COURSE DESCRIPTION

(50 clock hours and/or 2 quarter credits)

***Competencies*:** Apply appropriate pedagogical strategies to implement competency based instruction in the classroom; Create and manage a competency based educational environment that values student voice and pace

Have you ever wondered if you could implement competency-based lessons into your teaching? Learn about competency-based curricula and lesson planning along with best-practices like methods for developing competency-based classroom management techniques.

Learn how to build and apply effective pedagogical strategies for implementing competency-based instruction. Through a series of steps, you create and implement a tiered assignment that is tied to authentic assessment. As you build on these skills and strategies, you create an educational environment that values student voice and pace

During this course you will build

- An evaluation process to measure your current lessons for CBE practices

- A differentiated lesson using the 5 principles of constructivist teaching

- A competency-based lesson (new or updated) to incorporate technology

- A competency-based rubric for an authentic assessment

- A tiered assignment aligned to an authentic assessment

- A student self-evaluation tool to track and reflect on progress meeting the specific competencies

COURSE OUTLINE

I. **Apply appropriate pedagogical strategies to implement competency based instruction in the classroom.**
   a. Analyze Competency Based Education including iNACOL's 5 Components of CBE, Essential Learning Questions, and the Elements of UbD
      i. Overview of CBE
      ii. iNACOL's 5 Design Principles of CBE
      iii. Essential Learning Questions and CBE
      iv. How UbD Fits into CB
   b. Analyze the 5 Principles of Constructivist teaching as defined by Brooks and Brooks (1992) and Personalization, Individualization, and Differentiation as defined by McTighe and Tomlinson.
      i. 5 Principles of Constructivist Teaching
      ii. Personalized Learning
      iii. Individualized Learning and CBE
      iv. Differentiated Instruction
      v. Differentiated Instruction through the Lens of UbD
      vi. Personalized Learning and Differentiated Instruction
      vii. Blended Learning
      viii. Next Gen Approach
   c. Create a differentiated lesson that includes the 5 principles of instruction and technology to enhance the identified standards, competencies and outcomes.

       i.   CBE in the Classroom
      ii.   Instructional Development and Management
     iii.   Assessment and Grading in Competency-Based Classrooms
     iv.   Communicating the Move to CBE to Parents
      v.   Competency Based Instruction in Action
     vi.   5 Principles of Instructional Design
    vii.   Model Lesson Development - Part 1
   viii.   Model Lesson Development - Part 2

d. Reflect on how technology could expand the possibilities of Competency based instruction in your classroom.

      i.   Reflection: CBE and Technology

MILESTONE (SUMMATIVE) ASSESSMENT #1

II. **Create and manage a competency based educational environment that values student voice and pace.**

a. Analyze the role of assessment in creating tiered assignments, assessing student progress and determining competency based mastery.

      i.   The Role of Assessment
      ii.   Deeper Learning
     iii.   College & Career Readiness
     iv.   CBE, Pacing, Differentiation, Personalization
      v.   The Role of Assessment in CBE
     vi.   The Role of Assessment in Creating Tiered Assignments
    vii.   Using Assessment to Determine Student Progress

b. Develop a rubric to measure the authentic assessment included in your competency based unit.

      i.   Evaluation Tools
      ii.   Using Holistic Rubrics
     iii.   Using Analytic Rubrics
     iv.   Proficiency Scales
      v.   Using Rubric Makers
     vi.   Writing Effective Competency Based Rubrics

c. Develop a student-centered tool to track progress, self-evaluate and reflect on progress toward meeting the outcomes of the competency based unit.

      i.   The Power of Student Reflection
      ii.   Why Should Students Track Their Own Progress?
     iii.   Data Binders and Portfolios
     iv.   Helping Students Learn to Self-Assess and Track Their Own Progress

d. Reflect on how competency based instruction and deeper learning can prepare students for college and career in a global society.

      i.   Reflection: How CBE Prepares Students for College and Career
      ii.   Reflection: How Deeper Learning Prepares Students for College and Career

MILESTONE (SUMMATIVE) ASSESSMENT #2

BUILDING YOUR ARTIFACTS: UNIT #1

- Using a plus/minus/delta chart, or a self-evaluation tool of your choice, identify your strengths and potential opportunities for improvement in your current implementation of the following theories, strategies, and best practices:
  - iNACOL's 5 components of CBE
  - Essential Learning Questions
  - Understanding by Design
  - 5 principles of constructivist teaching (Brooks & Brooks)
  - personalization (McTighe & Tomlinson)
  - individualization (McTighe & Tomlinson)
  - differentiation (McTighe & Tomlinson)
- Select a lesson for which you have identified standards, competencies, and outcomes. Alternately, select a topic for an upcoming lesson and begin by identifying the standards, competencies, and outcomes to be addressed.
- Design a differentiated lesson that exhibits your understanding of the 5 principles of constructivist teaching and uses the 5 principles to enhance the identified standards, competencies, and outcomes.
  - Provide a short summary explaining:
    - how your lesson is aligned to the 5 principles; and
    - how the identified standards, competencies, and outcomes are enhanced by the 5 principles of constructivist teaching.
- Incorporate technology into the lesson in order to enhance the identified standards, outcomes, and competencies.
- Reflect on the use of technology in the lesson and write a short summary explaining how technology enhances the standards, outcomes, and competencies in the lesson. Also indicate in your summary how technology can expand the possibilities of CBE.

BUILDING YOUR ARTIFACTS: UNIT #2

- For a selected set of competencies in your curriculum, select an existing authentic assessment or design a new authentic assessment. It is important that the assessment is aligned to the identified competencies.
  - Develop a rubric for the assessment that will accurately evaluate student achievement of the identified competencies.
  - Summarize how the assessment connects to Deeper Learning principles and will help prepare students for college and career.
- Refer to the authentic assessment from the previous challenge activity, along with the competencies to which the assessment is aligned.
  - Create a tiered assignment aligned with the authentic assessment and its associated competencies. More specifically, the tiered assignment should help students to practice a skill that will be measured using the authentic assessment.
  - Discuss the role of assessment in the development of the assignment, including, but not limited to:
    - How did the expectations in the authentic assessment shape your design of the tiered assignment?
    - How is formative assessment incorporated into the tiered assignment?

- How will formative assessment before the assignment help you and/or your students to determine which "tier" is appropriate for each student?
- How did assessment (formative and summative) help you to identify and evaluate the varying student needs that drive the differences in the "tiers" in the assignment?

- Develop a student-centered tool (a PDSA cycle template, for example) to track progress, self-evaluate, and reflect on progress toward meeting the competencies to which the assessment, rubric, and assignment are aligned.

- If possible, implement the tool and obtain student feedback. If implementation is not possible, request peer feedback on the student-centered tool. Make changes to the tool as appropriate, based on this feedback.