LINK TO TED TALK

<https://www.youtube.com/watch?v=rzwJXUieD0U>



VISIBLE LEARNING

JOHN HATTIE

- Teachers, working together, as evaluators of their impact.
- Helping students move from where they are to explicitly described criteria for success.
- Errors are welcomed as opportunities to learn.

VISIBLE LEARNING

JOHN HATTIE

- Maximize feedback to teachers about their impact.
- Balancing surface and deep knowledge.
- The Goldilocks principle.

Competency-Based Learning Simplified

A Great Schools Partnership Learning Model

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



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UNPACKING THE HIERARCHY OF STANDARDS

The Envelope Please...

- Take out the slips of paper with sample “standards” on them.
- Order them from broadest to most specific.
- Draw a line, or separate, the standards that you can come to consensus should be required for every student in your k-12 system to learn and demonstrate.

What **DISTRICTS** Do

Cross-Curricular Graduation Standards

5-8 standards taught in
all content areas

Content-Area Graduation Standards

5-8 standards for each content area

Performance Indicators

5-10 indicators for each cross-curricular and
content-area standard that move students
toward proficiency and the achievement of
graduation standards

Learning Objectives

Learning objective guide the design of curriculum units
that move students toward proficiency and the
achievement of performance indicators

**Set meaningful
expectations for K-12**

**Develop clear local
assessment system.**

**Support pedagogical
risk-taking and learning**

What **SCHOOLS** Do

Cross-Curricular Graduation Standards

5-8 standards taught in
all content areas

**Clearly
communicate
expectations**

Content-Area Graduation Standards

5-8 standards for each content area

**Secure time and support
for professional
collaboration**

Performance Indicators

5-10 indicators for each cross-curricular and
content-area standard that move students
toward proficiency and the achievement of
graduation standards

**Use common scoring criteria
to assess student work**

Learning Objectives

Learning objective guide the design of curriculum units
that move students toward proficiency and the
achievement of performance indicators

Clear feedback on instruction

What **TEACHERS** Do

Cross-Curricular Graduation Standards

5-8 standards taught in
all content areas

Content-Area Graduation Standards

5-8 standards for each content area

Performance Indicators

5-10 indicators for each cross-curricular and
content-area standard that move students
toward proficiency and the achievement of
graduation standards

Learning Objectives

Learning objective guide the design of curriculum units
that move students toward proficiency and the
achievement of performance indicators

**Engage in backward planning and
help students reflect on progress**

**Collaboratively develop
and refine curriculum and
assessments**

**Collaboratively design
engaging learning
activities**

What **STUDENTS** Do

Cross-Curricular Graduation Standards

5-8 standards taught in
all content areas

Gather evidence of proficiency

Content-Area Graduation Standards

5-8 standards for each content area

**Set goals and reflect on
progress**

Performance Indicators

5-10 indicators for each cross-curricular and
content-area standard that move students
toward proficiency and the achievement of
graduation standards

**Demonstrate proficiency
and advocate for ways to
show knowledge and skill**

Learning Objectives

Learning objective guide the design of curriculum units
that move students toward proficiency and the
achievement of performance indicators

**Identify learning strategies
to build on strengths and
address challenges**

**INDIVIDUAL +
TEAM REFLECTION**

LUNCH

Read excerpt..
Doug Reeves
on Standards



TEXT-BASED DISCUSSION

Three Levels of Text Protocol

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)

(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**

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.

Standards

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

All These Terms Are Standards

Graduation Standard

Power Standards

Graduation Competency

Learning Objectives



BROAD



SPECIFIC



Performance Indicator



Graduation Standard



Performance Indicator



Learning Target

Competency-Based Learning Simplified

A Great Schools Partnership Learning Model

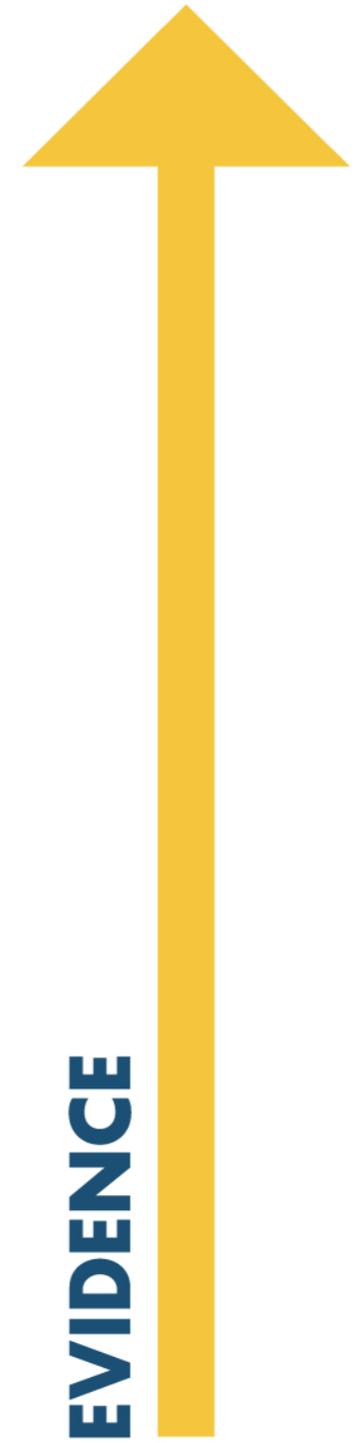
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Graduation Standards
Performance Indicators
Learning Targets



A Graduation Standard Is...

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



A Performance Indicator

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



A Performance Indicator

Is measurable.



A Performance Indicator

Students can demonstrate their performance over time.



A Performance Indicator

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



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.



Graduation Standard

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments and societies.

Performance Indicators

- The student describes and analyzes how planned and market economies shape the production, distribution, and consumption of goods, services, and resources.
- The student analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability.
- The student evaluates the costs and benefits of governmental fiscal and monetary policies.

Learning Targets

The student can explain how scarcity impacts a market economy and a planned economy.

The student can compare and contrast the allocation of goods in a market economy and planned economy.

Graduation Standard

The student **applies understanding** of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments and societies.

Performance Indicators

- The student **describes and analyzes** how planned and market economies shape the production, distribution, and consumption of goods, services, and resources.
- The student **analyzes** and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability.
- The student **evaluates** the costs and benefits of governmental fiscal and monetary policies.

Learning Targets

The student can **explain** how scarcity impacts a market economy and a planned economy.

The student can **compare** and contrast the allocation of goods in a market economy and planned economy.

Developing **Content-Area** Graduation **Competencies**

A Graduation Standard Is...

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



Foundational Lens:

To what extent is this statement at the heart of understanding the content area and to what extent does it align with national & state standards?

Endurance Lens:

To what extent does this statement provide students with knowledge & skills that will be of value beyond a particular point in time (i.e. test, unit)?

Leverage Lens:

Will this provide knowledge and skills that will be of use in multiple disciplines?

Social Studies Example

CIVIC ENGAGEMENT

Apply the attributes of a responsible and involved citizen to affect a real-world issue based on a local need.

Science Example

SYSTEMS + MODELS

Develop, evaluate and use models to make predictions, solve problems, and explain the relationship between and among natural and designed systems.

Visual + Performing Arts

Example

DISCIPLINARY LITERACY

Show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology and processes.



COLORADO
Department of Education

Standards

Pick one of the content areas and use the design guide to examine these “Prepared Graduate Competencies”

Design Guide for Content-Area Graduation Standards

DRAFT SEPTEMBER 2015

Districts should define 5-8 standards per content area, which together will allow a district to determine students' proficiency in that content area. Standards should be broad enough that they apply to all grade levels, PK-12. Each standard will be defined by approximately 5-10 Performance Indicators.

Criteria	Weaker Statements	Stronger Statements
<p>Alignment <i>To what extent does the statement align with national and state standards? Is the statement central to understanding the content area?</i></p>	<ul style="list-style-type: none"> Do not align with national, state, and/or local standards and frameworks; Are so narrow, specific, or vague that they are not central to understanding the content area as a whole. 	<ul style="list-style-type: none"> Align with national, state, and/or local standards and frameworks; Use precise, descriptive language that clearly communicates what is essential to building proficiency in the content area.
<p>Transfer <i>Does the statement describe knowledge, and skills that can be applied across multiple disciplines and that will be of value beyond a particular point in time?</i></p>	<ul style="list-style-type: none"> Describe topics that are only relevant to or applicable within a unit, textbook, resource, course, or program; Focus on factual content without connecting the statements to enduring cross-curricular and content-specific skills. 	<ul style="list-style-type: none"> Require students to develop an understanding of relationships among principles, theories, and/or concepts; Require students to develop and demonstrate skills and knowledge that will endure throughout their education, careers, and civic lives.
<p>Cognitive Demand <i>Does the statement imply higher order thinking, deep conceptual understanding and transferable skill acquisition?</i></p>	<ul style="list-style-type: none"> Require only basic recall and lower-level cognitive skills, such as identifying, defining, summarizing, or listing; Do not require the application of knowledge to diverse or novel problems, texts, or situations. 	<ul style="list-style-type: none"> Require students to demonstrate higher-order cognitive skills such as reasoning, analyzing, planning, interpreting, hypothesizing, investigating, or creating; Require the application of knowledge to diverse or novel problems, texts, or situations.

TEAM TIME

Why Competency-Based Learning?



FEEDBACK

Preview Day 2 + Closing

[http://www.greatschoolspartnership.org/ colorado-seminar-series/](http://www.greatschoolspartnership.org/colorado-seminar-series/)



Colorado Competency-Based Learning Self Assessment

Please create a user account below. Once the account is created, you will be able to save your progress, log in at a later time to complete the self-assessment, or make updates.

If you wish, you may have colleagues who are NOT attending the series provide their input on the self-assessment too. This may make for a deeper conversation with your team at the series.

New User	Returning User
Username: <input type="text"/>	Username: <input type="text"/>
Password: <input type="password"/>	Password: <input type="password"/>
Confirm Password: <input type="password"/>	
Email Address: <input type="text"/>	<input type="submit" value="SUBMIT"/> Forgot Password?

Complete feedback survey

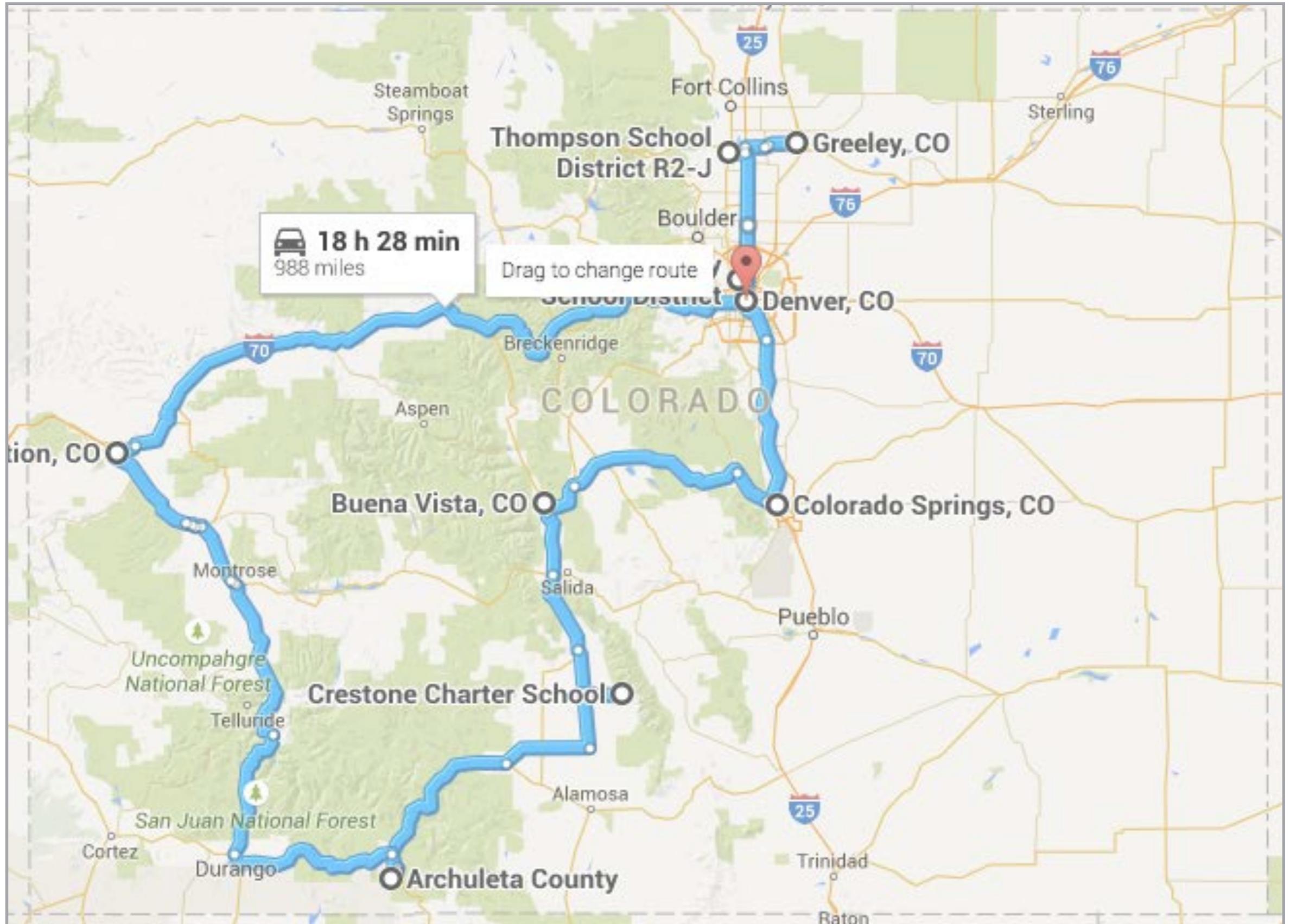


COLORADO
Department of Education

**Welcome
Back!**



COLORADO
Department of Education





COLORADO
Department of Education

Competency-Based Learning Series

Seminar 1: Day Two

November 2015

Today's Outcomes

I have a better understanding of where we are as a district through the examination of data

Today's Outcomes

I can access and utilize the Action Planning template to generate an implementation plan with my team

Today's Outcomes

I can access and explain the Cycle of Action as a model that supports our action plan

Today's Outcomes

I have set personal professional growth goals for this year's work in Competency-Based Learning

Agenda

Day Two

Welcome, overview, introductions

School and Community Engagement

Examine District Self-Assessment

Action Planning Framework

District Team Time

Lunch

Team Time

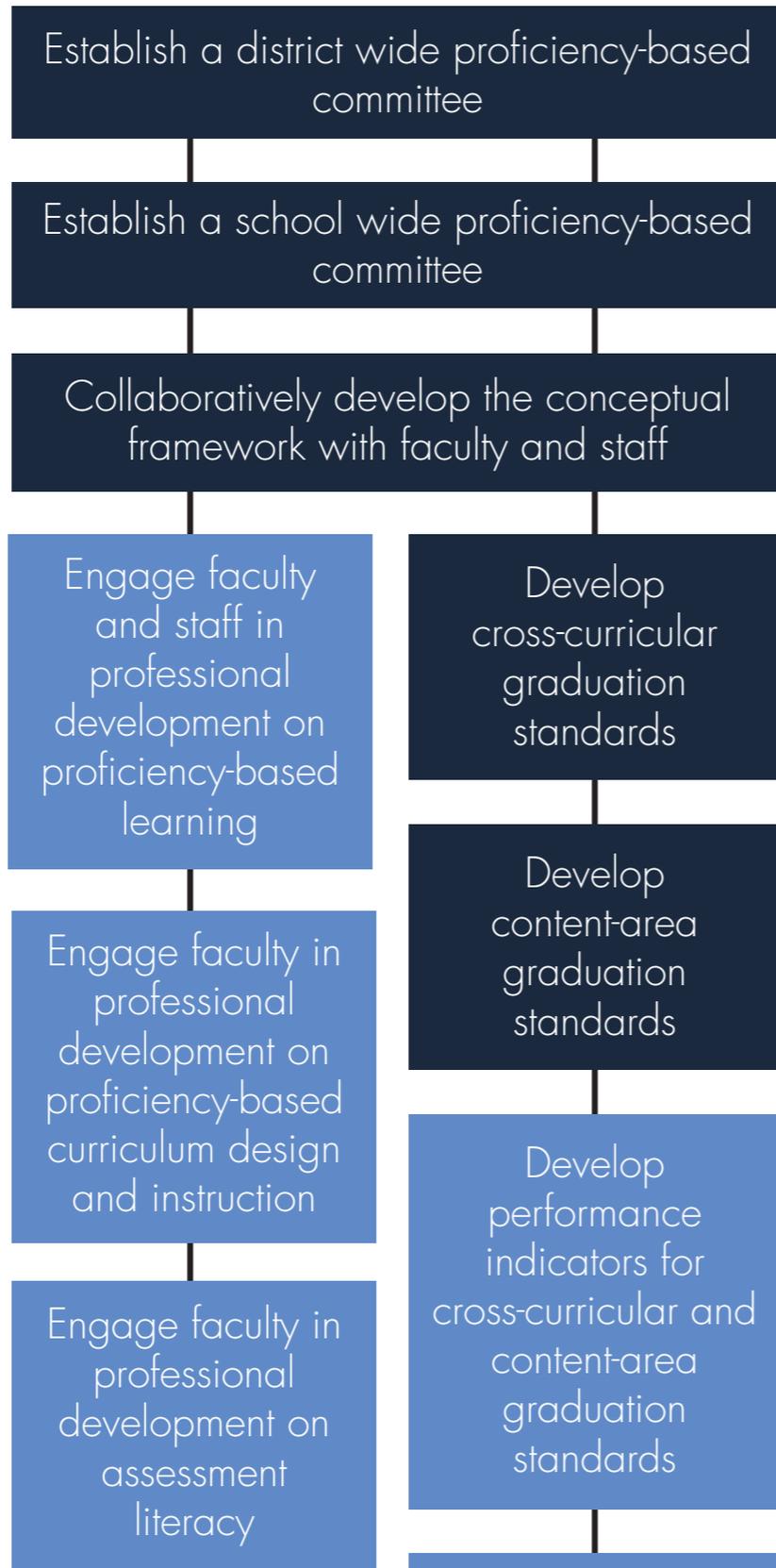
Closing, final reflection, next steps

Planning for Proficiency-Based Learning

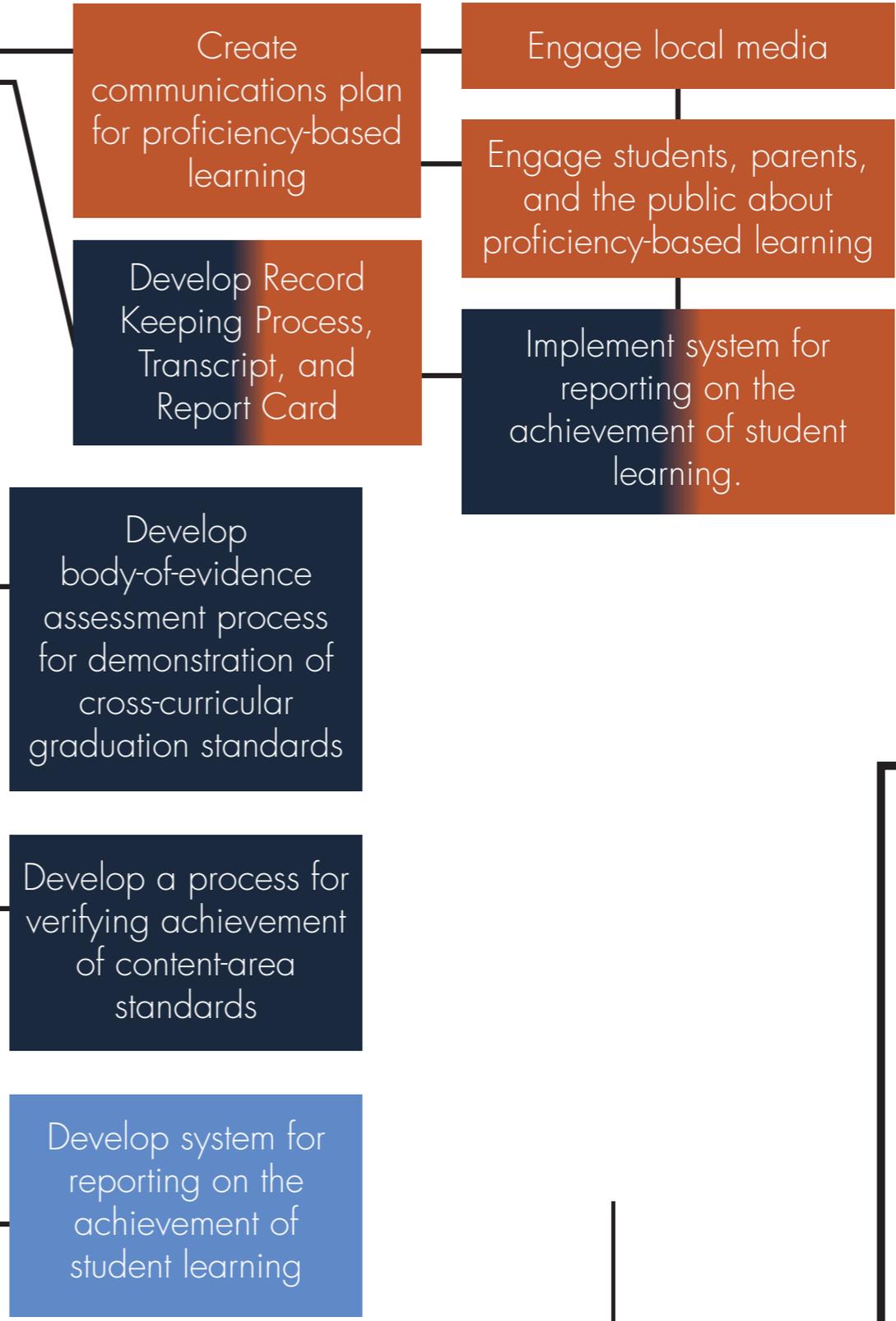
POLICY



PRACTICE



COMMUNITY ENGAGEMENT



KEY

- Policy
- Practice: Graduation Requirements
- Practice: Instructional System
- Community Engagement

**SCHOOL + COMMUNITY
ENGAGEMENT**

Presentation on Communication

INITIAL SCHOOL+COMMUNITY ENGAGEMENT

Stakeholders	Values	Concerns	Values/PBL	Concerns/PBL
Faculty				
Students				
Families				
School Board				
Community Members				

INITIAL SCHOOL+COMMUNITY ENGAGEMENT

Stakeholders	Values	Concerns	Values/PBL	Concerns/PBL
Faculty	student ownership	lack of motivation	multiple ways to demonstrate learning	motivation linked to mastery and purpose
Students				
Families				
School Board				
Community Members				

Group Discussion

- 1. Share stakeholder perspective and what did you gain from each of the perspectives?**
- 2. What did you gain from the Community Engagement presentation?**
- 3. Based on your current reality, what are some immediate next steps to refine your community engagement strategy.**

District Self-Assessment

- **Goal:** shared understanding of where your district is in its work.
- Identify strengths and challenges for shifting to a competency-based learning system.
- We are going to use a protocol for looking at the results.

Data Driven Dialogue Protocol

- Phase I Predictions
- Phase II Go Visual
- Phase III Observations
- Phase IV Inferences

Initiating(1) → Performing(5)

- Conceptual Framework and Core Principles
- District Alignment
- School Board/Committee Support
- Local Policies
- Summative Assessments
- Formative Assessments
- Grading and Feedback

- Instruction
- Flexible Pathways
- Intervention and Support
- Use of Time and Space
- Family and Community Engagement
- Communication Structures
- Reporting on Student

**Use the data from your
district**

Data Analysis Template

Hunches/hypotheses

What do you think the data will show? Use starters like: I assume... I predict... I wonder... My questions/expectations are influenced by... Some possibilities for learning that these data may present...

Observations

Engage with the actual data and note only the facts that you see in the data. Reflect and record privately before you share your observations. Remember: just the facts. If you catch yourself using: because...therefore...it seems... however...STOP! Instead use starters like: I observe that... Some patterns/trends that I notice... I can count... I'm surprised that...
For Item Analysis Data: The skills that students needed to answer this question successfully are...The concept this question is addressing is.... The distracter is... in relation to the correct answer

Inferences

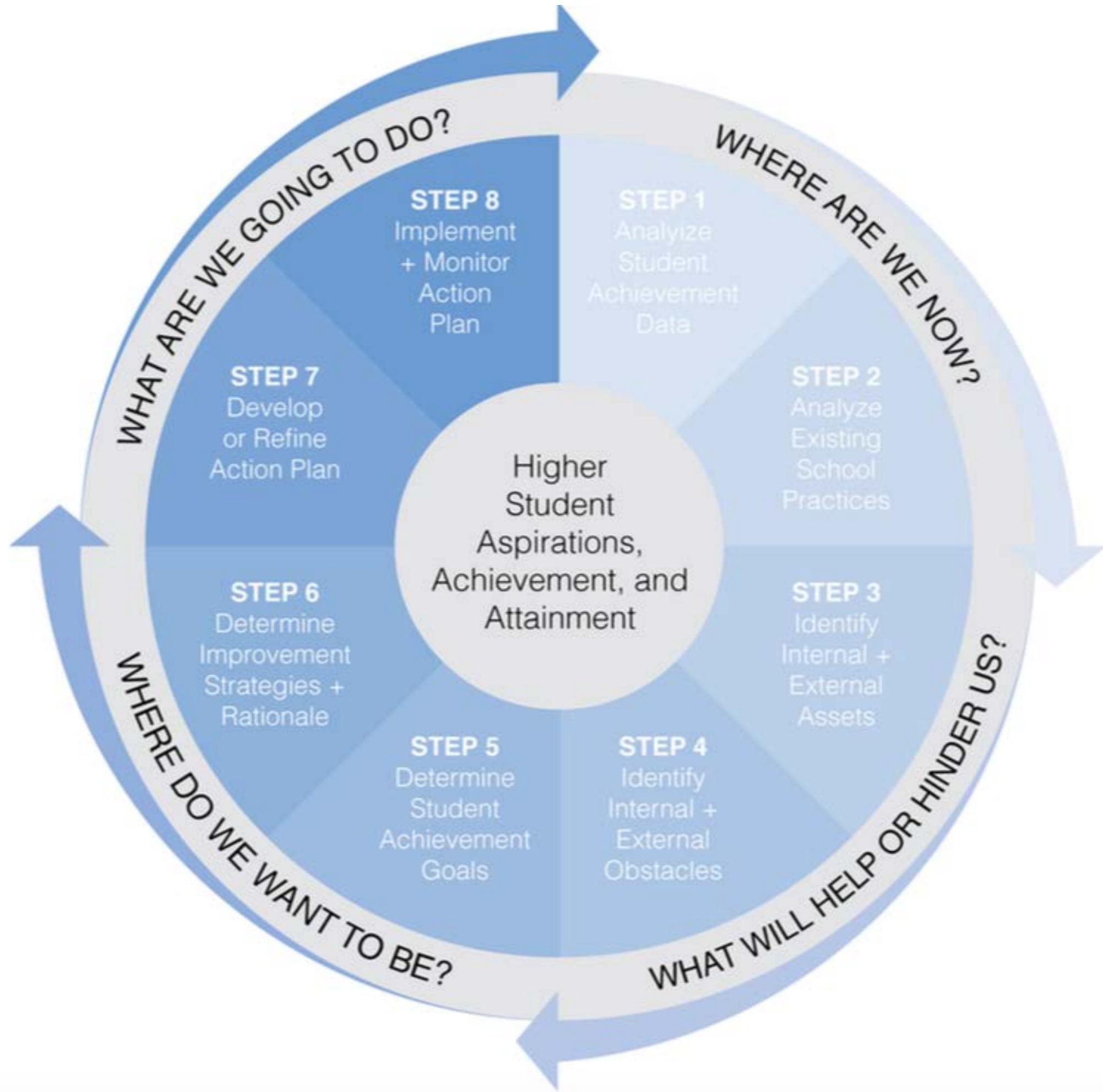
Generate multiple explanations for your Phase II observations and identify additional data that may be needed to confirm/contradict your explanations and propose solutions/responses. Reflect and record privately before sharing. Use starters like: I believe the data suggests... Additional data that would help me confirm/contradict... I think a solution or response might be...
For Item Analysis Data: What students might have been thinking about the distracter is...

**Debrief the use of “Data
Driven Dialogue” protocol**

Action Planning Process

Key Areas to Address

- Action Steps
- Evidence
- Timeline
- Coordinator
- Participants
- External Support
- Resources



GREAT SCHOOLS PARTNERSHIP ACTION PLANNING TEMPLATE	GOAL:	RATIONALE:
	STRATEGY:	

ACTION STEPS	EVIDENCE	TIMELINE	COORDINATOR	PARTICIPANTS	EXTERNAL SUPPORT	RESOURCES
<i>Describe the specific action steps that will support the goal and strategy above.</i>	<i>List the data and evidence that will be collected, tracked, and analyzed.</i>	<i>Indicate when the proposed action steps will be carried out and completed.</i>	<i>Name the lead coordinator and supply any relevant information about the role.</i>	<i>List the names of additional participants and describe their roles in the process.</i>	<i>Indicate what role (if applicable) any external support provider will play in carrying out the action step.</i>	<i>List the financial and material resources that will be needed to carry out the action step.</i>

Action Planning Process

Link to Action Planning

<http://tinyurl.com/ActPlanCo>

Open up, make a copy, then share with:

thall@greatschoolspartnership.org

ckesselheim@greatschoolspartnership.org

ahardy@greatschoolspartnership.org

Another Resource

If you would like to see an Excel Spreadsheet with a sample detailed timeline, let us know and we can share it with you as another way to do the planning process



TEAM TIME

Reflection

- Next steps and next points of contact
- Review calendar for the year
- Feedback survey—please complete now
- Closing activity



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Thank You!