CBE in CPS: Proficiency Leads to Post-Secondary Success

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Objectives

- Know the critical importance of having a district Competency Based Education vision
- Begin to develop a personal WHY around proficiency based learning, focusing on how it promotes equitable practices
- Understand the CPS CBE Framework and how it can deepen and/or expand CBE Implementation
- Identify a domain of the CPS CBE Framework to focus on as you begin your proficiency based learning journey

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Agenda

Welcoming Ritual

CPS Competency Based Education Vision

How is proficiency based learning an equitable approach?: **WHY?**

Exploring the CPS CBE Framework & CBE implementation in CPS: **WHAT?**

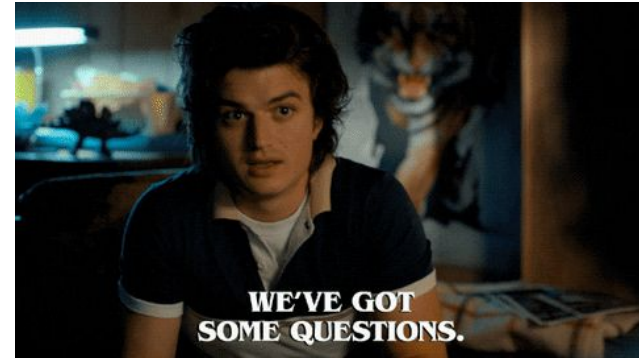CBE Self-Assessment: **HOW?**

Connecting & Wrap Up

Section 1
Welcoming Ritual

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C.B.E. Community Builder

Find a partner & introduce yourself.

- **Each person should choose 1 prompt to share with their partner:**
  - **C-**What is something you **care** about deeply?
  - **B-**What **brought** you to this session?
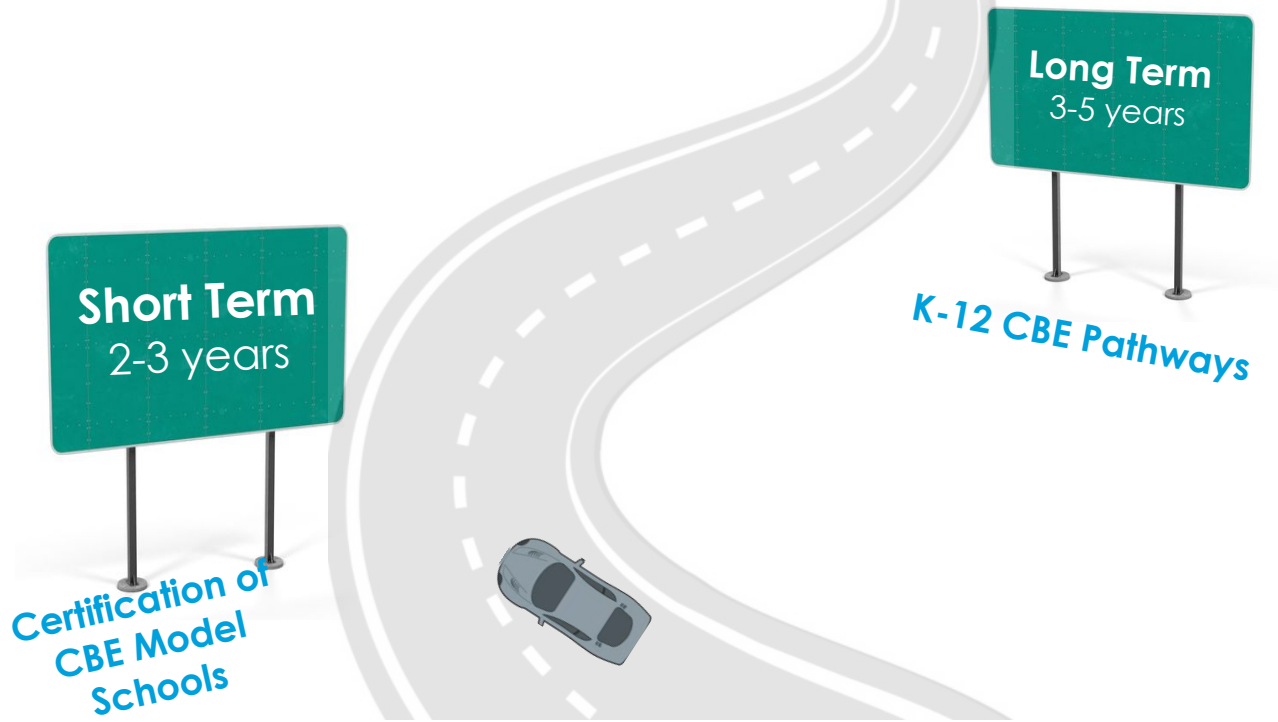 - **E-**What **excites** you about this work?

WE'VE GOT SOME QUESTIONS.

05:00

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Section 2
CPS's Competency Based Education District Vision

CPS CBE Vision

Short Term
2-3 years

Certification of CBE Model Schools

Long Term
3-5 years

K-12 CBE Pathways

CPS CBE High Schools in the ISBE CBE Pilot

1. Benito Juarez HS
2. Gwendolyn Brooks College Prep
3. Lindblom Math & Science Academy
4. Marie S. Curie HS
5. Roberto Clemente HS
6. Phoenix STEM Military Academy
7. Southside Occupational High School
8. Walt Disney II HS
9. Walter Payton College Prep
10. York HS

5 Year CPS CBE Vision

If we…	Develop common language and expectations around what it means to be a CBE school AND use that common language to deepen and sustain implementation at our pilot schools
Then we…	Can identify, codify, and replicate the success of CPS CBE Pilot schools in additional communities throughout Chicago
Which leads to…	**ALL students in CPS having equitable access to learning environments that allow them to build agency as they progress at their own pace with multiple opportunities to demonstrate proficiency both in and out of the classroom.**

Connection to CPS 3-Year Blueprint

Recommitments

Reimaging

Design responsive programming and school models specifically for students who are furthest from educational opportunities.

Ensure grading policies, procedures, and practices are consistent, equitable, and transparent.

Elevate Out-of-School Time and summer programming as a critical extension of the school day and year, offering all students responsive and engaging experiences.

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Short Term: Why Certification?

We have many programs in Chicago Public Schools, including (but not limited to)…

- International Baccalaureate (IB)
- Montessori
- Competency Based Education
- Fine Arts
- STEM/STEAM
- Personalized Learning (PL)
- Gifted
- Magnet

Certification Will:

Provides a pathway for schools to publicly demonstrate their excellence, which drives pride, enrollment, attendance, and community engagement

Offer regular opportunities for schools to receive formative assessment and feedback from T&L teams through the collection of artifacts and evidence

Supply Teaching & Learning teams with data that will allow us to differentiate and deepen our supports throughout the program focus life cycle

Establish common indicators of program impact that can be confidently shared with stakeholders

Develop a pipeline of exemplar schools that can serve as demonstration sites and mentors for aspiring schools

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Who Benefits?

Students,
who will engage in programming that is adhering to standards for success and who are now poised to leverage their interests and strengths to meet their goals.

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5 Year CPS CBE Vision

|	
If we…	Develo... ...what it ...languc... ...ilot
	SY24 **CPS CBE Framework**
Then we…	Can ...BE Pilot s... ...ngo
	2-3 Years Certify Model Schools & Identify Best Practice to spread across CPS
Which leads to…	ALL students in CPS having equitable access to learning environments that allow them to build agency as they progress at their own pace with multiple opportunities to demonstrate proficiency both in and out of the classroom.

Section 2
How is Proficiency Based Learning an Equitable Approach?
*the **WHY** behind proficiency based learning*

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Building on our WHY

As we uncover more information to build our WHY, make note of your key takeaway(s) from each resource.
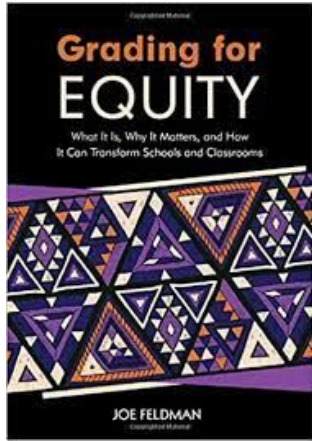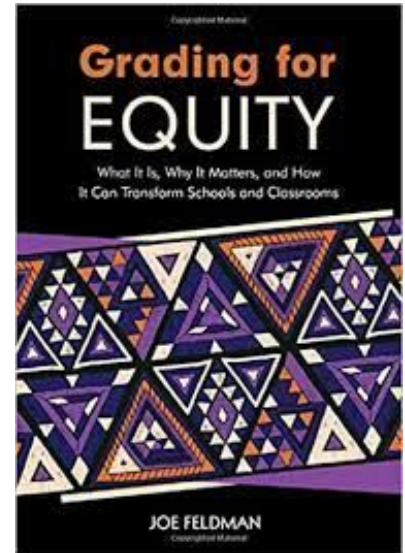

Chapter 2

Research & Facts

What is Standards Based Grading Video

Proficiency Based Learning Padlet Exploration

Activity #1: *A Brief History of Grading*

- **Sustained Silent Reading**
  - Read the hard copy or digital copy
  - Highlight/take notes on key points
  - Look up when you're done
- **Whole Group Discussion**
  - Which key points stood out to you?
  - How do schools today compare to schools of the early 20th century as it relates to instruction and grading?

Grading for Equity: Chapter 2

Bringing Together History and Research I

The History:

In the Industrial Revolution, increased numbers of students in schools and the availability of urban factory jobs meant we needed to sort people for positions to be more profitable.

The Research:

Grades are often used to sort or rank students, including norm-referenced grading.

Grades value actions like compliance and following instructions.

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Bringing Together History and Research II

The History:

We used tests and scores to track students and provide "evidence" that our social hierarchy was "correct."

→

The Research:

Traditional grading practices allow for both implicit (participation, citizenship) and institutional biases (homework).

Bringing Together History and Research III

The History:

We use grades as decision-makers for school admittance, colleges, scholarships, honors, etc.

➡

The Research:

Grades are a "hodgepodge" of factors that are subjective.

Grades have only a moderate correlation with student achievement.

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What is Standards Based Grading?

As you watch, take note of:

- How they define standards based grading,
- Its purpose **and**
- How it differs from traditional grading practices.

Standards Based Grading Chat

Proficiency Based Exploration

- **Independent Exploration:**
  - [Proficiency Based Learning Research Padlet](#)
  - **Choose 1** resource featured on the Padlet to review
  - Be prepared to share out your takeaways
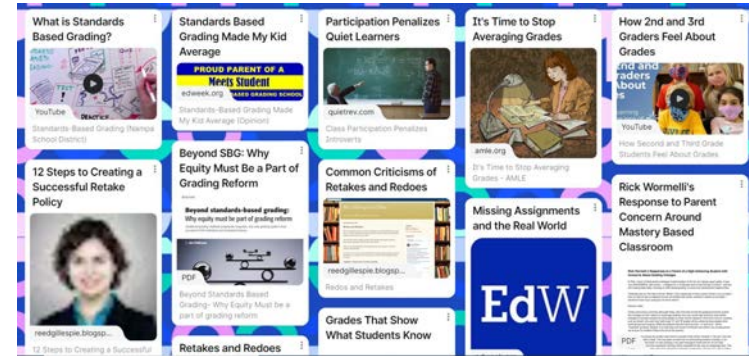
Section 3
A Framework for Competency Based Education

WHAT is proficiency based learning?

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CPS' Definition of CBE

*Competency Based Education fosters the development of **agency**, **collaboration**, **adaptability**, and **leadership** by creating learning environments that empower students to **co-design** their learning **path and pace** based on their **demonstration of proficiency**, while nurturing their **interests** and **talents.***
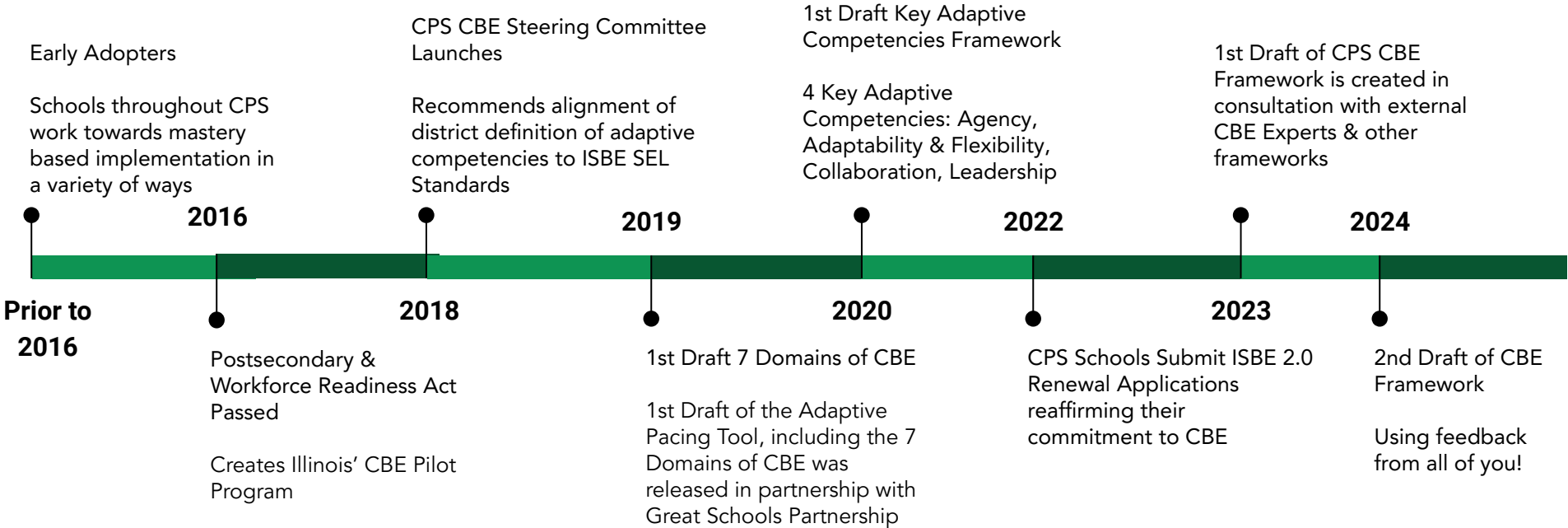
CPS CBE Framework

- Contains a Continuum that can be used as an implementation instrument

- Answers: "What does CBE look like?"

- Provides CBE guidance to teachers and schools, along with a common language to use throughout the district

CPS CBE Framework Timeline

Early Adopters

Schools throughout CPS work towards mastery based implementation in a variety of ways

CPS CBE Steering Committee Launches

Recommends alignment of district definition of adaptive competencies to ISBE SEL Standards

1st Draft Key Adaptive Competencies Framework

4 Key Adaptive Competencies: Agency, Adaptability & Flexibility, Collaboration, Leadership

1st Draft of CPS CBE Framework is created in consultation with external CBE Experts & other frameworks

2016

2019

2022

2024

Prior to 2016

2018

2020

2023

Postsecondary & Workforce Readiness Act Passed

Creates Illinois' CBE Pilot Program

1st Draft 7 Domains of CBE

1st Draft of the Adaptive Pacing Tool, including the 7 Domains of CBE was released in partnership with Great Schools Partnership

CPS Schools Submit ISBE 2.0 Renewal Applications reaffirming their commitment to CBE

2nd Draft of CBE Framework

Using feedback from all of you!

Awareness to Action: *Promoting Equity in Education and Careers*

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Chicago Public Schools

Competency **B**ased **E**ducation

Framework

CPS CBE Framework

CPS CBE Continuum

The four **DOMAINS** encompass the big ideas of CBE
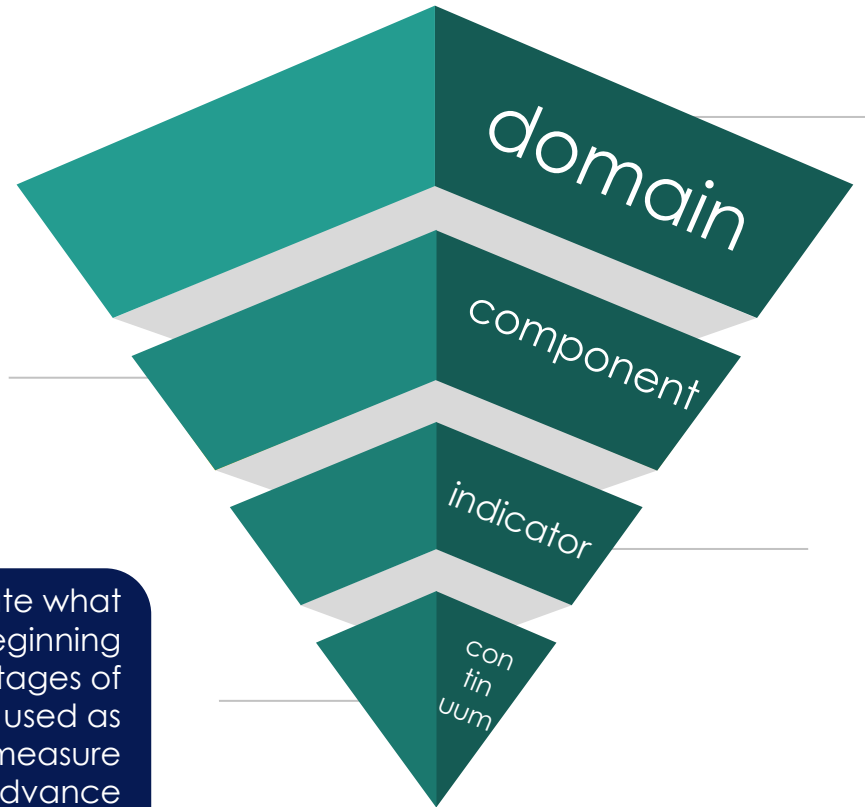
Each domain is broken down into **COMPONENTS** that describe the practices of the domain

Within each component there are **INDICATORS** that describe what we would expect a learner, educator, and/or school community to be doing if this component were being exhibited

CONTINUUMS demonstrate what indicators look like in beginning and advanced stages of implementation. They are used as a tool not only to measure implementation but also advance educator practice

domain

component

indicator

con tin uum

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CPS CBE Framework Domains

Integrated Learning Targets & Instructional Practices

Proficiency Based Progression

Equitable Assessment & Demonstration of Proficiency

Engaging Students through Adaptive Competencies

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Indicators for

Integrated Learning Targets & Instructional Practices

Domain

Components

Clear, Measurable Learning Targets

- Competency architecture is clearly defined (daily learning objectives, performance indicators, and long-term learning objectives)
- The connection between each layer of the competency architecture (daily learning objectives, performance indicators, and long-term learning targets) is clearly specified and provides an easy-to-understand pathway that illustrates what the learner must know and be able to do in order to progress in and become proficient on a learning target
- Scoring criteria is developed for every long-term learning objective and short term learning target within the competency architecture
- Learning objectives are relevant, current and accurately depict the skills & dispositions needed for post-secondary life

Transparency of Student Learning

- Learners can articulate the connection between each layer of the competency architecture (daily learning objectives and experiences, performance indicators, and long-term learning objectives)
- Learners' can articulate their current performance level on a learning objective and what they must be able to do to advance to a different performance level OR the next learning objective
- Learners can articulate what they should know and what they should be able to do upon completion of the course and/or graduation

Indicators

Interdisciplinary & Multi-Modal Instructional Strategies

- Across disciplines, instructional activities support learner understanding of learning objectives and how they can make progress towards demonstrating proficiency
- Learners engage in learning experiences that allow them to make explicit connections across learning objectives both within and across disciplines
- Learners engage in a variety of learning experiences based on their strengths, needs, and interests for the development of proficiency on both academic and adaptive competencies
- Learners engage with culturally relevant content and materials
- Learners have opportunities to create and implement solutions to issues impacting their communities

Integrated Partnerships

- Partnerships are cultivated to provide real life learning, training, assessment, internship and employment opportunities both within and external of the school day
- External partners are chosen based on their alignment to school wide competencies and/or graduation requirements
- Learners have the opportunity to demonstrate proficiency of learning objectives towards gained through experiences with external partners - both in and out of school time
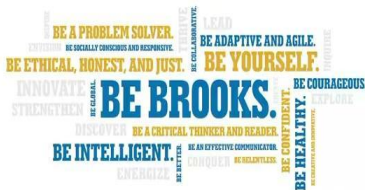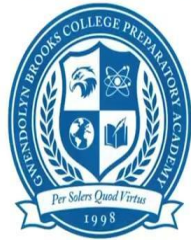
The Framework in Practice:
A Case Study
Brooks College Prep High School

CBE Case Study: Brooks College Prep

Gwendolyn Brooks College Preparatory Academy

BE A PROBLEM SOLVER.
BE SOCIALLY CONSCIOUS AND RESPECTFUL.
BE ETHICAL, HONEST, AND JUST. **BE YOURSELF.**
INNOVATE. **BE BROOKS.** BE COURAGEOUS.
STRENGTHEN BE A CRITICAL THINKER AND READER.
BE INTELLIGENT. BE AN EFFECTIVE COMMUNICATOR.
ENERGIZE. BE HEALTHY. BE CONFIDENT.

As you watch:

❏ Consider: What systems and structures must be in place "behind the scenes" for Brooks to operate this way?

❏ What CBE practices or structures are mentioned that advance equity at Brooks?

❏ Where do you see connections to the *CPS CBE Framework*?

CBE Case Study: Artifact Review

- ❏ Form a small group or find a partner
- ❏ Each of you select an [artifact](#) to review
- ❏ Review your artifacts, jotting answers to the questions in the note catcher provided
- ❏ Share with your group a summary of your artifact and its alignment to the CPS CBE Framework

[Case Study Artifact Review](#)

Where do you see alignment to the *CPS CBE Framework*?

What component from the CPS CBE Framework does the artifact best align to?

Using the *CPS CBE Continuum*, what stage do you think Brooks is at in that component based on your artifact review? Why?

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Section 4
Competency Based Education Self-Assessment

HOW to get started with proficiency based learning

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What Practices are Already in Place?

With a partner:

First
Identify something you've heard about Proficiency Based Learning
OR
Something related to proficiency based learning that your school is implementing

Then
Align that practice to the framework:

What domain does it fall under?
What component?

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CPS CBE Framework Self-Assessment

1. **Find** a copy of the [CPS CBE Framework Self-Assessment](#) at your table or open a copy digitally
2. **Review** the implementation level descriptors
3. **Rate** each of the statements based on your current practices
4. **Add** ratings for each of the colors and record your totals at the bottom of page 2

CPS CBE Framework Self-Assessment Results

Take a moment to consider your totals & look at each domain of the framework:

Which domain are you strongest in?

Why do you think that is?

Which domain do you need to grow the most in?

Why do you think that is?

Which domain is most of interest to you
OR
would have the largest impact on your students? Why?

Section 6
Connecting with Us

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How Do We Support This Work in the District?

Professional Learning

Introduction to a Proficiency Based Learning Series

Deepening Workshops

School Visits

Pilot School Guidance & Collaboration

CBE Collaborative Meetings

Obsevations & Learning Walks

Thought Partnership

Funding

Advocation for Policy

Data & Tools

Implementation Tracker

Key Adaptive Competency Toolkit

Key Adaptive Competency Survey - both students & teachers

CPS CBE Collaborative Meetings

Date	Time	Location	Title
September 28th	9:00 - 2:30	Garfield Park Room 335-337	CPS Framework and CBE Goal Setting
January 23rd	9:00 - 2:30	Garfield Park Room 335-337	MOY Check In - Looking at Implementation Data & Implementation Spotlights
February 27th	9:00 - 2:30	Garfield Park Room 139	Problems of Practice & Adjustments for Spring
April 27th	9:00 - 2:30	Garfield Park Room 139	EOY Reflection & Looking Ahead to SY25

Locations are tentative and may be moved to accommodate school visits

Awareness to Action: *Promoting Equity in Education and Careers*

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Foundations of CBE:
Intro to a Proficiency Based Learning Environment

Date	Time	Location	Title
November 15th	9:00 - 3:30	Garfield Park Room 151	Introduction to a Mastery Based Learning Environment
January 31st	9:00 - 3:30	Garfield Park Room 139	Assessing & Grading for Proficiency of Performance Indicators
February 28th	9:00 - 3:30	Garfield Park Room 139	Retakes for Proficiency & Student Led Pacing
April 18th	9:00 - 3:30	Garfield Park Room 139	Putting it All Together: Creating Your Proficiency Based Classroom

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CPS CBE Deepening Workshops

Date	Time	Location	Title	Framework Connection
December 13th	9:00 - 3:30	Garfield Park Room 151	Clear Measurable Learning Targets	Integrated Learning Targets & Instructional Practices
February 8th	9:00 - 3:30	Garfield Park Room 139	Data Informed Intervention & Acceleration	Proficiency Based Progression
March 12th	9:00 - 3:30	Garfield Park Room 139	Multiple Assessment Methods	Equitable Assessment & Demonstration of Proficiency
April 9th	9:00 - 3:30	Garfield Park Room 139	Student Agency & Ownership in a CBE Environment	Engaging Learners through Adaptive Competencies

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@cpsCBE on Instagram

Connect with one of us

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