Competency Based Learning
Cooperative Middle School
September 9, 2015
Goals for Tonight

- Purpose of Tonight’s Meeting
- History of our Current Model of Instruction
- Principles of Competency Based Learning
- Implementation of CBL at CMS
- New Hampshire’s Adoption of CBL
Purpose

- Wish to inform parents and community of CBL model.
- Wish to continue dialogue in a pro-active approach and welcome parent input as CBL is implemented and designed for CMS.
- Wish to create a model that is right for our community and students.
- We need to understand your questions and concerns and address them.
History of Current Model

- Age Graded Model – based on belief that all children of the same age are at the same level of social and intellectual maturity and therefore should be taught at the same pace (Turner, n.d.).

- Modeled after Prussia and is over 250 years old.
Changing Paradigms
“Meet the future by what we have done in the past.”

“Current system was designed and conceived for a different age.”

Modeled on the image of industrialization.

Sound Familiar?
Today’s Schools

- Designed to meet the needs of an industrial revolution and the intellectual beliefs of past centuries.

- The current model makes meeting the needs of our diverse learners and 21st century students challenging.

- Changing the curriculum, trying to differentiate, RtI, expanding special education needs, are all results of a model not designed to meet the diverse needs of 21st century students.
Age Grading Challenges

- Children do not all learn at the same pace.
- Current model delivers the curriculum whether students already have the skills and knowledge or are far behind.
- Creates gaps in learning and builds upon the gaps.
- Pace of learning is controlled by time and grade level standards set for schools and is not controlled by what a student knows or can do.
- This flaw hinders student’s growth and learning and frustrates others.
- Education model is not responsive to individual student needs.
Competency Based Learning

- Measure Learning and not Time
- Learning is the Constant and Time becomes Flexible
- Progress based on Demonstrating Competence – Not Seat Time
- Eventual Goal to Learn at Own Pace
- Provides Better Feedback for Improvement and Ownership of Learning
- Provides Opportunities for Review, Relearning, and Enrichment
Competency Based Learning is about individualized learning. Based on student needs.

Moving away from “conformity” and the one size fits all of education.

Moving away from the Carnegie unit and seat time a demonstrated competency model.
CBL will use 21st century tools to meet the needs of 21st century learners. CBL will use blended learning environments and change the current model to not only allow students to take a course that is not currently available to their grade level (age) but encourage students to do so.
What are Standards? What is a Competency?

- Driving a Car – Competency
- Taking the Drivers Test – Assessment
- Standards of Drivers Test
  - Acceleration/Braking
  - Using Mirrors
  - Steering
  - Parallel Parking
Standards Provide a Great Deal of Feedback

- Doctor does not average your blood pressure, weight, height, number of times you exercise, drink alcohol, cholesterol level, age, etc. to determine your health score.

- These numbers are more valuable and offer more feedback when they are disaggregated and not lumped together in one number.

- The same is true for our assessments and standards.
Science – Electricity Lab
- Build a parallel circuit
- Build a series circuit
- Describe the relationship between voltage, current, and resistance
- Accurately solve math calculations to find missing unit such as volts, amps, or resistance.
Language Arts – Essay

- Introduce claim and distinguish claim from alternate or opposing claims.
- Support claims with logical reasoning and relevant evidence.
- Use credible sources
- Establish and maintain a formal style (MLA Format)
- Provide a concluding statement or section that supports the argument presented.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
Principles of CBL

- Time is flexible (to some extent) – More time for some. Enrichment opportunities for others.

- Belief in mastery and relearn opportunities – Relearn Contract

- Offers feedback along the way based on progress in meeting standards.

- Formative assessments inform and guide the learning progress.

- Summative assessments measure what is learned.

- Creates student ownership for learning and more involvement.
Principles of CBL

- Teaches what quality looks like and only accepts quality. Raises student expectations from current levels.
- Focus is on clear defined standards and competencies.
- Promotes growth mindset – “I don’t know it now but with effort and opportunity I will.”
- Feedback allows teachers to better adjust instruction based on a child’s needs and not a timeline.
CBL at CMS

- Create a more personalized student directed learning environment.
- Provide valuable feedback to further student’s learning based on standards and competencies.
- Opportunities for flexible grouping of students based on their progression and mastery of the curriculum.
Explicitly teach student ownership for their learning and responsibility for their progress through goal setting and reflection process.

Educate students how to be the drivers of their education.

Teach them the skills to be successful students and give opportunities for them to use and develop these skills. Examples are Habits of Learning – Work completion, preparedness, learning behavior, etc.
CBL at CMS 2015-2016

- Relearn/Retake Contract
- Formative and Summative Assessments 10/90
- Habits of Learning
- All core content areas pilot flexible grouping for one unit.
Relearn Contract

https://docs.google.com/document/d/1LWnerEuaxQbd7w-MeTA-TILEmW5ksCdB7MkJbTy8ts/edit
Relearn Contract

- Students can retake summative assessments if they meet the requirement of the contract.
- A student will receive full credit for the retake as this is the most recent and accurate evidence of their understanding.
- If the score is lower this score will also be reflected as the most accurate evidence of their understanding.
- The contract encourages students to identify their learning needs and develop a plan to address it.
Formative and Summative Guidelines

- Homework
- Formative Assessments
- Summative Assessments
Homework

- Homework is an out-of-class assignment to support learning. Homework is formative in nature. *Homework supports learning through:*

- **1. Preparation:** Homework gathers and organizes resources/information in preparation for the next day’s lesson.

- **2. Check for Understanding:** It provides students and teachers the opportunity to assess students’ grasp of newly acquired learning.

- **3. Practice:** It reinforces newly acquired knowledge and skills.

- **4. Extension of Learning:** It provides the opportunity for pursuit of further knowledge.
Formative Assessments

Assessment *for* learning. Occurs *during* the learning process, in preparation for a summative assessment. It provides information to teachers and students, enabling them to make adjustments to increase learning. It helps to uncover errors in thinking and is part of an ongoing conversation about learning. It often includes homework and classwork. Formative assessments will not count for more than 10% of a student’s grade.
Summative Assessments

- Assessment of learning. Occurs after instruction to find out what students know, understand and can do at a point in time. Grades should be determined by summative assessments. Teachers can’t evaluate students on content that they have not yet learned. Examples of summative assessments include, but are not limited to:

- Projects, Essays and reports, Tests, Presentations, Labs
Habits of Learning

- Learning Practices – Quality of work, Work independently, Use of class time.

- Preparedness – Comes to class with materials and work, organization.

- Learning Behaviors – Follow directions, engaged in class, demonstrates self-motivation, participates and behaves in class.
Habits of Learning remains connected to honor roll. A student must maintain a 4 or 3 to meet honor roll requirements.
Flexible Grouping

- Recognizes not all students learn at the same pace and creates opportunities for students to learn.

- Group students based on demonstrated competencies at end of summative unit.

- Allows students more time to meet the standards and delivered differently.

- Allows students who met the standards to explore and dig deeper. Gives an enrichment opportunity that does not currently exist.

2015 – 2016 – Initiate homework, formative, and summative expectations, Relearn Contract, Habits of Learning, pilot flexible grouping all core content areas.

NH and CBL

- Educational Summit 2004 drafted a report for high school redesign.

- Began work on writing and disseminating NH Vision for Redesign based on Breaking Ranks II.


- 2014 Minimum School Standards for School Approval established middle and elementary schools transition to CBL by 2017.
The 2014 School Approval Standards address the change that must take place from a traditional classroom-only educational system, to a transformed educational system that includes competency-based learning environments and multiple pathways to graduation, resulting in students that are truly college and career ready. (NH Minimum School Standards 306.02)
Questions?