Personalized Competency-Based Learning System

South Carolina Department of Education

May 23, 2017
Getting Started

1. Find a quotation on the wall that resonates with you.  
   **Jot it down or take a picture.**

2. Come back to your table.

3. Each person share their quotation.

4. Discuss: **How does this quote connect to the SC Profile of the Graduate and the Personalized Learning framework?**
From Great Schools Partnership

Angela Hardy, Director of Coaching

David Ruff, Executive Director
www.greatschoolspartnership.org/scdoe
Outcomes

• To understand how a personalized competency-based learning system can lead to equitable outcomes for all learners

• To realize the ways in which a SEA may provide support for LEAs to build capacity towards - and design for implementation of - a competency-based system that supports all learners
Agenda

Welcome + Introductions

Why Competency?

Competency as a Pathway to Equity

State Policy + Practice Examples

Alignment with South Carolina’s Profile of a Graduate

Questions and Next Steps
How does competency-based learning support this framework?
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.
Defining Personalization

Equitable Personalized Learning = Competency-Based Learning + Flexible Pathways + Data-Driven Accountability
GLOBAL BEST PRACTICES
2ND EDITION

An Internationally Benchmarked
Self-Assessment Tool
for Secondary Learning
Global Best Practices

History

1st Edition

- Developed for the New England Secondary Schools Consortium in 2011
- Supported by meta-analyses, comprehensive project findings, and focused investigations
- Included common characteristics of high-performing schools in U.S. and abroad
- Reviewed + refined by members from all five LIS member states
- Comprised of 3 strands + 20 dimensions
GLOBAL BEST PRACTICES
An Internationally Benchmarked Self-Assessment Tool for Secondary Learning
Global Best Practices
Rationale for 2nd Edition

Critical Elements

- **RESEARCH**: Compelling research has been introduced within the last 5 years
- **ALIGNMENT**: Ensuring alignment across the performance descriptors within a dimension
- **CLARITY**: Describing the levels of performance with more precise and clear language
PROFILE OF THE
South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

WORLD-CLASS SKILLS

Creativity and innovation
Critical thinking and problem solving
Collaboration and teamwork
Communication, information, media and technology
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents’ Roundtable

AN INITIATIVE OF
SOUTH CAROLINA COUNCIL ON COMPETITIVENESS
Is not a stand-alone intervention
Is a suite of practices resulting from the thoughtful combination of best practices currently used by expert educators with solid support in the literature.
Ten Principles of Competency-Based Learning

Read the document and identify three principles:
- the principle that is most aligned with the SC framework
- the principle that might pose a challenge in SC
- the principle that raises a burning question

At your table, discuss your selections and share what led you to your conclusions. What do you notice?
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

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
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.
9. Students can demonstrate learning progress and achievement in multiple ways.

10. Students are given opportunities to make important decisions about their learning.
COMPETENCY

is a student’s ability to transfer learning in and/or across content areas.
Proficiency = Competency = Mastery
GLOBAL BEST PRACTICES
2ND EDITION

An Internationally Benchmarked Self-Assessment Tool for Secondary Learning
### Step 1 >> Read the Performance Descriptions

#### 1 Initiating

Some efforts have been made to align coursework with career and college-ready learning standards, but in practice many teachers continue to use lessons that are unaligned or outdated. The school uses a standardized credit system based on seat time, letter grades, number averaging, and other traditional practices to measure academic progress and determine readiness for graduation. There is a great deal of variation from classroom to classroom in grading practices and standards. Students are often unaware of learning expectations for courses and lessons, and they rarely receive descriptive feedback on assignments. High-stakes external assessments often unilaterally drive instruction and lesson design.

#### 3 Developing

School-wide curricula and instruction have been aligned with common learning standards, but this effort has not been systematic or systemic. District and school leaders have engaged in conversations about adopting a true standards-based system, and the principal and teacher-leaders have visited schools that are using effective standards-based practices. Teachers are employing multiple formative assessment strategies in the classroom, and academic support is being provided to ensure that struggling students have learned material before they move on to the next lesson. Some departments have developed common rubrics to enhance the consistency of grading and reporting, but this practice has not been embraced by all teachers or institutionalized school-wide. In some cases, learning expectations remain unclear and many students are still unaware of their own learning strengths and weaknesses or which learning standards teachers are addressing.

#### 5 Performing

The school has publicly committed to becoming a true standards-based learning community, and graduation policy has been modified to require all students to demonstrate mastery of learning standards and high levels of college and career readiness before receiving a diploma. The faculty has prioritized learning standards in every content area so that the most essential content, skills, and habits of mind are covered in depth before teachers move on to additional material and standards. Multiple assessments are used to determine that students have mastered what they have been taught, and underperforming students are provided with additional instructional time, academic support, and alternative learning options to ensure that they are able to learn and demonstrate achievement in ways that work best for them. All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies at each developmental stage and expected level of performance.

### Step 4 >> Score Your School

Place an X on the scale below to indicate your school’s performance in this dimension.

- [ ] 1 Not Addressed
- [ ] 2 Initiating
- [ ] 3 Developing
- [ ] 4 Performing
- [ ] 5 Fully Developed

© 2010 NEW ENGLAND SCORING SCHOOL CONSORTIUM
Some efforts have been made to align coursework with career and college-ready learning standards, but in practice many teachers continue to use lesson plans that are unaligned or outdated. The credit system has been changed from percentage to number averaging, and other traditional practices to measure academic progress and determine readiness for graduation have been phased out. Students are often unaware of learning expectations for courses and lessons, and they rarely receive detailed feedback on their progress. High-stakes external assessments have a negative impact on instruction and lesson design.

"...prioritized learning standards in every content area so that the most essential content, skills, and habits of mind are covered in depth..."
(Un)Common Terms for “Standards”

- Graduation Standard
- Priority Standard
- Proficiency Standards
- Competencies
- Learning Objectives
- Mastery Objectives
- Performance Indicators
- Learning Targets
- Descriptors
- Benchmarks
- Measurement Targets
- Power Standards
Graduation Standard
Performance Indicators
Learning Target

RICE
A Graduation Standard Is...

a standard that focuses instruction on the most foundational, enduring, and leveraged concepts and skills within a discipline.
Graduation Standard 3: HISTORY

Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the United States, and the world.
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.
A Performance Indicator

3B. Analyze how historical events and enduring themes in history shaped and continue to shape people’s perspectives.

3C. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past, as it relates to the present.
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.
A Learning Target

Identify the perspective and bias in a primary source.
Proficiency-Based Learning Simplified
A Great Schools Partnership Learning Model

<table>
<thead>
<tr>
<th>Graduation Requirement</th>
<th>Reporting Method</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>Transcripts and Report Cards</td>
<td>Cross-Curricular Graduation Standards 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 5–8 standards for each content area</td>
</tr>
<tr>
<td>NO</td>
<td>Progress Reports</td>
<td>Performance Indicators 5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards</td>
</tr>
<tr>
<td>NO</td>
<td>Teacher Feedback</td>
<td>Learning Objectives Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators</td>
</tr>
</tbody>
</table>

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## English Language Arts
### Sample Graduation Standards and Performance Indicators

#### English Language Arts: Reading Foundations

**READING FOUNDATIONS**

Understand concepts of print and basic conventions of English (CCRF). *Proficiency in this area should be demonstrated by the end of grade 5, at which point students should apply these skills into their daily reading routine.*

<table>
<thead>
<tr>
<th>Fifth-Grade Performance Indicators</th>
<th>Eighth-Grade Performance Indicators</th>
<th>High School Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Demonstrate an understanding of spoken words, syllables and sounds (phonemes). (RF.2)</td>
<td></td>
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<tr>
<td>C. Know and apply grade level phonics and word-analysis skills in decoding words. (RF.3)</td>
<td></td>
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<tr>
<td>D. Read with sufficient accuracy and fluency to support comprehension. (RF.4)</td>
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#### English Language Arts Graduation Standard 1

**READING COMPREHENSION**

Read and comprehend appropriately complex literary and informational texts independently and proficiently. (CCRA 10)

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<tr>
<td>A. Determine the theme of a story, drama or poem from details in the text; summarize the text. (RL.2)</td>
<td>A. Determine the theme or central ideas of the text, analyze its development including its relationship to character, setting, and plot, and provide an objective summary. (RL.2)</td>
<td>A. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.2)</td>
</tr>
<tr>
<td>B. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.2)</td>
<td>B. Determine a central idea of the text, analyze its development including its relationship to</td>
<td></td>
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**STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS**

<table>
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<th>INITIATING</th>
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<tr>
<td>Some efforts have been made to align coursework with career and college-ready learning standards, but in practice many teachers continue to use lessons that are unaligned or outdated. The school uses a standardized credit system based on seat time, letter grades, number averaging, and other traditional practices to measure academic progress and determine readiness for graduation. There is a great deal of variation from classroom to classroom in grading practices and standards. Students are often unaware of learning expectations for courses and lessons, and they rarely receive descriptive feedback on assignments. High-stakes external assessments often unilaterally drive instruction and lesson design.</td>
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<td>School-wide curricula and instruction have been aligned with common learning standards, but this effort has not been systematic or systemic. District and school leaders have engaged in conversations about adopting a true standards-based system, and the principal and teacher-leaders have visited schools that are using effective standards-based practices. Teachers are employing multiple formative assessment strategies in the classroom, and academic support is being provided to ensure that struggling students have learned material before they move on to the next lesson. Some departments have developed common rubrics to enhance the consistency of grading and reporting, but this practice has not been embraced by all teachers or institutionalized school-wide. In some cases, learning expectations remain unclear and many students are still unaware of their own learning strengths and weaknesses or which learning standards teachers are addressing.</td>
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<td>The school has publicly committed to becoming a true standards-based learning community, and graduation policy has been modified to require all students to demonstrate mastery of learning standards and high levels of college and career readiness before receiving a diploma. The faculty has prioritized learning standards in every content area so that the most essential content, skills, and habits of mind are covered in depth before teachers move on to additional material and standards. Multiple assessments are used to determine that students have mastered what they have been taught, and underperforming students are provided with additional instructional time, academic support, and alternative learning options to ensure that they are able to learn and demonstrate achievement in ways that work best for them. All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies at each developmental stage and expected level of performance.</td>
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**STEP 4 >> SCORE YOUR SCHOOL**

Place an X on the scale below to indicate your school's performance in this dimension.

```
1 2 3 4 5
- NOT Addressed
  INITIATING
  DEVELOPING
  PERFORMING
```
Multiple assessments are used to determine mastery...All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies and expected levels of performance.
We believe that reliability results from the careful alignment of demonstrations tasks and instruction with intended learning outcomes. Comparability is possible when teachers assess student work with task-neutral common scoring guides and have time to calibrate their understanding and use. The graphic below represents five general learning pathways and how they can be assessed. While each of these has instructional value, only the first four will lead to greater comparability over time because they are assessed using common scoring criteria. We believe that these pathways are valuable and represent the many ways educators are personalizing learning for students in a proficiency-based learning system.
Crafting Scoring Criteria:  
Design Guide- 5 Components

Scoring criteria:

• Are task neutral
• Are aligned with the level of cognitive demand in the Performance Indicator
• Include all elements of the Performance Indicator
• Describe complexity rather than frequency
• Focus on what students can do rather than deficiencies
Avoid Terms Focused on Frequency

- Frequently
- Reliably
- Rarely
- Never
Use Terms
Focused on Cognitive Demand

- Create
- Explain
- Recognize
- Describe
### HEALTH EDUCATION

**Health Education Graduation Standard 5**

**Advocacy, Decision-Making and Goal-Setting Skills:** Demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family, and community health.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies.</td>
<td>I can <strong>list</strong> goals I have for my own health.</td>
<td>I can <strong>explain</strong> ways I can reach a goal I set for my own health.</td>
<td>I can <strong>create</strong> a plan to meet immediate and long-term health goals.</td>
<td>I can <strong>adapt</strong> my plan and <strong>evaluate</strong> my progress so I can continue to positively impact my personal health.</td>
</tr>
</tbody>
</table>
### Designing Scoring Criteria

Scoring criteria describe levels of proficiency for each performance indicator.

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Does Not Meet</th>
<th>Partially Meets</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to develop appropriate research questions. (CCSS.ELA-Literacy.WHST.11-12-7)</td>
<td>I can list some specifics about a topic that would help develop my understanding</td>
<td>I can identify broad questions that are relevant to my studies and focus my research</td>
<td>I can construct open-ended questions that build on one another and require evidence and support</td>
<td>I can analyze my own research questions to refine them based on my earlier questions and learning</td>
</tr>
</tbody>
</table>
## Creating a Rubric for a Summative Assessment

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging</th>
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<th>Accomplished</th>
<th>Exemplary</th>
</tr>
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<tbody>
<tr>
<td>Use the periodic table as a model to predict the relative properties of elements</td>
<td>Student is able to locate an element on the periodic table.</td>
<td>Student is able to locate an element on the periodic table, identify its basic properties, and determine the number of electrons in the outermost energy level.</td>
<td>Student is able to use the periodic table to accurately predict relative physical and chemical properties of elements. Student is able to describe the relationship between the pattern of electrons and other characteristics of that element.</td>
<td>Student is able to analyze observed relative physical and chemical properties of elements and classify them appropriately in the periodic table.</td>
</tr>
<tr>
<td>based on the patterns of electrons in the outermost energy level of atoms (HS-PS1-1)</td>
<td></td>
<td></td>
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<td>Construct and revise an explanation for the outcome of a simple chemical reaction</td>
<td>Student is able to determine the outcome of a simple chemical reaction.</td>
<td>Student is able to determine the outcome of a simple chemical reaction and explain it in relation to the element's location on the periodic table.</td>
<td>Student is able to use their knowledge of the periodic table to predict the outcome of simple chemical reactions. Student is able to explain the outcomes by explicitly referencing the periodic table and its inherent patterns.</td>
<td>Student is able to compare the results of different chemical reactions and explain the differences in outcomes by explicitly referencing the periodic table and its inherent patterns such as outermost electrons, trends, and properties of reactants.</td>
</tr>
<tr>
<td>based on the outermost electron state of atoms, trends in the periodic table, and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>knowledge of the patterns of chemical properties. (HS-PS1-2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>B. Use evidence and logic appropriately in communication</td>
<td>Recognize ideas, concepts, problems, or varied perspectives related to a topic or concept but does not use reasoning to generate a clear claim.</td>
<td>Student includes information from several sources and analyzes or compares the information from these sources.</td>
<td>Analyze and integrate carefully selected evidence from diverse sources and incorporate the relevant pieces into the finished work, analyzing or comparing the information from these sources</td>
<td>Apply evidence in a novel or unfamiliar situation to design a model or solution.</td>
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Creating a Rubric for a Summative Assessment

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<td>Student is able to locate an element on the periodic table, identify its basic properties, and determine the number of electrons in the outermost energy level.</td>
<td>Student is able to use the periodic table to accurately predict relative physical and chemical properties of elements, describe the relationship between the pattern of electrons and other characteristics of that element.</td>
<td>Student is able to analyze observed relative physical and chemical properties of elements and classify them appropriately in the periodic table.</td>
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<tr>
<td>Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron state of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (HS-PS1-2)</td>
<td>Student is able to determine the outcome of a simple chemical reaction based on the element's location on the periodic table.</td>
<td>Student is able to use their knowledge of the periodic table to predict the outcome of a simple chemical reaction by explicitly referencing the periodic table and its inherent patterns.</td>
<td>Student is able to compare the results of different chemical reactions and explain the differences in outcomes by explicitly referencing the periodic table and its inherent patterns such as outermost electrons, trends, and properties of reactants.</td>
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<td>B. Use evidence and logic appropriately in communication</td>
<td>Recognize ideas, concepts, problems, solutions, or other ideas and statements, and reason with evidence to generate a clear claim.</td>
<td>Analyze and integrate carefully selected evidence from diverse sources to support or challenge a claim, solution, or suggestion.</td>
<td>Analyze and integrate carefully selected evidence from diverse sources to support or challenge a claim, solution, or suggestion.</td>
<td>Analyze and integrate carefully selected evidence from diverse sources to design a model or solution.</td>
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From Standards to Practice

- Standards
- Performance Indicators
- Scoring Criteria
- Curriculum Mapping
- Designing Summative Task
- Unit Design
- Instructional Design
- Instruction
- Summative Task
- Reflection + Refinement
- Supports/Interventions
- Reporting Learning
- Scoring-with criteria
- Students attempt Summative Assessment
- Supports/Interventions
- Formative Assessment

Supports/Interventions

Reporting Learning

Scoring-with criteria

Students attempt Summative Assessment

Supports/Interventions

Formative Assessment

Instruction
From Standards to Practice

- Standards
  - Reflection + Refinement
  - Performance Indicators
  - Supports/Interventions
  - Scoring Criteria

- Instruction
  - Instructional Design
  - Curriculum Mapping
  - Designing Summative Task
  - Unit Design

- Reporting Learning
  - Reporting Learning
  - Scoring-with criteria
  - Students attempt Summative Assessment
  - Supports/Interventions

- Design for Learning
  - Instruction, Feedback, Evaluation
  - School & District-wide Planning

- Supports/Interventions
  - Formative Assessment
Alignment in a **Traditional Model**

- Standards
- Instruction+
- Feedback
- Assessment
- Scoring

**Cognitive Demand**

**Intention**

**Reality**
Alignment in a Competency-Based Model

Cognitive Demand

Standards

Assessment Design

Demonstration

Scoring Criteria

Instruction + Feedback

Scoring
Equality vs. Equity
What excites you?

What puzzles you?

What concerns you?
What is a High Leverage Policy?

A high leverage policy:

• Increases academic aspirations, achievement and attainment for all students

• Promotes greater equity in learning, performance, or life outcomes for students

• Generates positive ripple effects throughout the educational system
The High Leverage Policy Framework

Success Factors

Systems Change

Positive Student Outcomes

Policy Theory of Action
Leverage Points

The intended objectives of an educational policy or the entry points within the educational system that policy makers desire to influence.
The contextual factors and foreseeable contingencies that may arise during the implementation of a policy and that may influence how it is interpreted and enacted.
Policy Features

The intentional, predetermined features of a policy—both written and unwritten—as it was initially crafted.
Policy Features determine:

• The mixture between pressure (usually outlined in accountability expectations) and support (usually provided through appropriate educator development and/or financial incentives)

• The breadth and/or specificity of the leverage point

• Coherence with existing policies (or it identifies required policy changes)

• Where best to locate the policy on a “goal-strategy” continuum
Policy Features: Capacity Needs

- Monitoring Requirements
- Current School + District Capacity
- Educator Ownership + Local Control

High

Low

Prescriptive Strategy

Goal-Oriented Strategy
Policy Features

- Monitoring Needs
- Current School + District Capacity
- Educator Ownership + Local Control

- High
- Low

- Prescriptive Strategy
- Goal-Oriented Strategy
Policy Features: Capacity Needs

High knowledge and skill gap requires professional development.

- Monitoring Requirements
- Current School + District Capacity
- Educator Ownership + Local Control

Prescriptive Strategy

Goal-Oriented Strategy
Policy Features: Capacity Needs

- Monitoring Requirements
- Current School + District Capacity
- Educator Ownership + Local Control

High
- anger and aggravation creates poor implementation

Low

Prescriptive Strategy

Goal-Oriented Strategy
## SEA Strategies of Support

<table>
<thead>
<tr>
<th>State</th>
<th>Connecticut</th>
<th>Maine</th>
<th>Rhode Island</th>
<th>Vermont</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State policy</strong></td>
<td>State policy allows for competency</td>
<td>State policy requires proficiency</td>
<td>State policy allows for proficiency</td>
<td>State policy requires proficiency</td>
</tr>
<tr>
<td><strong>Partnered with</strong></td>
<td>Partnered with a state level Superintendents’ Association and Great Schools Partnership</td>
<td>Partnered with Great Schools Partnership</td>
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<td>Partnered with Great Schools Partnership</td>
</tr>
<tr>
<td><strong>Competency-Based Learning Seminar Series</strong></td>
<td>Communities of Practice for District Level Leaders</td>
<td>Proficiency-Based Learning website content</td>
<td>Rhode Island Champions</td>
<td>Proficiency-Based Learning Seminar Series + Transferable Skills System of Support</td>
</tr>
<tr>
<td><strong>Convoked school + district teams of educators and leaders four times in a year for two days each to participate in professional learning and design for local implementation; virtual coaching offered to each school team monthly for one hour per month</strong></td>
<td>Convened district level personnel monthly to engage in professional learning around mastery-based learning systems and participate in protocols to offer feedback and support, ultimately strengthening local implementation</td>
<td>SEA staff collaborated with GSP staff to develop sample Graduation Standards and Indicators for each content area and publish samples and protocols for local design + implementation on the state department of education website</td>
<td>Invited educators and leaders throughout the state to participate in a year-long learning and design experience, virtually + in-person, to build local capacity while developing state examples of Graduation Standards + Indicators for both transferable skills + content, and sample assessment tasks</td>
<td>Convened school + district teams at three separate sites simultaneously monthly for two days each month to engage in effective professional development, design and planning to build capacity at the local level</td>
</tr>
<tr>
<td><strong>Sample transferable skills, indicators, scoring criteria, tasks, and annotated student work</strong></td>
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## SEA Strategies of Support

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</thead>
<tbody>
<tr>
<td>State policy allows for competency</td>
</tr>
<tr>
<td>Partnered with a local non-profit convener and Great Schools Partnership</td>
</tr>
<tr>
<td>Competency-Based Learning Seminar Series</td>
</tr>
<tr>
<td>Convened school + district teams of educators and leaders four times in a year for two days each to participate in professional learning and design for local implementation; virtual coaching offered to each school team monthly for one hour per month</td>
</tr>
</tbody>
</table>
## SEA Strategies of Support

<table>
<thead>
<tr>
<th>Connecticut</th>
</tr>
</thead>
<tbody>
<tr>
<td>State policy allows for mastery</td>
</tr>
<tr>
<td>Partnered with a state level Superintendents’ Association and Great Schools Partnership</td>
</tr>
<tr>
<td>Communities of Practice for District Level Leaders</td>
</tr>
<tr>
<td>Convened district level personnel monthly to engage in professional learning around mastery-based learning systems and participate in protocols to offer feedback and support, ultimately strengthening local implementation</td>
</tr>
</tbody>
</table>
# SEA Strategies of Support

<table>
<thead>
<tr>
<th>Maine</th>
</tr>
</thead>
<tbody>
<tr>
<td>State policy requires proficiency</td>
</tr>
<tr>
<td>Partnered with Great Schools Partnership</td>
</tr>
<tr>
<td>Proficiency-Based Learning website content</td>
</tr>
</tbody>
</table>

- SEA staff collaborated with GSP staff to develop sample Graduation Standards and Indicators for each content area and publish samples and protocols for local design + implementation on the state department of education website.
**SEA Strategies of Support**

<table>
<thead>
<tr>
<th>Rhode Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>State policy allows for proficiency</td>
</tr>
<tr>
<td>Partnered with Great Schools Partnership</td>
</tr>
<tr>
<td>Rhode Island Champions</td>
</tr>
<tr>
<td>Invited educators and leaders throughout the state to participate in a year-long learning and design experience, virtually + in-person, to build local capacity while developing state examples of Graduation Standards + Indicators for both transferable skills + content, and sample assessment tasks</td>
</tr>
</tbody>
</table>
## SEA Strategies of Support

<table>
<thead>
<tr>
<th>Vermont</th>
</tr>
</thead>
<tbody>
<tr>
<td>State policy requires proficiency</td>
</tr>
<tr>
<td>Partnered with Great Schools Partnership</td>
</tr>
<tr>
<td>Proficiency-Based Learning Seminar Series + Transferable Skills System of Support</td>
</tr>
</tbody>
</table>

Convened school + district teams of educators and leaders at three separate sites simultaneously monthly for two days each month to engage in effective professional development, design and planning to build capacity at the local level.

Sample transferable skills, indicators, scoring criteria, tasks, and annotated student work developed with educators and students.
How can competency-based learning support South Carolina to realize its vision for learning?
Questions?
Proficiency-Based Learning Simplified
A Great Schools Partnership Learning Model

www.greatschoolspartnership.org/proficiency/
THANK YOU

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