

Competency-based Education Resources

The first resource to consult is the [Iowa Guidelines for PreK-12 Competency-based Education](#) (CBE)

The other resources are offered as examples of those found to be helpful by different Iowa CBE Collaborative districts or those supporting the districts not as a vetted list of research-based or evidence-based resources.

Getting Started:

Bellanca, J.A. Ed. (2015). *Deeper learning: Beyond 21st century skills*. Bloomington, IN: Solution Tree Press.

Authors: Suzie Boss, Stacey Caillier, Barbara Chow, David Conley, Arthur Costa, Ben Daley, Linda Darling-Hammond, Rebecca DuFour, Richard Dufour, Deborah Rosalia Esparza, Charles Fadel, Michael Fullan, Valerie Greenhill, Bena Kallick, Ken Kay, Steven Paine, James Pellegrino, Rob Riordan, Helen Soule, Bernie Trilling, Tony Wagner, Yong Zhao, Steven Zipkes.

The variety of authors of this anthology bring a wealth of experience and expertise, but also differing opinions and potential pathways to transformation.

[Competency Based Education Webinar Series](#) by [KnowledgeWorks.org](#)

The webinar series outlines what each of the following organizations are doing to advance competency education: [College and Career Readiness Success Center](#), [National Governors Association](#), [Oregon Business Education Compact](#), [Iowa Department of Education](#), [Council of Chief State School Officers](#).

[CompetencyWorks.org](#) (Wiki)

CompetencyWorks is an online resources for information and knowledge about CBE in the K-12 system. Drawing on lessons learned by innovators and early adopters, CompetencyWorks shares original resource, knowledge from a variety of perspectives, policy advances, papers on emerging issues and a wiki of resources curated from the field. The site also offers a blog on CBE in higher education. The site is the most comprehensive national site on CBE.

DeLorenzo, R.A., Battino, W.J., Schreiber, R.M., and Carrio, B.G. (2009). *Delivering on the promise: The educational revolution*. Bloomington, IN: Solution Tree Press.

Delivering on the Promise is the story of Chugash, Alaska, where competency-based education has been the norm since the early 1990s. Many districts have used this book as a staff and/or School Board book study to begin the CBE conversation.

District Self Reflection and Action Planning Documents www.tinyurl.com/CBE-IowaDE

The Self Reflection document is a form for districts to consider where they are in the process of transition to CBE and to begin planning the work. The document is aligned to the Characteristics of a CBE System.

Horn, M., & Staker, H. (2015). *Blended: Using disruptive innovation to improve schools*. San Francisco: Jossey-Bass.

Blended offers a comprehensive look at options and outcomes of using technology to facilitating learning in a competency-based environment. The volume includes embedded videos of schools that have been successful with blending learning.

Kay, K., and Greenhill, V. (2013) *The leader's guide to 21st Century education: 7 steps for schools and districts*. Boston: Pearson Education.

Kay and Greenhill provide a 7-step guide for leaders of transformational change beginning with vision, community consensus, and aligning the system; branching out to developing professional capacity and focusing on curriculum, assessment, and teacher support, and circling back with innovation and continuous improvement.

Marzano, R., Warrick, P. & Simms, J. (2014). *A handbook for high reliability school: the next step in school reform*. Bloomington, IN: Marzano Research Laboratory.

Marzano outlines five steps toward a high reliability school: 1) safe, collaborative culture, 2) effective teaching, 3) guaranteed and viable curriculum, 4) standards-referenced reporting, 5) competency-based education.

[The MILE Guide: Milestones for Improving Learning and Education](#) by [Partnership for 21st Century Learning](#)

The MILE Guide provides a guide to transforming a school district to being focused on the Universal Contracts. It includes a chart for considering all aspects of the system from students to parents to the School Board to the community.

Prast, H.A. and Viegut, D.J. (2015) *Community-based learning: Awakening the mission of public schools.* Thousand Oaks, CA: Corwin.

Prast and Viegut provide rationale and a step by step guide for connecting community to schools and students to community to fully engage students in competency-based learning opportunities both in and out of school.

Boix Mansilla, V. and Jackson, A. (2011). [Preparing Our Youth to Engage in the World.](#) A white paper by Council of Chief State School Officers and Asia Society

A task force of individuals representing a wide variety of stakeholders developed this paper on global competency.

[Roadmap for Competency-Based Systems](#) by 2Revolutions and Council of Chief State School Officers

The Roadmap is a tool for states, districts, and school leaders to use to plan and implement the changes necessary to provide a competency-based system for students.

Stakeholder Engagement:

[CompetencyWorks.org \(Wiki\)](#)

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Collaborative Inquiry:

[Building Capacity to Transform Literacy Learning: Why Collaborative Inquiry Teams? National Center for Literacy Education](#) and [National Council of Teachers of English.](#)

The document contains research supporting collaborative inquiry teams and a brief outline of how to set up a collaborative culture.

Fixsen, D. et al. (2005). *Implementation research: a synthesis of the literature.* Tampa, FL: University of South Florida.

Fixsen, et al. describe the current state of the science implementation as a guide for moving from planning and talking about implementation to actually implementing.

[Iowa Collaborating for Kids Collaborative Inquiry Questions](#)

Inquiry questions used by Iowa Collaborating for Kids as they scale work across Iowa.

Professional Learning:

[CompetencyWorks.org \(Wiki\)](#)

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[Educator competencies for personalized, learner-centered teaching](#) (2015) Jobs for the Future (JFF) and Council of Chief State School Officers (CCSSO)

JFF and CCSSO engaged stakeholders from across the nation to develop a set of competencies for educators in a personalized, learner-centered environment. These competencies align with competency-based education for students and will help districts and others working with educators develop professional learning opportunities for educators.

[GettingSmart.com](#)

Getting Smart is a website of resources for educators designing the switch to learner-centered, personalized environments.

Horn, M., & Staker, H. (2015). *Blended: Using disruptive innovation to improve schools*. San Francisco: Jossey-Bass.

Blended offers a comprehensive look at options and outcomes of using technology to facilitating learning in a competency-based environment. The volume includes embedded videos of schools that have been successful with blending learning.

Cator, K., Schneider, C., and Vander Ark, T. (2015). [Preparing teachers for deeper learning: Competency-based teacher preparation and development](#). A white paper by [GettingSmart.com](#).

This paper outlines how the role of the teacher is changing as learning environments become more personalized, blended, and focused on deeper learning.

Structures and Supports:

[CompetencyWorks.org \(Wiki\)](#)

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Glowa, L. (2013). [Re-engineering information technology design considerations for competency education](#). A CompetencyWorks issue brief, [International Association for K–12 Online Learning](#).

Glowa working with a wide variety of stakeholders from across the nation to develop this white paper on how the technology architecture for competency-based education might look.

Online Learning Providers: For a list of possible OLPs see <http://olp.aeak12online.org>.

AEA PD Online keeps a current list of online learning providers (OLPs) for districts to find potential learning platforms for their students.

Sturgis, C. (2015). [Implementing competency education in k-12 systems: Insights from local leaders](#). A CompetencyWorks issue brief, [International Association for K–12 Online Learning](#).

Sturgis interviewed educators across the nation about how they implemented competency-based education in their districts. This white paper compiles the result of her travel and interviews into a resource that will help others take steps toward similar transformation.

Learning Environment:

Bellanca, J.A. Ed. (2015). *Deeper learning: Beyond 21st century skills*. Bloomington, IN: Solution Tree Press.

Authors: Suzie Boss, Stacey Caillier, Barbara Chow, David Conley, Arthur Costa, Ben Daley, Linda Darling-Hammond, Rebecca DuFour, Richard Dufour, Deborah Rosalia Esparza, Charles Fadel, Michael Fullan, Valerie Greenhill, Bena Kallick, Ken Kay, Steven Paine, James Pellegrino, Rob Riordan, Helen Soule, Bernie Trilling, Tony Wagner, Yong Zhao, Steven Zipkes.

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Buck Institute for Education (project-based learning) www.bie.org

BIE creates, gathers, and shares PBL instructional practices and products and provides services to teachers, schools, and districts. For teachers, BIE offers professional development on how to design, assess, and manage projects that engage and motivate students. For schools, BIE helps bring coherence to PBL practices across grade levels and subject areas, and supports the creation of school-wide processes and structures to support PBL. For districts, BIE offers service and expertise in creating and sustaining district-wide PBL initiatives.

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***Essential Skills and Dispositions: Developmental Frameworks for Collaboration, Communication, Creativity, and Self-Direction* by the Center for Innovation in Education (CIE) and the Educational Policy Improvement Center (EPIC) (creative commons) at www.bit.ly/ESDframeworks**

The Innovation Lab Network (ILN), a project to the Council of Chief State School Officers (CCSSO), developed this framework for conceptual understanding of each of the five skills as they develop from beginner to advance beginner through strategic learner to emerging expert.

Horn, M., & Staker, H. (2015). *Blended: Using disruptive innovation to improve schools*. San Francisco: Jossey-Bass.

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Other Resources for Implementing Blended Learning:

Alvo Institute: <http://thealvoinstitute.com/>

Provides professional development and resources aligned to the book above.

Blended Learning Cookbook: <http://www.blendedlearningcookbook.com/>

Provides workshops, blogs, videos, and other resources for those working toward blended learning.

Christensen Institute: <http://www.christenseninstitute.org/blended-learning/>

Tips from blended-learning teachers about the structures and systems that make blended work by Khan Academy/Silicon Schools Fund/Clayton Christensen Institute (videos [Part I](#) and [Part II](#)).

Online Learning Providers(OLP): For a list of possible OLPs see <http://olp.aeak12online.org>.

AEA PD Online keeps a current list of online learning providers (OLPs) for districts to find potential learning platforms for their students.

Prast, H.A. and Viegut, D.J. (2015) *Community-based learning: Awakening the mission of public schools*. Thousand Oaks, CA: Corwin.

Prast and Viegut provide rationale and a step by step guide for connecting community to schools and students to community to fully engage students in competency-based learning opportunities both in and out of school.

Competencies:

[Asia Society's Global Competency Goals, presented as "Performance Outcomes" and "I Can Statements"](#)

Asia Society competencies are posted on their website and work as guides to others writing competencies.

***Essential Skills and Dispositions: Developmental Frameworks for Collaboration, Communication, Creativity, and Self-Direction* by the Center for Innovation in Education (CIE) and the Educational Policy Improvement Center (EPIC) (creative commons) at www.bit.ly/ESDframeworks**

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[Knowledge, Skills, and Dispositions: The Innovation Lab Network State Framework for College, Career, and Citizenship Readiness, and Implications for State Policy \(CCSSO\)](#)

Stemming from the collective work of Innovation lab Network (ILN) states, this white paper communicates the shared framework and definitional elements of CCCR accepted by ILN chief state school officers in June 2012.

[New Hampshire Math and English Language Arts Competencies](#)

New Hampshire has developed standards into competencies.

Sturgis, C. 2012. [The Art and Science of Designing Competencies](#). A [CompetencyWorks](#) Issue Brief, International Association for K-12 Online Learning

CompetencyWorks.org wrote this seminal piece on writing competencies in 2012 and it remains a powerful guide to writing competencies.

Assessment:

***Essential Skills and Dispositions: Developmental Frameworks for Collaboration, Communication, Creativity, and Self-Direction* by the Center for Innovation in Education (CIE) and the Educational Policy Improvement Center (EPIC) (creative commons) at www.bit.ly/ESDframeworks**

The Innovation Lab Network (ILN), a project to the Council of Chief State School Officers (CCSSO), developed this framework for conceptual understanding of each of the five skills as they develop from beginner to advance beginner through strategic learner to emerging expert.

[Getting Students to Mastery](#) *Educational Leadership*. December 2013/January 2014. 71(4).

The theme of this edition of *Educational Leadership* is mastery-based learning, another common term for competency-based education.

[Performance Assessment Resource Bank](#) by Stanford Center for Assessment, Learning, and Equity (SCALE) and the Stanford Center for Opportunity Policy in Education (SCOPE) in collaboration with the Council of Chief State School Officers' (CCSSO) Innovation Lab Network (ILN).

The Performance Assessment Project supports states with integrating performance assessments into their systems of assessment, developing the capacity of educators to effectively use performance assessment, and designing policies to support these efforts. Iowa was a participant in the pilot, giving all Iowa educators access to the bank.

[Proficiency Scale Bank](#) (Marzano Research Laboratories)

The site includes a proficiency scale bank that is copyrighted, but downloadable and customizable for school use but not for resale.

[Quality Performance Assessment: A Guide for Schools and Districts](#) by [Center for Collaborative Education \(CEE\)](#)

The Guide looks at the process for making assessment rigorous, valid and reliable; and, at the same time, relevant and engaging for students by providing strong linkages to curriculum and instruction, building a shared understanding of expectations and interpretation of standards. Employing a framework created and field tested in collaboration with 20 diverse schools and mapped to the Common Core State Standards and other important education standards and goals, users explore the process of developing assessments, with tools, protocols and case studies that showcase various entry points and experiences of the schools. Professional development material is included.

Sturgis, C. [Progress and proficiency: Redesigning grading for competency education](#), International Association for K-12 Online Learning, 2014.

This paper is part of a series investigating the implementation of competency education. The purpose of the paper is to explore how districts and schools can redesign grading systems to best help students to excel in academics and to gain the skills that are needed to be successful in college, the community, and the workplace.
