

<b>Major Organizational Shifts: Moving From Traditional Education to Competency-Based Education (Table 1.3)</b>			
<b>Dimension</b>	<b>Traditional Education Descriptor</b>	<b>Shift to</b>	<b>Competency-Based Education Descriptor</b>
<b>Policy</b>	Policies constrain teaching and learning to cohort-driven, time-based models for school structure without flexibility or opportunity to learn in various learning environments, such as blended, online, and community-based learning opportunities.	→	Local policies support the vision of the graduate—any time, any place learning is supported; equity scan and review has taken place; proficiency is valued over time and place; and collective bargaining supports whatever it takes to reach the vision of the graduate. Assessment policies and instructional support aid implementation of more complex and integrated learning tasks and evidences.
<b>Leadership</b>	Leadership is a hierarchical structure with fixed job roles and responsibilities.	→	Leadership roles are expanding to include teacher roles. Top-down hierarchy is flattened to respect teacher leadership voice and role in supporting new paradigms in student learning.
<b>Professional Culture</b>	Professional culture reflects top-down hierarchy with little collaborative decision-making at the school or teacher level. Teachers are mostly isolated in their work roles.	→	Teachers take ownership for professional learning that advances schoolwide CBE implementation, working collaboratively with peers. School schedules support collaborative work groups within the school day.
<b>Professional Learning</b>	Professional development is directed through central office via whole-group training. Professional goal setting is generally individual with hours of activity accrued as evidence for further licensure.	→	Professional goal setting by collaborative groups is prioritized. These groups focus their protocol-driven work on professional learning that supports the shift from teacher-directed to personalized student learning. Collaborative groups meet frequently to develop and pilot new strategies and to examine student artifacts of learning.
	Class scheduling isolates teachers within their work environments. Professional work is constrained to after-school work hours and student-free sessions for in-service.	→	Priority in school scheduling allows collaborative work groups to meet regularly. These groups have open communication with administrators who facilitate and provide support with resources to accomplish group learning goals for their students.

**Major Teaching and Learning Shifts:  
Moving From Traditional to Competency-Based Education (Table 1.4)**

<b>Dimension</b>	<b>Traditional Education Descriptor</b>	<b>Shift to</b>	<b>Competency-Based Education Descriptor</b>
<b>Academic Competencies</b>	Academic content is defined by course or grade level standards. High school graduation is dependent on time-based credit accumulation.	→	A well-articulated, coherent K–12 system of rigorous academic competencies is supported – but not limited - by standards. Graduation requirements include demonstrating both academic and personal skills competencies.
<b>Personal Success Skills Competencies</b>	Individual student progress is undefined or randomly integrated into instruction by individual teachers and rarely assessed.	→	Locally determined personal success skills and dispositions are identified and assessed by students against a developmental continuum of skill sets leading to the graduation expectations, or the POG. Social-emotional learning is integrated into authentic academic learning. Policies and practices are supported by learning sciences research; (e.g., learning is through social interaction, metacognition and self-reflection).
<b>Performance Assessments</b>	Assessments are mainly summative, paper-and-pencil chapter-or-unit tests of variable quality and quantity based on teacher discretion. Use of performance assessment is optional.	→	Performance tasks and project-based learning identify academic competencies integrated with personal success skills and are based on higher depth of knowledge (DOK) performance levels. Some assessments are co-designed with or by students.
<b>Evidence-Based Grading</b>	A variety of subjective grading procedures occur teacher to teacher, across the K–12 continuum. Grading is generally based on the average of scores. A 100-point scale predominates middle and high school grading.	→	Proficiency descriptions are articulated using holistic proficiency scales that guide assessment task and scoring rubric design. Determinations of proficiency are established collaboratively and anchor the collection of artifacts (body of evidence) used for K–12 grading.

<b>Major Student-Centered Classroom Shifts: Moving From Traditional Education to Competency-Based Education (Table 1.5)</b>			
<b>Dimension</b>	<b>Traditional Education Descriptor</b>	<b>Shift to</b>	<b>Competency-Based Education Descriptor</b>
<b>Core Instruction</b>	Curriculum is assigned by grade level and is often specifically sequenced and program driven.	→	Students have different entry points into learning and advance along a progression of performance levels in the identified K–12 learning continuum. Instructional approaches are fluid and influenced by student input.
<b>Pace</b>	Pacing is based on whole-class completion of units of instruction.	→	Multiple pathways allow a learner to move forward in her or his learning progression when proficiency is demonstrated.
<b>Assessment and Feedback</b>	Results from formative assessments tend to be graded and recorded, rather than used to advance learning. Grades are used as the evidence for learning, promotion, or the need for interventions.	→	A balanced system of assessments offers a variety of ways to interpret and support progress. Assessment data are used formatively to improve learning and inform instruction. Students actively engage with assessment processes, responding to timely, ongoing feedback.
<b>Student-Centered Learning</b>	Instruction is teacher directed; academic content coverage is prioritized through whole-class instruction. A whole-class learning model predominates with some small group differentiation to address struggling learners.	→	Student voice and choice give rise to student agency, informing where and how students can access and demonstrate learning. Learning environments expand beyond traditional classroom walls. Peers engage and support each other’s learning. Professional resources support diverse student learning needs.
<b>Student Support</b>	Special education and interventions are fixed by policy, time, place, and student assignment.	→	Intervention systems are replaced by flexible systems of student support, meeting students where they are in their learning and providing scaffolding to take them to the next performance level.
<b>Body of Evidence</b>	Course progression and advancement are reflected in grade averages communicated with report cards and transcripts.	→	Equity-designed reporting systems accurately communicate student learning with evidence from a mix of performance assessments. Policies describe how students build a sufficient, valid, and reliable body of evidence.
<b>Classroom Culture</b>	Individual teachers subjectively determine and develop their own classroom culture.	→	Democratic classrooms rely on student input and ownership of their learning environment and guidelines for engagement in their learning.