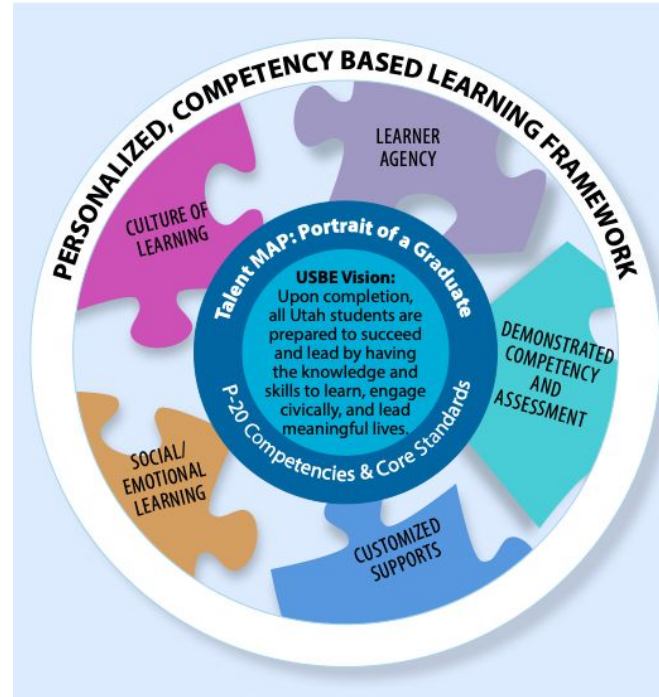


UTAH'S Personalized, Competency Based Learning

PCBL FRAMEWORK

USBE Study Session

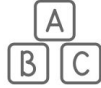
March 11, 2022



UTAH STATE BOARD OF EDUCATION



USBE's Strategic Goals



Early Learning

Each student starts strong through early grades with a foundation in literacy and numeracy



Personalized Teaching & Learning

Each student and educator has access to personalized teaching and learning experiences



Safe & Healthy Schools

Each student learns in a safe and healthy school environment



Effective Educators & Leaders

Each student is taught by effective educators who are supported by effective school leaders

USBE's Strategic Plan



Personalized Teaching & Learning

Each student and educator has access to personalized teaching and learning experiences

4A: Empower USBE, educators, parents, and students with access to timely, useful, safeguarded data

4B: Support LEAs in providing a personalized learning plan for each student

4C: Increase access to qualified school personnel to design personalized learning plans in partnership with teachers, students and families

4D: Promote new school system models for personalized learning implementation



Grant Program

SB 143 Creates
CBE Grant Program
(now PCBL)

2015/16

2017

2018

2019

2020

2020-2021

Framework

USBE Publishes
CBE Framework

R277- 419

USBE updates language for
“learner validated”

Exploration

13 LEAs Participate in
CBE Exploratory Pilot

Portrait of a Graduate

USBE creates Portrait of
a Graduate with Utah
stakeholders

Resources to Support LEAs

USBE develops
Updated PCBL Framework,
P-20 Competencies,
Model Rubrics,
and more



Key Changes to Board Rule R277-419

- “***Educational services***” vs. instructional hours
- “***Attendance validated program***” vs. brick and mortar
- “***Learner validated program***” vs. online, blended, competency-based or distance learning

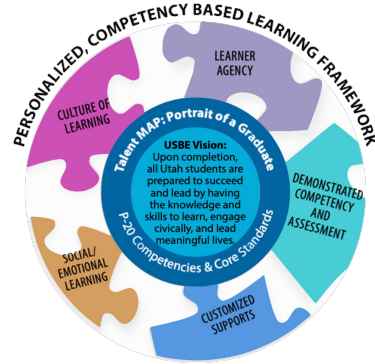


Level of Familiarity with Personalized, Competency Based Learning (PCBL)





Utah State Board of Education



USBE Leadership

Assessment and Accountability

Teaching & Learning

Career and Technical Education

Policy

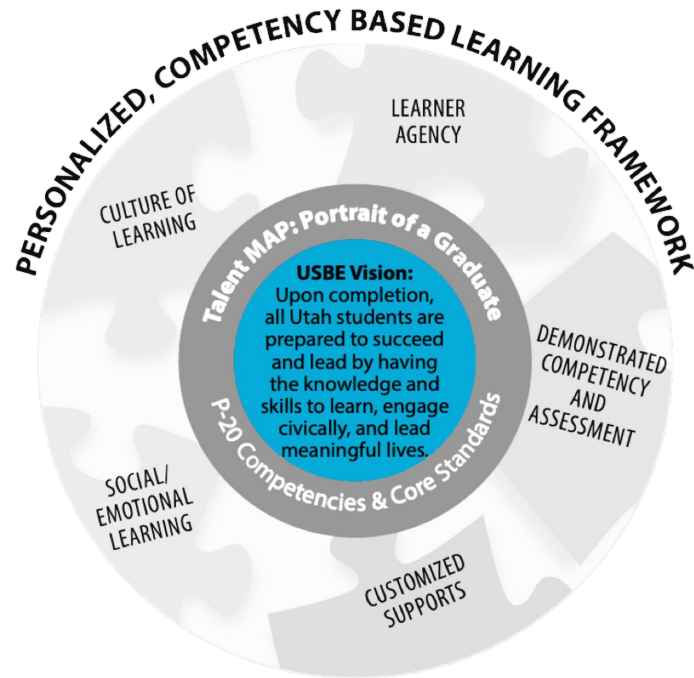
Agencywide Professional Learning

Finance

Special Education



USBE Vision



Skill and Knowledge Based Projections

Total Openings 2018-2028

State of Utah



Select Area

State of Utah

Select Projection Type

Total Openings 2018-2028

- * The top five skills and knowledge areas are the same regardless of region.
- * Basic skills dominate the top skills list.
- * Effective communication is a common attribute of most top-five skills.

Top Five Skills



Critical Thinking



Active Listening



Speaking



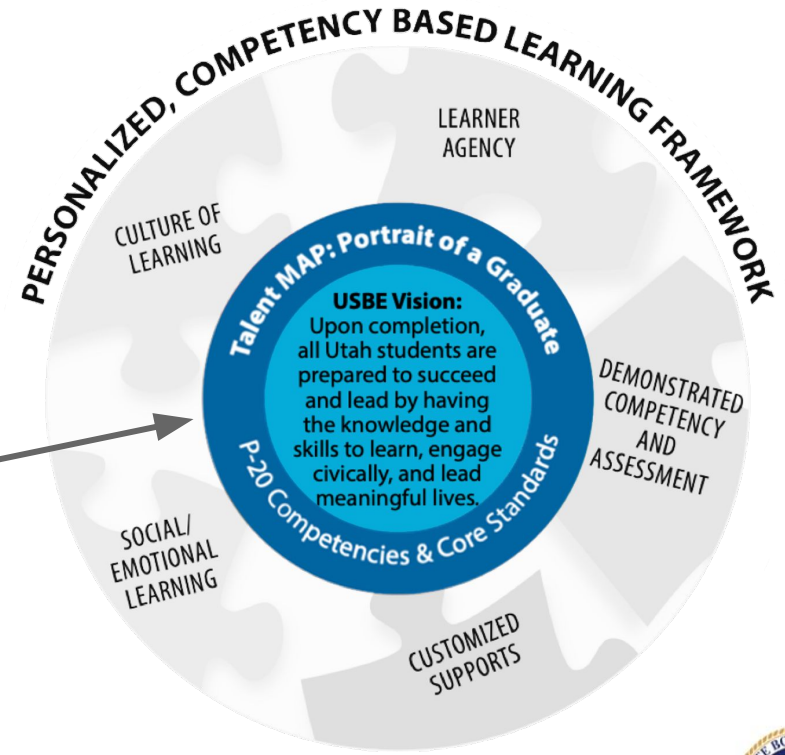
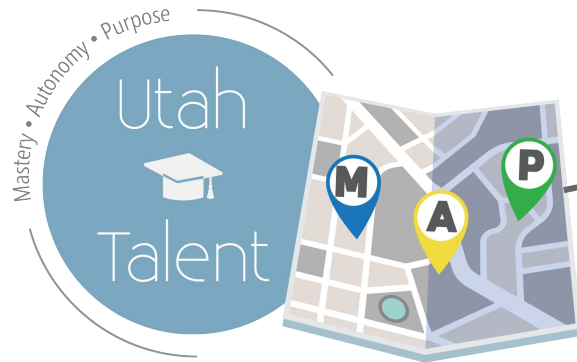
Reading Comprehension

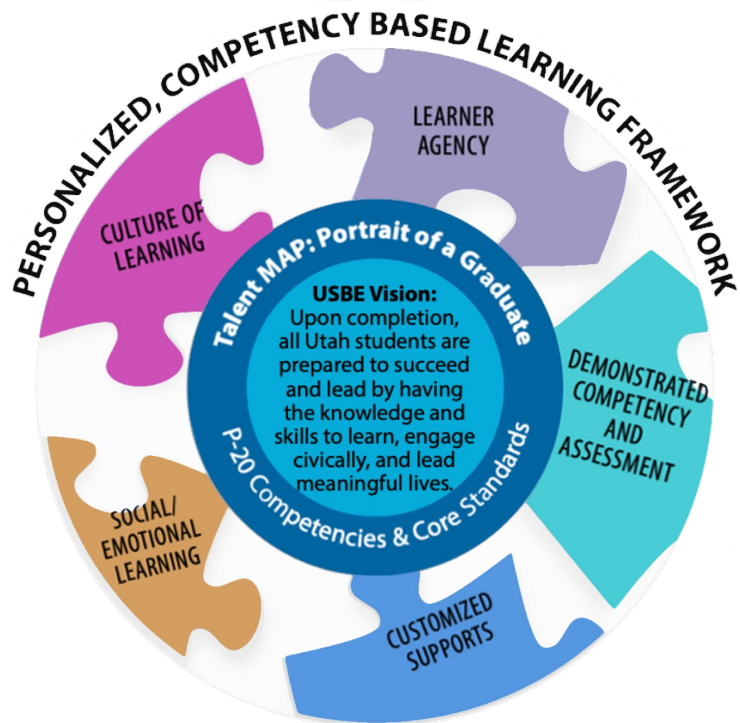


Monitoring



Portrait of a Graduate, P-20 Competencies, and Core Standards





Utah's PCBL Framework:

ESSENTIAL COMPONENTS

CULTURE OF LEARNING

Each learner is supported by communities committed to creating the culture, structure, policies and instructional practices that engage them in their journey towards college, career and life readiness. By leveraging a learner's unique assets, holding high expectations, executing teacher clarity, and fostering meaningful relationships, an inclusive culture of learning allows each learner to define their pathway to success.

LEARNER AGENCY

Each learner develops understanding, skill, and responsibility to the learning design and process in pursuit of achieving the characteristic of Utah's Portrait of a Graduate. Learner agency is achieved through a broad range of instructional strategies including goal setting, choice in learning pathways, voice in how to demonstrate competency, and learner self-assessment.

DEMONSTRATED COMPETENCY & ASSESSMENT

Each learner progresses through their learning based upon applying their knowledge, essential skills, and dispositions. Timely, effective feedback, and data from a variety of formative assessment processes to measure learner growth, progress, and advancement based on high expectations.

CUSTOMIZED SUPPORTS

Each learner is provided with or selects appropriate and timely support to achieve growth or competency and to engage in personalized learning pathways. These customized supports are based on data about the learner's demonstrated strengths, interests, and needs.

SOCIAL/EMOTIONAL LEARNING

The process through which students acquire and effectively apply the knowledge, attitude, and skills necessary to: (a) understand and manage emotions; (b) set and achieve positive goals; (c) feel and show empathy for others; (d) establish and maintain positive relationships; (e) make responsible decisions; and (f) self-advocate.



EDUCATORS



1 CULTURE OF LEARNING Each learner is supported by communities committed to creating the culture, structure, policies and instructional practices that engage them in their journey towards college, career and life readiness. By leveraging a learner's unique assets, holding high expectations, executing teacher clarity, and fostering meaningful relationships, an inclusive culture of learning allows each learner to define their pathway to success.

EVIDENCE-BASED PRACTICES	
<p>EDUCATORS</p> <p>EVIDENCE-BASED PRACTICES</p> <ul style="list-style-type: none"> Teacher Estimates of Achievement (Effect Size [E.S.] 1.46) Teacher Credibility (E.S. 1.09) Success Criteria (E.S. 0.88) Teacher Clarity (E.S. 0.84) Teachers Not Labeling Students (E.S. 0.61) Clear Learning Intentions (E.S. 0.51) Teacher Student Relationships (E.S. 0.47) Teacher Expectations (E.S. 0.42) Belonging (E.S. 0.40) <p>STRATEGIES</p> <p>Educators...</p> <ul style="list-style-type: none"> Establish a Portrait of Graduate to describe the outcomes for PreK-12 education embedded in the values of the local community. Design, adopt, or adapt competencies aligned with the Portrait of a Graduate. Define the competencies into grade bands that vertically align as learners build knowledge, skills, and dispositions from pre-K through postsecondary. Develop teacher capacity to identify essential standards, define learning progress, articulate learning intentions and success criteria to advance teacher clarity. Collectively define shared commitments and guiding vision for the school. Facilitate learner growth through asset-based development 	<p>STUDENTS</p> <p>EVIDENCE-BASED PRACTICES</p> <ul style="list-style-type: none"> Curiosity (Effect Size [E.S.] 0.90) Transfer Strategies (E.S. 0.86) Prior Ability and Achievement (E.S. 0.82) Enjoyment (E.S. 0.56) Happiness (E.S. 0.53) Positive Self-Concept (E.S. 0.46) Attitude Towards Content Domains (E.S. 0.45) <p>STRATEGIES</p> <p>Students...</p> <ul style="list-style-type: none"> Provide input to educators into learning experiences that support their individual needs, strengths, goals, and interests. Look for opportunities to make connections between in-class learning and other experiences. Apply knowledge gained in novel contexts by engaging in cognitively rigorous tasks. Create and maintain positive relationships with the teacher, school administrators, and other school personnel Contribute to a sense of community where members feel part of, belong to, and can be involved to create positive connections and the opportunity to learn.

STUDENTS



FAMILIES

- Communicate regularly about learning, with the emphasis on the process of learning and growth, not just the end grade.
- Collaborate with school staff and other community members on school improvement.
- Engage with their students to build on their strengths and nurture growth opportunities.

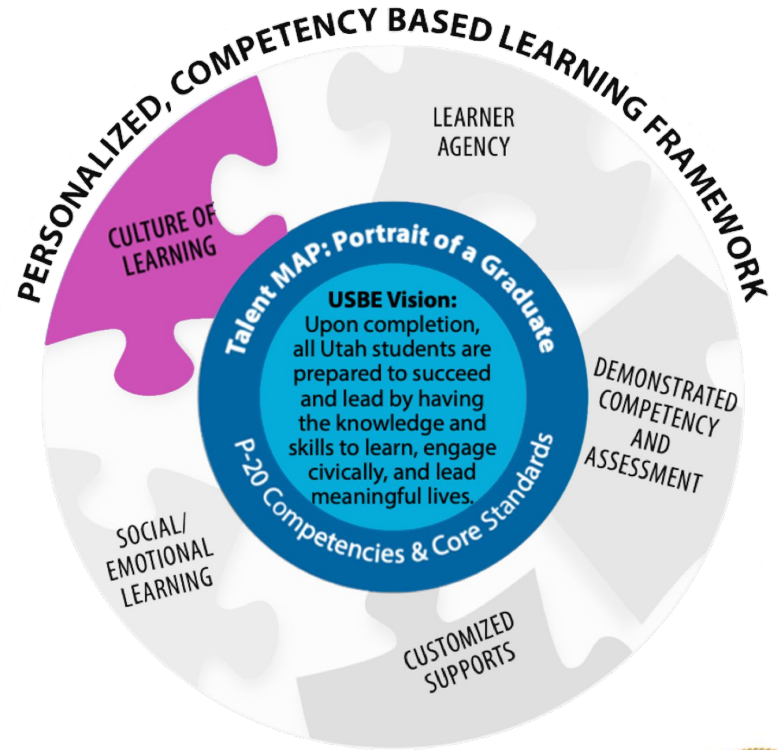


FAMILIES



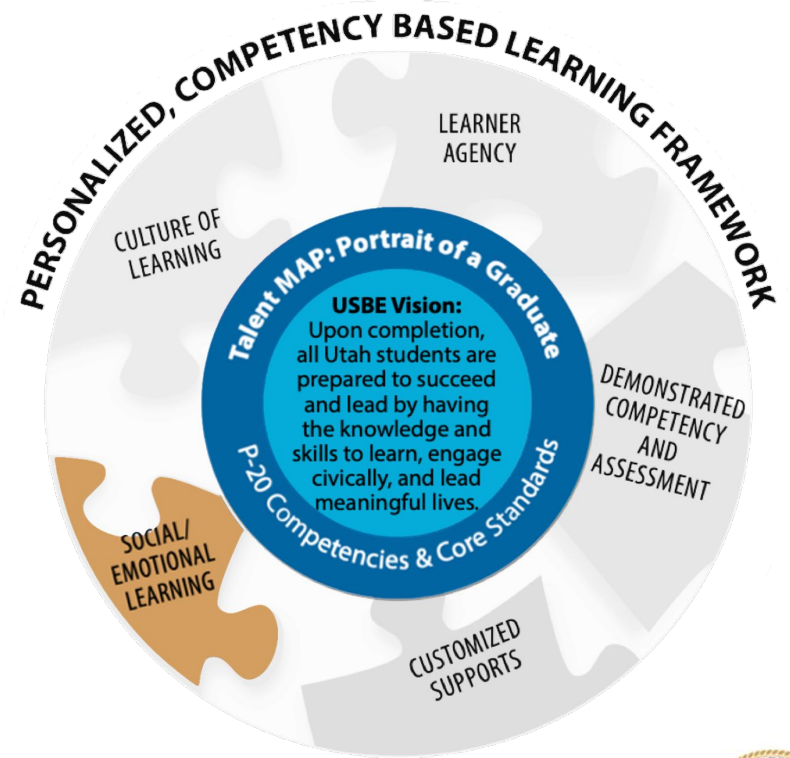
Culture of Learning

- Collective commitment
- High expectations
- Executing teacher clarity
- Fostering meaningful relationships



Social & Emotional Learning

- Set and achieve goals
- Establish and maintain positive relationships
- Make responsible decisions

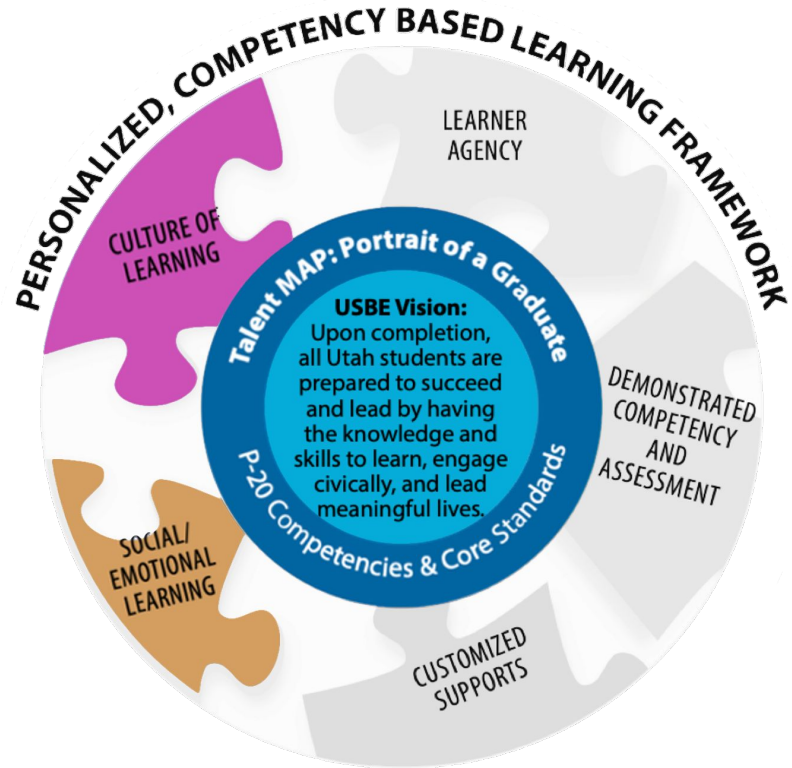


Timpanogos High School

Alpine School District

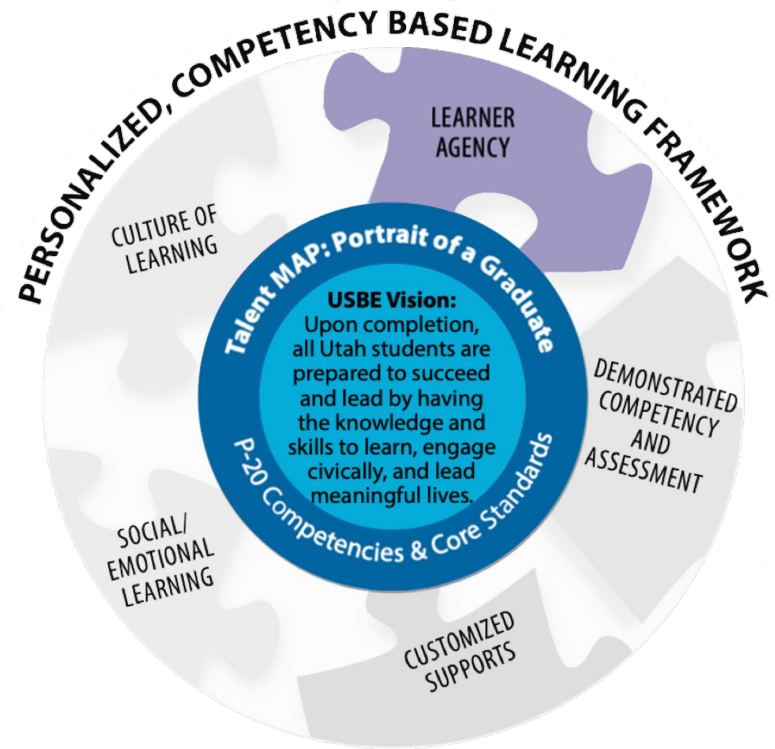


- Creativity
- Critical Thinking
- Collaboration
- Communication
- Citizenship
- Character



Learner Agency

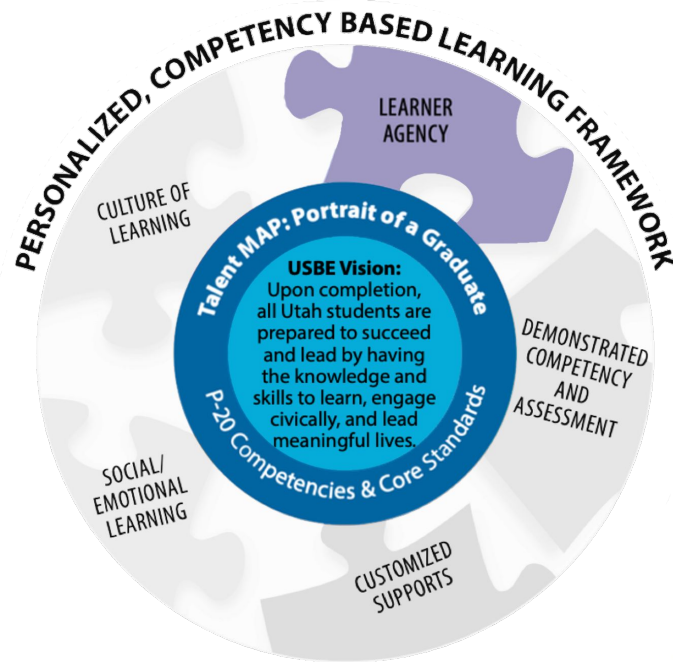
- Goal setting
- Choice in learning pathways
- Voice in how to demonstrate competency
- Self-assessment



Juab District

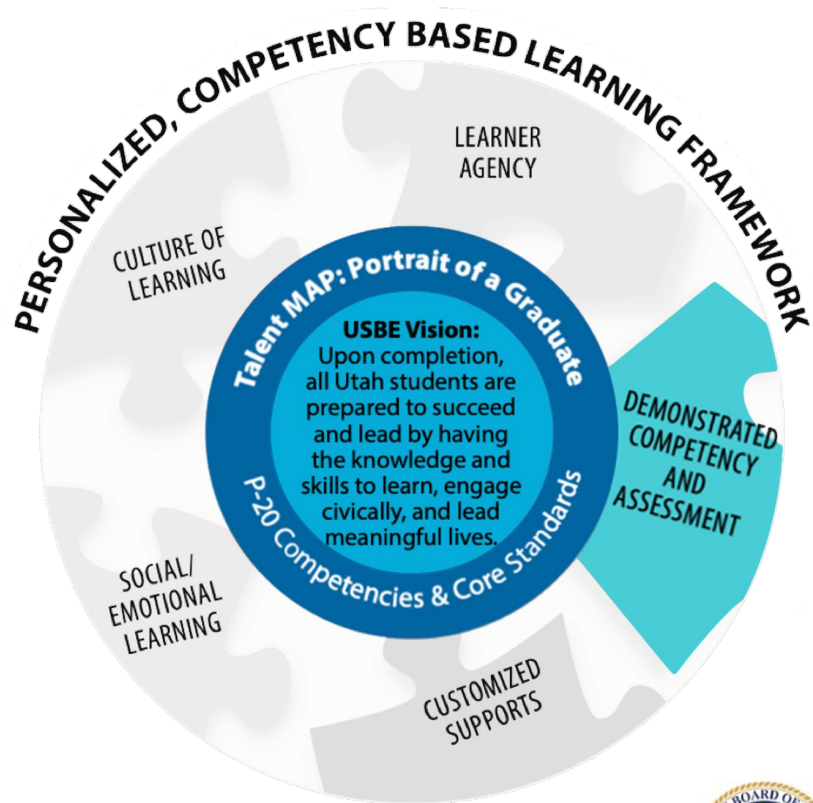
Our Vision

Provide a flexible, personalized, and blended learning pathway to success for all students characterized by individual student mastery of standards.



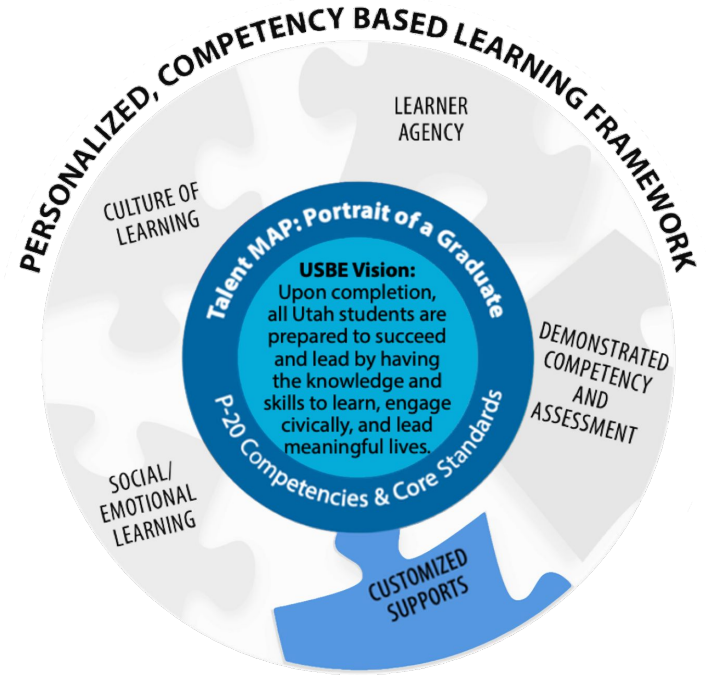
Demonstrated Competency and Assessment

- Timely, effective feedback
- Data from a variety of formative assessment processes to accelerate student learning



Customized Supports

- Access to grade-level instruction
- Timely support to achieve growth or competency
- Personalized learning pathways
- Supports are based on data about each learner's demonstrated strengths, interests, and needs



Washington Fields Intermediate School

Washington County District

Charger Collective Commitments: ASSESSMENT

We commit to providing students with



multiple opportunities and a variety of ways in which to demonstrate their learning.

We commit to create and deliver common formative assessments that allow teachers to use the results to:

Identify needs by the "student and skill" and to share teaching practices

- 1) Identify students who have met proficiency
- 2) Identify students who need extra time and support
- 3) Identify and share practices that collectively improve the effectiveness of the team.

We commit to using assessments as a tool FOR learning and not simply a score in the gradebook.



We commit to varied and creative assessments that target a student's progress toward proficiency



We commit to identifying shared essential standards/targets

and utilizing common assessments to determine mastery of those essentials and learning targets.



We commit to creating assessments that evaluate student skill and knowledge development

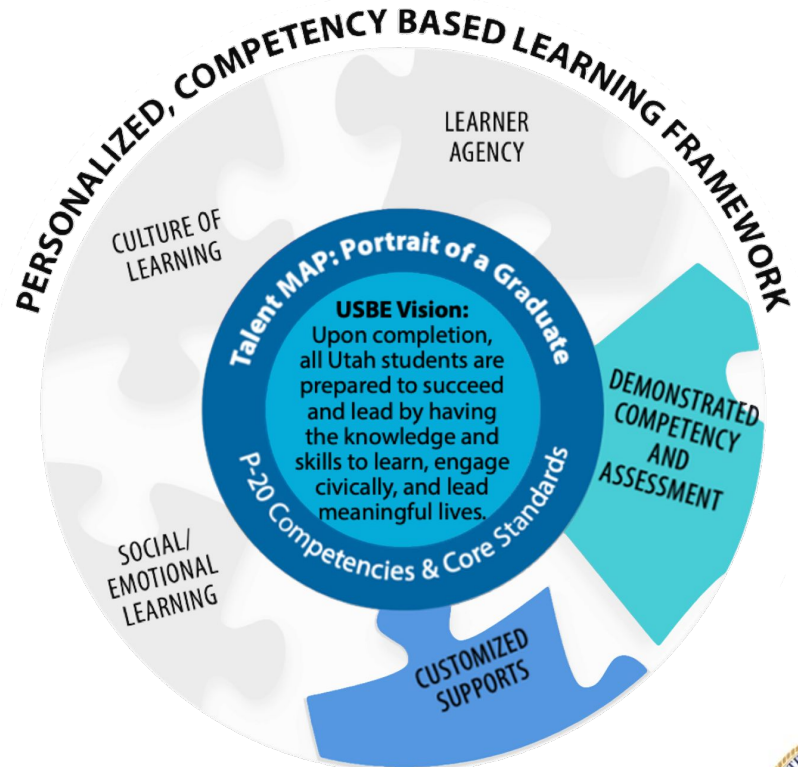


and not just memorized facts.

We commit to assessments as a part of a larger consistent grading system



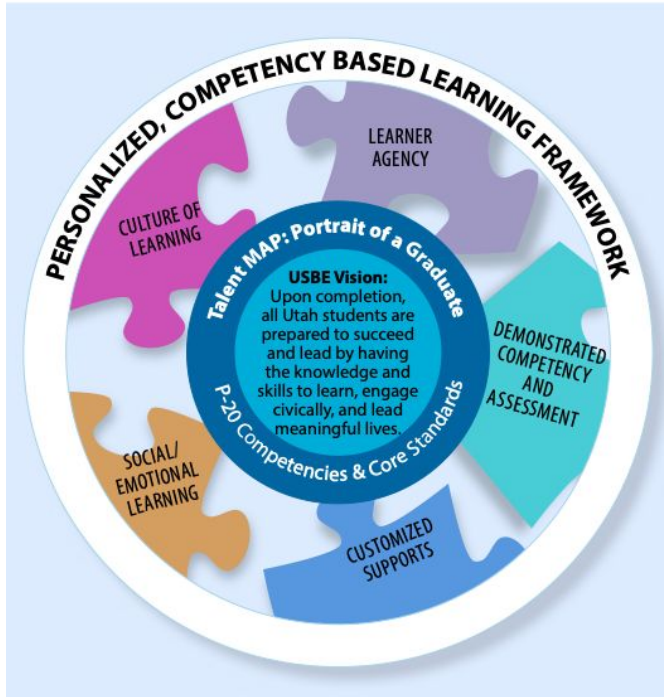
that focuses on student learning and not compliance to rules.



Level of Familiarity with Personalized, Competency Based Learning (PCBL)



PCBL FRAMEWORK



Efforts to Support Advancing PCBL:

- PCBL Grants
- Professional Learning
 - USBE Staff
 - LEAs and Schools
- Collaborative efforts with Higher Education
- Innovation Zones

Board Leadership to Advance PCBL:

What steps can the Board take to advance the vision of Utah's Portrait of a Graduate and PCBL?

