

Note: Please click on the links in this document only after completing the entire course

Learn More:

Part-I: Competency Based Education (CBE)
Module 2: Quality Principles for Competency-based Education

Weblinks

- ❑ <https://www.youtube.com/watch?v=127Fcyid8IE>
- ❑ <https://www.youtube.com/watch?v=CEDwNGPqI8I&feature=youtu.be>

Suggested Readings

- ❑ **Suggested Reading 1:**
Sally M. Johnstone & Louis Soares (2014) Principles for Developing Competency-Based Education Programs, Change: The Magazine of Higher Learning, 46:2, 12-19, DOI: 10.1080/00091383.2014.896705
- ❑ **Suggested Reading 2:**
Competency-Based Education: A Strategy for Skills Upgrading in California. July 2019
- ❑ **Suggested Reading 3**
Quality Standards for Competency-Based Educational Programs. Competency-based Education Network: A National Consortium for Designing, Developing and Scaling New Models for Student Learning. www.cbenetwork.org. (Draft: October 2016)

Interesting Facts

Examples of experiences that every student should have in a well-developed personalized, competency-based system

1. I will be fully supported in developing academic knowledge and skills, the ability to apply what I have learned to solve real-world problems, and the capacities I need to become an independent and

lifelong learner.

2. I feel safe and am willing to put forward my best effort to take on challenging knowledge and skills because I have a deep sense of belonging, I feel that my culture, the culture of my community and my voice is valued, and I see on a daily basis that everyone in the school is committed to my learning.

3. I will have the opportunity and support to learn the skills that allow me to take responsibility for my learning and exercise independence.

4. I have access to and full comprehension of learning targets and expectations of what proficiency means.

5. I have the opportunity to learn anytime, anyplace, with flexibility to take more time when I need it to fully master or go deeper, and to pursue ways of learning and demonstrating my learning in ways that are relevant to my interest and future.

6. I am able to own my education by learning about things that matter to me in ways that are effective for me with the support that allows me to be successful.

7. I will receive timely feedback, instruction and support based on where I am on the learner continuum and my social emotional development to make necessary progress on my personalized pathway to graduation.

8. My learning will be measured by progress on learning targets rather than level of participation, effort or time in the classroom.

9. Grades or scoring provide feedback to help me know what I need to do to improve my learning process and reach my learning goals.

10. I can advance to the next level or go deeper into topics that interest me as soon as I submit evidence of learning that demonstrates my proficiency.

Reference:

These insights are derived from the Technical Advisory Group on Developing a Working Definition of Competency-Based Education.

Did you Know?

Description: Learning Continuum	Image
A continuum refers to the set of standards or learning targets along a span of education (for example, K-12 or performance levels 9-12). It is the set of expectations for what students should know and be able to do. However, it does not imply that students need to learn all of the standards in a linear way or be taught them based on their age-based grade level. The student learning trajectory and research on learning progressions should inform instruction.	
Reference:	Sturgis, C. & Casey, K. (2018). Quality principles for competency-based education. Vienna, VA: iNACOL. Content in this book is licensed under a Creative Commons Attribution 4.0 International license.
Image Source:	https://unsplash.com/photos/Z2ImfOCafFk