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COMPETENCY- BASED EDUCATION (CBE) AND LEARNER-CENTERED PRACTICES IN MINNESOTA PUBLIC SCHOOLS: A LANDSCAPE STUDY

CCNETWORK
Comprehensive Center Network



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ABOUT US

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With deep roots in the region, R10CC is made up of three organizations: the University of Wisconsin–Madison’s Wisconsin Evaluation Collaborative (WEC), the University of Minnesota’s Center for Applied Research and Educational Improvement (CAREI), and Education Analytics (EA). Our team has extensive experience working with the Wisconsin Department of Instruction (DPI), Minnesota Department of Education (MDE), regional education support organizations, professional associations, and school districts to translate research into practical applications.

THE COMPREHENSIVE NETWORK

The U.S. Department of Education’s Comprehensive Centers Program is designed to provide high quality and intensive capacity-building services to help state education agencies and their clients identify, implement and sustain evidence-based practices to support education outcomes pursuant to the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015.

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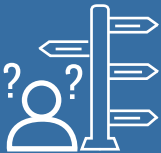
KEY FINDINGS



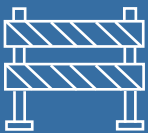
Minnesota is home to a motivated community of practitioners and a variety of school types implementing practices aligned with competency-based education (CBE).



Respondents reported implementing the majority of identified CBE practices in a variety of grade levels and contexts.



The implementation of CBE practices lacks coherence between and within schools and districts. There is a lack of alignment between some CBE practices and existing systems and structures.



Barriers to effective implementation are mostly internal. Respondents cited teacher capacity and attitudes as the most common challenges they've had to overcome when implementing CBE practices.



INTRODUCTION TO COMPETENCY-BASED EDUCATION

The Minnesota Department of Education (MDE), together with the Region 10 Comprehensive Center (R10CC), conducted a survey of educators in Minnesota public schools to better understand which schools are implementing competency-based education (CBE) practices and to learn more about their goals, successes and challenges. These insights will help others develop policies and practices that support learner-centered approaches in our schools.

Competency-based education (CBE) is an approach to education where learners move forward along a learning pathway by demonstrating that they have the requisite skills, knowledge, and/or understanding for the topic of study. CBE has roots in educational theories emphasizing active knowledge construction, personalized learning, and scaffolding. Contemporary ideas including mastery-based progression, clear learning outcomes, continuous assessment, and learner agency resulted in the “outcome-based education” movement. CBE has evolved from these origins in the 1960s and 1970s to incorporate modern assessment practices and technology, making it scalable and potentially transformative in addressing disparities in educational outcomes and improving high school graduation rates in Minnesota.

Two frameworks of CBE are recognized that suggest fundamental elements that should be implemented by competency-based schools and districts. The Aurora Institute’s updated definition of CBE (Levine, Eliot, and Patrick, 2019) is the most commonly recognized and identifies seven elements (identified at right).

The Aurora Institute adds “Strong implementation also

Elements of the Aurora Institute’s updated definition of CBE (Levine, Eliot, and Patrick, 2019):

1. Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
2. Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
3. Students receive timely, differentiated support based on their individual learning needs.
4. Students progress based on evidence of mastery, not seat time.
5. Students learn actively using different pathways and varied pacing.
6. Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
7. Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

requires policies, pedagogy, structures, and culture that support every student in developing essential knowledge, skills, and dispositions” (Levine, Eliot, and Patrick, 2019).

Midwest Regional Education Laboratory (REL) synthesized these into four CBE educational practices in the infographic *Getting started with competency-based education* (REL Midwest, 2021):

CBE educational practices identified by REL Midwest (2021):

1. Specific and measurable learning targets.
2. Multiple opportunities for students to demonstrate that they have met the learning target.
3. Flexible pacing and learning opportunities.
4. Individualized support based on each student's needs.

CBE can provide a way for schools to personalize learning experiences and ensure that students acquire the skills and knowledge they need for success defined at the state or local level. Shifting from a time-based system to one that focusses on mastery allows students to progress at their own pace and promotes a deeper understanding of the subject matter in ways that empower each learner.

National Landscape

Every state in the U.S. now allows schools to define progress based on mastery rather than seat time. (Stanford, L., 2023, June 14). Across the nation, 17 states are recognized as having comprehensive policies which support CBE or are assisting local school and district transitions to CBE (Aurora Institute, 2023). New Hampshire and Maine passed comprehensive laws in the early 2000's that resulted in all schools shifting grading criteria and practices. Several states have encouraged innovation through various programs and policy initiatives including Colorado, Oregon, Utah, Kentucky, North Dakota, Wisconsin and Iowa. New Hampshire adopted the "Learn Everywhere" rule (New Hampshire Department of Education, n.d.) that created flexibility in terms of when, where and from whom students can learn, allowing alternative ways for high

school students to earn credit based on demonstrated mastery. Variation in the goals driving these practices and differences in local implementation have made CBE initiatives difficult to study. But, common motives include increasing learner engagement by personalizing learning, increasing flexibility, and better preparing students for the workforce, while also addressing achievement gaps and meeting the diverse needs of learners.

Efforts to advance CBE include several challenges: lack of buy-in from stakeholders, insufficient resources to support implementation, and misperceptions about CBE itself. One of the major hurdles cited was the shift in mindset from a traditional time-based system to a competency-based approach. This transition requires significant changes in teaching methods, curriculum design, and assessment practices, which can be met with resistance from educators and administrators accustomed to the traditional model. Critics also argue that CBE is not well-suited to all subjects; it can become narrowly focused and rely too much on high stakes assessments. Some parents and students have expressed concern about the potential impact on college admissions and scholarship eligibility, as proficiency-based transcripts differ from GPA-based transcripts. However, post-secondary institutions have demonstrated that they can work with competency-based credentials and alternative learner records as a basis for admission.

Empirical studies on CBE are lacking although a recent systemic literature review of 25 studies found mixed results for student achievement and progress, intrinsic motivation, and other student outcomes. (Evans, Landl, and Thompson, 2020) Some of the more encouraging results suggest a relationship between CBE and NEWA scores in Mathematics and ELA, particularly for students who are behind academically. Positive outcomes for student attendance were supported by qualitative evidence in multiple studies which aligns with school improvement goals nationally and in Minnesota.

CBE in Minnesota

MDE, the state's education agency, has done some

work related to CBE's potential to accelerate credit recovery for students. MDE, supported by REL Midwest, conducted a statewide study of credit recovery practices in 2018 which found that very few students had opportunities to make up credits utilizing CBE. The most common opportunities to recover credits were retaking the entire course or taking a modified version of the entire course in the summer (Bradley, D., Plaman, J., & Reynolds, S., 2019). Respondents identified this practice as problematic because students may get further behind and starting over at level zero doesn't honor what they already know.

Efforts by CBE advocates to change education policy in Minnesota have had mixed results. Legislation proposed in 2019 (SF485) to specifically authorize CBE as an approach schools could choose did not come up for a vote. More recently, bipartisan legislation (HF2726/SF3744) in 2023 to expand what counts as hours of instruction and the governor's proposal to fund competency-based pilot projects (HF4300/SF4113) did not come up for a vote.

Several schools in Minnesota along with local and national organizations are working on competency-based education and associated practices, including personalized learning and project-based learning. Spring Lake Park, Farmington, EdVisions Off Campus, Avalon, Spring Grove, and others have been working individually and collaborating on learner-centered approaches to education. Organizations including Education Evolving, the Minnesota Learner-centered Network, the Mastery Transcript Consortium, and KnowledgeWorks are supporting Minnesota educators and learning communities implementing learner-centered, competency-based approaches.

Knowing which schools are engaged in learner-centered education and uncovering information about their practices and outcomes are important first steps to better understand how CBE might benefit learners and the ingredients and methods that support successful implementation.

STUDY METHODOLOGY

The project team’s first step in developing the CBE instrument was forming a working definition of CBE which is inclusive of setting, school type, and a wide variety of practices. Preliminary research informed the team that while there are several examples of related practices happening in Minnesota schools, relatively few schools are using the term “Competency-Based Education.” REL Midwest’s [Getting started in Competency-Based Education infographic](#) (Institute of Education Services & Regional Educational Laboratory Midwest, 2021) provided a solid starting point for a definition, as it defines four core characteristics of CBE and practices aligned to the seven element framework developed by the Aurora Institute in their resource [What is Competency Based Education](#) (Levine, Eliot, and Patrick, 2019). Using this definition as a starting point, the project team worked to identify any areas that may benefit from additional nuance due to emerging trends in CBE nationally and in MN.

The literature helped identify important variables in implementation such as emphasizing equity and the alignment between state level policy, school policies and practices, and student experiences. These led the team to ask “what policies or practices would one expect to see at the school level” and “what student experiences would we expect to be occurring when these policies and practices are implemented well”.

To examine the issue of alignment from policy to practices to experiences, the team utilized the [CBE Starter Packs](#) from Competency Works (Aurora Institute, 2023, March 3) when considering which indicators, or “look-fors”, would be in place in an aligned CBE system. After reviewing these indicators

of policies, practices, and student experience, the team engaged in a process of identifying and/or developing priority look-fors across the seven CBE strategies.

The project team used these definitions and frameworks to develop a survey instrument to gather information from schools and districts around the state on topics related to:

- CBE practices and strategies currently being implemented (following REL Midwest and Aurora Institute CBE definitions).
- Primary goals (or motivation for) implementing CBE practices and strategies.
- Specific student look-fors a visitor to the district or school might notice.
- Specific policies or practices currently being implemented.
- Lessons learned or promising results from implementing CBE.
- Barriers and/or obstacles to implementing CBE.

After finalizing the instrument, the questions were imported into an online survey administration tool. Introductory language was added to explain the purpose of the survey, its value in learning more about CBE efforts in Minnesota, and the importance of gathering useful information for districts across that state.

The purpose of the survey was to gain insight into the current landscape of CBE practices in schools and their stages of implementation. Also, to

identify opportunities for further development and collaboration with districts and charter schools across the state. Information and access to the survey was distributed via MDE’s school leader’s newsletter and via email to identified teaching and learning leaders. The survey opened on May 8, 2023 and closed on June 14, 2023.

RESPONDENTS

91 individuals completed the survey (n=91) representing 18% of all MN districts and charter schools invited to participate. Respondents represented several roles including: Director/Superintendent – 40%, Teaching & Learning Administrator – 31%, and building Principals – 29%. Of those completing the survey, one third (32) respondents are willing to participate in focus groups or other follow-up activities.

While this report provides insights into practices and opinions of the 91 respondents who completed the survey, there are many schools and districts not represented in the data. Care should be used when applying these descriptive findings as the respondents may not represent the interest level and experience implementing CBE across all Minnesota schools. It is possible that the survey topic caught the eye of more schools who are already familiar with and are implementing CBE whereas those who may be less familiar with CBE may have chosen not to respond.

RESULTS

Implementation of CBE Practices

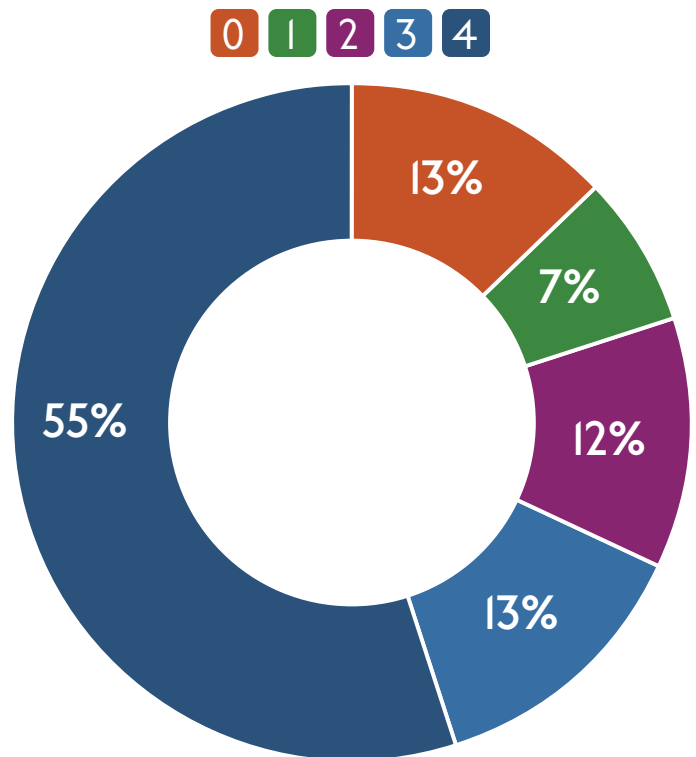
REL Midwest Model

Most respondents (55%) report that they are implementing all four CBE practices from the REL model. 7% of respondents reported implementing one practice, 12% reported implementing two practices, 13% reported implementing three practices. Only 12 respondents (13%) report they are not implementing any CBE practices. All respondents reported interest in implementing all four of the CBE practices.

The most common of the four practices respondents reported implementing was “Educators provide specific and measurable targets” (79% implementing). The least common reported practice being implemented was “Educators provide flexible pacing and learning opportunities” (65% implementing).

Respondents report implementing CBE practices across multiple segments. Four respondents reported implementing all four practices only at the elementary level and four respondents reported implementing all four practices only in their high school. Only one survey respondent reported implementing all four practices at a middle level setting.

Figure 1: Number of REL-Midwest-Defined CBE Practices Implemented by Schools



Aurora Institute Model

Fewer respondents (30%) reported implementing all elements of the Aurora model, however 63% of respondents report implementing four or more practices. Thirteen respondents are not implementing any of the CBE practices identified by Aurora (14%). Fewer respondents reported implementing all seven practices in elementary grades (2), middle school (1), and high school (1).

“Students receive timely, differentiated support based on their individual learning needs” was the most commonly reported practice implemented by responding districts and charter schools (69 of 89). Learner agency, where “students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning,” was the least common reported practice (43 of 89) being implemented.

Aurora Institute CBE practices in order of most to least implemented:

Students receive timely, differentiated support based on their individual learning needs. (78%)

Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems. (66%)

Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable. (58%)

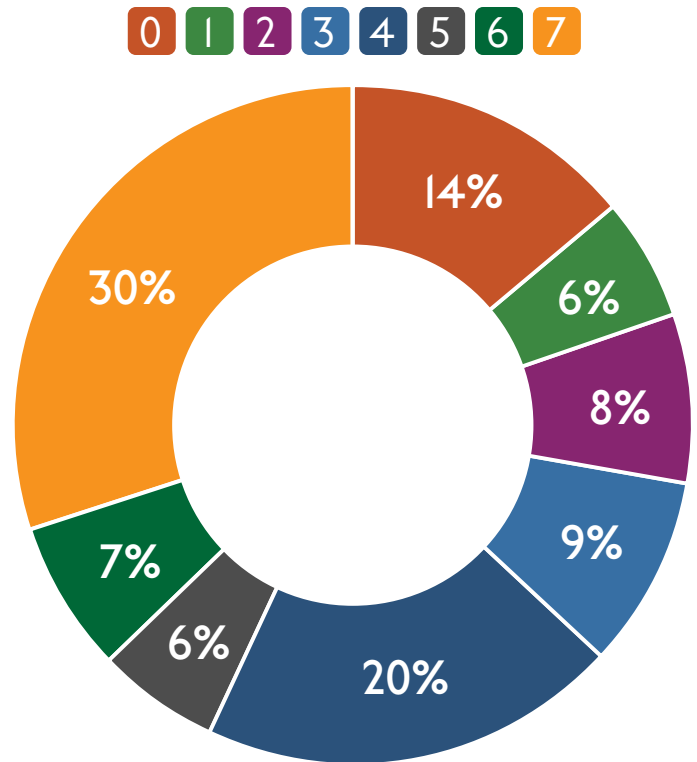
Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence. (55%)

Students learn actively using different pathways and varied pacing. (55%)

Students progress based on evidence of mastery, not seat time. (54%)

Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning. (48%)

Figure 2: Number of Aurora-Defined CBE Practices Implemented by Schools



Motivating Factors

Respondents who reported implementing CBE practices were asked to list their primary goals or motivation for implementation.

Improving conditions for learning and student outcomes rose to the top as motivating factors followed by meeting student needs.

Our motivation is to provide personalized learning for all students that honors and grows them from where they are not based on their age or ability.

Our system truly believes in learning for all and we know that our traditional systems have not been flexible enough to find success for all learners. We are trying all of these methods at different age levels and in different ways to overcome barriers and respond to the educator and student needs.

_____ Academy has a high population of Multilingual Learners. The strategies mentioned in the REL Midwest's "Getting Started with Competency Based Education" are being implemented district wide. Our primary goal is to have our scholars have a better understanding of what standards they are working on.

Improving motivation/learner engagement and preparing learners for their future, while less common were important motivating factors for some.

We need to move our district to actionable outcomes, meaning students know they are learning the concepts - rather than seat time. Student motivation is key, and most students are motivated when they feel successful and acknowledge their learning.

Only a few schools mentioned equity as a motivating factor.

Equity and career college readiness. Competency-based education is radical in that it gives all students a fair chance to excel at their studies. In this framework, everyone who is willing to dedicate time and effort and continue learning, regardless of one's personal struggles, can achieve positive educational outcomes. This is important because this academic success can very well translate to professional success, and therefore extends itself to self-efficacy, economic freedom, and good mental and physical health and wellbeing, among others.

Several schools indicated they are looking to build upon their success so far.

We know all of these practices are an end goal in our journey. I wish there was a tab for partial implementation for many. We have examples of assessments that are engaging, examples of pathways, and examples where we have questioned seat time, but we need to get to the next level where school looks and feels like a place where the student is the driver of their curiosities, interests, and outcomes.

Student Look-Fors

Respondents were asked what a visitor might see in their schools implementing CBE at any level. Response options are referred to as "student look-fors" and were selected from [CBE Starter Packs 1-7](#) from Competency Works (Aurora Institute, 2023, March 3).

More common:

Students can explain what they are working on, why it is important, what they need to do to demonstrate learning, and what they can do if they are struggling. (56%)

Students have opportunities to reflect, revise, and use assessment as part of the learning process. Feedback and data is used to improve performance and deepen understanding. (52%)

Rubrics and examples of proficient student work are used to communicate proficiency. Grades communicate student proficiency and progress. (51%)

Less common:

Student learning is monitored along a continuum that spans multiple grade levels rather than completion of grade-level standards within a year or course. (28%)

Students know where they are in terms of performance levels on a learner continua and are able to work on learning objectives below or above grade level. (26%)

Seven respondents reported none of the student look-fors would be observable in their schools.

Policy and Practice Look-Fors

Respondents were asked which "policy and practice look-fors" are present in schools implementing CBE. Response options were selected from "What policies and practices support student empowerment?" in [CBE Starter Packs 1-7](#) from Competency Works (Aurora Institute, 2023, March 3)

More common:

Learning experiences and instructional strategies are designed to meet the needs of diverse learners and take into consideration that students start with different sets of academic knowledge and skills, social and emotional skills, and life experiences. (58%)

Transparency in grading provides feedback on student progress and is designed to recognize and monitor growth with consistency and reliability. (45%)

Assessment literacy is developed and prioritized. Teachers are supported in using different types of assessments and providing productive feedback to students. (44%)

Less common:

A clearly articulated pedagogical philosophy or set of beliefs drive instruction. Professional learning gives educators the opportunity to develop the skills necessary to enact the shared pedagogical philosophy. (38%)

Student-led conferences, exhibitions, and presentations of learning are used to engage parents and guardians. (33%)

Eight respondents reported none of the policies or practices are in place in their districts and charter schools.

Lessons Learned and Promising Results

Respondents were asked to describe any lessons learned or promising results from implementing CBE. Trends related to students were most commonly referenced in district and charter school responses with schools citing better student outcomes, particularly for students who are behind. They also noted non-academic outcomes including wellbeing, experiencing success in school, and confidence.

A number of our students have accelerated their learning to graduate early and others have been able to catch up on missing credits.

More student needs are met as CBE becomes fully implemented giving us the opportunity to help students that may not be having success in their traditional school setting.

We have seen an uptick in graduation rates since we have implemented elements of competency-based education. We have learned that our efforts to support competency-based education have to involve strong partnerships between teachers, instructional leaders, and district leaders.

Students become more confident in their abilities. Students learn from mistakes, develop grit. They are more willing to meet a challenge as well as to support peers.

Educators reported several important things they noticed related to a lack of coherence and alignment in implementation. They reported shifts in grading practices, intentional ongoing coaching and professional development, and networks to support development.

This is complex work for schools as we make these instructional shifts. Support and roadmap assistance is needed. Also visions of schools doing this work are needed for staff. Support to the principals. Alignment of system processes to this work as it is transformational.

When students and educators work alongside community members in the real world, they must adjust schedules, outcomes, and assessment, and this does not come from an administrator asking them to try something innovative. Instead, it comes from a real-world need. I think this method will take us so far, but for us to really make school look different, we will need to make some more drastic changes to scheduling.

Students find their work engaging and relevant. While our teachers have A LOT of autonomy, we have learned that they, like our students, need us to provide some additional frameworks and structures.

Teachers really struggled with how to use CBE with traditional grading practices and felt it was confusing to go away from traditional grading.

Implementation Barriers

When asked about barriers to implementation, respondents reported teacher training, mindset, and attitudes, along with resource limitations most commonly as barriers or obstacles to implementing CBE.

The barriers currently are teacher time, capacity and beliefs that all students can achieve at high levels. We have many needs across our system to address both instructionally and in student support.

Teachers have not been able to see how this could work in other schools. We need help in finding a local district that is working toward this and then offering subs that will allow our teachers to see how this could work for us.

Our biggest barrier is developing a mindset of learning being the most important piece. We also have a barrier around detracking classes, especially at the high school level. We have made good progress on this at the middle school.

Systemic barriers were also mentioned as challenges to implementation including legislative requirements, MDE, required assessments, and grading/transcripts.

Barriers are typical...limited resources (time & money), systematic (MDE, legislative requirements), etc.

Adult mindset, Leadership professional development, accountability, systems for assessment required by the state, grading systems at secondary.

Some responses revealed beliefs about students and their ability to self-regulate and adapt to a system where they have more agency and autonomy.

Students do not have the self discipline or respect for themselves and school to effectively implement some of these policies.

With flexibility comes opportunities to procrastinate causing issues for both students and teachers.

Student buy-in to raising up to a challenge and willingness to try again.

Insights

Lack of Coherence and Alignment in Practice

While schools identified practices that they have in common, the implementation of CBE practices by the responding schools is highly individualized. Schools, often driven by an individual advocate, create learning environments reflective of localized knowledge. In some cases, this work has been sustained and embedded in the school system. In others, initiatives ebb and flow with turnover of key people, competing priorities, or resources challenges. Schools implementing CBE also have to navigate laws and systems that were created with certain structures “baked in” such as attendance-based funding, age-based cohorts, and accountability systems that emphasize standardized test scores. Respondents mentioned the need for models, frameworks, and resources to help them implement CBE.

What might help?

Increased coherence and alignment could be achieved with a common framework for learner-centered CBE practices and technical support. This strategy would provide common language and a reference point to be used by schools in this work. A learner-centered framework that includes competency-based progression, learner agency, flexibility, comprehensive support, and a connected, relevant, sustaining curriculum provides accessible entry points for schools to begin the work while still achieving the desired goal of educational experiences that are more flexible and inclusive of all learners.

MDE can support innovation by actively engaging with practitioners implementing learner-centered CBE practices and developing partnerships with leading schools. This can be accomplished through school visits, co-authoring and presenting, and co-

facilitating communities of practice. In addition, “playbooks” can be developed to assist schools in navigating systems, structures, and policy barriers in order to smooth the path. Investments in innovative pilot and developmental projects could provide schools with the resources they need to support staff training and development along with the systems needed to implement CBE.

Motivated, Knowledgeable, Experienced Community

This report highlights the local knowledge, expertise, and energy around learner-centered approaches and CBE. Almost one third of the respondents said that they would like to participate in follow-up work such as focus groups with others. Several schools leading the way in providing flexible, individualized instruction were purpose-built to operate in this way, but there are also encouraging examples of “traditional” systems that have been able to make significant progress in shifting their practices highlighted in this report.

How can we leverage this?

Regional networks of practitioners can be established to share information and support the implementation of learner-centered pedagogy. MDE can leverage their position to organize and convene these networks while drawing upon various program specialists to support the networks as needs arise. Partner organizations like [Education Evolving](#), the [Minnesota Learner-centered Network](#), the [Mastery Transcript Consortium](#), and [KnowledgeWorks](#) can continue to support schools and networks while advocating for policies that enable learner-centered approaches.

Equitable Implementation

Investment, care, and intentionality are necessary when implementing learner-centered CBE to ensure that all learners have equitable access to opportunities. Absent this, CBE can magnify disparities based on race, income, zip code, and more. In addition to resources needed to shift pedagogy, taking CBE to scale requires investments in technology and digital literacy for students and specific training for their teachers. Disparities in investments and access to technology

disproportionately affect communities with higher proportions of Black, Brown, and Indigenous learners.

A learner-centered system that values learner agency and flexibility also has to guard against low expectations. Biases in what adults expect from youth are one of the biggest barriers to overcome when implementing CBE. Teacher estimates of achievement have one of the largest effect sizes (Hattie, 2017) and can be leveraged to identify what support a student needs or, in the worst case, can misrepresent what a student knows and needs. Beliefs that teachers and other adults hold about what specific students can do or achieve is an equity challenge that must be addressed. Getting this balance right takes intentionality, practice, and training.

Assessment in a competency-based system can empower learners to progress at their pace and demonstrate mastery of learning rather than being “passed along.” However, these assessment practices need to be carefully designed to minimize bias. Biases can threaten objectivity during proficiency-based assessments and lead to poorer outcomes for historically marginalized learners, further increasing disparities with privileged groups. To guard against this, schools can adopt equitable assessment practices (Minnesota Department of Education and WestEd, 2023) such as decoupling attendance and behavior from grades, eliminating zeros, and using rubrics based on competencies.

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APPENDIX

Student Centered Learning Survey

Introduction/Background Information

1) District Name:

2) District Number:

3) Which of the following best describes the area in which you do most of your work in the district? (This survey is intended for someone who is most familiar with instructional practices throughout the district.)*

Superintendent or Director

Academics, Teaching and Learning (Curriculum, Instruction, Assessment, Professional Development, Specialized Student Services)

Operations (Human resources, Business services, Tech, Facilities, Food, Safety, etc)

Principal (School Level Administrator)

Other - Write In (Required): _____ *

CBE Practices

4) Identify the extent to which the following CBE practices referenced in REL Midwest’s “Getting Started with Competency Based Education” are currently being implemented in your district.*

| | Not a priority. | Not currently implementing but interested. | Implementing in Elementary | Implementing in Middle level | Implementing in High School | Implementing at multiple levels |
|---|--------------------------|--|----------------------------|------------------------------|-----------------------------|---------------------------------|
| Educators provide specific and measurable targets. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Educators provide multiple opportunities for students to demonstrate that they have met learning targets. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Educators provide flexible pacing and learning opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Educators provide individualized support based on each student’s needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5) What are the primary goals (or motivations) for implementing the CBE practices mentioned above?

6) Which of these other programs/practices are being implemented in your district? (check all that apply)

- PSEO
- College in the Schools/Dual Credit courses
- Work experiences/Internships
- Off-site education opportunities
- Online learning
- Blended learning
- Flexible scheduling
- Performance assessment
- Portfolio assessment
- Portrait/profile of a graduate
- CTE
- Equitable grading practices
- Descriptive grades or “ungrading”
- Badging, digital credentials or microcredentials
- Credit for prior learning
- Problem or project-based learning
- Experiential learning
- None of the above
- Other - Write In: _____

Additional CBE Practices

7) Identify the extent to which the following CBE strategies aligned to the Aurora Institute’s seven-element Competency works CBE Framework are being implemented in your district.

| | Not a priority. | Not currently implementing but interested. | Implementing in Elementary | Implementing in Middle level | Implementing in High School | Implementing at multiple levels |
|--|-----------------|--|----------------------------|------------------------------|-----------------------------|---------------------------------|
| Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning. | () | () | () | () | () | () |
| Students receive timely, differentiated support based on their individual learning needs. | () | () | () | () | () | () |

| | | | | | | |
|--|----|----|----|----|----|----|
| Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence. | () | () | () | () | () | () |
| Students progress based on evidence of mastery, not seat time. | () | () | () | () | () | () |
| Students learn actively using different pathways and varied pacing. | () | () | () | () | () | () |
| Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems. | () | () | () | () | () | () |
| Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable. | () | () | () | () | () | () |

8) What are the primary goals (or motivations) for implementing the CBE practices mentioned above?

Look-fors and Policy/Practices

9) Which of the following would a visitor expect to see in one of your schools that are implementing CBE? (check all that apply)*

- Students have timely access to information about learning targets, definitions of mastery, and their own progress to make decisions about their learning.
- Students can explain what they are working on, why it is important, what they need to do to demonstrate learning, and what they can do if they are struggling.
- Students have opportunities to reflect, revise, and use assessment as part of the learning process. Feedback and data is used to improve performance and deepen understanding.
- Rubrics and examples of proficient student work are used to communicate proficiency. Grades communicate student proficiency and progress.
- Student learning is monitored along a continuum that spans multiple grade levels rather than completion of grade-level standards within a year or course.
- Students know where they are in terms of performance levels on a learner continua and are able to work on learning objectives below or above grade level.
- Students are not tracked or segregated by perceived ability and behavioral compliance.
- Students sense an atmosphere of fairness. They feel that school practices are equitable and free from bias.

None of the above

Other - Write In (Required): _____ *

10) Which of the following policies or practices are present in your school(s) that are implementing CBE? (check all that apply)*

Student-led conferences, exhibitions, and presentations of learning are used to engage parents and guardians.

Assessment literacy is developed and prioritized. Teachers are supported in using different types of assessments and providing productive feedback to students.

Transparency in grading provides feedback on student progress and is designed to recognize and monitor growth with consistency and reliability.

A clearly articulated pedagogical philosophy or set of beliefs drive instruction. Professional learning gives educators the opportunity to develop the skills necessary to enact the shared pedagogical philosophy.

Learning experiences and instructional strategies are designed to meet the needs of diverse learners and take into consideration that students start with different sets of academic knowledge and skills, social and emotional skills, and life experiences.

Districts and schools articulate learning goals to ensure each and every student is fully prepared for college, career, and life. A graduate profile often captures these outcomes with an emphasis on academic knowledge, transferable skills, and the skills for lifelong learning.

Instruction is grounded in personal relationships and incorporates Universal Design for Learning strategies. Curriculum design and review intentionally address bias and create a culture of inclusivity.

None of the above

Other - Write In (Required): _____ *

Lessons learned

11) Please describe any lessons learned or promising results from implementing CBE.

12) Please describe any barriers you've encountered or obstacles to implementing CBE.

13) Tell us if there is a school or other organization that you view as leading in CBE/student-centered learning.

14) Would you or someone from your district be willing to participate in a short, 25 minute group interview to elaborate on these questions and help us better understand your journey toward implementing CBE?*

Yes - prefer in-person

Yes - prefer virtual

No

15) How should we contact you?*

email- Write In (Required): _____ *

Phone - Write In (Required): _____ *

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