

Competency-Based Learning

Supporting Efforts in FCPS

Today's Facilitator

Don Weafer, Senior Associate

Frederick High School Connections

On your card, write:

- One thing you have in common with most people in the room
- One thing you have in common with some people in the room
- One thing that you think is unique about you

Outcomes

- Create at least one assessment or unit plan you can use next year
- Develop at least one collaboration or relationship you can count on for future work
- Learn at least one process you can use to improve your work

Agenda

Connections

Review and New Learning

Collaborate and Build

Lunch (11:30-12:30)

Tuning and Refinement

Feedback, Logistics, and Closing

What is Competency-Based Learning?

COMPETENCY-BASED LEARNING

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

COMPETENCY-BASED LEARNING

Is not

- a stand-alone intervention
- a cookie-cutter process or system
- a one-size-fits-all program
- only a grading and reporting system

COMPETENCY-BASED LEARNING

Is about

- Clear, Shared Outcomes
- Transfer
- Equity

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



What does Competency-Based Learning Look Like?

Learning Environment

1. Students are known as individuals and learners, and they are supported in developing positive relationships with each other and with adults in the learning community.
2. The curriculum, classrooms, and structures of the school recognize and honor student identities and interests.

Learning Environment

3. The district and school communities have systems and structures that engage and include all students, families, and the broader community in meaningful ways.
4. The district and school actively work to uncover and eliminate systemic inequities based on demographic groups and identity traits.

Outcomes

1. Learning outcomes are clearly articulated and consistently applied to all students, including those that are long-term (graduation competencies and performance indicators), short-term (learning targets), and habits of work.
2. All students engage in complex thinking and the application of skills and knowledge throughout the learning process within and across content areas.
3. Interventions, extensions of learning, and opportunities to revise and relearn are systemic and provided regularly so that all students achieve common outcomes.

Assessment and Feedback

1. All forms of assessment are aligned to a common set of standards.
2. Habits of work are assessed and reported separately from academic knowledge and skills.
3. The continual use of formative assessment provides opportunities for students to practice, self-assess, and give and receive feedback.

Assessment and Feedback

4. Summative assessments, evaluated against common scoring criteria, are used to evaluate a student's level of achievement on competencies and performance indicators at a given point in time.
5. All forms of feedback (including grades) are used to adjust instruction and learning, to inform academic interventions, and to identify extensions of learning.
6. Students regularly reflect on their learning progress and are taught to evaluate and use feedback.

Learning Pathways

1. All learning pathways (courses, internships, extended learning opportunities, etc.) are aligned to a common set of standards.
2. Learning in different ways and at varied paces is expected and planned for in all settings, requiring differentiation, student choice, and personalized learning options to meet common outcomes.
3. Students make important decisions about their learning experiences and how they will demonstrate their knowledge and skills.

Competency-Based Learning At Frederick High

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 <i>identify</i> democratic institutions and ideals that have changed and evolved over time. | I can <i>explain</i> how and why democratic institutions and ideals have changed and evolved over time and in different cultures. | I can <i>assess</i> how and why democratic institutions and ideals have changed and evolved over time and in different cultures. | I can <i>analyze</i> 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 <i>identify</i> rules and laws that have evolved based on social, economic, and political conditions. | I can <i>explain</i> 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 <i>investigate</i> 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 <i>analyze</i> how and why rules and laws are created, interpreted, changed and how they evolved based on social, economic, and political conditions across various times, places and locations. |

FHS: Assessment Templates and Resources

Task:

Assignment Checklist:

My task includes: (In order for your work to be assessed, you must complete all of the requirements on this checklist)

- _____
- _____
- _____
- _____

Grading Rubric:

| Performance Standard Code: Statement | | | |
|--------------------------------------|------------|------------|-----------|
| Exemplary | Proficient | Developing | Beginning |
| | | | |

What would each of these look like?

FHS: Assessment Templates and Resources

Name: _____

Modern World History

Modern World History Unit 3 Proficiency Assessment French/Haitian Revolution Timeline

Task: Your final assessment for Unit 3: The Age of Revolutions is to demonstrate your understanding of the French and Haitian Revolutions by creating a timeline that chronologically outlines significant events from both of these events.

Assignment Checklist:

My timeline includes: (In order for your work to be assessed, you must complete all of the requirements on this checklist)

- My name and an appropriate title that relates to the content of the timeline.
- The names and dates of at least 10 significant events from the French and/or Haitian Revolutions, organized consecutively by date.
- A short paragraph for each significant event that explains why it was an important event in the context of the revolution(s). This paragraph is my own work and has been carefully proofread for spelling errors or errors in grammar, usage, and mechanics.

Before we move on: Considerations and Personalization

Text-Based Discussion

1. Read Myron Dueck's "How I Broke My Rule and Learned to Give Retests"
2. Join a group of three and follow the "Three Levels of Text" protocol linked in the agenda.

Four Levels of Text

1. Read the text, looking for passages that has implications for your work (8 min)
2. In rounds, each person reads a passage aloud, describes why it seems important, and what the implications are for his or her work. (3 min)
3. Participants respond to what they hear (2 min)
4. Complete three rounds and debrief the process

Other Considerations

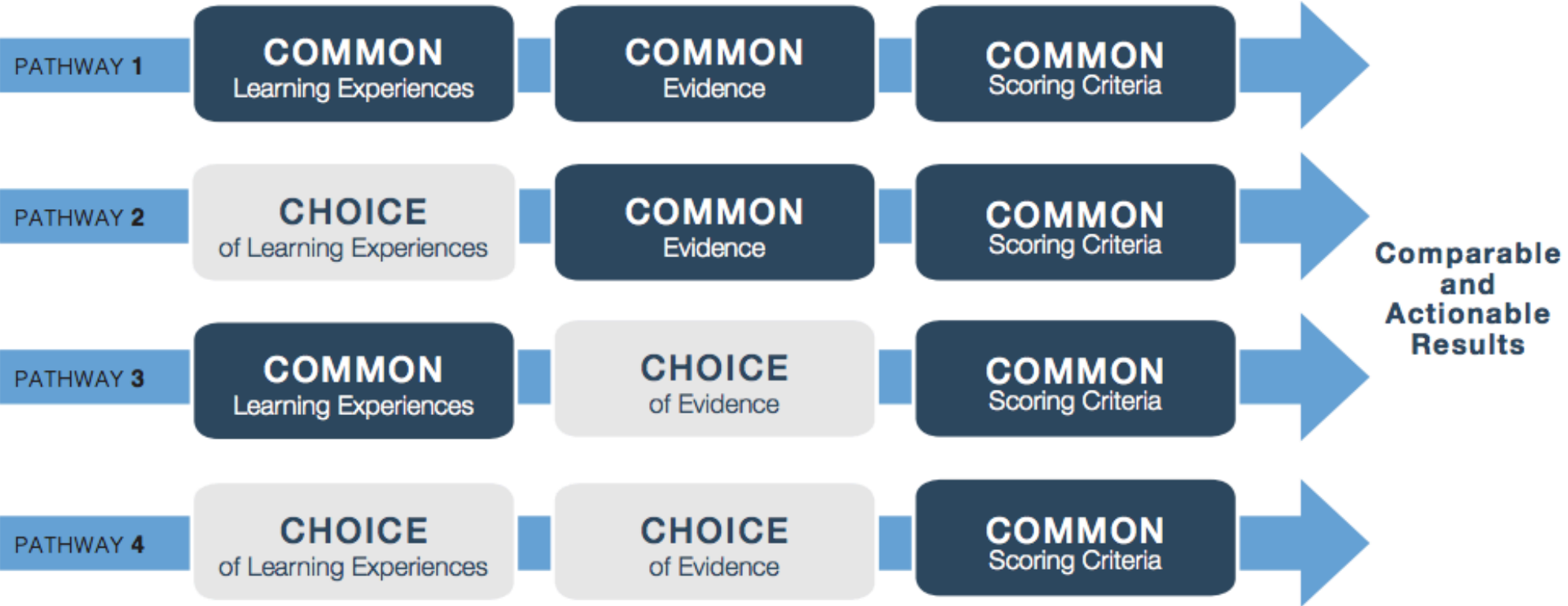
1. Blended learning
 - How students access learning
2. Personalization and student choice
 - When and how students might have choice in their learning

Assessment Pathways



Learning and Assessment Pathways Graphic

These pathways represent the flexibility and choice possible in a proficiency-based learning system focused on producing equitable outcomes for all students. Common scoring criteria define levels of performance and establish a rigorous, shared definition of proficiency for all students. These common scoring criteria allow for choice in instruction and assessment practices, while also producing comparable results. When designing learning experiences and assessments, schools, teachers, and students should blend these pathways for each learner and in every learning environment to ensure that all students meet common outcomes.



Work Time Feedback and Refinement

Collaborate and Build

1. Work alone or with a partner or small team
2. If necessary, review sample assessments
3. Select an assessment template OR the unit template
4. Use the template to create or adapt an assessment or unit plan you can use next year

Share and Tune

1. Find a team of three people who did not help create your assessment
2. Use the Quick Fire protocol to give each other feedback in 20 minute rounds OR
3. Share what you have so far within a group in focus on continuing your work.

Reflect and Refine

1. Return to your group or individual work
2. Review your feedback and use it to refine your assessment or unit.

Feedback and Closing

1. Tomorrow: Begin at 8:00 AM -
Leading with a feedback session.
2. Hash Tag and Help!
3. Closing

HASH TAG & HELP

- **Think of one hashtag** to express how you feel about today's session.
- **Write your hashtag** on the **lined side** of the notecard along with your **quick evaluation** of the day using one number (4= advanced; 3=proficient; 2=emerging; 1=beginning).
- **Think of what and where you need help** as you implement competency-based assessment.
- **Write your help requests** on the **blank side** of the notecard.
- **Place your notecard** on the back table as you exit the room.



Day 2

Agenda

Connections

“Quick Fire” Feedback

Tuning and Refinement

Collaborate and Build

Lunch (11:45-12:45)

Tuning and Refinement?

Feedback, Logistics, and Closing

Feedback

1. Time!
2. Grading
3. How many standards have to be assessed in a single assessment?
4. Alignment between competencies and curriculum and/or content

Share and Tune

1. Find a team of three people who did not help create your assessment
2. Use the Quick Fire protocol to give each other feedback in 20 minute rounds

Reflect and Refine

1. Return to your group or individual work
2. Review your feedback and use it to refine your assessment or unit.

Collaborate and Build

1. Work alone or with a partner or small team
2. If necessary, review sample assessments
3. Select an assessment template OR the unit template
4. Use the template to create or adapt an assessment or unit plan you can use next year
5. Lunch:11:45-12:45

Communicate Learning

1. Check with your group and see who will be here in July and August.
2. Prepare some way of capturing and presenting your work over the past two days to colleagues who aren't here.
3. Think about how to build buy-in for agreements and decisions you've made
4. What support do you need from us?

Feedback and Closing

1. Next steps: What work do you need to do next?
2. If you're attending a summer session, do you have any specific requests?
3. Time sheets
4. Adjourn

THANK YOU

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