GREAT SCHOOLS PARTNERSHIP

Competency-Based Learning

Supporting Efforts in FCPS

An overview of district and school leaders

February 3, 2017

TODAY'S PRESENTERS

Mark Kostin,
Associate Director

GREAT SCHOOLS PARTNERSHIP

Is a non-profit support organization based in Portland 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

Outcomes

Provide an overview of Competency-Based Learning

Outcomes

Outline the initial next steps of our work together

Outcomes

Prepare for our work together on
March 2 + 3, 2017

Agenda

Outcomes and Agenda

What is Competency-Based Learning?

From Graduation Standards to Learning

Timeframe

Questions

Closing + Next Steps

Supporting Frederick County Public Schools

Introductory Webinar

Friday, February 3, 2017
10 am

greatschoolspartnership.org/fcps

Presenter
Mark Kostin, Associate Director | Great Schools Partnership

Webinar Slides
Webinar Recording

Playlist

1. GSP's Ten Principles of Proficiency-Based Learning (webpage + PDF)
2. New England Secondary School Consortium Leadership in Action Brief – How Does Proficiency-Based Learning Work? (A GSP resource) (1-page overview + extended brief)
3. Understanding Standards: A Glossary of Education Reform Guide (A GSP resource)
4. Competency-Based Learning in Your Classroom and School (The Student-Centered Learning Podcast with GSP Senior Associate Courtney Jacobs)
5. What's the deal with Proficiency-Based Learning? (A VT-based video narrated by students)
6. Understanding Grades in a Standards-Based System (video featuring a Maine-based teacher)
7. What is transfer? (Grant Wiggins blog)
8. Three students briefly describing the benefits of a proficiency-based learning system (audio file – attached – please let me know if you have any issues opening it and I can work on sending you different audio file version):

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

COMPETENCY-BASED LEARNING

Requires thoughtful work in the areas of policy, school and classroom practice, and community engagement

COMPETENCY-BASED LEARNING

- Equity
- Transfer

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 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

Turn and talk

Review the ten principles and identify:

- the principle that most resonates with you
- the principle that challenges you/your school(s) the most

Turn and talk with one or two others at your table

Competency

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

TRANSFER

"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

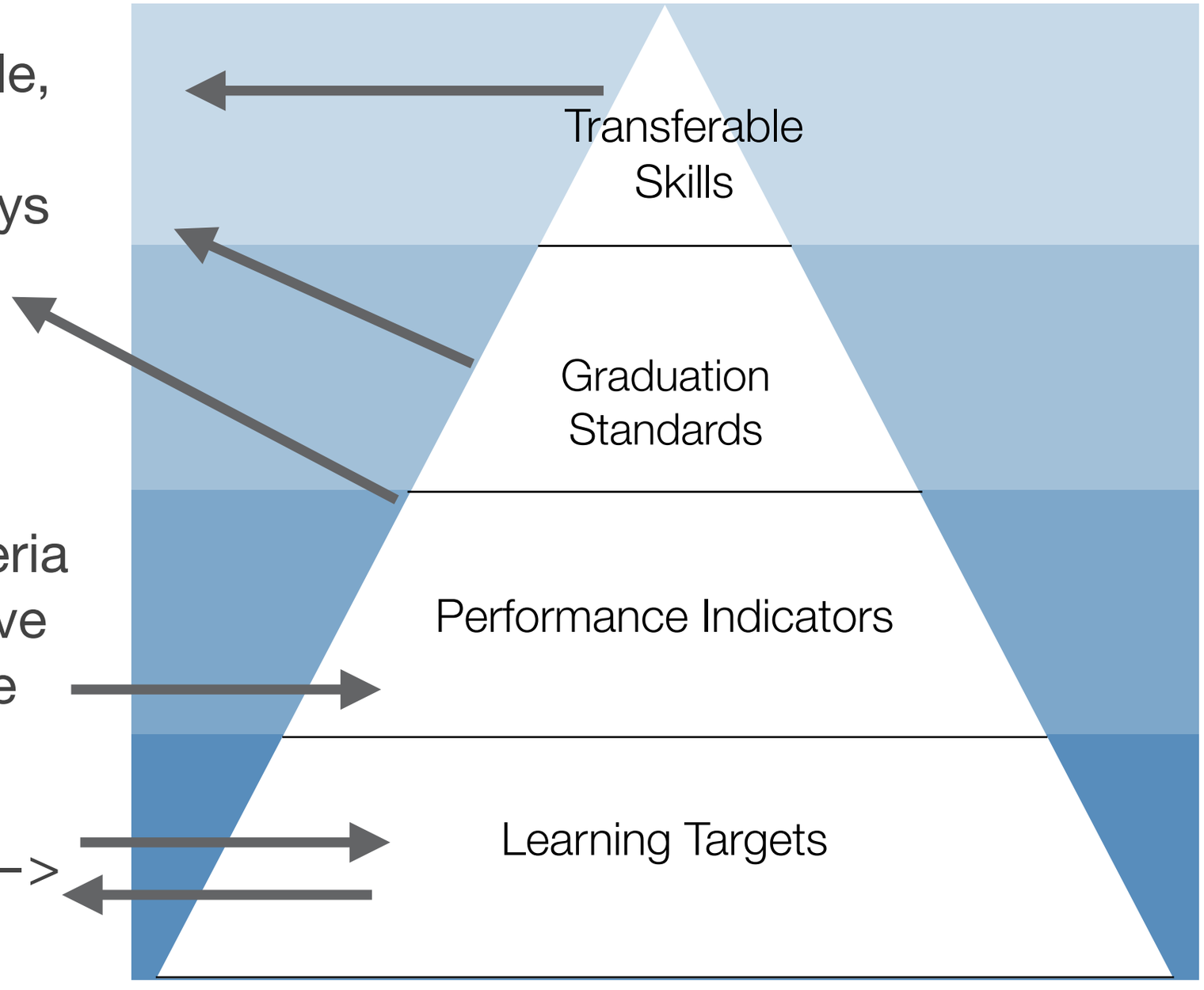
Proficiency-Based Learning Simplified

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

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

Graduation Standard

Performance Indicator

Learning Target

Competency-Based Learning

Graduation Competencies

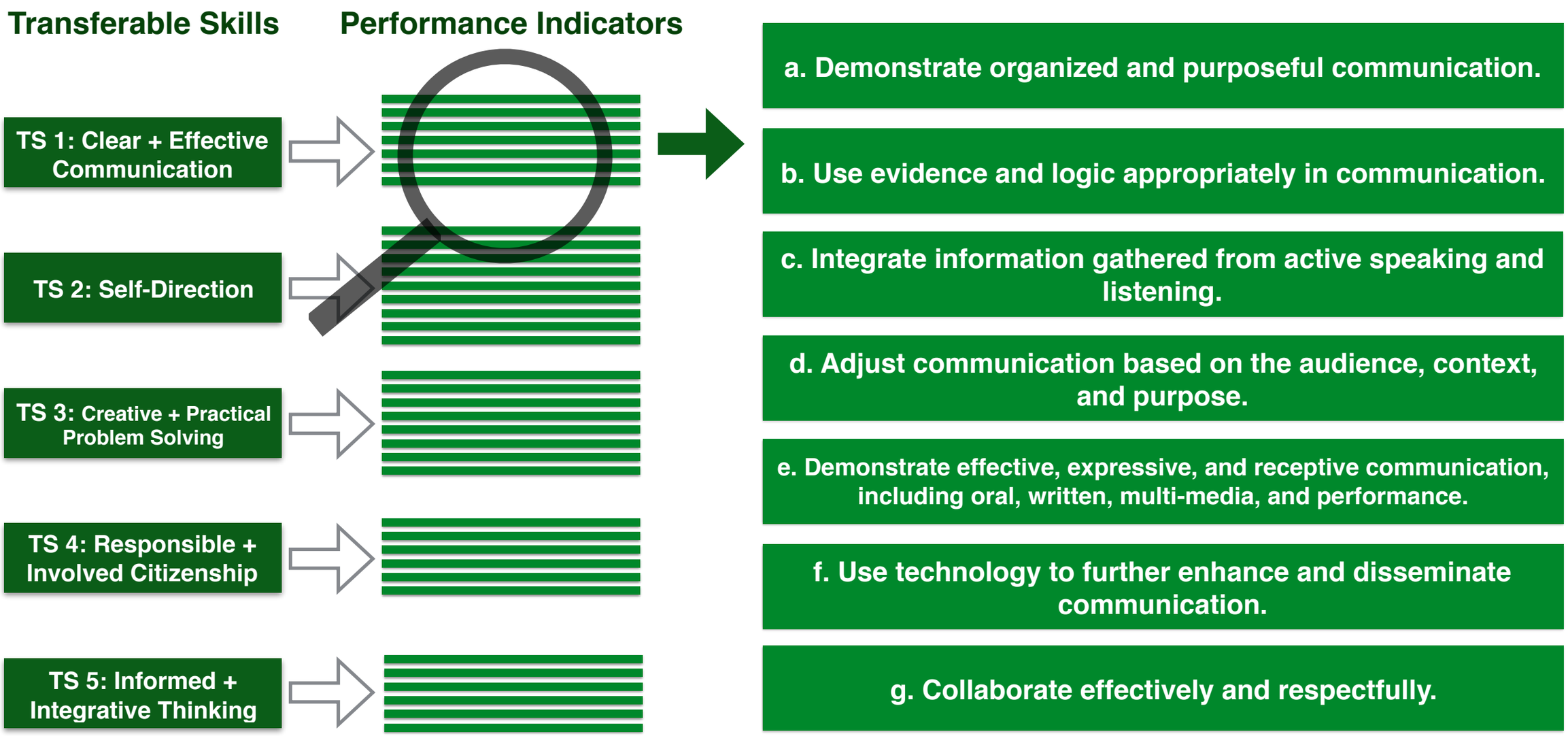
Learning Targets

BROAD

SPECIFIC

Performance Indicators

Transferable Skills. What are they and where do they originate?The Transferable Skills were defined by EQS when it was reauthorized in 2014.



Graduation Proficiencies (Transferable Skills)

The Agency of Education identified these five Transferable Skills as model graduation proficiencies. They meet the requirements of EQS.

Performance Indicators Explained

These performance indicators were created by the Agency of Education and stakeholders from Vermont as the skills, habits, and knowledge needed to demonstrate proficiency in the Transferable Skills.

Transferable Skills

Performance Indicators

TS 1: Clear + Effective Communication

TS 2: Self-Direction

TS 3: Creative + Practical Problem Solving

TS 4: Responsible + Involved Citizenship

TS 5: Informed + Integrative Thinking

a. Demonstrate organized and purposeful communication.

b. Use evidence and logic appropriately in communication.

c. Integrate information gathered from active speaking and listening.

d. Adjust communication based on the audience, context, and purpose.

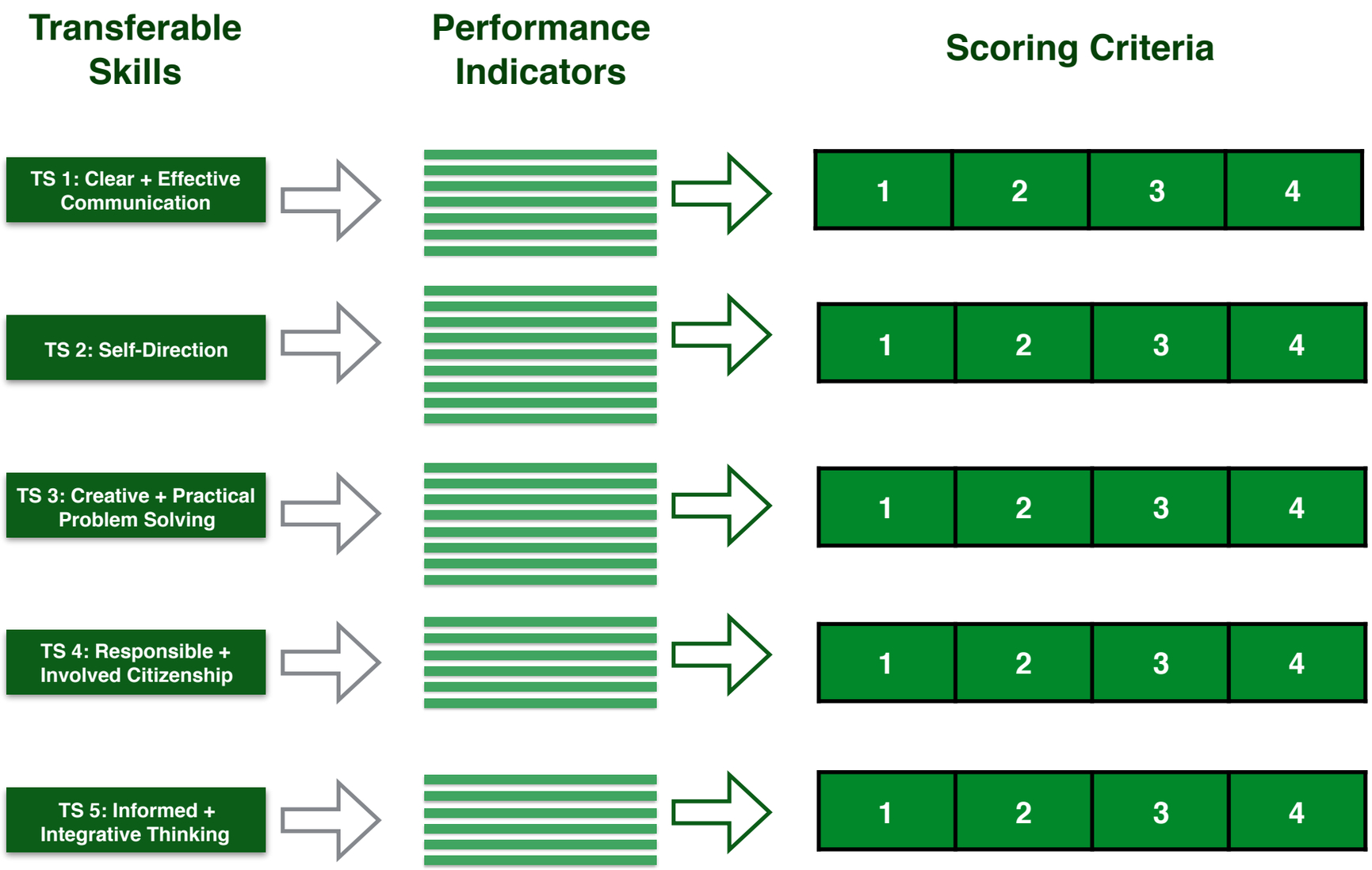
e. Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.

f. Use technology to further enhance and disseminate communication.

g. Collaborate effectively and respectfully.

Scoring Criteria:

Educators work together to define 4 levels of proficiency for each performance indicator within each Transferable Skill. This will enable certified scorers to have a similar understanding about what proficient work looks like while honoring teacher judgements about their students' work.



Social Studies Competency 1: History

Utilize a variety of sources to demonstrate and apply knowledge of, analyze, and evaluate major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world.

K-2	3-5	6-8	9-12
Compare and contrast life changes of over specific historical time periods to life today	Compare, contrast, and explain life changes in specific historical time periods to life today.	Evaluate effectiveness and impact of historical events and developments as examples of change and/or continuity.	Analyze change and continuity in historical eras.

Science Competency 2: Matter

Analyze structures, properties, and changes of matter.

K-2	3-5	6-8	9-12
Sort objects by observable properties .	Measure, compare and contrast the basic properties of solids, liquids and gases.	Develop models to describe the atomic composition of simple molecules and extended structures. .	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

Science
Sample Graduation Standards and Performance Indicators

Science Graduation Standard 1

PHYSICAL SCIENCES: STRUCTURE/PROPERTIES OF MATTER, FORCES, AND INTERACTIONS
Understand and analyze matter, reactions and physical systems as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (PS 1 + PS 2)

Fifth-Grade Performance Indicators

A. Make observations to construct an evidence-based account on how an object made of a small set of pieces can be disassembled and made into a new object. (2-PS1-3)

B. Develop a model to describe that matter is made of particles too small to be seen. (5-PS1-1)

C. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. (5-PS1-2)

D. Plan and conduct investigations, make observations and measurements to identify materials based on their (observable) properties (2-PS1-1 AND 5-PS1-3)

E. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.(2-PS1-4)

F. Conduct an investigation to determine whether the mixing of two or more substances results in new substances. (5-PS1-4)

Eighth-Grade Performance Indicators

A. Develop models to describe the atomic composition of simple molecules and extended structures. (MS-PS1-1)

B. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. (MS-PS1-2)

C. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. (MS-PS1-3)

D. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. (MS-PS1-4)

E. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. (MS-PS1-5)

F. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the

High School Performance Indicators

A. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. (HS-PS1-1)

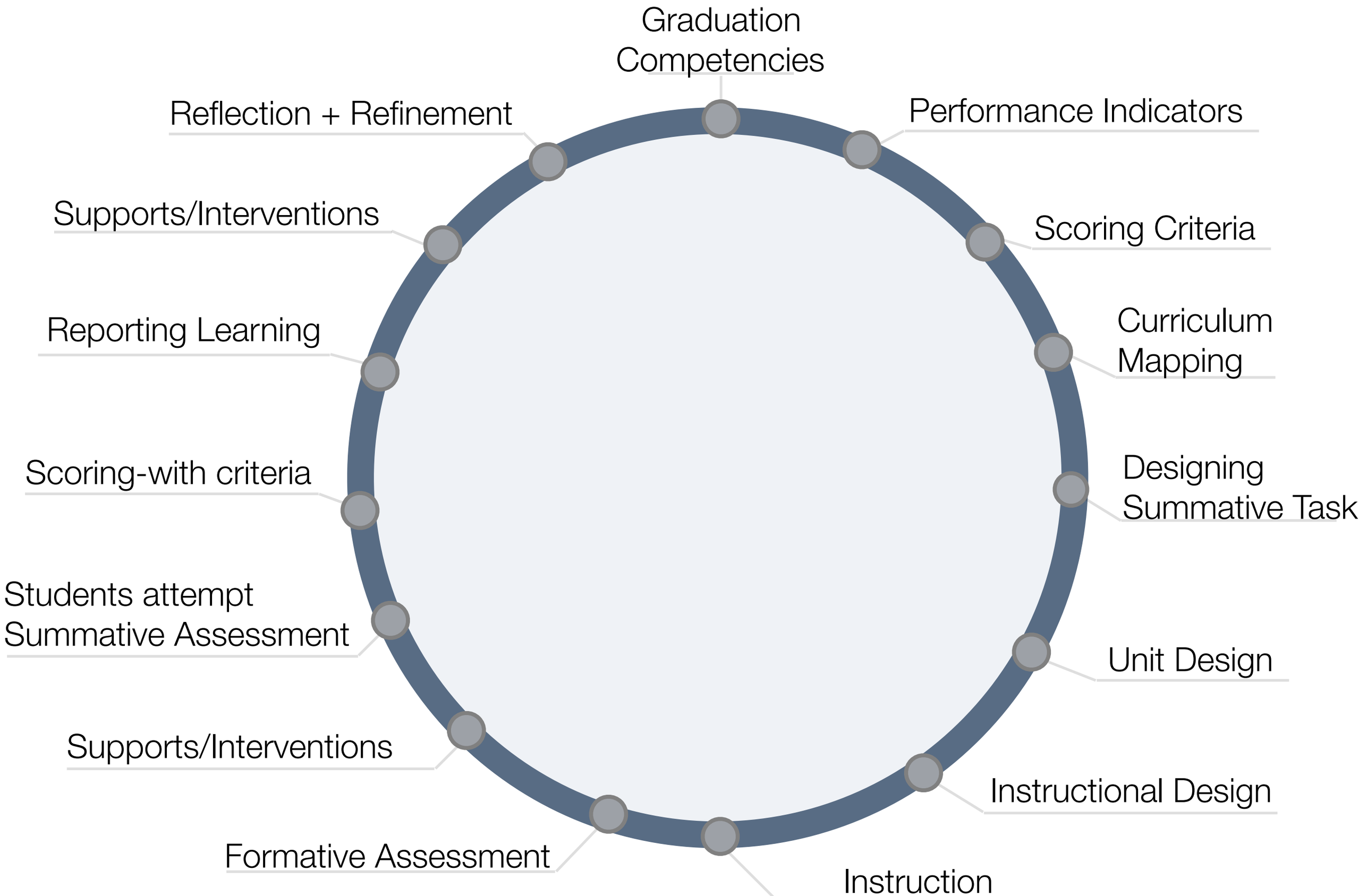
B. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (HS-PS1-2)

C. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. (HS-PS1-3)

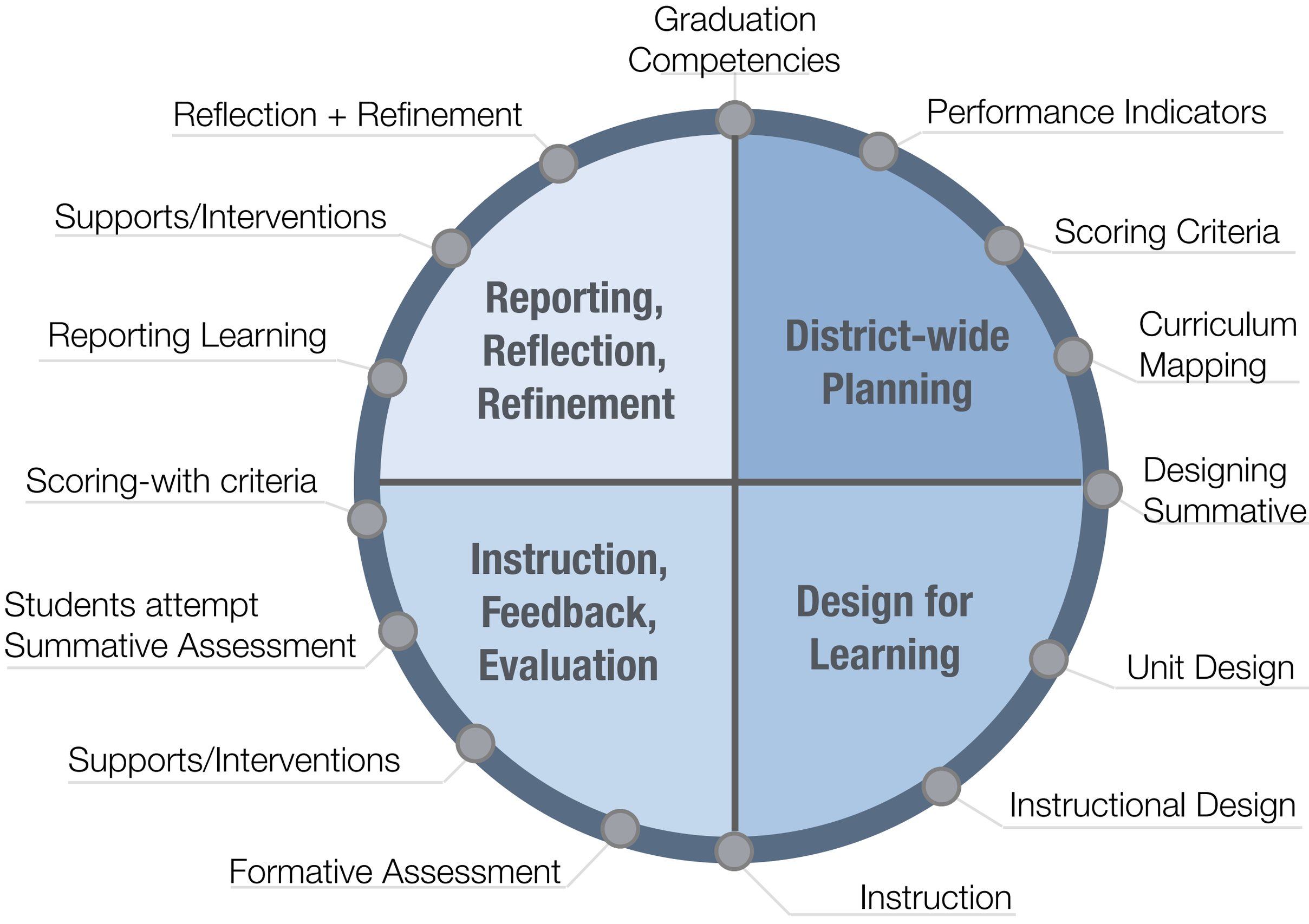
D. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. (HS-PS1-4)

E. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. (HS-PS1-5)

From Standards to Units



From Standards to Units



Assessment Pathways Simplified

A Great Schools Partnership Learning Model

LESS
Student Choice
in Learning

PATHWAY **1**	**COMMON** Learning Experiences	**COMMON** Demonstration Tasks	**COMMON** Scoring Guides
PATHWAY **2**	**COMMON** Learning Experiences	**UNIQUE** Demonstration Tasks	**COMMON** Scoring Guides
PATHWAY **3**	**UNIQUE** Learning Experiences	**COMMON** Demonstration Tasks	**COMMON** Scoring Guides
PATHWAY **4**	**UNIQUE** Learning Experiences	**UNIQUE** Demonstration Tasks	**COMMON** Scoring Guides
PATHWAY **5**	**COMMON** or **UNIQUE** Learning Experiences	**COMMON** or **UNIQUE** Demonstration Tasks	**UNIQUE** Scoring Guides

MORE
Student Choice
in Learning

RELIABLE and COMPARABLE results across STUDENTS, COURSES, SCHOOLS, DISTRICTS, or STATES

RELIABLE results

PHASE I: Jan-Aug 2017

- Webinar Overview: February
- Leaders overview and stage work on standards + indicators (onsite): March 2 + 3
- NESSC Conference (Hartford, CT): March 27 + 28
- Support School Board understanding: Spring
- Complete standards + indicators and work on Scoring Criteria: Summer
- Ongoing virtual support

PHASE II: Sep ’17 -Jun ‘18

- Finalize vetting/feedback on standards + indicators
- Create district engagement plan
- Align standards + indicators with courses + learning experiences
- Develop scoring criteria (9th + 10th grade)
- Align with and refine student supports + interventions system
- Scoring criteria (11th + 12 grade)

PHASE II: Sep ’17 -Jun ‘18

- Support ongoing assessment literacy
- Support instructional alignment
- Inform revision of grading and reporting systems
- Develop scoring criteria (9th + 10th grade)
- Align with and refine student supports + interventions system
- Ongoing virtual support

PHASE III: Jul ’18 -Dec ‘19

- Develop demonstration process for cross-curricular competencies
- Support policy revisions
- Develop and implement community engagement plan
- Ongoing virtual support

Questions?

GREAT SCHOOLS PARTNERSHIP

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THANK YOU

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