



Core Components of Competency-Based Education: CBE Readiness Tool

CBE Tool 1D

Component 4: Learning Pathways

Competencies drive a rigorous, transparent, flexible system of learning in which students are empowered by opportunities to choose what and how they learn.

| Focus | Phase 1: Initiating | Phase 2: Emerging | Phase 3: Implementing | Where is your school now? What are possible next steps? |
|----------------------------|---|--|---|--|
| Leadership | Policies aspire to prepare students for college and careers, but practices support a single learning pathway to promotion or graduation for all students. | Policies and practices become more flexible in determining how and where learning can occur. The development of multiple, rigorous pathways ensures each student's learning is possible within the school-based accountability system. | Policies and practices support multiple pathways for authentic, rigorous student learning, which is appropriately credentialled within and outside learning agencies (e.g., college-course taking for graduation credit). | |
| Instruction and Assessment | Course-level standards and learning outcomes are taught and scaffolded by teachers and made transparent to parents and learners using course syllabi. | Competency-based learning outcomes are scaffolded and begin to be integrated across content areas and grade levels. Students have some options for learning (e.g., online, blended, face-to-face, community-based learning). | Competencies and learning outcomes are scaffolded and integrated across content areas as well as grade levels. Personalized learning plans guide students in their learning choices, pathways, and learning support. | |
| Learner Culture | Limited pathways and choice are offered to students in meeting grade-level or graduation requirements. | Multiple course and content pathways are aligned to competencies. Students have some options in how to demonstrate their learning across courses or content disciplines. | Students advocate how to navigate their personal pathways, leading to a demonstration of proficiency of the competency-based graduation requirements and the POG. | |
| Organizational Structures | A single system of teaching and learning is organized in the same way for all students, with provisions for remediation. | Equitable pathways articulate the alignment to academic or personal success skill competencies and are mapped to curricular programs or course offerings. | Equitable pathways clearly articulate the alignment to academic and personal success skill competencies and are mapped to learning opportunities anytime and anywhere. | |

- **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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