****Iowa Department of Education****

****District Reflection and Action Planning for Transition to Competency-based Education (CBE)****

This document should be used to reflect on what is in place that will propel the district toward a CBE system as well as what the immediate next steps might be. The district should go through the reflection and action planning stages at least annually, preferably in the winter or spring to prepare for the following year.

## INSTRUCTIONS:

**1)** For each Characteristic, come to consensus around each indicator to determine if it is Already in Place, In Progress, Or Not Worked On Yet. **2)** List evidence to defend your where you placed each indicator. **3)** Determine through your district’s consensus building process which indicators to work on this year, and **4)** use the Action Planning Chart offered at the end of this document or your approved district action planning document to plan this transition. (Add lines as needed.)

# Part 1 Characteristics of a CBE System: District Reflection

## 1. The district has strong internal and external stakeholder commitment to and involvement in district-wide competency-based education.

### Key indicators include:

1. A shared vision for competency-based education (CBE) for all students has been developed with broad-based stakeholder participation.
2. Long- and short-range strategic plans for CBE are developed with broad-based stakeholder participation.
3. The school board has adopted:
4. a clear definition of competency-based education,
5. a definition of proficiency consistent with the State Guidelines for PK-12 Competency-Based Education and postsecondary education requirements, and
6. expectations for how proficiency will be demonstrated and assessed.
7. The district has materials and vehicles for communicating about competency-based education to students, parents/guardians, teachers, and community members.
8. Community members grant permission and provide support for the transition to a competency-based system, exhibited by their ability to:
9. articulate the reason for change,
10. articulate what the school is doing to facilitate this transformation, and
11. articulate their role in a competency-based system.
12. Community members share responsibility for student learning.
13. Businesses, organizations, industry, etc. partner with the school to create learning environments and opportunities for students such as, but not limited to, internships, clubs, and after school programs.
14. Internal and external stakeholders are appropriately involved in decision making.
15. Internal and external stakeholders are regularly provided vehicles for input and feedback such as, but not limited to, surveys, questionnaires, and meetings.
16. The union contract allows for flexible scheduling and staffing.

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## 2. The district nurtures a culture of continuous improvement.

### Key indicators include:

1. Continuous collaborative inquiry for developing staff competencies related to content, instruction, and assessment in a competency-based system.
2. Ongoing study of content, practice, and student effects in relation to student progress toward proficiency.
3. Constant use of data to guide decisions.
4. Structures for shared decision making related to learning goals, how it will be learned and assessed, and determination of proficiency (includes individual students, small and large groups of students, and adults).
5. Clearly shared goals and progress indicators related to student learning of the standards, competencies, and universal constructs.
6. Easy access to data and information to guide the work.
7. Community support for collaborative inquiry approaches for staff and student learning in a competency-based system.

h. Strong leadership provided at all levels of the system to guide and protect the transition to a competency-based system.

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## 3. The district adopts policies and procedures to support a competency-based system.

### Key indicators include:

1. Key policy issues have been addressed and policies allow for:
	1. units/credits that are not exclusively time-based,
	2. opportunities to earn credit for learning that occurs outside the school walls but demonstrates proficiency on rigorous standards and competencies, and
	3. progression based on demonstration of proficiency.
2. Procedures that clarify responsibilities such as:
	1. student safety during extended learning opportunities (background checks, supervision),
	2. student transportation to and from extended learning opportunities, and
	3. guidelines and criteria for participation in online and extended learning opportunities.
3. Policies define academic performance categories that allow for clear decisions around extracurricular eligibility.
4. Policies and procedures are consistently reviewed in light of changes in the system.
5. Key leaders advocate for state policies that promote CBE.

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## 4. Competencies and scoring documents align with the Universal Constructs and the appropriate standards (Early Learning Standards, the Iowa Core standards, and other content standards not yet a part of the Iowa Core).

### Key indicators include:

1. The district has developed or adopted competencies that guide student learning toward proficiency of the standards and Universal Constructs.
2. Competencies emphasize transfer of knowledge and skills in the standards and the Universal Constructs.
3. Competencies and scoring documents are reviewed on a regular basis and updated as necessary to ensure tight alignment to the standards and Universal Constructs.

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## 5. Assessments are a meaningful and positive learning experience for students.

### Key indicators include:

1. Assessments, including performance tasks and performance assessments, are tightly aligned to the standards and Universal Constructs.
2. The scoring documents clearly articulate what is expected for a demonstration of proficiency.
3. Students are evaluated on performance and application.
4. Teachers and students use formative assessments to redirect teaching and learning throughout the learning process.
5. Competencies, standards, and Universal Constructs are assessed in multiple contexts and multiple ways.
6. Examples of student work demonstrate knowledge and skill development and learning progressions to help students understand their own progress.
7. Adequate supports, based on assessment data, are available for students who do not become proficient in a timely manner.
8. Assessment practices are reviewed on a regular basis and updated as necessary.

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## 6. Learning environment is student-centered and personalized.

### Key indicators include:

1. A safe and collaborative learning environment for students and adults is established and maintained.
2. Students, parents/guardians, teachers, and administrators provide feedback on the learning environment of the school on a regular basis.
3. Students:
4. have voice and choice in when, how, and where they learn and how they demonstrate proficiency,
5. gradually take more responsibility for the design of their learning pathways toward proficiency on competencies, and
6. have clarity about what they need to accomplish and ownership of the learning pathways.
7. Teachers:
8. are supported in their own learning as they become more proficient in providing personalized learning experiences for students, which are connected to each student’s interests, needs, and life experiences,
9. are developed to be strong facilitators and coaches, skilled in deploying a broad range of instructional practices that engage all learners (e.g. blended learning, project-based learning, collaborative learning),
10. collaborate with other adults, both in and outside school, to provide opportunities for their own growth as well as for their students’ learning,
11. provide high quality resources/interventions for students to become college and career ready, and
12. partner with students to design learning keep each student on track for successful learning and for graduation.
13. Students and parents/guardians have deep understanding of the competencies, standards, and Universal Constructs and are partners in determining how students will demonstrate proficiency.
14. The district and community partner to provide all students with a variety of quality learning opportunities both in and out of the school building (e.g. project-based learning, internships, after school programs, clubs, and organizations).

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## 7. Leadership is purposefully shared throughout the system.

### Key indicators include:

1. Leadership is formalized at all levels of the system. Students, teachers, and administrators, as well as, parents/guardians and community members provide leadership for ensuring students learn well.
2. Leaders at all levels are supported in their own learning as they become more proficient at development of personalized learning for everyone in the system.
3. The district provides support and development of leadership at all levels of the system to guide and protect the transition to a competency-based system.

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## 8. Credit/advancement is based upon demonstration of proficiency on competencies.

### Key indicators include:

1. Credit is based on demonstration of proficiency on competencies rather than on time.
2. Students demonstrate proficiency on competencies and earn credit or advance in content at a negotiated pace. They work through some competencies more rapidly while taking more time to ensure proficiency on others.
3. Determinations of proficiency are based on agreed upon scoring documents, assessment tools, and/or assessment tasks aligned to the Universal Constructs, standards, and/or competencies.
4. Grading practices emphasize student-generated evidence of proficiency.

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## 9. The district provides technical and structural supports for teachers, students, and parents/guardians.

### Key indicators include:

1. Data systems enable teachers and others to document, monitor, and report student learning in relation to standards and Universal Constructs.
2. Technology systems enable teachers, students, and their parents/guardians to access individual student portfolio reports that show student progress at achieving proficiency of identified learning targets.
3. Teachers, students, and parents/guardians have adequate support to understand and use the system(s) for documenting student progress toward proficiency.
4. Competencies and scoring documents are available to students and parents/guardians throughout the learning process, and the district ensures that parents/guardians have adequate support in understanding the expectations of the competencies as well as the purpose of the scoring documents.
5. Staff are supported as they facilitate learning in a competency-based environment. The support focuses on capacity building related to:

i. deep understanding of the standards and the Universal Constructs,

ii. selection of appropriate competencies and scoring documents from the models provided by the state or to develop competencies, scoring documents, and performance tasks/assessments that demonstrate student learning of the standards and Universal Constructs, and

iii. knowledge and skills to consistently assess student learning performances and monitor progress until students demonstrate proficiency of standards and competencies.

1. Routines and strategies are established for teachers and other staff to regularly review performance data and make adjustments to instruction as needed.
2. Teacher and student schedules allow for anytime/anywhere learning, progression based on proficiency, and other aspects of a CBE system.
3. Teacher teams are organized to support competency-based education through common planning time, collaborative inquiry, and co-teaching models.
4. The school calendar enables extended learning opportunities.
5. Job descriptions and staff assignments support anytime/anywhere learning, progression based on proficiency, and other aspects of competency-based education.
6. Space is allocated to maximize student access to technology and to places for individualized as well as group or project-based work.
7. Budget allocations support flexibility in staffing, scheduling, use of space, etc.

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## 10. The district provides smooth transitions within and beyond the PreK-12 experience.

### Key indicators include:

1. Reports and transcripts contain reliable evidence of student learning and information necessary for post-secondary institutions to admit and place students.
2. Open communication exists between levels within the district and between the district and post-secondary providers that typically serve the district’s graduates.

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## Part 2 District Action Planning

### School Year:

| Characteristic and Indicator | Action Steps | Who is Responsible | Timeline | Evidence in Form of Products and/or Performances | Support Needed to Get This Done |
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### Future Draft Plans

| One Year Out | Two Years Out | Three to Five Years Out |
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