

CEI Big Bets

Learning Network: Competency-Based/Personalized Learning (CB/PL)

March 7, 2018

Introductions

- **CEI Team**
- **Network Participants – Districts Represented**
 - **Archuleta**
 - **Buena Vista**
 - **Division of Youth Services**
 - **Eagle County**
 - **Garfield 16**
 - **Harrison**
 - **St. Vrain**
 - **Windsor**

CEI's Goal for CB/PL

Colorado school districts will begin building education systems that promote student agency by tailoring learning to students' strengths, needs, and interests and where each student will progress through and exit the system based on demonstrated mastery of postsecondary and workforce readiness, so they are prepared for postsecondary learning, work, and life.

CEI's CB/PL Theory of Change

Consistent across all big bets

Mindsets

- Equity
- User-centered
- Future-facing
- Results-oriented
- Student and teacher agency

Specific to each big bet

Practices

- Climate and culture
- Articulated and transparent competencies
- Teaching and learning

Consistent across all big bets

Scale

- Leadership
- Community engagement
- Systems alignment
- Networked learning
- Change management

What We Heard From You

Community engagement

"We are especially interested in moving students and families to understand and value the shift from compliance schooling to deeper, personalized learning."

Equity

"We are interested in being the change...for and WITH youth who have been marginalized in many different systems and ways."

Mindsets

"We believe that in achieving the type of mindset listed in the theory of change...we can create the foundation for sustainable and transformative change."

Teaching practices

"Achievement gaps will be closed when we can make all learning deeply personalized and relevant."

Student agency

"We want to build a program where scholars are responsible for their own learning and teachers feel confident in being facilitators of personalized learning."

Continuous improvement

"One of our goals is to become a more data-driven district"

Two Networks: Learning and Design

Learning Network

March – May 2018

- Focused on districts that want to learn about CB/PL and implementation strategies and challenges
- Committed to exploring how CB/PL can address equity issues

Design Network

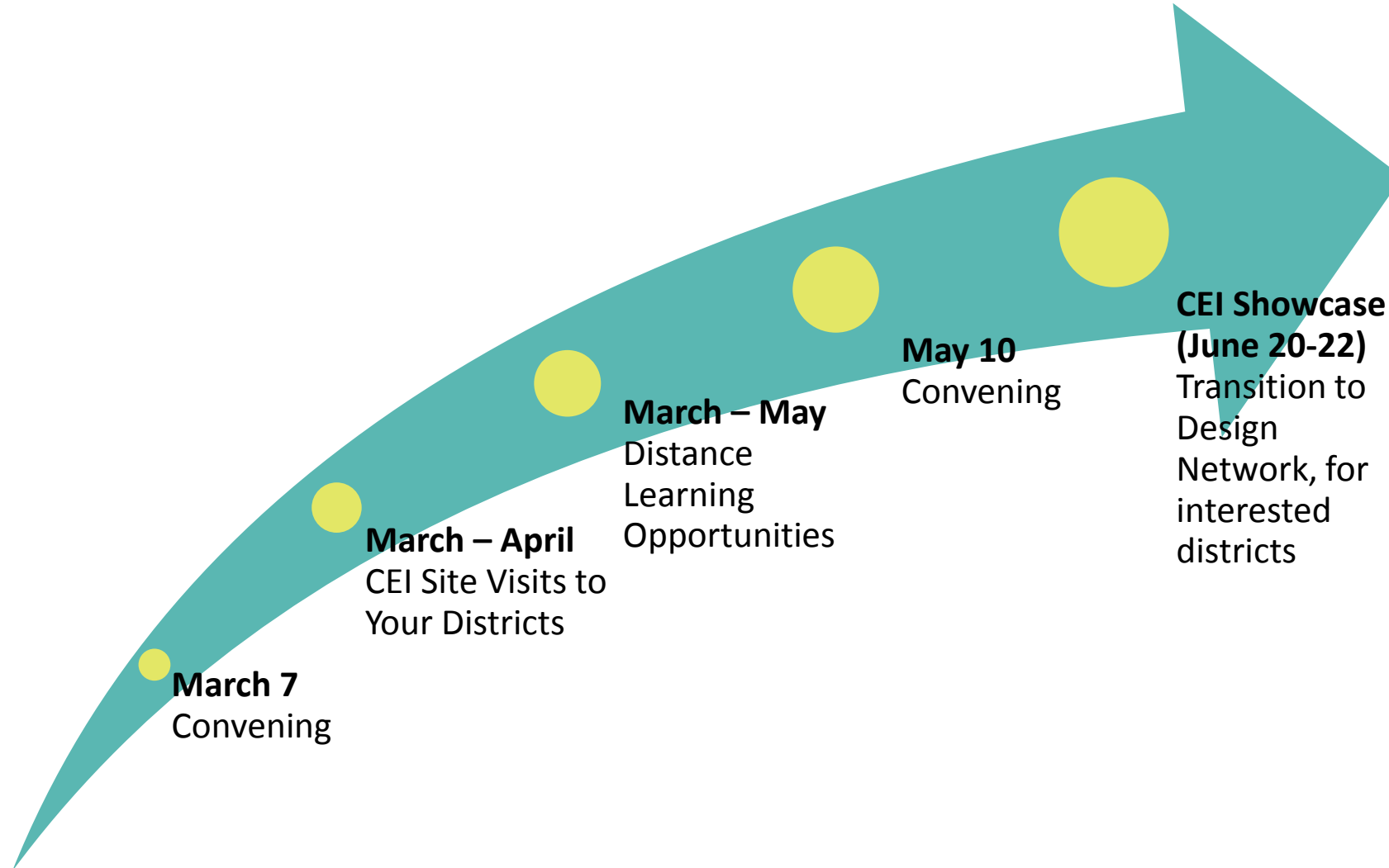
2018-19 School Year

- Support districts that want to move ahead with developing a CB/PL implementation plan

Purpose of the CB/PL Network

- Enable districts/schools explore how CB/PL could work in their system
- Prepare districts to make an informed decision about whether to join the Design Network
- Create opportunities for participants to learn from and with each other

Learning Network Arc



Goals for Today

- Establish a basic understanding of CB/PL and how they relate to one another
- Explore how CB/PL can be used to address equity challenges
- Examine different approaches for implementing CB/PL
- Begin to reflect on components of your education system related to CB/PL
- Understand the purpose of the Learning Network and foster connections among members

Agenda for CB/PL Session

- Overview of the network
- Goals and norms for the day
- What is CB/PL and how can it address equity challenges?
- Lunch
- Design principles and examples of CB/PL in action
- District discussion: What is your team's why?
- Closing and network next steps

Norms

Be present and participate

Speak your “truth”

Monitor your balance between listening and speaking

Help to ensure that all voices are heard

Expect and accept non-closure

Activity: Learning Goals

**What do you want to learn
through this Network?**

Will Personalized, Competency-Based Education Lead to Greater Equity?

March 7, 2018

***Competency*Works**

From Colorado Education Initiative

Colorado school districts will begin building education systems that promote student agency by tailoring learning to students' strengths, needs, and interests and where each student will progress through and exit the system based on demonstrated mastery of postsecondary and workforce readiness, so they are prepared for postsecondary learning, work, and life.

CompetencyWorks Five Elements of the Competency Education Definition (2011)



Students advance upon demonstrated mastery



Assessment is meaningful and a positive learning experience



Competencies include explicit measurable, transferable learning objectives that empower students



Students receive timely and differentiated support



Students develop and apply a broad set of skills and dispositions

The Relationship Between

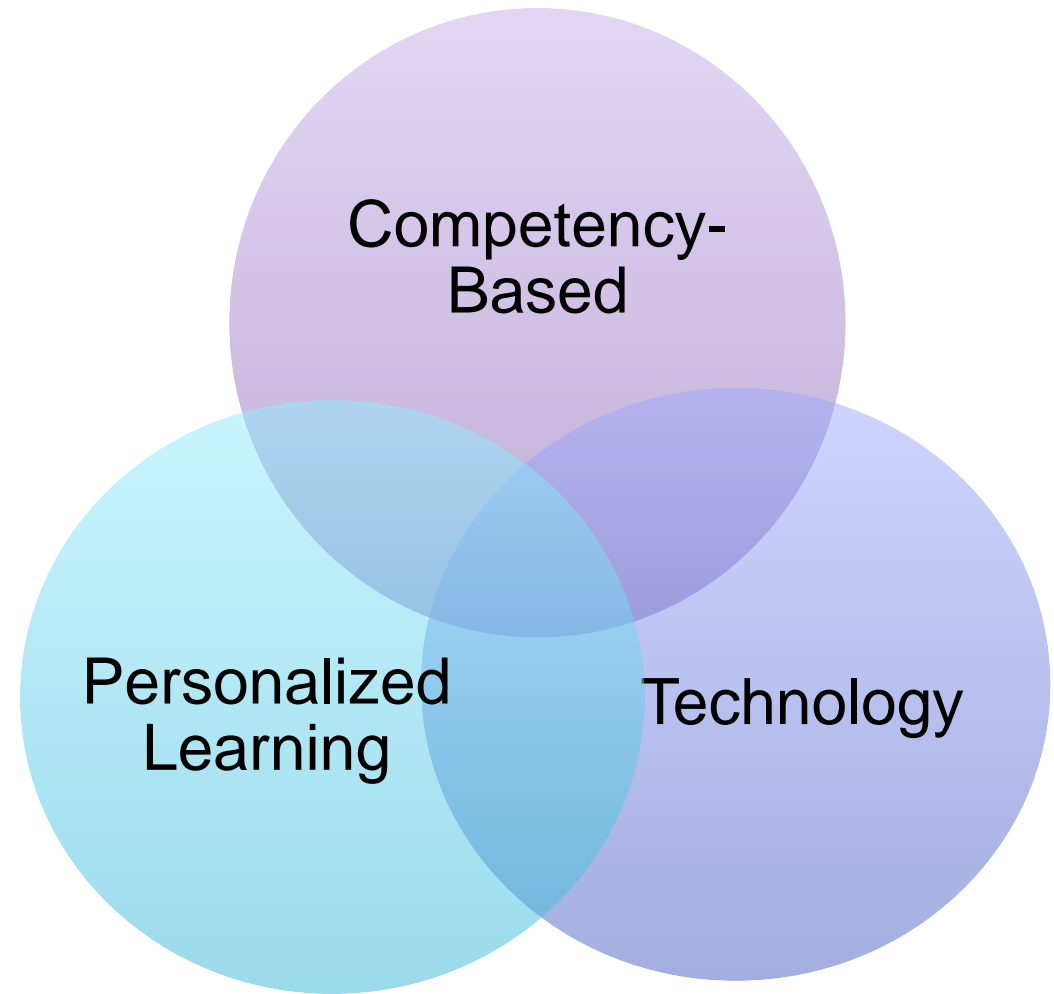
Personalized Learning

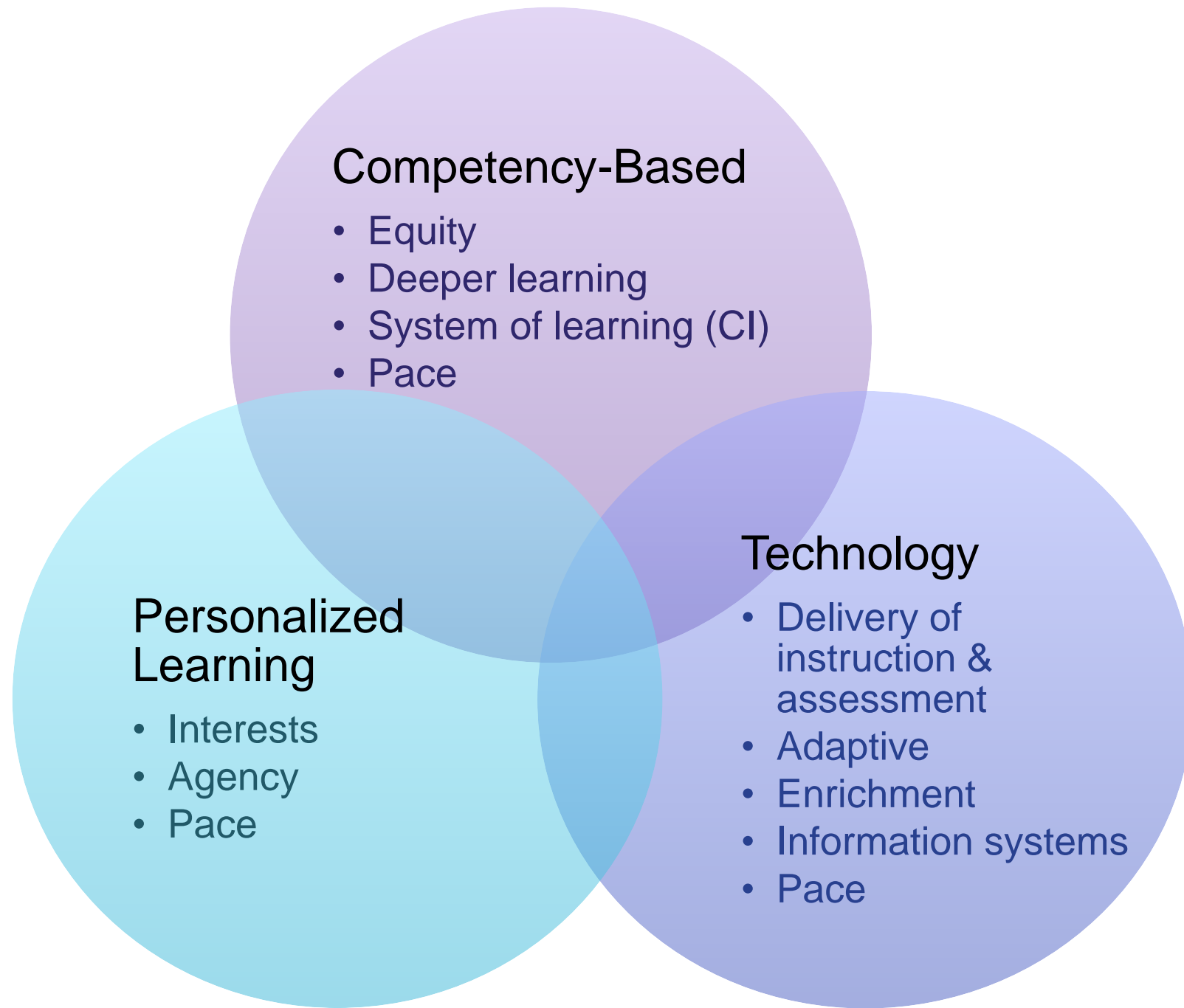
&

**Competency-Based
Education**

&

Technology





5 Minutes



What is your
understanding of
personalized learning?

What is your
understanding of
competency-based
education?

30 minutes



How does the traditional system contribute to inequity and low achievement?

Pick one of the 10 flaws of the traditional system.

- Why does this flaw contribute to low achievement and inequity?
- In what way is this flaw aligned or not aligned with what we know about how students learn?
- What would you want to change or see in place instead if you want to create more equity? (Report out)

Distinguishing Features of CBE



Student success outcomes are designed around preparation for college, career and lifelong learning.



Districts make a commitment to be responsible for all students mastering learning expectations.



Districts and schools nurture empowering, inclusive cultures of learning.



Mechanisms are in place to ensure consistency in expectations of what it means to master knowledge and skills.



Schools value transparency with explicit expectations of what is to be learned, the level of performance for mastery, and how students are progressing.

Distinguishing Features of CBE



Strategies for communicating progress support the learning process and student success.



Learners advance based on attainment of learning expectations through personalized learning pathways



Research-informed pedagogical principles emphasize meeting students where they are and building intrinsic motivation.



Students receive timely, differentiated instruction and support



Assessment are embedded in personalized learning cycle and aligned to outcomes including the transfer of knowledge and skills.

EQUITY



EQUITY PRINCIPLES

In order to seek educational equity districts and schools will....



Nurture Strong Culture of Learning and Inclusivity



Support Students in Building Skills for Agency



Establish Transparency About Learning, Progress and Pace



Engage Community in Shaping New Definitions of Success and Graduation Outcomes



Develop Shared Pedagogical Philosophy Based on Learning Sciences



Ensure Consistency of Expectations and Understanding of Proficiency



Monitor and Respond to Student Progress, Proficiency and Pace



Invest in Adult Mindsets, Knowledge and Skills



Respond and Adapt to Students Using Continuous Improvement Processes

15 Minutes



Using the Equity Principles

Select one of the equity principles on the handout.

Why is this principle important for ensuring a more equitable system?

In what way does your district and school show evidence of this principle? In what way might you be able to strengthen this principle?

National Equity Project

Educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential.

Working toward equity in schools involves:

- Ensuring equally **high outcomes** for all participants in our educational system; **removing the predictability** of success or failures that currently correlates with any social or cultural factor;
- **Interrupting inequitable practices, examining biases,** and creating **inclusive multicultural school** environments for adults and children; and
- **Discovering and cultivating** the unique gifts, talents, and interests that every human possesses.

What I think

What I do

What we do



3 minutes

What are you going to take home with you from this conversation?

What further questions do you have and how will you pursue them?

Lunch

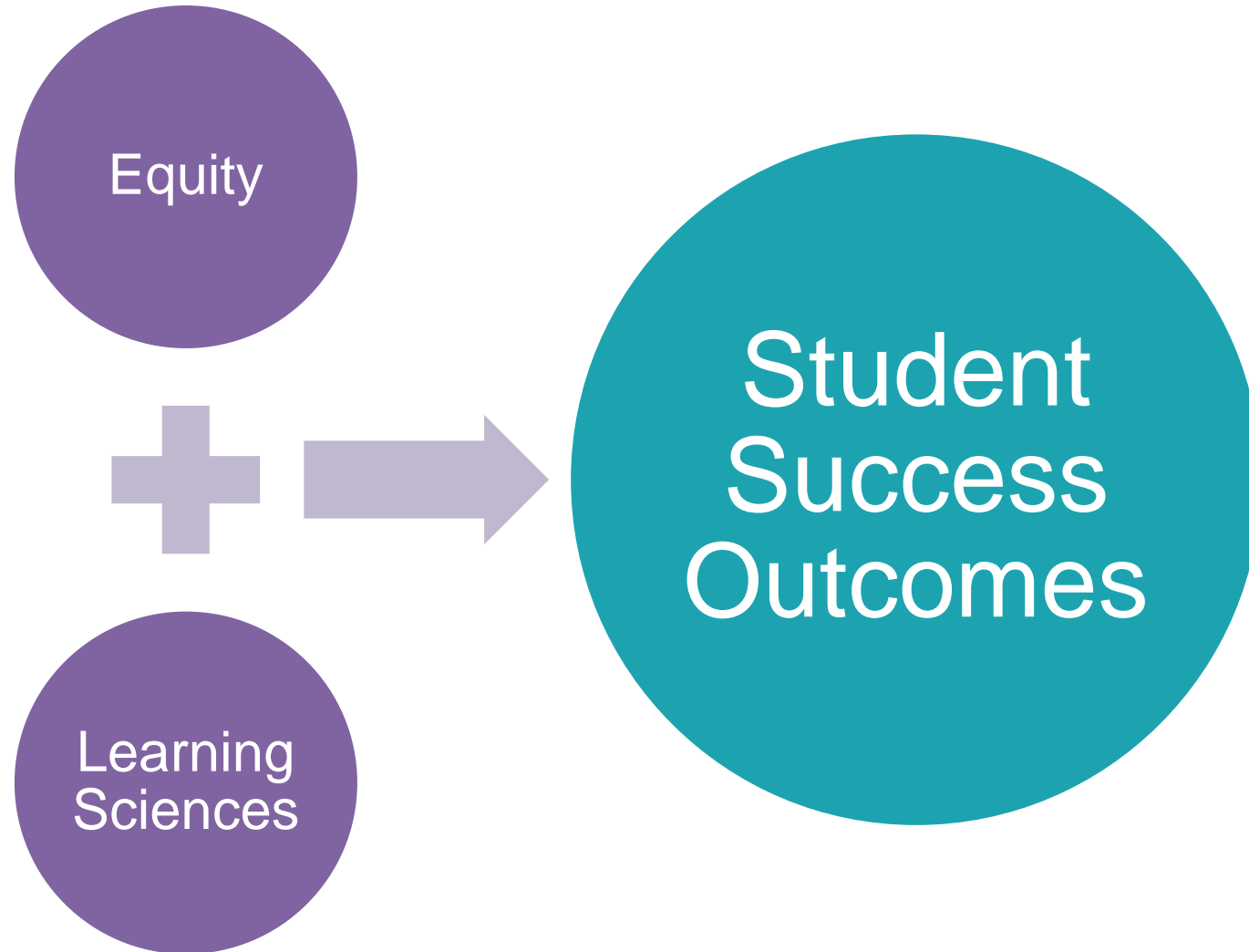
Be back in this room by 12:40 pm

Creating Your Personalized, Competency-Based Model: Design Choices and Implications

March 7, 2018

***Competency*Works**

Two Drivers



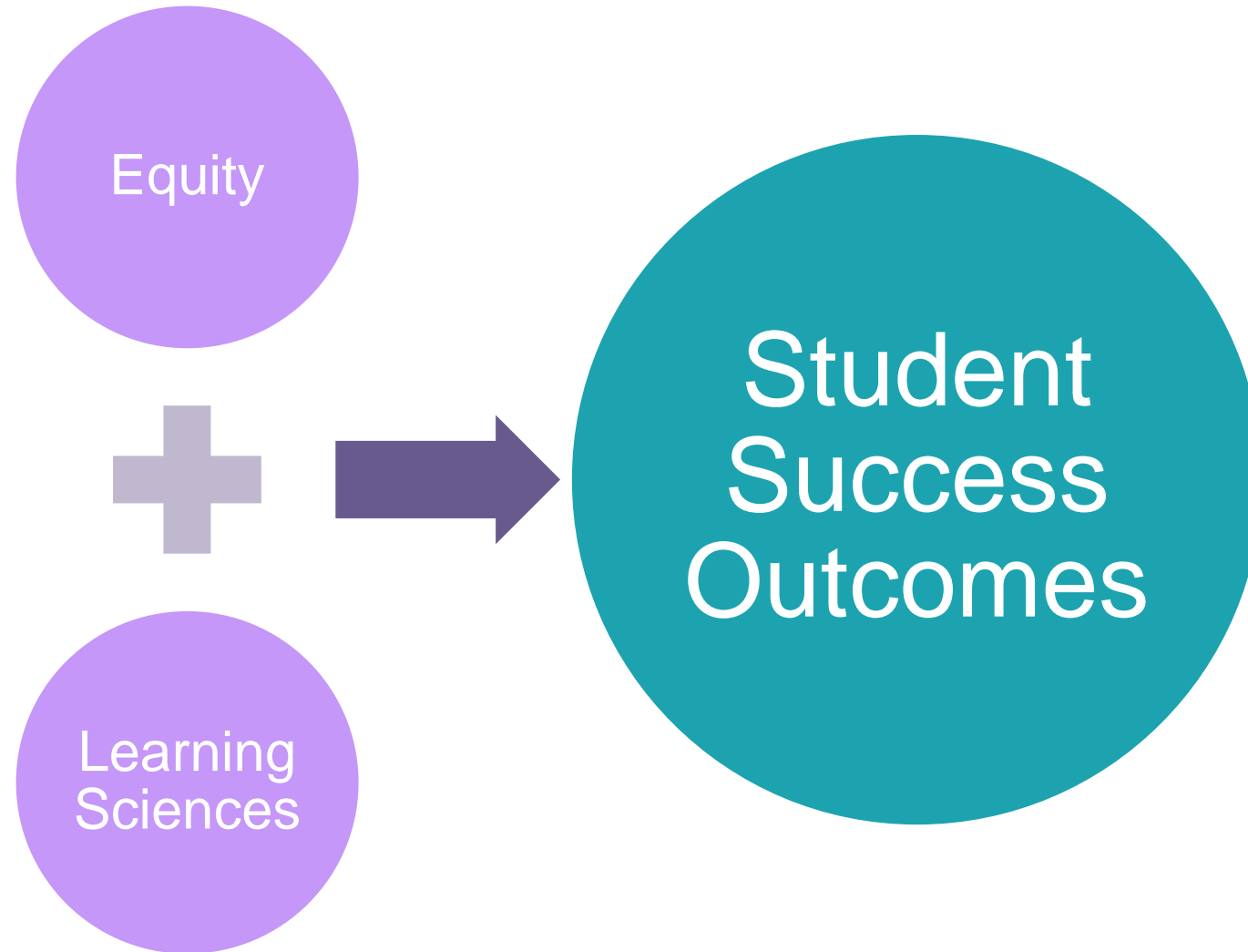
5 Minutes



What are
Your Student
Success
Outcomes?

How would you describe your graduate profile? The knowledge, skills and abilities that you want every one of your students to have by the time they graduate.

Two Drivers





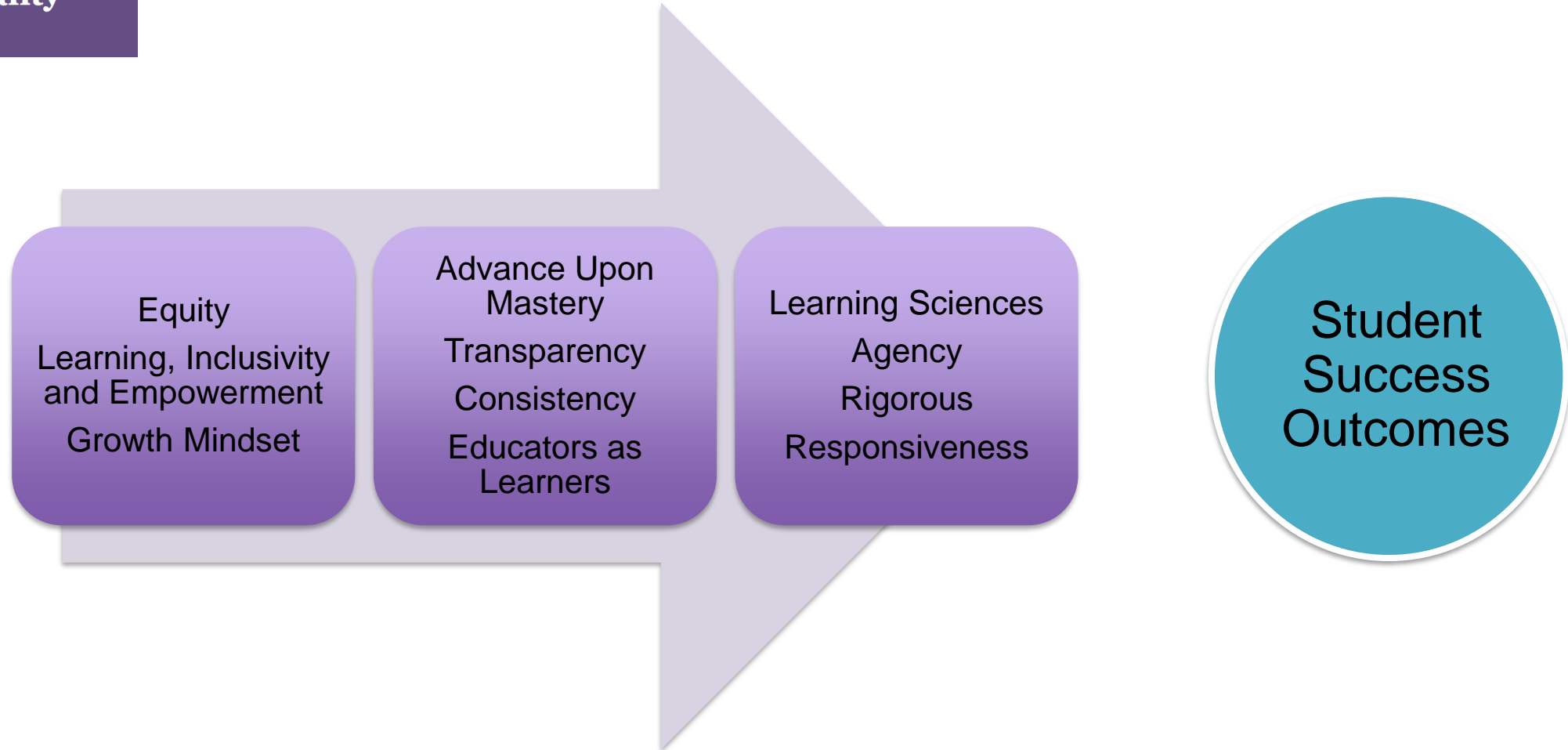
Culture

Structure

Teaching
and
Learning



Design Principles



Case Studies

EPIC North

Waukesha STEM Academy

***Feel free to draw on your own experience or those schools
you have read about***

30 minutes



Five Design Principles

Learning Inclusivity and Empowerment
Transparency
Consistency
Responsiveness/Meeting Students
Agency

Discussion Questions

- Examples of PL and what are examples of CBE? How do they intersect?
- Which of the five design principles do you see evidence of in the case study? How do they reinforce each other?
- Examples from other schools or in your own efforts to date that are drawing on those design principles?
- Are there any of the design principles that you think most powerful and important to introduce for your school? Why?



3 minutes

What are you going to take home with you from this conversation?

What further questions do you have and how will you pursue them?

District Discussion — Your Collective Why



District Discussion – Your Collective Why



District Discussion – Your Collective Why



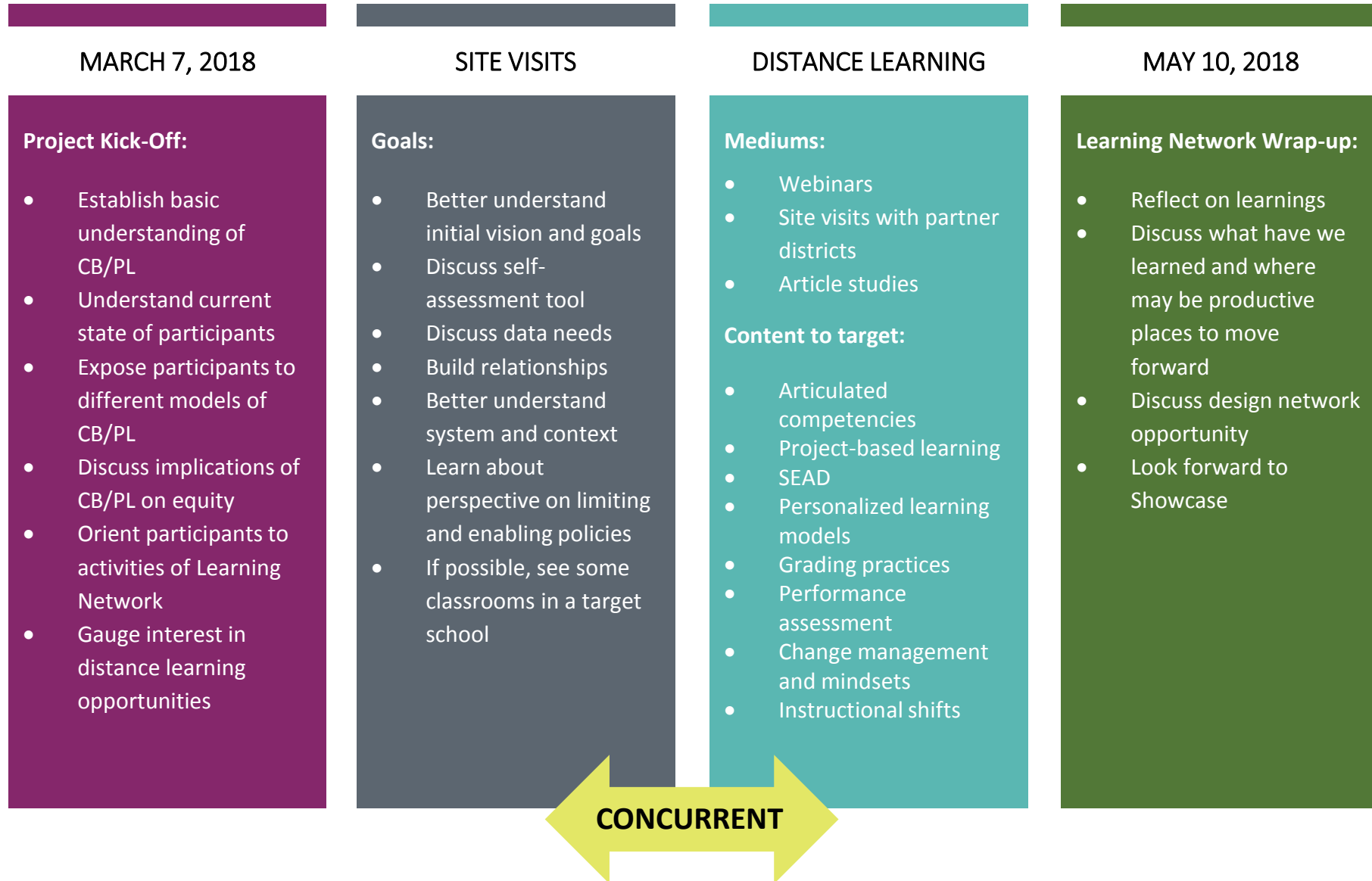
District Discussion – Your Collective Why



Next Steps



Next Steps – Learning Network Arc



Next Steps – Site Visits

3 hour visits (either in morning or afternoon)

Will send a planning guide in advance

Prefer to meet at a school site (rather than district office)

Will ask your team to complete a brief systems reflection tool and send it to CEI at least one day before your site visit (CEI will send out tool and instructions next week)

Next Steps – Site Visits Schedule

ARCHULETA: Tuesday, April 17th morning

BUENA VISTA: Wednesday, April 18th morning

DIVISION OF YOUTH SERVICES: (1) Mount View – Thursday, April 19th morning, (2) Zebulon Pike – Thursday, April 12th afternoon

EAGLE COUNTY: Thursday, March 29th morning

GARFIELD 16: Wednesday, March 28th afternoon

HARRISON: Thursday, April 12th morning

ST. VRAIN: Wednesday, March 21st afternoon

WINDSOR: Thursday, April 19th afternoon

Next Steps – Distance Learning Opportunities

- **CEI will offer multiple distance learning opportunities through this Learning Network tailored to the needs of your districts**
- **CEI will use what we heard today to finalize distance learning opportunities and will share more details with you next week**

Next Steps – May 10th Convening

- Will be in Denver metro area, location TBD
- This convening will focus on reflecting on your team's learnings from the Learning Network in order to work on solidifying your vision and goals for CB/PL, as we transition to the Design Network (for interested districts)

Feedback

Please take a couple minutes to respond to a brief survey about today's convening and this Learning Network experience overall. You can access the survey online via your phone or computer at <https://tinyurl.com/CBPLFeedback>



Closing Activity

**What's one word that reflects
how you're feeling based on
your experience today?**