

Competency Based Education

Dover, NH

January 4, 2018

Hallmarks of Competency-Based Education

- Students advance upon demonstrated mastery.
- Competencies include explicit, measurable, transferable learning objectives, that empower students.
- Assessment is meaningful and is a positive learning experience for students.
- Students receive timely, differentiated support, based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Why is it necessary for Dover to adopt Competency-Based Education?

► It's NH Law

- The NHDOE revised the state's *Minimum Standards for School Approval* in 2005. The new standards called for school districts to eliminate seat time and transition to a competency-based system.

NEW HAMPSHIRE



NH GOES FIRST!!!!

- NH has emerged as a national leader in moving toward a state wide student-centered competency based system.
- A multi-year blueprint has been created by the state to support all of us in our journey towards a competency based system.
- Incremental improvement will not deliver what our students and families need and deserve: we must embrace transformation toward the future

Why is it necessary for Dover to adopt Competency-Based Education?

- ▶ The Dover School Board adopted Competency- Based Education as part of the Dover School District's Strategic plan, on December 11, 2017.
 - Goal 2, Objective 2.4 - We will optimize student learning and achievement by developing and implementing a competency-based education model.

Why is it necessary for Dover to adopt Competency-Based Education?

- ▶ We know two things about our learners:
 - They come to education knowing different things.
 - They learn at different rates.
- ▶ Competency-based education recognizes this reality and matches the education to the student.

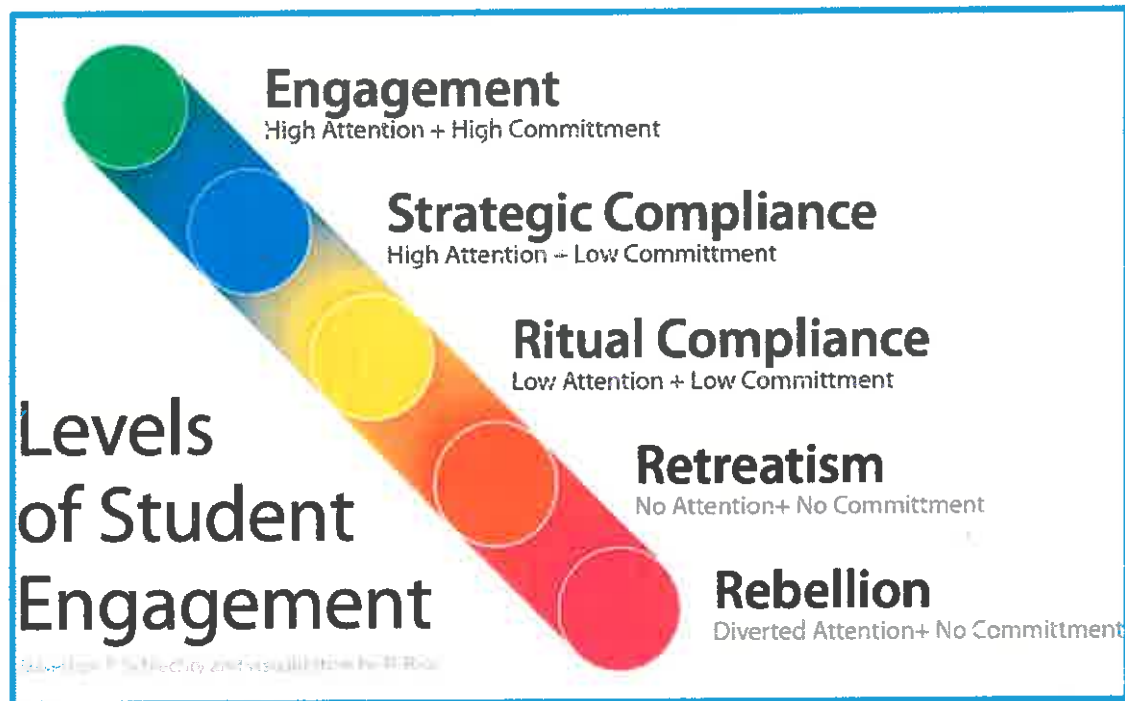


Why is it necessary for Dover to adopt Competency-Based Education?

- ▶ CBE is an effective and more engaging way to learn and develop deeper learning, required for success in college, career, and civic life.



Let's raise our student level of engagement!



Competency-Based Education leads to increased student engagement!



Student:

Personal learning Plan

Resources in school, online and around town

Assessments linked directly to projects I'm working on

Educator:

I'm giving students a personalized learning experience

I can see students in a whole person context

I have a unique learning plan for my own growth

Parent:

My child has choices.

Teachers are more responsive to my child's needs.

My child is more engaged.

Employer:

We are working with NH colleges to customize training to meet our business needs.

We have many more high quality and skilled workers to hire.

NH Stakeholder Perspectives: 2020



TRADITIONAL EDUCATION

COMPETENCY-BASED EDUCATION

Grade level class or course.



BUILDING BLOCK OF
ACADEMIC PROGRAM

Competency
(knowledge, skill,
ability).

Class/course-based -
lecture, discussion,
lab. Can be online or
in-person. Fixed
timing.



CONTENT DELIVERY

Varied, and includes
lectures, projects, use of
publicly available
resources developed by
experts (open educational
resources). Online or
face-to-face. Flexible
and personalized.

Class/course-based exams and projects.



ASSESSMENT OF LEARNING

Students are evaluated through a system of authentic assessments designed to determine mastery of competencies over the entirety of a program. Multiple methods of assessment may be used.

Students go to class or virtually attend online sessions for a set number of hours per day and participate in faculty-led lectures or activities.



CULTURE OF LEARNING

Flexible, personalized learning environment with regular interaction with faculty and may include classes, projects or learning outside of the classroom or learning wherever it occurs.

**Students earn credits
for completing
courses, typically
with acquisition of at
least 60 percent of
the material.**



MEASURING PROGRESS

**Students advance by
demonstrating
mastery of
competencies.**

**Students take a series
of courses or classes
in a prescribed time
period.**



EXPECTATIONS

**Students progress
depends upon
mastery of
competencies.**

DOVER SCHOOL DISTRICT COURSE CURRICULUM MAP

Grade K ENGLISH LANGUAGE ARTS: Expressive writing: Narratives

Competency #4: Students will draw/dictate /write to compose narrative texts describing real or imaginary events or experiences.

Learning Targets:

- Student will use mentor texts to get ideas for their own writing.
- Student will compose a beginning that tells who is in the story and what is happening.
- Student will compose a beginning that tells who is in the story and what is happening
- Student will connect the beginning to the ending by adding details to describe events/actions, words, thoughts, and feelings of characters.
- Student will compose an ending that tells how the problem was solved or how things worked out.
- Student will use illustrations that add interesting details and elaboration.
- Student will, with support, edit and revise my text for clarity (e.g., using grade appropriate punctuation, capital letters, simple sentences, descriptive words/vocabulary, and visuals)

Core Standard Addressed <i>A student will be able to:</i>	Essential Questions	I Can Statements (grade specific)	Instructional Strategies	Assessment/Performance Activities <i>Student will demonstrate skill by:</i>	Additional Teacher Resources and Notes
CCSS:ELA-Literacy.W.K.3 Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	• How do writers learn to write? • How do writers tell a story before writing? • How do writers publish?	• I can leave space in between my words. • I can start sentences with a capital letter. • I can end sentences with an end mark. • I can make sure my pictures match my words. • I can think and write about what I know and love. • I can collect writing ideas. • I can choose an idea to write about. • I can think about my story ahead of time and plan it out. • I know that a story has a beginning, middle and end. • I can stick to my topic. • I can number my pages. • I can write on a line from left to right.	Structures: • Minilessons • Independent Writing • Interactive Writing (K-1 only) • Conferencing • Shared Writing/Reading • Strategy Groups Partner Conversations • Mid-Workshop Teaching Point • Teaching Share	Demonstration of Learning: • Assessment/notes-checklist • Use of strategies • Conferencing-group work • Writing work in folders • Writing which is scored on a developmental writing continuum.	DGW Curriculum Unit 2: Writers write about what they know and love - Personal Narrative

		• I can review my writing to figure out what comes next. • I can make a cover for my writing to include: title, picture and name.			
CCSS:ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	• How do writers add more pages to their story?	• I can re-read my writing to make sure I have not left out a word. • I can re-read my writing to make sure it makes sense. • I can re-read my writing to make sure I have not left out capital letters at the beginning of my sentences and periods at the end of my sentences.			
CCSS:ELA-Literacy.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	How can I use technology to communicate information and ideas effectively to multiple audiences using a variety of media and format?	• I can use a word processing program to tell others about my ideas. • I can use "Paint" and a computer mouse to illustrate an idea.			

DOVER SCHOOL DISTRICT COURSE CURRICULUM MAP

Grade 1 ENGLISH LANGUAGE ARTS: Expressive writing: Narratives

Competency #4: Students will draw/dictate /write to compose narrative texts describing real or imaginary events or experiences.

Learning Targets:

- Student will use mentor texts to get ideas for their own writing.
- Student will compose a beginning that tells who is in the story and what is happening.
- Student will compose a beginning that tells who is in the story and what is happening
- Student will connect the beginning to the ending by adding details to describe events/actions, words, thoughts, and feelings of characters.
- Student will compose an ending that tells how the problem was solved or how things worked out.
- Student will use illustrations that add interesting details and elaboration.
- Student will, with support, edit and revise my text for clarity (e.g., using grade appropriate punctuation, capital letters, simple sentences, descriptive words/vocabulary, and visuals)

Core Standard Addressed <i>A student will be able to:</i>	Essential Questions	I Can Statements (grade specific)	Instructional Strategies	Assessment/Performance Activities <i>Student will demonstrate skill by:</i>	Additional Teacher Resources and Notes
CCSS:ELA-Literacy.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	How can I effectively communicate a story through writing? How can I learn ways to make my books even better by studying what a published author did in his/her book?	• I can write with a beginning, middle and end. • I can write my stories in sequence. • I can introduce ideas followed by supportive details and examples. • I can add details into my stories to make my writing more interesting.	Structures: • Writer's Workshop- whole group minilesson • Independent writing/conferencing • Mid-workshop Teaching • Teaching Share • Partner Talk • Partner Writing • Guided Writing • Strategy Group • Shared Writing	Demonstration of Learning/ Assessment: • Checklist • Conference Notes • Rubric • Writing Folder • Published Work • Post-it Notes • Post workshop Share of Skills and Strategies • Writing a piece of writing that is scored on a developmental writing continuum.	DGW Curriculum Unit 4: Craft and Revision

		• I can add dialogue into my stories to provide information or provide narration. • I can use voice in my writing. • I can share my thoughts and feelings about a topic. • I can choose words that make my writing more interesting. • I can use vocabulary appropriate to the topic. • I can use adjectives.	• Read aloud		
CCSS:ELA-Literacy.W.1.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	How can we do a better job of making sure that readers understand what we are saying? How do I use punctuation to help my reader understand my writing?	• I can check and correct letter formation or orientation. • I can proofread my writing for spelling, capitalization and punctuation mistakes. • I can reread my writing to make sure it is clear. • I can delete words or sentences that do not make sense. • I can add letters, words or phrases. • I can use peer editing. • I can use an editing check			
CCSS:ELA-Literacy.W.1.6 With guidance and support from adults, use a variety of digital	How can I use technology to communicate	• I can use a word processing program to			

tools to produce and publish writing, including in collaboration with peers.	information and ideas effectively to multiple audiences using a variety of media and format?	tell others about my ideas. I can use "Paint" and a computer mouse to illustrate an idea.			
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DOVER SCHOOL DISTRICT COURSE CURRICULUM MAP

Grade 2 ENGLISH LANGUAGE ARTS: Expressive writing: Narratives

Competency #4: Students will draw/dictate /write to compose narrative texts describing real or imaginary events or experiences.

Learning Targets:

- Student will use mentor texts to get ideas for their own writing.
- Student will compose a beginning that tells who is in the story and what is happening.
- Student will compose a beginning that tells who is in the story and what is happening
- Student will connect the beginning to the ending by adding details to describe events/actions, words, thoughts, and feelings of characters.
- Student will compose an ending that tells how the problem was solved or how things worked out.
- Student will use illustrations that add interesting details and elaboration.
- Student will with support, edit and revise my text for clarity (e.g., using grade appropriate punctuation, capital letters, simple sentences, descriptive words/vocabulary, and visuals)

Core Standard Addressed <i>A student will be able to:</i>	Essential Questions	I Can Statements (grade specific)	Instructional Strategies	Assessment/Performance Activities <i>Student will demonstrate skill by:</i>	Additional Teacher Resources and Notes
CCSS:ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	- What types of experiences would make an effective narrative? - How do writers focus in on one personal experience to create a narrative?	- I can use ideas from other books or authors to help me write my story. - I can write a lead that grabs the reader's attention and makes them want to read more. - I can write a beginning or introduction that introduces my characters and the setting.	Structures: - Writer's Workshop - Whole group minilesson - Independent writing/conferencing - Mid-workshop Teaching - Teaching Share - Partner Talk - Partner Writing - Guided Writing - Strategy Group - Shared Writing	Demonstration of Learning/Assessment: - Writing Notebook - Conference Notes - Teacher Created Assessment - Small Group Observations Writing a narrative which is scored on Narrative Writing Rubric	DGW Curriculum Expressive Writing: Narratives

	Why is the writing process helpful in writing a narrative?	• I can write the middle of my story by giving interesting details about my events. Interesting details include character's actions, thoughts and feelings. • I can write an ending that tells how the problem was solved or how things worked out. • I can write an ending that makes my story sound complete. • I can draw pictures that help my readers understand my story.	• Read aloud • PBL - Iditarod		
CCSS:ELA-Literacy.W.2.5 With guidance and support from an adult and peers, focus on a topic and strengthen writing as needed by revising and editing	When do writers make changes to their writing? What strategies do writers use to revise?	• I can revise my writing by rereading my story and changing my writing to make it better. • I can edit my writing for spelling, punctuation and capital letter errors and then fix them.			
CCSS:ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	How can I use technology to communicate information and ideas effectively to multiple audiences using a variety of media and format?	• I can work with others in my school, community, or at home to tell them about being a good digital citizen • I can use a word processing program to			

		tell others about my ideas. ▪ I can turn on my computer and log into it • I can take good care of my school's technology equipment • I can find any key on the keyboard			
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DOVER SCHOOL DISTRICT COURSE CURRICULUM MAP

Grade 3 ENGLISH LANGUAGE ARTS: Expressive writing: Narratives

Competency #4: Students will compose narrative texts, describing real or imaginary events or experiences, using a variety of forms (e.g., stories, legends, plays, poems).

Learning Targets:

- Student will develop a sequence of events that unfold logically and maintain focus or message throughout the text.
- Student will develop characters, using dialogue and descriptions that engage readers (e.g., help readers to picture what is happening).
- Student will use a variety of transitional/temporal words and sensory details to connect and elaborate on my ideas.
- Student will write a believable conclusion that completes my text.
- Student will use illustrations to add interesting and relevant details and elaboration to my storyline or focus.
- With support, student will edit and revise my text for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description/elaboration, visuals)

Core Standard Addressed <i>A student will be able to:</i>	Essential Questions	I Can Statements (grade specific)	Instructional Strategies	Assessment/Performance Activities <i>Student will demonstrate skill by:</i>	Additional Teacher Resources and Notes
CCSS:ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	How can I draw on a special experience to tell a captivating story? How can I organize and balance my writing in a way that is clear to the reader, interests the reader, and emphasizes the heart of the story?	I can brainstorm ideas and set goals for my writing. I can rehearse writing through discussion with a partner. I can replay life events in my mind to relive the experience and then write about these experiences in a way that allows the reader to feel it.	Structures: • Minilessons • Independent Writing • Conferencing • Shared Writing/Reading • Strategy Groups Partner Conversations • Mid-Workshop Teaching Point • Teaching Share	Demonstration of Learning: • Conference Notes • Teacher Created Assessments • Small Group Observations • Drafts • Published pieces - Writing a narrative which is scored on Narrative Writing Rubric	DGW Curriculum Expressive Writing: Narratives

		I can get rid of extra words and focus on the heart of the story. I can revise by grouping sentences into paragraphs to support sequencing, dialogue, and allow for elaboration of the story. I can correctly punctuate my writing. I can edit my writing and use checklists to self-monitor and improve my writing.			
CCSS:ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	How can I use technology to communicate information and ideas effectively to multiple audiences using a variety of media and format?	I can work with my class and my teacher to compare and analyze information. I can work with others in a group to present a project using a variety of technologies. I can write using my keyboarding skills. If I am unsure, I can check with my teacher before copying things from the internet.			

		I can find out more about a topic using online resources.			
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DOVER SCHOOL DISTRICT COURSE CURRICULUM MAP

Grade 4 ENGLISH LANGUAGE ARTS: Expressive writing: Narratives

Competency #4: Students will compose narrative texts, describing real or imaginary events or experiences, using a variety of forms (e.g., stories, legends, plays, poems).

Learning Targets:

- Student will develop a sequence of events that unfold logically and maintain focus or message throughout the text.
- Student will develop characters, using dialogue and descriptions that engage readers (e.g., help readers to picture what is happening).
- Student will use a variety of transitional/temporal words and sensory details to connect and elaborate on my ideas.
- Student will write a believable conclusion that completes my text.
- Student will use illustrations to add interesting and relevant details and elaboration to my storyline or focus.
- With support, student will edit and revise my text for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description/elaboration, visuals)

Core Standard Addressed <i>A student will be able to:</i>	Essential Questions	I Can Statements (grade specific)	Instructional Strategies	Assessment/Performance Activities <i>Student will demonstrate skill by:</i>	Additional Teacher Resources and Notes
CCSS:ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	How do writers study mentor text to identify characteristics of effective fiction pieces and frame their writing? How do writers craft stories and characters for realistic fiction? How does drafting and revising our work help us to build believable characters and stories? How do writers think about an audience as they prepare to publish? How do writers independently plan and publish realistic fiction?	I can study and take note of an author's craft and apply these techniques to my own writing. I can get ideas for stories from small moments in my life. I can develop characters' motivations and struggles. I can sketch out possible plot lines for stories. I can write scenes creating drama using dialogue or action. I can create drafts by letting the story unfold as it happens. I can study texts and reread literature to help my writing evolve. I can show not just tell by using authentic details.	Structures: • Minilessons • Independent Writing • Conferencing • Shared Writing/Reading • Strategy Groups Partner Conversations • Mid-Workshop Teaching Point • Teaching Share	• Writing Projects • Writing Notebooks • Conference Notes • Teacher created assessments • Open-ended responses. • Writing a narrative which is scored on Narrative Writing Rubric	DGW Curriculum Expressive Writing: Narratives

		I can “stay in scene” by keeping true to my setting. I can create endings that flow and create consistency with my story.			
CCSS:ELA-Literacy.W.4.5 With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing	How does drafting and revising our work help us to build believable characters and stories?	I can reread my writing with various lenses and numerous times and edit as I go. I can use my reading experience to revise. I can use punctuation for effect and to ensure the reader understands. I can use a revision checklist. I can publish my work and receive constructive criticism I can take what I’ve learned about writing fiction into new projects. I can reflect on my work and celebrate my accomplishments.			
CCSS:ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	How can I use technology to communicate information and ideas effectively to multiple audiences using a variety of media and format?	I can discuss the advantages and disadvantages of the use of technology and its influence in our daily lives. I can work with my class and my teacher to compare and analyze information on the internet.			

		I can find out more about a topic using online resources. I can find correct digital information on the internet and tell why I have selected it. I can use technology to make informed decisions. If I am unsure, I can check with my teacher before copying things from the internet I can work with others in a group to present a project using a variety of technologies. I can write using my keyboarding skills.			
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