It's not about Pace: Using Competency to Deepen Learning

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From Great Schools Partnership

Reed Dyer, Senior Associate

Angela Hardy, Director of Coaching
Do we mean all learners?
Who is losing out?

US National Graduation Rate 2014

83%
Who is losing out?

86%

White Students

US National Graduation Rate 2014
Who is losing out?

Students of Color

78%
Who is losing out?

gap between white students and student of color

8%
Outcomes

- I can discuss the rationale for a collaborative community of learners versus an individualized learning environment within a competency-based learning system.

- I can identify qualities of effective teaching and learning resulting in student agency and higher order thinking.

- I can access resources and processes to support a personalized competency-based learning environment where students engage in deeper learning.
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
What Do YOU Believe?
What Do You Believe?

Consider the following...

• Every student is capable of complex thought.
• Higher order thinking promotes student engagement.
• Learning that promotes transfer of knowledge and skills prepares students for the future.
• Students need to be asked questions that help them access and integrate knowledge to analyze, evaluate, draw conclusions and ask questions.
• Students should wrestle with complex and authentic problems.
• Students must be taught how to integrate and apply what they have learned and are given opportunities to practice.
What Do You Believe?

Identify the statement that would most powerfully move your school forward in supporting ALL students.

Turn & Talk:

How might this belief impact the success of students at your school?
ELEMENTS OF EFFECTIVE INSTRUCTION

Student Engagement

- Complex Thinking & Transfer
- Varied Content, Materials, & Methods
- Practice & Feedback
- Clear, Shared Outcomes
- Learning Environment
What will we see when these elements are applied?
ELEMENTS OF EFFECTIVE INSTRUCTION

- Learning Environment
- Varied Content, Materials, and Methods of Instruction
- Practice and Feedback
- Clear Shared Outcomes
- Complex Thinking and Transfer

...lead to learners engaged in deep learning
Learning Environment

- Supports learning for all students
- Physically and socially/emotionally safe + supportive environment for taking risks, asking questions and making mistakes

https://www.youtube.com/watch?v=0_ihrNohVGs
Varied Content, Materials, and Methods of Instruction

Ideas, information and material are presented and worked with in varied ways so that a wide range of learners can find access points to the learning.
Practice and Feedback

• **Opportunities to practice** what they are learning

• Timely **feedback** based on their current performance in relation to the desired outcomes
Practice and Feedback

1. **Learning Target**
2. **Teacher, Peer and/or Self Interpretation or Diagnosis**
3. **Student Response**
4. **Adjust/Modify Instruction if Necessary**
Clear, Shared Outcomes

- Learning outcomes are shared and understood by teacher/s and students.
- Outcomes are used as an anchor to guide instructional planning + resource selection.
- Used to prompt self-reflection and goal setting.
# Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

<table>
<thead>
<tr>
<th>Graduation Requirement</th>
<th>Reporting Method</th>
<th>Cross-Curricular Graduation Standards</th>
<th>Content-Area Graduation Standards</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>Transcripts and Report Cards</td>
<td>5–8 standards taught in all content areas</td>
<td>5–8 standards for each content area</td>
<td>Body of Evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics</td>
</tr>
<tr>
<td>YES</td>
<td>Transcripts and Report Cards</td>
<td></td>
<td></td>
<td>Verification of Proficiency</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time</td>
</tr>
<tr>
<td>NO</td>
<td>Progress Reports</td>
<td></td>
<td>Performance Indicators</td>
<td>Summative Assessment</td>
</tr>
<tr>
<td></td>
<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>
<td>Graded summative assessments are used to evaluate the achievement of performance indicators</td>
</tr>
<tr>
<td>NO</td>
<td>Teacher Feedback</td>
<td></td>
<td>Learning Objectives</td>
<td>Formative Assessment</td>
</tr>
<tr>
<td></td>
<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>
<td>Ungraded formative assessments are used to evaluate student learning progress</td>
</tr>
</tbody>
</table>

## Body of Evidence
Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics.

## Verification of Proficiency
Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time.

## Summative Assessment
Graded summative assessments are used to evaluate the achievement of performance indicators.

## Formative Assessment
Ungraded formative assessments are used to evaluate student learning progress.

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Complex Thinking + Transfer

- Students are **coached and taught** to engage in higher order thinking regularly

- Integration of concepts and ideas and application of learned skills to new material or situations are part of the learning process
Complex Thinking + Transfer
it was about work that I believed in
## Self Assessment: Element 4

**Element 4: Complex Thinking and Transfer**

Students are coached and taught to engage in higher order thinking through instructional activities and practice tasks. Assessments are designed to prompt complex thinking, integration of concepts and ideas, and application of learned skills to new material or situations.

<table>
<thead>
<tr>
<th>Clarifying Prompts</th>
<th>Learning About</th>
<th>Somewhat True</th>
<th>Largely True</th>
<th>Perfecting &amp; Adjusting</th>
<th>Reflections, recent anecdotes, currently working on...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the questions I ask routinely help students think at higher cognitive levels?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Do I ask questions in an order that helps students integrate what they know to</td>
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</tr>
<tr>
<td>analyze, evaluate, draw conclusions and ask questions?</td>
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</tr>
<tr>
<td>Are the problems I ask students to wrestle with complex and authentic?</td>
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<td></td>
</tr>
<tr>
<td>Do I provide instruction and practice in integrating and applying what they have</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>learned?</td>
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<td></td>
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</tr>
<tr>
<td>Do my students do the intellectual work? Do I mostly coach and support students'</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>as they learn and do?</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Overall Self-Assessment**

Add reflective questions for yourself here. What do you most want to learn? What are you hoping to shift in your practice?
Self Assessment

Review the Self Assessment tool for Complex Thinking & Transfer

- Consider each question for your own classroom or an overall assessment of practices at your school.
- To what extend does my system push for complex thinking and transfer?
What is your commitment to equity + student engagement?
What is Global Best Practices?
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
### 1.3 ACADEMIC EXPECTATIONS

#### STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

<table>
<thead>
<tr>
<th>1</th>
<th>INITIATING</th>
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</thead>
<tbody>
<tr>
<td>Students are often engaged in time-consuming, discrete skill-based activities that do not reach the level of rigor associated with the course’s stated learning standards (if these in fact exist). Course-enrollment patterns reveal that low-achieving students from various demographic groups tend to be enrolled in less-challenging courses that are taught by new or less-qualified teachers. Teachers infrequently engage students in long-term projects, complex problem solving, and other tasks that require the application of knowledge and higher-level reasoning skills. Remedial courses deliver less-rigorous instruction at a slower pace, and underperforming students are not always given the additional time they need to catch up to their peers. Under-performing students, including special-education students, are often separated from their peers, reinforcing negative self-images of academic or personal potential.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>DEVELOPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most students are enrolled in college-preparatory courses, and the lowest academic tracks have been eliminated. Prerequisites for higher-level courses, including honors, Advanced Placement, International Baccalaureate, and dual-enrollment courses, have been removed so that any student can access challenging learning experiences regardless of past academic performance. Some teachers are collaborating to develop learning experiences and courses that lead to opportunities for students to demonstrate their ability to meet the school’s college- and career-ready expectations that explore concepts from multiple perspectives. Student data are analyzed to identify underachieving students, and teachers are investigating and using intervention strategies focused on learning acceleration, but these support strategies are not yet integrated across the school community. Students are challenged to achieve at high academic levels, but may not be systematically supported in the development of academic behaviors.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>PERFORMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students access and participate in rigorous college preparatory courses. The administration and faculty believe all students can achieve the learning standards, and teachers collaborate to foster cross-curricular connections. Teachers take responsibility for building relationships with and challenging every student and see their role as instrumental in engaging and motivating students. Students are given time to investigate ideas in depth, and engage in performance-based demonstrations that blend foundational knowledge and complex thinking to support the transfer of learning. Student learning is measured against agreed-upon standards and scoring guides, rather than against peer performance. Students exercise voice and choice as they work independently and collaboratively to learn and demonstrate knowledge and skills at high levels. A variety of instructional strategies and consistent feedback allow students to develop academic behaviors such as how to self-regulate, persevere, and self-monitor.</td>
<td></td>
</tr>
</tbody>
</table>

#### 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

© 2016 NEW ENGLAND SECONDARY SCHOOL CONSORTIUM
Most students are enrolled in college-preparatory courses, and the lowest academic tracks have been eliminated. Prerequisites for higher-level courses, including honors, Advanced Placement, International Baccalaureate, and dual-enrollment courses, have been removed so that any student can access challenging learning experiences regardless of past academic performance. Some teachers are collaborating to develop learning experiences and courses that lead to opportunities for students to demonstrate their ability to meet the school’s college- and career-ready expectations that explore concepts from multiple perspectives. Student data are analyzed to identify underachieving students, and teachers are investigating and using intervention strategies focused on learning acceleration, but these support strategies are not yet integrated across the school community. Students are challenged to achieve at high academic levels, but may not be systematically supported in the development of academic behaviors.
Self-Assess 1.3

1. Read the descriptors
2. Underline areas of strength
3. Consider areas of growth
4. Score
Turn + Talk

What is one insight you learned about your school through this exercise?
What is your commitment to equity + student engagement?
2017 iNACOL Symposium

Orlando, FL | October 23-25

Great Schools Partnership is honored to send eight members of our team to present at this year’s iNACOL Blended and Online Symposium. Below you will find materials and resources for each of the presentations.

**IT'S NOT ABOUT PACE. USING COMPETENCY TO DEEPEN LEARNING | OCTOBER 24, 4:00-5:00 PM**

**Materials**

- Presentation Slides
- Elements of Effective Instruction
- Elements of Effective Instruction Self-Assessment
- Global Best Practices

**Presenters**

Reed Dyer | Senior Associate | rdyer@greatschoolspartnership.org
Angela Hardy | Director of Coaching | druff@greatschoolspartnership.org
THANK YOU

Angela Hardy
Director of Coaching
ahardy@greatschoolspartnership.org

Reed Dyer
Senior Associate
rdyer@greatschoolspartnership.org