

Strengthening our current competency system

Problem Statement: The current system is a recording system, not a learning system.

Purpose: To engage students and stakeholders in an on-going and personalized dialogue about areas of strength and needed growth.

Task: Work as a committee to research and strengthen our system so that (1) measures attainment and engages students in their learning and (2) provides an efficient way to document and track student progress. Make a recommendation on a format to the administrative team that meets the following criteria.

Criteria for Success:

A strengthened system must:

- **Measure Attainment:**
 - Engage students in knowing their own progress.
 - Build accountability and self-efficacy.
 - Help them reflect on what they have accomplished and what they still need to learn moving forward.
- **Document and Track:**
 - Provide real-time insight on their progress toward the skills and knowledge embedded in the competencies.
 - Track students' progress and areas of growth.
 - Provide accessibility to all stakeholders.

Next Steps:

Develop an action plan that outlines the steps required to strengthen our current competency system as a District.

Working Notes.....

Criterion	
Tracking / Technical (How competencies are tracked and recorded)	Attainment / Philosophy (how competency are measured)
Provide accessibility to all stakeholders	Develop a standard for identifying the underlying inherent skills within each competency and aligning them with a project. that go into competency.
Ability to Link the evidence that justifies the rating or document how it's been measured.	What skill/competency do they gain by each project.
	Students ability to self reflect as part
Accessible to stakeholders	Must be aligned to a project
Engages students in their progress	Must include all inherent skills.
Provide info about what a student has met	"Crosswalk" Strands to make connections for students
Students knowing where they are in any given competency attainment.	
Identifying all underlying skills that go into competency	

A four-part issue:

Part 1: GLTS needs to clearly define what being competent means. Many of our current staff have differing ideas about the meaning of "Proficient" and this needs to be clearly established and communicated to ensure consistency. Think Exploratory grading.

Part 2: Teachers need a system or reporting format that is easy to use and connects to the various projects that they are designing and including in their curriculum.

Part 3: GLTS needs to find a way to communicate with all stakeholders about student progress. We currently do not share the updates and need to find a way to push this information out on a regular basis.

Part 4: We want students to take ownership of their learning and develop an understanding of what being competent means, and engage them in ways that we have not. This could include student reflections about their learning and plans to improve.