



**COMPETENCY BASED
EDUCATION SOLUTIONS**
Leadership and Learning

Official Site Visit Report

School District

How Competency Based Education Solutions can support district level PL school 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. Core Components and Capacity Scales

1. Competencies

Develop a continuum of competencies students must apply or transfer essential knowledge, skills and dispositions within or across progressions leading to graduation.

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	Graduation standards are developed with input from community stakeholders. Pathways developed-scope and sequence to inform current community needs and interests.	Articulated portrait of a graduate developed with input from community stakeholders. Career pathways developed but not aligned to current community needs and interests.	Articulated portrait of a graduate developed with input from community stakeholders. Clearly articulated career pathways that align to current community needs and interests.	
Instruction	Learning outcomes are clear and articulated by course. Instructional design offers application and creation of knowledge. CCR skills are taught.	Learning outcomes are clear and articulated by course. Instructional design offers application and creation of knowledge, along with the development of important skills.	Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.	
Learner Culture	Interpersonal skills are expressed as “habits of work”. Students are aware of these skills and they are monitored and measured.	Interpersonal skills and competencies are evidenced and students are given opportunities to monitor and reflect on these skills.	Competencies include explicit, measurable, transferable learning objectives that empower students.	
Organization	Career pathways and academies address content standards. Course learning outcomes are aligned to career readiness standards and industry expectations.	Career pathways and academies that integrate standards. Course learning outcomes are aligned to career readiness standards and industry expectations.	Career pathways and academies that integrate standards and skills into core competencies that are aligned to career readiness standards and industry expectations.	

2. Personal Success Skills

Dispositions, noncognitive skills, soft skills and twenty-first century skills referring to a group of qualities that are essential for success in life.

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	Community stakeholders have networks for informing school-community connections.	Identified the CCR and interpersonal skills with input from community stakeholders.	Developed and deployed portrait of a graduate with input from community stakeholders.	
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, outcomes and CCR.	Student engagement measures and reflection opportunities to constantly monitor the learning experience, outcomes and CCR.	
Learner Culture	Course and content areas have identified standards and skills. Career readiness standards and industry expectations are built into course and unit outcomes.	Career pathways and academies have expressed standards and skills. These are aligned to career readiness standards and industry expectations.	Career pathways and academies integrate standards and skills into core competencies that are aligned to career readiness standards and industry expectations.	
Organization	Data to inform career and academic student readiness is collected and used to inform program and pathways system.	Career exploration and inventory diagnostics (CCR, CCSS, Industry) are used to gauge student readiness and to inform the development of career pathways.	Multiple measures and diagnostics (CCR, CCSS, Industry) to gauge student readiness and inform program intentionality to continuously improve and sustain the career pathways system.	

3. Performance Assessments

To determine a student's college and career readiness the continuum of assessments must rely on varied and multiple opportunities for students to apply learning in authentic learning tasks.

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	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 and are in a scope and sequence of learning across content areas.	Competencies and learning outcomes and are identified and a scope and sequence of learning across content areas and grade levels	Competencies and learning outcomes are scaffolded and integrated across content areas as well as grade levels.	
Learner Culture	Clear articulation of the knowledge and skills that all students should acquire within and across industries and careers.	Clear articulation of the knowledge, skills and dispositions that all students should acquire within and across industries and careers.	Clear articulation of the knowledge, skills and dispositions that all students should acquire within and across industries and careers as expressed areas of competency.	
Organization	Content and course level pathways for students to demonstrate their learning within content areas and differing learning modalities to foster relevancy 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.	

4. Learning Pathways

Standards drive, rigorous, transparent, flexible system of learning that honors anytime, any way, any place and every pace learning.

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.	Policies and systems are rigorous, flexible and valid to ensure student learning is transferable within the current school based accountability system.	Policies and systems are rigorous, flexible and valid and ensure student learning is transferable and appropriately credentialed by outside learning agencies.	
Instruction	Course level standards and learning outcomes are scaffolded and made transparent to the teacher and learner.	Course level standards and learning outcomes are scaffolded and integrated across content areas as well as grade levels.	Ensure competencies and learning outcomes are scaffolded and integrated across content areas as well as grade levels.	
Learner Culture	Course level standards and learning outcomes are scaffolded and made transparent to the teacher and learner.	Course and content pathways are transparent so students can demonstrate their learning across a variety of contexts.	Multiple pathways for students to demonstrate their learning across a variety of contexts to enhance access, relevancy and equity for students.	
Organization	Course and content level standards and skills are integrated with career readiness standards and industry expectations.	Career pathways and academies have clearly articulate standards and skills into core academics, career readiness standards and industry expectations.	Career pathways and academies have integrated standards and skills into core competencies that are aligned to career readiness standards and industry expectations.	

5. Competency Based Grading

Scoring and reporting that reflects progress toward unit, course and graduation competencies.

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 accountability system.	Policies and systems are rigorous, flexible and valid and ensure student learning is transferable and appropriately credentialed by outside learning agencies.	
Instruction	Assessment system scores learning within the course or unit context. There is a level of transparency to inform where a student is in relation to a particular performance indicator and learning outcome.	Assessment system scores learning across a variety of contexts. There is a level of transparency to inform where a student is in relation to a particular performance indicator and competency.	Assessment system captures learning across a variety of contexts. Requiring a level of transparency and viability to inform where a student is in relation to a particular performance indicator and competency.	
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.	Student engagement measures and reflective opportunities to foster student monitoring of their learning experience and learning outcomes.	
Organization	Systems of scoring and reporting are aligned to course standards and reporting policies.	Systems of scoring and reporting are aligned to graduation standards and reporting policies.	Aligned systems of scoring and reporting to inform graduation standards and a talent transcript.	