Competency-Based Learning Simplified: New Schooling By Design Leadership Institute

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Youth Connection Charter Schools
Conference Chicago at University Center (Roosevelt)
Chicago, IL - July 1 & 2, 2015
Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.
GSP has served as the coordinator of the New England Secondary School Consortium since its inception in 2009.
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.
Partners

- Schools and districts: ME, NH, VT, CT, RI, MA, GA, CO, FL, IL
- State Education Agencies
- Federal Department of Education
- Regional & National Foundations
Coaching Model

- Common end, uncommon means
- Tailored plans, capacity-building (org. capacity - not individual)
- Working at all “levels” within the school (classroom, building, district, community)
- Supporting Policy-Practice-Engagement
Outcomes

1. Review, vet, and reach consensus on policies; Grading & Reporting, Assessment, and Courses (DAY 1)
Outcomes

2. Explore a model for competency-based learning and consider how its principles will support the refinement of each campus’ model; and
Outcomes

3. Develop campus-based action plan that will lead to Revisioning & New Schooling by Design (DAY2)
Welcome, Overview, Introductions

Intro to GSP and Competency-Based Learning

Policies: Grading & Reporting

Policies: Assessment

Policies: Courses

Closing
Agenda - Friday

Welcome, Overview, Introductions

Competency-Based Learning & Revisioning

Principals’ Panel

Competency-Based Learning & Revisioning

Campus Planning

Campus Share-Out

Closing
Essential Question

How will YCCS policies inform our vision of New Schooling by Design at the campus level?
Materials for Today

www.greatschoolspartnership.org/YCCS
Norms

- Respect time
- Monitor “air time”
- Listen well
- Respect differences
- Support a culture of possibility
- Attend to personal needs
- Foster good humor
- Maintain confidentiality

What else do you need in order to do your work well today?
COMPETENCY 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.
10 Principles Of Competency-Based Learning
Ten Principles of Proficiency-Based Learning

• Read the document and identify two principles:
  - the principle that is most aligned with your current work or vision for learning
  - the principle that might represent the greatest stretch for you, your colleagues, or your vision for learning

• At your table, discuss your selections and share what led you to your conclusions. What do you notice?
All learning expectations are clearly and consistently communicated to students + families

...including long-term expectations (such as graduation requirements/standards), short-term expectations (specific learning objectives for learning experiences), and general expectations (performance levels used in the school’s grading and reporting system).
Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students…regardless of whether they are enrolled in traditional courses or pursuing alternative learning pathways.
All forms of assessment are standards-based and criterion-referenced

...and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons.
Formative assessments measure learning progress during the instructional process.

...and formative-assessment results are used to inform instructional adjustments, teaching practices, and academic support.
Summative assessments - which are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings -

... evaluate a student’s level of competency at a specific point in time.
Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.
Academic grades communicate learning progress and achievement to students and families, and grades are used to facilitate and improve the learning process.
Students are given multiple opportunities …to improve their work when they fail to meet expected standards.
Students can demonstrate learning progress and achievement in multiple ways…through differentiated assessments, personalized-learning options, or alternative learning pathways.
Students are given opportunities to make important decisions about their learning…which includes contributing to the design of learning experiences and learning pathways.
<table>
<thead>
<tr>
<th>Graduation Requirement</th>
<th>Reporting Method</th>
<th>Cross-Curricular Graduation Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>Transcripts and Report Cards</td>
<td>5–8 standards taught in all content areas</td>
</tr>
<tr>
<td>YES</td>
<td>Transcripts and Report Cards</td>
<td>Content-Area Graduation Standards</td>
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<tr>
<td></td>
<td></td>
<td>5–8 standards for each content area</td>
</tr>
<tr>
<td>NO</td>
<td>Progress Reports</td>
<td>Performance Indicators</td>
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<td></td>
<td></td>
<td>5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards</td>
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<tr>
<td>NO</td>
<td>Teacher Feedback</td>
<td>Learning Objectives</td>
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<td></td>
<td></td>
<td>Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators</td>
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<tr>
<th>Assessment Method</th>
<th>Body of Evidence</th>
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<td></td>
<td>Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics</td>
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<tr>
<th>Verification of Proficiency</th>
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<tr>
<td>Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time</td>
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<th>Summative Assessment</th>
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<td>Graded summative assessments are used to evaluate the achievement of performance indicators</td>
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<th>Formative Assessment</th>
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<td>Ungraded formative assessments are used to evaluate student learning progress</td>
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What Makes It Competency-Based?

Limited number, transferrable, verified over time, equitable outcomes & flexible pathways

Feedback against clear criteria
Opportunity to revise/improve
Opportunity for choice/voice

Introduce, practice, apply —> Learn, do, reflect
COMPETENCY

is a student’s ability to transfer learning in and/or across content areas.
“Transfer is affected by the degree to which people learn with understanding rather than merely memorize sets of facts or follow a fixed set of procedures; the research also shows clearly that “usable knowledge” is not the same as a mere list of disconnected facts.”

Bransford et. al, *How People Learn*, 1999
How do New Schooling by Design Elements Align with CBL?
POLICY VETTING

One policy at a time. One section at a time

A. Small Groups (Read-Think-Pair-Share)
   i. Silently read
   ii. Clarifying questions
   iii. Warm feedback: what elements of the policy support our vision/model?
   iv. Cool feedback: what’s not clear, missing, or needs to be changed to ensure the policy is clear and will lead us to achieving our vision/model? What fears or concerns do you have that we will need to address?

B. Large Group
   i. Group reports
   ii. Discussion
   iii. Consensus-building
POLICY VETTING
One policy at a time. One section at a time

1. Grading & Reporting
2. Assessment
3. Course
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CLOSURE
&
EXIT TICKET
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