



**Illinois
State Board of
Education**

Leading & Sustaining

Competency-Based Education

Mark Kostin
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September 21, 2017

Outcomes

I can recognize and understand the importance of equity and shared leadership in successful implementation of proficiency-based learning (and other initiatives)

Outcomes

I can assess our school/district's plan and progress and engage with colleagues about the steps in our journey we need to consider

Agenda

Welcome, Introductions, Outcomes, Overview

Foundational Elements

Overview of Implementation Steps

Self-Assessment

Reflection and Planning Time

Closing + Next Steps



Illinois State Board of Education Competency-Based Event: Moving Your Pilot From Vision to Action

September 20-21, 2017 | Peoria (IL) Public School District

Presenters:

[Mark Kostin](#), Associate Director, Great Schools Partnership

Web Resources and Materials:

SESSION I: EQUITY, RIGOR, AND PERSONALIZATION THROUGH COMPETENCY-BASED LEARNING ×

Competency-Based Learning is predicated on the belief that all students can learn if we clarify learning goals, personalize assessment and instruction, and expect that students will learn in different ways and at different times. In this session, Mark Kostin, Associate Director of the Great Schools Partnership, will share the rationale for, the critical elements of, and the policies that support a competency-based learning system.

Web resources and materials for this session:

- [Presentation Slides](#)
- [Global Best Practices Equity Dimension Excerpt](#)
- [10 Principles of Competency-Based Education](#)
- [Competency-Based Education Triangle](#)
- [Assessment Pathways Simplified](#)
- [Standards to Practice Circle](#)

SESSION II: DEVELOPING AND LEADING YOUR COMPETENCY-BASED SYSTEM +

Foundational Elements



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

GLOBAL BEST PRACTICES 2ND EDITION

An Internationally Benchmarked

Self-Assessment Tool
for Secondary Learning



Strands & Dimensions

TEACHING + LEARNING

- 1.1 Equity
- 1.2 Personalization + Relevance
- 1.3 Academic Expectations
- 1.4 Proficiency-Based Education
- 1.5 Assessment Practices
- 1.6 International + Multicultural Learning
- 1.7 Technology Integration
- 1.8 Learning Communities

ORGANIZATIONAL DESIGN

- 2.1 Vision, Mission + Action Plan
- 2.2 School Culture
- 2.3 Multiple Pathways
- 2.4 Transitions
- 2.5 Supports + Extensions
- 2.6 Time + Space
- 2.7 Data Systems + Applications
- 2.8 Continual Improvement

SCHOOL LEADERSHIP

- 3.1 Teacher Recruitment + Retention
- 3.2 Administrative Leadership
- 3.3 Shared Leadership
- 3.4 Moral Courage

SCHOOL DISTRICT

- 4.1 School Board
- 4.2 District Administrators

Foundational

Elements

Deep commitment to **equity**

Continuous Improvement habits

Shared leadership

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

The school's governance structure and decision-making process have not been clearly articulated or publicly shared, and participation in major school decisions remains closed to most stakeholders. Most decisions are top-down and made with little input from the staff despite some attempts to broaden participation in governance. The school has not institutionalized processes that encourage and support aspiring teacher-leaders, and school-supported professional development does not explicitly address leadership-building skills. School priorities have not been clearly articulated or communicated, which has created confusion about staff responsibilities and led to a general reticence about taking risks or trying new approaches.

3 DEVELOPING

The school has developed a shared governance structure, but roles, operational specifics, and accountability procedures remain somewhat vague and undefined. Teachers and other staff members have a greater understanding of the rationale for and intention of decisions made by the principal, and efforts to improve communication and transparency are fostering greater trust and confidence in the administrative team. Leadership roles are routinely offered to the staff, but decision-making authority is limited and leadership responsibilities fall within narrowly defined parameters. Teachers do not feel entirely comfortable questioning administrative decisions, suggesting alternative approaches, or incorporating new strategies into their classroom practice. The principal operates under the belief that he or she needs to be involved in every school decision, which results in delays when it comes to implementing and advancing new initiatives.

5 PERFORMING

The school has established a leadership committee consisting of representatives from multiple stakeholder groups (administrators, teachers, students, and parents). Additionally, a consistent leadership team—made up of skilled, knowledgeable, and motivated faculty—plays a major role shaping the school's strategic plan and academic goals, advocating for the concerns of staff and students, and improving communication and understanding between the administration and faculty. All teachers are held to high expectations and have the decision-making autonomy they collectively need to address and remain responsive to student needs. The school culture is collaborative, respectful, and collegial, and the staff members take pride in conducting themselves in a professional and respectful manner during interactions with students, parents, colleagues, and the public. The faculty is involved in critical instructional decisions, including the selection of instructional resources, the design of professional development, and the creation of the school's action plan. Administrators and other school leaders listen to and honor all voices in the school community, especially voices that have traditionally been marginalized or underrepresented.

STEP 4 >> SCORE YOUR SCHOOL

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



STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

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STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1	INITIATING	3	DEVELOPING	5	PERFORMING
<p>Teaching practice is largely individualistic and uninformed by current research, collegial feedback, formative assessments, or student data. Classroom doors are generally closed and faculty members rarely observe one another teaching or have focused discussions about specific instructional strategies or student needs. The administrative team is largely focused on managerial responsibilities, and only limited time is devoted to investigating proven best practices, analyzing student-performance trends, and participating in professional learning. School policies do not explicitly support ongoing professional learning, and teacher schedules and workloads do not provide time for collaborative work and study. Some tensions among the faculty may go unresolved for long periods of time.</p>		<p>Teacher interactions indicate that there is a growing sense of trust, appreciation, and mutual respect for one another's contributions to the school community. Several teachers have been trained to facilitate professional sharing among teachers, and a significant percentage of the teaching faculty meets every month to discuss student work and instructional strategies. The leadership team has taken steps to stay informed about current research, analyze student data, distribute best-practice literature to the faculty, and support the ongoing professional learning of every teacher. Time for collaborative preparation and planning is provided to teachers during the school day, but this time is often unstructured, loosely facilitated, or unproductive in terms of improving classroom instruction across the school. It is not always clear to teachers how the various initiatives and professional development opportunities connect to each other or how the school's professional learning groups support these efforts.</p>		<p>School leaders work to foster an environment in which faculty interactions are characterized by the kind of collegiality, trust, and respect that result from strong personal relationships, professionalism, and mutual appreciation. Teachers regularly share their own work and observe one another's practice, providing constructive feedback that is based on a shared understanding of effective teaching, learning goals, and student needs. The faculty has developed a "shared language" for discussing instruction, assessment, and other critical elements of teaching and learning. All teachers are involved in consistent, group-based professional conversations that are well established, organized, skillfully facilitated, and goal-driven. These conversations and all other professional development opportunities are clearly aligned with the school's coherent and comprehensive action plan. Group agendas and conversations focus on addressing the specific tasks and strategies of student-centered, inquiry-based teaching and assessment. Faculty meetings are characterized by enthusiasm, intellectual curiosity, and a sense of collective responsibility for improving student learning and outcomes for all students. Throughout the school, teacher expertise is recognized and teachers have the autonomy to create original learning experiences for their students within a set of common learning expectations. Professional learning groups are used to foster an environment where teachers are encouraged to try new approaches and errors are regarded as learning opportunities.</p>	

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CBE Recap

10 Principles of Competency- Based Education

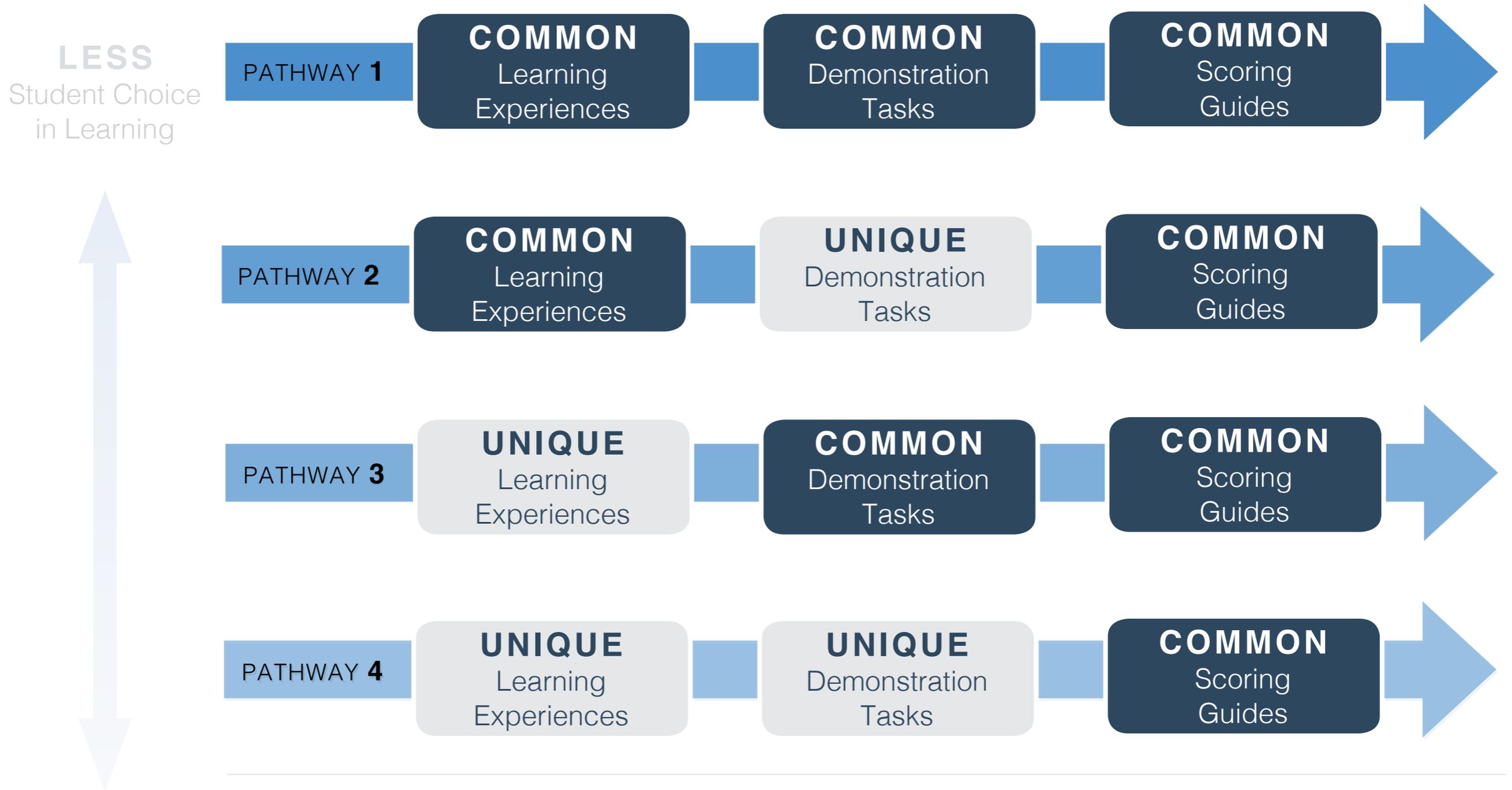
Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

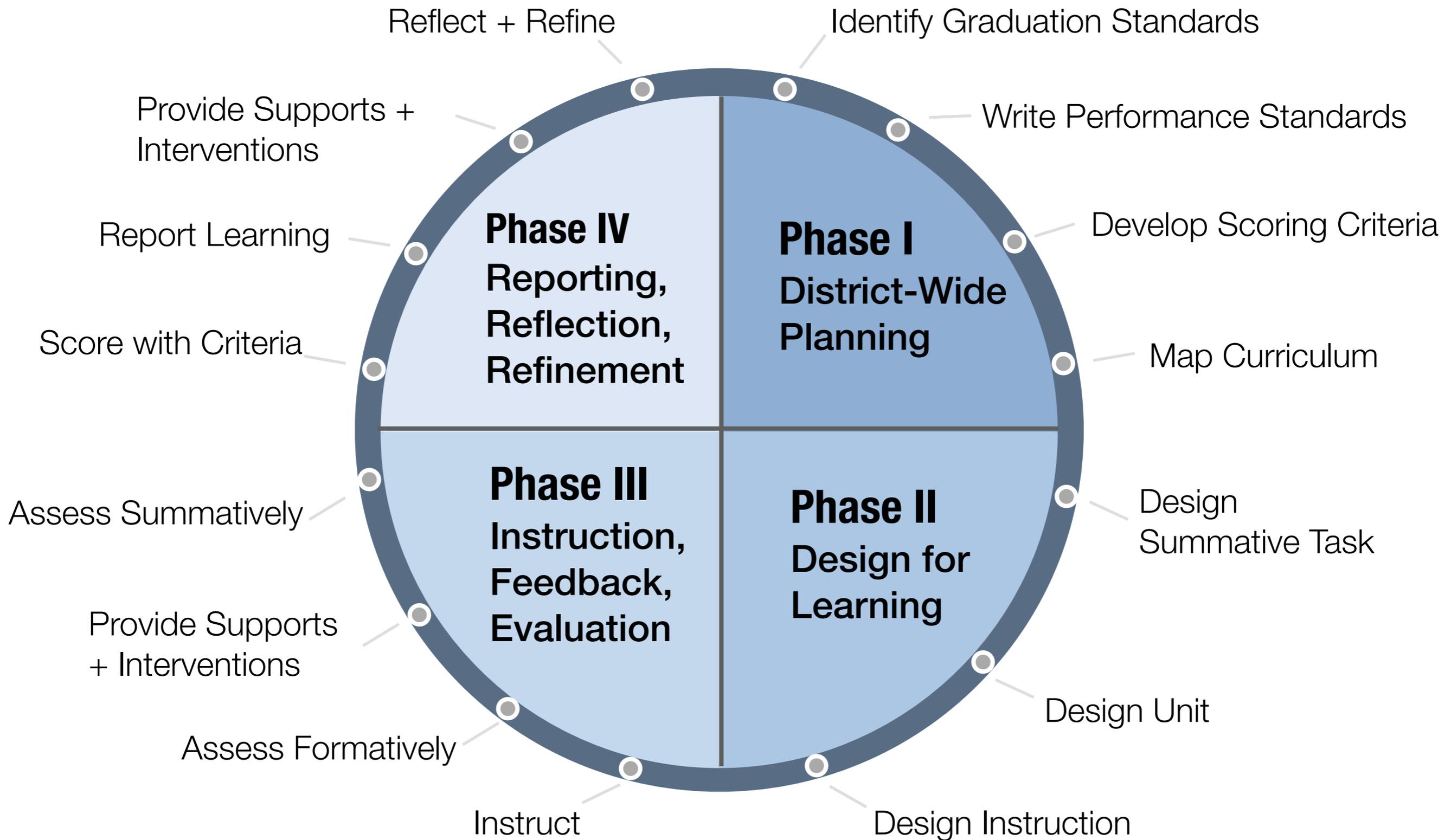
Graduation Requirement	Reporting Method		Assessment Method
YES	Transcripts and Report Cards	Cross-Curricular Graduation Standards 5–8 standards taught in all content areas	Body of Evidence Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics
YES	Transcripts 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

Assessment Pathways Simplified

A Great Schools Partnership Learning Model



From Standards to Practice



Leading the Work

Policy

Practice

Community Engagement

Self-Assessment

Read through the document on your own

Score - from your perspective: I, D, P

Share + discuss your scores

What do you notice?

What are the implications for your work?

Supported Team + Planning Time

- ▶ What are your next steps?
- ▶ What will you take back?
- ▶ What questions do you still have?
- ▶ What can you do now?



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Reflection

- ▶ One thing I learned...
- ▶ One question I still have...

Questions?





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PARTNERSHIP

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THANK YOU

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