

# Supporting Educators Transitioning to a Competency-Based and Personalized Learning System



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**2:00-3:00 PM ET**

**Hosts: Jonathan G. Vander Els and Brian M. Stack**

**Moderator: Maria Worthen**

# MEET YOUR HOSTS...



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## **Definition of Competency-Based Education**

- Students advance upon demonstrated mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

# 3 Big Ideas To Guide Schools

- We accept *learning as the fundamental purpose* of our school and therefore are willing to *examine all practices* in light of their impact on learning.
- We are committed to working *together* to achieve our collective purpose. We cultivate a *collaborative culture* through the development of *high-performing teams*.
- We assess our effectiveness on the *basis of results rather than intentions*. Individuals, teams, and schools *seek relevant data* and information and use that information to *promote continuous improvement*.

(DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016))

# The Four Critical Questions that Guide the Work of Collaborative Teams

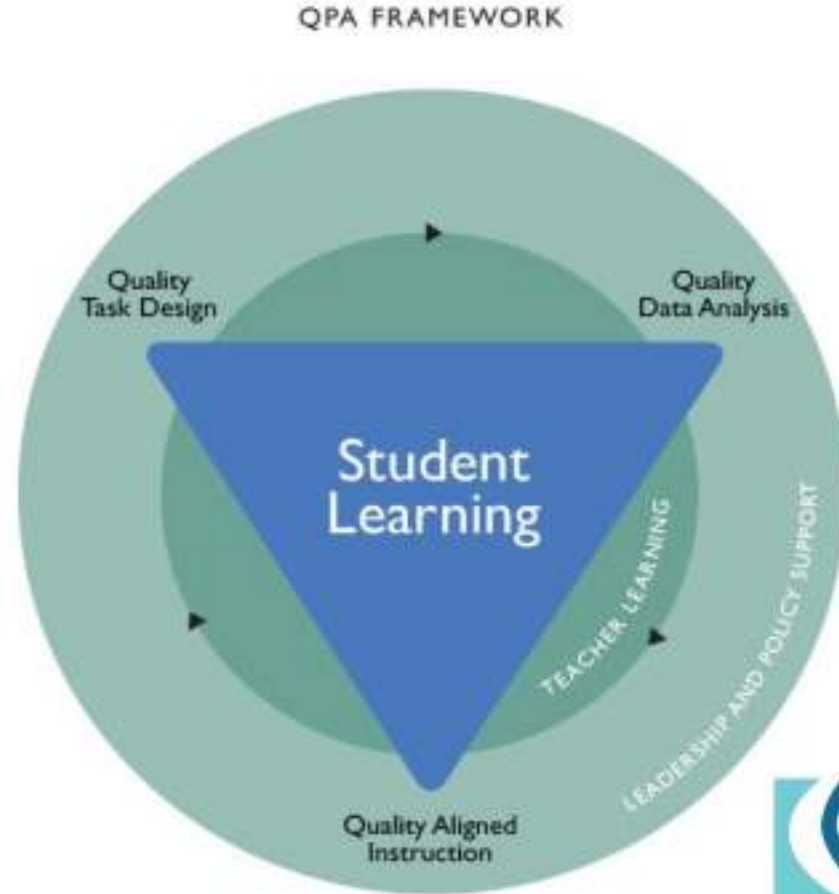
- What do we want students to learn?
- How will we know if each student has learned it?
- How will we respond when some students do not learn it?
- How can we extend and enrich the learning for students who have demonstrated proficiency/competency?

(DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016))

# Performance Assessments

Competency is a student's ability to **TRANSFER** content and skills in/across content areas.

(Bramante and Colby, 2012, p. 65)





All Students

These  
Students

This  
Student

# Explicit Connections to CBL

- Students advance upon demonstrated mastery. (Critical Questions 3 and 4)
- Competencies include explicit, measurable, transferable learning objectives that empower students. (Critical Question 1)
- Assessment is meaningful and a positive learning experience for students. (Critical Question 2)
- Students receive timely, differentiated support based on their individual learning needs. (Critical Question 3 and 4)
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions. (Critical Question 1)



# Questions?



A long, straight asphalt road stretches into the distance, flanked by a line of trees with vibrant autumn foliage in shades of orange, yellow, and brown. The road is bordered by metal guardrails on both sides. The sky is a clear, bright blue with a few wispy clouds. The overall scene is peaceful and evokes a sense of a long journey.

Every journey needs a roadmap.

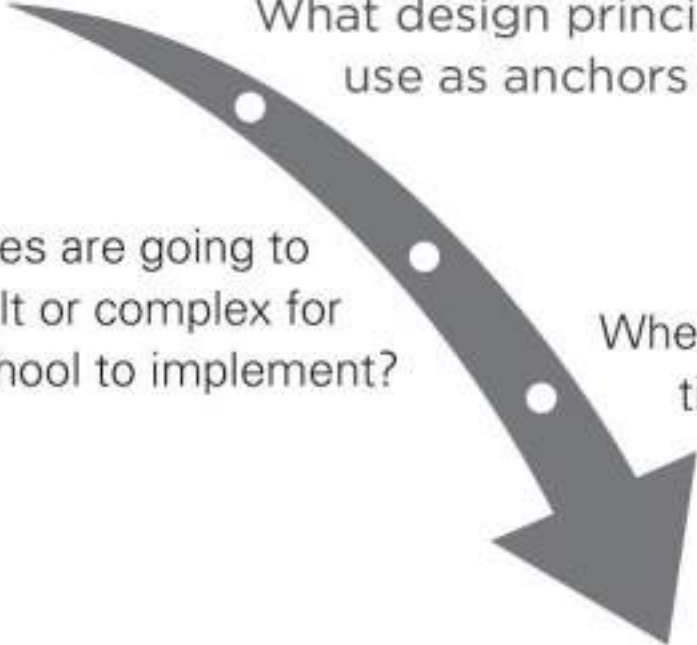
Let our Competency-Based School-  
Design Rubric be your guide.

# How our rubric is structured:

For each of the five CBL design principles, the rubric identifies what a K-12 school should look like at the initiating, developing, and high performing levels.

	<b>Performing</b>	<b>Developing</b>	<b>Initiating</b>
Assessment Practices			
Grading Practices			
System of Calibration			

## Where is our school now?



What design principles can our school use as anchors to leverage change?

What design principles are going to be the most difficult or complex for our school to implement?

Where do we start, and what timeline is reasonable?

How will we evaluate our progress throughout our journey?

# What will your entry point be?

1. Move When Ready
2. Competency Statements
3. Assessment
4. Support Structures
5. Skills & Dispositions



# Our Top-5 List for a Successful Transition to a Competency-Based System of Learning



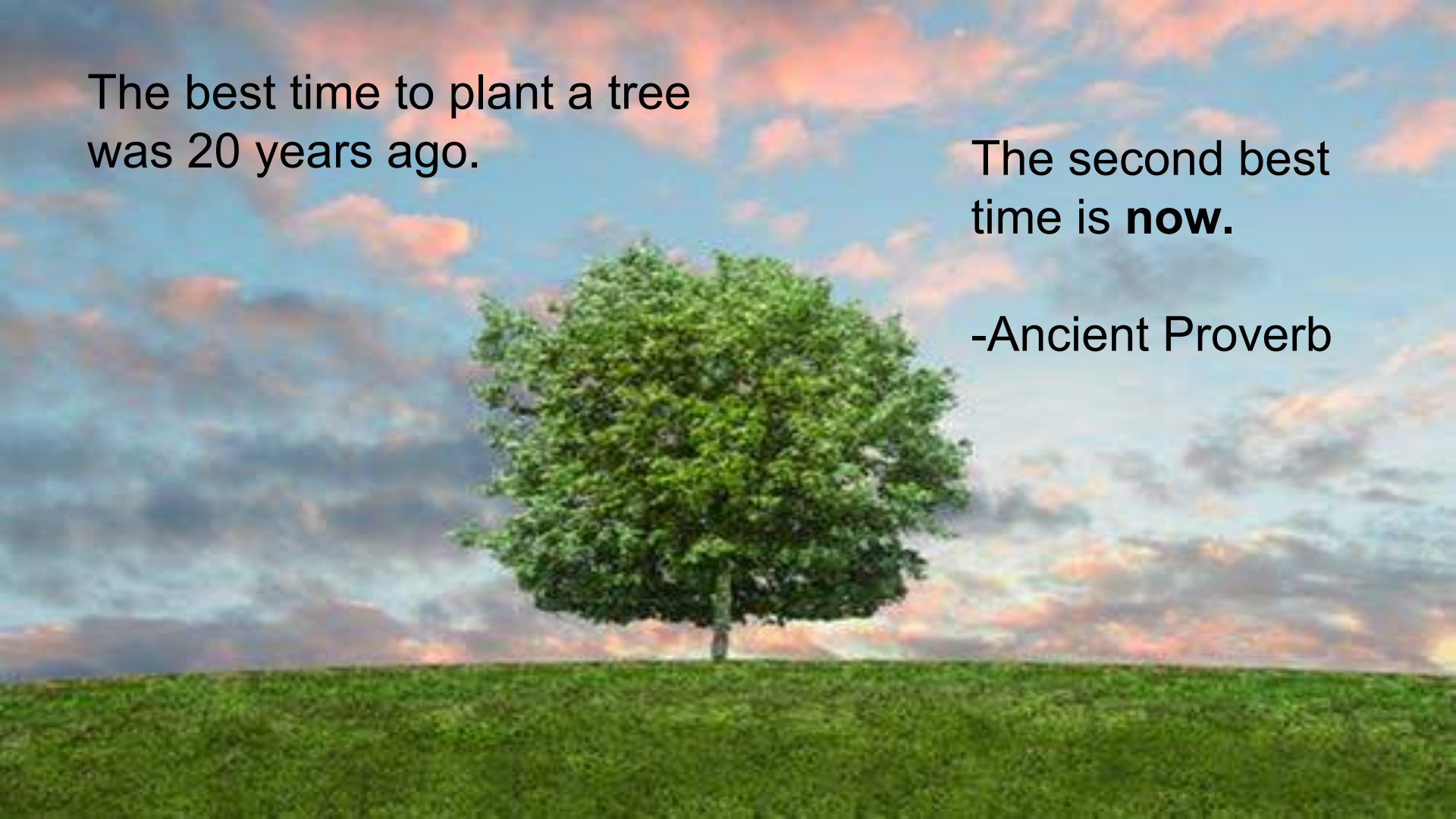
5. Include all stakeholders in the work
4. Be a prophet of research
3. Don't compromise the model
2. Keep student learning at the center
1. Start today



The best time to plant a tree  
was 20 years ago.

The second best  
time is **now**.

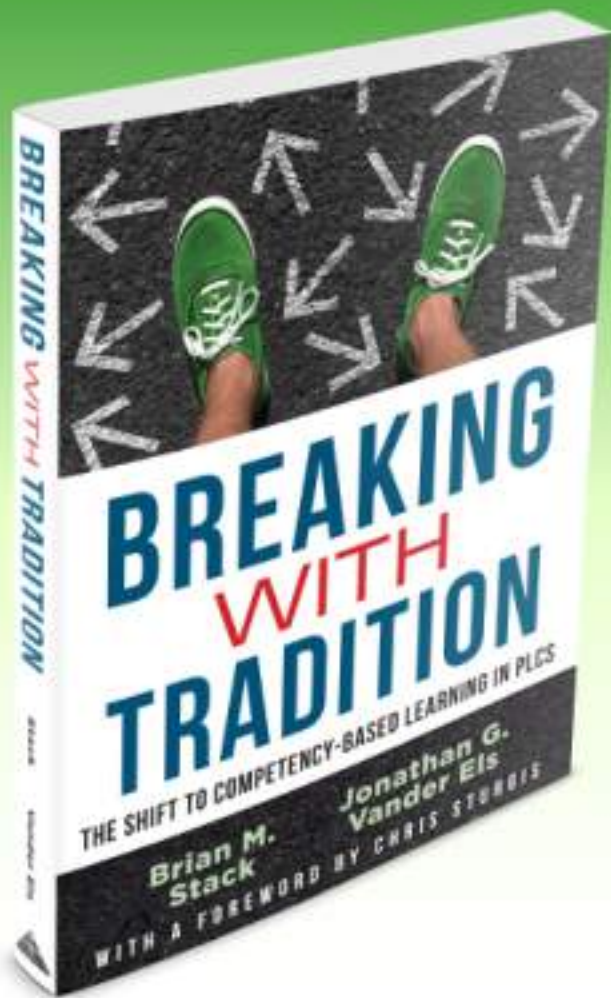
-Ancient Proverb



# Questions?







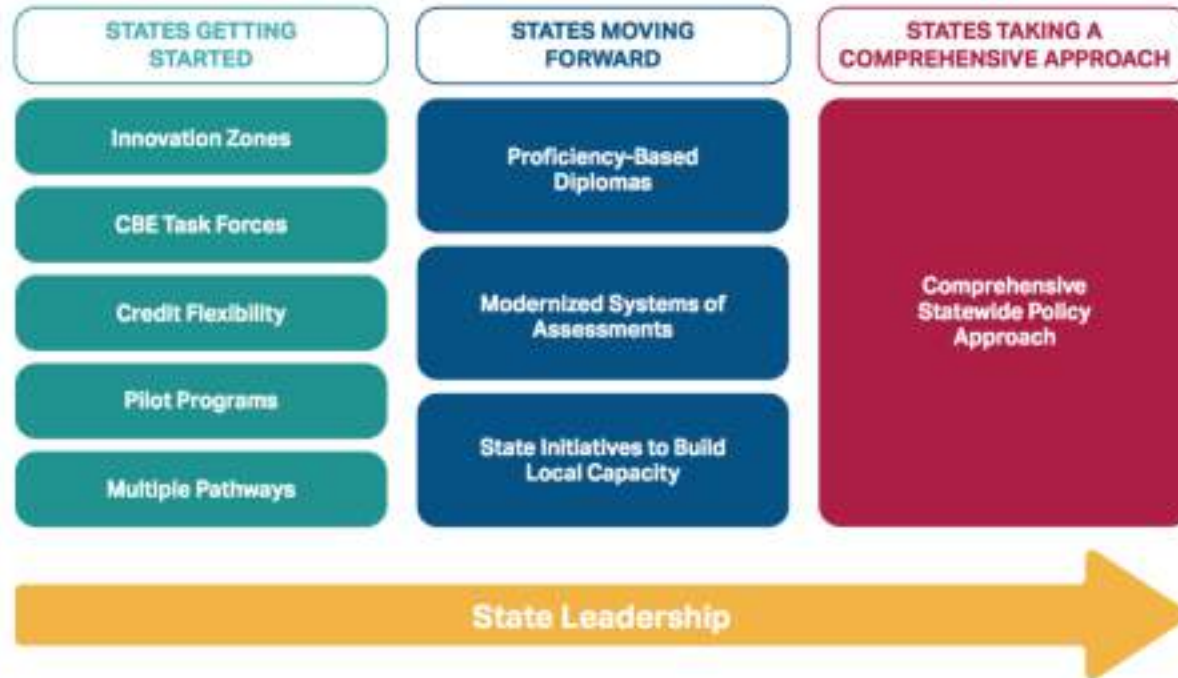
**AVAILABLE**  
from Solution Tree



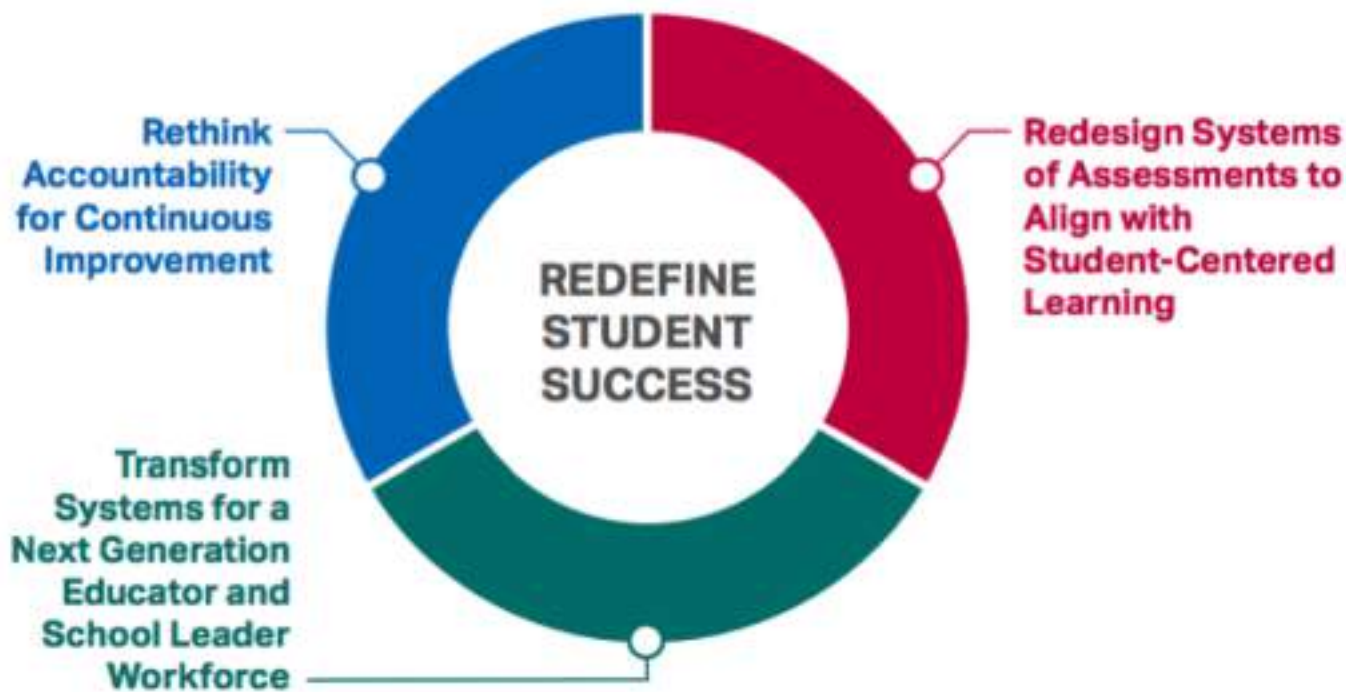
**Solution Tree**

[SolutionTree.com/BreakingWithTradition](http://SolutionTree.com/BreakingWithTradition)

# Continuum of Promising State Policies for Personalized Learning



**REDEFINING STUDENT SUCCESS:  
DRIVING COHERENCE IN EDUCATION TRANSFORMATION**



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