

# A Transformational Journey Towards Competency Based Education in D100

Session 2212

Ben Commare, Principal  
Autumn Elrod, Instructional Coach

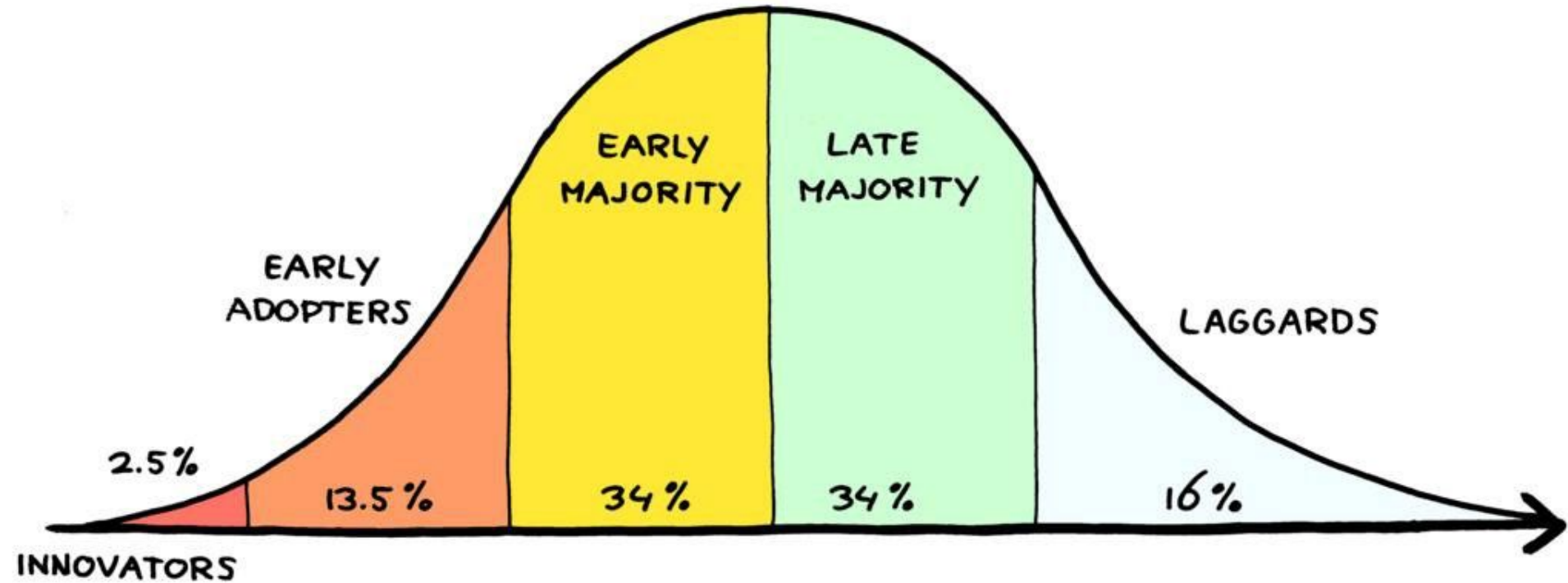
Who are we?



Who is with us today?

Share name, role, one thing you've found valuable at  
Learning Forward so far!

# Our Role in a District of 10 Buildings, 8000 students



Why are we here?



INSTEAD OF GIVING STUDENTS  
A MAP TO THE FUTURE, TEACH THEM  
TO FIND THEIR OWN ROUTE.

— JOHN SPENCER —



# Session outcomes

## Participants will...

- Identify and describe the change process for whole school transformation
- Compare tools, structures and resources to create transformational change
- Understand how to utilize a coach as an agent for change

## We will walk of the room with...

- Goals!
- Concrete ideas for how to take the key learnings from the session and share them with other educators in your sphere of influence
- New friends!
- Anything else??

Where are you in your journey to  
competency based student centered  
learning environments?

1

2

3

4

5

Totally Lost

We'll get there  
eventually

Already  
There!

# Belvidere South Middle School

2009



Foundational Skills	
Standard (s): Self-Direction	
Content Area/Subject or Course: Work Habit	
Grade Level: 6th-8th	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what is taught.
Score 3.0	<p><b>Independently, I can:</b></p> <ul style="list-style-type: none"> <li>• <b>Set a Goal:</b> I set a specific goal that charts my course for success</li> <li>• <b>Make a Plan:</b> I make and revise plans to meet my goal and to get through or around obstacles along the way</li> <li>• <b>Learn:</b> I use a variety of learning strategies and effective behaviors to learn and complete what's needed to meet my goals</li> <li>• <b>Show &amp; Reflect:</b> I monitor my progress toward my goals and use reflection to learn from successes or failures</li> </ul>
Score 2.0	<p><b>With support from my teacher:</b></p> <ul style="list-style-type: none"> <li>• I set a general goal to chart my course for success, my teacher helps me make it more specific</li> <li>• My teacher and I make and revise plans to set my goal</li> <li>• I use limited learning strategies and behaviors to make progress on my goals.</li> </ul>

2015



2017







## OUR MISSION

WHY WE EXIST

Empower all learners to achieve personal excellence.

## OUR VISION

WHERE WE ARE HEADED

*Personal Excellence is achieved when learners demonstrate:*

- Mastery of academic skills and standards that support career, civic, and college readiness;
  - Ownership of personal growth through self-directed learning paths;
- Expertise in using technology to further learning, creativity, and innovation;
  - Social and emotional resilience;
- Understanding and respect for individual and cultural differences.

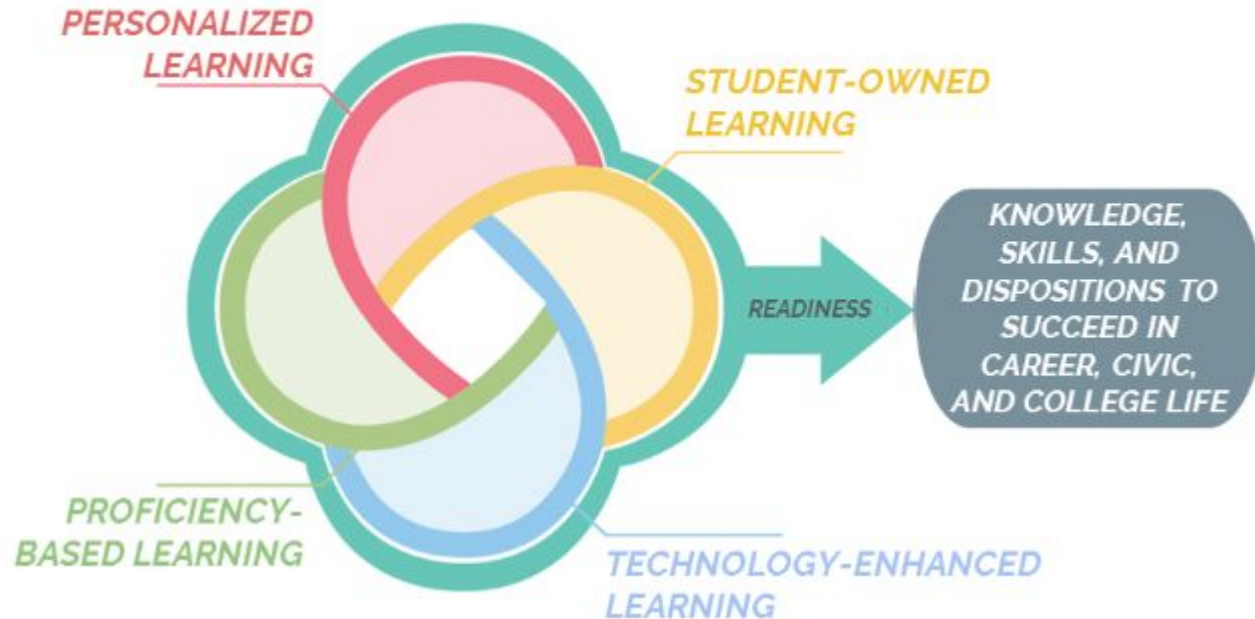
## OUR VALUES

WHAT WE STAND FOR

Celebrate Diversity | Clear Communication | Collaborative Culture | Fiscal Responsibility | High Expectations | Service Excellence

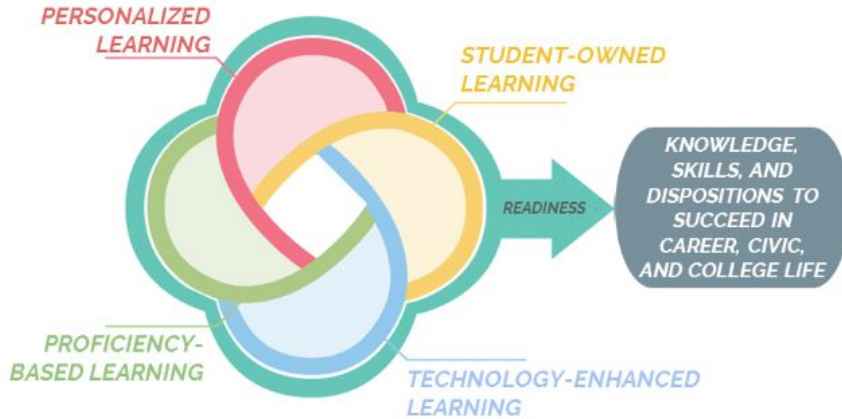
# Pillars of Student Centered Education

## **STUDENT CENTERED EDUCATION**



# Belvidere South Middle School

## STUDENT CENTERED EDUCATION

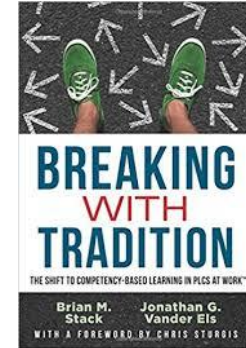


- 5 Competency-Based Education
- 4 Standards-Referenced Reporting
- 3 Guaranteed and Viable Curriculum
- 2 Effective Teaching in Every Classroom
- 1 Safe and Collaborative Culture

2017



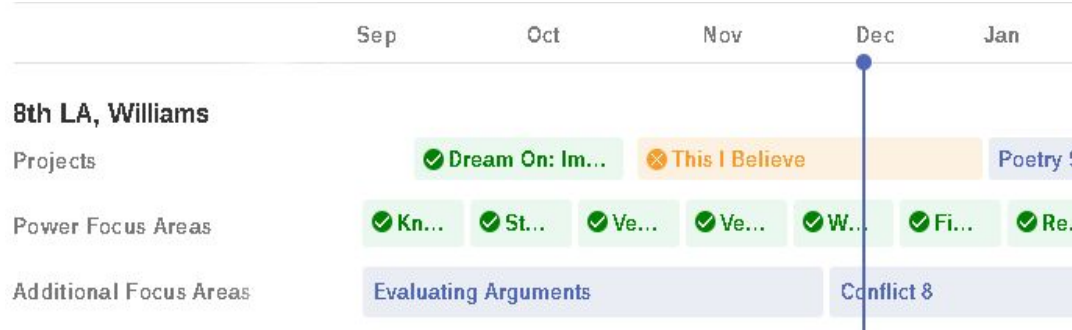
2018



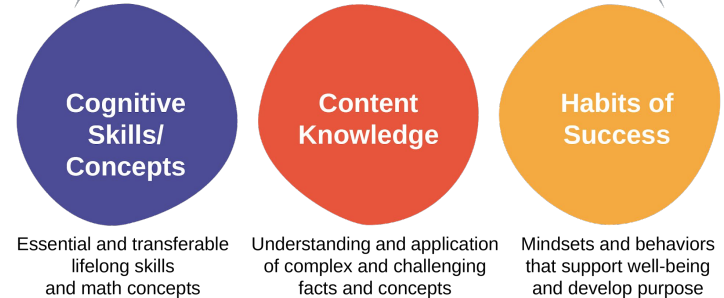
2019+

...

# Summit Learning



## SUMMIT LEARNING STUDENT OUTCOMES



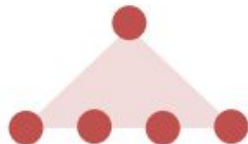
[www.summitlearning.org](http://www.summitlearning.org)

# D100 Looks Fors

## Student Centered Learning Look Fors: Personalized



### Teacher Driven



Teacher makes plans for learning and finds all resources.

One common learning goal for the entire class and the class moves forward together.

### Learner Centered



Teacher created resources in such a way that students are able to be involved in making the plan for their learning

Teacher creates work plans for

### Learner Owned



Student is empowered to create/research resources to further their learning plan

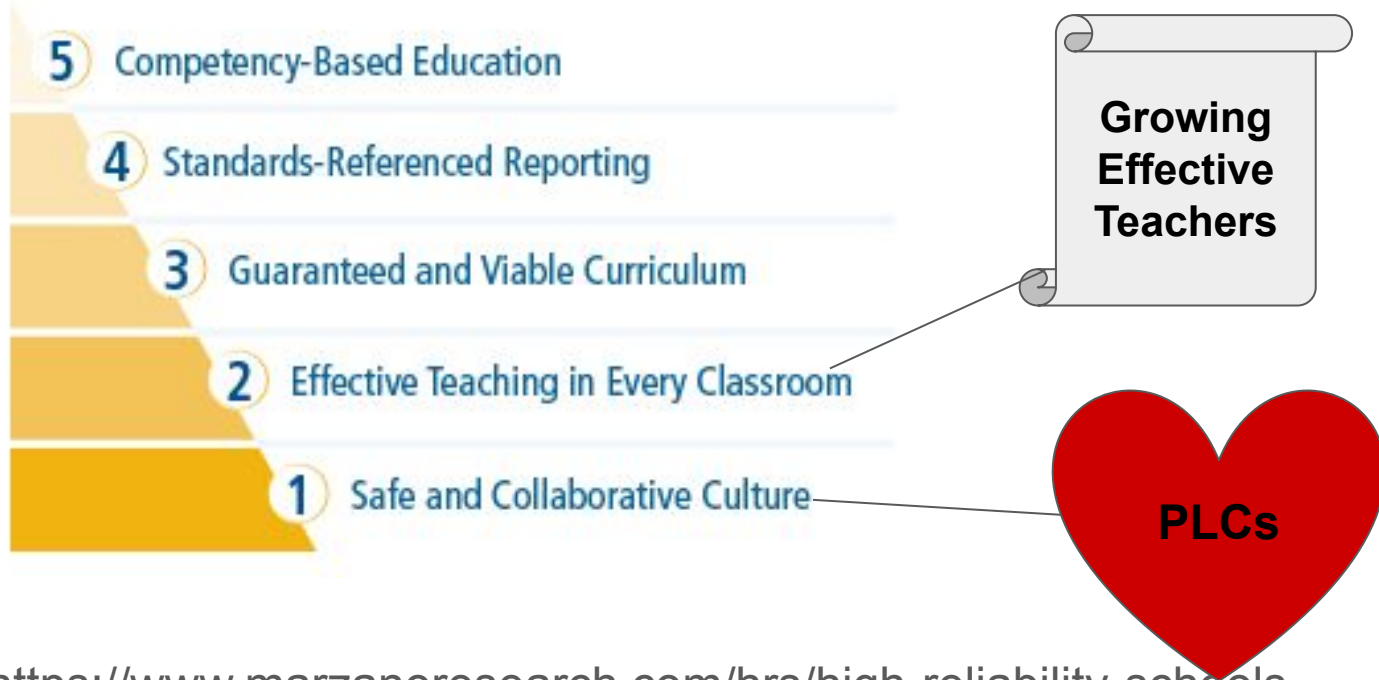
Student creates their own work plan based on an understanding of their

<https://goo.gl/JZzjGT>

Necessary  
conditions for  
competency  
based  
progression



# High Reliability Schools Framework



<https://www.marzanoresearch.com/hrs/high-reliability-schools>

"Build a roadmap, not a manual."

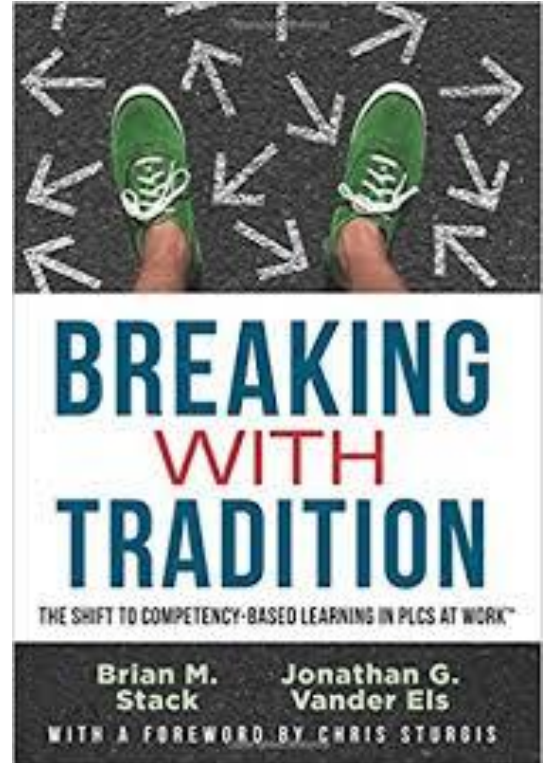
"Each district, each school, and each classroom has a unique set of variables that is ever changing. Why expect one plan or one standard operating procedure to work in all contexts?" (Kim & Gonzales-Black, 2018, p. 25)



# How will we need to transform?

## REPRODUCIBLE

Design Principle 2: Competencies Include Explicit, Measurable, Transferable Learning Objectives That Empower Students			
Big Ideas:		Notes:	
<ul style="list-style-type: none"><li>• There is a framework of standards, learning progressions, and competencies aligned with national, state, or local frameworks.</li><li>• Competencies have a high level of cognitive demand and rigor.</li><li>• There is a system to calibrate the competencies across grade levels and content areas to ensure a common understanding of proficiency.</li></ul>			
Indicator	SCALE		
	Performing School meets all characteristics in Developing and improves by . . .	Developing School meets all characteristics in Initiating and improves by . . .	Initiating School characteristics include . . .
Framework of Standards and Competencies	Competencies are applicable to real-life situations and require an understanding of relationships among theories, principles, and concepts.	The school has expanded the framework of standards to include competencies with performance assessments and include both academic skills that are transferable across content areas as well as habits of learning behaviors.	The school has developed a framework of standards that are aligned with national, state, and local frameworks in the school and are limited to scope and sequence of the textbook, program, or resources.

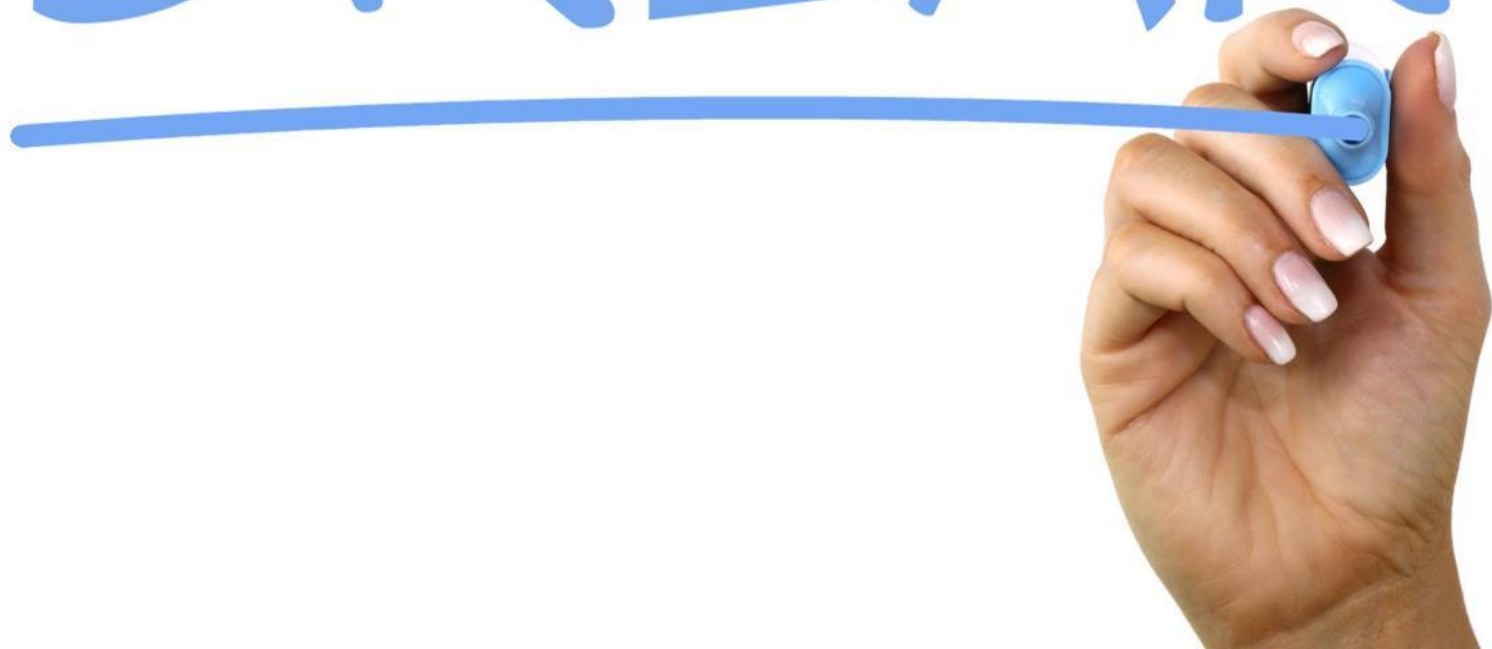


# How is HRS connected to the Design Rubrics?

HRS Level 3	HRS Level 4	HRS Level 5
<u>Guaranteed and Viable Curriculum</u>	<u>Standards-Referenced Reporting</u>	<u>Competency-Based Education</u>

Design Principle 1	Design Principle 2	Design Principle 3	Design Principle 4	Design Principle 5
<u>Students Move When Ready</u>	<u>Competencies Include Explicit, Measurable, Transferable Learning Objectives That Empower All Students</u>	<u>Assessment is Meaningful</u>	<u>Students Receive Differentiated Support</u>	<u>Learning Outcomes Measure Both Academic Skills and Dispositions</u>

BREAK



# Session outcomes

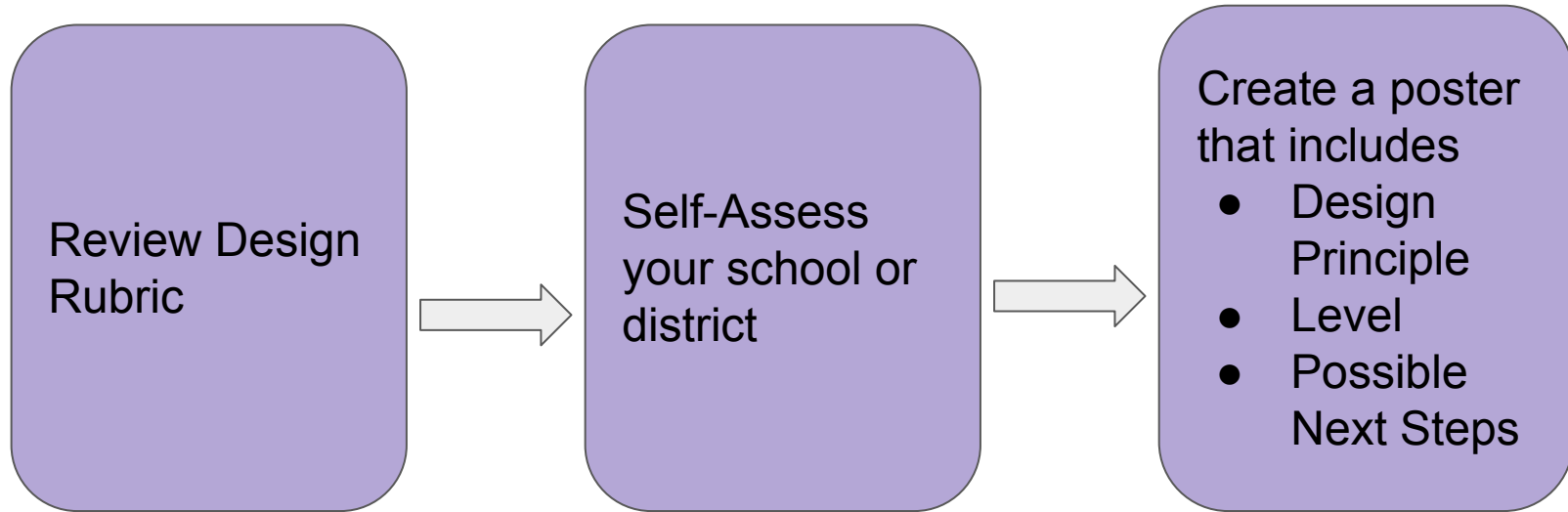
## Participants will...

- Identify and describe the change process for whole school transformation
- Compare tools, structures and resources to create transformational change
- Understand how to utilize a coach as an agent for change

## We will walk of the room with...

- Goals!
- Concrete ideas for how to take the key learnings from the session and share them with other educators in your sphere of influence
- New friends!
- Anything else??

# Using the Design Rubrics to Action Plan





# SMS in Action

- Level 5 -

Level 5 incorporates the immediate progression of students based on demonstrated competencies.

To achieve this at SMS, we need to develop new systems and a **GROWTH** mindset!

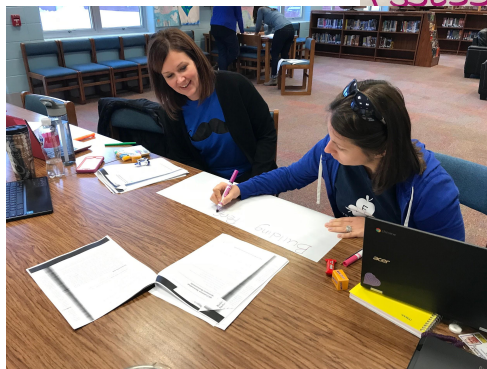
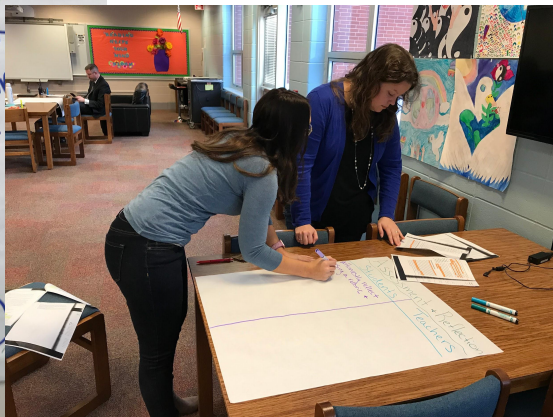
Course A

△△△  
△△△  
△△△

○○○  
○○○  
○○○

△○  
△-

△  
○○



## DESIGN PRINCIPLE THREE ASSESSMENT IS MEANINGFUL

Step: Analyze student work and have common criteria at the INITIAL level.

- Traditional assessments (performance assessments)
- Arbitrary point system (common reviewed fluid rubrics)
- Sporadic Collaboration - HRS 1 (varies by PLC)  
(pace and progress of individual students progress)  
(instructional strategies)

## Current School Goals 2018-2019

Vertical and horizontal PLCs will have developed rubrics and assessment practices for priority scales to define proficiency.

SMS will identify and provide feedback on soft skills to be successful in high school and beyond.

- Self-Direction
- Critical Thinking
- Communication

What district level or school structures are in place to support change?





# Managing Complex Change

Vision + Skills + Incentives + Resources + Action Plan =



HOORAY!!!

✓	✓	✓	✓	✓	CHANGE 
✗	✓	✓	✓	✓	CONFUSION 
✓	✗	✓	✓	✓	ANXIETY 
✓	✓	✗	✓	✓	RESISTANCE 
✓	✓	✓	✗	✓	FRUSTRATION 
✓	✓	✓	✓	✗	FALSE STARTS 

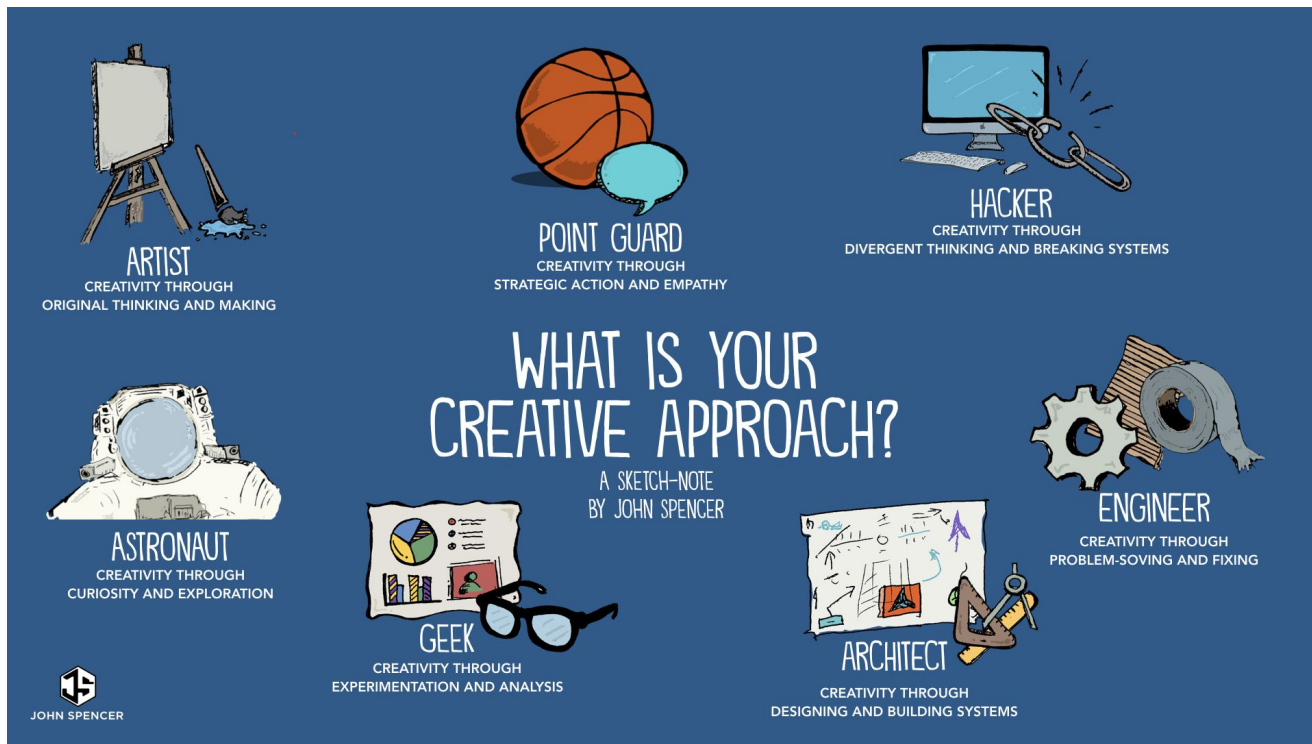
Adapted From Knoster, Villa, & Thousand

@sylviaaductworth

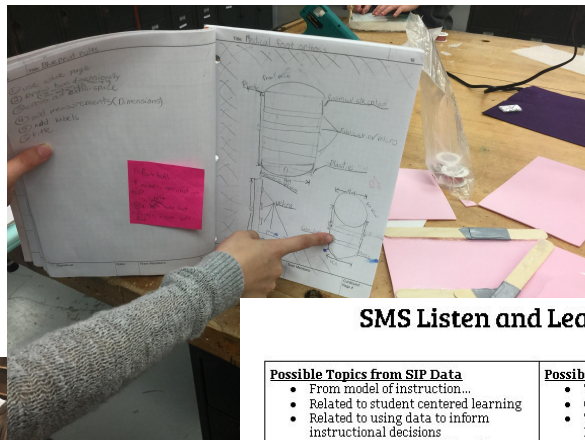
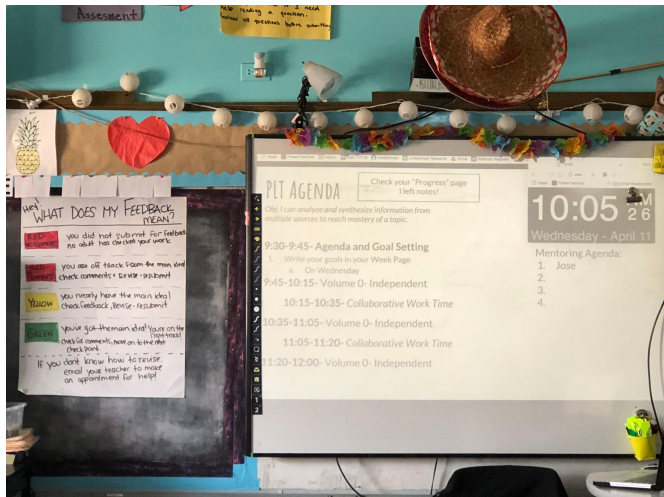
# Why are we here as Principal and Coach?

“ We can’t drop a coach in a school, cross our fingers, and hope that something will come of it. We have to be a bit more strategic than that. We have to understand how to leverage the leadership of the principal with the ongoing support that can be provided by the coach. If we play our cards right, teachers will come to understand, with clarity, what is expected of them. And they will also come to understand that they will be supported and held accountable for making that happen” (Sweeney, 2013, p. 83).

# Who are our learners?



# How are we currently supporting the learning needs at Belvidere South?



## SMS Listen and Learn Sign-Up

### Possible Topics from SIP Data

- From model of instruction...
- Related to student centered learning
- Related to using data to inform instructional decisions
- Related to Mentoring/SEL with students
- Related to 1:1 Technology

### Possible Facilitators

- Teachers
- Counselors
- Teams of teachers/Content Partners
- Paras/Support staff
- Coaches
- Administrators

### Resources

- [Hosting a Listen and Learn](#)
- [Attending a Listen and Learn](#)
- [Link to Learning Opportunity Calendar](#)



Date Wednesdays	Listen and Learn 1 (SIGN-UP BELOW)	Listen and Learn 2 (SIGN-UP BELOW)
12/6 <a href="#">8:00-8:30am</a>	Marrie/Turno: Learning Pathways	
12/13 <a href="#">8:00-8:30am</a>	Student Centered Learning Meet-Up and conversation with Vyborny	Google Level 1 Certification Series (1) in Library with McCormick
12/20 <a href="#">8:00-8:30am</a>	Gadomski's Room - How to progress through the scale and SBG	Google Level 1 Certification Series (2) in Library with McCormick
1/10	Work Plans and Flexible Seating	Google Level 1 Certification Series (3)

# Session outcomes

## Participants will...

- Identify and describe the change process for whole school transformation
- Compare tools, structures and resources to create transformational change
- Understand how to utilize a coach as an agent for change

## We will walk of the room with...

- Goals!
- Concrete ideas for how to take the key learnings from the session and share them with other educators in your sphere of influence
- New friends!
- Anything else??

# Take our 3 minute survey!

Your feedback will be used to:

- Understand the impact of our session
- Improve our facilitation

Session Feedback

SHOW ME: SESSION REACTIONS, SESSION LEARNING, OVERALL FEEDBACK

ADVANCE: PERCENTAGES

GROUP BY: STATE

DURING: 10/23/2018 - 10/23/2018

	ALL	MO	TX	AB	CA	NY	FL
DATA COUNT	8	2	1	1	1	2	1
Session Learning	1.8	1.0	1.0	1.0	2.0	2.5	3.0
This session had an appropriate balance of research, theory, and practical application in the areas we covered.	1.8	1.0	1.0	1.0	2.0	2.5	3.0
Session Reactions	2.3	1.8	2.0	3.5	2.5	2.3	2.5
The facilitator(s) aligned the content and concepts in this session to the Standards for Professional Learning.	2.0	1.0	1.0	4.0	3.0	2.0	2.0
This learning experience was highly engaging.	2.6	2.5	3.0	3.0	2.0	2.5	3.0
Overall Feedback	3.5	3.0	3.0	3.0	4.0	4.0	4.0

[bit.ly/2018SessionFeedback](https://bit.ly/2018SessionFeedback)

Session ID: 2212

**NOTE:** Session ID should be in all CAPS and is case-sensitive.



Your responses power our



**kickup**

report