



NEW HAMPSHIRE CONVENING ON COMPETENCY EDUCATION

May 11, 2015

Objectives for Today's Convening

- Building an understanding of the exciting work happening across the country in the area of competency education and how New Hampshire educators, students and policymakers have been leaders in that work
- Listening to the expertise of students and educators who have experienced this framework for learning and teaching
- Building an understanding of how we can continue to support students and educators in a competency-based environment

Agenda

- Opening & Welcome
- Keynote: Scaling Innovations and Leading Change toward Systems of Personalized Learning
- Building A New Framework for Competency Education in New Hampshire
- Student-Centered Competency Education (Student Panel)

Networking Lunch

- Performance Assessment for Competency Education – A New Model for Measuring Student Success (Educator Panel)
- Building the Conversation to Increase Understanding
- Wrap-Up Panel – Voices from Policymakers
- Closure and Thank You

Gene Wilhoit, Executive Director Center for Innovation in Education

Scaling
Innovations and
Leading Change
Toward Systems
of Personalized
Learning



Scaling Innovation and Leading Change Toward Systems of Personalized Learning

New Hampshire Convening on Competency Education

May 11, 2015

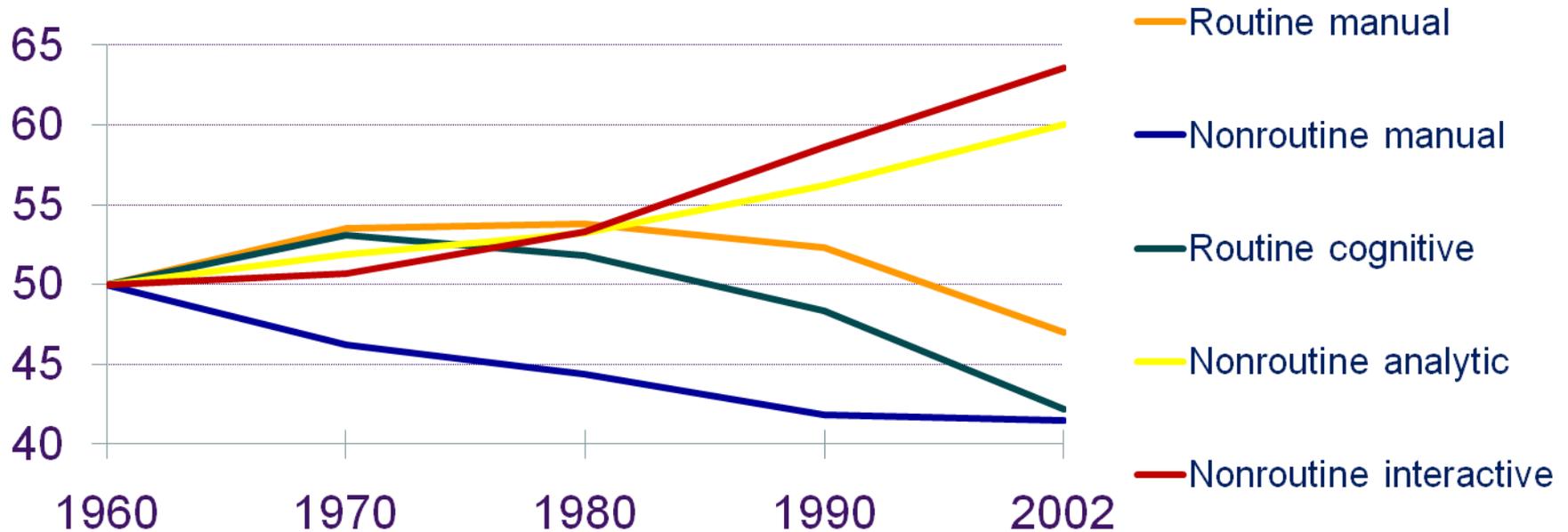
Gene Wilhoit, Executive Director
Center for Innovation in Education

Why All This Attention to Education?

Foundational Shifts:

- Technology
- Globalization
- Shifting demographics
- Collectively, they call on us to think very differently about the future

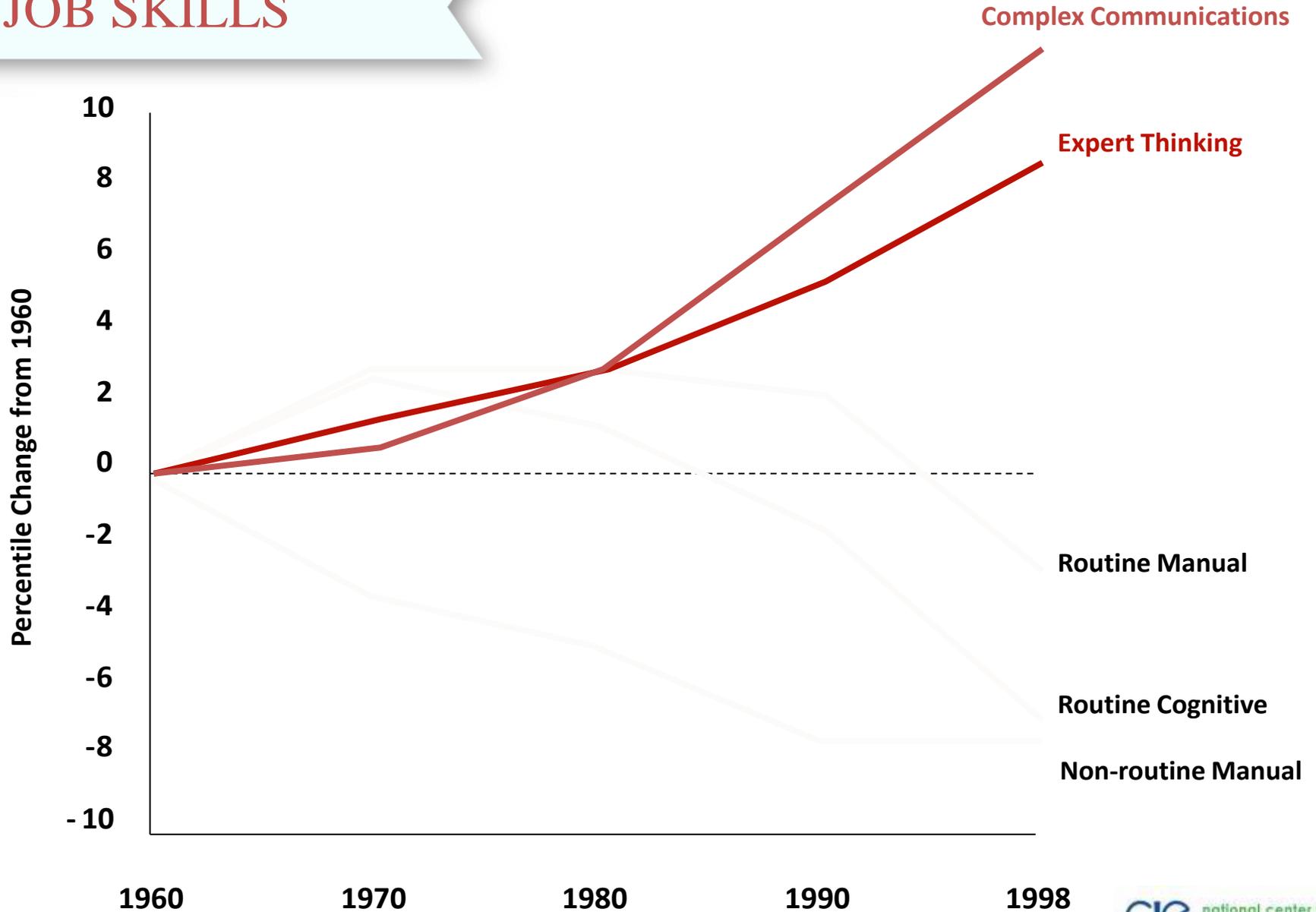
How is the demand for skills changing?



“The dilemma for schools is that the skills that are easiest to teach and test are also the ones that are easiest to digitize, automate, and outsource.”

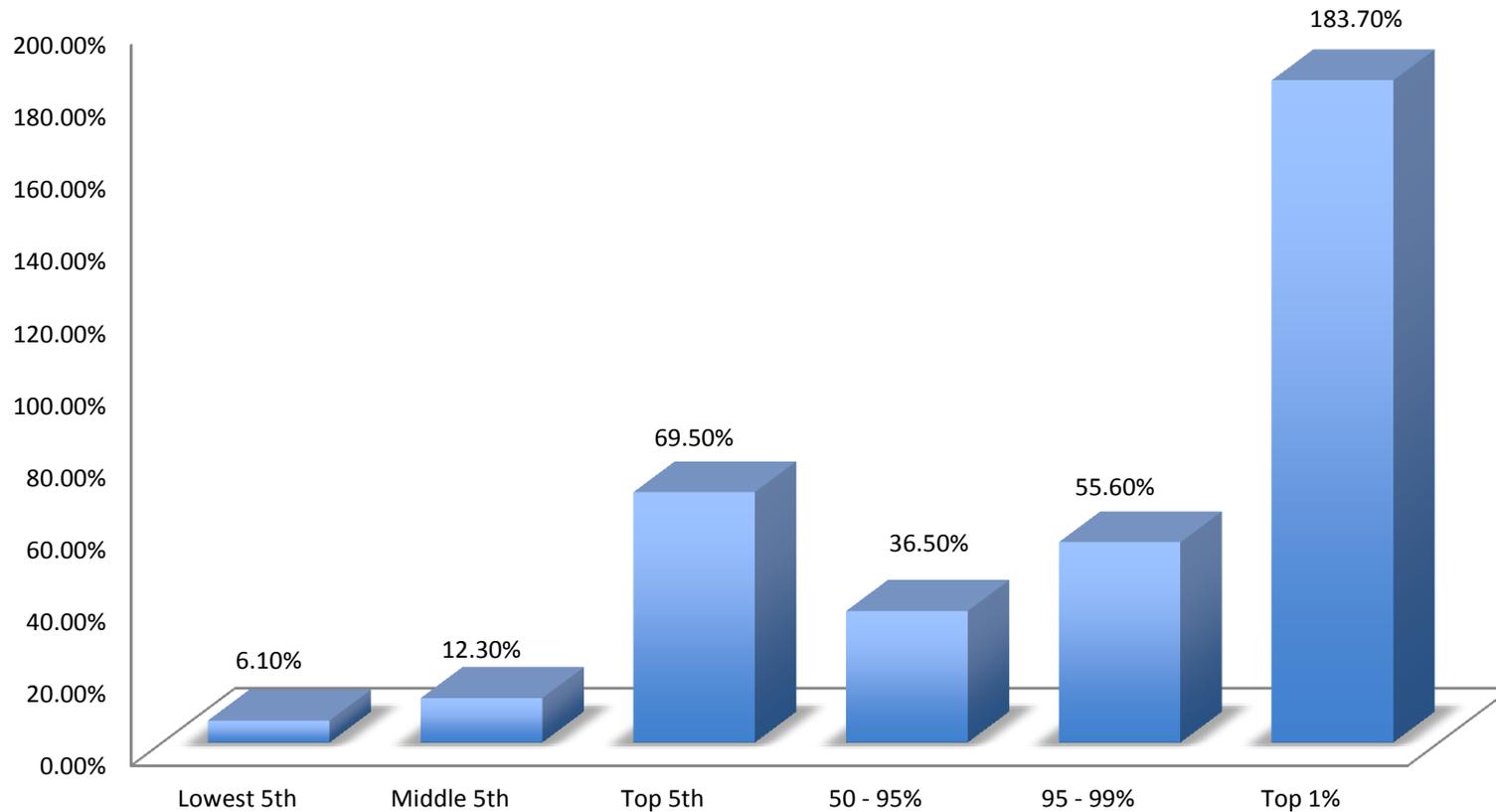
(Source: Levy and Murnane)

JOB SKILLS



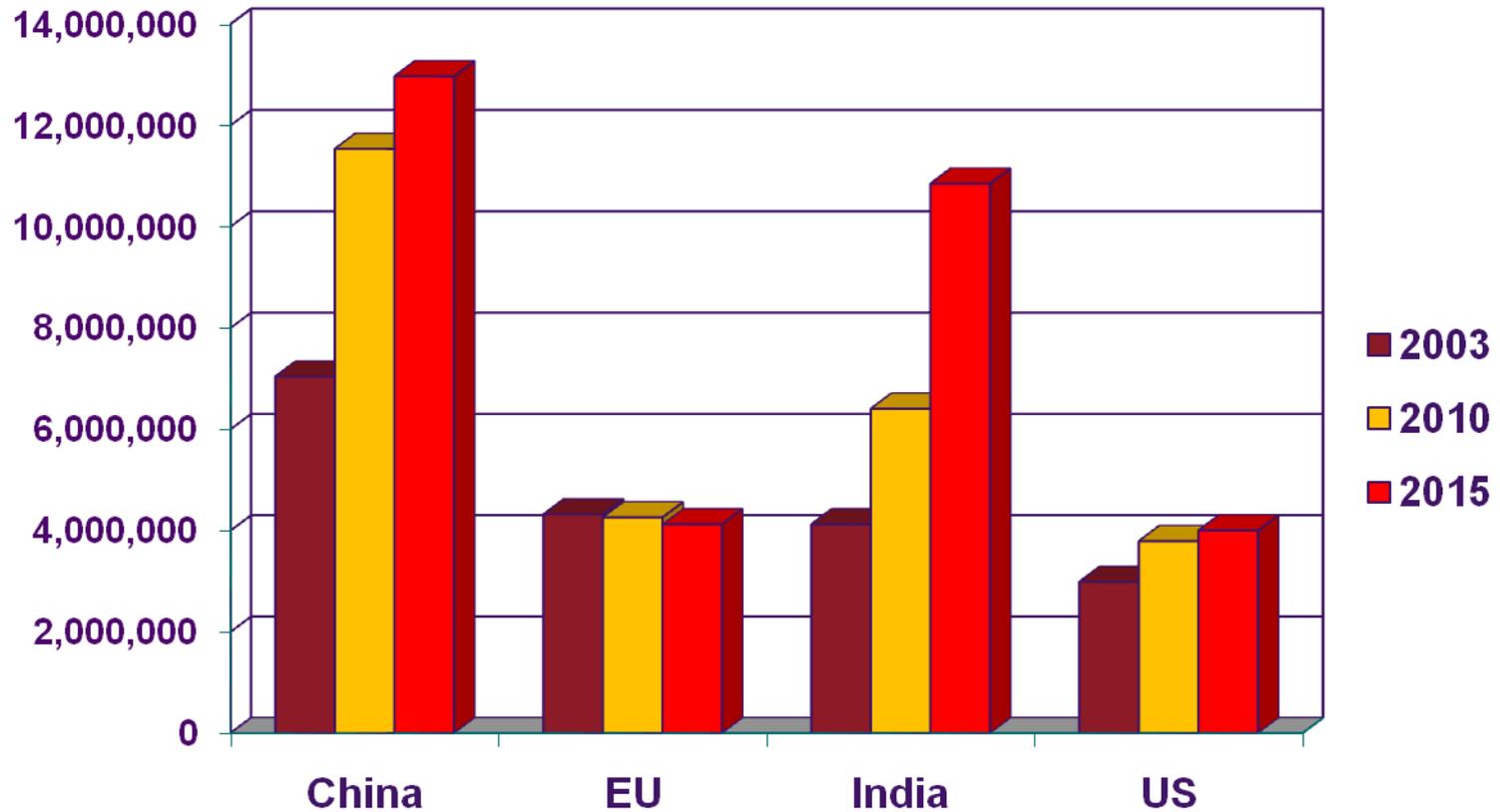
Source: Murnane & Levy

The New Imperative – the growth of inequality 1979 - 2004



Demographics

Future Supply of College Graduates



FORTUNE 500 MOST VALUED SKILLS

1970		1999
Writing	1	
Computational Skills	2	
Reading Skills	3	
Oral Communications	4	
Listening Skills	5	
Personal Career Development	6	
Creative Thinking	7	
Leadership	8	
Goal Setting/Motivation	9	
Teamwork	10	
Organizational Effectiveness	11	
Problem Solving	12	
Interpersonal Skills	13	

The New Imperative – Successful Learning for All

- The goal we have established for all of our children to be college ready is the right one for them and for our nation. The ‘schooling’ experience as it now exists is out of alignment with the lofty goal we have set. We will reach our aspirations only when we cast aside historic perceptions and practices about how one acquires knowledge and skills.

The New Imperative

- Graduate all students to a much higher set of world class expectations
- Prepare them with the Knowledge, Skills and Work Study Practices that are essential for success in college, career and civic life in a global, knowledge-based economy
- Ready them with aspirations, love of learning, and supports that open worthy pathways
- Do not tolerate withdrawal from these goals

Great Expectations and Serious Questions

Are Their Principles That We Can Hold in Common?

- Every child deserves a **world-class education**
- That will require intense focus on the individual, and **personalized learning** at scale
- Students should move through the system based on **performance** rather than time or age
- Learning can happen **anytime, anywhere** and every child should have opportunity, access, and choice
- Students need **comprehensive systems of support** and that will require new and different partnerships
- Students must own their learning and be architects of their own futures – **student agency**

A System of Personalized Learning

Students' educational experiences (What is Learned, How it is Learned, When it is Learned, With Whom Learning Happens, Where Learning Happens, How Learning is Demonstrated, How Learning is Credentialed), from early childhood on:



- Are designed to support them to graduation and successful transition through a culture of high expectations, having mastered the Knowledge, Skills and Work Study Practices that prepare them for college, career and citizenship, and
- Are tailored to individual needs, skills and interests so that all students are able to take responsibility for their learning and develop purposeful connections to the transformative power of education in their lives

A System of Personalized Learning

Clear, High Expectations

If we have a compelling vision of the Knowledge, Skills and Work Study Practices that a graduate must possess, we can construct progressions of learning from PreK through postsecondary learning and early career success

Competency-based Learning

Leading to developmental pathways & competencies for success at next levels, demonstrated learning through meaningful assessments, and accountability for each learner and all who support the learner

Customized Pathways

Always, we must understand each student as a learner, where each is on the learning continuum, continuously tailor learning and supports, and provide choices that make learning purposeful and relevant

Comprehensive Systems of Support

Anytime, Anywhere Learning

Unrelenting Focus on Student Agency

The Prepared Graduate



Ready for Success

An Evolving Model of Accountability

Accountability 2.0, driven by states and fueled by RTT and efforts to align to CCR



Accountability 1.0, driven by NCLB



Early state accountability systems



ESEA Waiver Renewal



ESEA Waivers



Accountability 3.0 systems

Examples of attributes:

Include best measures for full range of CCR knowledge and skills, including new assessment models;

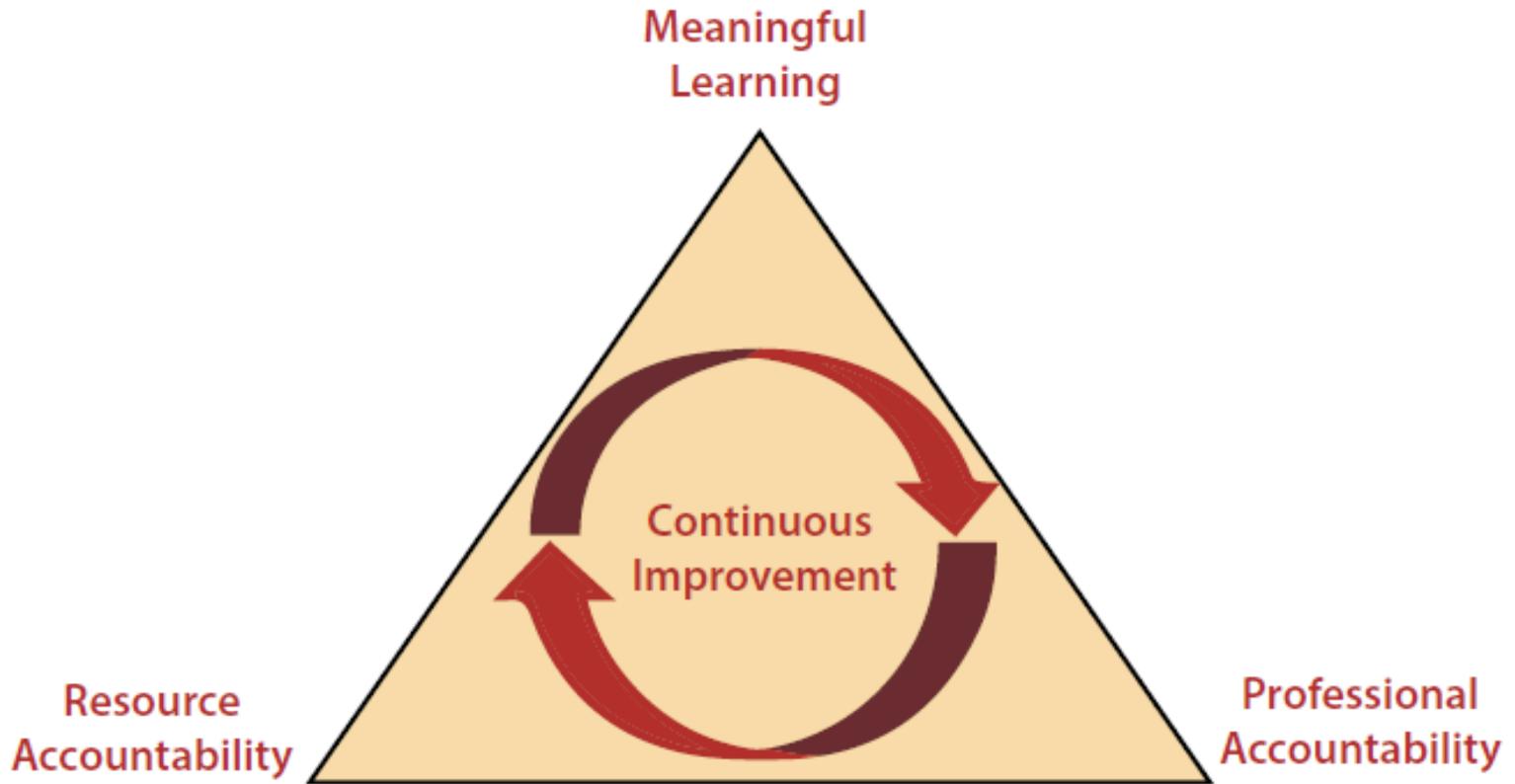
Promote shifts in teaching and learning toward personalization, competency, project-based;

Connect student outcome determinations to key inputs and diagnostic review to drive supports based on evidence



Accountability Should...

1. Be anchored in goals of universal graduation and readiness, and aligned with the changes implied by those goals
2. Have a primary purposes of educational improvement and systems capacity building
3. Be reciprocal and comprehensive
4. Focus on meaningful learning
5. Ensure professional competence
6. Direct the adequate and intelligent use of resources
7. Be based on a system of multiple measures that reflect the quality of learning opportunities and outcomes
8. Provide full and timely reporting and a high degree of transparency

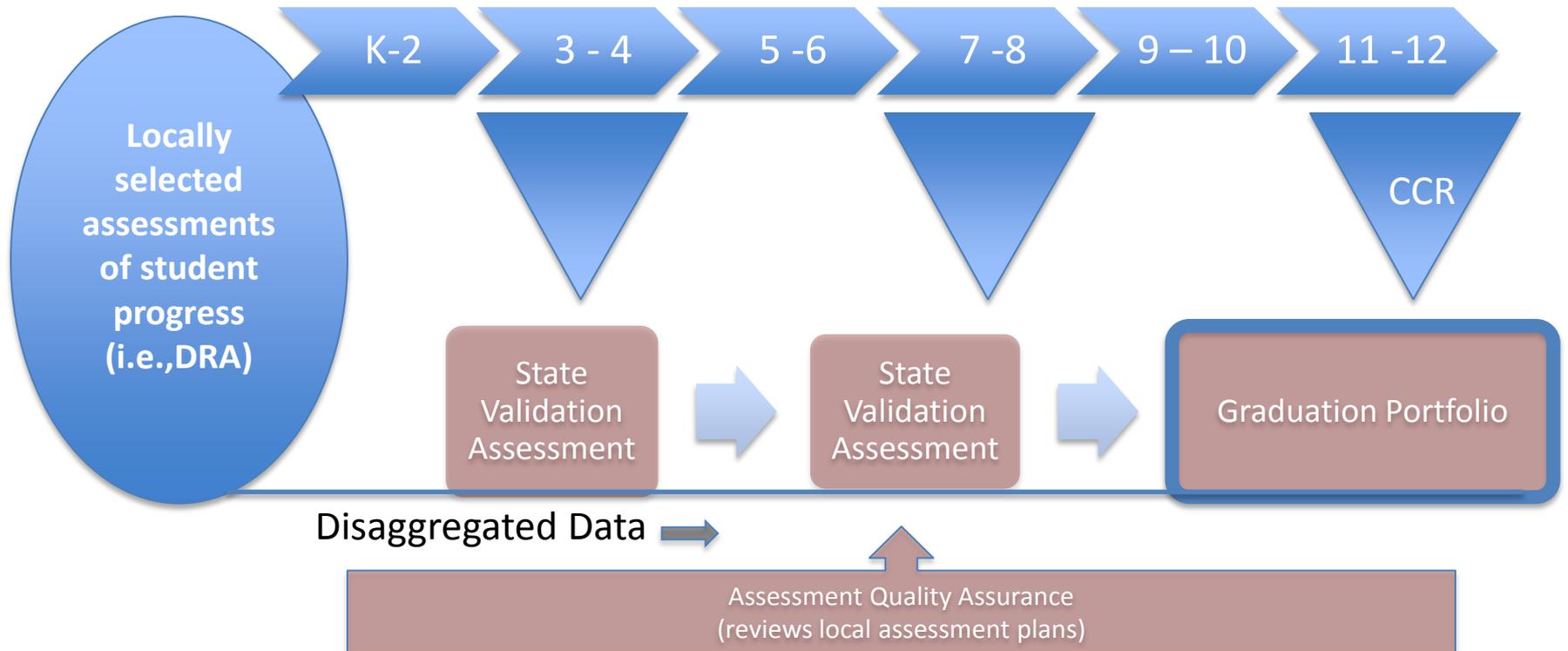


Key Elements of a New Accountability System

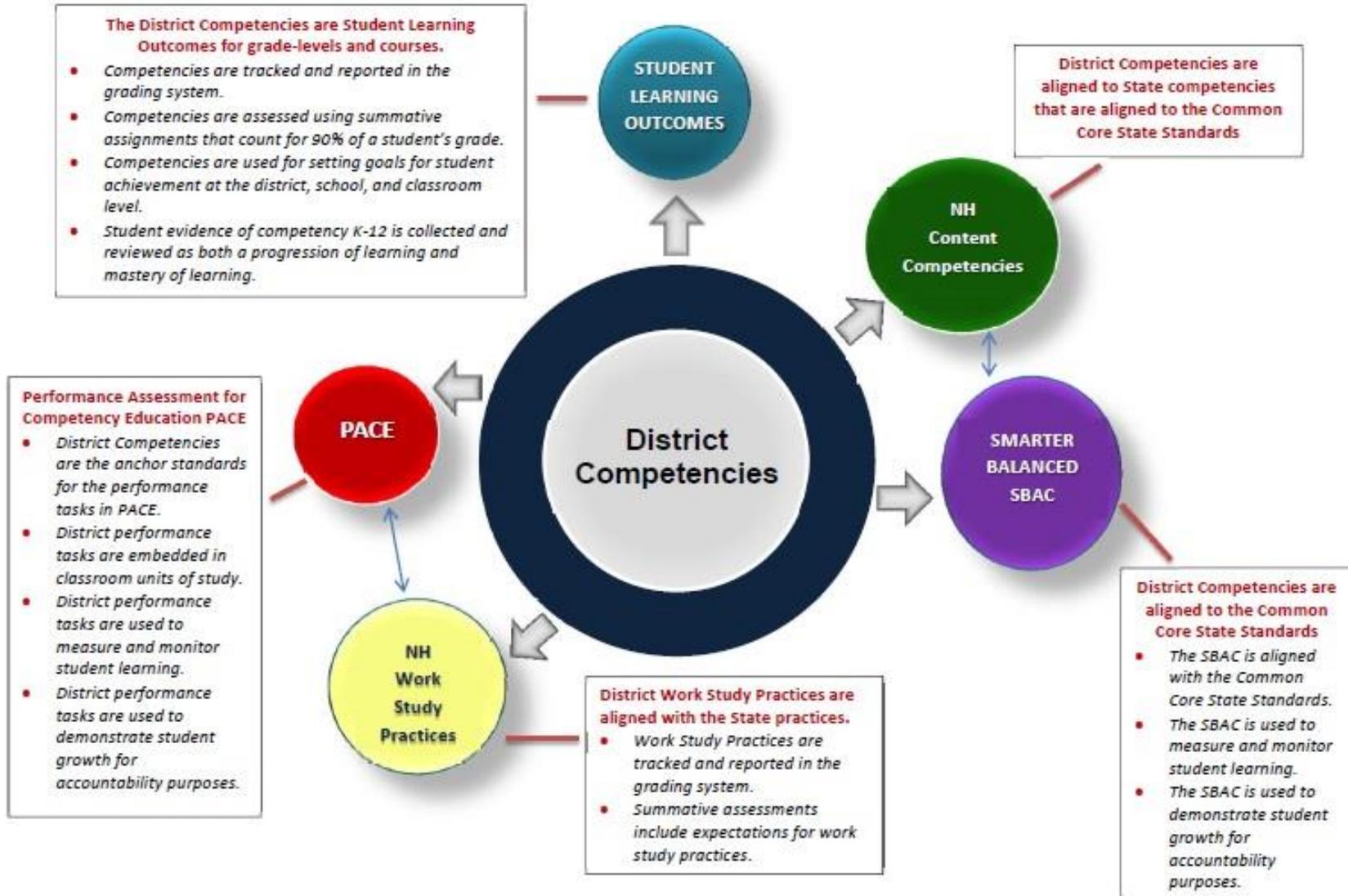
A Balanced System of Accountability Should:

- Result in students acquiring important and relevant learning
- Be delivered by competent and caring professional educators
- Be enabled by equitable, aligned and adequate resources

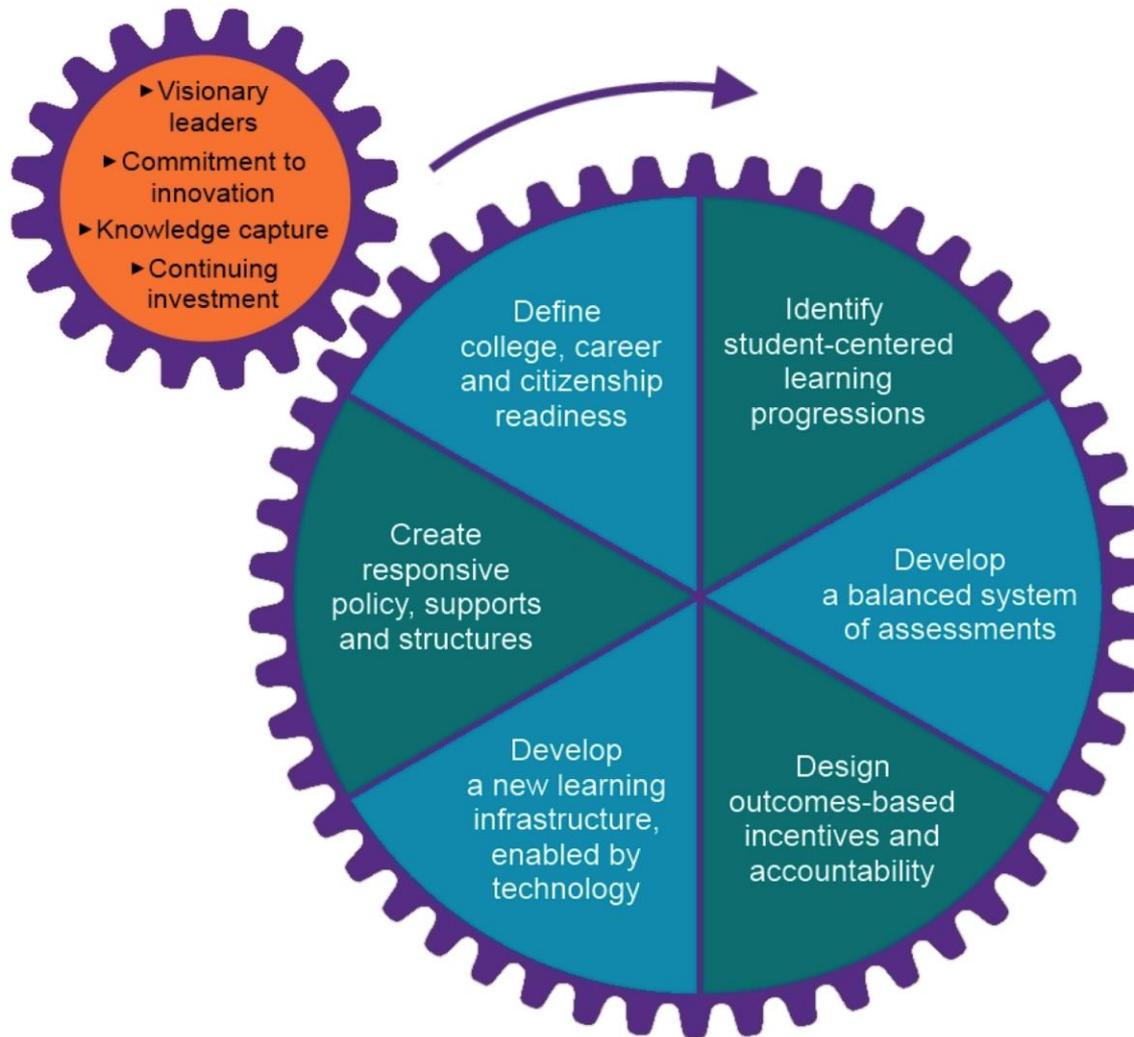
Accountability for Meaningful Learning in the 51st State – State and Local Partnership



Sanborn Regional School District Competency Connections



Transforming to Systems of Learning



Gene.Wilhoit@uky.edu
<http://sites.education.uky.edu/ncie>

*Rose Colby, Competency Education Specialist
NH Department of Education Consultant*

**Building A New
Framework for
Competency
Education in
New Hampshire**



Voices from the Field



NH Competency Education - Voices.mp4

Promoting deeper learning and student engagement through Competency Based Learning

Rose Colby
NH Department of Education
2014-15

What's the buzz?

Reactions, thoughts, and “I wonder.....”

Student voices: What resonated with you in the students' ownership of their learning?

Shifting into Competency Based Education: How did students and teachers communicate the urgency of taking their learning into future learning and preparation for college and career?

Infusion of Technology: How has teaching embraced technology to engage students and move them forward in their learning progressions?

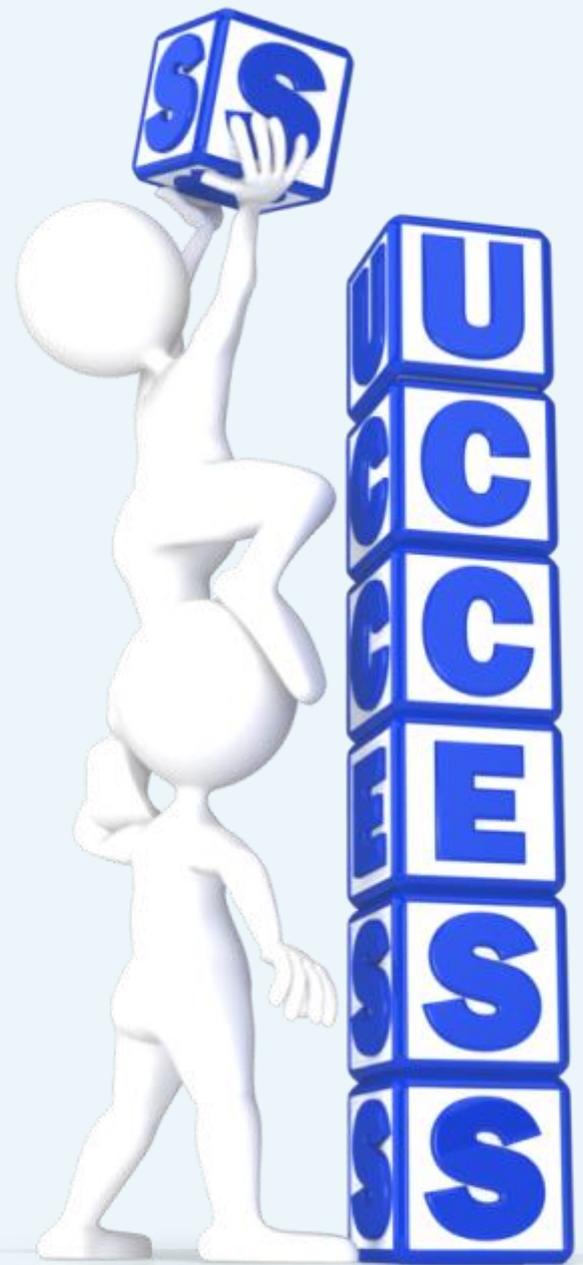
What is NH's Competency Education history?

2005 NH Minimum Standards established that a high school student must demonstrate mastery of course competencies in order to gain credit—high schools were give three years to develop their course competencies

- In 2011 , innovators from across the country developed a working definition of competency education and,
- NH was invited to join the national collaborative of states working toward new competency education designs in teaching and learning and continued to share its work with the CCSSO-Innovative Lab Network;
- In 2015, NH was acclaimed nationally for our PACE accountability pilot program: multiple and varied assessments at the local, district, and national level are used to determine student proficiency in our 4 districts who developed their K-12 systems

**If we teach today's
students as we
taught
yesterday's, we
rob them of their
futures.**

--John Dewey



The traditional framework:

Curriculum

- Standards based
- Fixed by grade/course
- Interventions based on fixed curriculum
- Coverage of standards is expected

Instruction

- Often program driven; one size fits all approach
- Emphasis on coverage of content/skills

Assessment

- Predominant paper and pencil
- Questionable Depth of Knowledge

Grading

- Teacher to teacher variability
- Typically one grade is given
- How learning is communicated varies across the K-12 pathway

Shifting to the Framework for Competency Education:

Competency Design

- Academic Competencies and Work Study Practices are designed at the district level
- Emphasis is placed on learning as a progression K-12

Performance Assessment

- Demonstration of learning is emphasized: “Show me what you know.”
- Real world application of learning is emphasized
- ‘Competent’ performance is communicated clearly to students
- Multiple and varied assessments inform evaluation of ‘competent’

Learning Pathways

- Guided by Personal Learning Plan
- Learning environments include classroom based, online and community based learning opportunities
- Student agency: choice and voice along the way

Dynamic Grading

- Emphasis is on ‘Show me what you know.’ not completion of homework or effort
- ‘Set point’ for ‘Competent’
- Academic proficiency and work study practices are communicated separately on report card
- Competency based transcript accepted by colleges and universities

Competency Statements

- Based on District Graduation Competencies

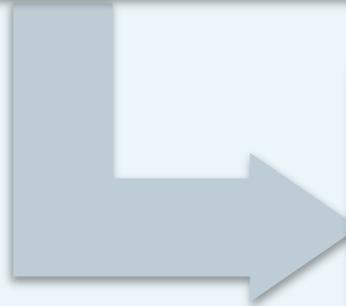
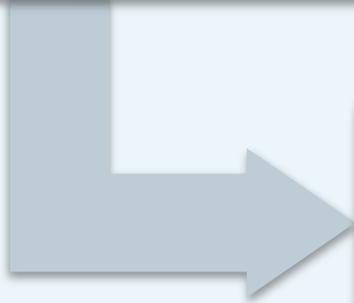
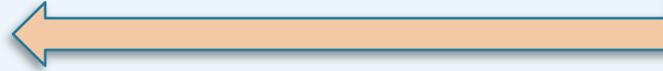
Work Study Practices

Performance Indicators

- "I can....."

Performance Tasks

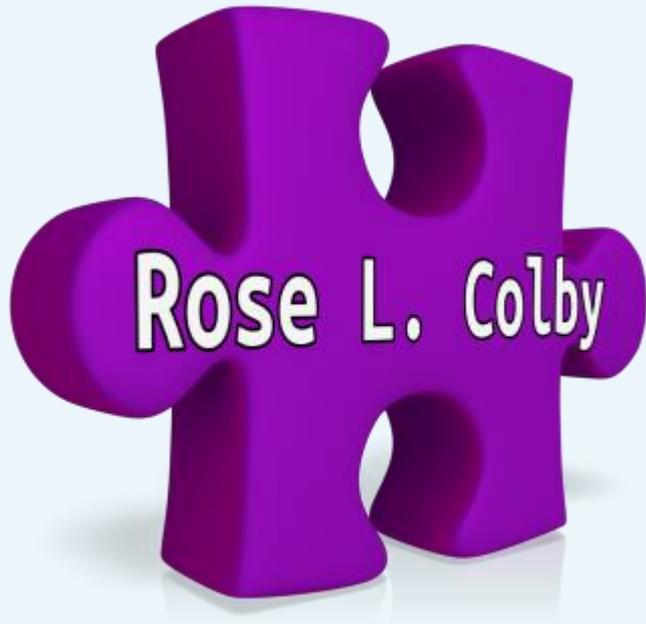
- Assessed using rubrics



Resources

1. NH Dept. of Education
website:http://education.nh.gov/innovations/hs_redesign/competencies.htm
2. CompetencyWorks: national clearinghouse for policy, practice, showcasing models, innovation in competency ed:
<http://www.competencyworks.org/>
3. Google Drive: resources for leadership competency design, professional articles, performance assessment, and grade reform:
<https://drive.google.com/folderview?id=0B3AUsp3vkeY2fk51VEIxU1IEbEw0OUxQVIZ6R1IESWJHU2t1RmhPV2FjcUVtZ1lvRUtLNGc&usp=sharing> (please download and rename)

Contact information:



Email: rosecolby@comcast.net

Phone: 603.498.2376

Student-Centered Competency Education

Students

Ryan Marquis

Morgan Corliss

Quinn Boyce

Madison Johnson

Colby Clark

Jessica Massey

Moderator

Derek Hamilton, Dean of Operations

Competency Education

NH Convening on Competency Education
Pittsfield Middle High School
Pittsfield, NH

Competency Development

- We began researching and receiving technical support on competency development in 2010.
- After a pilot year, we implemented course competencies in grades 7-12 in the 2012-2013 school year.
- We have refined and revised our practices and policies over the past four years, which are students on the panel can attest to.
- A key element of competency-based education is student-centered learning. It is hard to separate the two from each other as the general philosophies have similar characteristics.

Student-centered Learning

- Students are **active agents in the learning process**... students set and pursue goals, **design projects**, engage in powerful conversations, plan for the future...
- Students are **highly aware of what they are doing**... and why they are doing it...
- Students are engaged in interactions that **deepen understandings**...
- Students are focused on **transfer of skills** to other subject areas and to out-of-school life... skills that will be useful across subjects and in their lives outside of

Discussion Themes

- Project Design
- Engagement and Awareness
- Deeper Understandings
- Transfer of Skills

Project Design

- Learning Studios – Engineer It
- Learning Studios – Film Making
- Extended Learning Opportunity – Sports Management
- Extended Learning Opportunity – School Store
- Studio Art Class

Engagement & Awareness

- English Class – Virtues of Ben Franklin Project
- Site Council Project – Revision of Student and Family Handbook
- Spanish Class – Competency-based Assessment

Deeper Understandings

- English – Advertising Project
- Physical Science – Competency Recovery
- Gym – Student Choice
- English – Existentialism Project

Transfer of Skills

- Competencies
- Mediation Skills
- Planning and Organization
- Facilitation Skills
- Taking Initiative

Challenges

- Transition from the traditional model to competency-based learning
- Using a common language
- Flexibility
- Working at your own pace
- Common rubrics and assessment

Thanks!

**Thank you for joining the
discussion!**

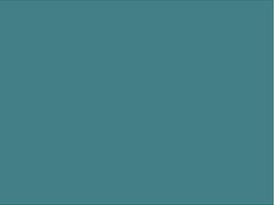
Pittsfield Middle High School

23 Oneida St.

Pittsfield, NH 03263

(603) 435-6701

www.pittsfield-nh.com/pmhs



Networking Lunch



"A dream is your creative vision for your life in the future. You must break out of your current comfort zone and become comfortable with the unfamiliar and the unknown."

~Denis Waitley



Sanborn Regional School District

Performance Assessment for Competency Education A New Model for Measuring Student Success

Dr. Brian Blake, Superintendent

Ellen Hume-Howard, Director of Curriculum;

Michael Turmelle, High School Curriculum Director

Jon Vander Els, Principal Memorial School

Jennifer Manning, Kindergarten Teacher Memorial School

Mark Giuliucci, High School Social Studies Teacher

Building a Competency Education System





Setting the Stage

The Shift to Competency-Based Education

Profile Sanborn Regional School District

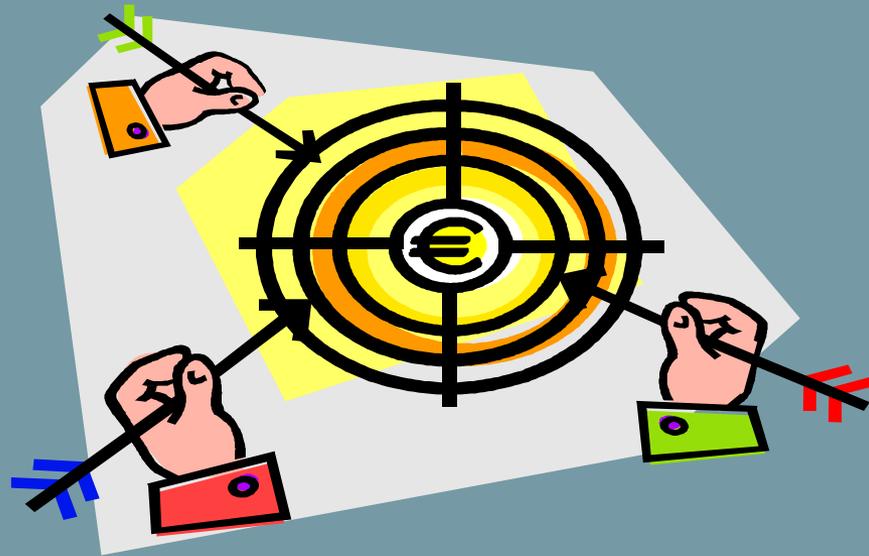
- Sanborn Pride
- Serving students in Kingston, Newton, and Fremont New Hampshire
- Total Enrollment 1760
- Grades Pre-K-12



Sanborn's Story

- Where we were...
- Setting high expectations for leadership
- Knowing we didn't have all the answers
- Shared Practice; Learning from Each Other
- System Thinking K-12
- Connecting and Aligning What is important?
- Internal Accountability
- Resolute Leadership

Focusing Our Efforts



MAKING TARGETED DECISIONS THAT WORKED FOR SANBORN

Sanborn's Big Ideas



Collaboration, Competency, Climate & Culture

Taking the Big Ideas to Another Level; Internal Accountability

Collaboration

Competency

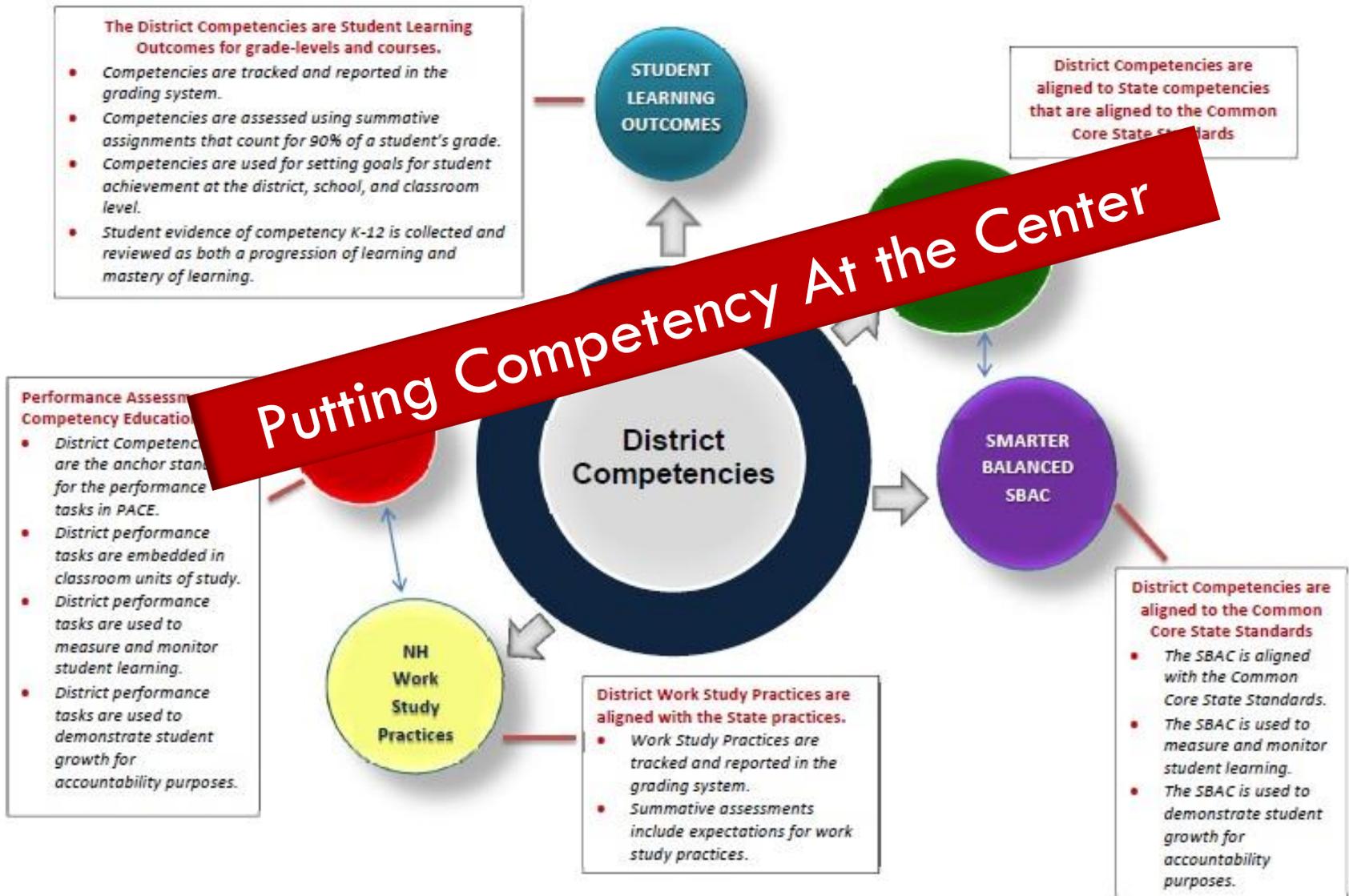
Climate and Culture

Balancing Decisions



RAISING EXPECTATIONS, BUILDING CAPACITY, LEARNING FOR ALL

Sanborn Regional School District Competency Connections



Three Phases

Building a Competency-based System Structure K-12

WE ARE ALL IN IT TOGETHER

Phase One: Research/ Redesign

- Research Best practices
- Looking at District, School data
- Evaluating instructional practices
- Evaluating assessment practices
- Evaluating Grading practices
- Evaluating Curriculum
- Talking to parents



Phase Two: Building

- Adopting K-12 Competencies
- Redesigning Instructional Strategies and Settings
- Creating Support Structures for Competency attainment
- Creating College and Career K-12 goals
- Creating collaborative practice
- Empowering teachers with quality professional development
- Creating a Communication Plan



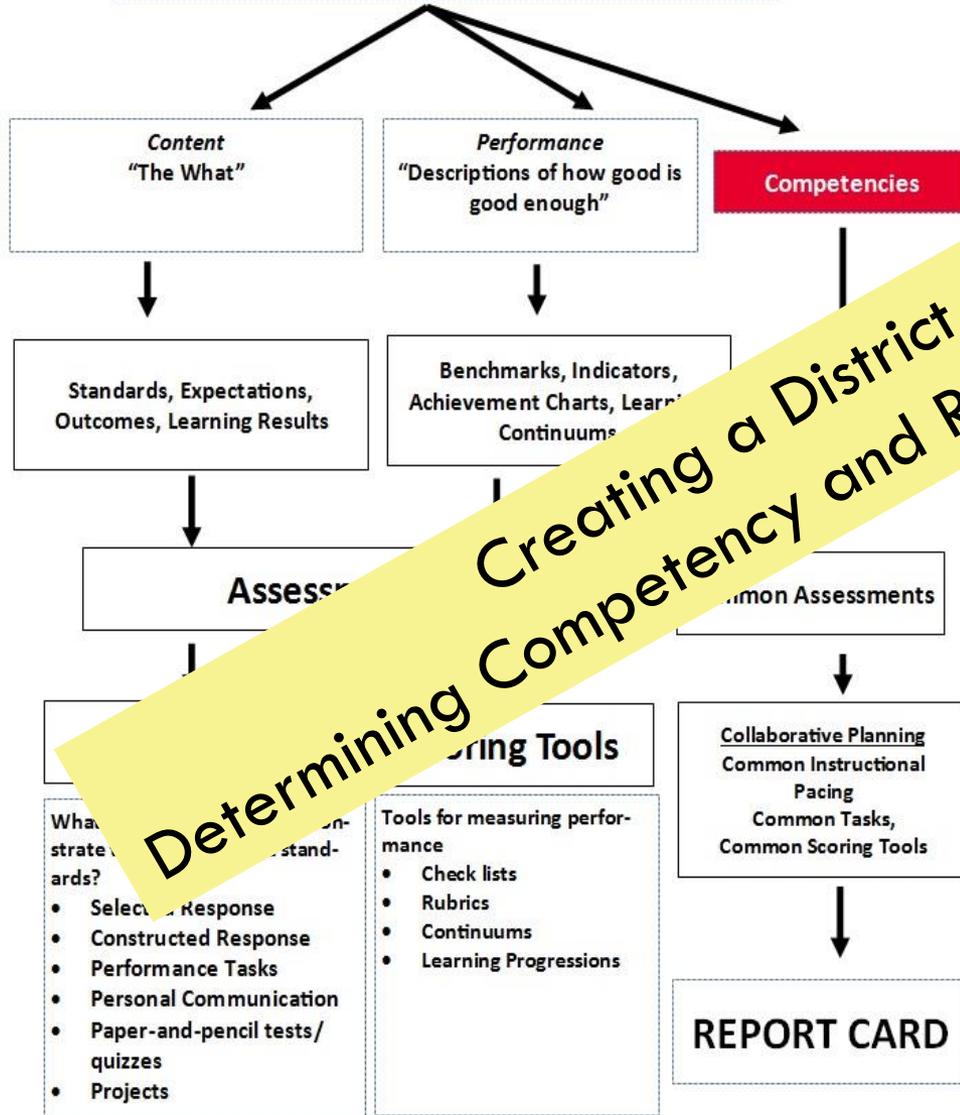
Phase Three: Creating Learning Pathways

- Identify pathways based on student interest
- Develop new courses, independent studies, ELOs (Extended Learning Opportunities)
- Develop assessments (continuums-progressions) that define and measure competency
- Create goals for students to move on when ready



Assessment, Evaluation, and Reporting Connections Chart

Competency



Learning For All

KEY

- Competencies** encompass the... should be consciously taught... equipped with the knowledge... of adult life.
- Standards**... for how well students...
- Standards**: The fundamental building block of an academic...
- Standards**: How well students are expected to demonstrate... skill; performance expectations.
- Standards**: A set of guidelines/checklist for assessment that state the characteristics and/or dimensions being assessed with clear performance criteria and a rating scale.
- Formative Assessment**: Assessment *FOR* learning; designed to provide direction for improvement and/or a adjustment to a program, individual students or for a whole class.
- Summative Assessment**: Assessment *OF* learning; designed to provide information about a student's achievement at the end of a period of instruction.
- Common Assessments**: Assessments based on carefully selected goals or standards; common pacing is a prerequisite for common assessments; (Dufour pg. 55)
- Balanced Assessments**: An assessment strategy that recognizes no single assessment yields the comprehensive results necessary to inform and inform practice; multiple measures of student achievement including both formative and summative assessments create a balance.
- Collaboration**: A systematic process in which people work together, interdependently, to analyze and impact professional practice in order to improve individual and collective results.

Determining Competency and Reporting Student Progress
 Creating a District Approach

What is Competency?

Competency is a student's ability to **TRANSFER** content and skills in/across content areas.

How do you assess competency?

Assessing competency takes more than just a multiple choice test...it takes an assessment designed to...

- Challenge the learner
- Elicit deep thinking and thoughtful reflection
- Ask students to apply knowledge and skills
- Produce a unique product
- Support independent work
- Reflect classroom learning

What are the expectations for students?

- Students recognize that the expectations for their performance are high
- Students know that they are contributors to the learning and what they offer matters
- Students know that there are supports in place to help them succeed
- Students can not walk away from the learning
- Students focus on competency and standards that leverage future learning and support college and career readiness

What are the expectations for teachers?

- Teachers look more closely at the individual learner, rather than treating all learners the same
- Teachers focus their instruction on skills and knowledge that have the most leverage for future learning
- Teachers make connections in instruction to other disciplines and real-world problems and challenges
- Teachers move to assessments that measure depth of knowledge
- Teachers design assessments that allow students to be creative and to demonstrate their skills at the highest level
- Teachers separate out behavior from academic content to gain a purer picture of a student's level of competency

Work Study Practices

The Key to Unlocking the Power of Competency Education

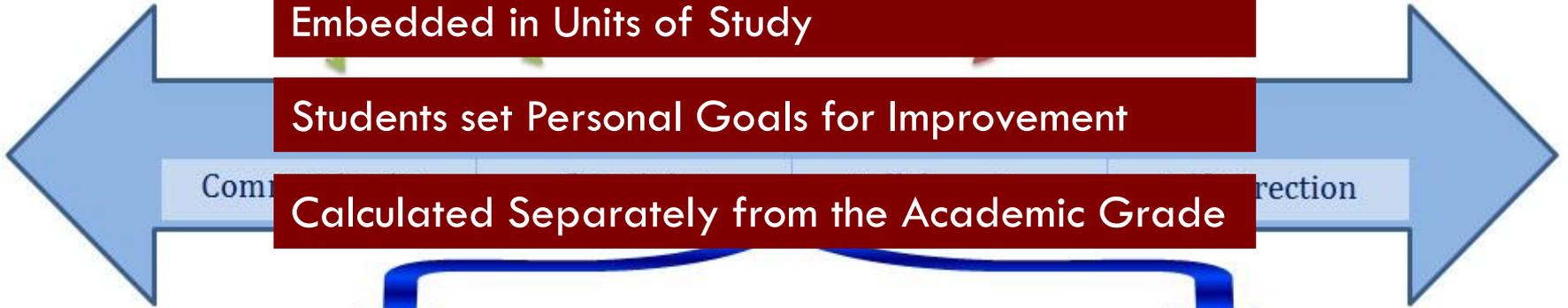


Assessed for Individual Students

Embedded in Units of Study

Students set Personal Goals for Improvement

Calculated Separately from the Academic Grade



System Thinking Assessment Development Plan

QPA SCHOOL YEAR TIME-LINE

The time-line for creating a QPA is dependent on the grade-level team or course. The goal is that every teacher, contribute to creating one QPA for the year. Some teachers/teams may create multiple QPAs based on their experience and level of expertise in creating assessments.

MONTH	QPA FOCUS	Tools Explained	Teacher Expectations
SEPT/OCT	<ul style="list-style-type: none"> Creating common performance assessments using topics being studied and the standards/competencies. Referencing Hess's Rigor Matrix and Depth of Knowledge. Use Tool 1 (pg. T3) as a guide from the QPA book. 	<ul style="list-style-type: none"> Using Hess's Rigor Matrix (Tool 5 & 6) reminds us that for an assessment to measure competency, students must be asked questions or be expected to perform tasks that reflect expectations of DOK 3. Tool 1: Provides the steps for reviewing the task including looking at student work. 	<ol style="list-style-type: none"> Create a Performance Assessment for a course or grade-level Use Tools 5 & 6 to create the assessment. Use Tool 1 to review the assessment after it has been given in the course and students have produced work to review. If an assessment is targeted for later in the school year, complete the steps for looking at student work when the work is completed.
NOV/DEC	<ul style="list-style-type: none"> Use the validation protocol Tool 2 and 3 (page T6) from the QPA book during PLC time to review Performance Assessment Scoring. Upload Performance Assessment to Atlas 	<ul style="list-style-type: none"> Tool 2 is a cover sheet for the QPA Tool 3 is a validation protocol to help review task specifics. Uploading to Atlas allows teachers who share a course and curriculum to review collaboratively and add to improve the assessment. 	<ol style="list-style-type: none"> Complete cover sheet Tool 2 for
JAN/FEB	<ul style="list-style-type: none"> Use the calibration protocol Tool 4 (page T9) from the QPA book during PLC time to review Performance Assessment Scoring. Edit assessment and submit to the state of NH TASK BANK for review if student work is included. 	<ul style="list-style-type: none"> Designing a District-wide Plan to Support Assessment 	<ol style="list-style-type: none"> the tasks used student Atlas.
MAR/APR	<ul style="list-style-type: none"> Create a common performance assessment for the end of the year using topics to be studied, standards/competencies, and referencing Hess's Rigor Matrix and Depth of Knowledge. Use tools previously used for creation of assessment and validation. Think about creating assessments that are 	<ul style="list-style-type: none"> Repeat the process for creating a QPA as an end of year summative. If your first QPA is designed as an end of year common summative, continue fine-tuning the assessment. 	<ol style="list-style-type: none"> Complete at least one QPA for the year. Participate in a District Performance Assessment Calibration Process [pg.3] with grade-level team members or colleagues in your department. Submit QPA to the task bank when all tools have been completed.
MAY/JUN	<ul style="list-style-type: none"> Administer the Performance Assessment. Review student work. Review student performance comparing other assessments to performance assessment. 	<ul style="list-style-type: none"> Administer the QPA for your course. If your assessment is a PACE or COURSE assessment, set aside time to score the assessment once as a teacher and then a second time by a colleague also teaching the 	

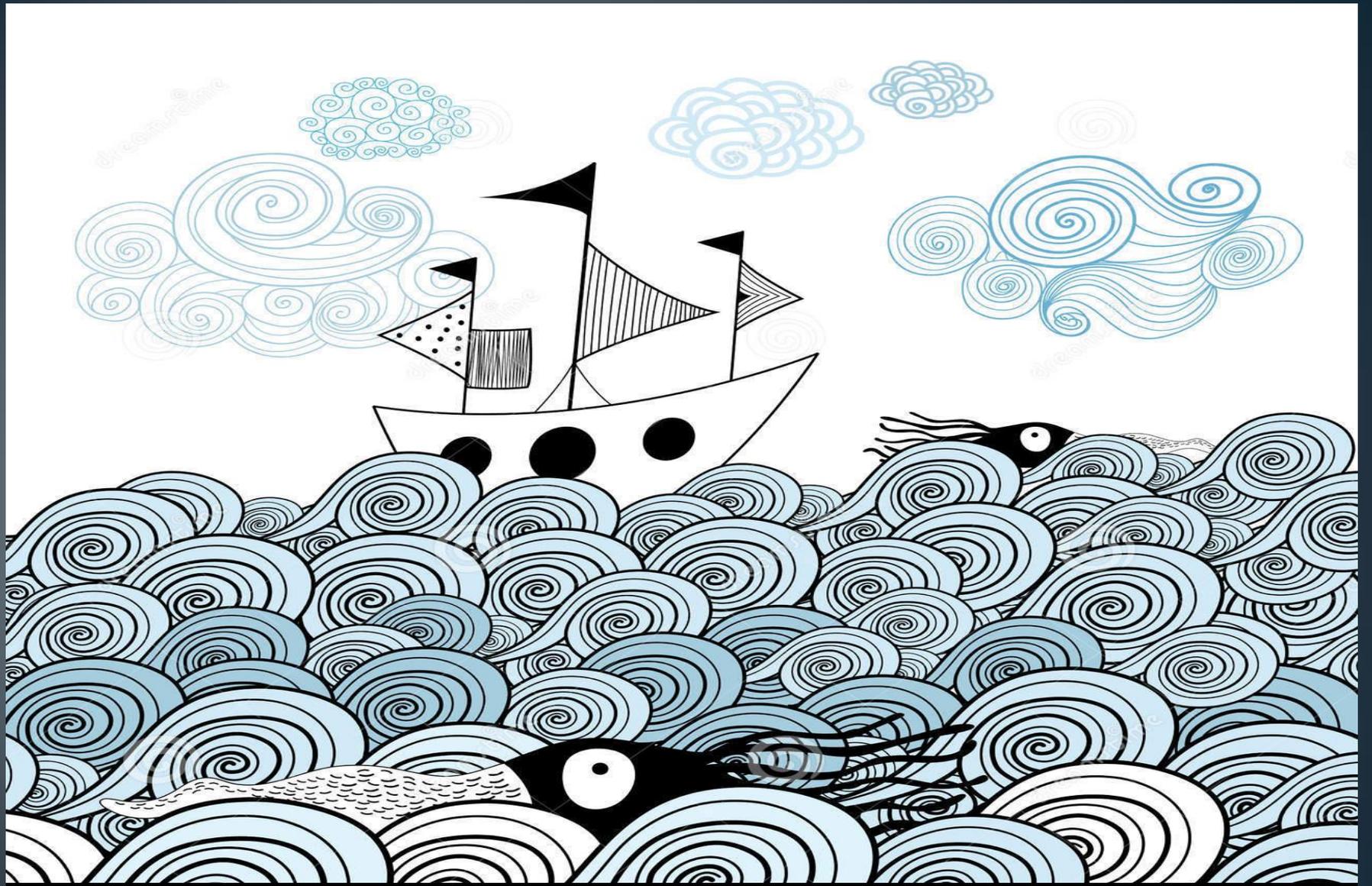
Why Performance Assessment?

STANDARDIZED TESTING ☒	PERFORMANCE ASSESSMENT ☑
Developed based on the standards- <u>Not connected</u> to classroom units or current learning.	Developed based on the standards as a part of a unit of study- <u>Directly connected</u> to classroom units or current learning.
Developed by <u>testing organization</u> for any student in the country.	Developed by <u>classroom teachers</u> for their own students.
Assessments developed with relatively <u>low</u> expectations for Depth of Knowledge.	Assessments developed with relatively <u>high</u> expectations for Depth of Knowledge.
Results <u>not available</u> immediately.	Results <u>available</u> right away and used to direct instruction.
Student results used for district accountability and curriculum alignment- <u>Not directly used</u> to support an individual student's learning needs.	Student results used for accountability and an individual student's grade- <u>Directly used</u> to support an individual student's learning needs.
Student work product <u>not available</u> for students to review and set goals.	Student work product <u>available</u> for students to review and set goals.

RIGHT WORK AT THE RIGHT TIME

But we knew....

- Creating Performance Assessments to Measure Competency would take a few years.
- District supports and time would need to be dedicated to the work.
- Professional Learning Communities had to serve as the structure for teacher leadership and collaborative design of assessments.
- Performance Assessment would tell us more about student learning than standardized testing.
- Everything supported that this was the right work at the right time.



DISCOVERING WE WERE NOT ALONE

ROCHESTER

EPPING

SOUHEGAN

SANBORN

COMMON THINKING

All Four Districts....

- Saw the potential and immediate evidence of *Performance Assessment* transforming instruction in the classroom.
- Understood that performance assessment was the strongest measure of student competency and exemplary skills.
- Recognized the connections between performance assessment and an accountability design for the district.
- Thought that a balance could be created
- Created Partnership between our District and the State DOE based on shared goals.
- Worked collaboratively across districts and within district to build quality assessments that met the criteria of measuring competency and the standards for accountability.

Today....

- Four districts sharing common assessments developed through mutual interdependence and collaboration
- Assessments common by grade-level and course
- System in place to provide feedback on assessment design and quality
- Assessments vetted by outside experts for validity, reliability, rigor, and lack of bias
- Scoring and calibration processes are in place to ensure consistency across districts
- Professional Learning Community has expanded in scope to include colleagues from all districts

Building the Conversation to Increase Understanding

Table Talk Discussion –

- ❑ Agree on a reporter (just in case)
- ❑ Ensure everyone at your table has a chance to participate in the discussion
- ❑ Stay focused on the questions provided below
- ❑ Coming up: Wrap-up Panel – Voices from Policymakers

Building the Conversation to Increase Understanding

- What are the greatest shifts in teaching and learning that you've heard today and/or experienced in your work?
- When thinking about the challenges in making these shifts, what are possible solutions?
- How can competency education set the stage for deeper learning in your community?

Wrap-Up Panel – Voices from Policymakers

- ❑ Moderator: Bill Duncan
 - NH State Board of Education

- ❑ Senator Nancy Stiles
 - NH Senate (Member of the Senate Education Committee)

- ❑ Representative Rick Ladd
 - NH House of Representatives (Chair of the House Education Committee)

- ❑ Michael Wolf
 - Chair, Pittsfield School Board



Thank you for a great day!