

# TeachME Professional Development

## Searching for Efficacy in Competency-Based Education

### Introduction: Three Driving Questions Toward Quality

**1. According to this report, it is nearly impossible to talk about quality features of a competency-based learning system in a district or school without touching upon the overall personalized learning approaches and:**

- A. Standards-based curriculum
  - B. Teachers' educational level and experience
  - C. Instructional strategies
  - D. Use of technology
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### Why Focus on Quality?

**2. Which is NOT a reason why it might be difficult to define quality competency-based education?**

- A. States, districts, and schools that embrace competency education are essentially moving to a strong continuous improvement or orientation for increasing effectiveness of the education system
  - B. When considering quality, it is not recommended to implement all of the core structure
  - C. When considering quality, it is important to remember that the process of re-design and implementation means that changes are made step-by-step, iterating along the way
  - D. The system must operate in a cohesive, integrated way
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### Building a Framework to Guide Discussion About Quality

**3. Part of the working definition of competency education states that competencies include measurable, transferable learning objectives that empower students and that are:**

- A. Multifunctional
  - B. Implicit
  - C. Fixed
  - D. Explicit
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**4. Which is NOT a true statement about learning in competency-based education systems that use personalized approaches?**

- A. Learning outcomes emphasize academic skills, memorization, and comprehension of content
  - B. Students take a much more active role in shaping their learning
  - C. Learning may be inquiry-based, project-based, or require direct instruction
  - D. Assessment is part of the cycle of learning and should be considered as part of the instructional design
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## **Defining Quality within Each of the Components of a Personalized, Competency-Based System-Component A**

**5. One belief essential to a quality structure for competency-based education is that only students need to develop a growth mindset.**

- A. True
  - B. False
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**6. One domain of optimizing effectiveness is:**

- A. Student advancement is primarily driven by data from summative assessments
  - B. External accountability ensures consistency and reliability
  - C. Teachers are supported in qualitative-based professional learning
  - D. Continuous improvement is driven by metrics on pace, progress, and growth
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## **WHAT IS THE STRATEGY OR THEORY OF CHANGE?-Structural Domain 2**

**7. Students are more engaged and motivated when grading is seen as feedback that helps them show what they know and focuses on what they need to work on rather than judgement.**

- A. True
  - B. False
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## **Structural Domain 3-Continuum of Learning Objectives, Student Performance, Growth, and Progress are Transparent**

**8. Each of the following is a “Look-for” when referring to transparency EXCEPT:**

- A. Teachers use a validation process to ensure assessments are aligned with learning targets
- B. The district and school have a balanced assessment system anchored in systems of teacher practice, where teachers collaborate to design performance assessments and rubrics, provide feedback, and analyze students
- C. Students are involved in the process of unpacking and refining continuum language to ensure the language is accessible to them

D. The district and school nurture a strong culture of learning and exclusivity

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## **Structural Domain 5-Schools Have Autonomy and Flexibility to Provide Timely, Differentiated Support to Students**

**9. Competency-based schools provide time during the day for students to receive additional instructional support, which is called universal access.**

- A. True
  - B. False
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## **Structural Domain 6-Internal Accountability Ensures Consistency and Reliability**

**10. When referring to implementing equity strategies and eliminating disproportionality in outcome, processes and strategies to monitor and respond to students who have been historically underserved must be in place. One goal is that these students demonstrate reasonable growth, which is defined as:**

- A. 1.0 performance levels or more per quarter
  - B. 1.0 performance levels or more per semester
  - C. 1.0 performance levels or more per year
  - D. 1.0 performance levels or more every two years
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## **Structural Domain 7-Continuous Improvement is Driven by Metrics on Pace, Progress, and Growth**

**11. Which is NOT a true statement about continuous improvement?**

- A. Information management systems should be built to adhere to a course-by-course basis, rather than follow a student over the K-12 continuum
  - B. Informational management should allow for monitoring student progress over the course of a year, rather than measuring progress in the typical nine month school year
  - C. When districts and schools take responsibility for ensuring every student is successful in their learning, they will need to be engaged in constant efforts to respond to students (in the short run) and improve school performance (in the long run)
  - D. Continuous improvement is a critical element of competency-based education
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## **Structural Domain 8-Teachers are Supported in Evidence-Based Professional Learning**

**12. In an effective competency-based structure, district and school leaders use distributed \_\_\_\_\_ strategies that engage educators in decision making.**

- A. Engagement
  - B. Leadership
  - C. Management
  - D. Scientific
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## **Structural Domain 9-Adaptive Leadership and Empowering Management**

**13. What is true about leadership empowering learning?**

- A. Leadership sets the tone regarding viewing mistakes as an opportunity to learn rather than one for blaming
  - B. Principals need to support professional learning communities (PLCs)
  - C. Adaptive or distributed management strategies are deployed to create an empowering learning organization
  - D. All of the above
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## **Component B-Quality Culture of Learning, Safety, and Respect**

**14. A quality culture of learning, safety, and respect can be affirmed when teachers are the only ones at a school allowed to speak about their level of safety in taking risks.**

- A. True
  - B. False
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## **Component C-Theory of Learning and Teaching**

**15. A clear philosophy of teaching and learning that supports competency-based education is a critical element of quality structure. One of these elements is to meet students where they are, which allows students to learn at their:**

- A. Independent level
  - B. Zone of proximal development
  - C. Grade level
  - D. Fluency level
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## **Component D. Robust Mix of Learning Experiences**

**16. When referring to a robust mix of learning experiences, what is an example of a structure needed to support high quality learning experiences?**

- A. Administrators need to have the sole authority to make decisions regarding what students require to support their learning
  - B. Extended learning opportunities for students should be restricted to only those skills they can learn and apply at school
  - C. Teachers need to have the authority to make decisions regarding what students require to support their learning
  - D. Schools and districts need to redefine success much more broadly to include lifelong learning skills such as growth mindset, agency, and well-being skills
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## **Strategies for Defining and Building High Quality Competency Education- Approach A. Driving Quality through a Focus on Outcomes**

**17. In the traditional system, there is much variability in what evidence districts and schools use to determine that students are ready to graduate. ALL of the following are ways to reach a consensus of graduation requirements EXCEPT:**

- A. States and districts should organize graduation requirements around a completion of a number of courses and the accrual of credits
  - B. At a more localized level, states could allow schools and districts to determine how they will allow students to develop and demonstrate proficiencies
  - C. There could be a shared level of minimum proficiencies for students to master prior to graduation
  - D. Support schools and districts in using competency-based structures in exercising their flexibility to develop and demonstrate proficiencies
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## **Approach B. Driving Quality Through a Focus Upon Processes**

**18. Transparency makes it easier to understand the processes in use by competency-based systems, and it also always enables one to determine if some processes lead to greater effectiveness than others.**

- A. True
  - B. False
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## **Approach D. Driving Quality through External Review**

**19. When referring to external quality review processes for addressing quality, it is possible that state departments of education could play a critical role by shifting from a compliance-oriented approach to quality to an improvement-oriented approach through external review.**

- A. True
  - B. False
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## **Charting the Course: What Needs to Happen to Build High Quality Personalized, Competency-Based Schools Every Time**

**20. Critical features of a competency-based system include monitoring proficiency, progress, growth, and:**

- A. Best practices
  - B. Social and emotional well-being
  - C. Depth of knowledge
  - D. Technological advancement
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