

## CBE Tool 1A

# Core Components of Competency-Based Education: CBE Readiness Tool



### Component 1: Competencies

Develop a K–12 continuum of rigorous competencies describing how students will apply or transfer essential knowledge, skills, and dispositions across the grades leading to graduation.

Focus	Phase 1: Initiating	Phase 2: Emerging	Phase 3: Implementing	Where is your school now? What are possible next steps?
Leadership	Graduation requirements are policy driven. Curriculum and course offerings are used to develop scope and sequences by course or content area.	Articulated profile of a graduate (POG) is developed with input from staff and shared with community stakeholders. Graduation requirements, curriculum, college and career pathways are not yet aligned to POG.	Articulated profile of a graduate (POG) is developed with input from staff and community stakeholders. Graduation requirements are clearly articulated and integrated into curriculum and college and career pathways.	
Instruction and Assessment	Learning outcomes are clear and articulated by course or grade level. Instructional design emphasizes application of knowledge and skills described in state-adopted standards.	Learning outcomes are clear and articulated by course and standards-based curriculum. K–12 academic competencies are adopted but not incorporated into instruction or assessment design.	Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important personal skills and dispositions. Instruction and assessments support and measure competencies.	
Learner Culture	Interpersonal skills are expressed as personal behaviors. Students are aware of these skills and monitored by teachers.	Interpersonal and intrapersonal competencies are developing and evidenced by students when they monitor and reflect on these skills.	Interpersonal, intrapersonal, and learning competencies include explicit, measurable, transferable learning objectives that empower students to have input into their learning path.	
Organizational Structures	The system is driven by “seat time” and whole-class instruction with some differentiation and remediation. Departments and grade-level teams with content expertise guide the delivery of instruction.	The structure and schedule allow for teacher collaboration and flexible grouping of students. School structures and systems are developing new pathways for students to advance to the next level of learning.	Structures and scheduling support collaboration in creating multiple pathways and academies that integrate standards and skills into core competencies aligned to career readiness standards and postsecondary expectations.	

- **Initiating:** District has begun to examine its existing system and identify where shifts in teaching and learning are needed.
- **Emerging:** District is beginning to develop and deploy competency-based systems and structures and is monitoring shifts in teaching and learning to measure impact.
- **Implementing:** District uses an ongoing feedback cycle to design, evaluate, and revise all core components of CBE for equitable and deeper learning.



Available for download at <http://resources.corwin.com/DeeperCompetencyBasedLearning>.

© Karin Hess (2009, updated 2017). A local assessment toolkit to support deeper learning. Guiding school leaders in linking research with classroom practice. Permission to reproduce is given only when authorship is fully cited (karinhessvt@gmail.com).