COMPETENCY-BASED PERSONALIZED LEARNING: WHERE DOES IT STAND?

Charles M. Reigeluth, Indiana University
Minkyung Kim, Texas Tech University
SIX MAJOR QUESTIONS

Q1. What is the **RATIONALE** for CBPL?

Q2. What is it like in the **IDEAL**?

Q3. What is it like in **PRACTICE** and where is it practiced?

Q4. **WHO** is **SUPPORTING** its adoption?

Q5. What **EVIDENCE** is there of its **SUCESS**?

Q6. What does its **FUTURE** hold?
1. WHAT IS THE RATIONALE FOR CBPL?

- Students learn at different rates
  - Student progress is based on learning, not time: Personalized pace
  - Criterion-referenced assessment, not norm-referenced

- Students have different learning needs, interests, and talents
  - Personalized content

Questions or comments?
2. WHAT IS CBPL LIKE IN THE IDEAL?

- **Competency-Based**
  - Competency-based progress
  - Competency targets
  - Competency assessments
  - Competency records

- **Personalized Learning**
  - Personal learning plan
  - Project-based learning
  - Scaffolding
  - Personalized instruction
  - Self-directed learning

Questions or comments?
3. WHAT IS CBPL LIKE IN PRACTICE?
3-1. LINDSAY UNIFIED SCHOOL DISTRICT, CA

- Performance-based system
  - Curriculum organized into measurement topics
  - School-wide instructional model
    - Standards/learning goals, Strategies, Systems of learning
  - System of assessment to support learning
    - Personal communication, performance assessment, presentations, demonstrations, seminars, projects, portfolios, criterion-referenced observations, end of measurement topic exams
  - Monitoring learning and feedback
  - Scoring rather than grading

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3-2. INNOVATION LAB NETWORK SCHOOLS

- Students co-design learning, set goals and map their progress.
- Students progress toward mastery and credentials based on competency.
- Students have multiple, anytime/anywhere, high-quality pathways to demonstrate progress and mastery.
- Supporting student demonstrations of progress through complex challenges.

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Student agency: the responsibility students have to make important decisions in their own learning experiences.

The five personalized learning tenets

- Learner Profiles and Personal Learning Plans
- Competency-Based Learning
- Authentic/Project-Based Learning
- 21st Century Skills (Communication, Collaboration, Creativity, and Critical Thinking)
- Technology-enabled

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3-4. LAKE COUNTY SCHOOLS, FL

- 3 C’s of implementation
- PL Components
  - Learner profiles and pathways
  - Student directed
  - Competency-based progression
  - Flexible learning environments
- Transparent Curriculum
  - Unpacking standards
  - Goal setting and celebrating
  - Rubrics and capacity matrices
  - Creating tasks with rigor

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- Culture
  - Growth mindset
  - Vision and code of cooperation
  - Collegiality
  - Standard operating procedures
3-5. CHARLESTON COUNTY SCHOOL DISTRICT, SC

- **Student-Directed Learning**
  - Set goals based on data and choose activities
  - Individualized learning plans
  - Track their data on a daily basis

- **Flexible Learning Environments**
  - Classrooms—multiple learning zones / Virtual options are available
  - Student and teacher scheduling is flexible

- **Competency-Based Progression**
  - Standards-based curriculum / Formative assessments & summative assessments
  - Students produce evidence of learning to determine proficiency
3-6. CHUGACH SCHOOL DISTRICT, AK

- Content areas (10 domains) and standards
  - Learning based on levels and standards
  - Graduation when reaching specific levels for each domain

- Individual Learning Plan

- System of assessments (cumulative assessment)

- Personalized instruction based on students’ levels

- Customized information management system
3-7. SCHOOL DISTRICT 51, CO

- Performance-based learning (P-BL)

- Performance-Based Structure
  - Graduate profile
  - Shared vision, mission, and guiding principles
  - Teaching & learning framework
  - Competency framework
  - Growth mindset and social & emotional learning

- Classroom Features
  - A growth mindset
  - Student-created norms
  - Personal goal setting for behavior and academics
  - Systems to support self-directed learning
  - Infused choices for students within their learning
  - Structures to support student voice
  - Feedback loops

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3-8. MINNESOTA NEW COUNTRY SCHOOL, MN

- Small learning community
  - Each advisor has about 11 students for multiple years
  - Strong relationship, mentor-protege type of interaction

- Self-directed, project-based learning approach – No courses
  - Emphasis on individual projects and full-time “self-directedness”

- Authentic mastery assessment
  - Student’s active involvement in the assessment process, facilitating learner-centered assessment, standards that are developed by students and advisor.

- Teacher ownership and democratic governance

Questions or comments?
4. WHO IS SUPPORTING CBPL?
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Questions or comments?
5. WHAT EVIDENCE OF ITS SUCCESS?

- Nellie Mae Education Foundation 2016 report by AIR
  - Gathered data from 10 public high schools in the Innovation Lab Network facilitated by the Council of Chief State School Officers (CCSSO) and 8 comparison high schools
  - Findings: Implementation of CBPL practices varied greatly across and within schools, regardless of whether the school was categorized as implementing CBPL
  - Hence, they looked at the effects of individual practices of CBPL
5. WHAT EVIDENCE OF ITS SUCCESS?

- Report Findings
  - Having a clear sense of the learning targets had a positive relationship with learning.
  - The requirement to show mastery of learning targets had a positive relationship with intrinsic motivation.
  - Instruction delivered via a variety of formats (e.g., group projects) had a positive relationship with learning.
  - Nontraditional assessments (i.e., other than written tests) had a positive relationship with intrinsic motivation.
  - Extra time to finish a topic and the chance to re-do an exam or final project had a positive relationship with intrinsic motivation & self-efficacy.
6. WHAT DOES ITS FUTURE HOLD?

- CBPL is in its infancy – much like the Wright Brothers stage of air transportation.

- Work is needed to improve CBPL and its implementation:
  - The need to improve technological tools to support learners,
  - The need to develop more powerful learning resources (such as projects and JIT tutorials),
  - The need to design better teacher practices and professional development.

Questions or comments?
ANY QUESTIONS?

Q & A