Personalized Competency Based Learning in UT

Dr. Sydnee Dickson

Utah State Superintendent of Public Instruction

May 12, 2022

UTAH STATE BOARD OF EDUCATION
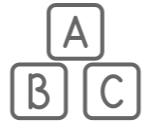
KEY

M Mastery

A Autonomy

P Purpose

Mastery is the ability to demonstrate depth of knowledge and skill proficiency.

Autonomy is having the self-confidence and motivation to think and act independently.

Purpose guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.

Goals

Early Learning

Each student starts strong through early grades with a foundation in literacy and numeracy

Personalized Teaching & Learning

Each student and educator has access to personalized teaching and learning experiences
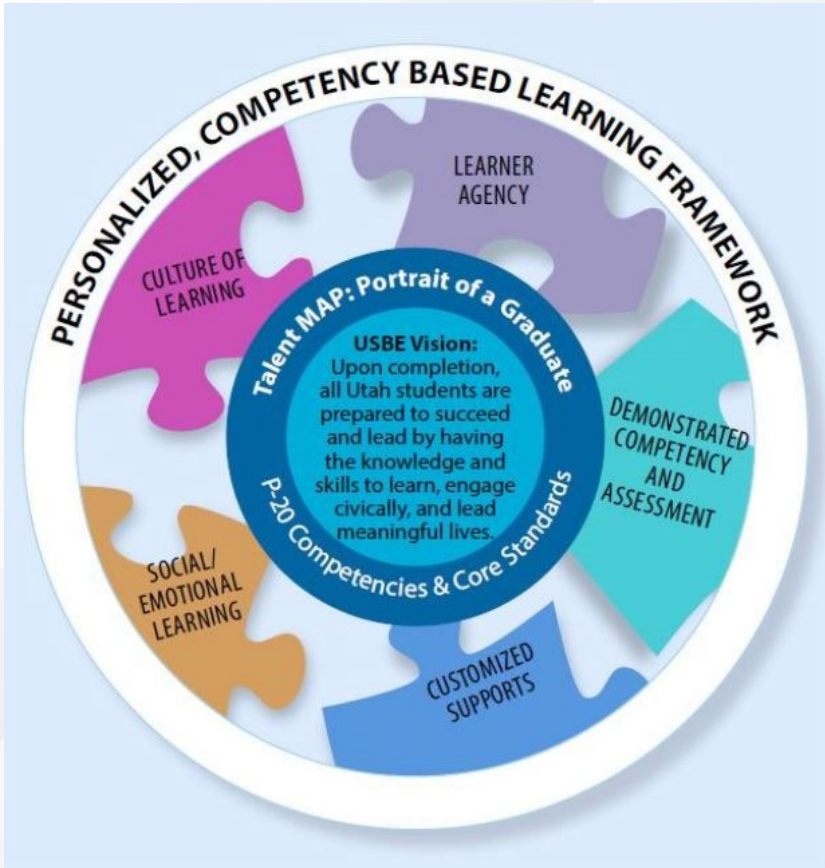
Safe & Healthy Schools

Each student learns in a safe and healthy school environment

Effective Educators & Leaders

Each student is taught by effective educators who are supported by effective school leaders
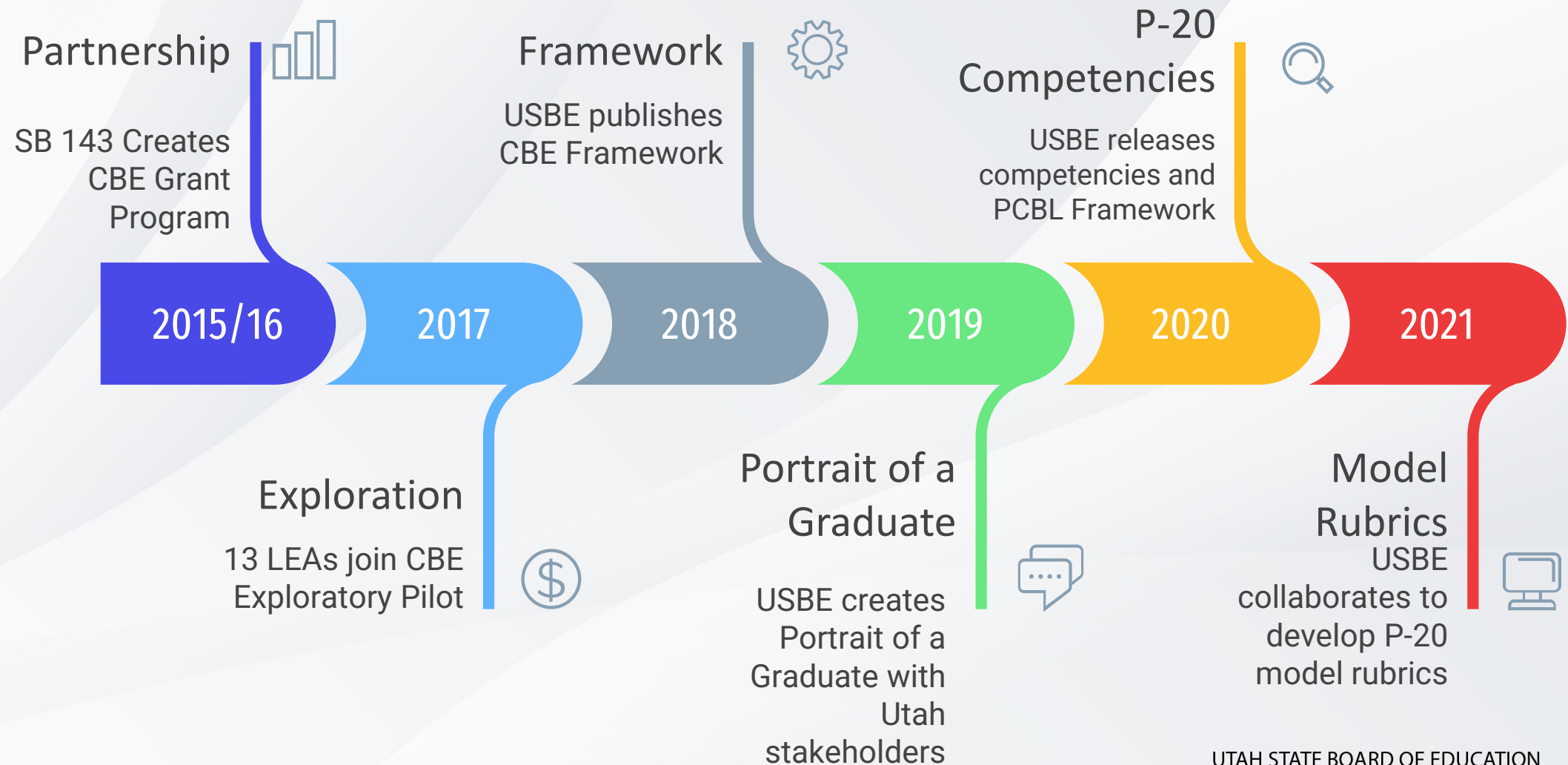
What is PCBL?

USBE's Definition of Personalized Learning:

Educators engaging all students with high expectations for shared learning goals and **empowering each learner to take ownership of their strengths, needs, and interests** while tailoring flexible supports to maximize student growth and competence.

UTAH STATE
LEGISLATURE

Utah's Journey to our Portrait of a Graduate

Partnership

SB 143 Creates CBE Grant Program

2015/16

Exploration

13 LEAs join CBE Exploratory Pilot

2017

Framework

USBE publishes CBE Framework

2018

2019

Portrait of a Graduate

USBE creates Portrait of a Graduate with Utah stakeholders

P-20 Competencies

USBE releases competencies and PCBL Framework

2020

2021

Model Rubrics

USBE collaborates to develop P-20 model rubrics

UTAH STATE BOARD OF EDUCATION

5 Components of USBE's **PCBL Framework**

- Culture of Learning
- Learner Agency
- Demonstrated Competency & Assessment
- Customized Supports
- Social & Emotional Learning

https://www.schools.utah.gov/curr/pcbl

5 Components of USBE's **PCBL Framework**

- Culture of Learning
- Learner Agency
- Demonstrated Competency & Assessment
- Customized Supports
- Social & Emotional Learning

https://www.schools.utah.gov/curr/pcbl
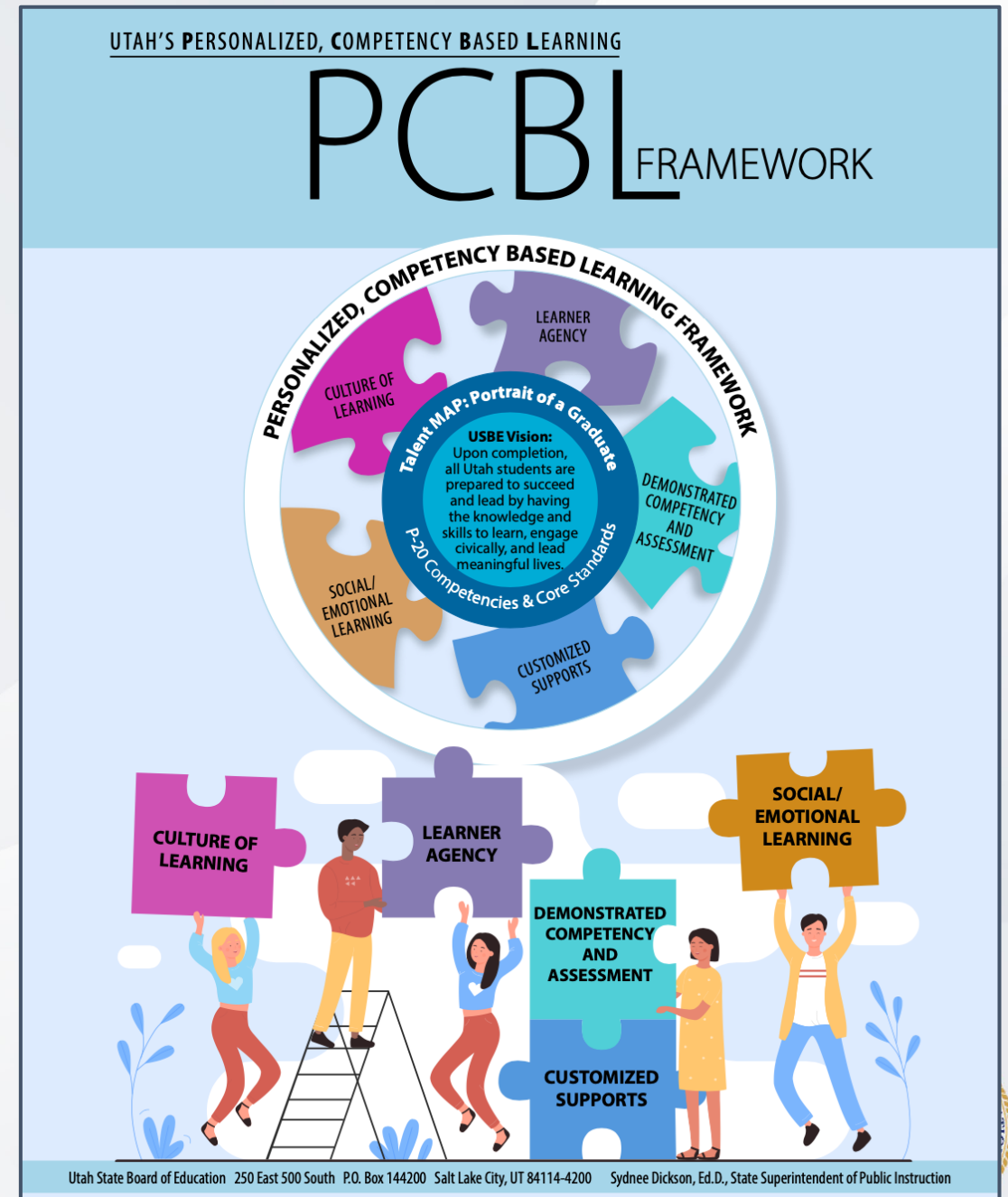
Utah's PCBL Framework:
ESSENTIAL COMPONENTS

CULTURE OF LEARNING

Each learner is supported by communities committed to creating the culture, structure, policies and instructional practices that engage them in their journey towards college, career and life readiness. By leveraging a learner's unique assets, holding high expectations, executing teacher clarity, and fostering meaningful relationships, an inclusive culture of learning allows each learner to define their pathway to success.

LEARNER AGENCY

Each learner develops understanding, skill, and responsibility to the learning design and process in pursuit of achieving the characteristic of Utah's Portrait of a Graduate. Learner agency is achieved through a broad range of instructional strategies including goal setting, choice in learning pathways, voice in how to demonstrate competency, and learner self-assessment.

DEMONSTRATED COMPETENCY & ASSESSMENT

Each learner progresses through their learning based upon applying their knowledge, essential skills, and dispositions. Timely, effective feedback, and data from a variety of formative assessment processes to measure learner growth, progress, and advancement based on high expectations.

CUSTOMIZED SUPPORTS

Each learner is provided with or selects appropriate and timely support to achieve growth or competency and to engage in personalized learning pathways. These customized supports are based on data about the learner's demonstrated strengths, interests, and needs.

SOCIAL/EMOTIONAL LEARNING

The process through which students acquire and effectively apply the knowledge, attitude, and skills necessary to: (a) understand and manage emotions; (b) set and achieve positive goals; (c) feel and show empathy for others; (d) establish and maintain positive relationships; (e) make responsible decisions; and (f) self-advocate.

UTAH STATE BOARD OF EDUCATION

Example Component from PCBL Framework

Culture of Learning

- Definition at the top
- Evidence-Based Practices listed for both Educators and Students
- Effect Size included for each strategy
- Tips for families shared below

1 CULTURE OF LEARNING

Each learner is supported by communities committed to creating the culture, structure, policies and instructional practices that engage them in their journey towards college, career and life readiness. By leveraging a learner's unique assets, holding high expectations, executing teacher clarity, and fostering meaningful relationships, an inclusive culture of learning allows each learner to define their pathway to success.

EVIDENCE-BASED PRACTICES

Teacher Estimates of Achievement (Effect Size [E.S.] 1.46)
Teacher Credibility (E.S. 1.09)
Success Criteria (E.S. 0.88)
Teacher Clarity (E.S. 0.84)
Teachers Not Labeling Students (E.S. 0.61)
Clear Learning Intentions (E.S. 0.51)
Teacher Student Relationships (E.S. 0.47)
Teacher Expectations (E.S. 0.42)
Belonging (E.S. 0.40)

EVIDENCE-BASED PRACTICES

Curiosity (Effect Size [E.S.] 0.90)
Transfer Strategies (E.S. 0.86)
Prior Ability and Achievement (E.S. 0.82)
Enjoyment (E.S. 0.56)
Happiness (E.S. 0.53)
Positive Self-Concept (E.S. 0.46)
Attitude Towards Content Domains (E.S. 0.45)

STRATEGIES

EDUCATORS

Educators…
- Establish a Portrait of Graduate to describe the outcomes for PreK–12 education embedded in the values of the local community.
- Design, adopt, or adapt competencies aligned with the Portrait of a Graduate.
- Define the competencies into grade bands that vertically align as learners build knowledge, skills, and dispositions from pre-K through postsecondary.
- Develop teacher capacity to identify essential standards, define learning progress, articulate learning intentions and success criteria to advance teacher clarity.
- Collectively define shared commitments and guiding vision for the school.
- Facilitate learner growth through asset-based development

STRATEGIES

STUDENTS

Students…
- Provide input to educators into learning experiences that support their individual needs, strengths, goals, and interests.
- Look for opportunities to make connections between in-class learning and other experiences.
- Apply knowledge gained in novel contexts by engaging in cognitively rigorous tasks.
- Create and maintain positive relationships with the teacher, school administrators, and other school personnel
- Contribute to a sense of community where members feel part of, belong to, and can be involved to create positive connections and the opportunity to learn.

FAMILIES
- Communicate regularly about learning, with the emphasis on the process of learning and growth, not just the end grade.
- Collaborate with school staff and other community members on school improvement.
- Engage with their students to build on their strengths and nurture growth opportunities.