

Growing Leaders in Educational Innovation: Competency-Based Tools You Can Use



Illinois State Board of Education
June 26, 2018



ISBE: Vision and Mission

VISION

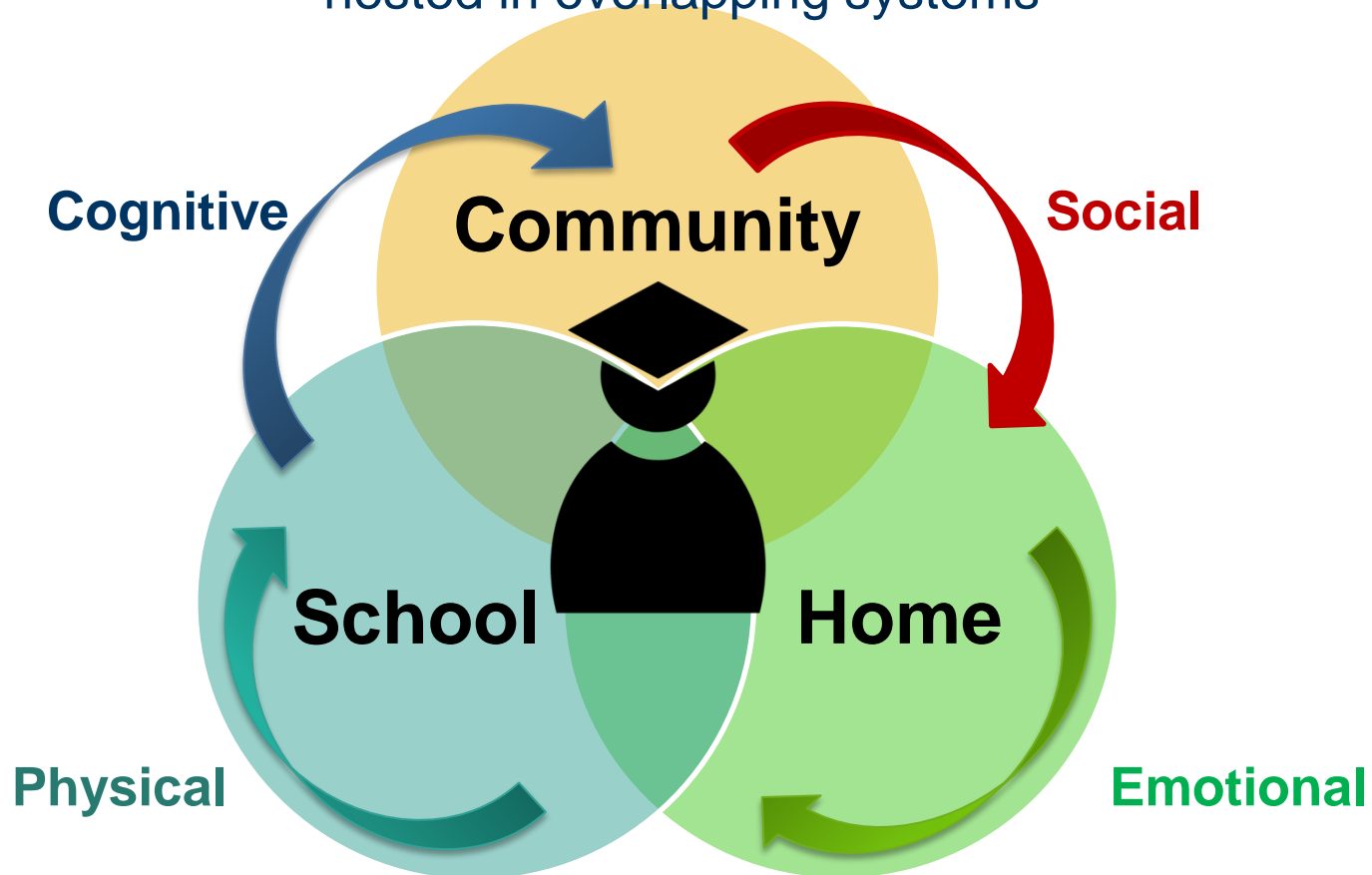
- Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure.

MISSION

- Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.

The Whole Child

A child within an ecology of multiple and interconnected parts
nested in overlapping systems



Today's Agenda

- Welcome and Introductions
- Overview of the ISBE CBE Pilot
Libia Gil, Chief Education Officer, Illinois State Board of Education (ISBE)
- Keynote: Equity, Rigor, and Personalization Through CBE
Mark Kostin, Great Schools Partnership
- CBE Pilot Panel Presentation
Marci Johnson, Director of Curriculum and Instruction, ISBE
- *Working Lunch: Topical Discussions!*

Today's Agenda

- Afternoon Workshops
 - **Grading and Reporting: What Have We Learned?** Mark Kostin, Associate Director, Great Schools Partnership
 - **Designing your CBE Model to Achieve your Vision for Student Learning.** Jen Sigrist, Director of Personalized Learning and Innovation, Van Meter Schools; and Andrea Stewart, Director, The Center: Collaboratively Building Iowa's Learner-Centered Future
- Incubators of Innovation: The Illinois Vision
Tony Smith, Ph.D., State Superintendent, ISBE
- Embracing Innovation: Where Do You Go From Here?
Mary Reynolds, Executive Director of Innovation and Secondary Transformation, and Stephanie Jones, General Counsel, ISBE
- Session Evaluation and Close





MIDWEST Comprehensive Center

at American Institutes for Research ■

The What and How of Competency-Based Education



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What Is Competency-Based Education?

- Competencies are
 - Explicit, measureable, and transferable
 - Emphasize application and creation of knowledge, along with the development of important skills and dispositions
- Educators and schools ensure that students receive timely, differentiated support based on their individual needs
- Assessment is meaningful, and a positive learning experience
- Students advance after mastery



Adapted from: Sturgis, Patrick, & Pittenger (2011)

Defining Learner Competencies

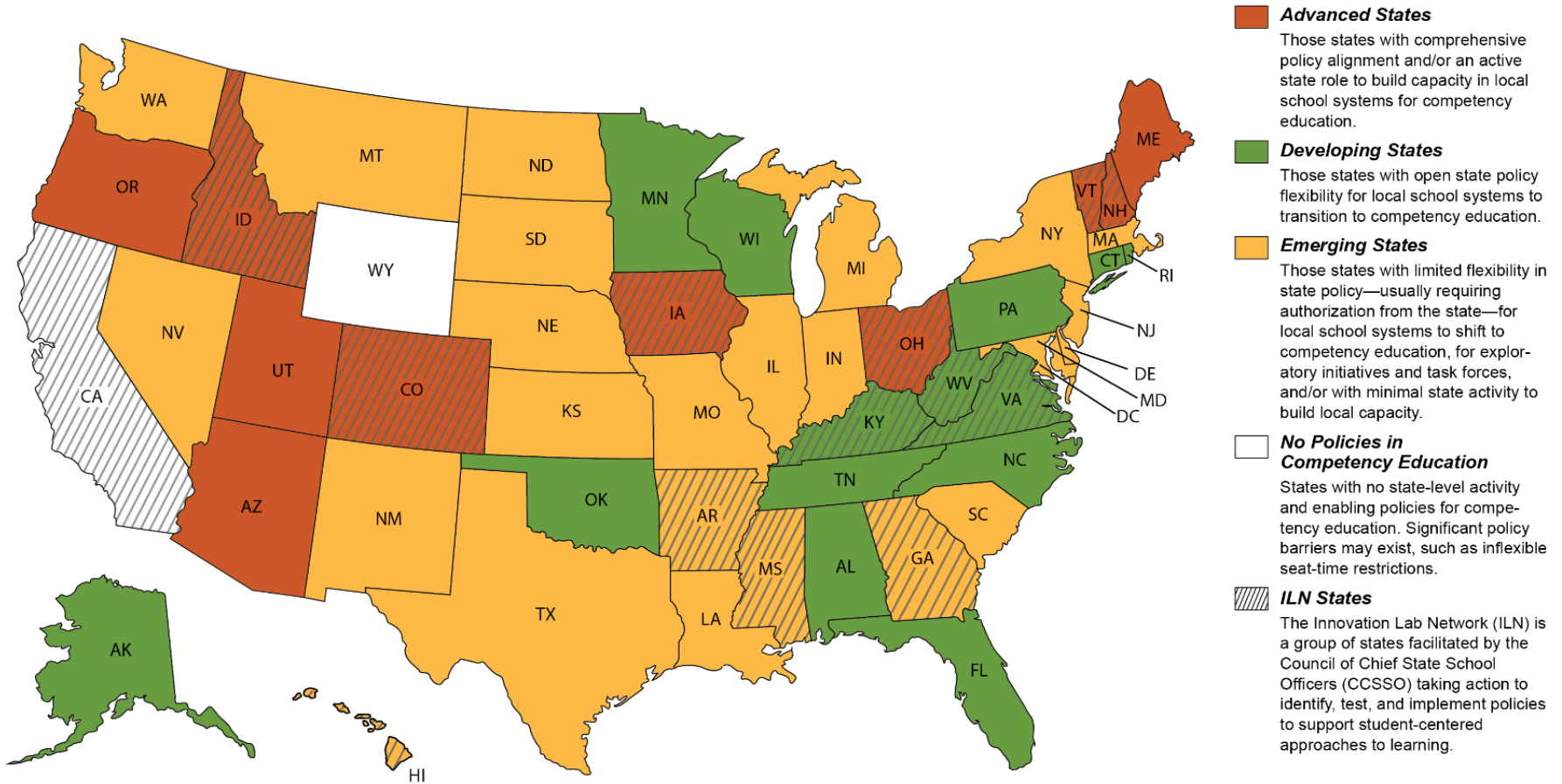
A competency is more than just a standard.

A competency

- Includes nonacademic areas;
- Requires integration of multiple standards;
- Includes both knowledge and skills; and
- Enables a student to apply and expand his or her learning over time.



A Snapshot of K-12 Competency Education State Policy Across the United States

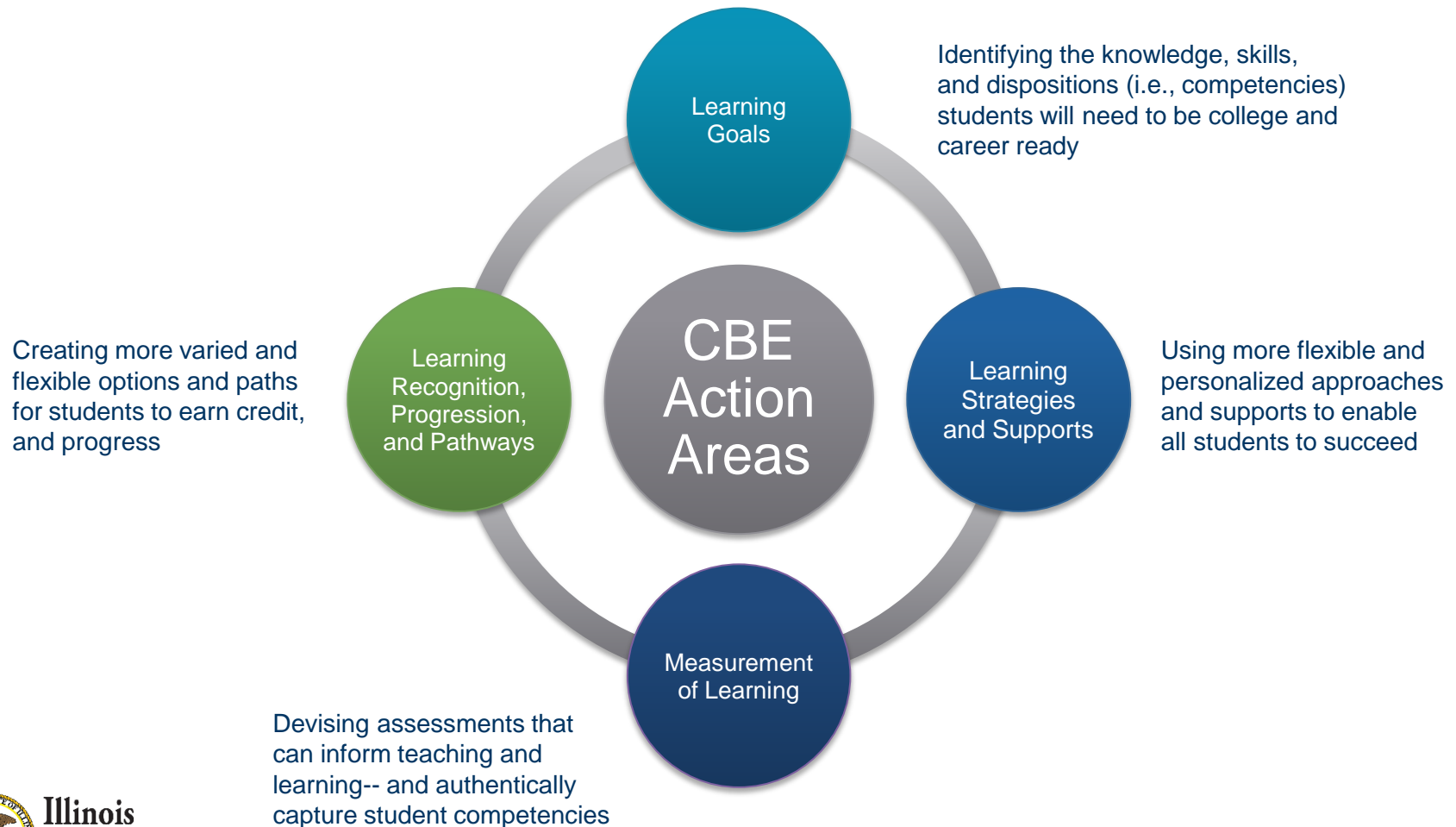


In Illinois' competency-based learning system, students must...

- Demonstrate mastery of all required competencies to earn credit;
- Demonstrate mastery of adaptive competencies defined by the school district, in addition to academic competencies;
- Advance once they have demonstrated mastery; receive more time and personalized instruction, if needed, to demonstrate mastery;
- Have the ability to attain advanced postsecondary education and career-related competencies beyond those needed for graduation;
- Be assessed using multiple measures to determine mastery, usually with requirements to apply knowledge; and
- Be able to earn credit toward graduation requirements in ways other than traditional coursework—for example, learning opportunities outside the traditional classroom setting (such as supervised career development experiences).



How Can you Implement Competency-Based Education in Your District?



Key Note Speaker

Mark Kostin, Associate Director
for the Great Schools
Partnership



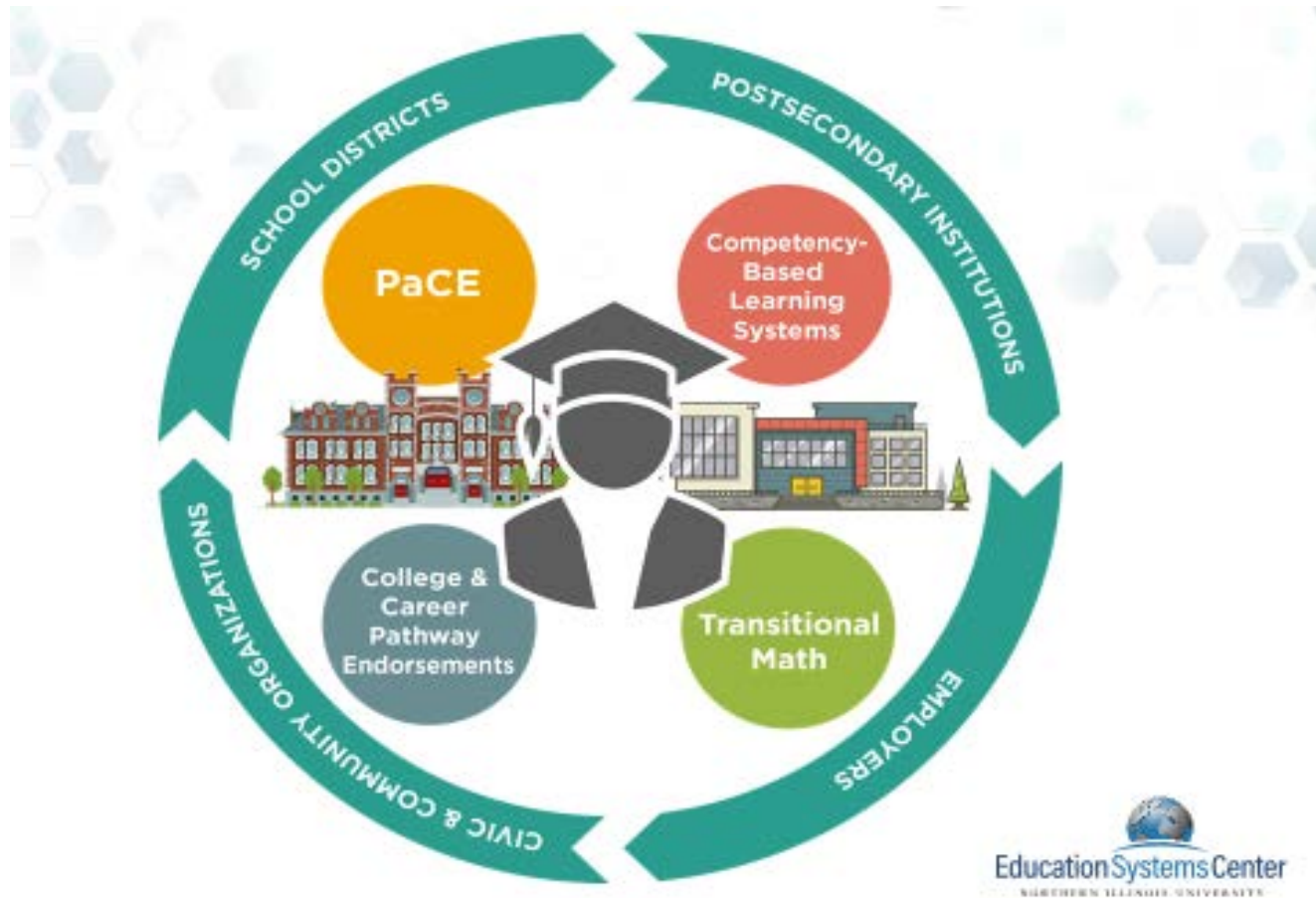
BREAK



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Postsecondary and Workforce Readiness (PWR) Act

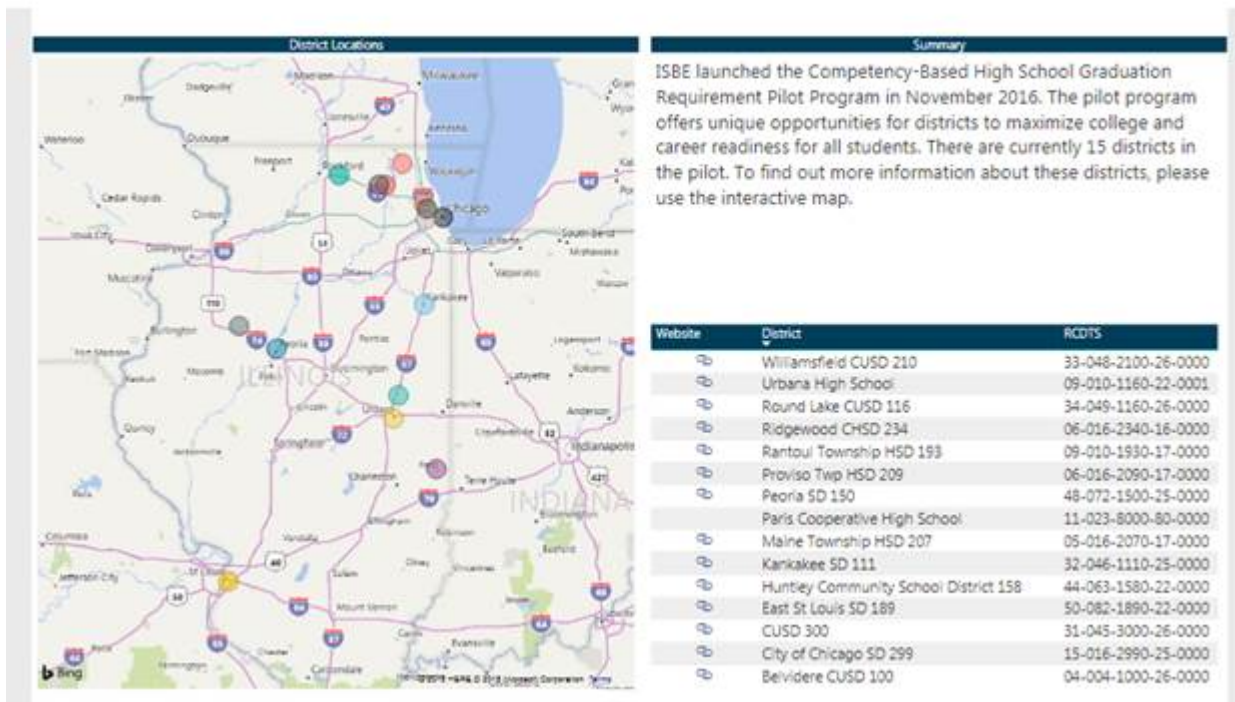


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Illinois Competency Pilot Districts

PILOT DISTRICTS



PWR: Competency Pilot Overview

- Competency-based graduation requirements pilot is one component of the PWR Act
<http://www.ilga.gov/legislation/publicacts/99/PDF/099-0674.pdf>
- In April 2017, ten school districts were announced as part of the first cohort
- On March 22, 2018, six school districts were announced as part of the second cohort
- To date, funding dedicated for the pilot has been requested, but not appropriated
- Pilot districts may request waiver or modification of state mandates or rules to support implementation. Limitations are outlined in statute

CBE Pilot Panel Presentation

Moderator:

Marci Johnson, Director of Curriculum and Instruction, ISBE

Our Panelists

- Tim Farquer, Superintendent, Williamsfield Public Schools
- Jennifer Kelsall, Superintendent; Lisa Balata, Curriculum & Instruction Division Head; and Eric Lasky, STEM Division Head, Ridgewood High School
- Alonzo Nelson, Principal and William Ford, Teacher, Wyvetter Younge Alternative Center, East St. Louis

LUNCHEON DISCUSSIONS



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Luncheon Topical Discussions

Topic	Facilitator(s)	Table Number
CBE and Higher Education Admissions	Mark Kostin	1
CBE: What Questions and Concerns Do You Have About Getting Started?"	Melissa Figuera	2
Partnering With Industry	Eric Lasky and Lisa Balata	3
Pilot Application Nuts and Bolts	Mary Reynolds	4
How Can We Scale CBE Within Our District K–12?	Jen Sigrist	5
CBE: Advancement and Acceleration	Tim Farquer	6
Varying Points of Entry to CBE—One Size Does Not Fit All!	Andrea Stewart	7



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Afternoon Workshops

Workshop 1: *Grading and Reporting: What Have We Learned?*

Mark Kostin, Great Schools Partnership
Activity Room B

Workshop 2: *Designing your CBE Model to Achieve your Vision for Student Learning*

Andrea Stewart and Jen Sigrist, The Center
Activity Room A

Incubators of Innovation: The Illinois Vision

Tony Smith, Ph.D, Illinois State Superintendent



Embracing Innovation: Where Might You Go From Here?

- *Stephanie Jones, General Counsel*
- *Mary Reynolds, Executive Director, Innovation and Secondary Transformation*

Steps to Create More Equitable Learning Opportunities for Students

1. Assess District Readiness for Transformation
2. Apply for School Waivers
3. Utilize Flexibility with Seat Time
4. Access Remote Educational Programs
5. Incorporate Work-Based Learning
6. Take Advantage of Online or Blended Learning
7. Model Mastery through Professional Development
8. Welcome Community and Family Involvement
9. Recognize the Importance of Student Voices
10. Become a Competency Pilot District



Reflections and Next Steps



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