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Session Title	Where research meets practice: facilitators and barriers to CBL implementation
Session Presenter	Alison Brockhouse, Glo7ria Pfeifer, Wendy LaRose, Institute for School Partnership
Purpose of Session	<p>In this interactive session, participants will share their experiences and discuss research on implementing competency-based learning with a focus on systemic structures and supports. Presenters will summarize research on facilitators and barriers to successful CBL implementation and solicit feedback from participants about the ways in which their experiences and contexts align with existing research. Participants will then identify a set of key themes and focus questions to drive their work in the coming school year.</p> <p>Telling Our Story: What We Tried, What We Found, How We Changed, Research background on CBL implementation</p>

Resources from the Presenter:

- [Session Slide Deck](#)
- [Article-Making sense of K-12 competency-based education: A systematic literature review of implementation and outcomes research from 2000 to 2019](#)
- [CBL Facilitators and Barriers Print Out](#)
- [Sharing Reflections Summary](#) (anonymized)

Attendees: If you'd like to connect with the people you meet in this session, include you info here.

Name	Email/Twitter	Role & District
Crystal Koenig	Crystal Koenig @Supermtvr	Gifted

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		Running out of room? Put your cursor in this cell and hit TAB a bunch of times!

Notes: (just keep typing):

Making Sense of K-12 Competency Based Education

CBE/CBL is not new. Identifying and isolating the factors that affect CBE is a complex endeavor given that the various components associated with it are similar to many practices in traditional education.

8 Key Elements of CBE - Facilitators and Barriers for Each Element (National Summit on Competency Based Education)

1. Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
2. Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
3. Students receive timely, differentiated support based on their individual learning needs.
4. Students progress based on evidence of mastery, not seat time.
5. Students learn actively using different pathways and varied pacing.
6. Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
7. Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.
8. Students engage in Real-World Learning experiences that support high school, college, career, and workplace readiness.

