

CBE Tool 1B

Core Components of Competency-Based Education: CBE Readiness Tool



Component 2: Personal Success Skills

Dispositions, soft skills, and 21st century skills (critical thinking, problem-solving, collaboration, goal setting, etc.) articulate qualities that are essential for success in life and are integrated with academic learning.

Focus	Phase 1: Initiating	Phase 2: Emerging	Phase 3: Implementing	Where is your school now? What are possible next steps?
Leadership	Current policies and practices (grading, discipline, etc.) lack an awareness of the importance of personal success skills in promoting academic success and overall well-being.	Policies and practices are aligned to the POG and revised to promote equity and personal learning skills in supporting students and staff.	Policies and practices reflect the POG and integrate personal success skills as indicators of competence for graduation.	
Instruction and Assessment	Student engagement and reflection opportunities are evidenced in some learning areas and situations.	Student engagement and reflection opportunities are being aligned to learning experiences and targeted personal success skills, leading to student goal setting and self-reflection.	Student engagement measures and reflection opportunities consistently monitor the learning experience, learning outcomes, and personal success skills.	
Learner Culture	Learning culture is teacher-centered and content-driven, where students are mostly compliant and passive learners. Personal success skills are not directly taught by teachers or consistently practiced by students.	Learning environments and interactions promote independent and collaborative learning opportunities for students to exercise voice and choice. Personal success skills are integrated with academics.	Learning environments and interactions are responsive to learner agency and are flexible in meeting students' learning needs, as articulated by the learner's goals and self-reflections. Learners emerge as confident and independent learners.	
Organizational Structures	Individual teacher grading practices sometimes emphasize different personal success skills (e.g., collaboration, study skills) when reporting on academic grades.	Personal success skills are aligned to the POG and identified school wide to promote learning for all students. School structures (team planning) are used to clarify a developmental continuum and disseminate common expectations.	School/district instructional delivery methods support the integration of personal success skills with academic learning. Educators co-design personalized learning activities and assessments consistent with the POG.	

- **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>.

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