

# Competency-Based Education Pilot Program Application

## Scope of Work/Narrative

### 1. Vision and Timeline:

- Vision: Competency based progression (CBP) is one component of Lake County's strategic plan for the successful implementation and scale-up of personalized learning for students. Our vision is to provide an environment where the learners drive their own learning and connect learning with their own interests and aspirations. In our vision, students:
  - become active participants in the design of learning and identify goals and objectives for their own learning plans;
  - develop the skills to use appropriate technology and resources;
  - build networks of peers, experts, and teachers for support;
  - demonstrate mastery of content in a competency-based system;
  - monitor the progress of their learning; and
  - redefine learning activities and goals based on individual learner needs.

### b. Detailed Timeline:

#### **2014-15**

Critically important to the implementation of competency-based progression is the foundation that is first established in the schools and classrooms. From June 2014 – June 2015, we worked with our first cohort of schools (two elementary, one middle, and two high schools), providing training on moving from a teacher-centered to a student centered classroom. While this work was not directly focused on competency based progression, the shift in focus created an environment where the curriculum was transparent and students began to break down the standards and understand where they were (as individual students) in their progress toward mastery of the standards. Armed with this new knowledge, students' engagement increased as they began to see where they could progress more quickly and where they needed additional support. Since our current system is not designed for individual rates of acceleration through content, teachers in our first cohort allowed students to progress at different paces through units of study, but not from one unit to another. Even in this limited approach, the focus on a culture of achievement for every learner established a foundation for competency based progression.

#### **2015-16**

In 2015-16, we began preparing for a systemic move into CBP while our schools and teachers continued to build a solid foundation in the field. We established a Steering Committee for CBP, including leaders from each district academic department and two members of the executive cabinet. We enlisted the help of an external facilitator and, over a several month period, went through two full days of the Problem Solving Decision

Making process to determine potential problems, potential opportunities, leverage points, and priority needs related to competency based progression. Representatives from the Steering Committee presented the findings to the full Executive Cabinet and Superintendent, and we moved forward based on their direction.

### **May 2016**

We enlisted the help of the Great Schools Partnership to present to our Steering Committee first, and then later to our Curriculum Department, a recommended process for developing competencies based on the new Florida Standards. District staff had opportunities to ask questions and get clarification on the recommended plan of action.

### **June 2016**

We advertised for a district CBP Specialist position, which is grant-funded, but which is not yet filled.

### **August 2016**

Our plan is to assemble the Curriculum Department's Program Specialists, along with teacher representatives, to spend two days working with Great Schools Partnership to develop competencies (K-12) in each of the four content areas: Math, ELA, Science, and Social Studies.

### **September 2016 – December 2016**

During this period we will go through a vetting process to pressure test and tweak the newly created competencies by testing them out on a small scale.

### **October 2016**

Convene the Curriculum Department's Program Specialists and teacher representatives again, and work with the Great Schools Partnership to create scoring criteria and rubrics for each competencies. Scoring criteria and rubrics will be created for grade bands (K-2, 3-5, 6-8, 9-10, 11-12) and will help connect standards' work across grade levels.

### **October 2016 – January 2017**

Go through a vetting process to pressure test and tweak the newly created rubrics and scoring criteria by testing them out on a small scale.

### **November 2016 – January 2017**

Hold an Open House or Community Forum at each Cohort I school to communicate to parents, students, and community the upcoming implementation of CBP.

### **January 2017 – May 2017**

Begin a small scale implementation of CBP in our first cohort of schools: Lost Lake Elementary, Sawgrass Bay Elementary, South Lake High School, Umatilla High School, and Windy Hill Middle School.

**January 2017**

Reconvene CBP Steering Committee to determine a recommendation for student progression upon mastery of content. Report to Executive Cabinet and work with Student Services to adjust the Student Progression Plan, if needed.

**May 2017**

Solicit feedback from teachers, students, parents, and community members regarding the small scale implementation, to understand potential issues with a larger scale implementation.

**Summer 2017**

Revise and edit competencies, scoring criteria, rubrics, and process, as needed based on feedback.

Invite stakeholders, including students, parents, teachers, business and community members to an externally facilitated session designed to both provide information and receive input on CBP.

**August 2017 – May 2018**

Expand implementation to Cohort I and II schools. Hold an Open House or Community Forum at each Cohort II school to communicate to parents, students, and community the upcoming implementation of CBP.

**Summer 2018**

Invite stakeholders, including students, parents, teachers, business and community members to an externally facilitated session designed to both provide information and receive input on CBP.

Evaluate, revise and edit competencies, scoring criteria, rubrics, and process, as needed based on feedback.

**August 2018 – May 2019**

Expand implementation to Cohort I, II and III schools. Hold an Open House or Community Forum at each Cohort III school to communicate to parents, students, and community the upcoming implementation of CBP.

**Summer 2019**

Invite stakeholders, including students, parents, teachers, business and community members to an externally facilitated session designed to both provide information and receive input on CBP.

Revise and edit competencies, scoring criteria, rubrics, and process, as needed based on feedback.

### **August 2019 – May 2020**

Expand implementation to Cohort I, II, III, and IV schools. Hold an Open House or Community Forum at each Cohort IV school to communicate to parents, students and community the upcoming implementation of CBP.

### **Summer 2020**

Invite stakeholders, including students, parents, teachers, business and community members to an externally facilitated session designed to both provide information and receive input on CBP.

Revise and edit competencies, scoring criteria, rubrics, and process, as needed based on feedback.

### **August 2020 – May 2021**

Expand implementation to Cohort I, II, III, IV and V schools. Hold an Open House or Community Forum at each Cohort V school to communicate to parents, students and community the upcoming implementation of CBP.

#### c. List of Schools to Participate in **2016-17**:

- Lost Lake Elementary
- Sawgrass Bay Elementary
- South Lake High School
- Umatilla High School
- Windy Hill Middle School

#### d. Scale up of schools in:

- **2017-18**: Carver Middle, East Ridge High School, East Ridge Middle School, Eustis High School, Eustis Middle School, Gray Middle School, Lake Minneola High School, and Pine Ridge Elementary.
- **2018-19**: Clermont Middle, Leesburg High School, Leesburg Elementary, Mount Dora Middle School, Seminole Springs Elementary, and Triangle Elementary.
- **2019-20**: Still TBA, based on determined readiness. We have a robust application process for schools to bring this work. The schools coming on board in 2019-2020 will be determined during the 2016-17 school year.
- **2020-21**: Still TBA, based on determined readiness. We have a robust application process for schools to bring this work. The schools coming on board in 2020-2021 will be determined during the 2017-18 school year.

#### e. Teacher assignment and master schedules at the beginning of

- **2016-17**: School master schedules and teacher assignments for this school year are still being created. We will provide a link as soon as the information is available (we anticipate within two weeks).

- **2017-18:** Will be provided prior to the start of the 2017-18 school year.
- **2018-19:** Will be provided prior to the start of the 2018-19 school year.
- **2019-20:** Will be provided prior to the start of the 2019-20 school year.
- **2020-21:** Will be provided prior to the start of the 2020-21 school year.

## 2. Annual Goals and Performance Outcomes:

### A. Student Performance as defined in s. 1008.34, F.S.

Our plan is to begin a very small scale implementation of CBP during the second semester this year. So initially, as we track data, it will be based on participating classrooms, not whole school. Once we review our progress following this year, we anticipate that our annual goals and performance outcomes will be more targeted. This year, however, we intend to

- Improve in each category of our district’s Early Warning System report data (including attendance, credits earned, GPA, and discipline)
- Increase FSA math proficiencies

### b. Promotion and Retention Rates:

- Due to our small scale and half-year implementation in Year 1, we don’t anticipate a significant impact on either promotion or retention rates. We will, however, track the data and establish goals for years 2-5.

### c. Graduation Rates:

- Due to our small scale and half-year implementation in Year 1, we don’t anticipate a significant impact on graduation rates. We will, however, track the data and establish goals for years 2-5.

### d. Indicators of College and Career Readiness:

- Thinking within the framework of David Conley’s (2011) *Four Keys to College and Career Readiness*, we expect to see improvement in students’ key content knowledge, their key cognitive strategies, their key learning skills and their key transition knowledge and skills. Specifically, we expect to see improvement in students’ abilities to:
  - Set goals
  - Persist when the learning gets challenging
  - Collaborate using academic language
  - Own their learning
  - Use appropriate technology tools
  - Demonstrate student agency

## 3. Communication Plan:

- Utilize the tools and strategies we’ve used with personalized learning to communicate and answer questions about the specifics of CBP. These include:

- A Website with several videos ([pl.lake.k12.fl.us](http://pl.lake.k12.fl.us)) to help communicate to all stakeholders
  - A series of Community Forums to share a brief overview of the work and respond to any questions from teachers, students, parents, or community members (see the detailed timeline)
  - Design a series of Board workshops and accompanying press releases to communicate our progress with Competency Based Progression
  - Build updates on CBP into our established Personalized Learning Work Group. This group includes local business and community members.
  - Provide regular opportunities to both communicate and receive feedback from all stakeholder groups (see detailed timeline, each summer)
- 4. Professional Development:**
- CBP is already built in to our existing training for personalized learning. As we deepen our implementation, we will tweak our PD offerings to match. Currently we offer the following options for teachers and administrators to learn about CBP.
    - A micro-credential with three pathways as part of our Distinguished Badge for Personalized Learning
      1. A traditional face-to-face training with a required demonstration of mastery
      2. A self-paced, online, scenario-based pathway with a required demonstration of mastery
      3. An action research pathway
    - Through the 2016-17 school year, training on CBP will also be part of the training offered through Marzano to our personalized learning schools
    - Mini lessons offered at district principal and AP meetings and leadership events
- 5. Student Progression:**
- Once the competencies and scoring criteria have been created and vetted, projected for January, 2017, the Steering Committee will reconvene to determine a recommendation for the Executive Cabinet related to student progression based on mastery of competencies. (See the detailed timeline)
  - Once the competencies and scoring criteria have been created and vetted, a committee of teachers and appropriate district departments will be formed to create common assessments which can be used to determine and ensure that a student has satisfied the requirements for content mastery and grade-level promotion.
- 6. Digital and Blended Learning:**
- In Lake County we view digital and blended learning as important components of a competency based environment. As schools come on board with personalized learning, district funds are allocated to provide additional technology tools for students.
  - Students in Lake County have access to a number of tools for digital learning. In the elementary schools, students use iStation and iReady for online learning in math and reading. In middle and high schools, students have access to Achieve 3000. In addition,

most teachers use the digital resources available with their adopted textbooks. These tools will be used in the competency based progression classrooms to allow students to work through content at their own pace.

- Along with the tools listed above, Lake County teachers utilize Edmodo and Schoology to create a blended learning environment. A blended learning environment supports personalized learning by providing multi-modal access to content. Like digital learning, blended learning allows students to work through content at their own pace.

#### 7. Allocation of Resources:

- Resources are provided at both the school and district level to support the schools with CBP.
  - At the school level, funds are allocated to provide:
    1. Training for teachers and staff
    2. Subs or stipends for teachers who may want to attend additional training or create materials/resources
    3. Technology tools to supplement what they already have
    4. A Personalized Learning Facilitator position to support the work for a two year period
  - At the district level, funds are allocated to provide:
    1. A Coordinator on Special Assignment for Personalized Learning for Students to lead the implementation and scale up of personalized learning, including competency-based progression.
    2. Technical assistance (through Great Schools Partnership) with competency development, editing and revision, and communication plans for stakeholders.
    3. District level training opportunities for district and school staff
    4. Technology tools to track student achievement of competencies

#### 8. Selected Schools:

- Schools are selected through a two-phase application process. In the first phase, schools apply to begin a year of planning for personalized learning. During this planning year, schools are exploring different strategies for implementation, thinking about how to leverage their strengths, and determining how both to get started and to scale up. A district panel reviews the applications and determines which schools move forward into a planning year. The district provides some funding for each planning school so that they can provide training for teachers and allow teachers to travel to visit other personalized learning districts and classrooms. After a year of planning, schools choose between two options: spend a second year planning, or apply to launch. The application to launch includes both a written application and a project plan, plus a presentation to a district panel. This application asks schools to articulate how they'll scale the work so as to be fully personalized after four years. After hearing the presentation and reading the application and project plan, the district panel determines which schools are ready to

launch. Additional funding is available to schools when they enter the launch phase (see allocation of resources).

- We have not really had to recruit schools; they've been interested and see the shift into personalized learning as a logical progression, starting with standards based instruction, moving into differentiated instruction, and then into personalized learning. We have been intentional in giving schools some autonomy in when they apply to start personalized learning.
- Our rationale is that schools (like students and teachers) are at different points along the spectrum of readiness. If schools have some choice in when and how they begin personalized learning, we believe they will be more engaged in the work. We also believe there is much the district can learn from those most closely involved with the students.

**9. Exemption from Rules:**

- For the upcoming school year, 2016-17, we don't anticipate any needed exemptions from the rules.
- Once we begin to implement CBP in the classroom, we anticipate a need for more frequent access to end-of-course exams. As students have the opportunity to advance upon mastery, we anticipate that some students may move more quickly through content, and we don't want the EOC to be a barrier. It's worth repeating, though, that until we begin implementing, we won't know how much of a barrier the current availability schedule presents. We want students to go deeply into the content, as required by the new standards, not rush through. Until we have some experience with student pace in a CBP system, we can't accurately predict the frequency with which we'll need access to EOCs.

**10. Student Funding:** Please see attached statement.