



# Competency-Based Learning

## Supporting Efforts in FCPS

### Today's Facilitators

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# COMPETENCY-BASED LEARNING

[greatschoolspartnership.org/fcps](https://greatschoolspartnership.org/fcps)



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## Supporting Frederick County Public Schools

### Introductory Webinar

Friday, February 3, 2017  
10 am

#### 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](#))

# Outcomes

- Overview Competency-Based Education (CBE) and Learning (CBL)
- Discuss CBE/L implementation at Frederick High School

# COMPETENCY-BASED LEARNING

## Is not

- a stand-alone intervention
- a cookie-cutter process or system
- a one-size-fits-all program

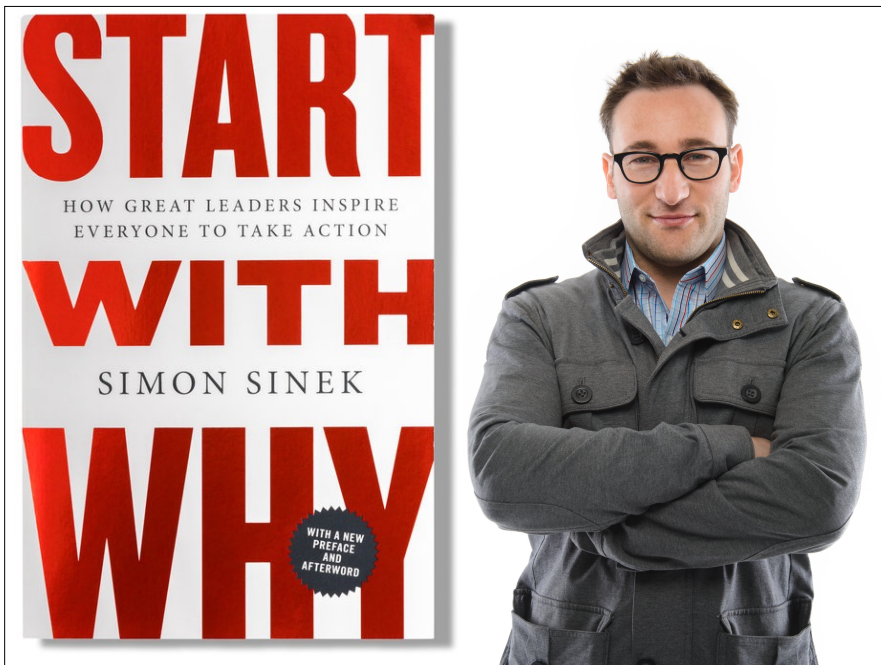
## COMPETENCY-BASED LEARNING

**Is a collection** of best-practices currently used by expert educators with solid support in research literature.

## COMPETENCY-BASED LEARNING

**Is about**

- Equity
- Transfer



**Why**  
**Competency-Based**  
**Learning?**

## Because...

- our students are empowered when they know the goals and can take charge of their learning.
- our students deserve work that is challenging, complex and authentic.
- our students deserve responsive classrooms and schools.



## Because...

- EQUITY
- PERSONALIZATION
- PATHWAYS



BOEQ 2

## Because...

so many standards

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

BOEQ 2

## Because...

so much time

“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)**

BOEQ 1



Sebastian  
11th Grade ELA

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

What would you advise Sebastian to do during his senior year based on his 11th grade ELA performance?






BOEQ 1



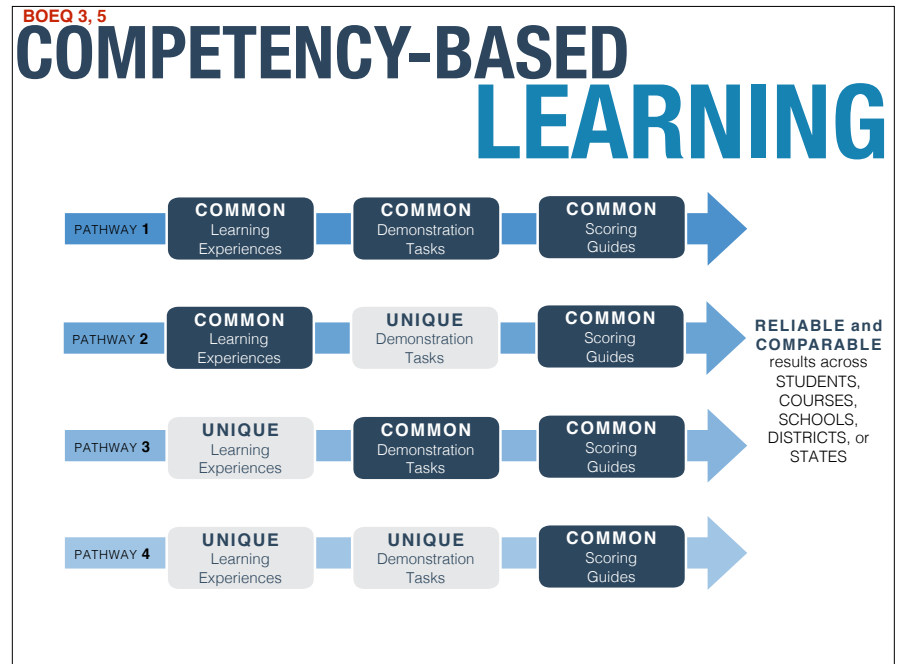
Sebastian  
11th grade  
ELA

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

What would you advise Sebastian to do during his senior year based on this ELA performance information?

BOEQ 1			
Student	Achievement	Other Relevant Details	Averaging all Grade Entries: Result
Mariela	"C" achievement throughout course		Final Grade = C
Christian	"A" achievement throughout course	Chronic late homework & some 0s 	Final Grade = C
Tatiana	"A" on tests, but...	Struggles to learn until then (homework) 	Final Grade = C
Sayed	"F" achievement early	"A" achievement by the end 	Final Grade = C
Oscar	Ds and Fs on tests, but ...	Hard worker, great kid, homework on time, extra credit 	Final Grade = C

Thursday, May 30, 13



**What are the 10  
Competency-Based  
Learning Principles?**

**10 Principles Of  
Competency-Based  
Learning**

BOEQ 2, 3, 4

## 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

BOEQ 2, 3, 4

## 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

BOEQ 2, 3, 4

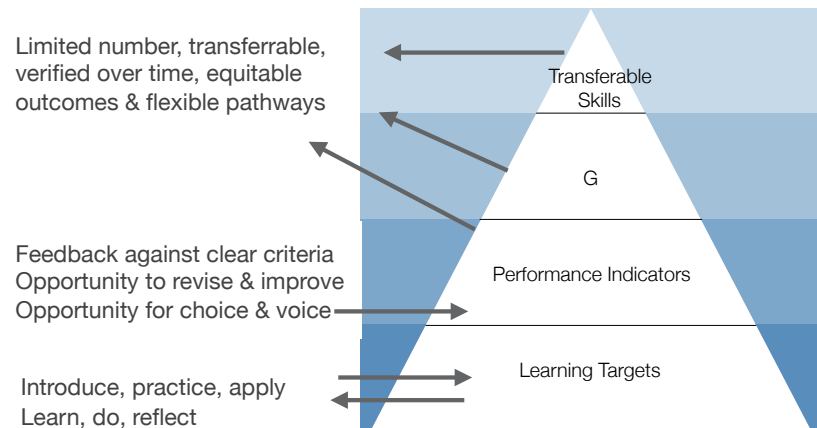
## Grading + Reporting

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.

## Pathways and Choice

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

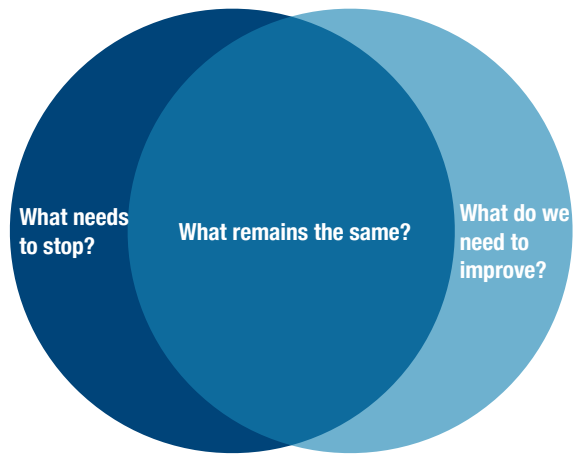
## What makes it CBL?



How to move to  
Competency-Based  
Learning?

BOEQ 2

## Shifting Concepts



BOEQ 2

## Guiding Questions

Proficiency-Based Learning is driven by three powerful questions for educators and learners

**Where do I want to be?**

BOEQ 2

## Guiding Questions

Proficiency-Based Learning is driven by three powerful questions for educators and learners

**Where am I now?**

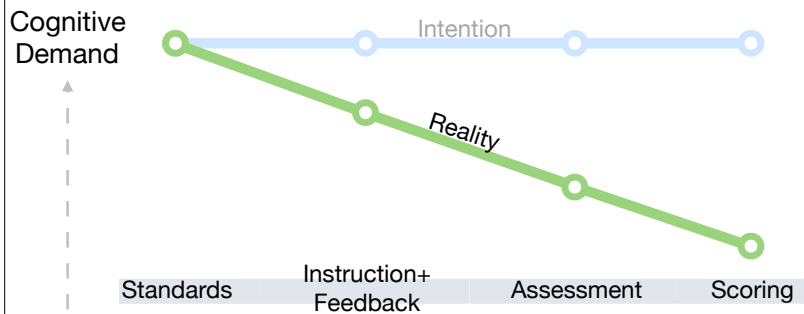
BOEQ 2

## Guiding Questions

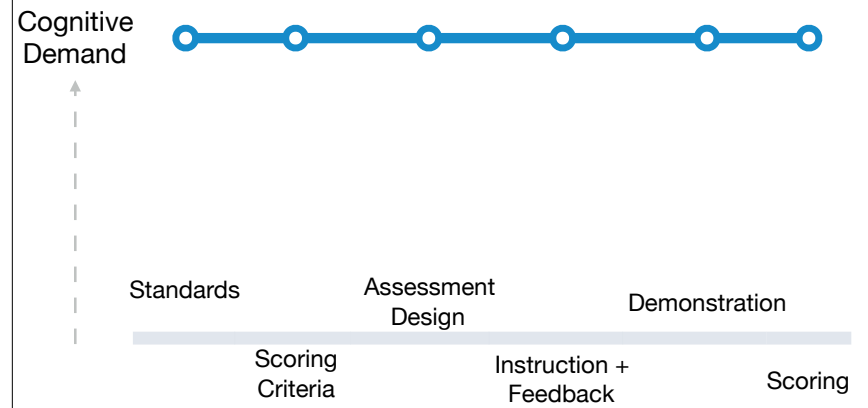
Proficiency-Based Learning is driven by three powerful questions for educators and learners

**How can I close the gap?**

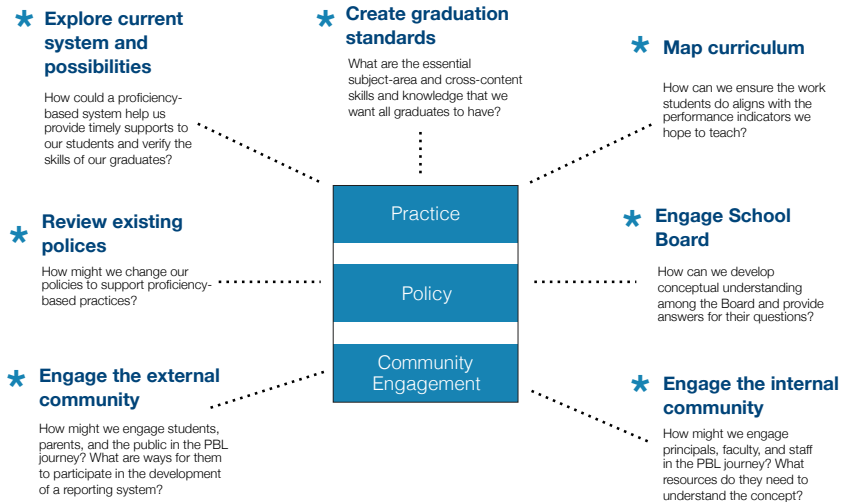
## Alignment in a Traditional Learning Model



## Alignment in a Competency-Based Model



# 7 Possible Entry Points



# Some examples of Competency-Based Learning?

# FHS: Sample Graduation Competency and Performance Standards

## Social Studies - Frederick County Public Schools Graduation Competencies and Performance Standards Overview

### Discipline Specific Graduation Competency 1:

Understand the historical development and current status of the fundamental concepts and processes of authority, power, governance and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens.

1A	Assess how and why democratic institutions and interpretations of democratic ideals have changed over time and evolved in different cultures.
1B	Investigate how and why rules and laws are created, interpreted, and changed and how they evolve based on social, economic, and political conditions in a specific time and place and across time and locations.
1C	Assess how government decisions directly impact citizens and how individuals and groups have brought about change locally, nationally, and internationally.
1D	Assess the impact of interdependence among states and nations and the impact of globalization on economic, social, and political factors.
1E	Assess conditions, actions, and motivations that contribute to conflict and methods used to reduce tensions and/or peacefully resolve conflicts, within and among individuals, communities, and nations.
1F	Investigate how various forms of government and political systems in the United States and the world impact individual rights, civil liberties, and economic freedom.

# FHS: Sample Performance Standards and Scoring Criteria

## Performance Standards Scoring Criteria for Competency 1

Performance Standards	1	2	3	4
1A Assess how and why democratic institutions and interpretations of democratic ideals have changed over time and evolved in different cultures.	I can <b>identify</b> democratic institutions and ideals that have changed and evolved over time.	I can <b>explain</b> how and why democratic institutions and ideals have changed and evolved over time and in different cultures.	I can <b>assess</b> how and why democratic institutions and ideals have changed and evolved over time and in different cultures.	I can <b>analyze</b> how and why democratic institutions and ideals have changed and evolved over time and in different cultures.
1B Investigate how and why rules and laws are created, interpreted, and changed and how they evolve based on social, economic, and political conditions in a specific time and place and across time and locations.	I can <b>identify</b> rules and laws that have evolved based on social, economic, and political conditions.	I can <b>explain</b> how and why rules and laws are created, interpreted, and changed based on social, economic, and political conditions across various times, places and locations.	I can <b>investigate</b> how and why rules and laws are created, interpreted, and changed and how they evolved based on social, economic, and political conditions across various times, places and locations.	I can <b>analyze</b> how and why rules and laws are created, interpreted, and changed and how they evolved based on social, economic, and political conditions across various times, places and locations.



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# THANK YOU

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# SANDBOX

# Questions from the Board



## Content Questions

- CBE is not “content-free.” Students use content to demonstrate mastery of skills.
- Competencies are not the same as curriculum.
- Prioritizing skills over content opens up pathways for students to demonstrate mastery.
- Using content to assess skills requires teachers to rethink assessment practices and think about depth rather than breadth.

## Project/Blended Questions

- Blended learning is an instructional strategy and does not conflict in any way with CBE.
- Project presentations can be used to assess competency, particularly with cross-curricular skills like “Communication.”
- Community members can be trained to help provide feedback for student performance, but that might limit community participation or be problematic for scoring decisions.

## Samples

Foliage Inquiry

Math Investigation Video

## Grading Questions

- Scoring criteria are used to create rubrics for assessments: they do not exist separately or as an add-on to existing rubrics.
- Changing report cards and transcripts should not be your first move.
- A CBE system can retain letter grades on report cards and transcripts: it's how the grade is generated that matters, not the symbol used to represent competence.

## Samples

[Sanborn Transcript and Report Card](#)

[GSP Sample Transcript](#)

[Communicating Grading](#)