

Walking the Talk

The journey of a thousand miles
begins with a single step.

— Lao Tzu



Walking the Talk

Competency-Based Learning Journey

June 5, 2018

Welcome!

Today's Presenter

Great Schools Partnership:

Steve Sell, Senior Associate

WHO WE ARE



ABOUT

WORK

RESOURCES

PROFICIENCY

EVENTS

NEWS

DONATE



*Keeping my students,
their histories,
their dreams
and their potential
at the center
of everything.*

PORTRAIT GALLERY



GLOBAL BEST PRACTICES



Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.

WE BELIEVE



WE BELIEVE

In equitable, personalized, rigorous learning for **all students** leading to readiness for college, careers, and citizenship.



WE BELIEVE

In equitable, personalized, rigorous learning for **all students** leading to readiness for college, careers, and citizenship.

That schools must simultaneously attend to **policy, practice, and community engagement.**



WE BELIEVE

In equitable, personalized, rigorous learning for **all students** leading to readiness for college, careers, and citizenship.

That schools must simultaneously attend to **policy, practice, and community engagement.**

School improvement is **context-based**, not one-size fits all.



RUMOR HAS IT

Write a “draft” tweet that best expresses what you’ve heard about competency-based learning:

- What’s the good, the bad, or the ugly
- What’s the word on the street?



TURN + TALK

TURN + TALK

What is your competency-based learning tweet?

TURN + TALK

What is your competency-based learning tweet?

How did you first hear about competency-based learning?

Today's Agenda

Welcome & Warm Up

Why Competency-Based Learning?

Competency-Based Learning 101

Learning & Assessment Pathways

Reflection, Questions, and Next Steps

Outcomes

- Explore the role of competency-based learning in supporting the development of graduates who are prepared for post-secondary education, work, and life.
- Discuss the conceptual framework for competency-based learning.
- Develop a shared understanding of core principles of competency-based learning.

Resources

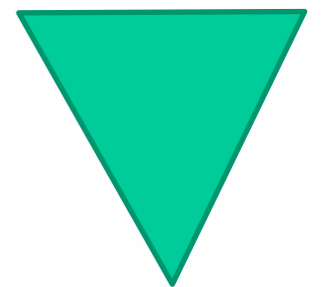
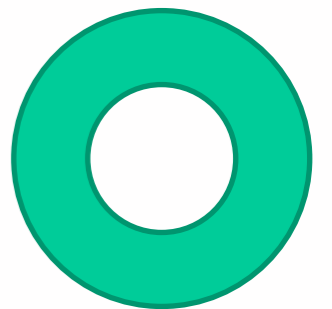
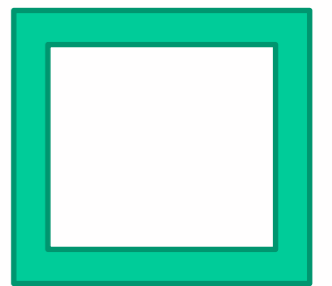
Resources

<http://greatschoolspartnership.org/pinellas/>

Competency-Based Learning

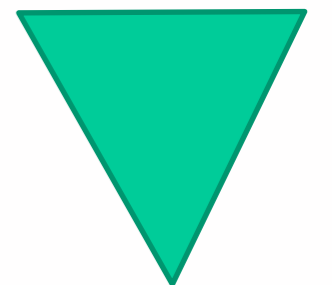
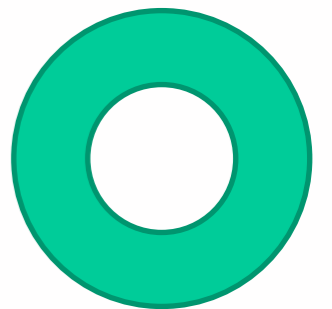
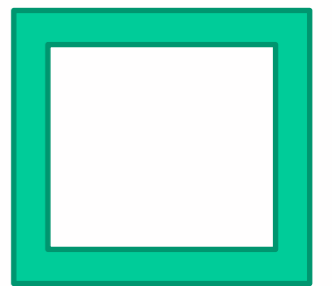
Beliefs and Practices

Applying the Principles



Applying the Principles

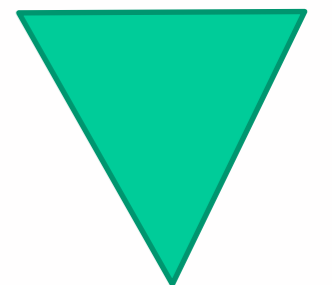
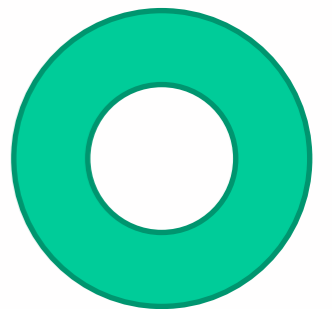
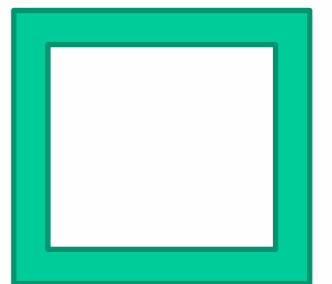
Review the ten principles and code the principle that:



Applying the Principles

Review the ten principles and code the principle that:

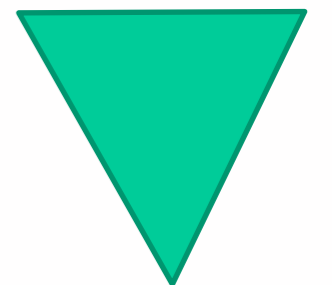
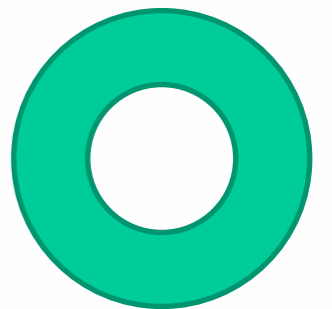
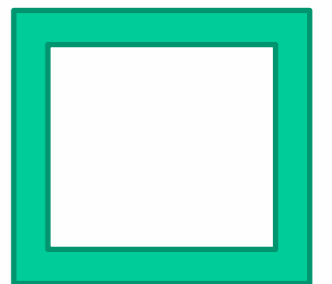
- makes sense to you and *squares* with your thinking



Applying the Principles

Review the ten principles and code the principle that:

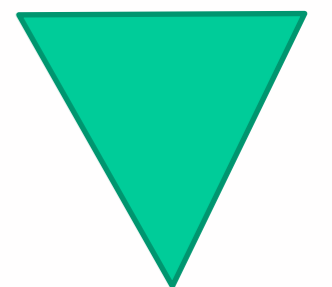
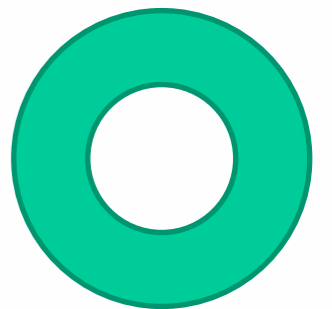
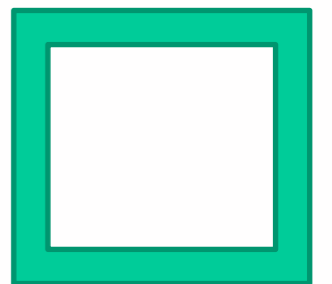
- makes sense to you and **squares** with your thinking
- is **circling** around in your head because you're still wondering about it



Applying the Principles

Review the ten principles and code the principle that:

- makes sense to you and **squares** with your thinking
- is **circling** around in your head because you're still wondering about it
- might be a challenge to implement and might encounter **roadblocks**



Applying the Practices

Applying the Practices

At each station:

Applying the Practices

At each station:

- Read the belief statement and practices

Applying the Practices

At each station:

- Read the belief statement and practices
- Identify areas of strength. What evidence do you see of this in your school or classroom?

Applying the Practices

At each station:

- Read the belief statement and practices
- Identify areas of strength. What evidence do you see of this in your school or classroom?
- Identify opportunities for growth. Where could your practices adjust to align to these beliefs?

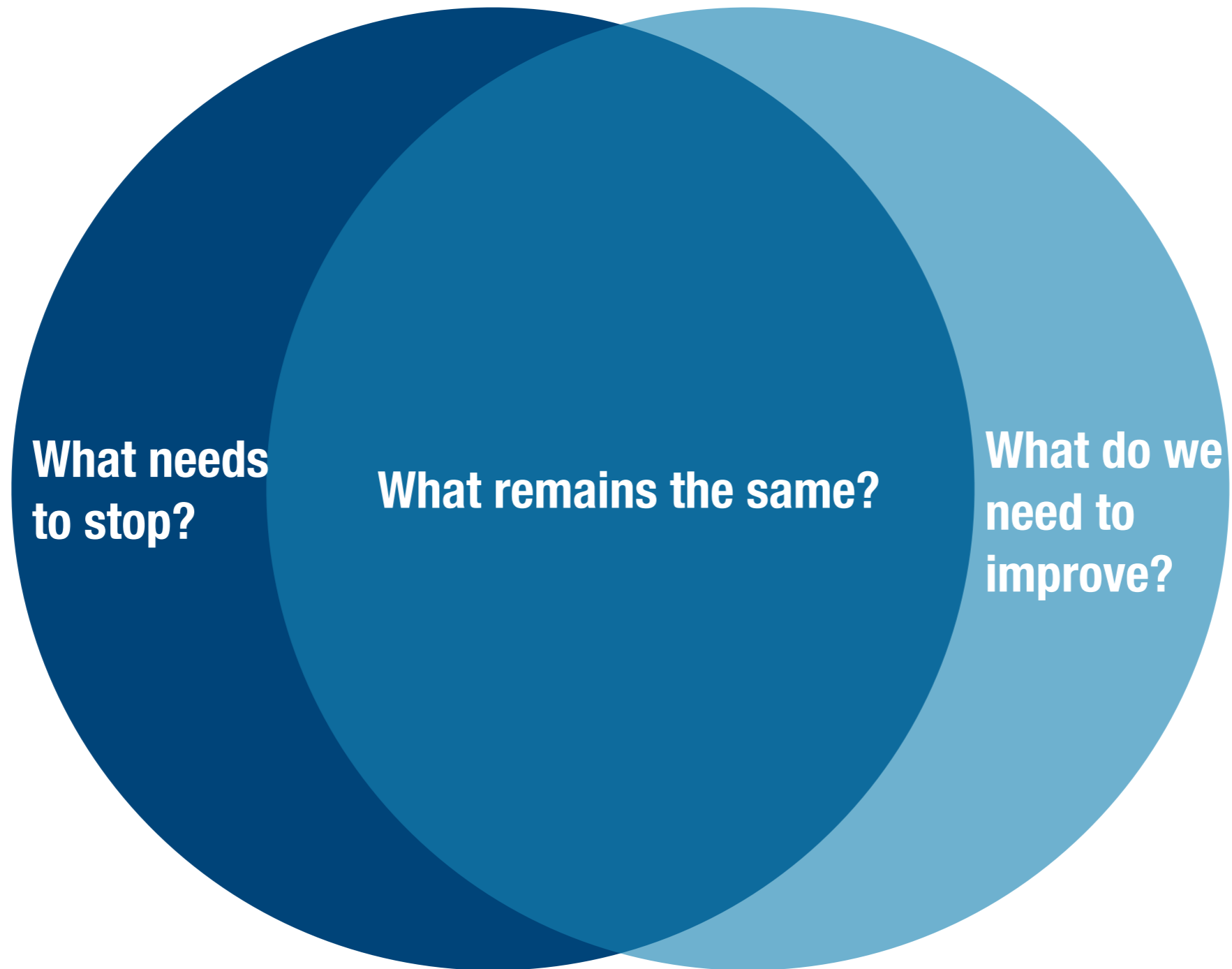
Applying the Practices

At each station:

- Read the belief statement and practices
- Identify areas of strength. What evidence do you see of this in your school or classroom?
- Identify opportunities for growth. Where could your practices adjust to align to these beliefs?

Discuss amongst your group and record ideas in the t-chart provided at the station

SHIFTING CONCEPTS



WHY

Competency-

Based

Learning?

Competency

is a student's ability to transfer learning in and/or across content areas.

BECAUSE...

our students achieve equitable educational outcomes when...

- educators disrupt inequitable practices that promote achievement disparity
- all demographic groups receive equitable treatment
- schools maintain physically, socially, and emotionally safe learning environments



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...

- personalization and multiple pathways support equitable outcomes.



BECAUSE...



BECAUSE...

so many **standards**



BECAUSE...

so many **standards**

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



BECAUSE...



BECAUSE...

so much **time**



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)



**SO WHAT IS
COMPETENCY-BASED
LEARNING?**

COMPETENCY-BASED LEARNING

Is a collection of best-practices currently used by 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

BECAUSE...



Sebastian
11th Grade ELA

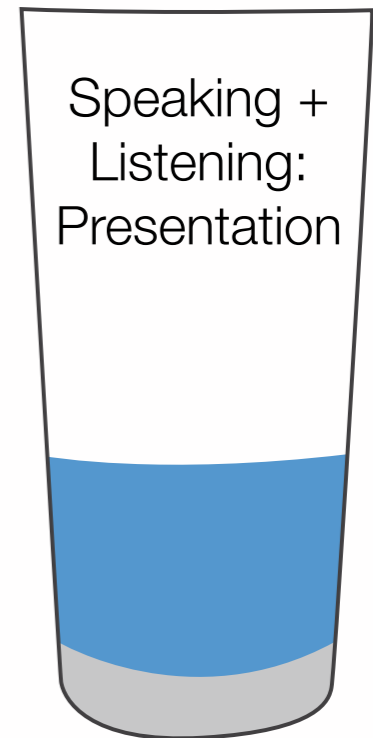
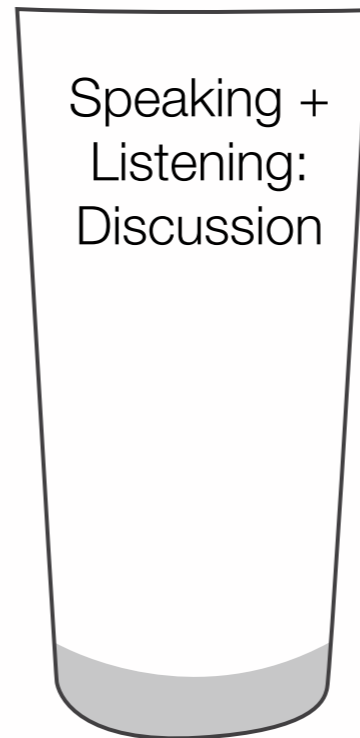
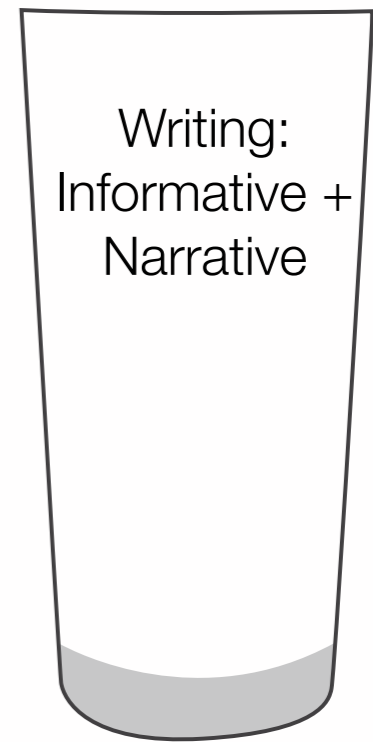
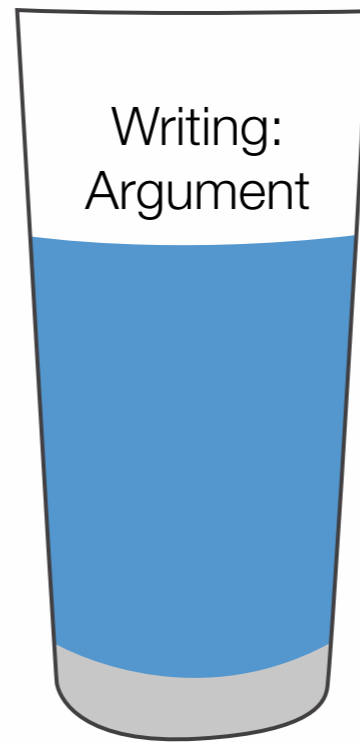
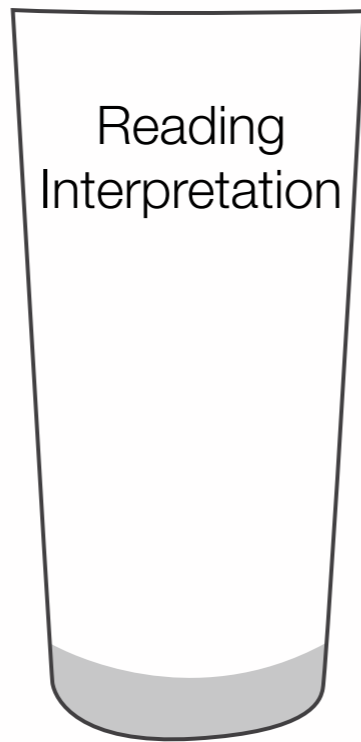
ELA	Grade
Q1	73
Q2	70
Q3	70
Q4	68
Final	70

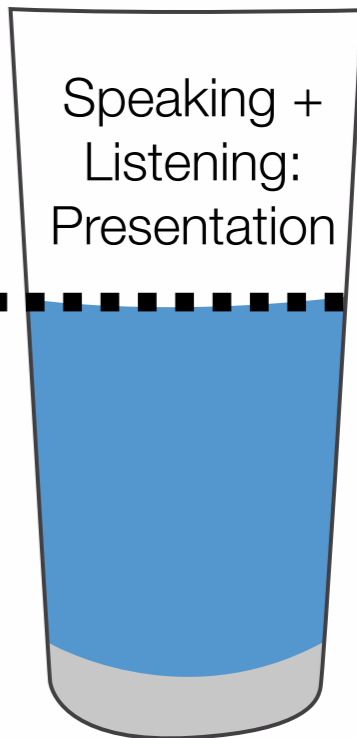
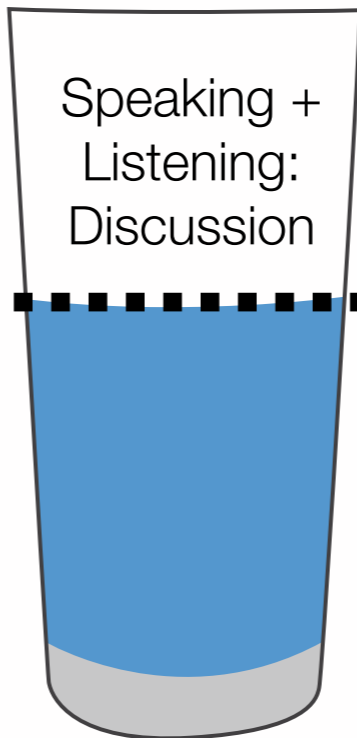
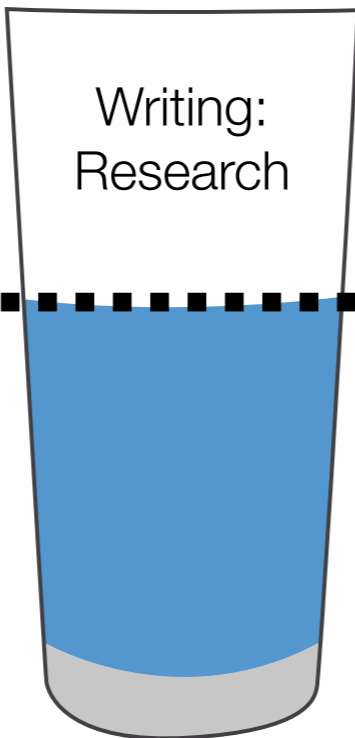
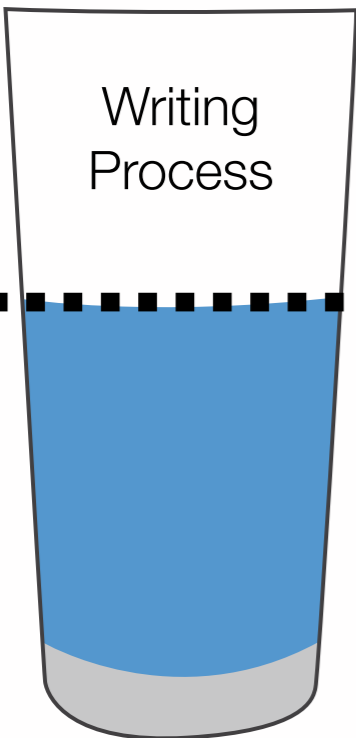
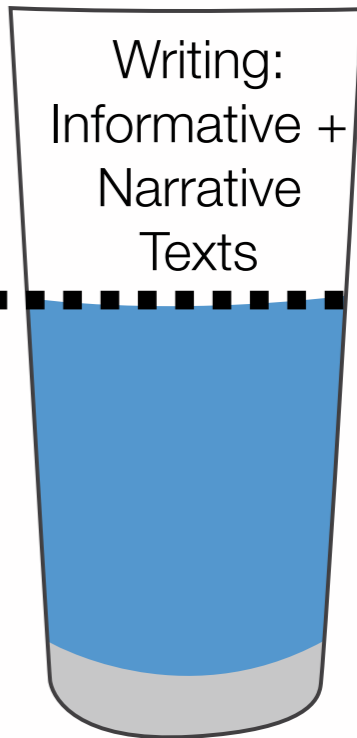
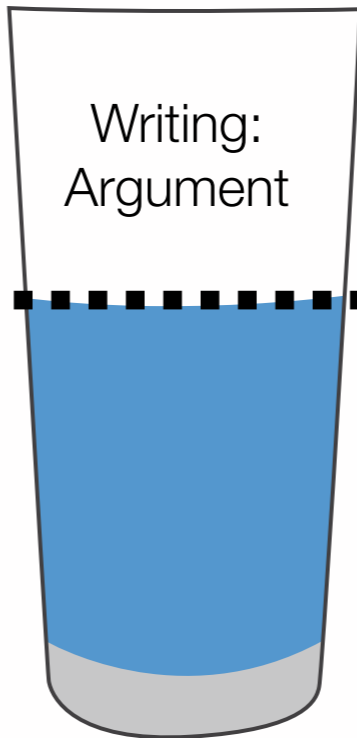
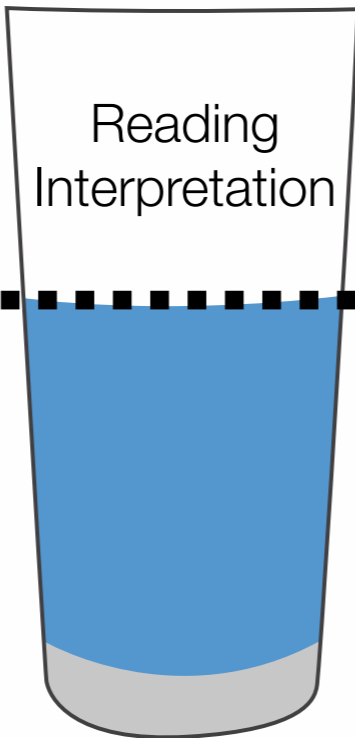
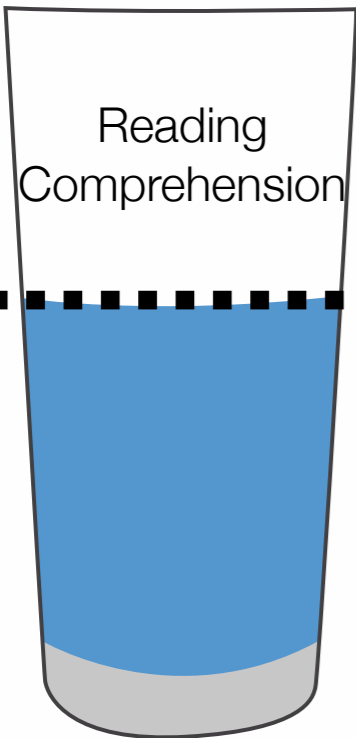
What would you advise Sebastian to do during his senior year based on his 11th grade ELA performance?

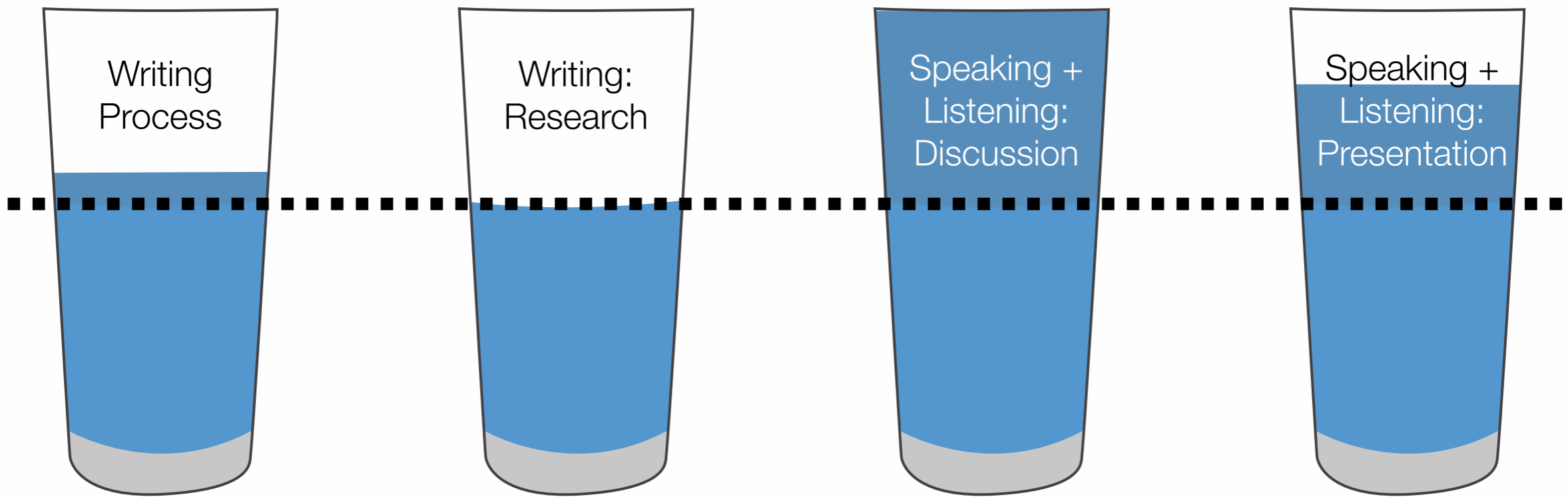
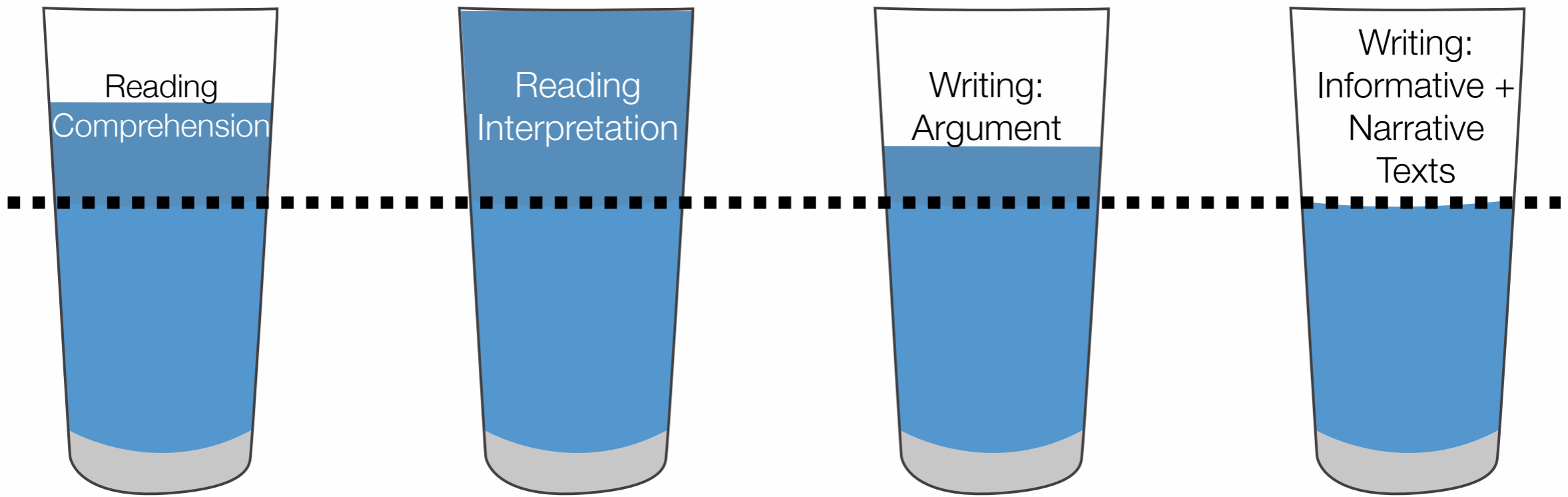


Sebastian
11th grade
ELA

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







Competency-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 competency and the achievement of graduation 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 competency and the achievement of performance indicators Formative Assessment Ungraded formative assessments are used to evaluate student learning progress



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Graduation Competency



Performance Indicator



Learning Target

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A Graduation Competency...

Focuses instruction on the most foundational, enduring, and leveraged concepts and skills within a discipline.



Competency-Based Learning Simplified

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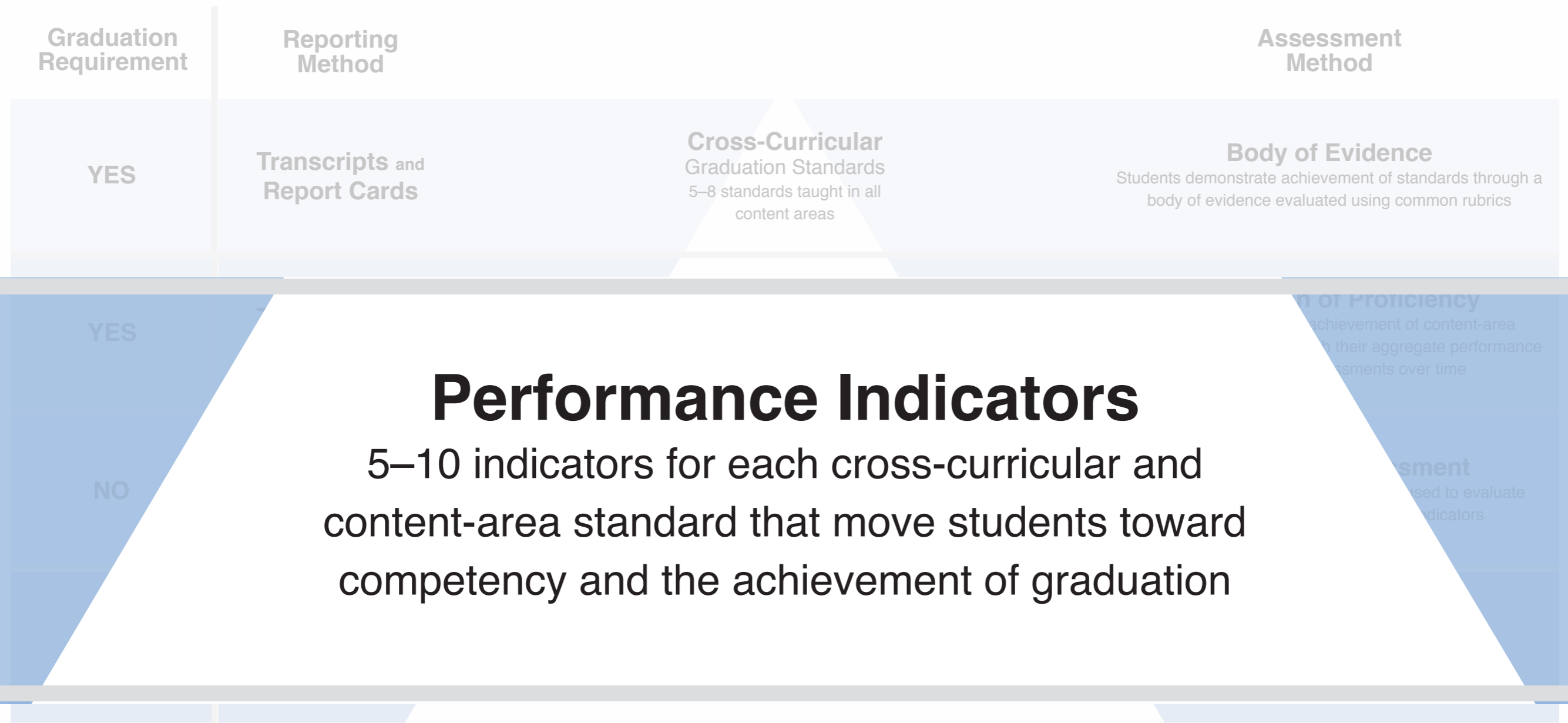
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A Performance Indicator...

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...

In aggregate with other, related performance indicators, measures whether a student has met the graduation proficiency.



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Learning Objectives

Learning objectives guide the design of curriculum units that move students toward competency and the achievement of performance indicators

Learning Targets/Objectives...

Are 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.



Let's Practice...

Analyze how an author's choices concerning text structures contribute to the meaning, including the aesthetic and rhetorical impact.

The student can explain how scarcity impacts a market economy and a planned economy.

Apply understanding of the ideals and purposes of founding documents, the principles, and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government, and politics in the past and the present, in Florida, the United States, and the world.

Graduation Standard

Apply understanding of the ideals and purposes of founding documents, the principles, and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government, and politics in the past and the present, in Florida, the United States, and the world.

Performance Indicator

Analyze how an author's choices concerning text structures contribute to the meaning, including the aesthetic and rhetorical impact.

Learning Target

The student can explain how scarcity impacts a market economy and a planned economy.

Work-To-Date in Pinellas

Graduation Competencies

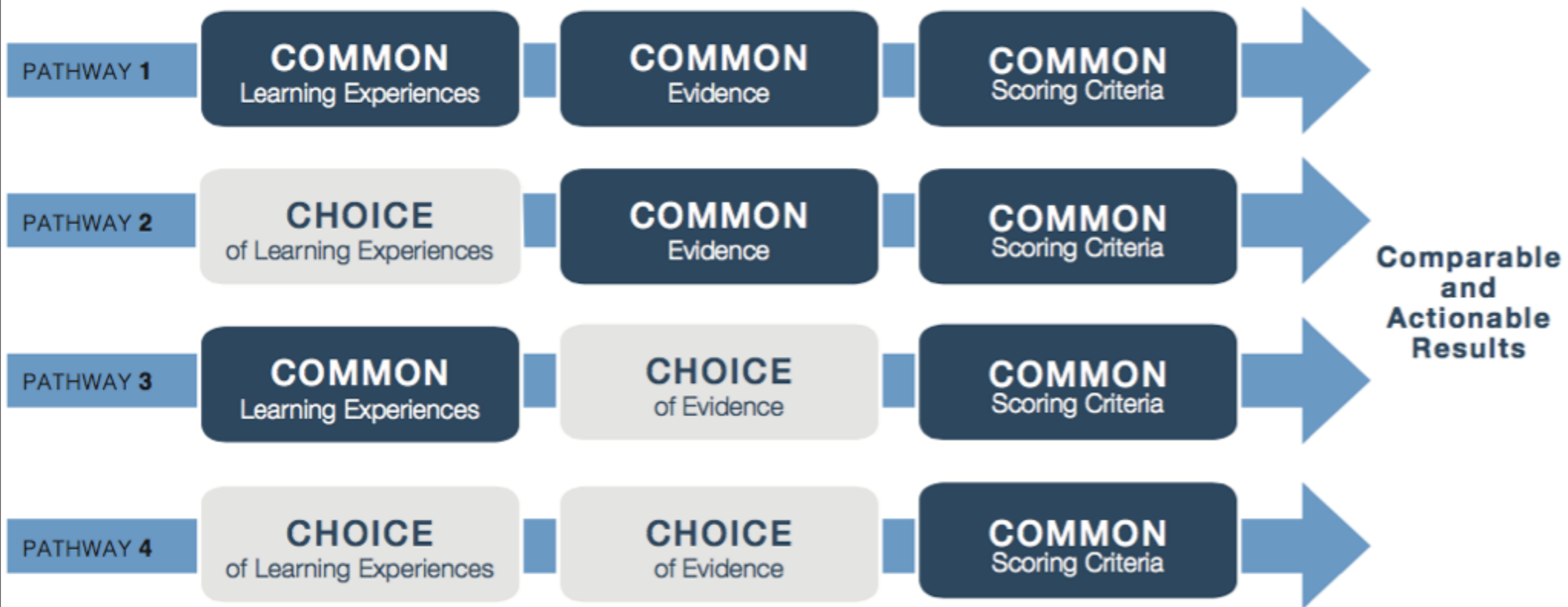
Performance Indicators

Scoring Criteria: Task-Neutral Rubrics

Performance Tasks

FOUR CORNERS + CENTER

These pathways represent the flexibility and choice possible in a proficiency-based learning system focused on equitable outcomes for all students. Common scoring criteria define levels of performance and allow for choice in instruction and assessment practices, while producing comparable results. A blend of pathways is necessary for each student and in every learning environment to ensure that all students meet common outcomes.



Pathway 5 is applicable when learning outcomes are unique to a particular student. This allows for worthwhile learning results that are not comparable.



FOUR CORNERS + CENTER

FOUR CORNERS + CENTER

1. **Read** the Assessment Pathways document

FOUR CORNERS + CENTER

1. **Read** the Assessment Pathways document
2. **Move** to the corner of the pathway that best represents what is common in your school or district (Pathway Five meets in the center of the room)

FOUR CORNERS + CENTER

1. **Read** the Assessment Pathways document
2. **Move** to the corner of the pathway that best represents what is common in your school or district (Pathway Five meets in the center of the room)
3. **Create** a team of two or three to talk about how this pathway helps (or hinders) students and their learning

FOUR CORNERS + CENTER

FOUR CORNERS + CENTER

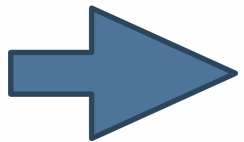
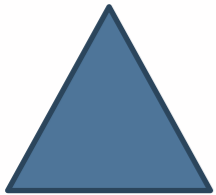
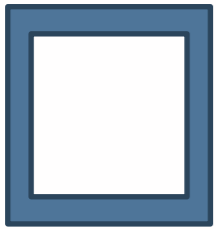
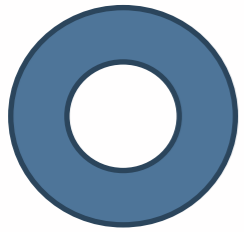
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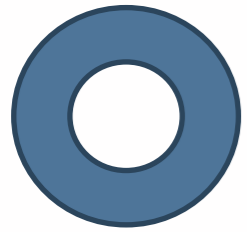
FOUR CORNERS + CENTER

1. **Review** the Assessment Pathways document
2. Now **move** to the corner of the pathway that represents what might best help students (Pathway Five meets in the center of the room)

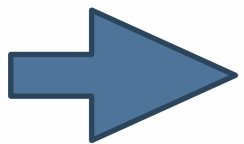
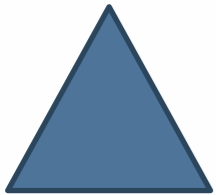
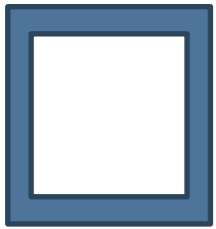
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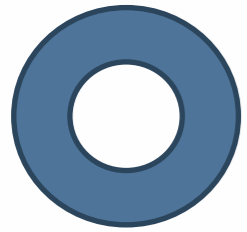
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3. **Create** a team of two or three to talk about how roadblocks or barriers are preventing this pathway from being used



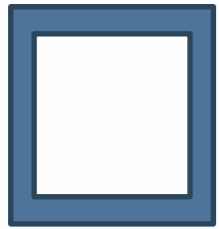


What's swirling around in your head?

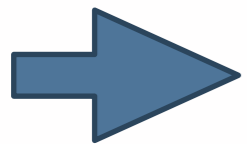
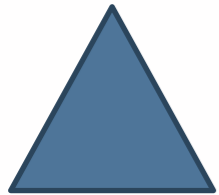


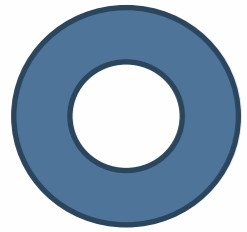


What's swirling around in your head?

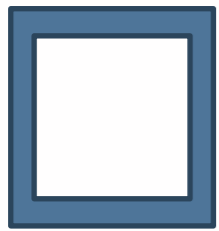


What squares with your thinking?

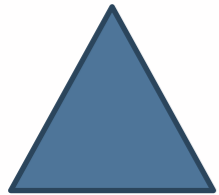




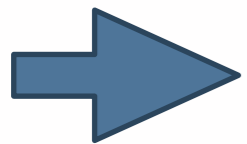
What's swirling around in your head?

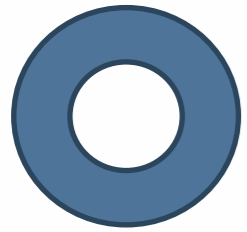


What squares with your thinking?

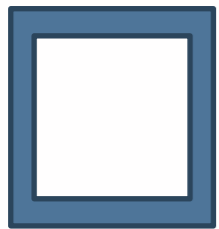


What three things are important to remember?

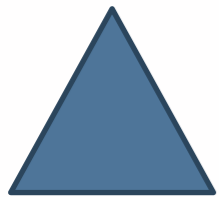




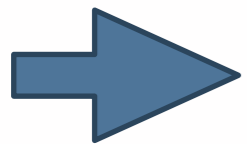
What's swirling around in your head?



What squares with your thinking?



What three things are important to remember?



What's one action step you will take next?

Questions?





Thank You!

Steve Sell
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