TeachME Professional Development

Ensuring Quality and Equity In Competency-Based Education

Introduction

1. A competency-based structure of education ensures that students are reaching proficiency every step of the way, on each standard, in each unit, in each course, and in each performance level.

A. True
B. False

Understanding Competency-Based Education-Readiness for College, Career, and Life: The Purpose of K-12 Public Education Today

2. Which is NOT a component of competency-based education?

A. The importance of lifelong skills, such as growth mindset, metacognition, learning how to learn, problem-solving, advocacy, and collaboration
B. Competency-based education structures emphasize planned learning experiences that are rigorous, relevant, and student-directed
C. Districts that are pursuing competency-based systems believe that the current purpose of K-12 education is to facilitate a process through which all students graduate from high school with the academic and lifelong skills to be leaders in their communities and agents of their own success
D. Competency-based education structures place an equal emphasis on lifelong skills and academic content knowledge and skills

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How Does Competency-Based Education Differ from the Traditional System of Education?

3. According to this report, one of the flaws in the traditional system is that it is based on a _____ mindset, the notion that people's "abilities are carved in stone".

A. Limited
B. Defined
C. Fixed

D. Restrictive

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4. Which is NOT a true statement about competency-based education?

A. Competencies include explicit, measurable, and transferable learning objectives that empower students and give them greater ownership over their education
B. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and depositions
C. Didactic skills, recollection, and comprehension of content are highlighted components
D. Students receive timely, differentiated support based on their individual learning needs

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The Four Key Issues in Advancing Competency Education-Building Shared Understanding of Quality through Design Principles

5. Culture design principles include growth mindset, transparency, flexibility, intentionality, alignment, and rigorous higher-level skills.

A. True
B. False

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6. When referring to a growth mindset, which of the following is true?

A. The importance of the growth mindset applies to students and adults alike
B. A growth mindset anticipates failure and systematically exploits it to advance learning
C. People with a growth mindset believe that intelligence is malleable
D. All of the above

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7. In order to develop rigorous higher-level skills, students should be exposed to learning that regularly involves productive struggle. Productive struggle, in turn, reinforces a student's sense of agency and creates opportunities to persevere until new learning emerges.

A. True
B. False

Designing a Competency-Based System for Equity

8. What is true about educational equity?

A. Educational equity promises that every student will reach his or her potential by designing an educational system that responds to students to ensure they are building the skills they will need in college, careers, and life
B. Educational equity relies heavily on the predictability of success or failures that currently correlate with any social or cultural factor
C. Providing students with the same resources and educational experiences will guarantee educational equity
D. All of the above

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9. Based on the Equity Framework, each of the following are equity principles EXCEPT:

A. Establish transparency about learning, progress, and pace
B. Ensure consistency of expectations and understanding of proficiency
C. Develop shared pedagogical philosophy based on learning sciences
D. Nurture a strong culture of knowledge and individuality

Meeting Students Where They Are So That Everyone Masters Learning

10. In competency-based education, students are exposed to academic rigor with the content and duration of exposure determined by a student's grade-level subject and at a pace designed to cover everything by the end of the year.

A. True
B. False

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11. Referring to assessments, _____ assessments are available in daily, moment-by moment occurrences, such as conferences, peer feedback, observations, and self-reporting cues.

A. Summative
B. Formative
C. Synoptic
D. Authentic

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12. An example of a learning experience that fosters engagement, access, and rigor is a unit that is culturally responsive and reflects the principles of Universal Design for Learning.

A. True

B. False

Taking the Long View on Systems Change and Policy to Support Competency Education

13. Which is NOT a true statement about threshold concepts?

A. They can help people think differently about what is possible in a circumscribed future education system
B. They can help address deep-seated systems design flaws across K-12 education
C. They are "core concepts that once understood, are needed to transform a given subject"
D. They can address structural gaps in our education system

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14. High-quality competency-based systems rely upon _____ accountability models that support and empower rapid and constant improvements in learning and student growth toward success for college, career, and, life.

A. Implied
B. Transparent
C. Obscure
D. Scientific

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15. According to the authors, most teachers working in public schools today completed their own K-12 education in a competency-based system.

A. True
B. False

Charting the Course-Strengthen Understanding of Competency Education and Personalized Learning

16. If people don't understand that competency-based education requires changes in both culture and structure of schools, there is a risk that it will be approached as simply a set of limited practices or reform that is:

A. Traditional
B. Technical
C. Antiquated
D. Transitional

Get Serious About Diversity and Equity

17. What is a recommended action step to expand equity-oriented leadership?

A. Support districts and schools to develop moderation processes that are both vertical and horizontal
B. Evaluate and then catalyze cross-organizational knowledge transfer about how equity strategies are embedded into professional learning for personalized, competency-based education by providers and districts
C. Have educators undergo race/racism awareness training and look at problems of practice around bias and race as a team
D. Encourage systems that promote and reflect unbiased learning processes and experiences

Improve Quality of Design and Implementation of Competency-Based Districts and Schools

18. ALL of the following are recommended action steps to catalyze the development of effective student-centered information management systems EXCEPT:

A. Build knowledge on how districts and schools are designing and cultivating the cultures to support competency-based education
B. Catalyze progress of vendors to develop student-centered information systems to monitor student growth and support continuous improvement
C. Develop knowledge about how districts and schools are using technology to support high quality competency-based system
D. Explore information management systems, continuous improvement strategies, and management reports to guide decision-making

Build Capacity to Meet Students Where They Are

19. One recommended action step to support educators and teaching is to develop strategies to build cultural literacy beginning with an assessment of the current capacity for cultural literacy, including summative and performance-based assessments.

A. True
B. False

Appendecies

20. Competency-based education is also referred to as:

A. Standards-based
B. Command-based
C. Mastery-based
D. Achievement-based