



Making the Move to Competency-Based Education: Changing Learning One Seat at a Time

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Competency-Based/Performance- Based/Proficiency-Based

In a competency-based learning environment, students move forward at their own pace and in any place as they demonstrate mastery of intended competencies.




Senate File 2284 Supplement 2011

The rules shall allow a school district or accredited nonpublic school to award high school credit to an enrolled students upon the demonstration of required competencies for a course or content area, as approved by a teacher licensed under the Chapter 272. The school district or accredited nonpublic school shall determine the assessment methods by which a student demonstrates sufficient evidence of the required competencies.



Also Created Task Force

To study competency-based instruction standards, the integration of competency-based instruction with the Iowa Core, and will develop assessment models and professional development. The tas force's preliminary report is due January 15, 2013. The group will submit its plan, models, and recommendation to the State Board of Education, the Governor, and the General Assembly by November 15, 2013.

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- The Task Force is Charged with:
 - Redefining the Carnegie unit into competencies
 - Constructing personal learning plans and templates
 - Developing student-centered accountability and assessment models
 - Empowering learning through technology
 - Developing supports and professional development for educators to transition to a competency-based system.

With principles to follow from International Association for K-12 Online Learning (iNACOL)



A Good Fit for Gifted!

- Learning is the constant, time the variable
- Flexible time, place, methods, pace
- Students advance upon mastery
- Leave grade/age level grouping behind!
- Personalized “Learning Map”/PEP/IEP
- Online learning opportunities
- Focus on continuum of individual learning



No Shortage of Possibilities!


Mentorships, Internships, History Day, Tragedy of the Commons problem solving, Herbert Hoover Uncommon Student Project, World Food Prize, Eagle Scout projects, Global Awareness projects, create Wikispaces or other learning tool on a topic, Kahn Academy badges, Environmental Solutions, solve a community problem, etc.

Student choice with open ended decisions!




Guidelines for Set-Up


- Competencies embedded within expanded learning opportunity creating an option for building and applying skills
- Explicit, measurable, transferable learning objectives
- Meaningful, regular assessment that facilitates a positive learning experience for students
- Timely, differentiated support based on individual learning needs
- Learning outcomes emphasize competencies that include application and creation of knowledge, development of important skills/dispositions



- 3/26/12 Discussion from *Real Life Investigations*
- Competency Based Learning Pilot
- Spring 2012
- Below, I have outlined the current direction of focus for two students who have been given permission to pilot competency based learning. One is using 1/2 block to investigate, while the other has a full block. Attached to this sheet, you will find their *initial thoughts* on what they intend to pursue. As you can see, the depth and breadth of their investigation somewhat reflects the time they will have to use (both in class and out of class.)
- The parts of the planning sheet that have not been filled out will be after some initial investigation of their topic.
- At this time, other requirements include:
 - A daily progress log.
 - Once weekly meeting with Mrs. Hopkins, Mrs. Pratt, or Mentor teacher to identify strengths, weaknesses, and quality of work being done or new work to do.
- By April 10,
 - meet with Mentor, Mrs. Hopkins, or Mrs. Pratt to identify finely-tuned, narrowed topic/ create title of project/ finish initial proposal
 - meet with Mentor to identify competencies which will be developed/used during this investigation
 - meet with Mrs. Hopkins to identify/plan final presentation format
 - set future assessment goals/ identify observation people and times/interviews, etc.
- Work to be completed by May 25, 2012
- Presentation/Sharing by May 29-31, 2012



- Allix Williamson, Jr.** **Counselor:** Mrs. Harvey
 - Career Goal:** Secondary Educator
 - Direction of Topic:** Why gifted students require specialized learning situations, including the role of competency-based education
 - Mentor Teacher Contacted:** Mrs. Pratt
 - Allix will work on her RLI second block each day.
- Lilly Lenning, So.** **Counselor:** Mr. Timmerman
 - Career Goal:** Music Educator, level uncertain
 - Mentor Teacher Contacted:** Mr. Svendsen, Miss Palmer
 - Direction of Topic:** Physical development of voice, effects of music on students, career exploration, teaching methods in music education
 - Lilly will work on her RLI the first 1/2 of fourth block.



ITAG Teacher Feature


Independent Study Course Outline and Class Enrichment Project Proposal for Class Credit

Name: Allix Williamson Date: 3/26/12 Grade: 11

Proposing class credit for which class and teacher:
This program / Mrs. Pratt

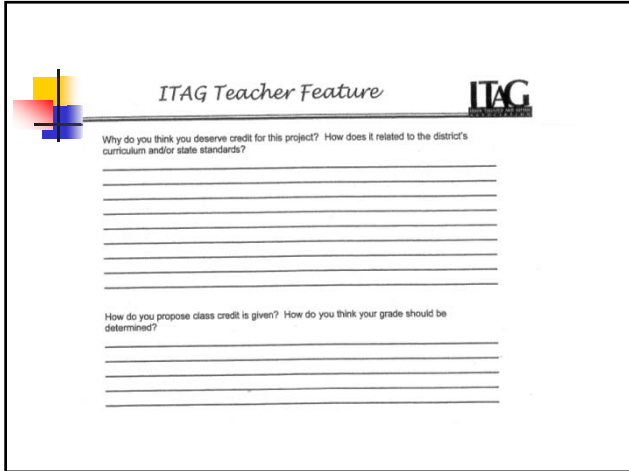
Project name and topic:
Why the students need specialized learning


Description of independent study or enrichment project:
Through my initial research and other forms of learning we will design a proposal to address an issue/question that the students have. This could include various competencies based on the course and provide a proposal for a 1/2 or full block to see how the students react. This proposal is set out and explain about the learning outcome and how we will assess.



When is your project completion date? Where is the project being presented?
End of school year. It has to present this to administrators and by mid school year.

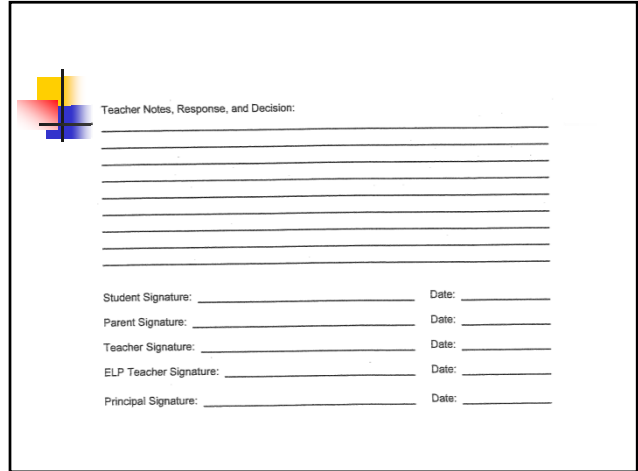
What is the purpose of this project? What are you learning?
The purpose is to develop an overview for future TAGS students to further their gifted learning.



ITAG Teacher Feature 

Why do you think you deserve credit for this project? How does it related to the district's curriculum and/or state standards?

How do you propose class credit is given? How do you think your grade should be determined?



Teacher Notes, Response, and Decision:


Student Signature: _____ Date: _____


Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

ELP Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

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- ### What we hadn't anticipated:
- Competencies do not translate well into Carnegie Units; competencies don't fit a "class"; a hybrid model is very difficult to implement with fidelity
 - STANDARDS are the concept and skills built into the unit of study. COMPETENCIES are the demonstration of such. Competency is the students' ability to TRANSFER the content and skill in/across content areas. (Not enough to know it, you have to show it!)
 - Gifted students often need competencies beyond K-12 scope.

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- Students need access to competencies and time to plan and implement. Content people need to create the competencies.
 - You have to have a competency-based grading system to earn CB credit.
 - An information management system must be in place.



Reworking the Vision:

- ACT
- CB by Unit
- Content specialists need to change standards to competencies



Resources:

- <http://www.inacol.org/research/competency/index.php>
- <http://www.bie.org> planning documents
- <http://www.education.nh.gov> setting up competency statements; course level competency models and templates; competency validation rubric