

Michigan Association of State and Federal Program Specialists

2016 Fall Directors' Institute
Breakout Session
October 6, 2016

Competency Based Learning

- Refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

Competency Based Learning

- In public schools, competency-based systems use state and national learning standards to determine academic expectations and define “competency” and “proficiency” in a given course, subject area, or grade.
 - Competency with proficiency...

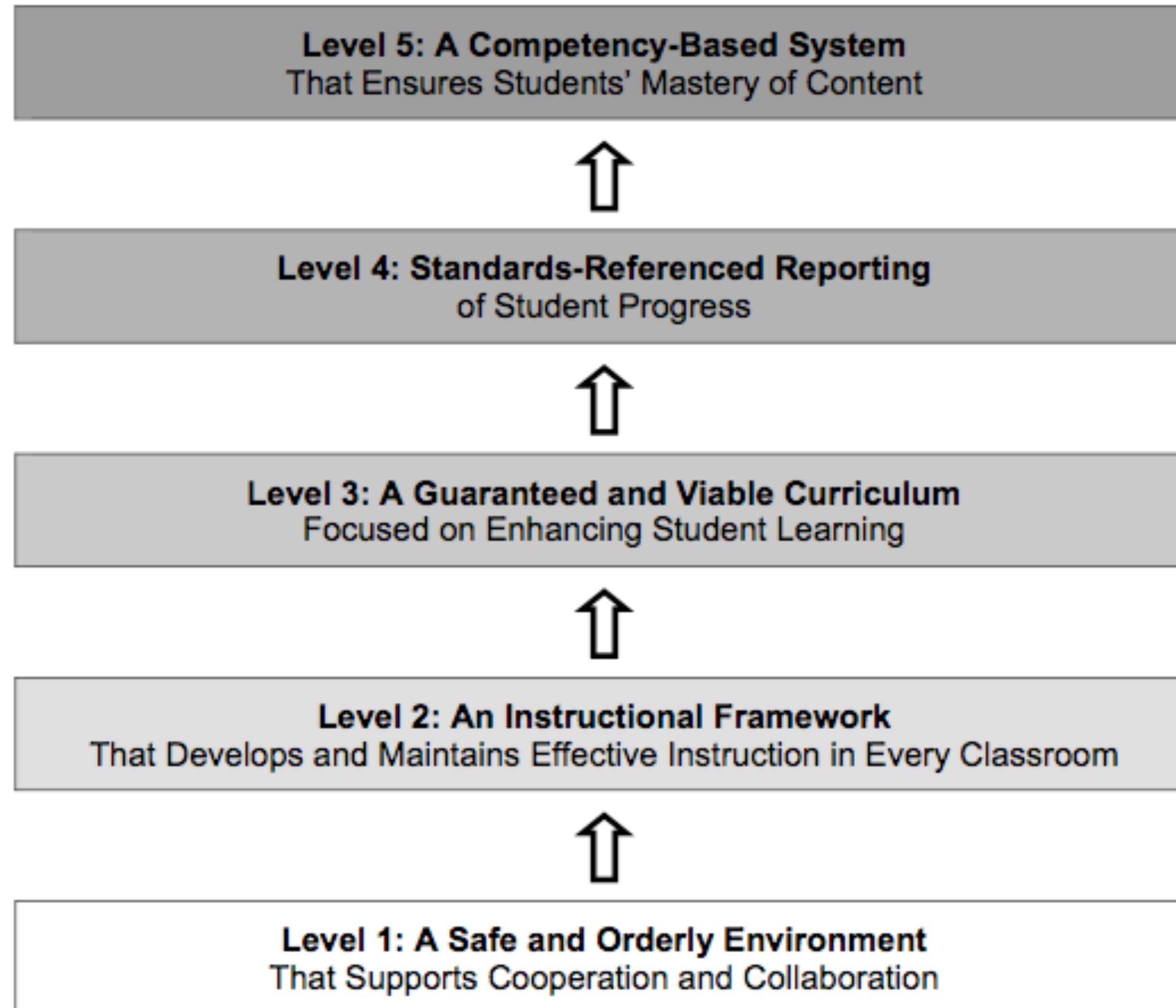
Marzano: *Becoming a High Reliability School, The Next Step in School Reform.*

Marzano's organizational concept demonstrates the idea that when "the public expects fail-safe performance, successful organizations adjust their operations to prevent failures" (Thomas Bellamy).

High Reliability Schools

- Marzano proposes that the factors identified in the research to date are best organized into **five levels** that represent a hierarchy when one takes a high reliability perspective.
- A school cannot operate fully as a High Reliability Organization at one level if it is not already operating as an High Reliability Organization at the previous level.

BECOMING A HIGH RELIABILITY SCHOOL



Fraser's Model



Instructional Design Expectations

- Teachers demonstrate their understanding that Competency-Based Learning combines **content, skills, and conceptual competencies** for generating three dimensional learning.¹
- Teachers demonstrate their ability to build and organize resources around lessons (so that students have choice, scaffolding, engagement, and appropriate access to content at the level of rigor called for by the standards).
- Teachers demonstrate their ability to design lessons with diversity in pedagogy.
- Teachers demonstrate their understanding and ability to apply the Conceptual Unit Development Process.

Definition of Competency

Competencies include **explicit, measurable, transferable learning objectives** that empower students.²

¹ Teacher as Architect, www.modernteacher.com

² CompetencyWorks, www.competencyworks.org

INSTRUCTIONAL DESIGN EXPECTATIONS | DEFINITION OF COMPETENCY



- <http://cblflipbook.fraser.k12.mi.us>

DEVELOPING THE FRASER FRAMEWORK FOR COMPETENCY BASED LEARNING

In order to customize the learning experience and implement a competency based learning model, we needed to have defined competencies that are vertically aligned by both grade level and between courses.

By the end of the 2014 – 2015 school year, we developed a DK – 12th Grade vertically articulated road map of critical competencies we expect of a Fraser Graduate. This work is being completed through the PLC process.



What does it take to get the handshake at graduation?



FRASER'S CBL FRAMEWORK



For each discipline (Math, Science, ELA, Social Studies, Foreign Language, and Electives), we identify the standards, skills, content, macro and micro concepts, and enduring understandings by grade band (district) and unit (grade).

- ◆ K-2
- ◆ 3-5
- ◆ 6-8
- ◆ 9-12



Identify competency statements to describe 3-Dimensional Learning Competencies (one for each knowledge dimension)

- ✓ Declarative Knowledge – **Content Competency**
- ✓ Procedural Knowledge – **Skill Competency**
Process, Skill, and Habits of Mind
- ✓ Conceptual Knowledge – **Concept Competency**
Relationships within and across disciplines
(organized around unifying ideas that support deep learning of content)

Resource: Modern Teacher Flip Book



District Level – Overarching Goals

(What do we want a Fraser Graduate to know and be able to do?)

Course/Grade Level (Units of Instruction)

- ✓ Content Competency
- ✓ Skills Competency
- ✓ Conceptual Competency
- ✓ (Students will ...)

Lesson Level - Learning Objectives

- ✓ (I can statements...) that are aligned to Standards and linked back up the to Competencies.

FHS Competency Development - Sources

	Content Competencies	Content Learning Objectives	Skill Competencies	Skills Learning Objectives
Math	<p>Document: Common Core State Standards</p> <p>Item: cluster statements</p> <p>Document: WSU Curriculum (Data Analysis)</p> <p>Item: DM categories (Data Analysis)</p> <p>Document: College Board Standards (AP Calculus, AC Pre-Calculus)</p>	<p>Document: Common Core State Standards</p> <p>Item: standards</p> <p>Document: WSU Curriculum (Data Analysis)</p> <p>Item: Student Expectations items (Data Analysis)</p> <p>Document: College Board Standards (AP Calculus, AC Pre-Calculus)</p>	<p>Document: Common Core State Standards</p> <p>Item: Cluster statements</p> <p>Document: WSU Curriculum (Data Analysis)</p> <p>Item: DM categories (Data Analysis)</p> <p>Document: College Board Standards (AP Calculus, AC Pre-Calculus)</p>	<p>Document: Common Core State Standards</p> <p>Item: standards</p> <p>Document: WSU Curriculum (Data Analysis)</p> <p>Item: Student Expectations items (Data Analysis)</p> <p>Document: College Board Standards (AP Calculus, AC Pre-Calculus)</p>
ELA	<p>Document: Common Core State Standards</p> <p>Item: standards</p>	<p>Document: Common Core State Standards</p> <p>Item: standards</p>	<p>Document: Common Core State Standards</p> <p>Item: standards</p>	<p>Document: Common Core State Standards</p> <p>Item: standards</p>

The implementation of Competency Based Learning has led to changes in both the **Learning Environment** and use of **Time**.

- Focus on Student Learning
- Media Center Redesign
- Blended/Hybrid Classes
- Seminar Redesign (Led to the presentation to the Michigan Department of Education - Innovation Council)

EXPLORE OUR
CBL JOURNEY

EXPLORATION WITHIN ITSLEARNING

<https://fraser.itslearning.com/Index.aspx>

its learning

Fraser Public Schools

[Not from Fraser Public Schools?](#)

Log in with itslearning

Username

Password

Sign in

OR

A new window will appear if you are not already logged in

Log in with Fraser Account

DISTRICT UNIT DESIGN FRAMEWORK

The screenshot shows a web browser window with the URL <https://fraser.itslearning.com/ContentArea/ContentArea.aspx?LocationID=1325&LocationType=1>. The page title is "2015 - 2016 Grade 4 - ELA Model Unit Tri 2 / Planner". The navigation menu includes "Courses", "Communities", "Calendar", "Library", "Admin", "LOGOUT", "Modern Teacher", and "More". The user is logged in as "Wozniak, Carrie".

The left sidebar shows the course structure:

- 2015 - 2016 Grade 4 - ELA Model Unit Tri 2
 - Course dashboard
 - Follow-up and reports
 - Participants
 - Groups
 - Settings
 - Course content
 - Planner**
 - Links
 - Trash can
 - 2015 - 2016 Grade 4 - ELA Model Unit Tri 2
 - ELA Unit - Sadako
 - Close, Critical and Generative Reading
 - + Add

The main content area displays the following information:

dragons, two pine needles on the same twig, don't be such a turkey, rash of a million bugs, and pricked my eyes like needles.

- Vocabulary activities to develop the content area domain-specific words
- Readers' Theater for fluency development What are we doing for Reading Fluency????
- Guided Highlighted Reading to develop Close, Critical and Generative Reading scaffolded on 2nd, 3rd, and 4th grade text

Writing

- Personal Narrative MAISA lesson HeLP what is the writing for this unit????
- Persuasive Writing
- Writing Tracker imbedded in Journal Writing

Grammar

- Daily grammar lessons using Jeff Anderson's inquiry method. This includes the following grammar skills:
 - Capitalization of Proper Nouns
 - Common Nouns
 - Literal Language and Figurative Language
 - Prepositional Phrases
 - Proverbs and Adages
 - Relative Adverbs (When, Where, Why)
 - Use of There, Their, and They're

Unit Competency Statements

Concept Competency

Students will demonstrate their understanding of how power influences outcome by applying it across disciplines.

Designed within the Learning Management System

The screenshot displays the Fraser Learning Management System (LMS) interface. The browser address bar shows the URL: <https://fraser.itslearning.com/ContentArea/ContentArea.aspx?LocationID=1815&LocationType=1>. The search bar contains the text "begin witht the end in mind". The user is logged in as "Wozniak, Carrie".

The navigation menu includes: Home, Courses, Communities, Calendar, Library, Admin, Developer, LOGOUT, and More. The current page is "Courses / 4th Grade ELA - Sample Course / Planner".

A notification banner states: "We've made some changes to the planner. [Read more in the help.](#)"

The main content area shows the course planner for "4th Grade ELA - Sample Course". The unit selected is "ELA Unit - Tales of a Fourth Grade Nothing". The planner includes a "Before Reading" section with the following activities:

- Pre Reading Activity
- Photos for Pre Reading Activity
- Meet The Author
- Perspective Book Video "Zoom"
- Perspective Video - EdPuzzle
- Book Trailer - EdPuzzle
- Add

The "During Reading" section is also visible.

The unit details for "ELA UNIT - TALES OF A FOURTH GRADE NOTHING" are as follows:

Descriptive Information
Major Text: *Tale of a Fourth Grade Nothing* by Judy Blume
Informational Texts: "Minor Miracle," "Prickly Pear," and "Superstition"

The unit includes the following:
The Novel, *Tale of a Fourth Grade Nothing*
Informational text:
Close, Critical and Generative Reading: "Minor Miracle," "Superstition," and "Prickly Pear"
Grade 4 M-Step Practice - Text about Animals Surroundings

Instructional Activities:
Reading

- Activities to develop an understanding of New York and Central Park (setting of the novel)

SYSTEMATIC AND SHARED CONTENT

Go to ... / Courses / 2015 - 2016 Grade 4 - ELA Model Unit Tri 2 / Elements in 2015 - 2016 Grade 4 - ELA Model Unit Tri 2 / ELA Unit - Sadako / Before Reading

Before Reading
Published Tuesday, September 15, 2015 by Keith, Kimberly

Up one level Add Action Reorganize Select the elements to allow

<input type="checkbox"/>	Type	Title	Published	Active
<input type="checkbox"/>	Folder	Background Vocabulary	11/10/2015 Keith, Kimberly	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Folder	Pre-Reading Activity	12/3/2015 Keith, Kimberly	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Document	Signpost	11/10/2015 Keith, Kimberly	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Folder	Inquiry/Constructivist Activity	11/11/2015 Keith, Kimberly	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Folder	Concept/Generalization Activity	11/11/2015 Keith, Kimberly	<input type="checkbox"/> Yes <input type="checkbox"/> No

« 1 » 1 to 5 of 5

INCREASING RIGOR: CONCEPTUAL COMPETENCY

Descriptive Information

Major Text: *Sadako* by Eleanor Coerr

Informational Text Include includes: "Fighting Fires", "George Washington Carter", and "Bye-Bye Fly"

The unit includes the following:

The Novel, *Sadako*

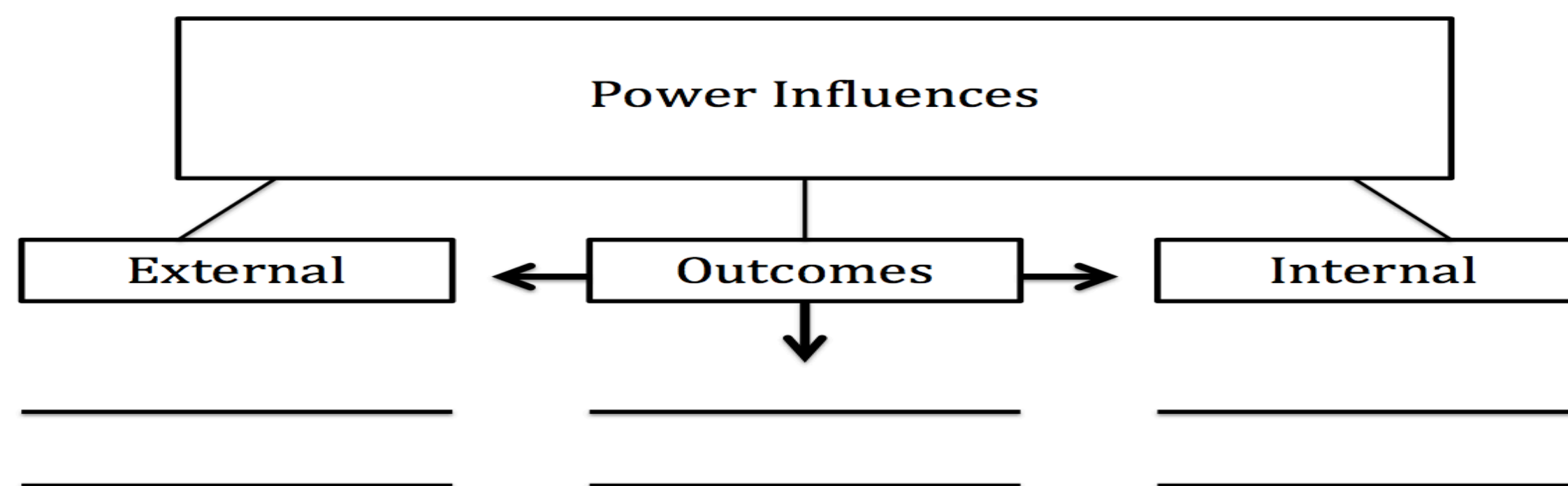
Informational text:

Close, Critical and Generative Reading: "Fighting Fires" 4th, "George Washington Carter" 3rd, and "Bye-Bye Fly" 2nd

Instructional Activities:

Reading

- Activities to develop an understanding of Power (video of an artist with sand Help Christine what is the name of the video)
 - Probing questions for each chapter from the lens of power influences outcomes between and among the characters.
 - The guide through the chapters were the Signposts: Contrast and Contradictions; AHA moments; Tough Questions; Words of the Wiser; Again and again; and Memory Moments
 - Constructivist Activity uses the essential question, "How does the power of truth impact choices?" Students work in groups to respond to the question using experiences of others, their own and those they have learned from reading or listening to stories
 - Inquiry Activity i dragons; two pine
- whirlwind; girls who ate like hungry s; and prickled my eyes like



**Interdisciplinary Units:
ELA, Science, & Social
Studies**

Reporting Competency

Go to ... Administration / Learning objectives repository / Fraser / Operations and Algebraic Thinking - 5.OA.A

Operations and Algebraic Thinking - 5.OA.A

Created 1/4/2016 4:03 PM, by Admin, Admin Last modified 1/4/2016 4:03 PM, by Admin, Admin

Description
Skill Competency: Students will write and interpret numerical expressions.

ID 5_MAT_5.OA.A

Add category Add learning objective Delete

<input type="checkbox"/>	Type	Title	Last modified
<input type="checkbox"/>	<input checked="" type="radio"/>	Expressions and Equations - 5.EEQ.2A	1/4/2016 4:03 PM, by Admin, Admin
<input type="checkbox"/>	<input checked="" type="radio"/>	Expressions and Equations - 5.EEQ.3A	1/4/2016 4:03 PM, by Admin, Admin
<input type="checkbox"/>	<input checked="" type="radio"/>	Expressions and Equations - 5.EEQ.3B	1/4/2016 4:03 PM, by Admin, Admin

« 1 » 1 to 3 of 3 View 50

Marzano's Proficiency Skills – *I can* statements

In this example, a Proficiency Scale Level 2 feeds the Expressions and Equations Competency Statement.

Student Assessments are tagged to this statement, and the data is used for instructional purposes and the report card.

Grade 5 Competency Statements and Marzano Targets

- MATH
 - Operations and Algebraic Thinking - 5.OA.A
 - Expressions and Equations - 5.EEQ.2A**
 - Expressions and Equations - 5.EEQ.3A
 - Expressions and Equations - 5.EEQ.3B
 - Operations and Algebraic Thinking - 5.OA.B
 - Number - Base Ten - 5.NBT.A
 - Number - Base Ten - 5.NBT.B
 - Number - Fractions - 5.NF.A
 - Number - Fractions - 5.NF.B
 - Measurement and Data - 5.MD.A

Expressions and Equations - 5.EEQ.2A

Created 1/4/2016 4:03 PM, by Admin, Admin **Last modified** 1/4/2016 4:03 PM, by Admin, Admin

Description

I can evaluate expressions with parentheses, brackets, or braces. (5.OA.A.1)

ID 5_MAT_5.OA.A_5.EEQ.2A

Example: 5th Grade Report Card

Alignment to Competency Report
in LMS

Math Competency Statements

Content Competency	T1	T2	T3
5.NBT.A Understands the place value system			
5.MD.A Converts like measurement units within a given measurement system			
5.G.A Graph points on the coordinate plane to solve real-world and mathematical problems			
5.G.B Classifies two-dimensional figures into categories based on their properties			
Skill Competency	T1	T2	T3
5.OA.A Writes and interprets numerical expressions			
5.OA.B Analyzes patterns and relationships			
5.NBT.B Performs operations with multi-digit whole numbers and with decimals to hundredths			
5.NF.A Uses equivalent fractions as a strategy to add and subtract fractions			
5.NF.B Applies and extends previous understandings of multiplication and division to multiply and divide fractions			
5.MD.B Represents and interpret data			
5.MD.C Understands concepts of volume and relates volume to multiplication and to addition			

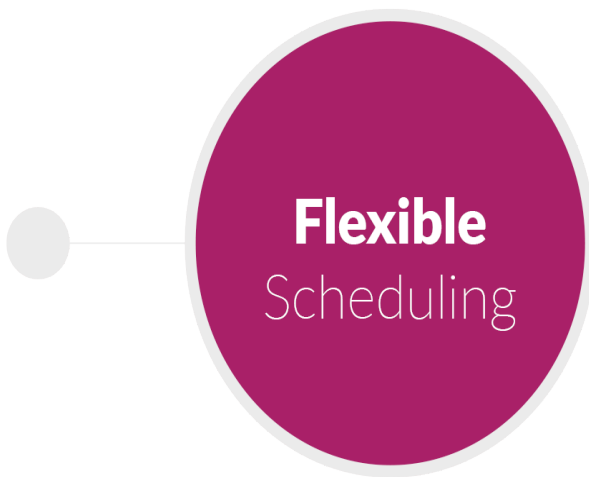
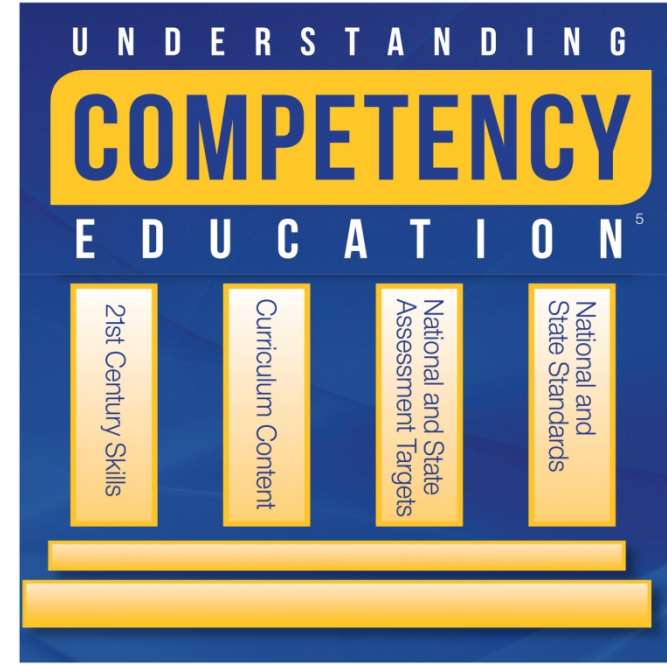
FRASER HIGH SCHOOL

Competency Based Learning

Hybrid Courses



Standards Based Learning

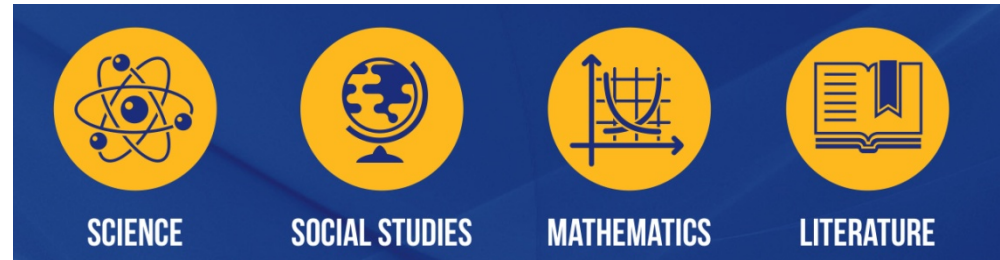


Flexible Scheduling



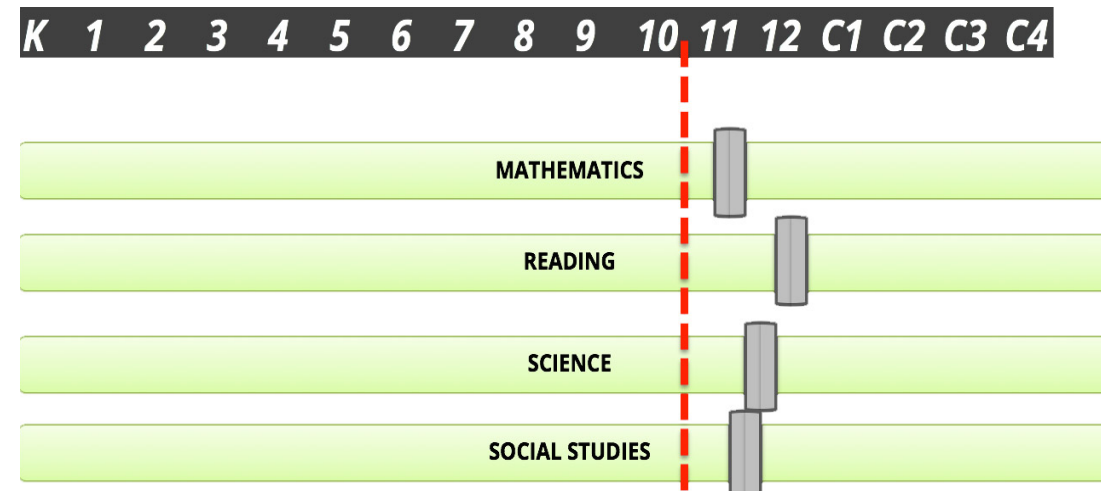
Teacher Driven Conversation around
Transforming the Learning Environment

FOCUS:
Curriculum, Assessment, and Lesson Design



Summer 2015
Content area curriculum leaders began to write and design competency statements in the core areas using National and State Standards

Move on When Ready



Digging Deeper Resources

<http://frasercbl.weebly.com/>

Questions