Building a Competency Education System

AASA 2016 SAU17
Profile Sanborn Regional School District

- Sanborn Pride
- Serving students in Kingston, Newton, and Fremont New Hampshire
- Total Enrollment 1760
- Grades Pre-K-12
Sanborn’s Story

• Where we Are…
• Setting high expectations for leadership
• Knowing we don’t have all the answers
• Shared Practice; Learning from Each Other
• System Thinking K-12
• Connecting and Aligning What is important?
• Internal Accountability
• Resolute Leadership
The Perfect Storm

- New Superintendent
- PD Master Plan Due for Revision
- Technology Plan Due for Revision
- AARA Funding available for purchase of new Gradebook and SIS
- New Strategic Plan Implemented
Why Change?

- Low Standardized Assessment results
- Lack of community support
- The “Sanborn A”
- Low post-secondary attendance rates
- Education not valued in community
- High turnover rate for staff
Change Can’t Wait.
NH Core Values and the Instructional Core

1. Moving to a Competency-based System
2. Supporting Our Educators
3. Local Innovation Is Our Driver of Change
4. An Integrated Learning System

Harvard Professor and Education Scholar Richard Elmore’s Instructional Core emphasizes that true transformation of student learning and performance is only possible if you’re impacting all of the four factors above.
Focusing Our Efforts

MAKING TARGETED DECISIONS THAT WORK FOR SANBORN
Sanborn's Big Ideas

Collaboration, Competency, Climate & Culture

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Balancing Decisions

RAISING EXPECTATIONS, BUILDING CAPACITY, LEARNING FOR ALL

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The Foundation

Professional Learning Communities (PLCs)

– Studied the Dufour Model extensively.
– Attended workshops.
– Purchased materials for staff.
– Participated in book talks as teams.

Without PLCs, this work would not be possible!
PLCs

- Game-Changer!
- Established at every grade level.
- Established across schools for specialists.
- Time carved out for PLCs to meet.
- Focus on student work.
Three Phases

Building a Competency-based System Structure K-12

WE ARE ALL IN IT TOGETHER
# Designing a District-wide Plan to Support Assessment

## QPA School Year Time-Line

The time-line for creating a QPA is dependent on the grade level team or course. The goal is that every teacher contribute to creating one QPA for the year. Some teachers/teams may create multiple QPAs based on their experience and level of expertise in creating assessments.

<table>
<thead>
<tr>
<th>MONTH</th>
<th>QPA FOCUS</th>
<th>Tools Explained</th>
<th>Teacher Expectations</th>
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</thead>
<tbody>
<tr>
<td>SEPT/OCT</td>
<td>Creating common performance assessments using topics being studied and the standards/competencies. Referencing Hess’s Rigor Matrix and Depth of Knowledge. Use Tool 1 (pg. T3) as a guide from the QPA book.</td>
<td>Using Hess’s Rigor Matrix (Tool 5 &amp; 6) reminds us that for an assessment to measure competency, students must be asked questions or be expected to perform tasks that reflect expectations of DOK 3. Tool 1: Provides the basis for reviewing the task including looking at student work.</td>
<td>1. Create a Performance Assessment for a course or grade-level 2. Use Tools 5 &amp; 6 to create the assessment. 3. Use Tool 1 to review the assessment after it has been given in the course and students have produced work to review. If an assessment is targeted for later in the school year, complete the steps for looking at student work when the work is completed. 4. Complete cover sheet Tool 2 for the tasks of creating student work. 5. Add Atlas. 6. Repeat the process for creating a QPA as an end of year summative. If your first QPA is designed as an end of year common summative, continue fine-tuning the assessment. 7. Complete at least one QPA for the year. 8. Participate in a District Performance Assessment Calibration Process [pg.3] with grade-level team members or colleagues in your department. 9. Submit QPA to the task bank when all tools have been completed.</td>
</tr>
<tr>
<td>NOV/DEC</td>
<td>Use the validation protocol Tool 2 and 3 (page T6) from the QPA book during PLC time to review Performance Assessment Scoring. Upload Performance Assessment Scoring to Atlas.</td>
<td>Tool 3 is a cover sheet for the QPA. Tool 3 is an evaluation protocol to help review task specific. Uploading to Atlas allows teachers who share a course and curriculum to review collaboratively and add to improve the assessment.</td>
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<tr>
<td>JAN/FEB</td>
<td>Use the calibration protocol Tool 4 (page T9) from the QPA book during PLC time to review Performance Assessment Scoring. Edit assessment and submit to the state of NH TASK BANK for review if student work is included.</td>
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<tr>
<td>MAR/APR</td>
<td>Create a common performance assessment for the end of the year using topics to be studied, standards/competencies, and referencing Hess’s Rigor Matrix and Depth of Knowledge. Use tools previously used for creation of assessment and validation. Think about creating assessments that are administered the Performance Assessment. Review student work. Review student performance comparing other assessments to performance assessment.</td>
<td>Repeat the process for creating a QPA as an end of year summative. If your QPA is designed as an end of year common summative, continue fine-tuning the assessment.</td>
<td></td>
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<tr>
<td>MAY/JUN</td>
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What is Competency?

Competency is a student’s ability to TRANSFER content and skills in/ across content areas.
Assessing competency takes more than just a multiple choice test...it takes an assessment designed to...

- Challenge the learner
- Elicit deep thinking and thoughtful reflection
- Ask students to apply knowledge and skills
- Produce a unique product
- Support independent work
- Reflect classroom learning
What are the expectations for students?

• Students recognize that the expectations for their performance are high
• Students know that they are contributors to the learning and what they offer matters
• Students know that there are supports in place to help them succeed
• Students can not walk away from the learning
• Students focus on competency and standards that leverage future learning and support college and career readiness
What are the expectations for teachers?

• Teachers look more closely at the individual learner, rather than treating all learners the same

• Teachers focus their instruction on skills and knowledge that have the most leverage for future learning

• Teachers make connections in instruction to other disciplines and real-world problems and challenges

• Teachers move to assessments that measure depth of knowledge

• Teachers design assessments that allow students to be creative and to demonstrate their skills at the highest level

• Teachers separate out behavior from academic content to gain a purer picture of a student’s level of competency
Supported K-12
Assessed for Individual Students
Embedded in Units of Study
Students set Personal Goals for Improvement
Calculated Separately from the Academic Grade

AUTHENTIC ASSESSMENT

DISTRICT COMPETENCIES

ELOS
EXTENDED LEARNING OPPORTUNITIES

Career Readiness
College Readiness
21st Century Citizenship

Work Study Practices
The Key to Unlocking the Power of Competency Education

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PACE: Performance Assessment of Competency Education

- Right work at the right time
- Four districts sharing common assessments developed through mutual interdependence and collaboration
- Assessments common by grade-level and course
- System in place to provide feedback on assessment design and quality
- Assessments vetted by outside experts for validity, reliability, rigor, and lack of bias
- Scoring and calibration processes are in place to ensure consistency across districts
- Professional Learning Community has expanded in scope to include colleagues from all districts
Questions?

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Resources:

Fixing the Plane https://www.youtube.com/watch?v=L2zqTYgcpfg
NH’s Story of Transformation: http://www.education.nh.gov/transformation.htm
Sanborn Regional School District: http://web.sau17.org/
District Handbook:
http://web.sau17.org/images/stories/Administration/curriculum/HHPDFs/SRSDHB.pdf