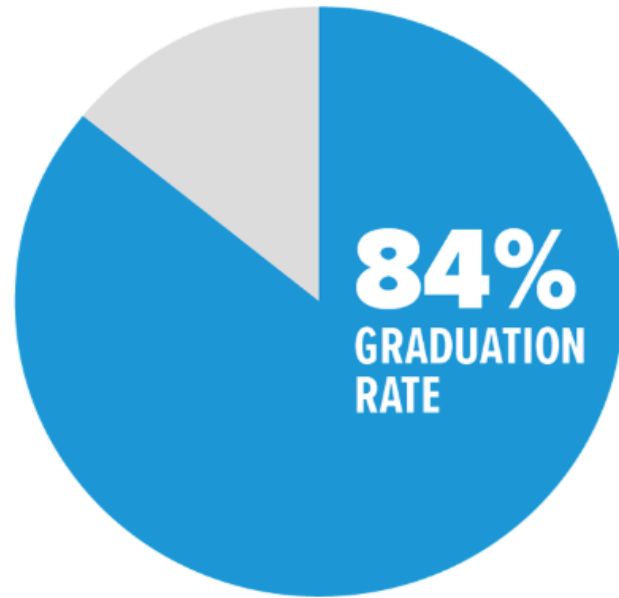
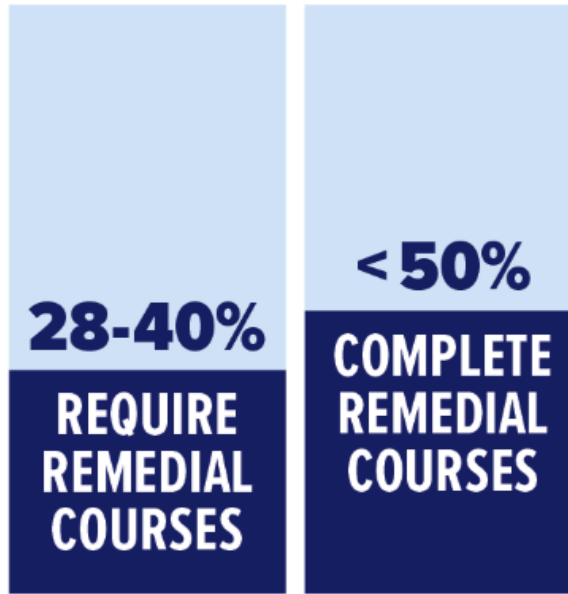


Why Competency-Based Education?

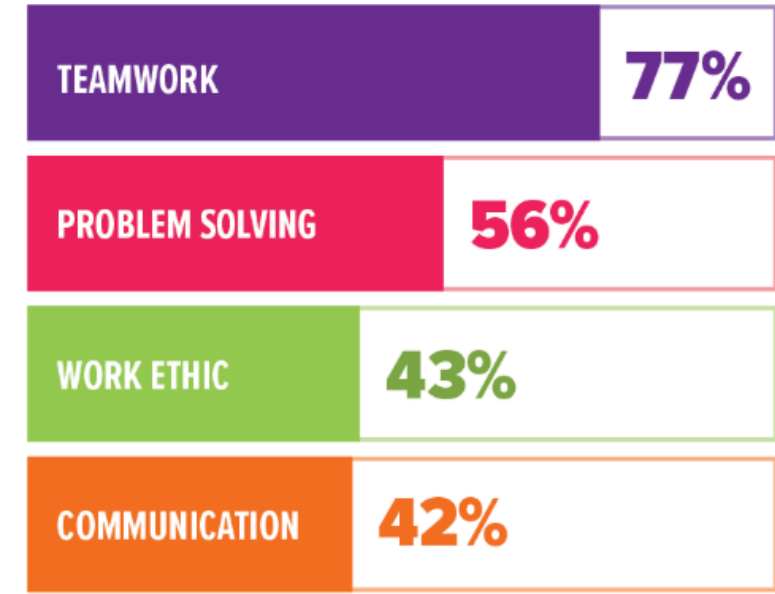
GAPS IN THE CURRENT SYSTEM



At a record high, 84 percent of public high school students reach graduation, as measured by the adjusted cohort graduation rate (ACGR), according to the National Center for Education Statistics.



According to the National Conference on State Legislators, 28-40 percent of all first-time undergraduates enroll in at least one remedial course. Less than 50 percent of students complete their remedial courses.

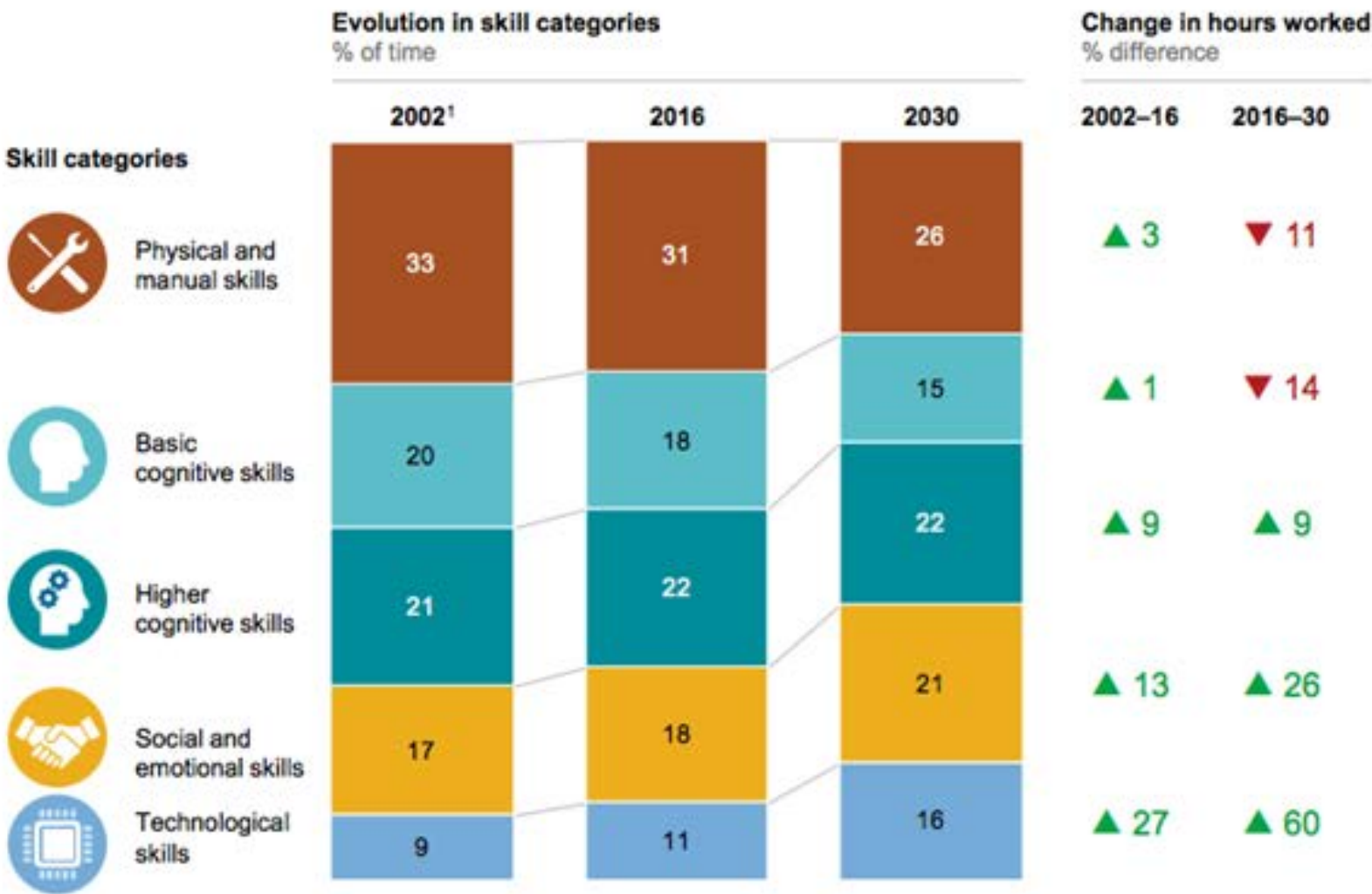


Of the career readiness competencies employers deemed as essential in research from the National Association of Colleges and Employers, they did not rate new graduates as proficient in many.

GAPS ON THE HORIZON

Automation and AI will accelerate skill shifts.

Based on McKinsey Global Institute workforce skills model
United States, all sectors, 2002–30



SOURCE: U.S. Bureau of Labor statistics; McKinsey Global Institute workforce skills model; McKinsey Global Institute analysis

Top Higher Cognitive Skills

- Growth Mindset
- Critical Thinking & Problem Solving
- Communication
- Innovation & Creativity
- Leadership

Top Technological Skills

- Programming
- Cloud Computing
- Business Intelligence
- AI-Related Skills
- Quantum Computing



**We can prepare each student for
future success through
competency-based education.**

What Is Competency-Based Education?

<https://www.youtube.com/watch?v=JhXy-P1oYME>



KnowledgeWorks' Definition

Personalized, Competency-Based Learning

- Learner Agency
- Assessments are flexible & meaningful
- Student supports are timely & differentiated
- Competency-Based Curriculum and Progression
- Pacing and pathways vary
- Culture of Equity
- Learning targets are explicit, transparent, measurable, and transferable





Utah Definition



Competency-Based Education (CBE) means a system where a student advances to higher levels of learning when the student demonstrates competency of concepts and skills regardless of time, place, or pace.

A photograph of a classroom scene with a teacher and several students. The teacher, a woman with blonde hair, is smiling and looking towards the camera. She is standing behind a group of students who are sitting at a table, working on projects. The students are of various ages and are focused on their work. The table is covered with papers, books, and tablets. The background shows classroom shelves with various items. The entire image is overlaid with a semi-transparent purple filter.

Idaho Definition

"Mastery-based education" means an education system where student progress is based on a student's demonstration of mastery of competencies and content, not seat time or the age or grade level of the student.

TRADITIONAL EDUCATION	VS	COMPETENCY-BASED LEARNING
<p>Students are expected to master grade level college and career ready standards.</p>	 <p>LEARNING CONTINUUM</p>	<p>Students are expected to master competencies aligned to college and career ready standards with clear, transferable learning objectives.</p>
<p>Students advance at educator's pace regardless of mastery or needing additional time.</p>	 <p>LEARNING PACE</p>	<p>Students receive customized supports both in-school and out-of-school to ensure they stay on pace to graduate college and career ready.</p>

TRADITIONAL EDUCATION	VS	COMPETENCY-BASED LEARNING
<p>Learning happens inside a traditional classroom, little to no accommodation of student interests or learning styles.</p>	 <p>SCHOOL CULTURE</p>	<p>Students have a range of learning experiences at school, online, and in the community. Diverse partners create individual learning pathways to accommodate student interests and learning styles.</p>
<p>Every classroom has one teacher who designs and delivers instructional program with very little differentiation.</p>	 <p>INSTRUCTION</p>	<p>Educators work collaboratively with community partners and students to develop a unique learning plan for every student based on interests, learning styles, and real-time data.</p>

Assessments at set times to evaluate and classify students. One opportunity to take the summative assessment at the end of the year.



A comprehensive assessment system is an essential part of the learning system. Formative assessments guide daily instruction. Summative assessments show mastery; taken when ready and multiple chances to demonstrate mastery.

Grades are norm-referenced, reflect course standards, are typically based on weighted quarters and a final exam.



Grades reflect the degree of mastery of competencies. If students do not earn course credit, records indicate competencies that need to be re-learned instead of the entire course.

TRADITIONAL EDUCATION

VS

COMPETENCY-BASED LEARNING

What Competency-Based Education is Not

What Personalized CBE is not:

- It is not new
- It is not a checkbox of activities learners and educators must do
- It is not time based
- It is not adult centered
- It is not done without the engagement and commitment of the entire community.

Time vs. Learning

Myth

Deadlines are dead in a CBE model.

Fact

Students advance when they have demonstrated mastery, not when they've reached a certain birthday. However, **competency education classrooms have a class pace formatively set by the teacher.** There may be some learners who work ahead or a little behind pace, but the teacher understands where each student is, and when supports are needed.

PCBL & Technology

Myth

Students will spend all day on a computer or tablet.

Fact

Technology can be a great tool for learning, but it's not the only one. Some students may prefer project-based work or a computer program, while others prefer pencil and paper. **Competency education provides students the opportunity to learn how they learn best and to demonstrate learning in a variety of ways.**

Teachers

Myth

Is the role of the teacher diminished by CBE?

Fact

Relationships drive student learning in a competency-based environment. **Teachers are more essential than ever before, creating unique opportunities for learning, working with students to create classroom culture, helping students discover their learning styles and working side-by-side with learners throughout the year.**

Personalize for All?

Myth

It's not possible to personalize instruction for all learners.

Fact

A learner-centered classroom doesn't mean 25-30 individual lesson plans. **It's about developing student agency so students have a voice and opportunities to access content and their world in the best way for them.** The school day includes instructional time and small group time. Because learning targets are transparent, students work with the teacher to determine what they need to accomplish and how they could show evidence of learning.

Building an Evidence Base for Competency-Based Education

FINDINGS FROM RESEARCH

Students in schools using personalized learning practices are making **greater student achievement gains** in math and reading over the course of two school years and students who started out **behind are now catching up.**

FINDINGS FROM RESEARCH

The option of extra time to finish a topic or unit and the opportunity to retake an exam or redo a final project in mathematics were associated with favorable changes in students' self-efficacy in mathematics.

FINDINGS FROM RESEARCH

Having access to
nontraditional assessments
was positively associated with
intrinsic motivation.

FINDINGS FROM RESEARCH

43% – 47% of students
who were behind their traditional grade levels
completed their performance levels
in three or fewer quarters,
less time than it would take in a
traditional education system.

FINDINGS FROM RESEARCH

Students with greater exposure to
proficiency-based practices*
tended to demonstrate
higher levels of engagement.

* Proficiency-based education in Maine is another term for CBE.

FINDINGS FROM RESEARCH

Students participating in personalized learning schools had modest gains in **reading and math scores over peers in other schools** and researchers found that personalized learning is **“benefiting students of all ability levels.”**

FINDINGS FROM RESEARCH

In higher education, student-centered approaches to teaching have been found to correlate with greater teacher satisfaction, less teacher burnout and student-centered instruction leads to positive student outcomes such as improved engagement and higher academic achievement.