



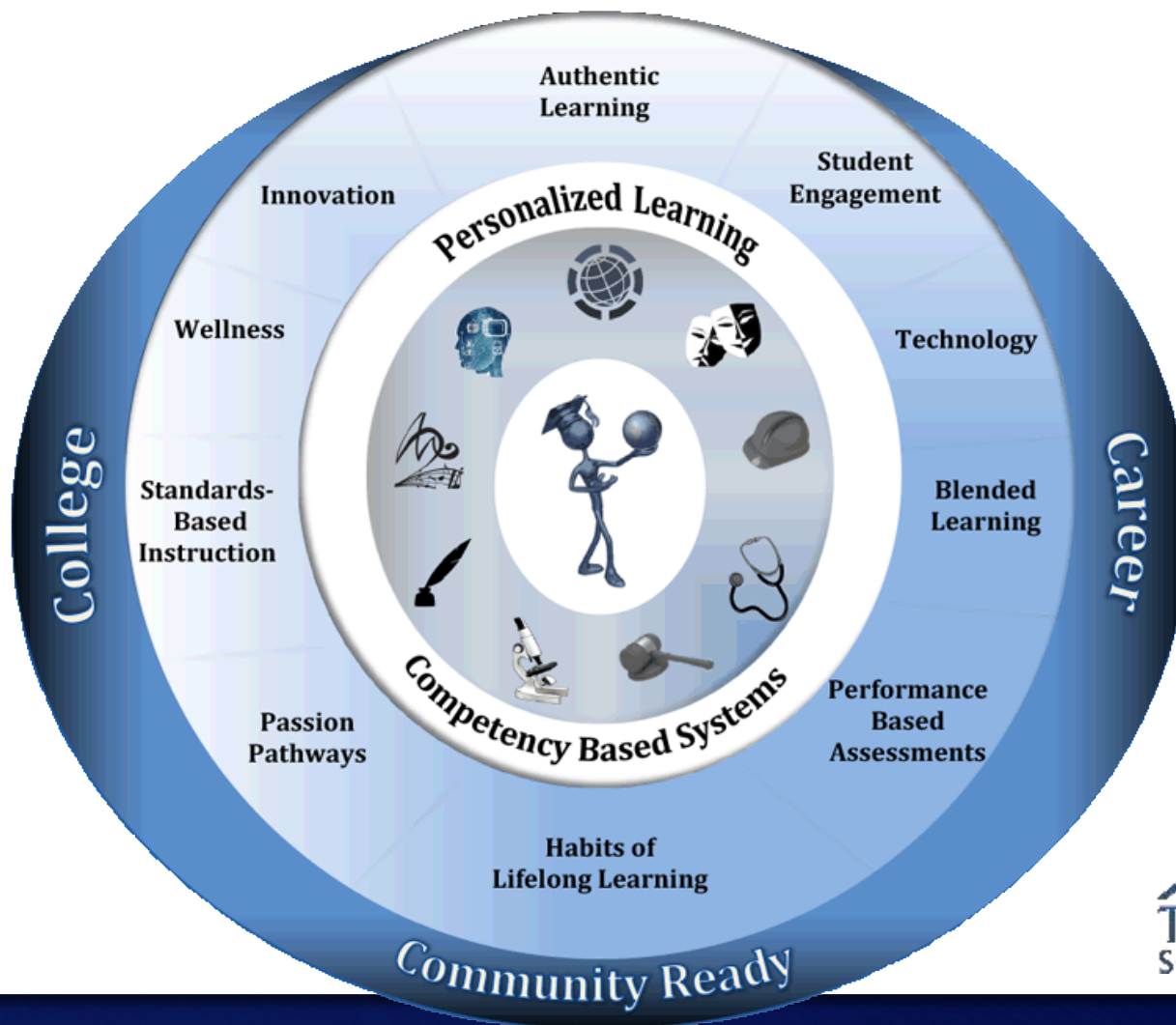
Competency- Based Education and Gifted Students

In Groups of 3 or 4

Talk in a small group about:

What skills does a graduate of TODAY need that they didn't 30 YEARS AGO?

Competency-Based Education (CBE)



Were there national models that you considered prior to adopting the current approach?



COLORADO
Department of Education



**NEXT GENERATION
LEARNING CHALLENGES**



Personalized Learning

The Purpose:

A New Way to Initiate Personalized Learning in TSD

The “Old” Way

Courses assigned by the
school
Limited options based on
interest

The “New” Way

Educational pathway
designed by the student
Interest-driven options



Why is CBE good for students?

Students

Personalized

Flexible

College, Career and Community Readiness

Ownership

Advocacy

<http://www.thompsonschoools.org/Page/6036>

Gifted Education and CBE

Elementary and Middle School

- Pre-testing in content areas to determine readiness
- Differentiating learning activities
- Ensuring students are mastering grade-level standards
- Allowing opportunities for applying and transferring knowledge

Standards

Common Core standards require higher levels of thinking from students

- Ex. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably (CCSSELA-Literacy.RI.5.9)
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (CCSS: RL.8.6)



[Green Circle] This assignment has a lot of helpful hints and cues to help guide students through the learning. There are simpler instructions and sometimes the important vocabulary are underlined or bold.

[Blue Square] Students who have a little bit of confidence with the content should begin here. There are less hints and visual cues but enough information to help the student accomplish the task. The student is required to do more reading to understand the instructions and writing to convey their understanding.

[Black Diamond] The students who feel like "I already know this stuff!" should attempt this assignment. Students will be asked to take risks and use their creativity and problem solving skills. They will have less directions on how to accomplish the task. There is also more leeway for students to explore their own ideas and apply the learning to something of their interest.

Re-designed:

- more student- centered
- more choice
- more options to extend

Challenge Concept:

- student extension
- choice
- empowered student learning

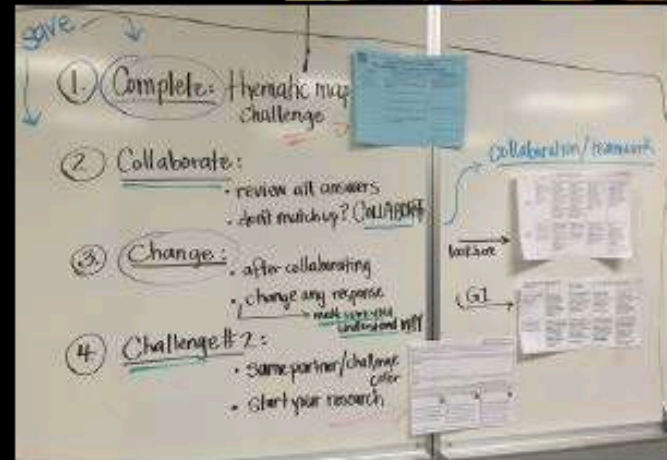
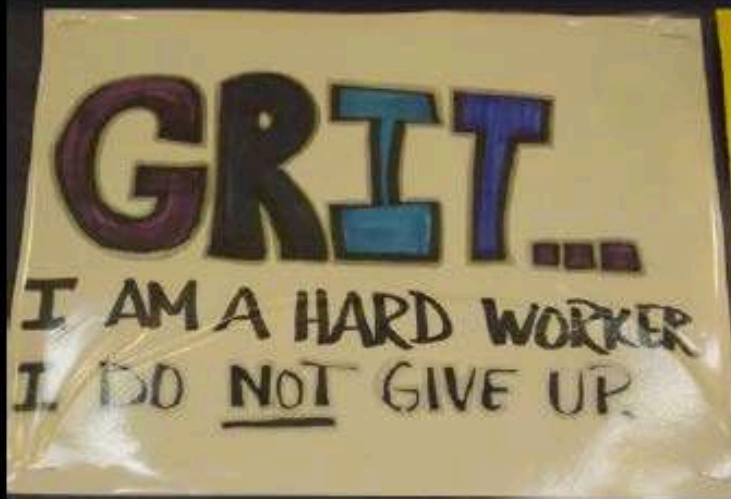
	GREEN	BLUE	BLACK
GREEN	investigate global issue	2 sources + pictures	3 sources + pictures
BLUE	magazine product	2nd - bulleted list "Did you know?" "Things to know"	3rd - bulleted list
BLACK	CNN Student News	Script only	Script + 2-3 segments
		2nd - pics w/ captions - infographic - short article - map - short article - editorial - pics w/ captions	3rd - political cartoon - long article (text + pics) - map - editorial - debatable topic - political cartoon - long article - infographic - debatable topic

Gifted Education and CBE

High School

- Personalized pathways
- Certificate programs
- Concurrent Enrollment
- College, Career, and Community Readiness
- <http://www.thompsonschoools.org/Page/13318>

- Take ownership of their learning
- Think larger than themselves
- Persevere through challenges
- Redefine the use of technology to enhance connectivity and achievement
- Contribute positively to their local and global community



Standards-Based Scoring

<http://www.thompsonschoools.org/Page/12050>

Scoring is based on how well the student is mastering grade-level content

Students are given the opportunity to choose differentiated assignments where they are applying and transferring knowledge to multiple domains

Scores range from 1 (emerging progress) to 4 (exemplary) compared to end of year expectations



Standards-Based Scoring

Ex. 1. Copy the example below on your MathBoard.

A subtraction problem is shown in a grid format. The top row contains the digits 9, a square box, 8, a comma, 7, a square box, and 7. The second row contains a minus sign, a square box, 2, a square box, a comma, 5, 3, and a square box. A horizontal line is drawn below the second row. The bottom row contains the digits 2, 8, 8, a comma, a square box, 9, and 4.

2. **Work On Your Own** Find the unknown digits.
3. **On Your Own** Write another unknown-digits problem on your MathBoard.
4. Explain your strategy for finding unknown digits.

Standards-Based Scoring

Performance Assessment Rubric

An Exemplary Response (4 points)

- Correctly lists all possible floor plans
- Correctly computes the perimeters and areas and explains answers using mathematical terms
- Applies understanding of area and perimeter to the problem
- Uses strategies that exemplify the mathematical practices identified for this task

A Proficient Response (3 points)

- Correctly lists all possible floor plans
- Correctly computes the perimeters and areas and explains answers using some mathematical terms
- Applies understanding of area and perimeter to the problem
- Shows evidence of using strategies that are based in the mathematical practices identified for this task

Work Habits

Scored separately from content mastery

Related to College, Career, and Community Readiness

Collaboration, Communication, Creative Problem Solver,
Self-Agency

<http://www.thompsonschoools.org/cms/lib07/CO01900772/Centricity/Domain/2080/TSD%20K-12%20Work%20Habit%20Scoring%20Criteria.pdf>



Persevere through challenges



How CBE Supports Gifted Education

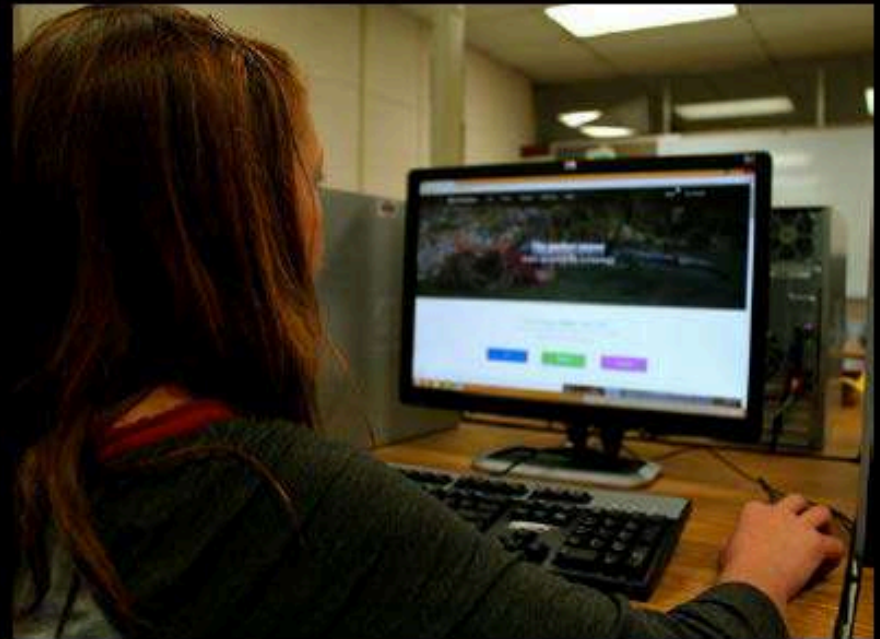
The goal of Competency Based Education is to ensure each child has a personalized learning pathway that will guarantee college, career, and community readiness

Gifted students benefit by access to a more challenging and engaging learning environment

Students are measured on their ability to master grade level content and apply and transfer that content to new learning opportunities



Take ownership of their learning



Questions/More Information

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