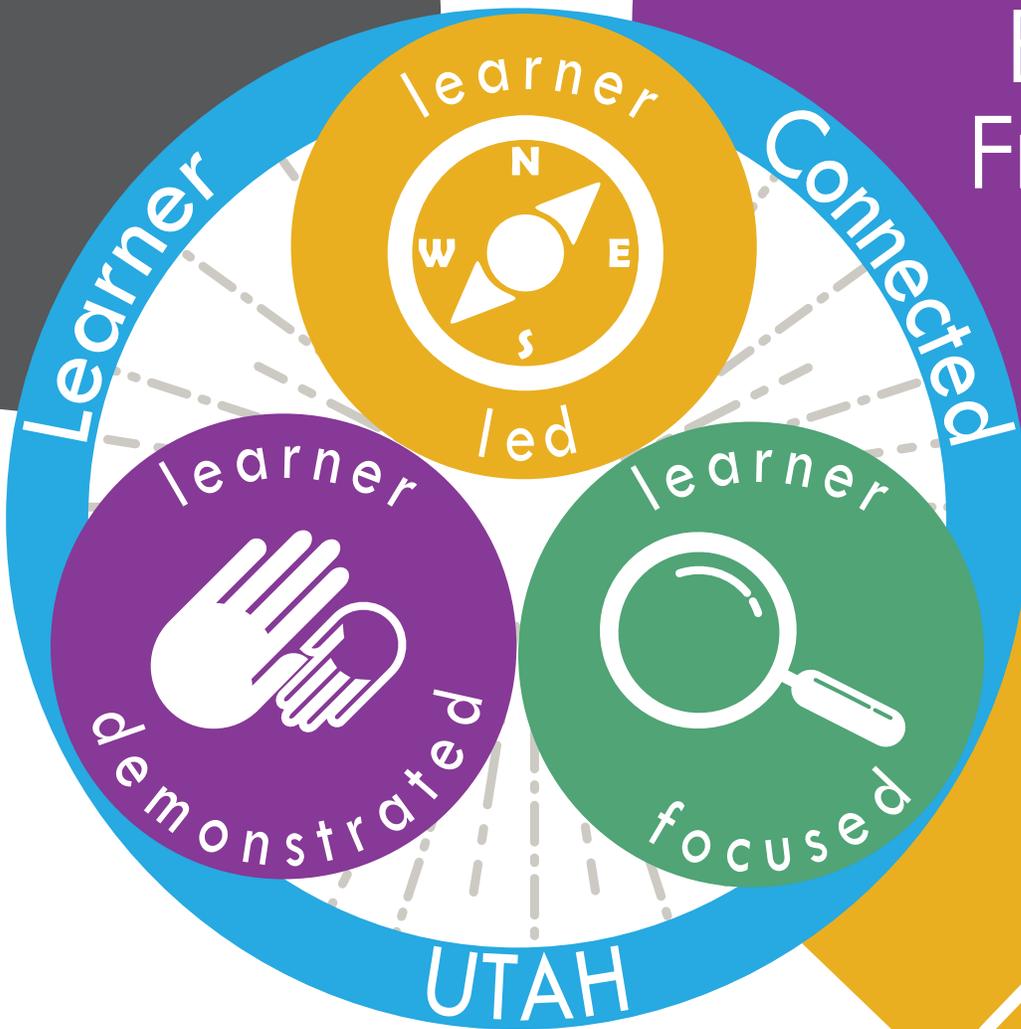


Competency-Based Education Framework



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State Superintendent of Public Instruction

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UTAH COMPETENCY-BASED EDUCATION FRAMEWORK



Utah State Board of Education
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Competency-Based Education means a system where a student advances to higher levels of learning when the student demonstrates competency of concepts and skills regardless of time, place, or pace.¹

COMPETENCY-BASED EDUCATION IN UTAH

Competency education moves the focus of the classroom from teaching to learning based on fixed and well-defined targets for all students. It provides equitable access for all students to demonstrate core knowledge and skills in personalized and differentiated ways and can also empower students to engage in opportunities for deeper learning. Educational technology offers tools to educators and learners to personalize learning based on student interest, academic needs, and career goals. Competency education moves beyond information dissemination to a focus on transferable skills necessary for success in the modern world.

UTAH POLICY

The Utah State Board of Education is continuing the innovation for Competency-Based Education with the release of the *Competency-Based Education Framework*. This framework builds on the Competency-Based Learning Amendment that was passed in the 2016 General Legislative Session.² This bill calls for the establishment of a Competency-Based Education Grants Program consisting of grants to improve educational outcomes in public schools by advancing student mastery of concepts and skills through the following core principles:

- student advancement upon mastery of a concept or skill;
- competencies that include explicit, measurable, and transferable learning objectives that empower a student;
- assessment that is meaningful and provides a positive learning experience for a student;
- timely, differentiated support based on a student's individual learning needs; and

(Continued)

¹Utah Code Annotated (UCA) [§53-5-501](#)

²Utah Code Annotated (UCA) [§53-5-502](#) et. seq

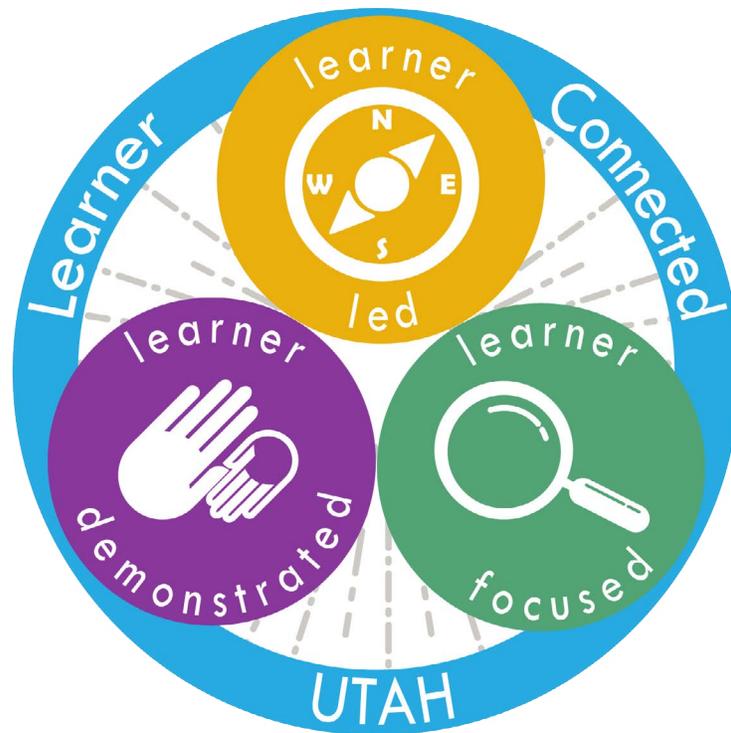
- learning outcomes that emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.

In considering your interest in Competency-Based Education, local education agencies (LEAs) are encouraged to consider how the following components would factor into the creation of a vision to implement Competency-Based Education:

- Change Management
- Culture
- Climate
- Community
- Commitment from Stakeholders
- Competencies

UTAH COMPETENCY-BASED EDUCATION FRAMEWORK:

The *Utah Competency-Based Education Framework* was adapted from the LEAP Personalized Learning Framework and was developed utilizing feedback from 14 Utah districts and charter schools that were involved in the exploratory pilot³. The framework incorporates the Utah Effective Teaching Standards and Indicators as elements to define a comprehensive approach to competency-based learning for schools.



³LEAP Personalized Learning Framework. LEAP Innovations. Retrieved from: <http://leaplearningframework.org/>

Tailored learning experiences empower learners to understand their needs, strengths, interests and approaches to learning.



EFFECTIVE TEACHING STANDARDS

1. Creates developmentally appropriate and challenging learning experiences based on individual student's strengths, interests, and needs. (*Utah Effective Teaching Standard 1: Learner Development*)
2. Understands individual learner differences and holds high expectations of students. (*Utah Effective Teaching Standard 2: Learning Differences*)
3. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs. (*Utah Effective Teaching Standard 2: Learning Differences*)
4. Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction. (*Utah Effective Teaching Standard 6: Instructional Planning*)
5. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies. (*Utah Effective Teaching Standard 7: Instructional Strategies*)
6. Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners. (*Utah Effective Teaching Standard 7: Instructional Strategies*)
7. Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning. (*Utah Effective Teaching Standard 7: Instructional Strategies*)

LEARNER DEMONSTRATED

Competency-based progressions enable learners to progress at their own pace based on demonstrated competencies.



EFFECTIVE TEACHING STANDARDS

1. Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity. (*Utah Effective Teaching Standard 2: Learning Differences*)
2. Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts. (*Utah Effective Teaching Standard 3: Learning Environments*)
3. Engages students in applying methods of inquiry and standards of evidence of the discipline. (*Utah Effective Teaching Standard 4: Content Knowledge*)
4. Designs or selects pre-assessments, formative and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills. (*Utah Effective Teaching Standard 5: Assessment*)
5. Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals. (*Utah Effective Teaching Standard 5: Assessment*)
6. Participates actively as part of the learning community, sharing responsibility for decision making and accountability for each student's learning and giving and receiving feedback. (*Utah Effective Teaching Standard 9: Leadership and Collaboration*)

Learning agency entrusts learners to take ownership of their learning.



EFFECTIVE TEACHING STANDARDS:

1. Creates a learning culture that encourages individual learners to persevere and advance. (*Utah Effective Teaching Standard 2: Learning Differences*)
2. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures. (*Utah Effective Teaching Standard 3: Learning Environments*)
3. Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work. (*Utah Effective Teaching Standard 5: Assessment*)
4. Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work. (*Utah Effective Teaching Standard 6: Instructional Planning*)
5. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge. (*Utah Effective Teaching Standard 6: Instructional Planning*)
6. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills. (*Utah Effective Teaching Standard 7: Instructional Strategies*)

Anytime, anywhere, and socially embedded learning transcends location in relevant and valued ways, connected to families, educators, communities and networks.



EFFECTIVE TEACHING STANDARDS:

1. Collaborates with families, colleagues, and other professionals to promote student growth and development. (*Utah Effective Teaching Standard 1: Learner Development*)
2. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. (*Utah Effective Teaching Standard 3: Learning Environments*)
3. Extends the learning environment using technology, media, and local and global resources. (*Utah Effective Teaching Standard 3: Learning Environments*)
4. Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways. (*Utah Effective Teaching Standard 5: Assessment*)
5. Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice. (*Utah Effective Teaching Standard 8: Reflection and Continuous Growth*)
6. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities. (*Utah Effective Teaching Standard 8: Reflection and Continuous Growth*)
7. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community. (*Utah Effective Teaching Standard 9: Leadership and Collaboration*)
8. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners. (*Utah Effective Teaching Standard 9: Leadership and Collaboration*)

To measure the Utah Competency-Based education program quality in the pilot, it is important to identify the correct indicators and the timing for the associated data collection. While student outcomes should remain at the core of evaluating the impact of state programs, many of the recommended indicators below are particularly valuable in measuring innovation pilot and program effectiveness when student outcome data is limited at the outset of planning and implementation.

PROGRAM QUALITY INDICATORS ^{*4}	
Leading Indicators <i>During Implementation</i>	Student Engagement <ul style="list-style-type: none"> ▶ Absenteeism rates ▶ Student surveys
	Instructional Practices <ul style="list-style-type: none"> ▶ Teacher survey of instructional practices ▶ Administrative observations ▶ Teacher turnover by teacher effectiveness ▶ External observation for fidelity of implementation Trend in students needing added instructional support/interventions
Primary Indicators <i>Once Fully Implemented for at Least Three Years</i>	Performance on Local Formative and Benchmark Assessments <ul style="list-style-type: none"> ▶ Percent of students demonstrating at least a year's worth of improvement or more in core subject areas ▶ Percent of students demonstrating proficiency at a specific level in core subject areas ▶ Percent of students on-track to be college/career ready by the end of high school in core subject areas
	Performance on State Accountability Assessments <ul style="list-style-type: none"> ▶ Percent of students making at least a year's worth of growth in tested subject areas ▶ Percent of students performing at proficient or above in tested subject areas ▶ Percent of students on-track to graduated college/career ready by the end of high school in math and ELA

⁴Phillips, K. (2018). Excel in Ed's EVALUATING PROGRESS AND IMPACT Transitioning to Student-Centered Learning: Policy Solutions for States. Excel in Ed: Retrieved from <https://www.excelined.org/wp-content/uploads/2018/10/ExcelinEd.Innovation.PersonalizedLearning.TransitioningtoStudentCenteredLearningSeries.Brief4EvaluatingImpact.October2018.2.pdf>

PROGRAM QUALITY INDICATORS...*	
<p>Long-Term Indicators <i>Student Outcomes</i> <i>Post- Graduation</i></p>	<p>High School Success</p> <ul style="list-style-type: none"> ▶ Percent of students graduating in 4-years or less ▶ Percent of students who have completed a rigorous high school curriculum as defined in R277-700 ▶ Percent of students proficient in a specific technical skill ▶ Percent of students demonstrating college/career readiness: ▶ Percent of students performing at the college ready benchmarks on college admissions tests (ACT) ▶ Percent of students having earned college credit in high school (CE, AP, IB, etc.) ▶ Percent of students who are Career Pathway Completers (3.0 credits in an approved sequence of courses) ▶ Percent of students who are Career Pathway Concentrators (1.5 credits in an approved sequence of courses, and the student earns an industry credential of value from an approved list of career and technical education (CTE) pathways) <hr/> <p>Postsecondary Success</p> <ul style="list-style-type: none"> ▶ Percent of students enrolled in 2- or 4-year college within two years of graduation ▶ Percent of students who persisted from their 1st to 2nd year of college within 3 years of graduation ▶ Percent of students in 2- or 4-year college who enrolled in at least one remedial course ▶ Percent of students with an industry certification ▶ Percent of students not enrolled in college who have a full-time job with benefits

** All outcomes should always be disaggregated by subgroups.*

The Utah Competency-Based education advisory committee will evaluate and recommend LEA plans that include outcome-based measurements as part of the LEA’s competency-based program. The outcome-based measurements shall include at least one measurement of student growth and proficiency⁵.

⁵ Utah Code R277-712-6. Procedure and Requirements for Awarding a Planning Grant.
<https://rules.utah.gov/publicat/code/r277/r277-712.htm#E6>

THE COMPETENCY-BASED EDUCATION ENVIRONMENT

What will students experience in a competency-based school?

Here are examples of experiences that students could have in a well-developed personalized, competency-based system.⁶

1. Students will be supported in developing knowledge, skills and dispositions; the ability to apply what they have learned to solve real-world problems; and the capacities they need to become an independent and lifelong learner.
2. Students feel safe and are willing to put forward their best efforts to take on challenging knowledge and skills because they have a sense of belonging. They feel that their culture, the culture of their community and their voice is valued, and on a daily basis they see that people in the school are committed to their learning.
3. Students will have the opportunity and support to develop the skills that allow them to take responsibility for their learning and exercise independence.
4. Students have access to and full comprehension of learning targets and expectations of what proficiency means.
5. Students have the opportunity to deepen learning and demonstrate competency of concepts and skills with appropriate flexibility of time, place, pace, voice, and choice.
6. Students will feel ownership of their education as they learn about things that are engaging to them with support that allows them to be successful.
7. Students will receive timely feedback, instruction, and support based on where they are on the learning continuum and their social emotional development to make necessary progress on their personalized pathway to graduation.

(Continued)

⁶ Sturgis, C. & Casey, K. (2018). Quality Principles for Competency-based Education System. CompetencyWorks. Retrieved from <https://www.competencyworks.org/wp-content/uploads/2018/10/Quality-Principles-Book.pdf>

8. Student learning will be measured by progress on learning targets rather than level of participation, effort, or time in the classroom.
9. Grades or scoring provide feedback to help students know what they need to do to improve their learning process and reach learning goals.
10. Students can advance to the next level or go deeper into topics that interest them as soon as they submit evidence of learning demonstrating their proficiency.

POTENTIAL STRATEGIES:

As the Utah State Board of Education works with LEAs and technical experts in Competency-Based Education pilots, we will be documenting and measuring strategies for implementation. These potential strategies are to help inform LEAs about possible ways to implement competency-based learning and achieve the four domains and standards outlined in this document. To learn more, please visit our website: <https://www.schools.utah.gov/curr/competencybased>

RESOURCES:

- Utah State Board of Education Competency-based Education Website: <https://www.schools.utah.gov/curr/competencybased>
- Utah Educator Standards Website: <https://www.schools.utah.gov/curr/educatoreffectiveness>
- LEAP Personalized Learning Framework: <http://leaplearningframework.org/>
- CompetencyWorks Quality Principles for Competency-Based Education: <https://www.competencyworks.org/wp-content/uploads/2018/10/Quality-Principles-Book.pdf>

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