



Competency Based Education Solutions

Leadership and Learning



**Student
Agency**



**Personalized
Learning**



**Competency
Based Education**

Mastery based progressions, and the ability to contextualize the acquisition of academic standards within competency-based learning architectures, can be applied not only to CTE, but also to general K-12 academics, special education, higher education and certification programs to enhance capacity, access and equity to students.





Daniel Joseph

Building Administrator

- School Leader- Personalized Learning Model School

State Level Work

- Next Generation Learning Lab School
- Maine DOE State Tactical Assistance Team
- Chairman of the MPA Professional Development Comm.

Training and Coaching

- Reinventing Schools Coalition and Marzano Research
- Personalized Learning and Instruction
- Leadership and Strategic Planning
- Coaching and Capacity

2 Revolutions- Talent Cloud/Thought Partner: CBE training/development, Strategic Planning

Southern New Hampshire University-Competency Based Education- Instructor



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Understanding the arenas of public will, policy and practice needed for sustained growth and progress. Our trainings and workshops address the culture and content of competency based educational systems reform.

Current CBE Projects:

CTE School-to-Work Mastery Learning SBIR Award- Pathway and Instructional Design and Delivery Research Project

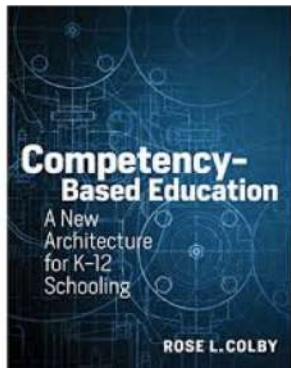
**National Academy Foundation, Strategic Development and Support Project
Marshall Plan Strategic Planning and Implementation Support (Fraser, Armada and Center Line School Districts)**

CBE Toolkit Book Project with Karin Hess and Ross Colby



Competency Based Pathway

Architecture for implementing a learner-centric competency based education system



Competencies

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



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.



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.



Learning Pathways

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

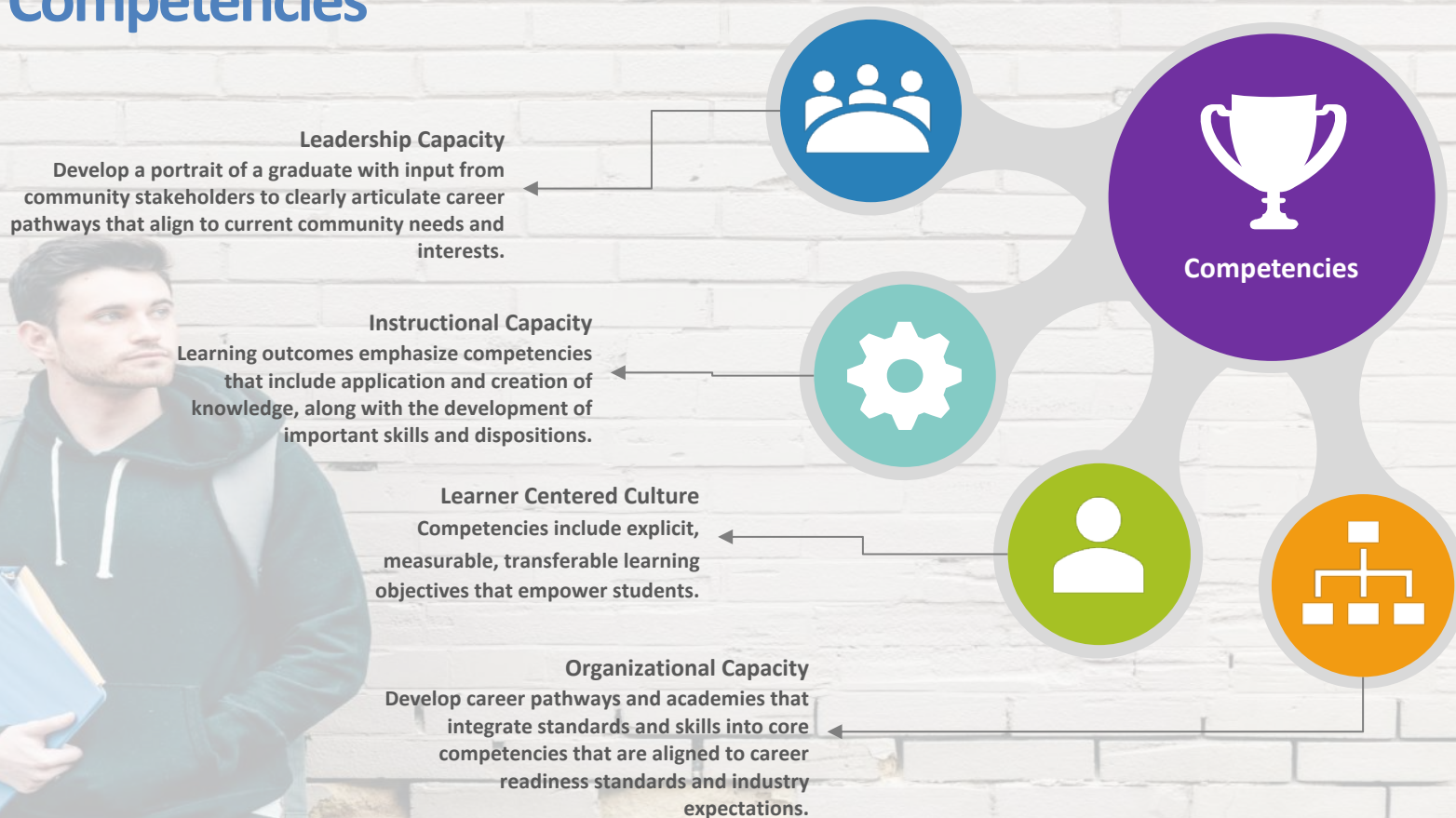


Competency-Based Grading

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



Competencies



Competencies

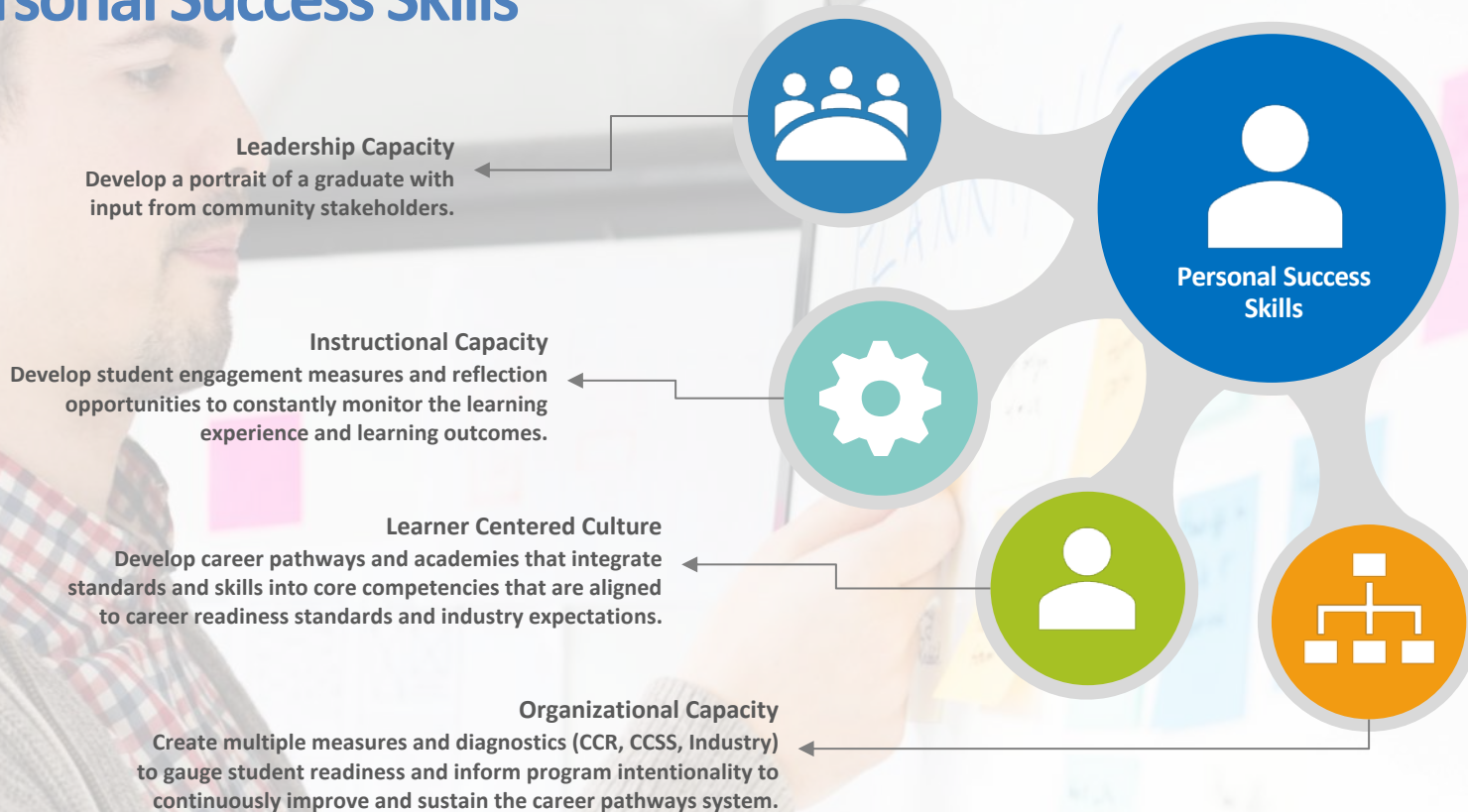
Develop a continuum of competencies students must apply or transfer essential knowledge, skills and dispositions within or across progressions leading to graduation.



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.	



Personal Success Skills



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.	



Performance Assessments



Performance Assessments

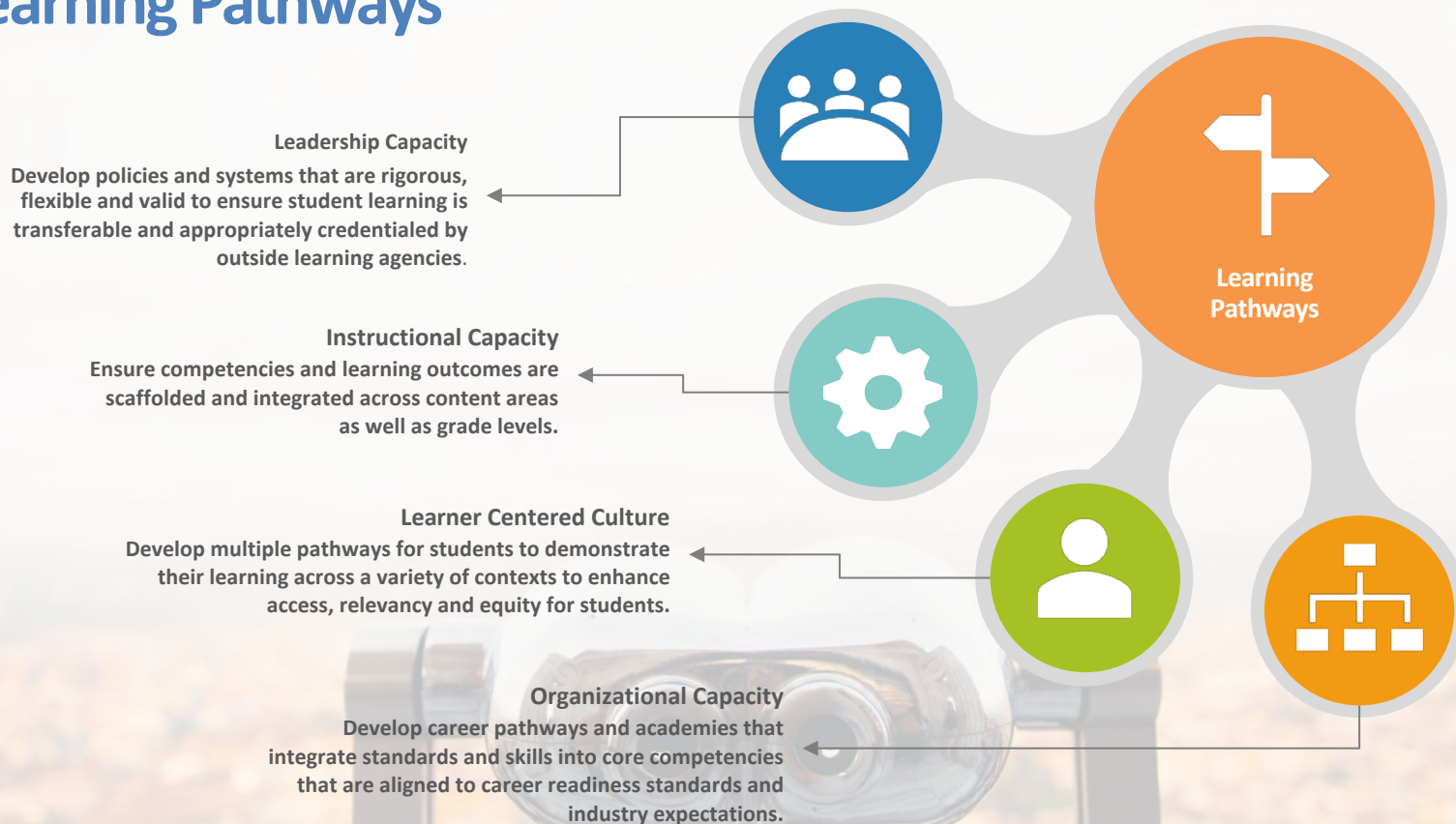
To determine a student’s college and career readiness the continuum of assessments must rely on varied and multiple opportunities for students to apply learning in authentic learning tasks.



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.	



Learning Pathways



Learning Pathways

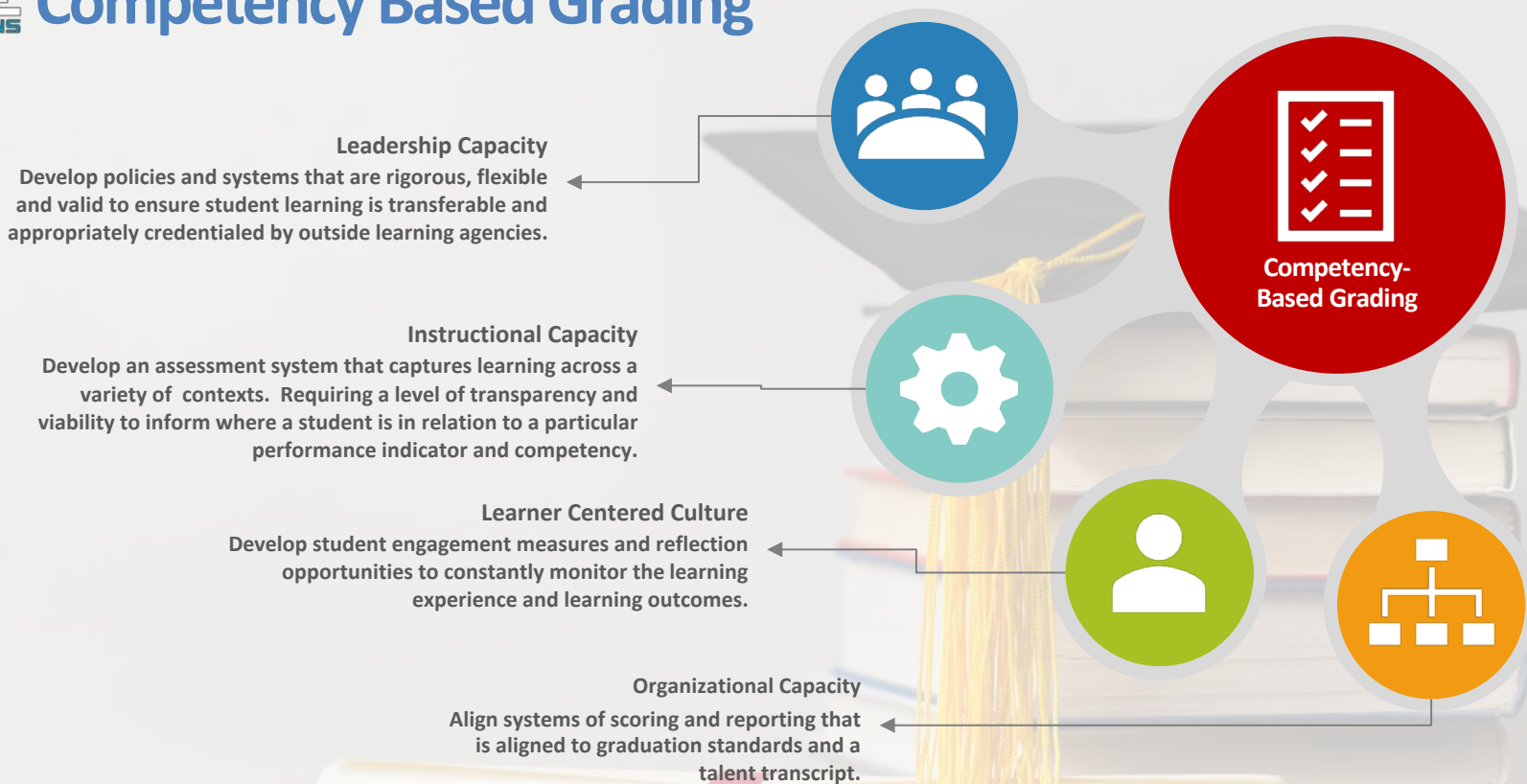
Standards drive, rigorous, transparent, flexible system of learning that honors anytime, any way, any place and every pace learning.



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.	



Competency Based Grading



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.	

Standards, Targets and PI's Oh My!!

A design for rigorous, meaningful learning



Competency Driven Design



Industry- Sector Competencies

Competencies included in this domain represent the knowledge, skills, abilities and other characteristics needed by all occupations within an industry segment. Industry leaders and partner associations need to specify and define these competencies for each specific industry as part of the competency model development.

Industry Wide Technical Competencies

Competencies included in this domain represent the knowledge, skills and abilities needed by all occupations within an industry.

Workplace Competencies

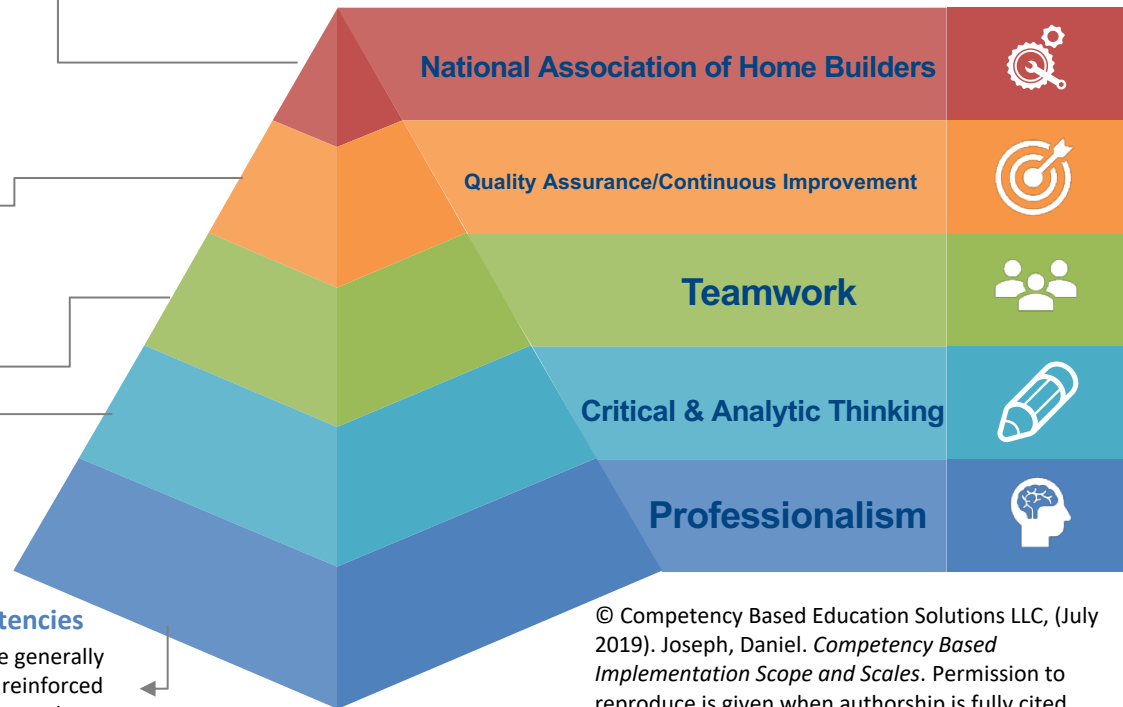
Competencies included in this domain represent those skills and abilities that allow individuals to function in an organizational setting. As with the Academic Competencies, these are generally applicable to a large number of occupations and industries on a national level.

Academic Competencies

Critical competencies primarily learned in an academic setting, as well as cognitive functions and thinking styles. These competencies are likely to apply to all organizations represented by a single industry or industry association nationwide.

Personal Effectiveness Competencies

Personal effectiveness competencies are generally learned in the home or community and reinforced and honed at school and in the workplace. They represent personal attributes that may present some challenges to teach or assess.



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Sample Implementation

Phase I Diagnostic- Capacity and Alignment	Phase II Design and Develop for scalability and reliability	Phase III Deployment, Delivery and Support	Phase IV Continuous Support, Coaching and Monitoring
<p>CBE- Readiness and Capacity Audit Develop strategic implementation planning based on current levels of capacity, alignment and leverage of current CBE and Personalized Learning components.</p> <p>Competency Mapping- Leadership and Instructors from all Districts.</p> <p>Global Competencies, Pathway Competencies Career Pathways, Career Competencies, Course Competencies, Performance Indicators – Standards</p>	<p>Career Readiness Process and Implementation Readiness Inventory- Survey and Focus Groups. Talent Development K-12 Scope and Sequence Pathway Development Proficiency Scales, Integration and Feedback to foster engagement.</p> <p>Designing for Instruction Career Pathways Articulation of Competencies Instructional Practices (Aligned) Assessment System (Aligned)</p>	<p>Instruction, Pace and Engagement Priority, Supporting and Enduring Standards Rigor, Playlists and Tagging Grouping and Leveling of Standards Integrated Playlists, Learning Levels and Student Pacing</p> <p>Learning Management Systems Learning management system Talent Transcript</p>	<p>Continuous Improvement Instructional Practices Instructional Impact Site Based Cognitive Coaching Classroom Follow Up Visits</p> <p>Credentials, Badging and Dual Enrollments Advisory Board- Action Planning Focus Groups Credit Articulations</p>