



Competency Based Instruction in CSI High Schools?

*Using ESSA to Redesign
High Schools to
Support Their
Communities in the
21st Century*

- Need for instructional improvement in all high schools and in particular CSI High Schools is High
- Limited evidence based on Competency Based Instruction –still in early stages as an innovation
- On other hand, mixed results with Standards Based instruction in high needs high schools-is this about its inherent limits or challenges with implementation?
- What is we were to look at the strengths and challenges of both, through the lens of the learning sciences?
- We are as good a group as any to start to think this through



Two Instructional Systems: Agree-Disagree?

*Using ESSA to Redesign
High Schools to
Support Their
Communities in the
21st Century*

- **Standards Based**

- Well Defined Grade Level Content Linked to College and Career Standards (established by expert/practitioner panels)
- Each Year Builds on Prior, Annual Learning Goals
- Can Have High Quality Curriculum which if delivered covers annual learning goals
- Uses Formative Assessments to measure progress on annual learning goals and enable re-calibration
- Success determined by percent of students scoring proficient on annual standardized test which samples grade level standards or showing growth towards proficient
- Can enable focused professional development and coaching support to groups of grade level teachers teaching same subject
- In theory, can use multiple instructional strategies, in practice teacher driven, whole class instruction often predominates

- **Competency Based**

- Based on set of still evolving progression of skill and knowledge packages associated with Post-Secondary/Adult Success
- Flexibility in how and when demonstrate competency (but more about actual demonstration of a skill or set of knowledge than a standardized sampling, more visual than inferential)
- Flexibility in how, when, and where learn skills and knowledge associated with competency
- This Facilitates personalization-or variability in pace, context, and modality of instruction and starting point of learning
- Often includes wider set of learning outcomes i.e. both academic/cognitive and social-emotional competencies valued
- In theory, can use multiple instructional strategies, in practice, computer assisted or web-based playlists often predominates



Let's Examine Both Through the Lense of the Learning Sciences

Using ESSA to Redesign
High Schools to
Support Their
Communities in the
21st Century

- **Cognition**

- 1) Focused Attention
- 2) Manageable Cognitive Load
- 3) Meaningful Encoding
- 4) Effective Practice
- 5) High Quality Feedback
- 6) Metacognitive Thinking

- **Motivation**

- Value
- Self-Efficacy
- Sense of Control
- Constructive Emotions

- **Identity**

- Self Understanding
- Sense of Belonging
- Navigating Identity Threats

- **Individual Variability**

- Life Experiences
- Developmental State
- Learning Differences



Become a Rapid Expert

*Using ESSA to Redesign
High Schools to
Support Their
Communities in the
21st Century*

- Count off by 1 to 6,
- Take five minutes to read the detail of the Cognition principle that corresponds to your number
- You will also have “cheat sheet” card for the other 5.