

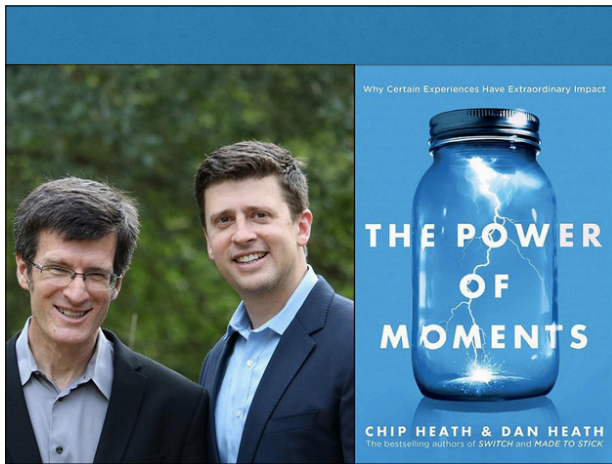


Competency-Based Learning Summer Institute

Today's Facilitators

Don Weafer, Senior Associate

Tony Burks, Senior Associate



Tony Lamair Burks II

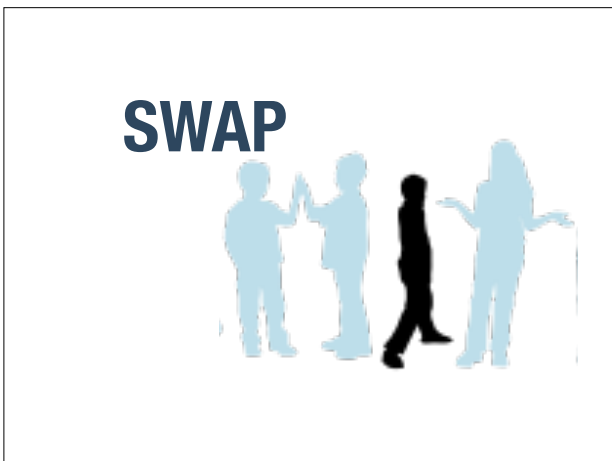
ALL TOGETHER NOW



5 minutes: Your team challenge is to build a paper airplane that will fly the greatest distance using one 8.5x11 piece of paper. You will have 5 minutes to strategize and build your plane to fly the greatest distance.



2 minutes: Now that you have built a plane that will fly the greatest distance, partner with another team. Take 1 minute for each team to share the design and build features of its plane.

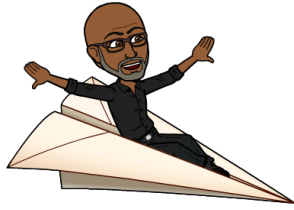


1 minute: Thank your team and swap planes. Yep, swap planes. Your challenge is to get this new plane to fly the greatest distance.

PAUSE TO FLY

3 minutes: Now let's have each two person team take three opportunities to fly your plane noting the distance it flies each time.

FLY



3 minutes: Now let's have each two person team take three opportunities to fly your plane noting the distance it flies each time.

RETHINK



3 minutes: Now return to your four person team. What did you notice about your planes? Take 3 minutes to take a closer look at one of your team's two planes to make adjustments or improvements in its design.

**ALL TOGETHER
NOW**

What are the implications for your work?

Tony Lamair Burks II

COMPETENCY-BASED LEARNING

greatschoolspartnership.org/fcps



[ABOUT](#) [WORK](#) [RESOURCES](#) [PROFICIENCY](#)

Supporting Frederick County Public Schools

Introductory Webinar

Friday, February 3, 2017
10 am

Presenter

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

[Webinar Slides](#)
[Webinar Recording](#)

Playlist

1. [OSP's Ten Principles of Proficiency-Based Learning](#) ([outline](#) + [PDF](#))
2. [New England Secondary School Consortium Leadership in Action Brief – How Does Proficiency-Based Learning Work?](#) (A OSP resource) ([slide overview](#) + [extended brief](#))

Outcomes

- Create assessments or unit plans 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

Opening

CBE Review and Considerations

Workshop Time

Lunch (11:15-12:15)

Workshop Time

Feedback 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.

It is what we know works best and it has a solid support in literature.
IT is the sum of some effective and thoughtful practices.

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

One of the most important things we can say today is that CBL isn't many things

It isn't
...a fad
...just one more thing to do

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



BOEQ 2

Because...

so many standards

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

BOEQ 2


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)**

BOEQ 1



ELA	Grade
Q1	73
Q2	70
Q3	70
Q4	68
Final	70.25


Sebastian
11th Grade ELA

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

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

This is based on a real student. In real life, the student had to take a non credit bearing remedial writing course in his first semester of college because his D- in his senior year did not mean he was prepared for college writing.

BOEQ 1



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

Sebastian
11th grade ELA






What would you advise Sebastian to do during his senior year based on this ELA performance information?

What advice will you give him now? Notice the difference in the advice?

If Sebastian were in 11th grade instead of 12th grade, what might you do as a teacher to prepare him for college if you had this information?

We want to be clear that we're not suggesting that a competency-based system means just changing a report card; it means changing instruction, feedback, and assessment to help students achieve stronger outcomes. The ultimate symbol on a report card or transcript is not a point of high leverage.

BOEQ 1

Student	Achievement	Other Relevant Details	Averaging all Grade Entries: Result
Mariela	"C" achievement throughout course		Final Grade = C
Christian	"A" achievement throughout course	Chronic late homework & some Os 	Final Grade = C
Tatiana	"A" on tests, but...	Struggles to learn until then (homework) 	Final Grade = C
Sayed	"F" achievement early	"A" achievement by the end 	Final Grade = C
Oscar	Ds and Fs on tests, but ...	Hard worker, great kid, homework on time, extra credit 	Final Grade = C

Thursday, May 30, 13

Look carefully at the information on this slide. What do you notice? Turn to a partner and share something significant that you see in this common type of grading practice. Share out with the group.

Finally: What about equity? Which kids does traditional grading advantage or disadvantage?

What does Competency-Based Learning Look Like?

Learning Environment

1. **Known as individuals and learners**; supported in developing positive relationships in the learning community.
2. curriculum, classrooms, and structures **recognize and honor student identities** and interests.



These are our new form of the “Ten Principles” document. We’ve reworded and reorganized them, but the original Ten Principles

Learning Environment

3. **systems and structures that engage and include all** students, families, and the broader community in meaningful ways.
4. **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, short-term, and habits of work.
2. **All students engage in complex thinking** and the application of skills and knowledge throughout the learning process.
3. **Interventions, extensions of learning, and opportunities to revise and relearn are systemic and provided regularly.**

Assessment and Feedback

1. assessments are **aligned to a common set of standards.**
2. **Habits of work are assessed and reported separately** from academic knowledge and skills.
3. 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 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.
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.

In 2017, the district curriculum specialists and FHS teachers wrote graduation competencies and performance standards for content areas.

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 identify democratic institutions and ideals that have changed and evolved over time.	I can explain how and why democratic institutions and ideals have changed and evolved over time and in different cultures.	I can assess how and why democratic institutions and ideals have changed and evolved over time and in different cultures.	I can analyze 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 identify rules and laws that have evolved based on social, economic, and political conditions.	I can explain 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 investigate 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 analyze 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.

In the fall of 2017, the curriculum specialists and FHS teachers completed writing scoring criteria for performance standards and then shared those for feedback from FHS staff.

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?			

In March, we shared assessment samples and templates that have a few key characteristics: first, teachers separate the task requirements (length of work, required elements, format, etc...) from the performance standards that are actually being assessed in the task; second, the general scoring criteria for the performance standard is “unpacked” to clarify for students what good work looks like on this task.

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.

Here’s a screenshot of the beginning of a real social studies assessment. This assessment is in the shared documents.

Before we move on: Considerations and Personalization

Follow this with reading from Tony Assessment Pathways, Blended learning, Project-based learning

COMPETENCY-BASED LEARNING

IF you were here in JUNE...

Join any colleagues who were here with you

Find and review your work from June

Plan what you'd like to share with department members who weren't here in June

It is what we know works best and it has a solid support in literature.
IT is the sum of some effective and thoughtful practices.

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.

Keep text: provide a link. Provide some copies.

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

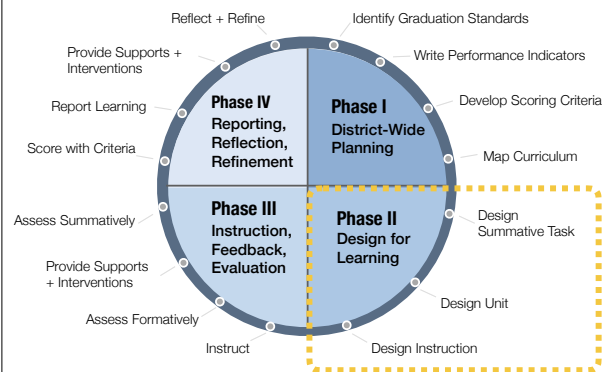
Directions for this section (Add lunch)

Other Considerations

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

1. Blended learning allows for multiple ways for students to learn course content and even to demonstrate learning. Competency adds clear, shared outcomes to that work, and does not conflict with blended learning in any way. They are complementary, not separate, initiatives.
2. Don't forget that part of the point of a competency-based system is to expand student choice.

Entry Points



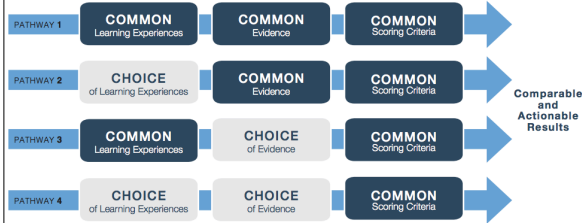
We think about the competency work as an entry point. A district can start with Phase I, move to Phase II, etc. However, sometimes the best leverage point might be assessment or blended learning, for example, in which case the entry point is Phase III.

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.



This is a tool we use to show where students might have choice in the system. Pathway 1 is the traditional model of instruction, assessment, and scoring. Pathway 2 allows for choice in how students learn material (think some aspects of blended learning). Pathway 3 provides choice in the assessment the student uses to demonstrate learning. Pathway 4 provides choice in both areas. In all of these cases the student work is scored using common scoring criteria for competencies.

Workshop Time Feedback and Refinement

Share Learning

1. Join your department and curriculum specialist
2. June Participants share learning (15)
3. Provide feedback for the June work (10)
4. Create a work plan for the day (10)

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

Sharing and Feedback

1. Meet with your team: How would you explain to another team what you're working on? (5)
2. Each team has one minute to explain their work and the type of feedback each group desires (10)
3. Group with a team from another department: share work and receive feedback (10 each; 20 total)

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. Grades...
2. Habits of Work...
3. Tomorrow: Begin at 8:00 AM

WORD & HELP

- **Think of one word or phrase** to express how you feel about today's session.
- **Write your word or phrase** on the **lined side** of the notecard AND 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.



Competency-Based Learning

Summer Institute: Day 2

Today's Facilitators

Don Weafer, Senior Associate

Tony Burks, Senior Associate

Session Feedback

1. A need for cross-departmental agreements (retakes, habits of work, scoring conversions)
2. Some desire for sharing with other departments
3. Value work time

1. Here's the feedback from Day 1

Agenda

Feedback

Workshop time (8:15-10:30)

Habits of Work Feedback (10:30-11:15)

Lunch (11:15-12:15)

Workshop time (12:15-2:45)

Feedback and Closing (2:45-3:00)

Habits of Work Feedback

1. Review the draft FCPS Habits of Work (5)
2. In department teams, discuss how you would like to use the HoW next year (30)
3. Distill your feedback into a couple of sentences (5)
4. Open the Google form and enter ONE response per department (5)

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

WORD & HELP

- **Think of one word or phrase** to express how you feel about today's session.
- **Write your word or phrase** on the **lined side** of the notecard AND 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.



Competency-Based Learning

Summer Institute: Day 3

Today's Facilitators

Don Weafer, Senior Associate

Tony Burks, Senior Associate

Session Feedback

1. Habits of Work
2. Summative assessment and grading
3. Lesson planning, blended learning, formative assessment
4. Communicating shared outcomes with students, parents, and other teachers

1. Feedback from Day 2

Agenda

Habits of Work: Additional Thinking (8:00-8:45)

Workshop time and/or Schoology (9:45-10:45)

Lunch (11:15-12:15)

Cross-Departmental Sharing (12:20-1:20)

Plan: Communicating Outcomes (1:20-1:45)






Feedback and Closing

A QUICK REVIEW

Habits of Work MATTER_(but)

1. The purpose of a grade is to describe a level of student learning, NOT to reward or punish.
2. Habits of Work should be recorded and reported as separate scores from grades that describe learning.
3. Think of other ways to give weight to HoW

1. At least three pieces of feedback about the HoW indicated a desire to include them as a weighted part of a course grade.
2. We want to push back on that, not because HoW DON'T matter, but because they DO. And if we don't assess them separately, how can we know what we need to work on with kids?

Student	Achievement	Other Relevant Details	Averaging all Grade Entries: Result
Mariela	"C" achievement throughout course		Final Grade = C
Christian	"A" achievement throughout course	Chronic late homework & some Os 	Final Grade = C
Tatiana	"A" on tests, but...	Struggles to learn until then (homework) 	Final Grade = C
Sayed	"F" achievement early	"A" achievement by the end 	Final Grade = C
Oscar	Ds and Fs on tests, but ...	Hard worker, great kid, homework on time, extra credit 	Final Grade = C

Thursday, May 30, 13

Most of you have seen this visual before. All of these students ended up with Cs. If we assume that grades are supposed to indicate learning, we'd assume they're all similar students with the same level of learning, However, we can see they're in fact very different students with very different ways of arriving at a C. Look at the role that HoW play in the outcomes for kids here. Is it fair that Christian aces everything but ends up with a C because of late or missing work? Is it right that Oscars C does not mean he's necessarily ready to succeed in college?

Lucky or Leading

Achievement of Results	<p>Lucky</p> <p>High results, low understanding of antecedents Replication of success unlikely</p>	<p>Leading</p> <p>High results, high understanding of antecedents Replication of success likely</p>
	<p>Losing</p> <p>Low results, low understanding of antecedents Replication of failure likely</p>	<p>Learning</p> <p>Low results, high understanding of antecedents Replication of success likely</p>
Antecedents of Excellence		

The Leadership for Learning Framework by Douglas Reeves

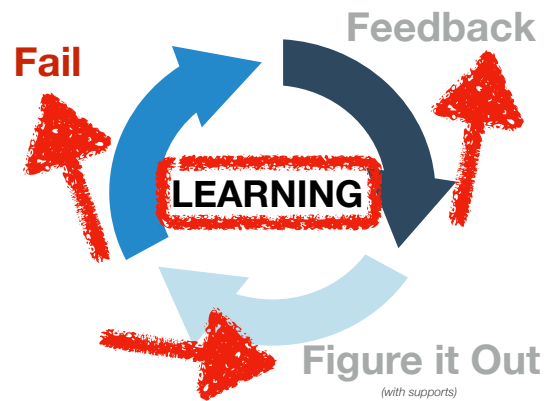
Part of the point of separating HoW is that we can't know what produces strong or weak results if we can't tease them out of grades. If we can't look at HoW separately, we can only ever be in the Losing or Lucky side of the chart.

Failure without Supports



Remember that we're dealing with adolescents here, and adolescents don't respond the way we think they should to incentives. We think we're teaching kids by failing them, or "holding them accountable" for undesirable behaviors. But failure without support is just punishment.

Putting Failure in Perspective



**Some New
Thinking**

CCSR: Noncognitive Skills

1. A meta-analysis of the Chicago Public School that examined non-cognitive skills
2. What is the relationship of each factor to student academic performance?
3. Is the factor malleable?
4. The non cognitive skills were lumped into five categories:

1. This is a report from the University of Chicago about which non-cognitive skills have the most impact on student achievement, and which ones are the most malleable or changeable.

CCSR: Noncognitive Skills

ACADEMIC BEHAVIORS

Going to Class
Doing Homework
Organizing Materials
Participating, Studying

First, they looked at a broad set of behaviors like attending class, doing homework, studying, etc.

Some of these behaviors have been used by researchers to design Early Warning Systems for students who are likely to drop out, with attendance being one of the most important predictors.

It shouldn't surprise us that when it comes to success in school, these things matter.

CCSR: Noncognitive Skills

ACADEMIC PERSEVERANCE

Grit, Tenacity
Delayed Gratification
Self-Discipline
Self-Control

Another area of the research concerns perseverance.

We're sure many of you have been exposed to the idea of grit—whether through Angela Duckworth's work, or the famous study of delayed gratification that asked children to wait ten minutes to eat a marshmallow.

CCSR: Noncognitive Skills

ACADEMIC MINDSETS

I belong in this academic community.
My ability and competence grow with my effort.
I can succeed at this.
This work has value for me.

We've talked a lot about mindset. Part of this is related to Carol Dweck's work and having a "growth" mindset—the belief that you can get better with effort. But much of it is also thinking about your self perception, stereotype threat and relevance.

The last description of this category on mindset is "This work has value for me" and we'll certainly return to that in a moment.

CCSR: Noncognitive Skills

SOCIAL SKILLS

Interpersonal Skills,
Empathy, Cooperation,
Assertion, and
Responsibility

Being a good, kind, thoughtful and responsible person. Many of you will have social and civic expectations of some kind in your school—either as part of your PBIS work or as part of the Transferable Skills.

CCSR: Noncognitive Skills

LEARNING STRATEGIES

Study Skills
Metacognitive Strategies
Self-Regulated Learning
Goal-Setting

Finally, CCSR looked at the strategies students use to learn. Self-direction, choosing strategies for learning, reflection and metacognition, setting goals.

CCSR: Noncognitive Skills



Which do you think had the strongest correlation to academic success?

Academic Success



This is a simplified version of what the research says.

A few things to be clear about:

1. no one should think that because “social skills” has the least **DIRECT** impact on this list that it doesn’t matter. All of these things matter and they’re all interrelated. You can’t cross any off your list of things to help students with!
2. Academic behaviors and perseverance are almost one category on this list, and that is because much of the research on grit is measured

CCSR: Noncognitive Skills



Now, which do you think was most malleable, teachable, or learnable?

Malleability



This is really important and we need to tease it out a little bit. Again, it's a simplified version and all of these factors are interrelated.

So we know that academic behaviors and perseverance have the strongest direct impact on student academic success. But it turns out that you help students improve their behaviors by working on mindsets and strategies.

In other words, students are more likely to be gritty if they feel they belong, feel what they're working has value and feel that they can improve (all elements of mindset). And they're more likely to exhibit

Padlet

1. The CII team is interesting in collecting some of your thoughts and needs moving forward
2. Go to the link in the shared agenda
3. Complete the questions individually

Cross-Discipline Sharing

1. Plan with your team: What would you like to share (10)?
2. Group with three other people outside of your department: Share your work in rounds (32)
3. Discuss what you've seen (10)
4. Report out: What did you learn from another team? (8)

This is the process for sharing your work over the last couple of days.

Feedback and Closing

1. Hashtag
2. Group share/celebration
3. Adjourn



THANK YOU

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Tony Burks

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