

**ESTF Subgroup #2**  
**February 2, 2012**  
**Meeting Notes**

- I. Defining “Competency-Based”
  - a. Sticky notes on how each committee members defines this.
  - b. Notes
    - i. Learning meets students where they are at through individual learning plans: ICAPS? Progress toward competencies varies with each student.
    - ii. Explicit measurable transferable objectives: Students and instructors receive timely differentiated support. Learning is the constant and time is the variable.
      1. What supports would a teacher need to be successful in this system?
      2. What curriculum opportunities and support would a student need to be successful in this system?
    - iii. Students advance upon mastery. How do we assess competencies in students?
    - iv. Student ownership and accountability: Students understand the objectives in order to move forward as well as the plan that is in place to do so.
- II. Where is the current system in the State of Colorado?
  - a. On a scale of 1-10 where is the current system now in terms of an ideal state for learning in order to be post-secondary and workforce ready?
  - b. Committee suggests we are at a 2-3 in terms of an ideal state.
  - c. What would a competency based system or approach have to look like to get us close to a 10?
  - d. Is a competency-based system the only type of system we are looking at? This might work for some students it might not work for others. There are some students that are not coming to our system from a structured environment and may need more guidance.
  - e. Hindering components from the committee
    - i. Local control: Change in culture
    - ii. Teacher education training
    - iii. Sustained leadership
    - iv. Resource allocation—staffing to help students doesn’t take place because too small of a ratio of student to staff and time necessary to create individual learning modules
    - v. School funding system: FTE – In-class seat time
    - vi. Communication and commitment with students/parents
    - vii. Current assessment system does not support formative learning and assessment to inform practice.
    - viii. Technology and bandwidth

- ix. Decision makers lack of awareness to do something different
  - f. Helping the current state of education in Colorado
    - i. Current legislation on assessment, graduation guidelines, review of admission policy.
    - ii. Technology and multiple ways to communication
    - iii. Technology as a way to increase students opportunities
    - iv. ICAP exists
    - v. Resource re-allocation: Meeting objectives rather than seat time
    - vi. Local exemplars to learn from
    - vii. P-20
    - viii. Post-secondary workforce readiness
    - ix. Less need for remediation at post-secondary level
    - x. Career cluster pathways
    - xi. Student accountability, ownership and responsibility for their learning.
    - xii. Assessment
- III. Values that will drive our discussion
  - a. Reflective
    - i. What are we doing to look at the different historical iterations of an outcomes, competency, performance, mastery learning approaches to education? In each case something happened that kept the change from being embedded into the existing system. In many cases these initiatives began to see impact and then were diminished/removed from the system.
  - b. Discussion will be about practice and what could be.
  - c. Open dialogue around purpose and direction in driving the conversation forward about competency-based is always welcome.
  - d. Different audiences—Teacher education, legislators, local school districts
- IV. Action items
  - a. John: History of different iterations of standards base education. Will provide the committee with information on what went wrong in order to learn what we can do for this to go right?
  - b. Jane: Research, best practices, challenges and everyday practice changes in Moving-On.
  - c. Ryan and Jeff: Research best practices, challenges and everyday practical changes in Adams-50. What would we need to know in order to implement this model elsewhere in the state?
  - d. Carrie: Research the two Generation schools in Denver. How does this model reflect competency-based learning? What might it add to the conversation?
  - e. Sam: ICAP; how is it currently being used in Colorado?
  - f. Tamara: Assessment—formative small sample to gauge student knowledge along the road.
  - g. Tamara: CDE-CDHE relationship in two concrete areas of competency based learning.