

CompetencyWorks

Levers and Logic Models: A Framework to Guide Research and Design of High-Quality K-12 Competency-Based Education Systems

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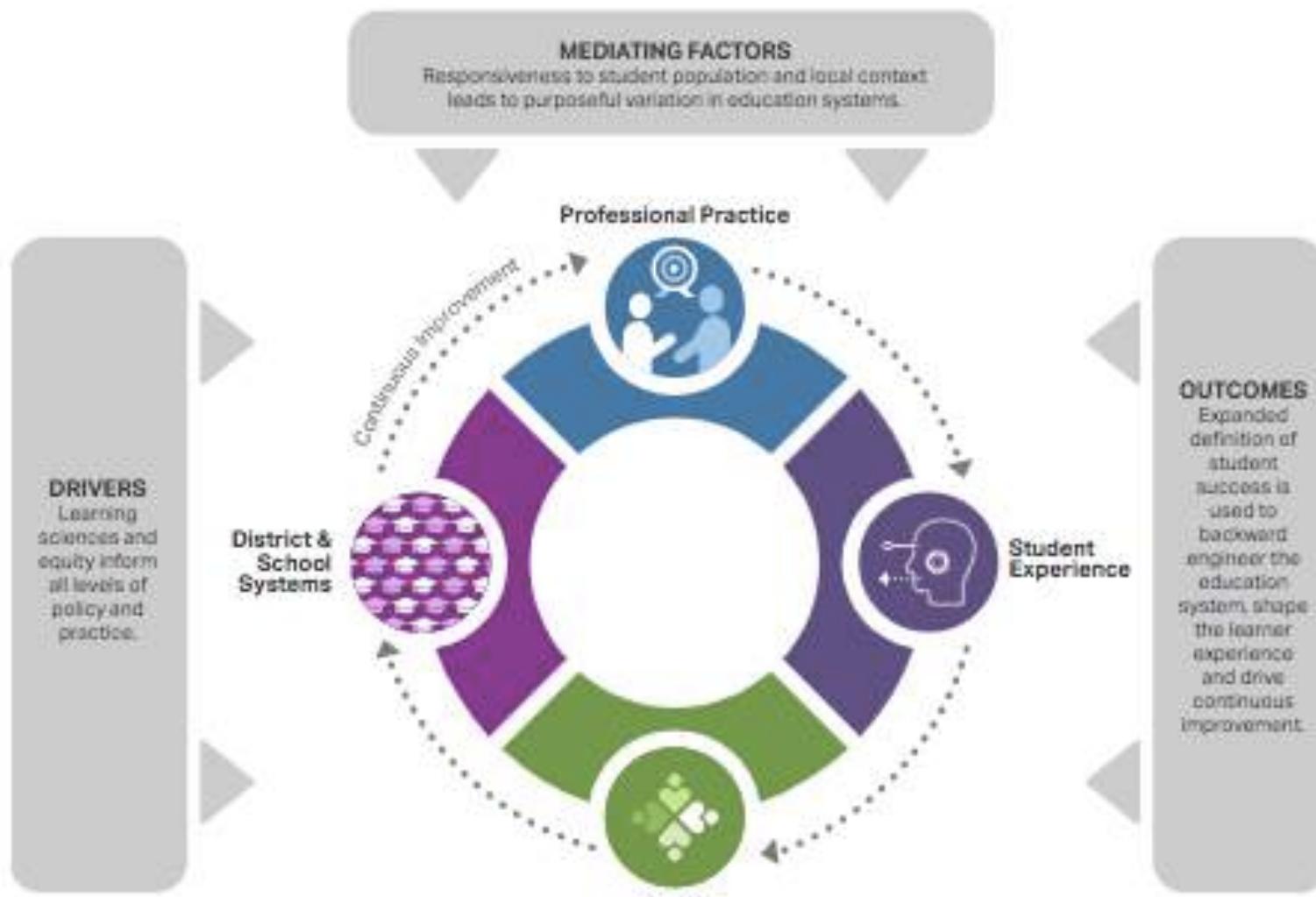
June 19, 2018
2:00-3:00 PM ET



Overview of Learning Goals

- Why a logic model?
- What are the distinguishing features of competency-based education?
- What are the levers that define a district or school?
- What is our theory or logic model of what makes a comprehensive competency-based school?

The Levers and the Logic Models

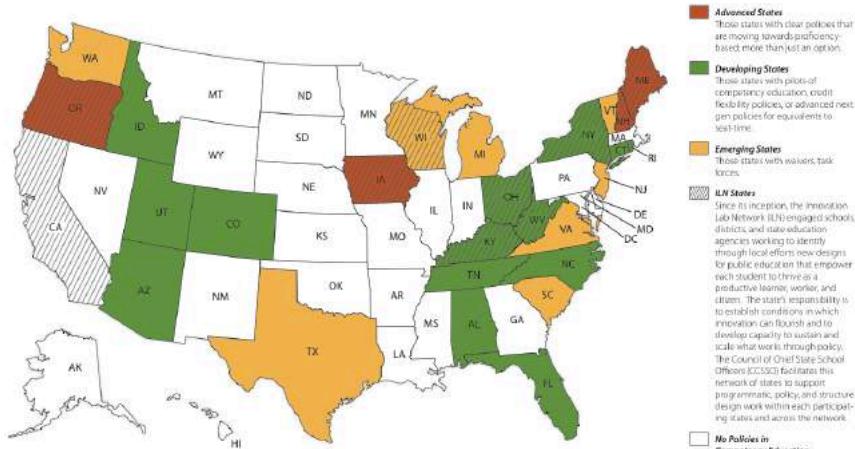


WHY DO WE NEED A LOGIC MODEL?

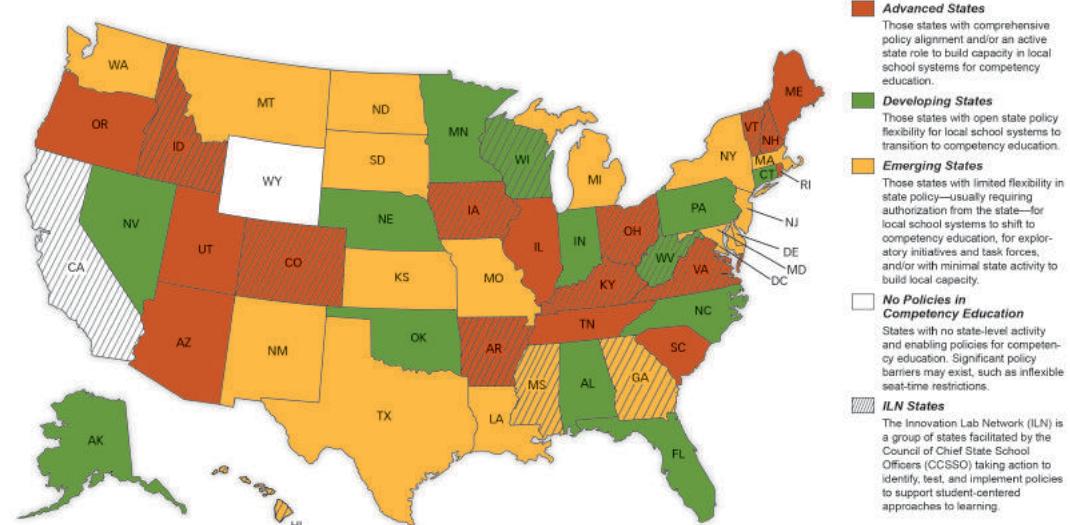
Districts and Schools Turn to Competency Education for Many Reasons:

- Understanding the traditional system is a barrier
- Global competitiveness – lift cap off learning
- More equitable
- A system for deeper learning
- More personalized opportunities
- To do what is best for kids and align with the learning sciences
- Responsive, adaptive system of continuous improvement

Competency Education State Policy 2012



Competency Education State Policy 2018



With Expansion Comes Quality Challenges

- Lack of data confirming that it is making a difference for students and teachers
 - Challenges in research and little funding for it
- Misconceptions
 - Feet draggers and minimalists when state policy expects all systems to transform
 - Problematic implementation such as grading first
- Different entry points may be influencing design

DISTINGUISHING FEATURES OF COMPETENCY-BASED EDUCATION

10 Distinguishing Features of CBE

Purpose & Culture



Student success outcomes are designed around preparation for college, career and lifelong learning.



Districts and schools make a commitment to be responsible for all students mastering learning expectations.



Districts and schools nurture empowering, inclusive cultures of learning.

10 Distinguishing Features of CBE

Pedagogy



Students receive timely and differentiated instruction and support.



Research-informed pedagogical principles emphasize meeting students where they are and building intrinsic motivation.



Assessments are embedded in the personalized learning cycle and aligned to outcomes including the transfer of knowledge and skills.

10 Distinguishing Features of CBE

Structure



Mechanisms are in place to ensure consistency in expectations of what it means to master knowledge and skills.



Schools and districts value transparency with clear and explicit expectations of what is to be learned, the level of performance for mastery and how students are progressing.



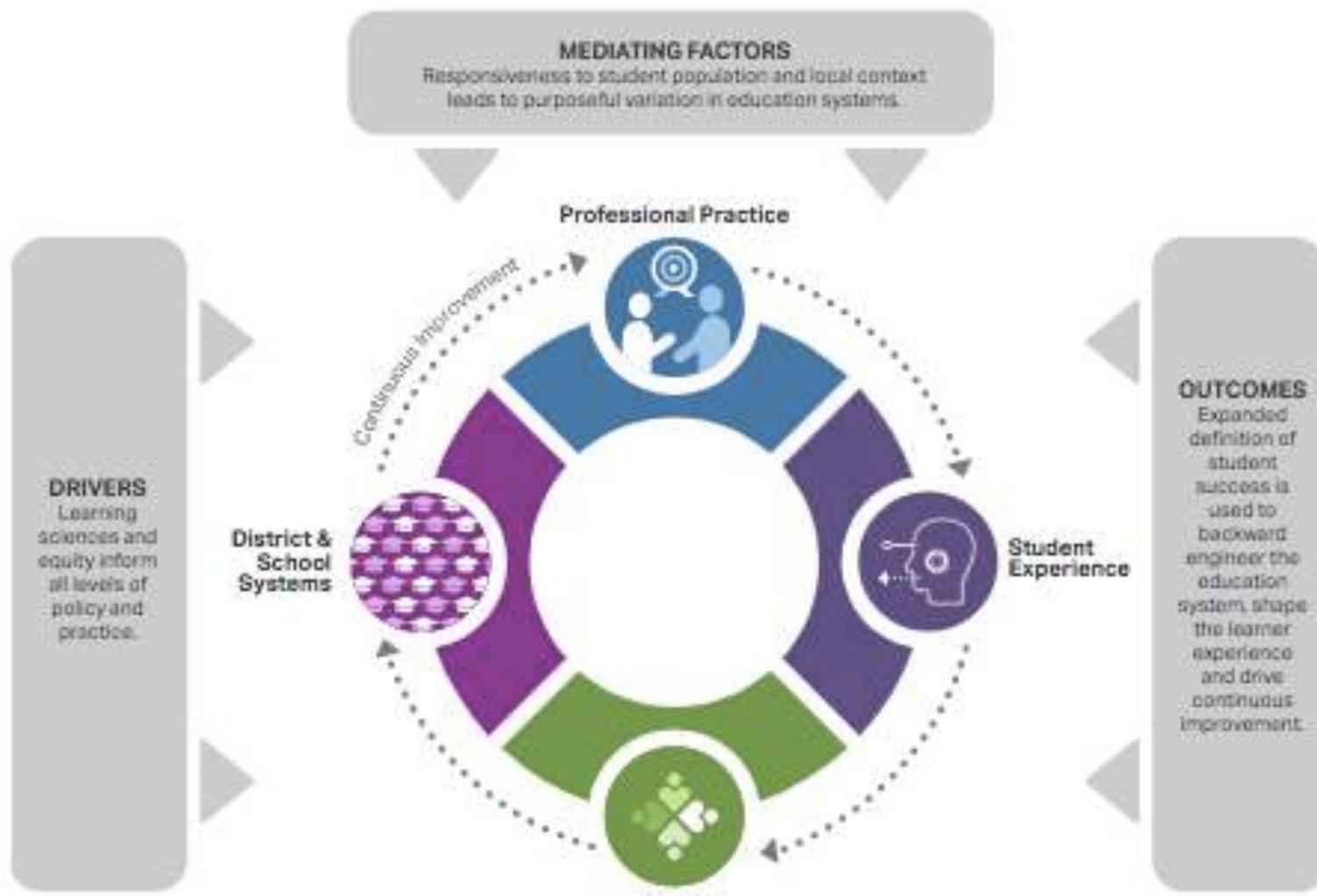
Strategies for communicating progress support the learning process and student success.



Learners advance based on attainment of learning expectations (mastery) through personalized learning pathways.

WHAT ARE THE LEVERS THAT DEFINE A DISTRICT OR SCHOOL?

The Levers and the Logic Models

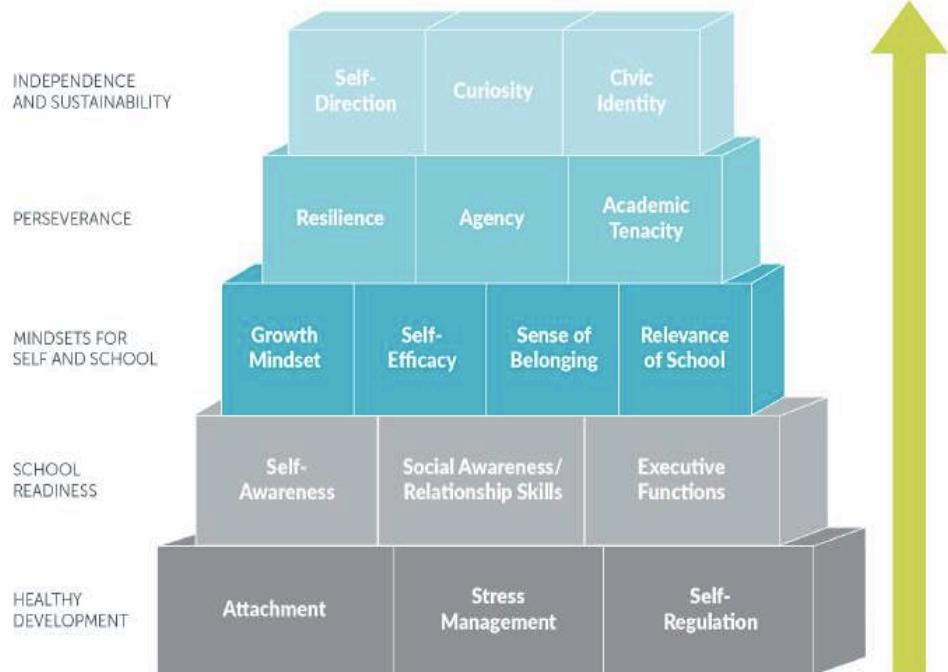


Outcomes

Academic knowledge

Transferable skills

Lifelong learning skills



Source: Building Blocks for Learning from Turnaround USA. Reproduced with permission.

Learning Sciences: Multiple Fields of Research



Learning is an activity that is carried out by the learner.



Learning results from the interplay of cognition, emotion and motivation.



Learning does not occur through a fixed progression of age-related stages. The mastery of new concepts happens in fits and starts.



Intrinsic motivation leads to better long-term outcomes than extrinsic motivation.



Effort is dependent on motivation and self-regulation.

Learning Sciences



Learning is shaped by the way information is processed & transferred to long-term memory.



Learning builds on prior knowledge and context.



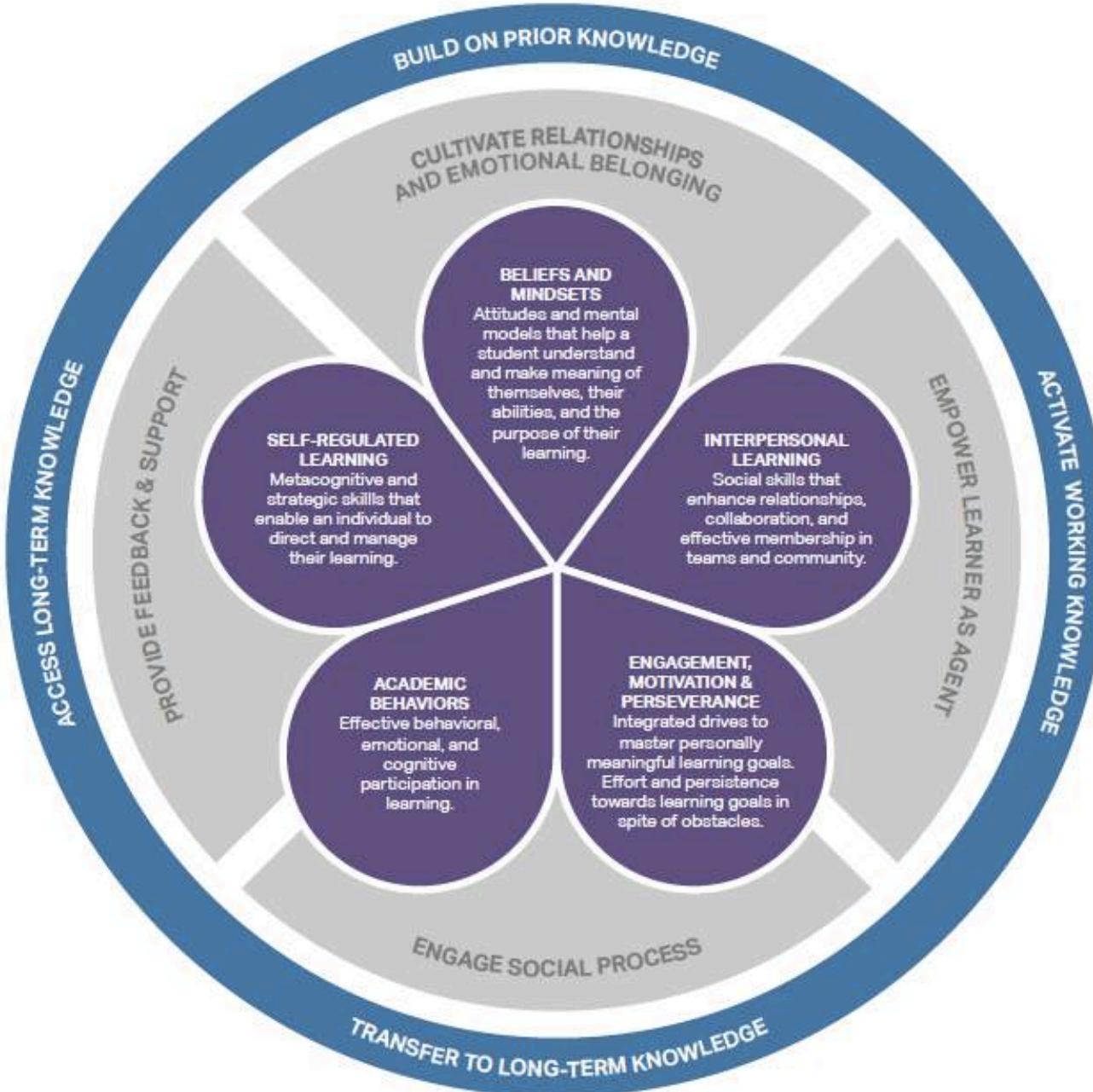
Acquiring new knowledge and skills requires effective feedback.



Learning is a social process.



Learning occurs through interaction with one's environment.



Equity Strategies

National Equity Project

Educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential. Working toward equity in schools involves:

- *Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor;*
- *Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and*
- *Discovering and cultivating the unique gifts, talents and interests that every human possesses.*

Equity Strategies

Promote accountability and transparency.
(Ensure High Outcomes)



Prioritize belonging and inclusion. (*Create Inclusive Multicultural Schools*)



Invest in adult culture and development.
(Address Bias)



Confront historical and institutional oppression. (*Interrupt Inequitable Practice*)



Q & A

WHAT IS OUR THEORY OF WHAT MAKES A COMPREHENSIVE COMPETENCY-BASED SCHOOL? FOUR LOGIC MODELS

How you can use the logic model

- Create a self-assessment tool.
- Identify exemplars or optional practices for each of the elements described.
- Create a facilitated guide for discussion about why each feature is important to creating more equity, deeper learning, more personalized, and more responsive and ever-improving system.
- Identify how the learning sciences will inform each of the features.
- Begin to build research into our own practices.



STUDENT EXPERIENCE

CULTURE

01 | Commitment to Equity - Students understand and internalize a shared definition of student success: that all students will demonstrate the knowledge, skill, and dispositions for success in college, career, and life.

02 | Growth and Empowerment - Students, families, and communities have access to social, emotional, developmental supports for the student, family, and community. All students have authentic, meaningful connections between learning, interests, and near and long term goals.

03 | Learning and Inclusivity - Culturally responsive, inclusive and relational environments welcome and value all identities and backgrounds.

04 | Flexibility and Distributed Leadership - All stakeholders, including students, have opportunities to exercise choice, influence decision making, and demonstrate leadership.

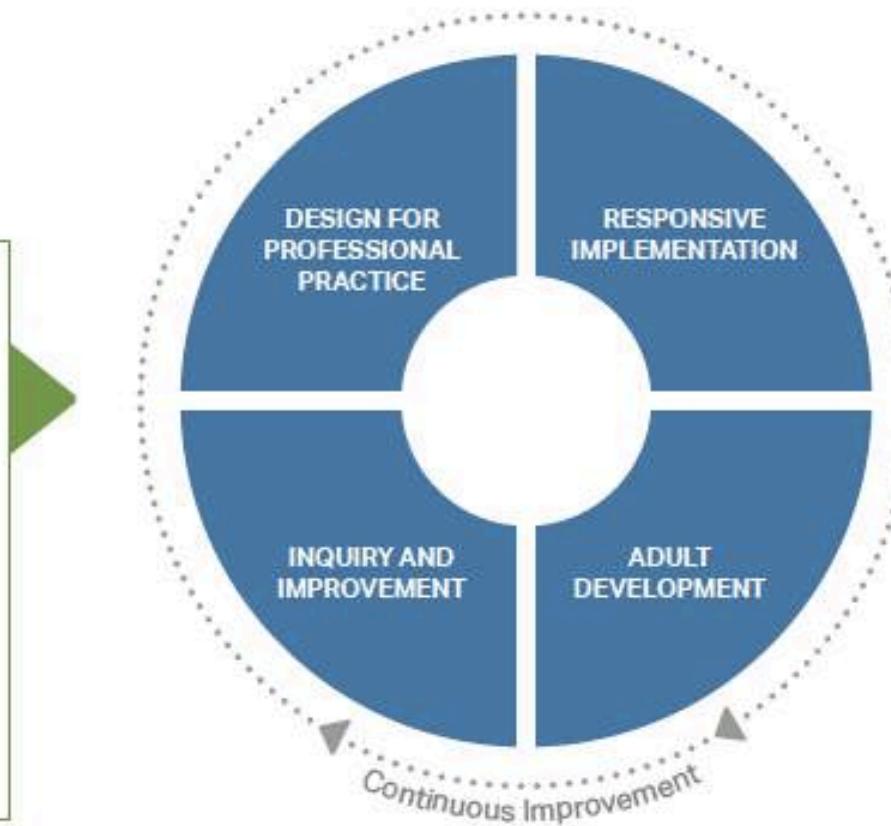


PROFESSIONAL PRACTICE



CULTURE

- 01 | Commitment to Equity** - Educators and leaders share commitment to the success of every student with dedicated focus on dismantling inequities.
- 02 | Growth and Empowerment** - Roles, evaluation, promotion, and pay reflect the goals, functions, and values of a competency based system.
- 03 | Learning and Inclusivity** - Strong, continuous, culturally responsive relationships promote inclusive and restorative professional communities.
- 04 | Flexibility and Distributed Leadership** - Teachers and leaders have freedom and flexibility. Roles and responsibilities are shared in teams.

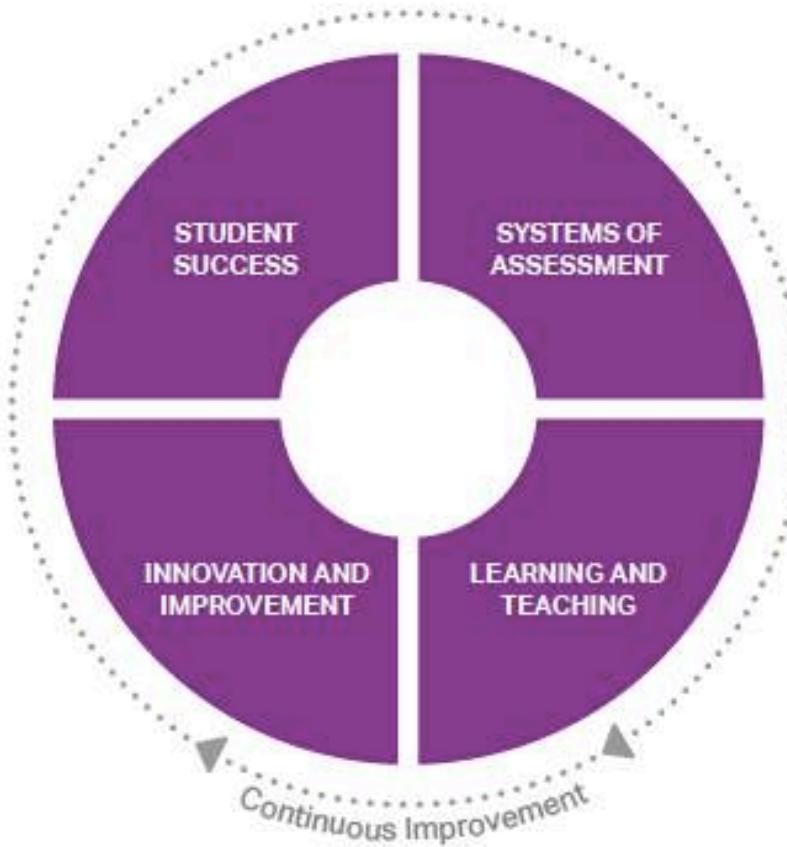


DISTRICT & SCHOOL SYSTEMS



CULTURE

- 01 | Commitment to Equity** - All stakeholders share a common vision of success for all students, responsibility for all students' success, and focus on dismantling systemic barriers. Stakeholders share commitment to core beliefs, including the belief that all students can learn.
- 02 | Growth and Empowerment** - System engages in continuous improvement at all levels to evolve and meet student needs.
- 03 | Learning and Inclusion** - Strong, continuous, culturally responsive relationships promote inclusive and restorative relationships with community.
- 04 | Flexibility and Distributed Leadership** - System promotes empowerment for schools, teachers, students, and communities; System strategically distributes roles, responsibilities, and competencies across teams.





Continuous Improvement

Q & A

Webinar Series

- Designing for Equity: Leveraging Competency-Based Education to Ensure All Students Succeed

July 18, 2-3pm ET

- Fit for Purpose: Taking the Long View on Systems Change and Policy to Support Competency Education

August 28, 2-3pm ET

- Quality Principles for Competency-Based Education

October 10, 2-3pm ET

- Meeting Students Where They Are

November 7, 3-4pm ET

FOR MORE INFORMATION
AND TO SHARE IDEAS

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