



What is competency-based education and what does it mean for my schools?



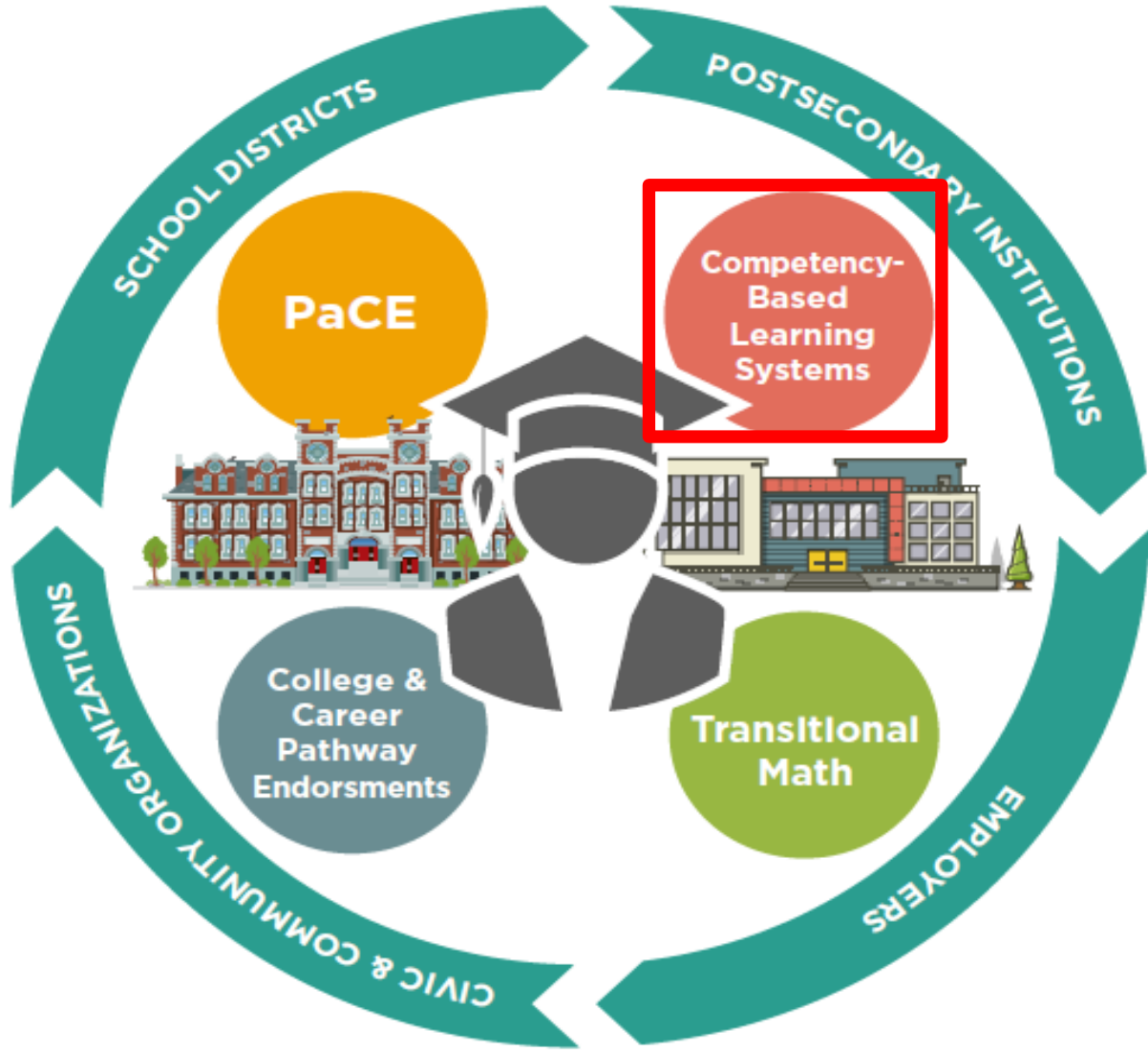
Jonathan Furr, EdSystems
Tim Farquer, Williamsfield Schools
Alan Mather, CPS



POSTSECONDARY AND WORKFORCE READINESS ACT



- **Public Act 99-0674** (HB 5729); signed by Governor on 7/29/16
- **Four components:**
 1. Postsecondary and Career Expectations (PaCE)
 2. Pilot of Competency-based High School Graduation Requirements
 3. Scaling of 12th Grade Transitional Courses
 4. College & Career Pathway Endorsements on High School Diplomas





WHY?

- Provide students and families with a **clearer understanding of the knowledge and behavior** required for college and career readiness
- Give students greater **agency to become active participants** in their learning, including in more relevant contexts
- This is a **big shift** -- build out a variety of models, local champions, and state-level supports that **promote scaling beyond the pilot**





FLEXIBILITY FOR LOCAL INNOVATION

A participating school district can decide:

- Which **years**?
- Which **graduation requirements**?
- Which **high schools**?

Core strategy supporting the community's efforts to better prepare students for college, career, and life



PARTNERSHIPS AND ENGAGEMENT

1. Partnership with a **community college** and a **4-year institution**
 - Plan must address how graduates from the system will provide **information normally expected by postsecondary institutions** for admission and financial aid
2. Plan for engaging **feeder K-8 schools**
3. Teachers:
 - **Initial demonstration of commitment** by teachers involved with pilot, demonstrating engagement throughout the application development process
 - **Statement by union president** on union's position
 - Standing **planning and implementation committee**





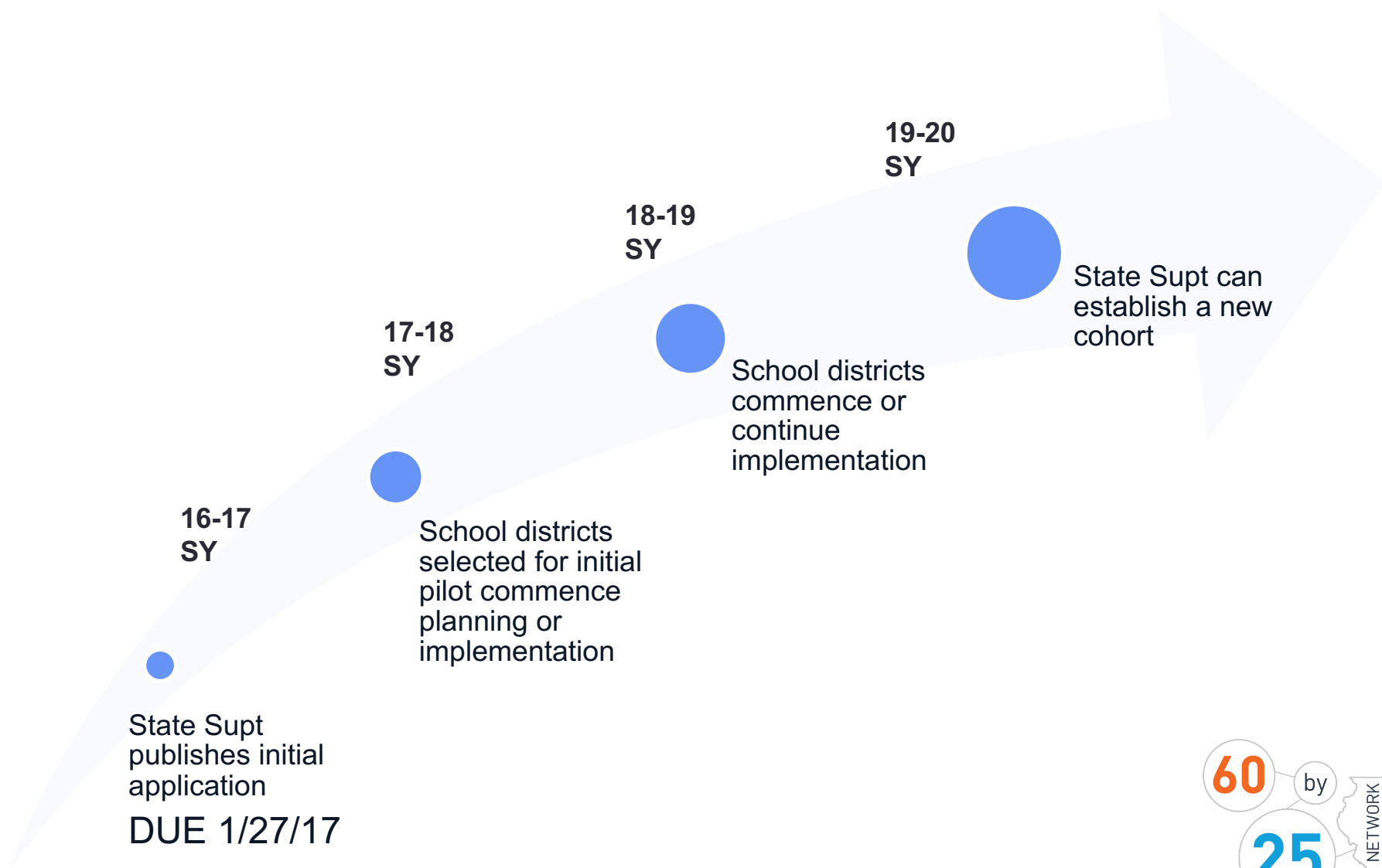
WAIVERS

- Participating school districts can obtain State Supt. **waiver or modification of any School Code provisions/rules** to support the proposed competency-based system
- However, **no waivers** for: State assessments, accountability, teacher tenure/seniority, evaluations, or protections for particular groups of students (SWD, ELL)
- Any waiver of teacher educator licensure requirements must ensure that an appropriately licensed teacher and the provider of instruction **jointly determine** the method for assessing competency of mastery and **jointly verify** whether a student has demonstrated mastery





IMPLEMENTATION TIMELINE



60 by 25 NETWORK

Competency-Based Approach

Williamsfield Schools

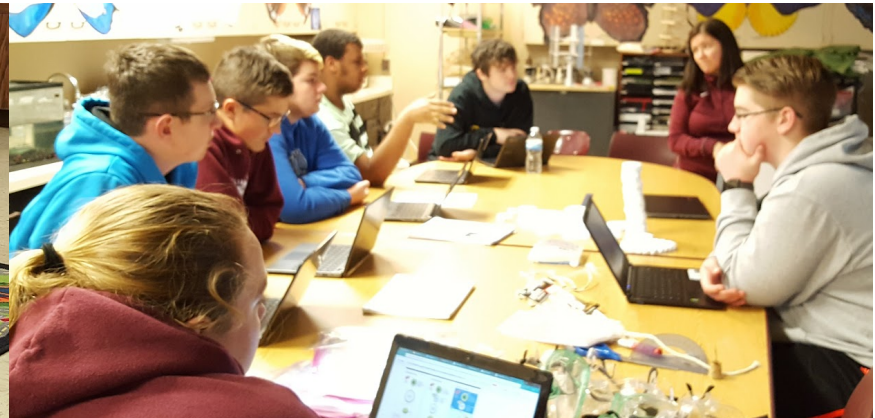
WILLIAMSFIELD SCHOOLS

Prek-12, one campus, one building



Demographics & Structure

- Approximately 300 students PK-12
- Approximately 20-25 per grade level
- PK-4 Elementary (one section of each grade, K-4)
- 5-8 Middle School (traditionally one section of each core course)
- 9-12 High School (traditionally one section of each core course)

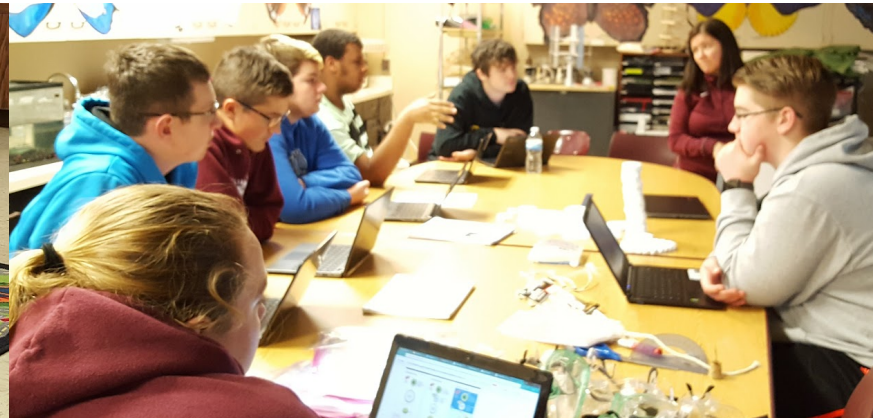


WILLIAMSFIELD SCHOOLS

Prek-12, one campus, one building

Expanding from one Pathway

- Creation of Pathway Leads (Ag/Construction, Business, Engineering, Fine Arts, IT, Life Sciences)
- 5th/6th Pathway Course sampling, 7th/8th course selection
- Internship opportunities & expansion of work-based placements
- AP Courses to accompany Dual Credit Options
- Competency-Based “Acceleration Points”



COMPETENCY-BASED APPROACH

Proposed Activities for ISBE Pilot

- Four Graduation Pathways (Diploma+ model)
- Integrated Curricular Pathways
- Competency-Based Acceleration Points
- Targeted English Course Expansion
 - College/Career Composition & Literature
 - College/Career Technical Reading & Writing
 - Core Coursework Embedded into Career Pathway Courses
- Continual Core Course Enrolment (ELA/Literacy, Math, Science)
- Parallel Grading & Reporting Scheme

INNOVATION & IDEAS
GREAT IDEAS



COMPETENCY-BASED APPROACH

Graduation Pathways

A Diploma+ Model

- Diploma+ Associate's Degree
- Diploma+ College Credit
- Diploma+ Technical Certification
- Diploma+ Internship/Work-based Learning



ReEngaging Learners. Strengthening Schools. Transforming Education.

COMPETENCY-BASED APPROACH

Competency-Based Acceleration Points

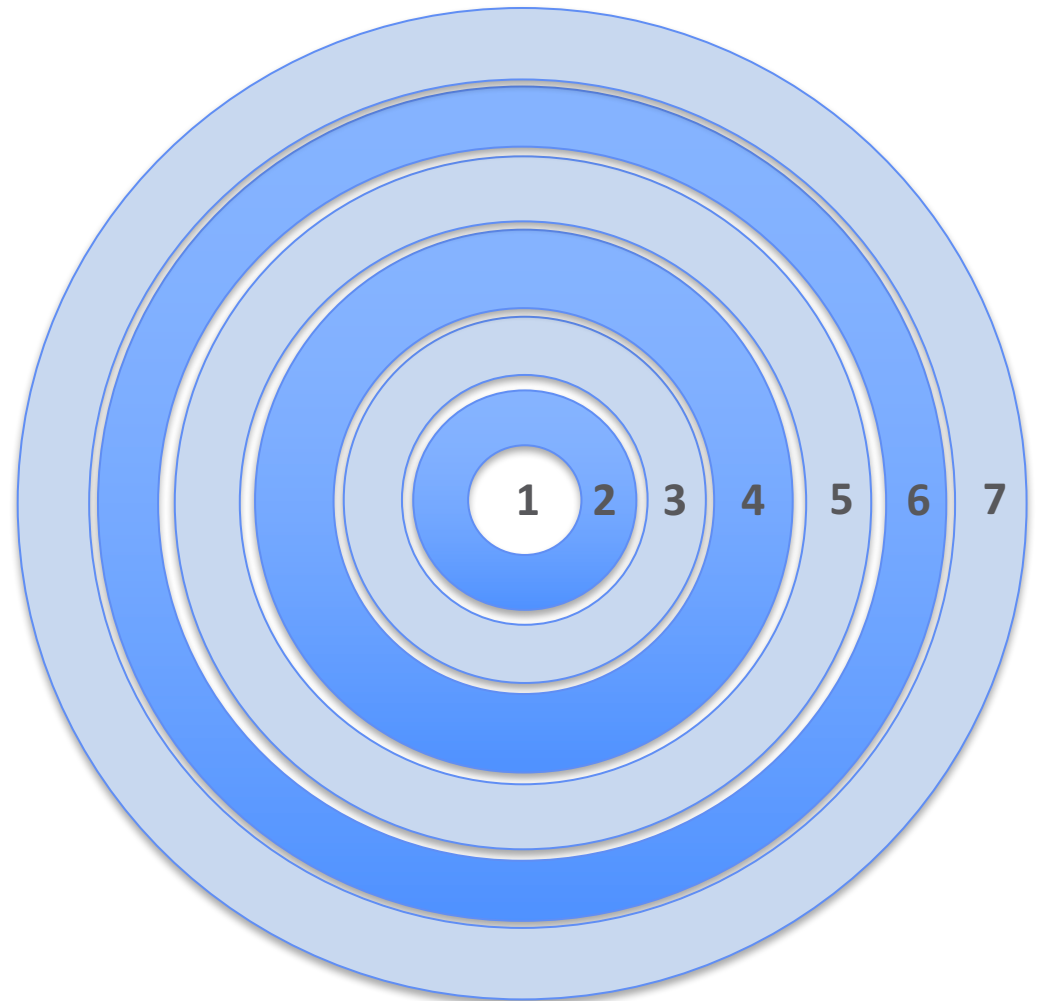
- Career Pathway Courses: Build toward job placement
- ELA/Literacy: Build toward AP Exam 3+ sophomore year
 - Backmap from CSC ENG 101/NIU ENGL 103
 - ENG.021-ENG.086
- Mathematics: Build toward IM3 completion sophomore year
- Science: TBA



COMPETENCY-BASED APPROACH


Integrated Curricular Pathways

- Circular not Linear
- Skills at Different Levels
- Transferrable Skills
- YOU NEVER START FROM SCRATCH!



COMPETENCY-BASED APPROACH

Assessing ELA/Literacy Skills (CCSS Snapshots)

 ELA/Literacy Skill Progressions		Illinois State Board of Education			
Writing ▼		Print to CSV			
ELA Argumentative ▼		Tool Overview		About This Tool	
	6th	7th	8th	9th & 10th	11th & 12th
Introduction Organization	W.6.1a Introduce <u>claim(s)</u> and <u>organize the reasons and evidence clearly</u> .	W.7.1a Introduce claim(s), <u>acknowledge alternate or opposing claims</u> , and organize the reasons and evidence <u>logically</u> .	W.8.1a Introduce claim(s), acknowledge <u>and distinguish the claim(s)</u> from alternate or opposing claims, and organize the reasons and evidence logically.	W.9-10.1a Introduce <u>precise</u> claim(s), distinguish the claim(s) from alternate or opposing claims, and <u>create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence</u> .	W.11-12.1a Introduce precise, <u>knowledgeable</u> claim(s), <u>establish the significance of the claim(s)</u> , distinguish the claim(s) from alternate or opposing claims, and create an organization that <u>logically sequences</u> claim(s), counterclaims, reasons, and evidence.
Development	W.6.1b Support claim(s) with <u>clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text</u> .	W.7.1b Support claim(s) with <u>logical reasoning</u> and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W.9-10.1b Develop claim(s) and <u>counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns</u> .	W.11-12.1b Develop claim(s) and counterclaims fairly <u>and thoroughly</u> , supplying the <u>most relevant</u> evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, <u>values, and possible biases</u> .
Transitions	W.6.1c Use words, phrases, and clauses to <u>clarify the relationships among claim(s) and reasons</u> .	W.7.1c Use words, phrases, and clauses to <u>create cohesion</u> and clarify the relationships among claim(s), reasons, <u>and evidence</u> .	W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), <u>counterclaims</u> , reasons, and evidence.	W.9-10.1c Use words, phrases, and clauses <u>to link the major sections of the text</u> , create cohesion, and clarify the relationships <u>between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</u> .	W.11-12.1c Use words, phrases, and clauses <u>as well as varied syntax</u> to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

COMPETENCY-BASED APPROACH

Assessing Core Science Skills (NGSS Snapshots)

SCIENTIFIC INVESTIGATION RUBRIC	Below Expectation	Approaching Expectation	Meeting Expectation	Exceeds Expectation
<i>ASK SCIENTIFIC QUESTIONS</i>	Asks general questions that do not require evidence to answer.	Asks testable questions that require evidence to answer.	Asks testable questions that require relevant evidence to show the relationship between variables.	Asks testable questions that require relevant evidence to answer and identifies the dependent and independent variables as well as control (if appropriate).
<i>PLAN SCIENTIFIC INVESTIGATION</i>	Designs an investigation that will not produce relevant data and/or evidence to answer the question(s).	Designs an investigation that will produce relevant data but with minimal detail about the variables and/or evidence to be used to answer the question(s)	Designs an investigation identifying variables (dependent, independent, and controls) that will adequately produce relevant data and/or evidence to answer the question(s).	Designs an investigation identifying and explaining the variables (dependent, independent, and controls) that will produce relevant data and/or evidence to answer the question(s).
<i>CONDUCT SCIENTIFIC INVESTIGATION</i>	Uses inappropriate scientific methods OR collects irrelevant data to be used as evidence to answer the question(s).	Uses appropriate scientific methods and collects limited relevant data to be used as evidence to answer the question(s).	Uses appropriate scientific methods and collects multiple trials (if appropriate) of relevant data to be used as evidence to answer the question(s).	Uses appropriate scientific methods and collects multiple trials (if appropriate) of relevant data to be used as evidence to answer the question(s), and evaluates the accuracy of the data collection methods used.
<i>REPRESENT DATA</i>	Constructs spreadsheets, data tables, charts, or graphs that are not accurately labelled or do not display all the data.	Constructs accurately labelled spreadsheets, data tables, charts, or graphs to accurately summarize and display data, but does not allow for examining the relationships between variables.	Constructs accurately labelled spreadsheets, data tables, charts, or graphs to accurately summarize and display data to examine the relationships between variables.	Constructs accurately labelled spreadsheets, data tables, charts, and/or graphs and uses more than one of these methods to accurately summarize and display data to examine the relationships between variables.

COMPETENCY-BASED APPROACH

Assessing Career Pathway Skills (Snapshots)

ELECTRIC	1	2	3	4
Appearance	Bare wires, tightness of screws, tightness of wire nuts, and position of hooks are all areas of concern.	Some visible bare wires, some screws are tight, some wire nuts are secure, some hooks are facing the correct direction.	No visible bare wires, most screws are tight, all wire nuts are secure, most hooks are facing the right direction.	No visible bare wires, all screws are tight, all wire nuts are secure, all hooks are facing the correct direction.
Connections	Most wires are in the wrong location, not securely attached, and circuit fails to work	Some wires are in the correct location, and connected to the device correctly, wires are missing labeling or color coding required. Circuit fails to work.	All wires are in the correct location, most wires are securely fastened, and labeled when necessary. Circuit works as it should	All wires are in correct location, all connections are secure, and labeled or color coded when necessary, Circuit works as it should
Functionality	Circuit Fails to work due to improperly wiring the device	Circuit fails to work only due to loose connections including screws and wire nuts	Circuit works but connections are not secure	Circuit works, with no concern of loose connections
Safety	No safety glasses worn, improper use of tools is evident, little or no attention to personal safety to self or other classmates	Safety glasses are present but constant reminders to keep them on, some misuse of tools, some concern of personal safety of self and other classmates	Safety glasses worn without reminders, most tools are used properly, no concern of personal safety of self and other classmates	Safety Glasses worn without reminders, all tools are used properly, and no concern of personal safety or self and other classmates

COMPETENCY-BASED APPROACH

Proposed Activities for ISBE Pilot

- Targeted English Course Expansion
 - College/Career Composition & Literature
 - College/Career Technical Reading & Writing
 - Core Coursework Embedded into Career Pathway Courses
- Continual Core Course Enrolment (ELA/Literacy, Math, Science)
- Parallel Grading & Reporting Scheme (Skill Grades & Process Marks)

INNOVATION & IDEAS
GREAT IDEAS



COMPETENCY-BASED APPROACH

Integrated Curricular Pathways



COMPETENCY-BASED APPROACH

Competency-Based Acceleration Points

- Career Pathway Courses: Intro course completion 8th grade year
- ELA/Literacy: Build toward AP Exam 3+ sophomore year
 - Backmap from CSC ENG 101/NIU ENGL 103
 - ENG.021-ENG.086
- Mathematics: Build toward IM3 completion sophomore year
- Science: TBA



Competency-Based Approach

Williamsfield Schools



THANK YOU
