SHIFTS HAPPEN:
Covid-19 “Disruptions” Can Offer New Opportunities for Moving Toward Personalization and Competency-Based Approaches

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Welcome!

Jonathan Furr
Executive Director
TECH TIPS

Attendees’ video and microphones are turned off for this webinar.

- Introduce yourself and connect with fellow attendees in the chat.
- Post your questions in the Q&A! See a question you also want answered? Upvote it!
- Participate in the upcoming polls.
INTRODUCTIONS

Karin Hess
President
Educational Research in Action

Rose Colby
Competency-Based Learning & Assessment Specialist

Daniel Joseph
Founder and President
CBE Solutions
Deeper Competency-Based Learning
Making Equitable, Student-Centered, Sustainable Shifts
Karin Hess, Rose Colby, Daniel Joseph

Employ the WHAT (deeper learning), the WHY (equity), and the HOW (learner-centered approaches) of Competency-Based Education, maximizing the time, place, and pace of student learning.

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Webinar Learning Outcomes:

Participants will...

• **Reflect** on current experiences navigating shifts from face-to-face teaching and learning to remote learning.

• **Consider** how pivoting instruction and assessment results in the need to shift other components of your system.

• **Explore** how a competency-based framework offers opportunities to address new challenges in meeting students “where they are” in their learning.
Core Components of Personalized Competency-Based Education for Deeper Learning

**Competencies**
Broadly-stated academic goals and personal success skills that are measurable, rigorous, and transferable, empowering student learning beyond a single lesson, unit of study, or course.

**Evidence-Based Grading**
Scoring and reporting based on a body of evidence (BOE) that reflects progress or mastery of unit, course, and graduation competencies.

**Learning Pathways**
Descriptions of how students will develop and demonstrate deeper, broader, and more sophisticated understanding over time, with flexible pacing of learning.

**Personal Success Skills**
Life skills explicitly referenced in a school’s portrait of the graduate, including workplace habits, self-management skills, and skills for interacting and working effectively with others.

**Performance Assessments**
Multi-step assessments with clear criteria, expectations, and processes that measure how well a student transfers knowledge and integrates complex skills to create or refine an original product.
Your Changing World

Take the poll!
Major Shifts from Traditional Education to Personalized, Competency-Based Education

Organizational Shifts
- Policy
- Leadership
- Professional Culture
- Professional Learning

Teaching and Learning Shifts
- Academic Competencies
- Personal Success Skills
- Performance Assessments
- Grading and Reporting

Student-Centered Classroom Shifts
- Core Instruction
- Pacing
- Assessment & Feedback
- Student-Centered Learning
- Student Supports/Equity
- Body of Evidence
- Classroom Culture and Engagement
Focus Area 1: Organizational Shifts
(Table 1.3, p.26)

Dimensions of Systemic Shifts:
- Policy
- Leadership
- Professional Culture
- Professional Learning

Future consideration:
Do you see a logical entry point in your organization to address the challenge of virtual learning?
Local Assessment and Grading Policies describe the types of assessments that assess both basic skills and deeper learning. They also provide guidance in how to interpret student work samples. Policies are consistent with using student evidence to assign evidence-based grades.

Sample Holistic Proficiency Scale:
It describes levels of performance based on multiple pieces of evidence, not grade averages.

<table>
<thead>
<tr>
<th>Report Card Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>NYC</th>
<th>IWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Level</td>
<td>Advanced Competency</td>
<td>Beyond Competent</td>
<td>Competent</td>
<td>Not Yet Competent</td>
<td>Insufficient Work Shown</td>
</tr>
<tr>
<td>Performance Descriptor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency-based performance assessment scores demonstrate that the student can analyze and synthesize course content within the discipline and can initiate and extend understanding to other disciplines or real-world contexts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Competency-based performance assessment scores are a mixture of evidence of Competent and some Advanced Competency Scores.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Competency-based performance assessment scores consistently demonstrate both basic skills and the application and transfer of essential content and skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is evidence of many basic skills mastered. Competency-based performance assessment scores are inconsistent in demonstrating the ability to apply and transfer essential content and skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is insufficient evidence in the student’s body of evidence to determine proficiency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Competency-Based Performance Assessments assess deeper learning (competencies) and incorporate multiple standards. Assessments are designed based on levels described in performance scales for each competency.
Illinois Voices:
How have you navigated your organizational shifts?

Felice Hybert
Damarr Smith
A metaphor for competency

Canopy (Competency Statement)

Each competency statement should encompass:
- What learners will do
- How they will do it
- Why it matters

This is a written description of an enduring concept, or big idea, that describes a use of key knowledge and skill.

Ribs (Discrete Learning Standards)

Each rib represents a discrete standard or skill.

Spreader (Performance Indicators)

Student design and demonstration of competency in student-facing language, often as "I can" statements.

Handle (Application and Transfer)

Student applies learning when and where necessary (near and far transfer*) to novel context or problems.

*Hess

CPS Five Year HS Goals & Core Values

HIGH SCHOOL

- 90% Freshmen will be on track to graduate high school.
- 90% Students will graduate high school within five years.
- 50% Students will meet college readiness benchmarks on the SAT.
- 78% Graduates will enroll in college.

CPS Core Values

- **Student Centered**: We place students at the center of everything we do.
- **Whole Child**: We support our students so they are healthy, safe, engaged, and academically challenged.
- **Equity**: We eliminate barriers to success and ensure equitable opportunities for all students.
- **Academic Excellence**: We provide diverse curriculum and programs with high academic standards to prepare students for future success.
- **Community Partnership**: We rely on families, communities, and partners in every neighborhood to shape and support our shared mission.
- **Continuous Learning**: We promote an environment of continuous learning throughout CPS for students, teachers, leaders, and district staff.

***10 CPS High Schools are in the ISBE CBE Pilot ***
CBE Summer Extended Learning: Purpose, Planning, Policy, and Impact

Purpose:
- Mastery Sessions - Additional instructional time for students that are not yet proficient
- Acceleration Courses - Credit bearing accelerated courses available to students

- Leverage Promising Practices within the Pilot for Scale
- Partner with Internal Departments for Policy Accommodations
- Gather Data that Makes Clear Connections to District Goals
- Advocate for Additional Funding to Increase Scale
- Enhance Model Through Professional Development and Data Analysis

***5 out of 10 CBE CPS School are Implementing Summer Extended Learning ***
Focus Area 2: Teaching and Learning Shifts
(Table 1.4, p.28)

Dimensions of Systemic Shifts:
- Academic Competencies
- Personal Success Skills Competencies
- Range of Performance Assessments
- Grading and Reporting

Future Consideration:
What are the greatest challenges and opportunities for your school to address the challenge of virtual learning?
FIGURE 4.8 Mapping CB Curriculum Along a Learning Progression
A Range of Performance Assessments Builds Each Student’s Body of Evidence

Figure 3.3 - The Performance Assessment Continuum (p. 65)
**Body of Evidence:**
- Multiple competencies – content based and/or schoolwide (personal success skills) over time
- Course-based & Cross-curricular
- Multiple assessment types and data
- Evaluated using common holistic rubrics or guidelines for “standard setting”
- Uses: graduation, advancement

**Summative Assessments:**
- 1 or more competencies - content based and/or schoolwide
- Multiple assessment types, formats
- Uses: grading, report cards, determining competency, part of BOE verification

**Daily Learning Targets:**
- 1 or parts of 1 competency – all levels of performance scale
- Multiple formative assessment types
- Uses: plan lessons, determine progress, student supports

**Performance Scales Link**

Illinois Voices: How did you navigate your shifts in teaching and learning?

David Carson

Jennifer Kelsall, Lisa Balata, and Eric Lasky
Belvidere District 100 Grading Philosophies

- Grades will be based on established criteria: clearly specified learning goals and performance standards.

- Habits of Work (i.e. behavior, work, or organizational habits) will be reported separately from the academic grade. (Elementary 18-19, MS 19-20, HS 20-21)

- Students will be allowed multiple opportunities through various ways/modes to demonstrate their learning. Retakes and revisions will be allowed.

- Grades will reflect the most recent information on the student at that time. Early learning opportunities will not hinder the most recent score.

- Students will be a partner in the learning process; understanding where they are on the learning continuum and being a part of formulating next steps in learning.

- Grades will provide timely feedback and communicate information to students and parents about an individual’s growth, mastery, or lack thereof.
<table>
<thead>
<tr>
<th>Belvidere School District Habits of Work</th>
<th>SEL Standard Alignment</th>
<th>Essential Employability Skills Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High School Habits of Work</strong></td>
<td><strong>Middle School Habits of Work</strong></td>
<td><strong>Elementary Habits of Work</strong></td>
</tr>
<tr>
<td>Prepared &amp; Organized</td>
<td>Prepared &amp; Organized</td>
<td>Organizes time, tasks, and materials</td>
</tr>
<tr>
<td>Perseverance</td>
<td>Perseverance</td>
<td>Exhibits effort, commitment, and perseverance</td>
</tr>
<tr>
<td>Student-Owned</td>
<td>Self-Direction</td>
<td>Exercises self-control</td>
</tr>
<tr>
<td>Respect</td>
<td>Respect</td>
<td>Respects others' rights, feelings, and property</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Teamwork</td>
<td>Works collaboratively and productively in groups</td>
</tr>
<tr>
<td>Kinder Only</td>
<td></td>
<td>Applies critical thinking skills when problem solving</td>
</tr>
<tr>
<td>Work Quality</td>
<td></td>
<td>Listens to and follows directions</td>
</tr>
</tbody>
</table>

- **SEL Standard Alignment**
  - Self Awareness/Management (1)
  - Decision-making/Responsible Behavior (3)

- **Essential Employability Skills Alignment**
  - Planning and Organizing
  - Initiative and self-drive
  - Reliability and Accountability
  - Teamwork & conflict resolution
  - Cultural Competence
  - Critical Thinking
RIDGEWOOD HIGH SCHOOL: RESULTS OF CBE

Competency Framework

Career Readiness

Dual Credit

Remediation Needs Met

Customized Professional Development

Equity for Historically Marginalized Populations
CBE: Providing flexibility as we plan for the unknown.

- How is CBE related to **No Educational Harm** policy during e-learning?
- Are all students doing the same thing for each class?
- How are you able to create meaningful experiences? Performance Tasks and Passion Projects
- What about students that have already demonstrated proficiency?
- What about students that have not demonstrated proficiency?
- How do we maintain relationships with our students?
Focus Area 3: Student-Centered Classroom Shifts
(Table 1.5, p.30)

Dimensions of Systemic Shifts:

• Core Instruction
• Pacing
• Assessment & Feedback
• Student-Centered Learning
• Student Supports/Equity
• Body of Evidence
• Classroom Culture and Engagement

Future Consideration:
Which of these indicators mesh with your current understanding in meeting the needs of students through virtual learning?
I know where I am going. Students understand their current performance and how it relates to the learning intention and success criteria.

(Transparency, Clarity, Feedback)
Self-Systems: Metacognition, Reflection, and Goal Setting [2]

I have the tools for the journey. Students understand that they can select from a range of strategies to move their learning forward, especially when progress is interrupted. *(Intentionality, Perseverance, Learner Inventory and Choice)*

I monitor my progress. Students seek and respond to feedback from others, including peers and teachers, as they assess their performance and mistakes are expected in learning and indicates an opportunity to further learning. *(Feedback, Growth Mindset, Appropriate Challenge)*

*Image: Meta-cognitive Strategies: $d = 0.69$*
I recognize when I’m ready for what’s next. Students interpret their data in light of the learning intention and success criteria of the lessons as well as the overall learning progression to identify when they are ready to move on. *(Transparency, Self-Reflection)*

I know what to do next. Knowing what to do when you do not know what to do is surely the mark of the educated person. It is the difference between knowing how to persist and simply give up when faced with the early challenge. It is the essence of being a lifelong learner, one who knows how to research, organize information and continue his or her own learning. *(Engagement, Agency)*
Illinois Voices:
How did you navigate your shifts in your learning environment?

Tim Wheeler  Patrick Hardy
Dr. Patrick Hardy, Principal, Proviso East High School

**Arts & Communications**
- Choose a product that carries one or more brand. (For example: shoes, clothing, hamburgers, etc.).
- Select a brand and view an advertisement (may be print, video or audio commercial), and identify which rhetorical strategies are used in the advertisement.
- Complete a graphic organizer detailing the rhetorical strategies you have identified.

**Business & Human Services**
- Choose a highly debatable political issue. (For example: immigration form, tax reform, gun laws, etc.).
- Select an election promise speech (may be via website, print, or video, etc.), dealing with the issue you chose, and identify which rhetorical strategies are used in the article.
- Complete a graphic organizer detailing the rhetorical strategies you have identified.

**STEM**
- Choose a highly debatable scientific issue. (For example: climate change, vaccination, stem cell research, etc.).
- Select a scholarly article or video dealing with the scientific issue you chose, and identify which rhetorical strategies are used in the article.
- Complete a graphic organizer detailing the rhetorical strategies you have identified.
Shifting to CBE

Take the poll!
Student-Centered Classroom Shifts

Traditional to Personalized Competency Based Education

Pace
Students move forward in their learning when proficiency is demonstrated and they are ready to move on.

Student-Designed Learning
Foundational skills and concepts (at the lower end of the progression) prepare students to design inquiry-based investigations with peers (problem-based tasks and projects) that open up different possibilities for engagement, exploration, and the creation of new products.

Student Supports
Intervention systems become more fluid - meeting ongoing needs of students with strategic scaffolding that takes them to the next level of the learning progression.

Core Instruction
Instruction is responsive to where each student is along a transparent learning progression, with the overarching goal of deeper learning.

Body of Evidence
Guidelines help students to compile sufficient evidence of work samples demonstrating proficiency on multiple competencies.

Classroom Culture
Democratic classrooms rely on students partnering with teachers to engage with and own their learning and expand their learning space.
Supporting CBE

Take the poll!
Interested in reading more about deeper competency-based learning?

Corwin is offering a 25% discount (use promo code ESSENTIAL) plus free shipping on all books ordered before the end of June!

For more information, go to corwin.com/en-us/nam/deeper-competency-based-learning/book270688

Amazon is also honoring this 25% discount through the end of June.
Some Recommended CBE Resources


National Equity Project [https://nationalequityproject.org/](https://nationalequityproject.org/)


Online CBE resources - Aurora Institute [https://aurora-institute.org/continuity-of-learning-resources/](https://aurora-institute.org/continuity-of-learning-resources/)
Some Recommended Remote Learning Resources


Assessment strategies for distance learning (posted at https://www.karin-hess.com/blog)

Ed tech and remote learning resources https://www.edsurge.com/news

Media support newsletter - https://byrnesmedia.com/newsletter/
Q&A

You have Questions

We have Answers