**DIRECTIONS:** Please complete this tool as a team prior to CEI’s site visit to your district. We recommend that each team member completes this individually and then you meet as a team to come to general consensus. When noting evidence and examples, consider referencing personal observations (i.e., what you experience as an educator or stakeholder in the district) and existing data collected in the district (e.g., student/teacher engagement or climate survey results, student outcome data), and district or school initiatives related to CB/PL (e.g., professional development on Habits of Work). Once you have completed the tool, determine 1-2 areas of strength and 1-2 areas for improvement together as a team and note them below:

**AREAS FOR IMPROVEMENT:**

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**AREAS OF STRENGTH:**

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**Section I. TRADITIONAL SYSTEM VS. COMPETENCY-BASED SYSTEM**

Rank where your system falls on the following continuum, where 1 means you are most like the traditional education system and 5 means you are most like the competency-based system. Include evidence or examples from your district/school to support your response.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Traditional education system** | **1** | **2** | **3** | **4** | **5** | **Competency-based education system** | **Evidence and examples in our district/school** |
| Students advance upon the end of a fixed period of time regardless if they fully learned the concepts and skills. |  |  |  |  |  | Students continue to receive instructional support until they fully learn the concepts and skills and then advance after demonstrating mastery. This requires additional instructional support, not retention. |  |
| Learning targets are organized around age-based grade levels and provide key skills/knowledge that may be used later in high-level courses. |  |  |  |  |  | Measurable learning targets are transparent to students. Schools ensure students have the opportunity to apply or transfer a learning target to new contexts. Schools monitor student growth and pace within pathways to master standards and competencies. |  |
| The school and instruction are designed to deliver a single curriculum to all students based on age. |  |  |  |  |  | The district/school is organized with greater flexibility to provide instruction and learning opportunities to meet students where they are and take advantage of anytime, anywhere learning. |  |
| Students may receive targeted supports when their academic or behavioral needs are identified as significantly above or below the norm (e.g., special education or gifted and talented). |  |  |  |  |  | Students receive timely, differentiated support based on their learning needs. |  |
| Assessment is used principally for summative purposes. Assessments are conducted at pre-determined points of time or at end of unit and are administered to all students at the same time and in the same format on the same content. |  |  |  |  |  | Assessments are embedded throughout a student’s learning cycle and are used primarily to orient a student along their individual learning pathway as well as inform next steps. Students have options for providing evidence of learning. |  |
| Learning outcomes emphasize academic skills, memorization, and comprehension of content, and they may or may not be aligned to higher order skills or require demonstrations of how to use skills or knowledge. |  |  |  |  |  | Learning outcomes emphasize competencies that include deep understanding of content knowledge demonstrated through application as well as the skills to be lifelong learners. |  |
| Grades reflect a combination of completing assignments, scores on tests and other assessments, and behavior. Grades are used to create grade point averages to rank and sort students. |  |  |  |  |  | Schools know the performance levels of each student and closely monitor growth and progress of students. Scoring is used to communicate with students about their progress in learning. |  |

**Section II. QUALITY DESIGN PRINCIPLES**

Rank where your district/school falls on the 16 Quality Design Principles of a competency-based system (discussed during the March 7 convening). Include evidence to support your response.

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| **CULTURE DESIGN PRINCIPLES**  **Beliefs, perceptions, relationships, attitudes, practices, rituals, routines, and rules (both formal and informal) that inform the day-to-day interactions of people at a school** | **Not yet** | **Emerging** | **Proficient** | **Advanced** | **Evidence** |
| |  |  | | --- | --- | | A. | **Equity:** The school provides teachers with the opportunity to get to know their students and flexibly respond to them. There is a set of explicit strategies to embed cultural responsiveness and continuous improvement. | |  |  |  |  |  |
| |  |  | | --- | --- | | B. | **Learning and inclusivity:** The school acknowledges that students must feel physically and emotionally safe to be ready to learn. There are supports in place to help students become self-aware, effective learners. | |  |  |  |  |  |
| |  |  | | --- | --- | | C. | **Relevance:** The school is clear about its mission and design, and both are rooted in the skills students need to be successful beyond high school. There are regular opportunities for students and adults to make connections to their current and future lives within the learning process. | |  |  |  |  |  |
| D. **Empowering and adaptive leadership:** School leadership is adaptive, responding to real-time circumstances of students and allowing leadership from educators and students alike. |  |  |  |  |  |
| E. **Growth mindset:** There is a pervasive belief that intelligence is malleable and that failure is an important mechanism to advance learning. Students have frequent opportunities to engage in productive struggle and take risks. |  |  |  |  |  |
| **Reflection question 1:** In what ways are educators supported in their professional learning that is linked to student growth? How are adult beliefs and actions examined in an ongoing way that identifies bias and supports empathy, self-awareness, and inclusivity? | | | | | |
| **Reflection question 2:** What systems, practices, and routines are in place so that students understand their own learning path and how to advance? How does the school/district know and ensure all students are growing at a meaningful pace that guarantees they graduate prepared for college, career, and life? | | | | | |

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| **STRUCTURE DESIGN PRINCIPLES**  **Beliefs, organizational configurations, processes, and policies that create the conditions for high-quality learning** | **Not yet** | **Emerging** | **Proficient** | **Advanced** | **Evidence** |
| |  |  | | --- | --- | | F. | **Advance upon demonstrated mastery:** Students advance upon mastery of learning objectives, not the passage of time, and educators direct their efforts to where students need the most help. | |  |  |  |  |  |
| |  |  | | --- | --- | | G. | **Transparency:** The continuum of student learning objectives, performance, growth, and progress is transparent to all and facilitates student ownership and intrinsic motivation. | |  |  |  |  |  |
| |  |  | | --- | --- | | H. | **Intentionality and alignment:** The school mission, instructional plan, assessment, and learning experiences (curriculum) are aligned. | |  |  |  |  |  |
| I. **Consistency and reliability:** There are mechanisms in place to ensure consistency and reliability of learning objectives throughout the school, and expectations for student performance are calibrated and reliable. |  |  |  |  |  |
| J. **Flexibility:** Learning environments and time are flexible, so that students receive more instructional support when they need it and learning may take place in the classroom, online, in the community, or in the workplace. |  |  |  |  |  |
| K. **Educators as learners:** Educators are active learners and have shifted from “teacher” to researcher, designer, diagnostician, and expert facilitator of constructive learning experiences. |  |  |  |  |  |
| L. **Continuous improvement and organizational learning:** District and school leaders use continuous improvement to challenge bias and inequitable practices, redirect resources towards students who need more support, and continuously test new ideas that can improve overall learning and school performance. |  |  |  |  |  |
| **Reflection question 3:** Has the school community developed a shared definition of student success? What are the expectations for the skills, knowledge, and traits that students will need for lifelong learning and preparation for college and career? How is the school designed to help students build the necessary knowledge, skills, and habits? | | | | | |
| **Reflection question 4:** What processes and strategies are used by the school/district to measure and monitor student growth based on student performance levels? How does the school monitor and respond when student pace is slower than anticipated within the time-bound targets? What types of strategies are in place to reinforce a focus on learning and growth given the grade-level focus of state accountability systems? | | | | | |

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| **TEACHING AND LEARNING DESIGN PRINCIPLES**  **A theory of practice of teaching and learning that is based on the learning sciences and is shared across a school, including approaches to and uses of assessment as a critical ingredient to responsive teaching.** | **Not yet** | **Emerging** | **Proficient** | **Advanced** | **Evidence** |
| |  |  | | --- | --- | | M. | **Based on** [**learning sciences**](https://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf)**:** The school leverages a variety of instructional approaches. Pedagogy includes a variety of approaches to and uses of assessment. | |  |  |  |  |  |
| |  |  | | --- | --- | | N. | **Student agency and ownership:** The school supports students’ agency by seeking out opportunities for students to inform and ultimately lead their own learning trajectory. Students have opportunities for practicing habits of success, self-direction, and choice in positive ways rather than as opportunities for failure. | |  |  |  |  |  |
| |  |  | | --- | --- | | O. | **Rigorous higher-level skills:** Students have the opportunity to apply their learning to different contexts, allowing them to engage in deeper learning and productive struggle. | |  |  |  |  |  |
| |  |  | | --- | --- | | P. | **Responsiveness:** Instructional support, learning experiences, time, resources, place, tools, and technology are organized and deployed based on interests and needs of students. Differentiation goes beyond accessing different levels of content to adjusting pace, format, and medium. | |  |  |  |  |  |
| **Reflection question 5:** To what degree is there a shared understanding of effective instruction and assessment based on the learning sciences? In what way are teachers supported in differentiating and personalizing learning in order for students to reach common, rigorous educational outcomes and discover talents and interests? | | | | | |
| **Reflection question 6:** What types of processes are in place to support teachers in building a shared understanding of proficiency of academic skills, social emotional skills, and habits of success? Is the process of determining proficiency calibrated, consistent, and fair? | | | | | |

**Section III. COMMUNITY ENGAGEMENT**

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| **Reflection question 7**: It is critical to have broad-scale community engagement when moving toward a CB/PL system. Based on existing structures and strategies you have in place for engaging your community generally, how could you engage school staff, students, parents, and community members in the design and implementation of CB/PL? |

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| **Reflection question 8:** What support do you anticipate needing to further engage your community? Consider things like creating a communications plan, messaging to the school board and setting enabling policies, involving parents and community members in vision-setting, etc. |