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.

- **Community**
  - Social
  - Cognitive

- **School**
  - Physical

- **Home**
  - Emotional

Whole Child • Whole School • Whole Community
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
The What and How of Competency-Based Education

Whole Child • Whole School • Whole Community
What Is Competency-Based Education?

• Competencies are
  – Explicit, measurable, 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

**Advanced States**
Those states with comprehensive policy alignment and/or an active state role to build capacity in local school systems for competency education.

**Developing States**
Those states with open state policy flexibility for local school systems to transition to competency education.

**Emerging States**
Those states with limited flexibility in state policy—usually requiring authorization from the state—for local school systems to shift to competency education, for exploratory initiatives and task forces, and/or with minimal state activity to build local capacity.

**No Policies in Competency Education**
States with no state-level activity and enabling policies for competency education. Significant policy barriers may exist, such as inflexible seat-time restrictions.

**ILN States**
The Innovation Lab Network (ILN) is a group of states facilitated by the Council of Chief State School Officers (CCSSO) taking action to identify, test, and implement policies to support student-centered approaches to learning.
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?

**CBE Action Areas**

1. **Learning Goals**
   - Identifying the knowledge, skills, and dispositions (i.e., competencies) students will need to be college and career ready

2. **Learning Strategies and Supports**
   - Using more flexible and personalized approaches and supports to enable all students to succeed

3. **Measurement of Learning**
   - Devising assessments that can inform teaching and learning--and authentically capture student competencies

4. **Learning Recognition, Progression, and Pathways**
   - Creating more varied and flexible options and paths for students to earn credit, and progress

Source: Surr and Rasmussen (2015)

Whole Child • Whole School • Whole Community
Key Note Speaker

Mark Kostin, Associate Director for the Great Schools Partnership

Whole Child  •  Whole School  •  Whole Community
Postsecondary and Workforce Readiness (PWR) Act

Whole Child • Whole School • Whole Community
Illinois Competency Pilot Districts

PILOT DISTRICTS

ISBE launched the Competency-Based High School Graduation Requirement Pilot Program in November 2016. The pilot program offers unique opportunities for districts to maximize college and career readiness for all students. There are currently 15 districts in the pilot. To find out more information about these districts, please use the interactive map.

<table>
<thead>
<tr>
<th>Website</th>
<th>District</th>
<th>KCCTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Williamsfield CUSD 210</td>
<td>33-048-2100-26-0000</td>
</tr>
<tr>
<td></td>
<td>Urbana High School</td>
<td>09-020-1160-22-0001</td>
</tr>
<tr>
<td></td>
<td>Round Lake CUSD 116</td>
<td>34-049-1160-26-0000</td>
</tr>
<tr>
<td></td>
<td>Ridgewood C USD 234</td>
<td>06-016-2340-16-0000</td>
</tr>
<tr>
<td></td>
<td>Rantoul Township HSD 193</td>
<td>09-010-1930-17-0000</td>
</tr>
<tr>
<td></td>
<td>Proviso Twp HSD 209</td>
<td>06-016-2090-17-0000</td>
</tr>
<tr>
<td></td>
<td>Peoria SD 150</td>
<td>48-072-1500-25-0000</td>
</tr>
<tr>
<td></td>
<td>Paris Cooperative High School</td>
<td>11-023-8000-80-0000</td>
</tr>
<tr>
<td></td>
<td>Maine Township HSD 207</td>
<td>05-016-2070-17-0000</td>
</tr>
<tr>
<td></td>
<td>Kankakee SD 111</td>
<td>32-046-1110-25-0000</td>
</tr>
<tr>
<td></td>
<td>Huntley Community School District 158</td>
<td>44-063-1580-22-0000</td>
</tr>
<tr>
<td></td>
<td>East St Louis SD 189</td>
<td>50-082-1890-22-0000</td>
</tr>
<tr>
<td></td>
<td>CUSD 300</td>
<td>31-045-3000-26-0000</td>
</tr>
<tr>
<td></td>
<td>City of Chicago SD 299</td>
<td>15-016-2990-25-0000</td>
</tr>
<tr>
<td></td>
<td>Beverly CUSD 100</td>
<td>04-004-1000-26-0000</td>
</tr>
</tbody>
</table>

Whole Child • Whole School • Whole Community
PWR: Competency Pilot Overview

• Competency-based graduation requirements pilot is one component of the PWR Act

• 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

Whole Child • Whole School • Whole Community
LUNCHEON DISCUSSIONS

Whole Child • Whole School • Whole Community
# Luncheon Topical Discussions

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

Whole Child • Whole School • Whole Community
# Afternoon Workshops

<table>
<thead>
<tr>
<th>Workshop 1: <strong>Grading and Reporting: What Have We Learned?</strong></th>
<th>Workshop 2: <strong>Designing your CBE Model to Achieve your Vision for Student Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Kostin, Great Schools Partnership Activity Room B</td>
<td>Andrea Stewart and Jen Sigrist, The Center Activity Room A</td>
</tr>
</tbody>
</table>

Whole Child • Whole School • Whole Community
Incubators of Innovation: The Illinois Vision

Tony Smith, Ph.D, Illinois State Superintendent

Whole Child • Whole School • Whole Community
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

Whole Child • Whole School • Whole Community
Reflections and Next Steps

Whole Child • Whole School • Whole Community
ISBE Direct Contacts:

Mary Reynolds
mreynold@isbe.net
Telephone: 217-782-6009

Marci Johnson
marjohns@isbe.net
Telephone: 217-782-3495

Angelique Hamilton
ahamilton@isbe.net
Telephone: 217-782-6036

Shannon Becker
sbecker@isbe.net
Telephone: 217-524-1787

IL CBE website: https://www.isbe.net/Competency