Competency Education and Assessment (CEA) Pilot

KBE Meeting

February 7, 2018

WHAT?

▸ *A competency-based <u>education and assessment pilot</u>, which will inform the scaling and feasibility of a statewide competency graduation option for ALL students*

▸ *State common anchor competencies will be measured and reported, along with additional local competencies to augment the anchor competencies which will also be reported*

▸ Evidence of mastery gained from a variety of sources

▸ Upon demonstration of technical quality, evidence may be used in lieu of state assessment results in accountability ("Earned Autonomy")
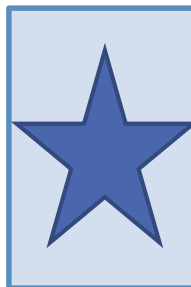
DEFINING "Competency Education"

Students advance upon mastery.

Competencies include explicit, measurable, transferable learning objectives that empower students.

Assessment is meaningful and a positive learning experience for students.

Students receive timely, differentiated support based on their individual learning needs.

Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

What is the potential of Competency Education?

▸ Competency Based Education (CBE) allows students to demonstrate deeper learning on dimensions (skills and dispositions) not captured in current assessments that result in outcomes of success that extend beyond traditional academic performance.

▸ CBE supports the success of all students, especially those who are less likely to perform well in the current assessment and accountability.

▸ CBE shows evidence of stronger student engagement than do more traditional approaches.

▸ CBE allows (through student choice) the opportunity for students to make interdisciplinary connections across the curriculum through authentic projects and assessments.

▸ CBE can be implemented in a wide variety of districts and "customized" as needed.

▸ CBE provides additional measures of success beyond traditional academic performance.

ELIGITIBILITY

Districts must meet the following eligibility requirements to be considered for the CEA pilot program.

▸ Districts must show a track record of quality implementation of existing accountability policies.

▸ Districts must demonstrate significant shareholder engagement and interest in providing all students with the option for a competency-based education and assessment system.

▸ Not required to start district wide, but Cohort 1 districts must show evidence of the capacity to implement the planned approach with fidelity during the three-year period of the pilot, and the willingness to scale the approach to allow ALL students the option of a competency graduation over a seven-year period of time.

▸ Districts must commit to the creation and use of "Anchor Competencies" developed by participating districts; and agree to the adoption of all characteristics of competency-based education and assessment used by the pilot and its participating districts.

RFA QUESTIONS

1. Describe your district's theory of action for implementing competency-based education and assessment if accepted into the pilot. (Reminder: your theory of action should take the form of an "if... then" statement.)

2. Describe your district's current strategies for attaining its vision for competency based education and assessment, describing both successes and challenges.

3. Describe your district's current use of performance assessment (e.g., list various subjects and grade levels).

4. Describe any current professional learning practices for teachers and staff about competency-based education and assessment.

5. Describe any continued or prior participation with outside experts, such as a competency-based education and/or assessment development network or organization.

RFA QUESTIONS

6. Identify and explain at least one outcome your district hopes to gain though participation in the CEA pilot.

7. Describe, for each shareholder group listed below, how you have built (or plan to build) and how you will sustain support to transition to a district accountability system that focuses on locally-determined reporting measures with performance assessment as a core component.

Students	*Community / Business & Industry*	*Teachers & Administrators*
Parents	*Local Board of Education*	

8. Describe your district's plan for implementation, evaluation and continuous improvement of a competency-based pathway toward high school graduation for every student, in a maximum time period of seven years. Specifically, discuss the district's strategies for transforming learning, measuring student success, ensuring adequate teacher support, ensuring rigor, addressing deficiencies and preventing unintended consequences.

9. Provide a timeline that reflects the scaling plan for districtwide implementation (within seven years) as described in Question 8.

10. Explain your district's plan for sustainability, particularly as it relates to teacher turnover and school/district leadership transitions.

SAMPLE ANCHOR COMPETENCIES

Critical Thinking
- Science and Math Standards
- Asks questions
- Understands the need for relevant and reliable information to support ideas
- Has understanding of scientific inquiry
- Moves beyond solving pre-identified problems to becoming a problem identifier and solution designer

Content Application
- Uses reasoning and proof to make real-world connections
- Is financially literate
- Demonstrates ability to combine content knowledge across disciplines
- Persists through challenges
- Sees all situations as an opportunity to learn
- Is willing to take risks to fail forward

Collaboration
- Seeks diverse opinions to solve problems
- Demonstrates empathy
- Show evidence of being in service and a part of a community
- Understands their skill set and how it works in a team dynamic
- Takes initiative to solve problems

Global Citizenship
- Social Studies Standards
- Understands the historical context of current events
- Demonstrates a knowledge of at least one other culture and non-native language
- Recognizes the importance of civic responsibility and participates in the democratic process
- Is socially responsible and demonstrates a commitment to community and society
- Seeks to live a life with healthy, ethical and legal choices

Creativity and Innovation
- Arts & Humanities Standards
- Embraces new approaches and possibilities
- Has an entrepreneurial mindset to be a solution finder in all areas (product, process and social)
- Takes risks and acts on creative ideas
- Expresses creativity through visual, performing and other media arts

Effective Communication
- ELA Standards
- Listens for understanding
- Speaks and writes clearly, effectively and in varied situations
- Demonstrates conflict resolution skills
- Engages on multiple levels with text and digital sources
- Uses social media appropriately

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A COMPETENCY BASED DIPLOMA

▶ Kentucky's current language on "performance based credit" limits that credit to individual courses, but not a full diploma option.

▶ It is the intention that the Competency Education and Assessment Pilot will inform future changes to Kentucky's minimum high school graduation requirements regarding the need for such a competency based diploma.

▶ The pilot should provide evidence and examples of how a student can collect standards and competencies "credentials" that aren't course or credit-based.

COHORT 1 DISTRICTS

▶ **Six applications received for Cohort 1**

▶ **Shelby County and Trigg County meet the scoring requirements and have been notified of their acceptance into the CEA pilot.**

WHEN?

Three Phases to Pilot:

Phase	Elements
Phase 1	• Three years • Application deadline January 12, 2018 • Planning, PD and Competency and Measurement Development (Spring and Summer 2018) • Implementation in 2018-2019 • **Maximum of 10 districts**
Phase 2	• Two Years • Applications and Planning 2018-2019 • Implementation 2020-2021 • Additional 15-20 districts
Phase 3	• Two Years • Applications and Planning 2019-2020 • Implementation 2022-2023 • Open Statewide, Voluntary

NEXT STEPS

▶ **February-April:**

Competency development

▶ **April-May:**

Measurement Development

▶ **Summer 2018:**

Staff Professional Development

▶ **Fall 2018:**

Implementation