

# Competency-based Task Force

## Membership

- a. At least 12 members
- b. 9 education stakeholders and practitioners knowledgeable about the Iowa Core
- c. Deputy Director and Division of Learning and Results or designee
- d. AEA representative
- e. Iowa State Education Association

## The Meetings

- a. AEA rep calls the initial meeting
- b. Task force elect a member as chairperson
- c. Chairperson calls successive meetings
- d. DE provides staff services

## Our Charge

- a. Redefine the Carnegie unit into competencies.
- b. Construct personal learning plans and templates.
- c. Develop student-centered accountability and assessment models.
- d. Empower learning through technology.
- e. Develop supports and professional development for educators to transition to a competency-based system.

## Reporting

- a. Preliminary report due by January 15, 2013
  1. b. Construct personal learning plans and templates.
  2. d. Empower learning through technology.
  3. e. Develop supports and professional development for educators to transition to a competency-based system.
- b. Final report due November 15, 2013  
The task force shall submit its plan, findings, models, and recommendations in a final report to the state board of education, the governor, and the general assembly

## Competency-based Education Task Force: Questions to consider

1. What can we learn from New Hampshire, Alaska, and others?
2. What is a competency statement?
3. What is the relationship between standards and competencies?
4. Who defines/creates them? (work teams, “experts”)
5. Assessments must be valid, reliable, readable (level). What can we learn from Nebraska?
6. How do we categorize progress? (exs: Beginning, Progressing, Proficient, Advanced; Mastery/Incomplete)
7. How do we capitalize on what we already know/do? (AIW, Intel Teach, CEI, UC . . . .)
8. Can students earn more than one credit at a time—studying deeper into concepts than others and demonstrating competencies not associated with the main credit being earned? (ex: 1 credit in biology and ½ credit in advanced biology the same class period)
9. Does mastery mean prepared to work at a higher level?
10. Assessment? What is the evidence? How does the student demonstrate mastery?
11. Remember it is about creating an environment of learning—a learning experience.