

Competency-based Education

Wednesday, April 29, 2015, 5pm

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https://docs.google.com/presentation/d/1pk0zOqIEmtariAkHyt8i_-R1Zi8K5EIU9lorE_dq5y8/

1. Introduction
2. Traditional educational structure
3. Opportunity
4. Example of pilot
5. Proposed Board direction to staff

District Goals

- **HCSD Forward #5** (<http://www.hcsd.k12.ca.us/page.cfm?p=507>)
 - A culture of creativity & reasoned experimentation
- **Expectations**
 - Highest level of academic achievement
- **Essential Outcomes** (<http://www.hcsd.k12.ca.us/page.cfm?p=506>)
 - risk takers who understand that failure is temporary
 - be resilient and persevere
 - lifelong learners who are curious
 - pursue learning for its own sake

Challenge

Academic achievement may be limited by age grouping and grade-level standards.

Possible solution:

Personalized (competency-based) **education**
to help each child achieve their potential

What is it?

Competency-based education allows students to advance based on their ability to **master a skill** or competency **at their own pace**.

A structure tailored to different learning abilities leads to **greater mastery** and **higher academic achievement**.

Today's purpose

- To discuss whether we can improve skill mastery and breadth of knowledge through a “competency-based” educational structure
- To decide whether to task staff with designing a pilot project to gain more HCSD experience with the concept

2. Traditional Educational Structure

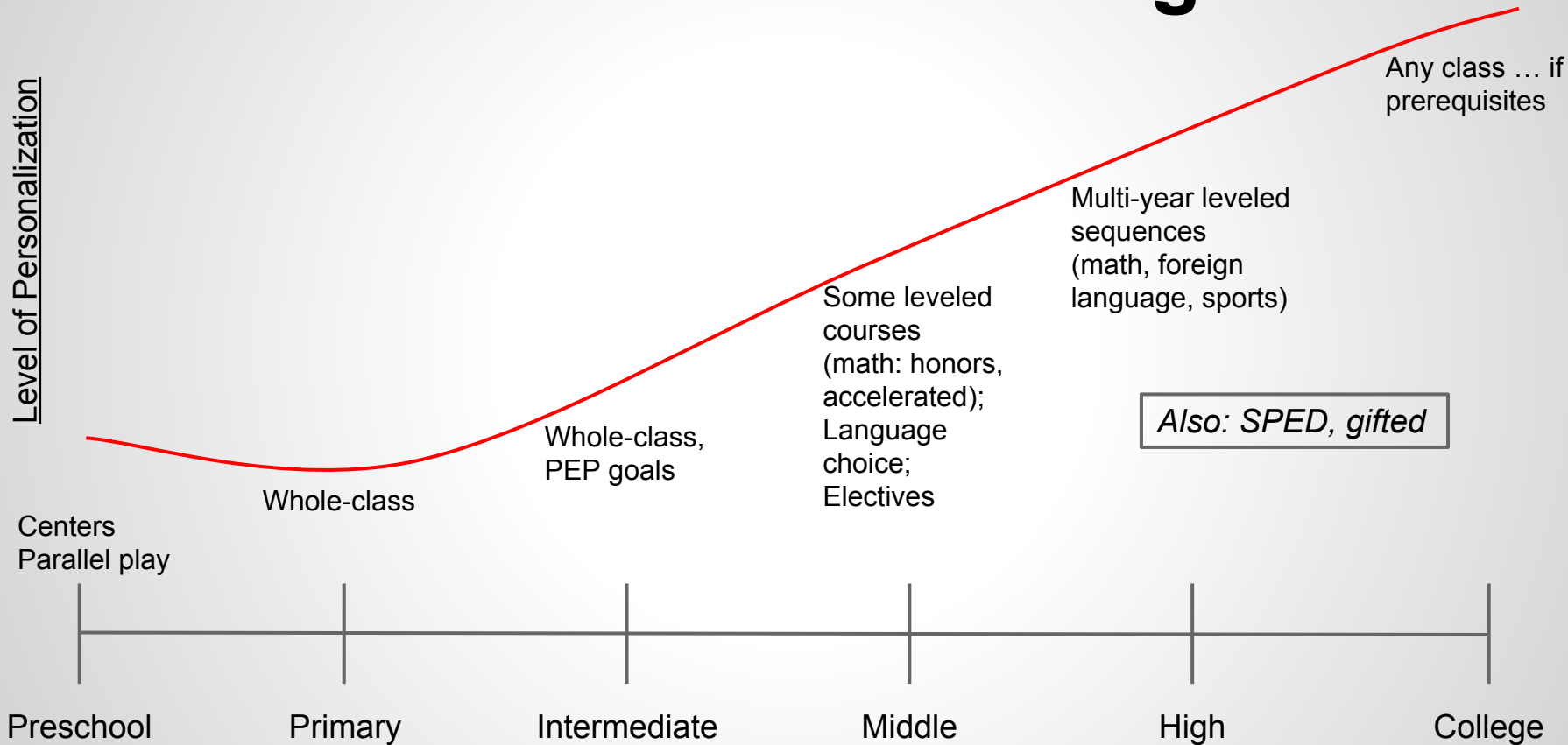
Sir Ken Robinson, "Changing Education Paradigms", 2008



Full video: <https://youtu.be/zDZFcDGpL4U>

Individualized education in grades

Level of Personalization



Benefits of grade-level grouping

- Peer fit: physical, social / emotional maturity
- Whole-class direct instruction
- Collaborative team projects
- Peer assistance / tutoring
- Classroom management
- Preparation much simpler
- More effort available to kids who need more help (NCLB)
- Ensure all students exposed to full standards
- Administration simpler: logistics, staffing, reporting
- Common Core standards organized by grade

Why is Board direction needed?

What would happen today if a lone HCSD teacher decided to try on their own?

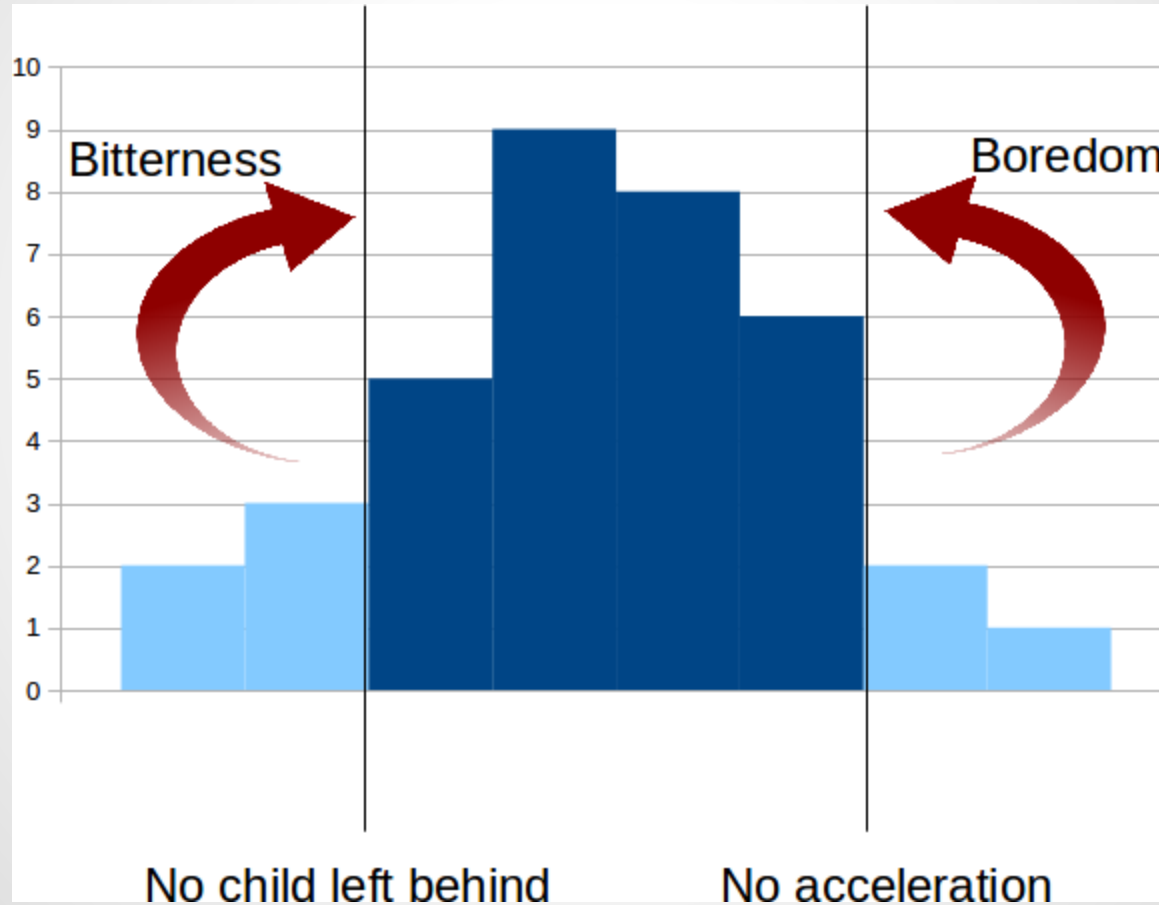
- Common Core grade-level standards
- District assessments to benchmark
- Teachers in subsequent grades object
- CC Smarter Balance testing (or not?!)

3. Opportunity

Why do kids learn at different rates?

- Inherent talent (e.g. IQ)
- Passion / interest / personal characteristics
- Time on task
 - Because of free time personal choice
 - Because of parental influence outside of school
 - Because of deliberate choice by the teacher (PEP)
- “Slow” ≠ “bad”

Skill acquisition during a unit



Student situations

- **Alicia** is gifted, and masters new skills in half the time needed by the class average
- **Brad** begins 2nd grade having done three years of after-school Kumon enrichment; already mastered arithmetic fluency
- **Christine** needs extra time on task to master writing, but succeeds when not rushed
- **Dave** begins kindergarten already (reading and) comprehending chapter books

Subject skill acquisition over a year

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
	Multiply		Divide		Shapes			Fractions	
<i>Usual</i>									
Alice									
Bob									
Carol									

4. Example of possible pilot

- Two teachers, adjacent grades, one school
 - 3rd & 4th, teachers can collaborate
- “Small group” instruction (5 students?)
 - mobility between groups (not “tracking”)
- Single subject (math?)
 - Clear (objective) assessments
- Follow Common Core scope & sequence

Possible tools: Khan academy, flipped classroom, blended learning

5. Board direction to staff

Recommendation:

That the HCSD School Board direct staff to design a small pilot program in competency-based education, and bring it back to the Board for approval at the January 2016 Board meeting.