Competency-Based Education and Gifted Students
In Groups of 3 or 4

Talk in a small group about:

What skills does a graduate of TODAY need that they didn’t 30 YEARS AGO?
Competency-Based Education (CBE)
Were there national models that you considered prior to adopting the current approach?
# Personalized Learning

## The Purpose:

**A New Way to Initiate Personalized Learning in TSD**

<table>
<thead>
<tr>
<th>The “Old” Way</th>
<th>The “New” Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses assigned by the school</td>
<td>Educational pathway designed by the student</td>
</tr>
<tr>
<td>Limited options based on interest</td>
<td>Interest-driven options</td>
</tr>
</tbody>
</table>

**Courses assigned by the school**

- Limited options based on interest

**Educational pathway designed by the student**

- Interest-driven options
Why is CBE good for students?

Students
- Personalized
- Flexible
- College, Career and Community Readiness
- Ownership
- Advocacy

http://www.thompsonschools.org/Page/6036
Gifted Education and CBE

Elementary and Middle School

- Pre-testing in content areas to determine readiness
- Differentiating learning activities
- Ensuring students are mastering grade-level standards
- Allowing opportunities for applying and transferring knowledge
Standards

Common Core standards require higher levels of thinking from students

- Ex. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably (CCSSELA-Literacy.RI.5.9)

- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (CCSS: RL.8.6)
Re-designed:
- more student-centered
- more choice
- more options to extend

Challenge Concept:
- student extension
- choice
- empowered student learning
Gifted Education and CBE

High School

- Personalized pathways
- Certificate programs
- Concurrent Enrollment
- College, Career, and Community Readiness
- [http://www.thompsonschools.org/Page/13318](http://www.thompsonschools.org/Page/13318)
• Take ownership of their learning
• Think larger than themselves
• Persevere through challenges
• Redefine the use of technology to enhance connectivity and achievement
• Contribute positively to their local and global community
Standards-Based Scoring

http://www.thompsonschools.org/Page/12050

Scoring is based on how well the student is mastering grade-level content.

Students are given the opportunity to choose differentiated assignments where they are applying and transferring knowledge to multiple domains.

Scores range from 1 (emerging progress) to 4 (exemplary) compared to end of year expectations.
Standards-Based Scoring

Ex. 1. Copy the example below on your MathBoard.

2. Work On Your Own Find the unknown digits.

3. On Your Own Write another unknown-digits problem on your MathBoard.

4. Explain your strategy for finding unknown digits.
Standards-Based Scoring

Performance Assessment Rubric

An Exemplary Response (4 points)
- Correctly lists all possible floor plans
- Correctly computes the perimeters and areas and explains answers using mathematical terms
- Applies understanding of area and perimeter to the problem
- Uses strategies that exemplify the mathematical practices identified for this task

A Proficient Response (3 points)
- Correctly lists all possible floor plans
- Correctly computes the perimeters and areas and explains answers using some mathematical terms
- Applies understanding of area and perimeter to the problem
- Shows evidence of using strategies that are based in the mathematical practices identified for this task
Work Habits

Scored separately from content mastery

Related to College, Career, and Community Readiness

Collaboration, Communication, Creative Problem Solver, Self-Agency

Persevere through challenges
The goal of Competency Based Education is to ensure each child has a personalized learning pathway that will guarantee college, career, and community readiness.

Gifted students benefit by access to a more challenging and engaging learning environment.

Students are measured on their ability to master grade level content and apply and transfer that content to new learning opportunities.
Take ownership of their learning
Questions/More Information

Thompson2Life website: thompsonschools.org/T2L

Carol Swalley carol.swalley@thompsonschools.org

Jeri Crispe jeri.crispe@thompsonschools.org

AnneMarie Sanchez annemarie.sanchez@thompsonschools.org

Michelle Stout michelle.stout@thompsonschools.org