



**COMPETENCY BASED
EDUCATION SOLUTIONS**
Leadership and Learning

Official Site Visit Report

School District

How Competency Based Education Solutions can support district level and site based programs in their continued transformation to competency-based education. Supporting leadership, coaching, and teaching for deep and sustainable personalized systems of learning and achievement.

Feedback and Final Report

The goal of providing a snapshot/verbal feedback and then a final report is provided. The formal feedback based on the four areas of the organization to provide a systemic snapshot of the capacities for supporting student centered CBE teaching and learning.

- Assist in creating the snapshot/verbal feedback points for the exit meeting. The lead reviewer and team will use the evidence gathered to make assessments on the quality of the school's work and placement on the implementation continuum.
- The principal may invite anyone he/she chooses to this meeting. If leadership team members are present, it will enable the principal/site leader to listen, direct all his/her attention to the messages given, ask questions, and seek clarification where necessary without being encumbered with note taking.
- These notes are synthesized into a report that reflects an analysis of the school's strengths and areas for improvement, along with an evaluation of how well the organization supporting student centered CBE teaching and learning.
- The final report should be delivered to the District/School site leader within two (2) weeks of the visit.

Next Steps:

Leadership team meeting to identify short and long term goals based on the findings of this report.

Implementation Pathway to Personalized Learning

Click each block to show description paragraph.

Learner Centered Culture

Student Ownership and Leadership – Building a shared vision, code of cooperation and SOP's with students. Students set and monitor their social and academic behaviors. Personalized learning requires engaged learner's.

Scope and Sequence

Essential Standards and Learning Progressions – Determine competencies, graduation requirements and essential standards with performance indicators and curriculum maps. What's important to know and be able to do?

Learning Unpacked

Determine Rigor and Learning Goals – Unpack the standards, chunking and segmenting, aligning to rigor and development of transparent learning pathways. The learner's roadmap.

Assessments and Feedback

Proficiency scales and Matrices – The essential standard is broken down into learning goals and levels to provide for goal setting, scaffolding and targeted instruction as the student works toward proficiency.

Personalized Instruction

Targeted Instruction and Conferencing – Student led conferences help student's to articulate their learning and more ownership of their learning goals and choices as they work toward proficiency. Teachers know what the student has yet to learn.



Core Components and Capacity Scales

1. Learner Centered Culture

Student Ownership and Leadership -Building a shared vision, code of cooperations and SOP's with students. Students set and monitor their social academic behaviors. Personalized learning requires engaged learner's.

Component/ Capacity	Awareness Personalized Learning Structures and Practices	Emerging Personalized Learning Structures and Practices	Competent Personalized Learning Structures and Practices	Evidence Structures and Practices
Leadership	Student Rules and Regulations are expressed and made visible to staff, students and parents.	Social emotional curriculum or PBIS is implemented in a compliant mode.	Core social, emotional and academic behaviors are clearly articulated, integrated, monitored and reported.	
Instruction	Teacher can identify tools and processes are for student voice when developing behavioral expectations. .	Teachers can define tools and processes and their importance in giving their students voice related to behavioral expectations	Teachers can use strong evidence on how the class has grown as a community of learners with the SV, Cof C and SOPs.	
Learner Culture	Classrooms are more teacher driven, students are compliant in following the classroom code.	Students defined each of the following tools and processes needed to support their voice in behavioral expectations.	Students can articulate the importance of developing a classroom community and how they are able to monitor their own behavioral expectations using the SV, CofC and SOPs.	
Organization	School based behavioral programs are evidenced and social expectations are enforced.	A crosswalk between school based behavioral program to student agency has begun.	Clear expectations of school based programs and PL are evident and students and teachers are able to articulate how they work together.	

Celebrations:

Challenges:

Next Steps:

2. Scopes and Sequence

Essential Standards and Learning Progressions- Determine competencies and essential standards with performance indicators and curriculum maps. What's important to know and be able to do?

Component/ Capacity	Awareness CBE- PL Structures and Practices	Emerging CBE- PL Structures and Practices	Competent CBE- PL Structures and Practices	Evidence Structures and Practices
Leadership	Core curriculum programs have been identified and are standards referenced.	Essential standards are identified and placed into a scope and sequence, with accessible units of study.	Learning progressions are transparent and designed for learner evidence to inform core competencies.	
Instruction	Student engagement and reflection opportunities are evidenced in some learning areas and situations.	Student engagement and reflection opportunities are evidenced and aligned to the learning experience and student dispositions.	Measures for student engagement and reflective practices are in place for student monitoring their learning and dispositions.	
Learner Culture	Course and content areas have identified standards and skills. Student learning is focused on content.	Learning pathways have expressed standards and skills. Student articulate learning as a single target, not a progression of learning.	Learning pathways integrate standards and skills into core competencies for knowledge, skills and dispositions.	
Organization	Curriculum is focused on coverage of content. Academic behaviors are taught and measured in isolation.	There are systemic procedures and templates for curriculum development. (i.e. UBD, UDL, PBL).	Multiple measures and diagnostics to gauge student readiness and inform program intentionality to continuously improve and sustain the learning pathways.	

Celebrations:

Challenges:

Next Steps:

3. Learning Unpacked

Determine Rigor and Learning Levels-Unpack standards, chunk/segment and align to rigor for the development of transparent learning pathways. The learner's roadmap.

Component/ Capacity	Awareness CBE- PL Structures and Practices	Emerging CBE- PL Structures and Practices	Competent CBE- PL Structures and Practices	Evidence Structures and Practices
Leadership	Timely, rigorous and outcomes based assessments of student learning are evidenced within courses and content areas.	Timely, rigorous and outcomes based assessment system that captures student learning and mastery within school based programming.	Timely, rigorous and outcomes based assessment system that captures student learning and mastery within and beyond their school based programming.	
Instruction	Standards are expressed as learning outcomes placed in a scope and sequence of learning within a content area.	Learning outcomes are identified as a scope and sequence of learning across focus areas and levels with regard to rigor.	Competencies and learning outcomes are leveled and integrated across grade levels based on knowledge, skills (rigor) and disposition.	
Learner Culture	Clear articulation of the knowledge and skills that all students should acquire within a course or content area.	Clear articulation of knowledge, skills and dispositions that all students should acquire within a course or content area.	Intentional integration of knowledge, skills and dispositions that all students should acquire within and across rigorous and transparent progressions.	
Organization	Content level pathways for students to demonstrate their learning within content area and differing modalities are evidenced.	Content and course level pathways for students to demonstrate their learning across a variety of contexts and learning modalities to foster relevancy.	Multiple pathways for students to demonstrate their learning across a variety of contexts to enhance access, relevancy and equity for students.	

Celebrations:

Challenges:

Next Steps:

4. Assessments and Feedback

Proficiency scales and Matrices – The essential standard is broken down into learning goals and levels to provide for goal setting, scaffolding and targeted instruction as the student works toward proficiency.

Component/ Capacity	Awareness CBE- PL Structures and Practices	Emerging CBE- PL Structures and Practices	Competent CBE- PL Structures and Practices	Evidence Structures and Practices
Leadership	Policies and procedures are based in a traditional grading system while some standards based scoring and reporting is evidenced.	Staff, students and parents understand the process of scoring and reporting to standards and the process of assessing for learning.	Policies and systems are rigorous, flexible and valid and ensure student learning is transferable and appropriately communicated to all external shareholders.	
Instruction	Standards referenced programs are attempted to be taught to fidelity. Student goal setting is teacher driven.	Differentiated instruction is in place, however all students are working at the same pace. Goals are assigned to students, based on teacher observations.	Standards and learning outcomes are scaffolded and placed into transparent learning levels with aligned common formative assessments. Student use learning feedback to set goals.	
Learner Culture	Course level standards and learning outcomes are scaffolded and made transparent to the teacher and learner.	Learning pathways are shared so students can articulate their learning goals. Teacher sets pace, student develops goals.	Learning pathways are transparent so students can navigate their learning goals and develop strategies to further their learning as they move toward proficiency.	
Organization	Balanced assessment system provides formative, summative and diagnostic data to inform student learning.	Learning pathways have clearly articulate standards and skills that are monitored and measured in core academics.	Learning pathways have integrated standards and skills that allow students to show proficiency through voice and choice of rigorous, valid and reliable performance assessments.	

Celebrations:

Challenges:

Next Steps:

5. Personalized Instruction

Targeted Instruction and Conferencing- Student led conferences help students to articulate their learning and develop more ownership of their learning goals and choices as they work toward proficiency. Teachers know what the student has yet to learn.

Component/ Capacity	Awareness CBE- CCR Structures and Practices	Emerging CBE- CCR Structures and Practices	Competent CBE- CCR Structures and Practices	Evidence Structures and Practices
Leadership	Policies and systems support learning pathways to provide for transferable student learning within and beyond a single pathway or unit.	Policies and systems are rigorous, flexible and valid to ensure student learning is transferable within the current school based recording and accountability system.	Policies and systems are rigorous, flexible and valid and ensure student learning is transferable and appropriately credentialed by outside learning agencies.	
Instruction	There is a level of transparency to inform where a student is in relation to a particular performance indicator and learning outcome. Instruction focuses on fidelity of program, is teacher pace content aligned.	There is a level of transparency to inform where a student is in relation to a particular performance indicator and competency. Instruction is teacher pace content aligned. Targeted instruction occurs based on student grouping.	Learning is transparent and visible to inform a student where they are in relation to a performance indicator expressed as a student goal and competency. Flexible grouping and student conferences support individual needs and pace.	
Learner Culture	Student engagement measures are provided for students around their learning experience and learning outcomes.	Student engagement measures as well as reflection opportunities are provided for students around their learning experience and learning outcomes. Students are given choices for learning.	Student engagement measures and reflective opportunities to foster student monitoring of their learning experience and learning outcomes (voice and choice). Students are building meaningful learning.	
Organization	Systems of scoring and feedback (conferences) are building or team based around summative scores.	Systems of scoring and feedback (conferences) are not consistent and are teacher led, students are all working on the same learning outcome. Interventions are program based.	Systems of scoring and feedback (conferences) are timely, accurate and aligned to standards. Students lead conferences and articulate where they are in their learning journey and how they can mastery proficiency on their learning outcomes.	

Celebrations:

Challenges:

Next Steps: