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NH Competencies
The process for developing the K-8 Competencies

- Involved wide and representative input
- Facilitator: Karin Hess, President, Educational Research in Action
- Internal DOE review; external field review; content experts – final review
- Feedback from the review - incorporated into the document.
- Final version – but living document
The review of the document...

- Feedback from the field
- Feedback from Elementary and middle level teachers
- Feedback from all school personnel K-16
Putting the competencies into practice:

- Helps districts organize current curriculum goals
- Districts working with other districts will find this commonality a helpful tool for collaborative work.
What does it take to move....

FROM THIS........

TO......THIS!
Conducting Your Empathy Interview

Purpose: Understand the process of how someone develops competency, from beginner through emerging expert.

Suggested Prompts:
• What is something you’re quite skilled at?
• Why did you originally become interested in that skill?
• What was it like for you when you began practicing?
• How did you become more skilled over time?
• What specific memories do you have about developing this skill?
• When did you start to notice that you were developing expertise?
• What advice do you have for others in developing this skill?
## THE ARCHITECTURE OF THE CBE FRAMEWORK

<table>
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<tr>
<th>Competency Design</th>
<th>Performance Assessment</th>
<th>Learning Pathways</th>
<th>Dynamic Grading</th>
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  - Teacher practice guided by a Grading Philosophy statement
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Competency Design

- Articulated across the K-2 Grade Span
- A continuum of learning progressions based on standards
- Validated competencies
- Personal Success Skills/Work Study Practices (WSP’s) are integrated into Personal Profiles with self-assessment; and, academic competencies are mapped across pathway

At its core, competency is about mastery, pacing, and instruction. (The Past and Promise of Competency Education, iNACOL 2014)
Grain Size......

FACTS

Grade Level ESSENTIAL STANDARDS

Grade Level COMPETENCIES

Grade Span Learning Progressions

Work Study Practices

GRADUATION COMPETENCIES

End of K-12 Academic Competencies
PROGRESSION OF STANDARDS
Learning Progressions

• Developed and refined using research and evidence
• Articulate the essential core concepts and processes of a discipline—the ‘big ideas’
• Articulate movement toward increased understanding—deeper broader, more sophisticated understanding
• Go hand in hand with well-designed and aligned assessments

The personal success skills (creativity, self direction, emotional learning factors, etc.) are what the student inherently brings to the learning. It can promote or inhibit a steady, time based progression. This in fact is why a learning progression is a personal pathway for each student.

Each content area has a progression of cognitive or reasoning development. The order in which content is learned in light of the development of reasoning skills: such as additive, multiplicative, fractional, proportional.
Integrating Academic & Non-academic Skills in Cognitively Demanding Learning Tasks (in all content areas)

CCR Skill Set #1:
- Communication: precision and accuracy of discipline-specific language and thought
- Critical thinking, abstract reasoning, and problem solving

CCR Skill Set #2:
- Targeted/contextualized study and organizational skills
- Metacognition (self-awareness, self-monitoring, self-control)

CCR Skill Set #3:
- Transfer & construction of new knowledge
- Disciplined inquiry, elaborated communication
- Creativity, innovation, creative-productive thinking

Providing Opportunities to Initiate, Sustain, Extend, & Deepen Learning

Supporting the Ability to Develop Independence as a Learner
Time to Dig into the work:

Please open up the NH K-8 Math Competency document.

Please open up the Hess Learning Progressions documents for Math

Essential Questions:

What are the implications of introducing grade span competencies into the current Math curriculum?

How do learning progressions create the vehicle for ‘move on when ready’?
Team Share out--

Share your team’s thinking on the essential questions:
• What are the implications of introducing grade span competencies into the current Math curriculum?
• How do learning progressions create the vehicle for ‘move on when ready’?
Huddle with your team....

What new thinking emerged from this experience?
Putting the Competencies into Practice at Sanborn

- The District began with designing competencies working with Rose Colby
- Using National Standards originally
- Shifted to state competencies as they were developed
- Shifted to the next phase this year
Teacher Discussion

- Elementary
- Middle
- High School