



Burnsville-Eagan-Savage School District 191 Competency-Based Education Coaching Session 1

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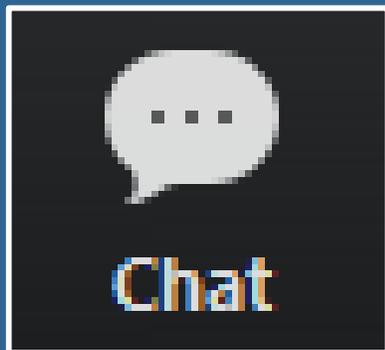


zoom



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Click on the Chat box to ask questions for the presenters or let us know about any technical issues.



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Training Facilitator



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Cora Goldston

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Agenda

- Welcome, agenda, and goals
- Overview of competency-based education (CBE)
- Quality design principles for CBE
- CBE strategies for school model redesign
- Next steps and closing

Session goals

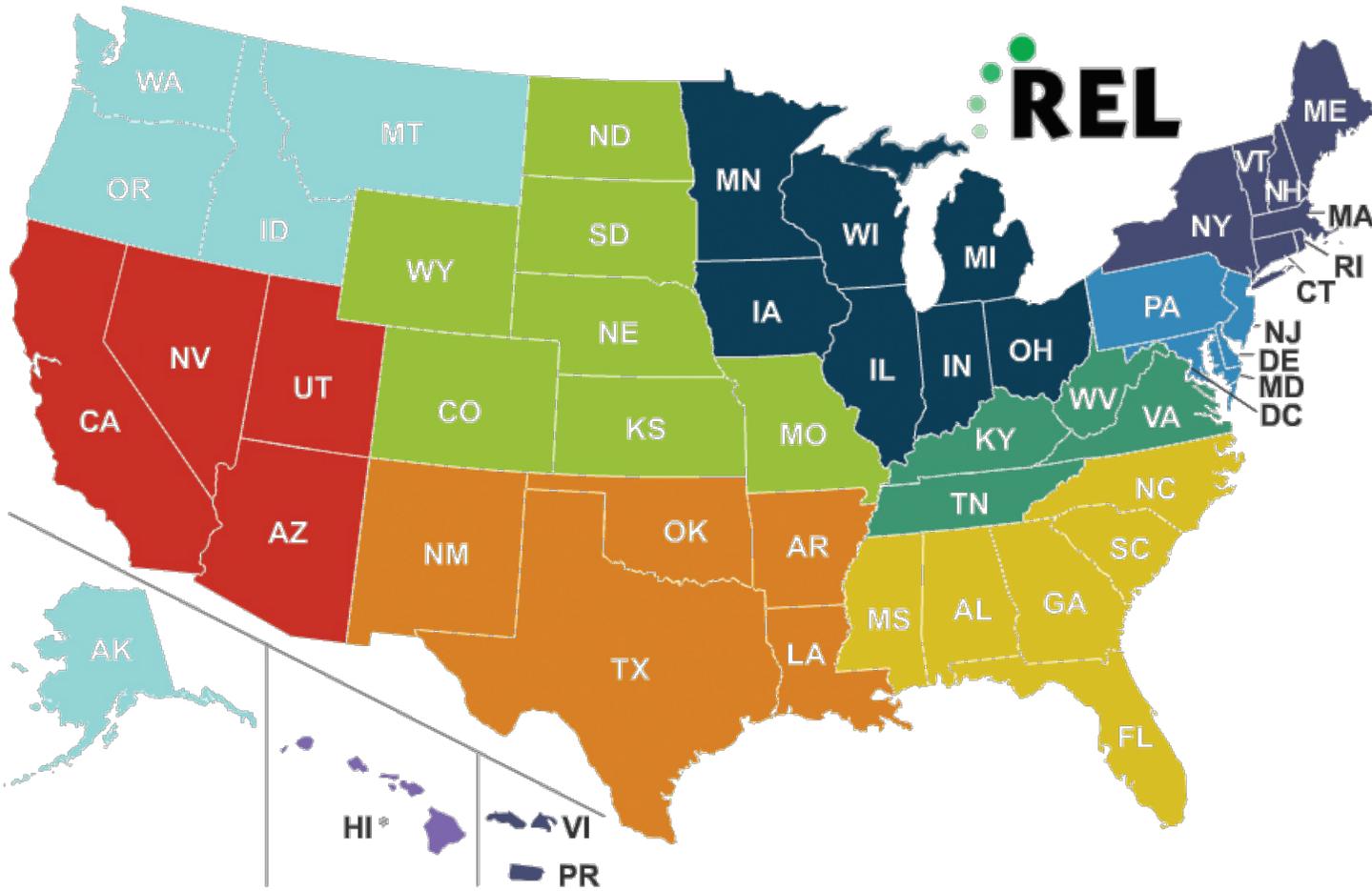
- Gain a deeper understanding of CBE and CBE strategies.
- Connect CBE to district goals.
- Start to identify appropriate CBE practices and make considerations for implementation.

Introductions

Name, title, and role in the district.



Regional Educational Laboratories



- | | |
|--|--|
| ■ Appalachia | ■ NW |
| ■ Central | ■ Pacific* |
| ■ Mid-Atlantic | ■ SE |
| ■ Midwest | ■ SW |
| ■ NE & Islands | ■ West |

* The Pacific Region contains Hawaii, pictured on the map, and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, & Yap), Guam, the Republic of the Marshall Islands, & the Republic of Palau, not pictured on the map.

Types of support REL Midwest offers



Applied research studies that address partnerships' research questions



Events that support the dissemination and understanding of existing research



Workshops that support the use of data and research



Coaching that supports the use of data and research



Technical support such as survey, interview, or observation protocol development; literature reviews; or tool development.



Reviews of studies and interventions to determine level of evidence to support ESSA implementation



Ask A REL annotated bibliographies produced in response to stakeholder questions

REL Midwest States



Warm-up activity



Hopes...

What is one barrier or challenge you hope to address through the redesign or CBE broadly?

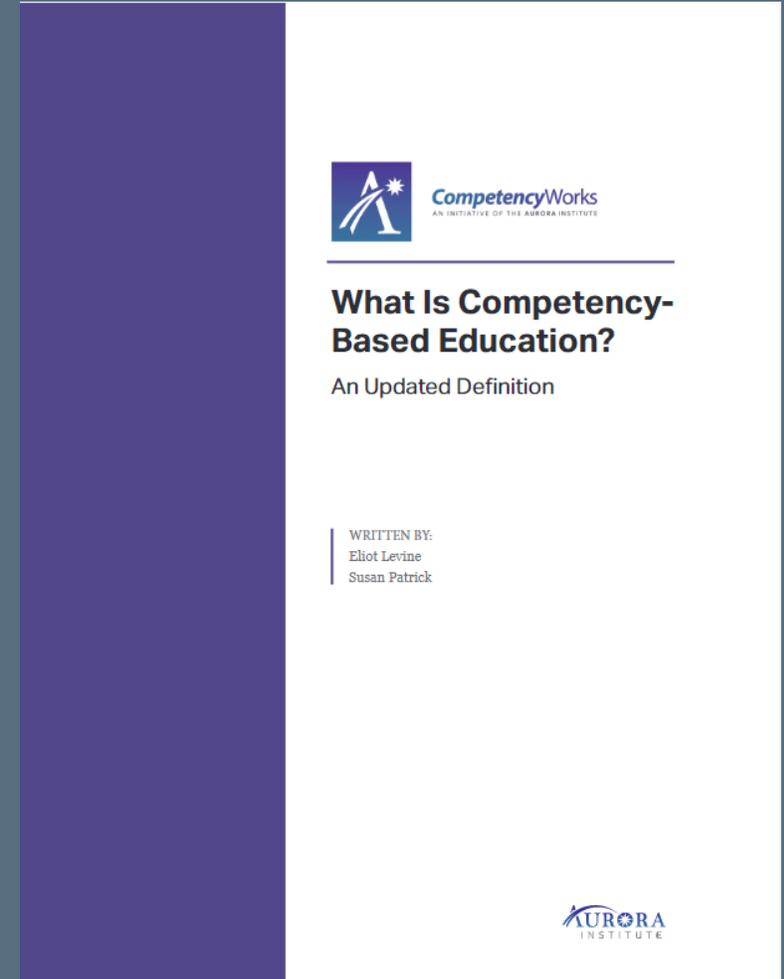


...and concerns



What concern(s) you have about implementing the changes planned in the redesign process or by implementing CBE more broadly?

Overview of competency-based education



Definition of CBE

1. Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
2. Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
3. Students receive timely, differentiated support based on their individual learning needs.
4. Students progress based on evidence of mastery, not seat time. (Levine & Patrick, 2019, p. 3)

Levine, E., & Patrick, S. (2019). *What is competency-based education? An updated definition*. Vienna, VA: Aurora Institute. Retrieved March 25, 2020, from <https://aurora-institute.org/wp-content/uploads/what-is-competency-based-education-an-updated-definition.pdf>.

Definition of CBE

5. Students learn actively using different pathways and varied pacing.
6. Strategies to **ensure equity** for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
7. Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable. (Levine & Patrick, 2019, p. 3; emphasis added)

Levine, E., & Patrick, S. (2019). *What is competency-based education? An updated definition*. Vienna, VA: Aurora Institute. Retrieved March 25, 2020, from <https://aurora-institute.org/wp-content/uploads/what-is-competency-based-education-an-updated-definition.pdf>.

Equity in the CBE context

Districts and schools striving toward equity work to ensure that:

- All students have high outcomes. Success and failure are not predicted by social or cultural factors.
- School environments are inclusive and multicultural. Inequitable practices are confronted and biases are examined.
- Each person's unique gifts, talents, and interests are cultivated.

National Equity Project (n.d.). *Educational Equity: A Definition*. Oakland, CA: National Equity Project. Retrieved March 27, 2020, from <https://nationalequityproject.org/resources/featured-resources/educational-equity-a-definition>.

Equity in the CBE context



“Educational equity means that each child receives what they need to develop to their full academic and social potential.”

—The National Equity Project

National Equity Project (n.d.). *Educational Equity: A Definition*. Oakland, CA: National Equity Project. Retrieved March 27, 2020, from <https://nationalequityproject.org/resources/featured-resources/educational-equity-a-definition>.

Equity in the CBE context

“Educational equity means ensuring just outcomes for each student, raising marginalized voices, and challenging the imbalance of power and privilege.”

—Great Schools Partnership



Great Schools Partnership (2020). *Grading and Reporting for Educational Equity*. Portland, ME: Great Schools Partnership. Retrieved March 27, 2020, from <https://www.greatschoolspartnership.org/wp-content/uploads/2020/01/Grading-and-Reporting-for-Educational-Equity-Full-Book.pdf>.

Equity in the CBE context

“Equitable, competency-based learning environments that effectively serve all children require educators to deepen awareness and understanding of the impacts, for example, of race and racial stress, as well as poverty and immigration, as they are experienced by learners and adults. Knowing students well means working to deepen awareness of these complex factors and constructing learning experiences and communities that meet students where they are, at the intersection of their complex identities and constructs.”

– Rudenstine, Schaef, Bacallao, & Hakani, 2018, p. 10.

Rudenstine, A., Schaef, S., Bacallao, D., & Hakani, S. (2018). *Meeting students where they are*. Vienna, VA: iNACOL. <https://files.eric.ed.gov/fulltext/ED590520.pdf>

Addressing three common myths about CBE

- Myth: CBE is simply the implementation of flexible pacing (that is, students advance once they demonstrate mastery).
- Myth: CBE can be achieved through the use of adaptive technology alone (that is, without a role for the teacher or classroom environment).
- Myth: All schools labeled as CBE schools are implementing all elements of CBE.

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Small group reflection



Step 1. In your breakout room discuss the following:

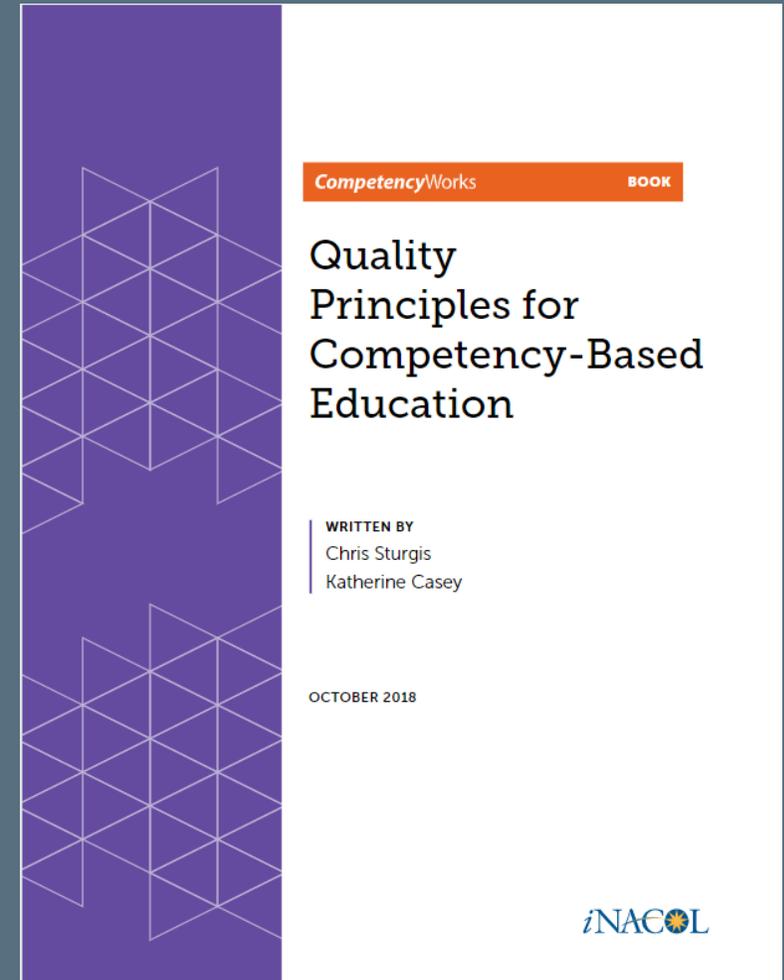
- What about CBE resonates with you?
- Which of these concepts do you find most exciting?
- Which concept do you find to be potentially challenging?

Step 2. Return to the larger group prepared to share what was discussed.

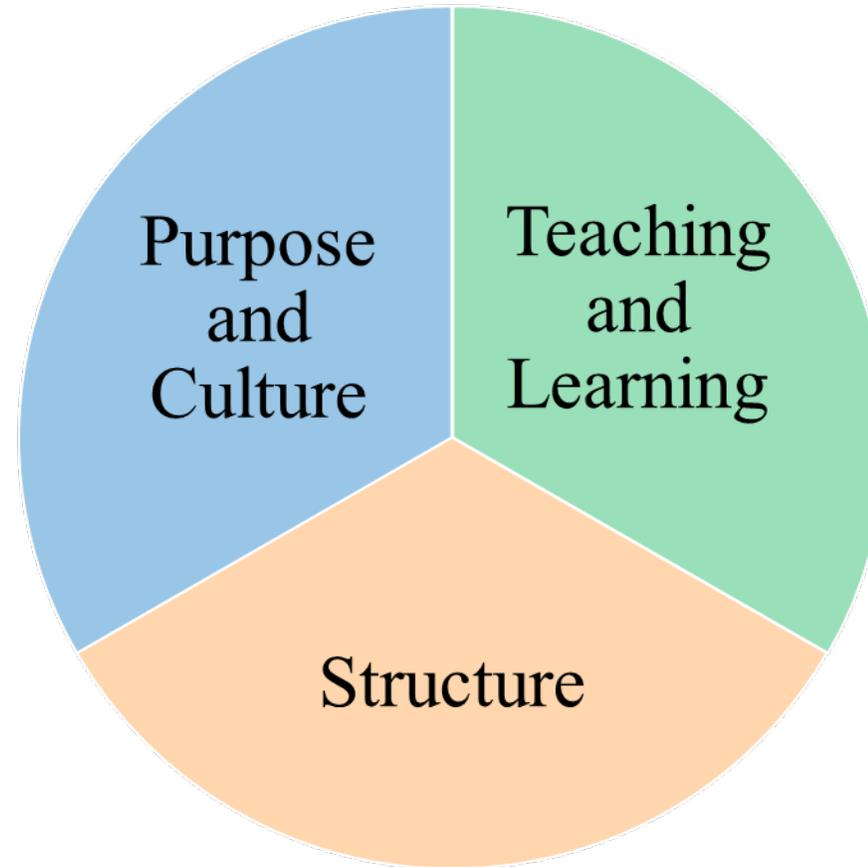
Take a five-minute break!



Quality design principles for CBE



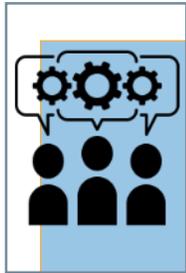
Quality design principles for CBE



Adapted from Sturgis, C., & Casey, K. (2018). *Quality principles for competency-based education* (image is from p. 27). Vienna, VA: iNACOL. Retrieved March 25, 2020, <https://www.competencyworks.org/wp-content/uploads/2018/10/Quality-Principles-Book.pdf>.

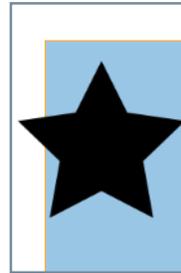
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Quality design principles for CBE: Purpose and culture



Purpose-driven

- For example, there are ongoing conversations about alignment with shared purpose and vision.



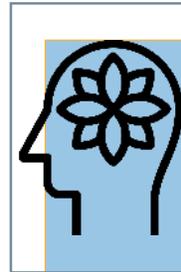
Committed to equity

- For example, students express a sense of belonging and have strong relationships with teachers.



Nurtures a culture of learning and inclusivity

- For example, teachers and students have leadership opportunities.



Fosters the development of a growth mindset

- For example, adults and students learn about and develop a growth mindset.



Cultivates empowering and distributed leadership

- For example, decisionmaking is inclusive of those impacted by the decision.

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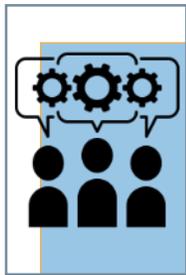
Using the design principles

- Think of the design principles as questions.
- Example: In what ways does our grading system...
 - Reinforce a culture of learning and inclusivity?
 - Impede the development of culture?
 - Foster growth mindset?



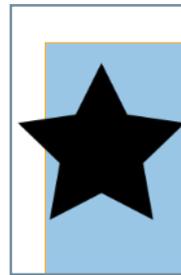
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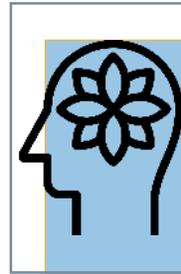
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Quality design principles for CBE: Teaching and learning



Bases school design and pedagogy on learning science

- For example, instructional strategies consider different academic skills, social and emotional skills, and life experiences.



Activates student agency and ownership

- For example, students can articulate what they are working on, its importance, and what is needed to demonstrate learning.



Designed to develop rigorous, higher level skills

- For example, the schedule allows for extra help or deeper learning.



Ensures responsiveness

- For example, teachers respond to students where they are; learning tasks and units span the learner continuum.

Sturgis, C., & Casey, K. (2018). *Quality principles for competency-based education*. Vienna, VA: iNACOL. Retrieved March 25, 2020, <https://www.competencyworks.org/wp-content/uploads/2018/10/Quality-Principles-Book.pdf>.

Quality design principles for CBE: Structure



Seeks intentionality and alignment

- For example, student outcome measures are clearly articulated.



Establishes mechanisms to ensure consistency and reliability

- For example, teachers calibrate or jointly score student work.



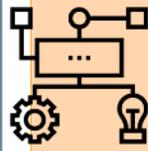
Maximizes transparency

- For example, competencies and standards are explicit.



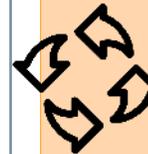
Invests in educators as learners

- For example, teachers have opportunities to collaboratively try new approaches.



Increases organizational flexibility

- For example, student time is flexible; flex time is provided during the day for additional support or deeper learning.



Develops processes for ongoing continuous improvement and organizational learning

- For example, data are used to inform practice.



Students advance upon demonstrated mastery

- For example, students have multiple opportunities to demonstrate proficiency.

Sturgis, C., & Casey, K. (2018). *Quality principles for competency-based education*. Vienna, VA: iNACOL. Retrieved March 25, 2020, <https://www.competencyworks.org/wp-content/uploads/2018/10/Quality-Principles-Book.pdf>.

Round Robin: Reflect together



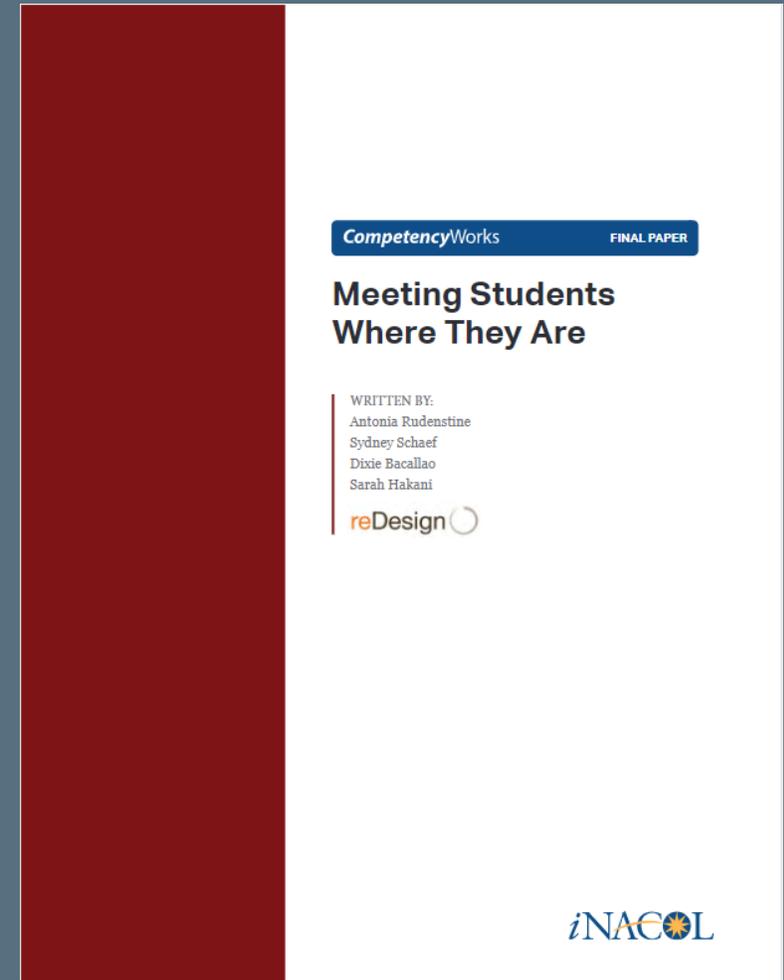
Based on the group activities around the three quality design principals what resonated with you?

Why?

Take a five-minute break!



CBE strategies for school model redesign



CBE strategies to redesign and reimagine school models



Adapted from Rudenstine, A., Schaefer, S., Bacallao, D., & Hakani, S. (2018). *Meeting students where they are* (image is from p. 23). Vienna, VA: iNACOL. <https://files.eric.ed.gov/fulltext/ED590520.pdf>
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CBE strategies: Timely, differentiated supports

Clear and challenging expectations

- Establish competencies and benchmarks.
- Set personal and community goals.
- Set pacing expectations.
- Create rubrics for high-quality work.
- Establish classroom protocols to support student agency and self-regulation.

Opportunities for goal setting

- In-class conferences
- Sustained development-oriented groups (such as advisory).
- Office hours.
- Regular celebrations of progress.
- Transparent assessment data that align with competencies.

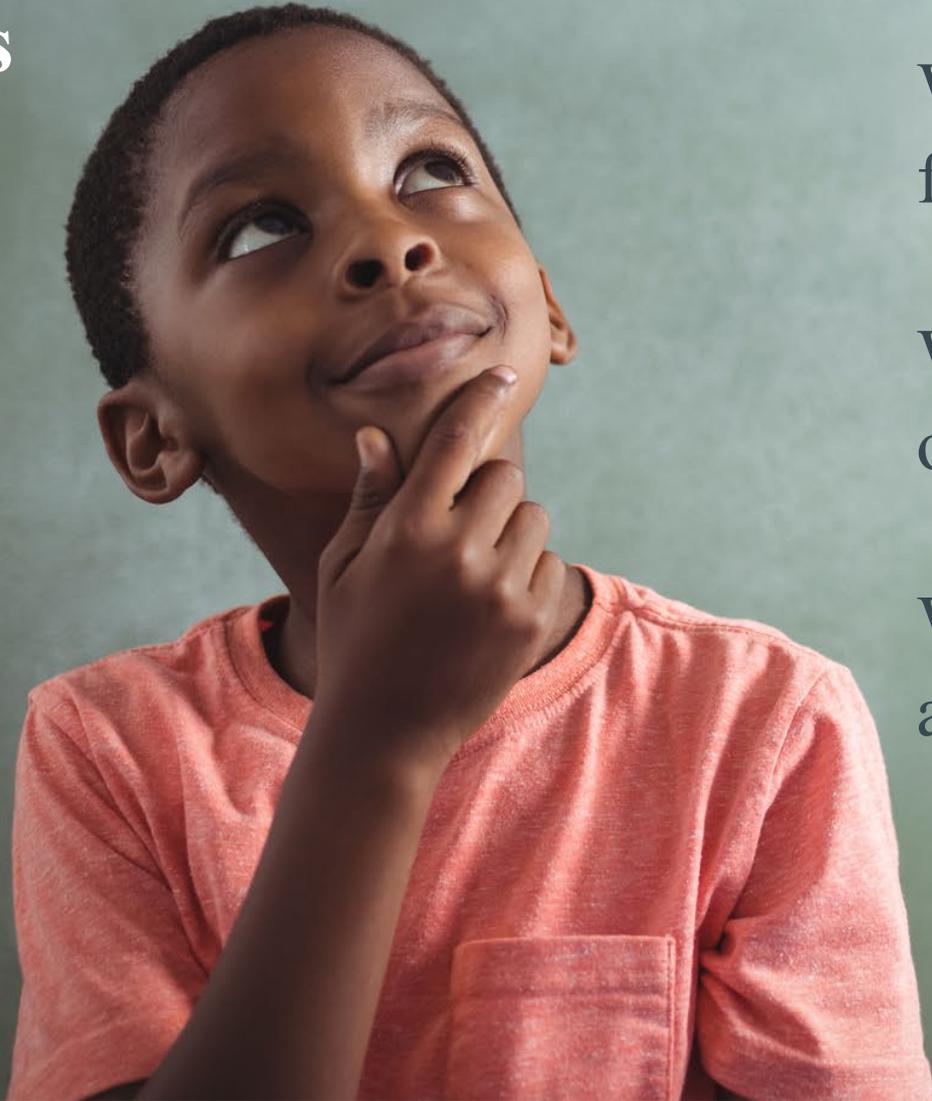
Opportunities to get help tailored to student's "zone of proximal development"

- Access to just-in-time resources, modules, and learning experiences.
- In-class conferences, small-group sessions, and mini-lessons to address passions, interests, and gaps.
- Timely "pull-out" sessions for individuals and small groups on specific skills, concepts.
- Regularly scheduled "open" blocks.
- Office hours.
- Extended learning opportunities.

Opportunities for the pursuit of inquiry and to practice tasks that are challenging

- Students have choice in:
 - What learning to pursue.
 - How and when to demonstrate competency.
 - Extended learning opportunities.
 - Regularly scheduled "open" blocks.

Round Robin: Closing thoughts



What was your biggest take away from today?

What did you find most interesting or exciting?

What would you like to learn more about in the future?

Next steps and closing

Next steps

- Review the resources provided today.
- Discuss how we move forward in the next sessions.
- Reach out if you have any questions!



Please complete the feedback survey!





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