

Shifting Towards Competency-Based Learning and Assessment

Overview for EUSD Families



Introductions & Welcome

Dr. Amy Illingworth

Assistant Superintendent, Educational Services

Dr. Lisa Forehand

Director of Leadership and Learning

Kate Weisberg

Learner-Centered Collaborative



Encinitas Union School District

Vision

Encinitas Union School District ignites the limitless potential of all learners.

Values

- **Joy**

Through an intentional focus on the whole person, we create joyful learning environments for everyone.

- **Belonging**

We ensure everyone feels valued, affirmed and celebrated.

- **Integrity**

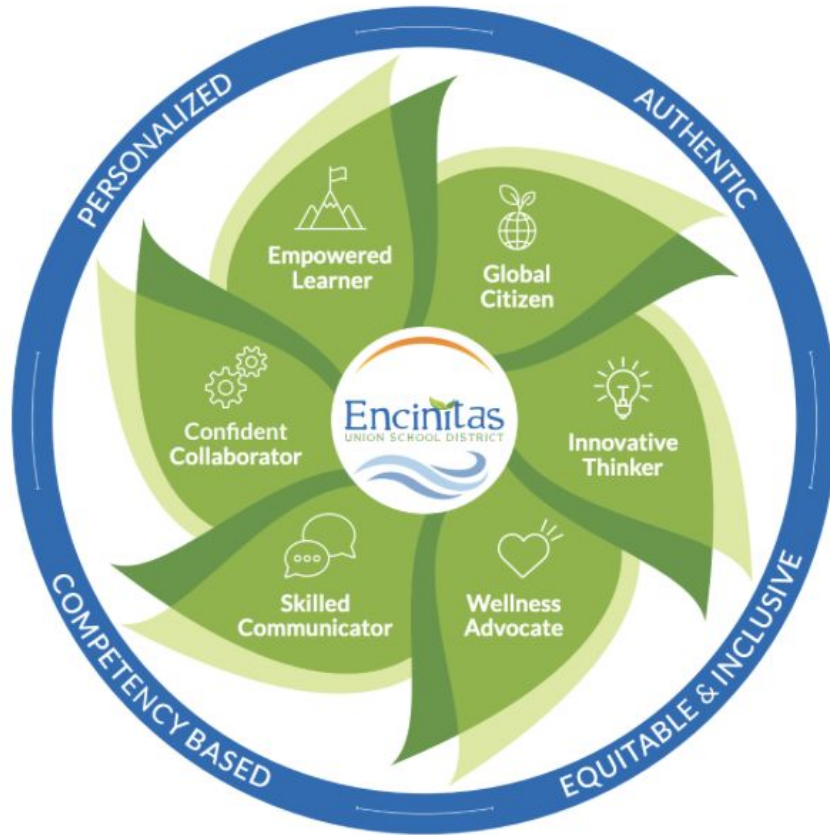
We practice honesty, transparency, and vulnerability to cultivate trust.

- **Service**

We use our skills and resources to positively impact the environment and the lives of others.

- **Innovation**

We are curious, creative and resourceful in pursuit of novel solutions to complex problems.

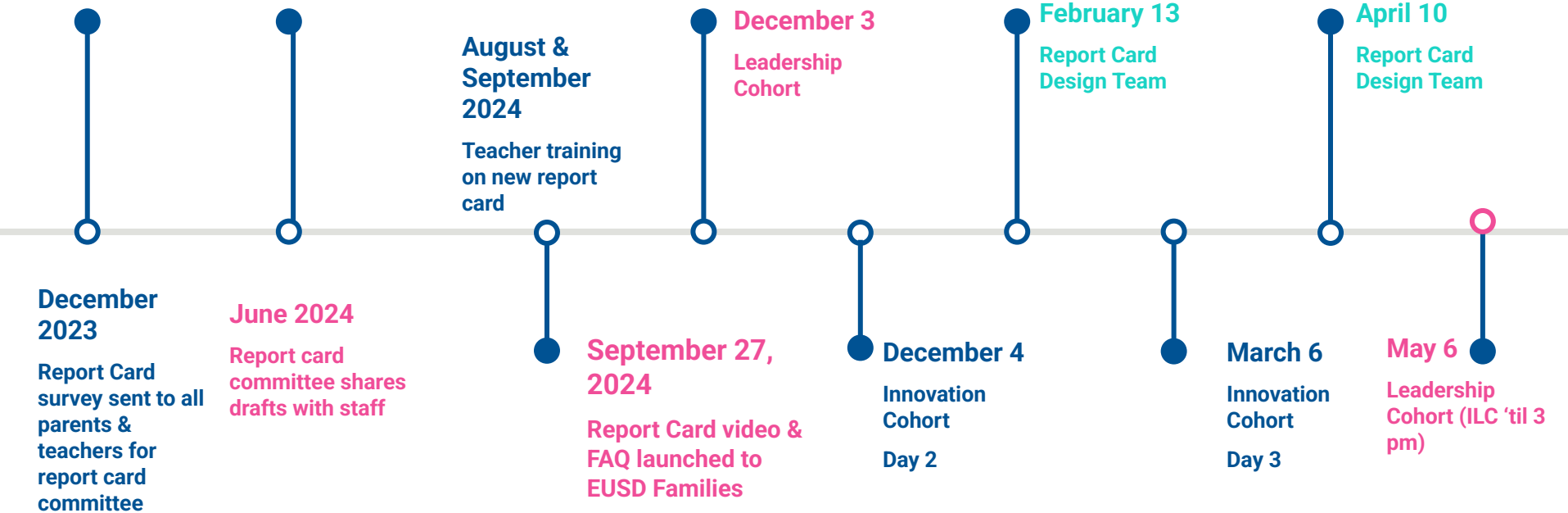


Framework
for the
Future

2023-2024

EUSD introduced the Framework for the Future & Strategic Plan designed by the Guiding Coalition

EUSD Journey



Questions from you that we plan to address today

1. What is competency-based learning and assessment?
2. How does a shift to competency-based practice honor student excellence?
3. How does the shift impact student motivation?
4. How will students be prepared for middle school, high school, college, and the world of work?

Jigsaw Method



 1 min as a group

1. Number off at your table group 1-8

 3 min Individually

2. Read your numbered slide and prepare a 1-min share out that answer:

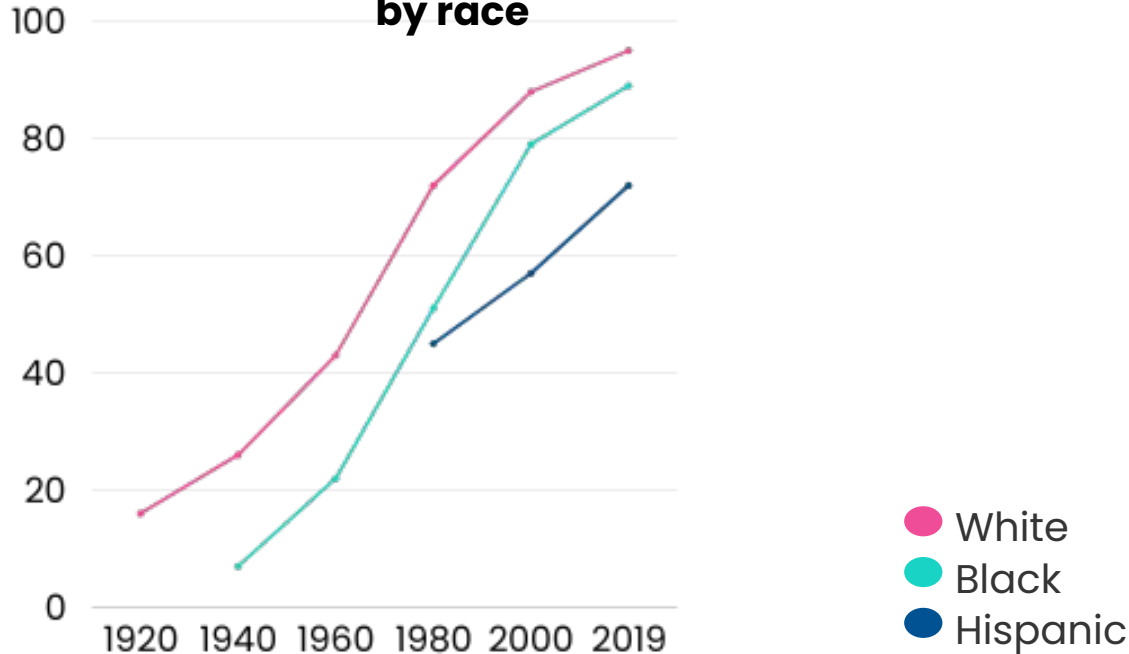
- What story is this data telling?
- Why does this story matter?

 10 min as group

3. Each share your 1-minute share out about your slide

Graduation Rates 1920–2020

**% of people 25 and over who graduated high school
by race**



Graduation rates increased at great rates in the 20th century but have been fairly stagnant in the 21st century.

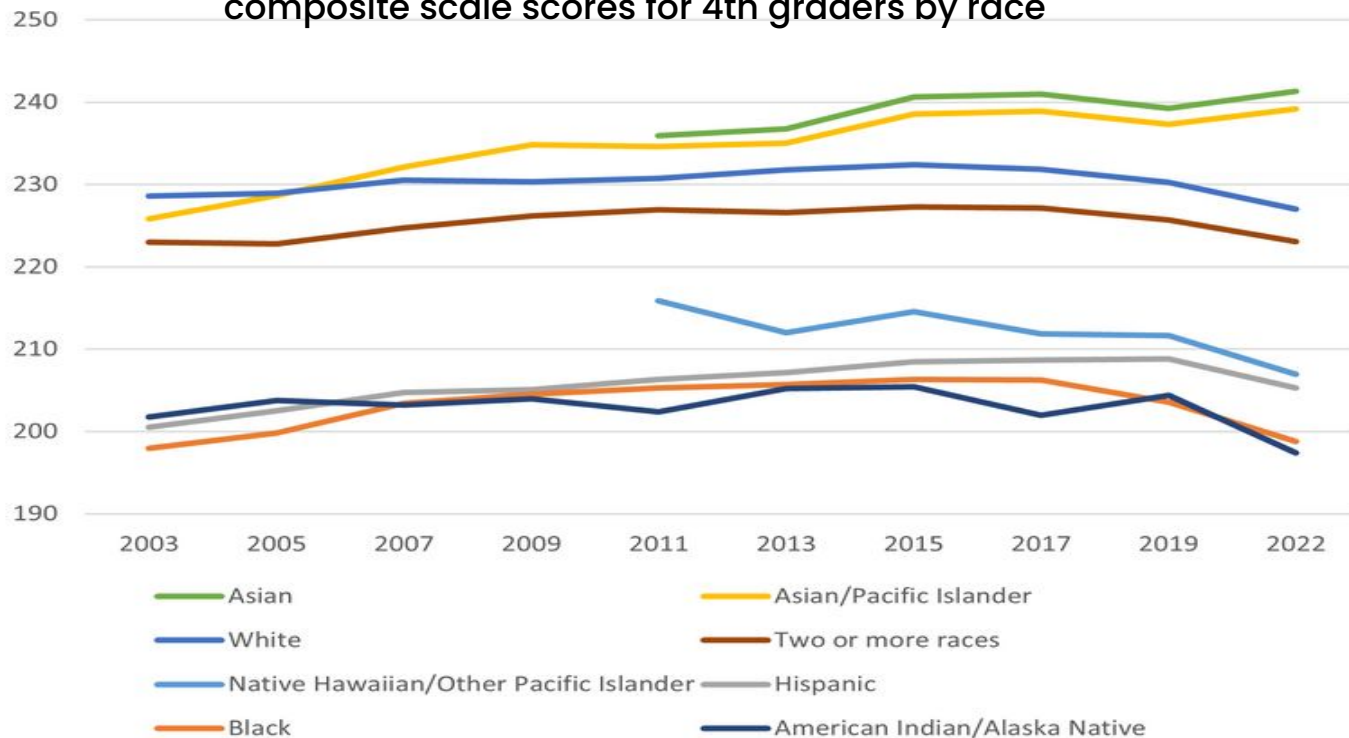
There have always been great disparities amongst race as seen in the graph, as well as gender, with females graduating at slightly higher rates than males.

[National Center for Education Statistics](#)

1

4th Grade Reading Achievement

National Assessment of Educational Progress (NAEP) Reading composite scale scores for 4th graders by race



[U.S. Department of the Treasury \(2022\)](#)

2

What does “success” mean to you?

A person is successful if they have followed their own interests and talents to become the best they can be at what they care about most.

97% of people define **their own** success as

A person is successful if they are rich, have a high-profile career, or are well-known.

92% say **other people** define success as



[Gallup + Populace Poll \(2019\)](#)

2

American Priorities in K-12 Education

Personal Rank	Attribute
#1	Students develop practical skills (e.g. manage personal finances, prepare a meal, make an appointment)
#2	Students are able to think critically to problem solve and make decisions
#3	Students demonstrate character (e.g. honesty, kindness, integrity, and ethics)
#4	Students can demonstrate basic reading, writing, and arithmetic
#5	All students receive the unique supports that they need throughout their learning

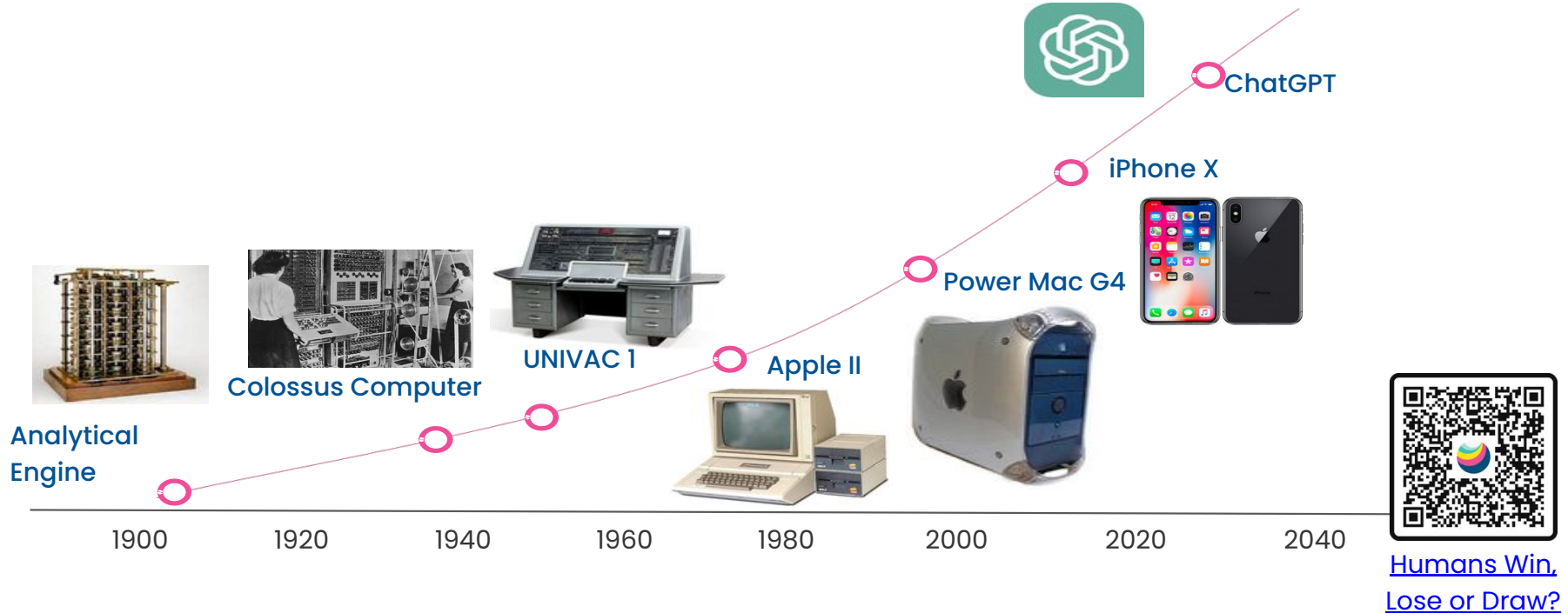
A Populace study asked 2,000 Americans in 2022 to rank their priorities for the education system



[Populace \(2022\). Purpose of Education Index.](#)

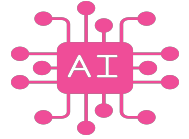
Moore's Law

The power of technology is increasing exponentially



[Humans Win, Lose or Draw?](#)

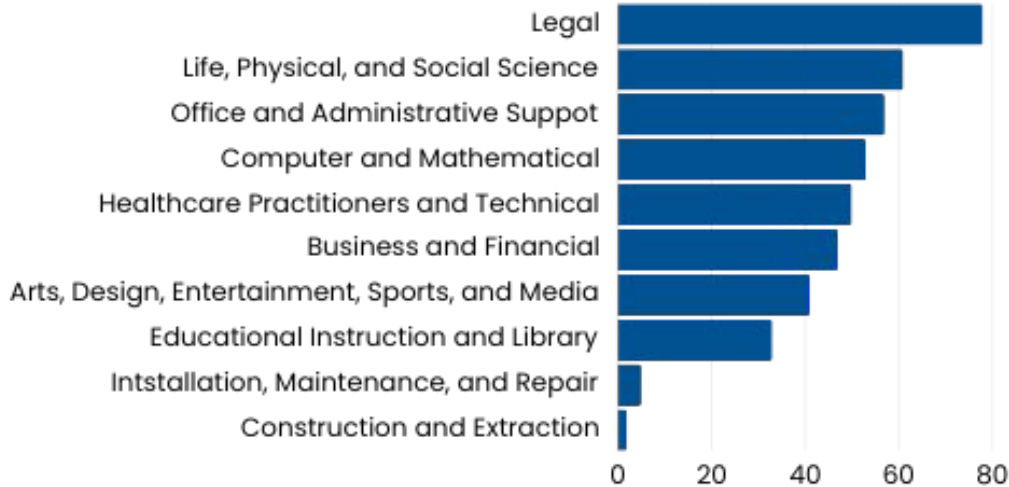
3 Jobs That Will Be Most Influenced By



Forrester's has predicted that the majority of jobs that will be replaced by generative AI will be administrative in nature. However, many jobs will be influenced by AI, meaning how the job is done will look different.



[Forrester's 2023
Generative AI Jobs
Impact Forecast, US](#)



Top 10 Skills on the Rise

Type of Skill

-  Cognitive Skills
-  Self-Efficacy
-  Management Skills
-  Technology Skills
-  Engagement Skills



Creative Thinking



Analytical Thinking



Technological Literacy



Curiosity and Lifelong Learning



Resilience, Flexibility, and Agility



Systems Thinking



AI and Big Data



Motivation and Self-Awareness



Talent Management



Service Orientation and Customer Service

The World Economic Forum's Future of Jobs 2023 report finds analytical thinking, creative thinking, AI and big data will be top in-demand skills by 2027.



[Future of jobs Report 2023, World Economic Forum](#)



4

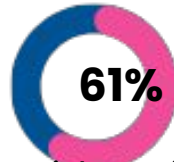
The High Demand for Durable Skills

In 2020–2021, America Succeeds studied 82 million job postings across 22 sectors.

Durable Skill Competencies
Leadership
Character
Collaboration
Communication
Creativity
Critical Thinking
Metacognition
Mindfulness
Growth Mindset
Fortitude



7 of the 10
most requested skills
were Durable Skills



61%
of all US job postings in the
last 2 years requested at
least 1 Durable Skill

**Leadership &
Communication**
competencies are in the
highest demand

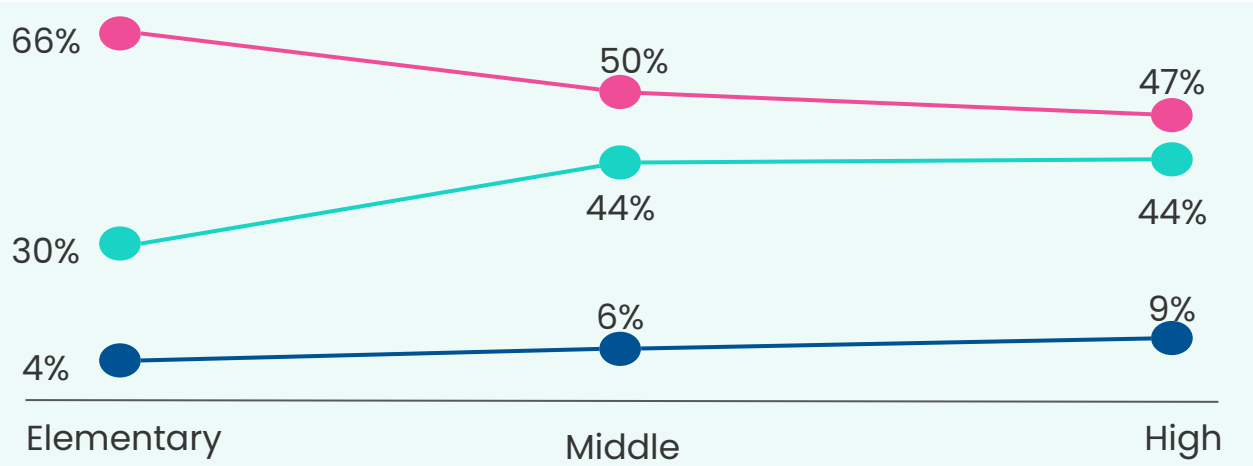
Defining Durable Skills

“In an era when technical skills are evolving at an unprecedented pace, there is an important set of durable soft skills that last a lifetime. Durable Skills include a combination of how you use what you know – skills like critical thinking, communication, collaboration, and creativity – as well as character skills like fortitude, growth mindset, and leadership.”
– America Succeeds



5

Student Engagement Decreases Over Time



According to a 2021 Cognia survey of 347,248 students, the percent of students who are fully engaged in school goes down the older students get and the percent of students who are compliant and actively disengaged increases.

Less than half of high school students are fully engaged.

% of Students Who Are

- Fully Engaged:** students find personal value & meaning in tasks at school
- Compliant:** students strive to meet learning expectations, follow rules, and actively avoid consequences
- Disengaged:** students are unmotivated, actively avoid completing tasks, and have low participation

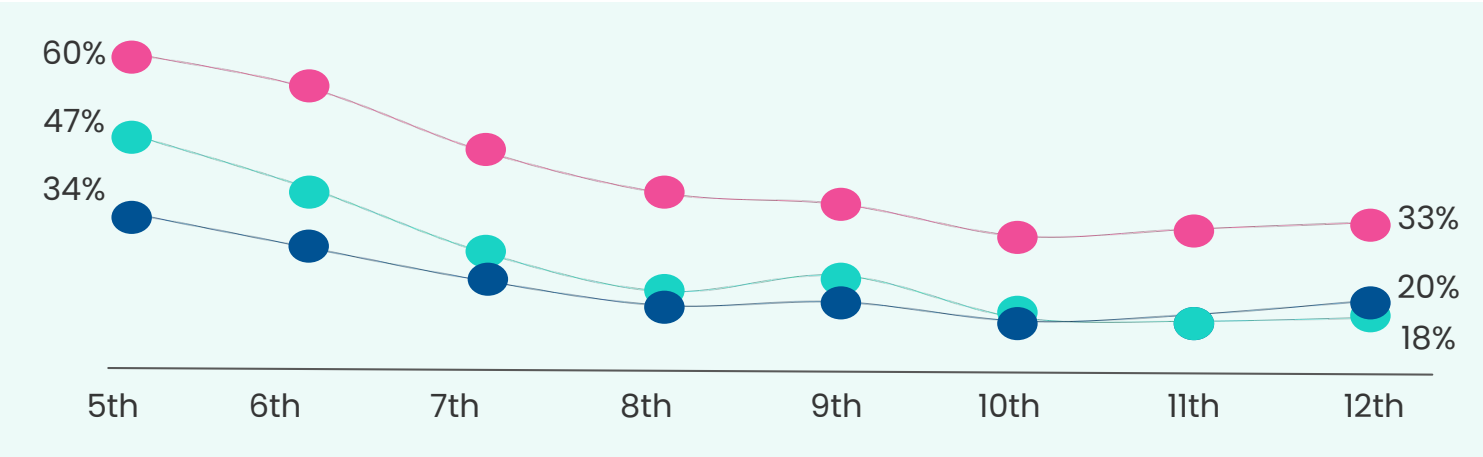


[Cognia](#)



5

Student Engagement Decreases Over Time



According to a 2016 Gallup Poll, the majority of students in middle and high school say they have **not** learned something interesting, had fun or get to do what they do best at school.



Students who strongly agree

- In the last 7 days, I have learned something interesting at school.
- I have fun at school.
- At this school, I get to do what I do best every day.

[McLeod, Scott. The biggest indictment of our schools is not their failure to raise test scores.](#)

Students Grade Their Schools

GALLUP WALTON FAMILY FOUNDATION	A	B	C	D	F	Average
Respecting who you are regardless of race/ethnicity, gender, and identity	48%	29%	13%	5%	5%	B
Making you feel included	29%	35%	22%	9%	5%	B-
Exposing you to ideas & opinions that are different from your own	27%	37%	24%	7%	4%	B-
Using technology in new and exciting ways to help you learn	27%	36%	24%	8%	5%	B-
Supporting your mental health	22%	32%	24%	11%	11%	C+
Preparing you for your future	20%	41%	25%	9%	5%	B-
Teaching you in ways that adapt to your unique learning needs	19%	33%	27%	11%	10%	C+
Teaching you about careers	17%	35%	28%	13%	8%	C+
Making you excited about learning	13%	35%	28%	13%	11%	C+

According to a 2023 Gallup and Walton Family Foundation poll, U.S. students in grades 5-12 give their schools a mediocre B- grade on average.



[K-12 Schools Struggle to Prepare, Excite Gen Z About Learning \(2023\)](#)

6

Students Say Learning Lacks Real-World Relevance

Across all secondary students, 48% feel that what they're learning in class helps them outside of school



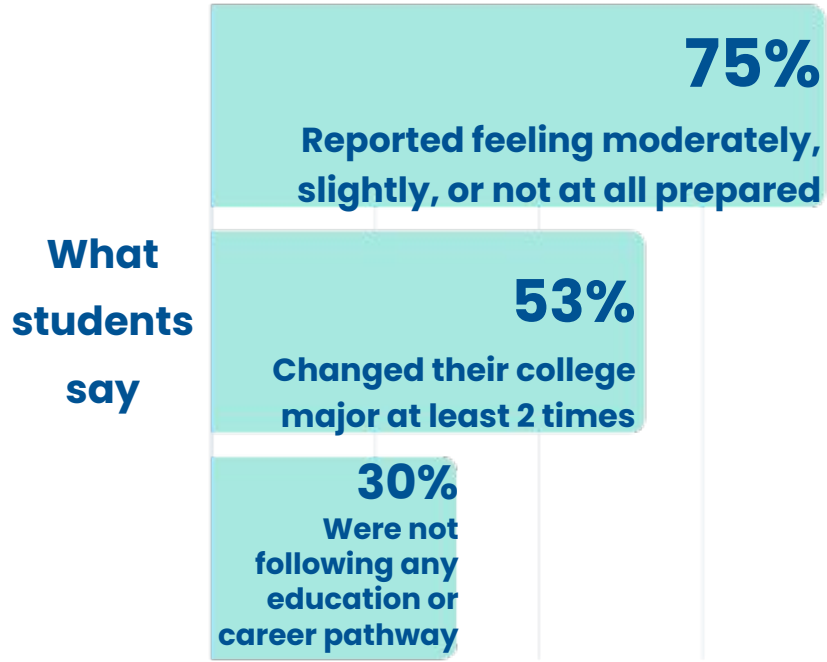
A 2017 YouthTruth survey found student engagement, characterized by a love of learning and desire to succeed, links to better academic performance, persistence, and school climate. However, less than half of secondary students believe their studies offer real-world value, a perception worsening through high school as students increasingly doubt life application approaching adulthood.



[Youth Truth, Learning From Student Voice: Are Students Engaged? \(2017\)](#)

7

How Prepared are High School Graduates for their Next Step?



Though the public high school graduation rate hit an all-time high of 86% in 2018–2019, a 2022 survey of recent graduates indicates significant ongoing uncertainty and unpreparedness for college and careers after high school graduation.

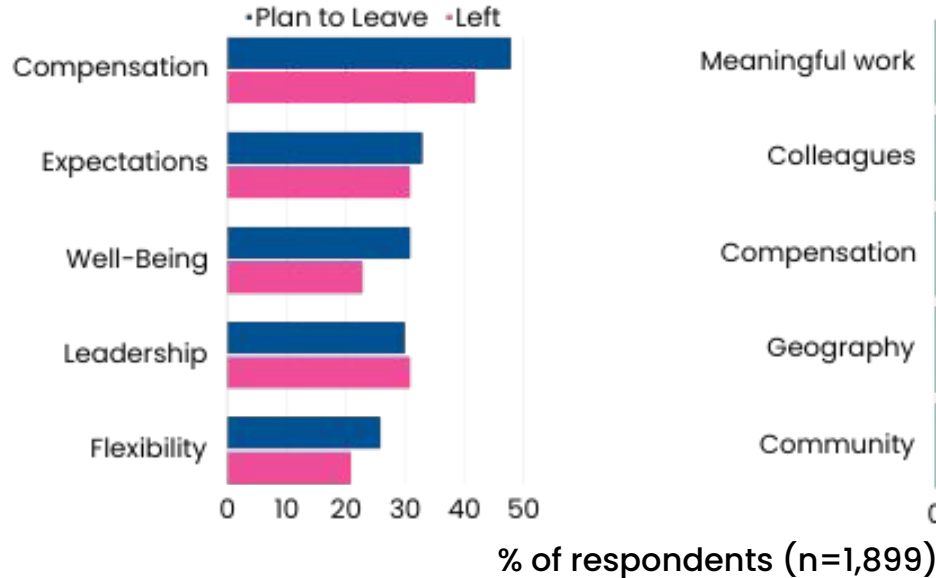


[You Science, Post-graduation readiness report \(2022\)](#)



Key Drivers of Retention and Attrition in

Top factors driving educators to leave



Education

Top factors driving educators to stay



A 2022 study by McKinsey found that positive interpersonal relationships motivate education employees to remain in their jobs, whereas unmanageable work environments can lead them to leave.

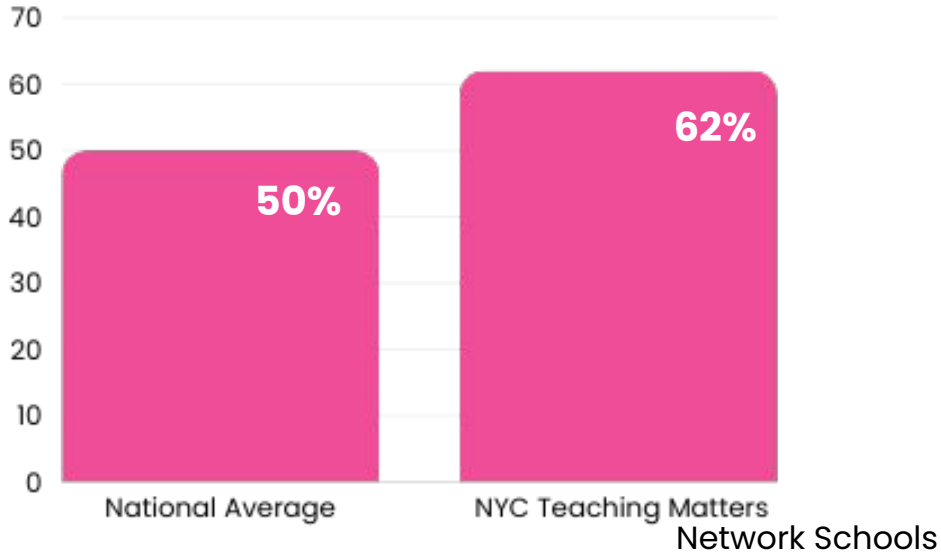


[McKinsey, K-12 teachers are quitting. What would make them stay? \(2022\)](#)

8

The Impact of Learner-Centered Learning

% of Students that Met iReady or NWEA's Map Growth Goals 2021-22



A network of 16 New York City schools serving Black and Latino youth that focus on culturally responsive literacy practices and amplifying learner voice saw greater numbers of students meet academic growth goals in 2022 than the national average.



[The 74, How Listening to Student Voices Improved Learning Outcomes at 16 NYC Schools \(2022\)](#)

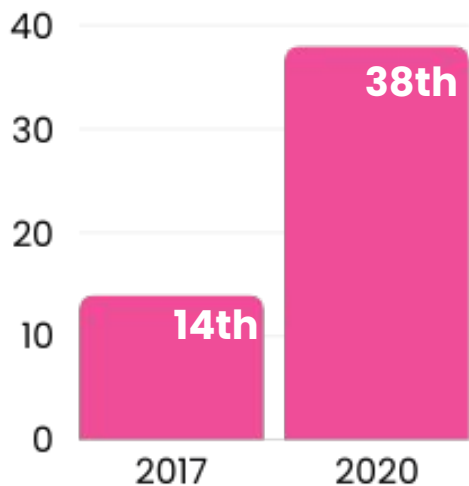


8

The Impact of Learner-Centered Learning

Math Assessment

Percentile



ELA Assessment

Percentile



At Lindsay Unified School District, student's test scores in Math and ELA rose significantly after implementing personalized and competency-based learning practices.

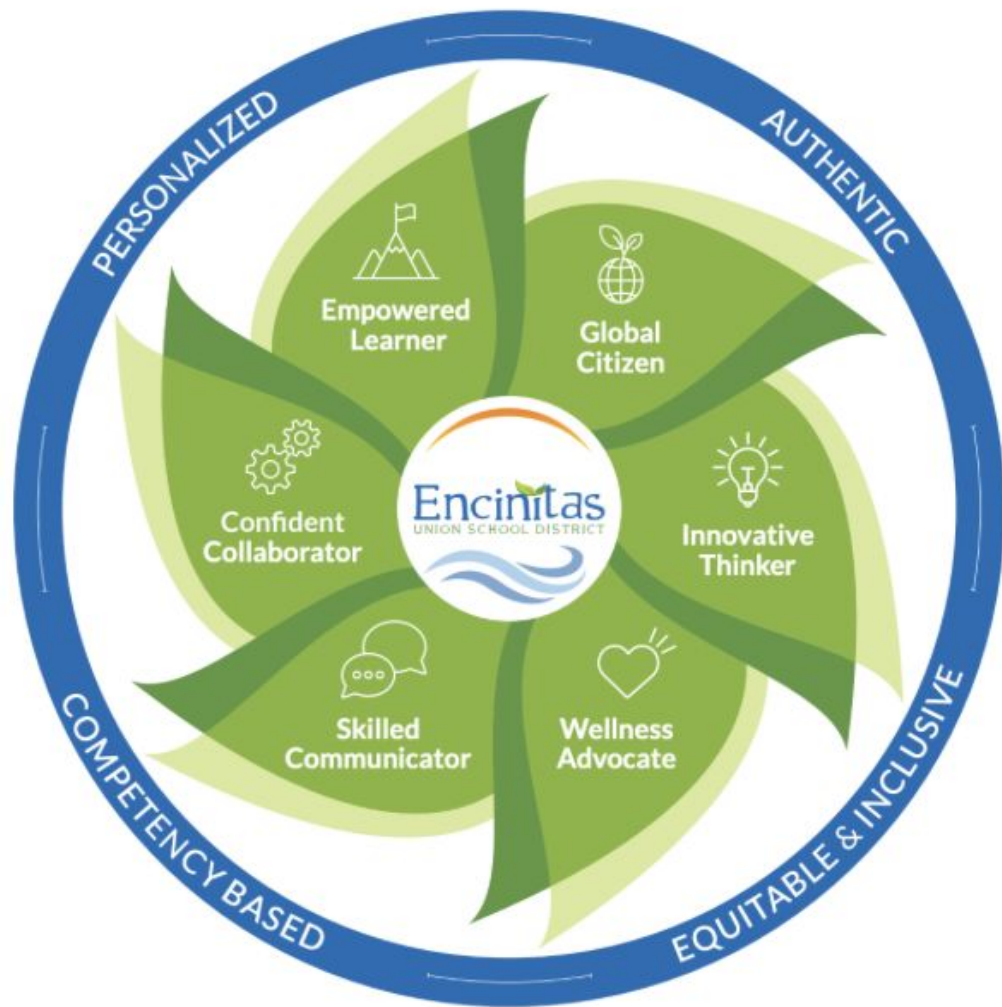


[Knowledgeworks,
Compelling Data](#)

Create your “Why Evolve Now” Statement



Share out headlines



THE THEORY

If teachers do this:

Learning Experiences

We believe this is what learning should be in order to achieve the outcomes defined in our Learner Profile.

Personalized

Learning is co-constructed based on each learner's unique strengths, skills, interests, and needs.

- Develop learners' self-awareness, self-regulation, and perseverance
- Amplify learner voice and choice
- Customize the learning experience for the whole learner

Competency-Based

Learning is driven by evidence-based instruction, assessment, and feedback cycle based on progress toward desired knowledge, skills, and dispositions.

- Use assessment and data as tools for learning
- Employ a mastery approach to learning
- Create performance-based assessments

Authentic

Meaningful, relevant learning grounded in real-world challenges and applications for authentic audiences.

- Design real-world learning experiences
- Promote anytime/anywhere learning
- Spark collaboration

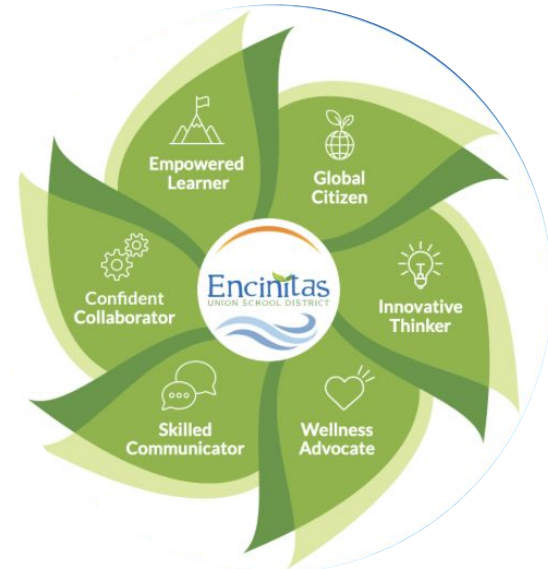
Inclusive & Equitable

Learning communities are collaborative and culturally relevant, where every learner feels they belong and can tap into their full potential, contributing to the collective success of their community.

- Nurture a meaningful and engaging learning community
- Cultivate a sense of belonging
- Partner with learners to reach their full potential



Learners will get this:



LEARNING EXPERIENCES

**WHOLE LEARNER OUTCOMES
IN THE LEARNER PROFILE**

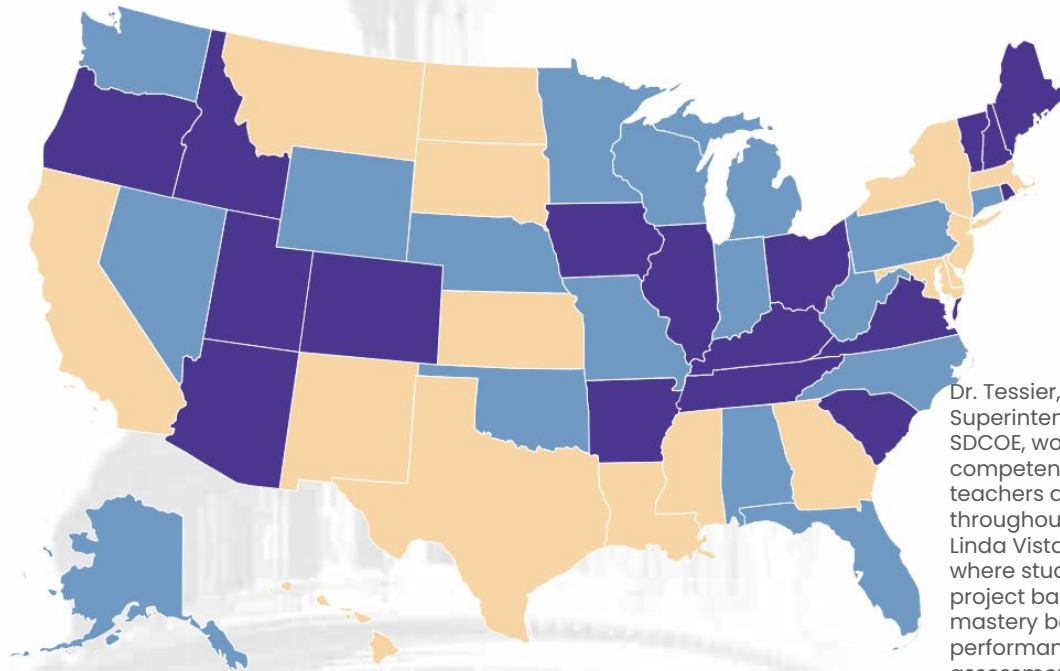
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A National Snapshot of K-12 Competency-Based Education State Policy Across the U.S.

This map provides a national snapshot of state policies across the United States to enable and advance K-12 competency-based education systems (CBE). Across the country, the landscape of policy is changing. Every year more states establish pilots, innovation zones, and new initiatives. Most of the states with seat-time policies that acted as barriers have found new ways of allowing waivers or credit flexibility for CBE. This map is updated as we learn of new state policy developments.



Dr. Tessier, Assistant Superintendent of Innovation for SDCOE, works to bring competency based learning to teachers and students throughout SD County at the Linda Vista Innovation Center where students are immersed in project based learning with a mastery based approach and performance based assessments.

Advanced States

States with clear policies in support of competency-based education and established roles in building educator capacity in local systems for competency-based education.

Developing States

States with pilots for competency-based education, and/or credit flexibility policies for school districts to transition to competency education.

Emerging States

States getting started with task forces; some state policy flexibility requiring waivers for systems to shift to competency-based education.

No Active Policy in CBE

States with policies focused on seat-time credits without competency-based pathways.

“

*Report cards as they are currently used in many schools
are not a reliable indicator of mastery.*

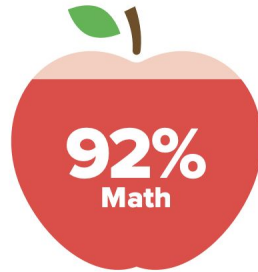
Elliot Levine

Aurora Institute (formerly Competency Works) Research Director

What does a grade even mean?

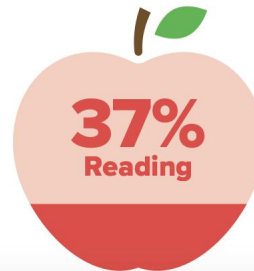
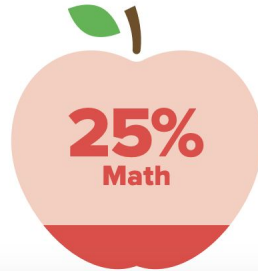
Perception

▼ Percent of parents who believe their child is at or above grade level



Reality

▼ Percent of high school students performing at or above grade level

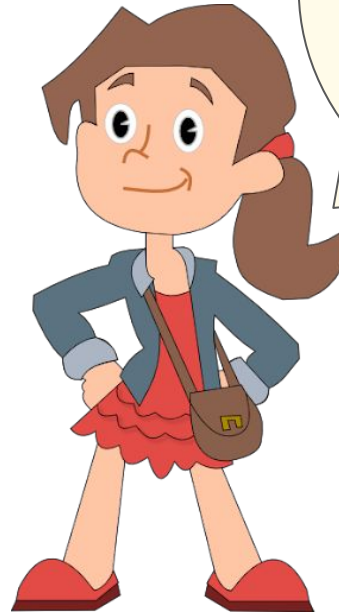


I got an **86%** in Biology! I turn all of my homework in on time and participate in class but I sometimes fail the tests because I don't always understand the material.



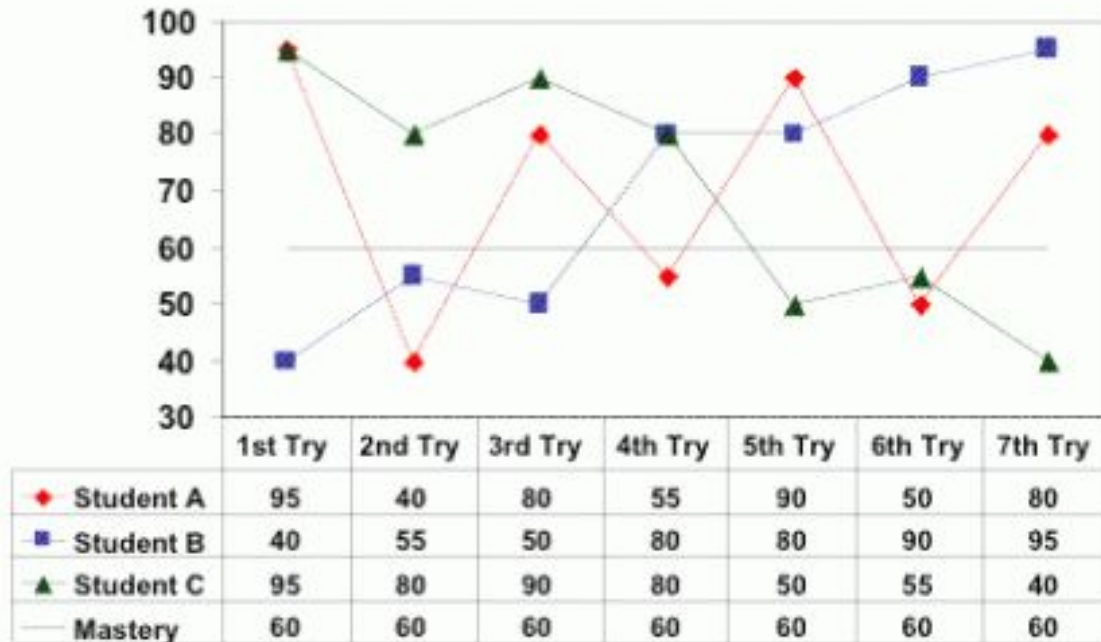
Classwork	90%
Homework	91%
Quizzes	74%
Tests	68%
Participation	100%

I got an **86%** in Biology! I can do punnett squares and explain the difference between a virus and bacteria. But I forget my homework a lot and am really quiet.



Classwork	97%
Homework	20%
Quizzes	91%
Tests	93%
Participation	10%

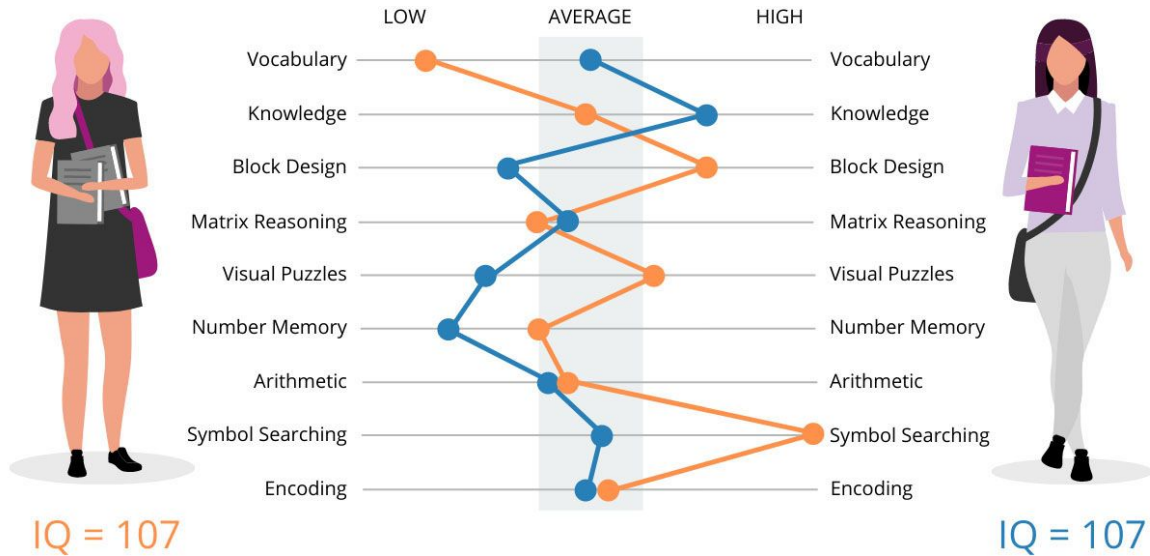
Which of these students would you choose to pack your parachute?



Adapted from How to Grade for Learning (O'Connor, 2002)

We each have jagged profiles

Sample Jagged Profiles for IQ

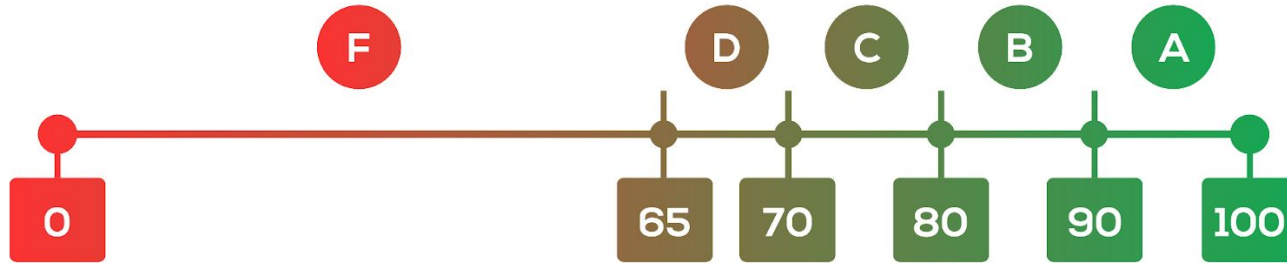


Beyond Average.
Hough

The End of
Average. Chang



0-100 Points or Percentage System: Flawed in Precision and Consistency



[The Ridiculous Unreliability of Grading, MagisterP](#)



As much as we want grades to reflect what students know and do, they often communicate what teachers [individually] value and how well students can comply with those rules.



Katie Martin

Evolving Education



Three types of grading criteria

Progress

Growth

How am I growing?

- Performance assessment
- Defense of learning
- Standardized assessments
- Rubric

Product

Mastery

Where am I in relationship to the standard or competency?

- Goal setting
- Self assessment
- Standardized assessments
- Portfolio
- Performance assessment

Process

Habits

What habits and skills are helpful to learn and grow?

- Rubric
- Self assessment
- Teacher observation
- Portfolio
- Defense of learning

Expanding our definition of **SUCCESS**

Our new report card includes reflections on our **Learner Profile competencies**—innovative thinking, problem-solving, communication, collaboration—that students will use in college, careers, and beyond. Our focus here makes learning meaningful and connected to students' futures.

Focus on Mastery, Not Just Grades:

Competency-based learning ensures that students truly master the skills and knowledge they need to succeed in life, rather than just aiming for a passing grade. We want to prepare students for the real world, *where demonstrating what you know matters.*

Personalized Learning for Every Student:

Every student learns at their own pace. This approach allows us to meet students where they are, providing extra support where needed and allowing advanced learners to move ahead. It's about helping every child reach their full potential.

Clearer Pathways to Success:

Students and families will have a clearer understanding of what success looks like at every stage.

Competency-based assessment gives specific feedback on strengths and areas for growth aligned to our anchor standards, so students know exactly what they need to work on.

How will my kid get into Stanford?

**How are you challenging my high
achieving kid?**

Are you lowering the bar?

**How will you address motivation if
grades aren't the driver?**

Report Card & Survey

- EUSD Report Cards go home on Friday, January 24
- Surveys will be sent to all EUSD families on Monday, January 27
- Our slides from tonight:



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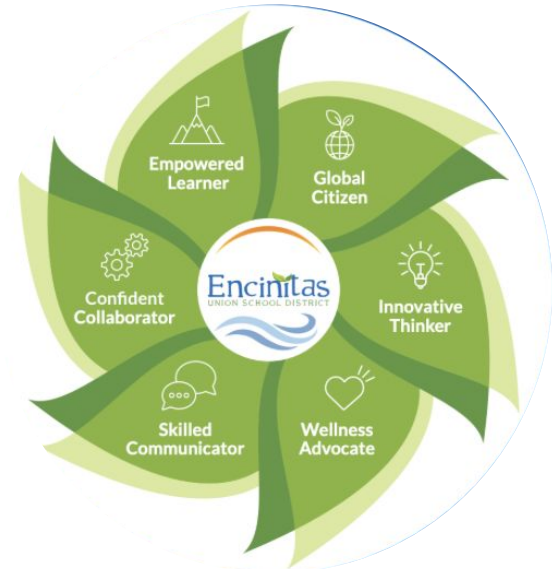
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- Cultivate a sense of belonging
- Partner with learners to reach their full potential



Learners will get this:



LEARNING EXPERIENCES

WHOLE LEARNER OUTCOMES
IN THE LEARNER PROFILE

Continue to Learn

- ["The End of Points"](#) Joe Feldman (author of Grading for Equity)
- ["The Case Against Percentage Grades"](#) Thomas Guskey (author of Get Set, Go)
- ["The Case Against the Zero"](#) Douglas Reeves
- ["The Case Against Grades"](#) Alfie Kohn
- ["Reporting Student Learning"](#) Ken O'Connor (author of A Repair Kit for Grading) & Rick Wormeli
- [The Grading Podcast Episode 2, The Problems with Traditional Grading](#)
- [What is Competency-Based Education](#) by Aurora Institute
- [The Move to Mastery Transcripts](#)
- From Learner-Centered Collaborative
 - [Competency-Based Learning: Shifting from Grading Points to Assessing Learning](#)
 - [Overcoming Objections to a Competency-Based Approach](#)
 - [Competency-Based Assessment: Webinar](#)
 - [Honoring Growth Over Time: Podcast](#)

Feedback

Front of Index Card	Back of Index Card
<p>A takeaway from today - anything you agree with or appreciate</p>	<p>Any concerns or considerations we can clarify in the future for your understanding</p>